



BENEMÉRITA UNIVERSIDAD

AUTÓNOMA DE PUEBLA

Facultad de Lenguas

**Enhancing English Language Learning Through Meaningful Activities on 4th
Graders**

At Nealtican Primary School.

A thesis submitted to the School of Languages for the degree of

Licenciatura en Lenguas Modernas

By:

Mireya Mendieta Vázquez

José Carranza Camarillo

Thesis Director

Dr. María del Carmen Castillo Salazar

Puebla, Pue.

September, 2015

**Enhancing English Language Learning Through Meaningful Activities on 4th
Graders**

At Nealtican Primary School.

This thesis has been read by the members of the thesis committee of

Mireya Mendieta Vázquez

José Carranza Camarillo

And is considered worthy of approval in partial fulfillment of requirements for the
degree of

Licenciatura en Lenguas Modernas

Dr. María del Carmen Castillo Salazar

Thesis Director

Dr. Celso Pérez Carranza

Mtro. Miguel Ángel Rodríguez Vega

Acknowledgements

We want to thank Dra. **Maria del Carmen Castillo Salazar** to support this research as well as your valuable time, effort, dedication and patience. We are very grateful because you always motivated us to finish this project. You became a special person in the professional aspect and in the personal one.

We are also grateful to **Dr.Celso Perez Carranza** to be part of this project, and your advice was very useful to improve this work. Thank you for taking your time to read it. Professor **Mtro. Miguel Angel Rodriguez Vega** thanks to accept being part of this project and to enhance in all aspects this work and thank you for reading this thesis.

DEDICATORIA

Le doy gracias a Dios antes que todo, por permitirme llegar a este momento y por darme el mejor regalo de todos: la vida, y por acompañarme en cada momento difícil y ayudarme a superarlos, también por ayudarme a lograr cada una de mis metas propuestas.

A mis padres, por todo su apoyo que me han dado y por enseñarme a ser una persona perseverante ante toda situación, por todos sus cuidados y esfuerzos, para que pudiera llegar hasta aquí.

Un especial Agradecimiento para mi Tío Edilberto Vázquez por todo su apoyo.

A mi esposo e hijos, por tenerme mucha paciencia y comprensión durante este proyecto de investigación y por entender lo importante que fue, para mí concluirlo. Pero sobre todo por ser mi gran motivación para terminarlo.

Para concluir a mi compañero y amigo José Carranza Camarillo, por ser participe durante esta investigación y por sus aportaciones para lograrlo. Por último a mis amigos por todas las experiencias vividas durante la carrera.

Gracias.

Mireya Mendieta Vázquez

DEDICATORIA

Antes que todo quiero dar gracias a Dios que me dio la oportunidad de estudiar y terminar esta licenciatura, donde conocí a excelentes maestros, compañeros y amigos que formaron parte de esta hermosa etapa de mi vida y con los cuales estoy también agradecido.

Como también le doy gracias a mi familia por su apoyo y comprensión.

Y concluyó reconociendo a mi compañera y amiga Mireya Mendieta porque sin ella no hubiera sido posible este proyecto de tesis; mil gracias amiga.

José Carranza Camarillo

TABLE OF CONTENTS

Chapter I: Introduction

1.1 Introduction to the Problem	1
1.2 Problem	1
1.3 Justification	1
1.4 Purpose of the Study	2
1.5 Specific Objectives	2
1.6 Background information	2
1.7 Significance of the study	3
1.8 Research questions	3
1.9. Definitions of terms	4

Chapter II: Literature Review

Abstract	5
2.1 Meaningful learning	6
2.1.2 Ausbel's Model of Meaningful learning (2010)	7
2.2 Children learn better than adults do	8
2.3 Meaningful activities in bilingual education	9
2.4 Teaching bilingual children	10

2.5 Designing Meaningful activities that promote children's motivation	12
2.6 How to motivate children	14
2.7. Learning Strategies	14
2.8. Benefits of learning English as a second Language	15
2.9 Activities Design	16

Chapter III: Methodology

Abstract	18
3.1 Subjects	18
3.2 Instrument	19
3.3 Data collection procedures	22

Chapter IV: Results

Abstract	24
4.1. The language that students learn first	24
4.1.1 Number of hours that students speak Náhuatl	25
4.1.2 Subjects with whom students speak Náhuatl language	26
4.1.3 Subjects that you learned the language firstly	27
4.1.4 The language that you speak with your friends	28
4.1.5 The language that you speak with your teachers	29
4.1.6 The time that you spent studying in Náhuatl	30
4.1.7 The activities that you like to practice at home	31
4.1.8 The activities that you like to practice at school	32
4.1.9 They like their English classes	33

4.1.10 The different ways that that they would like to learn English	34
4.2 Test: Final Results	35
4.3 Results from the observation narrative	36
Chapter V: Conclusions and suggestions	
Abstract	37
5.1 General Conclusions	37
5.2 Implications for the researches Teaching Practice and Other Teachers	39
5.3 Limitations of the Study	41
5.4 Directions for further Research	41
References	43
Appendix A: Observation narratives	46
Trainee's narrative	46
Appendix B: Questionnaire for children	50
Appendix C: English Test	52
Appendix D: Worksheets	55
Appendix E: Lesson Plans	60
Appendix F: Final observation	66

CHAPTER I: INTRODUCTION

1.1 Introduction to the problem

In Mexico many children learn Spanish as a second language through Content Curriculum activities. On another hand, the English courses are mandatory in the basic education program, the PNIEB (Programa Nacional de Inglés en Education Básica). It was designed to teach English as a second language in a more social interaction, since students need to overcome the challenges of the global world.

At the Nealtican Elementary School "Niños Heroes de Chapultepec", referred as "the School" here below, students have a different social interaction; they have grown up with different traditions and customs. In their community they speak just Nahuatl which is eventually included to the SEP's content based curriculum. This community is far beyond of being a monolingual one, students must learn two languages at the same time: Spanish and Nahuatl. Thus, they seem to be not interested in a third language, the English . It is a problem with the PNIEB because as mandatory, students must learn English even if they are not willing to take these course.

1.2 Problem

The curriculum of the PNIEB was designed for monolingual Spanish speaking children in order to learn different ways of social interactions in English. At "the School" students tend to lose interest in the English Courses because the activities there, are not related to their social environment, yet, they must fulfill the requirement of English as part of the Basic Education Curriculum.

1.3 Justification

The success of the English Language Learning expects students to be involved in the different activities in the classroom. Such Social Interaction, At "the School" students do not show any interest in the planned activities of the PNIEB, as a result the academic

development of the students concerning English is low or not acceptable. Parents, English Teachers and Students at "the School" feel frustrated since they cannot see get the goal expected.

1.4 Purpose of the study

This paper will present meaningful activities that were developed to enhance the English language acquisition (ELA) in bilingual children. It also will enhance children's attitudes and interest towards the English courses through meaningful activities that could catch their attention.

1.5 Specific Objectives

- To understand the needs of the bilingual children at "the School"
- To design meaningful activities to support their learning
- To develop interest in the English language learning process
- To enhance the English language learning process at "the School"

1.6 Background information

First of all, this research takes places at a bilingual public primary school. In this school, children learn Spanish and Náhuatl. In this town the majority of the population Speak Náhuatl. This study is focused on children of 4th grade in primary school. It is expected to see how well they learn the language through activities that can be meaningful for them. The course is seen by the children as an obligation and the purpose is that children can see this as an opportunity to learn something.

Specific activities for children such as: songs, television characters, flash cards, worksheets and colors to catch the attention of the children. Observing some classes will help us to determine what kind of activities are needed for every lesson and how to deal with them and how to make them get involved in the class and to be more participative.

For several years teaching English in children has not been a simple issue because in a certain way they need more attention and more meaningful material and activities to learn. Children are always aware of their surroundings, so we need to prepare a good environment for them, with colors and maybe cartoons they like. Otherwise they will get problems to get the second language if they feel obligated and with no interest. “Educators have a serious responsibility to invest in planning and organizing for children’s learning activities. It is the teacher’s job to determine the curriculum based on knowledge of the children and their abilities” (Dewey, 1938 cited in An introduction to Dewey Montessori Erikson Piaget & Vigotsky, 2000)

1.7 Significance of the study

The main purpose of this research is to enhance learning in children and make it easier, achievable. This can be possible if we knew what the children need to be attracted and how they would react to the activities. The benefits that it will bring to the school are to fulfill the requirement from the PNIEB as mandatory. Also will bring benefits for the teachers because it will be easier when teacher apply the classes and the benefits for the children will be when they start to show interest for the course . Finally the benefit for the community will be in the social interaction with the children because they will reflect about what they are learning during the course.

1.8 Research questions

The specific research questions that will lead the research are the following:

- Do the meaningful activities enhance attention in English language learning?
- What are the students attitudes and reactions toward the activities?
- What is a meaningful activity?

1.9 Definition of terms

Bilingualism: knowledge and command of two or more languages, albeit to different degrees. (Cambridge ELT, 2011)

Learning: the acquisition of knowledge or skills through study, experience, or being taught. (Oxford University Press, 2011)

Teaching: a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills. (Cambridge ELT, 2011)

Teaching method: comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of an appropriate teaching method depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

Child: Young human being below the age of puberty or below the legal age of majority. (Oxford University Press, 2011)

Materials: Everything that helps teachers to support their lessons, activities or the whole course. All the exercises that are taken out of the course book and are used to work in class are considered materials. Tomlinson, 1998; Davies, 2000; p. 136

Meaningful Learning: It is learning with a purpose, learning which allows those who engage in it to attach more meaning to the world around them, learning in which things make more sense (Cambridge ELT, 2011)

CHAPTER II: LITERATURE REVIEW

Abstract

In this chapter the discussion around the design of meaningful activities will be developed as it has been mentioned above at the Nealtican School the needs of the students according to the PNIEB program above to implement a second language in elementary school it has not been designed for bilingual education. Consequently was designed meaningful activities to catch the children's attention, through this meaningful activities our expectation is to enhance the language through content material; leads students to the new strategies.

Tomlinson (1998:143) defines activities as "anything which is used to help to teach language learners." Didactic material is a key element in developing a foreign language competence, since learning a second language has been always difficult, for all of us, it is necessary to consider other alternatives.

According to Rogoff, (1990), a child error or limited capabilities can be a signal for upgrade the involvement of students in the different activities; the child begins to take more responsibility to the task. It means that young children can acquire a second language as easily because they follow a process step by step to learn and they can get the language according to this process, they just need to be exposed constantly to the language through meaningful activities.

Brewster & Ellis (1992) stated that children are excellent observers and have a natural ability to grasp meaning in their L1 from a variety of sources: body language, intonation, gesture, facial expression and the social context as well as language itself. For this reason children are able to learn naturally, absorbing the sounds, structures, intonation patterns and rules of a second language intuitively. Exposing them to an environment which they are in real contact with the language would help them have a

better understanding of the meaning of the words and phrases in the second language. “Children learn most effectively through social interaction” (Vigotsky in ,1996, p.3)

2.1 Meaningful learning

Meaningful learning consist in learning things that we applied in the daily life Ausbel argued that learning new knowledge relies on what we already know , that is construction and recognition of events and objects , through concepts that it already have. Also Ausbel Stress the importance of reception rather than discovery learning. Ausbel belived that understanding concepts, principles and ideas are achieved through deductive reasoning the new knowledge must relate the relevant concepts. New knowledge must interact with the learner’s knowledge structure. Meaningful learning can be contrasted with rote learning. Ausbel believed in the idea of meaningful learning as opposed to memorization. The latter can also incorporate new information into the pre-existing knowledge structure but without interaction. According to this learning theory we can argue that we can construct the knowledge with the knowledge that they already have.

