

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

DECLARACIÓN y AUTORIZACIÓN

Yo, Daysi Tatiana Medrano Toapanta, C.I. 1715920276, autor del trabajo de graduación intitulado: “EFL through Play and Art”, previa a la obtención del grado académico de LICENCIADA EN LINGÜÍSTICA APLICADA CON MENCIÓN EN ENSEÑANZA DE LENGUAS en la Facultad de Comunicación, Lingüística y Literatura:

1.- Declaro tener pleno conocimiento de la obligación que tiene la Pontificia Universidad Católica del Ecuador, de conformidad con el artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de graduación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la Pontificia Universidad Católica del Ecuador a difundir a través de sitio web de la Biblioteca de la PUCE el referido trabajo de graduación, respetando las políticas de propiedad intelectual de Universidad.

Quito, 6 de marzo del 2013

Daysi Tatiana Medrano Toapanta
C.I. 1715920276

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
FACULTAD DE COMUNICACIÓN LINGÜÍSTICA Y LITERATURA
ESCUELA DE LINGÜÍSTICA

**DISERTACIÓN PREVIA A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DE
LENGUAS**

EFL THROUGH PLAY AND ART

DAYSÍ TATIANA MEDRANO TOAPANTA

DIRECTORA: PATRICIA LÓPEZ DE JARAMILLO, M.A.

QUITO- 2013

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	v
ABSTRACT	vi
INTRODUCTION.....	1
JUSTIFICATION.....	2
LITERATURE REVIEW.....	3
BACKGROUND INFORMATION	8
OBJECTIVES	10
1 CHAPTER ONE: THEORETICAL FRAMEWORK	11
1.1 Behaviorism (B. F. Skinner).....	12
1.2 Cognitivism (Jean Piaget).....	13
1.3 Constructivism (Lev Semenovich Vygotsky)	13
1.4 Second Language Acquisition Theories.....	14
1.4.1 Acquisition- Learning Hypothesis	15
1.4.2 Comprehensible Input Hypothesis	15
1.4.3 Affective Filter Hypothesis	16
1.4.4 Second Language Acquisition Stages	16
1.4.5 The Silent Period Stage.....	16
1.5 The Direct Method (Berlitz and Sauvcur).....	17
1.6 Total Physical Response (Dr. James J. Asher).....	18
1.7 Multiple intelligences (Howard Gardner)	18
1.8 Important concepts related to the “EFL through Play and Art” philosophy	20
1.8.1 Definition of GAMES	21
1.8.2 The importance of using games in the classroom.....	22
1.8.3 Definition of ART	24
1.8.4 The importance of using art work in the classroom.....	25
1.8.5 Combining art work and games to develop creativity in children	26

1.9	Common European Framework of Reference.....	27
1.10	The “EFL through Play and Art” philosophy.....	28
1.10.1	Origins.....	28
1.10.2	Rationale.....	29
1.10.3	Definition	29
1.10.4	Principles.....	30
1.10.5	Goal and objective.....	30
1.10.6	Skills emphasized.....	31
1.10.7	Skills teaching techniques.....	31
1.10.8	Teacher’s role.....	31
1.10.9	Student’s role	31
1.10.10	Interactions.....	31
1.10.11	Role of L1	31
1.10.12	Error correction.....	32
1.10.13	Vocabulary teaching	34
1.10.14	Grammar teaching.....	34
1.10.15	Materials.....	34
1.10.16	Syllabus.....	34
1.11	Hypothesis	34
1.11.1	Research conceptualization.....	35
2	CHAPTER TWO: METHODOLOGY	37
2.1	Universe and sample.....	37
2.2	Proposal	38
2.3	Methodological design	39
2.4	Research Techniques and Procedures	40
2.4.1	Surveys.....	40
2.4.2	Tests	40
2.4.3	Observation Forms (Annex No. 6).....	41
2.4.4	Student Interviews.....	41
2.5	Design Description	41

2.5.1	Pre –Test description Small Group	42
2.5.2	Pre –test Description One –on –one.....	43
2.5.3	Classes’ descriptions	44
2.5.3.1	Successful classes	44
2.5.3.2	Eventless classes	53
2.5.3.3	Hitless Classes.....	58
2.5.4	Post –Test description Small Group	59
2.5.5	Post –Test Description One –on –one	60
3	CHAPTER THREE: RESULTS ANALYSES	62
3.1	Pre –Test Analysis Small Group	62
3.2	Pre –test Analysis One –on –one	64
3.3	Classes’ Analyses	66
3.3.1	Successful classes.....	67
3.3.2	Eventless classes	82
3.3.3	Hitless Classes.....	90
3.4	Post –Test Analysis Small Group.....	94
3.5	Post –Test Analysis One –on –one	99
	CONCLUSIONS	102
	RECOMMENDATIONS	104
	BIBLIOGRAPHY	107
	ANNEXES	111

Annex No.1: Preliminary Survey

Annex No.2: Small Group Pre –Test

Annex No. 3: One –on –one Pre –Test

Annex No. 4: Small Group Post –Test

Annex No. 5: One –on –one Post –Test

Annex No. 6: Class Observation Form

Annex No. 7: Student Pre –Interview

Annex No. 8: Student Post –Interview

Annex No. 9: Lesson Plan #1

Annex No. 10: Lesson Plan #2

Annex No. 11: Lesson Plan #8

Annex No. 12: Lesson Plan #9

Annex No. 13: Test Lesson Plan #16

Annex No. 14: Lesson Plan #17

Annex No. 15: Lesson Plan #23

Annex No. 16: Lesson Plan #4

Annex No. 17: Test Lesson Plan #7

Annex No. 18: Lesson Plan #10

Annex No. 19: Lesson Plan #22

Annex No. 20: Lesson Plan #3

ACKNOWLEDGEMENTS

I would like to express my very great appreciation to my advisor Patricia López M.A. for her valuable and constructive suggestions during the planning and development of this research work. Her willingness to give her time so generously has been very much appreciated.

I wish to acknowledge the help provided by all my professors who contributed with my professional development, without their excellent academic teaching I could not have finished my career successfully.

I would also like to thank Centro Educativo ETIEVAN for enabling me to start with my teaching career and to let me apply the project in its classrooms. I am particularly grateful for the opportunity I had to work with such wonderful and talented kids who made this dissertation possible. I would like to thank them for their participation, energy and willingness. All of us enjoyed the development of this project.

I wish to thank my parents for their support and permanent concern for my wellbeing. They inspired and encouraged me to go my own way, without whom I would have been unable to complete my project. They couldn't share this goal with me in person, but they closely followed my steps from abroad. I really appreciate their constant cheerful messages and encouraging calls. At last but not least I want to thank my friends who cared for me and motivated to finish this work. Ultimately, I thank God who makes everything possible and reminds me all the time that *I can do all things through Him*.

ABSTRACT

The purpose of this proposal is to determine whether “EFL through Play and Art” as an innovative EFL teaching philosophy improves the English language acquisition process among eight to ten-year olds. The “EFL through Play and Art” is a teaching philosophy whose main concern is the development of a more real and natural foreign language acquisition process through the use of transformed textbook activities into games and art work in young children while acquiring English. A multiple case study research methodological design was selected to assess the validity and reliability of this innovative EFL teaching philosophy. This dissertation seeks to demonstrate that the use of games and art work enhance the acceptability of English as a foreign language among eight to ten –year olds. In the end, this dissertation proposes EFL teachers to use the “EFL through Play and Art” philosophy as a valid alternative teaching strategy instead of regular textbook activities.

INTRODUCTION

This dissertation attempts to contribute with the research process in the Linguistics field by creating the “EFL through Play and Art” philosophy. This philosophy suggests that a more real and natural second language acquisition process will take place provided its rationale, principles and methodology are followed. To accomplish such purpose, a multiple case study research method design based on the “EFL through Play and Art” philosophy was applied.

This work starts with the justification of the project’s proposal and then moves to the literature review that includes the most up to date and state of the art information regarding the proposed topic aimed at providing the necessary background to understand and carry out the proposed dissertation. After the literature review, the reader will become familiar with the learning theories that support this philosophy; then, it proceeds with the second language learning theories and methods that inspired the birth of the “EFL through Play and Art” philosophy. All this information became the sources that influenced this philosophy which attempts to meets EFL learning needs of young learners in a better way than already existing ones. The theoretical framework includes important concepts of *games* and *art* which comprise a careful analysis of their relevance inside and outside the EFL classroom. Finally, the formal presentation of the “EFL through Play and Art” philosophy concludes this chapter.

The second chapter contains the Methodology applied to test the effectiveness of this project whose main objective is to provide teachers with a useful model to teach English to young learners through the application of the Play and Art proposal, instead of just following the textbook guidelines for teachers. The methodology comprises both the design of the multiple case study research project and an organized description of selected lessons from the whole project application.

Chapter three covers the results analyses of the proposal’s application. This information will allow the reader to find out the usefulness of this project in the EFL teaching field. This last chapter closes with relevant conclusions and recommendations.

JUSTIFICATION

Using games as a language teaching method is a tool that teachers have already applied in the ESL and EFL classrooms because it has demonstrated advantages in the teaching field. Art, on the other hand, has not experienced similar luck in the field. Art has not been used in the teaching field as a whole. Representations of art such as drawing, painting, sculpting, acting and others have been worked in isolation. These two elements in language teaching had been researched, analyzed and applied separately. Both provide meaningful effects in learners when they are used in the teaching field. What if we combine games with art work? The answer to this question is the main reason of this project, the non existence of a similar methodological combination to deal with children EFL classes.

The school in which this project was applied sought the harmonious development of the human being. Extracurricular activities done with kids inspired even more the possibility of doing similar activities in L2. It was able to evidence that children responded positively and eagerly to games and art (painting, drawing, acting modeling, etc.) because these representations of art allowed for the inner self to express itself. These two facts arose the curiosity of seeing this combination as a practical possibility to help students acquire language in a more natural and spontaneous manner rather than following the text guidelines.

From my teaching experience, some children are tired of the same systematic routine of having English as a subject in class. English should not be seen just as a boring subject in school that children have to cope with for the rest of their lives. This foreign language must be taught and learned in a different, more natural, fun and authentic way at the earliest age possible. This project is geared towards the acquisition of English in eight to ten –year olds through the use of games and art work. The project attempts to find out whether the philosophy has positive effects in the teaching and learning of English among these age range group. This project expects that children acquire and learn English to use it in activities that satisfy their needs to communicate ideas and thoughts through naturally acquired grammar and vocabulary by playing games and doing art work.

LITERATURE REVIEW

This literature review includes the most up to date information regarding the proposed topic of this dissertation which is the incorporation of games and art work in EFL classrooms. This information aims at providing readers with the necessary background to understand this dissertation's actual contribution.

Sigríður Dögg Sigurðardóttir in a study called *the use of games in the language classroom*¹ supports the importance of using games as a teaching method along with other methods to light and sustain interest among students. A reason to consider games as method is that change that has occurred in teaching, where students have become much more active in the whole learning process.

Angkana Deesri in her work entitled *Games in the ESL and EFL Class*² states that teachers may use games in the classroom because they have the ability to capture students' attention, lower students' stress, and give students the chance for real communication. Students can be absorbed by a game thus attract students' attention. Games also lower anxiety levels in the classroom because children know that the activity they are doing is just a game, so mistakes can be made without fears. Games in the classroom increase students' ability in using language because communication with a specific purpose is provided.

The use of games in the classroom can serve as an effective way to present and review vocabulary. Agnieszka Uberman in her work *The Use of Games: for Vocabulary Presentation and Revision*³ examined some traditional techniques and compared them with the use of language games for vocabulary presentation and revision. In her study, she mentioned that though the main objectives of the games were to acquaint students with

¹ Sigríður Dögg Sigurðardóttir. The use of games in the language classroom. 2010. < <http://skemman.is/stream/get/1946/6467/13457/1/Sigridurdogg2010.pdf>> Access: (October 2012)

² Deesri Angkana. Games in the ESL and EFL Class . 2002. <<http://iteslj.org/Techniques/Deesri-Games.html>> Access: (October 2012)

³ Uberman Agnieszka. The Use of Games: For Vocabulary Presentation and Revision. 1998. Pdf. Access: (November 2012)

new words or phrases and help them consolidate lexical items, they also helped develop the students' communicative competence.

Similarly, Gülin Yolageldili and Arda Arikan worked in a study called *Effectiveness of Using Games in Teaching Grammar to Young Learners*⁴. They examined that Turkish EFL teachers recognize the pedagogical value of using games. They agree that while teaching the grammar rules explicitly is still important, using games as a form of introduction is also beneficial especially for young learners. However, the results of their study also showed that although a great majority of the teachers favored the effectiveness of using games in grammar teaching, they do not use games as frequently as expected.

Birgitte Holm Sørensen and Bente Meyer in a project called *Serious Games in language learning and teaching – a theoretical perspective*⁵ made a theoretical argument for a Serious Games product based on theories of educational design and learning in relation to games. Serious Games are digital games and equipment with an agenda of educational design and beyond entertainment. Holm and Meyer explored, built and implemented the prototype of the digitally based educational platform “Mingoville⁶”. This game platform served as an example of how game-based prototypes for educational use could be assessed and developed with the aim of innovation. Their project outlined an analysis of children’s interaction with digital media with a focus on the role of games across the formal and informal learning. They were interested in how games may be transformed from drill-based educational material to contextualized simulations that involved thinking, real language interaction and student engagement.

⁴ Yolageldili Gülin and Arda Arikan. *Effectiveness of Using Games in Teaching Grammar to Young Learners*. 2011. <<http://ilkogretim-online.org.tr/vol10say1/v10s1m18.pdf> >Access: (October 2012)

⁵ Holm Birgitte and Bente Meyer. *Serious Games in language learning and teaching – a theoretical perspective*. <<http://www.digra.org/dl/db/07312.23426.pdf>> Access: (November 27, 2012)

⁶ *Mingoville* is a web-based platform for language learning targeted at primary school learners (ages 9-10). The program was introduced in Denmark in 2006 as “the world's most comprehensive English language course online for kids of all ages” (www.mingoville.dk). The course has been translated into 31 languages and is sold and marketed worldwide. Holm Birgitte and Bente Meyer. *Serious Games in language learning and teaching – a theoretical perspective*. <<http://www.digra.org/dl/db/07312.23426.pdf>> Access: (November 27, 2012)

Cambridge University Press with its *ELT (English Language Teaching) publishing*⁷ has become one of the world's leading publishers of ELT material. Cambridge ELT output includes not only books but CDs, videos, CD-ROMs and Web-based materials. From this web –based materials, Cambridge ELT is working on forthcoming software games for the interactive whiteboard, Primary I-Box and Primary I-Dictionary. To continue with the innovation, Cambridge works in partnership with Cambridge ESOL (experts in language assessment) who has found that games are a great way to practice English, to improve it and make a change from the usual course of study. All the range of games, which can be accessed online, use vocabulary relevant to people's English level.

Just like games have gained ground in the ESL and EFL classrooms, the use of art as an important element in the teaching field has been used. Georgi Lozanov, a Bulgarian doctor and psychiatrist who studied the link between perception and learning developed an approach to teaching foreign languages based on new insights into how the human mind really functions. His approach called *Suggestopedia*⁸ infers that learning is the student's deep-rooted attitude to the subject matter and to her/himself. By creating a pleasant, relaxing, and stimulating environment, where all information has a positive emotional content, the teacher can help students to create networks of pleasurable associations. Lozanov suggests that the incorporation of music, art, role –play and games into the curriculum allow language to emerge faster than other methods. By activating the right "creative side" of the brain, a much larger portion of the intellectual potential can be tapped, thus drawing out long-term memory. In the process of learning, the students discovered previously hidden capacities and talents, which Lozanov called the *reserve capacities of the mind*.⁹

The use of art in education produces positive effects in young learners. Pedro J. Ruiz in his work entitled *Art as a tool for teachers of English language learners*¹⁰ claims

⁷ Cambridge University Press. <http://www.cambridge.org/ec/elt/about/?site_locale=es_EC> Access: (November 27, 2012)

⁸ Teaching Method: Suggestopedia. < <http://jufry2u.blogspot.com/2011/01/teaching-method-suggestopedia.html>> Access: (November 28, 2012)

⁹ Learning Doorway Publishing. Copyright 2009. < <http://www.learningdoorway.com/georgi-lozanov.html>> Access: (November 28, 2012)

¹⁰ Ruiz Pedro J. Art as a tool for teachers of English language learners. New York. 2010 <http://www.p12.nysed.gov/biling/docs/Art_as_a_Tool-for_Teachers.pdf> Access: (October 2012)

that integrating the arts and art making into English language teaching and learning help students to develop and deepen their understanding of their own and other human experiences. He states that in combination with reading, writing, speaking and listening comprehension, the arts can open doors for high levels of analysis and also challenge students to explore themselves and their surroundings. Likewise, Jay Davidson in his article *The Importance of the Creative Arts*¹¹ states that art exposure affects other aspects of children's learning. Children who may be having difficulties in other parts of the school curriculum may find an expressive outlet through art. It's a way to uncover talent that may not be seen otherwise.

Kristin Goetz and Celeste Guarneri in an article called *Transforming Education through Art: Why Keep Art Education in the Curriculum?*¹² sustain that Art education permits personal satisfaction, recognition in society, connection to the past, and an avenue that allows personal opinion to be expressed visually. These factors promote intrinsic motivation in other areas in school as well. Goetz and Guarneri proclaim that Art is imperative to society and many people don't understand its significance and its effect on children's lives. Art allows students to creatively express themselves and release stress that standardized testing may bring upon them.

Art can be used as a creative way to teach vocabulary and reading comprehension. Ellen Holtzblatt in the article *Using art to teach vocabulary and reading comprehension*¹³ considers art as a creative medium for communication and expression of internal feelings or thoughts and a way of demonstrating understanding. Holtzblatt enumerates three central ideas to consider when bonding art into the curriculum to facilitate comprehension: students can use imagery, students can demonstrate and form meaning from the text, and

¹¹ Davidson Jay. The importance of Creative Art.

<http://peoplelearn.homestead.com/MEdHOME/The_Importance_of_the_Creative.pdf> Access: (October 2012)

¹² Goetz Kristin and Celeste Guarneri . Transforming Education Through Art: Why Keep Art Education in the Curriculum? March 30, 2009

<<http://nyteachers.wordpress.com/2009/03/30/transforming-education-through-art-why-keep-art-education-in-the-curriculum/>> Access: (October 2012)

¹³ "Using art to teach vocabulary and reading comprehension". Step= up magazine. Volume 4, Issue 4 September 1, 2007 University of Illionois at Chicago.

<<http://www.uic.edu/orgs/stepup/documents/NewsletterSeptember2007.pdf> >Access:(October 2012)

can build community through doing and sharing art. In addition, she establishes that Art does more than illustrate learning; she believes that Art enhances learning. The process of creating can be much more important than the product, and that process can be seen as a valid tool to understand students' meaning-making.

Throughout this literature review many studies and projects have been conducted using games and art work separately. These two elements contribute to the teaching field positively. The core idea of this whole review is to propose the incorporation of games and art work in an EFL philosophy. The information provided served as a solid ground in which this dissertation based its thoughts to make an actual contribution to the EFL teaching field.

BACKGROUND INFORMATION

As soon as young professionals of applied linguistics to the language teaching field leave the university and start exploring the working arena, they display excitement and willingness to do their best. They already finished their studies and look forward to new teaching experiences. Young professionals just want to run into a classroom and put into practice all the methods they learned and apply fresh teaching techniques to a group of students who, according to them, are willing to receive the input and learn English. However, teaching English to a whole group of kids who lack motivation for the language, have basic grammar gaps, and receive a very limited number of hours of English a day can be very frustrating. For a young teacher who starts his/her long journey, these complications lead him or her just to a plain text –language teaching system.

Personal Testimony

The first year that I started my professional life as a teacher at Centro Educativo ETIEVAN was very demanding. I was the only English teacher in the school, so I had to take care of all the grades. Generally, children who study in non-bilingual schools lack interest for English. First, they see it as a tool that is totally separated from their reality. They do not use it at home, and they do not use it at school. Second, they never communicate in that language with any functional objective. They do not chit chat with peers in that language and they do not play with others in that language. Having to face these first inconveniences as a young teacher is breathless. You just want to inject some energy and liking for the English class. Increasing motivation for an activity is a tough task for a teacher, especially when he/she is new in the field.

These children also had serious basic vocabulary limitations (numbers, colors, animals), lots of spelling difficulties, as many of them had never been exposed to any English situation before, not to mention a serious lack of most basic grammar structures (I name Diego) which all combined ended up in frustration not only for the teacher, but also for the students. As a young teacher whose English is updated and ready to be used inside a classroom, this adverse reality easily leaves one speechless and unable to function. To illustrate the above, when you are trying to explain something to your class, you face the fact that your students do not understand a single word that comes out of the teacher's mouth. They just want immediate translation and refuse to talk in English. As a teacher, sometimes you just want to run out of the classroom and escape from it as soon as possible. However, as a new teacher who is looking for a chance to demonstrate inner potential and

lots of abilities in the field, your options are limited. Either you give your best to help those kids to improve their English, or quit the job and devote your life to another endeavor. In my case, I decided to demonstrate my potential, so I stayed.

Nevertheless, a third obstacle appeared in the horizon and took all my energies away. Time plays an important role while teaching English. Teachers make lots of lesson planning. They time their classes in order to present a variety of activities. I used to plan wonderful classes full of joy and interesting activities, but when I realized that it took more than 10 minutes for children to put away all the material they were using before I entered the class, another 5 minutes to get their attention, 5 more minutes to explain the first activity, other 5 extra minutes to get them understand the assignment, 15 minutes or more to do the task, the Spanish teacher comes and says that the class is over. I have a feeling that I have not done anything productive for them. It is so frustrating especially when you know that students can work more than just a plain text-book exercise. Even though a teacher wants to improve the level of English of his/her students, receiving limited hours for the English class is painful because there are a lot of things that the teacher wants to teach.

When an inexperienced teacher deals with all these difficulties while teaching, the easy way out of it is to simply follow a textbook page by page. I decided to teach my classes following the current textbook. I just took a look at the teaching suggestions that come with every book and applied them, if it was possible, in the classroom. I used to cover the pages of a specific day and if there was extra time, I used to make my students do something else like coloring, drawing, or reviewing few grammatical points. Moreover, I became a translator inside the classroom, I used to say a sentence in English and then rephrase the instruction in Spanish, in this way I saved time. I emphasized my classes in basic grammar structures, so children at least were able to construct a sentence. I could say that I became a machine- type teacher who really wanted to do much more for the kids, but unfortunately I did not know where nor how to start.

As time went by, I realized that I needed a change. My students needed more than just a teacher that lectured them with the aid of a book. It is hard for a young teacher to overcome lack of interest for the language, few minutes of exposure to English and lots of grammar gaps as the ones mentioned in previous paragraphs. Nevertheless, there are different ways to put up with these obstacles. I decided to change my teaching path, and switch to a teaching philosophy where games and art work are involved and simultaneously

combined for teaching EFL. I just wanted to prove that a teacher can cover the “textbook requirements” and even go beyond them while teaching his/her classes full of positive energy, enjoying her lessons with renewed joy and sharing all these elements with the students.

OBJECTIVES

a. GENERAL OBJECTIVE

Determine whether “EFL through Play and Art” as an innovative EFL teaching philosophy improves the English language acquisition process among eight to ten-year olds.

b. SPECIFIC OBJECTIVES

- Demonstrate the applicability of the “EFL through Play and Art” philosophy in a small multiple case study group and in a one –on –one situation.
- Identify the positive effects of using *Play and Art* as an EFL teaching philosophy after being tested for three months on the target group and for twenty –five sixty -minute class periods on a one on one situation.
- Apply the “EFL through Play and Art” philosophy to raise the interest and love for communicating in English among the group of eight to ten year olds of this project.
- Employ the “EFL through Play and Art” philosophy to awaken the creativity, healthy competition and hidden art potential of the project’s participants.
- Provide teachers with a useful teaching tool that could help them transform textbook activities into more fun and dynamic ones based on games and art work.

1 CHAPTER ONE: THEORETICAL FRAMEWORK

The language teaching and learning field has been subject to changes, especially throughout the twentieth century. Perhaps, the most significant shift in education was moving away from considering *a learner as sponge* toward an image of *a learner as an active builder of meaning*¹⁴. Learners used to be considered passive receivers of knowledge in a classroom. In this way, the teacher was the one lecturing the class and the student the one listening attentively. However, the work of many cognitive theories such as the Constructivist emerged and changed the way of seeing a learner. The learner should not be seen as an empty vessel or blank slate anymore because the learner is an active builder of its own knowledge. The learner interprets the information, assimilates it and then adjusts the existent knowledge with the information provided by the teacher. This important shift in the development of the language teaching process reveals the value of research in the selection and implementation of an optimal method, technique or philosophy for the acquisition of a foreign language in young learners. The language teaching field satisfies learners' real communication needs; therefore, it is essential to contribute in this rather new field of knowledge with an innovative EFL philosophy.

The "EFL through Play and Art" is a teaching philosophy whose main concern is the development of more real and natural foreign language acquisition results than regular text-book language teaching activities through the use of games and art work in young children while learning English. The "Play and art" philosophy invites children to explore their own world through meaningful communication with others successfully. The "EFL through Play and Art" philosophy combines three learning theories: Behaviorism, Cognitivism, and Constructivism. Regarding its second language acquisition learning theories, the philosophy is influenced by Krashen and Terrel's Natural Approach, specifically the Silent Period and the acquisition –learning, Input and Affective Filter hypotheses. The philosophy makes use of some principles and ideas from Berlitz and Sauveur's Direct Method, Dr. James J. Asher's Total Physical Response approach, and Howard Gardner's Multiple Intelligences theory.

¹⁴ Wilson Suzanne M. and Penelope L. Peterson. Theories of Learning and Teaching: What do they mean for educators. July 2006.

1.1 Behaviorism (B. F. Skinner)

“Behaviorism is an approach to psychology based on the proposition that behavior can be researched scientifically without recourse to inner mental states. One of the assumptions of behaviorist thought is that free will is illusory and that all behavior is determined by the environment either through association or reinforcement”¹⁵.

This school of thought had its main influences with Ivan Pavlov, who investigated classical conditioning; John B. Watson, who confronted introspective methods and sought to restrict psychology to experimental laboratory methods, and B.F. Skinner who tried to give ethical grounding to behaviorism by relating it to pragmatism. When Skinner turned from experimental work to concentrate on the philosophical base of a science of behavior, his attention turned to human language¹⁶.

“Behaviorism is a psychological theory of learning which was very influential in the 1940s and 1950s, especially in the United States. Traditional behaviourists believed that language learning is the result of imitation, practice, feedback on success, and habit formation. Children imitate the sounds and patterns which they hear around them and receive positive reinforcement (which could take the form of praise or just successful communication) for doing so”.¹⁷

Behaviorism is a school of psychology that studies behavior. “The occurrence of behaviors depend on three elements: a stimulus, which serves to elicit behavior; a response, triggered by a stimulus; and a reinforcement which serves to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in the future” (Skinner 1957; Brown 1980). A positive reinforcement is a vital element in the teaching- learning process; children need appropriate feedback so the likelihood of the behavior or well-developed task occurs again. The “EFL through Play and Art” philosophy makes use of Skinner’s strategy called reinforcement to get a desired behavior in children not only to get their attention at a particular moment in a lesson, but also to encourage them being active agents in their own behavior.

¹⁵ <<http://www.innovativelearning.com/teaching/behaviorism.html>> Access: (July 2012)

¹⁶ <<http://www.innovativelearning.com/teaching/behaviorism.html>> Access: (July 2012)

¹⁷ Patsy M. Lightbown and Nina Spada. How Languages are Learned. Oxford University Press, Second Edition, 2000. Page 9.

1.2 Cognitivism (Jean Piaget)

“Cognitive psychologists study how a student processes new information... cognitive researchers Piaget (1985), and Vygotsky (1978) proposed that the mind of a student constructs conceptual frameworks. Piaget and Vygotsky indicated that learning occurs when these conceptual frameworks change based on experiences and previously believed concepts. The researchers added that knowledge is the conceptual understanding of relationships between concepts and the ability to reason or solve problems enhances understanding”.¹⁸

In Jean Piaget’s cognitive developmental theory, children construct knowledge as they handle objects as important ways of learning about their world. “Piaget emphasized the importance to children’s cognitive development of learning about essential relationships, for example cause and effect. He thought that it was very important for children to actively explore their environment and see how things worked”.¹⁹ The “EFL through Play and art” philosophy applies Piaget’s concepts used to help students to move from the concrete operational stage of development to the next stage. The philosophy seeks that children gain a better understanding of mental operations and begin to think logically about concrete events that surround them. When children play and understand the objective of a game behind its rules, children develop their reasoning. After gaining the ability to think logically, children start to think in an abstract manner. They are able to combine and classify items in a more complex way²⁰. Besides, they get the capacity for higher –order reasoning, thus arriving to a formal operational stage of development.

1.3 Constructivism (Lev Semenovich Vygotsky)

“Basically social constructivism suggests that knowledge and social reality are created through daily interactions between people and particularly through their discourse. It takes a critical stance towards taken-for-granted knowledge and, in opposition to positivism and empiricism in traditional science, questions the idea of an objective reality. It says that everything we see and believe is actually filtered through our theories and our language, sustained by social processes, which are culturally and historically specific”.²¹

¹⁸ Kenneth Guyette. Instructional design model for promoting meaningful learning and problem solving skills for accounting information system students. Walden University. ProQuest. 2007. Page 32.

¹⁹ Julia Gillen. The language of children. London, Routledge, 2003. Page 82.

²⁰ <<http://www.simplypsychology.org/formal-operational.html> >Access: (July 2012)

²¹ Jim Cummins and Chris Davison. International handbook of English language teaching, Volume 1. Springer. 2007. Page 395.

Learning is an active and social process where learners should learn to discover principles, concepts and facts for themselves. Learning is neither private nor passive; it occurs through social actions. When playing, a child develops abstract meaning separate from objects in the world, which is a critical feature in the development of higher mental functions. “Vygotsky emphasizes the active nature of the child’s development; the growth of understanding is accomplished while doing things with tools (including symbolic systems) available to the child”.²² The “EFL through Play and Art” philosophy takes Vygotsky’s ideas about child’s development with play. Through play, children experiment and learn to give meaning to objects. For instance, they try on and practice different roles in a role –play situation. This play is at first imitation of something heard or seen, but later, the child combines the impressions left by the role –play and construct from them new realities that satisfy its needs. As Vygotsky stated, play is the best preparation for future life²³. Consequently, the EFL philosophy seeks for this preparation with the application of its rationale in a school lesson.

1.4 Second Language Acquisition Theories

Stephen Krashen’s Natural Approach has become a prominent paradigm in SLA since the 1980s. Krashen suggested that language acquisition is driven by comprehensible input in low anxiety situations. As Stephen Krashen states, "the best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production".²⁴ His second language acquisition theory consisted of a set of *hypotheses*, or generalizations, that were consistent with experimental data. From the five hypotheses, the EFL philosophy enriched its concepts with three: the acquisition-learning distinction, the input hypothesis, and the affective filter one.

²² Julia Gillen. The language of children. London, Routledge, 2003. Page 13.

²³ Moran Seana and Vera John-Steiner. Creativity in the Making: Vygotsky’s Contemporary Contribution to the Dialectic of Creativity & Development. 2002. Page 12

<<http://www.lchc.ucsd.edu/mca/Paper/CreativityintheMaking.pdf>> Access: (July 2012)

²⁴ Schütz Ricardo . Stephen Krashen's Theory of Second Language Acquisition. July 2007.

<<http://www.sk.com.br/sk-krash.html>> Access: (July 2012)

1.4.1 Acquisition- Learning Hypothesis

Second Language Acquisition is referred to the process by which a subject learns any language other than the mother tongue. This process could be done in two different scenarios. In the case of SLA, the L2 plays an important role in the community (i.e. it functions as a recognized means of communication among members who speak some other language as their mother tongue). In contrast, foreign language learning takes place in settings where L2 plays no major role in the community and it is primarily learnt in the classroom²⁵. There is a clear difference between these two concepts; however, the “EFL through Play and Art” philosophy is mainly enriched by ideas and theories of SLA.

For the “EFL through Play and Art” philosophy it is important to take into account Krashen’s Acquisition Learning hypothesis. Krashen establishes a difference between *acquisition* and *learning*. According to Krashen, we acquire a language subconsciously as we receive messages we understand. We are not interested in the language rather we are using the language for specific purposes and acquisition occurs naturally. On the other hand, learning is a conscious process in which we focus on various aspects of the language itself²⁶. This type of process is the one conducted in most classrooms. However, this EFL philosophy wants to insert a change and takes acquisition as an extremely important concept. The “EFL through Play and Art” philosophy considers that children are interested in English when they are exposed to it through activities that are meaningful for them.

