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ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

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THEME

**THE TEACHING-LEARNING PROCESS THROUGH THE
AMERICAN CULTURE WITH STUDENTS OF EIGHTH YEAR OF
BASIC EDUCATION AT “RAMÓN PAÉZ” EDUCATIVE UNIT IN
LATACUNGA DURING THE ACADEMIC CYCLE APRIL 2014-
AUGUST 2015.**

Thesis presented previous to get the Sciences of Education Degree with major in the English Language.

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Latacunga - Ecuador

December-2015

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THESIS DIRECTOR`S ENDORSEMENT

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I, as Thesis Director of this research work about:

“THE TEACHING- LEARNING PROCESS THROUGH THE AMERICAN CULTURE WITH STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT “RAMÓN PAÉZ” EDUCATIVE UNIT IN LATACUNGA DURING THE ACADEMIC CYCLE APRIL 2014- AUGUST 2015”, belong to Jenny Yolanda Pichucho Pillo applicant of the English career; consider this research work meets the investigative, and methodological requirements, and scientific-technical contributions which are enough to be evaluated by the thesis validation court that the Honorable Academic Board from the Academic Unit of Administrative and Humanistic Sciences at Technical University of Cotopaxi designates for the corresponding study and qualification.

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COURT APPROVAL

As Members of the Court we agree with the present Grade Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative Science and Humanistic; the postulant: Pichucho Pillo Jenny Yolanda. Thesis presented previous obtaining the Sciences of Education Degree with mention in the English Language with the theme: **“THE TEACHING- LEARNING PROCESS THROUGH THE AMERICAN CULTURE WITH STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT “RAMÓN PAÉZ” EDUCATIVE UNIT IN LATACUNGA DURING THE ACADEMIC CYCLE APRIL 2014- AUGUST 2015”**, She has considered the recommendation issued timely and is qualified enough to be submitted to the Thesis Defense act.

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THANKS

Firstly, my deep gratitude to God for giving me the enough strength to finish one more stage in my life. At Technical University of Cotopaxi because it has given me the opportunity to beat as professional.

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Jenny Pichucho

DEDICATION

This thesis is dedicated to my beautiful daughter, Brittany, who is my principal inspiration to continue to fight every day. To my parents, Segundo and Piedad, who are the fundamental pillar in my life and for their love and unconditional support. I also, bestow it to my sister, Isabel, who I admire for their example of perseverance and constant advice that allows to correct my mistake. Finally, to my sisters Rocio, Verónica and my brothers Fabian, Byron for their support and understanding who motivate me to continue with my studies.

Jenny Pichucho



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ABSTRACT

This present investigate work was focused on improving the Teaching-Learning Process in the students from eighth year of basic education at “Ramón Paéz” Educative Unit in Latacunga city. The main objective of this investigation was to design workshops design with interesting activities based on American Culture in order to improve the students` English level. The main problem was that students were not learning a language through American Culture and it makes that they were not interested in learning English. In Fact, Students have lack of attention because they do not have the opportunity to acquire a foreign language through interesting activities which allow them have a better interest and knowledge in the English Learning. That is the reason why this investigation has as a purpose to design a workshop based on American Culture. This research was conducted through descriptive method which was used to obtain important information to develop the proposal. Additionally, surveys were applied to get real data to know the topics that students were interested in learn. What is more, the beneficiary of this investigation were the students and the teacher because learning a language became interesting and meaningful.

KEYWORDS: American Culture, foreign language, workshop design, descriptive method, Teaching-Learning Process, English Learning.



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RESUMEN

El presente trabajo investigativo estuvo enfocado en mejorar el proceso de enseñanza-aprendizaje en los estudiantes de los Octavos años de Educación básica en el "Ramón Páez" Unidad de Educación en la ciudad de Latacunga. El principal objetivo de esta investigación fue diseñar talleres con actividades interesantes en base a la cultura estadounidense con el fin de mejorar el nivel de Inglés del estudiante. El problema principal era que los alumnos no estaban aprendiendo un idioma a través de la cultura americana e hizo que ellos no estaban interesados en el aprendizaje de Inglés. De hecho, la falta de atención de los estudiantes es porque no tienen la oportunidad de adquirir un lenguaje extranjero a través de interesantes actividades que les permita tener un mejor interés y conocimiento en el aprendizaje del Inglés. Esa es la razón por la que esta investigación tiene como objetivo el diseño de un taller basado en la cultura Americana. Esta investigación se llevó a cabo a través del método descriptivo que se utiliza para obtener información importante para desarrollar la propuesta. Además, se aplicaron encuestas para obtener datos reales de conocer los temas que los estudiantes estaban interesados en aprender. Lo que es más, el beneficiario de esta investigación fueron los estudiantes y el profesor porque aprender un idioma se convirtió interesante y significativa.

PALABRAS CLAVES: Cultura Americana, lenguaje extranjero, diseño de talleres, método descriptivo Proceso de Enseñanza-Aprendizaje.

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INTRODUCTION

Nowadays, English language is one the most important language around the world. Thus, most of the students study a second language in order to improve their style of life. However, the English language proficiency level is poor. In fact, students think that English is very hard to learn so they have a lot of problems in their learning.

That is why, the theme the Teaching-Learning Process through the American culture with students of eighth year of Basic Education at “Ramón Paéz” Educative Unit in Latacunga during the academic cycle April 2014- August 2015 was selected.

Hence, the principal objective of this investigation is to provide new workshops for teaching English Language which allows to help them improve in the English learning and in the real world in a natural way and increase their motivation to communicate through American Culture.

To acquire the appropriate result in the English learning is to consider the opinions emitted by the authority, teacher and students of that Educative Unit. Moreover, students are provided with a wide variety of interesting activities through contents on American Culture to improve in the Teaching-Learning Process.

The variables taken into account are the English Language and the methods to teach English, the total population is 56 students, 1 teacher and 1 authority at “Ramón Paéz” Educative Unit. It is a non-experimental investigation due to it does not involve manipulation of any situation or experience with the participants.

In addition, this investigation is based on a descriptive method because it describes important contexts, events and situation that detail necessary aspects and information. In fact, this information is applied through surveys which allow to control the variables.

The present investigation has been divided into three chapters:

Chapter I refers to the description of the THEORETICAL FRAMEWORK which is based on several themes of great importance, these are related with the fundamental categories which are supported with corresponding information, bibliography and websites for a better assimilation of knowledge in the educative process.

Chapter II contains ANALYSIS AND INTERPRETATION OF RESULT which were obtained through of survey applied to authority, teacher and students at “Ramón Paéz” Educative Unit and with the result obtained of these surveys are elaborated the respective conclusions and recommendations.

Chapter III is focus in the DEVELOP OF THE PROPOSAL it refers to design of workshops with reinforcement activities which is based on American Culture to improve the English level in the students taking in count interesting activities and resources that allows students an active participation.

CHAPTER I

1.1 BACKGROUND

Learning English is important for the development of education and in the XXI Century students do not only need to know grammar or the four skills but also they need to know all about American Culture because through it the students can develop their knowledge in a better way.

This investigation was conducted by Crawford Lange with the participation of the Intercultural Studies Project (ISP) department of Çukurova University in Turkey. The principal purpose of this investigation has been to advance in the Teaching-Learning Process through important themes focused on American Culture, due to purpose of education, since ancient times is to help people to develop the intellect and their knowledge in order to serve social needs and contribute the economy of country, preparing students capable to solve any problems, create an effective work force.

In fact, this author mention that used information on American Culture that allow to contribute and motivate in the learning students, so it is very important give to know all on American Culture. Culture learning is the process of acquiring of knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic and ongoing process which engages the learner cognitively, behaviorally, and affectively the function of education.

Today more than ever, is necessary to learn English, because every day is used almost in all areas of knowledge. Thus, for learning English Language, it is necessary to start learning to know their history, traditions, and geography for meaningful learning. Although, English is difficult to learn however everything depends on the materials, techniques, and activities that teacher can use to teach.

Likewise, in Hawai' i Island an investigation was conducted at kamehameha schools in which Brandon Ledward (2010), mentions that used Methodology Strategies which help students in their learning. Likewise, the information on American Culture is very important in the Students education, this information are based on important information about music, sports cuisine, costume, education symbols, religion etc.

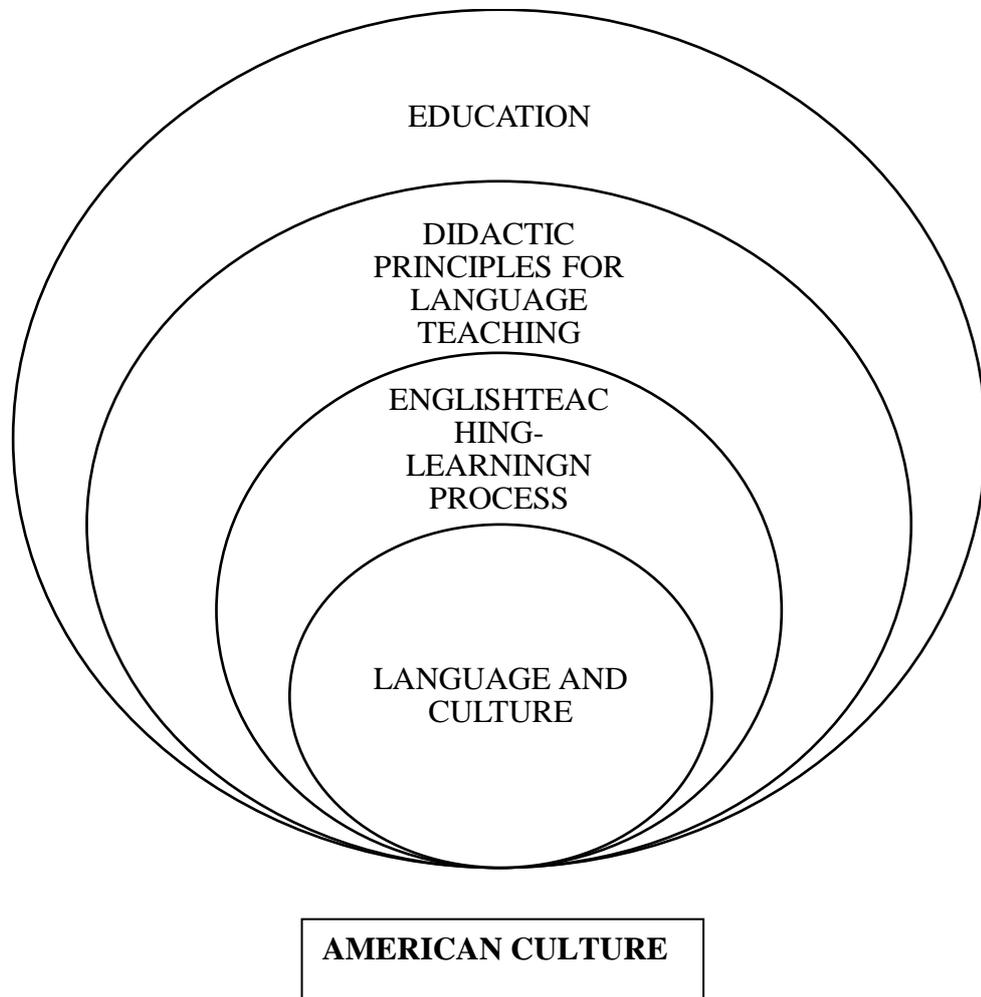
It allows that students know new vocabulary, interesting information in order that they can develop better their knowledge and confidence to cope successfully with social relationships, helping them to be more communicative.

By another hand, in the learning of a native language, in that language is both part of the native culture being acquired in the process of children's enculturation and a primary medium for the transmission of other aspects of that culture from one generation to the next, such as values, beliefs, and rules for social behavior.

As can be seen, this investigation has been applied internationally but not in Ecuador, so this research is new and interesting which take as base the research of abroad.

To sum up, it is not important apply a lot of sophisticate method to learn so the best method to learn should be the most enjoyable communication in order to have a good understanding in the English Teaching-Learning Process.

1.2 MAIN CATEGORIES



1.3 THEORETICAL FRAMEWORKS

1.3.1 EDUCATION

RANDAYN 2001 considers that “The only purpose of education is to teach a student how to live his life-by developing his mind and equipping him to deal with reality. The training he needs is theoretical, i.e., conceptual. He has to be taught to think, to understand, to integrate, to prove. He has to be taught the essentials of the knowledge discovered in the past-and he has to be equipped to acquire further knowledge by his own effort.”

<http://www.stoa.org.uk/topics/education/The%20Meaning%20of%20Education.pdf>

Etymologically, the term education is derived from Latin educare or educere which is related to learn. So, Education is an important sense due to it is a form of learning in which include important aspects as beliefs, values, knowledge, skills and habits that all people have and it can be transferred generation by generation through discussion, storytelling, teaching, training or research. By another hand, education commonly is under the guidance of others however; learners may also educate themselves due to the experience is a fundamental part into education so that think, feels, and acts may be considered educational.

According to BERNARD, (1999), he said that in all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction. Pag (5)

<http://www.unicef.org/education/files/QualityEducation.PDF>

Education is normally divided in stages like preschool, primary school, secondary school after that college and university. This methodology is commonly called pedagogy because education not only is reading or writing it is the most important element in order that people have the best develop in their knowledge in which they can have a better future.

That is why, education not only helps people to work better but also education can create a lot of opportunities for sustainable and viable economic in the future so that education encourages transparency and stability in order to diminish the corruption. Also, through education people have critical skills and they have several tools that permits a good develop in the English Teaching-Learning process. The most important aspect about education is that education provides knowledge about important things of the world.

Furthermore, education involves political, cultural and economic context establishing an understanding in all aspects. Thus, education is utilized in three senses like knowledge, subject and process. It is defined as a conscious, psychological, sociological, scientific and philosophical process which is important in the development the society because it is a continuous process through knowledge and experience.

Otherwise, education is a powerful tool which brings certain desirable changes in the students because it has defined aims and objectives that is important in the teaching- learning process due to education without aim is like a boat without its rudder so that aims is very important because the aims of the life establish aims of education.

Finally, education is the most important aspect in our life because through education people learn a lot of thing which is a preparation for life. Then, it is development of knowledge, skills and capacities of child in order to contribute to society according to his capacity.

1.3.1.1 EDUCATION HISTORY

Education begins since prehistory as a necessity to obtain knowledge and skill due to it was very important into society. In fact, it was firstly orally and through imitation which was transmitted from one generation to the next so that education began to extend the knowledge through imitation. Moreover, the first school existed in Egypt and Middle Kingdom.

So, Plato was who founded the Academy in Athens like the first institution of learning in Europe. Moreover, Confucius was the first philosopher who adopts disciples and research education field then appeared new ideas into education as philosophy, religion, arts and science which transmitted around the world. After that, the church established cathedral school in the Middle Ages.

Moreover, during the Middle Age established important knowledge, extending from the Iberian Peninsula. That is why; in 1450 Johannes Gutenberg invented a printing press so it allowed works in a better way and more quickly.

Furthermore, today the education is essential in the life and the society not only to children but also to old. It allows a better style of life that everyone can develop their knowledge and important abilities.

1.3.1.2 IMPORTANCE OF EDUCATION

According to BUTLER Nicholas (1998), he said that Education is important because it equips us with the expertise that is needed in helping us realize our career goals. Expertise is an in-depth knowledge about a specific field and it ought to open doors to brilliant career opportunities. Education fetches better prospects of career growth. Good education is an eligibility criterion for employment in any sector of the industry. Be it any field, education always proves to be rewarding. We are weighed in the market on the basis of our educational skills and on how well we can apply them.

<http://www.buzzle.com/articles/why-is-education-so-important.html>

Education is an aspect important in the life and society so people can get education from anywhere and anytime due to that education is the long life process because education not only is knowledge in basic skills, academics and technical but also it is the processing of knowledge through experience using inspiration, motivation and creativity. Education gives knowledge a perspective of looking at life because it helps build ideas, opinions and point of view about life due to it makes capable to interpreter things not only about lessons in textbook but also in lesson of life.

1.3.1.3 EDUCATION IN THE OLD TIMES

Many years ago, education was traditional which had a lot of rules that teacher takes place in order to teach to students this education was based in the memorization it is like a dictionary filled with words based on natural skills which will let to get a good knowledge for the rest of their life.

Moreover, students do not have right to opinion or give their ideas due to teacher was the principal guide and authority that students cannot interact or exchange any opinion between teachers and students. Then, the principal tool that teacher used in order to corrected bad conducted, were different punishes so that student feel fear about behavior.

1.3.1.4 EDUCATION TODAY

Nowadays, education is very different and more interested than years ago due to student not only gives ideas, opinions but also they can participate doing the class more dynamic. What is more, teacher encourage student in order to improve their knowledge through different methods and interesting strategies so student also can share their opinions with teacher in best way. It allows that student have a lot of opportunities to improve in the Teaching-Learning Process.

According to LUTHER KING Martin (1948), said “The function of education is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason but no morals..” Pag. (01)

Today, the education plays an important role because now most of the students learn with funny activities which they have an active participation in al moment.

1.3.2 DIDACTIC PRINCIPLES FOR LANGUAGE TEACHING

According to COSTEL Marius (2010), he tells that didactic principles are general norms through which are projected, organized and put the activities of teaching-learning-evaluating into practice, so that the functioning of the objectives/competences should become efficient at the level of the educational dimension. The didactic principles relate to an applicative, concrete dimension of the system and process of education. Pag (25)

<http://files.eric.ed.gov/fulltext/ED514739.pdf>

The didactic principles are important for language teaching because it determines the structure, strategies and methods of the process of foreign language. So, didactics are defined as an important branch of pedagogy in relation to process of teaching.

Furthermore, the didactic principles are common norms which are organized, put and projected in different activities of teaching- learning into education because into system of didactic principles student has an active participation in the education process. Then, they can acquire knowledge, skills and abilities. That`s why, the didactic principles reflect the specific activities of the system of process of education.

Then, didactic is implicated in relation to the professional literature with its own teaching methods which are introducing the four skills such as; listening, speaking, reading and writing in order to find the optimum learning conditions. So, each skill has its own characteristics which need to be applied to each activity in order to develop a good knowledge.

Therefore, Didactic principles are defined like a guide to teach methodology of teaching English. It is based on the basic principle of Didactic which is based on durability, conscious approach, activity and systematic practice. For that reason, didactic principles of teaching English use specific principles which are applied in order to improve in the Teaching-Learning Process.

One of the most important didactic principles is the principle of communicative approach. It means that children need to be implicated in oral and write communication through course of English Learning.

So, didactic principles are the general norms with a strategic, pragmatic and operational value through which the planning, the organization, the development of the activities and the process of education concentrate on the axiological dimension of education. The pedagogical principles relate to the functional-structural dimension of the system and of the education process aiming at “the necessity of the pedagogical communication, the pedagogical increase, the pedagogical creativity.

By the way, the didactic principles take an important role into education because it has rules and norms that are connected with The Teaching-Learning Process. It process is necessary in order to improve the knowledge and transmit coherent information according student’s need.

By another hand, Didactic principles for language teaching is learning using interesting methods which student can understand, they apply at the moment to do

homework, activities or tasks. In fact, it has the purpose of developing learner`s competence in Academic English Learning.

Otherwise, Didactic principles are based on a linguistics and interdisciplinary approach which the main principles of the didactics are known and share knowledge.

It means adapt the didactic principle according student`s need for foreign language learning. It is necessary apply in order to improve the knowledge.

In addition, Didactic principles must be an authentic learning so that learners develop in a better way their knowledge so that frequently it takes place into classroom. Thus, teacher who uses strategies and methods in order to teach, he has the student`s attention on effective teaching.

1.3.2.1 DIDACTIC PRINCIPLES CHARACTERISTICS

The importance of characteristics the Didactic Principles is that reflect an image which the education system involves a didactic attitude towards the evaluation of the education activities so that didactic principles is necessary because it generates a clear understanding of learning due to these are characterized by dynamism, objectivity, generality and pragmatism. For this reason, the didactic principle gives coherent approach of the didactic action. It refers to the perspective the education paradigms (multi, pluri, inter, trans-disciplinary) into the educational process.

Another characteristic of didactic principles is to generate a correct way which rules and norms can be used in the activities of teaching-learning process to ensure the efficiency and the quality of the education process with “coherent and logical” applying strategies, methods and techniques in order to support the knowledge.

1.3.2.2 THE FUNCTION OF DIDACTIC PRINCIPLES

There are two important functions that permit to develop a good learning which are the follows:

The sense of the education

This function consists in give a sense to the education process which teacher can use interesting strategies that allow a good function and coordination in the application the activities into classroom.

The didactic activities and evaluation process

This function refers to the regulation and adaptation function of the instructive-educative activity. In others words, a lot of activities done by teacher need to be coherent and interesting according the student adaptation. Then, student can be evaluated without problem due to they have the necessary knowledge.

1.4.3 ENGLISH TEACHING-LEARNING PROCESS

According to GOW and KEMBER (1993), they mention that Teaching is not indivisible from learning. We can be good teachers only if we know what we mean by learning because only then can we know what we expect our learners to achieve. If our goal is to prepare our students to pass an exam, then this will affect the way in which we teach. If we see foreign language learning as a perennial process which has social and cultural implications, then we will take a different approach to teaching it. Gow and Kember (1993) suggest that most approaches to learning can be subsumed under any of the following points:

- **a quantitative increase in knowledge**
- **memorisation**
- **the acquisition of facts and procedures which can be retained and / or used in practice**

- **the abstraction of meaning**
- **an interpretative process aimed at the understanding of reality**
- **some form of personal change**

<https://www.englishclub.com/tefl-articles/teaching-learning-process.htm>

To begin with, in the English Teaching-Learning Process there are important elements which are; teacher, learner and learning environment so these elements are necessary into education. Moreover, when these elements establish a good relationship between them it allows to have the best result in the education due to these elements always need to work together.

Then, English Teaching-Learning Process has several methods and strategies which permit to improve the student's knowledge but also, it is important to create a good environment in order that students enjoy not only studying but also interacted with teachers and other students so that it helps them to develop their abilities through motivation and interesting activities.

In other words, it is important that teachers focus on students' education because they are the principle guide in their knowledge. Then, teacher needs to use dynamic activities and interesting task in order that student pays attention during the class and as a result student improves their skills and knowledge.

So, the ways of teaching and learning was created to be a tool in the education. It permits to have great opportunities with respect to knowledge; it is the heart of education due to on English Teaching-Learning Process depend the fulfillment of the aims and the objectives of education.

In fact, English Teaching-Learning Process is the most important instrument of education because it permits change not only in teacher but also in students due to it is organized in a systematic way in order to obtain a good understand about teaching-learning.

Thus, Learning commonly can be defined as a permanent change in an individual's behavior through of experience or practice of every day. Then, learning is the coherent activity in which students need to know and at the same time they learn new thing every day at home, school and in the society.

By another hand, it is important to know that Teaching not only is knowledge or any skill to learner. It is the process of providing opportunities for learning due to it produces change through experiences provide by the teacher due to teaching is a task of teacher, which is apply for the development of a child.

Also, teaching is a practical activity in which the teacher can apply every day into class using different mechanism to teach in the best way due to a good knowledge not only is based in books but also is in the experiences and daily life.

According to MEIGHAN Roland (1990), suggests that there are at least seven different ways in which teachers construe learners and that such evaluative constructions have a profound influence on their classroom practice. So, according to him, learners may be construed as:

- **resisters**
- **receptacles**
- **raw material**
- **clients**
- **partners**
- **individual explorers**
- **democratic explorers**

<https://www.englishclub.com/tefl-articles/teaching-learning-process.htm>

By the way, it is so important to take in account that teaching-learning process is an instrument that children and teacher are capable to develop in order to improve the skills and knowledge. Furthermore, the most important aspect in the teaching-learning process is the experience due to, it is a good form of learn so that

students can share their ideas and opinions through his thoughts because it allows to have more facilities in the education field.

According to LAURILLARD Diana (L1993; 1994), She argues that there are four aspects of the teaching-learning process :(a) Discussion -between the teacher and learner.(b)Interaction -between the learner and some aspect of the world defined by the teacher.(c)Adaptation -of the world by the teacher and action by the learner.(d)Reflection -on the learner's performance by both teacher and learner. She then considers how different educational media and styles can be described in these terms. For example, a text book represents a one-way flow of knowledge from the teacher's conceptual knowledge to the student's conceptual knowledge. A lecture or tutorial may be seen the same way, but there is a possibility of meaningful discussion between teacher and learner.

<http://es.scribd.com/doc/5769721/teaching-learning-process#scribd>

Otherwise, Teaching-Learning Process has interesting tools which teachers can use into and outside the classroom to teach in a correct way, so that students have a better knowledge and they improve their learning and pay attention at the moment of learning interesting thing.

Finally, teaching and learning make learners develop their attitudes, skills; knowledge and the capacity of solving problems not only in classroom but also in the society. Thus, teaching and learning always is together in order to get the best result in the education.

1.4.3.1 APPROACH, METHOD AND TECHNIQUE IN TEACHING-LEARNING PROCESS

1.4.3.2 TEACHING APPROACH

It is a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom. So, an approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching.

Teacher-Centered Approach

The teacher is perceived to be the only reliable source of information in contrast to the learner-centered approach.

Learner-Centered Approach

It is premised on the belief that the learner is also an important resource because he/she too knows something and is therefore capable of sharing something.

Subject Matter-Centered Approach

Subject matter gains primacy over that of the learner.

Teacher Dominated Approach

In this approach, only the teacher's voice is heard. He/she is the sole dispenser of information.

Interactive Approach

In this approach, an interactive classroom will have more student talk and less teacher talk. Students are given the opportunity to interact with teacher and with other students.

Constructivist Approach

The students are expected to construct knowledge and meaning out for what they are taught by connecting them to prior experience.

Banking Approach

The teacher deposits knowledge into the “empty” minds of students for students to commit to memory.

Integrated Approach

It makes the teacher connects what he/she teaches to other lessons of the same subject (interdisciplinary) or connects his/her lessons with other subjects thus making his/her approach interdisciplinary and multidisciplinary.

Disciplinal Approach

It limits the teacher to discussing his/her lessons within the boundary of his/her subject.

Collaborative Approach

It will welcome group work, teamwork, partnerships, and group discussion.

Individualistic Approach

It wants the individual students to work by themselves.

Direct Teaching Approach

The teacher directly tells or shows or demonstrates what is to be taught.

Indirect, Guided Approach

The teacher guides the learner to discover things for himself/herself. The teacher facilitates the learning process by allowing the learner to be engaged in the learning process with your guidance.

1.4.3.3 TEACHING METHODS

It is a systematic way of doing something. It implies an orderly logical arrangement of steps. It is more procedural. In fact, Method is the level at which

theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented.

The Silent Way Method

Learning is facilitated if the learner discovers or problem solves. Students work cooperatively and independently from teacher.

Total Physical Response Method (TPR)

Learners will learn better if stress to produce language is reduced. Learners, like children, learn from responding to verbal stimulus.

Community language Learning Method

Not behavioral but holistic. Teacher and learners involved in 'an interaction in which both experience a sense of their wholeness.

Suggestopedia Method

People remember best and are most influenced by material coming from an authoritative source. Anxiety should be lowered through comfortable chairs, baroque music etc

Deductive Method

Teacher-dominated approach, it begins with the abstract rule, generalization, principle and ends with specific examples and concrete details so as cover a wider scope of subject matter. Learning is passive process, the learners do not take part in the generation of conclusion or generalization and the exercises come after the explanation of the rule or principle.

Inductive Method

It begins with specific details, concrete data and examples and ends with an abstract. Learners are more engaged in the teaching- learning process. Then, learning becomes more interesting at the outset because we begin with the

experiences of our students. Begin with what they know. It helps the development of our learners' higher order thinking skills in order to see patterns and analyze the same to arrive at generalizations requires analytical thinking.

Demonstration Method

As the name implies, in the demonstration method the teacher or an assigned student or group shows how a process is done while the students become observers. The demonstrator is knowledgeable in preparing the apparatus needed according to the steps to be followed. The rest of the class becomes focused on the activity and concentration on the subject is assured.

Direct Instruction/ Lecture Method

Direct instruction is aimed at helping students acquire procedural knowledge exercised in the performance of some task. Procedural knowledge refers to skills needed in the performance of a task.

Inquiry Method

Teachers will never be able to help children learn if they tell them everything they need to know. Rather, we must provide them with opportunities to explore, inquire and discover new learning. The core of inquiry is a spontaneous and a self-directed exploration.

