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Teaching English in the Hospital Classroom: English Language
Acquisition Through the Natural Approach.

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To our beloved students from “Escuela Hospitalaria de Valdivia”

Abstract

In this field research, seven students with special needs that attend the hospital school in Valdivia were exposed to different activities based on the second language acquisition theories and the principles of the Natural Approach by Krashen and Terrel during seven English workshops. These activities were created and adapted taking into consideration hospitalized children's pathologies, physical environment, psychological factors when being hospitalized, self-esteem and motivation. The data was collected through semi-structured interviews, surveys, observations and elicitation techniques were analyzed on the following criteria: physical environment, affective issues, comprehensible input and students' perception about teaching resources.

After finishing the analysis of the information gathered, the results revealed that activities that have their basis on the Natural Approach were effective to teach English to the subjects of study due to the fact that it helps them to cope with their diseases, decreases students' affective filter and increases motivation.

Keywords: Natural Approach, Hospital Pedagogy, Motivation, SLA Theories.

TABLE OF CONTENTS

Acknowledgements	
Abstract	
Introduction	1
CHAPTER I: THEORETICAL FRAMEWORK	4
1.1 State of the Art: Hospital Pedagogy	4
1.1.1 Hospital Schools and Classrooms in Chile	5
1.1.2 Legislative Framework of Hospital Pedagogy in Chile	7
1.1.3 Hospital School in Valdivia	8
1.2 Antecedents	10
1.2.1 Justification of the Research	12
1.3 Definition and Goals of the Natural Approach and Foreign Language Acquisition	13
1.3.1 Definition and Goal of the Natural Approach	13
1.3.2 Principles of the Natural Approach	15
1.3.2.1 Comprehension Precedes Production	15
1.3.2.2 Production Emerges	16
1.3.2.3 Acquisition Activities are Central	16
1.3.2.4 Lower the Affective Filter	18
1.3.3 Krashen's Theory and Second Language Acquisition	18
1.3.3.1 Acquisition/Learning Hypothesis	19
1.3.3.2 Natural Order Hypothesis	19
1.3.3.3 Monitor Hypothesis	20
1.3.3.4 Input Hypothesis	20
1.3.3.5 Affective Filter Hypothesis	21
1.3.3.6 The Silent Period	21
1.3.4 The Natural Approach and its Stages.	22
1.3.3.1 Listening Comprehension (Prespeech)	23
1.3.3.2 Early Production	25
1.3.3.3 Extending Production	26
1.4 Hospitalized Students and their Physical and Psychological Environment	26
1.4.1 Frequent Psychological Effects when Being Hospitalized	27
1.4.2 Motivation and Hospitalized Children	30
1.4.3 Self-esteem and Hospitalized Children	31
1.4.4 Physical Environment in Hospital Schools	32
CHAPTER II: METHODOLOGY	34
2.1 Methods for Data Collection	34
2.1.1 Semi-structured Interview (IDI) Mrs. Naldy Bucarey and to the Teacher of English, Mrs. Yesica Flies.	34
2.1.2 Observations and Field Notes	35
2.1.3 Pre and Post Surveys to the Hospitalized Students	35
2.1.4 Elicitation Techniques	36
2.2 Subjects of Study	36
2.3 School Description	40
2.4 Class Description	41

CHAPTER III: CORPUS	45
3.1 Results: Description of Criteria for Analysis	45
3.1.1 Physical Environment	46
3.1.2 Affective Issues	49
3.1.3 Comprehensible input	55
3.1.4 Students' Perception about Teaching Resources	60
3.2 Discussion	62
3.2.1 Physical Environment	62
3.2.2 Affective Issues	65
3.2.3 Comprehensible Input	69
3.2.4 Students' Perception about Teaching Resources	72
CHAPTER IV: CONCLUSIONS	75
4.1 General Reflections	75
4.2 Recommendations for Further Research	76
References	78
Appendix	83

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Introduction

In the last fifty years, international community has begun to develop a vision of education that according to the Commission on Education for the twenty-first Century (Delors as cited in UNESCO, 2004, p. 16) is a necessary utopia. The report states that education is not simply a mechanism by which people acquire a certain amount of basic skills. More than that, it is a crucial factor for social and personal development. (UNESCO, 2004, p. 16) Taking this into consideration, inclusive schools should meet the needs of the students, to adapt activities and make use of methodologies that take into account all the different learning styles and rhythms of children for learning. Apart from that, these schools must ensure the quality of education through an appropriate curriculum and a good school organization (UNESCO, 1994, Marco de Acción, p.11-12).

This led us to question ourselves, what happens with the people who are born with a “disability” or suffer from a disease? For this reason, hospital pedagogy emerged in Europe in the nineteenth century. Denmark was the first country to begin giving schooling opportunities to hospitalized children when the Coast Hospital, which treated children that suffered from tuberculosis, implemented hospital classrooms. After World War II, different European countries started to set up classrooms for hospitalized children in order to prevent psychological consequences. These disturbances were caused by complete isolation; hence it was more difficult for them to recover from their diseases because they felt more depressed and anxious (Ministerio de Educación de la Nación Argentina, 2011, p. 6).

Hospital Pedagogy is defined as “the type of pedagogy that is in charge of educating ill or hospitalized children, so they do not fall behind their studies. Furthermore, it must meet the psychological and social needs that are generated as a result of the diverse hospitalization process and treatments” (Lizasoain as cited in Ministerio de Educación de la Nación

ENGLISH INSIDE THE HOSPITAL

Argentina, 2011, p.6). The main objectives of Hospital Pedagogy are: to prevent and avoid marginalization of hospitalized children so they can continue their learning process during hospitalization, to meet, through an appropriate methodology, the cognitive and recreational needs of hospitalized children, to permit the socialization process of children, and help children to go back to their regular educational institution at the end of the period of stay in the hospital (Caballero, 2007, p. 158).

Based on the previous words, it is possible to state that the use of innovative methodologies are required in these types of educational institutions in order to help children to cope with their diseases and to motivate them to learn new contents. As these children are exposed to stressful situations due to their pathologies and it is difficult for them to feel motivated when attending classes, it is possible to infer that activities focus on the Natural Approach created by Krashen and Terrel seem to be an effective manner to teach the English language to hospitalized children. This is because the ideas and methodologies proposed by the NA help to create a positive environment inside the classroom and motivate and encourage students to participate during lessons.

This research project was divided into three chapters. The first chapter includes selected literature related to the chosen criteria. Topics of second language acquisition theories, the Natural Approach and physical and psychological environment of hospitalized children was exposed and contextualized with the reality of hospitalized children. In the second chapter the different methods for data collection used in this investigation, the subjects of study, school and class description were illustrated. Finally, the third chapter deals with the results gathered through the different research tools used during the investigation. After that, a detailed analysis of all the data collected throughout the investigation process is presented

ENGLISH INSIDE THE HOSPITAL

based on the following criteria: physical environment, affective issues, comprehensible input and students' perception about teaching resources.

ENGLISH INSIDE THE HOSPITAL

CHAPTER I: THEORETICAL FRAMEWORK

In this chapter, the State of the Art of this research project entitled “Teaching English in the Hospital Classroom: Acquiring the English Language through the Natural Approach” will be presented. The State of the Art is focused on the origins of Hospital Pedagogy, hospital schools and classrooms in Chile, Legislative Framework of Hospital Pedagogy in Chile and a description of the hospital school in Valdivia.

After that, the Theoretical Framework of this research will be exposed. The Theoretical Framework is focused on Krashen’s theory of language acquisition, the Natural Approach, motivation, psychological factors that affects hospitalized children, self-esteem and the hospital school in Valdivia and a description of the methodologies used to teach the English language in this educational institution.

1.1 Hospital Pedagogy: State of the Art

It is known that people have the right to education and nobody can be excluded from because it is a human right. In view of that, there are many children who cannot enforce this right due to the fact that they have to remain in hospitals because of their illnesses and long treatments, and it is for this reason that hospital pedagogy, schools and classrooms were created. Hospital pedagogy started in Europe in the nineteenth century, being Denmark the first country to implement hospital pedagogy in the world. In 1875, “Coast Hospital”, a hospital specialized in children who suffer tuberculosis, hired a teacher to give classes to the hospitalized children in order to prevent severe psychological disturbances caused by isolation (Ministerio de Educación de la Nación Argentina, 2010, p. 6). This was the starting point for hospital pedagogy in the history of human kind.

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In 1965, the Ministry of Education of this country established that all hospitalized children must have access to education and the education centers on which the hospitals are located will be responsible for hospital schools and classrooms (Polaino-Lorente & Lizasoain, 1992, p. 55).

Before the Second World War, children who were hospitalized were isolated and not even their parents could visit them, consequently these children suffered severe psychological disturbances. (Polaino-Lorente & Lizasoain, 1992, p. 49-50, cited in Elliot, 1987; Lizasoain y Polaino, 1987; Melamed, 1988; Cornsweet, 1990; Mc Clowry 1990; Walker et al., 1990). Because of this reason, some European countries such as, Germany, Austria, France and England followed Denmark's example and initiated educational activities in their hospital in order to prevent psychological disturbances in children caused by isolation (Ministerio de Educación de la Nación Argentina, 2010, p. 6).

1.1.1 Hospital Schools and Classrooms in Chile

According to the Ministry of Education, hospital classrooms provide compensatory education to primary school children who are hospitalized. These schools and classrooms operate within the hospitals and they can be a small building inside the hospital or just a classroom within the hospital too adapted for teaching these types of children (MINEDUC, 2003, p.11). Additionally, the main objectives of hospital pedagogy are the following: “ to continue with the regular teaching-learning process of the hospitalized children, to help hospitalized children to be an active subject and to develop the individuality of each hospitalized children and address the

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needs, problems and specific fears that the children suffer”¹ (Polaino-Lorente & Lizasoain, 1992, p.50).

The development and implementation of hospital pedagogy in Chile began at the end of 1997 when Sylvia Riquelme, chairman of “Fundación Carolina Labra Riquelme” (Navarte, 2006) started to investigate about what happened in relation to the learning process of children who were hospitalized. After her research, she discovered that there was a hospital school in Concepción named “Escuela del hospital Regional de Concepción”, which was the pioneer in implementing hospital pedagogy in Chile. Besides, in “Hospital Pedro Aguirre Cerda”, “Hospital Calvo Mackenna” and “Hospital Exequiel González Cortés”, all of them located in Santiago, educational activities had been carried out by teachers for the hospitalized children (Navarte, 2006, p.61). With regard to hospital schools or classrooms located in Santiago, in some cases they were an extension of public schools or they were run by individuals and non-profit organizations, but the building or classroom is inside the hospitals the children remain hospitalized. Nonetheless, these schools operated without official recognition from the Chilean Ministry of Education until 1999 (Navarte, 2006, p. 61).

In Chile, in 2008 there were 23 hospital schools and 25 hospital classrooms operating and giving hospitalized children schooling opportunities; these educational institutions were located in:

- Hospital Regional San José del Carmen (Copiapó)
- Hospital Carlos Van Buren (Valparaíso)
- Hospital Gustavo Fricke (Viña del Mar)
- Hospital Sótero del Río (Santiago)

¹ Original text: Continuar con el proceso normal de enseñanza y aprendizaje del paciente, conseguir que el niño hospitalizado sea un sujeto activo, desarrollar la individualidad de cada paciente y tratar las necesidades, problemas y temores específicos que el niño sufre. Translated By Maite Moena

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- Hospital Roberto del Río (Santiago)
- Hospital Luis Calvo Mackenna (Santiago)
- Hospital Exequiel González Cortés (Santiago)
- Hospital San Juan de Dios (Santiago)
- Hospital San Borja Arriarán (Santiago)
- Instituto de Rehabilitación Pedro Aguirre Cerda (Santiago)
- Hospital Cardenal Juan Francisco Fresno (Santiago)
- Clínica Dávila (Santiago)
- Hospital de Carabineros (Santiago)
- Hospital Félix Bulnes Cerda (Santiago)
- Corporación de Ayuda al Niño Quemado (Santiago)
- Hospital Base de Curicó (Curicó)
- Hospital Regional de Talca (Talca)
- Hospital de Linares (Linares)
- Hospital de Concepción (Concepción)
- Hospital Regional de Temuco (Temuco)
- Hospital San José de Victoria (Temuco)
- Hospital Regional de Valdivia (Valdivia)
- Hospital Base de Osorno (Osorno) (Roa, 2008, p.9).

1.1.2 Legislative Framework of Hospital Pedagogy in Chile

The foundation document for supporting hospital pedagogy in Chile was the Constitution of 1980, specifically Chapter III: article 19, which states that, “the aim of Education is the full development of human personality and it is the duty of the community to contribute to the

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development and improvement of education”²(Constitución Política de Chile, 1980 as cited in MINEDUC, 2003, p.8). Even though it is a broad article, it states that education contributes to the full development of the human personality and one can infer that every human being has the right to education, including the hospitalized children who were excluded in the past.

Furthermore, Law 19, 284 called “Ley de integración Social de las Personas con Discapacidad” postulates that the Ministry of Education will provide schooling opportunities to all students from preschool, primary school and high school who suffer pathologies that have to remain hospitalized in the location they have to stay (Ley de Integración Social de las personas con discapacidad, 1994, as cited in MINEDUC, 2003, p. 8-9).

In 1999, hospital classrooms were officially recognized and the Chilean Ministry of Education issued two decrees, which are “Decreto Supremo de Educación n° 374/99” and “Decreto Supremo de Educación n° 375/99”. The former refers to the location of the hospital schools, which can be an elementary school for disabled children or a hospital classroom under the authority of a nearby educational institution, both located within the hospital in which children are hospitalized. The latter refers to the funds hospital schools and classrooms need to give children schooling opportunities, being their main supporting organizations are the Chilean Ministry of Education or non-profit institutions (Roa, 2008, p.7)

1.1.3 Hospital School in Valdivia

The only hospital school located in Valdivia is called “Escuela Hospitalaria de Valdivia” and it was founded in 2000, in order to give schooling opportunities to hospitalized children who have to stay in “Hospital Regional de Valdivia” for their treatments. The idea is to help them not to fall behind their studies, so they can go back to their regular schools as soon as they get better.

² Original text: “la educación tiene por objeto el pleno desarrollo de la persona (...); es deber de la comunidad contribuir al desarrollo y perfeccionamiento de la educación”

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Its funding organization is Sociedad Pro Ayuda al Niño Leucémico and the Ministry of Education (N. Bucarey, personal communication, August 31st, 2012). This institution is a non-profit organization and it is in charge of four hospital schools and classrooms in Chile, which are the following: Hospital Luis Calvo Mackenna (Santiago), Hospital de Carabineros de Chile (Santiago) Clínica Dávila (Santiago) and Hospital Regional de Valdivia (Valdivia), (Roa, 2008, p. 12).

The children that attend the hospital school in Valdivia are taught the same contents as the rest of Chilean students, according to the curriculum of the Chilean Ministry of Education. However, the methodologies used to teach these contents are different from the ones that are used in regular schools. The teachers of the hospital school use more didactic materials so the students feel more motivated when learning. Besides, the curriculum of each subject needs to be flexible due to the attendance problems of the students.

According to Yesica Flies (2012), the teacher of English that educates at the Hospital School, the students are enrolled in this school depending on how much time they will be hospitalized, some of them are studying in this school for years, others just months, and a smaller amount of children during a few weeks (J. Flies, personal communication, August 24th, 2012).

ENGLISH INSIDE THE HOSPITAL

1.2 Antecedents

Main Research Questions

Can activities focused on the Natural Approach encourage children with special needs that study at the hospital school to begin acquiring English as a foreign language?

How do children with special needs that attend the hospital school in Valdivia respond to the Natural Approach?

How the different pathologies that the children suffer from affect the development of the activities that have their basis on the Natural Approach?

Hypothesis

Children with special needs that attend the hospital school in Valdivia due to the different pathologies they suffer will acquire the English language through workshops based on the Natural Approach.

General Objective

To develop workshops based on the Natural Approach for students with special needs that attend the hospital school in Valdivia in order to make them, get familiar with the English language.

To test if activities that have their basis on the Natural Approach are effective to teach English children with special needs who attend the hospital school in Valdivia.

Specific Objectives

To evaluate the use of the Natural Approach in children with special needs that study at the hospital school in Valdivia.

To create a set of activities based on the Natural Approach for the hospital classroom's students to acquire the English language.

ENGLISH INSIDE THE HOSPITAL

To determine the difficulties that students from the hospital school present when attending the workshops in order to help them overcome those complications.

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Justification of the Research

Lenneberg (1967) has presented the view that the ability to acquire first and second languages by mere exposure terminates with the completion of the development of cerebral dominance, or lateralization, an event that he states occurs at around puberty (Fromkin et al, 1974, p. 125). In this project, children with special needs that study at the hospital school in Valdivia will be exposed to the English language and consequently they will begin their acquisition process. Taking into consideration Lenneberg theory about the critical period, it is necessary to highlight the importance of the age of the subjects of this research. The average age of these children fluctuates from seven to twenty two, as the majority of the subjects have not reach puberty; they still have the ability to acquire languages by mere exposure. Apart from that, as hospitalized children are exposed to stressful situation due to their diseases, it is indispensable to propose an alternative manner to teach the English language to these students.

Finally, children with special needs miss their regular lessons due to the fact that they must remain in hospital in order to get their treatments done and, consequently, they are behind in their studies. This project intends to help these children to catch up with the contents related to the English subject. Furthermore, the English content that will be taught will help the students from the hospital classroom in Valdivia to join in a regular lesson when their treatments finish, in this sense; they will not feel that they do not fit in when returning to their regular schools. For all these reasons, it is important to carry out this research project.

ENGLISH INSIDE THE HOSPITAL

1.3 Definition and Goals of the Natural Approach and Foreign Language Acquisition

The Natural Approach by Stephen Krashen and Tracy Terrell and their theories that explain the Second Language Acquisition process will be described in this chapter. This project is focused on some of the theories they present in order to propose workshops with natural activities for students from the “Escuela Hospitalaria de Valdivia” to acquire the English language. Furthermore, the most frequent psychological effect that hospitalized children suffer will be discussed in order to relate these effects with the teaching-learning process of these students. After that, motivation and self-esteem will be pointed out in relation to hospitalized children. Finally, a description of the methodologies used to teach the English language to 5th to 8th grade students that attend the hospital school will be made in order to support the assumption that activities focused on the Natural Approach are effective to teach English to the students of the hospital school.

1.3.1 Definition and Goals of the Natural Approach

The Natural Approach was proposed by Tracy Terrell in collaboration with Stephen Krashen in the United States, in 1977. This approach caused an impact on the language teaching around the world (Richard-Amato, 2005, p.170).

The Natural Approach places special emphasis on the communication of messages that are comprehensible, include strategies that allow people to acquire a second language in an implicit way (Krashen, 1985, p.7). As Krashen (1985) stated the Natural Approach was thought in order to create tools that help with the communication process in oral and written form using the target language (p.67). The Natural Approach is the basis of this project due to the fact that the theory is sustained by approaches, which will be described later, in order to teach a second language by using natural elements and techniques that help during the acquisition of a second

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language. Hence, the theory of the Natural Approach postulates that techniques which involve natural situations and environments will help learners to acquire a second language in a comprehensible way by understanding messages. As Krashen (1985) pointed out, “the Natural Approach is highly flexible with regard to the sorts of teaching techniques used in the classroom (...)” (p.17), from these words it is possible to infer that the use of different approaches help students to acquire a language due to the fact that the teacher is able to select what approach is more suitable for each student. In this sense, this teaching proposal will include activities that are related to the activities children in general do daily, for instance, the use of games, songs, and activities including painting and drawing.

According to Patricia Richard-Amato (2005), “students must acquire the second language in much the same way that people acquire language in natural situations therefore the term ‘natural approach’” (p.170); that is to say, people acquire a second language in the same way they acquire their first language (Krashen, 1985, p.7). This project emphasizes the fact that the students from the “Escuela Hospitalaria de Valdivia” will be taught in a natural way. This issue is necessary and important when teaching the target language because these children are in hospital, which is not a ‘normal’ environment, so they have the need to participate in the activities that healthy children do.

Apart from that, it is known that the Natural Approach postulates that a second language must be acquired in a similar way people acquire their first language, that is to say implicitly, it is considered to be the most appropriate way to teach English to the students that attend the hospital school because the activities are mainly games, so this type of methodology will be appealing to the students.

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1.3.2 Principles of the Natural Approach

The Natural approach is composed by four principles that describe the process of language acquisition. These principles are included in this project due to the fact that it is necessary to understand the language acquisition process when planning the activities that will be developed during the workshops that the students from the “Escuela Hospitalaria de Valdivia” will participate.

1.3.2.1 Comprehension precedes production

According to Krashen (1985), “If communicative ability is based on acquired knowledge, then it follows that the students must first learn to comprehend” (p.58), following the same idea, there are different approaches, such as Suggestopedia, Total Physical Response, among others, which provide students with comprehensible input that help people to communicate a message successfully. The first step of the workshops that will be developed for this project includes activities in which children will receive comprehensible input through activities focused on listen to the target language. Besides, according to the teacher of English, children think that attending to the hospital school is a great opportunity to meet new people and as the Natural Approach proposes that at the beginning of the acquisition process, the activities must be focused on listening and communicative situations. Therefore, the use of the Natural Approach inside the hospital classroom will help the students to interact with each other while acquiring a foreign language.

