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Project modality

English Conversation Skills Program for Sixth Grade Students

at Omar Torrijos Herrera Bilingüal School

Paraíso, Ancón

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COMMITMENT

With heartfelt effort at the culmination of my studies, I dedicate this project to God and to my parents, who have been my guiding lights through these crucial moments. Their support motivates me to continue striving for personal growth, to become a responsible citizen, to navigate life's challenges effectively, and to make sound decisions that lead to a successful future. Thank you deeply for being an integral part of this chapter in my life. May God bless you.

Melder Caisamo Tocamo

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Above all, I thank God for granting me the strength, health, and well-being to complete my undergraduate studies in English Teaching. My faith and encouragement have been instrumental to my success, and for that, I am deeply grateful.

I also extend my sincere gratitude to all my teachers. Their infinite patience in clarifying my doubts, along with their guidance and cooperation were invaluable resources in bringing this project to fruition. In recognition of their dedication, I wish them continued blessings and success in their noble work.

Thank you.

RESUMEN

El presente trabajo titulado "Programas de habilidades de conversación en inglés para estudiantes de sexto grado de la Escuela Bilingüe Omar Torrijos Herrera", tiene como objetivo principal presentar una alternativa a los estudiantes y a la población en general en cuanto a la enseñanza del inglés como Segunda Lengua Extranjera. Esta es una idea que surge de la necesidad de brindar oportunidades a esta población, que, en la mayoría de los casos, no cuenta con los recursos materiales, ni con las oportunidades suficientes para acceder a esta información, como se pudo comprobar a lo largo de este estudio a través de la observación no participante, y el uso de la herramienta de encuesta.

En este proyecto se darán enfoques para desarrollar las habilidades comunicativas necesarias para la adquisición de una segunda lengua como lengua extranjera. También dentro de la elaboración de este proyecto, se centrarán en las teorías del desarrollo de las cuatro habilidades que los estudiantes deben desarrollar para adquirir la capacidad de conversar en un segundo idioma. Se verá el plan de estudio y las metodologías que satisfacen las necesidades de los estudiantes, viendo los resultados positivos a lo largo de la implementación del proyecto. En conclusión, este trabajo es una propuesta pertinente que responde a las necesidades de inclusión de la población en cuanto a la enseñanza del idioma inglés como lengua extranjera al establecer su plan de acción en función de sus condiciones socioculturales y económicas.

-Palabras clave: Actividades lúdicas, Competencia Comunicativa, Evaluación, Inglés, y Valores.

ABSTRACT

The present work entitled "English Conversation Skills Programs for Sixth Grade Students at Omar Torrijos Herrera Bilingual School", has as its main objective to present an alternative to students and the general population in terms of teaching English as a Second Foreign Language.

This is an idea that arises from the need to provide opportunities to this population, who in most cases, does not have the material resources, or sufficient opportunities to access this information, as could be verified throughout this study through non-participant observation, and the use of the survey tool. In this project, approaches will be given to develop the communicative skills required for the acquisition of a second language as a foreign language. Also, within the elaboration of this project, they will focus on the theories of development of the four skills that students must develop to acquire the ability to inverse in a second language.

The study plan and methodologies that encounter the needs of the students will be seen, seeing the positive results throughout the implementation of the project. In conclusion, this work is a pertinent offer that responds to the needs of inclusion of the population in terms of teaching the English Language as a Foreign Language by establishing its action plan based on their sociocultural and economic conditions.

-Keywords: communicative competence, Evaluation, English, playful activities, values.

GENERAL CONTENT.

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INTRODUCTION

As indicated by the title of this work, below is an offer for a program to teach English as a Foreign Language to school-age children belonging at Omar Torrijos Herrera School. Specifically at Paraíso, Ancon, Panama. It is the result of more than three and a half months of contact with the population, information, collection data and analysis.

As a student and a researcher, I have witnessed multiple shortcomings in different aspects; that motivated me to have the possibility of delving into the situation in a more informed and systematic way, I decided to carry out my degree work in the sector, with the hope of contributing in some way to improve the possibilities of the children of the Omar Torrijos Herrera School.

Below are details of what each chapter contains:

In chapter I: Includes the Theoretical Background of the Project, followed by The Research Problem, The Analysis of the Present Situation, The Justification, The General and Specific Objectives, The Duration, The Receivers, The Physical Location and The Institutional Framework of the Project.

In chapter II: Includes The Theoretical Bases, The Intervention, The Organization and Administration of The Project, The Operational Specification of the Activities, The Products, The Project Execution Schedule and The Detailed Budgets.

In chapter III: Includes the Analysis of the Results, the Conclusions and the Final Projections.

CHAPTER I

CHAPTER I: PROJECT FRAMEWORK

1.1 Theoretical Background of the Project

The ability to speak has a significant role in the learning process of the English Language, since through this skill we communicate ideas, thoughts, needs and we can engage in conversations. One of the competencies to develop in students is the speaking skill, allowing students to enhance the understanding of other contexts, communicate relevantly and achieve adequate command of the English Language.

Today English Teachers or any other Language Teachers claim that they face a great challenge to encourage the ability to speak in their students. To accomplish a great deal of commitment, a high degree of planning and creativity, should be necessary in the professional practice of teaching. Currently, we have a vital resource such as Technology, the teacher must have a researcher profile in his professional field, in order to satisfy the quality demands that the contemporary era demands of all professional educators who promote creativity and innovation in the academic area.

The Language Teacher, in his role as a facilitator of the Teaching-Learning Process, must have the appropriate professional competence to enhance the speaking ability of English students. This is completed by being motivating, self-critical and researching in relation to their managing as a teacher. Next, classroom management is crucial to ensure that the teacher can carry out their work effectively. Another fundamental issue is Oral Education in English. The teacher engages his students in authentic communication contexts, which favors the improvement of fluency and authenticity in expression. (Guisarre Espejo, 2019).

English Language Teaching has been using teaching methods for years as well as an effective for the planned objective of the curriculum; nevertheless, limit the conversational management of the English Language of the students. Furthermore, there is no effective communication of the English Language As a Foreign Language. For this, it is essential to implement the existing methodologies that are in link with students to get the ability to communicate in English.

According to Calderon (2006), the Grammar-Translation (G-T) Method: within teaching it is the oldest part of the Latin schools; however, later it was used for English Language Instruction. This approach is based on grammar and focuses on grammatical rules, compilation of terms and carrying out translation exercises.

These components turned out to be relevant and were even used as the main method to explain new grammatical structures. This input allowed new words to be included, creating a direct path for language acquisition in general. In this method, a sentence in the mother tongue was used, so that it could be translated literally into the foreign language. (p 11).

According to Mato (2011), the Audio-Lingual Approach links images with words through repetition exercises. This method focuses on mechanical activities and seeks to mimic the patterns of native speakers. In this context, Skinner and Neo-behaviorism consider the Acquisition of a Foreign Language as the formation of habits, seeing it as a social behavior in relation to the environment. According to Skinner, learning a foreign language is considered a natural form of expression. However, this approach does not allow for the development of all the skills necessary to achieve a complete understanding of native speakers. (p 14).

On the other hand, it should be noted that for a satisfactory teaching of the English Language, teaching styles must always be taken into account depending on the contents, the environment and above all the students. This includes: instructional style, which involves students listening to and following the instructions given by

the teacher. In the discussion style, students should be encouraged to ask questions so that they can improve their communication skills.

In the practical and visual style, it is essential to use demonstrations, thus students can learn something new every day.

The process of learning as a Foreign Language does not take place in a direct or increasing way, in the sense of only providing information and knowledge of any particular language. On the contrary, it is a process of building knowledge and linguistic skills that allow the student to develop learning through the Internalization, Assimilation, Accommodation, Integration, and Application of a Second Language in different contexts according to the real needs of the learner.

Learning Styles parallel to Theoretical Models, they act as horizons of interpretation to the extent that they allow establishing the greater or lesser approximation of a subject's performance to a learning style. These Styles are characterized by a bundle of learning strategies that are correlated according to the cognitive aspect of each individual. Therefore, the teaching of the subject Language and Communication in English in Higher Education must strengthen the linguistic skills of the language and, therefore, the teacher of the subject must manage the different learning styles that help to visualize and discover the different forms of mental representations in which the student learns. (Lopez, 2021).

In this way, learning a foreign language, such as English, has become an imperative in the contemporary world. Globalization, international job opportunities, and cross-cultural communication require strong English language proficiency. However, not all students face the same path in their quest to master this language. Some prefer visual learning, while others are more comfortable with verbal interaction or practical use of language. (Caicedo, 2023).

