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THE B.A. DEGREE IN SCIENCES OF EDUCATION

MENTION:

ENGLISH LANGUAGE AND LINGÜISTIC

TOPIC:

**INTERACTIVE RESOURCES TO IMPROVE THE SIGNIFICANT
ENGLISH LEARNING PROCESS ON SEVENTH GRADE BASIC
EDUCATION'S STUDENTS AT "LUIS VERNAZA" PRIVATE
SCHOOL**

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MILAGRO, JANUARY, 2012

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TUTOR´S AGREEMENT

For the present I do declare that I have analyzed the graduation project presented by Miss Maria Camacho, to opt for the Graduated of Sciences of the Education Degree and that I accept to guide the student, during the stage of the development of the work until their presentation, evaluation and sustentation.

Milagro, January of 2012

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DECLARATION OF THE RESEARCH RESPONSIBILITY

The author of this investigation declares before the Directive Council of the Semipresencial and Distance Learning Education Academic Unit of Milagro State University, that the present work is of my own responsibility, it does not contain material written by another person, except for which is indexed properly in the text; a part or the entire work of the present document has not been accepted for the grant of any other Degree or Grade of a National Institution or foreigner.

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DEDICATORY

I would like to dedicate this work to the memory of my dear parents, who spiritually supported me in the moments of happiness and sadness, since I have always felt they have been with me.

Also, to my friend Janeth Garcia, a sincere friend who was my moral support to continue straight ahead and not give up until I finish this project.

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To Milagro State University (UNEMI), for giving me the opportunity to start and finish this stage of my professional life.

To my brother Jaime, my sister Blanca and my friend Sara Guevara for their unconditional support to make this project.

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By means of the present document, free and voluntarily, I proceed to make delivery of the Surrender of the Rights of the Author of the Work carried out as prerequisite for the obtaining of my Third Level Degree whose topic was INTERACTIVE RESOURCES TO IMPROVE THE SIGNIFICANT ENGLISH LEARNING PROCESS ON SEVENTH GRADE BASIC EDUCATION´S STUDENTS AT “LUIS VERNAZA” PRIVATE SCHOOL and that corresponds to the Sciences of Education´s Academic Unit.

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SYNOPSIS

How I would like to say that there is not a single problem in the English teaching-learning process as second language in my beloved city! But I cannot do this! The problem has been kept quiet for long years, and almost everybody have become accomplices of a fact that we have been tried to cover during all those years: the lack of two of the most important skills in the communication, in English's teachers, not only of who we have educated ourselves in the University, and we are trying to transmit a knowledge that we do not acquire. The flaw is not alone our but of the same professors that taught us to be excellent grammarians, without any doubt, but they did not have developed its speaking and listening communication level, therefore we had two of the biggest holes in the development of our professionalism. The easiest thing was closing the School of Languages, not forcing teachers of the university to attend seminars, workshops to demonstrate they are really qualified to be able to teach to teach. Another of the big problems is the fact of not knowing how to use strategies, TICs or any material resources in our classes. This project analyzes and it suggests a guide of concepts to understand the problem better and trying to improve the process transforming it from a vertical one...into a horizontal process which becomes the best medicine ever for a good development of the teaching-learning process.

Key words: problem, process, skills, knowledge

INTRODUCTION

Basically, the problem that takes us through different paths to the same conclusion is that students of our elementary, high schools and universities do not find enough motivation to attend willingly the classes of English language. In this context, the lecture that we have is of the poor or wrong handling of the procedures on the work in class time; also, the little or limited use of the material and/or audiovisual resources.

Nobody feels attraction for a class where the teaching process is vertical, because this teaching type belongs to the past. The strategies and methodologies in this new time of teaching-learning are based on a process of horizontal type, of learning together: the professor and the student taking the same step, the teacher as tutor, guides but more than anything...a facilitator, that is the real role, so that the students want to learn in a more pleasant environment.

Somebody said with some reason that we should not look for guilty in what has happened until now in English's study as second language in our territory. However, in some cases, teachers have a degree without having acquired the most important communication skills that are those of listening and speaking; we were transformed into good and excellent grammarians, that which is worthy of standing out, but on the other hand, we are unable to speak and to sustain a conversation flowed in English for more than three minutes, still after 17 years of having contact with the language.

Therefore, there is culpability for teachers without developing the two other skills fully, and we find out that in the place where some people teach to those who teach too. Where is the problem then? Those who teach to teach should possess 100% of the necessary skills, because it could be a loss of time and a big lie the results of the learning of this beautiful and so necessary language. Can we just cover the sun with a thumb? Can we just forget the whole thing as if nothing happened?

We need to determine the problems and their causes, that it is the reason of the existence of the investigation in the planning; we have to know where the errors are to correct them. We cannot cry on the spilled milk, it is true, but neither we can keep crossed arms and make nothing to correct the form in how it was managed by long time, without positive result, the process of teaching-learning of the English language as second language in the institutions educational district attorneys of this city .

Today we know that, due to the low levels of skills of a great majority of teachers, and because of the poor results obtained by the British-Ecuadorian Project Cradle in the Ecuadorian state educational system and generated by some causes as those teachers that did not apply well the methodology of the project, this great project is in serious risk of being closed. The books will stay one more year because it has not been possible to establish contact or definitive agreement with the editorial interested in the production and commercialization of the new work book.

So, our concern is justified. We, the generation of teachers who have a degree from the State University of Milagro particularly, and some others do not know how to speak properly and have lots of problems with Listening, which mean we do not have those 2 skills to make our classes fun. The day we understand how to use material and audiovisual resources in a proper way and more frequently in our classrooms, that day is going to change the world. We will have motivated students, and happy teachers sharing their happiness with the students in a well manage environment.

CHAPTER I

THE PROBLEM

1.1 PROBLEM SETTING

1.1.1 Problem Setting

On the need to understand how children learn a second language (in this case English), and recognize the factors that have influence on the poor academic performance of students who are attending at “Luis Vernaza” Private School No. 1 and because of the irregular teaching process through the teachers’ methodology in the subject, it can see a general dissatisfaction among those who receive training in an environment of non motivation.

In the actual conditions of this institution and some others of the country, the effect of memorizing, repetition of vocabulary and sentences, is a worrying situation in foreign language learning, since this form of learning so traditional contrasts with the development of scenarios where the student currently develops.

This is because a great amount of teachers use old teaching methodology, where is not important the use of interactive strategies and resources to optimize the teaching process. So, the teacher - book - student and consequent obsolete methodology, become obvious results that are evident in several aspects, relevant to the learners' academic performance.

Students belonging to the Seventh Grade of “Luis Vernaza” Private School No. 1 are the main characters on this research because of the learning difficulties, understanding and getting English skills. When we consider the institution's students develop the basic skills of foreign language where Reading, Listening,

Speaking and Writing teaching, it results very unfavorable because resources do not activate and powered this important branch of study.

This described background is not other than an observable reality in the seventh grade of basic education of the school; the object of study becomes a research project, and because of those factors involved in this problem, teachers do not have an audiovisual resource guide where we can make use of interactive resources that accompany our English teaching in a positive way. This is why the act of education becomes so traditionalist affecting to the students that belongs to the institution.

This research approach has several implications to teach a foreign language. In the first place, the lack of implementation on communication and information resources that has to do with technology, if we do not apply it, we do not generate awareness of the teacher's duty to select, deploy a task trainer that will motivate students, school can become just a player agent innovations, limited only a classroom work and the text.

Then, the necessity of planning, implementing and developing a better education for this sector of society, to upgrade education, *"this improvement requires a fundamental change of attitude of the teachers, which is to raise expectations for performance of these children"*, which in turn affect positively their school performance.

By observing which factors are more incidents in the low academic performance of English and the consequences that arise from it, which due to low motivation or lack of interest in the students about English, many of the cases are increasingly affected by the lack of intensive study of the matter because in the institution are taught just two hours per week to students because the economic factor do not let them to access more study hours.

It is noted that the defect on teaching methodology turning the traditional educational system where education run away from the renovation that requires

education, being undoubtedly cause of school failure and making the subject in one of the less favorite for students.

If we do not apply interactive resources as teaching and pedagogical tools to potentiate the study and assimilation of English language skills, it will lead students to follow discouraged and gradually move away from the desire to learn and essentially there will be no change in Teaching methodology and worse, it will affect student performance. In order that there will be not low school performance and educational quality maintains its level of optimization, it is imperative and necessary resources to implement interactive learning English, to be consistent with the curriculum of the seventh grade.

We must transform English classes in remarkable and motivators moments, where children that are educating in this school experience real changes in education are the same as the basis for the rest of their student lives.

Motivation is a fundamental part inside the teaching-learning process of any language. Motivation is, in definitive, everything that causes, directs and sustains people's behavior. For that reason, while better we know people who surround us and to ourselves, we will be able to understand better their necessities and how to motivate them.

1.1.2 Problem Delimitation

This research project is delimited as follows:

FIELD:	Basic Education
AREA:	Didactic.
ASPECT:	Interactive Resources
TOPIC:	Fundamental Values
LOCATION:	"Luis Vernaza" Private School
CITY:	Marcelino Maridueña
GRADE:	Seventh
SCHOOL YEAR:	2011-2012

1.1.3 Problem Formulation

How does the lack of implementation of interactive resources in the process of learning English affect the students' performance in the seventh grade of Basic Education of "Luis Vernaza" Private School No. 1, from Marcelino Maridueña City, Province of Guayas, 2011-2012 School Year?

1.1.4 Problem systematization

- What is the methodology applied by the English teacher?
- Why interactive resources are needed in the process of learning English?
- How do the interactive resources benefit to the learning process?
- Will it serve as an example for other institutions, the combination of interactive resources?
- What is the teacher's attitude to the quality of the student being trained by his current teaching methodology?

1.1.5 Topic determination

Interactive resources to improve the significant English learning process on seventh grade basic education's students at "Luis Vernaza" private school.

1.2 OBJECTIVES

1.2.1 General Objective

To determine the causes that originates low achievement on English Language at "Luis Vernaza" Private School N° 1, Seventh Grade students of Basic Education.

1.2.2 Specific Objectives

- To identify the main failures that students present in the school performance on English language as a subject.

- To evaluate the methodology that teacher applies in the process of learning English language in the seventh grade students of Basic Education.
- To analyze the didactic resources that both the teacher and the student use during the development of English's classes.
- To establish the guidelines for the creation of the interactive resources that is in perfect correlation with the school year, the contents and the context.
- To determine the resources we can apply on English Language methodology, to activate the skills inside teaching learning process.

1.3 JUSTIFICATION

The present thesis constitutes a contribution for the educational community of the “Luis Vernaza” Elementary School, and because of the educational changes that we have at the moment, it has given origin to the use of interactive didactic resources, which is the best opportunity that teachers and students have a range of innovative resources that allow them to make the most motivational classes of English, that combined with the other areas of the knowledge become the suitable means for the achievement of knowledge.

The role of these interactive resources in the education is determined by its extraordinary capacity to act like ways of conduction to arrive to English's student, who does not learn easily because the lack of resources; this investigative work constitutes an interesting didactic instrument that will allow the access to an incredible quantity from appropriate materials to the school year, making possible the learning process.

The coherence and correlation of the interactive resources with the content to aim are managed with didactic and pedagogical criteria in such a way that are framed inside the state curriculum that the Ministry of Education demands. It is possible to make better the learning of English language in the seventh grade of basic education without the boring repetitions of one or another word but rather giving importance to the skills of listening and speaking, therefore it is time that we meditate about this topic, and work lines are traced that allow the efficiency

of the production using the creativity and the motivation inside the educational work.

With the combination of the technological, pedagogical and human resources we can respond to the interests and the students' personal needs that receive English language as a subject. And there is the possibility that each student can work in a personal way, to their own rhythm; this makes the learning process more effective, because when we implement a complete guide with interactive resources didactic improvement positively its academic yield, in function of its real grade of assimilation and progress, determining that limits do not exist referring to the practice and consolidation of a certain application of good resources inside the classes.

On the other hand, the significant learning implies a methodology that is based on the consideration of the previous knowledge of the student and it is here where a fundamental aspect of this investigative research resides, because the knowledge and uses that the teacher has about the four skills of English language are a considerable baggage of strategic tools.

So, for a coherent learning exists, it is necessary to communicate and to express everything we have learned so in that way will be assimilated and integrated. Teaching and Learning on the getting of a bigger linguistic competition is not another thing that to facilitate in the classroom, situations for the communication exchange, therefore it should be determined the didactic resources with participative focus in the seventh grade of Basic Education of the "Luis Vernaza" elementary school, so that according to the age, space and time factor could be a real contribution to all those who are part of this educational community.

For that, the impact of this proposal that we present when we solve a latent problem in this institution, is arisen from the conceptions of the research topic, the critical pedagogy; and, of course, from the methodological adaptation to a space and a changing communication reality that day after day is part of this era of the technology. That is why we need to be as a part of the change, where the

barriers succumb and open the way to the progress, where we can build capable and integral human beings.

Because of the item above mentioned it should be implemented inside the educational context of the “Luis Vernaza” Private School, a guide of interactive didactic resources must be updated beside of motivational in English's learning. In such a way that the direct beneficiaries will be the students that are educated in it, as well as the teachers that will allow to improve the quality of the education of the institution and why would not say for the childhood of the city and our country.

CHAPTER II

REFERENTIAL FRAME

2.1 THEORETICAL FRAME

2.1.1 Historical Antecedents

“Luis Vernaza” Private School No. 1 of Marcelino Maridueña City’s students, corresponding to the seventh grade of basic education, do not have a good input process learning on English, a difficult situation that deteriorates their performance, so since curriculum reform was implemented the way of teaching has not been renewed, which increases the number of students worryingly that must transform English in a very important subject, that will be a good foundation in their school years and positively to assimilate the rest of their students life.

Students at this level, especially in its early years, fail to develop skills required in the foreign language target, which makes not an easy path for the future student. If that student on its elementary school-age was not well prepared with good learning strategies, will become future problems in school performance; so, it is necessary to do a curricular re-engineering on the implementation of an Interactive English, enabling meaningful learning and a priority on the needs of learners.

It is important to recognize that the applied activities of foreign language teachers (although often do their part to include teaching resources) that will make easier the task of teaching-learning, almost nothing has been achieved as technological advances brought about the modernism of the time yet. It is in the seventh grade of basic education where less emphasis has been applied, so

the results are disappointing in school, where students fail the school year, have poor grades and even drop out; these are indicators of the lack of an assertive teaching level for children, their environment and responses to their age.

It is not a complain about the effect that causes a teacher who do not renovate their working tools, but rather to raise awareness and prevent the other students who are part of this prestigious institution still do not master English language.

2.1.2 Referential Antecedents

“Luis Vernaza” Private School No. 1 children’s performance in English has become worse, because when they go to higher levels (High School and University), the problems grow in the same way; this causes a number of significant effects in the way of learning in school. It is difficult for teachers to find a methodology that matches the level of education to be achieved; parents do not know how to help their children with homework that comes in another language; for that, it becomes a difficulty not easy to be solved.

Among the other causes for a low student’s performance rests the reason for this research, qualitative deficiencies inside the institution has been observed; however, not many control measures have been applied which might help to finish the problems on English learning. Therefore, I hope this proposal could be the first tool to finish the problem

It is very important that we pay special attention to children on school age; so, even with the modesty of this work, we believe that making it original by the magnitude of the objectives to be accomplished, its existence is relevant to students and teachers who belong to this institution.

2.1.3 Scientific Foundation

Learning Interactive resources

Interactive resources are a major new contribution, which allows educators to strengthen the learning process and raise pupils' motivation to learn while they discover. Through educational bingos, crossword puzzles, word search, etc., we can get great results.

Importance of the Significant Interactive Resource

It is no reason to doubt the importance of knowing how to read, or write in English. But before that, the key is motivation and joy when we are acquiring this knowledge. The material resource to teach has a great consideration for the student; therefore, the deal between the tool and the user is given in a very positive way. This is essential for the next academic steps and stay on that line. Using interactivity involves more than speed learning, as extrapolated to the sense of what it means to learn and teach.

The fundamental key to have a good effect is taken into account the different levels of intelligence, because some of the students learn faster than others, or their time for a better learning process there are doing actually has to do with identity and a good sense of personality. Also, this is how children learn how to appreciate an interactive learning process; it is much more open and engaging

The “good new” that brings interactivity as a resource

The interactive resources strategy is increasing more fans and followers who are willing to discuss their relation and observations with them. This awakening to a resource that is seen as very important, has raised concerns to see how far we can develop this kind of positive encouragement to children

Considering that we live in a world of increasing technology, didactic interactive resource has added new opportunities to strengthen its mission. Computers have adapted in a very positive way, creating new programs, being able to provide a positive stimulus media that stimulate children's creativity. Music and the ability to navigate in a web text, clearly expands the possibilities and achievements that can be achieved with this new way of generating educational materials for preschool. Children also have a very good relation with this type of technological content, because they enjoy the proximity and dynamism that produce computers.

Interactive education has successfully integrated with new ages, but it never loses the heritage of its past and its mission for students. On the other hand, taking what is already known, according to several studies, resources for the

seventh grade is defined as a major new opportunity for a respectful and clear evolution

Influence of the Interactive material resource on students.

Children in school age achieved a level of stunning creativity, given that its field of competence using options on the use of materials of the discerning acquires the real importance that it deserves, it goes deepens and deepens until the English learners can juggle more, and better opportunities can be assumed as correct answers.

This variety of action on teaching resources we can apply on English classes is essential, because it encourages healthy, democratic minds, designed for a world that lives only one right choice, but extrapolated to the idea that others might be. This change of axis is an example of how society has changed its way to live. The change from one way of seeing and appreciating what is right, to this sense of two completely different answers may well both be right. For those who used these materials 15 years ago, this type of possibilities it did not exist.

Nowadays, the technology in the world we live in and its projection on the changes in the educational system, evidence that things are not the same like before. Much has been said that children today are different; therefore the method needs to consolidate with those changes and be friendly with them to promote more and better perspectives for those boys who have a particular view about life and teaching about it; so, they will not find problems at school.

An attitude of enthusiasm has a radical importance, because that will define the world of interactivity where children will live. They are the main reason why more and have sought new ways to raise their objectives. Because the fact that technology exists does not imply in any case that will solve the capacity to reason and humanity that deserves the preparation of didactic material for children.

Changes on Learning-teaching conceptions

In contrast to the traditional paradigm of teaching and learning, a new paradigm has been emerged based on three decades of research, covering the following about the following learning process concepts.

Learning is a natural process. The brain naturally tends to learn, though not everyone learns the same way. There are different learning styles, different perceptions and personalities, to be taken into account when we design learning experiences for individual students. Learning is carried out by providing a rich and interesting environment and teachers who encourage and support students. Teachers often notice that children who are disruptive in traditional classrooms or have low levels on paying attention, can spend hours focused on interesting and meaningful activities for children related to the computer

Learning is a social process. The community context of learning and knowledge is beginning to be rediscovered, as evidenced by the rapid growth of quality circles and work in collaboration through the area the computer business, government, medicine and higher education. As noted Vygotsky (1978) **long ago, students learn best in collaboration with their peers, teachers, parents and others when they are actively engaged in meaningful and interesting tasks**

The interactivity in the learning process provides opportunities for teachers and students to collaborate with others anywhere in the country or world. They also offer new tools to support this collaborative learning both within the classroom and connected to the Net.

Learning is active, not a passive one. In most fields of human activity, individuals are faced with the challenge of producing knowledge and not merely reproduce knowledge. To enable students to achieve optimal levels of competition should be encouraged to actively engage in the learning process, in activities that solve real problems, produce original written work, conduct scientific research projects (rather than simply studying about science), talking with others about important issues, artistic and musical activities and build objects.

The interactive teaching practices

Of these four principles we derive a set of practical recommendations and guidelines that could serve as guiding criteria for the operation and use of technologies, motivation in the classroom practices. These recommendations are summarized in the following ten “commandments”:

1. The important thing must always be educational, not technological. Therefore, a teacher when planning the use of technology should always keep in mind what students are going to learn and how does this information serve to improve the quality of the teaching that takes place in the classroom.
2. A male or female teacher should be aware that interactivity does not have magical effects on learning and they do not generate educational innovation automatically.
3. It is the teaching method or didactic strategy along with the planned activities that promote one or another type of learning, with a teaching method of expositive learning, discoverer and motivational.
4. It should be organized in the classroom, experiences that students work to develop various tasks such as searching data, manipulating digital objects, creating information in different formats, communicating with others, listening to music, watch videos, construct sentences, conduct discussions, read documents, answer questionnaires, team work, etc.
5. Also, it should be used as resources to support academic learning on different curriculum areas (math, language, history, etc.), to acquire and develop specific skills in digital technology and information.
6. We can use tools for data searching, access and process information to relate and communicate with others.

