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THE B. A. DEGREE IN SCIENCES OF EDUCATION

MENTION:

ENGLISH LANGUAGE AND LINGUISTIC

TOPIC:

METHODOLOGICAL GUIDE TO REINFORCE THE ENGLISH LEARNING IN  
THE CHILDREN OF THE SEVENTH YEAR OF BASICAL EDUCATION OF  
“CARLOS MATAMOROS JARA” SCHOOL OF NARANJITO CITY

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MILAGRO, JANUARY, 2012

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## **ACCEPTANCE OF THE TUTOR**

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Milagro..... January of 2012

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## **AUTHOR`S SWORN DECLARATION**

With this we declare before the Directors`of the Academic Unit Of Education Semipresencial And At Distance of Milagra State University that the presented thesis work is under our own responsibility, it does not contain materia written by another person but if it does it is being properly indexed in the text; part of it has not been accepted the grant of any other thesis on a national or foreigner

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## CERTIFICATION OF THE DEFENSE

THE EXAMINING TRIBUNAL previous to the obtaining of Graduate's title in Sciences of the Education it grants to the present investigation project the following qualifications:

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## **DEDICATORY**

his work is dedicated to the beings that more love: to my family; my husband Crhistian to my two princesses Cristy and Becky who have been my inspiration and thanks to their support, understanding has been able to carry out this dream, had traced for a long time.

I also want to dedicate it to my parents although they can not be with me, but they were a blessing since for my life with their sacrifice and love always guided me.

**PIEDAD ISABEL NAREA MONTIEL**

## **DEDICATORY**

Without any doubts, the conclusion of the work it obey the efforts and dedication of the people that are important part in my life. To my mother that guided for the path of the good through of her sages advice , to my loved husband Miguel Ángel for his love and understanding motivated to complete with my objectives , to my adored children Miguel and Anthony that are a blessing of the God for my life.

RUTH CECILIA SALAZAR NARANJO

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At the conclusion of this work, we want to thank in a special way to God, because every good gift and every perfect gift is from above, and cometh down from of Father of lights.

We give all our thanks, to MAE Jacqueline Maridueña Macancela, who was in every moment our support making this thesis. She was, with her knowledge and patience our guide to find the answer for the problems that appeared in the development of the thesis.

## **SURRENDER OF RIGHTS OF THE AUTHOR**

Doctor

Rector of the State University of Milagro

Present

By means of the present document, free and voluntarily we proceed to make delivery of the Surrender of Right of the Author of the realized work as prerequisite for the obtaining of our Title of third level whose topic was Methodological guide to reinforce the English learning in the children of the seventh year of basical education of “Carlos Matamoros Jara” school Naranjito city and that corresponds to the Academic Unit of Sciences of the Education.

Milagro, January of 2012

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## **GENERAL INDEX**

### **INDEX**

Cover	i
Perseverance of acceptance for the tutor	ii
Declaration of investigation responsibility	iii.
Certification of the defense (qualification)	iv
Dedication	v
saw.Gratitude	vi
Surrender of right of responsibility	vii
General index	viii
Index of squares	ix
Index of figures	xi
Summary	
<b>INTRODUCTION</b>	
<b>CHAPTER I</b>	<b>1</b>
<b>THE PROBLEM</b>	<b>1</b>
1.1 Problem design	1
1.1.1 Problematization	1
1.1.2 Delimitation of the problem	3
1.1.3 Formulation of the problem	4
1.1.4 Systematizing of the problem	4

1.1.5	Determination of the theme	5
1.2	Objectives	5
1.2.1	General objective	5
1.2.2	Specific objective	5
1.3	Justification	5
<b>CHAPTER TWO</b>		
<b>MARK REFERENTIAL</b>		<b>9</b>
2.1	Theoretical mark	9
2.1.1	Historical records	9
2.1.3	Foundation	11
2.2	Legal basic	17
2.3	Conceptual frame and research	17
2.4	Hypothesis and variables	17
2.4.1	General hypothesis	17
2.4.2	Particular hypothesis	17
2.4.3	Declaration of variables	17
2.4.4	Operacionalizacion of the variables	18
<b>CHAPTER III</b>		
<b>METHODOLOGICAL MARK</b>		<b>19</b>
3.1	Type and design of the investigation and their general perspective	19
3.2	Population and it show	19
3.2.1	Characteristic of the population	19
3.2.2	Delimitation of the population	19
3.2.3	Type of sample	20
3.2.4	Sample size	20
3.3	The methods and the technicals	20
3.3.3	Techniques and instruments	21

## **CHAPERT IV**

### **ANALYSIS AND INTERPRETATION OF RESULTS 27**

- 4.1 Analysis of the current situation 27
- 4.2 Comparative analysis, evolution, tendency and perspectives 28
- 4.3 Results 29
- 4.4 Verification of the hypothesis 39

## **CHAPTER V**

### **PROPOSAL 40**

- 5.1 Theme 40
- 5.2. Foundation 40
- 5.3 Justification 41
- 5.4 Objectives 41
  - 5.4.1 General objective of the proposal: 41
  - 5.4.2 Specific objectives of the proposal 41
- 5.5 Location 41
- 5.6 Feasibility 41
- 5.7 Description of the proposal 42
  - 5.7.1 Activities 42
  - 5.7.2 Resources, financial analysis 43
  - 5.7.3 Impact 44
  - 5.7.4 Limit to evaluate the proposal 45

### **SUMMATIONS 44**

### **RECOMMENDATIONS 46**

### **BIBLIOGRAPHY 47**

### **ANNEXS 49**

## INDEX OF THE SQUARE

Table 1	30
Table 2	31
Table 3	32
Table 4	33
Table 5	34
Table 6	35
Table7	36
Table8	37
Table 9	38

## **SUMMARY OF THE WORK**

Most of the professor that teach English as second language are sure about the difficult thing that it is to make our students being interested in English`s acquisition because of the motivation lack in son cases and in other, our own ignorance of the new educational tendencies that open a wider expectrum in the process of teaching-learnig. To ignore, for example the important of the use of methodological guide, to make our student to develop their skills

This work presents a visión of the application of the theory of Julián D Zubiria , Feuerstein to hrlp the readers in stablish new parameters in the education in our chidren

## INTRODUCTION

English is the universal language of the communication in many action fields. It is the language through which produce the scientific information and technique. Therefore, it is an important element in their future as student and professional. Now more than three hundred million people in the world speak this language.

It foreign language is used by children, young and adults as their second language. For example: the Japanese speaks English with his clients in all the continents of the world, equally the French scientist communicates with the English scientist, Chinese or German.

In consequence although this language is globalized we can to see that in our country and in especially in our canton there are many blanks at level of the institutions of basic education, particularly in the fiscal schools, where we can observe a high index of children and girls that don't have a appropriate text of study of this language.

Inside many of the educational facilities it is not had qualified teachers and specialized in English, being so the boys and girls are not guided correctly in the learning of this language, since the same teachers of the classroom are imparting these classes with inadequate methods and this harms the teaching learning of the students.

Our main objective is offering that the boys and girls, as students establish firm bases in the handling of the English language. These bases will be good as starting point for their future development, according to their necessities, after the school.

It is so as teachers specialized in this area we have seen the necessity to design this methodological guide, looking for to give many forms so the students are not conscious in itself that they are studying. For we want to give them to a tool that is for they a

constant game and that it captures their attention from the first moment, although their contents are carefully elaborated so that obtains an easy level of understanding and diction.

This guide contains four skills: listening, reading, speaking and writing. Using the correct pronunciation and vocabulary, involving the children in the realization of the different activities proposed in this guide oriented to the development of their abilities, encouraging the children to have trust and security, emphasizing that the important thing will to understand all the words, but they try to understand the general meaning of the sentences or narrations.

We will find multiple activities of oral production in partner, in group or with the participation of the all class, reading activities that consist mainly on relating words and sentences with images, will develop the expression written with a progression which helps to the student to get a better production of words until that of sentences and simple descriptions, we will also find also songs that facilitate an appropriate pronunciation of the language and lastly games that offer the boys and girls the opportunity to communicate in English in a natural way.

Contributing so that the class is developed funny form and that the students are interested in this subject.

This guide has been designed applying the deductive methods - inductive developing this way the critical thought of the boys and girls.

With the design of this guide we seek to give an useful instrument for teachers and students whereas clause that English's learning is an essential part of its preparation for the life of the XXI century

## **CHAPTER ONE**

### **THE PROBLEM**

#### **1.1 PROBLEM DESIGN**

##### **1.1.1 PROBLEMATIZATION**

At level of the fiscal schools of our Naranjito city, the high index of children and girls of scarce economic resources that cannot acquire a text for their high cost knowing; we have decided to motivate the students by means of a guide methodological for the teaching of this language in the classroom. Contributing the development of the thought of the children of the school CARLOS MATAMOROS JARA. Permitting these children so is related with this language acquiring outstanding knowledge that will be good him to communicate in this global world.

The teaching of the English language has as purpose to incorporate values and attitudes, the same ones that will take them to obtain a clear knowledge and I expand of the activities that are developed inside the classroom.

In our medium it is considered that the teacher debit side to provide the children a general orientation on this language with the purpose of guiding them to the organized and systematic study of this language in their daily life

Besides all the theoretical and academic efforts in the search of a method teaching-learning of a foreign language, the biggest contribution, it will always be that that comes from the teachers who with their daily work of to teach and to investigate have nurtured

the world of the teaching learning of a foreign language with technical, procedures, innovations and experiments that have enriched the process largely.