Problem Solving Method

Problem solving is a teaching strategy that employs the scientific method in searching for information. The five basic steps of scientific method or investigatory process are:

1. Sensing and defining the problem
2. Formulating hypotheses
3. Testing the likely hypothesis
4. Analysis, interpretation and evaluation of evidence
5. Formulating conclusion

1.4.3.4 TEACHING TECHNIQUES

It is a well-defined procedure used to accomplish a specific activity or task. Hence, technique is the level at which classroom procedures are described.

Teacher should be as silent as possible, modeling items just one. Language is learnt inductively.

Teacher's role not so much to teach as provide opportunities for learning. But very teacher directed- even when learners interact with each other, usually the teacher who directs.

Learners learn through interaction with each other and the teacher. They attempt communication and the teacher helps them to say what they want to say (using translation as necessary)

The teacher starts by introducing the grammar and lexis 'in a playful manner', then reads the text while the students follow or just relax and listen. Students then use the language in fun and undirected ways.

Flipped Classroom (Inverting your class)

The classroom Model basically involves encouraging students to prepare for the lesson before class. Thus, the class becomes a dynamic environment in which students elaborate on what they have already studied. Students prepare a topic at home so that the class the next day can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity.

Design Thinking

This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. Although "Design Thinking" is a

structured method, in practice it can be quite messy as some cases may have no possible solution.

Self-learning

Curiosity is the main driver of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either begrudgingly recall or instantly forget. The key is to let students focus on exploring an area which interests them and learn about it for themselves.

Gamification

Gamification teaching techniques learning through the use of games is a method that has already been explored by some teachers, especially in elementary and preschool education. By using games, students learn without even realizing. Therefore, learning through play or ‘Gamification‘ is a learning technique that can be very effective at any age. It is also a very useful technique to keep students motivated.

Social Media

A variant of the previous section is to utilize social media in the classroom. Students today are always connected to their social network and so will need little motivation to get them engaged with social media in the classroom.

Free Online Learning Tools

There is an array of free online learning tools available which teachers can use to encourage engagement, participation and a sense of fun into the classroom. Teachers can create an interactive and dynamic classroom environment using, for example, online quizzes to test student’s knowledge.

1.5 LANGUAGE AND CULTURE

1.4.4.1 LANGUAGE

To begin with, language is the most important aspect into education because through language the people can communicate between them. Then, language reflects meaning and understanding so that language is more than a code because it involves interpretation, ideas and opinion, without language does not exist communication.

Then, language is the heart of language teaching and language learning so that teacher need use the correct language according the student`s need. Languages are made of words and a series of rules that connect words together which develop a vocabulary to express and share emotions and feeling.

SHOHAMY, (2007), tells that an understanding of language as ‘open, dynamic, energetic, constantly evolving and personal’ encompasses the rich complexities of communication. This expanded view of language also makes educational experience more engaging for students. Language is not a thing to be studied but a way of seeing, understanding and communicating about the world and each language user uses his or her language(s) differently to do this. Pag. 2

http://www.tllg.unisa.edu.au/lib_guide/gllt_ch2.pdf

That is why, people use language in order to communicate with speaker due to language is something that people do in their daily lives and which they use to create, express and interpret meaning to establish interpersonal relationship.

Thus, it is important to consider language as code in which develop the capacity to communicate and improve the knowledge and understanding within and outside

classroom because each language has specific structure, rules and principles that combined with a sound it convey meaning.

According to **KRAMSCH**, (1994), he said that this understanding of language sees a language not simply as a body of knowledge to be learnt but as a social practice in which to participate. Pag(2)

http://www.tllg.unisa.edu.au/lib_guide/gllt_ch2.pdf

In other words, language is the principal resource that teacher need to use for teaching because teachers and student are working through language so that language is an object of study and a medium for learning due to language and culture offer the opportunity for learning concepts and new ways of understanding the world without language, culture would not exist due to language plays essential role in the maintenance of culture because language is extremely flexible to communicate new ideas and concepts

1.4.4.2 FUNCTIONS OF LANGUAGE

In fact, there are seven functions of language that are the following:

- Instrumental Language
- Regulatory Language
- Interactional Language
- Personal Language
- Imaginative Language
- Heuristic Language
- Informative Language

1.4.4.3 INSTRUMENTAL LANGUAGE

This language refers when students use to get what they want and satisfy their need or desires. There are stages which it may be only to satisfy wants and needs. After, it takes the form of polite request after that it takes form of persuasion and argument.

1.4.4.4 REGULATORY LANGUAGE

Regulatory Language is used to control the behavior of people to do what students want that they do. It includes to give orders, but with a positive language in order to get the best result in the control of behavior.

1.4.4.5 INTERACTIONAL LANGUAGE

Interactional Language is used to establish a good relationship with family, friends, society, group situation and social group due to is important to communicate different needs and express opinions and ideas in order to exchange emotions and feeling. Likely, children need to develop the ability to use language in order to establish a good relationship with another.

1.4.4.6 PERSONAL LANGUAGE

This language is used in order to express individuality and personality ideas, opinions, emotions and feelings as part of personal language in order that they can establish their own identities to build confidence in themselves.

1.4.4.7 IMAGINATIVE LANGUAGE

Imaginative Language commonly is used to create an own world in order to express dreams, fantasy trough play, drama, poetry and stories. Generally, most of

the children use Imaginative language because they find funny use imagination to express their emotions.

1.4.4.8 HEURISTIC LANGUAGE

This language is used to explore, investigate in order to acquire knowledge and understanding through research because it is a wonderful language which allows to get new knowledge.

1.4.4.9 INFORMATIVE LANGUAGE

Informative Language is used for teacher due to they give information to communicate and help student in the English Teaching-Learning Process. So, teacher helps to synthesize information in order to have the best learning and student has their own conclusion.

1.4.5 CULTURE

According TYLOR Edward (2006), he tells that "Culture is "that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society."

(http://anthro.palomar.edu/culture/culture_1.htm)

By another hand, culture is information fundamentally related to language because it has a central role in the variability and diversity due to culture is basically related to language. Then, culture is as a body of knowledge about a particular or specific society. There is several ways knowledge about culture such as: knowledge about works of art, knowledge about places and institutions, knowledge about events and symbols and knowledge about ways of living. Then, culture refers to the information of any knowledge in common because there is an essential relationship between language and culture.

Furthermore, knowledge about cultures is necessary in order to facilitate the communication with people so that cultures need to be understanding through languages. It means that culture is the develop the language because it involves a lot of information which is important to improve the knowledge not only culture but also the world due to learners need to learn values, attitudes, beliefs and worldview.

14.5.1 LANGUAGE PART OF CULTURE

Language in the United States

According to SIGSBEE David (2011), he mentions that there are many factors that influence foreign language acquisition in the United States. While many Americans learn a foreign language either at home or in school, due to the United States' vast land mass, the worldwide spread of English and the somewhat limited reach of public school language instruction, the majority of Americans speak only English. Pag (2)

http://photos.state.gov/libraries/indonesia/171385/pdf/033011_AmericanCultureandSociety.pdf

It is commonly accepted that language is a part of culture, and that it plays a very important role in it. Some social scientists consider that without language, culture would not be possible. Language simultaneously reflects culture, and is influenced and shaped by it. In the broadest sense, it is also the symbolic representation of a people, since it comprises their historical and cultural backgrounds, as well as their approach to life and their ways of living and thinking.

The relationship between language and culture is fundamental in the teaching-learning process because both of them convey information which creating and

interpreting is done into a cultural framework. Moreover, language transmits a way of thinking which can obtain of any culture so that culture is transmitted by language.

According to BROWN (1994), he mentions ‘A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.’ In a word, culture and language are inseparable. Pag (1)

<http://203.72.145.166/ELT/files/54-4-3.pdf>

That is why, both of them are very necessary in the educational field because different cultures is known through the language due to language transmit important information which people need to know everything around world. In world there are a lot of countries each one with its culture so that culture is really important because people can know several aspect and new things of the country. For this reason, language is that important as culture because without language people cannot know about any culture.

To make matters worse, without language people cannot communicate so that they do not have a clear knowledge of world due to language and culture are essential part of the life in order to have a good knowledge not only in educational field but also about different countries of world.

According to SVALBERG, (2007), he tells that if language is a social practice of meaning-making and interpretation, then it is not enough for language learners just to know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others. This requires the development of awareness of the nature of language and its impact on the world. Pag. (2)

http://www.tllg.unisa.edu.au/lib_guide/gllt_ch2.pdf

Some people say that language is the mirror of culture, in the sense that people can see a culture through its language. Another metaphor used to symbolize language and culture is the iceberg. The visible part is the language, with a small part of culture.

By another hand, the relationship between language and culture is extremely associated with knowledge because between language and culture there is always an interactive influence due to both of them cannot exist without each other. Then, language and culture are referent to entities, characteristic, states and process. It is important to know that learning is not fixed due to it, is dynamic.

By the way, language and culture are two important aspects in the education because both of them are important to learn about new things that the students need to know during their schooling. Then, all culture needs a language in order to transmit the correct information about this.

1.4.6 AMERICAN CULTURE

Nowadays, most of the students learn new culture due to it is necessary to improve their personal knowledge. The modern world is culturally diverse because there are native cultures in every part of world so that culture is defined as a set of behavior and ideas including values, beliefs, attitudes and ideals of a particular society.

By another hand, teachers are the principal guide for the students because they encourage and support into classroom so that they can teach new knowledge with patience and enthusiasm in order that students find more interesting the activities in order to pay attention in class due to it allows that students are focus in their studies.

That is why, teacher needs to teach not only grammar, listening, reading, writing and speaking but also the culture where born the language because the knowledge of a language is based in all important aspects the country.

Thus, English is the second language more spoken around the world. Then, English is the most important language so that it is used in international trade and many professions. English is found as a language easy to speak in many places. That is why, it is essential to know about American Culture because it refers to the total way of life of any society, not simply to those parts of this way which the society regards as higher or more desirable.

First all, The United States is common know as a wonderful country because there are many cultures, languages, costumes, traditions and religions in order to form a nationality identity. Then, American Culture emphasized the food, language, marriage, music, religion, customs and tradition of United States.

To begin with, the United States is the third largest country in the world; it is often know as a “melting pot” with a population about 320 million, these people resident in 50 states of country. Moreover, the United States is divided in 4 regions such as; The Northeast, The West, The Midwest, The South and The Pacific so that each region has its own culture, traditions, history, geographic and climate. These regions are cultural units formed by folkways, literature and economics which all regions share.

By another hand, many cultures have contributed their own culture with American Culture, according to Census Bureau. Then, the United States is one of the most culturally diverse countries in the world.

That is why, every region of the world is influenced by American Culture then the United States is a culturally diverse society.

1.4.6.1 AMERICAN REGION

1.4.6.2 THE NORTHEAST

The Northeast is a region of the United States delimited to the north by Canada and to the east by the Atlantic. This region is one the most economically developed densely populated and culturally diverse, the Northeast is the second most urban, with 85 percent of populate.

1.4.6.3 THE MIDWEST

The Midwest is called as the nation of “breadbasket” due to its fertile soil which it allows for farmers to produce a lot of harvests of cereal such as corn, oats and wheat. Then, corns are the most important product however wheat, rice and oats are also important products into American Industry of the United States.

1.4.6.4 THE SOUTH

Nowadays, the population in The South is less dense however is growing rapidly so Arizona is one. This region is more ethnically varied with Spanish-American and Native-American, the region is a land of open spaces, which much of this is desert.

Furthermore, in this region is located the magnificent Grand Canyon like is a beautiful Monument Valley which is visited by a lot of people each year.

1.4.6.5 THE WEST

The West is a region of scenic beauty on grand scale due to millions of hectares of land is use for recreational and commercial areas which it allows that people make

a lot of activities such as fishing, boating, grazing, hiking and lumbering in order that they can share and enjoy wonderful moments with their family.

1.4.6.6 THE PACIFIC

The Pacific often is known as “Cascadian” because this region is located in western North America bounded by the Pacific Ocean to the west and loosely by the Rocky Mountains on the east.

1.4.7 AMERICA RELIGION

Religion plays an important value for Americans because a lot of people were formed by particular religious groups which merged into The United States however all religions were valued due to it is a strong cultural value because it is also considered a personal value however there is not official religion in America and any government constitution support or interfering with any religious practice.

Nowadays, about 70 percent of Americans recognize themselves as Protestants, 94 percent of Americans expressed devotion in God and 80 percent of Americans mention that religion is quite important in their lives.

1.4.8 AMERICAN FOOD

To begin with, The United States is known for its fertile land because American food grew around the world due a lot of seafood, principally fish which plays an essentially dietary role in the Pacific region.

However, Americans are characterized for fast- food which is represented in hamburgers, French fries and soft drinks, which almost all American have eaten

especially among young people. Then, about 66 percent of Americans are overweight and the 37 percent of those are obese.

Today, one the most famous fast-food in the United States is MacDonald`s because when Americans think the word food, they tend to go to MacDonald`s in order to enjoy delicious food with their family and friends.

1.4.9 AMERICAN MUSIC

One of the principal characteristic in America is the music due to American music can be heard around the all world. The music contains a lot of style of music for example; techno music, blues, country, jazz, swing, hip-hop, pop, metal, rock and various others.

Most of the famous sings are Americans due to the music of United States is known by the use of syncopation and asymmetrical rhythms, melodies and sounds which produces a wonderful tone which is represented in a song or music.

1.4.9.1 JAZZ MUSIC

First of all, Jazz is a major part of popular music which is characterized by swung and blue notes with polyrhythm and improvisation vocals. This music is a kind of dance and classical music in which most of the people enjoy a lot of listening jazz music.

1.4.9.2 HIP-HOP MUSIC

Hip-hop music has extrovert movements which most of the people especially teenager practice this kind of dance due to in The United States the major part of young people find fun to dance hip-hop music, this music is composed of two

parts such as rapping and DJing which are the production of musical sounds through vocalized tones.

1.4.9.3 COUNTRY MUSIC

To begin with, Country music is a mixed of African American blues and Appalachian folk music which was adapted for pop music in 1920s. Then, Country music is originally of rural Southern United States folk music so that Country music is a gender of American popular music.

Furthermore, Country music is commonly represent in ballads and dance tunes. There are various used in order to create country music such as fiddles or harmonicas, acoustic and electric guitar and banjos.

1.5. TIME IS MONEY

In fact, one of the principal virtues of Americans is the efficient and punctuality due to they are very responsible with respect to job, school and interview of work so that the time represent money for Americans so they said “early is on time, on time is late and late is unacceptable”. Never be late to classes, employment interviews, job party, meal and especially your wedding.

1.6 EQUALITY

For Americans, equality is one of the most important values because they think that all people have the same opportunity to succeed in life. However, they believe that equality must be applied not only in The United States but also around world due to equality is a social necessary and civic goal.

Moreover, equality is a value that allows giving opportunities in which people can have a good style of life regardless of race, gender, color and social class.

1.7 AMERICAN ECONOMIC

1.7.1 ECONOMIC HISTORY OF THE UNITED STATES

The Economic history of the United States has its roots in European settlements in the 16th, 17th and 18th centuries. Thus, the American colonies progressed from marginally successful colonial economies to 13 small, independent farming economies, which joined together in 1776 to form the United States of American.

In fact, in 230 the United States grew to a huge, integrated, industrialized economic that makes up over a quarter of the world economic. The main causes were a large unified market, a supportive political-legal system, and vast areas of highly productive farmlands, vast natural resources (especially timber, coal and oil), and an entrepreneurial spirit and commitment to investing in material and human capital.

However, Technological and Industrial factors played a major role.

1.7.2 THE GILDED AGE: 1865–1900

The rapid economic development following the Civil War laid the groundwork for the modern U.S. industrial economy. By the late 1880s, the USA had overtaken Britain as the world's most powerful economy. An explosion of new discoveries and inventions took place, causing such profound changes that some termed the results a "Second Industrial Revolution." Railroads greatly expanded the mileage and built heavier cars and locomotives, carrying far more goods and people at lower rates. Refrigeration railroad cars came into use. The telephone,

phonograph, typewriter and electric light were invented. By the dawn of the 20th century, cars had begun to replace horse-drawn carriages. Parallel to these achievements was the development of the nation's industrial infrastructure. Coal was found in abundance in the Appalachian Mountains from Pennsylvania south to Kentucky.

By another hand, Oil was discovered in western Pennsylvania. Large iron mines opened in the Lake Superior region of the upper Midwest. Steel mills thrive in places where these two important raw materials could be brought together to produce steel. Large copper and silver mines opened, followed by lead mines and cement factories. As industry grew larger, it developed mass-production methods. Frederick W. Taylor pioneered the field of scientific management in the late 19th century, carefully plotting the functions of various workers and then devising new, more efficient ways for them to do their jobs. After 1910 mass production was sped by the electrification of factories, which replaced water power. In the second half of the 19th century was the epoch of tycoons. Many Americans came to realize these businessmen who amassed vast financial empires.

1.7.3 ECONOMY OF AMERICA

The economy of the United States is the largest national economy in the world in both nominal value and by purchasing power parity. Its nominal gross domestic product (GDP) was estimated as \$14.4 trillion in 2008, which is about three times that of the world's second largest economy, Japan. Its GDP by PPP is almost twice that of the second largest, China. The U.S. economy maintains a very high level of output per person.

The United States has been one of the best-performing developed countries. The American labor market has attracted immigrants from all over the world and has one of the world's highest migration rates. Americans have the highest income per hour worked. The United States is ranked second, down from first in 2008-2009 due to the economic crisis, in the Global Competitiveness Report. The country is

the world's largest and most influential financial market, home to major stock and commodities exchanges.

1.7.4 EXPANSION AND GROWTH

The Industrial Revolution began in north Europe in the late 18th century and quickly spread to the United States by early 19th century.

By 1860, when Abraham Lincoln was elected president, 16% of the people lived in cities with 2500 or more people; a third of the nation's income came from manufacturing. Urbanized industry was limited primarily to the Northeast; cotton cloth production was the leading industry, with the manufacture of shoes, woolen clothing, and machinery also expanding. Many new workers were immigrants. Between 1845 and 1855, some 300,000 European immigrants arrived annually.

1.7.5 TRANSPORTATION OF AMERICA

Transportation System of America

Everyday personal transportation in America is dominated by the automobile. As of 2003, there were 759 automobiles per 1,000 Americans, compared to 472 per 1,000 inhabitants of the European Union the following year. About 40% of personal vehicles are vans, SUVs, or light trucks. Southwest Airlines is number one of the world's thirty busiest passenger airports, sixteenth is the United States. While transport of goods by rail is extensive, relatively few people use rail to travel, within or between cities. Only 9% of total U.S. work trips use mass transit, compared to 38.8% in Europe

1.8 AMERICAN SPORT

Sports are very important for health because an athletic activity requiring skill or physical prowess and often of a competitive nature, as racing, baseball, tennis,

golf, bowling, wrestling, boxing, hunting, fishing, Football, Cricket, Lacrosse, Soccer, Basketball, Rugby and Tennis. Hence Sports are played through-out the world and are very important in some countries.

1.8.1 LACROSSE

A game played on a rectangular field by two teams of ten players each, in which participants use a long-handled stick that have a webbed pouch on one end to maneuver a ball into the opposing team's goal. It's a very popular game in the US and Canada, played by 10 players (men) or 12 players (women). It is played with sticks and a small ball in a grass field.

1.8.2 FOOTBALL

Football (not soccer) is the most popular sport in the United States. It is played by 11 players each team. It's known for being a really "violent" sport. The most famous play is called "touchdown" and it gives the team 6 points. The team that, by the end of the game, has more points, they are wins.

1.8.3 BASEBALL

Baseball used to be the most popular sport in the US, before football took it is place. Baseball is also known and played in other countries, especially Japan and countries in Central America. It is played all around the world, but the country with the best players ever is United States, like Michael Jordan, a legend of basketball. 5 players each team tries to throw the ball into the basket, winning some points.

1.8.4 RUGBY

It is also called rucker, Rugby football is a form of football, played between two teams of 15 members each, that differs from soccer in freedom to carry the ball, block with the hands and arms, and tackle, and is characterized chiefly by continuous action and prohibition against the use of substitute players.

1.8.5 SOCCER

Soccer is one of the most popular sports around the world, almost every country plays it and there are many competitions. Soccer is a form of football played between two teams of 11 players, in which the ball may be advanced by kicking or by bouncing it off any part of the body but the arms and hands, except in the case of the goalkeepers, who may use their hands to catch, carry, throw, or stop the ball.

1.8.6 TENNIS

Tennis is very popular around the world and is very popular in the U.S. Famous Players: Federer, Nadal, Sania, Mirza, etc. Tennis is a game played on a rectangular court two players or two pairs of players equipped with rackets, in which a ball is driven back and forth over a low net that divides the court in half. A player scores a point by getting the ball past the player on the opposite side of the tennis court.

1.8.7 BADMINTON

Badminton is a very popular recreational sport in the U.S.

Badminton is a game played on a rectangular court by two players or two pairs of players equipped with light rackets used to volley a shuttlecock over a high net that divides the court in half.

1.8.9 SNOOKER

Also called billiards, any of various games played on a pool table with a cue ball and 15 other balls that are usually numbered, in which the object is to drive all the balls into the pockets with the cue ball. Billiards is played professionally and recreationally around the country

1.8.10 NASCAR

Nascar is one of the most popular sports in the U.S. and millions of dollars are spent on in each year. It is a sport predominantly played in the U.S., where usually stock cars race in circles around a track for hours.

1.9 AMERICAN SLANG

First of all, Slang is part of a colloquial vocabulary of English language. It is very confusing processes in everyday vocabulary usage.

Slang in Oxford dictionary is a type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context or group of people.

For example in army slang '' the grass'' is slang for marijuana.

Sometimes this is fairly widespread and well understood. Some slang is confined to small tightly knit groups who can use it to exclude outsiders. Slang is also often sexual or scatological.

In other words Slang is the use of informal words and expressions that are not considered standard in the speaker language or dialect but are considered acceptable in certain social settings and it is created by someone or a group of people have.

Sometimes slang is used in a way that seems to be cruel or unkind, as when a person is called a jerk. Most slang is limited to certain area. But some words, such as “okay,” are carried around the world by newspapers, radio, television, motion pictures, and tourists.

They may be new words or old ones used with a new meaning. Slang is a part of every profession, trade, sport, school, and social group.

Slang is popular because it is catchy and timely. Most slang has a very short life. It meets a momentary need or expresses a temporary opinion.

Slang often involves the creation of new meanings for existing words. It is common for such novel meanings to diverge significantly from the standard meaning. Thus, "cool" and "hot" can both mean "very good," "impressive," or "good-looking". Slang terms are often known only within a clique or in group.

1.9.1 POPULAR AMERICAN SLANGS

Airhead

My sister's boyfriend is a real Airhead. MEANING: Stupid person

All wet

Your ideas about politics are all wet. MEANING: Completely wrong

Armpit

This town is really an armpit. MEANING: Undesirable place

Barfed

He barfed all over the seat of the airplane. MEANING: Vomited

Bashed

The car was bashed beyond recognition. MEANING: Damaged

Beat

After working all day I'm really beat. MEANING: Exhausted

Bent

It's ok. Don't get so bent. MEANING: Angry

Big guns

He brought two big guns to the meeting. MEANING: Important people

Big stink

She made a big stink about my mistake. MEANING: Big issue

Bonkers

I think I'm going bonkers. MEANING: Crazy

Bummed

I was bummed when I heard the news. MEANING: Depressed

CHAPTER II

2. ANALYSIS AND INTERPRETATION OF RESULTS

2.1 Brief Historical Outline of “Ramón Paéz” Educative Unit

“RAMÓN PAÉZ”

First of all, the education plays an important role into society due to a good education allow that students not only have pedagogical knowledge but also the best values in order to diminish bad behavior in the family and society.

So, “Ramón Paéz” Educative Unit is located in Patutan Neighborhood, Latacunga Canton, and Cotopaxi Province. However, “Ramón Paéz” Educative Unit does not have exact data about its origin however trough old people who said that institution is more of one hundred years.

The institution started with thirty students in a little house which owner was of Mr. Seferino Lamingo but it was not in good condition, then teachers, parents and students looked for other more comfortable place in order that students have a good knowledge according their needs.

In fact, after several years, the school started to function in the long house which was located in front of park and when school started to develop most of the people that lived in Patutan decide to build a school in which students have the best opportunity to learn.

Thus, Miss Rosario Tandalla who was not married decides to donate a place in order that here people of Patutan build the school.

Today, “Ramón Paéz ” Educative Unit is a prestige educative unit which count with kinder garden, primary and secondary so Ramón Paéz Educative school provide an education from ages approximately 3 to 16 years old.

Furthermore, this establishment serves to 593 students from rural areas, which middle are of low socio-economic status. Since first until seventh year of basic education function in the morning and eighth until tenth function in the evening. That is why, this Educative Unit counts with an excellent personal very capacitated to teach due to they not only have pedagogical knowledge but also a good relationship.

In this Educative Unit there are 27 teachers for each grade and has 18 classrooms. Also, there is a computer laboratory and two large courtyards for recreation with the necessary facilities for the Teaching – Learning Process

Furthermore, “Ramón Paéz” Educative Unit counts with important subjects such as Computer Sciences, English, Physical Culture, Mathematics, Literature, Language, and Culture Aesthetics, which are taught by professionals in each area.

In addition, the school works into two times in the morning and in the evening due to the large influx of students to the institution. Hence, Piedad Melo Carrillo, current rector of the institution says that the work that has been deployed over the years has contributed to its historical value so that the institution enjoys academic, athletic, social and cultural prestige.

Finally, one of the most important aspects of the institution is that students do not have travel so far in order to have the best education because students live near the school. It is more comfortable to attend to classes without any problem.

2.2 ANALYSIS AND INTERPRETATION OF RESULTS OF THE SURVEYS APPLIED TO STUDENTS AT “RAMON PAEZ” EDUCATIVE UNIT

1. Do you like English?

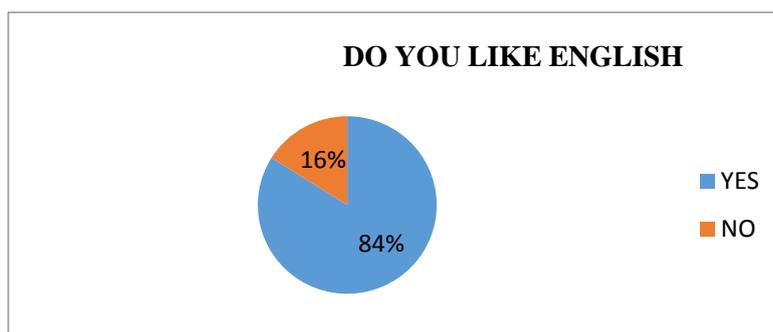
CHART N° 1

| VARIABLE | FREQUENCY | PERCENT |
|--------------|-----------|-------------|
| YES | 47 | 84% |
| NO | 9 | 16% |
| TOTAL | 56 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 1



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to question 1, the 84% corresponding to 47 students say that they like English language. By another hand, the rest of the students represent the 18% corresponding to 9 express that they do not like English language.

According to this result, the researcher points out that they like English due to it is essential in their education in order to improve their knowledge, they would develop their productive English language skills with facility. Moreover, they like to travel to another country, so they will communicate with foreign people.

2. Do you consider it is important to learn English?

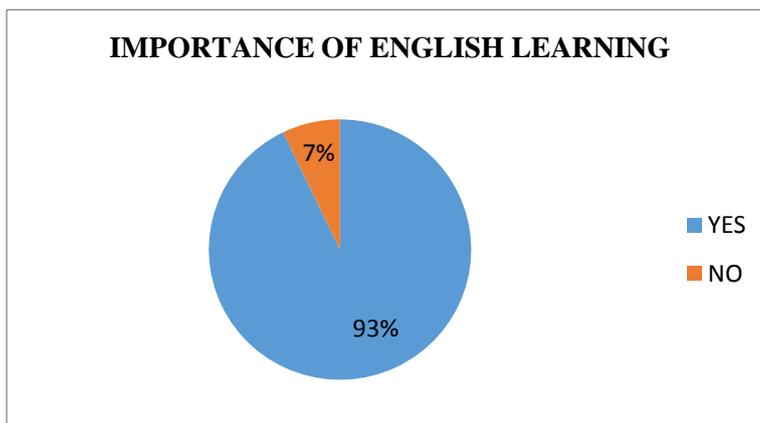
CHART N° 2

| VARIABLE | FREQUENCY | PERCENT |
|-----------------|------------------|----------------|
| YES | 52 | 93% |
| NO | 4 | 7% |
| TOTAL | 56 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC° 2



Source: Students at “Ramón Paéz” Educative Unite

Elaborated by: Jenny Pichucho

Question number 2 shows that 93% corresponding to 52 students consider that is important to learn English in order to communicate with foreign people. While, the 7% corresponding to 4 students mention that is not important to learn English because it is very difficult.

