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THESIS

THEME:

**CLASSROOM MANAGEMENT STRATEGIES FOR THE ENGLISH
LANGUAGE TEACHING AND LEARNING PROCESS WITH THE
STUDENTS OF FASHION DESIGN, BEAUTY AND COSMETOLOGY
AT "LATACUNGA ARTISANAL EDUCATIVE UNIT" DURING THE
ACADEMIC CYCLE 2014-2015**

Thesis presented previously to obtain the Sciences of Education Degree with majors in the English Language.

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Latacunga - Ecuador
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The criteria issued in this research work **“CLASSROOM MANAGEMENT STRATEGIES FOR THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS WITH THE STUDENTS OF FASHION DESIGN, BEAUTY AND COSMETOLOGY AT LATACUNGA ARTISANAL EDUCATIVE UNIT DURING THE ACADEMIC CYCLE 2014-2015”**, is the exclusively author’s responsibility.

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THESIS DIRECTOR'S ENDORSEMENT

As a director of this investigative work about: **“CLASSROOM MANAGEMENT STRATEGIES FOR THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS WITH THE STUDENTS OF FASHION DESIGN, BEAUTY AND COSMETOLOGY AT LATACUNGA ARTISANAL EDUCATIVE UNIT DURING THE ACADEMIC CYCLE 2014-2015”**, that belong to Villegas Moposita Myrian Tatiana, applicant of English career, I consider that this investigative report contains the methodological and scientific requirements, which are enough to be evaluated by thesis validation court that Honorable Academic Board from the Academic Unit of Administrative and Humanistic Science at Technical University of Cotopaxi designates for the corresponding study and qualification.

Latacunga, December 2015

Sincerely,

.....

MsC. Mena Vargas Nelly Patricia

Thesis Director



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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 and Humanistic Sciences; the postulant: Villegas Moposita Myrian Tatiana con el título de tesis: **“CLASSROOM MANAGEMENT STRATEGIES FOR THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS WITH THE STUDENTS OF FASHION DESIGN, BEAUTY AND COSMETOLOGY AT “LATACUNGA ARTISANAL EDUCATIVE UNIT” DURING THE ACADEMIC CYCLE 2014-2015”**. They have considered the recommendations issued timely and is qualified enough to be submitted to the Thesis Defense act.

By the above, we authorize the corresponding pasted, as institutional norms.

Latacunga, December 2015

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PRESIDENT

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OPPONENT

THANKS

I want to thank God for leading me in the right direction and for blessing me to accomplish my goal. My grandparents, my mother and my brothers were always giving me their support.

To TECHNICAL UNIVERSITY OF COTOPAXI for opening the doors and giving me the opportunity to study to be a professional. To my thesis director, MSc. Patricia Mena for giving me their support. I also want to thank my teachers who throughout my career gave me their support, knowledge, and dedication to fulfill my dream of being a professional.

Tatiana

DEDICATION

I dedicate this thesis first to God, because he gave me confidence and wisdom to achieve my goals. To my grandparents who taught me to be a persevering person.

To my mother and my brothers that always give me their unconditional support during my career.

Finally, to all people who supported me; family members, teachers, colleagues, friends with whom I shared anguish and happiness moments.

Tatiana



TOPIC: “CLASSROOM MANAGEMENT STRATEGIES FOR THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS WITH THE STUDENTS OF FASHION DESIGN, BEAUTY AND COSMETOLOGY AT LATACUNGA ARTISANAL EDUCATIVE UNIT DURING THE ACADEMIC CYCLE 2014-2015”

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RESUMEN

El presente trabajo investigativo estuvo enfocado en las estudiantes de Diseño de Modas, Belleza y Cosmetología de la Unidad Educativa Artesanal Latacunga que está ubicada en la ciudad de Latacunga en el periodo 2014-2015; el cual tiene por objetivo mejorar el manejo del aula y a la vez el proceso de enseñanza aprendizaje del idioma Inglés a través de la aplicación de un folleto de estrategias metodológicas el cual contiene actividades interesantes que motivaran a los maestros y estudiantes durante el proceso de enseñanza aprendizaje.

Este folleto es esencial para facilitar y motivar el aprendizaje de las estudiantes, la cual ayudó a mejorar el desarrollo de las cuatro habilidades del idioma Inglés. Además, este folleto facilitó el trabajo de los maestros mediante el uso de diferentes actividades para que los estudiantes aprendan el Inglés de una manera rápida y divertida.

En conclusión esta investigación fue realizada a través del método descriptivo el cual facilito la elaboración de este trabajo, por otro lado la aplicación de este folleto ayudó a los estudiantes y maestros para trabajar en clase de una manera fácil y divertida desarrollando nuevas habilidades.

PALABRAS CLAVE: Proceso de enseñanza-aprendizaje, folleto, estrategias y actividades, desarrollar habilidades.



TOPIC: “CLASSROOM MANAGEMENT STRATEGIES FOR THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS WITH THE STUDENTS OF FASHION DESIGN, BEAUTY AND COSMETOLOGY AT LATACUNGA ARTISANAL EDUCATIVE UNIT DURING THE ACADEMIC CYCLE 2014-2015”.

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ABSTRACT

This research work was focused on the students of Fashion Design, Beauty and Cosmetology at “Latacunga Artisanal Educative Unit”, which is located in Latacunga city during the academic cycle 2014-2015; which aims to improve classroom management and also the teaching-learning process of the English language through the implementation of a strategy booklet which contains interesting activities to motivate teachers and students during the teaching-learning process.

This booklet is essential to facilitate and encourage the students' learning, which helped to improve the development of the four skills of the English language. In addition, this booklet facilitated the work of teachers using different activities for the students learn English in a fast and fun way.

In conclusion, this research was conducted through a descriptive method which facilitated the development of this work, on the other hand the implementation of this booklet helped students and teachers to work in class in an easy and fun way to develop new skills.

KEYWORDS: Teaching-learning process, booklet, strategies and activities, develop skills.

INTRODUCTION

Nowadays, English language is essential because it has become the second language around the world. That is why teachers need to use different strategies which help students to learn the English language in a better way. Moreover, the application of interesting strategies in class is very important to facilitate the English teaching-learning process. There are different strategies for learning a foreign language. The intention of this research is to include some strategies which help and encourage teachers and students in the teaching-learning process.

The English language is necessary in the educational system for this reason the elaboration of a methodological strategies booklet to facilitate the teacher's job because this booklet will encourage students to learn English in an easy and fun way, completing activities that enhance their four skills which help to make interactive and interesting classes.

The delimitation of this research was conducted at Latacunga Artisanal Educative Unit in Cotopaxi province, Latacunga canton, during the academic 2014-2016. This thesis will develop productive English language skills. Within the problematic, there are new strategies that will improve the teaching-learning process.

The objective of this thesis is to elaborate a booklet which contains strategies and activities. It will help students to develop the four skills in order to use the most important strategies that help to acquire a second language such as the English language.

Besides, this research is based on the descriptive method because it describes and analyze the present reality in terms of facts, people and situations. Also, through this booklet people can know different aspects or events of the investigation.

The population of this research is formed by twenty six students, three teachers and one authority. The results will allow to know the factors to create a booklet based on strategies for facilitating the English teaching-learning process.

According to the information the researcher considers that this booklet is an innovative tool to generate student learning. Besides, it facilitates the teacher's job because students can learn English through interesting activities for developing their skills. This booklet contains different exercises for increasing the students' knowledge, such as; readings, writings, listening, and speaking exercises, pictures, grammar, puzzle and songs.

The present thesis investigation has been divided into three chapters:

The first chapter contains a clear description of the theoretical framework, which is based on each of the fundamental categories which have their respective websites and bibliography. All of these will be so essential to develop the English language.

The second chapter contains the Analysis and Interpretation of the results obtained through surveys applied to the authorities, teachers and students. The survey information is very important to prepare the respective interpretations, conclusions and recommendations which are important during the investigation.

The third chapter has the proposal design, which concerns the development of a booklet of strategies to improve the English language. The booklet is based on five units each one contains different exercises that facilitates student learning. So, it contains instructions to improve classroom management and it has interesting activities which help and motivate students in the teaching-learning process.

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CHAPTER I

1.1 BACKGROUND

In a field experiment, (Enmer, 1983) investigated the possibility of teachers adopting effective classroom management strategies based on previous research and whether their adoption would positively affect the managerial processes in their classrooms. (Pag 2)

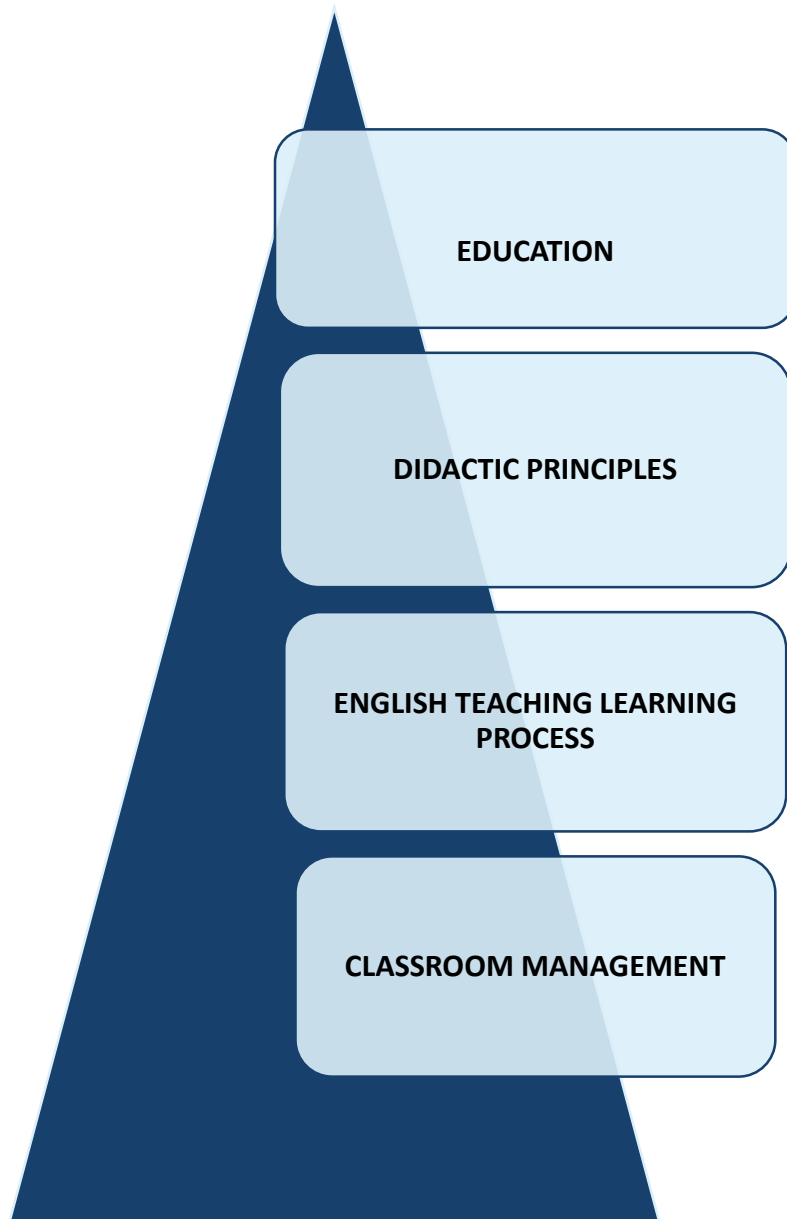
<http://citeseerx.ist.psu.edu/viewdoc/download?rep=rep1&type=pdf&doi=10.1.1.2.15.302>

Classroom management is very important to generate learning. That is why teachers need to use different methods, strategies and skills to create a good classroom environment which permit that the students acquire knowledge to generate a good teaching-learning process.

According to (Martin, 1993) explains that “It is of key importance to explore whether and how teachers’ classroom management beliefs affect teachers’ classroom management practices. It is also crucial to observe whether teachers’ classroom management beliefs and practices can influence classroom procedures. Teachers need to use different strategies and techniques to keep students organized, attentive during the class. The use of effective strategies help to improve classroom management in order to create a positive learning environment for all students”. (Pag 5)

There are different strategies to control the class which are important because help the students to increase their knowledge acquiring different skills which permit to participate in class, exchange ideas, work in group and establish a conversation between teacher and student that's why it is necessary to apply new strategies for creating a good teaching learning process because, when the teachers use new strategies to give the class, students will pay attention and they catch the information in an appropriate way.

1.2 MAIN CATEGORIES



1.3 THEORETICAL FRAMEWORK

1.4 EDUCATION

According to (LLOYD, 2001-2002) Education is considered as the process of educating or teaching. It also is defined as a process to develop the knowledge, skill, or character of students (p. 1)

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

Education is a process related to teaching and learning knowledge, skills and values because through education people can learn different things which permit to increase knowledge and develop different skills. Moreover, Education helps students in academic areas in order to achieve a good teaching learning process. Due to this, helps students to understand and develop different skills which allow to increase their knowledge.

(Lane, 2007-2008) Mentions that Education is a word derived from the Latin language “educare” that means bring up, and which is related with the word “educere” that means bring out, therefore, education means to form human beings in order that they transform the knowledge that they receive in the action, or experiences.

<https://sol.du.ac.in/Courses/UG/StudyMaterial/16/Part1/ED/English/SM-1.pdf>

Education is very important in the society because people can give or receive new knowledge, which is necessary to express their ideas or thoughts; also people can transform through education people can acquire knowledge in order to improve skills to achieve goals.

1.4.1 Education Importance

Education is more than reading, writing, and arithmetic. It is one of the most important investments that a country can make in its people and future, and is critical to reducing poverty and inequality.

Through Educating people can discover a set of things which are necessary to increase knowledge. Education also helps students to be critical people that can create opportunities to work in a better way.

On the other hand, the principal responsible in education are teachers and students for that reason they need to receive devices and orientations which bring ideas about how teacher control the class in order to work effectively and they need to know the kinds of strategies to apply in class to create a good environment between teachers and students. Moreover, there some types of education which is so important in the educational system, because through education people can be responsible, entrepreneurs, etc.

1.4.2 Types of Education

According (SAKI, 1987) mentioned that Educative system classification proposal, comprising formal, non-formal and informal education, their features and relations at the level of concepts and practical utilization is presented. Considering the problems arising from formal education, alternatives that displace the “center of gravity” from formal, to non-formal education processes are herein advanced, with regard to the advantages offered by the latter. The aspects relating to the creation of non-formal systems and their perspectives are also analyzed in the search for solutions to our current educational problems. (pag. 1-6)

<http://www.techne-dib.com.br/downloads/6.pdf>

Formal Education.

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. It is characterized by a contiguous education process named presential education. Through formal education people can acquire knowledge which is transmitted at recognized institutions and responds to a curriculum set by the state. This knowledge is transmitted in educational institutions, for that reason education is mandatory, planned, structured and long-term that provides a certification.