The teacher should excellence be an orientador, and as such a debit side to know how to take advantage of all the spaces of participation in an appropriate way. Doubt of the paper orientador that the teacher should play toward the family does not fit, about the contents that the students receives in the classroom.

The family assuming the duty and the right of educating In the case of the process teaching-learning of the English language, although it has not been frequently treaty this topic, children have been able to observe by means of the practice in the field on the part of the investigator, in the first cycle of the primary school that the difficulties and inadequacies before mentioned they increase given the characteristics of this content type in a non native context of the language that becomes trained. It is needed a specialized preparation and didactics in connection with the foreign languages that they do not offer in the curriculum of the primary teacher's formation. The teachers with professional profile in English's teaching that work in the primary education have a didactic formation directed more to the basic secondary. For that in a general way, the teachers that assume English's teaching do not have wide knowledge of the language and the methodology to teach this language.

The traditional education is in crisis. One of the reasons is that the models are not paged with the reality, making almost impossible the encounter between the student and the big human realizations. The new teaching is prefixed to the traditional one by its evolutionary and progressive character.

The new education contrary to the traditional one more and more it enlarges their covering in the current society, it is centered in the students and in their activity, allows to carry out direct experiences through the game and work; of concrete situations until arriving to the abstract thing, by means of the action. It bases, in scientific principles of the pedagogy, inclining the integral formation, the learning is active where the student manages freedom responsibly, with the guide and the teacher's orientation.

Educate means to form human beings that can make use of their knowledge, dexterities abilities and securities in for of a personal efficient acting with unquestionable social projection transforming paradigms and methodological procedures with a new approach of educational quality that innovates the formative processes.

To elaborate this guide we have based ourselves in the concepts of the modern pedagogy: To be, to know, to make and to undertake.

To be: it is the wonderful creation that the students wake up and it undertakes the one on the way to formation and improvement that the students will go acquiring along a lifetime. At the present time the student is not constituted in passive or merely receptive fellow of the process, but rather is an active element that learns and builds his own learning.

To know: in the course of their existence the human being will acquire a series of knowledge that qualify him so that it can act efficiently in its cognitive, affective, procedural, emotional and social areas, Here the different competitions enter in game, although they are varied, they group with the objective of forming in way it integrates the modern student.

To make: the result of the learning is measured by the capacity that the students show to solve problems or to apply the knowledge acquired in situations in those true significant learnings take place.

In consequence our pedagogic guide outlines a range of activities guided to obtain educational-formative achievements that the efforts of students' progress and teachers integrate to fortify the process teaching-learning in for of an education that allows to see better days for our Homeland.

### **1.1.2 DELIMITATION OF THE PROBLEM**

Sector            associate educational

Area:            Foreign Language

Country: Ecuador  
County: Guayas  
City: Naranjito  
Institution: "CARLOS MATAMOROS JARA" school  
Level: 7th Year of Basical

### **1.1.3 FORMULATION OF THE PROBLEM**

How does it affect the absence of a methodological guide in the teaching-learning from the English language to the students of the 7<sup>th</sup> year of basical education of the school Carlos Matamoros Jara?

### **1.1.4 SYSTEMATIZING OF THE PROBLEM**

- Why do the students demonstrate interest of learning English?
- Why do the students demonstrate indeference of learning this language?
- Why is the didactic material important in the teaching of this language?
- What should a teacher know to investigate and to solve the problems of teaching learning of this language?
- Will it be necessary to implement the inductive gradual learning of the English language?
- What actions should the teacher take to solve this problem of teaching learning of this English language?
- Why do the students need a methodological guide in the teaching of the English language?

### **1.1.5 DETERMINATION OF THE THEME**

Methodological guide to reinforce the English learning in the children of the seventh year of basic education of "Carlos Matamoros Jara" school of Naranjito city

## **1.2 OBJECTIVES**

### **1.2.1 GENERAL OBJECTIVE:**

Analyze the reasons of the difficulty and the students' indifference in the learning of the English language in the seventh year of basic education of the mixed fiscal school Carlos Matamoros Jara

### **1.2.2 SPECIFIC OBJECTIVE**

1. Verify why many teachers do not use the appropriate techniques for the teaching of language
2. Diagnose the reason that the teachers teach without an appropriate text the teaching students.
3. Analyze the use of didactic materials makes traps it would take that the students are interested more in this matter, that for them many times are difficult,
4. Investigate new methods and techniques in the teaching, the since every day we should upgrade

## **1.3 JUSTIFICATION**

The first years of life are essential for the learning of the English language, and the opportunities that are in their environment they will become decisive proximal, to reach an appropriate development.

The use of this Language is a process that leaves from the first years of children life so that they can be unwrapped according to its evolutionary stage. From their early age we

should familiarize him with this language through a guide of methodological chord to their necessities.

After having observed in the public school Carlos Matamoros Jara” we could identify that the children and seventh year do not have a study text to be guided in the diverse activities that are carried out in the class.

We think that it is important that the children of seventh year have a solid base in the teaching of this language, since their immediate year scholar will experience the continuous use of this language.

This is the reason that the new methodological guide will serve him, since it contains attractive illustrations, comics, projects, games and a great variety of complementary activities that will foment the gradual and inductive learning of the English language, so the students learn while they have a good time. They do not teach the grammatical rules directly, but rather it allows the students to discover them through their experience with the use of the language.

This guide provides a continuous recycling of the vocabulary and it introduces in a gradual and progressive way the structures of the language. It offers, also, a balanced practice of the four skills: listening, writing, reading and speaking

Also offers in each lesson complementary activities and a variety of exercises to practice the language. These activities also allow adapting the contents to different learning rhythms Writing, speaking and listening are communication skills that are important in all subject in the curriculum. For this reason, increasing numbers of students fall short of proficiency as they proceed through the school. This booklet responds to calls for principles and teaching practices that address the worldwide problem of increasing literacy skills. It draws on educational research and extensive experience with classroom practices to explain important principles for increasing literacy. In contrast to reading, less definitive scientific research is available on the other three language skills discussed in this booklet. For this reason, the limited research is supplemented here

with the insights of experts and educators with long and varied experience in the teaching of language skills.

The motivation in the learning is the process that causes certain behavior. To motivate is to predispose the student toward what wants to become trained; it is to take it to participate actively in their school task. It is so our methodological guide it seeks to drive and to motivate the student in their learning. The failure of many teachers are because they do not have a guide that provides these activities and do not motivate its classes.

The educational responsibility in the school depends on the recognition of the objective of the education. They are the that indicate the direction and the wanted arrival points, in the which should concentrate all the efforts since they will grant meaning the teaching that is dictated in her. If does not exist the objectives, the action of the school would not be more than a succession of classes or practical educational lack of annexes with the social necessities and singular.

To educate is at the same time a noble and complex task, because in her elements like the dedication are conjugated, the preparation, the creativity, the time, the patience, the love, the mystic and, the deepest thing, our faith. These ingredients allow to lean on the formation of the life of the children and girls.

The teacher is a facilitator of interactive processes that they allow to know and to understand from diverse focuses, methodologies and resources; believes bridges between the previous thing and the new thing. Also, they offers strategies and structures to learn of more autonomous way and self-regulated. The educational one that foments the critical thought in the classroom guides and it supports the works of the students, but it grants them the credit for their achievements what increases the scholar's self-esteem that has the satisfaction of reaching their objective; it is for this reason that we will support to foment the interest of learning this language since with this methodological guide it is very necessary in all the fields of the education.

As teachers, our desire is not to teach what we know, it is to design a learning that confronts the students with the limits of its ideas and the promises of new.

The students, then, it should be it consents the importance that has what is intended to make. This is very important because knowledge and behavior of the human beings is based on the meaning that one gives to each experience, information and knowledge.

The class atmosphere is fundamental to satisfy the psychological necessities of the students and to favor its learning, it is necessary to consider it as a positive emotional resource, with the enough sensorial stimulation that presents novel and favorable challenges for the scholar's development. To improve the dialogue and the interaction, active methodologies are needed and not passive observation.

The XXI century presents complex challenges that should be confronted by people with critical and self-critical capacity that they can apply the knowledge to the practice, to have responsibilities and social commitments, to have the capacity to act in new situations with creativity and with ability to motivate and to drive toward goals comunes

## **CHAPTER TWO**

### **MARK REFERENTIAL**

#### **2.1 THEORETICAL MARK**

##### **2.1.1 HISTORICAL RECORDS**

A working form that is carried out in a constant way in the level of basic education, and in particular in the secondary, it is the one of generating in the students the pleasure for the scientific chore leaving of daily experiences, by means of which the learning is facilitated and be significant. With base in the Reformation in the Secondary Education one of the focuses of the proposal is the basic scientific formation through a denominated methodology “the projects”, with the objective that the children and girls choose their topic and they develop it. The educational one plays a fundamental paper as a facilitator and generator of cognitive challenges. When carrying out a work inside the environment of the sciences debit side to foment the curiosity and the motivation starting from the recognition of the error, and to guide the student to the academic autonomy.

According to Feuerstein it maintains the belief that the good teacher is in disposition of being an expert analyst of the processes of the students' modification, since it is in contact with them in many more learning situations than the professionals of the psychology. In and of itself, the teachers can possess a domain from the experience nearer mediator to the form of being of the educating and to be able to perceive the micro-changes that take place in them. That it can embrace all type of problem of learning of development of social adaptation, etc. therefore knowing the learning

difficulties, we feel the concern and the interest of elaborating our own guide that he/she goes to the necessities of our students.

