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HUMANISTIC SCIENCES**

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**THESIS**

**TOPIC**

**THE ENGLISH TEACHING – LEARNING PROCESS THROUGH  
STRATEGIES GROUP APPLIED TO STUDENTS OF “NACIONES  
UNIDAS” PRIMARY SCHOOL DURING THE ACADEMIC CYCLE  
APRIL-AUGUST 2015.**

Thesis presented previous obtaining the Sciences of Education Degree with Major in the English Language.

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December ,2015

## **AUTHORSHIP**

The criteria issued in this research work **“THE ENGLISH TEACHING – LEARNING PROCESS THROUGH STRATEGIES GROUP APPLIED TO STUDENTS OF “NACIONES UNIDAS” PRIMARY SCHOOL DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015.”** are exclusively author’s responsibility.

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## THESIS DIRECTOR'S ENDORSEMENT

I, as Thesis Director of this research work about:

**“THE ENGLISH TEACHING – LEARNING PROCESS THROUGH STRATEGIES GROUP APPLIED TO STUDENTS OF “NACIONES UNIDAS” PRIMARY SCHOOL DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015.”**, belong to Amanda Elizabeth Mena Analuisa applicant of the English career; consider this research work meets the investigative, and methodological requirements, and scientific-technical contributions which are enough to be evaluated by the thesis validation court that the Honorable Academic Board from the Academic Unit of Administrative and Humanistic Sciences at Technical University of Cotopaxi designates for the corresponding study and qualification.

Latacunga, September 2015

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## COURT APROVAL

As Members of the Court we agree with the present Grade Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative Sciences and Humanistic; the postulant: Amanda Elizabeth Mena Analuisa. Thesis presented previous obtaining the Sciences of Education Degree with mention in the English language with the theme: **“THE ENGLISH TEACHING – LEARNING PROCESS THROUGH STRATEGIES GROUP APPLIED TO STUDENTS OF “NACIONES UNIDAS” PRIMARY SCHOOL DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015.”**, They have considered the recommendations issued timely and is qualified enough to be submitted to the Thesis Defense act.

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

For constancy sing:

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Licda.Sonnica Castro  
OPPONENT

## **GRATITUDE**

It's a wonderful day to grateful to God for all blessings as my beautiful daughter, who inspired me to go forward and my dear parents who taught me the way of love and humility.

A part from this, grateful to my teachers who so patiently taught us to persevere in the studies and in general to all people who in one way or another gave me words of encouragement to follow through.

Amanda Elizabeth Mena Analuisa

## **DEDICATORY**

This work, which has been made with great effort, I dedicate to God for giving me the life and letting me to be better people. In addition I bestow it to my parents because they have always been with me in each difficult and easy moment of my life and thanks that they have put their trust in me, I am finishing one more stage of my life.

Amanda



**THEME:” THE ENGLISH TEACHING – LEARNING PROCESS THROUGH STRATEGIES IN ENGLISH LEARNING CLUBS WITH THE STUDENTS OF “NACIONES UNIDAS” PRIMARY SCHOOL DURING THE ACADEMIC CYCLE APRIL-AUGUST 2015.”**

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## **RESUMEN**

El Diseño de una Guía con Estrategias Metodológicas es una prioridad dentro del proceso enseñanza – aprendizaje del idioma Ingles y hace referencia a cada habilidad a desarrollarse apropiadamente para conseguir un aprendizaje significativo en los estudiantes y de esta manera usar nuevos métodos que ayuden a promover un aprendizaje con sentido y significado para cada uno de ellos. Por otra parte, Los Métodos de Enseñanza del Idioma Inglés ayudara a identificar diversas técnicas adecuadas para el buen manejo del aula y estrategias que ayuden a transformar los métodos tradicionales y memoristas a métodos más divertidos con una amplia variedad de ejercicios, actividades innovativas que ayudará al estudiante a desarrollar su pensamiento crítico y reflexivo en cada uno de ellas y así manteniendo una buena relación entre el maestro y el estudiante. De esta forma, Se Garantizará un buen manejo de la guía para los estudiantes para que las clases no se tornen aburridas ni repetitivas cada día en el aula. De esta manera, Motivando a los estudiantes a obtener un buen conocimiento de una forma fácil y divertida, Entonces, el profesor podrá escoger las estrategias acorde a las necesidades y al mismo tiempo desarrollar un buen nivel en el idioma inglés.

**Palabras claves:** proceso enseñanza – aprendizaje del idioma Ingles, Estrategias Metodológicas, aprendizaje significativo, técnicas adecuadas, actividades innovativas



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**ABSTRACT**

The design of a methodological strategies guide is a priority into teaching –learning process of english language and making references to each skill to development appropriately to get a significative learning in the students on the other hand, used new methods that help to promote a learning with sense and meaning for each one. By another hand, methods of teaching the english language help to identify many appropriately techniques in order to good classroom management and strategies that help to transform of traditional methods and memorist to funny methods with wide variety of exercises, innovative activities that help to the student to development their critical and reflexive thinking for each one, then, maintain a good relationship between teacher and student. In this way, Ensures a good handle on the guide so that the classes are not boring and repetitive every day in the classroom. Moreover, Motivating to the students to get a good knowledge in a easy way and fun, Then, Teacher may select the best strategies according to the necessities and at the same time develop a good level of English.

**Key words:** teaching –learning process of English language, methodological strategies, significative learning, appropriately techniques, innovative activities.



## INTRODUCTION

Controlling the students during the English classes is a difficult work, since, learners do not listen, not follow the rules or simply they are not interested in the English classes, sometimes, learners do not worry about teacher's classes, as a result, they have low notes, so, it is vitally important to improve the interaction among learners and teachers, in order to get better results during the English learning Process, and at the same time to get a excellent results as teacher.

The English teaching is essential in the learner's growing, because it develops their intelligence, so, they need to learn English, but teaching and learning are possible only when learners have interest and the teacher motivate them, as a consequence, this researching helps to innovate new forms to prepare class using active methodological strategies as a tool to improve the English teaching, which is new in the teaching-learning process of English.

Studying with new guides that pretend to promote he students' interest during the classes into the education is useful, so, this researching applies the use of new strategies to teach the English Language, and at the same time to contribute to changing of education everyday and creating new ways to interact to the traditional model.

At "Naciones Unidas" Educative Unit, students do not have interest to learn English and it produces that they are bored during English classes, in effect; they require new strategies to create a good enviroment.

This researching has as an objective to improve the Teaching-Learning Process and motivate to the student through active methodological strategies.

What is more, it has theoretical contents which explain in the guide take an important part during the teaching-learning process, their results and the active methodological strategies which help to learners to get their goals. All of these are researched in learners, teacher, and authorities too.

The description is used during the researching as a non-experimental descriptive methodology, since, it is not applied, it, just describes the phenomena that it produced. Methods such as; theoretical, deductive, inductive, statistic and historical guiding the researching and develop it, also techniques such as; the survey and interview helped to get information about the problem.

The first chapter has the fundamental categories such as: education, the importance, types of education, English education, teaching-learning process, teaching English to children, active methodological strategies, and methods, all of these, guide the design of the third chapter and the researching support.

The second chapter has the analysis and comparison of the results with the survey which was applied to students at "Naciones Unidas" Educative Unit , the interview which was applied to the English teacher and the director, to know their point of view about the students' interest during the T.L.P., kinds of activities and didactic resources that teacher uses in class , and if they agreed with the design of a guide of active methodological strategies to help to improve the skills to english language. Finally, it contains conclusions and suggestions.

The third chapter has the proposal design, the justification, objectives, proposal description, and feasibility of it, the proposal with games, songs, role plays, flash cards, pictures and mental dynamics, conclusions, suggestions, bibliography and the attachments.

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# CHAPTER I

## BACKGROUND

In Latin America, The pedagogical strategies are the principal component that emphasizes the importance of the teaching-learning process; However, teacher need to be creative in any situation and search new methods that help in your daily routine in class.

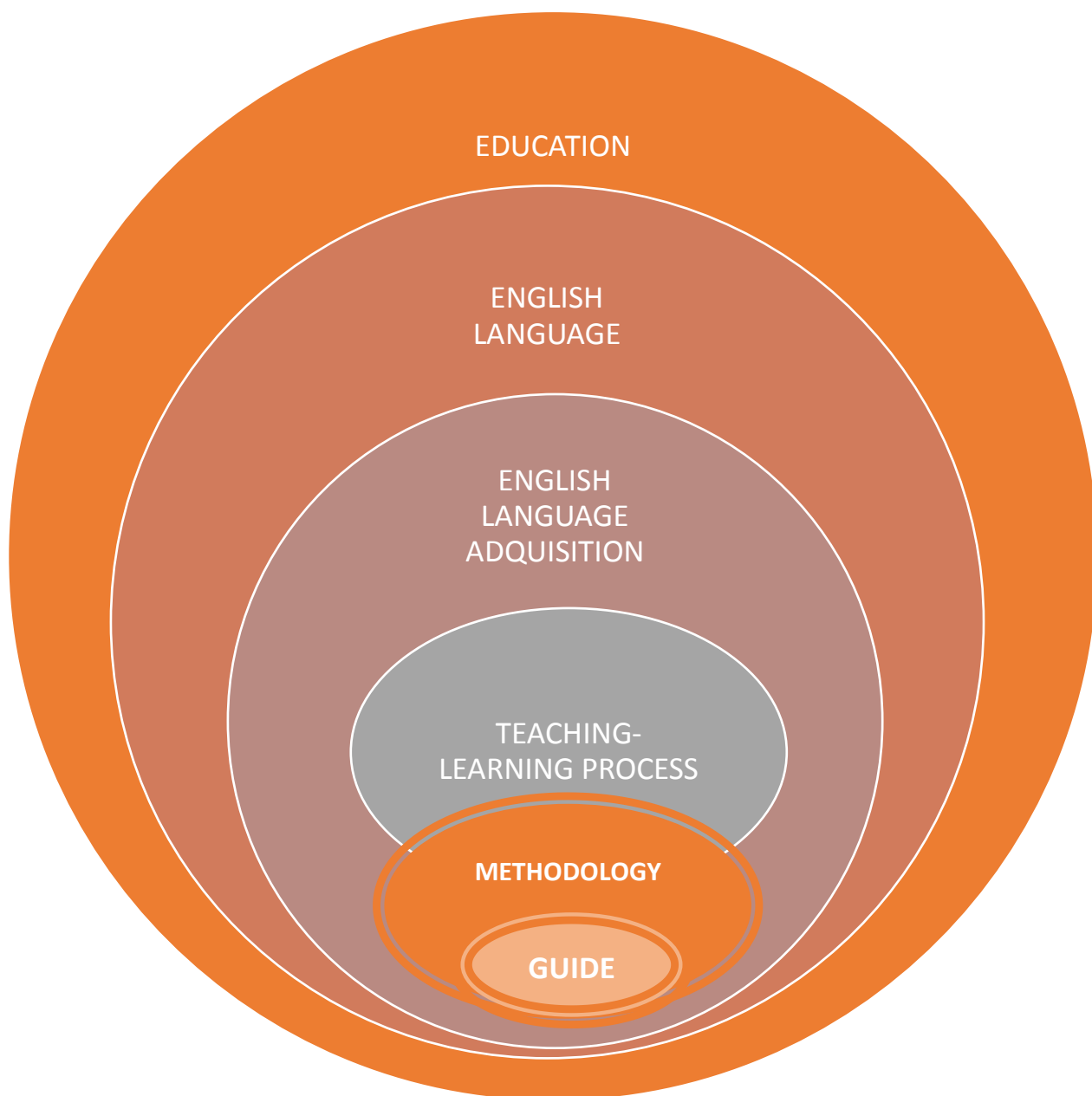
In Ecuador, Ministry of Education takes place many guidelines that contribute to satisfy to the necessities according to the Common European Framework is focused on four primordial skills, A part from this, not only depend the Ministry of Education also teacher and students as a complementary part in the education, As a result, creating a good environment to work during the Teaching-Learning Process will contribute to the learning process in a positive manner, as this researching is focused to change to sense to the education.

In the Cotopaxi province, some of the classroom methodology are essential key to education but few teachers know about it and prefer the typical boring class and repetitive as "Naciones Unidas" Primary School there is not interest this kind of researching, for that reason, the researcher selected this topic.

Nowadays, the new standards for the English teaching are more difficult but not impossible, so that, this learning came to innovate to the education through strategies, methods that help to the students to improve their abilities in the English Language.