ENGLISH INSIDE THE HOSPITAL

1.3.2.2 Production emerges

Students are able to produce oral statements when they feel confident with themselves; in spite of not using complex grammar. Besides, they can make errors when communicating the message (Krashen, 1985, p.58). The second step of the workshops includes activities in which children listen to the target language, and at the same time, speak some words in English, no matter if they make mistakes or not.

1.3.2.3 Acquisition activities are central

According to Krashen (1985), “Since acquisition is central to developing communication skills, the great majority of class time is devoted to activities which provide input for acquisition” (p.58). From these words one can infer that when using comprehensible input in the acquisition process, students are more likely to use the target language. In this sense, teachers have to provide as much input as they can without forgetting that all the students are different regarding their ages, preferences, and learning styles. Rebecca Oxford (1990) described how the strategies must be put into practice when acquiring a second language (as cited in Oxford, 2003):

A strategy is useful if the following conditions are present: (a) the strategy relates well to the L2 [Second language] task at hand, (b) the strategy fits the particular student’s learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions ‘make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (p.8).

This project will develop a lot of activities that include comprehensible input. These activities will mostly include games and songs, which will be done using the target language in a comprehensible way. It is necessary to mention that during the observation

ENGLISH INSIDE THE HOSPITAL

process it will be carefully observed what kind of games and songs they like the most in order to select the most appropriate activities for them to learn without forgetting that student have preferences.

According to Lizasoáin, it is essential to prepare hospitalized children and parents for treatments and in order to do this it is necessary to carry out recreational, educational activities because they reduce psychological alterations in patients and promote their normal development process (as cited in Teijeiro, 2008, 74)

It is said that games plays an important role in hospital pedagogy because increase creativity, it helps children to have a better mood, avoid boredom, minimize stress and it encourages the family to participate in the students' learning process. Through playing, hospitalized children get familiar with the threatening experience of being ill and besides games help them to express their fears and worries related to the disease. Toys and teaching materials that are appealing for students stimulate them and benefit relationships between parents and siblings (Zapata, 2012, para. 28)

Besides, Campos, Cordero, Rojas and Vargas state that the use of games with hospitalized children become a therapeutic tool for them because lower their stress levels, decrease anxiety, handle their concerns and fears about their pathologies in a better way and make hospital stay more enjoyable and bearable (2005, p. 5). As mentioned above, the use of games is an effective way to make hospitalized students feel more comfortable and motivated; hence the Natural Approach seems to be the most appropriate one to teach English to hospitalized children.

ENGLISH INSIDE THE HOSPITAL

1.3.2.4 Lower the affective filter

As Krashen (1985) explains that the level of the affective filter influences in the students acquisition process. On the one hand, if they present a high affective filter the teacher has to create activities, which include comprehensible input, in order to low it (p.58). This project will put great emphasis on the affective filter. First, because it is necessary that students have an appropriate level of it in order to acquire the target language. And second, because the children who participate in the project live for long periods of time inside the hospital and their levels of affective filter can be extremely high due to the fact that their daily routines are strongly related to treatments, special cares, the fact that they do not go to school and they are not with their families and friends. Because of this, the activities and the workshops must be entertaining and interesting to the students; and, the students must feel comfortable with the didactic materials that will be used during the workshops, so they can forget about all their problems and consequently lower their affective filter (Krashen, 1985, p.126). Besides, as the teacher must respect the silent period of the students and create a positive environment, acquiring a foreign language is not going to be something stressful, on the contrary, students will have fun and begin their acquisition process.

1.3.3 Krashen's Theory and Second Language Acquisition

Krashen bases his theory of second language acquisition on 5 hypotheses, which complement each other in order to help people understand how they acquire the target language. These five hypotheses will be described below. However, this project is focused only on two hypotheses that are the Comprehensible Input Hypothesis and the Affective Filter Hypothesis.

ENGLISH INSIDE THE HOSPITAL

1.3.3.1 The Acquisition – Learning Hypothesis

According to Patsy Lightbown and Nina Spada (2006), “We ‘acquire’ as we are exposed to samples of the second language we understand in much the same way that children pick up their first language (...). We ‘learn’ on the other hand through conscious attention to form and rule learning” (p.36). From these words, one can infer that students acquire a language implicitly, but learn a language within knowing the grammar rules, consequently, as more comprehensible input the student receives, the better his education will be.

1.3.3.2 The Natural Order Hypothesis

Lightbown & Spada (2006) explain that the second language acquisition occurs in a natural order, this is to say, students acquire systematically certain things first, and later more complicated grammar structures (p.37). Roger Brown (1960) carried out a research in order to find which are the first morphemes that children develop when acquiring the English language (as cited in Lightbown & Spada, 2006):

- Present progressive *-ing* (Mommy *running*)
- plural *-s* (Two books)
- irregular past forms (Baby *went*)
- possessive *'s* (Daddy's hat)
- copula (Annie *is* happy)
- articles *the* and *a*
- regular past *-ed* (She *walked*)
- third person singular simple present *-s* (She runs)
- auxiliary *be* (He *is* coming) (p.3).

ENGLISH INSIDE THE HOSPITAL

It is possible to understand this process (acquisition of certain patterns) in a better way by reading the following words: “for example, like first language learners, second language learners usually learn the irregular past tense forms of certain common verbs before they learn to apply the regular simple past *-ed* marker” (*ibid*, p.77).

1.3.3.3 The Monitor Hypothesis

Krashen (1995) explains in the Monitor Hypothesis that “students are expected to use the conscious grammar when they have time, when the focus is on form, and when they know the rule” (p.59). From these words one can assume that during the process of acquisition students feel the need to communicate the message no matter if the language they use is the most appropriate, however, this ‘monitor’ helps them to recognize and be more aware when making grammar mistakes.

1.3.3.4 The Input Hypothesis

“The Input Hypothesis claims that humans acquire language only one way – by understanding messages, or by receiving ‘comprehensible input’” (Krashen, 1985, p.2). It is important to say that this input has to be comprehensible in order to be understood. Moreover, this ‘comprehensible input’ must include $i+1$, that is to say, not only students must rehearse what they have already acquired, but also this input must include contents that they have never seen and that are beyond the knowledge they have (Lightbown & Spada, 2006, p.37). This project will develop activities in which children from the “Escuela Hospitalaria de Valdivia” will receive comprehensible input in an implicit way, for instance, by using games and songs. Besides, the lesson plans for the workshops will include $i+1$ which will encourage students to acquire the target language in a complete way; this will also help students to review vocabulary that they have already learned in the past.

ENGLISH INSIDE THE HOSPITAL

1.3.3.5 The Affective Filter Hypothesis

People do not acquire a language has to do with the fact that their ‘Affective Filter’ is up or low. Lightbown and Spada (2006) describe the ‘Affective Filter’ as “a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available” (p.37). It is important to know the emotions that the students feel when acquiring a second language, some may feel bored, stressed, or anxious. This issue can be the cause of why they do not understand the comprehensible input (ibid, p.37). It is necessary to highlight that the students who will participate in this project are not similar to the ones who attend a regular school in the sense that they suffer from pathologies and they do not have a ‘normal’ life. In this sense, the pathologies, which the students from the “Escuela Hospitalaria de Valdivia” suffer from, most of the times oblige them to remain in hospital for long periods of time, so they are forced to leave their schools and miss classes. Plus, in order to recover, these children are under complicated treatments which make students feel anger, sadness, and pain. This issue not only affects them physically, but also their relationships by obliging them to abandon their normal activities.

1.3.3.6 The Silent Period

Krashen and Terrel mention that the Input Hypothesis accounts for the silent period. During this period of time, children build up competence by listening, via comprehensible input. Besides, children remain silent and just focus on comprehension (Krashen & Terrel, 1985, p. 9). In this research, children with special needs that attend the hospital school will have English workshops based on the Natural Approach, that is to say that the activities that are going to be developed will respect students’ silent period in order to lower the affective filter. By making the students feel comfortable inside the classroom, affective factors will not have an impact on their acquisition process. It is very important to highlight that affective factors can be a real problem

ENGLISH INSIDE THE HOSPITAL

inside the English classroom because students from the hospital school can develop an aversion towards the foreign language; hence they are going to be reluctant to acquire it.

1.3.4 The Natural Approach and its Stages

The Natural Approach proposes three basic levels or stages in the acquisition process, which are: listening comprehension (prespeech), early production and extending production and “the time spent in any stage differs greatly depending upon individual characteristics, the amount of comprehensible input received and the degree to which anxiety has been lowered” (Richard-Amato, 2003, p.175). Moreover, for developing each stage that the Natural Approach proposes, teaching techniques and strategies are needed and the outcome of the use of these is extending production.

In this research it is intended to develop the first two stages, which are listening comprehension and early production in order to begin the hospital school students’ acquisition process. Since the subjects of this research are different from the rest of the students that attend regular schools, it is important to highlight that the techniques and strategies that will be used in order to reach every student with special needs can be modified because of the health condition they might have. Besides, as the subjects belong to different age groups, a variety of techniques and strategies are needed in order to ensure that each student will reach every stage in similar periods of time, so the research does not stay behind.

According to Patricia Richard-Amato, the amount of comprehensible input is essential in the acquisition process and as the subjects of this research do not have previous knowledge of the English language, the amount of comprehensible input will be a key factor. Furthermore, the children that attend the hospital school in Valdivia have a high level of anxiety due to their

ENGLISH INSIDE THE HOSPITAL

pathologies and treatments, among other factors, so it will be necessary to carry out activities that lower the level of anxiety these students have in order to begin their acquisition process.

1.3.3.1 Listening Comprehension (Prespeech)

Students at this level are just beginning their acquisition process and they go through a silent period, which means that the teacher must not oblige them to speak before they are ready. Besides, during the first hours of the class, the teacher must carry out activities in which the students must be able to participate but without having to reply in the target language, they just have to try to understand the second language. Apart from that, the activities and the teacher should provide lots of comprehensible input, so the students can understand the messages they are receiving (Krashen & Terrel, 1995, p.76). In order to achieve this goal, the teacher should make use of several techniques and one which is particularly good is the one developed by James Asher in the 1960s which forms the basis of his Total Physical Response Approach (TPR). This technique “consists of giving commands to students and having them actually act out what the teacher says” (Krashen & Terrel, 1995, p.76). According to this, students just have to imitate their teacher, so consequently they do not have to produce any oral response and just focus on comprehension.

Another strategy that facilitates comprehension is the use of realia, which is the use of “objects and material from everyday life used as teaching aid” (Oxford, 2010) In other words, the teacher uses the context and items that are around him to give comprehensible input to the students and to make himself understood. Apart from this, the use of visuals can accomplish the same purpose (Krashen & Terrel, 1995 p.76).

At this stage, students may respond to the comprehensible input by gesturing, nodding, using the L1, answering “yes” or “no”, etc. The speech of the teacher tends to be slower than

ENGLISH INSIDE THE HOSPITAL

usual and the intonation is normal except that keywords are more emphasized in order to be more understandable, this is called “Foreigner Talk” and it was proposed by Charles Ferguson in 1971 (Ferguson, 1975, p.1). Furthermore, the teacher does not ask for individual responses, instead questions are directed to the whole group (Richard-Amato, 2003, p. 175-176). Consequently, the silent period of the students is respected; hence they feel comfortable in the classroom.

The development of this stage is essential for this research because it will be the beginning of the acquisition process of the subjects. First of all, the students have to feel comfortable in the classroom, so it is necessary to create a positive environment to facilitate the acquisition process of the children that attend the hospital school in Valdivia. Apart from this, the silent period of the students must be respected otherwise the subjects will not feel comfortable when being in the English workshops and this detail can interfere in their acquisition process. Besides, the techniques and strategies that are used in this stage are suitable for the children in the hospital school because as they cannot move freely, they can imitate the teacher in their seat and focus mainly on comprehension.

As it is the starting point of the acquisition process of the subjects, the amount of vocabulary they need to learn in order to understand the second language is essential, so the first workshops that the students will attend will be mainly focused on vocabulary that is related to their daily life and environment, for example numbers, colors, classroom objects, etc. and the use of realia inside the classroom will help this students to understand the vocabulary they will acquire at the beginning of their acquisition process.

ENGLISH INSIDE THE HOSPITAL

1.3.3.2 Early Production

At this stage, the responses of the students are longer compared to the ones made in the first stage. For instance, if the teacher asks “who has on a blue dress?” the students may answer “Emily has dress” instead of just “Emily”. Once the longer responses start to appear, they come naturally and abundantly, especially if the teacher provides a comfortable environment in which students can answer freely without being punished or embarrassed (Richard-Amato, 2003, p. 180). Besides, “the transition from preproduction input to a stage in which the students begin to speak is simple if opportunities for production are made available gradually within normal comprehension (preproduction) activities” (Krashen & Terrel, 1995, p. 78-79). In order to achieve this goal, the teacher should start asking simple questions that require yes or no answers, then asking “either-or” questions and finally start asking for identification of items which have been introduced several times in the class (*Ibid*, 1995, p. 79).

As it is the beginning of production, the speech may contain many errors; however the teacher must not correct them explicitly but implicitly because this can impede the acquisition process of the student (Richard-Amato, 2003, p. 180).

On the one hand, after being exposed to the foreign language for a certain time, the hospital school students should be able to make longer responses, because they will be more familiarized with the language. Besides, the amount of comprehensible input they will be exposed to is going to be appropriate to let the students to communicate certain sentences in English. If this happens, the activities must be changed gradually so the students of the hospital school will have more opportunities to speak and express themselves in the foreign language. On the other hand, a sudden change of the type of activities can affect the environment students are immersed in and this can alter negatively their acquisition process. Therefore, the students are

ENGLISH INSIDE THE HOSPITAL

not going to be able to produce longer utterances due to the fact that they are not comfortable with the foreign language, their level of anxiety is high and this impedes their acquisition process, among other factors. If this happens, the activities must be changed in order to make the students feel more comfortable in the classroom.

1.3.3.3 Extending Production

During this stage, students are able to produce long and complex utterances. However, “errors are still made but, if enough comprehensible input has been internalized, they should gradually decrease as the students move toward full production” (Richard-Amato, 2003, p. 185). Besides, the process of acquiring correct grammatical forms can be impeded if the teacher pays too much attention to errors (*ibid*, 2003, p. 185).

This stage will not be analyzed due to the time the children from the hospital school of Valdivia will be exposed to the language, so no further information about this stage will be exposed.

1.4 Hospitalized Students and their Physical and Psychological Environment.

This action research intends to demonstrate that the most appropriate way to teach English as a foreign language to students from the Hospital School in Valdivia is by using techniques that have their basis on the Natural Approach. Furthermore, the most frequent psychological effects that hospitalized children experience will be described. Then, motivation, self-esteem in hospitalized children and the importance of the physical environment will be presented.

ENGLISH INSIDE THE HOSPITAL

1.4.1 Frequent Psychological Effects when being hospitalized

Teachers that work at hospital schools must take into consideration hospitalized children's status before giving classes to them. It is known that these students are under stressful situations and they feel anguished, anxious and bored most of the time, hence teachers should enhance interaction between the students, so they can share their experiences and feel supported among them (Cabezas, 2008, p.3). For instance, during the admission phase, children have to start getting familiar with the new and unknown environment they are immersed, so doctors, nurses, parents, siblings, etc must work together and help the children. By this, the feeling of uncertainty and fear regarding the disease prognosis can be diminished. Regarding stay phase, children must be psychologically prepared for all diagnostic tests and therapeutic interventions that are needed for the treatments. Furthermore, hospitalized children continue having a school life in order to help them to get familiar with the environment. Finally, when children are discharged from hospitals, they have to be prepared to re-integrate to their normal lives (Blanco & Latorre, 2011, p. 587)

There are numerous psychological factors that teachers must consider at the moment of teaching hospitalized children. Research related to this topic has showed that emotional and behavioral disturbances are frequent among children that suffer from different pathologies and these psychological disturbances are caused or triggered by the effect of the hospitalization (Alvarez-Llánez & Lopez, 1995, p. 235). Therefore, hospitalization is considered as a stressful event for both the family and the ill child caused by a number of threat factors that have an impact on their lives (Palomo as cited in Teijeiro, 2008, p. 72).

One type of factors involves the hospitalized child, for instance, the age that the child who is ill has. It is said that children from four months to six years are more susceptible to

ENGLISH INSIDE THE HOSPITAL

present emotional disturbances as a consequence of hospitalization. In this stage, children suffer an emotional imbalance because they have to separate from their families and they have to incorporate or get familiar with an unknown environment. Another factor that affects hospitalized children is the severity of the children's illnesses the more serious is the disease, the more is going to affect the hospitalized children. Besides, it depends on the pain the disease causes to these children, the physical limitations that the diseases impose to the children, and so on (Alvarez-Llánez & Lopez, 1995, p. 237-238)

Apart from the factor that involves the individual itself, there are factors related to the family of the hospitalized child too. Parental stress is one of the fundamental factors that make the child's adjustment process towards hospitalization difficult. Some of these problems are related to overprotection, low tolerance to frustration and family conflicts (Alvarez-Llánez & Lopez, 1995, p. 238).

Finally, there are factors that involve the contact with an unknown environment and the continuous changes of the hospital staff. This issue hinders the emergence of an alternative attachment behavior in hospitalized children. It is important to take into consideration the length of the hospital stay because this will affect children in terms of the level of behavioral disturbances the students can have (Alvarez-Llánez & Lopez, 1995, p. 238).

Taking into account the factors that were mentioned above, Guzman and Torres (2006) state that hospitalized children express a bio-psychological imbalance and this makes children feel vulnerable because their adaptation capacities (the ability to cope and adapt to stressful or adverse situations) are minimized or absent. Under these circumstances, the child is in crisis, that is to say, showing a temporary disorder and disorganization that causes the inability to solve specific situations successfully (Farah, Rodriguez & Sosa, 2008, p.98). Furthermore, the disease

ENGLISH INSIDE THE HOSPITAL

causes internal and unusual sensations, a sudden awareness of bodily processes that were unknown for the hospitalized child before the illness and an unexplained loss of control of body parts or functions. Thus, being ill and hospitalized creates the need for understanding, adaptation and consequently the hospitalized child reacts to them (Jenatz, 2009 as cited in Farah, Rodriguez & Sosa, 2008, p.98).

Due to all the changes that hospitalized children go through during their treatments, all the activities that teachers carry out during classes must be adapted to the children's hospitalization phases, which are: admission, stay and discharge. They have to be focused on the overcoming of the disease or pathology by using creative techniques that help the students to express themselves. Furthermore, they must take into consideration physical, emotional and cognitive factors (Blanco & Latorre, 2011, p. 587). Taking this into consideration, it is necessary to make use of innovative teaching methodologies, and in the case of this research, the use of natural activities, such as games, is fundamental to provide the students with a chance of "forgetting" about the stressful treatments and situations they have to face because of their disease, and motivate them to learn new things and share emotions and thoughts with their classmates. According to Rodriguez, S (1976), Neira, L & Neira, M (1999), it has been described that games are important in terms of therapy to the hospitalized child due to the fact that they make the child feel less stressed, less anxious, less worried about the treatments and medical procedures, and make the hospital's stay more bearable (as cited in Campos, C., et.al, 2005, p.5).

Pardos and Rodriguez mention that in many cases, the psychological reactions and emotional effects are presented even when the child has returned home. In that sense, it is common to see children who are very close to their mothers and these children became very

ENGLISH INSIDE THE HOSPITAL

upset when they hear about hospitals. Apart from that, they suffer from nightmares, refuse to eat, cry without a reason or have anxiety crisis (Rodriguez and Pardos, 2000 as cited in Farah, Rodriguez & Sosa, 2008, p.98). Some of the subjects of this research project have already being hospitalized and they have returned home, so it is important to know if these children have some of these problems and how they can affect their learning process.

1.4.2 Motivation and Hospitalized Children

Wlodowski explains motivation as “the processes that can (a) arouse and instigate behavior, (b) give direction or purpose to behavior, (c) continue to allow behavior to persist, and (d) lead to choosing or preferring a particular behavior” (Wlodowski, 1985, as cited in Root, 1999, p. 1-2). In terms of second language acquisition, Gardner classifies the term motivation in two main orientations which are integrative and instrumental motivation. The former refer to a favorable attitude toward the target language community; possible a wish to integrate and adapt to a new target culture through the use of the language and the latter refers to a more functional reason for learning the target language, such as job promotion, or a language requirement (Root, 1999, p. 2). Taking into account what has been mentioned above; hospitalized children show a tendency of low levels of motivation caused by many factors hence it is possible that they are not going to be willing to pay attention in classes or learn new things. Therefore, it is essential to carry out leisure activities that make their hospitalization and hospital stay more bearable and similar to what they were used to before being sick (Escola de Educadores/as no Tempo Livre, Animación e Intervención Social, 2004, p. 70).

When it comes to motivate hospitalized children, alternative methodologies play an important role. The teachers that work at hospital schools should take into account the children's personalities and what they like to do and vice versa. Through this, teachers can motivate their

ENGLISH INSIDE THE HOSPITAL

students, especially when they are going through difficult times (Plá, 2007, p. 35). From these words, one can infer that the Natural Approach is the most appropriate way to teach the English language to the children that attend the hospital school in Valdivia.