Ausubel believed that learning proceeds in a top-down or deductive manner. Ausubel's theory consists of three phases. The main elements of Ausubel teaching method are shown below in the following table.

Table 2.1. Ausubel's Model of Meaningful Learning (2010)

In this table, it is pretend to show the organization of a lesson for a class and to understand, how it will be achieved the main purpose and make it, meaningful for the student.

<i>Phase 1</i> <i>Advance organizer</i>	<i>Phase two:</i> <i>Presentation of learning task/activity or material</i>	<i>Phase three:</i> <i>Strengthening cognitive organization</i>
Clarify aim of the lesson	Make the organization of the new material explicit	Relate new information to advance organizer.
Present the lesson	Make logical order of learning material explicit.	Promote active reception learning.
Relate organizer to student's prior knowledge	Present the material in terms of basic similarities and differences by using examples and engage students in meaningful learning activities.	

2.2 Children learn better than adults do

Speaking a second language is an important skill for some people, both young and old. It has long been believed that children are better learning a second language, even though than the adults , but adults learn the language differently so , we cannot make a comparison between the children language learning and adults learning .Understanding these differences and making adjustments to the learning process , all people can acquire a second language not matter their age.

Schumann (2006) suggests that affect and cognition (affective, cognitive) are interdependent and equal processes inseparable, even and that the brain's emotional system modulates cognitive processes of perception, attention and memory. For this reason many people say that children should learn the language in early stages because children's brains are inherently flexible, and they can take the language easily and get the correct pronunciation in this stage of their life without too much effort.

Young children become language users in the course of experience everyday experience one important thing is that the mother introduce, the language in the children Dr. Paul Thompson (2007) there are distinct differences in the way than an adult processes a foreign language when compared to the brain of child imagine and imitation technology to view the parts of the brain of adults and children used when learning a second language. Repetition of utterances clarifies them, because in the first place , the repetition provides further opportunities to hear and remember , but there is one advantage that the adults does not have problems with the pronunciation of the some speech sounds Ferguson (1997 p.145) list simplifying ,clarifying and expressive as the characteristic of the register that it is special features foster. It means that the children get faster expressive characteristic when they are learning a second language and they

are faster expressing their register of the language the meaning and the structure verbalization.

2.3 Meaningful activities in Bilingual Education

In this chapter will talk about the bilingualism and the process when a child learns a third or a second language, and how the second or a third language take place in the children when they are learning a third language, and how Bilingual's children can develop of new strategies. Third language learning is a process of acquiring a non native language. Also monolingual education is different from bilingual education because, it is more challenging; it is more ambitious and more instructional .Has as aim the communicative proficiency two languages.

Colin Baker (1993:9) suggests that sometimes the term bilingual education is used to refer to the education of the students who are already speakers, two languages and, at other times to the education of those who are studying additional languages.

Bilingual phenomena occur in several communities in which they are learning a non native language, more than one language .In this case we will be focused on bilingual's children that already know two languages and that are learning English as a foreign language, some of them already know Náhuatl and Spanish .But some of them are immigrants and they have English as a mother language and in their case they are learning Náhuatl and Spanish .Bachman (1990; Canale and Swain ;1980 Cel-Murcia et all,1995) Multilingual competence is comparable to monolingual competence ,although most of the challenges have been raised in discussion of second language acquisition and bilingualism , they are equally germane to discussion of multilingualism and multilingual acquisition .

2.4 Teaching bilingual children

Children can acquire different languages by the same age. Every child develops linguistic and communicative competence, and it is learned naturally. Learning a second language can be very easy just like they learnt the first language. “It seems clear that the child who has mastered two languages has a linguistic advantage over the monolingual children. Bilingual children become aware that there are two ways of saying the same thing” (McLaughlin, 1984 cited in Cummins & Swain, 1996, p.3).

Researchers on bilingual programs say it is useful to distinguish two types of explanatory hypotheses or variables. The first involves variables such as “exposure to the second language” (L2) and the second one is “linguistic mismatch” (Cummins & Swain, 1996). Vigotsky argued that being able to express the same thought in different languages will enable the child to see his language as one particular system among many, to view its phenomena under more general categories, and it leads to awareness of his linguistic operations.

In the beginning children’s language comes from their direct experience. For children, language is a powerful tool for understanding the world around them. As children develop their ability to use language, they become more and more understanding of social situations and learn how to control their own actions and thoughts.

Their active, creative invention of language is amazing and unique to each child. Language development is a gradual process and reflects a child’s cognitive capacities. Children expand their development of language by relating what they already know to what they encounter. Children need to be given many opportunities to interact. They learn from speaking they need to feel socially competent and accepted.

Bilingualism is present in just about every country around the world, in all classes of society, and in all age groups (McLaughlin, 1984). There are no negative effects for children who are bilingual. Their language development follows the same pattern as that of monolingual children (Goodz, 1994). Children who develop proficiency in using their native language to communicate, to gain information, to solve problems, and to think can easily learn to use a second language in similar ways. Even young children who are learning a second language bring all of the knowledge about language learning they have acquired through developing their first language.

Children who begin to learn a second language in childhood may always have difficulty with pronunciation, rules of grammar, and vocabulary, and they may never completely master the forms or uses of the language.

“Ultimate retention of two languages depends on a large number of factors, such as the prestige of the languages, cultural pressures, motivation, opportunities of use it” (McLaughlin, 1984, p. 73). It does not happen very often that both languages will be equally balanced. Children will continue using the two languages if doing so is perceived to be valuable.

People have the ability to learn languages throughout their lifetime. How well they may be able to learn another language after the first one depends on many variables. The same strategies used for first-language acquisition are used. If children's interaction outside the home is in only one language, they may be able to change language but they still could understand their first language. Children are not usually equally proficient in both languages.

They may use one language with parents and another with their peers or at school.

When children do not have many opportunities to use language, they may not learn to function well in their second language, they may not continue to develop their first language.

This phenomenon occurs whether children are monolingual or bilingual with the result that their language level is not appropriate for their age.

Language learning is not linear, and formal teaching does not speed up the learning process. Language learning is dynamic language must be meaningful and used (Krashen, 1996).

2.5 Designing meaningful activities that promote children's motivation

Children are frequently involved in unfamiliar learning situations. This may create ambiguity and uncertainty for some students and challenge for other students. Motivational beliefs refer to the opinions, judgments and values that students hold about objects and events. Motivational beliefs also refer to the student's opinion of the efficiency or effectiveness of learning and teaching methods. Which has indicated that motivational beliefs result from direct learning experiences?

Improving motivation is really difficult specially in young children, what we have to start doing is to stress meaningful aspects of learning activities According to August and Hakuta (1997) it is important to provide students "intellectual challenging" and "active and meaningful" lessons. There should be a balance between "basic skills" and "higher-order thinking skills". Teaching children not in their mother tongue has been criticized in the past.

Researchers say that authentic activities that have meaning in the real world should be stressed in the classroom. In English lessons, it is important to connect the activities that are done in the classroom to communicate in the real world. Learning English embedded in meaningful and natural contexts may enhance children's motivation.

Another way to improve motivation is to encourage children to have clear and specific goals in the classroom. Clear and specific goals promote self-efficacy, referring to an individual's belief in his or her capability to perform a specific action.

It is essential to provide clear and concrete goals to pupils in each English lesson. When they achieve the goals each time, they may be able to feel a sense of mastery.

It is important to create an autonomous climate in the classroom. One of the ways to enhance perception of autonomy is to provide opportunities for pupils to control and choose different activities within a range of activities that fit into the curriculum.

In order to make the activities successful, teachers have to take into account many characteristics according to (Scott & Ytreberg, 1996, p.3) students may have such as:

- Their basic concepts are formed. They have very decided views of the world
- They can tell the difference between fact and fiction
- They ask question all the time
- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning
- They have definite views about what they like and don't like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- They are able to work with others and learn from others.

2.6 How to motivate children

Creating a familiar environment would help children to feel comfortable. Teachers can place calendars, posters, postcards, pupil's drawings, writing, etc. Have plants, animals, and any kind of interesting object, anything which adds character to the room. Teachers have to encourage children to bring objects or pictures and then give a short explanation to them in English. Make the children to have everything in order to don't be a mess, and later they could find everything they took (Scott & Ytreberg, 1997).

It is important to provide activities that are challenging but reasonable in terms of children's capabilities. Some researchers have suggested that pupils should be given activities that are difficult and challenging, but not outside the range of competence. Activities involving diversity tend to facilitate an interest in learning because individual differences are respected. In English lessons, the teacher should provide eclectic activities including games that all the children in the classroom can join.

Motivation may be influenced by various external factors including education, teachers, parents, peers, and classroom, which can enhance or lower children's motivation. In other words, it is possible to enhance children's motivation by creating an appropriate environment and using proper teaching methods and materials. By stressing meaningful aspects of learning tasks, encouraging pupils to have clear and specific goals, promoting perceptions of autonomy, and giving activities that are challenging but within their competence, children might be more intrinsically motivated to learn English.

2.7 Learning strategies

Nowadays, it has been stated that we have several ways to learn a foreign language and we often follow the strategies that the instructor gives us, this often occurs with the

students in a language class and the instructor. Sometimes unfortunate effects on the quality of the students' learning and on their attitudes toward the class and the subject. Students learn in many ways like seeing and hearing, reflecting and acting; reasoning logically and intuitively, memorizing and visualizing. Every student learn the language according their possibilities and the way that they like and prefer, they only have to choose the strategies that they consider are correctly for them, the ways in which individual's characteristically acquires, retains and retrieves information are collectively termed the individual's learning strategy have been extensively discussed in the educational psychology literature (Claxton & Murcell 1987;Schemeck 1988). Everyone will choose the best way to retain the language and will be able to produce the language according the strategy that they have chosen.

“In most of the research on language learning strategies, the primary concern has been in the identifying what good language learners report they do to learn a second or foreign language , or in the some cases are observed doing while learning a second or foreign language “. (Williams and Burden 1997:149) say that many students make some activities that they feel will help them, many strategies that could be listening to music, reading, watching movies in the languages that are being learned.

2.8 Benefits of learning English as a second language

As we know learning a second language will obtain several benefits like a better salary or a good job, met new people around the world, it does not matter what foreign language is being learned. The best option for a person learning a second language is when are children, because they will learn faster and will have more advantages like better pronunciation and easily comprehension with the native people.

Another benefit could be that will have best opportunities to increase their performance in their professional life. According to Kelly, J. H. and G.Egging, W. (2007) “individuals who speak English gain a concrete economic advantage they have more chances to get a job on the broad”.

English provides increased educational and employment opportunities by encouraging children to learn English as a second language early on, we are setting them up for a number of advantages that will carry out through the rest of their lives. Also they could develop a different knowledge because they could awake another interest like learning the culture of the country in which they are learning the foreign language. For this reason and from a positive point of view, children should learn a second language and get different opportunities that they can get as soon as they learn the language, many people think that is a good benefit, if the children learnt in the elementary school could be a good option for the educational system.

2.9 Activities Design

As teachers of English as a foreign language it is important to take into consideration the activities we want to make use of in the process of teaching. In the case activities for children the following facts should be taken into account. Samuda and Bygate (2008) suggest that classroom learning should be connected to students' personal experiences, or classroom teaching should be authentic. In other words, an activity should focus on meaning, and there is a need for learners to convey information, to express an opinion or to infer meaning, using their own linguistic and non-linguistic knowledge in order to complete the activity.

