MILAGRO STATE UNIVERSITY
SEMIPRESENCIAL AND DISTANCE LEARNING EDUCATION

ACADEMIC UNIT

PRELIMINARY DESIGN OF THESIS TO OBTAIN

THE TITLE OF **B.A. IN SCIENCES OF THE EDUCATION**

MENTION:

ENGLISH LANGUAGE AND LINGUISTIC

TOPIC:

INTERACTIVE DYNAMICS PROCESS TO PROMOTE THE
ENGLISH LANGUAGE INTERLEARNING

AUTHORS:

Fuertes Suárez Isabel Martha

Hinojosa Navarrete Amelia Amarilis

Milagro, January 2012

Ecuador

ACCEPTANCE BY THE TUTOR

Certifify that I have examined the degree Project delivered by the teachers **Fuertes Suárez Isabel Martha** and **Hinojosa Navarrete Amelia Amarilis**, to obtain the Licensee in Science Education Mention **Language English and Linguistic** and agree to accept guide of the work until they presentation, evaluation and sustain.

Milagro, January 2012

Jacqueline Maridueña Macancela, Msc.

DECLARATION OF THE RESEARCH RESPONSABILITY

The authors of this research declare to the Directive Council of the Semipresencial and Distance Learning Education Academic Unit, the work presented is of our own making, contains no material written by another person except that is referenced properly in the text contained in this document or in its entirety has not been accepted for the award of any degree or a national or foreign.

Milagro, January 2012

Isabel Martha Fuertes Suarez
C.I.: 0908553035

Amelia Amarilis Hinojosa Navarrete
C.I.: 0908287840

CERTIFICATION OF THE DEFENSE

The Qualifying Court prior to obtain a degree in Science Education Language English and Linguistic gives mention to this research project the following qualifications.

SCIENTIFIC REPORT	(	)
ORAL DEFENSE	(	)
TOTAL	(	)
EQUIVALENT	(	)

_____

PRESIDENT OF THE COURT

_____   _____

DEPUTY PROFESSOR   SECRETARY PROFESSOR

CERTIFICATION OF THE DEFENSE

The Qualifying Court prior to obtain a degree in Science Education Language English and Linguistic gives mention to this research project the following qualifications.

SCIENTIFIC REPORT	( )
ORAL DEFENSE	( )
TOTAL	( )
EQUIVALENT	( )

_____

PRESIDENT OF THE COURT

_____   _____

DEPUTY PROFESSOR   SECRETARY PROFESSOR

DEDICATORY

This research project is result of a work got thank to the effort, perseverance and dedication mine.

I dedicated to God, unconditional friend, who shared happy and sad moments of my life, because if don´t have his love, it is really hard to think that I could reach my objective.

I dedicated to my children, they were my support to convert me in a successful woman and thank to my unforgettable friend Isabel, who of one or another manner help me the conclusion of this work.

Amelia Hinojosa Navarrete

DEDICATORY

This research project is dedicated to God, who is unconditional and will be that friend in our lives, strong, thinking, likewise, it is part of the perseverance, constancy and support, to continual with this hard work.

Isabel Fuertes Suárez

ACKNOWLEDGEMENT

I want to thank in first place to our Heavenly Father God, for being so generous letting me finish my goal successfully.

I express my more sincere gratitude to the Msc. Jacqueline Maridueña Macancela, who was in every moment my support and with her knowledge and patience my guide in the development of the thesis.

ACKNOWLEDGEMENT

We express our infinite gratitude to Msc. Jacqueline Maridueña Macancela that with patience and professionalism that characterize her, we knew how to guide so successful during the tutorials and research of our work to meet the objectives set and reach a successful conclusion.

In addition infinitely grateful for the Lic.Teresa Ochoa Espinoza for allowing us to implement the proposal in the Center Basical Education Juan Ezequiel Vargas.

COPYRIGHT´S AUTHOR TO THE UNEMI

_____

Intervening the document present, freely and voluntary proceed to make delivery of the Assignment of Copyright Law of the Work done as a prerequisite for obtain our third level title, the theme Interactive Dynamics process to promote the English Language interlearning and which correspond to the Academic Unit of Science Education.

Milagro, January 2012

Isabel Martha Fuertes Suárez

_____
C.I.: 0908553035

Amelia Amarilis Hinojosa Navarrete

_____
C.I.: 0908287840

INDEX

PRELIMS PAGES

INTRODUCTION

CHARTER I

RESEARCH PROBLEM

CHARTER II

RESEARCH REFERENTIAL FRAME

CHARTER III

RESEARCH METHODOLOGICAL FRAME

CHAPTER IV

ANALYSIS RESULTS´ PRESENTATION

CHAPTER V

CREATION´S PROPOSAL

Annex 1: Workbook

Annex 2: Analysis of the students´ Surveys

Annex 3: Analysis of the teachers´ Interviews

Annex 4: Headmaster´s Interview Result

Annex 5: Students Survey´s Results

Teachers Interview´s Results

Headmaster´s Interview Result

Annex 6: Photographies

SQUARE´S INDEX

Square 22

Square 23

Square 24

Square 25

ABSTRACT

The lack of Interactive Dynamics English Language affecting in the students learning. We are involved in training teachers in the application of Dynamics for a better development the process of teaching English to students. The dynamics help the students learn things in a practical way and make classes more enjoyable and fun. Such activities promote the cohesion of the group, promote the relationship between students and greater communication among them. In the dynamics section, teachers will find many tips and creative ideas to make their classes more entertaining, enjoyable and above all effective. The dynamics are a fundamental tool the teachers to apply them in the classroom as better methodological technique, in order to achieve better results in teaching and learning. The purpose our project has been developed with the finally that teachers, students and parents to know about the interactive dynamics applied to the teaching-learning process, this included the workbook as a teaching aid in the classroom. This will motivate students to become familiar with this material every day. As used in this workbook the reader will have the opportunity to know different form to motivate in the classroom. The carried out surveys threw result that gave consistency to our position of the application of the Interactive Dynamics in classes. We demonstrate the teaching that the teaching levels and methodology are faulty in the different student atages, methods are not technical that allow the students to be involved positively in the educational process, all of the students and teachers, coincided in the lack of appropriate methodologies.

INTRODUCTION

English is one of the areas in which students present are most difficult moment to learn, sometimes it is often caused by the same teacher, lacking knowledge of dynamics, strategies and pedagogy to reach the student, this helps classes to become boring.

The dynamics are a fundamental tool for the teacher, to be applied in the classroom, our purpose to make teachers assess the effectiveness of using Interactive Dynamics for a student´s overall development and realize their full educational potential.

Those of us involved in teacher training must be consistent in the application of the dynamics for better development of the teaching of English for that students to be motivated and the classes are more participatory.

Our proposal is aimed at all teachers and that through the Interactive Dynamics, the students become familiar with the different subjects that will become the same fun and motivating, increasing its participating interest.

To promote student interest to learn and enjoy from the application of the Interactive Dynamics achieving better development, assimilation capacity and receiver in the process of learning, defining technical and methodological strategies to create conscience of the importance of them.

The aspects that we considered important to develop this project is to show the importance of the Interactive Dynamics that teachers using them should encourage students to have a major classroom participation transforming traditional education dynamics and participatory education being one of the strategies used and that greater assimilation of students, making them skilled and creative beings.

CHAPTER I

RESEARCH PROBLEM

1.1 Problem Setting

1.1.1 General Pronostic

Visiting the Center Basic Education "Juan Ezequiel Vargas" of the Milagro City, we detected the failure of dynamics learning the English Language to students from eighth to tenth year of Basic Education for no teacher students motivation the lack of teaching materials, important for the learner to feel motivates and to develop their intellect, thus encouraging their personal skills as quality, enthusiasm and dedication.

What we are involved in training teachers in the application of dynamics for a better development the process of teaching English to students from eighth to tenth years of basical education.

Keeping in mind this problem were studied the causes that generate the main factor is the little interest of students lack of motivation to be interested in the subject.

The teacher must use a variety of appropriate dynamics that motivate students and bring more attention to the class that is developing, so this is not just theory because it tends to become tedious and boring.

The dynamics are a fundamental tool the teacher to apply them in the classroom as better methodological technique, in order to achieve better results in teaching and learning.

This leads to the conclusion: Contribute to the use of dynamics for a better assimilation of the subject.

For this reason, this project is going to be perform in order to make known varieties of the use of dynamics as study tools.

1.1.2 Problem´s Delimitation

Research Area:	Education
Area of Research:	English
Coverage of Project:	Institutional
Time:	November 2010 to May 2011

1.1.3 Problem´s Formulation

How is the lack of Interactive Dynamics English language affecting in the students learning from eighth to tenth year of basical education?

1.1.4 Problem´s Systematization

- ✓ What are the reason why teachers use inappropriate learning processes?

- ✓ What kind of techniques use the teacher in his English class?

- ✓ Why the failure of improper teaching material impairs teaching of the English Language?

- ✓ What kind of Interactive Dynamics do the teachers apply in their class?

1.1.5 Research Objective

Improve interactive dynamics for better English Language learning in students from eighth to tenth years of basic education.

1.2 Objectives

1.2.1 General Objectives

Lack of interest into the english learning process in the students of eighth to tenth year of the Center Basical Education "Juan Ezequiel Vargas".

Encourage to the students in the English learning process applying Interactive Dynamics to get a better develop of the language.

1.2.2 Specific Objectives

- ✓ Identify problems in a learning process of English Language.
- ✓ Select techniques for using the dynamics through song, riddles, rhymes, poems, mimes.
- ✓ Verify the methodology strategies that the teachers use in the classroom.
- ✓ Analyse the kind of interactive dynamics that the teacher use in his class.

1.3 Justification

The purpose of this project is aimed to the teacher and students of the institutions referred to in future generations the communications is made based on the interactive dynamics. This project has much to do with students who show a lack of interest.

This is the research project for the years of basical education in the Center for Basical Education Juan Ezequiel Vargas of the Milagro City, through dynamics: group, individual, pairs, audiovisual, with the student support for the shared learning process and thus the classes more active and interesting.

The use of dynamics in the classroom become an increasingly common need in the process of shared learning in the educational system.

The interrelation of students through the dynamics for better assimilation into the classroom, they create awareness of the importance of English.

Educators often make the mistake of not develop into the English language learning by not knowing how to use the interactive dynamics, and these are simple and basical, so that classes do not become monotonous and tiring.

The Center for Basical Education Juan Ezequiel Vargas is detected the failure of dynamics students from eightht to tenth year of basical education by teacher-student motivation and lack of materials, important for the learner is motivates and able to develop their intellect.

Students should have greater involvement in the classroom, so there is necessary, apply the dynamics to transform the traditional education which leads them to make critical and creative skills are significant.

It is very important to emphasize the dynamics and educational resources that help teachers and students more constructive knowledge, improving education that is directly involved in the formation, development and acquisition of knowledge daily.

CHAPTER II

RESEARCH REFERENTIAL FRAME

2.1   Theorical and Conceptual Focus

2.1.1   Historical Antecedents

For the elaboration of this project, I have started from a conceptual general frame based on the educational and pedagogical sciences. The sciences of the education that sustain this project, are the Philosophy, the Sociology, the Linguistics and the Pedagogy.   From these sciences is taken in consideration laws, principles and categories that are indispensable for the theorical conception of the methodological techniques.

The English language learning begins in the initial of life, because at this age the students to assimilate all the potentials, since, the age for language learning starts at school age.

Nowadays we do not have audiovisual laboratory to facilitate the English language, learning as is the case of the institutions where I work. This being one of the draw backs to our students are not interested in a second language and we do not have technology.

Motivation is probably the most frequently used term for explaining the success or failure in performing any complex task. Motivation is commonly referred to as an inner drive, impulse, desire or emotion that encourages somebody to pursue a course of action.

Motivation is a property of the learner, but it is also a transitive concept: coaches can motivate their students, teachers can motivate their childrens. Furthermore, it is dynamic and changes over time, especially in the usually long-drawn out process of language learning. Motivation is thus remarkably complex.

The man lived always group experiences. But the group is historically recent, and most studies that focus on groups and their dynamics.

Group theories were integrated into the educational field. Currently it can said that group dynamics, is a field of knowledge with in social psychology, which deals with the study of the behavior of groups as a whole, of their interactions and functioning and derive a set of techniques to increase the operability of the same.

These techniques called dynamics of group applied, they are systematic procediments of organizations and development of group attitudes.

The dynamics are a powerful and indispensable for the teaching tool, motivate the participation of the student and allow you to learn through personal experience.

The dynamics help the student learn things in a practical way and make classes more enjoyable and fun. Such activities promote the cohesion of the group, promote the relationship between students and a greater communication among them. In the dynamics section, teachers will find many tips and creative ideas to make their classes more entertaining, enjoyable, entertaining and above all effective.

"In this sense, the freeware version of Google Earth is an excellent option to raise interesting, dynamic and fun class activities that allow students the ICT advances make it possible to respond to current needs for teaching geography.

 "Example of this is Google Earth, tool used in several fields of geography that combines photos satellite, maps and a database very complete, so the user can navigate freely for any place on Earth.

Google Earth allows you to observe in detail territories and deployed simultaneously on these, various types of geography.

Actuality in geography, is no longer enough students names of countries, its location and its capital or that they are aware of the most important mountain ranges in the world, the main climatic zones or oceans.

Although this basic information is important, it is necessary for students to learn to handle dynamic maps and to build and use geographic information systems, which

enable them to formulate hypothesis and solve problems, linking different types of information associated with an area or geographic area.

This activity is intended for students to learn to interpret and correctly use the coordinates and to acknowledge its usefulness and importance.

To begin with the teacher must be a list with the exact coordinates of some place in the world recognized by its geographical, historical or cultural value.

The concept of group as a means for teaching dynamics is driven commonly the didactics for the integration of a group. This tool helps to achieve a goal that has raised within a group, which will be achieved with the participation of all the activities to be carried out.

According to the article "Group dynamics in the area of education", written by María Luz Pineiro, for to carry out a dynamic master should:

1. Define the goals you wish to reach, tell the students about the dynamic and ask them their opinion approaches, should take into account the time that is going to be dynamic is says if it is going to carry out at the beginning, half, or at the end of the course.

2. Take into account in place be carried out, if this will be done in the classroom or beyond.

3. Adapt to the time that takes the class, to not run the risk of not completing the activity, etc.

4. Know their personality concerns if they feel insecure, etc.

In my opinion dynamics have their good and bad things. Though personally not like the dynamics of group (because of my personality); if I recognize that I have served in this case as a students, inhabitles and be a little more involved.

Something positive is you relax to the group, which can be addressed an issue with another form of more informal work, seeking the student to participate, to be addressed and over all, which the teacher becomes a spectator than (guide), but that is not there as the rigid figure, authoritarian, but that he also becomes part of the dynamics. In addition, something that is put into practice in this type of activity, are the different skills of the participants.

And in the negative, it is, as said before, if it does not take account of a planning, activity can become boring and does not meet the objective. For example, if you want to do dynamic in the last hour of class, most likely, it will not work because the students are already tired.

Another thing that can happened, is that the teacher wants to use the dynamics as a means if teaching at all times, which is not healthy for the teacher or for the group, as one might think that the master had not prepared class, or are already over ideas, etc. In this case, it would be the same with the exhibition in class that makes a master.

There are some that make the exhibition by the students a class system. The same can happen with dynamics, but if well planned, only for certain topics and periods of time set between one and another functions perfectly.

2.1.2 Referential Antecedents

Once the investigation of our project, we concluded that it is an original and not available in the Library of the Faculty of Philosophy, Letters and Science Education at the State University of Milagro or a similar topic as with this research because this is totally new and original.

2.1.3 Foundation

The **philosophical** frame establishes the place at the meaning of the rest of the foundations and theories that are taken in account in the implementation of the innovated methodological techniques in the teaching of the English vocabulary. These guarantee the unit at the necessary theorical coherence by means of the construction of a common scientific language.

The **sociological** foundations are derived of the previous philosophical conceptions, that allows to figure out the relationship education-society, from an individual and social dimension.

In the individual dimension, López and others tell that the subjects are considered contributors of the educational attitude, and in the case of the application of methodological techniques, the process of teaching learning is embossment in the school, as educational agency per excellence and it is supported by the family and the community.

In the social dimension, is considered the system of social relations in the different levels, being decisive the microsocial level, because it is here where the interactions are settled down: student-teacher, student-student, teacher-group and student-group.

They are considered as the main characters of the teaching-learning process.

In the relationship education-culture it is vital to consider the interactive dynamics as a techniques of motivation for the students in the Center Basical Education Juan Ezequiel Vargas of the Milagro city.

Importance of the Professional Growth on the Educational process

United States of America give us a good example of education management, specially in the area of qualifying teachers. First, they work a survey; then they ask every teacher for a self evaluation; finally, the authorities anticipate a visit to the teacher to do an observation every three months.

The 1996 report of the Department of Education´s National Commission on Teaching and America´s Future presented a clear program for change in teacher education. This report cited several barriers to improving teaching in the United States, such as inadequate teacher education programs; poor teacher recruitment efforts, particularly in such subjects as mathematics ans science: poor administrative practices that typically saddle new teachers with the most challenging and demanding tasks; and lack of rewards for teachers who demonstrate outstanding skills and performance.

To overcome these problems, the commission challenged the nation to accomplish six goals by the year 2006.

(1) For all children to be taught by teachers who have the knowledge, skills, and commitment to teach children well.

(2) For all teacher education programs to meet national professional standards, or else be closed.

(3) For all teachers to have access to high-quality professional development.

(4) For teachers and principal to be hired and retained based on their ability to meet professional standards of practice.

(5) For teachers´ salaries to be based on their knowledge and skills.