With the arrival of globalization and the opening towards the vision of a global world, a gap was opened towards the teaching of English for communication where authors have already begun to combine not only the two most well-known accents

(British and American) but also combine a sequence of audios and videos where you can appreciate the different accents they have people around the world, showing that the most important thing in any case is to communicate and be understood, without forgetting, of course, the proper use of grammatical structures, vocabulary and communicative functions, among others.

1.1.1 Research Problem

Addressing the topic of English instruction and learning is crucial at any stage of The Education system. The primary level, considered the structural foundation of Panama's Education System which requires a special approach. Since the Pre-Hispanic Era, Panama has stood out as a transit country with a tertiary service economy.

The arrival of globalization and the reaction of the isthmus to the needs of communication, transportation and services have given rise to the well-known curricular change that points to the urgent need to improve the dynamics of English Language Instruction.

The above leads to ask the following questions that will frame the approach to the problem:

What do difficulties are found within learning the English Language in Panama?

Learning English is an exciting but challenging journey. Difficulties, as in pronunciation, grammar, vocabulary, listening, regional differences, or lack of motivation, are common problems when its learning English. However, with purpose and continuous practice, can be reached to face these difficulties.

It is important to remember that every student is unique, and you may find that some difficulties may affect you more than others. The key to success in learning English is perseverance and adapting learning strategies that work best for participants.

How to solve these learning difficulties?

Educational institutions have textbooks, multimedia materials and technologies for teaching. To promote consistent language practice, establish environments of total immersion where English is the only language used in the classroom. Considering that effective communication is essential for learning a language, focus on enhancing your oral expression and dialogue skills in English. It makes learning English enjoyable and fascinating students by providing them with interactive tools and activities, such as games and study programs. Involve parents in the educational process inspires them to support their children progress and encourage practice at home. Sixth graders' English learning can be optimized through a comprehensive approach that includes everyone involved, however, it is crucial to recognize that solving this problem will take time and work.

To eliminate these challenges, educational techniques and policies can be put in place that promote greater exposure to English, provide sufficient resources and materials, provide teachers training, and focus on motivation and personalized learning. In addition, it is vital that the educational community (teachers, parents, and students) work together to overcome these obstacles to English language acquisition.

Therefore, to prevent these negative outcomes, it is imperative that the problem of English Language learning in sixth graders be successfully addressed to ensure that students are able to achieve a sufficient level of proficiency throughout their primary and secondary school. The high-quality English teaching process, ongoing attendance, and approach to each student's needs are vital for a successful learning.

Since childhood, when children begin preschool education, they are introduced to a foreign language which they are unfamiliar. Ideally, by the end of their secondary education, they should have mastered this language at a communicative level. As future educators in this field, we are particularly concerned with ensuring that this goal is achieved. After all, if we succeed in our training, the likelihood that all students can learn in the same way increases significantly.

Unlike subjects such as the exact sciences—Chemistry, Physics, Biology, and Mathematics—English is developed at a social and communicative level, integrating various skills and aspects of the individual. It is undeniable that there are always some students who excel in learning the language, either due to their cognitive abilities or a genuine interest in the subject. However, they are in the minority. Typically, in a classroom of 40 students, only 3 to 5 stand out in the subject. But what about the rest? What are the reasons why others struggle to speak the language?

1.2. Diagnosis of the Current Situation

The commitment shown by the sixth graders, the enthusiasm to share their way of thinking, was the key point, according to my observation. Sixth graders can adapt to constant change and face new circumstances that are difficult for them. They are flexible, as they easily adapt to drastic changes in their learning environment.

The shortcomings that I was able to identify most clearly include constant instruction in the English Language as a Foreign Language. This instruction can hinder meaningful learning as a lack of comprehension, and a frustration in identifying vocabularies. On the other hand, it is essential to maintain a teaching Philosophy of giving students the same opportunities to learn new things in their school life, putting this teaching Philosophy into action we can motivate students to learn a new language. With these given opportunities to students from the beginning they could be critical and able to construct their own questions to clarify their doubts. One of the biggest challenges that special English teachers are facing nowadays is the intervention of technology. Currently, many children do not have these tools, endangering the learning pace of each student.

Finally, teaching methods are always in constant changes, therefore it is significant that Panamanian teachers put into practice good planning by implementing the values for dynamic and attractive teaching methods to students. A real education with an aptitude and passion to teach can prevent dropouts, giving the same opportunities to all students, later on teachers can promote school insertion in Panama.

1.3. Justification

As a student at the University of the Americas and an inhabitant of Panama City, I am a witness to the multiple needs that exist in this environment. Many citizens are forced to look for ways to survive, in this increasingly large city not only in their socio-economic needs but also in their educational and cultural ones.

On the other hand, the students at the Omar Torrijos Herrera School come from different Panamanian ethnic groups which makes a diversity of cultural society environment engaging students to have a complement approach into new language immersion. This fosters empathy and respect between students and teachers about the cultural diversity within the school environment.

The use of audio-visual materials, such as English-Language films, encourages active student participation. These technological means also develop a dynamic and attractive environment meanwhile they transmit positive emotions to the students, making them interested in the subject of the English language. The use of multimedia is essential in teaching English as it can improve students' communication skills.

Students at the Omar Torrijos Herrera School with this Program will develop the main skills such as speaking, listening, writing, and reading. The Omar Torrijos Herrera School as a highly prestigious school has a group of trained teachers who are adapted to contemporary educational trends that are strengthened with quality teaching techniques, such as the promotion of the development of English conversation skills. In conclusion, it is a relevant application, in agreement with the needs of the target population in terms of strengthening competencies that last within it.

Project Objectives

1.4. General Objective of the Project

- Develop English conversation skills programs to sixth grade students at Omar Torrijos Herrera Bilingual School.

1.4.1. Specific Objectives of the Project.

- Design a "survey" tool, for sixth-graders at the Omar Torrijos Herrera school.
- Apply the recreational activities according to their age in that level of the school.
- Develop an English training workshops for sixth grade students.

1.5 Duration

The 2024 quarter is dedicated to the development of an "English Conversation Skills Program for Sixth Grade Students at Omar Torrijos Herrera Bilingual School," which commenced in September of that year. The student researcher responsible for this project plans to complete it by December 2024. This timeline allows for adequate implementation, data collection, analysis, and final completion of the project.

The workshops will focus on making the process of learning English as a foreign language engaging and accessible for sixth-grade students at Omar Torrijos Herrera School. The program will begin with an introduction to the project and the concept of "speech" in the English Language, followed by activities such as pronunciation practice, group participation in everyday conversations, role-playing, riddles, songs, the creation of questions and short sentences, and paraphrasing exercises.

1.6 Beneficiaries

The beneficiaries of this project will be the sixth-grade students at Omar Torrijos Herrera Bilingual School, Paraiso, Ancon.

1.6.1. Direct

Effectively for sixth grade students for the development of conversation skills through vocabulary at the Omar Torrijos Herrera Bilingual School.

1.6.2. Indirect

For elementary students who finished their sixth year as English learners, Administrative staff and Parents.

1.7 Physical Location

This project will be carried out at the Omar Torrijos Herrera Bilingual School, Paraíso, Ancon, in Panama City.

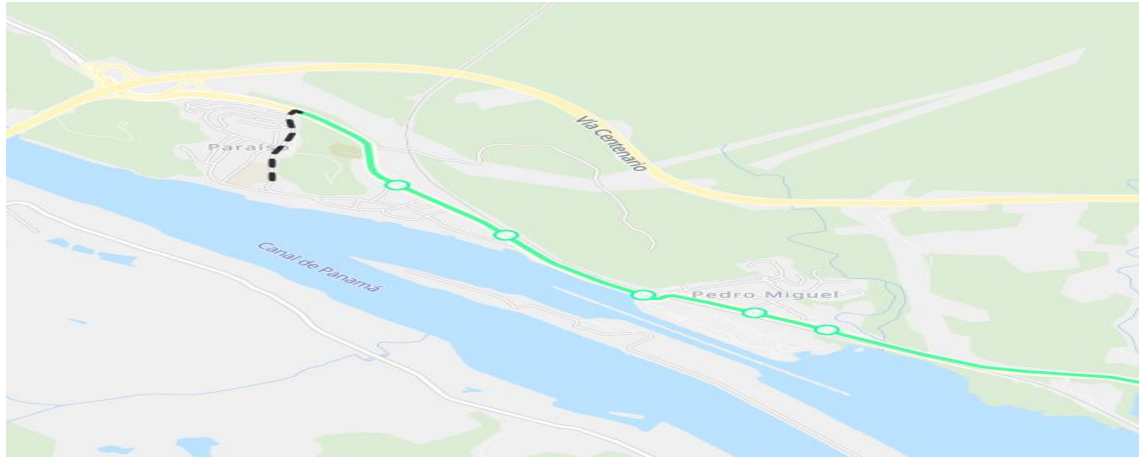


Photo 1. Physical location of the school with Google maps.