The globalization, the internet, the television and the possibility that our children enjoy in a future of more and better opportunities than us, they are factors that are influencing so that I eat parents we are more interested in giving them the possibility that they speak another language, especially English.

The educational formation that the children set today side receive to go beyond the learning of the basic matters imparted in the school, it is necessary that the children besides their maternal language expand their knowledge learning another language and that better than that that one speaks in most of the world.

The fact that the children speaks English apart from his maternal language, it will not create them confusion, as many parents they believe, on the contrary, he will have more easiness of to absorb all the knowledge and to learn how to dominate him in an easier way.

Teaching-learning of the English language It is the process that not includes alone the study and the practice, but also the creativity, the troubleshooting where sinks risks of learning the foreign language where they will acquire the skill speaking, listening, writing and reading that are integrated like I reflect of the principle that is the domain of the same ones enriching and reinforcing to the progress of the study of this language.

Understand how the children learn the scientific knowledge, the attitudes and necessary procedures to understand and to act positively on the world in their scientific, artistic, social dimensions. Technological and philosophical, it is fundamental because of it depends it the selection of the contents, strategies and activities that are applied in the classroom.

The teacher like responsible in the process of the teaching, guides to the students in the understanding of the personal ones of experiences of the the immediate one of the phenomena of the field, provides of the action of levels and the perspectives of the observation, it is clever to the join analysis of the concepts the theories, the objectives

fixed, the contents of select the strategies, pick up materials, implements the form of the results of appreciating.

According to this process teachers and the students share the educational act in a horizontal relationship, together of the they work the and actively to learn more and better they share responsibilities in an atmosphere of the respect, freedom the familiarity, they becomes an act of the love, the sympathy, participation, the orientation, the learning, the delivery of the mutual, the creativity, the improvement of the securities of the those, learning of saying of children are being.

Little a little the humanity was gathering experiences until confirming a series of the principles that are the summary of the educational thought of the time of the each time.

From the Egyptian civilization, going by the Greek, the Roman, the media age, until our days the constant concern of the city has been to gather a series of the principles educational theories that reflect the securities the suctions the each human group in the relating thing a the education.

The teacher in formation or in service, unquestionably the one of each children interprets of the theories, adopts decisions in the planning of the educational process, has proceeded a to design this methodological guide that will help to the students to develop the skills.

### **2.1.3 FOUNDATION**

One of English's advantages with regard to other languages is that we always know some vocabulary since still without realizing, we use the language in a daily way and we see it in all sides: spectacular, commercial announcements, you program of radio and TV, magazines of almost all type, in the computer, in Internet, etc.

According to Ausubel the educational one should be centered in the meaning and adaptation from the contents to the capacities and interests of the teachers, to develop cognitive dexterities, skills and technical procedures, knowledge of socially built knowledge and accepted as fundamental, technical and methods professional formation in ethical and moral securities, attitudes, etc.

The necessity that the teaching activities promote that the learning are significant and functional, make sense they unchain a favorable attitude, allow the biggest number of relationships among the different contents that constitute the structures of the knowledge, they allows affirming that the forms of organization of the contents debit side to spread toward a focus global.

The study on the teacher and the initiation in the teaching is one of the most fruitful topics in the pedagogic investigation. The initiation programs tries to establish strategies to reduce the compound shock of reality, due to the strong impact when the new teacher faces the raw world. Diverse theoretical marks have been elaborated to analyze these processes:

- The evolutionary stages of personal survival, of focus to the teaching and of concern for the students that it experiences the educational one.

The stage cognitive-evolucionista that explains the teacher's changes and the new form of perceiving the world.

- The socialization stage or of interiorización of the teacher's own list with the acquisition of the strategies characteristic of their social function (Marcelo,C.;1992:9-36).

The study of the teachers goes by its conceptoself. This is one of the topics less studied (Villa, A.; 1992). Although numerous study exists about the educational effectiveness, it can not analyze it without keeping in mind the following (Burns):

- Spects motivacionales of the behavior of the class

The teacher's behaviors and of the students like reflejops of attitudes and securities of the environment

- Teaching does not how science or mechanical activity, but like process of susceptible interaction to many interpretations

- Student and professor do not how passive agents of a school system, but as human with the same necessities and conditions that are given in the external world.

In a revision of studies, carried out by Combs, you concluded that the good professors are distinguished clearly of the bad for the perceptions that have of them the other ones.

The good professor generates himself and on the other a positive concept (Villa, A.; 1992:86).

The twelve approaches of the pedagogic mediation are the focus of the educational interaction, that is to say the tonalities with the that act mediator is expressed. These are service of the whole intentional relationship that adapt to the different necessities of the students. That kaleidoscope of looks is always presented in the process mediator, because the relationship with each student demands a different focus: to the impulsive boy is measured the autocontrol: to the retract is helped give short and concrete answers; to the dispersed is stimulated the concentration; etc.

The first three approaches, the premeditation, the transcendency and the significance present in all the cultures believe modificability and flexibility and they qualify to face changes. The other mediation approaches are not for that reason in all the societies they believe to the cultural diversity. The educational mediator is guides and asker that translates the problems to queries and lights a light when there is darkness in the road.

The mediator should establish goals, to select objective and to try sharing with the fellow the intentions of the educational process; this takes to the boy to be implied in the experience to reach the achievements. The mediation is in and of itself a deliberate interaction, it supposes reciprocity: to teach and to learn as oneself process. The premeditation reveals cultural collective conscience of which is transmitter the mediator and alone it is expressed and it perceives in direct. For this reason, the machine can not be considered a mediator

The child does not need to integrate his short past and it is unable to capture the possibilities of the future. To transcend debit side to have approach of value and to select the essential of the facts: Their necessity and utility, their permanency in the time, their universality and their partner culture component. The mother that feeds or dressed their so thinks beyond the simplicity of that act. All boy can understand the transcendency of learning how to read or of the work, but that it is the mediator's task.

In the academic environment, this demands the mediator to relate the topics with other points and last facts and futures. In and of itself, the professor puts emphasis in the

processes that underlie in the activity of the class and, concientemente, points out its application to other content areas to the experiences of the real life, to the professions and the securities of the life (Prieto, M.; 1992:37).

The situations of learnings should be presented in an interesting way for the fellow, so that this is involved active and emotionally in the task. The meaning includes three requisitos:1) to wake up in the boy the interest for the task; 2) to dialogue with the one about the importance that has;3) to explain to him what purpose it is pursued with the activities and the application of the same (Ausbel, D.P.; 1968; Bruner, J.; 1972; Feuerstein, R.; 1978).

The meaning is the energy of a stimulus. With the mediation you the ego centrism arrives; the student becomes trained to look for meanings starting from an adapted and coherent learning with its knowledge, capacity and application possibilities. The educating debit side to share the reason, to analyze the importance of what says or makes and discovers their true sense.

Feel competent and capable, to the boy their feelings and autoperceccions should be mediated. They should discover that is able to make and to overcome the simple imitation and plagiarism, by means of personal elaboration. The educating needs to have a positive autoimagen and realist of itself in a climate of enthusiasm, and it makes aware of what can carry out. Many children are saturated of failures, they feel unable to learn and they are minimized.

The boy, before feeling competent with relationship to the other ones, he should feel competent regarding by himself. This feeling is the fair knowledge of his capacities: to know what is capable. The positive autoimagen makes an effort with the achievements. For that reason, the boy needs to be believed in himself. This mediation has two phases: to) to give the boy the possibility of the success and b) to recognize the success that achieves.

For Feuerstein, the motivation is one of the objectives of the application of the (PROGRAM OF INSTRUMENTAL ENRICHMENT). This task has two focuses: That the one educating experiences the autosatisfacción for their competition and for the social

meaning of the success (Feuerstein R.; 1980).The individualization principle has to achieve a learning experience in which each boy is considered and accepted with his peculiarities. The mediator applies different teaching models in function of the differences and cognitive styles of each one. It should be gotten the student to recognize his particular characteristics that differentiate it and they define.

This principle consists on designing approaches and procedures to develop, in the fellow, an appreciation of its individual securities, without forgetting those of other and its psychological differences. Therefore in the classroom the mediator to of developing the divergent answers, encouraging to the independent and original thought. In and of itself in the PEI activities they are contemplated that demand the individual work (Feuerstein.R.; 1988:61).

The education is devoted to overcome necessities and immediate answers. It cares more the way of carrying out the task that the contents of the same one; For it, the educator should contribute mechanism and strategies of planning for the resolution of problems.

The traditional education, Bruner censurs, to favored the extension and the width of the knowledge detriment of the depth. The children usually consider the memorization like one of the tasks of maximum priority, while rarely they come importance in the reason capacity. The cause can be in that memorize unnecessary contents, it is not the learnings, it is not known how to teach them and does not have methods and appropriate strategies.

Therefore, in the classroom, the mediator encourages the students to put on goals to short and I release term. It establishes individual objectives and insists in that the fellows make an effort in getting them. This stimulates the perseverance in the achievement of goals, at the same time that they favor the development of study habits. Consequently in the individual, the students wake up an autonomy propis that takes it to plan and to evaluate their work.