7. To improve the task of training must be used for both the individual work of each student and for the development of collaborative learning processes between groups of both, students on personal or virtual attendance.
8. When planning a lesson, teaching unit, project or activity of English should be made explicit not only the learning objective and content of the curriculum, but also the type of competence or technological/informational skill promoted in students.
9. As you plan lessons, resources must be planned over time, the tasks or activities, the groups of students, the work process.
10. Do not be considered or planned as an outside or parallel action to the regular education process. That is, the activities of interactive use of resources must be integrated and be consistent with the objectives and curriculum content being taught.

First, we start from an educational model. It is evident when a professor decides to use new technologies in his teaching inevitably he is thinking about new challenges in both his life and his professionalism.

Benefits of the Didactic Interactive Resources

- ✓ It foments the significant and active learning
- ✓ It develops the students´ personal work, fomenting their autonomy.
- ✓ It foments the interdisciplinary treatments.
- ✓ It allows a bigger flexibility in the distribution of the time of study.
- ✓ It allows the development of basic abilities and the knowledge of other languages.
- ✓ It provides a great flexibility in the treatment of contents, because of the ramified structure that it constitutes the essence of the hypertext/hypermedia; materials can be designed and adapted at different levels.

- ✓ It favors the evaluation processes
- ✓ It improves the teacher/student relationship.
- ✓ It provides access to great quantity of information
- ✓ Permanent availability.
- ✓ It offers a multitude of resources to the professor.
- ✓ It allows to know new methods and didactic resources

“The society of the knowledge, that consists in the science and technology integration with the society”

Dr. Jorge Núñez Jover

Significant Learning

According to ALDRETE, E. significant learning occurs when a new knowledge arrives to our mind we make it ours, that is to say, it modifies our behavior.

Conditions to the Significant Learning

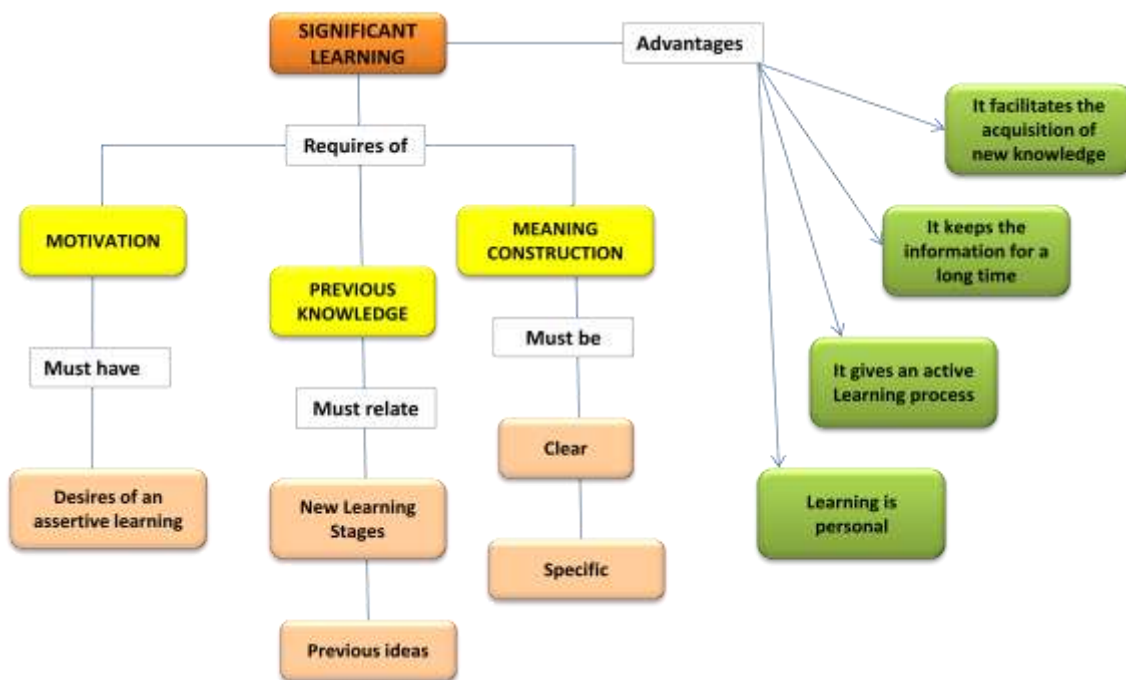
If we want significant learning be possible, the material should be composed of elements arranged in an organized structure so that the parts do not be related in an arbitrary way. But this condition is not always enough for significant learning to occur, it is necessary that certain conditions are present in the subject:

1. Predisposition: the person must have some reason to strive. Ausubel points out two common situations that nullify the instruction in the predisposition for significant learning. First, he states that students learn the "right answers" discarding others without literal correspondence with those expected by their teachers and secondly, the high degree of anxiety or lack of confidence in their abilities.

2. Inclusionary ideas: it is necessary that the subject has a background that allows incorporating the new material to the cognitive structure. Significant

learning is the way that people assimilate the culture around them, an idea clearly coincident with Vygotsky who describes a similar process to Piaget's accommodation.

GRAPHIC No. 0 SIGNIFICANT LEARNING



Source: Diagram designed by the author thesis.

2.1.4 Pedagogical Foundation.

The study of this research problem is based pedagogically by the origins of a strong traditional system of teaching English, which infers notably in the Jerome Brunner’s Learning Theory by Discovering.

This theory describes how innovation through new knowledge mold and maintain interest in learning. When the student has a complete overview of the benefits of implementing audiovisual teaching resources, know exactly which aims improve the student’s predisposition in the classroom to take advantage of all the elements to generate wealth of knowledge

In this type of learning the individual has a great participation. The teacher does not expose the content in an entire way, its activity is directed at them about a goal that must be achieved and in addition to serve as a mediator and guidance for individuals being those who trod the path and achieve the objectives.

In other words, learning by discovery is when the instructor shows all the tools required to the students to discover by themselves what they want to learn. Learning is very useful, because when it takes place so perfect, stays a significant knowledge and encourages research and rigorous habits in those students. Jerome Bruner attaches great importance to direct activity of individuals over reality.

PRINCIPLES OF LEARNING BY DISCOVERING

The principles governing this type of learning are as follows:

All real knowledge is learned by itself, that is, the person acquires knowledge when discovers by himself or by his own insight.

The meaning is the exclusive product of the non-verbal and creative discovery, namely that the meaning is the relationship and incorporating the information immediately to their cognitive structure has to be through the direct detection and non-verbal, because the verbalism is empty.

Verbal knowledge is the key to the transfer, i.e., sub-verbal stage, the information is not clearly understood and accurately, but when its product is refined or combined with the verbal expression becomes transfer power.

The method of discovery has great importance to transmit the content of the subject, i.e., that discovery learning techniques can be used in the first stage of schooling (for a better verbal understanding) to understand in a high level what is said, but in the later stages is not feasible for the time it takes. On the contrary it is said that the verbal reception learning is the most effective method to transmit the subject.

The ability to solve problems is the main goal of education, i.e. the ability to solve problems is the legitimate educational purpose; to this is very reasonable using scientific method of research. In a contradictory way, is far to the ability to solve problems is a primary role in education.

According to Bruner, intellectual development is a sequence that has general characteristics; at first, the child has the capacity to comprehend stimuli, and data that gives the environment, then when there is more development comes more independence in their actions with respect to the environment, such independence is gained by the manifestation of thought. Thinking is a characteristic of individuals (human species)

2.1.5 Psychological Foundation

According to the acquisition of a new language this thesis is psychologically based on the Noam Chomsky's Innate Theory, mainly because its proposal suggests that people have a language acquisition device (LAD) to program the brain to analyze the language by listening and decoding rules.

Chomsky postulates as a basic assumption that in every child and every girl exists an innate predisposition to carry out the learning that cannot be explained by the external environment since the structure of language is determined by specific linguistic structures that restrict its acquisition.

This means that language is something specific to the human being who, according to this theory, is biologically predisposed to acquire it because people are born with a set of specific faculties (mind) which play an important role in acquisition of knowledge and enables them to operate freely in the external environment.

The importance of the innate theory that Chomsky insists lies on the creative aspect of the ability of those who use language to create or produce an infinite number of sentences, never heard and expressed before.

The assumptions underlying the Chomsky model are:

Language learning is specific to the human being. The imitation has little or no purpose to learn the language of others. The adult attempts aimed to correct the errors of children, do not help the development of language. Their pronunciations are personal creations and not learned responses from other people.

The “jump” of the teaching-learning

Just as technology has induced changes in all aspects of society is also changing our expectations of what students must learn to function effectively in the new global economy. Students will move in an environment rich in information, they will be able to analyze and make decisions and master new areas of knowledge in an increasingly technological society.

They must become lifelong learners, collaborating with other individuals to perform complex tasks effectively and using different systems of representation and communication of knowledge. To enable students to acquire essential knowledge and skills in the XXI century must be passed from teacher-centered learning to one of a student-centered.

The route of a learning largely focused on the teacher to a student-centered, can create both a more interactive and more motivating learning environment for pupils and for teachers themselves. This new area also implies a change in the roles of students and teachers, the teacher's role changes from being only the transmitter of knowledge to become a facilitator and guide of knowledge and a participant in the learning process together with the student.

This new role does not diminish the importance of teachers, but it requires new knowledge and skills. Students will be more responsible for their own learning as they seek, find, synthesize and share their knowledge with others. The technology is a powerful tool to support this change and to facilitate the raise of new roles in teachers and students

2.2 LEGAL FRAME

Around legal pillar that supports this research project, according to the above characteristics. They are based on: The article 12 of UNESCO which proposes: potential and challenges of technology. The rapid advances in new information technologies and communication will further change the method of production, acquisition and transmission of knowledge. It is also important to note that new technologies offer opportunities to innovate on course content and teaching

methods, and broaden access to education. We must not forget, however, that new information technology does not make teachers be no longer necessary, but changes its role in relation to the learning process, and ongoing dialogue that converts information into knowledge and understanding becomes fundamental.

Inside the Ecuadorian system and features of the education it sustains:

CONSTITUTIONAL FRAME

Art. 28. - Education will respond to the public interest and will not serve individual and corporate interests. It will ensure universal access, permanence, mobility and expenses without any discrimination and be mandatory the education at any level, primary and high school or equivalent.

It is the right of every person and community cultures interact and participate in a learning society. The State shall promote inter-cultural dialogue in its many dimensions.

Learning is developed in both a schooling and distance way. Public education will be universal and secular at all levels, and free up the third level of higher education.

2.3. CONCEPTUAL FRAME

Acquisition: a set of visual and auditory techniques suitable for learning.

Advances: to make progress or help something makes progress

Assertive: expressing your opinion clearly and firmly so that people listen to you or do what you want.

Background: the facts or events that are connected with a situation.

Communication: the act of sharing or exchanging information, ideas or feelings.

Data: (used as a plural noun in technical English, when the singular is datum) facts or information.

Innate: inborn predisposition to carry out the learning that cannot be explained by the external environment since the structure the language is determined by specific linguistic structures that restrict their interactive resource.

Information technology: the study or use of electronic equipment, especially computers, for collecting, storing and sending out information.

Interactive resource: group of visual and auditory techniques suitable for the learning process.

Knowledge: information, understanding and skills that you have gained through learning or experience.

Learning: systematic and productive process that generates knowledge.

Meaningful learning: The process by which an individual develops and internalizes knowledge (referring not only knowledge but also skills, abilities, etc.), based on previous experiences related to their own interests and needs.

Memorize: to learn something so that you can remember it exactly.

Method: a way of doing something.

Motivation: to make somebody wants to do something, especially something that involves hard work and effort

Performance: operations that use the grades obtained by students in relation to the number of hours devoted to this subject or in connection with the methods or technologies used.

Planning: to decide, organize or prepare for something you want to do in the future:

Process: a series of actions that you do for a particular purpose.

Resources: a supply of something, a piece of equipment, etc. that is available for somebody to use.

Schooling: the time that we spend at school; our education

Significant: important or large enough to be noticed.

Skills: the ability to do something well, especially because of training, practice, etc.

Stimuli: something that causes activity, development or interest

Study: it is the exercise of acquisition, assimilation and understanding to know or understand something. It is also the result of research where methods and knowledge have been applied. Acquisition of information, but also requires focused attention and deliberate action to learn a subject, problem solving, progress in a particular field to understand.

Technology: the scientific knowledge and/or equipment that is needed for a particular industry, etc.

Tradition: a custom, belief or way of doing something that has continued from the past to the present.

Variable: a situation, number or quantity that can vary or be varied

2.4. HYPOTHESIS AND VARIABLES

2.4.1 General Hypothesis

If we apply interactive resources on the teaching-learning process of English, the students' performance at "Luis Vernaza" Private High School No. 1 in the seventh grade of Basic Education will raise in their schooling years to come.

2.4.2 Particular Hypothesis

2.4.2.1. Teaching levels and old methodology in the different student stages it produces a non motivational state of teaching-learning process.

2.4.2.2 Lack of the educators' skills, low wages and lack of upgrade as for the academic and methodology.

2.4.2.3 Change of attitude in front of the social and economic reality inside the environment in which the student is growing.

2.4.2.4 Traditional teaching methods, teachers give bigger importance to the product (the final qualifications) and not to the process inside the classroom.

2.4.3 Variable's Declaration

2.4.3.1. Independent Variable

Interactive Resources' application

2.4.3.2. Dependent Variable

The significant English learning's process

2.4.4 Variables Working out

HYPOTHESIS	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INDICATORS
<p>If we apply interactive resources on the teaching-learning process of English, the students' performance in the seventh grade of "Luis Vernaza" Private School No. 1 Basic Education will raise in their schooling years to come.</p>	<p>INDEPENDENT VARIABLE</p> <p>Interactive Resources' application.</p>	<p>They are the necessary tools on English teaching-learning process.</p>	<p>The use of the interactive resources will state for good to motivate and arise student's interest on English's classes.</p>	<ul style="list-style-type: none"> • Observation • Survey • Interview
	<p>DEPENDENT VARIABLE</p> <p>The significant English learning's process</p>	<p>Pedagogical Process.</p>	<p>A process where the students will increase their basic skills of communication.</p>	

CHAPTER III

METHODOLOGICAL FRAME

3.1 RESEARCH TYPE AND DESIGN

This research is located into the quanti-qualitative area. A character can be quantitative if it is appraisable numerically or qualitative if it does not admit numeric measure.

My project is measured by the quantitative evaluation because the application called “strategies” for the development of the basic four skills on English's learning, is an important part in the amplification of the knowledge of the students and it is evaluated according to the acquired skills.

It is a qualitative character because the process of the teaching over the work through the application of audiovisual resources for this purpose it is important so that students acquire habits of practice of exercises in English which allow them to develop important basic skills. It is also a feasible project because it consists on the elaboration of a proposal that it goes to foment conscience, to the benefit of students, the family and the society.

For its location it is a field investigation because it is performed in the same place the event it occurs. It is also descriptive because it determines how the frequency with the problem is happening and to whom is presented. It is explicit because through the data it settles down the variable relationships and it allows us the cause-effect relationships.

This investigation work is based on the following aspects:

According to the purpose: this research pursues to get the improvement of the conscience of the students through the performing of exercises that allow them to acquire a bigger skill in solving problems inside and outside of the educational environment.

According to the place: this work it is thought getting inside the process of a field investigation, because it is performed in the same place where the facts were made and because it is a direct investigation.

According to the nature: this investigation is taking immediate action because it is going to be applied from the very first moment, it can refer to people, facts, processes and social relationships; it should be executed at one time and certain place with the purpose of gathering argument to identify a specific problem.

According to the achievement: It has as a reference the historical and descriptive aspect.

3.2 POPULATION AND SAMPLE

3.2.1 Population Characteristics

The population is the group of individuals or objects that possess a common characteristic and of which it is required to know. The sample is the population's subset and it should be representative of this.

My project will be applied on a finite population from “Luis Vernaza” Private School N° 1, Seventh Grade students of Basic Education, also teachers and staff of the institution.

3.2.2 Population Delimitation

From the whole student population (711)of “Luis Vernaza” Private School N° 1 in Marcelino Maridueña, it will be considered Seventh Grade students of Basic Education, which means a population of 40 students for my research.

3.2.3 Sample Type

The sample to be applied is the non probabilistic type; the students that have been selected for the application of this project, were chosen to the investigator's convenience.

3.2.4 Sample Size

To select the sample I will consider 40 students of the 7th Grade of Basic General Education, equivalent to 5.62% of the students of the total population in study (711), 1 teacher of the area that is 50% of the total English teachers.

3.2.5 Process Selection

The selection of the sample was performed in a random way; it was chosen just the parallel as well as the teacher that work in the area.

3.3 METHODS AND TECHNIQUES

3.3.1. Inductive Method: It allows analyzing particular cases, starting from which conclusions of general character are extracted.

The induction generally begins with the cases or facts in those that present the phenomenon, then it is looked for the causes that determine the presence of the phenomenon in the observed cases, through the comparison, experimentation, etc. going next, to abstract the law or principle that it rules to this phenomenon and finally it generalizes if it is applicable to several cases.

3.3.2. Deductive Method:

The deduction goes from the general to the particular; it is the previously established method of truths as principle general to be applied it then to individual cases and checking this way its validity.

The investigator gives bigger emphasis in the theory, in the abstraction, not in the empiric data.

Contrary to the inductive method, the deductive method it allows the demonstration of particular facts and consequently it provides certain knowledge.

In my project, It will be applied these two methods mentioned before, when I evaluate to the students of 7th grade of Basic General Education. I realize that mostly of them have problems on speaking and listening, mainly the students that come from the state schools.

3.3.3. Techniques and Instruments

3.3.3.1. Direct Observation

In the development of this project I will apply the technique of the simple direct observation that allows me inspecting the physical space in which the students and the audiovisual resources are involved with those that it counts the population from “Luis Vernaza” Private School N° 1, Seventh Grade students of Basic Education for the application of the knowledge in their English classes.

3.3.3.2. Research Instruments: Survey and Interviews

Also I will use the survey, same as the observation; the former is dedicated to gather several people’s information, through the written interrogation, a questionnaire. The place to apply this technique will be the classrooms, where the teacher to know the role that audiovisual resource plays in the teaching-learning process of a foreign language, will develop it.

Finally, to complete the information I will do an interview that provides me information same as the two previous techniques, with the difference this is orally; obviously because most people prefer to speak rather writing. As long as, when applying this technique, it will go directed so much to the students as to the teacher about the importance of the audiovisual resources in the development of the hour-class; at the same time I will investigate the advantages of having a laboratory endowed with the technological tools for the teaching of English language.

3.4 DATA STATISTICAL PROCESSING

To get the information I performed the survey to the principal, teacher, and students. Then. I check and code the results, tabulate the data and percentages corresponding to each question. These are projected through graphics and squares of data, where is written the respective analysis of results.

3.4.1 Survey Analysis

Inside the investigation it will be applied surveys to each one of the samples already obtained through the statistical process formulated, with the purpose of obtaining their opinions about the outlined thematic.

The used instrument, it is guided to a questionnaire of questions, with a scale of measure Liker type.

The survey will be applied to the members of the educational community of the Private School N° 1 "Luis Vernaza", Seventh Grade students: directive, teachers, and the results will be subject of study according to the existent approaches to determine its level of trust and validity.

The chosen sectors will be subjected to the survey, among them authorities, educational and students who will be provided a questionnaire with 10 questions of closed type and multiple selections, those that will have a value to facilitate the code of results.

CHAPTER IV

RESULTS ANALYSIS AND INTERPRETATION

4.1 ACTUAL SITUATION ANALYSIS

The main problem that we notice is having professors with deficiencies in three of the four skills that are worked just to make a living. How can we speak of transmitting knowledge that we do not have ourselves?

In relation to the linguistics competence, we can notice that teachers are comfortable just knowing very well the grammatical rules and being able to translate something; the students on the other hand want to develop communication skills more than just an academic knowledge.

On foreign language teaching, we must keep in mind from the same conception of the class, the application of the communicative focus, what should propitiate the communicative competence development?

The institutions do not have enough resources to accomplish those objectives related to the English learning process. No money, no labs, no support for teachers' workshops.

The universities, academies and languages' centers in our city do not help teachers promoting workshops or seminaries or special courses (Motivation, Using of new strategies, Correct application of the methodologies) to attend and directed by teachers who have English as their mother language.

4.2 COMPARATIVE ANALYSIS, EVOLUTION, TENDENCY AND PERSPECTIVES

The analyzed results of the interview and surveys have a strong relation, the students' dissatisfaction of the institution is demonstrated for the poor development of English language teaching-learning process as a second language, in view of the little orientation and preparation that receive the teachers in the university that rebounds in their students whose result is reflected in the low quality of the acquired skills.

On the other hand it is associated the fact that teachers, in the area of languages are not properly prepared to face the technological advances and the appropriate use of the TIC in the education, diminishing in that way the quality of teaching and the impossibility of integrating students to this modern process.

Another problem is the lack of laboratory of languages where the students can practice the exercises that allow them to improve their communication skills. Therefore, it is necessary that teachers apply new strategies and/or methodology, and introduce in their work plans the correct use of the audiovisual resources to obtain better results and motivate in the students the vehement desire to work with happiness and motivation in the learning process of this important language. It is since perseverance of the necessity of the implementation of the audiovisual resources in the development of a program of acquisition of a second language.

