ENGLISH LEARNING TEXTBOOKS FOR FIRST LEVEL STUDENTS IN A.S.E

(ALIANZA SOCIAL EDUCATIVA)

DIANA ROCIO GARZON
26031244

ELIANA MARCELA SOSA
26022232

EDWARD ALFONSO ACOSTA
26022209

MAGDA JIMENA MORENO
26031264

UNIVERSIDAD DE LA SALLE
MODERN LANGUAGES DEPARTMENT
SPANISH, ENGLISH, FRENCH LANGUAGES TEACHING PROGRAM
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ELIANA MARCELA SOSA
EDWARD ALFONSO ACOSTA
MAGDA JIMENA MORENO

THESIS DIRECTOR
PROFESSOR AURORA CARDONA SERRANO

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APPROVAL NOTE

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We are grateful to God who has always been our truthful and faithful friend.

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DIANA ROCIO GARZON

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EDWARD ALFONSO ACOSTA

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(alianza Social Educativa)

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1. Background

In 2007 was designed a textbook for ASE (Alianza Social Educativa) called “English Easy Way” for children from 6 to 11 years old. This text has a complete, organized and sequenced topics matrix, which is based on the CEF (Common European Framework) parameters based on A1, A1+, and A2 established levels, and Colombian educational standards. It was designed by an English last semester students group from La Salle University as a monograph project.

The textbook is divided into three parts:

- **Matrix**: These tools give the teacher a general vision of the program which include the subject matter units, the objectives, the methodology, the communicative competence, the linguistic competence, materials, the implemented skills and the evaluation. Besides, a space is opened for the teacher to develop innovative activities.

- **Tasks**: These are tools that let the teacher develop the contents through real situations which give him/her the chance to know and evaluate the learning process.

- **Extra materials**: These are the ones referenced in the matrix such as readings,
pictures. Each one has the number and the name of the unit which may be developed by the teacher.

Besides, it takes into account the following pedagogical principles.

- Communicative Language Teaching
- Topic based approach
- Task based approach
- Cross curricular approach

This text shows interesting tasks and topics, but their development is indeed slow and long. Due to the pictures are not clear at all, the space is not organized as it should be, and it does not keep a structure as a textbook. “English Easy Way” is a very useful tool to enhance the designing process. Therefore it is mandatory to integrate other activities and resources, in order to establish well defined patterns that present a suitable and didactic material, according to the student’s needs

Generally, these are the main features of the previous process developed in textbook designing in ASE (Alianza Social Educativa).
2. Justification

This project aims for the creation a motivating environment in ELT classes, throughout didactic and innovating material for each learner, for them to be able to follow a logical topic sequence, avoiding repeating them or leaving them out. Besides, students could have information or solve exercises with their own book and that is really important, because they can study the topic for the next class or solve doubts about any subject when they want.

The four communicative skills functions will be included in the proposed material, since the main idea is to develop, improve and consolidate the language knowledge in an integral way, so that they can apply the target language in a suitable form in a foreign context, through exercises as well as teaching a foreign language, it is also a funny alternative.

Students will find several tools to acquire the Language more easily and more amusingly by drawing pictures, doing coloring activities, doing crosswords, taking dictations, doing reading comprehension activities, brainstorming exercises etc. and in this way they will be able to understand each topic accurately.

In fact, this project allows learners to keep in touch with English documents, texts, literature, music, movies, and even native speakers. In this way students will reinforce their competences in all aspects, solving tasks while they are enjoying themselves.
3. Research question or issue

- Which didactic material for first level students will serve as a tool to provide a suitable ELT process in ASE (ALIANZA SOCIAL EDUCATIVA)?
4. Objectives

4.1 General objective

- To design an English didactic textbook for first level children in ASE (ALIANZA SOCIAL EDUCATIVA).

4.2 Specific objectives

- To establish the accurate topics corresponding to first level according to CEF (COMMON EUROPEAN FRAMEWORK).
- To propose several activities according to the topic to be worked.
- To analyze the best activities to be set in the textbook.
- To agree on a general form to present the topics.
5. Theoretical framework

5.1 Common European framework of reference for languages

It is indeed important to have into account the Common European Framework to design any didactic material in ELT processes because, it is a world guide. Students must learn the same according to their language knowledge proficiency. Therefore, this research is focused on A1 students, which correspond to “breakthrough”, a basic level. Through the following ELT levels students are able to use the four communicative skills in any L2 context.

The Common European Framework divides learners into three broad groups which can be divided into six levels. (Fig. 1)

A Basic User
A1 Breakthrough
A2 Way stage
B Independent User
B1 Threshold
B2 Vantage
C Proficient User
C1 Effective Operational Proficiency
C2 Master

Fig. 1 (J.L.M Trim, D. Costa, 2001)
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/her and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
</tr>
<tr>
<td>A2</td>
<td>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</td>
</tr>
<tr>
<td>B1</td>
<td>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td>B2</td>
<td>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce</td>
</tr>
</tbody>
</table>
clear, detailed text on a wide range of subjects and explain a viewpoint on a
topical issue giving the advantages and disadvantages of various options.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</td>
</tr>
<tr>
<td>C2</td>
<td>Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</td>
</tr>
</tbody>
</table>

The CEF describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level.

These descriptors can apply to any of the languages spoken in Europe, and there are translations in many languages.

### 5.2 Colombian education department standards

Bilingualism in Colombia has become a useful and mandatory tool in education processes and programs, because English is the most widely spoken language around the world.
Therefore, education department standards have focused on the CEF requirements, which are based on the accurate learning through the four communicative skills development (Colombian Department of Education, 2006).

✓ Listening

- I recognize when somebody speaks to me in English and I react in a verbal and non-verbal way.
- I understand when somebody says hello to me and says good bye.
- I follow instructions related with class activities proposed by my teacher.
- I understand songs, rhymes, role plays and I show it with gestures and movements.
- I show comprehension of easy questions about me, my family and my environment.
- I understand short and easy descriptions of objects and known places.
- I identify people participating in a conversation.
- I follow the sequence of a short tale supported on images.
- I get the general idea of a tale told by my teacher when it is supported on images.
- I recognize that there are people like me that are using English to communicate.
- I understand sequences related with habits and routines.

✓ Reading

- I identify words connected between them about topics, which are familiar to me.
- I recognize words and short English phrases in books, objects, toys, advertisements and school places.
- I connect pictures with simple sentences.
I recognize and follow easy instructions if they are illustrated.

I can predict a story from the title, the illustrations and the key words.

I follow the sequence from an easy story.

I use diagrams to organize the information from short stories read in class.

I enjoy reading as a leisure activity that helps me discover the world.

✓ Writing

- I copy and transcribe words that I understand and that I frequently use in the classroom.
- I write the name of places and elements that I recognize in a picture.
- I answer briefly the questions beginning with ‘what, who, when and where’ if they are related to my family, my friends or my school.
- I write personal information in easy forms.
- I write invitation and congratulation messages using easy forms.
- I show knowledge about basic English structures.

✓ Monologue

- I recite and sing rhymes, poems and tongue twisters that I understand with rhythm and suitable intonation.
- I express my feelings and states of mind.
- I mention what I like and dislike.
- I describe what I am doing.
- I mention some things that I can and can’t do.
I describe what some of the members of the community do.

I use gestures and physical movements to understand in a better way.

I describe some characteristics about myself, other people, animals, places and weather.

I take part in role plays; I memorize and understand the script.

✔ Conversation.

I answer to greetings and farewells.

I answer to questions about how I feel.

I use daily expressions to express my immediate requirements in the classroom.

I used the non verbal language when I cannot answer verbally questions about my preferences. For instance, nodding or refusing with the head.

5.3 Overview about language learning methodologies, strategies and approach concepts

ELT Textbooks designers and Teachers must handle concepts linked to teaching-learning strategies, approaches, models and methodologies, which are mandatory tools to design an effective and suitable material. That is the reason why this project has to take into account the following concepts which are presented briefly:
✓ Approach

These are the theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.

✓ Method

It is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teachers’ and students’ roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in several contexts.

✓ Curriculum/Syllabus

These are designs for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context.

✓ Technique

It corresponds to any of a broad variety of exercises, activities, or devices used in the language classroom for achieving lesson objectives.
ELT methods and Approaches

Language teaching approaches and methods have been quite relevant within language teaching theory and practice, because these are very useful in English language teaching processes, then teacher can improve his/her strategies in the classroom.

The following information is a brief summary of definitions about methods and approaches:

✓ Grammar translation method

Most teachers who employ the Grammar Translation Method to teach English would probably say that the most fundamental reason for learning English language is to give learners access to other cultures in order to develop their minds "mentally" through foreign language learning, and to build in them the skills and abilities such as: grammar, reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests.

✓ Direct method

Towards the end of the late 1800s, a revolution in language teaching philosophy took place. That is seen by many as the dawn of modern foreign language teaching. Teachers, frustrated by the limits of the Grammar Translation Method in terms of its inability to create communicative competence in students, began to experiment with new ways of teaching language. Basically, teachers began attempting to teach foreign languages in a way that was more similar to first language acquisition. It incorporated techniques designed to address all the areas that the Grammar Translation did not, namely oral communication, more spontaneous use of the language, and developing the ability to think in the target language. Perhaps in an almost reflexive action, the method also moved as far
away as possible from various techniques typical of the Grammar Translation Method, for instance using L1 as the language of instruction, memorizing grammatical rules and lots of translation between L1 and the target language.

The appearance of the "Direct Method" thus coincided with a new school of thinking that dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking meaning to the language being learned. The method became very popular during the first quarter of the 20th century, especially in private language schools in Europe where highly motivated students could study new languages and not need to travel far in order to try them out and apply them communicatively.

✔️ The audio-lingual method

The next revolution in terms of language teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign languages very quickly as part of its overall military operations. The "Army Method" was suddenly developed to build communicative competence in translators through very intensive language courses focusing on aural/oral skills. This in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio-lingual Method (ALM).

✔️ Community language learning

The Counseling-Learning educational model was also applied to language learning, and in this form it became known as Community Language Learning. Based on most of the principles above, Community Language Learning seeks to encourage teachers to see their
students as "whole" persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. Students typically sit in a circle, with the teacher (as counselor) outside the ring. They use their first language to develop an interpersonal relationship based on trust with the other students. When a student wants to say something, they first say it in their native language, which the teacher then translates back to them using the target language. The student then attempts to repeat the English used by the teacher, and then a student can respond using the same process. This technique is used over a considerable period of time, until students are able to apply words in the new language without translation, gradually moving from a situation of dependence on the teacher-counselor to a state of independence.

