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TEMA

COMMUNICATIVE APPROACH ACTIVITIES THAT BENEFIT THE ACQUISITION OF THE ENGLISH LANGUAGE IN 6TH GRADE STUDENTS AT A RURAL SCHOOL IN CANTON DAULE DURING THE SCHOOL YEAR 2018-2019

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RESUMEN:
The following research work has the main objective to identify and analyze the causes of the low performance of the English language in the rural schools of our community, developing surveys to teachers, parents and community, to be able to identify the origin of the problem. We have developed workshops focused on communicative approach activities that benefit the acquisition of the language. The result of research will allow teachers and students to obtain clear knowledge of how to teach and learn a second language and this will positively motivate students to develop all task by their own

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CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación "**Communicative Approach Activities That Benefit The Acquisition Of The English Language In 6th Grade Students At A Rural School In Canton Daule During The School Year 2018-2019**" designado por el Consejo Directivo de la Facultad de Educacion Mension Ingles de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: "**Communicative Approach Activities That Benefit The Acquisition Of The English Language In 6th Grade Students At A Rural School In Canton Daule During The School Year 2018-2019**" presentado por los estudiantes Angela Victoria Martinez Zambrano Y Kathiuska Isabel Ruiz Ramirez como requisito previo, para optar al Título de "**LICENCIADA EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACION DE SITEMAS EDUCATIVOS EN TEFL**" encontrándose apto para su sustentación.

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DEDICATION

I dedicate this project with all my love and affection to my beloved mother for her sacrifice and effort. For giving me the opportunity of having a career for my future and for believing in my abilities in spite of the difficult moments we have had to overcome, for always being there with me giving me all her love, affection and comprehension.

To my beloved daughter for being my motivation and inspiration to overcome every difficulty and in that way fight for a better future.

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To my classmates, my former and current friends who have always been there sharing their knowledge, happiness and sadness with me without expecting anything as reward.

- Kathiuska Ruiz

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To my children Erick and Kira, for their understanding and unconditional support, for encouraging me and pushing me to achieve my goals, for whom every effort is worthwhile.

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- Angela Martinez

Índex

INTRODUCTION

The lack of knowledge among teachers of rural and public schools is generating lots of deficit in the learning of a second language. In the social environment we are currently part of, socializing and interacting with people from different countries is a priority.

Current resources give us quick and proper information, which makes learning a second language easier. Same happens with the communicative approach activities which helps students reach a higher level in a more practical way.

Most of the time, changes cause problems in the educational environment. One of these problems is that in many schools, the teaching of a second language is not even mentioned. It is not taken into account that as time passes, the knowledge of a second language has become a main priority.

In Ecuador, learning a second language in class is a necessity. Most of the times it can be seen that students travel or live in a tourist part of the country, which is frequently visited by foreign people.

The purpose of this project is to develop activities through the communicative approach with students from 6th grade of general basic education in a rural school located in Daule.

Chapter I: The main problem is analyzed. The causes that generated it and the consequences it has caused. In it are also mentioned the general and specific objectives of the project and a solution to the problem is found.

Chapter II: The theoretical foundations that support this project are mentioned and defined.

Chapter III: The methodology and types of investigation used in this project are mentioned and defined, the hypothesis and focus are also stated. The population is

analyzed and the simple is chosen. The variables are defined and analyzed and the results are given and analyzed.

Chapter IV: It is focused in the final report where everything mentioned in the previous chapters is put in practice for the execution of the proposal.

CHAPTER I

DESIGN OF THE INVESTIGATION

1.1 Communicative Approach Activities that benefit the Acquisition of the English Language in 6th Grade Students at a Rural School in Canton Daule during the School Year 2018-2019

In this century, learning English has become a priority to most individuals around the world. People have realized the importance of being able to communicate well instead of only having general vocabulary or grammatical knowledge.

English has become of great importance as it is known as the international language thus being one of the main ways to communicate and interact with other people. Additionally, English is the most commonly spoken language in the world as one in five people can speak or understand it, playing a major role in many sections like education, medicine, engineering, art and business.

This ongoing globalized demand for English has created a massive interest for excellent language teaching as well as outstanding language teaching resources. Nowadays, Communicative Language Teaching (CLT) has become a major source of influence on language teaching practice around the world focusing on language learners evolving in "communicative competence", being defined as what a speaker needs to know to be communicatively competent in a speech community. Developing said competence has opened doors for EFL (English as a Foreign Language) Learners in various fields, both personally and professionally.

Nevertheless, there is still a long way to go in our reality, the process of teaching and learning English as a foreign language in Ecuadorean public schools is far from satisfactory as the lack of professional staff and economic resources has created a deficit in language teaching. In fact, a study directed by Calle, Calle, Argudo, Moscoso, Smith, and Cabrera (2012) indicated English as a Foreign Language (EFL) teachers apply strategies that do not focus on the Communicative Language Teaching approach as based on traditional methods that do not focus on the Communicative Language Teaching approach, but apply traditional methods, contrary to what was established by the Ministry of Education and Culture of Ecuador

While this problem can be seen throughout various social classes, the biggest problem lies in its absence in most rural institutions in our country, even though English learning has been set as part of the current curriculum and the basis of current education.

According to the national EFL curriculum, a communicative approach is the main focus. This goes hand in hand with the basis of CLT teaching, which is to help students achieve communicative competence and produce authentic language by integrating the four communication skills, them being Listening, Speaking, Reading and Writing. Littlewood (2012) referred to CLT as the best way to promote use and practice of the language. This method is consistent with the intention expressed in the Documents by the Ministry of Education: Updating and Strengthening the Curriculum, 2010.

Within this approach, the proposal highlights the development of the previously mentioned communication skills rather than linguistic content learning, as the focus of foreign language learning is not to create linguistics experts who can theorize and decrypt every component of the language, but rather to provide future citizens can competently communicate through a second language orally and in written form.

This research project was initiated due to the barriers we currently have in our education system, especially in rural areas. It is directed towards existing language learners that need to improve their communication level and for EFL teachers to be able to decrease the gap that presently exists between the graded level the ministry of education requires through the CLT Approach and the practices that are carried out in the classroom. We will do so by generating several workshops, talks, dramatizations, dialogues, activities, and puppetry using various Communicative Approach Activities which promote authentic communication.

These activities will encourage improvement in both their sociolinguistic and linguistic competences as well as strengthen good communication and improve the learning process in the students of the 6th year EGB in a rural school of Cantón Daule.

The problem is analyzed in the research project as well as its peculiarities, the causes that have generated it and the effects that have caused it. The implementation of the project will include the recommended changes for the teachers as well as the authorities in the current school year and to continue in future courses to be able to generally improve the English level in the institution. In addition, the general and specific objectives of the project will be delimited, and a solution to the problematic situation will be found.

1.2   The Research Problem

Young children are the best type of learners. Differently from adolescents or adults, they can acquire a second language naturally and without conscious learning. Additionally, children can work out the rules without the need of learning them in the classroom and pick up pronunciation effortlessly. They do not see learning a new language as a difficult challenge until they notice it from adults, who most likely learned English in a classroom-based setting, through more formally and academic methods at a later age through grammar-based text books.

Introducing early language acquisition has countless advantages, young learners have individual, innate language-learning strategies to pick up on learning a second language, in this case English, the same they use at home to learn their mother tongue. Additionally, if children are exposed to learning a second language before reaching adolescence, they are more likely to have better pronunciation and feel a closer connection with the language and culture. Children who reach adolescence still being monolingual are more likely to become self-conscious regarding the way they speak; furthermore, their ability to pick up on the language lessons and they feel that the only way to learn the new language is through grammar-based programs.

We need to expose learners to language acquisition from the first years of education, Norman Doidge tells us that learning a second language after the end of the critical period becomes more difficult since as we age and the longer we use our mother tongue, the more complicated it is to adapt our brains to a new language map. Plasticity is competitive. Therefore, it is more difficult to learn a second language and abandon our tyrant native tongue. As we grow older, it becomes more difficult for us to master the acquisition of a new language. Our mother tongue develops a type of authority in our brain that becomes more dominant as we age. Therefore, many adults need to associate the new language acquired with their mother tongue, creating continuous L1interference or cross-translation, which means thinking in our native language but communicating in the foreign language we are trying to learn. This extra work for our brains make the learning process more difficult and less natural since our brains are not naturally programmed to learn a second language; this is the reason why it is called the tyranny of the mother tongue by N. Doidge. Learning a foreign language is challenging for multiple

reasons, however one of the most important is connected to how differently we learn our mother tongue and any languages that come thereafter.

When it comes to young children learning a new language, however, this is not a major problem, as these little minds acquire the new language subconsciously if it is in their surroundings and the environment, the make direct connections between symbols, pictures, words and phrases. The CLT approach (Communicate Language Teaching) promotes use and practice language (Littlewood, 2012) Therefore, it is of upmost importance for humans to start learning a new language before the age of 12 is reached.

1.3   Background of the Problem

The school Carlos Moreno Arias No. 2 is a multi-purpose school which is structured in two courses and 6 grades where general basic education level is worked. These rooms are not suitable by levels, since within each classroom we can find three courses of different levels, there is a direction a patio and a bar. The bathrooms are enabled and assigned for each gender in a not so strategic location. The classrooms do not have projectors, computers or internet access.