Formal education begins in elementary schools and continues with secondary school. It needs to meet a set of norms, for example: presenting a curriculum because it permits to know the progress of students in the educational process. This type of education offers degrees and diplomas, which are necessary to continue with the next learning. The purpose of formal education is that students acquire knowledge, and for this there is a teacher who provides them adequate knowledge. The professor also supports students to enhance their learning in order to acquire knowledge for that students develop skills and attitudes that are relevant, only be achieved through the support and the transfer of knowledge.

Non-formal education.

Non-formal education is related with adult basic education, adult literacy education, distance learning and computer-assisted instruction or school preparation. In it, people can learn different skills, but it does not require student's attendance. A non-formal education also can be found when the adopted strategy does not require student attendance, for example: Students study in their house,

read a book, complete extra activities, etc. In addition, non-formal education may be flexible and it adapts to the student needs. In addition, non-formal education is not limited to places or specific programming times, as in formal education. Students who receive formal education, only acquire a certificate, they cannot acquire a degree in general.

This education does not have a formal system. Also, through this student can do activities that have been created specifically to satisfy certain objectives, through this kind of education people can receive a distance education or a literacy program.

Informal Education

Informal education does not require planning or control of assistance because this education can develop in any part and can assist all people. In addition, this education does not take into consideration in the educational environment. Informal education is also acquired through everyday experiences and attitudes that occur in the life. These attitudes can be present in the environment in which we live, that is in the family and the community. This process is spontaneous, unplanned, without time or defined spaces and without defining objectives. This education is also based on the experiences that occur day to day, has no certification.

People can learn through informal educators such as the mass media, video games, magazines, museums, libraries, zoos, after-school groups and other community-based organizations and cultural institutions offer forms of informal education. There generally being no control over the performed activities, informal education does not of necessity regard the providing of degrees or diplomas; it merely supplements both formal and non-formal education.

1.5 DIDACTIC PRINCIPLES

According to (Marius-Costel, 2010) “The 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”.

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

The didactic principles are a set of basic rules used by teachers to do a good job in the teaching-learning process. The didactic principles are essential for effective learning. Teaching principles are transforming function, determine the content, methods, procedures, forms of organization and evaluation, in order to get good results.

It is necessary that the teacher knows the didactic principles to be applied in class, in order to capture the attention of students producing in them the desire to learn a language and participate in the classroom activities.

1.5.1 General Didactic Principles

In the framework of didactics and methodology there are some general didactic principles, which deal with a pragmatic approach in teaching. Didactic principles govern the contents, methods and organization of teaching.

The following principles should be considered as rules for learning situations, which are described according to experiences in the teaching practice.

Principle of activity: A learner learns best by doing. Therefore it is necessary to organize a learning situation, which includes a lot of activities. It is necessary to include a lot of activities for the students can practice more during the class.

Principle of combining theory and practice: Whatever will be taught and learned should have a relevance to the actual practice. This promotes the willingness to learn, because trainees realize the application of knowledge in practical situations. That is why students need to put in practice their knowledge doing different task.

Principle of comprehensibility: Contents must be prepared in such a way that they match the learner's level of prior knowledge and their capacity for understanding. Moreover, the learning material should always be adapted to the level of knowledge of the learners. The language of trainer has also to match the language of learners avoiding unnecessary difficult technical terms.

Principles of using examples: The teacher should always look for a good practical example, a model, a fundamental or a typical good example, which can be used to make the contents easier to understand in an appropriate way. It is necessary for the students learn in an easy way.

Principle of didactic reduction: Reduce complex and complicated contents in order for students can understand. A good teacher is one, who can explain a complicated matter in easy words using different examples to facilitate learning.

Principle of transfer of knowledge: The teacher has to bear in mind that the knowledge has to be transferred by trainees to the practical life. Furthermore,

knowledge needs to be applied and tested in various situations or activities which will be created by the teacher.

Principle of securing results: Whatever is seen, heard or done once only will be forgotten easily. For that reason teacher needs to apply exercises, tests, assignments and questions to improve learning. On the other hand, it will be necessary to assess and evaluate the success of learning, to provide feedback to teachers and students.

1.5.2 Techniques and Didactics Strategies

With regard to the techniques and teaching strategies the teacher should investigate, select the most appropriate, according to the variables that determine a learning environment:

- The teaching style, the teacher how to exercise direction and control of learning.
- The tasks of learning and teaching duties.
- Expectations that require more work to students.
- Cooperation and responsibility of students in academic tasks.
- The positive acceptance of students, affection and no sarcasm that inhibit learning.
- The structure established how to learn values and attitudes that guide the student's behavior.

Among the didactic principles to be applied are:

Connect with previous ideas: During the learning process is necessary to make a connection with the previous ideas that the student has, as this will help them to organize their ideas well and knowledge to enhance a logical thinking in learners.

The ideas are very important to exchange different opinions. The ideas allow people to have critical thinking to express their opinions when making any decision. Learning requires that the person feels good in the learning situation so from an emotional point of view, using previous ideas to improve learning.

Motivation Activities: These are activities that help to motivate students to find meaning in what they do show enthusiasm to achieve a goal or achievement, for example: understand, interact and arouse their interest in something they want to learn or take, this also helps to interact with others up feeling part of the group that forms as they all have the opportunity to participate and exchange their views.

This topic is important to motivate the students, so the students have a good development in their activities. Motivation as a driving force is an important element in any field of human activity, but in education it needs more to encourage students to adopt new study and new activities.

According to research it can be mentioned that the use of new activities in class helps students to make more interesting things, allowing to increase their motivation to implement new strategies to improve the teaching-learning process in order to elevate their quality of life.

Activities for understanding and internalization of content: The content must be dosed depending on the process of teaching and learning, combining inductive and deductive thinking. Stimulate research and discovery. The contents should provide clear and precise so that there is better understanding, fostering research and extra work to be performed by students daily. Similarly, the contents help students to think and participate in a flexible way and always when the contents are new to arouse the interest of each student. On the other hand, teachers should implement some activities that help them in the teaching learning process so; students need to use contents in order to help them to resolve troubles and build a clear and precise argument.

1.6 ENGLISH TEACHING LEARNING PROCESS

(Banks, 2000) English Teaching Learning plays an important role in education because it involves many factors that permit to improve the educational system. Moreover, teachers need to use different strategies and methods to do the class more interesting in order to students can acquire and improve knowledge during the learning process. (pag. 3)

<http://www2.ncdhhs.gov/dhsr/hcpr/pdf/PrinciplesofAdultLearning2007.pdf>

During the teaching-learning process is necessary that teacher and students work together to interact and promote behavioral changes during the class because a good teaching learning process help to understand and express different context to discover different manners to understand some context.

Acording to (Bruner, 1977) “Teaching-learning process is the heart of education. On it depends the fulfillment of the aims & objectives of education. It is the most powerful instrument of education to bring about desired changes in the students.

In teaching - learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal”.

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

English teaching language in the educational sphere is very that is why the use of, the techniques are necessities because increase students' knowledge. There are some aspects of the English language that teachers must take into account in order to use new strategies, procedures and materials that help to develop educational skills.

1.6.1 Strategies for teaching-learning English

According to the investigation there are lists of strategies which can be useful for education development.

Problem-based Learning

According to the investigation PBL is a methodology focused on learning, research and reflection followed by students to have a solution of a problem posed by the teacher. Students try to solve a problem or situation without the help of the teacher in order to acquire knowledge and skills to achieve certain learning objectives.

Role Playing

Role playing is learning strategies that help students to understand different situations through representations in order to increase their capabilities. In

addition, students learn to work in groups in order to exchange ideas or roles that they play.

Concept maps

A concept map is a strategy that through a graphical chart can represent a number of concepts. On the other hand, through concept maps students can organize different ideas, encourage reflection, analysis and creativity. The use of concept maps allows creating a meaningful learning because it helps students to understand faster memorizing certain definitions that connect different concepts.

Brainstorming

Through certain research Brainstorming is a strategy that can work together. It is used to find solutions to a problem through spontaneous ideas. Brainstorming is a suitable method for generating ideas. Also, through brainstorming students can exchange different points of view that contribute to generating better ideas in each student.

1.6.2 Learning Strategies

There are different strategies that help to improve the teaching-learning process. All of these strategies will allow students to achieve an adequate education to develop abilities and increase their performance in the educational system.

Reading Comprehension

(RAMIREZ ROMERO, y otros, 2012) States the following:

Several authors report that the use of reading comprehension strategies in English positively affects students' achievement. Bencomo y Moncivaez (2003) report that the use of reading comprehension strategies allows students to better assimilate information in the foreign language, and the students in the study expressed that these activities were helpful in improving their performance (p. 8)

http://www.riseu.unam.mx/documentos/acervo_documental/JLRamirez_Research_inenglish.pdf

The reading comprehension is defined as the level of understanding of a text which is very important to implement in the classroom to develop skills that allow students to have a critical and logical thinking. Reading comprehension helps to recognize words, to understand the meaning of a text to give meaning and then transmit it properly. Also, reading comprehension permits to increase the ability to read, it is necessary to build skills to develop reading and correctly.

To make a good reading is important to understand the principal idea and encourage reading in the students so that through it, they can expand their knowledge, giving their views, interacting and participating in class, so it is necessary that students understand certain information and summarize in their own words and give meaning to the text.

Listening Comprehension

Listening comprehension is a very important skill because it helps students to understand the true meaning of the words you hear relating them to each other.

This ability also helps to be good communicators and good listener. For this, it is recommend putting attention to listening to the words that are mentioned, in order to understand the meaning.

For example, to develop listening comprehension in English, it is important to see films, videos, TV shows, listen to music in English, recordings, news, etc. All this would be done repeatedly so that there is a positive result in learning the English language, strengthening pronunciation, grammar, vocabulary, and especially as it relates to language learning.

Writing Strategy

The writing process allows students to learn to write in different contexts, using new vocabulary and fostering creativity. It has been possible to demonstrate that most students lack vocabulary for this reason their grammar is not correct and his works have enough orthographic errors. This is one of the reasons why students copy their work either internet or some book. This problem is more complex in the case of another language such as English writing is very difficult for this should include different activities that students must perform as: check writing, drafting of ideas, review new vocabulary exercises related to grammar, graphic organizers, brainstorming, etc.

Speaking Strategy

(RAMIREZ ROMERO, 2012) In his research mentions the following:

A further study on oral production in the classroom reported that students found the classroom as appropriate for speaking practice. However, they considered the time designated for this skill as not sufficient, and the teachers' inadequate

application of strategies as making speaking more difficult for them. In this study, both students and teachers agreed that the use of creative techniques such as conversation clubs could be a possible solution to this situation (p. 11)

http://www.riseu.unam.mx/documentos/acervo_documental/JLRamirez_Research_inenglish.pdf

Speaking of one of the most important skills in the English language since by these students can communicate with a lot of people. Moreover, capacity expresses thought about reviews, sentiments, which are important to build a good atmosphere. Additionally, through communication, they can communicate with the other, expressing ideas and to know different opinions.

In addition a classroom, for example, the teacher must teach students to participate and give their opinions, establish a conversation between student-teacher because speaking is very important to transmit ideas and different points of view with other people.

The ability to speak offers several advantages; one of them can be through communication people share ideas and experiences with others because it permits to understand the reality of life in order to learn new ways of communicating.

1.6.3 Types of Strategies

Cognitive strategies: These strategies are related to the mental operations of students. Protrude synthesis operations, analysis, and also inductive and deductive reasoning.

Cognitive strategies refer to processes and behaviors that students use to enhance their learning ability and memory, particularly those that come into play when

performing certain activities. These strategies are related with learning tasks and are used by students when they are learning any topic, or when they use a specific technique to do a task.

Metacognitive strategies: Metacognitive strategies is to think about the mental processes used in the learning process, control learning as it takes place, and evaluate it once completed. Moreover, metacognitive strategies can be used when students begin to learn a language.

For example:

- ✓ Plan ways to remember new words that students hear in conversations with native speakers.
- ✓ Decide what the most effective ways to discover grammar rules are.

Communicative Strategies: These strategies help students overcome the various problems that occur in communication, both oral and written.

Some examples are:

- Gestures.
- The request for cooperation.
- The request for clarification.
- The invention of words.
- The detour to avoid the difficulty
- The repeat request.

Affective strategies: They help to overcome situations of anxiety, lack of confidence, etc. And so increases motivation.

Effective strategies are related to the managing emotions, both negative and positive. The relationship between affective strategies and learning help students to have a good learning.

Social strategies: These facilitate and improve the relations between students, between students and teachers, to facilitate the acquisition of new language and new culture. Social strategies allow interaction with others, asking the help of other participants in order to carry out the interaction with other people.

Example: Learning can be enhanced when people interact with each other to clarify a confusing point or when they participate in a group discussion or cooperative learning groups to solve a problem.

1.7 CLASSROOM MANAGEMENT

According to (Abbot, 2014) “Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning”.

<http://edglossary.org/classroom-management/>

The use of interesting strategies help to improve classroom in order to develop a good academic performance. Teachers must also implement new activities to teach the English language, this will help to motivate students and to be an

effective teacher. Today classroom management plays an important role in education because teachers are primarily responsible for establishing the good behavior and get the attention of students in order to get their cooperation.

(Thomas, y otros, 2006) Say that “Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement”.

<http://www.apa.org/education/k12/classroom-mgmt.aspx>

To create a dynamic class and students work in a better way, the teacher has to apply some classroom management strategies which assist in the teaching and learning process. Strategies to facilitate the job that the teacher has, for example: interact programs, motivates learners, apply rules, use interesting methods in the classroom, interacting with students, to maintain a certain discipline or resolve various conflicts. The teacher can create appropriate environmental conditions, control of space, time, material, through the use of new strategies. Teachers can help to know and improve student learning styles.

Many times the bad behavior of the students in class occurs for different reasons; in some cases, the cause is found in the student himself, in others, in the family, and sometimes, poor school organization, or even inadequate physical structure, are generators of conflict. For this reason, it is necessary to know how to help to create a good academic environment, with the implementation of certain strategies to develop our work in the best conditions.

The most important part of teachers is to know how to manage a classroom using different strategies to increase the knowledge of students. For this reason, the

teachers need to know some strategies to help to prevent some of the conflicts that occur more frequently in the classroom.

1.7.1 Tips and techniques for effective classroom management

Be fair, firm and consistent: The teacher should be prepared correctly to orient the student learning. A good teacher is not the student's best friend, a good teacher is teaching to the students to trust in themselves, demanding the active participation of each of them to acquire knowledge, skills, attitudes and ideals.

This function consists in guide education to promote reflection, creativity and willingness to research in order to acquire knowledge.

According to the research (Tesall, 2013) states that “Establish clear rules from day one and be consistent in applying them: Don’t suddenly start yelling at your students or engage in erratic behavior”.

<http://www.tesall.com/tesol-teaching/category/classroom-management/>

To create a positive environment in the classroom is necessary to establish certain rules that help in the teaching-learning process. These rules must be established the first day of class where students begin to meet the teacher, looking his behavior, therefore it is advisable to show a firm attitude in front of students to provide students clear expectations of responsibility and respect.

