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UNDERGRADUATE WORK

THE TOTAL PHYSICAL RESPONSE (TPR) APPROACH THROUGH TECHNOLOGY TO INTRODUCE EFL TO 1st GRADE MILLENNIUM LEARNERS AT C. E. TOMÁS MEDINA

SUBMITTED TO ATTAIN THE DEGREE OF

LICENCIADA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA

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ABSTRACT

This thesis work presents the findings of "The Total physical Response (TPR) Approach through Technology to Introduce EFL to 1st Grade Millennium Learners at C.E Tomás Medina". The general objective is to introduce EFL to 1st grade students through the Total Physical Response approach using technology at C. E Tomás Medina and the specific ones are to describe how 1st grade students acquire EFL, to design a syllabus and a macro-lesson, to describe their functionality, and to provide them to introduce English as a foreign language using the Total Physical Response approach and technology at C.E Tomás Medina. Furthermore, it describes the methodology used to accomplish this investigation where the research team used the qualitative paradigm.

In addition, to collect data, the research team used two semi-structured observation guides addressed to first grade students to observe, first, students' learning process through the use of the Total Physical Response approach with technology and second, the implementation of the approach with technology in the classroom. After the analysis and interpretation of the data, the research team found out that the combination of the Total Physical Response and technonolgy can definitely help students acquire the language naturally due to that gestures, repetitions, demonstrations, actions and movements using videos, songs, and flashcards bring students to a more realistic class environment. These findings helped the research team come out with conclusions and useful recommendations for teachers and future researchers about the subject of study.

INTRODUCTION

This thesis work gathers relevant information about the undergraduate work "The Total Physical Response (TPR) Approach through Technology to Introduce EFL to 1st Grade Millennium Learners at C. E. Tomás Medina." The main goal of this holistic project is to introduce the language to first graders and discover how they acquire the English language through the approach and the use of technology since the approach has not been combined with technology in the classroom. Therefore, this thesis work contains six different chapters as described below.

Chapter I: Statement of the problem describes the importance of the introduction of EFL to first grade millennium learners to see how students learn using the Total Physical Response approach combined with the use of technology in the classroom. It also describes the impact technology has on students' learning process nowadays. Moreover, it comprises the research questions, the scope of the study, the justification and the research objectives.

Chapter II: Referential framework presents previous studies that show how the Total Physical Response approach has been used along the years, and it shows that this approach has not been combined with technology in the classroom. Furthermore, it presents the impact and importance of technology on students' learning process, the benefits of the approach, and the characteristics of first graders. This chapter also contains the description of a macro-lesson plan and all the parts it has based on TPR as well as the description and parts of a syllabus.

Chapter III: Methodological Design describes all the steps that the research team followed to carry out this thesis work as well as all the necessary tools used and administered during the study in order to obtain reliable data. It also contains the operationalization of the variables and the methods to analyze the data gathered based on qualitative and quantitate data. Finally, it includes the ethical aspects that the research team followed during the holistic project.

Chapter IV: Analysis and Interpretation of Data presents the analysis and interpretation from the semi-structured observation guides addressed to first grade students of C. E. Tomás Medina and the checklist addressed to three experts in the area according to the general and specific objectives of the thesis work.

Chapter V: Project Proposal includes a syllabus and a macro-lesson plan to help future teachers and students with a guide to teach and learn EFL. Here, you will find a complete syllabus that contains all the contents to develop during the completely academic year. It also includes the general and specific objectives, the course description, and the homework, evaluation and make-up assessment process. Furthermore, it contains an evaluation process that can be taken into account by the English teacher. Similarly, you will find a complete one-year lesson plan that includes the activities and procedures to teach EFL to first grade students along with its corresponding appendices.

Finally, chapter VI: Conclusions and Recommendations where in the conclusions, you will find the answers to the research objectives, and in the recommendations, you will find pieces of advice that teachers and future researchers should take into account when teaching or doing research, all based on the findings of this thesis work.

CHAPTER I: STATEMENT OF THE PROBLEM

Based on interviews with the school principal, Licda. Mirna Elizabeth de Trigueros, the research team realized that first graders did not receive English classes. English was taught some years ago at the school, but abruptly, there have been changes in the school, and there has been lack of personnel to teach English. Besides all that, English is not part of the national program; however, the principal said that for her, it is important to teach English to 1st grade since nowadays, it has become vital for children to learn this foreign language. That is why, the research team conducted an intervention to introduce the English language to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology since it was useful to describe how they learn English as a Foreign Language at Centro Escolar Tomás Medina.

1.1 Description of the problem

According to Ministerio de Educación Ciencia y Tecnología (2015), recent studies indicate that the best time for a child to learn a foreign language is in the first years of life. Children at this age actually have a strong potential to acquire almost an infinite number of new information, including a foreign language. Children who learn a foreign language at a very early age, have a more active brain sphere and later have fewer difficulties in school subjects other than English. Thus, this thesis work intends to teach English as a foreign language to 1st graders and discover how they learn and acquire a new language having the opportunity to learn through the TPR approach and the use of technology.

In this thesis work, the Total Physical Response (TPR) approach is combined with technology to introduce English as a Foreign Language (EFL) to first grade millennium learners, and language teaching is built around the coordination of action and speech. Nowadays, it is important the use of TPR with technology in EFL classrooms since according to Hill (2006), technology is a key to this generation. She says her students arrive in class with technology know-how. She explains that teachers used to spend some time teaching basic technology skills to the first-graders. Now, when the kids arrive, teachers do not spend any time teaching students how to use the computer. They come to class knowing how to use technology as a tool for learning. Seeing the impact of technology on this generation, now it is good to include it in

everyday activities and above all, in the classroom. This is what this thesis work aims to achieve, to get to include technology in the activities students will develop while learning a foreign language.

Moreover, this thesis work was important to be carried out because it aims to contribute to the school providing them with a syllabus and a macro-lesson plan based on the approach and the use of technology to teach EFL to 1st graders. Furthermore, through the interviews, the principal told the research team that it would be okay to have a project like this thesis work because she did not lose hopes that someday, English would be taught again and that she needs to be prepared with a syllabus and a lesson plan for a future when there is personnel to teach English to 1st graders.

In the words of Widodo (2005), in the context of teaching, most people assume that children learn a foreign language in the same way that they learn their mother tongue. Basically, children are potential in acquiring and learning a foreign language, and even they learn it more quickly than those who are learning the foreign language after puberty. Regarding the way TPR is put into practice, imperative drills are the prominent classroom activity in TPR. They are typically games or physical activities to highlight physical actions on the part of the learners. In this sense, learners play main roles: a listener and a performer. They listen attentively and respond physically to commands by the teacher. Students need to respond both individually and collectively; they have minor influence on the content of learning inasmuch as content is determined by the teacher.

Regarding the use of technology with 1st graders in the classroom, the digital learning devices are playing a major role in the classroom. Technology is helping students to participate in the class activities. Moreover, the average students are coming with new ideas and creativeness. That is why, it has become easier for teachers to approach students in a better way, and the communication between teachers and students has increased. The digital medium is an attractive method to retain the attention of the students. Also, technology in the classroom is making students flexible to participate and learn more; now students do not have to sit and study in a closed classroom. They can interact with the teacher and with the material as well.

At C. E. Tomás Medina, teachers count with different types of technological resources which can be used in the classroom. Through the interview with the school principal, she let the

research team know that they could use these resources in their project. Thus, this definitely helped the research team to carry out this thesis work. The school has computers, an LCD projector, speakers, tape recorders, classrooms with electricity, and enough space to carry out different activities. Everything there was in good conditions to be used in the intervention the research team carried out and to teach EFL in a future.

After describing the phenomenon, the research team comes up with the following questions: How to introduce EFL to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology at C.E. Tomas Medina? How do 1st grade millennium learners acquire EFL through TPR and technology at C.E. Tomas Medina? What elements does a syllabus to introduce EFL to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology have? Who has to validate the syllabus' and the macro-lesson plan's functionality to introduce EFL to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology?

1.2 Objectives

1.2.1 General objective:

a) To introduce EFL to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology at C.E. Tomás Medina.

1.2.2   Specific objectives:

b) To describe 1st grade millennium learners' EFL acquisition through the Total Physical Response (TPR) approach using technology at C.E. Tomás Medina.

c) To design a syllabus and a macro-lesson plan to introduce EFL to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology at C.E. Tomás Medina.

d) To describe the functionality of the syllabus and the macro-lesson plan to introduce EFL to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology at C.E. Tomás Medina.

e) To provide a syllabus and a macro-lesson plan to introduce EFL to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology at C.E. Tomás Medina.

1.3 Justification

The Total Physical Response approach has been used for many years, yet it has not been combined with technology in the classroom. There are many sources that explain how it has been used; for example, according to Method (n.d.), a typical TPR activity contains instructions such as "Walk to the door", "Open the door", "Sit down" and "Give Maria your dictionary". Students are required to carry out the instructions by physically performing the activities. Given a supportive classroom environment, there is little doubt that such activities can be both motivating and fun, and it is also likely that with even a fairly limited amount of repetition, basic instructions such as these could be assimilated by the learners, even if they were unable to reproduce them accurately.

Also, as Frost (n.d.) states, in the classroom, the teacher plays the role of a parent. She starts by saying a word "jump" or a phrase "look at the board" and demonstrating an action. The teacher then says the command and students do the action. After repeating a few times, it is possible to extend this by asking students to repeat the word as they do the action. When they feel confident with the word or phrase, the teacher can then ask students to direct each other or the whole class. It is more effective if students are standing in a circle around the teacher and he can even encourage them to walk around as they do the action.

As it can be seen, the TPR approach has had its own way of being developed in the classroom. However, through an investigation, the research team combined this approach with the use of technology to introduce EFL to 1st grade millennium learners at C.E. Tomás Medina to discover how this new way of using the approach could impact on students' learning. In addition, this thesis work was important to be carried out because it aims to benefit 1st grade millennium learners. When learning a foreign language, students move, get huge amount of energy, and tend to have short attention spans. They are very much linked to their surroundings and are more interested in the physical and the tangible. Students' own understanding comes through hands, eyes and ears and their physical world is dominant at all times.

When TPR activities include games, kinesthetic learners learn best. Also, TPR appeals to visual learners who take visual cues from seeing the actions associated with the instructions given. When TPR is followed by songs, auditory learners will particularly benefit from the songs in which the words and rhythms associated with movements will be memorable to them

(Er, 2012). It also aims to benefit future 1st grade English teachers at Centro Escolar Tomás Medina by creating and giving a syllabus and a macro-lesson plan to contribute to the school since the principal said that she expects to have English classes in the school in a future.

Moreover, this thesis work intends to benefit other English levels such as junior high school at C. E. Tomás Medina since the approach can be used with this type of students. According to Bc. Markéta Pinkasová (2011), physical action is very important to this age group. It is the main aid for reducing stress and stabilizing emotional pressure. It is also a great motivation. Unlike primary school children, teenagers can work better in the traditional analytical ways such as grammar and text analysis. Methodology thus includes physical actions mostly in various games and a specific area of teenage interest that can be turned into games or activities is music.

Teenage learners very often relate to music and learn from it. Most learners have strong personal preferences about music they like or dislike. Furthermore, songs are often about issues teenagers are interested in. These make music a good topic to talk about and work with. Songs are also useful for their repetitive nature and language used in chunks. This makes language easier to remember and use. The language is real, in current vocabulary and natural phonological features such as linking or weak forms. In addition, music creates a stress-free atmosphere in the classroom (Bc. Markéta Pinkasová, 2011).

Furthermore, this topic was carefully chosen because it was essential to get to know how the Total Physical Response approach could be innovated by including technology to teach EFL to 1st graders. With this combination, students would not only learn through gestures and actions commands as the approach describes and as it has been put into practice along the years but also they would be engaged in a technological environment that would allow them to develop another skills and have fun at the same time. For instance, students would have the chance to learn through songs, games, and short dialogues.

To support what has been said, as Classroom (nd) describes, gone are the days when teachers stood in front of the classroom and talked to their students all day. Now, people will likely find teachers and students working together using various forms of educational technology. In this context, the term technology refers to any device used to supplement and enhance students´ learning. As it can be seen, technology is becoming a very

important part of the learning process, and it has had a big impact on children who are now surrounded by all these technological resources, so it is great to take advantage of that in the classroom as well.

To give an example on how technology influences students' learning, Clarke (n.d.) says, students enjoy singing, and it can really improve motivation. Singing can also improve the pronunciation and intonation patterns of the learners, especially younger students. At primary level, vocabulary teaching tends to concentrate on single word items, and songs allow students to learn chunks or meaningful phrases of language rather than single words, as well as to learn about how sounds connect and run together. For example, students can become aware of using contractions and weak forms. As it has been previously mentioned, the school counts with the technological resources to use in the classroom, and the school principal was in agreement with the research team to use them in the intervention.

Besides that, for future 1st grade English teachers, it will be easier to develop the syllabus since they will have the necessary tools to teach EFL through this new way; the school has also big classrooms with electricity where the teacher can develop any activity with 1st graders. Thus, this helped the thesis work to be carried out because the TPR approach involves many physical activities and movements, so teachers will easily develop them if necessary.

1.4 Scope of the study

This thesis work was conducted only with the population of 1st grade students afternoon shift sections D and E of C.E. Tomás Medina during the year 2020. Also, the information was focused on how the Total Physical Response (TPR) approach could be implemented in the learning process through the use of technology when introducing EFL to 1st grade millennium learners. Finally, this thesis work could be useful for other schools or institutions that want to implement the TPR approach through the use of technology to teach EFL to 1st graders and may also serve as a source for future researchers.

CHAPTER II: THEORETICAL FRAMEWORK

This thesis work took place at C.E. Tomás Medina in Santa Ana, Santa Ana department. The study was focused on the Total Physical Response (TPR) approach through technology to introduce EFL to 1st grade millennium learners. Therefore, this chapter comprises previous studies, concepts and data to show how the TPR is used to teach EFL to 1st graders, how technology can benefit the use of this approach, and the current situation of EFL in 1st grade in El Salvador. Finally, this thesis work was carried out during the year 2020.

2.1 Definition of approach and method

Here, it is stated the definition of method and approach and their differences to get to know these concepts better in this thesis work since TPR is seen from these two perspectives.

2.1.1 What is a method?

In teaching, according to Tersoo (2018) this term, method, is used to describe the pedagogy, main principles of study, and educational strategies that are used by teachers in the classrooms to instruct students. As seen above, in teaching, a method is the way how teachers' pedagogy is implemented in the class knowing which strategies will be used to develop the class content.

2.1.2 What is an approach?

According to Taylor (n.d.), an approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. Moreover, teachers by using different classrooms activities or techniques can make the learning process more effective.

2.1.3 The difference between approach and method in teaching

According to Stuva (n.d.), an approach is the way in which teachers will approach the piece of literature they are teaching; it refers to what they are going to teach. However, a method refers to how teachers are going to teach it: lecture, small-group work, PowerPoint, worksheet, class discussion, etc.

2.2 What is TPR (Total Physical Response) approach?

In this part, there is an explanation of what TPR approach consists in. Also, it states the distinguished features that are attributed to the TPR approach. Moreover, it explains how it works and the benefits that this approach has regarding the English learning process.

Originally developed by James Asher, an American professor of psychology, in the latest sixties, Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning (Rowland, n.d.).

2.2.1 Distinguished features of TPR

According to Library (n.d.), language skills are taught in the natural order of acquisition: listening, speaking, reading, and writing. Both the Natural Approach and TPR focus on the importance of listening comprehension as the basis for language acquisition. Both approaches believe that language is acquired, not learned. In other words, learners acquire a language through an unconscious process which involves using the language for meaningful communication. Learning, on the other hand, involves a conscious process which results in knowledge about the rules of a language, but not necessarily in an ability to use the language.

The learner's mother tongue is seldom used. Meaning is made clear by mime, drawing, etc. Great attention is paid to reducing learner anxiety. As referenced above, the TPR focuses on teaching a language in the natural order of acquisition. It also states that a language is acquired not learned, so it has its basis in learning a language the same way children learn their mother tongue which is in an unconscious process.

2.2.2 How does TPR work?

TPR has been linked to multiple trace theory in the field of psychology. How it works is that students trace the concepts either by rote repetition, writing, or a physical movement. Not to mention, TPR uses games like movements, which actually makes learning quite fun and takes some stress off of learners (Reviews, n.d.). As mentioned before, TPR focuses merely on

repetition and physical movement so that students can acquire vocabulary easily, and by doing so, students can relieve their stress while learning a new language.

2.2.3 Benefits of the TPR approach

In the words of Walton (n.d.), the Total Physical Response has a lot of benefits, particularly for beginners and young learners. For example, the pairing of movement with language is innately associated with effective learning, students actively use both the left and right sides of their brains, it works with both small and large groups, it sharpens students' listening skills, students are not required to speak until they are ready to, therefore creating a "safe zone" that greatly lowers inhibitions and stress, students will appreciate the change of pace and potential for humor, kinesthetic learners (who respond well to physical activities) and visual learners (who learn best with visual cues) will get a lot out of TPR, as no one is called upon individually.

TPR is great for introverted students, limited materials and planning mean it is simple for teachers to prepare it though if the teacher is going to work with technology at hand, there will be many tools, devices or extra material to include.

2.3 TPR with technology with first grade millennium learners

As stated in Grade (n.d.), first grade is a year of primary education in schools in many nations. It is the first school year after kindergarten. Pupils are usually 6 to 7 years old in this grade level; they are sometimes called "first graders".

2.3.1 Characteristics of first grade millennium learners

In this millennial education, it is always a great idea to include technological resources in the lesson plan to have a more complete class, especially with children who are always eager to learn new things and have fun as well.

> Technology can make students active participants in the learning, engaging in problem solving, mastery learning and conversation. They have the control to make things happen and can play and replay activities, while experimenting with variations (Age, 2017, pág. 3).

As expressed above, technology allows children to engage more in their learning process becoming masters of it. This way, this thesis work seeks to have a more complete learning environment having the TPR approach and the great help of technology to teach EFL to young learners. Joining TPR with technology seems to be really helpful for children because throughout the years, TPR has been used alone or with others approaches which have been great for students but have not included most of the rest of the skills because of the same main goal of TPR, speaking.

With the help of technology, other skills can be included and improved such as listening and writing. As an example, if the teacher chooses to teach a class using videos with a lot of commands where there are many lively drawings with many colors, students will definitely love it and imitate what the cartoons do. This way, children will engage more in their learning process and will perform the actions. At the same time, their ears will get accustomed to the proper pronunciation of the language which will make them acquire the word and hardly forget them next time they listen to them.

Another benefit that can be gotten from this would be the writing skills. That is to say, if a video includes the writing of the word or phrase being taught, the teacher can also practice writing with students; if the teacher gets students to do this, students will be associating the oral form of the word with the way it is written too. Supporting what has been said, according to Bevan (n.d.) , the use of videos in teaching and learning serves to not only benefit students but also teachers and their affiliated institutions. A 2015 study conducted by software company Kaltura concluded that 93% of teachers believe that the use of educational videos improves the learning experience. They also serve to break down barriers, such as student and campus location, which were once invincible.

2.4 What is a syllabus and its elements?

The syllabus is an important guide for teachers serving to outline the course development. In this part, it is stated what a syllabus is and also the elements that a syllabus must have so that it can give teachers and students an overview of what the course will be about.

2.4.1 What is a syllabus?

According to Together (n.d.), a syllabus is a requisite document for teaching that serves to outline the basic elements of a course including what topics will be covered, a weekly schedule, and a list of tests, assignments, and their associated weightings. However, a syllabus has the power to do more than that, it can articulate connections between learning outcomes, assessments, content, and pedagogical practice, that is, the way in which the course is constructively aligned, in guiding students through their learning.

2.4.2 Elements of a syllabus

There are certain elements that a syllabus should follow in order to provide teachers and students with a comprehensive overview of the course's aims and objectives, learning outcomes, and assessment strategies.

To begin with, a syllabus should be easy to read; that is to say, it should have the latest date at the bottom, and indicate if it is final or tentative, and it should have a consistent and simple layout with concise language; moreover, the first page should outline some basic information such as course title and number, number of credits, course overview, any pre-requisites, day, time and place of the class meetings, procedure for announcing class cancellations (e.g. announcement on Blackboard), professor name, office location, email address or phone number– indicating the preferred way to contact you, and office hours (Teaching, 2010).

In addition, a syllabus should help students understand the course direction, expectations and requirements, for example, course goals, learning objectives and expectations, required text or readings, list of supplementary readings, course schedule week to week with assignments due, how to submit them, readings, etc., description of major assignments on separate pages with grading rubrics, grading standards for the class in addition to assignments: participation, attendance, tests, etc., policies for absence, lateness, classroom conduct, missed work, and academic dishonesty, and highlight important dates such as drop dates, holiday schedule changes, etc. (Teaching, 2010).

2.5 What is a macro-lesson plan and its elements to teach EFL to 1st graders?

Here, the thesis work comprises the definition of a macro-lesson plan and its objectives. Besides that, it includes the steps on how to develop a macro-lesson plan and the elements that it must have when it is based on the TPR approach.

2.5.1. What is a macro-lesson plan?

According to Plan (2019), a macro lesson plan is a teaching strategy and curriculum formulated by teacher for a specific subject to teach for a long period such as a semester, year, month, etc. It incorporates all the various topics that to be taught in a subject. What does a macro lesson plan aim? To design an efficient curriculum plan for a subject, to teach a class for entire academic year and to formulate objectives and record the progress of daily classroom activities.

2.5.2 Elements of a macro-lesson plan

According to Planning (n.d.), a formal lesson plan must include header that has name of the teacher, name of the class, course, or subject, grade level, topic (textbook pages, lesson number, and unit) and time allotment. It also includes materials needed where the teacher does not include standard classroom equipment (e.g., chalkboard). He should include things such as books, colored pencils, PowerPoint presentation, handouts, etc. then, the objectives which have to be long-term objectives that describe the lesson as part of a larger idea, such as a one-day lesson or short-term (lesson) objectives that are measurable and specific, phrased in terms of "the student will..." can be introduced.

Then, the lesson plan continues with procedures that have to include introduction. This starts with a hook (an attention-getter) to introduce the lesson. Besides, this should be understandable and relatable and should activate prior knowledge. The procedure also comprises instruction. This is about how the goals of the lesson will be reached, what the students will do to reach the objectives, if the students will complete a learning task in teams, if the students will take notes from a lecture, etc. The lesson plan must also include closing where the students demonstrate that they followed the instructions; this includes anything from sharing teamwork results, to review questions over a lecture or PowerPoint (Planning, n.d.).

To continue, the lesson plan has to include independent work. This includes follow-up work done in class or as homework. Any work assigned should be an extension of the in-class

lesson. Ideally, it simultaneously reinforces the lesson, builds upon it and creates background knowledge for the next lesson. Besides all that, it must include assessment that determines whether the goals of the lesson have been reached. The types of assessment may vary; they can be formal assessments or informal assessments. The formal ones include quizzes, tests, work (such as essays) evaluated according to a rubric, etc. The informal ones include looking over students' completed assignments, question-and-answer sessions, etc. (Planning, n.d.).

The last part of the lesson plan has to be reflection which is very important too. This is done after the lesson as a self-reflection exercise. Possible questions to ask oneself are: What parts of this lesson worked well? How might these parts be made even better? What parts of this lesson did not work? Why? Should these parts be altered, changed, or scrapped? among others the teacher thinks that are necessary to better students´ learning process (Planning, n.d.).

2.6 How to introduce students the learning approach?

There are many ways on how to introduce students the TPR approach though in this thesis work, it is intended to connect them with technology.

2.6.1 Fabulous ways to use Total Physical Response in an EFL classroom

Pesce (n.d.) indicates that the main assumption is that a second language can be learned in the same way as the first, through the same natural processes, so TPR tries to mimic these processes by requiring students to respond to commands, which in turn require physical movements. Naturally, this method was embraced by ESL teachers back then, but it is still quite popular today, particularly when teaching children or beginners.

According to Pesce (n.d.) EFL activities with TPR are tremendous fun for students, even for grown-ups once they become less self-conscious, but it is precisely because children are less self-conscious about moving their bodies around the classroom, that these activities are excellent ways to get young learners up and about. Although they require more out of teachers, physically-speaking, they require less preparation. Finally, activities with TPR are great for kinesthetic learners who need more action or hands on activities. Below, there are some of the activities that can be put into practice to teach EFL to first grade millennium learners and the way to include technology in them.

2.6.1.1 Simon Says (with a spin)

To begin with, clearly, it is a classic among TPR activities, one that is more commonly used to teach the parts of the body. But why not go beyond the simple, "Simon says touch your nose" and try more complex commands? Say teachers are teaching to students how to give directions. Clear up a space in the classroom, once students can easily maneuver around. The commands could be directions: "Simon says turn right; Simon says go straight ahead." Create a mini neighborhood! Place a flashcard or picture on each of students' desks: a bank, a pharmacy, a shopping center, etc. Arrange the desks so they create "streets". Students take turns giving each other directions to and from locations in their neighborhood. This game is meaningful since students can learn a word and while they are performing it, and adding songs to this game can be just great.

2.6.1.2 Charades

In addition, another classic game, this one is best suited to action verbs and sports. For example, to teach sports the teacher must first introduce each with flashcards, act out each of the sports himself, and have students say each out loud with the teacher. Then the teacher divides the class into two teams. Each student must take a flashcard, picture or card with a sport written on it, and pantomime the movements involved in playing the sport so that his or her teammates can guess what it is. Encourage them to be silly or exaggerate if they have to. Teammates have to answer in complete sentences: you are playing basketball. Charades fits perfect with the TPR since students just implement the physical movements to do it, and they can put into practice in the class while having fun.

2.6.1.3 Songs

Young EFL learners love to sing songs, but if teachers add movement or miming, they will enjoy them so much more. It is, in fact, difficult for most children to sing songs while sitting absolutely still. Singing and moving comes naturally to them. So, why not to take advantage of this and incorporate lots of songs with movements? Songs are perfect activities while talking about the TPR because students love singing and making physical movements while listening to a song. It is a great combination to learn a new language, so students do not feel bored in the class.

2.6.1.4 A stroll around the classroom

This activity is great for kids and adult students. The teacher will need several objects or props/realia, as many as he would like to use. First, the teacher pantomimes a series of actions while saying the phrases. Then the teacher says the phrases and ask a student to pantomime the actions. The teacher can try this with several students and use different objects. Finally, they should do it on their own and walk around the classroom interacting with objects. Teachers may add this type of activities by adding physical movements, so students feel eager to participate in class.

2.6.1.5 Mime role plays

These is also a lot of fun for adult students. Give each student a role to act out but tell one of them that they have lost their voice. Tell this student what situation he or she has to act out, but do not tell the other student what it is. For example: Student A – You need to find a pharmacy and you ask someone for directions. You have lost your voice, and you cannot say a word. Student B – You will be stopped in the street by someone who needs directions, but this person cannot speak, so you must interpret them gestures to find out where they need to go. Simple role plays may be a good option since students are from 6 to 7 years have the capacity to learn a language easily, so they can memorize small conversations. Moreover, students like doing these activities because they are funny and meaningful.

2.7 Previous studies related to the TPR and 1st graders

Here, it is stated some studies that prove the use of TPR in the classroom.

In the first study, Ruoran (2015) explains his experience when he gets an opportunity to teach Chinese at Stevenson School this week. He says he taught a 15-minute first grade class on family members. There were 25 students in total. They had been taking Chinese class once a week since this August, and they just finished learning about family members recently. Therefore, he designed a review lesson using Total Physical Response. His original design for the class was going over vocabulary words from a family tree and teaching the sentence structure, "this is…" he did the demo class in Chinese class and received suggestions from Professor Dai that songs and riddles are more attractive to first graders. He did not have experience teaching first graders, so he decided to take her advice.

In his updated lesson plan, he made up a simple and rhythmic riddle using the five vocabulary words (grandfather, grandmother, father, mother, and baby) and onomatopoeia. He found cute cartoon pictures for the five characters that matched with the riddle. In the pictures, each character was doing something that distinguishes him or her from the rest. For example, grandmother is dancing. He thought that movements might engage the students more, so he designed five easy moves to match with the characters as well. When he saw them enjoy themselves singing and dancing, he knew he had made the right decision.

In the second study, Harris (2016) illustrates the experienced he had in an example of using TPR at the first-grade level.

He says in his first-grade foreign language classroom, TPR (Total Physical Response) was used with the story, Brown Bear, Brown Bear, and What Do You See? This story was written by Bill Martin, Jr. and illustrated by Eric Carle, and of course, the Spanish version was read in his class. This story was popular and usually read to toddlers but many of his students remembered it. It was used to review colors because the basic storyline was that a brown bear saw a yellow duck that saw a blue horse and so on. According to the North Carolina Course of Study, TPR is "a teaching approach in which students respond with physical activity to increasingly complex teacher commands." TPR was his preferred method of instruction for many years and was a very useful teaching aid.

TPR will be the term used instead of TPRS due to the shortness of the story and the limited vocabulary. This particular lesson takes less than ten minutes. (While his examples are in Spanish, TPR can be used in teaching any second language) TPR is used for two phrases: Qué Ves? (What do you see?) and Veo (I see). These phrases show the grammatical concept of verb conjugation; noun/adjective placement is used but is not explicitly expressed.   Whenever students hear Qué Ves? They shrug their shoulders. The shrugging is done because it is a question, and as question words are later introduced there are different motions for each one. For veo, students point to their eye. During the teaching of the parts of the body, students touch the part that they are learning, so ojo (eye) is also learned by pointing to the eye.

The description of this particular lesson is limited in part to limited objectives and limited time devoted to the lesson. His objectives are to introduce two conjugations of the verb "to see," ver in Spanish and to reinforce the vocabulary for colors. He read this story before

teaching the students commands, conjugations and noun/adjective agreement. His motivation for using TPR in general and for reading this particular story is to promote long-term recall. He wants his students to be able to tell their parents what they did in Spanish class. James Asher, the founder of the TPR method, provides three explanations for this long-term recall production in his book, Learning Another Language Through Actions, and the following can be found within the first seventeen pages of this book.

The first explanation is called the motor skills hypothesis. Asher finds that any manual skill such as swimming, bicycling and ice skating, has long-term recall. He contrasts this method with students sitting quietly, listening and repeating the skill does not utilize the student's muscular response system. He also calls TPR "the most powerful teaching aid available." The second explanation is the believability hypothesis. He states that students are resistant "to the assimilation, storage, and retrieval of information." When students hear "*veo*" and they have heard it several times before, they believe in the connection between the phrase and the action. Eventually, students will see (using their eyes, one of the senses) and hear (using another sense) the phrase in Spanish.

Therefore, they find this believable because another sense is involved and their resistance to storing that information is broken. Asher calls this breaking down the resistance a short circuit. Seeing the action adds a level of credibility to the connection that "veo" means "I see" and Qué Ves?" What do you see?" Asher uses the phrase of creating a "factual experience." It is harder to deny a memory that you have experienced as opposed to one learned by memorization. Asher's third explanation is the right brain hypothesis. During speech, the left brain communicates while the right brain is mute. Physical actions are right brain activities, and by getting both sides involved, long-term recall is more likely. Physical actions used in TPR include, but not limited to the following: pointing, gesturing, touching and pantomime. Through TPR, the audio-lingual and translation are processed in the left brain while the physical motion is processed in the right brain.

This article endeavors to show an example of both how I use TPR as a primary grade teacher. The mention of research is to show why he used this teaching method in the primary grades to promote long-term recall. At his school, he teaches students from grades K-8, so he has most of his students for multiple years. His eighth-grade students remember the stories,

activities, vocabulary and motions to words learned in first grade and kindergarten. For him at least, he has experienced and seen the long-term recall. From his personal experience and from a small amount of research, he found that TPR works for him, and he would encourage other primary grade teachers to use it as well.

2.8 How 1st graders learn English in Latin America and in El Salvador

In Latin America, different countries take upon different strategies to introduce EFL starting in 1st grade so that children benefit from learning another language at a very young age. Furthermore, each country seeks for the best ways possible to make the learning process for children a joyful and interesting experience.

2.8.1 In Latin America

In Latin American, although not all countries currently have a national English strategy, the ones that do have one served as models for others. To illustrate, Chile's strategy served as a model for both Colombia and Peru. The consultancy terms of reference seeking the creation of a document outlining Peru's national English policy required reviewing national strategies of Chile and Colombia. (Cronquist & Fiszbein, 2017) Therefore, these three countries have strategies that have all of the necessary components of a strong national strategy in which they must have a mission and vision statement, general and specific objectives, and strategies that help the institutions to achieve their goals according to the needs of their students.

In Chile, the didactics used to teach English to primary school students are songs, rhymes, tales, technology and others; that is to say that teaching English corresponds to the likes and preferences of the students (Huete & Morales, 2003) As expressed above, an easy way to enhance motivation and interaction between students is by using methods and techniques that students in this level prefer; in that way, students will be involved in social and communicative activities according to their context.

In Colombia, a study based on two groups of 25 students which age range was between 6-7-year old each were taught by native Colombian teachers. This study's goal was to integrate a connection between English and Spanish development at the preschool and early primary levels; also, the curriculum stated that only oral communication must be done from preschool up to third grade. This was to allow the students to advance in their Spanish literacy process

before a different reading system was introduced. In addition, games were the main source of English oral performances at this level.

One of the teachers stated that performances based on games made leaning more real and enjoyable for students. (Guevara & Ordoñez, 2012). As it can be seen, when teaching English to young learners, it is important to consider their context and the level of their current competences so that the introduction of L2 does not cause a negative impact in the acquisition of L1. In addition, oral communication is again a main focus in teaching English which permits the use of different activities that can go along student's preferences.

Besides games, the teachers used story reading and songs as authentic communicative performances. One of the teachers expressed that students would always ask for story readings because they like it. The way in which story reading was done in that study consisted by teachers using big books with colorful images, frequently asking students to participate by saying words from the story and the students seemed very enthusiastic and participated actively (Guevara & Ordoñez, 2012). In other words, using readings such as tales and stories with students of this age makes them learn new vocabulary words in English according to the meaning in the context of the story and connecting what was said in the book with the pictures they saw.

Learning and singing songs were some of the activities performed in most of the classes as well. In addition to enjoying singing, little children produced a lot of language in an easy and amusing way while practicing the songs. One of the teachers enthusiastically said that children loved it (Guevara & Ordoñez, 2012). As mentioned before, along with stories and games, the usage of songs with students can facilitate the acquisition of English since this activity makes students eager to participate and as a result, students learn different expressions, phrases, and words.

In Mexico, a study expressed that one of its elements they took into account to teach in 1st grade were audiovisual media, social communication instruments directly related to photography, audio and digital documents, which are useful in teaching the phonological skills of a foreign language (Sánchez H. & Galán H., 2018). Moreover, technological resources can enhance students' performances in the learning process of a foreign language. Nowadays, it is easy to find media that combines photographs and music to teach different topics like fruits,

animals, clothe, and others; also, it is easy to find videos that permits to interact with the audience by asking them to repeat after them the words or phrases that are being said.

Also, in the study, it is mentioned another important aspect such as the evaluation process. It is recommended to set aside written exams, as they would not be recommended to evaluate language learning in young children. Therefore, it is preferable for the teacher to adopt the continuous assessment model in order to monitor student progress and provide feedback in areas where students need special attention (Sánchez H. & Galán H., 2018). As express, the way of evaluating students' performance is also important to take into consideration.

For that, it is likely to evaluate students according to their skills and level of English, and the use of written test to do so with 1st graders is not recommendable given the fact that the main focus of language acquisition of the students relies mainly in listening and speaking skills. As it was mentioned, continuous assessment permits to follow students' performances through different type of tasks. For instants, after students have watched a video about animals, a mini-presentation can be assigned as a follow-up activity to evaluate and provide feedback, and the results of the activity can be used as part of the result of the final grade.

In Nicaragua, El Ministerio de Educación (MINED) decided to provide training to 1st grade English teachers in all public schools in order to enhance their pedagogical abilities. For this, it was proposed to work with children through games, songs, mimes, rhymes, visual aids, and real objects (Aguirre, 2018). As expressed, it is acknowledged the level of student's abilities and way they learn best in order to facilitate and better their language learning process.

To conclude, ELL (English Language Learning) programs exist in different parts of Latin America; however, these programs may differ in some factors or aspects since these are designed according to their different technological, cultural and educational background. Nevertheless, it can be seen that what all these programs have in common is that they adequate their didactic according to the interests and level of students so that learning EFL can be interesting and positive.

2.8.2 In El Salvador

In El Salvador, the specialists in English Samuel Vasquez and Herbert Aparicio from MINED state that regarding teaching English from 1st to 6th grade, there is no official curriculum

as there is in middle school and high school (López & Salguero, 2016). As a result, learning EFL in 1st grade is not part of the current national educational program, and there are no official guidelines, programs or policies that promote the introduction of English in this level so far.

As spokesmen for MINED, Vásquez and Aparicio say they have submitted proposals and that study programs from 1st to 6th have been developed, yet the process has not been followed. At the same time, they assure that a pilot test was carried out in 2002 and 2003 with certain public schools, but the process is long and must go through the Legislative Assembly (López & Salguero, 2016). Because of this, it can be known that proposals and tests have been made to introduce English starting in 1st grade; however, the progress of these proposals are really unknown to schools or the public in general, or what are the possible failures or improvements that these programs may have.

The government budget problems prevent MINED from designing and implementing English teaching programs from kindergarten to high school because they do not have the funds to hire enough specialist teachers in the subject. For this reason, public schools are currently obliged to teach the subject from 7th grade to high school for three hours a week. (La Prensa Grafica, 2014). As presented previously, this problem can be seen as the major reason why teaching EFL to 1st graders does not present any progress when it comes to the possible resources to be used, or what type of approach or method could be the right one to develop a program that can work according to the context of all students in the country.

Altogether, in El Salvador, there are no national programs available to introduce EFL to 1st graders. This may be due to the fact that proposals and plans are being made, yet not implemented because of lack of resources and funds.

2.9 Ideal and real situation of the problem

Below, it is stated the ideal and real situation of the problem of this thesis work based on the investigation done and the things observed at C. E. Tomás Medina.

2.9.1 Ideal situation of the problem

Students at an early age are like sponges since they acquire everything they listen to and see. They love learning new things and are always expecting to do something else. Similarly, regarding a foreign language, children and students in general are going to learn if they are

exposed to the language at an early age. Parents as well as teachers are responsible for teaching children new things that make them think more, say more, and do more. To learn a foreign language at an early age brings students several benefits such as avoiding fear to make mistakes, improving their macro academic skills: listening, reading, writing, and speaking which benefits them in other subjects as well, displaying positive attitude towards other cultures and customs, improving problem solving and creativity, and giving them greater confidence that benefits them personally as well as academically (Languages, n.d.).

2.9.2 Real situation of the problem

Students at C.E. Tomás Medina do not receive English classes since 2 years ago because there has not been personnel at school to teach EFL. Besides all that, EFL is not part of the national program. This leads the problem to be worse since the school principal has taken action, and EFL is seen as less important than the other subjects are. Furthermore, through the interview with the school principal, the research team knew that the English teacher that taught first graders before did not have any plan to teach EFL as the government does not have it. This was the reason why the research team decided to create a syllabus and a macro-lesson plan based on the TPR approach with technology to introduce EFL to first grade students.

Moreover, in El Salvador, in some institutions, English is taught in 1st grade because the institutions have decided so. It is the decision of the principal to hire someone who speaks English or someone who knows a little English to teach this language to children, but that is on their own initiative because it is not mandatory by MINED (López & Salguero, 2016). To illustrate this, previously, the school had English teachers but they were assigned a class in which they would have to teach all the main subjects for the rest of the year. Therefore, the English subject was taken out. Therefore, in El Salvador, there are no official national programs provided by MINED to public schools regarding the acquisition of EFL to 1st graders, and there are no studies that talk about this issue; therefore, there is also lack of interest to improve the actual situation of teaching EFL in the country.

CHAPTER III: METHODOLOGICAL DESIGN

This chapter contains all the steps that were followed to conduct the thesis work "The Total Physical Response (TPR) Approach through Technology to Introduce EFL to 1st Grade Millennium Learners at C.E. Tomás Medina". Therefore, the paradigm, the type of research, and the methodology used in this project are carefully explained as well as the tools implemented are described in detail. In this chapter, a depiction of the ethical aspects is presented as well.

3.1 Paradigm and type of research

To carry out the thesis work "The Total Physical Response (TPR) Approach through Technology to Introduce EFL to 1st Grade Millennium Learners at C.E. Tomás Medina", the research team made use of the qualitative paradigm, and they did a projective research.

3.2 Description of the environment

This thesis work was carried out at C.E. Tomás Medina located in 14 avenida sur entre 35 y 37 calle poniente Colonia el Palmar, Santa Ana, Santa Ana (El Salvador) during the year 2020. The students of this school take classes in big and adequate classrooms according to the population of each of the groups. In all classrooms, every student has a desk and a chair, and every teacher has a desk and a chair as well. Also, there is one storage cabinet per classroom, so teachers have a place where to keep books, notebooks, markers, and different type of materials. However, these classrooms do not count with technological equipment like computers, speakers, or LCD projectors, but these technological resources can be used if necessary because the school counts with them.

3.3 Units of observation

In this thesis work, the units of observations were first grade students and their EFL acquisition through TPR and technology.

3.4 Sampling procedure

In this thesis work, the research team used convenience sampling because they carried out the thesis work with the two afternoon groups section D and E out of the five first grades

that are in C. E. Tomás Medina because those were the grades that were available for the research team. In these groups, there were twenty seven students in each classroom. Besides that, the research team took into account the two groups because the school principal asked them to take both into account to do the intervention of English classes so that they all could benefit.

3.5 Operationalization of variables

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	VARIABLE	DEFINITION OF VARIABLE	INDICATORS	TOOLS	TIME
To introduce EFL to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology at C.E. Tomas Medina	- To describe 1st grade millennium learners' EFL acquisition through TPR and technology at C.E. Tomás Medina.	1st grade millennium learners	As stated in Grade (n.d.), first grade is a year of primary education in schools in many nations. It is the first school year after kindergarten. Pupils are usually 6 to 7 years old in this grade level; they are sometimes called "first graders".	-eager to learn new things -have fun -active participants in the learning -social and communicative activities according to their context -perform actions -social generation	-Semi-structured observation guide	2 hour class
	-To design a syllabus and a macro-lesson plan to introduce EFL to 1st grade millennium	The Total Physical Response (TPR)	According to Rowland (n.d.), the Total Physical Response (TPR) is a	-Physical movements -Mimicking words -Gamelike movements	-Semi-structured	2 hour class

| learners through the Total Physical Response (TPR) approach using technology at C.E. Tomás Medina | approach using technology | method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first | -Videos

-Digital flashcards

-Commands

-Verbal input

-songs | observation guide | |
| -To describe the functionality of the syllabus and the macro-lesson plan to introduce EFL to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology at | | language, and it reduces student inhibitions and lowers stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning. Moreover, technology can make students active | | | |

C.E. Tomás Medina -To provide a syllabus and a macro-lesson plan to introduce EFL to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology at C.E. Tomás Medina		participants in the learning, engaging in problem solving, mastery learning and conversation. They have the control to make things happen and can play and replay activities, while experimenting with variations (Age, 2017, pág. 3).			

3.6 Data collection instruments

To answer the research questions and achieve the objectives of this thesis work, the research team used three tools to gather the necessary data. Thus, these instruments were designed based on the objectives, variables, and indicators of this holistic research. The instruments used were: two semi-structured observation guides addressed to first grade students of C. E. Tomás Medina and one checklist to validate the project proposal. A semi-structured observation guide (Appendix A) was designed to help the research team get information on how 1st grade students learn EFL through the TPR approach and the use of technology.

The other semi-structured observation guide (Appendix B) was designed to help the research team get information on how the TPR approach and the use of technology were developed in the classroom. The checklist (Appendix C) was designed for the validators to evaluate the project proposal and validate it. Moreover, these were done in order to collect reliable data which consisted in describing how 1st grade students of C. E. Tomás Medina learned the English language through the TPR approach and the use of technology in the classroom and in describing the functionality of the syllabus and the macro-lesson plan to introduce EFL to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology.

3.7 Approaching the field of the study

In order to approach the field of study, during the second week of February of the current year, the research team asked the principal of C.E Tomás Medina for permission to carry out the thesis work in the institution. That is why, the research team wrote a letter (Appendix D) addressed to the principal of the institution to carry out a three-month intervention to introduce EFL to first graders through the use of the Total Physical Approach (TPR) using technology; however, the research team could only implement it for one month due to the COVID-19 since schools had to close in March. Also, the research team went to the school and had an interview (Appendix E) with the principal to know why first graders did not receive English classes. The information provided by the principal through the interview helped the research team describe the current situation in a better way. Moreover, the research team made sure they informed the principal the purposes of the study.

The days to administer the tools to first grade students were set on Thursdays and Fridays from February until March. The research team explained to the teachers the project and how the instruments were going to be applied and did not explain to the students since they were first graders. The research team administered two semi-structure observation guides. One of them was to get information on how first grade students learned EFL through TPR and technology and the second one was to know how this approach was developed in the classroom using technology. Since the beginning, the research team divided themselves to do the intervention and to observe at the same time as follows.

One member of the research team did the intervention on Thursdays and the other two members observed the class. On Fridays, another member of the research team did the intervention and the other two members observed the class. It is important to mention that the research team did it this way because there were two 1st grade groups to do the intervention, so one of the members of the research team did not teach because the research team was recommended not to be changing roles with the students. To carry out the tools, the research team got to the classroom and sat at the back of it in order not to interrupt the class and to have a better perspective of the class. The research team took notes during the whole class and checked the indicators on the observation guide.

3.8 Methods to analyze the information

In this thesis work, to analyze the qualitative data, the research team made the analysis based on the data gathered from the semi-structured observation guides and the checklist. Similarly, the research team organized the data according to the objectives of the thesis work, variables and indicators. The data gathered from the semi-structured observation guides and the checklist were useful to prove that the combination of the Total Physical Response (TPR) approach with the use of technology was a better way to introduce English as a foreign language (EFL) to 1st grade millennium learners.

On the other hand, the quantitative data was analyzed and interpreted by all the research team members with the help of graphs and frequency tables to have a transparent understanding of the results. Furthermore, the data from the semi-structured observation guides and the checklist were useful to analyze the importance of combining the TPR with technology to introduce EFL to 1st grade millennium learners. Finally, the research team interpreted the data

gathered and realized the need of a change in the introduction of EFL to 1st grade millennium learners.

3.9 Validity and reliability of data collection instruments

In this thesis work, two out of the three instruments, the two semi-structured observation guides, created by the research team to obtain data were presented to an expert in the area to validate them. After making small changes in each of the instruments, the research team administered them during the intervention, which lasted one month. The other instrument, the checklist, was presented to three experts in the area of English teaching to first grade students. Those people were in charge of providing comments and suggestions to better the proposal if necessary. For this, the research team provided a validation sheet, based on the operationalization of the thesis work, with the criteria from one to ten to evaluate the proposal. The changes suggested by the experts were left to the research team's choice, so they agreed not to make any change in the proposal since these changes were in some way profitable for some students and did not affect the rest.

3.10 Ethical aspects

Ethical aspects are a very important part in a research so that the information collected from the target population can be reliable. This is why, the research team adopts some codes related to research ethics. These rules are presented as follow:

A. Honesty. The research team compromises themselves to report honestly all data and results of the investigation.

B. Objectivity. The research team compromises themselves to avoid bias and place personal interests that might affect the research.

C. Openness. The research team agrees to be open to criticism and new ideas and share data, results, or ideas.

D. Anonymity and Confidentiality. The research team makes the compromise to protect confidential communications.

E. Protection from harm. The research team compromises themselves to protect the participants from any type of injury.

F. Informed Consent. The research team binds to agree in all the steps of this project, and at the same time, they ask the population their consent for participating in this investigation.

G. Information. The research team communicates to the population all the issues related with the investigation.

CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

This chapter comprises the analysis and interpretation of the collected data that was organized by the research team. This was done in order to know the results obtained from the semi-structured observation guides addressed to first grade millennium learners at C. E. Tomás Medina and from the checklist designed for the validators to validate the project proposal along with the research objectives and theories of "The Total Physical Response (TPR) Approach through Technology to Introduce EFL to 1st Grade Millennium Learners at C.E. Tomás Medina".

4.1 First grade millennium learners' EFL acquisition

During the observations to first grade students sections D and E at C. E. Tomás Medina, the research team got similar results and could realize that students from both sections acquired EFL similarly as they acquired their mother tongue. That is to say, they listened to the teacher and then repeated. Besides that, they did it having fun at the same time; for them, games were essential when learning EFL. They loved participating in class and expressing themselves when singing or gesturing. Furthermore, it was observed that the more interactive the activity was, the more they participated and got along with their classmates. It was also observed that first grade students got very engaged in the activities when it came to perform actions.

Similarly, when the teacher asked them to pay attention and just look at her and then repeat, they understood. It was incredible to see how little by little, they were acquiring the language; they repeated the language very naturally and spontaneously. When the teacher asked them to stand up and sing, they were happy and eager to do it. This way, the research team realized that to include technology in a class with first grade millennium learners was vital to encourage students to learn.

Moreover, in every class, it was observed that students were really interested in learning new things. At the beginign of the class, the teacher did a short review of the last class, and it was awesome to see how much students remembered from the last class. They remembered the vocabulary learned and the gestures and actions they learned in the last class. There were even some students who loved going to the front and dance or repeat the things the teacher had taught them. Thus, it was noticed how much students can acquiere when they are in a millenial learning

environment. That is to say, to bring technology to the classroom can be very useful nowdays; students are more interested and feel very attached because that is their world now.

Finally, it was noticed that the combination of the Total Physical Response and technonolgy can definitely help students get more angaged in the learning process and acquire the language naturally due to that gestures, repetitions, demonstrations, actions and movements bring students to a more realistic environement in the class.

Graph A1: Showing Eagerness to Learn New Things

0%

100%

Yes No
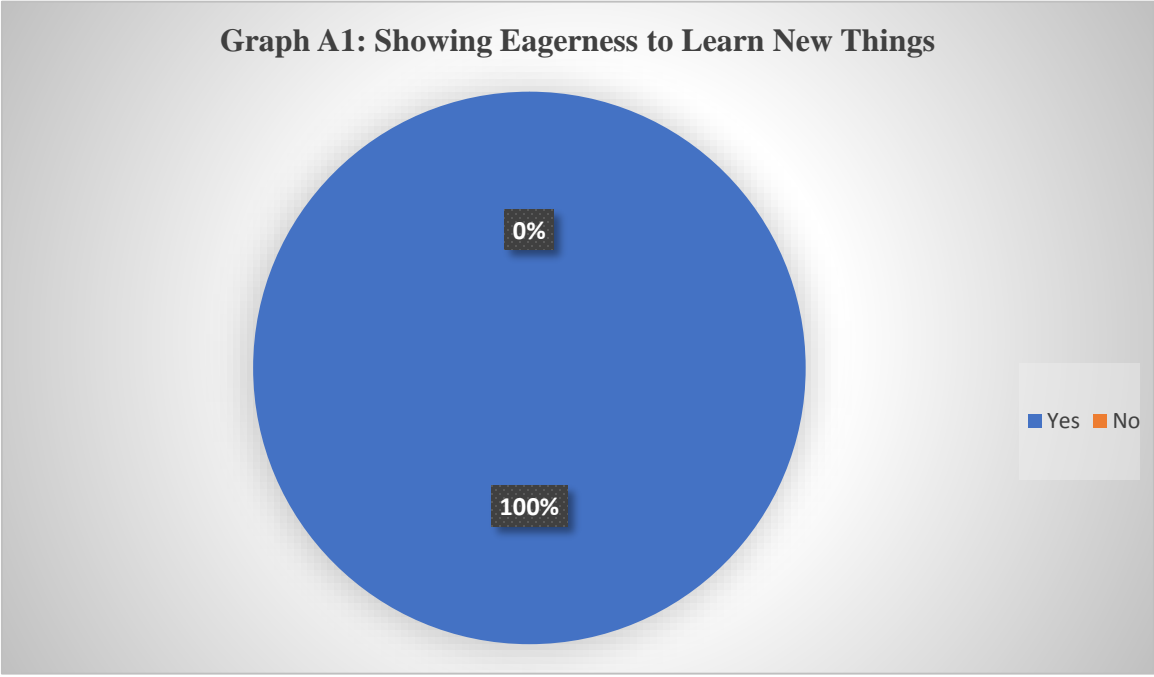
Source: Researchers' own creation

In graph A1: Showing Eagerness to Learn New Things, it is stated that in a one hundred percent, students from both sections D and E were happy when learning new things in an EFL class. That allowed students to acquire the language in a better way because they were interested in everything being studied; they always showed a happy face and much energy when the teacher told them they were going to study a new topic. Thus, they were never reluctant to learn new things.

Graph A2: Having Fun while Learning

0%

100%

Yes ■ No
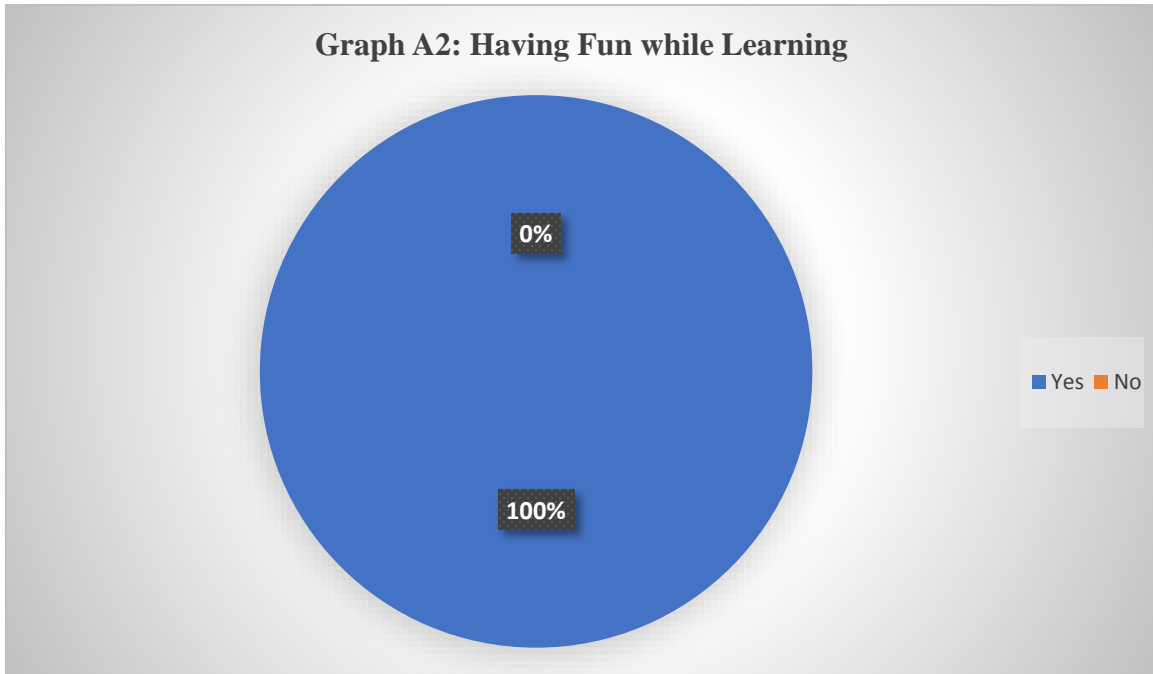
Source: Researchers' own creation

      In graph A2: Having Fun while Learning, it is observed that in a one hundred percent, students from both sections D and E were having fun while learning EFL. Students were always happy due to that the teacher included different gestures and movements, music, flashcards or real objects. Besides that, they always did everything the teacher asked them to do in the class, so that allowed them to get engaged in the class, to pay attention, and to learn the language. Meanwhile they had fun, they acquired the language. After they had done certain activities, the teacher always checked what they had learned, and they answered correctly.

Graph A3: Active Participants in the Learning Process
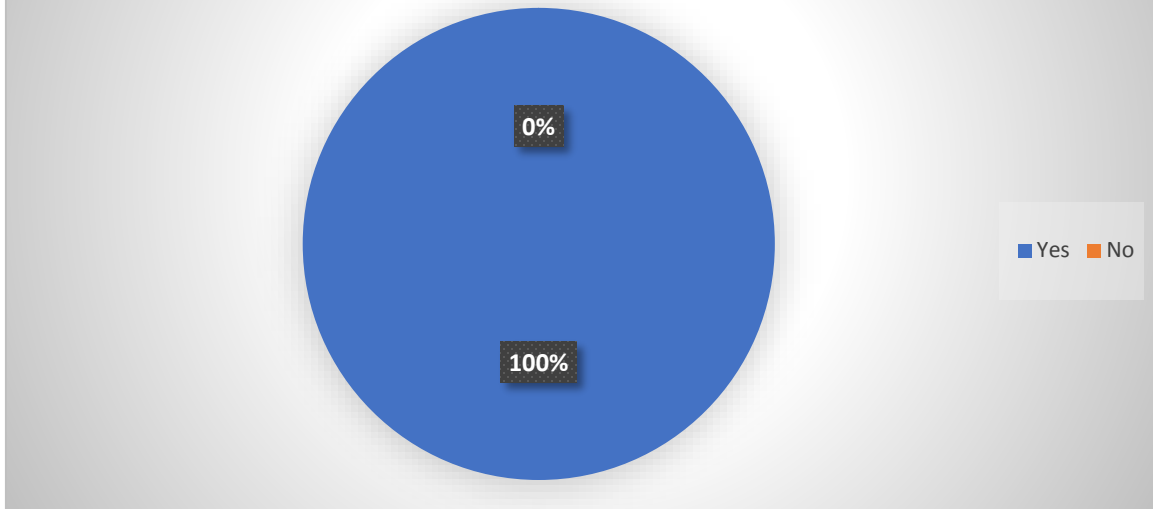
Source: Researchers' own creation

In graph A3: Active Participants in the Learning Process, it is noticed that in a one hundred percent, students from both sections D and E were active participants in their learning process. Students took part in all the EFL classes. Furthermore, they liked participating in all the activities they teacher brought to the classroom. They developed the activities well and were even raising their hands to participate. This way, they acquired the language better because they were the protagonists of their own learning process.

Graph A4: Communicative Activities according to the Context
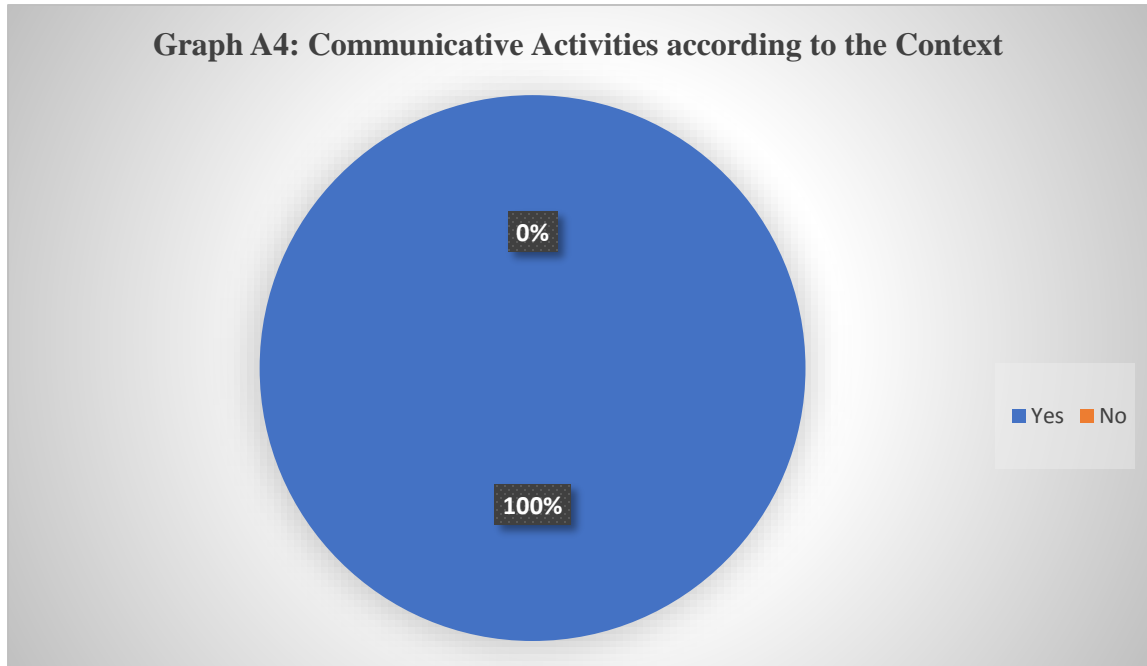
Source: Researchers' own creation

In graph A4: Communicative Activities according to the Context, in is stated that in a one hundred percent, students from both sections D and E, got communicative activities according to their context such as going to the front and greeting one another making movements. This allowed students to be in a more realistic learning environment. Moreover, students loved talking to their classmates, and that was an advantage for the teacher because she could implement activities where students talked to them. They were so happy speaking English that they did not even feel ashamed or scared to speak.

Graph A5: Action Performance

0%

100%

yes ■ no
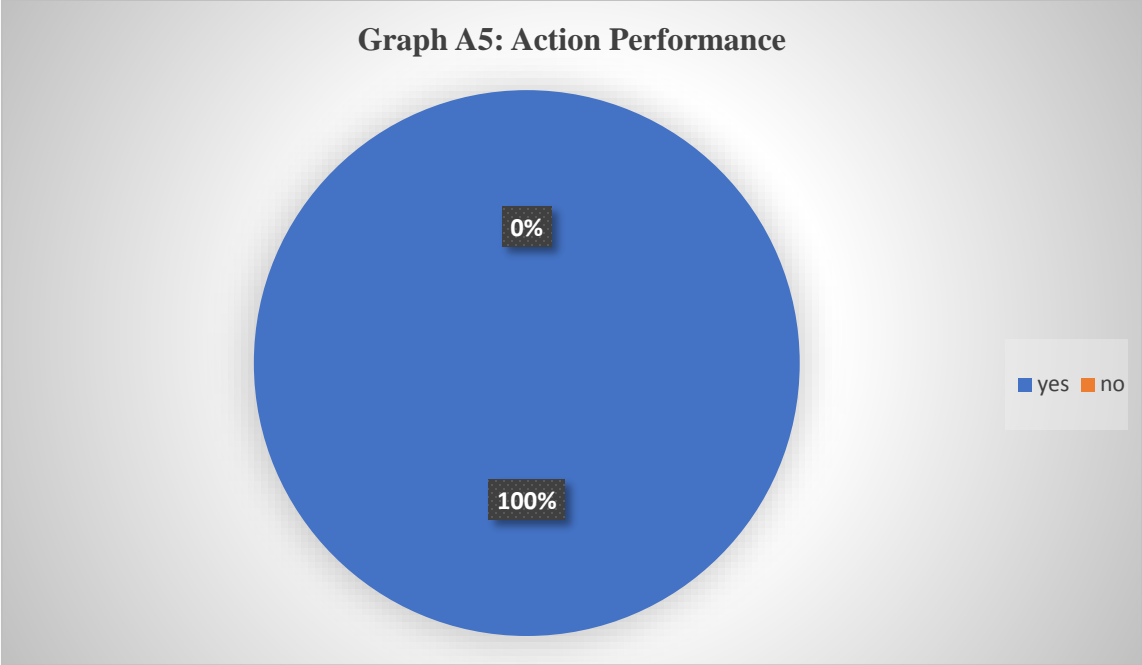
Source: Researchers' own creation

In graph A5: Action Performance, it is seen that one hundred percent of the students from both sections D and E were performing all the actions stated by the songs. While listening to the songs, students were having fun, and at the same time, they were using body movements to perform the actions. This helped students to associate the movements to the vocabulary they were learning through the songs and have a better understanding of the meaning of the vocabulary being learned.

