

UNIVERSIDAD MAYOR DE SAN ANDRÉS
FACULTAD DE HUMANIDADES
Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LINGÜÍSTICA E IDIOMAS



**“TEACHING ENGLISH BY USING PUPPETS AND SCENIC ARTS
FOR BETTER COMMUNICATION IN THE CLASS OF THE THIRD GRADE
OF THE ELEMENTARY AT VILLA ALEMANIA FE Y ALEGRÍA SCHOOL
OF EL ALTO CITY”**

***TRABAJO DIRIGIDO PARA OPTAR AL TÍTULO DE LICENCIATURA
EN LINGÜÍSTICA E IDIOMAS. MENCIÓN LENGUA INGLESA***

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Trabajo Dirigido:

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ABSTRACT

The aims of the guided work was to find out whether teaching English using puppets and scenic arts at an elementary level at Villa Alemania School in El Alto city, improved the students' comprehension in the English language. It is expected that the result of the study can enrich teacher's strategies in teaching vocabulary to elementary school students through puppets. The guided work was carried out from February to November 2010. The participants of this project were 30 (13 boys and 17 girls) students.

The outcomes of this study were evaluated qualitative and quantitative. By qualitative were obtained by observing teaching and learning process during the implementation of puppets and scenic arts. By quantitative were taken by assessing the students speaking skill through the pre-test and the post-test. It indicated that the students' speaking skills and improved along with a lot of speaking practices, and the result showed that the implementation of puppets and scenic arts, especially their accuracy and interest by providing them with various topics, songs, and activities. It was also found that using the language often can improve their fluency. The indicators of the success of the implementation were that: (1) Students were more motivated in learning English and were involved in speaking activities; (2) Students were actively answering questions and expressions comment; (3) Students were more active in the speaking activities during the teaching and learning process. It is supported by the observation and interview result after the implementation.

The puppets and scenic arts make the students learn English enjoyably. Furthermore, the puppet improved the students' motivation to learn English.

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RESUMEN

El principal objetivo de este trabajo dirigido, es que no solamente los estudiantes aprenderán las habilidades sino que comprenderán el idioma inglés. A través de las artes escénicas y los títeres podemos engrandecer los valores, incrementar la motivación, y resaltar las cualidades personales.

El presente trabajo se llevó a cabo en la Escuela “Villa Alemania” de la ciudad de El Alto. En el curso de inglés había 30 estudiantes entre 13 varones y 17 mujeres y el tiempo de este proyecto fue de 10 meses.

Los datos de evaluación del trabajo fueron de forma cualitativa y cuantitativa. En lo cualitativo se tomó en cuenta la observación en el proceso de aprendizaje durante la implementación de los títeres y las artes escénicas. En lo cuantitativo se tomaron las evaluaciones escritas de los estudiantes de un pre-test y un post-test de cada clase. Esto nos indicó que los estudiantes mejoraron en su aprendizaje del inglés con la práctica diaria. Y el resultado muestra q la implementación de los títeres y las artes escénicas ayudo a los estudiantes hablar en inglés, especialmente a entender fácilmente con las canciones y las actividades que ayudaron a mejorar su aprendizaje. Los indicadores utilizados en este trabajo fue que: 1) los estudiantes estaban más motivados en el aprendizaje del idioma inglés y en todas las actividades desarrolladas. 2) Los estudiantes respondieron bien las preguntas desarrolladas. 3) ellos estaban bien animados en el proceso de aprendizaje. Esto fue sustentado por los resultados de la observación y las evaluaciones después de la implementación de la técnica.

Los títeres y las artes escénicas hacen que el aprendizaje del inglés sea más fácil y divertido. Además esta técnica ayuda a que los estudiantes estén más motivados en el aprendizaje del idioma inglés.

INSTITUTIONAL ORGANIZATION

1.1 INTRODUCTION

Nowadays English offers many opportunities in our society to get involved in several areas of work, such as, technology advances, foreign trades, public relations, tourism, educational development, etc. English language is considered as the worldwide spoken language. No one can deny the importance of the English Language all over the world. Throughout many years, the Bolivian Educational Reform has included English as a foreign language in school programs, in order to transmit knowledge to students. English teaching has been taught at elementary and high school in Bolivian Educational programs. Bolivian Educational Minister F. Patzi who pointed out that in public education the English language should be taught as a subject for seven years in total. The book “Dinamización Curricular” says, the education in Bolivia and the difficulties in the educational system due to the lack of motivation of teachers, in the school and didactic material that influences negatively on the qualitative and quantitative development of students’ learning development. These factors are considered part of the learning process (ATARE, 1993, pag.7)

The present project is addressed to the ones who want to use puppets and scenic arts as a useful resource in the process of teaching a foreign language.

Considering this fact, in the course of this work we want to foster students’ interest and motivation to learn English from the beginning courses (elementary school) and we attempt to develop language skills through puppets and scenic arts, as an alternative to teach English to children. The central premise behind this approach for the teaching of English is puppets. Scenic arts develop learners’ integral knowledge, that students will help them to build up knowledge, skills, values and understanding about the language. Likewise, children feel more motivated to learn English with puppets and scenic arts and the same time they develop basic communicative competence.

The present work is addressed to “Villa Alemania” school, taking as the target group the 3rd grade learners (7 to 8 year-old children) as part of an agreement between the Department of linguistics and Language, UMSA and “Villa Alemania” school. This public school of El Alto City includes English language teaching from elementary school in its curriculum. Students begin to learn the basic vocabulary of the language from the 3rd to 6th grade of elementary level, in other words, they are given the basis for the language.

1.2. BACKGROUND OF THE INSTITUTION

“Villa Alemania” school is located at the district “Villa Alemania” in el Alto city, on the streets Pedro Nolasco, Tomas Catari and Pedro Toledo. This school was founded on August 6th, 1995, authorized by the Ministry of Education in the year 2000. It has different levels: Initial grade, elementary, and secondary (high school). The principal of the school is Lic. Rulo Fuentes Maldonado.

“Villa Alemania” school, “Fe y Alegria”, has to 1.200 students, 39 teachers and 5 assistants in different levels. It is a school submitted to the public school and the Departmental Direction of “Fe y Alegria”. This catholic foundation has supported sub- urban and rural area public schools in Bolivia since 1966 in order to enhance the educational level.

“Villa Alemania” school is supported permanently by the foundation “Fe y Alegria” which integrates those community students with socio-economic problems, ethno-cultural diversity and it includes disabled students, that is to say, learners with physical limitations. This educational institution does not discriminate students as it treats them equally. The facility provides the conditions to disabled learned that have the same rights to learn as regular students.

Considering these characteristics of the institution, this project was performed in the year 2010 curriculum, as part of an agreement between “Villa Alemania” school and the Department of Linguistics and Languages of the Universidad Mayor de San Andres.

1.2.1. Vision

“La visión de la Unidad Educativa “Villa Alemania” Fe y Alegría como centro católico, es ofrecer una educación de calidad e integral a los educandos de nivel: inicial, primaria y secundaria con el fin de desarrollar sus capacidades intelectuales creativas, críticas y reflexivas, desde su realidad política, social e identidad cultural respetando sus tradiciones, costumbres y otros. Además integrar a los niños (as) con NLE: dificultades de aprendizajes y discapacidades sensoriales, físicas e intelectuales a las aulas regulares en el proceso de aprendizaje, para mejorar la calidad de vida justa y solidaria a nivel personal, familiar y comunitario”. (POA Unidad Educativa Villa Alemania Fe y Alegría;03)

Villa Alemania School's vision as Catholic institute offers integral and high quality education to students of elementary and secondary level whose main goal is the development of intellectual, creative, critic and reflexive abilities based on politic and social reality respecting their traditions, customs and so on. What's more, integrate all children with learning and disabilities problems to the classrooms in the process of the learning, also improve life quality, solidarity into a personal, familiar and communal level.

Translated by, Sulma Chura Quispe

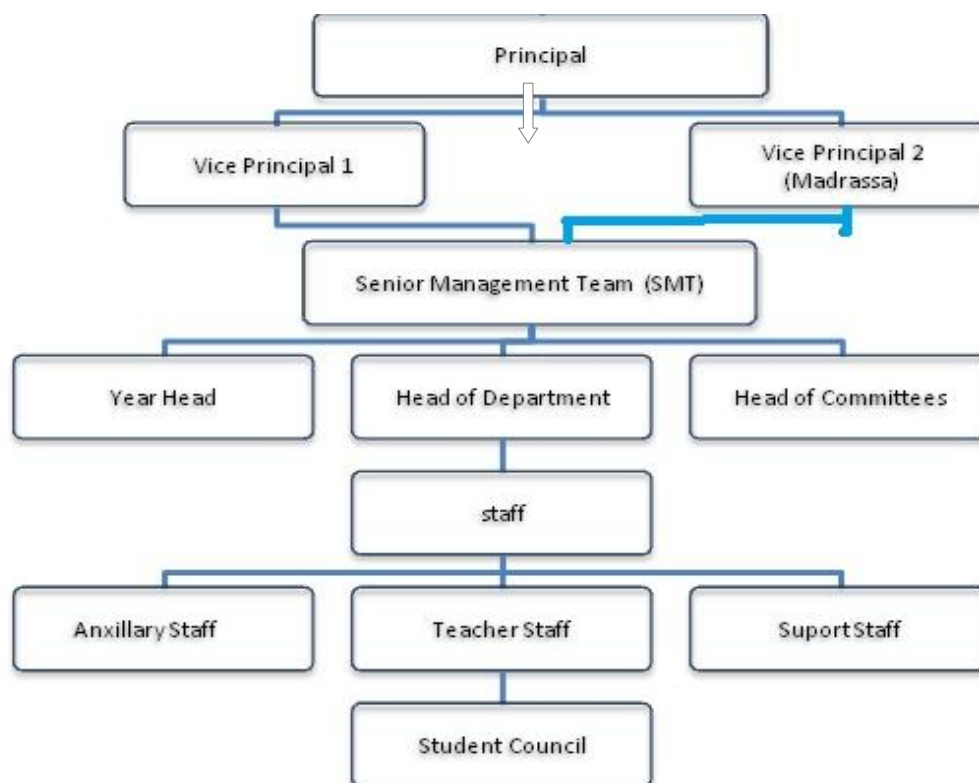
1.2.2. Mission

“Formar estudiantes críticos, reflexivos, independientes y productivos que construyan conocimientos a partir de su creatividad sociocultural que les garanticen desempeños adecuados y satisfactorios, de acuerdo a los avances científicos-tecnológicos siendo personas con valores humanos comprometidos al servicio de la sociedad y la evangelización para lograr la calidad y excelencia educativa en un infraestructura pedagógica debidamente equipada y la inclusión general de los niños (as) al proceso y formación con profesionales capacitados”(POA Unidad Educativa Villa Alemania Fe y Alegría;03)

To educate critic, reflexive, independent and productive students that are able to develop their knowledge from their socio-cultural creativity so it may guarantee an adequate and satisfactory performance according to the scientific and technological advances, by being people with values that are committed to the good will of the society, what's more, the evangelization. To achieve the quality of education in a proper equipped pedagogic infrastructure, and the inclusion of children to the process and development with capable professionals.

Translated by, Sulma Chura Quispe

SCHOOL ORGANIGRAM



(POA Unidad Educativa Villa Alemania Fe y Alegria;07)

1.3. S.W.O.T ANALYSIS

The SWOT Analysis is a strategic planning used to evaluate the strength and weakness factors that diagnose the internal and external situation of students. The internal situation refers to strengths and weaknesses, and the external situation, also refers to opportunities and threats. Furthermore, it is a tool that is considered simple to do and allows getting a general view on strategic situation of a specific organization.

The SWOT analysis provided by the institution “Villa Alemania” and we did an analysis about the actual situation. It will be developed clearly as follows.

1.3.1. Internal Factors

Strengths

- “Villa Alemania” school students have specialized and committed staff to respond to challenges, achievements and objectives of the institution to have good English teachers.
- The students have a strong ethos of openness, sharing and commitment to increase the motivation to English language.
- “Fe y Alegria” Foundation is dependant of international institutions. It has a credibility, trust and social commitment position to their students.
- “Foundation “Fe y Alegria” integrates community students with socio-economic problems.
- Foundation “Fe y Alegria” has experience and capacity to manage program funding. It is recognized by founders as a reliable and transparent institution in the management of resource.

Weaknesses

- The use of traditional English teaching methods, focus on grammar and writing.
- The institution does not have sufficient staff for teaching English. It faces serious problems such as; lack of staff, resources, and equipment.
- There are not instruments to assess the qualitative impact on the target group (children) of different programs in English subject.
- Most of the schools in El Alto lack economic resources to maintain the school as well as to purchase teaching English material or supplementary material.
- Elementary level does not have English language syllabus design as a foreign language. According to 070 law in the article 16-III “La educación Alternativa y Especial es intracultural, intercultural y plurilingüe”. However, we have observed the school does not have specialized staff to teach English language. Furthermore, it is important to have staff that helps to improve this weakness.

1.3.2. External Factors: Opportunities and Threats

Opportunities

- “Villa Alemania” school students require strengthening its institutional vision that articulates the work area in different English programs in order to generate greater impact on the community.
- The institution works with children, teenagers and young people who allow strengthening and feedback the capacities and knowledge of the institution, taking into account the English language.
- An active volunteer English teaching group willing to plan and organize new activities to students.

- With English language the students have a big opportunity in the foreign countries.

Threats

- There is discrimination and poverty in our society and these are the main factors to the teaching and learning process about English subject.
- Private schools students are better than students in public schools, because the education of the English language is better.
- Student coercion: the need to ensure that adults are not leading or forcing the student's opinion.
- In public school there are 45 to 50 students in English classroom.
- Students coercion to do things they do not want to do.

1.4. INSTITUTION'S NEEDS

A diagnostic evaluation was applied at the beginning of the process. Through this evaluation we were able to know seven and eight year old children's background. The purpose was to provide information about children's knowledge background and it helped to identify their needs, potentialities and limitations in the English learning process.

First, we made a diagnosis during the first week to children's language knowledge. It was carried out orally, through personal and group interviews. The diagnostic evaluation's results was unsatisfactory, because the students did not have knowledge of the English language.

According to Villa Alemania school POA 2010, identified some requirements and constraints that influence the teaching and learning process, such as:

First, the time has to be mentioned that the length of devoted to the different subjects of the school is limited. That means that there is a difficulty in coordinating different activities

because of brief periods of classes that affect teachers too, as they cannot achieve teaching and learning objectives. The classrooms are small and the number of students is high, especially in elementary school. Consequently, the facts mentioned before lead a lack of motivation in both teaching and learning English in the regular school program.

About students, they do not know the English language, because Villa Alemania is a public school, and they never passed the English subject. They come from limited income families; thus, they lack money to buy school materials or textbooks. They often cannot afford English books because they are expensive for their budget and their priority lies in the main subjects. In general, each English teacher in Bolivia has to prepare his own material for the class.

Nowadays, it is important “to be able to know the language for future studies at the university” (PLAN OPERATIVO ANUAL UNIDAD EDUCATIVA VILLA ALEMANIA, 2010, pag. 3).

CHAPTER II

REFERENCE FRAMEWORK

This chapter revises literature concerned with language acquisition theory as well as aspects related to the implication of puppets and scenic arts in the process of foreign language vocabulary learning. In this sense the project is focused on explaining the different perspectives summarized in a theoretical and pedagogical point of view.

2.1. TEACHING ENGLISH

(Brown, 2000, pag.7) states that teaching is showing and helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, teachers can use balanced activities approach that combines language input, structured output, and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content-oriented or form-oriented. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use. Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social

aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, teachers combine content-oriented and form-oriented input. The amount of input which is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focused on the correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Teachers often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

Incommunicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the teachers have just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself. In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners,

benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. According to (Bahrani, 2012, p. 14), effective teachers teach students speaking strategies by using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. Teachers help students learn to speak so that the students can use speaking to learn.

The first speaking strategy was using minimal responses. Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

The next part to discuss is how to recognize scripts. Some communication situations are associated with a predictable set of spoken exchanges: a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Teachers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, teachers can give students practice in managing and varying the language that different scripts contain.

Next, using language to talk about language. Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teachers can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Teachers can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, teachers can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

2.1.1. TEACHING ENGLISH IN ELEMENTARY SCHOOL

It is commonly believed that teaching children is much more complicated than teaching adults. To successfully teach children a second language requires specific skills and intuitions that differ from those appropriate for adult teaching (Brown, 2001, p. 87). Young children are natural language acquirers; they are self-motivated to pick up language without conscious learning. Brown proposes five categories that may be effectively used to give some practical approaches to teaching children, namely: (1) intellectual development; (2) attention span; (3) sensory input; (4) affective factors; and (5) authentic, meaningful language.

1) Intellectual development

Techniques and activities used in English teaching should fit the children's intellectual development. In learning a new language, children depend on the world around them as they are centered on the here and now and on the functional purpose of language (Brown, 2001, p. 88). It means that presenting abstract notions will not work well for children

2) Attention span

According to (Brown, 2001, p. 88), short attention span occurs when children have to deal with materials that are boring, useless and too difficult to them. To keep the children's attention, activities should be designed to capture their immediate interest.

3) Sensory input

The designed activities for children should cover the visual and auditory modes. Since children need to have all five senses stimulated, physical activities like role plays, TPR, projects and games should be included. Those kinds of activities and sensory aids help children practice meaningful language and internalize the language (Brown, 2001, p. 89).

4) Affective factors

According to (Brown, 2001, p. 89), children still have many inhibitions in learning English even though they are often innovative in language form. It can make them reluctant to use the language in communication.

5) Authentic, meaningful language

(Brown, 2001, p. 90) states that children are should be driven to the real purpose of the language for the here and now, so they are less willing to deal with language that is not useful. Storylines, real-life conversation familiar situation and characters will create a context in which language can be used to improve children's attention.

In terms of their intellectual development, children are said to be in the period of function. They tend to be aware of to the purposes of language rather than on the rules and also explanations of the language items. Therefore, in conducting the teaching and learning in the classroom teachers need to avoid explaining grammar explicitly and also stating the grammatical rules by using abstract terms. It would be better if they show their children certain patterns and examples in explaining the grammatical concepts (Brown, 2001, p. 88).

Then, in order to have a successful English classroom, teachers also need to think the category of authenticity of the materials as well as the use of meaningful language in their classroom. This is particularly in line with their students' intellectual development. Children are commonly very aware to the language which is used in their familiar context of situation, therefore the use of story lines, familiar situations and characters, real-life conversations, meaningful purposes in using language are strongly recommended in establishing the context of the language use as well as improving children's attention and retention (Brown, 2001, p. 90).

Before the children can say words, there must be a time when they hear the words said by someone else. Children imitate the pronunciation and intonation then they can say the words aloud. Children's listening skills become the basis of their speaking skills. Through listening to a language, they learn the way to speak it. After children have been exposed to English through listening, they soon want and are able to participate in interactions with the teacher and each other (Pinter, 2006, p. 56). It can be seen that teaching listening and speaking cannot be separated as children get their language input in their listening activities then they can produce language in their speaking. (Pinter, 2006, p. 62) also says that the development of listening can be the basis of initial speaking practice. There should be many opportunities in the class to combine listening and speaking through meaningful activities. (Brown and Yule in Nunan, 1999, p. 237) also says when children start learning English, they need to be given language before they can produce it. It means that before being able to speak, they should start with listening first. Prior experience as a listener helps speakers to improve their performance as a speaker.

Based on the principles and statements above fun atmosphere must be created in order to help children learning. Children must also be given a lot of opportunities to practice speaking English. Visual support is also important in the teaching of English to children. Those aspects must be taken into account before the speaking technique and activities are designed.

2.2. LEARNING ENGLISH

All people learn in very different ways. As teacher, it is observed for example that children differ from adult learners in many ways. (Gutierrez, 2002, p. 8) defines the process of learning as “un proceso psíquico e intelectual mediante el cual se aprende una cosa, propiedad o fenómeno. Es de construcción personal de conocimientos de saber, saber hacer y saber ser. Estos conocimientos son elaborados por los propios alumnos en interacción con la realidad social y natural” (GUTIÉRREZ, 2002, p. 8)

With Piaget the genetic theory of learning points out that there are four processes in learning: assimilation, accommodation, imbalance and balance (PIAGET, 1992, p. 76). These four processes help to learn the English language in the children. After, learning Process approaches were explained; it is necessary to talk about the approach followed in the Bolivian Educational System.