1.4.3 Self-esteem and the hospitalized children

Self-esteem is the degree of acceptance and appreciation that everyone has of himself. It helps to value in a group, to be persistent when overcoming different types of difficulties, to express qualities and to accept ourselves as we are (Gijón et al, 2006, p. 5). In the case of hospitalized children, teachers should increase the students' self-esteem and confidence in order to overcome the fear that physical differences caused by the different diseases can bring (Escola de Educadores/as no Tempo Livre, Animación e Intervención Social, 2004, p. 26). Apart from that, activities focused on games promote a balance development of children; improve self-esteem, self-efficacy and the relationships among the rest of hospitalized children (Serrada, 2007, p. 641). Furthermore, these children who are hospitalized could have limitations provoked by their pathologies and treatments (reduced mobility (mobility impaired), intravenous therapies, among others), for instance, they could have problems when participating in activities that include body movements. These limitations could make these students feel frustrated and have a low self-esteem. In this case, it is necessary that the teacher modifies the activities, so every student participate in them without any problem (ibid, 2007, p.642).

ENGLISH INSIDE THE HOSPITAL

1.4.4 Physical Environment in Hospital Schools

According to the MINEDUC, hospitals that want to implement a hospital classroom or school must have a physical space that can fit out as an educational institution. Furthermore, all classrooms must have appropriate furniture that meets the needs of every child (MINEDUC, 2003, p.15).

It is evident that hospital classrooms have certain characteristics that make them different from the ones that are located inside regular schools due to many factors. As their main target are children who suffer from different types of pathologies, their rooms must be spacious, well-ventilated, bright, and full of colors, books, games and teaching materials that can be attractive and appealing for the students. Apart from that, they must be a safe place for the hospitalized children, so students can keep on living their lives as normal as possible. It is important to point out that these rooms must be located near the hospital where the students are getting their treatments done, due to the fact that they sometimes have to leave the classroom in order to treat their pathologies (González as cited in Blanco & Latorre, 2010, p. 98).

As it was mentioned above, it is necessary to create a positive atmosphere in the hospital classroom through the use of colors and decorations because it influences students' moods (positively or negatively) and it helps them to cope with their new and unexpected reality. It is said that students that are hospitalized know that it's Christmas or Independence Day due to the decorations their classrooms have, it helps them tremendously because they feel part of what happens outside the hospital (Caballero, 2007, p. 159).

Furthermore, The Standards for the care of children and adolescents in health services highlight the importance of appropriate spaces, which must be designed, equipped and decorated with the purpose of meeting the needs of hospitalized children. Apart from this, they must

ENGLISH INSIDE THE HOSPITAL

provide students of play materials which should be entertaining but at the same time they have to be educative for the students, since games are a basic need of children and a communication tool that can help them to understand their treatments; hence it helps to the students' recovery

(Molina, 2012, para. 5)

CHAPTER II: METHODOLOGY

The methodology of the research which consists of the methods for data collection, subjects of study, school description and class description will be presented in this chapter.

This action research was created to offer a different alternative to teach the English language to children that attend hospital schools. The methodology used in this research was mainly collected focusing the following criteria: physical environment, affective issues, comprehensible input, and students' perception about teaching resources. These criteria will be in depth described afterwards.

This research was carried out in order to test if activities focused on the Natural Approach were appropriate to teach English to students with special needs that attend the hospital school in Valdivia. For this purpose, semi-structured interviews to the principal of the hospital school Miss Naldy Bucaray and the teacher of English Miss Yesica Flies, observations, surveys to the students, and elicitation techniques were applied.

2.1 Methods for Data Collection

2.1.1 Interviews

A semi-structured interview was applied to the principal of the hospital school in Valdivia, Miss Naldy Bucaray. This interview provided information about the school's physical environment, the main characteristics and objectives of the school, hospital pedagogy in general, the methodologies that teachers use, how students respond to them and general information about the subjects of this research. The interview consisted of 11 questions.

A semi-structured interview was applied to the teacher of English of the hospital school of Valdivia, Mrs. Yesica Flies. This tool showed data about the English language classes, general information about the subjects, the methodologies used to teach the foreign language to fifth to

ENGLISH INSIDE THE HOSPITAL

eighth grade students and how they responded to them. The interview consisted of seven open-ended questions.

2.1.2 Observations and Field notes

The observation process lasted 10 weeks (one day each week) and included two periods (non-participant and participant observation). The researchers observed two Spanish language lessons and two English language lessons in order to collect data about general information in relation to students' age, pathology and grade, and to support the criteria that will be described afterwards. After that, the information collected during the workshops was annotated as field notes.

2.1.3 Surveys

The first survey was applied to seven students from the “Escuela Hospitalaria de Valdivia”, at the beginning of the observation process. The seven students were asked the following questions: Have you had English lessons before? How much do you like the English subject? How would you like to learn English? Why do you think it is important to learn English? Which of these activities do you like the most? Which of these activities do not you like? Would you like to choose the activities of the workshops?

The second survey was applied to the same students after the workshops finished. They were asked the following questions: Did you like the English workshops? How did you feel after having the English workshop? Did you feel nervous when participating in the activities of the English workshops?

Both surveys were applied with the purpose of collecting information in relation to the criteria that will be described afterwards.

ENGLISH INSIDE THE HOSPITAL

2.1.4 Elicitation techniques

There were two teachers in charge of the elicitation techniques, teacher A and teacher B, besides, the teacher of English of the hospital school (teacher C) collaborated with the classroom management.

Seven workshops of 90 minutes were carried out by the teacher A and the teacher B to begin the acquisition process of the students. The activities were focused on the Natural Approach.

The elicitation techniques will take into consideration the implementation of the Natural Approach as an effective method to teach the English language to the children with special needs. Besides, the data collected will be analyzed in relation to the criteria that will be indicated afterwards.

2.2 Subjects of Study

This action research involved students that attend the hospital school in Valdivia. Four students are males and three students are females. Regarding their ages, the youngest is eight years old, four of them are ten, one of them is eleven, and the oldest is twenty-two. In relation to their level, one student is in first grade of primary school (22), four students are in second grade (8, 10), one student is in fifth grade (10), and one student is in sixth grade primary school (12); however, they are all together in a multigrade classroom. These students suffer from different pathologies, which constrain them to study at the “Escuela Hospitalaria de Valdivia”. The pathologies they suffer from are: leukemia, mental retardation, hemiparesis, myelomeningocele, hydrocephalus, congenital talipes equinovarus and haemophilia.

The side effects of leukemia treatment (chemotherapy) depend on the individual and the dose used by doctors; however they can include short-term side effects like hair loss, fatigue,

ENGLISH INSIDE THE HOSPITAL

loss of appetite, nausea and vomiting, diarrhea and kidney and liver dysfunction, muscle weakness and nerve pain (American Society of Clinical Oncology, 2012). Hospitalized children that suffered from leukemia had catheters inserted in their bodies and they had to be careful because a simply brushing the skin surrounding the catheter could be extraordinarily painful for the students. Besides, these students had frequent mood swings due to their treatments, sometimes they were very hyperactive or they were extremely demotivated, depending on the medication they had to take.

In the case of myelomeningocele, this pathology causes paralysis from lower half (nerve damage can lead to partial or complete paralysis), difficulties with bladder control, bowel dysfunction, hydrocephalus and loss of sensation or numbness (Foster, 2012). Students that suffered from this pathology had problems when moving around the classroom. Apart from that, as they had some problems with bladder control, they had to go to the bathroom constantly, this side effect made the teachers' and the rest of the students' space more limited. Due to these problems, all the activities must be adapted to meet the students' needs.

Regarding patients with hydrocephalus, they can experience the following side effects: intellectual (confusion, forgetfulness, or short-term memory problems), visual (eye misalignments or loss of vision), physical (headaches, nausea, or tenderness around incision sites), neurological (seizures or problems coordinating motor skills) and endocrinologic (precocious puberty or diabetes insipidus) (Robinson & Toporek, 1999). All these side effects obstructed students' performance during lessons, and most of the time activities had to be adapted to fulfill children's needs.

ENGLISH INSIDE THE HOSPITAL

Students who suffered from congenital talipes equinovarus or club foot could not move easily inside the classroom and sometimes the teachers (A, B and C) had to help them to come to the board or to go outside the classroom due to the fact that:

The heel points downward, while the front half of the foot turns inward. The calf muscles on the affected side are smaller than on the normal side; the leg on the affected side is slightly shorter than on the other side. The foot itself is usually short and wide, and the heel cord (Achilles tendon) is tight (Mahan, 2011).

Apart from that, the classroom was small in relation to the amount of children that attended classes there and their special needs. Furthermore, its arrangement made children's mobility even more restricted, hence children's special needs were not fulfill.

In the case of Haemophilia, patients suffer active bleeding evident by symptoms including blood in urine, or large areas of bruising, bleeding in weight bearing joints, stiffness, swelling, tenderness and hot sensation in joints, a skin rash over the joint site (Haemophilia Foundation Australia, 2013). This pathology did not impede the student's performance during the lessons; however he had to go outside the classroom to get his medications. According to the teacher of English, this student was immersed in a troubled family background, and this played an important role in the child's performance.

Regarding mental retardation, the individual has an intellectual functioning level well below average and significant limitations in two or more adaptive skills. These skills are the ones needed for daily life, such as the ability to produce and understand language (communication), home-living skills (use of community resources, health, safety , leisure, self-care), social skills (self-direction) and functional academic skills (reading, writing, and arithmetic) (Ford & Wells,

ENGLISH INSIDE THE HOSPITAL

2004). Due to the side effects in relation to language understanding, this pathology impeded student's performance during lessons.

Finally, children with Hemiparesis or Hemiplegia find it difficult to use or control one side of their body. This side is the opposite of the brain damage and sometimes facial muscles on the same side as the damage can be affected too due to the way the nerves cross over. In some cases, there is tightness in muscles and tendons, this leads to a characteristic way of walking (hemiplegic gait). This way of walking is characterized by a semi-circular movement of the leg from the hip on one side, with a tendency for the foot to drop. This tilts the pelvis upwards and may affect the knee and ankle (Cerebra, 2009). The student that suffered from this pathology had problems when moving around the classroom, as the child had this characteristic way of walking, he took long periods of time to come in front and participate during activities. Furthermore, after the student participated in the activity, he stayed in the front in order to avoid walking.

Table 1

Subjects Description

Student	Age	Grade	Pathology/disease
A	10	2 nd	Myelomeningocele, Hydrocephalus
B	10	5 th	Myelomeningocele, Hydrocephalus, Congenital Talipes Equinovarus
C	10	2 nd	Haemophilia
D	22	1 st	Mental Retardation
E	11	6 th	Leukemia
F	10	2 nd	Hemiparesis
G	8	2 nd	Leukemia

It is important to say that this research project does not include all the children with special needs who are enrolled in the hospital school, that is to say, students who are in hospital

ENGLISH INSIDE THE HOSPITAL

and that cannot go to the school building are not involved in the research; only the students that attend classes inside the hospital school are going to begin their acquisition process. These children are accustomed to attend classes and have a school life, so it is possible to infer that they will not feel awkward or uncomfortable when participating in the English workshops.

2.3 School description

The Hospital School in Valdivia called “Escuela Hospitalaria de Valdivia” is a semi-private school and it was created by a non-profit organization. It is located inside the “Hospital Regional de Valdivia”. This hospital school, which was opened in the year 2000, receives children from pre-school to eighth grade who suffer from different pathologies, especially oncologic diseases (N. Bucarey, in depth interview, August 31st, 2012). The principal of the school is Mrs. Naldy del Carmen Bucarey Bahamondes, and the non-profit organization which supports the school is the “Sociedad Pro Ayuda al Niño Leucémico” (MINEDUC, 2003, p. 29).

The main objective of the “Escuela Hospitalaria de Valdivia” is to give schooling opportunities to children who have to stay in “Hospital Regional de Valdivia”, due to their treatments and pathologies, and to help them not to fall behind their studies, so they can return to their regular schools as soon as they get better or when their treatments finish (N. Bucarey, IDI, August 31st, 2012).

Approximately, forty five students are enrolled in the school per year. However, this amount of children changes along the year, especially during winter because the parents of the children do not send their sons and daughters to the school because they can get even sicker. Besides, a small amount of the students who are hospitalized attend the hospital school because the rest of them have to remain in the hospital’s rooms to receive their treatments.

ENGLISH INSIDE THE HOSPITAL

The “Escuela Hospitalaria de Valdivia” has three modes of attendance in relation to the amount of time the child is going to be in hospital. The first mode is related to children that have been hospitalized before, who go to the school from their homes, or students who are hospitalized and are able to move; they are given the school uniform, meals and there is a bus that carries the students to the school. The second mode is for students who are hospitalized for a short period of time, for instance, students who have a broken bone and cannot move or children that have been hospitalized from appendicitis; in this case, teachers go to their rooms with materials and activities and classes are individual. And the third mode is for students who have to be hospitalized for long periods of time, for instance, students with leukemia or oncologic diseases, so the mother or father has to go to the Hospital School in order to enroll his or her child in the school; they are given materials and are taught mathematics, Spanish language, and History. Some of the lessons are individual because the students must stay in their rooms inside the hospital because of their treatments (N. Bucarey, IDI, August 31st, 2012).

2.4 Class Description

The classroom in which lessons take place is small because of the amount of students and the classroom’s size, which is 20 square meters approximately. There are thirteen tables and chairs for the children and the teacher; there is a whiteboard, a radio, a computer, and a shelf. Furthermore, the classroom is decorated with drawings related to different festivities and there is an attendance poster with students’ pictures, however teachers do not make use of it. Apart from that, all students’ names are written on the tables and they all sit in their corresponding sits during all classes.

Table 2

School Facilities

ENGLISH INSIDE THE HOSPITAL

Item	Number
Classrooms	2
Computers' room	1
Bathroom (specially made for the students with special needs)	1
Tables	13
Chairs	13
Kitchen	1
Teachers' lounge	1
Number of enrolled students	45
Number of teachers	6
Number of classroom assistants	3
Wheelchairs	1
Crutches	1 pair
Whiteboard	1 per room

There is an average of attendance of eight students. This number changes a lot due to the fact that students need to get their treatments or their parents do not send them to school because of the weather conditions. Due to the low attendance, students are all together in a multigrade classroom.

The methodologies used in this educational institution are very different from regular schools due to many factors, such as the attendance of the students and the pathologies they suffer, according to the principal, the teacher of English of the hospital school and observations made during August and September of 2012. Notwithstanding, Spanish classes are similar to the traditional methods of teaching, the students work with the book provided by the Ministry of Education and there are three assistants that work with every child in order to make it more personalized.

Regarding the English subject, it has been taught at the “Escuela Hospitalaria de Valdivia” since 2010; however it only included students from fifth to eighth grade. That is to say,

ENGLISH INSIDE THE HOSPITAL

students from pre-school to fourth grade that attend the Hospital School have not received instruction regarding the English subject (J. Flies, personal communication, August 24th, 2012).

According to Flies (2012) the students that are enrolled in the hospital school are taught the same contents as students who are in regular schools, besides, the students and the teacher make use of the English text book that the Chilean Ministry of Education provides to schools. Flies (2012) also stated that she teaches English through techniques and strategies that are used to teach grammar and vocabulary implicitly. She uses teaching materials that are more appealing for the students, such as, flashcards, videos, songs, and games; besides, she complements these materials with the Total Physical Response depending on what the students can do and the motivation level the students have. Moreover, Flies specified that she could not do a systematic work with the students because they do not belong to the same level. It is important to mention that students from pre-school to fourth grade that attend the Hospital School in Valdivia do not have English lessons. However, they are a little bit familiar with the English language because the teacher of English who works at the school has taught them English by telling them stories. She tells the story in Spanish and then in English. (J. Flies, IDI, August 24th, 2012).

According to the teacher of English, the students from the hospital school are familiarized with methodologies that are focused on learning the target language in a natural form, as people acquire the first language. The Natural Approach is a suitable manner to teach English to the hospital school students since they work with these types of methodologies frequently. Besides, as they will begin acquiring the foreign language in a natural way, they will feel comfortable and willing to participate in the activities because they will be immersed in a positive environment.

The students' level of motivation tends to be low from time to time because of the treatments they have, which affects them tremendously in terms of willingness to work in class.

ENGLISH INSIDE THE HOSPITAL

This is because these students suffer from oncologic diseases, heart diseases, car accidents, tumors, and physical disabilities (impaired children). Some of them need to use devices such as wheelchairs, crutches, or walking sticks, which allow them to move easily. Besides, they are sometimes given injections during classes, so they need to get out of the classroom in order to get their medications (N. Bucarey, IDI, August 31st, 2012). Apart from that, they are exposed to several stressful situations that they have to cope with everyday; that is why it is very important to lower their affective filter and carry out activities that are appealing to them. According to Flies, parents not only feel pleased because their children have a good relationship with the personnel of the hospital, but also they feel really happy because the activities teachers do along with the children take them out of their daily routines, which include mostly painful therapies. They also affirm that the school is an excellent way for children to forget about their pathologies, and it is a good opportunity to meet new people and learn new things (J. Flies, personal communication, August 24th, 2012).

ENGLISH INSIDE THE HOSPITAL

CHAPTER III: CORPUS

3.1 Results: Description of Criteria for Analysis

The results obtained by the observations, the interview to the principal and the teacher of English, and the surveys applied to students were analyzed under four criteria which are: (1) physical environment, (2) affective issues, (3) comprehensible input (teachers' use of English) and (4) students' perception towards teaching resources. The results have been analyzed in order to answer the following questions: can activities that have their basis on the Natural Approach encourage children with special needs that study at the hospital school to begin to acquire English as a foreign language? and how do children with special needs that attend the hospital school in Valdivia respond to activities that have their basis on the Natural Approach?

(1) Physical environment

This criterion was included in order to study the environment in which students are immersed. It provided researchers with information about how the students cope with the space, and how the teachers use the facilities of the school.

(2) Affective issues

This criterion provided information about the relationships among students, teachers' attitude towards the students and the level of affective filter children had when attending their lessons and the English workshops.

(3) Comprehensible input

This criterion was included in order to collect data regarding the use of comprehensible input and its effectiveness during the elicitation techniques. The information collected through the different tools used will let researchers know whether the students start their English acquisition process or not.

ENGLISH INSIDE THE HOSPITAL

(4) Students' perception about teaching resources

This criterion provided information about the perception students had towards the teaching materials used, the activities and the songs developed in the English workshops, and their opinion in relation to the English lessons they had had in the corresponding schools before getting to hospital.

3.1.1 (1) Physical environment

The semi-structured interview that was conducted with the principal of the “Escuela Hospitalaria de Valdivia”, Mrs. Naldy Bucarey, provided information related to the pathologies and diseases the students suffer, which are: leukemia, Myelomeningocele, Hydrocephalus, Congenital Talipes Equinovarus, Haemophilia, Mental Retardation, Hemiparesis. She mentioned that the most common effects that these pathologies cause to the children in relation to the physical environment are mobility problems and mood swings due to the treatments.

With regard to the semi-structured interview to the teacher of English, Mrs. Yesica Flies, researchers collected information in relation to the importance of the cleanliness in the school. Mrs. Flies expressed that the work that the teacher does must be personalized, individual, and it is necessary that every teaching material must be clean and disinfected to prevent students to get infected with other diseases because they share viruses when touching or manipulating different teaching resources.

The observations made on 24th August (see Appendix C1 for complete proofs) showed that the school's doors were wider than regular; however, the classroom was not big enough to cover the students' needs. Even though, the amount of children was lower than in a regular school, there were always two or more extra people (instructional assistants) inside the room, so students and teacher C had a limited space to move around.

ENGLISH INSIDE THE HOSPITAL

Furthermore, students' performance in relation to the physical environment was influenced due to the diverse pathologies they suffered from. For instance, students that suffered from leukemia and haemophilia did not have problems with mobility, so they could move around the classroom freely during any lesson, even if the space was limited. However, they had mood swings due to the medication they had to take for their treatments; therefore these children were hyperactive or calm and quiet from time to time. When they were hyperactive, students presented a problem with classroom space because they needed to move around and as the classroom was small, it was difficult for the students and teacher C to carry out the activities due to the limited space they have to move. Students who suffered from congenital talipes equinovarus and hemiparesis had problems related to mobility due to their diseases. One student with congenital talipes had to use walking sticks and the other made use of a wheelchair. The student with hemiparesis did not have to use any supply to walk inside the classroom, however he needed a big space to move around because he had a peculiar way of walking (see appendices C4, C5, C6, C7, C8 and C9 for complete proofs). It is important to highlight that the following pathologies: myelomeningocele, hydrocephalus and mental retardation did not affect students' mobility inside the classroom, but they had an impact on other factors.