1.4.2 Comprehensible Input Hypothesis

Krashen claims that people acquire language in only one way –when they receive oral or written messages they understand²⁷. Since children need comprehensible information in order to acquire a second language, it is the task of the teacher to find activities that make academic content easy to understand. Moreover, teachers need to discover strategies through which languages are grasped better. The “EFL through Play and Art” philosophy based its methodology on this hypothesis because the regular content

²⁵ Rod Ellis. The Study of Second Language Acquisition. Oxford University Press. 1994. Page 11.

²⁶ David E. Freeman and Yvonne S. Freeman. Between Worlds: access to Second Language Acquisition. Portsmouth NH. Second Edition 2001. Page 82

²⁷ David E. Freeman and Yvonne S. Freeman. Between Worlds: access to Second Language Acquisition. Portsmouth NH. Second Edition 2001. Page 88.

of a school textbook is adapted into activities that involve games and art work, so that kids are able to understand it and use it to communicate more naturally.

1.4.3 Affective Filter Hypothesis

“The affective filter hypothesis explains the role of affective factors in the process of language acquisition. Even if a teacher provides comprehensible input, acquisition may not take place. Affective factors such as anxiety or boredom may serve as a filter that blocks input... Many language learners realize that the reason they have trouble is because they are nervous or embarrassed and simply “can’t concentrate”. Lack of desire to learn can also “clog” the affective filter²⁸.”

In addition to a comprehensible input, affective factors play an important role when teaching a second language, particularly teaching to children. Children are extremely sensitive and if they create a bond between the teacher and themselves, the input they receive from the teacher will be positive. The “EFL through Play and Art” philosophy takes into account this hypothesis and suggests that games and art work help to add positive factors to the affective filter, so that children find the acquisition of English easier, relaxed and more pleasant.

1.4.4 Second Language Acquisition Stages²⁹

Most second language learners progress through some phases to acquire the target language. This means, that there are certain predictable and sequential stages of a language development. Nevertheless, the length of time each person spends at a particular stage may vary. Consequently, the five stages of second language acquisition are: Pre –production or Silent Period, Early production Period, Speech Emergence Period, Intermediate Production Period, and the Advanced Production Period. For the “EFL through Play and Art” philosophy, the Pre –production period will be essential to be considered for the development of some classroom activities.

1.4.5 The Silent Period Stage

Learners that are under this pre –production stage may have up to 500 words in their vocabulary, but they are not yet speaking³⁰. In the case of L2 acquisition, the silent

²⁸ David E. Freeman and Yvonne S. Freeman. Between Worlds: access to Second Language Acquisition. Portsmouth NH. Second Edition 2001. Page 90.

²⁹ Haynes Judie. Stages of Second Language Acquisition. 1998-2005,
<http://www.everythingsl.net/in-services/language_stages.php> Access: (August 2012)

³⁰ Id.

period is not obligatory, as the learner already knows about language, having already acquired one. Yet many learners –especially children –opt for a silent period³¹.

“Since comprehension always comes before production in a natural process of language acquisition, a number of ESL/EFL methodologist and teachers are beginning to pay attention to this phenomenon. They hypothesize that the existence of a ‘silent period’ in ESL/EFL classrooms should be of great benefit in facilitating the acquisition of L2, in listening comprehension and also in other skills such as speaking, writing and reading”³².

The “EFL through Play and Art” philosophy relays on this second language acquisition stage and invites teachers to relax and not force children to talk. Children may remind silent and this period of quietness should not be misunderstood as lack of interest or understanding for the English language. On the contrary, this period is what a child needs to grasp and understand more vocabulary even though the productive part which could be assessed by speaking and writing exercises is not fluently expressed.

1.5 The Direct Method (Berlitz and Sauveur)

“According to the German scholar F. Franke, follower of the DM, a language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in the classroom teaching, teachers must encourage direct and spontaneous use of foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures”³³

The Direct Method emerged in the 19th century and became popular in the United States through its use by Sauveur and Maximilian Berlitz as an answer to the dissatisfaction with the grammar translation method, which teaches students grammar and vocabulary through direct translations and thus focuses on the written language. On the contrary, the Direct Method focuses its attention towards the oral use of language and the inductive way in which learning occurs. The “EFL through Play and Art” philosophy makes use of the DM’s concept which implies that a language is best acquired when it is used in active, authentic and real situations inside and outside a classroom. In like manner, the philosophy takes into consideration some of the principles that the Direct Method handles like conducting classroom instructions in the target language, teaching grammar

³¹ Rod Ellis. The Study of Second Language Acquisition. Oxford University Press. 1994. Pages 82-83.

³² Tomioka Taeko. The Silent Period Hypothesis. <<http://homepage3.nifty.com/park/silent.htm>> Access: (August 2012)

³³ Jack C. Richards and Theodore Stephen Rodgers. Approaches and methods in language teaching. Cambridge University Press. 2001. Page 11.

inductively, or teaching concrete vocabulary through demonstration, objects, pictures, and gestures.

1.6 Total Physical Response (Dr. James J. Asher)

“Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. TPR reflects a grammar-based view of language. As Asher states, “Most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor”³⁴ (Asher 1977:4).

This method was developed by Dr. James J. Asher in the 1970s with the aim of learning second languages. The importance of this method lies on the assumption that when learning a second language, this language is internalized through a process of code breaking similar to first language development. Asher claims that speech directed to children consists on commands (listening), the same that children respond to physically before producing (speaking) verbal responses. TPR is extremely useful due to the fact that it is directed to right-brain learning, whereas most second language teaching methods are directed to left-brain learning. The “EFL through Play and Art” philosophy is influenced by this language teaching method because most games and art work need clear instructions and rules for their accomplishment. The teacher makes use of short comprehensible commands that children will understand and execute. The contribution of TPR in this philosophy consists on the enlargement of the listening skill. Children develop listening competence before they develop speaking. The philosophy seeks that children become competent in listening, so speech evolves naturally.

1.7 Multiple intelligences (Howard Gardner)

“Multiple Intelligences (MI) refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. The idea of Multiple Intelligences has attracted the interest of many educators as well as the general public. Schools that use MI theory encourage learning that goes beyond traditional books, pens, and pencils. Teachers and parents who recognize their children’s particular gifts and talents can provide learning activities that build on those inherent gifts”.

³⁵

³⁴ Jack C. Richards and Theodore Stephen Rodgers. Approaches and methods in language teaching. Cambridge University Press. 2001. Page 73.

³⁵ Jack C. Richards and Theodore Stephen Rodgers. Approaches and methods in language teaching. Cambridge University Press. 2001. Page 115-116.

The theory of multiple intelligences was proposed by Howard Gardner in 1983 to define the concept of intelligence. Gardner's theory argues that intelligence, particularly as it is traditionally defined, does not satisfy the wide variety of abilities that human beings display. Children have different kinds of intelligences, but some of them much more developed than others. The enlargement of those hidden intelligences by awakening them through the art potential that rests in every child will help the acquisition of a foreign language. The multiple intelligences are the following:

Table 1. Multiple Intelligences³⁶

INTELLIGENCE	DEFINITION
LINGUISTIC	Sensitivity to the meaning and order of words.
LOGICAL MATHEMATICAL	Ability in mathematics and other complex logical systems.
MUSICAL	The ability to understand and create music. Musicians, composers and dancers show a heightened musical intelligence.
SPATIAL	The ability to “think in pictures”, to perceive the visual world accurately, and recreate (or alter) it in the mind or on paper. This intelligence is highly developed in artists, architects, designers and sculptors.
BODY –KINESTHETIC	The ability to use one’s body in a skilled way, for self-expression or toward a goal. Mimes, dancers, basketball players and actors are among those who display this intelligence.
INTERPERSONAL	An ability to perceive and understand other individuals – their moods, desires and motivations. Political and religious

³⁶ Guignon Anne. Howard Gardner’s Multiple Intelligences: A Theory for Everyone. Education World® Copyright © 2010 Education World.
<http://www.educationworld.com/a_curr/curr054.shtml> Access: (August 2012)

	leaders, skilled parents and teachers, and therapists use this intelligence.
INTRAPERSONAL	An understanding of one's own emotions. Some novelists and counselors use their own experience to guide others.
NATURALISTIC	Ability to recognize and classify plants, minerals, and animals including rocks and grass and all variety of flora and fauna. The ability to recognize cultural artifacts like cars or sneakers.

The “EFL through Play and Art” philosophy takes the MI that Gardner proposes as a chance to promote and develop other hidden intelligences that are not only linguistic but also artistic. The “EFL through Play and Art” philosophy seeks to raise the interest and taste for the English language among the small group as well as the one –on –one case through games and art work. By working on activities that demand logic such as puzzles (logical -mathematical), songs (musical), modeling clay (spatial) or role –plays (body -kinesthetic), the philosophy wants to awaken the inner intelligences that together with creativity and healthy competition will let youngsters to assimilate a language naturally.

1.8 Important concepts related to the “EFL through Play and Art” philosophy

EFL through Play and Art makes use precisely games and art work, and thus, these terms need to be defined for the purposes of this project. The “EFL through Play and Art” philosophy's concern is the development of a more real and natural foreign language acquisition result than regular text-book language teaching activities through the use of recreational activities and art work in young children while learning English. Students engage in meaningful game and art activities which will allow them to communicate naturally while they unconsciously acquire the target language.

1.8.1 Definition of GAMES

A game is any activity which is executed only for pleasure and without conscious purpose. In this definition every activity that brings pleasure is a game. For example, people dance, play musical instruments, act in plays, and play with dolls and model trains³⁷.

A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements³⁸.

A game is an activity that provides entertainment or amusement. It is a competitive activity or sport in which players contend with each other according to a set of rules, the result being determined by skill, strength, or chance³⁹.

Taking into account the above definitions it could be said that the word *game* is associated to the word *joy*. Children like to play games because they are engaged in the activity with their whole selves. They are paying attention to the rules, listening to the teacher, and sharing with their peers. A specific game could amuse the child's interest and the affective filter towards learning a foreign language could also be involved in the process. The "EFL through Play and Art" philosophy expects to evidence that a foreign language can be learned in a classroom if there exists the appropriate input displayed in an activity the same that has to be surrounded by a pleasure environment. For this teaching philosophy the concept of game is that of where the two elements mentioned before (appropriate input and pleasure environment) are the essence of what the EFL philosophy transmits when it uses a *game* as a mean to transport second language assimilation in children.

³⁷ Wolfgang Kramer. What is a Game? The Games Journal/A Magazine about Boardgames. December, 2000. < <http://www.thegamesjournal.com/articles/WhatIsaGame.shtml>> Access: (August 2012)

³⁸ <<http://en.wikipedia.org/wiki/Game>>Access: (August 2012)

³⁹ Definition taken from the Free Dictionary.com Access: (August 2012)

1.8.2 The importance of using games in the classroom

As Lee Su Kim stated, there is a perception that learning should be serious and formal, and if there exists hilarity and joy, then learning is not taking place. This is a misconception because it is possible to learn a language combined with enjoyment through using games. The use of games in the classroom especially with young kids has the following advantages⁴⁰:

- Games are a welcome break from the usual routine of the language class.
- They are motivating and challenging.
- Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- Games provide language practice in the various skills- speaking, writing, listening and reading.
- They encourage students to interact and communicate.
- They create a meaningful context for language use.

The “EFL through Play and Art” philosophy does not consider games as a break from the usual routine as it is mentioned in the first advantage. The philosophy bases its roots over games. Games are one of the two indispensable axes over which a lesson is handled. Games and art work are present in a lesson since the very beginning until the end. Besides the advantages mentioned above, the justification for using games in the EFL classroom is that they benefit children and learners in general in cognitive and affective ways, not to mention that games also contribute with class dynamics and adaptability.

Table 2. General Benefits of games⁴¹

AFFECTIVE	COGNITIVE	GROUP DYNAMICS	ADAPTABILITY
- Lowers affective filter	- Reinforces - Reviews and	- Student centered - Teacher acts only as	- Easily adjusted for age, level, and

⁴⁰ Lee Su Kim. Creative Games for the Language Class. Forum Vol. 33 No 1, January - March 1995, Page 35. <<http://www.teflgames.com/why.html> >Access: (August 2012)

⁴¹ Lengeling M. Martha and Casey Malarcher. Index Cards: A Natural Resource for Teachers. Forum Vol. 35 No 4, October - December 1997 Page 42. <<http://www.teflgames.com/why.html> > Access: (August 2012)

- Encourages creative and spontaneous use of language. - Promotes communicative competence - Motivates - Fun	extends - Focuses on grammar communicatively	facilitator - Builds class cohesion - Fosters whole class participation - Promotes healthy competition	interests - Utilizes all four skills - Requires minimum preparation after development
---	--	--	--

Many teachers know and agree that boredom and anxiety are enemies of learning, and that enjoyment and relaxation can help to penetrate what has been called the ‘affective filter’, thus allowing both learning and acquisition to take place. The “EFL through Play and Art” philosophy involves students in games and art work in an extremely low affective filter environment, so that students’ potential manifests as its maximum.

There has been a lot of research done by former teachers and people interested in the field of teaching and learning a foreign language through the use of games. In an article written by Robert J. Marzano entitled *Using Games to Enhance Student Achievement*, he explains that games are part of the student’s lives at any level regardless their age. He states that it is common to encounter classrooms in which games are not part of the ‘instructional repertoire’ and for that reason they are just seen as ‘extra activities’ that can be done when the teacher has ten minutes left at end the lesson.

Furthermore, he has been involved in many studies that showed that “on average, using academic games in the classroom is associated with a 20 percentile point gain in student achievement”.⁴² The most important aspect of using games and artwork inside a classroom is the way in which the teacher can adapt any existing material or create a specific material that fits the students’ necessities. Games can be used not only to transmit specific academic content in a lesson, but also to enhance student achievement and performance inside and outside the class.

⁴² Robert J. Marzano. Using games to Enhance Student Achievement. EL Educational Leadership, Number 5, (February 2010) pages 71-72.

What does a game do to the brain? As Doctor Stuart Brown says in a speech given in Pasadena in May 2008, “The human hand in manipulation of objects is the hand in search of a brain, the brain is in search of a hand, and play is the medium by which those two are linked in the best way”⁴³. He points out that “nothing lights up the brain like playing games. Three-dimensional play fires up the cerebellum, puts a lot of impulses into the frontal lobe- the executive portion- helps contextual memory to be developed”⁴⁴. Playing indeed helps our brain to develop. A game could serve as a means by which a language or any other subject could be acquired naturally.

1.8.3 Definition of ART

Art is a diverse range of human activities and the products of those activities⁴⁵.

Although art is commonly used to describe something of beauty, or a skill which produces an aesthetic result, there is no clear line in principle between (say) a unique piece of handmade sculpture, and a mass-produced but visually attractive item. We might say that art requires thought - some kind of creative impulse⁴⁶.

Art is the application of a skill to the creation of works of beauty by imitation or design where representations of the natural world or figment of the imagination are employed in an occupation such as in painting, music, drama and sculpture⁴⁷.

Taking into account the above definitions it could be said that the word *art* is associated to the word *beauty*. Children have the opportunity to acquire vocabulary and expand their imagination through the use of art. Many art activities enable young kids to learn English in different ways. For the purpose of this EFL philosophy, the concept of art work focuses its attention on activities that allow children to expand their creativity and

⁴³ Brown, Stuart. Serious Play. Internet.
<http://www.ted.com/talks/lang/en/stuart_brown_says_play_is_more_than_fun_it_s_vital.html>
Access: (January 10, 2012)

⁴⁴ Id.

⁴⁵ <<http://en.wikipedia.org/wiki/Art>> Access: (January 2012)

⁴⁶ Art Encyclopedia. <<http://www.visual-arts-cork.com/art-definition.htm>> Access: (November 2012)

⁴⁷ Collins English Dictionary. <<http://www.collinsdictionary.com/dictionary/english>> Access: (January 2012)

assimilate vocabulary subtly while they create products made with their hands that later will be shared with others spontaneously.

Using art work inside a classroom enables students to overcome barriers such as isolation or desperation. Through the use of art work, children will feel free to express their ideas and thoughts in a motivating way. An educational view of foreign language teaching focuses on the development of learners as individuals. This development takes place when children explore and are able to express beliefs and values through diverse reading and writing experiences in the foreign language. Moreover, young learners can create, maintain, and/or develop their unique identities through the use of art work.

1.8.4 The importance of using art work in the classroom

The use of art work inside a classroom and especially with young kids has some advantages⁴⁸:

- **Responding to art can be very stimulating and can lead onto a great variety of activities.** Children love drawing and painting things that are meaningful for them. Art can lead to an open discussion about pieces of art. And through this, the teacher can monitor how accurate the sentences uttered are.
- **Using art provides a useful change of pace.** Art can serve as a tool to encourage students to talk about a piece of art and in this way, change the systematic visual image routine to introduce a new topic in class.
- **Incorporating art into the class or syllabus can take the students out of the classroom and encourage them to use their language skills in the real world.** A visit to an art exhibition or an assignment that involves research on the internet can generate all sorts of language. Children like to go out and describe their surroundings, they like to draw and paint and do stuff with their hands.
- **Thinking about or even creating art can be very motivating.** Art serves great for students whose speaking is low by a fear of making mistakes. When students create their own art work, they feel motivated to do it. The teacher guides learning and encourages the actual use of art work by giving cheerful feedback to the boy or girl.

⁴⁸ Lightfoot Amy. Art in the classroom. <<http://www.teachingenglish.org.uk/articles/art-classroom>> Access: (January 2012)

- **Responding to art has the potential to develop students' creative and critical thinking skills.** When children are exposed to art, their abstract thinking develops. They are expanding their minds and stating their opinion clearly.

Children will profit from the opportunity to develop their hidden talents and even go further if they are really interested in the task. The combination of art work and education is extremely important nowadays because it helps young learners to grasp the subtle aspects of real life.

1.8.5 Combining art work and games to develop creativity in children

The combination between art work and games is an excellent tool to teach English. There are many ways in which we can implement art work inside a classroom and combine it with a game to foster children's abilities. One way in which teachers can introduce art work inside a classroom is by simply showing their students pieces of art. Looking at art is useful because it enhances students' participation. For instance, children can be involved in a little discussion about a piece of art. Children might vote for the best piece of art and support their reason. After establishing this little discussion, the teacher could incorporate a game in a way of a role –play where one student is a guide in a museum, others are visitors and others are the painters. Children would engage in a role –play where they have to imagine the situation and act it out. Just by letting our students to have contact with art and combine this activity with a simple game, we are motivating them to talk. They can pick a character of a piece of art and talk about him or her or even create a short story. Their imagination is put into prove when they are asked to play and pretend to be someone else.

Another way to implement art work and games in a class is by sharing art works. Children can select their favorite drawing or paint and turn this activity into a game. They can play in groups trying to guess the objects that are drawn in a specific piece of art. In this way, they can talk and try to give hints about the object to their peers. In addition, the classroom can be turned into an art gallery in which students exhibit their potential. They can share photos about special moments and talk about them. After talking about the photos, children can establish a for example, a *trivia game* where important facts about that photo are displayed as multiple choice and in this way attention and retention could be assessed by the teacher. When a teacher uses realia, he/she benefits children with it

because kids need almost most of the time tangible objects to understand and grasp the matters of the foreign language.

Teachers can also include art work and play in their classes by letting children create their own works. It is possible to ask students to create a piece of art using a variety of easily found materials – plastic bags, string, tissues, cardboard boxes – whatever the teacher has to hand. Before handing out the materials, the teacher can find short games that can help students to acquire the vocabulary, then, proceed with the activity. After expanding creativity and obtaining a product, children can title their piece of work and judge each art work according to originality, teamwork and use of materials. In addition, the teacher can also get feedback by asking his/her students to draw a picture that represents how they felt about the course and then describe/explain it to the rest of the class.

Games and art work need a place in the classroom and could be used in many different ways. This philosophy expects to use this device as a great resource for teaching English as well as practicing a variety of language skills. Activities incorporating play and art work are motivating for students. They could provide a change of pace and could stimulate and develop creative and critical thinking skills.

1.9 Common European Framework of Reference

The Common European Framework (CEF) of Reference for Languages has had an important impact and influence on the teaching and learning of languages around the world. In the case of Ecuador, the government has even recently determined that the minimum level of proficiency of an English teacher has to be B2 according to the CEF of reference⁴⁹. Throughout the years, people have been learning, teaching, and assessing language; there have been as many methods and techniques to teach a language as there have been ways of assessing this process. Even today, schools, universities, and language academies use many different methodologies and many ways to describe proficiency levels. For instance, an intermediate level in one country may be an upper-intermediate

⁴⁹ “Profesores de inglés rinden hoy evaluación internacional”. El Universo. July 28, 2012. <<http://www.eluniverso.com/2012/07/28/1/1445/profesores-ingles-rinden-hoy-evaluacion-internacional.html>> Access (February 25, 2013)

level in another. Therefore, the CEF provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks...It comprehensively describes what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively⁵⁰.

The Common European Framework presents six specific levels⁵¹: Basic User (A1 and A2), Independent User (B1 and B2), and Proficient User (C1 and C2). These levels match general concepts of basic, intermediate, and advanced ones and are often referred to as the Global Scale. The Global Scale is not language-specific because it can be used with any language and can be used to compare achievement and learning across languages. For example, an A2 in Spanish is the same as an A2 in Japanese or English⁵².

The “EFL through Play and Art” philosophy makes use of the Common European Framework of reference for languages as a meaningful and useful tool that measures and assesses the level of English of the project’s participants. The teaching philosophy takes into account the parameters provided by the CEF with its Basic user level participants mentioned in the Global Scale. The parameters sustain the pre –test and post –test information as well as the pre and post students’ interviews to carry out the project. The “EFL through Play and Art” philosophy seeks to assess its subjects, so that if subjects are located in an A1 level, they would move into an A2 level after the application of this EFL teaching proposal.

1.10 The “EFL through Play and Art” philosophy

1.10.1 Origins

This philosophy was born in the sixth level of my Applied Linguistics career at PUCE during my class of “Teaching English to Children” where I had to come up with an innovative proposal to teach English to kids. Then, it was further developed in my last semester at university with the class “Material Preparation”. This whole idea comes from

⁵⁰ http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf (Access: February 17, 2013)

⁵¹ <http://www.pearsonlongman.com/ae/cef/cefguide.pdf> (Access: February 17, 2013)

⁵² id

my own experience; first as a student, where only very little time of the English class in school was devoted to play or do art work, and second, from my teaching experience in which I consider that teaching English to children should be done through interactive means involving games and art work.

1.10.2 Rationale

EFL through Play and Art as a teaching philosophy understands that a real and natural foreign language acquisition process with activities based on games and art work are the ideal combination to accomplish such goal. The focus of the proposed philosophy is to promote language assimilation through entertaining and relaxing art work activities that lower the anxiety level thus allowing L2 acquisition in the EFL classroom. This teaching philosophy gets students engaged in meaningful game and art work activities which will allow them to communicate while they consciously and unconsciously acquire language with their whole selves. Acquisition with our whole selves implies the combination of the intellect, the emotion, and the body when playing and doing art work. As Stephen Krashen states, "acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding"⁵³. The EFL through Play and Art philosophy seeks for this real L2 acquisition by means of the combination of two important elements: games and art work. This combination supports active learning and teaching which sustain children's interest and work and get kids tuned into English.

1.10.3 Definition

The "EFL through Play and Art" is a teaching philosophy whose main concern is the development of a more real and natural foreign language acquisition process through the use of transformed textbook activities into games and art work in young children while acquiring English. This philosophy seeks that children explore their own world through meaningful communication with others successfully.

Sometimes acquiring a language could be frustrating because a lot of effort is required to understand, produce and manipulate the target language. Therefore, well-

⁵³ Schütz Ricardo . Stephen Krashen's Theory of Second Language Acquisition. July 2007. <<http://www.sk.com.br/sk-krash.html> >Access: (July 2012)

chosen games and art work suited to children's needs will help them practice their language skills. Games and art activities should not be seen just as mere filling up empty spaces in a class, or often used only as short warm-up activities when there is some time left at the end of a lesson. In the “EFL through play and art” philosophy, games and art work activities are the heart, core idea of a teaching lesson plan.

1.10.4 Principles

- Games and art work activities are the heart of the teaching philosophy and methodology.
- Language acquisition occurs mainly through play where L2 evolves naturally.
- Group work (cooperative learning) is widely used in every activity or task.
- There are neither winners nor losers in a game or art work. We are all special and deserve good reinforcements for paying attention and trying out any activity.
- Student’s self-developed values and principles will guide class activities.
- Self awareness and self-discovery are fostered in every activity.
- Purely deductive activities and “hands-on” learning are applied in each activity.
- Game and art work activity design encourage development of students’ multiple intelligences where their whole selves are involved.
- Creativity is stimulated and exercised at all times.
- Language acquisition and learning strategies are dominant and syntactical, morphological, and phonological aspects are subtly dealt with in context.
- Evaluation and assessment are conducted in the same way as a normal class with the EFL philosophy.

1.10.5 Goal and objective

The main objective of the “EFL through Play and Art” philosophy is teaching children to communicate in English in a natural and spontaneous way through the use of games and art work.

1.10.6 Skills emphasized

The development of the four language skills is encouraged in the philosophy; however, listening comprehension and speaking are mostly emphasized.

1.10.7 Skills teaching techniques

Listening comprehension and speaking are taught in every game and art work activity. Children have to follow instructions, so they listen to the teacher. In the case of speaking, the activities used are role plays, speaking contests and meaningful dialogues.

1.10.8 Teacher's role

Initially the teacher is the one who manages the class; she proposes the game or activity. Then, the teacher monitors the activity and works as facilitator so that the games and art works develop smoothly throughout the class period. Eventually, the teacher becomes part of the class and works as partner.

1.10.9 Student's role

Initially students are the followers of the teacher's role model. Later, students become active and extremely important protagonists in the lesson development. Sometimes group or pair work take place. Even the teacher takes roles in activities.

1.10.10 Interactions

In the one-on-one model, teacher –student and student –teacher interactions form part of the whole lesson plan development. Concerning small groups, teacher –student interaction takes place at the beginning of a lesson, then, the teacher becomes a facilitator, thus the student –student interaction increases throughout the rest of the lesson.

1.10.11 Role of L1⁵⁴

L1 is allowed but just in cases where a specific task or game instruction is not clear enough, or when there are not enough resources (pictures, drawings, objects or mimic) to understand some aspect of L2⁵⁵.

⁵⁴ L1: The language someone acquires first. It is often, in a sense, equivalent to native language; also of the language mainly used by an individual or a community.

1.10.12 Error correction

The “EFL through Play and Art” philosophy considers that mistakes and errors are part of everyday language learning, and that they have a reason to exist. Two key factors that this philosophy considers are: first, mistakes and errors are caused due to a linguistic system that Larry Selinker (1972) called *interlanguage* (IL)⁵⁶ and second, there exists a difference between ‘mistakes’ and ‘errors’ that will be explained later.

It is important to reflect on the notion of interlanguage because the mother tongue is the starting point for the acquisition of the second language, which then proceeds by a series of restructurings of the mother tongue or a sequence of approximative systems progressively towards a more similar imitation to the target language. This is an attractive picture and it has as its result that the earlier stages of the interlanguage would be more mother –tongue like than the later stages⁵⁷. In Ellis 1985c and 1989a, the author states that interlanguage development entails three concurrent phases, involving: *innovation* that is the acquisition of new forms, *elaboration* that is the complexification that takes place as

⁵⁵ L2: Second language, especially in discussion of language teaching where L2 is the ‘target language’, or language to be learned.

P.H. Matthews. The Concise Oxford Dictionary of Linguistics <http://books.google.com.ec/books?id=4JdI9_Jl_AsC&printsec=frontcover&dq=linguistics+dictionary&hl=es&sa=X&ei=WIWlUP7bCZOk8ATf6oGgDQ&ved=0CDkQ6AEwBA> Access: (November 2012)

⁵⁶ "Interlanguage reflects the learner's evolving system of rules, and results from a variety of processes, including the influence of the first language ('transfer'), contrastive interference from the target language, and the overgeneralization of newly encountered rules." (David Crystal, A Dictionary of Linguistics and Phonetics, 4th ed. Blackwell, 1997) Access: (February 19, 2013)

"The process of learning a second language (L2) is characteristically non-linear and fragmentary, marked by a mixed landscape of rapid progression in certain areas but slow movement, incubation or even permanent stagnation in others. Such a process results in a linguistic system known as 'interlanguage' (Selinker, 1972), which, to varying degrees, approximates that of the target language (TL). In the earliest conception (Corder, 1967; Nemser, 1971; Selinker, 1972), interlanguage is metaphorically a halfway house between the first language (L1) and the TL, hence 'inter.' The L1 is purportedly the source language that provides the initial building materials to be gradually blended with materials taken from the TL, resulting in new forms that are neither in the L1, nor in the TL.

(ZhaoHong Han. Interlanguage and Fossilization: Towards an Analytic Model.Contemporary Applied Linguistics: Language Teaching and Learning. Ed. by Li Wei and Vivian Cook. Continuum, 2009) Access: (February 19, 2013)

⁵⁷ Gass, Susan M. and Larry Selinker. Language Transfer in language learning. John Benjamins Publishing, 1992. Page 23.

the learner discovers the contextual uses of a form, and *revision* that is the adjustments that are made to the entire system as a result of innovation and elaboration⁵⁸.

The “EFL through Play and Art” philosophy makes use of these concepts in a way that teachers pay special attention to their students’ interlanguage because they might tend to produce incorrect statements that with time would *fossilize*⁵⁹ and result in an *error*. Teachers have to recognize the clear difference between mistakes and errors. A mistake is an imperfection, this means, that a person knows the correct way of uttering something, but by accident this person said the wrong thing. Often mistakes result in fun statements and students can get rid of them. However, when a mistake is repeated too often, it becomes an error. Errors are such when students do not know the correct form, term, or usage of a word or phrase. Errors need to be corrected for students to develop their skills and to avoid developing bad habits.⁶⁰

The EFL philosophy works with four types of corrective feedback that vary in terms of how implicit and explicit they are. Implicit feedback means that there is no overt indicator that an error has been committed, whereas in explicit feedback types there is⁶¹. The implicit types of feedback that the “EFL through Play and Art” philosophy works with are: recasts, clarification requests, and repetition. On the other hand, the philosophy also applies an explicit corrective feedback which is eliciting techniques⁶². In *recasts*, the teacher rephrases students’ utterances to eliminate the errors. In *clarification requests* the teacher uses responses like “Sorry, Can you repeat that?”, or “Pardon me?” to ask for clarification. In *repetition*, the correct utterance is sometimes used, often with rising intonation or emphasis so that students know which part is in need of repair. In *Elicitation*

⁵⁸ Ellis, Rod. The Study of Second Language Acquisition. Oxford University Press. 1994. Page 31.

⁵⁹“ Fossilizable linguistic phenomena are linguistic items, rules, and subsystems which speakers of a particular NL will tend to keep in the IL relative to a particular TL, no matter what the age of the learner or amount of explanation and instruction he receives in the TL” (Selinker, L., Interlanguage , IRAL; International Review of Applied Linguistics in Language Teaching, 10:3 (1972) p.209) Access: (February 19, 2013)

⁶⁰ ESL Coaching Techniques: Error Correction. April 17, 2009. (Access: February 19, 2013) <http://bathtubber.hubpages.com/hub/ESL-Coaching-Techniques-Error-Correction>.

⁶¹ Ellis, Rod and Shawn Loewen. Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching. Multilingual Matters, 2009. <<http://books.google.com.ec/books?id=SyJUvGuttGwC&printsec=frontcover#v=onepage&q&f=false>> Access: (February 21, 2013)

⁶²Treating Learner Errors. <<http://fulbright.state.gov/uploads/0f/c0/0fc0a31a161fe4f2400106f95b130a06/Treating-Learner-Errors.pdf> >Access: (November 2012)

techniques the teacher tries to get the students to produce the correct structure, either by completing the teacher's own restatement, asking the student or peers questions about how something should be said, or asking students to repeat the utterance in a reformulated way.

1.10.13 Vocabulary teaching

The "EFL through Play and Art" philosophy makes use of pictures, realia, role – plays, board games, songs, puzzles, drawings, clay, charades and more in order to present vocabulary and develop a lesson by using a game or art work activity.

1.10.14 Grammar teaching

The EFL philosophy seeks that grammar emerge naturally from every game or art work activity. The grammatical aspects are assimilated unconsciously and in a subtlety way, so that children engaged in the activity without even noticing that they are acquiring L2.

1.10.15 Materials

The "EFL through Play and Art" philosophy makes use of puzzles, short stories, plays, drawing activities, adapted board games and kinesthetic ones, songs, clay, papers, crayons, colors and more to carry out a complete lesson designed for children.

1.10.16 Syllabus

This philosophy basically transforms regular textbook activities into games and art work that could be used in a complete lesson under certain period of time (depending on the number of English hours). Consequently, the syllabus used by the philosophy is that of an existing scholar curriculum handled by an institution where it will be applied.

1.11 Hypothesis

The activities based on the "EFL through Play and Art" philosophy allow more real and natural foreign language acquisition results than regular text-book language teaching activities in small groups and in one –on –one situations in eight to ten –year olds.