Photo 2. Structure of the Omar Torrijos Herrera school.

1.8 Institutional Framework of the Project

The project will be carried out at the Omar Torrijos Herrera bilingual Educational Center. Located in Panama City, province of Panama. The purpose of this project is to develop conversational skills through vocabulary in English learners.

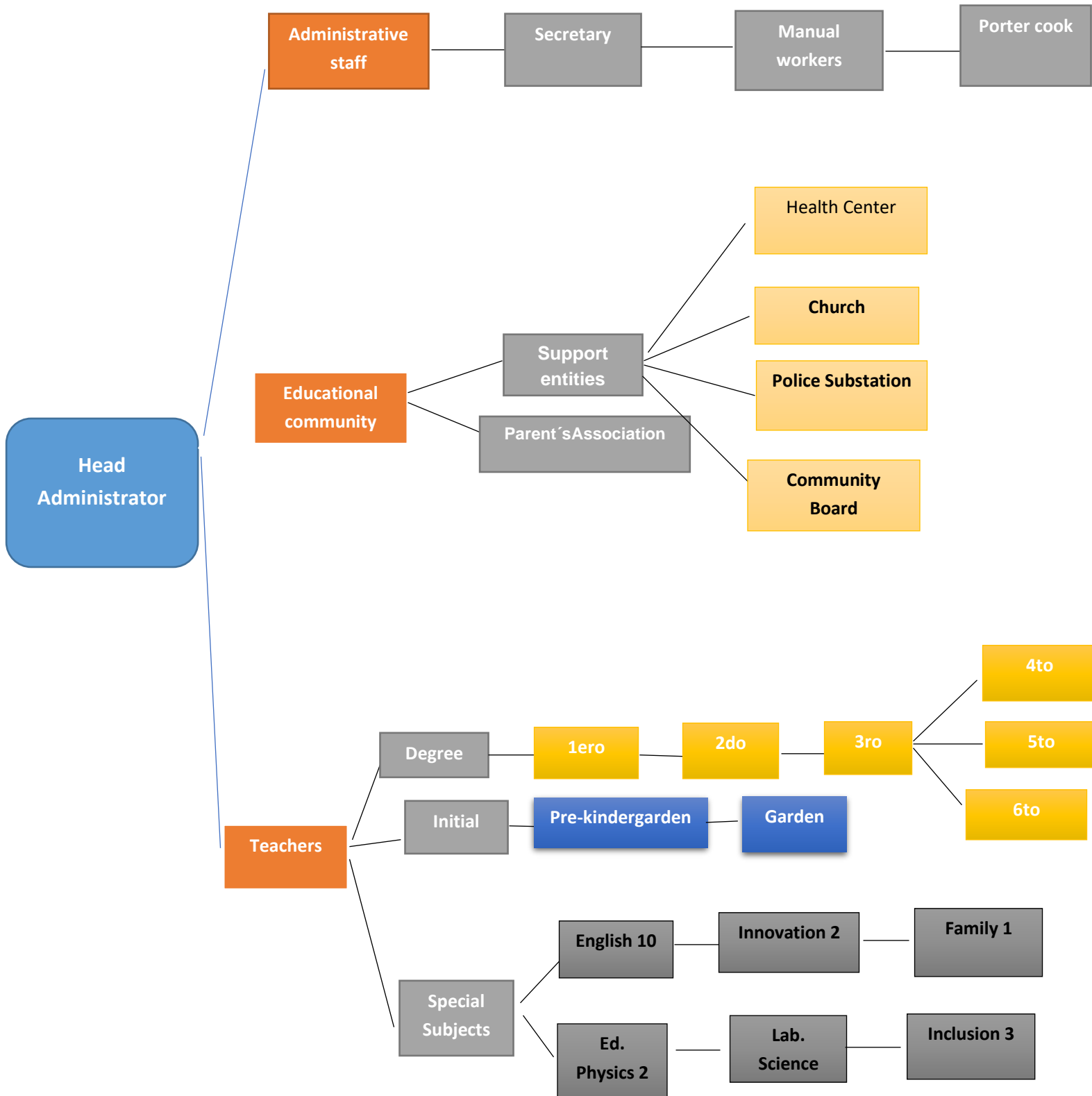
OTH (Omar Torrijos Herrera Bilingual School)

Description: The Omar Torrijos Herrera School is a bilingual educational campus that provides a satisfactory education and tools for its students based on values to obtain a lifelong learning.

Mission: To contribute to the integral development of students, emphasizing ethical, civic and religious values, so that they can make decisions with a clear outset of the family and society, therefore raising their sense of human, scientific and research solidarity.

Vision: To form an individual with values that help them to live in society in a healthy way, basing their actions on the permanent search for peace, justice and the enrichment of their knowledge, through the acquisition of the English language and technologies that allow them to be analytical, capable of making their own decisions, to the point of being a good example for their peers.

Administrative structure



CHAPTER II



CHAPTER II: DESCRIPTION OF THE PROJECT

2.1 Theoretical fundamentals of the project

2.1.1. Communicative competence of the English Language

Nowadays, The English language as a second language is relevant since it offers opportunities in the academic, work and personal spheres. However, it is crucial to note that fluency is not restricted only to grammar and vocabulary, but also includes communication skills. Gaining these English Language skills facilitates interaction confidently and effectively in different contexts.

Communication skills are essential for maintaining daily dialogues with people from another country. English is one of the main languages spoken in the world, so it is crucial to cultivate the ability to listen, speak, read, and write it. Promoting these abilities in the English Language as a Foreign Language contribute to generate certain stimuli in our brain, stimulating skills and competencies, such as creativity, problem solving and the management of mental reasoning.

Hymes (1971, cited by Pilleux, 2006), states that communicative competence must be understood as a set of skills and knowledge that allow speakers of a linguistic community to understand each other. This is nothing more than the ability to interpret and appropriately use the social meaning of linguistic varieties, from any circumstance, in relation to the functions and varieties of language and to cultural assumptions in the communication situation. For this author, communicative competence includes sub-competences such as: grammatical, psycholinguistic, sociocultural and probabilistic. (Berenguer, 2016)

Project-Based Learning integrates learning activities, such as analyzing dialogue, performing songs and movies, and creating sentences, to strengthen theoretical concepts in real-world situations. On the other hand, the evaluation and feedback throughout the study is key for participants to reflect and learn about their weaknesses in the English Language.

With an inclusive approach, participants with different levels of language proficiency can benefit from the program, even though it is designed to apply a variety of learning methods that can help achieve the expected goal. With the constant and concrete practice of English conversation, this initiative aims to develop theoretical foundations and practical language skills, while transforming language learning into an engaging and culturally rich experience. By using this creative method, participants will improve their listening, speaking, reading, and writing skills in English and develop a greater understanding of how language and culture are intertwined.

Competence refers to what one knows, while performance is what one does. This implies that communicative competence is the underlying system of knowledge and skills necessary for communication. Real communication is the realization of such knowledge and skills under limiting psychological and environmental conditions such as memory, perceptual restrictions, fatigue, nervousness, distraction, and interfering background noises. Communicative competence is an essential part of real communication, but it is reflected only indirectly, and sometimes imperfectly, due to general limiting conditions such as those mentioned above.

The development of communicative skills in the English Language presupposes the gradual transition of the teacher to higher stages in the management of the language system by taking into account the sensitive periods of learning for the appropriation of knowledge, habits and communicative skills and thus reduce the distance between the real level of language performance and the development of communicative skills that allow him to express himself coherently fluidity and

clarity. To achieve the above, learning is required through the conscious involvement of the teacher that facilitates the development of the system of knowledge, skills and interests in a systematic, periodic, complex and flexible way through the communicative approach in correspondence with the real needs that he/she has in the learning of the English language. (Parrado, 2022).