Graph A6: Socializing with Classmates
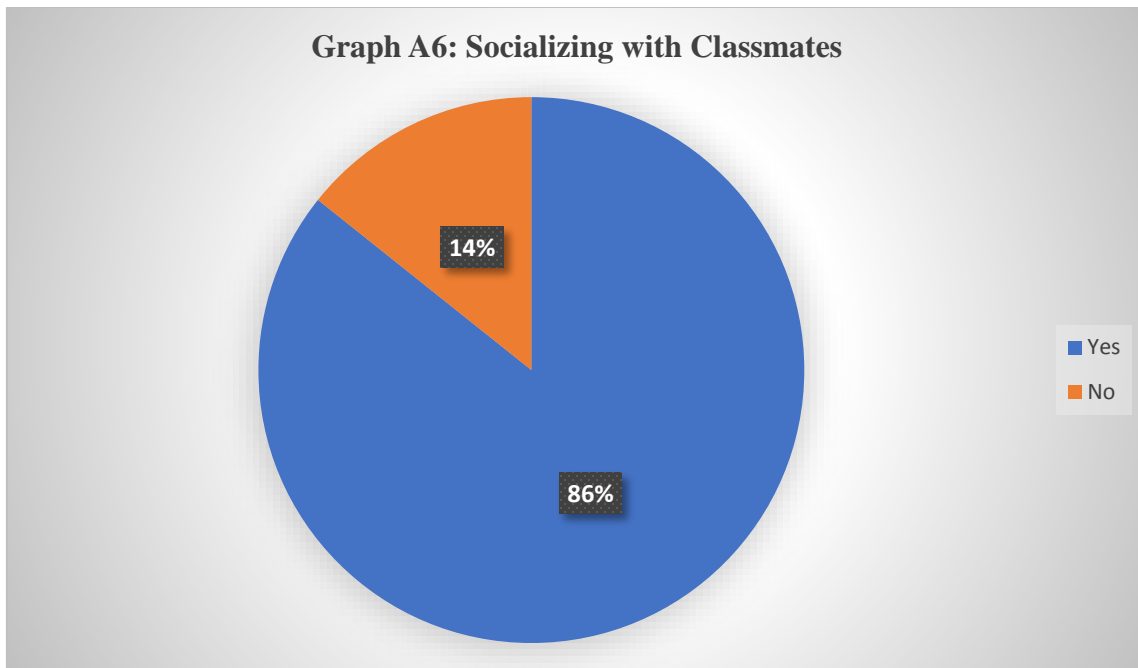
Source: Researchers' own creation

In graph A6: Socializing with Classmates, it is observed that only an 86% percent of the students from both sections D and E socialized with their classmates during the activities developed by the teacher. The 14% percent did not socialize with their classmates; they preferred to be apart doing some activities.

4.2 The Total Physical Response (TPR) approach meeting technology for the first time

During the observations addressed to the first grade English's teacher sections D and E at C. E. Tomás Medina to get information on how the TPR approach was developed using technology in the classroom, the research team had similar results realizing that the use of technology makes students participate more actively in classes. During the class development, the teacher made students used physical movements while listening to songs as part of the learning process, so the teacher made students mimic words so that they could relate the word to its meaning by their own through games. Also, the teacher was always dancing, moving her body, explaining through gestures, making movements with her mouth, and raising her arms to give students a better idea about what she was saying, so students were doing the same.

Furthermore, videos and digital flashcards were supposed to be part of the learning process, but due to COVID-19, there was not time to get to use them during the class

development since schools had to close. Also, the teacher made students learn vocabulary concepts by using physical movements to react to verbal input; with this, students could learn the English language the same way they learned their mother tongue. Finally, songs were an essential part of the students' learning process since they helped students learn new vocabulary and also learn the exact pronunciation of words. To sum up, the incorporation of technology helped the teacher have students more engaged in the activities and acquire the English language easily.

Graph B1: Learning through Physical Movements

0%

100%

Yes
No
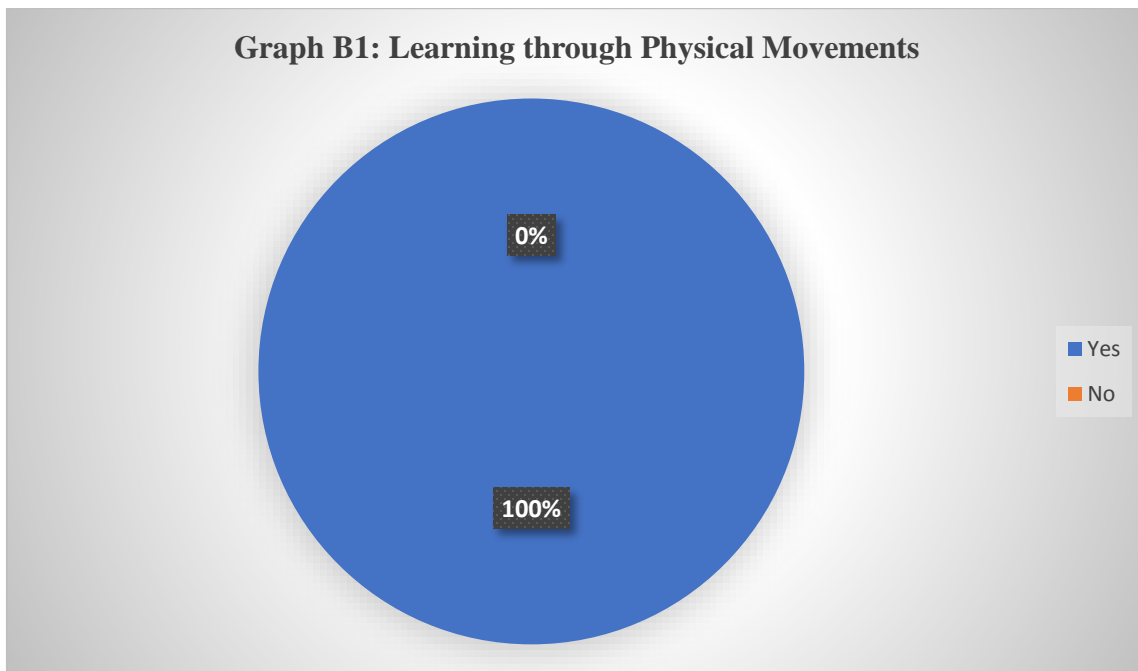
Source: Researchers' own creation

As it is displayed in graph B1: Learning through Physical Movements, the teacher made students from both sections learn new vocabulary while making physical movements since TPR focuses merely on repetition and physical movements. Thus students can acquire vocabulary easily, and by doing so, students can relieve their stress while learning a new language while having a lot of benefits; for example, the pairing of movement with language is innately associated with effective learning, and students actively use both the left and right sides of their brains.

Graph B2: Let's Mimic


0%

100%

Yes
No
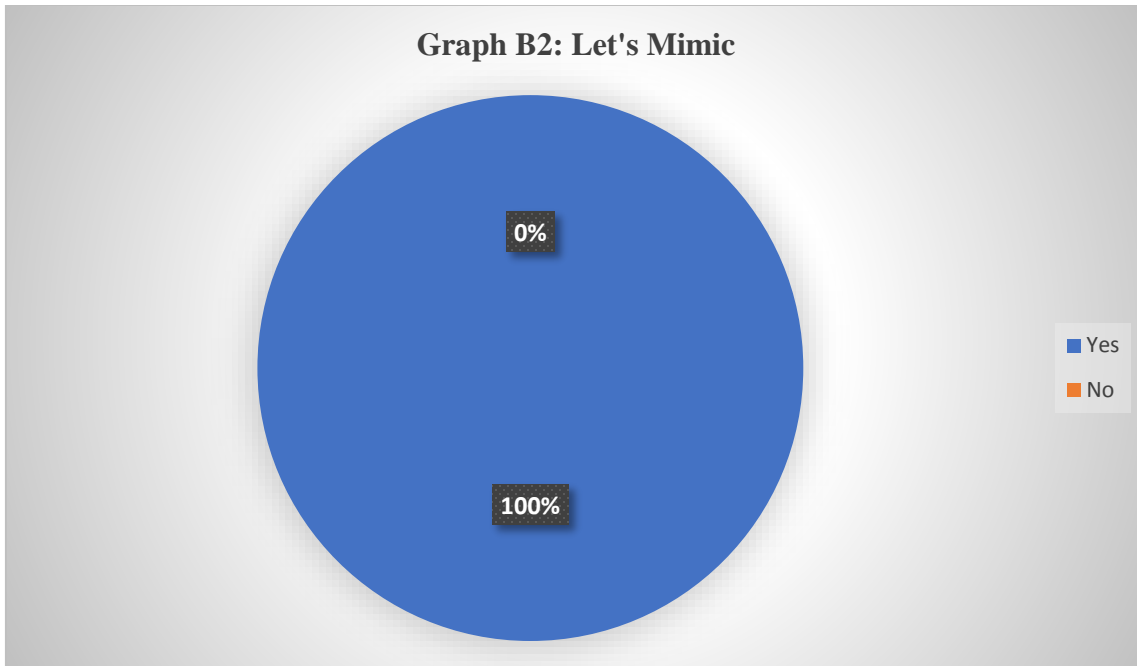
Source: Researchers' own creation

As it is shown in graph B2: Let's Mimic, the teacher made students mimic the English words listened in the songs so that students could relate the mimic with the meaning of the word by their own, so while listening to the songs, students stood up and started singing and mimicking at the same time making noticeable the TPR approach trough actions and instructional language.

Graph B3: Games Are always Welcome

0%

100%

Yes
No
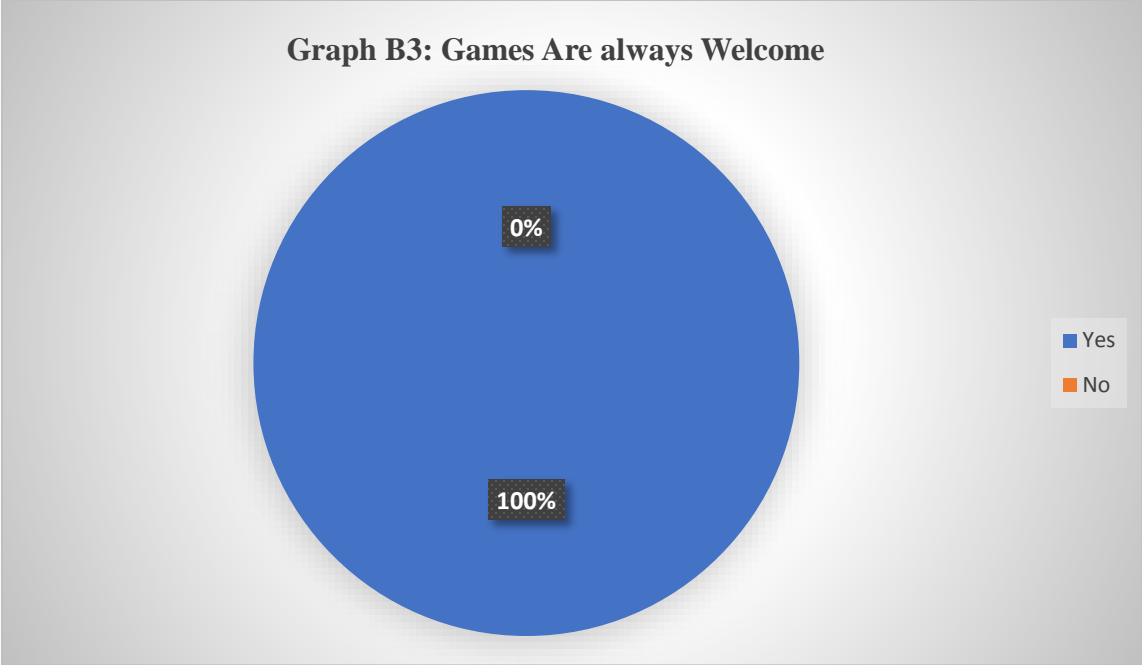
Source: Researchers' own creation

As it is seen in graph B3: Games are always welcome, the teacher made use of games, so students acquired the language through an unconscious process since TPR uses games in which movements are included. This actually makes learning quite fun and takes some stress off of students, so students did not feel pressured to learn; instead, they were having fun while learning.

Graph B4: Videos Are Part of the Class

0%

100%

- yes
- no
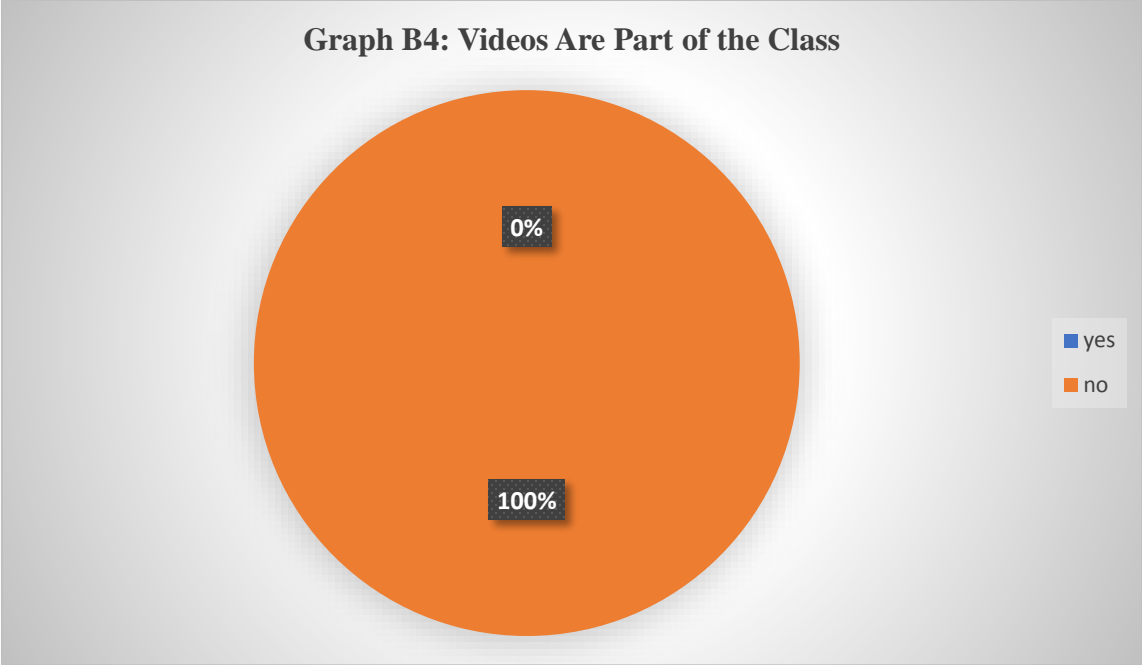
Source: Researchers' own creation

In graph B4: Videos are Part of the Class, videos are always significant in the learning process since students not only learn the pronunciation of a word but also they can learn how to write a word; however, the teacher did not have the opportunity to use videos in classes.

**Graph B5: Flashcards Are Used in this Process**

0%

100%

yes

no
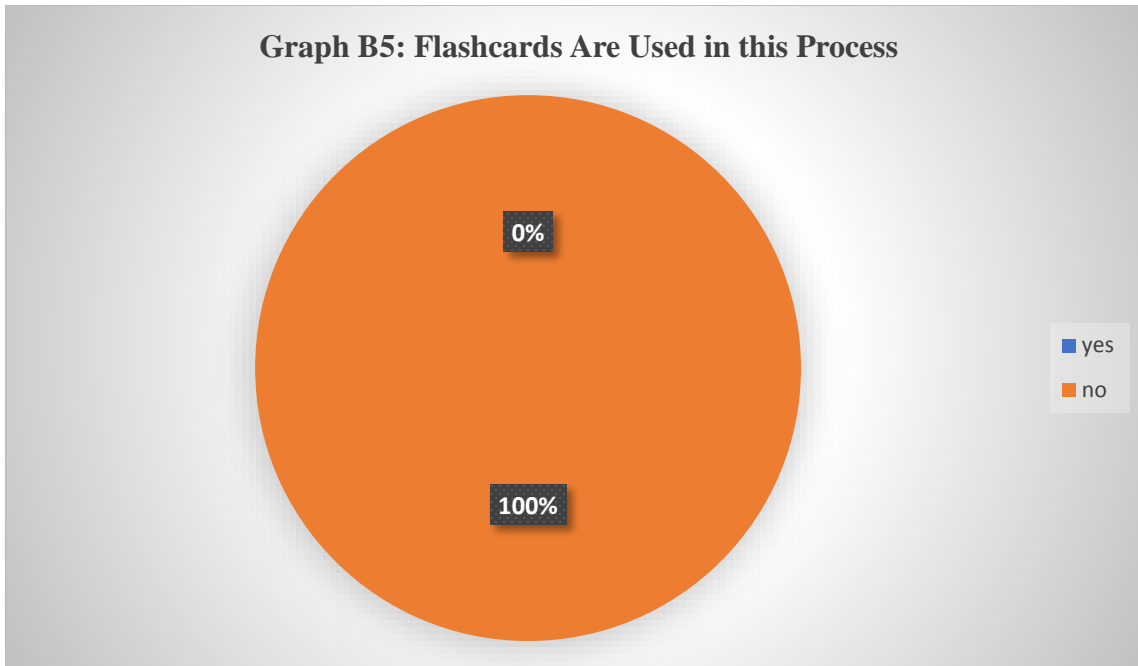
Source: Researchers' own creation

       In graph B5: Flashcards are used in this process; flashcards are a great tool for learning English since students can see the drawing that represents the word. There are some flashcards that have two sides in one student can see the drawing and in the other one they can observe how to write the word; nonetheless, the teacher could not use flashcards in class.

Graphs B6: Instructional Work in Class


0%

100%

yes
no
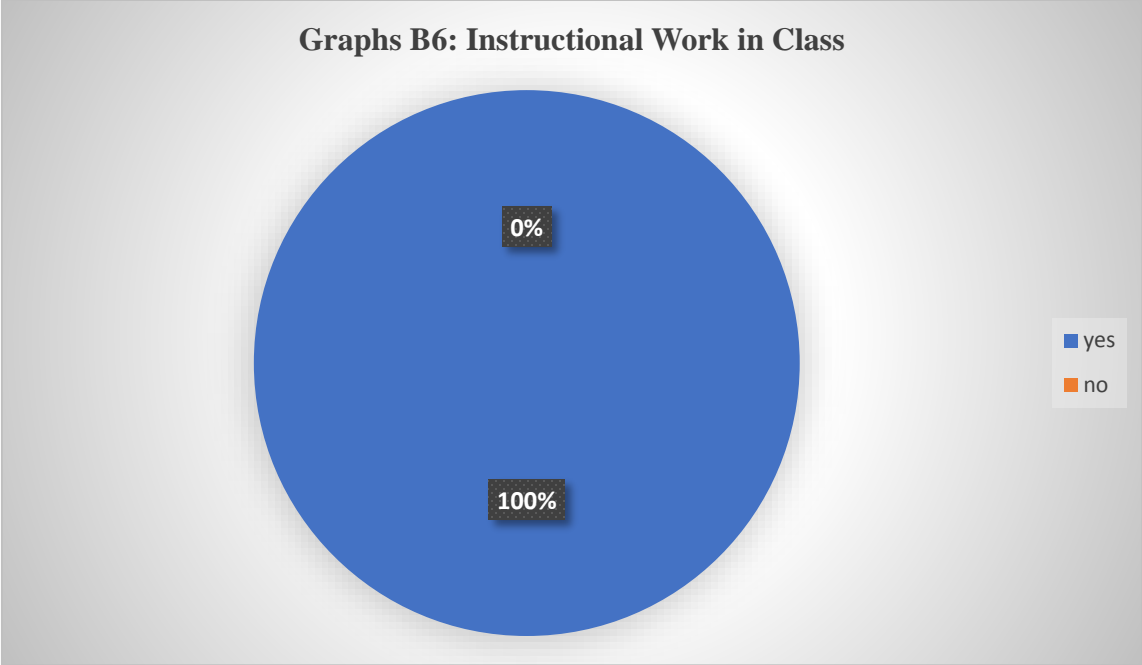
Source: Researchers' own creation

In graph B6: Instructional Work in class, the teacher asked students to repeat different words while moving their body which makes students to be eager to learn new things since moving their body comes naturally and make students be more engaged in the learning process. All students enjoyed moving their body while learning a new word, so the teacher could ask for a word while performing the action.

Graph B7: Verbal Input Is Essential in Class

0%

100%

- yes
- no
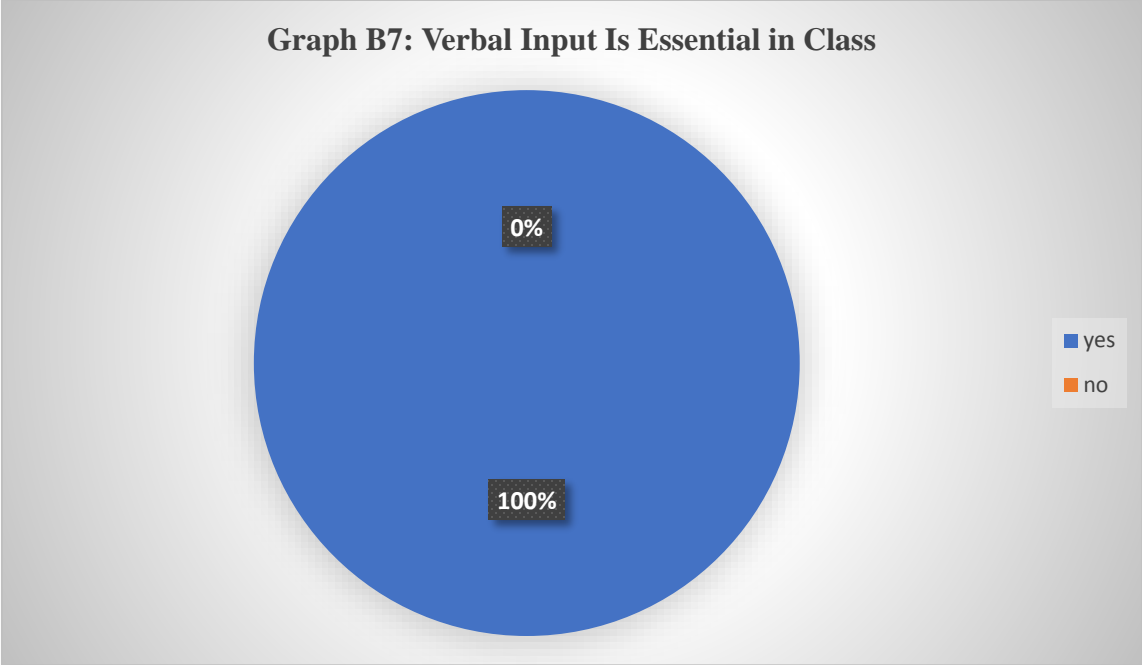
Source: Researchers' own creation

In graph B7: Verbal input is Essential in Class, the teacher taught some basic expressions to the students, so they could have the opportunity of speaking while showing a drawing. All students were asked to participate, and they were not afraid to do it. The teacher used motivational expressions, so students feel confident while presenting their drawing.

Graph B8: Songs Are of a Great Importance
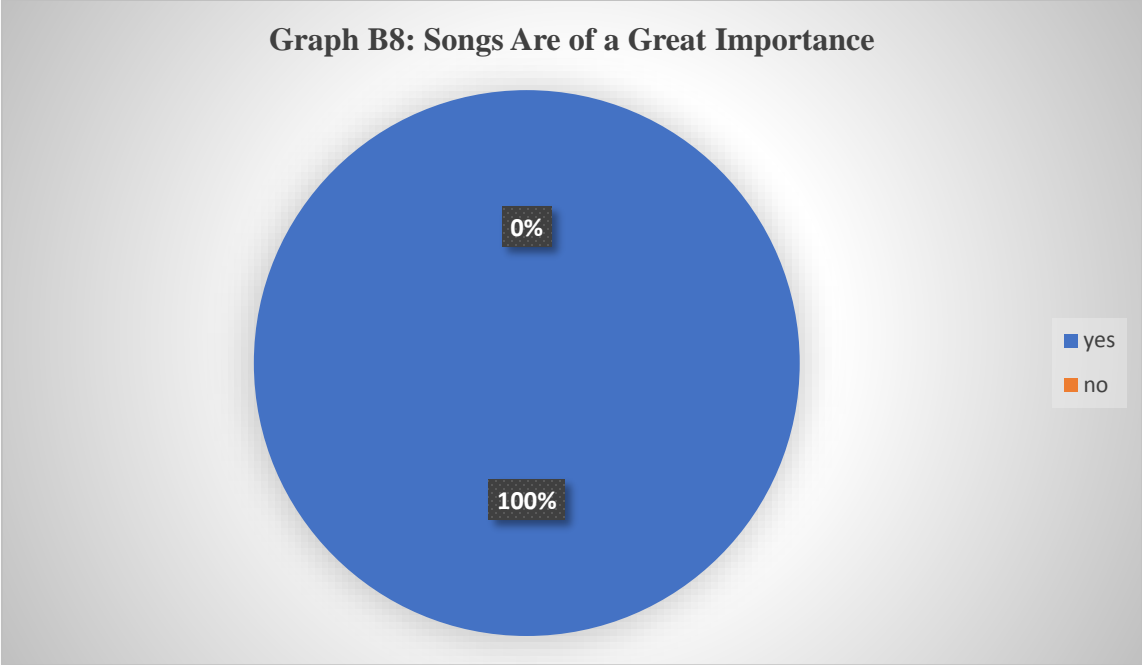
Source: Researchers' own creation

In graph B8: Songs are of a Great importance, the teacher played songs in class, and students were eager to participate since they were dancing and singing with a lot of energy and happiness. All students were learning commands unconsciously while they were singing and following the commands that the teacher performed. The students were having fun while learning new words that makes the class meaningful.

4.3 Results gotten from the observations made to the syllabus

1. It outlines the course development.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0.00	0%
2	0	0.00	0%
3	0	0.00	0%
4	0	0.00	0%
5	0	0.00	0%
6	0	0.00	0%
7	0	0.00	0%
8	0	0.00	0%
9	1	0.33	33%
10	2	0.67	67%
Total	**3**	**1.00**	**100%**

As seen in the previous frequency table, 1 out of 3 validators graded 9, being 33% that it outlines the course development, and 2 out of 3, being 67% graded 10 in this indicator.

2. It gives teachers an overview of what the course will be about.			
Xi	Fi	Fr	Fr%
1	0	0.00	0%
2	0	0.00	0%
3	0	0.00	0%
4	0	0.00	0%
5	0	0.00	0%
6	0	0.00	0%
7	0	0.00	0%
8	0	0.00	0%
9	1	0.33	33%
10	2	0.67	67%
Total	**3**	**1.00**	**100%**

The previous frequency table shows that 1 out of 3 validators, being 33% graded 9 that it gives teachers an overview of what the course will be about, and 2 out of 3, being 67 % graded 10 in this indicator.

3. It outlines the basic elements of a course.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0.00	0%
2	0	0.00	0%
3	0	0.00	0%
4	0	0.00	0%
5	0	0.00	0%
6	0	0.00	0%
7	0	0.00	0%
8	0	0.00	0%
9	1	0.33	33%
10	2	0.67	67%
Total	**3**	**1.00**	**100%**

As seen in the previous frequency table, 1 out of 3 validators, being 33% graded 9 that it outlines the basic elements of a course including what topics will be covered, a weekly schedule, and a list of tests, assignments, and their associated weightings, and 2 out of 3, being 67% graded 10 in this indicator.

4. It guides teachers through the teaching of English as a Foreign Language (EFL).			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0.00	0%
2	0	0.00	0%
3	0	0.00	0%
4	0	0.00	0%
5	0	0.00	0%
6	0	0.00	0%
7	0	0.00	0%
8	0	0.00	0%
9	0	0.00	0%
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As seen in the previous frequency table, the 3 validators, being 100% graded 10 that it guides teachers through the teaching of English as a Foreign Language (EFL).

5. It provides teachers with a comprehensive overview of the course's aims and objectives, learning outcomes, and assessment strategies.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0.00	0%
2	0	0.00	0%
3	0	0.00	0%
4	0	0.00	0%
5	0	0.00	0%
6	0	0.00	0%
7	0	0.00	0%
8	0	0.00	0%
9	1	0.33	33%
10	2	0.67	67%
Total	**3**	**1.00**	**100%**

The previous frequency table shows that 1 out of 3 validators, being 33% graded 9 that it provides teachers with a comprehensive overview of the course's aims and objectives, learning outcomes, and assessment strategies, and 2 out of 3, being 67% graded 10 in this indicator.

6. The objectives reflect the use of the Total Physical Response (TPR) approach as well as the use of technology in class.			
Xi	Fi	Fr	Fr%
1	0	0.00	0%
2	0	0.00	0%
3	0	0.00	0%
4	0	0.00	0%
5	0	0.00	0%
6	0	0.00	0%
7	0	0.00	0%
8	0	0.00	0%
9	2	0.67	67%
10	1	0.33	33%
Total	3	1.00	100%

The previous frequency table shows that 2 out of 3 validators, being 67% graded 9 that the objectives reflect the use of the Total Physical Response (TPR) approach as well as the use of technology in class, and 1 out of 3, being 33% graded 10 in this indicator.

7. Students are the protagonists of their own learning process participating in class and producing the language spontaneously.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0.00	0%
2	0	0.00	0%
3	0	0.00	0%
4	0	0.00	0%
5	0	0.00	0%
6	0	0.00	0%
7	0	0.00	0%
8	0	0.00	0%
9	1	0.33	33%
10	2	0.67	67%
Total	**3**	**1.00**	**100%**

As presented in the previous frequency table, 1 out of 3 validators, being 33% graded 9 that students are the protagonists of their own learning process participating in class and producing the language spontaneously, and 2 out of 3, being 67% graded 10 in this indicator.

8. It has a consistent and simple layout with concise language.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0.00	0%
2	0	0.00	0%
3	0	0.00	0%
4	0	0.00	0%
5	0	0.00	0%
6	0	0.00	0%
7	0	0.00	0%
8	0	0.00	0%
9	0	0.00	0%
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As seen in the previous frequency table, the 3 validators, being 100% graded 10 that it has a consistent and simple layout with concise language.

9. It outlines some basic information such as course title and number, number of credits, course overview, any pre-requisites, day, time and place of the class meetings.			
Xi	Fi	Fr	Fr%
1	0	0.00	0%
2	0	0.00	0%
3	0	0.00	0%
4	0	0.00	0%
5	0	0.00	0%
6	0	0.00	0%
7	0	0.00	0%
8	0	0.00	0%
9	0	0.00	0%
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As presented in the previous frequency table, the 3 validators, being 100% graded 10 that it outlines some basic information such as course title and number, number of credits, course overview, any pre-requisites, day, time and place of the class meetings.

10. It helps to understand the course direction, expectations and requirements, for example, course goals, learning objectives and expectations.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0.00	0%
2	0	0.00	0%
3	0	0.00	0%
4	0	0.00	0%
5	0	0.00	0%
6	0	0.00	0%
7	0	0.00	0%
8	0	0.00	0%
9	0	0.00	0%
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As presented in the previous frequency table, the 3 validators, being 100% graded 10 that it helps to understand the course direction, expectations and requirements, for example, course goals, learning objectives and expectations.

11. It includes technological resources such as educational videos, songs, digital and paper flashcards as well as different apps where students can have access to homework assignments.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As presented in the previous frequency table, the 3 validators, being 100% graded 10 that it includes technological resources such as educational videos, songs, digital and paper flashcards as well as different apps where students can have access to homework assignments.

12. It comprises what type of technological material the teacher will use in class.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As seen in the previous frequency table, the 3 validators, being 100% graded 10 that it comprises what type of technological material the teacher will use in class.

13. The content reflects the use of the Total Physical Response (TPR) approach.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As presented in the previous frequency table, the 3 validators, being 100% graded 10 that the content reflects the use of the Total Physical Response (TPR) approach.

14. The material reflects the use of Total Physical Response (TPR) approach.			
Xi	Fi	Fr	Fr%
1	0	0.00	0%
2	0	0.00	0%
3	0	0.00	0%
4	0	0.00	0%
5	0	0.00	0%
6	0	0.00	0%
7	0	0.00	0%
8	0	0.00	0%
9	1	0.33	33%
10	2	0.67	67%
Total	**3**	**1.00**	**100%**

The frequency that 1 out of 3 being 33% the material previous table shows validators, graded 9 that reflects the use of Total Physical Response (TPR) approach, and 2 out of 3, being 67% graded 10 in this indicator.

.4 Results gotten from the observations made to the macro-lesson plan

1. It includes header that has name of the teacher, name of the class, course, or subject, grade level, topic, (lesson number, and unit) and time allotment.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0.00	0%
2	0	0.00	0%
3	0	0.00	0%
4	0	0.00	0%
5	0	0.00	0%
6	0	0.00	0%
7	0	0.00	0%
8	0	0.00	0%
9	1	0.33	33%
10	2	0.67	67%
Total	**3**	**1.00**	**100%**

As seen in the frequency table shows that 1 out of 3 validators, being 33% graded 9 that it includes header that has name of the teacher, name of the class, course, or subject, grade level, topic, (lesson number, and unit) and time allotment, and 2 out of 3, being 67% graded 10 in this indicator.

2. It includes materials needed where the teacher does not include standard classroom equipment (e.g., chalkboard).			
Xi	Fi	Fr	Fr%
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As presented in the previous frequency table, the 3 validators, being 100% graded 10 that it includes materials needed where the teacher does not include standard classroom equipment (e.g., chalkboard).

3. The objectives which have to be long-term objectives that describe the lesson as part of a larger idea, such as a one-day lesson or short-term (lesson) objectives that are measurable and specific, phrased in terms of "the student will..." can be introduced.			
Xi	Fi	Fr	Fr%
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As presented in the previous frequency table, the 3 validators, being 100% graded 10 that the objectives which have to be long-term objectives that describe the lesson as part of a larger idea, such as a one-day lesson or short-term (lesson) objectives that are measurable and specific, phrased in terms of "the student will..." can be introduced.

4. It stars with a hook (an attention getter) to introduce the lesson.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As presented in the previous frequency table, the 3 validators, being 100% graded 10 that it stars with a hook (an attention getter) to introduce the lesson.

5. It comprises instruction. This is about how the goals of the lesson will be reached, what the students will do to reach the objectives.			
Xi	Fi	Fr	Fr%
1	0	0.00	0%
2	0	0.00	0%
3	0	0.00	0%
4	0	0.00	0%
5	0	0.00	0%
6	0	0.00	0%
7	0	0.00	0%
8	0	0.00	0%
9	1	0.33	33%
10	2	0.67	67%
Total	3	1.00	100%

The previous frequency table shows that 1 out of 3 validators, being 33% graded 9 that it comprises instruction. This is about how the goals of the lesson will be reached, what the students will do to reach the objectives, and 2 out of 3, being 67% graded 10 in this indicator.

6. It includes independent work. This includes follow-up work done in class or as homework.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As presented in the previous frequency table, the 3 validators, being 100% graded 10 that it includes independent work. This includes follow-up work done in class or as homework.

7. It includes reflection.			
Xi	Fi	Fr	Fr%
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As seen in the frequency table, the 3 validators, being 100% graded 10 that it includes reflection.

8. It includes technological resources such as educational videos, songs, digital and paper flashcards to have a more complete class, so students feel eager to learn new things and have fun as well.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As noticed in the frequency table, the 3 validators, being 100% graded 10 that it includes technological resources such as educational videos, songs, digital and paper flashcards to have a more complete class, so students feel eager to learn new things and have fun as well.

9. Learners acquire EFL through an unconscious process.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As noticed in the frequency table, the 3 validators, being 100% graded 10 that learners acquire EFL through an unconscious process.

10. Videos include the writing of the word or phrase being taught.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As presented in the frequency table, the 3 validators, being 100% graded 10 that videos include the writing of the word or phrase being taught.

11. It includes activities of repetition, physical movements, action commands or instructions, and gestures so that students can acquire the language easily.			
Xi	Fi	Fr	Fr%
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As shown in the frequency table, the 3 validators, being 100% graded 10 that it includes activities of repetition, physical movements, actions or commands, and gestures so that students can acquire the language easily.

12. The teacher is the role model for students in class.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	3	1.00	100%
Total	**3**	**1.00**	**100%**

As seen in the frequency table, the 3 validators, being 100% graded 10 that the teacher is the role model for students in class.

13. Students are the protagonists of their own learning process participating in class and producing the language spontaneously.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	1	0.33	33%
10	2	0.67	67%
Total	**3**	**1.00**	**100%**

In the previous frequency table, 1 out of 3 validators, being 33% graded 9 and 2 out of 3, being 67% graded 10 that students are the protagonist of their own learning process participating in class and producing the language spontaneously.

14. The content reflects the use of the Total Physical Response (TPR) approach.			
Xi	**Fi**	**Fr**	**Fr%**
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	1	0.33	33%
10	2	0.67	67%
Total	**3**	**1.00**	**100%**

As seen in the frequency table, 1 out of 3 validators, being 33% graded 9 and 2 out of 3, being 67% graded 10 that the content reflects the use of Total Physical Response (TPR) approach.

15. The material reflects the use of Total Physical Response (TPR) approach.			
Xi	Fi	Fr	Fr%
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	1	0.33	33%
10	2	0.67	67%
Total	3	1.00	100%

As noticed in the frequency table, 1 out of 3 validators, being 33% graded 9 and 2 out of 3, being 67% graded 10 that the material reflects the use of the Total Physical Response (TPR) approach.

CHAPTER V: PROJECT PROPOSAL

5.1 Description

The incoming proposal for the introduction of EFL to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology at C. E Tomás Medina is based on the findings of the project: "The Total Physical Response (TPR) Approach through Technology to Introduce EFL to 1st Grade Millennium Learners at C.E. Tomás Medina". This proposal has its basis in the combination of The Total Physical Response approach with technology to teach English to first grade millennium learners. What is more, this proposal is made of a syllabus, a macro-lesson plan, and appendices on the implementation of the TPR approach and the use of technology to introduce EFL for a complete academic year.

According to the data gathered in the thesis work, the TPR approach is a teaching method that helps children develop different skills emphasizing two macro skills such as listening and speaking. Besides that, this method helps children learn the same way they learn their mother tongue through listening and doing. On the other hand, according to different authors, technology is a great help nowadays in children's learning process since it allows them to be themselves, to explore the world, to be more engaged in their learning, and to be the protagonists of their learning process. As a result, the combination of the TPR approach and technology helps the introduction of a foreign language because children have the opportunity of learning English by listening, doing, and watching with the help of technology.

Moreover, it is expected that children learn the language directly as it is since technology allows them to have a range of audiovisual materials such as songs, videos, digital flashcards, and paper flashcard as well. That is why, in line with information gathered in the thesis work "The Total Physical Response (TPR) Approach through Technology to Introduce EFL to 1st Grade Millennium Learners at C.E. Tomás Medina", the syllabus and the macro-lesson plan are developed in a way to facilitate students' learning.

This way, the syllabus comprises all the information regarding the course such as objectives, introduction, course description, units, contents, and different process as the homework, evaluation, make-up assignment, and behavior process to guide the teacher along the year. Furthermore, the macro-lesson plan includes all the units and contents developed with

different activities to teach EFL to first grade millennium learners. These activities are aimed to make students be engaged and be the protagonists of their own leaning process as they are based on listening, doing, and watching how the language can be used being the teacher their role model.

5.2 Justification

This project is the result of a scientific research done at C.E Tomás Medina where first graders did not receive English classes. English was taught some years ago at the school, but there have been changes in the school and been lack of personal to teach English. Besides all that, English is not part of the national program. Moreover, The Total Physical Response approach has been used for many years, yet it has not been combined with technology in the classroom, so the interest of this project is to get to know how this approach can be innovated by including technology to teach EFL to first graders.

In addition, students will not only be learning through gestures and commands as the approach describes and as it has been put into practice along the years, but also they would be engaged in a technological environment that would allow them to develop another skills and have fun at the same time. Furthermore, a syllabus was created to focus on teaching English to 1st graders making use of this approach and technology to help the English teacher during the whole year course with the units and contents of the English subject. Besides, a macro lesson plan was also created in which the development of all the contents of eight units are ready to be taught using TPR and technology.

Additionally, the purpose of this project is to test the effectiveness of the combination between the TPR approach and technology. On the other hand, the goal of this project is the acquisition of the English language with the Total Physical Response approach combined with technology so that students through physical movements can react to verbal input to make the learning process more meaningful and acquirable. Finally, in this millennial education, technology cannot be left apart since technology allows children to engage more in their learning process as they are most of the time surrounded by it, so they have a special interest in it.

5.3 Objectives of the project

5.3.1 General objective:

- To introduce EFL to 1st grade millennium learners by combining the Total Physical Response (TPR) approach and technology.

5.3.2 Specific objectives:

- To provide the necessary tools to introduce EFL to 1st grade millennium learners at C.E Tomas Medina by using the Total Physical Response (TPR) through technology.

- To aid teachers with educational processes through innovating the learning techniques by using educational technology such as Google Classroom, Educaplay, computers, speakers, videos, presentations, digital flashcards, and songs.

- To improve EFL students' learning process with interactive dynamic educational resources of the Total Physical Response (TPR) approach and technology.

5.4 Content of the project

This proposal consists of a syllabus, a macro-lesson plan, and appendices to guide future English teachers to introduce EFL to 1st grade millennium learners. Moreover, all the elements that compose this proposal are based on the combination of the Total Physical Response (TPR) approach and the use of technology as a way of showing how these two tools can be innovated in the teaching and learning area. The syllabus was created based on previous physical resources such as Cool Kids 1 book and Lighthouse 1 book, and digital resources such as First Grade Syllabi that show the path to teach the foreign language to 1st grade students, so it contains a front page, an introduction, a course description, general and specific objectives, and units and contents which are divided into eight units having four topics each of them. Here, each unit has its areas of learning, vocabulary, language structure, and ICTs (Information and Communication Technologies).

Besides that, it includes the corresponding homework process, the evaluation process, the make-up assignment process and lastly, expectation for students' behavior. Moreover, the macro-lesson plan was created based on different activities that include physical movements,

actions, commands, gestures, and roles in which students are the protagonists of their own learning process. The macro-lesson plan has a format based on researches that show the design of a macro-lesson plan based on TPR; this includes; warm-up activity, presentation, wrap-up activity, follow-up activity and reflection.

Based on the time a class lasts, forty-five minutes, in the macro-lesson plan, which has eight units in total where each of the units lasts three hundred sixty minutes that is equal to eight hours class, each topic will be developed in ninety minutes (two hours class). Moreover, this proposal holds the corresponding appendices for each of the classes. Lastly, the appendices were created to help the teacher with all the necessary material in the English classes, so it comprises all the worksheets that students will use in class. That is why, they go in order from unit one to eight and in the order they will be used as well.

5.5 Activities to develop

To carry out this proposal, mainly, the school must count with internet connection, certain technological resources such as computer, speakers or tape recorders, LCD projector, USBs, and the corresponding cables. Second, the teacher in charge should be prepared to master this equipment in the class. He should also download and listen to the songs beforehand so that he sings and dances it in the class to be the role model for students. Moreover, the teacher should check and download the videos and digital flashcards before the class so that he masters the vocabulary then to teach it to students. The links to download the material needed is at the end of each activity in the macro-lesson plan.

Furthermore, the teacher needs to prepare certain material for some of the class as the macro-lesson plan presents. In some cases, he has to prepare paper flashcards that are in the appendices already, so he just needs to have the appendix, cut it out, and paste it on certain hard material to present them to students in class. That means, he is going to need carton, glue, scissors, paper bond, or any other material he wants to use to create these paper flashcards.

5.6 Timeline of the project

NAME AND NUMBER OF UNIT	TOPICS TO BE COVERED PER MONTH																																							
	January				February				March				April				May				June				July				August				September				October			
WEEKS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CLASSROOM SETTING DECORATION			X	X	X	X																																		
UNIT 1: SCHOOL IS COOL Topic number 1							X																																	
Topic number 2								X																																
Topic number 3									X																															
Topic number 4										X																														
UNIT 2: MY HOUSE Topic number 1											X																													

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NAME AND NUMBER OF UNIT	TOPICS TO BE COVERED PER MONTH																																							
	January				February				March				April				May				June				July				August				September				October			
WEEKS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Topic number 2												X																												
Topic number 3													X																											
Topic number 4															X																									
UNIT 3: MOVE YOUR BODY Topic number 1																X																								
Topic number 2																	X																							
Topic number 3																		X																						
Topic number 4																			X																					
UNIT 4: DELICIOUS FOOD Topic number 1																				X																				
Topic number 2																																								

NAME AND NUMBER OF UNIT	TOPICS TO BE COVERED PER MONTH																																							
	January				February				March				April				May				June				July				August				September				October			
WEEKS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Topic number 3																						X																		
Topic number 4																							X																	
UNIT 5: AMAZING ANIMALS Topic number 1																								X																
Topic number 2																									X															
Topic number 3																										X														
Topic number 4																											X													
UNIT 6: EXPLORING MY TOWN Topic number 1																													X											
Topic number 2																														X										
Topic number 3																															X									

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NAME AND NUMBER OF UNIT	TOPICS TO BE COVERED PER MONTH																																							
	January				February				March				April				May				June				July				August				September				October			
WEEKS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Topic number 4																																X								
UNIT 7: LET'S HAVE FUN! Topic number 1																																	X							
Topic number 2																																		X						
Topic number 3																																			X					
Topic number 4																																				X				
UNIT 8: LET'S PLAY! Topic number 1																																					X			
Topic number 2																																						X		
Topic number 3																																							X	
Topic number 4																																								X

5.7 Place of the project

This project is designed for C.E Tomás Medina for first grade students; however, any other institution that aims to teach EFL in first grade can also use it. In this school, the majority of students came from a background of poverty where some of them have to work in the morning with their parents in markets, and in the afternoon, they attend school. Besides, there are many students who do not even have lunch before going to school, and sometimes, they do not receive money from their parents to buy something at school, so the food given in the school is very important for them, but they do not receive it all the time.

On the other hand, the classrooms are well prepared for the learning process to take place. They have enough space and desks in good conditions to be used; the classrooms are always neat and clean. Visual materials like the alphabet, magic words, the schedule, and the auto control are displayed around the classroom. Furthermore, the whiteboard is in an excellent condition to be used.

5.8 Budget

Type of supplies	Name	Cost per item	Number of item	Total
School Supplies	Print	$0.10	25	$2.50
	Tape	$1.25	4	$1.00
	Colors	$2.25	1	$1.00
	Glue stick	$1.00	3	$15.00
	Photocopies	$0.02	150	$3.00
	Folders	$0.25	6	$1.50
	Fasteners	$0.15	6	$0.90
Services	Data	$1.10	10	$11.00
	Internet	$50.00	2	$100
	Food	$2.50	20	$50.00
	Transportation	$0.20	24	$4.80
	Validators	$20.00	3	$60.00
Human Resources	Researchers	$0.00		$0.00
	Personal to apply the survey	$5.00	20	$100.00
	Personal to Observe	$10.00	4	$40.00
	Personal to Interview	$20.00	4	$80.00
			Total:	**$ 470.70**

5.9 Syllabus

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT
CENTRO ESCOLAR TOMÁS MEDINA
FIRST GRADE ENGLISH SYLLABUS

TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL) THROUGH THE TOTAL PHYSICAL RESPONSE (TPR) APPROACH COMBINED WITH TECHNOLOGY FOR THE FIRST TIME

SCHOOL PRINCIPAL'S NAME:

_____

TEACHER'S NAME:

_____

AUTHORS:
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MARCH, 2020
SANTA ANA, EL SALVADOR, CENTROAMÉRICA

INTRODUCTION

English as a foreign language or EFL refers to learning and using English as an additional language in a non-English speaking country. English has fast become the world's most widely used and commonly spoken language today, and the need to learn English for kids has increased exponentially with this growth.

The English syllabus focuses on teaching English to first graders based on the Total Physical Response (TPR) approach through technology. The Total Physical Response is a method of teaching language or vocabulary concepts by using physical movements to react to verbal input. The process mimics the way that children learn their first language, and it reduces student inhibitions and lowers stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning.

The use of the approach with technology will enhance relationships between teachers and students. Technology helps make teaching and learning more meaningful and funny. This way, the methodology used by the teacher will be about joining the approach and the use of technology such us songs, educational videos, digital flashcards, and short dialogues to teach EFL to 1st grade millennium learners.

Finally, the English syllabus' objective is to help the English teacher during the whole year course with the units and contents of the English subject. That is why, it includes the course description to have a better idea on how the English classes will be developed, the objectives which are expected to be accomplished by students, the daily schedule to respect time and day, and the description of the homework, evaluation, and make-up assessment process.

COURSE DESCRIPTION

This English course is intended to last one school year. It presents the general and the specific objectives to achieve throughout the course year; it also presents all the contents divided into eight units where each unit includes four different topics to be developed in an orderly manner to make learning more meaningful. Moreover, each topic will last two hours class; that means ninety minutes since each class lasts forty-five minutes, so a complete unit will be covered in one month. Besides that, it presents the homework process, evaluation process, and the expectations for students' behavior in the classroom. Furthermore, websites to create worksheets and channels for videos are recommended so that the teacher can have the necessary tools and resources to create an efficient learning process.

In addition, it aims to have 1st grade students recognize and produce a wide range of vocabulary related to their daily lives. It also means to have students identify and produce basic and short phrases related to their environment, and it will be developed based on the Total Physical Response using technology. During the English classes, the teacher will always be the role model for students. They imitate what he does or asks them to perform by using videos, songs and digital flashcards. In the first English classes, students are not expected to produce any utterance since they will only listen or watch the multimedia presented by their teacher, and as time passes by, they will feel ready to produce some English words.

Since the approach focuses on listening and speaking skills, the English classes with 1st graders will be mainly about listening and speaking by using multimedia even though students will be exposed to other skills such as writing for them to learn more about English as a Foreign Language. As the approach is based on how children learn their mother tongue, 1st graders will also learn English as they have learned their mother language. That is to say, they will first listen and then speak. This will give students a more comfortable environment where learning English will be like starting to speak again. It is expected that students feel the classroom like home, a safe place where they speak when they are ready to do it.

OBJECTIVES

General objective:

- Students will be able to learn the English language by listening and doing through songs, games, digital and paper flashcards, and videos.

Specific objectives:

At the end of each class, students will be able to:

- To use vocabulary greetings, farewells, classroom objects and school objects through songs, and videos, and making physical movements.

- To name parts of the house, house objects, family members and house chores by watching videos and mimicking.

- To identify fruits, vegetables, drinks, and likes and dislikes through videos, songs, and digital flashcards by making physical movements and performing actions.

- To differentiate among different animal categories by singing songs, making sounds, and physical movements.

- To describe means of transportation, city places, professions, and directions by singing, watching a video, and following commands.

- To identify days of the week, months of the year, holidays, their birthday through songs, videos, and making physical movements.

- To recognize sports, toys, hobbies, and action commands through videos, songs, digital flashcards, performing actions, and mimicking words.

UNITS AND CONTENTS

Units and contents	Areas of learning	Vocabulary	Structures	ICTs
UNIT 1 – SCHOOL IS COOL! **Topics:** ❖ **Greetings** ❖ **Farewells** ❖ **Classroom objects** ❖ **School places**	Greeting people and responding to farewells Talking about School objects and School places	Hello, I am good, I am great, I am wonderful How are you? I am tired, I am hungry, I am not so good Good morning, good afternoon, good night Goodbye Bye See you later! See you soon! book, crayon, chair, table, pencil, glue stick, scissors,	Verb to be What's this? Where is it? This and that	CD player USB Computer Projector

		eraser, sharpener		
		Bathroom, classroom, playground, cafeteria.		
UNIT 2 - MY HOUSE **Topics:** ❖ **Parts of the house** ❖ **House objects** ❖ **Family members** ❖ **House chores**	Expressing different parts of the house and house objects Talking about family members and house chores	Living room, bedroom, bathroom, kitchen, garden Table, chair, bed, desk, cupboard, stool, couch, and bench Mother, father, sister, brother, grandma, grandpa Clean the house, make the bed, wash the dishes, and organize the bedroom	Verb to be Simple present Affirmative sentences	CD player USB Computer Projector
UNIT 3 - MOVE YOUR BODY **Topics:** ❖ **Parts of the body** ❖ **Clothing** ❖ **Colors**	Recognizing parts of the body and clothing items	shoulder, knees, and toes Shirt, pants, socks, hat, coat, shoes, scarf,	Verb to be It is Affirmative sentences	CD player USB Computer Projector

❖ **numbers**	Describing colors and numbers	mittens, and bag Purple, green, blue, red, orange, yellow, and black From 1 to 10		
UNIT 4 - DELICIOUS FOOD **Topics:** ❖ **Fruits** ❖ **vegetables** ❖ **drinks** ❖ **likes and dislikes**	Expressing likes and dislikes about fruits, vegetables and drinks.	Banana, lemon, apple, grapes, cherry, watermelon, peach, persimmon, strawberry, orange, pineapple, and melon Broccoli, potato, tomato, carrot, mushroom, eggplant, cucumber, corn, onion, pumpkin, lettuce, green pepper	Verb to be Simple present Negative and affirmative sentences Likes and dislikes	CD player USB Computer Projector

		milk, juice, pop (soda), tea, coffee		
		I like apples; I do not like peaches; I like carrots; I do not like potatoes; I like bananas; I do not like cherries; I like cucumbers; I do not like onions; I like pirates.		
UNIT 5 - AMAZING ANIMALS **Topics:** ❖ **Pets** ❖ **Farm animals** ❖ **Wild animals** ❖ **Action verbs**	Talking about pets, farm animals, and wild animals Recognizing different verbs	Dog, cat, bird, lion, hamster, goldfish, rabbit, monkey, lizard, turtle, parrot, spider Pig, duck, horse, sheep, cow, and turkey	Verb to be Simple present What is this? Do you have any pets at home?	CD player USB Computer Projector

		Elephant, hippo, snake, zebra, monkey, tiger, giraffe, lion, rhino, and alligator		
		Clap, stomp, swing, dance, sing, jump, touch, and shake		
UNIT 6 – EXPLORING MY TOWN **Topics:** ❖ **Means of transportation** ❖ **City places** ❖ **Professions** ❖ **Directions**	Getting to know means of transportation, city places, professions Giving directions	Car, airplane, train, boat, motorcycle, and bus Park, hospital, supermarket, school, house, library, cinema and church Doctor, teacher, nurse, firefighter, police officer, and vet Down, left, right, go up, go down, turn left, and turn right	Verb to be It is Prepositions	CD player USB Computer Projector

UNIT 7 – LET'S HAVE FUN **Topics:** ❖ **Days of the week** ❖ **Months of the year** ❖ **Holidays** ❖ **My birthday**	Expressing days of the week, months of the year, holidays and birthdays	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday January, February, March, April, May, June, July, August, September, October, November, December New year's, thanks giving, Christmas, birthday, Easter, wedding, valentine`s day, father`s day, mother`s day, summer vacation, international	Today is… Verb to be My birthday is on …	CD player USB Computer Projector
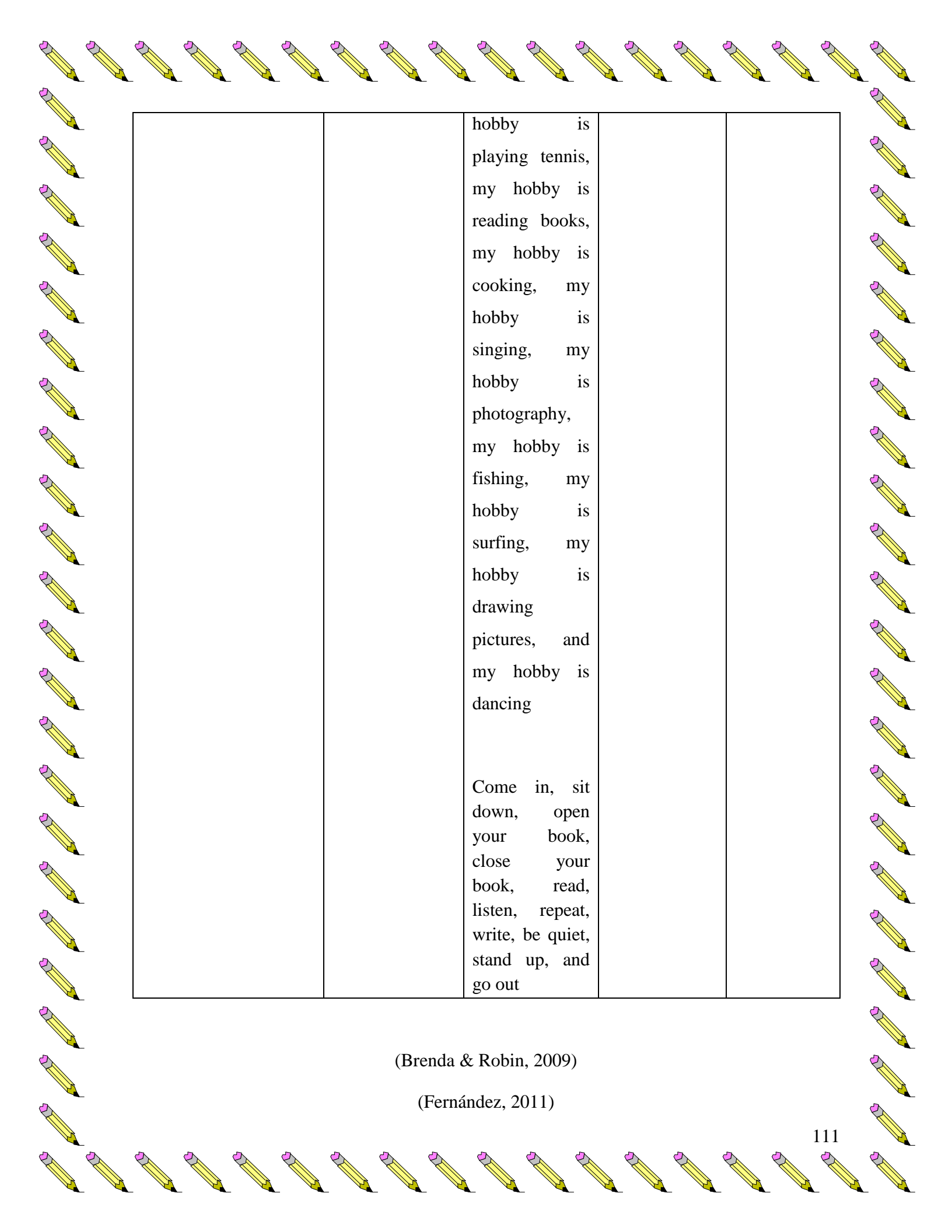
		women day, Labor Day, children day, Halloween. Happy birthday to you! Happy birthday to you! Happy birthday! Happy birthday! Happy birthday to you!		
UNIT 8 – LET'S PLAY **Topics:** ❖ **Sports** ❖ **Toys** ❖ **Hobbies** ❖ **Classroom actions and commands**	Talking about different sports, toys, and hobbies Following basic actions in the classroom	Baseball, golf, soccer, tennis, rollerblading, ballet, running, boxing, karate, and volleyball Ball, bear, block, car, dinosaur, doll, kite, plane, robot, and train My hobby is playing guitar, my hobby is swimming, my hobby is bike riding, my	Verb to be What is your hobby? /What do you like to do? I like… I don't like Actions and commands	CD player USB Computer Projector

		hobby is playing tennis, my hobby is reading books, my hobby is cooking, my hobby is singing, my hobby is photography, my hobby is fishing, my hobby is surfing, my hobby is drawing pictures, and my hobby is dancing		
		Come in, sit down, open your book, close your book, read, listen, repeat, write, be quiet, stand up, and go out		

(Brenda & Robin, 2009)

(Fernández, 2011)

HOMEWORK PROCESS

Homework process is about reinforcing skills, concepts and information learned in class. In addition, it prepares students for upcoming class topics, teaches students to work independently and develop self-discipline, encourages students to take initiative and responsibility for completing a task, allows parents to have an active role in their child's education and helps them to evaluate their child's progress. All this is relating to what is learned in school to children's lives outside of school and helps to connect school learning to the real world.

For 1st grade students, time will be provided at the end of the class for them to get a piece of paper stuck to their notebooks with the explanation of the homework assignment. Unfinished class work may be assigned as homework as well. Also, some homework assignments will be based on paper work or practice such as worksheets and creative homework such as posters and crafts. Students must also hand in homework assignments on time. They must also be neat and individual unless the teachers allow them to do them in pairs or groups.

Moreover, the teacher is going to post homework on Fridays on the platform Google Classroom. To have access to this platform, the teacher only has to download the app and then create an account using his Gmail account. After that, he can create the class. Each unit will have four homework assignments, and each of them will have a percentage that will be 15% of the global grade. The homework assignments will be divided into four types: guides, videos, songs, and worksheets that are going to be created on Educaplay and then posted on Google Classroom.

To have access to Educaplay, the teacher must download the app and then crate a profile using his Gmail. There, the teacher will have access to create a variety of activities such as ABC games, crosswords puzzles, dialogue games, and dictation games, fill in the blanks, map quiz, matching column games, memory games, riddles, unscramble word games, videos quiz and words search puzzles. It is important to mention that these two apps are free to download. It means that the teacher will not have to pay anything to get them and create an account.

EVALUATION PROCESS

To evaluate students' progress in a first-grade classroom can be a challenge since students have limited ways to show what they know. That is why, first grade teachers must employ a variety of strategies to monitor progress to ensure all students are meeting the grade-level standards.

Some types of evaluations are considered good to check students' knowledge during and after the different contents studied in the units. Some of the evaluations are the following:

Formative assessment: it refers to all the ways teachers check the students for progress as they learn new concepts and develop skills.

Diagnostic: it allows teachers to adjust lessons or reteach concepts based on how the students are doing.

Observation: it is a powerful tool for first grade teachers. Observing students while they practice a specific skill allows teachers to see first-hand which students understand the concept and which students need help.

Summative assessment: they are some form of a test at the end of a unit or lesson; an assessment that is given a grade to determine how well the student learned the material after the content has been completely taught.

Notebook revision: it is important to check if students do all the homework assignments and copy the classes to see the interest of the students in the subject, so they compromise with the subject to learn more every day.

Online tests: it can be used in order to cover specific questions or topics to check students' knowledge. These online tests could be created on Google Classroom.

MAKE-UP ASSIGNMENT PROCESS

Students are responsible for completing assignments that are missed when they are absent. For planned absences, parents should contact their child's teacher to arrange for the assignments prior to the absence. The teacher will assign students certain days to complete make-up assignments.

The different types of evaluations are going to be worked online by using the platform Google Classroom in which there is an available class called First Grade Tomás Medina. The other tool the teacher can use is Educaplay where a variety of activities such as ABC games, crosswords puzzles, dialogue games, dictation games, fill in the blanks, map quiz, matching column games, memory games, riddles, unscramble word games, videos quiz and words search puzzles can be created.

Formative assessment	During the whole year	Percentage
Diagnostic	At the beginning of the unit	10%
Observation	During the whole term	10%
Summative assessment	Every Thursday	25%
Notebook review	At the end of the term	20%
Written test	Each month at the end of the unit	35%
Total		**100%**

EXPECTATIONS FOR STUDENTS' BEHAVIOR

The following standards of good behavior are expected from students to be successful in class and to create a good learning environment in the English class at C.E Tomás Medina. These should be read at the beginning of the course and pasted on the wall by the teacher in charge for students to remember them always.

- Be on time.

- Respect yourself and others.

- Respect property.

- Be prepared to learn and have all the required materials.

- Complete class assignments.

- Stay on task.

- Use appropriate voice and language.

- Respect the school and classroom environment.

- Do not eat in class.

- Ask for permission to go out.

- Leave desks clean.

RECOMMENDED MATERIAL

Here, there are some websites and YouTube channels where the teacher will find extra material to work with first grade students anytime he wants to incorporate more activities.