1.11.1 Research conceptualization

1.11.1.1 Dependent variable

- **EFL ACQUISITION:** The process by which native Spanish speaking children assimilate English in an environment where the foreign language is not spoken daily.
- **EFL LEARNING PROCESS:** It refers to the conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them.

1.11.1.2 Independent variable

- **THE “EFL THROUGH PLAY AND ART” PHILOSOPHY:** This dissertation’s proposal to teach English to children with transformed textbook activities that involve games and art work inside or outside a classroom.

1.11.1.3 Definitions

- **EIGHT TO TEN- YEAR OLDS:** Fourth to sixth grade children attending Centro Educativo ETIEVAN.
- **REAL AND NATURAL FOREIGN LANGUAGE ACQUISITION:** Foreign Language acquisition process which reproduces the way in which the first language was acquired. This process allows learners to transfer classroom learning to authentic communication in real life situations.
- **TEXT-BOOK LANGUAGE TEACHING:** Teaching English based only on textbook activities that come inside a regular student textbook.
- **SMALL GROUP TEACHING:** Teaching English to a group of nine people.
- **ONE –ON –ONE TEACHING:** Teaching English to one student.
- **L1:** First language or mother –tongue.
- **L2:** Target language or language to be learned.
- **GAME:** Activity in which appropriate input and pleasure environment is displayed so that second language assimilation takes place in children.

- **ART WORK:** Activities that allow children to expand their creativity and assimilate vocabulary subtly while they create products made with their hands that later will be shared with others spontaneously.

2 CHAPTER TWO: METHODOLOGY

2.1 Universe and sample

“Centro Educativo ETIEVAN” is an Elementary School located in Quito, Ecuador. The institution seeks the harmonious development of the human being through simultaneous interaction among the body, the mind, and the spirit. The school work reflects this interaction by means of activities which evidence the three methodological axes focused on increasing student’s knowledge, while educating the mind, the body and the students’ emotions at the same time.

The nature of this school was the perfect environment to apply the “EFL through Play and Art” philosophy. The research methodology used to apply the project was a multiple case study in which the author intended to see how this philosophy behaved in a small group of subjects but not in the whole school.

The participants chosen for this multiple case study research project were ten 8 -10 year –olds attending the regular English classes at ETIEVAN as part of their sixth grade Elementary School Program. The one-on-one case study involved an eight year older from third grade of the same school and participated in twenty – four (two-hour each) summer sessions to test the EFL through Play and Art philosophy effectiveness in one –on –one situations.

The procedures taken into account prior to the application of the EFL philosophy in Centro Educativo ETIEVAN involved a complete presentation of the project purpose and whole philosophy management to the school’s principal, Kathia Reyes. She kindly and enthusiastically accepted the project not only for being an innovation, of which the school would benefit itself, but also because it complied with the school’s principles and methodological axes. The principal strongly supported the implementation of the project in her school since the very beginning.

A second meeting was held with the sixth –grade teacher and parents. The duty was coordinating schedules with the sixth –grade teacher. The arrangement of lesson’s hours

was not so difficult because the teacher gave the project green light to be developed with her kids. Even better, the teacher, herself, offered her help to film the lessons. Then, parents were called for explaining the way in which the last trimester of the school year was going to be conducted. Some parents eagerly accepted and wished the best for the project, others were a little bit anxious regarding the book content and the way in which grades were going to be reported. After a clear explanation about the purpose and management of the project with their kids, the parents agreed on the application of the “EFL through Play and Art” philosophy.

2.2 Proposal

The “EFL through Play and Art” philosophy proposes to turn textbook activities into more fun and dynamic ones, so that both, teachers and students enjoy the teaching and learning process. This philosophy attempts to raise interest in the foreign language through playing and doing crafts. This teaching philosophy wants to demonstrate its positive effects in children’s language acquisition by awakening the inner art work potential along with the healthy competition environment that well managed classroom games provide.

The effectiveness of the activities designed based on the “EFL through Play and Art” philosophy will be tested on eight to ten year-old kids who will participate in the learning acquisition process of English by playing games and doing art work inside and outside a classroom. Kids around these ages like to play. They need to acquire the language in a natural way within a relaxed environment. Teaching English with the aid of games and art work is a fresh proposal especially for children who are exhausted of learning English just as a boring school subject. Children are able to grasp English grammar naturally through the use of interesting games. Playing inside or outside a classroom involves mental and physical coordination; for this reason, kids focus their attention in the activities displayed by the teacher and then they get involved in the task. They are more relaxed, happy and have fun with English.

The “EFL through Play and Art” philosophy is addressed to teachers who want to create a warm atmosphere full of positivism in which children show their inner and real

potential towards language learning specifically English. Teachers must be passionate for the things they are doing with their children. Moreover, this teaching philosophy expects that teachers blossom their creative part. Teachers are sometimes packed under the same container, which means just teaching English based on a textbook, or a stiff way. However, this philosophy wants that teachers show their artistic self in every class. Every teacher has an artist inside; this artist can come alive and take part of the class. In this way, the flow of the class will emerge naturally because both, the teacher and the artist that rests in every teacher are relaxed. The “EFL through Play and Art” philosophy looks for a harmonious environment not only for the students, but also for teachers. Students participate actively in every class; the philosophy expects that teachers do the same too. Teachers will get involved in the games and art work along with the students. Students will understand that games are fun and serve to learn English because their teacher is also participating and playing with them.

The activities proposed in this project incorporate board and physical games together with art work activities such as, painting, drawing, modeling and acting. All the classes have a mix of these two elements. Children have the opportunity to compete and exercise their brains while they learn English. Furthermore, the kids have the opportunity to awaken their art work potential or enhance their creativity while they are in contact with the language. The “EFL through Play and Art” philosophy attempts to demonstrate that the acquisition process works naturally if we combine games and art work in an English class.

2.3 Methodological design

This Project applied a multiple case study research method using nine subjects in a small group situation and a one –on –one model to demonstrate its validity and reliability. It was based on information taken from different bibliographical sources, such as books, magazines, handouts, web pages, as well as from observation sheets, surveys, interviews, and tests. The “EFL through Play and Art” philosophy was tested in a small group that included 2 girls and 7 boys whose ages fluctuated around 9 to 10 years old. The one –on –one situation included an eight- year old girl. The project was applied to the small group

situation during the last trimester of the school year 2011- 2012 whereas to the one –on –one situation was carried out in August 2012.

The application of the project with the small group covered thirty-three classes of 45 minutes each, during the months of April, May and June 2012. It means almost 2 hours with 25 minutes per week from April 17th to June 28th 2012. In the case of the one –on –one situation, it covered twenty-five classes of 2 hours three times a week starting August 6th to August 29th 2012.

The lesson plans' content came from the students' book "Cool Kids 5" by Richmond Publishing, its activities were adapted in order to match the "EFL through Play and Art" philosophy. This adaptation served, first as a guideline to test the value of the teaching philosophy, and second the continuation of the English curriculum school's program. The thirty- three lesson plans corresponded to the content of the last four units of the students' book. The units were the following: "Unit 7: What would you like? "Unit 8: Cleaning the House!"; "Unit 9: I like Computers"; and "Unit 10: Around the World". Each unit had its corresponding lesson planning together with a unit test. Concerning the one –on –one situation, the activities which include games and art work were similar to the ones handled by the small group. There were subtle adjustments with some games. Moreover, due to lack of time, the last unit could not be covered with the one –on –one situation.

2.4 Research Techniques and Procedures

2.4.1 Surveys

An initial survey (Annex No. 1) was administered to the 9 children to evaluate their perception of the management of the English class prior to the application of the "EFL through Play and Art" philosophy. This survey helped to discover their level of satisfaction and comfort with the previous classes and how these ones could be improved in the following months.

2.4.2 Tests

First, a Pre –test (Annex No. 2 and Annex No. 3) was administered to the nine children as well as to the one –on –one subject and its results will be used in the multiple case study analysis. This test served as a valuable research instrument because it allowed measuring the amount of knowledge that the small case study group and one –on –one

subject had prior the application of the EFL philosophy. At the end of the project's application, a Post –test (Annex No. 4 and Annex No. 5) was necessary to control and verify if the objectives of the project were reached. The Pre –test and Post –test served to compare the level of knowledge of the small group and one –on –one situation according to the CEF (before the introduction of the “EFL through Play and Art philosophy) to the exit level knowledge (after the implementation of the “EFL through Plan and Art” philosophy) with qualitative and quantitative results.

2.4.3 Observation Forms (Annex No. 6)

The small case study group and one –on –one model were monitored by a class observer whose main concern was to complete the information in the form and give it back to the teacher, so that she could determine whether the “EFL through Play and Art” philosophy works or not as an innovative learning and teaching proposal. Moreover, selected classes had the backup of a video recording and photographs. The small group and the one –on –one situation were analyzed by the observer according to their performance during the application of the “EFL through Play and Art” philosophy.

2.4.4 Student Interviews

Personal Pre (Annex No. 7) and Post interviews (Annex No. 8) to students were a way to get in-depth and comprehensive information. The interview of members of the target group gave personal and detailed information about the implementation and results of the project. Through the use of interviews, the project was evaluated under levels of satisfaction and applicability.

2.5 Design Description

The application of the “EFL through Play and Art” philosophy proposal began with the Pre –test administration, then the lessons were taught as programmed, and it ended with the administration of the Post –test.

A total of fifty eight lessons were taught to both the small group and the one on one situation all together. From this total, fifty lessons were equally developed with the small group and one –on –one model. This meant that in both situations the content of units 7 to 9 was equally covered and developed. It is important to mention that unit 10 was only

covered with the small group. From these fifty lessons, twenty –four were randomly selected for the results analyses. The selection criteria used was based on three categories: successful, eventless and hitless classes. This class classification also had to fit the case study format and because these types of classes were the most representative ones. A *successful class* is that one where some students showed real language acquisition by eager participation, a lot of oral production in English, and genuine interest for the class activities which allowed the verification of this dissertation’s hypothesis. An *eventless class* is that one where some students were passive; they followed the class activities but did not get involved in them. It is evident that the class neither awoke their curiosity, nor their interests enough to show any signal of natural EFL acquisition process. A *hitless class* is that one where most students were reluctant to participate did not show interest in the activities; consequently, language acquisition did not take place.

In order to protect the students’ identities participating in this project, the students of the small group situation are randomly represented by numbers (1 to 9) throughout the whole project. These numbers assigned to each subject will only serve general result analysis purposes; they do not attempt to provide any individualized information. The one –on –one model is identified as subject 10.

The twenty –four classes that are described and analyzed are parallel in content for both situations. Because there was more time available with the one –on –one model, class time distribution frequently allowed for two or more lesson plans content coverage with subject 10.

2.5.1 Pre –Test description

Small Group Situation

In order to start with the application of the project among the target group, the following activities were developed prior to the application of the “EFL through Play and art” proposal. The administration of the preliminary survey, oral diagnosis and Pre-test took place in the week of April 9th to 16th, 2012. On April 9th, the oral diagnosis tests were administered and recorded. On April 10th and 11th, the surveys and Pre-tests to all nine subjects were administered and recorded.

The Pre-test with the small group was administered in two segments due to time constraints. The Listening Comprehension and Reading parts were conducted on April 10th

whereas the Speaking and Writing sections, took place on April 11th. In the first part, students worked on the Listening Comprehension and Vocabulary activity which was a “BINGO” game. Here, the teacher read phrases related to different occupations (journalist, dentist, photographer, businessperson, etc) and subjects had to cross out the name of the occupation on their bingo cards. Then, subjects continued with the Reading activity called MY DRAWING. In this part, subjects read in silence a short text about a young knight called Edward and an evil dragon that lives in a cave. Subjects had to draw the sequence of the story in order to assess reading comprehension.

The second part of the Pre-test corresponded to the Speaking activity called TODAY IS ...’S BIRTHDAY! Here, subjects had to pick one piece of paper with a specific instruction from two different containers. The task on these pieces of paper ranged from singing a happy birthday song, imitating a favorite singer, to expressing a wish for the birthday girl or others. Each subject had to act out the assigned task in front of the whole class. After that, the subjects went over the Writing assignment called WEIRD HEADLINES. In this part of the Pre –test subjects pretended to be journalists. Subjects had to pick a piece of paper from four different containers: container 1 had adjectives, container 2 had a kind of person or animal, container 3 had action verbs in present tense and container 4 had nouns. With all these four pieces of paper, each student formed a “weird headline”. Then, they had to write the “weird headline” on a paper provided by the teacher and develop a short story.

2.5.2 Pre –test Description

One –on –one situation

The Pre-test with the one –on –one model took place on August 1st, 2012. In the Listening Comprehension and Vocabulary activity, subject 10 had to play “BINGO”. Here, the teacher read the description of different farm animals (cow, chick, hen, rooster, sheep, horse, etc.) and subject 10 had to cross out the name of the corresponding farm animal on the bingo card. Then, subject 10 continued with the Reading activity called MY DRAWING. In this part, the student had to read a short text about a young magician called Edward and his family that lives in a circus. The student had to draw the important aspects of the story, so that the teacher could assess reading comprehension.

The Speaking part of the Pre-test corresponded to an activity called TODAY IS SUBJECT 10'S FASHION SHOW! Here, subject 10 had to pick one piece of paper with the name of a boy or a girl from a container. Then, the student had to dress up a puppet boy or puppet girl and describe the type of clothing it is wearing. Subject 10 had to describe the type of cloth and color; for instance, *Mimi has a red hat and brown boots and Kevin has green shorts and a blue t-shirt*. After that, the student went over the Writing assignment called WEIRD HEADLINES. In this part of the Pre –test subject 10 pretended to be a journalist. The student had to pick a piece of paper from four different containers: container 1 had adjectives, container 2 had a kind of person or animal, container 3 had action verbs in present tense and container 4 had nouns. With all these four pieces of paper, the student formed a “weird headline”. Then, subject 10 had to write the “weird headline” on a paper provided by the teacher and develop a short story.

2.5.3 Classes' descriptions

2.5.3.1 Successful classes

Successful classes are described here just for the small group situation. Nevertheless, the corresponding adjustments made to the one –on –one situation are analyzed. The one –on –one classes do not necessarily fit the category of the small group which in the following section were successful.

Small Group situation

Class # 1 Description

Lesson Plan # 1 (Annex No. 9)

Date: Tuesday April 17th, 2012

Unit 7: What would you like?

Learning Objectives:

- To assimilate words related to a restaurant environment with the game YOU KNOW IT!
- To use key phrases at a restaurant with the role-play called I WOULD LIKE...
- To enhance art work through the creation of PLACEMATS.

The teacher got all the materials ready in order to start the class. In the warm –up called YOU KNOW IT! Subjects worked as a whole group. Here they were able to use their imagination to come up with creative ideas for different objects that common people can find in a restaurant. For example, a fork could be used as a comb, a tray as a mirror, a spoon as a microphone. Students were watching and listening attentively to their peers while they were doing mimics. Next, students went under the main activity of the day

called I WOULD LIKE... which basically consisted on a role –play. This activity was developed in small groups. The teacher exemplified a situation where she used phrases that a server or client use in a restaurant. The subjects heard the phrases and tried to imitate them while they were acting out the play.

For the last activity or wrap up called PLACEMATS, subjects had to create their own placemats following the teacher's instructions with the material provided by her. Subjects used a white craft paper as a tablecloth; they drew a circle (a plate) in a blue craft paper and cut it out. With a yellow craft paper they created a napkin. On a gray paper they drew a fork, a spoon and a knife. They cut them out. They arranged all the elements on the white craft paper and glued them. Finally, they labeled the objects and laminated their *new placemats* with contact paper if they wanted.

One –on –one situation

The teacher started the class with the activity called YOU KNOW IT. The teacher told subject 10 that she would learn vocabulary related to objects that she could find in a restaurant. The teacher started by introducing the utensil '*fork*' and invited subject 10 to think about other uses she could give a fork (for instance, as a comb or a brush). The teacher continued with the introduction of eating utensils and restaurant items by even using big flashcards as well as realia.

The next activity was the role –play called I WOULD LIKE.... The teacher announced that they were going to do a role –play at a restaurant. The teacher invited subject 10 to set the table at the restaurant. Then, the role –play began. Subject 10 was the server (waitress) and the teacher wrote on the board the phrases that subject 10 needed to use to perform the activity. Later, the teacher also said to subject 10 that she would have to use other phrases when she had to play the role of a customer and proceeded to write them on the board as well. After the first role –play, subject 10 invited to the teacher to exchange roles. Then, when the second role –play finished, subject 10 wanted to be the server again and the teacher accepted and they performed a third role –play.

After acting out the role –plays, the teacher told subject 10 that they were going to make a PLACEMAT. The teacher provided subject 10 with the materials and asked the student to trace the spoon, fork, and knife on a silver craft paper. Then, she asked subject 10 to trace the plate for the placemat, making sure that she let subject 10 decided the color for her plate. After subject 10 had all her decorating eating items, the teacher asked the

student to choose a color for the placemat and asked to glue each item on a white craft paper.

Small Group situation

Class #2 Description

Lesson Plan # 2 (Annex No. 10)

Date: Wednesday April 18th, 2012

Unit 7: What would you like?

Learning Objectives:

- To use key phrases at a restaurant through the game SERVER OR CLIENT.
- To create interesting menus to develop vocabulary and art work with the activity MENUS.
- To role-play interesting/funny/scary situations at a restaurant with the game AT THE RESTAURANT.

The class started with a warm up called SERVER OR CLIENT which consisted mainly in classifying phrases that a “server” or “client” uses at a restaurant. This activity was done in teams. Some phrases were taken out of a container and read by the teacher. Students on their corresponding teams had to raise their hands and tell the teacher who says that phrase. If the guess was right, the team got a point, but if it was incorrect, the other team had the chance to participate. After this warm –up, the next activity called MENUS was about creating original *menus* for a restaurant. Here students worked in pairs and used all the material available in order to come up with fantastic Menus. After completing this activity, students engaged in the wrap –up game called AT THE RESTAURANT. In this mini role-plays students had to use the phrases seen in the warm-up combined with the menus created by them.

One –on –one situation

The one –on –one class covered two activities: SERVER OR CLIENT and MENUS. The SERVER AND CLIENT exercise served as a reinforcement of a previous class whereas with the small group, this activity was the warm –up. The teacher showed several phrases written on small cards and asked subject 10 to read them and identify who could say those phrases either a server or customer. After this activity, teacher moved subject 10 to the next task which was MENUS. Teacher invited subject 10 to make a menu. The teacher provided subject 10 with materials to prepare and design her menu. Teacher was patient enough as to help subject 10 develop her menu as she wished.

Small Group situation

Class # 8 Description

Lesson Plan # 8 (Annex No. 11)

Date: Wednesday May 2, 2012

Unit 8: Cleaning the house!

Learning Objectives:

- To assimilate cleaning item nouns with a hand- on activity THE CLASSROOM IS DIRTY!
- To associate words with images through a CLEANING BINGO GAME.
- To practice vocabulary assimilation with a CHORES POEM.

This day, the lesson plan was modified in its warm –up activity. The original warm –up activity called THE CLASSROOM IS DIRTY! that consisted on introducing the topic through a hands-on activity was changed by the game SIMON SAYS. The teacher decided to make the change because when she entered to the small group’s classroom, this one was not dirty at all. With this change in mind, the teacher started the class.

The teacher showed real cleaning items as well as flashcards to the students and asked them to imitate the action she was doing with each cleaning object. For example, the teacher took the broom and she swept the floor. She asked students to do the same with their imaginary brooms. Then, she took the cleaning rag and cleaned a window, once again, she asked the students to imitate that motion. After showing all the objects corresponding to the new unit, the teacher played SIMON SAYS with the new vocabulary. For instance, she said “Simon says sweep the floor”, so all the students have to sweep the floor. When she said “clean the window”, nobody had to move because she did not say Simon Says.

Next, students went into the CLEANING BINGO GAME. Each subject received a cleaning BINGO card with different cleaning item drawings on it. Students had to pay attention to the vocabulary word shown on a flashcard because they had to color the corresponding vocabulary drawing on their Cleaning BINGO cards. After this game, the teacher moved the small group into the wrap up activity called CHORES. The poem was about a boy called Tom who was playing video games while his mother was asking him to do some house chores. In this assignment, subjects of the small group had to read in silence a short poem about house chores. The poem’s paper had some blank spaces that had to be filled out with verbs or nouns about the new unit. Besides doing this activity, students were asked to draw their favorite chore that was mentioned in the poem.

One –on –one situation

The one –on –one model worked with the same activities SIMON SAYS, CLEANING BINGO and CHORES POEM. The teacher used the game *Simon says* as a reinforcement of a previous class whereas with the small group she used the game as a warm –up to introduce the vocabulary. First, the teacher started with simple instructions such as '*Simon says, touch the table*'. Then, the teacher announced that they would play the game to practice the cleaning expressions studied in another lesson. For example, the teacher said '*Simon says, sweep the floor*' or '*Simon says, wash the dishes*'. Then, teacher and student played a CLEANING BINGO game. In this activity, subject 10 had to color the corresponding drawing on her bingo card after the teacher showed the name of that object on a flashcard. Subject 10 worked very concentrated on this activity.

After playing this game, the teacher announced that they were going to work with a CHORES POEM. The teachers handed out a poem and invited subject 10 to fill in the blanks with words that rhyme. After 15 minutes, the teacher asked subject 10 to compare the blanks filled by her with the original poem. Then, ten minutes later, teacher asked subject 10 to read the poem in segments. Next, subject 10 together with the teacher acted out the poem's content. Finally, subject 10 was invited to sing the poem with the teacher by taking turns and giving rhythm to each two lines.

Small Group situation

Class # 9 Description

Lesson Plan # 9 (Annex No. 12)

Date: Thursday May 3rd, 2012

Unit 8: Cleaning the house!

Learning Objectives:

- To recall cleaning items nouns and verbs with the game CLEANING THE HOUSE.
- To assimilate verbs in past by playing TOSS THE BALL.
- To practice the use of verbs in past while playing CLEANING CROSSWORD PUZZLE.

This day, the lesson plan was modified in its second activity. The second activity called TOSS THE BALL that consisted on passing a small ball around the group in order to create a question could not be done due to lack of time. Consequently, the teacher decided to work only with the warm –up and wrap –up activities. The warm –up called CLEANING THE HOUSE was basically a puzzle. Students were asked to work in groups of three and each group received an envelope with a complete puzzle about cleaning actions. After finding all the pieces and putting them together, each group had to write 5

sentences in past about the puzzle picture. Then, the teacher moved subjects into the last activity of the class which was a CLEANING CROSSWORD PUZZLE. In this activity, subjects worked in teams. The teacher pasted on the wall two posters with empty crosswords to solve. The crosswords contained words related to cleaning items or verbs. Each team had to find the corresponding clues that were tagged in different places in the classroom. Then, they had to find the letters and complete the exercise. The team that finished first was the winner.

One –on –one situation

Subject 10 worked out the same activities that the small group worked on. She put together a puzzle in the activity called CLEANING THE HOUSE and then got involved in a CLEANING CROSSWORD PUZZLE. In the first activity, the teacher gave subject 10 an envelope with the pieces of a puzzle. The teacher told subject 10 to put together the pieces and then said aloud 5 sentences about the picture of the puzzle. Subject 10 solved this activity in 10 minutes. After that, the teacher asked for help to subject 10 to stick a poster on the board containing a crossword puzzle. Next, the teacher hid the definitions of the words that went in the puzzle and asked subject 10 to find them one by one. Teacher monitored the activity and asked subject 10 to recognize the word that was defined in each definition and to place on the crossword puzzle. Once a word was identified, subject 10 had to select the letters for each work and place them one by one on the puzzle.

Small Group situation

Class # 16 Description

Test Lesson Plan # 16 (Annex No. 13)

Date: Thursday May 17th, 2012

Unit 8 Test

Learning Objectives:

- To check the assimilation of words related to cleaning items words and verbs with the game ROCK, PAPER, and SCISSORS.
- To foster reading comprehension with a short reading CLEANING, CLEANING!
- To enhance writing skills through the creation of an ARCHAEOLOGICAL NEWS.

Unit 8 test with the small group was administered in two segments due to time constraints. The Reading comprehension and Writing parts were conducted in May 17th whereas the Listening comprehension and Speaking in May 18th. The teacher started with the explanation of the reading part to the subjects. In the reading part called CLEANING,

CLEANING, the teacher handed out the test with a short text about a family that loves cleaning the house. The subjects had to read in silence the story and draw each family member mentioned in the reading with the corresponding cleaning item. Next, subjects were told to work on the writing part of the test called ARCHAEOLOGICAL NEWS. Here, they had to write a weird story about a mummy that came to life. The stories had to be written for the WEIRD NEWS MAGAZINE in past tense and use the vocabulary learned in the unit.

The next day, subjects finished their tests with the Listening comprehension and speaking exercise. The game was ROCK, PAPER, and SCISSORS and the teacher explained the task as follows. She brought a number of flash cards to class and lined them across the floor in a row. Then, she asked two subjects to stand up at the extremes of the row. Each subject had to jump on its first flashcard. Every time a subject jumped on a card, she/he had to say a sentence with the word on the card. Eventually one player met the other player somewhere on the row. When this happened, they had to do the old guessing game of ROCK, PAPER & SCISSORS. The winner continued in the game, the other had to leave the row and another player restarted the game.

One –on –one situation

Unit 8 test was administered in the following order. First, the teacher started with the Listening comprehension and Speaking exercise. The game was ROCK, PAPER, and SCISSORS. The teacher explained the methodology of the game. She brought a number of flash cards about cleaning items to class and lined them across the floor in a row. Then, she asked subject 10 to stand up at one extreme of the row and she placed herself at the other end. Subject 10 had to jump on her first flashcard. Every time she jumped on a card, she had to say a sentence with the word on the card. The same rule applied to the teacher. Eventually they would meet somewhere on the row. When this happened, they had to do the old guessing game of ROCK, PAPER & SCISSORS. The game was repeated three times and each time, the teacher changed flashcards to assess vocabulary.

After this game, the teacher moved subject 10 to the reading part called CLEANING, CLEANING. Here, the teacher handed out the test with a short text about a family that loves cleaning the house. Subject 10 had to read in silence the story, answered six questions and then drew each family member mentioned in the reading with the corresponding cleaning item. Next, subject 10 was told to work on the writing part of the

test called WEIRD NOTE. Here, subject 10 had to pretend to be a mother who leaves a note to her daughter. She had to write sentences about the chores that her daughter had to do while she was gone. Subject 10 had to use all the vocabulary seen in unit 8 as well as sequencers.

Small Group situation

Class # 17 Description

Lesson Plan # 17 (Annex No. 14)

Date: Tuesday May 22nd, 2012

Unit 9: I like computers!

Learning Objectives:

- To assimilate vocabulary related to computers with the game HOT AND COLD.
- To express rules and suggestions with a ROLE-PLAY.
- To consolidate the functional language with the activity RULE.

This class had to be modified as follows. First, the warm –up took extra time that the one expected, so the last activity called RULE was not able to be done. Second, the activity called ROLE –PLAY was substituted by an activity where teacher and subjects chitchat about the things that a person should or should not do with a specific object. The activity HOT AND COLD opened the lesson of the day. The game needed a volunteer who had to be blindfolded. Real computer objects were placed around the classroom. The volunteer had to find the object that the teacher showed on a flashcard. The other subjects guided the blindfolded volunteer to the object by saying the word ‘*hot*’ when the volunteer was closer to the object or ‘*cold*’ if he/she was not. Every single time a new volunteer participated in the game, the rest of the class moved the computer objects to a new place.

After doing this game, the teacher switched the activity and invited subjects to come up with ideas about thing that people should or should not do with a computer object. The teacher explained the meaning of the word should and gave examples. The teacher moved her body and took some computer objects to demonstrate the difference. For instance, the teacher said “you should clean the monitor”, so she cleaned the monitor with a cleaning rag. Then she said “you shouldn’t kick the monitor”, she made the movement. Subjects got the idea and started to give examples with the rest of the objects.

One –on –one situation

The tasks developed by subject 10 were the HOT AND COLD game and the ROLE –PLAY. Compared to the small group situation where the role –play did not take place, with the one on one model this role –play took a lot of time. The activity HOT AND

COLD served as a reinforcement of the vocabulary related to computer objects seen in other lesson. The teacher modeled the activity first and then engaged subject 10 in the task. The game consisted on finding computer objects only by hearing the words *hot or cold*. Subject 10 guided the teacher for the first time, and then they switched roles. Subject 10 said ‘*hot*’ when the teacher was closer to the object or ‘*cold*’ if she was not. The game was done in more than 30 minutes because subject 10 wanted to do it over and over again.

After doing this game, the teacher switched the activity and invited subject 10 to come up with a nice role –play in an office. In this activity, the teacher introduced the modal *should and its negative* form. The teacher explained the meaning of the word by acting out a situation where a person should not eat, listen to music, or use the cell phone inside that office. The teacher was the annoying person who did not follow the rules inside the place and subject 10 was the secretary whose duty was to keep the office organized and in silence. Later, both switched roles so that subject 10 also produced speech as a person who did not follow rules.

Small Group situation

Class # 23 Description

Lesson Plan # 23 (Annex No. 15)

Date: Tuesday June 5, 2012

Unit 9: I like computers!

Learning Objectives:

- To observe carefully two drawings and explain the differences in SPOT THE DIFFERENCES.
- To write rules for specific places in the activity GUIDES OF THE LIBRARY/ZOO/MUSEUM.
- To develop listening comprehension abilities with the game THE TELEPHONE.

In this lesson plan, the teacher worked only in two activities due to lack of time. The class started with a warm –up called SPOT THE DIFFERENCES. In this activity, the teacher handed out a sheet of paper with two similar pictures. The pictures contained a girl who was sitting in front of a computer. The subjects were asked to spot 8 differences among the pictures. The teacher told them to circle the eight differences and later as a whole group explained what the differences were. After this activity, subjects moved into the next task entitled GUIDES OF THE LIBRARY/ ZOO/ MUSEUM. This activity was done in groups of three. The teacher gave to each group a big bond paper. On these papers, each group had to write 6 rules with its corresponding symbol for a specific place (library,

zoo or museum). These places were raffled to avoid any preferences. As soon as the posters were ready, each group had to expose the rules they came up with to the rest of the class.

One –on –one situation

Subject 10 developed the same activities as the small group did. She worked in an activity called SPOT THE DIFFERENCES and she made a poster with RULES FOR THE COMPUTER OBJECT. In the first activity, the teacher gave subject 10 a sheet of paper with two drawings containing a girl that is sitting in front of the computer. Subject 10 was told to discover the eight differences in the drawing. She did this activity in 25 minutes. After finding the differences, teacher moved subject 10 into the next activity which corresponded to the RULES OF A COMPUTER CENTER. The teacher told subject 10 that she needed help to build the computer center rules on a poster and thus the teacher and student placed an empty piece of white card board on the board. Next, subject 10 imitated the teacher writing on the board and reproduced it on the poster. They both worked with pair reflection about what should and shouldn't be allowed in a computer lab. This activity was developed in 25 minutes.

2.5.3.2 Eventless classes

Eventless classes are described here just for the small group situation. Nevertheless, the corresponding adjustments made to the one –on –one situation are analyzed. The one –on –one classes do not necessarily fit the category of the small group which in the following section were eventless.

Small Group situation

Class # 4 Description

Lesson Plan # 4 (Annex No. 16)

Date: Tuesday April 24, 2012

Unit 7: What would you like?

Learning Objectives:

- To assimilate words related to a kitchen environment with the game IN A KITCHEN STUDIO I SPOT...
- To give steps to cook a food recipe in a cooking filming studio: SWEET SALAD.
- To recall words given at the beginning of the class plus the cooking section with the activity THE KITCHEN IS A MESS!

This class took place in the school's kitchen and the complete lesson plan was followed. Because of time, the teacher previously organized the class in groups of three. Each group had to prepare a specific recipe. To start with the lesson of the day, subjects worked in teams in the warm up activity called IN A KITCHEN STUDIO I SPOT. Each member of the team picked a piece of paper with a name of a kitchen's object or ingredient for the cooking recipe. The members tagged the name to the corresponding object or ingredient. The team with the most correct labels was the winner.

Then, the main activity of the day which was the preparation of a food recipe was developed. The group of the day prepared a SWEET SALAD. They had to mention all the ingredients and explain the steps to follow to make this type of salad. As soon as the group finished with the recipe, the whole class engaged in the wrap up called THE KITCHEN IS A MESS which basically consisted on reorganizing the kitchen and ingredients' labels. One participant of a team had to mix the labels of all the ingredients and kitchen objects. Then, the opposite team had to tag the labels correctly. The team with the best time was the winner.

One –on –one situation

This class took place in the kitchen and the all the activities covered with the small group were done with subject 10. Subject 10 got into the kitchen and received some flashcards to place in the right place kitchen objects, appliances, and utensils. Then, the main activity of the day which was the preparation of a food recipe was developed. Subject 10 together with the teacher prepared TUNA SANDWICHES. The teacher started the preparation by giving instructions on how to prepare the *tuna sandwich*. The process continued until everyone enjoyed the sandwich. As soon as both finished their sandwiches, the teacher invited subject 10 to close the class with an exercise whereby subject 10 was asked again to place the flash cards on the corresponding objects, appliances and utensils in the kitchen.