There are two professors who are in charge of working with all levels of education and teaching the subjects in Spanish, English, physical education and more, a director who is in charge of all the administrative process and she is the tutor of one of the classrooms of classes with three grades. The students work on the subject of English in the same classrooms since there is no English classroom. The work of the teachers in the subject of English is 2 hours per week. The books the teachers work with are books sent by the ministry of education to the institution.

The economic class of the students in this sector is low and the parents generally work in agriculture, the education program that the teachers in the institution follow does not resemble at all what is required by the ministry of education or the standards of the European common framework. The English level of the students is not adequate nor does it reach the required objectives.

However, all these shortcomings were noticed by us, because when the students

reach the eighth year of basic general education they go to the schools in the city and the teachers of private institutions as we could notice that these shortcomings are directed from this area, Language deficiency is noticeable when students are evaluated through a diagnostic test.

There are many reasons that can contribute to the lack of basic knowledge of a second language, these being the due to absence of support of from staff members, parents and the government as well as the lack of economic resources in students of the 6th grade EGB in a rural school of Cantón Daule.

The low level of language in these schools is a very notable problem in the sector. The students who specifically go to private schools feel a great impact when trying to acquire the language and which makes it very difficult for them to learn it. Learning a second language is essential that this will help develop all your cognitive abilities and be more successful people in the future.

1.3.1 Lack of professional staff

The importance of having a well-prepared teacher cannot be denied, as teachers are the direct connection between the student and the new language. Educators are the ones that control the amount of exposure students have to the language. Therefore, in order to improve the language in the students, we must first train teachers so they approach learners with the correct methodology. This can be considered a great problem in students of the 6th grade EGB in a rural school of Cantón Daule as their teacher has no knowledge of the language, this was proven when the students were evaluated and it was shown that they have no basis of the language. Additionally, when the authorities were interviewed, they shared the fact that due to government funding, they did not have the resources to hire a foreign language teacher, all of these factors sum up and result in the students having no bases of the language.

1.3.2   Lack of knowledge about the need to learn a second language

As mentioned before, there are countless benefits to being bilingual. One of the main advantages being the improvement of cognitive skills that are not only related to the language, but also fight against dementia, this could be the reason why more than 50 percent of European middle-aged people are currently trying to learn another language.

In the work field, it is preferred by international companies. A bilingual person will be the one to represent internationally. Students who speak more than one language are more likely to obtain government scholarships and study in other countries, giving them more exposure to different cultures.

When people become bilingual, their brain begins to function differently, as now there are two active language systems that are working simultaneously. Additionally, a bilingual brain tends to be more alert, and even though there are seldom exceptions, bilinguals tend to be more successful than people who only speak one language.

When we learn a second language, we become more aware of our cognitive skills and we are able to better appreciate as well as understand literary art in this newfound language.

We cannot stress enough how important it is to start learning a second language while we are still children, as learning new words and picking up sounds comes as a natural gift. Breaking down words into sounds comes naturally and categorizing them is a simple task. Children who are bilingual, are also able to open new frontiers by making new friends and building strong relationships through diverse societies.

The power of language is undeniable. A bilingual person is twice as powerful as someone who only speaks one language. Therefore, we need to be more aware of the hidden power of the words heard and the sentences spoken by and around them because of their unseen imprint on others.

1.3.3 Lack of economic resources

No matter how hard we try to deny it, there is not enough funding for public schools on behalf of our government. Most of the money goes towards education in big cities, therefore leaving smaller schools such as the one in canton Daule behind with lack of teachers, this being a bigger problem with teaching English as a foreign language as in 6to graders. As mentioned before, students receive all subjects from one teacher who is also their tutor, this means that they do not have the exposure they need in order to learn a second language.

1.4 Systematization of the problem

How does the application of Communicative Language activities influence on 6th graders´ English learning quality at a school from a rural area of cantón Daule during the school year 2018 – 2019?

1) What are the benefits of applying Communicative Approach Activities in 6th graders?

2) How is the teaching learning situation when use the Communicative Approach Activities is implemented in the students of 6th year?

3) What is the 6th graders´ English learning quality before and after the application of Communicative Approach Activities?

1.5 General Objectives

Examine the application of communicative approach activities in 6th graders´ English learning quality at a school from a rural area of cantón Daule during the school year 2018 – 2019 on school performance for English language learning by carrying out a field research for the improvement and development of educational quality.

1.6 Specific Objectives

➢ To demonstrate what are the causes of low educational quality in English language and low school performance in language through the implementation of a diagnostic test.

> To design workshops, activities, stories, dramatizations to be imparted the language through the results obtained in the investigation.

> To define the influence of communicative approach activities in the students with a low knowledge of the language.

1.7   Significance or Justification of the Study

In the society where we live, learning a foreign language is important during students' learning process because it give students better opportunities for live and work.

It has been decided work at 6th year of EGB in a rural school of cantón Daule and it is noticed some problems in the knowledge of English language with these students from early age which might bring future problems, not only for teachers but also with themselves when they start high school.

The importance of this study is to focus on the demand to learn a second language oriented in the use of communicative approach, since the learning of a second language is one of the most difficult resources to acquire in rural areas. The implementation of a program for the teaching of a second language in these areas helps to understand the language, improve interpersonal relationships, and prepare children to the future.

1.8   Scope and Delimitation of the Study

The delimitations that we find in the institution according to the previous interview made to the director of the institution, results in a unifying structure, with a total of two teachers for seven grades divided into two groups in a single classroom. The focus of this work is to achieve a basic level of apprenticeship and to forge a study program to cover the needs of the implementation of the foreign language in the educational institution.

1.9   Research Lines

Comprehensive training, attention to diversity and inclusive education

> Socio-educational inclusion, attention to diversity

Development of childhood, adolescence and youth

➤ Teacher's performance and professionalization

Socio-educational problems of the context

Communicative competences in teachers andstudents

CHAPTER II

FRAMEWORK OF STUDY

2.1 Literature Review

This system promotes a natural learning based on hearing and repeating. Although the method has grammar as its central axis, it does not contextualize it or explain it. In this method, the teacher limits himself to speaking the language and the students learn it by listening and repeating it until they internalize it as if it were their own language.

Currently, immersive and communicative teaching systems follow that line. The teaching of English as a foreign language or second language is based on this principle of listening / assimilating / repeating.

Communicative Method makes use of real situations which needs communication. The teacher sets up a situation that students are likely to face in real life. The most interesting thing in the application of this method is the real-life simulations change day to day.

This article will attempt to answer if explicit grammar should be taught in the classrooms. It will explore some research insights into the process of acquiring a second language based on the Communicative Language Teaching as the preferred teaching approach.

Researches in second language acquisition is questioning the effectiveness of explicit grammar teaching in the classroom. Grammar instruction should be brief and concise. One function of the language and one form presented at a time to improve efficacy.

Young children are the best type of learners. Differently from adolescents or adults, they can acquire a second language naturally and without conscious learning. Additionally, children can work out the rules without the need of learning them in the classroom and pick up pronunciation effortlessly. They do not see learning a new language as a difficult challenge until they notice it from adults, who most likely learned English in a classroom-based setting, through more formally and academic methods at a later age through grammar-based text books.

Introducing early language acquisition has countless advantages, young learners have individual, innate language-learning strategies to pick up on learning a second language, in this case English, the same they use at home to learn their mother tongue. Additionally, if children are exposed to learning a second language before reaching adolescence, they are more likely to have better pronunciation and feel a closer connection with the language and culture. Children who reach adolescence still being monolingual are more likely to become self-conscious regarding the way they speak; furthermore, their ability to pick up on the language decreases and they feel that the only way to learn the new language is through grammar-based programs.

Communication is an ability essentially needed in order to be able to understand one another, this is why good communication skills are not optional. Among the ways people have to communicate, written communication is one of the most important and is used for many things in daily life.

During the time, ways of communication have changed considerably in the human society. It started from the messages in the cave, the use of the papyrus, smoke signals, until the technology that we fortunately have nowadays. It was difficult to communicate, and it took a long time to develop written communication.

Unfortunately, the resources have not been taken consciously. Our generation does not use the technology to improve their knowledge and their quality of life. The habit of expressing their feelings and thoughts in a written way is not included in their daily life, not even in their mother tongue.

Doctorow (n.d) believes teachers must provoke their readers so they can interiorize what is happening and being delivered in that moment. The best way to achieve this goal, is for the reader to do more than understand the text, the reader must be living the moment

taking place in the text, educators must focus all the available material they have access to and use it to improve the students' reading and writing skills. Correctly knowing collocations, grammatical rules, as well as other tools used in writing will let students succeed in those communication skills.

2.2 Theoretical Framework

COMMUNICATIVE APPROACH

In the latter part of last century, scholars began to research and understand the importance of applying Communicate Language Teaching methods in the classroom. Chomsky mentioned the importance there is in the connection between speaker-listener, focusing on fluency rather than accuracy. As a whole, learning a language effectively through communicating real meaning is the basic idea of the communicative approach. If students are exposed to communication in authentic situations, they will apply natural strategies for language acquisition, as they did when learning they native tongue. As a matter of fact, Jeyasala (2014) states that educators should motivate students to continually apply their communicative competence, and regardless of any of limitations of the language, in order to practice fluency and accuracy, students should be provided with activities where they interact with one another, thus immersing them in communicative activities that increase the use the target language consequently enhancing their speaking abilities.