4.3 RESULTS

PRINCIPAL'S INTERVIEW

1. Do you think is important for your students to learn English as a second language?

Yes, I do. It is very important for their future to study a second language.

2. Do you visit to the English teacher in class to check the teaching process?

I do that every time I can. I try to do class observation once in a month.

3. Do you think the incorrect use of strategies and techniques can impact in the students' low performance?

Of course I do. But I am an optimist and I would like to think that the correct use of those strategies will change the students' performance for good.

4. Can you observe total participation of the students in English class?

Not always, but I see great participation when they are chanting or playing directed games in class or sometimes outside of it.

5. Do you consider as mandatory that English teachers acquire a better preparation to share with their students a good teaching and learning process?

If this not a mandatory thing, then must be it!

6. Do you give total support to develop the English teaching-learning process in an appropriate level?

Well, I try to do my best.

7. Do you support English teachers sending them to workshops and seminars?

We do not have financial resources for that, but the institution helps teachers with permissions to attend them without taking in account their working time.

8. Do you have an English Laboratory in your institution?

No, we have not! I always do my request in that matter and I never have a positive answer for the government.

9. Does the institution count with community support to hire English teachers if this is necessary?

I try to explain this topic in our meetings. However, the institution needs to hire not only English teachers but Art teachers too; so, it is an important matter we have to discuss with the community although they always try to help us.

10. Do you know if English teachers attend every workshop and seminar using their own resources?

No! I am not really sure of that.

TEACHER'S SURVEY

TABLE No. 1

1. Do you achieve the objectives on the lesson plan?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	0	0
3	SOMETIMES	1	100
1	NO	0	0
	TOTAL	1	100

Source: Survey

Question No. 1 Analysis

Characteristic: The only one teacher is an entire universe and she says that sometimes she achieves the objectives on the lesson plan.

Analysis: This means that a hundred percent (100%) of the English teacher's population says she sometimes accomplishes her objectives of the class.

Result discussion: This appreciation gives us an answer about the possibility on a better planning time. Teacher could have the kind of help she needed during all these years on making her classes funnier.

TABLE No. 2

2. Do you have your required resources to accomplish your teaching process?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	0	0
3	SOMETIMES	1	100
1	NO	0	0
	TOTAL	40	100

Source: Survey

Question No. 2 Analysis

Characteristic: The teacher says that sometimes she has her resources to accomplish her teaching process.

Analysis: This means that a hundred percent (100%) of the English teacher's population says she sometimes accomplishes her objectives in the process.

Result discussion: This appreciation tell us that she is able to manage the required resources for the class and the teaching-learning process.

TABLE No. 3

3. Do you have time to assist the students who need extra support in the class?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	0	0
3	SOMETIMES	1	100
1	NO	0	0
	TOTAL	1	100

Source: Survey

Question No. 3 Analysis

Characteristic: The teacher says that sometimes she has time to give an extra help to the students in class.

Analysis: This means that a hundred percent (100%) of the English teacher's population says she sometimes gives to the students an extra class in their development.

Result discussion: This appreciation tell us that she is able to manage the required resources for the class and the teaching-learning process.

TABLE No. 4

4. Do you think the incorrect use of strategies and techniques can impact in the students' low performance?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	1	100
3	SOMETIMES	0	0
1	NO	0	0
	TOTAL	1	100

Source: Survey

Question No. 4 Analysis

Characteristic: The teacher says that she always thinks the incorrect use of those topics can impact the student's low performance.

Analysis: This means that a hundred percent (100%) of the English teacher's population thinks that the incorrect use of those topics can impact the student's low performance.

Result discussion: This appreciation tell us that IF she is able on managing the strategies and techniques in the class can impact to the students in the teaching-learning process.

TABLE No. 5

5. Do you apply motivational activities before the class begins, according to the topic you handle at that time?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	0	0
3	SOMETIMES	1	100
1	NO	0	0
	TOTAL	1	100

Source: Survey

Question No. 5 Analysis

Characteristic: The teacher says that sometimes she uses her motivational resources to motivate her teaching process.

Analysis: This means that a hundred percent (100%) of the English teacher's population says she sometimes uses her motivational resources to motivate her teaching process.

Result discussion: This appreciation tells us that she is able to manage and apply motivational activities in class and motivate the teaching-learning process.

TABLE No. 6

6. Do you achieve the total participation of the students?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	0	0
3	SOMETIMES	1	100
1	NO	0	0
	TOTAL	1	100

Source: Survey

Question No. 6 Analysis

Characteristic: The teacher says that sometimes she achieves the total participation of the students.

Analysis: This means that a hundred percent (100%) of the English teacher's population says she sometimes achieves the total participation of the students.

Result discussion: This appreciation tells us that sometimes she is able to obtain the attention of the class.

TABLE No. 7

7. Do you consider as mandatory that English teachers acquire a better preparation to share with their students a good teaching and learning process?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	1	100
3	A LITTLE	0	0
0	NO	0	0
	TOTAL	1	100

Source: Survey

Question No. 7 Analysis

Characteristic: The teacher says that she considers as mandatory that English teachers acquire a better preparation to share with their students a good teaching and learning process.

Analysis: This means that a hundred percent (100%) of the English teacher's population says that English teachers must acquire a better preparation to share with their students a good teaching and learning process.

Result discussion: This appreciation tell us that she is able to manage the required resources for the class and the teaching-learning process.

TABLE No. 8

8. Does the institution help teachers to get improvement, achievement and a better level of professionalism?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	0	0
3	SOMETIMES	0	0
1	NO	1	100
	TOTAL	1	100

Source: Survey

Question No. 8 Analysis

Characteristic: The teacher says that the institution does not help her in that way.

Analysis: This means that a hundred percent (100%) of the English teacher's population says she does not have any financial resources for a better preparation.

Result discussion: This appreciation tell us that the institution where she does work does not have any kind of money to help teachers on the professionalism.

TABLE No. 9

9. Do you help yourself attending every workshop and seminar by your own?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	0	0
3	SOMETIMES	1	100
1	NO	0	0
	TOTAL	1	100

Source: Survey

Question No. 9 Analysis

Characteristic: The teacher says that sometimes she has to use her own resources to attend workshops.

Analysis: This means that a hundred percent (100%) of the English teacher's population says she sometimes goes to a workshop to update her professionalism.

Result discussion: This appreciation tell us that she can go to any workshop for attending, using her own money.

TABLE No. 10

10. Do you have the support of the institution where you work, to develop the English teaching-learning process in an appropriate level?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	0	0
3	SOMETIMES	1	100
1	NO	0	0
	TOTAL	1	100

Source: Survey

Question No. 10 Analysis

Characteristic: The teacher says that sometimes she receives the support of her institution for a program.

Analysis: This means that a hundred percent (100%) of the English teacher's population says she sometimes receives the support of her institution for a program.

Result discussion: This appreciation tell us that she is able to get the required support for the class and the teaching-learning process.

STUDENTS´SURVEY

TABLE No. 11

1. Do you like learning English?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	20	50
3	A LITTLE	15	37
1	NO	5	13
	TOTAL	40	100

Source: Students´ survey (40)

Question No. 1 Analysis

Characteristic: From a universe of 40 students, 20 of them say they like learning English as a second language; 15 students say they like just a little. Five students say they do not like to learn English as a Second language.

Analysis: This means that a half of the students consider as a great possibility for English language to be learning (50%) say they like learning English; (37%) say they like just a little and 13% say they do not like it at all.

Result discussion: This appreciation gives us an answer about the possibility on using material resources could do English classes more motivated. Teachers could have the kind of help they were needed during all these years to make their classes funnier.

TABLE No. 12

2. Do you like being on English classes?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	15	38
3	A LITTLE	15	38
1	NO	10	24
	TOTAL	40	100

Source: Students' survey (40)

Question No. 2 Analysis

Characteristic: From a universe of 40 students, 15 of them say they like being on English classes; 15 other students say they kind of like it. Ten students say they don't like being on English class.

Analysis: This means that a little less of the half of the students (38%) consider as a cool thing being on English language for learning, same other quantity (38%) say they are not completely sure to be happy there but not out of there either and 24 % of them, which means those 10 students say they do not like it at all.

Result discussion: This appreciation tell us that something is going wrong with the class management because 10 students plus 15 equals 25 out of 40 saying they are not totally comfortable in English class is certainly a number to have in consideration.

TABLE No. 13

3. How many hours per week of English's classes do you receive?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	5 HOURS	0	0
3	3 HOURS	0	0
1	2 HOURS	40	100
	TOTAL	40	100

Source: Students' survey (40)

Question No. 3 Analysis

Characteristic: From a universe of 40 students, every one of them coincide they have 2 hours of English classes per week.

Analysis: A hundred percent of the students say they have only two hours of English language per week which is not enough time because it is needed to separate at least two more hours for practice in language laboratories.

Result discussion: This means that nothing has changed into the English curriculum in the institution or even worst...into the educational system of my country. There is not a rare possibility of having an addition of hours to learn English as a second language.

TABLE No. 14

4. Do you have an English lab to practice listening and conversation?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	0	0
1	NO	40	100
	TOTAL	40	100

Source: Students' survey (40)

Question No. 4 Analysis

Characteristic: From a universe of forty students, each one of them says they do not have an English laboratory in their institution.

Analysis: A hundred percent of the students say they do not have an English language laboratory or a special classroom to act like one; so, they do not know how looks like having language practice in a lab.

Result discussion: The state budget does not have special treatment for the teaching of English as a second language into the educational system of my country. There is no money to spend in a modern language laboratory internet include for each one of the public educational institutions around the country. Being part of that statistical does not make us to be happy.

TABLE No. 15

5. Are you happy with everything you learn in classes?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	15	37
3	A LITTLE	20	50
1	NO	5	13
	TOTAL	40	100

Source: Students' survey (40)

Question No. 5 Analysis

Characteristic: Fifteen students out of forty say they are happy with everything they learn on English classes; 20 other students say they are a little happy and five students say they are not happy at all.

Analysis: From a hundred percent of the students, the 87% say they are happy and little happy with everything they have received in English classes and only five students do not have good opinion about what they are receiving in it.

Result discussion: Even when they are not receiving money for resources or English laboratories, students, teachers and directive staff of the institution try to do the best they can do. When students say they are happy with "everything they are receiving" they do not lie but they are not RECEIVING EVERYTHING THEY NEED: we are talking about just two (2) skills from four (4) and one of the 2 (Writing and Reading), in this case writing is the one that receive the whole time to work in. That's why students can write in a regular way, but they cannot read very well and they do not know how to speak or listen properly.

TABLE No. 16

6. Do you think English's classes are cute?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	12	30
3	A LITTLE	18	45
1	NO	10	25
	TOTAL	40	100

Source: Students' survey (40)

Question No. 6 Analysis

Characteristic: Twelve students out of forty say the classes are cute; 18 students say the classes are kind of nice meaning not really cute and ten students say definitely the classes are not cute at all.

Analysis: Forty five percent of the students say English classes are not totally cute and only 30% say they are. But, twenty five percent are not really a problem without solution.

Result discussion: The classes are not boring at all, so there will be a door some place waiting to be open for a better time of teaching-learning process. Could be the use of new strategies and methods, including the management of audiovisual resources the entrance to a new world of learning?

TABLE No. 17

7. Do you like how your teacher manages the classes?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	13	32
3	A LITTLE	22	55
0	NO	5	13
	TOTAL	40	100

Source: Students' survey (40)

Question No. 7 Analysis

Characteristic: From a universe of 40 students, 13 of them say they like the way their teacher manages the class; 22 students say the teacher manages the class in a right way, and five students say definitely the teacher does not manage the class very well.

.Analysis: Sixty eight percent of the students say English classes are not totally well managed by the teacher, thirty two percent say they are.

Result discussion: Classes are not bored, so...what makes students say there is a problem with the teacher's management in the classroom? There are some clues: there is no planning in advance, there are no resources to use, there is not a motivation warming up, there is not a single song to be sing, not a picture to look...not a movie preview to watch...There is only a teacher trying to be cool while the time is running waiting and hoping the class time is over.

TABLE No. 18

8. Is your teacher punctual to classes?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	36	90
3	SOMETIMES	3	7
1	NO	1	3
	TOTAL	40	100

Source: Students' survey (40)

Question No. 8 Analysis

Characteristic: 36 students out of 40, say the teacher arrive at time to the class; 3 students say the teacher sometimes arrive at time to class and 1 student says the teacher is not punctual.

Analysis: Ninety seven percent of the students say their teacher is punctual; this is an appreciation from almost the whole class. However there is a three percent (1) who is in disagreement.

Result discussion: With this comment in mind to solve, we must think that a time control will be necessary to clear this problem. A good checking of the lesson plan and the schedule or time arrival role could be enough to have an answer to this contradictory case.

TABLE No. 19

9. Does your teacher speak English into class?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	16	40
3	SOMETIMES	20	50
1	NO	4	10
	TOTAL	40	100

Source: Students' survey (40)

Question No. 9 Analysis

Characteristic: Sixteen students of forty say the teacher always speaks English in class; twenty students say the teacher speaks sometimes English in class and four students say the teacher does not speak English in class at all.

Analysis: Forty percent of the students say their teacher speaks English in the classroom, but most of the students (50%) say that teacher speaks from time to time English in class.

Result discussion: The teacher is not using that skill in class so they are going to have problems with those two mentioned skills before (Speaking and Listening). We can see here three defined groups: those who like and protect the teacher which is good; the second group do not care too much about the teacher and the third group who do not care about anything at all: How can we say the teacher does not speak if most of the class say yes or sometimes?

TABLE No. 20

10.Does your teacher work just with the book?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	28	70
3	SOMETIMES	11	27
1	NO	1	3
	TOTAL	40	100

Source: Students' survey (40)

Question No. 10 Analysis

Characteristic: 28 students out of 40, which is 70% say the teacher works only with the book; 11 students (27%) say the teacher sometimes works with the book and 1 student which is 3% say the teacher does not work with the book.

Analysis: Most of the students that are the seventy percent say that teacher works only with the book the whole class time, the meaning for this is that class can become bored after a certain time.

Result discussion: There is a contradiction here: if the teacher is using the book all the time: Is not a truth that the book contains exercises and practical activities to avoid the monotony in class? Is it possible that teacher is not using the book in a correct way? They use the book BUT they are just writing and fill in the blanks or trying reading and understanding without any rule to follow. Could be this possible? If this is truth so we are in trouble, walking this path on this way we are not getting any knowledge and this is what we need to change, challenging to teachers on being more motivated, going or attending workshops

with new strategies and methods as main topics and Speaking and Listening practices every day of the workshops.

4.4 HYPOTHESIS VERIFICATION

Lack of seminars, workshops and courses that update teaching's levels in the different student stages it produces non motivational state of teaching-learning process.

Lack of the educators' skills, low wages and lack of upgrade produce low students' academic results.

The change of attitude in front of the social and economic reality inside the environment in which the student is growing it permits to understand the importance of learning another language.

Because of the traditional teaching methods, teachers give bigger importance to the product (the final qualifications) and not to the process inside the classroom.

The new applied strategies to develop correctly the teaching-learning process will be more attractive to students and they will come to English classes wanting to learn the language in a new environment teachers offer to them.

CHAPTER V

PROPOSAL

5.1. THEME

“Designing and creation of an analytical pamphlet to understand better how interactive resources improve English teaching-learning process”.

5.2 JUSTIFICATION

Before any exposition, this proposal presents the results of an investigation carried out with English teachers of public schools of Milagro city and its influence zone (108 English teachers from all levels).

This study consisted on diagnosing the strengths and limitations in aspects related with domain of the linguistic skills only. This study of cases was sustained in the qualitative paradigm and it used as basic tool a direct exam carried out the teachers to get the data.

The analysis and interpretation of the information was carried out starting from categories and established sub-categories and others that emerged.

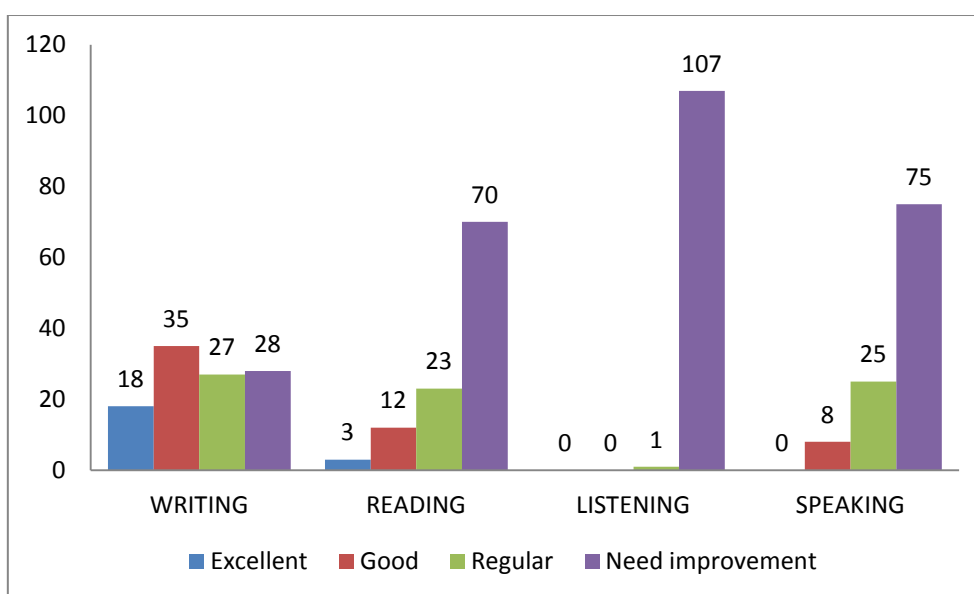
Based on the obtained data we have concluded as strengths: the cultural heterogeneity in the classrooms, youth, attitude and vocation of the teachers and the infrastructure of some institutions.

The limitations were, mainly: the inadequate domain of the linguistic skills, ignorance of methods, and the pedagogy; finally, the evaluation strategies on teachers. I believe this test was used by measure not only the teachers but the

whole English system and that's why the CRADLE project is in danger of extinction right now, but that topic deserves a total thesis to be studied.

The four skills management test was taken on January 2011 and the results were:

GRAPHIC No. 1
FOUR SKILLS TEST FOR TEACHERS



Source: Ministry of Education of Ecuador, web page

The graphics speaks for itself. From a universe of 108 teachers, only in writing area skill was obtained regular standards, the others took me by surprise.

WRITING: 18 teachers (16, 66%) had an excellent level; 35 (32, 40%) were good; 27 (25, 00%) were regular and 28 (33, 94%) need to improve.

READING: 3 (2, 77%) teachers had an excellent level; 12 (11, 11%) were good; 23 (21, 29%) were regular and 70 (64, 83%) need improvement.

LISTENING: Nobody (0, 00%) had an excellent or good level; only one teacher (0, 99%) was placed as regular and 107 (99, 01%) teachers need improvement.

SPEAKING: Nobody (0, 00%) had an excellent level; 8 teachers (7, 40%) were placed in a good level; 25 (23, 14%) teachers were regular and 75 teachers (69, 40%) need to improve.

There is nothing else to say after these results, but a question that kills me comes across my mind: Who taught those teachers? Where did they have their preparation to be language teachers?

5.3 THEORETICAL FOUNDATION

Interactive resources are a major new contribution, which allows educators to strengthen the learning process and raise pupils' motivation to learn while they discover. Through educational bingos, crossword puzzles, word search, etc., we can get great results.

It is no reason to doubt the importance of knowing how to read, or write in English. But before that, the key is motivation and joy when we are acquiring this knowledge. The material resource to teach has a great consideration for the student; therefore, the deal between the tool and the user is given in a very positive way. This is essential for the next academic steps and stay on that line. Using interactivity involves more than speed learning, as extrapolated to the sense of what it means to learn and teach.

The fundamental key to have a good effect is taken into account the different levels of intelligence, because some of the students learn faster than others, or their time for a better learning process there are doing actually has to do with identity and a good sense of personality. Also, this is how children learn how to appreciate an interactive learning process; it is much more open and engaging

The interactive resources strategy is increasing more fans and followers who are willing to discuss their relation and observations with them. This awakening to a resource that is seen as very important, has raised concerns to see how far we can develop this kind of positive encouragement to children

Considering that we live in a world of increasing technology, didactic interactive resource has added new opportunities to strengthen its mission. Computers

have adapted in a very positive way, creating new programs, being able to provide a positive stimulus media that stimulate children's creativity. Music and the ability to navigate in a web text, clearly expands the possibilities and achievements that can be achieved with this new way of generating educational materials for preschool. Children also have a very good relation with this type of technological content, because they enjoy the proximity and dynamism that produce computers.

Interactive education has successfully integrated with new ages, but it never loses the heritage of its past and its mission for students. On the other hand, taking what is already known, according to several studies, resources for the seventh grade is defined as a major new opportunity for a respectful and clear evolution

5.4 OBJECTIVE

To promote serious investigations on English teaching-learning process, establishing the use of audiovisual resources in institutions and finding ways to apply them correctly.