Small Group situation

Class # 7 Description

Test Lesson Plan # 7 (Annex No. 17)
Date: Friday April 27th, 2012
Unit 7 Test
Learning Objectives

- To check the assimilation of words related to a restaurant environment with a ROLE PLAY.
- To foster reading comprehension through the reading WHAT A RESTAURANT!
- To enhance writing skills through the creation of a FOOD RECIPE.

To start with Unit 7 test, the teacher gave instructions to complete it. In the first activity called ROLE –PLAY, students had to act out different situations at a restaurant. To do this activity, students were separated in groups of three and picked a small piece of paper with a specific situation on it. Each group had to role play the given situation. Here, subjects were given the opportunity to use the vocabulary learned in past lessons. The second activity (reading comprehension + art work creation) took few extra minutes from the ones expected by the teacher. In this activity of the test called WHAT A RESTAURANT! Subjects had to read a short paragraph about two different types of restaurants: one was a robot restaurant and the other a vampire one. Subjects were asked to draw the overall understanding of the reading on the space provided. After that, students got engaged in the third activity which corresponded to the written part. In this section entitled FOOD RECIPE, subjects had to pick a piece of paper with a name of a weird food recipe from a container. They had to write the “weird recipe name” on the corresponding place and write the ingredients and preparation process. With this part of the test, students were given the opportunity to be creative with their recipes.

One –on –one situation

To start with Unit 7 test, the teacher explained the activities to be done to subject 10. In the first activity corresponding to the Listening Comprehension and Speaking called ONCE UPON A TIME IN A RESTAURANT; subject 10 had to act out a situation with the teacher. Here, subject 10 was given the opportunity to use the vocabulary learned in past lessons. The second activity corresponding to the Reading Comprehension called RESTAURANTS, subject 10 had to read two paragraphs about two different types of restaurants: one was a robot restaurant and the other a vampire one. After reading in silence, subject 10 was asked to answer some questions and then draw the two restaurants according to the description given in the story. After that, subject 10 got engaged in the third activity which corresponded to the writing part. In this section entitled FOOD RECIPE, subject 10 had to write the ingredients and steps in order to prepare a *tuna*

sandwich. With this part of the test, subject 10 had the chance to put on writing the experience she had while making a tuna sandwich in her kitchen.

Small Group situation

Class # 10 Description

Lesson Plan # 10 (Annex No. 18)

Date: Friday May 4, 2012

Unit 8: Natural Sponges!

Learning Objectives:

- To assimilate vocabulary about natural sponges with the game: THE SECRET CARTOON IS...
- To enhance reading comprehension with the reading “SPONGES, SPONGES...”
- To develop art work by creating an ocean drawing called “MY SEA BOTTOM”.

The lesson plan of this day was developed in the following way. For the warm –up activity called THE SECRET CARTOON IS..., subjects had to work in groups of three. The teacher gave to each group an envelope. The envelope contained a cryptogram with some clues about the cartoon character. Subjects had to guess the secret cartoon character by solving the cryptogram with the hints. Subjects were able to apply their thinking and reasoning abilities in this game.

As soon as subjects discovered the secret cartoon character, the teacher moved into the second activity which was the reading SPONGES, SPONGES. In this activity, subjects read a short text about natural sponges. The same groups were kept to do this task; besides, subjects used their books because the reading was in it. When all the groups finished reading the text, the teacher monitored the text comprehension through a *trivia game*. In this game, the teacher displayed questions with a variety of answers (a multiple choice exercise). To finish with the lesson of the day, subjects worked in the wrap up activity called MY SEA BOTTOM. In this activity, subjects had to create their own sea bottom. They drew sharks, coral reefs, fish and they also glued some synthetic pieces of sponge on the blue craft paper. The teacher provided all the materials to come up with a great art work.

One –on –one situation

All the activities were developed according to the lesson; however, there was a slightly difference in the art work activity done by the small group. To start, the teacher

invited subject 10 to find the secret cartoon character in a worksheet by means of an alphabet code discovery exercise (a cryptogram). After 10 minutes, subject 10 received help from teacher to discover Sponge Bob and asked student to read a text about sponges. In the reading part, teacher asked subject 10 to read in silence. Then, the teacher handed a multiple choice comprehension quiz and told subject 10 that she would get a sticker for each correct answer. As soon as subject 10 finished with the reading comprehension quiz, teacher provided her with clay and invited her to make some of the creatures that live in the ocean. Because the clay was too hard to model, teacher accepted to play with the play dough that subject 10 had been working before the class (mix of flour and water). Subject 10 got carried away with play dough activity until the teacher told that they would use water colors after the two creatures (a snail and starfish) were baked.

Small Group situation

Class # 22 Description

Lesson Plan # 22 (Annex No. 19)

Date: Friday June 1st, 2012

Unit 9: I like computers!

Learning Objectives:

- To recall computer vocabulary by playing a MEMORY GAME.
- To enhance creativity by making a MOUSE PAD.
- To use “going to” when playing an INTERGALACTIC BATTLE.

The lesson plan of this day was not completely developed. The last activity could not be done due to lack of time. To start the class, the teacher explained the activity called MEMORY GAME. The game was done as a whole group and to do it, the teacher wrote some words related to computer objects or verbs on the board. One subject had to say a sentence with any word from the board, the second subject had to repeat the first sentence and said another one with other word from the board. A student was out of the game when he or she changed the sentence or forgot it. After playing in the warm –up, subjects got engaged in the art work activity called MOUSE PAD. In this hand –on activity, subjects were told to draw their favorite computer game character, singer, player, or cartoon character on a piece of cardboard. Then, they colored their drawings. Next, they pasted contact paper over the drawing without leaving bubbles. After that, subjects glued the drawing to a foam paper with silicone and got a nice mouse pad.

One –on –one situation

The one –on –one model developed the MOUSE PAD art work activity in the following way. Teacher introduced the activity by showing subject 10 the material she would use. She also showed subject 10 a real mouse pad. Teacher asked subject 10 to choose the craft paper color she wanted to use for her art work creation. Subject 10 chose white craft paper and started to color the drawing with markers. Next, the teacher helped subject 10 to put contact paper on her drawing. After that, the teacher carefully glued the drawing with silicone on a foam paper.

2.5.3.3 Hitless Classes

Hitless classes are described here just for the small group situation. Nevertheless, the corresponding adjustments made to the one –on –one situation are analyzed. The one –on –one classes do not necessarily fit the category of the small group which in the following section were hitless.

Small Group situation

Class # 3 Description

Lesson Plan # 3 (Annex No. 20)

Date: Thursday April 19th, 2012

Unit 7: What would you like?

Learning Objectives:

- To recall *restaurant* vocabulary with THE GUESSING GAME.
- To develop reading comprehension with the game: ROLL THE DICE.
- To enhance individual art work drawing based on the previous reading in the activity REMODELING A RESTAURANT.

This lesson plan used group work and small group task. The warm –up activity called THE GUESSING GAME consisted on discovering a restaurant object that the teacher drew on the board. Each group had to choose a participant, he or she had to guess the objects drawn on the board with the spoken hints that his/her peers gave. The participant had one minute to guess the object. After that, subjects went through a reading comprehension activity called ROLL THE DICE. The same groups were kept in order to this game. The teacher handed out a sheet of paper with a short reading about the remodeling of a restaurant and some comprehensive questions of the text. Here, subjects had to roll two dice and answered the question that the dice showed. For instance, if one group got a number 10 on its dice, they had to answer question number 10. Subjects on

their corresponding groups took turns reading the short story in order to win the game. Besides the reading comprehension task, subjects were given a drawing exercise based on the short reading. This art work activity was the wrap up entitled REMODELING A RESTAURANT. In this part of the exercise, subjects had to draw an old and new restaurant using the description given in the story.

One –on –one situation

The one –on –one model worked on the GUESSING GAME as follows. The small group used the game as warm –up the same as subject 10. The game consisted on discovering a restaurant object that the teacher drew on the board. The teacher announced the instructions to subject 10. Subject 10 had to guess the objects drawn on the board with the spoken hints that the teacher gave her. Subject 10 had one minute to guess the object and got points for the guessing. The game continued by taking turns. The activity took 15 minutes to be done.

2.5.4 Post –Test description

Small Group Situation

The final stage of the project's application with the small group was the administration of a Post –test. The post –test was taken in two days due to time. On June 27th the Listening comprehension and Reading parts were developed, and on June 28th the Speaking and Writing ones.

The first segment of the Post –test corresponded to the Listening Comprehension and Vocabulary exercise. Subjects played JEOPARDY. The game was done in the Power Point program. The teacher wrote some questions about all the units seen throughout the application of the “EFL through Play and Art” philosophy on the program. She assigned topics and values to the questions. To start, she divided the class into three groups. Each group worked together to pick and played with it. The first team chose a category, and an amount. One member read the chosen question and the group got 1 minute to answer. If the answer was right, the group got the points; if it wasn't, the other team had the chance to "steal" the question and answer. The game was played in 30 minutes.

After that, subjects continued with the Reading activity called THE CHINESE WALL. In this part, students read a short text about the Chinese wall. After reading and answering some questions about the text orally, subjects were given a drawing with the Chinese wall to color and get a *wax art painting*. Subjects had to listen to the teacher's instructions in order to have a wonderful piece of art work. First, subjects colored the drawing with crayons. Then, they gently crumpled the drawing. Next, they smoothed out the picture and slopped blue ink and brushed all over it. After that, subjects poured white glue and brushed again over the picture. Finally, they let it dry and got as a result a nice waxed piece of art work. This activity took 30 minutes to be completed.

The second segment of the Post –test corresponded to the Speaking activity called ACT IT OUT. Here, subjects got in pairs or in group of three and they had to write a short dialogue about any situation at a restaurant, museum, computer lab or house. Then, they had to act out the situation in front of the classroom. Groups got 15 minutes to complete the task. As soon as the role –plays were done, subjects went over the Writing assignment called WEIRD CHARACTER STORY. In this part of the test subjects had to pick a piece of paper from a container. Each paper had the name of a character. The teacher provided each subject with a paper with questions about the corresponding cartoon character. After completing the questions, each kid invented a “weird character story” based on the questions given. Subjects took 30 minutes to develop the activity.

2.5.5 Post –Test Description

One –on –one situation

The Post –Test with the one –on –one model took place the first on August 29th, 2012. Some of the activities were modified on their content but not on their structure. In the Listening Comprehension and Vocabulary activity, subject 10 had to play JEOPARDY. Here, the teacher used a power point program. The teacher wrote some questions about all the units seen throughout the application of the “EFL through Play and Art” philosophy in this game. She assigned topics and values to the questions. To start, the teacher explained the rule of the game to subject 10. Then, both proceeded to play. The game lasted around 20 minutes.

After that, subject 10 continued with the Reading activity called THE HOUSEWORK IN THE PAST AND NOW. In this part, subject 10 had to read a short text

about the way in which housework took place in the 18th and 20th centuries. After reading the text in silence and answering some questions about the text, subject 10 was given a drawing about the housework done in the past and how it is done nowadays. The drawing had to be colored with crayons, so that the resulting product is that of a *wax art painting*. Subject 10 had to listen to the teacher's instructions in order to have a wonderful piece of art work. First, subject 10 colored the drawing with crayons. Then, the subject gently crumpled the drawing. Next, she smoothed out the picture and slopped blue ink and brushed all over it. After that, she poured white glue and brushed again over the picture. Finally, she let it dry and got as a result a nice waxed piece of art work. This activity took 30 minutes to be completed.

The following activity corresponded to the Speaking activity called ACT IT OUT. Here, subject 10 along with the teacher did a role –play about a restaurant. Subject 10 played the waitress role and the teacher the customer. The role –play took more than 20 minutes to be completed. As soon as the role –play was done, subject 10 went over the Writing assignment called WEIRD CHARACTER STORY. In this part of the test subject 10 had to the opportunity to pick a character. After choosing the character, the teacher provided subject 10 with a paper with questions about the corresponding cartoon character. Later, subject 10 wrote a “weird character story” based on the questions given. Subject 10 took 20 minutes to develop the activity.

3 CHAPTER THREE: RESULTS ANALYSES

The results analyses of the application of the “EFL through Play and Art” proposal are examined in the same sequence as it was conducted. The Pre –Test analysis opens the chapter followed by the selected lessons and ends with the Post –test results.

3.1 Pre –Test Analysis

Small group Situation

Some subjects seemed stressed for the test. They were worried about the grade they would get in the test. The teacher explained them that the score was not going to be reported in their final reports. After this brief explanation, more subjects engaged in almost all the activities done in the Pre-test. They did individual work and whole group exercises. The “BINGO” game was the most appealing activity for them because they recalled and remembered almost all the vocabulary seen throughout units 1 to 6. The whole group was concentrated on the task. Concerning the reading part, most subjects found the text difficult; nevertheless, they managed to draw and exemplify the short reading through drawings. These subjects were able to use their imagination to draw the sequence of the story. On the contrary, subjects 2 and 8 were totally lost and did not know what to draw, so subject 8 just skipped the question and subject 2 drew something completely different from the text.

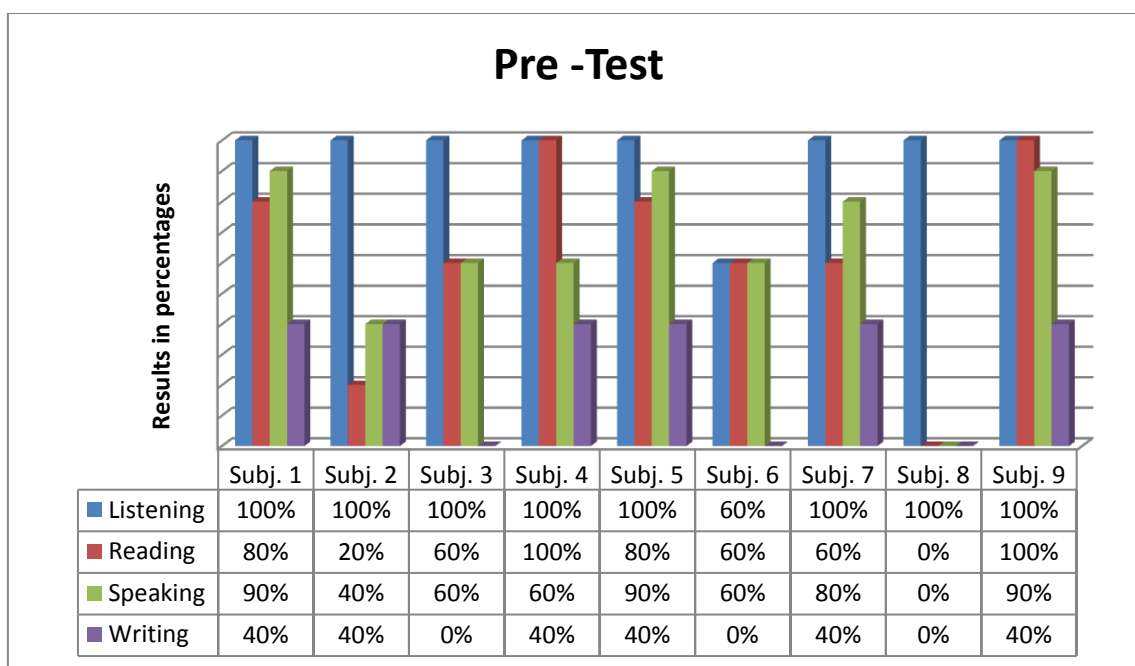
The second part of Pre –test which involved Speaking, at the beginning the small group found it hard because a lot of body performance was required. Subject 8 was reluctant to participate again; this student did not want to feel embarrassed in front of the peers. On the other hand, subjects 1, 5, and 9 enjoyed so much the activity that they wanted to do it over and over again. When it was time to do the writing assignment, the majority of the subjects was nervous and did not want to do it. This part of the test showed the weakness of the small group. Some subjects could not write a single coherent sentence about the topic given. For instance, subject 3 had as weird headline the following topic: *Small chef discovers some snacks*. This subject wrote: “small chef roud, sightseeing in market and discovers some snacks and eat doritos”. Others, like subjects 8 and 6 did not even work on this part of the test, so they left the question in blank.

Some members of the small group did their best and tried to write something with much more sense. For example, subject 1 whose weird headline was *Colorful dancer steals*

some video games, wrote “One day colorful dancer is a thief. Steals a computer, a TV, and video games. The boy call the police. The police caught a dancer”. Subject 7 tried even harder and used some connectors in the weird story entitled *Fat lion disappears some candles*. The subject wrote: “The lion is fat. The lion saw a cake. The cake have a some candles. The lion eat a candles. Later, lion go igloo. Next, lion sleep. After that, lion go a three. The lion die”. Subject 5 used sentences with connectors in the weird story called *Enormous alien buys a museum*. The subject wrote: “First, the alien don’t have money and stole some money. Then, for not stealing the museum, he bought the museum and gave back the money”.

Even though the small group laughed at the *weird headlines* and tried to write something about them, nobody got a full mark on this assignment because all the subjects only wrote isolated sentences rather than a coherent story with a topic sentence and controlling ideas. During the administration of the Pre-test, the small group was asking questions and also listening to the teacher’s explanations. Subjects 1, 4, 5, and 7 were relaxed and enjoyed the activities proposed for the Pre-test. Subjects 1 and 5 repeated in Spanish to help themselves confirm they understood what they had to do at each activity.

Graphic 1. Small Group Pre –Test Results in every area evaluated



The graphic shows the result obtained by each subject in the pre –test. The horizontal axis presents the number of subjects involved in the project and the vertical axis

shows subject's scores in percentages. The graph indicates that listening comprehension is one of the four skills that achieved really positive results in the pre –test. Almost all subjects got a 100% of the grade. Regarding reading and speaking, some cases passed the 50%. However, Writing is below the 40% and in three cases the 0% of the grade. These results showed that these subjects were at the A1 level of English Proficiency according to the CEF (see Annex No. 7).

3.2 Pre –test Analysis

One –on –one

Subject 10 was eager and ready to start with the Pre-test. The “BINGO” game was a good lesson opener because the student felt relaxed and tried to remember almost all the farm animals. Subject 10 understood almost all the farm animal descriptions and called their names in Spanish. Most of the time, the teacher rephrased her answer in English, so that the student could repeat in English the word uttered in Spanish. At other times, student immediately identified the farm animal after hearing its sound. The class observer mentioned that this lesson opener could have been better if teacher had exchanged roles with subject 10, this means, let the student been the one who read some of the descriptions and the teacher the one who guessed the answers.

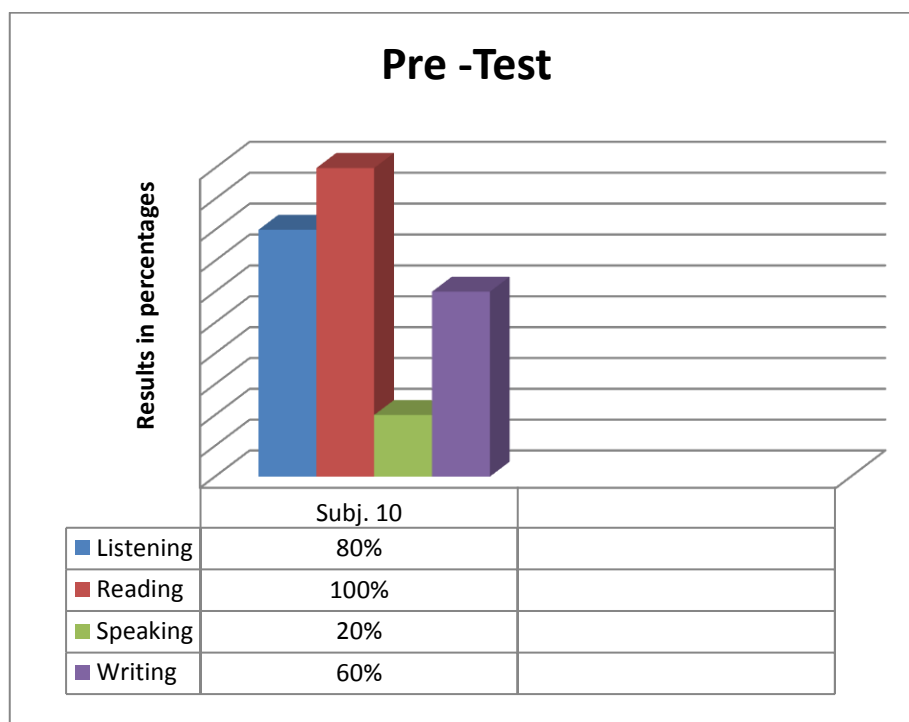
After this activity, the teacher moved the student toward the Reading part. The teacher gave subject 10 the opportunity to choose whether she wants to read aloud or silently. Subject 10 chose to read aloud. After reading and understanding the text, student drew the important aspects of the story. She did an excellent work on this part and teacher kept motivating her to draw more and congratulated her for the effort. The teacher received a valuable feedback from the class observer who considers that a first reading should always be conducted in silence. Reading in silence allows internal comprehension of a text. On the other hand, reading aloud assesses performance rather than comprehension. Consequently, a teacher has to clearly identify the purpose of evaluating reading, it is for comprehension or it is for performance.

The part of the Pre –test which involved Speaking showed subject 10 weakness. The teacher provided subject 10 with two paper dolls and a variety of paper clothes, so that student could dress the dolls and describe how they were dressed. Since it was a Pre –test, the teacher did not force the student to produce. However, it was evident that the oral production was limited to isolated words like *Mimi pajamas is white*, or *t –shirt brown*.

Teacher encouraged student to try the description with other clothing items, however, the answer did not vary. Teacher asked student to describe what she was wearing, but student X had a lot of trouble with that.

After this activity, the teacher asked student to move to the next activity which was writing. Again, subject 10 weakness was evident in this part of the Pre –test too. Subject 10 had a lot of difficulties with the game because she did not understand most of the vocabulary. Nevertheless, after the teacher explained the unknown words to her, the student got into the task. She wrote 10 sentences about the *weird headline* which was a *Pink farmer paints guavas*. From those 10 sentences, 7 were correct. Comparing to the small group situation, subject 10 was able to write more sentences. However, the task was to write a short story, this means, a short paragraph with a topic sentence and controlling ideas. Neither the small group nor the one on one subject were able to complete the writing assignment.

Graphic 2. One –on –one Pre –test results in every area evaluated



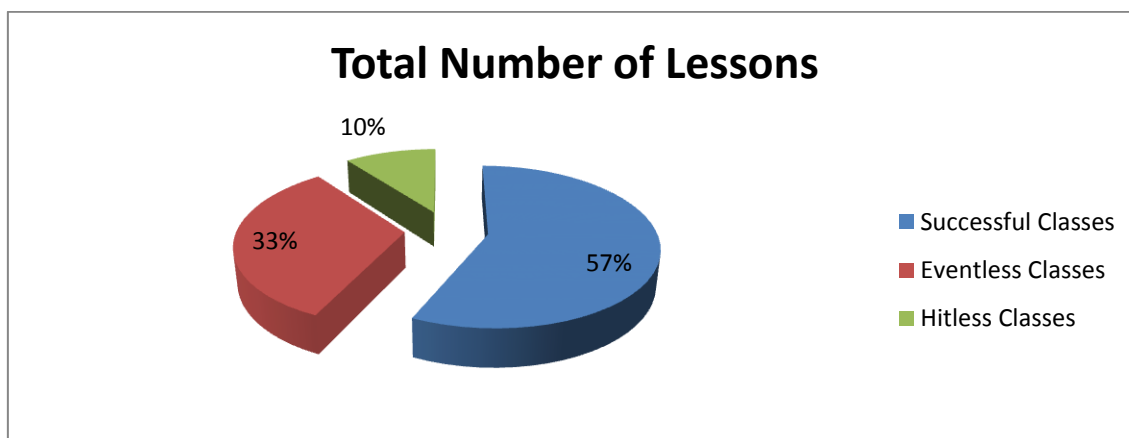
The graphic shows the results obtained by subject 10 in the pre –test. The horizontal axis presents subject 10 and the vertical axis shows subject 10’s results in percentages. The graph indicates that reading has almost 100% of the grade followed by listening comprehension. There was a decline in subject 10’s performing during the

speaking skill. She just got a 20% of the grade followed by a 60% in her writing abilities. These results showed that Subject 10 was at the A1 level of English Proficiency according to the CEF (see Annex No. 7).

3.3 Classes' Analyses

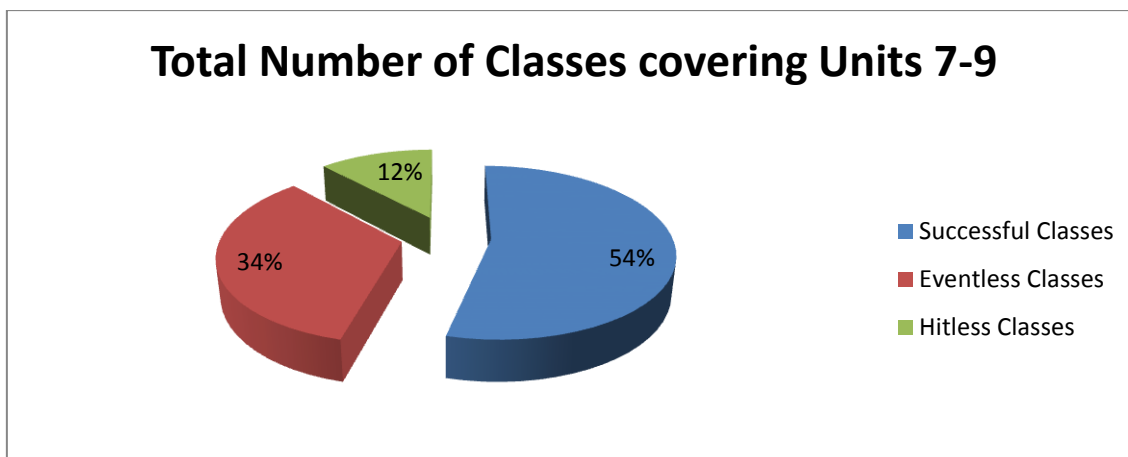
The total number of lessons taught to the small group and one –on –one situation were fifty –eight. Thirty –three lessons were covered with the small group and twenty – five with the one –on – one model. From those fifty –eight lessons, the 57% corresponded to successful classes, the 33% to Eventless classes and the 10% to Hitless classes.

Graphic 3. Percentages of the Total Number of Classes covered with the “EFL through Play and Art” philosophy



To make the study reliable and equitable, from the thirty –three lessons taught to the small group, eight lessons were subtracted. The lessons subtracted corresponded to those Unit 10 classes that could not be covered by the one –on –one situation due to lack of time. Now that the small group and one –on –one situation had equal number of lessons resulting in a total of fifty, the results were the following:

Graphic 4. Percentages of the classes equally covered with the “EFL through Play and Art” philosophy



To narrow the analysis even more, from these fifty lessons, twenty –four lessons were randomly chosen as it was mentioned in the design description of this dissertation. The description was displayed in the second chapter and in this chapter their corresponding analyses are conducted.

3.3.1 Successful classes

Small Group situation

Class # 1 Analysis

Subjects participated and were enthusiastic about starting the English class with the new proposal for the activities. At the beginning, the class was shy due to the presence of a camera, just few subjects wanted to participate in the warm –up called YOU KNOW IT. The teacher explained to the subjects that they should behave just like a normal day. As the game progressed more subjects engaged in it. The use of realia helped with vocabulary in general, and caused a great impact as it was expected. Subjects were asked to imagine different things with different objects. Some enrolled in the activity others did not.

While working with the role-play in the activity I WOULD LIKE, subjects 3, 4, 6, and 8 had trouble with the speaking part (knowing what to say). The teacher helped them with some phrases. As these subjects listened to the teacher and other peers, the role-play activity progressed and they seemed to understand a bit more the underlying phrases and grammatical structures involved in the activity. Before starting with the role –play, the teacher wrote on the board the phrases that were going to be used by the subjects. Subjects

1 and 5 wanted to participate in every round of the role –play. They were confident and wanted to handle the real objects like *a tray, an ordering book, credit card and tip*. For the final activity which was creating PLACEMATS, subjects showed their creativity. They used lots of tactile work at this activity and could be said that it was the most appealing of the three. This class was successful because subjects were active and engaged in the task. Most of the time, subjects wanted to continue performing the role –plays. They followed the instructions given by the teacher, and they grasped the vocabulary about the unit. They liked to create their own placemats because they were able to choose the color and the form of their personal art work creation of that day.

One –on –one situation

The warm –up activity called YOU KNOW IT did not come up as the teacher had planned. With this in mind, the teacher decided to switch the exercise and introduced the new vocabulary with the use of flashcards and realia. It was nice to see a natural way of using L1 only to introduce eating items. However, it would have been nice to have Subject 10 draw each item on the board.

After this activity, subject 10 got totally involved in the role –play activity. She took this task really seriously. Once the teacher and student made the role –play for the first time, and already switched roles, subject 10 expressed her desire to do the activity once more. The teacher accepted and they did a third play. Throughout this activity, subject 10 was deeply engaged and active. She used the vocabulary taught for the class and she was very confident with herself.

Teacher subtly connected the previous activity with the next one. Subject 10 created and designed her placemat. She followed all the instructions and made a wonderful placemat. Moreover, she invited the teacher to work in the same activity. She asked the teacher to glue the parts of her own placemat too. The teacher could not do this activity with the small group because the teacher was monitoring and helping the subjects in the small group with the materials. Subject 10 didn't want to finish the class. This class was successful because subject 10 was deeply interested in the different activities and showed readiness to work on them.

Small Group situation

Class # 2 Analysis

Students were very competitive with the warm-up activity SERVER OR CLIENT. They worked in teams. Team 1 was composed by students 1, 2, 3, 4 and Team 2 by students 6, 7, 8 and 9. Subject 5 worked as teacher assistant. This student helped the teacher to write down on the board the phrases. Both teams enjoyed the task and almost all the members participated. They worked very well, showing that they understood the material.

For the next activity called MENUS, students had to work in pairs. Subject 5 came to the teacher and asked her to work individually. The teacher persuaded subject 5 to work with other group, but the student declined. The teacher decided to work with this student, but also monitoring the other groups. Each student in each pair collaborated with the creation of original menus because they exchanged ideas. Teacher provided many samples menus, so that each group had a basis to work on. For instance, some menus had a combination of sea food with fast food and others had mainly Ecuadorian food. Subject 5 freed his mind and came up with a very original and weird menu. This student had appetizers like gummy bears with ice cream, or shark soup with sour gummy worms.

With the mini role plays in the activity AT THE RESTAURANT, almost all the students were more confident with themselves because they knew what to say if they were servers or what to ask if they were clients. For this activity, the menus were extremely useful not to mention the phrases seen at the beginning of the class. For instance, subject 7, 8 and 9 were the first group to start with the mini role plays. They worked out the following situation:

Subject 8 Waiter: Good morning, welcome to the restaurant xxx.

Subject 8 Waiter: Can I take your order?

Subject 7 Client: Yes, I'd like potato chips, meat salad, strawberries with cream, coffee.

Subject 8 Waiter: What about you? *(Phrase uttered with teacher's aide)*

Subject 9 Client: I'd like a popcorn, meat salad, ice cream, coca cola de dos dólares, and no more. *(Teacher asked subject 9 to use English)*

Subject 8 Waiter: *Comes with the food. After a few minutes he said:* Here is your check. Are you going to pay with check, credit card?

Subject 9 Client: Here 20 dollars.

Subject 7 Client: Thank you. Bye

The class was productive and successful because students were engaged in the different class activities. This engagement and subtle language acquisition were evident

with the last activity because students recalled phrases such as, ‘Can I take your order?’, ‘Cash or credit card?’, ‘I’d like...’ while each member of each group had to participate in the role –play saying the corresponding line or vocabulary word seen throughout the lesson.

One –on –one situation

By the time subject 10 was doing the activity SERVER OR CLIENT, she was anxious. She was not paying attention to the phrases because she was constantly with her hands on her mouth and moving restlessly. Despite this behavior, subject 10 seemed to understand the content of the activity. The activity was not as successful as that one carried out with the small group. Competition was a nice factor that raised the interest and engagement. With the one on one model, this factor was missing. Concerning the other activity called MENUS, the subject’s distraction ended and she focused on the task. She was enthusiastic about doing a menu. She used colors, markers and drew some food on her menu. Besides, subject 10 made sure that the teacher also participates in the game. This issue was different with the small group. The teacher was not involved in the task; she was just monitoring the activity from the outside. With the small group, these two activities were successful. On the other hand, with the one on one situation, these two tasks could be labeled as eventless because there was not a total engagement by subject 10.

