



**COTOPAXI TECHNICAL UNIVERSITY
ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCE**

ENGLISH CAREER

THESIS PROJECT

THEME:

“DESIGNING OF AN ACADEMIC SUPPORTING PROGRAM TO INCREASE THE ENGLISH LANGUAGE KNOWLEDGE IN THE STUDENTS OF SECOND YEAR OF BASIC EDUCATION AT “LUIS FERNANDO VIVERO” ELEMENTARY SCHOOL DURING THE PERIOD 2010 - 2011.”

Thesis presented previous to obtain the sciences of Education degree with major in the English Language.

Authoresses:

Chanatasig Montaluisa Blanca Magaly
Guanoluisa Toapanta Lourdes Carmen

Director:

Teacher: Castro Bungacho Sonia Jimena

Latacunga - Ecuador
July - 2012

AVAL DEL DIRECTOR DE TESIS

En calidad de Director del Trabajo de Investigación sobre el tema:

“DESIGNING OF AN ACADEMIC SUPPORTING PROGRAM TO INCREASE THE ENGLISH LANGUAGE KNOWLEDGE IN THE STUDENTS OF SECOND YEAR OF BASIC EDUCATION AT LUIS FERNANDO VIVERO ELEMENTARY SCHOOL DURING 2010-2011.”, de

Chanatasig Montaluisa Blanca Magaly y Guanoluisa Toapanta Lourdes Carmen, postulantes de la carrera de Lic. en Inglés, considero que dicho Informe Investigativo cumple con los requerimientos metodológicos y aportes científico-técnicos suficientes para ser sometidos a la evaluación del Tribunal de Validación de Tesis que el Honorable Consejo Académico de la Unidad Académica de Ciencias Administrativas y Humanísticas de la Universidad Técnica de Cotopaxi designe, para su correspondiente estudio y calificación.

Latacunga, Julio de 2012

Director

Lic. Castro Bungacho Sonia Jimena

AUTHORSHIP

The criteria emitted in the present investigative work “**DESIGNING OF AN ACADEMIC SUPPORTING PROGRAM TO INCREASE THE ENGLISH LANGUAGE KNOWLEDGE IN THE STUDENTS OF SECOND YEAR OF BASIC EDUCATION AT LUIS FERNANDO VIVERO ELEMENTARY SCHOOL DURING 2010-2011.**”, are exclusively the responsibility of the authoresses.

.....
Chanatasig Montaluisa Blanca Magaly
050305861-2

.....
Guanoluisa Toapanta Lourdes Carmen
172254362-4

ACKNOWLEDGEMENT

We want to express our gratitude to Technical University of Cotopaxi to enrich our knowledge and aptitudes during our career.

In the same way, we express our gratefulness to teacher Sonia Jimena Castro the manager of this Investigative work, Who has been a good guide in the development of our thesis.

Infinitely grateful to teachers who with effort and dedication have successfully completed our formal education, making students into professionals with high intellectual.

Chanatasig Magaly

Guanoluisa Lourdes

DEDICATIONS

I dedicate my thesis to God for allowing to live and be part of a wonderful family. With all my love to my parents for giving me life and have been with me all time.

Thanks father and mother for being my support as economical as moral, for giving all your love and a career to improve my future, for believing me and taught me that success is acquired through effort.

Lourdes Guanoluisa

My thesis is dedicated to many special people, one of them is God, who gave me the opportunity to live and gave me a wonderful family, my father who helped me economically and taught me to carry on my goals.

My mother who is my inspiration in the life, thanks mother for your advices, your love and your understanding, finally, my best friend Lourdes for being with me thank you for teaching me the meaning of friendship.



TECHNICAL UNIVERSITY OF COTOPAXI

HUMANISTIC AND ADMINISTRATIVE SCIENCE ACADEMIC UNIT

Latacunga – Ecuador

THEME:” DESIGNING OF AN ACADEMIC SUPPORTING PROGRAM TO INCREASE THE ENGLISH LANGUAGE KNOWLEDGE IN THE STUDENTS OF SECOND YEAR OF BASIC EDUCATION AT LUIS FERNANDO VIVERO ELEMENTARY SCHOOL DURING THE PERIOD 2010-2011”.

AUTHORESSES: Chanatasig Magaly

Guanoluisa Lourdes

ABSTRACT

This research work was done at “Luis Fernando Vivero” Elementary School with the main purpose to increase the English Language knowledge in which the researchers used research methods able to pick up true information to know the students’ weaknesses in the English Language teaching learning process. The principal objective in this thesis is the designing of an academic supporting program to increase the English language knowledge in the students of second year of basic education at “Luis Fernando Vivero” elementary school. The survey was applied to students and teachers in the second year of basic education within the institution, so each group helped to identify the problem through a good information about their experiences in the English language teaching, the obtained results through the surveys showed the importance of designing an academic supporting program with easy activities to learn English language focused on the skills to increase the student’s academic level improving the standards in the English language teaching. For this reason the proposal was designed taking into account the polled people’ needs about the subject. This program is a tool designed to benefit students who need to learn the English Language in a funny way.

INTRODUCTION

Education is a fundamental part of human beings to achieve success; day by day mankind can improve society through knowledge, the necessity to have a good development of teaching learning process in all areas obligate to investigate the necessity to create innovative educative tools to improve the academic level within the institution. Nowadays the English languageteaching learning process is vital important in the educative field because the English language is applied in all knowledge areas, that is to say, it is the language of today's world, the English knowledge is not a luxury, and otherwise it is a necessity. Taking into account this situation this thesis is developed on three chapters.

The first chapter contains the fundamental categories, each category is itemized on scientific information that supports this investigative work, the obtained information in this chapter will help to clarify some presented doubtsits development, covering the important expectations to continue with the development of the next chapter.

The second chapter is based on the obtained information results through the applied surveys to students and teachers of the second year of basic education; this information is showed by graphics to make the analysis and interpretation in order to have the opportunity to follow with the designing of an academic supporting program within the Institution.

The third chapter is developed on proposal, informative data, justification, objectives, and foundation these ones are important to develop the purposing, it is based on the designing of an academic supporting program. It covers the necessity to learn English language because the topics are focused on the students' shortcomings. The substance of this program is based on ten units with funny

activities; each unit has linguistic competence (Listening, writing, speaking and reading). This academic supporting program will be cover two months and half; it means each unit will be applied once a week, also for applying this program is necessary to use correctly the English teaching methods because those ones will help to introduce the information through a correct classroom management. The teacher who will apply the program activities will use two instruments that are the numerical scale and comparison list.

The aim of this purposing is to improve the academic level of the students, as a whole, the design of an Academic Supporting Program provide the concrete steps which find the improvement of the academic level about the English language, so as teachers as students will carry on an interesting learning in their own classes

INDEX

Title page.....	i
Directors endorsement.....	i
Authorship.....	ii
Gratefulness.....	;E
rror! Marcador no definido.	
Dedications.....	i
v	
Summary.....	i
Error! Marcador no definido.	
Introduction.....	vi
Index.....	vi
ii	

CHAPTER I

THEORETICAL FOUNDATION OF THE STUDY OBJECT

1. Background.....	1
1.3.1 Academic supporting program.....	2
1.3.1.1 Steps to organize the program	3
1.3.2 Motivation.....	4
1.3.2.1 Importance of motivation.....	5
1.3.3 English language.....	7
1.3.3.1 Importance of English language.....	9
1.3.4 Education.....	11
1.3.4.1 History of education.....	13
1.3.4.2 Importance of education.....	14
1.3.4.3 Types of academic education.....	15

1.3.3.4 Education in Ecuador.....	16
1.3.5 Teaching learning process.....	17
1.3.5.1 The elements of the teaching learning process.....	18
1.4. English teaching methodology.....	19

CHAPTER II

2.1 Brief historical outline.....	22
2.2. Analysis and interpretation of the results.....	24
2.3 Conclusions:.....	44
2.4 Suggestions:.....	45

CHAPTER III

3. Proposal.....	46
3.2 Justification.....	47
3.4. Foundation.....	48
From page.....	50
Program plan.....	51
Unit 1.....	54
Unit 2.....	60
Unit 3.....	66
Unit 4.....	72
Unit 5.....	78
Unit 6.....	84

Unit 7.....	90
Unit 8.....	96
Unit 9.....	102
Unit 10.....	108
4.- Conclusion.....	114
5.- Suggestion.....	115
6.-Bibliography.....	116
7.- Appendix.....	118

CHAPTER I

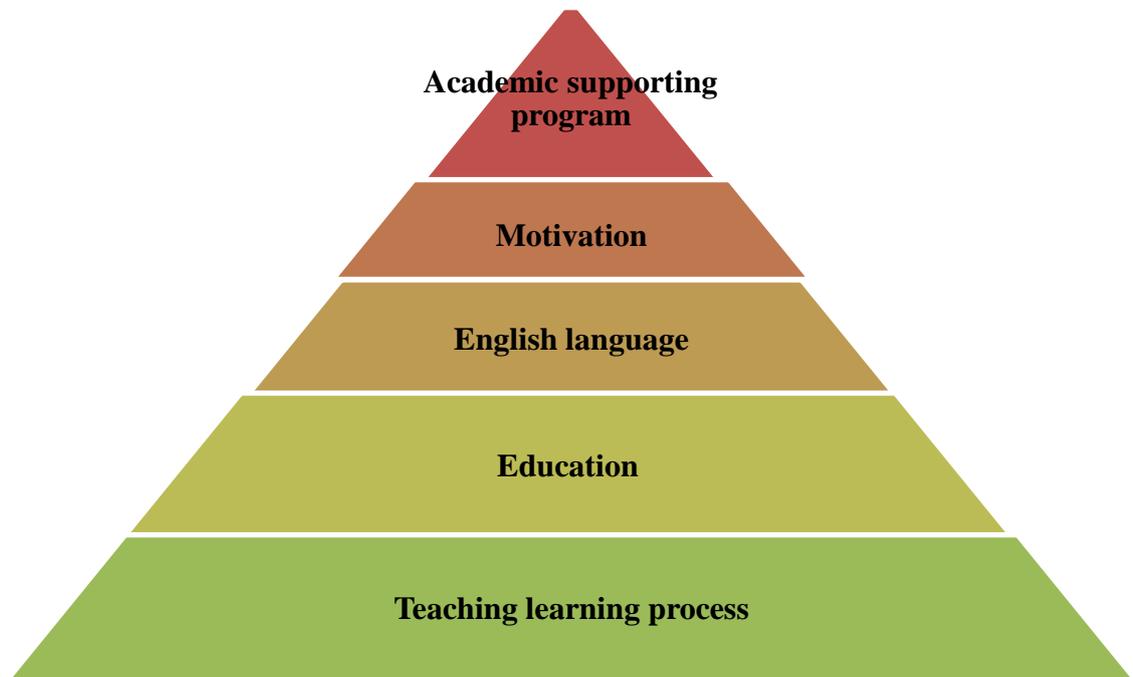
1.-BACKGROUND

The English language knowledge must be the main characteristic in the modern education to develop the students' competence. English language ensures the knowledge acquisition, skills and attitudes necessary for professional life in which the education becomes a fundamental factor to achieve the desired success for the students, who have obstacles in the English language teaching learning process, this is caused for the new educational tools application lack, it is a barrier between the students and motivation to acquire knowledge to enable a good teaching learning process development.

The new educational program designing promotes the ability to learn better the English language in a short time, causing the constant students interaction in the classroom, for this reason the proper program designing is an essential step to get the students' motivation and learning, so the purpose in this thesis is to design an academic supporting program looking forward to good results through the planned activities realization.

The program designing is based on the students' weaknesses at "Luis Fernando Vivero" elementary school in the second year of basic education, this program will contain funny and colorful units, those ones have activities with competence contents, each unit has its proper vocabulary according to the topic; first of all, the dynamic will be imposed, where students will put more interest to improve their English knowledge. This academic supporting program will depend on patience and especially on time of the students and teachers.

1.2 FUNDAMENTAL CATEGORIES



1.3 THEORETICAL FRAME

1.3.1 TEACHING LEARNING PROCESS

It is the education hearth, on it depends the aims and objectives fulfillment in education. It is the most powerful education instrument to bring about desired changes in the students.

Teaching learning are related terms. In teaching learning process, the teacher, the learner, and the curriculum are organized in a systematic way to attain some pre-determined goals. Really the Teaching learning process is the most important element into education because as teachers as students need to follow a process step by step or a systematic order to reach their purposes so the principal goal of the teachers is to teach or transmit their facts and the goal of the students is to learn and valorize the new knowledge and it is going to be possible through an organized teaching and learning process.

TEACHING

J. BRUBACHER (2011) said “Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions, which an individual will seek to overcome and from in which he will learn in the course of doing so”

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

Without a doubt, teaching is the situationhandling or a topic to be discussed in which the person who will lead the teaching must be sure about being able to manage all the possible doubts by learners and by himself/herself, he/she should be competent to overcome any obstacle or problem, promoting and improving the people´s learning he/she leads.

LEARNING

Daniel BELL (2011) said “Learning is modification due to energies of organism of environment impinging on the organism itself”.

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

Naturally, learning is the reception and knowledge acquisition that will be useful to the people who acquired them, because if people learn something whether through experiences inside or outside of an educative institution everything that they have learned will be useful to get general knowledge within their life in any area as long as people value and make good learning use.

1.3.1.1 THE ELEMENTS OF THE TEACHING-LEARNING PROCESS

The elements of teaching learning process are the teacher, the learner as well as the good learning environment. It is being considered that learning occurs when there is established relationship among these three elements. The teaching learning activities depend upon how these elements work together.

To achieve educative success depends not only on a fabulous teaching learning system, also it depends on the relationship between teacher and student because both of them are teaching learning process key elements, so this process should be emphasized with new strategies and methods to get best results, nowadays students learn best being teachers' friends so they work and learn together, different than in the past when teachers used to teach with the traditional method, the students thought that teachers were their enemies which only caused fear and careless.

1.3.2 EDUCATION

The education definition in common usage means that education is merely the delivery of knowledge, skills and information from teachers to students, is inadequate to capture what is really important about being and becoming educated, The proper education definition is the process of becoming an educated person. Being an educated person means to have access to optimal mind states regardless of the situation. The education is the main process in the society; it permits people to find their own welfare through acquired knowledge during educative process.

WILSON, Sophia (May 2009) "Education must be developed in a way that it is responsive towards change and socio-economic needs. But then, gaining good education does not only depend with how an institution or a country runs its own system of education."

[http://en.wikipedia.org/wiki/Education#Education_in_the_Developing Worl](http://en.wikipedia.org/wiki/Education#Education_in_the_Developing_Worl)

Education depends also on the students' responsibility because all the institutions have the obligation to give them rules and rights to fulfill and respect and the learners have to make all the possible to become useful the new knowledge. If students do not put into practice what they have learned, the time will be totally wasted, when people is professional they feel successful because they have attained a higher degree, so they are sure that they are going to help to improve the society through their knowledge. The education does not occurs only into a classroom, it comes from all places that people are, education could be into the family, among friends, on the road etc. everybody has education and it could be formal or informal but the main point is how they apply it into the social order.

Formal education. –Formal education is classroom-based, provided by trained teachers. Indeed, formal education occurs following a process that help to improve the students' academic level and it could be possible whit the management of a teacher who guides their learners to perform the necessities to acquire new knowledge and surely it is going to be useful in their future.

Informal education. - Informal education happens outside the classroom, in after-school programs, community-based organizations, museums, libraries, or at home. it does not follow a process.

The informal and formal educations have their proper meaningful values because these ones develop the empiric and scientific knowledge, joining these knowledge people have a good level about general facts, that is to say the learning through academic and life experiences are useful to help people to stand out in society, taking into account that everybody learn from good and bad experiences.

1.3.2.1 HISTORY OF EDUCATION

The education history is the teaching and learning history. Each generation, since the beginning of human existence, has sought to pass on cultural and social values, traditions, morality, religion and skills to the next generation. The passing

on of culture is also known as enculturation and the learning about social values and behaviors is socialization. The curricula history which education reflects human history itself, the knowledge history, beliefs, skills and human cultures.

Definitely the education history has closed relationship with the teaching learning process history and human development; through the educative process the human beings have acquired new knowledge that has been useful to the world, people have become rational so with their ideas they have been able to help the society development in all areas related to moral, culture, religion, etc. that is to say, thanks to social development and the education history the world has been improving over time.

With the information found has been able to understand that education is a vital element in society, it is impossible to think that humanity has not been educated since the past time and thanks to education there are technological advances and changes that have emerged in the world, it has been developed in a better way and people can make a lot of things like work, play, sell or buy at the same time, easier than in the ancient times, thanks to educated people who have supported their research projects

1.3.2.2 IMPORTANCE OF EDUCATION

Education is very important for an individual's success in life. Education provides pupils teaching skills that prepare them physically, mentally and socially for the world in later life. Education is generally seen as the society foundation which brings economic wealth, social prosperity and political stability. Education is major aspect for the development in a modern society, if there is an educated people deficit, the society will stop its further progress. Government should pay serious attention to education and support it economically and morally all over the country. The education is important for people because it helps to stand out the society. Into a community there are some problems, and if, everybody has a high level of knowledge is certain that they are going to get better the situation without

any difficulty, but the single way that a country can obtain a good education is with the support of the government, the authorities must invest in education, by the contrary will be impossible to excel from the troubles.

MANU,Goel (2007).-"Education has an immense impact on the human society. One can safely assume that a person is not in the proper sense till he is educated. It trains the human mind to think and take the right decision. In other words, man becomes a rational animal when he is educated.

<http://searchwarp.com/swa230219.htm>'

Education is indeed the most important thing in life as it opens the minds of those who study and try to make things to help with the improvement of their life style, the educated people politely accept their mistakes when they have them and also they solve their problems adequately. Nowadays people know how important is education for this reason they have been trying to improve their academic level, so for instance parents are doing all the possible to give their children the education that they need to obtain the best level of knowledge, and at the end of the career they had chosen, they will have better opportunities than people that had never studied.

1.3.2.3 Types of Academic Education

1.-Nursery Education

Also known as elementary or preschool education, nursery education is the first step towards gaining formal education. It includes nursery school and kindergarten. This stage marks the stepping of the child from the comforts of a home to the world outside. Nursery education is usually given to children between the age of 3 and 5 years.

2.-Primary Education

After nursery education, a child is exposed to primary education where he establishes his foundation on various subjects, like mathematics, science, social

sciences and language. Primary education starts from the age of 5 or 6 and continues on for the next 6 to 8 years. However, the age of primary education and the subjects taught differ from one country to another.

3.-Secondary Education

Secondary education is the final stage that a child undergoes in a school during his adolescence. The education format transforms from a comprehensive primary education to optional and specialized training subjects. Here, he receives detailed information and knowledge on his preferred subjects.

4.-Higher Education

Schooling gets over with secondary education and a student now enrolls himself in an undergraduate and post graduate college or university to receive the highest level of education in his subjects of specialization. Also known as tertiary education, higher education is a non-compulsory level of education.

The education types mentioned are a true demonstration about the existence of the teaching-learning process that people are intended to follow from their birth, however many people believe that following this process is not necessary for the social life, for that reason they are not educated and therefore they do not educate their children, but most of those cases occur in the rural sectors, each step of the process requires that people who follow it have a certain age because it is important to follow a single rhythm to reach achieve the objectives.

1.3.2.4 Education in Ecuador

It is a topic that has been debated and improved dramatically over the years. The greatest concern, however, it is still the education of the children located in rural areas and authorities are working hard to promote a bilingual education system. There are many educative institutions in the Ecuador in which English is the most predominant language. However, the government is enthusiastic to popularize the teaching of various languages, but the most important is the English language. Government started to seriously address the education issues in Ecuador in the

1980's. Literacy in the rural areas was at dangerously low numbers and the lack of public schools also posed a problem.