In language Learning, the role of teachers is focused on helping students acquire the skills that will enable them to interact effectively in the target language. This is accentuated at the higher education level, where students are expected to have a higher degree of responsibility towards their own learning processes, and that teachers can provide them with the necessary tools to use the language inside and outside the classroom. (Piña, 2007).

It is important to promote motivation inside and outside the classroom so that students show an interest in learning a new language and are able to excel in that subject in their school life. To obtain a satisfactory objective, the teacher must address tasks or activities that are in accordance with the students' learning pace, providing them with the same opportunities. With an empathetic attitude and clear communication from the teacher to the students, it is very significant since students show more confidence and attraction to actively participate in the activities that take place within the school environment.

2.1.2 Playful activities

The concept of playfulness is as extensive as it is complex, as it refers to the need of the human being to communicate, to feel, to express oneself and to produce in human beings a series of emotions oriented towards entertainment, fun, recreation, which leads us to enjoy, laugh and even cry in a true source of emotions. It must be considered that the choice of activities is hard work since together with the hidden curriculum, it is part of the implementation of education. That is, what refers to children, what they see. And this point is so important

because it will be the thread of union (together with the methodology) that will trigger the achievement of the objectives imposed by the students. If the activities proposed in class are fun and effective, almost unconsciously the child is allowed to get excited and want to learn more. (Sánchez 2014).

Children acquire knowledge through recreational activities, not necessarily formal, they keep a large amount of the information and knowledge that is imparted to them, and in this way, they acquire knowledge in a significant way, related to their daily life and, therefore, beneficial for it. They are an important point since it is certain that, through playful and dynamic activities, children will have experiences in knowing something new every day, they will feel happy, motivated and fulfilled as they assimilate the English language in the same way they learn their native language.

According to Candela & Benavides (2020), playful activity manages to capture children's attention, control their coordination, contributes to the mastery of balance, stimulates their body perception and, in general, favors awareness of their own body. In addition, it develops positive attitudes, such as enthusiasm, sociability, curiosity, dialogue, joy, among others. (Vega, 2023).

These theoretical frameworks provide very valuable information to understand how learning a language through the use of recreational activities students can develop different skills to master a second language. These theories can be used to foster a meaningful learning environment that takes into account the cultural, social, and experiential aspects of a second language acquisition, while also having communicative competence in the English language as a foreign language.

How important are playful games in the process of learning the language?

The importance of this strategy lies in the fact that it should not emphasize rote learning of facts or concepts, but rather the creation of an environment that stimulates students to build their own knowledge and elaborate their own meaning. The use of didactic games in the educational process for the teaching of a second

language allows the acquisition of skills that help them to develop these aids in their environment and surroundings in a spontaneous and real way. (Abrego, 2022).

The implementation of these strategies seeks a series of goals that aim at the practice of skills in certain fields. Therefore, it is critical to understand the skills that can be fostered by play in each of the aspects of the student's development, such as: the physical-biological dimension; socio-emotional, cognitive-verbal and the academic dimension. In addition, it is a key to understand the properties of a game in order for it to be educational and to manage its classification to determine which one to use and which would be most appropriate for a specific group of students.

What benefits does playful games provide to children in the school environment?

Playful games in children at an early age provide them with many benefits in which they feel attracted to learning the English language as a foreign language. Some of the benefits that role-playing games provide to children are: motivation and interest in learning, which makes the learning process more attractive and less boring. In addition, children are more likely to remember and retain information if they have fun while learning.

Another advantage that role-playing games bring to children is that they enhance their linguistic and communicative skills, helping to increase fluency, pronunciation, listening comprehension and the ability to structure and construct sentences and dialogues in English. Another benefit is the encouragement of creativity and imagination, story creation games are great as they allow children to practice using different grammatical structures and vocabularies while creating characters and developing stories.

Based on my experience of observation, information collection and graph results, these theories state that children learn in a fun way, when the different role plays are implemented, it makes children able to reinforce their vocabularies. Therefore,

this information was provided to special English teachers to put into practice these teaching methodologies to motivate students to learn the English language as a foreign language in which they can take their learning to another school stage of their lives. For playful games there are resources and materials that encourage attraction in learning English such as:

1. Riddles
2. Replay Game
3. Puzzle
4. Hot Potato
5. Flash cards
6. Alphabet soup
7. Sing along
8. Reading traditional stories
9. Dialogues
10. Memory games.

2.1.3 Evaluation

According to Chadwick (1991): "Evaluation is the obtaining of rigorous and systematic information in order to have valid and reliable data about a situation in order to form and issue a value judgment regarding it." It is part of the educational process and allows us to know the cognitive evolution and attitudes of students in a certain period of time. It also allows us to assess whether the techniques, strategies and resources used are effective or not. (Sanchez, 2014)

It can be summarized that evaluation is a process that allows us to know whether or not a student has acquired the content over a certain period of time and that, with respect to the teacher's teaching, it allows us to know if the resources used are appropriate or not. Thanks to evaluation, a teacher can analyze the results and eliminate or modify what has been too difficult or boring. This way the next content will be more attractive to children.

For a satisfactory evaluation it is important to meet a series of evaluation criteria, we can summarize each of them in the following blocks.

1. Maintain an active attitude in real oral interactions.
2. Grasp the overall meaning of an oral conversation, demonstrating comprehensive skills.
3. Express themselves and interact orally in habitual communication situations appropriate to specific situations.
4. Plan, organize and write various texts for different purposes, using different sources of information.
5. Use sound, rhythm, accentuation and intonation aspects of expressions that appear in common communicative contexts.
6. Use strategies to learn how to learn.

7. Value the foreign language as an instrument of communication.
8. Identify and value customs and traditions of English-speaking countries.

According to theories, for English Language teaching it is important to use different forms of evaluation such as:

1. **Self-evaluation:** When an individual evaluates, analyzes and evaluates his or her own results. Through this, the student becomes aware of whether their learning has lived up to their expectations. This generates that the student learns to assess his performance responsibly, that he develops different competencies included in the curriculum, but mainly this will increase the critical attitude and reflection of the student, allowing the resolution of real problems to be more effective.
2. **Hetero-evaluation:** This is the traditional alternative. In this the teacher grades the student.
3. **Co-evaluation:** This alternative is very enriching. In it, different groups evaluate each other. It is an interesting activity to create bonds and for those students who are shier to express their opinion without having to hurry.

Motivating students to share their opinions and way of thinking about second language acquisition is important because through teaching students can be autonomous in their daily lives.

In addition, it is essential to recognize that students learn in different ways, some are kinesthetic, auditory, and visual. Through the different ways of learning styles students may be able to practice the correct pronunciation of words by mimicking conversations and participating in activities that require them to analyze scenarios

in both audibly and visually ways. Highlights how significant it is for students to use particular techniques to improve their language acquisition.

With good planning and elaborated evaluations to students, we can confidence to improve the teaching of the English language every day. Applying different teaching methodologies to promote a real education we will avoid dropout's students in schools.

Why is it important to speak English nowadays?

English is the International Language of Communication, trade and finance. English is a lingua franca in many corners of the planet and the official language of many International Organizations such as the European Union, the United Nations or UNESCO. This is due to historical and political reasons, due to the importance of the British Empire in the past, when it spread its language to all continents, and to the importance of the United States as a current power. For all this we can say that English Language is a Universal Language, the one that will help you to communicate without barriers.

The acquisition of an L2 language

Both rigorous exercise and the comprehensive application of conscious grammatical rules are not necessary for language acquisition. Learning involves meaningful contact in the target language, or natural communication, where speakers are more concerned with understanding and communicating ideas than with the structure of their speech. "Understandable input" is the essential component required for language acquisition. Therefore, the most effective approaches are those that provide "understandable information" in low-stress environments and convey ideas that students actually want to hear. Rather than pressuring students to produce in the second language before they are "ready," these methods allow them to do so, understanding that the best way to grow is to

provide them with communicative and understandable information rather than pressuring and correcting them. In the real world, discussions with empathetic native speakers who are eager to help the learner understand are very beneficial.

2.2 Intervention stages.

To make possible the satisfactory elaboration of this project and to collaborate with the improvement of the difficulties presented by the students of the sixth grade of the Omar Torrijos Herrera Bilingual School, it was divided into four stages that are detailed below:

Stage 1. Introduction to the project.

The Omar Torrijos Herrera school was visited and coordinated with the principal and the teachers of the campus to implement this project. With the approval of the principals of the campus, we proceeded to enter the classrooms of the sixth grade in order to meet the students and provide information about the educational project with the aim of motivating the students to actively participate in the next steps of the project.