(6) For high-quality teaching to be the central investment of schools, with most education funding directed toward classroom instruction. Since 2005 the promote a wonderful program called "A new day, a new way. No child behind", where the title gives us what we need to know. One of our own Spanish teachers working into the educational system of the Louisiana State composed an English-Spanish version of the mentioned program to be sung in the elementary school at New Orleans.

To achieve these goals, the commission made specific recommendations. For example, it recommended that funding be made available to expand the work of the National Board for Professional Teaching Standards (NBPTS). Founded in the late 1980s, the NBPTS specifies level of competency and expertise for teachers. Experienced teachers can become certified by the NBPTS only after passing a screening based on both their knowledge of academic subjects and their performance with children. This certification has afforded teachers recognition as professionals and, in many cases, has enabled them to command higher salaries. It also has helped to establish national standards for quality teaching.

If we take the good examples and make work them in our own countries we are sure that every teacher will go to every single workshop or seminaries for being a better guide to their students.

2.2   Legal Basic

The Ecuadorian State Constitution passed in 2008m in its section on education fifth stated in his articles:

Article 26.- Education is a right of the people is a priority area of public policy and government investment, ensuring equality and social inclusion and an essential condition for the good life.

Article 27.- The education will focus on the human being and ensure its development in the framework of respect for human rights, encourage critical thinking, art and physical education, individual initiative and community development skills and capabalities to create and work**.**

Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, is a strategic priority for national development.

Article 28.- Education will respond to public interest and will serve individual and corporate interests.

2.3   Conceptual Frame of the Research

2.3.1 Theorical Frame

2.3.2 Philosophical Foundation

The subject is delicate because nobody has been interested in teaching the English Language to consciousness to the point that the interactive dynamics will improve the learning of English, with better methodological participatory techniques and the importance of contributing to them so this project will be carried out in order to make know varieties of the use of dynamic as study tools.

The pioneering work of swiss psychologist Jean Piaget also inspired psychologist to study cognition (knowledge). At the time of the twenties, while intelligence tests administered in schools, Piaget how children work. He designed several tasks and questionnaire interviews to reveal how children of different ages reason about time, nature, causality, morality and other items.

Based on his many studies, Piaget theorized that from childhood to adolescence, children through predictable series of states of consciousness.

The cognitive revolution also gained space due to development in the study of language. The behaviorist B.F. Skinner had claimed that language is acquired in accordance whit the laws of operant conditioning. In 1959, however, the American linguist Noam Chomsky said that Skinner´s explanation about the development of language was wrong.

Chomsky noted that children all over the world started talking about the same age and were moving in the same states without being explained or rewarded.

According to Chomsky, the human capacity to learn language is innate. The theorized that the human brain is wired for language as a product of evolution.

Pointing biological dispositions as of primary importance in the development of language. Chomsky´s theory faced the behaviorist assumption the all human behaviors are maintained by support.

In the last 20 years, the methodology of teaching English has been subject to changes and controversies that teacher often find confusing. The methods and techniques included in this project are intended to represent a common core, emphasizing the value of the interactive dynamics.

Montessori´s methods of early childhood education have become internationally popular. Trained in medicine, Montessori worked with developmentally disable children early in her career. The results of her work were so effective that she believe her teaching methods could be used to educate all children. In 1907 Montessori established a children´s school, the Casa dei Bambini (Childrens´s House), for poor children from the San Lorenzo district of Rome. Here she developed a specially prepared environment that feature materials and activities

based on her observations of children. She found that children enjoy mastering specific skills, prefer work to play, and can sustain concentration. She also believed that children have a power to learn independently if provided a properly stimulating environment.

Montessori´s curriculum emphasized three major classes of activity:

(1) practical,
(2) sensory, and
(3) formal skills and studies.

It introduced children to such practical activities as setting the table, serving a meal, washing dishes, tying and buttoning clothing and practicing basic social manners. Repetitive exercises developed sensory and muscular coordination. Formal skills and subject included reading, writing, and arithmetic. Montessori designed special teaching materials to develop these skills, including laces, buttons, weights, and materials identifiable by their sound or smell. Instructors provided the materials for the children and demonstrated the lessons but allowed each child to independently learn the particular skill or behavior.

In 1913 Montessori lectured in the United State on her educational method. American educators established many Montessori school after these lectures, but they declined in popularity in the 1930s as American educators stressed greater authority and control in the classroom. A revival of Montessori education in the United States began in the 1950s, coinciding with a growing emphasis on early childhood education.

The work of American philosopher and educator John Dewey was specially influential in the United States and other countries in the 20th century. Dewey criticized educational methods that simply amused and entertained students or were overly vocational. He advocated education that would fulfill and enrich the current lives of students as well as prepare them for the future. The activity program of education, which derived from the theories of Dewey, stressed the educational development of the child in terms of individual needs and interests. It was the major method of instruction for most of the 20th century in elementary schools of the United States and many other countries.

2.3   Conceptual Frame

It´s function is to define terms, whose meaning is not common (technical language of science), as is most often used in the project. Here´s a glossary to describe the terms of the draft.

Abstract.-   concise, brief summary, compendium, collection, record, laconic, sinopsis, litigation.

Allow.- Consider or take into consideration.

Analysis.- Is to establish the relationship between the symptoms and cause of the investigation.

Available.- Free to do a job.

Barrier.- Language barrier

Brochure.- Non-recurrent publication of limited number of pages.

Dynamics.- The term "group dymamics" is used with different connotations. First, can designate the psychosocial phenomena that occur in human groups and the laws that gover then. In this sense, can understood as a theory of human interaction in social groups, another meaning is understood as a set of methods and techniques applicable to group individuals and social organizations, in this case it is preferable to use the term "technical group".

Effort.- Unsuccessful effort to do something.

Failure.- Loss of ability or skill.

Feasibility.- Subject likely to succeed.

Group Dynamics (GD) can be considered a late product of the social sciences, specially social psychology, buy also appears closely linked to sociology and other disciplines. Today can be considered a joint interdisciplinary area or even as a (sub) discipline that is fed continually others, to which, in turn, nurtures the is development. In education, the DG is one of its most important, having led to an even newer territory: pedagogy of groups, a concept which is intented to draw attention to the issue in the classroom group.

15

Indicators.- Indicating or used to indicate or measure.

Intellect.- Human capacity to understand and reason, understanding, intelligence.

Language.- Is a part of language, is a social product of the language faculty. It is the power man has of being able to express and communicate their thoughts.

Management.- Effect of administration.

Meaningfull learning.- Meaning learning or relevant is that the student has to internalize and retain after having found a theoretical sense or a real life application, this kind of learning goes beyond memorization, entering the realm of comprehension, application, synthesis and evaluation. In other words, learning must have a real meaning and useful for the student, ignoring thevision of learning must have a real meaning and useful for the student, ignoring the vision of learning for the sake of doing so.

Measure.- Assess, estimate, measure words carefully.

Methodological strategy.- It is a system of actions that are performed with a logical and coherent in terms of fulfillment of education objectives, any method or activity is planned to enhance professional learning and facilitate students´ personal growth.

Methodology.- Ways, procedures, methods and techniques requiring specialized in an professional performance.

Motivation.- The act of giving somebody a reason or incentive to do something. Sample: a subset of the population. For their selection should be limited characteristics of the population. The motivation is probably the most frequently used term for explaining the success or failure in performing any complex task.

Outstanding.- Worth to consider a remarkable success.

Poll.- Collection of data obtained through consultation with a number of people.

Provide.- Provide someone of something you need.

Purpose.- Intent, propose.

Recruitment.- Providing a service for a specified price.

Research.- Research work.

Reward.- Prize, reward

Significance.- That implies the intervention of an external and superior principle to humans or natural actions.

Skill.- Art or property delicacy with which something is done.

Skill.- Have something else occurs.

Statistics.- Data, number, number in a statistic.

Strategy.- Plan to carry out a successful project or business.

Supose.- Consider a situation by introducing a suggestion

Teaching resources.- Are those means used by the teacher to support, complement, accompany or evaluate the educational process that leads or guides.

Technical (technique).- Define what is actually happening in the classroom "is a particular trick, stratagem or contrivance used to accomplish an inmediate goal".

Technology.- It is the study, development and application of devices, machines and techniques for manufacturing and productive processes.

Timeline.- Description of activities specifying the time is done.

2.4   Hypothesis and variables´ system

2.4.1 General Hypothesis

Interactive Dynamics will be a contribution to encourage the process shared learning English.

2.4.2 Particular Hypothesis

- ✓ If the teachers change their motivation and methodology strategies, it will improve the students´ low achievement on the learning of English Language.
- ✓ Selecting the appropriate interactive dynamics will motivate the students to listen on English Language.
- ✓ The implementation of song, rhyme, poem, tongue twister will improve the teaching and English´s learning in the school.

2.4.3 Variables

2.4.3.1 Dependent variables

- ✓ The hability of listening interactive dynamics
- ✓ Elements that difficult learning
- ✓ It will better the learning

2.4.3.2 Independent variables

- ✓ Songs, rhymes, poems, tongue twisters, as a resource.
- ✓ No application of the interactive dynamics.
- ✓ No application of methodology techniques and strategies.

2.4.4. Variable´s procedure

PROBLEM	HYPOTHESIS	VARIABLES	CATEGORY	LEVEL %	ITEMS
PROBLEM SETTING **PROBLEM FORMULATION** How is the lack of interactive dynamic English language affective in the from eighth to tenth year of basical education?			Resource		What kind of dynamics are we going to use to motivate the students to listen English language?
GENERAL OBJECTIVE Lack of interest into the English Learning process in the students of eighth to tenth year of the Center Basical Education.	**GENERAL HYPHOTESIS** Interactive dynamics will be a contribution to encourage the process of shared learning English	**INDEPENDENT** Interactive dynamics	Difficulties	Easy teaching	What do you have to do to overcome learning difficulties?
Encourage to the students in the English Learning process applying Interactives Dynamics to get a better develop of the language.		**DEPENDENT** Encourage shared learning process.	Motivation		What methodological resources do we have to use to improve listening skill?
SPECIFIC OBJECTIVES Identify problems in a teaching process of English Language.			Practice		How can we get better results on teaching of interactive dynamics?
Analyze the kind of interactive dynamics that a the teachers use in their class.					Will be the source dynamics so that students feel encourage to receive English lessons.

19

CHAPTER III

RESEARCH METHODOLOGICAL FRAME

3   Research Methodological Aspect

3.1   Research and Design´s type

This research will allow us to better human element through the interactive dynamics.

3.1.2 Descriptive Research.- Describe objects, phenomena or other situations of reality research. Applied to our project allows us to see the need for educational material in the educational establishment.

3.1.3 Applied Research.- It is that which is done with an inmediate purpose, it uses achievements and discoveries to be used in practical situations. Through this research we can practice with a variety of interactive dynamics.

3.1.4 Library Research.- It is bases on data obtained from various literature sources as pamphlets, books, magazines, internet, newspapers, so it allowed us to obtain more information for the development of this research.

Between the most important aspects of teaching English are the methodology techniques, which aren´t appropriately exploited in our classes. In this project we can employ different ideas about how to teach different interactive dynamics in English to make our teaching more effective.

The methodological techniques aren´t another thing that the principles that take to the educator to apply resources and procedures in order to obtain optimums results guided toward and objective. A process of the teaching-learning should be one that constitutes a system where the teaching and the learning must be based on a developer education, what implies an intentional communication and activity, generating learning strategies for the integral development learner personality in the frame of the school like an institution that transfers the culture.

The teacher must uses a variety of appropriate dynamics that motivate students and bring more attention to the class that is developing, so this isn´t just theory because it tends to become tedious and boring.

3.2   Population and Sample

3.2.1 Characteristic´s Population

Some students affirm the English classes are exciting and others students that are boring. We observed a point important is the lack of interactive dynamics, lack of material, motivation and audiovisual resources for that the students to be feel in the English learning.

The answers of those interviewed certified the lack of the educators´ abilities, of the lack of upgrade, of the improvisation of some teachers in the classroom, and of the required improvised teachers of assuming professor´s of English Language role, without having neither the resources, neither the methodology or pedagogy to carry out such made, most of the interviewees affirm that the professors are not motivational.

3.2.2 Population´s Delimitation

The descriptive statistic indicates us a situation in a real form, it describes and informs what we find in such a way that allows describing to summarize the observations that are made on a matter, phenomenon or an investigation problem. It is calculated starting from the data of a sample or of a whole population.

- ✓ Students of Eighth to Tenth of the Center Basical Education Juan Ezequiel Vargas of Milagro city.
- ✓ Teachers of different subjects on the same Institution.
- ✓ Authority of Center Basical Education of Juan E. Vargas.

3.2.3 Sample´s type

The method is probabilistic and the type of research is stratified, the channels by specialty. The types of survey are of a descriptive nature applied separately, looking at different questions to students and teachers.

3.2.4 Size´s sample

The sample Project to conform 60 students from eighth to tenth years of the Center Basical "Juan Ezequiel Vargas" of Milagro city. Eight teachers were considered several asignatures of the institution, in order to determine this project.

The type of surveys and interviews are descriptive, applied in separate natures, that is contemplating different questions to students and teachers.

3.2.5 Sample Selection Procedure

We are going to calculate the sample size with 125 students´ population of Basical Education with an error marging of 12%

The sample used in the selection process is probabilistic and we surveyed students and teachers.

Symbols:

n= sample size

PQ= possibility that the event occurs

N= population size

E= error, considering the 12%

K= confidence level

$$n = \frac{PQ*N}{\dfrac{(N-1)\,E2}{K2} + PQ}$$

$$n = \frac{0.25*260}{259 \dfrac{(0.12)^2 + 0.25}{2^2}}$$

$$n = \frac{65.00}{259 \dfrac{(0.0144)+0.25}{4}}$$

n= $\dfrac{65.00}{259\,(0.0036)+0.25}$

n= $\dfrac{65.00}{0.9324+0.25}$

n= $\dfrac{65.00}{1.1824}$ Sample size: 54.97 = 60

We are going to do our investigation with 60 students.

Population

INVOLVED	No.
Authority	1
Teachers	8
Parents	125
Students	125
TOTAL	259

3.3   Methods and Techniques

3.3.1   Theorical Methods

Research methods, techniques and research tools.

The **inductive method** is an analytic-synthetic process by which part of the case studies, facts or phenomena.   Applying our project going through the steps of observation, experimentation, comparison, abstraction and generalization.

The **deductive method** is a synthetic-analytic process, that is contrary to the above and apply it to particular cases to general ones, following the steps of applying, understanding and demonstration.

23

The **experimental method** is to cause a voluntary situation under study (as is the experiment of applying the interactive dynamics) for greater attention by the student. Since the experimental method is the most comprehensive scientific research because it allows very clearly the principle of cause and effect. The method that is scientific because it is what gives us the guidelines in this type of research techniques.

Applying techniques: observation, survey, direct interviews with the human element.

For the realization of our project we have focused on the techniques of direct observation, as we got in touch personal with teachers doing research.

In the indirect structures striking we use cards, books, magazine, recordings, etc. Related to the theme of our project.

For our project we surveyed several teachers with years of experience, concluding that the information we receive still being low is important.

With regard to training, we rescued all the answer, that teachers should be trained as it is their responsibility for training to share with students.

As the interview data acquisition technique we applied in our project to obtain and gather information.

3.3.1.2 Application of the inductive method in teaching the spelling of the language.

The methodology used in the teaching of spelling is the most common cause of spelling the English language. The study of rules has reached negative results, as they often are the exceptions that the content of the rules.

The method most satisfactory results is the inductive is faster than the teacher dictates a rule, but is necessary for the child to discover the principle governing the difficulty in question, as this will be a greater fixtion of the right pattern.

In this method, students hypothesize, look for connections, draw similar examples of chaos, and finally generalize to get to the rule.

The teacher is shown as a guidance and support when needed, but must be the student who finds ways and strategies to solve problems: the inductive method serves this purpose.

3.3.1.3 Phases of the inductive method

The teacher presents a text which appears difficult to treat.

The teacher guides students to identify the difficulty in asking questions whose answer the student should not respond with words that present difficulty.

Asking questions for students to seek more examples. Students are guided to discover the common point characterizing highlight some resources: color, size, configuration.

The student has reached a conclusion, therefore, can establish the rule.

The student writes, go and listen repeatedly studied words with difficulty, through periods in which the activity is set in color.

The teacher dictates sentences containing the difficulty or examples given by the students themselves.

Check if the student has acquired the pattern checker and if you can apply it correctly to new contexts. When this exception is very important to strengthen the rule and then consider exceptional cases. Try not both simultaneously.

3.3.1.4 Teacher´s task in the teaching of spelling the English Language.

- ✓ Awaken the interest of student to write correctly.
- ✓ Graduate and systematic program of learning.
- ✓ Building a positive attitude to spelling.
- ✓ Develop the ability to use language patterns.
- ✓ Inmediately correct mistakes.
- ✓ Do not submit misspelled words for students to correct, errors can be fixed.

3.3.2 Empirical Methods

Significance of the application of these interactive dynamics is found in the direct observation of the object to be investigated; the failure that students have in the learning of the English Language.

Besides the dynamics that we use to acquire data and information to our project we have the following:

- ✓ Survey
- ✓ Interviews

3.3.3 Techniques and Instruments

Techniques for teaching and learning of literacy.

To support and reinforce the learning of literacy, teachers apply some methodological strategies that facilitate learning. In these strategies also can call them techniques.

Some of them are as follows:

Reading Encouragement

Lets motivate students to read, for which you can use short stories, riddles, songs, experiences as students in school or outside it.

Individual reading

You can apply the technique of the window, where students propose different ways of interpretation, may be a fable, a story, a poem.

Reading Group

Is performed taking into account all students of a particular grade or level and read all at once. This can be illustrates on posters or no the board. It is useful to practice phonic groups.