For this reason, it is considered that the activities had to be designed according to the classes observation and to catch the children's attention and enhance their language proficiency and the class observations showed us that the adequate activities for them were "playful activities" which involve movement, coloring and drawings for them.

Tomlinson (1998) says that some children have a preference for seeing the language written, some for doing things through movements and some for hearing it. Because children have different capacities and needs to learn English, it is paramount to consider their styles to select, adapt and design activities and material for their learning. .For instance children can infer the meaning of the activity using the correct material and catch their interest so they can be involved into the activities.

As stated above, this research only presents a descriptive overview of learning English by meaningful activities, since the activities motivate students to use the language, they can be used for children to vary the lessons and enhance the language learning.

CHAPTER III: METHODOLOGY

Abstract

This chapter provides information about the setting, the participants, and the instruments used to do this research. The data collected from this research was analyzed using a descriptive methodology which attempts to explain how the information was gathered through a questionnaire and a test in order to know how much the children learnt in the course, That information is also useful for knowing about the children's learning progress and to find strategies to enhance that process.

3.1 Subjects

The participants are children from a Nealtican primary school named Primaria Bilingue "Niños Héroes de Chapultepec". The participants are students from low to middle socioeconomic background in fourth grade, they have never studied English and there are some migrant children who speak English very well, but also there are some of them who came back in kinder garden and they almost forget English. In this little town we can find some trails of people who speak Nahuatl and some of these children learnt it from their family. Their ages are from 9 to 10 years old, they are a group of fourth grades "A" they are females and males the group has 26 students 14 females and 12 males. In August the school implemented English class, the class lasted 1 hour per week.

The group was chosen during a project in which English teachers were needed for English language and culture could prevail in migrant children and also learnt it for the other children. Permission to give a 1 hour class per week was given by the teacher of the group.

3.2 Instruments

We collected data with a twelve question questionnaire and a test. Some observations were made as well during the last course, and the questionnaire was designed following the directions of the observations allows us to know some background information about the children and the test how much they could advance with the activities after the course. For this reason was designed the questions bellow. The questionnaire for students was written in Spanish to avoid any feeling of intimidation and to avoid misunderstandings.

At the end of course, a final observation narrative was written and it will show the improvement of the activities designed.

In the following section, the questions form the questionnaire will be presented and analyzed.

1.-What language did you learn first Náhuatl or Spanish?

The purpose this question is to know what was considered important, we already know that they are bilingual but we wanted to know what was their first language that they learnt first Náhuatl or Spanish.

2.-How often do you speak Nahuatl?

The purpose of this question is to know how much time they are in contact with the language , to make sure that they are completely native of this language.

3.-Whom do you speak this language to?

The purpose of this question is to know if all the children use the language out of the school , like at home and if they also speak the language with a different people like friends and neighbors.

4.-Who did you learnt firstly the Náhuatl Language?

The purpose of this question is to know whom they learnt the language firstly, and to know what the person are that were in contact firstly with them and the language. Was persuading that it was with the mother but we want to make sure with the result of the question.

5.-Which language do you speak with your friends?

This purpose of this question is to know what language they use to speak, with a different person from their family like their friends, even when they are not in classes, what language they use to communicate .

6.-Which language do you speak with your teachers?

The purpose of this question is to know which language they use with their teachers if they use Náhuatl or Spanish. Because some teachers are not natives of this language and they are not fluently, so we want to know what language they use.

7.-How many hours do you study in Náhuatl?

The purpose of this question is to find how much time they study in Náhuatl and to know how many time they use the language In the different subjects at school for every day .And to know how much time are in contact with the language during , time that they stay at school , they are 5 hours per day but we also want to know if they use the 5 hours studying in Náhuatl or only 3 or 2.

8.-What kind of activities do you like to practice at home?

The purpose of this question is to identify what are the activities that they like to practice at home, and design some activities related with some activities that they like to practice at home it was given different choices like watching TV, reading tales, listening to music and playing, we want to know which of this activities they enjoy to do and prepare some activities after to know the results.

9.-What kind of activities do you like to practice at school?

The purpose of this question is to know if they like to practice any different activities at school and what kind of activities they prefer. It was given gave them some choices like playing, singing, acting and reading.

10.- Do you like your English class?

The purpose of this question is to know if they liked the English class, because we wanted to know if the activities that we are using are interesting or not for them and based on the results of the answers we could change the kind of activities that they like to do at home and at school and we could improve the classes.

11.-Which way would you like to learn English?

The purpose of this question is to know what activities they like most, to the children to learn English and make more interesting activities also we want to know , if they have a special preference between the different choice that we gave as options. And we could implement with some games according with their answers.

After the questionnaire was applied a test was made to know of the strategies used to teach English were useful for the children and to realize if they have learnt what have been already taught during the course.

The test included vocabulary of fruits, parts of the body, months of the year, and colors. We made the test based on a previous observation during a feedback of 2 hours; we noticed what the weaknesses were during the process of learning the language and what was more difficult for them to learn.

3.3 Data collection procedure

First of all the questionnaire was designed based on the previous observation of the participants, was analyzed what kind of children were at school and which was their situation, we observed during the September's month one day per week , it was every Friday , at 10:00 o' clock a.m. During the observation we took place behind the whole group, because it did not want that children felt some kind of intimidation and we took notes for every observation , was explained that it was just to watch the way that they work inside the classroom and the environment inside the classroom , during the observation was observed that children liked to be friendly with the teacher and their classmates , also was noted that two children spoke English because they came from USA and they spoke English very well they were migrants, the rest of the children mixed the language between them , but most of the time they used Náhuatl , and also we observed that children liked to work in teams, the most of activities implied movements and work in team. When the teacher asked to work in this way, they moved the chairs and they sat on the floor, also when the teacher left the classroom to go to the principal , some children were told many things different from the class but they use Náhuatl between friends and we observed that it was most of the time and the children that came from USA did not understand very well and some children liked to teach some words to these children.

After knowing the previous information, we decided to take the group in the school, which was “A”, that is why to decided to design the questionnaire to know in which way we could improve the activities. The first researcher in charge of the group as a teacher applied the questionnaire to the group “A”.

The test was applied during the English class in 40 minutes at the end of the course; the participants were told that it was just an evaluation to know which their weaknesses were to work more on them. The test was made individually without the help of the teacher or their notes. The results of the instruments were analyzed through out a quantitative and a qualitative method, the results are in graphs and described in chapter four.

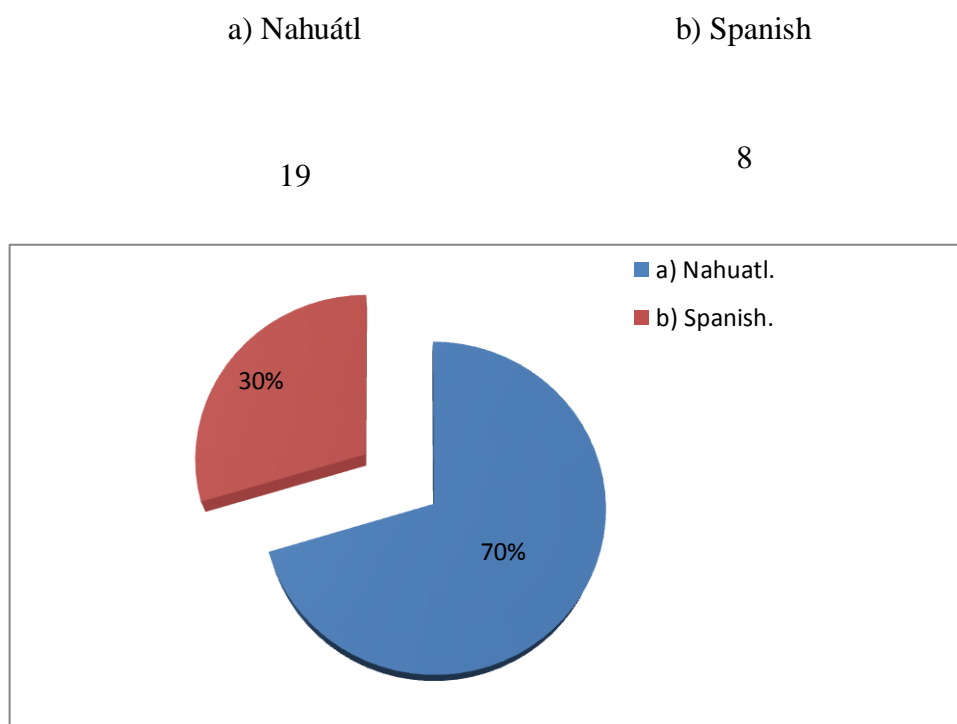
CHAPTER IV: RESULTS

Abstract

This chapter presents the results obtained from the research instruments administered in this study. The results will be presented and analyzed considering the researchers' previous knowledge and experience.

4.1 The language that students learned first

The main purpose is to know, what was the language that they learned first, they are bilingual, So the purpose is to know if they have contact with the Náhuatl or Spanish, and what was the language that they took as a mother language.



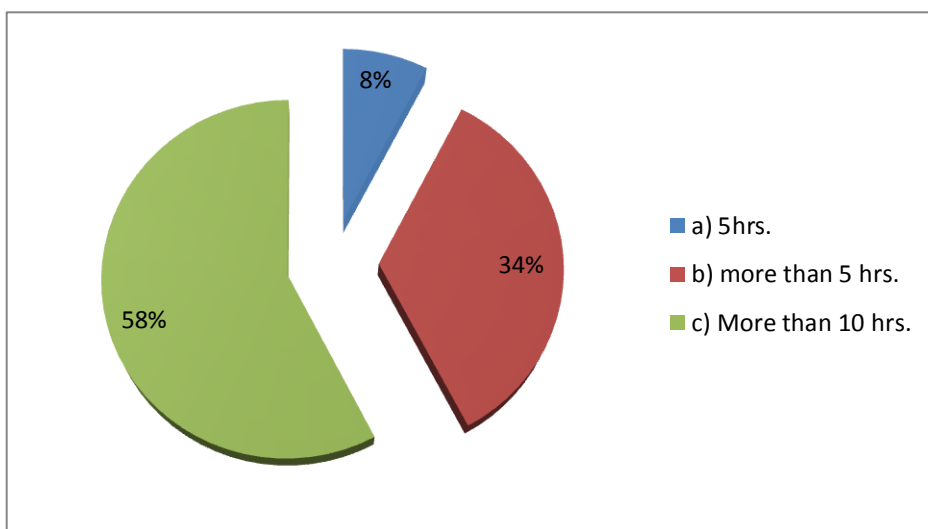
The Language that students learn first

As it has been mentioned above, in the question 1, the Graph 1 the results shows that children learnt first Náhuatl, so it can be realized their mother language is Nahuatl. This might mean that they effectively they are bilingual, but most of the students are Náhuatl as a first language.

4.1.2 Number of hours that students speak Náhuatl.

For this graph, it is to know how many hours they are in contact with the language during the time that they stay at school. Therefore this information it is important to know what is the language that they use most of the time.

a) 5 hrs.	b) more tan 5 hrs.	c) more tan 10 hrs
2	9	15



Number of hours that students speak Náhuatl.

As it has been mentioned above in the question 2 the graph 2 ,the result shows us that they use the language , more than 10 hours so , it can be realized, the majority of the students are native of this language in this case Náhuatl. Because they speak the language inside the school and even when they are not at school. This might mean that they are in contact with the language for a long time.