The mediator should keep in mind the disposition of the educating to learn and his specific way to react before stimuli and new situations of learning. The novelty has like

object to wake up the attention and the interest of the educating, but this debit side to know that the new thing implies bigger complexity from the moment in that it is changed the modality or the number of elements. The mediator specifies of special attention when, deliberately, he adds a new fact or it demands a level bigger than abstraction in the carried out mental operation (Feuerstein, R.; 1991:45).

The potential of the learning rises when, achieved the success, is not satisfied with such a situation, but rather a defiant position is believed that puts on approval new mechanisms and strategies.

Next to the basic beliefs about the possibilities of people's growth, it should be mobilized the atmospheres relative, school and social, that determine in many cases, the concrete situations of change (Feuerstein.R.; 1991:46). The convinced mediator of the qualities of his educational intervention, expects the near change, but it avoids all prediction that exceeds his means and possibilities.

The victory in the fight in the education, is fruit of the optimism that wakes up trust in the success: The optimism is one taking of posture in the face of the life, the uncertain future and the suspicion of success or failure. A negative election demands double effort and it paralyzes the organism. The human mind is able to look for alternative positive in its elections. There is always a possible election that is more advisable for the knowledge, the positive mediation is essential to be motivational, to project relationships and to open horizons (Feuerstein.R.; 1991:48).

The educator projects his constructos, his philosophy, his form of understanding the surrounding world, to give wings, to be able to face other realities and to change them. In the base they are the experiences of success and the big expectations before the future. Before an uncertain tomorrow, the educating needs hope and optimism in the word and in the testimony of their educators.

Today it feels the urgency of emphasizing a sense of solidarity with the human species, with the cultures that you surround us and the universal securities. The mediation of this feeling has special interest when it talks to children with affective problems that live in

the insecurity of the family nucleus and they are detached of a mark referencial from small, for migration or exile (Feuerstein, R.; 1991:49).

## **2.2 LEGAL BASIC**

**Art. 343.** - The national system of education will have as purpose the one development of capacities and individual and collective potentialities of the Population that they facilitate the learning, and the generation and use of Knowledge, technical, knowledge, arts and culture. The system will have as center the fellow that learns, and it will work in a flexible and dynamic way, include, effective and efficient.

The national system of education will integrate a vision in agreement intercultural with the geographical, cultural diversity and domestic linguistics, and the respect to the rights of the communities, towns and nationalities.

## **2.3 CONCEPTUAL FRAME AND RESEARCH**

### **2.4 HYPOTHESIS AND VARIABLES**

#### **2.4.1 GENERAL HYPOTHESIS**

If we design a methodological guide for the teaching learning of this language, the students will be motivated and improve their school year.

#### **2.4.2 PARTICULAR HYPOTHESIS**

- If we link the content of this guide with the social practice we will stimulate the student's appraisal in the educational plane.
- If takes in bill by means of this guide the practical orientation of the objectives toward the fundamental linguistic skills: auditory, oral expression, reading and it notarizes and toward the processes car-regulators of the personality

#### **2.4.3 DECLARATION OF VARIABLES**

**DEPENDENT VARIABLE:** Stuedents` indifference learning of the English language.

**INDEPENDENT VARIABLE:** Methodological guide to reinforce the English

## 2.4.4 OPERACIONALIZACION OF THE VARIABLES

HYPOTHESIS	VARIABLE	CONCEPTUAL	DEFINITION OPERATIONAL	INDICATORS
If we design a methodological guide for the teaching learning of this language, the students will be motivated and improve their school year.	<b>INDEPENDENT VARIABLE</b> Methodological guide to reinforce the English	With this guide the students will develop the skill: speaking, listening, writing and reading reinforcing and enriching to the progress of the study of this language.	Offers strategies didactics development the process of teaching-learning of the competition talkative integral of the English language	Interview Survey Observation
	<b>DEPENDENT VARIABLE</b> Students' indifference learning of the English language	It is a tool that will wake up the interest in learning this language developing a significant learning	Learning Experience Kknow	Interview Survey Observation

## **CHAPTER III**

### **METHODOLOGICAL MARK**

#### **3.1 TYPE AND DESIGN OF THE INVESTIGATION AND THEIR GENERAL PERSPECTIVE**

This project is feasible to carry out, for that which we are worth ourselves of the applied investigation whose purpose is to solve real problems. This investigation is that that is carried out with an immediate purpose, to apply the knowledge.

They will have a field investigation since they will be carried out in the place of the facts that are to say in the “Carlos Matamoros Jara School”, in 7th year

It will be bibliographical since they were carried out many investigations in books, pamphlets, magazines, videos, internet, etc.

For the elaboration of the present Preliminary design the investigation type is:

#### **3.2 POPULATION AND IT SHOWS**

##### **3.2.1 CHARACTERISTIC OF THE POPULATION**

This investigation was carried out it in the “ CARLOS MATAMOROS JARA SCHOOL” belonging Naranjito city. The same one that has 680 students 19 educational, 16 parallels in a single day.

##### **3.2.2 DELIMITATION OF THE POPULATION**

Took like sample of the children the seventh year of basic education, which has 47 students in ages that oscillate between 11 and 12 years this course was determined where presented bigger difficulty in the employment of the English language

### 3.2.3 TYPE OF SAMPLE

Shows probable since we have selected at 47 students and 1 educational.

### 3.2.4 SAMPLE SIZE

SCHOOL	UNIVERSAL POPULATION	PERCENTAGE	TOTAL
CARLOS MATAMOROS	680	100%	680
7th YEAR	47	6,8%	47

### 3.3 THE METHODS AND THE TECHNICALS

#### SCIENTIFIC METHOD:

The way to discover the reality of the facts and these when being discovered, in turn they should guide the use of the method. The scientific method follows the one on the way to the systematic, methodical doubt that does not mistake with the universal doubt of the sceptic that is impossible. The scientific method is the tacit general logic or explicitly employee to give value to the merits of an investigation.

#### OBSERVATION METHOD

The investigator knows the problem and the investigation object, studying his natural course, without alteration of the natural conditions, that is to say that the observation has a contemplative aspect

#### EXPERIMENTAL METHOD

It consists on checking, to measure the variations or goods that it suffers a situation when they are introduced a new cause leaving the other causes in equal study.

### **3.3.3 TECHNIQUES AND INSTRUMENTS**

Carry out this investigation we were worth ourselves of the observation technique. The instruments that we use are:

**The survey** It is a group of questions directed to the population's representative sample or institutions with the purpose of knowing state of opinions or specific facts.

The investigator should select the most convenient questions and according to the topic to try.

#### **Interview**

It is a technique to obtain data that it consists between two on a dialogue people: The interviewer "investigator" and the interviewee is carried out with the purpose of obtaining information on behalf of this that is in general a conversant person in the matter of the investigation.

The interview is an old technique, because it has been it has used for a long time for the Psychology and from its notable development in Sociology and in education. In fact in these sciences, the interview constitutes an indispensable technique, because it allows to get data that otherwise would be very difficult of getting. It is a conversation of professional character to obtain information. We use of the interview:

**1** When it is considered that it exists interaction and dialogue between the investigator and the person.

**2** When the population or universe is small and governable.

**THE OBSERVATION.** - it is a technique that consists on observing the phenomenon, fact or case sincerely, to take information and to register it for their later analysis.

The observation is a fundamental element of all investigative process; in her the investigator leans on to obtain the biggest number of data. Great part of the wealth of knowledge that constitutes the science has been achieved by means of the observation.

Two observation classes exist: Non scientific observation and the scientific observation. The basic difference between an and another is in the premeditation: To observe scientifically means to observe with a clear, defined objective and I specify: the investigator knows what it is what wants to observe and for what reason he wants to make it, that which implies that he should prepare the observation carefully. To observe not scientifically means to observe without intention, without defined objective and therefore, without previous preparation.

With the advances in the study of the brain, it is known that it is an organ with an extraordinary plasticity and that it is in permanent transformation for that that while earlier they train their different areas, it can take advantage the infant's potential better. Of there the necessity to implement pedagogic strategies for the development of the critical thought from the first years of basic education. In this stage it is fundamental to practice dexterities of verbal communication (oral and written) and not verbal (language of the body: postures, expressions, voice tone, bell, etc.). That is to say that the educational one needs to put emphasis in offering the scholar the opportunity to be expressed, of arguing and of dialoguing to develop the reasoning abilities, such as interpreting theories, to compare perspectives, to generate and to evaluate solutions, to clarify approaches, to develop standard and to explore feeling and underlying thoughts.

In basic education the non alone student seats the bases of those that her educational process will depend, but rather it also begins its social and community life; in and of itself, it is indispensable to consider that the car knowledge and the appropriate handling of the emotions to foment the empathy, the cooperative work and the invigoration of the self-esteem. In the same way, let us remember that, on one hand the student it is consolidating the writing process and of reading, and that, for other, we live in fact mediatized by the media, that makes fundamental the implementation of methodologies based on the use of images. Starting from these considerations, we will analyze some fundamental strategies next for all the areas and the levels of basic education, and like they can be interrelated to each other along a session to achieve the pedagogic objectives based on the critical thought.

At the present time, the educational proposals of permanent training demand to be revised. The education faces the challenge of responding on demand in an innovative way growing of information requested by the educational.

This demand of continuous learning is one of the features that defines the culture of the learning of the current societies. A society this way characterized solicitous, among other you sew, to build a new concept environment to the training and the permanent formation. This non alone training should be contemplated the access to new knowledge and concepts, but also to facilitate to the educational ones the reflection on its pedagogic practices.