- ❖ **Websites**

(Adrformation, 2010)

(Versvik, Brand, & Brooker, 2012)

(Ankit & Deepak, 2015)

- ❖ **YouTube channels**

(walrus, 2012)

(songs, 2006)

(cocomelon, 2006)

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5.10 Macro-lesson plan

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

FOREIGN LANGUAGE DEPARTMENT

CENTRO ESCOLAR TOMÁS MEDINA

FIRST GRADE ENGLISH MACRO-LESSON PLAN
TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL) THROUGH THE TOTAL PHYSICAL RESPONSE (TPR) APPROACH COMBINED WITH TECHNOLOGY FOR THE FIRST TIME

SCHOOL PRINCIPAL'S NAME:

_____

TEACHER'S NAME:

_____

AUTHORS:

ESTER ELIZABETH BOLAÑOS VEGA

FLOR IDALMA SANDOVAL BATRES

JAZMIN DANIELA ALARCÓN CONTRERAS

AUGUST, 2020

SANTA ANA, EL SALVADOR, CENTROAMÉRICA

Centro Escolar Tomás Medina

Teacher:

Level: 1st grade

Lesson 1: Unit 1: SCHOOL IS COOL
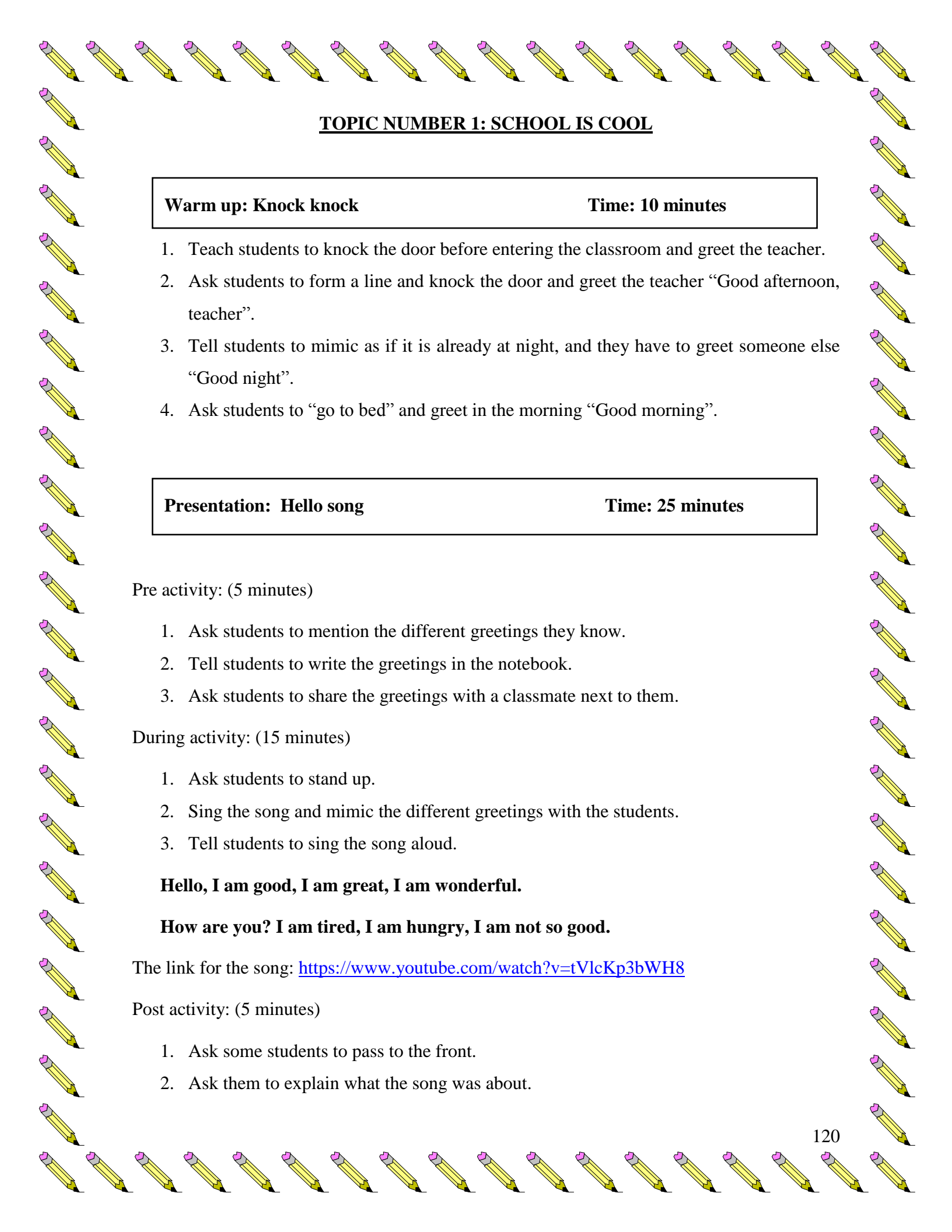
Topics: greetings, farewells, classroom objects, and school objects

Class time: 360 minutes (8 hours class)

Target structure: verb to be, simple present and affirmative sentences

Target content: identifying greetings, farewells, classroom objects and school objects

Objective: to use vocabulary greetings, farewells, classroom objects and school objects through songs, and videos by making physical movements

Materials: pencil, worksheets, colors, projector, speaker, notebook, and bond paper

TOPIC NUMBER 1: SCHOOL IS COOL

Warm up: Knock knock	**Time: 10 minutes**

1. Teach students to knock the door before entering the classroom and greet the teacher.
2. Ask students to form a line and knock the door and greet the teacher "Good afternoon, teacher".
3. Tell students to mimic as if it is already at night, and they have to greet someone else "Good night".
4. Ask students to "go to bed" and greet in the morning "Good morning".

Presentation: Hello song	**Time: 25 minutes**

Pre activity: (5 minutes)

1. Ask students to mention the different greetings they know.
2. Tell students to write the greetings in the notebook.
3. Ask students to share the greetings with a classmate next to them.

During activity: (15 minutes)

1. Ask students to stand up.
2. Sing the song and mimic the different greetings with the students.
3. Tell students to sing the song aloud.
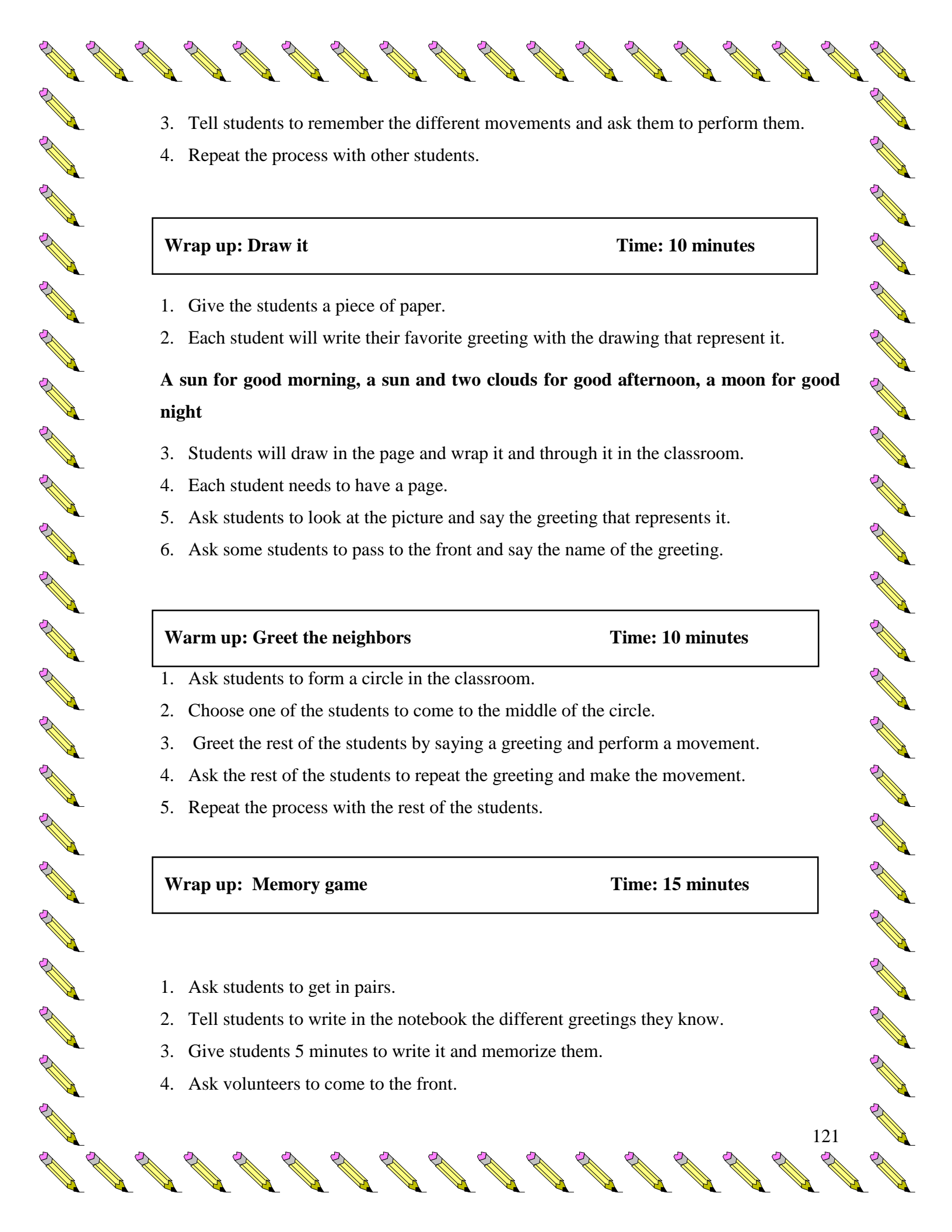
Hello, I am good, I am great, I am wonderful.

How are you? I am tired, I am hungry, I am not so good.

The link for the song: https://www.youtube.com/watch?v=tVlcKp3bWH8

Post activity: (5 minutes)

1. Ask some students to pass to the front.
2. Ask them to explain what the song was about.

3. Tell students to remember the different movements and ask them to perform them.

4. Repeat the process with other students.

Wrap up: Draw it   **Time: 10 minutes**

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1. Give the students a piece of paper.

2. Each student will write their favorite greeting with the drawing that represent it.

A sun for good morning, a sun and two clouds for good afternoon, a moon for good night

3. Students will draw in the page and wrap it and through it in the classroom.

4. Each student needs to have a page.

5. Ask students to look at the picture and say the greeting that represents it.

6. Ask some students to pass to the front and say the name of the greeting.

Warm up: Greet the neighbors   **Time: 10 minutes**

---

1. Ask students to form a circle in the classroom.

2. Choose one of the students to come to the middle of the circle.

3. Greet the rest of the students by saying a greeting and perform a movement.

4. Ask the rest of the students to repeat the greeting and make the movement.

5. Repeat the process with the rest of the students.

Wrap up: Memory game   **Time: 15 minutes**

---

1. Ask students to get in pairs.

2. Tell students to write in the notebook the different greetings they know.

3. Give students 5 minutes to write it and memorize them.

4. Ask volunteers to come to the front.

5. Tell students to find the pair of the two drawings that represents the greetings.

6. Ask for more volunteers.

| Follow up activity: Trace and color | Time: 20 minutes |

1. Tell students to take out a pencil and colors.

2. Ask students to work on the page.

3. Trace the different greetings with the pencil.

4. Color the drawings and the letters.

5. Check student`s work.

Reflection

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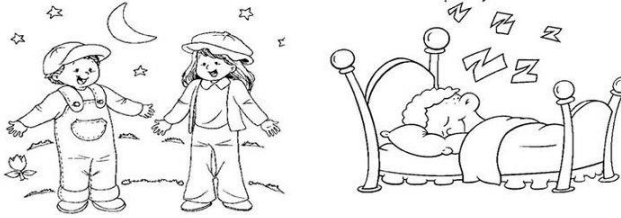
TOPIC NUMBER 2: FAREWELLS

Warm up: Claps	**Time: 10 minutes**

1. Ask the students to stand up and make a circle, students will have to repeat what Simon says.
2. Simon says Good morning, Simon says Good night, Simon says Good evening, Simon says Good morning.

Presentation: Digital flashcards	**Time: 25 minutes**

Pre activity: (5 minutes)

1. Ask students to get in pairs and repeat the following words:
2. Ask some volunteers to pass to the front.
3. Give feedback to students if need it

Goodbye

Bye

See you later!

See you soon!

During activity: (15 minutes)

1. Tell students to stand up and take a sit on the floor.
2. Ask students to keep in silent.
3. Look at the virtual flashcards and ask students to listen carefully to the pronunciation.
4. Ask students to repeat after the teacher by using the talk meter.
5. Invite some students to come to the front and say the vocabulary.
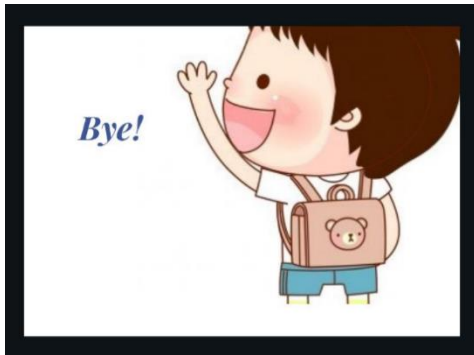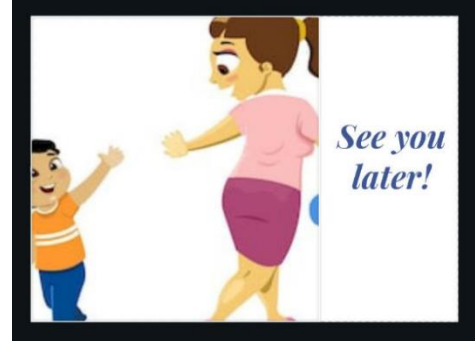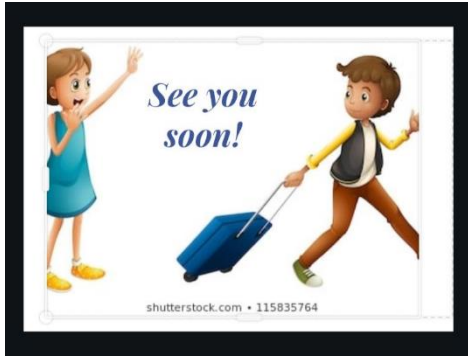
Post activity: (5 minutes)

1. Ask the students to work in the notebook by writing the letter to form the different farewells.

Goodbye

Bye

See you!

Wrap up: Dramatize it	**Time: 10 minutes**

1. Ask students to mimic the different farewells.

2. Ask the students to guess what is the farewell that the student is trying to dramatize

Goodbye!

See you later!

See you soon!

Bye!

Warm up: Guess   **Time: 10 minutes**
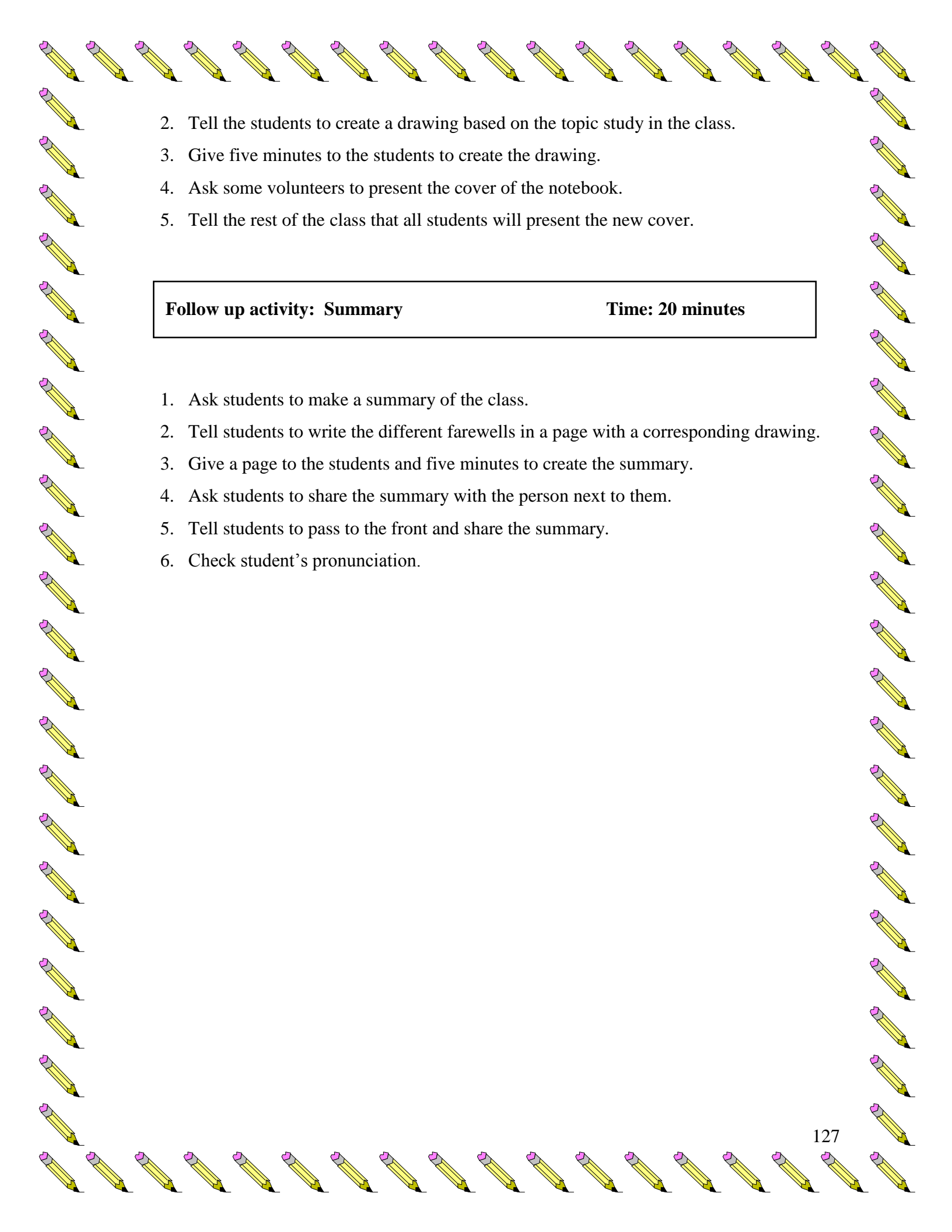
1. Show the students some pictures that represent the farewells.
2. Ask the students to form two groups.
3. Each group will choose a representative, and guess the two drawing.
4. The group who guess more will win.

Wrap up: Cover it   **Time: 15 minutes**

1. Ask students to take out their notebook, a pencil and some colors.

2. Tell the students to create a drawing based on the topic study in the class.

3. Give five minutes to the students to create the drawing.

4. Ask some volunteers to present the cover of the notebook.

5. Tell the rest of the class that all students will present the new cover.

Follow up activity: Summary	**Time: 20 minutes**

1. Ask students to make a summary of the class.

2. Tell students to write the different farewells in a page with a corresponding drawing.

3. Give a page to the students and five minutes to create the summary.

4. Ask students to share the summary with the person next to them.

5. Tell students to pass to the front and share the summary.

6. Check student's pronunciation.

TOPIC NUMBER 3: SCHOOL OBJECTS

Warm up: Crazy sounds   **Time: 10 minutes**

1. Ask students to stand up and sit down on the floor.
2. The students will repeat some words and make the sounds of the words by clapping their hands.
3. Tell all the students to repeat the following words:

Table, chair, scissors, book, glue stick, crayon.

Presentation: Digital flashcards   **Time: 25 minutes**
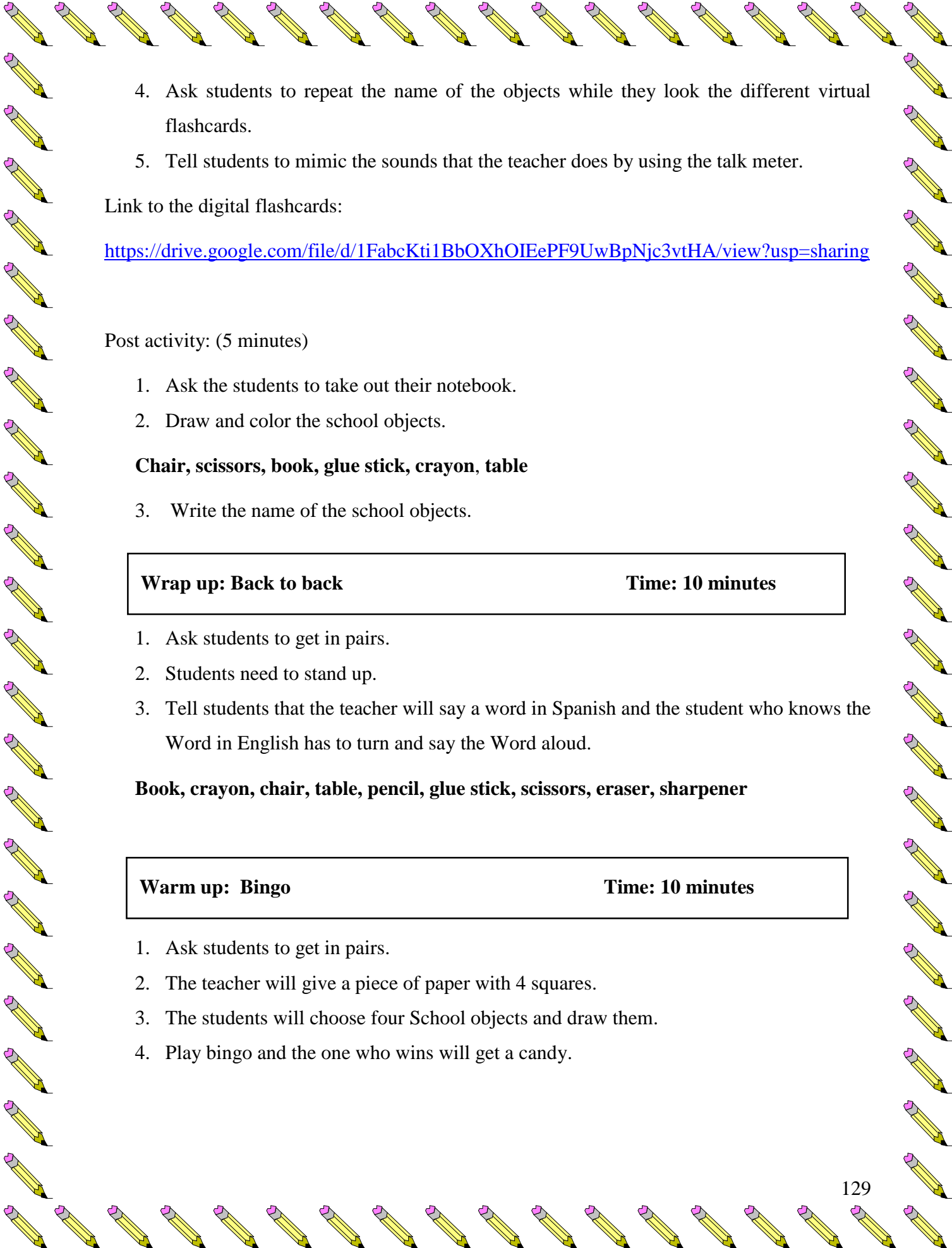
Pre activity: (5 minutes)

1. Show the students some virtual flashcards and ask them to repeat the words.
2. Students will repeat the words as many times as possible.

During activity: (15 minutes)

1. Tell students to pay carefully attention.
2. Show the virtual flashcards and ask students for the name.
3. Pronounce the name of the school objects.

4. Ask students to repeat the name of the objects while they look the different virtual flashcards.

5. Tell students to mimic the sounds that the teacher does by using the talk meter.

Link to the digital flashcards:

https://drive.google.com/file/d/1FabcKti1BbOXhOIEePF9UwBpNjc3vtHA/view?usp=sharing

Post activity: (5 minutes)

1. Ask the students to take out their notebook.
2. Draw and color the school objects.

Chair, scissors, book, glue stick, crayon, **table**

3. Write the name of the school objects.

Wrap up: Back to back	**Time: 10 minutes**

1. Ask students to get in pairs.
2. Students need to stand up.
3. Tell students that the teacher will say a word in Spanish and the student who knows the Word in English has to turn and say the Word aloud.

Book, crayon, chair, table, pencil, glue stick, scissors, eraser, sharpener

Warm up: Bingo	**Time: 10 minutes**

1. Ask students to get in pairs.
2. The teacher will give a piece of paper with 4 squares.
3. The students will choose four School objects and draw them.
4. Play bingo and the one who wins will get a candy.

Book, crayon, table, chair

Wrap up: Paper slide	Time: 15 minutes

1. Tell students to make groups of 5 and get together.
2. Ask students to make a sketch that represent what they learn in the class.
3. Tell the students to take a photo of the sketch and ask students to save the picture.
4. Ask the students to share with the class what the sketch is about.
5. Have students in front of the class with the drawing.

Follow up activity: Worksheet	Time: 20 minutes

1. Ask students to take out the pencil and colors.
2. Give students the worksheet and give them 5 minutes to work.
3. Tell students to work by matching the number and the correct object.
4. Color the different drawings in the worksheet.
5. Check students' work.

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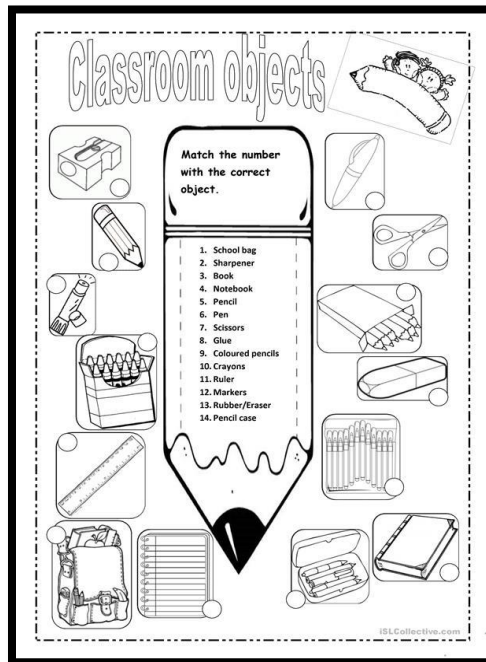
TOPIC NUMBER 4: SCHOOL PLACES

Warm up: How is it?   **Time: 10 minutes**

1. Tell the students some characteristics to describe some school places.

2. The students need to guess the name of the place.

Bathroom, it is where the students go to do their necessities.

Classroom, it is where the students receive classes, sing and dance with the teacher.

Playground, it is where the students play in the recess and jump, run and walk with their Friends.
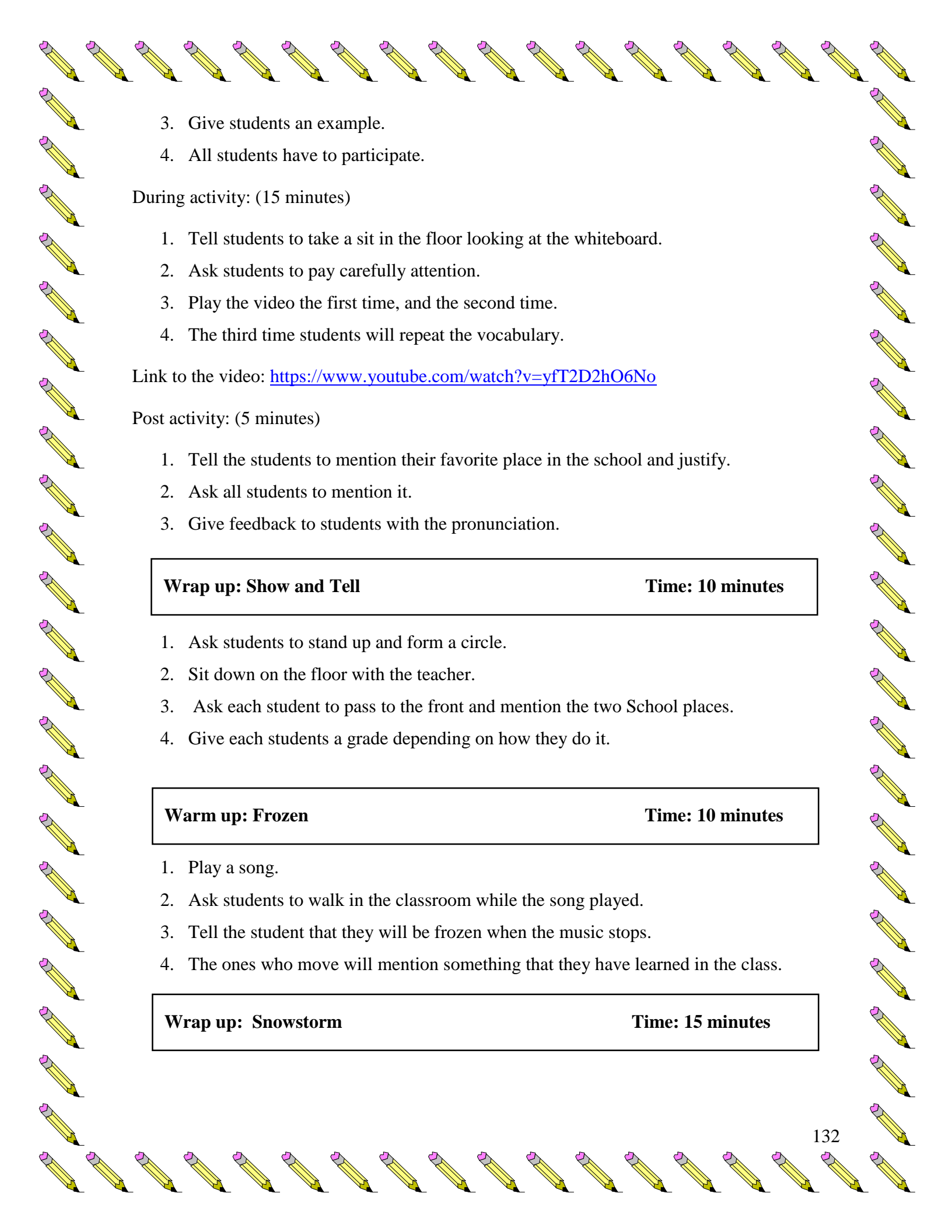
Cafeteria, it is where the students buy something Delicious to eat.

Presentation: Video   **Time: 25 minutes**

Pre activity: (5 minutes)

1. Ask students to stand up and make a circle.

2. Ask students to mention a place of the school and explain what it is for.

3. Give students an example.

4. All students have to participate.

During activity: (15 minutes)

1. Tell students to take a sit in the floor looking at the whiteboard.

2. Ask students to pay carefully attention.

3. Play the video the first time, and the second time.

4. The third time students will repeat the vocabulary.

Link to the video: https://www.youtube.com/watch?v=yfT2D2hO6No

Post activity: (5 minutes)

1. Tell the students to mention their favorite place in the school and justify.

2. Ask all students to mention it.

3. Give feedback to students with the pronunciation.

Wrap up: Show and Tell	Time: 10 minutes

1. Ask students to stand up and form a circle.

2. Sit down on the floor with the teacher.

3. Ask each student to pass to the front and mention the two School places.

4. Give each students a grade depending on how they do it.

Warm up: Frozen	Time: 10 minutes

1. Play a song.

2. Ask students to walk in the classroom while the song played.

3. Tell the student that they will be frozen when the music stops.

4. The ones who move will mention something that they have learned in the class.

Wrap up: Snowstorm	Time: 15 minutes

1. Students write down what they learned on a piece of scratch paper and wrap it up.

2. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.

3. Ask students to share with the classroom what they have learned in the class.

Follow up activity: Word search	Time: 20 minutes

1. Ask students to take out a pencil.
2. Tell students to find the different words assign by the teacher.
3. Give 5 minutes to the students to work on the page.
4. Tell students to identify the different places and write the number to the drawing it belongs.

Reflection

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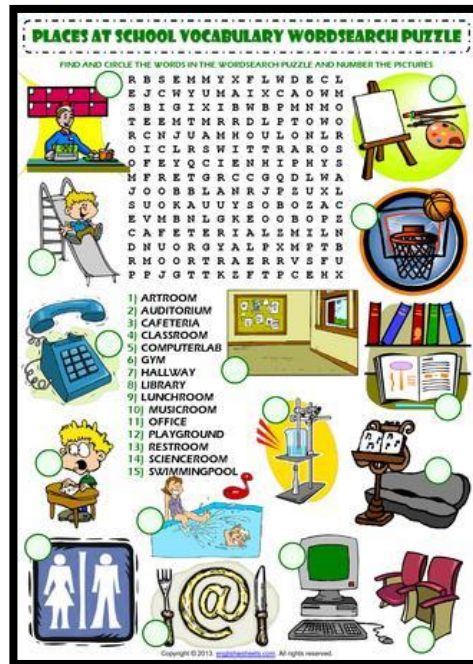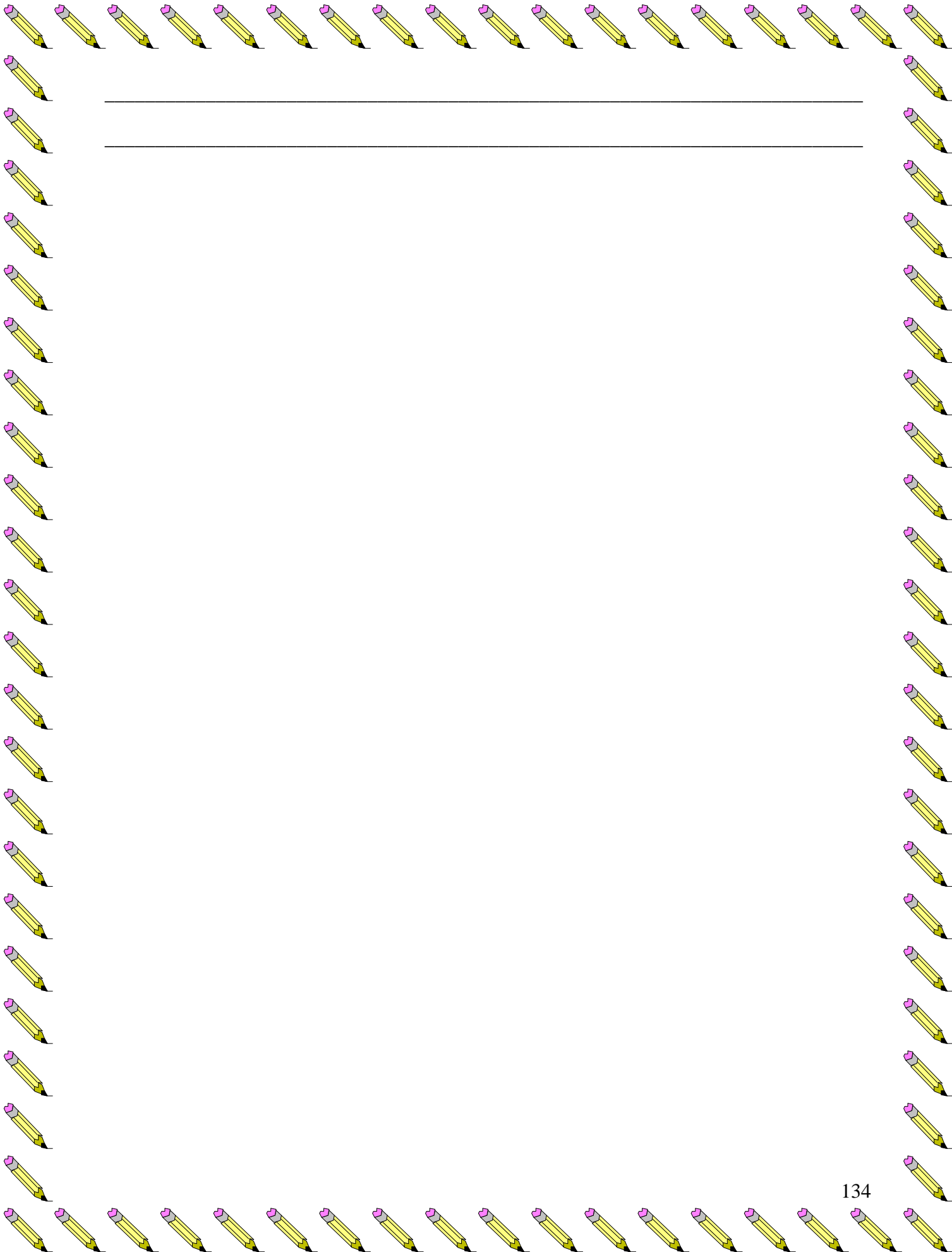
Centro Escolar Tomás Medina

Teacher:

Level: 1st grade

Lesson 2: Unit 2: MY HOUSE

Topics: parts of the house, house objects, family members, and house chores

Class time: 360 minutes (8 hours class)

Target structure: verb to be, simple present and affirmative sentences

Target content: identifying parts of the house, pointing out house objects, describing family members, and mimicking house chores

Objective: to name parts of the house, house objects, family members and house chores by watching videos and mimicking

Materials: laptop, LCD projector, USB memory, worksheets, corns, flashcards, a speaker or a tape recorder

TOPIC NUMBER 1: PARTS OF THE HOUSE

Warm up: Freeze dance	Time: 10 minutes

1. Before beginning, explain the activity and show how it works to students.
2. Put on the song "Action song" and tell them to let loose.
3. When the music stops, they must freeze.
4. Anyone who does not freeze is out of the game.
5. The last one left standing wins!

Link to the song Action Song:

https://www.youtube.com/watch?v=dUXk8Nc5qQ8

Presentation: Video about parts of the house	Time: 35 minutes
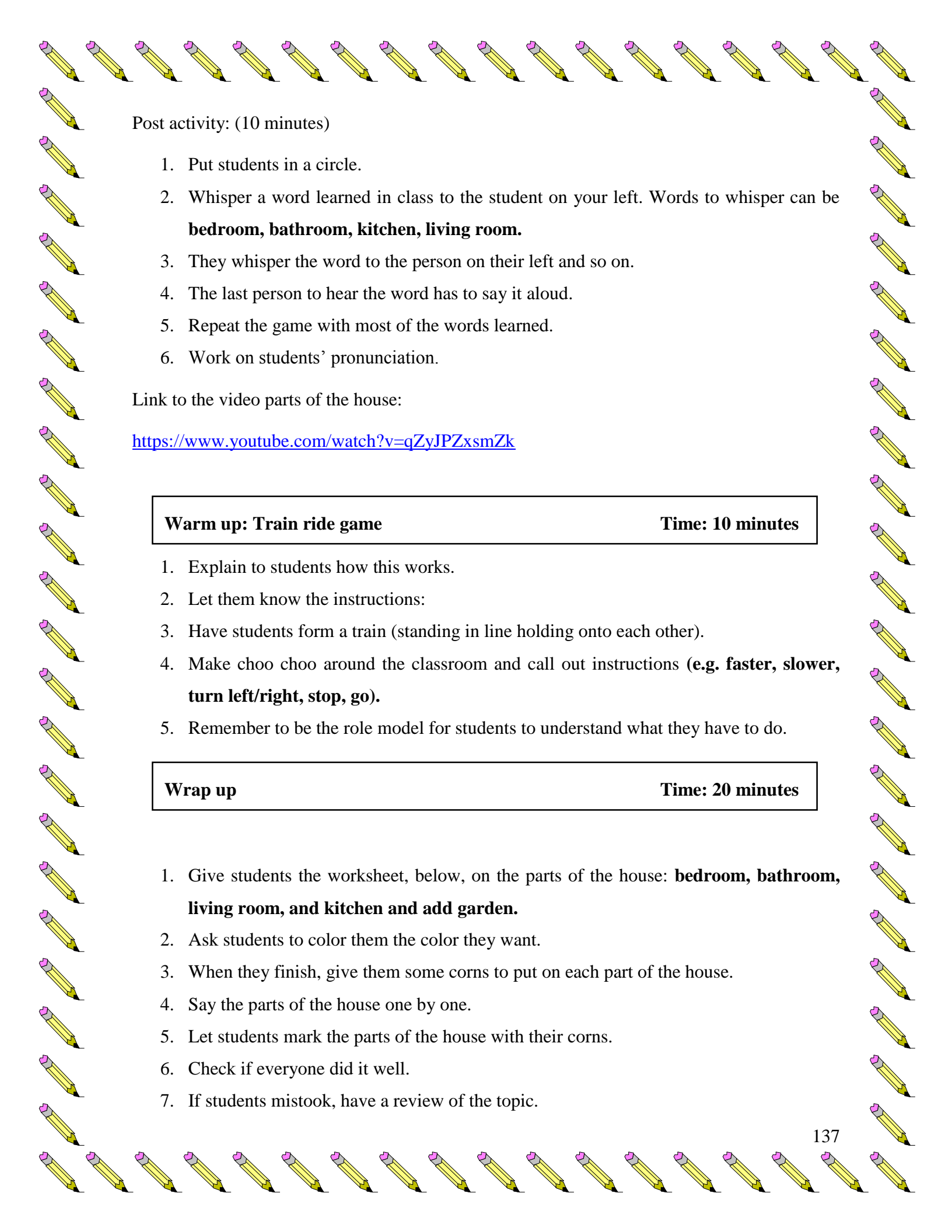
Pre activity: (5 minutes)

1. Tell students they will watch a video about the parts of the house called "My house".
2. Students will watch on the video: **living room, bedroom, bathroom and kitchen.**
3. Ask them to tell the parts of their house in Spanish or ask them if someone knows how to say them in English.
4. Ask them to be quiet and pay attention.

During activity: (20 minutes)

1. Play the video the first time for them to watch it completely.
2. When it finishes, ask them to say the rooms they remember.
3. Play the video for the second time.
4. This time ask them to repeat the parts of the house.
5. Pause the video for students to have a breath and recall the rooms.
6. Continue with the video and repeating
7. Play the video the last time completely.
8. Now ask them to say the parts of the house they watched in the video.
9. Clarify words they do not know.

Post activity: (10 minutes)

1. Put students in a circle.
2. Whisper a word learned in class to the student on your left. Words to whisper can be **bedroom, bathroom, kitchen, living room.**
3. They whisper the word to the person on their left and so on.
4. The last person to hear the word has to say it aloud.
5. Repeat the game with most of the words learned.
6. Work on students' pronunciation.

Link to the video parts of the house:

https://www.youtube.com/watch?v=qZyJPZxsmZk

Warm up: Train ride game	**Time: 10 minutes**

1. Explain to students how this works.
2. Let them know the instructions:
3. Have students form a train (standing in line holding onto each other).
4. Make choo choo around the classroom and call out instructions **(e.g. faster, slower, turn left/right, stop, go).**
5. Remember to be the role model for students to understand what they have to do.

Wrap up	**Time: 20 minutes**

1. Give students the worksheet, below, on the parts of the house: **bedroom, bathroom, living room, and kitchen and add garden.**
2. Ask students to color them the color they want.
3. When they finish, give them some corns to put on each part of the house.
4. Say the parts of the house one by one.
5. Let students mark the parts of the house with their corns.
6. Check if everyone did it well.
7. If students mistook, have a review of the topic.

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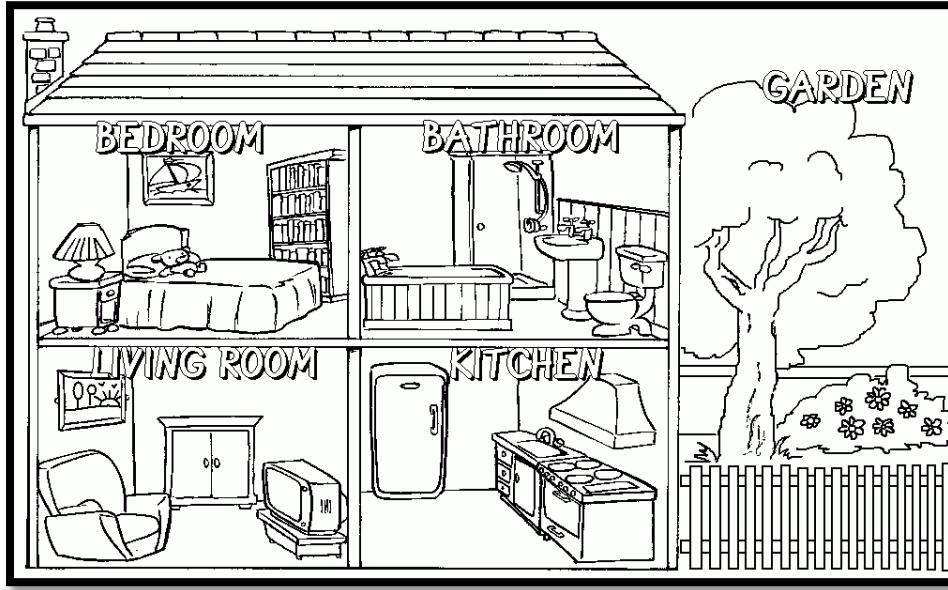
1. Now, include gestures for students to identify the parts of the house.

2. Ask them to stand up and the teacher says for example, **"Where you sleep!" And make the sleeping gesture.**

3. Everybody has to say **"bedroom".**

4. Continue saying **"where you take a shower!"** And make the gesture of taking a shower.

5. Continue saying **"where you piss!"** and make the gesture as if you are in the bathroom.

6. Everybody has to say **"bathroom".**

7. Finally, say **"where you cook!"** and make the gesture of cooking.

8. Everybody has to say **"kitchen".**

9. Add **"where you water the plants!"** and make the watering gesture.

10. Everybody has to say **"garden".**

11. Roles can be interchangeable. The teacher can say the part of the house and students can make the gestures and say the phrases if possible.

TOPIC NUMBER 2: HOUSE OBJECTS

Warm up: Word recognition game   **Time: 10 minutes**

1. Have these images about words students have learned in previous lessons.
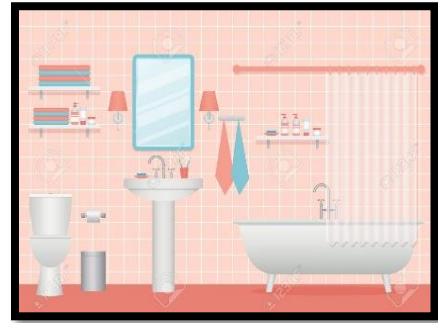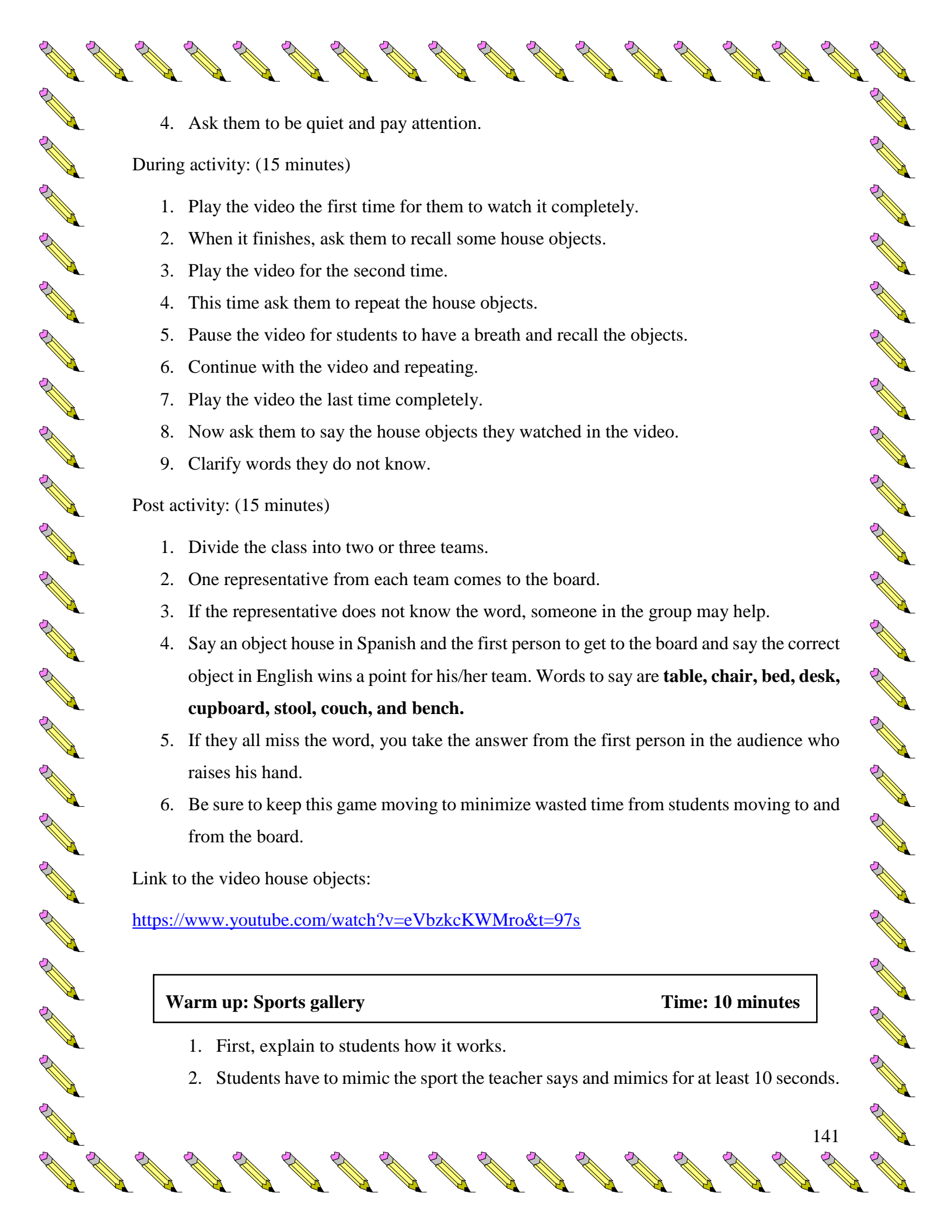
2. Have all the students stand at one end of the room and the teacher in the middle.

3. Hold up one card and students come forward and whisper the word in the teacher's ear.

4. If correct, they can go over to the other side of the room. If not, they must stay in the same side.

5. You can have the same flashcard some time so that all students participate.

6. Students can have as many guesses as possible.

| **Presentation: Video about house objects** | **Time: 35 minutes** |

Pre activity: (5 minutes)

1. Tell students they will watch a video about house objects called "Furniture in the house".

2. The house objects they will see are **table, chair, bed, desk, cupboard, stool, couch, and bench.**

3. Ask them to tell some house objects in Spanish or ask them if someone knows how to say them in English.

4. Ask them to be quiet and pay attention.

During activity: (15 minutes)

1. Play the video the first time for them to watch it completely.
2. When it finishes, ask them to recall some house objects.
3. Play the video for the second time.
4. This time ask them to repeat the house objects.
5. Pause the video for students to have a breath and recall the objects.
6. Continue with the video and repeating.
7. Play the video the last time completely.
8. Now ask them to say the house objects they watched in the video.
9. Clarify words they do not know.

Post activity: (15 minutes)

1. Divide the class into two or three teams.
2. One representative from each team comes to the board.
3. If the representative does not know the word, someone in the group may help.
4. Say an object house in Spanish and the first person to get to the board and say the correct object in English wins a point for his/her team. Words to say are **table, chair, bed, desk, cupboard, stool, couch, and bench.**
5. If they all miss the word, you take the answer from the first person in the audience who raises his hand.
6. Be sure to keep this game moving to minimize wasted time from students moving to and from the board.

Link to the video house objects:

https://www.youtube.com/watch?v=eVbzkcKWMro&t=97s

Warm up: Sports gallery	**Time: 10 minutes**

1. First, explain to students how it works.
2. Students have to mimic the sport the teacher says and mimics for at least 10 seconds.

3. After a while the teacher speeds up the time. A few sports skills the teacher can call out: **Shooting a jump shot, juggling a soccer ball, dancing like a ballerina, batting a baseball, swinging, a golf club, downhill skiing, serving a tennis ball, shooting an arrow, etc.**

Wrap up	Time: 20 minutes

1. Give students a worksheet on the different parts of the house only with the name.
2. Give them a page with the different house objects.
3. Now ask them to cut them out and place them on the corresponding room.
4. They have to glue the object on the different parts of the house where they belong.
5. Check students' work and help them place the house objects correctly.
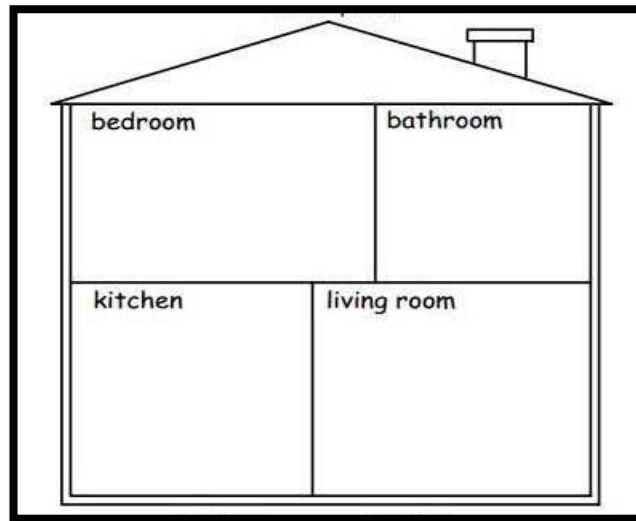
Directions: cut the images out and place them on the corresponding room.
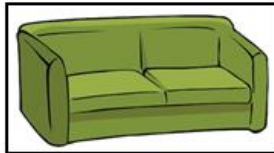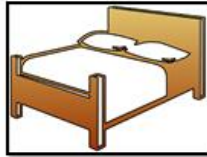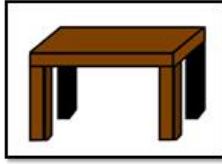
Follow up activity   **Time: 15 minutes**

1. Ask some students to pass to the front one by one using the worksheet number.

2. Ask them to name the objects they place and to name where they placed them.

3. Help them pronounce if they mistake.

4. Make them repeat mispronounce words correctly.

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TOPIC NUMBER 3: FAMILY MEMBERS

Warm up: Apple pass	**Time: 10 minutes**

1. First, explain to students how it works. They must say house objects in English, for example **table, chair, bed, desk, cupboard, stool, couch, and bench.**
2. Have all students sit in a circle.
3. Use a fake apple and toss it to one S, but you must say one English word as you pass.
4. The student then throws to another student and says a different English word.
5. If the student you threw it to drops it, he/she is out.
6. And the game keeps going until you have one winner.

Presentation: Video about family members	**Time: 35 minutes**
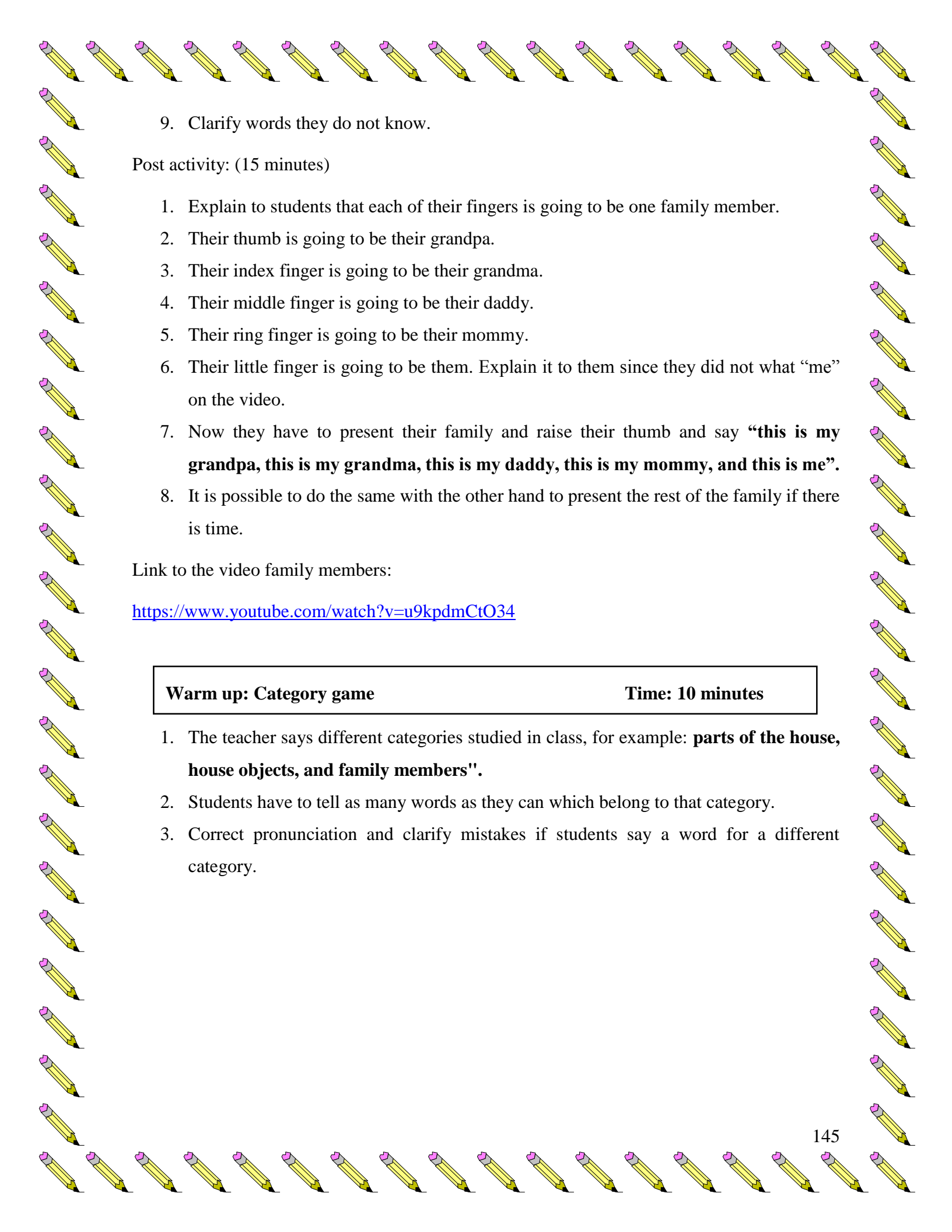
Pre activity: (5 minutes)

1. Tell students they will watch a video about family members called "My family".
2. The family members students will watch are **grandma, grandpa, mommy, daddy, sister, brother, baby.**
3. Ask them to tell their family members in Spanish or ask them if someone knows how to say them in English.
4. Ask them to be quiet and pay attention.

During activity: (15 minutes)

1. Play the video the first time for them to watch it completely.
2. When it finishes, ask them to recall some family members.
3. Play the video for the second time.
4. This time ask them to repeat the family members after the videos shows each of them.
5. Pause the video for students to have a breath and recall the family members.
6. Continue with the video and repeating.
7. Play the video the last time completely.
8. Now ask them to say the family members they watched in the video.

9. Clarify words they do not know.

Post activity: (15 minutes)

1. Explain to students that each of their fingers is going to be one family member.
2. Their thumb is going to be their grandpa.
3. Their index finger is going to be their grandma.
4. Their middle finger is going to be their daddy.
5. Their ring finger is going to be their mommy.
6. Their little finger is going to be them. Explain it to them since they did not what "me" on the video.
7. Now they have to present their family and raise their thumb and say **"this is my grandpa, this is my grandma, this is my daddy, this is my mommy, and this is me".**
8. It is possible to do the same with the other hand to present the rest of the family if there is time.

Link to the video family members:

https://www.youtube.com/watch?v=u9kpdmCtO34

Warm up: Category game	**Time: 10 minutes**

1. The teacher says different categories studied in class, for example: **parts of the house, house objects, and family members".**
2. Students have to tell as many words as they can which belong to that category.
3. Correct pronunciation and clarify mistakes if students say a word for a different category.

1. Give students a worksheet where they will match the family members.
2. Explain to them that there are 2 forms to call daddy and mommy, father and mother. Say the differences in Spanish.
3. They will also trace the family members' names.
4. Help them know what the names means since they do not know the written form. This will be a little practice on it.
5. Check students´ work.
6. When they finish, make them say the names aloud.

1. Explain to students they are going to imitate how their family is.
2. First make the gestures. **For example, my father is happy.**
3. And everybody has to be happy.
4. Then you continue saying, **my mother is angry.**
5. Say my brother is hungry.
6. My sister is sad.
7. Make sure everybody does the gestures.
8. Translate when it is necessary.
9. Choose some students to go to the front and head the activity after you have already taught them how to do it.

Reflection

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TOPIC NUMBER 4: HOUSE CHORES

Warm up: Up, down, stop, go!   **Time: 10 minutes**

1. Children have to listen very carefully!
2. Show them how it works.
3. Explain the directions first:
4. **On STOP - children must stop.**
5. **On GO- children must move** around the space either walking or running.
6. **On DOWN- children must sit or lay down.**
7. **On UP - children must stretch up to the ceiling.**
8. Make students do the actions alone after you have mimicked for at least one minute.

Presentation: Song about cleaning up   **Time: 35 minutes**

Pre activity: (5 minutes)
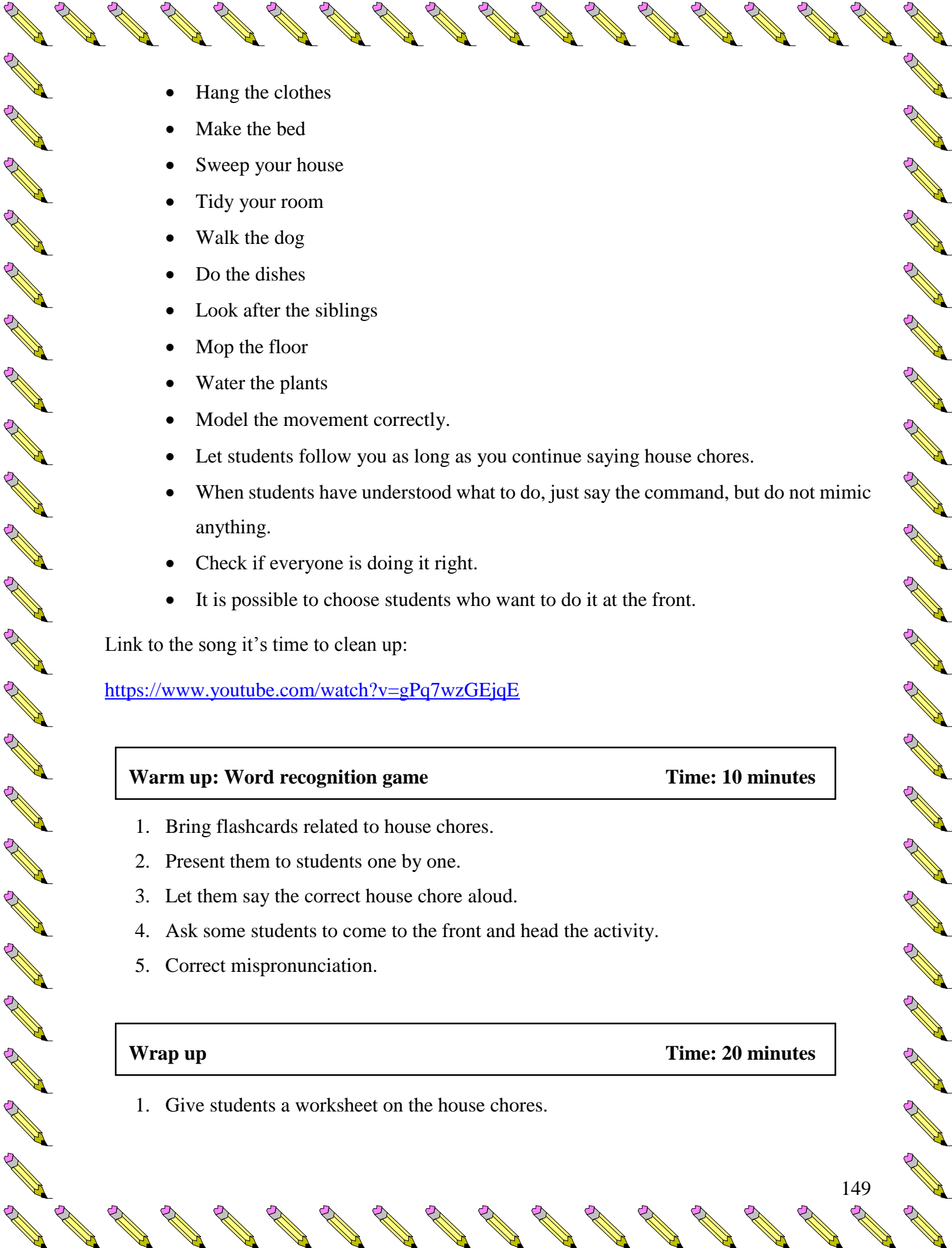
1. Explain to students what house chores are.
2. Tell students they will listen to a song about cleaning up called "it's time to clean up".
3. Ask them to say some house chores in Spanish or ask them if someone knows how to say them in English.
4. The house chores they will listen to on the song are: **clean up, tidy up, put the toys away, put the books away, put the crayons away, put the plates away, put the cups away, put the snacks away, put the blocks away, put the glue away, put the sheets away, put the scissors away, put the pots away, put the pans away.**
5. Ask them to be quiet and pay attention.