4.1.3 Subjects with whom students speak Náhuatl

The graph will show us who are the subjects that the children spent more time speaking the language. Then will show us if they use the language for a long time with the family or friends even with the neighbors.

a)Family

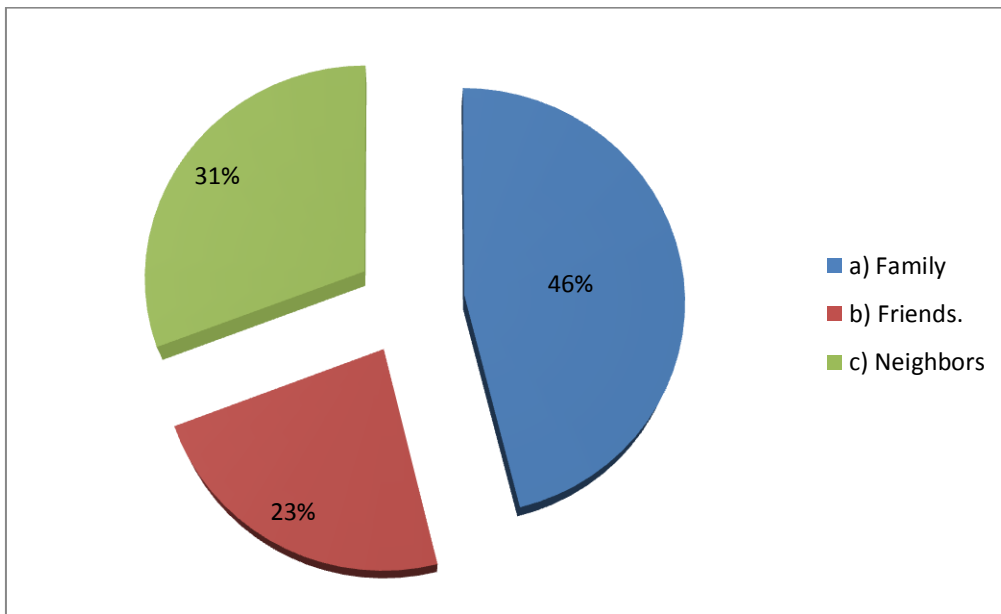
b)Friends

c)Neighbors

12

6

8



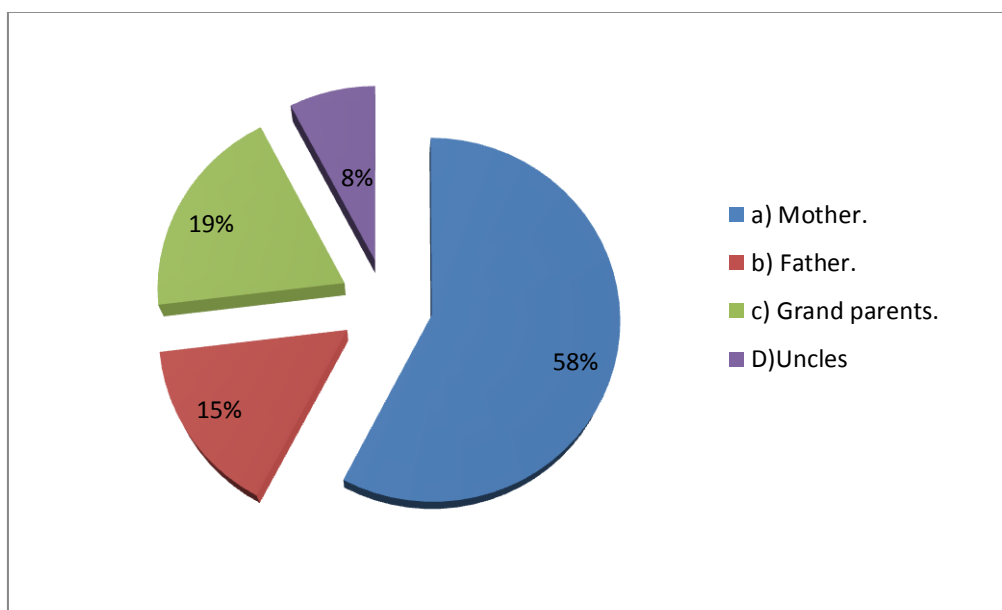
Subjects with whom students speak Náhuatl

As it has been mentioned above in the question 3, graph 3 the results show us that the most of the children speak Náhuatl at their homes with their families, so it can be realized, that they are in contact with the language not only at school also at home. This might mean that the language that they use frequently is Náhuatl and as it can be observed in the graph, most of the students speak this language at home.

4.1.4 Subject that you learned the language firstly.

This graph will show us to whom the children learned first the language. Whose were the people that the children had contact firstly with the language depending the different situation that they are living. Due to some students had the first contact with the language a different person from the mother.

a) Mother.	b) Father.	c) Grand parents.	d) Uncle and aunt.
15	3	5	3



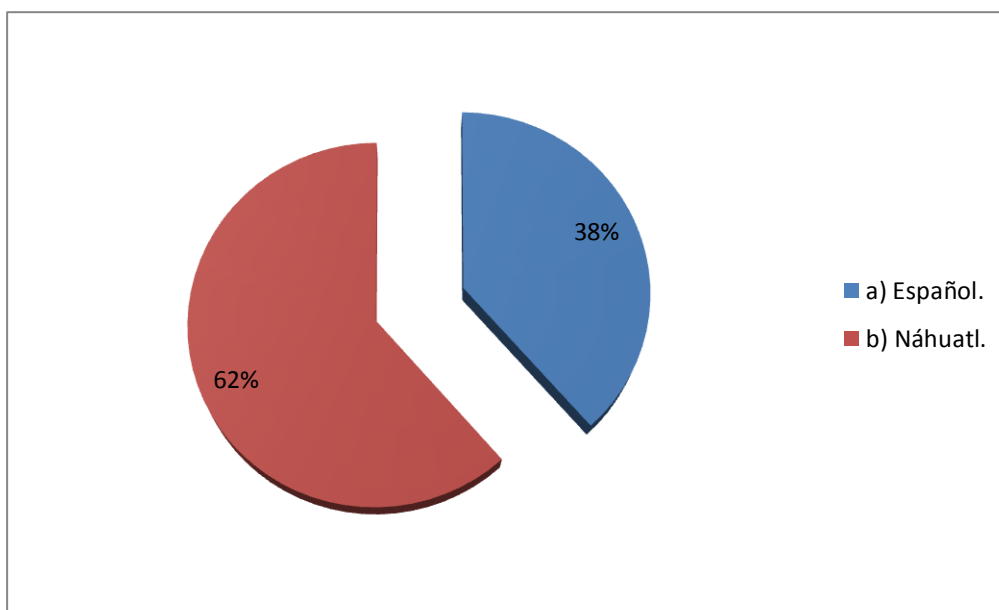
Subjects that you learned the language firstly

As it has been mentioned above in the question 4, Graph 4 the results show that students had the first contact with the language at their homes and, the most of the students with their take care who is, in this case, the mother. This means that children spent a long time with the mother and in this way they learned the language.

4.1.5 The language that you speak with your friends

For this graph, the purpose is to know what is the language that they use with their friends. So this graphic will show us if they use more English or Spanish between friends. In short will demonstrate what language they prefer to use sharing time with their friends.

a) Spanish	b) Náhuatl.	.
10	16	



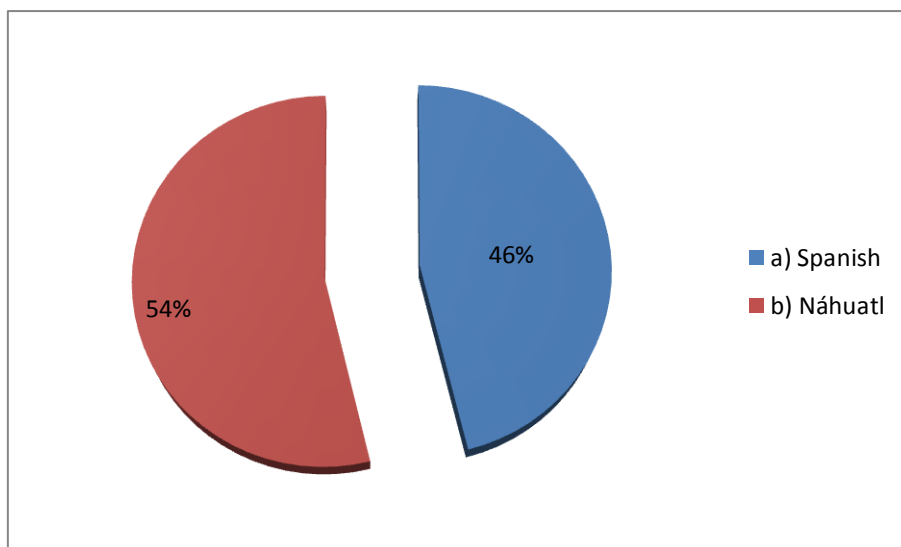
The language that you speak with your friends

As it has been mentioned above, in question 5, the Graph 5 shows that that the majority of students speak Náhuatl with their friends. So it can be noticed that they do not only use the language inside the classroom but also outside the classroom. It can be inferred that these children speak the language with different people in their family not only at home, also at school.

4.1.6. The language that you speak with your teachers.

The purpose of this graphic is to know if they use the same language, with their teachers. Or they switch the language when they are in contact with their teacher. Nevertheless this fact is Important to know because they would have a preference at the moment to talk with their teachers and what is the language that they like most to use.

A)Náhuatl	B) Spanish
12	14



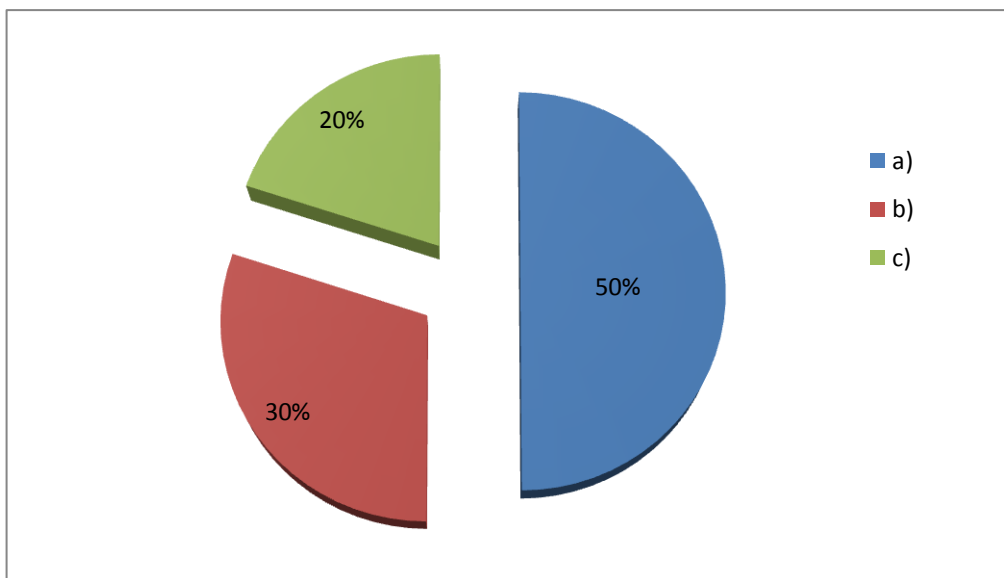
The language that you speak with your teachers

As it has been mentioned above in the question 6, graph 6 shows that the children use Spanish to communicate with their teachers, maybe because some teachers are not native speakers of this language and they do not speak Náhuatl fluently. This might mean that the children switch the language when they are with people that are not native in this language and they are capable to do this without a problem and even they are native speakers of both languages.