<http://www.ecuador.com/education/>

It is very interesting to know that the Ecuadorian government is improving the education system especially in rural areas that are isolated from society and most of the time the authorities do not know which is the reality that people of these areas live, and if they receive an adequate education the country will witness great social change to help the country development, on the other hand the government want to promote a bilingual education system into Ecuador, but it is necessary to say that, they have to improve the native language level, after to have good results, the students will be able to adapt to a new system.

1.3.3 ENGLISH LANGUAGE

The English language has a special status in at least seventy-five countries with a total population of over two billion. English is spoken as a native language by around 375 million and as a second language by around 375 million speakers in the world. Speakers of English as a second language will soon outnumber those who speak it as a first language. Around 750 million people are believed to speak English as a foreign language. The majority of population around the world speaks English to some competence level.

HISTORY OF THE ENGLISH LANGUAGE

The history of the English language really started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. Those tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by

the invaders - mainly into what is now Wales, Scotland and Ireland. The Angles came from England and their language was called Englisc - from which the words England and English are derived. The English had had three principal stages that are:

Old English (450-1100 AD)

The invading Germanic tribes spoke similar languages, which in Britain developed into what we now call Old English. Old English did not sound or look like English today. Native English speakers now would have great difficulty understanding Old English. Nevertheless, about half of the most commonly used words in Modern English have Old English roots. The words be, strong and water, for example, derive from Old English

Middle English (1100-1500)

In this stage, the new conquerors (called the Normans) brought with them a kind of French, which became the language of the Royal Court, For a period there was a kind of linguistic class division, where the lower classes had spoken English and the upper classes spoke French. In the 14th century English became dominant in Britain again, but with many French words added. This language is called Middle English. It was the language of the great poet Chaucer (c1340-1400), but nowadays is difficult to understand the ancient English still for native speakers.

Modern English (1800-Present)

Modern English has many more words, arising from two principal factors: firstly, the Industrial Revolution and technology created a need for new words; secondly, the British Empire at its height covered one quarter of the earth's surface, and the English language adopted foreign words from many countries.

The English has undergone many changes both in grammar and pronunciation. These changes occurred for many reasons. But the main factor was the invasion in different countries; the English language has adopted many words from other

languages. Many Old English words have been eliminated to put in place other new words. Taking into account the changes that have taken this language is necessary notice that English is a universal language; this language will continue taking other changes in order to achieve its development.

1.3.3.1 IMPORTANCE OF ENGLISH LANGUAGE

English is the ideal language for many governments around the world, and it is also prominent in business, education, world news, and communication. In addition to this, Western pop culture is also carried to foreign countries in the music or movies form. If people wish to be successful in international business, learning English is incredibly important, in many places such as Asia, Africa, and South America, the ability to learn English will determine who will increase their living standards, and who will remain in poverty. There are a number of powerful tools that have allowed more people to learn English than ever before. One of these tools is the Internet.

SAJANIISHARA (2011) says “The English language is used all over the globe to all in Sri Lanka too a good knowledge of English is essential for the advancement of knowledge & to further our studies. It is almost indispensable for higher scientific and technological studies.”

<http://lovelygirl.obolog.com/the-importance-english-615596>.

In summary. The English Language is useful in different areas, one of them is, the education, into this field the English language development is important because thanks to it, everybody will have a lot opportunities to obtain a successful life. English can be used as a language in any part of the world. This is because at least a few people in each locality would know the language. Though these people might not have the same accent as others, the language at least will be understandable. There are various reasons for the English language importance. They are written below.

1. Travel: When a person travels to another part of the world either for the sake of business or even as a tourist, the languages may differ. In these conditions, English is the language that helps people to deal with the situation. It is like a universal language.

2. - Same country: In countries like India, where the land is so vast with people of various cultures live, the languages of each part of the country also differ. Under the circumstances, English can be the only link as people in each place will not be able to learn all the other languages to communicate with the people. English bridges this gap and connects the people.

3. - Correspondence: All correspondences between offices in different countries and also between political leaders of various countries is in English. This linking factor also tells of the importance of English language.

4. - Internet: In spite of the growth of Internet in various languages, English is the mainstay of the Internet users. This is the language in which most of the information and websites are available. It is very difficult to translate each and every relevant webpage into the various countries language. With Internet becoming very important in commerce and also in education, English language is bound to grow. Thus the importance of English as a language is emphasized.

5. - Education / Studies: The presence of English as a universal language assumes importance in the fact that more and more people leave their countries not only for the sake of business and pleasure, but also for studying. Education has increased the role of English. People who go to another country to study can only have English as their medium of study. This is because the individual will not be able to learn a subject in the local language of the country. This again reinforces the fact that English language is very important. The future of English as a language is very secure. In this era of consolidation and trying to unify various aspects of life, it will not be long before English can be made as a single language of the world like the single currency and the union of various nations. Learn this language is so important into the education because this has become the principal

factor to be success people. Most of the time some students decide to travel another country to study new careers taking as a principal instrument this language. If the student can manages this new language it will be easier for him-/her to start a new and different life in another country to take part of its society.

1.3.3.2 ENGLISH IN ECUADOR

English language is the increased international for its global diffusion, nowadays the English language is necessity for this reason the Ecuadorian education law planned to apply five hours per week of training in English language, but the difficulty to go ahead with this project is the lack of English teachers. In Ecuador there is an international bachelorproject to apply in 22 public high schools in the country to improve the shortcomings in this area.The American government offered 11 scholarships to train English teachers in Arkansas. The government in Ecuador must implement a national policy that allows for increasing this type of teaching skills to improve the language management and methodology.

1.3.4 MOTIVATION

The word motivation comes from the Latin motus, which means "moved" and motivation, which means "movement", the term motivation may be defined as "the managerial function of ascertaining the motives of subordinates and helping them to realize those motives". Motivation is an effective and dynamic instrument in the hands of a teacher. Through motivation teachers can obtain good results in the teaching learning process which is necessary for the educative goals achievement.

What is motivation?

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete their course requirements. It is the characteristic that is required in order to achieve anything in life; without it people will give up at the first sign of adversity. Motivation means to inspire, instigate

and encourage people to do their best, it will compel them to think "If I can't, then I must" and will cause them to do whatever it takes to become successful, the teachers apply the motivation factors in life to get from poverty to a life filled with abundance in knowledge.

DUBIN James, (2011) "Motivation refers to the way a person is enthused to do something to intensify his/her desire and willingness to use and channelize his/her energy for the achievement of professional objectives"

<http://www.mbaknol.com/management-concepts/meaning-and-definition-of-motivation/>.

The human beings need the motivation to do things; it makes people feel sure about their objectives, taking as principal factor the goals achievement for the social welfare. In the educative field the motivation is the main tool for a teacher who wants to improve his/her teaching methods, because it is a step to carry on a good classroommanagement.

1.3.4.1 IMPORTANCE OF MOTIVATION

The motivation is the human engine that encourages interest in doing things in a given time. It is also considered as the dynamic aspect of the relationship of a subject with the world. It is important to say main point that influence motivation is self-concept that is the result of a recovery process of the information received from the people closest, just keep in mind that motivation lies within the person, if it is true that there are conditions that favor their presence, no less so is the need for personal involvement that may exist in society.

Motivating Students is the key to keeping the maximum number of students engaged in learning. Modeling excitement, making lessons realistic, and addressing students' interest are paramount to motivation and the included notes serve as a reminder of methods to meet individual needs. To promote the motivation the teachers need.

- Give frequent, early, positive feedback that supports students' beliefs that they can do well.
- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- Help students find personal meaning and value in the material.
- Create an atmosphere that is open and positive.
- Help students feel that they are valued members of a learning community.

TYPES OF MOTIVATION

Some psychologists concerned with understanding learning have attempted to formulate 'categories of motivation', groupings of students' motives for learning. Categories have been presented under five headings:

Instrumental motivation: This type of motivation, which is purely extrinsic, is in evidence where students perform tasks solely because of the consequences likely to ensue, e.g. the chance of obtaining some tangible reward or avoiding a reprimand. It is in total contrast to intrinsic motivation . In the face of motivation of this nature, the teacher should ensure that the task to be performed is placed in a context perceived as pleasant.

Intrinsic and Extrinsic Motivation.- Educational psychology has identified two basic classifications of motivation - intrinsic and extrinsic. Intrinsic motivation arises from a desire to learn a topic due to its inherent interests, for self-fulfillment, enjoyment and to achieve a mastery of the subject. On the other hand, extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome. Students who are very grade-oriented are extrinsically motivated, whereas students who seem to truly embrace their work and take a genuine interest in it are intrinsically motivated.

Achievement motivation: This is involved where students learn 'in the hope of success'. There are three elements in motivation of this type: cognitive drive—the learner is attempting to satisfy a perceived 'need to know'; self enhancement—the

learner is satisfying the need for self-esteem; affiliation—the learner is seeking the approval of others.

Social motivation: Students influenced by this type of motivation tend to perform tasks so as to please those they respect, admire, or whose opinions are of some importance to them. Rewards are limited significance even if tangible; the reward here is nonmaterial and is related in direct measure to the perceived relationship between the student and the person whose reinforcement activity (praise or approval, for example) is considered important.

The motivation is known as managerial function combined with the energy to work. The teachers must use the motivation in their classes to encourage the students to catch the new knowledge in a fast way; it is an important tool to get the goals and it help to overcome the mind troubles of the students in the teaching learning process in the English language, the five motivation categories help to give solutions to the teachers' problems for managing their classes taking into account that each student has different thoughts, therefore they react in different way.

The motivation categories are tied to a single objective which is the improvement of the people's self-esteem for being part of success society. The motivation must be used for teachers in all areas to wake up the students' interest to learn and take part in the classroom. In summary motivation plays an important role in everyday life as it presents many obstacles and the goal of it is to confront and meet the principal aims, but it is possible just with the motivation help.

1.3.5 ACADEMIC SUPPORTING PROGRAM

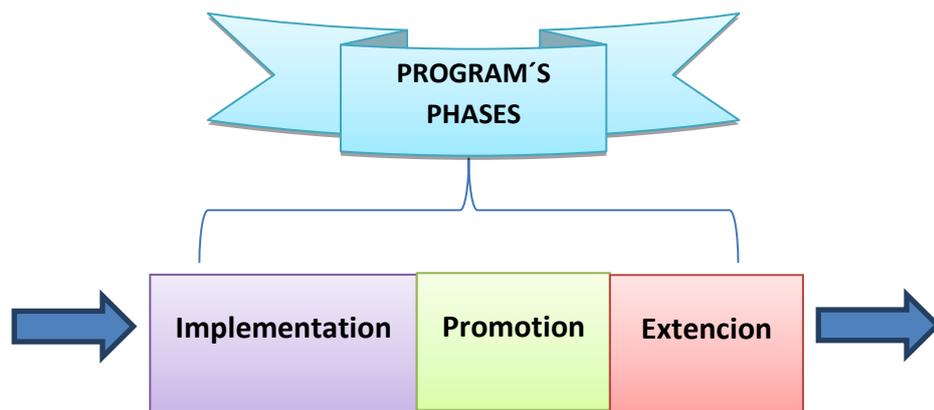
Academic program is the set of aimed activities at training academic in a given area. It is formed for important activities and resources to achieve the proposed objective.

A program with educational activities is to know what you want to achieve in the teaching-learning process, educational materials use within a context and organize the program step by step.

Steps to organize the program.

1. Have staff willing and trained in the field of English language education.
2. Use a warm up to motivate the students to work into a group.
3. Know and learn about the place where you want to carry out the activities program.
4. Statement of the problem.
5. Define goals to reach.
6. Have means and documents for the information that will be required

In the field of educational programs area, a program is developed through three distinct phases: implementation. When a program incorporates new to the area, it would be in experimentation mode, turning to promotion to go spreading and implementing the largest number of schools, and extension to get its consolidation within the educational system.



R.E Stake, (1976) “in evaluating educational programs. The need and the response” “considers an academic program like all organized and planned activities in a long time to get the desired goals.”

The academic program is a set of activities designed at the objectives consecution, and aimed at the introduction of new features and improvements in the teaching learning process in the English language, so the person who will apply the program must manage it in a correct way to obtain good results.

1.4 ENGLISH TEACHING METHODOLOGY

The total physical response

This method developed by Asher, focuses in particular on two first language acquisitions characteristics. The first of these is that child gets a vast amount of comprehensible input before beginning to speak. Young children comprehend language which is far in excess of their ability to produce.

Secondly there is a lot of physical manipulation and action language accompanying early input .In the Total Physical Response Method, students listen and respond to spoke their teacher target language commands. TPR is very effective in teaching temporal states, personal pronounce, and other deep grammatical structures. James Asher derived three key principles from his beliefs about the nature of first language acquisition:

- ✓ Teacher should stress comprehension rather than production at the beginning levels of second language instruction with no demands on the learners to generate the target language structure themselves.
- ✓ Teacher should obey the "here and now principle.
- ✓ Teacher should provide input to the learners by getting them to carry out commands. These commands should be couched in the imperative.

The silent way method

This method relies on the teacher's ability to exploit each student's previous experiences with language, his/her imagination and intuition, rather than solely memory or intellect. Devices such as the color-coded pronunciation charts, tapes,

discs,films,drawings,pictures,transparencies and pointer are used to assist the teacher to develop the students ´sensitivities to the new language via its sounds without the traditional techniques of modeling pronunciation and correcting errors .Indeed, those who use the method claim that it is unnecessary for the teacher to intervene verbally at all since students can be guided and the student´s production can be elicited much more effectively by the use of gesture, facial expression, and silent routines using the materials.

Audio-lingual method

Audio-lingual method is also called the Aural-Oral Method.This method is said to result in rapid acquisition of speaking and listening skills. The audio-lingual method drills students in the use of grammatical sentence patterns. When this method was developed it was thought that the way to acquire the sentence patterns of the second language was through conditioning or helping learners to respond correctly to stimuli through shaping and reinforcement. Audio-lingual method is based specifically on the most important skills, this method is the result of the abilities that students have for listening and speaking. It is the method that helps the learners to improve the dominance of a new language as oral as aural.

Natural approach method

The Natural approach method was created by the linguistics Tracy Terrell and Stephen Krashen in the late seventies of the 20th century, it is based on “Natural way” of picking up a language and the principal aim is to develop communication language skills. A vital prerequisite for understanding the Natural approach is the ability to distinguish between learning in the traditional sense and acquiring a language. This method is focused about the acquisition of a language, it depends on way that people perceive the information, and this perception can be through Empiric and Scientific learning.

Suggestopedia

Lozanov, who developed the method, believes that the human mind is capable for prodigious feat of memory if learning takes place under the appropriate conditions. He attempts to realize the hidden potential of the mind by getting students to learn in a state of deep relaxation bordering of hypnosis. This hypnotic state is brought about through yogic techniques of relaxation, rhythmic breathing, and listening to readings by the teacher which are synchronized to music, oftentimes accompanied with soft lights, pillows on the floor for relaxation, accentuate active and passive meditations, yoga, breathing exercises, songs for memorization purposes, therapy sessions and stream of consciousness catharsis in the target language with little reliance in English language. The use of music is supposed to activate the left hemisphere of the brain, which, in consequence is designed to facilitate holistic learning.

The direct approach

Since grammar-translation approach was not very effective in preparing students to use the target language communicatively, the direct approach became popular; this method has one very basic rule: no translation is allowed. In fact, the direct approach receives its name from the fact that meaning is to be connected directly with target language, without going through process of translating into the student's native language.

Mother tongue is never, never used. There is no translation. Grammar is taught inductively-rules are generalized from the practice and experience with the target language; verbs are used first and systematically conjugated only much later after some oral target language mastery. Culture is considered a learning language important aspect. Teacher/student intention became fuller, guessing of context or content, completing fill-ins, and doing "cloze" exercises were order of day. Accuracy in pronunciation and oral became vital.

Community language learning method

The priority aim of community language learning method is to create genuinely warm and supportive community among learners and gradually to move them from complete dependence on the teacher to complete autonomy. This method is pitched directly at the emotions and learners' attitudes, and it can release negative as well as positive emotions.

This method advises teacher to consider their students as whole people. Whole people learning means those teachers consider not only their students' feelings and intellect, but also have some understanding about relationship among students' physical reactions, their instinctive protective reactions and their desires to learn.

Its basic premise can be found in the acronym SARD (stands for security, represents attention, equals reflection and retention and denotes discrimination). Student "participants" are thus allowed to register abstracted grammar both peripherally and semi-consciously.

The communicative approach

Originally developed by Tracy Terrell and Stephen Krashen, this acquisition focused approach sees communicative competence progressing through three stages: a) aural comprehension b) early speech production and c) speech activities, native language. Following an initial "silent period", comprehension should precede production in speech, as the latter should be allowed to emerge in natural stages or progressions.

Lowering of the affective filter is the paramount importance. Only the target language is used in class now introducing the "total immersion" concept for the very first time with the auditory input for the student. Errors in speech are not corrected aloud. Now enters the era of glossy textbooks, replete with cultural vignettes, glossaries, vocabulary lists, and glassed photographs.

CHAPTER II

2. ANALISIS AND INTERPRETATION OF THE RESULTS

This work has research character, it is vital essential the application of a survey to students and teachers of the second year of basic education at “Luis Fernando Vivero “Elementary School, taking into account that survey is an important element to carry on a field research that will allow the collection of meaningful data for the thesis’ development, which will be presented by statistical graphics for analysis and interpreting as quantitative and qualitative.

2.1 BRIEF HISTORICAL OUTLINE

San Sebastian’s school now known as “Luis Fernando Vivero” was founded in 1890; this is the main primary level institution in Latacunga, at the beginning of its history the school worked in borrowed houses near the center of the town. The first place in which the school started to work was Mr. Jorge Gallegos’ house located in Napo Avenue, then in Mrs. Esperanza Soto’s house located in Felix Valencia Street. The institution worked under the direction of Mr. Alejandro Pacheco who led the male group and Mr. Daniel Naranjo who led the female group in Mr. Manuel Llango’s house, Located in San Sebastian Square, because the institution was divided into two groups for working.

After a time and looking the difficult situation, the church decided to help the school through the venerable Curia, so the archbishop Calixto ceded a block of land to Illustrious Municipal council of Latacunga, with the single purpose to make a building designed for the operation of the school to unify the two groups reaching

so a suitable place to work. This subscription of donation was performed on July 19th, 1893. The building was inaugurated by Mr. Daniel Naranjo and Mrs. Elvira Ortega on October 7th 1900, date on which the distinguished Mrs. Elvira Ortega was starting as teacher. During a period of ten years there were some changes of directors at both schools, so the doctor Agustin Alban was the replacement of the doctor Daniel Naranjo and Mrs. Encarnacion Valladares was the replacement of Mrs. Elvira Ortega.

Mrs. Elvira Ortega was designed director of "Isabel la Catolica" school founded on November 24th, 1910, actually this is "Elvira Ortega" school, while Mr. Augustin Alban after working as director in the school of San Sebastian became the first director of the "Simon Bolivar" School. The creation of two schools in Latacunga brought troubles to the performance in San Sebastian school, that problem was the students' lower attendance in a considerable number, reason by which both schools decided to join each other to obtain the mixed category, since that time the school of San Sebastian was named "Luis Fernando Vivero", directed by Mrs. Elina Cabrera, Mrs. Rosa Elvira Alban and Mrs. María Chico. In 1934 the director of the school was Mrs. Ana Lucia Carrillo who remained until 1958. After that is named as director Mrs. Camila Naranjo, she remained until 1971.