During activity: (15 minutes)

1. Play the song first time for them to listen to it completely.
2. When it finishes, ask them to stand up and sing with you.
3. Play the song for the second time and sing.
4. This time ask them to repeat all the song lyric out loud.
5. Play the song the last time completely and let them sing alone.
6. Now ask them to say the house chores they listen.
7. Make sure to gesture everything that the song mentions for students to understand what each actions means.
8. Clarify words they do not know.

Post activity: (15 minutes)

- Teach students new house chores by doing the following.
- Call out a command **e.g. "the teacher says, "do the dishes".**
- Continue with:
- Take out the trash

- Hang the clothes

- Make the bed

- Sweep your house

- Tidy your room

- Walk the dog

- Do the dishes

- Look after the siblings

- Mop the floor

- Water the plants

- Model the movement correctly.

- Let students follow you as long as you continue saying house chores.

- When students have understood what to do, just say the command, but do not mimic anything.

- Check if everyone is doing it right.

- It is possible to choose students who want to do it at the front.

Link to the song it's time to clean up:

https://www.youtube.com/watch?v=gPq7wzGEjqE

Warm up: Word recognition game	Time: 10 minutes

1. Bring flashcards related to house chores.

2. Present them to students one by one.

3. Let them say the correct house chore aloud.

4. Ask some students to come to the front and head the activity.

5. Correct mispronunciation.

Wrap up	Time: 20 minutes
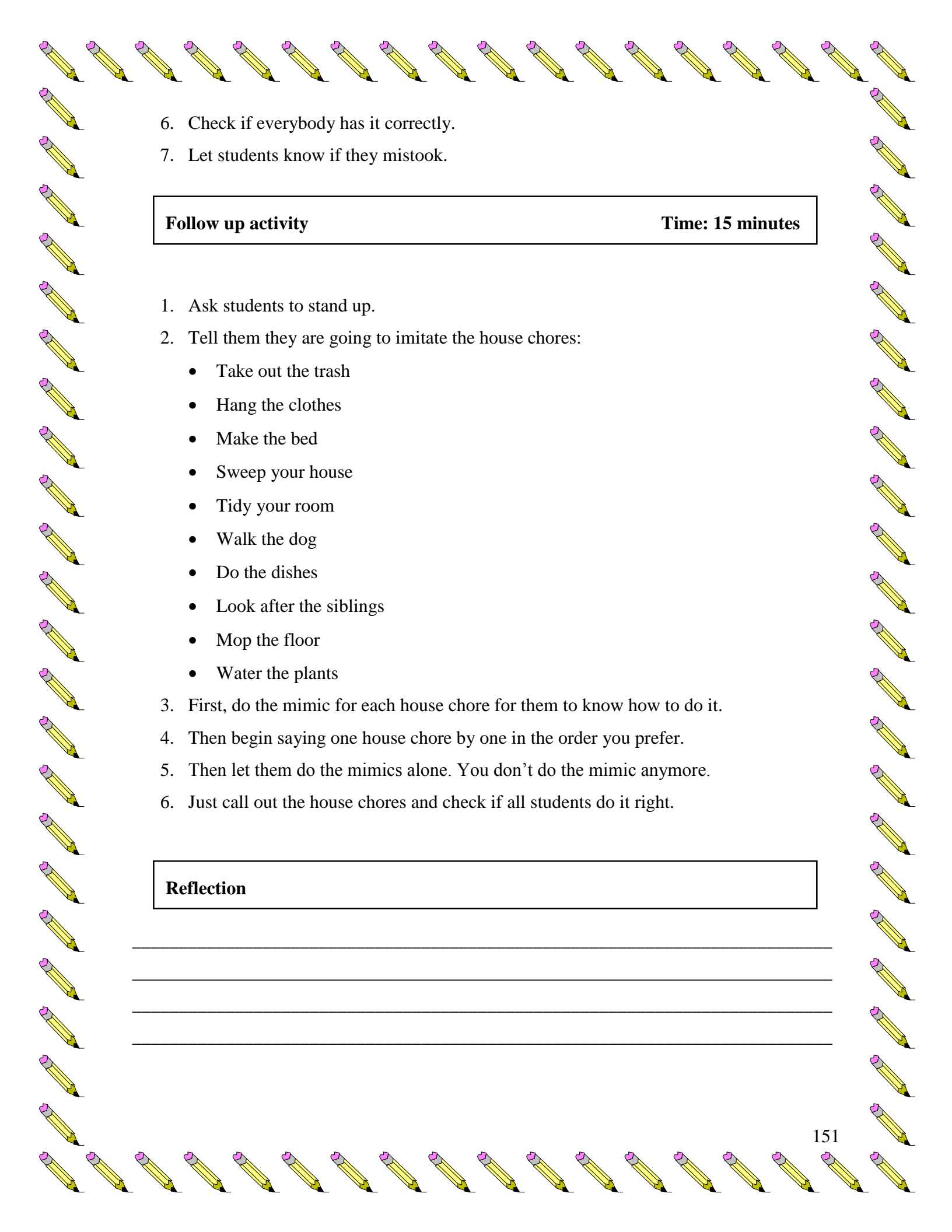
1. Give students a worksheet on the house chores.

Directions: cut out the images and follow your teacher's indications.

2. Ask them to cut them.

3. When they finish, ask them to listen to you.

4. Say the house chores in this order.

- Take out the trash
- Hang the clothes
- Make the bed
- Sweep your house
- Tidy your room
- Walk the dog
- Do the dishes
- Look after the siblings
- Mop the floor
- Water the plants

5. Students will glue the house chores in their notebook with number from 1 to 10.

6. Check if everybody has it correctly.

7. Let students know if they mistook.

Follow up activity	Time: 15 minutes

1. Ask students to stand up.

2. Tell them they are going to imitate the house chores:

- Take out the trash

- Hang the clothes

- Make the bed

- Sweep your house

- Tidy your room

- Walk the dog

- Do the dishes

- Look after the siblings

- Mop the floor

- Water the plants

3. First, do the mimic for each house chore for them to know how to do it.

4. Then begin saying one house chore by one in the order you prefer.

5. Then let them do the mimics alone. You don't do the mimic anymore.

6. Just call out the house chores and check if all students do it right.

Reflection

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Centro Escolar Tomás Medina

Teacher:

Level: 1st grade

Lesson 3: Unit 3: MOVE YOUR BODY

Topics: parts of the body, clothing, colors, numbers

Class time: 360 minutes (8 hours class)

Target structure: verb to be, simple present, affirmative sentences

Target content: identifying parts of the body, recognizing different clothing items, distinguishing colors, recalling numbers from one to ten.

Objective: to name parts of the body, clothing, colors, and numbers through videos, songs, and flashcard by performing actions and mimicking words.

Materials: Laptop, LCD projector, USB memory, CD player, speakers, worksheets, sheets of white paper.

TOPIC NUMBER 1: PARTS OF THE BODY

Warm up: Character freeze	**Time: 10 minutes**

1. Tell the students to walk freely in the room until you yell freeze.

2. The students must all stop moving and announce the kind of character the students should be: **Old lady, serious man, a scared woman, surprised girl.**

3. Once everyone has their characters, tell the students to move again until someone yells freeze.

4. Switch the characters.

Presentation: Song about parts of the body	**Time: 35 minutes**

Pre activity: (10 minutes)

1. Touch some of your body parts (arm, leg, head, shoulder, nose)
2. Tell students touch the parts of their bodies that the teacher already mentioned.
3. Have them repeat the parts of the body.
4. Have students to touch again the parts of their bodies already mentioned, but they will have to do it without the teacher's mimics.

During activity: (15 minutes)

1. Have students listen to the song "head, shoulder, knees, and toes".
2. Have students make the physical movement the song says.
3. Have students repeat the parts of the body mentioned in the song: **"head, shoulder, knees, and toes".**
4. Have students make the movements and sing along with the song.

Post activity: (10 minutes)

1. Have students draw themselves in their notebook.
2. Have them to come to the front and point some body parts they know.

Link to the song:

Warm up: Guess the drawing	**Time: 10 minutes**

1. One person comes to the front and starts to draw a picture: **arm, leg, head, toes, finger, ear, mouth, nose, eye, knee, neck.**
2. The students must try to guess what the picture is before the person has finished drawing it.
3. The person who guesses correctly comes to the front to draw another picture.

Wrap up: My Body	**Time: 20 minutes**

1. Have students work on the following worksheet.
2. Have students match the body parts with the picture.
3. Check students work and answers.

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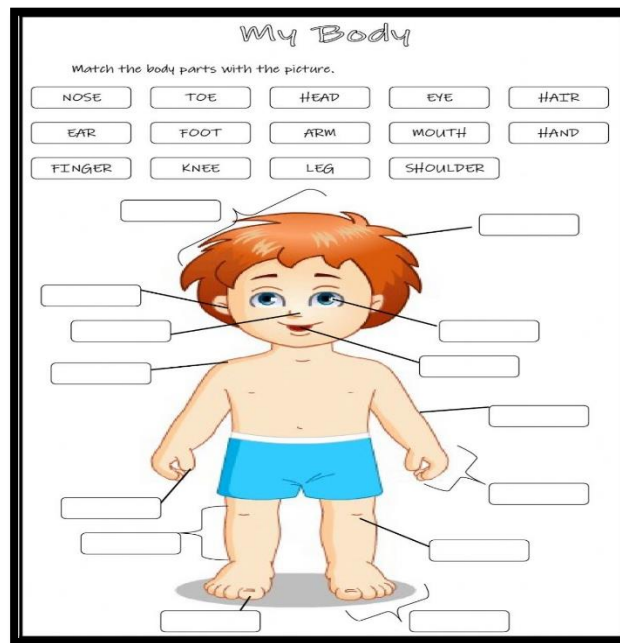
1. Have one student to come to the board.
2. Have him to move one part of his body so that his classmates can say in English.
3. The first one to get the right answer is the next one coming to the board to move another part of his body.

Reflection

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TOPIC NUMBER 2: CLOTHING

Warm up: Change places   **Time: 10 minutes**

1. Get all the students to sit on chairs in a circle.
2. The teachers stands next to the circle.

   The teachers calls out one instruction. eg, **"Change if you are wearing a skirt, change if you are wearing sneakers, change if you are wearing socks, change if you are wearing a skirt."**
3. All the people wearing a white shirt must stand up and change places. The last person left standing without a chair left the circle, and one desk is taken away.

4. The teacher calls out another instruction. eg, "Change if you are wearing pants." Keep playing for a few minutes.

Presentation: Song about clothes	Time: 35 minutes

Pre activity: (10 minutes)

1. Ask students about the clothing items people usually wear in summer and winter.
2. Have students tell what they wear in summer and winter.
3. Have students identify the clothing items they are wearing now.

During activity (20 minutes)

1. Have students listen to the song "Get dressed for the day".
2. Have students repeat the clothing items the song mentions: **shirt, pants, socks, hat, coat, shoes, scarf, mittens, and bag.**
3. Have students sing alongside the song.
4. Have students simulate they are putting on those clothing item through physical movement while listening to the song.

Post activity: (5 minutes)

1. Give students a worksheet about clothes and body parts.
2. Have students match the images on the worksheet to their corresponding images on the right.
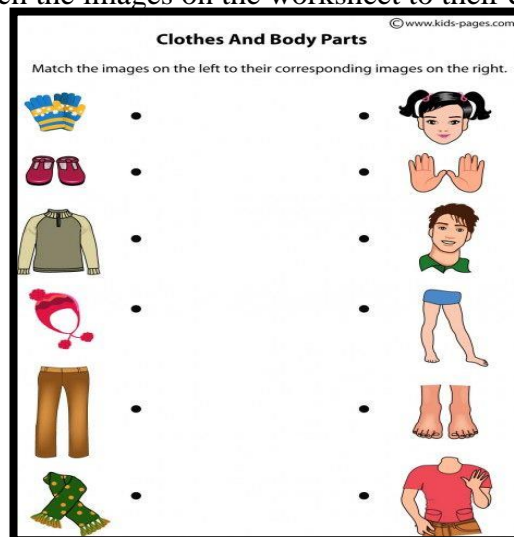
Link to the song: https://www.youtube.com/watch?v=KDE6i_ZZkFU

Warm up: Kim´s game	Time: 10 minutes

1. Divide the group in two teams.

   The teacher collects 8-10 small pieces of paper with drawn clothing items: **a skirt, pants, a shirt, shoes, a scarf, a hat, a cap, a dress, a blouse, and gloves.**

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

3. The team that shouts first the English name of each item wins a point.

Wrap up: Ball toss	Time: 15 minutes

1. Students make a circle and toss a ball from one to another.

2. The student who catches the ball will quickly give one thing he/she learned in the class today.

3. Have students toss the ball until most of them participate.

Follow up activity	Time: 20 minutes

1. Give students a page where they divide the four seasons of the year.

2. Have students draw clothing items people wear in each season.

3. Have students come to the board and present their drawing to the whole class naming the different clothes.

Reflection

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TOPIC NUMBER 3: COLORS

Warm up: Colors race	**Time: 10 minutes**

1. Draw a line down the middle of the whiteboard and divide the class into two groups.
2. Give each team two pieces of paper each of **purple, green, blue, red, orange, and yellow, black.**
3. Give them some pieces of masking tape.
4. Say blue and have member of each team run to the board and stick the piece of paper.
5. The first student to do it correctly wins a point for his/her team.

Presentation: Video about colors	**Time: 35 minutes**
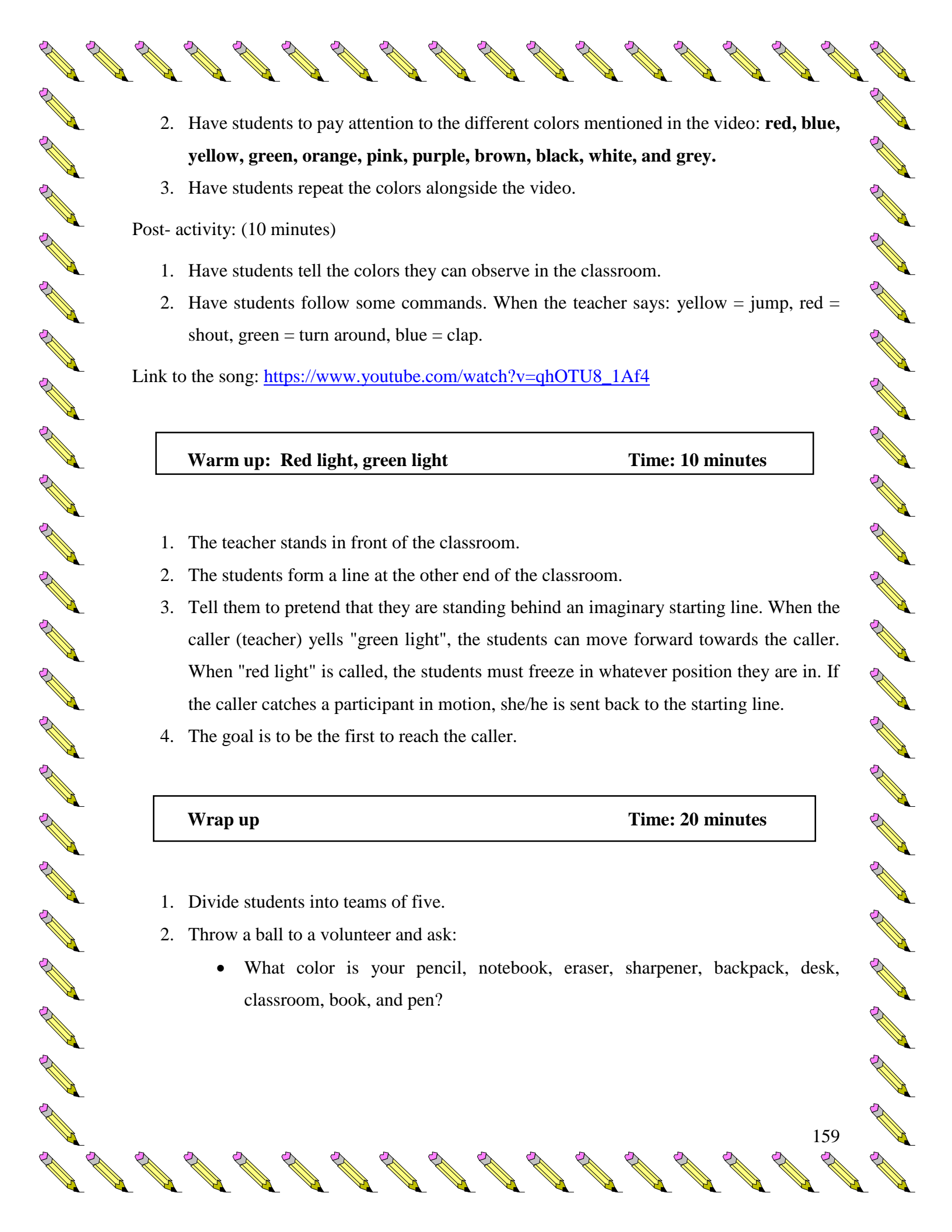
Pre-activity: (5 minutes)

1. Have students tell which their favorite color is.
2. Ask students which objects have that color, and make them draw them.

During activity: (20 minutes)

1. Have students watch a video called "colors".

2. Have students to pay attention to the different colors mentioned in the video: **red, blue, yellow, green, orange, pink, purple, brown, black, white, and grey.**

3. Have students repeat the colors alongside the video.

Post- activity: (10 minutes)

1. Have students tell the colors they can observe in the classroom.

2. Have students follow some commands. When the teacher says: yellow = jump, red = shout, green = turn around, blue = clap.

Link to the song: https://www.youtube.com/watch?v=qhOTU8_1Af4

Warm up: Red light, green light	**Time: 10 minutes**

1. The teacher stands in front of the classroom.
2. The students form a line at the other end of the classroom.
3. Tell them to pretend that they are standing behind an imaginary starting line. When the caller (teacher) yells "green light", the students can move forward towards the caller. When "red light" is called, the students must freeze in whatever position they are in. If the caller catches a participant in motion, she/he is sent back to the starting line.
4. The goal is to be the first to reach the caller.

Wrap up	**Time: 20 minutes**

1. Divide students into teams of five.
2. Throw a ball to a volunteer and ask:
   - What color is your pencil, notebook, eraser, sharpener, backpack, desk, classroom, book, and pen?

Follow up activity   **Time: 15 minutes**

1. Show students the image above.

2. Ask them which colors they can observe in the image.

3. Have them answer the colors in English.
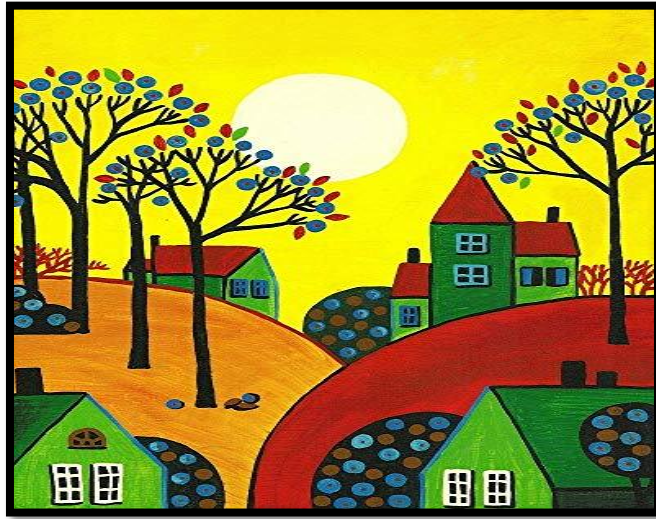
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TOPIC NUMBER 4: NUMBERS

Warm up: Let's clap   **Time: 10 minutes**

1. Write numbers from 1 to 10 on the whiteboard.
2. Point to any number.
3. Have students clap the corresponding number of times.
4. Repeat the procedure, but this time have students count each clap aloud: one… two… three.
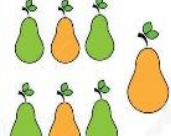
Presentation: Video about numbers   **Time: 35 minutes**
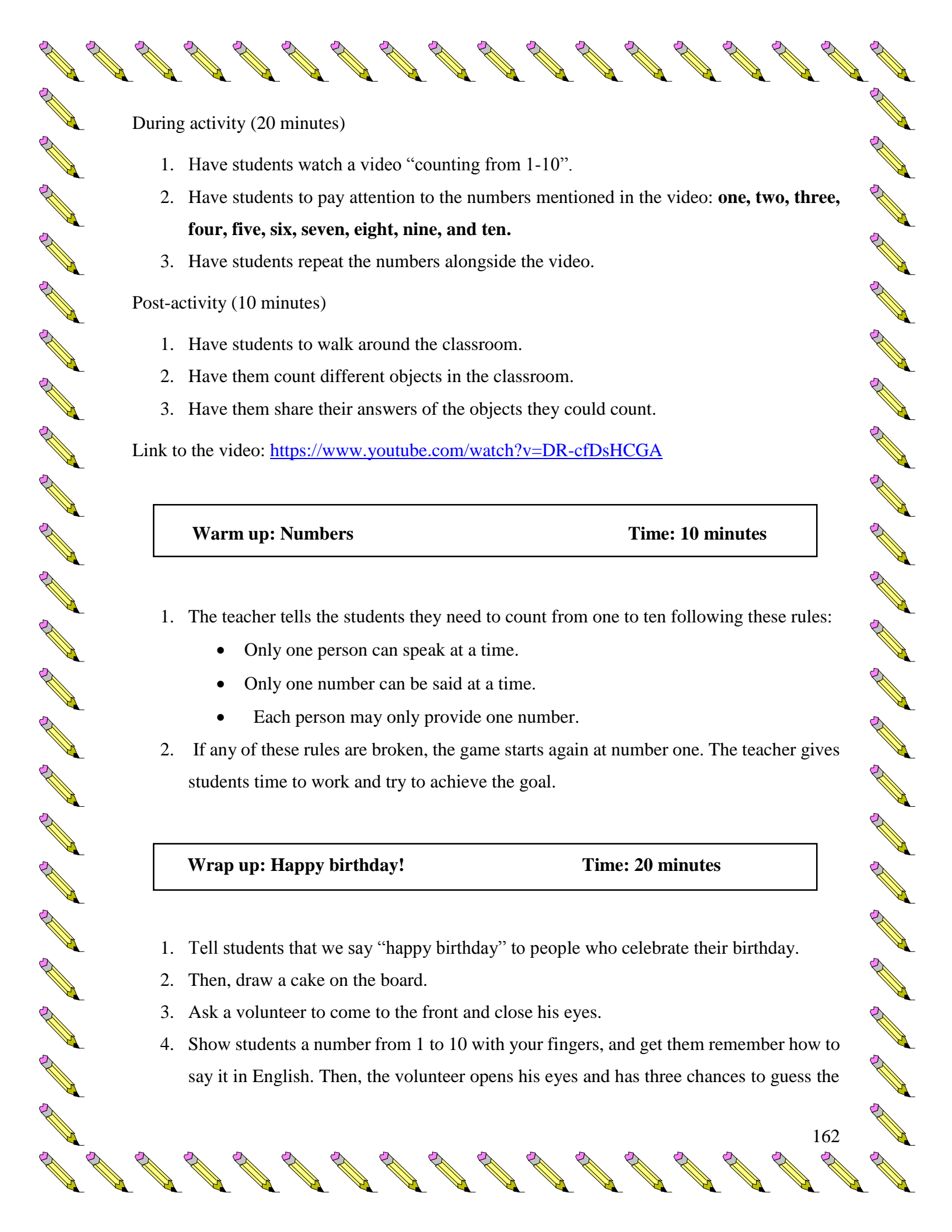
Pre-activity: (5 minutes)

1. Have student look at the image below.
2. Have students tell how many objects they can see in it.
3. Have students count the objects so that they can give the right answer.

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During activity (20 minutes)

1. Have students watch a video "counting from 1-10".
2. Have students to pay attention to the numbers mentioned in the video: **one, two, three, four, five, six, seven, eight, nine, and ten.**
3. Have students repeat the numbers alongside the video.

Post-activity (10 minutes)

1. Have students to walk around the classroom.
2. Have them count different objects in the classroom.
3. Have them share their answers of the objects they could count.

Link to the video: https://www.youtube.com/watch?v=DR-cfDsHCGA

Warm up: Numbers	**Time: 10 minutes**

1. The teacher tells the students they need to count from one to ten following these rules:
   - Only one person can speak at a time.
   - Only one number can be said at a time.
   - Each person may only provide one number.
2. If any of these rules are broken, the game starts again at number one. The teacher gives students time to work and try to achieve the goal.

Wrap up: Happy birthday!	**Time: 20 minutes**

1. Tell students that we say "happy birthday" to people who celebrate their birthday.
2. Then, draw a cake on the board.
3. Ask a volunteer to come to the front and close his eyes.
4. Show students a number from 1 to 10 with your fingers, and get them remember how to say it in English. Then, the volunteer opens his eyes and has three chances to guess the

number. The class says yes or not after each guess. If the volunteer does it correctly, the whole class calls out *Happy Birthday!* And the volunteer can eat a piece of the birthday cake by erasing a piece of it.

5. Repeat the procedure until all the volunteers have eaten a piece of cake.

Follow up activity	Time: 15 minutes

1. Have students color the worksheet according to the color of each number.
2. Have students repeat the color and the number in English, eg. One-yellow, two-blue, three-green, etc.

Reflection

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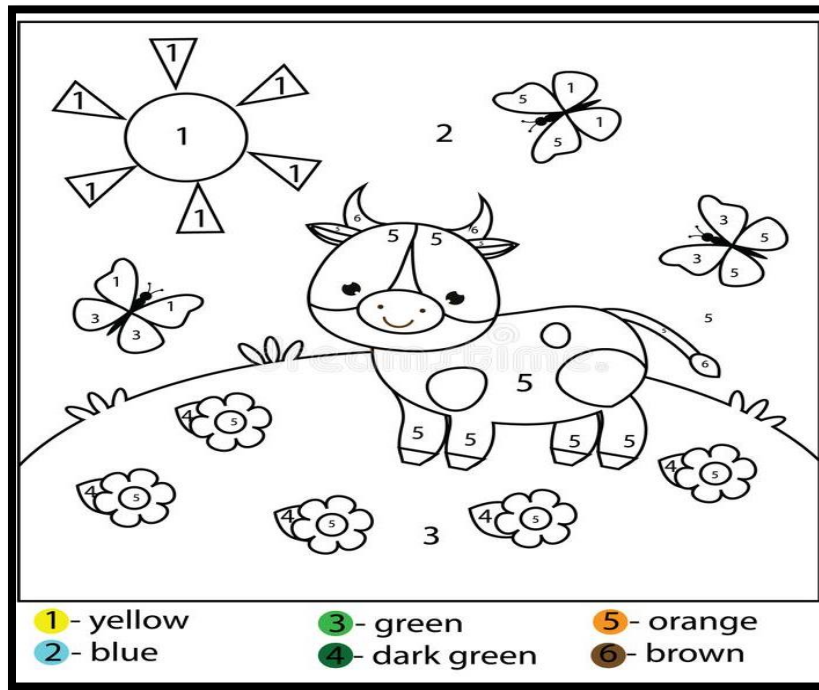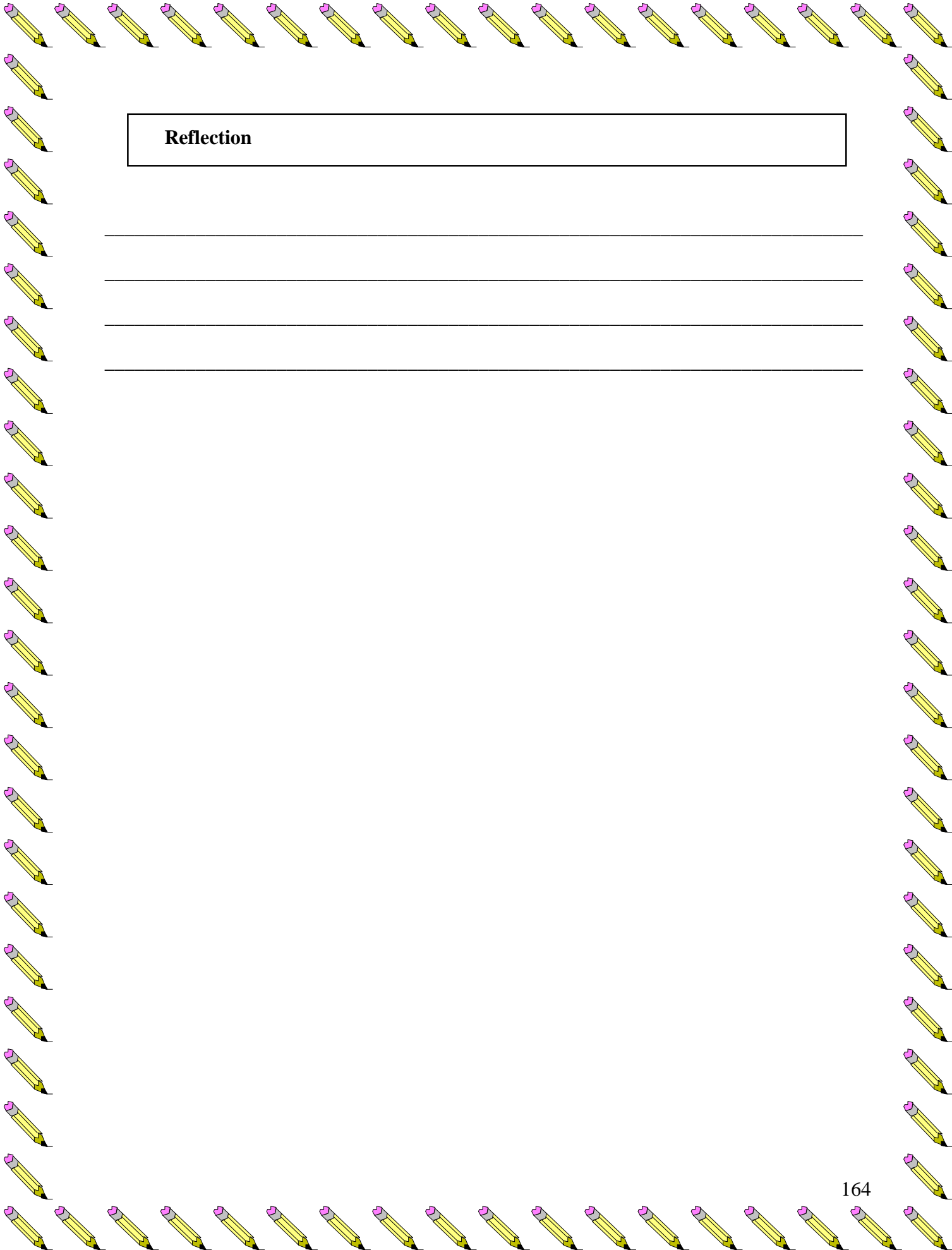
Centro Escolar Tomás Medina

Teacher:

Level: 1st grade

Lesson 4: Unit 4: DELICIOUS FOOD

Topics: fruits, vegetables, drinks, likes and dislikes.

Class time: 360 minutes (8 hours class)

Target structure: verb to be, simple present, affirmative and negative sentences

Target content: differentiating between fruits and vegetables, naming different drinks, and telling likes and dislikes.

Objective: to memorize fruits, vegetables, drinks, and likes and dislikes through videos, songs, and digital flashcards by making physical movements and performing actions.

Materials: Laptop, LCD projector, USB memory, CD player, speakers, worksheets, sheets of white paper.

TOPIC NUMBER 1: FRUITS

| **Warm up activity: The broken telephone** | **Time: 10 minutes** |

1. Have students to make three lines.
2. Have students choose a representative to start the game.
3. Show the representative a fruit, and tell him how it is pronounced in English: **apple, orange, grapes, watermelon, pear, cherry, strawberry, pineapple, mango, banana, and peach.**
4. Have students go, and tell the last person of the line the word.
5. Have students pass the word through the line till it gets to the first person of the line.
6. The first line who says it correctly will win a point.
7. The line with more point wins the game.

| **Presentation: Digital flashcards about fruits** | **Time: 35 minutes** |
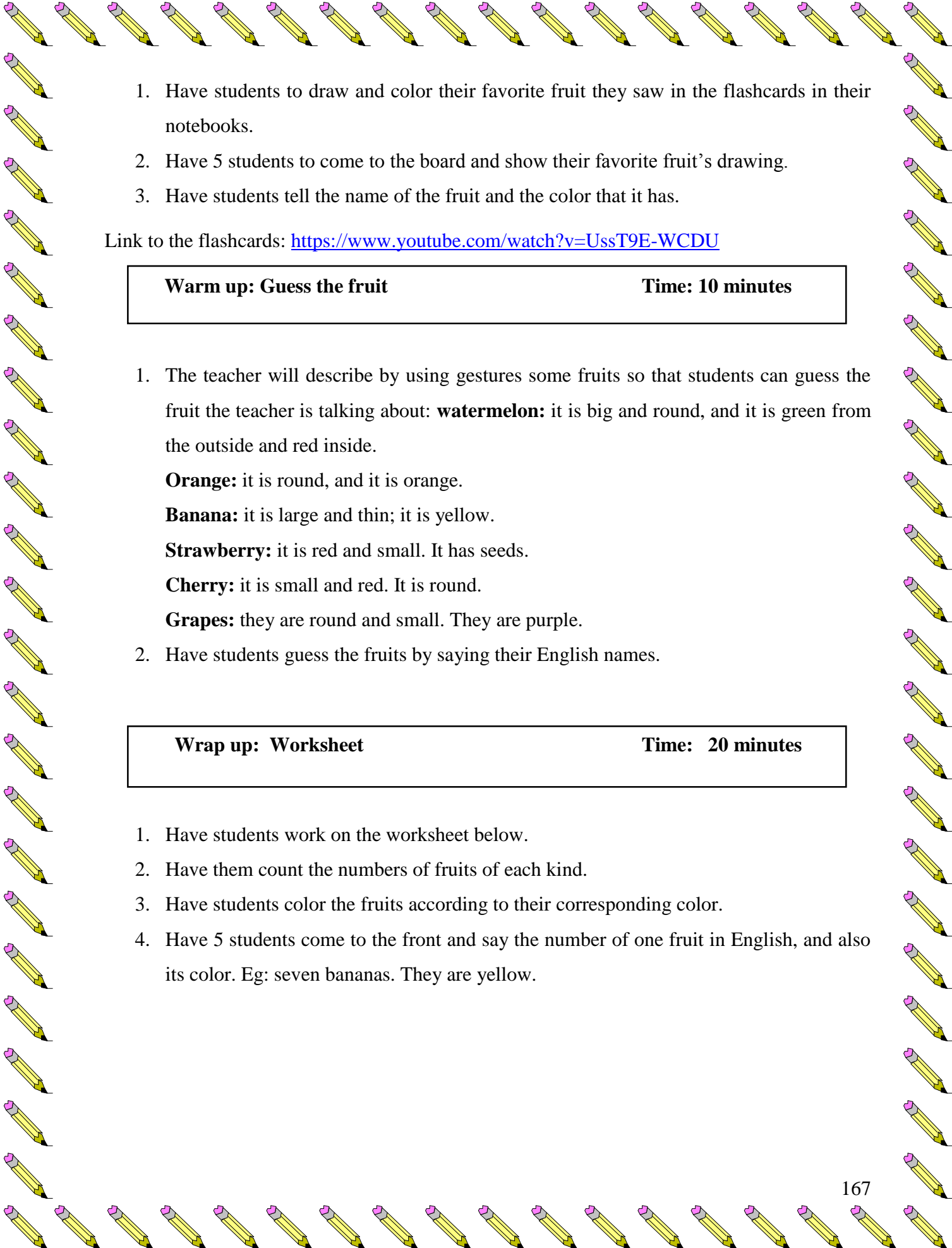
Pre activity: (5 minutes)

1. Ask students what their favorite fruit is.
2. Have students share their answers.
3. Ask students if they know how to say their favorite fruit in English.

During activity: (18 minutes)

1. Have students watch the digital flashcards.
2. Have students pay attention to the fruits´ names and their pronunciation.
3. Have students repeat the fruits' names: **banana, lemon, apple, grapes, cherry, watermelon, peach, persimmon, strawberry, orange, pineapple, and melon.**
4. Have students remember the fruits' names by showing them the flashcards.
5. Have them recall their names.

Post activity: (12 minutes)

1. Have students to draw and color their favorite fruit they saw in the flashcards in their notebooks.
2. Have 5 students to come to the board and show their favorite fruit's drawing.
3. Have students tell the name of the fruit and the color that it has.

Link to the flashcards: https://www.youtube.com/watch?v=UssT9E-WCDU

Warm up: Guess the fruit	**Time: 10 minutes**

1. The teacher will describe by using gestures some fruits so that students can guess the fruit the teacher is talking about: **watermelon:** it is big and round, and it is green from the outside and red inside.

   Orange: it is round, and it is orange.

   Banana: it is large and thin; it is yellow.

   Strawberry: it is red and small. It has seeds.

   Cherry: it is small and red. It is round.

   Grapes: they are round and small. They are purple.
2. Have students guess the fruits by saying their English names.

Wrap up: Worksheet	**Time: 20 minutes**

1. Have students work on the worksheet below.
2. Have them count the numbers of fruits of each kind.
3. Have students color the fruits according to their corresponding color.
4. Have 5 students come to the front and say the number of one fruit in English, and also its color. Eg: seven bananas. They are yellow.

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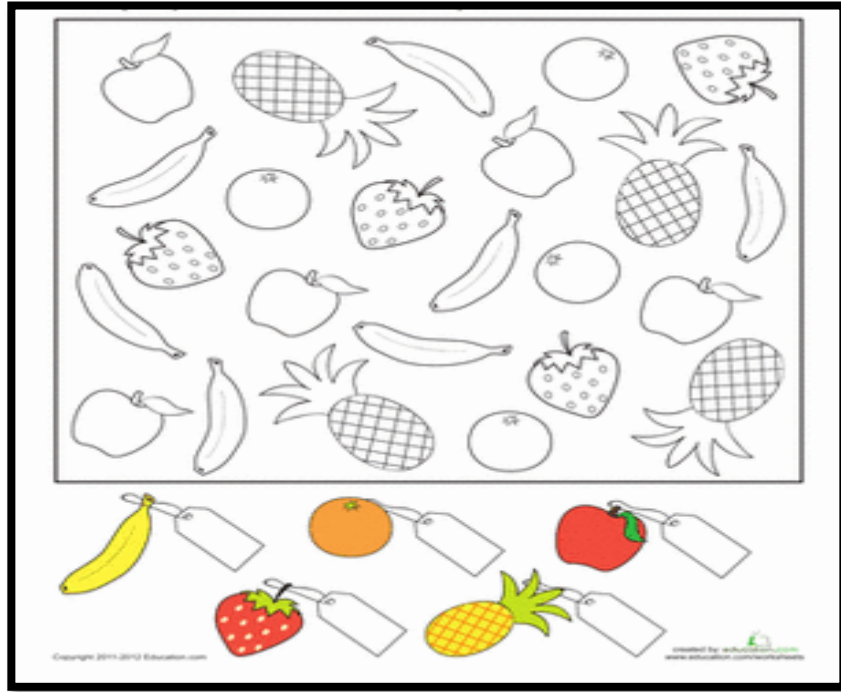
Follow up activity: Bingo!   **Time: 15 minutes**

1. Have students draw a bingo card with their favorite 4 fruits learned in class.

2. Have students make some paper balls to put on the bingo squares.

3. The teacher will say the name of some fruits already learn in class.

4. The first student who completes the bingo card wins.

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TOPIC NUMBER 2: VEGETABLES

Warm up: Categories	Time: 10 minutes

1. Have students to make a circle.
2. Tell students that the teacher will assign a category in which they have to provide an English word of the category: **colors, numbers, fruits, body parts, school objects, family members, parts of the house.**
3. If a student does not know a word within that category, he will leave the circle.
4. Continue playing until there is a winner, or all the categories have been used.

Presentation: Digital flashcard about vegetables	Time: 35 minutes

Pre activity: (5 minutes)
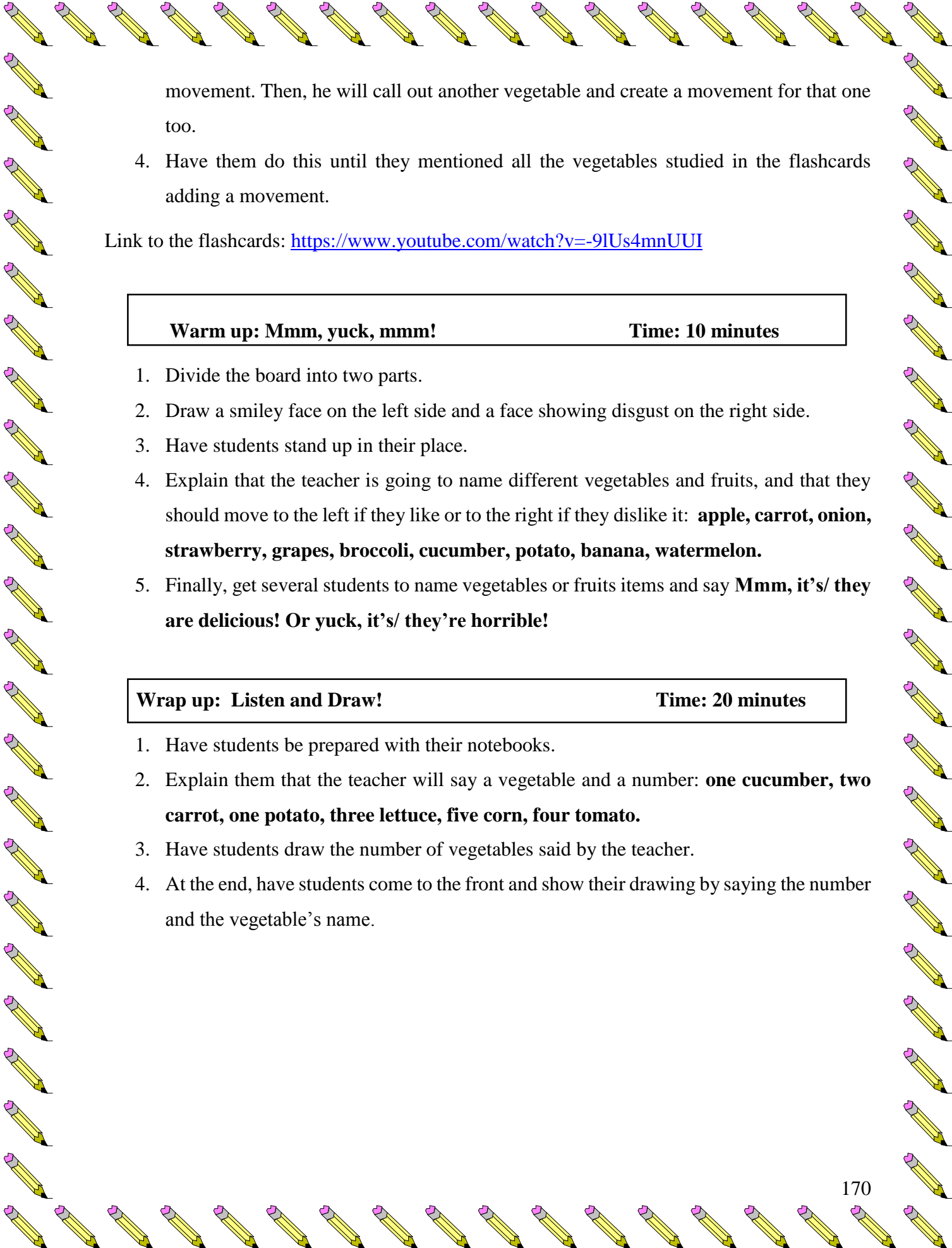
1. Ask students what their favorite vegetable is.
2. Have them share their answers.
3. Ask them if they know how their favorite vegetable is in English.

During activity: (20 minutes)

1. Have students watch the digital flashcards.
2. Have students pay attention to the vegetables' names and their pronunciation.
3. Have students repeat the vegetables' names: **broccoli, potato, tomato, carrot, mushroom, eggplant, cucumber, corn, onion, pumpkin, lettuce, green pepper.**
4. Have students remember the vegetables' names by showing them the flashcards.
5. Have them recall their names.

Post activity: (20 minutes)

1. Have students make a circle.
2. Have them recall the vegetables they saw in the flashcards.
3. Have them create a movement for each vegetable by saying a vegetable and making the movement; then, the other person next to him has to repeat the vegetable and the

movement. Then, he will call out another vegetable and create a movement for that one too.

4. Have them do this until they mentioned all the vegetables studied in the flashcards adding a movement.

Link to the flashcards: https://www.youtube.com/watch?v=-9lUs4mnUUI

Warm up: Mmm, yuck, mmm!   **Time: 10 minutes**

1. Divide the board into two parts.
2. Draw a smiley face on the left side and a face showing disgust on the right side.
3. Have students stand up in their place.
4. Explain that the teacher is going to name different vegetables and fruits, and that they should move to the left if they like or to the right if they dislike it: **apple, carrot, onion, strawberry, grapes, broccoli, cucumber, potato, banana, watermelon.**
5. Finally, get several students to name vegetables or fruits items and say **Mmm, it's/ they are delicious! Or yuck, it's/ they're horrible!**

Wrap up: Listen and Draw!   **Time: 20 minutes**

1. Have students be prepared with their notebooks.
2. Explain them that the teacher will say a vegetable and a number: **one cucumber, two carrot, one potato, three lettuce, five corn, four tomato.**
3. Have students draw the number of vegetables said by the teacher.
4. At the end, have students come to the front and show their drawing by saying the number and the vegetable's name.

Follow up activity: Worksheet   **Time: 15 minutes**

1. Have students work on the following worksheet.

2. Have students color the vegetables based on the mentioned colors.

3. Have students repeat the colors and the vegetables in the worksheet.

yellow potato	orange carrot	red tomato
green cabbage	yellow corn	green celery
green courgette	purple aubergine	yellow onion
pink radish	green avocado	green salad

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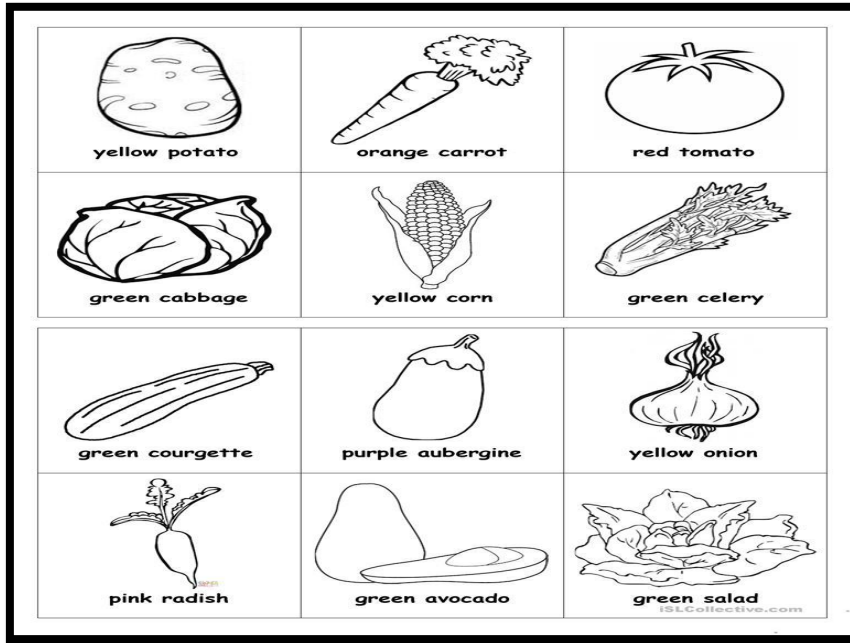
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TOPIC NUMBER 3: DRINKS

Warm up activity: Let's speak English!	**Time: 10 minutes**

1. Have student's list names.
2. Tell students that can you call out their names they have to say an English word instead of saying *Present!*
3. Once the teacher has finished calling their names, elicit some of the words students said most frequently.

Presentation: Song about drinks	**Time: 35 minutes**

Pre activity: (5 minutes)
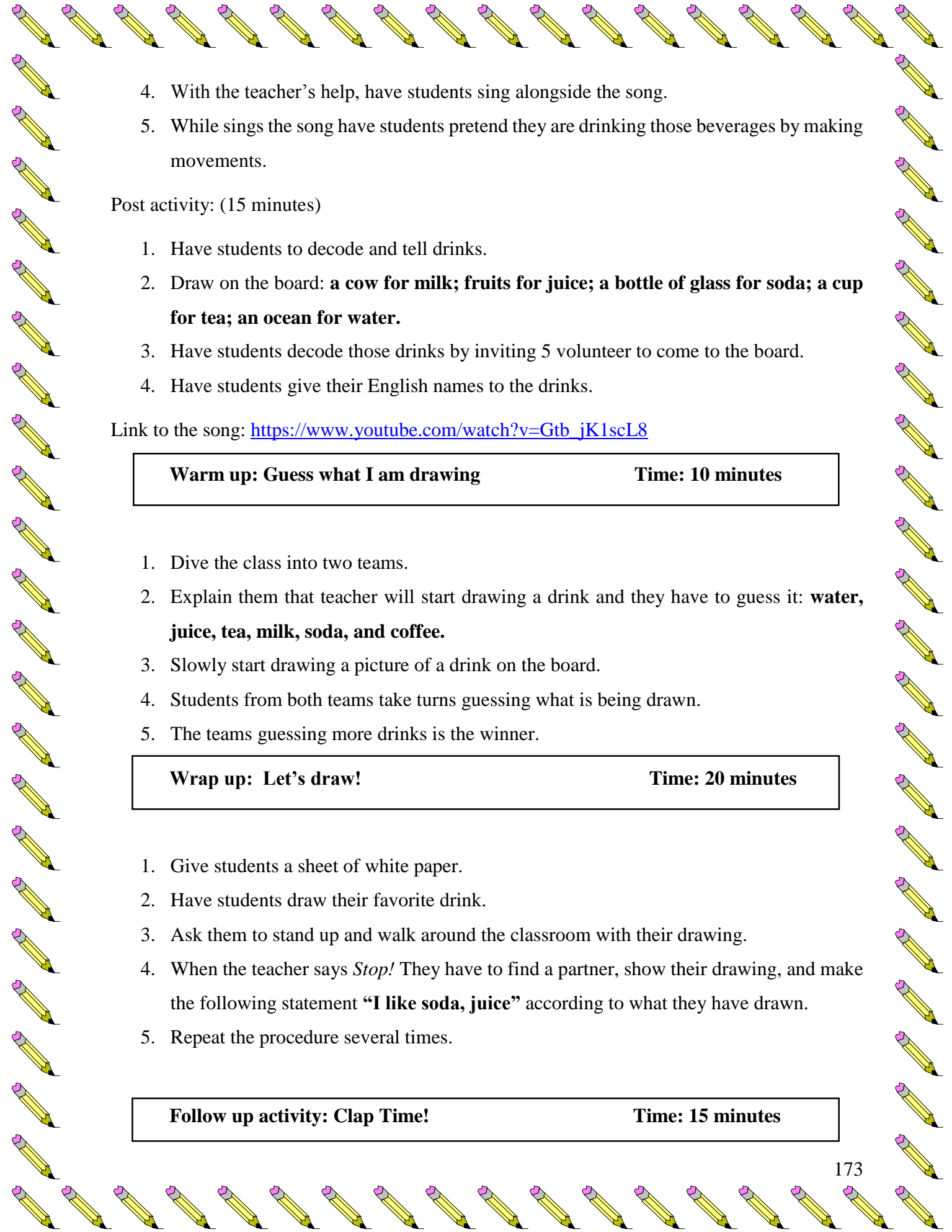
1. Have students look at the following image.

2. Have tell the type of drinks there are in the image.
3. Ask them what their favorite drink is and why.

During activity: (20 minutes)

1. Tell students they will listen to song related to drinks.
2. Have students listen to the song "I´m Thirsty!"
3. Have students repeat the different drinks mentioned in the song: **milk, juice, pop (soda), tea.**

4. With the teacher's help, have students sing alongside the song.

5. While sings the song have students pretend they are drinking those beverages by making movements.

Post activity: (15 minutes)

1. Have students to decode and tell drinks.

2. Draw on the board: **a cow for milk; fruits for juice; a bottle of glass for soda; a cup for tea; an ocean for water.**

3. Have students decode those drinks by inviting 5 volunteer to come to the board.

4. Have students give their English names to the drinks.

Link to the song: https://www.youtube.com/watch?v=Gtb_jK1scL8

Warm up: Guess what I am drawing	**Time: 10 minutes**

1. Dive the class into two teams.

2. Explain them that teacher will start drawing a drink and they have to guess it: **water, juice, tea, milk, soda, and coffee.**

3. Slowly start drawing a picture of a drink on the board.

4. Students from both teams take turns guessing what is being drawn.

5. The teams guessing more drinks is the winner.
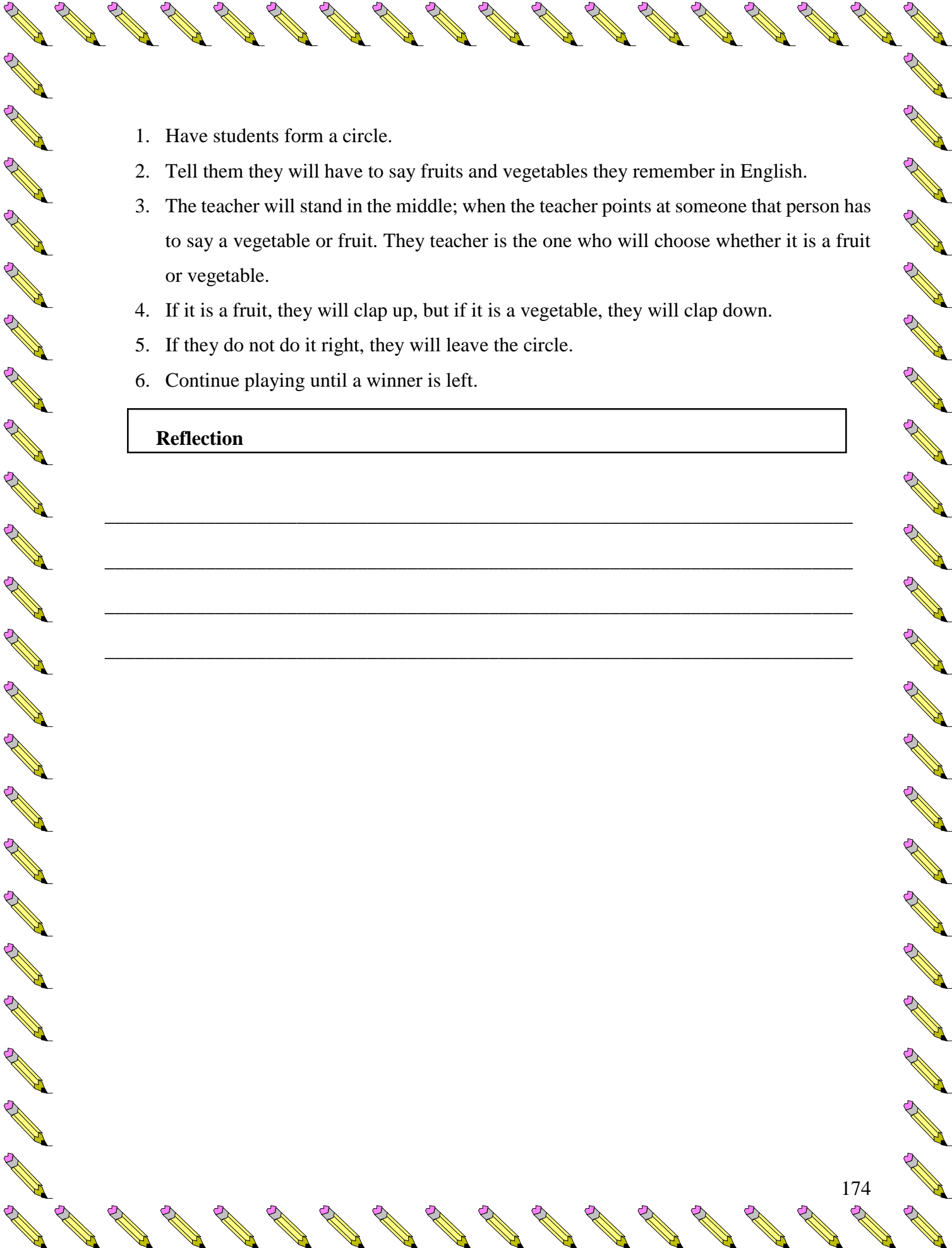
Wrap up: Let's draw!	**Time: 20 minutes**

1. Give students a sheet of white paper.

2. Have students draw their favorite drink.

3. Ask them to stand up and walk around the classroom with their drawing.

4. When the teacher says *Stop!* They have to find a partner, show their drawing, and make the following statement **"I like soda, juice"** according to what they have drawn.

5. Repeat the procedure several times.

Follow up activity: Clap Time!	**Time: 15 minutes**

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1. Have students form a circle.
2. Tell them they will have to say fruits and vegetables they remember in English.
3. The teacher will stand in the middle; when the teacher points at someone that person has to say a vegetable or fruit. They teacher is the one who will choose whether it is a fruit or vegetable.
4. If it is a fruit, they will clap up, but if it is a vegetable, they will clap down.
5. If they do not do it right, they will leave the circle.
6. Continue playing until a winner is left.

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TOPIC NUMBER 4: LIKES AND DISLIKES

Warm up: Simon says	**Time: 10 minutes**

1. Tell students that the teacher will say some instructions they have to follow.
2. When the teacher will say Simon says clap your hands, students have to perform those actions: **Simon says clap your hands, Simon says touch your head, Simon says jump, Simon says stand in one foot, Simon says shout, Simon says move one arm, Simon says smile.**
3. Have students perform the actions and have fun.

Presentation: Video about likes and dislikes	**Time: 35 minutes**

Pre activity: (5 minutes)
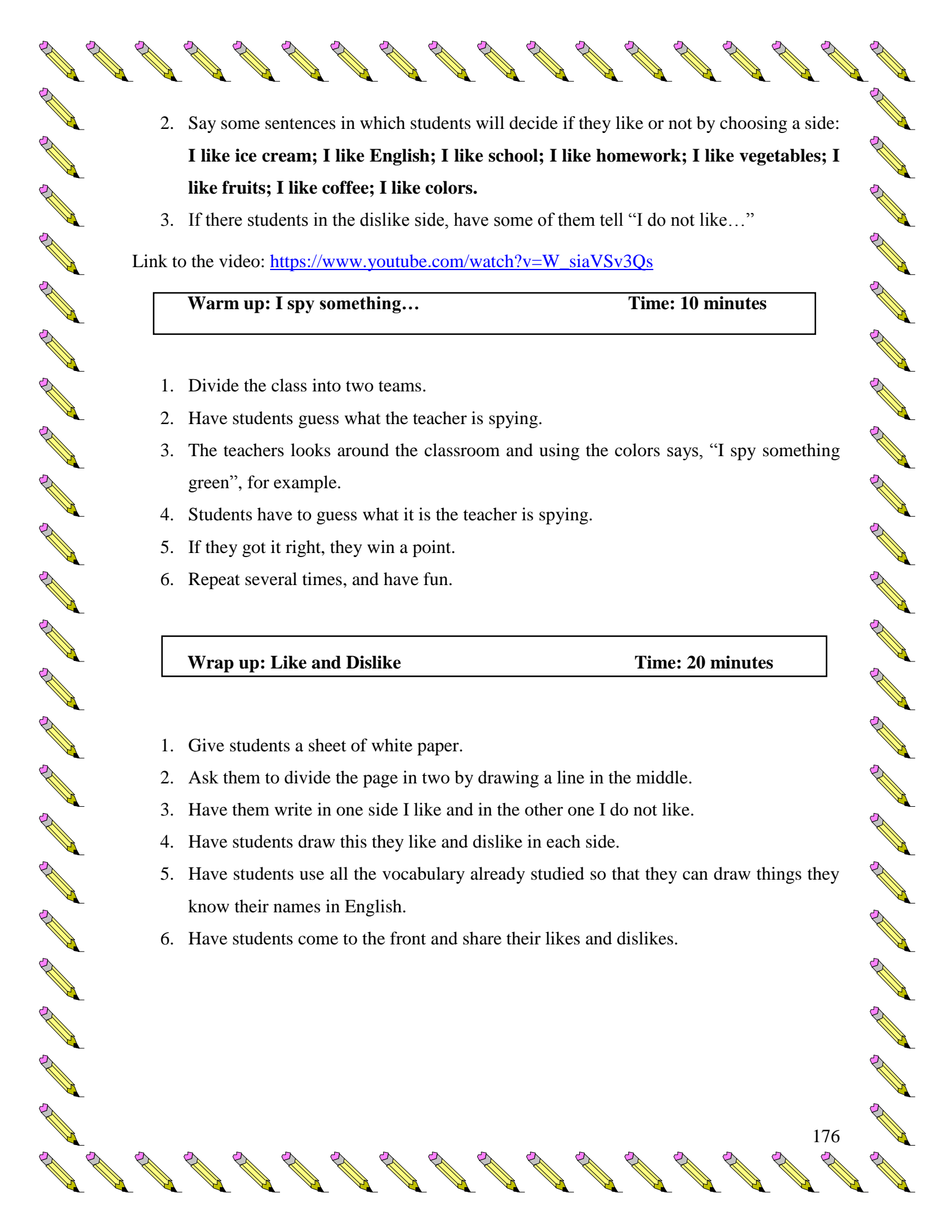
1. Ask students what the thing they like are, and the ones they dislike.
2. Explain students that when they like something in English they say I like, but when they dislike they say I do not like.

During activity: (20 minutes)

1. Have students watch the video "Like Don´t Like".
2. Have students pay attention at the likes and dislikes mentioned in the video: **I like apples; I do not like peaches; I like carrots; I do not like potatoes; I like bananas; I do not like cherries; I like cucumbers; I do not like onions; I like pirates.**
3. Have students repeat the likes and dislikes mentioned in the video.
4. Have students repeat I like… I do not like…

Post activity: (10 minutes)

1. Divide the classroom in two. The "like" side and the "dislike" side.

2. Say some sentences in which students will decide if they like or not by choosing a side: **I like ice cream; I like English; I like school; I like homework; I like vegetables; I like fruits; I like coffee; I like colors.**

3. If there students in the dislike side, have some of them tell "I do not like…"

Link to the video: https://www.youtube.com/watch?v=W_siaVSv3Qs

Warm up: I spy something…	**Time: 10 minutes**

1. Divide the class into two teams.
2. Have students guess what the teacher is spying.
3. The teachers looks around the classroom and using the colors says, "I spy something green", for example.
4. Students have to guess what it is the teacher is spying.
5. If they got it right, they win a point.
6. Repeat several times, and have fun.

Wrap up: Like and Dislike	**Time: 20 minutes**

1. Give students a sheet of white paper.
2. Ask them to divide the page in two by drawing a line in the middle.
3. Have them write in one side I like and in the other one I do not like.
4. Have students draw this they like and dislike in each side.
5. Have students use all the vocabulary already studied so that they can draw things they know their names in English.
6. Have students come to the front and share their likes and dislikes.

Follow up activity: Find someone who…	Time: 15 minutes

1. Explain to students the question: **Do you like…?**
2. Give students the worksheet below.
3. Explain to students they will ask that question while mentioning one of the things in the worksheet.
4. Have them look for classmates who like those things by asking the question.
5. Have them write their classmates' names in blank spaces below the image.
6. When they finish, have them share their answers.

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Centro Escolar Tomás Medina

Teacher:

Level: 1st grade

Lesson 5: Unit 5: AMAZING ANIMALS

Topics: pets, farm animals, wild animals, and action verbs

Class time: 360 minutes (8 hours class)

Target structure: verb to be, simple present, what is this? and do you have any pets at home?