## MAIN CATEGORIES



## THEORETICAL FRAMEWORK

### 1.1 EDUCATION:

Education is a word derived from the Latin language “educare” that means bring up, and which is related with the word “educere” that means bring out, therefore, education means to form human beings in order that they transform the knowledge that they receive in the action, or experiences. Education is a big process which involves the action and process to transfer knowledge or experiences. The education helps people to develop their mind and use the knowledge in a productive way, in order to transform people in human beings able to think and act by themselves.

**(SHENITH, 1995), “the education is an act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. It could be a certain degree, level or kind of schooling.” (Pag.15)**  
<http://www.stoa.org.uk/topics/education/The%20Meaning%20of%20Education.pdf>

Education is an action where people can give or receive new knowledge, and using that, people can express their ideas or thoughts; also they can transform that knowledge in abilities or skills, so they can acquire experiences and have a better reasoning, then, they can get planning goals.

But in Ecuador, education does not have a vital importance, so, the governments do not provide enough money for the education, creating an education of low quality which cannot compete with the education of other countries, in this way, the interest for learning is low too, so, there are many people who are illiterate. And if people do not have the motivation and the interest to attend the educative institutions to get new knowledge, also, they do not have the interest for learning a new language.

For the researcher, nowadays, education is a topic that has been debated and improved over the years. But, the greatest concern is still the education of children located in rural areas, and the authorities are working to promote a bilingual education system.

On the other hand, the governments are enthusiastic to popularize the teaching of other languages. In this way, the authorities consider that English is the most important language that everybody needs to know, because it is the international language which predominates around the world.

For that reason, there is a high demand for English Education in Ecuador, and learning English offers many elevated opportunities for Ecuadorians. In association with many local schools, there are many Volunteer Teaching English projects in Ecuador and they are located in both rural and urban communities. Volunteers usually work as teachers in either private or public schools, at both elementary or high school levels promoting and polishing Ecuadorian students' English skills.

### 1.1.1 EDUCATION IMPORTANCE

Civilization is the quality of life, knowledge of how we act in society, using manners and intellectual thought to help create the standards of society as the critical thinking and contribute to impact social that it has, so that, people need to express ideas, words ,phrases that contribute to dominate any language.

(Manu, 2008) Considers that **“Education has an immense impact in 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.”** (Pg.1)

[http://www.sasked.gov.sk.ca/docs/social/psych/support\\_materials/copyright.htm](http://www.sasked.gov.sk.ca/docs/social/psych/support_materials/copyright.htm).

Education plays an important role into society because this helps to the formation of people to improve their knowledge and facilities to get a good job through goals or purpose that everyone has in their lives.

So, It is through education that knowledge and information is received and spread throughout the world. An uneducated person cannot read and write and hence the human being is closed to all the knowledge and wisdom he can gain through books and other mediums. In other words, he is shut off from the outside world. In contrast, an educated man lives in a room with all its windows open towards outside world, where the dominant language is English.

For the researches, the quality of human resource of a nation is easily judged by the number of literate population living in it. This is to say that education is a must if a nation aspires to achieve growth and development and more importantly sustain it.

This may well explain the fact that rich and developed nations of the world have very high literacy rate and productive human resource. In fact, these nations have started imparting selective training and education programs so, as to meet the new technical and business demands of the 21st century, also those nations are relate with the English Language, for that reason, if one country wants to be educated, it needs to learn the language that has a huge power in the globalized world.

### **1.1.2 TYPES OF EDUCATION:**

“There are three types of education, depending on the grade of intentionality and systematic, those converge in a given educational program”,

There are three forms of education in which mention as first formal, second informal and non-formal education.

**1.1.2.1 Formal Education:** it has a particular structure in which has an into academic cycle about 11 months for obtaining a degree.

**1.1.2.2 Informal Education:** It is considered easier than others because people acquire knowledge through people, traditions, social behavior, and other unstructured data.

**1.1.2.3 Non-Formal Education:** principally is a complementation of education for people that have the necessity to update their knowledge.

The education is a process that needs to be imparted taking into account the different situations of the people, so the researches can find lots of types of education being the most important three types.

Nowadays, the formal one is the most imparted type of education because people search educative institutions, which offer a continue education that provides a degree for the people who are studying, this degrees are accredited by the government, given them the option to follow the next superior level. The formal education also supplies people with structured knowledge that form them in personal and professional aspects.

But the non-formal education is gaining field in the society, because, this education type is not continue, so, people can do other activities while they are studying, thus, it is complementary, because the human beings need to form their own knowledge and support it with the help of the non - formal education.

The informal education, on the other hand, requires the relationship between the human beings, because it is necessary to get new experiences that are not essentially academic but they are important for the life.

According to the researcher the education of a new language depends of the three types of the education, people need to investigate and research more information about the things that they are learning, also is very necessary the diary practice to improve the level of that, last but not least, the society needs to learn another language which permits to communicate with the other ones.

In this way, the three education types give people elements for their personal and professional formation, these elements are scientific and non-scientific knowledge that develop the physical and mental capacities in the human beings, for this reason, the trilogy of the education are important, and if one does not exist the other one can replace it.

### 1.1.3 ENGLISH EDUCATION

Nowadays, English is the second language more talking in the world by millions of people and particularly is essential key to communicate and know other customs and traditions to others countries, so that, teaching English at the school will help to contribute and take an important part into global system.

(PRAKASH, 2009) Expresses that “English is one of the most important languages in the world. It can even be said or be the single most important language.”(Pag.20)

<http://repositorio.utc.edu.ec/bitstream/27000/704/1/T-UTC-1113.pdf>

Nowadays, English is an indispensable degree in the majority of jobs in any country for this reason It has become the universal language and the most important into the three languages more than spoken around the world also it is an extraordinary language in which they can find interesting jobs as tourist guide, teacher, stewardess and so on because The English will give access to better education and so much the possibility of a better job. Many job opportunities will multiply when obtained a degree at the university.

English can be used as a communicative language in any place 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.

The researchers consider these cognitive and academic benefits of learning a second language, to know another language often indicates an understanding of another culture, other ideas and other points of view, and it can offer people social advantages everyday. English is the primary language used in international affairs, in this way many people around the world want to learn this language, although, they do not know an easy way to do that.

Then English language has official status even in nations where it is not the primary spoken language. It is indisputably the primary language of global trade and commerce. In many countries, most tourism authorities and other officials in contact with the public

speak English to interact and engage with tourists and immigrants. So, the researcher know the importance for the English Education.

By other hand, Ministry of Education implemented a project called "Strengthening English language" in which some parameters plays an important role into curriculum and predominate an enrichment major potential for learners, Also, they proposed as principal objective that the students achieve a functional level according to common European framework, in this manner, teacher and students carry out professional development in English language and improvement the formation of this career.

It is the only language that truly links the whole world together through history, art and culture that offer in each story told, for that reason, English has become key to success.

#### **1.1.4 THE ELEMENTS THAT PARTICIPATE IN THE EDUCATION OF A LANGUAGE**

There are three elements that appear in this significant process for becoming educated. All of these contribute in the acquisition of a language and these are: learning agent, a learning catalyst, and the learning context.

##### **1.1.4.1 The learning agent**

The learning agent is the active person. It is the instrument to form in which the knowledge will be acquiring and practice, this agent is who catch the information and learn day after day; it is respectful of others regardless of the power and status. In addition, this element needs information, but he or she is not dependent of it, they are capacity of find information, create knowledge and develop skills, when is necessary.

##### **1.1.4.2 The learning catalyst**

The learning catalyst is someone or something that the agent engages in a deep relationship. A catalyst can be a person fulfilling the school role of teacher. This agent is who teach and the main goal is to create an educated person that is able to perceive, think clearly, and act effectively according to self-defined goals and aspiration.

### 1.1.4.3 The learning context

The learning context is everything that is around the learner and catalyst that influences in their relationship. Into education, the classroom, school, community and society are the learning contexts. This agent is necessary for the education due to the big influence that it has into the environment for evolving the action to learn.

(BASSNET, 2001) Says that **“Education is a custom designed that address the unique abilities of each student, they are the model to form, who acquire the information, the teachers are the guide and the classroom is the principal environment in which the knowledge is developed”**. (Pág 23)

<http://repositorio.utc.edu.ec/bitstream/27000/1796/1/T-UTC-1669.pdf>

The author shares the opinion about the article due to, the education requests several elements for its development, in this circumstance, the elements are the person who teaches that is the catalyst, the student who receive the knowledge and the classroom or place in which the knowledge will be manipulated

## 1.2 ENGLISH LANGUAGE

The English language is one the most important languages around the world and it is applied in different fields such as education, business technology, medicine and communication, it means that many people need to get and produce English and take into account this situation that's Why it is important to know how essential is the English language in this new era, which opens many opportunities in our lives.

### 1.2.1 THE ENGLISH LANGUAGE IN EDUCATION.

English is the main language in fields such as education; that gives knowledge and practice awareness for a variety of careers in education, where learning and understanding of the English language is valuable.



Moreover, English is a common language and is spoken in many countries; what is more, one can say that English is the global language that has dominated around the world.

(Cloud, 1994) **“Special education needs of second language students. In F. Genesee (Ed.), Educating second language children: The whole child, the whole curriculum, the whole community. “(Pag.25)**

<http://repositorio.utc.edu.ec/bitstream/27000/704/1/T-UTC-1113.pdf>

According to the research, in order to achieve a good education in the English language must be a change in the curriculum, a change in the community and a change in how children acquire the second language. The English language has to be integrated into all subjects, apply it in daily life as a student is in his early age to have knowledge and bases in future academic education.

### **1.3 ENGLISH LANGUAGE ACQUISITION**

Before to start the English language education is necessary to know the definition of a language, and it is a medium of communication that each person use for communicating, it is used in some manners as writing, speaking, and symbolic way.

Moreover, the language is used by people to express opinions, ideas, information and so on; it is considered as one of the most important resources because without it, the communication was impossible, is for this motive, that the English language education is elemental for improving the capacities in the human beings .To learn a language is the main objective of many people due to the magnitude that it implicate in their life, because, a language is the instrument that open many door in social, economic, cultural field. It is the tool that move the world and the English language education should be establish trough of methodologies that will used by a tutor or teacher in the educative procedure.

Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The result of language acquisition, means that not consciously aware of the rules of the languages people have acquired a new language. As a result, learn can use a new language with grammatical errors or something like that.

(SAVILLE-TROIKE, 2006)'' Second Language Acquisition (SLA) involves a wide range of language learning settings and learner characteristics and circumstances.'' (Pag.8)

<http://elt502ciu.wikispaces.com/file/view/Introducing+Second+Language+Acquisition.pdf>

According to the research, Second Language Acquisition refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. The additional language is called a second language, even though it may actually be the third, fourth, or tenth to be acquired. It is also commonly called a target language, which refers to any language that is the aim or goal of learning. The scope of Second Language Acquisition includes informal learning that takes place in naturalistic contexts, formal second language learning that takes place in classrooms, and second language learning that involves a mixture of these settings and circumstances.

#### **1.4 ENGLISH TEACHING-LEARNING PROCESS**

Nowadays, Teaching-learning process as resource into education has aims for the learners and teachers in different aspects as methodological and technique in which learn and teach more knowledge. Moreover, it is a systematic transformation, due to it applies some strategies in order to determine the understanding of information in the students and lets the development of skills, abilities and behaviors. Also it includes many variables. These variables are interacting and working toward their goals to add to their range of learning experiences

Teaching-learning process also is defined as a cognitive movement into students' activity under teacher's direction, toward domain of knowledge, abilities, habits and formation a scientific conception of the world

(Edmund, 1987) "Teaching is defined as an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities" (Pag.23)

<http://repositorio.utc.edu.ec/bitstream/27000/1937/1/T-UTC-1730.pdf>

The opinion that shares the author about English teaching learning is the best opportunity in our life. Everybody has the capacity to learn and assimilate the learning in the personal life as both knowledge and learning give sense and meaning in the professionally and personally lives.

It is important to support communication through the use of sign, facial expression and action, because this gives children clues to the meaning of what they hear and so draws their attention and help them to become familiar with the sounds, rhythms and stress of the English language which are different from those of their first language.

Nowadays, teachers need to be active and patient with students and find out new alternatives when they work with children, for example, teachers can use didactic thing.

#### **1.4.1 TEACHING**

It is a process of engaging students in activities that will enable them to acquire the knowledge, skills, as well as worthwhile values and attitudes. So, the teaching as knowledge transfer is based in the perception, essentially through the speaking and writing. The teacher's explanation, the support of books, participation and debate techniques between students are some ways to concrete the teaching process. In addition, with the scientific advance, the teaching has incorporated new technologies and it uses other ways to transmit the knowledge such as the internet and the video. The different techniques and methods are so interesting also for the Teaching Process of English Language.