In school history also occupied the position as director Mr. Humberto Arellano, Mr. Cristobal Navas and Mrs. Luis Alvarez although there is not enough information about them and the dates on which they worked as main authorities of the institution. In 1984 the main authority of the school was Mr. Luis Alban Bedon until 1997, he was replaced by Rodrigo Viera Zambrano and the actual director is Mrs. Luisa Ponce since 2000.

2.2. ANALYSIS AND INTERPRETATION OF THE RESULTS

2.2.1 Survey applied to students of second year of basic education at " Luis Fernando Vivero" Elementary School.

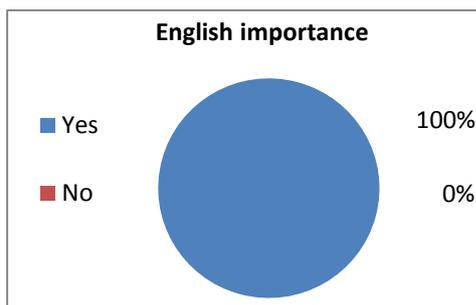
QUESTIONS #1

1.-Do you think that English language is important?

Chart #1

Items	F	%
Yes	24	100%
No	0	0%
Total	24	100%

Graphic # 1



Source: Luis Fernando Vivero School

Elaborated by: Researches

All polled students have the same point of view about the English language importance and how necessary is to develop it into the Education.

Taking into account the polled students' answer, English language is one of the most important subjects within education. Nowadays the English is the most spoken language around the world for that reason it is necessary to develop the skills and capacities that have the students, so they will be successful people in the professional field.

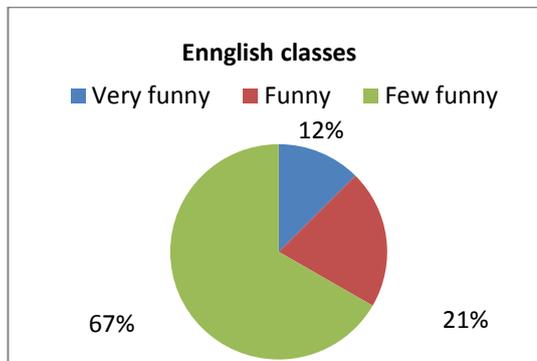
QUESTION #2

2.-How are the English classes?

Chart#2

Items	F	%
Very funny	3	12%
Funny	5	21%
Few funny	16	67%
Total	24	100%

Graphic#2



Source: Luis Fernando Vivero School

Elaborated by: Researches

The 67% polled students answered that English classes are few funny, however the 21% of them mean that the English classes are funny and 12% show that those classes are very funny.

According to the result the majority of polled students agree that English classes are not interesting, it shows the problem existent, to improve it the teacher needs to promote the general interaction by using an academic supporting program in which he /she will use the best methods and strategies to develop the student's skills during the teaching learning process in the English language, so if the teacher and the students work together the environment in the class will get better as soon as possible.

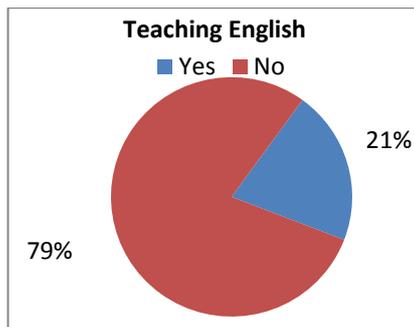
QUESTIONS #3

3.-Do you like how your teacher teaches English?

Chart #3

Items	F	%
Yes	5	21%
No	19	79%
Total	24	100%

Graphic#3



Source: Luis Fernando Vivero School

Elaborated by: Researches

Taking account the results, (79%) the polled students are not agree about how their teacher teaches English them. And the (21%) the polled students mean the contrary.

The majority of the polled students show that they do not like the methodology that their teacher uses to teach English therefore, this problem is the main factor that not allows to students increase their English language knowledge. It is vital important to know that being teacher means to have an excellent capacity to carry on a good teaching learning process to teach any subject in this case a new language keeping in this way a good level about it.

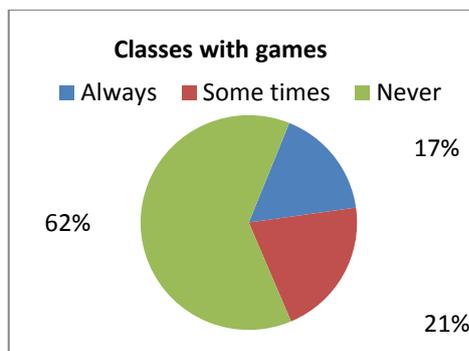
QUESTIONS #4

4.-How often your teacher starts the classes with a game?

Chart # 4

Items	F	%
Always	4	17%
Some times	5	21%
Never	15	62%
Total	24	100%

Graphic #4



Source: Luis Fernando Vivero School

Elaborated by: Researches

The 62% the polled students answered that their teacher never applies a game at the beginning the English class, while the 17% the polled students mean the contrary and the 21% the polled students mean that their teacher sometimes applies it.

The best way in which a teacher can obtain good results at the end of the class or in the evaluation is waking up the students motivation, in order to get their desires to learn a new topic, it can be possible only if the teacher applies an interesting game at the beginning the class but it must be according to the topic and the students' age, because they need to receive any motivation kind to develop their skills during the classes anywhere.

QUESTION #5

5.-Would you like that your teacher use more games when she teaches English?

Chart#5

Items	F	%
Yes	24	100%
No	0	0%
Total	24	100%

Graphic#5



Source: Luis Fernando Vivero School

Created by Researches

According to the result, 100% the polled students agree with the use of more games within English classes.

The information obtained previously indicates that the games applied in the teaching learning process in the English language or in any subject is very essential , it can make classes more dynamic, having as result the interaction from students and teachers, but games must be according to the level and students' age in order to become interesting the environment. Thus allowing students to enjoy the fully developed class.

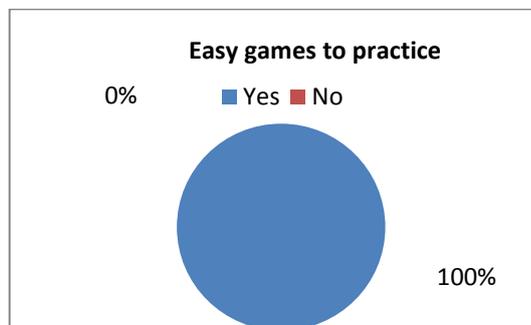
QUESTIONS #6

6.-Would you like that your teacher apply easy games to practice?

Chart #6

Items	F	%
Yes	24	100%
No	0	0%
Total	24	100%

Graphic#6



Source: Luis Fernando Vivero School

Created by: Researches

Taking account the results, 100% the polled students mean that games should be easy to practice in any physical area thus allowing a good development of them.

The obtained result showed that games within the teaching learning process are good tools to obtain good understanding during the class, each teacher must be capacitated to apply and manage games, he/she has the obligation to investigate about games to practice according to the group because through those activities the students will be more interested to learn any subject in this case English language, so the teaching learning process will be developed in its totality, reaching so the students and teachers' objective.

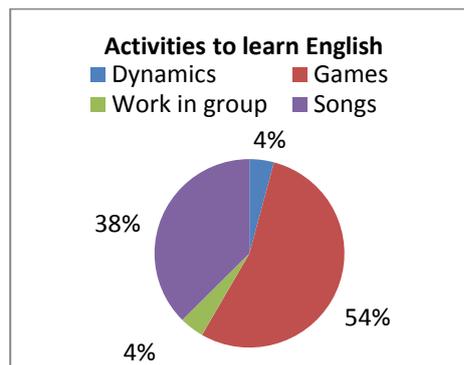
QUESTIONS #7

7.-Which of the Following activities do you prefer to learn English of your teacher?

Chart#7

Items	F	%
Dynamics	1	4%
Games	13	54%
Work in group	1	4%
Songs	9	38%
Total	24	100%

Graphic#7



Source: Luis Fernando Vivero School

Elaborated by: Researches

The 54% the polled students mean that they prefer that their teacher uses the games to teach, while the 38% the polled students answered that they have a preference for the songs, however the works in group and dynamics as activities to teach have the same percentage that is 4% according the polled students.

Taking into account the result, the polled students showed that games are the best activities to learn English language, because those ones permit them to take part in the class, it means that applying games at the beginning of a class is so important.

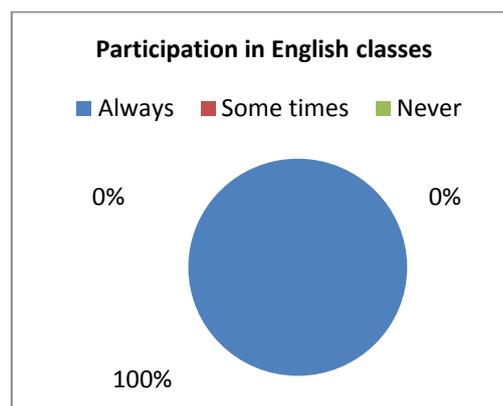
QUESTIONS #8

8.-How often would you like participate in the activities that your teacher will use into the classroom?

Chart#8

Items	F	%
Always	24	100%
Some times	0	0%
Never	0	0%
Total	24	100%

Graphic#8



Source: Luis Fernando Vivero School

Elaborated by: Researches

According the results the 100% the polled students mean that they agree to participate all the time within English classes.

The results showed that students are predisposed to learn English language through participation in all activities that teacher will use during the class, it is important to know that students' interest to learn is essential in the classroom for this reason the teacher must work with all students to get a perfect development of it.

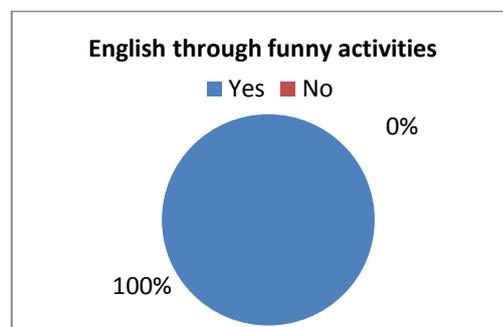
QUESTIONS #9

9.-Would you like to learn English through Funny Activities?

Chart#9

Items	F	%
Yes	24	100%
No	0	0%
Total	24	100%

Graphic#9



Source: Luis Fernando Vivero School

Created by: Researches

Taking account the results the 100% the polled students answered that they would like to learn through funny games

According to the result the students like to learn English language practicing funny activities, it means that those activities can increase the students' desire to learn, taking into account this important fact the teacher must use funny games, with those ones students will feel comfortable and motivated to reach the class objective. It is important to be acquainted with the methodology used by teacher to teach English language, because of this depends the students' performance.

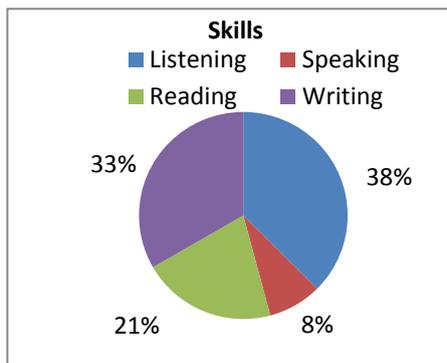
QUESTIONS #10

10.-Which of the following activities would you like to develop into academic supporting program?

Chart#10

Items	F	%
Listening	9	38%
Speaking	2	8%
Reading	5	21%
Writing	8	33%
Total	24	100%

Graphic#10



Source: Luis Fernando Vivero School

Created by: Researches

The 38% the polled students mean that they want to develop the Listening, whereas that, 33% the polled students answered that they prefer to improve the Writing but, 21% the polled students mean that they desire to learn much better the Reading, and 8% the polled students answered that they want to develop the Speaking.

The four skills in the English language are necessary to manage it in a good way, each skill carry on with a specific function, but each student has the preference to develop one of them. In this case, the listening is the most important skill although it is the most difficult.

2.2.2 Survey applied to teachers of Luis Fernando Vivero Elementary School.

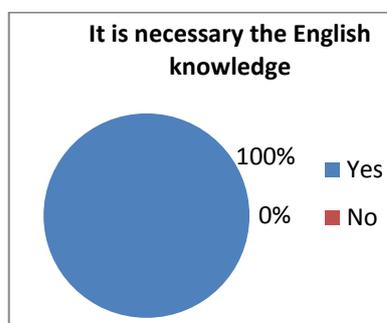
QUESTION #1

1.-Do you think that it is necessary to acquire Knowledge about English?

Chart#1

Items	F	%
Yes	3	100%
No	0	0%
Total	3	100%

Graphic#1



Source: Luis Fernando Vivero School

Created by: Researches

The 100% the polled teachers answered that acquire knowledge about English language is very important into the educative process, to have knowledge about it permits to interchange the ideas with native speakers.

Taking into account the result, all polled teachers agree about importance to acquire English knowledge, because nowadays to manage a second language permits people to play an important role within professional area, it should be applied like the most important subject in all educative institutions, so the students will have most interest to learn English in a better way and they could obtain good results in the four skills that are necessary in this language, also the teachers should manage this language to have the capacity to communicate with foreign people .

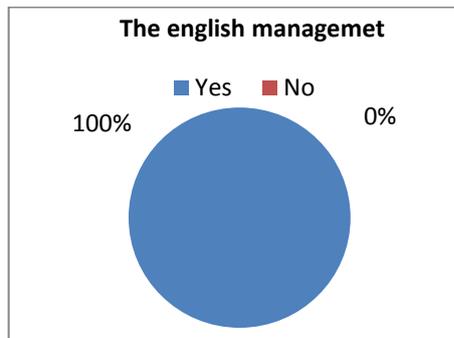
QUESTION #2

Do you believe that the management of the English within of the educational field will help to the students to have a future as successful people?

Chart#2

Items	F	%
Yes	3	100%
No	0	0%
Total	3	100%

Graphic#2



Source: Luis Fernando Vivero School
Created by: Researches

According the result, 100% of polled teachers mean that English language will help to find a lot of job opportunities. It is important to say that English language needs to be practiced day by day in order to have a good management about it.

The polled teachers' point of view is the same, therefore they agree with the advantages that English language give the vocational training, it helps the professional people to face the chances that education has, also with the second language development the people will find an excellent job everywhere, so if people that decide to travel to another country will be able to face the possible problems by themselves

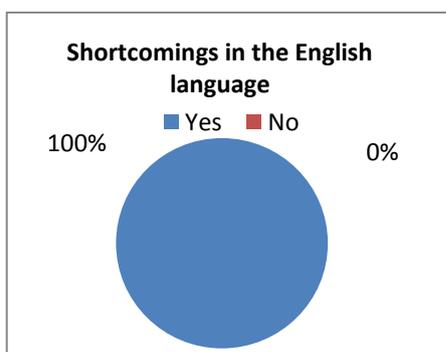
QUESTION#3

3.-As teacher of the institution do you affirm if there are shortcomings within teaching learning process in the English language?

Chart#3

Items	F	%
Yes	3	100%
No	0	0%
Total	3	100%

Graphic#3



Source: Luis Fernando Vivero School

Created by: Researches

Taking into account the result, 100% the polled teachers mean that there are shortcomings in the Institution to have a good development of the teaching learning process in English. To learn this language is necessary to develop the four skills, but most of the time is difficult to develop them totally.

The development the English language depends the teachers and students, each one has specific roles into the English language teaching learning process, but the most important role that the teachers have it is the use the strategies and new tools to teach, therefore the teachers from the institution should promote the practice of them to wake up the students`interest to learn, allowing the skills` development to carry on a good learning.

QUESTIONS #4

4.-When do you consider that motivation plays an important role within education?

Chart#4

Items	F	%
Always	3	100%
Some times	0	0%
Never	0	0%
Total	3	100%

Graphic#4



Source: Luis Fernando Vivero School

Created by: Researches

The 100% of the polled teachers answered that the motivation is an important tool in all classes because through it the teachers can wake up the therefore each teacher has the obligation to apply it.

The students' interest to learn will be excellent if the teachers use the motivation as first tool at the beginning the classes Taking into account that motivation is the complement to obtain the interest of them, so the students will be able to understand the English language in different ways such as oral and writing form. That is to say the motivation must be used in all classes to carry on with the goals so teachers and students will take part the good teaching learning process.

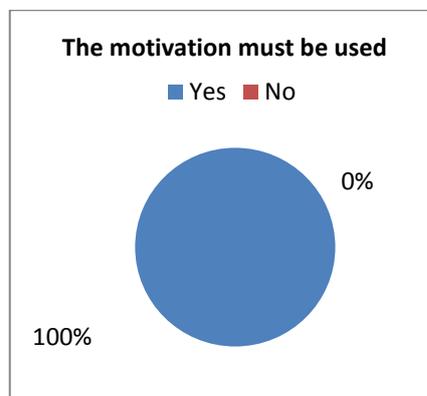
QUESTION#5

5.-Do you agree that students must have more motivation within teaching learning process in the English language?

Chart#5

Items	F	%
Yes	3	100%
No	0	0%
Total	3	100%

Graphic#5



Source: Luis Fernando Vivero School

Created by: Researches

According to the result, the 100% of polled teachers mean that the students should have more motivation from teacher in English language learning,

As it can be seen, all polled teachers agree about the motivation importance within English language learning because, it is the principal tool to start the classes for that reason they apply the motivation all the time to get positive results, so teachers must use a lot of strategies which help the motivation to increase the students' interest getting the success in the hour class. That is to say, to carry on the purpose of the correct knowledge acquisitions.

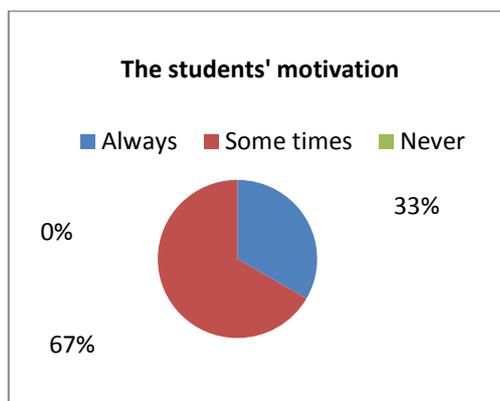
QUESTION#6

6. How often do you use didactic material to motivate the students into teaching of the English language?

Chart#6

Items	F	%
Always	1	33%
Some times	2	67%
Never	0	0%
Total	3	100%

Graphic#6



Source: Luis Fernando Vivero School

Created by: Investigators

The 33% of polled teachers mean that they always use the didactic material within the teaching learning process, however 67% the polled teachers answered that sometimes use it to teach their students.

Some teachers do not use the didactic material in their classes; it is the principal shortcoming in the teaching learning process in the English language, The didactic material must be applied in all hours classes in order to have good results, so through it the interaction will wake up in natural way. As conclusion the didactic material helps to catch the students' interest and it is the main tool for teachers to teach.

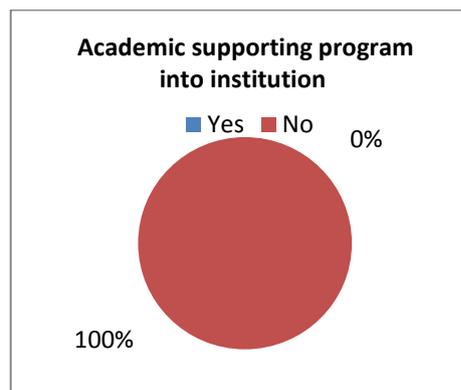
QUESTION#7

7.-Do you know if there is an academic supporting program in the Institution to improve the teaching learning process in the English language?

Chart#7

Items	F	%
Yes	0	0%
No	3	100%
Total	3	100%

Graphic#7



Source: Luis Fernando Vivero School

Created by: Researches

According to the result, 100% of the polled teachers answered that there is not an academic supporting program at Luis Fernando Vivero School to improve the knowledge of students.