Target content: talking about pets, recognizing farm and wild animals, and expressing complete ideas with action verbs

Objective: to differentiate among different animal categories by singing songs and making sounds and physical movements

Materials: laptop, LCD projector, USB memory, worksheets, corns, flashcards, a speaker or a tape recorder

TOPIC NUMBER 1: PETS

Warm up: Red Light, Green Light   **Time: 10 minutes**

1. Have students start at one end of the classroom.
2. Instruct them to run fast when you shout, **"green light", slow down when you shout, "Yellow light", and stop when you say, "red light."**
3. You may also have any signal to indicate the color you are shouting either circles or squares.
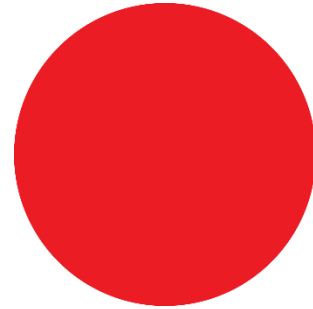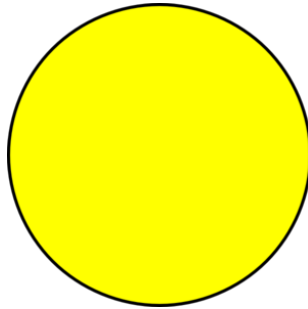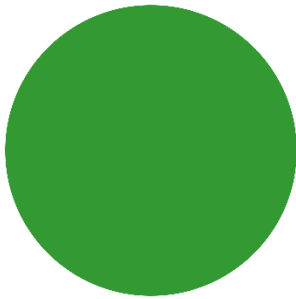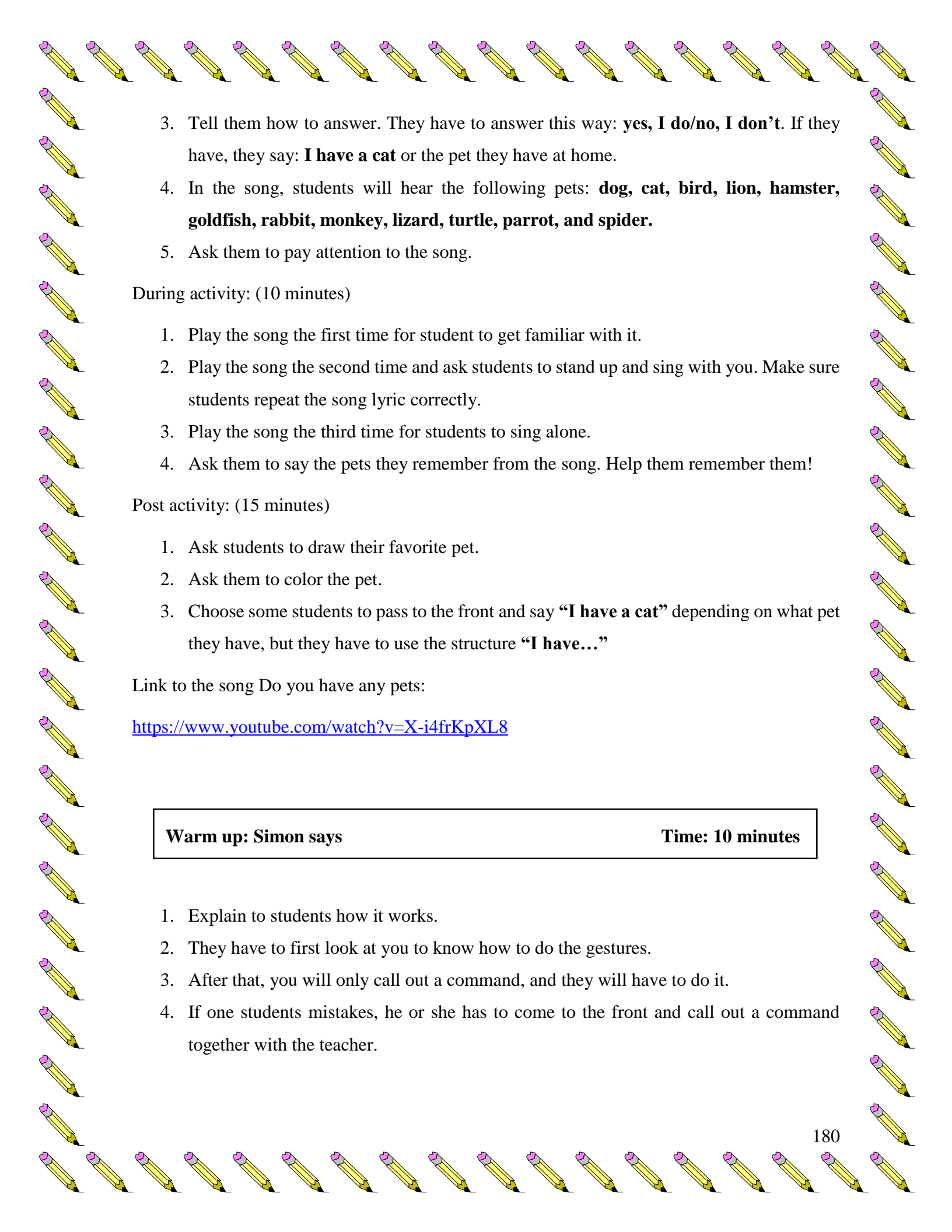
4. As they go to the opposite end of the classroom, keep shouting commands.
5. When they get to the opposite end of the classroom, start the game again so that they can go to where the game started.

Presentation: Song about pets   **Time: 35 minutes**

Pre activity: (10 minutes)

1. Tell students they will listen to a song called "Do you have any pets?"
2. Ask them, "Do you have a pet?"

3. Tell them how to answer. They have to answer this way: **yes, I do/no, I don't**. If they have, they say: **I have a cat** or the pet they have at home.

4. In the song, students will hear the following pets: **dog, cat, bird, lion, hamster, goldfish, rabbit, monkey, lizard, turtle, parrot, and spider.**

5. Ask them to pay attention to the song.

During activity: (10 minutes)

1. Play the song the first time for student to get familiar with it.

2. Play the song the second time and ask students to stand up and sing with you. Make sure students repeat the song lyric correctly.

3. Play the song the third time for students to sing alone.

4. Ask them to say the pets they remember from the song. Help them remember them!

Post activity: (15 minutes)

1. Ask students to draw their favorite pet.

2. Ask them to color the pet.

3. Choose some students to pass to the front and say **"I have a cat"** depending on what pet they have, but they have to use the structure **"I have…"**

Link to the song Do you have any pets:

https://www.youtube.com/watch?v=X-i4frKpXL8

Warm up: Simon says	Time: 10 minutes

1. Explain to students how it works.

2. They have to first look at you to know how to do the gestures.

3. After that, you will only call out a command, and they will have to do it.

4. If one students mistakes, he or she has to come to the front and call out a command together with the teacher.

5. **Bend over and touch your toes, jump up and down, run in a circle, and move your arms** may be some of the commands.

Wrap up	**Time: 20 minutes**

1. Have some flashcards on the pets students have studied.
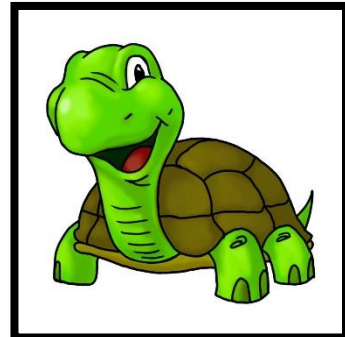
2. Make a review on these pets so that all students remember how to call them.

3. Tell students you are going to ask, **"What is this?",** and you are going to show the dog, so they have to answer **"it´s a dog".**

4. Then you continue showing the flashcards and asking, **"What is this?"**, and they have to say **it's a cat, it's a parrot, it's a rabbit, it's a bird, and it's a turtle.**

5. Ask some students to come to the front and make the question to their classmates.

Follow up activity   **Time: 15 minutes**

1. Give each student this worksheet.

2. They will color it by numbers.

3. Help them remember the numbers they have already studied.

4. They have to follow the color as it is on the worksheet: **1 for brown, 2 for yellow, 3 for blue, 4 for green, 5 for red, and 6 for pink.**

5. Check students' work while they are working.

6. When they finish, ask some students to pass to the front and say the colors they used.

1= brown   3= blue   5= red
2= yellow   4= green   6= pink

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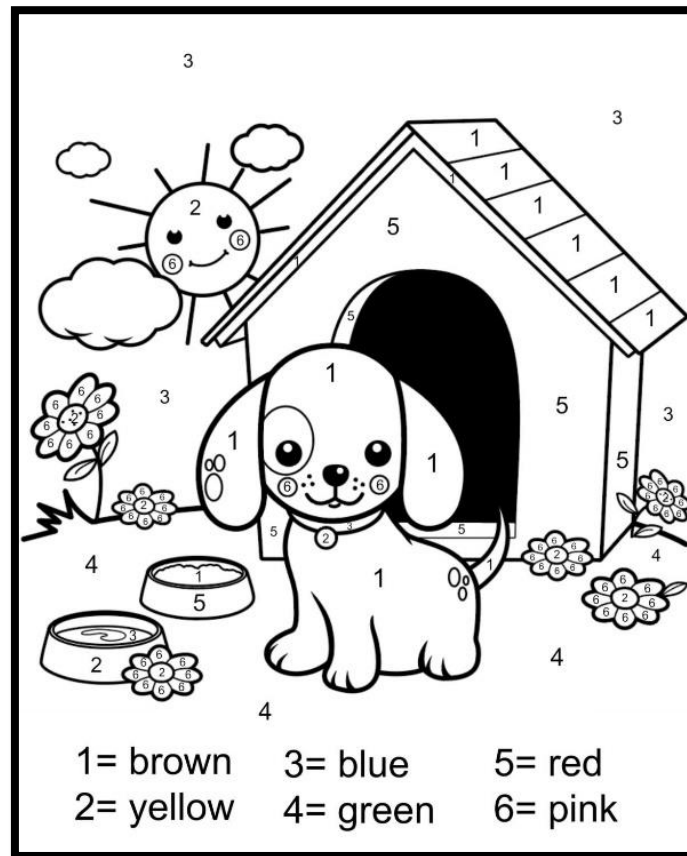
TOPIC NUMBER 2: FARM ANIMALS

Warm up: Animals and actions   **Time: 10 minutes**

1. Explain to students how it works.

2. You are going to say that some animals do some actions.

3. Students are going to repeat those actions.

4. **The rabbit is jumping, the turtle is walking, the dog is barking, the cat is running, the bird is singing, the hamster is crying, the parrot is talking, etc**. These are the actions students have to follow.

5. Ask some students to come to the front and do the activity with you.

6. Remember to be the role model and to help students do the actions and have fun.
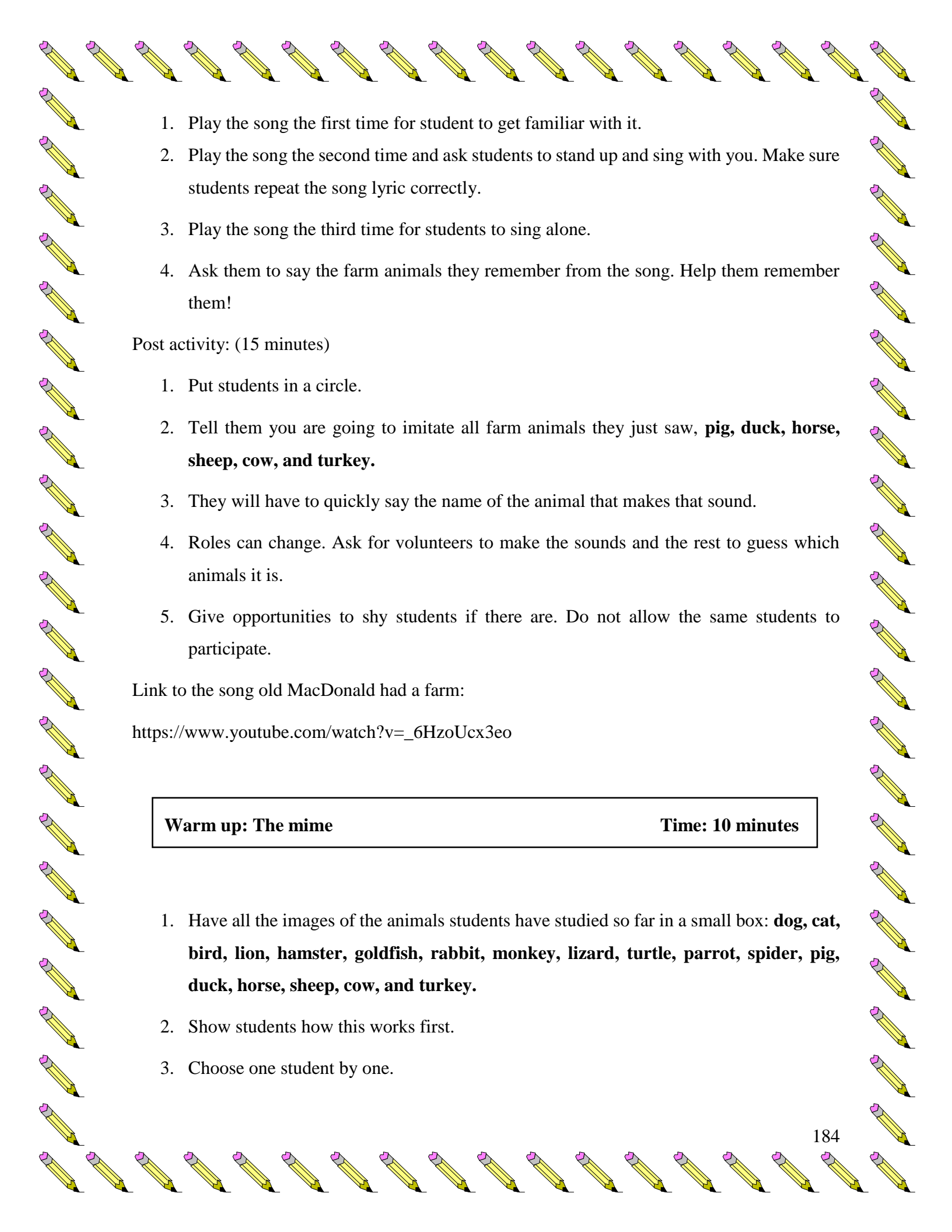
Presentation: Song about farm animals   **Time: 35 minutes**

Pre activity: (5 minutes)

1. Tell students they will listen to a song called "old McDonald had a farm?"

2. In the song, students will hear the following farm animals: **pig, duck, horse, sheep, cow, and turkey.**

3. Ask them to pay attention to the song.

During activity: (15 minutes)

1. Play the song the first time for student to get familiar with it.

2. Play the song the second time and ask students to stand up and sing with you. Make sure students repeat the song lyric correctly.

3. Play the song the third time for students to sing alone.

4. Ask them to say the farm animals they remember from the song. Help them remember them!

Post activity: (15 minutes)

1. Put students in a circle.

2. Tell them you are going to imitate all farm animals they just saw, **pig, duck, horse, sheep, cow, and turkey.**

3. They will have to quickly say the name of the animal that makes that sound.

4. Roles can change. Ask for volunteers to make the sounds and the rest to guess which animals it is.

5. Give opportunities to shy students if there are. Do not allow the same students to participate.

Link to the song old MacDonald had a farm:

https://www.youtube.com/watch?v=_6HzoUcx3eo

Warm up: The mime   **Time: 10 minutes**

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1. Have all the images of the animals students have studied so far in a small box: **dog, cat, bird, lion, hamster, goldfish, rabbit, monkey, lizard, turtle, parrot, spider, pig, duck, horse, sheep, cow, and turkey.**

2. Show students how this works first.

3. Choose one student by one.

4. Ask him to pick an image without seeing.

5. He has to say the name of the animal he got and make the sound of that animal.

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<tr><td>Wrap up</td><td>Time: 20 minutes</td></tr>
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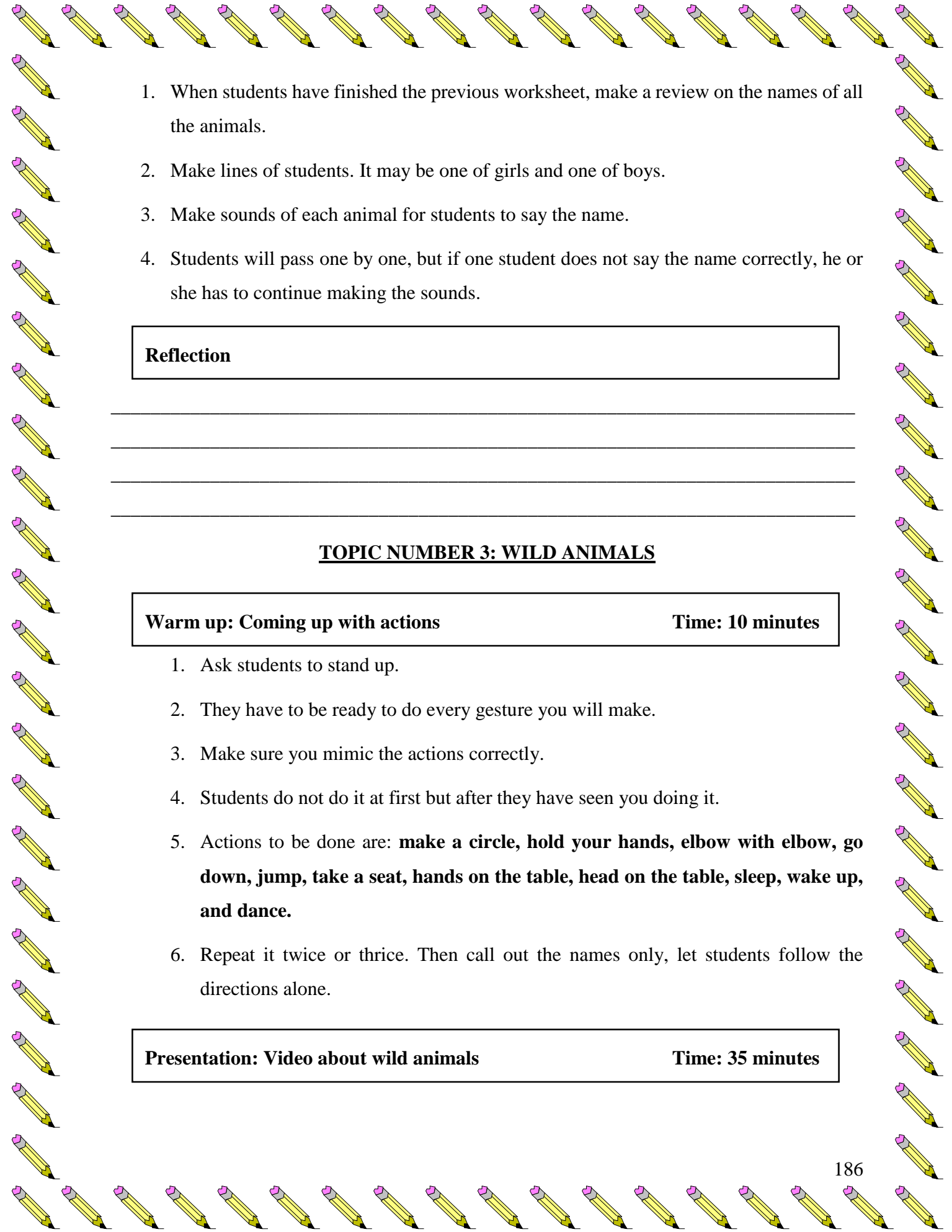
1. Give each students this worksheet.

2. Say the directions in Spanish and English.

3. They have to color **pets in yellow** and **farm animals in orange**.

4. Check their work.

5. When they finish, give them a star or a sticker if they completed it.

Direction: color pets in yellow and farm animals in orange.
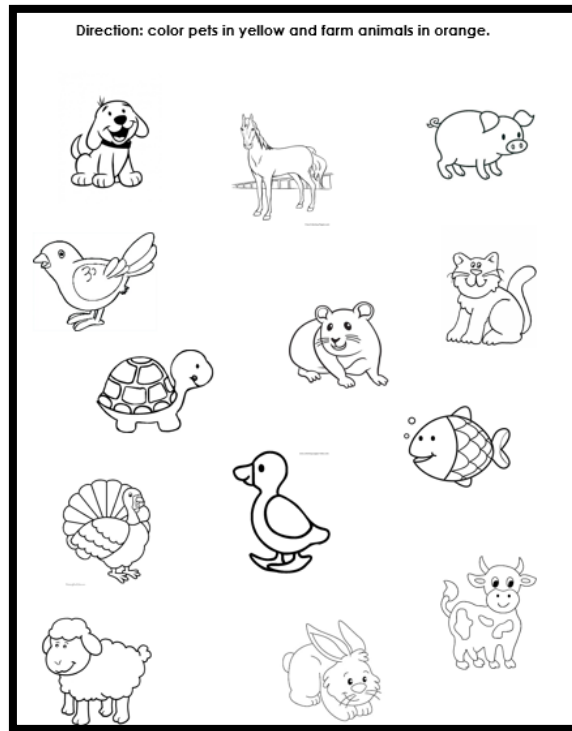
<table>
<tr><td>Follow up activity</td><td>Time: 15 minutes</td></tr>
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1. When students have finished the previous worksheet, make a review on the names of all the animals.

2. Make lines of students. It may be one of girls and one of boys.

3. Make sounds of each animal for students to say the name.

4. Students will pass one by one, but if one student does not say the name correctly, he or she has to continue making the sounds.

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TOPIC NUMBER 3: WILD ANIMALS
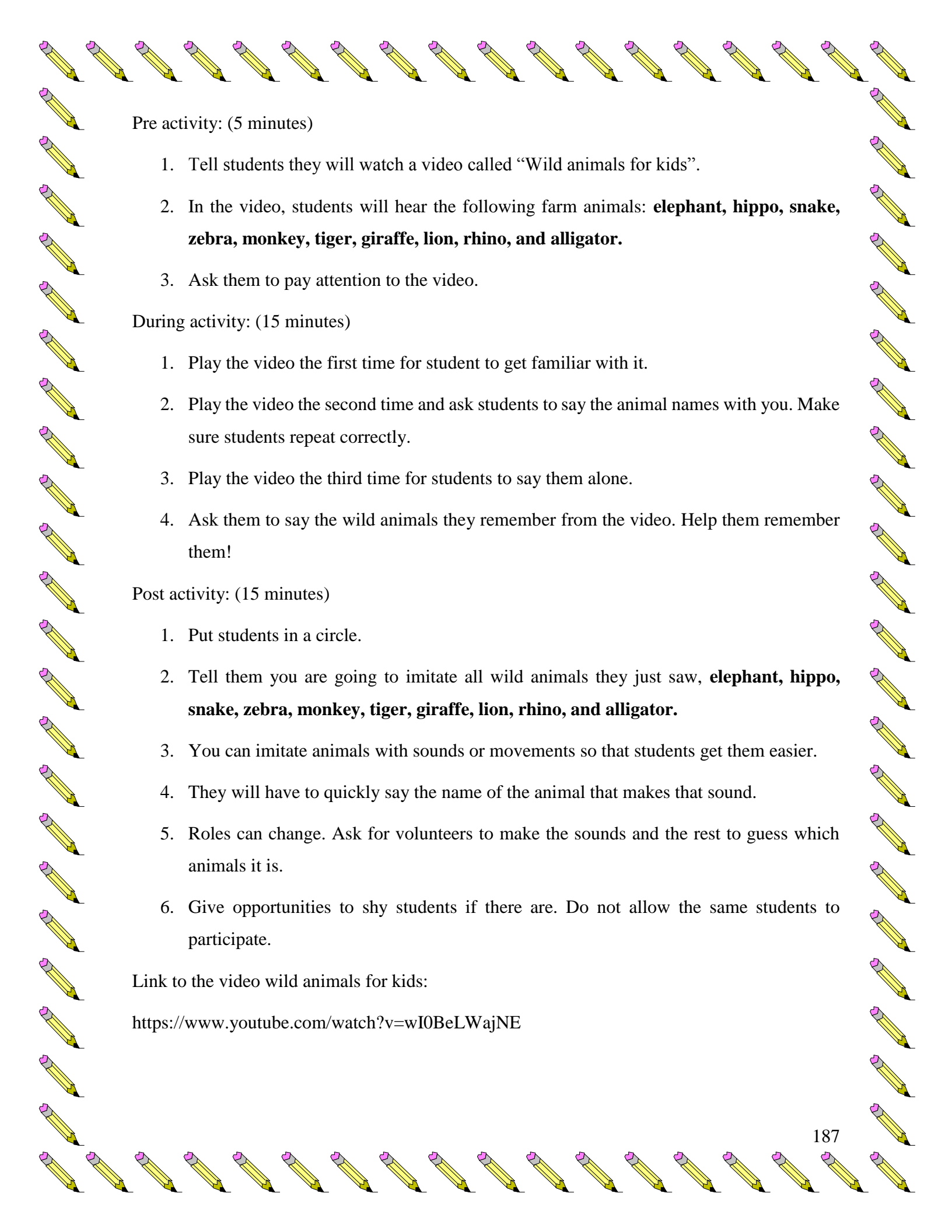
Warm up: Coming up with actions	Time: 10 minutes

1. Ask students to stand up.

2. They have to be ready to do every gesture you will make.

3. Make sure you mimic the actions correctly.

4. Students do not do it at first but after they have seen you doing it.

5. Actions to be done are: **make a circle, hold your hands, elbow with elbow, go down, jump, take a seat, hands on the table, head on the table, sleep, wake up, and dance.**

6. Repeat it twice or thrice. Then call out the names only, let students follow the directions alone.

Presentation: Video about wild animals	Time: 35 minutes

Pre activity: (5 minutes)

1. Tell students they will watch a video called "Wild animals for kids".

2. In the video, students will hear the following farm animals: **elephant, hippo, snake, zebra, monkey, tiger, giraffe, lion, rhino, and alligator.**

3. Ask them to pay attention to the video.

During activity: (15 minutes)

1. Play the video the first time for student to get familiar with it.

2. Play the video the second time and ask students to say the animal names with you. Make sure students repeat correctly.

3. Play the video the third time for students to say them alone.

4. Ask them to say the wild animals they remember from the video. Help them remember them!

Post activity: (15 minutes)

1. Put students in a circle.

2. Tell them you are going to imitate all wild animals they just saw, **elephant, hippo, snake, zebra, monkey, tiger, giraffe, lion, rhino, and alligator.**

3. You can imitate animals with sounds or movements so that students get them easier.

4. They will have to quickly say the name of the animal that makes that sound.

5. Roles can change. Ask for volunteers to make the sounds and the rest to guess which animals it is.

6. Give opportunities to shy students if there are. Do not allow the same students to participate.

Link to the video wild animals for kids:

https://www.youtube.com/watch?v=wI0BeLWajNE
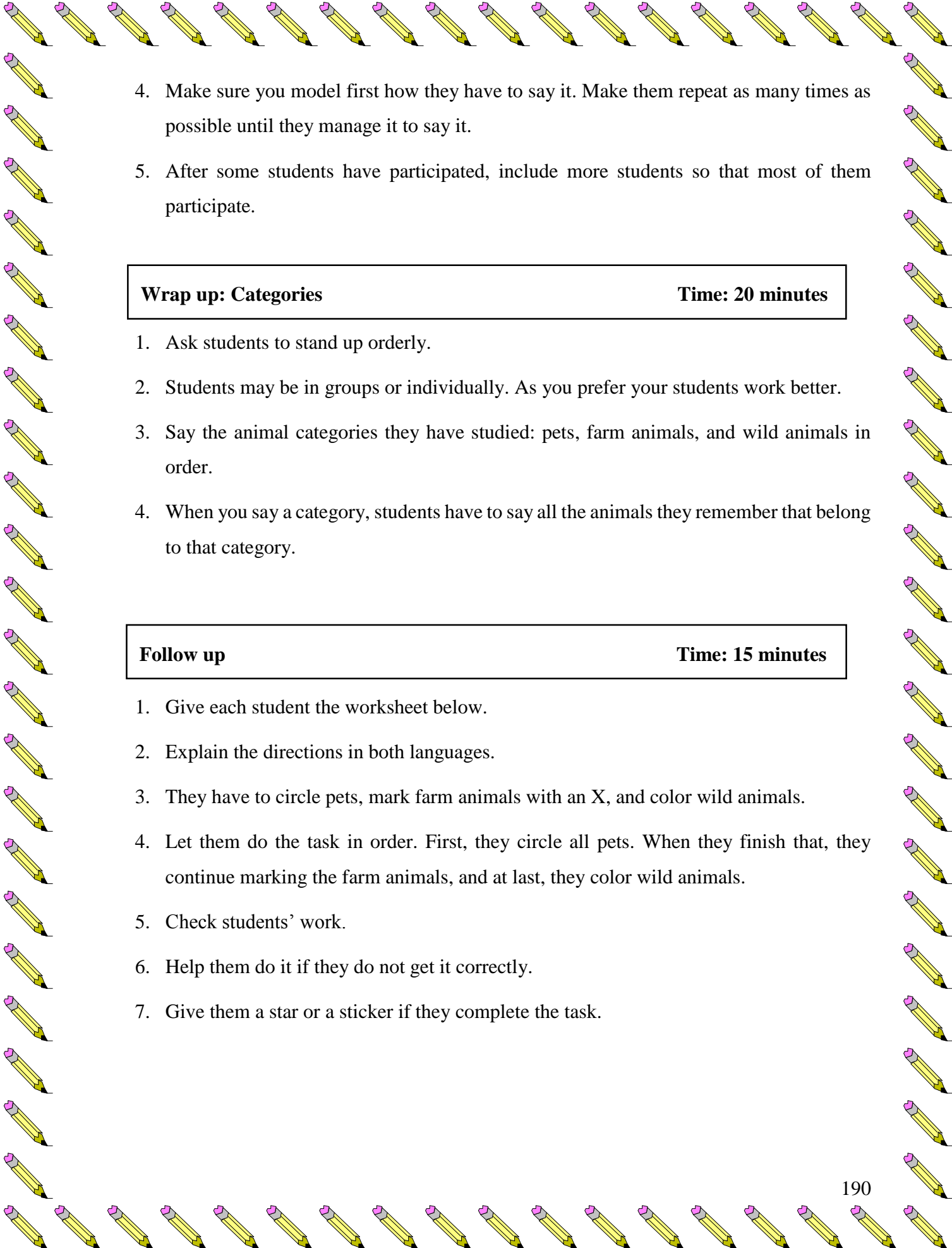
1. Put students in a circle.

2. Give some students a flashcard on the wild animals they have studied: **elephant, hippo, snake, zebra, monkey, tiger, giraffe, lion, rhino, and alligator.**
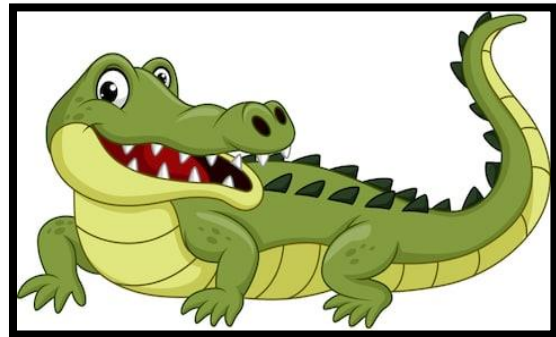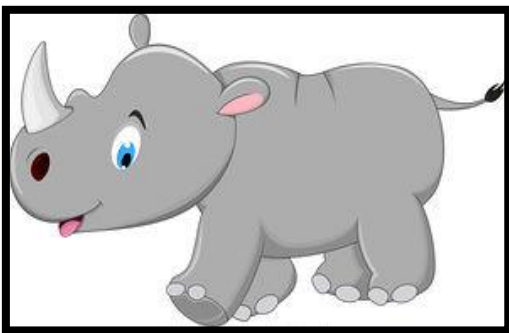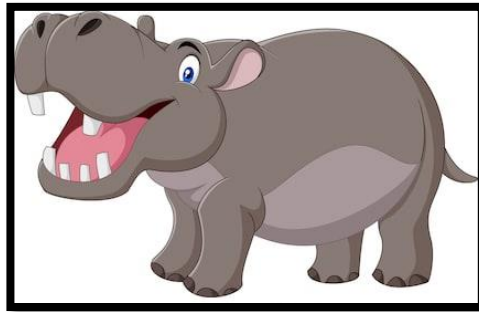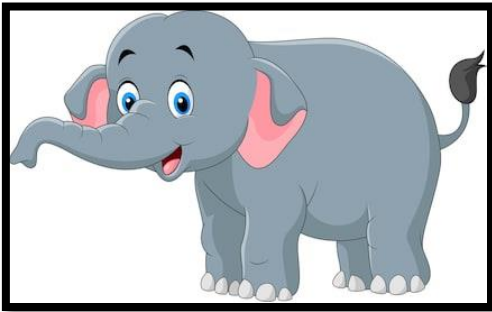
3. Ask each of the students to say the name of the animal he got and describe the animal saying the color of the animal. Students have to use verb to be. For example, **the elephant is grey, the lion is orange, the snake is green, etc. If the animal has to colors that stand out, the student has to say them, for example, the zebra is white and black.**

4. Make sure you model first how they have to say it. Make them repeat as many times as possible until they manage it to say it.

5. After some students have participated, include more students so that most of them participate.

Wrap up: Categories	Time: 20 minutes

1. Ask students to stand up orderly.

2. Students may be in groups or individually. As you prefer your students work better.

3. Say the animal categories they have studied: pets, farm animals, and wild animals in order.

4. When you say a category, students have to say all the animals they remember that belong to that category.

Follow up	Time: 15 minutes
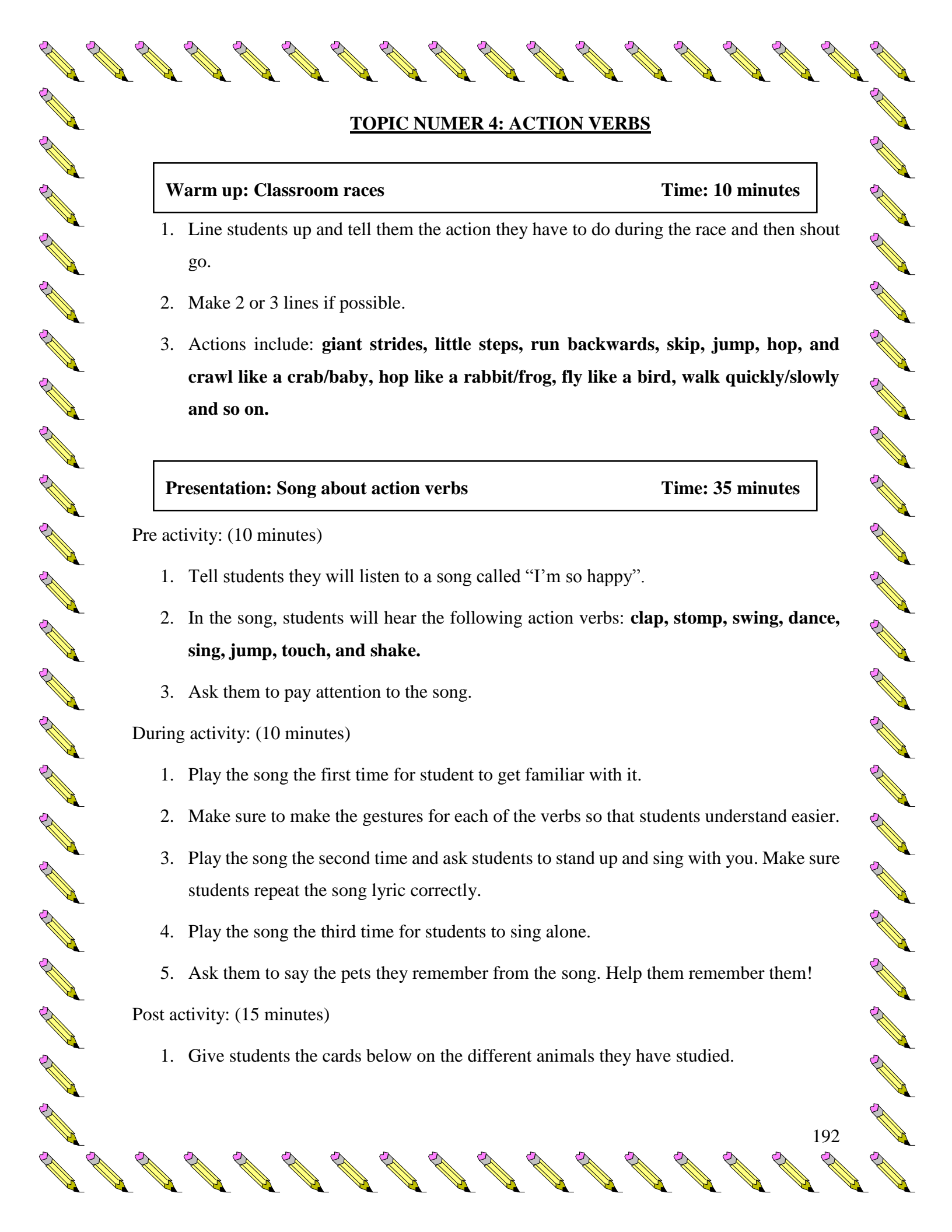
1. Give each student the worksheet below.

2. Explain the directions in both languages.

3. They have to circle pets, mark farm animals with an X, and color wild animals.

4. Let them do the task in order. First, they circle all pets. When they finish that, they continue marking the farm animals, and at last, they color wild animals.

5. Check students' work.

6. Help them do it if they do not get it correctly.

7. Give them a star or a sticker if they complete the task.

Directions: circle all pets, mark farm animals with an X, and color wild animals.

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TOPIC NUMER 4: ACTION VERBS

Warm up: Classroom races	**Time: 10 minutes**

1. Line students up and tell them the action they have to do during the race and then shout go.

2. Make 2 or 3 lines if possible.

3. Actions include: **giant strides, little steps, run backwards, skip, jump, hop, and crawl like a crab/baby, hop like a rabbit/frog, fly like a bird, walk quickly/slowly and so on.**

Presentation: Song about action verbs	**Time: 35 minutes**

Pre activity: (10 minutes)

1. Tell students they will listen to a song called "I'm so happy".

2. In the song, students will hear the following action verbs: **clap, stomp, swing, dance, sing, jump, touch, and shake.**

3. Ask them to pay attention to the song.

During activity: (10 minutes)

1. Play the song the first time for student to get familiar with it.

2. Make sure to make the gestures for each of the verbs so that students understand easier.

3. Play the song the second time and ask students to stand up and sing with you. Make sure students repeat the song lyric correctly.

4. Play the song the third time for students to sing alone.

5. Ask them to say the pets they remember from the song. Help them remember them!

Post activity: (15 minutes)

1. Give students the cards below on the different animals they have studied.

2. Students have to say an action they do as the animal they got. For example**: I jump like the rabbit, I walk like the turtle, I dance like the monkey, I stomp like the elephant, I sing like the bird, I shake like the monkey, I swing like the bird, etc.**
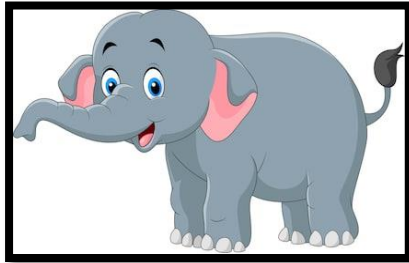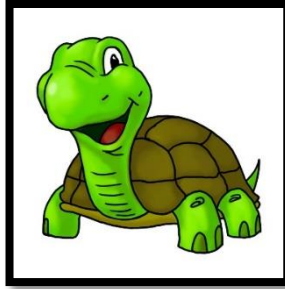
3. Make sure to model the activity first so that students get it right.

4. Each student has to go to the front and do it.

Link to the song I'm so happy:

https://www.youtube.com/watch?v=dUXk8Nc5qQ8

Warm up: Follow the leader	Time: 10 minutes

1. Students line up behind the teacher and follows him/her around the classroom.

2. Shout out the word for that action.

3. They copy the action and repeat the word. Good actions include: **wave hello/goodbye, it's cold/hot, stop, go, run, hop, skip, crawl, walk backwards, jump, sit down, and stand up.**
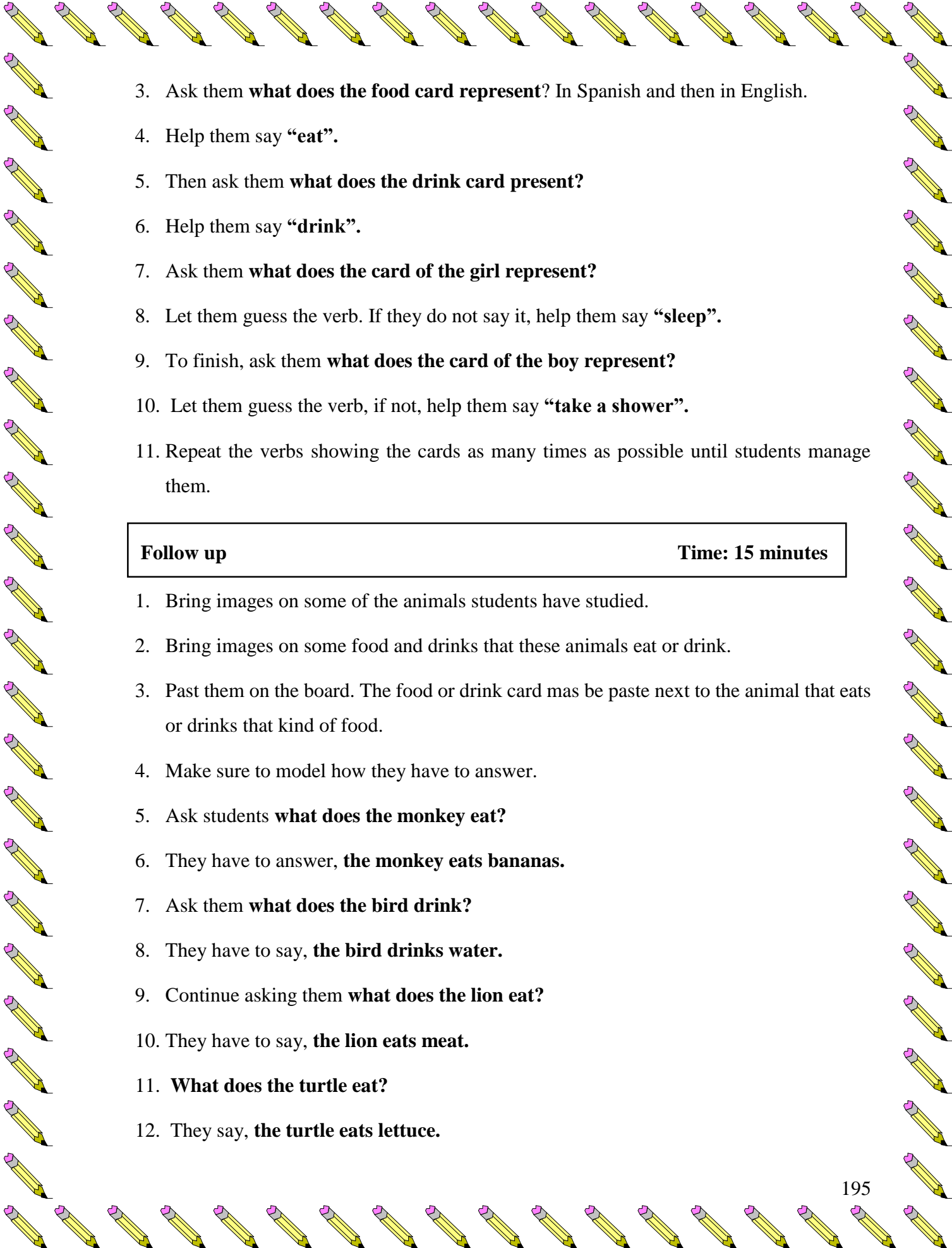
4. Include students to be the leader and head the activity.

5. They have to shout the action and lead the line around the classroom.

| **Wrap up** | **Time: 20 minutes** |

1. Since students manage some of the action verbs because they use them in all classes, include other action verbs that help students in their daily life.

2. Bring the flashcards below about something that represents the verb.

3. Ask them **what does the food card represent**? In Spanish and then in English.

4. Help them say **"eat".**

5. Then ask them **what does the drink card present?**

6. Help them say **"drink".**

7. Ask them **what does the card of the girl represent?**

8. Let them guess the verb. If they do not say it, help them say **"sleep".**

9. To finish, ask them **what does the card of the boy represent?**

10. Let them guess the verb, if not, help them say **"take a shower".**

11. Repeat the verbs showing the cards as many times as possible until students manage them.

Follow up	**Time: 15 minutes**

1. Bring images on some of the animals students have studied.

2. Bring images on some food and drinks that these animals eat or drink.

3. Past them on the board. The food or drink card mas be paste next to the animal that eats or drinks that kind of food.

4. Make sure to model how they have to answer.

5. Ask students **what does the monkey eat?**

6. They have to answer, **the monkey eats bananas.**

7. Ask them **what does the bird drink?**

8. They have to say, **the bird drinks water.**

9. Continue asking them **what does the lion eat?**

10. They have to say, **the lion eats meat.**

11. **What does the turtle eat?**

12. They say, **the turtle eats lettuce.**

195

13. **What does the rabbit eat?**

14. They say **the rabbit eats carrots.**

15. **What does the cat drink?**

16. They say **the cat drinks milk.**

Reflection

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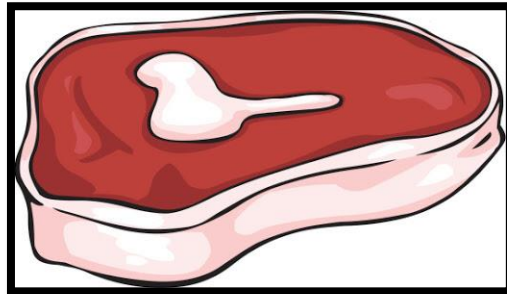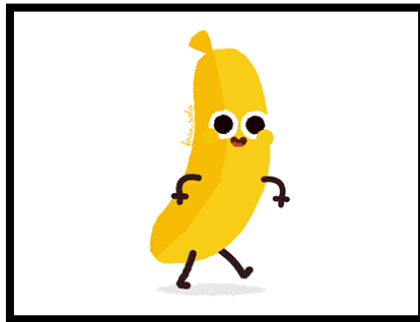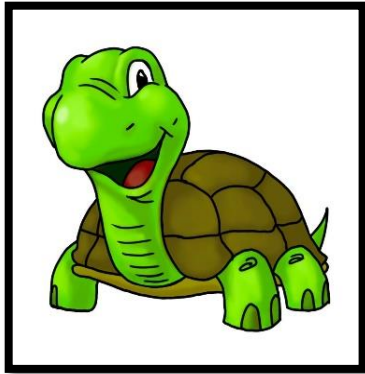
Centro Escolar Tomás Medina

Teacher:

Level: 1st grade

Lesson 6: Unit 6: EXPLORING MY TOWN

Topics: means of transportation, buildings, professions, and directions

Class time: 360 minutes (8 hours class)

Target structure: verb to be, simple present and affirmative sentences

Target content: identifying means of transportation, buildings, professions and directions

Objective: by the end of the unit, students will be able to describe means of transportation, city places, professions, and directions by singing, watching a video and following commands.

Materials: projector, computer, worksheets, colors, pieces of paper, and pencil

TOPIC NUMBER 1: MEANS OF TRANSPORTATION

Warm up: Memory game   **Time: 10 minutes**

1. Tell students what the game is about.

2. Show students the different cards they may find in the game such as: **car, airplane, truck, submarine, air balloon, rocket, boat, and excavator.**

3. Tell one student to pass to the front and choose one card (see the card and tell the name to the students) choose another card and see if it matches.

4. Ask another student to pass to the front and if it has the pair take another turn if not choose other student.
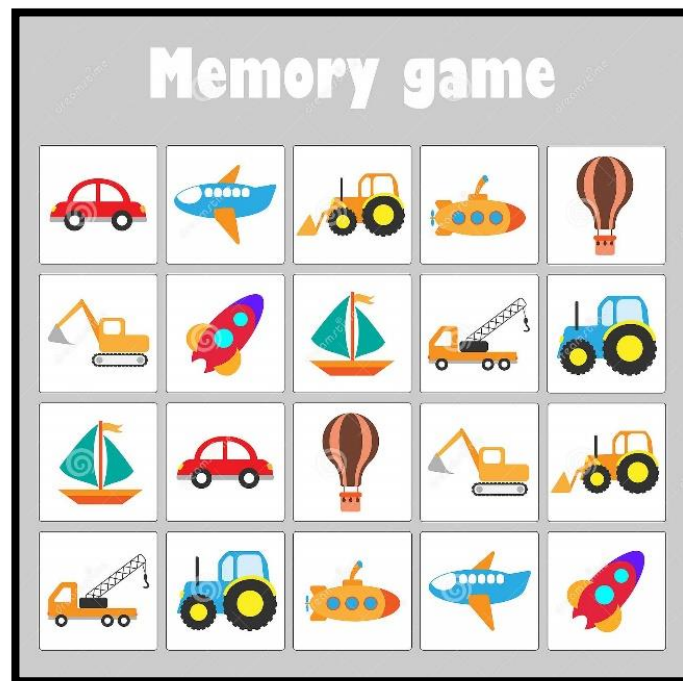
Presentation: Song about means of transportation   Time: 35 minutes

Pre activity: (10 minutes)

1. Give students a piece of paper and ask them to draw their favorite means of transportation.

2. Tell students the name in English of the different means of transportation.

3. Ask some students to mention the name of the transportations they know in English.

During activity: (15 minutes)

1. Ask students to be in silence and listen to the song.

2. Play the song a second time and ask students to sing the song.

3. Tell students to sing the song aloud.

4. Divide the group and ask students to sing and mimic the song.

5. Choose a winner and ask the rest of students to give them a clap.

Link of the song Means of transportation by the singing Walrus:

https://www.youtube.com/watch?v=Ut-HbauKzDw

Post activity: (10 minutes)

1. Tell students to form groups of five.

2. Give each student of the group a piece of paper.

3. Ask students to draw one means of transportation.

4. Ask the members of the group to guess which the correct name of the mean of transportation is in English.

Warm up: Mimicking   Time: 10 minutes

1. Ask one student to pass to the front and give it a piece of paper with the name of a mean of transportation. (Car)

2. Tell the student to mimic it while the rest of the group is guessing the name.

3. Ask for another student and continue with the steps.

(Car, truck, airplane, rocket, and air globe)

Wrap up: Crossword	**Time: 15 minutes**

1. Ask students to get in pairs and take a sit together.

2. Tell students to work in the crossword puzzle.

3. Explain to students that each drawing means a word, and they have to write it in the spaces.

4. Give students some minutes to work on it.
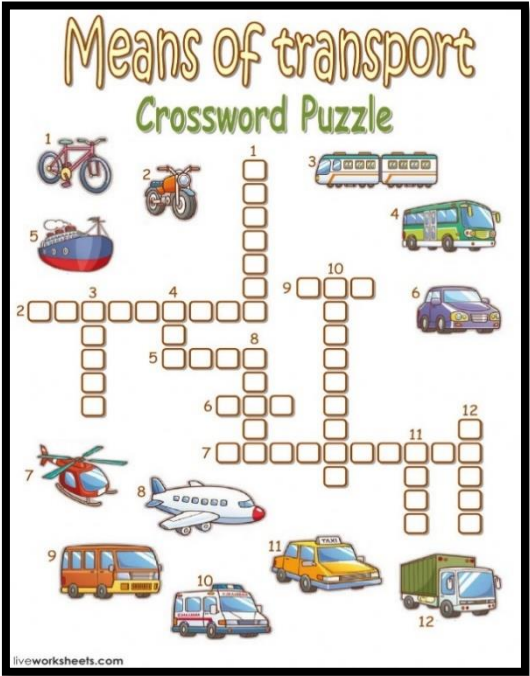
Follow up activity   **Time: 15 minutes**

1. Ask students to divide the class in two groups.

2. Choose a representative for each group.

3. Tell the two representatives to pass to the front.

4. Show the students a picture and ask them to draw it on the whiteboard.

5. Ask the two groups two guess what it is, and the one who guess first will be the winner.

6. Ask 4 more volunteers. The words will be the following ones: **car, airplane, truck, air globe, and rocket.**

Reflection

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TOPIC NUMBER 2: BUILDINGS

Warm up: Picture prompt   **Time: 10 minutes**

1. Paste a city drawing on the board.

2. Ask students to look at it for 2 minutes.

3. Tell students to memorize what they see in the city drawing.

4. Give students a piece of paper.

5. Ask them to draw the things they remember in the picture.

6. Tell the students to share with the person next to them what they could draw.

PLACES IN A CITY

school   library   bank

hospital   post office   police station

fire station   zoo   museum
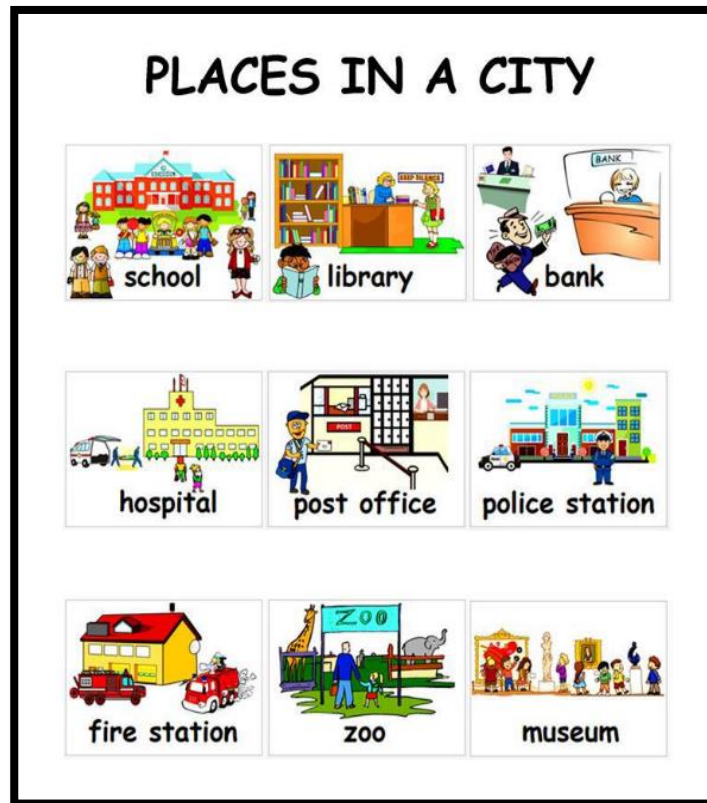
Presentation: City places   **Time: 25 minutes**
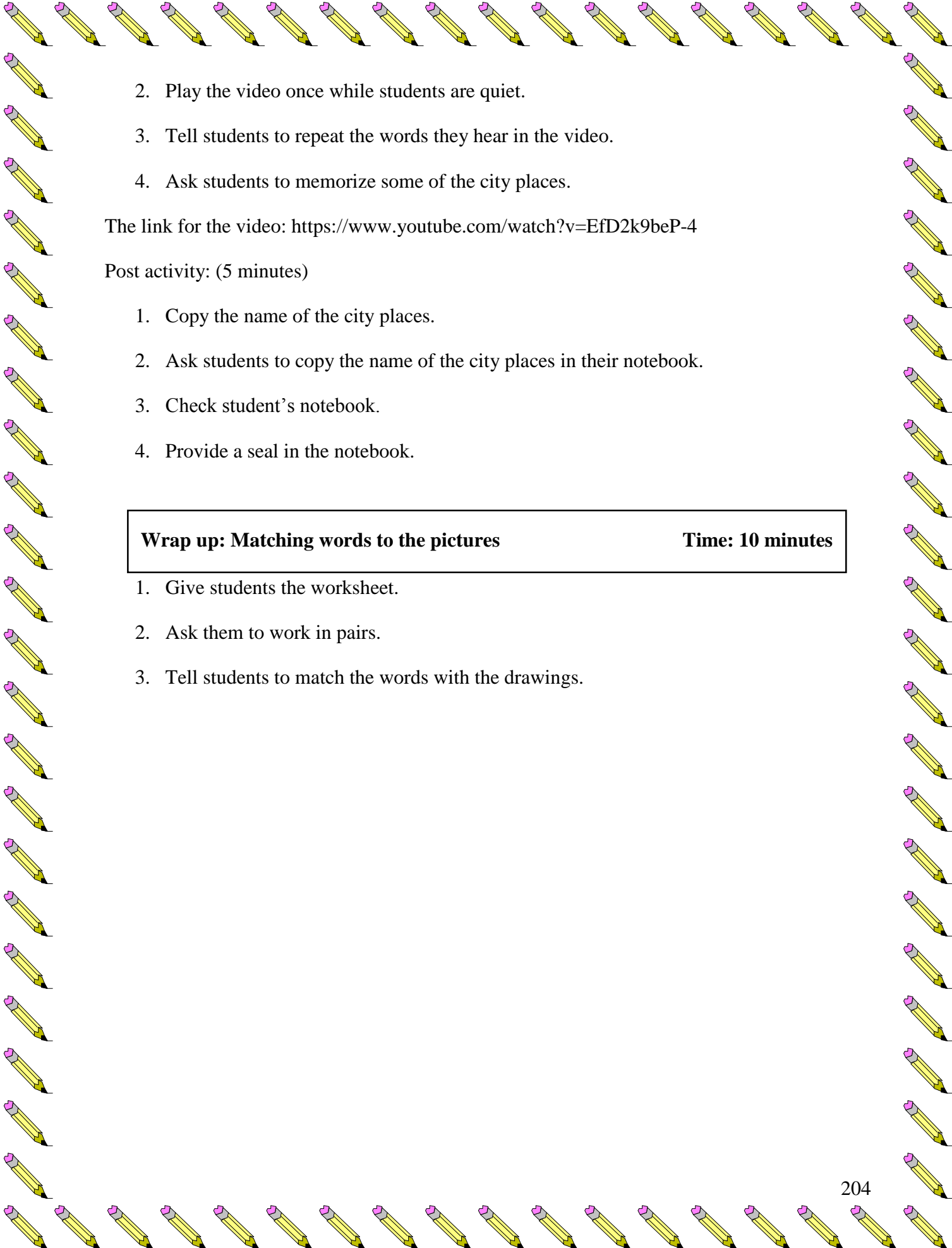
Pre activity: (5 minutes)

1. Tell the students to mention which city places they know.

2. Ask some students to pass to the front and share their answers.

3. Provide feedback if needed

During activity: (15 minutes)

1. Ask students to pay careful attention to the video.

2. Play the video once while students are quiet.

3. Tell students to repeat the words they hear in the video.

4. Ask students to memorize some of the city places.

The link for the video: https://www.youtube.com/watch?v=EfD2k9beP-4

Post activity: (5 minutes)

1. Copy the name of the city places.

2. Ask students to copy the name of the city places in their notebook.

3. Check student's notebook.

4. Provide a seal in the notebook.

Wrap up: Matching words to the pictures	Time: 10 minutes

1. Give students the worksheet.

2. Ask them to work in pairs.

3. Tell students to match the words with the drawings.

4. Check students' work

Draw a line matching the words to the pictures

CITY PLACES

- restaurant
- park
- hospital
- police station
- school
- house
- city
- library
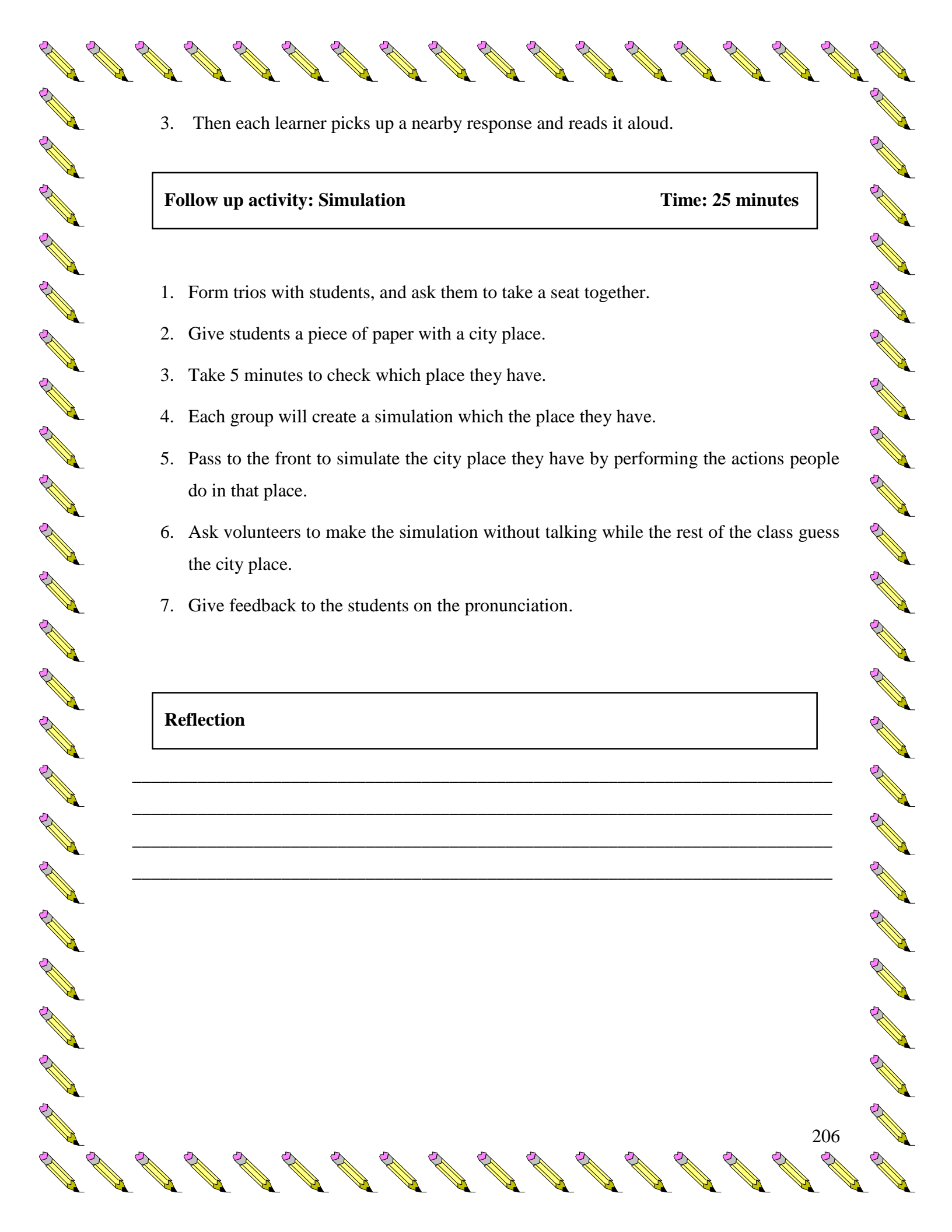
1. Write a word or a phrase on the board **"City places''.**

2. Have a student co-ordinate his or her colleagues as they walk up to the board.

3. Come up in small groups or individually to write on the board anything related to city places.

4. Give feedback to students if needed.

1. Students write down a word they learned on a piece of scratch paper and wad it up.

2. Given a signal, they throw their paper snowballs in the air.

3. Then each learner picks up a nearby response and reads it aloud.

Follow up activity: Simulation	Time: 25 minutes

1. Form trios with students, and ask them to take a seat together.

2. Give students a piece of paper with a city place.

3. Take 5 minutes to check which place they have.

4. Each group will create a simulation which the place they have.

5. Pass to the front to simulate the city place they have by performing the actions people do in that place.

6. Ask volunteers to make the simulation without talking while the rest of the class guess the city place.

7. Give feedback to the students on the pronunciation.

Reflection

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TOPIC NUMBER 3: PROFESSIONS

Warm up: The broken telephone	Time: 10 minutes

1. Tell students to form two lines.

2. The teacher will whisper a word, and students have to pass the message by doing the same.

3. The message will be said when the first person of the line knows it.

4. The first student who gets the message will say it at loud.

   (Waiter, teacher, student, doctor, secretary, lawyer)

Presentation: Dialogue	Time: 25 minutes

Pre activity: (5 minutes)
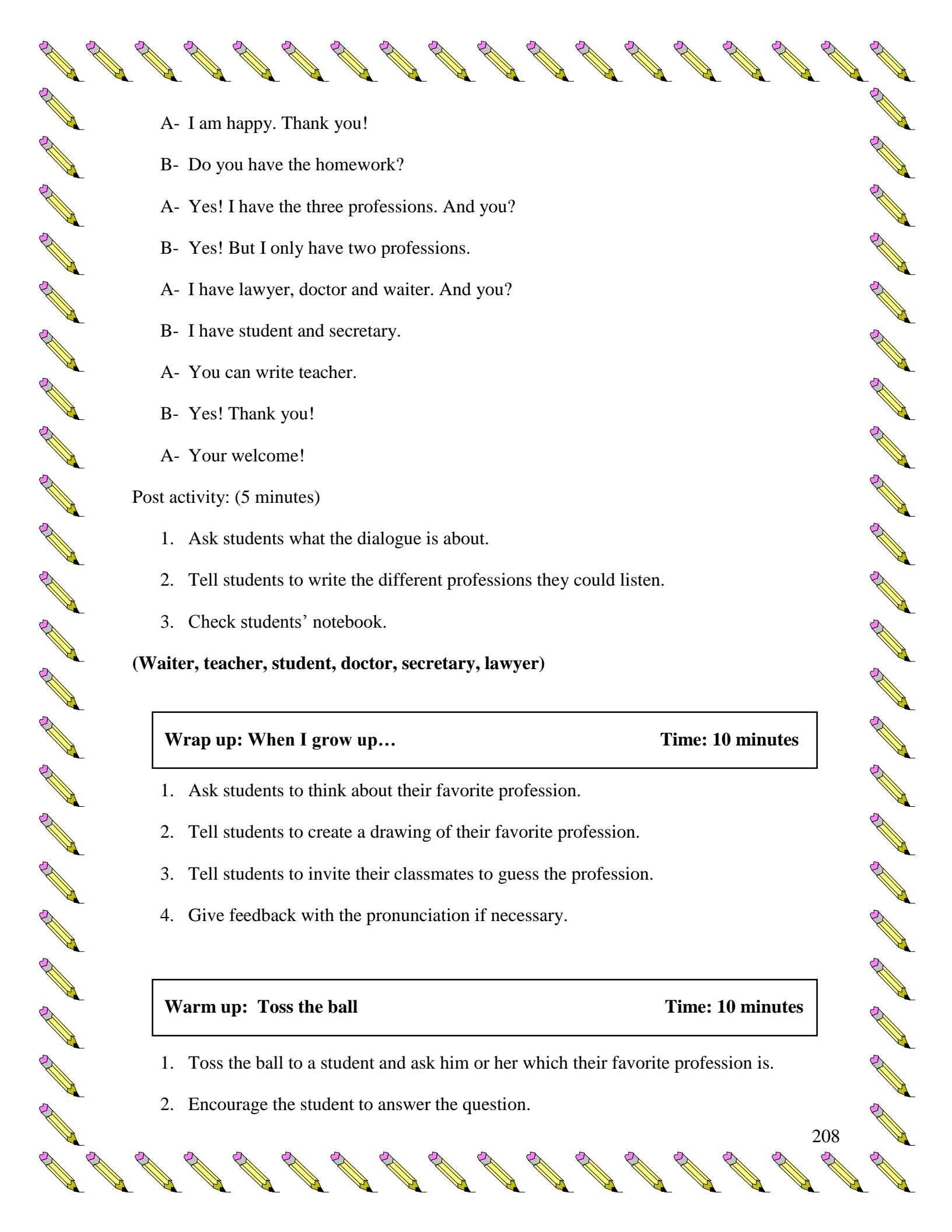
1. Ask students to get in pairs and take a sit together.