Teach and learn is two key concepts that constitute the heart of all educational process. Of they are derived it all the methodologies and activities that it proposes the educational one in the classroom.

Many times the educational can not verbalize neither to characterize the learning concepts and teachings that guide our practices. But when analyzing our acting in the classroom and to meditate we are related with the students and knowledge on how we can deduce these concepts that inspire the educational action.

The practice in the expressed classroom really what we think on to teach and to learn.

The relationship among theory, what we understand and we believe, beyond the speeches and practice is so narrow that if at some time we will want to improve our acting with the objective that the students reach better achievements, the innovations could not only be limited to the practice, activities and methodological strategies. It is proven that the results do not modify if the changes only happen in the didactic dimension, without there are transformations in the teaching and learning that, conscious or unconsciously, they direct the professional chore.

The teaching processes and learnings are essential parts of the human being. The survival of all the societies has depended on the exercise of to learn and to teach: The adults have always transmitted to the new generations all the knowledge abilities and beliefs developed by them and for their ancestors, so that the society continues existing and it can be developed. Leontiev, Russian educator said that if at this time all the adults

disappeared of the planet the children would return to the caverns. That is to say, the history begin again.

Although the teaching processes and learning have been present from the humanity's beginning, on how the scientific investigation takes place the learning and its corresponding relationship of how they should become trained.

Methodologically, the learning is in the side of the students. The process is related with the psychology that they study and it provides information on how they memorize and, on how concretely you ends up dominating the scientific knowledge, the attitudes and the procedures. While the teaching is on the side of the adults and is related with the pedagogy that they investigate for what reason, how and what they should make the professors so that the students achieve durable and significant learnings.

To understand as the children learn the scientific knowledge, the attitudes and necessary procedures to learn and to act positively on the world in their scientific, artistic, social, technological and philosophical dimensions, it is fundamental because of it depends it the selection of the contents, strategies and activities that are applied in the classroom.

The work of translating the theory of the learning in practical applications could be significantly simple, if its process outside simple and direct. Unfortunately, it is not this way. The learning is complex and it has generated numerous interpretations and theories on its operation.

The teaching behaviorist they usually call also traditional because was the form of teaching that it used the school a lot before the theory behaviorist of the learning appeared.

The history of the education registers how the relationships between the educational and students, and among the school, the knowledge and the reality, in the education previous to the XX century, they are similar to the teaching proposal elaborated under the principles of the theory behaviorist, many years later. The theory behaviorist of the learning sustained that way to conceive the teaching in a scientific budget.

Translate the psychology behaviorist to a pedagogies that it correspond and assume the same parameters and postulates, they can behave to discover a schematic scenario that they do not exist in the reality. However didactically it is a good exercise because allows to discover all the implications and impacts that they has this focus in the students, although in the reality they never it such which.

It is important to take into account the social list that completes the school and the pedagogy in the society. The different forms of teaching do not happen because yes, they do not appear of nothing, but rather they respond to specific economic, political and social necessities.

In this sense the traditional pedagogy, like Julián D Zubiria says in its book the pedagogic models it was conceived to image and likeness of the factory and created the workers and employees that it demanded the labor world to take place. They teach and accustoms the individuals to the routine works and mechanics of the industrialized world.

Each pedagogic focus has conjugated four elements according to its necessities and demands, granting them different securities and hierarchies. These classifications have originated different pedagogic models that are presented in a coherent way inside a conceptual theoretical mark that the abaliza and give them sense. This analysis takes before into account the cuatros elements of the pedagogic chore mentioned.

The traditional pedagogy or behaviorist ignores the mental processes, interest, necessities and the students' expectations in the process of the teaching because it does not consider them important. When underrating their structures and mental processes, conceive them ignorant and holes.

In summary can say that the traditional school understands to the student like an empty individual or a leaf blank list to be lined, that is to say, to acquire behaviors.

The traditional pedagogy, the educational is the most important element. It is the base and condition of the success of the education, although their list is purely mechanical. In the book The school question, Jesus Palacios describes the list of the educational in

this pedagogic focus. The teacher is the pattern and the guide. The school traditional silence and immobility, ask them to be formed and gives importance to the memorization of you formulate and grammatical orthographic rules because it is based in the pedagogy of the discipline from the authority. Their objective is to dominate the infantile instincts and to get obedient, disciplined, educated and learned people, the student is alone the receiver and the professor the originator.

It is not here question of saying which the best teaching method is, neither of passing magazine to the diverse existent methodologies.

There is not an absolute method, a methodology you cannot evaluate if they do not keep in mind a group of bound approaches to the nature of the students, to the objectives, to the content of the matter, and to the formation of the educational one.

In our days it can not have learning but we take into account the paradigms that influence in the process teaching learning.

The methods and techniques indicated the how to get a learning situation for the achievement of the planned objectives.

As what does it serve a good formulation of objectives if the educational in a class, does not know What does to make?, how do to motivate their students? How does to begin? And how does to finish a class?

The method makes reference to the general focus of the educational action of agreement with a certain approach and having in view determined objectives. It implies a discipline imposed to the thought and the stocks to obtain bigger efficiency in what is wanted to carry out

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 ANALYSIS OF THE CURRENT SITUATION**

Sustain the position of the hypothesis of the project a field investigation was elaborated with the population puts (Director and students) of the school Carlos Matamoros Jara, of the canton Naranjito, with respect to each student's perception on the use of the applied texts to the inter-learning and the perception that have to near the topic and their pedagogic type implications, for the which survey was used to obtain the information that is needed.

Was determined through a managed questionnaire to the Director of the school with open questions and to the students with alternative questions, to know the information that would be needed to structure the line bases, for the execution of the presented project

For the effect the project was revised and the outstanding information was analyzed that would serve according to the objectives of the project like connection mark with the process of execution of the same one.

Once designed the questionnaire, a test of results was made of the one referred instrument to analyze the obtained information and to take out the due summations. the technique of the sampling was used and processed its universe in the Director and 47 students.

Later on this information was tabulated and processed to project it through statistical graphics, in order to determining the incidence of the outlined problem and its implications.

#### **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.

On the other hand it is associated the fact there is not English teachers in this school for this reason; there is not a motivation for that the children are interested in this language, that is important at the present time.

Another problem is the lack methodological guide where the students can develop the practice the exercises that allow them to improve their skills. Therefore, it is necessary that teachers apply new strategies and methodology, and introduce in their work plans the correct use of the guide 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.

## 4.3 RESULTS

### PRINCIPAL'S INTERVIEW

1. Do you believe that it is necessary that the children learn English?

**Of course. It is the matter that is related in all the areas**

2. Is important in this time to have knowledge of this language?

**Yes, is very important.**

3. Do you believe that the teachers of each classroom should have notions about this subject?

**If, at least the basic thing**

4. Why do you think that deficiency exists in the students in this area?

**Because, what the children fears is the pronunciation, since they do not have developed the skill**

5. What do you say on English's texts?

**These are guides of study that facilitates the learning to the students.**

6. Should they be implanted more hour of English in the academic pensum?

**I consider very necessary the increase more hours of English in all the basical years**

7. Do you believe that the current texts are elaborated according to the necessities of the students?

**We do not use English texts for order of the Ministry of Education, we simply use copies or cards**

8. –Do your opinion give about the teaching of this language in our means?

**It is very favorable, because this language is being used worldwide and the things that they are cared come in English, for example: medicine, appliances, etc. and the student has to know how to read this language**

## STUDENTS´SURVEY

**TABLE 1**

1. - Would you like to learn English?

ALTERNATIVES	FRECUENCY	PERCENT
yes	42	89.3
no	5	10.7
	47	100

### Question No. 1 Analysis

Characteristic: From a universe of 47 students, 42 of them say they like learning English as a second language; 5. students say they do not like to learn English as a Second language.

Analysis: This means that most of the students consider as a great possibility for English language to be learning(89,3%) say they like learning English; (10,7%) say they don't like it at all.

Result discussion: This appreciation gives us an answer about the possibility on using a methodological guide 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 2**

2. Do you like listening English songs?

ALTERNATIVES	FRECUENCY	PERCENT
yes	39	86,1
no	8	13,9
	47	100

**Question No. 2 Analysis**

Characteristic: From a universe of 47 students, 39of them say they like listening English songs;8 other students say they do not like listening English songs.

Analysis: This means that most of the students (86, 1%) consider listening English song, which means those (13.9) 10 students say they do not like it at all.

Result discussion: This appreciation tells us that the English songs are very important for develop the listening skill in the class.

**TABLE 3**

3.-Do you like singing in English songs?

ALTERNATIVES	FREQUENCY	PERCENT
yes	42	89,3
no	5	10,7
	47	100

**Question No. 3 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 teachers 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 that the studentst like them singing in english. In the second group do not like singing

**TABLE 4**

4.-Do you like making drawings, to see pictures and images to remember?

ALTERNATIVES	FRECUENCY	PERCENT
yes	47	100
no	0	0
	47	100

**Question No. 4 Analysis**

Characteristic: Fourty seven students say you like making drawings, to see pictures and images to remember.

Analysis: 100 percent of the students say like making drawings, to see pictures and images to remember.

This demonstrates that they are made easier to learn using these resources that provide the study guides.

**TABLE 5**

5. During the class. Do you like making theatrical activities (as list games, pantomime, etc.)?

ALTERNATIVES	FRECUENCY	PERCENT
yes	35	74,4
no	12	25,6
	47	100

**Question No. 5 Analysis**

Characteristic: thirty five students out offorty say they like to make theatrical activities (as list games, pantomime on English classes; 12 other students say they do not like making theatrical activities (as list games, pantomime.