Demonstrate, not explain: Students need teachers use different teaching techniques so they can understand some contexts. For this reason, it is important that students learn new study techniques to develop skills that permit to improve the academic performance of each student. In addition, teachers need to analyze

and to explain the factors that involved in the development of any work to act strategically in the classroom.

Establish rules and routines: According to research, teachers must establish certain rules and routines that students must perform in their learning. In addition, the teacher must have a schedule for each activity that will perform in the classroom. The teacher must be firm when making any decision by students respect the established rules so that there is order and discipline to that they can depend for themselves to make the correct decisions. The norms established in the classroom help to maintain the order and respect between student and teacher.

Despite establishing rules and routines in class, students need the support and understanding of teachers to do things better, following the set rules by their teacher, building the educational development to better understand the behavior of each student.

Praise and encourage good behavior: Some research established that to encourage a good behavior, it is necessary an opened communication between student and teacher, students have the confidence to tell anything to their teacher. In addition, you must never use a destructive criticism that affects the student because it causes serious problems in the student development. The best to encourage the students' performance is to increase good behavior with words of praise because it permits to feel insurance themselves and proud of their skills. Also, they learn in a better way when they receive praise for good behavior.

Vary your teaching style: The teaching-learning process should be systematic and organized, it is necessary that the activities are done in a better way to achieve a different learning. In addition, it is necessary that the teacher knows a variety of strategies to achieve a meaningful learning. To teach a class the teacher should

take the time to do different activities and to achieve the attention and participation of the students.

It is necessary to use different teaching styles to catch the attention of each student in the classroom. A good teacher is a person that uses a lot of things to teach for example: present a video, sing a song, do a conversation, work in groups, warm up, describe a person, etc.

1.7.2 Strategies for effective student Discipline

Have a Positive Attitude

The attitude in the classroom is very important. Teachers must have a positive attitude, because it allows students to have trust in themselves to solve different problems in a satisfactory manner. When there is no a positive attitude of the teacher; students do not have a desire to learn and the problems will be evident and difficult to solve. The positive attitude of teachers towards students is essential for guiding different activities because the teacher is the principal leader of the class. In some cases the teacher helps the regulation of conflicts and promotes a comfortable environment in the class.

Set Your Expectations Early

(DERRICK, 2015) Mention the following.

Do not go into the school year trying to be your students' friend. You are the teacher and they are the students and those roles should be clearly defined from the beginning. Students need to be aware at all times that you are the authority figure. The first day of school is one of the most important in how your classroom

management experience will go throughout the year. Start out extremely tough on your students and then you can back off some as the year goes along. It is important that your students know from the beginning what your rules and expectations are and who is in charge.

<http://teaching.about.com/od/classroommanagement/tp/Classroom-Management-Tips.htm>

Develop a Good Rapport with Your Students

The teacher is a fundamental post in the learning process. Through teaching the student can acquire knowledge, values and teachings that will guide all their life. Therefore, to create a good relationship in class, the teacher needs to give a little time to pay attention to the necessities and concerns of each student.

Therefore, the teacher must create an atmosphere of confidence to learn and improve each class in a better way. The teacher needs to show to their students the love for their work. This is a good criterion to relate with them because it help students to feel safe in front of teachers, so students have confidence, producing a good relationship.

According to the research, it mentions that despite showing authority over the students is important to build a friendship relation with them to know their tastes, their problems, dislikes, etc. With a positive attitude the teacher generates trust in the students. Also, the teacher can create some activities that help students to participate and learn.

1.7.3 Learning Environment

In this investigation (BROWN, 2005) mentions the following:

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom (p. 1)

<http://www.johnseelybrown.com/newlearning.pdf>

The learning environment relates to the various sites where students acquire knowledge. The environment helps the student's learning with different levels of possibilities and limitations in its development. When there is a good atmosphere, students have the opportunity to discover new experiences.

Learning environment also allows teacher to find new opportunities that serve as instruments for the student's formation, which lead people to implement changes in the teaching-learning process, for example, teachers and students are the main participants to create new spaces in the classroom in order to develop new skills.

Teachers influence a lot to create a learning environment, including their participation in the teaching-learning process, their encouragement, motivation help students to be good learners. The learning environment should encourage independent learning, resulting in students take responsibility for their own learning process; moreover, it creates opportunities for interaction among students in which learning generates collaborative and participatory work.

Classroom Environment

The classroom environment creates the students' first impression of what to expect from that class and teacher. Make it a positive one by taking the following into consideration:

- Providing an inviting classroom climate (seating arrangement, what's on the walls, etc.) leads to appropriately behaved students.
- Be sure there is adequate space for "traffic flow".
- Stand by the door and greet the students as they enter the room.
- Be sure the room is arranged in a way for all students to see whiteboard, demonstration area, etc.
- Arrange the room in a way that the teacher can monitor all areas at all times.
- Recognize positive behaviors.

1.7.4 Importance of Effective Classroom Management

- Effective use of classroom management techniques can dramatically decrease the disruptions in your classes.
- Students in classes where effective management techniques are employed have achievement higher than students in classes where effective management techniques are not employed.
- It is not possible for a teacher to conduct instruction or for students to work productively if they have no guidelines for how to behave or when to move about the room, or if they frequently interrupt teacher and one another.

- Students in the class where rules and procedures were implemented might have been less disruptive by their very nature than students in the class that did not implement rules and procedures.

Rules and Procedures

- Effective classroom management needs good rules and procedures
- Rules and procedures vary from one teacher to another and from one classroom to another.
- The most effective classroom management involves the design and implementation of classroom rules and procedures.
- Rules and procedures should not simply be imposed on students. The proper design of rules and procedures involves explanation and group input. Explanation is important in helping the students to see the need for the rule therefore to accept it.

Ten Tips for Classroom Management

How to improve student engagement and build a positive climate for learning and discipline

1. Build Community
2. Design a Safe, Friendly, and Well-Managed Classroom Environment
3. Include Students in Creating Rules, Norms, Routines, and Consequences
4. Create a Variety of Communication Channels
5. Always Be Calm, Fair, and Consistent
6. Know the Students You Teach

7. Address Conflict Quickly and Wisely
8. Integrate Positive Classroom Rituals
9. Keep It Real
10. Partner with Parents and Guardians

1.7.5 Classroom Management Strategies

Classroom management strategies focus on the students' behavior in the classroom, it is necessary to avoid disruptive behaviors. To prevent student misbehavior it is necessary that teachers implement strategies for classroom management.

Create a classroom management plan: A classroom management plan is crucial in the classroom because it should be posted during every lesson in order to reduce the misbehavior.

Understand the power of day 1: Day 1 is the most important day you will spend with students because you set the tone for the classroom and the rules and class norms are established. Moreover, it is necessary to create a good environment, inviting, and inclusive.

Create an agenda for each day: Start each lesson on time and quickly review what is listed on the agenda for the lesson. Also this helps students understand there is a routine followed during your class time and a predictability of what is coming up next.

Be genuine and sincere with praise: While praise is very important and is often times a great prompt to the class acknowledging appropriate behavior. It is important to find ways to offer genuine praise and feedback to the students.

Balance teaching and facilitating: While maintaining fidelity to the curriculum, look for ways to balance teaching and facilitating. Look for opportunities to have students actively respond and participate.

Circulate the room: Teachers should circulate the room as a way to keep students engaged and attentive. It permits to check students during the class.

Be effective when giving instructions: It is important when giving instructions to provide information in a way that is clear and concise. Use a clear firm voice and repeat each instruction.

Integrate students' interests when appropriate: It is important to apply different games in order to motivate students and facilitate their learning.

Effective Classroom Management Plan.

- ✓ **To assist students to keep task focus.** Research demonstrates a significant relationship between the amount of content covered and student learning.
- ✓ **To reduce distraction from learning.** This is an extension of the goal to keep student task focused.

- ✓ **To organize and facilitate the flow of learning activities.** Assess to learning is assisted by the development of rules and routines that increase involvement and participation. Therefore, management goal must complement learning goal.

- ✓ **To help the students to manage themselves.** That is, to assist students to take responsibility for their own actions as they impact their work within the classroom.

CHAPTER II

2.1 BRIEF HISTORICAL OUTLINE OF “EDUCATIVE UNIT ARTISANAL LATACUNGA” HIGH SCHOOL

“Latacunga Educative Unit” was founded on August 17th, 1966. It has gone through 49 years of academic training and it has as “Latacunga Artisanal Educative Unit” (UDEAL).

The founders of the institution were the lawyer Jose Vargas and her sister Martha Vargas, who currently has the position of Director of the institution. Actually “Latacunga Artisanal Educative Unit” offers an integral formation in technical bachelor.

UDEAL offers specialties of Fashion Design, Beauty and Cosmetology, which after three academic years of study, the lady students obtain the title of Technical Bachelors in the mentioned specialties.

The degrees that the institution give at “Latacunga Artisanal Educative Unit” are supported by the Ministry of Education, the Ministry of Labor Relations and National Defense Board Artisan.

2.2 MISSION

“Latacunga Artisanal Educative Unit” (UDEAL) is an institution of technical education of middle-level, we form graduates in craft branches through authorized pedagogical processes in which participate all levels of the educational community.

2.3 VISION

“Latacunga Artisanal Educative Unit” seeks training for freedom, a personalized education, academic excellence, allowing projected as the best educational institution of artisanal secondary level, thus the institution intends to deliver agents of change in society.

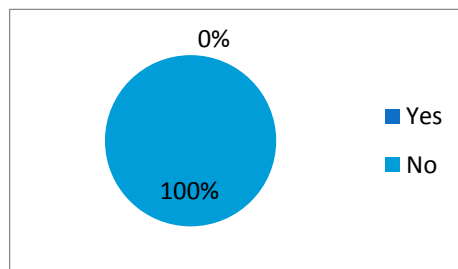
2.4 ANALYSIS AND INTERPRETATION OF RESULTS, OF THE SURVEYS APPLIED TO STUDENTS AT “LATAACUNGA ARTISANAL EDUCATIVE UNIT”

1. Do you know what classroom management is?

CHART N. 1

Option	Students	Percentage
Yes	0	0
No	26	100%
Total	26	100%

GRAPHIC N. 1



Source: Students at “Latacunga Artisanal Educative Unit”

Elaborated by: The researcher

According to this question, 26 students that correspond to 100% said they do not know what classroom management is.

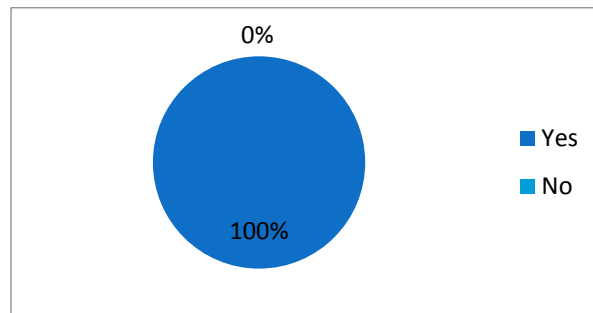
According to the question the students answered they do not know what is classroom management, however, it is very important to bring this topic to improve classroom management and create a good learning environment in the classroom.

2. Do you believe that teachers need to apply different strategies to teach English Language?

CHART N. 2

Option	Students	Percentage
Yes	26	100%
No	0	0%
Total	26	100%

GRAPHIC N. 2



Source: Students at “Latacunga Artisanal Educative Unit”

Elaborated by: The researcher

In accordance to this question, 26 students represented by 100% replied teachers need to apply different strategies to teach English Language.

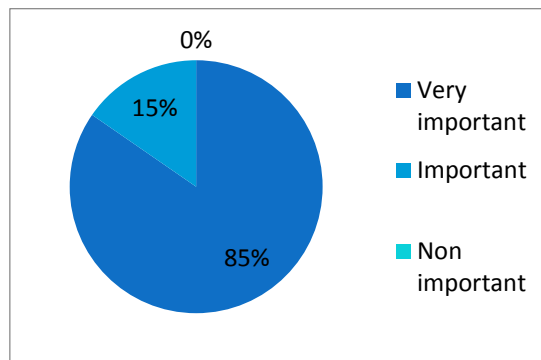
The application of different strategies is very important to improve and facilitate the teaching-learning process because it helps students to develop skills using the contents for thinking and participating in a flexible way. In addition, the use of new strategies allow teachers to do their class more participatory in order to motivate students.

3. How important is to use different strategies to learn English?

CHART N. 3

Options	Students	Percentage
Very important	22	85%
Important	4	15%
Non important	0	0%
Total	26	100%

GRAPHIC N. 3



Source: Students at "Latacunga Artisanal Educative Unit"

Elaborated by: The researcher

According to the students' point of view 4 students that correspond to 15% said the use of different strategies is important. On the other hand, 22 students represented by 85% express that is very important to use different strategies to teach and learn English.

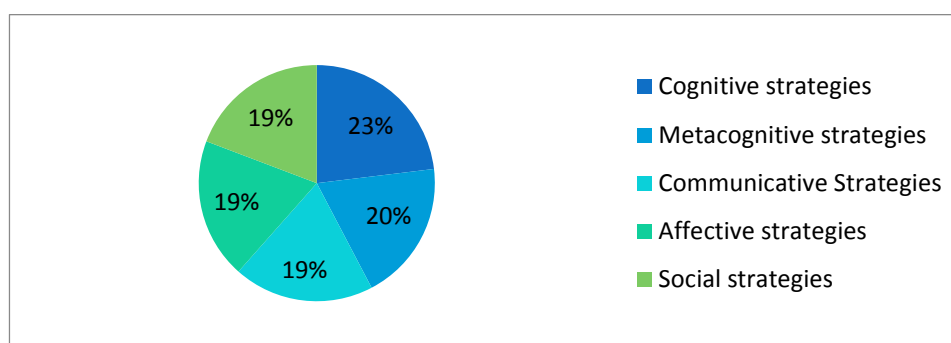
Today the use of different strategies to teach and learn English is so important because interesting strategies motivate students to learn new vocabulary and grammar to increase the English language.

4. What's the best strategy to learn English in a better way?

CHART N. 4

Options	Students	Percentage
Workshops	6	23%
Remember stories	5	19%
Conversations	5	19%
Games	5	19%
Work in group	5	19%
Total	26	100%

GRAPHIC N. 4



Source: Students at "Latacunga Artisanal Educative Unit"

Elaborated by: The researcher

According to this question, 6 students represented by 23% answered that workshops are the best strategies to learn English, and 5 students correspond to 19% mentions Remember stories are the best, and 5 students represented by 19% said Conversations are the best. On the other hand, 5 students that correspond to 19% express games are the best, finally 5 students that correspond to 19% mentions that work in group are the best.