Additionally, students' names were written on their tables (see Appendix C2 for complete proofs) and this made children to have a sense of belonging towards their seats, in other words they felt that they owned that spot and they felt comfortable and safe there. They all wanted to sit in their corresponding tables during every workshop and teacher C had some trouble when one student decided to sit in a different place. This caused some mobility problems inside the classroom because students tended to fight for their sits and they refused to go back to their corresponding sit, so this teacher had two students sat in the same place; therefore the classroom

ENGLISH INSIDE THE HOSPITAL

was crowded in certain areas. Apart from that, the hospital classroom in which these students were immersed was decorated with drawings and posters related to Chilean main festivities such as Independence day, the discovery of America and Christmas.

Regarding the elicitation techniques, most of the time there were stationery and teaching supplies on the teacher's table and a table and a chair in front of the classroom (see Appendices C4, C5, C6, C7, C8 and C10 for complete proofs). Furthermore, students that suffered from leukemia, haemophilia, congenital talipes and hemiparesis had problems related to mobility when participating in the English workshops. Children with leukemia and haemophilia tended to have mood swings due to their medication. In some activities they were calm and did not go around the classroom, however during the activities that involved music and dancing (hot potato, head shoulders knees and toes song and hello and goodbye songs) they walked or ran around the room when they or the rest of their classmates were participating in the activities and when they had to dance or sing they went in front of the class, occupying teachers A and B space.

Regarding students that suffered from congenital talipes equinovarus and hemiparesis, they had mobility problems due to the side effects of their pathologies, especially the activities in which they had to go in front of the class, which were tic tac toe, flyswatters, parts of the face activity and matching game. These students needed extra help when participating in these activities, so the rest of their classmates had to move their tables to make more room for them, teachers A and B had to take the wheelchair that was outside the classroom and helped the students to sit on it and took the student to the front and the teachers had to hand the walking sticks over to the other student that suffered from congenital talipes equinovarus.

In the case of the student that used a wheelchair, during the tic tac toe activity she could not place the crosses or circles in some flashcards because they were placed at the top of the

ENGLISH INSIDE THE HOSPITAL

board, so, teachers A and B helped her to stick the teaching materials. This student had the same problem with the parts of the face activity when placing the parts on the board. In the case of the student that suffered from hemiparesis, when he participated in these activities he refused to go back to his sit because it was difficult for him to walk; therefore he sat on a chair that was in front of the class occupying teachers A and B space.

3.1.2 (2) Affective issues

According to the principal of the hospital school, affective issues play an important role in hospitalized children. Miss Naldy Bucaray mentioned that all the syllabi must be flexible due to affective factors and motivation (see Appendix A for complete proofs). She affirmed that the teachers that work at the school do their best when trying to motivate their students and they usually use games or songs to encourage students to work during the lessons. Furthermore, it is important to point out that teachers must know that the most important thing is that children fully recover; hence they should carry out activities that are interesting and entertaining for them and not to stress or force the students to work because this can be detrimental to them.

Apart from that, Miss Yesica Flies pointed out that traditional methods of teaching and learning do not work well with these types of students. Besides, the teacher mentioned that it is important to take into account students' mood because they sometimes do not feel very well due to their treatments and the effects of the medication they take. They ask her if they can play games, draw or sing songs during the English lessons, so as a consequence she adapts her activities in order to satisfy her students' needs. Besides, she stated that she wants her beloved students to learn and at the same time to have fun; through her English classes, she wants them to forget about their pathologies for at least a few minutes. Following the same idea, she explained that sometimes it does not matter if they learn grammar or complex structures; the important

ENGLISH INSIDE THE HOSPITAL

issue is that they acquire one word or two words from the vocabulary, and that is very rewarding for her (see Appendix B for complete proofs).

Furthermore, Flies said that one of her biggest challenges when working at the hospital school is to motivate her students due to the fact that hospitalized children go through many changes in their lives because of the diseases and pathologies they suffer from. The activities must be appealing and entertaining for them. According to her experience, hospitalized children like to learn through playing games.

With regard to the observations made during the Spanish lessons held on September 7th (see Appendix C2 for complete proofs) teachers A and B could notice that students' names were written on the tables and they were not allowed to sit on another place that it was not theirs. They got angry when some of their classmates sat on their chair or when the teacher of Spanish asked them to change seats due to the fact that they had a sense of belonging towards that spot.

Apart from that, the researchers noticed that students lacked motivation and consequently got angry due to the fact that they were working with the book provided by the Chilean Ministry of Education. Students complained about this teaching resource claiming that it was boring and as a consequence their teaching-learning process was affected.

According to the observations made during the English lesson held on October 5th (see Appendix C4 for complete proofs) hospitalized children were motivated when participating in the class due to the fact that the activities and teaching materials used by teacher C were appealing for them.

In relation to the English workshops, the researchers created a positive environment in order to avoid high levels of affective filter. According to the observations made during the first workshop, students were reluctant to participate in the activities because there were unexpected

ENGLISH INSIDE THE HOSPITAL

changes in their regular environment and they did not know the teachers who were carrying out the workshops (teacher A and B), therefore their affective filter was high because they felt uncomfortable when talking in front of the class or they were lost because everything was unknown for them. As a consequence, their performance during the first English workshop was influenced by the factors that were explained before. After some more workshops, the students got familiar with the teachers and the new environment they were immersed in, hence students felt comfortable inside the classroom. Furthermore, they responded positively to the methodologies used participating during the activities and showing a lot of enthusiasm and willingness to produce in the foreign language.

In the case of a student that suffered from congenital talipes equinovarus, she stated that she did not want to learn English because she did not like the language. As a consequence, she refused to participate in some activities or she misbehaved during lessons so the rest of the students got distracted by this and the teachers A and B had to try calm them down and continue the workshop. After some classes, this student started to getting interested in the English language because the teachers were friendly with her and created a positive atmosphere. The teachers noticed that she started participating in the activities (specially the hot potatoe and tic tac toe game) and she felt happy when we arrived at the classroom because English workshops were about to start.

Additionally, the student that suffered from mental retardation mentioned that she did not like English because it was too difficult for her. This student tried to participate in the activities, however when she did not remember the vocabulary word that teachers A and B asked her to say out loud, she felt frustrated and did not want to participate anymore. Nevertheless, after some lessons this student started learning almost all the words, she participated actively during

ENGLISH INSIDE THE HOSPITAL

workshops and she even asked for the teachers to give her extra material so she can practice the foreign language at home.

The activities carried out by teachers A and B during the English workshops were the following: flyswatter game, memory game, surprise box, tic tac toe, hot potato, parts of the face activity, ball activity, songs (head shoulder knees and toes song, if you are happy song and hello and goodbye songs) and matching game. In the case of the flyswatter game, tic tac toe, hot potato, memory game, matching game, ball activity, parts of the body activity and the different songs used in during the workshops (see Appendices E1, E2, E3, E4, E5, E6, E7 and E9 for complete proofs) the students felt motivated and excited when participating in these activities, especially the ones that involved music and dancing because they asked if they could play these games for more minutes. Besides, it was seen that hospitalized children had a good time when beginning their acquisition process thanks to the fact that the activities chosen by teachers A and B were appealing for them, therefore they seemed to forget their pathologies and all the stressful situations they were immersed in due to their condition. However, the surprise box activity (see Appendix E8 for complete proofs) was monotonous and not appealing for the students for the students; therefore this activity did not work well with hospitalized children because they were not motivated and got bored when participating during this game.

With regard to hospitalized children's affective filter, it was seen that the students' level of affective filter was low when they attended the workshops thanks to the fact that the activities were focused mainly on games and songs, so students had the impression that they were just playing and having fun and they were not afraid of making mistakes because teachers A and B created a positive environment; therefore, their teaching-learning process was not a stress factor for them. Notwithstanding, sometimes students did not get along very well among themselves

ENGLISH INSIDE THE HOSPITAL

and they tended to quarrel inside the classroom. Apart from that, some students misbehaved in order to catch everyone's attention. These kinds of situations made students' level of affective filter increase and consequently it impeded participation and language acquisition.

According to the surveys, the data collected demonstrated that before the workshops four students loved the English subject and two of them just liked it. However, there was one student who did not like English at all.

Table 3.1

First survey to students before the elicitation techniques

Questions/N° of students	A	B	C	D	E
1. Have you had English lessons in your life?	6	1	-	-	-
2. How much do you like the English subject?	4	2	0	1	-
3. Do you like the English lessons at your school?	7	0	-	-	-
4. How would you like to learn English?	6	1	0	0	-
5. Why do you think it is important to learn English?	5	1	1	-	-
6. Which of these activities do you like the most?	0	0	0	5	2
7. Which of these activities you do not like?	4	2	1	0	0
8. Would you like to choose the activities for the English lessons?	7	0	-	-	-

Note: In question #1, #3 and #8 A and B will be considered, in which A means Yes and B means No. In question #2 A means I love it, B I like it, C I like a little, and D I do not like it. In question #4 A means through games, B by listening to music and watching videos, C reading books or magazines, D singing or speaking. In question #5 A means to learn new things, B to understand texts in English, C to understand the movies and lyrics of the songs. In question #6 A means to

ENGLISH INSIDE THE HOSPITAL

read a book, B to write a story, C to speak, D to sing, E to listen to music. In question #7 A means to read a book, B to write a story, C to speak, D to sing, E to listen to music.

Table 3.2

Second survey to students after the elicitation techniques

Questions/ N° of students	A	B	C
1. How do you feel after having the English workshops?	5	2	0
2. Did you feel nervous when participating in the activities of the English workshops?	0	6	1

Note: In question #1 A means I learned a lot, B I learned a little, C I did not learn. In question #2 A means Yes, B No, C a little bit.

In relation to the question: which of these activities do you like the most? Four students said that they preferred to sing, three students said that they preferred to listen to music. However, none of them chose the options to read a book, to write a story, to speak.

Regarding the question N°7 (which of these activities you do not like), the data collected shows that the majority of students do not like to read a book (4), one student do not like to speak, two student do not enjoy writing stories. However, none of them chose option D (to sing) and E (to listen to music).

In the question did you like the English workshops? All students answered that they liked the English workshops that they had for seven weeks.

In relation to the question N° 2 (did you feel nervous when participating in the activities of the English workshops?) only one student mentioned that he or she felt a little bit nervous or anxious during the English workshops. On the contrary, the majority of students (6) said that they did not feel nervous when participating in the activities.

ENGLISH INSIDE THE HOSPITAL

3.1.3 (3) Comprehensible Input

According to the interview to the teacher of English, Miss Flies (teacher C), students receive comprehensible input when learning the English language, and they understand it perfectly. The teacher mentions that she uses flashcards to show the vocabulary, and songs with body movements and gestures to teach the pronunciation of the words.

Regarding the observations, the researchers could see that students understood when the teacher C explained the vocabulary using body language. However, they sometimes asked the teachers A and B to explain the content in Spanish, but they explained the words using other techniques but no Spanish.

During the development of the elicitation techniques that were carried out during seven weeks, one day each week (90 minutes per class), the teachers A and B created and put into practice activities in order to make students get familiar with the English language, consequently, the students started their second language acquisition process by receiving comprehensible input. This comprehensible input included the following activities: hot potato, tic tac toe, match vocabulary, flyswatters, the surprise box, memorize, the hello and good-bye songs, the ball activity, and drawing a face (see appendixes from E1 to E12). The activities were chosen for the students to start their acquisition process in a natural and implicit way. The content seen during the elicitation techniques was focused on elementary vocabulary and grammar. The vocabulary was mixed with the Present Simple tense and related to colors (red, blue, green, pink, orange, yellow, black, white, purple), parts of the body (leg, hand, arm, head, face, foot), parts of the face (ear, eye, nose, mouth, eyebrow, tooth, hair), and sports (basketball, soccer, table tennis, rugby, volleyball, billiard, golf, tennis).

ENGLISH INSIDE THE HOSPITAL

The elicitation techniques provided the teachers A and B with information about the effectiveness of the activities previously mentioned taking into consideration if the students participated in that activity, if the students asked to repeat that activity or not, if they showed interest when developing that activity, if they understood the activity, and if they learned the content taught during that activity. This data is shown in the following table:

Table 4

Activities level of effectiveness

Activities	Level of effectiveness
1. Flyswatter	✓✓✓
2. Memory game	✓✓
3. Surprised box	✓
4. Tic tac toe	✓✓✓
5. Hot potato	✓✓✓
6. Songs	✓✓
7. Match game	✓✓✓
8. Drawing a face	✓✓
9. Throwing the ball	✓✓

Note: ✓ not effective, ✓✓ mildly effective, ✓✓✓ effective.

The results showed that the activities which were the most effective in terms of motivation and learning were the tic tac toe, the hot potato and the flyswatters games due to the fact that students were interested in the materials used, moreover, they asked teachers A and B to continue with the same activity for a longer period of time.

The hot potato game included music and a soft ball, so students had to pass the ball until the music stopped. The student who caught the ball when the music stopped had to say the name of the element depicted in the flashcard (vocabulary mentioned before). The students were capable of recognizing the vocabulary seen by naming what they saw in the picture, however,

ENGLISH INSIDE THE HOSPITAL

they sometimes asked for teacher C's help. Besides, it was seen by the teachers A and B that the students enjoyed this activity because it included music, as it is seen in the first survey question #7, students liked listening to music and sing (see table 4).

The flyswatters activity was one of the most requested activities during the elicitation techniques. The objective of this game was to recognize the vocabulary seen before. Two students played the game, each one received a flyswatter, and they had to hit the picture depicted in the flashcard that the teachers A and B or other student named; the student who did it correctly was the winner. The flyswatters game was also asked to be played many times each lesson, besides, the students learned while playing it. It is important to mention that the rest of the class helped the students who were playing when they did not hit the correct place; that issue demonstrated that they learned the content because the class recognized and start to apply the new vocabulary. This activity encouraged the students to do their best furthermore; they really wanted to participate during the class because it motivated them.

Two students played the tic tac toe game. They had to say the corresponding name of the image depicted in the flashcard when they place the circle or the cross on it. When the student did not know the word he or she was not able to continue to play. The student who put three crosses or three circles in a row was the winner. The students showed a great enthusiasm when playing this game, and, as the games described before, students asked for repeating the game many times. The teachers A and B could observe that when the students were playing the tic tac toe game, the rest of the class wanted to participate; however, they waited for their turn and helped the students who were playing.

As the games explained before, the match game was also a requested activity in which the students had to match the picture with its corresponding name. This game was chosen for the

ENGLISH INSIDE THE HOSPITAL

students to know how to write the word from the vocabulary and to recognize how the pronunciation differs from the written word, in this sense, the activity enhanced the comprehensible input. However, this activity was not repeated many times due to the fact that its goal was to teach the vocabulary in the written form, which was not one of the objectives of this project.

The teachers A and B could observe which activities were the less effective than the ones described previously. These activities included the memory game, the surprise box, the songs, the drawing a face game and throwing the ball. With regard to the memory game, students participated in this activity, however they found it a little boring due to the fact that they had to close their eyes and guess the vocabulary repeatedly. The activities in which students had to sing were affective, but some students did not want to sing and do the mimics of the songs, for instance, majority of the students sang the greeting songs, however there were some children who felt embarrassed when doing the mimics; this situation provoked that not all the students enjoyed the activities, consequently, not all of them learned it. However, when the teachers A and B presented the body song doing body movements, all the students sang and did the mimics enthusiastically; it was seen that the students sang the song without being asked to do that. The surprise box was not effective, consequently, it was done just once. In this activity the students had to pick a flashcard from a box and say its corresponding name. It was not effective due to the fact that the students did not want to pick any flashcard because they were afraid of what image they would pick. Besides, when they picked a picture they did not recognize it; however they did recognize them during another activity, for instance the tic tac toe game. The activity called throwing the ball was not effective enough due to the fact that the students felt anxious because they caught the ball surprisingly, however, all the students participated in this game. Another

ENGLISH INSIDE THE HOSPITAL

activity which was not so effective was the drawing a face activity. In this activity the students had to stick the parts of the face on a face that was drawn on the board in order to complete the features of the face. This game was original and fun but not effective as expected because some students got confused when saying the corresponding word which represented the image depicted on the flashcards.

During the last workshop, the teachers A and B developed the students' favorite activities, which were the flyswatters, the tic tac toe, and the hot potato, in order to evaluate whether the students started their second language acquisition process or not. It is necessary to highlight that the students were not told that they would be assessed, so the evaluation was done implicitly in order to make it valid; that is to say, the teachers took into consideration that if the workshops were made implicitly, the test should have been done in the same way. The results obtained were written as field notes and were summarized in the following table:

Table 5

Implicit evaluation

The student: / n° of students	Colors vocabulary	Sports vocabulary
recognized and applied the vocabulary	3	2
recognized the vocabulary but could not apply it	3	2
recognized the vocabulary with their classmates' help	1	3
did not recognize the vocabulary	0	0

According to table 5, most of the students recognized what was taught. Besides, in the observation carried out during the evaluation, the teachers A and B could realize that the students who were not doing the activities also answered correctly; in fact they helped the rest who were

ENGLISH INSIDE THE HOSPITAL

participating. Additionally, it was seen that the majority of students did not need help from the teachers in order to answer.

3.1.4 (4) Students' perception towards the teaching resources

According to the interview with the teacher of English, Miss Flies, the students from this school like the activities which include different teaching materials due to the fact that they enthusiastically participate in the lesson when the activities are fun, innovative and varied. She also mentioned that using different games and materials is the only way to motivate these students to learn.

In relation to the surveys made to the students it was possible to know that the students gave preference to the activities which were related to music and games, (See table 3, #6 and #7) that is to say these children preferred activities in which teacher C included pictures, songs, and authentic materials such as hats and flashcards on the board (see appendix C3). Another important result obtained in the survey, question #6 and #7, was that the majority of the students did not like the activities in which they had to read, write or speak (see table 3). This important issue was also noticed by the teachers A and B during the observation process (see appendix C2) in which the students had to read a story in Spanish and then they had to make a drawing about what they had read; while reading they showed that they were bored and they did not want to do anything, besides, the teacher of Spanish called their attention angrily because they misbehaved and they were not doing the activity.

During the development of the elicitation techniques the teachers A and B could observe that the students liked the materials (ball, flyswatters, tic tac toe, parts of the face drawings) they used due to the fact that these teaching resources were colorful, fun, and the students could manipulate them. In this sense, students enjoyed when handling the different types of teaching

ENGLISH INSIDE THE HOSPITAL

materials without damaging them. Besides, the teachers A and B realized that when these materials were taken to the lesson the students energetically participated in the activities.

Furthermore, it was observed that the students liked the activities which included songs and use of body language, such as the body song in which they had to sing the parts of the body while moving them. Another important aspect, which was also mentioned before, is that the students asked the teachers A and B to repeat some activities, such as the hot potato and the tic tac toe games because they liked to manipulate the materials used for those activities.

ENGLISH INSIDE THE HOSPITAL

3.2 Discussion

In this project it was proposed by the teachers A and B that the students from the “Escuela Hospitalaria de Valdivia” would begin their second language acquisition process by receiving comprehensible input through different natural techniques that have their basis on the Natural Approach. That is to say, the teachers A and B used varied tools to collect information in order to create activities for the students to get familiar with the English language in an implicit way, as closer as people acquire the first language and to test if activities that have their basis on the Natural Approach are effective to teach English to children with special needs that attend the hospital school.

The results obtained by the interviews, the surveys, the observations, and the Elicitation techniques will be discussed following the same criteria explained before in order to answer the research questions previously mentioned.

3.2.1 (1) Physical Environment

As mentioned above, hospital classrooms need to have certain characteristics that meet students’ needs in relation to their pathologies. It is said that these classrooms must be spacious, well-ventilated, have an easy access, and its walls must have lots of colorful posters that make hospitalized children to feel comfortable and happy but at the same time, stimulate children to learn new things and help them to cope with their diseases.

First of all, it is fundamental to know the definition of inclusive education in order to comprehend the needs and rights of students with special needs. According to Lipsky & Gartner (1996, 1999) inclusive education is described as “students with disabilities having full membership in age-appropriate classes in their neighborhood schools, with appropriate supplementary aids and support services” (as cited in Mitchell, 2010, p. 121).

ENGLISH INSIDE THE HOSPITAL

Taking this into consideration, these students must be included in regular classes and teachers should provide them with extra material when needed. It is important to highlight that during the English workshops the activities were chosen taking into account students' preferences and were modified to include all the hospitalized children inside the classroom. As all the subjects of study suffered from different pathologies with certain side effects, it was necessary to make different changes based on different factors such as mobility, affective issues, motivation, among others.

With regard to the size of the classroom, as it was 20 square meters approximately and there were always extra people inside the classroom, it was difficult for students that suffered from congenital talipes equinovarus and hemiparesis to move around and this affected their performance in some activities. The same happened when students with leukemia and haemophilia had mood swings due to their medication. Therefore, teachers A and B had to modify the activities and encouraged them to participate during the games. Taking this into consideration, it is possible to infer that the size of the classroom and different pathologies that the subjects of study suffered from in relation to the physical environment played an important role during the development of the English workshops. When using activities focused on the Natural Approach that involve moving around the classroom, it is necessary to know students' pathologies first in order to adapt the activities so these students can participate in them and acquire a second or foreign language.

However, as the size of the doors were wider than a regular school, it facilitated the development of the workshops because teachers A and B were able to include the student that needed a wheelchair to participate in the activities; hence it was necessary that doors were wider

ENGLISH INSIDE THE HOSPITAL

for the development of the English workshops otherwise this student was not going to be able to begin their acquisition process.