4.1.7 The time that you spent studying in Náhuatl.

This graphic will show us, how many time they spent studying in Nahuatl. Also how much time they use the language at school. In another hand, will show us how the time and the language help to the students during the process of learning.

a) 5	b) 3	c) 2
2	22	2



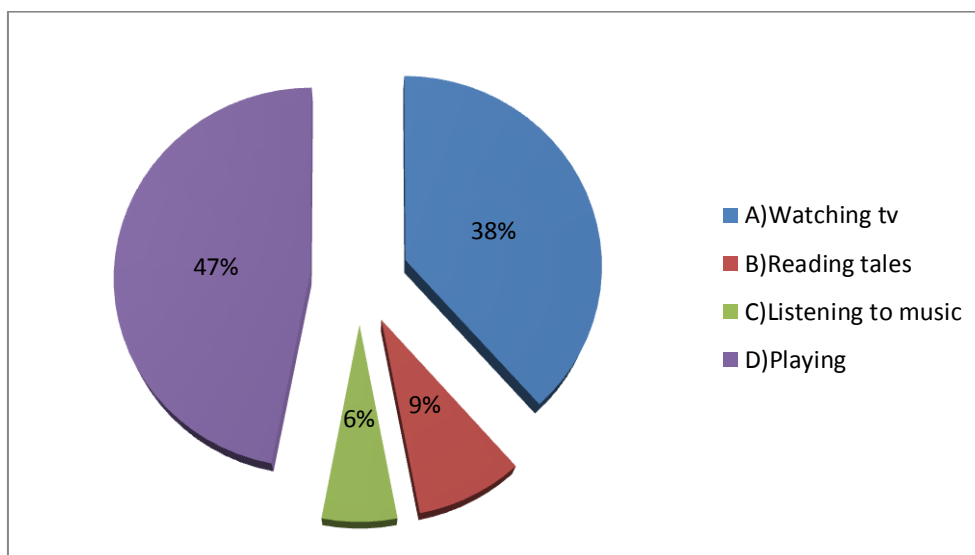
The time that you spent studying in Nahuatl

As it has been mentioned above, in the question 7, Graph 7, the most of the children study Náhuatl at school for three hours at day, during the week, also the graphic show that few students study in Náhuatl for two or five hours at day during the week. So it can be concluded, the most of the children are bilingual. This possibly means that the school covers with the necessity of the students, because the teachers and administrative personnel promote customs and the use of Náhuatl.

4.1.8 The activities that you like to practice at home

This graphic will show us, what kind of activities the students practice at home. So it will be observed, if they have different activities at home, then will show, what are the favorite activity to practice at home.

A)Watching tv	b) Reading tales	c) Listening to music	d)Play
9	2	4	11



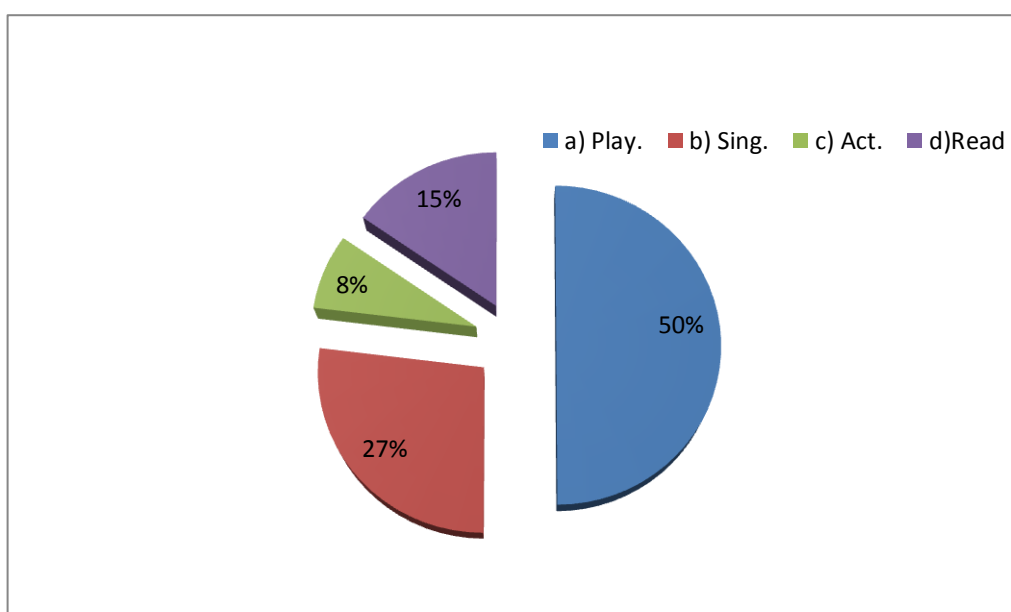
The activities that you like to practice at home

As it have been mentioned above, in the question 8, graph 8, the children have different activities that they like to practice at home, the result show us that the most of the children prefer to play. From this fact, it can be interpreted that the teaching activities should include some movements. For example the TPR method to catch their attention to the learning a new language.

4.1.9 The activities that you like to practice at school

This graphic will show us, what are the activities that they like to practicing at home , and what are the difference between the school and the home. Also it could help us how to involve this activities in to the English classes.

A) Playing	B) Singing	C) Acting	D)Reading
13	7	2	4



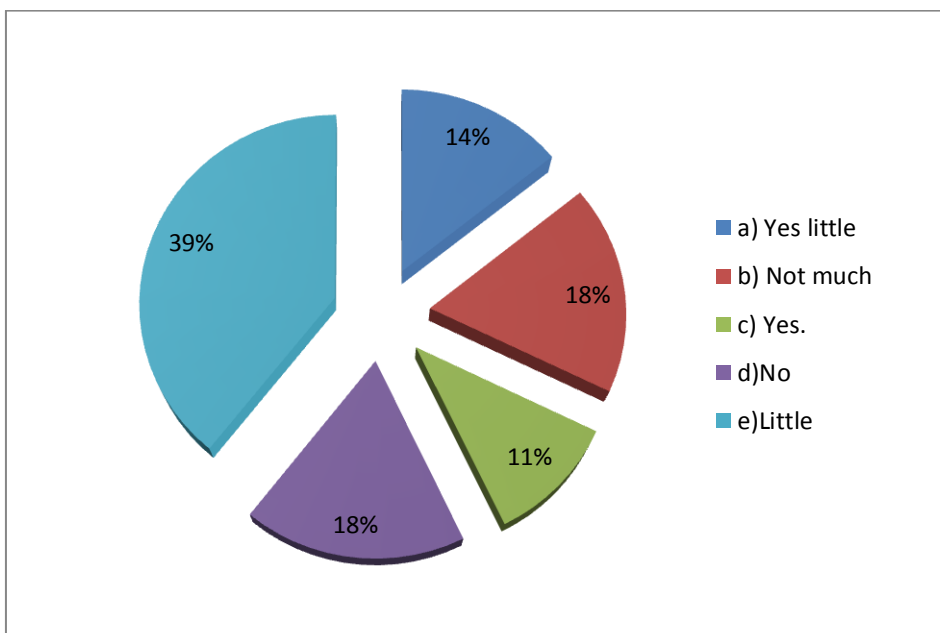
The activities that you like to practice at school

As it has been mentioned above in question 9, graph 9 shows, that the children also prefer to play at school, so it can be realized that playing is a good option to prepare some teaching and learning activities to motivate children to learn a new language. It can be suggested to prepare activities which result interesting for them and enhance their learning process.

4.1.10 They like their English class.

This Graph will show us, how much they are interesting in the English classes, given that they show a little interest in the English class and what can be enhanced.

A)Yes, a little	b)Not much	c) Yes	d) No	e)Little
4	5	3	5	11



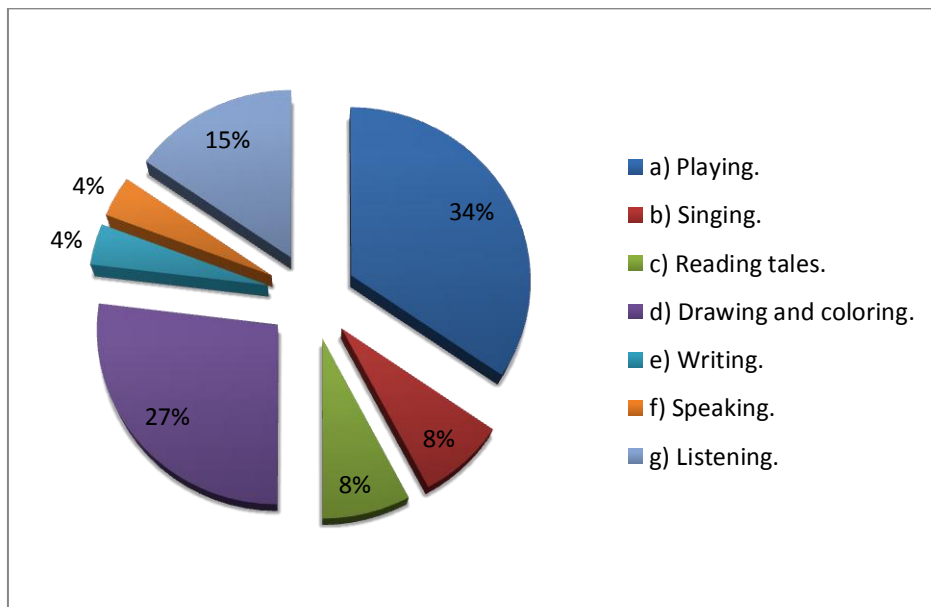
They like the English class

As it has been mentioned above, in the question 10, graph 10 the participants offered different answers for this question because , the results show that they are not very interested in the English class, most of the children answered that they just like the class a little bit. So it can be realized that the teaching activities need to be improved and they have to be related to what they like to practice at home and at school. This is clearly a principle of language teaching, the activities and materials must correspond to the students' needs and interests clearly a principle of language teaching, the activities and materials must correspond to the students' needs and interests.

4.1.11 The different ways that they would like to learn English

The purpose of this graphic, is to know, what are the activities that they would like to involve , into the English class and they react with interest in the English class. Moreover help to enhance they English class, also they show more interest to the class.

a) Playing.	b) Singing.	c) Reading tales.	d) Drawing and coloring
9	2	2	7
e) Writing	f) Speaking.	g) Listening	
1	1	4	



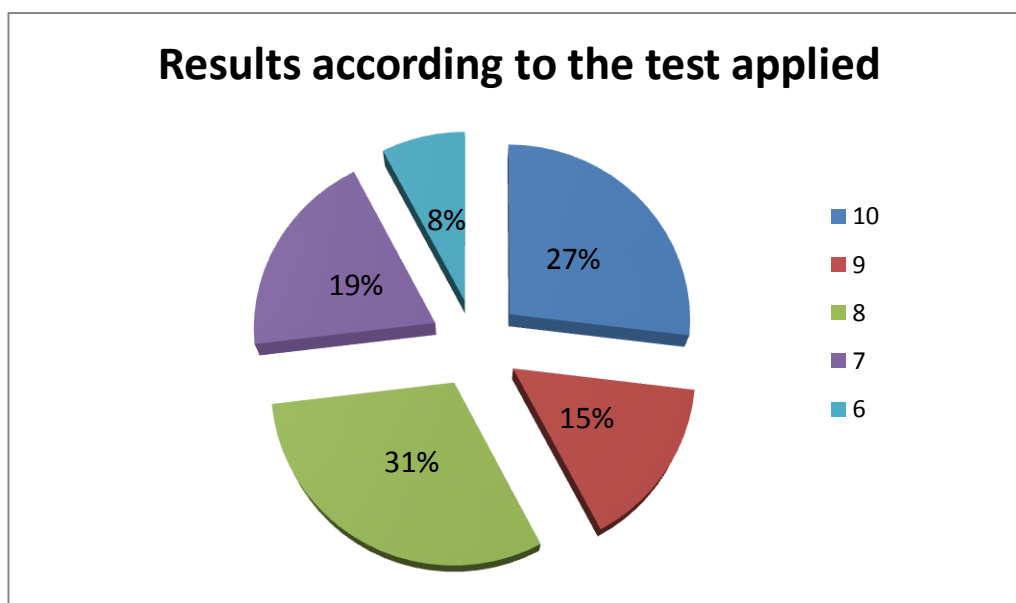
The different ways that they would like to learn English

As it has been mentioned above they have different ways to learn languages. Many options include the development of the four basic skills, but in this study, some other activities were added such as: drawing and coloring, speaking, writing, singing. As it can be observed in the graph above, children prefer those activities: drawing and coloring. This information offers some ideas to prepare language activities that might include also coloring and drawing to motivate children to learn English.