An academic supporting program as help in the Institution is a good project to improve the students' knowledge. To carry on this project is necessary to have good strategies and methodologies to develop the skills of them, taking into account that there are four skills to manage the English language. So this program will be accepted as supporting to improve the teaching learning process in the English language.

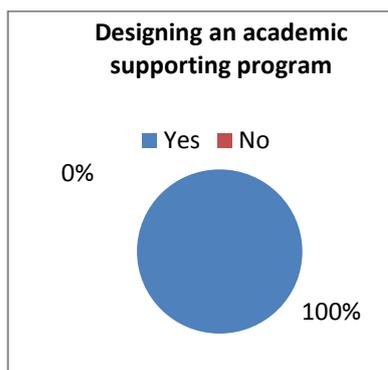
QUESTION#8

8.-Are you agree with the design of an academic supporting program to get better the teaching learning process in the English language?

Chart#8

Items	F	%
Yes	3	100%
No	0	0%
Total	3	100%

Graphic#8



Source: Luis Fernando Vivero School
Created by: Researches

The 100% the polled teachers mean that they agree with the designing of an academic supporting program into the Institution.

The teachers know the necessity to design new educative tools because through those ones teachers and students have new opportunities to increase the knowledge, so the implementation of an academic supporting program will fulfill an important role to increase the educative level within the Educative Institution; the authorities should promote programs which will help to have a high educative standard. Through that program the students will develop their knowledge and the Institutions will get excellent opportunities to get critical students.

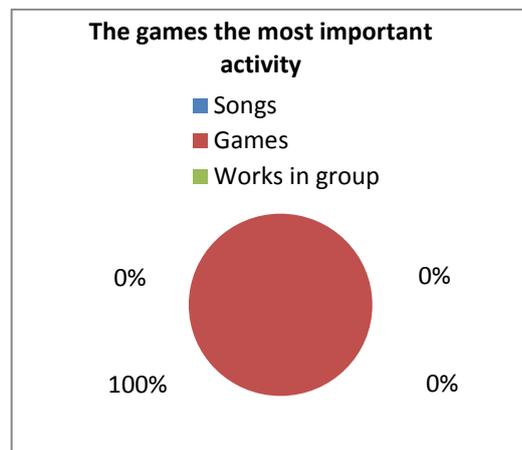
QUESTION#9

Which of the following activities would you like to have as content within academic supporting program?

Chart#9

Items	F	%
Songs	0	0%
Games	3	100%
Works in group	0	0%
Role plays	0	0%
Total	3	100%

Graphic#9



Source: Luis Fernando Vivero School
Created by: Researchers

Taking into account the result, the 100% the polled teachers answered that the most important activities that they would like to contain in the academic supporting program are the games.

An academic supporting program must contain different activities to help the teaching learning process, therefore the teachers from institution agree to develop some activities, but they consider the games is the best activity to develop because they know that teaching learning process through games collect best results all the time.

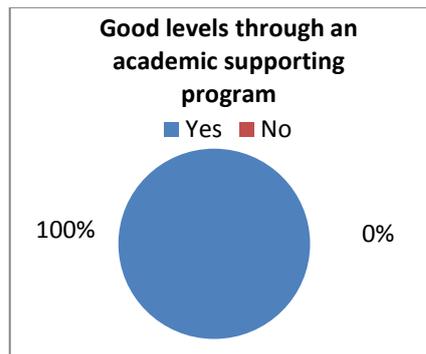
QUESTION#10

10.-Do you consider that the design of an academic supporting program within the Institution to improve the level of knowledge about English language?

Chart#10

Items	F	%
Yes	3	100%
No	0	0%
Total	3	100%

Graphic#10



Source: Luis Fernando Vivero School

Created by: Researches

The 100% the polled teachers agree with the designing of an academic supporting program within the institution to increase the students' English language.

The teachers in the institutions know the students' shortcoming about their knowledge in the English language, for that reason they agree with the application of an academic supporting program to improve the teaching learning process in the English language within Institution.

2.3 CONCLUSIONS:

During the time that students learnt English the majority of them found difficulties to learn this language however the need to learn English is vital important because nowadays the most important language is English in some areas.

- To get a better learning in the English language is important to apply funny activities within the academic supporting program in order to motivate the students so; they will be able to improve their knowledge in the English language.
- The lack of motivation of the students to learn English language is the principal shortcoming in the teaching learning process. For that reason, it is important to know that an academic supporting program is a very useful tool in the Institution.
- The designing of an academic supporting program will help to improve the knowledge of the students about English language, acquiring good results to get a good development of the teaching learning process in the English language.

2.4 SUGGESTIONS:

- The teacher should know that motivation is the principal element within teaching learning process, so they have to apply it in all the activities that they use to teach English language.

- To motivate the students is necessary the teaching through games for that reason, it is important to go on the implementation of some academic supporting program in the institution, which should have funny activities to wake up the interest to learn.

- To obtain good results within teaching learning process, the teachers must use in a good way the activities of the academic supporting program, so they will reach the main objective.

CHAPTER III

3. PROPOSAL

Designing of an academic supporting program to increase the English language knowledge in the students of second year of basic education at "Luis Fernando Vivero" Elementary School during 2010-2011.

3.1 INFORMATIVE DATE.

Institution:	Luis Fernando Vivero school
Location:	Urban Sector
Province:	Cotopaxi
Town:	Latacunga
City:	Latacunga
Parish:	Juan Montalvo
Responsible for the designing:	Researchers
Beneficiaries:	Students of the second year from
Luis Fernando Vivero Primary School.	
Financing:	Authoresses.

3.2 JUSTIFICATION

The proposal is based in the lack of interest to learn the English language that face the students of the second year of basic education at “Luis Fernando Vivero “Elementary School, taking into account that it is essential the designing of an academic supporting program into the Institution.

The designing of this academic supporting program is a vital tool to help the English teacher to improve the student’s shortcomings in the English classes through funny and colorful activities those ones motivate them to learn English language better than ever before, also this program is done to improve the student’s productive (speaking-writing) and receptive (listening-reading) skills to carry on a good classroom development for this reason this academic supporting program contains games, songs, dynamics and works in group which are going to help the students to overcome from their weaknesses

3.3 OBJECTIVES

✓ GENERAL

To design an academic supporting program through funny activities, those allow to wake up the interest to learn English language in the second year students of basic education at “Luis Fernando Vivero School” elementary School.

SPECIFIC OBJECTIVES

- ✓ To encourage students, through an academic supporting program to get better their abilities to learn English Language.

- ✓ To develop in a good way the academic supporting program through cooperative activities in order to improve their knowledge in English Language.
- ✓ To use funny activities through games, dynamics, song and works in group, in order to fulfill the proposed objective

3.4 THEORETICAL FOUNDATION

This researched work tries to show the importance to design an academic supporting program. It makes reference to the necessity to learn the English language through funny activities taking into account that information picked up in this project presents in a summary the necessity to design new educative tools to have good results into the teaching learning process.

3.5 PHILOSOPHIC FOUNDATION

VYGOTSKY, “means the history of education is the history of the teaching learning process and development of mankind; through the educative process the human beings have acquired new knowledge that has been useful to the world.”

According to Vigotsky the education and the teaching learning process are steps which have been linked with the development of the human beings, thanks to those steps people have been developing their knowledge to form part of a success society. For the researches the teaching –learning is a big process and through it people can acquire new knowledge and experiences which will be useful and will help them to develop by themselves in the real life in a better way, in this way people are in constantly learning.

3.6METHODOLOGICAL

The English teaching methodologies are important premises to design any educative program because they help to carry on the classroom activities development, so the students will acquire significative knowledge through repetition and empiric facts.

The use of different methods helps teachers to do the class more active, so the methods' combination allow to do the activities easier than ever before where teachers used to use just one method with traditional strategies. The methodology used in this program offers many methods which help learners to learn English language in a funny way and they also let learners to understand the content that they are learning given as result an enduring understanding.

TECHNICAL UNIVERSITY OF COTOPAXI



ENGLISH CAREER

ACADEMIC SUPPORTING PROGRAM



GUANOLUISA TOAPANTA LOURDES CARMEN

CHANATASIG MONTALUISA BLANCA MAGALY



TECNICAL UNIVERSITY OF COTOPAXI

**LUIS FERNANDO VIVERO
ELEMENTARY SCHOOL**



1. – INFORMATIVE DATE

SIGNATURE:	INGLÉS
YEAR:	2010-2011
GRADE:	SECOND
HOURS PER WEEK:	2 HOURS
PROGRAM TIME:	TWO MONTHS AND HALF

2. - OBJECTIVE:

- To wake up the interest to learn English language through an academic supporting program to improve the academic level.

3. - LINGUISTIC COMPETENCE:

SPEAKING: Students' can express the ideas in a natural way.

WRITING: Students' can draw up the English word without mistakes.

LISTENING: Students' can catch the correctly pronunciation.

READING: Students' can read carefully and to do the task independently.

4. - CONTENT:

UNIT ONE

- **GREETINGS:**
Good morning, good afternoon, good evening.

UNIT TWO

- **CLASSROOM OBJECTS:**
Board, chair, book, table, pencil, ruler.

UNIT THREE

- **THE HOUSE:**
Living room, bathroom, bedroom, kitchen, dining room.

UNIT FOUR

- **THE FAMILY**

Mother , father, sister, brother, baby.

UNIT FIVE

- **COLORS:**

Yellow, blue, white, red, green

UNIT SIX

- **NUMBERS**

One, two three, four, five, six, seven, eight, nine, ten.

UNIT SEVEN

- **THE ANIMALS:**

Cow, horse, chicken, pig, dog.

UNIT EIGHT

- **TOYS:**

Ball, airplane, doll, kite.

UNIT NINE

- **FRUIT:**

Banana, lemon, orange, apple, pear.

UNIT TEN

- **THE FACE:**

Eyes, ear, mouth, chin, nose.

5. METHODOLOGY

The program is based on the most interactive methods, which will help to carry on the program activities. .

- Total physical response
- Audio-lingual

- Suggestopedia
- Natural approach
- Silent way
- Communicative approach
- Community language learning

Each method will be developed with the next techniques:

- Filling the blanks, identify information, Follow the instructions, draw up the words, repeating, and chain drill.

6. RESOURCES

- Work sheet
- Flash cards
- Tape recorder
- Wall chart
- Pictures

7. EVALUATION

- Numerical scale
- Comparison list

8. BIBLIOGRAFÍA

- Happy smile 2
- <http://www.google.com.ec/imgres?q=colors+cartoons&um=1&hl=es&sa=G&biw=1366&bih=665&tbm=isch&tbnid=AJnwf7AKwJiBdM:&imgrefurl=http://www.canstockphoto.com/cartoon-volleyball-in-different-colors>
- <http://www.google.com.ec/imgres?q=partes+de+la+casa+para+colorear&um=1&hl=es&tbm=isch&tbnid=wP6QCrJFvzBcgM:&imgrefurl=http://www.lacasainfantil.com/dibujos/partes-de-la-casa-dibujos-para-colorear>

UNIT ONE

GREETINGS



Good morning

Good Afternoon

Good evening

UNIT- PLAN 1

OBJECTIVE: To know the greetings through linguistic competences, in order to improve the students' knowledge.

TITLE UNIT: Greetings

PERIOD: 2 hours (90 min,)

OBJECTIVES	VOCABULARY	METHODOLOGY ESTRATEGIES	RESOURCES	EVALUATION	
				KEY INDICATORS	THECNIQUES
<ul style="list-style-type: none"> ➤ Students' can speak about greetings. ➤ Students' can write about greetings. ➤ Students' can listen about greetings. ➤ Students' can read about greetings. 	<ul style="list-style-type: none"> ✓ Good morning ✓ Good afternoon ✓ Good evening 	<p style="text-align: center;">Communicative approach Suggestopedia</p> <ul style="list-style-type: none"> ❖ Warm up. ❖ Look at the pictures and comment ❖ Filling the blanks about greetings. ❖ Identify the correct pronunciation. ❖ Pre-reading, reading and post reading to draw up the words. 	<ul style="list-style-type: none"> ♣ Work sheets ♣ Tape recorder ♣ Pictures 	<p>The students will be able to</p> <ul style="list-style-type: none"> • Give opinions • Order ideas • Use appropriated traits. • Identify information • Differ and pronounce words 	<ul style="list-style-type: none"> ♣ Carrying on the task. ♣ Draw up in a correct way, <p style="text-align: center;">INSTRUMENTS</p> <ul style="list-style-type: none"> ♣ Numerical scale ♣ Comparison list

GREETINGS

Dialogue Flashcards

SPEAKING SKILL

Look up the pictures and repeat after teacher.



WRITING SKILL

Complete the story with the greetings that you know.

My day

When the sun appears from the mountains I am ready to go to school and I say



..... After that

When I go home after school I say



.....

After to play with my friends I come back to my house at 7 o'clock and I say.



..... then I go to

LISTENING SKILL

Listen and repeat the song

SWEET DREAMS

Good night. Now go to sleep,
lie down in your bed.

Good night. Now go to sleep,
Rest your little head.



It 's the end of the day .

It 's time to say good night.

Good night .Now close your eyes.

Sleep, my little dear.

No you won` t be alone.

Yes, I` m right here.



It 's the end of the day .

It 's time to say good night.

Good night...Good night...

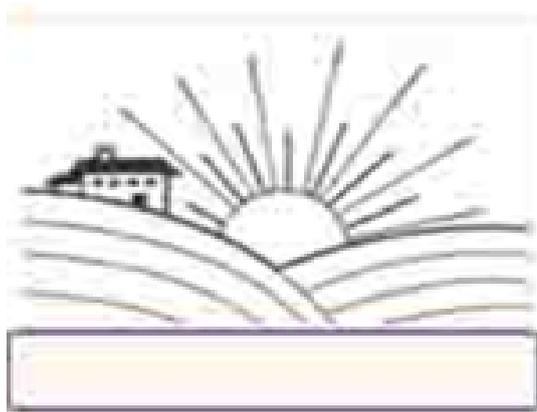


READING SKILL

Read, match and color



Good night



Good afternoon



Good morning

UNIT TWO

CLASSROOM OBJECTS



Board

table

Chair

pencil

Book

Ruler

UNIT- PLAN 2

OBJECTIVE: To know the classroom objects through linguistic competences, in order to improve the students' knowledge.

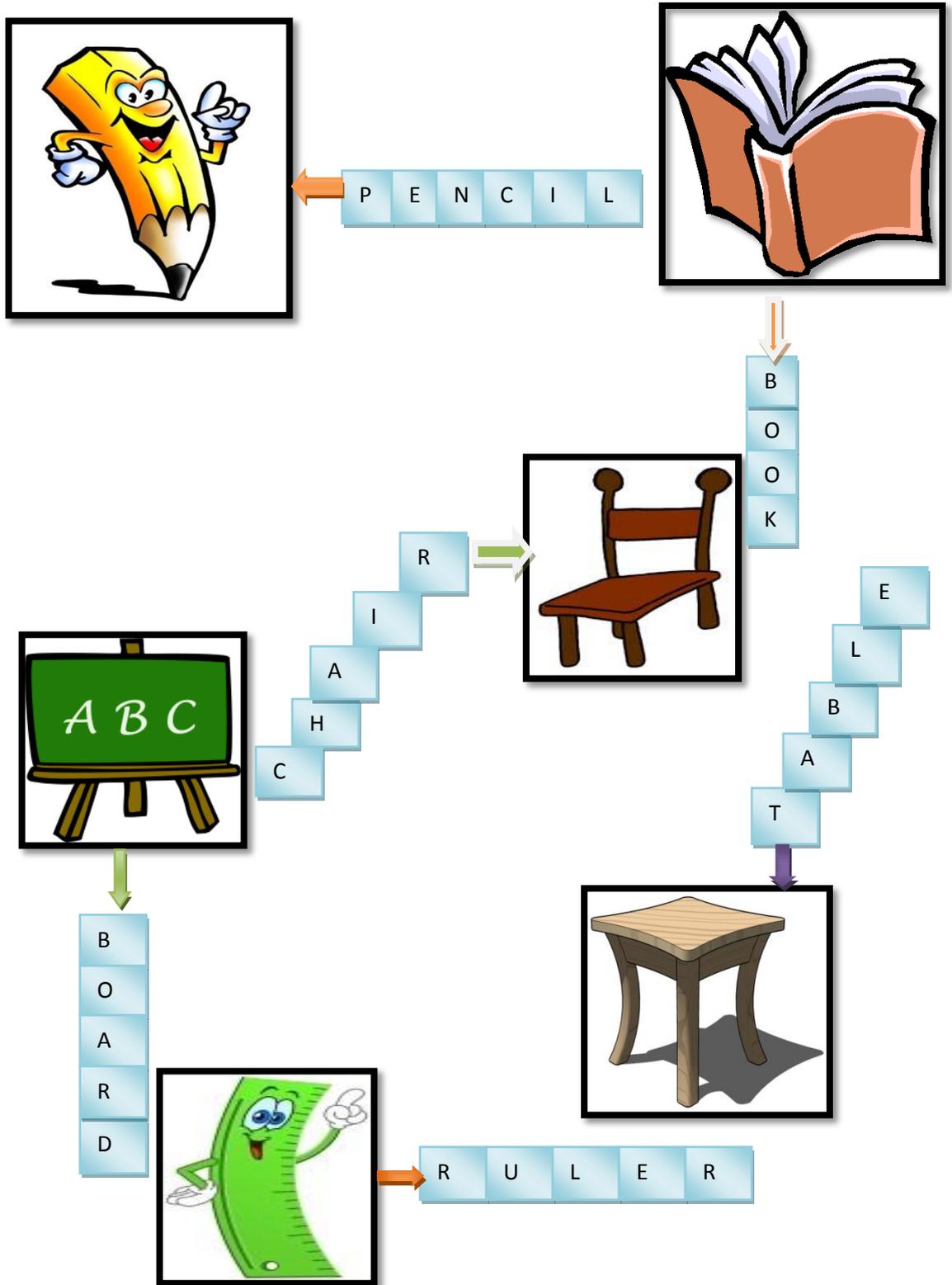
TITLE UNIT: classroom objects

PERIOD: 2 hours (90 min.)

OBJECTIVES	VOCABULARY	METHODOLOGY ESTRATEGIES	RESOURCES	EVALUATION	
				KEY INDICATORS	THECNQUES
<ul style="list-style-type: none"> ➤ To speak about classroom objects ➤ To write about classroom objects ➤ To listen about classroom objects ➤ To read about classroom objects 	<ul style="list-style-type: none"> ✓ Chair ✓ Board ✓ Table ✓ Pencil ✓ Book ✓ ruler 	<p style="text-align: center;">Silent way method Total physical response</p> <ul style="list-style-type: none"> ❖ Brainstorming. ❖ Identify information. ❖ Unscramble the classroom objects. ❖ To process and catch oral messages. ❖ Relate the picture to do the story 	<ul style="list-style-type: none"> ♣ Work sheets ♣ Pictures 	<p>The students will be able to</p> <ul style="list-style-type: none"> • Give opinions • Order words • .Use appropriated traits. • Identify information • Differ and pronounce words 	<ul style="list-style-type: none"> ♣ Developing the imagination. ♣ Carrying on the task <p style="text-align: center;">INSTRUMENTS</p> <ul style="list-style-type: none"> ♣ Numerical scale ♣ Comparison list

SPEAKING SKILL

Look at the pictures and practice their names with your teacher.



WRITING SKILL

Find the names of the objects in the puzzle and write them under each picture.





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









LISTENING SKILL

Listen the article and circle the objects of the classroom that you hear.

Alex is the best student of the school, he loves to go there because in that place he has all the accommodations like a big board to write everything that he wants, when he arrives to school he sits on a comfortable chair and he puts his book on the table so, he starts to study. His favorite subject is Math in that time he likes to use a ruler and a pencil to solve the exercises.