Thus, most of the students consider that is important to learn English because through it, they can communicate with foreign people and obtain more opportunities in educational and occupational field.

3. What do you like to learn about American Culture?

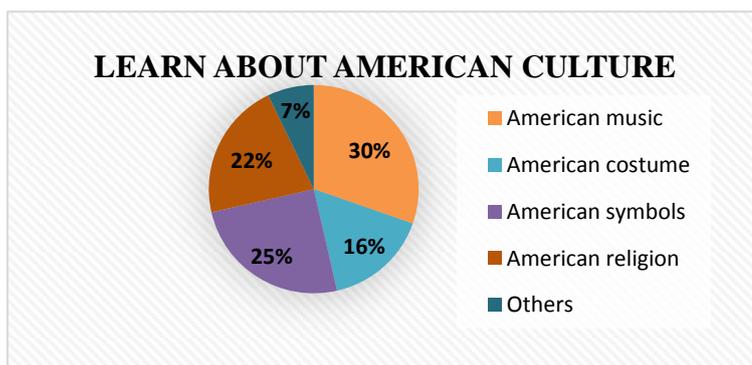
CHART N° 3

| VARIABLE | FREQUENCY | PERCENT |
|-------------------|-----------|-------------|
| American Music | 17 | 30% |
| American Costume | 9 | 16% |
| American Symbols | 14 | 25% |
| American Religion | 12 | 21% |
| Others | 4 | 7% |
| Total | 57 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 3



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

The question number 5 shows that 30% corresponding to 17 students mention that they like to learn American music. So, 25% corresponding to 14 students mention they like to learn American symbols. On the other hand, 21% corresponding to 12 students like to learn American Religion. Also, the 16% corresponding to 9 students say, they like to learn American costume. Finally, last group represented 7% corresponding to 4 students express, they like to learn others themes

The researcher points out that it is essential to select the best themes to teach a second language in order to catch the attention of students and help them to improve their knowledge.

4. Do you agree with the methodology that English Teacher apply to teach?

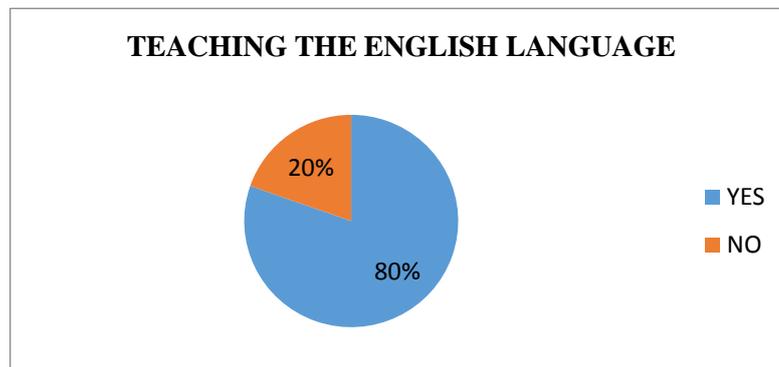
CHART N° 4

| VARIABLE | FREQUENCY | PERCENT |
|-----------------|------------------|----------------|
| YES | 45 | 80% |
| NO | 11 | 20% |
| TOTAL | 56 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 4



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to the question 4, corresponding to 45 students which are representing by 80% express, they are agreeing how teacher teach. While, 20% corresponding to 11 students recognize that they are disagree with teacher’s teaching.

The researcher points out that most of students do not have any problems in order to develop their knowledge in the English Language because teacher applies different activities during the time class.

5. Which kind of resources and materials does your teacher use to teach English?

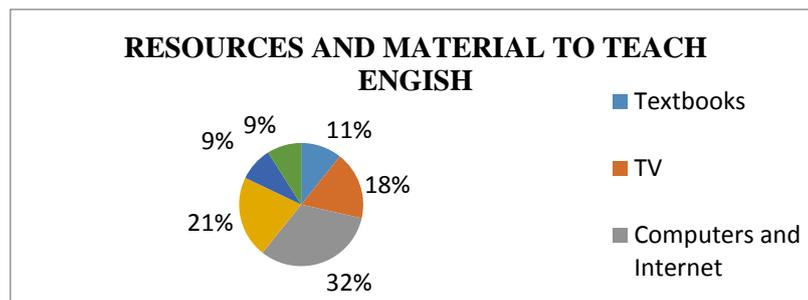
CHART N° 5

| VARIABLE | FREQUENCY | PERCENT |
|------------------------|------------------|----------------|
| Textbooks | 6 | 11% |
| TV | 10 | 18% |
| Computers and Internet | 18 | 32% |
| Copies | 12 | 21% |
| Handout | 5 | 9% |
| Tape-recorded | 5 | 9% |
| TOTAL | 56 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 5



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

The question number 5 shows that 32% corresponding to 18 students mention that the resources used by teachers to improve the English language in the students are computer and internet. So, 21% corresponding to 12 students mention that teacher uses Copies. On the other hand, 18% corresponding to 10 students use TV resources. Also, the 11% corresponding to 6 students say, teachers use Textbooks to teach English. Finally, last group represented 9% corresponding to 5 students express, teachers use Handout and the other 9% corresponding to 5 students mention, teachers use Tape-record.

The researcher points out that it is essential to select the way how the students learn a second language in order to apply the most suitable resources and material.

6. Select the activities that your teacher applies in English classes?

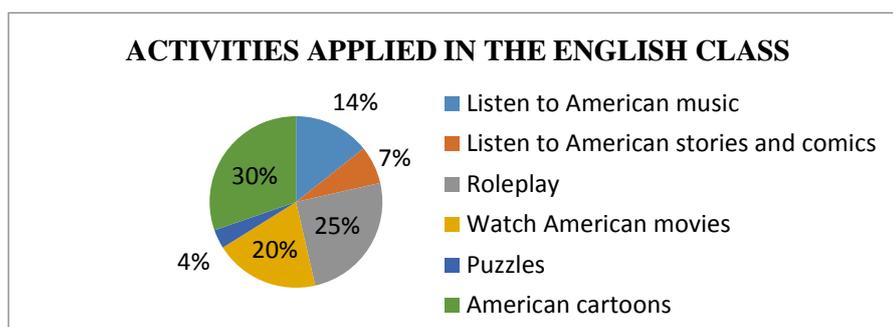
CHART N° 6

| VARIABLE | FREQUENC Y | PERCEN T |
|---------------------------------------|-----------------------|---------------------|
| Listen to American music | 8 | 14% |
| Listen to American stories and comics | 4 | 7% |
| Role-play | 14 | 25% |
| Watch American movies | 11 | 20% |
| Puzzles | 2 | 4% |
| American cartoons | 17 | 30% |
| TOTAL | 56 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 6



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to the question 6, 30% corresponding to 17 students mention the activities that teacher use to develop a good knowledge of the students in the English Language is American cartoons. Also, the 25% corresponding to 14 students mention teachers use Role-play. Thus, 20% corresponding to 11 students say teachers use Watch American movies whereas other 14% corresponding to 8 students tell teacher apply Listen American music. So, 7% corresponding to 4 students mention they use Listen American stories and comics. Finally last group represented by 4% corresponding to 2 students mention teachers use puzzles.

Thus, it is essential to select the most suitable interesting activities to apply in class in order to students are more interested in learning English Language for an efficient knowledge.

7. Do you like to learn American Culture?

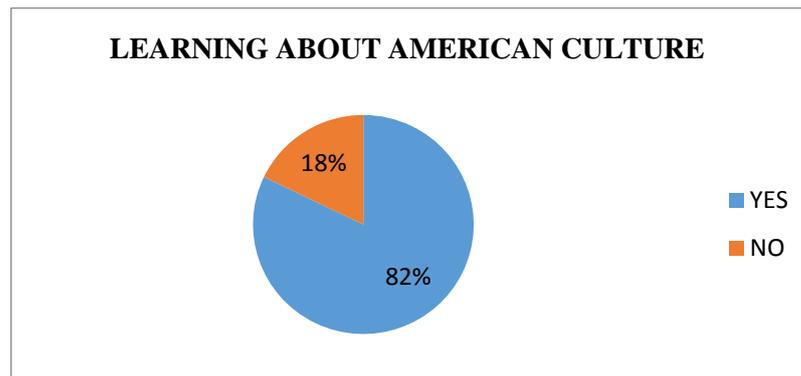
CHART N° 7

| VARIABLE | FREQUENCY | PERCENT |
|----------|-----------|---------|
| YES | 46 | 82% |
| NO | 10 | 18% |
| TOTAL | 56 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 7



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to the question 7, the 82% corresponding to 46 students say that is important to learn about American Culture. On the other hand, the 18% corresponding to 10 students consider that it is not important.

It verifies that most of the students would like to learn about American Culture because it would be a support understanding English Language. So, in this way they could learn a new language easily because this would include interesting contents.

8. Select which tools would you like to use for learning English

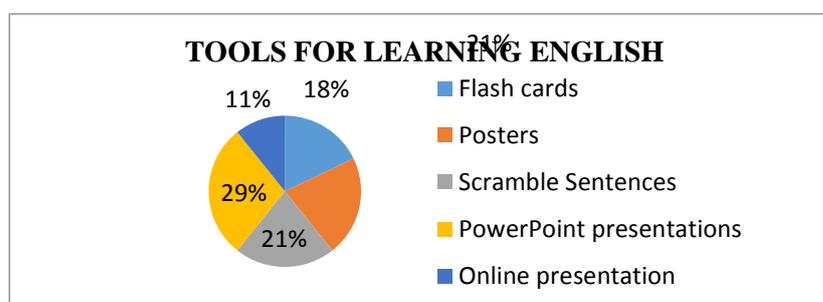
CHART N° 8

| VARIABLE | FREQUENCY | PERCENT |
|--------------------------|------------------|----------------|
| Flash cards | 10 | 18% |
| Posters | 12 | 21% |
| Scramble Sentences | 12 | 21% |
| PowerPoint presentations | 16 | 29% |
| Online presentation | 6 | 11% |
| TOTAL | 56 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 8



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

The question number 8 shows that 29% corresponding to 16 students express they would like to use PowerPoint presentations as teaching resources. However, 21% corresponding to 12 students would like to use Scramble Sentences and the other 21% corresponding to 12 students would like to use Posters. On the other hand, 18% corresponding to 10 students say that they would like to use Flash cards and 11% corresponding to 6 students would like to use Online-Presentation.

According to this question, students believe that it is important to use the supplementary tools aside other resources such as flash cards, internet etc, which facilitate greatly the process of acquiring a new language and at the same time to achieve meaningful learning. Also, combining those different tools to motivate students to learn and interact.

9. Do you consider that American Culture is important to learn English?

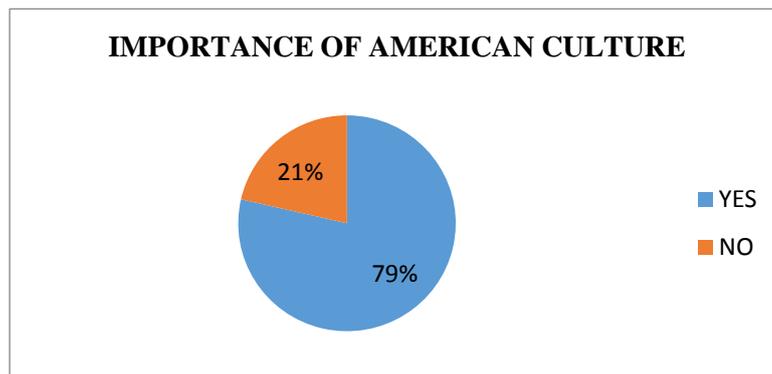
CHART N° 9

| VARIABLE | FREQUENCY | PERCENT |
|-----------------|------------------|----------------|
| YES | 44 | 79% |
| NO | 12 | 21% |
| TOTAL | 56 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 9



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to the question 9, corresponding to 44 students represented by 79% express the importance of learning based on American Culture due to it could improve the Productive English Language. On the other hand, 21% corresponding to 12 students maintain that the learning on American Culture could not improve their knowledge.

The researcher claims that teaching American Culture allows to student to improve their knowledge in English Language because this could provide interesting and interactive topics such costumes, culture, traditions, music, food and clothes.

10. Would you like to learn on American Culture workshops for learning English?

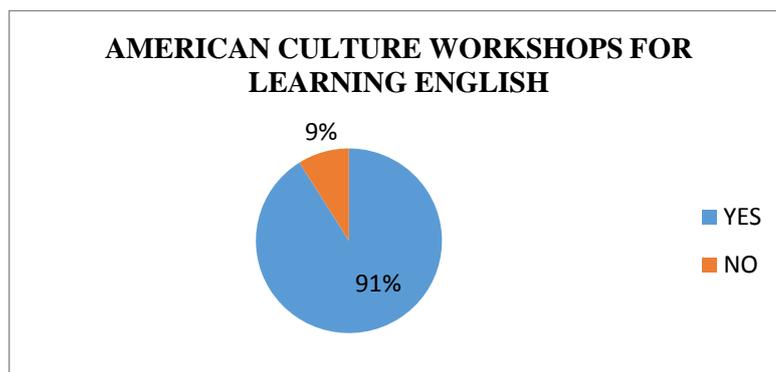
CHART N° 10

| VARIABLE | FREQUENCY | PERCENT |
|-----------------|------------------|----------------|
| YES | 51 | 91% |
| NO | 5 | 9% |
| TOTAL | 56 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 10



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to the question 10, corresponding to 51 students represented by 91% manifest that the design of workshops for learning English based on American Culture could improve the English Language Skills of students. On the other hand, the rest of students represented by 9% corresponding to 5 consider it is not suitable to improve the English Language skills of students.

The researcher believes that the designs of these workshops are going to catch students' attention and interest in order to improve the English Learning.

2.3 ANALYSIS AND INTERPRETATION OF SURVEYS APPLIED TO TEACHER AT “RAMON PAEZ” EDUCATIVE UNIT

1. Do you know about American Culture?

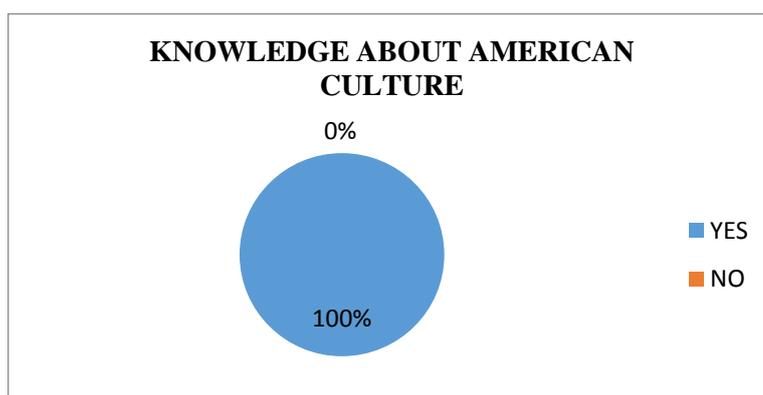
CHART N° 1

| VARIABLE | FREQUENCY | PERCENT |
|----------|-----------|---------|
| YES | 1 | 100% |
| NO | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 1



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

The question number 1 shows that 100% corresponding to 1 teacher mentions they know about American Culture due to they are teacher.

It determines that the teacher who teaches English Language knows about American Culture because it is necessary to know important aspects about new culture which are essential for learning foreign language.

2. Do you believe that is necessary to teach American Culture to students to motivate their English language Learning?

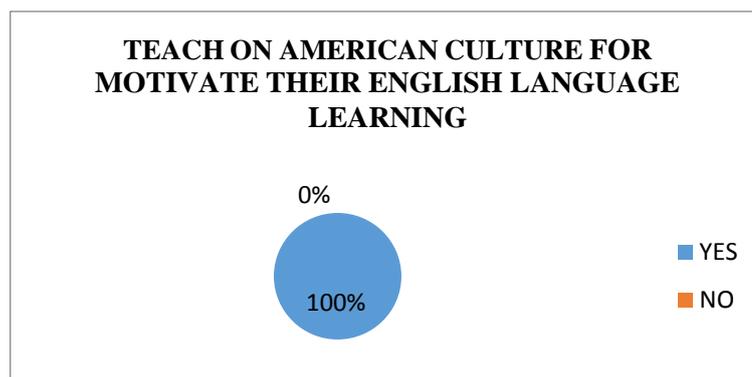
CHART N° 2

| VARIABLE | FREQUENCY | PERCENT |
|-----------------|------------------|----------------|
| YES | 1 | 100% |
| NO | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 2



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to the question 2, the 100% corresponding to 1 teacher claims that American Culture has an influence to motivate in the English Teaching-Learning Process of students.

The researcher points out that American Culture is influenced in the knowledge of English Language due to there are several important factors that allow student to improve their knowledge in English language. Then, these factors have to be considered to acquire an appropriate method to catch the attention of students with purpose of making effective the Teaching Learning Process.

3. Do you believe that teaching about American Culture will contribute to learn English Language?

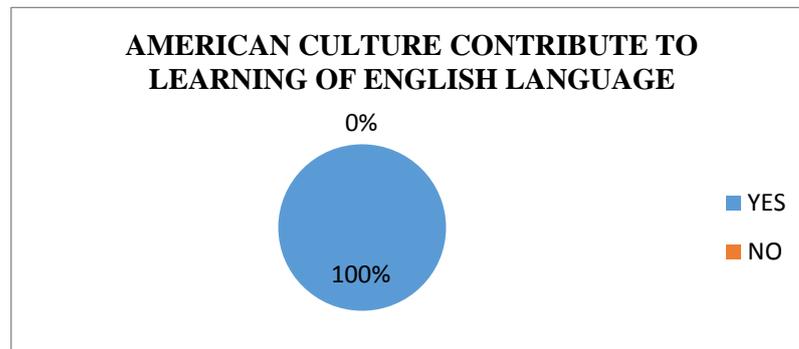
CHART N° 3

| VARIABLE | FREQUENCY | PERCENT |
|----------|-----------|---------|
| YES | 1 | 100% |
| NO | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 3



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

The question number 3 shows that 100% corresponding to 1 teacher claims that American Culture will contribute to learn of English Language.

Through this result, it can be said that teaching on American Culture could catch students’ attention and interest during the English Teaching - Learning Process through the activities which are focused on the necessities of students taking into account different cultural and academic aspects.

4. Do you consider it will be easy to teach English through American Culture?

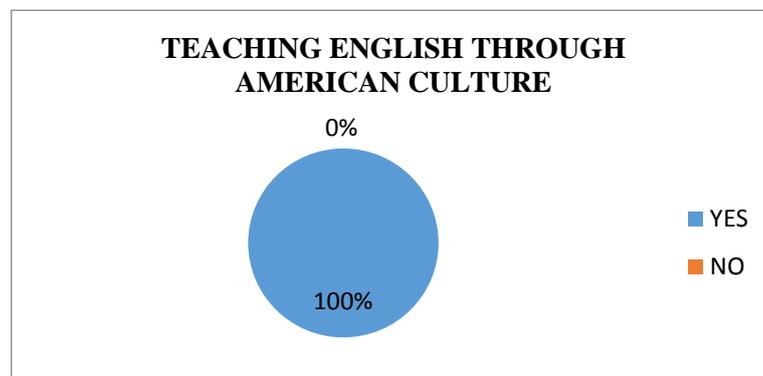
CHART N° 4

| VARIABLE | FREQUENCY | PERCENT |
|-----------------|------------------|----------------|
| YES | 1 | 100% |
| NO | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 4



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to the question 4, 100% corresponding to 1 teacher considers easy to teach English through American Culture in order to improve their knowledge.

With the answer obtained, it concludes that the application of knowledge based on the American Culture can be easy to improve the Productive English Language Skills of students. Moreover, students also will learn a foreign culture and at the same time they are going to practice the language in a natural way

5. Do you think that the application of activities based on American Culture could improve the Teaching-Learning Process?

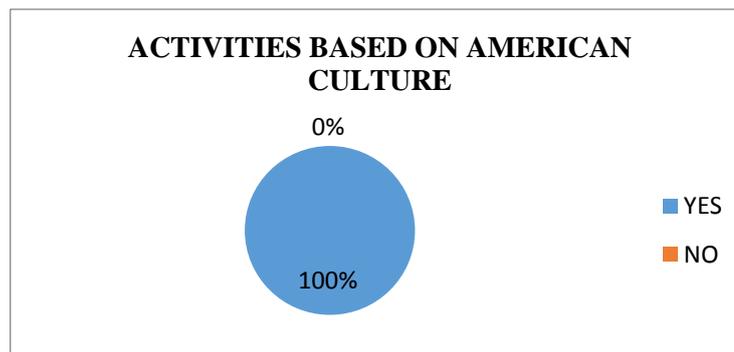
CHART N° 5

| VARIABLE | FREQUENCY | PERCENT |
|----------|-----------|---------|
| YES | 1 | 100% |
| NO | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 5



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to the question 5, corresponding to 1 teacher represented by 100% manifests that application of activities based on American Culture could improve the Teaching-Learning Process.

The researcher claims, the application of these activities is going to catch the attention and interest of students during the Teaching - Learning Process and, as a result, the activities are going to be active and focused to the students' necessities.

6. Select the best method for learning English language

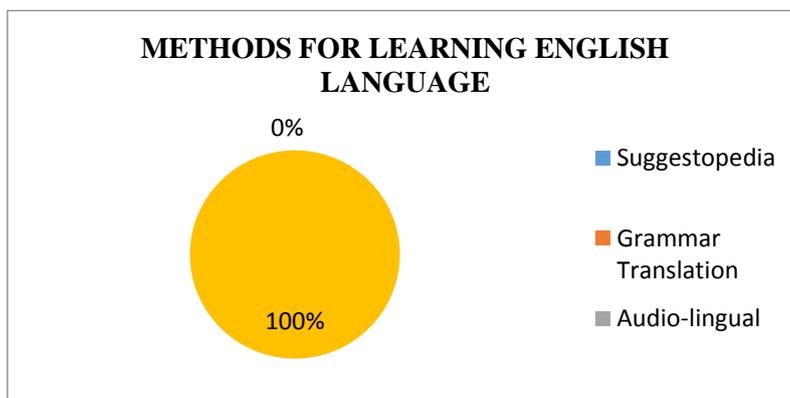
CHART N° 6

| VARIABLE | FREQUENCY | PERCENT |
|-------------------------|------------------|----------------|
| Suggestopedia | 0 | 0% |
| Grammar Translation | 0 | 0% |
| Audio-lingual | 0 | 0% |
| Direct Method | 1 | 100% |
| The structural approach | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 6



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

The question number 6 shows that 100% corresponding to 1 teacher mentions that they use the Direct Method to teaching English Language.

The researcher deduces that is essential to consider the way how the students learn a second language in order to select the most suitable method for an efficient Productive English Language Skills.

7. Select the strategies for learning American Culture.

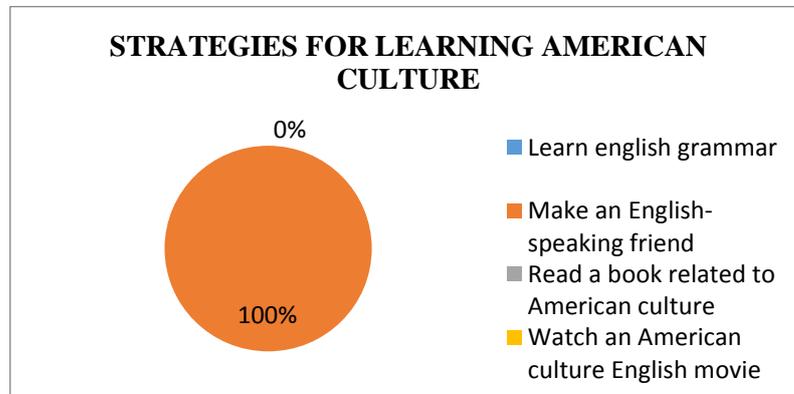
CHART N° 7

| VARIABLE | FREQUENCY | PERCENT |
|---|------------------|----------------|
| Learn English grammar | 0 | 0% |
| Make an English-speaking friend | 1 | 100% |
| Read a book related to American culture | 0 | 0% |
| Watch an American culture English movie | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 7



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to the question 7, the 100% corresponding to 1 teacher expresses that the strategies for learning American Culture is to make an English-speaking friend.

The researcher points out; strategies for learning American Culture to improve English language skills in students should be interesting in order to motivate them and obtain a meaningful learning.

8. Do you think that the design of workshops based on American Culture could improve the performance of Productive English Skills in students?

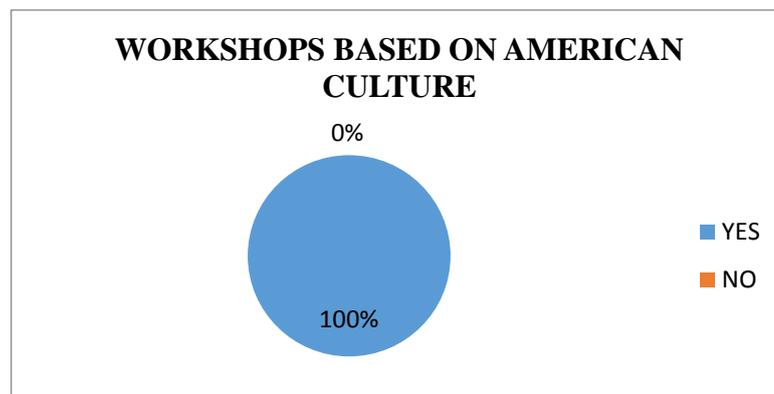
CHART N° 8

| VARIABLE | FREQUENCY | PERCENT |
|--------------|-----------|-------------|
| YES | 1 | 100% |
| NO | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 8



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to the question 8, 100% corresponding to 1 teacher claims that is important to design workshop about American Culture in order to develop a good knowledge in the English Language.

The researcher considers necessary to teach through workshop in order that students can learn another Language. In addition, students learn to discuss, communicate, develop clearly their points of view, and interact with others, which is essential to improve their skills.

2.4 ANALYSIS AND INTERPRETATION OF SURVEYS APPLIED TO AUTHORITY AT “RAMON PAEZ” EDUCATIVE UNIT

1. Do you consider that is important English Language in the education?

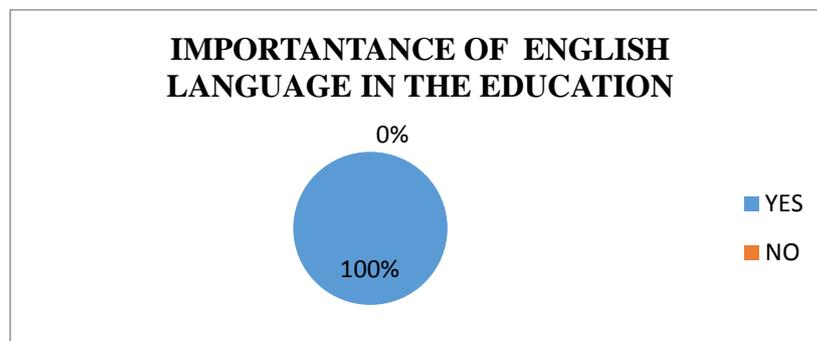
CHART N° 1

| VARIABLE | FREQUENCY | PERCENT |
|----------|-----------|---------|
| YES | 1 | 100% |
| NO | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 1



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

The question number 1 shows that 100% corresponding to 1 authority considers that is important English Language in the education.

The researcher points out that English is so important into education due to students need to have good knowledge in order that students have more opportunities in their lives.