(KLEIN, 1995)“La enseñanza es la acción de una persona quien enseña, la profesión de un docente, la enseñanza es impartir conocimiento o destrezas las cuales serán desarrolladas. " (pg.16)

(KLEIN, 1995)“Teaching is the action of a person who teaches; the profession of a teacher, teaching is to impart knowledge or skills to be developed”

<http://repositorio.utc.edu.ec/bitstream/27000/725/1/T-UTC-1123.pdf>

People need to learn or acquire new knowledge and for this reason, it is indispensable the teaching action. So the person who does this activity needs to use the most effective strategy to enable students to make progress. But teaching is not only about imparting knowledge; it is also referring to motivate people to make things better.

The teaching activity is also the interaction between teachers, students and knowledge object, so, they are the complement of each one. But the teacher is the person who decides to use a specific technique or method to form a set of knowledge, values and ideas in the learners. On the other hand, in the traditional way, the teacher has the whole knowledge and the student is only the receptor, under this concept the Teaching Process is the knowledge transfer from teacher to student through different techniques, methods, and strategies.

According to the researches, however, for the actual current, such as the cognitive one, the teacher is a facilitator of the knowledge, and he or she acts like a link between it and the students through the interaction process.

Therefore, the students commit with their learning and they take the initiative in the searching of the knowledge. So, the teaching as knowledge transfer is based in the perception, essentially through the speaking and writing. The teacher's explanation, the support of books, participation and debate techniques between students are some ways to concrete the teaching process. In addition, with the scientific advance, the teaching has incorporated new technologies and it uses other ways to transmit the knowledge such as the internet and the video. The different mentioned techniques and methods are so interesting also for the Teaching Process of English Language.

(E, 1987) Claimed that “Teaching is defined as an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities”. (Pag.39)

<http://repositorio.utc.edu.ec/bitstream/27000/725/1/T-UTC-1123.pdf>

According to the point of view of Amidon refers some clues between these because in the process of English teaching learning the first step to communicate between teacher and student is establish a good relationship .As a result, this process may define some activities to achieve; new goals during their activities to students and teacher.

#### **1.4.2 LEARNING**

It is defined as the mechanism in which the individuals get information in any situation as well as, behavior individual, it is the result of experiences or practices lived; this simple process is realizing between the incentive and the person who gets the knowledge, this procedure is imposed by external conditions.

**(Dewey, 1933) Expresses that “learning can be defined as the relatively permanent change in an individual’s behavior or behavior potential (or capacity) as a result of experience or practice. This can be compared with the other primary process producing relatively permanent change maturation- that results from biological growth and development.” (Pag.23)**

<http://repositorio.utc.edu.ec/bitstream/27000/1796/1/T-UTC-1669.pdf>

According to the research the learning can change the student behavior in this process teacher must be a model for students and put in practice all their experiences to achieve that all students reach an educational development.

Otherwise, the learning is an important route that each person needs to acquire through the life; this requirement is applied and put in practice in the studies, when the learning is practiced, it takes place in the central nervous neurons, which leave an imprint, this

system receives and returns in the memory permitting take the message. It is acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values or preferences and may involve synthesizing different types of information.

(SANCHEZ, 1918) Said that “El aprendizaje es fruto de la recepción y del descubrimiento, puede ser significativo o memorístico dependiendo de las condiciones en que suceda.” (Pg. 2)

(SANCHEZ, 1918) "The learning is product of the reception and of the discovery; it can be significant or memoristic, depending on the conditions in which it happens."

<https://books.google.com.ec/books?learning+as+interpreting+and+understanding>.

Learning is the process which people use to acquire new knowledge, values, attitudes or abilities through the teaching, studies and experiences that people can use them taking into account their needs and the environment where they develop. Also it refers to the capacity of learning and answer to several environmental situations.

But learning is not the same that memorizing, because, when people learn something it is useful for the life and if the people only memorize the data they probably can forget it. So the meaningful learning shows that the human being is learning something that is new. So, learning a new language is a new aim that people propose themselves. But learning about a new idiom is also to know the new culture.

In Ecuador the learning importance is high, thus, the schools are not enough and the government has create new learning methods, so a student can learn by internet has been a great tool for this process. With the high-tech students are not limited to acquire new knowledge and it includes also knowing more about English Language.

The researcher consider that, getting a meaningful learning is important that teachers and students interact between them, and it is necessary the use of active strategies to create a good environment to develop the learning process. In addition, the communication is other significant factor which permits to learn in as easy and interesting way.

Although, many people believe that learning process is only for people who are in the educative institutions, it is not true, because learning something is to know something that before was unknown, so people are in constant learning. In this way, learning English anywhere is possible, because people can meet others which speak this language, but the methodology used in classes are so essentially, thus, teachers need to use an active methodology that draw the students' attention.

## **1.5 METHODOLOGY**

The active methods are educative tools which are based in the active learning. These methods give students the opportunity to learn English in a funny way with many activities, so the teachers can create an interactive environment using strategies as a tool.

(HARF, 2000) Expresses that “Estrategias metodológicas son instrumentos las que el docente utiliza con el fin de enseñar un contenido definido a sus estudiantes.” (pg. 55)

(HARF, 2000) “The methodological strategies are tools which the teacher uses in order to teach contents to their students”

<http://www.dspace.uce.edu.ec/bitstream/25000/2132/1/T-UCE-0010-304.pdf>

The active methodological strategies are a group of active guidelines that the teacher follows en each phase of the Teaching Learning Process.

These guidelines allow students to learn English through amusing activities. They are tools that nowadays teachers are using in order to improve the Teaching Learning Process of English, but, also the use of them help teachers to control the student's behavior, because they draw the learners' attention, so the Teaching-Learning Process is fulfilled in an easy way.

But the active methodological strategies are a big group of several strategies that the teachers can use during the class. So, there are for example participation strategies, scope strategies and so on, but all of these kinds of active methodological strategies let the students to get new knowledge about English through self-learning, interactive learning or collaborative learning. But, it is true that students are active individuals during the Teaching Learning Process. Thus, the games and the amusing activities using during the classes, are essential tools to avoid the students' boredom.

The active methods help to teachers to transmit the English Knowledge using new strategies which require of the activity. Teachers can outdistance the traditional methods and the conventional strategies.

### **1.5.1 METHODS OF TEACHING THE ENGLISH LANGUAGE**

The English teaching-learning process requires some methods in order to acquire the best learning because not all students catch the information in the same way, it is important to apply different methods according to the needs, environment and learning of student.

Methods of English teaching-learning process have been developed 40 years ago by training manager or teachers who have used the most suitable techniques and apply appropriate techniques to achieve specific objectives, learning style and context.

Each method of teaching is based on a specific visualization of understanding the linguistic or the English learning process.

The next is a list the most important methods:

**1.5.1.1 Grammar Translation:** the most common method used in the English language is grammar translation, which is known as classical method, in this method is important



to remember the vocabulary to translate from target language to source language. There is little or no emphasis on developing oral ability.

**1.5.1.2 Direct Method:** in this method the teaching is conducted entirely in the target language. The learner is not allowed to use his mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation, this method discovers the importance of speaking.

**1.5.1.3 Audio-lingual:** the first modern methodology. The theory behind this method is that learning as language means acquiring habits. There is much practice in dialogues of every situation. New language is first heard and extensively drilled before being seen in its writing form.

**1.5.1.4 Suggestopedia:** the theory underlying this method is that a language can be acquired only when a learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

**1.5.1.5 Total physical response: (TPR)** works by having the learner responds to simple commands like "Stand up," "close your book", "Go to the window and open it." "Raise your hand" The method emphasizes the importance of listening.

**1.5.1.6 The silent way:** this is so called the aim of the teacher because is to say as little as possible so that the student can be in control of what he wants to say. No use is made of the mother tongue.

**1.5.1.7 Communicative language teaching: (CLT)** The focus of this method is to enable the learner to communicate effectively and appropriately in various situations that he would be likely to himself in the content of communicative teaching. Functions such as inviting, suggesting, complaining or notions as the expression of time, quantity and location.

**1.5.1.8 Immersion:** This corresponds to a great extent to the situation we have at our school. ESL students are immersed in the English language for the entire school day and expected to learn math, science, humanities, etc. through the medium of the target language English.

Depending on how each teacher select an appropriate method. It will be reflected in the understanding and comprehension in the classes as well as develop the student ability.

## **1.6 GUIDE**

It is something that guides or directs something towards a goal. The guide provides steps and suggestions to make something unknown it is an important material to allow people to learn something new, in conclusion a guide is a facilitator that contains useful information step by step.

(ALVAREZ, 1983) Claimed that **“A didactic guide is an instrument printed with technical orientation for the student, that you can include all of the necessary information for the correct use and beneficial handling of the textbook to integrate the complexities of learning activities for the independent study of the contents of the course”**. (Pag.19)

<http://repositorio.utc.edu.ec/bitstream/27000/725/1/T-UTC-1123.pdf>

According to the researcher, a didactic guide is a proposed that helps to students to distribute the time through applications of a new learning in order to achieve some specific objectives as well as collect of information about any object of study, so that all components incorporated into learning are summarized by chapters and units.

(GARCIA, 2002) Said that The Teaching Guide is “the document directed for the study, bringing the cognitive processes of the students in the teaching, so you can work independently”. (pag. 20)

<http://repositorio.utc.edu.ec/bitstream/27000/725/1/T-UTC-1123.pdf>

According to the researcher, it is an important tool for the teachers in which development of any subject in class will be more dynamic and interactive because students share their creativity with their classmates for this reason, it can be used as creative didactic strategy and effective to put in practice, thus generating a process of understanding and autonomous work all the time.

## **1.6.1 TYPES OF GUIDES**

### **1.6.1.1 Motivation Guide**

In this guide is important to use pictures or texts that permit to students to make a reflection about a particular topic, it will permit new motivational states, to learn with this guide in classes is effectively because it has other strategies to use and improve the knowledge through the use of pictures and texts the teachers will have the opportunity to increase their students' knowledge.

### **1.6.1.2 Learning Guide**

This guide is the most common, requires the teacher' assistance to clarify concepts that the students do not understand, this kind of guide is useful because the teachers can evaluate their students when they are first exposed to the contents and introduces new concepts to students in order to clarify the unknown ideas.

### **1.6.1.3 Instructional Strategies**

Guide Instructional strategies guide is a guide which provides instructions about how to do something that is unknown. It provides us strategies and steps to develop activities and increase the knowledge, the use of it for teachers is so important because they can find on it different manners to teach in a better way.

#### **1.6.1.4 Pedagogical guide**

This guide is intended as an instrument to facilitate the teacher either in the field of formal or informal that serves as a tool in the construction meaningful learning. It is an instrument with technical guidance for the teacher which includes all information necessary for the proper and profitable performance in the activities of the teaching-learning process

#### **1.6.2 IMPORTANCE OF GUIDE**

The guide is a document that allows the teacher to proper planning, guidance and control of independent work of students both inside and outside the classroom. This encourages better planning and preparedness organization, self-preparation and self-control of them.

The most valuable pedagogical abilities are the domain all the features of the subject a person teaches, to have the capacity making this subject interesting and entertaining, to use the appropriate methods for the discipline, to know every detail of his students as well as to use the potential of the class.

These abilities since first year are very important, in order to be used by the students during their pre- service training in senior and high school. The professional learning teachers are an ongoing process knowledge building and skill development in effective teaching practice. A good guide gives necessary clear information and points out possibilities available to the person.

To have autonomy and flexibility to decide how to address and carry out the duties tailored to the needs and characteristics students and the purposes and objectives of the School. To organize all student life and the teaching process from the level consideration the actual state the development students and teachers, their achievements, potentials and weaknesses, the special features and resources that the community has.

## **CHAPTER II**

### **2 ANALYSIS AND COMPARISON OF THE RESULTS**

#### **2.1 BRIEF HISTORY OF THE “NACIONES UNIDAS” ELEMENTARY SCHOOL**

50 years ago in the Saquisilí canton, there was one school called “Mariscal Sucre” important institution that still remains and in which studied all children of canton, 420 students distributed in 12 grades uncomfortably and with insufficient number of teachers.

In 1963, La Dirección Provincial de Educación de Cotopaxi authorizes the creation of "NACIONES UNIDAS" school in honor attributed to the organization of the "United Nations" International Organism which is defined as an association is authorized of global governance that facilitates cooperation on issues such as law, peace and international security, economic and social development.