Reading aloud

Is that students read the blackboard or poster, words and sentences, supervised by the teacher.

Here you can use two variants, reading by the teacher model only (valid especially in the initial levels) or shared reading, in which the teacher and students will alternative reading paragraph, it keeps the attention and affectivity.

Usually choosing a text that has a more advanced level of reading attained by students.

This kind of reading helps students in their memory and attention, which is a key aspect of school learning, which is why the role played by the teacher is crucial as a model reader. This is how the teacher should begin by locating their students so as to create a cozy atmosphere to listen to the story, for this is that students should be seated in semi-circle for all to enjoy both the story and illustrations help by text. It is important to respect rules and habits that will be crucial to the development of reading success.

Silent reading

They all read either individually or in groups but mentally, avoiding common errors of reading, how to follow with your finger, move your head, moving his lips. It can improve attention and memory.

3.4   Data Processing and analysis

3.4.1   Descriptive statistics

The descriptive statistics is formed by techniques that are used to summarize and to describe numeric data.   These methods can be graphic or to imply analysis computational, that is to say, the percentage of the data that we take in the survey to educational persons and students. The descriptive statistic indicates us a situation in a real form, it describes and informs what we find in such a way that allows describing to summarize the observations that are made on a matter, phenomenon

or an investigation problem. It is calculated starting from the data of a sample or of a whole population.

3.4.2 Inferential statistics

The inferential statistics is formed by techniques with base only in a sample submitted to observation; it takes decisions over a population or statistical process. Because these decisions are made under uncertainty conditions, it is suppose the use of concepts of probability. While to the measure characteristics of a sample are called sampling statistics, the measured characteristics of a statistical population or universe, are called the population´s parameters.

The inferential statistics is when of the obtained statistical data of a sample it is inferred or an observation the one is deduced which is generalized on the whole population. The procedure to measure characteristics of all the members of a defined population is called census.

CHAPTER IV

ANALYSIS RESULTS´ PRESENTATION

4.1   Analysis of the current situation

In order to validate the approach of the hypothesis of this project was the investigation of field effect, with the number of students from eighth to tenth year, through the surveys identified the need to run this job.

If then gave way to establish the veracity of the objectives for this project to students, teachers and administrators of the Center Basical Education.

In sampling, the population was visualized 60 students from eighth to tenth years of the Center "Juan Ezequiel Vargas" and eight teachers of the school, and a manager of the establishment. Finally the tabulate data was performed statistical approach corresponds to the project.

4.1.2. Symptoms

- ✓ Little dedication and lack of interest of the students to learn English.
- ✓ Low achievement and high absenteeism in this subject.

4.1.3. Causes

- ✓ Lack interactive dynamics for motivate of the students.
- ✓ Inappropriate teaching in schools, schools and universities.
- ✓ Low academic level of the teachers.
- ✓ Motivation lack in the classes.
- ✓ It lack of didactic materials.
- ✓ Non appropriate infrastructure: lack of laboratories.

4.2   Surveys and interviews summary

The following data is the compilation and analysis about the surveys we made to the students and teachers of Center Basical Education Juan Ezequiel Vargas of the Milagro City.

There were sixty students involved in our investigation and eight English Teachers who belong to the staff of the same institution.

A survey in statistics, is a method of collecting data in which people are asked to answer a number of questions (in the form of a questionnaire). An opinion poll is an example of a survey. The reliability of a survey´s results depends on whether the sample of people from which the information has been collected is free from bias and sufficiently large.

An interview is a view, a dialogue or conference of two or more people in a place, trying an gathering personal information of some institution. The interview is a method of oral information; it consists on a planned dialogue, between the interviewer and the fellows that are source of information. The interview can be developed in group or single person.

To apply these interactive dynamics we need to use a recorder, so we can have later a resume about what people have said.

Also, we elaborated a questionnaire with answers and questions, in that way it is provided the questions for the interview. The quality of the interview depends in great measure of the friendly climate of good communication that the interviewer settles down between the interviewer and the interviewee, taking care of not making expressions or valuations that can inhibit the interviewee.

4.3   Results

Analysis of the students´ survey

TABLE # 1

Do you like English?

CRITERIA	QUANTITY	PERCENTAGE
Yes	56	93
No	4	7
	60	100%

Source: Survey

From a total of sixty students, we observe that a ninety three percent (fifty six students) express that they like and enjoy English´s learning; seven percent (four students) told us they like to learn English in a certain way.

TABLE # 2

Does your teacher apply **dynamics** in class?

CRITERIA	QUANTITY	PERCENTAGE
Always	20	34
Sometimes	26	43
Never	14	23
	60	100%

Source: Survey

From a total of sixty students, we observe that a thirty four percent (twenty students) say that the teacher frequently use dynamics in class; forty three percent (twenty six students) the majority told us that sometimes learn English with dynamics; twenty three percent (fourteen students) manifest that don´t use dynamics.

TABLE # 3

Do you believe **music** is a great point of motivation to teach English?

CRITERIA	QUANTITY	PERCENTAGE
Yes	54	90
No	4	7
Any opinion	2	3
	60	100%

Source: Survey

From a total of sixty students, we notice that a ninety percent of fifty four students said that the English teaching to be work with record player; the seven percent (four students) said that Music couldn´t be a great point of motivation and the three percent (two student) said any opinion.

TABLE # 4

What the skills do you like to most?

CRITERIA	QUANTITY	PERCENTAGE
Listening	22	37
Reading	24	23
Speaking	4	7
Writing	20	33
	60	100%

Source: Survey

The thirty seven percent (twenty two students) manifest that they like listening skills; twenty three percent (twenty four students) said that major skill to English learn is Reading; seven percent (four students) don´t like English speaking, and thirty three percent (twenty students) said that like writing.

32

TABLE # 5

Do you have problems to understand English?

CRITERIA	QUANTITY	PERCENTAGE
Always	11	18
Sometimes	43	72
Never	6	10
	60	100%

Source: Survey

The sixty students who were interviewed for this survey, responded the following: eighteen percent (eleven students) said that they frequently have problems to understand English. Seventy two percent (forty three students) told us that often have problems to understand. Ten percent (six students) manifest that they never have problems.

TABLE # 6

Do you like learning the new lexical English?

CRITERIA	QUANTITY	PERCENTAGE
Yes	44	73
No	4	7
Any opinion	12	20
	60	100%

Source: Survey

From a total of sixty students, seventy three percent (forty four students) said that best manner to English learn is studying new lexical. seven percent (four students) answer that not and twenty percent (twelve students) any opinion.

TABLE # 7

Does your teacher use audiovisual resources to teach in her class?

CRITERIA	QUANTITY	PERCENTAGE
Always	6	10
Sometimes	42	70
Never	12	20
	60	100%

Source: Survey

From a total of sixty students, only the ten percent of six students manifest that her teacher always use some resources. Seventy percent (forty two students) affirm that her teacher sometimes uses resources in class and twenty percent (twelve students) say us her teacher never uses any kind of resources.

TABLE # 8

Would you like to learn English with different strategies to get more comprehension in class?

CRITERIA	QUANTITY	PERCENTAGE
Yes	48	80
No	8	13
Any opinion	4	7
	60	100%

Source: Survey

On this case, we found that from a total of sixty students, only a eighty percent (forty students) say they want learn English with different strategies for understand it. Thirteen percent (eight students) they won´t like. Seven percent (four students) don´t give any opinion.

TABLE # 9

How is the teaching English in your high school?

CRITERIA	QUANTITY	PERCENTAGE
Exciting	49	82
Boring	7	11
Any opinion	4	7
	60	100%

Source: Survey

From a total of sixty students, we observe that a eighty two percent (forty nine students) say that in your high school the teaching English are exciting. Eleven percent (seven students) have to say how boring were class. Seven percent (four students) don´t give any opinion.

TABLE # 10

What is your favorite way to practice English in class?

CRITERIA	QUANTITY	PERCENTAGE
In groups	43	72
In pairs	11	18
Individually	6	10
	60	100%

Source: Survey

The sixty students who were interviewed for this survey, respond: Seventy two percent (forty three students) said they like working along with other people. eighteen percent (eleven students) answered they like to work in pairs, and ten percent (six students) said they like working alone.

4.3.1 Analysis of the teachers´ interview

TABLE # 11

Do you think that music is a great motivator in English classes?

CRITERIA	QUANTITY	PERCENTAGE
Yes	6	75
No	0	0
Maybe	2	25
	8	100%

Source: Interview

Teachers were required to answer these questions with honesty and the results were: seventy five percent (six teachers) said that music is a good motivator in English class. Twenty five percent (two teachers) manifested that the music might be a good motivator in learning process.

TABLE # 12

Do you think the use of methods and techniques will improve language learning?

CRITERIA	QUANTITY	PERCENTAGE
Yes	5	62
No	1	13
Maybe	2	25
	8	100%

Source: Interview

The sixty two percent (five teachers) answered they go to improve their methods and techniques in teaching English. Thirteen percent (one teacher) think that don´t necessary. Twenty five percent (two teachers) said that should use methods and techniques to improve language learning.

TABLE # 13

Why students lose interest in learning in English classes?

CRITERIA	QUANTITY	PERCENTAGE
Lack of material	2	25
Lack of motivation	6	75
	8	100%

Source: Interview

According to this result, we found that from a total of eight teachers, only a twenty five percent (two teachers) say they lose interest lack of material in learning English. Seventy five percent (six teachers) said that they aren´t interested in motivation and dynamics.

TABLE # 14

Do you think that will motivate the student in English class, using puzzles, riddles, etc..?

CRITERIA	QUANTITY	PERCENTAGE
Yes	5	62
No	1	13
Maybe	2	25
	8	100%

Source: Interview

The teachers know that using puzzles and riddles, the students will motivate in the English class. The sixty two percent (five teachers) said that is important the motivation. Thirteen percent (one teacher) that not considered necessary using puzzles and riddles. Twenty five percent (two teachers) manifest that they apply them.

TABLE # 15

Do you have knowledge of skills-based education?

CRITERIA	QUANTITY	PERCENTAGE
Yes	8	100
No	0	0
	8	100%

Source: Interview

A hundred percent of the teachers said that the overpopulation have knowledge of skills-based education

TABLE # 16

Do you work with students who need support in remedial classes?

CRITERIA	QUANTITY	PERCENTAGE
Always	6	75
Sometimes	2	25
Never	0	0
	8	100%

Source: Interview

The seventy five percent (six teachers) answered that always give support at the students in the remedial classes. Twenty five percent (two teachers) said that sometimes they do that.

TABLE # 17

Do you think that the implementation and operation of a laboratory will increase the interest of students?

CRITERIA	QUANTITY	PERCENTAGE
Of course	7	87
Maybe	1	13
	8	100%

Source: Interview

The eighty seven percent (seven teachers) answered affirmatively, that should increase a laboratory. Thirteen percent (one teacher) thinks that maybe result.

TABLE # 18

Do you attend trainings methodological, didactic and technologically in a Center or Institute?

CRITERIA	QUANTITY	PERCENTAGE
Always	1	12
Rarely	2	25
Sometimes	5	63
	8	100%

Source: Interview

The twelve percent (one teacher) told us that always, twenty five percent (two teachers) answered that rarely and the sixty three percent (five teachers) manifest us that sometimes. Reality the teachers assist to the Course for acquired knowledge and training methodological, didactic and technologically.

4.4   Confirmation of the hypothesis

The carried out surveys threw results that gave consistency to our position of the application of the interactive dynamics in classes. We demonstrate that the teaching levels and methodology are faulty in the different student stages, methods are not applied and technical that allow the students to be involved positively in the educational process, all of the students and teachers, coincided in the lack of appropriate methodologies.

The answers of those interviewed certified the lack of the educators´ abilities, of the lack of upgrade, of the improvisation of some teachers in the classroom, and of the required improvised teachers of assuming professor´s of English Language role, without having neither the resources, neither the methodology or pedagogy to carry out such made, most of the interviewees affirm that the professors are not motivational.

Some students affirm the English classes are exciting and others students that are boring. We observed a point important is the lack of interactive dynamics, lack of material, motivation and audiovisual resources for that the students to be feel in the English learning.

If we are not wrapped in the world of the technology (computers, telecommunications, marketing, etc.) and of the acquisition of one second or third language in the field of the business. However the recognition and the acceptance of the problem is already ahead a step that one gives and it is a positive thought.

CHAPTER V

CREATION´S PROPOSAL

5.1   Interactive Dynamics process to promote the English Language Interlearning.

Methodological   Proposal to use songs, rhymes, poems, tongue twister as resource to English Learning Process.

Multimedia application whose objective is to facilitate students in primary English acquisition of a basic vocabulary, understanding of short oral and written messages, and the learning of diverse communicative expressions.

The resource is structured around key issues such as family, school, the body, pets, home, or birthday party. Each unit is organized as a short story that gives rise to present the contents and make simple exercise.

The contents relate both to the communication skills(attentive listening to short texts; Association of spelling, meaning, and pronunciation in simple sentences   as to functions and uses of language (salute, stand, express feeling) and various socio-cultural aspects (in general, related to the appreciation and assessment of the foreign language and the world from each other).

Although planned a specific development for each cycle of primary education, currently, is only developed complete the first level.

5.2   Justification

The purpose of this project is aimed at teacher and students of the institutions referred to in future generations the communications is made based on the interactive dynamics. This project has much to do with students who show a lack of interest.

This is the research project for the years of basical education in the Center for Basical Education Juan Ezequiel Vargas of the Milagro City, through dynamics:

group, individual, pairs, audiovisual, with the student support for the shared learning process and thus the classes more active and interesting.

The use of dynamics in the classroom become an increasingly common need in the process of shared learning in the educational system.

The interrelation of students through the dynamics for better assimilation into the classroom, they create awareness of the importance of English.

Educators often make the mistake of not delvelop into the English language learning by not knowing how to use the interactive dynamics, and these are simple and basical, so that classes do not become monotonous and tiring.

The Center for Basical Education Juan E. Vargas is detected the failure of dynamics students from first to tenth year of basical education by teacher-student motivation and lack of materials, important for the learner is motivates and able to develop their intellect.

Students should have greater involvement in the classroom, so there is necessary, apply the dynamics to transform the traditional education which leads them to make critical and creative skills are significant.

It is very important to emphasize the dynamics and educational resources that help teachers and students more constructive knowledge, improving education that is directly involved in the formation, development and acquisition of knowledge daily.

5.3   Foundation

The subject is delicate because nobody has been interested in teaching the English Language to consciousness to the point that the interactive dynamics will improve the learning of English, with better methodological participatory techniques and the importance of contributing to them so this project will be carried out in order to make know varieties of the use of dynamic as study tools.

The pioneering work of swiss psychologist Jean Piaget also inspired psychologist to study cognition (knowledge). At the time of the twenties, while intelligence tests administered in schools, Piaget how children work. He designed several tasks and

questionnaire interviews to reveal how children of different ages reason about time, nature, causality, morality and other items.

Based on his many studies, Piaget theorized that from childhood to adolescence, children through predictable series of states of consciousness.

The cognitive revolution also gained space due to development in the study of language. The behaviorist B.F. Skinner had claimed that language is acquired in accordance whit the laws of operant conditioning. In 1959, however, the American linguist Noam Chomsky said that Skinner´s explanation about the development of language was wrong.

Chomsky noted that children all over the world started talking about the same age and were moving in the same states without being explained or rewarded.

According to Chomsky, the human capacity to learn language is innate. The theorized that the human brain is wired for language as a product of evolution.

Pointing biological dispositions as of primary importance in the development of language. Chomsky´s theory faced the behaviorist assumption the all human behaviors are maintained by support.

In the last 20 years, the methodology of teaching English has been subject to changes and controversies that teacher often find confusing. The methods and techniques included in this project are intended to represent a common core, emphasizing the value of the interactive dynamics.

Montessori´s methods of early childhood education have become internationally popular. Trained in medicine, Montessori worked with developmentally disable children early in her career. The results of her work were so effective that she believe her teaching methods could be used to educate all children. In 1907 Montessori established a children´s school, the Casa dei Bambini (Childrens´s House), for poor children from the San Lorenzo district of Rome. Here she developed a specially prepared environment that feature materials and activities based on her observations of children. She found that children enjoy mastering specific skills, prefer work to play, and can sustain concentration. She also believed

that children have a power to learn independently if provided a properly stimulating environment.

Montessori´s curriculum emphasized three major classes of activity:

(1) practical,
(2) sensory, and
(3) formal skills and studies.

It introduced children to such practical activities as setting the table, serving a meal, washing dishes, tying and buttoning clothing and practicing basic social manners. Repetitive exercises developed sensory and muscular coordination. Formal skills and subject included reading, writing, and arithmetic. Montessori designed special teaching materials to develop these skills, including laces, buttons, weights, and materials identifiable by their sound or smell. Instructors provided the materials for the children and demonstrated the lessons but allowed each child to independently learn the particular skill or behavior.

In 1913 Montessori lectured in the United State on her educational method. American educators established many Montessori school after these lectures, but they declined in popularity in the 1930s as American educators stressed greater authority and control in the classroom. A revival of Montessori education in the United States began in the 1950s, coinciding with a growing emphasis on early childhood education.

The work of American philosopher and educator John Dewey was specially influential in the United States and other countries in the 20th century. Dewey criticized educational methods that simply amused and entertained students or were overly vocational. He advocated education that would fulfill and enrich the current lives of students as well as prepare them for the future. The activity program of education, which derived from the theories of Dewey, stressed the educational development of the child in terms of individual needs and interests. It was the major method of instruction for most of the 20th century in elementary schools of the United States and many other countries.

Importance of the Professional Growth on the Educational process

United States of America give us a good example of education management, specially in the area of qualifying teachers. First, they work a survey; then they ask every teacher for a self evaluation; finally, the authorities anticipate a visit to the teacher to do an observation every three months.