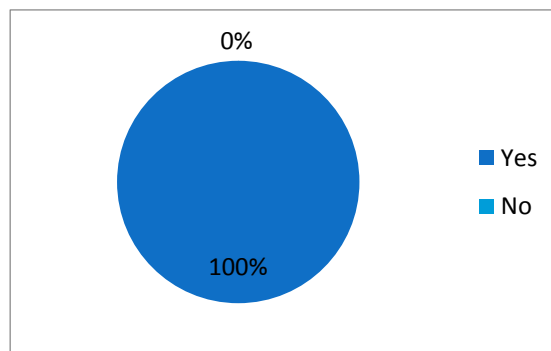
There are a lot of strategies to increase English language, but students think that workshops help them to facilitate their academic performance because it will permit to increase their knowledge using new strategies.

5. Do you agree that it is necessary to apply activities in the classroom?

CHART N. 5

Options	Students	Percentage
Yes	26	100%
No	0	0%
Total	26	100%

GRAPHIC N. 5



Source: Students at “Latacunga Artisanal Educative Unit”

Elaborated by: The researcher

According to question five, 26 students that correspond to 100% replied it is necessary to apply activities in the classroom.

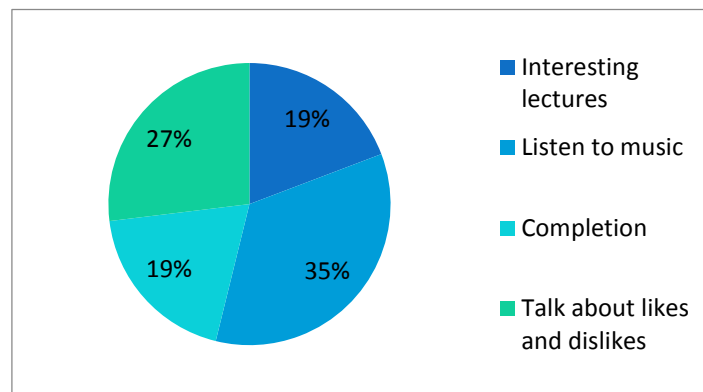
To generate learning in the students is important to use different methods, strategies and tools; which help students to interact in the classroom; participating and generating knowledge. Interesting activities facilitate the students learning developing their skills.

6. What's the best activity that teachers must use to teach English.

CHART N. 6

Options	Students	Percentage
Interesting lectures	5	19%
Listen to music	9	35%
Completion	5	19%
Talk about likes and dislikes	7	27%
Total	26	100%

GRAPHIC N. 6



Source: Students at "Latacunga Artisanal Educative Unit"

By: The researcher

According to the students' point of view 5 students that correspond to the 19% said the best activity that teachers must use to teach English is interesting lectures, 9 students represented by 35% mentions listening to music is the best, and 5 students that correspond to the 19% replied completion is the best. On the other hand, 7 students represented by 27% express talk about likes and dislikes are the best strategy to learn English.

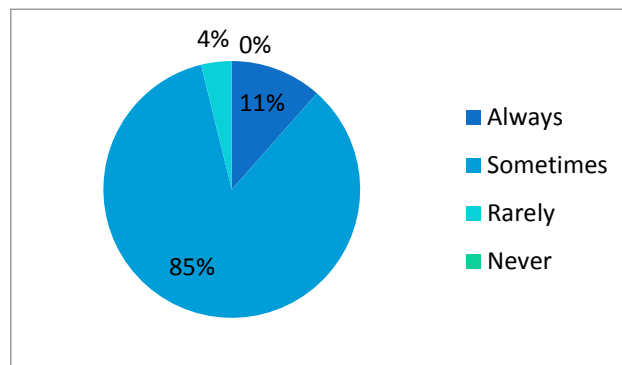
Teachers need to use different activities to teach English in order to help students to increase their knowledge because it encourages students to put in practice different ways to increase their English Language.

7. Do you listen to music for increasing your English?

CHART N. 7

Options	Students	Percentage
Always	3	12%
Sometimes	22	85%
Rarely	1	4%
Never	0	0%
Total	26	100%

GRAPHIC N. 7



Source: Students at "Latacunga Artisanal Educative Unit"

Elaborated by: The researcher

According to the students' point of view 3 students that correspond to the 11% replied they always listen to music for increasing their English, and 22 students represented by the 85% mentioned they sometimes listen to music. On the other hand, 1 student represented by 4% expresses they rarely listen to music for increasing their English.

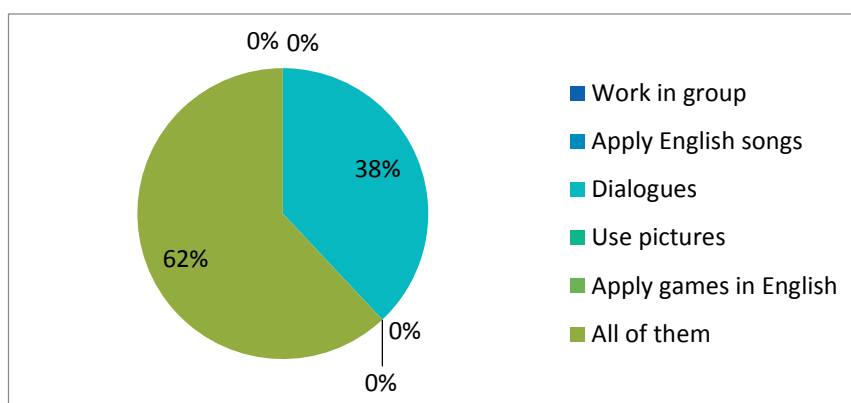
Today listen to music is so important for increasing the English language because through music students can learn new vocabulary and grammar to communicate with other people.

8. What's the best strategy for learning English?

CHART N. 8

Options	Students	Percentage
Work in group	0	0%
Apply English songs	0	0%
Dialogues	10	38%
Use pictures	0	0%
Apply games in English	0	0%
All of them	16	62%
Total	26	100%

GRAPHIC N. 8



Source: Students at "Latacunga Artisanal Educative Unit"

Elaborated by: The researcher

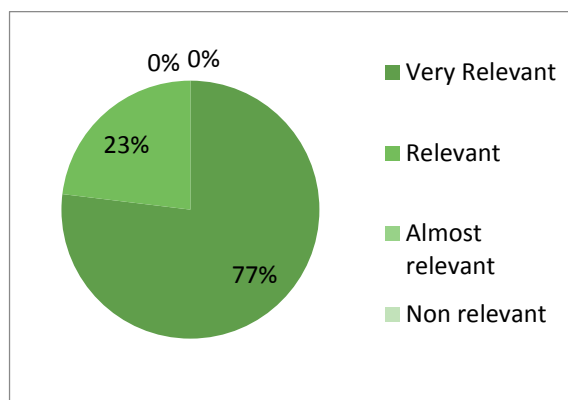
According to the students' point of view 10 students that correspond to 38% replied that the best strategy for increasing the English language are dialogues, and 16 students represented by the 62% mentioned that the best strategy are all. The use of interesting strategies in the classroom are necessary to motivate students because through these students can work in class in an appropriate way which facilitate they learning. Moreover, students think that dialogues are the best strategy to learn English.

9. How relevant do you consider the Methodological Strategies for learning English?

CHART N. 9

Options	Teachers	Percentage
Very Relevant	20	77%
Relevant	6	23%
Almost relevant	0	0%
Non relevant	0	0%
Total	26	100%

GRAPHIC N. 9



Source: Students at "Latacunga Artisanal Educative Unit"

By: The researcher

According to this question, 20 students that correspond to the 77% said that the elaboration of didactic booklet based on Classroom Management Strategies is very relevant. On the other hand, 6 students represented by 23% express that this booklet is not relevant.

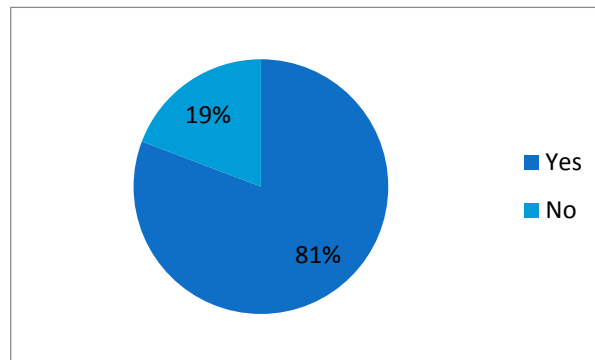
It is so relevant the application of different strategies in class because it helps teachers and students to increase the English Language, using different ways to improve the teaching-learning process. Moreover, these activities arouse the student's interest and motivate them to improve their learning.

10. Do you believe that the elaboration of didactic booklet based on Classroom Management Strategies would help students to learn English in a better way?

CHART N. 10

Options	Students	Percentage
Yes	21	81%
No	5	19%
Total	26	100%

GRAPHIC N. 10



Source: Students at “Latacunga Artisanal Educative Unit”

By: The researcher

According to the results, 21 students that correspond to the 89% replied the elaboration of didactic booklet based on Classroom Management Strategies help teacher and students. On the other hand, 5 students represented by 19% express this booklet does not help teacher and students.

This booklet would help teachers and students because teacher needs to improve classroom management for that reason it has different strategies to assist students in the academic performance in order to facilitate the students learning.

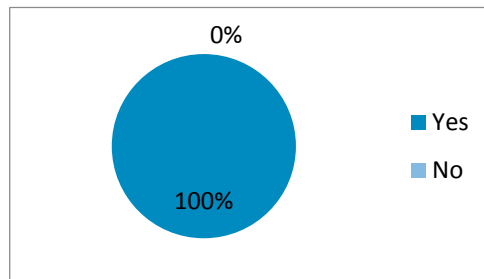
2.5 ANALYSIS AND INTERPRETATION OF RESULTS OF THE SURVEYS APPLIED TO TEACHERS AT “LATACUNGA ARTISANAL EDUCATIVE UNIT”

11. Do you believe that the English language is important in the educational system?

CHART N. 11

Options	Teachers	Percentage
Yes	3	100%
No	0	0%
Total	3	100%

GRAPHIC N. 11



Source: Teachers at “Latacunga Artisanal Educative Unit”

Elaborated by: The researcher

According to teachers' point of view 3 teachers that correspond to the 100% said that learn English is important in the educational system.

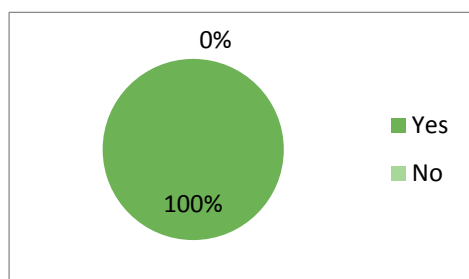
English Language is necessary in education because it helps people in different areas; especially help students to learn a new language, which permits to interact with other people exchanging ideas and viewpoints, so this resource is important to achieve learning objective.

12. Do you apply an appropriate classroom management?

CHART N. 12

Options	Teachers	Percentage
Yes	3	100%
No	0	0%
Total	3	100%

GRAPHIC N. 12



Source: Teachers at "Latacunga Artisanal Educative Unit"

Elaborated by: The researcher

According to the results, 3 teachers represented by 100% replied that they apply an appropriate classroom management.

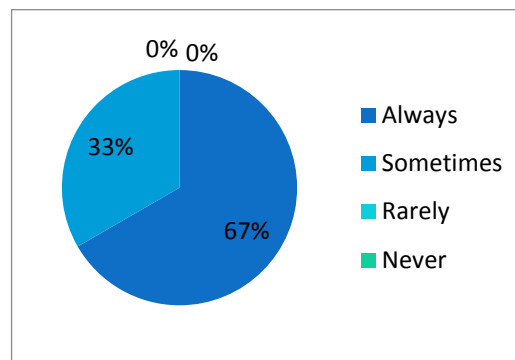
Classroom Management is very important to control the class and generate learning. That is why teachers apply different methods, strategies and skills to create a good classroom environment, which help students to acquire knowledge for generating a good teaching-learning process.

13. Do you motivate your students during the class?

CHART N. 13

Options	Teachers	Percentage
Always	2	67%
Sometimes	1	33%
Rarely	0	0%
Never	0	0%
Total	3	100%

GRAPHIC N. 13



Source: Teachers at "Latacunga Artisanal Educative Unit"

Elaborated by: The researcher

According to this question, 3 teachers that correspond to 67% replied they motivate to their students during the class. On the other hand, 1 teacher represented by 33% expresses sometimes motivates students.

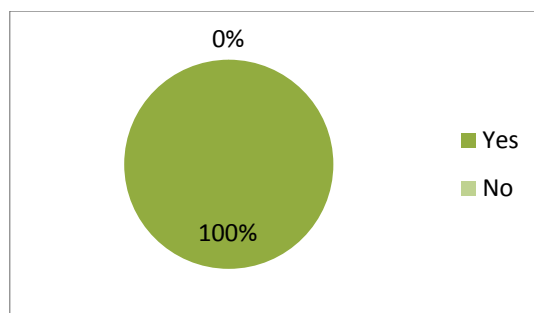
The researcher considers, it is necessary to motivate students during the class because it helps students to increase their knowledge. Moreover, it permits to participate in class, exchange ideas, work in group and establish a conversation between teacher and student for creating a good teaching learning process.

14. Do you agree that it is necessary to apply interesting activities in the classroom for developing the English teaching process?

CHART N. 14

Options	Teachers	Percentage
Yes	3	100%
No	0	0%
Total	3	100%

GRAPHIC N. 14



Source: Teachers at “Latacunga Artisanal Educative Unit” High School

Elaborated by: The researcher

According to the results, 3 teachers represented by 100% answered that it is necessary to apply activities in the classroom for developing the English teaching process.

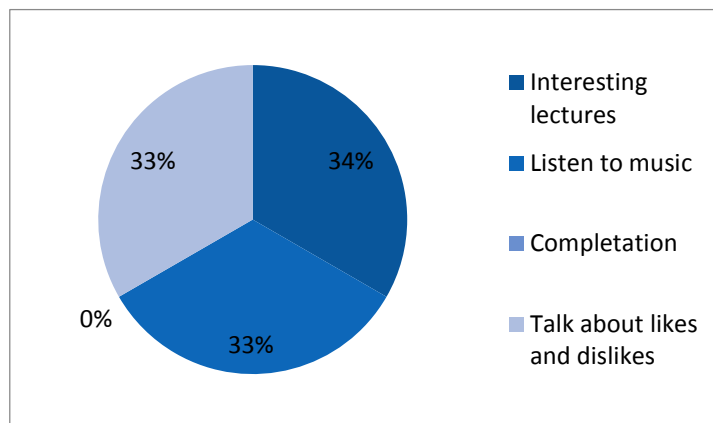
It is important to apply activities in the classroom for increasing teaching-learning process because students need to be exposed to different of ways for learning English Language. This will support them to resolve trouble and state a clear and precise argument. For this reason teachers need to use the best methodological strategies to teach English.

15. What's the best activities that you use to motivate students?

CHART N. 15

Options	Teachers	Percentage
Interesting lectures	1	33%
Listen to music	1	33%
Completion	0	0%
Talk about likes and dislikes	1	33%
Total	3	100%

GRAPHIC N. 15



Source: Teachers at "Latacunga Artisanal Educative Unit"
Elaborated by: The researcher

According to teachers' point of view 1 teacher that corresponds to 33% said he uses interesting lectures to motivate students during the class. On the other hand, 1 teacher represented by the 33% answered he uses music for motivating students during the class and 1 teacher represented by 33% expresses he talks about the likes and dislikes for motivating students.