The scenic arts as strategy of teaching and learning stimulates the interpretation, it develops verbal and expressive abilities, because they capture the attention of the children. (Diaz, 1978, p. 23)

In the first place we know that the spectators of the puppets theater are, in their great majority, children who communicate their feelings, their rationality and a world of visible vivacious life. In this way, a play can help to orientate each one in the daily life, to express their ideas. In other words, it is a forum open to discussion.

It is a creative process where the child and his imagination participates and complete the history, poetry, music and dance. All these theatrical representations settle in the child like an embryo so; a place for art is assured during his growth.

Through the years English language has become a very important language for human being. It is considered as a “global and international language”, also required in many areas such as science, business, technology and education.

The level of development of a country depends on the technological advantages and the appropriate educational improvements for future generations, so they can obtain an appropriated level of competitiveness related to their needs to exceed and achieve the different actual demands. English is one of the most important languages around the world; we can say that there is English’s language globalization.

Talking about the English language in our country, it is viewed as a secondary subject in the Bolivian syllabus program, because it is just taught to secondary levels of public schools. However, private schools teach English at primary and secondary levels. (La Prensa, 2006, p.7) Felix Patzi, in an interview he refers:

“En este momento, por ejemplo, el inglés es monopolio de las empresas privadas o de algunos institutos privados y solo accede aquel que tiene recursos económicos, y en el que no tiene está excluido del idioma instrumental, por lo tanto este idioma tiene que ser universal desde kínder hasta el final. Estamos hablando de tres idiomas.”

He recognized the importance to implement English in Bolivian education syllabus not only at secondary level but also at primary levels.

2.2.1. THE ROLE OF TEACHER

According to the social constructivist approach, instructors have to adapt the role of facilitators and not teachers. Where a teacher gives a didactic lecture which covers the subject matter, a facilitator helps the learner to get his or her own understanding of the content. In the former scenario, the learner plays a passive role and in the latter scenario the learner plays an active role in the learning process. The emphasis thus turns away from the instructor and the content, and towards the learner (Gamoran, Secada, & Marrett, 1998, p.

8). This dramatic change of role implies that a facilitator needs to display a totally different set of skills than a teacher (GAMONAN, 2001, p.23). A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners (RHODES AND BELLAMY, 1999, p. 31). A facilitator should also be able to adapt the learning experience 'in mid-air' by using his or her own initiative in order to steer the learning experience to where the learners want to create value.

The learning environment should also be designed to support and challenge the learner's thinking (DI VESTA, 1987, p. 5). While it is advocated to give the learner ownership of the problem and solution process, it is not the case that any activity or any solution is adequate. The critical goal is to support the learner in becoming an effective thinker. This can be achieved by assuming multiple roles, such as consultant and coach.

2.2.2. ROLE OF THE LEARNER

There are many discussions about foreign language teaching in classroom surroundings. One of these discussions is related with the importance of language interaction among students for developing good communicative skills in a foreign language. To build a good linguistic development in children is linked with the fact of interaction as an essential role of students' due to the cooperative and collaborative implications in the cognitive development of learning.

The methodology of puppets and scenic arts proposed in the present project provided several kinds of interactive activities. Further, all these activities were centered in learners' active role to learn new English vocabulary, because they were motivated to engage language in real life acts due to the contact among students during class development.

2.2.3. THEORIES OF LEARNING

The education of theories of teaching constitute a complement of necessities to explain or have a scientific basis about teaching and learning process. When we speak about theory of a language, we are referring to general principles about the nature of language and how it can be taught and learned better. Some theoreticians find into the learning the key of nature of each person in the form that how he is shaped, according to this we can say that all behaviour is acquired and it is achieved through learning, this development is achieved along the life through a progressive accumulation of knowledge, skills, memory and competences.

In this section we explain about general context of the main theories. The Constructivism give a basis to the present work.

2.2.4. BEHAVIORISM THEORY

The present theory studies the behaviour's changes. For this theory the pattern of mind behaves like a "black box" where the knowledge is perceived through the behaviour, learning is a change in the behaviour and in the form how a person interact or act with another.

(B.F. SKINNER, 1949, p. 7) carried out a valuable investigation about the behaviour in which he formulates his own theories about learning and behaviour based on laboratory experiments instead of introspective observations. Skinner applied a technique of rewards and punishments, this technique is well-known as operant conditioning. Through this, Skinner realizes that human behaviour is controlled by reinforcement. "CONDUCTISMO", ENCICLOPEDIA MICROSOFT ENCARTA08, MICROSOFT CORPORATION

In this way, learning which is based on this paradigm suggests to measure the effectively in terms of results, it means that final behaviour is conditioned by the immediate stimulus faced the student's response, it is made with the objective of providing a feedback or reinforcement to each actions.

(Skinner, 1979, p. 76) explains the behaviour and learning like a consequence from the environmental stimuli. His theory is based on rewards and reinforcements. He starts from the fundamental premise that all action that produces satisfaction, it is expected to be repeated and helped. Likewise, Skinner was able to model several behaviours through some steps, which is applicable in the motor learning like to any behaviour, configuring a method that we schematize next:

- To specify clearly which is the final behaviour that we want to introduce.
- To identify the sequence of movements that student should execute to achieve the wanted final behaviour.
- To put the organism in activity.
- To condition student to answer with a substitute stimulate.
- To apply reinforcement all time that student execute movements addressed to the wanted behaviour, only in that case.

Let us see some consequences of this theory for teachers:

- The learning processes without reinforcements. Do not lead to the change of wanted behaviour.
- The reinforcement has to continue immediately to the good result. The praise that is not said in the appropriate moment could have negative effect.
- The reinforcements by themselves necessarily do not imply a positive effect in learning process.
- Only behaviours have an effect of positive motivation when they coincide with the students' necessities.

This theories involves habits formation. It is formed when learners make a connection between stimulus-response, it means that learners responds to the stimuli in the environment and it is reinforced. A habit is a stimulus-response connection or conditioned response.

This theory is not suited for our research because the education is centred on teacher. Teacher takes the role of the sage on the stage. Learner become passive in the learning due to the fact that teachers only transmit knowledge.

The Behaviorist approach is considered a traditional teaching approach that recognizes the fact that learning takes place as the result of a response that follows on a specific stimulus; in other words, by repeating the Stimulus - Response whenever the same stimulus is presented. (ELLIS ROD, 1997, p. 31) says that “according to this theory, language learning is like any other kind of learning it involves habit formation. Habits are formed when learners respond to stimuli in the environment and subsequently have their responses reinforced so that they are remembered. Thus, a habit is a stimulus – response connection.”

In this theory the learning content is repeated until it is mastered. Education is centered on teachers, they transmit knowledge to learners, forming in this way passive learners, and thought is governed by external reality according to a pre – planned program. (ELLIS, 1997, p. 31)

2.2.5. CONSTRUCTIVIST THEORY

“Constructivism is based on the premise that cognition learning is the result of mental construction” (<http://learning-theories.com>). In other words, students learn by fitting new information together with what they already know; this prior knowledge is called a schema. Constructivism believe that learning is affected by the context in which an idea is taught as well as by students’ belief and attitudes. According to the Constructivism learning is more effective when a students is actively engaged in the construction of knowledge rather than passively receiver.

One of the main representatives of Constructivism is (LEV VYGOTSKI, 1934, p. 8) this author support that s person develops his own knowledge is a social context, through the cultural evolution that takes place in the superior psychological processes (communication,

language, reasoning, etc.) which are acquired in a social context and then it is internalized. But this internalization is in fact the result of the use of certain cognitive behaviour in a social context or in the environment.

Constructivism is constituted like a pedagogic model based on the contributions from the Psychology of Lev Vygotsky, whose theory emphasizes on that between the person's knowledge and object exist a dynamic relationship and non-static. The person is active face to real thing and the information is interpreted from the environment.

To build knowledge it is not enough with being active face to the environment. The process of construction is a reconstruction process, in which all new knowledge is generated from other previous ones.

Therefore the constructivism is the theoretical base of our syllabuses in the present work, students learn how to learn by giving them the training to take initiative for their learning experiences, and this theory supports our work plan since learners are actively involved in learning English. The activities are interactive centred on students. We only facilitate a process of learning in which students are encouraged to be responsible and autonomous. We only design or give situations where students are in contact with what students want to learn, so they achieve or build their own knowledge and it is not necessary to leave alone the students or it is just a situation what they build his knowledge.

In education it is necessary to distinguish between what student is able to make and learn by himself and what is able to learn with the help of other people. Teachers should help in activities that student is not still able to develop by himself but he can solve through an appropriate pedagogic help.

On the other hand, the constructivist approach is based on the idea that learners "build knowledge and skills" actively. (GUTIERREZ, 2002, p. 42), defines constructivism as "teoría de conocimiento mediante la cual se postula que el educando construya sus propios conocimientos y el docente es guía, orientador y facilitador propiciando las condiciones

necesarias para el desarrollo del aprendizaje”. Education is the student-centered; students have to construct knowledge by themselves. (GUTIERREZ, 2002, p. 8)

Constructivism has important implications for teaching because it cannot be viewed as the transmission of knowledge from enlightened to unenlightened. Constructivist teachers do not take the role of the “sage on the stage.” Rather, teachers work as “guides on the side” who provide students adequate opportunities, new knowledge to the real view of the world.

2.2.6. CONSTRUCTIVIST APPROACH OF BOLIVIAN EDUCATION.

The law 1565 of the Education Reform promulgated on July 7th 1994, established the modification of Bolivian Education code in 5 titles, 65 chapters and 329 articles constituted in this way in a new instrument that directs the National Educational System based on a Constructivist approach.

(SEPULVEDA, 2003, p. 33), states in his project: “The application of the Educational Reformation implies to transform the structure, ways, material and pedagogical orientation learning should be dynamic; and teaching must be motivational; opened and formative. “As we know, the constructivist approach is student – centered and knowledge is constructed actively by the learner and not passively transmitted by the teacher, unfortunately these principles are not well implemented in our country.”

(ALIAGA, 2003, p. 25) in her research “Teaching English through pictures in secondary public school of La Paz” says that “It is evident as well that a large number of people who should go to the school are still excluded from the educational system. The number of students who quit schools is great; the academic performance is low”

We can also make reference to the evaluative report made by the Ministerio de Educación Cultura y Deportes through the (ETARE, 2009, p. 9) says:

“(.....) La formación Docente en las escuelas normales sufrió un paulatino deterioro en las décadas pasadas, que produjo promociones de maestros deficientemente formados. Además, la formación que recibieron correspondía a un curriculum y orientación pedagógica muy distintos de los que plantea la Reforma Educativa para la educación escolar.

In this sense, the traditional model states that learning depends entirely on what a teacher does, and learning English Language is not an exception because the teaching of English in our country still continues based on a list of grammatical structures. So the English teaching of English emphasizes on the study of grammar. One of the reasons why traditional language learning is so often ineffective is that it assumes that learners are passive in the learning process when learning requires an active participation of the learners. Teachers must act as guides or facilitators, rather than a person over learners. The most effective way to help people learn is to be engaged with them in activities, in which they are interested.

2.3. CHILDREN AND ENGLISH LEARNING

This part provides some insights into children as foreign learners. Children's foreign language acquisition is one of the most fascinating and incredible fact, in the sense that learning is a basic human activity, and it occurs all the time, but during the early years of childhood there is the most significant period of life in the context of learning. (LIGHTBOWN AND SPADA, 1999, p. 4) say “Children who have the opportunity to learn multiple languages from early childhood and to maintain them throughout their lives are fortunate indeed, and families that can offer opportunity to their children should be encouraged to do so.” Children learn languages from birth until youth; in fact, human beings never stop learning their language and children tend to absorb relatively easily any language that they are surrounded by.

During early period, two languages can be learned simultaneously without problem because the brain performs various specialized functions, such as language, this is because, as their brains develop, they are in a perpetual search for knowledge and the more they can learn the

better. A well-known linguist, Erick Lenneberg (1964) stated that there is a crucial period to learn a foreign language, Known as the “Critical period hypothesis” during which a language is acquired in a normal and fully functional sense, this period ends around the age of 12 years. He claimed that if language is not learned before that period, there is a lack of language acquisition. About this (OBLER AND GJERLOW, 1999, p. 66) “they proposed that the brain had a certain interval when its plasticity allowed for the flawless acquisition language.”

Other researches assert that the superiority of children’s ability to learn easily is due to the “critical period hypothesis.” (ELLIS, 1997, p. 67) states “there is a period during which language acquisition is easy and complete” the argument is that children are superior to adults in learning foreign languages because their brains are more flexible.

The critical period is a limited period of time in which an event can occur, it is a time in the early stages of an organism’s life during which it shows a high sensitivity to certain environmental stimuli. If an organism does not receive an appropriate stimulus during the critical period, it may be difficult, to develop some functions in adulthood. Therefore, it is considered that early ages is the best time a foreign language.

2.4. FACTORS AFFECTING FOREIGN LANGUAGE ACQUISITION

There are several factors which are important in the process of learning a foreign language, especially when learners are children. Children have certain characteristics which lead to more or less successful native or foreign language learning. It is also important to analyze the relationships between children and the factors that imply and the level of achievement, those factors are: attitude, aptitude, motivation, personality, learning styles and the influence in the achievement of learners’ second language acquisition. They all are very associated with achievement in foreign language acquisition.

For this reason, it is important to highlight some of those factors and explain their influence on children's process of learning a foreign language.

- **Aptitude:** (GUTIÉRREZ, 2002, p. 21) defines the word aptitude as follows: “Es una cualidad que tiene la persona para realizar una actividad en forma eficiente. Capacidad de aprovechar toda enseñanza capacitación o experiencia en un determinado ámbito de desempeño. Es una combinación de capacidad o destrezas innatas y/o destrezas adquiridas.” It is very important to be conscious of learners' foreign language attitude in this case, we refer to children of the school to be able to have success in learning process.
- **Personality:** it is another factor that affects Foreign Language Acquisition. In combination with the class environment, it can to inhibit learners or to encourage them increasing more opportunities to learn. Children who are afraid of embarrassing themselves by speaking incorrectly or by not being able to speak at all, may try avoid opportunities to use language freely and fear can cause children not to try and advance their skills, especially when they feel they are under pressure.
- **Attitude.** - Attitudes are the beliefs that learners have about themselves, their capabilities and abilities. (GUTIERREZ, 2002, p. 8) defines attitude as “Tendencias o predisposiciones relativamente estables de las personas para actuar de cierta manera. Los componentes básicos de una actitud son: cognitivos, afectivos y comportamientos. El componente fundamental de una actitud es afectivo...”
Efficacy beliefs contribute significantly to the level of motivation and performance.
Attitude that is often used in conjunction with motivation to achieve is self-efficacy, is a key factor that brings significant outcomes in Children's lives.
- **Learners Styles.-** (LIGHTBOWN AND SPADA, 1999, p. 58) explain the importance to know learners' preferences “The term learning style has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills” the fact to identify learners' learning styles helps educators to understand how people perceive and process information in different

ways. Learning styles consist on a combination of motivation, engagement, and cognitive processing habits, which then influence the use of metacognitive skills such as situation analysis, self-pacing, and self-evaluation to produce a significative learning outcome. In this case, it is very important to know children's style of learning.

2.5. COMMUNICATIVE METHODOLOGY IN LANGUAGE TEACHING

According to (KRASHEN, 1987, p. 56), Communicative English is that English which is used to communicate in real life situations. Communicative competence is not only the ability to apply the grammatical rules of a language in order to form grammatically correct sentences, but also to know when and where to use these sentences appropriately. In communicative language teaching, teachers set up situations that students are likely to encounter in real life. Communicative language teaching and learning puts emphasis on meaning rather than form. Meaning is defined as what the speaker wants to say or what message s/he wants to convey. In communicative English, situation is most important. It is important to consider to whom the speaker is talking and what the situation is. Some of the researchers claim that CLT highlights both on function and accuracy. One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view. Teachers in communicative classrooms act as guides, rather than as lecturers and create maximum opportunities for students to practice language. A communicative classroom is always busy with different activities like pair work, group work, role play, presentation, debate, discussion, and dramatization. Classroom activities and materials are selected according to real-life needs or an authentic situation.

2.6. COMMUNICATIVE APPROACH

The communicative approach is an umbrella term to describe the methodology which teaches students how to communicate efficiently. It also lays emphasis on students'

responsibility for their own learning. It involves cooperation within group, self-activity, and dictionary work.

The first concern of communicative approach is language acquisition rather than conscious learning. According to Krashen, “acquisition is a natural process, similar to the way children develop ability in their first language. It is subconscious process when students are not aware of the fact they are acquiring language but are using the language for communication.” (Krashen, 1987, p. 10)

The principles of communicative approach:

(Based on www.aber.ac.uk website, from 11 April, 2006)

- Classroom environment provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative role-plays/ simulations/ surveys/ projects/ - all produce spontaneity and improvisation.
- Within lessons students have to cope with a variety of everyday situations.
- More emphasis on active modes of learning, including pair work and group work.
- It offers communicative activity to students from early stage.
- Errors are a natural part of learning process.
- Communicative approach is student-orientated, as it follows students' needs and interests.
- Communicative approach is not just limited to oral skills. Reading and writing skills need to be developed to promote students' confidence in all language skills.
- Teaching grammar is set in context, students are awarded of connection between communication and grammar.
- Use of idiomatic/ everyday language (even slang words)
- Use of topical items with which students are already familiar in their own language - arouses students' interest and leads to more active participation
- Usage of authentic resources, such as newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, news...etc.

To sum up, communicative approach refers to classroom activities in which students use language as a vehicle of communication, and the main purpose is to complete some kind

of task. Students are required to use any and/or all the language that they know, and they gradually develop their strategies in communication. There is a place for both controlled presentation and semi controlled language practice, which brings optimal development of students' language skills.

2.7. MOTIVATION

(UR, PENNY, MARION WILLIAMS & WRIGHT, 1996, p. 66) Motivation is usually defined as something that energizes and directs behavior. But, motivation is a complex concept, and motivated individual exhibits many other qualities in addition to effort, desire, and affect. Motivated individuals have goals, both proximate and distal. They make their attributions about their successes and failures, etc. That is, the motivation individual display has many characteristics, but we have found that by operationally defining motivation in terms of effort, and attitude, we can adequately distinguish differing levels of motivation.

It is usually defined as something that energizes and directs behavior. But, motivation is a complex concept, and motivated individual exhibits many other qualities in addition to effort, desire, and affect. Motivated individuals have goals, both proximate and distal. They experience satisfaction when they are successful and satisfaction when they are not. They make their attributions about their successes and failures, etc. That is, the motivation individual display has many characteristics, but we have found that by operationally defining motivation in terms of effort, and attitude, we can adequately distinguish differing levels of motivation.

(LIGHTBOWN AND SPADA, 1999, p. 39) say about motivation, it is related with a high level of achievement. Learners, who receive motivation, usually are better in foreign language acquisition. "They assert that one acquires languages in only one way-by exposure to comprehensible input. If the input contains forms and structures just beyond the learner's current level of competence in the language."

2.7.1. MOTIVATION TO LEARN

Teachers are concerned about developing a particular kind of motivation in their students. The motivation to learn. (JERE BROPHY, 1988, p. 205) describes this kind of motivation as follow:

“Students motivation to learn is a student tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them. Motivation to learn can be construed as both as general trait and situation specific state.”

Brophy goes on to say that the general trait of motivation to learn is evident most often in people who find learning intrinsically rewarding. They simply value knowing and expanding their store of information. Learning is interesting and satisfying for them. Other students have the trait as part of sense of duty. They believe you should get the maximum benefit from any experience, even if you did not choose the experience in the first place.

The state of motivation to learn exists when students take lesson activities seriously. They understand and improve, not just to finishing the work or get the grade. They pay attention, work hard and persist, even they are not particularly interested in the topic.

Brophy’s description of motivation to learn is consistent with the distinction, between learning goals and performance goals. Motivation to and improve, not just to perform well. You may remember that when the students work toward learning goals, they more likely to seek challenges and persist in the face of failure. Many elements make up motivation to learn, these include planning, concentration on the goal, met cognitive awareness of that you intend to learn and how you intend to learn it, the active search for new information.

2.7.2. THE MOTIVATION FOR LEARNING

A crucial assumption regarding the nature of the learner concerns the level and source of motivation for learning. According to Von Glasersfeld (1989) sustaining motivation to learn is strongly dependent on the learner's confidence in his or her potential for learning. These feelings of competence and belief in potential to solve new problems, are derived from first-hand experience of mastery of problems in the past and are much more powerful than any external acknowledgment and motivation (Prawat and Floden 1994). This links up with Vygotsky's "zone of proximal development" (Vygotsky 1978) where learners are challenged within close proximity to, yet slightly above, their current level of development. By experiencing the successful completion of challenging tasks, learners gain confidence and motivation to embark on more complex challenges.