5.5 LOCATION

The Pamphlet (Agenda) is going to be applied in the same institution, there is no need of a moving from location to location because is not something physical. There is a part of the new private organization, there will be a new “me”, a new “us” as teachers, doing things in a better way to transmit to help students to develop the knowledge they need to become good professionals with the whole kit of skills in their pockets. So, the Agenda consists of a new way of work, checking the old teaching system (vertical) and transform that in a correct way (horizontal) to transmit the necessary skills to students.

The Agenda is going to be in our hearts, in our consciences, in our souls, to do better what we were doing wrong and change it. For that, the location is the same of the institution that was the main reason for this thesis.

NAME: "Luis Vernaza" School
SECTOR: Urban
RESOURCES: Private
SCHEDULE: Morning
REGIME: Coast
GENDER: Mixed

5.6 FEASIBILITY ANALYSIS

- This work responds to a necessity that is present in our country, community and particularly in a private school of Marcelino Maridueña, which makes to the investigation in a feasible and executable project. We need to establish agreements that permit promote the suggested changes.

- For the Principal: to sign agreements with the City Hall or the Ministry of Education or Job and Employment (SECAP) when they promote free seminars for English teachers to be attending, so they get the necessary permission to go.

- For English Teachers: to attend every single seminary or workshop on the zone or in a capital of the province to get their updating knowledge. Teachers also must be work very close into the institution promoting between themselves the study or the practice of readings with the help of the tape recorder.

Same sponsors could be the way to obtain help with the material resources the students need for their manual work or the practice with oral exercises (tapes, compact disks, CD players, etc.)

But, before everything, we need to promote on teachers the desire of a radical change on the teaching-learning process. We change the person...we change the world.

5.7 PROPOSAL DESCRIPTION

I looked around and I have not found something as an agenda to take it for a guide, an example to follow or at least a list of things to do. Of course I know that everything comes from practice in the daily living. Teachers know for sure that experience cost lots of hard work but a little help is something we do not throw away, that is why I am trying to share experiences that I found in my research and my own. So, this agenda (pamphlet) is going to be just notes for sharing with my colleagues.

5.7.1 Proposal Activities

LOOKING FOR A STANDARD

Knowledge and application of methods

In Ecuador, the teaching and learning of English, with the creation of the CRADLE Project, rotates around the Communicative Method. Nevertheless, when was asked to eleven educational which is the method they use the most, six indicate **TPR** (Total Physical Response). However, the used strategies are not characteristic of the method, such as to translate the orders from English to Spanish that prevents the student to build the knowledge and to color or to clip records.

On the other hand, five of eleven participants say to use the denominated method: "**Presentation, Practice and Production**", which according to Harmer (2001, p. 64), the teacher introduces a situation into the context language that will become trained. Then, the students practice using technical of reproduction. In spite of what was settled down by Harmer, this practice is not made because the students repeat words and sentences after the teacher or in a memorizing way, but, just few people can create their own sentences without the help of the teacher.

From these results it could be deduced that the eleven educational show ignorance of the theory that sustains each one of the methods, because they mix strategies that do not respond in particular to a method. On the contrary,

they respond, in an unconscious way, to what is known as Non Restrictive Method, according to Richards and Rodgers (2001, p. 250).

Lesson organization and Pedagogy

In this branch, we found the following aspects: Opening activities; it is the way the teachers presents the vocabulary, grammatical structures and explains the topic; logical order of the development of the linguistic skills; the use of audiovisual materials; the teacher's attitude; mutual collaboration among teacher-student, student-student and student-teacher; develop and invigoration of the communicative skills; respect for the learning styles and the students' multiple intelligence; evaluation process and closing activities. They are presented below:

Opening Activities

According to Navarrese and Piñeiro (2008) the opening of the class contemplates the routine activities and necessary motivation to prepare the students toward the learning of the English language.

In the observation it was appreciated that most of the participants present limitations in the opening activities and motivation that carry out, these are repetitive and the teachers omit the pronunciation, correction and grammar in that students incur during the development of the practice, devaluating their importance.

Ways the teacher presents the vocabulary, grammatical structures and explains the topic.

According to Navarrese and Piñeiro the teacher should be prepared to present vocabulary and grammatical structures so this reinforced and build a mental outline in the students, leaning of visual, auditory and oral stimuli so that them get words and structures to be used long enough.

Nevertheless, in the five remaining teachers, this condition is not evidenced: they do not introduce the vocabulary and the grammatical structures in an appropriate way, that is to say, the presentation of it lacks the support of expressions, pantomime, and audiovisual material that it allows the student to

understand its meaning and use. To difference, the vocabulary becomes trained by means of activities of listening and the printed material is only used to paint and cutting.

Logical order of the linguistic skills' development

Stern (mentioned in Brown 2000, p. 50) affirms that the logical order, according to the Natural Method, consists on developing the linguistic and communicative skills of the students same way a boy learns his maternal language.

During the non participant observation, it was observed that four of five teachers do not follow a determined order by some theory and method that it allows the logical development of the linguistic skills.

Use of audiovisual resources by the teacher

To Clark and Starr (1976, p. 327) teachers can improve their acting in the teaching when they lean on varied resources. However, so that they represent an excellent support to the learning process they should be used in a correct way.

Regarding this aspect, the carried out observation showed that teachers present deficiencies when using support resources. Only one of the five was constant in the good use of audiovisual material as support to the process. In three of the participants the use of some audiovisual resource was not observed that facilitated the learning, since in general they used alone the board, their own body, to their students and copies that children worked like chips.

Teacher's attitude and mutual cooperation between teacher-student, student-student, student-teacher

Rogers (mentioned in Brown 2000, 90) it sustains that teachers as facilitators should propitiate the teaching contexts so their students build the knowledge in interaction with them and the other students. Also, a cooperative atmosphere should be given in the teaching process and learning is given involving all jointly their components and participants. According to the observed, in four of the five teachers this aspect should be improved substantially.

Develop and Invigoration of the Communicative skills.

In accordance with English programs' study of the Ministry of Public Education (ME), English's main objective in the country is "to offer the students the tools to develop the communicative competitions they need" (Ministry of Public Education 2005, p.16). This aspect is visualized as a limitation in the five teachers observed.

It was not seen in none of the participants the development of strategies to maximize English's use on the part of the students and minimizing their intervention; on the contrary, the intervention of the students basically is limited to answers that involve a 'yes' or 'no' or they simply do not participate.

Evaluation Process

English evaluation process contemplates four important moments: understanding, correction, opportunity to practice and participation (Navarrese and Piñeiro, op.cit). During the observation it was proven like in four of five participants this aspect represents a limitation. They did not give opportunities of self correction and reciprocal correction, by means of the programmed activities and, when they made it, it was performed in Spanish.

Closing Activities

According to Navarrese and Piñeiro (2008) the closing of the lesson involves two particular activities: a didactic strategy that concludes the pedagogic mediation and a closing sentence and farewell. Contrary to the participant #2, four of five did not carry out closing activities. For example, in the participant #4 the end of the class was given while the students finished hitting or to paint a paper; in the participants #1, #3 and #5 to the ring of the bell the students left the class running away and leaving unconcluded the activity they were making. Consequently, an effective use of the closing activity was not given as strategy to evaluate the learning carried out by the students along the lesson.

Administration

As regards administration, it was determined that teachers have strengths and limitations. Strengths as for the infrastructure of the institutions where they work, like it was explained previously, and limitations regarding to the budget, effective time of the lessons, size of the groups and classrooms of their own. The mentioned is evidenced next.

5.7.2 Financial Resources (Budget)

Even when the ME (2009, p. 51) indicates: "We should incorporate the use of technological resources to enrich the development of the linguistic abilities", during the study it was corroborated that teachers do not have budget for English, there are not such resources as audiovisual devices, laboratories of languages neither classrooms of their own, that is why the modest material they have they should load it across for the whole institution, otherwise it would get lost. The expenses I had came from this project (writing, copies, preparation of the power point file, transportation, etc)

TABLE 5.1 FINANCIAL RESOURCES

No.	OPERATIONAL DETAIL	EXPENSES
1	Research cost	500,00
2	Computer time leasing	50,00
3	Printing of the Draft	6,00
4	Final Printing	12,00
5	Thesis Presentation	30,00
6	Transportation	200,00
	TOTAL	798,00

Effective time

According to the ME (op.cit.) each institution requires that the teachers participate on activities like: a civic act, anniversary celebration, among other, which means time subtracted to the lessons that are usually imparted. According to the investigation, we lost a lot of time because English's teachers

are requested to integrate commissions with the purpose of organizing and attending the activities that bear diverse anniversaries, as well as to take to the students to activities like tours, soccer games and to collaborate with eventualities that are presented in the institution.

Groups' size

According to the ME (op. cit.) the suitable thing is that groups do not exceed a registration of 27 students, situation that is not given in the public educational centers of our Region. During the development of the focal group, the eleven teachers coincide that many of the factors that affect in teaching and learning process are given because of very big groups, among 50-70 students. This situation was proven when they were carried out the observations: difficulty is appreciated so that all the students have the opportunity to participate equally. This goes in disadvantage of the pedagogical mediation and the possibility that learning of the language could be better taken by the students.

A classroom of my own

It is important that English teachers propitiate an atmosphere where the student feels influenced by the foreign language. This is easy to get having an own classroom that guarantees that materials and other used resources, to this purpose stay in good state and safe. However, ten of the eleven teachers do not have own classroom or laboratory of languages.

Family

In the focal group, the eleven participants coincided on they face some difficulties related with the little family support. They affirm that many children do not do their tasks and they do not study at home, also, some parents express their children openly that English is not important. These situations coincide with that was observed; however, in spite of the above-mentioned, the responsibility should not only relapse in the family or in the teacher, but rather in the formation that is given to children so that are going to be able to assume their responsibilities.

Discipline

According to the information, many discipline problems are evidenced, marked by conflicts in the classroom. This represents a great limitation for the good development of the lesson. Teachers coincide that are especially a product of the social problem that surrounds children, in public schools, where it becomes more difficult that students show a good behavior.

Curriculum modifications

The curricular adaptations "refer to the adjustments, adaptation or modification of the elements considered in the curriculum. Their objective is to adjust the curricular proposal to the student's necessities" ME. According to the information provided by the teachers and the observed, is appreciated that participants assume the curricular adaptations as a heavy weight. They adduce that have in the same group not many significant adaptations and some significant ones that are not necessary in some cases, they invest a lot of time in pursuit papers or planning and they lack consultants regarding to the knowledge.

Heterogeneity in age and the students' desires

Mujica (1999, mentioned in Chaves, 2008) indicates that learning is facilitated when we perform activities that we like, motivate and stimulate, at the same time, not being afraid it incites us to think better and express what we feel increasing our self-esteem.

However, for the participants of the investigation, the age and likes interfere a lot so that a significant learning is given. The above-mentioned is because the desires of the students change according to their age, also it is very common to find in the classrooms children to whom the didactic strategies used seem not satisfy them. In fact, they show indifference and have little participation.

For the investigators, in accordance with the observed, the age and the students' likes were not evidenced as factors that affect the interest for English itself, since most of the students were interested on learning the language. On the contrary, the situation appeared by the selection of strategies implemented in agreement with students' characteristics and options.

Students´ economical situation

Teachers see as restriction that many of the students come from families of limited resources, which forces them to be absent periodically or to leave the classrooms, because they should work in activities like cutting sugarcane or any other job and they return the following year to the same grade.

However, for the investigators the restrictive one resides, not in the poverty, but in the teaching and learning process is cut for many of these children.

Academic Formation

Regarding to the academic formation and the institution who promoted the teacher, it is evident that eleven teachers have English's teaching degree, but some of them got their diplomas writing a thesis in Spanish.

According to Rosemary and Gomez (2007) having an university degree is not enough to perform a good work, because this it should be accompanied by a constant upgrading, have conscience of the role that plays teacher in the integral formation of the students and, lastly, the relationship they promote between theory and practice.

For the case of the participants, it is considered indispensable not only to have the academic formation of the field where they are involved, but also with upgrades in teaching and learning of linguistic and communicative skills, methods, theories, pedagogy, and evaluation, among others that it allows them to perform their work better.

Conclusions

The following conclusions are based on the analysis and interpretation of the presented data and in the specific objectives of this investigation. To be an investigation of study of cases that responds to the qualitative paradigm, the validity of the conclusions it responds, only to the studied cases.

Strengths

The study reflects that heterogeneity in the cultural diversity it favors such values as, the tolerance, solidarity, empathy and the respect among the educational community in general. The youth and attitude of the teacher favors a positive atmosphere while it is developed the teaching and learning process.

Teachers show vocation, which means, they are responsible, committed, they try to motivate their students taking into account their necessities and interests when developing the mediation process and, most of the students show a lot of interest and pleasure to learn the language, this is reflected in the enthusiasm when they participate in the mediation activities proposed by the teacher. In what concerns to the infrastructure, some of the institutions have a capable and appropriate space for the development of the educational process.

Limitations

For effects of more clarity, in what concerns to the limitations, these group in internal and external branches, that is to say, some depend on the teacher, but others do not depend exclusively on him.

Internal branches

The domain of the four linguistic and communicative skills represents a limitation in the participants, as a result of three fundamental aspects:

- a.** Some teachers did not develop the linguistic and communicative skills in such a way that it allows them to teach the language appropriately, as consequence of the inadequate curricular offer received during their academic formation;
- b.** Some others do not have the possibility of being upgraded, outside of the limited opportunities that the ME offers, joined to the little offer that it exists in the market or high cost that it has and
- c.** In Ecuador, English language constitutes a foreign language and not as a mandatory second language, situation that difficult the practice and invigoration of these skills outside of the classroom.

In general, it is evident the ignorance of theories and methods for English's teaching, the didactic strategies used by some teachers do not correspond to a particular method or one recommended by the ME, Communicative Method, but rather to a series of didactic strategies with diverse characteristics.

Limitations exist regarding the organization of the lesson and pedagogy, the way the presented vocabulary and grammatical structures is not the most appropriate; a logical order is not given in the development of the linguistic skills; there are deficiencies in the use of support resources, so much for the use that is given, like for the shortage of the same one; in some cases mutual collaboration is not presented among professor - student, student - student and student - professor, as long as a favorable atmosphere is not given for English's learning as foreign language; the didactic strategies do not promote, indeed, the development of the four linguistic and communicative skills and the evaluation strategies lack formative processes that allow to the students to evaluate between them and been self-evaluated, rather it is centered in the direct evaluation, being this one purely adding.

External branches

Teachers do not have any budget for the purchasing of audiovisual and printed material, such as recorders, computers, books, sheets, among others; the development of English's lessons is constantly interrupted for the participation of teachers and students in the preparation and participation of activities so much curricular as extracurricular, which affects the effective time of the lessons.

Mostly, the size of the groups exceeds the 35 students, factor that difficult the development of the linguistic and communicative skills; also, teachers do not have an own classroom that allows them to work with the necessities of the students and own.

Another external branch is the family, the only responsible according to the participants, that children do not fulfill their school tasks; however, for the investigators the problem resides in the formation that students receive,

because they should be the students, in the first place, those responsible for their school chores, supported by their relatives and educational.

Regarding to the discipline, we conclude that some factors, such as monotonous classes, lacking of didactic and not very attractive resources, make difficult that the student keeps interest in the learning of the language, what could increase, control difficulties for the educators.

The former comment prevents that a favorable climate is given that propitiates a significant learning during the pedagogical mediation. As regards curricular adaptations, it becomes evident lack formation and training of the teacher respecting to the handling of students with special educational necessities, so that they assist, appropriately, with the help of specialists, the situations that are presented in the daily classroom work.

Also, the heterogeneity in the age and the students' likes represents a limitation when the teacher does not contemplate them as a part of the planning, implementation and evaluation of the process, because it would not be responding to the necessities and likes of the students.

Recommendations

Based on the conclusions presented in the previous section, the following recommendations are made, specifically to the public and private universities, to the Ministry of Education, to the public schools, to English teachers and to other authorities.

It is recommended **to the public and private universities** having entrance and exit profiles that respond not only to the interests and necessities of the formation institutions, but to those of the teachers, students and to the necessities of a developing country.

They are recommended to revise, evaluate and upgrade the study programs on English's teaching; as well as the quality of the teachers that work in these institutions, so they respond to the necessities and the students' demands and of the historical moment of the country.

Also, the universities should provide not only grade and post grade programs, but also services of upgrading that allow teachers to raise their professional knowledge, with regard to the invigoration of the linguistic and communicative skills, theories, methods, didactic strategies and evaluative for English teaching-learning process. Moreover, they should offer training in the development of techniques and strategies for the handling of the discipline and those of curricular adaptations, among others.

To the Ministry of Education, it is suggested to be constant in the application of suitability tests to value the educational personnel's academic quality that is hired, with the objective of offering quality in the service that offers; to promote constant upgrading of the aspects before mentioned, through the Specific Advisers of the area, in the different Regional Boards of the country.

At the same time, it is suggested to dedicate a budget to the Boards of Education **to provide Educational Technological Resources to English's area**, as well as to prepare more personal for institution in English's area, so that the groups can be divided when receiving lessons, in such a way that teachers can work with not more than 15 students (as it is perform in the Bilingual Experimental Schools: while some receive Listening and Speaking, the others receive Reading and Writing). The former comment is mentioned with the objective of achieving a better development of the linguistic and communicative skills and an individualized attention to the progress of the students, according to their necessities.

To the public schools: they are advised to have an own English classroom with the purpose that teachers can condition and to have the class, according to the mediation process that implements; the directors of the institutions must cooperate to the English teacher uses the computation laboratory, audiovisual saloons or any other resource that the school possesses, like support to the teaching process. Finally, the directors of the institutions should be advice because the extra curricular activities such as: organization of civic acts, soccer games, recreational activities, among others, do not be in the schedule of classes with the purpose of those do not interfere with the effective time of English's lessons.

To the teachers: they are recommended to consider inside their lesson plans, the cultural plurality of ethnic, national type and generational and the intercultural exchange, like a base for the respect and appreciation of the cultures with which it counts the educational community, where they develop their educational work.

Also, they are suggested to meditate about the heterogeneity in likes, ages, interests and their students' necessities so they are integrated in the process; to plan their lessons taking into account, not alone the topic in study, but also the method to use, the general and specific objectives, mediation activities, evaluation strategies, resources, values and attitudes to strengthen.

Finally, to involve parents in the teaching process and their children are learning, through an appropriate induction and motivation that it allows them to value English's importance as foreign language and, this way, to achieve a work team and a better use of the time.

To other authorities: they are recommended to carry out periodic inspections to the centers of Superior Education, publics and private, with the purpose of evaluating the study programs for English's teaching and the guide teachers of this discipline, so that both respond to the necessities and demands of the historical moment of our country.

5.7.3 Impact

The transcribed Agenda in this research will offer support to the teachers for the proposed change in its application, addressing its point of view toward a new work dimension in class; the petition directed to the universities and centers of studies of foreign languages in the sense that courses and seminars are dictated to update the professional formation of the teachers in the acquisition of the necessary skills for a better development in the classes. Also, this work will promote a change in the mentality of teachers and students, so it improves the academic professionalism especially of those who go to these centers of linguistic studies, the teachers who have to share their knowledge in classes.

The works of the students and teachers will acquire bigger credibility, their performance will improve the time class that have them to develop in front of their students and a new era on English teaching-learning process will begin to make reality the dream of learning a foreign language.

5.7.4 Alignments to evaluate the proposal

There are two clear points to proceed to evaluate this proposal, they are:

1. It will allow that students get the two communication skills they are missing
2. It will give to the teacher a continuous improvement and allow them to select the research according to the students' reality.

CONCLUSIONS

From the obtained results with the application of the surveys to the people involved in this investigation, the following conclusions can be made:

- The main problem that it is noticed is having professors with deficiencies in three of the four skills that are worked just to make a living. How can we speak of skills' development, if we do not have ourselves?
- In relation to the linguistics competence, I can notice that professors are comfortable just knowing very well the grammatical rules and being able to translate something; on the other hand, the students want to develop communication skills more than just an academic knowledge.
- On foreign languages teaching, It must kept in mind from the same conception of the class, the application of the communicative focus. What should propitiate the communicative competence development?
- The institutions do not have enough resources to accomplish those objectives related to the English learning process. No money, no labs, and no support for teachers' workshops.

- The universities, academies and languages' centers in our city do not help teachers promoting workshops or seminars or special courses (Motivation, Using of new strategies, Correct application of the methodologies) to attend and directed by teachers who have English as their mother language.

RECOMMENDATIONS

After the analysis of the results the following recommendations can be made.

- To motivate on teachers the interest for their professional improvement, so that their interaction could be more effective.
- To develop teachers' potential properly to stimulate students' learning.
- To motivate in the authorities of the institution the desire to increase a modern technology for the best educational interaction.
- To motivate in the authorities of the institution the desire on helping English teachers on developing their professionalism sending them to workshops or seminars to improve their knowledge in those skills they need to reinforce.
- To promote in the teachers the use of any resources that permit them to get the students involved into their classes with a little dose of fun. Teachers must be convinced that being fun is not a meaning for craziness, every dose of fun must be directed and guided for the teacher, in this way, teachers will have a new troop of happy followers and English language learning process will be accomplished.