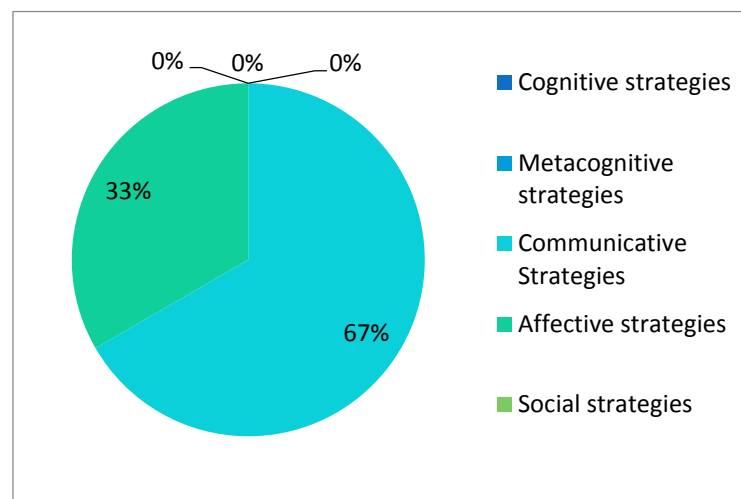
There are a lot of activities for motivating students in the classroom that is why teachers recommend to use interesting activities to improve the students learning in order to enhance their academic performance.

16. What's the best strategy to teach English in a better way?

CHART N. 16

Options	Students	Percentage
Cognitive strategies	0	0%
Metacognitive strategies	0	0%
Communicative Strategies	2	67%
Affective strategies	1	33%
Social strategies	0	0%
Total	3	100%

GRAPHIC N. 16



Source: Teachers at "Latacunga Artisanal Educative Unit"

Elaborated by: The researcher

According to this question, 2 teachers that correspond to the 67% replied the best strategy to teach English are Communicative Strategies. On the other hand, 1 teacher represented by the 33% said that Affective Strategies are the best to teach English.

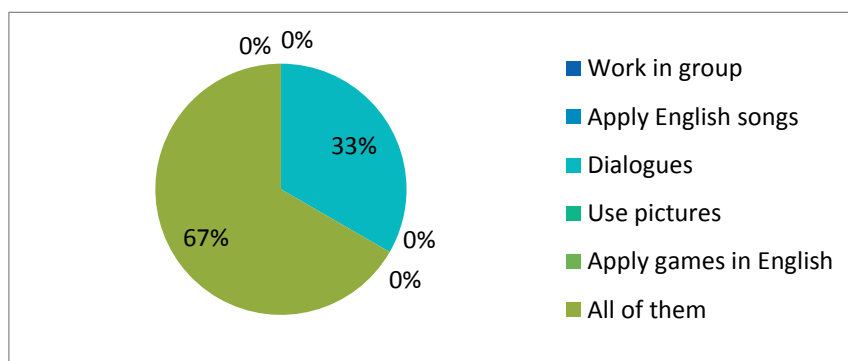
According to the investigation, communicative strategy is one of the most important to teach English because it permits to increase speaking for communicating with different people in order to establish a conversation.

17. What's the best strategies for teaching English to your students?

CHART N. 17

Options	Teachers	Percentage
Work in group	0	0%
Apply English songs	0	0%
Dialogues	1	33%
Use pictures	0	0%
Apply games in English	0	0%
All of them	2	67%
Total	3	100%

GRAPHIC N. 17



Source: Teachers at "Latacunga Artisanal Educative Unit"

Elaborated by: The researcher

According to the students' point of view 1 teacher that correspond to the 33% said dialogues are the best methodological strategy for teaching-learning English and 2 teachers represented by 67% express all strategies are best for learning English.

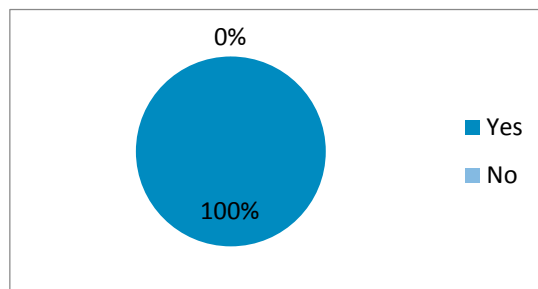
There are a lot of strategies to teach English, for that reason the teachers consider that all of them are essential to improve classroom management and to generate learning.

18. Do you believe that the elaboration of didactic booklet based on Classroom Management Strategies would help teachers and students to increase the English Language teaching-learning process?

CHART N. 18

Options	Teachers	Percentage
Yes	3	100%
No	0	0%
Total	3	100%

GRAPHIC N. 18



Source: Teachers at “Latacunga Artisanal Educative Unit”

Elaborated by: The researcher

According to this question, 3 teachers that correspond to the 100% replied the elaboration of didactic booklet based on Classroom Management Strategies would help teachers and students.

This booklet would help teachers and students because the teacher needs to apply some classroom management strategies which assist in the English teaching-learning process that is why teachers think that the elaboration of this booklet is relevant because it helps teacher to create appropriate environmental conditions, control of space, time, material, through the use of new strategies. Moreover, teachers can help know and improve student’s learning styles for increasing their skills.

2.6 INTERVIEW APPLIED TO THE AUTHORITY AT “LATACUNGA ARTISANAL EDUCATIVE UNIT”

Question 1. Do you believe that to learn English is important?

The interviewee considers that English is an important language because students can communicate with other people. Moreover, learn English permit to have access to a better education, even in high schools or universities in other countries. In addition, it also permits to increase knowledge in the teaching - learning of a new language.

Question 2. Do you believe that teachers need to apply different strategies to improve classroom management?

The authority said that, it is so important to apply different strategies during the class, because students will have access to, understand the English Language quickly in order to develop new abilities in the class. In addition, it also helps the teacher to control the students' behavior.

Question 3. Do you consider that it is necessary motivate students during the class?

The interviewee considers that, to increase the teaching-learning process is necessary motivate students using interesting ways to facilitate their work. On the other hand teachers need to motivate students to study English in a better way.

Question 4. Do you believe that the elaboration of didactic booklet based on Classroom Management Strategies would help teachers and students to increase the English Language teaching-learning process?

The authority stated that the elaboration of didactic booklet will help teachers and students to learn English Language in a better way, because it also has interesting

strategies would help to promote English learning. Moreover, teacher can learn new ways to control the class in order to improve classroom management.

Question 5. How relevant do you find the elaboration of didactic booklet based on Classroom Management Strategies?

The interviewee said that the elaboration of didactic booklet based on Classroom Management Strategies can promote English learning, because teachers through the use of various strategies help students to improve their English skills. On the other hand though the booklet teacher and students can work together in order to increase English language.

Interpretation: The application of an interesting booklet related with Classroom Management Strategies is essential in the educational system because it permits to improve teaching-learning process using new strategies, activities and ways to create a good relation between teachers and students.

2.7 CONCLUSIONS

- ✓ The application of different strategies to manage the classroom helps to prevent behavior problems in order to improve the student's behavior.

- ✓ Teachers know classroom management in Spanish but not in English. For this reason it is necessary the application of a seminar which will help know the different strategies to control bad student behavior during classes.

- ✓ Students consider that the best strategy to learn English is listening to music because through songs and videos they learn new vocabulary which help communicate better with others.

- ✓ Readings, dialogues, games, work in group are interesting activities to improve teaching-learning process because it generates the student's participation and facilitate their understanding.

- ✓ The teachers think that a booklet based on Classroom Management Strategies for the English language teaching-learning process is a necessary tool to reduce bad behavior and improve academic performance of English language in students.

2.8 RECOMMENDATIONS

- ✓ Teacher should control the classroom using different strategies to manage the class properly.

- ✓ It is recommendable to apply a seminar because it is an important aspect for teachers to learn different ways to improve classroom management.

- ✓ In order to increase English language it is necessary to use activities related with songs.

- ✓ Teachers should increase teaching-learning process using new ways to engage students in different activities.

- ✓ It is necessary to create a booklet that includes activities and strategies to manage the classroom which will improve teaching learning process.

CHAPTER III

3.1 PROPOSAL DESIGN

DESIGN OF A METHODOLOGICAL STRATEGIES BOOKLET TO IMPROVE THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS, WITH STUDENTS OF FIFTH AND SIXTH YEAR AT "LATACUNGA ARTISANAL EDUCATIVE UNIT", LOCATED IN " EL ROSAL" PARISH, LATACUNGA TOWN, IN COTOPAXI PROVINCE, IN THE ACADEMIC CYCLE 2014-2015.

3.2 INFORMATIVE DATA

INSTITUTE:	LATACUNGA ARTISANAL EDUCATIVE UNIT
CAREER:	FASHION DESIGN, BEAUTY AND COSMETOLOGY
PROVINCE:	COTOPAXI
CANTON:	LATACUNGA
PARISH:	LA MATRIZ
RESEARCHER:	VILLEGAS MOPOSITA MYRIAN TATIANA
DIRECTOR:	M.Sc. MENA PATRICIA

3.3 IMPORTANCE

Today English is considered as the most important Language in the world; the English language is used for many people in order to have the opportunity to communicate with others. In addition, it will give access to more current and complete information, to know the latest development and we can access most scientific, academic and technological texts written in English, which help people to improve the academic process.

Today English is the second spoken language in the world, for this reason is important for teachers to motivate students to learn the language using different strategies, which facilitate learning in order to develop skills for creating a good relation among teachers and students.

That is why this booklet will help teachers and students to create a good teaching and learning process using interesting strategies which facilitate the academic performance of students.

It is essential that students interact with the language through various activities that will motivate them to learn English. For example: teachers need to use movies, music, games, conversations, and completion activities to facilitate the English learning, all these activities will help students to immerse in the language in a fun way, so teachers help students understand the language easily.

In addition, this booklet is an interesting tool for students. It is used to learn and increase the English language using strategies and activities which help students to acquire new abilities because English is an important language to learn.

Moreover, Interesting Strategies help teachers in different ways, for example; control the class, create a good environment, and create the students' participation in order to learn English in a better way.

3.4 JUSTIFICATION

The purpose of this research was born from the lack of interest that students have to learn the English language at “Latacunga Artisanal Educative Unit”; the researcher believes that the application of a booklet of classroom management strategies motivate students to improve the teaching-learning process.

The practical contribution of this booklet will help the development of the English language. The use of interesting strategies and activities will help to improve classroom management and teaching-learning process; because this booklet of methodological strategies will contribute to new strategies of learning, giving the students new opportunities of constructing their own knowledge to learn English in a better way.

Moreover, the booklet will have interesting activities which help students to develop new skills as they will interact with the language, for that reason it is important that teachers apply the correct activities in the class for motivating students.

The application of new strategies and activities in the classroom helps to develop a learning environment that builds trust, participation and respect among all participants. In addition, strategies for teaching English language help students to increase their capacities and skills, fostering a positive self-esteem and active participation.

The English, like many languages, is a communication tool that should enable the exchange of experiences, ideas, concepts and varied messages, among others. It is for this reason that the investigator expects to generate many changes in study habits of students, generating an adequate development of teaching-learning process that will help teachers and students.

In addition, the researcher thinks that the booklet will help teacher and students in the teaching learning process in order to develop the students' skills. Furthermore, through the use of interesting activities, teacher and students will create a good relation to work properly.

3.5 FOUNDATIONS

3.5.1 Psychological foundation

In accordance with the booklet to improve the English language, it is necessary that teachers use interesting activities to facilitate the students learning, so they need to be motivated to learn in a better way. In addition, the teacher is the principal guides to stimulate the student's participation using fun activities for the students have meaning for learning English language.

According to the researcher an effective teaching is not achieved through simply principles and theories. Effective teaching occurs when teachers help motivate students to exist social interaction because motivation is something that energizes, directs, and sustains behavior. Fredricks mentions that often the students' motivation reflected in personal investment and in cognitive, emotional, and behavioral engagement in school activities.

Moreover, motivation involves goals and requires activity. Goals provide the impetus for and the direction of action. While action entails effort, persistence in order to sustain a good academic performance.

Also, motivation helps individuals to develop their abilities for communicating in English, because in the teaching-learning process, as in other various activities, there should be something that propels their mind to make them more active and vibrant, in the classroom, the major task is to nurture student curiosity as a motivation for learning, that is why teacher's participation is so important in order to create an adequate environment for students to learn English in a better way.

Finally, the implementation of new strategies in the teaching-learning process of the English language is a way to motivate students for participating in class and learn different ways to understand language, in order to develop effective skills to promote learning of each student.

3.5.2 Pedagogical foundation

Pedagogical Foundation is very important because it is based on the theory of Betancourt, because he defines the educative strategy as a human action oriented with an intentional goal, which allow discover to the teacher new ways of teaching, using strategies to help students to develop skills through different ways of learning; that is, it is necessary to determine how the teacher acts and how controls the consequent actions to reach the student.

Moreover, the English language is very important and it needs the implementation of strategies which should be used by the teacher to focus and maintain students' attention during class. Learning strategies are especially important for language learning because it helps student to participate in an active way and they can self-

direct their learning, which is essential for the development of the communicative competence.

Besides, this booklet will help teachers with a great sensitization towards the creative, playful, the valuation of the simple things in life that are the starting point for the psycho affective and cognitive development of students. Learning by doing is a suitable technique for students and teachers, not only as a way of teaching and learning, but also as an essential aid in the construction of ethical values and knowledge to the interpretation of their realities.

In addition, the function of this booklet is based on that will allow students to discover different activities during the teaching-learning process. Besides, according to Vygotsky education it is the domain of the natural processes of development and behavior. In this case he referred to the process of development in students is not autonomous, because it requires the interaction of strategies to help them in their learning.

According to the researcher through this booklet, the interest of students to learn the English language will be extended, since the new strategies and activities will provide them security and motivation for all things that they do. On the other hand, the various activities that will contain the booklet will help the students to learn English more easily and dedication.

Finally the researcher concluded that the implementation of this booklet facilitates the teaching-learning process of English language. With the collaboration of teachers and students all strategies and activities will help the academic development of the participants in order to improve the understanding of the students to improve their English through different forms of learning.

3.5.3 Sociolinguistics foundation

In this research the most important strategies were applied to develop the English language, especially to improve the communicative competence of students. According to the theory of Chomsky argued that language acquisition occurs by the child's ability, and then develop accordingly, an innate understanding of grammar, no matter where they are raised; therefore focus on different activities to help to improve student communication using different strategies to promote language acquisition.

In accordance with the sociolinguistics foundation it is necessary the use of different grammar and vocabulary because it permits to increase pronunciation through new activities in order to promote language acquisition. Also, the booklet is essential to increase the teaching learning process because it helps students to improve the English language. Moreover, these activities help students to increase the four abilities to learn English in the correct way.