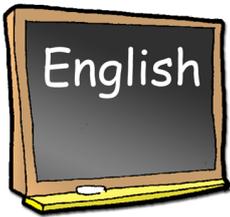


READING SKILL

Read and draw up the missing word

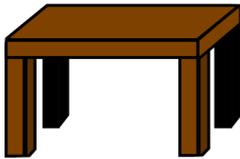


This is my

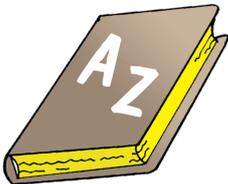


This is my

© www.ClipProject.info

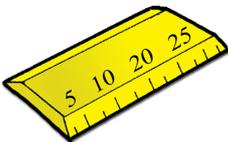


This is my



This is my

© www.ClipProject.info

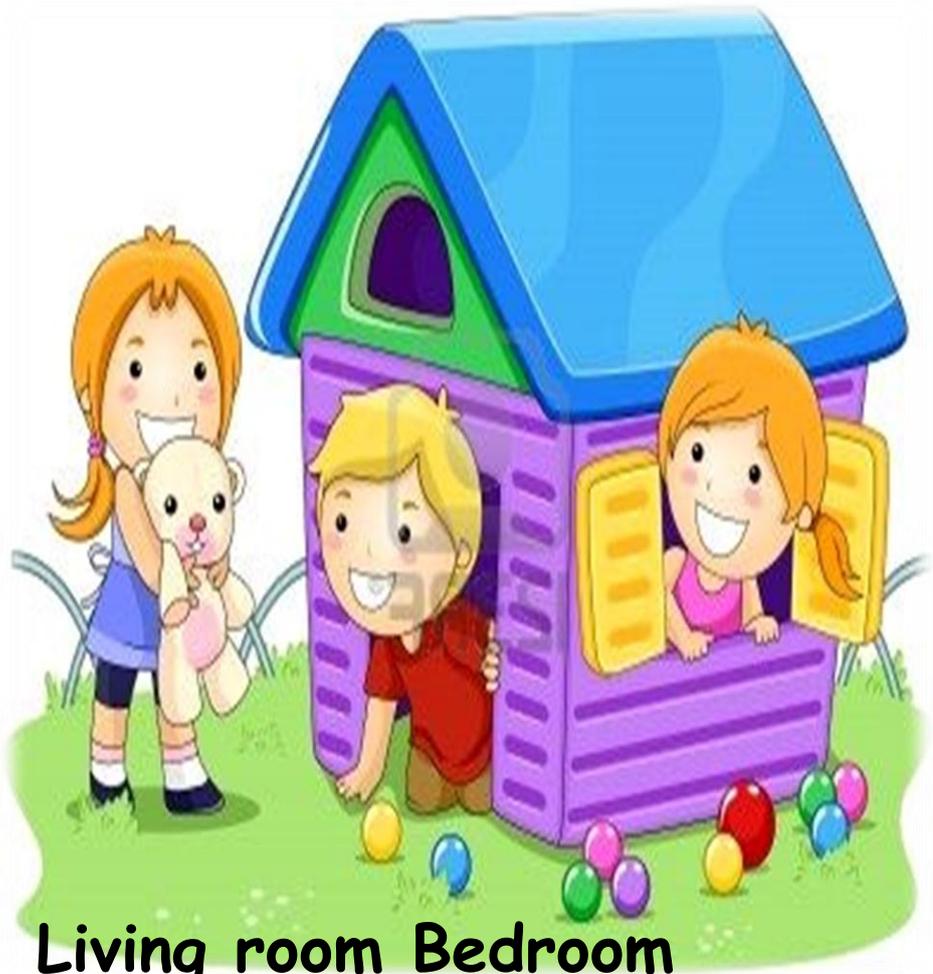


This is my

© www.ClipProject.info

UNIT THREE

THE HOUSE



Living room Bedroom

Bathroom Kitchen

Dining room

UNIT- PLAN 3

OBJECTIVE: To know the house through linguistic competences, in order to improve the students' knowledge.

TITLE UNIT: The house

PERIOD: 2 hours (90 min)

OBJECTIVES	VOCABULARY	METHODOLOGY ESTRATEGIES	RESOURCES	EVALUATION	
				KEY INDICATORS	THECNQUES
<ul style="list-style-type: none"> ➤ Students' can speak about the house ➤ Students' can write about the house ➤ Students' can listen about the house ➤ Students' can read about the house . 	<ul style="list-style-type: none"> ✓ Living room ✓ Bathroom ✓ Bedroom ✓ Dining room ✓ kitchen 	<p>Community language learning method Silent way method</p> <ul style="list-style-type: none"> ❖ Warm up. ❖ Follow the instruction to play the game. ❖ Order the letter and draw up about the house. ❖ Identify the correct pronunciation. ❖ To read the pictures and speech them in a correct way. 	<ul style="list-style-type: none"> ♣ Work sheets ♣ dices ♣ Puttons ♣ Tape recorder 	<p>The students will be able to</p> <ul style="list-style-type: none"> • Give opinions • Order ideas • To follow instructures. • Identify information • Differ and pronounce words 	<ul style="list-style-type: none"> ♣ Playing game ♣ Draw up the words in a correct way ♣ Listen carefully <p>INSTRUMENTS</p> <ul style="list-style-type: none"> ♣ Numerical scale ♣ Comparison list

SPEAKING SKILL

Play the game in pairs using buttons and a dice.

To win you must to carry on all instructions.

START

1

2

3 Repeat 3 times **BEDROOM**

4

5

6

7 Go back to 1

8

9

10

11 Say **Diningroom**

12

13

14

15 scream kitchen

16

17

18 sing **livingroom**

19

20

21

22 say **bathroom** and go back to 15

23

FINISH

Do Not Duplicate Property of

15 times

15

WRITING SKILL

Order the letters and form the names of the pictures

1



CT K H I N E

--	--	--	--	--	--	--	--

2



B E R O O M D

--	--	--	--	--	--	--	--

3



B T H O M O A R

--	--	--	--	--	--	--	--

4



L M R O I O V I N G

--	--	--	--	--	--	--	--

5



D R M O I O N I N G

--	--	--	--	--	--	--	--

LISTENING SKILL

Listen the song and sing it.

THE HOUSE

Where's Mr. Penguin?

He's in the bedroom

What is he doing?

He's reading a book

Where's baby elephant?

He's in the bathroom

What is he doing?

He's taking a bath

Bedroom, bathroom,

Living room, dining room

Bedroom, bathroom,

Living room, dining room,

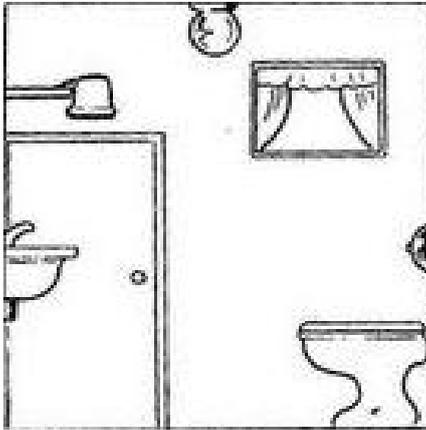
Kitchen, not chicken.

it's a kitchen

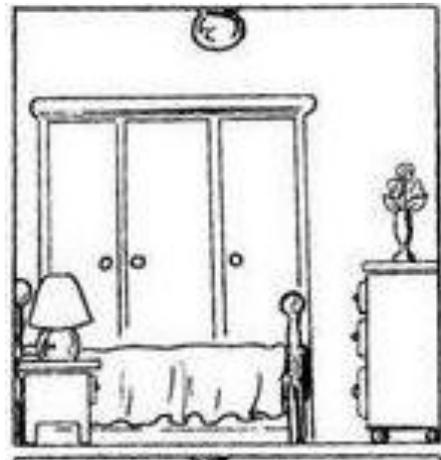


READING SKILL

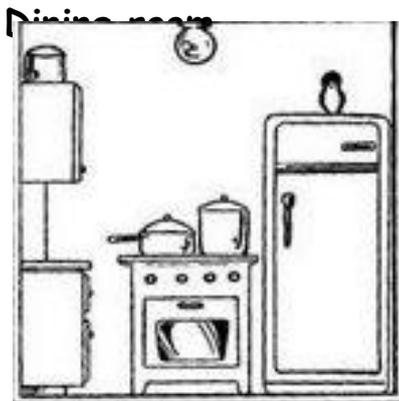
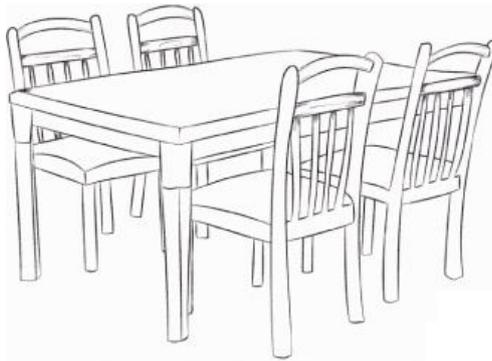
Read and color the parts of the house.



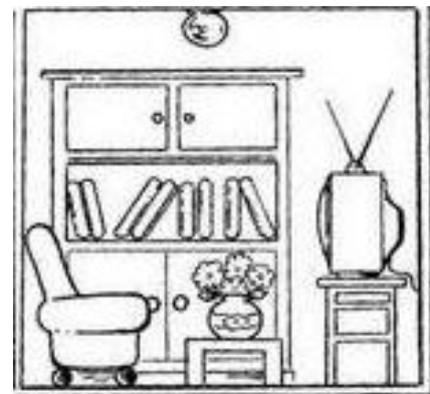
Bathroom



Bedroom



Kitchen



Living room

UNIT FOUR

THE FAMILY



Mother

Father

Brother

Sister

Baby

UNIT- PLAN 4

OBJECTIVE: To know the family through linguistic competences, in order to improve the students' knowledge.

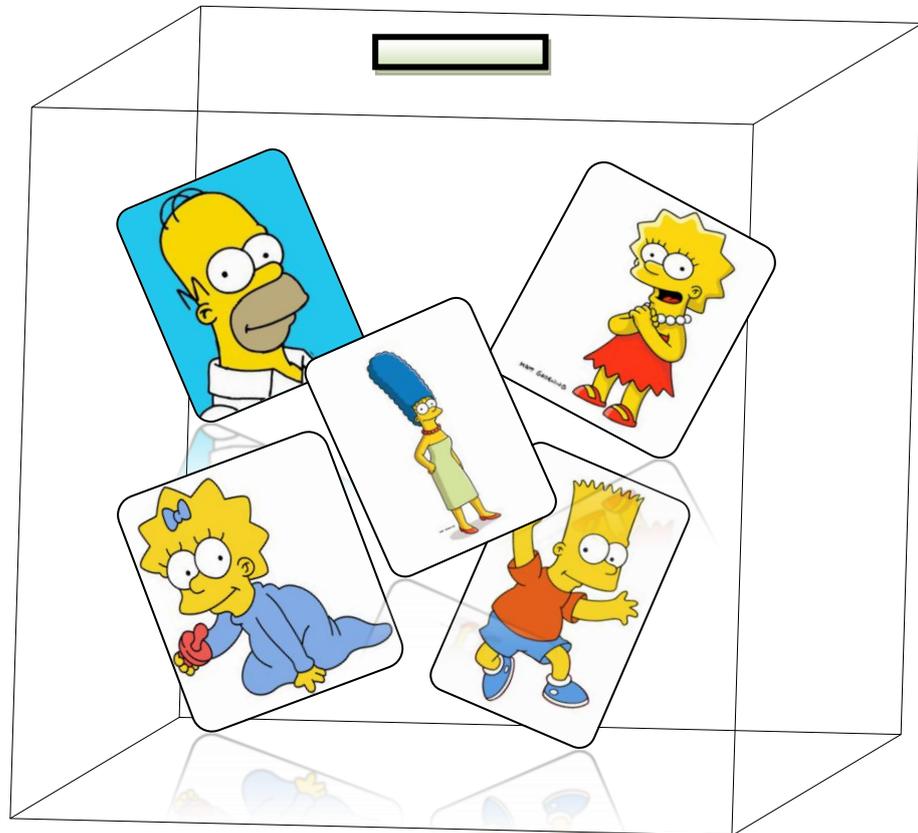
TITLE UNIT: Family

PERIOD: 2 hours (90 min,)

OBJECTIVES	VOCABULARY	METHODOLOGY ESTRATEGIES	RESOURCES	EVALUATION	
				KEY INDICATORS	THECNQUES
<ul style="list-style-type: none"> ➤ Students' can speak about the family. ➤ Students' can write about the family. ➤ Students' can listen about the family ➤ Students' can read about the family 	<ul style="list-style-type: none"> ✓ Mother ✓ Father ✓ Brother ✓ Sister ✓ baby 	<p>Suggestopedia Natural approach</p> <ul style="list-style-type: none"> ❖ Warm up. ❖ Comment about family. ❖ Draw up the words in a correct way. ❖ Identify the member of family 	<ul style="list-style-type: none"> ♣ Box ♣ Flash cards ♣ Work sheet 	<p>The students will be able to</p> <ul style="list-style-type: none"> • Give opinions • Order ideas • Use appropriated traits. • Identify information • Differ and pronounce words 	<ul style="list-style-type: none"> ♣ Playing game ♣ Draw up in a correct way, <p>INSTRUMENTS</p> <ul style="list-style-type: none"> ♣ Numerical scale ♣ Comparison list

SPEAKING SKILL

Take out the pictures and ask the teacher for the name of the members

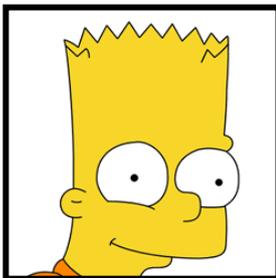


WRITING SKILL

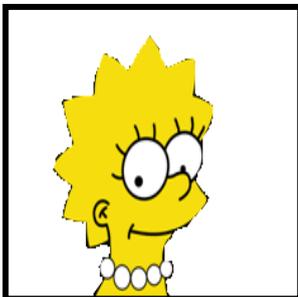
Find the name of each member and write it.



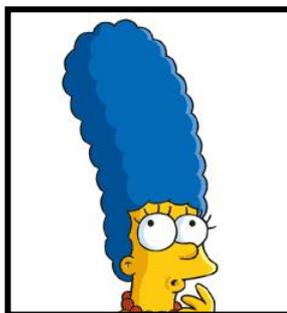
F B Y H
R Ñ D A X
Z E T E



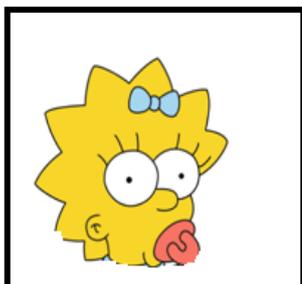
V Y T B D
E R G F T O
H R



S Y T B D
S R G F T E
I R



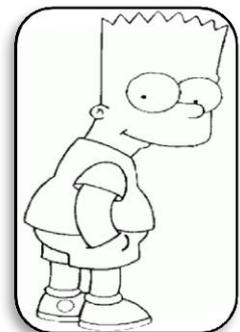
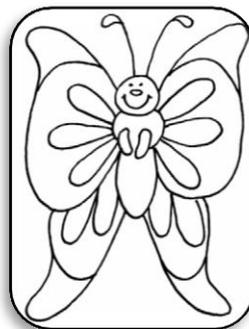
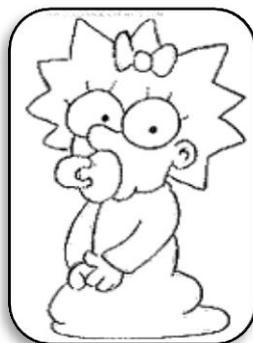
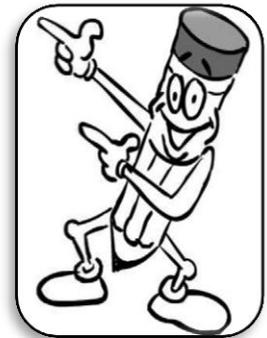
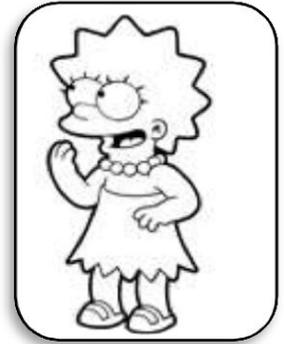
V Y M T B
D
E R G F T O



A Y M T B
D
B R G F T

LISTENING SKILL

Listen, circle and color the picture that your teacher pronounces.

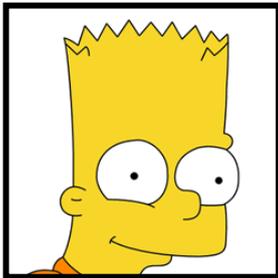


READING SKILL

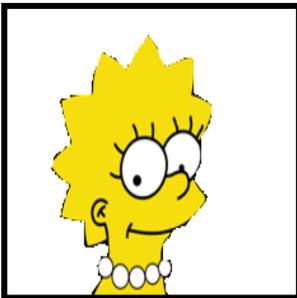
Read and match with the correct sentence.



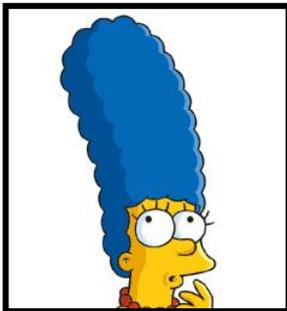
March is the best **mother**.



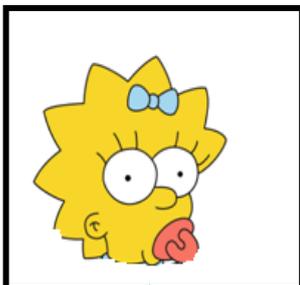
Homero is the best **father**.



Barth is a happy **brother**.



Lisa is a nice **sister**.



Maggie is a pretty **baby**.

UNIT FIVE

COLORS



Yellow

Read

Blue

Green

White

UNIT- PLAN 5

OBJECTIVE: To know the colors through linguistic competences, in order to improve the students' knowledge.