In the same year, Ministry of Education was confirmed through office 01569, starts running in the home of Mr. Jose Julio Corrales, located in the neighborhood "El Camal" street Barreno and Abdón Calderón started with 196 students and 6 teachers, as principal director, Mr. Luis Zumarraga Vaca since that day, several events have been taken in the institution until 1979 arrives at the institution as director Lic. Toha Alcocer who undertook a gigantic work of transformation for 32 years, at the present time, still continuing Lic. Jorge Marcelo Porrás who deservedly be in front of the administration.

"Naciones Unidas" School, Educative Unit why have passed 50 promotion of students, humans constituted by intrinsic values such as respect, honesty, solidarity and the pursuit of the common good and devotion to achieve their dreams, it is important to stress the progress that with the passing of the years has been achieved since starting with 169 students, today bordering 800 students the recognized merit who dedicated in the development of the temple of knowledge in this institution with tenacious struggle dedication, sacrifice and love, trainers have been true leaders, which greatly contribute to society from the professional sphere.

The current infrastructure of the "Naciones Unidas" school is truly impressive thanks to the hard work of all those who constitute this institution as they are deeply committed to the Saquisilence childhood.

## 2.2 ANALYSIS AND COMPARISON OF THE RESULTS

### 2.3 SURVEY DIRECTED TO THE ENGLISH STUDENTS AT THE “NACIONES UNIDAS” EDUCATIVE UNIT.

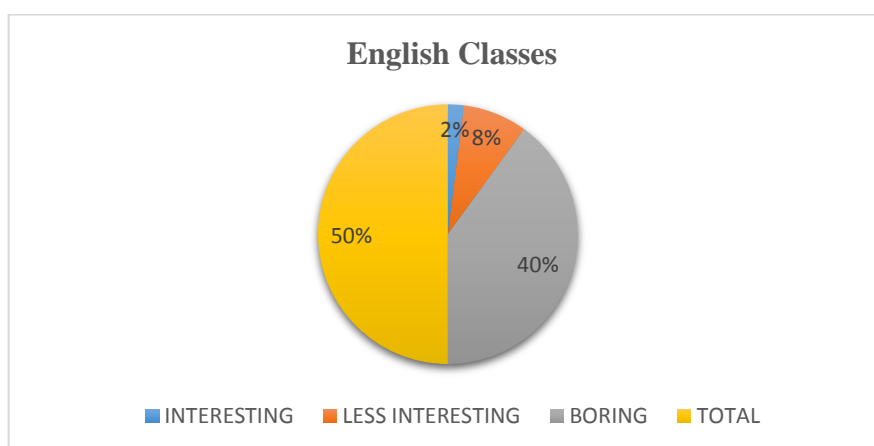
#### 1) How are the English Classes for you?

Chart # 1

ITEMS	f	%
INTERESTING	1	4
LESS INTERESTING	4	16
BORING	20	80
TOTAL	25	100

Source: “Naciones Unidas” Educative Unit  
Elaborated by: Amanda Mena.

Graphic # 1



According to the 25 polled students show that 4% considered interesting to receive English class, while 4 students that correspond to 16% considered little interesting to receive English class, so 80% English class are bored all the time as conclusion they do not like English classes.

The research believes that English classes should be more interactive and fun in the activities or topic that the teacher gives during academic cycle. However the teacher needs to find new alternatives to achieve a significative learning for their students.

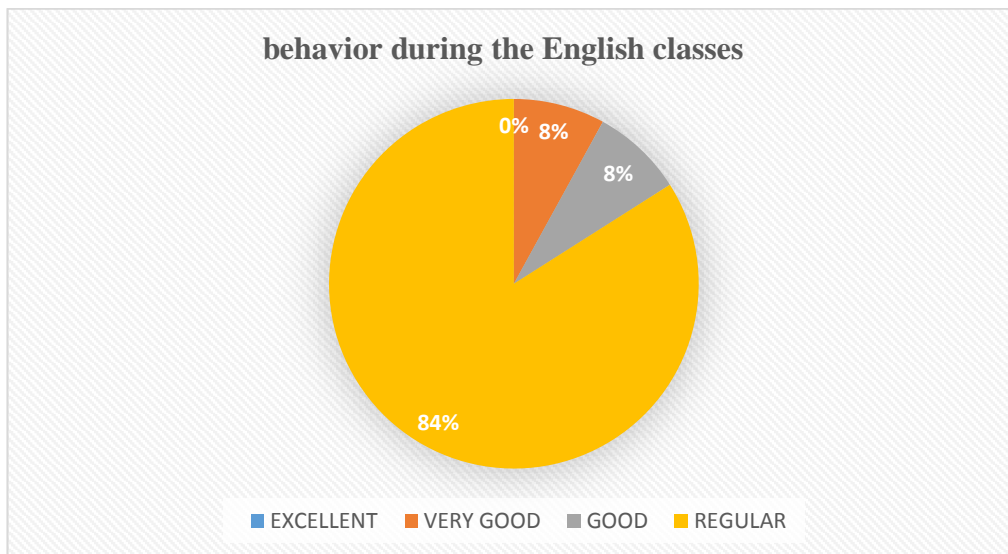
**2) How is your behavior during the English classes?**

Chart # 2

ITEMS	f	%
EXCELLENT	0	0
VERY GOOD	2	8
GOOD	2	8
REGULAR	21	84
TOTAL	25	100

Source: “Naciones Unidas” Educative Unit  
Elaborated by: Amanda Mena.

Graphic # 2



The researcher determine that 21 students correspond to 84% of students is regular, while, the 8% of learners have a good behavior; however the 8% of students consider that their behavior is very good given as a result a high percentage.

Controlling students’ behavior is a hard work for teachers especially when it is necessary the teaching of the theory of some contents, for this reason the misbehavior is reflected in this research. A lot of students show a regular behavior although; they are interested for learning English. Then the transfer of the knowledge is not efficient, because of the misbehavior that students have during the Teaching Learning Process of English.



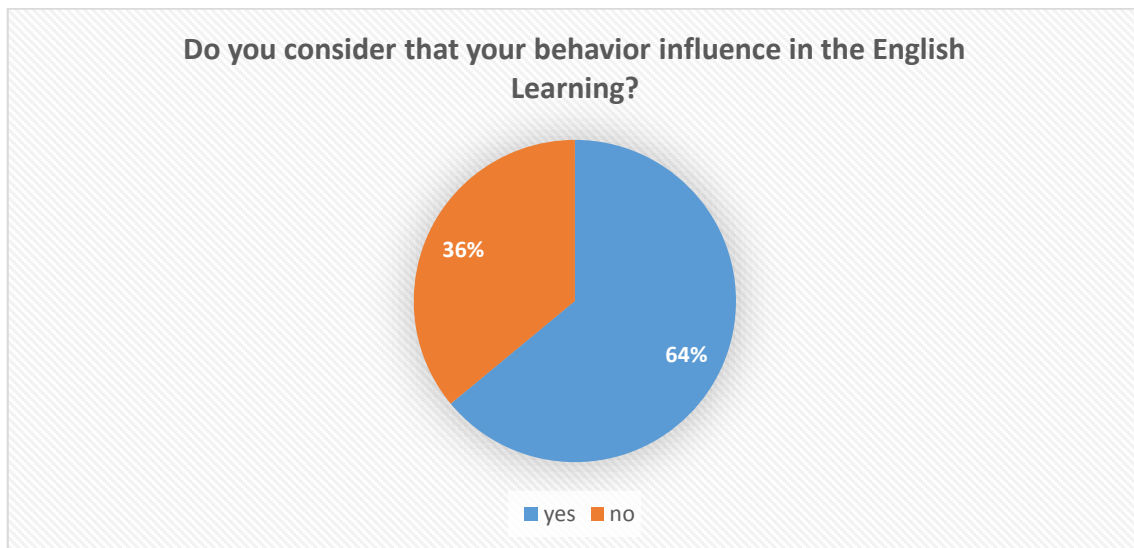
### 3) Do you consider that your interest influence in the English Learning?

Chart # 3

ITEMS	f	%
YES	16	64
NO	9	36
TOTAL	25	100

Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

Graphic # 3



In a group of 25 students that correspond to 64% considers interest influences when they are learning English, in fact 24% of the polled learners say that the English Learning could be affected by their behavior, so that, the 12% of the students think that their behavior does not have an essential importance at the moment that they are learning English.

The students say that their disinterestedness affects the Teaching Learning of English because it is very difficult for them to learn the new knowledge, if they do not pay attention to the teacher, in addition, students do not permit to concentrate others. As a result they do not have a good enduring understanding, because of the noisy students.

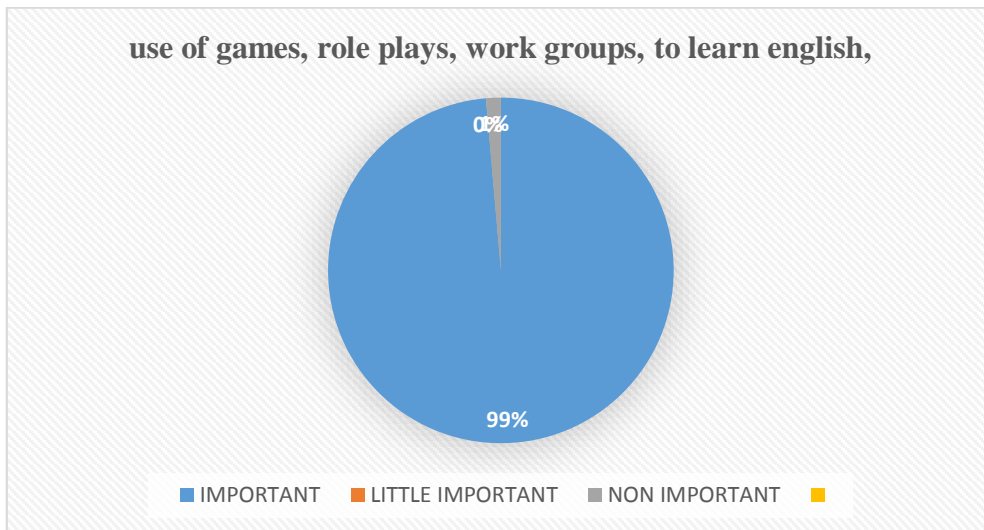
**4) How important is the use of games, role plays, work groups, songs and so on, to learn English Language?**

Chart # 4

ITEMS	f	%
IMPORTANT	25	100
LITTLE IMPORTANT	0	0
NON IMPORTANT	0	0
TOTAL	0	0

Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

Graphic # 4



Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

A total of the 25 students that involves the 100% say that it is vitally important to use active methodological strategies, so, to use active strategies is necessary for students' learning also, they show interest for applying striking and funny activities.

The researcher determines that the students want to learn with new activities which avoid traditional plays, they show interest for learning English with activities that draw their attention at the same time they can control their behavior, since, the research is focus to create striking activities where students are going to be busy.

5) Do you consider that the use of games, role plays, work groups, songs and so on, would help to improve your skills during the English Language classes?

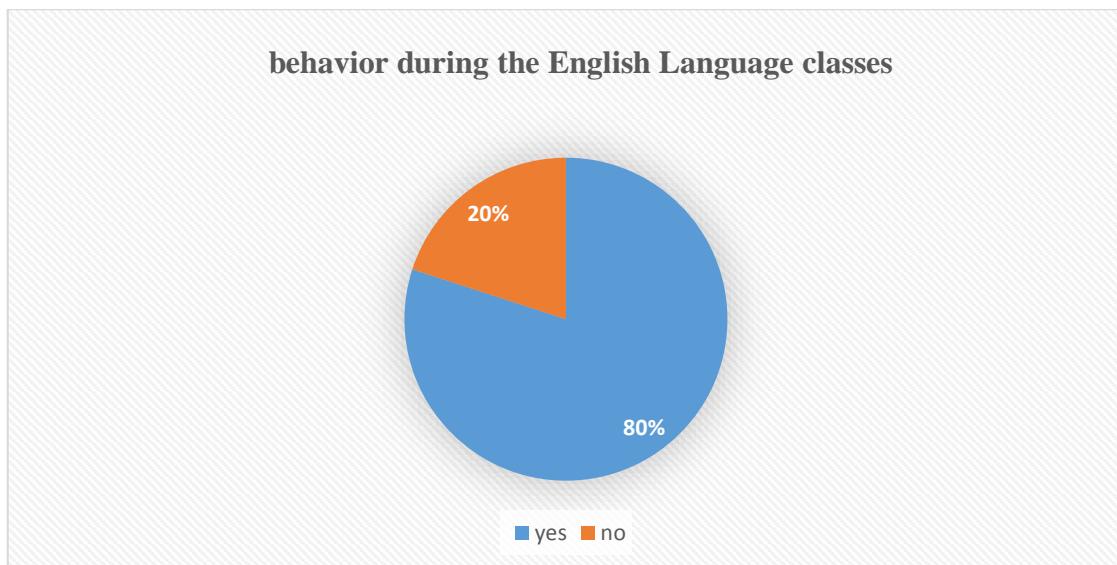
Chart # 5

ITEMS	f	%
YES	20	80
NO	5	20
TOTAL	25	100

Source: "Naciones Unidas" Educative Unit

Elaborated by: Amanda Mena.