Stage 2. Development of an Evaluation Instrument.

The five-question survey tool was designed and implemented to a group of 10 children in a random way to obtain information and known their weaknesses, strengths and needs in terms of speaking the English language as a foreign language. With the collected data, the results launched to create activities that can cover all the weaknesses presented by the sixth-grade students at Omar Torrijos Herrera School.

Stage 3. Activity Application

In this phase, I had the opportunity to put into practice the activities which contains 9 playful activities to help sixth grade students to develop their English conversation skills. Providing them with the necessary tools the activities were perform in the classroom to foster a dynamic and participatory environment between students and the facilitator.

Stage 4. Evaluation

For English teachers, dialogue and participation in classes are one of the most essential methodologies for teaching the English language, taking into account the personal opinion of each of the students.

That is why in this phase, students were evaluated based on self-evaluation where they can follow up on their learning progress, emphasis on active oral participation, then it wanted to develop students' fluency in the English language.

Training programmed workshops.

The main objective of the program is to improve the oral communication skills in English of the sixth-grade students of the Omar Torrijos Herrera School, focusing on everyday situations.

Throughout the 9 activities that make up the group, key aspects such as effective participation in dialogues, conversation and active listening techniques, pronunciation practice, paraphrasing and specific vocabulary will be addressed.

Students will develop communicative competencies that will allow them to interact effectively and fluently in various contexts in which the use of oral English is required.

Activity 1: Practice pronunciation of action verbs.

In this activity, students will focus on improving their English pronunciation. Through words over action verbs.

Objective: to reinforce vocabulary and listening skills.

Activity: show student's images of action verbs, doing repetition practice with the children.

Activity 2. Participation in short questions and answers

Objective: Include short questions to develop the ability to answer.

Activity: Ask children about their skills.

Activity 3: Greetings and Introductions

Students will learn common phrases in everyday contexts. Students will learn to interact in different situations such as greetings and introductions, using appropriate vocabularies and phrases.

Objective: To help children use greetings in everyday conversations.

Activity: Show students a list of greeting phrases and introductions in English and Spanish.

Activity 4: presentation of dialogues.

In this activity, students will use appropriate idiomatic expressions and grammatical structures to facilitate their communication.

Objective: Students will learn to engage in a small everyday conversation.

Activity: Students will be divided into groups for conversation simulation.

Activity 5: Learn the family members.

In this activity, students will learn the basic words about family members.

Objective: To strengthen the learning of family members with the help of visual images, memory and visual comprehension.

Activity: Show students images related to the family and practice pronouncement and meaning.

Activity 6: Recognition of family vocabulary.

Objective: Recognize words about family members such as: sister, mother, father, brother, grandmother, grandfather.

Activity: Use of images related to the family, reinforcing vocabulary and meaning of words.

Activity 7. Paraphrase traditional story reading.

In this activity, students will learn to paraphrase.

Objective: Learn to paraphrase for reading comprehension and improve grammar.

Activity: The teacher will use the student book to practice reading around the world episode.

Activity 8. Traditional Story Reading

In this part, students will read reading together with the teacher.

Objective: To improve fluency in the reading of traditional stories.

Activity: The teacher should instruct the students to read each paragraph to several groups of students.

Activity 9. Complete sentences.

Students will have the opportunity to understand the importance of learning to paraphrase.

Objective: To improve reading, writing and talking about a story.

Activity: Students must complete the sentences of the story around the world episode 4.

Evaluation: The observation of the activities in class will be carried out. Reviewing the correct use of specific vocabulary during interactions.

Methodology.

To carry out the activities presented in this project, the most satisfactory method will be used in order to enable sixth grade students to listen, speak, read and write English with confidence and fluency.

Dialogues- presentations- group work- reading comprehension.

English
conversation
skills programs
for sixth grade
children at Omar
Torrijos Herrera
School.



2.3. ORGANIZATIONAL AND PROJECT MANAGEMENT STRUCTURE

Organization Table N 1



1. **General Coordinator:** Needs to be a well-organized person, preferably a professional in teaching English. Their role is to coordinate the entire project so that the objectives are known and can be applied in the school. In this case, we as project participants (researchers) are the general coordinators.
2. **Organizational technician:** You need to be a suitable person who knows very well about education and who has studied English. In charge of doing everything possible so that the project activity can be carried out. In this case, our advisor is the organizational technicians reviewing our progress.

2.4. OPERATIONAL SPECIFICATION OF ACTIVITIES.

Table 2

Objectives	Task
<ul style="list-style-type: none"> Design the "survey" tool, a survey for sixth-grade students at the Omar Torrijos Herrera school. 	<ul style="list-style-type: none"> Initial assessment to find out how much students are interested in the English language.
<ul style="list-style-type: none"> Apply the recreational activities according to the ages of the sixth-grade students of the Omar Torrijos Herrera school. 	<ul style="list-style-type: none"> Riddles and pronunciations of words, use of the verb to be, expressing feelings, readings of traditional stories in English, mimicry games with action words, dialogues and paraphrasing.
<ul style="list-style-type: none"> Develop English training workshops for sixth grade students. 	<ul style="list-style-type: none"> Conversation workshop: orality practice and learning techniques to develop conversation skills. Elementary workshop: approach to students through activities that motivate students to use the English language.

2.5 PRODUCTS

Table 3

Objectives	Products
<ul style="list-style-type: none">• Design the "survey" tool, a survey for sixth-grade students at the Omar Torrijos Herrera school.	<ul style="list-style-type: none">• It is expected to collect information to obtain statistics.
<ul style="list-style-type: none">• Apply the recreational activities according to the ages of the sixth-grade students of the Omar Torrijos Herrera school.	<ul style="list-style-type: none">• Students are expected to develop the skills of listening, speaking, reading, and writing in English.
<ul style="list-style-type: none">• Develop English training workshops for sixth grade students.	<ul style="list-style-type: none">• Students are expected to show interest in the workshops and actively participate in the activities for their development of conversation skills.

2.6. SCHEDULE OF ACTIVITIES

Activities	Months															
	September				October				November				December			
Proposal Defense and Approval																
Observation at school																
Application of Diagnostic Instrument																
Interpretation of Results																
Project Detail Layouts																
Research, editing, and revising chapters																

2.7. BUDGET

For the development of this project, physical resources are important because they allow it to be easily developed. Products such as materials, digital equipment and facilities are essential for this.

Table 5

Elements	Quantity	Expense Details	Cost
Pencils	3 boxes	3x B/ 3.0	B/ 9.00
Ream of papers	5	5 x B/ 6.00	B/. 30.00
Markers	4	4 x B/ 2.00	B/ 8.00
internet	3 per month	3 x B/ 45. 00	B/. 135.00
Pens	3 boxes	3 x B/ 1.25	B/. 3.75
Refreshment	10	10 x B/. 2.00	B/. 20.00
TOTAL			B/.205.75

CHAPTER III
ANALYSIS AND DISCUSSION OF
RESULTS.

Chapter III: ANALYSIS AND DISCUSSION OF RESULTS.

This chapter presents the application of the diagnostic evaluation tool, the interpretation of each graph, evidence of the activities carried out in the classroom and other concluding points of the project.

Objective 1 Survey: The design of the tool was directed to a group of ten students randomly to obtain a diagnostic evaluation and is composed of five open questions where the students answered their answers accordingly. All these questions were satisfactorily asked since due to their needs the proposed activities were implemented.