2.8. SCENIC ARTS

The scenic art is a great opportunity for people to express themselves. It can be especially helpful to children and teens looking for such an outlet. Often, theater can help children gain self-confidence. Theater should provide children with a way of having fun and learning at the same time. It can be a great chance for kids to interact with others from all walks of life. (CHEITAN TEAM, 1995, p.145).

- Scenic art (or theater, see spelling differences) is a branch of the performing arts. While any performance may be considered theatre, as a performing art, it focuses almost exclusively on live performers creating a self-contained drama. A scenic art or theatre (also a playhouse) is a structure where theatrical works or plays are performed or other performances such as musical concerts may be given.
- In warfare, a theater, or theatre or seat of war is defined as a specific geographical area of conduct of armed conflict, bordered by areas where no combat is taking place.

2.9. PUPPETS

(GWIN, 1972, p. 60) states that puppet is a wonderful toy that can be controlled by an operator and can teach kids and adult, all kinds of things. It is defined by (REYHMER, 1997, p. 339) that a doll with a hollow head a person or animal and cloth body, intended to fit over the hand be manipulated with the fingers. While based on (OXFORD DICTIONARY, 1974, p. 679) puppet is defined as doll small figure of animal etc. With jointed limbs by wire or strings used in plays or doll of which the body can be put in the hand like a glove the arms and head being moved by the fingers on the operation. From the definition above, it can be concluded that puppets are parts of visual aid for teaching strategies especially in teaching vocabulary. It is believed that puppet can give an element of fun to learners. By inserting humorous elements, puppets are intended to attract the student's attention.

Hands puppet was chosen because the students might be motivated to be active in the class. Also, it can be easier to ask students to give responses and opinion. Besides that, hands puppet is easy to understand, memorize, remember and could avoid misunderstanding because the students see the object directly.

Preschool and elementary children love to be entertained with puppets. Before using a puppet with the class, make a plan. Select, discover a voice and create a personality for a particular puppet. For example, choose a puppet with a large head and facial features that will portray a commanding character, someone the kids can look up to and respect. The use of puppets in the early childhood classroom can be used for teaching proper behavior and making good choices. This is a very good idea for the beginning of school, when setting classroom and playground rules. Morning circle would be a good time to "talk" to the children and remind them of the rules.

Manners could be taught by a "refined" looking puppet, perhaps a dog wearing a suit. Puppets may be used as part of the lesson plan to introduce a new letter and sound, such as

for the letter "p", you would use a pony. This idea could also be used to count and teach numbers.

Puppets may be used to help a shy child feel comfortable and express his or her feelings, problems may be solved, arguments and disagreements may be resolved with the use of a puppet. A crying child may be comforted and an unruly child could be given an opportunity to make good choices, just by using a puppet.

Kindergarten children are also entertained with puppets. Share an idea or two and let them make their own puppets. Set a theme or let the kids be creative, by having materials available. Puppets may be made from a sock, cardboard tube, felt or a paper bag. Finger puppets can be created by wrapping a piece of paper around the finger and taping it. Materials such as wiggly eyes, yarn for hair, construction paper, stickers, crayons, paint, buttons, or any items suitable for making the puppets, should be readily available.

Provide a large packing carton and allow the children to design a puppet theater. The puppet and theater project could extend for a few weeks as a center activity. The children may create a short puppet play and perform for another class. This not only teaches them to work as a team, but allows them to feel proud of their accomplishments, problem solve and build self-esteem. These are vital elements needed in the growth of a health.

2.9.1. THE TYPE OF PUPPETS

As an educational tool, puppets have become very widely accepted because of their value in helping students in personal development and the opportunity afforded in activity in the building and operating puppets. In teaching using puppet as a media, it will be better to take the available materials. Teaching using puppet can be used as the alternatives technique in teaching learning process. It is good to know a number of ways to make puppets so that they can be used at different levels without repeating some types and methods of approach. According to (LEWIS, 1973, p. 364) the commonly used puppets are:

a) Hand puppets

It generally consists of a head figure and loose garment or dressed fitted over the operator's hand. The garment covers the operator's wrist and helps to hide it from views. The index finger fits into the puppets head and the thumb and middle finger slide into tiny sleeves to form two movable arms. The hand puppet is operated below the puppet stages.

b) Glove and Finger puppets

It makes use of gloves to which small costumed figures are attached. The operator uses the index and middle fingers as puppet legs. Puppet bodies can be either flat cutouts or doll like figure. These puppets are operated from the back of the stage.

c) Rod puppets

It usually has jointed bodies made with stiff wire, umbrella ribs, or thin wooden sticks attached to arms, legs or heads. Rods can also be used to push animal cutouts, stage furniture or scenery on or the stage or to move the rod puppets while on stage.

d) Marionettes

Marionettes are flexible, jointed puppets operated by strings or wire attached to a crossbar and maneuvered from directly above the stage. Although they can be almost any size, they are usually between 10 and 24 inches in length. Weight placed in their feet help to keep them upright and in proper working condition. Marionettes are considerably more complicated than puppet to make and to operate.

e) Shadow puppets

Shadow puppets are usually formed from a piece of thin card board or wood, to which handles are attracted to permit manipulation behind a rear lighted while cloth or milk

plastic screen. In this research one type of puppet was used. The writer used hands puppet with a people puppet.

2.9.2. THE TECHNIQUES OF USING PUPPET IN TEACHING ENGLISH

It is important to know that all basic techniques of using puppet in teaching vocabulary can be practiced without puppet, but we must know the correct way to hold a puppet. Inserting one hand into the body of the puppet and into its mouth so that our hand should be comfortable with four fingers in the roof of the mouth in the jaw.

According to (REYHNER, 1997, p. 98), there are five basic techniques of using puppet:

1) Lip Synchronization

It is synchronize the opening of the puppets mouth with the spoken words. The puppeteer should avoid moving the mouth at random during a sentence. The puppeteers save the wide mouth openings for exaggerated or loud expression.

2) Mouth Action

Practicing to pen the puppet's mouth by moving the puppeteers thumb downward without moving his fingers upward. A slight forward thrusting of the hand may help when first starting out. This to make sure the bottom jaw moves and not the top of the puppets head called by "flipping the lid".

3) Eye Contact

The puppeteer should look the audience regularly. If the stage is elevated, the puppeteer will want his puppets to look down a little more than usual, rather than over the heads of the audience. This will ensure more effective eye contact. This is achieved by simple adjustment of the wrist angle.

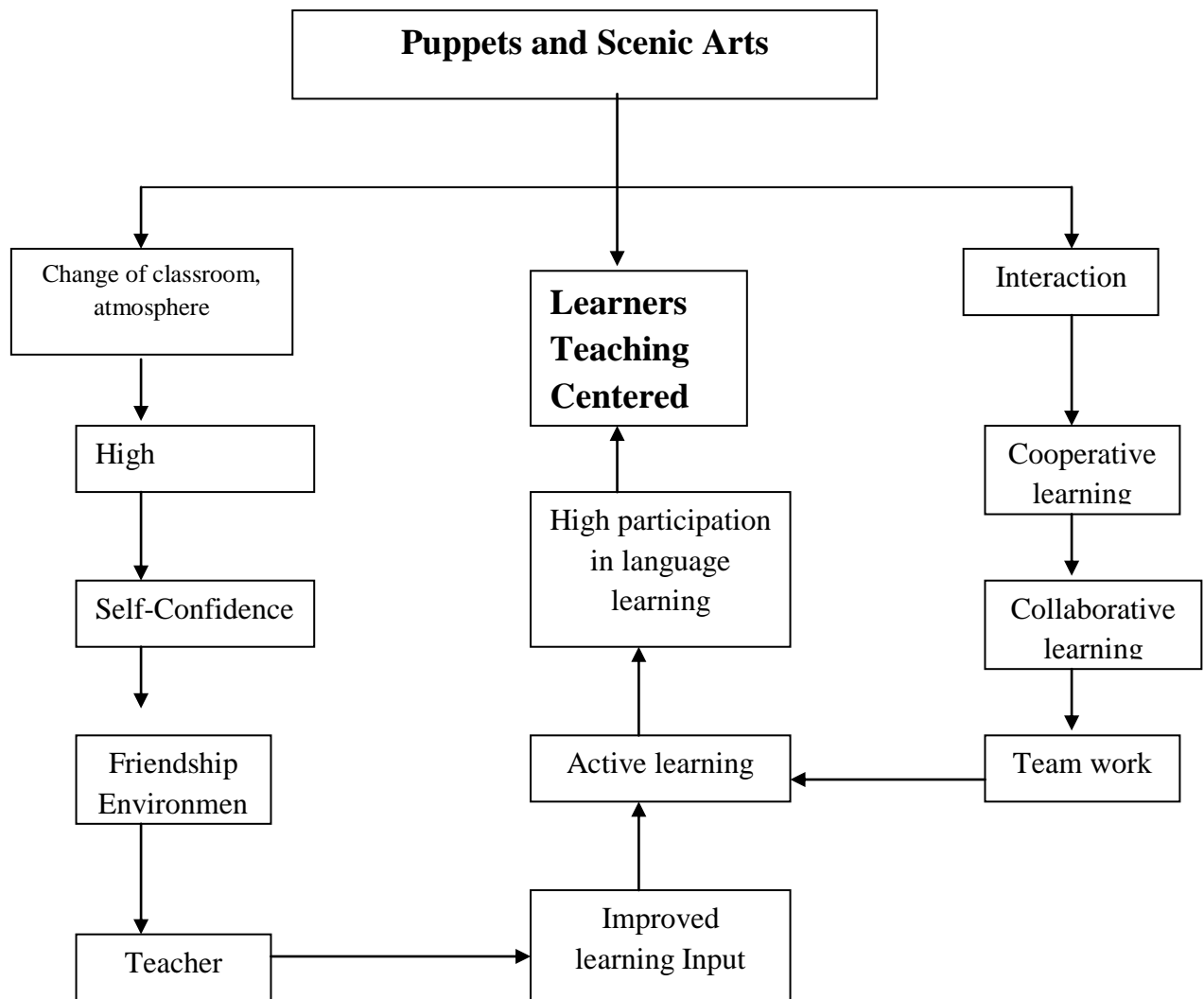
4) Posture

To make the puppet appear naturally, good posture cannot be ignored. To achieve this, the puppeteer's arm must be held at right angles to the floors with the hand level. The puppeteer should not allow puppets to learn from side or learn on the stages.

5) Entrances and Exits

There are many ways to enter and exit puppet, one of the ways is to make the puppet appears as if it is walking up or down a ramp. This movement uses the whole arm and requires the puppeteers to keep his fare arm straight up and down while the wrist remains relaxed using a motion. From the explanation above it is clear that each technique has its own characteristic. The writer used the mouth action technique because it was easier to be done. It was not difficult to do and it looked simple.

GRAPHIC 1. PUPPETS AND SCENIC ARTS



Source: Developed by Sulma Chura Quispe

2.10. VOCABULARY

Vocabulary plays an important function in learning a foreign language, because it links the four linguistic skills listening, speaking, writing and reading all together, in order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them correctly. Everyone could benefit from increasing their vocabulary knowledge level, it is essential for beginning language learners. (SCHMITT AND MCCARTHY, 1997, p. 6) agree that “Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge and knowledge of the word enables the increase of vocabulary knowledge and language use” Students need to learn enough vocabulary in order to learn a foreign language. They continue explaining (1997: 165) “As small children learn vocabulary, in fact, they are simultaneously learning the world, as it categorized and described by the culture into which they have been born”.

(DAVIS AND PEARSE, 2000, p. 59) say “in communication, vocabulary is often more important than grammar, it is frustrating for intermediate learners when they discover they cannot communicate effectively because they do not know many of the words they need”, in the same sense, (MORGAN AND RINVOLUCRI, 1992, p. 3) state “And yet, as any learner of a foreign language knows only too well, words are essential, and the lack of them leads to feeling of insecurity” they also give some intuitions about how acquisition of vocabulary is:

- Vocabulary acquisition is not a linear process, because it must be learnt associatively.
- Vocabulary Acquisition is a personal process, therefore, associations are based on our own past and present felt experience
- Vocabulary acquisition is a social process. Learners enlarge their apprehension of word meaning by interchanging and sharing them with others.

2.11. TEACHING METHODS

History of teaching English language reaches to middle ages. Over such a long period of time linguistic methodology faced to reforms many times. The aim of these papers is not to map development of all methods used within the history but I focused on two, commonly used in today's conditions: puppets method and scenic arts. An example that is important consists of experiments that compare teaching methods. Quite simply a group of students is taught a foreign language using those methods.

The Puppet Method uses "puppets" of different sizes and colors as a tool for asking the child questions. Using puppets is an indirect and playful method to allow the child to tell his personal story. Methods used in this project such as:

Total Physical Response

This method has many advantages. First of all, it produced a lot of fun among children. Second, it helps children to remember words or phrases meaningfully. Third, it was a good tool to motivate introverted reticent children to participate. And the last reason, is that it was used both large and small classes and also, outdoor classroom.

The importance of this is because children responded to commands that required physical movement or actions. As (REILLY VANESSA, 1997, p. 9) punctualizes "children learn through direct experience via the five senses, and do not yet understand abstract concepts. For this reason language teachers find it very useful to use what is known as "Total Physical Responses" (TPR) this means getting the children to actually do or mime what we are talking about", this method helped the teacher to develop the kinesthetic children's ability creating an active and participative class.

Natural Method

This method stated by Terrell and Krashen, was based on a humanistic approach. Compressible language input highlighted. The purpose of this method was to use the

language to communicate. Children were motivated to learn the second language in the way in which they learned the first one.

The Silent Way

In the Silent way, children of the school interacted with physical object (toys, puppets, object of the classroom, recyclable material, nature, etc.), children discovered and created the language by themselves rather than being directly taught by the teacher, children “Think and Say”. In other words, children constructed their knowledge through direct experimentation. Children were active agents in the process of learning.

Suggestopaedia

Suggestopaedia pays attention to the classroom environment. For example, during a typical lesson development, teacher used the music with three objectives: it created comfortable, confident and relaxed classroom atmosphere in order to lower children’s affective filter, enhancing learning process, and socializing children with new English vocabulary, at the same time the development of English Language vocabulary pronunciation.

CHAPTER III

WORK PROPOSAL

The purpose of this chapter is to explain the process of the use of puppets and scenic arts in teaching English to develop student's ability to speak at "Villa Alemania" school.

3.1. RATIONALE

First of all, as a theoretical justification, puppets and scenic arts might be an excellent technique for teaching English since they allow a wide variety of interactive activities, engaging effectively the English language skills, such as reading, listening, writing and speaking. Besides, these themes could be helpful for those students on an elementary level of language proficiency. The students need a new way in learning English in general and especially in vocabulary

Puppets and scenic arts could support children in socializing, because puppets and scenic arts are part of social and integral issues, for example: Environment, Mathematics, Social Sciences, Geography and Health. Therefore, the application of puppets and scenic arts would facilitate effective language learning, in our case English.

The second reason for suggesting the use of puppets and scenic arts to teach English to children is focused on language teachers, so we can consider introducing puppets as a technique to improve both their students' vocabulary accuracy and their use of the language as a communicative resource.

The third reason to teach with puppets is related to the high level of students' motivation to study a foreign language. Some teachers who commonly experience difficulties with students' apathy, indifference, passivity and monotony during the classes could find a solution when puppets are integrated as part of the teaching and learning process. The students can be taught English without stress, as puppets help control anxiety and shyness,

so students have more opportunities to express their opinions and feelings. Students can acquire new experiences during the process of learning a foreign language which is not always possible during a typical lesson. They are also encouraged to cooperate and collaborate with their peers.

3.2. OBJECTIVES

3.2.1. GENERAL OBJECTIVE

To teach English at an elementary level at Villa Alemania School in El Alto city using puppets and scenic arts, to improve communicative process in teaching English.

3.2.2. SPECIFIC OBJECTIVES

- To teach English as a second language to students by using puppets and scenic arts.
- To elaborate a syllabus design based on puppets and scenic arts as a technique.
- To design appropriate materials with puppets for learners of the 3rd grade at “Villa Alemania” school.
- To provide students with useful vocabulary to communicate in the English language at an elementary level.
- To foster students imagination using puppets and scenic arts to improve communication and creativity.

3.3. ACHIEVEMENT INDICATORS

During the process of this work the indicators are the observable aspects of a variable. In education, the indicators are the observable aspects of a competence or objective” (Tintaya: 2008; 388).

He also argues that the indicators need to be specific because these lead us to reach our objectives and get results.

The indicators for achieving objectives of this work are the following:

Achievement Indicators

Indicators	Task / Activities
❖ The teacher sees the level of knowledge that students have in English Language. (See the Appendix A)	❖ Application of the diagnostic test to students in the first week of the project.
❖ Elaboration of Syllabus Design for students taking to account the use of puppets and scenic arts.	❖ Implementation of the Syllabus Design according to the students’ needs.
❖ The students write and say short sentences in English. (See the appendix E) ❖ The students start to build up orally among themselves in English.	❖ Learn vocabulary and grammar through Puppets and Scenic Arts. ❖ Work with short conversation time
❖ The students participated dynamically in the English class using Puppets and Scenic Arts. ❖ The students recognize the correct pronunciation of words in English.	❖ The use of Puppets and Scenic Arts to learn the four language skills. ❖ Listen short stories with puppets

<ul style="list-style-type: none"> ❖ The students use real object such as puppets. (See the appendix C) ❖ The Puppets and Scenic Arts motivate students to participate in classroom. 	<p>about animals</p> <ul style="list-style-type: none"> ❖ Realize short conversation in front of the class. ❖ Write short sentences in their notebooks.
<ul style="list-style-type: none"> ❖ There is a permanent longing assessment in the English learning during the nine months. (See the appendix E) 	<ul style="list-style-type: none"> ❖ The evaluation of the students' performance in the process of learning.

3.4. ACTION PLAN

Action strategies are activities and programs that are developed during the period devoted to this work. Thus, the goals are carried out through four main stages.

In this part, we explain the chronogram of each lesson, the date, the topic, and the activities.

FACE	TOPICS	DATE	ACTIVITIES	EVALUATION
1 ST	GREETINGS VOWELS ALPHABET OBJECTS	From March 1 st to May 28 2010	<ul style="list-style-type: none"> Everybody introduces him or herself in front of the class, and they say a short conversation only with greeting and they start to act. Write the objects in our notebook. Students write and recognize the object and numbers in our booklet. Students practice in oral form, then they act with our puppets Students make a role play after they listen to music 	- Diagnostic: Games Many ideas. Formative: Observation Comparison Classification Elaboration
2 ND	NUMBERS ANIMALS COLORS	From June 1 st to August 27 th 2010	<ul style="list-style-type: none"> Students listen to the pronunciation of the alphabet. They practice with our names and play with our puppets They paint our booklet and recognize the colors and animals in oral form. 	Sumative: List of cortege - Tests -Evaluation qualitative and quantitative
3 RD	FAMILY PREPOSITION DAYS OF THE WEEK FRUITS	From August 31 st to November 29 th 2010	<ul style="list-style-type: none"> Students play to family with their puppets and identify the family in their booklet. They act in front of the class in couple. They make short sentences in their notebooks with the verb to be. Finally they act and play with their puppets. 	

SCHEDULE

CONTENIDO	MARZO MAYO		JUNIO AGOSTO		SEPTIEMBRE NOVIEMBRE	
	6 al 10	13 al 17	01 al 24	02 al 27	3 al 7	10 al 28
GREETINGS						
VOWELS ALPHABET						
OBJECTS						
NUMBERS						
ANIMALS						
COLORS						
PREPOSITION						
DAYS OF THE WEEK						
FRUITS						

3.5. SYLLABUS DESIGN

Syllabus design refers to the selection of items to be learned at the grading of those items into an appropriate sequence. The designer is concerned about not just with lists of what will be taught and in what order, but also with planning implementation, evaluation, managements and administration of education programs. There are a number of types of language syllabus, all of which might be taken as starting point in the planning of a new course, or term's, a year's work. Every syllabus needs to be developed on the basis of certain criteria, such as: learnability and frequency, which can inform decisions about selection and ordering. It is a major decision in language teaching and it should be made as consciously and with as much information as possible.