Graphic # 5



20 Students that polled to 80% say the use of games, role plays, work groups, songs and so on, can help to improve their skills during the English classes, and the 12% of students believe that their skills could be improved with the use of active methodological strategies. But the 8% of learners consider that these activities do not have any influence to improve their skills in the English language.

To improve the skills, the researcher consider that the use of active methodological strategies are necessary to maintain a understandable class during the English classes, in addition, these are going to facilitate the transfer knowledge of English, creating an active environment into the English classroom. So students will have an enduring understanding, and show a good interest too.

6) **What Kind of didactic resources and activities must does the teacher use for teaching English Language and maintain your attention in the English class?**

Chart # 6

ITEMS	f	%
PICTURE	14	16
BOOK	21	20
DATA SHOW	18	16
CHARTS	12	12
VIDEOS	22	20
GAMES	0	0
ROLE PLAYS	12	8
WORK GROUPS	7	4
SONGS	0	0
OTHERS	3	4
TOTAL	25	100

Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

Graphic # 6



Results evidence that in a group of 25 students consider that the most used didactic resources are the book with the 20%, and the data show with the 16%, while, the activities that the teacher use are songs with the 20%, the and games with the 16%.

Researcher determine that the most used didactic resources during the TLP of English are the videos, this evidences that there is not enough active material. For this reason the teacher uses active strategies like songs and games to do the class less boring at the same time learners pay attention to new class.

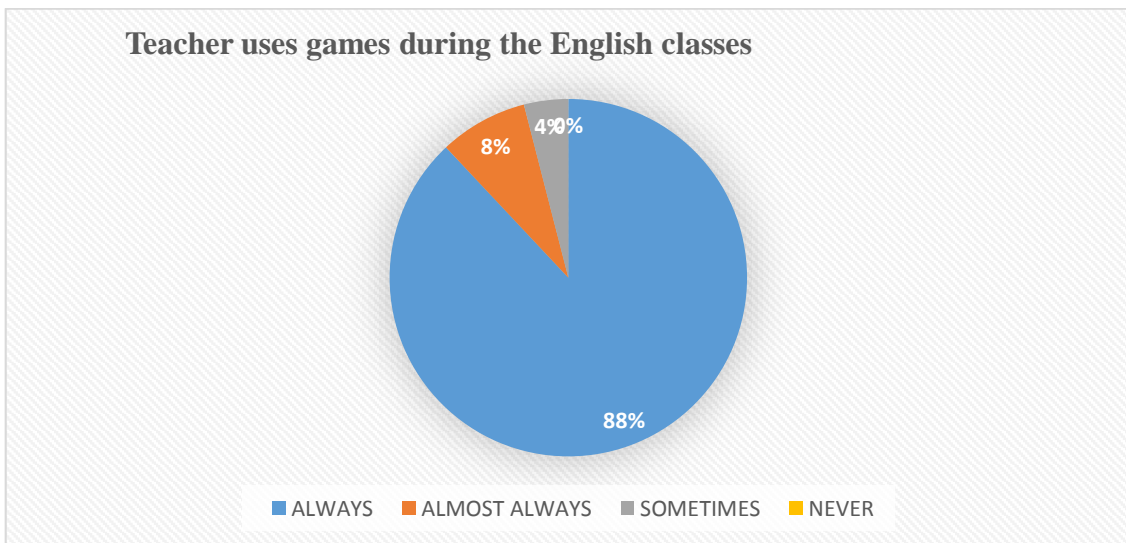
**7) How often would you like the teacher uses games, role plays, work groups, songs and so on, during the English classes?**

Chart # 7

ITEMS	f	%
ALWAYS	22	88
ALMOST ALWAYS	2	8
SOMETIMES	1	4
NEVER	0	0
TOTAL	25	100

Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

Graphic # 7



In a group of 25 polled students, the 88% say that they would like that their teacher uses games, role plays, work groups, songs and so on, during the English classes, while, the 8% of the polled learners say that they almost always would like using these kinds of activities, and the 4% of the students consider, they sometimes would like applying the active strategies during the English classes.

But nobody thinks that these active strategies are not necessary during classes. The use of active methodological strategies is vitally important to learn a new language, since, these create an active environment to work, avoiding the traditional pedagogical model, so, learners are more motivated during the English classes because, they learn easily.

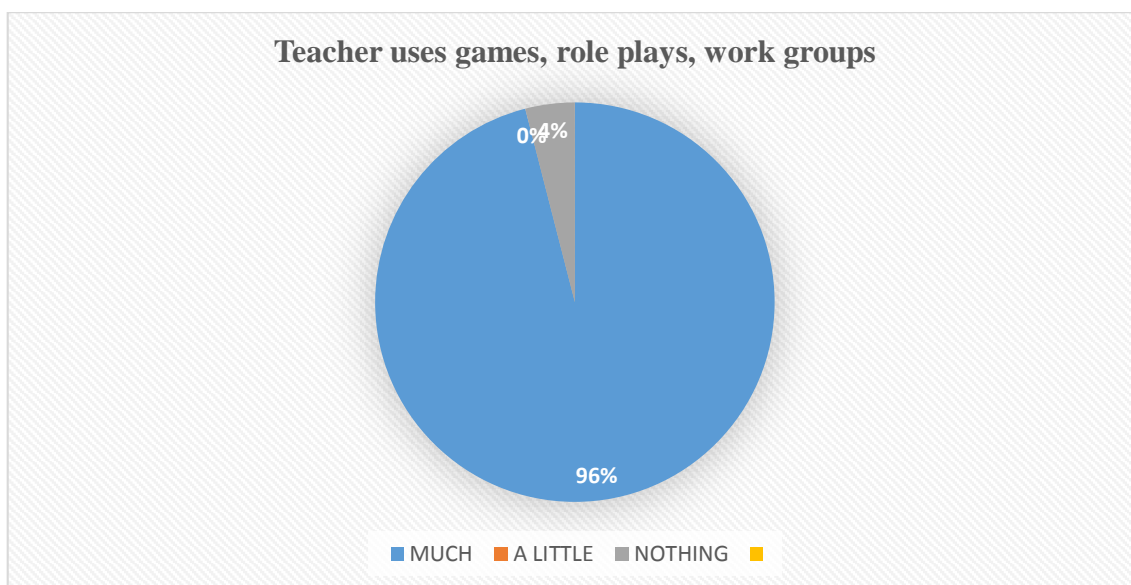
**8) How much will you change your interest if your teacher uses games, role plays, work groups, songs and so on, during the English Language classes?**

Chart # 8

ITEMS	f	%
MUCH	24	96
A LITTLE	0	0
NOTHING	1	4
TOTAL	25	100

Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

Graphic # 8



It determines that the 96% that correspond to 24 students of learners will change their interest if the teacher uses active methodological strategies during the Teaching Learning Process of English subject. While, the 4% of the polled learners will not change their interest, if the teacher applies these kinds of methodological strategies, so, the majority of learners will change their interest in a good way.

Using active methodological strategies help to develop the Teaching Learning Process, at the same time to create a good environment, all of these give to the teacher tools to create students` new knowledge and give as a result a quite class to teach. This process of Teaching Learning will be easy and motivated for the teacher and learners.

**9) Would you like to learn the English Language through the use of games, role plays, work groups, songs and so on?**

Chart # 9

ITEMS	f	%
YES	25	100
NO	0	0
TOTAL	25	100

Source: "Naciones Unidas" Educative Unit  
 Elaborated by: Amanda Mena.

Graphic # 9



All students agree that they would like learning English using active methodological strategies, so, the 100% of the respondents would like learning this subject in a funnier way and to learn something does not require only the memorization and a passive learning, it is necessary that the teacher create a good environment, also, it is important that the teacher applies new strategies given as a result a meaningful learning, where the learners will be able to get their own knowledge.

Nowadays the students need to learn a new language in a free and active way, since, the children like learning with movements, gestures, in other words with active methodological strategies.

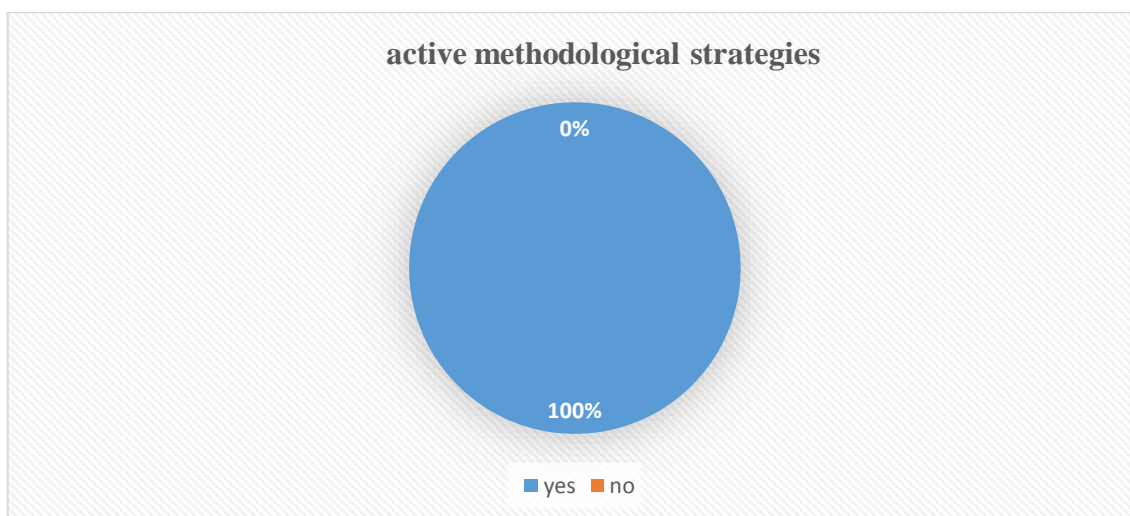
**10) Do you believe that the design of a guide of active methodological strategies will improve your English Language Learning?**

Chart # 10

ITEMS	f	%
YES	25	100
NO	0	0
TOTAL	25	100

Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

Graphic #10



The survey shows that the use of a guide of active methodological strategies is feasible and interesting for the children, since, it evidences with the 100% of the learners, in this sense nobody thinks unnecessary the use of this guide.

In this way, the design of a guide of active methodological strategies is necessary and important to teach the English Language, since, for children apply active strategies given for the teacher and improve their learning, in other hand, this guide permit them to the teacher chooses the strategies correctly, in order to control the students, at the same time to develop the Teaching Learning Process of English language.



## 2.4 SURVEY DIRECTED TO THE ENGLISH TEACHERS AT THE “NACIONES UNIDAS” EDUCATIVE UNIT.

- 1) **How important is the use of games, role plays, work groups, songs and so on, to learn English Language in this institution?**

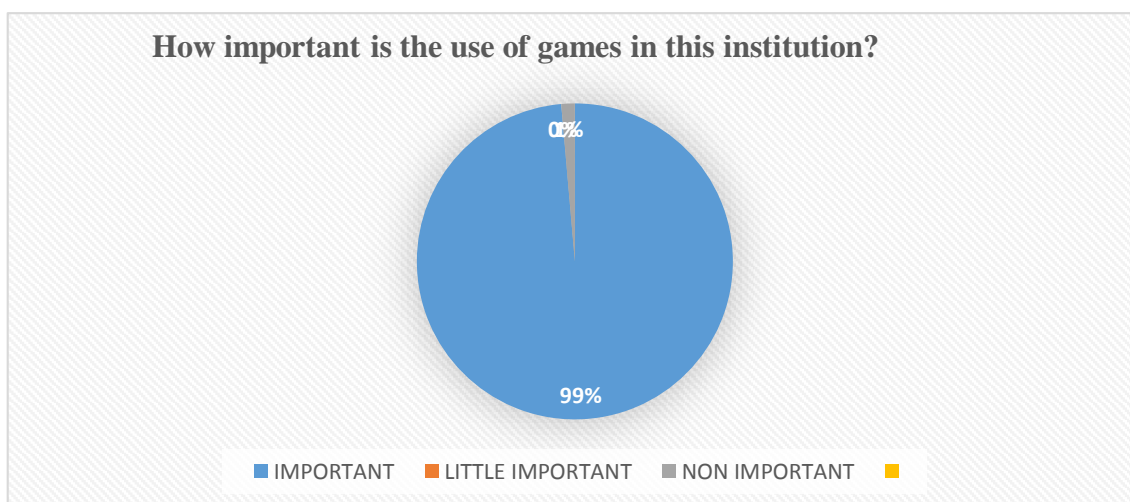
Chart # 1

ITEMS	f	%
IMPORTANT	2	100
LITTLE IMPORTANT	0	0
NON IMPORTANT	0	0
TOTAL	2	100

Source: “Naciones Unidas” Educative Unit

Elaborated by: Amanda Mena.