Analysis: From a hundred percent of the students, the 74% say they like to make theatrical activities (as list games, pantomime on English classes; and twelve students do not have good opinion about what they do not like making theatrical activities (as list games, pantomime.

Result discussion: The students are motivated when they receiving different activities in the classroom. Because they demonstrate interest with their participation in the class.

**TABLE 6**

6.-Do you have a good time to work with another person in even or in group?

ALTERNATIVES	FRECUENCY	PERCENT
yes	40	85,1
no	7	14,9
	47	100

**Question No. 6 Analysis**

Characteristic: forty students out offorty say they like have a good time to work with another person in even or in group. Seven other students say they do not have a good time to work with another person in even or in group.

Analysis: From a hundred percent of the students, the 85, 1% says they have a good time to work with another person in even or in group; and seven students do not have good time to work with another person in even or in group.

Result discussion: This appreciation tell us that is important the work in group, this way motivates the students to that they are integrated with their partners and they are helped mutually.

**TABLE 7**

Do you believe that to study English is important?

ALTERNATIVES	FRECUENCY	PERCENT
yes	43	91,4
no	4	8,6
	47	100

**Question No. 7 Analysis**

Characteristic: From a universe of 47students, 43 of them say they believe that to study English is important; only 4 other students say they believe that to study English is not important.

Analysis: This means that (91, 4%) believe that to study English is important, same other quantity (8, 6%) say they are not believe that to study English is important.

Result discussion: This appreciation tell us that the students are sure that to learn English is important, because they can use it in their daily life,

**TABLE 8**

8.-Is it difficult to learn English?

ALTERNATIVES	FRECUENCY	PERCENT
yes	47	100
no	0	0
	47	100

**Question No. 8 Analysis**

Characteristic: forty seven students say that is difficult to learn this language (English).

Analysis: This means that (100%) believe that is difficult to learn English.

Result discussion: This indicate clearly that the students have a perception that english`s clases are difficult, for this reason there is the necessity of work with a methodological guide,of this way help the students learning this language

**TABLE 9**

9. Would you like to have a room of audio English video?

ALTERNATIVES	FRECUENCY	PERCENT
yes	38	80,8
no	9	19,2
	47	100

**Question No. 9 Analysis**

Characteristic: From a universe of 47 students, 38 of them say they would like to have a room of audio English video; 9 other students say they do not would like to have a room of audio English video

Analysis: This means that (80, 8%), they would like to have a room of audio English video; (19, 2%) say they do not would like to have a room of audio English video

Result discussion is very important that all educational institution counts with a living room of audio video for the interactive learning of this language.

#### **4.4 VERIFICATION OF THE HYPOTHESIS**

If we design a methodological guide for the teaching learning of this language, the students will be motivated and improve their school year.

The students and teachers will be benefitted with the application of this methodological guide because will help the children to be motivated to learn this language and this way to improve their yield.

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 transmit the knowledge through the teaching-learning process will be more attractive to students and they will come to our classes wanting to learn in this new language that is very important in our daily life.

## **CHAPTER V**

### **PROPOSAL**

#### **5.1 THEME**

Methodological guide to reinforce the English learning in the children of the seventh year of basic education of “Carlos Matamoros Jara” school of Naranjito city

#### **5.2. FOUNDATION**

**This proposal is based on the educational experience being an alternative help to pay some problems comunes, opposing along the years of experience. Being the potential children in process of formation that they need help to demonstrate their acting in the classrooms.**

Proposed in this guide, help to make decisions regarding how to plan the class and that methodological strategies to continue in the classroom work, and so that clarifies, WHAT HOW, and for WHAT reason should the child learn. The teacher will put in practice his pedagogic competitions with the purpose of getting active learnings, proactivos and productive of his students. This way we aspire to improve the academic advance of the children substantially.

#### **5.3 JUSTIFICATION**

**With the result of the realized surveys, you could rule that the children of the school Carlos Matamoros Jara needs evidently of a methodological guide that will help them to be interested more in the learning of this language, the results of a**

previous analysis and feeling the reality of the lack of a study material took us to continue with the elaboration of this guide that without a doubt some will contribute to obtain educational achievements to fortify the process teaching learning in for of an education that allows to see better days for our children.

## **5.4 OBJECTIVES**

### **5.4.1 General Objective of the proposal:**

Guide of study of English, to improve the teaching process in the children and power to know and to use the basic vocabulary.

### **5.4.2 Specific Objectives of the proposal**

Develop a methodological guide for the learning of English subject for the seventh year students.

Define the methods that facilitate the learning of this language.

Identify characteristic, advantages and limitations of the diverse usable methodological focuses in the design of this guide.

## **5.5 LOCATION**

This proposal is located in the educational field with the purpose of improving the quality of teaching of the English language in our city

This proposal has space in the school Carlos Matamoros Jara located in the urban area of the Naranjito city province of the Guayas: Direction Av. October 5 among the streets October 9 and Pichincha.

## **5.6 FEASIBILITY**

The realized investigations allow to intend that by means of the execution of this project that it is the design of a methodological guide, the same one that they will help to improve the learning of the English language.

For that reason the project is feasible because it will allow the children of this school to have firm bases which they will help them to improve school yield in this area and in the legal part this project according to the regulatory scheme imposed by the education law.

## **5.7 DESCRIPTION OF THE PROPOSAL**

Once detected the problem started this proposal, like it is the elaboration of a designed methodological guide so that the teacher from his personal reflection introduces modifications or changes that take him to improve his educational work efficiently.

This guide includes places related to our country, it contains crossword, soup of letters, games exercises, conceptual maps, stories songs. The same ones that will help the children to establish firm bases in the handling of this language for a future development without inconveniences.

### **5.7.1 ACTIVITIES**

For him execution of the proposed present the execution of the following activities was planned:

- Analysis of the proposal
- It interviews the the seventh year-old students of basic of the School “Carlos Matamoros Jara”
- Direct observation of the problema
- interviews the Mr. Director Prof. Eduardo Pines Coloma.
- Preparation of a methodological guide for the seventh year-old students.
- Permanent control of the proposal.

### 5.7.2 Resources, Financial Analysis

For the execution of the proposed present the following resources were used

FINANCIAL RESOURCE	EXPENDITURES
Internet	<b>\$10</b>
Copies	<b>\$10</b>
Mobilization	<b>\$50</b>
Scanner	<b>\$10</b>
Rung	<b>\$15</b>
Hardcover	<b>\$40</b>
Impress	<b>\$50</b>

#### **Human resources**

- Director
- Students

#### **Economic resources**

The economic expenditures, are low the responsibility of the authors of this Project.

### **5.7.3 Impact**

#### **STUDENT**

➤ The students of the seventh year of basic education of the school “Carlos Matamoros Jara”, they will have access to the information, the one that will be diffused through the methodological guide.

#### **EDUCATIONAL**

➤ The educational of the school will benefit with the use of this guide that will help them to be more dynamic their classes.

### **5.7.4 LIMIT TO EVALUATE THE PROPOSAL**

With the purpose that the present project has an appropriate guideline, it should constantly be evaluated with the purpose of determining if this following the direction outlined for the attainment of the established goals and to achieve that the investigative process follows its appropriate course. The limits to evaluate the proposed present are: observation, participation with the environment of the School, reception of comments, suggestions and petitions.

## CONCLUSION

After having carried out the study of the obtained results through the surveys that were applied to the students, we allow ourselves to conclude in the following points:

That the perception of a great quantity of students regarding English's subject is that these are attractive for them.

That one of the main factors so that the students show bigger interest in English's classes, use dynamic activities.

That in the employment of dynamic activities on the part of the teachers achieve a bigger opening and bias to the holding in the classes on the part of those students.

That to most of the educational ones they are not offered the facilities on the part of the educational institutions where you/they work and to the same time neither they possess the economic solvency to invest in text that consequently help them in their pedagogic preparation.

Likewise that professors and students consider to the communication ability like that in the one that the students find bigger difficulty to develop.

That the main reasons that they hinder the development of the communication ability they are the lack of a methodological guide that you/they contain a wide vocabulary, grammar and an appropriate pronunciation.

That the use of songs to motivate the students to the learning and development of all the abilities of the English language is a good alternative to consider -

In definitive that a problem that exists closely related with the use of technical methodological that focus its to work in a very traditional way and that according to the tendencies of the modern pedagogy it doesn't satisfy the demands of the current education

## **RECOMMENDATIONS**

After considering the summations, it is important to enunciate some recommendations to continue to propose the solution to this problem.

According to the previously exposed thing, it is evidenced a problem of lack of pedagogic preparation clearly on the part of the educational ones that it includes the lack of knowledge of technical methodological that help them to present their dynamic classes, it is for this reason that we propose the use of a methodological guide where we will find the four abilities of the English language, also other areas like it is grammatical and vocabulary.

Consent to this guide it is necessary that the educational ones show a favorable attitude to their pedagogic preparation, that is to say to always be willing to look for their improvement like teachers when attending such pedagogic preparation events as chats, seminars, or in turn to invest in matter that provides them this type of knowledge.

For other parts the educational institutions should offer bigger support to the educational ones as for their pedagogic preparation and to pay economically in a total way or at least partially the cost of these chats and seminars.

The texts or pedagogic content material are important inside the preparation of the educational ones, it would be of a lot of help for them that the institutions invest in the same ones and it facilitates the access to these, putting them to the free disposition by way of consultation or of support.