2. Read the dialogue and ask students to pay carefully attention.

3. Tell students to mention the different professions they listen in the dialogue.

4. Ask students

During activity: (15 minutes)

1. Give the dialogue to students who are in couples.

2. Read it twice and the second one, students have to repeat it.

3. Give 5 minutes for practicing the dialogue.

4. Ask for volunteers to pass to the front to say the dialogue.

A- Hello, how are you?

B- I am fine. And you?

A- I am happy. Thank you!

B- Do you have the homework?

A- Yes! I have the three professions. And you?

B- Yes! But I only have two professions.

A- I have lawyer, doctor and waiter. And you?

B- I have student and secretary.

A- You can write teacher.

B- Yes! Thank you!

A- Your welcome!

Post activity: (5 minutes)

1. Ask students what the dialogue is about.

2. Tell students to write the different professions they could listen.

3. Check students' notebook.

(Waiter, teacher, student, doctor, secretary, lawyer)

Wrap up: When I grow up…	**Time: 10 minutes**
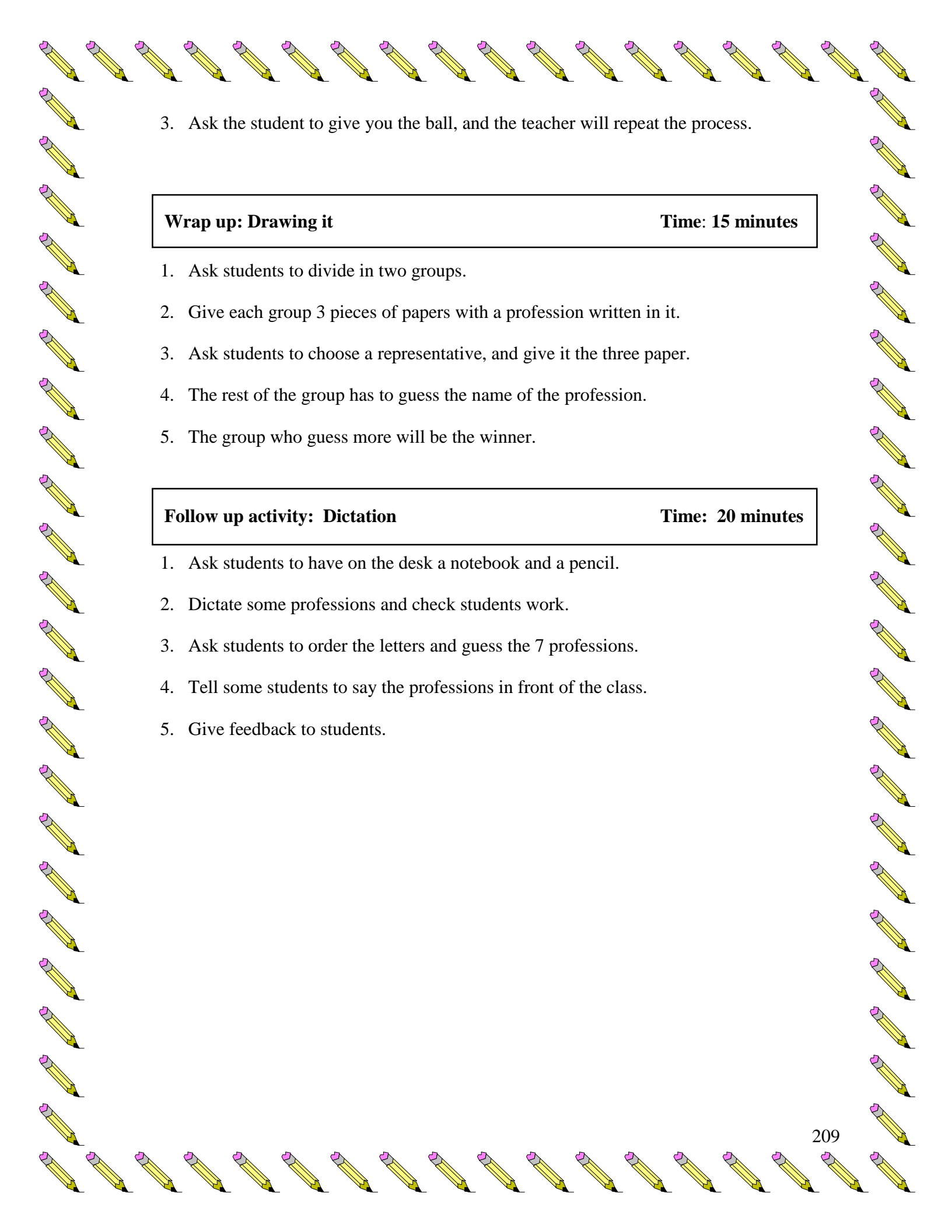
1. Ask students to think about their favorite profession.

2. Tell students to create a drawing of their favorite profession.

3. Tell students to invite their classmates to guess the profession.

4. Give feedback with the pronunciation if necessary.

Warm up: Toss the ball	**Time: 10 minutes**

1. Toss the ball to a student and ask him or her which their favorite profession is.

2. Encourage the student to answer the question.

3. Ask the student to give you the ball, and the teacher will repeat the process.

Wrap up: Drawing it	**Time**: 15 minutes

1. Ask students to divide in two groups.

2. Give each group 3 pieces of papers with a profession written in it.

3. Ask students to choose a representative, and give it the three paper.

4. The rest of the group has to guess the name of the profession.

5. The group who guess more will be the winner.

Follow up activity: Dictation	**Time: 20 minutes**

1. Ask students to have on the desk a notebook and a pencil.

2. Dictate some professions and check students work.

3. Ask students to order the letters and guess the 7 professions.

4. Tell some students to say the professions in front of the class.

5. Give feedback to students.

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TOPIC NUMBER 4: DIRECTIONS

Warm up: Shake yourself	Time: 10 minutes

1. Ask students to stand up and shake their body.

2. Tell students to mimic the different movements the teacher does.

3. Show the students the movements and ask them to repeat the name aloud.

Up

Down

Left

Right

Go up

Go down
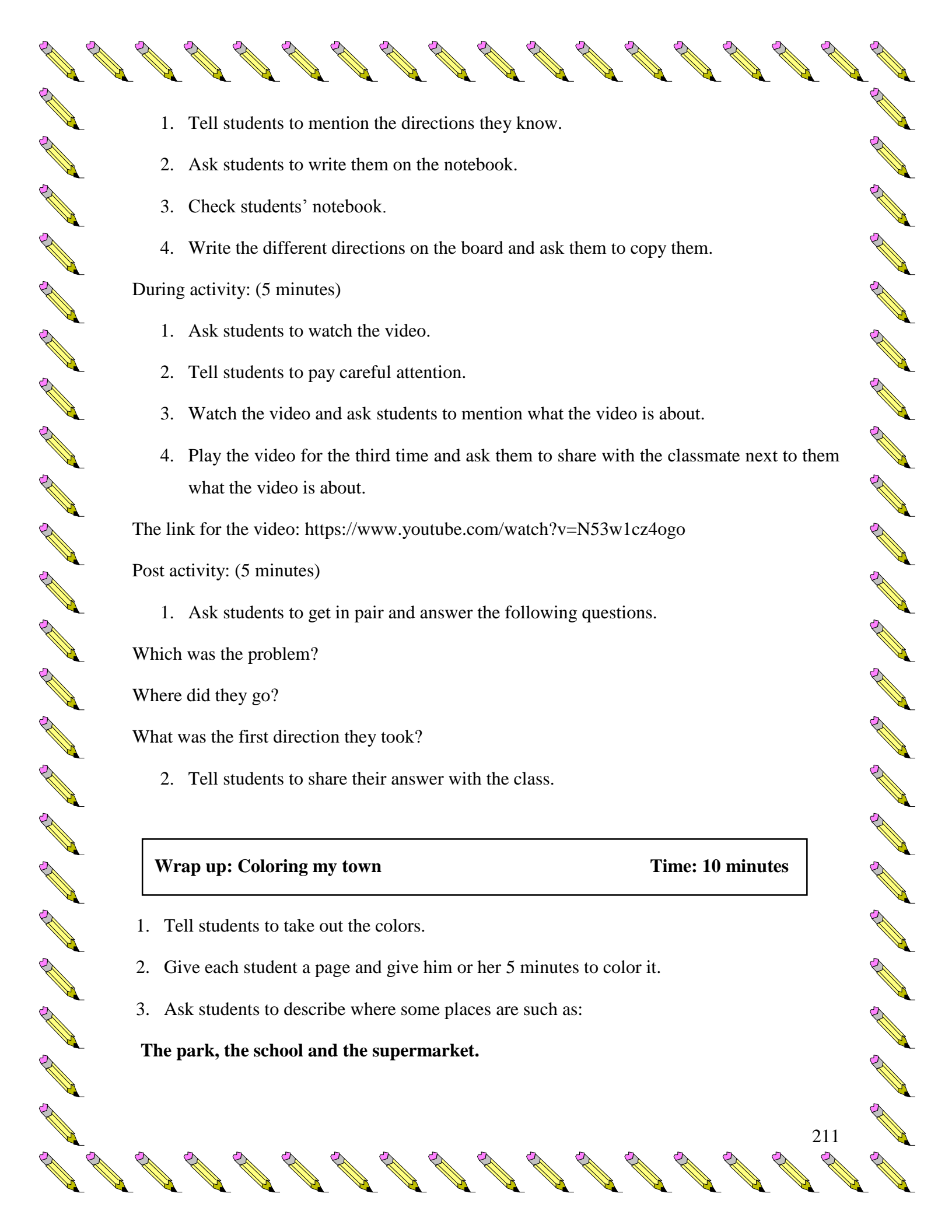
Turn left

Turn right

Presentation: Video	Time: 25 minutes

Pre activity: (5 minutes)

1. Tell students to mention the directions they know.

2. Ask students to write them on the notebook.

3. Check students' notebook.

4. Write the different directions on the board and ask them to copy them.

During activity: (5 minutes)

1. Ask students to watch the video.

2. Tell students to pay careful attention.

3. Watch the video and ask students to mention what the video is about.

4. Play the video for the third time and ask them to share with the classmate next to them what the video is about.

The link for the video: https://www.youtube.com/watch?v=N53w1cz4ogo

Post activity: (5 minutes)

1. Ask students to get in pair and answer the following questions.

Which was the problem?

Where did they go?

What was the first direction they took?

2. Tell students to share their answer with the class.

Wrap up: Coloring my town	Time: 10 minutes

1. Tell students to take out the colors.

2. Give each student a page and give him or her 5 minutes to color it.

3. Ask students to describe where some places are such as:

The park, the school and the supermarket.

NEIGHBORHOOD MAP
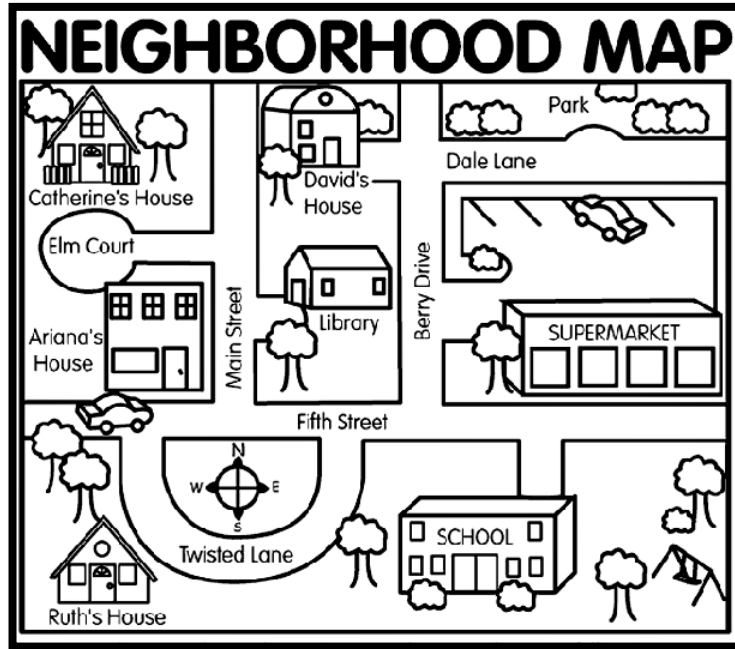
Warm up: Dramatize   **Time: 10 minutes**

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1. Ask each student to take a paper from a box.

2. Tell them to check which direction they have in the paper.

3. Give 3 minutes to the students to analyze the direction they have.

4. Tell students that they will have 30 seconds to dramatize the direction.

5. Ask for some volunteers and have students to guess it.

Wrap up: How is my town?   **Time: 15 minutes**

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1. Ask students to get in pairs and give them a piece of paper.

2. Tell students to draw a city place and ask them to write the name of it.

3. Give some minutes to finish the drawing, and ask them to color it.

4. Paste the drawings on the whiteboard to create a city.

5. Ask some volunteers to pass to the front and ask them the direction to get to one of the places.

6. Repeat the procedure many times.

| **Follow up activity: Giving directions** | **Time: 20 minutes** |

1. Give a piece of paper to every student.

2. Read aloud for students the different dialogues that are in the page.

3. Tell students to repeat the dialogues with the teacher.

4. Ask students what it is about and explain them if they do not know.

5. Read the third time and give clue to the students to match the questions with the answers.

6. Ask some volunteers to read the questions and answers.

| **Reflection** |

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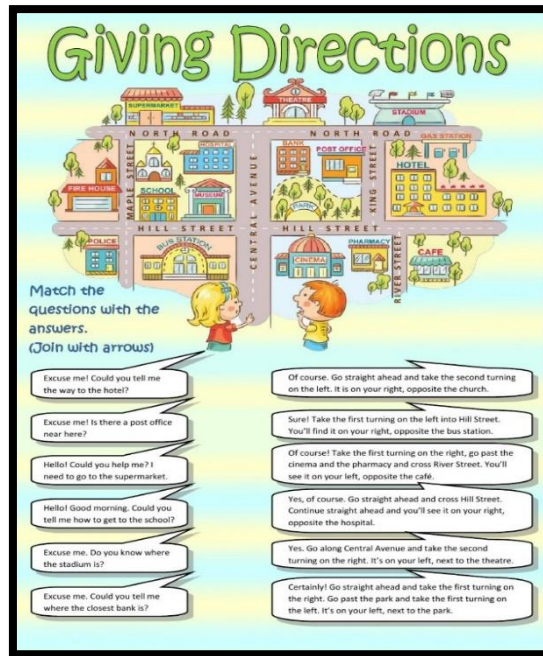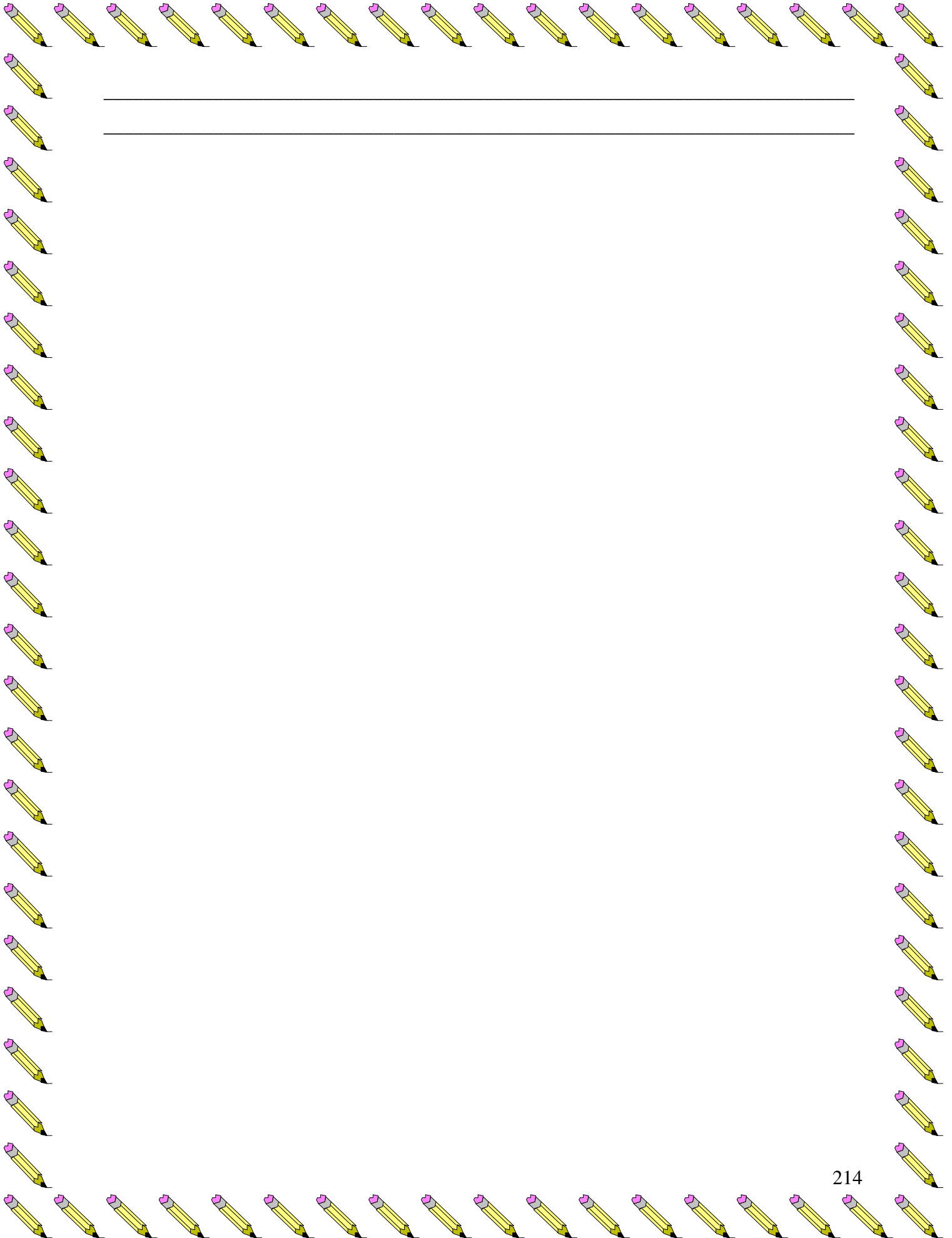
Centro Escolar Tomás Medina

Teacher:

Level: 1st grade

Lesson 7: Unit 7: LET`S HAVE FUN

Topics: days of the week, months of the year, holidays, my birthday

Class time: 360 minutes (8 hours class)

Target structure: verb to be, affirmative sentences, simple present

Target content: recognizing days of the week, months of the year, holidays, my birthday

Objective: by the end of the unit, students will be able to identify days of the week, months of the year, holidays, my birthday through songs, videos by making physical movements

Materials: worksheets, bottle, pencil, colors, speaker, projector, USB, and computer

TOPIC NUMBER 1: DAYS OF THE WEEK

Warm up: Worksheet	**Time: 10 minutes**

1. Ask students to get in pairs and take a sit together.

2. Tell students to work on the worksheet.

3. Have students tracing the days of the week and add the capital letter.

4. Check students' work and have students to repeat the days of the week.

Trace the names for the day of the week.
Capitalize the first letter.
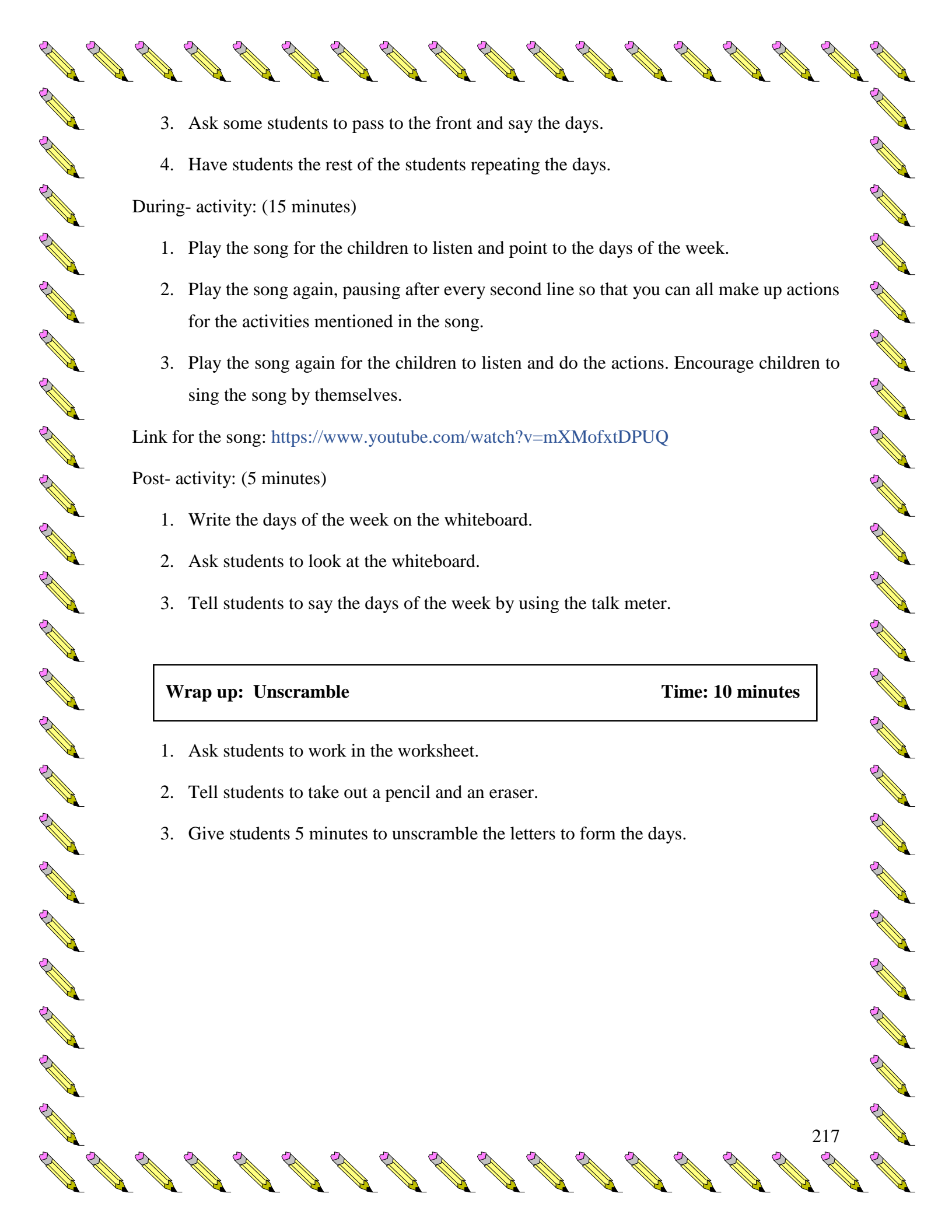
Sunday	unday
Monday	onday
Tuesday	uesday
Wednesday	ednesday
Thusrsday	husrsday
Friday	riday
Saturday	aturday

Presentation: Song about days of the week	**Time: 25 minutes**

Pre- activity: (5 minutes)

1. Ask students to repeat the days of the week.

2. Tell students to make different movements while saying the days.

3. Ask some students to pass to the front and say the days.

4. Have students the rest of the students repeating the days.

During- activity: (15 minutes)

1. Play the song for the children to listen and point to the days of the week.

2. Play the song again, pausing after every second line so that you can all make up actions for the activities mentioned in the song.

3. Play the song again for the children to listen and do the actions. Encourage children to sing the song by themselves.

Link for the song: https://www.youtube.com/watch?v=mXMofxtDPUQ

Post- activity: (5 minutes)

1. Write the days of the week on the whiteboard.

2. Ask students to look at the whiteboard.

3. Tell students to say the days of the week by using the talk meter.

Wrap up: Unscramble   **Time: 10 minutes**

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1. Ask students to work in the worksheet.

2. Tell students to take out a pencil and an eraser.

3. Give students 5 minutes to unscramble the letters to form the days.

Directions: unscramble the days of the week and write the correct form in the line next to each set of letters.

irFday _____

taSurday _____

daynoM _____

deWsneday _____

Tsdayue _____

nudayS _____

sdayhurT _____

| **Warm up: Jump rope the days of the week** | **Time: 10 minutes** |

1. Ask students to stand up and take turns to use the rope.

2. Tell students to jump as many times as possible while saying the days of the week.

3. Have all students to pass to the front and jump.

| **Wrap up: My favorite day** | **Time: 15 minutes** |

1. Give students a piece of paper and ask them to take out a pencil and colors.

2. Ask students to write their favorite day in a piece of paper and some drawings that explains why they like that day.

3. Tell students to pass to the front and say their favorite day and why they like it.

4. Give feedback to students with the pronunciation.

| **Follow up activity: Worksheet** | **Time: 20 minutes** |

1. Tell students to take out a pencil and an eraser.

2. Ask students to work in the page.

3. Write the days of the week in the white rectangles.

4. Write the following day next to the day.

5. Dictate to students some days and ask them to write it.

Sunday, Thursday, Wednesday, Saturday, Monday, Friday, Tuesday

3. Listen and join with arrows

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

4. Write the following day

Monday, Tuesday, Wednesday, ...
Thursday, Friday, Saturday, ...
Tuesday, Wednesday, Thursday, ...
Friday, Saturday, Sunday, ...
Wednesday, Thursday, Friday, ...
Sunday, Monday, Tuesday, ...
Saturday, Sunday, Monday, ...

5. Listen and write

Reflection

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TOPIC NUMBER 2: MONTHS OF THE YEAR

Warm up: Worksheet months of the year	**Time: 10 minutes**

1. Write the months of the year on the whiteboard.

2. Tell students to repeat them with the teacher.

3. Ask students to take out a pencil and an eraser.

4. Give students the worksheet and give them 5 minutes to work.

5. Ask some volunteers to read the months in front of the class.
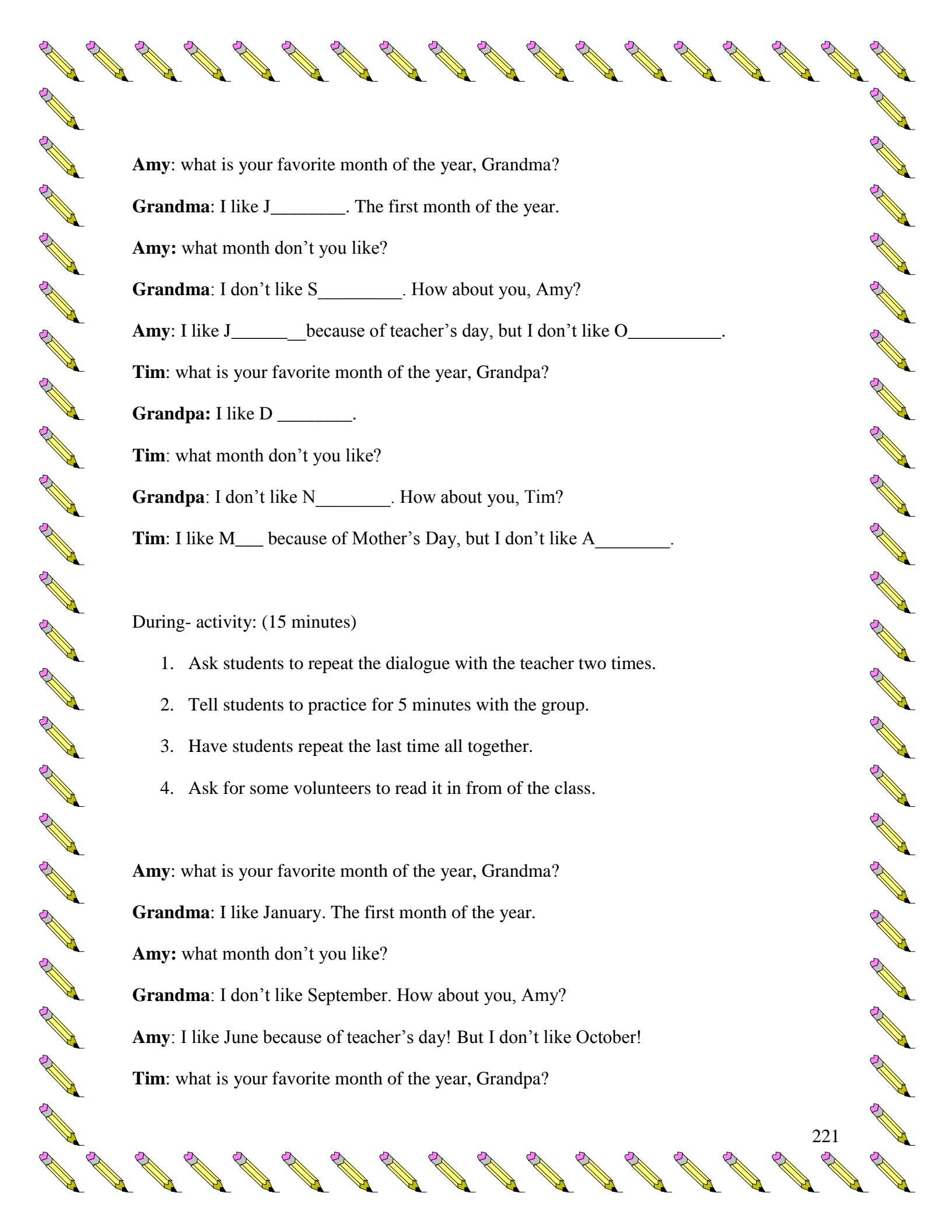
Presentation: Dialogue about months of the year	**Time: 25 minutes**

Pre- activity: (5 minutes)

1- Ask students to get in groups of four and take out a pencil.

2- Give students a piece paper with the dialogue.

3- Tell students to work in the dialogue by filling the spaces.

4- Ask students for the answers and check if it is correct.

Amy: what is your favorite month of the year, Grandma?

Grandma: I like J_____. The first month of the year.

Amy: what month don't you like?

Grandma: I don't like S_____. How about you, Amy?

Amy: I like J_____because of teacher's day, but I don't like O_____.

Tim: what is your favorite month of the year, Grandpa?

Grandpa: I like D _____.

Tim: what month don't you like?

Grandpa: I don't like N_____. How about you, Tim?

Tim: I like M____ because of Mother's Day, but I don't like A_____.

During- activity: (15 minutes)

1. Ask students to repeat the dialogue with the teacher two times.

2. Tell students to practice for 5 minutes with the group.

3. Have students repeat the last time all together.

4. Ask for some volunteers to read it in from of the class.

Amy: what is your favorite month of the year, Grandma?

Grandma: I like January. The first month of the year.

Amy: what month don't you like?

Grandma: I don't like September. How about you, Amy?

Amy: I like June because of teacher's day! But I don't like October!

Tim: what is your favorite month of the year, Grandpa?

Grandpa: I like December.

Tim: what month don't you like?

Grandpa: I don't like November. How about you, Tim?

Tim: I like May because of Mother's Day, but I don't like August.

Post- activity: (5 minutes)

1. Ask students to read the dialogue one more time for themselves in silent.

2. Tell students to save the dialogue and take out the notebook.

3. Write the following questions for students:

What is Grandma's favorite month?

What is Grandpa's favorite month?

Wrap up: Invitation party	**Time: 10 minutes**

1. Ask students to take out the colors.

2. Give students a piece of paper.

3. Tell students to create an invitation party for their own party.

4. Provide students an example of what they have to write but let them be creative.

5. Give students five minutes and ask them to show their classmates their work.

1. Ask students to stand up and make a circle.

2. Tell students to listen to the song and look the movements the teacher does.

3. Ask students to sing the song aloud with the teacher.

4. Give students the opportunity to sing the song.

Link for the holidays' video:

https://www.youtube.com/watch?v=Fe9bnYRzFvk

Wrap up: Birthday chart   **Time: 10 minutes**

1. Tell students to take out the pencil and eraser.

2. Give students the worksheet.

3. Find eight classmates and ask the month of the birthday and fill the table.

Follow up activity: Unscramble   **Time: 10 minutes**

1. Give students a piece of paper and ask them to take out the pencil.

2. Tell students to order the letters to form the different words.

3. Give some minutes to the students to work in the activity.

4. Check students' progress in the activity.

Months of the Year
Unscramble the words

uyjnara	
ryfbeura	
hcmra	
lapir	
yam	
enju	
yjlu	
gtsuua	
tmesperbe	
tcobore	
vonmereb	
cedmeerb	

Reflection

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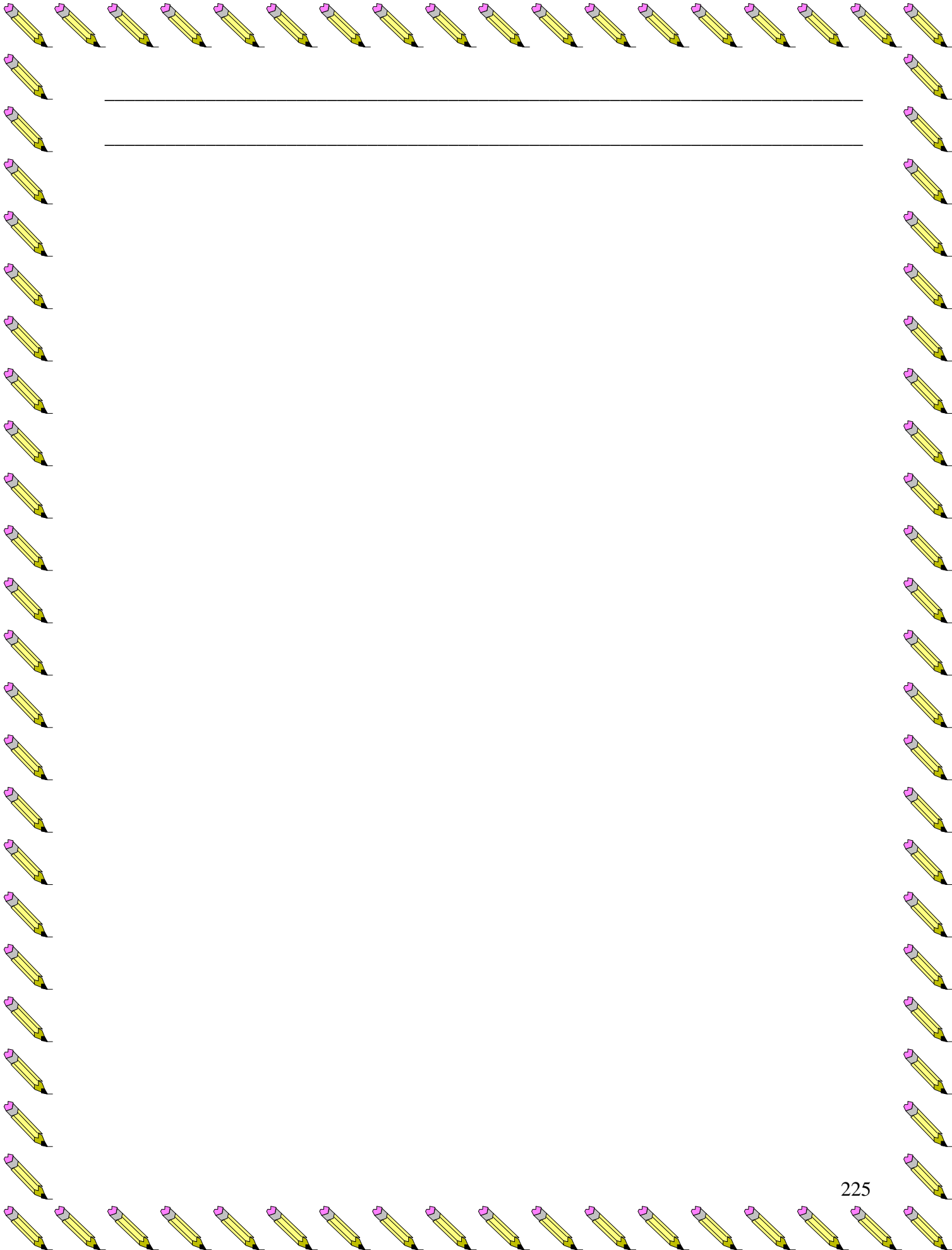
TOPIC NUMBER 3: HOLIDAYS

Warm up: Attention	**Time: 10 minutes**

1. Ask students to stand up.

2. Call out commands such as attention, march in place...stop, sit down, stand up, walk in a circle, and clap your hands.

3. Tell students to repeat what the teacher says while following the command.

Attention: Christmas

March in place: Mother's Day

Sit down: Father's Day

Stand up: Valentine's Day

Walk in a circle: Children's Day

Clap your hands: New Year's Day

4. Ask students to do the command by themselves.
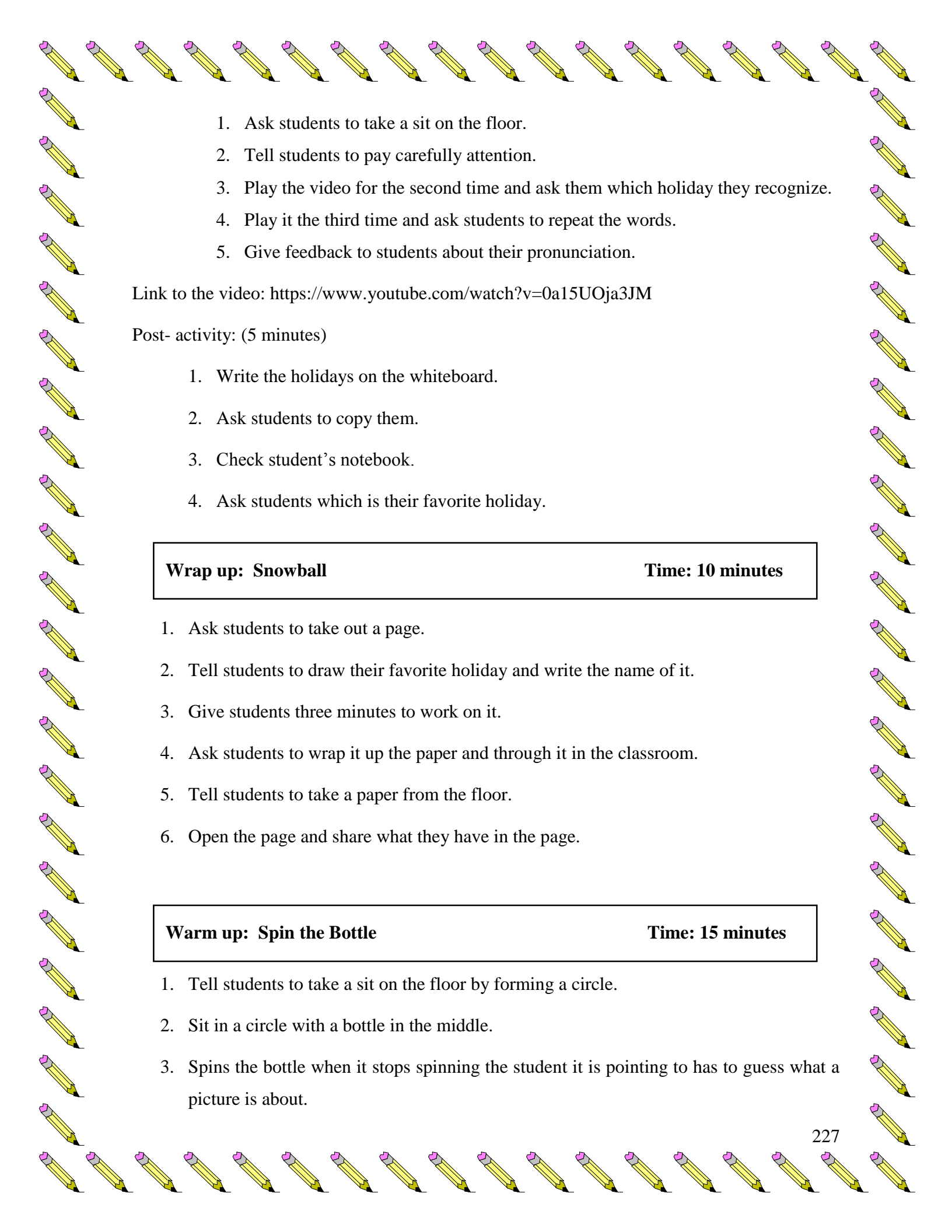
Presentation: Holidays' video	**Time: 10 minutes**

Pre- activity: (5 minutes)

1. Ask students to mention the different holidays they know.

2. Give an example of a holiday such as: Christmas, Valentine's Day, Mother's Day, and Father's Day... etc.

3. Ask each student to mention at least one holiday.

4. Tell all students what they do in that day.

During- activity: (15 minutes)

1. Ask students to take a sit on the floor.
2. Tell students to pay carefully attention.
3. Play the video for the second time and ask them which holiday they recognize.
4. Play it the third time and ask students to repeat the words.
5. Give feedback to students about their pronunciation.

Link to the video: https://www.youtube.com/watch?v=0a15UOja3JM

Post- activity: (5 minutes)

1. Write the holidays on the whiteboard.

2. Ask students to copy them.

3. Check student's notebook.

4. Ask students which is their favorite holiday.

Wrap up: Snowball	**Time: 10 minutes**

1. Ask students to take out a page.

2. Tell students to draw their favorite holiday and write the name of it.

3. Give students three minutes to work on it.

4. Ask students to wrap it up the paper and through it in the classroom.

5. Tell students to take a paper from the floor.

6. Open the page and share what they have in the page.

Warm up: Spin the Bottle	**Time: 15 minutes**

1. Tell students to take a sit on the floor by forming a circle.

2. Sit in a circle with a bottle in the middle.

3. Spins the bottle when it stops spinning the student it is pointing to has to guess what a picture is about.

4. If the answer is correct then that student can spin the bottle.

Wrap up: Holidays in USA   **Time: 15 minutes**

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1. Ask students to take out the colors and the pencil.

2. Give the page to students and ask them to work alone.

3. Tell students to match the word with the drawing.

4. Check students' answers.

5. Color the drawings.

6. Give feedback to students.

HOLIDAYS IN USA

MATCH
1. New Year's Day

2. Flag Day

3. Thanksgiving

4. Valentine's Day

5. Martin Luther King

6. USA Independence

7. Labor Day

8. Memorial Day

9. Columbus Day

10. Father's Day

11. Christmas

12. St Patrick's Day

13. Veteran's Day

14. Mother's Day

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Follow up activity: My summer holidays	Time: 20 minutes

1. Read at loud the different stories about the four kids.

2. Give the page to the students and ask them to read it with the teacher.

3. Ask students to repeat after the teacher.

4. Ask some students to read it and help her or him of needed.

5. Give some time to students to answer the questions.

6. Tell students to share the answer with the rest of the class.

My Summer Holidays

Jason
Hello! My name is Jason and I live in London with my parents and my little brother. The summer holidays we spent in Scotland. We went to Loch Ness and visited an old castle in Edinburgh. I hoped to see the monster Nessie, but I didn't. My dad likes walking so we walked through the Highlands. The weather was sunny and sometimes rainy.
The food was okay.

Brenda
My name is Brenda. I live in New York, USA. My mum and I live in a small appartment. Our holidays we spent in Canada. We stayed in a small hotel near the Niagara Falls. It was amazing! We had to wear raincoats and a hat to see the falls. I met a boy called Matthias from Germany.
He was really nice and he could speak English! We spent a lot of time together.

Gabi & Maik
We are Gabi and Maik from Berlin, the capital of Germany. We spent our holidays on Granny's farm in the country. The weather was great this summer. We often helped granny with the animals because it is much work. For breakfast we had fresh milk from the cows. Sometimes we were allowed to drive the tractor. That was much fun! We had a great time with grandma!

David
Dear friends! My name is David and I live in Manchester, England. This year my parents and I spent the summer in Spain. We took the plane to Spain, it was the first time for me to fly. We lived in a big hotel at the beach. The weather was fantastic – really hot. I swam in the sea, built sandcastles and my parents were sunbathing. Spain was fantastic!

Fill in the table.

name	Jason	Brenda	Gabi & Maik	David
country				
place / sight				
weather				
other information				

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Reflection

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TOPIC NUMBER FOUR: MY BIRTHDAY!

Warm up: Hot Potato	Time: 10 minutes

1. Give students a small ball.

2. Have students pass the ball while playing the song "the wheels on the bus".

3. When the music stops, the student having the ball has to answer a question related to holydays: **what do we celebrate on February 14th? What do we celebrate on May 10th? What do we celebrate on June 22nd? What do we celebrate on September 15th? What do we celebrate on January 1st?**

4. Have students share their answers.

Link to the song: https://www.youtube.com/watch?v=e_04ZrNroTo

Presentation: Happy birthday song　　　　　　　　　　　　**Time: 35 minutes**

Pre activity: (5 minutes)
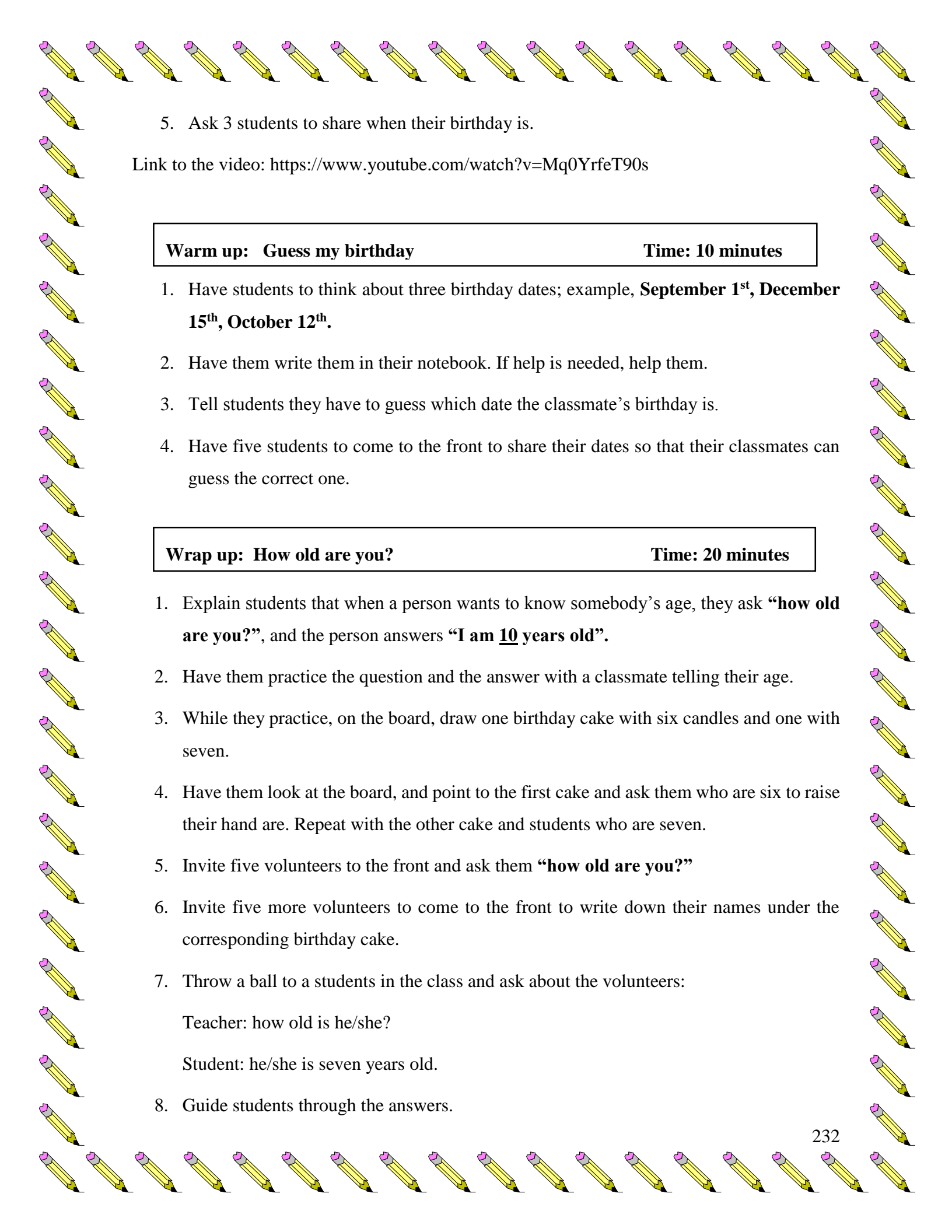
1. Ask students when their birthday is.

2. Ask them how people celebrate birthday in El Salvador.

3. Ask them what things are needed in a birthday party.

During activity: (15 minutes)

1. Have students listen to the song "Happy birthday".

2. Have students pay attention to the song lyrics: **happy birthday to you! Happy birthday to you! Happy birthday! Happy birthday! Happy birthday to you!**

3. Have students sing alongside the song.

Post activity: (15 minutes)

1. Explain students the way they say their birthday in English; for example, **my birthday is on March 9th.**

2. Since students already know the English months and numbers, have them practice.

3. Explain them that first they have to say the month and after the number.

4. Have them practice with their classmates by telling their birthday orally.

5. Ask 3 students to share when their birthday is.

Link to the video: https://www.youtube.com/watch?v=Mq0YrfeT90s

Warm up: Guess my birthday	**Time: 10 minutes**

1. Have students to think about three birthday dates; example, **September 1st, December 15th, October 12th.**

2. Have them write them in their notebook. If help is needed, help them.

3. Tell students they have to guess which date the classmate's birthday is.

4. Have five students to come to the front to share their dates so that their classmates can guess the correct one.

Wrap up: How old are you?	**Time: 20 minutes**

1. Explain students that when a person wants to know somebody's age, they ask **"how old are you?"**, and the person answers **"I am <u>10</u> years old".**

2. Have them practice the question and the answer with a classmate telling their age.

3. While they practice, on the board, draw one birthday cake with six candles and one with seven.

4. Have them look at the board, and point to the first cake and ask them who are six to raise their hand are. Repeat with the other cake and students who are seven.

5. Invite five volunteers to the front and ask them **"how old are you?"**

6. Invite five more volunteers to come to the front to write down their names under the corresponding birthday cake.

7. Throw a ball to a students in the class and ask about the volunteers:

   Teacher: how old is he/she?

   Student: he/she is seven years old.

8. Guide students through the answers.

1. Have students work on the worksheet below.

2. Have them find the words in the box within the puzzle.

3. After finishing, have them share their findings with their classmates.

Name_____   Skill: Searching for words

Circle the words from the word list in the puzzle below.