3.6. LESSON PLAN

Lesson planning is defined as “the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work and react to”. In order to design a lesson plan a number of crucial factors are considered such as: the language level of students, the educational and cultural background, the likely levels of motivation and the different learning styles. Moreover, it is also important knowledge of the content and organization of the syllabus or curriculum we are working with and the requirements of any exams which the students are working towards. (HAMER 2003:56) Definitely, a lesson plan would be a map that guides the teacher to reach the route to achieve the course.

3.7. EVALUATION

Evaluation was viewed as an integral part of the professional role of teachers. Evaluation is the estimation of the learning and teaching process. Also, the evaluation of cognitive competences is going to judge the grade in which the objectives were achieved.

Evaluation helped the teacher to get the feedback about the efficacy of method in learning and teaching processes, it also provided a wealth of information to use for the future

direction of classroom practice, for the planning of the courses, and for the management of learning tasks for students.

Taking into account that the population was children at an early age, it was not appropriate to work with a quantitative evaluation but with a qualitative evaluation and with a quantitative evaluation, together in this sense teachers took parameters of evaluation.

CHAPTER IV

DEVELOPMENT OF THE PROPOSAL

This work has several activities and pedagogical resources for teaching foreign language to children. To teach English at an elementary level to children using puppets and scenic arts as a technique, we capture children's interest for learning English language. In this way, we motivate children in the learning process.

In the syllabus, we have eleven units which are developed according to children's needs. The project was developed for 9 months, since March to November 2010 from 12:00 to 13:00, one hour per class and three times per week.

In consequence, it is important to underline some benefits that the use puppets and scenic art provided to children in the process of learning English. As well as, emphasize the social, emotional, and psychological benefits that learners developed.

4.1. LENGTH OF THE PROJECT

The course application lasted 09 months and five days, from March 14, 2010 to December 20, 2010 in the afternoons from 12:00 to 13:30 three days per week (teacher's attendance was monitored by the teacher English and the principal of the School).

There was a period of organization during the third week of February so we could plan the way to carry out all the activities that were going to be developed during this program according to children's needs. Next, the diagnostic evaluation was applied to 30 children of the "Villa Alemania School" during the first and second week of March, due to the specific characteristics this children had. The diagnostic test was applied about their general knowledge.

After the diagnostic evaluation a meeting was held with children's mothers in which it was explained the purpose and objectives of the project. There was a period Pedagogic

Adaptation in which children and teachers interacted to establish them to the program of the course.

4.2. CONTENT

The contents of the course were designed according to the English language needs of elementary school students. Likewise, it is important to mention that language is a valuable instrument enabling people to achieve an effective communication with others. Therefore, this content conveys the syllabus of this course in the following ways.

The whole syllabus or content have eleven units, based on topical and fictional syllabi. Most units of the content included general topic for the basic level, such as; presenting oneself, numbers, animals, objects in the classroom environment.

This syllabus proposal was a student-centered design because it was focused on the students' needs. Children became real learners, they had to think rather than simply remember. They participated in active tasks which tended to allow for greater creativity and responsibility. It is important to highlight that the themes were included according to the children's basic needs of knowledge.

The structure of the syllabus referred to grammatical aspect based on basic structures of English language, for instance, verb in affirmative, interrogative and negative forms, demonstrative articles, and pronouns and so on. Therefore, all activities created a positive feedback on students and reinforced their English language knowledge.

The syllabus has 11 units some units are subdivided in order to make a systematic development of each lesson. The syllabus is divided in three stages.

- **Initial Stage.-** The initial stage comprised the first part of the project, including four lessons; **Greetings, Vowels, Alphabet and Objects.**
- **Middle Stage.-** The Middle stage covered the second part of the project, including four lessons for example; **Numbers, Colors, Animals and Prepositions In On Under.**

- **Final Stage.-** The final stage covered the third part of the project, including three lessons such as; **The Family, The Days of the week and The Fruits.**

4.3. METHODOLOGY

During the project application we worked in small groups, it was very useful to make communicative activities. Each group was characterized by puppets form, each group passed to the front of the class and they realized a short conversation. Moreover, we worked in pairs; it was very useful to guide dialogues. In this kind of activity all children's puppets had the opportunity to talk.

During the process of teaching and learning we used different lessons plans. (The materials can you see on appendix "C")

This work is oriented to offer a technique based on the teaching of English through participation in order to get and maintain children attention. With this technique children enjoyed the process of teaching and learning. This process is a constant one, it involves direct participation in a dynamic research process while monitoring and evaluating the effects of the researcher's actions with the aim of improving practice.

4.3.1. TECHNIQUES

The real set up of the puppets that represents the child and his family, and visualizes them from "a distance", gives an overview of the internal relationships and hierarchies. The way the child puts the puppets down gives an insight in the often complex history of the family relations. The visual distance helps to explore the difficulties, problems, tensions and entangled complex interaction pattern of the family system.

The puppets represent children, adults and elderly people. They can sit, stand and move their arms and head. For the understanding of the investigation is necessary to follow a series of stages for the achievement of our objectives.

- a) **Development Period.** - It was carried out by means of a sequence of procedures, beginning with the motivation to get the attention of the children and girls.
- b) **Stage of Experimentation.** - In this stage was sought to show children the use of puppets and scenic arts to promoting the active participation of all children.
- c) **Final stage.** - Each one of the children participated in the scenario providing their short story as well as what they learned with puppets.

We used puppets and scenic arts in particular to achieve a significant learning English with this technique we can develop many dexterities, and abilities.

With the uses of the scenic arts and puppets we can achieve the objectives that could be developed in children. Such are: Oral expression, Companionship, Manage of sounds, Competition and Perseveres.

4.3.2. STRATEGIES

In order to have students feel confident and motivated, strategies inside and outside the classroom were carried out. Such strategies help students to be more active and dynamic, so children would feel they are part of each activities such as; games, songs, dialogs, short stories (puppets), pictures and objects.

Another important aspect to mention is the oral evaluation of the didactic material, visual aids, charts, audiovisual material, material used for each activity detailed in the lesson plans and class decoration for the teaching on the different lessons made by the teacher. Because of the importance of working with children and the impact that all these resources had in children's process of learning is necessary to say that the planning and the appropriate use of all the pedagogical resources mentioned above helped to the efficient development of the English course.

4.3.3. SELECTION OF THE STUDENTS

Students who participated in this project were 30 from 7 and 8 year old. Children of the “Villa Alemania School” had never studied English before. The reason to select this group of people was to apply the use of puppets and scenic arts to teach English language at early ages and to motivate them to learn by doing and enjoying.

In that period of the project we had 30 children, 17 girls and 13 boys who were able to cover the four lessons of the initial stage, 3 lessons of the middle stage and 4 lessons of the final stage.

4.4. PROPOSED SYLLABUS DESIGN

In this part we have a new syllabus design in the idea of, Prefectura del departamento de La Paz. Secretaria de Protección Social. Programa de Alfabetización Informatica 2008. It says “The syllabus design is the most important part of the project where we explain all the activities that we comprehend in the class”. It has the following structure:

- **Subject.** - It is the topic the teacher has to teach.
- **Level.** - It is the difference between levels of the school such as, elementary and secondary.
- **Grade.** - It is the grade that students have.
- **Schedule.** - It is the number of days and hours that the students have a class or an activity.
- **Supervisor.** - It is the person who verifies the activities that the teacher realizes in the class.
- **Teacher.** - It is the person who teaches students many things in the class.

- **Time.** - It is the time of the project; about days, months or years.

- Competences

To develop a curricular design we start from the competences that guide the curricular areas and transverses. The competences formulation belongs to the analysis for what kind of people we want to train. It implies “individual duties” and “social duties”. Then the education has to favor students in and for life.

The competences are “complex capacities turned in ways of thinking, feeling and acting: efficient, relevant and pertinent as a product of skills, attitudes and knowledge in intentional process and spontaneous learning (PREFECTURA DEL DEPARTAMENTO DE LA PAZ. SECRETARIA DE PROTECCION SOCIAL. PROGRAMA DE ALFABETIZACION INFORMATICA 2008)”

- Indicators

The indicator is the criteria; we use in order to measure the learning objectives. It serves the teacher to build up evaluation criteria.

- Contents

The indicators provide three content types:

- **Conceptual Contents:** They refer to facts, data, definitions, concepts, laws all related with knowledge area.
- **Procedural Contents:** Build up the ways “to do”. They are a set of actions that are in order and are addressed to a goal. Frequently the words practice and skill are used as synonyms.

- **Attitudinal Contents:** Those are the attitudes and values. They include conduct, rules and human values desired to person development and social implications.

- Strategies

The curricular design also defines strategies that favor the learning – teaching process development. These strategies are addressed towards the constructivist learning conception.

- Evaluation

Finally, the evaluation allows to amplify or have a perspective as a feedback and improvement process. It is applied to the teaching-learning process and also in the curricular design.

According to “Prefectura del Departamento de La Paz. Secretaria de Proteccion social Programa de Alfabetizacin Informatica” (2008).

Taking into account the elements we propose the following syllabus design.

SYLLABUS DESIGN

SUBJECT : **ENGLISH**
LEVEL : **BASIC**
GRADE : **THIRD**
SCHEDULE : **TUESDAY – THURSDAY – FRIDAY**
SUPERVISOR : **JUAN APAZA**
TEACHER : **SULMA CHURA QUISPE**
DURATION : **9 MONTHS**

COMPETENCES	INDICATORS	CONTENTS			ACTIVITIES	EVALUATION
		CONCEPTUAL	PROCEDURAL	ATTITUDINAL		
<p><i>The students are able to:</i></p> <ul style="list-style-type: none"> Identify each one of vowels in English. Relate the English greetings with Spanish. 	<ul style="list-style-type: none"> To write in correct order the vowels. To identify the vowels on the board. To read and write the greetings in English. 	<p>UNIT ONE</p> <p>GREETINGS</p> <p>Good morning</p> <p>Good afternoon</p> <p>Good evening</p>	<ul style="list-style-type: none"> We copy the first lesson on the board. We learn the new vocabulary with our puppets. We make a short conversation with our puppets and we present in oral form. We practice the lesson repeating one by one. 	<ul style="list-style-type: none"> They value each word in English. They show friendship with their puppets in oral form 	<ul style="list-style-type: none"> The teacher writes the vowels on the board. After each one repeat with our puppets and we learn the vowels in English. We prepare a dialogue to two students for act in front of the class. We prepare charts of the greetings We prepare an oral test with the previous knowledge, finally we sing a beautiful song in English. 	<p>- Diagnostic:</p> <p>Games</p> <p>Many ideas.</p>

<ul style="list-style-type: none"> Identify each one words of the alphabet in English Compare English alphabet and Spanish alphabet. 	<ul style="list-style-type: none"> To relate English alphabet with Spanish To observe each letters and practice in the class. To practice the alphabet in the class. To make short words with the letters. 	<p>UNIT TWO</p> <p>THE VOWELS AND ALPHABET</p>	<ul style="list-style-type: none"> We practice the lesson with alphabet flags, posters and visual aids. We name each letter with our puppets. We find the letter on posters and find the letters on the visual games We reinforce the lesson with a song. 	<ul style="list-style-type: none"> They develop inference thinking just in English. They show solidarity in groups to practice the alphabet. 	<ul style="list-style-type: none"> The teacher contextualizes the alphabet by using the alphabet flags, posters and visual aids. With our puppets name each letter giving emphasis on pronunciation. We find the letter on posters and find the letters on the visual games. We write our puppets names with the alphabet and everybody spells it. We make a dialogue with our puppets in front of the class. Finally, we sing the alphabet song and we realize the oral presentation. 	<p>Formative:</p> <p>Observation</p> <p>Comparation</p> <p>Classification</p> <p>Elaboration</p>
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<ul style="list-style-type: none"> Recognize the object in English. Describe different object in English 	<ul style="list-style-type: none"> To identify the object in English. To practice the pronunciation of each word. To make short conversation with puppets. To compare the objects with the clothes. 	<p>UNIT THREE</p> <p>THE OBJECTS IN THE CLASSROOM</p>	<ul style="list-style-type: none"> We show flash cards related with the unit. We copy the objects' name on the board We repeat ach objects and we act in front of the class. We make a game with our puppets to reinforce the lesson. 	<ul style="list-style-type: none"> They develop inference thinking just in English. They help to classmate in short conversation and practice the lesson. 	<ul style="list-style-type: none"> The teacher contextualizes the lesson by showing flashcards related with object and the teacher provides children apiece of mass to mold the different objects by comparing the flashcard. Then we copy in our note books. We act with our puppets in front of the class. Teacher with her puppets shows many pictures and she asks some question. Then teacher provides children didactic toy and they play with it. Finally we make dialogues by asking and answering to the question After we realize a game. 	<p>Sumative:</p> <p>List of cotejo</p> <p>- tests</p> <p>- valuation</p> <p>qualitative y</p>
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<ul style="list-style-type: none"> Count the numbers in English Learn the pronunciation of the words. 	<ul style="list-style-type: none"> To relate the numbers with the days of the week. To practice the numbers in the class. To order the numbers in English. To observe the numbers. 	<p>UNIT FOUR</p> <p>THE NUMBERS</p>	<ul style="list-style-type: none"> We realize a short presentation. We copy the numbers on the board. We realize an activity with our puppets. We practice the lesson with a song. We repeat all the numbers in English to reinforce the lesson. 	<ul style="list-style-type: none"> They collaborate into the class They are solidarities with their classmates They practice the lesson with their puppets. 	<ul style="list-style-type: none"> The teacher presents the lesson by showing the big coins with number on the board after teacher explains each one. We realize an activity with the numbers, and then we copy the numbers in our note books. We learn to ask and answer the time in English using the grammatical structure. We sing a song to encourage children to learn the numbers in English. We dance with the number partner Finally, we realize final activity with our puppets. 	<p>Quantitative.</p> <ul style="list-style-type: none"> - reflexión
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<ul style="list-style-type: none"> Describe colors + adjective + noun in English Identify the colors in English 	<ul style="list-style-type: none"> To describe the colors in the clothes To describe the colorful object in the classroom. To use the colors as adjective To recognize the colors in English. To practice the grammatical function. 	<p>UNIT FIVE</p> <p>THE COLORS</p>	<ul style="list-style-type: none"> We show the colors using multicolored posters and visual aids We realize a short conversation with our puppets. We practice the colors with a game 	<ul style="list-style-type: none"> They identify each word in English. They repeat each words in English They make a short conversation and collaborate with their classmates 	<ul style="list-style-type: none"> The teacher shows the colors using multicolored posters and visual aids. We describe with our puppets the colors of our clothes and objects in the classroom. We realize a dialogue with our puppets relate to the colors. After we combined the colors and everybody repeats with puppets. We make short conversation with our puppets. After we practice the colors with a game. 	
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<ul style="list-style-type: none"> Learn English vocabulary about animals. Learn pronunciation in English. Imitate sound animals using the animal's finger puppets. 	<ul style="list-style-type: none"> To identify the animals with their puppets. To recognize the animals in English. To describe the animals in the class. 	<p>UNIT SIX</p> <p>THE ANIMALS</p>	<ul style="list-style-type: none"> We copy the lesson on the board. We count a short story in English. We make a representation in front of the class. We practice the lesson with our puppets. We repeat each words. 	<ul style="list-style-type: none"> They help to their classmates to realize sentences in English. They identify each words in English. They collaborate to practice their English with other student 	<ul style="list-style-type: none"> The teacher introduces the lesson with our puppets counting a short story about animals. After the teacher explains the characteristics of each animal. The teacher gives to children animal's puppets to encourage children to make a show in the classroom. After the teacher divides the class in three groups for an activity with our puppets. Finally we sing a beautiful song and we realize a communicative game. 	
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<ul style="list-style-type: none"> Learn English vocabulary about preposition . Recognize the preposition in a sentence. 	<ul style="list-style-type: none"> To read and write the preposition in English. To make short conversation with prepositions. To identify each prepositions in English. 	<p>UNIT SEVEN</p> <p>THE PREPOSITION: IN, ON, UNDER</p>	<ul style="list-style-type: none"> We copy the preposition on the board. We realize an activity with our puppets. We repeat the preposition with our puppets. We act with our puppets saying the preposition in front of the class. We make a summary of the lesson. 	<ul style="list-style-type: none"> They are responsible with their homework. They identify the preposition in English. They act in front of the class. 	<ul style="list-style-type: none"> The teacher introduces the lesson on the board, and she explains the functions of each one then the students copy in their notebooks. We say the preposition with our puppets in front of the class. We make a short conversation with our puppets. The teacher asks to the students about the topic. Finally we act with our puppets using the prepositions. 	
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<ul style="list-style-type: none"> Learn English vocabulary about the family. Recognize the members of the family in English. 	<ul style="list-style-type: none"> To classify of the family in English. To identify the family on the board. To practice the family with their puppet. To observe the members of the family To compare the English and Spanish. 	<p>UNIT EIGHT</p> <p>THE FAMILY</p>	<ul style="list-style-type: none"> We copy the lesson on the board. We identify many pictures related to the topic. We repeat the members of the family in English We make short conversation in English. We reinforce the lesson with a representation. 	<ul style="list-style-type: none"> They value the new vocabulary in English. They collaborate to write short sentences in English. They act in front of the class and they speak in English. 	<ul style="list-style-type: none"> The teacher introduces the lesson about the family by showing children pictures on the board then we repeat with our puppets. The teacher puts on the board some words about the family each student have to choose one, after we repeat with our puppets, finally we copy in our notebooks. We make a short conversation with our puppets in front of the class. We make five group in the class each group have to recognize the family with their puppets. Finally we make an act related to the family. 	
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<ul style="list-style-type: none"> Identify the days of the weeks in English. Learn the words in English. Understand the words in English. 	<ul style="list-style-type: none"> To practice the English language To learn English vocabulary about the days of the week. To talk about their favorite day. To use the time expressions. 	<p>UNIT NINE</p> <p>THE DAYS OF THE WEEK</p>	<ul style="list-style-type: none"> We copy the lesson on the board. We identify many pictures related to the topic. We practice the lesson. 	<ul style="list-style-type: none"> They help to write short sentences in English. They identify each words in English. They value the words in English. They can help to sing a song in English 	<ul style="list-style-type: none"> The teacher copies on the board the days of the week. We repeat each word in English. We make flashcards with pictures of the days. We have color worksheet about the days of the week in order we can internalize the new vocabulary. We tell a poesy about the days of the week. Teacher and students realize a short activity. 	
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<ul style="list-style-type: none"> Students will write the fruits, recognizing what fruit eat each day. Students will relate the fruits in English. 	<ul style="list-style-type: none"> To identify the fruits To practice the words in English. To say what fruit is their favorites and recognizes it. 	<p>UNIT TEN</p> <p>THE FRUITS</p>	<ul style="list-style-type: none"> We copy the fruits on the board. We learn the words in English. We ask question by using: What is this? What is that? We practice our knowledge filling in a chart blanks. 	<ul style="list-style-type: none"> They develop inference thinking just in English. They work in groups to practices the fruits. 	<ul style="list-style-type: none"> The teacher introduces the lesson about fruits by showing children real fruits with our puppets. We prepare a fruit salad. We realize an activity children color the fruits' worksheets to color and talk about likes and dislikes. We act with our puppets related with the fruits. Finally we eat the fruit salad. 	
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4.5. LESSON PLAN

The lesson plan is one of the most important tools to teachers. It is a guide which provides all the steps that must be followed by the teacher in order to achieve linguistic and functional objectives. A good lesson plan should contain the objectives of the unit, the timing, the stages, the resources, and the activities that will be carried out during class.

The lesson plans were a systematic guide for teacher's class development, because it contained a deep description and instruction to carry out the lesson.

The lesson plans corresponding to the eleven units proposed in this project are going to guide the steps to be followed in the process of teaching English language to seven and eight year old children.

As part of a complementary resource in English classroom development, The materials used during the classes were visual aids, educational graphs, posters, videos, pictures books, cassettes and songs to motivate children as well as to help them reinforce what they learned through this educational resource, but all focused with the use of the puppets and scenic arts.

The lesson plan has 10 steps such as:

- 1. Step.-** It is the sequence of the each activity.
- 2. Time.-** This is the time of each activity that students make in the classroom.
- 3. Activity.-** It is all the activities that we make in the classroom.
- 4. Purpose.-** It is the description of the intention of each activity.
- 5. Stage.-** In this part we identify the phase of the class. Then, we choose the technique to describe this part, because it is the easiest technique for "beginner" teachers, it is far too teacher-orientated and controlled. The puppets and scenic arts give students the opportunity to practice the new words. The practice and

production stages are chances for students to use and refine their understanding. (STAIRE 1991: 126) The PPP or the 3Ps stands for Presentation, Practice and Production- a common approach to communicative language teaching that works through the progression of three sequential stages. ([Http://englishraven.com/ESL_EFL](http://englishraven.com/ESL_EFL))

6. Presentation.- This is the introduction to a lesson, where teacher uses realistic situations. It can be achieved through using pictures, dialogs, imagination or actual “classroom situations”, in this stage teacher clarify some possible mistakes and doubts. In this part we avoid interrupt or correct errors, since this will inhibit learners.