Graphic #1



In this question, 99 Teachers who represent the 100% expressed that the English language is important.

Then, it is necessary to emphasize about the importance of learning the English language in the different school levels for this reason Taking into account that most teachers said that the importance of the English and methodology used in class is good, the researcher can understand that the educational processes have some lacks and it should change it, in order to improve the teaching learning process and turn it in excellent

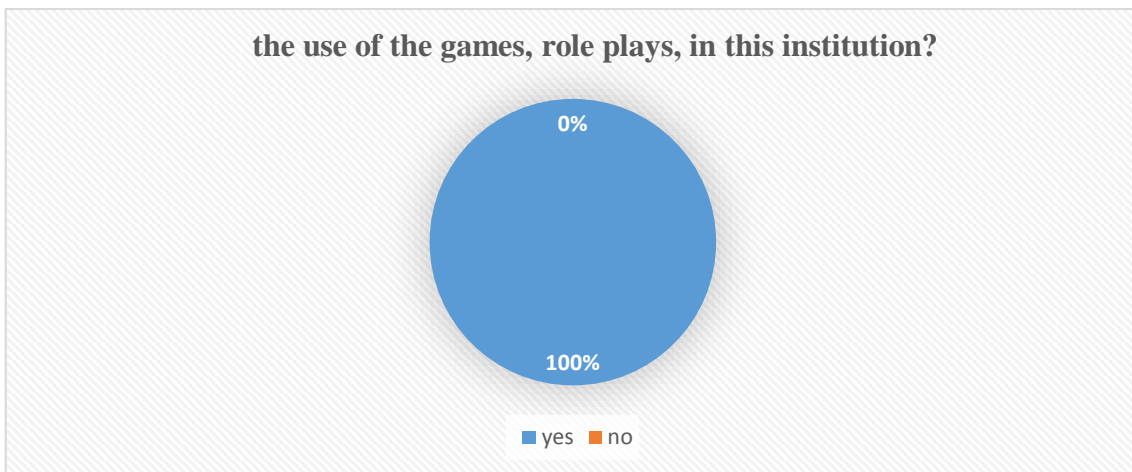
2) Do you consider that the use of the games, role plays, work groups, songs and so on, would help to improve your interest during the English Language classes in this institution?

Chart # 2

ITEMS	f	%
YES	2	100
NO	0	0
TOTAL	2	100

Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

Graphic #2



According to the answer, 2 Teachers that represent the 100% said that the English language through games, role plays, songs are appropriate for the students

Teachers consider that the activities are an important part into teaching leaning process that`s why It is indispensable to teach that English language to develop their skills in all areas. This result is important because the researcher can appreciate the reality of our education, due to that many students say that games help to develop their skills in the learning as the educational system that is used in class, but many people believe that is boring and does not permit that the educational will be develop.

**3) Do you consider that the teacher's activities that apply in classes are funny?**

Chart # 3

ITEMS	f	%
YES	2	100
NO	0	0
TOTAL	2	100

Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

Graphic #3



Here, I have two teachers with the 100% said that activities that their prepare in English classes are funny, resolve that with the 100% express that English classes are funny.

Facing this reality I can analyze that teachers at "Naciones Unidas "Educative Unit can interact in class the English language as funny activities because from the viewpoint of the teacher learn new subject as English is different than other ones.

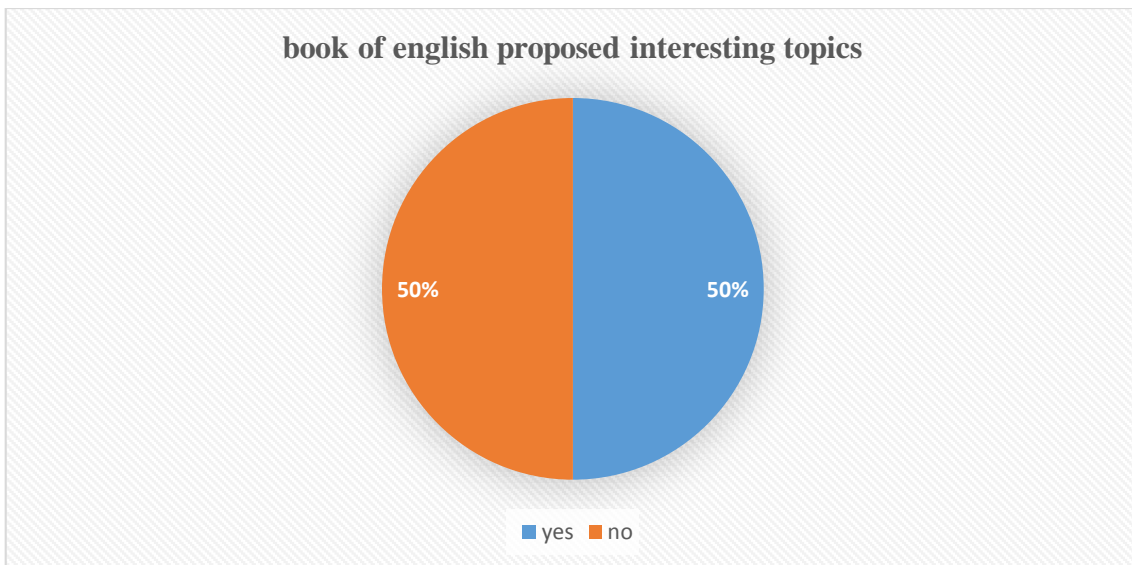
**4) Does the English book proposed by the Ministry of Education have interesting topics based in methodological strategies?**

Chart # 4

ITEMS	f	%
YES	1	50
NO	1	50
TOTAL	2	100

Source: “Naciones Unidas” Educative Unit  
Elaborated by: Amanda Mena.

Graphic #4



According to this question, one teacher that represents the 50% answered that book of English is based on necessity of the students, on the other hand, another teacher 50% expressed that is not based on the necessities.

It shows that teacher at “Naciones Unidas “Educative Unit has a clear idea about of the importance and use of English book as resource in the English teaching-learning in order to improve the acquisition of language.

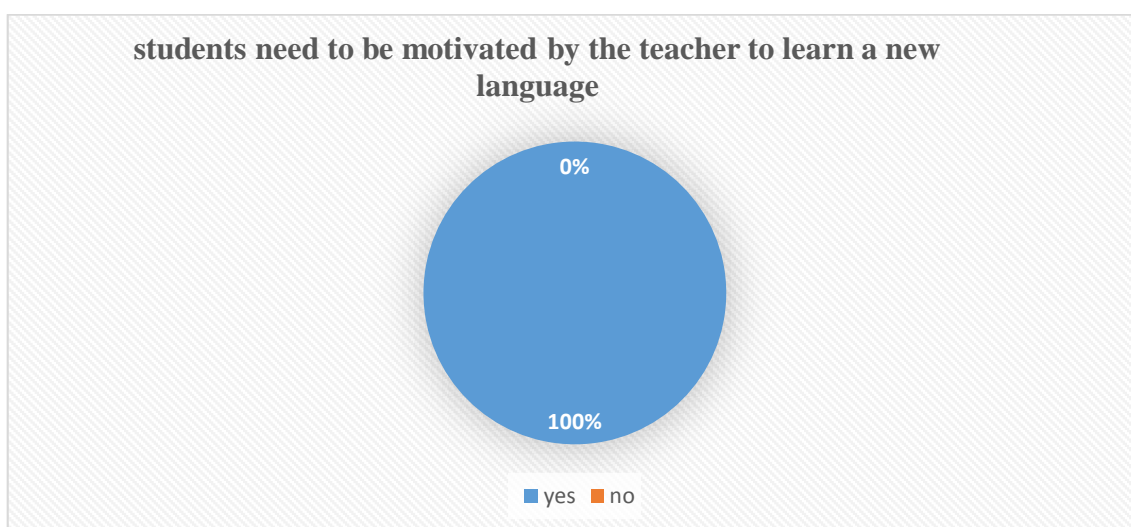
**5) Do you think that students need to be motivated by the teacher to learn a new language?**

Chart # 5

ITEMS	f	%
YES	2	100
NO	0	0
TOTAL	2	100

Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

Graphic #5



The question 5 shows that 2 teachers that is the 100% consider that student needs to be motivated in classes every day.

According to this question teachers agree with the use of funny games in the English class at least one a week, since it is comfortable to student feel motivate to acquire this subject in a different way

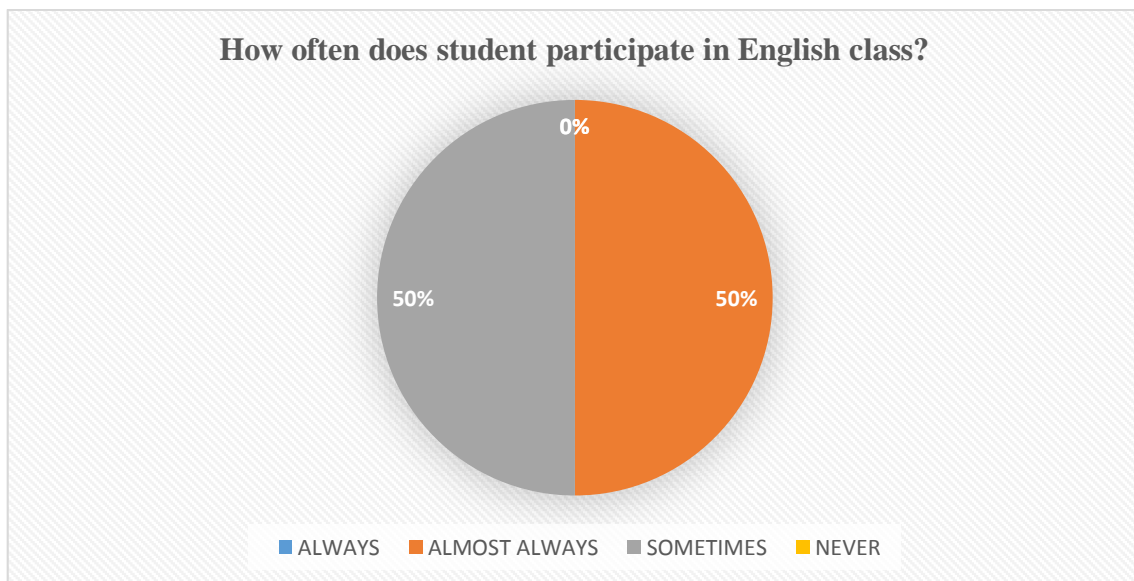
**6) How often does student participate in English class?**

Chart # 6

ITEMS	f	%
ALWAYS	0	0
ALMOST ALWAYS	1	50
SOMETIMES	1	50
NEVER	0	0
TOTAL	2	100

Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

Graphic #6



The answers to this question shows that, one teacher which is the 50% expresses that the participation in English class are almost always, but one teacher that represent the 50% answered sometimes.