✓ The silent way

In addition to affective theories relative to language learning, another challenge to the Audio-lingual Method was under way already in the sixties in the form of the Cognitive Code and an educational trend known as "Discovery Learning." These concepts most directly challenged the idea that language learning was all about mimicry and good habit-formation. An emphasis on human cognition in language learning addressed issues such as learners being more responsible for their own learning - formulating independent hypotheses about the rules of the target language and testing those hypotheses by applying them and realizing errors.

✓ Suggestopedia

In the late 70s, a Bulgarian psychologist by the name of Georgi Lozanov introduced the contention that students naturally set up psychological barriers to learning - based on fears
that they will be unable to perform and are limited in terms of their ability to learn. Lozanov believed that learners may have been using only 5 to 10 percent of their mental capacity, and that the brain could process and retain much more material if given optimal conditions for learning. Based on psychological research on extrasensory perception, Lozanov began to develop a language learning method that focused on "desuggestion" of the limitations learners think they have, and providing the sort of relaxed state of mind that would facilitate the retention of material to its maximum potential. This method became known as Suggestopedia (but also - rather confusingly - Desuggestopedia) - the name reflecting the application of the power of "(de)suggestion" to the field of pedagogy.

One of the most unique characteristics of the method was the use of soft Baroque music during the learning process. Baroque music has a specific rhythm and a pattern of 60 beats per minute, and Lozanov believed it created a level of relaxed concentration that facilitated the intake and retention of huge quantities of material. This increase in learning potential was put down to the increase in alpha brain waves and decrease in blood pressure and heart rate that resulted from listening to Baroque music. Another aspect that differed from other methods to date was the use of soft comfortable chairs and dim lighting in the classroom (other factors believed to create a more relaxed state of mind).

The approach used to develop this project corresponds to the following one:

5.4 Communicative approach

The material designed will be focused on this approach and task based approach one, due to it is very important to teach how students can express themselves in any communicative situation, using their proficiencies and background.
All the methods described so far are symbolic of the progress foreign language teaching ideology underwent in the last century. These were methods that came and went, influenced or gave birth to new methods in a cycle that could only be described as competition between rival methods or even passing fads in the methodological theory underlying foreign language teaching. Finally, by the mid-eighties or so, the industry was maturing in its growth and moving towards the concept of a broad "approach" to language teaching that encompassed various methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves. It would be fair to say that if there is any one umbrella approach to language teaching that has become the accepted "norm" in this field, it would have to be the Communicative Language Teaching Approach. This is also known as CLT.

The Communicative approach does a lot to expand on the goal of creating communicative competence compared to earlier methods that professed the same objective. "Teaching students how to use the language is considered to be at least as important as learning the language itself". (Brown 1994) he also describes the "march" towards CLT:

"Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for 'real-life' communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our
classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential”. (Brown 1994)

On other hand, the communicative approach is closely related to the classroom communicative competence. It means the dynamics of classroom communicative is essential since how students talk and act in classrooms greatly influences what they learn. The classroom becomes the place where patterns affect students’ participation, it shapes the ways they use language for learning and their opportunities for second language acquisition. For students operating in a second language, classroom communicative competence is also believed to be an essential component in the process of second language acquisition. Classroom communication is a process of negotiation between teachers’ meaning and students’ understandings that are constructed through face-to-face communication in the classroom. As we can realize, the teacher plays a critical role in understanding, establishing, and maintaining patterns of communication, because the tutor must recognize that differences in second language students’ linguistic and interactional competencies exit and, more importantly, that these competencies are the result of a process of socialization and not cognitive or social deficiencies. Also, the teacher must look and listen to their students to see what they are capable of; to alter, adjust and extend what they do, so as to maximize their students’ competencies and, in turn, allow students to use language acquisition.

5.5 Task based language teaching approach

Task based language teaching was chosen with the communicative one, as the approach to develop this project, and then it is based on collections of tasks instead of linguistic items.
It draws on and reflects about experiential and humanistic traditions, as well as the conceptions of language.

First of all, it is important to take into account what a task means, in fact Long (1985) defines it as ‘a piece of work undertaken for oneself or for others, freely of for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination, and helping someone to cross a road. In other words, by task is meant the hundred and one things people do in everyday life, at work, at play, and in-between’

There is another meaningful definition presented by Nunan (1999) about what a task is: ‘An activity or action which is carried out as the result of processing or understanding language (i.e., as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative’.

Through this approach it is possible to distinguish pedagogical tasks from real-world ones. These designate what individuals typically do outside the classroom. Contemporary rationales for language instruction enable learners to do these things using language, and it is to be expected that classroom time will be taken up with the rehearsal of making
reservations, writing letters, finding street destinations in a directory, and so on. Nevertheless, learners will also do many things in class that are not rehearsals for performance outside of the classroom (Listening to music, doing a jigsaw reading tasks, solving problems, etc). These tasks will be undertaken, not because learners are outside of the classroom, but they assume that the previous activities will develop and improve learner’s general language proficiency.

Teachers sometimes confuse tasks with exercises, the essential difference between a task and an exercise is that a task has a nonlinguistic outcome, while an exercise has a linguistic one. That is to say, that a task is the target language development in a real situation, meanwhile exercises are the practice of the linguistic aspects given along the activity.

5.6 Textbook designing

- Introduction

ELT materials are very useful in teaching learning process of a foreign language, and then the spread of English as a global language, advances in information, technology have led to a worldwide demand for designing textbooks.

ELT textbooks must be designed to appeal to as many teaching and learning situations as possible towards the needs of learners and teachers in a particular country or group of countries.

According to the previous information it is indeed relevant to analyze how teachers and learners provide sources of language input, in order to exploit them in ways which
maximize the likelihood of intake. That is to say, the supplying of information about and/or experience of the language in ways designed to promote language learning.

Teachers become “material developers” (Tomlinson 1998) who evaluate, study and research environments and daily activities to establish and to perform accurate textbooks that provide suitable tools and sources for everyone, in other words teachers can be able to create material according to their inner experience.

Taking into account the factors and working principles which may inform good practice, for instance the Common European Framework has focused specifically on the design of ELT textbooks. These materials are very useful for teachers in the classroom but the teaching learning process does not depend on them, then the teacher has to have his/her own strategies to carry out a successful class.

- Preparatory Phase; Identifying needs and constraints

The textbook must develop a clear profile of the target users (learners and teachers) and the context in which they operate.

Among the factors of closer research at the preparatory stage are:

✓ Reasons for dissatisfaction with the materials currently used

✓ curriculum requirements

✓ National and (if appropriate) international examination requirements
Communicative perspectives: what uses will learners have of their English outside the classroom and in their present or future careers? Is English a second or foreign language in the target context or contexts?

The degree of innovation which may be desirable and/or realistically possible, in terms of methodology, approach to language systems, classroom management etc.

The availability of funding and resources which may dictate the nature of the textbook ‘package’: should there be an accompanying teacher’s book, workbook, cassette, video, CD-ROM etc?

Author selection and training

In most of these projects, the teacher-authors work in teams, with sub-teams often operating simultaneously at different levels (e.g. primary and lower secondary). This team approach enables rapid progress to be made where the need for new textbooks is urgent. It also has the advantage of sharing and spreading their goals, thus enabling teachers to stay in their full-time jobs (and incidentally to try out their materials in their own classrooms) while writing. Finally, it means that a variety of different views of the learning process come together in the finished textbooks, which helps cater for the varying learning and thinking styles of the students who will use the book.

Author training courses are likely to include components such as Materials Evaluation, Syllabus Design, Teaching Methodology, Testing and Evaluation, Principles of Materials Writing, Language Awareness and Cultural Awareness. However, such courses also serve as a period of team-building, which is essential to the ultimate success of any project.
● The writing phase

At time the writing time any author or team of authors gets down to writing in earnest they should have a clear idea of the brief they are writing to in terms of:

✓ Extent (number of pages)

✓ Learner’s context (levels, hours per week or year, background etc.)

✓ The ‘package’ as a whole, including supplementary materials (teacher’s book, workbook or activity book, cassettes, videos, CD-ROMs etc.)

✓ Syllabus (topic-based, grammar-based, skill-based, etc.), and its relationship to any curriculum requirements

✓ Methodological principles (task-based, activity-based, degree of learner autonomy etc.

An accurate textbook will:

1. Be appropriate to the context in which it is to be used, in terms of language and cultural content, length, grading and methodology.

2. Offer choices to teachers and learners.

3. Be valued by teachers and learners.

4. Contain tasks and activities to motivate learners.

5. Deal with topics which learners can identify with.
6. Methodology

Action research methodology was chosen to develop this project, because it reflects on teachers’ ELT practice and development. It consists in collecting on everyday teaching learning experience in order to make some decisions about what a future practice should be. It encourages “Experiences” as the expectation of improvement after a period of practice, in order to create better sceneries and strategies pointed to ELT development. Teachers become pedagogical critics, therefore they are able to explore their knowledge and experiences.

Next, some relevant definitions are shown to reinforce the concepts, features, functions, principles and other characteristic aspects of this research methodology:

- **Action Research**

6.1 Definition

Action research is known by many other names, including participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research, but all are variations on a theme. Put simply, action research is “learning by doing” - a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day. A more succinct definition is:
"Action research...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process” (Wallace 1998).

What separates this type of research from general professional practices, consulting, or daily problem-solving is the emphasis on scientific study, which is to say the researcher studies the problem systematically and ensures the intervention is informed by theoretical considerations. Much of the researcher’s time is spent on refining the methodological tools to suit the exigencies of the situation, and on collecting, analyzing, and presenting data on an ongoing, cyclical basis.

Several attributes separate action research from other types of research. Primary is its focus on turning the people involved into researchers, people also learn better, and more willingly apply what they have learned, when they do it themselves. It also has a social dimension; the research takes place in real-world situations, and aims to solve real problems. Finally, the initiating researcher, unlike in other disciplines, makes no attempt to remain objective, but openly acknowledges his/her bias to the other participants.

Gerald Susman (1983) gives a somewhat more elaborate listing. He distinguishes five phases to be conducted within each research cycle (Fig. 2). Initially, a problem is identified and data is collected for a more detailed diagnosis. This is followed by a collective
postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been. At this point, the problem is re-assessed and the process begins another cycle. This process continues until the problem is solved.

![Diagram of research cycle]

**Fig. 2 (Susman, G. 1983, Research cycle)**

In Australian studies, the reality of the research process was perceived by the participants not so much as a cycle, or even a sequence of cycles, but as a series of interrelated experiences involving the following phases:
1. Exploring
2. Identifying
3. Planning
4. Collecting data
5. Analyzing/reflecting
6. Hypothesizing/speculating
7. Intervening
8. Observing
9. Reporting
10. Writing
11. Presenting

6.2 Features of action research

Action research as a form of research intended to have both action and research outcomes.
Almost all writers appear to regard it as cyclic (or a spiral), either explicitly or implicitly.
At the very least, intention or planning precedes action, and critique or review follows. As it is presented in the next schema (Fig.3)

![Action Research Spiral Steps Diagram](Wallace, 1999, Scheme about Action research spiral steps)
This schema has considerable advantages. It provides a mix of responsiveness and rigor, thus meeting both the action and research requirements.