4.2 Test Final Results

This , graphic will show us if the purpose was achieved , enhancing the English language learning , it will show us too, if the activities was interesting for them and if they show most interest in the English classes.

a)10	b) 9	c) 8	c)7	6)
7	4	8	5	2



Results according to the test applied

As it has been mentioned above children got good results on the final exam, it means that the main goal has reached, and the children have progressed on their language proficiency. So it can be stated that children have enjoyed the course and it was also observed that they also increased their vocabulary and improved in the aspect of language use.

4.3 Results from the observation narratives

Another research instrument that was used was the class observation narrative. Summarizing the data and information collected, it can be said that the students were enthusiastic to do the activities that the language teacher implemented. The children were very participative and motivated each lesson and the class environment was also appropriate for language learning.

Also it was observed that children liked to switch from Nahuatl to Spanish and vice versa and it was noticed how they speak Nahuatl with their partners when they are doing the activities. Also, it was observed that children prefer activities related to coloring and drawing.

All these aspects were considered when designing the learning activities and the teaching materials with the aim to address to the children's needs and interests so they increase their proficiency in their third language.

Another important point that was observed, that the children that already knew English, helped each other to carry out the activities, and this fact also helped the other children, because they felt comfortable to ask them questions if they did not understand a topic or vocabulary. This fact was considered to teach the lessons, and peer correction was continuously promoted.

Finally, it can be concluded that considering the children's characteristics, needs and interests is vital to prepare and implement a language class and when designing the didactic materials. This would help children to develop proficiency and communication skills, not only in English, but also in Nahuatl and Spanish.

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

Abstract

The purpose of this research was to develop meaningful activities that will enhance English language acquisition (SLA) in bilingual children and how to enhance language proficiency in children through meaningful activities that could capture their attention. In this chapter, some general conclusions, the implications and limitations of the research and directions for further research will be offered.

5.1 General Conclusions

The purpose of this research was to enhance the language learning through meaningful activities to teach children in public primary school. The participants were children from 4th grade. The research instrument administered to the children was a questionnaire. Also, some class observations were developed. The data was collected, analyzed and interpreted.

It was noticed that the children's reactions when the activities were presented at the beginning of the course, were not catching their attention. It was also observed that the activities suggested by the PNIEB program, were designed for monolingual children that is one of the main reasons why they are not attractive for children. As a response to this fact, some language activities were designed for them in order to increase their attention in the language class. During the application of the activities there were times that children were pleased with them, and the attitude of the children towards those activities was better every class. Some of the activities included games inside and outside the classroom, songs and drawing and coloring.

Among the materials, worksheets were the most popular since they said that they helped them to understand the topics more easily.

Based on the results, it can be stated that children showed interest on the lessons and they liked the activities that were designed especially for them. Besides, it was observed that they enjoyed the classes more and they were always willing to do the activities.

On the other hand, the researchers were conscious that for some children it took longer to get the idea of what they had to do in some of the activities because all the instructions were given in English, however, it was observed that the use of body language, movements, and gestures helped the children a lot.

Related to the teaching materials, it was observed that for some children it was more difficult to work with some of them. What the researchers learnt from this fact, was that the didactic materials have to be well designed, clearly and using attractive colors. This will help children to be more interested in the class and to increase their communication skills.

After analyzing the results, some language teaching activities and materials were designed and implemented in the class. For example, children worked with games, flashcards and worksheets. According to the classroom observations, the learning and teaching activities were adapted into the children's context and as a result they enjoyed learning the target language and they remember and used the vocabulary more easily than before. The results show that the activities were meaningful because they show interest and the activities and the material that we used was helpful to enhance their language proficiency.

For that reason, it is important to be carefully and conscious at the moment to select and implement learning activities and teaching materials because the development of the students' learning will depend on the design of the lessons, and at the same time, the lessons have to be designed following a sequence so the learning process takes place efficiently.

Finally, it was observed that children do not remember all the class because they can concentrate only for a few minutes and then it is necessary to change activities every 10 minutes approximately. Another important factor is that they just take one hour class every week, therefore it is necessary to make them practice the language the most of the time.

5.2 Implications for the researchers' practice and other teachers

The results of this study indicate that meaningful activities were useful to support children's learning but there were materials that children did not like because they were not prepared adequately. For example, most of the activities involve movements but the space inside the classroom at the moment to apply the activities or at the moment to make some simple drawings on the board, was not considered. However, the teacher does not need to be excellent drawer, but should make an effort at the moment to make drawings, or the flashcards need to be clear because some children can get confused. Another aspect to pay attention to, when designing language teaching materials is to design them clearly, with no distractors and with attractive illustrations and colors. The same principles should be considered when designing picture flashcards, word flashcards, wallposters, wallcharts and worksheets among other visual materials.

Regarding the arrangement of the classroom, it was remarkable that the best way to arrange the tables and the chairs is to put them in a horse shoe, so all the students are face to face and they can interact without distractions.

Students' reactions were different in each student; the activities and the material helped them to see English from another perspective. At the beginning, it was difficult for children because they did not understand either the meaning or the activity itself, but later, they enjoyed the classes very much because they said that they expanded their vocabulary in each class.

It seems that the learning activities and the teaching material caused impact on the students because at the end of the classes some children could express some simple ideas using the vocabulary, structures and functions they have learnt during the course, for example: they used to say: hello!, goodbye! or used simple vocabulary taught in class as: fruit, vegetables, animals, colors, etc.

Finally, it can be said that the teaching materials and the learning activities designed were successful since they were attractive to the children who could use and apply all the content studied in the class. Also, it can be stated that the main goal of the course was reached, especially with the children who had their first contact with English. It was noticed that the activities and the materials were useful for them since their language proficiency improved a lot.

5.3 Limitations of the study

The main limitation of this study was that the English language class was scheduled after the break or some days, it was the last class, so students were tired and this can be the main reason why they could not pay attention, even though the teacher selected, designed, adapted or brought attractive materials to the class.

Another aspect was that the teacher in charged of the students stayed in the classrooms most of the time and she was saying to the children all the time: “Apresurece con la actividad que la profesora tiene que pasar a la siguiente“ it was something stressful for the children because they felt intimidated by her and sometimes with the English teachers because they thought that we would get angry if they did not work fast.

As a result, the other limitation was that the children did not have the freedom to tell the English teachers when they did not understand something or when they did not like an exercise.

5.4 Directions for Further Research

As stated above, this research presents only a descriptive overview of learning English by using meaningful activities and attractive language teaching materials. Another study related to this, would consider lesson planning as well as other language teaching methods or approaches. For example, AMCO is a new system with a method that includes techniques in which children practice oral skills, this method promotes the interaction between the teacher and the students.

Also, this method is based on the Multiple Intelligences theory and variety of activities using the TPR. Besides, this method is enriched with the “switching process” in which grammar and vocabulary play a crucial role. It is considered that this method allows children to be confident to learn the language.

Finally, the language activities were designed according to the observations offered by the participants in the research, including interactive activities. Another study would include the design of those kinds of activities including physical movements and reasoning, such as games or songs.

REFERENCES

Ausbel (1968) Academic Article(2010) [Web log message]. Retrieved from

http://fpmipa.upi.edu/data/report_activity/9875881844.pdf

Bachman 1990; Canale and Swain, 1980; Cel-Murcia et al *Beyond the bilingualism*.
England.

Brewster & Ellis (1994) *The Study of Second Language Acquisition*. Oxford:
OUP. Ferguson (1997p.145) *The language of children* .University, Medford
Massachusetts

Cummins & Swain (1996). *Bilingualism in Education*. Singapore: Longman

(Claxton and Murcell 1987; Schemek ,1988) *Learning and teaching styles in foreign
and second language education* .North Carolina State University.

Brewster & Ellis (1994) *The Study of Second Language Acquisition*. Oxford:
OUP. Ferguson (1997p.145) *The language of children* .University, Medford
Massachusetts.

Garcia, O.(2009) *Bilingual education in the 21st century . A Global Perspective*. Wiley – Blackwell. Cambridge University Press.

Garhart M.C. (2000) *An introduction to Dewey Montessori Erikson Piaget &Vygostky*. USA.

Goodz, N. S. (1994). *Interactions between parents and children in bilingual families*. In F. Genesee (Ed.), *Education second language children: The whole child, the whole curriculum, the whole community*. Cambridge, England. Cambridge University Press (ERIC Document No. ED375641).

Joan Kelly Hall and William G. Egging Ton (2007) *Benefits of learning a second language* .Oxford University

Kaiser& Rasminsky (2007). *Challenging Behavior in Young Children Understanding Preventing and Responding Effectively*. USA. Pearson Education.

Krashen, S. D. (1996).*Under attack: The case against bilingual education*. Culver City, CA: Language Education Associates.

McLaughlin, B. (1984).*Second language acquisition in childhood: Vol. 1. Elementary school children* (2nd ed.). Hillsdale. NJ: Erlbaum. (ERIC Document No. ED154604).

Samuda and Bygate (2008), *Designing Activities for Second Language Class :Is there a Role for Contextual Support and cognitive Challenge In a Second Language Learning*. *Frontiers of Language and Teaching*, Vol. 3, 139-146.

Scott, W. A. & Ytreber, L. H. (1997). *Teaching English to Children*: New York. Longman.

Schumann (2006) 27 OCT 2006 First edition. © 1994 *Language Learning*, Research Club, University of Michigan.

Tomlinson, B. (ed.) (1998a). *Materials development in language teaching*. Cambridge: Cambridge University Press.

Whitbread, D. (1996) *Teaching and learning in the early years*. London

Williams and Burden, 1997 *Strategies in Learning and Using a Second Language*. London: Longman

APPENDIXES

Appendix A: Observation narratives

OBSERVATION 1

This is the first observation to the pupils, and we took place behind the whole group and during the class we took some notes at the moment that children took their classes with the group teacher. First, we presented with the group and before to begin the observation we explained to the children that it was just to observe they way in which they work in their classroom and the environment inside the classroom. The class was observed during one day and one hour per week, in this case every Friday, today it was observed that children are friendly with us and their teacher's group. In this classes they were working with activities that implied work in teams, they are flexible at the moment to work in teams. It was observed that the teacher gives clear instructions at the moment to explain the activity and children catch them quickly .