7. Practice.- It indicates the students’ practice. Sometimes they practice in pairs or in groups. In our case we use the puppets and scenic arts in order to create familiarity and confidence with the new language. Also in this part the teacher directs and corrects.

8. Production.- It is seen as the culmination of the language learning process, whereby the learners have started to become independent users of the language rather than students of the language. The teacher’s role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have been practicing. The teacher does not correct or become involved unless students directly appeal to him/her to do so. ([Http://englishraven.com/ESL_EFL](http://englishraven.com/ESL_EFL))

9. Interaction.- It identifies the relation between teacher-student (T-Ss) and the role of them in the learning process. The teacher’s role is to be more collaborative, to act as, a facilitator, providing resources and reacting to the demands (STAIRE 1991: 84). The content is determined by the teacher and students listen attentively and respond physically to commands given by the teacher. They are encouraged to speak when they feel ready to speak.

10. Skill.- In this part we mention the skills developed by a specific activity. In our case the most developed skill is listening as we can see in the examples. However, we can not brush aside the other skills such as speaking, reading, and writing; that also are part of our lesson plan to consolidate structures and vocabulary.

11. Resource/ Aids.- In this part we mention the materials used and the produced such as flashcards, photocopies, notebooks, boards, etc.

In order to develop lesson plan, we have used the following keys;

T: Teacher

Ss: Student (s)

L: Listening

R: Reading

S: Speaking

W: Writing

And we present the three examples in our lesson plan.

LESSON PLAN
UNIT ONE
“THE GREETING”

OBJECTIVE: To introduce the use basic greetings

STEP	TIME	ACTIVITY	PURPOSE	STAGE	INTERACTION	SKILL	RESOURCES/ AIDS
1	3	The teacher greets students in English and she counts a short story with the puppets	To motivate the class	presentation	T/Ss – Ss/Ss	L/S	Oral presentation
2	7	Teacher introduces herself and explains the rules of the class. Teacher contextualizes the first lesson by using posters, visual aids and the puppets.	To develop the lesson		T/Ss Ss/Ss	W/L/S/R	
3	3	Teacher says hello to students making hand movements with the puppets.	To introduce the greetings		T/Ss Ss/Ss	L/S W/R	Flashcards and puppets
4	10	Teacher gives the students a piece of paper where they have to write their names and have to put on their sweater.	To specify the use		T	L/S W/R	Gestures oral

5	5	Teacher's puppet says hello, good morning , good afternoon and good night to everybody is moving the hand and the teacher repeats twice.	To verify what they understand	Practice	T/ Listening	L/S W/R	Gestures and postcards puppets
6	12	Students repeat with their puppets the greetings. Then, they create a short conversation and greet their classmate one by one.	To reinforce their knowledge	Production	Ss/Ss	L/S W/R	Puppets and handout
7	10	Students make the same activity with their puppets.			T/Ss Ss/Ss	S/L	
8	5	Teacher concludes the class saying good bye and making a gesture with her puppet and everybody repeats the same.	To use the new vocabulary		T/Ss Ss/Ss	L/S W/R	Gestures oral with puppets
9	5	Unexpected times					
	60	Total minutes					

UNIT TWO

“THE VOWELS”

OBJECTIVE: To recognize the five vowels, and identify each one.

STEP	TIME	ACTIVITY	PURPOSE	STAGE	INTERACTION	SKILL	RESOURCES/ AIDS
1	3	The teacher greets to students in English and she counts a short story with her puppet.	To motivate the class	presentation	T/Ss – Ss/Ss	L/S	Oral presentation
2	7	Teacher introduces the lesson and contextualizes it by using posters, visual aids explaining the differences between Spanish and English vowels in pronunciation.	To develop the lesson		T/Ss Ss/Ss	W/L/S/R	
3	3	Teacher explicates words of representative objects beginning with each vowel.	To introduce greetings		T/Ss Ss/Ss	L/S W/R	Flashcards and puppets
4	10	Teacher describes the differences between Spanish and English vowels in pronunciation. After teacher explains words of representative objects beginning with each vowel.	To specify the use		T	L/S W/R	Gestures oral
5	5	Teacher asks students if they understand	To verify	Practice	T/ Listening	L/S	Gestures and

		the meaning of the words.	what they understand			W/R	postcards
6	12	Students repeat with their puppets the vowels. Then, they sit in pairs, each group need to have a set of vowels; each one needs to take a vowel to make a short conversation.	To reinforce students' knowledge	Production	Ss/Ss	L/S W/R	Puppets and handout
7	10	Teacher's puppet spells her name and finds the vowels in it. Then, each student does the same activity with their puppets.			T/Ss Ss/Ss	S/L	
8	5	Teacher concludes the class saying good bye and making a gesture with her puppets and everybody repeat the same.	To use the new vocabulary		T/Ss Ss/Ss	L/S W/R	Gestures oral with puppets
9	5	Unexpected times					
	60	Total minutes					

UNIT THREE
“THE ALPHABET”

OBJECTIVE: To encourage children to identify all 26 letters of the English alphabet

STEP	TIME	ACTIVITY	PURPOSE	STAGE	INTERACTION	SKILL	RESOURCES/ AIDS
1	2	Teacher greets students in English	To create expectation	presentation	T/Ss – Ss/Ss	W/L/S/R	Oral
2	8	Teacher introduces the new lesson with a short presentation with her puppet					Puppets
3	5	Teacher contextualizes the class with the alphabet flags. Then she names each letters giving emphasis on pronunciation.	To develop the lesson		T/Ss Ss/Ss	L/S W/R	Alphabet flags
4	10	Students identify the letters using different resources and each one repeat with their puppets, for example to find the letter on the alphabetical flag, find the letter on the book, and find the letters on the visual games.			T /Ss Ss/Ss	L/S W/R	
5	5	Teacher asks some questions about the lesson, if they understand each alphabet letters	To identify what they understand		T/ Listening	L/S W/R	Gestures

6	10	Students make a short conversation with their puppets	To reinforce their knowledge	Production	Ss/Ss	L/S W/R	Handout and Puppets
7	8	Each one repeats the alphabet in English			T/Ss Ss/Ss	S/L	
8	12	Students' puppets spell their names using the alphabet in English	To identify the alphabet	Practice	T/Ss Ss/Ss	L/S W/R	Puppets
9	5	Teacher concludes the class and she makes a brief summery	To use the new vocabulary		T/Ss	I/S	Gestures oral
	55	Total minutes					

4.6. MATERIAL DESIGN

Material is anything made of matter, constituted of one or more substances. Wood, cement, hydrogen, air and water are all examples of materials. Sometimes the term "material" is used more narrowly to refer to substances or components with certain physical properties that are used as inputs to production or manufacturing. In this sense, materials are the parts required to make something else, from buildings and art to stars and computers. A material can be anything: a finished product in its own right or an unprocessed raw material. Raw materials are first harvested from the earth and divided into a form that can be easily transported and stored, then processed to produce semi-finished materials. These can be input into a new cycle of production and finishing processes to create finished materials, ready for distribution, construction, and consumption.

Materials are used based on a syllabus. The teacher works according to his or her own program using textbooks and supplementary materials as the need arises. Most language teaching need supplementing to some extent, if only in order to tailor them to the needs of a particular class or to offer richer options. There are various types of supplementary materials that contribute to language learning (PENNY 1996:186).

The materials for this work were designed according to the needs, age, subjects that students had, in spite of the lack of a textbook. Therefore, it is assumed that various materials, accessible and clear and provide plenty of visual stimulus and support.

As required materials Ur (1996) suggested to use a reasonable of standard stationary and office equipment such as paper, pencils, felt-tipped pens, staplers, scissor and equipped classrooms with black or whiteboards. The materials have to be relevant and personalized, answering to the needs of the learners. The most helpful materials for teaching a foreign language would be: books, computer,

overhead projectors, video equipment, audio equipment, posters, pictures, games, work cards and work sheets.

We worked with many kinds of puppets such as: sock puppets, paper puppets, wood puppets, and so on.

We used many materials to make the puppets, where the students worked hard. They made their own puppets and they have used the many materials such as: old socks, markers, pasta, colors, woods, scissors, etc.

When the students made the puppets, they had a very fun and unforgettable time, because they learned to make the puppets with their hands, to use the puppets and they learned to do short conversation in English.

4.7. EVALUATION

Evaluation with puppets was evaluated by the third grade students. The evaluation were acquired from the students and the English teacher's evaluation interview. The student's evaluation could be seen in the appendix E. We have two kind of the evaluation formative evaluation and additive evaluation.

4.7.1. FORMATIVE EVALUATION

A formative evaluation is a method of judging the worth of a program while the program activities are in process. Formative evaluation helps teachers to collaborate and guide children in the process of learning during the process of teaching. It is established as a permanent proof of children's learning level during the educational process. A formative evaluation provides valuable basis of information with respect to the process of learning.

During the project development, the teacher had to accomplish formative evaluation all the time, due to the characteristics of the methodology in this project, it means that each activity was considered as an opportunity to know the level of children's apprehension. It was done through individual and group observation during the course development.

The teacher had to follow an adequate process of continued evaluation to perceive the weak areas of children's learning. On the other hand, the teacher had to reinforce children's good achievement at learning English vocabulary through interactive activities such as role plays and conversation with puppets, songs and audio-visual material.

All the evaluations applied were observed by the teacher, the tutor of the project from the school Villa Alemania, teachers and coordinators, in order to certify the project development and children learning and also to provide suggestions and recommendations to the teacher during the process.

The evaluations were satisfactory, they were not made only by the teacher, but also by the tutor educational personal of the school; it is a great satisfaction to verify the achievement of the general and specific objectives proposed at the beginning of the project application.

4.7.2. ADDITIVE EVALUATION

The additive evaluation is a process that helps us to detect the potentialities, and the difficulties in the activities during each of the student's process of learning. This evaluation has a relationship with the learning process, in the cognitive part of the students, their effective and emotional gains that they have formed in their development.

ADDITIVE EVALUATION	What to Evaluate?	How to Evaluate6?	When to Evaluate?
	The grade of learning	Objective test Oral test homework	Each trimestre

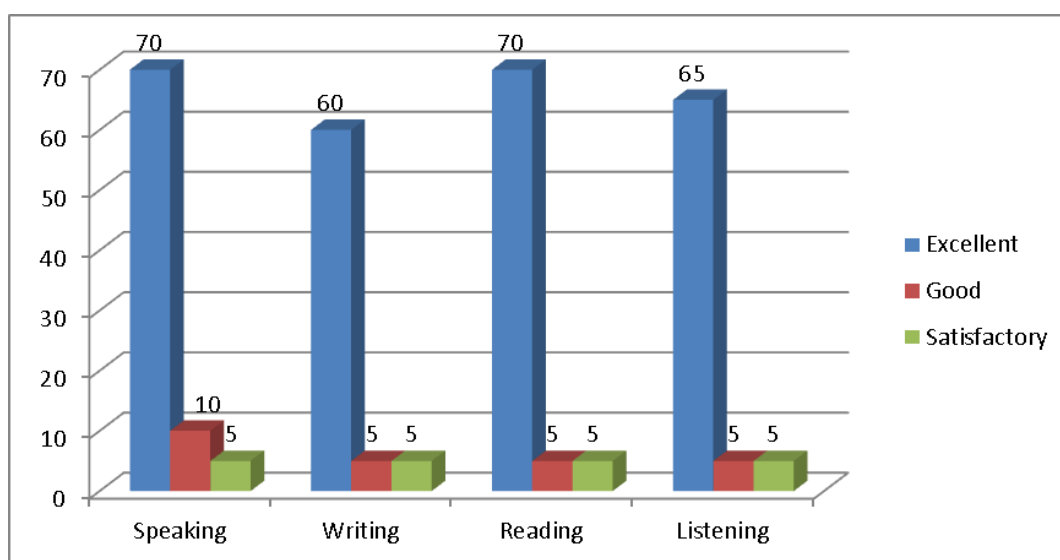
In the additive evaluation we use different evaluations such as: List of comparison, objective test, qualitative and quantitative valuation, and finally reflection.

For the best understanding we have three stages in which it is explained the following steps:

FIRST STAGE

In this stage we can see the activities and evaluations. The first evaluation was on May 19 to 26; the topics were (greetings, vowels, alphabet and objects), the evaluation was oral, but the students had three important written tests. In this step students showed a good score such as:

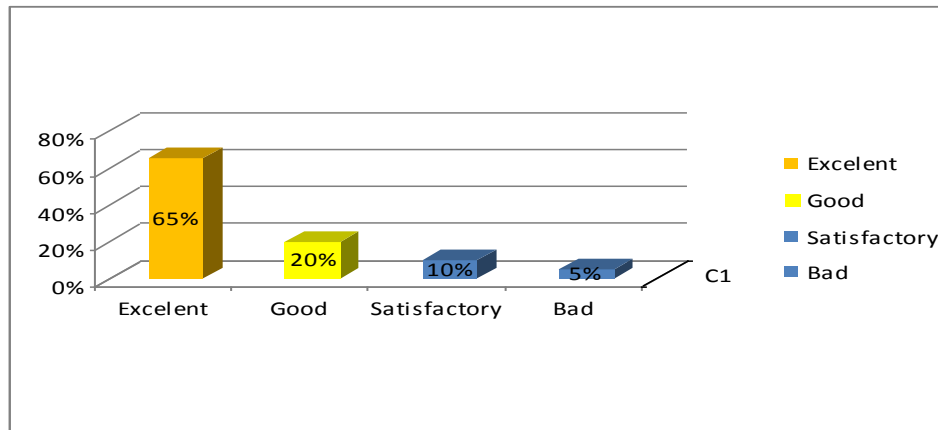
Figure 1. First Trimester Evaluation by Skills



Source: Own elaboration

In this period all the students had a good score everyone understood very well each lesson. The students could greet in English, spelled all the words and described the objects, and in general we can explain in the following way:

Figure 2. First Trimester Evaluation by Scores



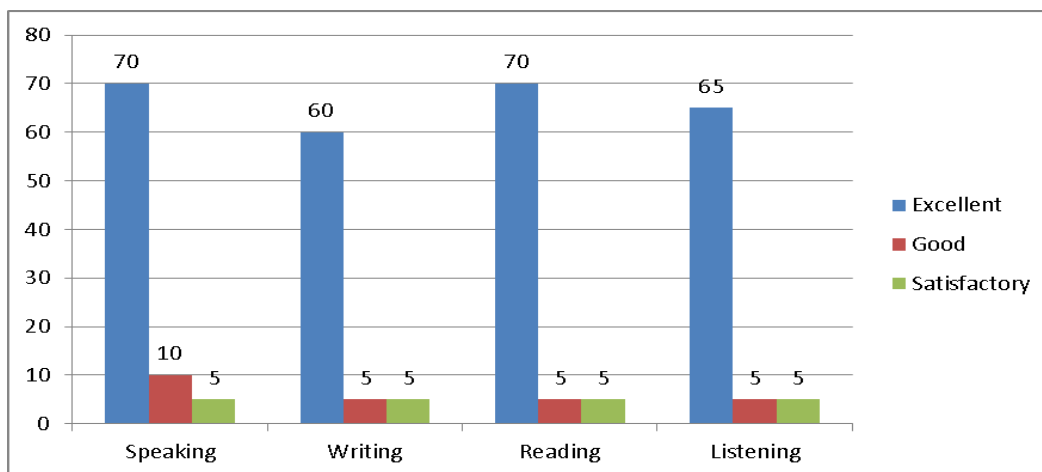
Source: Own elaboration

In figure 2, we can see that 65% of the students obtained excellent marks, because the students recognized and wrote the words in English, 20% of the students obtained good marks; they could make short sentences, 10% of students obtained satisfactory marks, they could identify the words in English. Finally 5% needed to improve their English.

SECOND STAGE

In this stage we administered the second test. It was from September 15 to 22. The topics were numbers, colors, and animals. Children had good scores in their written tests, they wrote very good short sentences and they did good presentation with their puppets in the oral test. In their written test they obtained high scores such as:

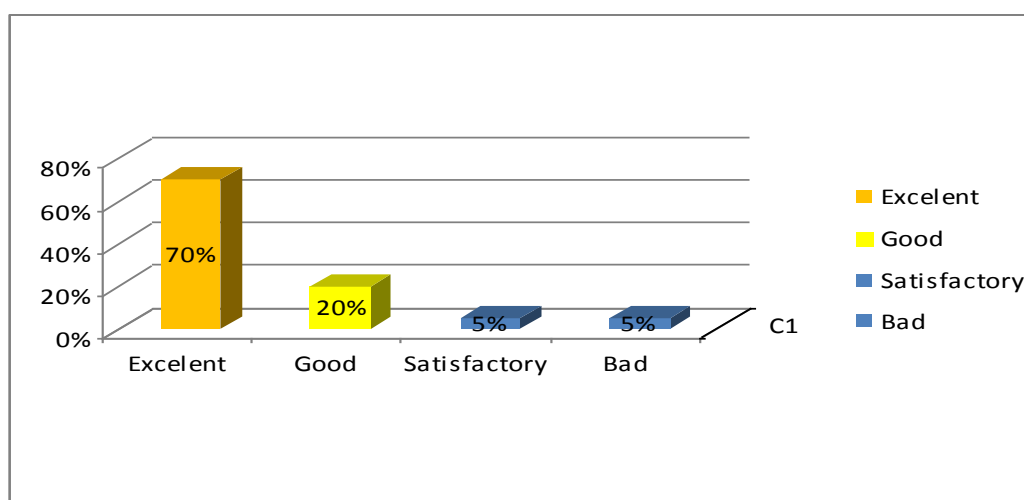
Figure 3. First Trimester Evaluation by Skills



Source: Own elaboration

The students generally proved to have a good knowledge of the English language with. They learned to count the numbers from one to one hundred, they described the colors in the classroom, and they said the animals in English. In this period we can say;

Figure 4. First Trimester Evaluation by Scores



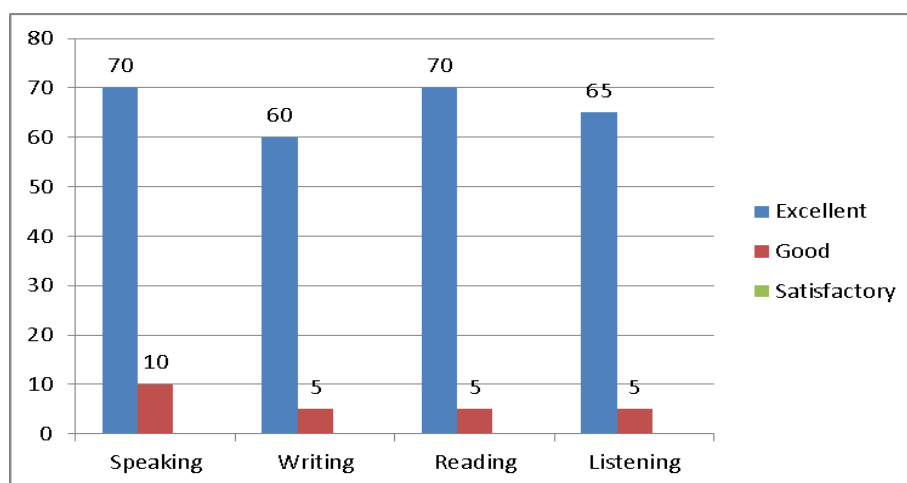
Source: Own elaboration

In general we could say that 70% of the students obtained excellent marks, because the students recognized and were able to write the words in English, 20% of the students obtained good marks; they could make short sentences, 5% of students obtained satisfactory marks, they identified the words in English. Finally 5% needed to improve their English.