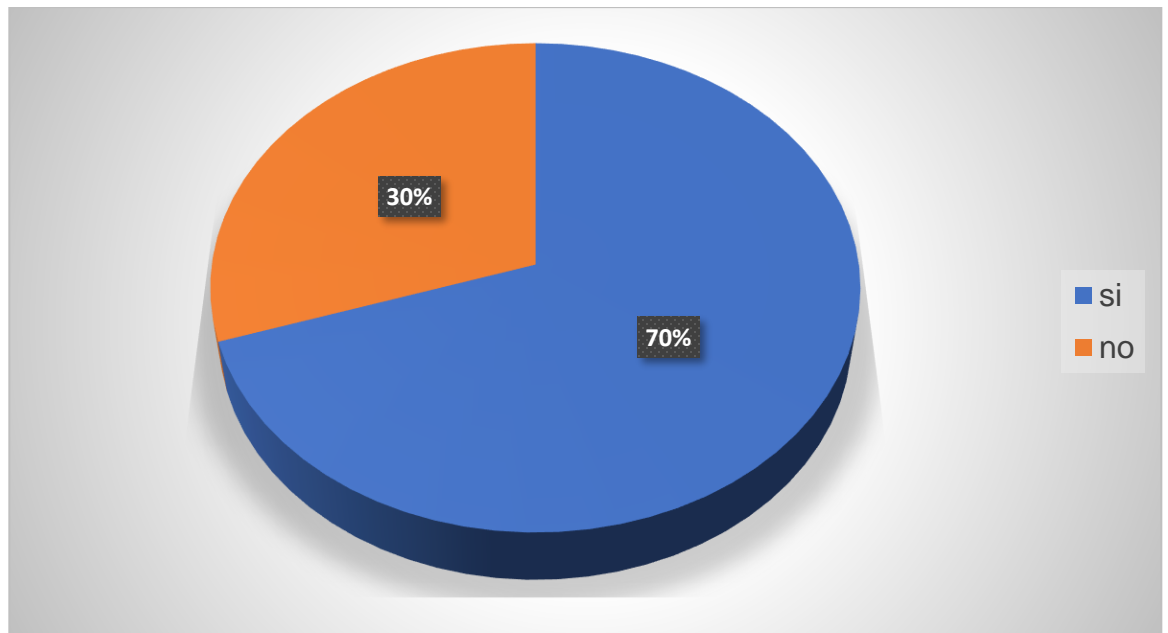
Objective 2 Recreational Activities: The recreational activities proposed in this project aimed to reinforce the use of vocabulary and participation in groups through conversation. The results of these activities were significant since the students actively participated in each of them. Students were assessed based on 4 main criteria: fluency and consistency, vocabulary and grammatical accuracy, pronunciation, and ability to answer the question completely.

Objective 3 Training Workshops: in the training workshops the students paid close attention when the facilitator spoke to them about the English language. As a result, participants were able to identify their weaknesses and strengths, which allowed them to express their opinions to make their necessary changes in their learning goals and strategies. The reaction was evaluated, their immediate response to the program, learning evaluation, interactive exercises were implemented, and finally behavior was evaluated to know the impact of the workshops that have led to their skill development.

1. **Do you like to speak English?**

- Regarding the main question of the survey directed to students whether or not they liked to speak the English language, seven (7) children answered that they do like to speak English, while three (3) children said that they do not like to speak the English language.

Yielding the data that 70% of children like to speak English and 30% do not.



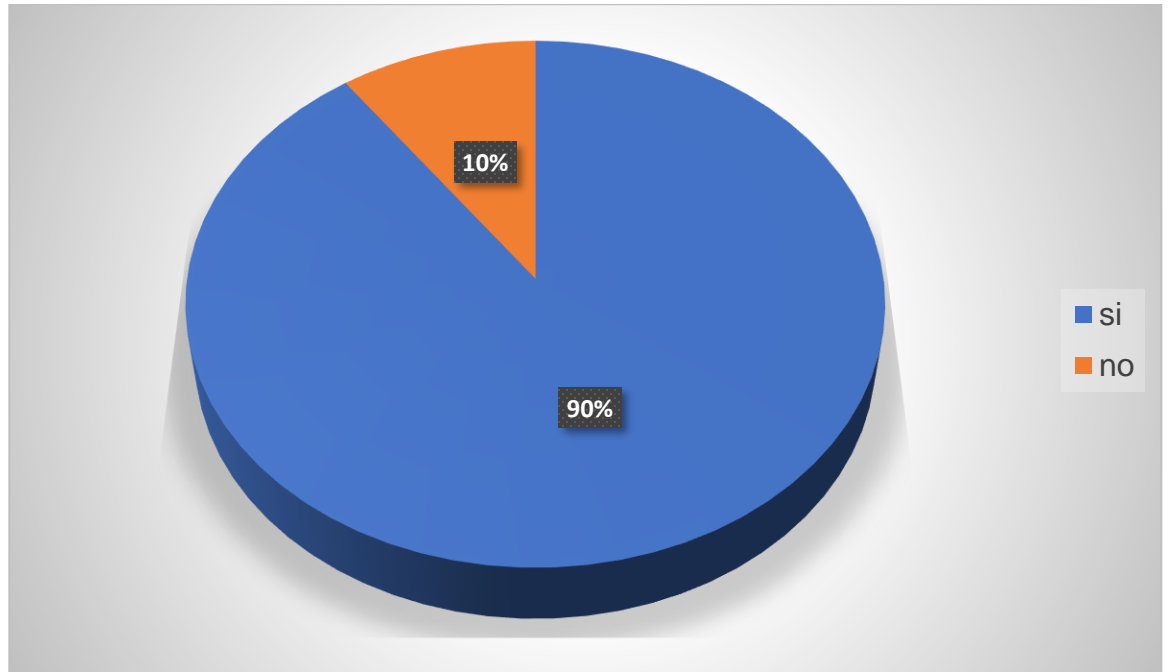
Source (Own elaboration, 2024).

3. Do you feel comfortable speaking English with your classmates?

- On the other hand, a very personal question was asked to the students regarding whether or not they feel comfortable speaking English with their classmates.

As a result, nine (9) answered yes and one (1) said they did not feel comfortable talking to their classmate.

Giving a percentage of 90% affirmative and 10% negative.



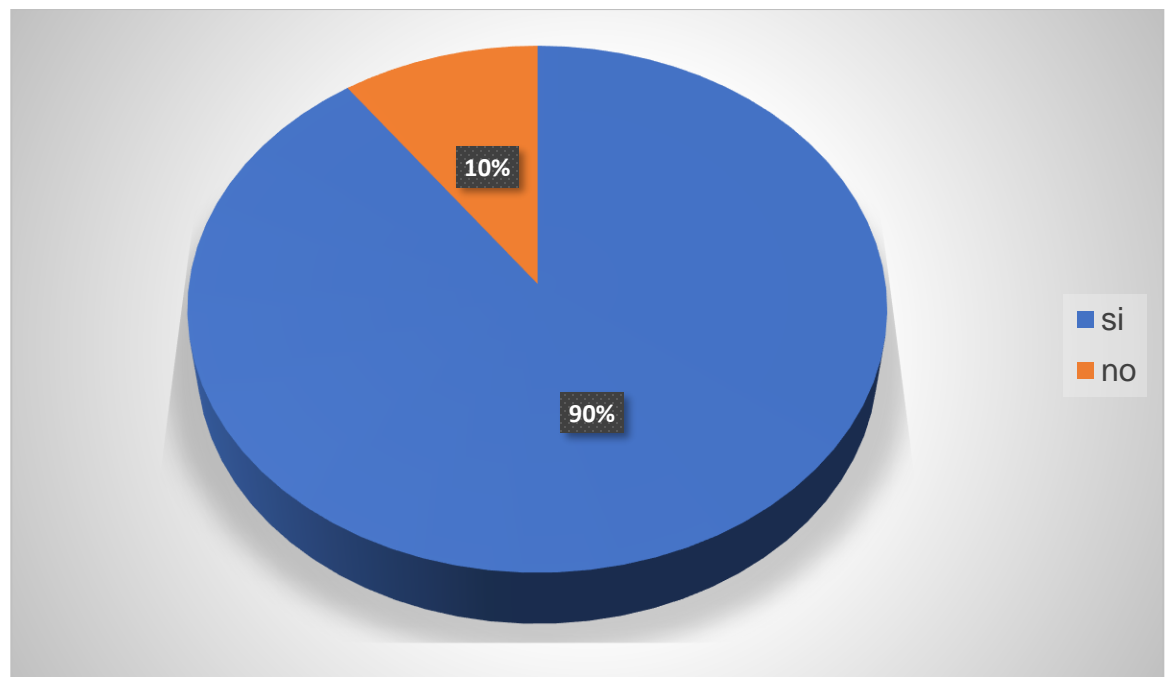
Source: (Own elaboration, 2024)

4. Do you think learning conversation through vocabulary can be effective?

- It was also made known if learning to have conversation through the use or practice of vocabulary could be effective.

According to nine students, they agreed and one (1) disagreed.