Furthermore, it was said that cleanliness was an important issue inside hospital schools because students can get infected with other diseases. During this research project, students utilized different types of teaching resources such as balls, flyswatters, markers, flashcards, among others. These materials were appealing for the students however; it would have been a problem if teachers A and B did not take into consideration the importance of cleanliness in hospitalized children's physical environment. Therefore, every teaching material that is going to be manipulated by these students must be disinfected in order to avoid problems related to infections that students can get indirectly through teaching resources that can impede students' learning process.

Regarding the student with hemiparesis, during the workshops the pathology he suffered from interfered with the development of some of the activities due to the fact that as it was difficult for him to walk to the front. Apart from that, his seat was located at the back of the classroom and as a consequence he refused to go back to his seat and he stayed at the front of the classroom making teachers A and B space even more limited. Taking this into consideration, when carrying out activities that have their basis on the Natural Approach, it is necessary to change the classroom arrangement, leaving the students that have mobility problems (severe or mild mobility issues) at the first row, so they can go to the front of the class and participate in any activity more easily and also save time. Apart from that, it is necessary to place flashcards or any other teaching resource accessible for these students, especially the ones that suffered from hemiparesis and congenital talipes equinovarus; otherwise they were not going to be able to take part in the games.

ENGLISH INSIDE THE HOSPITAL

3.2.2 (2) Affective Issues

As the principal of the hospital school mentioned in the interview, affective issues play an important role in this educational institution due to the fact that students are exposed to different kinds of stressful situations related to their pathologies; hence they sometimes are not willing to participate during lessons. Apart from that, the most important thing is the children's recovery and this is the reason why going to school must not be a stressful event for them. On the contrary, activities must motivate students and help them to cope with their diseases and have fun.

As mentioned above, students lacked of motivation when attending Spanish classes because they were working with the book provided by the MINEDUC. Some students complained about this and some others got bored and did not work during the lesson. It is possible to infer that it is necessary to make use of innovative methodologies and techniques that have their basis on the Natural Approach in order to low students' affective filter and at the same time to motivate them to learn new contents in spite of their special condition.

In relation to the English subject the teacher of English of the school pointed out that traditional methods of teaching and learning do not work very well with these students. From these words, it can be inferred that as these students are more concerned about their pathologies, they did not see English as an important subject; hence it is indispensable to make use of appealing methodologies in order to engage students and encourage them to learn a second or foreign language.

The environment in which students from the "Escuela Hospitalaria de Valdivia" were immersed during the English workshops facilitated the acquisition of a second language due to the fact that teachers A and B motivated their students without thinking about the pathologies

ENGLISH INSIDE THE HOSPITAL

students suffered and they created a classroom management plan that encourage students positively during lessons. However, the relationship among students was sometimes strained and full of quarrels. The last point revealed that when quarrels took place during the workshops, the students were more concerned about what was happening with their classmates, consequently, they did not pay much attention to what the teacher was saying they got angry and more stressed when these problems took place. When the teacher of Spanish told them off it was even worse because they got more anxious and some of them cried harder and screamed inside the classroom.

For these reasons, teachers A and B positive attitude played an important role when dissipating students' anxieties due to the fact that they were friendly and never scolded the students when trying to calm them down. Apart from that, these teachers created an appropriate classroom management plan with these students, which was focused on enhancing positive attitudes inside the classroom. Taking this into consideration, the importance of creating a positive environment inside the classroom can be seen when motivating students to acquire a second or foreign language.

Furthermore, students that suffered from congenital talipes equinovarus and mental retardation started liking the English language after they participated in the workshops. Both stated that they did not like the language because it was too difficult for them to learn it. As a consequence, these students refused to work during some activities and felt very frustrated when they did not learn the vocabulary. After some lessons, they started to like learning English and they participated in the workshops enthusiastically. Also, the student with mental retardation asked the teachers for extra material in order to learn new contents related to the English language because she liked the way the teachers taught her the language. Taking this words into

ENGLISH INSIDE THE HOSPITAL

consideration, it is possible to infer that activities that have their basis on the Natural Approach are effective to teach English to these types of students because they feel motivated through playing games. Apart from that, it is important to point out that teachers must be friendly with them and encourage them to participate during the lessons all the time. By doing this, teachers can change the problem related to motivation inside these schools and help them to overcome their diseases and pathologies through innovative and more appealing methodologies. For example, when the students participated in some activities, especially the hats activity (see Appendix C4 for complete proofs) the subjects of this research project felt that their participation was something important and indispensable for the development of it due to the fact that they were assigned to be an essential character within the story; therefore they felt motivated during this activity.

Regarding the classroom's ornamentation, there were posters and some decoration related to the festivities celebrated in Chile from September to December on the classroom's walls. As it was mentioned above, thanks to the fact that the hospital school was ornamented, the students felt part of what happens outside the hospital, therefore this helped them tremendously when coping with their diseases and also to feel motivated when attending classes in spite of the stressful situations they are exposed to due to their condition. Apart from that, there were name tags that were placed on the students' tables, this made the students feel that they belonged to that space and it was their comfortable and safe place when attending classes. As it was mentioned above, when students decided to change seats, the rest of them got angry because they did not want to sit in another place, this increased students' affective filter during the English workshops and as a consequence impeded hospitalized children's acquisition of the target language.

ENGLISH INSIDE THE HOSPITAL

In relation to the surveys that the subjects of study answered before the development of the English workshops, it was seen that the majority of them (6 out of 7) mentioned that they wanted to learn English through games. As mentioned above, games play an important role in Hospital Pedagogy. It is said that they help these children to cope with their diseases. Taking students' answers into account, it is possible to infer that the Natural Approach is a suitable alternative to teach English as a foreign language to hospitalized children that attend the hospital school in Valdivia because as this approach postulates that people should acquire a second language implicitly, the students did not pay too much attention to the process of acquiring a second language, instead of that they only wanted to have fun and forget about their pathologies for a little moment, in other words activities focused on the NA helped hospitalized children to cope with their diseases and at the same time encourage them to learn new contents in an alternative and innovative manner.

Regarding the surveys answered by the same students after the English workshops (question N°1), 5 students mentioned that after attending the English workshops they felt that they have learnt a lot while 2 students said that they felt they have learnt a little. Furthermore, in question 2, six hospitalized children stated that they did not feel nervous when participating in the activities of the workshops and only one student pointed out that she or he felt a little bit nervous when taking part during the games. It is possible to infer that activities that have their basis on the Natural Approach help children with special needs that attend the hospital school in Valdivia to begin acquiring English as a second language due to the fact that these students pointed out that they feel that they learnt a lot when attending the English workshops. Apart from that, the activities helped to lower students' affective filter during the workshops and as a

ENGLISH INSIDE THE HOSPITAL

consequence the subjects of study were willing to participate and learn as not a stressing process for them.

3.2.3 (3) Comprehensible Input

With regard to the activities that were carried out during the elicitation techniques, students started to get familiar with the target language, which was also seen during the observation process and the survey made to the students at the end of the workshops. This process of being exposed to the second language for the first time was composed by a set of activities which included comprehensible input in the target language using communicative skills. It is widely known that people acquire the first language in an implicit way and in informal situations; consequently, the activities that the teachers A and B carried out were the closest to how children start to speak or use their first language, that is to say, by games and songs.

Following the same idea, the teachers A and B took into consideration that as these children have special needs they find the necessity to be disconnected to their daily lives inside the hospital (treatments, hospitalizations, isolation, pain and suffering). One technique that provides the students with the feeling of being regular students is using games to learn new contents. In this case, the teacher who uses different games and authentic materials make the students feel less stressed and more motivated to participate in the activities, besides, they do not leave their studies behind because of their pathologies and treatments. The use of games is very important in the case of having students who are under medical treatments due to the fact that it is a therapeutic tool which provides students with a lot of fun and motivation, besides, it makes their levels of affective filter lower (makes the student feel more secure and less anxious in the English classes). Furthermore, the use of authentic teaching resources enhances the

ENGLISH INSIDE THE HOSPITAL

comprehension of the message; therefore, the students can start their second language acquisition process.

The teachers A and B focused on teaching simple words and Present Simple (implicitly) in English due to the fact that the students began to get familiar with the English language. That is to say, they respected the levels of the second language acquisition proposed by Krashen (prespeech and early production). In order to do that the teachers A and B did not oblige the students to use the target language, but they encouraged the children to use the English language when they felt secure and comfortable with it, in other words they respected the students' silent period. They gave a comprehensible message using pictures and body language, plus they spoke slower than normal and put great emphasis on the key words. The students were not asked to answer in the target language, however, they answered 'yes' and 'no' when they were asked to recognize a word from the vocabulary, this means that the students understood what was being taught in the target language. Besides, the students answered using short sentences, for instance, they were asked: what is this? and they answered just the name of the color but not the complete sentence: it is red. They also identified the vocabulary; for example, when they were asked to hit the correct word with the flyswatter they did it perfectly without help.

Furthermore, the teachers A and B created a positive environment to facilitate the acquisition process and mainly included vocabulary words. Since these workshops were the starting point of the students' second language acquisition process to learn vocabulary is the fundamental step when acquiring a language, even the mother tongue. It is important to say that when the students made an error in pronunciation or identification, the teachers A and B corrected them implicitly, for instance repeating what the student said in the correct way. The

ENGLISH INSIDE THE HOSPITAL

most important aspect was that the students felt that they were learning, having fun and being a regular student.

During the development of the elicitation techniques the teachers A and B realized that the activities they carried out were successful in terms of learning and entertaining. These teachers implemented activities taking into account the students' needs and their level of affective filter. In this regard, it was possible to infer that these students had a low level of affective filter that did not impede them to receive and process this input. In fact, they remembered things that had been taught weeks before, so, they did start to acquire the English language.

It is possible to see in the table 5 that the students started to acquire the second language. The results obtained by the elicitation techniques showed that the majority of the students first comprehended what was taught and second were able to apply the content, especially vocabulary that was presented; nonetheless, there was not any student who did not at least learned the content (see table 4). It is possible to infer that these students were willing to participate and learn during the development of the elicitation techniques due to the fact that they felt comfortable and their level affective filter was low. Furthermore, the teachers A and B spoke in English during the whole class and the students could understand the main idea; these teachers used a language a bit more difficult than what the students understood in order to give a $i+1$ input, which means that the students acquired new things and rehearsed the content they knew. In this sense, the comprehensible input postulates that it is not necessary for the learners to understand every word said, but the meaning of the message given, as well as Krashen's second language acquisition theory says that when the learners receive a comprehensible input they acquire the language unconsciously.

ENGLISH INSIDE THE HOSPITAL

When developing the workshops, the teachers A and B realized that the students remembered the content seen in previous lessons, besides, they sometimes said vocabulary words without being asked to do that, this issue demonstrated that these students were motivated to learn the English language, furthermore, they excitedly waited for the workshops because they said they had fun when participating in the activities.

3.2.4 (4) Students perception towards the teaching resources

The workshops that were developed by teachers A and B included authentic teaching resources which encouraged students to participate and behave in the lessons. Besides, the use of different teaching materials helped teachers A and B to low the students' level of affective filter when it was higher than normal. As it was explained before, a low level of affective filter boosts the acquisition of a second language due to the fact that the students are not afraid of making mistakes when speaking in the target language. In this sense, the students from the hospital school felt relaxed when learning the target language because the teachers A and B promoted a quiet and friendly atmosphere.

It is important to highlight that the Chilean Ministry of Education supports the hospital schools by giving them teaching materials, such as books, dictionaries, computers (Enlaces software), didactic games, among others, in order to enhance the students' learning process and to make their hospital stay more comfortable; furthermore, these students do not leave their studies behind. Likewise, the teachers receive materials to use in the lessons.

The materials used to develop the elicitation techniques were the following: a ball (hot potato), a pair of flyswatters, tic tac toe (crosses and circles), flashcards (memory game, matching game), the mystery box (to select a flashcard). These tools were well received by the students and they liked to manipulate them without destroying them. The materials used for the

ENGLISH INSIDE THE HOSPITAL

classroom management were: the Mario's race and Mister piggy (with prizes). These resources helped the teachers A and B to maintain the behavior inside the classroom, for instance, when they behaved well Mario, who had to save the princess, went forward, but when they misbehave Mario went backwards. And the prizes were given when Mario got the princess; the prizes were stickers and candies. Finally, the materials used for different teaching purposes were markers in different colors (red, black, orange, purple, green), which motivated the students to use them and go in front.

According to the observations made by the teachers A and B, there were teaching resources which were the most wanted by the students, for instance, the ball used to play hot potato and the pair of flyswatters. It is possible to infer that they liked the ball because it was soft and had the shape of a cow (with legs and arms), besides, they could throw it without damaging anyone. In addition, the students mentioned that they liked the materials that were used for the activities because they were colorful and entertaining.

On the contrary, there were some teaching materials that the students did not like, for instance to work with the book by the Chilean Ministry of Education; as it is possible to see in table 3.1 these children did not like to read, neither write. So the teachers A and B created activities in which the students had to manipulate the teaching materials in order to catch their attention and make them feel part of the class. The point related to reading and writing was not included in this project, however it was seen that the students did not want to do anything when they had to read something from the text book, besides, the students claimed that they did not like to read or make use of the book. Nonetheless, when they had to participate in didactic activities, such as the games or make up things, they wanted to do them without any complaint.

ENGLISH INSIDE THE HOSPITAL

The teachers A and B concluded that the students enjoyed learning and manipulating diverse teaching materials, they felt comfortable and they had fun when participating in the activities which involved the teaching resources mentioned before. Consequently, it was perceived that they liked those materials, and when they were not taken to class the students asked for them.

CHAPTER IV: CONCLUSIONS**4.1 General Reflections**

This field research allowed the investigators to know the educational reality of the hospital school of Valdivia; consequently it provided the researchers with information about the effectiveness of the teaching methodologies based on the Natural Approach that can be used with the students with special needs that attend these types of schools. During the development of the research which was carried out in the Escuela Hospitalaria de Valdivia, the researchers were highly supported by the principal and the teacher of English of the school in relation to the implementation of innovative methodologies to teach the English language.

The results of the different methodologies used in this study demonstrated that the students with special needs who attend the Escuela Hospitalaria de Valdivia started to get familiar with the English language after having had lessons based on the Natural Approach theory, that is to say, in a natural manner.

The results obtained by the application of elicitation techniques demonstrated that the students felt comfortable when having English lessons, besides, they wanted to learn new things but in an entertaining and fun way. Furthermore, these students received comprehensible input which allowed them to understand what was being said in the target language.

The researchers realized that not only by creating innovative activities and teaching materials focusing on the theory of the Natural Approach, but also providing a positive environment enhances the students' motivation and interest to acquire a second language; consequently it makes the students have a low affective filter and a low level of anxiety.

It was also possible to notice that the use of innovative methodologies to teach English as a second language increases the students' level of participation during the lessons no matter their

ENGLISH INSIDE THE HOSPITAL

health condition or the use of devices (wheelchair and walking sticks) to move easily. They had the will to participate and learn new words in English, besides, they asked for having some activities repeatedly.

The researchers could see that the students forgot a little their health conditions while learning English. These children had a good time and they felt happy and enthusiastic when manipulating the teaching materials that the researchers carried to the workshops. However, it was observed that some days the students did not want to participate due to the fact that they felt tired because of their treatments. This point was very important because the researchers had to create and adapt varied activities in order to reach each student's necessity.

The researchers concluded that the use of creative activities taking into consideration the second language acquisition process and the theory of the Natural Approach is an efficacious way to make students from the Escuela Hospitalaria de Valdivia start to get familiar with the target language. Hence, the use of innovative activities does not oblige the student to speak in the target language, does not make the student feel stressed or anxious, therefore, it does not exacerbate the student's health condition. On the contrary, it lowers the student's affective filter, provides the student with comprehensible input and makes the student feel comfortable when using the target language.

4.2 Recommendations for Further Research

With regard to the data collected from the surveys and observations, and presented in this research it can be stated that the students from the Escuela Hospitalaria de Valdivia do not show interest in writing or reading activities. Therefore, the creation of innovative and entertaining activities for these students to get interested in reading and writing would be an important and fruitful project to be carried out in order to develop these skills.

ENGLISH INSIDE THE HOSPITAL

Another important issue observed during the development of this project was the fact that the teachers from the hospital school have to follow the same educational curriculum that teachers from regular schools use to teach these students without taking into account that they have special needs which sometimes make their learning process slower. For this reason, the interest to modify or adapt the Chilean plans and programs would be the best option in order to meet the needs of hospitalized children; consequently, it can make these students feel that they are not excluded from society.

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APPENDIXES

Appendix A

Naldy Bucaray and Hospital Pedagogy

Interviewee: Miss Naldy del Carmen Bucaray

Interviewers: Maite Moena and Laura Turra

Introduction

Having read some information about the hospital school in Valdivia, it was necessary to do an interview to the principal of the school in order to collect information about Hospital Pedagogy, the hospital school itself, the students and the methodologies teachers use when teaching contents.

1. Which are the origins of Hospital Pedagogy?

Hospital schools were created to help children to catch up with their studies due to the fact that they have to remain hospitalized for long periods of time, so they can return to their regular school when their diseases have finished.

2. How much time has the school been operating?

In Valdivia, the school has been operating for 12 years with three modes of attendance in relation to the amount of time children are going to be hospitalized. In the first mode, children attend the hospital school building because they feel better, however they need some treatments so they are taken out of the classroom and given their correspondent medication. These children come from their houses and the school provides them a bus to transport them every day. The second mode is for children who are hospitalized for a short period of time, for example, children that have a broken bone or children who have been hospitalized from appendicitis. In this case, teachers go

ENGLISH INSIDE THE HOSPITAL

to their rooms with teaching materials and classes are individual. And the third mode is for children who have to remain hospitalized for long periods of time, for example students who suffer from oncologic diseases.

3. Do the parents of these children have to pay an amount of money in order to have their daughters or sons in this school?

Parents do not have to pay anything to enroll their children in the school. Apart from that, the students are given uniforms, books, copybooks, meals, transport, school supplies, and when they have a delicate or strange disease, the school provides money to pay the treatment too.

4. How many children are enrolled in this school?

There are 45 children enrolled in the school, approximately.

5. What subjects are taught in this school?

The children are taught the same contents that children from regular schools have to learn. For instance, Mathematics, Spanish, Geography, History, English, etcetera.

6. Does the school give schooling opportunities for high school students?

No, it is a primary school, that is to say pre-school to eight grade students attend the school.

7. Which are the most common pathologies in children?

The most common are: oncologic diseases, kidney dialysis, leukemia, heart diseases, visually impaired, etcetera. Some students had some mobility problems due to their pathologies

ENGLISH INSIDE THE HOSPITAL

so activities must be modified in order to include them in the lesson (congenital talipes equinovarus and hemiparesis, visually impaired, etc) Students that suffered from cancer (leukemia is the most common) had some mood swings that are caused by their treatments and medications. For instances, some days they feel motivated during classes (hyperactivity) or they feel sad and they refused to work during lessons. That is why teacher should try to carry out activities that are appealing and entertaining for the students.

8. How many teachers work in this school?

There are six teachers working in the school.

9. Are there other people who work in here?

There is a preschool assistant and some students doing their teaching practice.

10. Are teachers committed with their work?

Of course, teachers and all the people who work here are working in here mainly for pedagogical vocation.

11. What kind of methodologies do teachers use to teach contents?

Teachers in this school must be tremendously flexible due to many factors, such as children's attendance and willingness to work. Because of these reasons, teachers must adapt or modify their lessons plans and carry out activities that motivate students and as they are all young, they love playing and games. Teaching materials are very important too, they must be

ENGLISH INSIDE THE HOSPITAL

attractive for the students so they can feel motivated to work during lessons. In fact, the school has a kind of “trolley” that is equipped with ludic and more appealing teaching materials and the children work with them during classes.

*Appendix B***Yesica Flies and Hospital Pedagogy and Methodologies Used with Hospitalized Children**

Interviewee: Miss Yesica Flies

Interviewers: Maite Moena and Laura Turra

Introduction

Having looked and read some information about Hospital Pedagogy and the methodologies that should be used with these types of students, it was necessary to interview the teacher of English in order to gather data related to the methodologies she uses to teach the English language to these types of children and the work she does with the students in the school.

Interview**1. For how long have you been teaching English in this school?**

I have been teaching English for about a year approximately and there was another teacher before me, but she was too old; hence she had to retire. She told the students short stories in order to teach them the English language. However, I do not know if the students learn something about the language through short stories.

2. What is the perception you have regarding Hospital Pedagogy?

It has been one of the most rewarding things I have ever done; because the children teach you how to value all the great things in your life. You learn a lot from them and the children's capacity to overcome all the bad situations they are exposed to due to their diseases amazed me

ENGLISH INSIDE THE HOSPITAL

a lot. When teaching at these types of students, you have to be very flexible and make up activities that motivate students.

3. Which has been the biggest challenge for you in this school?

Well, when working at hospital schools, there are lots of challenges, but I think the biggest one is to motivate your students because it is not like regular students that do not feel motivated because they did not like the activity or just because they are bored. Hospitalized children have to go through many changes in their lives because of their diseases, so if you, as a teacher, can motivate them to learn English, it is very rewarding but very difficult at the same time.