Small Group situation

Class # 8 Analysis

Subjects’ participation in class was very active. Since the very beginning, the entire group engaged and enjoyed miming the actions. Students were focused and mimed the verbs for the new vocabulary. Whenever the teacher showed a cleaning item to the students, they immediately repeated the word. Subject 9 even started to spell each word without being asked to do so, then, the rest of the class imitated this behavior. As soon as subjects assimilated the vocabulary, the teacher proceeded to play SIMON SAYS. Everybody liked to play this game because it let them not only move their bodies but also listen to the teacher. The teacher also proposed little prizes to the ones who participated and behaved. The entire group worked excellent on this task. The observer stated that the teacher did a great job presenting the new vocabulary by showing the objects and having students act out their actions.

As soon as the game stopped, the teacher introduced the CLEANING BINGO GAME to the small group. Subjects were eager to participate in this new game. Everybody listened to the teacher's instructions. Then, subjects engaged in the BINGO and they liked to color the drawings after looking at the word on the flashcard. Subject 6 was the winner in this activity because the student had all the drawings in the BINGO card. This activity allowed subjects to assimilate and understand the vocabulary.

After this activity, subjects were asked to complete a poem about CHORES. Teacher and subjects worked together with words that rhyme. Subjects understood that the poem had to be filled out with verbs and nouns seen previously. For example, subjects were asked to complete the following verse of the poem:

"Do the dishes,
_____ your room,
Use the vacuum,
then the _____,

Subject 5 was fast and said '*clean*' and '*broom*' which were the first and second words to complete the gaps. This student was focused on the task and completed almost all the poem alone. The teacher kept motivating students to complete the poem. Then, after completing the spaces, the subjects started to draw and color their favorite chore of the poem. Most male subjects drew a boy playing video games. Students seemed to understand and assimilate new vocabulary with the poem. This was a successful class because subjects demonstrated readiness to work with the different activities. Moreover, the small group's participation was eager in almost all the tasks.

One –on –one situation

The start of the class was slow because subject 10 was interested in playing with her I –pad. The teacher asked her to leave the I –pad and engaged in the class. Subject 10 had difficulties remembering the expressing seen last class, so the teacher worked again on them. After that both were able to play SIMON SAYS. The teacher gave instructions to subject 10 and she followed them. Subject 10 was enthusiastic and worked well in this game. As the class observer mentioned, the teacher has to remember to switch roles with the student if the objective is student's oral production.

Subject 10 was eager to play THE CLEANING BINGO game. She took out the colors and chose a bingo card. The teacher asked subject 10 to remember all the

vocabulary seen in a previous lesson. She also told subject 10 to look around and identified the objects. One by one the teacher took out the flashcard and in this way, subject 10 or the teacher completed the bingo game. Subject 10 shouted BINGO! And in this way the game finished.

After playing *cleaning bingo*, subject 10 worked with a CHORES POEM. After filling in the blanks with words that rhyme, the teacher together with subject 10 checked the answers. There was a nice sense of achievement when subject 10 words coincided with the original. Therefore, more time should have been spent in trying to get a rhyming word, in this way more feeling of achievement can occur. Something similar happened with the kids in the small group, but with a single subject, this behavior was much more evident. The two last activities concerning the poem (acting out and singing) were not able to be done with the small group. With one individual it was possible to modify and adjust activities according to that individual needs.

As the class observer mentioned, poetry is so connected to music that teachers shouldn't miss the opportunity to have students act out a poem while singing. These tasks were successful because subject 10 was concentrated on the tasks. She got into the acting activity even when the class was over. It could be said that subject 10 internalized the content of this lesson and real language acquisition took place.

Small Group situation

Class #9 Analysis

To start with the warm –up, subjects worked in small groups. The grouping was the following: group A (subjects 1, 4, 8); group B (subjects 3, 6, 7); group C (subjects 2, 5, 9). Each subject did an excellent job in their groups. Each student contributed to the group and loved putting together the puzzle. The teacher allowed the use of dictionaries in order to write the sentences. Group A finished the puzzle and sentences first. Group B and C finished later, but there were few orthographic mistakes in their sentences like “*Mother moped the floor*” or “*Dad scrubed the carpet*”. The teacher took those mistakes and explained the rule to all the class. The teacher reinforced the effort done by all the groups and gave them all a candy. Because of time, the second activity planned for the day could not be done, so the teacher decided to work on the wrap –up.

In the CLEANING CROSSWORD PUZZLE activity, students had to work in two teams. In order to make the teams even, the teacher told subject 8 to work as her assistant

and organized the teams as follows: team A (subjects 1, 3, 6, 7) and team B (subjects 4, 2, 5, 9). First, both teams were asked to put their heads down, so that the teacher together with subject 8 got the materials ready for the activity. Subject 8 was told to paste some clues around the classroom while the teacher pasted the crosswords on the walls. Then, when everything was on their place, the teacher started to give the instructions for the game. Students had to solve a big crossword puzzle poster with some hints displayed around the classroom. They had to read the clue and formed the corresponding word on the puzzle. Subjects 1 and 5 worked as leaders of their teams. In two times, they approached the teacher and asked for help, but the teacher only worked as observer and told them to look for the answer in their dictionaries. Teams got very competitive and really engaged in this task. At the end, team B was the winner for one letter. Throughout this lesson plan, students worked in groups, asked questions in English, used their dictionaries and listened to the teacher's explanations.

One –on –one situation

Subject 10 worked on the jigsaw puzzle with enthusiasm. She was given an envelope. She opened it and started to put together all the pieces by herself. When subject 10 discovered the drawing, which basically was a family doing housework; she had to write down five sentences. Subject 10 was engaged in the task and she was able to produce those sentences.

After completing the jigsaw, teacher moved subject 10 to the CLEANING CROSSWORD PUZZLE. Subject 10 liked to help the teacher to stick the poster and she was anxious to start with the game. The teacher explained the way in which the game was going to be played and as soon as she finished, subject 10 started to find the definitions of the words. Teacher helped with some definitions through miming or showing flashcards to the student. According to the class observer, the activity was a nice and subtle way to reinforce spelling. Moreover, she commented that more use of same vocabulary in different circumstances would allow vocabulary integration and thus its real assimilation for anyone's situation.

The class activities were successful because subject 10 was involved in the task. She was reasoning and trying to solve the puzzles alone. Even though there was not much oral production, I would say that subject 10 assimilated a lot through spelling and visual aids like flashcards.

Small Group situation

Class # 16 Analysis

The class seemed a bit slow, only few subjects wanted to do the test. As the class progressed more subjects engaged in the tasks. Concerning the Reading part of the test, only subjects 6 did not complete the task and subject 8 did not want to do the test. The rest of the class understood the story and did a great job with the drawings. The writing part of the test which consisted on elaborating short news about a mummy that came to life was developed with a lot of inconveniences for some subjects. For example, Subject 7 wrote the following:

“First, I went a Egypt for found a tomb with a Pharaoh mummy. Then, I opened a tomb and mummy opened the eyes. I found canopic jars and amulet cat. Next, I raun and mummy chased my, I very happy and scary. Second, I went hotel, the mummy chase me in hotel. I have knife and threw the mummy. Finally, I have spirit the mummy”.

This subject made an effort to write a set of sentences. The writing is not 100 percent correct, but at least this subject tried to communicate an idea. Something similar happened with subject 5 whose piece of writing looked as follows:

“First, I did go to the Egypt and went to the pyramid, then I walke three hours because the was many people. Next, I entered and I dropped my wallet and I took my wallet and entered in mysterious room and I found a tomb. Second, I opened the tomb and mummy screamed because it is claustrofobick and we are best friend, finally she travelled around the world”.

This subject made an effort and wrote few sentences telling his own creative story about a tomb. He used the vocabulary seen in class and he did his best to write short sentences that indeed have many mistakes, but what it is valid is the process. The teacher took all those mistakes done by these subjects and others and used the type of corrective feedback techniques established by the EFL philosophy. The teacher went over the grammatical mistakes by asking students to look at the dictionary the way in which a word is spelled or by elicitations in which she asked the same subject or the rest to analyze a similar text and find the error.

With the Speaking game ROCK, PAPER AND SCISSORS, the class was totally engaged in the task. They eagerly participated in the game and did their best. Subject 8,

who did not work on the previous parts of the test, had to participate and produce the following sentences in the game:

Subject 8: We vacuum the floor with vacuum cleaner.

Subject 7: He... como se dice... (*Subject 5 raised the hand and said the word 'scrub'*) he scrubs the carpet with a brush.

Subject 8: We clean the plates with a sponge.

Subject 7: I put the trash in the trash can.

Subject 8: Put the brush in the dustpan.

Teacher: We put the trash in the dustpan.

Subject 8: We put the trash in the dustpan.

Subject 8 was reluctant to participate in the game. The other subjects encouraged him to do it. The teacher helped him with some words and this student at least participated in this activity. Unit 8 test was successful because at least one activity attracted all subjects' attention. They were involved, ready and eager to work on the test; others just felt confused at certain time, but the teacher helped with the confusing items. There was a lot of product with the speaking part because students wanted to win the rock paper scissors game.

One –on –one situation

Subject 10 was very interested in the game ROCK, PAPER AND SCISSORS. As soon as the teacher started to line up the flash cards on the floor, subject 10 started to jump. The teacher asked subject 10 to stand up at one extreme while the teacher stood up at the other side. The teacher asked subject 10 to pay attention to the way the game was going to be carried out. First, the teacher exemplified the task; she jumped first on her flashcard and produced a sentence. Then subject 10 produced hers. Here is an extract of the game:

Table 3. Example of a dialogue produced by subject 10 in one of her classes

FIRST time	SECOND time
Teacher: Go to that extreme, so listen to me and try to the same I'm doing.	Subject 10: Sweeping the floor.
Teacher: Ok, this is a broom so... I'm sweeping the floor with a broom.	Teacher: ok, you're sweeping the floor.
Subject 10: I'm make a... washing the dishes with sponge.	Subject 10: I'm sweeping the floor with a broom.
Teacher: I'm mopping the floor with a mop.	Teacher: I'm washing the dishes with a sponge.
Subject 10: <i>(teacher helped here)</i> I'm picking up the trash with the dustpan.	Subject 10: I'm mopping the floor.
Subject 10: I'm putting water in bucket.	Teacher: I'm picking up the trash with a dustpan.
Teacher: I'm dusting the furniture with a duster.	Subject 10: I'm dusting the furniture with duster.
Teacher: Now to see who the winner is, we're gonna do Rock, paper & scissors. When I say one, two three. Rock, paper & scissors one two three... <i>(Subject 10 showed scissors and teacher paper)</i> oh!! You beat me!	Teacher: I'm putting water in a bucket.
Teacher: Now you start over there <i>(pointing at the teacher's side)</i>	Teacher: Ok, rock paper scissors, one, two, and three <i>(subject 10 showed paper and the teacher rock)</i> Oh, no you beat me again.
	Subject 10: yeah!!!!... <i>(shouting extremely excited)</i>

Subject 10 got engaged in the game, she felt happy because she was beating the teacher. The teacher was also excited because subject 10 was producing sentences. Competition is a factor that increases production, when someone has to do something in order to beat somebody; this person gives its best. This happened with subject 10, she wanted to win the game, so she put attention to the sentences uttered by the teacher and then replaced some words with the appropriate ones. In the same way, the small group profited from this activity because they also produced sentences according to what the teacher asked: sentences in past tense, use *going to* or questions.

After the jumping section, the teacher handed out the reading part of the test. In this part, subject 10 read the story in silence for 15 minutes and then answered the questions. For some questions, subject 10 got the right answer immediately, but for others she had to go back to the reading. She did a nice job with the questions and the same happened with

the drawing. In like manner, the small group worked out the activity; they understood the text and proceeded to draw the family members with the corresponding cleaning items.

By the time subject 10 had to do the writing assignment, she was exhausted and seemed reluctant to work on the task. The teacher told her that it was the last part and then the class would finish, subject 10 made an effort. She was not on the mood of writing, so once again, the teacher helped out here. The small note she wrote pretending to be a mother was the following:

“Daysi: I’m working, please dust the closet and sweep the floor, brush the carpet, mop the bathroom, clean the room, wash the dishes with a sponge”.

Subject 10 was exhausted and not interested in the task. She barely remembered the sentences she used in the rock, paper & scissors game. She just wanted to finish as soon as possible. The same happened with the group; they had difficulties with the writing part because they were tired.

Activity number one was successful because subject 10 was able to produce. The second activity was eventless because she just worked on the task without a total engagement. The last activity could improve. It is stated like this due to the fact that subject 10 was not interested in completing the task.

Small Group situation

Class # 17 Analysis

The activity HOT AND COLD as a lesson opener worked well. Subjects were eager to participate. The teacher explained the difference between the words *hot* and *cold* by first doing the task. She placed the keyboard of a computer on a desk. Then, she called at random a subject, which in this case was subject 2. She asked the subject to close his eyes and then she blindfolded the subject. She told the class to guide the subject to the correct place of the object. She explained again the way in which both words (hot and cold) ought to be used. After finishing with the instructions and model of the activity, subject 1 immediately raised the hand to participate in the game. The teacher covered subject 1’s eyes with a blindfold. While she was doing this, she asked to subject 5 to quietly change the objects because subject 1 already knew where they were. Subject 5 helped the teacher and changed some objects. Then, subject 1 started to touch some objects and the peers worked as guides telling subject 1 hot or cold. Subject 3 also participated;

this student took lots of time to discover the object. Later, subject 8 also got involved in the game. After that, subject 7 and then subject 5 participated as well. Every subject participated in the game that was the reason why it took too much time and the rest of activities had to be modified. Up to this point, the lesson was appealing and successful.

The teacher moved subjects toward the next activity where she gave an explanation about the difference between ‘*should*’ and ‘*shouldn’t*’. The teacher used her body to exemplify the sentences she uttered, so that subjects understood the meaning. Then, she asked subjects for more examples:

Teacher: What could happen with the keyboard?

Subject 5: Mmm... you shouldn’t...

Teacher: (*pretending to throw the keyboard on the floor*)

Subject 2: You shouldn’t crash the keyboard

Teacher: Ok. You shouldn’t THROW the keyboard.

Subject 2: You should clean the keyboard.

Teacher: Let’s imagine that we are in a museum. What should we do?

(*Nobody answered*)

Teacher: What about a bank? (*Teacher took her cell phone and pretended to be talking*)

Subject 1: You shouldn’t talking with a cell phone.

Teacher: Sorry? Could you repeat that?

Subject 1: You shouldn’t talk on a cell phone.

While the teacher used her body to exemplify some sentences, subjects 2, 6, and 9 were not paying attention. Some subjects called on these three subjects and told them to pay attention. Even though the attention span decreased and was not the same as the one perceived in the first activity, subjects grasped the idea of giving advice with the modal SHOULD. The assimilation could be perceived because subjects produced coherent sentences.

One –on –one situation

The activity HOT AND COLD as lesson reinforcement worked well with the one –on –one model. At the beginning, subject 10 was not sure about the game and was reluctant to participate. Nevertheless, when subject 10 saw the way in which the activity was going to be conducted, she eagerly participated. The game did not offer too much production, but it injected to the lesson a lot of enthusiasm and joy. Subject 10 got deeply involved that she wanted to play over and over again. Both teacher and subject 10 switched roles and both had the opportunity to hide an object and guide the other person to it. The same behavior

was evident with the small group; everybody enjoyed the task and participated in it with enthusiasm.

Subject 10 got into the acting mood while she was working out the role –play. She got into a secretary’s role and with some teacher’s help they both did the following situation:

Subject 10: Come here! Hi!

Teacher: Hello, good morning.

Subject 10: Please take a sit

Teacher: Thank you. You know... (*Teacher starts to eat small cookies*)

Subject 10: You shouldn’t eat in the office.

Teacher: Oh I’m sorry

Subject 10: No problem.

Teacher: (*starts to drink a glass of water*)

Subject 10: You shouldn’t drink water in the office

Teacher: Ok, sorry

Subject 10: No problem

Teacher: I need the phone number of Mr. Jimenez.

Teacher: You shouldn’t listen to music in the office, lady.

Subject 10: No, these phone calls.

Teacher: Oh! You receive phone calls. Ok

Teacher: Can you give the number of Mr....

Subject 10: What’s your name?

Teacher: My name’s Daysi. (*The teacher pretends to be talking on the phone with somebody*)

Subject 10: You shouldn’t talk on the phone.

Teacher: (*teacher hangs on the phone*) Sorry.

Subject 10: It’s ok.

Teacher: Can you give the phone number of Mr. Jaramillo?

Subject 10: Yes, 084678234

Subject 10 liked to work in the role –play, she took the situation seriously. The teacher helped out with some phrases that at times were not fully developed. In general, when it was time to act out a situation, subject 10 did it beautifully. This situation with the small group could not be done because of lack of time. However, I think that it wouldn’t succeed as it did with the one on one model because roles were exchanged and a lot of repletion was done. Time was the worst enemy of the small group. The two tasks performed by subject 10 were successful. She totally engaged in the task and she enjoyed doing them a lot.

Small Group situation

Class # 23 Analysis

To develop the first activity, subjects worked individually. Each one received a sheet of paper and immediately started to find the differences. After 3 minutes, subjects 1

and 5 told the teacher that they spotted four differences. Following their example, the rest of the subjects started to call out the number of differences that they had until that moment. Subject 1 was the first one to find all the differences, so the teacher asked him to start saying one difference. Then the rest of the subjects continued.

Subject 1: The first difference is the, I found in the word 'hello worl', no have 'd'.

Teacher: Very good, 'it doesn't have a "d"'. That's the one, did you find it?

Whole small group: Yes!

Teacher: (*subject 1 and 5 raising their hands*) Second one, Subject 5 please.

Subject 5: The... How do you say "silla", digo "la parte de arriba de la computadora?"

Teacher: Ah! What is that part? How do you call that object? (*Pointing at the monitor of the paper*)

Subject 5: Monitor

Teacher: What happen in the monitor?

Subject 9: No have a line.

Teacher: What?

Subject 5 and 9: don't have a line.

Teacher: doesn't have a line. The monitor doesn't have a line.

Teacher: Three, subject 7.

Subject 7: mmm how do you say "cable"?

Teacher: cord

Subject 7: the cord in one picture is long than...

Teacher: is longer than

Subject 7: The cord in one picture is longer than the other picture.

Subjects showed interest in the activity. They participated and tried to explain the differences. There were few mistakes that were corrected according to the EFL philosophy. It could be said that the purpose of the exercise was there, letting subjects to express and talk about the drawings. According to the class observer, the teacher did a great job allowing subjects to figure out what they wanted to say instead of giving the appropriate response right away.

Concerning the following activity which was GUIDES OF THE LIBRARY/ ZOO/ MUSEUM, the transition between the previous activity and this one took time. Subjects took too much time to form groups and settle down to do the task. Students worked in the following groups: group A (subjects 1, 6, 7); group B (subjects 2, 5, 8) and group C (subjects 3, 4, 9). As soon as the groups were ready, the teacher provided them with the big bond paper and a small piece of paper containing the places. The teacher explained the activity twice, gave an example and then let subjects to start working. Group B finished first and they exposed their work to the rest. They were assigned the museum and they got the following rules: *be quiet, turn off the cell phone, don't touch sculptures, don't run, don't break sculptures*. Subjects in their corresponding groups gave ideas and creativity to

come up with nice symbols and excellent rules. This class was productive and successful because students participated in all the activities; they seemed to grasp vocabulary while they worked in groups.

One –on –one situation

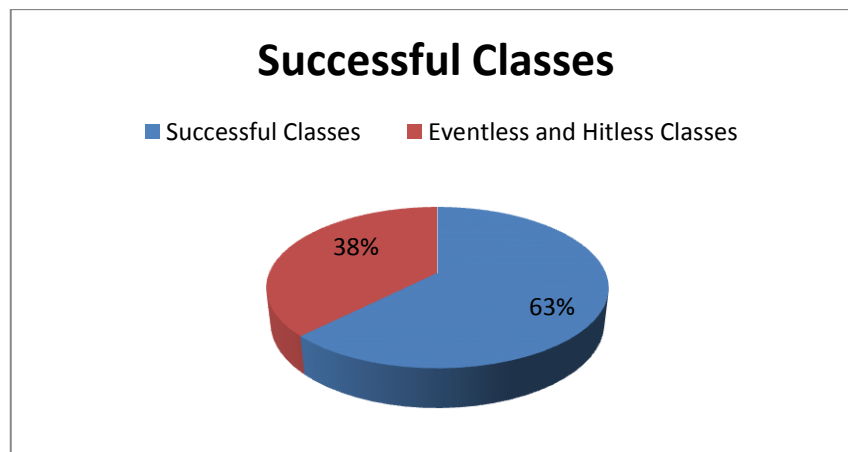
In the activity SPOT THE DIFFERENCES, subject 10 was very concentrated on finding the differences fast. As soon as she received the paper, she found one difference. Then, she found three more. The teacher gave subject 10 some hints about the picture and in this way subject 10 was able to finish the task. Compared to the small group, subject 10 did not produce that much, but she used expressions like *'oh my god'*, *'look teacher big and this small'*, *'help me teacher'*, *'what difference?'* On the other hand, the small group produced more sentences maybe due to the fact that they were competing among each other. Subject 10 did not have any competition, so she just took her time and engaged in the task of finding differences, no more.

In order to develop the activity about the RULES OF A COMPUTER CENTER, subject 10 worked together with the teacher. The teacher worked with pair reflection, that is, she exemplify an attitude that children should have inside a computer lab and asked subject 10 to come up with the opposite. Then, teacher gave a rule that should not be followed in a computer lab and subject 10 a positive one. Besides reasoning and applying cognitive constructivism, subject 10 was able to draw and use her art work potential to draw the symbol for each rule. Something similar occurred with the small group. They thought about rules for a specific place, however, it was not able to use pair reflection due to lack of time.

These tasks were eventless in the case of the one on one situation because student was not deeply engaged in the task. She was concentrated in other activities done at the beginning of the class. This lack of interest interfered with the assimilation of the lesson's content.

The following graph contains the total percentage corresponding to those lessons considered as successful regarding the small group and one –on –one situation. From the twenty –four classes selected, a 64% corresponds to successful lessons.

Graphic 5. Successful Classes with Small group and One –on –one model



3.3.2 Eventless classes

Small Group situation

Class # 4 Analysis

Subjects were called to the Kitchen's School. The start of the class was slow because some subjects looked restless and bored; on the other hand, other subjects seemed eager to participate in the activities. The class was divided in teams: team A (subjects 3, 5, 6, 7) and team B (subjects 1, 2, 8, 9). To make the teams even, the teacher asked subject 4 to help her monitoring the game. The teacher explained the activity and immediately started with the game. Both teams participated simultaneously. The first couple was subjects 5 and 8. Subject 5 tagged the labels correctly, so the team got a point. Next, subjects 1 and 7 participated, both got points for their teams. Each member of both teams joined in the game. In the end, team A was the winner. According to the observer, the concept of the warm –up activity was creative and tested students understanding of the kitchen vocabulary. Students learned new vocabulary about food and kitchen tools.

Later, the teacher changed the activity and invited to the group of the day to come to the front. The members of the group were subjects 5, 4, and 2. They had to prepare a SWEET SALAD. The subjects that participated in the cooking demonstration were active and eager. They worked with different food items to help the rest of the class with the understanding of the recipe. This activity helped students to consolidate the vocabulary and

the overall concept of the class. However, the subjects who did not participate in the cooking stage were bored, distracted and concentrated on other stuff.

Next, to close the lesson, the teacher went into the wrap –up called THE KITCHEN IS A MESS which basically consisted on testing subjects’ attention. Subject 9 was the one who mixed the labels for team A whereas subject 5 for team B. Team A placed the labels in three minutes, but team B did it in two minutes with 50 seconds.

According to the class observer, it was great to see an activity outside of the class being carried out to help students grasp vocabulary about the kitchen. However, it would have been nicer to have more students’ participation in the making of the salad. It was an eventless class because only few subjects took advantage of the class. The others were concentrated in other things. Another issue was the fact that the Kitchen’s School was small. Subjects got bored because they could not see anything. The engagement was evident with the first and last activities but intermittent in the main activity which was the food recipe.

One –on –one situation

Subject 10 was very excited about working in the kitchen. She took an apron and gave one to the teacher too. She wanted to start immediately with the preparation of the recipe. When the teacher explained the first activity, subject 10 was paying attention. She managed to tag almost all the flashcards to the corresponding object. She finished with the activity in 10 minutes. The activity would have been better if the teacher first introduced the vocabulary and then asked subject 10 to place the labels in the right place. Even though the activity was not carried out in this way, subject 10 succeed in the task. Next, subject 10 started the preparation of the sandwiches. She did an excellent job in this part because she listened to the teacher’s instructions. This activity was a great opportunity to introduce *imperatives* without even mentioning the word. The teacher and the student enjoyed the sandwiches with some orange juice. After eating them, the teacher asked subject 10 to place the labels again, this time subject 10 did it faster than the first time. Compared to the small group situation, the activities performed by the one on one model were successful because she got involved in every task. She was ready and eager to get involved in the different activities whereas with the small group, this could not be possible due to lack of space (kitchen) and time.

Small Group situation

Class # 7 Analysis

The first part of the test, which consisted on a ROLE –PLAY, was administered with lots of teacher's help. Subjects 2, 4 and 6 did not understood the objective of the listening comprehension/ role –play exercise and did not remember vocabulary words from previous classes and constantly asked for the teacher's help. The rest of the subjects managed to perform the role –play. They made lots of mistakes and seemed that they totally forgot the phrases seen in other lessons. The role-play portion was a good activity for students to act out and use vocabulary. However, many students still needed help recalling words. It would have been nice to see more students speaking and using the vocabulary learned.

Concerning the reading part called WHAT A RESTAURANT; subjects 2 and 6 needed extra help in order to understand the short reading. Subject 8 did not understand the reading and left the question in blank. The rest of the subjects were concentrated on the task and asked lots of questions about the reading all the time. With the writing activity FOOD RECIPE, some subjects were able to write the ingredients of the recipe. For example subject 1 wrote the following:

Table 4. Example of a written piece done by subject 1 in Unit 8 Test

Ingredients	Preparation
Mousse	First, were going to put the mousse and broccoli in a bowl.
Broccoli	Next, were going to mix with a mixer.
Chocolate sals	Later, were going to put a chocolate sals in a bowl, and mix for 5 minutes.
Mixer	Finally, put in a fridge for 1 hour.

Even though there were some grammar, orthographic and vocabulary mistakes, subject 1 tried to use connectors and intended to express ideas in a coherent way. On the other hand, subjects like 8 and 6 did not know what to do; they were totally lost, so they did not answer the question. The observer stated that the teacher did a great job helping students during test. However, it was obvious that the fifty percent of the group did not grasp the vocabulary and for this reason this class was considered an eventless one.

One –on –one situation

The first part of Unit 7 test, which consisted on a role –play, was developed with a lot of energy and concentration. Subject 10 understood the objective of the listening comprehension/ role –play exercise and try to remember vocabulary words from previous classes and made a wonderful act performing a server. Subject 10 enjoyed the role –play and got engaged in the task. On the contrary, the same situation with the small group was different. The small group made lots of mistakes and seemed that they totally forgot the phrases seen in other lessons. They were constantly asking for help to the teacher.

With the reading part called RESTAURANTS, subject 10 seemed concentrated on the task. She was moving her hands and her touching her mouth, so the teacher thought that she was not paying attention and was not going to be able to answer the questions. However, subject 10 answered the questions correctly and drew two nice restaurants in the space provided. In contrast, the small group needed extra help in order to understand the short reading. Some subjects did not even understand the reading and left the question in blank.

Subject 10 got some problems with the writing activity called FOOD RECIPE. Teacher guided subject 10 in this part of the test. She asked subject 10 to write the name of the food recipe in the corresponding place. Next, subject 10 was told to write the ingredients. She remembered two ingredients: tuna and tomato. The teacher provided help with the rest by writing them on the board. Later, the teacher explained that subject 10 had to write the preparation process and that for that purpose she would need some linking words that express sequence. The teacher wrote on the board words like *'first'*, *'second'*, *'next'*, *'after that'* and *'then'*. Here was the part that subject 10 could not do alone. She got a little bit frustrated and seemed tired too, so she asked for the teacher's help. Both tried to complete the preparation process and the following piece was produced:

Table 5. Example of a written piece done by subject 10 in Unit 8 Test

Ingredients	Preparation Tuna sandwich
Tuna	Subject 10 is going to prepare a tuna sandwich.
Tomato	First, put the tuna in a bowl.
Ketchup	Second, put the mayonnaise.
Bread	Next, mix the tuna and mayonnaise.

Mayonnaise	Then, spread the mix on the bread.
lettuce	Next, put the slices of tomato and lettuce.
	Finally, eat the tuna sandwich with Pepsi.

Even though there were absence of grammar, orthographic and vocabulary mistakes, subject 10 did not produce this piece alone. She required lots of teacher's help and this demonstrated that somehow she did not internalize the knowledge. In contrast, some subjects from the small group used connectors and intended to express ideas in a coherent way. They worked alone and teacher almost did not interfere in the production of the writing piece. The 75% of subject 10 test was successful. She really got into the tasks and demonstrated that she assimilated vocabulary that was meaningful for her. The last activity, which involved writing, was not productive at all because basically the teacher was the one who gave the vocabulary to write the small text.

Small Group situation

Class # 10 Analysis

As the class observer wrote in his class observation sheets, the teacher did a great job encouraging students to use their English all the time. She did a nice job with explanations of each activity; these ones were clear and to the point. Concerning the first activity called THE SECRET CARTOON IS..., the teacher divided the class in the following groups: group A (subjects 2, 4, 7); group B (subjects 3, 5, 9) and group C (subjects 1, 6, 8). Group B took seven minutes to discover the secret cartoon characters. They said the answer aloud. The teacher asked one member of each group to come to the board and write down the name. These were their answers:

Subject 9 wrote: Sponge Bob skuarred pants.
Subject 1 wrote: Sponge Bob sqare pants.
Subject 7 wrote: Sponge Bob squares pants.

Nobody got the answer correctly. Moreover, not all the members on the corresponding groups were helping. Only two subjects in each group were concentrated in the task, the others were playing and talking in Spanish. Something that could have improved this activity was to give everybody a paper with a cryptogram, in this way, everybody was concentrated working and not only few subjects. Anyway, the cryptogram

message was completed by group B and subject 5 read it. Then, the teacher showed a stuff doll of Sponge Bob squared pants to all the class.

After that, subjects worked in the same groups and read the text SPONGES, SPONGES. The teacher asked them to take out their books and turned to page 94. Each group had to read the text in silence. Next, the teacher explained the rules for the *trivia game* and started to show the questions with its answers on small posters. Group C was the winner in this game. However, from that group, only subject 1 was participating, the others were not paying attention or were doing other school subject. Another inconvenience was the difficulty to see the answers on the poster for the *trivia game*.

Finally, in the wrap –up activity called MY SEA BOTTOM, subjects were allowed to use their imagination and create their own picture of the sea. The teacher gave each subject pieces of synthetic sponges to glue on the craft paper. In this activity, every subject was concentrated and worked well. Subject 9 showed his artistic potential and drew a wonderful sea bottom with fish, sharks, coral reefs, jellyfish and many types of fish. The teacher congratulated this subject and gave him a stick as a way to reinforce the job done. This class was considered as an eventless one because not all the subjects were involved in the tasks. The same subjects (1, 5, 7,) profited from the class, but the others did not pay attention. As a way to reinforce the attention of subjects 1, 5 and 7 the teacher gave them stickers. The teacher told the small group that next class she would bring more stickers and would give them to the subjects that participate and talk I English all the lesson.

One –on –one situation

At the beginning of the class, the teacher had to use a lot of motivation in order to get subject 10 concentrated. Many variables seemed to have influenced lack of interest in the lesson. The teacher handed out an envelope with a cryptogram and some clues. This exercise was designed to review spelling. Ten minutes passed and subject 10 did not finish decoding the hidden message. Then, the teacher interfered and helped the student with the task. Next, the teacher provided subject 10 with a reading. It seemed that the reading was beyond subject 10's possibilities. Consequently, subject 10 got distracted and seemed unconnected with the text. After subject 10 finished the reading, the teacher presented the reading comprehension quiz (multiple choice). Even though subject 10 was distracted, she got 4 answers correct. Therefore, she received four stickers. When subject 10 took the stickers, she stuck them at the edge of the board and on her notebook.

After that, subject 10 was invited to play with play dough and she made a starfish and a snail. While they were modeling, subject 10 used the marker's ink in order to give color to her creation. With the first creature subject 10 was okay because she exploded her art work potential. However, this art work behavior switched into misbehavior. Subject 10 wanted to use all the markers' ink, so teacher had to interfere and explained that the idea was not good because she would mess her bedroom. Besides, teacher insisted that they were going to use water colors after the creatures were baked.

The class was hitless because the activities were forcedly connected. Subject 10 was not interested in the lesson. Moreover, the two activities (cryptogram and reading) were beyond her capabilities. This was evident because student demanded teacher's assistance. With the art work activity, subject 10 released her energy. Nevertheless, she had to control her impulses otherwise the activity would have ended with a messy bedroom.