Two Versions of CLT

Since the beginning, there has been certain uncertainty from the outset about the meaning of CLT, there are two different versions which correspond to the two main sources of CLT: communicative perspective on language and communicative perspective on learning.

The communicative perspective on language

This perspective is mainly focused on what learn. Therefore, when it comes to learning a language, it proposes that we are primarily learning language ´functions´

rather than language structures. These communicative functions were of utmost importance when syllabus and methodology design were developed.

The English Language Teaching world has become overflowed with 'functional' or 'communicative' courses, and these focus on students practicing expressing functions and would later apply them in 'communicative activities'.

For Example:

Expressing function: Making Suggestions

Communicative activities: Pair work, role-play, discussion and the use of authentic materials.

The communicative perspective on learning

This perspective is mainly focused on how humans learn a second language, this means that learners have a natural capacity to learn a new language by simply communicating in it without detailed of explicit instruction. In the early 1980s Krashen and Terrell first introduced the 'natural approach' idea, based on the certainty that effective language learning was best developed by processes of natural acquisition. Furthermore, later in the decade, Prabhu's theory of 'communicational language teaching' insisted on separating error correction with conscious learning in the classroom, as he said that it had no humanistic approach.

If we look at practice within the classroom, it is shown that both perspectives emphasize on communication in the classroom. According to (Curtis, 2017) Communicative Language Teaching means that the educator needs to permanently use the new foreign language being taught. However, if the focus is solely on the communicative perspective on learning, it can be concluded, as others have done before, that involving communication in the learning process is enough and that we and the use of more traditional techniques such as explanations, drills and question-and-answer practice is not necessary to be used in the classroom.

The Learning Quality

There are few existing techniques for evaluating the quality of students in a systematic way. The most influential technique is Bloom´s Taxonomy, which was specifically

designed to provide teachers with the idea of ordering items of hierarchical level of quality.

Bloom´s Taxonomy describes the development of learners' performance in a systematic way, which begins with simple levels that become more complex as the learning process continues. Bloom's Taxonomy evaluates the affective, cognitive, and psychomotor areas of learning.
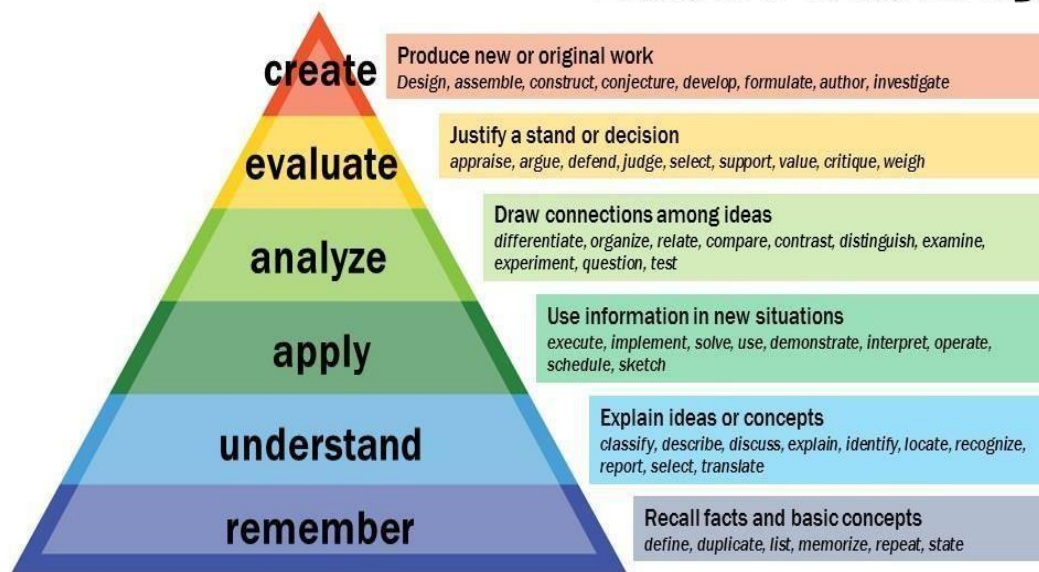
Graphic 1

Bloom´s Taxonomy

Vanderbilt University Center for Teaching

Background Information

In the past century, Benjamin Bloom along with Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework which divided the main educational goals in categories, this framework was called **Taxonomy of Educational Objectives**. Today commonly known as Bloom's Taxonomy, it has become a framework which has been applied by generations of preschool, primary and secondary teachers as well college instructors in their teaching process.

The framework created by Bloom along with his team consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and

Evaluation. After Knowledge, the first major category, the latter were shown as skills and abilities, setting knowledge as a necessary prerequisite for applying the following skills and abilities.

Bloom's Taxonomy is not for exclusive use after course goals have been defined. In fact, Bloom's Taxonomy along with its different categories can help in the goals-defining process classrooms have. Bloom's Taxonomy can be used to identify which classroom assessment techniques are most appropriate for measuring these goals. (John B. Biggs, 2014)

THE ACQUISITION OF ENGLISH LANGUAGE

Young children begin acquiring at least one language, which it is called Language1 (L1). According to the age they should learn an additional language (L2), possibly also in the natural course of having the language used around them, but more likely with the same conscious effort needed to acquire other domains of knowledge in the process of becoming an "educated" individual.

Sometimes it is necessary to know the differences according to the function the L2 will serve in children´s lives since this may affect what they learn. There are distinctions about a Second Language as an official language needed for education, employment an other basic purpose.

By the 2030s, say demographers, English language learners (ELLs) will account for approximately 40% of the entire school-aged population in the United States. In some areas, that projection is already exceeded-in California, for instance, 60%-70% of schoolchildren speak a language other than English as their primary language.

Second language acquisition or SLA is the process of learning other languages in addition to the native language. For instance, a child who speaks Hindi as the mother tongue starts learning English when he starts going to school. English is learned by the process of second language acquisition. In fact, a young child can learn a second language faster than an adult can learn the same language.

It is why the acquisition of a second language is apply in this project in children who want to learn English but they do not the economic possibility and the resources that the

school require to give them the opportunity to learn in an effective way. Through an effective method children could learn getting excellent results.

Normal Phenomena

It is imperative that SLPs understand the normal processes and phenomena of second-language acquisition to avoid making "false positive" identifications.

Interference

ELL children may manifest interference or transfer from their first language (L1) to English (L2). This means that a child may make an English error due to the direct influence of an L1 structure. For example, in Spanish, "esta casa es mas grande" means "this house is bigger." However, a literal translation would be "this house is more bigger." A Spanish-speaking child who said "this house is more bigger" would be manifesting transfer from Spanish to English. This is a normal phenomenon-a sign of a language difference, not a language disorder.

Language Loss

Some children who are ELLs undergo the phenomenon of language loss. As they learn English, they lose skills and fluency in L1 if their L1 is not reinforced and maintained. This is called subtractive bilingualism, and it can be cognitively and linguistically very detrimental to children's learning and to their family lives (especially if the parents speak only the L1 and no English). Ideally, children should experience additive bilingualism, where they learn English while their first language and culture are maintained and reinforced.

Benefits of Bilingualism

Many research studies cite the cognitive-linguistic benefits of being a fluent bilingual speaker. Experts have found that children who are fluent bilinguals actually outperform monolingual speakers on tests of metalinguistic skill.

In addition, as our world shrinks and business becomes increasingly international, children who are fluent bilingual speakers are potentially a tremendously valuable

resource for the U.S. economy. Most Americans are currently monolingual speakers of English, and are finding more and more that it would be highly advantageous to their professional lives if they spoke a second language.

2.3   Legal Framework

In Ecuador, English was not considered as a mandatory subject during primary school in the Curriculum. That resulted in this subject not being considered seriously for the majority of the students in our schools.

Nevertheless, the Ministry of Education announced in the 2016-2017 school year that English was to become mandatory in all institutions. This stared to be implemented in the Highlands, and the institutions that did not have English in their curriculum needed to start with at least three periods of class per week. On the Coast, it started in the 2017-2018 school year.

This Ministry also reported the level of the students when they finish the school must be based on the Common European Framework. It started in pre-school with a set of basic contents at a PRE-A1. Second Basic started with the A1.1 level, and it is estimated that by the school year 2022-2023 students who finish primary will have A2.2.

These new regulations have been implanted in most private schools and public schools within large cities, which is expected to improve the quality of the standards for the teaching-learning process in English. However, these changes have not been taken into account in schools from rural areas

In the following table, the improvement that students must need to have in English when they finish the school year can be perceived:

Table 1

CURRICULAR IMPLEMENTATION

CURRICULAR IMPLEMENTATION COAST					
Years	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1ST EBG	STARTER	STARTER	STARTER	STARTER	STARTER
2ND EBG	Pre-A1.1	Pre-A1.1	Pre-A1.1	Pre-A1.1	Pre-A1.1
3RD EBG	Pre-A1.2	Pre-A1.2	Pre-A1.2	Pre-A1.2	Pre-A1.2
4TH EBG	Pre-A1.2	A1.1	A1.1	A1.1	A1.1
5TH EBG	Pre-A1.2	A1.1	A1.2	A1.2	A1.2
6TH EBG	A1.1	A1.1	A1.2	A2.1	A2.1
7TH EBG	A1.1	A1.2	A1.2	A2.1	A2.2

Adapted from: Ministry of Education: Transitory Dispositions

Modify by Martinez Zambrano, A & Ruiz Ramirez, K (2018)

Our goal with students of the 6th grade EGB in a rural school of Cantón Daule is to have students be at the level that is required by the Ministry of Education in their Curricular Implementation in the Coastal Region.