Likewise, the employment of texts that they present pedagogic type contents is since important for the educational ones, this should not consider them as an expense well like an investment in its own preparation since they are them who will be the more beneficiaries

Finally to have present that the combination that takes us to the success inside the demands of the current education is: the good bias for a pedagogic preparation, the easiness to consent to technical methodological motivational and the frequent use of the same ones in the classes.

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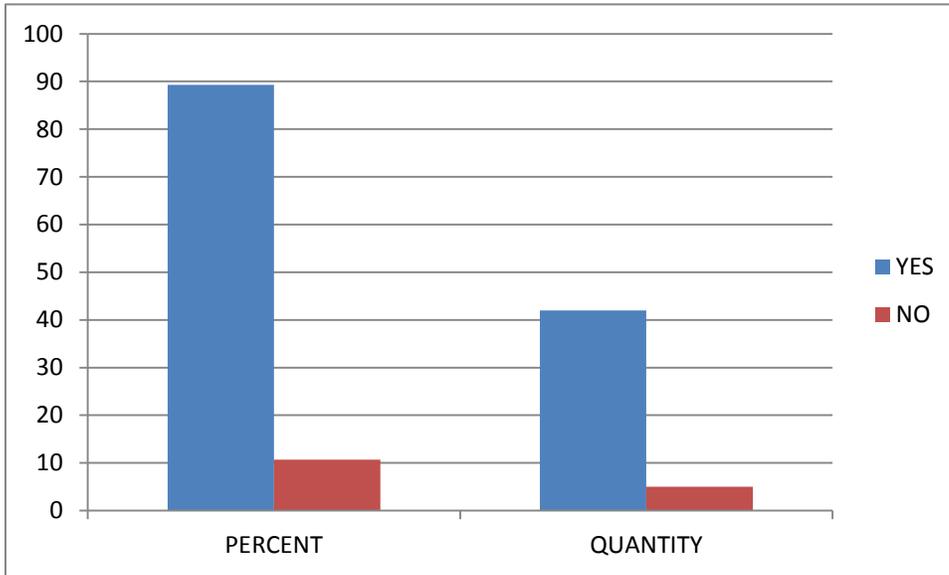
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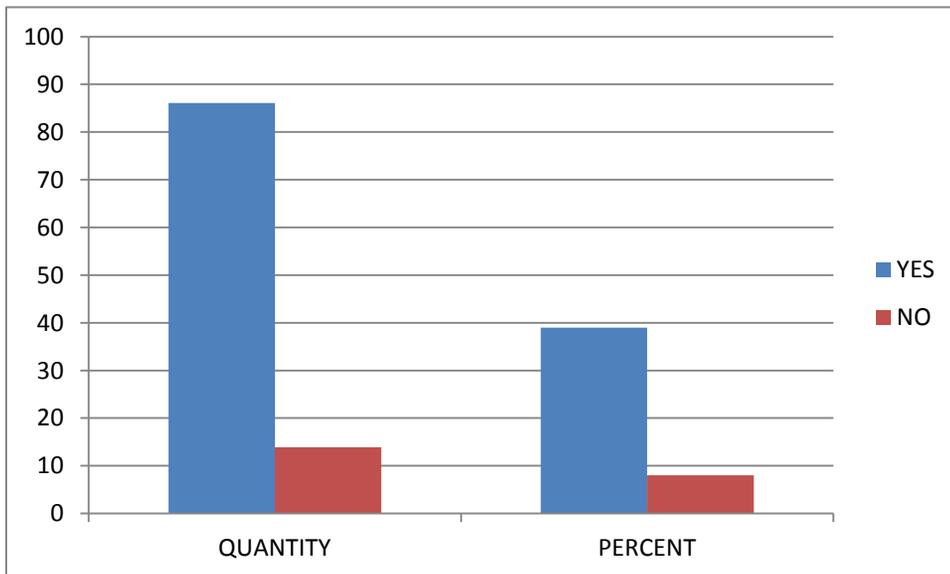
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**Table 1**



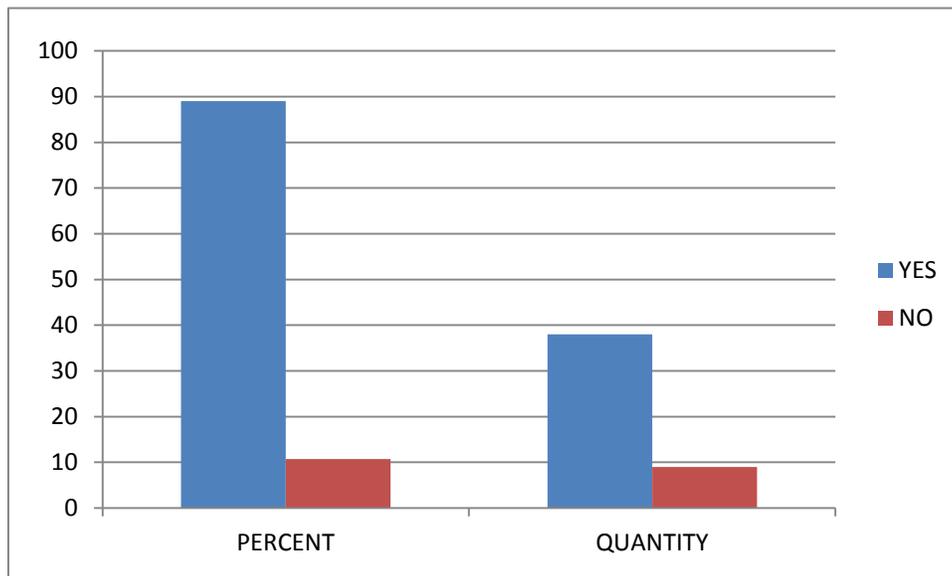
1. - Would you like to learn English?

**Table 2**



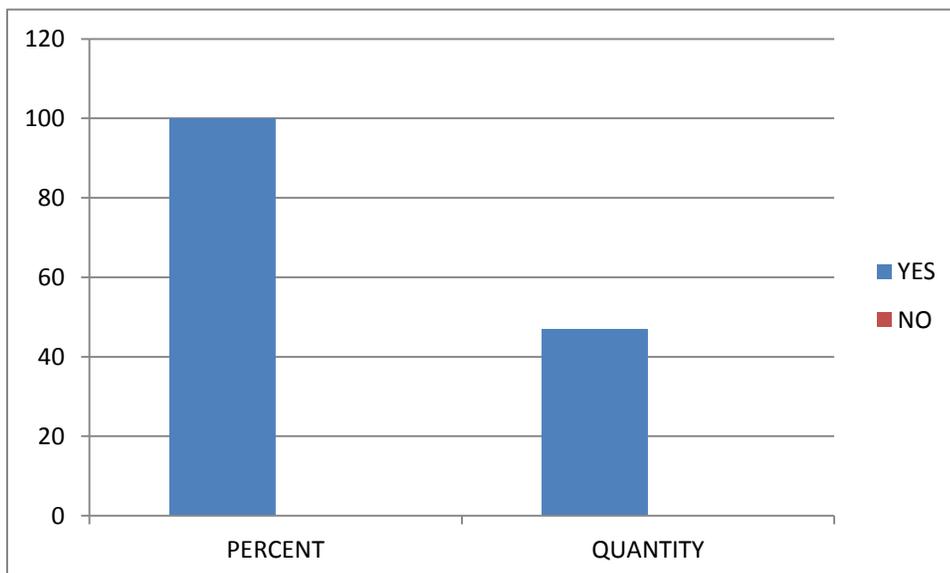
2. Do you like listening English songs?

Table 3



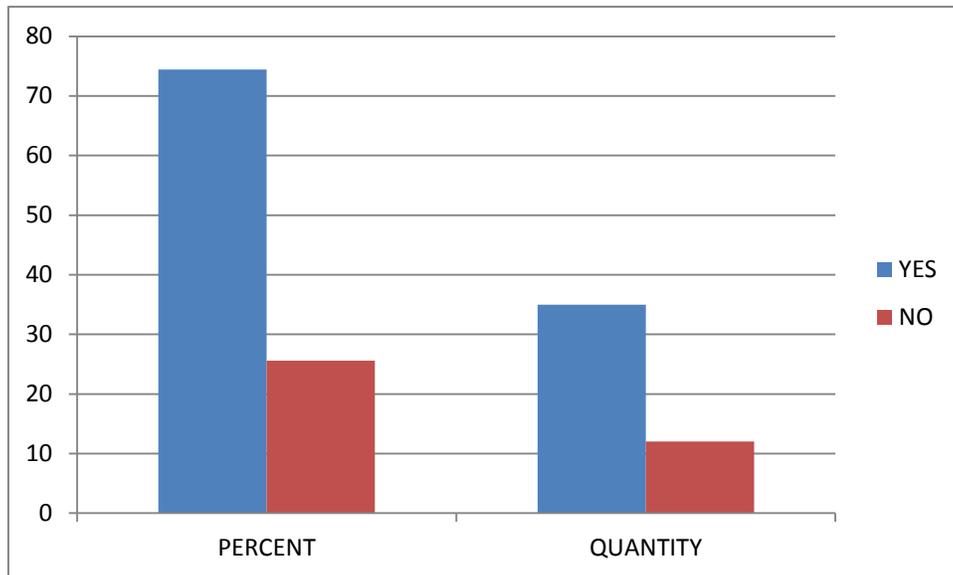
3.-Do you like singing in English songs?