2. Do you believe that is necessary to teach English language in the high school?

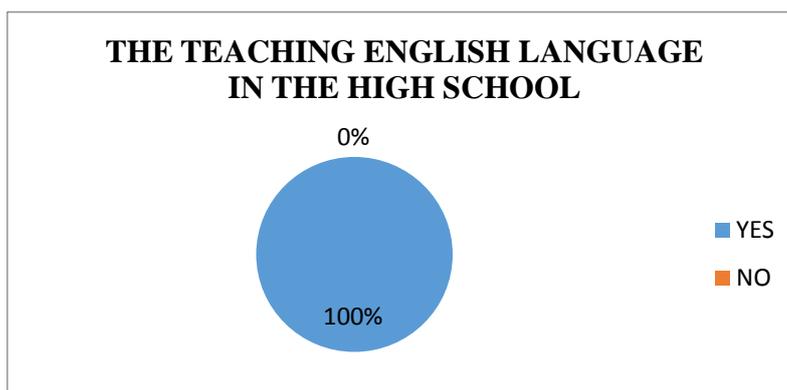
CHART N° 2

| VARIABLE | FREQUENCY | PERCENT |
|-----------------|------------------|----------------|
| YES | 1 | 100% |
| NO | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 2



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to the question 2, 100% corresponding to 1 authority expresses that is really necessary to teach English Language in the High School.

The researcher deduces that students need to learn the English Language in the High School so that they have good knowledge which they can apply in the university or occupational field.

3. Do you think that the application of methodological activities based on American Culture could improve the Teaching-Learning Process?

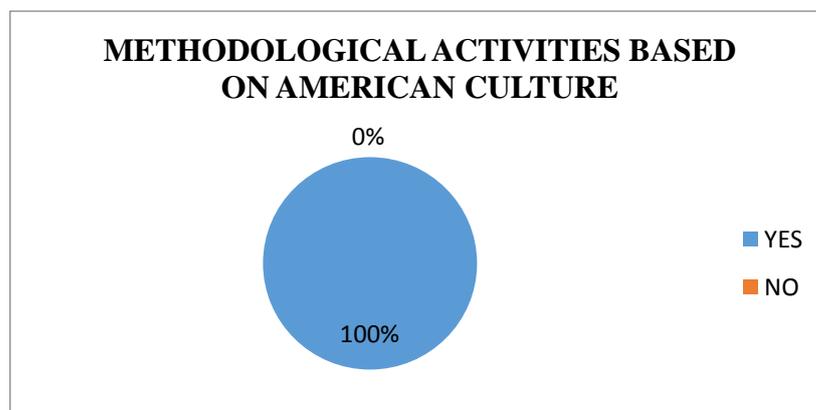
CHART N° 3

| VARIABLE | FREQUENCY | PERCENT |
|-----------------|------------------|----------------|
| YES | 1 | 100% |
| NO | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 3



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

The question number 3 shows that 100% corresponding to 1 authority considers that the application of new strategies based on American Culture could improve the Productive English Language.

The researcher deduces that the application of methodological activities based on American Culture is important in order that students can improve the Language English at the same time students also will learn a foreign culture.

4. Do you believe that American Culture is an essential strategy that the teacher needs to use to teach English?

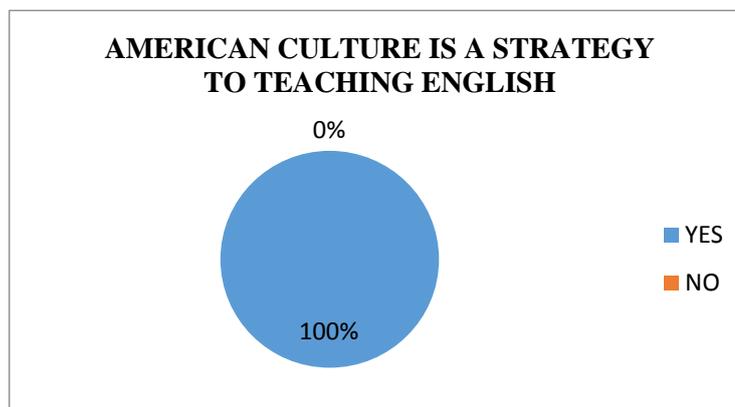
CHART N° 4

| VARIABLE | FREQUENCY | PERCENT |
|-----------------|------------------|----------------|
| YES | 1 | 100% |
| NO | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 4



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to the question 4, 100% corresponding to 1 authority claims that the application of new strategies based on American Culture could improve the Productive English Language.

The researcher considers that the application of new strategies based on American Culture could improve Language Skills of students because this could provide interesting and interactive topics according to students' need.

5. Do you consider interesting to apply workshops about American Culture for English learning?

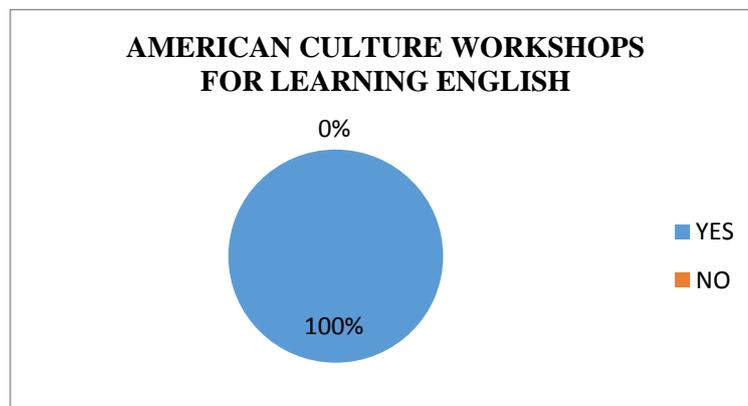
CHART N° 5

| VARIABLE | FREQUENCY | PERCENT |
|-----------------|------------------|----------------|
| YES | 1 | 100% |
| NO | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPH N° 5



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

The question number 5 shows that 100% corresponding to 1 authority considers that it is interesting apply workshops about American Culture for learning English.

The researcher considers that is important to apply workshops about American Culture for learning English, so students can be able to learn another culture, traditions, music, food and costumes.

6. Do you think that the design of workshops based on American Culture could improve the performance of Productive English Skills in students?

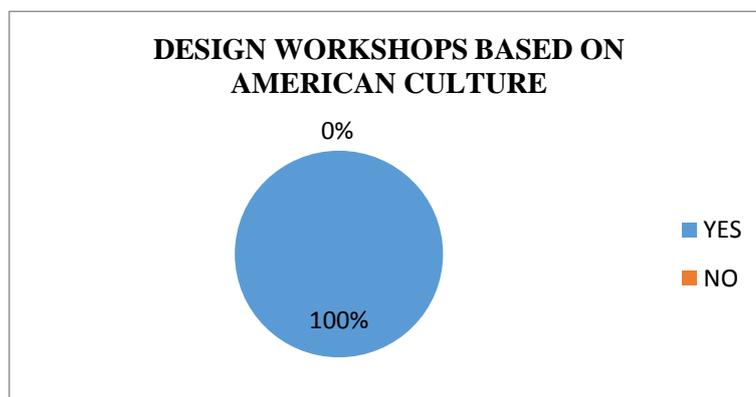
CHART N° 6

| VARIABLE | FREQUENCY | PERCENT |
|--------------|-----------|-------------|
| YES | 1 | 100% |
| NO | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPHIC N° 6



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

According to the question 6, 100% corresponding to 1 authority thinks that is important to design workshops about American Culture in order to develop a good knowledge in the English Language.

According to result, the authority considers necessary to teach through workshops in order that students will be able to develop clearly their points of view use the foreign Language. In addition, students use new vocabulary to communicate and interact with others.

7. Do you consider that having culturally knowledge about American country will facilitate to students to develop in any educational and occupational field?

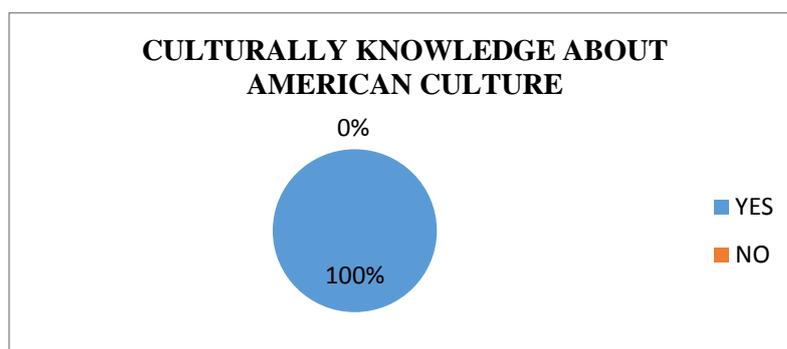
CHART N° 7

| VARIABLE | FREQUENCY | PERCENT |
|----------|-----------|---------|
| YES | 1 | 100% |
| NO | 0 | 0% |
| TOTAL | 1 | 100% |

Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

GRAPH N° 7



Source: Students at “Ramón Paéz” Educative Unit

Elaborated by: Jenny Pichucho

The question number 8 shows that 100% corresponding to 1 authority considers that having culturally knowledge about American country will facilitate to students to develop in any educational and occupational field.

Thus, the authority considers that is important to have culturally knowledge about American due to it allows to students have major opportunities in any educational and occupational field.

2.5 CONCLUSIONS AND RECOMMENDATIONS

2.5.1 CONCLUSIONS

From the results obtained of research through the surveys to Authority, English Teacher and students of eighth year of "Ramón Paéz" Educative Unit can be established the following conclusions:

- The teacher and students consider that the design of workshops are important to improve and motivate the English Language.

- The workshops are very important because it improves the English Language in the students, so it helps them to have more knowledge to learn the foreign language through others cultures.

- Teachers know about American Culture, however they do not put in practice to teach their students which will help them to improve the knowledge in the English Learning.

- Students are comfort with methodology used but they also require of dynamic and interesting methods that promote of the develop the English Learning

2.5.2 RECOMMENDATIONS:

- It is necessary to implement workshops based on American Culture with interesting themes in order to motivate them to facilitate the acquisition of a meaningful knowledge in students.

- To use funny and dynamic activities based on American Culture according students` need such as customs, tradition, food, education, holidays, tourist place, music and religion will wake up the student`s interest in the English Language.

- Teachers need to apply their knowledge focused on American Culture to help students in their English learning,

- To use new vocabulary and short phrases which permit to promote the knowledge about American Culture. It helps students to improve English Language.

CHAPTER III

3. PROPOSAL DESIGN

DESIGNING A WORKSHOP BASED ON AMERICAN CULTURE TAKING INTO ACCOUNT IMPORTANT CONTENTS WITH INTERESTING ACTIVITIES IN ORDER TO IMPROVE THE ENGLISH LANGUAGE INTO THE TEACHING-LEARNING PROCESS IN THE STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT “RAMÓN PAÉZ” EDUCATIVE UNIT IN LATACUNGA DURING THE ACADEMIC CYCLE APRIL 2014- AUGUST 2015.

3.1 INFORMATIVE DATA

Institution: “Ramón Paéz” Educative Unit

Location: Rural area (Patutan neighborhood)

Province: Cotopaxi

City: Latacunga

Parish: Eloy Alfaro

Teachers: 27

Beneficiaries: Students

3.2 IMPORTANCE

Nowadays everyone knows the importance of English language in today's world, so English has been playing an important role into education including medicine, and engineering because English Language is the second language most spoken around the world because English language is commonly used among foreign language speakers throughout the world, when people with different languages come together they commonly use English to communicate.

Furthermore, it is estimated that the number of people that use in English to communicate is 2 billion. In recent years, English is the most popular language in the world; this language is learned and studied by a higher number of people because it is a greater opportunity to find a job. Also, English language is a mean to communicate in the interconnected and interdependent world.

Nowadays, English is called International Language and it is also the second language of many countries in the world. Therefore, through English Language is more easy to communicate without any confusion the feelings and thinking.

In brief, people cannot deny the importance of English language in this modern world. This language helps them to express emotions, talk and exchange point of views. English is now taking an importance part in all aspects of their life. Hence, English language will continue to develop and bring them more advantages in the near future.

3.3 JUSTIFICATION

Nowadays, English is one of the most important language due to it is the second language most spoken in the world and it is known as “Universal Language” because most of the people can communicate through this global language. That is way; this language needs to be developed in the best way taking account different and important aspects that it has in order to get a significant knowledge to motivate to students to improve in the English Language.

So, the purpose about learning English is to encourage to students to develop a good learning in the English Teaching-Learning Process, at the same time to prepare them to communicate with other people giving information about different situations around the world.

In fact, English Language is so essential into educational and occupational field which allow confront changes in the professional life. However, most of the teachers apply boring methods and resources with repetitive exercises; it means that students do not like learn English and as a result the knowledge is so difficult for learners.

In others words, it is necessary to use interesting tools and methods in which students pay more attention so they are focus in learning English Language. Thus, through motivating activities the students could learn new vocabulary, have a good pronunciation and they can practice without any problems the foreign language. Then, teachers are the principal guide at the moment to develop the abilities of students in the English Language due to they need to create new strategies to promote the best knowledge in the English Teaching-Learning Process.

For that reason, it requires a workshop designed with different activities based on the contents of American Culture according the students' need; in this way the students will improve their learning in the English Language.

Finally, it is necessary to take in account important aspects that English has to an effective develop into Teaching-Learning Process.

3.4 THEORICAL FOUNDATIONS

3.4.1 PSHYCHOLOGICAL FOUNDATION

Psychology foundation based on Phillips Hall has a very significant bearing on education because its influence on the various factors related to learning and teaching.

Therefore, Psychological Foundation plays an important role in the Education because it explores the study of psychology which it applies to teaching and learning. Educational psychologists suggest that to be an effective teacher not only understand to learner in (cognitive, physical, social, and moral development), but also understand how learners differ (intelligence, special needs, multiculturalism, motivation) and how to structure the learning environment (instructional methods, assessment issues, classroom environment). So, through these aspects the students improve their knowledge in the Teaching Learning Process.

One of the most important factors, in the English Learning is the application the interesting activities due to it involves the ability to interact not only with other students but also with teachers. Moreover, the students need to be motivated to know and catch new information on American Culture in which students can participate, work very fast and they get a significant knowledge. By another hand, the stimulation is very essential to promote the best learning in the students.

3.4.2 PEDAGOGICAL FOUNDATION

Pedagogical Foundations refers to learning using a personal learning environment. Then, it refers to effective tools for teaching hard and complex procedures so that it is important the use action instead of explanation, create personal motivation and satisfaction, accommodate multiple learning styles and skills, reinforce mastery skills, and provide interactive decision. Thus, Charles expresses that people acquire new knowledge and complex skills from game play or workshops according the need of students.

That is why, research needs to apply workshops base on American Culture to acquire the best knowledge in the English. Vygotsky developed concepts of language first with verbal definitions, which tends to ‘descend’ to the concrete

that is the phenomena the concept represents to learn using innovative methods because the students love to learn with interesting methods.

Therefore, it is centered in the learning of the students in order to improve their knowledge in the English language through innovative methods which encourage students to learn new things and it facilitates their knowledge

3.4.3 SOCIOLINGUISTICS FOUNDATION

Sociolinguistics is conceived as a fundamental critical perspective on the whole of the study of language, combined with social factors in which teachers need to relate with students. Thus, Schmitt relates the Sociolinguistics with the study of language use in society and in sociocultural context.

Moreover, sociolinguistic foundations is so important into education because through important social factors such as ethnic, religious, status, and gender groups which teachers need to know in order to focus in their knowledge because most of the students can have the same knowledge but they cannot express in the same form due to their dialects or accents.

By other hand, one of the principal factors in the Teaching-Learning Process is the age because most of the students have problems with the accents which differ in quality of voice, pronunciation of vowels and consonants, and stress. That is why; teachers need to apply different resources and tools in order that students can catch the information without problem taking in account their ages and needs.

Then, teachers should have an integrated understanding of the many social aspects of the process of second language learning so that teachers have the opportunity to avoid several mistakes in the teaching.

3.5 PROPOSAL OBJECTIVE

3.5.1 GENERAL OBJECTIVE

- To improve the English Teaching-Learning Process through workshops based on American Culture for the students of eighth year of basic education at “Ramón Paéz” Educative Unit in Latacunga during the academic cycle April 2014- August 2015 in order to develop their knowledge in the English Language.

3.5.2 SPECIFIC OBJECTIVES

- To establish a workshop relate with interesting activities that permit an adequate development of the English Language.
- To create activities based on American Culture which permits to improve the English Language.
- To use new and innovate resources to promote a good knowledge in the English Teaching-Learning Process.

3.6 PROPOSAL DESCRIPTION

First of all, English Teaching-Teaching Process is important into education due to it needs to be interesting and dynamic in order that students improve their knowledge with respect to English Language.

Then, the designs of these workshops are based on the elaboration of interesting task according to the contents of American Culture which are designed to develop the Teaching-Learning Process and contribute with their learning. Thus, the main purpose of these workshops are contributing the development of foreign language in which will have different activities that students are going to develop with exercises very significant exercises which are focus on culture, tradition,

costumes, music and food about America. It helps students to get a clear understanding on American Culture.

These workshops consist of different activities of easy understanding and interpretation like; grammar activities, plays, reading activities, writing activities, role-play listening activities, each one will include interesting exercises according to the different topics which help to acquire new vocabulary and good pronunciation. In this way the students will have major opportunities to fortify their knowledge and improve the Teaching-Learning Process.

In fact, the students will have the opportunity to know, learn and develop the English language in the best way.

LET`S LEARN
ENGLISH THROUGH
"AMERICAN
CULTURE"

By: Jenny
Pichucho

- ✚ AMERICAN MUSIC
- ✚ AMERICAN CUISINE
- ✚ AMERICAN COSTUME
- ✚ AMERICAN EDUCATION
- ✚ AMERICAN POLITICIANS
- ✚ AMERICAN RELIGION
- ✚ AMERICAN SYMBOLS
- ✚ AMERICAN TOURIST PLACE
- ✚ AMERICAN HOLIDAYS



AMERICAN
EDUCATION



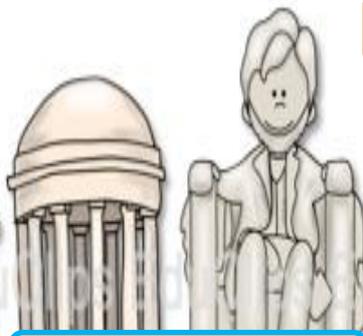
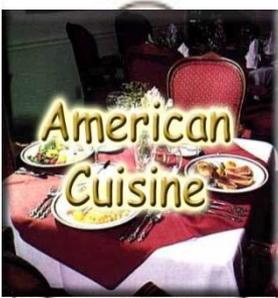
HOLIDAYS



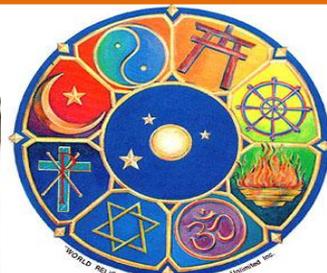
AMERICAN TOURIST PLACE



AMERICAN MUSIC



AMERICAN SYMBOLS



AMERICAN RELIGION

SYLLABUS

AMERICAN CULTURE WORKSHOP

INFORMATIVE DATA

| | |
|-----------------------|--|
| INSTITUTION: | “Ramón Paéz” Educative Unit |
| ACADEMIC YEAR: | 2014-2015 |
| TEACHER: | Pichucho Pillo Jenny Yolanda |
| LEVEL: | Eighth years of basic education |
| E-MAIL: | jennita_pichucho28@ hotmail.com |
| TIME: | 80 Hours |

A. DESCRIPTION OF THE WORKSHOP

- These workshops are focused on interesting and funny activities which are based on American culture which are designed for students’ learning. So, they will acquire new knowledge using the English Language. It will allow them to improve in Teaching-Learning Process. These workshops allow knowing about American life, like their costumes, customs, traditions, cuisine, music, politics, education, holidays and religion. That is why, these workshops are explained through drawings, videos, debates, reading, writing, speaking, listening and role-play that are executed with the students at the same that students are able to interact with others students their ideas and emotions.

B. OBJECTIVE OF THE ACTIVITIES OF DEVELOPMENT AND LEARNING

- To know important aspects on American Culture that allow students improve their knowledge using the English Language.
- To introduce new vocabulary to provide interesting information focused on American Culture and give them the opportunity to improve their reading.
- To write short paragraphs according to students`need in order to know important information based on American Culture like traditions, costumes, cuisine, music, education, politics, and religion.
- To interactive with other people through short dialogues which help them to develop their speaking.
- To motivate to students with nice music which allow them to learn in a funny and relax way, likewise they improve their listening.

C. AMERICAN CULTURE TOPICS

➤ **AMERICAN HISTORY**

Early America

➤ **AMERICAN COSTUME**

Cowboy or Baquero

Halloween

Indian native

Independent day

Charleston

Pin-up

➤ **AMERICAN MUSIC**

Folk music

The Blues music
Classical music
Pop music
Popular music
Jazz music
Country music
Rock, Metal and Punk music

➤ **AMERICAN CUISINE**

Native American Cooking Methods
American cuisine in the 21st century

➤ **AMERICAN HOLYDAYS**

New year`s Day
Dr. Martin Kind Day
Valentine`s Day
Presidents` Day
Mother`s Day
Memorial Day
Flag day father`s Day
Independence Day
Labor Day
Columbus Day
Halloween
Thanksgiving Day
Christmas Day

➤ **AMERICAN SYMBOLS**

The Flag
The Great Seal
The Great Seal back
The bald Eagle

The liberty Bell

The Rose

Statue of Liberty

Lincon Memorial

Mount Rushmore

Uncle Sam

➤ **AMERICAN TOURIST PLACE**

The Grand Canyon

Manhattan

Yellowstone

White House

Denali National Park

The Golden Gate Bridge

Las Vegas Strip

Kilauea

Niagara Falls

➤ **AMERICAN EDUCATION**

Education in the United States

Gives more resources to school

Focuses on what works

Early Childhood Education

Elementary and Secondary Education

School calendar and daily routine

Student's transportation

Extracurricular activities

➤ **AMERICAN POLITICS**

The Bill of Rights

Politics and the Constitutions

Types of government

➤ **AMERICAN RELIGION**

History of religion in the United States

Christianity

Judaism

Buddhism

Islam

Hinduism

Baha`i

Schism

Atheism

D. RESOURCES AND MATERIALS

➤ Computer

➤ Data show

➤ Games

➤ Videos

➤ Drawings

➤ Copies

➤ Bookmark

➤ Flash cards

➤ Internet

E. LEARNING OUTCOMES

At the end of these workshops the students should be able to:

- Describe and explain some important topic with specific information and characteristic of American Culture has.
- Express their ideas using English language through participation and execution of different activities inside and outside of classroom.
- Interact with other students to spread the knowledge and build the understanding that allow improving in the English Teaching- Learning Process.
- Apply their American Culture knowledge through activities, role-play and games in order to develop a good learning according their need.

F. METHODOLOGY STRATEGIES

- Taking part of the workshops in an active way
- Speaking the majority of time English not Spanish
- Focusing on activities based just American Culture
- Teach through plays and funny activities

G. PRINCIPLES FOR ENGLISH LANGUAGE LEARNING

- The students need to be patient during their English learning to obtain the best result in their education.
- It is necessary that students practice speaking English Language in all moment; they can use easy words and phrases as possible.
- The teachers need to apply not only homework and test in the English Teaching-Learning Process but also workshops with interesting and funny

activities in which the students have the opportunity to develop their knowledge.

H. BIBLIOGRAPHY

BOOKS

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- **CRUNDEN**, Robert M. *A Brief History of American Culture*. Published by North Castle Books. New York. 1996.

RECOMMENDED WEB-SITES

- **ARCHER**, Hubert. B. Mexico 1910 (available at).
<http://www.youtube.com/watch?v=sYmPQwLuag0>
- **SCHWARZE**, William N. Canada. 1998. (available at).
<http://www.youtube.com/watch?v=4gQ68S9FI3A>
- **HAMILL**, Kenny. Londres. 1984. (available at).
<http://www.youtube.com/watch?v=owNotwe9mlE>
- **BARRY**, Kent C. Pennsylvania. 1993. (available at).
<http://www.youtube.com/watch?v=dPuZJrWWS3k>
- **PORTER**, Frank W. III. New York 1987. (available at).
<http://www.youtube.com/watch?v=KvZOLrLbVWs>
- **CRUNDEN**, Robert M. Rochester. 2007. (available at).
http://www.youtube.com/watch?v=5iS8h0J_Ows

**”RAMÓN PAÉZ” EDUCATIVE UNIT
LATACUNGA-ECUADOR**

WORKSHOP PLANNING

AREA: ENGLISH AS A FOREIGN LANGUAGE
SCHOOL YEAR: 2014- 2015
AFTERNOON
EDUCATIONAL TRACK: G.B.E

HIGH SCHOOL: “RAMÓN PAÉZ”
TARGET GROUP: 8TH YEARS EGB
LEARNING MODE: ON –SITE

TEACHER: JENNY PICHUCHO
WORKSHOPS SCHEDULE:

| | | | |
|--|--|-------------------------|--|
| Group: There are 52 in this group, 30 Women, 22 men. Most of them are between 11 and 13 years old. They have had little exposure to spoken English during primary school. | Date: 02/12/15 | Time: 1 Month | No. Of students: 52 students |
| Recent topic work Dialogues with students | Recent language work Starting activities | | Unit topic American History |
| AIMS: To know and learn important aspects that American Culture has | | | |
| Objectives: To interact with students and teacher To talk using important information based on American Culture To know American history, places, costumes, holidays, food and music based on American Culture | | | |
| Assessment: Checking student’s knowledge and Write a lot of activities using important information based on American Culture | | | |

| Materials: Computer, data-show, pictures, markets, board, slider-share | | | |
|--|--|---|--|
| Anticipated problems – solutions: Students will have problems at the moment to recognize American History: Give and write examples in classes using information based on American history | | | |
| AMERICAN HISTORY | | | |
| Timing | Teacher activity | Student activity | Success Indicators |
| 5' | Teacher presents the Warm up: Truth or Lies | Students listen to different instructions and do it. | Students perform each instruction. |
| 5' | Review the pronunciation of students | Students pay attention to explication and they do some comments about it. | Students practice in classroom using information based on American history |
| 20' | Teacher explains about American Culture: Talk about American History | Students know about American Culture | Students integrate during group activities |
| 10' | Evaluation: Teacher does some activities about American History | Students do some exercises related to this topic | Students write a summary focused on important aspects on American History |
| Additional possibilities: Students practiced in pairs they speak about American History | | | |
| Homework/Further work: Write examples in your journal using American History | | | |

TEACHER

DIRECTOR

.....

.....

AMERICAN HISTORY



Early America

The first “Americans” arrived from Asia so that they lived in what today is Alaska for many years after that they moved in what now is the United State. These groups were known like Hohokam, Anasazi, Adenans and Hopewellians.

Thus, they built villages as well as they were connected with the land and nature because these were to their spiritual beliefs. Also, they shared information talking and used pictures called hieroglyphics.

However, these groups disappeared and other groups appeared like Hopi and Zuni which they prospered in these lands and their economy was based on timber, fishing, ship-building, and trade.

In fact, The United State is one of the most important countries around the world. So, USA is located in the northern part of American Continent.

Nowadays, Barack Obama is the president of United State. So, the Independence Day was on 4th July 1776, the area is of 9,826,675 km²; it is 3rd largest country in the world after Russia and Canada whereas the population is the 314,555000 which it is 3rd most populated country in the world after China and India.

Furthermore, USA is a free country which each region counts with 50 states and 1 district and the people are freely chosen to have religion or not, there are 6 regions which are New England, Mid Atlantic, The South, The Midwest and The South.

Thus, in each region, there are many states. Then, there are 6 states in New England, 6 state in Mid Atlantic, 12 states in The South 12 states in Midwest and 10 states in The South. This country is bordered with Mexico on the South and Canada on the North and its capita is Washington.

USA is a very diverse country owing to it is a country of people with different ethnics and national origins. That's why, there many race found in USA: white is the majority, of about 70 % of the population whereas Hispanic (Latino) is about 15%. They are originated from Mexico, Puerto Rico and Cuba. On the other hand, African American is about 12 % of the population and Asia is about 3 % of the population which they are originated from China, Filipina, India Vietnam, Korea and Japan. Thus, citizens of the United State are called Americans so that they believe in equality and justice for all without important and all people deserve to have the same right.

What is more, the school in the USA is the best in the world because many of the best universities like Stanford, Harvard and Yale are from The United Stated. One the most important aspect is that the schools in USA are taught using high technology and the most advance information in the real time.

In addition, The United State tries to be a fair and just country through compromise and change. Hence, the country has grown, prospered and made progress toward its ideals.

TOPIC 01

AMERICAN HISTORY

ACTIVITY 01 WRITING

Read slowly and pause occasionally to think and remember about American history next, you need to do a summary

UNITED STATES OF AMERICA



The United States is one of the most important countries around the world. So, USA is located in the northern part of American Continent.