2.4 Conceptual Framework

- **Communicative**

Relating to a style of language teaching in which interaction (= talking and responding) is seen as the most important method of learning, and the main aim of learning.

- **Approach**

an act of communicating with another person or group in order to ask for something

- **Application**

  A way in which something can be used for a particular purpose

- **Learning**

The process of getting an understanding of something by studying it or by experience

- **Implementation**

The act of putting a plan into action or of starting to use something

- **Normal Phenomena**

It is imperative that SLPs understand the normal processes and phenomena of second-language acquisition to avoid making "false positive" identifications

- **Learners**

A person who is still learning something, someone who is in a learning process

- **Comprehension**

The ability to understand completely and be familiar with a situation, facts, etc

A test to find out how well students understand written or spoken language

- **Methodology**

  It is a system of ways of doing, teaching, or studying something a set of methods used in a particular area of study or activity

- **Strategies**

  A detailed plan to achieve success in this case is the correct way in which we will apply the contents to students to obtain successful results

- **Resources**

  A group of didactic elements that have been chosen to organize the management of the school system with which we can correctly develop the topics to be discussed in class.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Methodology

This research project was carried out in a rural school in Daule County, in the La Rinconada precinct. Additionally, the educational community of the institution is composed by students, teachers, parents and tutors who were all part of the Hunan Resources needed for the development of the research.

HUMAN RESOURCES

The public school currently has 2 teachers and the total student population is less than 60. The majority of families are of low income, however parents are willing to help their children in the acquisition of a second language, always looking for what is best for the pupils.

MATERIAL RESOURCES

The material resources used are photocopiable sheets, Student's Book and Workbook provided by the government, workshops, flashcards, school supplies, among others.

3.2 Type of Research

The type of research applied in this thesis is: applied, descriptive and field research.

FIELD RESEARCH

Field Research is considered a process that aims for a holistic idea of a group's opinion which involves interviewing as well as in-depth observations. This type of research is a qualitative method of data recollection which principal objective is to observe, understand and interact with people in their context of living. This type of research allows us to go to the place where the study of this research project takes place. We went to the educational institution and were able to analyze the physical environment. During the time our fieldwork was taking place we communicated with parents, teachers and students through interviews with which we could study and

collect the necessary data to be certain of the reality of the place where our project was going to take place.

Field research is of utmost importance as it allows us to be present in the place of events. Throughout our research project, while visiting the institution we were able to thoroughly observe the physical environment and this research allows us to communicate more frequently with teachers, parents and students.

Some advantages of this method are: It's practiced in an authentic context, so the results are not alternate, auxiliary topics can be investigated, extensive and accurate research with deep understanding of the research subjects due to the proximity with them.

Among the disadvantages of this method we can find: Expensive and time-consuming studies, the results can be biased, nomenclature hard to follow, it can be dependent on the ability of the researcher, external variables hard to control.

APPLIED RESEARCH

At the beginning of the 21st Century, Hunt explained the importance of Applied Research, defining it as a study for different ways to use scientific knowledge to solve practical problems.

This type of research has helped us to find the mechanisms that will help us obtain the concrete objective of how to achieve applying the language with the selected group of students and to successfully achieve the usefulness of the language according to what the Ministry of Education requires based on the Common European Framework of Reference. The advantages of Applied Research are: It can be helpful in solving specific problems in different settings.

Additionally, it is very specific and defined and the situations have to be explained and detailed and a solution to the problem must be provided.

However, the results from applied research cannot be frequently generalized. Any study done applying this method generally has constricted time limits which are not flexible.

DESCRIPTIVE RESEARCH

The aim of this type of research is solely to establish a description as complete as possible of a phenomenon, situation or specific element, without looking for causes or consequences. Among the advantages of this method we can find: Lots of varied data can be recollected using different methods, which can be quantitative and qualitative, and can be useful in further investigations or to create new hypothesis on actual projects. This information can be gathered honestly and in high quality because it is collected in the natural environment of the people observed. This data is helpful when decisions are needed to be taken in order to help solve situations.

Moreover, it measures the characteristics and observes the configuration and processes that compose the phenomena, without stopping to value them.

Some of the most important disadvantages of this method are that the participants of the investigation aren't always truthful if questions are too personal or they feel that they are being "watched". The researcher can be biased towards the topic or the people investigated. The sample can be so small that it doesn't represent the properly and accurately to the population investigated.

This type of research mostly focuses on the what of the investigation, not on the causes of the problems or how people deal with them.

3.3 Focus

The focus of our research is mixed since it is qualitative and quantitative as we have done interviews, evaluations, and workshops.

Qualitative research is based on obtaining non-quantifiable data based on observation. It offers us the actual data about the flaws we find within the institution including but not limited to the level of English of the teachers, parents, and authorities; the lack of resources; the socio-economic level of the students; among others.

We were able to obtain the analysis and accurate results through the data obtained from this research, which were examined so that the study and the solution presented are concrete.

3.4 Technique and Instruments

The research technique used for this project was field research. In order to use this technique, instruments such as: diagnostic assessment to students, survey of parents and teacher surveys were applied.

SURVEY TECHNIQUE

Surveying is the technique of data collection through the application of several questions to several individuals.

Through surveys you can know the opinion, acceptance and/or denial of the population about the application of the language in the institution. In a survey, a series of questions is asked about one or several topics, following a series of scientific rules that make that sample representative of the general population from which it comes.

Surveys were taken to family parents and teachers. With which we were able to collect information about the level of knowledge of English as a Foreign Language in both teachers and students.

Moreover, diagnostic evaluations were applied to the students to obtain concrete information about the level of English in the students of this institution.

INTERVIEW

Interviews in research are extremely valuable as well as necessary. It is a significant tool as it has become a useful method to examine issues in a deep and meaningful way. They help researchers learn how individuals feel and what they think about a topic giving a humanized perspective to impersonal data and at the same time deepen the understanding of statistical data.

Interviews have numerous advantages when it comes to obtaining detailed information, they help researchers learn things such as perceptions, opinions and feelings on a explicit topic. In addition to that, if during the interview there are any ambiguities, these can be clarified. Furthermore, incomplete answers can be followed up as they deal with people giving their personal opinion on the topic.

As interviews are individual, the interviewee is not influenced by others in the group, becoming more honest and less self-conscious in a one-to-one situation.

During this project, an interview directed to the teachers and directors was conducted to obtain information about the language knowledge of the students in the institution.

3.5 Population

The population interviewed included students, teachers and family parents of the Rural School located in Daule County.

SAMPLE

The sample for this research includes 2 teachers, 9 family parents, 6 students from the selected school.

RESULTS ANALYSIS

Being a very small populated school, the authors could not apply the proper formula of percentages, therefore, they took into account the same amount indicated in the population

DISCUSSION OF THE RESULTS

After conducting the interview, we were able to get the results from students, teachers and authorities. In this educational project, 100% of teachers and authorities are very much in agreement on the implementation of our research project and in increasing the number of hours teaching English, applying the language, training teachers and leveling students.

The problematic was found in students of 6th Basic, which is why the campus must commit to strengthening the knowledge of the language in students.

The teacher, through communication with the students, should guide them in a more strategical way in the teaching of the language, as it is important to know the language knowing that the students and teachers already have the necessary tools to be able to work on the subject.

Through these interviews, it was shown that both teachers and authorities showed

themselves determined and agreed to help and teach the students, so they achieve the level required by the ministry of education, as well as consider the recommendations to improve the level of English in their students.

SURVEY RESULTS

These interviews were conducted with teachers, parents and authorities of the institution as they were all involved in this project.

1.- Are you comfortable with the quality of English your students receive at school?

Of the six people interviewed, all of them consider that they do not agree with the level of English their children are receiving and they state that it is important to learn a second language for both their children and all the other students.

2.- Is the teaching and learning of the language optimal in the institution?

Of the six people interviewed, all six stated that the language teaching is not optimal in the institution since the teachers are not able to teach it because they do not have the necessary knowledge and level to teach a second language to the students.

3.-Are the ways of teaching optimal for learning?

Of all the people interviewed, they agreed that the teaching methods are not optimal because the only thing teachers have done when teaching is for students to memorize vocabulary and not focus on the grammatical structures or appropriate teaching methods at the time of imparting the language

4.- Do students study grammar, see grammatical rules and practice structures?

Students do not study grammatical structures or rules, nor do they practice structures, therefore they do not have the adequate knowledge, nor do teachers have the pedagogy or knowledge necessary for teaching the language.

5.-Do students perform well-structured activities and assessments in this area?

All agreed that the students are not receiving well-structured activities, including teachers. The evaluations are not well structured, since they only evaluate the words

of the vocabulary taught by the teacher.

6.-Can students recognize objects, colors and phrases in English?

Three people affirmed that their children can recognize objects, colors and phrases in English, all the teachers affirmed that the students can recognize objects, colors and phrases in English, in the diagnostic evaluation performed to students it was possible to verify that the students did recognize colors, phrases and objects in English.

7.- Is studying a second language optimal in the institution?