Happy Birthday

WORD LIST

CAKE	GAMES
PARTY	GIFTS
FRIENDS	SONGS
FAMILY	FUN
TOYS	BIRTHDAY

```
B I R T H D A Y O P S P
C A K E O R F T I D O A
G E L S G R A E B I N R
T O Y S A Y M Q W U G T
F U N C M A I J C E S Y
Z I P O E W L N B M C O
Y U X T S R Y S A V L B
F R I E N D S G I F T S
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Reflection

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Centro Escolar Tomás Medina

Teacher:

Level: 1ˢᵗ grade

Lesson 8: Unit 8: LET'S PLAY!

Topics: sports, toys, hobbies, classroom actions and commands

Class time: 360 minutes (8 hours class)

Target structure: verb to be, simple present, affirmative sentences

Target content: distinguishing different sports, name toys, tell about their favorite hobbies, and perform action commands

Objective: to recognize sports, toys, hobbies, and action commands through videos, songs, and digital flashcards by performing actions and mimicking words

Materials: Laptop, LCD projector, USB memory, CD player, speakers, worksheets, sheets of white paper, masking tape

TOPIC NUMBER ONE: SPORTS

Warm up: Sports	**Time: 10 minutes**

1. Have students to stand up.

2. Tell them they are going to pretend they are playing sports.

3. When they listen to a sport, all of them have to pretend playing it: **soccer, baseball, basketball, tennis, swimming, surfing, badminton, hockey, volleyball, skiing, golf, and cycling.**

4. Have them all perform those sports.

Presentation: Digital flashcards about sports	**Time: 35 minutes**

Pre activity: (5 minutes)
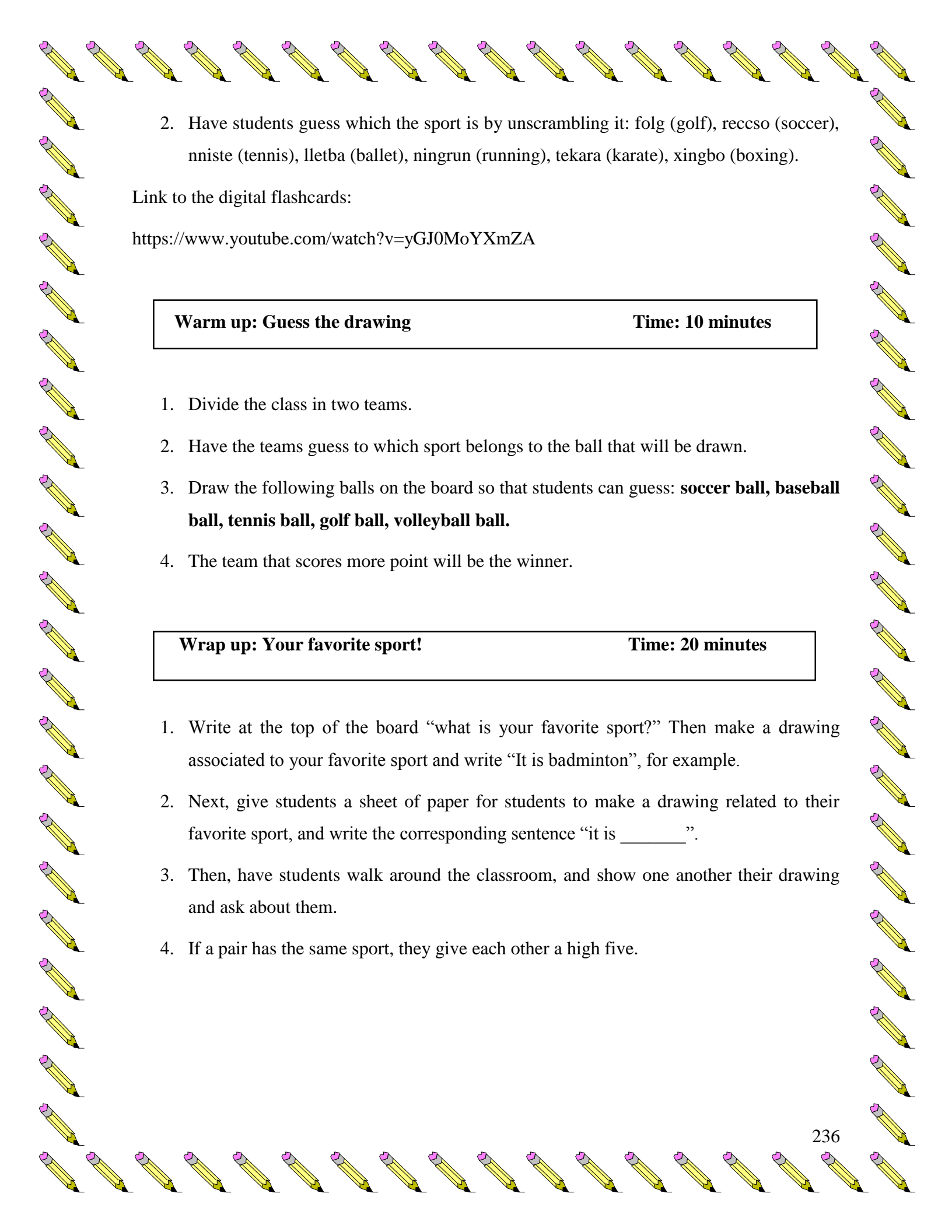
1. Ask students what their favorite sport is.

2. Ask them if they practice any sports and what it is.

3. If they play one, have them share how it is played and what it is needed to play it.

During activity: (20 minutes)

1. Have students pay attention to the digital flashcards.

2. Have them repeat the sports said on them: **baseball, golf, soccer, tennis, rollerblading, ballet, running, boxing, karate, and volleyball.**

3. While watching flashcards, have them repeat the sports once again, and have them make the physical movement that corresponds to that sport.

Post activity: (10 minutes)

1. Write some scrambled sports words on the board.

2. Have students guess which the sport is by unscrambling it: folg (golf), reccso (soccer), nniste (tennis), lletba (ballet), ningrun (running), tekara (karate), xingbo (boxing).

Link to the digital flashcards:

https://www.youtube.com/watch?v=yGJ0MoYXmZA

Warm up: Guess the drawing	Time: 10 minutes

1. Divide the class in two teams.

2. Have the teams guess to which sport belongs to the ball that will be drawn.

3. Draw the following balls on the board so that students can guess: **soccer ball, baseball ball, tennis ball, golf ball, volleyball ball.**

4. The team that scores more point will be the winner.

Wrap up: Your favorite sport!	Time: 20 minutes

1. Write at the top of the board "what is your favorite sport?" Then make a drawing associated to your favorite sport and write "It is badminton", for example.

2. Next, give students a sheet of paper for students to make a drawing related to their favorite sport, and write the corresponding sentence "it is _____".

3. Then, have students walk around the classroom, and show one another their drawing and ask about them.

4. If a pair has the same sport, they give each other a high five.

Follow up activity	Time: 15 minutes

1. Have students work on the worksheet below.

2. Have students match the drawing with the sport.

3. Have students compare their work with their classmates.

4. Then, check student's works by solving the match activity all together.

Sports Matching Game

Directions: Draw a line from the sports word to the matching picture

basketball

hockey

soccer

football

baseball

bowling

tennis

volleyball

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Reflection

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TOPIC NUMBER TWO: TOYS

Warm up activity: Hot Seat	**Time: 10 minutes**
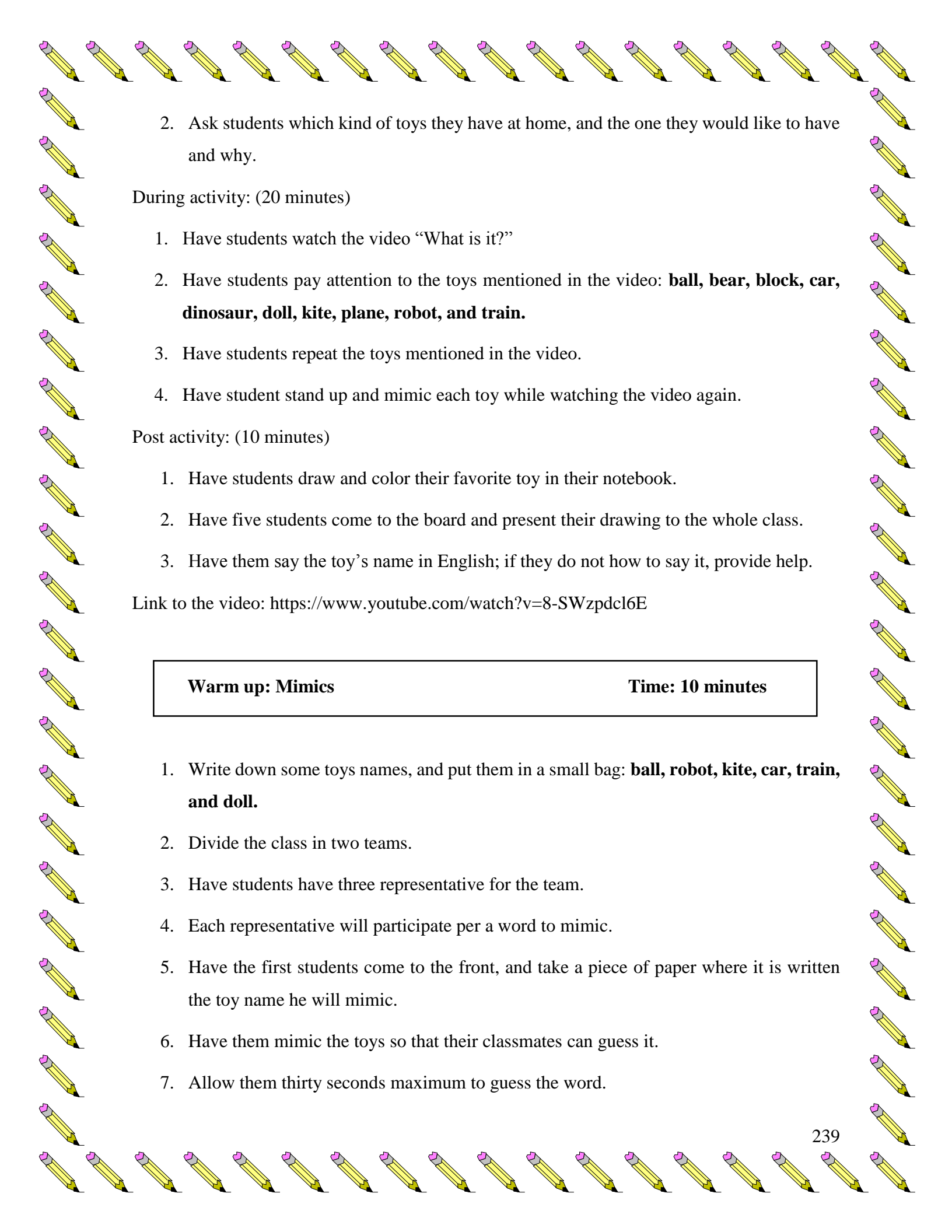
1. Split the class into two teams.

2. Select one person from each team to seat in the hot seat facing their classmates with the board behind.

3. Write a word on the board: **bus, teacher, doctor, dog, lion, red, head, watermelon, water, and house.**

4. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word just describe it.

5. The team that guesses more words wins the game.

Presentation: Video about toys	**Time: 35 minutes**

Pre activity: (5 minutes)

1. Ask students which their favorite toy is.

2. Ask students which kind of toys they have at home, and the one they would like to have and why.

During activity: (20 minutes)

1. Have students watch the video "What is it?"

2. Have students pay attention to the toys mentioned in the video: **ball, bear, block, car, dinosaur, doll, kite, plane, robot, and train.**

3. Have students repeat the toys mentioned in the video.

4. Have student stand up and mimic each toy while watching the video again.

Post activity: (10 minutes)
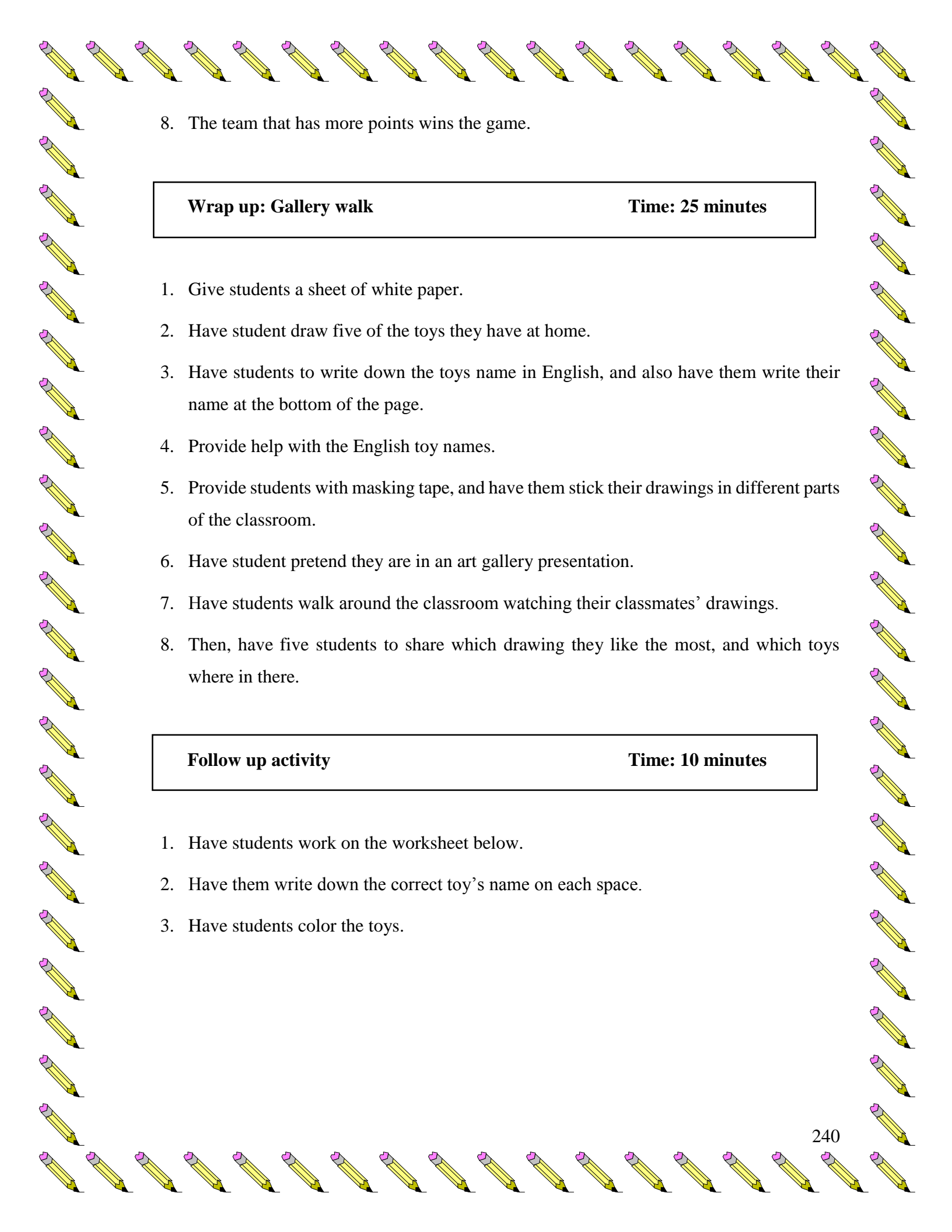
1. Have students draw and color their favorite toy in their notebook.

2. Have five students come to the board and present their drawing to the whole class.

3. Have them say the toy's name in English; if they do not how to say it, provide help.

Link to the video: https://www.youtube.com/watch?v=8-SWzpdcl6E

Warm up: Mimics	**Time: 10 minutes**

1. Write down some toys names, and put them in a small bag: **ball, robot, kite, car, train, and doll.**

2. Divide the class in two teams.

3. Have students have three representative for the team.

4. Each representative will participate per a word to mimic.

5. Have the first students come to the front, and take a piece of paper where it is written the toy name he will mimic.

6. Have them mimic the toys so that their classmates can guess it.

7. Allow them thirty seconds maximum to guess the word.

8. The team that has more points wins the game.

Wrap up: Gallery walk	**Time: 25 minutes**
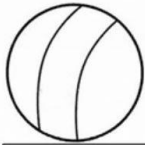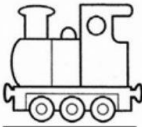
1. Give students a sheet of white paper.

2. Have student draw five of the toys they have at home.

3. Have students to write down the toys name in English, and also have them write their name at the bottom of the page.

4. Provide help with the English toy names.

5. Provide students with masking tape, and have them stick their drawings in different parts of the classroom.

6. Have student pretend they are in an art gallery presentation.

7. Have students walk around the classroom watching their classmates' drawings.

8. Then, have five students to share which drawing they like the most, and which toys where in there.

Follow up activity	**Time: 10 minutes**

1. Have students work on the worksheet below.

2. Have them write down the correct toy's name on each space.

3. Have students color the toys.

| TRAIN | BOAT | DOLL | BIKE |
| TEDDY | KITE | CAR | BALL |
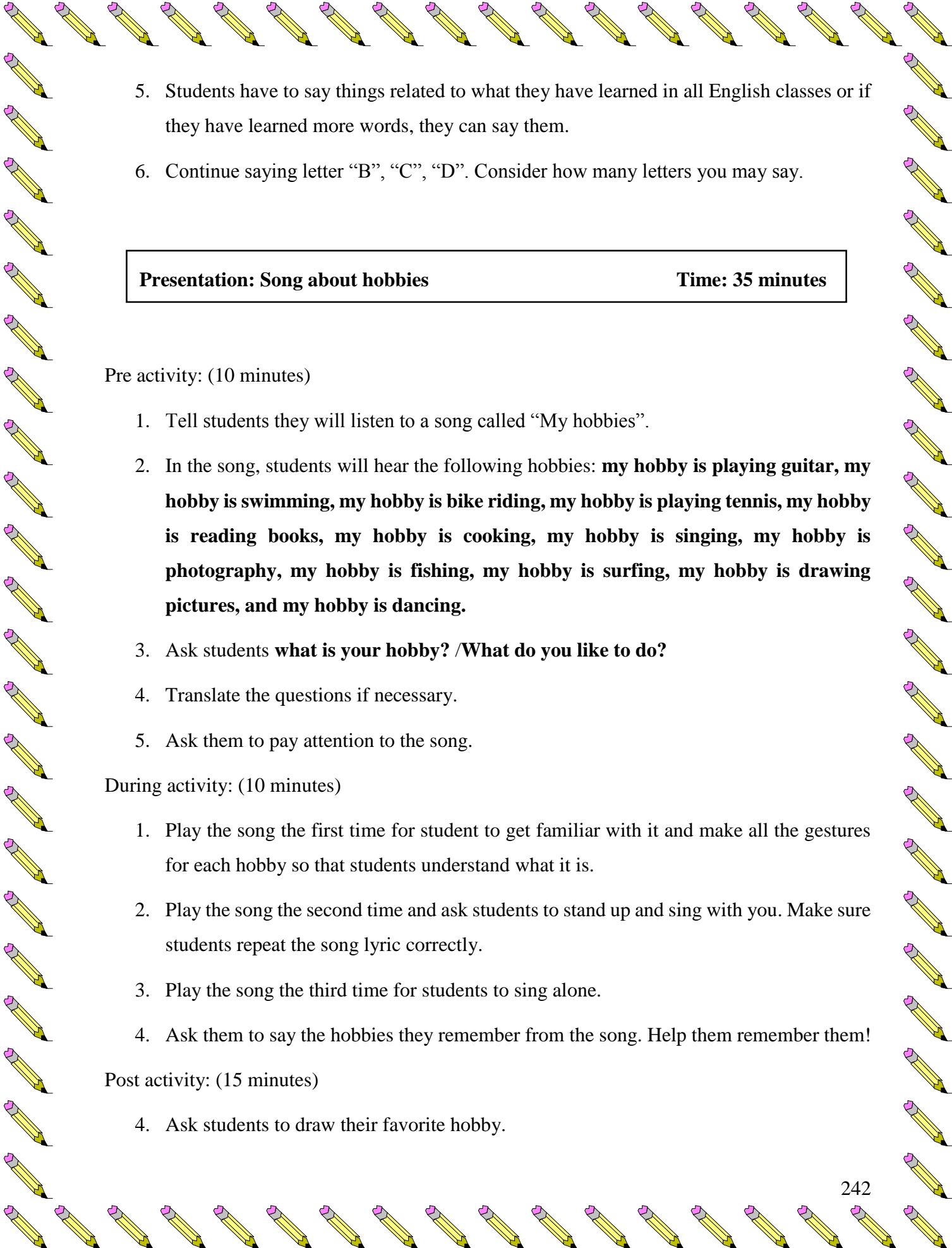
Reflection

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TOPIC NUMBER 3: HOBBIES

| Warm up: Vocab circle | Time: 10 minutes |

1. Put students in a circle.

2. Tell them you are going to say come letters.

3. As soon as they listen to you, they have to say anything that begins with that letter.

4. Begin saying "A" aloud.

5. Students have to say things related to what they have learned in all English classes or if they have learned more words, they can say them.

6. Continue saying letter "B", "C", "D". Consider how many letters you may say.

Presentation: Song about hobbies   **Time: 35 minutes**

Pre activity: (10 minutes)

1. Tell students they will listen to a song called "My hobbies".

2. In the song, students will hear the following hobbies: **my hobby is playing guitar, my hobby is swimming, my hobby is bike riding, my hobby is playing tennis, my hobby is reading books, my hobby is cooking, my hobby is singing, my hobby is photography, my hobby is fishing, my hobby is surfing, my hobby is drawing pictures, and my hobby is dancing.**

3. Ask students **what is your hobby? /What do you like to do?**

4. Translate the questions if necessary.

5. Ask them to pay attention to the song.

During activity: (10 minutes)

1. Play the song the first time for student to get familiar with it and make all the gestures for each hobby so that students understand what it is.

2. Play the song the second time and ask students to stand up and sing with you. Make sure students repeat the song lyric correctly.

3. Play the song the third time for students to sing alone.

4. Ask them to say the hobbies they remember from the song. Help them remember them!

Post activity: (15 minutes)

4. Ask students to draw their favorite hobby.

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5. Ask them to color it.

6. Choose some students to pass to the front and say **"My hobby is…"** depending on what their hobby is.

Link to the video my hobbies:

https://www.youtube.com/watch?v=90LfcLAjLiI

Warm up: Concentration matching game	**Time: 10 minutes**

1. In a sheet of carton, paste the cards below disorderly.

2. Paste the sheet of carton on the whiteboard.

3. Students will pass to the whiteboard one by one voluntarily.

4. The first student has to pick two cards. Turn them over, and if they are a match, they get to keep them. If not, turn them over in the same spot and the next student goes.

5. The student who gets a match, has to say the name of the hobby they got.
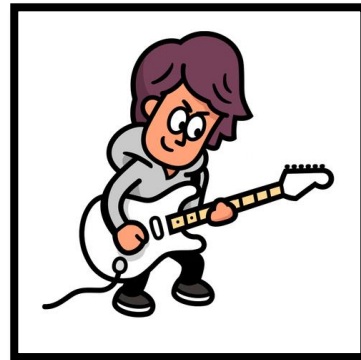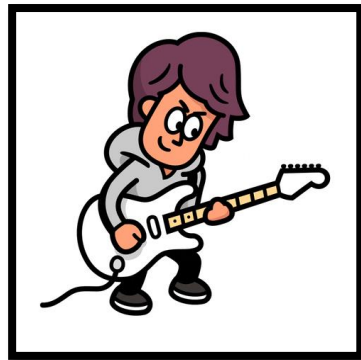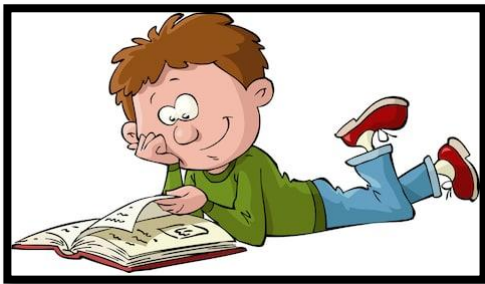
| **Wrap up** | **Time: 20 minutes** |

1. Bring the flashcards below.

2. Show them to the students one by one.

3. Show the cooking card and ask:

What does your mother like doing?. They answer **my mother likes cooking.**

4. Show the dancing card and ask:

What does your father like doing? They answer **my father likes dancing.**

5. Show the singing card and ask:

What does your sister like doing? They answer **my sister likes singing.**

6. Ask them **What does your brother like doing?** They answer **my brother likes playing soccer.**

7. Show the knitting card and ask:

What does your grandma like doing? They answer **my grandma likes knitting.**

8. Show the fishing card and ask:

What does your grandpa like doing? They answer **my grandpa likes fishing.**

1. Put students in a circle.

2. Ask them to think about their favorite hobby and about a hobby they do not like.

3. When they are ready, they will say **I like (painting) for example.**

4. Try to include most of the students.

5. When they have finished saying what they like, they will continue the second round saying **I don't like (dancing) for example.**

6. Correct pronunciation when necessary.
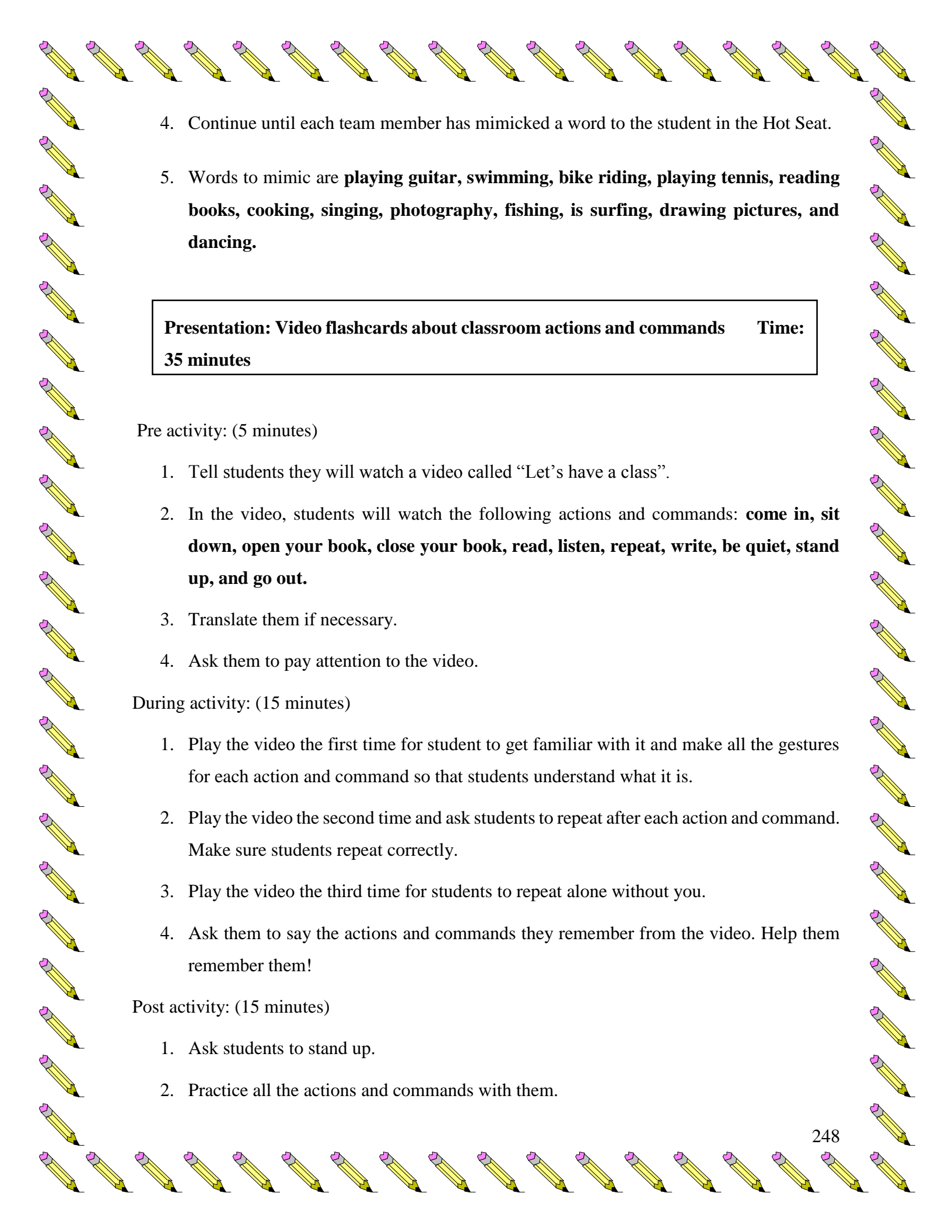
Reflection

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TOPIC NUMBER 4: CLASSROOM ACTIONS AND COMMANDS

Warm up: Hot seat   **Time: 10 minutes**

1. Split the class into 2 teams, or more if you have a large class.

2. Elect one student from each team to sit in the Hot Seat, facing the classroom with the board behind them.

3. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by mimicking. They have a limited amount of time and cannot say, spell or draw the word.

4. Continue until each team member has mimicked a word to the student in the Hot Seat.

5. Words to mimic are **playing guitar, swimming, bike riding, playing tennis, reading books, cooking, singing, photography, fishing, is surfing, drawing pictures, and dancing.**

Presentation: Video flashcards about classroom actions and commands   Time: 35 minutes

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Pre activity: (5 minutes)
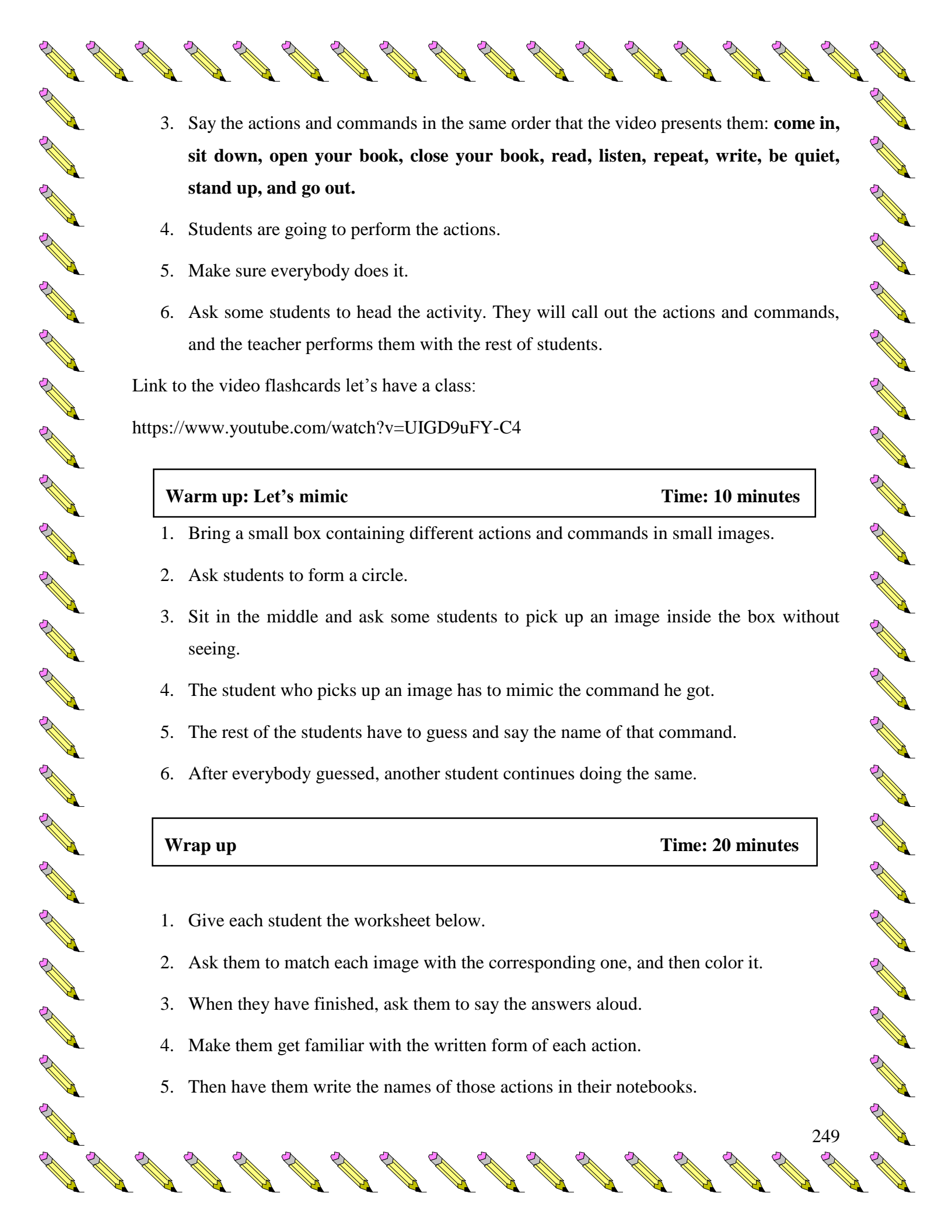
1. Tell students they will watch a video called "Let's have a class".

2. In the video, students will watch the following actions and commands: **come in, sit down, open your book, close your book, read, listen, repeat, write, be quiet, stand up, and go out.**

3. Translate them if necessary.

4. Ask them to pay attention to the video.

During activity: (15 minutes)

1. Play the video the first time for student to get familiar with it and make all the gestures for each action and command so that students understand what it is.

2. Play the video the second time and ask students to repeat after each action and command. Make sure students repeat correctly.

3. Play the video the third time for students to repeat alone without you.

4. Ask them to say the actions and commands they remember from the video. Help them remember them!

Post activity: (15 minutes)

1. Ask students to stand up.

2. Practice all the actions and commands with them.

3. Say the actions and commands in the same order that the video presents them: **come in, sit down, open your book, close your book, read, listen, repeat, write, be quiet, stand up, and go out.**

4. Students are going to perform the actions.

5. Make sure everybody does it.

6. Ask some students to head the activity. They will call out the actions and commands, and the teacher performs them with the rest of students.

Link to the video flashcards let's have a class:

https://www.youtube.com/watch?v=UIGD9uFY-C4

Warm up: Let's mimic	**Time: 10 minutes**

1. Bring a small box containing different actions and commands in small images.

2. Ask students to form a circle.

3. Sit in the middle and ask some students to pick up an image inside the box without seeing.

4. The student who picks up an image has to mimic the command he got.

5. The rest of the students have to guess and say the name of that command.

6. After everybody guessed, another student continues doing the same.

Wrap up	**Time: 20 minutes**

1. Give each student the worksheet below.

2. Ask them to match each image with the corresponding one, and then color it.

3. When they have finished, ask them to say the answers aloud.

4. Make them get familiar with the written form of each action.

5. Then have them write the names of those actions in their notebooks.

6. Check students' work and give them a check on their notebooks at the end of the task.

Listen, match and color the actions
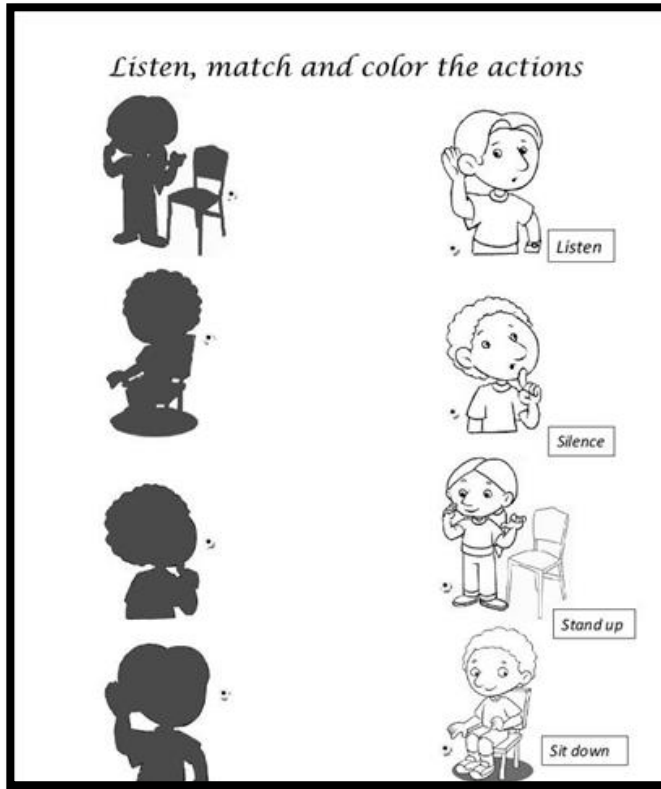
Follow up: Be the teacher   **Time: 15 minutes**

1. Some students will be the teacher.

2. Choose or ask volunteers to do the activity.

3. Students who participate have to go to the front and say different actions and commands to their classmates, and the classmates have to perform them.

4. Students who say the actions and commands aloud can practice the ones they have studied in class or use others.

5. Help students know more actions and commands if necessary.
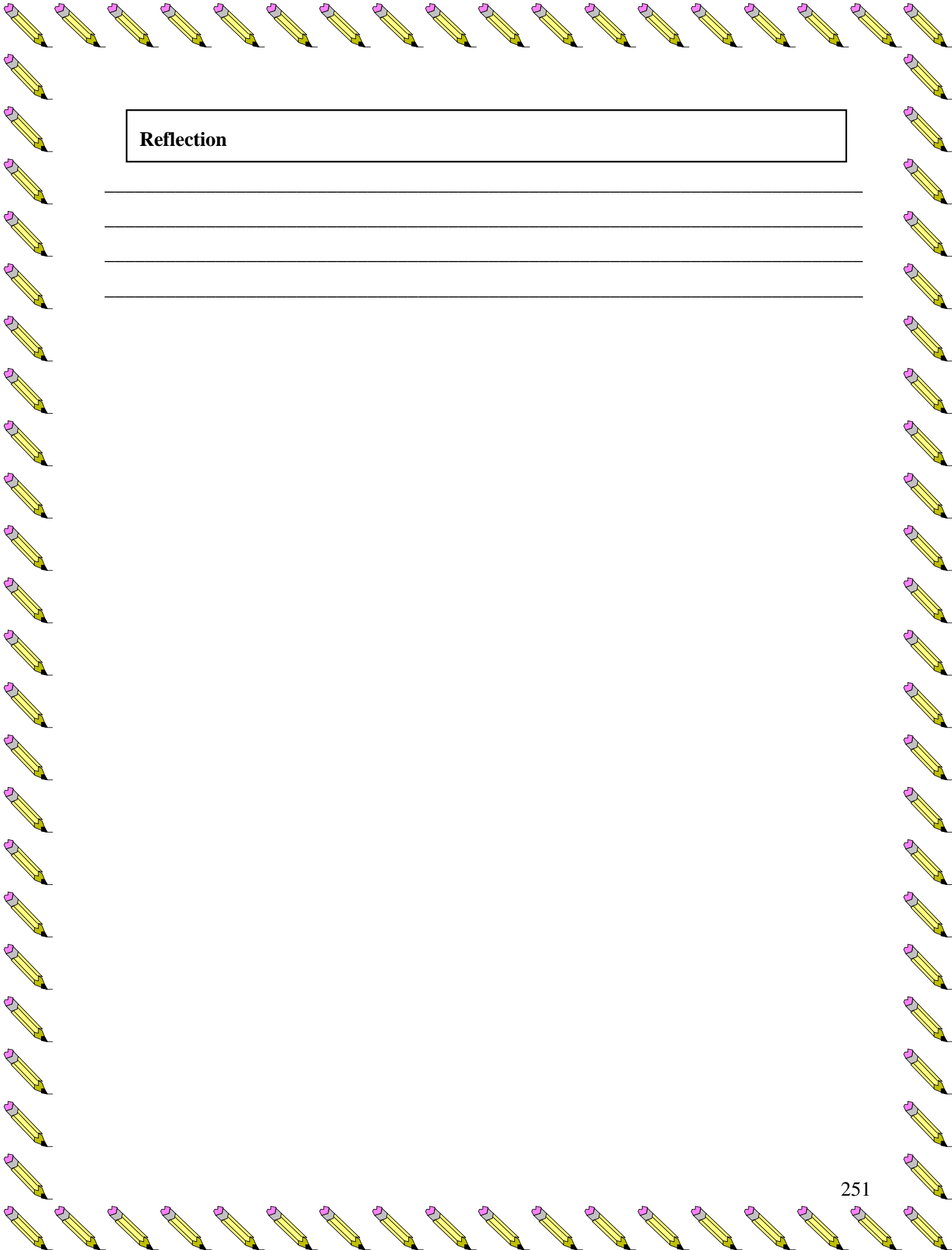
Reflection

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5.11 Appendices of the macro-lesson plan

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

FOREIGN LANGUAGE DEPARTMENT

CENTRO ESCOLAR TOMÁS MEDINA

FIRST GRADE ENGLISH APPENDICES

SCHOOL PRINCIPAL'S NAME:

_____

TEACHER'S NAME:

_____

AUTHORS:
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FLOR IDALMA SANDOVAL BATRES
JAZMIN DANIELA ALARCÓN CONTRERAS

AUGUST, 2020
SANTA ANA, EL SALVADOR, CENTROAMÉRICA

UNIT 1: SCHOOL IS COOL

Worksheet 1

Learn and trace

Good Morning
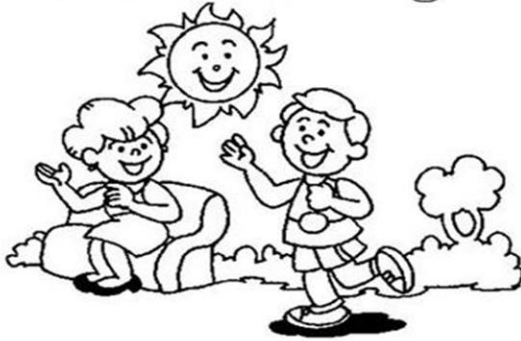
Good afternoon

Good morning
Good morning

Good afternoon
Good afternoon

Good evening

Good night

Good evening
Good evening

Good night
Good night

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See you soon!

See you later!

Bye!

Goodbye
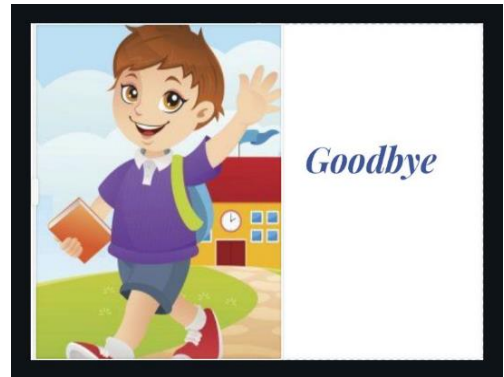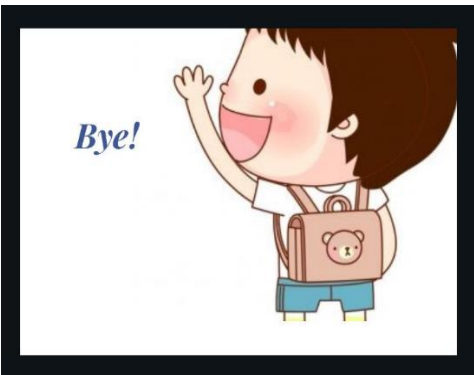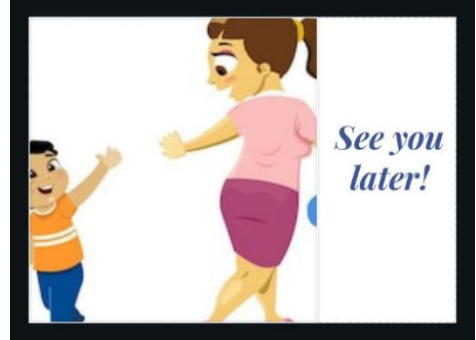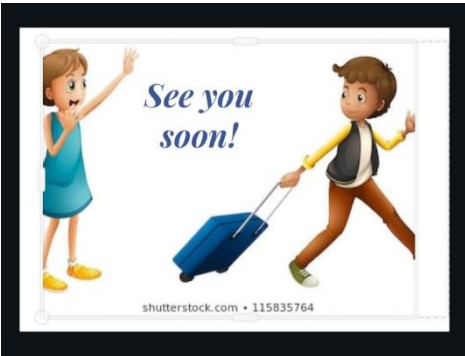
Worksheet 4

Classroom objects

Match the number with the correct object.

1. School bag
2. Sharpener
3. Book
4. Notebook
5. Pencil
6. Pen
7. Scissors
8. Glue
9. Coloured pencils
10. Crayons
11. Ruler
12. Markers
13. Rubber/Eraser
14. Pencil case

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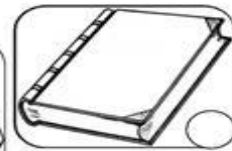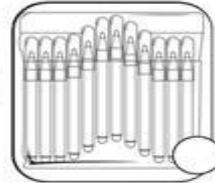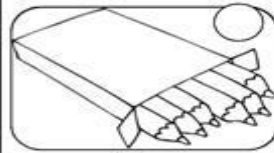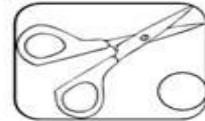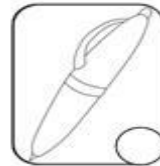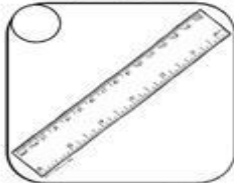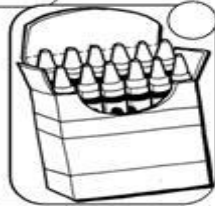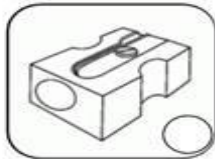
PLACES AT SCHOOL VOCABULARY WORDSEARCH PUZZLE

FIND AND CIRCLE THE WORDS IN THE WORDSEARCH PUZZLE AND NUMBER THE PICTURES

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R B S E M M Y X F L W D E C L
E J C W Y U M A I X C A O W M
S B I G I X I B W B P M N M O
T E E M T M R R D L P T O W O
R C N J U A M H O U L O N L R
O I C L R S W I T T R A R O S
O F E Y Q C I E N H I P H Y S
M F R E T G R C C G Q D L W A
J O O B B L A N R J P Z U X L
S U O K A U U Y S O B O Z A C
E V M B N L G K E O O B O P Z
C A F E T E R I A L Z M I L N
D N U O R G Y A L P X M P T B
R M O O R T R A E R R V S F U
P P J G T T K Z F T P C E H X
```

1) ARTROOM
2) AUDITORIUM
3) CAFETERIA
4) CLASSROOM
5) COMPUTERLAB
6) GYM
7) HALLWAY
8) LIBRARY
9) LUNCHROOM
10) MUSICROOM
11) OFFICE
12) PLAYGROUND
13) RESTROOM
14) SCIENCEROOM
15) SWIMMINGPOOL

UNIT 2: MY HOUSE

Worksheet 1
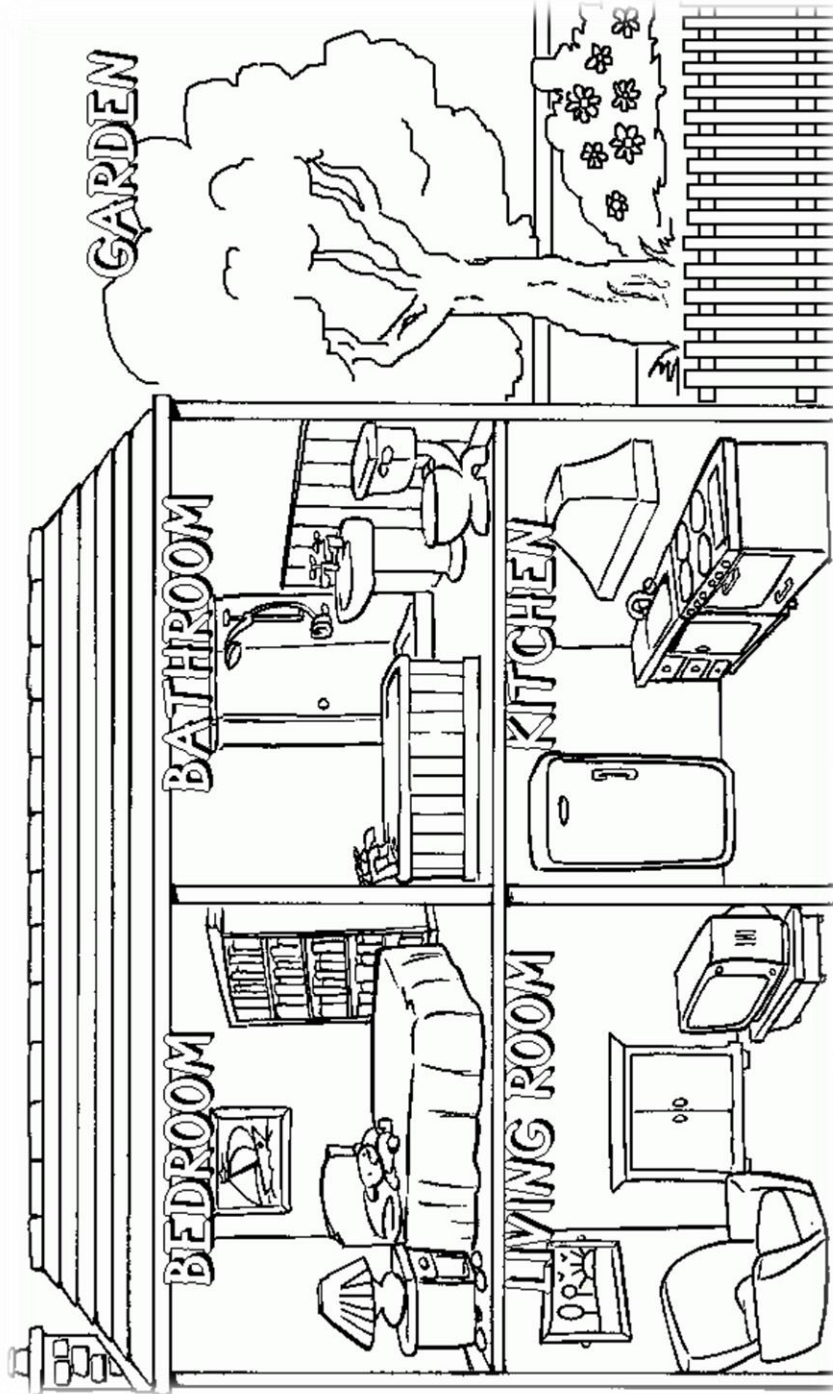
Worksheet 2

bedroom

bathroom

kitchen

living room

Directions: cut the images out and place them on the corresponding room.

- grandma

- father

- brother

- grandpa

- sister

- mother

265

Worksheet 5

Directions: cut out the images and follow your teacher's indications.

Worksheet 1

My Body

Match the body parts with the picture.

NOSE	TOE	HEAD	EYE	HAIR
EAR	FOOT	ARM	MOUTH	HAND
FINGER	KNEE	LEG	SHOULDER	
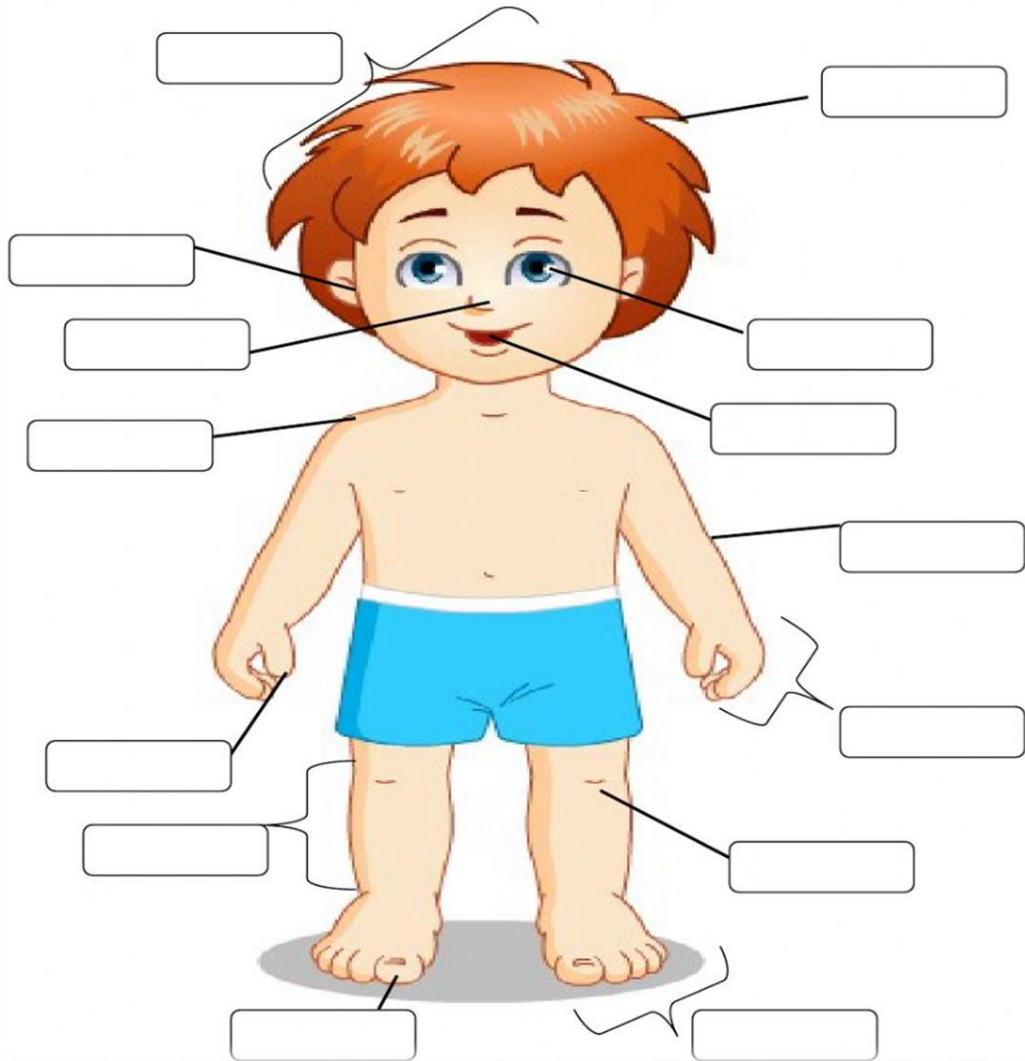
Worksheet 2

Clothes And Body Parts

Match the images on the left to their corresponding images on the right.

Worksheet 3

Worksheet 4

Worksheet 5

1 - yellow   3 - green   5 - orange
2 - blue   4 - dark green   6 - brown

UNIT 4: DELICIOUS FOOD
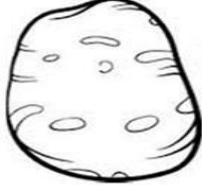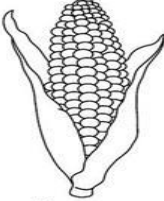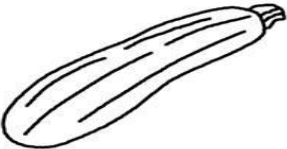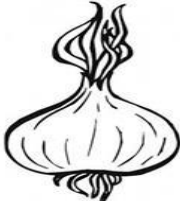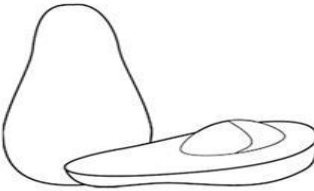
Worksheet 1

Worksheet 2

yellow potato	orange carrot	red tomato
green cabbage	yellow corn	green celery
green courgette	purple aubergine	yellow onion
pink radish	green avocado	green salad

tea

coffee

water

juice

FIND SOMEONE WHO LIKES ...

A: Do you like _____?
B: Yes, I like _____/No, I don't like_____.

Ice cream _____	English _____	chocolate _____	Swimming _____
Lions _____	Fruit _____	MacDonald's _____	Travel _____
Baseball _____	Soccer _____	Baskin Robbins _____	Space Rockets _____

UNIT 5: AMAZING ANIMALS

Worksheet 1
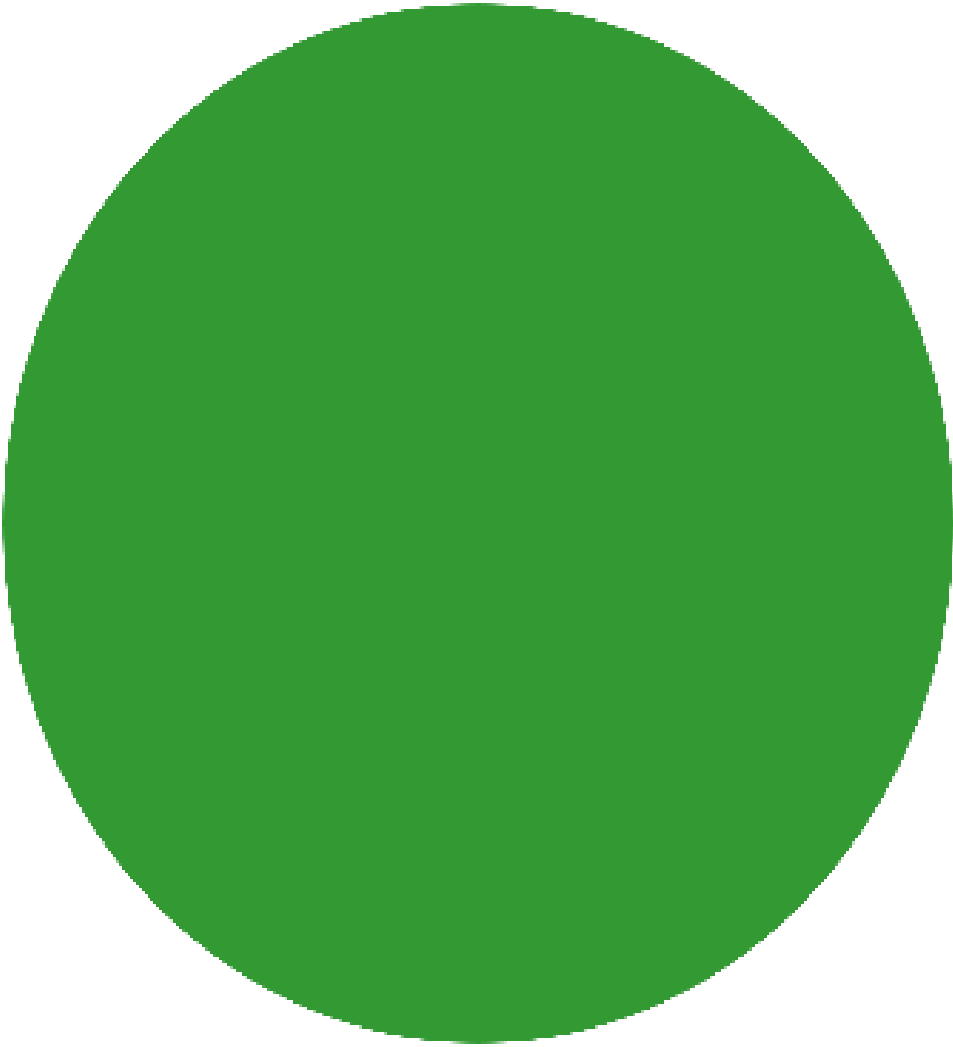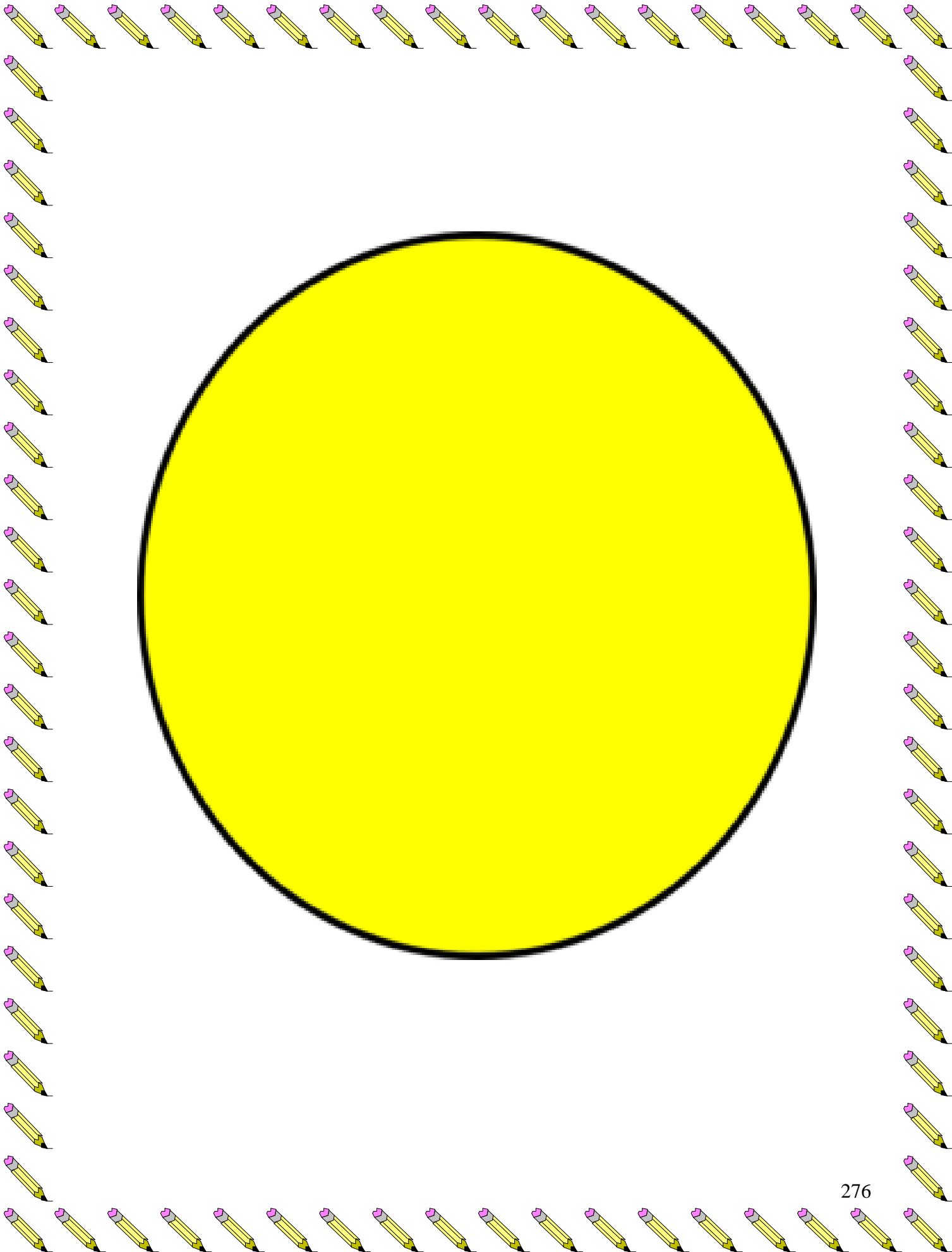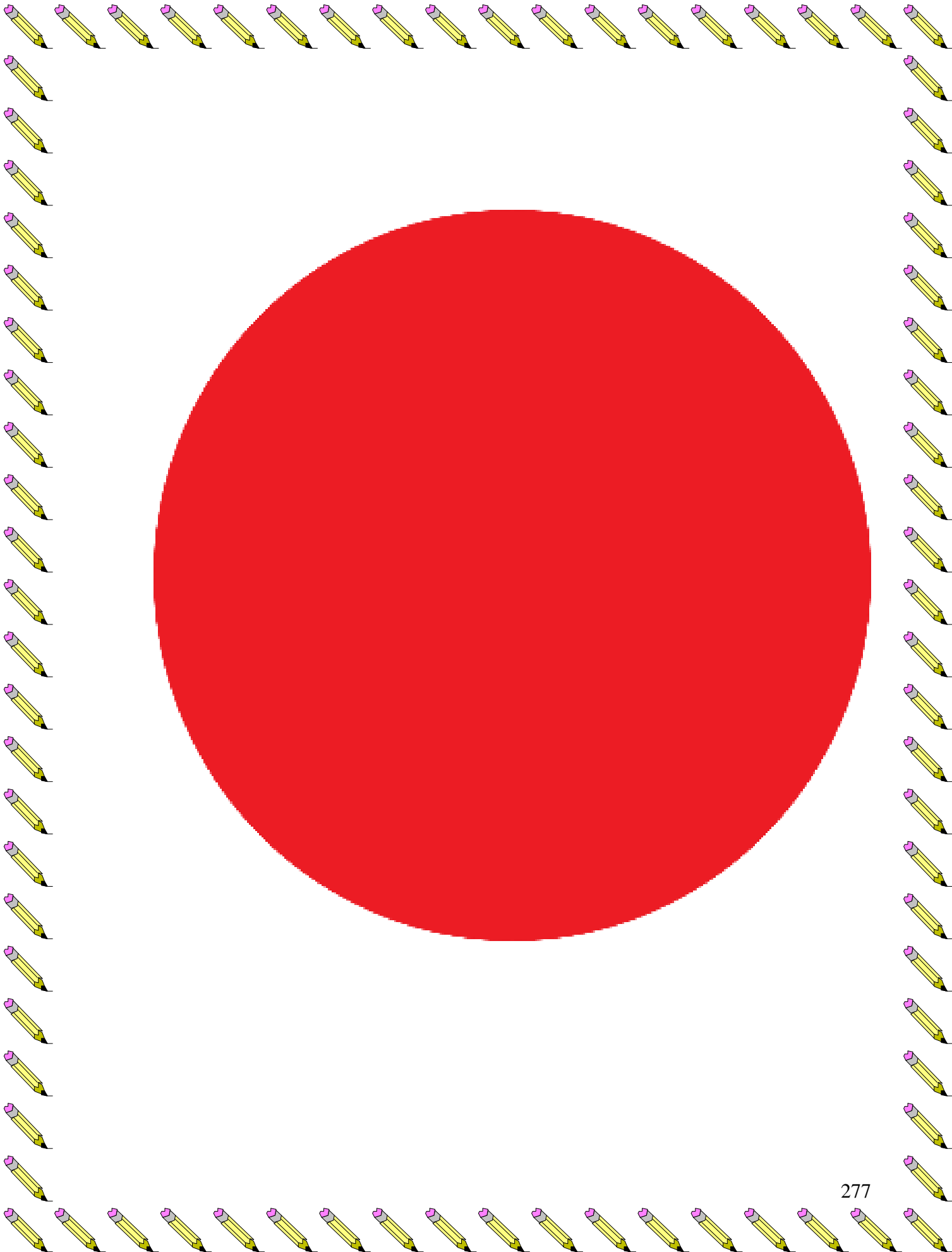
Worksheet 2
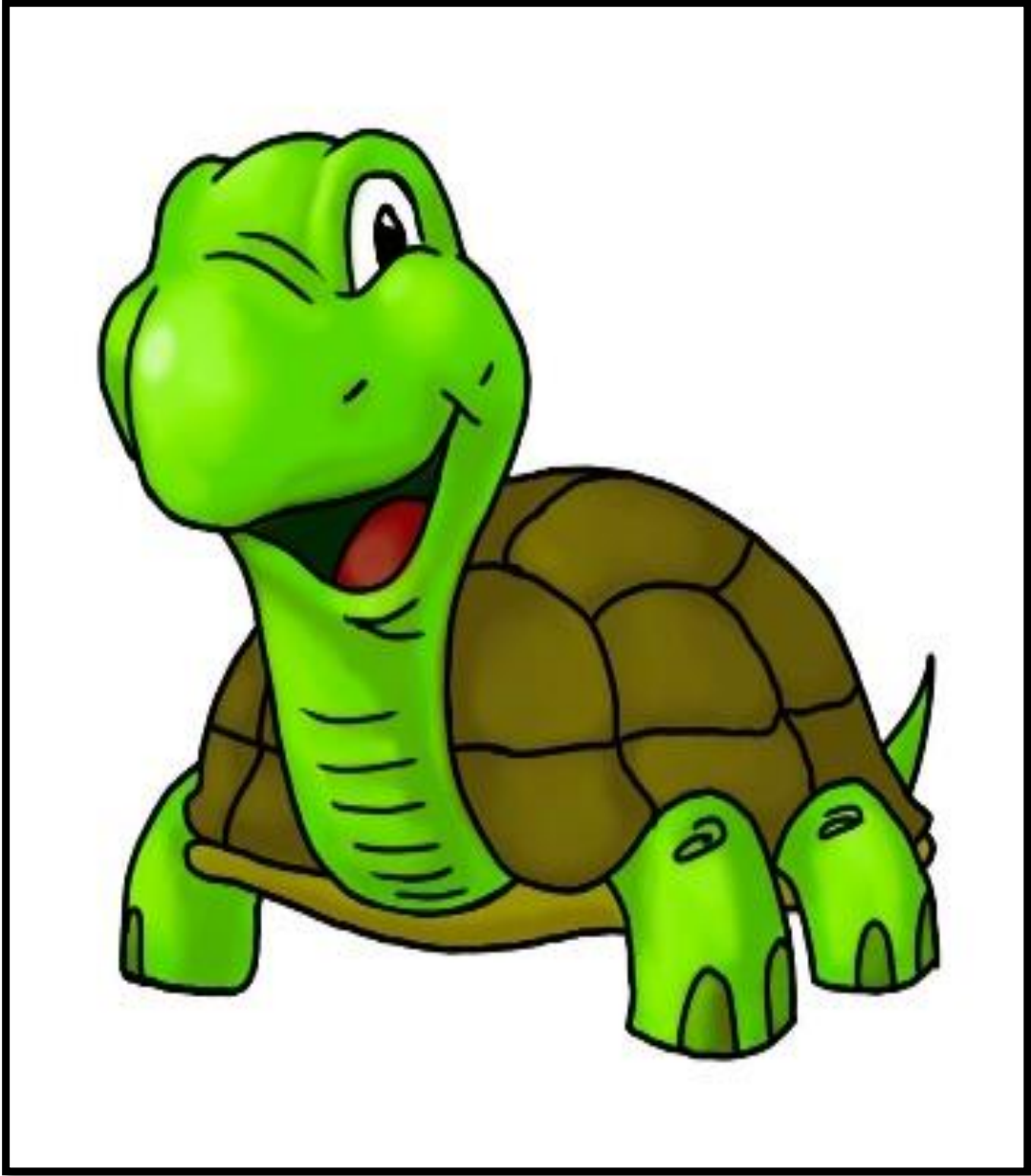
Worksheet 3