Moreover, in this booklet, teachers would find interesting activities to apply in the class, such as songs, lectures, completion activities, dialogues and videos. All these activities will allow the participation of each student. Sociolinguistics foundation is so important in education because it studies the language. On the other hand, the scientific problems are combined with social problems because the problems within linguistic inquiry suggest social foundations of linguistics.

Students need to know the proper use of the strategies and activities to increase opportunities for students to participate in class and improve their communication. Moreover, through sociolinguistics they will feel motivated to improve their study habits and attitudes through the use of relevant activities that capture their attention.

3.6 OBJECTIVES

3.6.1 General

- ✓ To improve classroom management through strategies in order to enhance English language teaching-learning process.

3.6.2 Specific

- ✓ To search the appropriate strategies to create a good booklet in order to increase the English language teaching learning process.
- ✓ To select the most important activities for facilitating the student learning to improve the student's understanding.
- ✓ To design a methodological strategies booklet to improve classroom management and English teaching learning process applying the specific strategies to develop the productive and deceptive skills.

3.7 PROPOSAL DESCRIPTION

The booklet contains strategies to improve classroom management and it also has interesting activities which are necessities to improve the English language teaching learning process. These strategies help teachers to control the student's behavior, applying essential activities in the classroom. It permits that students improve the four English skills such as Listening, Reading, Writing and Speaking.

Moreover, this booklet will motivate the student's participation because the use of new strategies helps them to understand and improve the English pronunciation using new grammar and vocabulary. Also the use of new activities helps to create a good atmosphere, a good communication between teacher and student.

This booklet will help students overcome the shortcomings to learn the English language through the use of interesting strategies and activities which permit to improve the English teaching-learning process.

Besides, the main beneficiaries will be the teachers and the students, because they have the opportunity to work together to do an efficient and creative work that will allow students to develop skills in benefit of their learning. In addition, the methodological booklet contains different activities that capture the students' attention, so this guide is divided into six units.

**Methodological Strategy Booklet to
improve Classroom Management
and English Language**

THE WAY
TO LEARN
NATURALLY

FUN

in English

INTRODUCCTION

Today, English is a fundamental language in the world, for this reason it is important to know different strategies to improve classroom management using interesting activities to have an effective learning.

This is an English booklet for high school students; this booklet is created in order to improve classroom management and the teaching-learning process through a variety of activities that awaken in the students the desire to learn a new language. The topics chosen are based on careers that are offered in the institution in order to put into practice the English not only as a language, but also as a way for learning new information.

Therefore, it includes essential interesting activities which permit to increase the English language teaching-learning process because it helps to understand the topics more easily. On the other hand, it is important that teachers use different activities in order to contribute and motivate students to have an appropriate behavior during classes.

This booklet contains six units. Each one with activities that help to improve classroom management and the four skills of English language in which students have about 60 minutes for each unit. Moreover, in each unit there are also extra activities to improve vocabulary in order to communicate better using new vocabulary.

Unit 1. CLASSROOM MANAGEMENT

Objective: To explain the most important aspects of classroom arrangement in order to create a positive environment.

Classroom Arrangement

Classroom arrangement is very important in the academic system to create a good teaching learning process.

- ✓ Students should be seated where their attention is directed toward the teacher.
- ✓ Ample space to avoid congestion.
- ✓ Students should be able to clearly see board, screens, and teacher.
- ✓ Students should be seated facing the front of the room and away from the windows.
- ✓ Classroom arrangements should be flexible to accommodate a variety of teaching.

Objective: To create and maintain an appropriate behavior of students through the implementation of new Tips for teachers.

Tips for Teachers

To start a class and create a comfortable environment between student and teacher is necessary that teachers apply the following tips.

- ✓ Use a normal, natural voice.
- ✓ Speak only when students are quiet and ready to pay attention.
- ✓ Use hand signals and other non-verbal communication to attract the attention of students.
- ✓ Address behavior issues quickly and wisely to clarify doubts.
- ✓ Always have a good designed lesson for working in an appropriate way.

Objective: To create and maintain a positive, productive learning environment.

Creating A Climate for Learning

To create a positive Classroom Climate, teachers need to employ many different strategies to motivate students, to increase student's opportunities to learn, to help students learn and maintain appropriate behavior, which are:

- ✓ **Be patient with yourself and with your students:** The teacher must be patient while is teaching.
- ✓ **Don't talk too much:** Use the first 15 minutes of class for lectures or presentations, then select an activity for students work in classroom.
- ✓ **Keep all students actively involved:** For example, while a student does a presentation, involve the other students in evaluating it.
- ✓ **Discipline students quietly and privately:** Never engage in a disciplinary conversation. Teachers should listen to the views of students, so that they feel confident.
- ✓ **Keep your sense of perspective and your sense of humor:** Teachers need to encourage the class using humorous resources, such as: personal anecdotes, quotations, cartoons, letters, short stories, etc.

Objective: To create and maintain a positive, productive learning environment.

EFFECTIVE CLASSROOM MANAGEMENT

Effective Classroom Management helps teacher to maintain classroom discipline and students' academic goals and needs. That is why it is necessary to apply the following:

- ✓ **Establishing Effective Rules and Routine:** Establishing classroom rules and setting up consistent routines and procedures can help reduce classroom disruptions and keep the focus on learning.
- ✓ **Managing Disruptive Behavior:** Apply strategies such as: work in groups, songs, videos, etc. Then monitor students to prevent misbehavior.
- ✓ **Gaining and Keeping Student Attention:** The strategies for gaining attention are an important part of classroom-management. It is necessary that teachers show clear content and explain the topic clearly to attract the attention.
- ✓ **Building Relationships and Creating a Positive Climate for Learning:** Fostering strong and consistent relationships with students can help new teachers to improve classroom-management.

Objective: To implement Classroom Management Techniques will help to maintain classroom management and discipline properly.

Classroom Management Techniques

Some classroom management techniques facilitates the work of teachers.. For this reason the following techniques are listed:

- ✓ **Practice fairness:** As a teacher, you need to be fair and make sure that you keep your word. Also remember to never play favorites in a classroom.
- ✓ **Practice humor:** Creating a positive environment where there is laughter and happiness is key into keep students interested and engaged in their work, and more likely to comply with any rules.
- ✓ **Lead by example:** If one of your rules is to have students show up to class on time every day, make sure that you practice those same rules yourself.
- ✓ **Do not get angry:** If you have a temper, leave it at the door. Teachers who lose their temper will eventually lose their credibility in the classroom and create an unfavorable learning environment for their students.
- ✓ **Give students opportunities:** Giving students the reigns with certain things in the classroom will make them feel trusted and responsible.
- ✓ **Do not humiliate:** Humiliating students will only cause teachers to lose their authority in the classroom and contribute to psychological damage in students, as well as fear and resentment.

Objective: To establish commitments between teacher and student to develop an effective management system in their classrooms.

STUDENT COMMITMENTS

The Student Commitment is important to establish clear and positive rules in the classroom.

- ✓ Attending classes regularly.
- ✓ Always introduce appropriate way to the institution.
- ✓ Manifest appropriate behavior.
- ✓ Meet the diverse curricular activities.
- ✓ Fulfill the tasks on time.
- ✓ Avoid deceptions.
- ✓ Respect teachers and students.

Objective: To implement an effective Classroom Management Plan in order to improve student's behavior.

Effective Classroom Management Plan

Classroom Management is the key component in the educational setting because it permits that students are in a safe environment to improve behavior. Also it is necessary to apply this plan.

- ✓ To assist students to keep task focus: Using interesting activities.
- ✓ To reduce distractions from learning: Use the most important to not cause distraction.
- ✓ To organize and facilitate the learning activities.
- ✓ To help students to manage themselves.



Dear teachers and students,

Welcome to use the new English booklet.

It will help you to:

- ✓ **Listen, speaking reading and writing activities**

- ✓ **Vocabulary and grammar**



These Units contains:

Interesting topics, for example:

- ✓ **Parts of the body**
- ✓ **Clothes**
- ✓ **Adjectives**
- ✓ **Days of the week**
- ✓ **Songs**



All of these activities are fun to feel motivated and enjoy learning English.



DIDACTIC UNITS

	UNIT 1 	UNIT 2 	UNIT 3 	UNIT 4 	UN IT 5 	UN IT 6 
VOCABULARY	CLASSROOM MANAGEMENT	TO BE	WHAT ARE YOU WEARING?	PERSONAL DESCRIPTION	DAILY ROUTINE	SONGS
READING	Planning for Effective Classroom Management	Activities to Complete	Select the best option.	Look at the pictures and fill the gaps.	Jhon's Schedule.	LEMON TREE AS LONG AS YOU LOVE ME
WRITING	Classroom Arrangement	Associating vocabulary with Pictures	Complete the information.	Physical appearance.	Favorite activities.	Cross out (X) the extra words.
LISTENING	CLASSROOM MANAGEMENT STRATEGIES	Identify the to-be verb.	Listen to the conversations	Conversations related with famous people.	Listen the correct option.	Listen and repeat.
SPEAKING	STUDENT COMMITMENTS	Introduce yourself	Describe your friend.	Describe a photo.	Answer and Questions.	Sing the songs.

Activities

to Learn

English

UNIT 2. TO BE

Skill: Reading

Objective: To identify to be verb.

Instructions:

Understand key ideas.

Choose the best option.

TASK 1. Read and underline the to be verb (am-is-are).

Hello. I am Rita. I am 17 years old. I from Ecuador. I live in Ambato. This is a picture of my school. In this photo are my best friends and my teacher. The name of my teacher is Camila. She is 26 years old. She is married and has a son. My friends are Elvia, Cristian and Alexa. They live in Latacunga. They are fun and friendly. We studied English since two years ago. I am very happy because we are together in class



Look at the picture. Write true or false.

- ✓ Rita is from Mexico
- ✓ Her teacher is married
- ✓ She study Mathematics
- ✓ She has three friends

TASK 2. Read the sentences and choose the correct from.

Maria a good person.

- a) are
- b) is
- c) am

They teachers.

- a) is
- b) are
- c) am

There a dog in the house.

- a) am
- b) is
- c) are

David a taxi driver.

- a) is
- b) am
- c) are

Marco a mechanic.

- a) am
- b) is
- c) are

David a taxi driver.

- a) is
- b) am
- c) are

I a doctor.

- a) am
- b) are
- c) is

Cari and Liz..... students.

- a) is
- b) are
- c) am

He a good farmer.

- a) are
- b) am
- c) is

Cari and Liz students.

- a) is
- b) are
- c) am

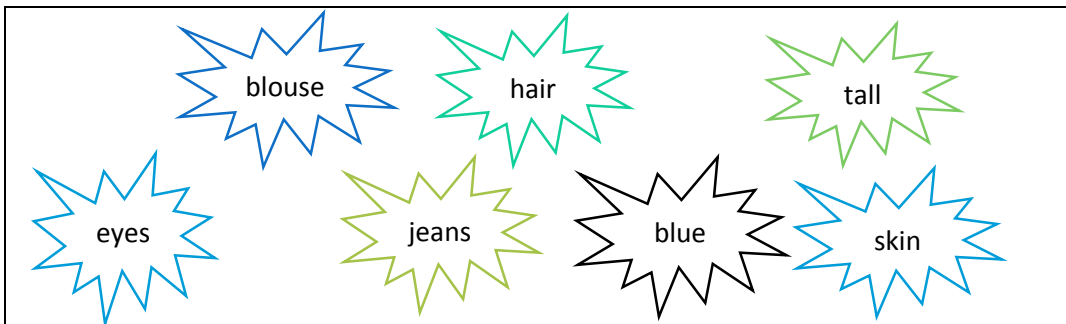
Skill: Writing

Objective: To develop writing skill completing the activities.

Instructions:

Identify and complete the activities using the appropriately information.

TASK 1. Describe Maria's photo and write a paragraph in Present Simple using the following words.



.....
.....
.....
.....
.....
.....
.....
.....
.....



TASK 2. Identify and match the correct name. Then select any person to describe.



He is Rafael Correa	She is Shakira	They are Doctors	He is Romeo Santos	She is Thalia
--------------------------------	---------------------------	-----------------------------	-------------------------------	----------------------

She/He is

Skill: Listening

Objective: To listen to and follow simple instructions.

Instructions:

Study the main features of a body before listening.

TASK 1. Listen to the reading. Choose the correct form of be (am, are, is).

Good morning Luis. How are you? I fine. In this moment I going to the school because I have an English test. And you where are you going? I going to visit to my friend. Her name is Camila. She lives in Latacunga. I met his parents last week and they really happy because she is pregnant. That is why I going to visit to my friend. Ok see you in the afternoon. Good look Camila. Thaks Luis see you soon.



TASK 2. Listen to the reading. Then complete with the missing word.

Peter Lopéz from Ecuador, but David and Carlos are from . They students. is your best friend in the school. David and Carlos are . They in the same class. Sandra is years old. She studies since 2 years ago. She a girl. Peter says: My is in hospital. I at home with my mother. What time it? It is o'clock. Are you ? No, I not.

Skill: Speaking

Objective: To develop the speaking skill through different activities.

Instructions:

Identify people from descriptions.

Answer the questions

TAKS. 1 Talk about Karla, Rita, Sebastian and Hugo. Then identify the names of the characters and complete the information.

My name is Karla Bonilla, and I am 25 years old. I am from Mexico, but I live in Quito City. I am a Doctor. I like to practice soccer in my free time. I am a polite person. Alexa and Karla are my best friends.	Hello I am Rita. I am 16 years old. I live in Quito. I study at Udeal school. I love Fher Olvera. I like romantic music. I am friendly. I enjoy playing with teenagers.
I am Sebastian Carrillo. I am 23 years old. I am a teacher. I play the piano all weekends. I have two sisters. They are Karen and Rocio. My best friend is Roberto. He lives in Guayaquil. He is serious.	Hi. I am Hugo. I am from USA. I am 17 years old. I am a soccer player. I have one pet, he is a dog. I usually play the guitar with my friends on Friday. I study English with my best friend. He is Ramiro. He a good person.

1. He is from USA.
2. She practices soccer.
3. Alexa and Karla are their best friends.
4. He has a dog.
5. He plays the piano on weekends.
6. Her favorite singer is Fher.

TASK 2. Take turns asking and answering the questions. Write the correct information since Task 1.

1. Who/Sebastian?

Q:

2. What/ Karla last name?

Q:

3. Who/from USA?

Q:

4. Who/play the piano?

Q:

5. How old/Hugo?

Q:

6. Who/Rita?

Q:

TASK 3. Introduce yourself use the information in task 1.



EXTRA ACTIVITIES

Task 1. Fill in the blanks with the correct information.

..... Lola a secretary? No, she She a doctor.

..... you married? No, I I am single.

..... Juan and Pablo at home? No, they They at work.

..... the pencil on the chair? No, it It on the table.

..... your father from Quito? No, he He from Latacunga.

Task 2. Order the words in the correct form to make positive sentences with the verb to be.

Brother sixteen my is old years.

Good for day it a is me.

Beautiful am I two cats.

Friends Best are Carina my and Lola.

Taxi driver cousin is my a.

Are from we Ecuador.