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ANNEXES

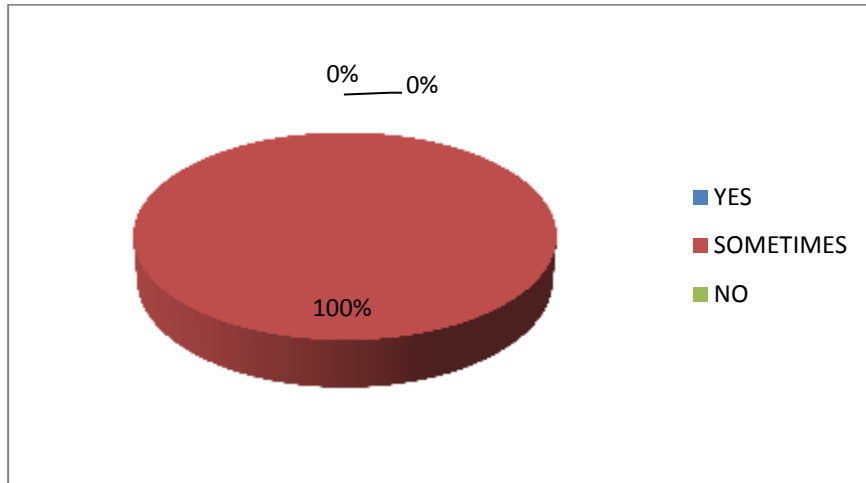
ANNEX 1

TEACHER SURVEY'S RESULTS

GRAPHIC No. 1

1. Do you achieve the objectives on the lesson plan?

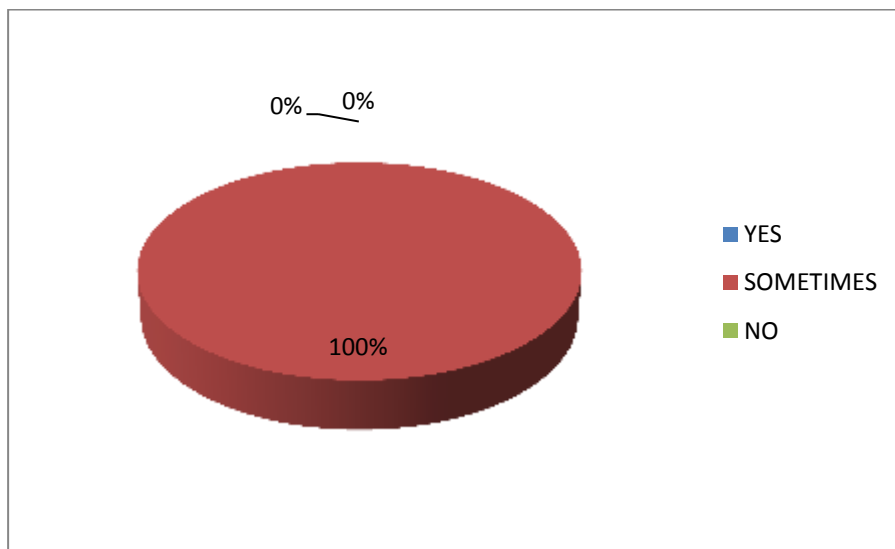
YES SOMETIMES NO



GRAPHIC No. 2

2. Do you have your required resources to accomplish your teaching process?

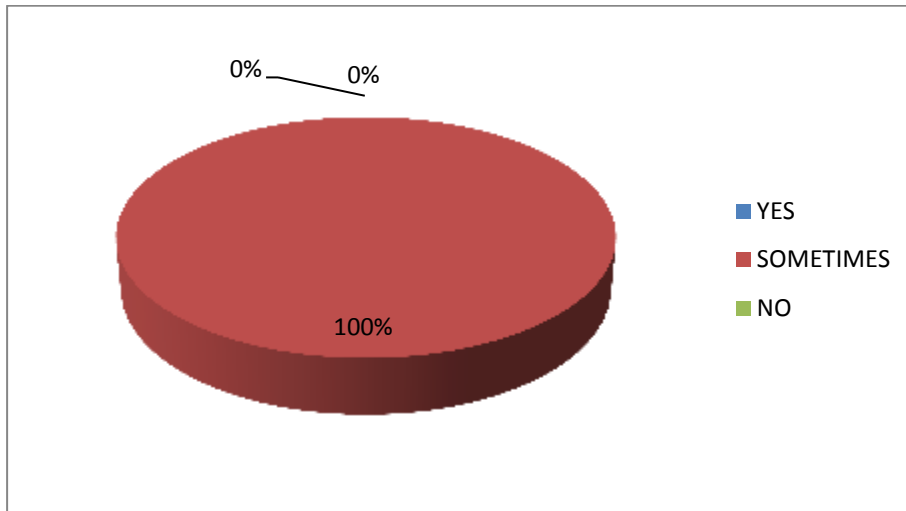
YES SOMETIMES NO



GRAPHIC No. 3

11. Do you have time to assist the students who need extra support in the class?

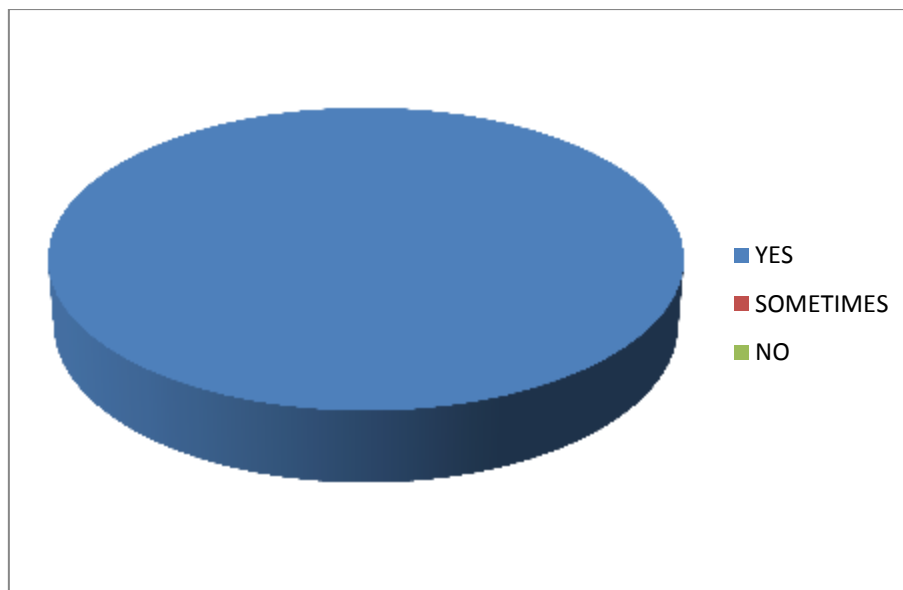
YES SOMETIMES NO



GRAPHIC No. 4

12. Do you think the incorrect use of strategies and techniques can impact in the students' low performance?

YES SOMETIMES NO



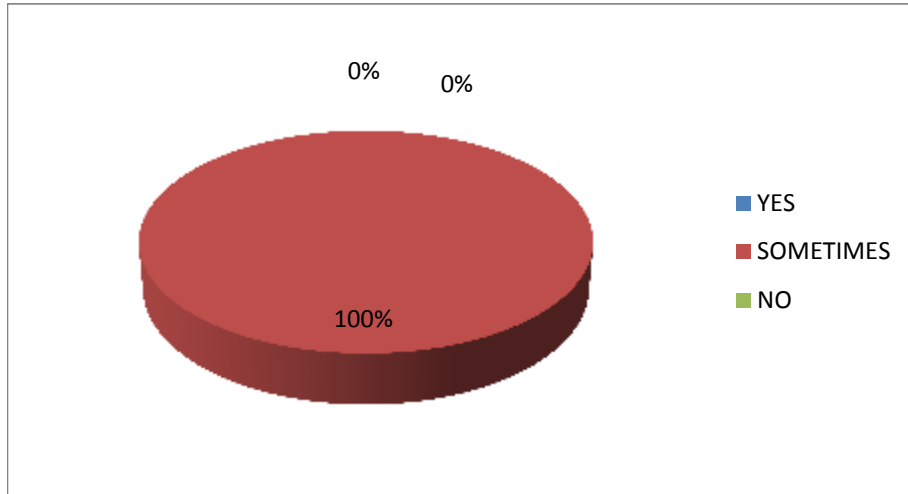
GRAPHIC No. 5

13. Do you apply motivational activities before the class begins, according to the topic you handle at that time?

YES

SOMETIMES

NO



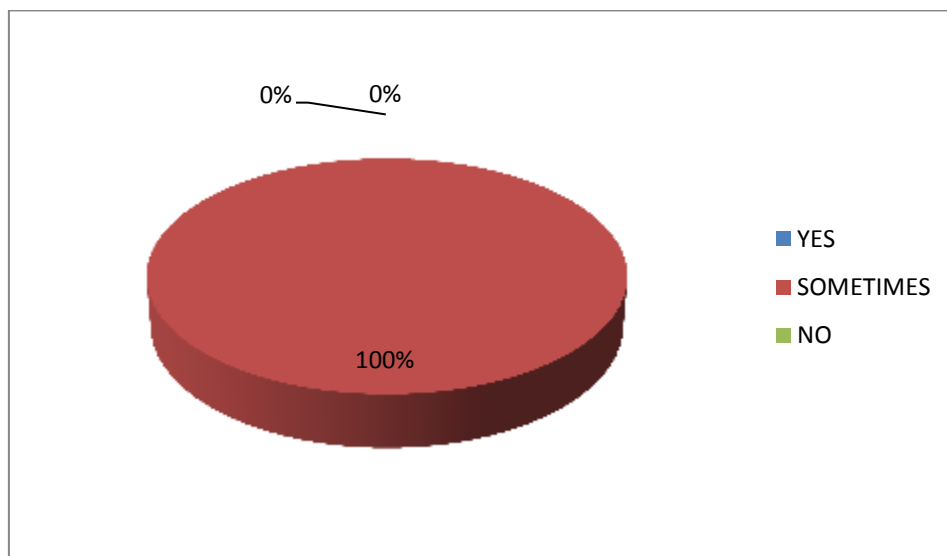
GRAPHIC No. 6

14. Do you achieve the total participation of the students?

YES

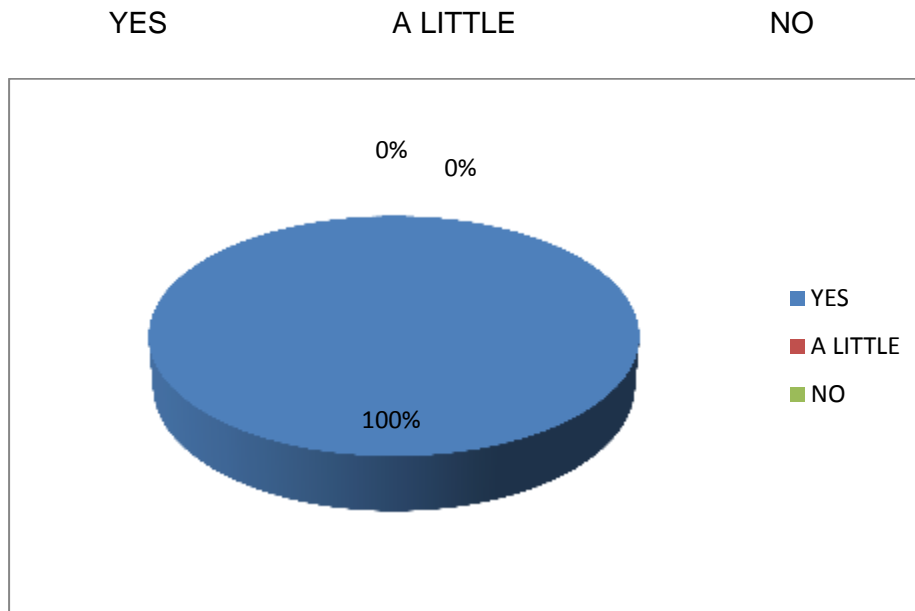
SOMETIMES

NO



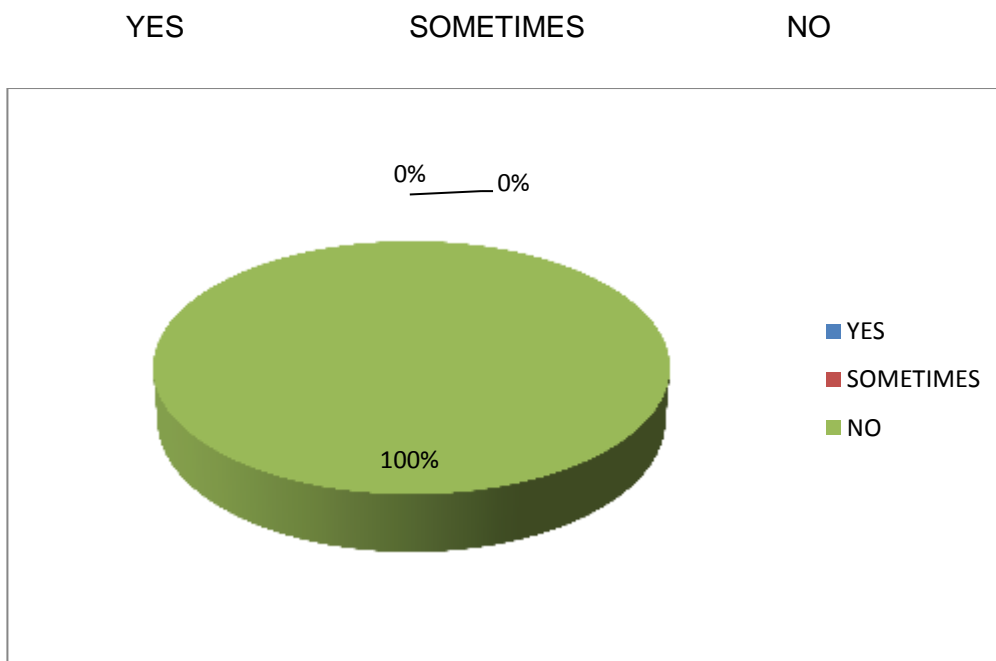
GRAPHIC No. 7

15. Do you consider as mandatory that English teachers acquire a better preparation to share with their students a good teaching and learning process?



GRAPHIC No. 8

16. Does the institution help teachers to get improvement, achievement and a better level of professionalism?



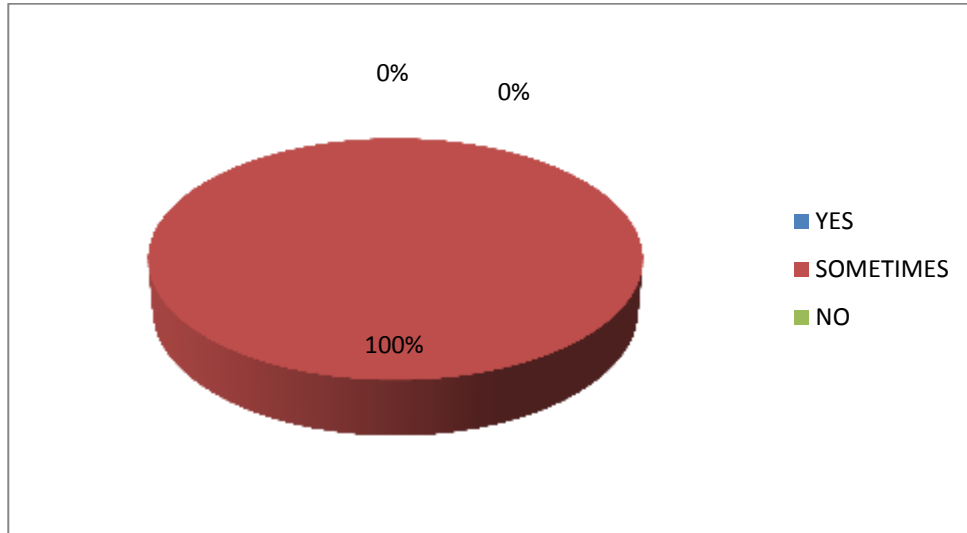
GRAPHIC No. 9

17. Do you help yourself attending every workshop and seminary by your own?

YES

SOMETIMES

NO



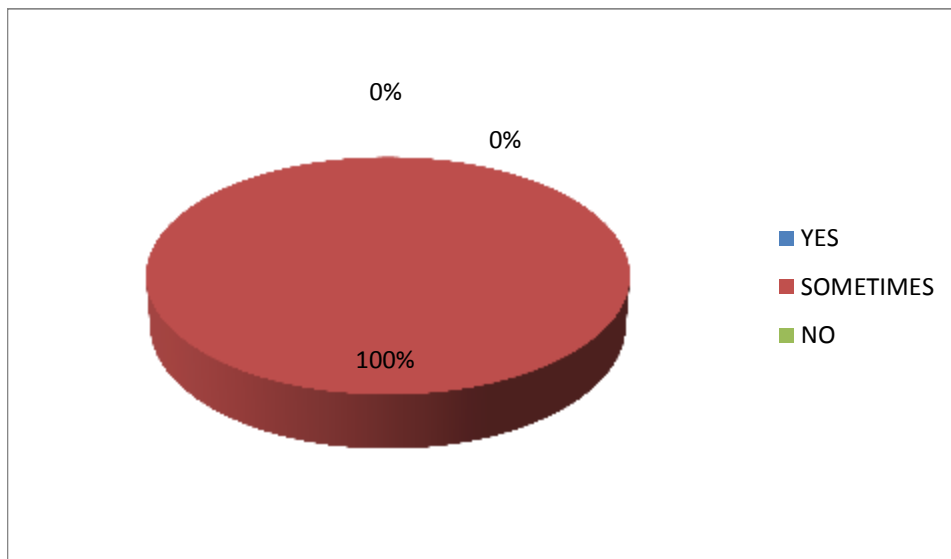
GRAPHIC No. 10

18. Do you have the support of the institution where you work, to develop the English teaching-learning process in an appropriate level?