In this question the principal characteristic of working with children are that they can learn The English language with facility but they cannot produce it in a fluent way

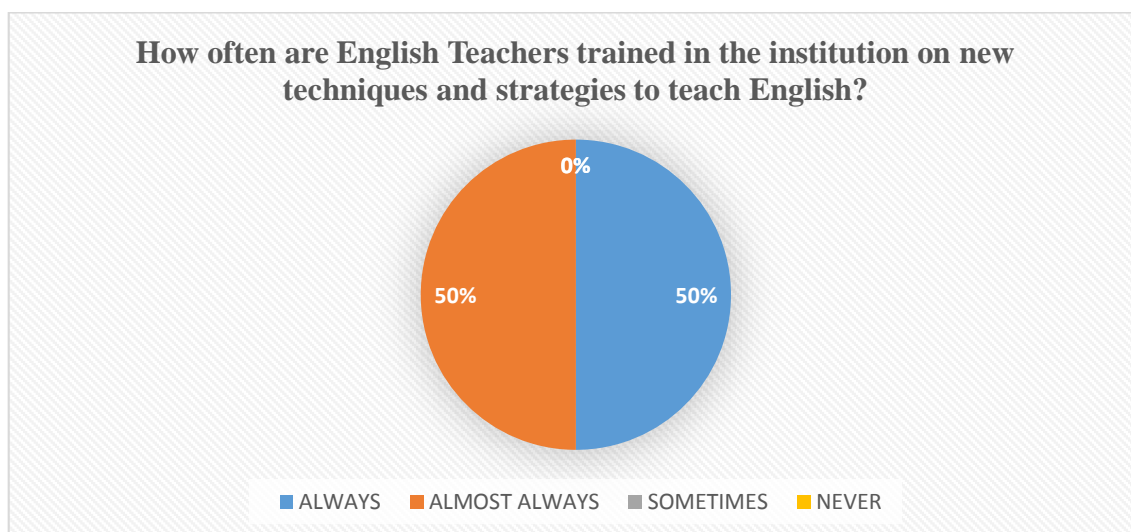
**7) How often are English Teachers trained in the institution on new techniques and strategies to teach English?**

Chart # 7

ITEMS	f	%
ALWAYS	1	50
ALMOST ALWAYS	1	50
SOMETIMES	0	0
NEVER	0	0
TOTAL	2	100

Source: “Naciones Unidas” Educative Unit  
Elaborated by: Amanda Mena.

Graphic #7



In this question, one teacher who represents the 50 % said that, they always like to trained new techniques to teach the English language through games to develop the four skills (listening, speaking, reading and writing) ,on the other hand, another teacher who represents to 50% manifest that, they almost always.

According to this question, teachers consider that games are an important tool which they would like use to improve the four skills by noticing that games have an impact into students to help those using different strategies, using it as an interactive and motivating tool to continue working on their skills

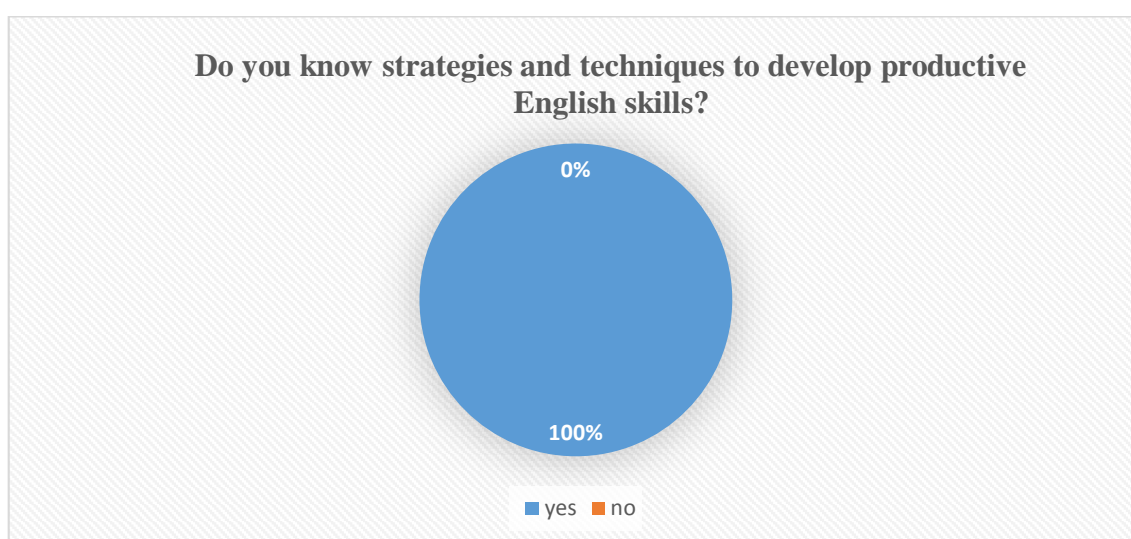
**8) Do you know strategies and techniques to develop productive English skills?**

Chart # 8

ITEMS	f	%
YES	2	100
NO	0	0
TOTAL	2	100

Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

Graphic #8



The question number eight shows that two teachers which represent to 100% said yes to the develop productive English skills.

About this information teachers consider that strategies and techniques are important tools which help them to concentrate inside the classes without any problem and produce a change into Teaching-Learning process.



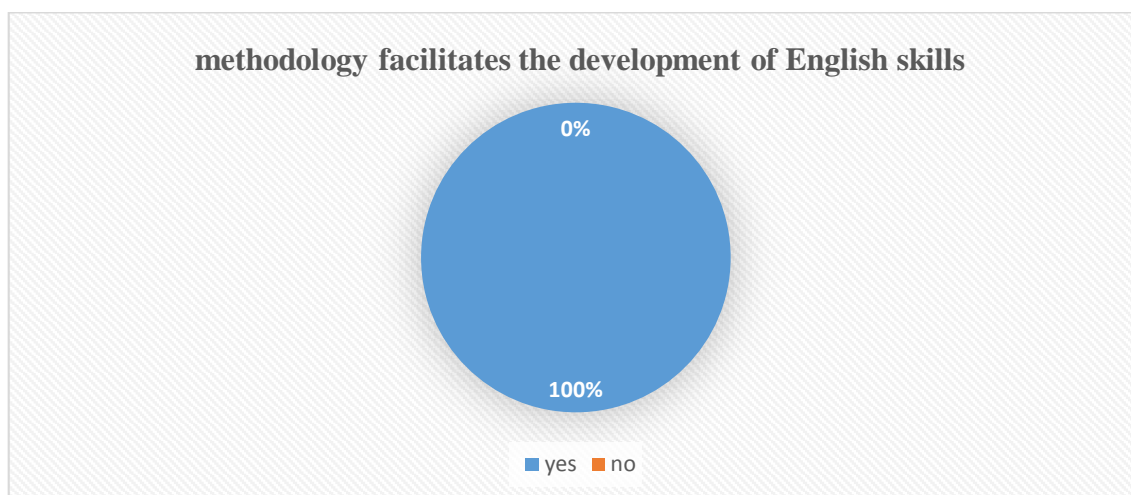
9) Do you consider that an active methodology facilitates the development of English skills?

Chart # 9

ITEMS	f	%
YES	2	100
NO	0	0
TOTAL	2	100

Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

Graphic #9



Two teachers who represent the 100% express that active methodology facilitate good development of English skills.

It can be a new alternative to help to the teacher to work in a better way with new methodology have many advantages that a traditional classes, since it permit that students can learn in a funny and interesting way, in this era students believe that through interactive activities they acquire better habits of study.

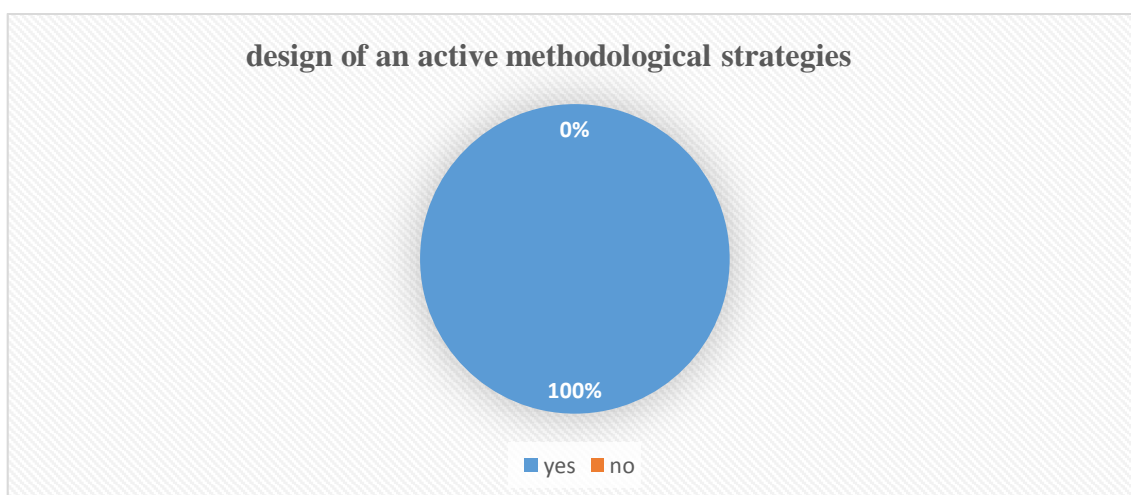
**10) Do you believe that the design of an active methodological strategies guide will help to the student to improve their English Language Learning?**

Chart # 10

ITEMS	f	%
YES	2	100
NO	0	0
TOTAL	2	100

Source: "Naciones Unidas" Educative Unit  
Elaborated by: Amanda Mena.

Graphic #10



According to the answer two teachers who represent the 100% consider that the design of a methodological strategies guide will improve the four abilities.

Both of them expressed that a guide helps them to have a sequence in classes due to the fact it has many advantages to learn the English language in a better way, in which the students feel that English language will be interactive.

## **2.5 INTERVIEW APPLIED TO THE DIRECTOR OF THE “NACIONES UNIDAS” EDUCATIVE UNIT.**

### **1. Which do you consider that could be the cause for students' disinterestedness during the English classes?**

For the director the main causes that learners show the disinterest are the migration and family problems, it causes that they do not have a correct control about their responsibilities at home.

The disinterestedness is a hard difficult factor to control during the classes, so, there are many aspects that cause it. One of them is that learners do not have an organized home, where they can keep in values. Also they are alone the majority of the time and they can get disinterestedness without parents who correct them.

### **2. Which activities should the teacher do during the classes to control students' disinterestedness?**

According to the director to control disinterestedness during the English teaching learning process usually the English teacher should work with learners doing a lot of activities, so children are busy since they have their mind occupied; they do not talk a lot and do not have disinterestedness during the English class.

Sometimes it is important that learners work very hard into the class, however the English class needs to be explained in order to do some activities later, and then the teacher needs to apply new strategies when he/she teaches something, since, there the disinterestedness appears, so here show up, the active methodological strategies to control the disinterestedness.

### **3. Is it important to control students' disinterestedness by the teacher in order to improve the Teaching Learning Process of English?**

The director expresses that it is vitally important to control the disinterestedness during the English classes because if they adopt it, it is impossible that they cannot understand

teacher's instructions and also they lose the concentration and as effect they do not have and enduring understanding.

Controlling the disinterestedness has essential advantages during the English Teaching Learning Process, so if the teacher need to teach something it is important to control the disinterestedness, so, the teacher can get important results in students` learning, because they are concentrated in the new knowledge that they are learning.

#### **4. Which material and activities should the English teacher take into account to get a better English Teaching Learning Process and at the same time to control students' discipline?**

According to the director the best material and activities that teachers need to use are audio-visual materials and interactive activities. Because with them learners can produce a cognitive knowledge, which they create their own ideas and concepts about any topic and also they help to draw their attention and at the same time controlling their disinterestedness.

The researcher determine that the most important activities and didactic resources that a teacher can use are the active ones, because they need to fulfill two goals which are have a meaningfull earning and to control the disinterestedness, so teachers require using activities and material which draw the learners` attention, in order to get an enduring understanding and positive attitudes of the students.

#### **5. Do you consider that the active methodological strategies help to improve the English Teaching Learning Process?**

The director expresses that it is vitally important to improve a guide with active strategies, since the teacher says learners need to learn with new activities which are interactive to draw learners` attention as a result children shows an excellent discipline.

Designing a guide of active methodological strategies is not only used to teach content with a better way and have a meaningful knowledge, also it helps to the teacher, especially to learners to maintain a good behavior and avoid to use traditional methods

and techniques to control the disinterestedness and the uncontrolled behavior, because at the same time, that learner have a good discipline they learn much better and in fun way.

#### **6. How important is for you the design of a guide of active methodological strategies for English Teaching?**

According to the director 's opinion to design a guide with active methodological strategies is so important, because it helps to program the teachers' activities during the English classes and they will achieve significant results. On other hand, they can maintain children active during the English Teaching Learning Process with a better attitude.

The design of a guide of active methodological strategies for the English Teaching is an appropriate resource that will help the teachers' role because they can use active strategies to control the disinterestedness improving their attitudes and getting an enduring understanding, also these kinds of activities help to avoid the boredom in learners during the Teaching Learning Process.