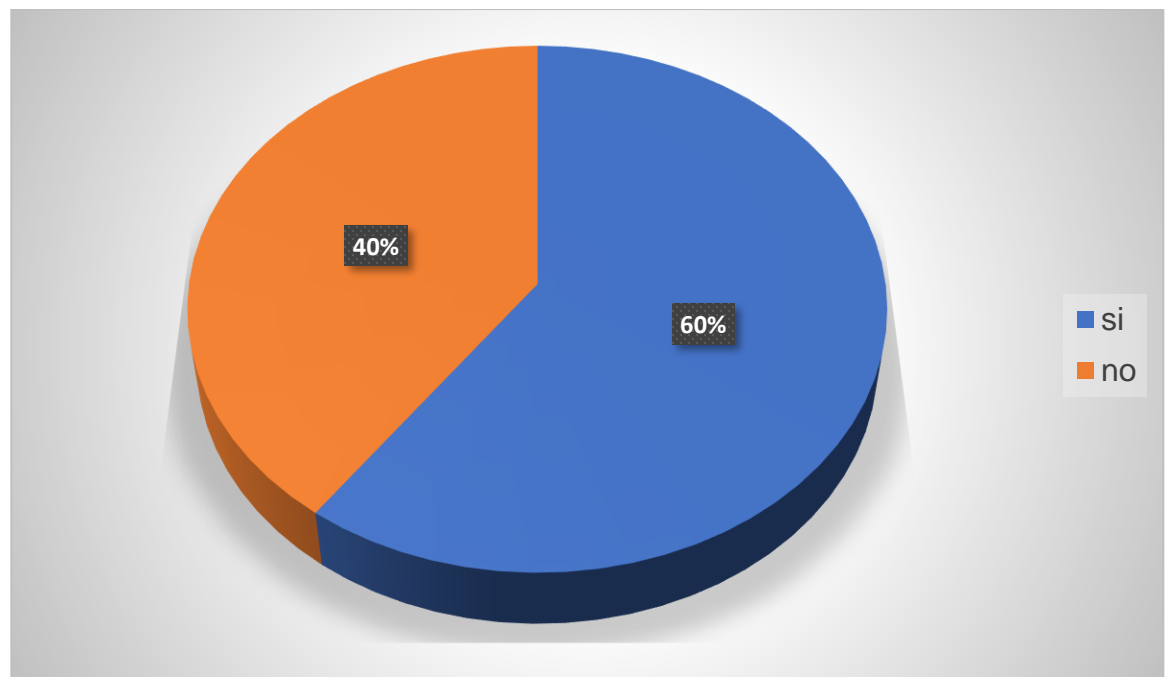
Having a result of 90% agree and 10% disagree.



Source: (own elaboration, 2024).

5. Can you understand English conversations when you listen to it?

- Regarding listening skills, students were asked if they might be able to hear conversations in English when they hear it somewhere.
 - Six (6) students answered yes and four (4) answered no.
 - The overall result is 60% positive and 40% negative.

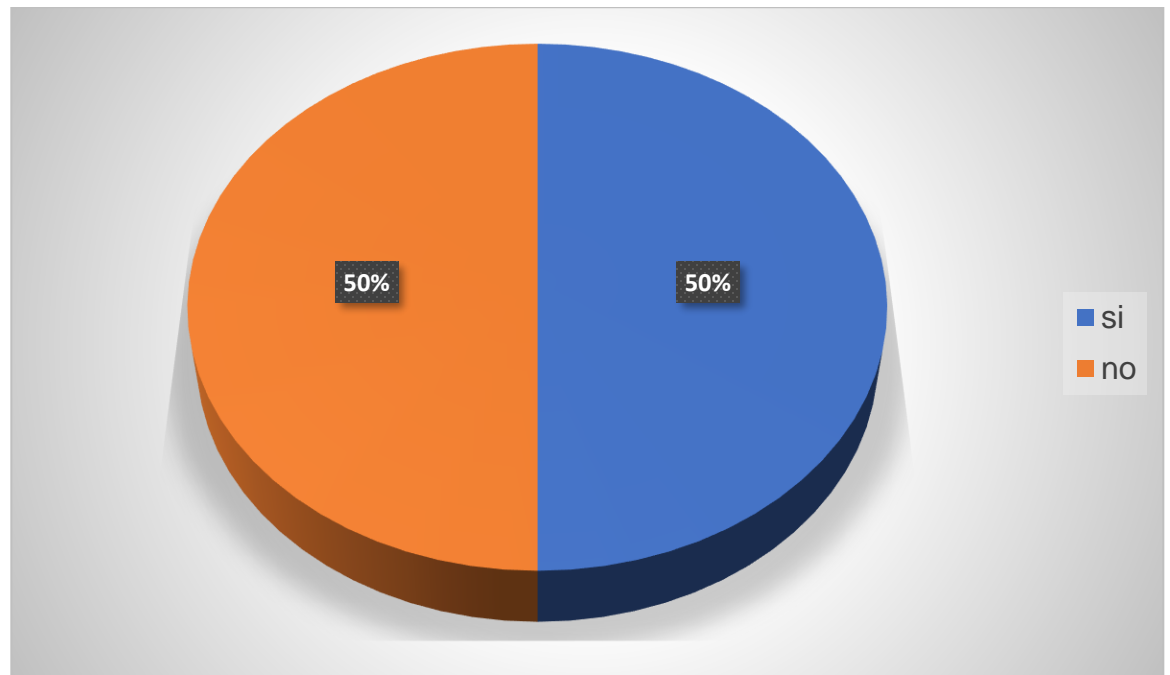


Source: (own elaboration, 2024).

6. Do you have any difficulty understanding English conversations?

- Finally, students were asked if they have any difficulty understanding English conversations inside and outside the school.

Five (5) answered yes and five (5) answered no. resulting in 50% in both responses.



Source: (own elaboration, 2024).

RESULTS OBTAINED FROM THE WORKSHOPS CARRIED OUT IN THE PROJECT.

When I started the implementation of this project, I could realize that in the school the children or students of the school lacked the very necessary skills to speak in English. Some of them did not pay attention when the sessions were explained to them, because according to them they did not need much explanation, but as the workshop progressed it was identified that most of them know about grammar but do not have the ability to speak in English. Since then, I personally considered that the project would lead to the objective of using grammar and making oral use of it.

Despite the little interest shown by some students, many did not know how to pronounce simple words in English, let alone some didactic games that could motivate them to speak in English with their classmates. The activities to promote the ability to speak in English that were presented in this project began to change the thinking of the students and they began to show greater interest and participation. The objective of the playful activities proposed in this project was to learn vocabularies and pronunciation, say short sentences, engage in conversations with their classmates, leading them to travel in their imaginations and apply their learning in their daily lives. At the end of the workshops, the students were motivated to improve their interests in learning more. They made an effort to pronounce the words well, speaking without fear of making mistakes, actively participating in the proposed activities, giving them the opportunity to evaluate themselves and be overseers of their own learning, contributing ideas to their classmates and teachers and thus developing the autonomy of each of them.

CONCLUSIONS

It is important to note that English language teaching in Panama is essential to train students capable of being competent and obtaining this second language throughout their professional lives.

The implementation of the recreational activities allowed the sixth grade students of the Omar Torrijos Herrera school to develop the skills of listening, speaking, reading and writing for the acquisition of the English language as a foreign language.

The objectives and activities proposed in this project were met, having a positive impact on the students that motivate them to continue learning in a meaningful way to improve the important areas of the English language.

Planning and evaluation were of great advantage in carrying out a satisfactory English language teaching with great responsibility so that the sixth-grade students of the Omar Torrijos Herrera School develop the necessary skills and thus improve in their process of acquiring a second language, regardless of the level they are at.

Finally, the application of the activities and workshops organized in the areas of the English language, allowed the sixth-grade students to have a confidence in themselves to learn, applying the activities in their daily lives so that their learning remains permanently and to be very competent in the English language as a foreign language.

RECOMMENDATIONS

Today, in the modern era we have enough tools to promote a real and satisfactory education, so at the end of this project some recommendations emerged that are detailed below:

To investigate the current situation of Panamanian education, verifying the methods used, reflecting on the educational resources currently used. On the other hand, I recommend joining the great advancement of educational technology, taking advantage of the multiple resources to achieve a good education of students.

It is important that English teachers when teaching the English Language try to be more dynamic and proactive in the classroom, having good communication with students and cultivating the values for real teaching. In other words, I recommend that teachers implement the methodology of communication to give students the privilege of not limiting themselves to speaking in a second language, giving everyone the same opportunities to express their way of thinking and being autonomous so that they can be able to face situations in their daily lives. To find a mechanism for students to show interest and commitment to education and to learning new languages in their school lives. Another personal recommendation is to instill in all teachers to continue training in the English Language for good professional training. Finally, I recommend the implementation of more Bilingual Programs in Panamanian schools with professional internship opportunities to motivate students to acquire a new language.