Is Fher Olvera favorite my singer.

UNIT 3. WHAT ARE YOU WEARING?

Skill: Reading

Objective: To describe people according to their clothes.

Instructions:

Review the topic by focusing on clothes.

Identify key ideas.

TASK 1. Read and choose the correct answer for each question.

Everyday Clothes

I have two teenage daughters who love shopping for clothes. They go to the mall with their friends every Sunday. On school days, my daughter, Aimee, likes to wear skirts and colorful blouses. She only wears a suit on formal occasions like weddings or funerals. My daughter, Ale, likes to wear tight pants. She wears a dress or a skirt and blouse for parties or dinners. She doesn't feel comfortable in high heeled shoes and loves wearing casual and sporty clothes. When Ale visited her aunt in Texas, she bought cowboy boots, tight blue jeans and a cowboy hat. In winter, my daughters wear coats, hats and gloves on cold days. When they go skiing, they put on toques and mittens. Mittens are warmer than gloves.



Questions:

1. What does Aimee like to wear to school?

- jeans
- skirts and colorful blouses
- shorts

2. What does Ale like to wear for parties or dinners?

- a dress
- jeans
- blouses

3. Who did Ale visit in Texas?

- her friends
- her father
- her aunt

4. What do Ale and Aime usually wear in winter?

- hats and gloves
- shorts
- boots

TASK 2. Read and select the best option according to the photo.

She is wearing a beautiful green dress. She has black eyes and long hair. She is pretty and tall.

She is wearing a beautiful yellow dress. She has green eyes and curly hair. She is wearing a red jacket.

She is wearing a beautiful blue dress. She is tall and thin. She has black eyes and curly hair. She is wearing black shoes and a black belt.



She is beautiful and tall. She is wearing jeans and black shoes. She has long hair and black eyes.

She is wearing a white T-shirt and jeans. She is tall and thin. Her eyes are black. Her hair is long curly and brown.

She is short and thin. She is wearing a beautiful red dress. She has long hair and green eyes.



Skill: Writing
Objective: To improve writing skills including new activities.
Instructions:
 Connect ideas using connectors of similarity and contrast.
 Identify people from descriptions.

TASK 1. Look at the pictures below and guess where the people come from. Then read the text and complete the information.

 <p>Coast Region: The dresses are colorfull, white and vivid generally for men, the woman is wearing a dress a little long of cloth or plain colors very uploaded to make necklaces and earrings set.</p>	 <p>Sierra Region: women dress is characteristic, uses very wide skirt and colored wool on, besides being embroidered. Blouses shiny fabrics also huts of varied colors. For men's trousers and mid-calf white shirt.</p>	 <p>East Region: Usually men and women wear only shorts and blouses knee dyed various colors for them like cotton chambira, pita and some vegetable fibers.</p>
--	--	--

Regions	Special Clothes	Materias
.....	embroidered dresses
.....	vegetable fibers
Coast Regions	colorful dresses

TASK 2. Look at the pictures and describe what people are wearing.



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TASK 3. Look at the children and write the right option to complete each sentence.

Child 1 is wearing a yellow T-shirt and a short with yellow shoes.

Child 2 is wearing blue and a red

Child 3 is wearing a beautiful purple

Child 4 is wearing green and T-shirt with a cap.



Skill: Listening

Objective: To learn new vocabulary related to clothes.

Instructions:

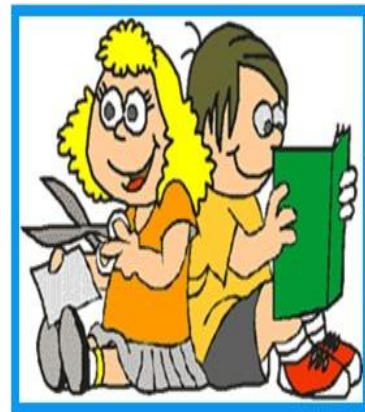
Identify key words to get relevant details.

Use new vocabulary to explain or give more detailed information.

TASK 1. Listen to the conversation and look at the picture and complete the text.

book - got - T-shirt - skirt - white - hair - Tom - black - trainers - nose - wearing

Tom and Annie are at school. is wearing a yellow, grey shorts and socks. His are red and white. Tom has got short brown and big eyes. He is reading a about animals. Annie is an orange T-shirt, a grey and white and yellow socks. She is also wearing shoes. Annie has fair curly hair and a small She is cutting out a picture.



TASK 2. Listen to the conversation and answer the following questions.

What is the Henry last name?

When Henry began designing clothes?

For who designs clothes Henry?

Where lives today Henry?

How many years has Henry?

Skill: Speaking
Objective: To practice new vocabulary, describing people.
Instructions:
 Talk about your best friend.
 Discuss with a partner to support ideas.

TASK 1. Describe your friend using the following words.

HE	is wearing	A blue	T-shirt
		A red	Blouse
SHE		A green	Cap
		An orange	Jeans
		A white	Jacket
		A yellow	Gloves
		A black	Shoes
		A red and blue	Blouse
		A green and white	Dress

TASK 2. Work in pairs and discuss items. Then describe to your favorite singer.

- A. Who is your favorite singer?
- B. Describe the Physical Appearance.
- C. Describe Marital Status.
- D. Likes and dislikes.
- E. Wearing



Example: He is Fher Olvera. He is from Mexico.

.....

EXTRA ACTIVITIES

TASK 1.



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

TASK 2. Match the materials used to make clothes.

1. **Cotton**



2. **Wool**



3. **Silk**



4. **Tagua**



a) a nut

b) sheep, vucñas

c) a plant

d) a worm

UNIT 4: PERSONAL DESCRIPTION

Skill: Reading

Objective: To recognize adjectives identifying the physical appearance of a person.

Instructions:

Read and identify the relevant information.

Look at the pictures and decide the correct answer.



Thalia Ariadna Sodi Miranda was born in Mexico, August 26, 1971. She is a singer, songwriter, actress, businesswoman and Mexican model. She is thin and beautiful. She has brown eyes and long hair and radiant.



Cristiano Ronaldo dos Santos Aveiro was born on February 5, 1985. He is an important player in football. Christian plays at club Real Madrid of Spain. He is tall and slim. He has tan skin. He has dark eyes and black hair.



Jose Fernando Emilio Olvera Sierra born on December 8, 1959 better known as Fernando Olvera or "Fher". Fher is a singer, guitarist, violinist, harpist, composer and Mexican musician. He is currently the lead singer of the rock band Mana Latino since 1987. He is handsome, tall and thin. He has blue eyes and tan skin. His hair is long, curly and brown.

TASK 2. Look at the pictures. Then read about famous people and fill in the corresponding part of the table.



Soledad Sanchez is a famous woman in Mexico. She was born in Guadalajara Mexico in January 1965. When she was 11 years, she had no formal education and worked on land. Her family died during the army attacks. Later time she became a famous writer.



Dolores Hidalgo was born in 1937 in Coyacan near Mexico. She was injured in a bus accident. During her recuperation she taught herself to paint. With the passage of time she painted important cadres which made a famous person.

	Date of Birth	Place of Birth	Sad Experiences	Skills learnt
Soledad Sanchez				
Dolores Hidalgo				

Skill: Writing

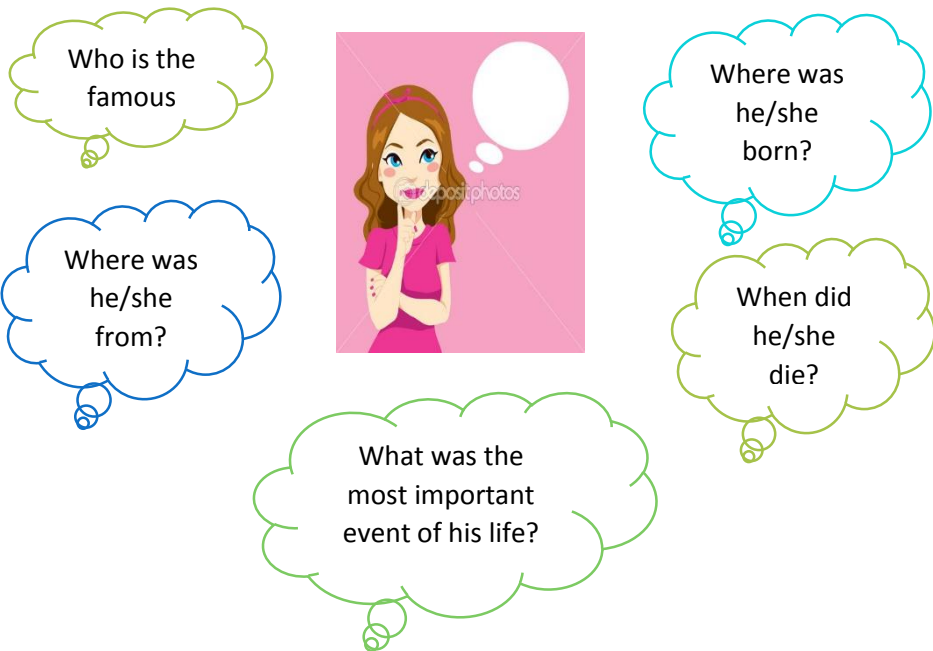
Objective: To complete the information remembering important events.

Instructions:

Remember principal information.

Answer the question and complete the activity.

TASK 1. Write a short biography about your famous person.



Who is the famous

Where was he/she born?

When did he/she die?

Where was he/she from?

What was the most important event of his life?

.....

.....

.....

.....

.....

TASK 2. Complete the sentences looking at the physical appearance of the photographs.

1. Alejandra	2. Aime	3. Scarleth	4. Karla
			

Examples:

1. Alejandra is a girl. She is 22 years old. Her skin is
Her eyes are
2. Aime is She is young. Her eyes are Her
hair is,, and brown.
3. She is She has eyes. Her skin is
Her hair is
4. She is Karla. She is beautiful. Her eyes are Her skin is
..... Her hair is and brown.

Skill: Listening

Objective: To develop the listening skill through the adjectives.

Instructions:

Practice the use of vocabulary related to the adjectives.

Understand new vocabulary, identifying the adjectives.

Task 1. Listen and complete the information of the famous people.



Maite Perroni

Enrique Iglesias

Jennifer Lopéz

Michael Jackson

She is Maite Perroni. (age). (Height).
..... (Eyes). (Hair). (Appearance).

He is Enrique Iglesias.

.....
.....

She is Jennifer Lopéz.

.....
.....

He is Michael Jackson.

.....
.....

TASK 2. Listen to the conversations and complete with the correct adjective.

<p>CONVERSATION 1. A: I like your new apartment. B: You do? Why? A: It's very B: Do you think it's? A: Yes, the view is B: I feel comfortable here.</p>	<p>CONVERSATION 2. A: I like your new refrigerator. B: Why? Is it? A: It's very and very B: I still have my refrigerator. A: You do? But it's very B: Do you want to buy it?</p>
<p>CONVERSATION 3. A: I like your new dog. B: I like her too. She's A: Do you still have Fido? B: Yes, I do. He's now. A: Why is he? B: Because I have another dog.</p>	<p>CONVERSATION 4. A: Fido is upset and B: Fido is a dog, too. A: Yes, Fido doesn't like strangers. B: What is your new dog's name? A: Fifi. Fido doesn't like Fifi. B: Why? Fifi is and</p>

Skill: Speaking and Writing

Objective: To learn new vocabulary and write correctly.

Instructions:

Read the instructions and complete the information.

Practice new vocabulary applying questions.

TASK 1. Choose one of the pictures and describe. Use the notes below. Then present the information.



Name: Avril Laving

Country: Belleville, Canada

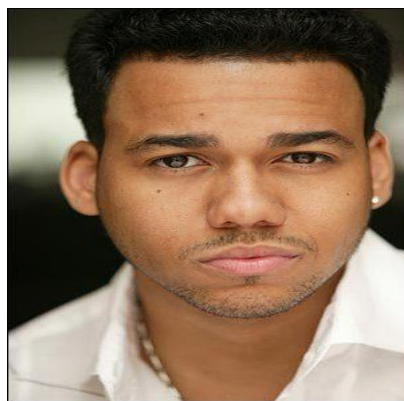
Age: 31 years

Marital Status: Married

Profession: Singer, Songwriter and

Actress.

.....
.....
.....
.....
.....



Name: Romeo Santos

Country: New York USA

Years: 34 years

Marital Status: Divorced

Profession: Singer and Songriter.

TASK 2. Look at question 1 and describe yourself.

TASK 3. Work in pairs. Then answer the information about their best friend.

Describe the physical appearance.

Who is your best friend?

Where does he/she live?

What's his favorite singer?

What kind of music does he like?

What is his marital status?

What does he like to do in his free time?

My best friend is.....
.....
.....
.....
.....

EXTRA ACTIVITIES

TASK 1. Choose the best word to complete the gaps in the sentences.

tired neat beautiful clever friendly honest

My brother is He is a good student in the school.

I am I think it is important to be a good person.

My house is It is located in Ambato.

I am because tomorrow I have an English test.

My boyfriend is a good person. He is with me.

My mother is very Her bedroom is always tidy.

TASK 2. Identify the adjectives and circle the correct picture.

Ugly



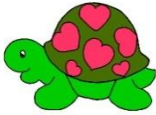
Happy



Rich



Fast



Scary



UNIT 5. DAILY ROUTINE

Skill: Reading

Objective: To learn about different activities that people do during the week.

Instructions:

Read the phrases and complete the activities.

Read and complete the task using your information.

TASK 1. Read and complete the sentences using the Jhon's Schedule.

JHON'S SCHEDULE						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Practices soccer	Plays the guitar	Studies music	Goes to the gym	Studies English	Goes to the cinema	Does his homework

Examples:

1. On **Monday** he practices soccer.
2. On he goes to the gym.
3. Jhon does his homework on
4. On..... he plays the guitar.
5. On..... he studies English.
6. He goes to the cinema on
7. David studies, music on.....

TASK 2. Read the text and tick True or False.

My name's Maria, and I am 20 years old. I live in Quito. I live with my mother and my brothers we are very happy. I work in school. I love my job. From Monday to Friday, my day starts very early. I always get up at 6:00 and I take a shower at 6:10. Then, I get dressed and brush my hair. At 6:20 am I have breakfast, I usually have coffee and fruits. After that, I take a bus at 6:45. At 10:00 am I sometimes have a snack and at 12:00 I usually have lunch at school with my colleagues. They are wonderful people who have a good sense of humor, and they are good friends too. At 3:30 I watch tv or listen to music. Finally, I have dinner at 7:00 pm with my family.



Maria lives with her boyfriend.

True False

She gets up at 6:30

True False

Maria dinner with her family.

True False

Maria goes home very early.

True False

She breakfast orange juice.

True False

Skill: Writing
Objective: To practice writing through different activities.
Instructions:
Read the days of the week again and fill the gaps.
Select your favorite activities.

TASK 1. Complete the chart with your everyday activities.

Write two things you do:		
on Fridays		
on Weekends		
in the morning		
after work		
on Mondays		
before dinner		

TASK 2. Write your schedule with your daily routine.