For some writers action research is primarily qualitative. Qualitative research can be more responsive to the situation.

Participation is another requirement for some writers. Some, in fact, insist on this. Participation can generate greater commitment and hence action. When change is a desired outcome, and it is more easily achieved if people are committed to the change, some participative form of action research is often indicated.

There are many conditions under which qualitative data and client participation increase the value of the action research. However, to insist on these seems unnecessary. It seems reasonable that there can be choices between action research and other paradigms, and within action research a choice of approaches. The choice you make will depend upon your weighing up of the many advantages and disadvantages.

Action research can be seen as a research methodology which includes the following features:

- The research is focused on a social situation
- In the situation participants collaborate with each other and with outsiders to decide upon a research focus and collect and analyze data;
The process of data collection and analysis leads to the construction of theories and knowledge.

The theories and knowledge are tested by feeding them back into changes in practice.

To evaluate these changes, further data is collected and analyzed, leading to refinement of the theories and knowledge which are in their turn tested in practice.

6.3 Role of the Action Researcher

The researcher’s role is to implement the Action Research method in such a manner as to produce a mutually agreeable outcome for all participants, with the process being maintained by them afterwards. To accomplish this, it may need the adoption of many different roles at various stages of the process, including the next ones:

- Planner → leader
- Catalyzer → facilitator
- Teacher → designer
- Listener → observer
- Synthesizer → reporter

The main role, however, is to nurture local leaders to the point where they can take responsibility for the process. This point is reached they understand the methods and are able to carry on when the initiating researcher leaves.
In many Action Research situations, the hired researcher’s role is primarily to take the time to facilitate dialogue and foster reflective analysis among the participants, provide them with periodic reports, and write a final report when the researcher’s involvement has ended.

6.4 Principles of Action Research

1) Reflexive critique

An account of a situation, such as notes, transcripts or official documents, will make implicit claims to be authoritative, i.e., it implies that it is factual and true. Truth in a social setting, however, is relative to the teller. The principle of reflective critique ensures people reflect on issues and processes and make explicit the interpretations, biases, assumptions and concerns upon which judgments are made. In this way, practical accounts can give rise to theoretical considerations.

2) Dialectical critique

Reality, particularly social reality, is consensually validated, which is to say it is shared through language. Phenomena are conceptualized in dialogue; therefore a dialectical critique is required to understand the set of relationships both between the phenomenon and its context, and between the elements constituting the phenomenon. The key elements to focus attention on are those constituent elements that are unstable, or in opposition to one another. These are the ones that are most likely to create changes.

3) Collaborative Resource

Participants in an action research project are co-researchers. The principle of collaborative resource presupposes that each person’s ideas are equally significant as potential resources
for creating interpretive categories of analysis, negotiated among the participants. It strives
to avoid the skewing of credibility stemming from the prior status of an idea-holder. It
especially makes possible the insights gleaned from noting the contradictions both between
many viewpoints and within a single viewpoint

4) Risk
The change process potentially threatens all previously established ways of doing things,
thus creating psychic fears among the practitioners. One of the more prominent fears
comes from the risk to ego stemming from open discussion of one’s interpretations, ideas,
and judgments. Initiators of action research will use this principle to allay others’ fears and
invite participation by pointing out that they, too, will be subject to the same process, and
that whatever the outcome, learning will take place.

5) Plural Structure
The nature of the research embodies a multiplicity of views, commentaries and critiques,
leading to multiple possible actions and interpretations. This plural structure of inquiry
requires a plural text for reporting. This means that there will be many accounts made
explicit, with commentaries on their contradictions, and a range of options for action
presented. A report, therefore, acts as a support for ongoing discussion among
collaborators, rather than a final conclusion of fact.

6) Theory, Practice, Transformation
For action researchers, theory informs practice, practice refines theory, in a continuous
transformation. In any setting, people’s actions are based on implicitly held assumptions,
theories and hypotheses, and with every observed result, theoretical knowledge is enhanced. The two are intertwined aspects of a single change process. It is up to the researchers to make explicit the theoretical justifications for the actions, and to question the bases of those justifications. The ensuing practical applications that follow are subjected to further analysis, in a transformative cycle that continuously alternates emphasis between theory and practice.

6.5 When is Action Research used?

Action research is used in real situations, rather than in contrived, experimental studies, since its primary focus is on solving real problems. It can, however, be used by social scientists for preliminary or pilot research, especially when the situation is too ambiguous to frame a precise research question. Mostly, though, in accordance with its principles, it is chosen when circumstances require flexibility, the involvement of the people in the research, or change must take place quickly or holistically. It is often the case that those who apply this approach are practitioners who wish to improve understanding of their practice, social change activists trying to mount an action campaign, or, more likely, academics who have been invited into an organization (or other domain) by decision-makers aware of a problem requiring action research, but lacking the requisite methodological knowledge to deal with it.

6.6 Why to implement Action Research as methodology?

Action Research was chosen as this project’s methodology, because it is going to be carried out through a co-learning process, that is to say, that it is going to include several opinions,
which are going to reinforce the topic to be worked, in this case “ELT textbooks designing”. This issue is going to solve real educational issues, since there is indeed a huge need to have material, in order to benefit students’ learning, due to the context circumstances.

Therefore this methodology provides to the project the stages corresponding phases and principles to develop the research, having into account the real social characteristics, because they are students, who deserve an accurate material, based on the current quality international standards in order to they can access into a good a suitable education.
7. Implementation

7.1 Subjects

This project is aimed at young learners; that is to say, first level students from 6 to 9 years old in ASE (Alianza Social Educativa), in ‘Fe y alegría’ school, Engativá, Bogotá.

This is a 30 student group; children attend English classes on Saturdays from 8:00am to 12:30pm. Most of the students belong to low-income families. However, they are very enthusiastic children that love to learn English, that is the reason why it is indeed important to design a complete textbook suitable and useful for them, since they need to have an education based on quality and fairness as any other learner.

This project is intended to make students be able to obtain the necessary tools to have access to other cultures through language, so they can understand that a language is not just words or something that they have to acquire to be competitive in their future, but a relevant issue relevant to recognize themselves as social, cultural and overall communicative individuals within a diverse world.

7.2 Data collecting instruments

7.2.1 Diagnosis test

The diagnostic test was developed based on basic topics, according to the CEF A1 level (Common European Framework), in order to take into account the students’ background
and learning process. The test was designed according to students’ learning-teaching styles; that is to say, using pictures, big letters, and obviously clear instructions. The purpose is to establish general patterns to analyze the students’ conditions, in order to design ELT material accurate for them (Attached in the appendix).

7.2.2 Workshops and final exam application

We have worked ten workshops, which have been designed based on CEF goals, and on accurate topics set out according to the students’ background, abilities and context. In addition the tasks proposed have been planned through task based approach, organized to have a suitable and detailed information about the class planning (date, topic, subtopic) that is to say each didactic issue in the classroom. Topics (Fig.3) have been established and classified in the following form (Attached in the appendix).

<table>
<thead>
<tr>
<th>DATES</th>
<th>TASK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 28th</td>
<td>‘Welcome to school’</td>
<td>• Greetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Personal information</td>
</tr>
<tr>
<td>March 7th</td>
<td>‘Let’s learn the alphabet’</td>
<td>• Alphabet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Objects of the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Commands</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Numbers from 1-20</td>
</tr>
</tbody>
</table>
Fig. 3 (EG. Tasks and topics chart)

The previous information shows that the topics and subtopics are organized per session. The idea is that a workshop is worked each Saturday. As they are first level students, they need to be often reinforced through homework.

Workshops were designed to appeal students to learn English, not only in the classrooms but in their houses doing homework or reinforcing the topics explained, with practice and fun exercises. The exercises designed in the workshops were based on pictures to describe situations, exercises to be filled it up, unscrambled words and sentences, games such as puzzles, choosing and repeating, speaking chains, etc, which are the pilot tests to identify learners’ weaknesses and strengths through the four communicative skills.

7.2.3 Survey

Survey research is the method of gathering data from respondents thought to be representative of some population, using an instrument made up of closed structure or open-ended items (questions). This is perhaps the dominant form of data collection in social sciences, providing efficient collection of data over populations. Critics of survey research methodology hold it to be a method which artificially forces respondents to formulate opinions, masking the complexity of conflicting views and unconscious biases within each respondent, and critics note that in many arenas survey items poorly predict actual behavior.

There are two types of surveys:

- Type 1 closed structure: These are structured statements designed in order to obtain more specific data, that is to say that the outcomes will be accurate and organized.
A type 1 survey must have updatable questions and response options, likewise different subtypes (single selection, multiple selection, and selection box).

Type 2 opened-ended Open-ended items are frequently used as complements rather than alternatives to structured items. As a follow-up to a structured item, an open-ended item can bring to light unanticipated interpretations and variations in the meaning of responses. For instance, in a ranking item about job satisfaction, a structured response may show "income" to be the most important satisfaction factor, but a follow-up open-ended item may show some respondents mean "high income," whereas other respondents mean "steady income."

Open-ended items are not necessarily more accurate, however. An open-ended question may elicit one range of preferences, yet when other choices are presented in a structured question, respondents may well alter their open-ended preferences to re-rank in the light of previously-unconsidered alternatives in the structured item. Ideally, one would use both, with an open-ended probe question after every structured item.

The project is going to be carried out through two closed surveys (Type 1 closed structure), directed to children and practicers, in order to collect accurate information to develop the final product (Textbook), and based on students’ preferences and future teachers’ teaching-learning experiences and opinions. (Attached in the appendix).
8. Outcomes

This project has shown that a textbook is a pretty useful tool to create an effective and productive teaching-learning environment, because students have their own material to reinforce the topics developed along the classes. Besides they can investigate on the next topic to work on, doubts can be solved through vocabulary and enhancing activities that get learners actively involved in English.

ELT Materials can help learners to feel at ease in a number of ways, developing in them more confidence and a positive attitude regarding of their learning process. Some activities that provide the previous features are:

- Students are more at ease with texts and illustrations that they can relate to their own culture than with those which are culturally exotic.
- Students encourage their personal participation through materials that relate the world of the book to the world of the learner and though the absence of activities which could threaten self-esteem and cause humiliation. In addition, most of the textbooks are usually written in a semi formal style and reveal very little about the personality and interest of learners, due to these students need to be ready to acquire self-investment through points taught. “Structures are acquired only when learners are mentally ready for them” (Tomlinson 1998).
- Learners learn to perceive how relevant and useful English is in their daily lives within authentic sceneries.
Students should take into account that learners differ in different learning styles, for instance, students with a preference for theoretical learning are much more likely to gain from explicit grammar teaching than those who prefer experiential learning and more likely to gain from reading a story with a predominant grammatical feature.