The 1996 report of the Department of Education´s National Commission on Teaching and America´s Future presented a clear program for change in teacher education. This report cited several barriers to improving teaching in the United States, such as inadequate teacher education programs; poor teacher recruitment efforts, particularly in such subjects as mathematics and science: poor administrative practices that typically saddle new teachers with the most challenging and demanding tasks; and lack of rewards for teachers who demonstrate outstanding skills and performance.

To overcome these problems, the commission challenged the nation to accomplish six goals by the year 2006.

(1) For all children to be taught by teachers who have the knowledge, skills, and commitment to teach children well.

(2) For all teacher education programs to meet national professional standards, or else be closed.

(3) For all teachers to have access to high-quality professional development.

(4) For teachers and principal to be hired and retained based on their ability to meet professional standards of practice.

(5) For teachers´ salaries to be based on their knowledge and skills.

(6) For high-quality teaching to be the central investment of schools, with most education funding directed toward classroom instruction. Since 2005 the promote a wonderful program called "A new day, a new way. No child behind", where the title gives us what we need to know. One of our own Spanish teachers working into the educational system of the Louisiana State

composed an English-Spanish version of the mentioned program to be sung in the elementary school at New Orleans.

To achieve these goals, the commission made specific recommendations. For example, it recommended that funding be made available to expand the work of the National Board for Professional Teaching Standards (NBPTS).

Founded in the late 1980s, the NBPTS specifies level of competency and expertise for teachers. Experienced teachers can become certified by the NBPTS only after passing a screening based on both their knowledge of academic subjects and their performance with children.

This certification has afforded teachers recognition as professionals and, in many cases, has enabled them to command higher salaries. It also has helped to establish national standards for quality teaching.

If we take the good examples and make work them in our own countries we are sure that every teacher will go to every single workshop or seminaries for being a better guide to their students.

5.4   Research Objective

Improve interactive dynamics for better English Language learning in students from first through tenth years of basic education.

5.4.1 Objectives

5.4.2 General Objectives

To promote the interest of learning the language and enjoy the interactive dynamics application in a better development, giving the assimilation capacity and receptivity in the process of shared learning a second language.

5.4.3 Specific Objectives

- ✓ Identify problems in a learning process of English Language.
- ✓ Select techniques for using the dynamics through song, riddles, rhymes, poetry, mimes.
- ✓ Apply methodological strategies allowing to the further development critical thinking in English Language.
- ✓ Analyse the kind of interactive dynamics that the teacher use in his class.

5.5 Physical Location

Country	Ecuador
Province	Guayas
City	Milagro
Name School	Center Basical Education "Juan Ezequiel Vargas"
Address	Gral. Pedro J. Montero No. 128 y Luciano Coronel
Infrastructure	Building own Functional
Type Institution	Fiscal
Students´ number	125

5.6 Feasibility

Our project is feasible because we can achieve all the objectives proposed in the research because we have the financial resources needed to implement the workbook.

5.7 Proposal´s descriptions

This project will guide the students and teacher of different basical years to use of the interactive dynamics as material required to achieve our objective.

5.7.1 Activities

- ✓ Elaborate workbook, applying the Interactive dynamics.
- ✓ Insert the use of the Interactive Dynamics in the teaching process.
- ✓ Motivate the students to the class group, individually and in pair.
- ✓ Socializing the puzzles, poems, rhymes, magazines to motive the students in the classroom.
- ✓ Video projection

5.7.2 Resources, Financial Analysis

Human Resources	Teachers	Students	Parents	
Materials Resources	Computer	Internet	Copyprinter	Books
Technical Resources	Workbook	CD		

Financial Resources

Description	**Quantity**	**Total**
Print in black	20u	8.00
Print in color	40u	20.00
Digitation	15h	11.25
Internet	5h	3.75
Workbook	70hj	35.00
Transport	8	8.00
Photographs	6	6.00
Ringed	4	6.00
Plaster	1	10.00
Total		**108.00**

5.7.3 Impact

This workbook will develop the interest in the teaching learning process, is which of great importance to motivate to the students in learning with the different interactive dynamics.

The study results will depend on the attitude taken by the teachers want to change their strategy work for the academic well-being of students by teaching them to think for middle of: puzzles, poem, rhymes, mimes, songs, to learning best it.

5.7.4 Schedule

Description	September 2011	October 2011
Theme modify and review	5th	
Change the English Language Project	10 th	
Chapter 1 (enlargement)	24th	
Chapter 1 and 2 (review)		1st
Chapter 2 (review)		15th
Chapter 3 (review)		19th
Chapter 4 (review)		29th

5.7.5 Guidelines to evaluate the proposal

The test will be by monitoring intervening teachers and students from eighth to tenth years of basical education, to see if the teacher is using the Interactive Dynamic which provide motivation for the teaching-learning process through: songs, poems and rhymes.

CONCLUSIONS

To reach in effective learning we must create an atmosphere where the students feel the pleasure on listening and practicing, avoiding the risk that the students get tired or inhibited. To reach a good students´ participative level and they take advantage on experiences, routines, images, characters of fiction of the cartoons or stories, song, rhymes, poems, puzzles, use in the Interactive Dynamics.

Educators often make the mistakes of not develop into the English Language learning by not knowing how to use the Interactive Dynamics, and these are simple and basical, so that classes do not become monotonous and tiring.

The task are very dynamics and they establish a rhythm marker by the activity, the variety and the brevity of the activities that allow maintaining the attention of the students that have a very small capacity of concentration.

The most use techniques are those that wake up more interest in the students, those that they find more attractive capturing this way all their attention and hooking them in the dynamics that we develop. They find these activities very familiar because they also are used by the regular teachers. Also the Interactive Dynamics follow a tendency common with the more typical performances of the Education.

The methodology used it is very active requiring the participation of the students in the task of classroom. It is promoted the use of games, songs, rhymes, puzzles, it helps activities in the exercises of the learning.

RECOMMENDATIONS

- ✓ Continue with the use of the Interactive Dynamics to insert the practice of the classroom.
- ✓ Apply in class Interactive Dynamics every day.
- ✓ Select dynamics like: puzzles, rhymes, mimes, poems, how motivations' point.
- ✓ Give riddle for make puzzles.
- ✓ Listen in class songs to help develop them listening.
- ✓ Watching didactic materials, that to motivate their attention.
- ✓ Plan Open Houses to introduce us to develop speaking.

GENERAL BIBLIOGRAPHY

Dr. CHONG LOPEZ, Angela: Introduction *to the Methodology of Scientific Research*, Edit. University of Guayaquil, Ecuador, 2008.

PICARD OSCAR,Joao: *Encyclopedic Dictionary of Science Education,* Edit. El Salvador, Dic.2004

Zea Prof.LEIVA Francisco: *Notions of Scientific Research Methodology*, Edit. in Tipoffset "Ortiz", Quito, 1984.

SMART (English –Spanish) (Español Inglés). *Diccionario Interactivo Océano.*www.océano.com.

CASTILLO, Carlos & BOND, Otto F. Revisada y ampliada por: CHIRIBOGA, Gabriela DEJOSE OCAMPO, Ma. Isabel: *My Dictionary CHICAGO CITY* Impresión: Medellín,Colombia.

SEYMOUR, David & POPOVA, María: *Macmillan Books for Teachers.* 700 Classroom Activities, Printed and bound in Thailand, Edit 2005

SLATTERY, Mary & WILLIS Jane: *English for Primary Teachers*. Oxford University Press 2001, Printed in China.

BIBLIOGRAPHY "ONLINE"

CHOMSKY, Noam: *Speaking of Teaching*, http://en.wikipedia.org/wiki, pdf,

Listen to English Online (http://eleaston.com/listen.html)

On-Line News Hour (http://www.faceweb.okanagan.bc.ca/tga/);

(http://www-writing.berkeley.edu/chorus/call/cuttingedge. html)

Listen to English Online (http://eleaston.com/listen.html)

Pronunciation Practice (http://www.manythings.org/pp/); Correct English

Pronunciation Page-IPA Symbols-Audio

Workbook

Interactive Dynamics for teaching English

Authors

Isabel Martha Fuertes Suárez
Amelia Amarilis Hinojosa Navarrete

Milagro-Ecuador

INTRODUCTION

This workbook contains some Interactive Dynamics for students, also was written to help such teachers to improve their spoken English and to use if effectively to help their students learn.

Our aim is to provide coverage of classroom English in normal every day settings – not in idealistic situations.

This activities can also be included in normal lesson planning. This is an invaluable resource for experienced and inexperienced teachers, and is unique in that the activities require no preparation.

Team games are an integral part of many activities and they enable the kind of friendly competitiveness that increases students´ emotional involvement in the lesson, and therefore their receptiveness.

La Bamba

Let´s dance with the music (bis)

when we dance we sing a song

we sing a song of thanks, a song of thanks

and clap our hands and we go, and we go, and here we go.

Faster and faster, higher higher, louder louder.

Bamba bamba, bamba bamba, bamba bamba

¡AAAAh, AAAAh, AAAAh, AAAAh!

Old MacDonald

Old MacDonald had a farm, ee i ee i oh!
And on his farm he had some chicks, ee i ee i oh!
With a cluck-cluck here, and a cluck-cluck there,
here a cluck, there a cluck, everywhere a cluck-cluck.
Old MacDonald had a farm, ee i ee i oh!

Old MacDonald had a farm, ee i ee i oh!
And on his farm he had some cows, ee i ee i oh!
With a moo-moo here, and a moo-moo there,
here a moo, there a moo, everywhere a moo-moo.
Old MacDonald had a farm, ee i ee i oh!

Old MacDonald had a farm, ee i ee i oh!
And on his farm he had some pigs, ee i ee i oh!
With an oink-oink here, and an oink-oink there,
here an oink, there an oink, everywhere an oink-oink.
Old MacDonald had a farm, ee i ee i oh!

And on his farm he had some ducks, ee i ee i oh!
With a kwack, kwack here and a kwack, kwack there,
here a kwack, there a kwack, everywhere a kwack, kwack.

And on his farm he had some dogs, ee i ee i oh!
With a wao, wao here and a wao, wao there,
here a wao, there a wao, everywhere a wao wao.

Jingle Bells

Dashing through the snow, in a one-horse open sleigh,
O´er the field we go, laughing all the way.
Bells on Bobtail ring, making spirits bright,
what fun it is to ride and sing a sleighing song tonight!

Chorus
Jingle bells, jingle bells, jingle all the way.
Oh! what fun it is to ride in a one-horse open sleigh!
jingle bells, jingle bells, jingle all the way.
Oh! what fun it is to ride in a one-horse open sleigh!

A day or two ago, I thought I´d take a ride,
and soon Miss Fannie Bright was sitting by my side.
The horse was lean and lank, misfortune was his lot.
He got into a snowdrift bank-and we? We got upsot!

Chorus
So now the mon is bright, enjoy it while you´re young.
Invite your friends tonight to sing this sleighing song.
Just get a bob-tailed nag give him extra feed,
en sleigh-and crack! You´ll take the lead!

Mother´s Song
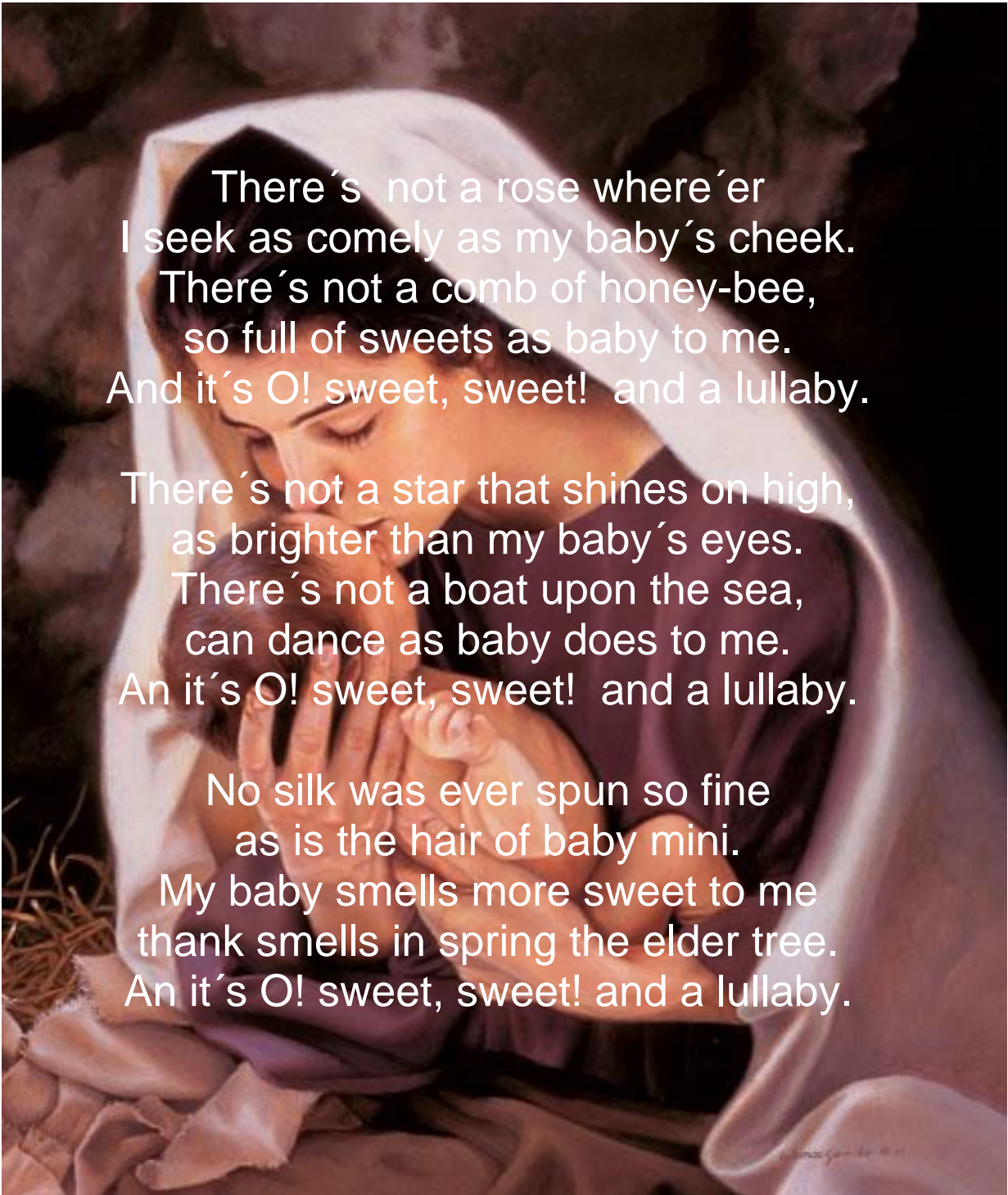
There´s not a rose where´er
I seek as comely as my baby´s cheek.
There´s not a comb of honey-bee,
so full of sweets as baby to me.
And it´s O! sweet, sweet! and a lullaby.

There´s not a star that shines on high,
as brighter than my baby´s eyes.
There´s not a boat upon the sea,
can dance as baby does to me.
An it´s O! sweet, sweet! and a lullaby.

No silk was ever spun so fine
as is the hair of baby mini.
My baby smells more sweet to me
thank smells in spring the elder tree.
An it´s O! sweet, sweet! and a lullaby.

Clementine

In a cavern, in a canyon,
excavating for a mine,
lived a miner, Forty-Niner,
and his daughter, Clementine.

Chorus
Oh! my darling; oh! my darling,
Oh! my darling Clementine!
You are lost and gone forever.
Dreadful sorry, Clementine

Light she has like a fally,
and her shoes were number nine.
Herring boxes without topses
sandals were for Clementine.

Chorus
Drove she ducklings to the millpond,
every morning just at nine;
strubbed her toe upon a splinter,
fell into the foaming brine.

Chorus
Ruby lips above the water
blowing bubbles soft and fine.
But alas, she was no swimmer,
and I lost my Clementine!

Chorus
And the miner, Forty-Niner,
he began to peak and pine;
thought he oughter join his daughter-
now he´s with his Clementine.

Chorus
How I missed her, how I missed her,
how I missed my Clementine
till I kissed her little sister,
and forgot my Clementine!

Rise and shine

The Lord said to Noah:
"There´s gonna be a floody,
Get Those children out of the muddy,
Children of the Lord"

Chorus
Rise and shine and give God the glory, glory
Rise and shine and give God the glory, glory
Rise and shine and give God the glory, glory
Children of the Lord

The Lord told Noah to build him an arky,
Built it out of gopher barky,
Children of the Lord (Chorus)

He called for the animals,
they came in by twoisies,
Elephants and kangaroosies,
Children of the Lord (Chorus)

It rained and it poured for forty daysie,
Almost drove those animals crazy, crazies,
Children of the Lord (Chorus)

Then Noah he sent out
he sent out a dovey
Dovey said "There´s clear skies abovey
Children of the Lord" (Chorus)

The sun came out
and it dried up the landy
Everything was fine and dandy,
Children of the Lord (Chorus)

The animals theycame off
they came off by three-sies
Grizzly bears and chimpanzee-sies zee-sies
Children of the Lord (Chorus)

That is the end of,
The end of my story,
Everything is hunky dory, dory
Children of the Lord (Chorus)

Mary had a little lamb

Mary had little lamb, a little lamb, a Little lamb,
Mary had little lamb; it´s fleece was white as snow
and everywhere that Mary went, that Mary went, that Mary went,
everywhere that Mary went, the lamb was sure to go.

It followed her to school one day, school one day, school one day,
it followed her to school one day, which was against the rule.

It made the children laugh and play, laugh and play, laugh and play.
It made the children laugh and play, to see the lamb at school.