YES

SOMETIMES

NO



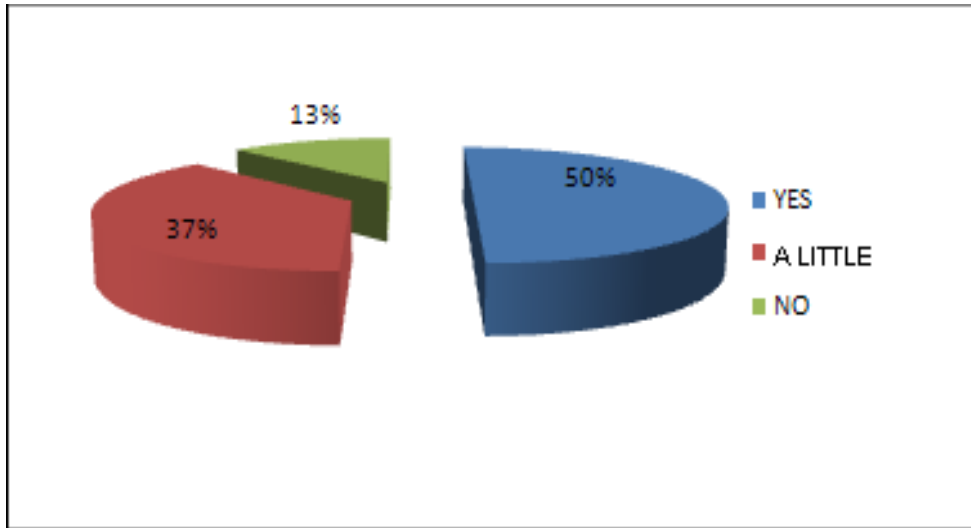
ANNEX 2

STUDENTS SURVEY'S RESULTS

GRAPHIC No. 11

1. Do you like learning English?

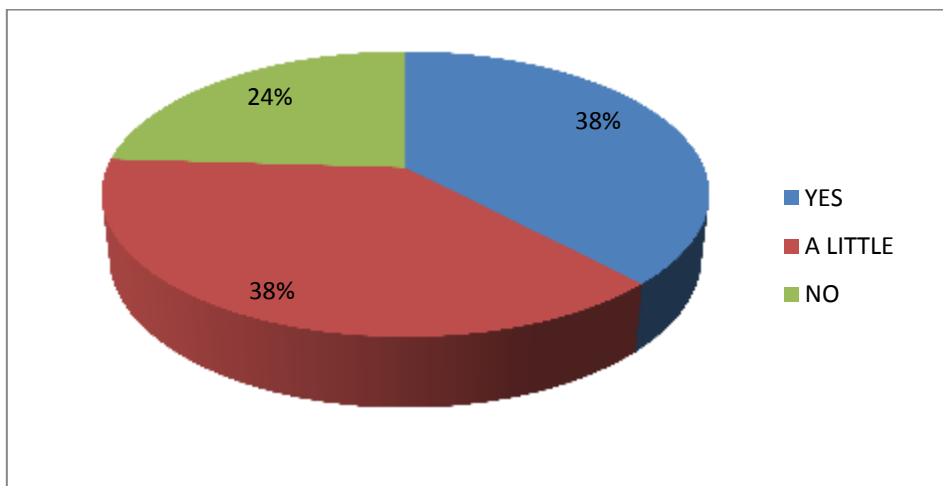
YES A LITTLE NO



GRAPHIC No. 12

2. Do you like being on English classes?

YES A LITTLE NO



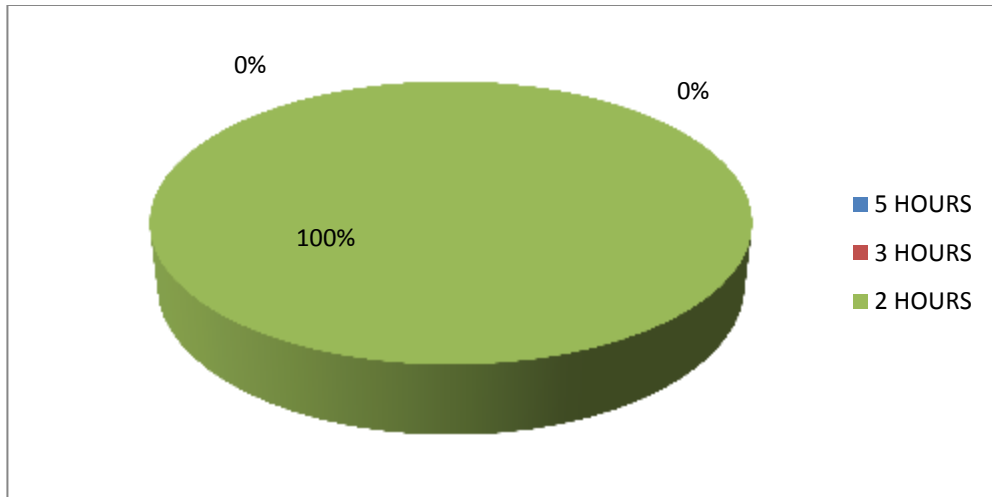
GRAPHIC No. 13

3. How many hours per week of English's classes do you receive?

5 HOURS

3 HOURS

2 HOURS

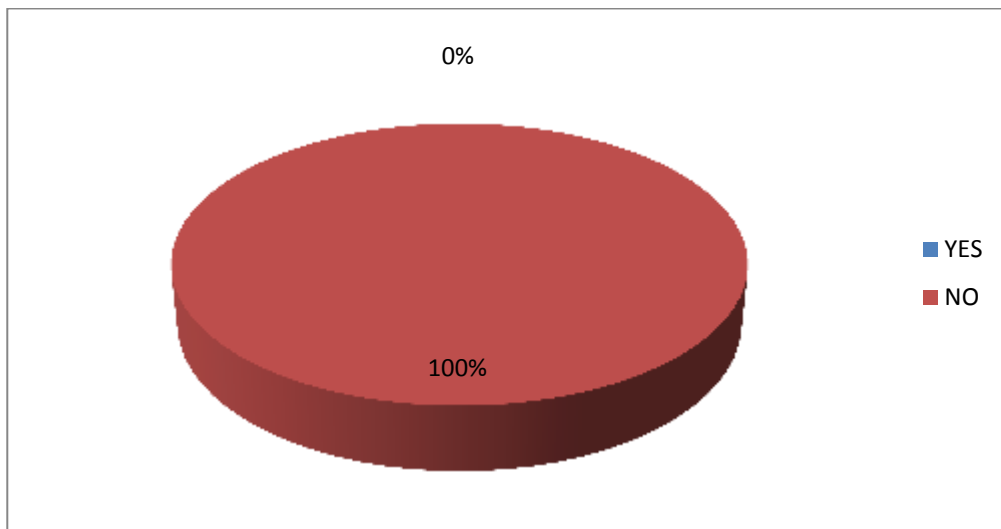


GRAPHIC No. 14

4. Do you have an English lab to practice listening and conversation?

YES

NO



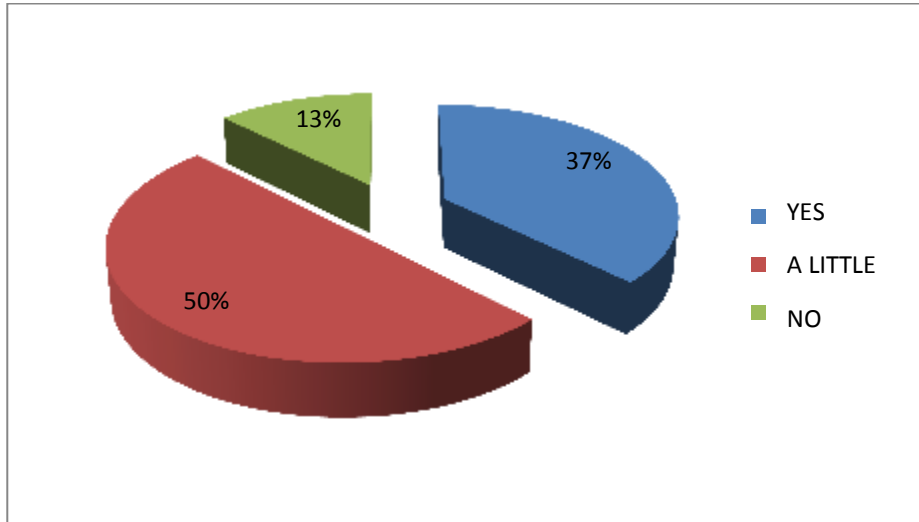
GRAPHIC No. 15

5. Are you happy with everything you learn in classes?

YES

A LITTLE

NO



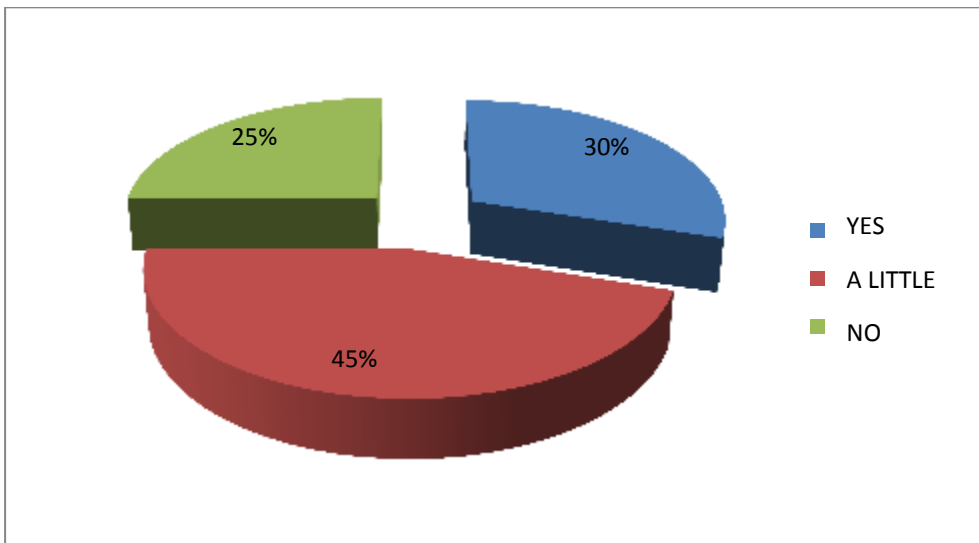
GRAPHIC No. 16

6. Do you think English's classes are cute?

YES

A LITTLE

NO



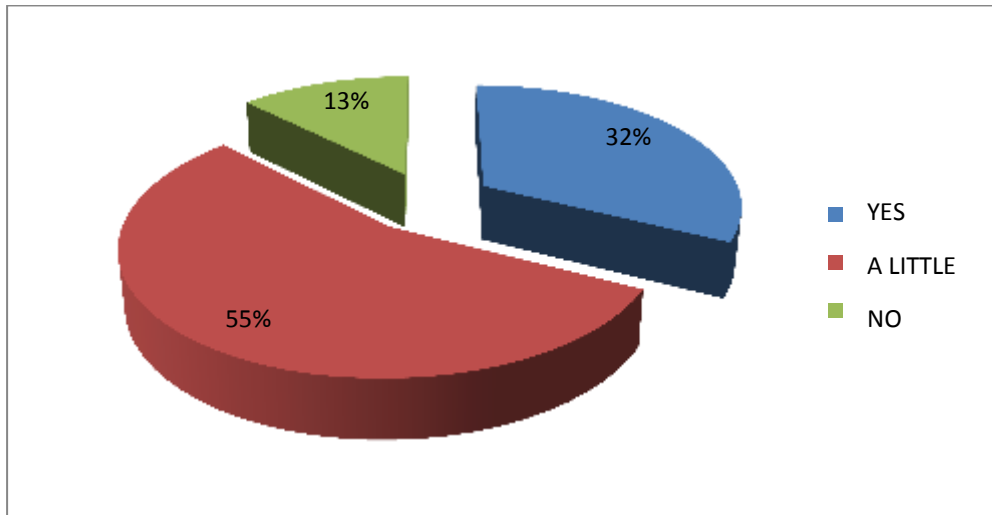
GRAPHIC No. 17

7. Do you like how your teacher manages the classes?

YES

A LITTLE

NO



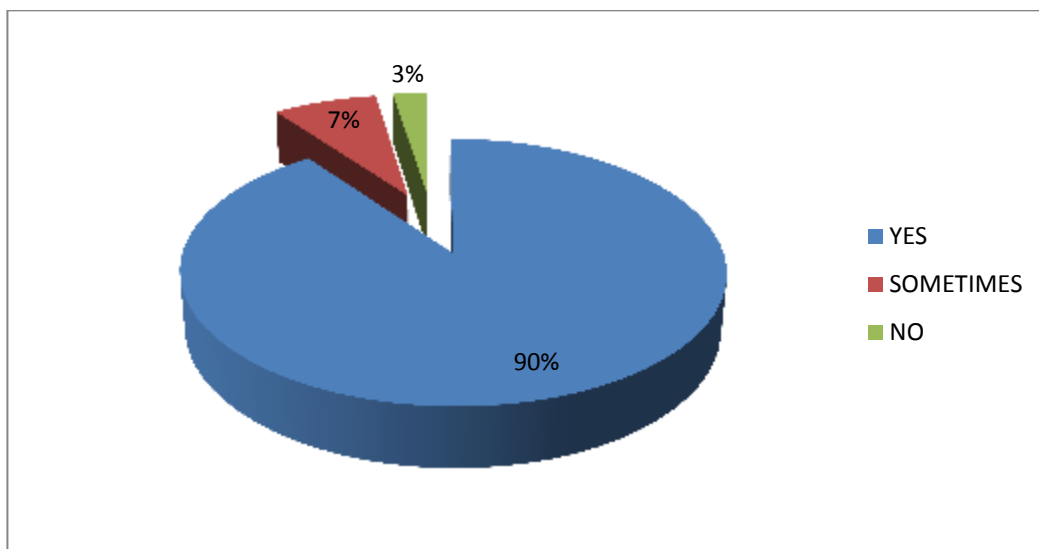
GRAPHIC No. 18

8. Is your teacher punctual to classes?

YES

SOMETIMES

NO



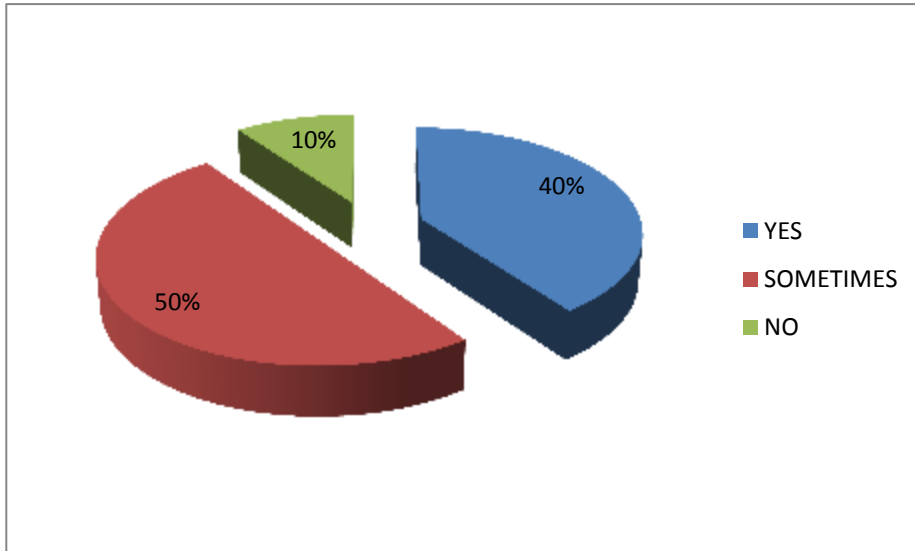
GRAPHIC No. 19

9. Does your teacher speak English into class?

YES

SOMETIMES

NO



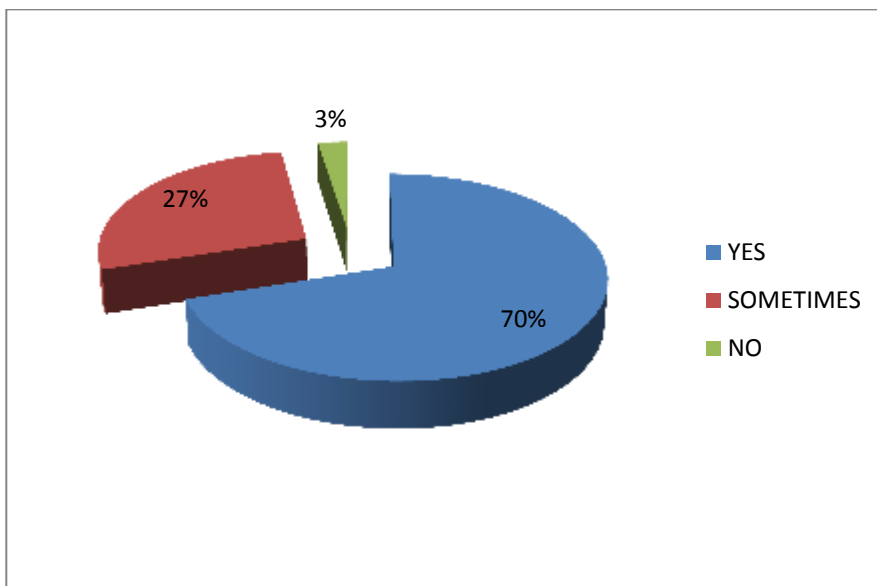
GRAPHIC No. 20

10. Does your teacher work just with the book?

YES

SOMETIMES

NO



ANNEX 3. PRINCIPAL´S INTERVIEW

1. Do you think is important for your students to learn English as a second language?
2. Do you visit to the English teacher in class to check the teaching process?
3. Do you think the incorrect use of strategies and techniques can impact in the students' low performance?
4. Can you observe total participation of the students in English class?
5. Do you consider as mandatory that English teachers acquire a better preparation to share with their students a good teaching and learning process?
6. Do you give total support to develop the English teaching-learning process in an appropriate level?
7. Do you support English teachers sending them to workshops and seminaries?
8. Do you have an English Laboratory in your institution?
9. Does the institution count with community support to hire English teachers if this is necessary?
10. Do you know if English teachers attend every workshop and seminary using their own resources?

ANNEX 4. ENTREVISTA A LA DIRECTORA DE LA ESCUELA (TRADUCCIÓN)

- 1. ¿Piensa usted que es importante que sus alumnos aprendan Inglés como segunda lengua?**
Sí, lo creo. Es muy importante para su futuro que aprendan un segundo idioma.
- 2. ¿Visita usted al profesor de Inglés en clase para observar el proceso?**
Lo hago cada vez que puedo. Trato observar la clase una vez al mes.
- 3. ¿Cree usted que el mal uso de las estrategias y técnicas pueden impactar en el bajo rendimiento de los estudiantes?**
Claro que lo creo, pero soy optimista y me gustaría pensar que el uso correcto de esas estrategias cambiará el rendimiento de los estudiantes para bien.
- 4. ¿Puede usted observar total participación de los estudiantes en clase?**
No siempre, pero veo gran participación cuando están cantando o actuando en juegos dirigidos en la clase, o fuera de ella.
- 5. ¿Considera obligatorio que los profesores de Inglés adquieran una mejor preparación para compartir con sus estudiantes un buen proceso de enseñanza-aprendizaje?**
Sí no es obligatorio... ¡Entonces debería serlo!
- 6. ¿Da usted su apoyo total para desarrollar el proceso de enseñanza-aprendizaje del Inglés en un nivel apropiado?**
Bien, yo trato de hacer lo mejor.
- 7. ¿Apoya usted a los profesores de Inglés enviándolos a talleres y seminarios?**
No tenemos recursos financieros para ello, pero la institución ayuda a los profesores con permisos para asistir a ellos sin descontárselos de su tiempo de trabajo.
- 8. ¿Tiene la institución un laboratorio de Inglés?**
¡No, no lo tenemos! Siempre hago mi requerimiento en ese tenor y nunca obtengo una respuesta positiva, siempre dicen que no tienen dinero.
- 9. ¿Cuenta la institución con el apoyo de la comunidad para contratar profesores de Inglés si esto es necesario?**
Trato de explicar esto en nuestras reuniones. Sin embargo, la institución necesita contratar no solo profesores de Inglés, sino de Arte también; por lo tanto es un punto importante para discutir con la comunidad aunque ella siempre trata de ayudarnos.
- 10. ¿Sabe usted si los profesores de Inglés asisten a cada taller y seminario usando sus propios recursos?**
No! No estoy segura de eso.

ANNEX 5. TEACHER'S SURVEY

1. Do you achieve the objectives on the lesson plan?

YES _____ SOMETIMES _____ NO _____

2. Do you have your required resources to accomplish your teaching process?

YES _____ SOMETIMES _____ NO _____

3. Do you have time to assist the students who need extra support in the class?

YES _____ SOMETIMES _____ NO _____

4. Do you think the incorrect use of strategies and techniques can impact in the students' low performance?

YES _____ SOMETIMES _____ NO _____

5. Do you apply motivational activities before the class begins, according to the topic you handle at that time?

YES _____ SOMETIMES _____ NO _____

6. Do you achieve the total participation of the students?

YES _____ SOMETIMES _____ NO _____

7. Do you consider as mandatory that English teachers acquire a better preparation to share with their students a good teaching and learning process?

YES _____ A LITTLE _____ NO _____

8. Does the institution help teachers to get improvement, achievement and a better level of professionalism?

YES _____ SOMETIMES _____ NO _____

9. Do you help yourself attending every workshop and seminary by your own?

YES _____ SOMETIMES _____ NO _____

10. Do you have the support of the institution where you work, to develop the English teaching-learning process in an appropriate level?

YES _____ SOMETIMES _____ NO _____

ANNEX 6. ENTREVISTA A PROFESORES (TRADUCCIÓN)

1. ¿Cumple usted con los objetivos de su plan de clase?
SI_____ ALGUNAS VECES_____ NO_____
2. ¿Tiene usted los recursos requeridos, para cumplir con su proceso de enseñanza?
SI_____ ALGUNAS VECES_____ NO_____
3. ¿Dedica usted tiempo en la clase para asistir a estudiantes que necesitan apoyo extra?
SI_____ ALGUNAS VECES_____ NO_____
4. ¿Cree usted que el mal uso de las estrategias o técnicas de enseñanza pueden impactar en el bajo rendimiento de los estudiantes?
SI_____ ALGUNAS VECES_____ NO_____
5. ¿Realiza usted actividades de motivación de acuerdo con la temática, antes de empezar la clase?
SI_____ ALGUNAS VECES_____ NO_____
6. ¿Logra usted la participación total de los estudiantes en la clase?
SI_____ ALGUNAS VECES_____ NO_____
7. ¿Cree usted que es necesario una mejor preparación de los profesores de inglés en la aplicación de nuevas técnicas para la enseñanza?
SI_____ UN POCO_____ NO_____
8. ¿Apoya la institución al mejoramiento y desarrollo profesional del maestro?
SI_____ ALGUNAS VECES_____ NO_____
9. ¿Asiste usted, por sus propios medios a Cursos, Seminarios y/o Talleres en su ciudad, para mejorar su profesionalismo?
SI_____ ALGUNAS VECES_____ NO_____
10. ¿Tiene el apoyo de la institución donde trabaja para desarrollar el proceso de enseñanza-aprendizaje de una mejor manera?
SI_____ ALGUNAS VECES_____ NO_____

ANNEX 7. STUDENTS´SURVEY

1 Do you like learning English?

YES _____ 😊 A LITTLE _____ 😐 NO _____ ☹️

2 Do you like being on English´s classes?

YES _____ 😊 A LITTLE _____ 😐 NO _____ ☹️

3 How many hours per week of English´s classes do you receive?

3 _____ 5 _____ 2 _____

4 Do you have an English Lab to practice Listening and Conversation?

YES _____ 😊 NO _____ ☹️

5 Are you happy with everything you learn in classes?

YES _____ 😊 A LITTLE _____ 😐 NO _____ ☹️

6 Do you think English´s classes are cute?

YES _____ 😊 A LITTLE _____ 😐 NO _____ ☹️

7 Do you like how your teacher manages the classes?

YES _____ 😊 A LITTLE _____ 😐 NO _____ ☹️

8 Is your teacher punctual to classes?

YES _____ 😊 SOMETIMES _____ 😐 NO _____ ☹️

9 Does your teacher speak English into class?

YES _____ 😊 SOMETIMES _____ 😐 NO _____ ☹️

10 Does your teacher work just with the book?

YES _____ 😊 SOMETIMES _____ 😐 NO _____ ☹️

ANNEX 8. ENCUESTA PARA ESTUDIANTES (TRADUCCIÓN)

1. ¿Te gusta aprender otro idioma?