Small Group situation

Class # 22 Analysis

The first activity was slow starting because some subjects were confused with the instructions. After the teacher better explained them and subjects caught on to the activity there was more understanding and participation in the MEMORY GAME. After the first round of the *memory game*, only subjects 1, 4, 5, 7 and 9 wanted to do the activity again. They wanted to try again because now they would memorize correctly their peer's sentences. Subjects 2, 3, 6 and 8 found the activity difficult and preferred to pass. If subjects in the first round weren't able to give or memorize previous sentences made by other subjects, the teacher would call on the next student to give an answer. In the first round subject 5 was the winner and in the second subject 3.

In the second activity subjects were able to create their own MOUSE PADS. The teacher asked subject 7 to help her handing out the material. As soon as every subject got the materials, they started to draw. Subject 8 drew a mushroom, subject 3 did a sea bottom, subject 2 a lion, subject 7 a lizard, subject 4 wrote her name, subject 1 wrote big in big letters "Lego City", and subject 9 wrote in big letters as well "Every day I'm shuffling".

According to the class observer, the memory activity was great because it allowed students to listen to their peers and then to repeat what they were hearing – repetition to help students really grasp the use of the vocabulary in sentences. However, not all the

subjects were engaged and once again, only the same subjects (1, 5, 4, 7, 9) participated in the game. The observer stated that the teacher did a great job helping subjects get through the 2nd activity. In this activity subjects were much more involved. The lesson had its ups and downs. It was considered an eventless class because oral production was limited to the same subjects even though the teacher gave opportunity and called on those subjects who were not interested in the task.

One –on –one situation

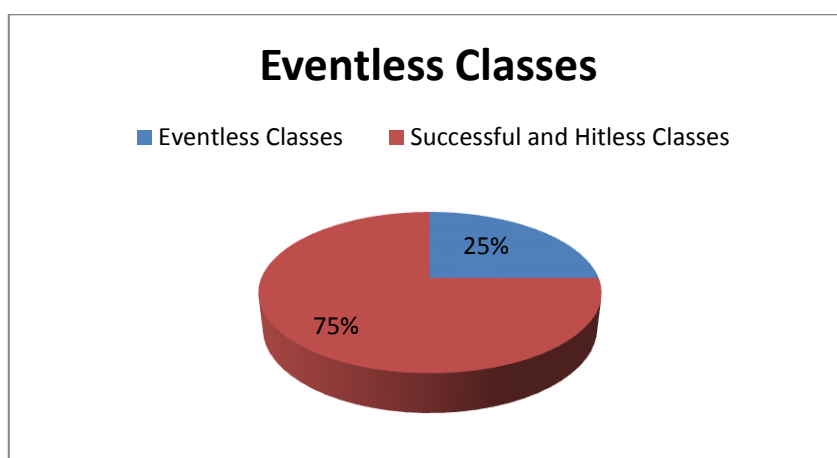
Subject 10 was excited about doing her own *mouse pad*. The teacher explained the procedure, she told subject 10 that first, they would color, and then put contact paper and finally glue on foam paper with silicone. Subject 10 got really excited about coloring with markers. In fact, she also invited the teacher to do the activity with her. While both were working on the mouse pads, they were chitchatting a little bit. Subject 10 told the teacher the colors she wanted to use in her drawing. She also said that she would like to decorate her mouse pad even more. In addition, subject 10 asked to the teacher that one day she would like to see an episode of her favorite soap opera called “Violeta” with her. Teacher accepted the invitation and both continued coloring their pads. When they were done, teacher proceeded to put on contact paper. Subject 10 told the teacher that she would like to glue her picture on the foam paper with the silicone by herself. The teacher explained that it was too risky because she could get burned. Subject 10 insisted a lot and promised that she was going to be careful with the silicone. The teacher agreed on this procedure and let subject 10 this task. Obviously, when subject 10 glued her drawing carefully with the silicone, the teacher was supervising the task and warned her to be careful. When the mouse pads were done, subject 10 clapped her hands.

Compared to the small group activity, the task done by subject 10 was successful because subject 10 showed engagement and enjoyment while doing the activity. She followed the teacher’s instructions and subtly began to chitchat with the teacher. She tried to communicate her ideas and thoughts in English almost all the time. In contrast, the small group used Spanish throughout the activity. Most male subjects asked for help in order to use the silicone whereas the one –on –one model demonstrated capability to do a difficult task like working with silicone. She was conscious that at that stage of the activity, she

wasn't allowed to play. She had to concentrate on not burning herself or damaging something.

The following graphic contains the total percentage corresponding to those lessons considered as eventless regarding the small group and one –on –one situation. From the twenty –four classes selected, the 25% corresponds to eventless lessons.

Graphic 6. Eventless Classes with Small group and One –on –one model



3.3.3 Hitless Classes

Small Group situation

Class # 3 Analysis

This lesson was hitless because there were three subjects missing. Moreover, one activity did not fully help subjects to understand the topic of the day. To start, subjects 1, 5 and 4 were absent. This left the small group even smaller, just six members. At the beginning of the class period, subjects 6 and 3 seemed reluctant to participate in the warm up game activity because they seemed restless. The teacher made two groups of three members: group A (subjects 2, 6, 7) and group B (subjects 3, 8, 9). The teacher explained the game and its rules. She gave an example with subject 3 and she called the subject to the front of the class. She asked him to sit down with the back to the board and said that it was not possible to see what she was drawing on the board. The example went like this:

Teacher: Subject 3, please come here. (*Showing the subject the chair*) This is an example, ok? Subject 3, you just have to look at your friends, subjects 6 and 9. I'm going to draw something, for example...this is an example, and you cannot look. Group A be quiet because you are another team (*teacher draws an apple on the board*). (*Teacher finishes drawing and says*) you, subjects 6 and 9 have to give subject 3 hints or clues about the drawing...you cannot do miming, you have to talk, say hints...darle pistas about the object.

Subject 9: it's red.

Teacher: What else? You have one minute.

Subject 9: it's a fruit.

Subject 9: It's very... ¿cómo se dice *dulce*?

Teacher: It's very sweet.

Subject 9: It's very sweet. You... ¿cómo se dice *se trae a la escuela*?

Teacher: You bring to school.

Subject 9: You bring to school.

Subject 3: Chocolate!

Group A: No!

Subject 9: Mmm... ¿cómo se dice *se le da a la profesora*?

Subject 3: Apple, Apple.

Even though the teacher asked subjects to speak only in English and use the phrase 'how do you say...' to ask about unknown words, almost all the subjects did the activity as in the example, they felt more confident with Spanish and barely used English. Neither group A nor group B won because both groups did not guess the objects drawn by the teacher on the board. The objects were basically vocabulary words of unit 7 and subjects were supposed to rehearse vocabulary learned in past classes through the warm-up. Unfortunately this could not happen.

After working on the first game, the teacher switched of activity. She moved students toward the game ROLL THE DICE. With this main activity, subjects worked in the same groups they did in the warm up. Subjects were eager to play with a die; however, they were more focused on playing with the dice (touching and throwing it) rather than the teacher's explanations. The teacher called on some subjects that were disrupting the class, she asked subject 9 and 2 to listen and please be quiet. After explaining the game, the groups started to play. Each member of both groups took turns reading the short story. The game did not go as the teacher expected to be. There were many troubles with the text. Most subjects did not understand the reading, so they engaged in other things.

As the class observer and teacher herself noticed, it could have been better if the teacher first asked subjects to read in silence. Then, she could have elicited answers from the students about the short story to help understand it. This means, she could have used questions to monitor comprehension. Subjects understood the story only after the teacher

explained it bit by bit in Spanish. The class observer mentioned that the teacher did a great job giving clear audible instructions; however, the management of the activity could be done in a different way. Few English was spoken in this class and only subject 7 and 9 profited from the game because they were the only ones who participated most of the time.

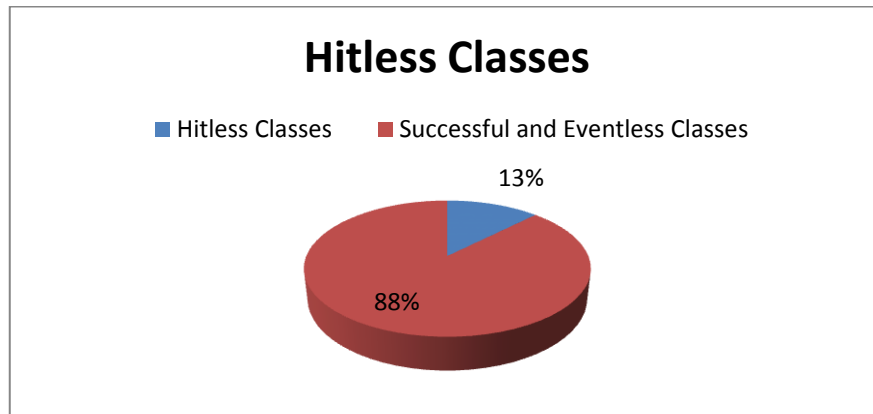
One –on –one situation

Subject 10 seemed tired when the class started. She did not feel sure about playing the game with the teacher. Although subject 10 was tired, the teacher kept going with the activity. The teacher drew the first object and described it to subject 10. Subject 10 could not guess, so she did not get a point. The nice thing about this game was that subject 10 could describe the object she drew for the teacher. Taking into account this, the teacher went through the vocabulary again with her flash cards. Then, little by little subject 10 connected with the activity.

According to the class observer, it was great to start with a review of previous class vocabulary and also to go back again. However, it is always good to realize that when students are tired, some physical exercise helps to awaken them. Similarly, the small group did not give their full potential in this activity, but opposed to them, the one –on –one subject could describe the objects she drew on the board. This did not happen with the small group that is why I would say that this activity was eventless and not a total hitless one.

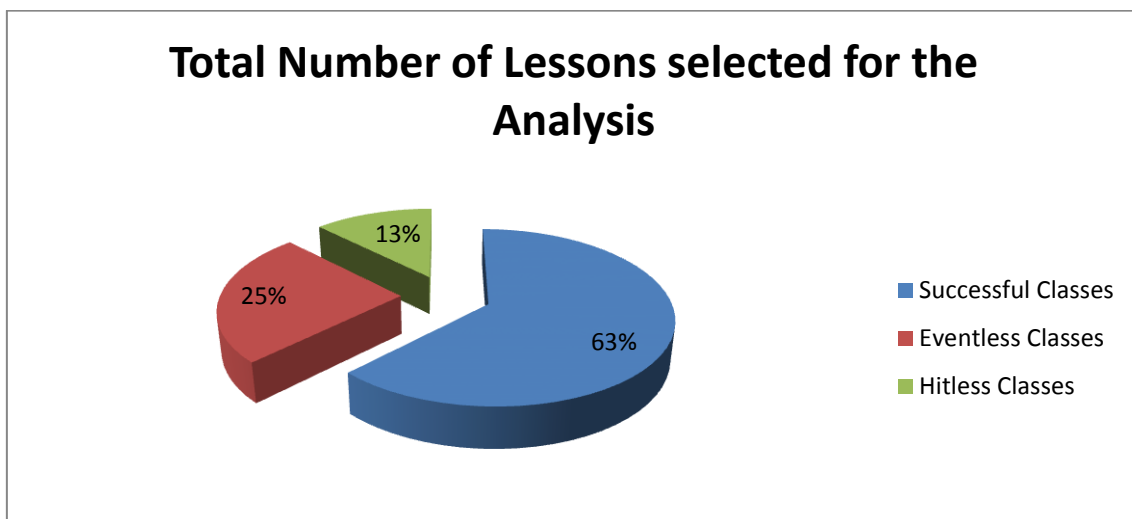
The following graphic contains the total percentage corresponding to those lessons considered as hitless regarding the small group and one –on –one situation. From the twenty –four classes selected, the 12, 5% corresponds to hitless lessons.

Graphic 7. Hitless Classes with Small group and One –on –one model



Graphic 8 indicates the total percentages of the three types of classes gathered in a single pie chart.

Graphic 8. Percentages of the twenty –four lessons with the small group and one –on –one situation



3.4 Post –Test Analysis

Small Group Situation

Subjects seemed really excited about playing JEOPARDY. The game basically was designed to test vocabulary and some grammar. Subjects were deeply engaged in the activity. The groups were made at random and these were the following groups: group A (subjects 1, 2, 6); group B (subjects 3, 4, 5) and group C (subjects 7, 8, 9). There was a lot of competition between groups. Subjects worked together to try to answer the Jeopardy questions. Many groups chose to answer the harder questions to which some they answered correctly. For example, one question asked subjects to write down 8 words related to computer objects and group A got the words right, so they got \$500. At the end of the game, the amount of dollars for each group was: group A \$2,400; group B \$1,800; and group C \$1,600. Subjects enjoyed the game and showed general understanding of the different topics discussed and learned in previous classes.

In the reading part called THE CHINESE WALL, the teacher chose at random subjects to read a sentence or two aloud. In this way, teacher assessed performance and attention. Sometimes the teacher picked subjects that were distracted. She asked them to concentrate and follow the reading. When a subject finished reading a sentence or two, the teacher asked students whether they understood or not the piece. Some subjects asked the meaning of unknown words and others confirm in Spanish their ideas about the piece that was read. For example:

Subject 5 read: The Great Wall of China was built over 2,000 years ago and it is the longest structure ever built.

Subject 1: What's the meaning of 'was built over'?

Teacher: Se construyó hace...

Subject 1: oh, la muralla se construyó hace 2000 años.

Teacher: Yes, and it is the longest structure... la estructura más... What is the meaning of 'longest'?

Subject 7: La estructura más larga.

Teacher: Exactly!

Subject 7 read: The wall was constructed by soldiers, common people, and criminals.

Teacher: What kind of people constructed the wall?

Subject 1: Criminals, soldiers and common people.

There were some 'easy' unknown words in the text that the teacher gave examples with her body. For the difficult ones, she had to use Spanish. After reading the whole text, teacher moved subjects into the creation of their *waxed piece of art work*. The teacher

provided appropriate material to help carry out the art work activity. Subjects were very enthusiastic to work with crayons, ink, glue and paintbrushes. Subjects worked individually on their drawings, they decided the colors they wanted to color the Chinese wall. Almost all subjects followed instructions, only subjects 2 and 6 were not listening and weren't able to complete their work.

The segment of the Post –test which involved Speaking, the small group worked it out well. Once again groups were formed for the activity. Each group had time to write down a small dialogue and then acted it out for all the class. The teacher asked to each group to repeat the role –play twice. Subjects 4 and 7 did the following dialogue:

Subject 4: Hi xxx
Subject 7: Hey, how are you?
Subject 4: Fine
Subject 7: Do you go to the restaurant?
Subject 4: yes
Subject 7: What time?
Subject 4: At half past one
Subject 7: Do you have a dance class?
Subject 4: Sure
Subject 7: mmm see you on Monday, bye

The dialogue was very short and had little tense mistakes like the use of past in one question, instead of *Do you go...* Did you go... These subjects did not want to complicate themselves, so they preferred to play safe. However, there were subjects who wanted to add some humor to the situation and they worked out the following situation:

Subject 5: Hello, how are you?
Subject 9: Fine and you?
Subject 5: Let's go to eat!
Subject 9: Ok.
Subject 5: Aww... this food is terrible!
Subject 9: Yes! Let's pay and go.
Subject 5: I don't have a credit card.
Subject 9: Run!

The small dialogue showed creativity and absence of mistakes. Subjects used some of the vocabulary learned in previous lessons and they made their classmates and teacher laughed. Subject 1 together with subject 8 surprised the teacher with the following dialogue:

Subject 8: Hello

Subject 1: Hello
 Subject 8: Do you know how to use the computer?
 Subject 1: Yes and you?
 Subject 8: Yes!
 Subject 8: Do you know how to use the internet?
 Subject 1: Yes!
 Subject 8: Do you know how to use the USB?
 Subject 1: So so
 Subject 8: Why?
 Subject 1: Because I don't know save the documents
 Subject 8: Do you know how to play soccer?
 Subject 1: Yes, come on and play soccer
 Subject 8: Sure
 Subject 1: Are we going to eat a hot dog?
 Subject 8: Yes!

These subjects role –played a situation with similar questions. They used a correct grammar structure and vocabulary seen in Unit 9. There was just a small mistake, however, the content was excellent and the purpose of making subjects to speak was there. Subject 8 who was generally reluctant to participate in any activity amazed the teacher and peers with this short dialogue. Subject 1 did a great job letting subject 8 to take the lead and start the dialogue.

When it was time to do the Writing assignment, subjects were exhausted and did not want to do it. Nevertheless, each subject picked a small piece of paper with the name of a character. They had to develop a short story about the character based on some questions. Subjects 2, 6 and 8 did not do the activity. They left the question in blank. Nevertheless, there were subjects like number 3 who tried to write something and did the following:

The dragon

“The dragon plays video games on Saturday. His secret is to eat cookies. It's his favorite food. He like play soccer. He travel to Amsterdam to visit the family. He is friendly. He af two friends.”

Compared to the Pre –test, subject 3 wrote more than four sentences correctly. Even though the extract had grammar mistakes, the message could be understood. Something similar happened with subjects 4, 7 and 9. For instance, subject 7 wrote the following lines:

The lady with the watch

“One day, in the basket one girl finn the watch. She thinks the watch is a common one. Later with more years, the girl have 17 years old and she have a watch. The watch is vey important by the watch is magic. One day, the girl saw the woman unther the three. The girl stop the time and get closer to the woman. Later, the girl saw the woman have a baby

in the basket, the girl continued the time and went your home and put the food in the basket and went to the three. Later, put the basket next to the woman”.

Subject 7 had a lot of problems with tenses, vocabulary and orthography. This subject mixed present with past. She wrote *three* instead of *tree*, *unther* instead of *under*. Despite the fact that the subject made lots of mistakes, she tried to write a short story with complete sentences. This writing compared to the one done in the Pre –test showed improvement. Other piece of writing that showed improvement was that of subject 9. This subject was not able to write more than two complete sentences in the pre –test, but in the post –test the subject wrote the following text:

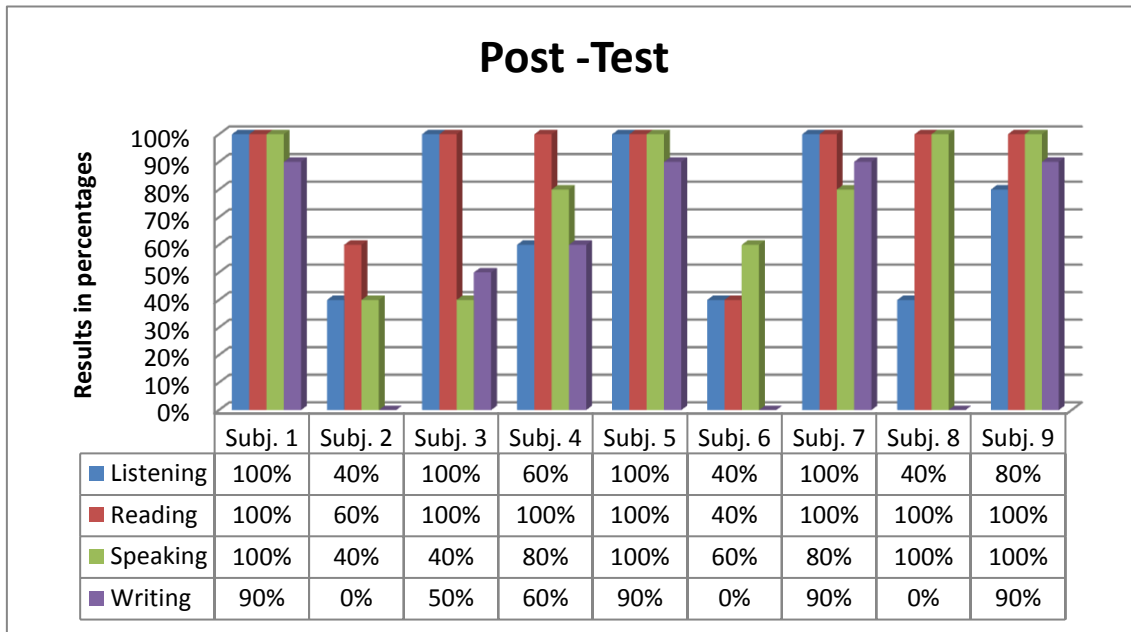
The Skeleton

“I’m the skeleton, I’m from Mexico desert. On Saturday I have a party in the infraworld. I love a beautiful human girl because she have a big mouth. I love scared. I going to travel to Ecuador. My favorite sport is BMX trucks. I go dancing because I happy. My best, best, best friend is Amaru. My wish is have a live and this is my story”.

There were a lot of orthographic mistakes and lack of S –V – O agreement; however, subject 9 demonstrated assimilation and intentions to write something about a skeleton. Even though the small group were exhausted and a little bit tense about the test, the majority wrote something about each of the characters assigned. The teacher assessed this part not on the final product but on the process and improvement.

During the administration of the Post –test, the small group showed interest to the activities. They were asking questions and also listening to the teacher’s explanations. According to the observer, the teacher did a great job giving positive reinforcement to subjects allowing them opportunities to use English. She used nice loud –voice. The instructions to each activity were explained well and were understood by the subjects.

Graphic 9. Small group results Post –Test in every area evaluated



The graph shows the results obtained after the application of the “EFL through Play and Art” philosophy. The horizontal axis represents the number of subjects used in this small case study and the vertical axis shows the results obtained by each subject in the four skills. The graph indicates that the Writing skill increased in almost all the cases. In the pre –test most subjects got scores under 40% and in the post –test this scores passed the 50%. Concerning reading and speaking, there was an increment in the percentages as well. However, listening comprehension which was in the pre –test a solid skill, decreased its percentage in some subjects in the post –test. These results showed that these subjects moved to the A2 level of English Proficiency according to the CEF (see Annex No. 7).

3.5 Post –Test Analysis

One –on –one situation

Subject 10 was eager about playing JEOPARDY. The teacher asked subject 10 to use the laptop and search for the game on the USB. To do this, the teacher gave the steps to subject 10, so she could open the field. When the game was set, both started to play. Subject 10 worked well the activity, she recalled vocabulary that was meaningful for her, especially that of the restaurant. At the end of the activity, subject 10 was the winner with \$1,800 dollars.

In the reading part called THE HOUSEWORK IN THE PAST AND NOW, the teacher asked subject 10 to read the text in silence and after reading it, answer the question. While subject 10 was reading, she asked questions about unknown words for her to the teacher. As soon as subject 10 finished the reading, the teacher moved her towards the questions. Subject 10 got difficulties with the questions; she required a lot of teacher's help. Maybe the reason behind this behavior was that subject 10 did not make a conscious reading because she was thinking on the art work activity. She just wanted to finish as soon as possible the questions in order to use the crayons and other materials. When subject 10 finished with the six questions, she immediately took the crayons and started to color the drawing. The teacher explained the steps to follow to have a nice waxed drawing. Subject 10 eagerly participated in the task and she enjoyed it a lot.

With the segment of the Post –test that involved Speaking, subject 10 decided to do a role –play about a restaurant scene. She took the server's role and assigned the teacher to be the client. Subject 10 got everything ready, this means, real food and restaurant objects like tray, forks, knife, spoon, glass. The dialogue was the following:

Subject 10: Hi!

Teacher: Good afternoon!

Subject 10: Good afternoon!

Teacher: (*pretends to be calling a friend to come to the restaurant*) what's the name of the restaurant?

Subject 10: Chicken Green

Teacher: Can I have the menu, please?

Subject 10: Yes! Here is the menu.

Teacher: Wow, thank you. What do you recommend? What is the best dish?

Subject 10: ¿Lo más rico? Mmm... all, I come in a minute.

Subject 10: Can I take your order?

Teacher: Yes. I want a soup of the day, a double burger, tuna and...

Subject 10: French Fries delicious!

Teacher: Ok, then French Fries. And to drink, juice.

Subject 10: Orange juice?
 Teacher: Yes, orange juice.
 Subject 10: Ok, one moment with the order.
 Subject 10: There`s soup (brought a real dish with soup)
 Teacher: Oh! the soup is delicious.
 Subject 10: finish?
 Teacher: Yes
 Subject 10: Here is the rice.
 Teacher: Can you pass me the salt?
 Subject 10: Yes
 Teacher: Can I have the check, please?
 Subject 10: Yes. 10 dollars, please.
 Teacher: Excellent! And here is your tip, you are a wonderful server.
 Subject 10: Thank you.

Even though the dialogue was short and basically moved around ‘yes-no’ answers, subject 10 enjoyed the role –play and took very seriously her role. She understood all the questions made by the teacher and tried to keep on going with the game. Compared to her Speaking activity in the pre –test, subject 10 showed more enthusiasm and readiness to do this exercise.

By the time to the speaking activity was over, subject 10 seemed exhausted and reluctant to do the Writing assignment called WEIRD CHARACTER STORY. Subject 10 complained about the fact that the teacher did not switch roles in the dialogue and that she was supposed to be the client. The teacher told subject 10 that they were going to continue playing after subject 10 finishes the writing part. The teacher persuaded her to do it fast, so she could be able to play again. Subject 10 agreed and she was given the option to choose a character among ten options. She chose *the dragon*. The teacher gave the sheet of paper containing some questions about the character. Subject 10 completed the questions together with the teacher. Then, she wrote the following:

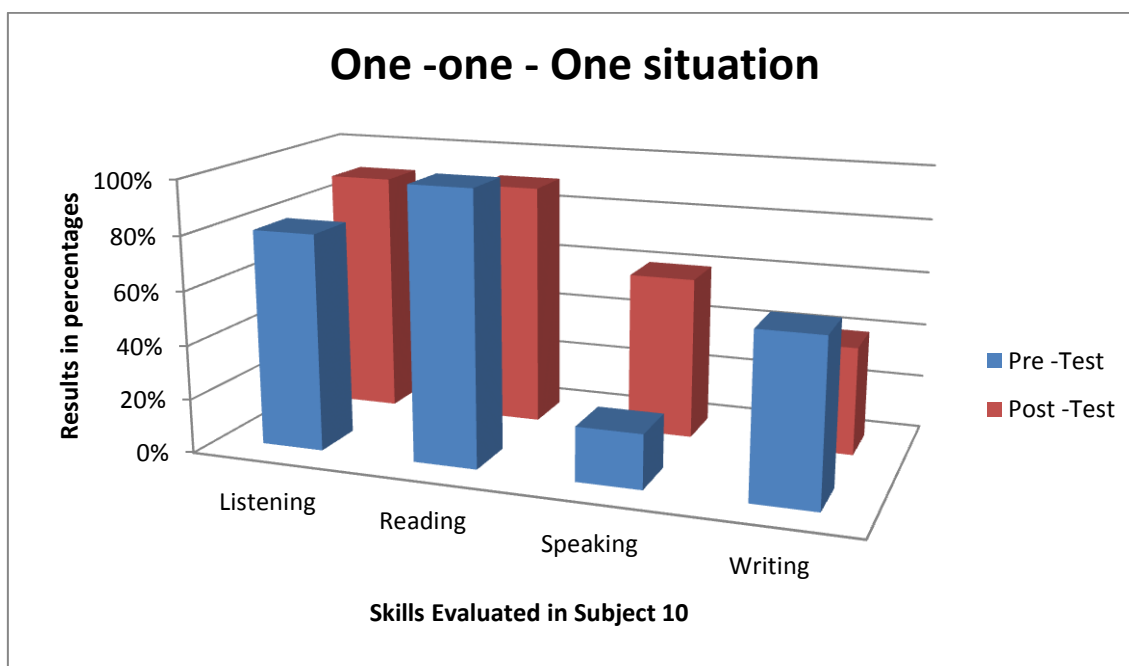
The Dragon

“This is the story of the dragon. He has a plan. He is going the supermarket. He can buy a banana and moping the floor. He loves the dad, but his aggressive with pipole. He happy and jump all the time”.

Subject 10 did not want to do the writing part. She was not on her mood. She was angry and exhausted and that could be reflected in her writing. Compared to her sentences written in the pre –test, this writing exercise showed that subject 10 lacked interest in the

task and was focused in other things like her I –pad. When there is not interest and engagement on a task, this one is poorly done.

Graphic 10. One –on –one Post –Test results in every area evaluated



The graph shows the results obtained by subject 10 in the post –test. The horizontal axis presents the skill evaluated in the test and the vertical axis indicates the results in percentages. The graph shows that Speaking is the skill that increased in a 20% compared to the score achieved in the pre –test. Concerning Listening comprehension, it increased in a 10%. On the other hand, writing which was over the 50% in the pre –test, had a decline of a 10%. These results showed that Subject 10 moved to the A2 level of English Proficiency according to the CEF (see Annex No. 7).

CONCLUSIONS

This dissertation has applied and analyzed the effectiveness of the “EFL through Play and Art” philosophy among eight to ten –year olds. The following conclusions can be drawn from the present study.

- The EFL proposal demonstrated that the use of games and art work enhanced the acceptability of English as a foreign language among the small group and one –on –one situation during its period of application.
- The “EFL through Play and Art” philosophy works as a valid alternative teaching tool for EFL teachers to substitute text activities with more exciting and fun games and art work activities.
- The application of the project demonstrated that students actually responded better to the activities derived from the “EFL through Play and Art” philosophy, than to the activities derived from the text, considering that both covered the content and its topics.
- The CEF of reference was only used to assess the children's level of English during the pre test and post test phases of this project.
- The findings of this study suggest that in general terms the “EFL through Play and Art” philosophy improved the English language acquisition process in the small group and one –on –one situation especially in the reading comprehension, speaking and writing skills.
- The listening comprehension skill didn’t improve significantly in some subjects in the small group situation according to the post –test results. However, it showed a subtle increase in the one –on –one model. The listening comprehension skill assessment showed that the one –on –one situation offered more opportunities to focus on listening comprehension accuracy than in a group.
- The reading skill showed little improvement in some subjects in the small group situation regarding the post –test results. Likewise, the one –on –one situation post –test results indicated that this skill didn’t vary that much from the results obtained in the pre –test. This leads to the conclusion that games and art work that involved reading comprehension activities did not show significant improvement in both situations.

- The speaking skill didn't improve considerably in some subjects in the small group according to the post-test results. Nevertheless, it showed a drastic improvement in the one-on-one model. Once again, the one-on-one situation allowed more interaction in English than the small group. In both situations, the teacher constantly used the target language to communicate; however, subjects in the small group tended to speak among peers in Spanish. On the other hand, the one-on-one model had to talk to the teacher in English all the time.
- The writing skill improved notably in some subjects of the small group situation. On the contrary, this skill decreased in the one-on-one situation. This difference in results concerning the writing skill showed that the small group was much more motivated to accomplish the proposed writing activity than the one-on-one model. Despite the fact that in both situations the same post-test writing activity was administered, the one-on-one model really showed tiredness and lack of enthusiasm for the activity. There were several indicators of a significant amount of anxiety and boredom in the one-on-one case which blocked input and led to confirm that the affective filter was at a high peak at the moment of administering the test.
- The most effective error correction techniques to manage and help students develop their speaking skill were clarification requests and elicitation techniques because children were able to self correct and thus develop their own monitor device according to Krashen's Natural Approach to SLA.
- The error correction technique applied to help students develop their writing skill was repetition. If some sentences or a complete paragraph written by each subject contained a similar pattern of error as a group, subjects were asked to rewrite sentences or a paragraph in a correct way. This means, the subjects had to work with the problem structure on a similar exercise as homework.
- Some subjects of the small group were able to write a small paragraph using chronological connectors due to previous exposure to this type of writing. The application of the "EFL through Play and Art" philosophy helped to consolidate this acquisition process. On the other hand, the one-on-one situation didn't receive such input due to time constraints caused by the presence of variables which were not accounted for when planning the one-on-one phase of the project.

- The results of this investigation showed that relaxation and enjoyment contributed to natural EFL acquisition which emerged when the proposal was applied in both situations.
- The “EFL through Play and Art” philosophy awoke in some children their creativity, healthy competition and hidden art work potential.
- Eight to ten –year olds were likely to generate their own basic real life communication expressions in English when they were exposed to a motivating game or engaging art work.
- The “EFL through Play and Art” philosophy attracted some students’ attention for English due to the use of competitive games and interesting and fun engaging art work activities.
- The “EFL through Play and Art” philosophy enabled eight to ten –year olds to acquire new vocabulary with its proper pronunciation as well as new structures which were taught in meaningful contexts in a subtle way.
- The “EFL through Play and Art” philosophy showed a clear limitation regarding time of exposure to the EFL through Plan and Art proposal.
- There were some activities developed with the small group that produced better results in the one –on –one model. On the other hand, there were some games in which the competitive factor affected the production of the same activity with the one –on –one situation.
- An experimental and research design with a control group and an experimental one would have allowed to evidence the benefits of the “EFL through Play and Art” philosophy in a much more solid way.

RECOMMENDATIONS

- Further experimental investigations using control groups could be done to estimate the actual and real validity and reliability of the “EFL through Play and Art” philosophy. Such research methods would require adjustments to small group cases as well as to one –on –one situations.