Nowadays, Barack Obama is the president of United State. So, the Independence Day was on 4th July 1776, the area is of 9,826,675 km²; it is 3rd largest country in the world after Russia and Canada whereas the population is the 314,555000 which it is 3rd most populated country in the world after China and India. Furthermore, USA is a free country which each region counts with 50 states and 1 district and the people are freely chosen to have religion or not, there are 6 regions which are New England, Mid Atlantic, The South, The Midwest and The South.

Thus, in each region, there are many stated. Then, there are 6 states in New England, 6 state in Mid Atlantic, 12 states in The South 12 states in Midwest and 10 states in The South. This country is bordered with Mexico on the South and Canada on the North and its capita is Washington.

.....

.....

.....

.....

ACTIVITY 02 COMPLETE

You need to remember one more time about American Culture so write the missing word in the blanks to complete the paragraph.

- ✓ 9,826,675 km²
- ✓ 4th July 1776
- ✓ 314,555000
- ✓ Barack Obama

Nowadays..... is the president of United States. So, the Independence Day was on,the area is of.....; it is 3rd largest country in the world after Russia and Canada whereas the population is thewhich it is 3rd most populated country in the world after China and India.

ACTIVITY 03 TRUE or FALSE

In group of three read along silently about American History after that complete with TRUE or FALSE the following information.

The United States is one of the most important countries around the world

The Independence Day was on 4th April 1776

USA counts with 40 states and 1 district

The population is the 314, 55500

ACTIVITY 04 COMPREHENSION

First of all, students listen your teacher read the text bellow, you need pay attention to complete this activity. Then four sentences have been removed from the text below. Choose from the sentences A-D the best fits each gap (1-3). There is one extra sentences which you do not use.

- A. The United States is one of the most important countries around the world
- B. China, Filipina, India Vietnam, Korea and Japan
- C. Many of the best universities like Stanford, Harvard and Yale are from The United Stated.
- D. Different ethnics and national origins

UNITED STATES OF AMERICA

USA is a very diverse country owing to it is a country of people with

| | |
|---|--|
| 1 | |
|---|--|

That's why, there many race found in USA: white is the majority, of about 70 % of the population whereas Hispanic (Latino) is about 15%. They are originated from Mexico, Puerto Rico and Cuba. On the other hand, African American is about 12 % of the population and Asia is about 3 % of the population which they are originated from

| | |
|---|--|
| 2 | |
|---|--|

 Thus, citizens of the United State are called Americans so that they believe in equality and justice for all without important and all people deserve to have the same right.

What is more, the school in the USA is the best in the world because

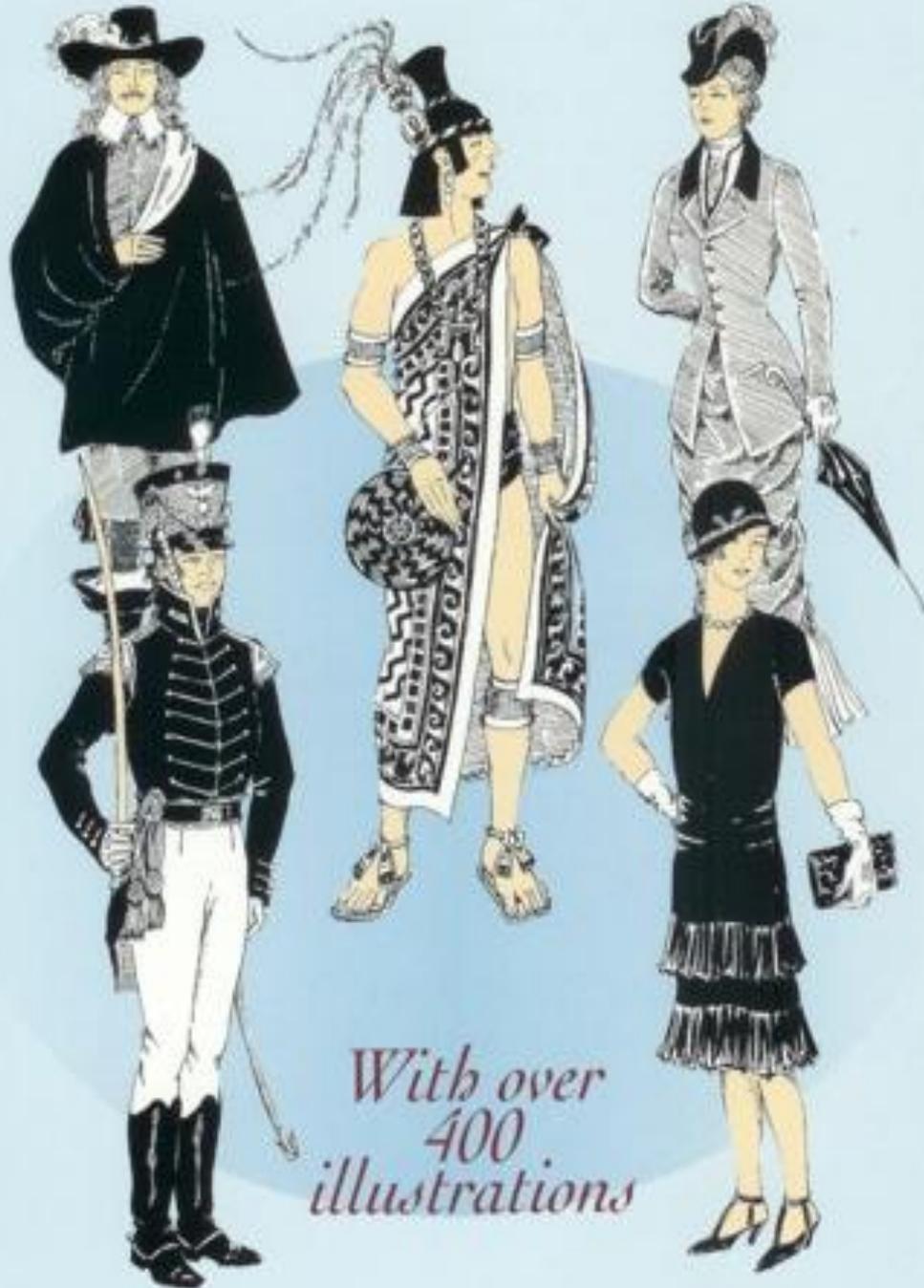
| | |
|---|--|
| 3 | |
|---|--|

 One the most important aspect is that the schools in USA are taught using high technology and the most advance information in the real time.

AMERICAN COSTUME

American Costume

R. Turner Wilcox



*With over
400
illustrations*

**”RAMÓN PAÉZ” EDUCATIVE UNIT
LATACUNGA-ECUADOR**

WORKSHOP PLANNING

AREA: ENGLISH
SCHOOL YEAR: 2014- 2015
EDUCATIONAL TRACK: G.B.E

HIGH SCHOOL: “RAMÓN PAÉZ”
TARGET GROUP: 8TH YEARS EGB
LEARNING MODE: ON –SITE

TEACHER: JENNY PICHUCHO
WORKSHOPS SCHEDULE: AFTERNOON

| | | | |
|--|--------------------------|--|--|
| Group: There are 52 in this group, 30 Women, 22 men. Most of them are between 11 and 13 years old. They have had little exposure to spoken English during primary school. | Date: 02/12/15 | Time: 1 Month | No. Of students: 52 students |
| Recent topic work Dialogues with students | | Recent language work Starting activities | Unit topic American Costume |
| AIMS: To know and learn important aspects that American Culture has | | | |
| Objectives: To interact with students and teacher To talk using important information based on American Culture To know American history, places, costumes, holidays, food and music based on American Culture | | | |
| Assessment: Checking student´s knowledge and Write a lot of activities using important information based on American Culture | | | |
| Materials: Computer, data-show, pictures, markets, board, slider-share | | | |

Anticipated problems – solutions: Students will have problems at the moment to recognize American Customs: Give and write examples in classes using information based on American Customs
AMERICAN CUSTOMS

| Timing | Teacher activity | Student activity | Success Indicators |
|--------|--|--|--|
| 5' | Teacher presents the Warm up: Simon says. | Students listen to different instructions and do it. | Students perform each instruction. |
| 5' | Doing interaction activities | Students know different customs | Students practice in classroom using information based on American Customs |
| 20' | Teacher explains gives to know about American Customs | Students play with flashcards after that they need to remember to do pictures relate on American Customs | Students work in group during activities |
| 10' | Evaluation: Teacher does some activities using pictures about American Customs | Students draw some customs | Students recognize important aspects focused on American Customs |

Additional possibilities: In pairs they recognize different types of American Customs

Homework/Further work: Students drawing different costumes in you journal

TEACHER

DIRECTOR

.....

.....

TRADITIONAL COSTUME

COWBOY OR VAQUERO

The USA is one of the most important countries around the world and their traditional dress is in the cowboy which is representing the "American Male". However, the traditional costume of USA is more difficult to define for women. So, they often accompany to cowboys with long dresses full of ruffles and a great flight. The design used is usually one in which you see the American flag displayed. The woman, as well we said before, has a companion paper that is not usually see much in terms of costumes due to they are often the protagonists.

In fact, these clothes originated in the Far West or Wild West (Old West and Far West respectively) belonging to the nineteenth century historical period they lived characters who are original these costumes, which is perhaps Buffalo Bill (1845-1917) that gave him more fame this outfit.

The cowboy or vaquero costume, also known as Texas suit, is included within the category called clothing West (western wear) and it refers to the costumes that people often use the western United States, typically the State Texas.

That's why, it is very common to imagine to the cowboys because exists a lot of films in the Hollywood stage. Furthermore, the cowboys are dressed in denim jeans and white shirts or buttoned to the neck. It also can not miss the classic hat or leather jacket. For the feet, pointed metal boots so that it determines the most part of the clothes and it gives its final touch.



HALLOWEEN

Halloween is a holiday that is celebrated every October 31 with special emphasis on English-speaking countries, namely USA, Canada, Ireland and the United Kingdom. This festival is of Celtic origin and is also known as Halloween or Day of Bruges. It is a festival associated with the Day of All Saints (name widespread in Spain) or Day of the Dead (the name is known in Latin America), celebrated by Catholics on 1 November.

When you think of Halloween, automatically come to mind three colors: orange, black and purple, mainly linked to the symbol of this holiday: the popular hand-carved pumpkin. Therefore, it is not surprising that most costumes and clothes that look for tonight are in one of these colors or a mixture thereof.



INDIAN NATIVE

It is understood that individual Indian native belonging to the Native Americans in the United States (in English Native American). This means that it is the indigenous communities in the United States, that is, the Amerindians. Thus, the first inhabitants of North America came most likely from Asia some 10,000-20,000 years ago through the Bering Strait and from other groups especially the Andes, making the resulting outfits possess characteristic elements of the traditional costumes in the Andean region, such as the variety of colors of his canvases.

The clothing of these people is particularly characterized by a basic element feathers. Usually, they were worn on the head resulting in a feather headdress or War bonnets, name given to it in the US.

This accessory, War bonnets, contrary to popular belief, is used by a minority of American tribes, including the Sioux, the Cheyenne and the Plains Cree, who inhabited the region of the Great Plains.

The most popular is the halo headdresses with feathers on the head are oval shaped. They were not used by everyone, but only by men warriors and tribal leaders during ceremonial events. Were fashioned with tail feathers of eagles and golden eagles were considered the most valuable. They were a symbol of the courage and heroism of the warrior during battle, especially those that were dyed red. Also, when the young were becoming accepted into the tribe as fully developed adults, were granted their first pen as a symbol of recognition.



INDEPENDENCE DAY

The Independence Day of the United States, in English Independence Day, held every July 4th, which is also known as The Fourth of July, around the country and is a national holiday. That day commemorates the signing of the Declaration of Independence, which took place in 1776, thus leading to the separation of US the British Empire. Therefore, this day is celebrated in style and lived very intensely among American citizens.

On this day they are held numerous exhibitions and outdoor shows markedly patriotic character. Obviously, these exhibitions are accompanied by a series of disguises and costumes representative always predominate in three colors: red, blue and white.

These are the colors of the American flag and at the same time, the famous Uncle Sam (Uncle Sam), who is the personification of the United States as a nation and in particular the Government. This character was created during World War II and its appearance is a man of relatively advanced, judging by his white hair and beard, and straight face age as well as a red, white dress, blue and clearly reminiscent of the flag of the United .S., especially his trademark top hat with red and white stripes and a blue stripe with stars. Many are those who on July 4 dress up as Uncle Sam or, at least they are wearing this hat.

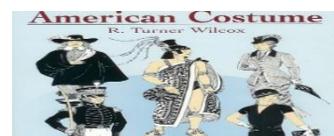


CHARLESTON

The Charleston is a very popular dance in the United States, especially during the 1920s. This dance, whose name comes from its origin in the eponymous town in South Carolina, inspired women's fashion of the era and has survived to over time as a star at any party dress costume in which are the reason the US.

The style of these suits is also due to the cultural change experienced by women in the time with the approval of universal suffrage. This made a new vision of the woman, who now had more rights and, ultimately, greater freedom from expanding.

For this reason, these costumes were too female, and made some touches of French refinement, with a strong influence from designers like Chanel, Poiret and Lanvin, among others.



PIN-UP

Actually, the term pin-up refers to a type of illustration that a person, usually a woman, suggestive or provocative pose, smiling, waving, or simply looking at the camera appears. This type of artwork began to become very popular in the 20s and 30s, when used as the cover of magazines, comic books or calendars, among others. Given that most of these girl illustrations appeared with a distinctive look, these models began to be called Woman. The aim was primarily to draw attention of American soldiers during

The pin-up style is characterized by special way of eyes make up with a black outlined that extends beyond the natural line of the eyelid, so that the look is more or less torn.

This type of makeup is now known as cat-eyes, which literally means cat eyes. The eyelid makeup with shadows typically light-colored or beige and vanilla and a good amount of mascara applied with the aim of achieving very long eyelashes. Lips always painted red or some dark color and the foundation is preferably whitish in order to achieve an aspect of delicate skin.

The attire of the pin-up girls is provocative, very provocative necklines and heart-shaped, bare shoulders and waist marked in order to achieve a more voluptuous appearance.

To get the perfect outfit pin-up girl, you cannot miss a skirt, narrow or loose, pleated and striped pattern or moles, or pants cased. Finally, another distinctive feature of these dress are the very high heeled shoes and stockings garter belt.



TOPIC 02

AMERICAN COSTUME

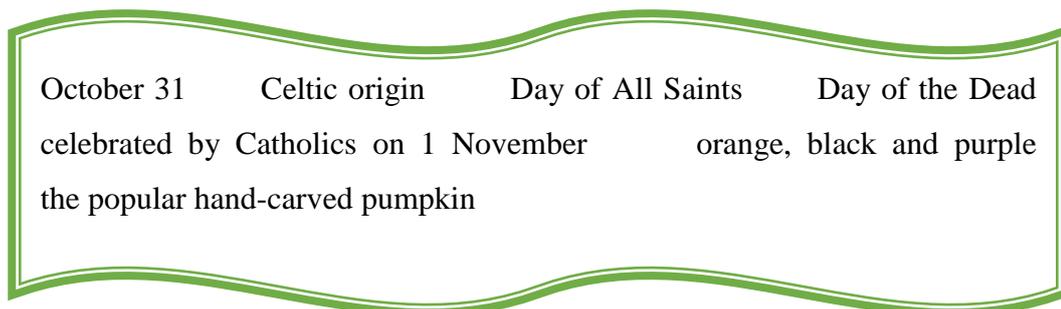
ACTIVITY 01 COMPREHENSION

Choose the correct words to complete the following paragraph.

The USA is one of the *least important /most important* countries around the world and their traditional dress is in the *Cowboy/Charleston* which is representing by *American female/American Male*. However, the traditional costume of *USA/Germany* is more difficult to define for *men/women*. So, they often wear with *short dresses/long dresses* full of ruffles and a great flight. The design used is usually one in which you see the American flag displayed.

ACTIVITY 02 LISTENING

Be enthusiastic, optimist and pay attention carefully at the moment that you are listening about American costume then with your partner talk about this topic you can use the phrases in the box in order to guess its respective topic.



.....

ACTIVITY 03 VOCABULARY

The student need to mach two halves with the similes of each picture



- ❖ denim jeans
- ❖ Day of Bruges
high
- ❖ heeled shoes
- ❖ stockings garter
belt
- ❖ known as Texas
suit
- ❖ Variety of colors
of his canvases.
- ❖ white shirts
- ❖ American tribes
- ❖ party dress
- ❖ patriotic
character
- ❖ October 31
- ❖ necklines and
heart-shaped
dress
- ❖ orange, black
and purple
- ❖ World War II
- ❖ very popular
dance
- ❖ flag of the
United States
- ❖ It is provocative

ACTIVITY 04 WRITING

Watch and listen the next video after that compare these pictures and find the similarities and differences between American costumes and Ecuadorian costumes using the ideas given below. Make note in the space provided.



Ideas!

Materials convenient casual equipment participation cost
comfortable

SIMILARITIES

DIFFERENCES

AMERICAN MUSIC



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| Materials: Computer, data-show, pictures, markets, board, slider-share | | | |

| Anticipated problems – solutions: Students will have problems at the moment to recognize American History: Give and write examples in classes using information based on American history | | | |
|--|---|--|--|
| AMERICAN MUSIC | | | |
| Timing | Teacher activity | Student activity | Success Indicators |
| 5' | Teacher presents the Warm up: Question ball. What is your favorite music? | Students listen to different instructions and do it. | Students perform each instruction. |
| 5' | Playing with flashcards based on music. | Students listen different types of music and they do some comments about it. | Students interact in classroom using information based on American music |
| 20' | Watching video with different kind of music based American Music | Students know about American music | Students recognize the different kinds of music |
| 10' | Teacher does some activities about American music | Students sing some funny music | Students practice to complete nice activities focused on American music |
| Additional possibilities: Students practiced in pairs. they sing about American music | | | |
| Homework/Further work: Write your favorite music in your journal | | | |

TEACHER

DIRECTOR

.....

.....

AMERICAN MUSIC

The music of the United States is widely heard throughout the world because it reflects a lot of categories and styles through diversity among the countries. So, most of the internationally- renowned genres are hip hop, blues, country, jazz, barbershop, pop, techno and rock and roll. However, American Music also includes many styles of folk, popular and classical music.

First of all, Native American music consist of ethnic groups which they have their own style of Folk music. So, Native American music started by the importation of Africans as slaves, bringing their music with them. The Africans were as culturally varied as the Native Americans, descended from hundreds of ethnic groups in West Africa.

Moreover, after Japan, the United State has the second largest music market in the world with a total retail value of 3,635.2 million dollars in 2010 and its music is hear around the world.



FOLK MUSIC



Native Americans were the earliest inhabitants of land that is today known as The United State. They played the first folk music using a wide variety of style and techniques like the use of vocables and descending melodic figures and they also used traditional instrument like flute, and many kinds of percussion instrument, such as drums, rattles and shakers.

So, before, the nineteenth century folk music was very common musical form for all classes of people.

That's why, Native Folk Music has grown in new direction into fusions with disparate styles like European folk dances and Tejano music. Hence, Modern Native American music may be best known for powwow gatherings, pan tribal gatherings at which traditional style dances and music are performed.



THE BLUES



Blues is a combination of African work songs, field hollers and shouts. So, it developed in the rural South in the first decade of the 20th century.

Thus, Blues became a part of American popular music in 1920 when classic female blues singer like Bessie Smith grew popular. One of the most important characteristics of the Blues is its use of the blue scale, as well as the typically lamenting lyrics

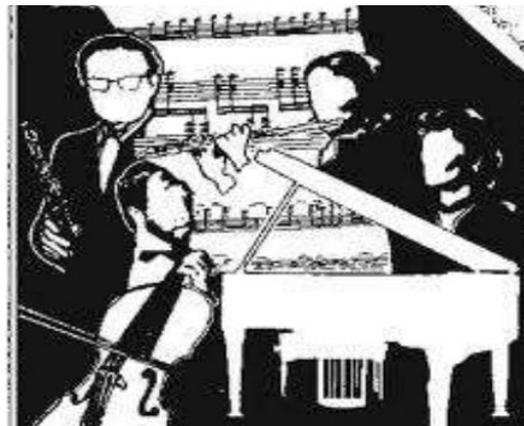


CLASSICAL MUSIC



Classical Music which is principally European was brought to the United State with some of the first colonist. At the beginning of the 20th century, many American composers were incorporating disparate elements into their music, ranging from jazz and blues to Native American music.

In fact, many composers like John Cage, Steve Reich and John Corigliano used modernist and minimalist techniques.



**AMERICAN
MUSIC**

POPULAR MUSIC



To begin with, American music theatre was a major source for popular song in the early 20th century. Thus, the genre popular music had origin in 1950 deriving of rock and roll. Then, the centre for this style was in New York City, in which Broadway theatres appeared. Besides, composer and lyricists like the brothers George and Ira Gershwin who created American theatrical style which used popular song that often revolved around love and romance.

Apart from, The United State has produced a lot of popular musicians and composer in the modern world. Thus, popular music was beginning of the birth of recorder music which Americans performer to have continued to lead the field of popular music.

By another hand, most histories of popular music start with American ragtime or Tin Pan Alley. Then, the patriotic songs of the American Revolution constituted the first kind of popular music. So, these include “The Liberty Tree” by Thomas Paine due to patriotic songs were commonly based on English melodies with new lyrics, other used tunes from Ireland and Scotland but they never used a familiar melody. In fact, the song “Hail Columbia” was a major work that remained an unofficial national anthem until the adaptation of “The Star- Spangled Banner”

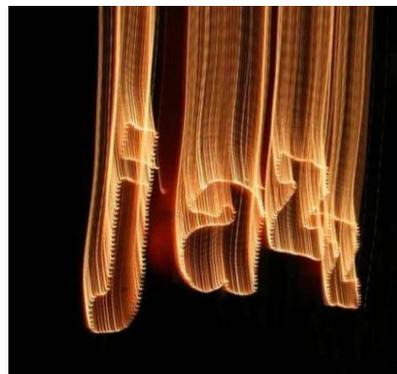


JAZZ MUSIC



Jazz Music was originated by the mid-1920, in New Orleans as a new style of music called Jazz with a peculiar rhythm. Moreover, Jazz was originally a kind of dance music that made a great impact on popular music and it was a part of western classical music. This music is characterized by swung and a blues notes call and response vocal, polyrhythm and improvisation owing to Jazz has roots in West African Cultural and musical expression.

Hence, Louis Armstrong who was one of the first popular stars and a major force in the development of Jazz so that with his friend pianist Earl Hines. Thus, Armstrong and Hines and their colleagues were improviser, capable of creating numerous variations on a single melody and they also were influential in the rise of a kind of pop big band jazz called swing.



**AMERICAN
MUSIC**

COUNTRY MUSIC



First of all, Country music is a fusion of blues and spiritual so as adapted for pop music.

So, the earliest country instrumentation revolved around the European derived fiddle and the African derived banjo, with the guitar later added. Moreover, string instruments like the ukulele and steel guitar became commonplace owing to the popularity of Hawaiian musical groups in the early 20th century.



**AMERICAN
MUSIC**

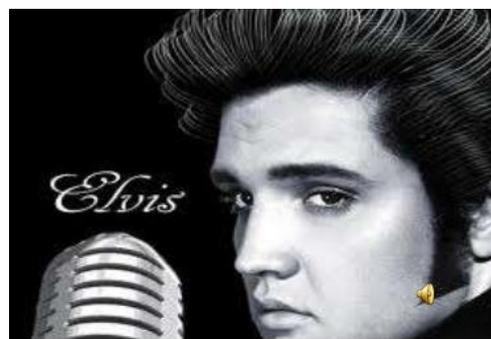
ROCK, METAL AND PUNK MUSIC



Firstly, Rock and Roll developed out of blues, country and R&B. However, rock took elements from Latin and Afro-Caribbean and musical techniques. Thus, Rock and Roll took place in popular music through a style called rockabilly. Rock and Roll had mainstream success, but it was the white performer Elvis Presley who appealed to mainstream audiences with a black style of music.

In the 1960s and 1970s rock was a discrete genre known as rock and roll evolved into a category called simple rock music, which it included diverse styles like heavy metal and punk rock. So, punk music was a form of rebellious rock, which was loud, aggressive and often very simple.

By another hand, Heavy metal has been characterized by aggressive, driving rhythms, distorted guitars, virtuosic instrumentation and grandiose lyrics. That's why, the United States was commonly known for Thrash Metal, which was innovated by great bands like Slayer, Anthrax, Megadeth and Metallica.



TOPIC 03

AMERICAN MUSIC

ACTIVITY 01 READING

Now that students know about American music they must identify each kind of music, after that they must write their topic in the respective picture. Read the next the information given above to execute these activities.



.....

- First of all, the term of this Music had origin in 1950 in Britain as a description of roll and rock music style, which is derived from the word “popular”,



.....

- This music has grown in new direction into fusions with disparate styles like European folk dances and Tejano music



.....

- This music that is principally European was brought to the United State with some of the first colonist. At the beginning of the 20th century, many American composers were incorporating disparate elements into their music

ACTIVITY 02 LISTENING

Listen the next information about Mozart who is the principal author in the classical music, underline the important words and answer the following questions.

CLASSICAL MUSIC

Mozart's full name is usually written "Wolfgang Amadeus Mozart," but that's not what Mozart called himself. Mozart lived a short life--he was born on January 27, 1756, and died of illness on December 5, 1791. He was only thirty-five years old at the time of his death. Mozart was born in Salzburg to a musical family. From an early age, the young Mozart showed all the signs of a prodigious musical talent. By the age of 5 he could read and write music, and he would entertain people with his talents on the keyboard. By the age of 6 he was writing his first compositions. Mozart was generally considered to be a rare musical genius, though Mozart said that he was diligent in studying other great composers such as Haydn and Bach.



QUESTION

1. - Who was Wolfgang Amadeus Mozart?
2. - Where born Wolfgang Amadeus Mozart?
3. - What do you think about Mozart?

ACTIVITY 03 LISTENING

Watch and listen to the next song in order that you can complete the words in the blanks, so you need use the words in box below. After that, discuss with your partners. What do you think about this type of music?



Eurythmics - Sweet Dreams(Are Made Of This)

<https://www.youtube.com/watch?v=Ema-2SxtxEI>

| | | | | |
|--------|------|-------|---------|----------|
| Dreams | made | seven | looking | disagree |
| | them | use | abused | get |

Sweet Dreams (Are Made Of This)

Sweet are made of these.

Who am I to.....?

Travel the world and the
.....seas.

Everybody's looking for something.

Some of them want toyou.

Some of them want to get used by
you.

Some of them want to abuse you.

Some of them want to be.....

Sweet dreams are made of these.

Who am I to disagree?

Travel the world and the seven seas.

Everybody's looking for something.

Hold your head up, movin' on.

Keep your head up, movin' on.)

Some of them want to use you.

Some of them want to used by
you.

Some ofwant to abuse you.

Some of them want to be abused.

Sweet dreams are made of these.

Who am I to disagree?

Travel the world and the seven seas.

Everybody'sfor something.

ACTIVITY 04 LISTENING

For this activity,

First of all, students need to listen carefully the next song. After that, they will try to sing the song



<https://www.youtube.com/watch?v=Z6QICeXwjUk>

<https://www.youtube.com/watch?v=KXs5tbzSIFQ>

ACTIVITY 05 LISTENING

Students need to listen the song and order the paragraph

IMAGINE

**I wonder if you can
No need for greed or hunger
Or Brotherhood of Man**

**You may say I'm a dreamer
But I'm not the only one
I hope someday you will join us
And the world will be as one**



Imagine no
possessions <https://www.youtube.com/watch?v=zpajoF4Uyew>

Nothing to kill or die for

And no religion too

Imagine all the people

Living life in peace

Imagine there`s no Heaven

It`s easy if you try

And no Hell below us

Above us only sky

Imagine all the people

Sharing all the world

You may say that I`m a dreamer

But I`m not the only one

I hope someday you will join us

And the world will be as one.

Imagine all the people

Living for today

Imagine there`s no country

It isn`t hard to do

ACTIVITY 06. SPOT THE MISTAKES.

First of all, students need carefully listen the next song.