SI _____ 😊 UN POCO _____ 😊 NO _____ 😞

2. ¿Te gusta estar en las clases de Inglés?

SI _____ 😊 UN POCO _____ 😊 NO _____ 😞

3. ¿Cuántas horas a la semana recibes clases de Inglés?

3 _____ 5 _____ 2 _____

4. ¿Tienes laboratorio para practicar Inglés en la escuela?

SI _____ 😊 NO _____ 😞

5. ¿Estás contento (a) con lo que aprendes en la clase de Inglés?

SI _____ 😊 UN POCO _____ 😊 NO _____ 😞

6. ¿Crees que las clases de Inglés son bonitas?

SI _____ 😊 UN POCO _____ 😊 NO _____ 😞

7. ¿Te gusta cómo el profesor da la clase de Inglés?

SI _____ 😊 UN POCO _____ 😊 NO _____ 😞

8. ¿Es puntual el profesor de Inglés?

SI _____ 😊 ALGUNAS VECES _____ 😊 NO _____ 😞

9. ¿Tu profesor habla Inglés en la clase?

SI _____ 😊 ALGUNAS VECES _____ 😊 NO _____ 😞

10. ¿Trabaja el profesor sólo con el libro?

SI _____ 😊 ALGUNAS VECES _____ 😊 NO _____ 😞

ANNEX 9.

SURVEY PICTURES



“Luis Vernaza” School



Teacher Maria Camacho doing the Interview to the Principal



Teacher Maria Camacho doing the survey to the students



Teacher Maria Camacho working with the students

ANNEX 10. LINKS

Lesson Plans

[Teaching Conversation](#)

[Teaching with Film and Video](#)

[Teaching with the Internet](#)

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[Grammar](#)

[Idioms, Slang and Phrasal Verbs](#)

[Reading](#)

[TOEFL esque](#)

[Trivia](#)

[Useful Expressions](#)

Vocabulary

Some other advices for being assertive teachers

- [The Needs of ESL Learners](#): A summary of the complex needs of (ESL students).
- [Understanding the Needs of ESL Students](#): This excellent article shows how ESL teachers can understand and meet the needs of their students.
- [Resources for Working with ESL Students](#): An extensive collection of materials that can help teachers work better with their ESL students.
- [Successful ESL Strategies](#): Read about an experienced high school teacher's successful ESL strategies.
- [ESL Classroom Management](#): Golden rules for managing ESL students in the classroom.
- [Motivating ESL Students](#): Great advice for ESL teachers who have problems motivating their students.
- [Teaching ESL FAQ](#): Frequently asked questions about teaching ESL.
- [Teaching ESL Pronunciation](#): This website offers helpful advice on how to teach ESL students to pronounce English words correctly.
- [ESL Pronunciation Resources](#): Links to websites that provide tips and materials for teaching ESL pronunciation.
- [Teaching Intonation and Stress](#): A document that reveals the right methods for teaching intonation and stress to English students.
- [ESL Teaching Strategies](#): Comprehensive guide to teaching ESL.
- [ESL Classroom Techniques](#): List of techniques that can be used to make ESL lessons more effective.

Related Articles

- [Best ESL Flashcards and ESL Worksheets](#) - English is one of the most widely used languages in the world; it is very beneficial for people

from non-English speaking countries to learn the language. With so much information available on the...

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- [**Elementary 1st Grade Vocabulary**](#) - There are five main components to reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. A student must master all five of these skills in order to be a...
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- [**Find Out If**](#) - Find out if someone in your class: has had a problem with the police has almost died has met a famous person has had a frightening experience on an airplane has had a...
- [**Fine Clothing by Michele**](#) - These cards are to be used with this shopping trip activity . Cut into cards before you use this activity. a pair of jeans a shirt a pair...
- [**Graphic Organizers Help ESL Students**](#) - Graphic organizers can be extremely helpful in teaching ESL (English as a Second Language) students. These learning tools are available in a variety of designs and can serve purposes in many...
- [**Great Spanish Language Resources**](#) - Spanish is a widely spoken language which is why a lot of people choose to learn the language. With the improvement in technology, people do not have to attend regular classes to learn Spanish....
- [**Green's Produce Market**](#) - These cards are to be used with this shopping trip activity. Cut into cards before you use this activity. a bell pepper pears oranges...

- [home--initial](#) - For ESL Students and Teachers The Cool Way to Learn English Updates and Announcements: Please reset your bookmarks for this page to...
- [Ideas for Using Authentic Texts with Low-level ESL Classes](#) - Are you sick of using contrived reading texts and dialogues in your low-level classes? Don't be afraid to bring in authentic reading materials. On top of fostering practical skills, students get a...
- [Ideas for Using Matching Exercises](#) - Matching activities are standard textbook fare. Not surprisingly, there are also a number of printable classroom handouts here at PartyLand that follow this format. Why not put a spin on this type...
- [Ideas for Using Scrambled Sentences](#) - The No Prep Alternative -- Print the page with the scrambled sentences, use sentences from your class's grammar book, or make up your own. Write the words for one sentence on the board in mixed-up...
- [Ideas for Using Vocabulary Cards](#) - Activity 1 Activity: Word in the Hat Skills: Speaking, Listening Level: Intermediate-advanced Class Time: 60-90 minutes Materials: A hat and a one minute timer...
- [Learn a Language Online Fast](#) - Learning a new language can be a fun and challenging endeavor. Today with the Internet virtually everyone can learn a language online. Perhaps you are planning on living in a foreign country,...
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- [Learning Spanish Online: Learn to Speak Spanish Fast](#) - Spanish is starting to become the fastest growing language in the United States and the second most important language. Spanish is also gaining more importance in the business world. Learning...
- [Lessons: Class Discussion](#) - Dating and Relationships How are men and women different? How are men and women in the United States different from men and women in your country? How old were you when you went on...
- [Maxine's Cafe](#) - These cards are to be used with this shopping trip activity. Cut into cards before you use this activity. a hamburger a sandwich a piece...
- [Meet the hostess](#) - Karin's ESL PartyLand Meet the Hostess Welcome to the party! Come on in and make yourself at home. There are drinks in the kitchen and lots of great people to talk to. My...

- [Origins of the English Language](#) - There are approximately 7 billion people in the world and around 400 million speak English as their native tongue. Between 1.5 and 2 billion people have at least slight competences in the...
- [Resource Guide to English as a Second Language](#) - English is known as the international language and is spoken worldwide. It is almost accepted that everyone should learn to speak English as it is a tool that is used to bridge international...
- [Strategies for Teaching ESL Student - ESL Students in the Classroom](#) - Teaching students who have a limited understanding of the English language can be a daunting task. Since ESL students speak a different language at home, some of them do not know the meanings of...
- [The Home and Office Shop](#) - These cards are to be used with this shopping trip activity. Cut into cards before you use this activity. a floppy disk a pair of scissors...
- [The Very Best Way to Learn Spanish Online](#) - Spanish is known to be one of the easiest languages to learn as it is quite similar to English. It is also quite popular due to its growing presence in the United States and the business...
- [Tongue Twisters](#) - What is a Tongue Twister? How are they used? Tongue twisters are sentences containing alliteration. Alliteration refers to the same phonetic sound repeated at the beginning of each word, for...
- [Watching Movie Previews](#) - Today, we are going to watch some movie previews. As you listen to each preview, take notes on the following information: Preview #1 Title: Genre: Characters: Setting:...
- [Which is the best way to Learn English as a Second Language?](#) - There are many different reasons for people to learn English as a second language, including business advancements and personal communication. Regardless of the reason, it is important to know and...

[Why Learn English as a Second Language](#) - Learning a new language is often begun at a young age and, in some schools, is continued throughout a person's education. While it may be easier to learn and retain a second language at a younger...

MILAGRO STATE UNIVERSITY



FOUR SKILLS ACQUISITION PAMPHLET

Tutor: MSc Jacqueline Maridueña

INTRODUCTION

The best part of being a teacher is to have a good relationship with students. This affective link must be kept through motivation.

'Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.'

Nobody feels attraction for a class where the teaching process is vertical, because this teaching type belongs to the past. The strategies and methodologies in this new time of teaching-learning are based on a process of horizontal type, of learning together: the professor and the student taking the same step, the teacher, tutor, guides but more than anything...a facilitator, that is the real role, so that the students want to learn in a more pleasant environment.

Somebody said with some reason that we should not look for guilty in what has happened until now in English's study as second language in our territory. However, in some cases, teachers have a degree without having acquired the most important communication skills that are those of listening and speaking; we were transformed into good and excellent grammarians, that which is worthy of standing out, but on the other hand we are unable to speak and to sustain a conversation flowed in English for more than three minutes, still after 17 years of having contact with the language.

So, our concern is justified. We, the generation of teachers who have a degree from the State University of Milagro particularly, and some others do not know how to speak properly and have lots of problems with Listening, which mean we do not have those 2 skills to make our classes fun. The day we understand how to use material and audiovisual resources in a proper way and more frequently in our classrooms, that day is going to change the world. We will have motivated students, and happy teachers sharing their happiness with the students in a well manage environment. We need to be a little more flexible and let the fun entering in our classrooms.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners *want* to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as *central* to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term!

Cultural simulations and other exercises take students out of their normal roles of listening and discussing and ask them to participate in activities relevant to course learning. This kind of active learning can:

1. Increase student interest in the material.
2. Make the material more meaningful.
3. Allow students to refine and elaborate their understanding of the material.
4. Provide opportunities for students to relate the learning to broader concepts and situations.


TEACH ENGLISH WITH SONGS- WORKSHEETS


a) Music:


English songs can be used for a wide variety of ESL learning and teaching activities. They can start discussions on a topic or even become the center of debate. This is especially true of songs that develop a particular theme. Songs are also great for teaching listening. One of my favorite exercises with music is completing the blanks as students listen or listening and choosing the correct words from two words than rhyme, for example cry and try. You can teach grammar with songs in many ways.


TEACH ENGLISH WITH MOVIES- ESL VIDEO WORKSHEETS


ESL video worksheets are used for teaching a variety of language skills. Provide students with a more effective yet relaxing way of learning English. Use printable pdf ESL worksheets and use the ideas to create yours. Practice and assorted number of language skills with worksheets. Teaching English with movies is fast and effective with these worksheets.


 **Board games:** Teach and practice English grammar and structure in a communicative way.

 **Grammar worksheets-** Teach and practice grammar lessons with these worksheets.

 **Vocabulary Worksheets:** Teach Vocabulary with carefully planned worksheets.

 **Crossword Puzzles:** Fun word puzzles that teach spelling, writing, grammar and language skills.

 **Word search / Word Association Worksheets:** Effectively teach and practice vocabulary, spelling and more using these fantastic word search puzzles.

 **PowerPoint: For Computer Assisted Teaching:** use PowerPoint lessons where everything has been done for you-No need to look for sound effects, audio, spelling exercises, flash cards Everything has been bundled up.

FOUR SKILLS ACTIVITIES: READING, WRITING, SPEAKING AND LISTENING

When a teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously (such as reading, writing, listening, and speaking), they provide their students with situations that allow for well-rounded development and progress in all areas of language learning.

WHAT ARE THE FOUR BASIC SKILLS?

- Reading (**comprehension skill**)
- [Listening](#) (**comprehension skill**)
- [Speaking](#) (**production skill**)
- [Writing](#) (**production skill**)

HOW ARE THE FOUR BASIC SKILLS USED IN THE LANGUAGE CLASSROOM?

Through daily activities, teachers provide learners with opportunities to develop each skill: students *listen* (to the teacher use the target language, to a song, to one another in a pair activity), *speak* (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), *read* (instructions, written grammar drills, cards for playing games, flashcards) and *write* (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry).

This approach, however, does not combine the four skills so that they can be used together to reach the same end (i.e. language development that is well-rounded).

HOW CAN THE FOUR BASIC SKILLS BE USED TOGETHER EFFECTIVELY?

The four skills work in tandem when the activities that require their use are designed to support learners in the *process* of learning, creating and producing a specific product. Four approaches in particular are structured so that the four skills can be used simultaneously. These approaches are: the focal skill approach, content-based instruction, task-based instruction and the project-based approach.

THE FOCAL SKILL APPROACH

The goal of the focal skill approach is studying in the SL in order to acquire it. This second language curriculum stresses the balanced development of listening, speaking, reading and writing by measuring competency in each skill and then focusing on the development of the weakest skill. Resources like those developed by the International Center for Focal Skills (ICFS) use placement tests to identify weak skill areas.

CONTENT- BASED INSTRUCTION (CBI)

Oxford (2001) describes approaches to CBI, which include theme-based and adjunct learning. Theme-based CBI focuses on a theme of high interest to students and develops a wide range of language skills around that theme. The learning of the content requires considerable exposure to a variety of forms of information, which, in turn, requires the use of all four modalities.

In the adjunct form of CBI, language and content courses are taught separately but are carefully coordinated so that literacy, oral language development and thinking skills are positively enhanced. In this approach, the content teacher presents content to students while the language teacher brings vocabulary,

grammar and subskill development to students' attention through typical exercises, all of which focus on the lexicon of the content.

TASK-BASED INSTRUCTION (TBI)

According to Nunan (1999), task-based instruction (TBI) uses tasks or stands a line activities which require comprehending, producing, manipulating or interacting in the target language. The amount of listening, speaking, reading and writing involved to complete the problem posed by the task is dictated by the task itself; however, most complex (multi step) real-life tasks that take learners into the world outside the classroom will utilize all four skills.

TBI helps learners explore the multitude of communication opportunities provided in their surroundings. The tasks themselves are scaffolded according to the cognitive demand required to complete them and can be carried out individually, in pairs or in small cooperative groups.

PROJECT- BASED APPROACH

This approach concretizes the integration of not only the four skills but also language, culture, experience and learning strategies (Turnbull, 1999). With the careful selection of a final project that requires learners to demonstrate what they have learned through both oral and written production, the teacher plans backwards to identify what aspects of language, culture, experience and learning strategies are required to complete the end project.

WHAT ARE SOME EXAMPLES OF ACTIVITIES THAT INTEGRATE THE FOUR SKILLS?

Two activities that make use of all four skills in tandem are Self-introduction and Reading and Retell.

Self-introduction takes the answers to a series of personal questions (name, age, grade level, where you live, members of your family, favorite sports, animals, colors, subjects, etc.) and sequences them into a self introduction.

Students are given large visuals to trigger each component of the self introduction. The teacher can point to each picture while modeling a self-introduction (students are *listening*) and then invite learners to introduce themselves (*speaking*) to one or two of their peers.

Some of the visuals can then be changed and the students can be invited to introduce themselves to others in the class to whom they have never spoken. This activity can be adapted to become a regular (daily, weekly) warm-up activity to get learners talking in the target language. Having covered *listening* and *speaking* in the oral self-introduction, a scenario can then be created wherein learners must *write* a self-introduction to a potential homestay host. The same picture cues can be used reconfigured to show a salutation, closing and signature. The picture cues provide learners with support without giving them a text to memorize.

In multilevel SL classes, graded readers can be excellent springboards for another activity that integrates the four skills- a **reading and retell**. First, learners select a book or story at their own level and *read* it. Learners are then given a template to follow to summarize their thoughts about the story (*writing*). The summary is designed to help learners gauge the amount of detail required in a retell.

After additional practice *reading* the summary silently and aloud several times, learners are asked to select two or three illustrations from the book to help them tell the story. They then practice telling the story by using the pictures and remembering what they wrote in the template. Students find a partner who has not read the same story and retell (*speaking*) their story to one another using the selected illustrations. Partners not only listen to the retell but also complete a feedback checklist (*writing*) about the retell. After *reading* the feedback, partners switch roles.

WHY ARE FOUR SKILLS ACTIVITIES USEFUL?

Four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which

to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, confidence.

THE ROLES OF A TEACHER IN IMPLEMENTING COOPERATIVE LEARNING IN THE CLASSROOM

One of the teacher's roles is to plan so cooperative learning groups effectively work together. Cooperative learning is a classroom strategy where students work in groups to achieve an assigned goal. However, cooperative learning involves more than just working in a group. Some common elements of cooperative learning are positive interdependence, individual accountability and interpersonal social skills. The teacher must introduce and encourage these elements. In order to make cooperative learning a successful teaching strategy, the teacher must wear many hats.

Planner

Cooperative learning requires a good deal of planning from the teacher. She must consider if a lesson lends itself to including cooperative learning. Also, the teacher must decide how she is going to group students. She must decide if she will group students based on ability level, personalities, or randomly. The teacher must also decide what procedures need to be in place so cooperative learning is successful.

Facilitator

The teacher as a facilitator must accurately introduce cooperative learning to the students. It is helpful if teachers provide a model for how groups should function during cooperative learning. The teacher may decide to assign roles, such as recorder, researcher or speaker, to students so all students participate in the group process. During the lesson, the teacher should roam the classroom and observe the interaction of students. He needs to be aware of which groups are functioning properly and which groups need more guidance.

Referee

Cooperative learning lends itself to disagreements. Not all students can work together. As the groups are working, the teacher must act as a referee, solving conflicts and redirecting discussions. Deal with personality conflicts in the planning stage by placing strong personalities in different groups. The teacher may also assign the students different roles in the groups so students know their jobs and do not step on each others' toes.

Evaluator

After the cooperative learning lesson is over, the teacher must evaluate what parts of the lesson were successful and how to improve the lesson. During this process, the teacher decides if students were grouped correctly or how groups need to be rearranged for the next lesson. The teacher may also lead students to evaluate the cooperative learning process. Students often have great insight into what worked and what did not work.

WHICH IS THE BEST WAY TO TEACH ENGLISH AS A SECOND LANGUAGE?

There are many different reasons for people to learn English as a second language, including business advancements and personal communication. Regardless of the reason, it is important to know and understand your learning option. Having this knowledge will enable a person to make the best decision regarding how they are going to learn English. Consider the following methods that are available and their benefits:

Classroom based lessons – Depending on an individual's learning style, one might enjoy a traditional class environment. Learning in a traditional environment provides consistent interaction with an instructor and can be helpful for students who may seek out extra guidance for class materials. Classroom based learning also provides students with the opportunity to form peer groups with other students to study and work with.

Audio lessons – These are rather old fashioned now, and a lot of learners find that it can be hard to gain a real grasp of a language through this method alone. However, good online courses that teach English as a second language may

involve audio lessons to give students a better idea of pronunciation and dialect. Audio lessons are commonly used to supplement a curriculum; however, complete audio lessons are available for auditory learners.

Books – Books are also typically used as supplemental resources to more involved curricula. However, for self-motivated learners, instructional books may be just the ticket to learning the English language at a pace that is comfortable for them, without having the constraints and obligations technology might be involved in online learning forums.

DVDs – A very popular learning tool, DVD learning programs can be very successful if followed correctly and consistently. A self-motivated learner might appreciate the flexibility and freedom that comes with working with a DVD learning tool. However, the inability to gain feedback from peers and instructors may be frustrating to a user if they are struggling with course material or can not move forward with the program. A DVDs learning tool could be perfect for a student that already has a fundamental knowledge of the course material, but is in need of a refresher course.

Online learning – Online learning tools have proved to be very successful and well received by both students and instructors. With flexibility and convenience, this learning method might work well for a student who is unable to commit to a classroom schedule, but works well in groups and singularly. Online learning tools do assume that the student does have a working knowledge of the internet and newer technology.

Teaching Listening and Speaking

We have created this page to provide resources, lessons, and ideas on teaching listening and speaking. There are printable materials for classroom use, lessons, resources, and ideas. We also have a discussion forum and links to other web sites about teaching.

Lessons

- Find Your Partner: Telephone Skills - A fun activity for pairing students, includes directions. (You could use this activity to pair students for the role-plays below.)
- Role-plays: Telephone Skills - A set of role-play cards with directions.
- Randall's Cyber Listening Lab - An Internet worksheet for high-beginner through advanced level students. Print, review tasks and vocabulary with your class, then go to the computer lab for some Cyber Listening practice. After the class completes the lesson, bring students together again for some synthesis. Remember to encourage your students to return to this web site on their own for extra practice.

Oral Presentations

Oral presentations are a great way for students to practice their English skills. The extra pressure of knowing they are going to be in front of the classroom provides students with some great extrinsic motivation for staying on task. I usually start by going through presentation basics with the group, then assigning an oral presentation every three weeks or so. (As a general rule, never allow students to write out their presentations. Rather, encourage them to use note cards to stay on track.)