OBSERVATION 2

This is the second observation, for today it was observed the following points in the children. First, children like to have interaction with the teacher because they participate when their teacher asks them when they were making a review for that topic, Also, they asked when they have some questions when they did not understand clearly. When teacher said that they were going to work in teams they moved all the chairs and they sat on the floor. The teacher left the classroom for a while because she went to the principal and during this time was observed that the children liked to speak with their partners about different topics from the classes, and it was observed that they liked to mix Náhuatl and Spanish but most of the time they used Náhuatl.

OBSERVATION 3

This is the third observation , for today was observed that they like most the activities that implied movements and things like draw and coloring , because their teacher ask that made a draw about their family and all they had to present , they did not say nothing about the activity and everyone was making quickly and they were sharing ideas about how to draw because some children did not know how to draw but they ask to other classmates , during the class we could identify who were the children that already knew English , because they were mentioned some words in English and some phrases like “this is my draw of my family “ or “lend me some colors” we could observed something relevant in those children because some children that speak Náhuatl try to teach some words in Náhuatl with the children that Speak English.

OBSERVATION 4

This is the last observation, today teacher prepared some activities using the whiteboard and some extra activities from the text book, some children do not like so much , because they were a little bit confused about the content , and we could reflect about the importance to be clear at the moment to explain the activity , specially with this kind of activities using for example worksheets because we could confuse them . Was observed that the two children that already knew English they tried to helped each other but we were amazing because they were fluently at the moment to speak , and we observed something important some children were attempt to this children.

Appendix B: Cuestionario para Niños

El siguiente cuestionario tiene como objetivo conocer la situación en la que te encuentras en relación al aprendizaje del idioma inglés. Contesta las siguientes preguntas. Selecciona tu respuesta y enciérrala en un círculo.

1.- ¿Qué lengua aprendiste primero?

a) Náhuatl b) Español

2.- ¿Qué tan seguido hablas Náhuatl?

a) 5 Hrs. b) Más de 5 Hrs. c) Más de 10 Hrs.

3.- ¿Con quiénes lo hablas?

a) Familia b) Amigos c) Vecinos

4.- ¿Con quién la aprendiste primero?

a) Mamá b) Papá c) Abuelos d) Tíos

5.- ¿Qué lengua hablas con tus amigos?

a) Español b) Náhuatl

6.- ¿Qué lengua hablas con tus profesores?

a) Español b) Náhuatl

7.- ¿Cuántas horas estudias en Náhuatl?

a) 5 b) 3 c) 2

8.- ¿Qué tipo de actividades te gusta practicar en casa?

a) Mirar televisión. b) Leer cuentos c) Escuchar música d) Jugar

9.- ¿Qué actividades te gusta practicar en la escuela?

a) Jugar b) Cantar c) Actuar d) Leer

10.- ¿Te gusta tu clase de inglés?

a) Si, poco b) No, mucho c) Si d) No e) Poco

11.- ¿De qué manera te gustaría aprender inglés?

a) Jugando_____ b) Cantando_____ c) Leer cuentos_____

d) Dibujando y coloreando _____ e) Escribiendo_____ f) Hablando_____

g) Escuchando _____.

Appendix C: English Test**Name:** _____**Date:** _____**I.- Match the following fruit with the correct name****grape****orange****watermelon****banana****strawberry****pineapple****peach**

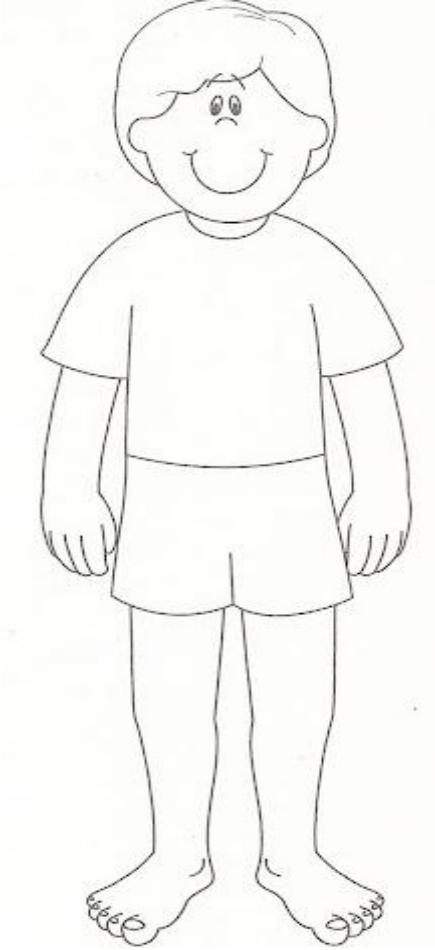
II. Write the name of the color in English

Rojo: _____ Azul: _____ Amarillo _____

Verde: _____ Naranja: _____ Rosa: _____

Gris: _____ Blanco: _____

III.- Draw a line from each word to the correct part of the picture

		Hair
Head eyes		
Ears		Nose
Mouth		Arms
Shoulder		
Hand		
Leg		
Knee		
Feet		
Toes		

IV.- Unscramble the letters and write the name of the month

ranaJuy _____ arebFruy _____ hraMc_____

pArli _____ yaM_____ enJu_____

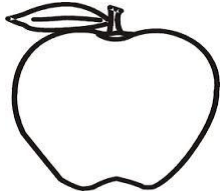
yluJ_____ gsAuut_____ beteSpemr_____

rbcoOte_____ emeNvobr_____

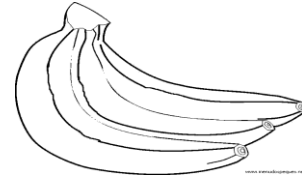
ebceDemr_____

Appendix D: Worksheets

Activity: Write correctly the scrambled names of the fruit and colors.



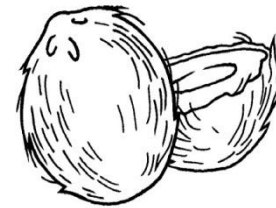
The (pepla) _____ is _____.



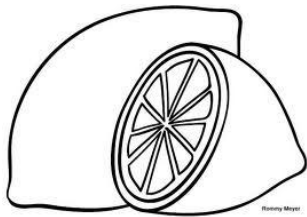
The (abnnas) _____ is _____



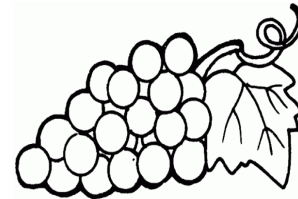
The (terlonmewa) _____ is _____.



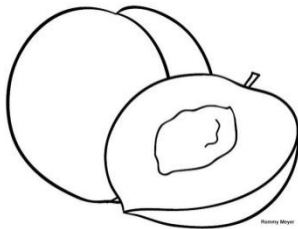
The (cutnooc) _____ is _____



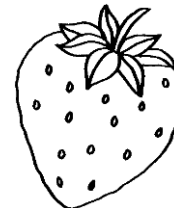
The (moeln) is _____ is _____



The (rpages) _____ are _____



The (eachp) _____ is _____.



The (starwevry) _____ is _____

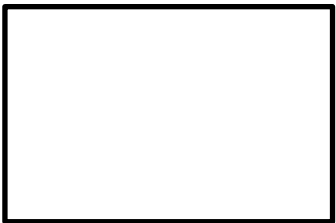
Activity: Complete the words with the letters that are missing and draw the picture into the square



He ___ l___.



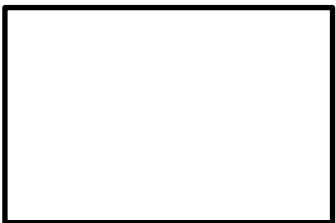
Ni__e



Wa ___ er m ___ l o n.



Ye ___ ___ o w



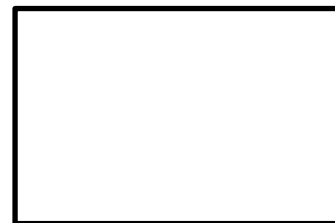
G__ od mo r __ i g .

Ei g ___ t



St r ___ w v e ___ y.

Pi ___ eap ___ le.



Activity: Write the names of the seasons and the names of the months



This season is _____ and it happens in the following months _____, _____, _____.



This season is _____ and it happens in the following months _____, _____, _____.



This season is _____ and it happens in the following months _____, _____, _____.



This season is _____ and it happens in the following months _____, _____, _____.

Activity : Write the months in the correct order.

September	1. Months _____
June	2. _____
May	3. _____
October	4. _____
February	5. _____
March	6. _____
July	7. _____
December	8. _____
Juanary	9. _____
November	10. _____
August	11. _____
April	12. _____

Activity 2 : Complete the sentences with the days of the week.

1.-The weekend days are _____ and _____.

2.-The first day of the week is _____.

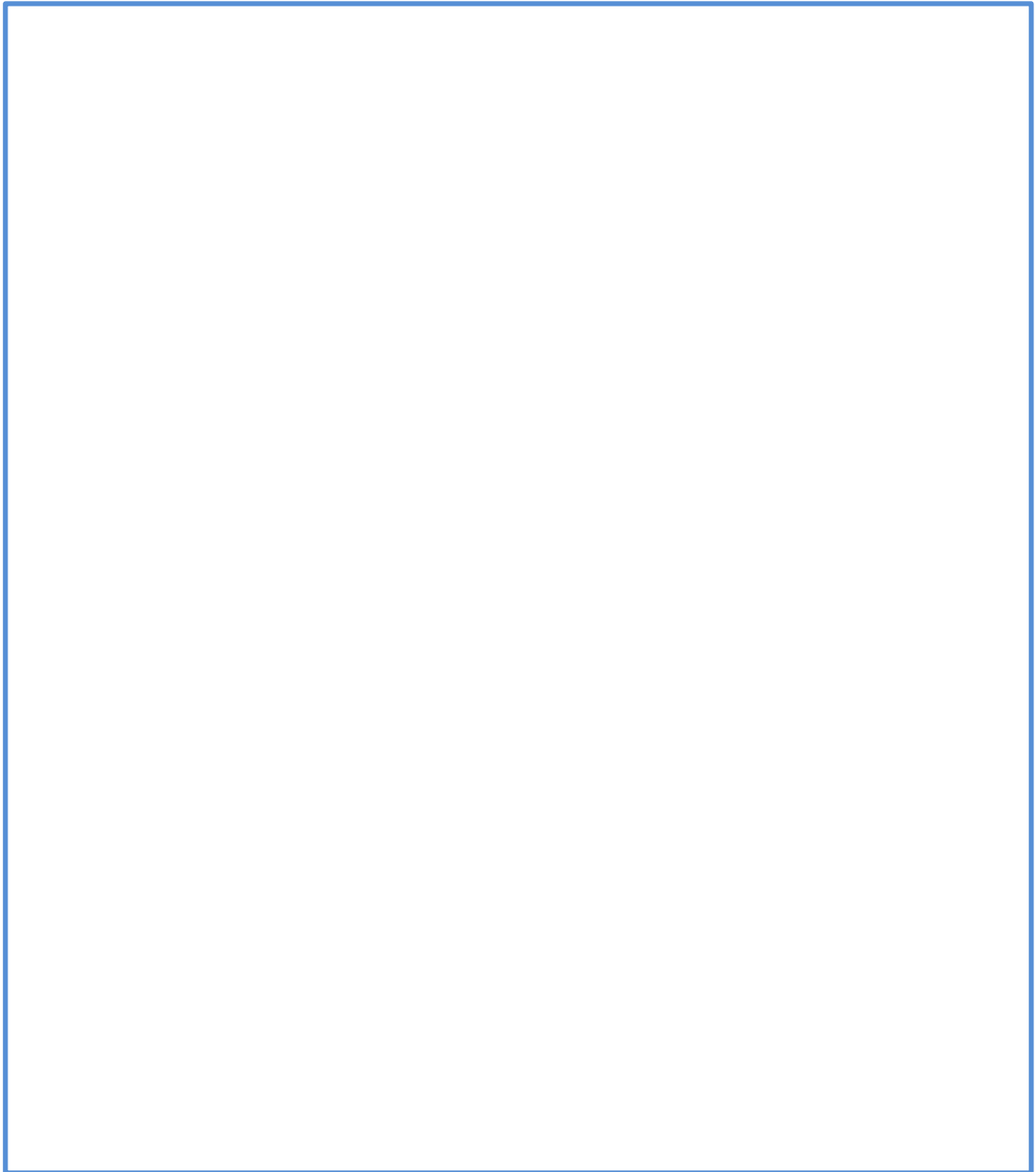
3.- Today is _____.