According to the previous features it is possible to assert that materials provide opportunities for outcome feedback.
9. Data Analysis

9.1 Diagnostic test

A diagnostic test is used in order to recognize the student’s knowledge level and competences. This test includes a series of exercises of vocabulary comprehension. The questionnaire is made up six questions which are divided into five kinds of strategies: Unscramble the words, match the number with the correct word, fill in the gaps with the missing letters, draw a picture according to the greeting; and write the parts of the body in the picture.

The strategy **unscramble the words** is used in the first question. Here the students have to organize the words according to the images.

The second strategy **match the number with the correct word** consists of connecting the number with its equivalent word.

**Fill in the gaps with the missing letters** is included in the third and fifth questions. Here the students are asked to complete the words looking at some pictures or checking some words to identify their correct spelling.

In question number four the instruction is to **draw a picture according to the greeting**, identifying daily expressions. Finally, the last point asks for writing a part of the body based on a body image.

All the questions are Multiple Choice (A, B, C, and D) with only one possible answer.
1. Unscramble the words. Look at the example (e.g.)

   e.g.

   A. atc
   Cat

   B. vlgeo

   C. fael

   D. rca.

   E. Onareg
2. Match the number with the correct word. There is an example at the beginning

A. 12 twelve  
B. 8 twenty  
C. 3 one  
D. 10 nine  
E. 5 eighteen  
F. 9 three  
G. 4 ten  
H. 12 five  
I. 18 eight  
J. 20 four

3. My family members. Fill in the gaps with the missing letters. Look at the example (e.g.)

Mother Fa___ r Si___ r

_____moth_____ Br___ r _____ y _____fath___
5. Draw a picture according to the greeting. Look at the example. (e.g.)

```
A
Good morning!
```

```
B
Good evening!
```

```
C
Good afternoon!
```

```
D
Good bye!
```

6. Check the following words and fill in the gaps with the missing letters. Look at the example.

```
Book, notebook, pencil, board, colors, pen, eraser, sharpener
```

A. **Notebook**

B. **Bo_**rd
7. Write the parts of the body in the picture. There is an example at the beginning. (e.g.)
The following description corresponds to the analysis of the diagnostic test results. 31 students answered the test. In the first question *unscramble the words*, choice B, 25 instructions (80,65%) were correct against 6 wrong answers (41,94%). Choice C, right instructions were 13 (8,39%) and 18 instructions were wrong (11,61%). Choice D obtained 31 of 31 right instructions (0,00%). Finally, 29 (18,71%) students answered correctly choice E against 2 (1,29%) wrong instructions. According to the last results, most of the students were able to organize the words looking at the pictures. The choice
that presented most of the wrong instructions was C. On the other hand, the other choices had most of the right instructions.

<table>
<thead>
<tr>
<th>LETTER</th>
<th>RIGHT INSTRUCTION</th>
<th>WRONG INSTRUCTION</th>
<th>TOTAL INSTRUCTION</th>
<th>TOTAL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>23</td>
<td>74,19</td>
<td>8</td>
<td>25,81</td>
</tr>
<tr>
<td>C</td>
<td>31</td>
<td>100,00</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>D</td>
<td>31</td>
<td>100,00</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>E</td>
<td>31</td>
<td>100,00</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>F</td>
<td>31</td>
<td>100,00</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>G</td>
<td>31</td>
<td>100,00</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>H</td>
<td>25</td>
<td>80,65</td>
<td>6</td>
<td>19,35</td>
</tr>
<tr>
<td>I</td>
<td>23</td>
<td>74,19</td>
<td>8</td>
<td>25,81</td>
</tr>
<tr>
<td>J</td>
<td>25</td>
<td>80,65</td>
<td>6</td>
<td>19,35</td>
</tr>
<tr>
<td>TOTAL</td>
<td>251</td>
<td></td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>
In the second instruction *match the number with the correct word*, 23 (74, 19%) students had correct answers and only 8 of them had wrong answers (25, 81%). In choices C, D, E, F and G the total of right answers were 31 out of 31 in each case (100 %). Choice H showed 25 right answers (80, 65%) in opposition to 6 (19, 35%) wrong answers. 23 (74, 19 %) students answered correctly choice I, against 8 (25, 81%) students whose answers were incorrect. In choice J the total of correct answers were 25 (80, 65%) in opposition to 6 (19, 35%) incorrect answers. Based on these results, most of the students were able to recognize the numbers with their equivalent words. In fact, most of the choices showed a total right score.

### INSTRUCTION No 3:”Family Members” Fill in the gaps with the missing letters

<table>
<thead>
<tr>
<th>LETTER</th>
<th>RIGHT ANSWER</th>
<th>WRONG ANSWER</th>
<th>TOTAL ANSWER</th>
<th>TOTAL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>20</td>
<td>64,52</td>
<td>11</td>
<td>35,48</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
<td>22,58</td>
<td>24</td>
<td>77,42</td>
</tr>
<tr>
<td>D</td>
<td>31</td>
<td>100,00</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>E</td>
<td>16</td>
<td>51,61</td>
<td>15</td>
<td>48,39</td>
</tr>
<tr>
<td>F</td>
<td>5</td>
<td>16,13</td>
<td>26</td>
<td>83,87</td>
</tr>
<tr>
<td>G</td>
<td>18</td>
<td>58,06</td>
<td>13</td>
<td>41,94</td>
</tr>
<tr>
<td>TOTAL</td>
<td>91</td>
<td>89</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The instruction *fill in the gaps with the missing letters* demonstrated more complexity for the students. In choice B, 20 answers (64, 52%) were correct in opposition to 11 wrong answers (35, 48%). 7 students answered correctly choice C, not in favor of 24 students’ incorrect answers (77, 42%). Choice D showed 31 out of 31 correct answers (100%). In choice E, 16 answers (51, 61%) were correct in opposition to 15 wrong answers (48, 39%). Finally, 18 (58, 06%) students answered correctly choice G against 13 (41, 94%) wrong answers. According to the last results, most of the students were able to organize the words by looking at the pictures. The choice that showed most of the wrong answers was C. On the other hand, the other choices had most of the right answers.
In instruction four *According to the greeting draw a picture* most of the students drew correctly in choice B 26 (83, 87%) against 5 (16, 13%) who drew a wrong picture; in choice C students were confused and only 9 (29, 03%) answered in a good way against 22 (70, 97%) with wrong pictures but all of the students drew right pictures in choice D; the total number of students in this item were 31. According to the last results, most of the students were able to recognize the greetings and draw their pictures. The choice that showed most of the wrong answers was C. On the other hand, the other choices had most of the right answers.
The next instruction *Check the following words and fill in the gaps with the missing letter* demonstrated less complexity for the students because they had the words in a box. In choice B, 28 answers (90,32%) were correct in opposition to 3 wrong answers (9,68%). 22 students answered correctly choice C, not in favor of 9 students’ incorrect answers (29,03%). Choice D showed 31 out of 31 correct answers (100%). In choice E 25 (80,65%)
were correct in opposition to 6 (19, 35%) wrong answers. Most of the students had right answers in choice F 29 (93, 55%) against 2 (6, 45%) wrong answers. On the other hand, choice G and H showed positive results because all of the students in G answered correctly and only one student1 (3, 23%) had a wrong answer in H, contrary to 30 (96, 77%) positive answers. According to the last results, most of the students were able to recognize the words in the box and put their letters in the correct place. The choice that showed most of the wrong answers was C. On the other hand, the other choices had most of the right answers.

<table>
<thead>
<tr>
<th>LETTER</th>
<th>RIGHT INSTRUCTION</th>
<th>WRONG INSTRUCTION</th>
<th>TOTAL INSTRUCTION</th>
<th>TOTAL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>29</td>
<td>93,55</td>
<td>2</td>
<td>6,45</td>
</tr>
<tr>
<td>C</td>
<td>30</td>
<td>96,77</td>
<td>1</td>
<td>3,23</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>0,00</td>
<td>31</td>
<td>100,00</td>
</tr>
<tr>
<td>E</td>
<td>2</td>
<td>6,45</td>
<td>29</td>
<td>93,55</td>
</tr>
<tr>
<td>F</td>
<td>27</td>
<td>87,10</td>
<td>4</td>
<td>12,90</td>
</tr>
<tr>
<td>G</td>
<td>31</td>
<td>100,00</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>H</td>
<td>4</td>
<td>12,90</td>
<td>21</td>
<td>67,74</td>
</tr>
<tr>
<td>TOTAL</td>
<td>123</td>
<td>94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The last instruction **Write the parts of the body in the picture** was more complex for learners because most of them did not know all the parts of the body. In choice B, 29 answers (93, 55%) were correct in opposition to 2 wrong answers (6, 45%). 30 students (96, 77%) answered correctly choice C, not in favor of only 1 incorrect answer (3, 23%). On the contrary, choice D showed 31 out of 31 wrong answers (100 %). In choice E only 2 answers (6, 45%) were correct in opposition to 29 (93, 55%) wrong answers. Most of the students had right answers in choice F 27 (87, 10%) against 4 (12, 90%) wrong answers; also, in choice G the results were positive because all of students answered correctly. Finally, choice H shows 4 right answers (12, 90%) against 21 (67, 74%) wrong answers.

Based on these results, it can be deduced that most of the students were able to write the parts of the body in choices B, C, F and G. On the contrary, a majority of the wrong answers can be found in choices D, E and H.
9. 2 Surveys, type 1. (For students)

The main purpose of this survey is to know what kind of material the students prefer in their English learning process. This test includes a series of questions focused on the importance of selecting a proper material for beginners. The questionnaire is divided into five questions.

The first question - Why do you think it is necessary to implement the use of material (textbook) - for students in their English Learning Process? - asks for the importance of implementing specific material in the English learning process.

On the other hand, the second question - Why do you think it is important to practice the topics presented in the classroom in a specific material? - is based on the significance of practicing by means of particular material.

The next question - Which of the following tools would be more useful in the classroom? - inquires about useful tools in the classroom.

Question number four - How do you prefer material design to be developed in the classroom? - is about the student’s preferences in material design; this question focuses on illustrations, exercises and explanations.

The last question - would you like that illustrations in the text were based on figures about: - is based on pictures and drawings; here students choose what kind of pictures they want to use in their English learning process.