Spot the mistakes. Correct them with the words bellow

Person many have reason you
one need never

<https://www.youtube.com/watch?v=fV4DiAyExN0>



'THE REASON'

I'm not a perfect people
There's something I wish I didn't do
But I continue learning
I never meant to do those things to
you
And so I had to say before I go
That I just want you to know

I've found a reason for me
To change who I used to be
A reason to start over new
And the things reason is you

I'm sorry that I hurt she
It's something I must live with every
day
And all the pain I put you through
I wish I could take it all away
And be the two who catches all your
tears

That's why I see you to hear
I've found a reason for me
To change who I used to be
A reason to start over new
And the reason is you (x4)

I'm not a perfect person
I always meant to do those things to
you
And so I have to say before I go
That I just want you to know

I've found a reason for me
To change who I used to be
A reason to start over new
And the reason is you

I've found a reason to show
A side of me you didn't know
A reason for all that I do
And the reason is you

AMERICAN CUISINE

The Cuisine of
UNITED STATES

FOOD
Habits

Formed of immigrants from varied backgrounds, the food of the United States closely resembles the history of its people

People of different cultures

”RAMÓN PAÉZ” EDUCATIVE UNIT

LATACUNGA-ECUADOR

WORKSHOP PLANNING

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TEACHER: JENNY PICHUCHO
WORKSHOPS SCHEDULE:

LEARNING MODE: ON –SITE

| | | | |
|---|----------------------------------|--|--|
| <p>Group: There are 52 in this group, 30 Women, 22 men. Most of them are between 11 and 13 years old. They have had little exposure to spoken English during primary school.</p> | <p>Date: 02/12/15</p> | <p>Time: 1 Month</p> | <p>No. Of students: 52 students</p> |
| <p>Recent topic work Dialogues with students</p> | | <p>Recent language work Starting activities</p> | <p>Unit topic American History</p> |
| <p>AIMS: To know and learn important aspects that American Culture has</p> | | | |
| <p>Objectives: To interact with students and teacher To talk using important information based on American Culture To know American history, places, costumes, holidays, food and music based on American Culture</p> | | | |
| <p>Assessment: Checking student’s knowledge and Write a lot of activities using important information based on American Culture</p> | | | |

| Materials: Computer, data-show, pictures, markets, board, slider-share | | | |
|---|---|--|--|
| Anticipated problems – solutions: Students will have problems at the moment to recognize American Cuisine: Give and write examples in classes using information based on American Cuisine AMERICAN CUISINE | | | |
| Timing | Teacher activity | Student activity | Success Indicators |
| 5' | Teacher presents the Warm up: Forming Sentences with food | Students listen to different instructions and do it. | Students perform each instruction. |
| 5' | Dialoguing about cuisine | Students pay attention to explication and they do some comments about it. | Students practice in classroom using information based on American cuisine |
| 20' 10' | Teacher gives to know about American Cuisine Teacher does some activities about American cuisine | Students know about American Cuisine Students do some exercises related to this topic | Students integrate during group activities Students write a summary |
| Additional possibilities: Students practiced in pairs they speak about American cuisine | | | |
| Homework/Further work: Give examples using American cuisine | | | |

TEACHER

DIRECTOR

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NATIVE AMERICAN COOKING METHODS



First of all, American Cuisine has its own history before the colonial period when the Naïve Americans had a diverse and rich cooking style. The cuisine of the United State is a kind of food which is characterized by use a diverse variety of ingredients. But, the most important aspect into American Cuisine is that cheese and wine play an important role.

Native Americans had a cookery style which varied greatly from group to group however it changed when European colonists came to America. Then, with European colonization the style of cookery changed vastly due to the numerous ingredients introduced from Europe as well as modern cookbooks, however the cookery continued to expand with the influx of immigrants from various nations. So, this influx has created a rich diversity throughout the country.

Apart from this, there were common ingredients which Native American used in their diet and nutrition like vegetables, seafood, nuts, land animals and plant food. So, they used different methods to prepare their food.



One of the principal methods with which anthropologists to call them Stone Boilers due to they would heat rocks directly on a fire.

After that add a pot filled with water until it came to boil in order to cook the vegetables or meat on the boiling water so that the fire was important to cook any food however another important method was to use the bison stomach which was filled with ingredients, so it was to suspended on low fire but, it was not sufficient to cook the food that was in the stomach, for this reason they added another vegetables or seafood in their diet.

In fact, American colonial diet varied depending in the region, in which they habited and especially in their nutrition include buffalo, bear, deer and wild turkey. These animals were served with currant sauce whereas other portions went into soup, pasties, stews, sausages and pie.

AMERICAN CUISINE IN THE 21ST CENTURY



Nowadays, American cuisine is mainly known for its fast food such as hamburgers, pizza and hot-dog, plus drinks like ice-tea and coffee however apple pies are one the most famous food in American Cuisine. Thus, they use ingredients like potatoes, turkey and corn.



Furthermore, one the principal characteristic on American cooking is the mixes of several ethnic or regional approaches in the new cooking style owing to this cuisine has been influenced by immigrants from Mexico, France and Africa among others.

What is more, Asian cooking has played an important role into American fusion cuisine. However, a loft of dishes is still considered typically American because most of these have its own origins in other countries.

As a result, Hamburgers and Hot dogs both of them are considered as American dishes.



TOPIC 04

AMERICA CUISINE

ACTIVITY 01 WRITING

Look the picture with your partner and explain the ingredients that you need to prepare a hamburger after that both of them should create an interesting recipe and discuss what ingredients you need.



Ingredients:

ACTIVITY 02 SPEAKING

Students must pay attention and carefully look the pictures. Be enthusiastic and responsive next, in pairs, discuss the following question after that write your point of view using useful expression below.



- Do you think that American food is more delicious than Ecuadorian food? Why? Why not?
- Do you believe that Ecuadorian food is more nutritious than American food? Why? Why not?
- What kind of food do you prefer Ecuadorian or American food?

American food is more /less delicious because.....

One of the benefits/ drawbacks of eating American/ Ecuadorian food is.....

Both of them are nutritious because.....

ACTIVITY 03 COMPRENHENSION

You need to remember about American Cuisine to find and circle the correct words in the puzzle. You need to find the words from the box below.

HAMBURGERS PIZZA HOT-DOG ICE-TEA COFFEE
APPLE POTATOES TURKEY CORN

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| H | A | M | B | U | R | G | E | R | S |
| T | O | R | K | E | Y | O | G | P | Q |
| M | J | P | O | T | A | T | O | E | S |
| B | L | U | I | M | K | L | D | F | E |
| U | P | R | T | Z | A | B | T | G | L |
| R | T | R | O | S | Z | C | O | H | P |
| G | C | O | R | N | H | A | H | N | P |
| E | E | F | F | O | C | L | M | I | A |

ACTIVITY 04 WRITING

The teacher asks students that create their own typical dish; you can association the words below. Students collect their ideas to organize them. At the end of the activity each student has his personal information.

**FRUITS, VEGETABLES, SEAFOOD, NUTS, LAND ANIMALS
AND PLANT FOOD**

TYPICAL DISH

ACTIVITY 05 LISTENING and SPEAKING

Students listen about nutritious and fast food, choose and make a list of foods that are nutritious and foods that are not nutritious for the brain. Next you need to tell why is important to eat well. Use the vocabulary and expressions suggested below.

Food for the Brain!

| | | |
|-----------|------------|--------|
| FISH | CAKE | APPLE |
| MILK | BISCUITS | SALADS |
| CHEESE | BURGER | FRYING |
| MILK | CHOCOLATE | SODA |
| PANCHITOS | VEGETABLES | |
| PIZZA | TEA | MEAT |



GOOD FOOD

BAD FOOD

VOCABULARY

Nutritious Benefical
calories fibre high in
proteinn vitamins
balanced meal

I prefer eating.....because.....

I do not like.....so.....

I enjoy eating at..... because.....

INmy opinión the.....is nutritious because.....

The.....is good/ bad because.....

AMERICAN HOLIDAYS



”RAMÓN PAÉZ” EDUCATIVE UNIT

LATACUNGA-ECUADOR

WORKSHOP PLANNING

AREA: ENGLISH AS A FOREIGN LANGUAGE
SCHOOL YEAR: 2014- 2015
 AFTERNOON
EDUCATIONAL TRACK: G.B.E

HIGH SCHOOL: “RAMÓN PAÉZ”
TARGET GROUP: 8TH YEARS EGB
TEACHER: JENNY PICHUCHO
WORKSHOPS SCHEDULE:
LEARNING MODE: ON –SITE

| | | | |
|--|--------------------------|--|--|
| Group: There are 52 in this group, 30 Women, 22 men. Most of them are between 11 and 13 years old. They have had little exposure to spoken English during primary school. | Date: 02/12/15 | Time: 1 Month | No. Of students: 52 students |
| Recent topic work Dialogues with students | | Recent language work Starting activities | Unit topic American History |
| AIMS: To know and learn important aspects that American Culture has | | | |
| Objectives: To interact with students and teacher To talk using important information based on American Culture To know American history, places, costumes, holidays, food and music based on American Culture | | | |
| Assessment: Checking student’s knowledge and Write a lot of activities using important information based on American Culture | | | |

Materials: Computer, data-show, pictures, markets, board, slider-share

Anticipated problems – solutions: Students will have problems at the moment to recognize American Holidays: Give and write examples in classes using information based on American holidays

AMERICAN HOLIDAYS

| Timing | Teacher activity | Student activity | Success Indicators |
|--------|---|---|---|
| 5' | Teacher presents the Warm up: Truth or Lies | Students listen to different instructions and do it. | Students perform each instruction. |
| 5' | Review the pronunciation of students | Students pay attention to explication and they learn interesting holidays. | Students practice in classroom using information based on American holidays |
| 20' | Teacher gives to know about American holidays: make questions about American Holidays | Students remember important holidays about American Culture to speak in class | Students integrate during group activities |
| 10' | Teacher does some Role-play about American Holydays | Students do some activities related to this topic | Students write a summary |

Additional possibilities: Students practice with your partner through Role-play

Homework/Further work: Speak using American Holidays

TEACHER

DIRECTOR

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AMERICAN HOLIDAY

Firstly, the word holidays literally means holy day, however most American holidays are not religious because most of these holidays are based on diverse cultural sources and traditions.

That's why, in the EE.UU holidays is an important word due to it is a synonymous of celebration. In the United States there are important holidays which American people celebrate with so much enthusiasm.

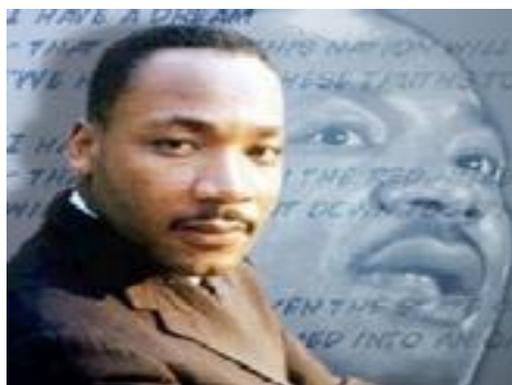
NEW YEAR'S DAY (January 1)



Most of the people have New Year's parties and social gatherings because American people visit families, neighbors and friends in order to share wonderful moments and to wish your loved ones and friends the best for the year ahead.

DR. MARTIN LUTHER KING DAY (third Monday in January)

It is a federal holiday



This date is really important because Americans remember the injustices that Dr. King fought because he fought for the freedom, equality and dignity of all races and people. A date to remember the messages of a change through nonviolence.

VALENTINE' DAYS (February 14)



Valentine' Days is Celebrated in memory of St. Valentine. This is a special day due to spouses, lovers, boyfriends, girlfriends and friends express their feeling through exchange of gifs, flowers and greeting cards.

PRESIDENTS' DAYS (third Monday in January)

It is a federal holiday



President's day is celebrated in February in honor to two important presidents of the United States presidents like George Washington and Abraham Lincoln.

George Washington

Born: February 22, 1732 at Wakefield, Westmoreland, Virginia

Died: December 14, 1799 at Mount Vernon, Fairfax, Virginia

President: April 30, 1789 to March 4, 1797

Abraham Lincoln

Born: February 12, 1809 in Hardin County Kentucky

Died: April 15, 1865 in Washington District of Columbia

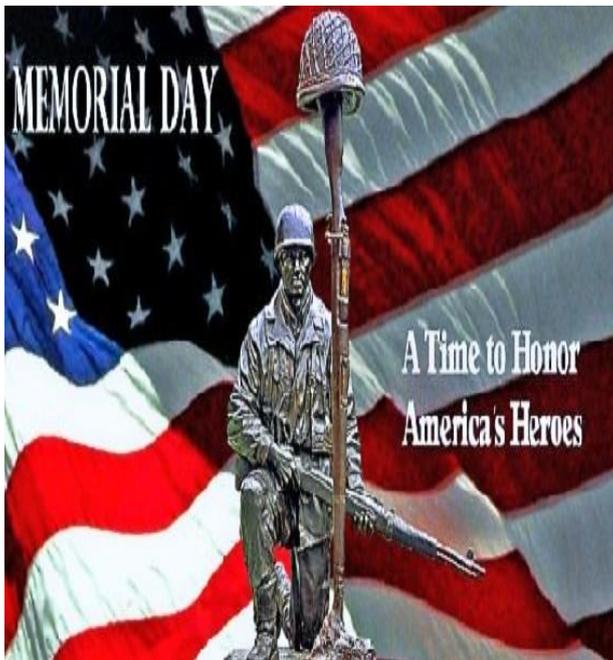
President: March 4, 1861 to April 15, 1865

MOTHER'S DAY (second Sunday in May)



The first Mother's day was celebrated in May 10, 1908 which it was intended as a call to unite women against war however it continues to this days due to it is one of the most inspired and popular days of the year.

MEMORIAL DAY (Last Monday in May)



Memorial Day became a federal holiday in 1971 because it is a time to remember men and women who lost their lives serving their country which is originally known like Decoration Days. It originated in 1868, when which the graves of Civil War soldiers were decorated. Hence the holiday was change in memory of men and women killed or missing in all wars.

FLAG DAY (June 14)



Flag Day, is an Important day for all Americans Which They celebrate and show respect for Their flag, Because in This Day commemorates the adoption by the Continental Congress on June 14, 1777, of the Stars and Stripes as the US flag. So, the flag is representative of the independence and unity as a nation, one nation, under God, indivisible. The flag has a proud and glorious history. It was at the lead of every battle fought by Americans due to a lot of people died protecting it.

FATHER'S DAY (Third Sunday in June)



In Spite of, Father's Day is an important date; The United States is one of the few Countries in the World that has an official day on which their fathers are honored by children. On the third Sunday in June, fathers all across the United States are given presents, to dinner or Otherwise Treated made to feel special. By another hand, the origin of the holiday is not clear but the first Father's Day was celebrated June 19, 1910, in Spokane, Wash. However, some people mention That It Began with a church service in West Virginia in 1908.

INDEPENDENCE DAY (July 4)

It is a federal holiday



Firstly, it is one of most important day because Americans celebrate the Independence Day as the birthday of the United States of America which was founded on July 4th 1776, with the signing of the Declaration of Independence. That's why the 4th of July is a moment for commemorating the Red White and Blue due to it's a day of picnics and patriotic parades, a night of concerts and fireworks, and a reason to fly the American flag.

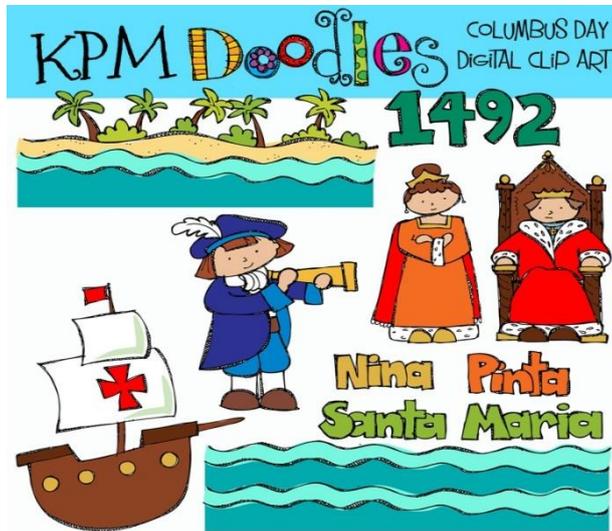
LABOR DAY (First Monday in September)

LABOR DAY



Labor Day is a national legal holiday that is over 100 years old. Thus, it grew out of a celebration and parade in honor of the working class by the Knights of Labor. So, the first Labor Day was celebrated in 1882 in New York. For this reason, it has come to be recognized in the United States as a celebration of the working class.

COLUMBUS DAY (Second Monday in October)



Columbus Day is celebrated in America to commemorate Christopher Columbus's landing in the New World in 1492 so that this day has been celebrated annually since 1920, however the first Columbus Day was organized in 1792 when Congress declared it like a federal public holiday.

HALLOWEEN (October 31)



First of all, Halloween has been traditionally in some Countries Associated with Such customs as bonfires, masquerading, and the telling of ghost stories Which These Are old Celtic practices marking the beginning of winter.

In fact, on October 31st, Most of the children dressed With different costumes like pirates, princesses, ghosts and popular heroes Their So They knock on neighbors' doors and yell trick or treat and all hold bags open to catch the candy or other goodies .

THANKSGIVING DAY (Fourth Thursday in November)



Thanksgiving Day is a family festival Celebrated With lot of enthusiasm in the United State. That's why, family is an integrated part in the Thanksgiving Day celebrations. It is a festival commemorates the feast That Celebrated by the Pilgrim colonists and members of the Wampanoag people at Plymouth in 1621. On This Day, people express gratitude to God for His blessings And They give thanks to dear ones for their love and support.

CHRISTMAS DAY (December 25)



One of the Most Important religious holidays is Christmas because most Americans are Christian. So, Christmas is celebrated like the anniversary of the birth of Jesus so that have centuries old custom.

Furthermore, one of the customs in Christmas is the Christmas tree decoration with gift and trimmings, hang the mistletoe It means due to the peace and good fortune and some children wait Santa Claus who Was St. Nicholas, who lived in IV century Asia Minor.

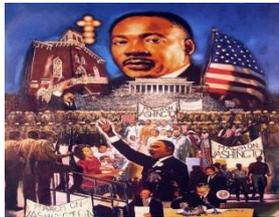
TOPIC 05

AMERICAN HOLIDAYS

ACTIVITY 01 COMPLETE

Write the word from the box under the correct picture

NEW YEAR'S DAY **DR.MARTIN LUTHER KING DAY** **MEMORIAL DAY**
PRESIDENTS' DAY **FLAG DAY** **COLUMBUS DAY** **THANKSGIVING DAY**
CHRISTMAS DAY **LABOR DAY**



ACTIVITY 02 SPEAKING

Look at the picture with your partner and say what holiday it represents.

After that both of them should create an interesting story and discuss what happened in the story, you can use the vocabulary and useful expression bellow.

Finally, the students must carefully read the story



VOCABULARY

Love
Enjoy
Share
Special day

It was a wonderful day
because.....
We travelled to.....and
knew

We ate deliciuos.....
We bough nice.....

ACTIVITY 03 DISCUSSION

Students must pay attention and look carefully at the holidays. Next, in pairs, discuss and ask questions about the holidays in the pictures.



What do you know about Presidents Day?

Do you celebrate Happy Thanksgiving in your country?

What is your favorite costume in Halloween?

What do you think on American 4th July?

AMERICAN SYMBOLS



”RAMÓN PAÉZ” EDUCATIVE UNIT

LATACUNGA-ECUADOR

WORKSHOP PLANNING

AREA: ENGLISH AS A FOREIGN LANGUAGE
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 AFTERNOON
EDUCATIONAL TRACK: G.B.E

HIGH SCHOOL: “RAMÓN PAÉZ”
TARGET GROUP: 8TH YEARS EGB
LEARNING MODE: ON –SITE

TEACHER: JENNY PICHUCHO
WORKSHOPS SCHEDULE:

| | | | |
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| Group: There are 52 in this group, 30 Women, 22 men. Most of them are between 11 and 13 years old. They have had little exposure to spoken English during primary school. | Date: 02/12/15 | Time: 1 Month | No. Of students: 52 students |
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| Assessment: Checking student’s knowledge and Write a lot of activities using important information based on American Culture | | | |

| Materials: Computer, data-show, pictures, markets, board, slider-share | | | |
|--|--|--|---|
| Anticipated problems – solutions: Students will have problems at the moment to recognize American Symbols : Give and write examples in classes using information based on American Symbols AMERICAN SYMBOLS | | | |
| Timing | Teacher activity | Student activity | Success Indicators |
| 5' | Teacher presents the Warm up: vanish words | Students listen to different instructions and do it. | Students perform each instruction. |
| 5' | Identify the most important American Symbols | Students do role-plays about symbols | Students speak in classroom using information based on American symbols |
| 20' | Teacher present the Symbols and their meaning | Students participate with material and examples about American symbols | Students integrate during group activities |
| 10' | Teacher creates to opinion with students during the activities | Students do some exercises related to this topic | Students create nice flashcards |
| Additional possibilities: Students use adequate information to do a summary | | | |
| Homework/Further work: Students will recognize each symbol and give its meaning | | | |

TEACHER

DIRECTOR

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AMERICAN SYMBOLS

FLAG



- The 50 stars on the flag represent 50 states in the Union
- The 13 stripes on the flag represent 13 colonies

The following colors on the flag mean

- White symbolize purity and innocence
- Red symbolize valor and bravery
- Blue symbolize vigilance, perseverance and justice

THE GREAT SEAL

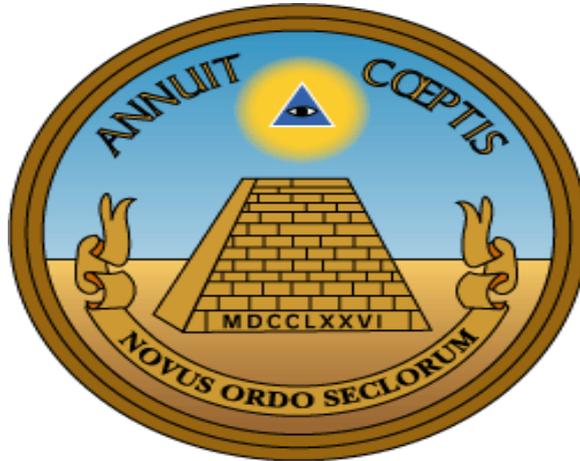


The seal is a symbol of an independent nation and free people and the color white symbolize purity and innocence, the color red symbolize valor and bravery and the color blue symbolize vigilance, perseverance and justice.

- 13 stars in the crest above the eagle
- 13 stripes in the shield upon the eagle's breast
- 13 arrows in the eagle's left claw
- 13 olives and leaves in the eagle's right claw
- 13 letters in the motto carried by the eagle "**E PLURIBUS UNUM**"

There are thirteenth pattern in the great seal because it represents the first thirteenth states; Connecticut, Rhode Island, Massachusetts, New Hampshire, Nueva York, Nueva Jersey and Pennsylvania

THE GREAT SEAL- BACK



The words **ANNUIT COEPTIS** meaning “he favors our undertakings”

The words **NOVUS ORDO SECLORUM** (New Order of the Ages), it represent to the beginning of the America new era in 1776

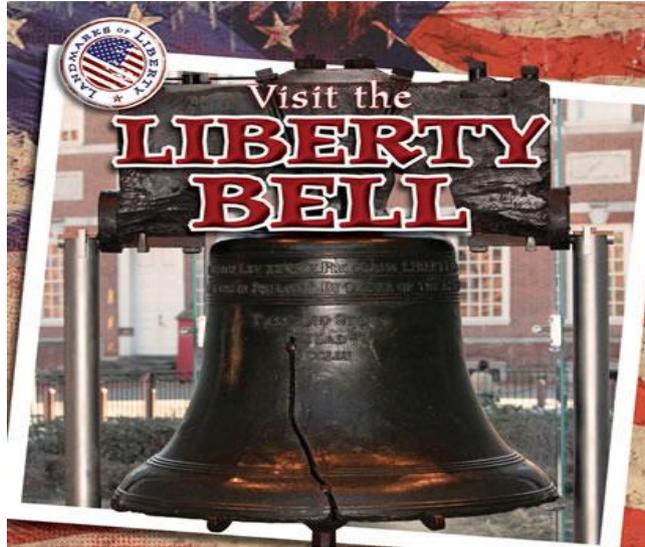
Eye providence

THE BALD EAGLE



The Bald Eagle symbol represents strength, courage, freedom and immortality

THE LIBERTY BELL



The liberty bell is a symbol of freedom in the United State due to this bell rang when the Continental Congress signed the Declaration of Independence.

THE ROSE



The rose is a symbol of love, beauty, war and politics and generally is red, white, yellow and pink.

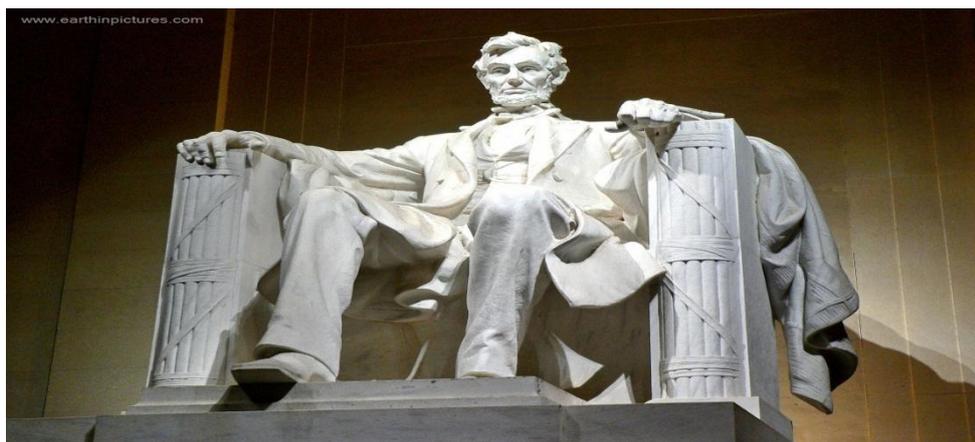
STATUE OF LIBERTY



The official name is liberty Enlightening the word

The torch in her right hand represent liberty and in her left hand, she holds a tablet inscribed with the date July 4, 1776 that represent the day in which the United State declared its independence from England.

LINCON MEMORIAL



Lincoln Memorial was built between 1914 and 1922, it symbolizes his belief that all people should be free and the two murals represent the principles of freedom, justice, unity, charity and brotherhood.

MOUNT RUSHMORE



Mount Rushmore is representing as a testament to the growth of the country and its great leaders like George Washington, Thomas Jefferson, Teddy Roosevelt and Abraham Lincoln.

UNCLE SAM



Congress passed a resolution recognized that Samuel Wilson as the inspiration for the symbol Uncle Sam. The name is linked to Samuel Wilson, a meat packer from Troy, New York, who supplied barrels of beef to the United States Army during the War of 1812. So, Uncle Sam symbolizes the Federal Government and the association stuck.

TOPIC 06

AMERICAN SYMBOLS

ACTIVITY 01

Match the words with the definitions

| | | |
|--------------------|--|---|
| a)THE GREAT SEAL | | It symbolizes his belief that all people should be free adventure. |
| b)THE BALD EAGLE | | It is representing as a testament to the growth of the country and its great leaders like George Washington, Thomas Jefferson, Teddy Roosevelt and Abraham Lincoln. |
| c)LINCOLN MEMORIAL | | It is a symbol of an independent nation and a free people |
| d)MOUNT RUSHMORE | | it symbolizes strength, courage, freedom and immortality |

ACTIVITY 02

In this activity the students need to remember about American Symbols in order to add the meaning according the symbols.



50 **stars** on the flag represent

13 **stripers** on the flag represent.....

White symbolizes.....

Red symbolizes.....

Blue symbolizes.....



The Bald Eagle symbol represents:

1.-.....

2.-.....

3.-.....

4.-.....



Mount Rushmore is representing as a

.....