According to the analysis, the si is optional because the teachers affirmed that they know that language teaching is useful but they need specialized teachers in this area for more teaching.

8.- Do you consider that measures should be taken to teach the language?

Everyone agreed that actions or measures should be taken in teaching a second language since most believe that trained teachers should come to the area.

9.- Do you agree that we should apply our project in the institution?

Everyone agreed that we should implement our project in the institution.

10.-Do you consider English to be an important subject for the intellectual and social development of students?

Everyone agreed that English is a very important subject for the intellectual and social development of students.

Sample

The following charts show the results of the student surveys.

1. - **Are you aware of the importance of learning a second language?**

Table 2

IMPORTANCE OF LEARNING

CHOICESS	FREQUENCY	PERCENTAGE
YES	4	67%
NO	1	16.5%
INDIFERENT	1	16.5%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%
Total	6	100%

Source: "CARLOS MORENO ARIAS" Elementary School.

Elaborated by: Martinez Zambrano, A & Ruiz Ramirez, K (2018)

IMPORTANCE OF LEARNING
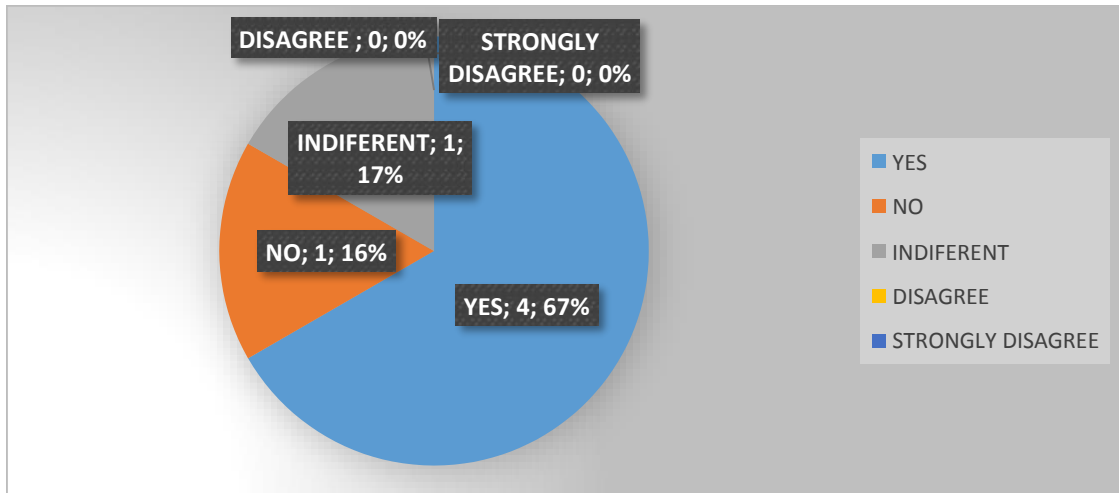
Graphic 2

Source: "CARLOS MORENO ARIAS" Elementary School.

Elaborated by: Martinez Zambrano, A & Ruiz Ramirez, K (2018)

ANALYSIS: 67% of students agree, 16.5 disagree, and 16.5 are indifferent. When analyzing these results, the authors could observe that the majority of students do understand the importance of learning a second language, for their studies as well as future careers.

2.- Do you know how language learning influences daily life?

Table 3

INFLUENCE OF THE LANGUAGE

CHOICES	FREQUENCY	PERCENTAGE
YES	1	67%
NO	4	16.5%
INDIFERENT	1	16.5%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%
TOTAL	6	100%

Source: "CARLOS MORENO ARIAS" Elementary School.

Elaborated by: Martinez Zambrano, A & Ruiz Ramirez, K (2018)

INFLUENCE OF THE LANGUAGE
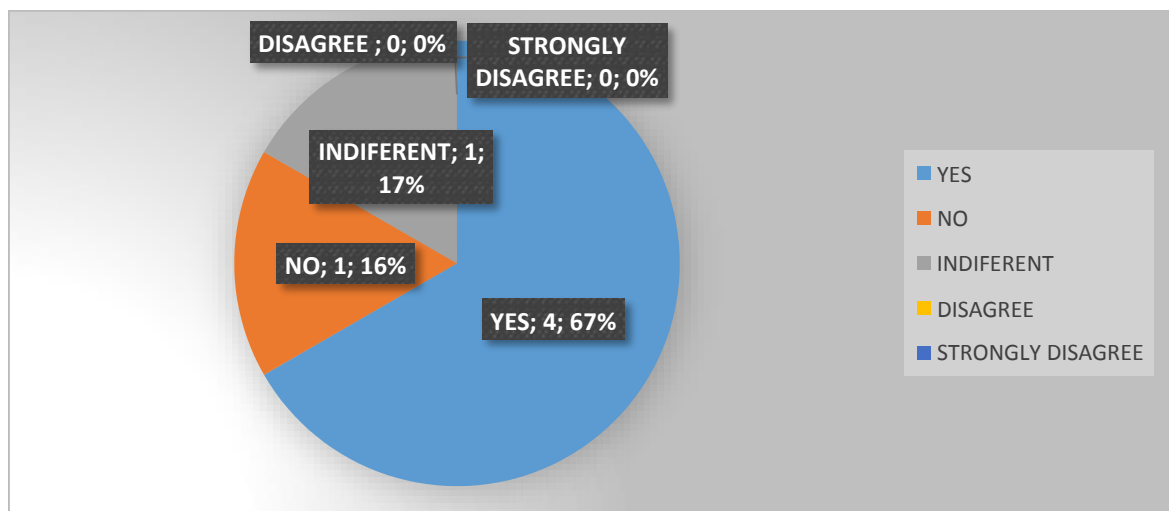
Graphic 3

Source: "CARLOS MORENO ARIAS" Elementary School.

Elaborated by: Martinez Zambrano, A & Ruiz Ramirez, K (2018)

ANALYSIS: 67% of students agree, 16.5 disagree, and 16.5 are indifferent. Based on the previous analysis, even though students are aware of the importance of English in today's world, most are unaware of the relevance it has on their daily lives, it is of great importance that they become mindful of how it impacts their daily lives.

3. - **Do you think that the way of teaching the language interferes with learning it?**

Table 4

WAY OF TEACHING

CHOICES	FREQUENCY	PERCENTAGE
YES	5	83
NO	1	17
INDIFERENT		0
DISAGREE	0	0
STRONGLY DISAGREE	0	0
TOTAL	6	100%

Source: "CARLOS MORENO ARIAS" Elementary School.

Elaborated by: Martinez Zambrano, A & Ruiz Ramirez, K (2018)

WAY OF TEACHING
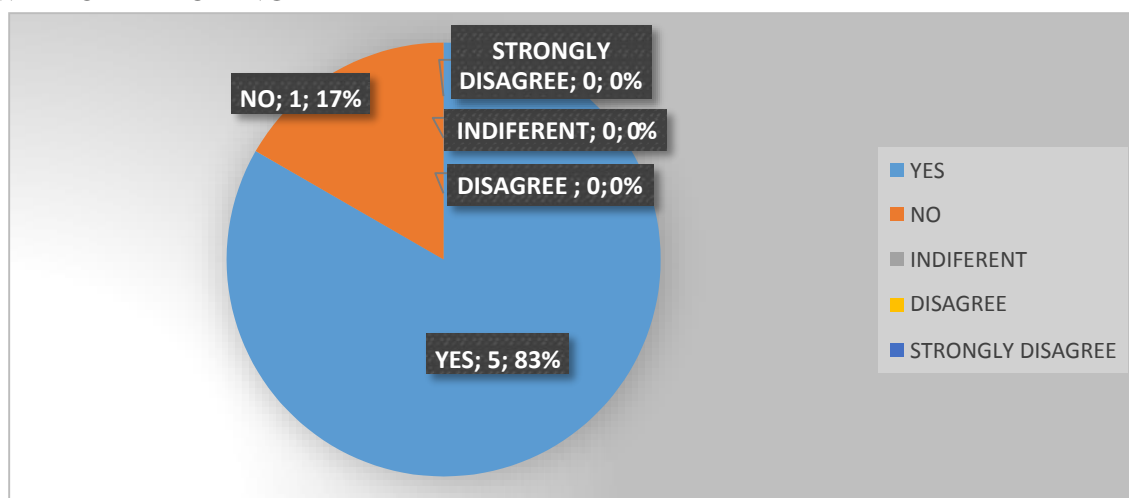
Graphic 4

Source: "CARLOS MORENO ARIAS" Elementary School.

Elaborated by: Martinez Zambrano, A & Ruiz Ramirez, K (2018)

ANALYSIS: 83% of students agree and 17% disagree.

Based on the results of this question, most students do feel as the way they are being taught the language is affecting their way of learning. Through this project, the aim is to teach students through the CLT method, which completely modifies the current teaching approach and will have a positive impact on the current lack of learning.

4.- **Do you wish to learn English the correct way?**

Table 5

LEARNING THE LANGUAGE

CHOICES	FREQUENCY	PERCENTAGE
YES	6	100
NO	0	0
INDIFERENT	0	0
DISAGREE	0	0
STRONGLY DISAGREE	0	0
TOTAL	6	100%

Source: "CARLOS MORENO ARIAS" Elementary School.