- Presentation Basics - This classroom handout discusses the basic structure of an oral presentation. (Ideally, you should prepare a presentation yourself to give as a model. Then elicit the structure of an oral presentation from the class before reviewing the handout.)
- Oral Presentations: Do's and Don'ts - This classroom handout provides advice on giving presentations.
- Oral Presentations: Peer Evaluation Form - This is a peer evaluation form for students to use while their classmates are presenting. To allow for greater objectivity, I do not have the students write their own names on the forms - just the name of the student they are evaluating. Before having students use this form, make sure you have gone through presentation basics with the group.
- Oral Presentations: Teacher Evaluation - You can use this form as students give their presentations. Because the peer evaluation form has

a lot of feedback on presentation skills, this one focuses on grammar. I usually write down direct quotes and underline the mistakes. Students must then take some time to self-correct their mistakes.

TEACHING READING, WRITING, AND VOCABULARY

There is more to teaching reading than just slogging through the textbook. Students need to develop and apply strategies and skills for reading in their second language.

I have created this page to provide resources, lessons, and ideas on teaching reading, writing, and vocabulary. There are printable materials for classroom use, lessons, resources, and ideas. We also have a discussion forums and links to other web sites about teaching.

Ideas for Using Authentic Texts with Low-level ESL Classes

Lessons and Ideas

- Ideas for Previewing Vocabulary - Are you tired of just writing the word on the board and saying, "Does anybody know what this word means?"
- A/B Stories - Take your ESL reading textbook and make it more communicative by using this information gap technique.
- Ordering Texts - Another technique to add some pizzazz to your reading lessons.
- Writing Project: Student Surveys - An outline of a writing project for high-intermediate and advanced students.

Classroom Handouts

- Newsweek Lesson (Classroom Handout) - A reading and discussion lesson which can be used with any Newsweek Magazine. (You will need multiple copies of the magazine.)

Teaching Grammar

I have created this page to provide resources, lessons, and ideas on teaching grammar. You will find loads of printable materials for classroom use. We also have a discussion forum where you can share your lesson ideas.

Lessons: Conditionals

- Unreal Conditionals Handout - A classroom handout with examples, explains second and third conditional sentences.
- Find Your Partner: Second Conditional - A matching activity with directions.
- Question Cards: Unreal Conditionals - A set of conditional questions. (If you wanted suggestions on how to use card sets, you would look at Ideas for Using Conversation Card Sets.)
- Scrambled Sentences: Unreal Conditionals - See Ideas for Using Scrambled Sentences for activity suggestions.

Modals

- Find Your Partner: Modals - A matching activity for modals of inference, includes directions.
- Question Cards: Modals - A set of questions using present and past time modals.

Noun Clauses

- **Recognizing Noun Clauses in Songs** - A printable worksheet for classroom use, advanced students find the noun clauses in the lyrics to some popular alternative songs. I recommend giving one copy to each pair of students and asking them to work together.
- **Answer Key for Recognizing Noun Clauses in Songs** - My first time through the lyrics, I think I found 15 noun clauses. Needless to say, I had missed some. Like five, I think, assuming I am still not missing any. Save yourself the surprise of discovering the noun clauses during class; print the answer key.
- **Scrambled Sentences: Noun Clauses.**

- **Error Correction:** Noun Clauses - Ten sentences for error correction. (Only sentence number five is correct.)

Nouns: Count and Non-count

- **Food Quantifiers** - This is an interactive crossword puzzle you can print and use in class. Low level.
- **Non-count Nouns and Quantifiers** - A matching activity to review advanced-level non-count nouns and quantifiers (Classroom Handout).
- **Tic Tac Toe: Irregular Plurals** - Advanced-level tic tac toe game boards. Students can place an "X" or "O" in the square only when they give the correct plural form of the word.
- **A Card Game to Review Count/Non-count Nouns and Irregular Plurals** - Advanced-level group activity with directions.

Passive Voice

- **A Passive Voice Race Game** - A competitive team race game for high intermediate and advanced learners includes directions.

Simple Past and Past Progressive

- **Scrambled Sentences:** Simple Past and Past Progressive - See Ideas for Using Scrambled Sentences for activity suggestions.

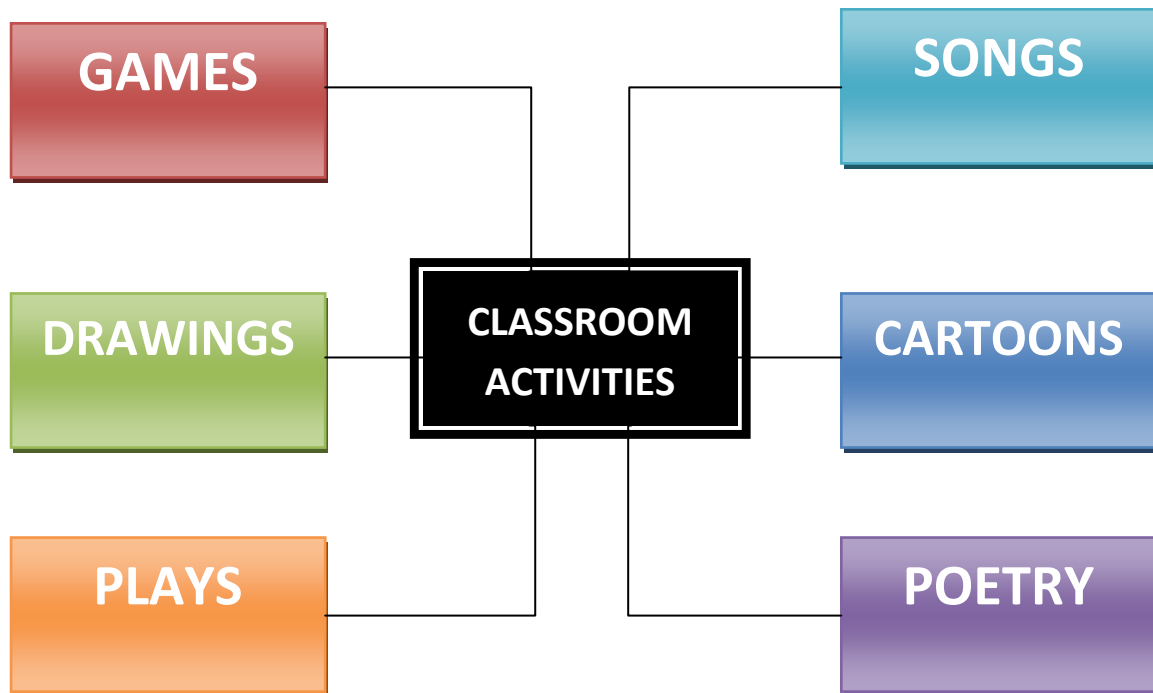
Simple Present and Present Progressive

- **Simple Present and Present Progressive Classroom Activities and Ideas** - a long list of suggestions and techniques for teaching simple present and present progressive.

Tense Review

- **Sentence Match: Tense Review** - You can use this one to pair students or as a small group activity.

CLASSROOM ACTIVITIES TO BE HELPFUL



There are lots of activities that we can use to do our classes being fun. We just have to search the net and we can find a treasure of ideas to apply them to make our students love an English class.

I am describing in this pamphlet, every topic is showing just few examples of what I am saying. We need a starting point; the Internet is there, waiting for us to look around trying to download parts of the new age on teaching. Everything it depends on how much of our time is going to expend updating our knowledge in the technology that we have.

GAMES



Board games: Teach and practice English grammar and structure in a communicative way.

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						A
	O		C			M
S	C	R	A	B	L	E
	E		P		I	
	A		E		O	
	N			O	N	E



Crossword Puzzles: Fun word puzzles that teach spelling, writing, grammar and language skills.

I have recently asked teachers to tell me if they do drawing with their English language learners, and if so, how they do this, so I thought I would collect what has been said so far.

Here is what has been said so far:

Do you use drawing in your classroom? If so, what do you use it for and what do you and/or your students draw? If you do not draw...why not?

Teacher 1: I used to, but at one point or another, started to feel it a little juvenile for the contexts I was teaching in. I tend to draw one-offs here and there myself to help explain something, but also have felt that having students do so used up time I would rather have them practicing and producing the language. Having said this, I have read lately and can see the value of doing so from time to time if it is facilitating understanding.

Teacher 2: Hi, I love drawing and try to make my students draw as often as possible. We usually draw flashcards-phrasal verbs, idioms, phrases and so on (we keep them and use for revision after some time). I also have my favorite drawing activity for the first lessons (I think I mentioned it sometime in September) and from time to time we draw something as a review of vocabulary-their notebooks usually.

Anyway, I was thinking do you have any nice ideas on GRAMMAR drawing? I am [not] talking about timelines, charts and stuff like that but “real” drawings. 😊

Teacher 3: Sketch cast is a really nice tool which enables students to do a bit of online drawing accompanied by a recorded commentary. 😊

Teacher 4: I used to draw massively in the classroom! For example, I used to draw to introduce certain grammar aspects (e.g. Present Continuous/Comparative-Superlative) and for easy-to-draw new words (e.g. dog / “however” how can you draw that)...I also used drawing for asking students to listen to the description of, say, an object and represent that on paper...In my good old times, teaching general English (I am currently teaching ESP), I even went

further and design a whole book-like material for children and draw all the pictures myself...!!!!:)

Teacher 5: I draw on the board to explain unknown words (where appropriate). My students also draw on the board if they are struggling to find the English word for something (I usually know the translation of the word they say but I push a bit them to draw and explain it 😊)

SAMPLE EXERCISE: WHAT ARE THEY DOING?



CARTOONS IN THE CLASSROOM

Why teach English through cartoons?



Children are very difficult to keep entertained, but there are many activities that teachers can use and that at the same time kids will enjoy it; for example some cartoons that they love can be used by teachers in order students learn or can practice vocabulary, listening, grammar, speaking activities, etc.

The program “**Phineas and Ferb**” is an American cartoon television comedy series, which shows the adventures of two little stepbrothers. Originally broadcast as a preview on August 17, 2007 on Disney Channel. Each day the boys embark on some grand new project, which annoys their controlling sister, **Candace**, who tries to bust them.

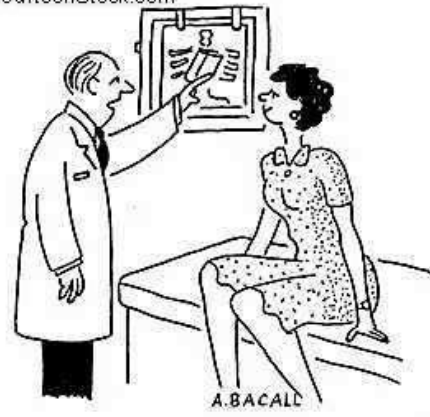
The series follows a standard plot system; running gags occur every episode, and the B-Plot almost always features **Perry the Platypus** (“**Agent P**”), acting as a secret agent to fight an evil scientist named **Dr. Heinz Doofenshmirtz**. The two plots intersect at the end to erase all traces of the boys' project just before Candace can show it to their mother.

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"Writing is just like texting except that you have to use all of the letters in each word."

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"Radiology confirms that, like many other teachers of English, you do have a book in you."



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"It's not easy texting my mother. She's an English teacher and all she does is correct my spelling."

PLAYS

It is unlikely that anyone would disagree that the most effective way to teach ESL children is to provide them with opportunities to learn English in the context of everyday situations with the emphasis on communicational skills. Drama is the ideal technique to use to achieve this.

Some of the aspects we will be looking at include:

1. Children's natural proclivity for drama and some of the reasons.
2. Why teachers are nevertheless hesitant to use this method of teaching.
3. The role drama can play in language learning.
4. The problem of motivating children to learn and how drama can help.
5. Choosing suitable plays.
6. Some tips for preparation and performance.

Finding suitable plays

Choose plays written especially for ESL classrooms. These are short and repetitive and designed to involve the whole group, no matter how big or how small. They combine fun and movement with language usage carefully planned to provide optimal speaking practice in real life contexts. Roles should be assigned according to your students' language ability levels. Children who are more capable and more confident can be given parts with more lines, while shyer children or those with a more limited vocabulary can have fewer lines to say, repeat lines said by other children or speak as part of a group.

It goes without saying that, when necessary, the play should be adapted for your own situation. Keep the script simple, but develop it further or modify it if your students' proficiency or lack of proficiency in English requires it. Some of the lines in the play may be optional. Edit these freely to suit your needs, based on the main idea.

POETRY

The reading and writing of **poetry**, classified as a literary activity, has helped to keep this form of linguistic expression out of the typical EFL classroom. While many teachers agree that poetry promotes language acquisition, they will also add that poetic concepts and cultural assumptions are usually too difficult for EFL learners to take on. While this might be true of poetry as a reading activity, however, the use of poetry in the writing class can provide an effective and collaborative means of language learning and of personal expression. Simple forms can give students a framework for expressing ideas that are meaningful to them, without the constraints of grammatical accuracy.

Picture poems, pattern poems and haiku, thus offer ways of making English a means of personal expression, creativity and development, serving to reduce affective barriers in a nonthreatening learning environment. Popular **song** scripts can also facilitate awareness of pronunciation, intonation and sentence flow, in addition to containing contemporary cultural commentary. This paper therefore suggests that a broader perspective on the use of poetry in the language classroom can lead to meaningful and successful language learning.

PICTURE POEMS

One, ... two,
thump ... thump,
my heart beats for you
across the room and we
come closer together
in the space
between
us

A
house
can be tall,
short, wide or thin,
with many rooms, or only
a few. It can be
home for all the
family or simply
me and my pets.

ACROSTIC POEMS

Furry face

Red hair

Intelligent eyes

Ears that hear everything

Nose that sniffs

Dog of my dreams

Few people are

Read friends

In my life. I

Enjoy seeing true, not

New friends every

Day

SONGS

Music is an amazing tool for teaching languages, especially to children. Good songs will bounce around in a learner's head long after their lesson is over. Young learners pick up vocabulary, grammatical structures, and the rhythm of the language simply by doing what they already love to do...sing.

In addition, music can serve a variety of functions in your classroom, at home, or even in the car. Music can set a mood. Music can signal a transition from one activity to another (for both the teacher and the student). Music can be a bonding experience. Here there is an example of how to work an English song:

THE COLORS

Language focus: Colors (blue, yellow, red, purple). "I see something..."

Classroom benefits: *I See Something Blue* is a great song to use to explore the classroom. When you sing the song, you can identify all the different colored objects around the room. Also, learning the expression "I see something..." allow you to play "I spy" games with the children.

Lyrics and actions:

(When you sing the song, feel free to pause the music between each verse to allow the children time to explore the room and search for colors.)

Blue! *(Hold up a blue flashcard.)*

I see something blue. *(Hold your hand above your eyes as if you are searching for something.)*

Blue!

I see something blue.

Blue, blue, blue, blue...

I see something blue.

Find something blue! *(Children look around the room for blue items.)*

Yellow! *(Hold up a yellow flashcard.)*

I see something yellow. *(Hold your hand above your eyes as if you are searching for something.)*

Yellow!

I see something yellow.

Yellow, yellow...

I see something yellow.

Find something yellow! *(Children look around the room for yellow items.)*

Red! *(Hold up a red flashcard.)*

I see something red. *(Hold your hand above your eyes as if you are searching for something.)*

Red!

I see something red.

Red, red, red, red...

I see something red.

Find something red! *(Children look around the room for red items.)*

Purple! *(Hold up a purple flashcard.)*

I see something purple. *(Hold your hand above your eyes as if you are searching for something.)*

Purple!

I see something purple.

Purple, purple...

I see something purple.

Find something purple! *(Children look around the room for purple items.)*

Blue. (*Point to something blue.*)

Yellow. (*Point to something yellow.*)

Red. (*Point to something red.*)

Purple. (*Point to something purple.*)

I see colors everywhere.

Activity ideas:

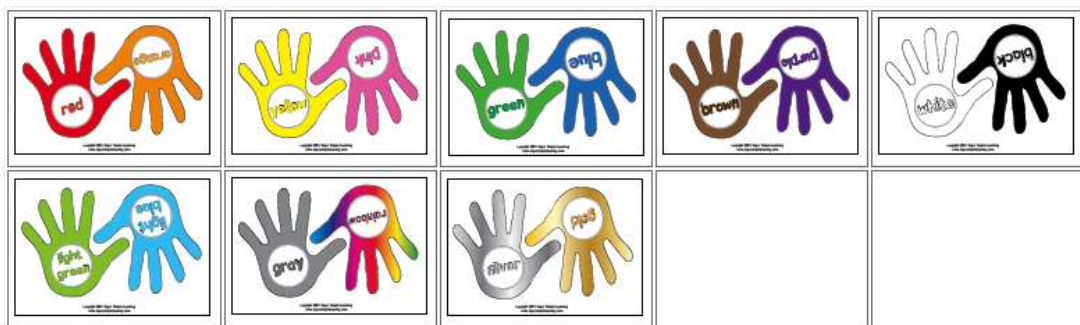
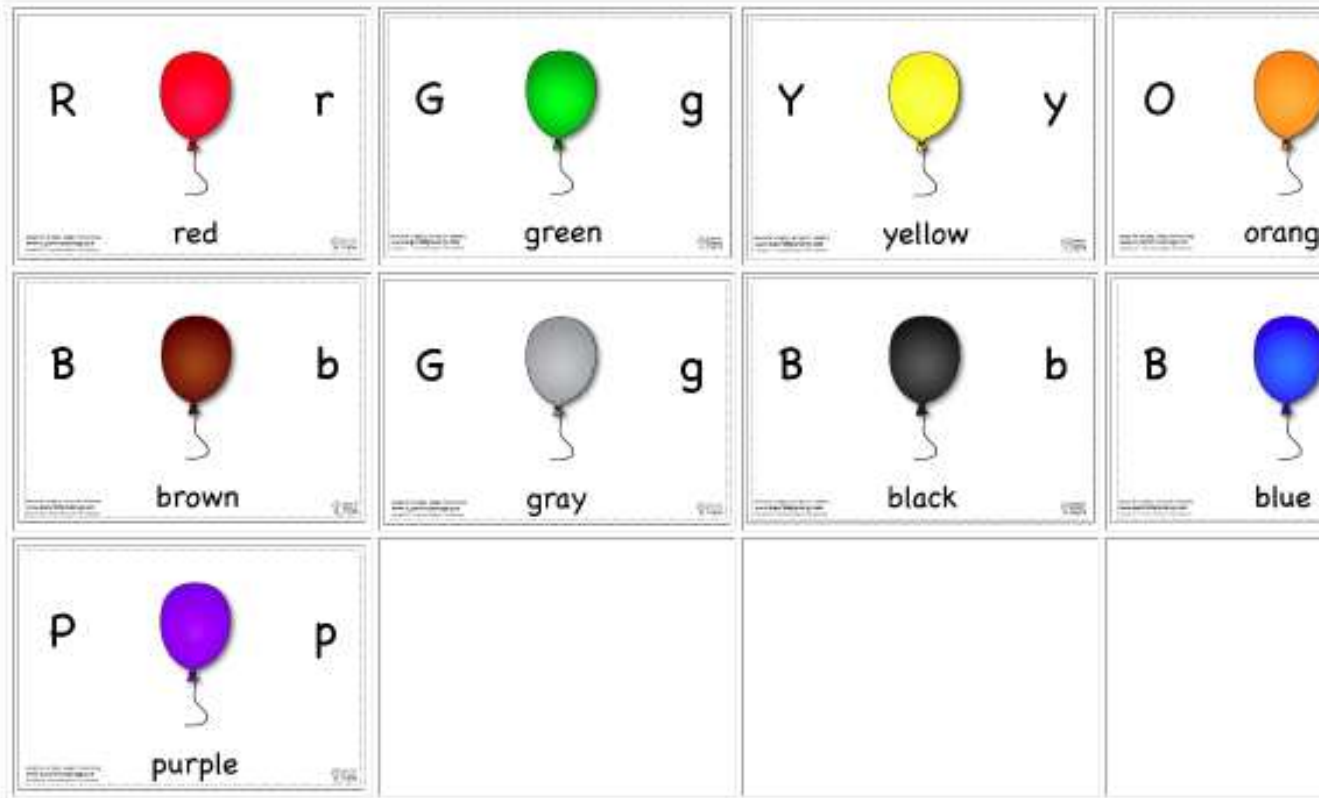
Instead of having children run around the room looking for colors, have them try to locate colors in a picture book, a collection of toys, or something else you can place on the ground or table in front of them.

After singing the song a few times, play the "I See Something..." game. Have the children gather around you. Look around the room and then say, "I see something blue/red/yellow/etc. The students then try to guess which object you "see". They can point at the objects, or name them if they know the word. This is a great game for introducing new vocabulary. For example, if a student points to a blue pencil, the teacher can say, "The blue *pencil*? No, not the *pencil*."

After each guess, the teacher can introduce the word for the item the student is pointing to. After playing this game a couple of times, encourage the students to identify the objects by name, and then let the students take the lead and say, "I see something..."

.....

Activity cards:



Cut these hands out, laminate them, and use them to introduce and review color names!