Table 4



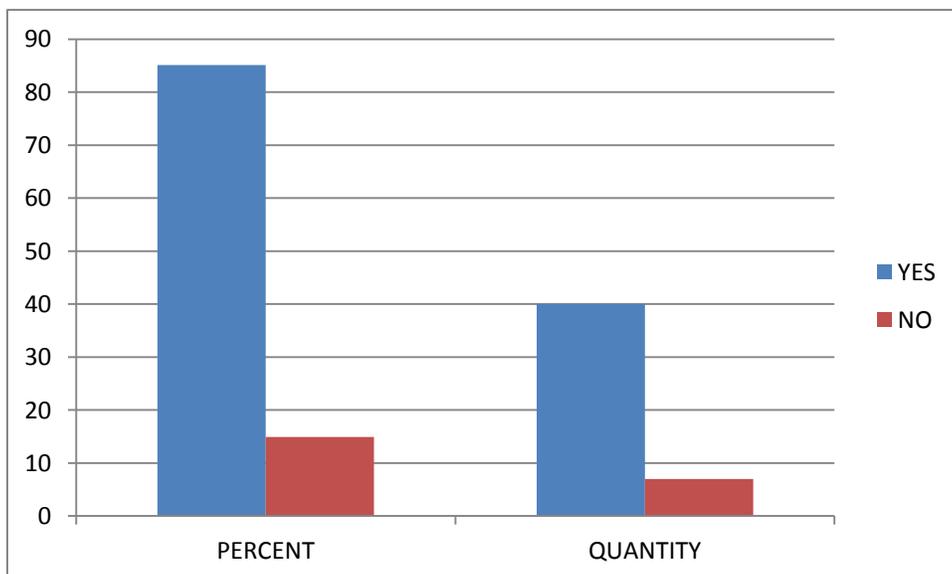
4.-Do you like making drawings, to see pictures and images to remember?

**Table 5**



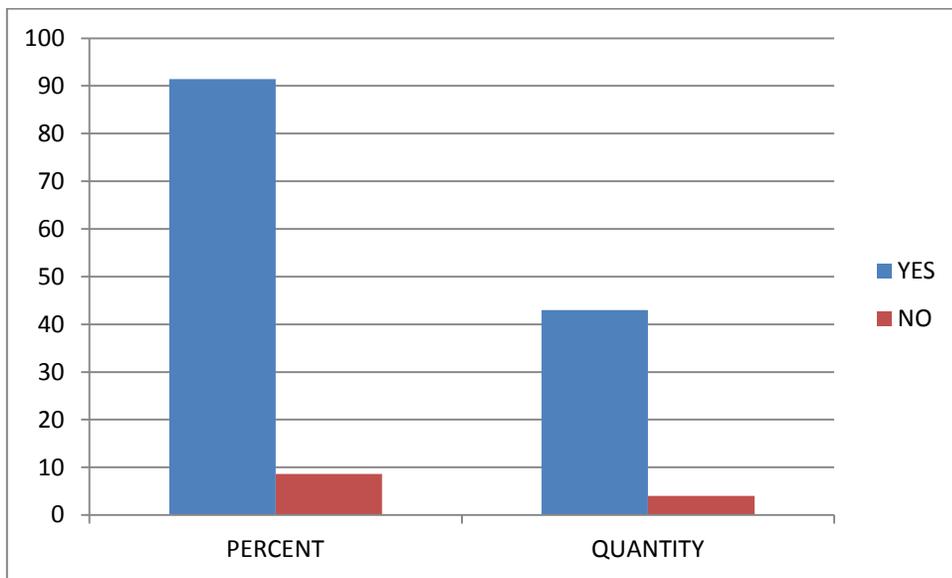
5. During the class. Do you like making theatrical activities (as list games, pantomime, etc.)?

**Table 6**



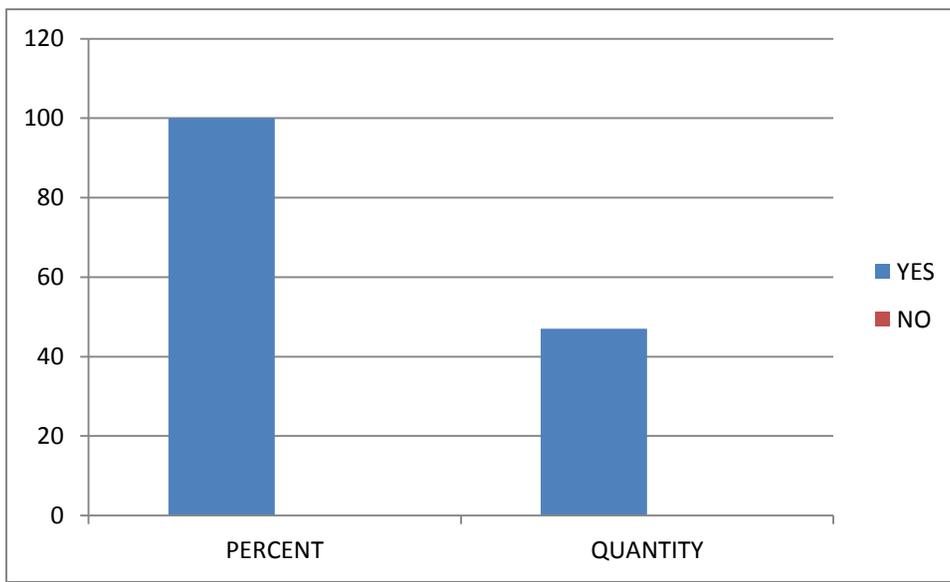
6.-Do you have a good time to work with another person in even or in group?

**Table 7**



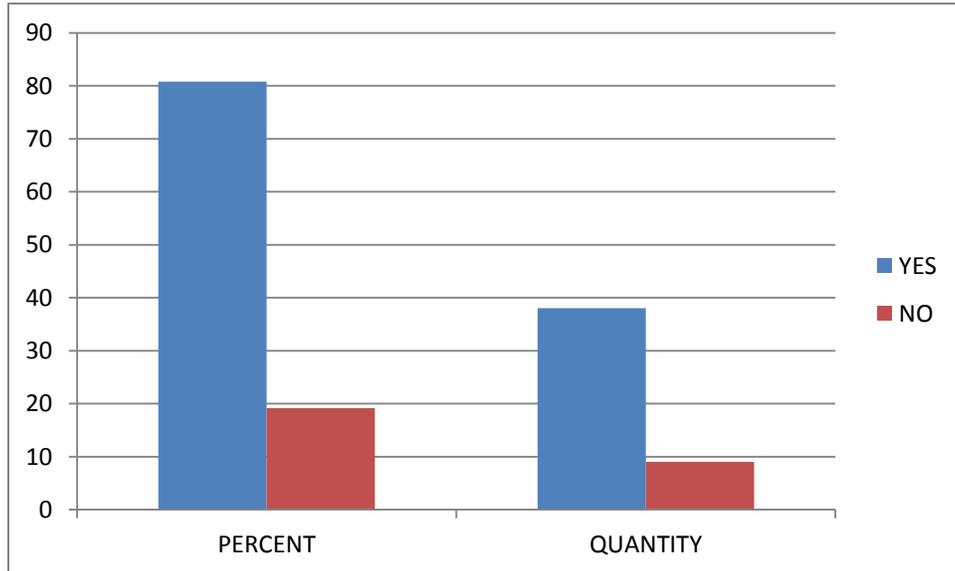
Do you believe that to study English is important?

**Table 8**



8.-Is difficult to learn English?

**Table 9**



.9. Would you like to have a room of audio English video?

PHOTO1



This is the school Carlos Matamoros Jara of Naranjito city

PHOTO 2



The students of seventh year are answering the questions of the survey.

PHOTO 3



Other group of students of seventh year are answering the questions of the survey.

PHOTO 4



Interview to Principal Carlos Matamoros Jara school.

PHOTO4



Interview to Principal Carlos Matamoros Jara school.

**PRINCIPAL'S INTERVIEW**

1. Do you believe that it is necessary that the children learn English?

**Of course. It is the matter that is related in all the areas**

2. Is important in this time to have knowledge of this language?

**Yes, is very important.**

3. Do you believe that the teachers of each classroom should have notions about this subject?

**If, at least the basic thing**

4. Why do you think that deficiency exists in the students in this area?

**Because, what the children fears is the pronunciation, since they do not have developed the skill**

5. What do you say on English's texts?

**These are guides of study that facilitates the learning to the students.**

6. Should they be implanted more hour of English in the academic pensum?

**I consider very necessary the increase more hours of English in all the basical years**

7. Do you believe that the current texts are elaborated according to the necessities of the students?

**We do not use English texts for order of the Ministry of Education, we simply use copies or cards**

8. –Do your opinion give about the teaching of this language in our means?

**I t is very favorable, because this language is being used worldwide and the**

**things that they are cared come in English, for example: medicine,**

**appliances, etc. and the student has to know how to read this language**

## **STUDENTS´SURVEY**

1.-Would you like to learn English?

2.-Do you like listening English songs?

3.-Do you like singing in English songs?

4.-Do you like making drawings, to see pictures and images to remember?

5.- During the class. Do you like making theatrical activities (as list games, pantomime, etc.)?

6.-Do you have a good time to work with another person in even or in group?

7.-Do you believe that to study English is important?

8.-Is it difficult to learn English?

# PROPOSAL