4.-Yesterday was _____.

5.- Tomorrow will be _____.

6.- My favorite day of the week is _____.

THIS IS MY FAMILY





Appendix: E
BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LENGUAS MODERNAS



Date: 04/11/2011

Teacher: Mireya Mendieta Vázquez level: Basic #of students: 26 Age: 9 to 10 years old Grade: Fourth grade of elementary school.

Topic: Review of greetings, color, numbers and fruits Objective: Students will be able to identify the greetings, colors, numbers and fruits by worksheet in 10 min.

Activity	Material	Interaction	Skill	Procedure	Time
Warm-up	Markers	T-S S-S	Speaking	T will ask to the children to take the markers and they have to past the markers and T will ask to other S to count until ten and then he or she will say "Stop" .after S who has the markers has to leave the game and .They will make two teams every team will have 13 participants. Then T will ask to out to the classroom.	15 min.
Activity 1	Not material required	T-S S-S	Listening and Speaking	T will Explain to the children the instruction for the game the name of the game is "broken telephone" T will form the Ss. In two lines. After T will say two phrases including greetings and numbers The leader first must whisper it to the person beside her. for example for the first team T will tell a phrase . "Hello, good morning my name is Rosa and I'm 9 years old, and for the second team , T will say "my favorite fruit is an orange and a banana and my favorite color is red and blue" . Finally the team who have said correct the phrase will be the winners and will put a punish to the team who have lost.	15 min
Activity 2	Worksheet	T-S	Writing	T will give a worksheet with some words and the words will be uncompleted and they have to complete the words .After they have to draw when they have completed the word.	10 min
Wrap – up	Board and markers s.	S-S	Speaking	T will ask to some Ss. To share his or her correct answers and write on the board.	10 min

Observations: _____

Trainee: Mireya Mendieta Vázquez

Supervisor: Dra. Rebeca Elena Tapia Carlín



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LENGUAS MODERNAS



Date: 28/10/2011

Teacher: José Carranza Camarillo level: Basic #of students: 26 Age: 9 to 10 years old Grade: Fourth grade of elementary school.

Topic: Fruits and review of colors

Objective: Students will be able to identify the fruits and colors by drawings and colors.

Activity	Material	Interaction	Skill	Procedure	Time
Warm-up	Flashcards	T-S S-S	Speaking	T will paste the flashcard on the board .Then will ask to the children that already know English to tell the names in English to the rest of the children and they have to repeat. After T will write on the board the questions “What is your favorite color?, What is your favorite fruit? , then T will ask to the children to walk around the classroom and they have to ask to their classmates and. Finally they will make teams they have to move their chairs with their team.	15 min.
Activity 1	Markers and board	T-S	Writing	T will ask to the children that already know the names of the fruit in English to write the names behind the flashcards and they have to pronounce the names at the same time to their classmates and T will ask to the children to repeat.	15 min
Activity 2	Worksheet	T-S	Writing	T will give a worksheet with draws of different fruits and the names unscramble names and they will write the correct name of the fruit and the color.	10 min
Wrap – up	Not material required	S-S	Speaking	T will ask again what is your favorite fruit? And what is your favorite color? .T will close her eyes and pointing out randomly to some children.	10 min

Observations: _____

Trainee: José Carranza Camarillo

Supervisor: Dra. Rebeca Elena Tapia Carlín



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
LICENCIATURA EN LENGUAS MODERNAS

Date: 11/11/2011



Teacher: Mireya Mendieta Vázquez level: Basic #of students: 26 Age: 9 to 10 years old Grade: Fourth grade of elementary school.

Topic: Animals of the farm

Objective: Students will be able to identify the animals, by doing some exercises on a worksheet in 10 min.

Activity	Material	Interaction	Skill	Procedure	Time
Warm-up	Markers	T-S S-S	Speaking	T will ask to the children what kind of animals they like. Then T will ask to Ss stand up and will choose 13 Ss' that will be frogs and they have to jump around the classroom and touch 1 people for every frog, and the other Ss' have to walk around the classroom. Then teacher will count until ten to do all this and will say "stop". And the people that touch the frogs should work together the total of the teams will be 13. Then they will move their chair in couple. Upon they have moved their chair T will start the next activity.	15 min.
Activity 1	Flashcards , markers and board	T-S S-S	Listening and Speaking	T will paste the flashcards on the board using only one side of the board , in the other side T will write the animal sounds . Then T will ask to the Children which already know English to come to the front and tell to the rest of the group the names of the animals and Children have to repeat the names .	10min
Activity 2	Not material required	T-S S-S	Listening and Speaking	T will show the pronunciation of the animals sound . Then Ss. Have to repeat, after T will explain the instruction for the game the name of the game is " Who I am? ". For the game have to past to the front a person for every couple and the rest of the couples have to imitate an animal they can use the sounds .If the participant do not guess loose his/her chance and other couple can answer .	15 min
Wrap – up	Board and markers	S-S	Speaking	T will ask to some couple if they understand and will ask to past on the front and make any animal sound and they have to underline the picture of the animal with the sound.	10 min

Observations: _____

Trainee: Mireya Mendieta Vázquez

Supervisor: Dra. Rebeca Elena Tapia Carlín



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LENGUAS MODERNAS



Date: 02/12/2011

Teacher : José Carranza Camarillo level: Basic #of students: 26 Age: 9 to 10 years old Grade: Fourth grade of elementary school.

Topic: Seasons of the year.

Objective: Students will be able to identify the season of the year and months by a worksheet in 10 min.

Activity	Material	Interaction	Skill	Procedure	Time
Warm-up	Not material required	T-S S-S	Speaking	T will ask to the children to children that already know English the names of the seasons what their favorite season, .After will ask which month they are?. Then Ss. Will answer first in Spanish. Then T will write the months and the seasons on the board and will continue with the next activity.	10 min.
Activity 1	Poster with the seasons and slips of paper with the months.	T-S S-S	Listening and Speaking	T will paste the poster and the slips of paper on the board .Then T will tell them the pronunciation for every month and season .Then will ask to the children to repeat . T will ask to the children to past a small ball and ask to a child to past to the front and count until ten and when the S say “stop “ the child who has the small ball will past to the front and will choose any season and will paste the month that are related with the season.	20min
Activity 2	Worksheet	T-S S-S	Listening and Speaking	T will give to the children a worksheet. The worksheet contain images without names and children have to write the name also contain the name of the month but they have to complete the names.	10 min
Wrap – up	Small paper ball	S-S	Writing	T will ask to all the Ss. To say the months in English and the seasons in chorus .	10 min

Observations: _____

Trainee: Mireya Mendieta Vázquez

Supervisor: Dra. Rebeca Elena Tapia Carlín



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LENGUAS MODERNAS



Date: 09/12/2011

Teacher : Mireya Mendieta Vázquez level: Basic #of students: 26 Age: 9 to 10 years old Grade: Fourth grade of elementary school.

Topic: Review of seasons of the years month and days

Objective: Students will be able to identify the seasons of the year, months and days by doing some exercises on the worksheet in 10 min.

Activity	Material	Interaction	Skill	Procedure	Time
Warm-up	Board and makets, slips of paper	T-S S-S	Speaking	T will ask t o the Ss. To make a circle inside the classroom. Then Ss. Will pass around a small ball and T will say “hot potato” and when T says “Stop” The S who cough the ball will past to the board and will try to draw any season and when S finish . Will choose another and will repeat the dynamic. After other S will choose a slip of paper and paste on the draw.	15 min.
Activity 1	A plastic bottle	T-S S-S	Speaking	T will ask to the Ss. To sit down on the floor and will ask to any S to turn around the bottle and when the bottle stop. The S will ask to the children that bottle pointed out will say days, months or seasons.	20min
Activity 2	Worksheet	T-S S-S	Writing	T will give them a worksheet . Then have to write the names of the months in correct order and complete the sentences with the days.	10 min
Wrap – up	Not material required	S-S	Writing	T will ask to the children to mention the first the season, after the months and finally the days they will work in chorus.	5 min

Observations: _____

Trainee: Mireya Mendieta Vázquez

Supervisor: Dra. Rebeca Elena Tapia Carlín



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LENGUAS MODERNAS



Date: 20/01/2012

Teacher: José Carranza Camarillo level: Basic #of students: 26 Age: 9 to 10 years old Grade: Fourth grade of elementary school.

Topic: My family.

Objective: Students will be able to identify the members of the family by working with a worksheet in 15min.

Activity	Material	Interaction	Skill	Procedure	Time
Warm-up	Poster of the family	T-S S-S	Speaking	T will paste the poster on the board and will, write the name of every member of the family behind the draws of the poster and At the same time T will ask to the children to repeat. Then T presents every member in Spanish and then Will repeat in English again. Then will write on the board herself and will tell them “this is me” and this is my family and will point to a Ss. And will say “you “.	15 min.
Activity1	Slips of paper.	T-S S-S	Speaking	T will write on the board the verb “to be” and will explain the verb and how to use. Then will make team using the family will ask to the children to choose a family member and they have to find the same family member. After they will move the chair and they will sit on the floor. T will give them a envelop with some slips of paper inside, and they have to form the sentences every envelop have tree sentences inside.	15min
Activity 2	Worksheet	T-S	Writing	T will give a work sheet them whit only a tittle “This is my family” then, they will draw their family tree and they have to write the name of every family member and the same time they will present their family to everybody.	15min
Wrap – up	Not material required	S-S	Writing	T will draw a girl and a boy and will ask to the group what the correct pronoun is for every person.	5 min

Observations: _____

Trainee: José Carranza Camarillo

Supervisor: Dra. Rebeca Elena Tapia Carlín

Appendix: F

FINAL OBSERVATION

Results from the observation narratives

Another research instrument that was used was the class observation narrative. Summarizing the data and information collected, it can be said that the students were enthusiastic to do the activities that the language teacher implemented. The children were very participative and motivated each lesson and the class environment was also appropriate for language learning.

Also it was observed that children liked to switch from Nahuatl to Spanish and vice versa and it was noticed how they speak Nahuatl with their partners when they are doing the activities. Also, it was observed that children prefer activities related to coloring and drawing.

All these aspects were considered when designing the learning activities and the teaching materials with the aim to address to the children's needs and interests so they increase their proficiency in their third language.

Another important point that was observed, that the children that already knew English, helped each other to carry out the activities, and this fact also helped the other children, because they felt comfortable to ask them questions if they did not understand a topic or vocabulary. This fact was considered to teach the lessons, and peer correction was continuously promoted.

Finally, it can be concluded that considering the children's characteristics, needs and interests is vital to prepare and implement a language class and when designing the didactic materials. This would help children to develop proficiency and communication skills, not only in English, but also in Nahuatl and Spanish.