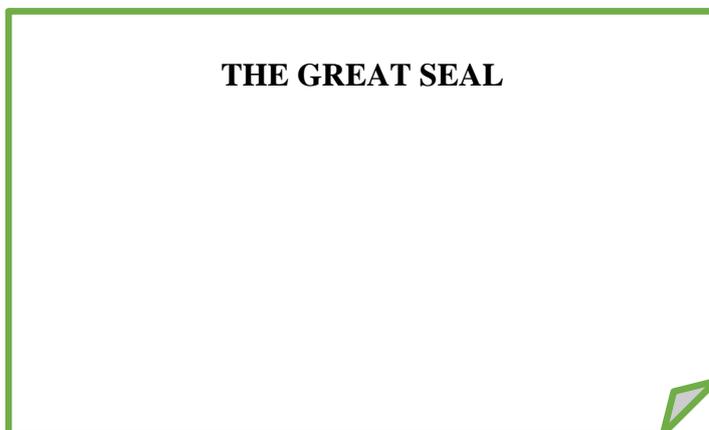
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ACTIVITY 03

Student need improve your listening skill so this activity provides them opportunities to practice your comprehension about listen.

Listen carefully The Great Seal about then you need take note and complete the information in the blanks.



AMERICAN TOURIST PLACE



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| <p>Objectives: To interact with students and teacher To talk using important information based on American Culture To know American history, places, costumes, holidays, food, education, religion and music based on American Culture</p> | | | |
| <p>Assessment: Checking student’s knowledge and Write a lot of activities using important information based on American Culture</p> | | | |

| Materials: Computer, data-show, pictures, markets, board, slider-share | | | |
|--|--|--|---|
| Anticipated problems – solutions: Students will have problems at the moment to recognize American Symbols : Give and write examples in classes using information based on American Symbols AMERICAN TOURIST PLACE | | | |
| Timing | Teacher activity | Student activity | Success Indicators |
| 5' | Teacher presents the Warm up: vanish words | Students listen to different instructions and do it. | Students perform each instruction. |
| 5' | Identify the most important American Symbols | Students do role-plays about symbols | Students speak in classroom using information based on American symbols |
| 20' | Teacher present the Symbols and their meaning | Students participate with material and examples about American symbols | Students integrate during group activities |
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TEACHER

DIRECTOR

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AMERICAN TOURIST PLACE

THE GRAND CANYON



One of the most great tourist attractions in the United States is The Grand Canyon this is located in northern Arizona. It is carved over several million years by the Colorado River, the canyon attains a depth of over 1.6 km (1 mile) and 446 km (277 miles) long and what is more its colorful landscape offers spectacular vistas to visitors.

MANHATTAN



Manhattan is one of New York's five boroughs. It is a nice place where visitors walk under the shadow of the skyscrapers, visit the Statue of Liberty or see a great show in Broadway.

YELLOWSTONE



Yellowstone was the first National Park in the world. It is located on top of a gigantic hotspot where light, hot, molten mantle rock rises towards the surface. The park contains half of all the world's known geothermal features to preserve the vast number of geysers, hot springs, and other thermal areas, as well as to protect the incredible wildlife and rugged beauty of the area.

Finally, in this place found deer, elk, bison, black bears, grizzly bears and wolves within the park borders.

WHITE HOUSE



The White House located in Washington. This house is the official residence and office of the President of the United States. It was built between 1792 and 1800 and was first used by President John Adams.

DENALI NATIONAL PARK



The Denali National Park and Preserve is located in Interior Alaska and contains Mount McKinley which is the highest mountain in North America. Thus, the word “Denali” means the high one and this park protect a wide variety of wildlife like grizzly bears, caribou, wolves and moose.

THE GOLDEN GATE BRIDGE



The Golden Gate Bridge is a bridge spanning the Golden Gate, the strait between San Francisco and Marin County to the north. Thus, it is the longest bridge in the world and it was built in 1937 which is a symbol recognized of San Francisco and California. In addition the orange and red colors was especially chosen to make that bridge more visible through the thick fog commonly shrouds the bridge.

LAS VEGAS STRIP



The Vegas strip is considered as the gambling mecca of the world. So, the Vegas is located in the midst of the southern Nevada desert landscape. This place contains Casinos; mega-casino hotels which are decorated with lavish care and attention to detail to create an atmosphere of fantasy.

KILAUEA



Kilauea is the most recent volcanoes that have created the Hawaiian Archipelago which is a very low. In fact, Kilauea is one of the most active volcanos on the Earth, an invaluable resource for volcanologists. Thirty-three eruptions have taken place since 1952, not including the current eruption which started on January 3, 1983 and is still ongoing.

NIAGARA FALLS



Niagara Falls is a wonderful place because Niagara Falls is one of the most spectacular natural wonders on the North American continent. It is situated between the state of New York and the province of Ontario. In addition, it is one of the most visited tourist attraction in the world.

TOPIC 07

AMERICAN TOURIST PLACE

ACTIVITY 01 WRITING

In groups of three, write tourist information about two places in The United States



.....

.....

.....

.....

.....

.....

.....

.....

ACTIVITY 2 WRITING

Look at the picture and write a short paragraph describing what is happening.

DENALI NATIONAL PARK



.....

.....

.....

.....

ACTIVITY 3 READING

Students must look carefully about American Tourist Place and discuss in order to put the correct place based on the information given above.



THE GRAND CANYON



KILAUEA

.....

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ACTIVITY 04 LISTENING

Students listen the texts and answer the questions. Choose a, b or c

YELLOWSTONE

Yellowstone was the first National Park in the world. It is located on top of a gigantic hotspot where light, hot, molten mantle rock rises towards the surface. The park contains half of all the world's known geothermal features to preserve the vast number of geysers, hot springs, and other thermal areas, as well as to protect the incredible wildlife and rugged beauty of the area.

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QUESTION

1.- It was the first National Park in the world

- A. Kilauea
- B. Yellowstone
- C. The Grand Canyon

2. Kilauea is one of the.....

- A. Less active volcanos

B. Wonderful landmark

C. Most active volcanos

3. In this park find:

A. Domestic animals

B. Nice fauna

C. Wildlife

4. National Park has wonderful animals like:

A. Deer, elk, bison, black bears, grizzly bears and wolves

B. Deer, lion, bison, black bears, grizzly bears and elephant

C. Horse, elk, bison, tiger, bears, grizzly bears and wolves

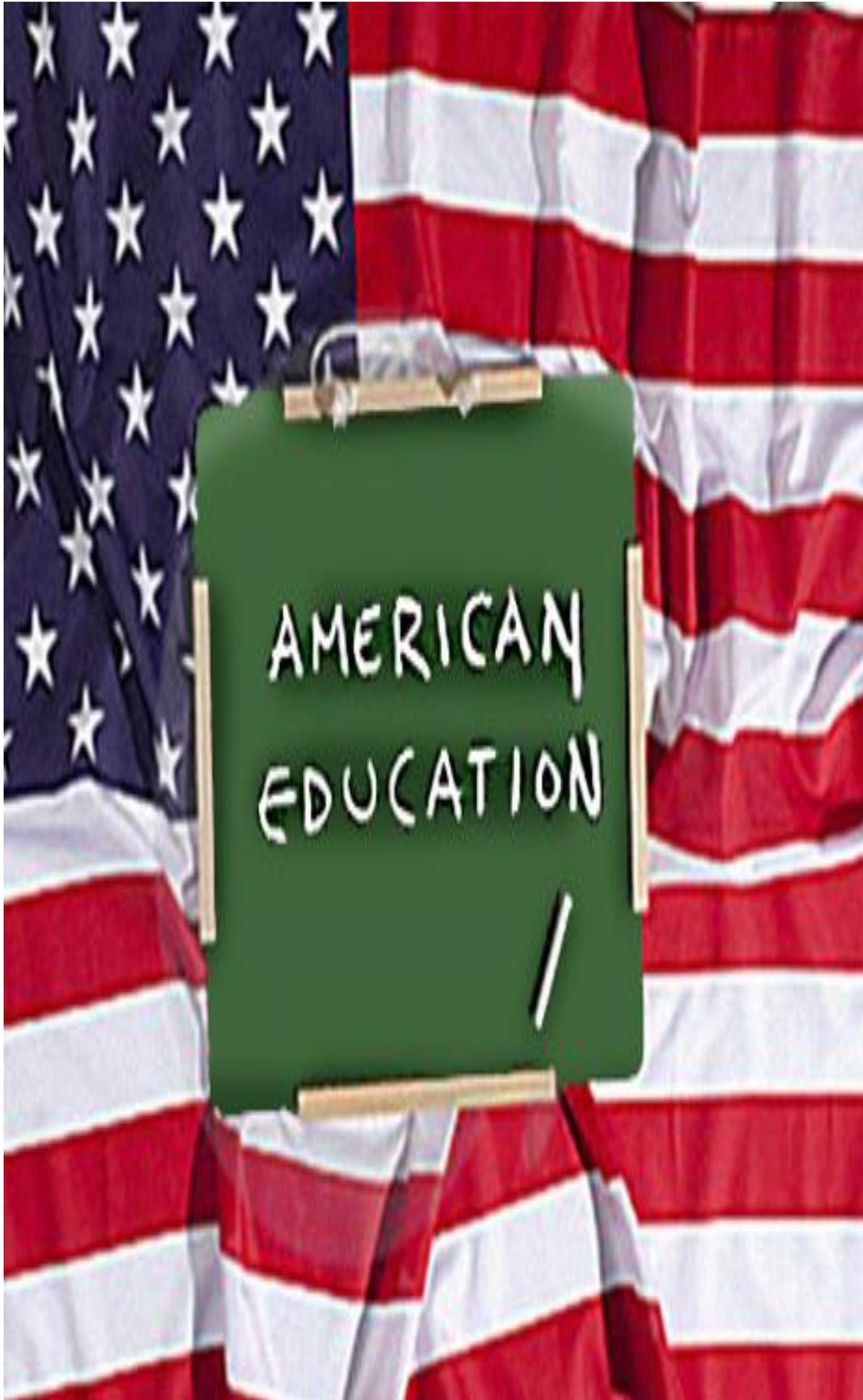
5. Kilauea volcano has been.....

A. Thirty-six eruptions

B. Thirty-three eruptions

C. Forty-three eruptions

AMERICAN EDUCATION



”RAMÓN PAÉZ” EDUCATIVE UNIT

LATACUNGA-ECUADOR

WORKSHOP PLANNING

AREA: ENGLISH AS A FOREIGN LANGUAGE
SCHOOL YEAR: 2014- 2015
 AFTERNOON
EDUCATIONAL TRACK: G.B.E

HIGH SCHOOL: “RAMÓN PAÉZ”
TARGET GROUP: 8TH YEARS EGB
LEARNING MODE: ON –SITE

TEACHER: JENNY PICHUCHO
WORKSHOPS SCHEDULE:

| | | | |
|--|----------------------------------|--|--|
| <p>Group: There are 52 in this group, 30 Women, 22 men. Most of them are between 11 and 13 years old. They have had little exposure to spoken English during primary school.</p> | <p>Date: 02/12/15</p> | <p>Time: 1 Month</p> | <p>No. Of students: 52 students</p> |
| <p>Recent topic work Dialogues with students</p> | | <p>Recent language work Starting activities</p> | <p>Unit topic American History</p> |
| <p>AIMS: To know and learn important aspects that American Culture has</p> | | | |
| <p>Objectives: To interact with students and teacher To talk using important information based on American Culture To know American history, places, costumes, holidays, food, politics, religion, education and music based on American Culture</p> | | | |
| <p>Assessment: Checking student’s knowledge and Write a lot of activities using important information based on American Culture</p> | | | |

| Materials: Computer, data-show, pictures, markets, board, slider-share | | | |
|---|---|---|---|
| Anticipated problems – solutions: Students will have problems at the moment to recognize American Education: Give and write examples in classes using information based on American Education | | | |
| AMERICAN EDUCATION | | | |
| Timing | Teacher activity | Student activity | Success Indicators |
| 5' | Teacher presents the Warm up: Truth or Lies | Students listen to different instructions and do it. | Students perform each instruction. |
| 5' | | Students careful listen to explication | Students practice in classroom using information based on American Education |
| 20' | Review the pronunciation of students | and they remember about it. Students know about American Education | |
| 10' | Teacher explains about American Education: Talk about American school Evaluation: Teacher ask questions about American Education | Students do some activities between public and private education | Students integrate during group activities. Students write advantage and disadvantage between public and special education |
| Additional possibilities: Students practiced in pairs they speak about American Education | | | |
| Homework/Further work: Write important aspects in your journal on public, special and private education | | | |

TEACHER

DIRECTOR

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AMERICAN EDUCATION

Education is the principal priority for the United States. The federal government, play an important role in education. The United States' education system has developed by borrowing ideas from abroad and adding unique elements. Today, in Americans are educate more than 70 million students in every level and EE.UU produce some of the of the fines thinkers in the world. However, teachers are constantly working to improve the education every day.

The decentralized nature of United States education has its origins in the early history of the United States. In the 17th and early 18th centuries, what was to become the United States began as separate colonies established by settlers from several European countries. In the 13 British colonies that formed the original United States, the colonial governments or, in some colonies, local communities were responsible for education. Then, each community educated its children according to its priorities, values and needs. For that reason, this history helps explain why states and local governments continue to exercise a significant degree of authority over elementary and secondary education policy and administration.

Thus, the school's improvement plan must incorporate strategies, based on scientific research that will strengthen the teaching of academic subjects, especially in the subject areas that resulted in the schools being deemed in need of improvement.

Schools in need of improvement are also expected to develop strategies to promote effective parental involvement in the school and to incorporate a teacher-mentoring program which is important improve teaching and learning providing better information to teachers and principals.

Teachers make annual assessments to measure children's progress so they need to know independent information on each child's strengths and weaknesses and with this knowledge, teachers can develop lessons to make sure each student meets or exceeds the standards. Moreover, teachers can use the data to help them with their learning.

GIVES MORE RESOURCES TO SCHOOLS

Today, local, state and federal taxpayers spend nearly \$8,000 per students. 4 States and local school districts are now receiving more federal funding than ever before for all programs and \$23.7 billion for school year. This represents improving the Academic Achievement of the Disadvantaged to ensure that schools in need of improvement have the funds needed to improve instruction for their students.

SCIENTIFIC RESEARCH

FOCUSES ON WHAT WORKS

One the most important strategies in the education is the implementation of educational programs and practices that have been clearly demonstrated to be effective through rigorous scientific research.

EARLY CHILDHOOD EDUCATION

Early childhood education (preprimary) in the United States comes in a variety of forms, including nursery school, preschool, day care centers, prekindergarten and kindergarten. It also includes Head Start, a federally funded child development program that serves low-income children. Free Head Start programs are offered for 3- and 4-year-old children from low-income families. Overall, 64 percent of 3- to 5-year-olds are enrolled in early childhood education and 52 percent of these children attend full-day programs.

Many children of 5 year olds attend free public kindergartens because most public elementary schools offer free kindergarten education, and a class is of 20 students. Almost all public school kindergartens report that teachers read stories aloud to the children each day. Also, teachers arrange for that students can participate each day in running, climbing and other motor skill activities; language development, dramatic play, arts, crafts and music, and free play. What is more, about half of the kindergarten teachers engage children daily in using objects to learn about math and science.

ELEMENTARY AND SECONDARY EDUCATION

Elementary or primary and secondary education spans for twelve academic years, or grade but the organization of elementary and secondary education varies among school districts and states. Generally students spend from six to eight years in elementary education. Elementary education is followed by four to six years of secondary education. The last four years of secondary school are generally referred to as “high school.” Students normally complete high school by age 17 or 18. High school graduates who decide to continue their education may enter a technical or vocational institution, a two-year community or junior college, or a four-year college or university. Each of these educational levels is further described later.

All states require students to attend school, but the ages of compulsory attendance vary by state. Compulsory schooling ends by law at age 16 in 30 states, at age 17 in nine states, and at age 18 in 11 states plus the District of Columbia. U.S. public schools are to students and their families.

One of the positive aspects is that Students borrow textbooks from the school for the year, but they must bring their own paper and pencils from home. In most public schools, students are allowed to wear whatever clothing they like within broad guidelines, while a small but growing number of public schools require uniforms. Boys and girls generally attend class together, although a small number of public schools do provide single-sex classes.

SCHOOL CALENDAR AND DAILY ROUTINE

By other hand, in most states, the school year lasts 180 days. School begins in most districts in late August or early September and continues until June, and most school districts have a two-week break at the end of December and a one-week break in March or April. Generally, the school day runs from about 8 a.m. to 3pm; however, daily schedules vary significantly from school to school.

Most elementary school students study in the same classroom all day with one teacher who teaches all subjects. The class may visit the gymnasium and library once or twice a week. Students have a daily lunch break of about 30 minutes. Most schools have one or two playground breaks, although playground time is being reduced or eliminated in a growing number of schools for a variety of reasons. In most elementary schools, daily instructional time is not divided into periods; instead, teachers decide how much time to spend teaching particular subjects based on students' learning needs and their own expertise.

The secondary school day usually consists of five to six instructional periods, with short breaks between periods. Each secondary school student has a unique schedule and set of classes, based on student's interests, career goals and academic ability. Middle and secondary school teachers remain in their own classrooms throughout the day and teach specialized subjects rather than the whole curriculum.

Students generally eat lunch in the school cafeteria. Some students bring their lunch from home, and others purchase their meals at school. About a third of U.S. students those from low-income families receive free or reduced-price breakfast and lunch each day, paid for by the federal government.

Student Transportation

For students that attend schools located very distance from their homes, they travel in school bus. It is generally provided free of charge by the school district. More than half public elementary and secondary students use this service to travel to school each day.

Extracurricular Activities

Most of the schools, especially at the secondary level, students practice many activities such as sports, clubs, performing arts and community service

opportunities. In some school districts, are required to perform a prescribed number of hours of community service.

SCHOOL CHOICE

PUBLIC SCHOOL

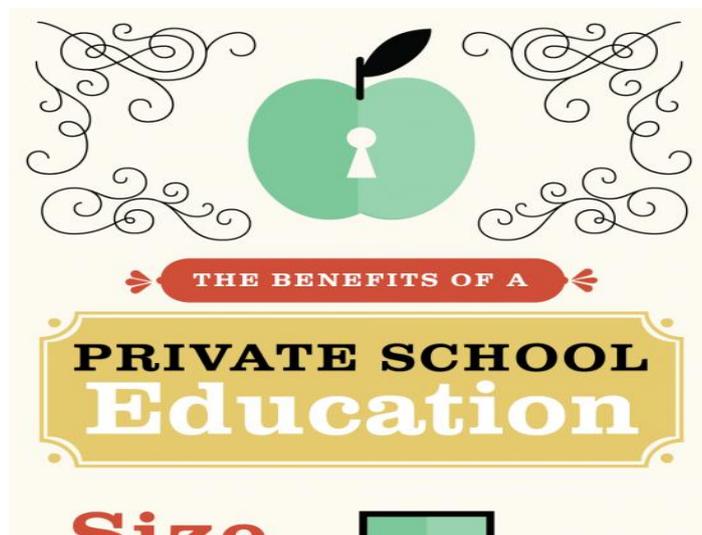


Public school districts generally assign students to particular schools based on place of residence, and those schools generally accept all students assigned to them. Nonetheless, in an effort to provide parents with more options for their children, many public school systems are expanding school choice through options such as magnet schools, charter schools and vouchers.

- Magnet schools are public elementary or secondary schools that offer a special curriculum capable of attracting substantial numbers of students of different racial and socioeconomic backgrounds.
- Charter schools are public schools that are held accountable for student achievement in exchange for being allowed to operate independently of school district regulations.

- Voucher programs direct public education funding to parents in order to pay all or part of their child’s tuition at a school of their choice. Depending on the program, parents can choose from private schools, either secular, religious and public schools.

PRIVATE SCHOOLS



The great majority of United States students attend public schools administered by local school districts, private schools represent for about 24 percent of all schools, 10 percent of all students and 12 percent of all full-time teachers in the United States. Seventy-nine percent of all private schools have a religious affiliation.

Private schools receive funding primarily from nonpublic sources: tuition payments and often other private sources, such as foundations, religious bodies, alumni or other private donors. Average annual tuition cost at private elementary and secondary schools is \$4,689 per pupil,

In addition, relatively small proportions (roughly 2 percent) of U.S. students ages 5-17 receive their education through homeschooling. Parents cite several primary motivations for selecting homeschooling for their children. These include, among others, religious beliefs, family reasons and a belief that educational quality and the learning environment would be better at home.

SPECIAL EDUCATION



A number of federal laws govern the provision of educational services to students with disabilities and specifically prohibit discrimination on the basis of disability by public entities or institutions that are recipients of federal financial assistance.

About 96 percent of students with disabilities attend regular schools, while only 4 percent attend separate institutions dedicated to education for students with

disabilities. Among those students attending local public schools, most are educated in regular classes with appropriate aids and supports, such as designated periods of time meeting with a qualified special education teacher. The amount of time spent outside the regular classroom varies and depends on the needs of the student. Approximately half of all students with disabilities spend 80 percent or more of their day in regular classrooms

Special services are often also provided for students that are specially gifted or talented.

Gifted and talented students are usually served via special programs in regular school settings. About 6 percent of U.S. students benefit from these services.

TOPIC 08

ACTIVITY 01 LISTENING

Students need to listen to the teacher carefully and talk about American Education and discuss about the best education? After that write your point of view



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ACTIVITY 02 WRITING

Now you know about American education. Write a summary and give your point of view about Special Education

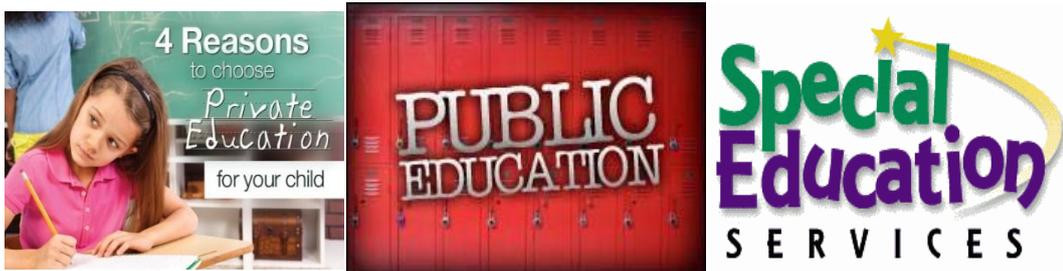


SUMMARY



ACTIVITY 03 SPEAKING

Work in groups. Do a role-play about three type of education after that you need to tell which are the advantages and disadvantages on Public Education, Private Education and Special Education. Use the vocabulary below



VOCABULARY

Assistance individual interaction participate progress slow place

ACTIVITY 04 WRITING

Compare these pictures and find the similarities and differences of each type of learning, using the ideas given below. Make notes in the space provided.



SIMILARITIES

DIFFERENCES

Ideas!

Place activity
benefits feelings
Equipment cost

Useful expression

Learning in.....is more effective because.....

I like to study in..... Because.....

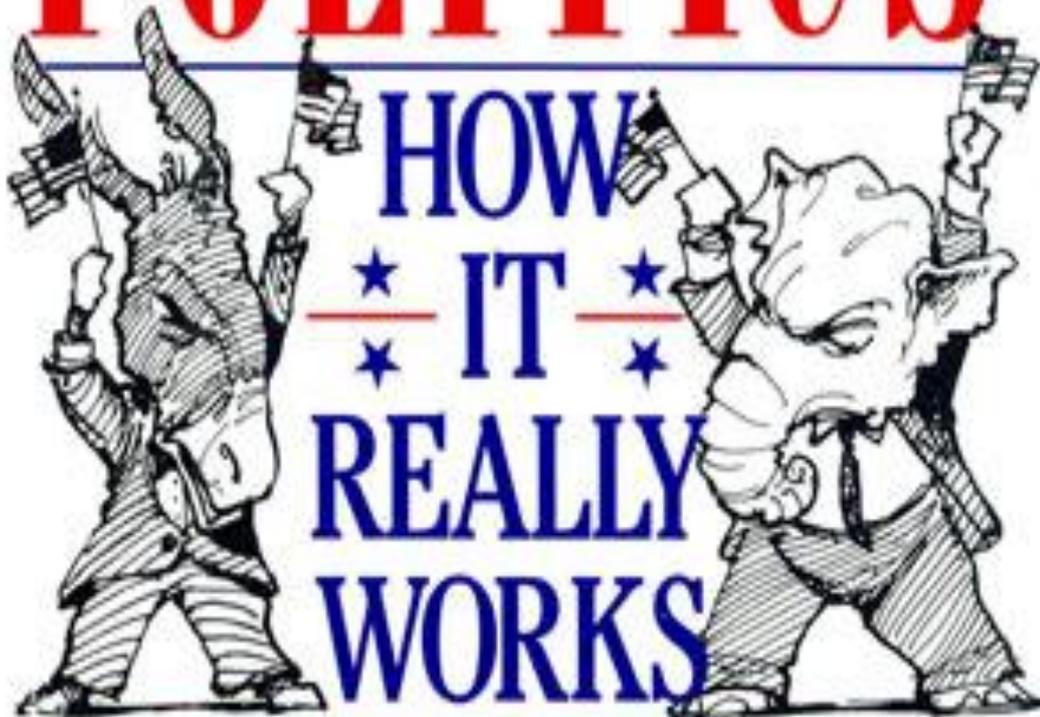
One of the benefits of study in.....is.....

The advantage of study in..... compared
to.....is.....

Another reason why I like to study in is
that.....

AMERICAN POLITIC

AMERICAN POLITICS



MILTON MELTZER

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TEACHER: JENNY PICHUCHO
WORKSHOPS SCHEDULE:

LEARNING MODE: ON –SITE

| | | | |
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| Group: There are 52 in this group, 30 Women, 22 men. Most of them are between 11 and 13 years old. They have had little exposure to spoken English during primary school. | Date: 02/12/15 | Time: 1 Month | No. Of students: 52 students |
| Recent topic work Dialogues with students | | Recent language work Starting activities | Unit topic American History |
| AIMS: To know and learn important aspects that American Culture has | | | |
| Objectives: To interact with students and teacher To talk using important information based on American Culture To know American history, places, costumes, holidays, food, politics, religion, education and music based on American Culture | | | |
| Assessment: Checking student’s knowledge and Write a lot of activities using important information based on American Culture | | | |
| Materials: Computer, data-show, pictures, markets, board, slider-share | | | |

Anticipated problems – solutions:
 Students will have problems at the moment to recognize American Politics: Give and write examples in classes using information based on American Politics

AMERICAN POLITICS

| Timing | Teacher activity | Student activity | Success Indicators |
|--------|--|--|---|
| 5' | Teacher presents the Warm up: Truth or Lies | Students listen to different instructions and do it. | Students perform each instruction. |
| 5' | Review the knowledge of students | Students learn important aspects on American Politics. | Students practice in classroom using information based on American Politics |
| 20' | Teacher teach about American Politics: Talk about important aspects on American Politics | Students know about types of government and they do some exercises related to this topic | Students integrate during Role-play |
| 10' | Evaluation: Teacher does some activities about American Politics | Students complete interesting activities focused on American Politics | Students work in group |

Additional possibilities: Students practiced in pairs they speak about American Politics

Homework/Further work: Write types of government in your journal using American Politics

TEACHER

DIRECTOR

.....

.....

AMERICAN POLITICS

The Bill of Rights

The Constitution came into effect in 1789 and set up the institutions of the new government, but only after a heated debate that brought about a compromise between the supporters and the opponents of the proposed new regime. The Convention which produced the constitutional framework was dominated by the Federalists, the proponents of a central authority with sufficient powers to establish and maintain an effective system of government to serve the needs of the 'United States' as a whole.

The Constitution of the United States is little more than two hundred years old. It has survived civil war and the territorial expansion from thirteen largely agricultural former colonies on the eastern seaboard to an industrial nation of fifty states that stretch across the continent to Alaska and to Hawaii.

A Constitution is a system of rules which describes the structure and powers of Government which has relationship between the three branches of government and the relationship between the government and its citizens.

Theories of American democracy include majoritarianism, in which the government does what the majority wants; elite theory, in which the real power lies with one or more elites; and pluralist theory, in which organized interest groups contest for power.

Fundamental American values include liberty, order, equality, and property but not all of these values are fully.

The American political system was subjected to severe strains in the twentieth century: the need to mobilize for two world wars, the depression of the 1930s, the changing role of government since the Second World War, the challenge of the civil rights movement, the impact of the Vietnam War and the shock of the Watergate affair which resulted in the resignation of President Richard Nixon.

Furthermore, The United States is a federal system of government, in which fifty individual states each have their own position of legal autonomy and political significance, sharing authority and functions with the central government, which, rather confusingly, is called ‘the federal government.

When the thirteen original states came together in 1787 to draft a constitution they wished to unite in order to be able to provide for their common defense and to ensure that certain essential activities were performed by the future ‘Government of the United States.