Elaborated by: Martinez Zambrano, A & Ruiz Ramirez, K (2018)

LEARNING THE LANGUAGE
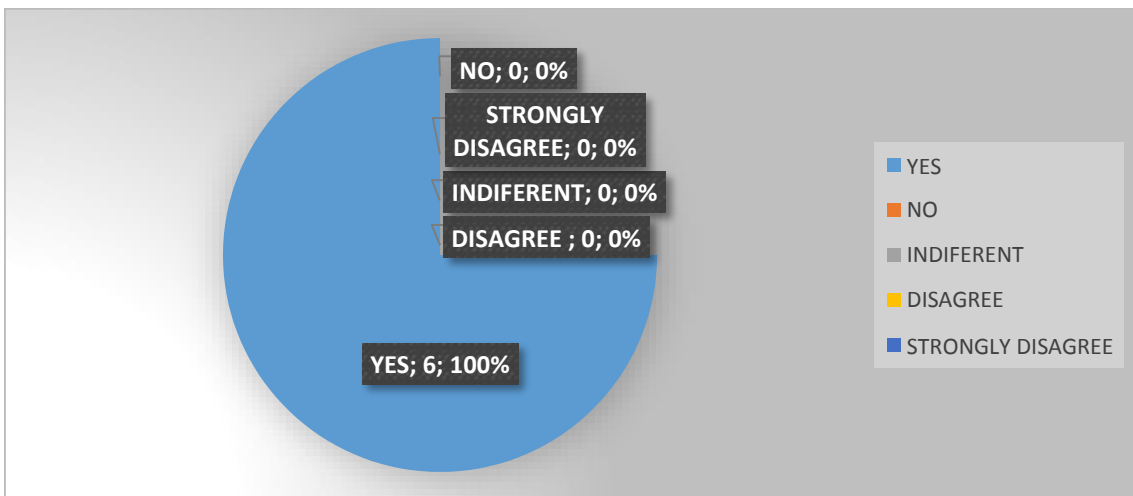
Graphic 5

Source: "CARLOS MORENO ARIAS" Elementary School.

Elaborated by: Martinez Zambrano, A & Ruiz Ramirez, K (2018)

ANALYSIS: 100% of students agree

Based on the analysis of this question, all of the students from the school would like to learn English the correct way, they are aware of the fact that they are not interiorizing the new information as the subject is not approached in a communicative way. They believe that if the approaching method is changed it will have a direct impact on their way of learning,

5.- Do you have basic knowledge of colors, objects, and greetings in English?

Table 6

KNOWLEDGE OF THE LANGUAGE

CHOICES	FRECUENCIA	PORCENTAJE
YES	1	16,5
NO	4	67
INDIFERENT	1	16,5
DISAGREE	0	0
STRONGLY DISAGREE		0
TOTAL	6	100%

Source: "CARLOS MORENO ARIAS" Elementary School.

Elaborated by: Martinez Zambrano, A & Ruiz Ramirez, K (2018)

KNOWLEDGE OF THE LANGUAGE
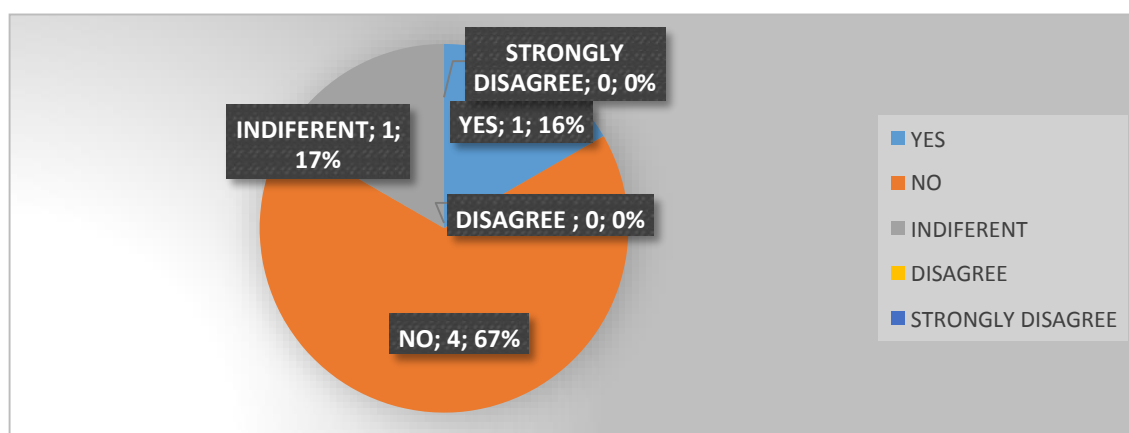
Graphic 6

Source: "CARLOS MORENO ARIAS" Elementary School.

Elaborated by: Martinez Zambrano, A & Ruiz Ramirez, K (2018)

ANALYSIS: 67% of students disagree, 16.5 agree, and 16.5 are indifferent.

Analyzing this question, the authors are made aware of the level of the students, as only 16 percent believe they know the basic vocabulary of the language, while the rest of the students are in complete lack of knowledge of the basics of the language, this information is worrying as according to the Ministry of Education, students must be at an A2.1 CEFR level by the end of 6th Basic, and according to this survey they are at a Pre-A1.

CONCLUSIONS

The researchers have come to the conclusion that:

It is very important to apply the techniques that have been taught in the development of this project since by implementing the correct methods for teaching the language will help improve the students' interpersonal relationships in the future.

The aim of easing the teaching process to both teachers and students and this will help in the learning process.

The lack of knowledge of the most important structures reflects on the students when performing the diagnostic evaluation. Learning a second language is one of the most important tools that will help in the future to develop your communication skills.

RECOMMENDATIONS.

It is important to motivate students to learn a second language.

To help in learning English by training students and teachers how to teach and usethe materials.

It is necessary that teachers carry out in a permanent way of techniques learned and continue self-training to properly use the resources we have provided when teaching the language

To work together with parents and students to understand the importance of acquiring a second language and the influence it has on a personal and professional level.

PROPOSAL

CHAPTER IV

FINAL PROPOSAL

FINAL PROPOSAL

Communicative Approach Activities that benefit the Acquisition of the English Language in 6th Grade Students at a Rural School in Canton Daule during the School Year 2018-2019 workshop design about the development of activities focused in the the use of English for communication of the students from a rural school in Daule.

JUSTIFICATION

The following project has as objective the presentation of a proposal for an improvement of the quality of a second language learning in the students of the sixth grade from a rural school in Daule. The motives for this project could be found through the application of surveys and observations. These instruments showed as result that it exists a wrong use of the didactic resources given by the National Government. This limits the correct acquirement of the language in the students and affects their future academic development and communicative relationships in their job's environment.

This proposal is developed because it is going to be of benefit for the students, teachers and authorities from the school where the problem was found.

The following project has as objective the presentation of a proposal for an improvement of the quality of a second language learning in the students of the sixth grade from a rural school in Daule. The motives for this project could be found through the application of surveys and observations. These instruments showed as result that it exists a wrong use of the didactic resources given by the National Government. This limits the correct acquirement of the language in the students and affects their future academic development and communicative relationships in their job's environment.

This proposal is developed because it is going to be of benefit for the students, teachers and authorities from the school where the problem was found.

students should learn the language in a very specific way and with the implementation of specific pedagogical strategies from which the general objective of each lesson is and thus promote learning in a fast, appropriate and dynamic way.

Our research project aims to improve the learning of the language and develop all the language skills in the sixth grade students of basic education in the school.

the proper methodology must be applied and the planning of each activity will motivate students to learn a second language in the most natural and fun way.

Throughout the research process, the lack of knowledge about the language and the deficiencies when acquiring the language was evident, the students have many problems when developing executions and simple activities developed for kindergarten and initial children and above all handling problems such as: recognize greetings, commands, orders and more.

The problem was obvious to identify from the first moment when students could not understand the teacher's greeting, or commands such as "make silence" "greetings" losing the ability to understand basic and simple sentences.

One of the biggest problems detected in the classroom was that the teacher focuses a lot on teaching vocabulary in a very mechanical and traditional way, without practicing a correct pronunciation or imparting the language correctly, not only the problem was like He taught the language if not the wrong way they were learning it.

OBJECTIVES

GENERAL OBJECTIVE.

Reach the required level by the European Common Framework in the students of the school through workshops and activities focused in the development of the students' communicative abilities.

Improve the quality of teaching by developing workshops to the teachers about the use of guides, books and activities to help in the improvement of the academic development of their students.

To design worksheet in order to improve the learning of a second language in students of a rural school.

SPECIFIC OBJECTIVES

• Demonstrate the reasons for the low educative quality in English in a rural school in Daule.

• Design and develop workshops, activities, stories and dramas to teach the language in response to the results obtained from the investigation.

• Analyze and evaluate the results obtained through the workshops and surveys to reinforce the knowledge that the students, teachers and authorities from the school have about the language.

APPLICATION FACTIBILITY

The institution counts with a wide physical space and the financial, technological, technical and human resources needed for the development of this project.

FINANCIAL:

The self-financing of the members of the group for mobilization, development and print of surveys, tests, workshops and other activities.

TECHNOLOGICAL AND TECHNICAL:

The classroom counted with a small computer, speakers and projector. It also had the space for more than 20 students.