4. To what students do you teach English?

I teach English to fifth to eighth grade students. Pre-school to fourth grade students have had a few English classes though.

5. How often do the children attend classes?

In this school, attendance is very flexible because children can miss lots of classes because of their treatments. Because of this, it is very hard to do a systematic work with them. However, pre-school to fourth grade students attend classes regularly.

6. What methodologies do you use to teach the English Language to these students?

In this school, activities must be entertaining and appealing; the traditional methods don't work with these types of children. Besides, classes must focus mainly on vocabulary.

ENGLISH INSIDE THE HOSPITAL

It is important to take into consideration students' mood because sometimes they feel awful due to their treatments, so students say that they only want to draw or color drawings, so I have to change my planning and adapt the activities in order to motivate the students, otherwise they are not going to participate during the class.

I strongly believe that people should learn a foreign language in the same way they learn their mother-tongue that is to say in an implicit way, especially with these children, if you use games in order to teach them the English language, they will pay attention and try to learn new vocabulary or grammar structures but implicitly.

7. In your opinion, what is students' perception regarding the methodologies you use for teaching the English language?

As I told you before, hospitalized children enjoy these types of activities and they are more willing to participate in the games and stuff. For me, it is the only way you motivate them to work in class.

*Appendix C1***Field Notes (Observation)**

Observers' names:	Maite Moena Laura Turra
Location:	Escuela Hospitalaria de Valdivia
Date:	1st Observation: August 24 th , 2012
Grade:	Fifth grade

1. People taking part:

The teacher of English (Mrs. Yesica Flies) and a fifth grade student.

2. Physical Environment:

The doors were wider than regular schools because there are students that use wheelchairs and walking sticks to move around the school. The bathroom was bigger than usual due to the fact that some students needed a catheter to urinate. There were no more than 10 students in the school, and classrooms were not big enough to meet the students' needs because they need extra space to move around due to their pathologies. Apart from that, there were instructional assistants inside the room.

3. Setting description:

In this school, English is taught from 5th grade of primary school because it is mandatory for all the schools that are subsidized by the Chilean Ministry of Education.

4. Activities description:

After the principal of the school gave us authorization to carry out the English workshops, we set up a meeting with the teacher of English of the school in order to interview her about certain aspects regarding hospital pedagogy and the methodologies she uses to teach the English language. At that moment, the teacher was giving a test to the only student from 5th to 8th grade who attended school that day. This girl needed to use walking sticks to move around the school.

After the interview, the teacher showed us the kind of test she gave the student and this one was based on games and images. In one of the items of the test the teacher showed the student flashcards related to food vocabulary and she had to write the names of the food items the teacher showed her before. This experience helped us to get to know this student and asked her about the rest of her classmates. She told us that she liked English and that she would like to attend the workshops too.

Then, all the students had a break and the teacher of English called some of them and introduced to ourselves. We talked with two more students, one of them made use of a wheelchair to move around the school while the other one had a peculiar way of walking because one side of his body was paralyzed.

Besides, one of them told us that he liked English a lot and he even sang some songs in the foreign language to show us that he knew some vocabulary while the other student told us that she did not like English. However, when we explained that the workshops were going to be entertaining and we would play lots of games, she said she would like to participate in them.

*Appendix C2***Field Notes (Observation and Collaboration)**

Observers' names:	Maite Moena Laura Turra
Location:	Escuela Hospitalaria de Valdivia
Date:	2nd Observation: September 7 th , 2012
Grade:	From first to fifth grade students

1. People talking part:

The teacher of Spanish, 3 assistants and 4 students from 1st to 5th grade. (As the attendance is low during cold seasons, the students are in the same classroom; otherwise the student from 5th to 8th grade would be alone in the other classroom)

2. Setting Description:

The classroom was very small, it was the classic classroom arrangement and students' names were written on their desks. As all the students were in different levels, they were doing different tasks, but it was individual work and the three assistants helped them when they did not understand something. The activities were focused on the book provided from the Ministry of Education and some worksheets with some images on them. The majority of the students lacked of motivation because they said they did not like to work with the book claiming that it was boring. At certain point, they refused to work and got really angry at the teacher and the assistants. Nevertheless, there were a few of them that were really quiet and working hard on their books.

ENGLISH INSIDE THE HOSPITAL

We were able to talk with the student from fifth grade again because the teacher of Spanish asked us to help her with a piece of homework she had. This student had to make a model with the rooms of her house and she had to make an oral presentation and describing her house but in English.

*Appendix C3***Field Notes (Collaboration)**

Observers' names:	Maite Moena Laura Turra
Location:	Escuela Hospitalaria de Valdivia
Date:	3rd Observation: September 28 th , 2012
Grade:	From first to fifth grade students

1. People taking part:

The teacher of Spanish, one assistant and students from 1st to 5th grade.

2. Setting Description:

In this occasion, there were only one assistant in the school so the teacher asked us to help her. Laura worked with three male students and Maite worked with a girl that is almost blind. In the Maite's case, she had to read stories to this girl and then she asked her reading comprehension questions related to the characters, setting and story development. The girl was motivated from time to time depending on the story because according to what she told me in an informal conversation, she said that some of the stories were boring and she did not pay too much attention to them. In the Laura's case, she had to supervise the three boys that were reading a story. These students had to illustrate what they had understood from the story. However, she could notice that they did not understand anything because they were not interested in reading the tale. So, the boys started to talk about anything else, and there was something that they said was about the English language, they explained that they liked the song of colors Mrs. Flies taught them, and they started singing it enthusiastically.

*Appendix C4***Field notes (Observation and Application)**

Observers' name:	Maite Moena Laura Turra
Location:	Escuela Hospitalaria Valdivia
Age:	Pre-school to sixth grade students
Date:	1 st Lesson: October 5 th , 2012
Observation:	45 minutes
Application:	45 minutes

1. People taking part:

The teacher of English Miss Yesica Flies, the teachers A and B (Maite Moena and Laura Turra) and pre-school to sixth grade students.

2. Activity description: Observation

The teacher of English prepared a class of 45 minutes related to spring vocabulary. She asked the students about the things they can see during spring and the students answered the following: flowers, butterflies, rainbows, etc. After that, she presented the vocabulary through little hats. Every hat had a word related to spring vocabulary. After that, she asked us to create two stories in which we had to include all the vocabulary. The main purpose of the activity was that the students had to recognize the vocabulary. In order to achieve this objective, the students had to raise their hand when they hear the teacher saying the word from the vocabulary that was on their hats. Students felt very motivated when attending the English lessons because the teacher C made use of appealing teaching materials and the activities were entertaining for the

ENGLISH INSIDE THE HOSPITAL

students. With regard to the hat activity, students had the feeling that they were important for the development of it because they were a special character within the story.

Activity Description: Application

After the lesson given by the teacher of English of the school (teacher C), we carried out our lesson focused on colors vocabulary. First of all, we explained to the students the classroom management plan and rules, then we made a warm-up activity in order to introduce ourselves and to know the students' names too. After that, we taught them the hello song and after that we carried out the activities related to the vocabulary. The first activity was a memory game, we introduced the new vocabulary and the students had to repeat and then recognize which flashcard was in each part of the board. During this activity, students got very excited when we took some flashcards away and when they could not remember the flashcard they got a little bit nervous. The next activity was the flyswatter game, in which they had to recognize the flashcard that another classmate mentioned out loud. Hospitalized children really like this activity and they wanted to play for more time so we let them do it. After that activity, the students played the matching game, in which they had to match the written form of the color with the image of it. As some students cannot move freely (they made use of devices such as wheelchairs or walking sticks), we adapt the activity and made them to draw a line that matched the word with the image. In this activity, one of the students that did not want to participate in the previous one participated in this one because she wanted to match her favourite color with the word (pink). Finally we taught them the goodbye song and gave them their prizes because they behaved well (Mario Bros race).

CRITERIA

Physical Environment	<p>The classroom's chair and tables were arranged in the traditional way.</p> <p>The teacher of Spanish left some school supplies on the teacher's table and the researches had some problems with their teaching materials because of this. As the teaching materials of the researchers were on a bag on the floor, sometimes students got curious and they wanted to grab the materials, so this made the researchers lose some time.</p> <p>Apart from that, students with congenital talipes equinovarus and hemiparesis had some mobility problems, so this influenced their performance in the activities. We had to help them to go to the front of the class and the rest of the students had to move their tables and chairs so these students could go to the front and participate in the activities</p>
Comprehensible input	<p>We tried to use English during the whole lesson and as they were beginning their acquisition process, we made use of body language, realia and flashcards to make ourselves understood. Students complained a few times about us speaking English during the whole lesson. However, there was a student who translated the things that the rest did not understand, so we did not have many problems regarding the use of English in the lesson.</p>
Students' perception towards teaching resources	<p>Students started getting familiar with the teaching materials and they really enjoyed using them. As they were used to manipulate different types of teaching materials, they did not try to damage them.</p>

ENGLISH INSIDE THE HOSPITAL

Affective issues	<p>We gave our best in creating a positive environment so the students do not feel anxious. However, the students were very quiet and a little bit nervous at the beginning because they did not know who we were, they have seen us before but we did not have the opportunity to introduce ourselves. However, when they started getting familiar with the new environment and the activities, some of them started participating enthusiastically and enjoyed them a lot. During this lesson we could realize that some of the students did not get along with the rest of the students and they said mean things to the others (quarrels). We made Mario go backwards because of these kinds of attitudes. Regarding teachers' attitudes, we always tried to be very nice and friendly so they do not feel uncomfortable during the lesson.</p> <p>As it was the first class, some students did not feel very comfortable and they refused to participate. They felt a bit nervous because they had to say sentences in English in front of everybody; hence their affective filter was high. However, some students were very motivated and liked the activities; they participated a lot and did not feel uncomfortable when talking in front of all the people who were inside the classroom.</p> <p>Regarding the student with mental retardation, when the teachers A and B started saying that they will be having English classes every Friday, she got a little bit angry because she said she did not</p>
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ENGLISH INSIDE THE HOSPITAL

	<p>understand English and also she found it very difficult to learn.</p> <p>Furthermore, one of the students that suffered from congenital talipes equinovarus did not want to participate during the lesson and she wanted to be the center of attention so she sometimes started misbehaving during activities.</p>
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*Appendix C5***Field notes (Application)**

Observers' name	Maite Moena Laura Turra
Location	Escuela Hospitalaria de Valdivia
Age	First to fifth grade
Date	2 nd Lesson: October 12 th , 2012

1. People taking part:

The teacher of English Miss Yesica Flies, the teachers A and B (Maite Moena and Laura Turra) and pre-school to sixth grade students.

2. Activity description:

New vocabulary of colors was introduced to the students. Researchers showed the students flashcards with colors, students had to recognize the name of each color. However, researchers realized that the students did not remember the colors that were presented the last class. So, the researchers and the students reviewed the vocabulary from the last lesson. Later, students played the hot potato game, and when the music stopped the student who caught the ball was shown a flashcard with a color, and he or she had to say the name of it. During this activity students said each color correctly, even though, some students made pronunciation mistakes, they did recognize each color in English and they were corrected implicitly. After that, students played the tic tac toe game in couples. The student who stuck the cross or the circle had to say the name of the corresponding color, if they did not know the name they had to change the position of the X or O. Some of the students did not remember all the names, so the rest of the

ENGLISH INSIDE THE HOSPITAL

class could give hints to the students who were playing. It was helpful for the students to receive hints because many times they did not remember the name, but they had a notion of the word. It is important to highlight that these students were not nervous when playing, and they did not care if they mispronounce some words, but they were confident with what they knew. Finally, they received a prize because they did an excellent job.

CRITERIA

Physical Environment	<p>The classroom's chair and tables were arranged in the traditional way. The teacher of Spanish left some school supplies on the teacher's table and the researches had some problems with their teaching materials because of this. As the teaching materials of the researchers were on a bag on the floor, sometimes students got curious and they wanted to grab the materials, so this made the researchers lose some time.</p> <p>Students with congenital talipes equinovarus and hemiparesis had some problems when participating in the tic tac toe activity. First, one of the students needed a wheelchair to move, so we had to help her to sit on it and take her to the front of the class. Apart from that, it was difficult for her to place the X and O on the flashcards because she could not stand up properly. Second, other student needed walking sticks to go to the front so we had to give her these devices otherwise she would not been able to participate in the activity. Finally the student with Hemiparesis took like 3 minutes to</p>
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ENGLISH INSIDE THE HOSPITAL

	<p>go to the front due to his pathology. Apart from that, as his seat was at the back of the room, he did not want to go back because it took him a long time to do it, so he sat on a chair that was at the front of the classroom and this make teachers A and B space even more limited.</p>
Students' perception towards teaching resources	<p>It was realized by the researchers that students liked the activities the teachers presented. Besides, they like playing with the ball (hot potato) because they asked for it at the beginning of the class.</p>
Affective issues	<p>During the lesson, the students had a good relationship among them; however, there was a student who complained all the time, and made the rest of the class to not pay too much attention to the teachers.</p> <p>Researchers observed that students' affective filter was low during the lesson, because everyone wanted to participate in the activities. They showed interest in learning English, besides; they were happy and motivated during the English time. However, there are two students who did not want to participate, because she felt nervous and scared (mental retardation and congenital talipes equinovarus), and the other one because he misbehaved all the time and he was disrespectful with the teachers.</p>
Comprehensible	<p>Teachers spoke in English, however, some students asked the</p>

ENGLISH INSIDE THE HOSPITAL

input	teachers to repeat the instructions in Spanish. In relation to this issue, the teachers tried to say the same things in English but using body language, realia and flashcards to make herself understood.
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*Appendix C6***Field notes (Application)**

Observers' name	Maite Moena
Location	Escuela Hospitalaria de Valdivia
Age	First to fifth grade
Date	3 rd Lesson: October 19 th , 2012

1. People taking part:

The teacher of English Miss Yesica Flies, the teacher (Maite Moena) and first to sixth grade students.

2. Activity description:

During this lesson, new vocabulary was taught because the teacher asked us to plan the lesson focusing on body parts. When I arrived at the school and entered the classroom, the teachers of Spanish and English were scolding the students because they had been insulting each other during the previous class. One of the students started crying really hard and the rest of them began complaining about this because they were tired of this girl due to the fact that she always cries and makes fun of the rest of the students. After this, the principal of the school entered the classroom and started talking in front of everybody saying that they had to stop this because they all should be friends and support each other. Finally, she said that she was going to call the students' parents if they started making fun of themselves.

I began the class singing the Hello song and then the students played the memory game with the body parts vocabulary. This time, it was difficult for them to learn the words so I had to review the vocabulary many times. Then, they played hot potato because they loved this activity. Thanks to this activity, I could lower the affective filter after all the problems they had some

ENGLISH INSIDE THE HOSPITAL

minutes ago. They asked me to play for more time, it was much easier to recognize the new vocabulary and they all had fun (even the two teachers that were inside the classroom). Then we sang head shoulders knees and toes, sometimes we did it very slow and others very fast, so they do not get bored. After that, we sang if you are happy song while doing the choreography. Finally, we sang the goodbye song all together, gave them their prizes and took some photographs with them.

CRITERIA

Physical environment	<p>There were seven students at the class. The classroom was arranged in the traditional way. The table was full of teaching resources from the other subjects (Spanish, History).</p> <p>During the hot potato activity, students with congenital talipes equinovarus and hemiparesis had some problems because when a student threw the ball to them and they could not catch it, it was difficult for them to pick the ball from the floor.</p> <p>When students sang the head, shoulders, knees and toes song, students with congenital talipes equinovarus and hemiparesis could not touch some of their parts of their bodies. However they tried really hard when doing the mimics.</p>
Students' perception towards teaching resources	<p>Students liked the hot potato and the body song. They participated in the activities and they wanted to play both games many times.</p>

ENGLISH INSIDE THE HOSPITAL

Affective issues	<p>At the beginning of the class their affective filter was higher than normal. Many students had a headache and others were sad due to the fact that one student had a quarrel with one of her classmates. Then, the teacher of English told them that every student had the same rights, but the teacher of Spanish language told them that she was fed up with all the quarrels and crying showing a bad and angry attitude. Finally, the principal of the school came to the classroom and she gave a speech about respect and good manners, besides, she told them if they kept doing that, she would meet their parents.</p> <p>After this situation, the teacher was friendly and nice with them in order to lower their affective filter. In the first activity, the students did not participate enthusiastically, however, from the second activity on, students' affective filter decreased and they felt motivated and participated in the activities.</p>
Comprehensible input	<p>The teacher used flashcards to present the parts of the body. The teacher associated the new content with the students' previous knowledge. Then, she presented a song of body using realia and body language. The students understood what the teacher said and they repeated the names of the body parts while moving the corresponding part.</p>

*Appendix C7***Field notes (Application)**

Observers' name	Maite Moena Laura Turra
Location	Escuela Hospitalaria de Valdivia
Age	First to fifth grade
Date	4 th Lesson: October 26 th , 2012

1. People taking part:

The teachers A and B (Maite Moena and Laura Turra), an instructional assistant and pre-school to sixth grade students.

2. Activity description:

Students reviewed the parts of the body, and they were taught the parts of the face by seeing pictures. Students were presented the pictures, and then they were asked to stick each part on a face made of cardboard. Then, the teacher showed the written form of each part of the face and the students had to recognize the corresponding place of each name. Later, the students played tic tac toe. They had to identify the parts of the body and face. After that, the students sang the parts of the body song by performing the choreography.

CRITERIA

Physical Environment	There was an instructional assistant in the classroom; she used a table and a chair (which belonged to one student). There was a table and a chair next to the board, these items caused problems related to mobility besides, when the students participated in the
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	<p>activities they could not get the flashcards from the board because of that. And, when they wanted to go outside, this seat blocked the door. The teacher's table was full of teaching materials.</p> <p>Regarding the face activity, students with congenital talipes equinovarus and hemiparesis had some problems when sticking the parts of the face on the board, the same happened with the tic tac toe activity.</p> <p>When students sang the head, shoulders, knees and toes song students had problems when touching their parts of the bodies due to their pathologies (congenital talipes equinovarus and hemiparesis). Regarding students with leukemia and haemophilia, during activities that music was needed, they were extremely excited (hyperactive) due to the fact that they had mood swings caused by the medication they had to take. When this happened, these students moved around the classroom a lot and they wanted to do the mimics while singing at the front of the room. This made our space even more limited to carry out the activities.</p>
Students' perception towards teaching resources	<p>The students liked the activity in which they had to stick each part of the face on the board because the parts were like a real nose, eyes, eyebrows, among others. The students liked to match each part with its name, each name was written in colorful pieces of paper.</p>

ENGLISH INSIDE THE HOSPITAL

Affective issues	<p>There was a classroom assistant inside the classroom, who was in charge of one student (Haemophilia). This assistant influenced the behavior of the students due to the fact that she interfered during the activities and she told the teachers not to force students to participate, besides, she asked the teachers to let students do whatever they wanted.</p> <p>Regarding the student with mental retardation, she tended to get frustrated when the teachers A and B introduce new vocabulary because she said she could not learn English. The majority of times she refused to participate in some activities because of this reason. Furthermore, during the song this student cried because she wanted to sing and dance next to the teachers, but another student was first, so she got angry and started crying. Later, she participated in the activity.</p>
Comprehensible input	<p>The use of flashcard was helpful for students to learn each part of the face, besides, it was more useful when they were asked to touch each part of their faces (realia).</p>

*Appendix C8***Field notes (Application)**

Observers' name	Maite Moena Laura Turra
Location	Escuela Hospitalaria de Valdivia
Age	First to fifth grade
Date	5 th Lesson: November 9 th , 2012

1. People taking part: The teacher of English, Mrs. Yesica Flies, the teachers (Maite Moena and Laura Turra) and pre-school to sixth grade students.

2. Activity description:

Students reviewed the contents that were covered previously (colors and parts of the body and face). At the beginning of the lesson students were shown flashcards with colors, so they had to say the name of each color. Later, they played hot potato in which they were asked colors. Then, students sang the song *if you are happy and you know it* moving different parts of the body.

CRITERIA

Physical environment	<p>There was a table and a chair next to the board. It interfered in the teachers and students' performance. There were teaching materials on the teacher's table. The arrangement of the classroom interfered in the students' performance.</p> <p>When playing the hot potato game, it was difficult for the students that suffered from congenital talipes equinovarus and hemiparesis</p>
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ENGLISH INSIDE THE HOSPITAL

	to catch and pick up the ball that fell to the floor.
Students' perception towards teaching resources	They loved the hot potato and flyswatter games. From the moment they saw the ball they starting cheering and clapping.
Affective issues	Two students were more energetic than normal, so they wanted to participate in all the activities (due to the fact that they had received medication and the food and drink they had eaten). One student played the music for the hot potato game, so she felt included and she wanted to participate in the lesson (affective filter).
Comprehensible input	As it was a review class, the teachers only made use of flashcards, the same that were used in the previous lessons.

*Appendix C9***Field notes (Application)**

Observers' name	Maite Moena Laura Turra
Location	Escuela Hospitalaria de Valdivia
Age	First to Sixth grade
Date	7 th Lesson: November 16th, 2012

1. People taking part:

The teacher of English, the teachers (Maite Moena and Laura Turra) and students from first to sixth grade.