1= brown   3= blue   5= red
2= yellow   4= green   6= pink

Worksheet 4

Direction: color pets in yellow and farm animals in orange.
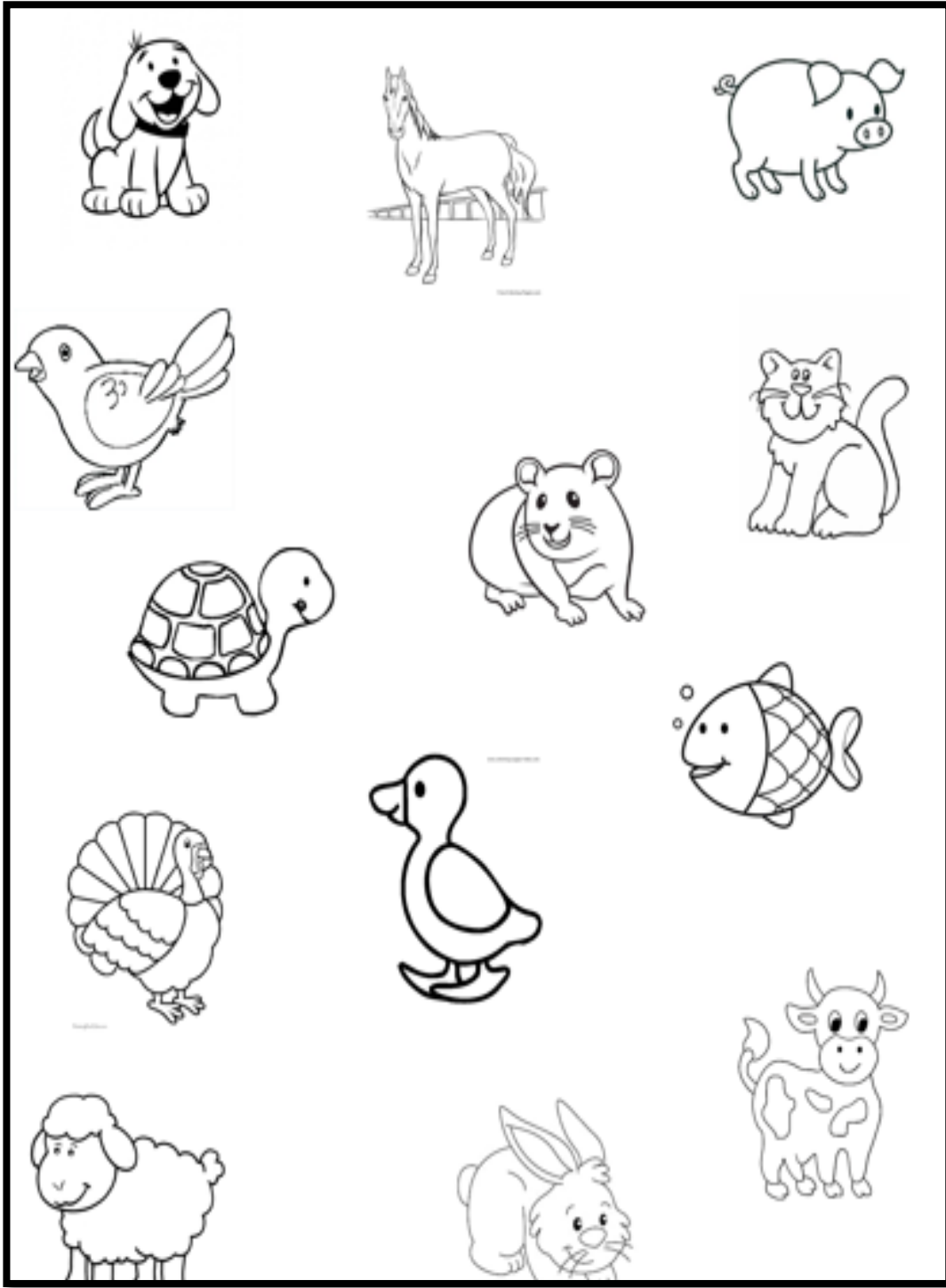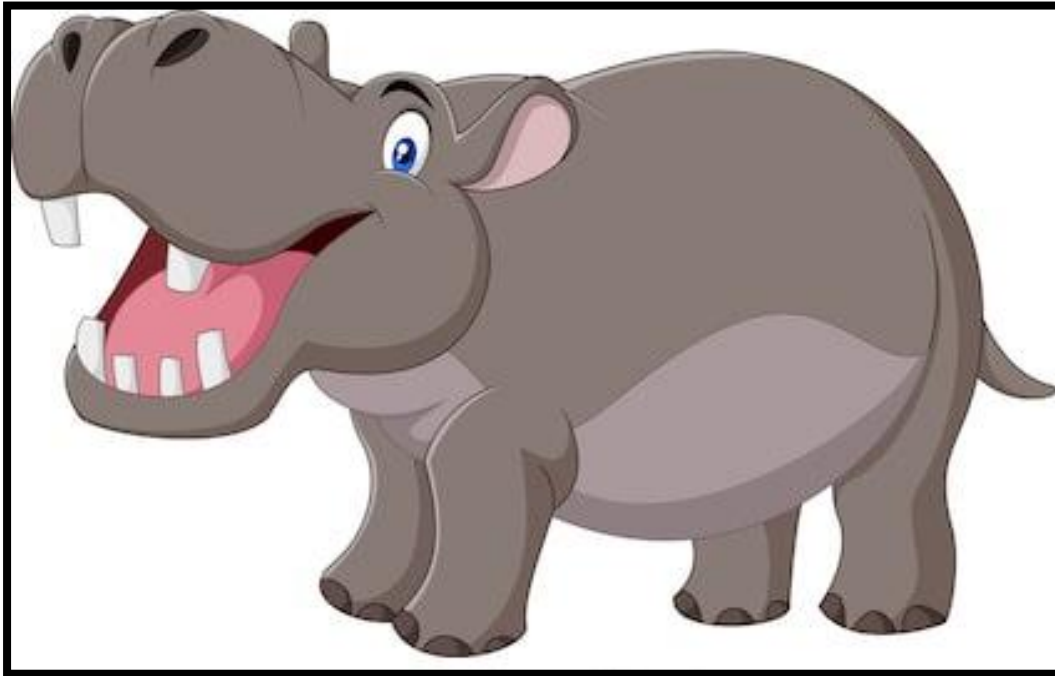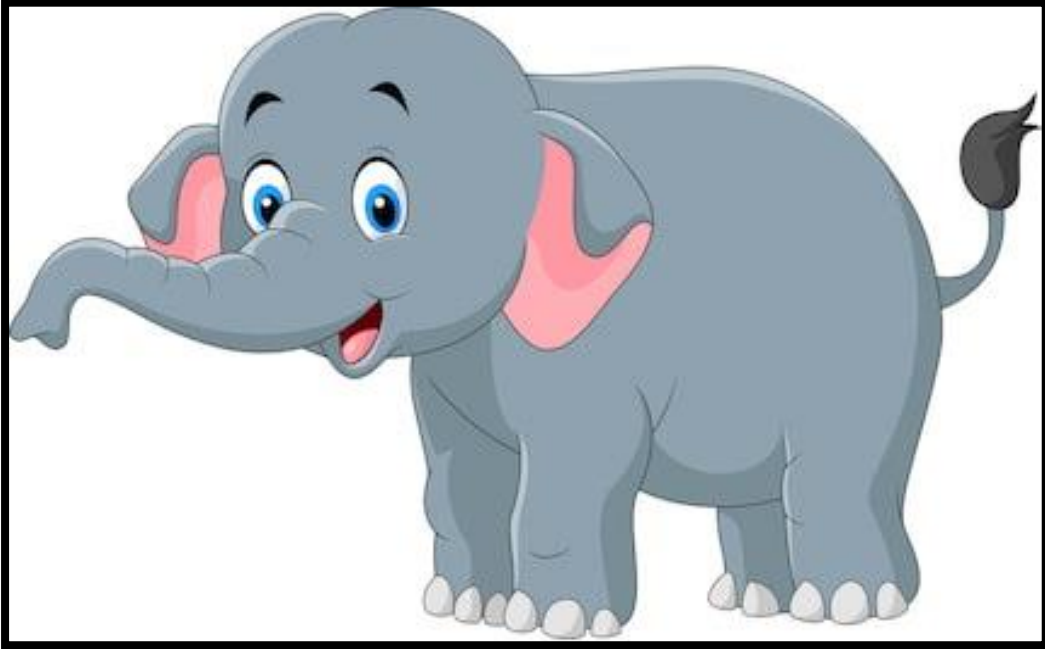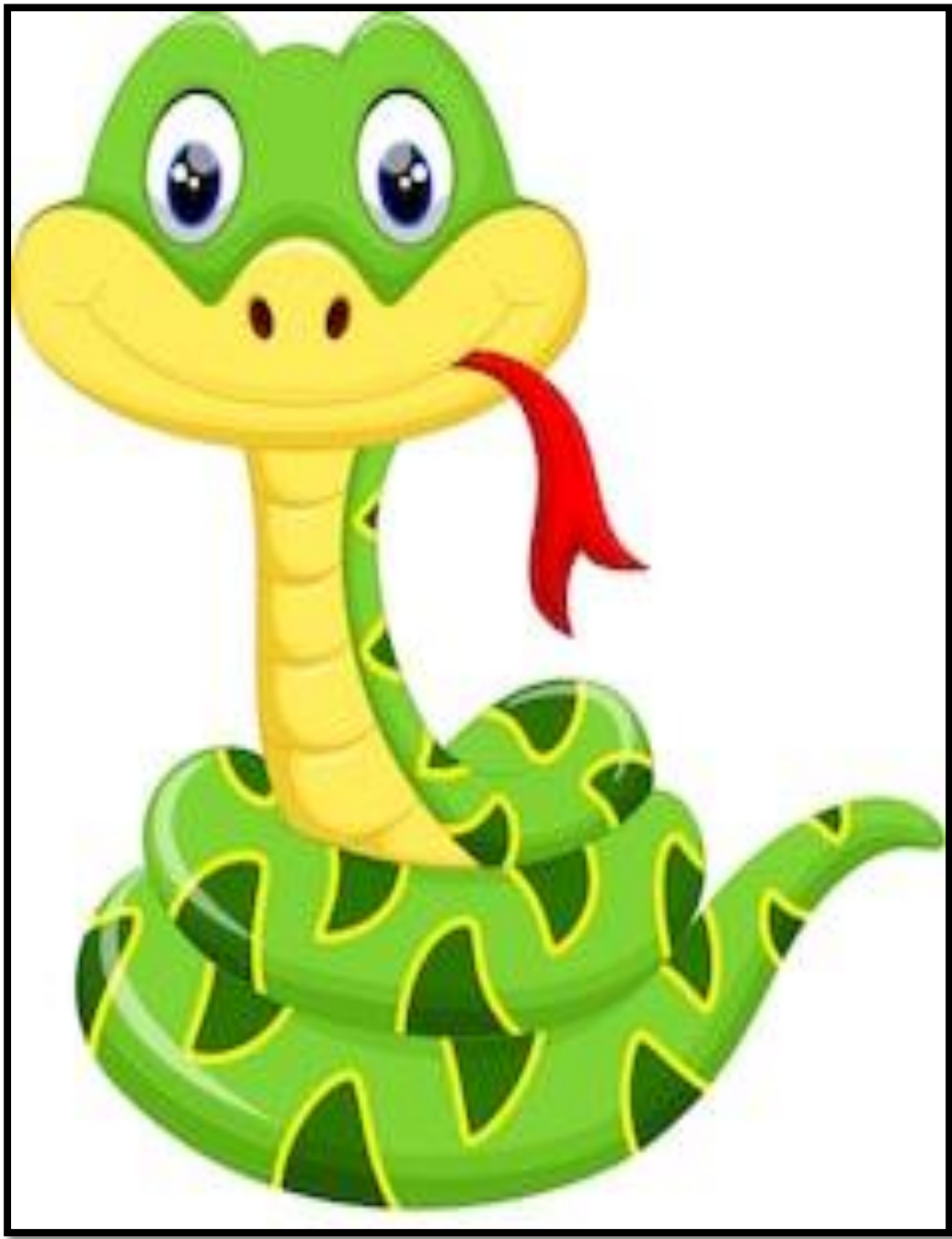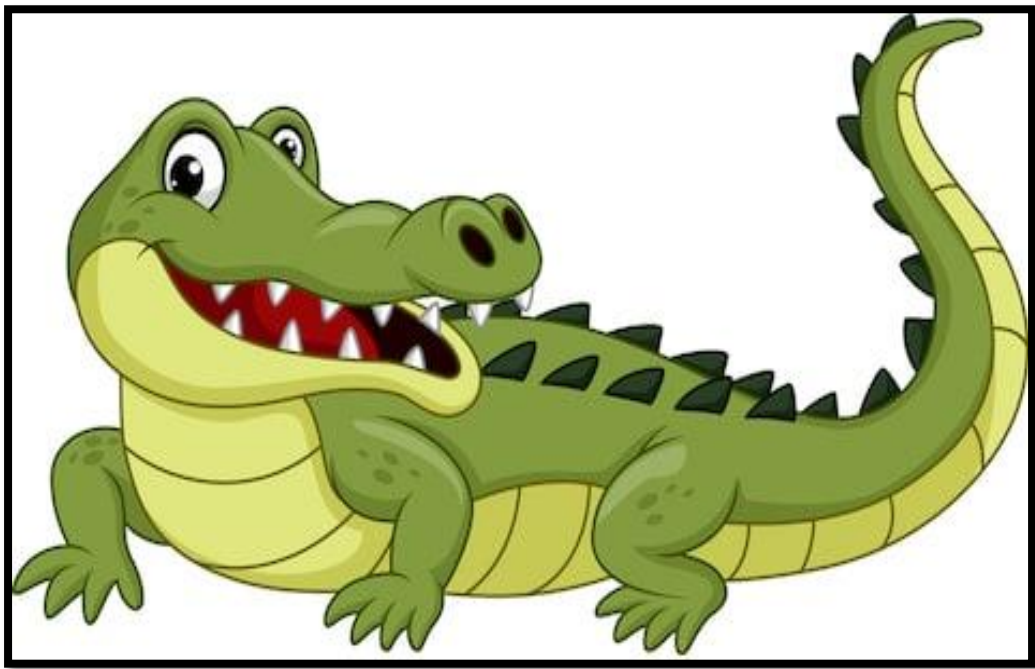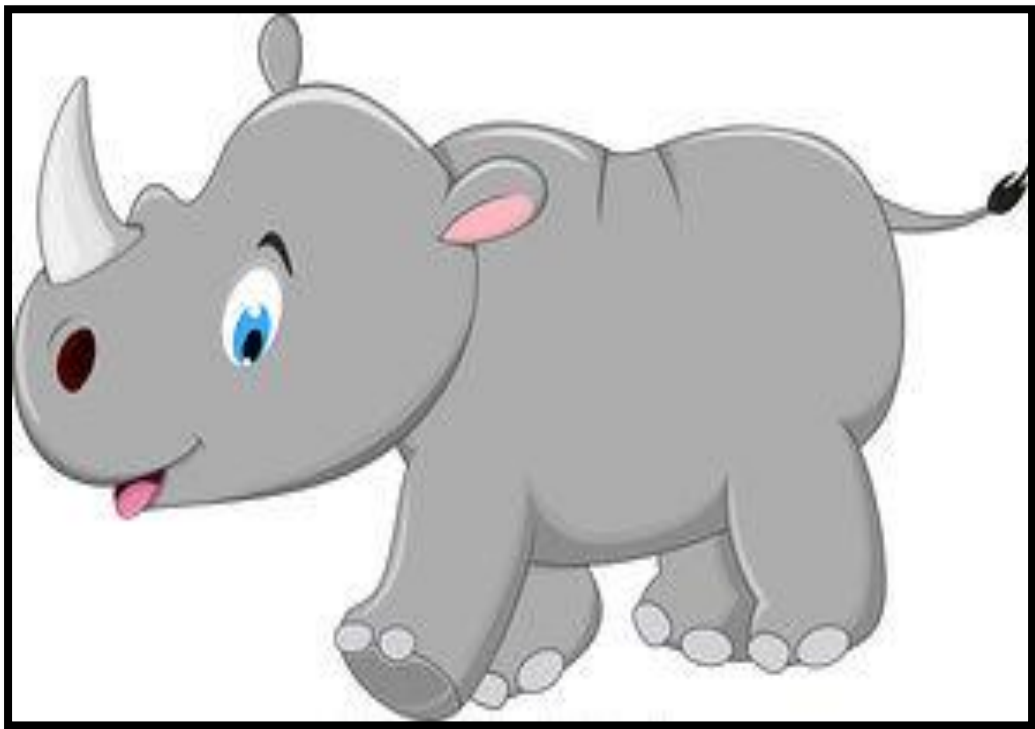
Worksheet 6

Directions: circle all pets, mark farm animals with an X, and color wild animals.
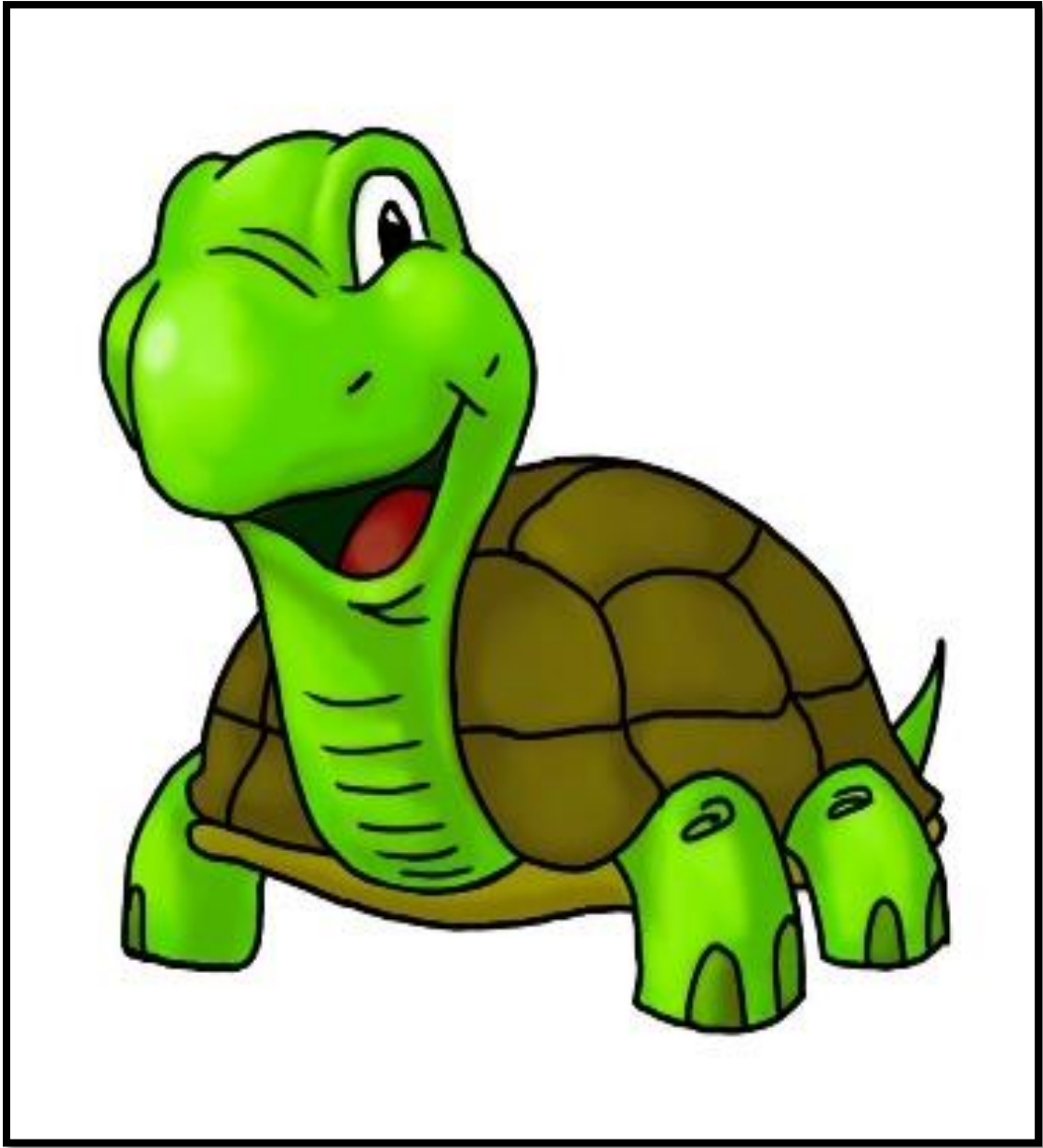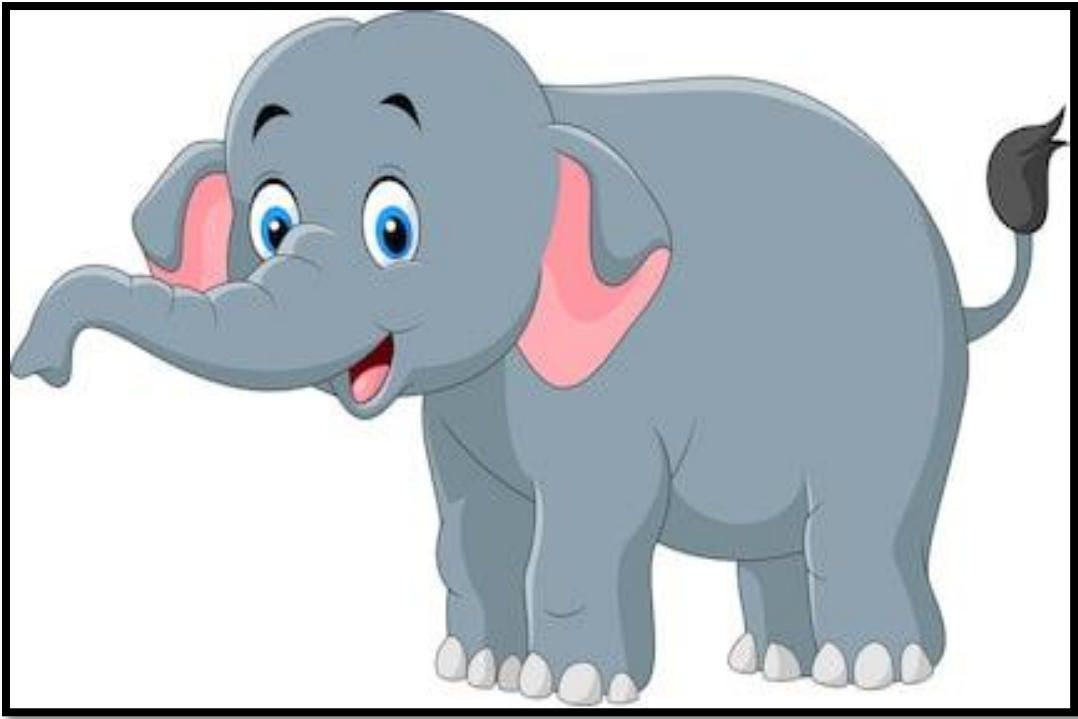
Worksheet 8
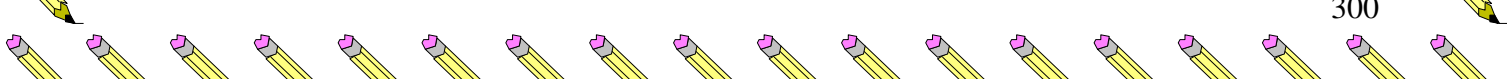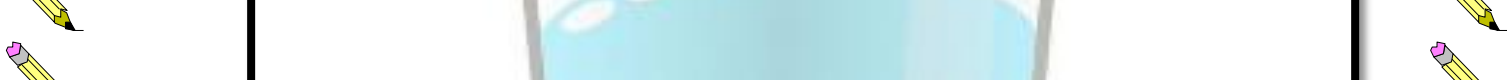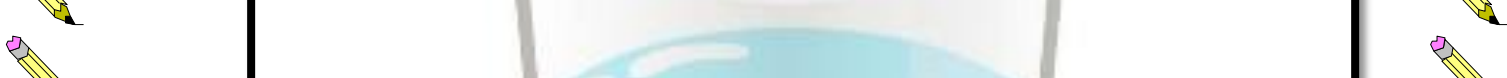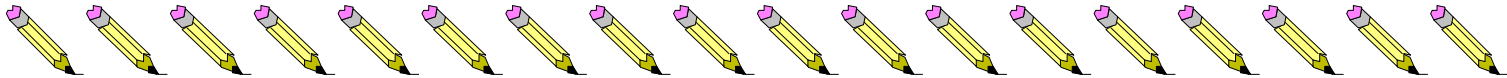
Worksheet 9
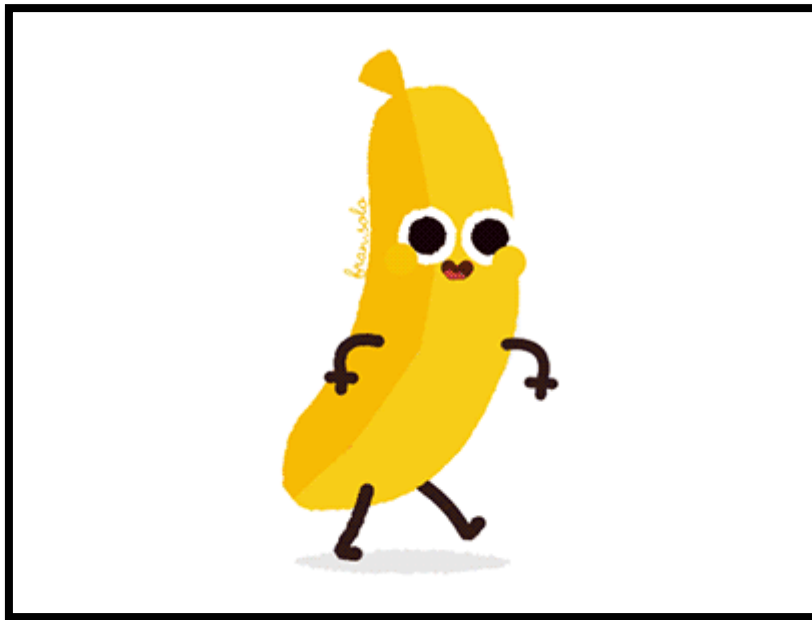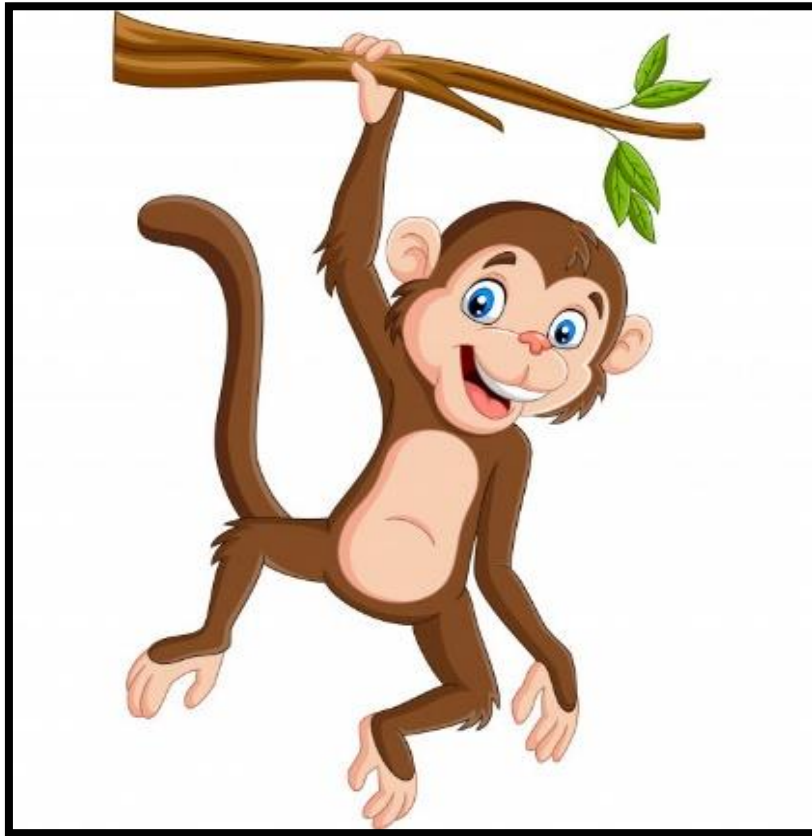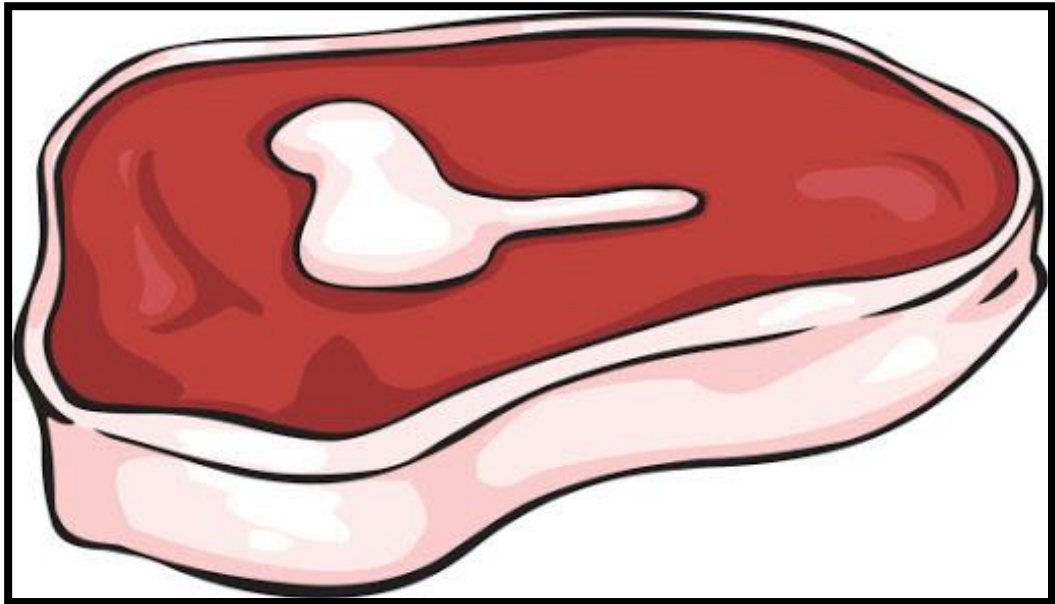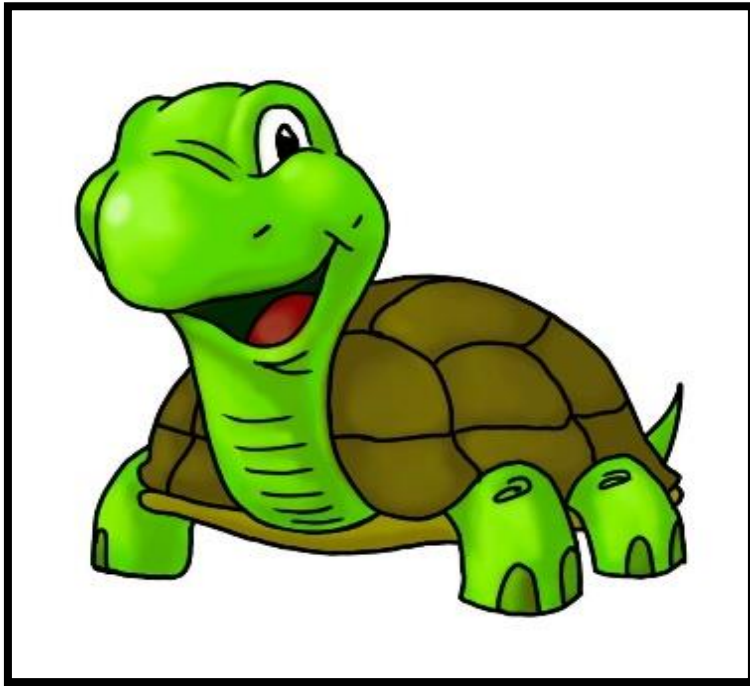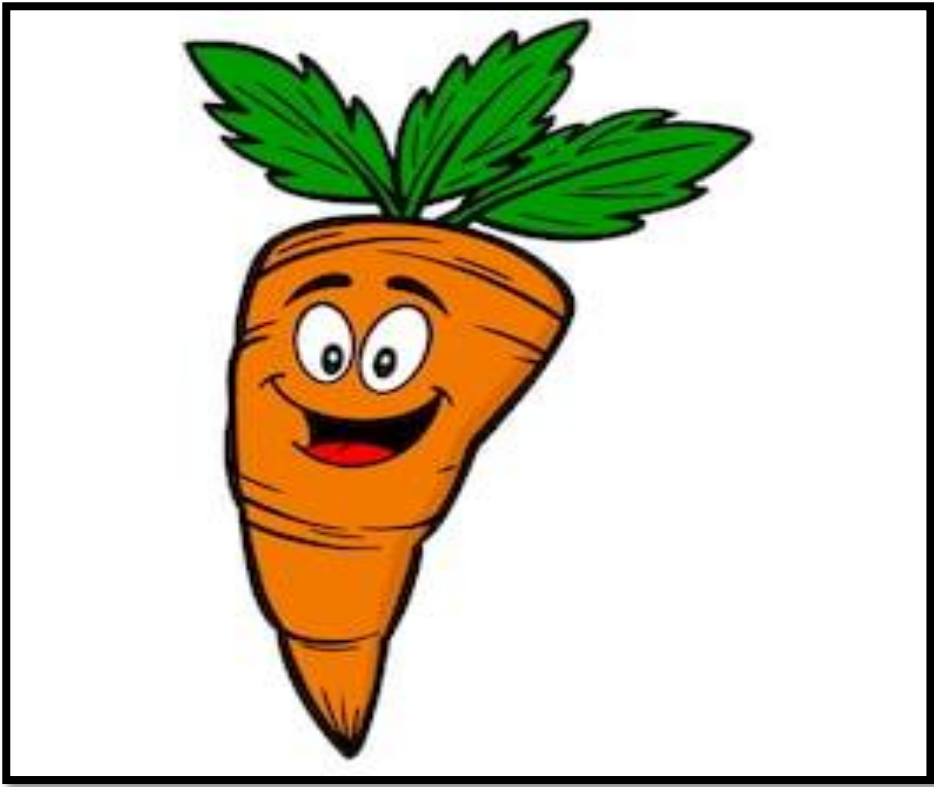
UNIT 6: EXPLORING MY TOWN

Worksheet 1

Means of transport
Crossword Puzzle

Draw a line matching the words to the pictures

CITY PLACES

restaurant

park

hospital

police station

school

house

city

library

NEIGHBORHOOD MAP

Catherine's House

Elm Court

Ariana's House

David's House

Library

Main Street

Park

Dale Lane

Berry Drive

SUPERMARKET

Fifth Street

N
W   E
S

Twisted Lane

SCHOOL

Ruth's House
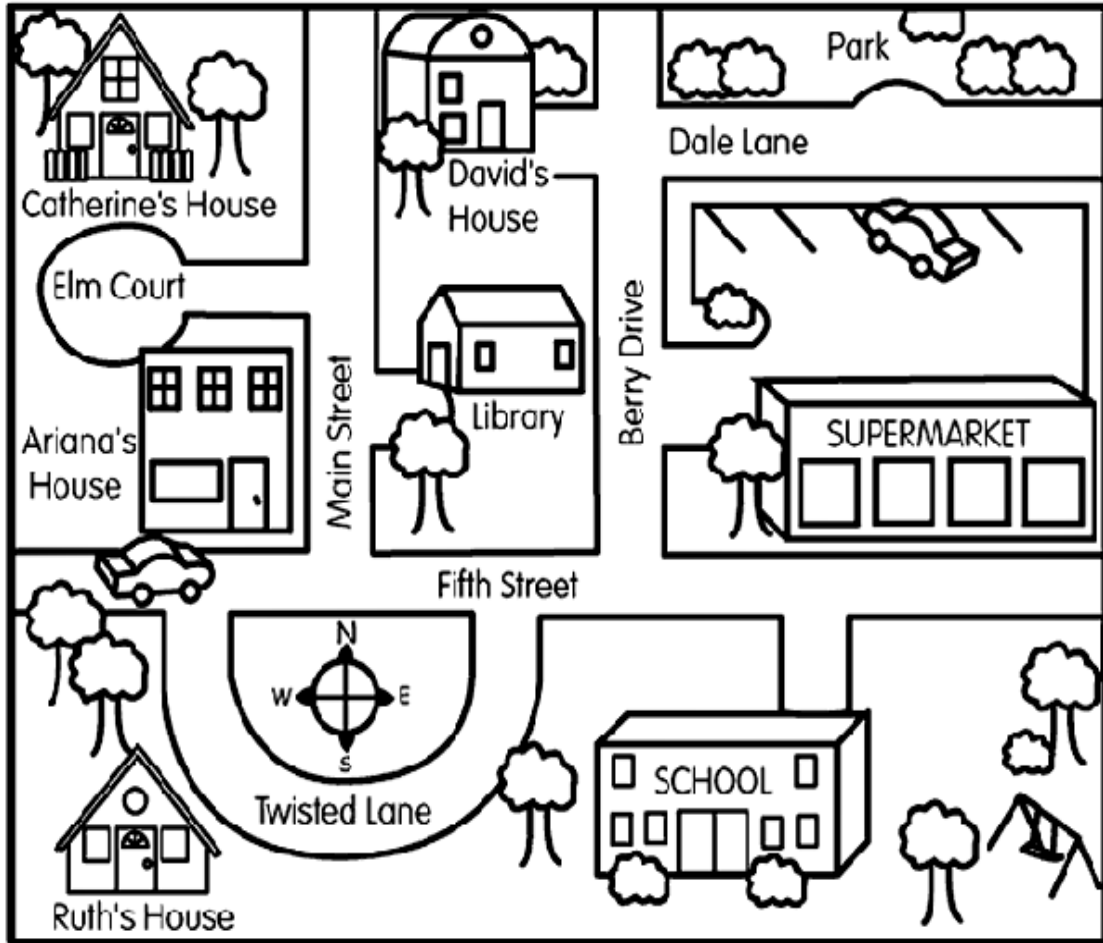
Giving Directions
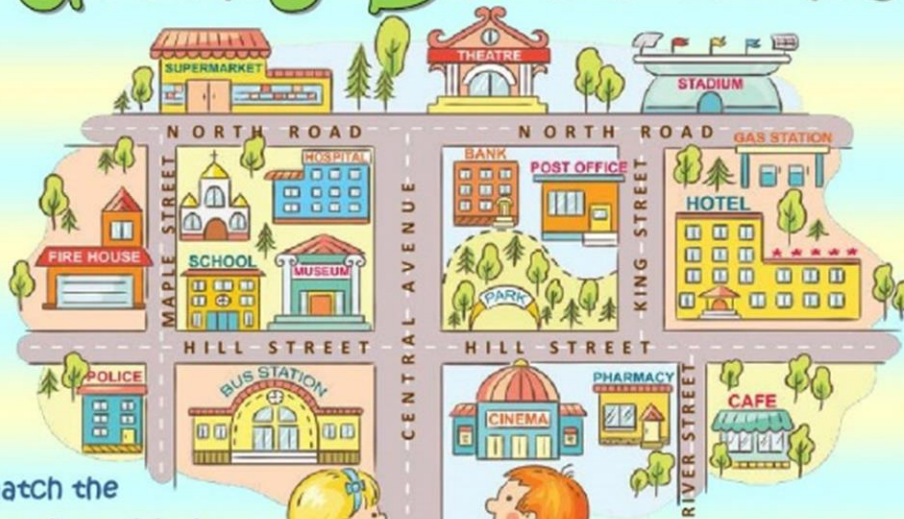
Match the questions with the answers.
(Join with arrows)

Excuse me! Could you tell me the way to the hotel?

Excuse me! Is there a post office near here?

Hello! Could you help me? I need to go to the supermarket.

Hello! Good morning. Could you tell me how to get to the school?

Excuse me. Do you know where the stadium is?

Excuse me. Could you tell me where the closest bank is?

Of course. Go straight ahead and take the second turning on the left. It is on your right, opposite the church.

Sure! Take the first turning on the left into Hill Street. You'll find it on your right, opposite the bus station.

Of course! Take the first turning on the right, go past the cinema and the pharmacy and cross River Street. You'll see it on your left, opposite the café.

Yes, of course. Go straight ahead and cross Hill Street. Continue straight ahead and you'll see it on your right, opposite the hospital.

Yes. Go along Central Avenue and take the second turning on the right. It's on your left, next to the theatre.

Certainly! Go straight ahead and take the first turning on the right. Go past the park and take the first turning on the left. It's on your left, next to the park.

Worksheet 1

Trace the names for the day of the week.
Capitalize the first letter.

Sunday	unday
Monday	onday
Tuesday	uesday
Wednesday	ednesday
Thusrsday	husrsday
Friday	riday
Saturday	aturday

Worksheet 2

Directions: unscramble the days of the week and write the correct form in the line next to each set of letters.

irFday

_____

taSurday

_____

daynoM

_____

deWsneday

_____

Tsdayue

_____

nudayS

_____

sdayhurT

_____

3. Listen and join with arrows

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

4. Write the following day

Monday, Tuesday, Wednesday, ...
Thursday, Friday, Saturday, ...
Tuesday, Wednesday, Thursday, ...
Friday, Saturday, Sunday, ...
Wednesday, Thursday, Friday, ...
Sunday, Monday, Tuesday, ...
Saturday, Sunday, Monday, ...

5. Listen and write

Months of the Year

Trace:

January February

March April

May June July

August September

October November

December

How many months are in a year?

_____

My Little Lesson © 2017

Amy: What is your favorite month of the year, Grandma?

Grandma: I like J_____. The first month of the year.

Amy: What month don't you like?

Grandma: I don't like S_____. How about you, Amy?

Amy: I like J_____ because of teacher's day, but I don't like O_____.

Tim: What is your favorite month of the year, Grandpa?

Grandpa: I like D _____.

Tim: What month don't you like?

Grandpa: I don't like N_____. How about you, Tim?

Tim: I like M_____ because of Mother's Day, but I don't like A_____.

Months of the Year
Unscramble the words

Scrambled	Answer
uyjnara	☐☐☐☐☐☐☐
ryfbeura	☐☐☐☐☐☐☐☐
hcmra	☐☐☐☐☐
lapir	☐☐☐☐☐
yam	☐☐☐
enju	☐☐☐☐
yjlu	☐☐☐☐
gtsuua	☐☐☐☐☐☐
tmesperbe	☐☐☐☐☐☐☐☐☐
tcobore	☐☐☐☐☐☐☐
vonmereb	☐☐☐☐☐☐☐☐
cedmeerb	☐☐☐☐☐☐☐☐

HOLIDAYS IN USA

MATCH
1. New Year's Day

2. Flag Day

3. Thanksgiving

4. Valentine's Day

5. Martin Luther King

6. USA Independence

7. Labor Day

8. Memorial Day

9. Columbus Day

10. Father's Day

11. Christmas

12. St Patrick's Day

13. Veteran's Day

14. Mother's Day

iSLCollective.com

My Summer Holidays

Jason

Hello! My name is Jason and I live in London with my parents and my little brother. The summer holidays we spent in Scotland. We went to Loch Ness and visited an old castle in Edinburgh. I hoped to see the monster Nessie, but I didn't. My dad likes walking so we walked through the Highlands. The weather was sunny and sometimes rainy. The food was okay.

Brenda

My name is Brenda. I live in New York, USA. My mum and I live in a small appartment. Our holidays we spent in Canada. We stayed in a small hotel near the Niagara Falls. It was amazing! We had to wear raincoats and a hat to see the falls. I met a boy called Matthias from Germany. He was really nice and he could speak English! We spent a lot of time together.

Gabi & Maik

We are Gabi and Maik from Berlin, the capital of Germany. We spent our holidays on Granny's farm in the country. The weather was great this summer. We often helped granny with the animals because it is much work. For breakfast we had fresh milk from the cows. Sometimes we were allowed to drive the tractor. That was much fun! We had a great time with grandma!

David

Dear friends! My name is David and I live in Manchester, England. This year my parents and I spent the summer in Spain. We took the plane to Spain, it was the first time for me to fly. We lived in a big hotel at the beach. The weather was fantastic – really hot. I swam in the sea, built sandcastles and my parents were sunbathing. Spain was fantastic!

Fill in the table.

name	Jason	Brenda	Gabi & Maik	David
country				
place / sight				
weather				
other information				

Name_____   Skill: Searching for words

Circle the words from the word list in the puzzle below.

Happy Birthday

WORD LIST

CAKE	GAMES
PARTY	GIFTS
FRIENDS	SONGS
FAMILY	FUN
TOYS	BIRTHDAY

```
B I R T H D A Y O P S P
C A K E O R F T I D O A
G E L S G R A E B I N R
T O Y S A Y M Q W U G T
F U N C M A I J C E S Y
Z I P O E W L N B M C O
Y U X T S R Y S A V L B
F R I E N D S G I F T S
```

Sports Matching Game

Directions: Draw a line from the sports word to the matching picture

basketball

hockey

soccer

football

baseball

bowling

tennis

volleyball

Health and Fitness   ©www.HaveFunTeaching.com

Worksheet 2

| TRAIN | BOAT | DOLL | BIKE |
| TEDDY | KITE | CAR | BALL |
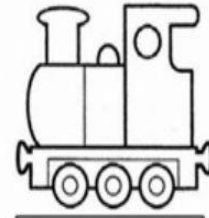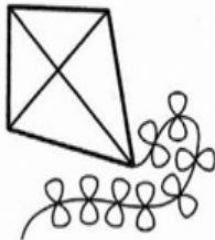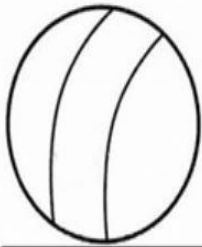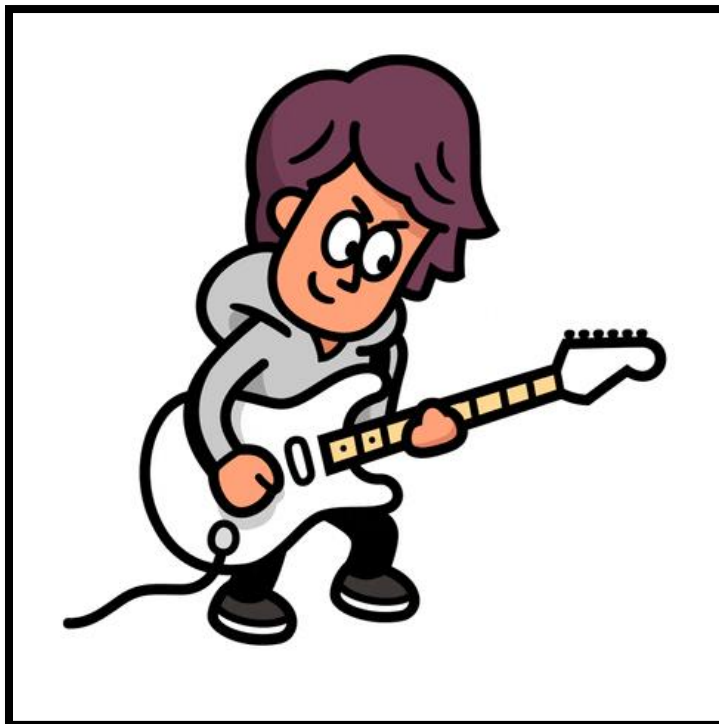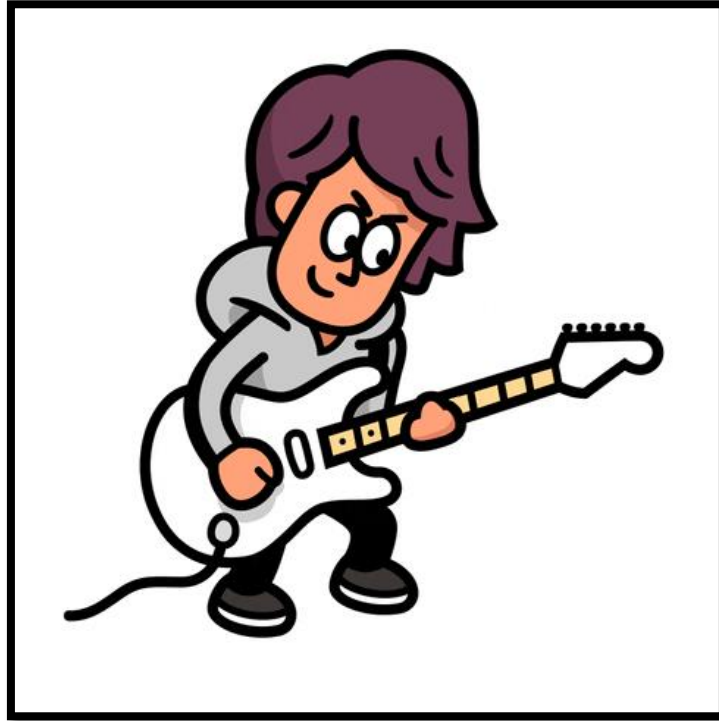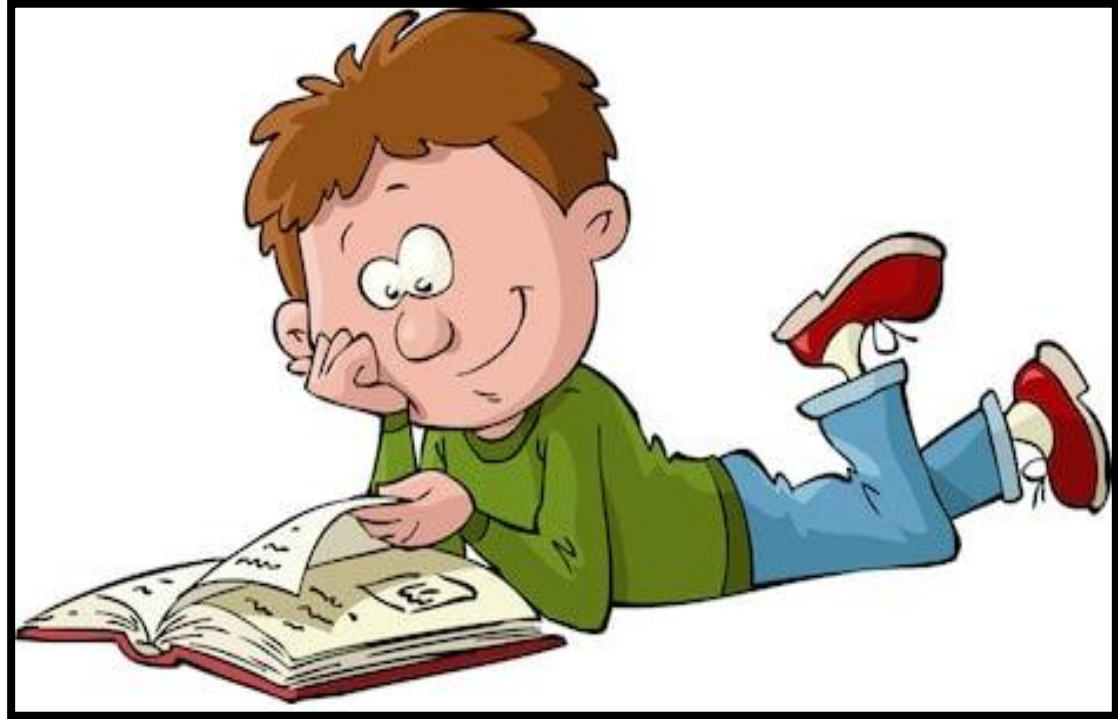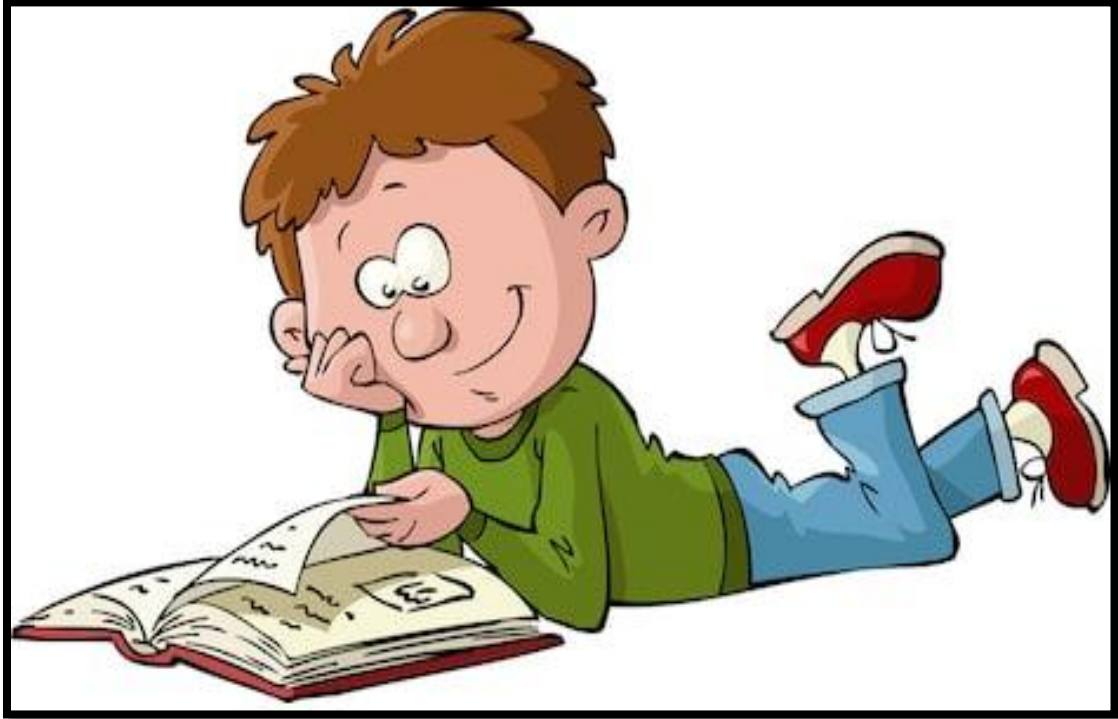
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Listen, match and color the actions

Listen

Silence

Stand up

Sit down

CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

According to the results of this thesis work in which the general objective was to introduce EFL to 1st grade millennium learners through the Total Physical Response (TPR) approach using technology at C.E. Tomás Medina, the research team concludes that the implementation of the approach with the use of technology could have a meaningful impact on students' learning process. The research team obtained such data by means of the administration of two tools: two semi-structured observation guides during the intervention with first grade students at C. E Tomás Medina.

6.1.1 The research team got to know that the implementation of TPR was useful in the acquisition of the English language because young learners acquire it easily through gestures and physical movements while singing songs; furthermore, by adding technology to these activities, students have a more effective learning since technology is a key aspect in learning a foreign language.

6.1.2 The research team realized that a syllabus that comprises the basic elements was necessary to have a better view of the course; likely, it is helpful for teachers to organize the contents to improve students' outcomes, so students can develop a successful year. That is why, the research team created the syllabus which includes: introduction, the course description, the objectives, the units and its contents, the homework process, evaluation process, make-up assignments process, expectations for student's behavior, recommended material, and the bibliography so that teachers can have the perfect guide to develop the class.

6.1.3 The research team concluded that the implementation of new strategies such as cooperative learning, visualization of words in the videos, following directions while the teacher is performing them, using songs and flashcards in the classroom, and modeling activities could be useful in the creation of the macro lesson plan in order to facilitate the foreign language acquisition. Furthermore, the researchers created an expansive variety of activities that include physical movements, repetition of words, mimicking, performing actions and singing songs for students to feel motivated in class.

6.1.4 The research team realized that the combination of the TPR with technology made students be eager in the learning process, and it helps the teacher to develop an active classroom atmosphere. The research team adapted the activities by adding some characteristics of the TPR and technology since combining the TPR with technology make the activities more meaningful for the students because they can improve other skills such as listening and writing. Thus, students will be more engaged in the educational process as students will only perceive that the activities are fun, and the teacher will know that they will have a meaningful learning.

6.2 Recommendations

Here, the research team includes recommendations regarding "The Total Physical Response (TPR) Approach through Technology to Introduce EFL to 1st Grade Millennium Learners at C.E Tomás Medina". These recommendations are meant to help teachers and future researchers who are interested in doing research on a similar topic.

To teachers:

6.2.1 The research team suggests teachers to monitor students' singing and repetition of the songs because those give them fluency and good pronunciation in the language.

6.2.2 The research team proposes teachers to be always enthusiastic and spontaneous while teaching EFL. That means to always show a smile and have energy to do everything for students to imitate it because they feel more engaged and comfortable that way. The research team realized that if they were not enthusiastic while teaching, students did not show interest in class and did not want to participate in the activities either.

6.2.3 The research team recommends teachers to include songs and flashcards in class when teaching EFL. These allow students to feel more energetic and willing to be part of the class since these resources cause a big impact on students' learning because they listen, watch, and imitate if possible.

6.2.4 The research team prompts teachers to divide the activities in the class according to their students' needs not to time. It is important to have students busy in class, but it is more important to have them complete a task and learn advantages and disadvantages from it. This way, students realize how difficult something may be but also that they can go through it.

6.2.5 The research team suggests teachers to have social spaces with some particular activities in class as students at this age learn from communicating with others and watching others as well. Besides that, when they have these types of activities, they never get bored in class.

6.2.6 The research team recommends teachers to allow students go to the front to perform different tasks since students love this. They love being part of the class and do things by themselves. It is important to monitor everything they do and let them do things freely at the same time for them to discover what they can do with the language. In the intervention, the research team got to know that there were a lot of students wanting to participate, and it was difficult to give them all participation, but during the academic year, the teacher in charge can manage the time and the activities for everybody to participate.

To future researchers:

6.2.7 Future researchers can take as a reference the proposal of this study to work on a new project to introduce EFL to first grade students.

6.2.8 The proposal included in this study is addressed to first graders, but future researchers can adapt it to create another one to work with any other level.

6.2.9 Future researchers can rely on English books such as Lighthouse 1 and Cool Kids 1 to look for topics to teach EFL in first grade.

6.2.10 Future researchers can adapt common English games and activities from internet such as Simon says the broken telephone; guess the fruit, mimicking, and attention to the TPR approach to make them more complete for students.

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APPENDICES

RESEARCH TOOLS

Appendix A: First Semi-structured Observation Guide

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

FOREIGN LANGUAGE DEPARTMENT

YEAR 2020

SEMI-STRUCTURED OBSERVATION ADDRESSED TO 1st GRADE STUDENTS

AFTERNOON SHIFT AT C. E. TOMÁS MEDINA, SANTA ANA DEPARTMENT

General objective: To get information on how 1st graders learn EFL by using the TPR approach with technology.

Direction: Use black or blue ink to fill in the semi-structured observation according to the indicators on 1st graders.

OBSERVATION NOTES			
VARIABLES	**INDICATORS**	**YES**	**NO**
1st grade millennium learners' EFL acquisition	Students are eager to learn new things		
	Students are having fun		
	Students are active participants in the learning process		
	Students have social and communicative activities according to their context		
	Students perform actions		
	Students are socializing with their classmates		
COMMENTS			

Appendix B: Second Semi-structured Observation Guide

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

FOREIGN LANGUAGE DEPARTMENT

YEAR 2020

SEMI-STRUCTURED OBSERVATION ADDRESSED TO 1st GRADE STUDENTS

AFTERNOON SHIFT AT C. E. TOMÁS MEDINA, SANTA ANA DEPARTMENT

General objective: To get information on how the Total Physical Response (TPR) approach is developed using technology in the classroom.

Direction: Use black or blue ink to fill in the semi-structured observation according to the indicators on the TPR approach and technology

OBSERVATION NOTES			
VARIABLES	**INDICATORS**	**YES**	**NO**
The Total Physical Response (TPR) approach using technology	Physical movements are part of the learning process		
	Students are mimicking words		
	There are games for students to learn		
	Videos are part of the learning process		
	Digital flashcards are part of the learning process		
	Commands are used in the classroom		
	Verbal input is noticeable while students are learning		
	Songs are part of the learning process		
COMMENTS			

Appendix C: Checklist to validate the project proposal

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT

CHECKLIST FOR EVALUATING THE PROJECT:

THE TOTAL PHYSICAL RESPONSE (TPR) APPROACH THROUGH TECHNOLOGY TO INTRODUCE EFL TO 1st GRADE MILLENNIUM LEARNERS AT C.E. TOMÁS MEDINA

PRESENTED BY
ESTER ELIZABETH BOLAÑOS VEGA
FLOR IDALMA SANDOVAL BATRES
JAZMIN DANIELA ALARCÓN CONTRERAS

Objective: to validate the functionality of the project which consists of the syllabus and the lesson plan provided by the research team.

Directions: the validators have to check if the project accomplish every aspect that it is required based on the specific characteristics that a lesson plan and a syllabus must have, so the validators will assign a grade by adding a check mark next to the aspect. Moreover, the validators can add any comment that can help the research team to improve either the syllabus or the lesson plan.

 The name of the validator is not required since the information collected will not be revealed to anyone, so honesty and objectivity are important when filling the checklist.

**CRITERIA FOR EVALUATION**—The validation system is described as follow: _**1 (very poor),**_ _**2 (poor), 3 (significantly below average), 4 (below average), 5 (average), 6 (above average),**_ _**7(Significantly above average), 8 (good), 9(very good), 10 (excellent)**_

CRITERIA										
SYLLABUS	1	2	3	4	5	6	7	8	9	10
1. It outlines the course development.										
2. It gives teachers an overview of what the course will be about.										
3. It outlines the basic elements of a course including what topics will be covered, a weekly schedule, and a list of tests, assignments, and their associated weightings.										
4. It guides teachers through the teaching of English as a Foreign Language (EFL).										
5. It provides teachers with a comprehensive overview of the course's aims and objectives, learning outcomes, and assessment strategies.										
6. The objectives reflect the use of the Total Physical Response (TPR) approach as well as the use of technology in class.										
7. Students are the protagonists of their own learning process participating in										

class and producing the language spontaneously.												
8. It has a consistent and simple layout with concise language.												
9. It outlines some basic information such as course title and number, number of credits, course overview, any pre-requisites, day, time and place of the class meetings.												
10. It helps to understand the course direction, expectations and requirements, for example, course goals, learning objectives and expectations.												
11. It includes technological resources such as educational videos, songs, digital and paper flashcards as well as different apps where students can have access to homework assignments.												
12. It comprises what type of technological material the teacher will use in class.												
13. The content reflects the use of the Total Physical Response (TPR) approach.												
14. The material reflects the use of Total Physical Response (TPR) approach.												

Comments:

MACRO-LESSON PLAN	1	2	3	4	5	6	7	8	9	10
1. It includes header that has name of the teacher, name of the class, course, or subject, grade level, topic (lesson number, and unit) and time allotment										
2. It includes materials needed where the teacher does not include standard classroom equipment (e.g., chalkboard										
3. The objectives which have to be long-term objectives that describe the lesson as part of a larger idea, such as a one-day lesson or short-term (lesson) objectives that are measurable and specific, phrased in terms of "the student will..." can be introduced.										
4. It starts with a hook (an attention-getter) to introduce the lesson.										
5. It comprises instruction. This is about how the goals of the lesson will be										

reached, what the students will do to reach the objectives.										
6. It includes independent work. This includes follow-up work done in class or as homework.										
7. It includes reflection.										
8. It includes technological resources such as educational videos, songs, digital and paper flashcards to have a more complete class, so students feel eager to learn new things and have fun as well.										
9. Learners acquire EFL through an unconscious process.										
10. Videos include the writing of the word or phrase being taught.										
11. It includes activities of repetition, physical movements, action commands or instructions, and gestures so that students can acquire the language easily.										
12. The teacher is the role model for students in class.										
13. Students are the protagonists of their own learning process participating in class and producing the language spontaneously.										

14. The content reflects the use of the Total Physical Response (TPR) approach.									
15. The material reflects the use of Total Physical Response (TPR) approach.									

Comments:

Thank you for your help; we really appreciate your time, honesty and objectivity. May God bless you!

Appendix D: Permission letter

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

DEPARTAMENTO DE IDIOMAS

Santa Ana, 10 de febrero del 2020

Señora directora: Mirna Elizabeth Trigueros

Complejo Educativo Tomás Medina

Tenga un cordial saludo de parte de las egresadas de la carrera licenciatura en idioma inglés opción enseñanza, de la Universidad de El Salvador, esperando que al recibir la presente se encuentre gozando de abundantes bendiciones al lado de su familia y compañeros de trabajo.

El motivo de la presente, es para solicitar el permiso para ingresar a la institución a hacer una intervención del trabajo de grado "EL USO DEL ENFOQUE DE RESPUESTA FÍSICA TOTAL A TRAVÉS DE LA TECNOLOGÍA PARA INTRODUCIR A LOS APRENDICES DEL MILENIO DE PRIMER GRADO EN EL APRENDIZAJE DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA EN EL CENTRO ESCOLAR TOMAS MEDINA". Dicha prueba consta en impartir clases del idioma inglés a los estudiantes de primer grado del turno de la tarde por 2 horas a la semana, dando comienzo el 17 de febrero y finalizando el 17 de mayo.

Esperando una respuesta positiva nos despedimos de usted los abajo firmantes y de antemano muchas gracias.

"HACIA LA LIBERTAD POR LA CULTURA"

Ester Elizabeth Bolaños Vega   Flor Idalma Sandoval Batres

Jazmin Daniela Alarcón Contreras

Bo.Vo. Msc. Roxana de Trigueros

Asesora del trabajo de grado

Bo.Vo. M.A. Edgar Amílcar Pérez Mendoza

Jefe del Departamento de idiomas

UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS

Entrevista dirigida a: _____

Objetivo: obtener información verídica y relevante acerca de la enseñanza del idioma inglés a los alumnos de primer grado del C.E Tomás Medina.

Indicación: responder las preguntas de manera concisa y precisa.

1. ¿Desde cuándo cuenta la institución con la enseñanza del idioma inglés en primer grado?
   _____
   _____

2. ¿Por qué no reciben clases de inglés los estudiantes de primer grado del turno vespertino?
   _____
   _____

3. ¿Cuenta la institución con equipo tecnológico para el desarrollo de actividades en el aula? Si la respuesta es sí, ¿Qué tipo de equipo tecnológico tienen? Y ¿Cómo es utilizado?
   _____
   _____

4. ¿Estaría de acuerdo con que se introduzca la enseñanza del idioma ingles a los estudiantes de primer grado por medio de la tecnología?

Appendix F: Timeline

Activity	Responsible	2020								
		January	February	March	April	May	June	July	August	September
Choosing the topic	Thesis group	■								
Thesis work enrollment	Thesis group		■							
PRELIMINARY PHASE										
Approaching the field of the study	Thesis group		■							
Diagnostic study	Thesis group		■							

Activity	Responsible										
Definition of the problem	Thesis group		▢								
Revision of the statement of the problem	Thesis´ advisor		▢								
PLANNING PHASE											
Literature review	Thesis group			▢							
Operationalization of variables	Thesis group			▢							
Elaboration of data collection instruments	Thesis group			▢							
Revision of operationalization and instruments	Thesis' advisor			▢							
EXECUTION PHASE											
Data collection	Thesis group		▢	▢							

Task	Responsible										
Data processing	Thesis group				▨						
Data interpretation and analysis	Thesis group				▨	▨					
Elaboration of proposal	Thesis group				▨	▨					
Writing the final report	Thesis group							▨			
Revision of the report	Thesis' advisor							▨			
Final oral presentation	Thesis group								▨		

Appendix G: Budget

Type of supplies	Description	Cost per item	Number of item	Total
Office Supplies	Ream of bond paper	$3.99	1	$3.99
	Pens	$0.25	3	$0.75
	Pencils	$0.20	2	$0.40
	Ink	$14.99	1	$14.99
	Box of staples	$1.75	1	$1.75
	Folders	$0.15	5	$0.75
	Fasteners	$0.10	5	$0.50
Services	Photocopies	$0.02	260	$5.20
	Printings	$0.10	8	$0.80
	Internet	$0.60	5	$3.00
	Food	$2.50	60	$150
	Transportation	$2.80	60	$168
Human Resources	Researchers	$0.00	3	$0.00
	Observers	$0.00	3	$0.00
	Thesis´s advisor	$0.00	1	$0.00
	School principal	$0.00	1	$0.00
	Validators	$20.00	3	$60.00

Total: $410.13