HUMAN RESOURCES:

Exposing Team: Kathiuska Ruiz Ramirez and Angela Martinez Zambrano

Audience: students, teachers, parents and authorities from the school

DESCRIPTION

This proposal took place in a rural school in Daule with the development of surveys, workshops and activities to improve the teaching and learning process of the English language of the students and teachers.

In order to improve the knowledge of the language, recommendations were included for teachers, parents, students and authorities of the school.

The materials used were workshops, activities, PowerPoints, videos flashcards, worksheets and more.

The place where the proposal took place was the 6th basic students' classroom. It was a room with good maintenance and comfortable.

DEVELOPMENT

All of the activities applied in this project were developed through the CLT Approach.

These activities included:

➢ **Games**: The CLT approach believes that to learn a language, students must practice by communicating meaning to one another. Language learners must be continuously speaking in order to acquire more knowledge, as this group was primary students who were all children, the most common approach was games that required active spoken communication.

These included playing Vocabulary Bingo, Unscramble the Sentences, Running Dictionary, among others in which students learnt the new language while having fun.
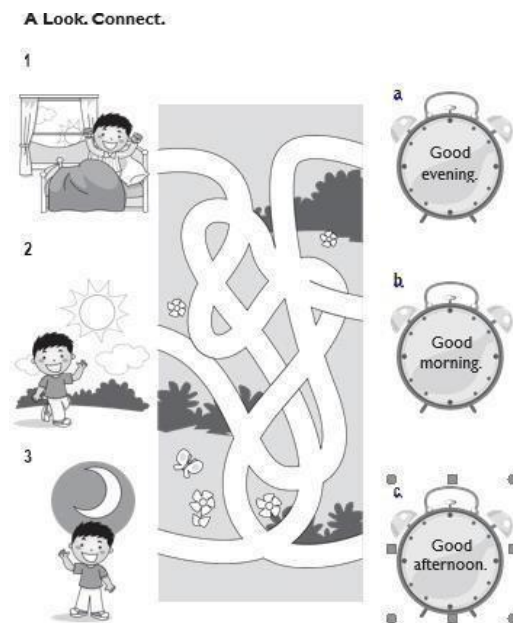
Figure 1
Taken from Kid´s Circle 1 Teacher Book

Figure 2
Taken from Kid´s Circle 1 Teacher Book

➢ **Role Play:** These are important communicative activities. It allows students to practice the target language in an environment which is safe where mistakes are not a big focus as the aim is for students to communicate. Role playing also allows for students to wield the language in different situations and context.

In this workshop the order is; Work with a partner and take turns, the teacher read the directions aloud and explain the situation to the students and the students have to use the useful language learning in class.

➢ **Information Gap Activities:** These help students to talk in a more controlled way. As students only have to complete certain parts they have less fear of making a mistake. This type of activity is known for getting students to talk with one another to exchange information.
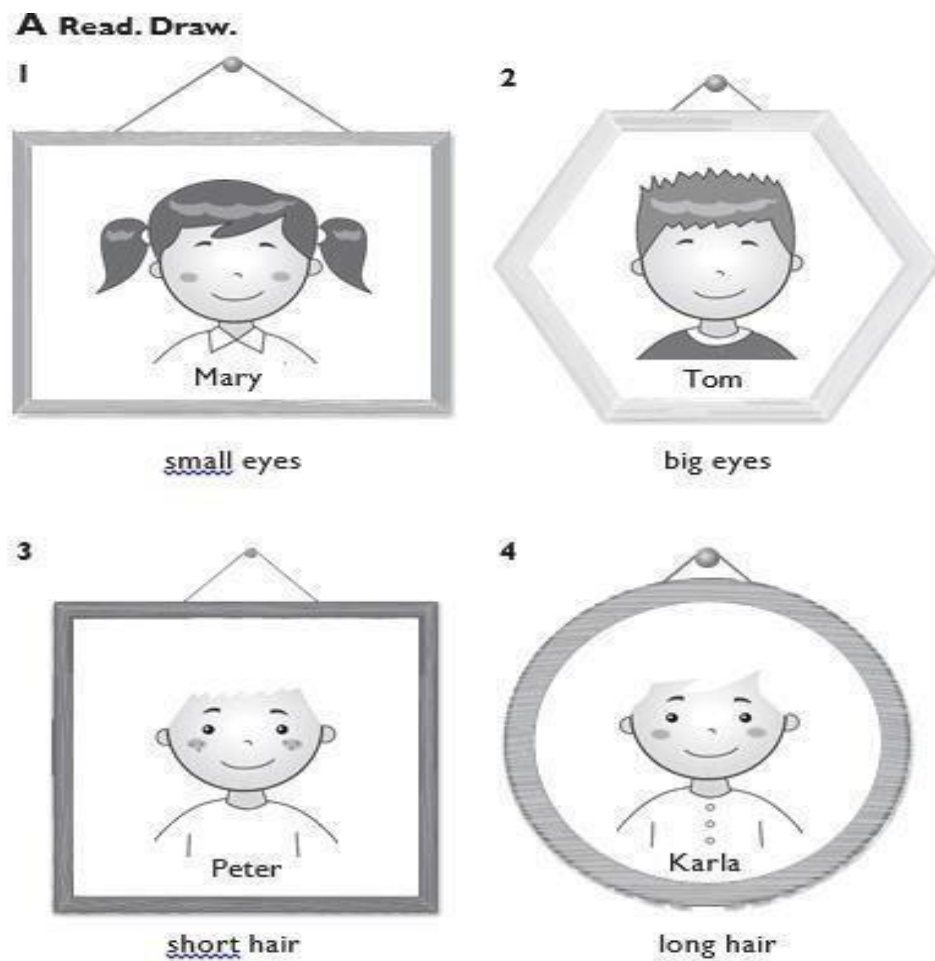
Figure 3
Taken from Kid´s Circle 1 Teacher Book

A Look. Read. Number.

1 I'm Bill.

2 Hello, Kim!

3 Hi.

4 Good morning.

a

Good morning.

4

b

What's your name?

c

This is our friend Kim.
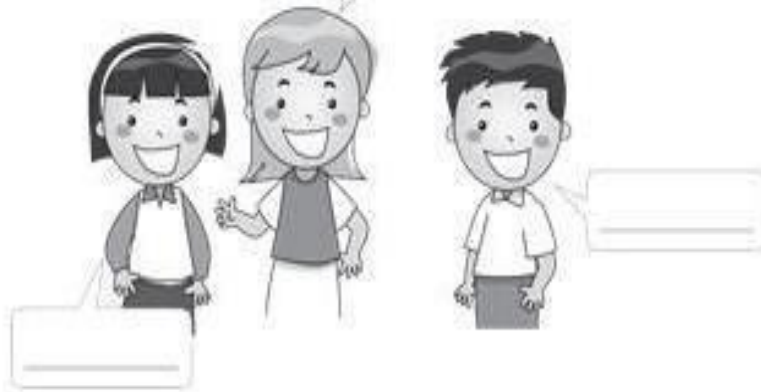
Figure 4

Taken from Kid´s Circle 1 Teacher Book

CONCLUSION

This research project has mainly focused on the importance of Communicative Language Teaching when learning a foreign language as it the key to having strong language skills. CLT allows for countless opportunities for personal growth, it lets students be successful in their studies and is essential for career development.

Based on the results from the surveys done to the students, they all feel like they need a different approach to learning a foreign language; through CLT students will be demanded to produce context and communicate with a real purpose.

It is important to apply the techniques taught in the workshops of this project as with the implementation of the appropriate teaching of the language, teachers will help to improve the future interpersonal relationships of their students. As CLT is focused on the student's needs and adapts to their interests, it allows for personalized learning making the language more meaningful. By approaching the students with interactive and communicative activities, the teaching process becomes almost easy for the teachers as it is more interesting and meaningful for the students, making them actively participants in class and highly motivated.

Learning a second language has cognitive benefits as well as social. For instance, bilinguals have a much better attention span and are better multitaskers. Additionally, people who speak more than one language do better in studies as they are more focused on tasks in front of them. Socially speaking, being bilingual has advantages as well. There are more job opportunities, especially with multinational companies. Bilingualism allows for travelers to immerse themselves in the country they are visiting if they speak the language. In general, it is one of the most important tools that will help in the development of the students' communication abilities for their future in any environment.

RECOMMENDATIONS

Motivate students to learn a second language.

Permanent training of students and teachers in the teaching and use of the academic material for the teaching-learning process of the English language.

Work together with parents and students in order to help them understand about the importance of the acquisition of a second language and its influence in a personal and professional level. The authorities are recommended to apply the project for the teaching of the language to other nearby institutions, in order to obtain higher results

In addition to requiring a level of English to the teaching team, it is necessary that teachers have a continuous training in all aspects. Besides being continuously recycling their knowledge of English, teachers must be trained on many other aspects. Advances in the classroom, such as work materials and activities, cannot be effective if teachers are not trained to work.

Students, parents and the entire community in general are encouraged to practice the vocabulary day by day as a child learns surrounded by their mother tongue, lives a linguistic immersion and little by little, over the years, goes learning different aspects of their language. Learn to read, write, hear and speak in another language is not easy. Some things will be easier than others, but all of them are very important. So for the learning of this second language quick and easy, practice more exercises than those given in the workshops of the research project.

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ANNEXES

A Look. Connect.

1

2

3

a

Good evening.

b

Good morning.

c

Good afternoon.

A Read. Circle. Write.

Hello. What's your name?