THIRD STAGE

The final test was from November 17 to 24; the topics were the prepositions, family, the days of the week and fruits. It was excellent. Students studied a lot for that test because they obtained high scores in their test such as:

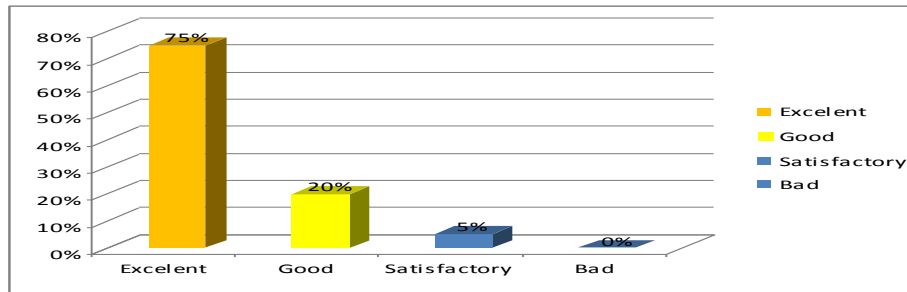
Figure 5. First Trimester Evaluation by Skills



Source: Own elaboration

The final oral test was great because all students had a high score in their test. The students could say the days of the week and the fruits in English. Students obtained 70% in speaking and only, 5% in listening.

Figure 6. First Trimester Evaluation by Scores



Source: Own elaboration

We can see that 75% of the students obtained excellent marks, because the students identified and wrote in English, 20% of the students obtained good marks; they can write some words, and finally 5% of students obtained satisfactory marks, they can identify the words in English.

GENERAL EVALUATION

Finally, in general evaluation we can say that 73% of the students obtained excellent marks, because the students could write stories and short sentences in English, 18% of the students obtained good marks; they could make short sentences, 7% of students obtained satisfactory marks, they could identify the words in English. Finally 2% they needed to improve their English.

Figure 7. Final Evaluation by Scores

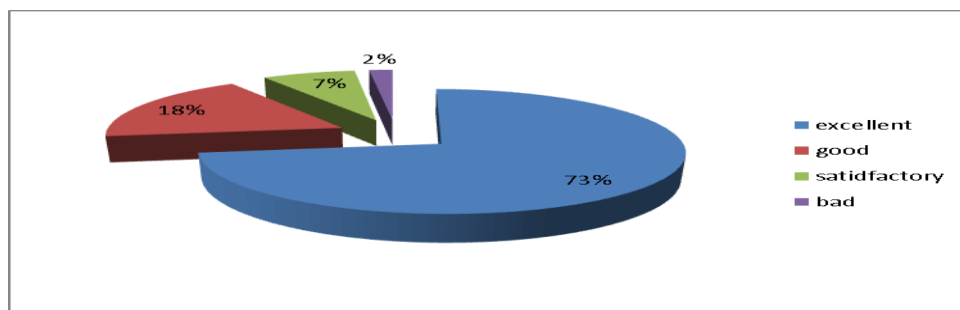
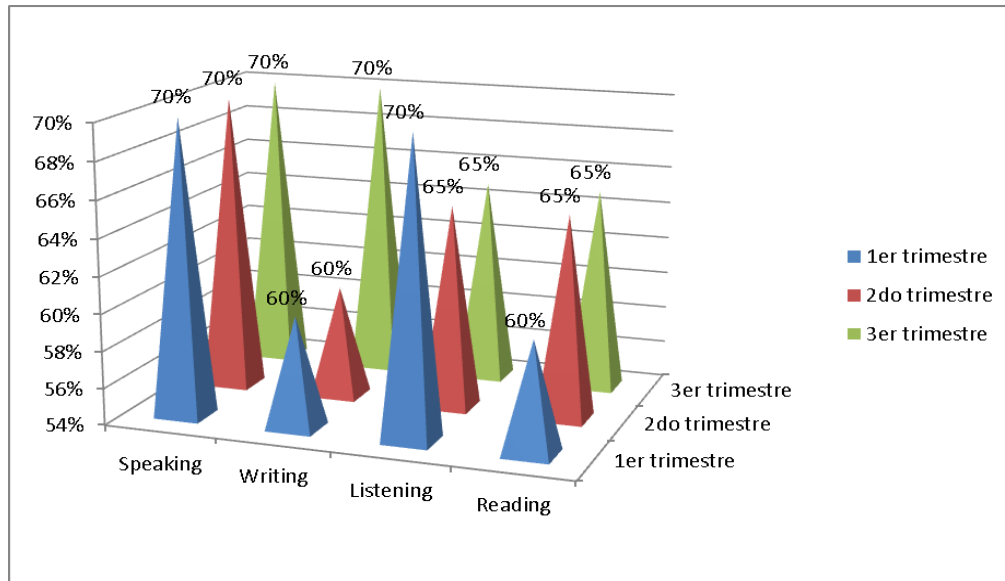


Figure 8. Final Evaluation by Skills



Source: Own elaboration

Now in the following graphic we could say the scores about skills; speaking, writing, listening and reading.

In general, the scores that students obtained a great achieve such as; in the first trimester they had 100%, in second trimester they obtained a 90% and finally in the third trimester they had 95%.

4.8. ACHIEVED INDICATORS

In this part we explained the achieved indicators in language skills, in terms of oral and written achievement tests.

The students not only learned English vocabulary, but they also reinforced and learned important basic knowledge about their mother tongue.

Through-out the course students achieved the stated objectives.

- Children learned to discriminate the English alphabet phonemes and named each one.
- Children learned to count in English (ascendant and descendent way).
- Children learned to name and recognize the colors in both languages.
- Children learned to name the animals in English
- Children learned English vocabulary related with fruits and vegetables
- Children learned to name the members of the family.
- Puppets and scenic arts helped to emphasize the oral communication.
- Puppets and scenic arts made children consequently learn to communicate in a foreign language without fear of failure.
- With the use puppets and scenic arts students were able to learn, develop knowledge and language through permanent cooperation and interaction with their classmates.

Puppets and scenic arts also had great implication in social and emotional areas of seven and eight year old children. They changed the aggressive attitudes showed

at the beginning of the project application. They learned to communicate, share and work in groups without problems due to the co-operative and collaborative environment.

Another important aspect to highlight is the expressive learning in the socio-emotional area that children developed in language classes due to the high level of motivation; they enjoyed working together, helping and supporting each other due to the cooperative nature and children's interaction in the classroom. It is important to mention the time and the experiences shared between children and the teacher which were really unforgettable as a personal experience.

4.9. RESULTS

The first point to note here is that puppets and scenic arts as a technique gave a positive impact on young language learners, which was noted in regard to their motivation, their increasing knowledge of the English language and potential to collaborate more with each other.

The use of puppets in the curriculum to elementary classes could offer many benefits. It showed, using sophisticated imaging technology, that the use of puppets in play dramatically boosted blood and oxygen levels to the brain. The use of puppets prepared the brain for learning and was a powerful motivator in learning. Puppet play stimulates the brain and opens communication for all ages.

In other words, this technique facilitated a flexible management of the course, allowing time and space for a qualitative development.

There was a limited body of supportive the guided work that demonstrated positive educational benefited with the use of puppets and scenic arts in lessons. Based on the results of this study, it could be strongly argued that there was a place for play and the use of puppets as creative drama to learn vocabulary.

CHAPTER V

CONCLUSION AND RECOMENDATIONS

The main objective of this work was to teach English at an elementary level at Villa Alemania School in El Alto city using puppets and scenic arts, to improve communicative process in teaching English. We wanted to discover advantages and even possible disadvantages of using this technique in the process of learning a foreign language, mainly English, so the results may be also applied to other subjects. This work has been done to offer new ideas for helping Bolivian children through puppets and scenic arts as a technique. Also, it fostered student's imagination and improved communication and creativity to the 3rd grade student's English learning at school "Villa Alemania". Therefore, at the end of the project we achieved our main goal.

In order to deal with our specific objectives, first we designed a syllabus that contains twelve lessons and at the same time we elaborated twelve lesson that were created according to the course design principles and they are meant to help teachers and learners to practice mainly vocabulary, speaking, pronunciation and writing as well. This showed how a language can be used for fun while playing some games through puppets and scenic arts as a technique.

The next specific objective was to create materials for using in the classroom in order to accomplish this objective, children made their own puppets of socks, paper and wood into the class. It was a high level of motivation; they enjoyed working together, helping and supporting, each other. It was the most communicative activities which encouraged children's interaction in the classroom. It is also important to mention that we designed some worksheets and flashcards for teaching vocabulary in the classroom. All these material has supported by the use of puppets.

We provided students with useful vocabulary for communicating. That made the students' learning activities more useful, motivating and meaningful as a pedagogical resource in English language and the proposed activities improved the students' vocabulary. Besides, since they were doing the activity together, they became more active at speaking. The implementation of the speaking class by using puppets was generally successful in improving the teaching of English speaking skills practices and students' involvement. Puppets and scenic arts were able to improve the students' vocabulary and they mastered it, so they were more interested in joining the speaking class.

Finally, it is important to say that the use of puppets and scenic arts as a pedagogical tool fostered student's imagination and improved communication and creativity. Because, most of the students said that use of puppets helped them in mastering vocabulary. Moreover, the puppet increased the students' motivation in learning English and they understood that this kind of activity was necessary for them and they expected that using puppets should be done regularly and continuously.

6.2. RECOMMENDATIONS

Based on the conclusions above, the following suggestions are offered. First, the use of a puppet should be maintained frequently and recommended to the English teachers, especially when they are teaching children around 7-10 in order to attract their motivation in learning English and be more concerned with the teaching activities. Second, a teacher should be clever in creating a conducive situation, he has to apply other teaching strategies so that the class becomes alive. Hopefully, there would be further studies on teaching English using puppets.

The English teachers can apply those media that can support the teaching-learning process so that the students will be more interested in learning English. Besides, it

is necessary for the English teachers to implement various kinds of speaking activities which enable the students to produce the language.

In addition, the use of appropriate teaching material supported the directed activities, and a variety of different kinds of topics helped at the same time to keep the level of enthusiasm for discovering the new language and improving the student' linguistic skills.

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APPENDIX

APPENDIX “A”

DIAGNOSTIC

EVALUATION

APPENDIX A.1

Diagnostic Evaluation; English Subject March 12th, 2010

Full Name:

I. VOCABULARY

Write the occupation's names in English

Piloto profesor dentista azafata arquitecto

.....

write **Colors** in spanish.

.....

Red blue green yellow broun

II. GRAMMAR

a) Match the Personal Pronouns and draw the line

I	ella	they	ellos
He	yo	you	ellos
She	el	we	tu



c) Answer the questions

What is your name? What do you do?

How are you? Nice to meet you.....

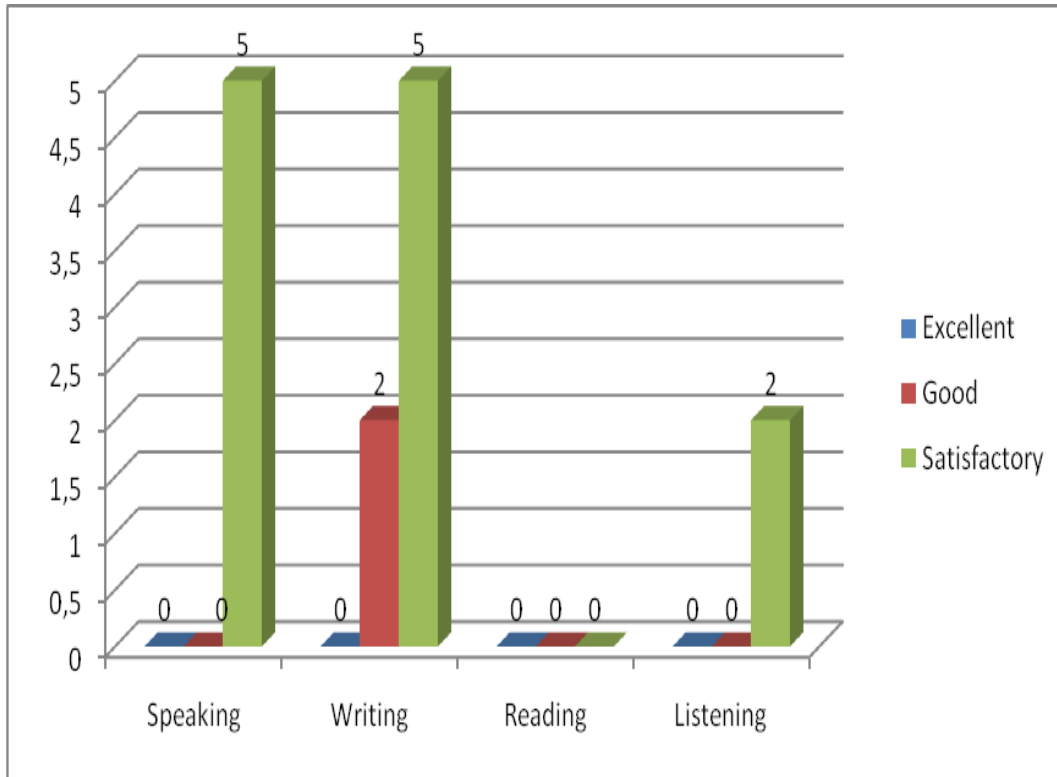
d) The number, write the numbers in English from 1 to 10

III. WRITING

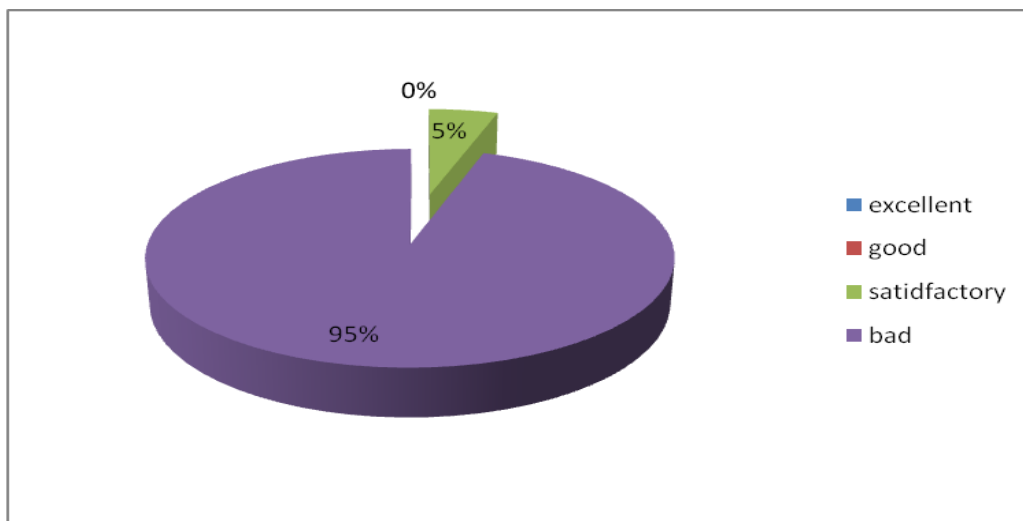
Write sentences about your family

APPENDIX A.2

DIAGNOSTIC EVALUATION BY SKILLS



DIAGNOSTIC EVALUATION BY SCORES



APPENDIX “B”

LESSON PLANS

UNIT FOUR
THE OBJECTS IN THE CLASSROOM

OBJECTIVE: To name the object in the classroom in English language, and to use the simple present tense of the verb To Be.

STEP	TIME	ACTIVITY	PURPOSE	STAGE	INTERACTION	SKILL	RESOURCES/ AIDS
1	5	Teacher greets students in English, and she sings a beautiful song with her puppet.	To generate expectation	Presentation	T/Ss Ss/Ss	L/S/	Oral presentation
2	10	Teacher introduces the lesson contextualizing by showing flashcards related with objects.	To introduce the topic		T /Ss Ss/Ss	L/S/R	Flashcards
3	10	Teacher provides children a piece of mass to mold the different objects by comparing the flashcard.	To develop the lesson		T/Ss Ss/Ss	L /R/S	Puppets and flashcards
4	5	Teacher's puppet shows many pictures about each object.	To specify the use	Practice	T /Ss Ss/Ss	L/R/S	Puppets and flashcards
5	5	Teacher asks some questions the students answer them.	To introduce the verb To Be	practice	T/Ss Ss/Ss	L /S	Gestures
6	5	Teacher asks the students if they have	To verify what they		T/Listening	L/S	Gestures

		understood the lesson.	understand		speaking		
7	10	Students make short conversation with their puppets. What is it? It is...	To reinforce our knowledge	Production	Ss/Ss T/Ss	L/S	
8	8	Students play with their puppets.	To understand the lesson	Practice	Ss/Ss	L/S	Puppest and flashcards
9	2	Conclude the class the teacher says good bye.	To use the vocabulary		T/Ss	L/S	Gestures oral
	60	Total minutes					

UNIT FIVE
THE NUMBERS

OBJECTIVE: To count the numbers in English, and to talk about the time.

STEP	TIME	ACTIVITY	PURPOSE	STAGE	INTERACTION	SKILL	RESOURCES/ AIDS
1	5	Teacher greets students, and she makes a short presentation with puppets.	To motivate expectation	presentation	T/Ss Ss/Ss	L/S/R	Oral puppets
2	5	Teacher introduces the new lesson.	To introduce the lesson		T/S	L/S	Oral
3	10	Teacher and students count the numbers in English and Spanish.	To develop the lesson		T/Ss Ss/Ss	L/S	Oral /Gesture and puppets
4	5	Teacher says one numbers in Spanish, and one student answers in English.	To introduce numbers	Practice	T/Ss Ss/Ss	L/S/R	Oral
5	10	Teacher asks students if they understand the numbers in English.	To verify what they	Practice	T/Ss	L	Gestures

6	10	Everybody repeats the numbers in English.	understand		Ss/Ss	L /R//Speaking	Gestures puppets
7	10	The students' puppets ask the numbers in English one by one.	To reinforce their knowledge	Production	Ss/Ss	Speaking	Gestures and puppets
8	5	Teacher concludes the class, and everybody says good bye with the puppets.	To use the vocabulary		T/Ss Ss/Ss	L/S	Gestures oral and puppets
	60	Total minutes					

UNIT SIX

“THE COLORS”

OBJECTIVE: To use the adjective”Color adjective + noun”.

STEP	TIME	ACTIVITY	PURPOSE	STAGE	INTERACTION	SKILL	RESOURCES/ AIDS
1	5	Teacher greet student, and everybody sing a song.	To create motivation	Presentation	T/Ss – Ss/Ss	L/S	Oral Puppets
2	8	Teacher introduces the lesson by using multicolored posters, and visual aids.	To introduce the lesson		T/Ss Ss/Ss	W/L/S/R	Posters and visual aids
3	12	Teacher shows real object of the classroom to internalize children	To identify each one		T/Ss	L/S	Real objects and

		knowledge about colors, and motivate them to describe the colors of their clothes.	English color		Ss/Ss	W/R	clothes
4	10	Teacher explains the colors with the puppets, and everyone repeats one by one.	To specify the use	Practice	T	L/S W/R	Gestures puppets
5	10	Teacher's puppet asks students' puppets about colors.	To confirm what they understand		T/ Listening	L/S W/R	Gestures
6	10	Teacher gives plastic plates with the first three primary colors to obtain secondary colors.	To know new vocabulary	Practice	Ss/Ss	L/S W/R	Plastic plates
7	8	Students make short conversation with their puppets.	To reinforce their knowledge	production	T/Ss Ss/Ss	S/L	Puppets handout
8	2	Teacher concludes the class, and she makes a summery about the lesson.	To use the new vocabulary		T/Ss Ss/Ss	L/S W/R	Gestures oral
	60	Total minutes					

UNIT SEVEN
“THE ANIMALS”

OBJECTIVE: To learn English vocabulary about animals.

STEP	TIME	ACTIVITY	PURPOSE	STAGE	INTERACTION	SKILL	RESOURCES/ AIDS
1	2	Teacher greets students in English.	To make expectation	presentation	T/Ss – Ss/Ss	L/S	Oral
2	8	Teacher introduces the lesson.	To develop confidence		T/Ss Ss/Ss	W/L/S/R	
3	10	Teacher’s puppet tells to students a short story about animals.			T/Ss Ss/Ss	L/S W/R	Puppets
4	5	Everybody makes different animal noises.	To introduce the lesson		T	L/S W/R	Gestures
5	10	Everybody draws a beautiful animal.	To identify the animal	Practice	T/ Listening	L/S W/R	Papers, puppets
6	10	Teacher makes three groups; each group has to make a short presentation in	To verify what they		Ss/Ss	L/S	Gestures oral

		English.	understand			W/R	
7	5	All the class everybody repeats the colors in English.	To reinforce their knowledge	Production	T/Ss Ss/Ss	S/L	handout
8	10	Students make short conversation with their puppets.			T/Ss Ss/Ss	L/S W/R	Oral, puppets
9	3	Teacher concludes the class.	To use the vocabulary		T/Ss	L/S	Gesture oral
10	2	Unexpected times					
	65	Total minutes					

UNIT EIGHT

“THE PREPOSITIONS: IN – ON - UNDER”

OBJECTIVE: To introduce the use basic prepositions.