All of these are questions with Multiple Choice (A, B, C, and D.) with only one possible answer.
Encuesta de recolección de datos tipo 1. (Para estudiantes)

Esta encuesta ha sido creada con el fin de conocer qué tipo de material prefieren los estudiantes en su proceso de aprendizaje del Inglés como lengua extranjera.

Responde A, B ó C según la opción que prefieras. Marca una sola opción.

1. ¿Por qué crees que es necesario implementar el uso de material (cartilla) para estudiantes en el proceso de aprendizaje del Inglés?
   A. Para mejorar el proceso de aprendizaje del Inglés en el salón de clase.
   B. Para aprender los temas de manera lúdica.
   C. Para practicar en casa los temas vistos en clase.

2. ¿Por qué crees que es importante practicar los temas vistos a través de un material específico?
   A. Para reforzar en casa
   B. Para investigar los temas a desarrollar
   C. Para mantener un orden de temas

3. ¿Cuál de las siguientes herramientas sería más útil en el salón de clase?
   A. Cartilla de ejercicios.
B. Guías para cada clase.

C. CDs y otros materiales de audio.

4. ¿Cómo te gustaría que fuera el diseño del material a desarrollar en clase?

A. Con ilustraciones para explicar los temas.

B. Con explicaciones escritas para realizar ejercicios.

C. Con ilustraciones, explicaciones y ejercicios.

5. Te gustaría que las ilustraciones correspondientes al texto se basaran en figuras de:

A. Personas, animales y objetos reales.

B. Caricaturas de personas, animales y objetos.

C. Caricaturas imaginarias.
The following description corresponds to the analysis of the student’s survey results, the number of the students tested were 30. In the first question 50% of the students preferred choice B; 27% of the students selected choice C and 23% of the population chose option A. According to the results a considerable number of the students prefer a textbook to learn topics dynamically, another portion of them prefer only to practice topics by means of a textbook, the smallest amount of them think a textbook is a better way to improve their English language learning.
The next analysis gives you an idea about the results obtained in the second question, 63% of the students preferred choice A; 30% of the students chose choice B and 7% of the population chose option C. Based on the last results most of the students think it is very important to practice topics learnt in a specific material to strengthen all their knowledge; some of them have a preference to this kind of material in order to search for the topics proposed, but a smaller amount of the apprentices consider a textbook is a good tool to establish a topic order.

<table>
<thead>
<tr>
<th>RESPUESTA</th>
<th>TOTAL DE RESPUESTAS</th>
<th>TOTAL DE ESTUDIANTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Para reforzar en casa.</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>B. Para investigar los temas los temas a desarrollar.</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>C. Para mantener un orden de temas</td>
<td>2</td>
<td>30</td>
</tr>
</tbody>
</table>
The results about the third question demonstrate that a 77% of the scholars rather preferred choice A; 20% of the students decided on choice C and merely 3% of the population opted for choice B. In other words, the majority of scholars consider a textbook as the most useful instrument in class; other individuals prefer Cds and different kinds of materials; and a minority like better guides for every single class.
The results obtained in the fourth question illustrate that 53% of the learners preferred choice C; 34% of them selected choice A and only 13% of the population preferred choice B. According to these results most of the students like better a material designed with illustrations, explanations and exercises for their classes. Good quantities of the apprentices choose a material with illustration with the aim of explaining topics.
The results about the fifth question demonstrate that 50% of students expressed a clear preference for choice C; 43% of them selected choice B and 7% of the learners decided on choice A. As a conclusion part of the students would like the illustrations to be imaginary.
cartoons; some of them have a preference for people, animals, objects and cartoons; but a smaller amount of the apprentices like better real people, animals and objects.
Survey, type 1. (For teachers)

This survey inquires teachers about the importance of using specific material in ELT process. This test includes five questions with Multiple Choice (A, B, C, and D.) with only one possible answer.

The first question - Why do you think it is important to handle a textbook in the classroom?
– It asks teachers about the relevance of handling a specific material in ELT.

What is your own concept about a book? It is the statement of the second question in which teachers answer whether it is a mandatory tool, it is an important aid, or it is a motivating strategy for them in ELT processes according to their own point of view.

Third question - According to your experience: when do you use the textbook in the classroom? – It inquires about the frequency of the use of the textbook in the ELT process.

Next question - Which are your teaching expectations about a textbook? – It is focused on skills and activities that teachers can develop in ELT process.

The last question - Why do you think students need a textbook to understand the lessons in a better way? – It asks for reasons in which textbook replaces students’ needs in their English learning process.
Data collecting survey Type 1. (For Teachers)

This survey has been designed in order to know the importance of using specific material in ELT process.

According to your personal opinion answer the next questions. Choose A, B or C.

1. Why do you think it is important to handle a textbook in the classroom?
   
   A. To avoid duties
   
   B. To have topic sequences
   
   C. To reinforce classes at home

2. What is your own concept about a book?
   
   A. It is a mandatory tool in ELT processes.
   
   B. It is an important aid in ELT processes.
   
   C. It is a motivating strategy for teachers and students in ELT processes.

3. According to your experience when do you use the textbook in the classroom?
A. Always

B. Usually

C. Sometimes

4. Which are your teaching expectations about a textbook?

A. Work with a textbook that develops the four skills.

B. Work with a textbook that has plenty of reading exercises.

C. Work with a textbook that just has writing exercises.

5. Why do you think students need a textbook to understand the lessons in a better way?

A. Because they can solve the exercises more easily at home.

B. Because they need to practice what they learn whenever they want.

C. Because they improve their own language knowledge.
The next analysis is based on the description of the teacher’s survey; the whole staffs of teachers tested were 30, and the survey designed with five questions of multiple answers.

The results of the first matter proves that only 7% of the teachers think it is significant to handle a textbook because it avoids duties, whereas 37% of the population consider that a textbook reinforce classes at home. Finally, a large amount of teachers think that a textbook provides them with topic sequences.
The second question demonstrates some teachers’ concepts about textbooks, for instance in choice A, 20% of the population think it is a mandatory tool in ELT processes. On the other hand, 27% of them consider it is an important aid in ELT processes, whereas 50% of the teachers consider it is a motivating strategy for teachers and students in ELT processes.
The results about the third question prove that a majority of the teachers (73%) usually use textbooks in the classroom, corresponding to choice B; on the contrary 17% of them decide on option C to express that they sometimes use a textbook in the classroom. And only 10% of the total tested teachers affirm that they always utilize textbooks in their classes, according to choice A.
The results found in question number four permit to affirm that most of the teachers tested (87%) expect that a textbook develop the four skills, whereas 17% of the population expects a textbook to have plenty of reading strategies as it is shown in choice B. Finally, none of the teachers expect a textbook to just have writing exercises.
Finally, the results for question number five show that 45% of the teachers think a textbook is necessary in class in order for the students to improve their own language knowledge. A 33% of the teachers think a textbook is essential because students need to practice what they learn. And 22% of them think it helps the students to solve the exercises more easily at home.
9.3 Final exam

A final exam was applied in order to recognize the students’ strengths, weaknesses and competences. In addition, it was a very important element in this project because it helps us to design material according to the student’s needs and requirements.

This test includes different exercises of vocabulary comprehension. The questionnaire is made up of seven questions which are divided into four academic abilities: use of English, match the number with the correct word, fill in the gaps with the missing letters and draw a picture according to diverse vocabulary words. All of these questions are Multiple Choice (A, B, C, and D.) with only one possible answer.

The instruction number one is focused on linguistic ability using English grammar correctly. Here students have to recognize some grammar structures they have learnt in the whole sessions.

The second strategy, match the number with the correct word consists of connecting the number with its equivalent word; it is applied in the third question, where the student has to identify the corresponding numbers and words.

Fill in the gaps with the missing letters is included in the fourth instruction. Here the student is asked to complete the words by means of checking some words to recognize their correct spelling.
In the fifth instruction the student has to *draw a picture according to the professions* then he/she writes the word correctly; in this academic activity he has to evidence his vocabulary acquisition along the class activities.

Finally, in instruction number seven the student is asked to identify the meaning of some words and then draw pictures about them.
1. GOAL: To understand and to evaluate the topics developed during the sessions.

1. Use the correct demonstrative adjective that, this, those, these

   A
   
   B
   
   C
   

   ______ Children are happy          ______ girl has a present          ______ cat is far

   D
   
   E
   
   F
   

   ______ book is interesting        ______ gifts are beautiful        ______ TV is red
2. Match the numbers with the correct word.

A. Twenty-five 0
B. Thirteen 4
C. Twelve 8
D. Thirty 25
E. Four 11
F. Eleven 15
G. Eight 13
H. Twenty-nine 30
I. Fifteen 12
J. Zero 29

3. Complete the gaps using the vocabulary about the family members

A. M_t_e_
B. B_o_he_
C. _a_t_e_
D. S_s_e_
E. _ran_m_t_e_

4. Write the correct profession and occupation

e.g. A

Gardener

B

C


5. Draw the next six professions.

A. Singer     D. Musician
B. Teacher    E. Pilot
C. Secretary  F. Shop assistant

GOOD LUCK!
The next description corresponds to the analysis of the final exam results. The number of students who answered the test was 31. In the first instruction *Use the correct demonstrative adjective: that, this, those, these.* Choice A, 15 answers (48, 39%) were correct against 16 wrong answers (51, 61%). In choice B, right answers were 21 (67, 74%)
and 10 answers were wrong (32, 26 %). Choice C had 26 (83, 87%) right answers and 5 (16, 13%) wrong answers; in choice D, 23 (74, 19%) were right answers and 8 answers were wrong (25, 81%). 13 (41, 94%) students answered correctly choice E, against 18 (58, 06 %) students whose answers were incorrect. Finally, 29 (93, 55%) students answered correctly choice F against 2 (6, 45 %) wrong answers. According to the last results, part of the students was able to recognize some grammar structures they have learned in the whole sessions. The options that showed most of the wrong answers were A and E. On the other hand, the other choices had most of the right answers.