- The “EFL through Play and Art” philosophy could be applied to adolescents and adults with the appropriate adaptations and materials to fit the specific reality in each group.
- Further research might explore the long –term applicability and effectiveness of the “EFL through Play and Art” philosophy in children.
- A specific study of the effectiveness of the “EFL through Play and Art” philosophy with children who lack interest for the language should be applied to demonstrate its efficiency in this area of the teaching field.
- Further research, application and analysis could be done to test the value of the “EFL through Play and Art” philosophy specifically in anxiety classroom disorders. There were certain lessons in which anxiety among children reached its peak, so the use of games and art work helped to decrease the tension given the advantages that both elements bring to the classroom environment.
- For future studies of this kind, teachers could make a systematic use of the CEF of reference not only for testing purposes but also for teaching purposes.
- The “EFL through Play and Art” philosophy could make a better use of music while some activities are developed. This recommendation arose when some activities done with the small group had less impact on the children than those conducted with music in the one –on –one situation.
- The “EFL through Play and Art” philosophy could improve its effectiveness with the reading comprehension skill by inserting in its classes more games and art work that involve short stories, magazine articles, comics, and other types of literature.
- The “EFL through Play and Art” philosophy showed value concerning oral production with the one –on –one situation. However, a further study could be conducted mainly with speaking games and art work to promote more fluency among eight to ten –year olds.
- Reading and Writing go together and for that reason a way to improve the efficacy of the “EFL through Play and Art” philosophy with the writing skill could be with the implementation of games and art work that let the children free their minds and write short stories, tales, fables, articles, comics, and other pieces of writing. Then to follow the reverse procedure, to go from written text to art work.
- A specific study of the effectiveness of the error correction techniques used in this philosophy should be applied to demonstrate such efficiency in the age range of

children of this project since testing error correction techniques was not the main focus of this dissertation.

- Time was a constant limitation for this study. Forty –five minutes aren't enough; therefore, the “EFL through Play and Art” philosophy could work even better in a sixty –minute class period.
- A specific study of the effectiveness of negotiation for meaning (a process that speakers go through to reach a clear understanding of each other) using the “EFL through Play and Art” philosophy should be applied to demonstrate such efficiency in the age range of children of this project since negotiation for meaning was not the main focus of this dissertation.
- The “EFL through Play and Art” philosophy could improve its effectiveness among children who have a specific way of learning, this means, the philosophy could be adjusted according to specific talents; for instance, apply more games that involve music if the kids like music, games with more pictures or drawings if the children grasp the language in a visual way. Future studies could incorporate more Gardner's multiple intelligences method to the “EFL through Play and Art” philosophy.
- The “EFL through Play and Art” philosophy could enrich its purpose in the EFL field by incorporating more on –line games and art work that could be developed with the aid of computer programs.
- The “EFL through Play and Art” philosophy could insert some Suggestopedia techniques such as, the use of baroque music while presenting the vocabulary, hang colorfully made grammar posters among other art posters in the classroom, and read textbook –stories like poets at their end of school year recital.
- To assess subjects EFL acquisition, some games and art work could be conducted as individual activities rather than in groups, this issue could be perceived when the same activity developed in groups pointed out better assimilation results with the one –on –one model and vice versa.

BIBLIOGRAPHY

BOOKS

- Crystal, David. A Dictionary of Linguistics and Phonetics. 4th ed. Blackwell, 1997.
- Cummins, Jim and Chris Davison. International handbook of English language teaching. Canada, Springer, Volume 1, 2007
- Ellis, Rod. The Study of Second Language Acquisition. Oxford University Press, 1994.
- Ellis, Rod and Shawn Loewen. Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching. Multilingual Matters, 2009.
- Freeman David E. and Yvonne S. Freeman. Between worlds: Access to second language acquisition. Heinemann, February 5th, 2001.
- Gass, Susan M. and Larry Selinker. Language Transfer in language learning. John Benjamins Publishing, 1992.
- Gillen, Julia. The language of children. London, Routledge, 2003.
- Guyette, Kenneth. Instructional design model for promoting meaningful learning and problem solving skills for accounting information system students. Walden University. ProQuest. 2007.
- Hong Han, Zhao. Interlanguage and Fossilization: Towards an Analytic Model. Contemporary Applied Linguistics: Language Teaching and Learning. Ed. by Li Wei and Vivian Cook. Continuum, 2009
- Lightbown, Patsy M. and Nina Spada. How Languages are Learned. Oxford University Press, Second Edition, 2000.
- Richards, Jack C. Curriculum Development in Language Teaching. Cambridge University Press, 2001.
- Richards Jack C. and Theodore Stephen Rodgers. Approaches and methods in language teaching. Cambridge University Press, 2001.

Selinker, L. Interlanguage. IRAL. International Review of Applied Linguistics in Language Teaching. University of Whashington.

MAGAZINES

Marzano, Robert J. "Using games to Enhance Student Achievement". EL Educational Leadership, Number 5, (February 2010).

Wilson, Suzanne M and Penelope L. Perterson. Theories of Learning and Teaching: What do they mean for Educators. nea.org. July 2006

NEWSPAPERS

Profesores de inglés rinden hoy evaluación internacional. El Universo. July 28, 2012.
<<http://www.eluniverso.com/2012/07/28/1/1445/profesores-ingles-rinden-hoy-evaluacion-internacional.html>> Access (February 25, 2013)

INTERNET SOURCES

Brown, Stuart. Serious Play.
<http://www.ted.com/talks/lang/en/stuart_brown_says_play_is_more_than_fun_it_s_vital.html> Access: (January 10, 2012).

Davidson, Jay. The importance of Creative Art.
<http://peoplelearn.homestead.com/MEdHOME/The_Importance_of_the_Creative.pdf>
Access: (October 2012)

Deesri, Angkana. Games in the ESL and EFL Class . 2002.
<<http://iteslj.org/Techniques/Deesri-Games.html>> Access: (October 2012)

ESL Coaching Techniques: Error Correction. April 17, 2009.
<<http://bathtubber.hubpages.com/hub/ESL-Coaching-Techniques-Error-Correction>>
Access: (February 19, 2013)

Goetz, Kristin and Celeste Guarneri . Transforming Education Through Art: Why Keep Art Education in the Curriculum? March 30, 2009

<<http://nyteachers.wordpress.com/2009/03/30/transforming-education-through-art-why-keep-art-education-in-the-curriculum/>> Access: (October 2012)

Guignon, Anne. Howard Gardner's Multiple Intelligences: A Theory for Everyone. Education World® Copyright © 2010 Education World.
<http://www.educationworld.com/a_curr/curr054.shtml> Access: (August 2012)

Haynes, Judie. Stages of Second Language Acquisition. 1998-2005,
<http://www.everythingsl.net/in-services/language_stages.php> Access: (August 2012)

Holm, Birgitte and Bente Meyer. Serious Games in language learning and teaching – a theoretical perspective. <<http://www.digra.org/dl/db/07312.23426.pdf>>
Access: (November 27, 2012)

Lee, Su Kim. Creative Games for the Language Class. Forum Vol. 33 No 1, January - March 1995, Page 35. <<http://www.teflgames.com/why.html> >Access: (August 2012)

Lengeling, M. Martha and Casey Malarcher. Index Cards: A Natural Resource for Teachers. Forum Vol. 35 No 4, October - December 1997 Page 42.
<<http://www.teflgames.com/why.html> > Access: (August 2012)

Lightfoot, Amy. Art in the classroom.
<<http://www.teachingenglish.org.uk/articles/art-classroom>>. Access: (January 10, 2012).

Moran, Seana and Vera John-Steiner. Creativity in the Making: Vygotsky's Contemporary Contribution to the Dialectic of Creativity & Development. 2002. Page 12
<<http://www.lchc.ucsd.edu/mca/Paper/CreativityintheMaking.pdf>>
Access: (July 2012)

P.H. Matthews. The Concise Oxford Dictionary of Linguistics
<http://books.google.com.ec/books?id=4JdI9_Jl_AsC&printsec=frontcover&dq=linguistics+dictionary&hl=es&sa=X&ei=WlWlUP7bCZO8ATf6oGgDQ&ved=0CDkQ6AEwBA>
Access: (November 2012)

Ruiz, Pedro J. Art as a tool for teachers of English language learners. New York. 2010
<http://www.p12.nysed.gov/biling/docs/Art_as_a_Tool-for_Teachers.pdf >
Access: (October 2012)

Schütz, Ricardo . Stephen Krashen's Theory of Second Language Acquisition. July 2007.
<<http://www.sk.com.br/sk-krash.html>> Access: (July 2012)

Sigríður Dögg Sigurðardóttir .The use of games in the language classroom. 2010.
< <http://skemman.is/stream/get/1946/6467/13457/1/Sigridurdogg2010.pdf>>
Access: (October 2012)

Tomioka, Taeko. The Silent Period Hypothesis.
<<http://homepage3.nifty.com/park/silent.htm>> Access: (August 2012)

Uberman, Agnieszka. The Use of Games: For Vocabulary Presentation and Revision.
1998. Pdf. Access: (November 2012)

Wolfgang, Kramer. What is a Game? The Games Journal/A Magazine about Boardgames.
December, 2000.
< <http://www.thegamesjournal.com/articles/WhatIsaGame.shtml>> Access: (August 2012)

Yolageldili, Gülin and Arda Arikan. Effectiveness of Using Games in Teaching Grammar to Young Learners. 2011.
<<http://ilkogretim-online.org.tr/vol10say1/v10s1m18.pdf> >Access: (October 2012)

<<http://en.wikipedia.org/wiki/Art> >Access: (January 2012)
Cambridge University Press.
<http://www.cambridge.org/ec/elt/about/?site_locale=es_EC>
Access: (November 2012)

Collins English Dictionary. <<http://www.collinsdictionary.com/dictionary/english>>
Access: (January 2012)

Learning Doorway Publishing. Copyright 2009.

< <http://www.learningdoorway.com/georgi-lozanov.html>>

Access: (November 28, 2012)

<<http://www.simplypsychology.org/formal-operational.html> >Access: (July 2012)

<<http://en.wikipedia.org/wiki/Game> >Access: (August 2012)

Teaching Method: Suggestopedia. < <http://jufry2u.blogspot.com/2011/01/teaching-method-suggestopedia.html>> Access: (November 28, 2012)

<<http://www.uic.edu/orgs/stepup/documents/NewsletterSeptember2007.pdf> >

Access:(October 2012)

Art Encyclopedia. <<http://www.visual-arts-cork.com/art-definition.htm>>

Access: (November 2012)

Treating Learner Errors.

<<http://fulbright.state.gov/uploads/0f/c0/0fc0a31a161fe4f2400106f95b130a06/Treating-Learner-Errors.pdf> >Access: (November 2012)

<http://www.innovativelearning.com/teaching/behaviorism.html>

<http://www.simplypsychology.org/formal-operational.html>

http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf (Access: February 17, 2013)

<http://www.pearsonlongman.com/ae/cef/cefguide.pdf> (Access: February 17, 2013)

<http://grammar.about.com/od/il/g/Interlanguage.htm> (Access: February 19, 2013)

ANNEXES

**PRELIMINARY SURVEY
CENTRO EDUCATIVO “ETIEVAN”**

DATE: _____

AGE: _____

GENDER

MALE: _____

FEMALE: _____

INSTRUCTIONS

Circle the answer to each question 1 to 3 and explain your answer. Be honest.

1. Do you like your English class? YES NO

Explain your answer _____

2. Do you have a favorite part in your English class? YES NO

Explain your answer _____

3. Do you want to do something different in your English

class? YES NO

Explain your answer _____

Circle the correct option for items 4 to 7.

A: always

B: usually

C: sometimes

D: often

E: never

4. How often do you play in your

English class? A B C D E

5. How often do you use Art in class? A B C D E

6. How often do you work in groups? A B C D E

7. How often do you use your whole body

in class; for example (jump/ walk/run)? A B C D E

CENTRO EDUCATIVO "ETIEVAN"
Small Group Pre-test

NAME: _____

Total: ____/20

DATE: _____

A. LISTENING COMPREHENSION AND VOCABULARY ____/5

1. BINGO game

- a. Listen to the teacher describing people's professions. Mark the corresponding profession on the bingo card. Each description will be repeated twice.

B. READING ____/5

1. My Drawing

- a. The story below is about a fight between an intelligent knight called Edward and a Dragon. Read it and draw the sequence of the story in the four spaces below:

EDWARD AND THE DRAGON

Edward was an intelligent knight. One day, while riding by the mountains, he found a small cave. In the cave there was an enormous castle. Edward listened to some voices asking for help. "Help, help us!" said the voices, "we are prisoners in the Dragon's Castle." "Dragon?" said Edward, just before the dragon attacked him with a big flame. Edward protected his face with his shield. The dragon said "Prepare to fight, dwarf!", "Wait a moment" said Edward. "I am the guardian of the Great Crystal Sword!" continued Edward. He was very good at inventing stories. "The Crystal Sword can kill ogres and dragons, and it can kill you" said Edward. The dragon was scared.

"Let's fight outside the cave!" said Edward, "Let's travel to a snowy mountain where there is a great tower. At the top of the tower there is a golden cage. In this place the sword loses all its power. Let's fight there." said Edward and then he disappeared. The dragon flew out of the cave to go to the snowy mountain. When Edward was sure the dragon was far away, he came out of his hiding place, and he entered in the castle, and freed all the prisoners. They returned home and celebrated. And what happened with the dragon? Well, there was a real snowy mountain with a really big tower on top, and a real gold cage on top of that. The dragon squeezed into the cage and couldn't get out; and there the dragon remains.

C. SPEAKING

____/5

1. Today is’s birthday. Let’s celebrate it!
 - a. Pick one piece of paper from each of the two containers (favorite singer, favorite cartoon character).
 - b. Act it out like your favorite singer or cartoon character.

D. WRITING

____/5

1. Let’s play journalists. Weird headlines
 - a. Pick a piece of paper from containers 1, 2, 3, 4 to form a “weird headline” for the “Weird News” Magazine.
 - b. Write the “weird headline” on the corresponding place.
 - c. Write a short 5-line paragraph about the headline.

X

GET'EM HOT NEWS

[illegible]

By Andrew Hopkins

Locum grandioris aetatis, consuetudine adjuvante: cū Sed odio maris, libenter nec libenter sed, orare et magis. Proinde fugiat, nisi nec carnis facies, fide odio cordis fide, ac rursus

maia turpis aliter loqui. Nam
dionem ferunt una, non con-
sue toris hederis qua.

Multe plăceri, deși în unele
timpuri, vești una rădăciună, și
compas unei rîni sînt dai. Pînă
într-o fructivitate deșertă nu este
natura sau vorbelor care sînt.

per. Plussus hoc loco dicant
rion conductum strica. Nela
judo sen, incidit epi matu
ac, intendit ad rana. Inqer
sit amet ipam epi ante incipit
elementa a sed ori

Combier flowers are all erect
magenta-rustic - red

Things
sure are
looking up.

Signs the machine is bad at:

P14

15

Greatest
moments
in film.

THE LITING:
David B. Johnson, associate professor of architecture at the University of Illinois at Chicago, says that the lighting is "a little bit dramatic."

P68

P2

Another one for Federer

They are on page 101 and
on page 102.

OZZIE STAYS Sorry haters but White Sox Manager is safe | DE LUCA P70

Small Group Pre-test Planning
CENTRO EDUCATIVO “ETIEVAN”

Activity	Description	Materials
Listening Comprehension and Vocabulary “BINGO game” Listen to the teacher describing people’s professions. Mark the corresponding profession on the bingo card. Each description will be repeated twice.	Subjects will play BINGO with special bingo cards provided by the teacher. Each bingo card has vocabulary words related to professions. The teacher describes any profession and the subjects listen to the teacher’s description and mark the corresponding answer on their bingo cards. (10minutes)	*Bingo cards *Pieces of paper with the professions’ descriptions.
Reading “My Drawing” The story below is about a fight between an intelligent knight called Edward and a Dragon. Read it and draw the sequence of the story in the four spaces below.	Subjects will read the short story “Edward and the Dragon” and they will draw the sequence of events related to the story. Here we are exploring reading comprehension and enhancing art work. (15 minutes)	*Colors *Pencils *Paper
Speaking “Today is XXXX birthday, Let’s celebrate it” Pick one piece of paper from each of the two containers (favorite singer, favorite cartoon character). Act it out like your favorite singer or cartoon character.	Subjects will have to pick one paper out of two containers. These containers have the labels: Favorite Singer, Favorite Cartoon character. The students will have to act out the instruction written in the piece of paper just like their favorite singer or cartoon character. (10 minutes)	*2 containers *Pieces of paper with instructions.
Writing “Journalists, Weird headlines” Pick a piece of paper from containers 1, 2, 3, 4 to form a “weird headline” for the “Weird News” Magazine. Write the “weird headline” on the corresponding place. Write a short 5-line paragraph about the headline.	Subjects will pick one piece of paper out of four containers. Container 1 has adjectives. Container 2 has a kind of person or animal. Container 3 has action verbs in present tense. Container 4 has nouns. All the words in each container will be based on the previous vocabulary worked with the subjects. Each subject forms a “weird headline” and has to write a five- line paragraph about the headline for the “Weird News” magazine. (20 minutes)	*4 containers *Pieces of paper *Pencils *Paper

CENTRO EDUCATIVO “ETIEVAN”
One –on –one Pre-test

NAME: _____

Total: ____/20

DATE: _____

A. LISTENING COMPREHENSION AND VOCABULARY

____/5

1. BINGO game

- a. Listen to the teacher describing Farm animals. Mark the corresponding farm animal on the bingo card. Each description will be repeated twice.

B. READING

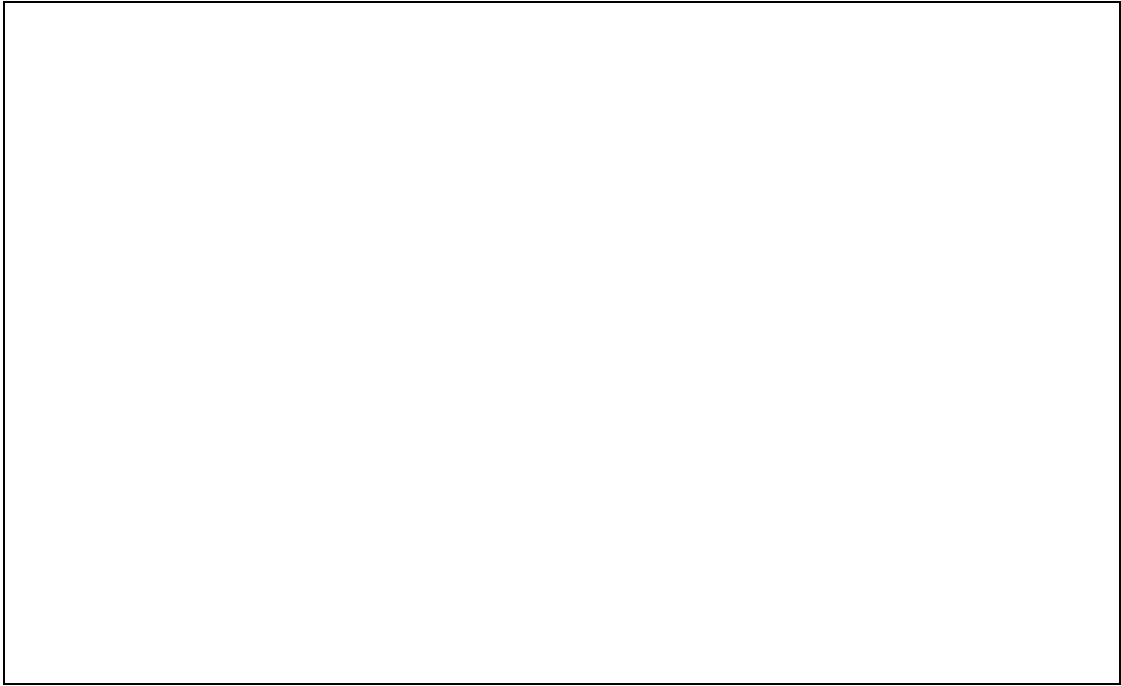
____/5

1. My Drawing

- a. The story below is about a wonderful Magician who lives in a big Circus. Read it and draw the story in the space below:

THE MAGICIAN AND THE CIRCUS

Edward is a spectacular magician. He is tall; he has blue eyes and brown hair. He lives in a big colorful circus. Edward has three brothers. They are small; they have black eyes and black hair. They are puppeteers. They like to play and act with their little puppets. Edward, the magician, also has a sister. She is tall; she has blond hair and green eyes. She is a beautiful dancer. She is also a good rider. She likes to ride white horses. Edward and his family have three elephants. The elephants like to swim in the pool. There are four friendly lions that like to eat mangoes. There are five brown monkeys that jump and jump all day. In the circus, there are two clowns. They like to wear red and blue t-shirts and black pants. They have very big purple shoes. Their hair is red. There is a balloon artist. She likes to do farm animals with balloons. The circus is a nice place to live. Edward and his family are very happy.



C. SPEAKING

____/5

1. Today is xxxxxx's Fashion Show. Let's celebrate it!
 - a. Pick one piece of paper from a container.
 - b. Dress the corresponding puppet.
 - c. Describe its clothes.

D. WRITING

____/5

1. Let's play journalists. Weird titles
 - a. Pick a piece of paper from containers 1, 2, 3, 4 to form a "weird title" for the "Weird News" Magazine.
 - b. Write the "weird title" on the corresponding place.
 - c. Write a short 5-line story about the title.

X

GET'EM HOT NEWS

[illegible]

per. Placitas sex hinc dicuntur
condictas tribus. Nalla
juat son, locutus est matris
ac, interdu sed rursu. Interper
ut anni poun est ante nuppi
elementa a vd ordi

Curabitur thoma aia ut ante
magna matris - p d

P72

Another one for Federer

The man plays his best tennis at night

OZZIE STAYS Sorry haters but White Sox Manager is safe | DE LUCA P70

One –on –one Pre-test Planning
CENTRO EDUCATIVO “ETIEVAN”

Activity	Description	Materials
Listening Comprehension and Vocabulary “BINGO game” Listen to the teacher describing Farm animals. Mark the corresponding farm animal on the bingo card. Each description will be repeated twice.	Subject 10 will play BINGO with special bingo cards provided by the teacher. Each bingo card has vocabulary words related to farm animals. The teacher describes any farm animal and subject 10 listens to the teacher’s description and mark the corresponding answer on her bingo card. (10 minutes)	*Bingo cards *Pieces of paper with the farm animals’ descriptions.
Reading “My Drawing” The story below is about a wonderful Magician who lives in a big Circus. Read it and draw the story in the space below:	Subject 10 will read the short story “The Magician and the Circus” and she will draw the story. Here, the teacher is exploring reading comprehension and enhancing art work. (20 minutes)	*Colors *Pencils *Paper
Speaking “Today is xxxx’s Fashion Show, Let’s celebrate it” Pick one piece of paper from a container. Dress the corresponding puppet. Describe its clothes.	Subject 10 will have to pick one paper out a container. The container has four names. She will have dress the corresponding puppet and describe its clothes. (15 minutes)	*1 container *Pieces of paper with puppets’ names.
Writing “Journalists, Weird headlines” Pick a piece of paper from containers 1, 2, 3, 4 to form a “weird title” for the “Weird News” Magazine. Write the “weird title” on the corresponding place. Write a short 5-line story about the title.	Subject 10 will pick one piece of paper out of four containers. Container 1 has adjectives. Container 2 has a kind of person or animal. Container 3 has action verbs in present tense. Container 4 has nouns. All the words in each container will be based on the previous vocabulary worked with the kid. Subject 10 forms a “weird title” and has to write a five- line story about the title she got for the “Weird News” magazine. (20 minutes)	*4 containers *Pieces of paper *Pencils *Paper

CENTRO EDUCATIVO “ETIEVAN”
Small Group Post –Test

NAME: _____

Total: ____/20

DATE: _____

A. LISTENING COMPREHENSION AND VOCABULARY ____/5

1. JEOPARDY game

- b. Listen to the teacher giving instructions for the JEOPARDY GAME about the vocabulary seen in UNITS 7, 8, 9 and 10.

B. READING ____/5

1. The Chinese Wall

- a. The story below is about the Chinese Wall. Read it and answer the questions. Then, listen to your teacher’s instructions to come up with a WAX ART CHINESE WALL.

THE CHINESE WALL

The Great Wall of China was built over 2,000 years ago and it is the longest structure ever built. It is approximately 6,000 kilometers long, 25 feet tall, and 15 to 30 feet wide. The first wall was built under the rule of Emperor Qin, who unified parts of China around 221 BC. The wall was constructed by soldiers, common people, and criminals. The wall was built of different materials over the centuries. Some walls were made of compacted earth and local stone. It is believed that the main purpose of the Great Wall was to protect China from invasion or attack by northern tribes. Emperor Qin wanted to connect the walls to provide defenses against northern invaders. He ordered the building of the “Wan Li Chang Cheng” (the Great Wall of China) as it was known in China. The original Great Wall was built over a period of approximately 20 years. It was extended and developed until the rule of the Ming Dynasty. When the Ming rulers were overthrown in 1644, no further work was done on the Wall until recent years in attempts to preserve parts of the structure. It is actually a myth that the Great Wall can be seen from the moon. However, it can be seen from space.

Questions

1. When was the Chinese wall build?

.....

2. Who constructed the Chinese wall?

.....

3. What was the main purpose for the construction of the Chinese wall?

.....

4. What is the myth associated with the Chinese Wall?

.....

5. Would you like to visit the Chinese Wall? Why?

.....

6. What is Ecuador's landmark?

.....

C. SPEAKING

____/5

1. Act it out

- a. Get in pairs or groups of three.
- b. Write a short dialogue about any situation at a restaurant, museum, computer lab, house, school, airport, etc.
- c. Act out the situation in front of the class.

D. WRITING

____/5

1. Let's play journalists. Weird news

- a. Pick a piece of paper from a container with the name of a cartoon character.
- b. Write a **ten- line** paragraph about the cartoon character chosen in the space provided.

X

GET'EM
HOT
NEWS

[illegible]

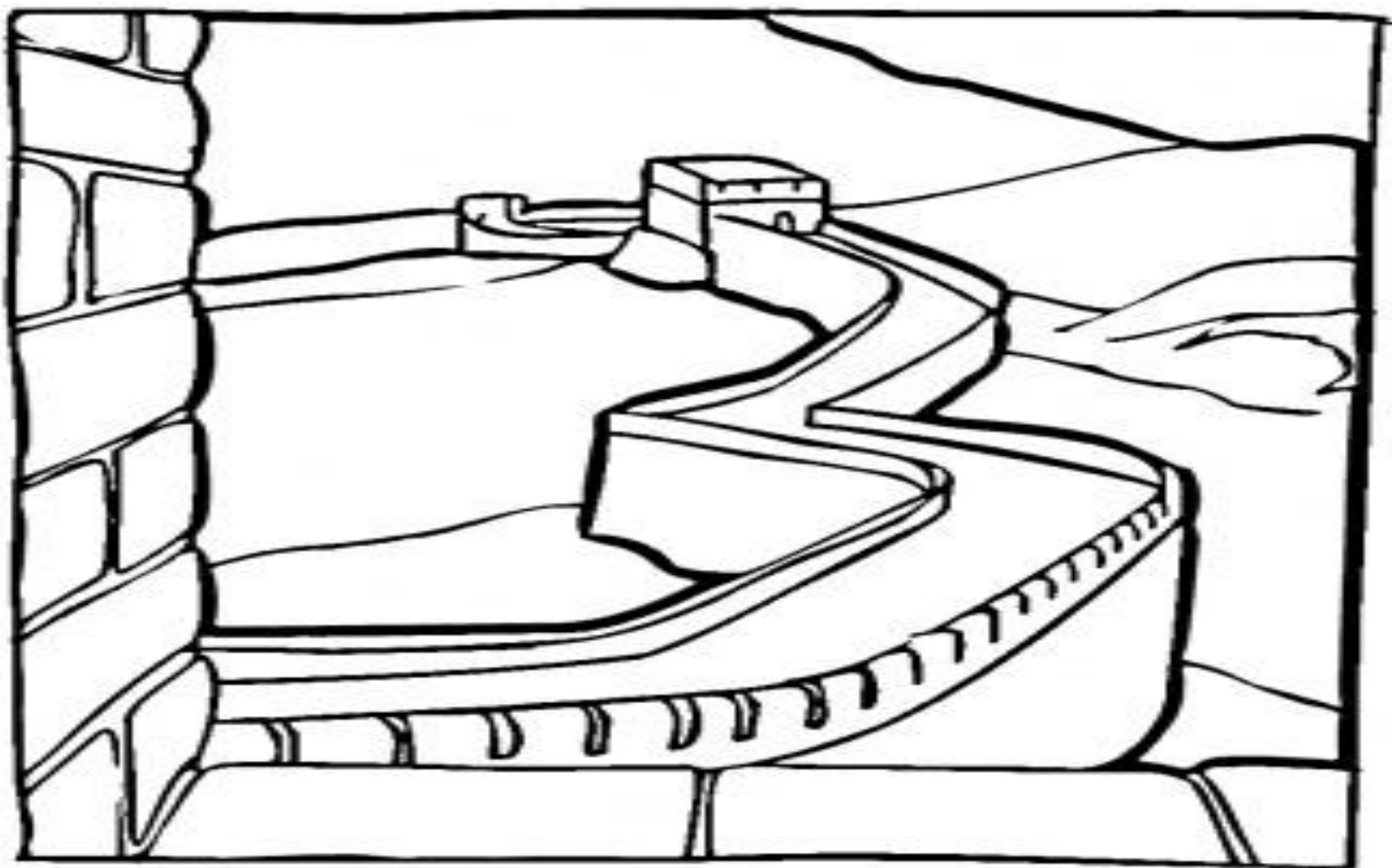
Combustion losses were 10 and 15% for the two cases, respectively.

P14

P

P68

Federer



The Superhero Bear

Make this picture into a character by answering these questions. Be creative. Try to come up with ideas that nobody else would think of!



What is he going to do on Saturday?

What is the secret he doesn't want anyone to know?

What does he think he does well?

What country is he going to visit?

What is his favorite sport?

What is his top superpower?

Who is his best friend?

What does he want most in the whole world?

The Redheaded Kid

Make this picture into a character by answering these questions. Be creative. Try to come up with ideas that nobody else would think of!

What is he going to do on Saturday?

What is the secret he doesn't want anyone to know?

What does he think he does well?

What country is he going to visit?

What is his favorite book?

What is his best subject in school?

Who is his best friend?

What does he want most in the whole world?



The Dragon

Make this picture into a character by answering these questions. Be creative. Try to come up with ideas that nobody else would think of!



What is he going to do on Saturday?

What is the secret it doesn't want anyone to know?

What does it think it does well?

What country is he going to visit?

***What is its
favorite food?***

Is it friendly or nasty?

***Who is its best
friend?***

***What does it want most in the
whole world?***

The Giant

Make this picture into a character by answering these questions. Be creative. Try to come up with ideas that nobody else would think of!



What is he going to do on Saturday?

What is the secret he doesn't want anyone to know?

What does he think he does well?

What country is he going to visit?

What is his favorite food?

How well does he get along with people?

Who is his best friend?

What does he want most in the whole world?

The Gadget Girl

Make this picture into a character by answering these questions. Be creative. Try to come up with ideas that nobody else would think of!

What is she going to do on Saturday?

What is the secret she doesn't want anyone to know?

What does she think she does well?

What country is she going to visit?

What is her favorite gadget?

What does this invention do?

Who is her best friend?

What does she want most in the whole world?



The Bearded Stranger

Make this picture into a character by answering these questions. Be creative. Try to come up with ideas that nobody else would think of!



What is he going to do on Saturday?

What is the secret he doesn't want anyone to know?

What does he think he does well?

What country is he going to visit?

What is his favorite hobby?

Do you think he's good, evil, or both?

Who is his best friend?

What does he want most in the whole world?

The Alien

Make this picture into a character by answering these questions. Be creative. Try to come up with ideas that nobody else would think of!



What is it going to do on Saturday?

What is the secret it doesn't want anyone to know?

What does it do well?

What country is it going to visit?

What is its favorite hobby?

What emotion is it showing and why?

Who is its best friend?

What does it want most in the whole world?

The Lady with the Watch

Make this picture into a character by answering these questions. Be creative Try to come up with ideas that nobody else would think of!



What is she going to do on Saturday?

What is the secret she doesn't want anyone to know?

What does she think she does well?

What country is she going to visit?

What is her favorite hobby?

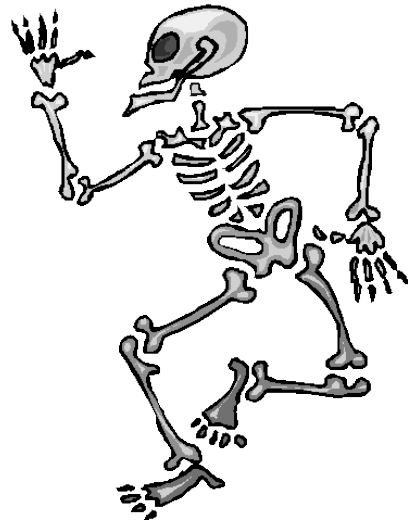
Why is this watch important to her?