And so the teacher sent it out, sent it out, sent it out.
And so the teacher sent it out, but still it lingered near.

It stood and waited round about, round about, round about.
It stood and waited round about, till Mary did appear.

"Why does the lamb love Mary so, Mary so, Mary so?
 Why does the lamb love Mary so?" the little children cry.
"Why, Mary loves the lamb you know; lamb you know; lamb you know;
Why, Mary loves the lamb; you know!" the teacher did reply.
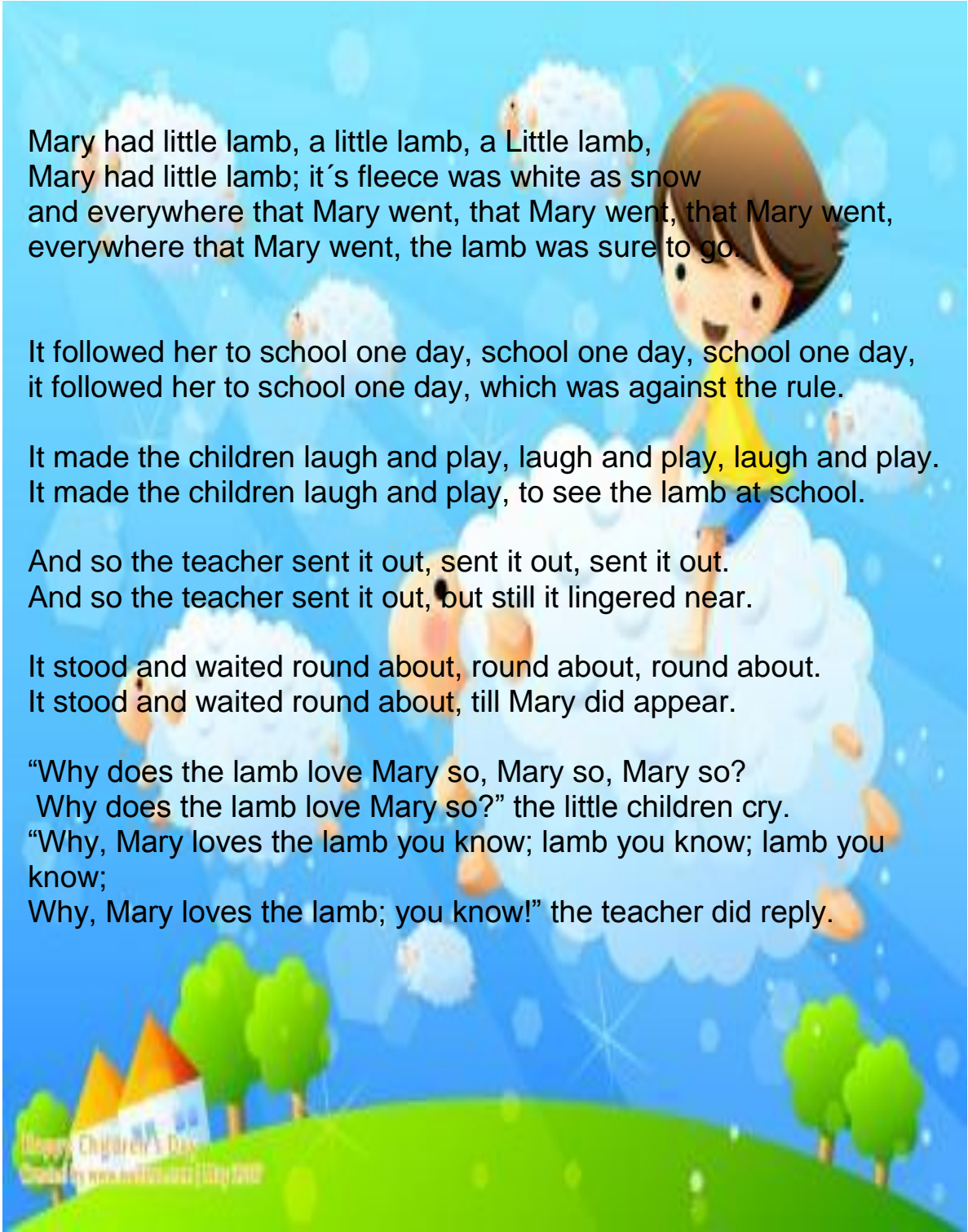
London Bridge

London Bridge is falling down,
falling down, falling down.
London Bridge is falling down, my fair lady!

Build it up with iron bars,
iron bars, iron bars.
Build it up wi9th iron bars, my fair
lady!

Iron bars will bend and break,
bend and break, bend and break.
Iron bars will bend and break, my fair
lady!

Build it up with silver and gold,
silver and gold, silver and gold.
Build it up with silver and gold, my fair
lady!

Silver and gold are much too dear,
much too dear, much too dear.
Silver and gold are much too dear,
my fair lady!.

Built it up with sticks and stones,
sticks and stones, sticks and stones.
Build it up with sticks and stones,
my fair lady!

Sticks and stones will wash away,
wash away, wash away.
Sticks and stones will wash away, my fair lady!

London Bridge is falling down,
falling down, falling down,
London Bridge is falling down, my fair lady!

Yankee Doodle

Father and I went down to camp
a long with captain Good in
and there we saw the men and boys
as thick as hasty pudding.
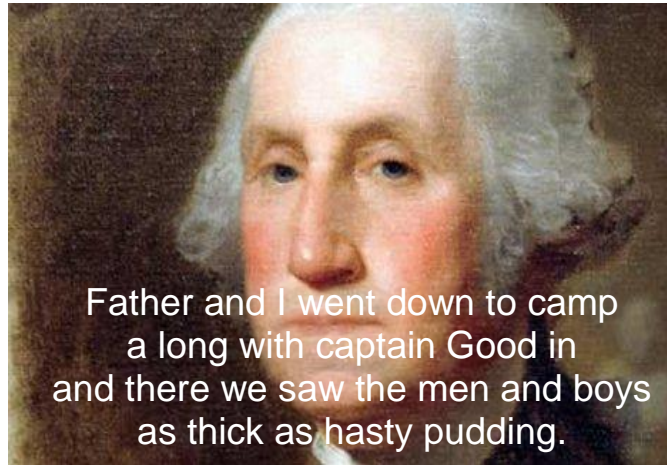
Chorus
Yankee Doodle, keep it up
Yankee Doodle, dandy;
Mind the music and the step,
And with the girls be handy.

Yankee Doodle went to town,
a riding on a pony.
He stuck a feather in his cap
and called it macaroni.

There was captain Washington
up on a stapping stallion,
a giving orders to his men;
I guess there were a million.

There I saw a swamping gun,
large as a long of maple,
up on a might little cart;
a load for Father´s cattle.

Every time they fired it off,
it took a horn of powder,
it made a noise like Father´s gun
only a nation louder.
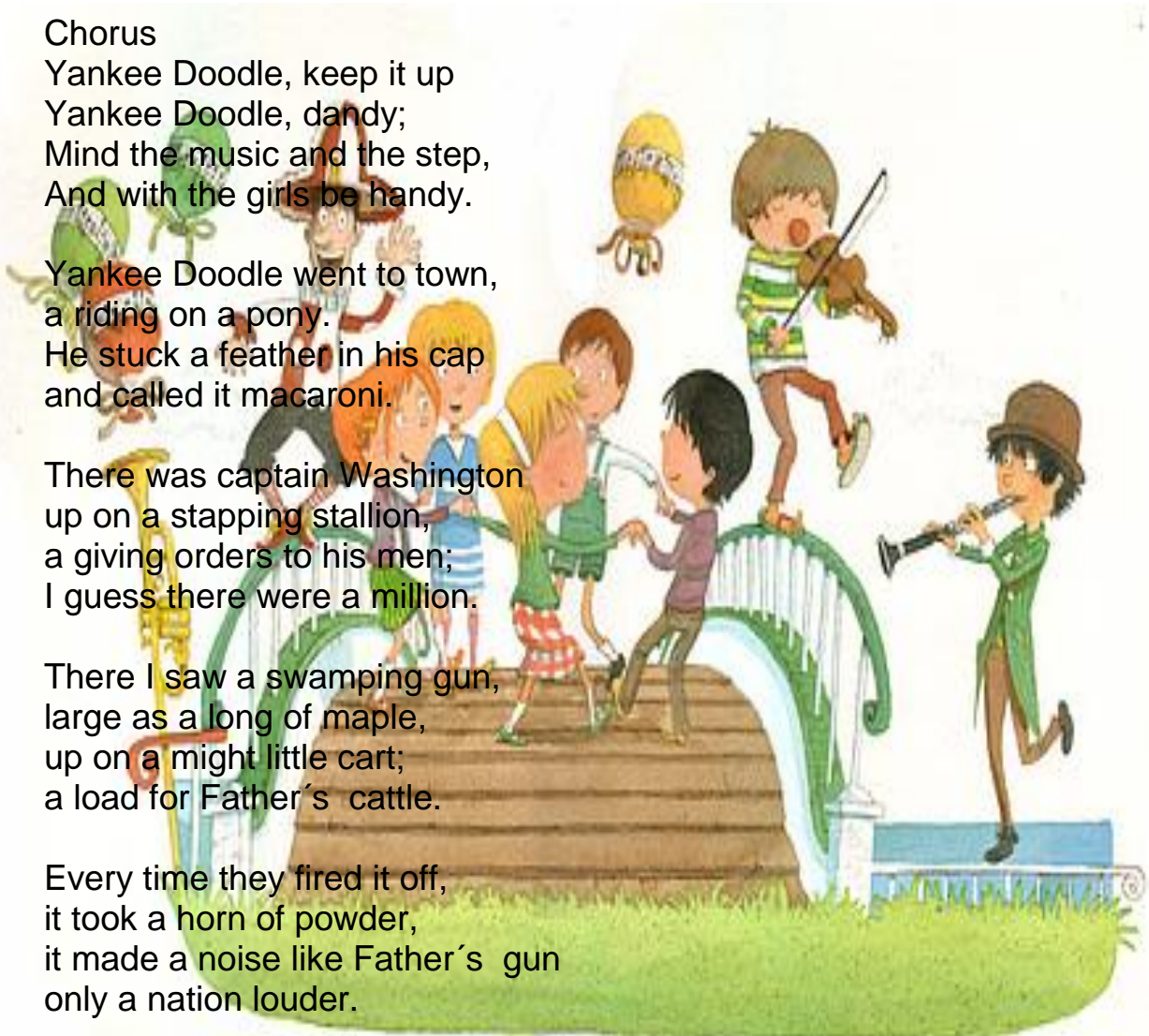
The story Little Red Riding Hood

Form Groups and tell them the story and then ask for a summary.

Write a few adjective to describe Little Red Riding Hood and a few to describe the wolf.

The wolf has been found murdered. He was shot three times, skinned and dumped in the river with his stomach full of stones. When Little Red Riding Hood was arrested she had to the wolf´s coat on and was carrying a gun. The grandmother has disappeared.

Work in group of three

Student A and B, you are police officers and you want a confession.

Student C, You are Little Red Riding Hood. Deny everything and give on alibi. Explain have you came to have the coat and gun.

Police Officers, report back to the class. What was Little Red Riding Hood´s explanation?.

Are you going to charge her? If so, has she got anything to say before she´s charged?.

Examples of different kinds of

Games

LISTEN A TEACHER PLAY

"*SIMON SAYS*" with very simple actions

You can use other words instead of "***Simon says***" You could use

- ✓ Teacher says
- ✓ A student´s name   John says
- ✓ Or other words such as as ***Verbs***

Now listen to the teacher, he is using the verb <u>write</u>. When the students hear <u>write</u> they have to do the actions. When the teacher doesn´t say please, they must stay still.

MY FUTURE

In pairs, copy the table and fill it in for your partner by asking him/her questions. Where will you be working in ten years´ time?

My life	In 1 year´s time	In 10 years´ time	In 30 years´ time
Job			
Family			
Housing			

GETTING TO KNOW YOU

Identity Cards

Copy this form. in pairs, ask and answer question to fill in the for you partner.

Name	Three things I like
Age	
Languages spoken	Three things I don´t like
Job	
Marital Status	My ambition
Children	

Eating habits

In pairs make notes about your eating habits
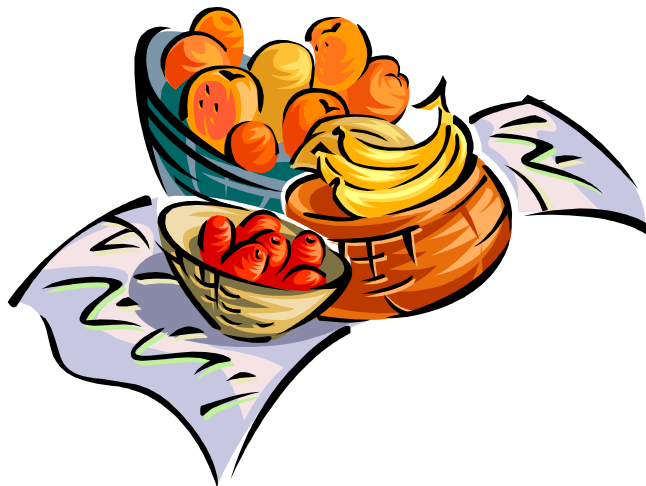
	What does Susana eat drink?	What does Roberto eat drink?
Every day		
Twice a week		
On special occasions		
Never		

MEMORY GAMES

The students are divide into groups. Each group is given 12 small pieces of paper or card. The teacher shows the students a lexical set of 12 items (*spider, whale, bat, fish, lion, etc*) on for 60 seconds. The students look and try to remember the words. They must not write while they are looking!.

After a minute, the teacher turns off the students must work together with their group to remember the words and write a word on each piece of card.

While they are doing this, the teacher puts envelopes around the walls of the room, each labeled with category (*It can swim, It´s an insect. etc*) When the students have finished writing on the cards, they have to put them in the correct envelope.

If each team has a different color card, the teacher can easily give points for the winners at the end.

DRAMA GAMES

Put one student with their back to the board. Write a word over his/her head. The others mime the word for the student to guess.

FLASHCARD GAMES

Put flashcards on the board and drill the words. Gradually turn the pictures over until the students are only remembering the words.

GUESSING GAMES

Put animal stickers on children´s backs. They ask each other questions in groups to find out what they are.

The keys. The children stand in a circle with their hands behind their backs. One student stands in the middle with their eyes closed. A bunch of keys are passed around the outside of the circle. When the child in the centre thinks he/she knows where the keys are, he /she says: "Stop!" and then asks someone: "Have you got the keys?" If the child he/she chooses has got the keys, he/she rejoins the circle and the child who had the keys stands in the middle and the game begins again.

VOCABULARY GAMES

Dictionary. The class is divide into teams. A student from each group comes and looks at a word the teacher shows them. They then return to their group and draw the word. When another member of the team guesses what the word is, they run to the board and write the word. The fastest team wins.

SPELLING GAMES

The hungry shark. Draw lines to represent the letters of the word on the board. Below them draw the same number of stepping stones leading to the edge of a cliff, below which a shark is waiting. The children guess the letters of the word. The correct letters are written in the correct place in the word. Incorrect letters are written below the stepping stones and stick man is drawn on each stepping stone in turn. When there are no mre stepping stones, the man falls to the shark and the game is lost!.

SILENT GAMES

Mouthing words. The teacher mouths words and the children watch carefully and guess what he/she/ is saying.

CIRCLE GAMES

Fruits basket. The children sit in a circle with the backs of their chairs facing the centre. The teacher explains that she/he will ask questions. If the answer is **yes,** the students should stand up and change chair. They must run clock wise round the circle and not change direction. If the answer is no, they should remain in their seat. The teacher then ask a question which everyone will have an affirmative response for, **"Have you got a nose?"** After a few examples, when the teacher is sure that everyone understands the game, the teacher should sit in one of the chairs. This leaves one student without a chair. This student must then ask a question and then try to sit down again and the game continues in this way.

CARD GAMES

Describe and arrange. The children work in pairs. Each child has the same pictures, but **Student A** has card with the picture arranged in a specific order and **Student B** has the pictures cut up individually. Student **A** must keep the card hidden from   but must describe the pictures one by one, so that **B** can place his/her pictures in the same order as the card.

BOARD GAMES
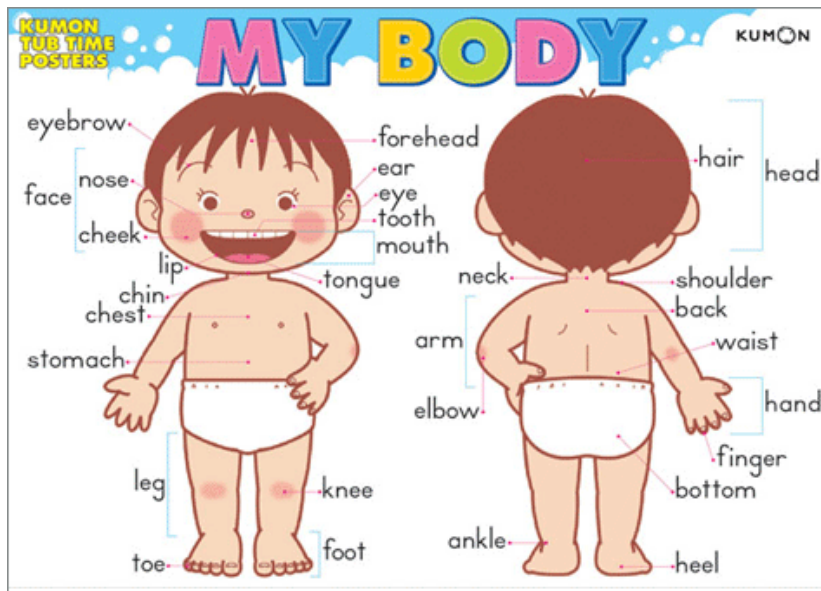
The human game. The children have boards with parts of the body around the edge and a dice. When they land on a part of the body, they can draw that part. They continue until they have a complete pig.