__My__ name is Nick.

a (My)

b Your

What's your name?

My name is_____ .

F Circle. Write.

1. H   b   (h)   n

2. I   l   l   i

3. J   l   a   f

4. K   h   k   c

5. L   k   i   l

6. M   m   n   a

7. N   h   m   n

A Look. Read. Number.

1 I'm Bill.

2 Hello, Kim!

3 Hi.

4 Good morning.

a

Good morning.

4

b

What's your name?

c
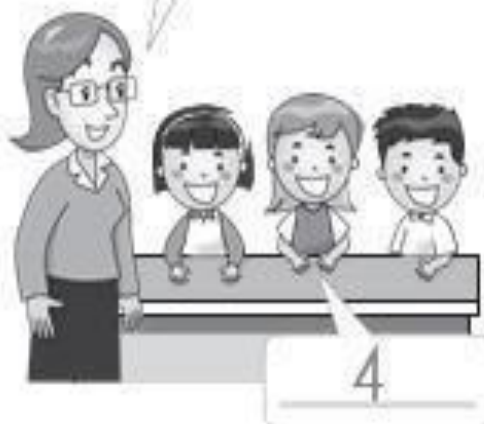
This is our friend Kim.

A Look. Read. Number.

1 I'm Bill.

2 Hello, Kim!

3 Hi.

4 Good morning.

a

Good morning.

4

b

What's your name?

c
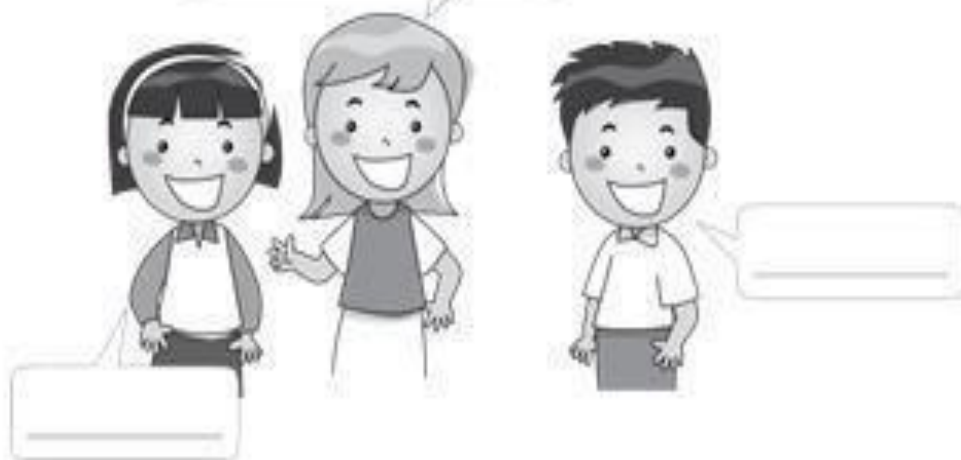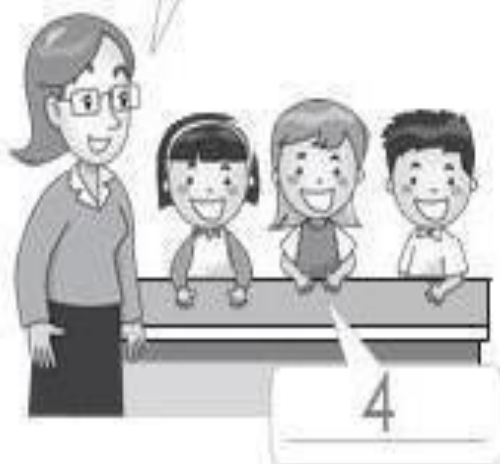
This is our friend Kim.

A Look. Write.

1	2	3	4	5
one				

6	7	8	9	10
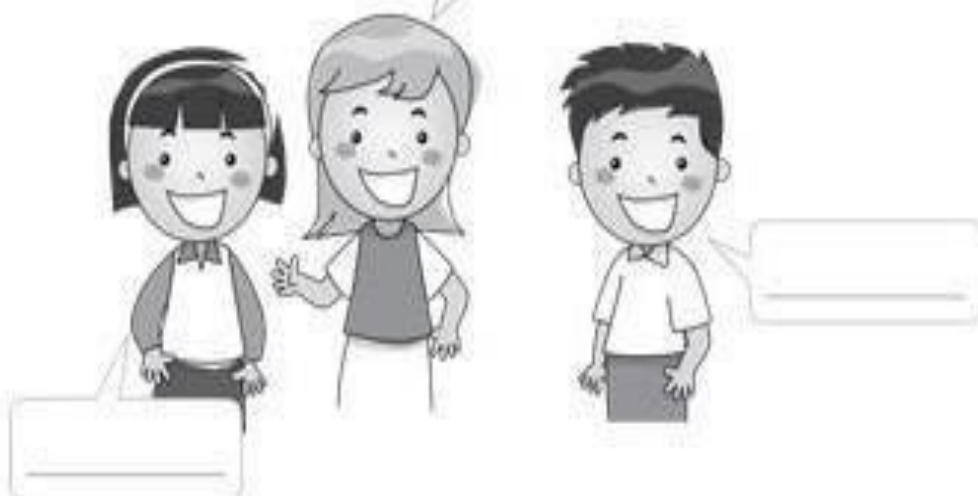
B Read. Circle. Write.

_____ are you?

a How

b How old

c How many

I'm_____years old.

A Look. Match.

1

2

3

4

candles   a balloon   a cake   presents

B Read. Color.

1 I'm three years old.

2 I'm five years old.

A Read. Color.

1 red

2 orange

3 yellow

4 green

5 blue

6 purple

A Look. Write.

1

d r̲ ess

2

p _____ ts

3

jack _____

4

T-sh _____ t

5

j _____ ns

6

_____ irt
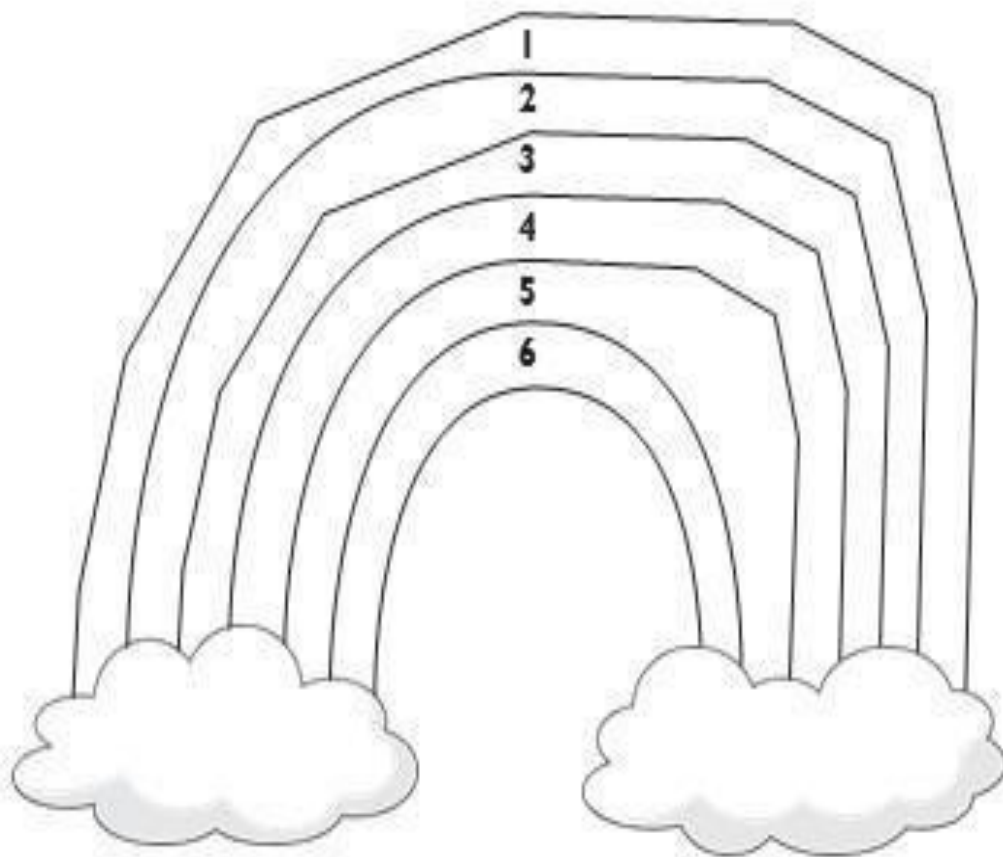
A Look. Read. Circle.

Where is the dog?

It's …

1

on the box

in the box

2

on the chair

in the chair

3

under the car

next to the car

4

under the table

on the table

A Look. Write.

1 (a)(c)(r)

_____

2 (u)(s)(b)

_____

3 (n)(e)(a)

pl_____

4 (n)(a)(i)

tr_____

B Read. Check. Write.

1

A: I have a new helicopter.   ☆ have

B: Wow! It's great.   ☆ has

2

A: Ben_____a new plane.   ☆ have

B: It's nice!   ☆ has

A Look. Read. Write.

1

small

big

He has _____ eyes.

2

long

short

She has _____ hair.

3

She   He

_____ is my brother.

_____ is my sister.

B Write "a". Match.

1   f__t •

2   h__t •

3   m__d •

•

•

•

a

b

c