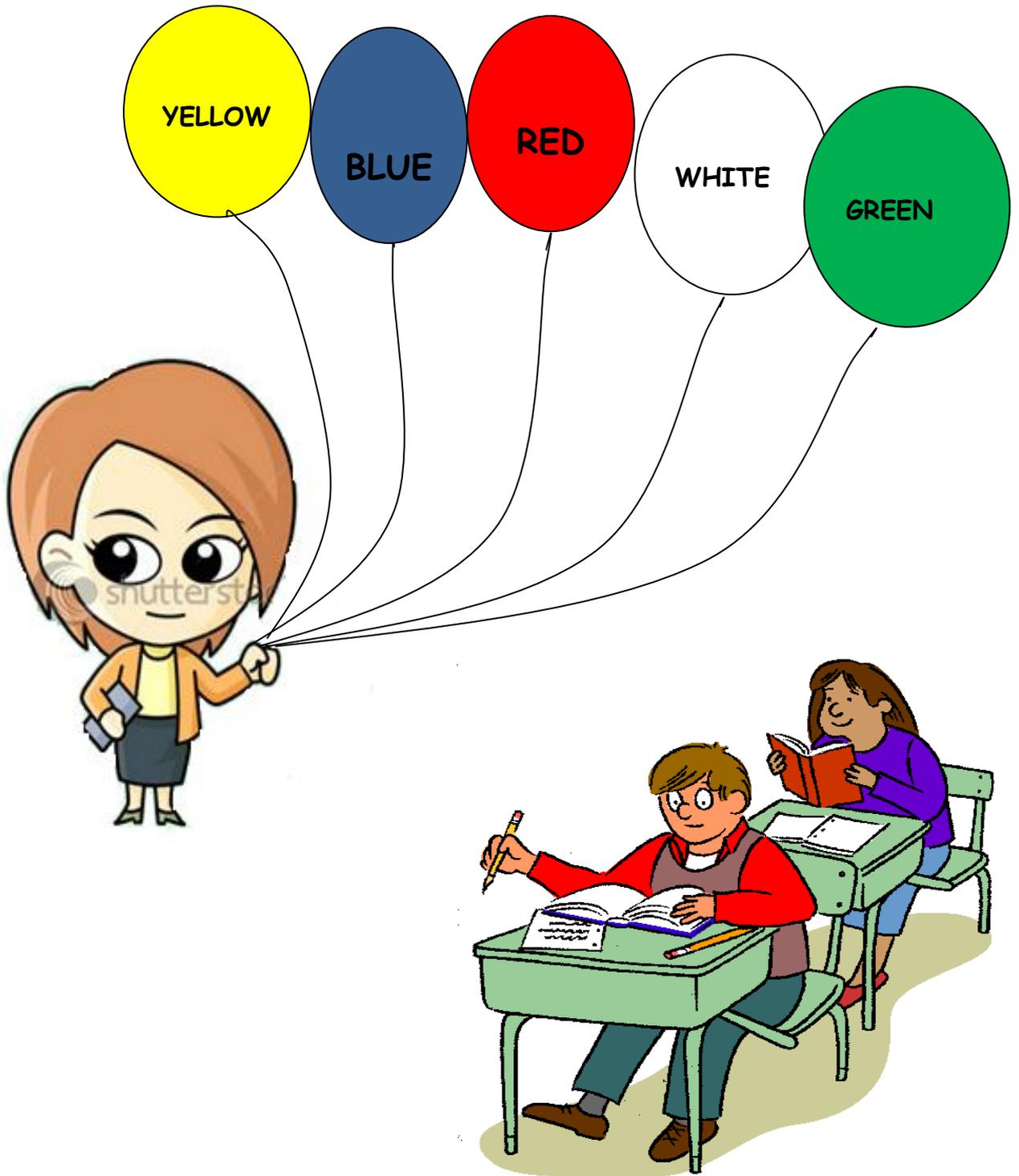
TITLE UNIT: colors

PERIOD: 2 hours (90 min,)

OBJECTIVES	VOCABULARY	METHODOLOGY ESTRATEGIES	RESOURCES	EVALUATION	
				KEY INDICATORS	THECNIQUES
<ul style="list-style-type: none"> ➤ Students' can speak about the colors ➤ Students' can write about the colors ➤ Students' can listen about the colors ➤ Students' can read about the colors 	<ul style="list-style-type: none"> ✓ Yellow ✓ Blue ✓ Red ✓ White ✓ green 	<p>Natural approach Community language learning</p> <ul style="list-style-type: none"> ❖ Warm up. ❖ Pronounce and identify the colors ❖ Following the instructions. ❖ Working positively within the group 	<ul style="list-style-type: none"> ♣ Work sheet ♣ Globes 	<p>The students will be able to</p> <ul style="list-style-type: none"> • Give opinions • Order ideas • Use appropriated traits. • Identify information • Differ and pronounce words 	<ul style="list-style-type: none"> ♣ Sharing information with others ♣ Pronounce correctly. <p>INSTRUMENTS</p> <ul style="list-style-type: none"> ♣ Numerical scale ♣ Comparison list

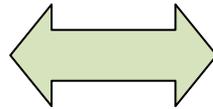
SPEAKING SKILL

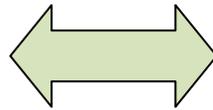
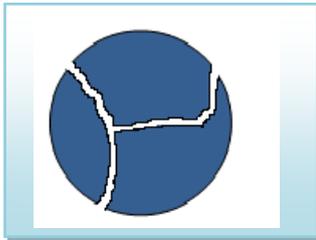
Repeat the colors after teacher.

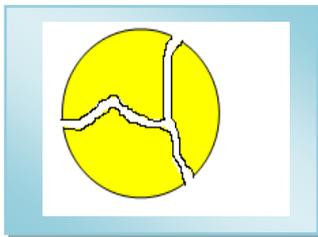


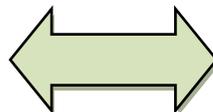
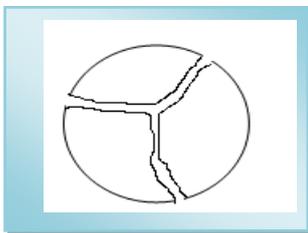
WRITING SKILL

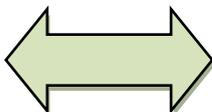
Find classmates with the same color in order to for a ball then write the name.





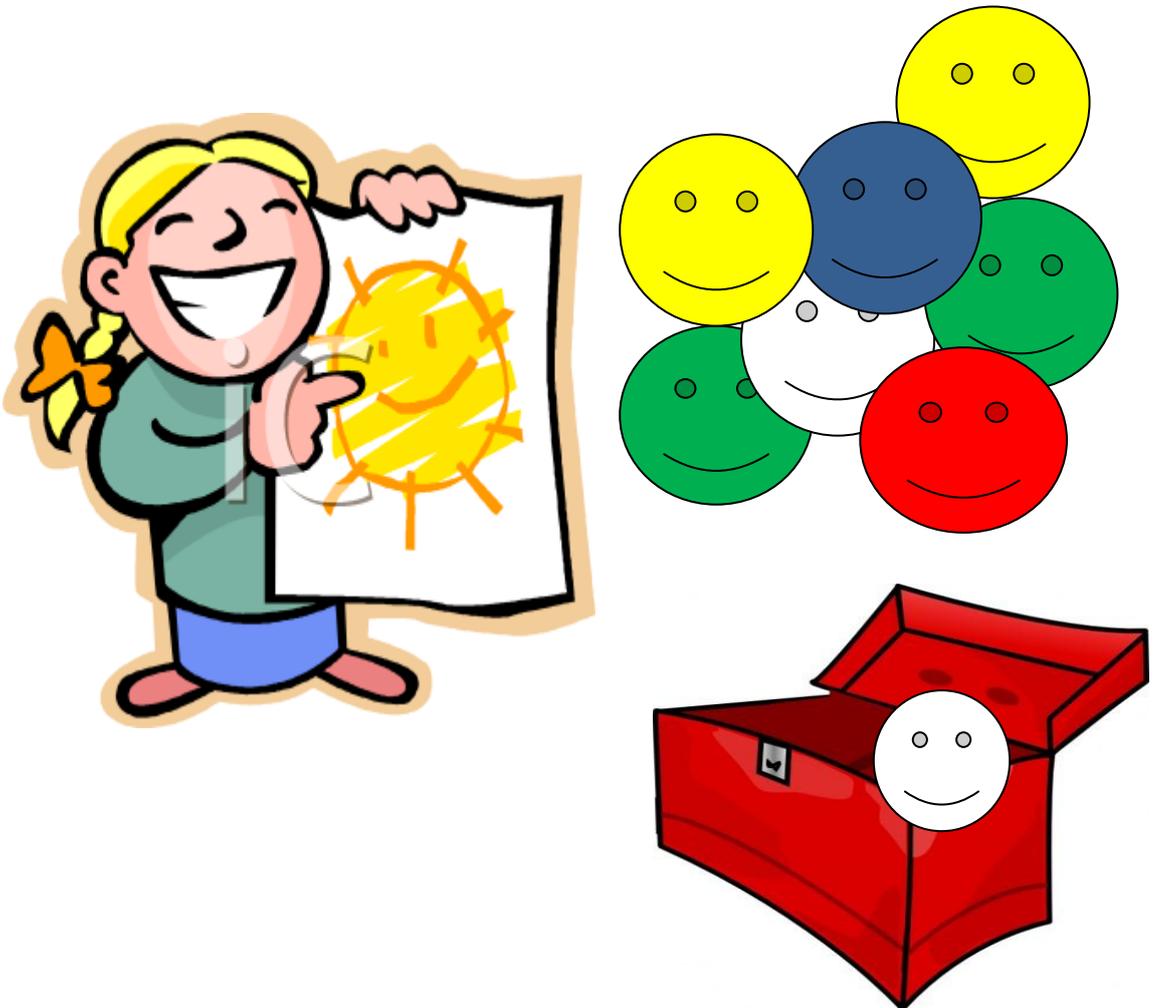
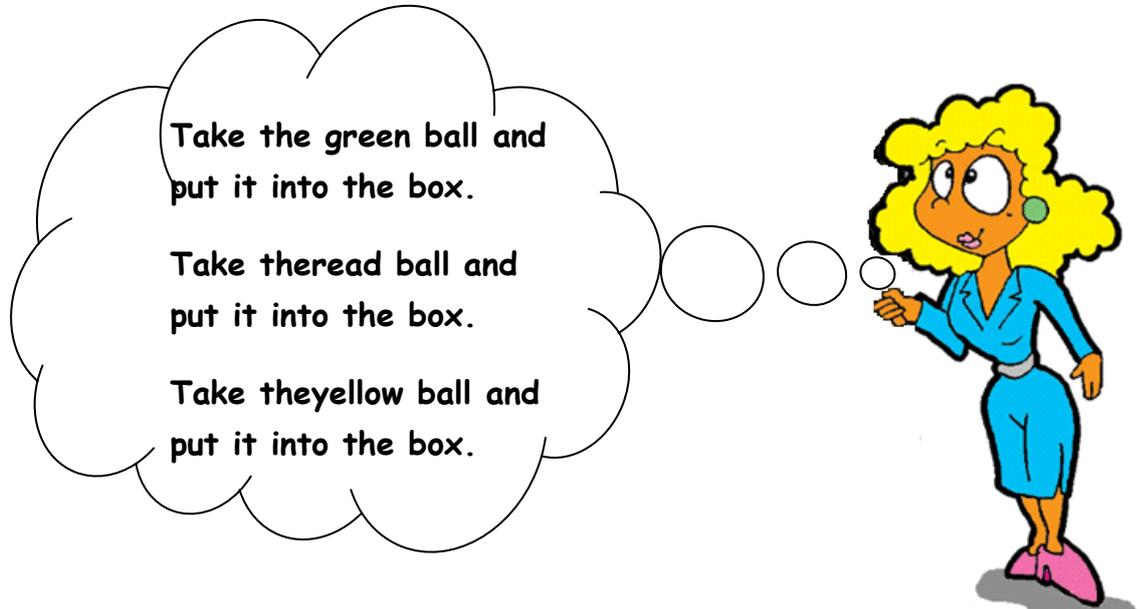






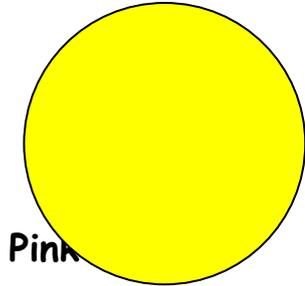
LISTENING SKILL

Listen and follow the instructions of your teacher.



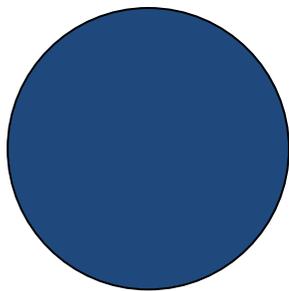
READING SKILL

Read and circle



Yellow

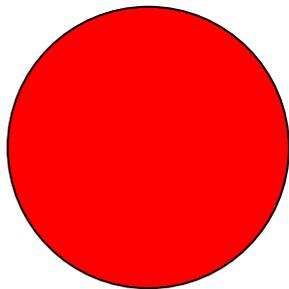
This color is blue



Blue

This color is yellow

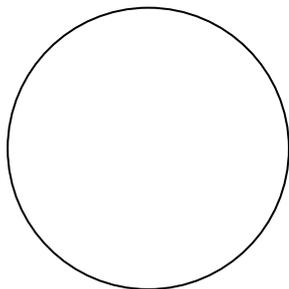
Green



White

This color is red

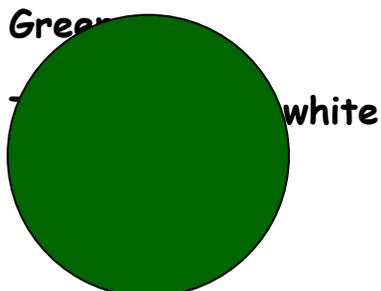
Green



Blue

This color is red

White



blue

UNIT SIX

NUMBERS



© Prawny * www.ClipartOf.com/99704

1 One

6 Six

2 Two

7 Seven

3 Three

8 Eight

4 Four

9 nine

5 Five

10 ten

UNIT- PLAN 6

OBJECTIVE: To know the numbers through linguistic competences, in order to improve the students' knowledge.

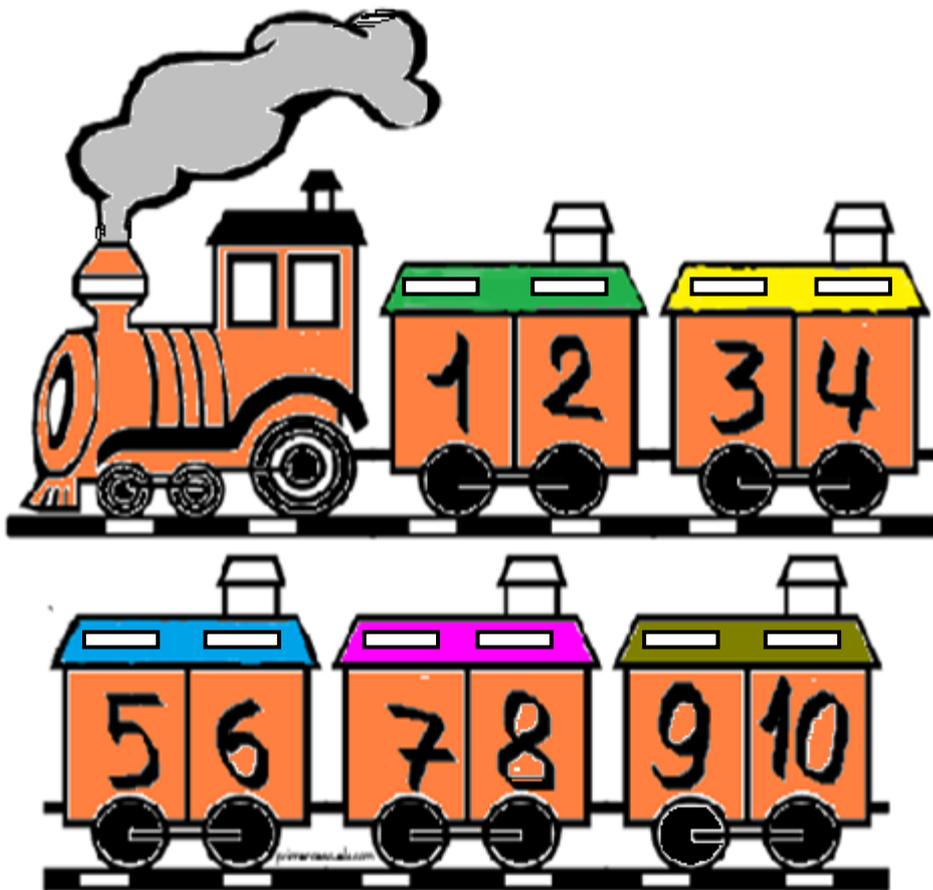
TITLE UNIT: numbers

PERIOD: 2 hours (90 min.)

OBJECTIVES	VOCABULARY	METHODOLOGY ESTRATEGIES	RESOURCES	EVALUATION	
				KEY INDICATORS	THECNIQUES
<ul style="list-style-type: none"> ➤ Students' can speak about numbers. ➤ Students' can write about numbers. ➤ Students' can listen about numbers. ➤ Students' can read about numbers. 	<ul style="list-style-type: none"> ✓ One ✓ Two ✓ Three ✓ Four ✓ Five ✓ Six ✓ Seven ✓ Eight ✓ Nine ✓ ten 	<p style="text-align: center;">Suggestopedia Audio-lingual</p> <ul style="list-style-type: none"> ❖ Warm up. ❖ Following the instruction ❖ Draw up the numbers. ❖ Circle the numbers 	<ul style="list-style-type: none"> ♣ Work sheet ♣ Box train ♣ cards 	<p>The students will be able to</p> <ul style="list-style-type: none"> • Say and recognize numbers • Accomplishing task 	<ul style="list-style-type: none"> ♣ Sequence information ♣ Correct pronunciation <p style="text-align: center;">INSTRUMENTS</p> <ul style="list-style-type: none"> ♣ Numerical scale ♣ Comparison list

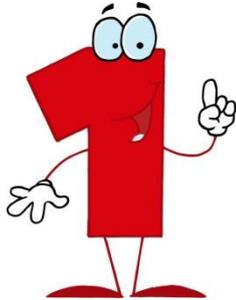
SPEAKING SKILL

Repeat the numbers after teacher. Take a flash card repeat the number twice, if you say it correctly put it in the box.



WRITING SKILL

Copy the numbers



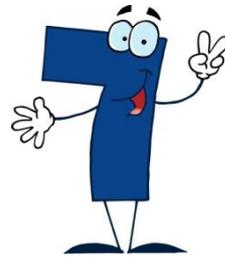
One



Six



Two



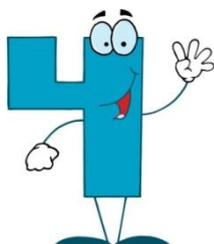
Seven



Three



Eight



Four



Nine



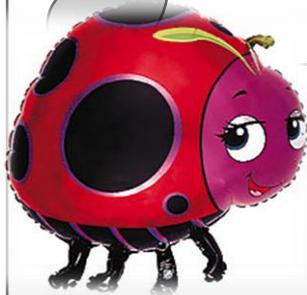
Five



Ten

LISTENING SKILL

Listen; circle the numbers that you listen.



LADYBUGS` PICNIC

One, two, three,

Four, five, six,

Seven, eight, nine,

Ten, eleven, twelve,

Ladybugs came,
to the Ladybugs` Picnic.

One, two, three,

Four, five, six,

Seven, eight, nine,

Ten, eleven, twelve,

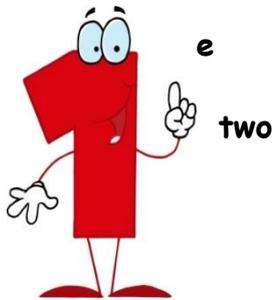
And they all played games

At the Ladybugs` Picnic.



READING SKILL

Read, and underline the correct answer.



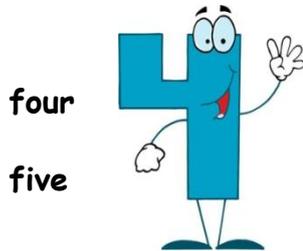
two



ten

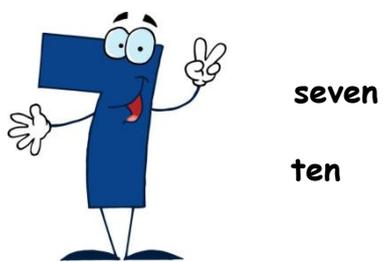


five

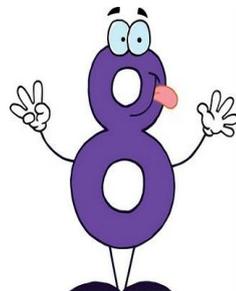


four
five

five
one



seven
ten



eight
one



nine
five



ten
nine

Six
eight



UNIT SEVEN

THE ANIMALS



Cow Horse Dog

Chicken Pig

UNIT- PLAN 7

OBJECTIVE: To know the animals through linguistic competences, in order to improve the students' knowledge.

TITLE UNIT: animals

PERIOD: 2 hours (90 min.)