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ANNEXES

ANNEX N° 1

SURVEY QUESTIONNAIRE



Date: _____

Dear participants, please mark with (X) in the option according to your answer.

1. Do you like to speak English?

Yes__ No__

2. Do you feel comfortable speaking English with your classmates?

Yes, __ No__

3. Do you think learning conversation through vocabulary can be effective?

Yes, __ No__

4. Can you understand English conversations when you listen to it?

Yes, __ No__

5. Do you have any difficulty understanding English conversations?

Yes__ No__

Lesson 1

Grade Level: Sixth Grade

Theme: action verbs

Lesson 1	
Grade Level: Sixth Grade	
Theme: action verbs	
Objectives Reinforce vocabulary and listening skills	Materials <ul style="list-style-type: none">Digital flash cards
Vocabulary Run, dance, swim, read, cook, climb, sing, drive, play.	Activity (10 minutes) Show students pictures of action verbs, doing repetition practice with the children.
Procedure <ul style="list-style-type: none">Show action verb flash cards	Evaluation Pronunciation progress observation.
Review and closing (5 minutes)	Reinforce the importance of learning action words.

Lesson Plan n° 2

Grade Level: sixth grade

Topic: Short Questions and Answers

Objective

Include short questions to develop the ability to answer.

Material

- Ball

Grammatical Structure

What can you do?

I can.....

Activity (10 minutes)

Ask children about the skills they have.

Procedure

- Practice of asking and answering short questions

Evaluation

Participation in the class.

Review and closing (5 minutes)

Ask about the words learned.

Lesson 3

Grade Level: sixth grade

Topic: greeting and introductions

Objective Help children use greetings in everyday conversations.	Material <ul style="list-style-type: none">• Multimedia
Grammatical Structure Hello (hola) Good morning (buenos días) How are you? (¿cómo estás?) My name is (mi nombre es) How old are you?(que edad tienes) I am.....years old (tengo.... años) See you later (hasta luego)	Activity (5 minutes) Show students a list of greeting phrases and introductions in English and Spanish.
Procedure <ul style="list-style-type: none">• Memorize greeting phrases and introductions	Evaluation Observation of learning progress.
Review and closing (5 minutes)	Ask learned phrases.

Lesson 4

Grade Level: sixth grade

Theme: Dialogue

Objective

Help children use greetings in everyday conversations.

Material

- Multimedia

Grammatical structure

Hello (hola)
Good morning (buenos dias)
How are you? (¿cómo estás?)
My name is (mi nombre es)
How old are you? (que edad tienes)
I am.....years old (tengo.... años)
See you later (hasta luego)

Activity (25 minutes)

Divide students into groups of two to simulate conversation.

Procedure

- Introduction

Evaluation

Pronunciation

Review and closing (5 minutes)

Encourage students to repeat pronunciations correctly.

Lesson 5

Grade Level: sixth grade

Topic: Family Members

Objective Strengthen family members' learning with the help of visual imagery, memory, and visual comprehension.	Material <ul style="list-style-type: none">• Digital flashcards.• papers
Vocabulary Mother, sister, father, brother, grandmother, grandfather.	Activity (10 minutes) Show some pictures of family members, familiarizing them with their pronunciation and meanings.
Procedure 1. Introduction to the Family <ul style="list-style-type: none">• Show each member of the family.	Evaluation Observation of students during class.
Review and closing (5 minutes)	Close by expressing feeling about the value of family.

Lesson 6

Grade Level: sixth grade

Topic: Word recognition.

Objective Strengthen family members' learning with the help of visual imagery, memory, and visual comprehension.	Material <ul style="list-style-type: none">• Digital flashcards.• papers
Vocabulary Mother, sister, father, brother, grandmother, grandfather.	Activity (10 minutes) Use of digital flashcards to reinforce the meaning of words.
Procedure <ul style="list-style-type: none">• Introduction to the Family	Evaluation Participation in memory game.
Review and closing (5 minutes)	 Review the meanings and pronunciation of words.

Lesson 7

Grade Level: sixth grade

Theme: around the world episode 4

Objective

Learn to paraphrase for reading comprehension and improve grammar.

Material

- Student book.

Competence

Listen, Speak, Read and Write

Activity (20 minutes)

The teacher will use the Student Book to practice reading Around the World Episode.

Procedure (5 minutes)

- In this class we are going to read the reading about around the world and analyze to paraphrase some sentences.

Evaluation

Observation

Review and closing (5 minutes)

Complete sentences in class.

Lesson 8

Grade Level: sixth grade

Theme: around the world episode 4

Objective

improve fluency in the reading of traditional stories.

Material

- Student book.

Competence

Listen, Speak, Read and Write

Activity (20 minutes)

Students will be required to complete the sentences from the story Around the World Episode 4.

Procedure (5 minutes)

- Work in a group to learn how to solve problems.

Evaluation

Teamwork.

Review and closing (5 minutes)

Seek answers with other groups.

Lesson 9

Grade Level: sixth grade

Theme: around the world episode 4

Objective Improve reading, writing and talking about a story.	Material <ul style="list-style-type: none">• Student book.
Competence Listen, Speak, Read and Write	Activity (20 minutes) Students should complete sentences and read as directed by the teacher to the story Around the World Episode 4.
Procedure (5 minutes) <ul style="list-style-type: none">• Ensure everyone completes sentences.	Evaluation Pronunciation, Grammar- well structure ,and Teamwork.
Review and closing (5 minutes)	Review and congratulate them on their teamwork.

Evidence in general of the activities carried out at the Omar Torrijos Herrera School in the third quarter of 2024.



Pronunciation practice and other activities carried out successfully.




Students are actively involved in Reading.

They arrived in San Francisco on December 3. They boarded the train at quarter past that evening. The 6,000 kilometre journey across the country would take seven days. The travellers passed the time playing cards and looking at the beautiful scenery. Sometimes, the train had to stop because herds of buffalo were crossing the train track.

One day, the train stopped because the bridge ahead was not safe to cross. The engineer told the passengers they could walk six hours to the next town to catch another train, or he could try crossing the bridge with the train at full speed. Even though this was very risky, the passengers decided to try it. The train made it to the other side, but the bridge fell down immediately afterwards!

They had been on the train for three days and three nights. They would arrive in New York in four more days and four more nights.



3 Complete the sentences.

1. Fogg wasn't on the boat to Japan because _____
2. Passepartout leapt from the stage _____
3. Fix couldn't arrest Fogg _____
4. Fix said he wouldn't stop Fogg _____
5. The train had to stop sometimes _____
6. After the train crossed the bridge, _____

4 Number the place names of the route in order.

① New York ④ Liverpool ③ Pacific Ocean ⑤ Atlantic
② San Francisco ① Yokohama ④ across



The students showed empathy by collaborating as a team.



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Panamá, 18 de marzo, 2025

Universidad Especializada de las Américas

Facultad de Educación Especial y Pedagogía

Escuela de Pedagogía

Respetados Señores:

Certifico que el trabajo de grado: “English Conversation Skills Program for SixthGrade students at Omar Torrijos Herrera Bilingual School”, del estudiante Melder Caisamo Tocamo, con cédula de identidad personal: 5-709-2017, se les realizaron las correcciones de ortografía y redacción, conforme a las normas del idioma inglés.

Atentamente,

Profesora Maria Cristina Cardenas

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Maestría en Educación con Especialización en la Enseñanza del Inglés como
segundo Idioma

Certificado No. 6410



Cedula de identidad otorgada por la revisora del trabajo de grado.

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Humanidades

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Maria Cristina Cárdenas Gómez

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QUE LE HACEN ACREDITOR AL TITULO DE

Licenciada en Humanidades con Especialización en Inglés

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ESTE DIPLOMA EN LA CIUDAD DE PANAMA A LOS **ocho**
DIAS DEL MES DE **Marzo** DE MIL NOVECIENTOS **noventa y nueve**

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Secretario General

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OBTENIDO EN *la Universidad Estatal de Framingham, Estados Unidos.*

POR *Profra. Cristina Cardenas Gomez*

Ha sido HOMOLOGADO por considerar que cumple con los requisitos exigidos por la Universidad de Panamá, y en consecuencia se le extiende el presente certificado de acuerdo con el reglamento respectivo, a los *6* días del mes de *Julio* de *2016*.

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Identificación Personal *S-344-287*

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Vicerrector
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