Thus, Politics is understood as the process of resolving conflicts “who gets what, when, and how.” specifically, politics is the struggle over power or influence within organizations or informal groups that can grant or withhold benefits or privileges.

Politics is the process by which people decide which members of society get certain benefits or privileges and which members do not. It is the struggle over power or influence within institutions and organizations that can grant benefits or privileges. Government is the institution within which decisions are made that resolve conflicts or allocate benefits and privileges. It is unique because it has the ultimate authority within society.

The division of power has been eroded with time, so that today the functions of the federal government have been extended beyond all recognition, touching most of the important concerns of the citizens of the United States. The federal government remains limited in its powers by the Constitution.

Political power is distributed among the three branches of government, all acting independently and interdependently Powers are shared through a series of checks and balances like: Executive Branch, Judicial Branch and Legislative Branch.

The United States political system is the conscious creation of the human mind, an artificial creation, fashioned out of the wilderness within the past 400 years. Although short by European or Asian standards, its history is packed with incident, for the United States has had in that period to pass through those stages

of political development that elsewhere have taken 1,000 or 2,000 years. When the original colonists sailed for America they went for two main reasons: either to escape from religious oppression or to make their fortune in the New World.

Politics can be found in schools, social groups, and any other organization collection of people. Of all the organizations that are controlled by political activity, however, the most important is the government.

There are two fundamental political values are order, which includes security against violence, and liberty, the greatest freedom of the individual consistent with the freedom of other individuals. Liberty can be both promoted by government and invoked against government. To be effective, government authority must be backed by legitimacy.

By another hand, many of our terms for describing forms of government came from the ancient Greeks. In a direct democracy, such as ancient Athens, the people themselves make the important political decisions. The United States is a democratic republic, also called a representative democracy, in which the people elect representatives to make the decisions.

Government is an institution or an organization that performs certain functions for society. An institution has a life separate from the lives of the individuals who are part of it at any given moment in time. The government can be defined as an institution in which decisions are made that resolve conflicts or allocate benefits and privileges. The government is also the preeminent institution within society. It is unique because it has the ultimate authority for making decisions and establishing political values.

A traditional method of comparing political ideologies is based primarily on how much power the government should execute to promote economic equality.

POLITICS AND THE CONSTITUTION

The relationship of the political life of a country to the formal and informal structures of its constitution is a matter of great complexity. For centuries constitutions have been considered to be important for the maintenance of freedom and the rights of the individual, as well as ensuring order and stability in society. However, the view has been increasingly expressed that constitutional provisions, and particularly the more formal, legalistic aspects of the Constitution, have little or no importance in determining the outcome of political struggles. It is argued that it is to 'social forces' that we must direct our attention if we are to understand the working of politics. It is perhaps surprising that this point of view has been expressed more forcibly in modern America than in most other countries of the world, in spite of the fact that constitutions and constitutionalism would seem to have played such a significant part in American history. In this work we shall attempt to give full weight to 'social forces' in our description of the working of American politics, but it would be pointless to attempt to describe American political processes other than within the framework of the American constitutional system. Social groups and movements are the raw material and the driving force of the political process, but the exact form in which they operate, and the precise results that they achieve, must depend to a considerable extent upon the nature of the channels through which they have to work.

American Constitution has indeed had an important impact upon the way in which politics is realized. The formal Constitution, the document that emerged from the Philadelphia Convention in 1787, has been hardly changed to this day. It remains fundamentally the same, in spite of the mere twenty seven amendments that have been made in the course of the last two centuries.

Thus, to the problems of meeting the challenges set by American society and history there is added the difficulty of working a Constitution that was devised by the men of the eighteenth century to meet eighteenth-century needs, and in accordance with eighteenth-century ideas about a desirable system of government.

TYPES OF GOVERNMENT

Totalitarian Regime

A form of government that controls all aspects of the political and social life of a nation

Authoritarianism

A type of regime in which only the government is controlled by the ruler. Social and economic institutions exist that are not under the government's control.

Aristocracy

Rule by the "best"; in reality, rule by an upper class.

Theocracy

Literally, rule by God or the gods; in practice, rule by religious leaders, typically self-appointed

Oligarchy

Rule by a few.

Anarchy

The condition of no government

Democracy

It is a system of government in which political authority is vested in the people. The term is derived from the Greek words demos ("the people") and kratos ("authority").

TOPIC 09

ACTIVITY 01 COMPLETE

You need to remember one more time about American Culture so write the missing word in the blanks to complete the paragraph.

- ✓ Decide
- ✓ Authority
- ✓ Benefits - privileges
- ✓ institutions
- ✓ process

Politics is the by which people which members of society get certain or and which members do not. It is the struggle over power or influence within and organizations that can grant benefits or privileges. Government is the institution within which decisions are made that resolve conflicts or allocate benefits and privileges. It is unique because it has the ultimate within society.

ACTIVITY 02 RIGHT or WRONG

You need to remember about American Politics to make the following activities so put Right (/) or Wrong (x) in the next information.

- A Constitution is a method of rules which describes the structure and powers of Government. ()
- The government can be defined as an institution in which decisions are made that resolve conflicts or allocate benefits and privileges. ()
- The United States political system is the conscious creation of the human mind, an artificial creation. ()

ACTIVITY 03 JOINING

Now that you know the types of mass, you need to carefully read the different concepts. Then the student has to join with its respective topic.

TYPES OF GOVERNMENT

Aristocracy

Oligarchy

Anarchy

Democracy

- The condition of no government
- Rule by the “best”; in reality, rule by an upper class.
- Rule by a few.
- It is a system of government in which political authority is vested in the people.

ACTIVITY 04 LISTENING and COMPLETE

You are going to listen to information about types of Government. Complete the information given with the previous activity.

Listen again and complete the sentences below.

Totalitarian Regime

- A form of government that all aspects of the and life of a.....

Authoritarianism

- A type of in which only the government is by the

Theocracy

- Literallyby or the gods; in practice, rule by leaders, typically self-appointed

AMERICAN RELIGION



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| Assessment: Checking student’s knowledge and Write a lot of activities using important information based on American Culture | | | |
| Materials: Computer, data-show, pictures, markets, board, slider-share | | | |

Anticipated problems – solutions:
 Students will have problems at the moment to recognize American Religion: Give and write examples in classes using information based on American Religion

AMERICAN RELIGION

| Timing | Teacher activity | Student activity | Success Indicators |
|--------|---|--|---|
| 5' | Teacher presents the Warm up: Simon say | Students listen to different instructions and do it. | Students perform each instruction. |
| 5' | Review the pronunciation of students | Students pay attention to explication and they learn several religion. | Students change information based on American Religions |
| 20' | Teacher explains about American Religion: Know on different religions | Students know about American Religions | Students give examples on religions using flashcards |
| 10' | Evaluation: Teacher does ask question about American Religion | Students draw the different symbols that represent each religion | Students remember about American Religion |

Additional possibilities: Students practiced in pairs they write a summary about American Religion

Homework/Further work: Write the different types of religion in your journal

TEACHER

DIRECTOR

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AMERICAN RELIGION

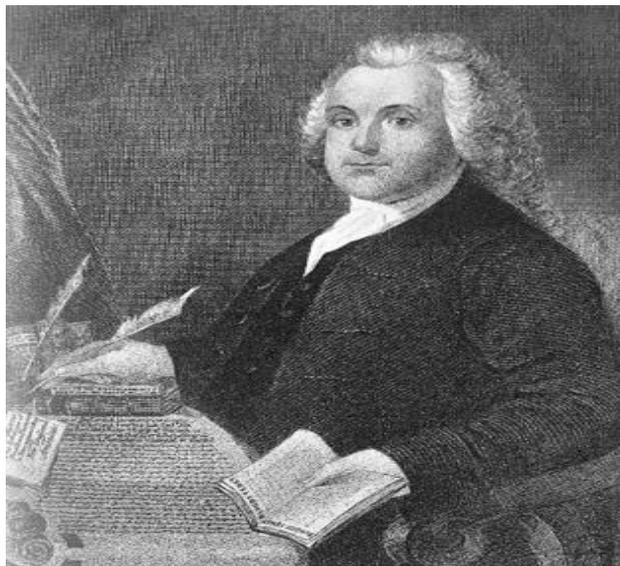
Among developed countries, the United States is one of the most religious. Since the early colonial days, when American and German settlers came in search of religious freedom, America has been heavily influenced by religion. That influence continues even today in American culture, social life, and politics. In the U.S., religion is viewed as a matter of personal choice and freedom to practice religion is guaranteed by the United States Constitution.

History of Religion in the United States

The religious history of the United States begins more than a century before the former British colonies became the United States of America in 1776.

Many of the North American colonies that eventually formed the U.S.A. were settled in the 17th century by men and women who left Europe because of religious persecution.

Early emphasis on religious conformity led some members to break away and move to new colonies. Roger Williams, a Puritan clergyman, founded the colony of Rhode Island after being kicked out of Massachusetts in 1635 because he disagreed with the colonial government. He established the principles of separation of church and state, religious tolerance for all, and freedom of religious expression.



Several of the original Thirteen Colonies were established by settlers who wished to practice their own religion. The Massachusetts Bay Colony was established by English Puritans, Pennsylvania was established by British Quakers, Maryland was established by English Catholics, and Virginia was established by English Anglicans. During the American Revolution, most state constitutions provided for freedom of conscience and the separation of church and state.

The U.S. has been the birthplace of a number of new sects in the Christian, Jewish, Islamic, and other religions. Today the U.S. population remains highly religious in its beliefs and practices, and religion continues to play a prominent role in American public life.



There is a great diversity of religious affiliation in the United States

Christianity

Religious symbols

Judaism

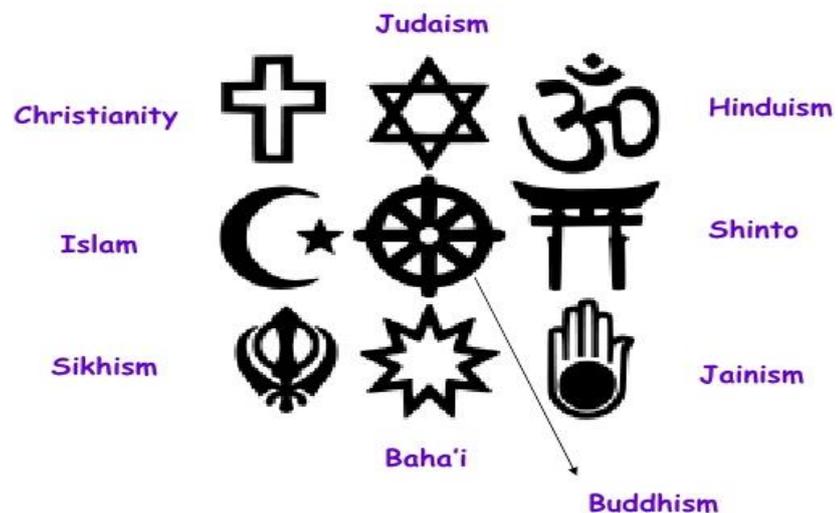
Islam

Buddhism

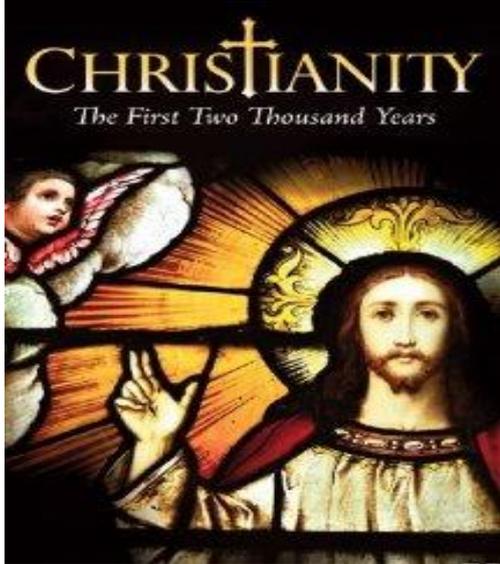
Hinduism

Baha'i

Sikhism



CHRISTIANITY



Christianity, with over 2 billion followers, is the most popular religion in the world and 78% of adults in the United States identify themselves as Christian. Christianity was introduced to the U.S. during the period of European colonization. Christianity has many different branches and forms with accompanying variety in beliefs and practices. In the U.S., Christians are divided into three groups: Protestant,

Catholic and Orthodox. Christianity developed out of Judaism in the 1st century C.E. It is founded on the life, teachings, death, and resurrection of Jesus. Traditional Christian beliefs include the belief that Jesus is the divine and human Messiah sent to the save the world.

Hence, one of the most important concepts in Christianity is that of Jesus giving his life on the Cross (the Crucifixion) and rising from the dead on the third day (the Resurrection). Christians believe that there is only one God, but that there are three elements to this one God:

God the Father

God the Son

The Holy Spirit

Christians worship in churches. Spiritual leaders are called priests or ministers. The Christian holy book is the Bible, and consists of the Old and New Testaments. Christian holy days such as Easter and Christmas are important milestones in the Western secular calendar.

JUDAISM



Judaism originated in the Middle East over 3500 years ago. Jews believe that there is only one God with whom they have a covenant.

In exchange for all the good that God has done for the Jewish people, Jewish people keep

God's laws and try to bring holiness into every aspect of their lives.

Judaism has a rich history of religious text, but the central and most important religious document is the Torah. Jewish traditional or oral law, the interpretation of the laws of the Torah, is called halakhah. Spiritual leaders are called Rabbis.

Jews worship in Synagogues.

Six million Jews were murdered in the Holocaust in an attempt to wipe out Judaism.

Most of Jewish people live in the residing in the U.S. and Israel and 40.3% of the world's Jews live in the U.S. since the 17th century, though large scale immigration did not take place until the 19th century, largely as a result of persecutions in parts of Eastern Europe. For that reason, 1.7% of the U.S. adult population identify themselves as Jewish and 43% of Jews in the U.S. describe themselves as Reform Jews while 31% of Jews in the U.S. describe themselves as Conservative Jews. Finally, 10% of the Jews in the U.S. describe themselves as

Orthodox Jews. By another hand, a significant number of people identify themselves as American Jews on ethnic and cultural grounds, rather than religious ones. What is more, there are three times as many Jews among immigrants coming before 1960 than among those coming after 1989. Judaism is the original of the three Abrahamic faiths.

BUDDHISM



There are currently 376 million followers of Buddhism worldwide so 0.7% of the U.S. population identify themselves as Buddhist.

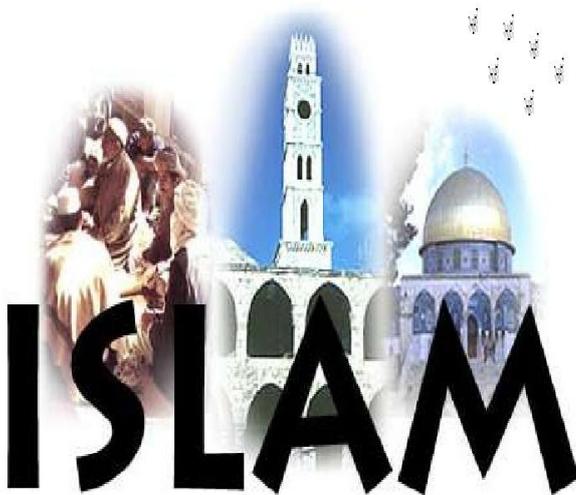
Buddhism entered the U.S. during the 19th century with the arrival of the first immigrants from Eastern Asia. The first Buddhist

temple was established in San Francisco in 1853 by Chinese Americans. Only 32% of Buddhists in the U.S. are Asian; 53% are white. Buddhism is 2,500 years old. Buddhism traces its origin to Siddhartha Gautama who is typically referred to as the Buddha. In Buddhism, there is no belief in a personal God. It is not centered on the relationship between humanity and God.

Buddhists believe that nothing is fixed or permanent because change is always possible. Buddhism focuses on personal spiritual development and the attainment of a deep insight into the true nature of life. Buddhism teaches that all life is interconnected, so compassion is natural and important. Buddhists can worship both at home or at a temple. There are currently three major branches of the tradition, the Theravada (Doctrine of the Elders), the Mahayana (Great Vehicle), and the Vajrayana (Diamond Vehicle, often simply called Tibetan Buddhism),

although there are many sects and groups within each of these branches. Buddhism has spread from its roots in India to virtually every corner of the world, and in each place it has spread it has adopted and adapted local practices and beliefs.

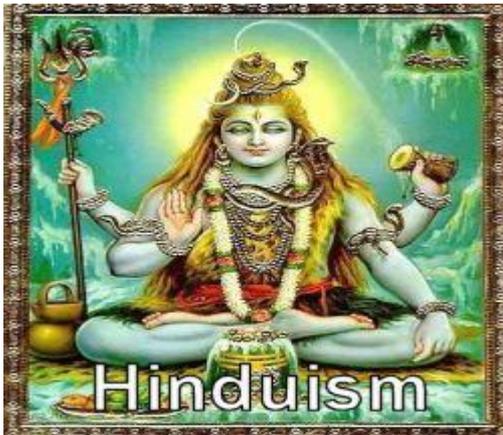
ISLAM



Islam is the second largest religion in the world with over 1 billion followers. Islam is the youngest of the world's great religions. So, American Islam effectively began with the arrival of African slaves. It is estimated that about 10% of African slaves transported to the United States were Muslim and 0.6% of the U.S. population identify themselves as Muslim. Furthermore,

half of the Muslims in the U.S. identify as Sunni and 16% are Shia. However, about 33% either say they are affiliated with a different Muslim group or describe themselves as "just a Muslim." According to some sources, Islam is the fastest growing religion in the United States. Much of the growth has been driven by immigration. Muslims are the most racially diverse group in the U.S. because 37% are white, 24% are black, 20% are Asian and 19% are of other races. Muslims believe that Islam was revealed over 1400 years ago in Mecca, Arabia.

HINDUISM



Hinduism is the religion of the majority of people in India and Nepal. It has over 900 million followers worldwide but 0.4% of the U.S. population identify themselves as Hindu. Thus, More than 80% of Hindus in the U.S. are foreign-born. The Hindu religion is growing in the U.S. Hinduism is expanding in popularity and influence on the public life. More than four times as many Hindus are found in the U.S. among those immigrating after 1989 than among those who arrived before 1960. Moreover, 88% of Hindus in the United States are Asian. Unlike most other religions, Hinduism has no single founder, no single scripture, and no commonly agreed set of teachings. The origins of Hinduism can be traced to the Indus Valley civilization sometime between 4000 and 2500 BCE.

BAHA'I



The United States has perhaps the second largest Bahá'í community in the world. The Baha'i Faith arose from Islam in the 1800s based on the teachings of Baha'u'llah and is now a distinct worldwide faith. Baha'i followers believe that God has sent nine

great prophets to mankind through whom the Holy Spirit has revealed the Word of God“. This has given rise to the major world religions. The central idea of the faith is that of unity. They believe that people should work together for the common benefit of humanity. The faith does not attempt to preserve the past but does embrace the findings of science. Baha'is believes that every person has an immortal soul which cannot die but is freed to travel through the spirit world after death.

Baha'i teaches that God is utterly transcendent and ultimately unknowable to humanity. Baha'i religious practices and rituals include daily prayer and devotions. The Baha'i do not have any clergy and all spiritual authority is held by local and national councils called Spiritual Assemblies. Baha'i followers are expected to fast for nineteen days a year and participate in the Nineteen Day Feast. The Baha'i faith accepts all religions as having true and valid origins. The idea of progressive revelation is of central significance for the Baha'i faith. Baha'u'llah taught that God intervenes throughout human history at different times to reveal more of himself through his messengers (called Divine Messengers, or Manifestations of God). Baha'i has spread to virtually every country in the world, and Baha'i temples can be found on every continent except Antarctica

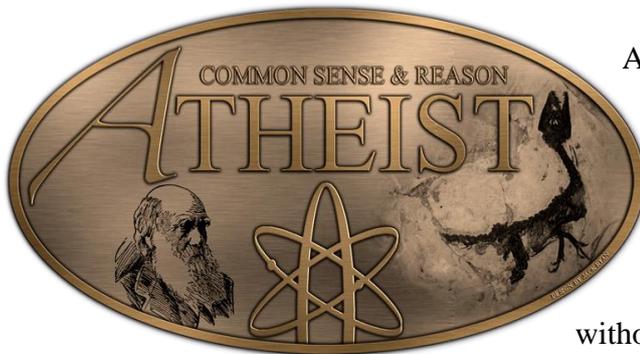
SIKHISM



There are 20 million Sikhs in the world, most of who live in the Punjab province of India. Between 500,000 and 1,000,000 Sikhs live in the United States. Sikhs have been a

part of the American populace for more than 130 years. Sikhism was founded in the 16th century by Guru Nanak and is based on his teachings, and those of the nine Sikh gurus who followed him. Sikhism is a monotheistic religion, and Sikhs believe in a single formless God with many names, who can be known through meditation. The most important thing in Sikhism is the internal religious state of the individual. Sikhism stresses the importance of doing good actions rather than merely carrying out rituals.

ATHEISM



Atheism is the absence of belief in any Gods or spiritual beings. Atheists say that human beings can devise suitable moral codes to live by without the aid of Gods or scriptures.

People are atheist for many reasons, among them: They find insufficient evidence to support any religion. They think that religion is nonsensical. They once had a religion and have lost faith in it. They live in a non-religious culture. Religion doesn't interest them. Religion doesn't seem relevant to their lives. Religions seem to have done a lot of harm in the world. The world is such a bad place that there can't be a God.

TOPIC 10

AMERICAN MUSIC

ACTIVITY 01 COMPLETE

Now that students know about American Religions, they must identify each kind of religion. After that, they must write about a religion topic in each picture. Read the next information given above to execute these activities.



.....

- They think that religion is nonsensical. Atheism is the absence of belief in any Gods or spiritual beings.



.....

- Christians believe that there is only one God, but that there are three elements to this one God:
- God the Father
- God the Son
- The Holy Spirit



.....

- This religion teaches that all life is interconnected, so compassion is natural and important. they can worship both at home or at a temple.

ACTIVITY 02 LISTENING

Listen to the following information about American Religion. After that, write four characteristics of the following religions.

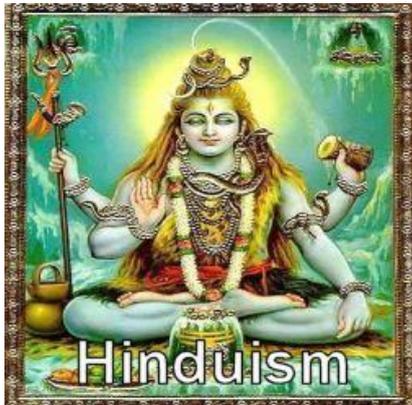


CRISTIANITY

.....

.....

.....

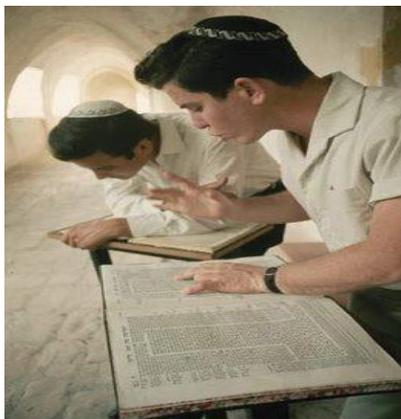


HINDUISM

.....

.....

.....



JUDAISM

.....

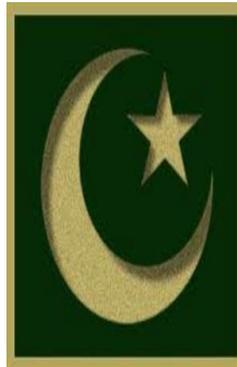
.....

.....

ACTIVITY 03 COMPLETE

Write the word from the box under according the correct symbol

CHRISTIANITY JUDAISM ISLAM BUDDHISM HINDUISM
BAHA'I ATHEISM



ACTIVITY 04 SPEAKING

Now you know about American Religion, you need to talk in groups. Look at the picture and discuss the following question



- Do you consider that religion is important? Why? Why not?
- Do you think that religion is based whit the values?
- What is your religion?
- Would you like to be in another religion? Why? Why not?

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Appendix 1

TECHNICAL UNIVERSITY OF COTOPAXI Academic Unit of Administrative and Humanistic Science ENGLISH CAREER

THEME: The Teaching- Learning Process through the American Culture

Survey directed to the English students at the “Ramón Paéz” Educative Unit

Objective:

- To determine how to increase the learning of English language through the American Culture knowledge at “Ramón Paéz” Educative Unit

Instruction: Please read each question carefully and select the correct answer

QUESTION

1. Do you like English?

Yes

No

Why?.....

.....

2. Do you consider it is important to learn English?

Yes

No

Why?.....

.....

3. What do you like to learn about American Culture?

American Music

- American Costume
- American Symbols
- American Religion
- Others

4. Are you agree with the methodology that English Teacher apply to teach?

Yes No

Why?.....

5. Which kind of resources and materials does your teacher use to teach English?

- | | | | |
|------------------------|--------------------------|---------------|--------------------------|
| Textbooks | <input type="checkbox"/> | Copies | <input type="checkbox"/> |
| TV | <input type="checkbox"/> | Handout | <input type="checkbox"/> |
| Computers and Internet | <input type="checkbox"/> | Tape-recorded | <input type="checkbox"/> |

6. Select the activities that your teacher applies in the English class?

- Listen to American music
- Listen to American stories and comics
- Roleplay
- Watch movies
- Puzzles
- American cartoons

7. Do you like to learn about American Culture?

Yes

No

Why?.....
.....

8. Select which tools would you like to use for learning English

Flash cards

Posters

Scramble Sentences

PowerPoint presentations

Online presentation

9. Do you consider that American Culture is important to learn English?

Yes

No

Why?.....
.....

10. Would you like to learn on American Culture workshops for learning English?

Yes

No

Why?.....
.....

Thanks so much!

Appendix 2



TECHNICAL UNIVERSITY OF COTOPAXI Academic Unit of Administrative and Humanistic Science ENGLISH CAREER

THEME: The Teaching- Learning Process through the American Culture

Survey directed to the English teacher at the “Ramón Paéz” Educative Unit

Objective:

- To determine how to increase the learning of English language through the American Culture knowledge at “Ramón Paéz” Educative Unit

Instruction: Please read each question carefully and select the correct answer

QUESTIONS

1. Do you know about American Culture?

Yes

No

Why?.....
.....

2. Do you believe that is necessary to teach American Culture to students to motivate to learn the English language?

Yes

No

Why?.....
.....

3. Do you believe that teaching about American Culture will contribute to learning of English Language?

Yes

No

Why?.....

.....

4. Do you consider it will be easy to teach English through American Culture?

Yes

No

Why?.....

.....

5. Do you think that the application of activities based on American Culture could improve the Teaching-Learning Process?

Yes

No

Why?.....

.....

6. Select the best methods for learning English language

Suggestopedia

Grammar Translation

Audio-lingual

Direct Method

The structural approach

7. Select the strategies for learning American Culture.

Learn english grammar

Make an English-speaking friend

Read a book related to American culture

Watch an American culture English movie

8. Do you think that the design workshops based on American Culture could improve the performance of Productive English Skills in students?

Yes

No

Why?.....

.....

Thanks so much!

Appendix 3



TECHNICAL UNIVERSITY OF COTOPAXI Academic Unit of Administrative and Humanistic Science ENGLISH CAREER

THEME: The Teaching- Learning Process through the American Culture

Survey directed to the English authority at the “Ramón Paéz” Educative Unit

Objective:

- To determine how to increase the learning of English language through the American Culture knowledge at “Ramón Paéz” Educative Unit

Instruction: Please read each question carefully and select the correct answer

QUESTIONS

1. Do you consider that is important English Language in the education?

Yes

No

Why?.....
.....

2. Do you believe that is necessary to teach English language in the high school?

Yes

No

Why?.....
.....

3. Do you consider teacher needs to apply new strategies to teach English Language?

Yes

No

Why?.....
.....

4. Do you think that the application of methodological activities based on American Culture could improve the Teaching-Learning Process?

Yes

No

Why?.....
.....

5. Do you consider interesting to apply workshops about American Culture for Learning English?

Yes

No

Why?.....
.....

6. Do you think that the design of workshops based on American Culture could improve the performance of Productive English Skills in students?

Yes

No

Why?.....
.....

7. Do you consider having culturally knowledge about American country will facilitate to students to develop in any educational and occupational field?

Yes

No

Why?.....
.....

Thanks so much!