2. Activity description:

During this lesson students were taught new vocabulary related to sports that are played with balls (football, tennis, rugby, golf, volleyball, billiard, table tennis, basketball, and baseball); they had to repeat each sport after the teacher. Later, they played the tic tac toe game with the flashcards of sports. It is necessary to say that the topic 'sports' was seen for a few minutes due to the fact that students had to rehearse what they had learned through the current term.

After students learned sports, they played the hot potato in order to be asked the colors. The teachers applied a formative evaluation by seeing if students were capable of remembering

CRITERIA

Physical environment	<p>The classroom was arranged in a different way. The students were sat in a group, all together, so they could look each other at the face. All the students were in the classroom (9).</p> <p>During the tic tac toe activity, students with congenital talipes equinovarus and hemiparesis had some problems when placing the X and O on the flashcards, so they we helped them to place those teaching materials and they could participate without much problems.</p> <p>Regarding the hot potato game, these students had problems when catching and picking up the ball that fell on the floor, so we had to pick it up and throw it to them.</p>
Students' perception towards teaching resources	<p>Students like the activities which include the tic tac toe and the ball (hot potato). They asked for playing with the ball due to the fact that they like listening to music and dancing.</p>
Affective issues	<p>The students complained because there is a student who bothers the rest during the class. Then, this student started to cry, and the assistant, the same who was in the lesson in October 26th, entered the classroom with an authoritarian and disrespectful attitude and</p>

ENGLISH INSIDE THE HOSPITAL

	<p>took the student out of the classroom without asking for permission. Due to this situation, the affective filter of all the students and teachers went higher because this assistant started to argue with the rest of the teachers. After that, the teachers tried to continue with the lesson in a regular way with the activities, so students were willing to participate in the activities.</p>
Comprehensible input	<p>The teachers spoke in English during the lesson and they used other techniques in order to be understood by the students. The students were given comprehensible input through flashcards of sports, besides they were taught how those sports are played (body language).</p>

*Appendix C10***Field notes (Evaluation)**

Observers' name	Maite Moena Laura Turra
Location	Escuela Hospitalaria de Valdivia
Age	First to fifth grade
Date	5 th Lesson: November 23 rd , 2012

1. People taking part: The teachers (Maite Moena and Laura Turra) and pre-school to sixth grade students.

2. Activity description:

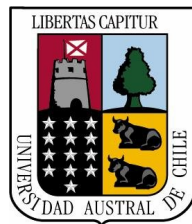
Students played tic tac toe, so they had to identify colors and sports. Later, they played hot potato, in which they had to recognize all the vocabulary previously taught. Finally, each student was asked a color.

CRITERIA

Physical environment	Students were sat in one group. There were teaching materials on the teacher's table.
Students' perception about teaching materials	Students liked the hot potato activity because they enjoyed dancing and singing.
Affective filter (low	Student felt relax and comfortable inside the classroom. There was

ENGLISH INSIDE THE HOSPITAL

high, affects or not)	any complicated situation.
Comprehensible input (if it is effective or not)	The teachers used flashcards. Students had to recognize the vocabulary seen.

Appendix D

INSTITUTO DE LINGÜÍSTICA Y LITERATURA

ENCUESTA PARA LA ELABORACIÓN DE TESIS DE PREGRADO

TEMA: ENSEÑANZA DEL IDIOMA INGLÉS

IDENTIFICACION

- ☐ Hombre
☐ Mujer

EDAD: _____

CURSO: _____

ENCUESTA

1. ¿Has tenido clases de inglés alguna vez?
 - a) Si
 - b) No

2. ¿Cuánto te gusta el idioma inglés? Explica el porqué
 - a) Mucho
 - b) regular
 - c) No demasiado
 - d) No me gusta para nada

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3. ¿Te gustan las clases de inglés de este colegio?
- a) Si
 - b) No
4. ¿Cómo te gustaría aprender inglés? Explica porque.
- a) A través de juegos
 - b) Escuchando música y viendo videos
 - c) Leyendo libros o revistas
 - d) Cantando y hablando
 - e) Otras formas
-
-
-
-
5. ¿Por qué piensas que es importante aprender inglés?
- a) Para aprender cosas nuevas
 - b) Para entender textos en ingles
 - c) Para entender canciones y películas
6. Después de mis clases de Inglés siento que yo:
- a) Aprendí mucho
 - b) Aprendí poco
 - c) No aprendí nada
7. ¿Te sientes nervioso (a) al participar en las actividades de las clases de inglés?
- a) Si
 - b) No
8. Si tu respuesta fue Si en la pregunta numero 7, explica con tus propias palabras lo que sientes a la hora de participar en las clases de inglés.
9. ¿Cuál de estas actividades te gusta más?
- a) Leer un texto
 - b) Escribir un cuento
 - c) Hablar
 - d) Cantar
 - e) Escuchar canciones
 - f) Ninguna

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10. ¿Cuál de estas actividades no te gusta?
- a) Leer un texto
 - b) Escribir un cuento
 - c) Hablar
 - d) Cantar
 - e) Escuchar canciones
 - f) Ninguna
11. ¿Te gusta elegir las actividades de las clases de inglés?
- a) Si
 - b) No

*Appendix E1***Description of Activities****PLANNING AN ACTIVITY TO TEACH THROUGH NATURAL APPROACH*****“Flyswatter Game”***

Age group: 5th graders.
Language Level: Elementary.
Contents: Specific Vocabulary.
Time: 15 min.

Teaching Materials:

In order to develop this activity the teacher will need:

1. Two flyswatters.
2. Flashcards.
3. Board.
4. Tack.

Steps (Teacher):Preparation:

1. Choose the vocabulary you are going to teach.
2. Create the flashcards with the images from the vocabulary.
3. Buy a pair of flyswatters and tack.
4. Stick the flashcards on the board.

Class:

1. Present the flashcards to the class.
2. Ask for two volunteers to go in front of the class.
3. Give a flyswatter to each student.
4. Name one word from the vocabulary depicted in the flashcards.
5. The rest of the class cannot help the students who are participating in the activity.

Steps (students):

1. Listen to what the teacher says.
2. Hit the correct vocabulary word depicted in the flashcard as fast as they can.

Comments and Suggestions:

This activity can be used with students of all ages and English levels, and with different vocabulary.

The class can be divided into two groups, for instance boys and girls, in order to make it more exciting.

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The winner can receive a prize, which can be points for the quiz, or any other didactic material.

Reference/Acknowledgement:

Taken from the course ILIN 141, April, 2012

Pictures:



*Appendix E2***PLANNING AN ACTIVITY TO TEACH THROUGH NATURAL APPROACH*****“Good bye song”***

Age group: 5th graders.
Language Level: Elementary.
Contents: Greeting vocabulary.
Time: 5 min.

Teaching Materials:

In order to develop this activity the teacher will need:

1. Teacher's voice.

Steps (Teacher):Preparation:

1. Practice the song and the mimics in advance.

Class:

1. Present the song with the mimics to the class once (or twice).

Steps (students):

1. Listen to the song.
2. Sing the song and do the mimics along with the teacher.

Comments and Suggestions:

Claps your hands (do the mimic)
 Spin around (do the mimic)
 Jump up high (do the mimic)
 And say good bye (wave your arms)
 Good bye good bye (wave your hands)
 See you my friends (do the mimic)
 I had fun today (do the mimic)

Repeat the song as many times as you want.

You can divide the class into groups in order to sing the song.

Reference/Acknowledgement:

Taken from the course ILIN 141, April, 2012

*Appendix E3***PLANNING AN ACTIVITY TO TEACH THROUGH NATURAL APPROACH*****“Hello song”***

Age group: 5th graders.
Language Level: Elementary.
Contents: Greeting vocabulary.
Time: 5 min.

Teaching Materials:

In order to develop this activity the teacher will need:

1. Teacher’s voice.

Steps (Teacher):Preparation:

1. Practice the song and the mimics in advance.

Class:

1. Present the song with the mimics to the class once (or twice).

Steps (students):

1. Listen to the song.
2. Sing the song and do the mimics along with the teacher.

Comments and Suggestions:

Claps your hands (do the mimic)
 Spin around (do the mimic)
 Jump up high (do the mimic)
 And say good bye (wave your arms)
 Good bye good bye (wave your hands)
 See you my friends (do the mimic)
 I had fun today (do the mimic)

Repeat the song as many times as you want.

You can divide the class into groups in order to sing the song.

Reference/Acknowledgement:

Taken from the course ILIN 141, April, 2012

*Appendix E4***PLANNING AN ACTIVITY TO TEACH THROUGH NATURAL APPROACH*****“Hot Potato”***

Age group: 5th graders.
Language Level: Elementary.
Contents: Specific Vocabulary.
Time: 15 min.

Teaching Materials:

In order to develop this activity the teacher will need:

1. A soft ball.
2. Flashcards.
3. Music.
4. A radio or laptop, and speakers.

Steps (Teacher):Preparation:

1. Choose the vocabulary you are going to teach.
2. Create the flashcards with the images from the vocabulary.
3. Buy a soft ball.
4. Select appropriate and fun music for the activity.

Class:

1. Arrange the classroom to make a circle.
2. Present the flashcards to the class.
3. Play the music.
4. Stop the music.
5. Show a flashcard from the vocabulary to the student who catches the ball when the music stops.
6. The rest of the class cannot help the students who are participating in the activity.

Steps (students):

1. The student who catches the ball when the music stops has to say the name of the image depicted in the flashcard. If they do not say the correct word, they cannot continue to play.
2. After the student's answer they have to keep playing until there is a winner.

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Comments and Suggestions:

This activity can be used with students of all ages and English levels, and with different vocabulary.

The class can be divided into two groups, for instance boys and girls, in order to make it more exciting. Besides, they can sit on the floor to play this game.

The winner can receive a prize, which can be points for the quiz, or any other didactic material.

This activity is fun due to the fact that the music motivates the students to participate. However, they can also feel anxious when the ball is closed to them and, perhaps, they do not the answer.

Reference/Acknowledgement:

Taken from the course ILIN 141, April, 2012

Pictures:

*Appendix E5***PLANNING AN ACTIVITY TO TEACH THROUGH NATURAL APPROACH***“Tic tac toe”*

Age group: 5th graders.
Language Level: Elementary.
Contents: Specific Vocabulary.
Time: 15 min.

Teaching Materials:

In order to develop this activity the teacher will need:

1. 6 crosses, 6 circles.
2. Flashcards.
3. Markers.
4. Board.
5. Tack.

Steps (Teacher):Preparation:

1. Choose the vocabulary you are going to teach.
2. Create the flashcards with the images from the vocabulary.
3. Create the 6 crosses and 6 circles to cover the flashcards.
4. Buy tack.
5. Draw a tic tac toe game on the board.
6. Stick the flashcards on the board, following the tic tac toe path.

Class:

1. Present the flashcards to the class.
2. Ask for two volunteers to go in front of the class.
3. Give the 6 crosses to one student, and the 6 circles to the other.
4. Ask the participants to play paper, rock, and scissors.
5. The rest of the class cannot help the students who are participating in the activity.

Steps (students):

1. The student who wins the paper, rock, scissors game starts playing.
2. Place the cross or the circle on a flashcard and say the vocabulary depicted in it. If they do not know it, they have to place the cross or circle on another flashcard.
3. The first student who sticks his or her crosses or circles on a row is the winner.

Comments and Suggestions:

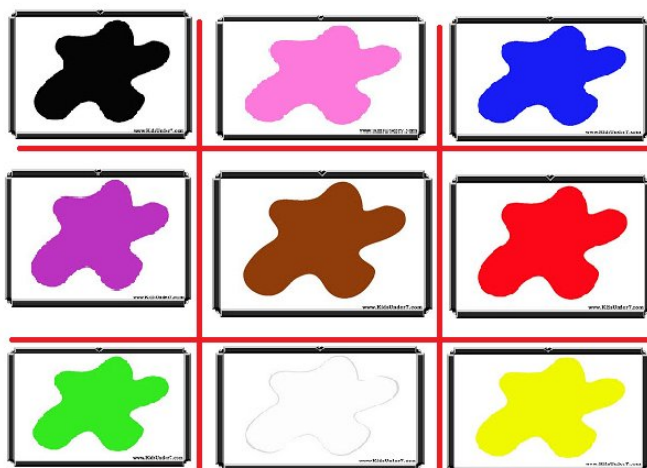
This activity can be used with students of all ages and English levels, and with different vocabulary.

The class can be divided into two groups, for instance boys and girls, in order to make it more exciting.

The winner can receive a prize, which can be points for the quiz, or any other didactic material.

Reference/Acknowledgement:

Taken from the course ILIN 141, April, 2012

Pictures:

*Appendix E6***PLANNING AN ACTIVITY TO TEACH THROUGH NATURAL APPROACH*****“Memory Game”***

Age group: 5th graders.
Language Level: Elementary.
Contents: Any Vocabulary.
Time: 10- 13 min.

Teaching Materials:

In order to develop this activity the teacher will need:

1. Flashcards
2. Tack
3. A pointer
4. Board

Steps (Teacher):Preparation:

1. Choose the vocabulary you are going to teach
2. Make flashcards that portray the vocabulary chosen
3. Buy tack

Class:

1. Stick the Flashcards on the board
2. Point a flashcard and say the vocabulary word that represents out loud
3. After reviewing the vocabulary, ask students to close their eyes and take one flashcard out
4. Review the vocabulary by pointing every flashcard (including the place in where the flashcard that was taken out was stuck)
5. Keep doing the same until there is no flashcards on the board

Steps (students):

1. Repeat the vocabulary words after the teacher said them
2. Identify (remember) the vocabulary when the teacher takes the flashcards out

Comments and Suggestions:

This activity can be used to teach any vocabulary and it can be adapted to teach or review grammar structures as well.

If there are more than 15 flashcards, it is recommended to take more than one flashcard; otherwise the activity will take too much time

Reference/Acknowledgement:

Taken from the course ILIN 141, April, 2012

*Appendix E7***PLANNING AN ACTIVITY TO TEACH THROUGH NATURAL APPROACH*****“Matching Game”***

Age group: 5th graders.
Language Level: Elementary.
Contents: vocabulary.
Time: 5-10 min.

Teaching Materials:

In order to develop this activity the teacher will need:

1. Flashcards
2. Tak
3. A board
4. A chronometer

Steps (Teacher):Preparation:

1. Choose the vocabulary you want to teach
2. Make the flashcards with the vocabulary you want to teach
3. On pieces of paper write the words of the vocabulary
4. Buy tak and a chronometer

Class:

1. Stick the flashcards on the left side on the board and the pieces of paper with the written words on the right side of the board
2. Review the vocabulary that the students need to know to participate in the activity
3. Ask one student to come in front
4. Explain to him/her that she/he has 30 seconds to place the pieces of paper with the written words on the corresponding flashcard
5. After the student has finished, check with the students if he/she placed the pieces of paper in the correct flashcard

Steps (students):

1. Pay attention when the teacher is reviewing the vocabulary
2. Listen the instruction carefully
3. Place the pieces of paper on the flashcards.

Comments and Suggestions:

Make sure your students know the vocabulary; otherwise they are not going to be able to participate

If students have mobility problems or the classroom is too small, instead of placing the pieces of paper on the flashcards, students can draw a line to link the images with the written words

Reference/Acknowledgement:

Taken from the course ILIN 141, April, 2012

Pictures:

eggs



ears



eagle



eleven

11

easel



elephant

*Appendix E8***PLANNING AN ACTIVITY TO TEACH THROUGH NATURAL APPROACH*****“Surprise Box”***

Age group: 5th graders.
Language Level: Elementary.
Contents: Specific Vocabulary.
Time: 8-10 min.

Teaching Materials:

In order to develop this activity the teacher will need:

1. Flashcards
2. A box

Steps (Teacher):Preparation:

1. Choose the vocabulary you want to teach
2. Make flashcards with the vocabulary chosen
3. Make a decorated box and put the flashcards inside it

Class:

1. Take the flashcards one by one and say the vocabulary out loud
2. Check if students know the vocabulary
3. Review it if it is necessary
Ask a student to pick a flashcard from the box
4. The rest of the class cannot help the student who is participating in the activity

Steps (students):

1. Pay attention to the teacher when is teaching the vocabulary
2. Pick up a flashcard from the box
3. Say the vocabulary that the flashcard portrays

Comments and Suggestions:

This activity can be used with students of all ages and English levels, and with different vocabulary.

The class can be divided into two groups, for instance boys and girls, in order to make it more exciting. Besides, they can sit on the floor to play this game.

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The winner can receive a prize, which can be points for the quiz, or any other didactic material.

Reference/Acknowledgement:

Taken from the course ILIN 141, April, 2012

*Appendix E9***PLANNING AN ACTIVITY TO TEACH THROUGH NATURAL APPROACH*****“Head, shoulders, knees and toes song”***

Age group: 5th graders.
Language Level: Elementary.
Contents: Specific Vocabulary.
Time: 5-8 min.

Teaching Materials:

In order to develop this activity the teacher will need:

1. Teacher's voice

Steps (Teacher):Preparation:

1. Practice the song and the mimics in advance

Class:

1. Present the song with the mimics to the class until they get familiar with them
2. Ask the students to sing and do the mimics with you

Steps (students):

1. Listen to the song
2. Sing the song and do the mimics with the teacher

Comments and Suggestions:

Head, shoulders, knees and toes,
 Knees and toes.

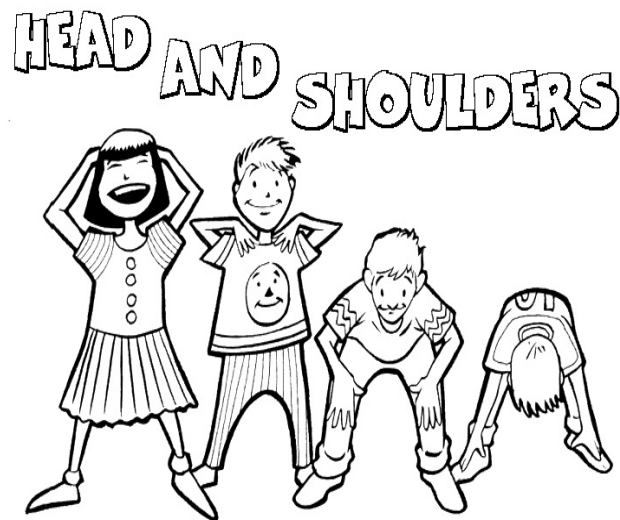
Head, shoulders, knees and toes,
 Knees and toes.

And eyes, and ears, and mouth,
 And nose.

Head, shoulders, knees and toes,
 Knees and toes.

Reference/Acknowledgement:

[Http://www.scoutsongs.com/lyrics/headshoulders.html](http://www.scoutsongs.com/lyrics/headshoulders.html)

Pictures:

*Appendix E10***PLANNING AN ACTIVITY TO TEACH THROUGH NATURAL APPROACH*****“If you are happy song”***

Age group: 5th graders.
Language Level: Elementary.
Contents: Specific Vocabulary.
Time: 5-8 min.

Teaching Materials:

In order to develop this activity the teacher will need:

1. Teacher's voice

Steps (Teacher):Preparation:

1. Practice the song and the mimics in advance

Class:

1. Present the song with the mimics to the class until they get familiar with them
2. Ask the students to sing and do the mimics with you

Steps (students):

1. Listen to the song
2. Sing the song and do the mimics with the teacher

Comments and Suggestions:

If you are happy and you know it clap your hands (x2)

If you're happy and you know it,
 Then your face will surely show it
 If you're happy and you know it,
 Clap your hands.

If you are happy and you know it touch your eyes (x2)

If you're happy and you know it,
 Then your face will surely show it

ENGLISH INSIDE THE HOSPITAL

If you're happy and you know it,
Touch your eyes.

If you are happy and you know it turn around (x2)

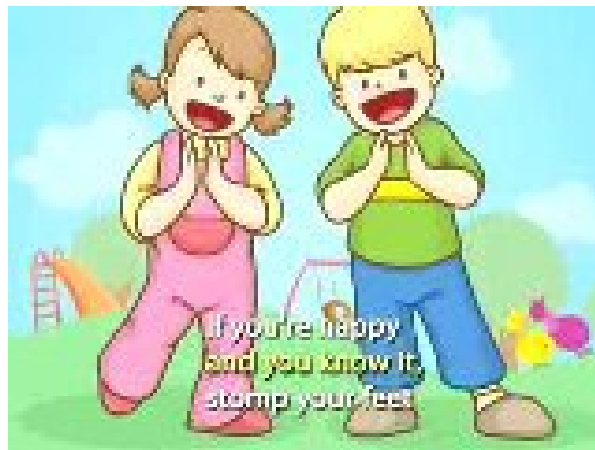
If you're happy and you know it,
Then your face will surely show it
If you're happy and you know it,
turn around.

If you are happy and you know it stamp your feet (x2)

If you're happy and you know it,
Then your face will surely show it
If you're happy and you know it,
Stamp your feet.