OBJECTIVES	VOCABULARY	METHODOLOGY ESTRATEGIES	RESOURCES	EVALUATION	
				KEY INDICATORS	THECNQUES
<ul style="list-style-type: none"> ➤ Students' can speak about animals ➤ Students' can write about animals. ➤ Students' can listen about animals ➤ Students' can read about animals 	<ul style="list-style-type: none"> ✓ Cow ✓ Horse ✓ Pig ✓ Chicken ✓ Dog 	<p>Natural approach Suggestopedia</p> <ul style="list-style-type: none"> ❖ Warm up. ❖ Look at the animals and comment about them ❖ Draw up the missing letters. ❖ Identify the correct pronunciation. 	<ul style="list-style-type: none"> ♣ Work sheets ♣ Wall chart 	<p>The students will be able to</p> <ul style="list-style-type: none"> • Expressing ideas • Listening to others 	<ul style="list-style-type: none"> ♣ Carrying on the task. ♣ Draw up in a correct way, <p>INSTRUMENTS</p> <ul style="list-style-type: none"> ♣ Numerical scale ♣ Comparison list

SPEAKING SKILL

Recognize the animals that you have in your house and repeat three times their names in English as fast as you can.



WRITING SKILL

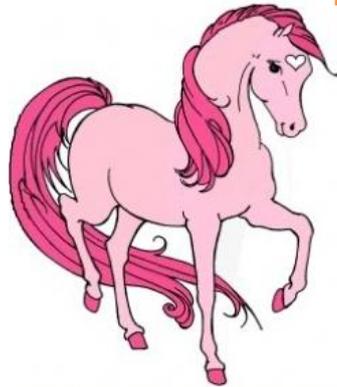
Complete the words



c w



c i c e n



o r e



© Kim Niles 2009, KimNiles.com

p i



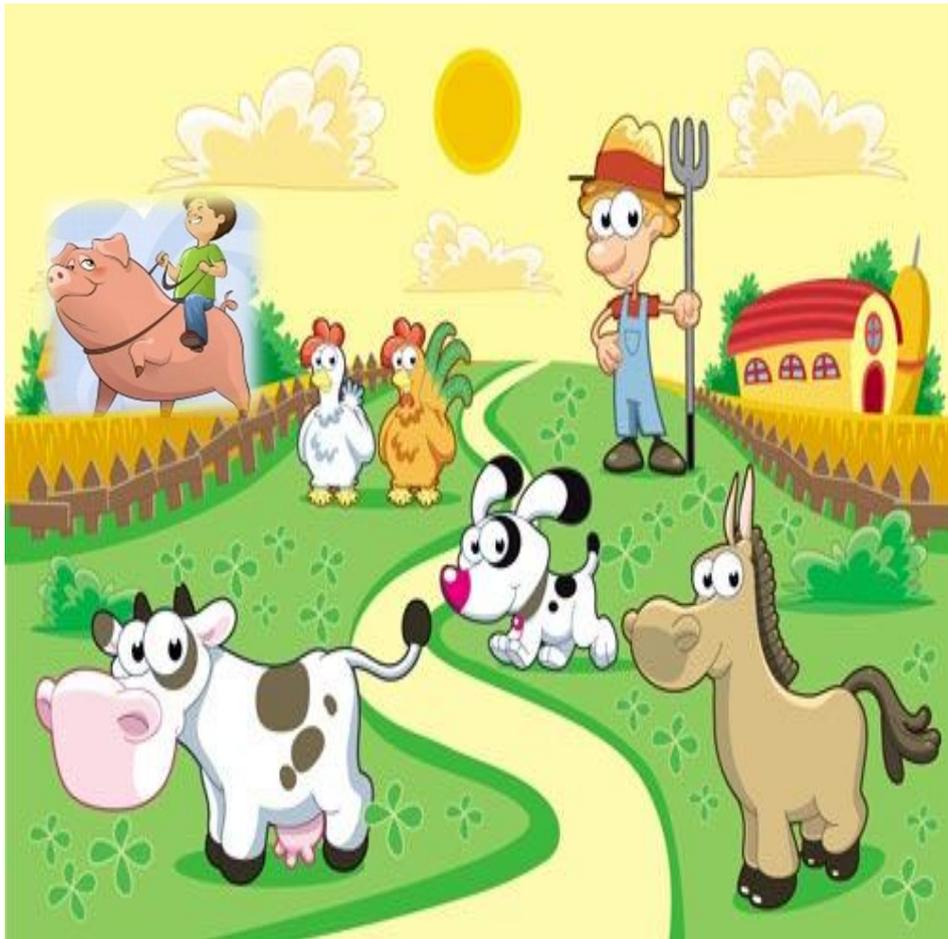
o g

LISTENING SKILL

Listen the article and circle the names of the animals that you learned.

MacDonald is a farmer, he has a wonderful farm. In that place there are some domestic animals such as, Chicken, Pig, Horse, ship, cow and so on.

All of them are happy animals because their owner is an excellent person, but his favorite animals are: dog and cat, they are the friendliest for that reason they live into the farm with MacDonald.



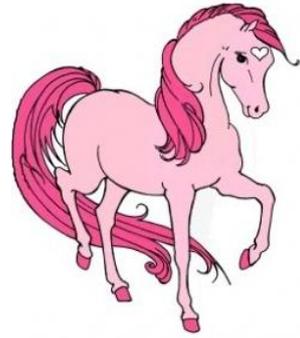
READING SKILL

Read and write the name

1.- It is a



2.-It is a



3.- It is a



- Cow
- Horse
- Chicken
- Dog
- pig

4.- It is a

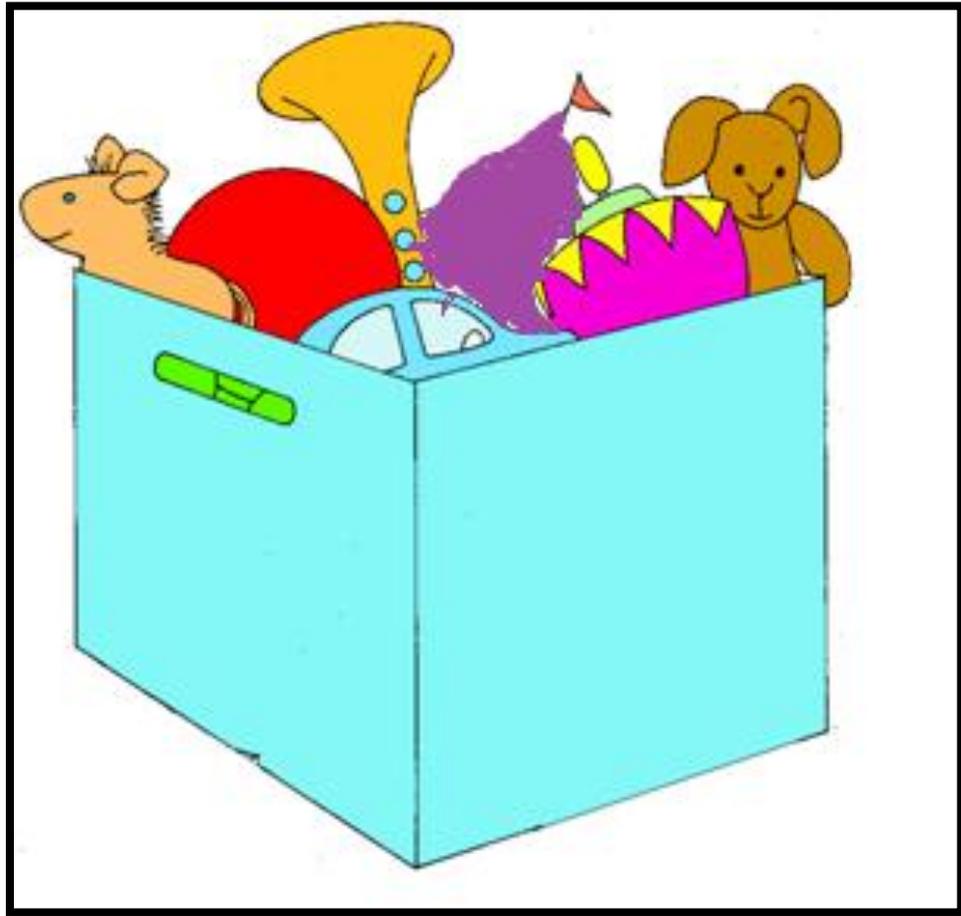


5. - It is a



UNIT EIGHT

TOYS



Ball

Doll

Airplane

Kite

UNIT- PLAN 8

OBJECTIVE: To know the toys through linguistic competences, in order to improve the students' knowledge.

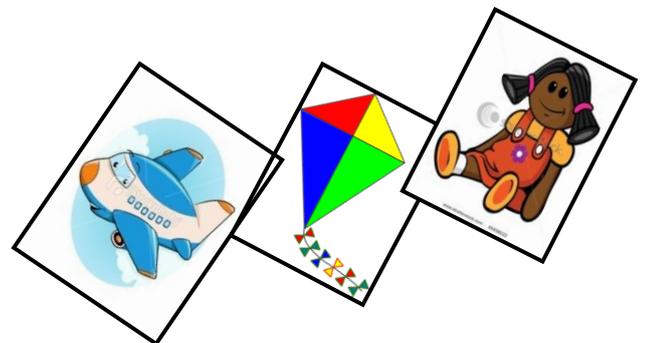
TITLE UNIT: toys

PERIOD: 2 hours (90 min,)

OBJECTIVES	VOCABULARY	METHODOLOGY ESTRATEGIES	RESOURCES	EVALUATION	
				KEY INDICATORS	THECNQUES
<ul style="list-style-type: none"> ➤ Students' can speak about toys. ➤ Students' can write about toys. ➤ Students' can listen about toys. ➤ Students' can read about toys. 	<ul style="list-style-type: none"> ✓ Doll ✓ Ball ✓ Airplane ✓ kite 	<p>Audio-lingual method Total physical response</p> <ul style="list-style-type: none"> ❖ Warm up. ❖ Introducing the toys through flash cards. ❖ Color the toys and draw up their names. ❖ Underline the toys and mark them below. 	<ul style="list-style-type: none"> ♣ Work sheets ♣ Flash cards or toys. 	<p>The students will be able to</p> <ul style="list-style-type: none"> • Differ and pronounce words. • Sharing information with others. 	<ul style="list-style-type: none"> ♣ Listening carefully. ♣ Draw up in a correct way, <p>INSTRUMENTS</p> <ul style="list-style-type: none"> ♣ Numerical scale ♣ Comparison list

SPEAKING SKILL

Stick the flash cards on the board and repeat the names.

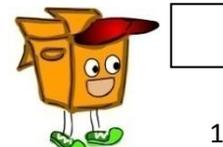
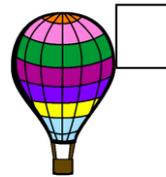
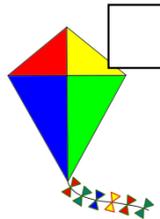
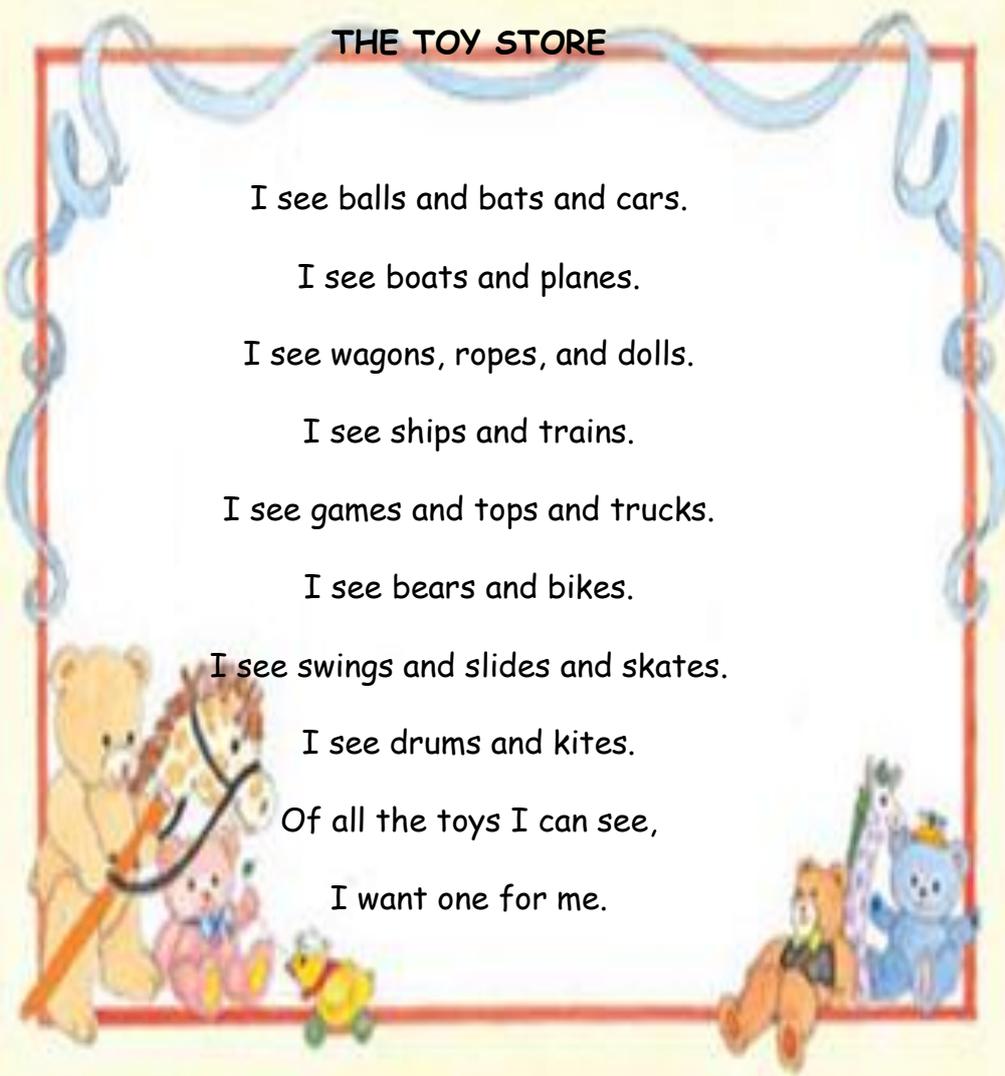


LISTENING SKILL

Listen and underline the toys that you learned and mark them below.

THE TOY STORE

I see balls and bats and cars.
I see boats and planes.
I see wagons, ropes, and dolls.
I see ships and trains.
I see games and tops and trucks.
I see bears and bikes.
I see swings and slides and skates.
I see drums and kites.
Of all the toys I can see,
I want one for me.

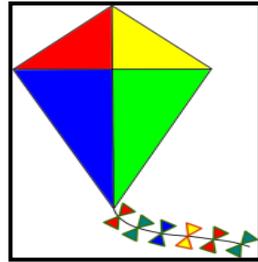


READING SKILL

Read and mark (x) the toys that you learnt



airplane



kite



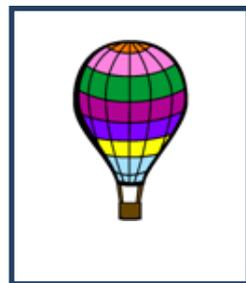
box



doll



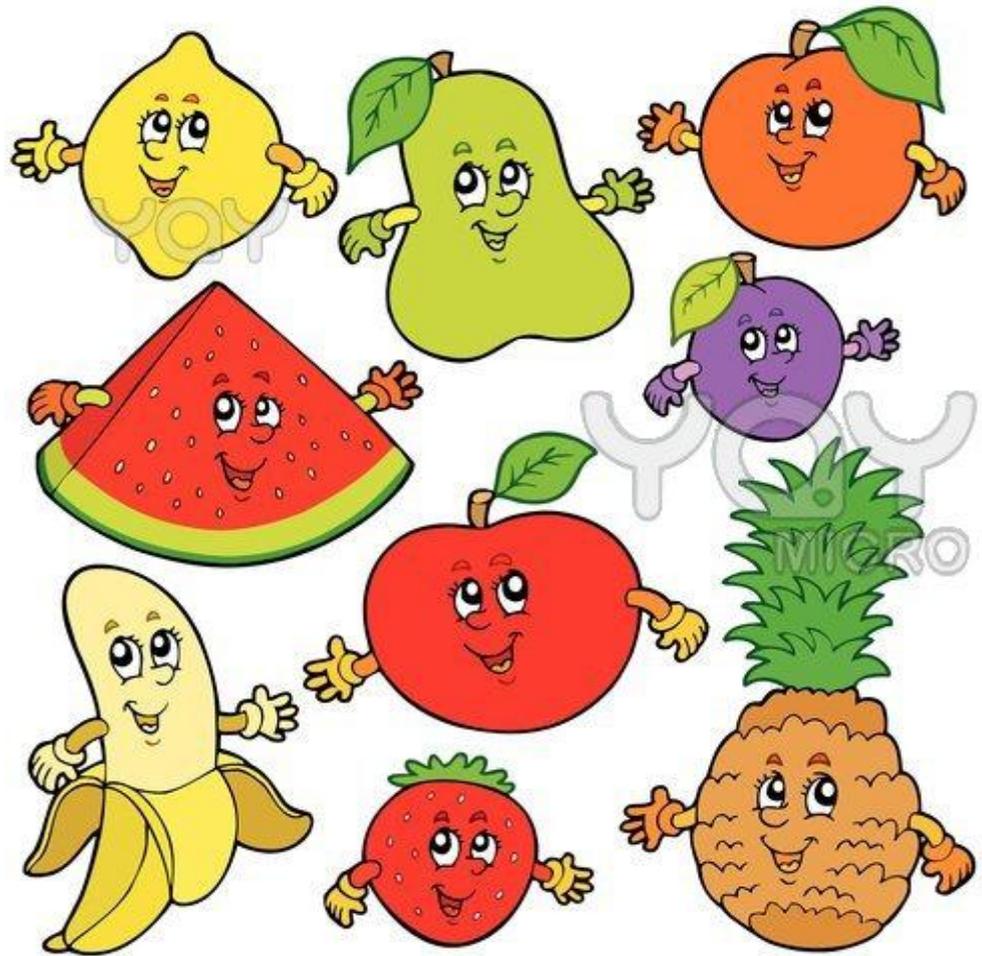
ball



balloon

UNIT NINE

FRUIT



Banana

Apple

Lemon

Pear

Orange

UNIT- PLAN 9

OBJECTIVE: To know the fruit through linguistic competences, in order to improve the students' knowledge.

TITLE UNIT: fruit

PERIOD: 2 hours (90 min.)

OBJECTIVES	VOCABULARY	METHODOLOGY ESTRATEGIES	RESOURCES	EVALUATION	
				KEY INDICATORS	THECNQUES
<ul style="list-style-type: none"> ➤ Students' can speak about fruit. ➤ Students' can write about fruit. ➤ Students' can listen about fruit. ➤ Students' can read about fruit. 	<ul style="list-style-type: none"> ✓ Banana ✓ Lemon ✓ Orange ✓ Apple ✓ Pear 	<p>Total physical response Language learning method</p> <ul style="list-style-type: none"> ❖ Warm up. ❖ Question and answering. ❖ Complete the fruit and draw up their names, ❖ Filling the blanks with pictures 	<ul style="list-style-type: none"> ♣ Work sheets ♣ Pictures ♣ Fruit ♣ basket 	<p>The students will be able to</p> <ul style="list-style-type: none"> • Expressing needs • Respecting each others 	<ul style="list-style-type: none"> ♣ Carrying on the task. ♣ Draw up in a correct way, <p>INSTRUMENTS</p> <ul style="list-style-type: none"> ♣ Numerical scale ♣ Comparison list

SPEAKING SKILL

Questioning and answering.