<table>
<thead>
<tr>
<th>LETTER</th>
<th>RIGHT INSTRUCTION</th>
<th>WRONG INSTRUCTION</th>
<th>TOTAL INSTRUCTION</th>
<th>TOTAL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>19</td>
<td>61,29</td>
<td>12</td>
<td>38,71</td>
</tr>
<tr>
<td>B</td>
<td>22</td>
<td>70,97</td>
<td>9</td>
<td>29,03</td>
</tr>
<tr>
<td>C</td>
<td>29</td>
<td>93,55</td>
<td>2</td>
<td>6,45</td>
</tr>
<tr>
<td>D</td>
<td>22</td>
<td>70,97</td>
<td>9</td>
<td>29,03</td>
</tr>
<tr>
<td>E</td>
<td>31</td>
<td>100,00</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>F</td>
<td>29</td>
<td>93,55</td>
<td>2</td>
<td>6,45</td>
</tr>
<tr>
<td>G</td>
<td>31</td>
<td>100,00</td>
<td>0</td>
<td>0,00</td>
</tr>
<tr>
<td>H</td>
<td>19</td>
<td>61,29</td>
<td>12</td>
<td>38,71</td>
</tr>
<tr>
<td>I</td>
<td>29</td>
<td>93,55</td>
<td>2</td>
<td>6,45</td>
</tr>
<tr>
<td>J</td>
<td>29</td>
<td>93,55</td>
<td>2</td>
<td>6,45</td>
</tr>
<tr>
<td>TOTAL</td>
<td>260</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the second instruction *match the number with the correct word*, in choice the A 19 (61, 29\%) students had correct answers and 12 (38, 71\%) of them had wrong answers. In choice, B the total of correct answers were 22 (70, 97 \%) in opposition to 9 (29, 03 \%) incorrect answers. In choice C the total of right answers were 29 (93, 55 \%) and 2 (6, 45 \%) wrong answers. Choice D had 22 right answers (70, 97 \%) in opposition to 9 (29, 03 \%) wrong answers. 31 out of 31 instructions answered correctly in choices E and G. Choice F had 29 (93, 55 \%) right answers against 2 (6, 45 \%) students whose answers were incorrect. In choice H 19 (61, 29\%) answered correctly against 12 (38, 71 \%) with wrong answers. 29 (93, 55 \%) questions were answered correctly and 2 (6, 45 \%) mistaken answers. Finally, in choices I and J the total of correct answers were 29 (93, 55 \%) in opposition to 2 (6, 45 \%) incorrect answers. Based on these results, most of the students were able to recognize the numbers with their equivalent words. In fact, most of the choices had total right score.
The following instruction complete the gaps using the vocabulary about “Family Members” demonstrates in choice A 25 (80,65%) students had correct answers and 6 (19,35%) of them had wrong answers. In choice B, 24 answers (77,42%) were correct in opposition to 7 (22,58%) wrong answers. 19 (61,29%) Students answered correctly choice C, not in favor of 12 (38,71%) students’ with incorrect answers. Choice D had 31 out of 31 correct answers. Finally, 22 (70,97%) students answered correctly choice E against 9 (20,03%) wrong answers. According to the last results, most of the students were able to recognize the vocabulary about “Family Members” and put the letters in order.
to complete each word. The option that showed most of the wrong answers was C. On the other hand, the other choices had most of the right answers.

<table>
<thead>
<tr>
<th>LETTER</th>
<th>RIGHT INSTRUCTION</th>
<th>WRONG INSTRUCTION</th>
<th>TOTAL INSTRUCTION</th>
<th>TOTAL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>18</td>
<td>58,06</td>
<td>41,94</td>
<td>93</td>
</tr>
<tr>
<td>B</td>
<td>30</td>
<td>96,77</td>
<td>1</td>
<td>3,23</td>
</tr>
<tr>
<td>C</td>
<td>13</td>
<td>41,94</td>
<td>18</td>
<td>58,06</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61</td>
<td>196,77</td>
<td>32</td>
<td>103,23</td>
</tr>
</tbody>
</table>

In this instruction students have to use their knowledge in vocabulary as in other instructions, for instance in item number A 18 (58, 06 %) of them answered correctly but, 13 (41, 94 %) students had a wrong answer. In choice B 30 (96, 77 %) make this one with positive results but in choice C the majority 18 (58, 06 %) write wrong answers. taking into account the previous results, most of the students were able to identify the family members and write their words correctly.
INSTRUCTION No 5: Draw the next six professions.

<table>
<thead>
<tr>
<th>LETTER</th>
<th>RIGHT INSTRUCTION</th>
<th>WRONG INSTRUCTION</th>
<th>TOTAL INSTRUCTION</th>
<th>TOTAL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>31</td>
<td>100,00</td>
<td>0</td>
<td>196</td>
</tr>
<tr>
<td>B</td>
<td>31</td>
<td>100,00</td>
<td>0</td>
<td>196</td>
</tr>
<tr>
<td>C</td>
<td>31</td>
<td>100,00</td>
<td>0</td>
<td>196</td>
</tr>
<tr>
<td>D</td>
<td>31</td>
<td>100,00</td>
<td>0</td>
<td>196</td>
</tr>
<tr>
<td>E</td>
<td>27</td>
<td>87,10</td>
<td>4</td>
<td>12,90</td>
</tr>
<tr>
<td>F</td>
<td>14</td>
<td>45,16</td>
<td>17</td>
<td>54,84</td>
</tr>
<tr>
<td>TOTAL</td>
<td>165</td>
<td>31</td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>

In last instruction *Draw the next six professions* the choices A, B, C, and D showed 31 out of 31 correct answers because all of the students drew the pictures correctly; 27 (87, 10 %) students answered correctly choice E, not in favor of 4 (12, 90 %) students’ who drew wrongs pictures. Finally, in choice F students 14 (45, 16 %) drew the pictures correctly against 17 (54, 84%) with wrong pictures. The total students in instruction were 31.
According to the last results, most of the students were able to recognize the greetings and draw their pictures. The option that showed most of the wrong answers was F. On the other hand, the other options got most of the right answers.
10. Conclusions

- Designing process is a really productive and accurate task to be developed by teachers, because it is not an easy practice. In fact, it represents a lot of responsibilities and duties. As ELT practicers it is absolutely positive to create material, because it means that teachers are not just repeating, but they are constructing practical knowledge based and focused on their own experiences.

- One of the teacher’s aims must be instil in students an awarness of what is happening in the language, and a curiosity to find out more: to go beyond the somewhat simplistic language of most textbooks and most classrooms and discover how native speakers of English out there in the real world express themselves in their speech and writing.

- Corpus analysis demonstrated that students preffer to use a textbook, because for them it is necessary to check exercises already solved and notes about the topics developed along the classes such as grammar or vocabulary issues, which are relevant to reach the proposed goals. Besides, it is mandatory to take into account that the sessions are carried out only on Saturdays, that is the reason why students can enhance the topics at home.
Tasks designed in the textbook “smiles” have been a very useful tool to motivate students, because the main aim does not correspond to do grammar exercises, but applying them in context, which means in their daily situation, creating L2 speeches and writing exercises by themselves, in this way they are improving their four communicative skills, because they read, write, speak and listen to the topics carried out in the classroom enhancing by doing.

Communicative approach is a very useful tool to design a suitable text book, because students learn how to express themselves in any communicative situation using the four communicative skills in real life. Communicative approach changes the old fashioned concept of language as a system of rules, because it is not just words but meanings and situations.

As the text book is aimed to first level students from 6 to 9 years old, it is mandatory to keep in mind their age, socio-cultural context, background, preferences etc. Therefore, it is necessary to go beyond and to be quite creative, that is to say, to explore into the previous aspects in order to create strategies that motivate children and make them be identified with the tasks. Therefore it is likely that they feel comfortable, because in this case they are not being forced, but they really want to learn English.
11. References

11.1 Book references


11.2 Related links

Estándares básicos de competencias en lenguas extranjeras: Ingles. 

ELT issues: An overview about language learning strategies in the classroom. 
http://www.essex.ac.uk/guest/matsda/home.htm. Time: 2:00 p.m. retrieved on July 20, 2009, from the World Wide Web essex.ac.uk/


Action research thesis: Thesis resource paper 
12. Appendix

12.1 Diagnostic test

DIAGNOSTIC TEST
ASE (FE Y ALEGRIA SCHOOL)
STUDENTS FROM 6 TO 9 YEARS
FIRST LEVEL

8. Unscramble the words. Look at the example.(e.g.)

e.g.

A. atc
B. vlgeo
C. fael

Cat

E. rca
D. Onareg
9. Match the number with the correct word. There is an example at the beginning

A. 1  
B. 8  
C. 3  
D. 10 
E. 5  
F. 9  
G. 4  
H. 12 
I. 18 
J. 20 

A. twelve  
B. twenty  
C. one  
D. nine  
E. eighteen  
F. three  
G. ten  
H. five  
I. eight  
J. four

10. My family members. Fill in the gaps with the missing letters. Look at the example

e.g.

Mother  
Fa____ r  
Si____r

_____moth____  
Br____ r  
_____ y  
_____fath____
11. Draw a picture according to the greeting. Look at the example. (e.g.)

   e.g.

   ![Good morning!]

   ![Good afternoon!]

   ![Good evening!]

   ![Good bye!]

12. Check the following words and fill in the gaps with the missing letters. Look at the example.

   Book, notebook, pencil, board, colors, pen, eraser, sharpener

   I. Notebook
   J. Bo_rd
   K. S_ _ pener
   L. P_ n_ _l
   M. _ _a_er
   N. _oo_
   O. _en
   P. Co_ _rs
13. Write the parts of the body in the picture. There is an example at the beginning. (e.g.)

- [ ] A
- [ ] HEA
- [ ] B
- [ ] D
- [ ] C
- [ ] E
- [ ] F
- [ ] G
ENGLISH LEARNING TEXTBOOKS FOR FIRST LEVEL STUDENTS IN A.S.E

12.2 Surveys

UNIVERSIDAD DE LA SALLE

ALIANZA SOCIAL EDUCATIVA

Encuesta de recolección de datos tipo 1. (Para estudiantes)

Esta encuesta ha sido creada con el fin de conocer qué tipo de material prefieren los estudiantes en su proceso de aprendizaje del Inglés como lengua extranjera.

Responde A, B ó C según la opción que prefieras. Marca una sola opción.

6. ¿Por qué crees que es necesario implementar el uso de material (cartilla) para estudiantes en el proceso de aprendizaje del Inglés?

A. Para mejorar el proceso de aprendizaje del Inglés en el salón de clase.

B. Para aprender los temas de manera lúdica.

C. Para practicar en casa los temas vistos en clase.

7. ¿Por qué crees que es importante practicar los temas vistos a través de un material específico?

D. Para reforzar en casa

E. Para investigar los temas a desarrollar

F. Para mantener un orden de temas

8. ¿Cuál de las siguientes herramientas sería más útil en el salón de clase?

D. Cartilla de ejercicios.
E. Guías para cada clase.

F. CDs y otros materiales de audio.

9. ¿Cómo te gustaría que fuera el diseño del material a desarrollar en clase?

D. Con ilustraciones para explicar los temas.

E. Con explicaciones escritas para realizar ejercicios.

F. Con ilustraciones, explicaciones y ejercicios.

10. Te gustaría que las ilustraciones correspondientes al texto se basaran en figuras de:

D. Personas, animales y objetos reales

E. Caricaturas de personas, animales y objetos

F. Caricaturas imaginarias
Data collecting survey Type 1. (For teachers)

This survey has been designed in order to know the importance of using specific material in ELT process.