Reference/Acknowledgement:

Taken and modified from <http://www.kididdles.com/lyrics/i007.html%20>

Pictures:

*Appendix E11***PLANNING AN ACTIVITY TO TEACH THROUGH NATURAL APPROACH*****“Ball Activity”***

Age group: 5th graders.
Language Level: Elementary.
Contents: Specific Vocabulary.
Time: 15 min.

Teaching Materials:

In order to develop this activity the teacher will need:

1. A soft ball.
2. Flashcards.
3. Tack
4. A board
5. A pointer

Steps (Teacher):Preparation:

1. Choose the vocabulary you want to teach
2. Make flashcards with images of the vocabulary chosen
3. Buy a soft ball

Class:

1. Stick the flashcards on the board
2. Point every flashcard and say the vocabulary word it represents
3. Throw the ball to one student
4. Ask him or her to say the vocabulary words that the image you are pointing at represents

Steps (students):

1. Listen carefully when the teacher is teaching the vocabulary.
2. Say the vocabulary word that the teacher is asking.

Comments and Suggestions:

This activity can be used with students of all ages and English levels, and with different vocabulary.

ENGLISH INSIDE THE HOSPITAL

The class can be divided into two groups, for instance boys and girls, in order to make it more exciting. Besides, they can sit on the floor to play this game.

The winner can receive a prize, which can be points for the quiz, or any other didactic material.

Reference/Acknowledgement:

Taken from the course ILIN 141, April, 2012

*Appendix E12***PLANNING AN ACTIVITY TO TEACH THROUGH NATURAL APPROACH***“Drawing a Face Activity”*

Age group: 5th graders.
Language Level: Elementary.
Contents: Specific Vocabulary.
Time: 10 min.

Teaching Materials:

In order to develop this activity the teacher will need:

5. A soft ball.
6. Flashcards.
7. Music.
8. A radio or laptop, and speakers.

Steps (Teacher):Preparation:

1. Choose the vocabulary you are going to teach.
2. Make small flashcards with the images from the vocabulary (these flashcards must simulate real parts of the face, in terms of size and shape).
3. Buy tack

Class:

1. Draw a face on the board
2. Present the vocabulary to the students
3. Ask some of them to come in front to place the small flashcards in the correct place

Steps (students):

1. Listen carefully when the teacher is presenting the vocabulary
2. Place the small flashcards on the face drawn on the board

Comments and Suggestions:

This activity can be used with students of all ages and English levels, and with different vocabulary.

This activity is fun due to the fact that the music motivates the students to participate.

Reference/Acknowledgement:

Taken from the course ILIN 141, April, 2012

Appendix F1

LESSON PLAN

Subject : English
School : Escuela Hospitalaria Valdivia
Date : October 5th, 2012
Level : Pre-school to sixth grade
Teacher : Miss Maite Moena and Miss Laura Turra
Unit : Colors and spring

Objectives

- To identify colors and spring vocabulary
- To recognize colors and spring vocabulary

Cross-Curricular Objectives

To respect classmates

To work together to achieve a common goal

Time : 85 minutes

Goal	Skills	Content	Activities	Evaluation	Resources	Time
To apply vocabulary to greet people, such as <i>my name is</i>	Speaking	Morphosyntactic: Present simple Lexical: My, name, is Function: Saying names	<i>Pass the Ball</i>	Formative: The teacher will listen to the students to know if they say their names.	Ball	10 min
To apply vocabulary to greet people, such as <i>my name is</i>	Listening Speaking	Morphosyntactic: Simple present Lexical: hello, happy, tired, cold, sleepy Function: Greeting people and expressing feelings.	<i>Hello song</i>	Formative: The teacher will observe if the students sing the song	Flashcards of feelings	5 min
To identify vocabulary of colors in the oral way.	Speaking	Lexical: blue, green, pink, yellow, orange and red Phonological: blue, green, pink, yellow, orange and red Function: identifying colors	<i>Memory game</i>	Formative The teachers will observe whether the students recognize the vocabulary asked by the teachers.	-Flashcards of colors -Ball -Tack -Pointer	10 min
To recognize new vocabulary of colors in the oral form.	Listening	Lexical: blue, green, pink, yellow, orange and red Phonological: blue, green, pink, yellow, orange and red Function: recognizing	<i>Flyswatters</i>	Formative The teachers will observe if the students identify the new	-Flashcards of colors -A pair of flyswatters -Tack	15 min

ENGLISH INSIDE THE HOSPITAL

		colors		vocabulary		
To recognize new vocabulary of colors in the oral form.	Reading	Lexical: blue, green, pink, yellow, orange and red Phonological: blue, green, pink, yellow, orange and red Function: recognizing colors	<i>Matching game</i>	Formative The teacher will observe whether the students recognize the vocabulary or not.	-Flashcards of colors and their names -Tack.	15 min
To recognize vocabulary of spring in the oral form.	Speaking	Lexical: ladybug, flower, sun, dragonfly, bee, bumblebee, butterfly Phonological: ladybug, flower, sun, dragonfly, bee, bumblebee, butterfly Function: Recognizing vocabulary of spring	<i>Spring story</i>	Formative The teachers will observe if the students pay attention to the story	-Flashcards of spring	15 min
To apply vocabulary to greet people in the oral form, such as <i>goodbye</i>	Listening Speaking	Morphosyntactic: Simple present Lexical: Goodbye, clap, jump, and spin around. Function: Saying goodbye.	<i>Goodbye Song</i>	Formative The teachers will check if they learn how to say goodbye if they answer back properly.		5 min

Appendix F2

LESSON PLAN

Subject : English
School : Escuela Hospitalaria Valdivia
Date : October 12th, 2012
Level : Pre-school to sixth grade
Teacher : Miss Maite Moena and Miss Laura Turra
Unit : Colors and spring

Objectives

- To identify colors and spring vocabulary
- To recognize colors and spring vocabulary
-

Cross-Curricular Objectives

To respect classmates

To work together to achieve a common goal

Time : 55 minutes

Goal	Skills	Content	Activities	Evaluation	Resources	Time
To apply vocabulary to greet people, such as <i>Hello</i>	Speaking	Morphosyntactic: Simple present Lexical: hello, happy, tired, cold, sleepy Function: Greeting people and expressing feelings.	<i>Hello Song</i>	Formative: The teacher will listen to whether students sing along the song.	Flashcards of feelings	5 min
To recognize colors and spring vocabulary in the oral form.	Speaking	Lexical: blue, green, pink, yellow, orange and red Phonological: blue, green, pink, yellow, orange and red Function: Talking about colors	<i>Ball activity</i>	Formative The teachers will observe if the students remember the content from the previous lesson.	-Flashcards of colors -Ball -Hats	10 min
To recognize colors and spring vocabulary in the oral form.	Listening Speaking	Morphosyntactic: Simple present (Questions and affirmative answer) Lexical: blue, green, pink, yellow, orange, red, purple, black, white, ladybug, flower, sun, dragonfly, bee, bumblebee, butterfly. Phonological: blue, green, pink, yellow, orange, red, purple,	<i>Surprise box</i>	Formative The teachers will observe whether the students touch the corresponding part of the body.	-Flashcards of colors -Box	10 min

ENGLISH INSIDE THE HOSPITAL

		black, white, ladybug, flower, sun, dragonfly, bee, bumblebee, butterfly. Function: Talking about colors				
To recognize new vocabulary of colors in the oral form.	Listening Speaking	Lexical: blue, green, pink, yellow, orange, red, purple, black, white Phonological: blue, green, pink, yellow, orange, red, purple, black, white Function: Talking about colors	<i>Hot potato</i>	Formative The teachers will observe if the students identify the new vocabulary	-Flashcards of colors -Ball -Music -Radio or laptop -Speakers	15 min
To recognize new vocabulary of colors in the oral form.	Speaking Listening	Lexical: blue, green, pink, yellow, orange, red, purple, black, white Phonological: blue, green, pink, yellow, orange, red, purple, black, white Function: Talking about colors	<i>Tic tac toe</i>	Formative The teacher will observe whether the students recognize the vocabulary or not.	-Flashcards of colors -Crosses and circles (tic tac toe) -Tack.	15 min
To apply vocabulary to greet people in the oral form, such as <i>goodbye</i>	Listening Speaking	Morphosyntactic: Simple present Lexical: Goodbye, clap, jump, and spin around. Function: Saying goodbye.	<i>Goodbye Song</i>	Formative The teachers will check if they learn how to say goodbye if they answer back properly.		5 min

ENGLISH INSIDE THE HOSPITAL

Appendix F3

LESSON PLAN

Subject : English
School : Escuela Hospitalaria Valdivia
Date : October 19th, 2012
Level : Pre-school to sixth grade
Teacher : Miss Maite Moena and Miss Laura Turra
Unit : Body parts.

Objectives

- To identify new vocabulary of parts of the face in the oral and written forms.
- To recognize vocabulary of parts of the body in the oral form.

Cross-Curricular Objectives

To respect classmates

To work together to achieve a common goal

Time : 50 minutes

Goal	Skills	Content	Activities	Evaluation	Resources	Time
To apply vocabulary to greet people, such as <i>Hello</i>	Speaking	Morphosyntactic: Simple present Lexical: hello, happy, tired, cold, sleepy Function: Greeting people and expressing feelings.	<i>Hello Song</i>	Formative: The teacher will listen to whether students sing along the song.	Flashcards of feelings	5 min
To identify vocabulary of parts of the body in the oral way.	Speaking	Lexical: Legs, arms, shoulders, head, foot, hand. Phonological: Legs, arms, shoulders, head, foot, hand Function: Recognizing parts of the body.	<i>Memory game</i>	Formative The teachers will observe whether the students recognize the vocabulary asked by the teachers.	-Flashcards of parts of the body -Tack -Board	10 min
To recognize new vocabulary of sports in the oral form.	Speaking	Lexical: Legs, arms, shoulders, head, foot, hand. Phonological: Legs, arms, shoulders, head, foot, hand Function: Naming parts of the body.	<i>Hot potato</i>	Formative The teachers will observe if the students say the name of the flashcard correctly.	-Ball -Music -Laptop or radio -Flashcards of parts of the body.	15 minutes
To recognize vocabulary	Listening Speaking	Lexical: Head, shoulder, knees, toes, eyes, nose,	<i>Head and shoulders, knees and</i>	Formative The teachers will observe		15 min

ENGLISH INSIDE THE HOSPITAL

of parts of the body in the oral form.		ears, head. Phonological: Head, shoulder, knees, toes, eyes, nose, ears, head. Function: Naming parts of the body.	<i>toes.</i>	whether the students touch the corresponding part of the body.		
To apply vocabulary to greet people in the oral form, such as <i>goodbye</i>	Listening Speaking	Morphosyntactic: Simple present Lexical: Goodbye, clap, jump, and spin around. Function: Saying goodbye.	Goodbye Song	Formative The teachers will check if they learn how to say goodbye if they answer back properly.		5 min

Appendix F4

LESSON PLAN

Subject : English
School : Escuela Hospitalaria Valdivia
Date : October 26th, 2012
Level : Pre-school to sixth grade
Teacher : Miss Maite Moena and Miss Laura Turra
Unit : Body parts.

Objectives

- To identify new vocabulary of parts of the face in the oral and written forms.
- To recognize vocabulary of parts of the body in the oral form.

Cross-Curricular Objectives

To respect classmates

To work together to achieve a common goal

Time : 60 minutes

Goal	Skills	Content	Activities	Evaluation	Resources	Time
To apply vocabulary to greet people, such as <i>Hello</i>	Speaking	Morphosyntactic: Simple present Lexical: hello, happy, tired, cold, sleepy Function: Greeting people and expressing feelings.	<i>Hello Song</i>	Formative: The teacher will listen to whether students sing along the song.	Flashcards of feelings	5 min
To recognize vocabulary of parts of the body in the oral form.	Listening Speaking	Lexical: Legs, arms, shoulders, head, foot, hand. Phonological: Legs, arms, shoulders, head, foot, hand Function: Naming parts of the body.	<i>Rehearsing vocabulary</i>	Formative The teachers will observe whether the students touch the corresponding part of the body.	Flashcards of parts of the body	5 min
To recognize vocabulary of parts of the body in the oral form.	Listening Speaking	Lexical: Head, shoulder, knees, toes, eyes, nose, ears, head. Phonological: Head, shoulder, knees, toes, eyes, nose, ears, head. Function: Naming parts of the body.	<i>Head and shoulders, knees and toes.</i>	Formative The teachers will observe whether the students touch the corresponding part of the body.		10 min
To recognize new vocabulary	Listening	Lexical: Eyes, nose, ears, hair, mouth, eyebrows. Phonological: Eyes,	<i>New words</i>	Formative The teachers will observe if the	Flashcards of parts of the body	5 min

ENGLISH INSIDE THE HOSPITAL

of parts of the face in the oral form.		nose, ears, hair, mouth, eyebrows. Function: Naming parts of the face.		students identify the new vocabulary		
To recognize new vocabulary of parts of the face in the oral form.	Speaking Listening	Lexical: Eyes, nose, ears, hair, mouth, eyebrows. Phonological: Eyes, nose, ears, hair, mouth, eyebrows. Function: Naming parts of the face.	<i>Tic tac toe</i>	Formative The teacher will observe whether the students recognize the vocabulary or not.	-Flashcards of parts of the face. -Crosses and circles (tic tac toe) -Tack.	15 min
To recognize vocabulary of parts of the face in the oral form.	Speaking	Lexical: Eyes, nose, ears, hair, mouth, eyebrows. Phonological: Eyes, nose, ears, hair, mouth, eyebrows. Function: Naming parts of the face.	<i>Drawing a face</i>	Formative The teachers will observe if the students put the image in the corresponding place.	-Flashcards of <i>parts of the face</i> . -Crosses and circles (tic tac toe) -Tack. -Board. -Marker	15 min
To apply vocabulary to greet people in the oral form, such as <i>goodbye</i>	Listening Speaking	Morphosyntactic: Simple present Lexical: Goodbye, clap, jump, and spin around. Function: Saying goodbye.	<i>Goodbye Song</i>	Formative The teachers will check if they learn how to say goodbye if they answer back properly.		5 min

Appendix F5

LESSON PLAN

Subject : English
School : Escuela Hospitalaria Valdivia
Date : November 9th, 2012
Level : Pre-school to sixth grade
Teacher : Miss Maite Moena and Miss Laura Turra
Unit : Colors.

Objectives

- To identify new vocabulary of parts of the face in the oral form.
- To recognize new vocabulary of colors in the oral form.

Cross-Curricular Objectives

To respect classmates

To work together to achieve a common goal

Time : 50 minutes

Goal	Skills	Content	Activities	Evaluation	Resources	Time
To apply vocabulary to greet people, such as <i>Hello</i>	Speaking	Morphosyntactic: Simple present Lexical: hello, happy, tired, cold, sleepy Function: Greeting people and expressing feelings.	<i>Hello Song</i>	Formative: The teacher will listen to whether students sing along the song.	Flashcards of feelings	5 min
To identify vocabulary of parts of the body in the oral way.	Speaking	Lexical: Legs, arms, shoulders, head, foot, hand. Phonological: Legs, arms, shoulders, head, foot, hand Function: Recognizing parts of the body.	<i>Surprise box</i>	Formative The teachers will observe whether the students recognize the vocabulary asked by the teachers.	-Flashcards of parts of the body -Box	10 min
To recognize new vocabulary of colors in the oral form.	Speaking	Lexical: yellow, red, black, white, blue, green, pink. Phonological: yellow, red, black, white, blue, green, pink. Function: Talking about colors	<i>Hot potato</i>	Formative The teachers will observe if the students say the name of the flashcard correctly.	-Ball -Music -Laptop or radio -Flashcards of colors.	15 minutes
To recognize vocabulary	Listening Speaking	Lexical: Head, shoulder, knees, toes, eyes, nose,	<i>If you are happy song...</i>	Formative The teachers will observe		15 min

ENGLISH INSIDE THE HOSPITAL

of parts of the body in the oral form.		ears, head. Phonological: Head, shoulder, knees, toes, eyes, nose, ears, head. Function: Naming parts of the body.		whether the students move their corresponding part of the body.		
To apply vocabulary to greet people in the oral form, such as <i>goodbye</i>	Listening Speaking	Morphosyntactic: Simple present Lexical: Goodbye, clap, jump, and spin around. Function: Saying goodbye.	<i>Goodbye Song</i>	Formative The teachers will check if they learn how to say goodbye if they answer back properly.		5 min

Appendix F6

LESSON PLAN

Subject : English
School : Escuela Hospitalaria Valdivia
Date : November 16th, 2012
Level : Pre-school to sixth grade
Teacher : Miss Maite Moena and Miss Laura Turra
Unit : Sports

Objectives

- To identify vocabulary of sports that are played with balls in the oral form.
- To recognize vocabulary of sports that are played with balls in the oral form.

Cross-Curricular Objectives

To respect classmates

To work together to achieve a common goal

Time : 60 minutes

Goal	Skills	Content	Activities	Evaluation	Resources	Time
To apply vocabulary to greet people, such as <i>Hello</i>	Speaking	Morphosyntactic: Simple present Lexical: hello, happy, tired, cold, sleepy Function: Greeting people and expressing feelings.	<i>Hello Song</i>	Formative: The teacher will listen to whether students sing along the song.	Flashcards of feelings	5 min
To identify new vocabulary of sports in the oral form.	Listening	Lexical: Football, basketball, billiard, rugby, volleyball, golf, table tennis, tennis. Phonological: Football, basketball, billiard, rugby, volleyball, golf, table tennis, tennis. Function: Talking about sports.	<i>New words</i>	Formative The teachers will observe whether the students pay attention to the new content.	Flashcards of sports.	15 min
To recognize new vocabulary	Speaking	Lexical: Football, basketball, billiard, rugby, volleyball, golf,	<i>Flyswatters</i>	Formative The teachers will observe if the students	-A pair of flyswatters - Flashcards	15 min

ENGLISH INSIDE THE HOSPITAL

of colors in the oral form.		table tennis, tennis. Phonological: Football, basketball, billiard, rugby, volleyball, golf, table tennis, tennis. Function: Talking about sports		recognize the sports	of colors.	
To recognize vocabulary of parts of the body in the oral form.	Listening Speaking	Lexical: Head, shoulder, knees, toes, eyes, nose, ears, head. Phonological: Head, shoulder, knees, toes, eyes, nose, ears, head. Function: Naming parts of the body.	<i>If you are happy and you know it song</i>	Formative The teachers will observe whether the students move their corresponding part of the body.		15 min
To apply vocabulary to greet people in the oral form, such as <i>goodbye</i>	Listening Speaking	Morphosyntactic: Simple present Lexical: Goodbye, clap, jump, and spin around. Function: Saying goodbye.	<i>Goodbye Song</i>	Formative The teachers will check if they learn how to say goodbye if they answer back properly.		5 min

Appendix F7

LESSON PLAN

Subject : English
School : Escuela Hospitalaria Valdivia
Date : November 23rd, 2012
Level : Pre-school to sixth grade
Teacher : Miss Maite Moena and Miss Laura Turra
Unit : Sports

Objectives

- To recognize vocabulary of sports that are played with balls in the oral form.
- To recognize vocabulary of colors in the oral form.

Cross-Curricular Objectives

To respect classmates

To work together to achieve a common goal

Time : 55 minutes

Goal	Skills	Content	Activities	Evaluation	Resources	Time
To practice greetings.	Speaking	Morphosyntactic: Simple present Lexical: hello, happy, tired, cold, sleepy Function: Greeting people and expressing feelings.	<i>Hello Song</i>	Formative The teachers will observe if students sing the song.		5 min
To recognize new vocabulary of sports in the oral form.	Speaking	Lexical: Football, basketball, billiard, rugby, volleyball, golf, table tennis, tennis. Phonological: Football, basketball, billiard, rugby, volleyball, golf, table tennis, tennis. Function: Talking about sports.	<i>Hot potato</i>	Formative The teachers will observe if the students say the name of the flashcard correctly.	-Ball -Music -MP3 or radio -Flashcards of sports and colors.	15 min
To recognize new vocabulary of sports in the oral form.	Speaking	Lexical: Football, basketball, billiard, rugby, volleyball, golf, table tennis, tennis. Phonological: Football, basketball, billiard, rugby, volleyball, golf, table tennis, tennis. Function: Talking	<i>Tic tac toe</i>	Formative The teacher will observe whether the students remember the knowledge they were taught the previous	-Flashcards of sports and colors -Crosses and circles (tic tac toe) -Tack.	15 min

ENGLISH INSIDE THE HOSPITAL

		about sports.		lesson.		
To recognize colors and spring vocabulary in the oral form.	Listening Speaking	Lexical: Football, basketball, billiard, rugby, volleyball, golf, table tennis, tennis. Phonological: Football, basketball, billiard, rugby, volleyball, golf, table tennis, tennis. Function: Talking about sports.	<i>Surprise box</i>	<u>Formative</u> The teachers will observe whether the students touch the corresponding part of the body.	-Flashcards of sports -Box	15 min
To apply vocabulary to greet people in the oral form, such as <i>goodbye</i>	Listening Speaking	Morphosyntactic: Simple present Lexical: Goodbye, clap, jump, and spin around. Function: Saying goodbye.	<i>Goodbye Song</i>	<u>Formative</u> The teachers will check if they learn how to say goodbye if they answer back properly.		5 min