READING GAMES

An alternative to consequences. The student sit in a circle. Each student is given a strip of paper with a word at the top. The word could be an item from a recently taught lexical set. The students must fold over the paper so the word cannot be seen and write a definition for the word below the fold. Each student then passes the paper to the right. Each student then reads the definition they have been give and then folds over the paper, so the definition cannot be seen. They then write the word they think is being defined and pass the paper to the right. The game continues four or five times and then the papers can be opened and the word at the beginning compared with the word at the end.

WRITING GAMES

Another alternative to consequences. The class is divide into group. Each student has a strip of paper. The teacher writes the following categories on the board: *size, color, eyes, legs, tail.* The children invent the name of an animal and write it at the top of their paper; they fold the paper over and pass it on to the next child in the group who writes a sentence about the size *It´s enormous* Students fold over the paper and pass it on in the same way until they have written about all the parts of the body. Students then unfold their strips of paper and take turns to read out the descriptions to the rest of the class.
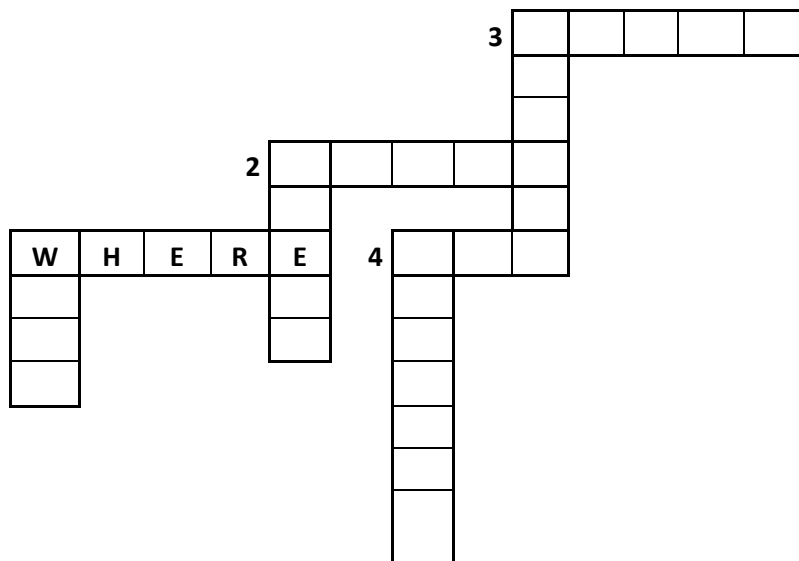
Fill in the crossword. Use the clues.

Across⟶

1. _____ do you live?

2. _____ up, please

3. _____ your name please

4. _____ are you?

Down

1. _____´s your name?

2. _____ your name, please.

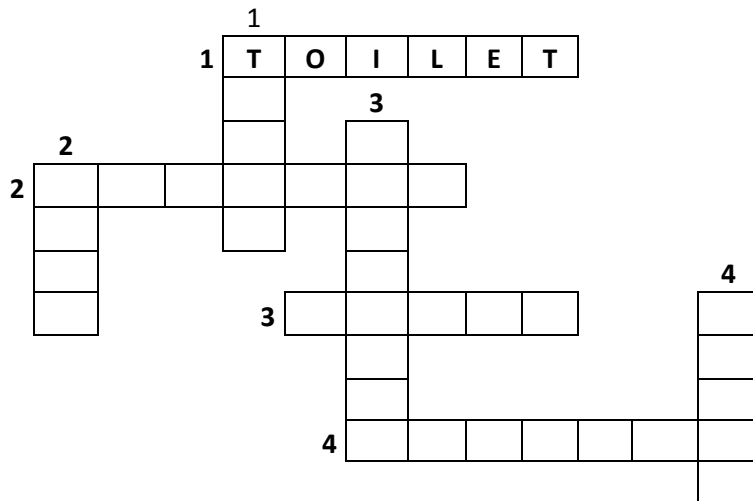3. Close the _____, please.

4. Let´s play _____ with our teacher.
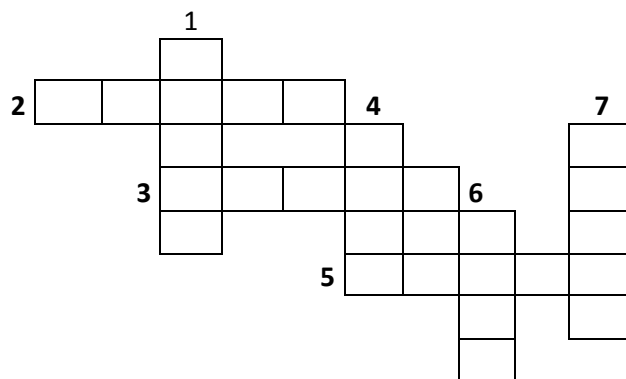
Complete the crossword.

Across ⟶

1. Another word for latrine.
2. You need this to grow.
3. Don´t do this.
4. Cook this to stop cholera.

Down ↓

1. Brush these every day.
2. Do this with fruit before you eat it.
3. These are important for your body.
4. Wash these before you eat.

		1				
	1	**T**	**O**	**I**	**L**	**E**	**T**

Complete the crossword

with means of transport.

Complete the crossword with the places

Across→

1. A place to buy food.
2. A place to make a telephone call.

Down↓

1. A place to get books.
2. A place to stay.

Complete the crossword with the jobs of the people below.

Across ⟶

1. Jefferson Pérez
2. Paulina Rubio
3. Gabriel García Márquez
4. Oswaldo Guayasamín
5. Charles Chaplin

Down ↓

1. Albert Einstein
2. Simón Bolívar
3. Gabriela Mistral

¹W	A	L	K	E	R			3
				1				
		3						
					2			
	4							
	5							

Crossword puzzle

Find the nine planets

Sol
Venus
Marte
Saturno
Neptuno
Plutón
Urano
Mercurio
Tierra
Júpiter
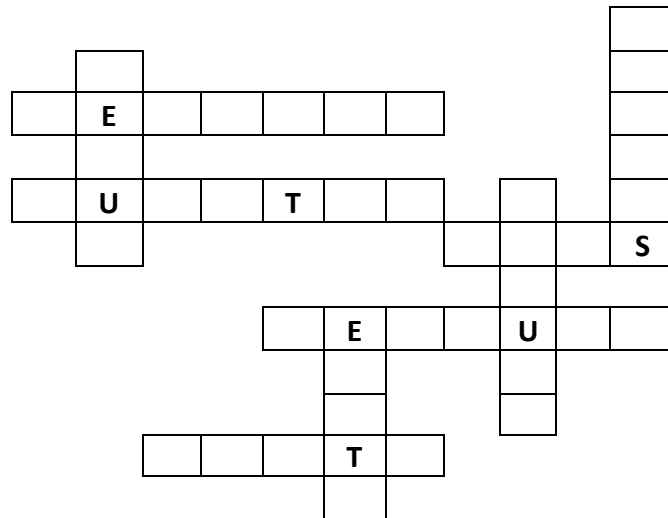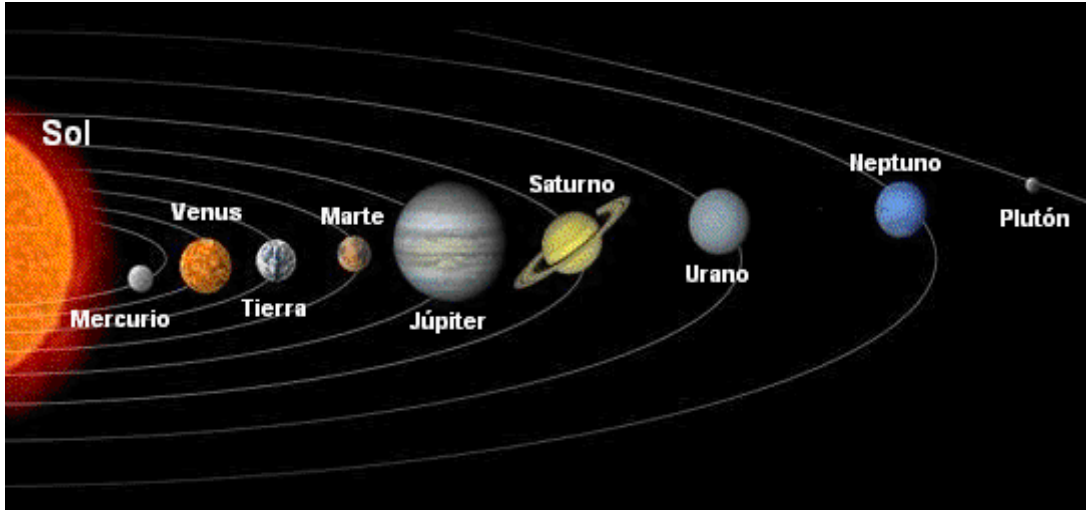
Poems

Roses are red,

violet are blue

sugar is sweet,

and so are you.
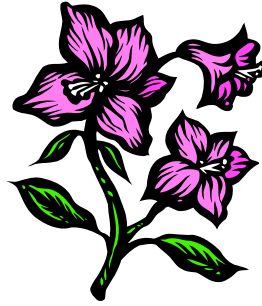
Twinkle, twinkle little star

how I wonder where you are

up above, the sky so high

twinkle, twinkle little star.

Let´s play with numbers

4   8   12   5

1. Listen to your teacher count. Put your hands up at 4, 8, 12, 16, 20, etc.

2. Say the numbers with your teacher

    Snap your fingers at 4, 8, 12, 16, 20, etc.

3. Count round the class, Slap your legs at 5, 10, 15, 20, 25, etc.

     Do not say these numbers. Sit down if you say these numbers.

10   25   13

34   100

Water Poem

White are the clouds,

Blue is the sea,

Red are the sails

of the boat for me.

It´s raining, it´s pouring.

The old man is snoring,

He jumped into bed,

And bumped his head.

And couldn´t get up in the morning.

Here you can see

The deep blue sea.

This is my boat,

And this is me.

There was a little spider

Climbing up the spout.

Down came the rain

And washed the spider out

Out came the sun

And dried up all the rain.

Then the little spider

Started climbing up again.

WHAT TIME IS IT?   BINGO CARD

09:30		11:05
	10:45	
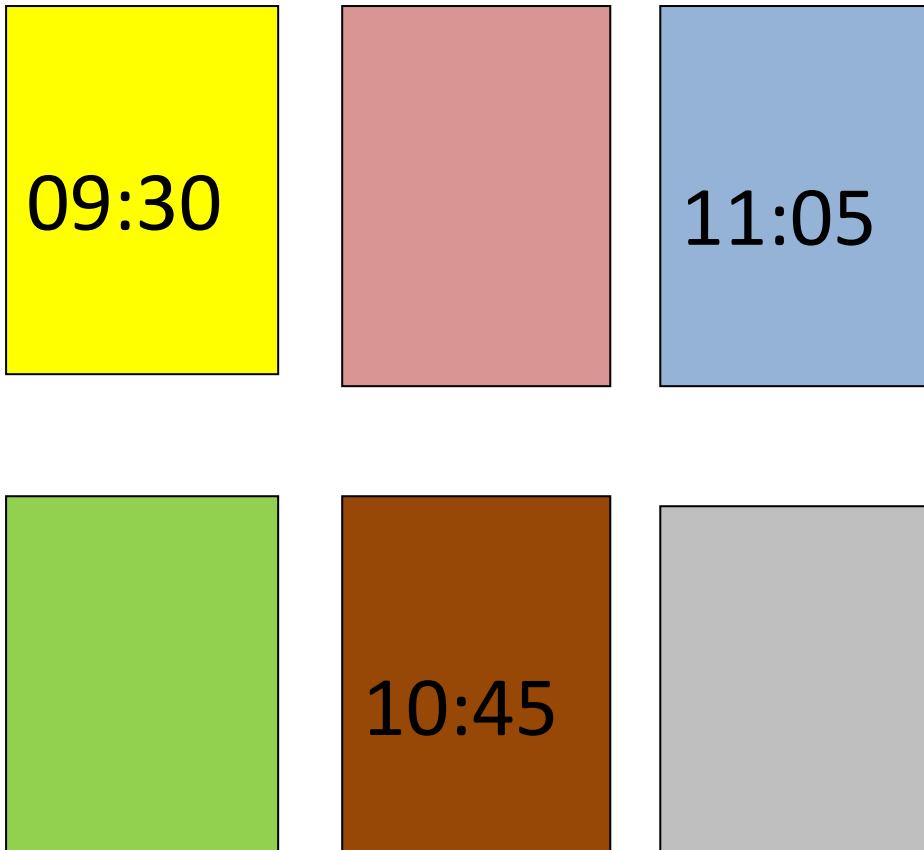
1.   Write three times between 9 o´clock and 12 o´clock in the empty boxes.

2. Cut out six small pieces of paper.

3. Listen to your teacher. Cover the times you hear.

4. Shout "BINGO" when your card is complete.

Let´s sing   Good Morning, Teacher.

Good Morning, Teacher

Good morning, teacher.
Good morning teacher,
How are you?
How are you?

Very well, thank you.
Very well, thank you.
How are you?
How are you?

Goodbye, Teacher

Students

Goodbye, teacher.
Goodbye, teacher.
Goodbye, teacher.
It´s time to say goodbye.

Teacher
Goodbye, dear friends.
Goodbye, dear friends.
Goodbye, dear friends.
It´s time to say goodbye.

Everyone
See you next year,
See you next year,
See you next year,
It´s time to say goodbye.

Let´s sing **This is the way……**

This is the way I wash my hands,
Wash my hands, wash my hands.
This is the way I wash my hands
At six o´clock in the morning

This is the way I brush my hair
At six o´clock in the morning

This is the way I drink my milk
At seven o´clock in the morning.

This is the way I eat my bread
At seven o´clock in the morning.

This is the way I brush my teeth
At seven o´clock in the morning.

This is the way I go to school
At seven o´clock in the morning.

This is the way I greet my friends
At eight o´clock in the morning.

This is the way I play with my friends
At eleven o´clock in the morning.
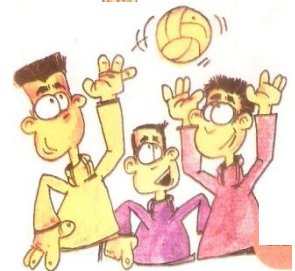
Let´s play The School Trip Game

You need a dice and name squares (1.5 cm x 1.5 cm.)

In groups, play the game.