According to your personal opinion answer the next questions. Choose A, B or C.

2. Why do you think it is important to handle a textbook in the classroom?

   A. To avoid duties
   B. To have topic sequences
   C. To reinforce classes at home

2. What is your own concept about a book?

   A. It is a mandatory tool in ELT processes
   B. It is an important aid in ELT processes
   C. It is a motivating strategy for teachers and students in ELT processes

3. According to your experience when do you use the textbook in the classroom?

   A. Always
   B. Usually
C. Sometimes

4. Which are your teaching expectations about a textbook?

A. Work with a textbook that develops the four skills developed?

B. Work with a textbook that has plenty of reading exercises.

C. Work with a textbook that has writing exercises.

5. Why do you think students need a textbook to understand in a better way the lessons?

A. Because they can solve the exercises more easily at home.

B. Because they need to practice what they learn whenever they.

C. Because they improve their own language knowledge.
12.3 Workshops and final exam

"FE Y ALEGRIA" SCHOOL

WORKSHOP N.1

1st level. (6-9 years old)

February 28th, 2009

- **TOPIC:** WELCOME TO SCHOOL
- **SUB-TOPIC:** Greetings and personal information
- **GOAL:** To express greetings and personal information, both in writing and orally.

**ACTIVITIES**

1. Describe the following characters.

   - **Mary**
     - 8 years old
     - Spain
     - Young
     - Example: She is Mary
     - She is 8 years old
     - She is from Spain
     - She is young

   - **Patricio**
     - 15 years old
     - USA
     - Funny

   - **Jake**
     - 10 years old
     - Brazil
     - Tender

2. Write your personal information.

...
3. Complete the chart according to the following information

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Evan</td>
<td>Lucy</td>
<td>Thomas</td>
</tr>
<tr>
<td>Last name</td>
<td>Williams</td>
<td>Morgan</td>
<td>Lizcano</td>
</tr>
<tr>
<td>Phone Number</td>
<td>2 00 55 66</td>
<td>4505696</td>
<td>2558809</td>
</tr>
<tr>
<td>Favorite food</td>
<td>Vegetables/soup</td>
<td>Hamburger</td>
<td>Pizza</td>
</tr>
<tr>
<td>Favorite color</td>
<td>blue</td>
<td>violet</td>
<td>brown</td>
</tr>
</tbody>
</table>

3. Describe in your notebook three people that you meet using all the information given previously.

4. Fill in the gaps using the words from the box.
Name, phone, old, favorite, lasagna, color, yellow, is, My 

A. My name ______ : Jordan Price 
B. And her ______ is: Katy Denver 
C. I'm 25 years______  
D. His favorite food is________  
E. My ______ number is 5 668748  
F. Her favorite ______is blue  
G. My favorite color is________  
H. ______favorite food is cheese  
I. Her _________ dessert is chocolate mousse 

GOOD LUCK!
WORKSHOP N.2

1st and 2nd level. (6-9 years old)

March 7, 2009

- **TOPIC:** LET'S LEARN THE ALPHABET
- **SUB-TOPIC:** Spelling objects of the classroom and getting new vocabulary.
- **GOAL:** To pronounce the alphabet in a suitable form, using vocabulary about objects of the classroom and cardinal numbers.

A. We are going to sing the alphabet song,

   Follow the pronunciation in brackets.

Practice!

B. Now listen and complete

1. ______________________

2. ______________________

3. ______________________
ENGLISH LEARNING TEXTBOOKS FOR FIRST LEVEL STUDENTS IN A.S.E

4.

C. Match the numbers with the corresponding word.

- Twenty-five 0
- Thirteen 4
- Twelve 8
- Thirty 25
- Four 11
- Eleven 15
- Eight 13
- Twenty-nine 30
- Fifteen 12
- Zero 29

D. Look for the missing words in the Word Puzzle. (10 numbers in it).

```
I W A D Y I W G E H J K E D A E V B L R S A
a b q r y i o k v f g b m n a s d f g H j k l m
n b v c a d e f r u i o a i c e y i o N l a u o
n e v y e l l u o w e d w n a r a l f E o n s o
a c t o s t a b e t L i n t e r a n f u V l a i t
e n c h i p a c a r e d e t n a s t y E f u c k
y u a r r m y i n s p n i e r a t i o S o v a n
a l e z a e s i x e r e s e m y a f e R t u l i
l e a b o n e o m u x i m n o n o t i M a g i n
a s s o l p e t r o s f o u r t e e n Q u o n e
y e k n s t a m d e s t i n f l o r i D a u s a
f i v e t h o u s a t w e n t y - e i g h t t n d
```

- Twenty-two
- Three
E. Dictation.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

GOOD LUCK!
ENGLISH LEARNING TEXTBOOKS FOR FIRST LEVEL STUDENTS IN A.S.E

"FE Y ALEGRIA" SCHOOL

WORKSHOP N.3

1st level

March 14th, 2009

- **TOPIC:** MY BIRTHDAY PARTY
- **SUB-TOPIC (S):** Days of the week, Months of the year, celebrations.
- **GOAL:** To recognize main celebrations and their corresponding date in specific written and oral exercises.

- **ACTIVITIES**

1. This is Carlos’ schedule. Help him to complete it and write some activities to fill it up.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Thursday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit Tania</td>
<td>Go to museum</td>
<td>Guitar class</td>
</tr>
<tr>
<td>Wash dishes</td>
<td>Do the homework</td>
<td>Play soccer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>play videogame</td>
</tr>
</tbody>
</table>

2. Now make your own schedule... don't forget to write the days of the week.

<table>
<thead>
<tr>
<th>Monday</th>
<th></th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Check the example and complete.

**SANDRA**

**JANUARY:** Vacations

**FEBRUARY:** Start classes

**MARCH:** Visit my grandparents.
4. Match with different colors

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 20th</td>
<td>Christmas</td>
</tr>
<tr>
<td>December 31st</td>
<td>Independence Day</td>
</tr>
<tr>
<td>April 30th</td>
<td>Halloween</td>
</tr>
<tr>
<td>October 31st</td>
<td>Children’s Day</td>
</tr>
<tr>
<td>December 25th</td>
<td>New Year’s Eve</td>
</tr>
</tbody>
</table>
5. Read and underline the months and days of the week.

‘I am happy because it’s December and I am on vacation, next Friday my family is having a big party for my birthday and in January we are going to travel to Disney, I am waiting for Monday because my parents will buy everything for the party’

6. Fill the gaps up and translate.

Translate

• Wedn__sd__y. ______________
• J__nu__r__. ______________
• Sa__u__d__y. ______________
• T__ur__ __ay. ______________
• __ay. ______________
• __u__u__t. ______________

GOOD LUCK!
"FE Y ALEGRIA" SCHOOL

WORKSHOP N.4

1st (6-9 years old)
March 21st, 2009

- **TOPIC:** DESCRIBING MY DEAR FAMILY
- **SUB-TOPIC:** Demonstrative adjectives, possessive adjectives, family vocabulary and some professions
- **GOAL:** To describe the family characteristics using demonstrative and possessive adjectives.

**ACTIVITIES**

**Practice!**

1. Complete, using the family’s vocabulary

   F. M_t_e_
   G. B_o_he_
   H. _at_e_
   I. S_s_e_
   J. _ran_m_t_e_
   K. _o_
   L. Da_gh_er

2. Write sentences using demonstrative adjectives (this-these) as in the example.

   A. **EG. This is my mother**
      My mother is Therese
      My mother is a teacher
      My mother is beautiful
5. Write the corresponding plural form.

A. EG. This is my aunt _____These are my aunts
B. This is my uncle_____
C. This is my cousin_____
D. This is my Brother in law____

6. Describe your family, using their professions (5).

EG. My uncle is a doctor
TOPIC: What do you do? Where do you go?

- SUB-TOPIC(s): professions, occupations, places and logical organization of sentences.
- GOAL: To describe professions, occupations and places both in writing and orally.

ACTIVITIES

1. Color and complete as in the example, using the correct profession or occupation.

   e.g.

   He is a gardener

   

   _____________________________

   _____________________________
2. Complete the following chart using negative and interrogative forms. See the example in affirmative form in exercise 1.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Answer affirmatively or negatively (Yes/no) according to the next information.

- Mr. Morgan
- Mr. Richardson
e.g.
A. Is Mr. Morgan a teacher?
• No, he is not, he is a vet
B. Is Mr. Richardson a builder?
•
C. Is Mr. Rawls a doctor?
•
D. Is Mrs. Piaf a musician?
•

4. Where do they work? Write and draw the corresponding place. Look at the example.

A. Doctor: hospital  B. police officer:    C. Teacher:

D. Actor:       E. Firefighter:   F. Mayor:   
5. Complete the name of the place according to the next words and pictures.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>HOSPITAL</th>
<th>LIBRARY</th>
<th>CHURCH</th>
</tr>
</thead>
</table>

A.

B.

C.

D.

GOOD LUCK!
“FE Y ALEGRIA” SCHOOL

WORKSHOP N.6

1st (6-9 years old)

April 4th, 2009

- **TOPIC**: PARTS OF THE BODY
- **SUB-TOPIC**: Imperatives, adjectives that describe physical appearance and sizes.
- **GOAL**: To learn the parts of the body using the vocabulary worked in class and get new vocabulary about adjectives.

**ACTIVITIES**

1. Look at the drawing and write the correct word. Look at the example.
   a. e.g.
      
      ![Example Image](image)

      **eyes**

   b.

   ![Drawing of ear]

   ___________

   c.

   ![Drawing of shoulders]

   _______________
2. Choose the adjective according to the picture. Use the word bank. Look at the example.

<table>
<thead>
<tr>
<th>Tall</th>
<th>Beautiful</th>
<th>skinny</th>
<th>Short</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>Ugly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**e.g.**

Strong

a. 

________
3. Look at the next picture, listen to the teacher and write the parts of Homer's body.
4. Describe your physical appearance. Look at the example.

   e.g.

   I am fat.

   a. ___________________
   b. ___________________
   c. ___________________
   d. ___________________
   e. ___________________

3. Practice the following commands with your classmates.

   a. Raise your left hand.
   b. Touch your nose.
   c. Shake your head.
   d. Put your right foot in.
   e. Open your mouth.

GOOD LUCK!
# ENGLISH LEARNING TEXTBOOKS FOR FIRST LEVEL STUDENTS IN A.S.F

"FE Y ALEGRIA" SCHOOL

WORKSHOP N.7

1st (6-9 years old)

April 11th, 2009

- **TOPIC:** EATING AND ENJOYING
- **SUB-TOPIC:** Talk about food, meals and verb to like.
- **GOAL:** To learn kinds of food, likes and dislikes mainly.