STEP	TIME	ACTIVITY	PURPOSE	STAGE	INTERACTION	SKILL	RESOURCES/ AIDS
1	5	Teacher greets student in English, and everybody sing a song.	To motivate the lesson	Presentation	T/Ss – Ss/Ss	L/S	Oral
2	5	Teacher introduces the lesson.	To develop the unit		T/Ss Ss/Ss	W/L/S/R	
3	10	Teacher gives students worksheets to they write where is each object?; they have to recognize each object.	To introduce prepositions		T/Ss Ss/Ss	L/S W/R	Workshhets
4	5	Students write short sentences with the prepositions	Specify the use		T	L/S W/R	
5	5	Students identify the prepositions in front of the class.		Practice	T/ Listening	L/S W/R	Flashcards
6	10	The students make a short conversation with their puppets related to the lesson.	To verify what they understand	Production	Ss/Ss	L/S W/R	Puppets

7	5	Teacher asks question, and students have to answer in oral form with their puppets.			T/Ss Ss/Ss	S/L	Oral
8	5	All students repeat each preposition.	To reinforce the lesson		T/Ss Ss/Ss	L/S W/R	Oral, Puppets
9	5	Teacher concludes the class, and she makes a summery.	To use a new vocabulary		T/Ss	L/S	Gestures oral
10	5	Unexpected times.					
	60	Total minutes					

UNIT NINE

“THE FAMILY”

OBJECTIVE: To describe members of the family in English, and to use the simple present tense of the verb To Be.

STEP	TIME	ACTIVITY	PURPOSE	STAGE	INTERACTION	SKILL	RESOURCES/ AIDS
1	10	Teacher greets students in English and with puppets everybody sings the family song.	To create expectation	Presentation	T/Ss – Ss/Ss	L/S	Oral
2	5	Teacher introduces the lesson by showing children pictures on the board.	To develop the lesson		T/Ss Ss/Ss	W/L/S/R	Pictures
3	5	Teacher gives to each student a piece of paper where they have to draw to their family.			T/Ss Ss/Ss	L/S W/R	
4	5	Teacher shows pictures, and they have to recognize to members of the family.	To specify the use		T	L/S W/R	Flashcards
5	5	Teacher asks students if they understand the pronunciation.	To verify what they understand	practice	T/ Listening	L/S W/R	Gestures
6	5	Everybody repeats the words in English.	To reinforce their		Ss/Ss	L/S W/R	Oral

			knowledge				
7	10	Students make a short presentation in front of the class.		Production	T/Ss Ss/Ss	S/L	Oral presentation
8	15	Teacher concludes the class, and everybody sings a song again.	To use the new vocabulary		T/Ss Ss/Ss	L/S W/R	Gestures oral
9	5	Unexpected times.					
	65	Total minutes					

UNIT TEN

“THE DAYS OF THE WEEK”

OBJECTIVE: To learn English vocabulary, to use adverb time, and to use the simple present tense of the verb To Be.

STEP	TIME	ACTIVITY	PURPOSE	STAGE	INTERACTION	SKILL	RESOURCES/ AIDS
1	10	Teacher greets students in English, and with her puppet she says poesy about the days of the week.	To create expectation	Presentation	T/Ss – Ss/Ss	L/S Ss/Ss	Oral Puppet
2	5	Teacher introduces the lesson by showing children pictures of the days on the board.	To develop the lesson		T/Ss Ss/Ss	W/L/S/R	Pictures

3	5	Teacher gives each student a piece of paper where they have to write their favorite day.			T/Ss Ss/Ss	L/S W/R	
4	5	Teacher shows pictures and they have to recognize to members of the family.	To specify the use		T	L/S W/R	Flashcards
5	5	Teacher asks students if they understand the pronunciation.	To verify what they understand	practice	T/ Listening	L/S W/R	Gestures
6	5	The students' puppets repeat the days of the week in English.	To reinforce their knowledge		Ss/Ss	L/S W/R	Oral Puppets
7	10	Students act, and make a short presentation in front of the class.		Production	T/Ss Ss/Ss	S/L	Oral presentation
8	15	Teacher and the students realize a game "what day do you like?"		Practice	T/Ss Ss/Ss	L/S W/R	
9	10	Teacher concludes the class, and students say poesy again.	To use the new vocabulary		T/Ss	L/S	Gestures oral
10	5	Unexpected times					
	75	Total minutes					

UNIT ELEVEN

“THE FRUIT”

OBJECTIVE: To identify the fruits and to know the use of the infinite article “A/An + noun”.

STEP	TIME	ACTIVITY	PURPOSE	STAGE	INTERACTION	SKILL	RESOURCES/ AIDS
1	10	Teacher greets students in English, and with her puppet she sings a song about the fruits.	To create motivation	Presentation	T/Ss – Ss/Ss	L/S	Oral Puppet
2	5	Teacher introduces the lesson by showing children real fruits, and she repeats the fruits’ names twice.	To develop the lesson		T/Ss Ss/Ss	W/L/S/R	Real fruits
3	5	Teacher gives each student a fruit and they have to recognize, and say in English.			T/Ss Ss/Ss	L/S W/R	
4	5	Teacher shows flashcards, they have to recognize the fruits, and then their puppets have to repeat.	To specify the use		T	L/S W/R	Flashcards Puppets
5	5	Teacher asks students if they understand the lesson.	To verify what they understand	practice	T/ Listening	L/S W/R	Gestures
6	5	The students’ puppets repeat the fruits in English.	To reinforce their		Ss/Ss	L/S W/R	Oral Puppets

			knowledge				
7	10	Students with their puppets make a short presentation in front of the class		Production	T/Ss Ss/Ss	S/L	Oral presentation
8	15	Students color the fruits' worksheets to identify the color, and talk about like and dislike.		Practice	T/Ss Ss/Ss	L/S W/R	
9	10	Teacher concludes the class, and everybody sings a song again.	To use the new vocabulary		T/Ss	L/S	Gestures oral
10	5	Unexpected times.					
	75	Total minutes					

APPENDIX “C”
WORKSHEETS AND
DIDACTIC
MATERIALS

APPENDIX C.1

“CREETING”

Colorea el dibujo

**Saludo al entrar
y me despido al salir**

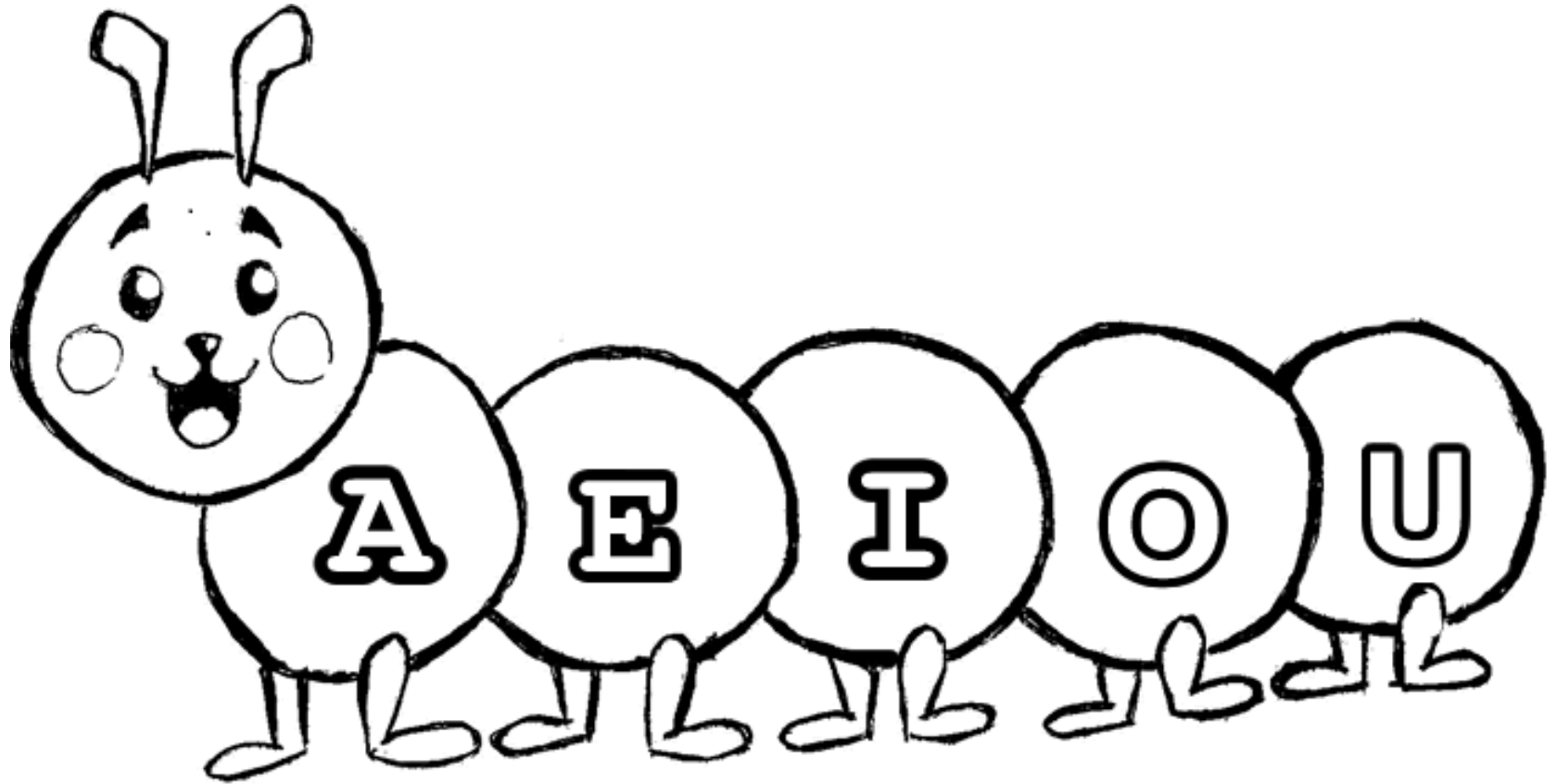


APPENDIX C.2

“VOWELS AND ALPHABET”

THE VOWELS

REPEAT AND PAINT THE VOWELS



THE ALPHABET

FIND THE ALPHABET' LETTERS AND COPY IN ORDER



APPENDIX C.3

“OBJECTS IN THE CLASSROOM”

Classroom Coin Flick Game



REPEAT AND WRITE THE NAMES OF CLASSROOM OBJECT

APPENDIX C.4

“NUMBERS”

THE NUMBERS

REPEAT AND PAINT THE NUMBERS

1

2

3

4

5

6

7

8

9

10



Count and Color



=



=



=



=

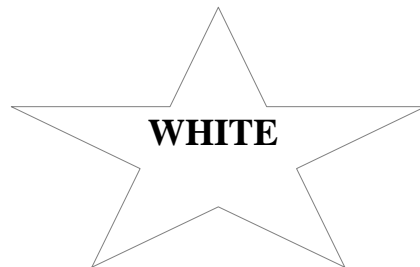
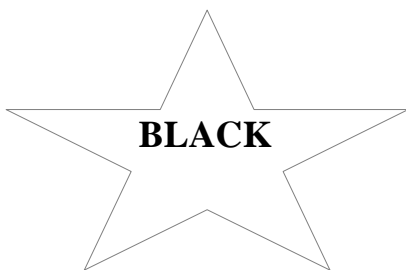
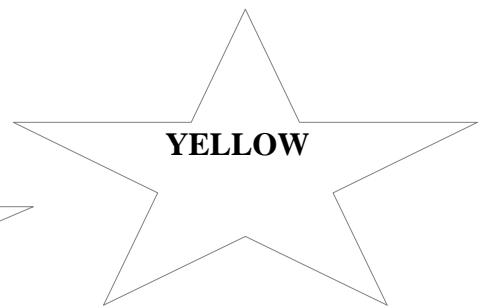
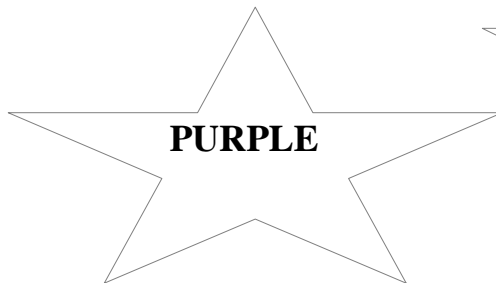
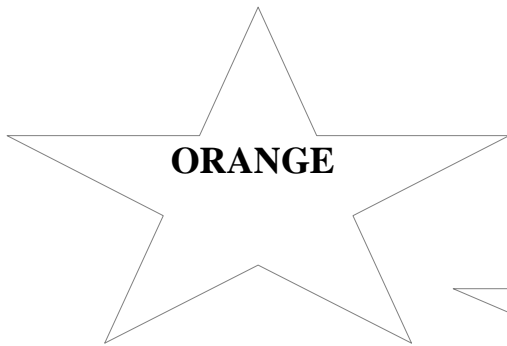
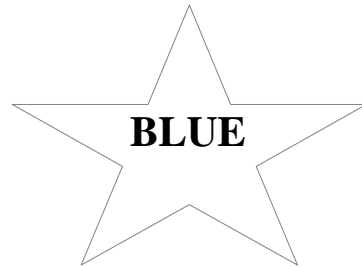
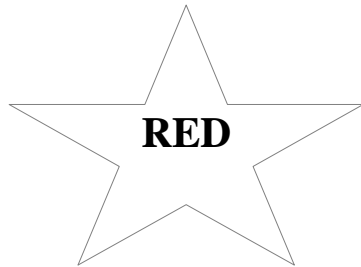


APPENDIX C.5

“COLORS”

COLORS

PAINT THE STARS



APPENDIX C.6

“ANIMALS”

ANIMALS

Repeat the animals

A monkey



in a banana tree.

A school of fish



in the sea.

www.bogglesworldesl.com

Dragonflies



in the garden.

Ladybugs



by the roses.

A tiger



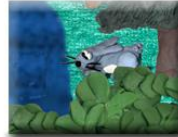
in the jungle.

A spider
and
a ladybug



on a wall.

A rabbit



by the river.

Mountain goats



on a mountain.

www.bogglesworldesl.com

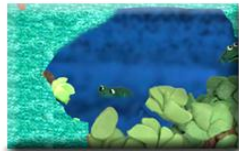
A raccoon



in the forest.

www.bogglesworldesl.com

Frogs



in a pond.

A fox



by the river.

www.bogglesworldesl.com

A bear



by the waterfall.

A squirrel



going down
a tree.

An elephant



in the jungle.

A deer



in the forest.

A scorpion



in the desert.

APPENDIX C.7

“PREPOSITIONS”

IN - ON

UNDER

THE PREPOSITION

¿WHERE IS THE CAT?

in



The cat is
in the jar.

on



The cat is
on the jar.

under



The cat is
under the jar.

APPENDIX C.9

“THE DAYS OF THE WEEK”

THE DAYS OF THE WEEK

Repeat the days of week

M
O
N
D
A
Y

T
U
E
S
D
A
Y

W
E
D
N
E
S
D
A
Y

T
H
U
R
S
D
A
Y

F
R
I
D
A
Y

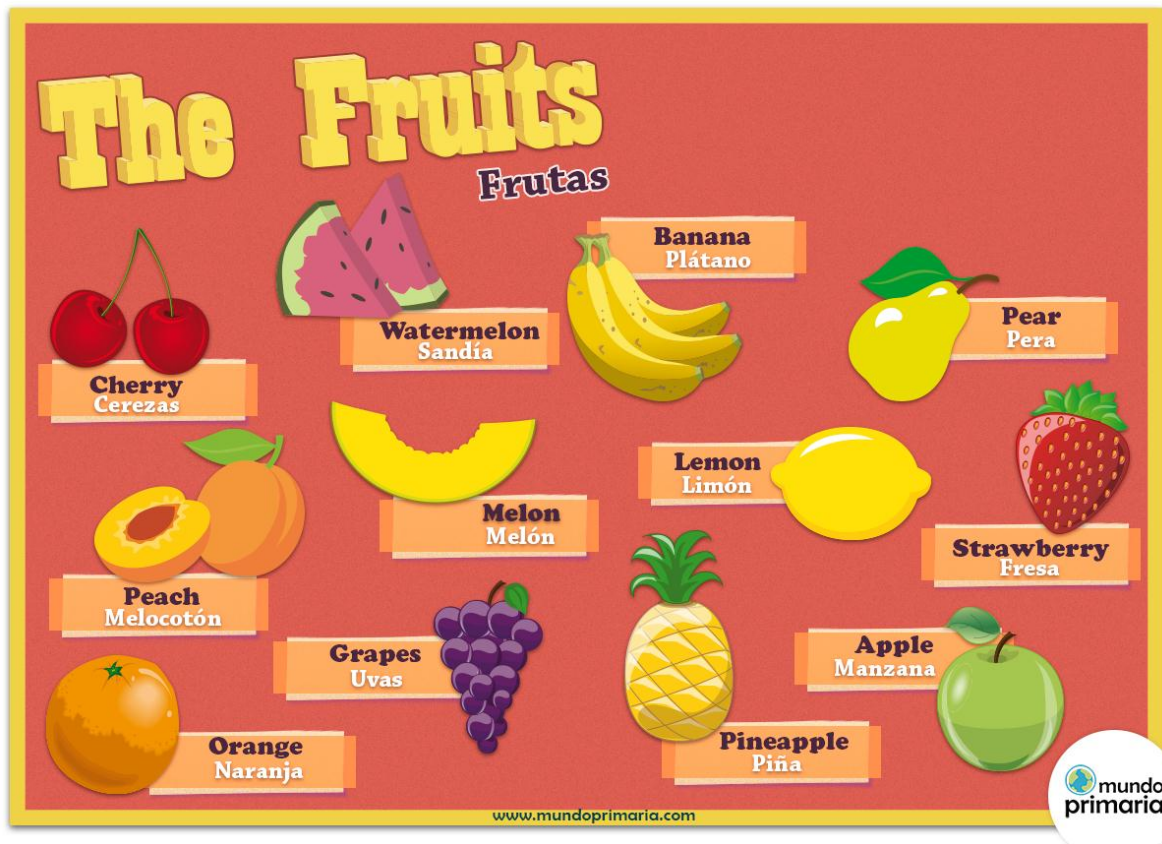
S
A
T
U
R
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A
Y

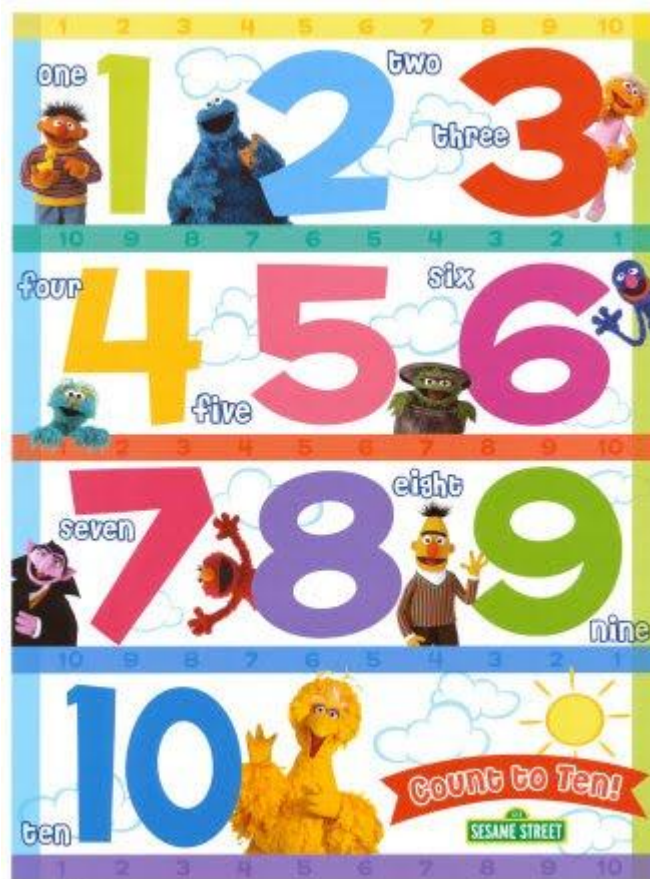
S
U
N
D
A
Y

APPENDIX “D”