2 Empty road.
Move forward three spaces.

5 A policeman stops
your bus. Miss a turn.

7 Your bus breaks down.
Miss two turns.

10   Stop for petrol.
Miss a turn.

12 Stuck behind a pick-up.
Go back two spaces

15 Landslide.
Miss two turns.

17   Empty road
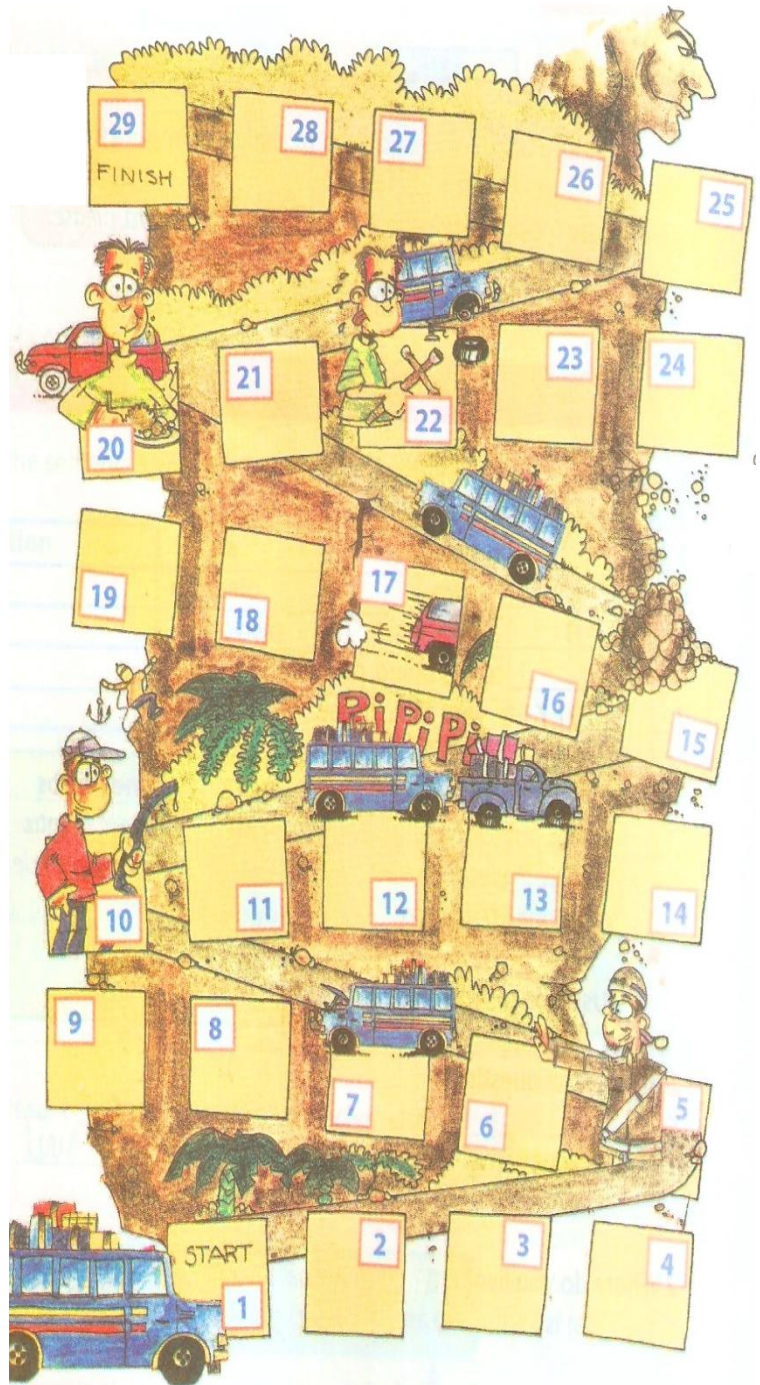Move forward two spaces.

20 Stop for lunch.
Miss two turns.

22 Your bus has a flat tyre
Miss a turn

25 Straight road.
Move forward three spaces.

Prepare to play the game **Eat Healthy Food**

1 Cut out a 2 cm square of paper.
2 Write your name on it.
3. Form groups of four.
4.Throw the dice in turns. Move your name square.
5. Name the food or situation on the square.
6. Follow the instruction on the square.
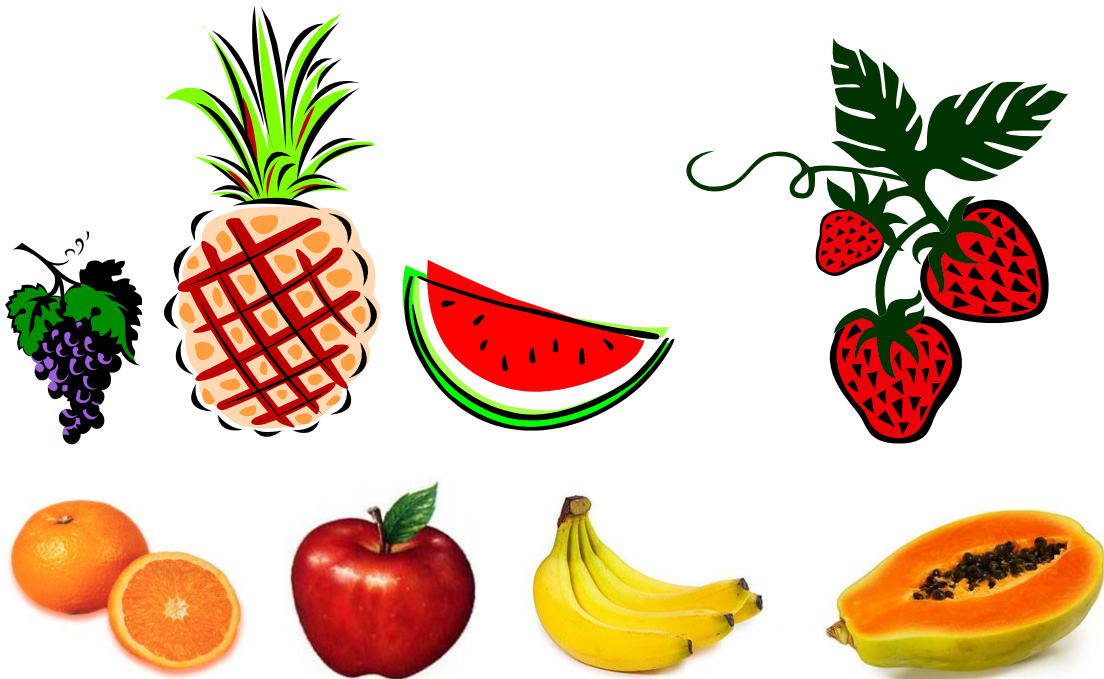7. Give advice to the player. Brush …. **or** Don´t eat…..
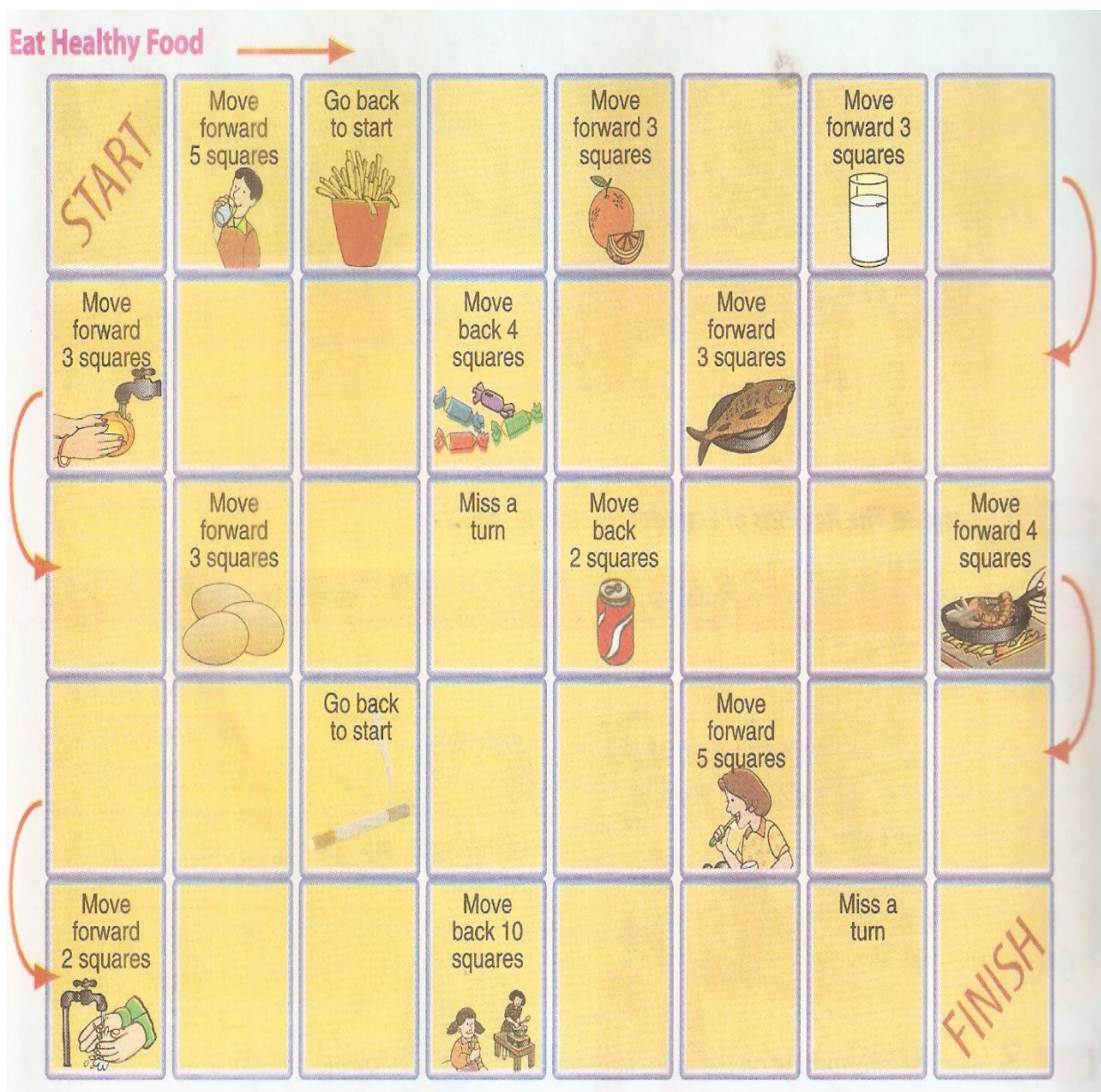
How to Make a Fruit Salad

Ingredients

Fruits: pineapple, oranges, apple, banana, papaya, grapes,
           strawberry, watermelon,
- Sugar
- A bowl
- Orange juice
- Vanilla

1. Wash the fruits carefully.
2. Cut the fruits into small pieces.
3. Put the fruits in a bowl.
4. Add some oranges juice.
5. Add some sugar.

Let´s sing   **Happy Birthday to you**

Happy birthday to you

Happy birthday to you

Happy birthday to you

Happy birthday, dear friend

Happy birthday to you

ANNEX 2

MODEL STUDENT SURVEY ADDRESSED TO BASIC EDUCATION CENTER "JUAN EZEQUIEL VARGAS" DE MILAGRO CITY.

This survey is part of our project which is developed to know the ideas that the students have according to the English teaching in Ecuador, especially with the use of Interactive Dynamics.

1. Do you like English?

   Yes ☐   No ☐

2. Does your teacher apply dynamics in class?

   Always ☐   Sometimes ☐   Never

3. Do you believe Music is a great point of motivation to teach English?

   Yes ☐   No ☐   Any opinion ☐

4. What the skills do you like to most?

   Listening ☐   Reading ☐   Speaking ☐   Writing ☐

5. Do you have problems to understand English?

   Always ☐   sometimes ☐   Never ☐
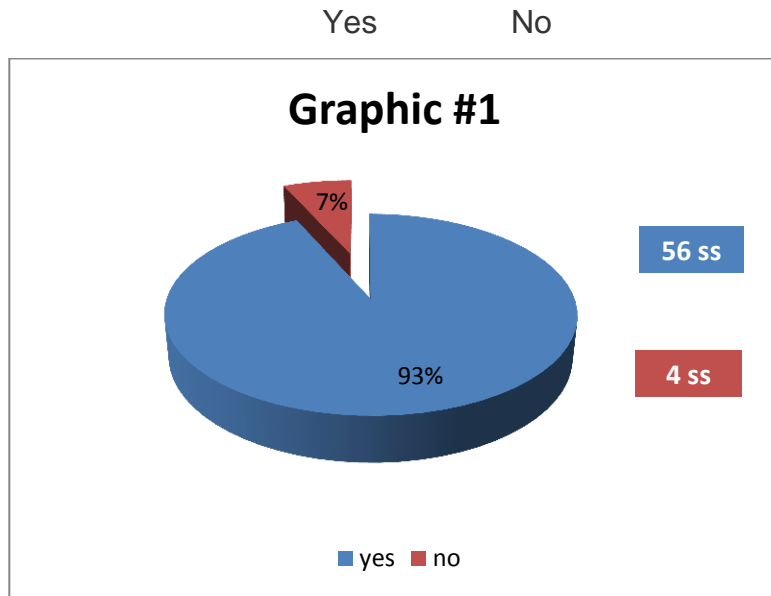
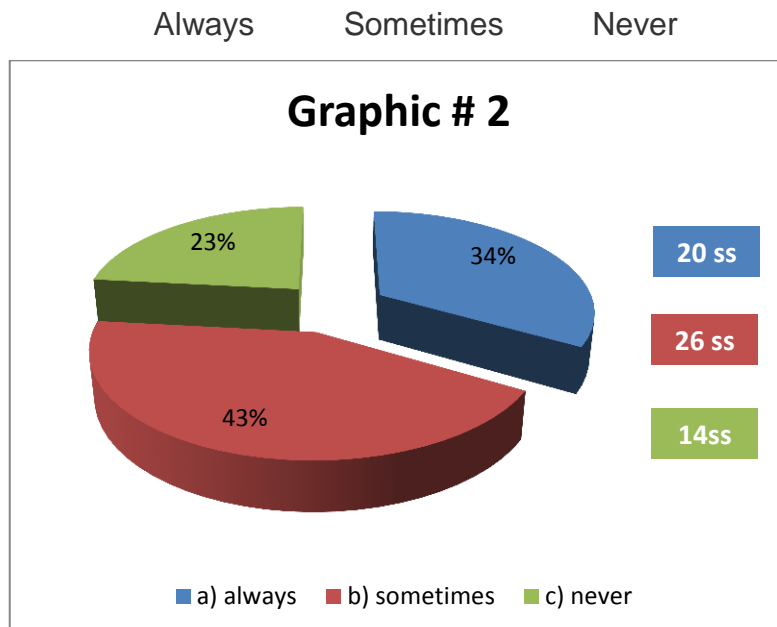6. Do you like learning the new lexical English?

   Yes ☐   No ☐   Any opinion ☐
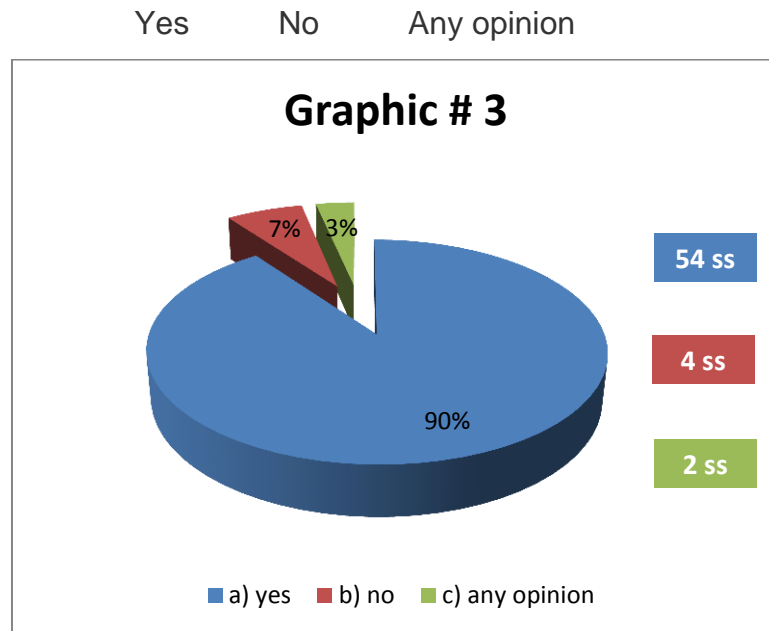
7. Does your teacher use audiovisual resources to teach in her class?

Always   Sometimes ☐   Never ☐

8. Would you like to learn English with different strategies to get more comprehension in class?

Yes ☐   No ☐   Any opinion ☐

9. How is the teaching English in your high school?

Exciting ☐   boring ☐   any opinion ☐

10. What is your favorite way to practice English in class?

In groups ☐   in pairs ☐   Individually ☐

ANNEX 5

STUDENTS SURVEY´S RESULTS

1. Do you like English?

Yes   No

Graphic #1

7%

56 ss

93%

4 ss

■ yes ■ no

2. Does your teacher apply **dynamics** in class?

Always   Sometimes   Never

Graphic # 2

23%

34%

20 ss

26 ss

43%

14ss

■ a) always ■ b) sometimes ■ c) never

3. Do you believe **Music** is a great point of motivation to teach English?

Yes   No   Any opinion

Graphic # 3

7% 3%

54 ss

4 ss

90%

2 ss

■ a) yes   ■ b) no   ■ c) any opinion

4. What the skills do you like to most?

Listening   Reading   Speaking   Writing

Graphic # 4

33%

22 ss

37%

14 ss

7%

4 ss

23%

20 ss

■ listening   ■ reading   ■ speaking   ■ writing

5. Do you have problems to understand English?

Always   Sometimes   Never

Graphic # 5

18%

10%

72%

11 ss

43 ss

6 ss

■ a) always   ■ b) sometimes   ■ c) never

6. Do you like learning the new lexical English?

Yes   No   Any opinion

Graphic # 6

20%

7%

73%

44 ss

4 ss

12 ss

■ a) yes   ■ b) no   ■ c) any opinion

7. Does your teacher use audiovisual resources to teach in her class?

Always   Sometimes   Never

Graphic # 7

10%

20%

70%

6 ss

42 ss

12 ss

a) always   b) sometimes   c) never

8. Would you like to learn English with different strategies to get more comprehension in class?

Yes   No   Any opinion

Graphic # 8

7%

13%

80%

48 ss

8 ss

4 ss

yes   no   any opinion

9. How is the teaching English in your high school?

Exciting   Boring   Any opinion

Graphic # 9

11%   7%

49 ss

7 ss

82%

4 ss

■ exciting   ■ boring   ■ any opinion

10. What is your favorite way to practice English in class?

In groups   In pairs   Individually

Graphic # 10

10%

18%

43 ss

11 ss

72%

6 ss
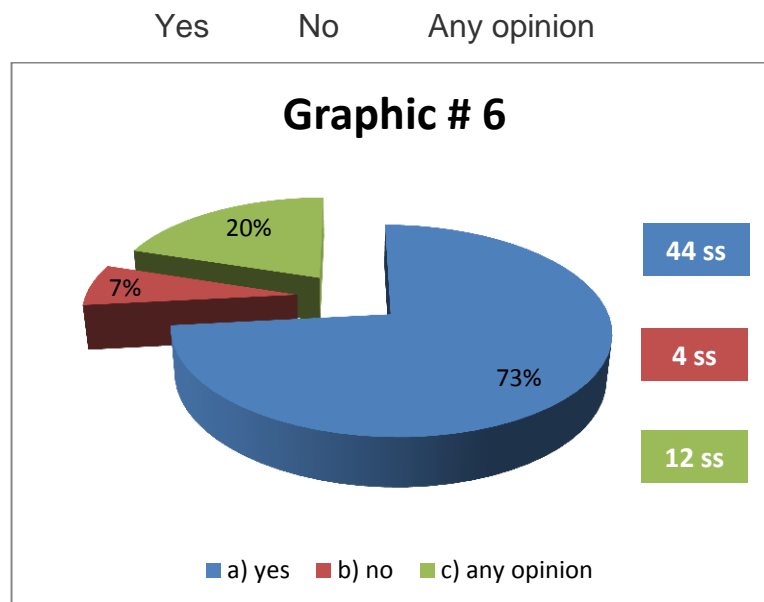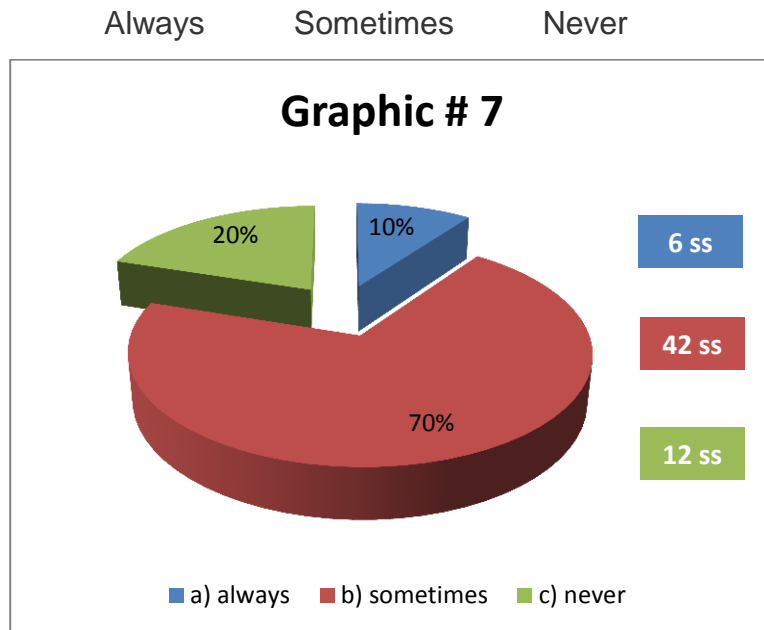
■ a) in groups   ■ b) in pairs   ■ c) individually
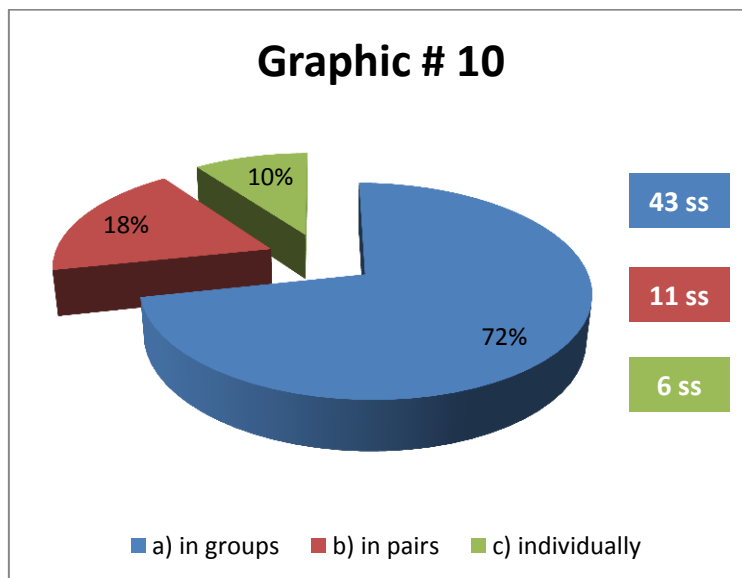
ANNEX 3