**ACTIVITIES**

1. Organize different kind of food according to the meal. Use the word bank

<table>
<thead>
<tr>
<th>Milk</th>
<th>bread</th>
<th>eggs</th>
<th>potatoes</th>
<th>fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate</td>
<td>soup</td>
<td>pie</td>
<td>soda</td>
<td></td>
</tr>
<tr>
<td>Fries</td>
<td>rice</td>
<td>hamburger</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Draw a picture according to the words. Check the example.

**e.g.** Banana and cheese
3. Answer the question "what kind of food do you like?" look at the examples.

   e.g.

   I like rice with chicken.
   I like vegetables.

I like... ________________
   ______________________
   ______________________

4. What kind of food don’t you like?

   e.g.

   I don’t like soup
   I don’t like vegetables.
I don’t like... ______________  
______________________  
______________________  
______________________  

5. Use the dictionary to make a list of food and share it with your friends.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tomatoes</td>
<td>• Tomates</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
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<tr>
<td>•</td>
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<tr>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

GOOD LUCK!
"FE Y ALEGRIA" SCHOOL

WORKSHOP N.8

1st (6-9 years old)

April 18th, 2009

- **TOPIC**: TRAVELING WITH MY FAMILY
- **SUB-TOPIC**: Clothes, places and prepositions of place.
- **GOAL**: To recognize some of the main clothes and prepositions of place.

**ACTIVITIES**

1. Match the word with the appropriate picture. Use different colors.

   Pants   gloves   underwear   sweater   T-shirt   dress   shoes

2. Complete the words using clothing vocabulary.

   - I have a beautiful _ _ t.
   - My mother has a red _ _ t
   - I don’t like to wear sc _ _ rf.
   - She has a wonderful _ _ _rt.
   - My grandmother doesn’t wear e _ _ rin _ _ s
3. Draw your clothes on the picture depending on your gender, then, name the clothes.

4. Look at the picture and use the prepositions of place to complete the sentences.

- Fred is _________ Chris.
- Beth is _________ Alan.
- Dot is _________ Chris and Alan.
- Chris is _________ Dot.
- Emily is _________ Beth.
5. Find the words in the word puzzle.

| t | w | b | o | x | e | r | s | w | o | e | h | j | k | e | d | a | e | v | b | l | r | s | a |
| a | b | q | r | y | i | o | k | v | f | g | b | m | n | a | s | d | f | g | h | j | k | l | m |
| n | b | v | c | a | d | e | f | r | u | i | o | a | i | c | e | y | i | o | e | l | a | u | o |
| n | e | v | y | e | l | l | u | o | w | e | d | w | n | a | r | a | l | s | e | o | n | s | o |
| a | c | t | o | s | t | a | b | e | t | l | n | t | e | r | a | n | u | u | v | l | a | i | t |
| e | n | c | h | i | p | a | c | a | r | e | d | e | t | n | a | o | t | y | e | f | u | c | k |
| y | u | a | r | r | m | y | j | a | c | k | e | t | e | r | l | t | i | o | s | o | v | a | n |
| a | l | e | z | a | s | i | x | e | r | e | s | e | b | y | a | f | e | r | t | u | l | i |
| t | e | a | b | o | n | e | o | m | u | x | i | m | n | n | o | n | o | t | w | a | l | l | e | t |
| a | s | s | o | l | p | e | t | r | o | s | f | o | u | r | t | e | n | q | u | o | h | o |
| y | e | k | n | s | t | a | m | d | e | s | t | i | n | f | l | o | r | i | d | a | u | l | a |
| f | i | v | e | t | h | o | u | s | a | t | w | e | n | t | y | - | e | i | g | h | t | n | t |

- Jacket
- Coat
- Boxers
- Blouse
- Wallet
- Necklace

6. Make 3 sentences with some of these words.

1. ______________________________
2. ______________________________
3. ______________________________

GOOD LUCK!
WORKSHOP N.9
1st (6-9 years old)
April 25th, 2009

- **TOPIC:** LOST IN THE MALL
- **SUB-TOPIC:** adjectives, describing people, verb to have.
- **GOAL:** To identify an adjective and its position in a sentence in order to describe people and write sentences with some verbs.

**ACTIVITIES**

1. Match each adjective with its opposite.

<table>
<thead>
<tr>
<th>Tall</th>
<th>Cheap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>Short</td>
</tr>
<tr>
<td>Expensive</td>
<td>Single</td>
</tr>
<tr>
<td>Dirty</td>
<td>Sad</td>
</tr>
<tr>
<td>Fast</td>
<td>Good</td>
</tr>
<tr>
<td>Thin</td>
<td>Noisy</td>
</tr>
<tr>
<td>Happy</td>
<td>Clean</td>
</tr>
<tr>
<td>Beautiful</td>
<td>Ugly</td>
</tr>
<tr>
<td>Married</td>
<td>Weak</td>
</tr>
<tr>
<td>Quiet</td>
<td>Slow</td>
</tr>
<tr>
<td>Bad</td>
<td>Fat</td>
</tr>
</tbody>
</table>

2. Write a description for each picture.

   - **Intelligent**
   - ________________

   - ________________
   - ________________
   - ________________
   - ________________
   - ________________
3. Draw the pictures according to the instructions.

- green eyes
- brown eyes
- blue eyes
- long red hair
- short curly hair
- long blond hair

4. Write the name according to the meaning of the sentence.

- Andrea and Diego have school bags today.
- ______ has a pencil and a book in his hand. _____ also has a ball.
- ______ has long hair and ______ has short hair.
- ______ has a new bicycle. ______ has a toy mouse.

5. Read Diana’s profile then complete the sentence with the correct form of the verb “to have”.

- Diana has long hair.
- She ____ _____ eyes.
- Diana _____ a __________ dress.
- She _____ a ______ ______ ___ ______ shoes.

GOOD LUCK!
“FE Y ALEGRIA” SCHOOL

WORKSHOP N.10

1st (6-9 years old)

May 2nd, 2009

- TOPIC: I CAN LEARN ENGLISH
- SUB-TOPIC: Use of can and can't, talking about sports.
- GOAL: To recognize the several uses of the modal verb CAN and associate it with some sports.

ACTIVITIES

1. Look at the information and then write 5 affirmative and 4 negative sentences.

Mr. Gonzalez

Can: Dream a lot.
Snore very much
Sleep too much.
Can’t: Play soccer.
Ride a bike.

Natalia

Can: Jog everyday.
Listen to music.
Run very fast.
Can’t: Dance salsa.
Cook pancakes.

Example: Mr. Gonzalez can read a book.

1. ______________________________________________
2. ______________________________________________
3. ______________________________________________
4. ______________________________________________
5. ______________________________________________
6. ______________________________________________
7. ______________________________________________
8. ______________________________________________
9. ______________________________________________

2. Match the picture with the corresponding number.

[Images of people doing various activities]

[Match with numbers]
ENGLISH LEARNING TEXTBOOKS FOR FIRST LEVEL STUDENTS IN A.S.E

1. Volleyball  5. Hockey
2. Baseball    6. Tennis
3. Skateboarding  7. Fishing
4. Surfing    8. Skiing

3. What can you do? What can't you do? Write 5 examples per each one

EG. I can run very fast  I can't play soccer
____________           ______________
____________           ______________
____________           ______________
____________           ______________
____________           ______________

4. Write a composition about your abilities, using can and can't

I can speak English very fast, but really I can't read it.

___________________________________________
________________________________________

5. Invent an interview to a very important scientist; ask for information about what he/she do can? Or what can't he/she do? (min. 7 questions)

EG. Can you read 5 books per month?
Yes, I can read 5 or more (long answer) (It can be negative or affirmative)

GOOD LUCK!
1st and 2nd level (6-9 years old)
May 23rd 2009
GOAL: To understand and to evaluate the topics developed during the sessions.

1. Use the correct demonstrative adjective that, this, those, these

   _______Children are happy    _______ girl has a present    _______ cat is far

   _______ book is interesting   _______ gifts are beautiful    _______ TV is red

2. Write your personal information.

   ____________________________________________
   ____________________________________________
   ____________________________________________
3. Match the numbers with the correct word.

A. Twenty-five 0
B. Thirteen 4
C. Twelve 8
D. Thirty 25
E. Four 11
F. Eleven 15
G. Eight 13
H. Twenty-nine 30
I. Fifteen 12
J. Zero 29

4. Complete the gaps using the vocabulary about the family members

M. M_t_e
N. B_o_he
O. _at_e
P. S_s_e
Q. _ran_m_t_e

5. Write the correct profession and occupation. Look at the pictures

e.g. A

Gardener

B

C
6. Complete the following chart using positive, negative and interrogative forms, according to the given information.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is a teacher</td>
<td>He is not happy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is she a singer?</td>
</tr>
<tr>
<td>It is wonderful day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Draw the next six professions.

A. Singer    D. Musician
B. Teacher   E. Pilot
C. Secretary F. Shop assistant

GOOD LUCK!
12.4 tasks and topics schedule

<table>
<thead>
<tr>
<th>DATES</th>
<th>TASKS</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>‘Welcome to school’</td>
<td>• Greetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Personal information</td>
</tr>
<tr>
<td>March 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>‘Let’s learn the alphabet’</td>
<td>• Alphabet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Objects of the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Commands</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Numbers from 1-20</td>
</tr>
<tr>
<td>March 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>‘My birthday party’</td>
<td>• Days of the week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Months of the year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Celebrations</td>
</tr>
<tr>
<td>March 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>‘Describing my dear family’</td>
<td>• Demonstrative adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Possessive adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Family vocabulary</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Subtopics</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>March 28th</td>
<td>What do you do?...Where do you go?</td>
<td>• Professions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Occupations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Places</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Logical organization</td>
</tr>
<tr>
<td>April 4th</td>
<td>Parts of the body</td>
<td>• Physical adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sizes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Imperatives</td>
</tr>
<tr>
<td>April 11th</td>
<td>Eating and enjoying</td>
<td>• Talk about food</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mainly dishes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Likes and dislikes</td>
</tr>
<tr>
<td>April 18th</td>
<td>Traveling with my family</td>
<td>• Clothes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Places</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Prepositions of place</td>
</tr>
<tr>
<td>April 25th</td>
<td>Lost in the mall</td>
<td>• Describing people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Verb to have</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>May 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>I can learn English</td>
<td>• Use of can and can’t</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sports</td>
</tr>
<tr>
<td>May 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>A common day in my life</td>
<td>• Daily routine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Talking about habits</td>
</tr>
<tr>
<td>May 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>My new neighbor</td>
<td>• Wh-questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Useful verbs</td>
</tr>
<tr>
<td>May 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>General review</td>
<td>• General review</td>
</tr>
</tbody>
</table>