Take a fruit, ask a question and repeat the answer, then put the fruit in the basket.

Students: What is this  ?

Teacher: This is an apple



WRITING SKILL

Connect the dots in order to form the fruit, color them and write their names.



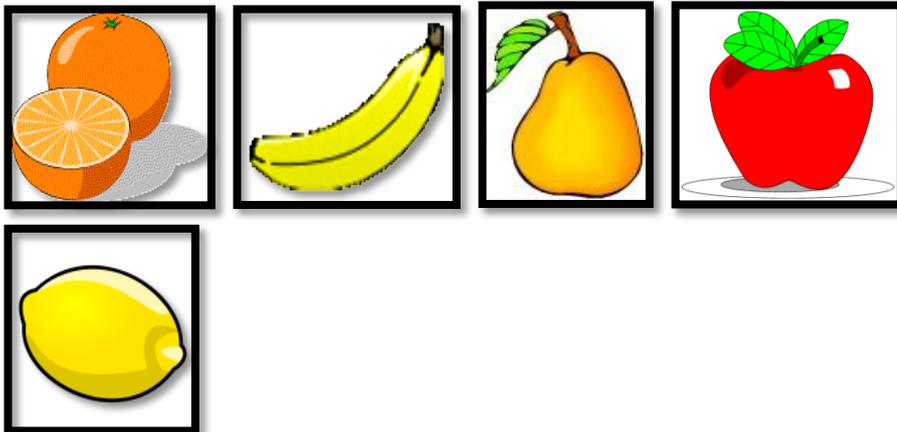
LISTENING SKILL

Listen the reading carefully.

THE FRUIT

I love when my mother goes to supermarket because she buys fresh fruit, when I am thirsty I can drink orange juice or lemon juice, if I am hungry I can eat a banana or a delicious pear, but my favorite fruit is the apple, so I am sure that I have a healthy body.

Stick the pictures on the lines according the listening.



THE FRUIT

I love when my mother goes to supermarket because she buys fresh fruits, When I am thirsty I can drink ----- juice or ----- juice, if I am hungry I can eat a----- or a delicious -----, but my favorite fruit is the -----, so I am sure that I have a healthy body.

READING SKILL

Read and draw the fruit.

Apple



Pear



Banana



Orange

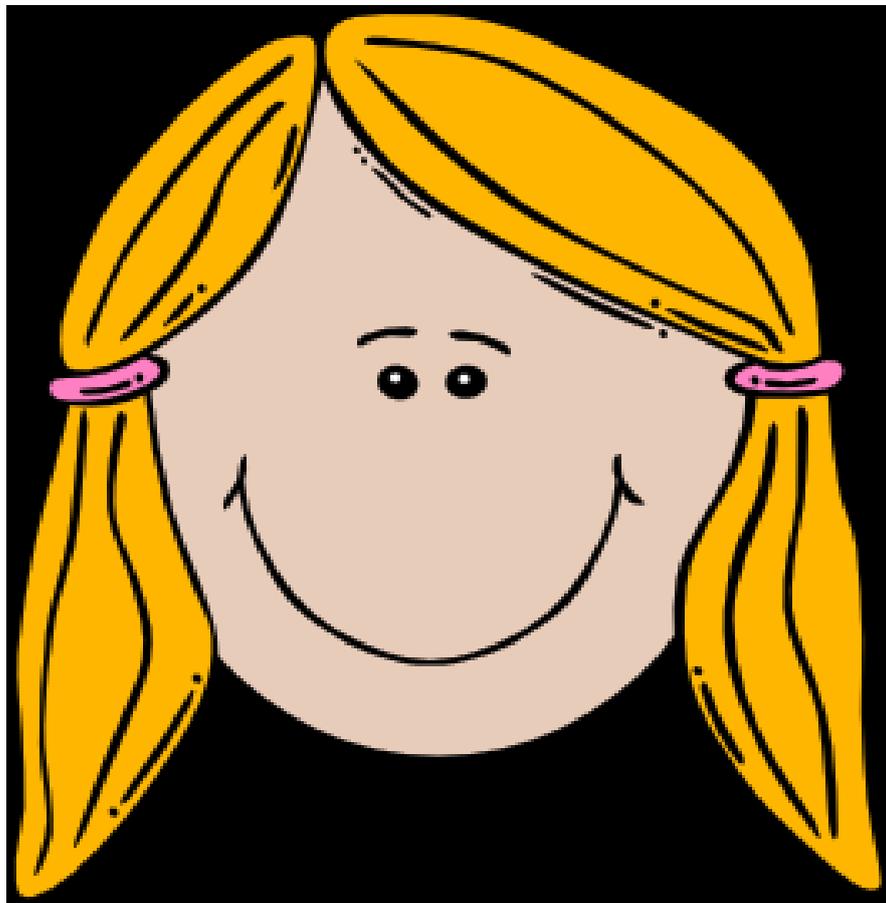


Lemon



UNIT TEN

THE FACE



Chin

Eyes

Mouth

Nose

Ear

UNIT- PLAN 10

OBJECTIVE: To know the face through linguistic competences, in order to improve the students' knowledge.

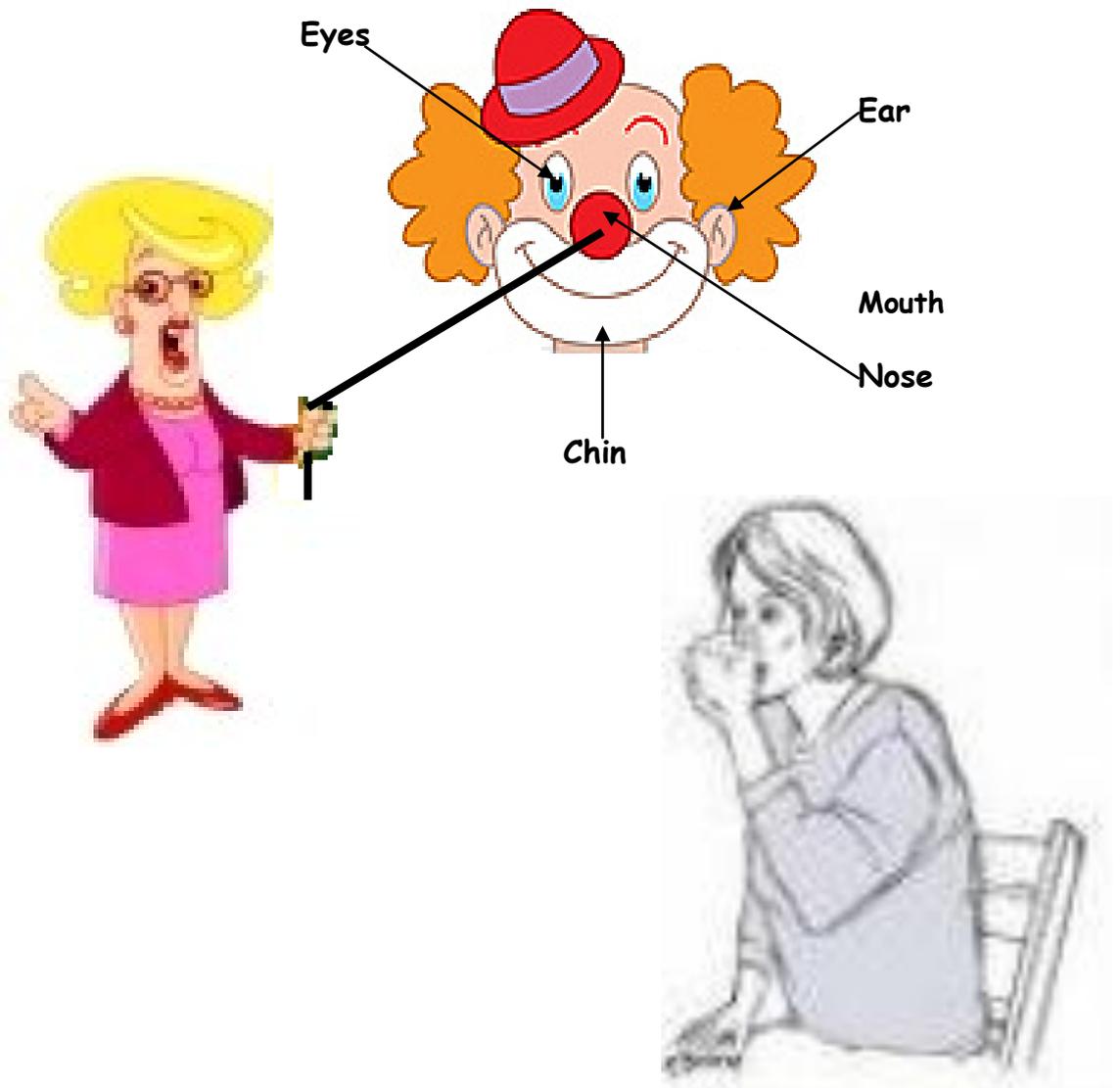
TITLE UNIT: Greetings

PERIOD: 2 hours (90 min.)

OBJECTIVES	VOCABULARY	METHODOLOGY ESTRATEGIES	RESOURCES	EVALUATION	
				KEY INDICATORS	THECNQUES
<ul style="list-style-type: none"> ➤ Students' can speak about the face. ➤ Students' can write about the face ➤ Students' can listen about the face ➤ Students' can read about the face 	<ul style="list-style-type: none"> ✓ Eyes ✓ Nose ✓ Mouth ✓ Ear ✓ chin 	<p style="text-align: center;">Suggestopedia Natural approach</p> <ul style="list-style-type: none"> ❖ Warm up. ❖ Working group ❖ Filling the pictures ❖ And draw their name ❖ Following the instructions. 	<ul style="list-style-type: none"> ♣ Work sheets ♣ Wall char ♣ Scissors 	<p>The students will be able to</p> <ul style="list-style-type: none"> • Respecting each others • Expressing ideas. 	<p style="text-align: center;">INSTRUMENTS</p> <ul style="list-style-type: none"> ♣ Sharing information. ♣ Draw up in a correct way, ♣ Numerical scale ♣ Comparison list

SPEAKING SKILL

Touch your partner the parts of the face that your teacher means and repeat them three times.



WRITING SKILL

Draw and write what`s missing.



Spell check

Complete.

LISTENING SKILL

Listen, the follow instruction in order to form the face

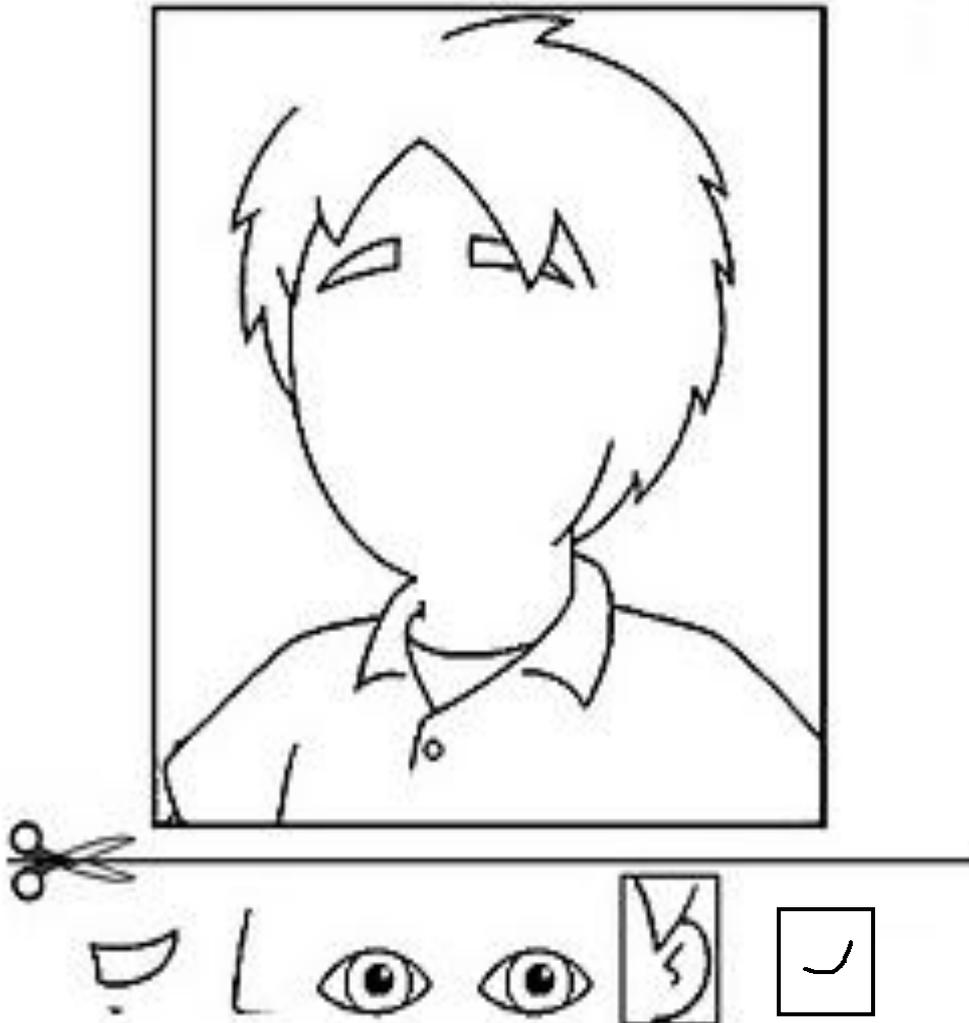
Cut and paste the eyes.

Cut and paste the nose.

Cut and paste the chin.

Cut and paste the ear.

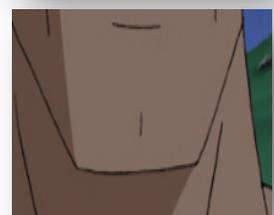
Cut and paste the mouth.



READING SKILL

Read and draw up the words that are in the box

eyes nose mouth ear chin



4.CONCLUSIONS

- ✓ To design of this purpose will help to carry on a good development of the teaching learning process in the English language.

- ✓ This purpose contains funny activities, these were done to become easy the teaching learning process in order to improve the knowledge of the students about English language.

The development of the activities will be very important, because they will allow to practice the four skills in the English language

5. SUGGESTIONS

- ✓ It is vital important to follow the development of the purpose step by step so as teachers as students will obtain the best results.

- ✓ to acquire good knowledge trough funny activities, the teachers who will apply them need to be very active to fulfill the main objective of this purpose.

- ✓ The practice of the four skills will be possible only if people use the purpose in a correct way.

6.BIBLIOGRAPHY

- ✓ SEARCHED RICHMOND Magic 2 split edition students' book
- ✓ EDIPIME English School 2 students' book
- ✓ FUNDECSACORJ English en Ecuador students' book
- ✓ Happy smile students' book.
- ✓ R.E., Stake (1976) "in evaluated educational programs. The need and the response " Enciclopedia de la educacion pg. 560 (25-06-2012).16h13.
- ✓ PONCE,Oswaldo (2009) " English teaching methodology" cradle project coordinator (25-06-2012). 08h26.
- ✓ CRADLE, Ministerio de educacion (1993-1994)Programa autorizado mediante resolucio n ministerial (27-06-2012). 17h00.
- ✓ DUBIN, Pierre (2011) meaning of definition of motivation.
- ✓ LENZEN, Dieter (1994) Education in the development world.
- ✓ BELL, Daniel (2011) teaching learning process.

ONLINE

- ✓ http://en.wikipedia.org/wiki/Education#Education_in_the_Developing_Worl.
- ✓ http://en.wikipedia.org/wiki/Education#Education_in_the_Developing_Worl
- ✓ <http://searchwarp.com/swa230219.htm>
- ✓ <http://www.mbaknol.com/management-concepts/meaning-and-definition-of-motivation/>.
- ✓ <http://lovelygirl.obolog.com/the-importance-english-615596>.
- ✓ <http://es.scribd.com/doc/5769721/teaching-learning-process->
- ✓ <http://es.scribd.com/doc/5769721/teaching-learning-process->
- ✓ <http://www.google.com/search?hl=es&rls=com.microsoft%3AenUS&q=responsibilities+of+elementary+and+secondary+school+teachers&btnG=Buscar&aq=f&aqj=&aql=&oq>.
- ✓ <http://enhancinged.wgbh.org/started/help/index.html>
- ✓ <http://www.learningcity.org/society.html>

- ✓ <http://lifestyle.iloveindia.com/lounge/types-of-education-10749.html>
- ✓ <http://ezinearticles.com/?What-Is-Motivation&id=945902>
- ✓ <http://giftedkids.about.com/od/glossary/g/extrinsic.htm>
- ✓ <http://www.englishclub.com/english-language-history.htm>
- ✓ http://the_english_dept.tripod.com/esc.html
- ✓ <http://www.saching.com/Article/The-importance-of-English-Language>
- ✓ <http://es.scribd.com/doc/5769721/teaching-learning-process->
- ✓ <http://factoidz.com/the-elements-of-the-teaching-and-learning-process/>
- ✓ <http://www.articlesbase.com/writing-articles/inductive-and-deductive-methods-of-teaching-1059831.html>

- ✓ <http://www.buenastareas.com/ensayos/El-Metodo-Deductivo/235065.html>
- ✓ http://www.saskschools.ca/curr_content/hutt/esl/amtheory.htm
- ✓ <http://www.fb06.unimainz.de/user/kiraly/English/gruppe2/Natural%20Approach.html>
- ✓ <http://www.jwelford.demon.co.uk/brainwaremap/suggest.html>

APPENDIX

TECHNICAL UNIVERSITY OF COTOPAXI

Survey applied to teachers of Luis Fernando Vivero School.

Objective: To know the weaknesses that students have in the teaching learning process in the English language through simple questions.

QUESTIONS:

1.- Do you think that English language is important?

Yes

No

2.-How the English classes are?

Very funny

Funny

Few funny

3.-Do you like how your teacher teaches English?

Yes

No

4.-How often your teacher starts the classes with a game?

Always

Some times

Never

5.-Would you like that your teacher use more games when she teaches English?

Yes

No

6.- Would you like that your teacher apply games easy to practice?

Yes

No

7.- Which of the Following activities Do you prefer to learn English of your teacher?

Dynamics

Games

Work in group

Songs

8.- How often would you like participate in the activities that your teacher will use into the classroom?

Always

Some times

Never

9.- Would you like to learn English through Funny Activities?

Yes

No

10.- Which of the following activities would you like to develop into academic supporting program?

Listening

Speaking

Reading

Writing

THANKS FOR YOUR COLABORATION

TECHNICAL UNIVERSITY OF COTOPAXI

Survey applied to students of Luis Fernando Vivero School.

Objective: To know the point of view the teachers about a design of an academic supporting program in the Institution.

QUESTIONS:

1.-Do you think that it is necessary to acquire Knowledge about English?

Yes

No

2.- Do you believe that the management of the English within of the educational field will help to the students to have a future as successful people?

Yes

No

3.- As teacher of the institution do you affirm if there are shortcomings within teaching learning process in the English language?

Yes

No

4.- How often do you use didactic material to motivate the students into teaching of the English language?

Always

Some tomes

Never

5.- Do you agree that students must have more motivation within teaching learning process in the English language?

Yes

No

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

6.- How often do you use didactic material to motivate the students into teaching of the English language?

Always

Sometimes

Never

7.- Do you know if there is an academic supporting program in the Institution to improve the teaching learning process in the English language?

Yes

No

8.- Are you agree with the design of an academic supporting program to get better the teaching learning process in the English language?

Yes

No

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

9.- Which of the following activities would you like to have as content within academic supporting program?

Songs

Games

Works in group

Role play

10. - Do you consider that the design of an academic supporting program within the Institution to improve the level of knowledge about English language?

Yes

No

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

THANKS FOR YOUR COLABORATION