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TASK 3. Look at the photos and create questions and answers. Use DO or DOES.

Example: Does she like sports?

Yes, she practices soccer all the time.



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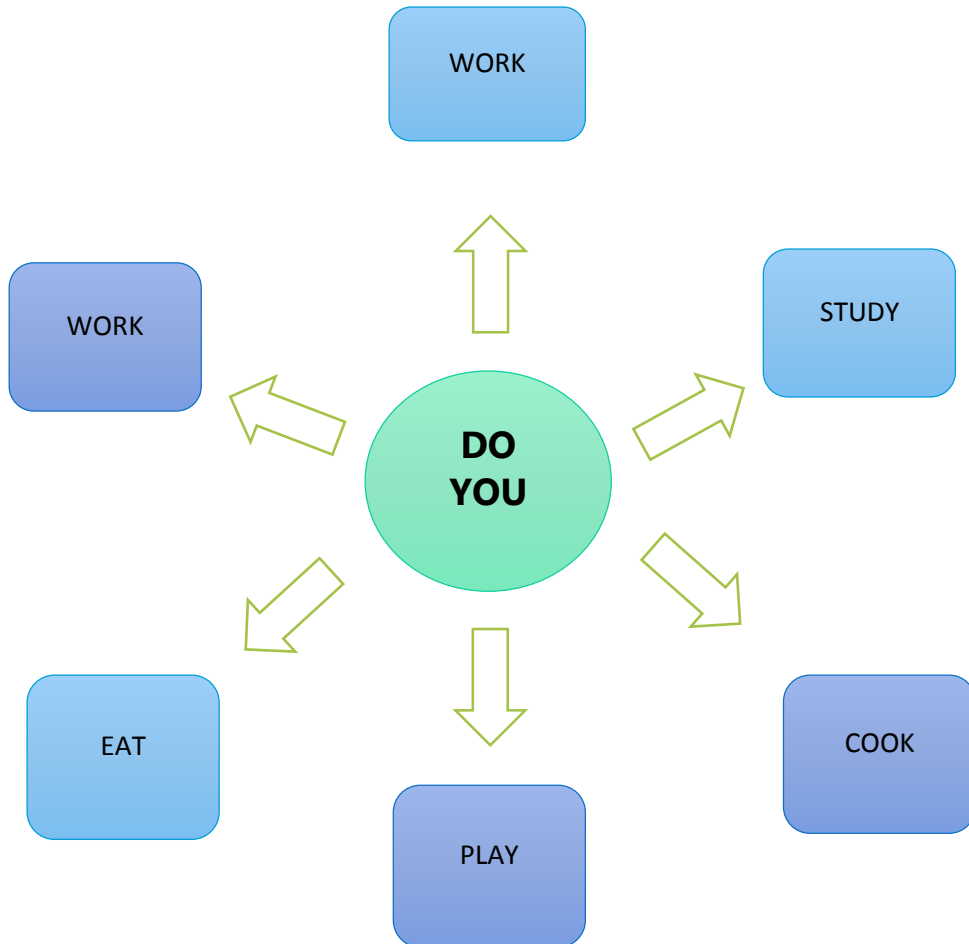
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TASK 4. Look at the picture and write the correct answer using your information.



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Skill: Listening

Objective: To improve listening skills using specific information.

Instructions:

Identify the days of the week answering the questions.

Complete the activity identifying the correct day.

TASK 1. Listen and choose the correct option.

<p>1. Which day comes before Tuesday?</p> <ul style="list-style-type: none"> • Monday • Wednesday 	<p>2. Which day comes before Friday?</p> <ul style="list-style-type: none"> • Thursday • Saturday
<p>3. Which day comes after Wednesday?</p> <ul style="list-style-type: none"> • Tuesday • Thursday 	<p>4. Saturday and Sunday are the...</p> <ul style="list-style-type: none"> • weekdays • weekend
<p>5. There are ____ days in a week.</p> <ul style="list-style-type: none"> • 2 • 5 • 7 • 9 	<p>6. There are ____ working days in a week.</p> <ul style="list-style-type: none"> • 2 • 5 • 7 • 1
<p>7. We use the preposition ____ with days.</p> <ul style="list-style-type: none"> • in • on • at 	<p>8. The first day of the working week is ...</p> <ul style="list-style-type: none"> • Sunday • Monday
<p>9. Which day comes between Tuesday and Thursday?</p> <ul style="list-style-type: none"> • Friday • Wednesday • Monday 	<p>10. The abbreviation for Monday is...</p> <ul style="list-style-type: none"> • Mo • Mon • Mond.

TASK 2. Listen and complete the information using the correct day.

Today is It is a fantastic day. I went to My brother is the still buying something. We are a special because tomorrow it is my Today people prefer to go out of lunch in restaurant, but my mother prefer to stay at home. Next my father invited to my mother to take a vacation on the beach this will be his

TASK 3. Match the sentences with the pictures.

a



..... 1. Pablo wakes up at 6:00 am.

b



..... 2. He takes the bus to school.

c



..... 3. Pablo has lunch at school.

d



..... 4. He returns to the house at 3:00pm.

Skill: Speaking

Objective: To develop the speaking doing activities related to daily routines.

Instructions:

Practice new vocabulary answering in the correct form.

TASK 1. Look at the pictures and imagine the daily routine of their parents and talk about this.



TASK 2. Work in pairs and complete the blanks. Then ask and answer the following questions.

How often go out on Friday nights?

What like to do in your free time?

How often visit your family?

How often travel?

What do on weekends?

How often go to the gym?

What do after you get up?

EXTRA ACTIVITIES

Find the days of the week are hidden in the puzzle below.

A	X	Z	U	B	S	C	D	I	J	G	P
W	R	T	U	E	A	X	M	O	N	D	A
A	R	S	U	N	T	H	O	M	A	D	E
K	S	U	V	X	U	B	N	J	K	L	T
S	I	T	H	U	R	S	D	A	Y	T	Y
V	U	R	T	J	D	A	A	X	M	U	G
S	U	N	D	A	A	Y	Y	U	E	E	S
F	R	I	D	A	Y	S	A	T	E	S	S
W	S	V	D	A	A	X	R	I	K	D	A
F	R	I	M	A	Y	S	A	T	E	A	S
J	R	W	E	D	N	E	S	D	A	Y	T
R	W	E	D	N	E	R	T	G	D	A	Y



TASK 2. Use the days of the week and complete the gaps.

..... is the first day of the week.

The second day of the week is

..... is the third day of the week.

The fourth day of the week is

..... is the fifth day of the week.

..... is the sixth day of the week.

The seventh day of the week is

UNIT 6: SONGS

Skills: Listening

Objective: To increase the English Language through interesting songs.

Instructions:

Listen and complete the tasks.

Identify keywords.

TASK 1. Fill the gaps with the correct form: “LEMON TREE” by Fool’s Garden.

-SIT -ISOLATION (x2) -TURN -WASTE -NOTHING -SKY -STEP -TOY -HAPPEN
-WAIT -HANG AROUND -DRIVE -FEEL -PUT INTO -WONDER -CHANGE -
MISS - GO OUT -CLOUD

I'm _____ here
in the boring room

It's just another rainy
Sunday afternoon

I'm _____ my
time

I got nothing to do

I'm _____

I'm _____ for
you

But nothing ever
happens and I

I'm _____
around in my car

I'm _____ too
fast

I'm driving too far
I'd like to _____

my point of view

I _____ so lonely

I'm waiting for you

But _____ ever
happens and I wonder

I wonder how

I wonder why

Yesterday you told
me about the blue
blue _____

And all that I can see
is just a yellow
lemon-tree

I'm _____ my
head up and down

I'm turning turning
turning turning
turning around

And all that I can see
is just another lemon-
tree

I'm sitting here

I _____ the power
I'd like to ____ ____
taking a shower

But there's a heavy
_____ inside my
head

I feel so tired
_____ myself _____
bed

Well, nothing ever
happens and I wonder
_____ is not
good for me
_____ I don't
want to sit on the
lemon-tree

I'm _____ around
in the desert of joy

Baby anyhow I'll get
another _____

And everything will
_____ and you
wonder

(CHORUS)



TASK 2. Read the song and make a list of adjectives you can find in the text.

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Skills: Listening

Objective: To develop the listening ability through songs.

Instructions:

Practice speaking singing.

Listen again and complete tasks.

TASK 1. Listen and order the song.

AS LONG AS YOU LOVE ME

How you got me blind is
till a mystery. I can't get
you out of my head.
Don't
care what is written in
your history: As long as
you're here with me....

Although loneliness has
always been a friend of
mine, I'm leaving my life
in your hands. People
say I'm crazy and that
I'm blind, risking it all in
a glance.

Every little thing that you
have said and done feels
like it's deep within me.
Doesn't really matter if
you're on the run, it seems
like we're meant to be



I don't care who you are.
Where you're from.
What you did.
As long as you love me.

I've tried to hide it so
that no one know, but I
guess it shows when
you look on to my eyes.
What you did and
where you're coming
from, I don't care as
long as you love me,
baby.

TASK 2. Listen to part "2" and match the words in column A with the words in column B.

<u>A</u>	<u>B</u>
a. who	1. you did
b. as long as	2. you are
c. where	3. you love me
d. what	4. you're from

TASK 3. Listening and cross out (X) the extra words.

I've tried to hide all it so that
no one knows, but I guess that it
shows me when you look into
my blue eyes.....



Skills: Listening

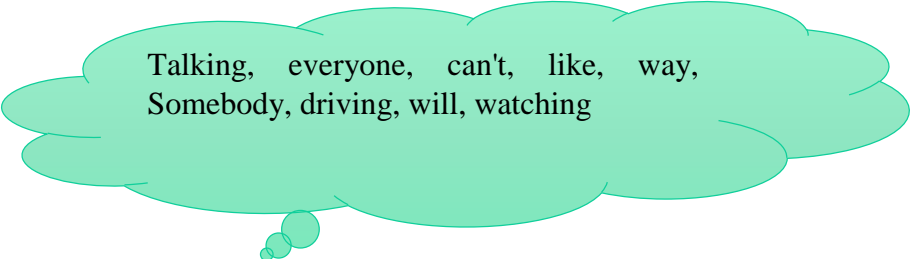
Objective: To learn new vocabulary through songs.

Instructions:

Listen the song and complete the task.

Identify keywords.

TASK 6. Listen the song COMPLICATED by Avril Lavigne. Fill in the gaps with these words:



Talking, everyone, can't, like, way,
Somebody, driving, will, watching

Chill out whatcha yelling for?

Lay back it's all been done before

And if you could only let it be

you 1 _____ see

I like you the 2 _____ you are

When we're 3 _____ in your car

and you're 4 _____ to me one on one but you've become

5 _____ else round 6 _____ else

You're 7 _____ your back like you 8 _____ relax

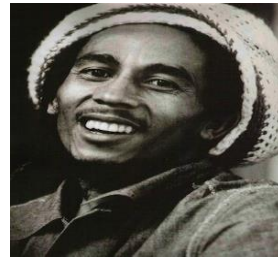
You're tryin' to be cool you look 9 _____ a fool to me

Tell me.

EXTRA ACTIVITIES

TASK 1. Look at the picture and identify the singer name in the puzzle.

A	R	B	S	B	O	B	M
D	I	M	H	L	G	E	A
N	H	O	A	P	T	R	R
I	A	A	K	N	E	F	L
L	N	R	I	D	A	N	E
E	N	E	R	A	Q	A	Y
B	A	R	A	T	S	S	T
R	O	M	E	O	A	S	G



TASK 2. Think of a famous person and complete the table with information about him or her.

Name	
Occupation	
Country	
Marital Status	
Hair	
Eyes	

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ANNEXES



Universidad
Técnica de
Cotopaxi

ANNEXES 1

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH CAREER

THEME: Classroom Management Strategies for the English language teaching and learning process.

Objective: To determine the level of English language of each student.

Instructions:

READ CAREFULLY AND SELECT THE CORRECT ANSWER FOR EACH QUESTION (X).

1. Do you know what classroom management is?

Yes

No

2. Do you believe that teachers need to apply different strategies to teach English Language?

Yes

No

Why.....
.....

3. How important is to use different strategies to teach and learn English?

Very important

Important

Non important

4. What's the best strategy to learn English in a better way?

Workshop

Remember stories

Conversations

Games

Work in group

5. Do you agree that it is necessary to apply activities in the classroom?

Yes

No

Why.....
.....

6. What's the best activity that teachers must use to teach English?

Interesting lectures

Listen to music

Completion

Talk about likes and dislikes

7. Do you listen to music for increasing your English language?

Always

Sometimes

Rarely

Never

8. According your criteria, what's the best strategy for learning English?

Work in group

Apply English songs

Dialogues

Use pictures

Apply games in English

All of them

9. In your opinion, how relevant do you consider the Methodological Strategies for learning English?

Very relevant

Relevant

Almost relevant

Non relevant

10. Do you believe that the elaboration of didactic booklet based on Classroom Management Strategies would help students to learn English in a better way?

Yes

No

Thanks for your collaboration.



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH CAREER

THEME: Classroom Management Strategies for the English language teaching and learning process.

Objective: To analyze the strategies for managing the English language in to apply it in class.

Instructions:

READ CAREFULLY AND SELECT THE CORRECT ANSWER FOR EACH QUESTION (X).

11. Do you believe that to learn English is important?

Yes

No

Why.....
.....

12. Do you know what classroom management is?

Yes

No

13. Do you motivate your students during the class?

Always

Sometimes

Rarely

Never

How.....
.....

14. Do you agree that it is necessary to apply interesting activities in the classroom for developing the English teaching process?

Yes

No

Why.....
.....

15. What's the best activities that you use to motivate students?

Interesting lectures

- Listen to music
- Completion
- Talk about likes and dislikes

16. What's the best strategy to teach English in a better way?

- Cognitive strategies
- Metacognitive strategies
- Communicative strategies
- Affective strategies
- Social strategies

17. According your criteria, select the best strategies for teaching English to your students?

- Work in group
- Apply English songs
- Dialogues
- Use pictures
- Apply games in English
- All of them

18. Do you believe that the elaboration of didactic booklet based on Classroom Management Strategies would help teachers and students to increase the English Language teaching-learning process?

Yes

No

Why.....

Thanks for your collaboration.



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ANNEXES 3

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH CAREER

THEME: Classroom Management Strategies for the English language teaching and learning process.

Objective: This interview seeks to collect information to improve classroom management and English language teaching-learning process.

INTERVIEW APPLIED TO THE AUTHORITY AT “LATACUNGA ARTISANAR EDUCATIVE UNIT”

Question 1. Do you believe that to learn English is important?

Question 2. Do you believe that teachers need to apply different strategies to improve classroom management?

Question 3. Do you consider that it is necessary motivate students during the class?

Question 4. Do you believe that the elaboration of didactic booklet based on Classroom Management Strategies would help teachers and students to increase the English Language teaching-learning process?

Question 5. How relevant do you find the elaboration of didactic booklet based on Classroom Management Strategies?