4.3.1. Analysis of the teachers´ interview

MODEL INTERVIEW AIMED AT TEACHING BASICAL EDUCATION CENTER "JUAN EZEQUIEL VARGAS" OF MILAGRO CITY.

This survey is part of a thesis Project that aims to know the point of view of students regarding the teaching of English in our country, especially in the area of development of the Interactive Dynamics.

1. Do you think that music is a great motivator in English classes?

   Yes ☐   No ☐   Maybe ☐

2. Do you think the use of improved methods and language learning?

   Yes ☐   No ☐   Maybe ☐

3. Why students lose interest in learning in English classes?

   Lack of material ☐   Lack of motivation ☐

4. Do you think that will motivate the student in English class, using puzzles, riddles, etc..?

   Yes ☐   No ☐   Maybe ☐

5. Do you have knowledge of skills-based education?

   Yes ☐   No ☐

6. Do you work with students who need support in remedial classes?

Yes ☐   No ☐

7. Do you think that the implementation and operation of a laboratory will increase the interest of students?

Of course ☐   Maybe ☐

8. Do you attend trainings methodological, didactic and technologically in a Center or Institute?
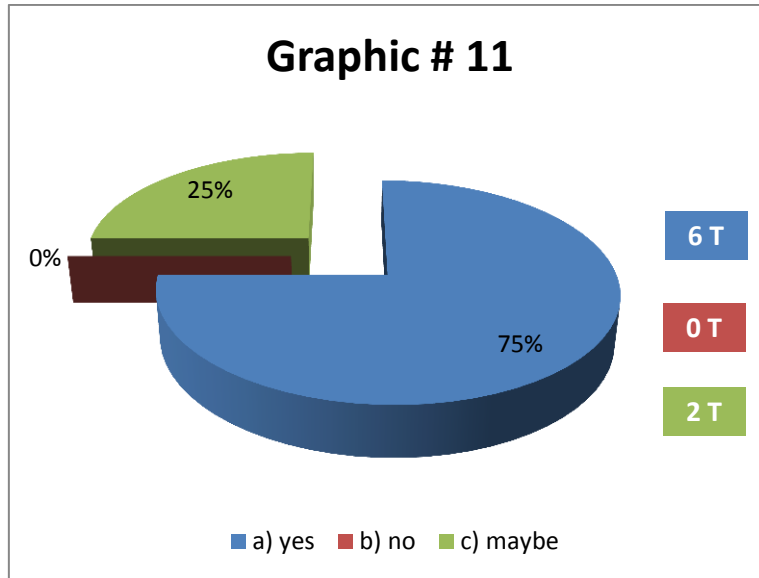
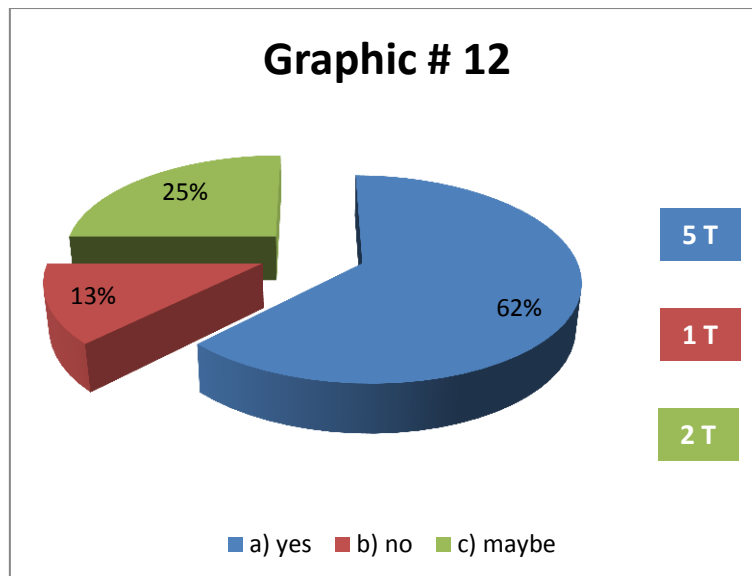Always ☐   Rarely ☐   Sometimes ☐

TEACHERS INTERVIEW´S RESULTS

11. Do you think that music is a great motivator in English classes?

Yes   No   Maybe

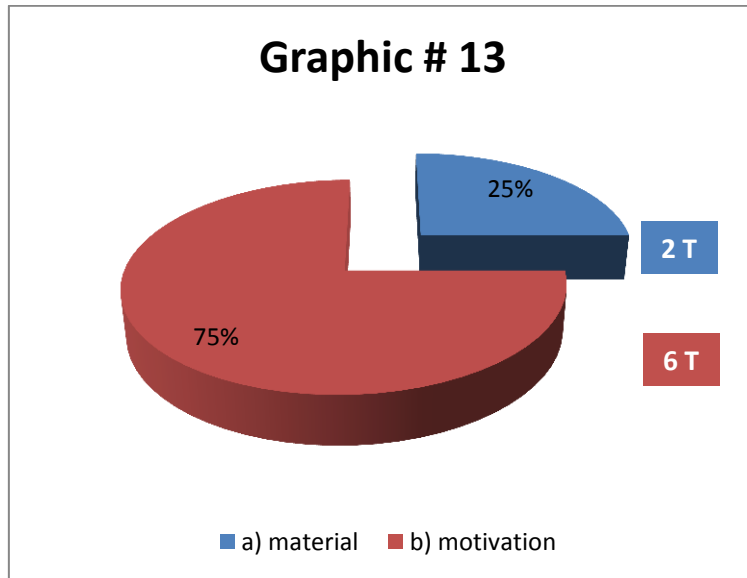12. Do you think the use of methods and techniques will improve language learning?

Yes   No   Maybe

13. Why students lose interest in learning in English classes?

Lack of material   Lack of motivation

Graphic # 13

25%

2 T

75%

6 T

a) material b) motivation

14. Do you think that will motivate the student in English class, using puzzles, riddles, etc..?

Yes   No   Maybe

Graphic # 14

25%

5 T

13%

1 T

62%

2 T

a) yes b) no c) maybe

15. Do you have knowledge of skills-based education?

Yes   No

Graphic # 15

0%

4 T

0 T

100%

■ a) yes ■ b) no

16. Do you work with students who need support in remedial classes?

Always   Sometimes   Never

Graphic # 16

0%

25%

6 T

2 T

0 T

75%

■ a) always   ■ b) sometimes   ■ c) never

17. Do you think that the implementation and operation of a laboratory will increase the interest of students?

Of course   Maybe

Graphic # 17

13%

7 T

87%

1T

■ a) of course   ■ b) maybe

18. Do you attend trainings methodological, didactic and technologically in a Center or Institute?

Always   Rarely   Sometimes

Graphic # 18

12%

1 T

25%

2 T

63%

5 T
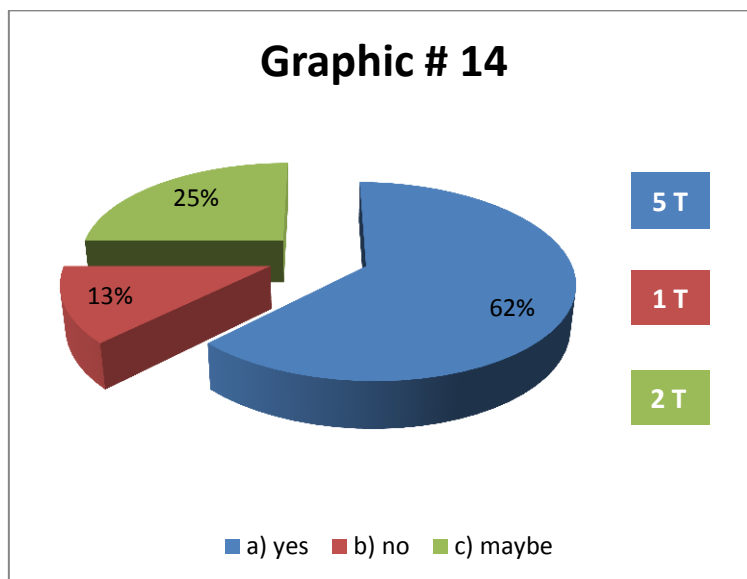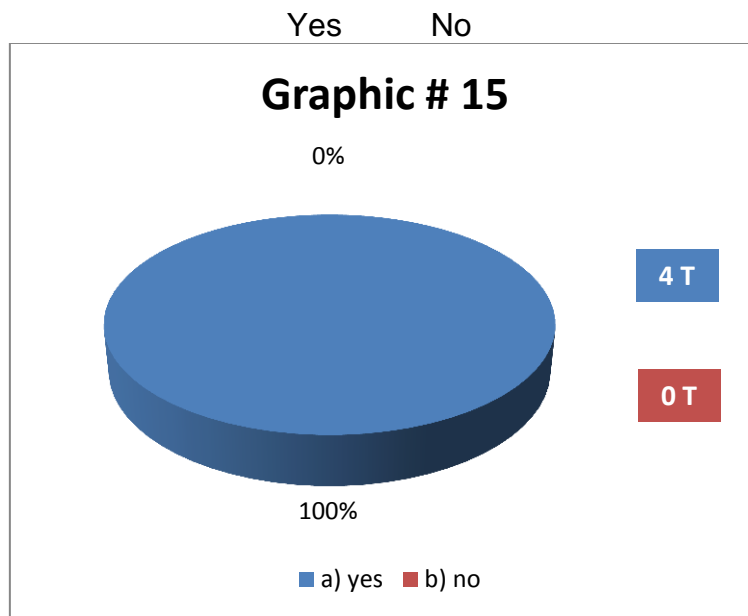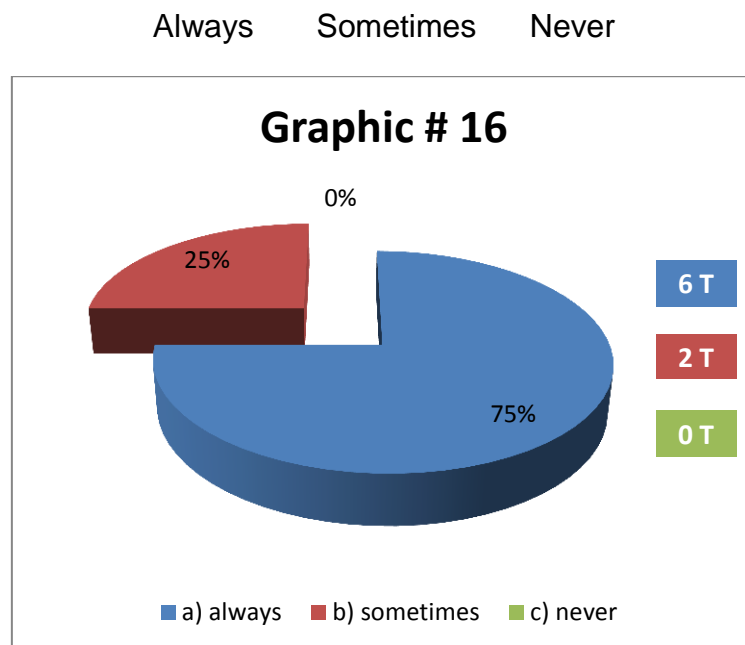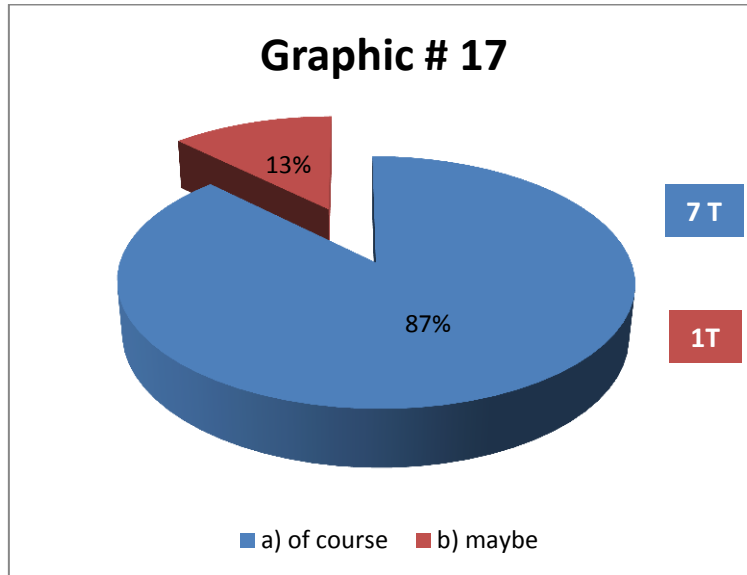
■ a) always   ■ b) rarely   ■ c) sometimes
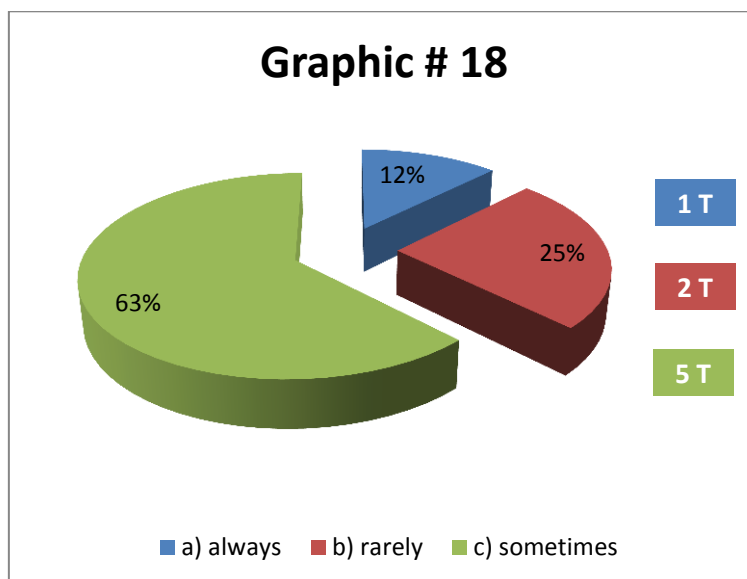
ANNEX 4

4.3.1. Analysis of the Headmaster´s interview

MODEL INTERVIEW AIMED AT TEACHING BASICAL EDUCATION CENTER "JUAN EZEQUIEL VARGAS" OF MILAGRO CITY.

1. What type of resources does the administrative give to the teachers to help to interact in teaching-learning process?

2. Does the creation of interactive dynamic extent will help to promote compliance of tasks the students of this institution?

3. How do teachers of this institution guide the learners?

4. Does the Institution get through the government the economic resources to generate a better way to teach English?

5. Do you think the lack of methodological strategies used in the classroom is detrimental to the learners?

6. Does the Institution have adequate materials for teaching English?

7. Does the Institution contributes to the development of language teaching program?

ANNEX 6:

Participation in the analysis of the teachers´ interview of the Center Basical Education "Juan Ezequiel Vargas"

Participation of the students in the survey

INTERACTIVE DYNAMICS

Activity worked with a student

Moments in that is realiced "**Order Dynamic**" with the students of 8th year in the Center Basical Education "Juan Ezequiel Vargas.

Isabel Fuertes Suárez and Amelia Hinojosa Navarrete, authors of the project "Interactive Dynamics"

Groups Students in the playground in the Center Basical "Juan Ezequiel Vargas", with the project authors