Who is her best friend?

What does she want most in the whole world?

The Skeleton

Make this picture into a character by answering these questions. Be creative. Try to come up with ideas that nobody else would think of!



What is it going to do on Saturday?

What is the secret it doesn't want anyone to know?

What does it think it does well?

What country is it going to visit?

What is its favorite sport?

Why is it dancing?

Who is its best friend?

What does it want most in the whole world?

Small Group Post –Test Planning
CENTRO EDUCATIVO “ETIEVAN”

Activity	Description	Materials
Listening Comprehension and Vocabulary “JEOPARDY” Listen to the teacher describing the game and its rules. Get in groups and start playing.	Set up the game. The teacher writes questions on PP program. She assigns topics and values to the questions. Then, she divides the subjects into three groups. Each group should work together to come up with a category that they would like to start with. The first team chooses a category, and an amount. Then, they read the question that they have chosen. Teachers allows them 1 minute to say the answer. If they get it correct, they get the points, and if not, the other teams get a chance to answer and win some points. (20 MINUTES)	*Computer *Projector *PP program
Reading “The Chinese Wall” The story is about the history of the Great Chinese Wall.	Subjects will read the short story “The Chinese Wall”. Then, they will answer the questions. Later, they will listen to the teacher’s instructions in order to come up with a wonderful WAX art work creation. (20 minutes)	*Pictures of the Chinese Wall *Crayons *Blue ink *Glue *paintbrushes
Speaking “Act it out” Role –play any situation with a peer.	Subjects get in pairs and they create a short dialogue about any situation. Then, they will role play the situation in front of the classroom. (20 minutes)	*Pieces of paper to write a dialogue. *Pencils
Writing “Journalists, Weird stories” Pick a piece of paper from a container to get a cartoon character for the “Weird News” Magazine. Write a ten-line story about the given character.	Subjects will pick one piece of paper out of a container. Each subject will get a cartoon character. Subjects will have to complete the questions given about the corresponding cartoon character. Then, each subject invents a “weird story” about the given character. The story must have ten lines for the “Weird News” magazine. (20 minutes)	*1 container *Pieces of paper with the names of the cartoon characters *Pencils *Paper

Annex No. 5

**CENTRO EDUCATIVO “ETIEVAN”
One –on –one Post –Test**

NAME: _____

Total: ____/20

DATE: _____

A. LISTENING COMPREHENSION AND VOCABULARY ____/5

1. JEOPARDY game

- a. Listen to the teacher and follow her instructions for the JEOPARDY GAME about the vocabulary seen in UNITS 7, 8, and 9.

B. READING ____/5

1. Housework in the past and now

- a. The story below is about the Housework in the 18th and 20th centuries. Read it and answer the questions. Then, listen to your teacher’s instructions to come up with a WAX ART HOUSEWORK activity.

The Housework in the past and now

In the 18th century, housework wasn’t easy. There was no electricity and very few houses had running water. Women had to carry water from a river or a well. Mops didn’t exist, so women had to clean the floors on their knees, using water and a brush. To clean their clothes they had to make their own soap and wash the clothes by hand. At that time, there weren’t fridges, so women had to go to the market every day to buy fresh food. In the 20th century, the invention of electricity transformed housework. People started using vacuum cleaners, washing machines and fridges. Most houses had running water and it became easier to keep the house clean for longer. They could buy food once a week and store it in fridges. Now it’s normal to have every member of the family do parts of the housework. Dividing up the work makes housework much easier!

Questions:

- 1. Was there electricity in the 18th century?**

.....
.....
.....

2. How did women clean the floors in the 18th century?

.....
.....
.....

3. How did women wash the clothes in the 18th century?

.....
.....
.....

4. What was the invention in the 20th century?

.....
.....
.....

5. Where did people store their food in the 20th century?

.....
.....
.....

6. Write 1 difference between the housework in the 18th century and the 20th century.

.....
.....
.....

C. SPEAKING

____/5

1. Act it out

- a. Get in pairs or groups of three.
- b. Write a short dialogue about any situation at a restaurant, museum, computer lab, house, school, airport, etc.
- c. Act out the situation in front of the class.

D. WRITING

____/5

1. Let's play journalists. Weird stories.

- a. Pick a cartoon character.
- b. Complete the questions about the cartoon character.
- c. Write an eight line story about the cartoon character in the piece of paper provided.



One –on –one Post –Test Planning
CENTRO EDUCATIVO “ETIEVAN”

Activity	Description	Materials
Listening Comprehension and Vocabulary “JEOPARDY” Listen to the teacher describing the game and its rules.	Set up the game. The teacher writes questions on PP program. She assigns topics and values to the questions. Then, she starts the game. Subject 10 comes up with a category that she would like to start with. Then, she reads the question has she has chosen. Teacher allows her 1 minute to say the answer. If she gets it correct, she gets the points, and if not, the teacher gets a chance to answer and win some points. (20 MINUTES)	*Computer *Projector *PP program
Reading “The Housework in the past and now” The story is about the way in which housework has changed throughout time.	Subject 10 will read the short story “The Housework in the past and now”. Then, she will answer the questions. Later, she will listen to the teacher’s instructions in order to come up with a wonderful WAX art work creation. (20 minutes)	*Pictures of two women cleaning. *Crayons *Blue ink *Glue *paintbrushes
Speaking “Act it out” Role –play any situation with a peer.	Subject 10 works with the teacher and creates a short dialogue about any situation. They will role play the situation. (20 minutes)	
Writing “Journalists, Weird stories” Pick a piece of paper from a container to get a cartoon character for the “Weird News” Magazine. Write a ten-line story about the given character.	Subject 10 will decide which cartoon character she wants to write a story about. Then, she will have to complete the questions given about the corresponding cartoon character. Then, subject 10 invents a “weird story” about the given character. The story must have ten lines for the “Weird News” magazine. (20 minutes)	*Pieces of paper with the names of the cartoon characters *Pencils *Paper

CLASS OBSERVATION FORM
CENTRO EDUCATIVO “ETIEVAN”

DATE: _____

TIME: _____

GRADE: _____

NUMBER OF STUDENTS: _____

1. The students showed interest at the beginning of this class period.

YES NO

Explain either choice

.....

2. Circle the grouping scheme applied by the teacher mostly during this class period:

- a. Group work
- b. Pair work
- c. Individual work
- d. Whole group
- e. Other

3. Circle all the activities in which the teacher engaged the students during this class period:

- a. Whole -class discussion
- b. Small group tasks
- c. Individual work
- d. Book-exercise
- e. Role-play
- f. Debate
- g. Whole-class exercises
- h. Group games
- i. Group art work

4. During the above activities students were:

- a. Asking questions in English/Spanish
- b. Answering questions
- c. Giving explanations
- d. Asking for explanations
- e. Making comments
- f. Talking in pairs
- g. Listening to the teacher’s explanations
- h. Listening to peers
- i. Other

5. Students were engaged in activities unrelated to their English class.

YES NO

Explain the above situation in detail

.....

.....

.....

.....

6. The teacher calls on students to elicit their answers.

YES NO

Explain either choice

.....

7. Students' participation in class was:

- a. VERY ACTIVE
- b. ACTIVE
- c. MODERATELY ACTIVE
- d. NOT ACTIVE AT ALL

Explain either choice

.....

8. The teacher offers the students the opportunity to choose the material, the grouping scheme they want to work with and/or the activities they want to carry out in this class.

YES NO

Explain either choice

.....

.....

9. The teacher is the only source of knowledge for the students?

YES NO

Explain either choice

.....

10. The students grasped the structural content underlying in this class by the EFL through Play and Art philosophy.

YES NO

Explain either choice

.....

.....

.....

Additional comments

.....

.....

.....

.....

CLASS OBSERVATION FORM⁶³
CENTRO EDUCATIVO “ETIEVAN”

TEACHER’S NAME: _____

DATE: _____ CHILDREN’S AGE: _____

GRADE: _____ NUMBER OF STUDENTS: _____

WARM-UP ACTIVITY

TIME	ACTIVITY	COMMENTS

ACTIVITIES

TIME	ACTIVITIES	COMMENTS

WRAP-UP

TIME	ACTIVITY	COMMENTS

⁶³ Class observation Form created by Máster Patricia López. Methodology III: Material Preparation class, PUCE 2010.

STUDENT PRE - INTERVIEW CENTRO EDUCATIVO “ETIEVAN”

NAME: _____

DATE: _____

AGE: _____

INSTRUMENT: INTERVIEW

1. What do you like about your English classes?
2. What do you like to do in your English classes?
3. What do you dislike to do in your English classes?
4. How would you like to learn English?
5. How often would you like to play in your English classes?
6. How often would you like to work with Art in your English classes?
7. What would you like to do in your English classes from now -on?

GRADING⁶⁴ CHART⁶⁵

BASIC			
LISTENING	LISTENING A1: Recognize familiar words, basic phrases concerning him/herself, family, school when the teacher speaks slowly and clearly. A2: Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance. Can catch the main point in short, clear, simple messages and instructions.	A1	A2
S P E A K I N G	SPEAKING INTERACTION A1: Interact in a simple way provided the teacher repeats or rephrases information slowly and helps the kid formulate what he/she is trying to say. Asks and answers simple questions on very familiar topics. The pronunciation shows some progress. A2: Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Can handle very short social exchanges, even though the kid can't usually understand enough to keep the conversation going.		
	SPEAKING PRODUCTION A1: Can use simple phrases and sentences to describe familiar things, situations. The vocabulary range is within the level (100 words). A2: Can use a series of phrases and sentences to describe in simple terms family, feelings, other people, school or most recent activities. The vocabulary range is bigger (more than 150 words).		
	FLUENCY A1: The sentences flow slowly and with certain interruptions between them. The teacher helps to complete them in most of the cases. A2: The sentences flow naturally, with fewer interruptions among them. The teacher contributes with words to help the student continue the idea.		
OVERALL COMPREHENSION	OVERALL COMMUNICATION A1: The student understands about 50% of the questions asked by the teacher. The student interacts slowly, but the teacher is basically the one that leads the interviews A2: The student understands more than 50% of the questions asked by the teacher. The student interacts naturally with the teacher, and contributes to the flow of the interview.		

⁶⁴ The grading process will be over a total of 10 points. Each parameter over two points.

⁶⁵ Chart developed and adapted according to the CEFR parameters.

STUDENT POST - INTERVIEW
CENTRO EDUCATIVO “ETIEVAN”

NAME: _____

DATE: _____

AGE: _____

INSTRUMENT: INTERVIEW

1. What did you like about your English classes in the last three months?
2. What did you like the most in your English classes in the last three months?
3. What did you dislike to do in your English classes?
4. What did you learn in your English classes the last three months?
5. What do you recommend for the English classes?

GRADING⁶⁶ CHART⁶⁷

BASIC			
		A1	A2
LISTENING	LISTENING A1: Recognizes familiar words, basic phrases concerning him/herself, family, school when the teacher speaks slowly and clearly. A2: Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance. Can catch the main point in short, clear, simple messages and instructions.		
S P E A K I N G	SPEAKING INTERACTION A1: Interact in a simple way provided the teacher repeats or rephrases information slowly and helps the kid formulate what he/she is trying to say. Asks and answers simple questions on very familiar topics. The pronunciation shows some progress. A2: Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Can handle very short social exchanges, even though the kid can't usually understand enough to keep the conversation going.		
	SPEAKING PRODUCTION A1: Can use simple phrases and sentences to describe familiar things, situations. The vocabulary range is within the level (100 words). A2: Can use a series of phrases and sentences to describe in simple terms family, feelings, other people, school or most recent activities. The vocabulary range is bigger (more than 150 words).		
	FLUENCY A1: The sentences flow slowly and with certain interruptions between them. The teacher helps to complete them in most of the cases. A2: The sentences flow naturally, with fewer interruptions among them. The teacher contributes with words to help the student continue the idea.		
OVERALL COMPREHENSION	OVERALL COMMUNICATION A1: The student understands about 50% of the questions asked by the teacher. The student interacts slowly, but the teacher is basically the one that leads the interviews A2: The student understands more than 50% of the questions asked by the teacher. The student interacts naturally with the teacher, and contributes to the flow of the interview.		

⁶⁶ The grading process will be over a total of 10 points. Each parameter over two points.

⁶⁷ Chart developed and adapted according to the CEFR parameters.

Teacher: Daysi Medrano

Grade: Sixth

Unit 7: What would you like?

Learning Objectives:

- To assimilate words related to a restaurant environment with the game YOU KNOW IT!
- To use key phrases at a restaurant with the role-play called I WOULD LIKE...
- To enhance art work through the creation of PLACEMATS.

Theme: RESTAURANT and its objects

Date:.....

Time:

WARM-UP: Preparing the teaching environment		ACTIVITIES: Game / Art work		WRAP UP: Reflection and Projection	
Description	Material	Description	Material	Description	Material
“You know it!” The teacher shows real objects that people can find in a restaurant such as napkins, tablecloths, forks, etc. The teacher uses those objects in different ways until the students guess the correct restaurant word. Students raise their hands to say the word aloud. (10 MINUTES)	*A tablecloth *A credit card *A knife *A spoon *A tray *A fork *A napkin	“I would like....” The teacher and the students will role play a scene in a restaurant. The students will hear some phrases that the teacher uses when she is acting as a server or a client. Then, students will try to imitate the phrases and act out the situation. <i>“Can I take your order?”</i> <i>“I would like...”</i> <i>“What about you?”</i> <i>“Would you like something to drink?”</i> <i>“Here is your check.”</i> <i>“Credit card or cash?”</i> (20 MINUTES)	*A table * tablecloth *Menus *A notepad *A pen	“My Placemat” The teacher provides students with all the material to create a <i>placemat</i> . Students use a white craft paper as a tablecloth (they can decorate it if they want). Then, they draw a circle (a plate) in a blue craft paper and cut it out. With a yellow craft paper they create a napkin. On a gray paper they draw a fork, a spoon and a knife. They cut them out. They arrange all the elements over the white craft paper and glue them. Finally they label the objects and laminate their <i>new placemats</i> with contact paper if they want. (15 MINUTES)	*A real placemat to show. *Craft paper: white, yellow, blue, gray. *Scissors *Glue *Pen *Pencils *Colors *Contact paper (optional)

Teacher: Daysi Medrano

Date:

Grade: Sixth

Time:

Unit 7: What would you like?

Learning Objectives:

- To use key phrases at a restaurant through the game SERVER OR CLIENT?
- To create interesting menus to develop vocabulary and art work on the activity called MENUS.
- To role- play interesting/funny/scary situations at a restaurant with the game AT THE RESTAURANT.

Theme: RESTAURANT vocabulary

WARM-UP: Preparing the teaching environment		ACTIVITIES: Game / Art work		WRAP UP: Reflection and Projection	
Description	Material	Description	Material	Description	Material
“Server or Client?” The teacher divides the class into two groups. The teacher divides the board into two columns, one for the word server, and another for the word client. The teacher elicits phrases that a server or client use in a restaurant. Each group has to guess which phrase goes under which column. The group that guesses the more is the winner. (10 MINUTES)	*Board *Markers *Pieces of paper with phrases.	“MENUS” Students get in pairs. Each pair will have to create an interesting/ original MENU. Each menu needs to have: STARTERS, SOUPS, SALADS, SANDWICHES, DESSERTS, MAIN MEAL and DRINKS. The students can use any kind of material to create their menus. (20 MINUTES)	*Craft papers *Markers *Colors *Foam paper *Glue *Scissors	“At the restaurant” The teacher divides the class in groups of three. Each group will have to role play a funny, scary, awful situation at a restaurant. Each group will try to use the phrases given in the warm up plus the menus that were made by them. The most original situation at a restaurant will receive a prize. (15 MINUTES)	*Menus

Teacher: Daysi Medrano

Grade: Sixth

Topic: Cleaning the classroom!

Date:

Time:

Learning Objectives:

- To assimilate cleaning items nouns with the game SIMON SAYS!
- To associate words with images through a CLEANING BINGO GAME.
- To learn polite requests when asking for help to clean something with the aid of a CHORE POEM.

Theme: CLEANING OUR CLASSROOM

WARM-UP: Preparing the teaching environment		ACTIVITIES: Game / Art work		WRAP UP: Reflection and Projection	
Description	Material	Description	Material	Description	Material
“Simon says!” The teacher introduces the new words through realia, she shows the cleaning objects and exemplifies the action. She presents the <i>CLEANING ITEMS</i> and <i>CLEANING VERBS</i> . Then, kids engage in the game Simon says... the teacher says: ‘Simon says mop the floor’, so students have to do this action. (15 MINUTES)	* A broom *A dustpan *A bucket *A cleaning rag *A sponge *A duster *A trash can *A mop *A brush ALL THE OBJECTS ARE REAL *Flashcards	“Cleaning BINGO GAME” The teacher hands out cleaning BINGO cards to all the students. The teacher shows the cleaning word and the students will have to color the corresponding picture on the BINGO card. (15 MINUTES)	*Cleaning BINGO cards. *Colors *Flashcards	“Chores Poem” The teacher hands out a sheet of paper with a poem about CHORES. The students will have to fill in the spaces with words that rhyme. Then, they will have to choose two chores out of the ones mentioned in the poem and draw them on a bond paper. (10 MINUTES)	*Pieces of paper with the poem. *Pencils *Pens *Colors *Bond paper.

Teacher: Daysi Medrano

Grade: Sixth

Unit 8: Cleaning the house!

Date:

Time:

Learning Objectives:

- To recall cleaning items nouns and verbs with the game CLEANING THE HOUSE.
- To assimilate verbs in past by playing TOSS THE BALL.
- To practice the use past tense while playing CLEANING CROSSWORD PUZZLE.

Theme: CLEANING vocabulary

WARM-UP: Preparing the teaching environment		ACTIVITIES: Game / Art work		WRAP UP: Reflection and Projection	
Description	Material	Description	Material	Description	Material
“Cleaning the House!” The teacher divides the class in groups of three. Each group will receive an envelope with a jigsaw puzzle. Each group has to put together all the pieces, glue them on a separate craft paper and write 5 sentences in past about the picture of the puzzle. The group that finishes first is the winner. (8 MINUTES)	* Envelopes *A jigsaw puzzle in pieces. *Glue *Craft paper *Pens	“Cleaning crossword puzzles” The teacher divides the class in two groups. She pastes on the wall two posters with empty crosswords to solve. The crosswords contain words related to cleaning items or verbs. Each group has to find the corresponding clues (yellow team 1 and green team 2) that are going to be tagged around the classroom walls. The group that finishes first is the winner. (15 MINUTES)	*Posters with a crossword *Markers *Pieces of paper with clues in colors yellow and green. *Scotch tape.	“Toss the ball” The teacher starts the game. She says a question word: <i>Where</i> . Then, she tosses the ball to a student and invites him/her to say the next word to form a question in the simple past: <i>did</i> . The student passes the ball to another student. The new student should say the next word: <i>he</i> . Repeat until a question is complete. The student who completes the question writes it on the board. Play again until several questions are on the board. (15 MINUTES)	*A board *Markers *A soft ball

Annex No. 13

Teacher: Daysi Medrano

Grade: Sixth

Unit 8 TEST

Objectives:

- To check the assimilation of words related to cleaning items words and verbs with the game ROCK, PAPER, SCISSORS.
- To foster reading comprehension and drawing with a short reading CLEANING, CLEANING!
- To enhance writing skills through the creation of an ARCHAEOLOGICAL NEWS.

TEST LESSON PLAN # 16

Date:

Time:

WARM-UP: Preparing the teaching environment		ACTIVITIES: Game / Art work		WRAP UP: Reflection and Projection	
Description	Material	Description	Material	Description	Material
“Rock, Paper, Scissors” <i>Listening comprehension, speaking and vocabulary</i> Hop and say is a pretty easy game to play. The teacher brings a number of flash cards to class and lines the cards up across the floor in a row. Two students stand at the extremes of the row. When the teacher orders the game to start, each student starts to jump on the first card. Every time a student jumps on a card s/he says a sentence with the word on the cards. Eventually s/he will meet the other player somewhere on the row. When the two players meet, they have to do the old guessing game of ROCK, PAPER & SCISSORS. The student, who loses the Rock, paper & scissors game of chance, leaves the row and goes back to the seat. Another player restarts the game. The idea is not to let the other player get to the end of the row. If the other player gets to the end of the row, he/she wins. (15 minutes)	*Flashcards	“CLEANING, CLEANING!” <i>Reading</i> The teacher will hand out the test with a short reading about a family that loves cleaning the house. The students have to read the short text and draw each family member with the corresponding cleaning item. (15 MINUTES)	*Short reading. *Paper *Pen *colors	“A mummy is ALIVE!” <i>Writing</i> Students will have to write a weird story about a mummy that is alive. The stories are going to be written for the WEIRD NEWS MAGAZINE. Students will have to write the text in past tense, and use the vocabulary learned about Egypt. (15 MINUTES)	*Pieces of paper. *Pen *Paper

Teacher: Daysi Medrano

Grade: Sixth

Unit 9: I like computers!

Date:

Time:

Learning Objectives:

- To assimilate vocabulary related to computers with the game HOT AND COLD.
- To express rules and suggestions with a ROLE-PLAY.
- To consolidate the functional language by a magazine cutout that exemplifies a RULE.

Theme: THE COMPUTER LAB. We are going to acquire vocabulary about computers. Then, we are going to express our suggestions, rules, and obligations in a role-play.

WARM-UP: Preparing the teaching environment		ACTIVITIES: Game / Art work		WRAP UP: Reflection and Projection	
Description	Material	Description	Material	Description	Material
“Hot and Cold” The teacher starts the game with a volunteer. This person is blindfolded. The teacher shows a flashcard to the rest of the class. They are going to guide the blindfolded volunteer to the object. When the student is closer to the object, the whole class shouts HOT, but if the student is far from the object, they say COLD. (10 MINUTES)	*Blindfolds *Computer parts: -Headphones -Microphone -keyboard -monitor -mouse -mouse pad -printer -speaker -USB -webcam	“Role- play” The teacher divides the class in groups of three. Every group will have to role-play a situation where suggestions or rules are given. The teacher will model the first situation: <i>Teacher-student</i> . Teacher: You shouldn't drink juice in the computer lab. You can damage the computers. Student: OK. I understand! The team that role-plays an interesting situation will win. (15 MINUTES)		“My Rule” The teacher hands out magazines and papers and tells students to write a rule. Then, she asks them to illustrate the rule mentioned with magazines' cutouts. After that, students display their work around the classroom. (15 MINUTES)	*One sheet of bond paper per student. *Scissors *Pencils *Colors *Magazines *Glue

Teacher: Daysi Medrano

Grade: Sixth

Unit 9: I like computers!

Date:

Time:

Learning Objectives:

- To observe carefully two drawings and explain the differences in SPOT THE DIFFERENCES.
- To write rules for specific places in the activity GUIDES OF THE LIBRARY/ZOO/MUSEUM.
- To develop listening comprehension abilities with the game THE TELEPHONE.

Theme: Today, we are going to SPOT THE DIFFERENCES on a drawing. Later, we are going to become GUIDES OF A specific place, and finally we are going to play the TELEPHONE GAME with sentences seen throughout the lesson.

WARM-UP: Preparing the teaching environment		ACTIVITIES: Game / Art work		WRAP UP: Reflection and Projection	
Description	Material	Description	Material	Description	Material
“Spot the differences” The teacher hands out a sheet of paper with two similar pictures of a girl sitting down in front of a computer. The students have to spot 8 differences. They circle the eight differences and explain to the teacher what the differences are. (5 MINUTES)	*Sheets of paper with two similar pictures. *Pens or pencils	“Guides of the...” Students get on groups of three. The teacher hands out big bond papers. On these papers, each group will have to write 6 rules for a specific place in which they are <i>guides</i> . Each rule must have its symbol. The places are going to be: A LIBRARY, A ZOO, and A MUSEUM. These places are going to be raffled in order to assign each group a place. When the posters are ready, each group exposes the rules they come up with to the whole class. (20 MINUTES)	*3 Big bond papers. *Pencils *Markers *3 little pieces of paper with the places to raffle among the groups	“The Telephone Game” The teacher says a sentence to one student in a whisper; he/she has to pass the message to the next student, and this one to another. The teacher will reward the whole class if the message was given with no mistakes. The process will be repeated four times. (10 MINUTES)	

Teacher: Daysi Medrano

Grade: Sixth

Unit 7: What would you like?

Date:

Time:

Learning Objectives:

- To assimilate words related to a kitchen environment with the game IN A KITCHEN STUDIO I SPOT...
- To give steps to cook a food recipe in a cooking filming studio: SWEET SALAD.
- To recall words given at the beginning of the class plus the cooking section with the activity THE KITCHEN IS A MESS!

Theme: COOKING stuff

WARM-UP: Preparing the teaching environment		ACTIVITIES: Game / Art work		WRAP UP: Reflection and Projection	
Description	Material	Description	Material	Description	Material
“In a Kitchen Studio I spot...” The teacher divides the class in two groups. Each member of each group will have to pick a piece of paper with the name of a kitchen’s object or recipe ingredient. The participants will have to tag the name to the corresponding object. The group with the most correct labels is the winner. (8 MINUTES)	*Pieces of paper with names of kitchen’s objects and ingredients. *Scotch tape.	“COOKING WITH KIDS filming studio” Previously, the teacher had had divided the class in 3 groups. The kids will imagine they are in a cooking studio. One kid will be the presenter of the day and he/she will have to ask questions to the 3 chefs (one group per day). The chefs are going to prepare a SWEET SALAD. Each member of the group will have to talk to the camera and explain the steps to follow in order to make the recipe. (25 MINUTES)	*Ingredients: - 2 carrots - 2 apples - Some celery - Some raisins - 2 oranges - Mayonnaise - A spoon - A bowl -A chopping board	“The Kitchen is a mess!” The students will work in the same groups they did in the warm –up. One member of the opposite group will change the tags of all the elements of the kitchen studio. The other participant will have to tag the correct names to the objects in few minutes. The group with the best time is the winner. (8 MINUTES)	* Pieces of paper with names of kitchen’s objects and ingredients. *Scotch tape.

Teacher: Daysi Medrano

Grade: Sixth

Unit 7 TEST

Date:

Time:

Objectives:

- To check the assimilation of words related to a restaurant environment with a ROLE PLAY
- To foster reading comprehension through the reading WHAT A RESTAURANT!
- To enhance writing skills through the creation of a FOOD RECIPE.

WARM-UP: Preparing the teaching environment		ACTIVITIES: Game / Art work		WRAP UP: Reflection and Projection	
Description	Material	Description	Material	Description	Material
“Once upon a time in a restaurant...” <i>Listening comprehension and speaking</i> The teacher divides the class in three groups. Each group will be assigned a specific funny situation that must be rolled play by all the members of the group. Each group will have 5 minutes to develop the situation using the phrases and words learned throughout the unit. (15 MINUTES)	*A tablecloth *A credit card *A knife *A spoon *A tray *A fork *Menus *Pieces of paper with funny situations at a restaurant.	“What a restaurant!” <i>Reading</i> The teacher will hand out the test with a short reading about two different restaurants. The student will have to draw the restaurants according to the descriptions mentioned in the reading. Students will have fifteen minutes to complete this activity. (15 MINUTES)	*Short reading *Paper *Pen *colors	“Food recipe” <i>Writing</i> Students will have to write the ingredients and the procedure to prepare a specific food recipe. The name of the food recipe will have to be taken out of a container. The recipe will be posted on the WEIRD NEWS MAGAZINE under the COOKING section. Students will have fifteen minutes to complete the task. (15 MINUTES)	*Pieces of paper with weird names of recipes. *One container. *Pen *Paper

Teacher: Daysi Medrano

Date:

Grade: Sixth

Time:

Unit 8: Cleaning the house!

Learning Objectives:

- To know something about natural sponges through the activity CRYPTOGRAM.
- To develop reading comprehension through a short reading “SPONGES, SPONGES...”
- To enhance art work by creating “MY SEA BOTTOM”.

Theme: Cleaning object THE SPONGE

WARM-UP: Preparing the teaching environment		ACTIVITIES: Game / Art work		WRAP UP: Reflection and Projection	
Description	Material	Description	Material	Description	Material
“CRYPTOGRAM!” The teacher will divide the class in three groups. Each group will receive an envelope with a cryptogram and some clues. The clues lead to the discovery of the secret identity of a cartoon character relevant to the theme of the day, which is Sponges. The group that guesses the cartoon character first will win the game. (10 MINUTES)	*Cryptogram *Envelopes *Clues (drawings or symbols) *A poster or figure of the Secret Cartoon Character.	“Sponges, sponges...” Students open their books on page 94 and read the text about sponges. After reading, the teacher presents a TRIVIA GAME about the reading. The students will work on the same groups they did at the beginning. The teacher starts the game by showing the first question with its possible answers. The first group that raises the hand has the right to answer, if the answer is correct, they get the point, if not, another group gets the chance. The group with the best score is the winner. (20 MINUTES)	*Posters with Trivia Questions. *Books with the reading page.	“My Sea Bottom” The teacher provides students with blue craft papers, and little pieces of synthetic sponges. Students glue some sand to the bottom half of the paper, to form the bottom of the sea. Then, they add pieces of sponges to imitate natural sponges. Students can decorate “the water” with fish and sea animals and color it with blue paint. (15 MINUTES)	*Blue craft paper *Synthetic sponges. *Fine sand or sand-like glitter. *Glue

Teacher: Daysi Medrano

Grade: Sixth

Unit 9: I like computers!

Date:

Time:

Learning Objectives:

- To recall computer vocabulary by playing a MEMORY GAME.
- To enhance creativity by making a MOUSE PAD.
- To use “going to” when playing an “INTERGALACTIC BATTLE”.

Theme: Today, we are going to use our memory, develop our creativity to make a MOUSE PAD, and remember the use of “going to” with an Intergalactic battle.

WARM-UP: Preparing the teaching environment		ACTIVITIES: Game / Art work		WRAP UP: Reflection and Projection	
Description	Material	Description	Material	Description	Material
“Memory game” The teacher writes some words on the board, these words are verbs related to computer objects. One student is going to say a sentence with any word from the board, the second student has to repeat the first sentence and add another with other word from the board. The game continues until everybody has participated. A student is out of the game when he or she changes the sentence or forgets it. (10 MINUTES)	*A board *Markers *Vocabulary words: -monitor -mouse pad -chat online -write e-mails. -USB -printer -play computer games -keyboard -use Power Point	“MY MOUSE PAD” The teacher hands out the material to make a mouse pad. First, students draw their favorite computer game character, singer, player, or cartoon character on a piece of cardboard with the following measures: 14.5 cm x 19.5 cm. Then, they color their drawings. Next, they paste contact paper over the drawing without leaving bubbles. Finally, they glue the drawing to a foam paper with silicone. (20 MINUTES)	*Pieces of cardboard 14.5 x 19.5 cm *Colors *Markers *Pencils *Contact paper *Foam paper *Silicone	“Intergalactic Battle” Students get in groups of three and go to page 110. Each group plays with only one book. They take turns rolling their die and advancing the corresponding number of spaces. Students have to form questions when they land on the blue spaces and answer questions for the green spaces. If their spaceship gets hit, they either lose a turn or need to return to <i>Start</i> . The first student in each group to reach <i>Finish</i> is the winner. (15 MINUTES)	*Books. *Dice *Place markers

Teacher: Daysi Medrano

Date:

Grade: Sixth

Time:

Unit 7: What would you like?

Learning Objectives:

1. To recall *restaurant* vocabulary with THE GUESSING GAME.
2. To develop reading comprehension with the game ROLL THE DICE.
3. To enhance individual art work drawing based on the previous reading by REMODELING A RESTAURANT.

Theme: A RESTAURANT interior and exterior design

WARM-UP: Preparing the teaching environment		ACTIVITIES: Game / Art work		WRAP UP: Reflection and Projection	
Description	Material	Description	Material	Description	Material
“The Guessing Game” The teacher divides the class in two groups. From each group there will be one volunteer. The volunteer will sit on a chair with his/her back to the board. The volunteer has one minute to guess the drawing with the hints given by the members of the group. The group that guesses the most words is the winner. (10 MINUTES)	*A board *Markers *A chronometer *Words: -fork -spoon -placemat -tray -menu -tablecloth -knife	“Roll the dice” The teacher divides the class in two groups. Each group will receive a sheet of paper with 12 questions based on a reading about the remodeling of a restaurant. The teacher monitors the game. She is the one who reads the questions. Each group has to roll the dice and give full answers to the number of the question that shows the dice. The first group to complete the 12 questions is the winner. (20 MINUTES)	*Sheets of paper with the reading and the questions *Dice	“Remodeling a restaurant” Students will have to draw two pictures: one with an old, dirty and awful restaurant and another with a remodeling restaurant based on the facts stated in the reading of the activity “Roll the dice”. (15 MINUTES)	*Bond paper *Pencils *Colors *Short reading.