MATERIALS

FLASHCARDS USED IN ENGLISH CLASS







PUPPETS



PUPPET



“VILLA ALEMANIA” SCHOOL PHOTOS



STUDENTS PHOTOS

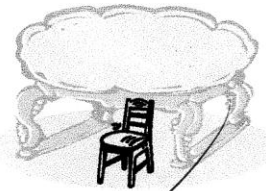
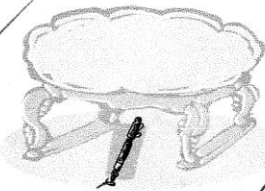
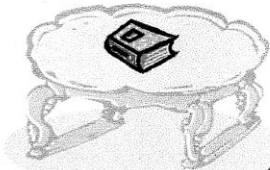




APPENDIX “E” EVALUATIONS

Name: Josue Rudca Miranda Benjamin

I. ON UNDER IN



A) THE BOOK IS on THE TABLE THE PENCIL IS under THE TABLE THE CHAIR IS under THE TABLE

B) TRANSLATE THE SENTENCES

El lapiz esta encima la mesa

La ventana esta encima la mesa

La regla esta debajo el libro

The pen is on the table The window is on the table The ruler is under the book

C) MACH THE CORREC WORDS

IN	→	TIO
ON	→	DEBAJO
UNDER	→	DENTRO
UNCLE	→	ENCIMA

II. THE FAMILY

MOTHER	→	PAPA
SISTER	→	MAMA
BROTHER	→	HERMANA
AUNT	→	ABUELO
SON	→	HERMANO
GRANDFATHER	→	ABUELA
GRANDMOTHER	→	TIA
BABY	→	HIJO
FATHER	→	BEBE

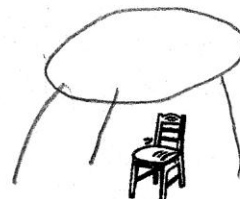
DRAW YOUR FAMILY (DIBUJA A TU FAMILIA)



Name:

Gisela Cruz Copa

I. ON UNDER IN



A) THE BOOK IS ON THE TABLE THE PENCIL IS UNDER THE TABLE THE CHAIR IS UNDER THE TABLE

B) TRANSLATE THE SENTENCES

El lapiz esta encima la mesa

The pencil is on the table

La ventana esta encima la mesa

The window is on the table

La regla esta debajo el libro

The ruler is under the book

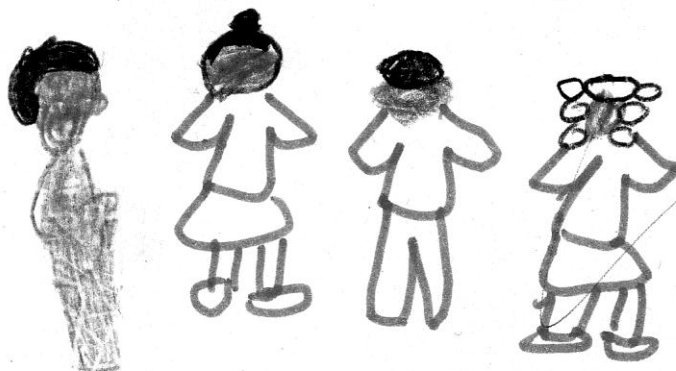
C) MATCH THE CORRECT WORDS

IN	TIO
ON	DEBAJO
UNDER	DENTRO
UNCLE	ENCIMA

II. THE FAMILY

MOTHER	PAPA
SISTER	MAMA
BROTHER	HERMANA
AUNT	ABUELO
SON	HERMANO
GRANDFATHER	ABUELA
GRANDMOTHER	TIA
BABY	HIJO
FATHER	BEBE

DRAW YOUR FAMILY (DIBUJA A TU FAMILIA)



[Handwritten mark]

U.E. VILLA ALEMANIA
EL ALTO - BOLIVIA

ENGLISH EVALUATION
Tercero de Primaria

68/70

STUDENT'S NAME : Sheryl Amanda Zola Luna

DATE: _____

1. THE ANIMALS

A. *Close the correct responses:*

- | | |
|-------------|-----------|
| - Cat | pescado |
| - Dog | llama |
| - Rabbit | gato |
| - Elephant | yaca |
| - Turtle | perro |
| - Cocodrilo | mono |
| - Duck | conejo |
| - Horse | oveja |
| - Monkey | leon |
| - Donkey | elefante |
| - Sheep | tortuga |
| - Lion | cocodrilo |
| - Bird | mariposa |
| - Butterfly | pato |
| - Llama | pajaro |
| - Cow | burro |
| - Fish | caballo |

Elvis nino Laura

c) Write animals' names



What is it?

it is banana



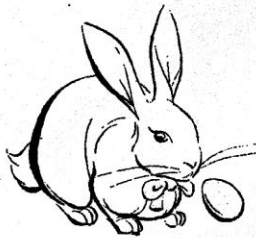
What is it?

it is ~~DONKEY~~



What is it?

it is ~~COW~~
caballo



What is it?

it is ~~rabit~~



What is it?

it is ~~sheep~~



What is it?

it is ~~Horse~~



What is it?

it is ~~Liam~~



What is it?

it is ~~monkey~~



What is it?

it is ~~llama~~

c) Write 5 senteces with the animals. THE COW IS UGLY = LA VACA ES FEA

the cocodrile is big
el cocodrilo es grande

U.E. VILLA ALEMANIA
EL ALTO - BOLIVIA

ENGLISH EVALUATION
Tercero de Primaria

70

STUDENT'S NAME: Elvis Nina Saura

DATE: 24/08/10

1. THE ANIMALS

A. *Choose the correct responses:*

- | | |
|-------------|-----------|
| - Cat | pescado |
| - Dog | llama |
| - Rabbit | gato |
| - Elephant | vaca |
| - Turtle | perro |
| - Cocodrilo | mono |
| - Duch | conejo |
| - Horse | oveja |
| - Monkey | leon |
| - Donkey | elefante |
| - Sheep | tortuga |
| - Lion | cocodrilo |
| - Bird | mariposa |
| - Butterfly | pato |
| - Llama | pajaro |
| - Cow | burro |
| - Fish | caballo |

2

Elvis Nina Laura

c) Write animals' names



What is it?

it is banana



What is it?

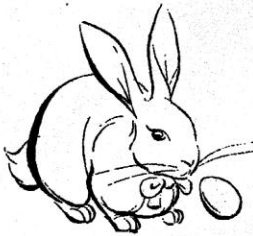
it is ~~donkey~~



What is it?

it is cow

caballo



What is it?

it is rabbit



What is it?

it is sheep



What is it?

it is Horse



What is it?

it is Lion



What is it?

it is monkey



What is it?

it is llama

c) Write 5 sentences with the animals. THE COW IS UGLY = LA VACA ES FEA

the cocodrile is big
el cocodrilo es grande

20/4

3ro de Primaria

Name:

Alexandra Nataly Arneque

I. THINGS

Escribir los nombres de los objetos en ingles. What is it? It is eraser



BAKPAK



door



Mirror



CHAIR



Window



TEACHER



book



pen



CHAIR

II. TRANSLATE

Traducir las oraciones

1. The book is big

El libro es grande

3. The window is small

La ventana es pequeña

5. El libro es grande

THE BOOK is Big

2. La silla es pequeño

THE CHAIR is Small

4. The door is big

La puerta es grande

6. La mesa es grande

THE TABLE is Big

III. LISTENING escuchar la palabra correcta y subrayar

Book

ruler

pencil

notebook

pen

chair

IV. NUMBERS

THREE

6

SEVEN

1

EIGHT

2

FIVE

10

SIX

9

ONE

4

TWO

8

FOUR

5

NINE

3

TEN

7

V. HACER TRES ORACIONES CON LOS NUMEROS EN INGLES Y ESPAÑOL

The one is small

El uno es pequeño

The one is Big El uno es grande

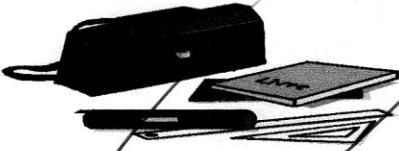
The six is Small El seis es pequeño

The P FOUR is Big & cuatro is grande

Name: Roberto sea Maldonado

I. THINGS

Escribir los nombres de los objetos en ingles. What is it? It is eraser



book ruler



door



window



chair



mouse



teacher



book



pen



table

II. TRANSLATE

Traducir las oraciones

1. The book is big
El libro es grande
3. The window is small
El espacio es pequeño
5. El libro es grande
the book is big

2. La silla es pequeño
the chair is small
4. The door is big
La puerta es grande
6. La mesa es grande
El chair is big

III. LISTENING escuchar la palabra correcta y subrayar

Book

ruler

pencil

notebook

pen

chair

IV. NUMBERS

THREE 6
EIGHT 2
SIX 9
TWO 8
NINE 3

SEVEN 1
FIVE 10
ONE 4
FOUR 5
TEN 7

V. HACER TRES ORACIONES CON LOS NUMEROS EN INGLES Y ESPAÑOL

The one is small
El uno es pequeño

~~The three is small~~
~~El tres es pequeño~~

~~The ten is big~~
~~El diez es grande~~

~~The nine is big~~
~~El nueve es grande~~

APPENDIX “F”

CERTIFICATION OF

THE PROJECT



UNIDAD EDUCATIVA "VILLA ALEMANIA"

FE Y ALEGRÍA DISTRITO 3

Fundado el 8 de agosto de 1995

El Alto – La Paz – Bolivia

El Alto, Noviembre de 2010

Señora

Lic. Virginia Ferrufino

DIRECTORA a.i.

LINGÜÍSTICA E IDIOMAS

Presente.-

Ref.: ENVÍO ÚLTIMO INFORME EVALUATIVO

Distinguida Licenciada:

Por medio de la presente remito el informe evaluativo de la universitaria **SULMA CHURA QUISPE**, del trabajo dirigido realizado en el **Colegio Villa Alemania "Fe y Alegría"**, con el tema **"TEACHING ENGLISH BY USING PUPPETS AND SCENIC ARTS FOR BETTER COMMUNICATION IN THE CLASS OF THIRD GRADE OF ELEMENTARY IN VILLA ALEMANIA "FE Y ALEGRIA" SCHOOL OF EL ALTO CITY"**.

Con este motivo, aprovecho para hacerle conocer el agrado por el aporte brindado por su alumna a este Colegio, esencialmente a los niños (as) de Tercero de primaria inferior.

Se le otorga un puntaje de 98 sobre 100 a la mencionada universitaria.

Me despido de usted deseándole las consideraciones más distinguidas.

Atentamente,



Lic. Rita Fuentes Maldonado
DIRECTOR

Copia: Archivo U.E.V.A.
Interesada



UNIDAD EDUCATIVA "VILLA ALEMANIA"

FE Y ALEGRÍA DISTRITO 3

Fundado el 8 de agosto de 1995

El Alto - La Paz - Bolivia

El Alto, Noviembre de 2010

Señora:

Lic. Catalina Calderón

DIRECTORA a.i.

LINGÜÍSTICA E IDIOMAS

Presente.-

Ref.: ENVÍO INFORME EVALUATIVO GENERAL SOBRE TRABAJO DIRIJIDO

Distinguida Licenciada:

Por medio de la presente remito el informe evaluativo de la universitaria **SULMA CHURA QUISPE**, con C.I. 4884457 L.P. del trabajo dirigido realizado en el **Colegio Villa Alemania "Fe y Alegría"** con el tema denominado:

"TEACHING ENGLISH BY USING PUPPETS AND SCENIC ARTS FOR BETTER COMMUNICATION IN THE CLASS OF THIRD GRADE OF ELEMENTARY IN VILLA ALEMANIA "FE Y ALEGRÍA" SCHOOL OF EL ALTO CITY".

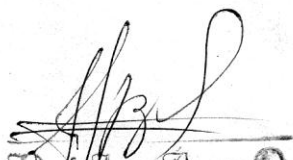
Asimismo, de acuerdo al seguimiento realizado por el tutor institucional designado por la Unidad Educativa y las evaluaciones enviadas a esa carrera con anterioridad; se le asigna a la mencionada estudiante un puntaje de **64 (sesenta y cuatro)** sobre **65** puntos.

Por otro lado, la mencionada estudiante asistió a esta institución tres veces a la semana habiendo acumulado un total de **600 (seiscientas)** horas académicas.

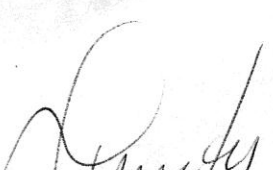
Con este motivo, aprovecho para hacerle conocer el agrado por el aporte brindado por su alumna a esta Unidad Educativa, en especial a los niños(as) de **Tercero de Primaria Inferior** durante la gestión escolar 2010.

Sin otro particular me despido de usted deseándole las consideraciones más distinguidas.

Atentamente,


Prof. Juan Apaza Q.
INGLES




Lic. Rulo Fuentes Maldonado
DIRECTOR

CONVENIO INTERINSTITUCIONAL

Consta por el presente convenio interinstitucional suscrito entre la Unidad Educativa Villa Alemania Fe y Alegría y la Carrera de Lingüística e Idiomas de la Facultad de Humanidades de la Universidad Mayor de San Andrés, cuyo contenido y alcance están enmarcados en el ordenamiento jurídico vigente y las competencias y las atribuciones de las entidades mencionadas, bajo los términos y condiciones descritas en las siguientes cláusulas.

PRIMERA (PARTES INTERVINIENTES)

Son partes del presente convenio interinstitucional:

La Unidad Educativa Villa Alemania Fe y Alegría es una institución representada por el Lic. Rulo Fuentes Maldonado, Director y el señor Remberto Catari, Presidente de la Junta Escolar. Es una institución de convenio que fue fundada en el año 1985 en la zona de Villa Alemania de la ciudad de Alto, que para fines de este convenio se denominará Unidad Educativa Villa Alemania Fe y Alegría

La Carrera de Lingüística e Idiomas de la Facultad de Humanidades y Ciencias de la Educación de la Universidad Mayor de San Andrés, representada por el Lic. Orlando Montaña Molina, Director de la Carrera y la Dra. Margaret Hurtado López, Decano de la Facultad de Humanidades, quienes para fines del presente convenio se denominarán CARRERA DE LINGÜISTICA E IDIOMAS.

SEGUNDA (ANTECEDENTES)

La Unidad Educativa Villa Alemania Fe y Alegría representada por Lic. Rulo Fuentes Maldonado director y señor Remberto Catari, es una institución de convenio y sin fines de lucro, cuya misión principal es contribuir al proceso de enseñanza a todos los estudiantes, y así alcanzar su autonomía e independencia de acuerdo a sus posibilidades reales, reconociéndolo como persona.

TERCERA (OBJETO DE CONVENIO)

El presente convenio interinstitucional tiene por objeto desarrollar estrategias para la estimulación del Idioma Inglés en niños de 8 a 12 años de la Unidad Educativa Villa Alemania Fe y Alegría, con el objetivo de estimular la enseñanza del Idioma Inglés en los estudiantes y por tener acciones conjuntas para una mejora en el aprendizaje del Idioma, de este modo establecer una línea de cooperación y fortalecimiento institucional de ambas entidades, para incorporar acciones que las beneficien.

CUARTA (DE LOS ALCANCES DEL CONVENIO)

El presente convenio interinstitucional, pretende coadyuvar al desarrollo de los programas y proyectos, en dependencias de la Unidad Educativa Villa Alemania Fe y Alegría, donde realizan actividades de enseñanza y estimulación del idioma inglés a niños(as), por parte de los

estudiantes egresados que obtienen su licenciatura en la modalidad de Trabajo Dirigido, con el seguimiento de docentes Tutores de la Carrera de Lingüística e Idiomas.

QUINTA (DE LAS RESPONSABILIDADES DEL CONVENIO)

Las partes se responsabilizan y se someten al cumplimiento de las siguientes obligaciones:

La Unidad Educativa Villa Alemania Fe y Alegría se compromete a:

1. Facilitar las prácticas de los pre-profesionales de la Carrera de Lingüística e Idiomas otorgando información necesaria de las actividades y proyectos.
2. Otorgar a los facilitadores, los espacios físicos y el material logístico necesarios para la realización de la práctica en el marco de los requisitos exigidos para ambas instituciones.
3. Entregar la lista de alumnos para el curso determinado.
4. Participar en los procesos de evaluación parcial y final de los estudiantes, en sujeción de los lineamientos establecidos por la Carrera de Lingüística e Idiomas.
5. Presentar el informe final con las respectivas calificaciones otorgadas a los facilitadores.
6. Otorgar refrigerio y transporte a los facilitadores que realizan Trabajo Dirigido en la institución, de acuerdo a su disponibilidad.

La Carrera de Lingüística e Idiomas se compromete a:

1. Definir las áreas de aplicación, en coordinación con la Unidad Educativa Villa Alemania Fe y Alegría.
2. Asegurar, la continuidad de las prácticas de los pre-profesionales mientras dure el presente convenio.
3. Asignar y apoyar con el número suficiente de estudiantes de la carrera de Lingüística e Idiomas, para la enseñanza del idioma Inglés según requerimiento de la institución.
4. Brindar, asesoramiento teórico, metodológico, técnico de los profesionales para este efecto, los requerimientos académicos con las políticas institucionales y las demandas de la población.
5. Los postulantes a Trabajo Dirigido presentarán, antes de cada curso, el proyecto a ser implementado.
6. Comprometer a los estudiantes, en las actividades de apoyo en el ámbito social a través de elementos motivacionales y de desarrollo personal.
7. Presentar un informe final con los respectivos avances de cada niño y niña de la Unidad Educativa.

SEXTA (DE LA MODALIDAD DE EJECUCION)

Para efectivizar el presente convenio la Carrera de Lingüística e Idiomas, realizará la evaluación de los estudiantes que estén en condiciones de realizar sus prácticas pre-profesionales.

estudiantes egresados que obtienen su licenciatura en la modalidad de Trabajo Dirigido, con el seguimiento de docentes Tutores de la Carrera de Lingüística e Idiomas.

QUINTA (DE LAS RESPONSABILIDADES DEL CONVENIO)

Las partes se responsabilizan y se someten al cumplimiento de las siguientes obligaciones:

La Unidad Educativa Villa Alemania Fe y Alegría se compromete a:

1. Facilitar las prácticas de los pre-profesionales de la Carrera de Lingüística e Idiomas otorgando información necesaria de las actividades y proyectos.
2. Otorgar a los facilitadores, los espacios físicos y el material logístico necesarios para la realización de la práctica en el marco de los requisitos exigidos para ambas instituciones.
3. Entregar la lista de alumnos para el curso determinado.
4. Participar en los procesos de evaluación parcial y final de los estudiantes, en sujeción de los lineamientos establecidos por la Carrera de Lingüística e Idiomas.
5. Presentar el informe final con las respectivas calificaciones otorgadas a los facilitadores.
6. Otorgar refrigerio y transporte a los facilitadores que realizan Trabajo Dirigido en la institución, de acuerdo a su disponibilidad.

La Carrera de Lingüística e Idiomas se compromete a:

1. Definir las áreas de aplicación, en coordinación con la Unidad Educativa Villa Alemania Fe y Alegría.
2. Asegurar, la continuidad de las prácticas de los pre-profesionales mientras dure el presente convenio.
3. Asignar y apoyar con el número suficiente de estudiantes de la carrera de Lingüística e Idiomas, para la enseñanza del idioma Inglés según requerimiento de la institución.
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SEXTA (DE LA MODALIDAD DE EJECUCION)

Para efectivizar el presente convenio la Carrera de Lingüística e Idiomas, realizará la evaluación de los estudiantes que estén en condiciones de realizar sus prácticas pre-profesionales.

OCTAVO (DURACIÓN Y VIGENCIA DEL CONVENIO)

El presente convenio tendrá la duración de tres años, entrando en vigencia a partir de la fecha de suscripción, al cabo del cual podrá confirmarse, modificarse o disolverse previo acuerdo de partes y con causales justificadas.

En caso de que alguna de las partes decida resolver el convenio antes de que concluya el periodo de vigencia, dará aviso circunstanciado por escrito, con tres meses de anticipación a la otra parte.

NOVENA (CONFORMIDAD)

En señal de conformidad con todas y cada de las cláusulas precedentes firman las partes al pie del presente convenio, en la ciudad de La Paz el 11 días del mes de diciembre de dos mil nueve años.



[Signature]
Lic. Rulo Fuentes Maldonado
Director de la Unidad Educativa
"Villa Alemania Fe y Alegría"



[Signature]
Sr. Remberto Cárdenas Limachi
Presidente Junta Escolar
"Villa Alemania Fe y Alegría"

[Signature]

Lic. Orlando Montaña Molina
Director de Carrera
Linguística e Idiomas



[Signature]
Dra. Margaret Hurtado López
Decano Facultad Humanidades
Ciencias de la Educación