## **2.6 CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

- Didactic guide is a key tool for the education, considering that students are closely linked to didactic resources is important to exploit these activities to develop of skills in order to children can apply them in the learning process of the English language.
- In this institution teachers and students do not used didactic resources or activities in which students can apply their knowledge, for that reason they do not know how to use them in the English teaching process
- The students' level of participation is very low because there is not the necessary motivation to capture their interest.

## RECOMMENDATIONS

- To manage the didactic guide effectively is very important as the application of new strategies and methods into the English Teaching Learning Process will help teacher and students to solve problems and facilitate the procedure of teaching
- It is necessary that the institution has an English laboratory in which student develop their skills weekly through motivating to increase their English level.
- It is required to use a wide range of strategies based on a didactic guide such as role plays, work groups, songs and so on, to learn English Language.

## CHAPTER III

### 3. PROPOSAL DESIGN

Design a didactic guide to development skills in the teaching-learning process through strategies group applied to students of "NACIONES UNIDAS" Primary School during the academic cycle 2015-2016

#### 3.1 INFORMATIVE DATA:

<b>Institute:</b>	“Naciones Unidas” Elementary School
<b>Province:</b>	Cotopaxi
<b>Canton:</b>	Saquisilí
<b>Parish:</b>	El Camal
<b>Address:</b>	Barreno and Abdón Calderón
<b>Director:</b>	Lic. Marcelo Calderón Porras
<b>Teachers:</b>	15 teachers
<b>Students:</b>	800 students.
<b>Phone:</b>	0328722-233
<b>Email:</b>	nacionesunidas aqui@hotmail.com
<b>Researcher:</b>	Amanda Mena.



### 3.2 JUSTIFICATION

The English Language Teaching is a hard work when the behavior in class is not controlled, and when learners do not show interest for learning this subject, also when there is not a good environment to work and there is not a good relation among teachers and learners.

So, the active strategies are a good way that teachers can use to improve the Teaching Learning Process of English and at the same time to control the students' misbehavior, because these kinds of strategies give teacher the chance to avoid the boredom during the TLP and do the class more active and interesting.

In this way, the design of a guide with active methodological strategies is feasible, since, it will help English Teachers to plan the classes, avoiding the Traditionalist Pedagogical Model and given as a result an enduring understanding and a good interaction among the teacher and the learners at the same time.

However, A guide is going to help to the students of the "Naciones Unidas" Educative Unit, because there are a lot of students who do not know about the strengths and weaknesses that exist between guide and book, this problem have produced different troubles in the student's development.

To produce a guide is the key, because it is an instrument which facilitates the teaching learning process and it will avoid lacks in the student's learning. Furthermore, the solution of this problem will permit to develop the current situation in the Educative Unit and it avoids that other students have the same mistakes.

Additionally, a guide is necessary, innovative and relevant because it will help the students, teachers, authorities and other people and in this way, it will permits to develop to the school and create good professional and they will develop our society

### **3.3 SCIENTIFIC FOUNDATION**

A guide methodological strategies has been important in teaching any language this is because without sufficient methods, students cannot understand or express their own ideas since strategies is really important to manage a class, including guides to conveying a meaning, then the suggestion of this research shows that the guide is vital to the developing the English skills and it is the basis for an effective communication and understanding. As a result, the present proposal looks for acquiring methods related to the English clubs taking into account the students' age. Finally, this proposal is designed to meet students' expectations involving funny activities that motivate them to learn the English.

### **3.4 METHODOLOGICAL FOUNDATION**

The methodological foundation is based on the great role of didactic resources performance in the teaching learning process; overall it is used to develop certain skill. This the case of guide methodological that help to the students to "Naciones Unidas" Educative Unit for which it is proposed the application of this manual providing activities which will help to create a good environment in the classroom as missing words, spelling contest, crazy story, etc as it includes the vocabulary, grammar are relevant in order that students to do a class most dynamic.

### **3.5 PSYCHOLOGICAL FUNDATION**

It is known that the guide is the basis to develop language skills due to it permits to develop the language skills. Therefore, strategies must be developed at first being effective it with the application the enjoyable activities which permit students to feel comfortable in classroom. Therefore, the students will learn effectively the English language when they have learnt English at first for which it is necessary teachers use the right methods to develop the four abilities of English. Additionally, new methods to teaching of any topic will be helpful at the moment of practicing and developing in a better way.

### **3.6 OBJECTIVES**

#### **GENERAL**

- To improve the learning of the English language through interesting activities to develop the four skills.

#### **SPECIFICS**

- To determine the most suitable active methodological strategies to improve the teaching learning Process of English Language.
- To permit that the students can develop their skills for improving the levels of teaching.
- To provide a guide of active methodological strategies to interact with teacher-student in order to develop the English Teaching language.

### **3.7 PROPOSAL DESCRIPTION**

Learning English with active methodological Strategies is a new interesting and funny way to improve the English Teaching Learning process, so designing a guide with them is a great help for teachers that also can allow controlling the job that students do during the English classes, so, they can get a significant learning.

The guide with active methodological strategies contains many striking activities that draw the students' attention avoiding the Traditionalist Pedagogical Model for this reason this guide is divided into five units.

The first unit of this guide contains games which are enjoyable activities for learners. The Second Unit encloses songs and poems which will be able to motivate learners. While, the Third Unit includes Role plays according with the learners' age and knowledge about English Language.

On other the hand, the Fourth Unit embraces mental dynamics which give learner the chance to think in English. And finally the Fifth Unit contains work groups that develop in learners values as cooperation.

**NACIONES UNIDAS “ELEMENTARY SCHOOL”**



**OUR ECUADOR THROUGH  
ENGLISH**

**TEACHER'S GUIDE**

**BY:**

**AMANDA MENA**

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# GAMES



## HANGMAN



### Skills:

- listening, speaking, reading and writing

### Description:

- The strategy consists in giving ideas through letters until form the word or phrase, however if the ideas are wrong the teacher draws a person until he dies in the gallows, for this there are two groups.

### Objective:

- To remember and infer the words or phrases in order to develop listening, speaking, reading and writing skills.

### Instructions:

- Draw the gallows
- Break the class up in two groups
- Explain the game.
- Give an example
- Learners start the game when the teacher indicates.
- Check the learners' activity

### Resources:

- Markers and board (Pen and note book) optional

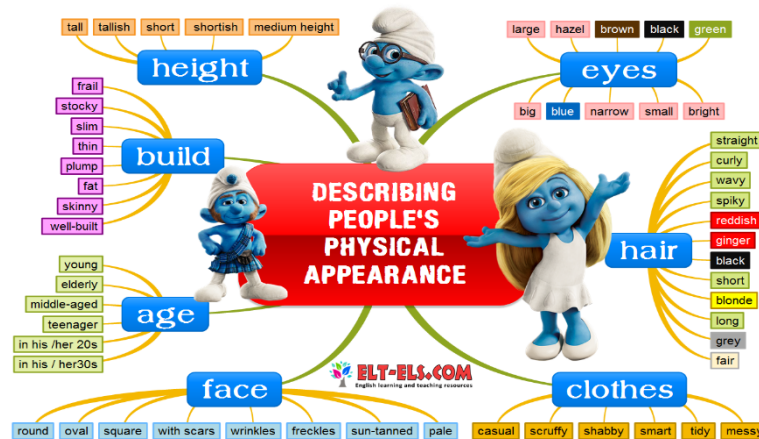
### Rules:

- The first group that avoids dyeing wins.
- Learners have not to talk in Spanish

### Suggestions:

- The teacher has to motivate constantly.
- The teacher can give some keys or main ideas.

## DESCRIBING APPEARANCES & CHARACTERISTICS OF PEOPLE



### Skill:

- Speaking, listening

### Description:

- Each student need to pay attention at the moment to describe to the person One student sits at the front of classroom. He/she describes a person and the rest of the class draws the person being described.

### Objective:

- To recognize to my partners of class and identify new vocabulary.

### Material:

- piece of paper and pen
- Two children or more volunteers.

### Instructions:

- Teacher describe a famous person
- Students draw the famous person who imagine
- Student needs to pay attention with the description.
- They have not to look at their partners and continue saying to describe another partner or a famous person

### Rules

- Do not repeat the word.

### Advices:

- It is suitable for big groups.

## THINK QUICKLY



### **Skills:**

- Writing and reading

### **Description:**

- This game consists in write words from another word using the first letters, for example: the prompt is physical culture the first letter is P learners write a word maybe potato, so with the total letters given.

### **Objective:**

- To remember the learnt vocabulary, in order to improve the writing in children.

### **Instructions:**

- Break the class up in two groups
- Explain the game
- Write four or more words for each group, but, with the same amount of words
- Organize two columns
- Write the words

### **Rules:**

- Do not talk during the game
- Write one word by each learner
- If someone does not remember a word pass to the next one, just one time.
- Win the group which has finished first without mistakes

### **Resources:**

- Board and markers

### **Warning:**

- This game is not recommendable when learners have uncontrolled behavior.
- The game is feasible for 20 learners or less.
- The teacher has to motivate, give ideas in order to learners remember contents and have an excellent energy during the game.

## LET'S GO CAMPING



### Skills:

- listening and speaking

### Description:

The strategy consists on remembering the learnt vocabulary, while the children walk around the class the teacher give th e signal to join in couples the teacher explains that each learners have to carry something, however that thing have to start with the letters of learners` first name for example: Paul =apple and one learner says “we *go camping* what could carry with you?” the another student says “I`m going to carry apples ”.

### Objective:

- To practice vocabulary related with go camping and develop determinated grammar structure in order to develop listening and speaking skills.

### Instructions:

- Teach vocabulary and grammar structure
- Explain the game and the command voices
- Say “It is time to walk around the classroom” (1 st command)
- After seconds the teacher says “ It is time to go camping” (2 ndcommand)
- Give an example with a couple of learners
- Learners start the game when the teacher indicates.
- Check the learners' activity

### Resources:

- Markers and board (Pen and notebook) optional

### Rules:

- The first student listens carefully.
- Learners have not to talk in Spanish

### Warning:

- The teacher has to check the learners' activity as well as possible.
- The game is feasible for 20 learners or less.

## CRAZY STORY



### Skill:

- Speaking, listening

### Description:

- Ask students to write a word on a piece of paper and tell them not to show anyone. This word should be a verb, then, The teacher starts telling a story, then stops and chooses a student will continue the story and must use his/her word. This student then chooses the next student to continue the story. Finally, the last student must end the story.

### Objective:

- To recognize to my partners of class and identify new vocabulary.

### Material:

- piece of paper and pen

### Instructions:

- Write down names of every student in your class on pieces of paper.
- Give the names to students. Try to make two students describe each other.
- Ask them to describe the person whose name is on the paper.
- After they finish, give the description to the person who is described.

### Rules

- Do not repeat the same story that their partner.

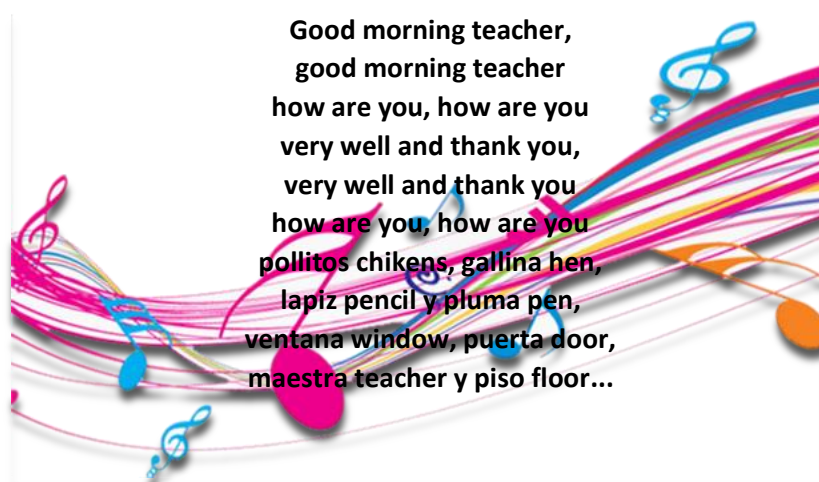
### Advices:

- It is suitable for big groups.



# UNIT 2

## GOOD MORNING



### Skill:

- Listening, speaking, reading and writing

### Description:

- The song “Good Morning Teacher” helps learners to improve all the English skills, when teacher applies some activities.

### Objective:

- To learn about Greetings and grammar structure of To -be verb.

### Instructions:

- Teacher presents the song.
- Students repeat the song.
- To learn the song with the correct pronunciation.
- Teacher selects some activities in order to students learn the grammar structure of To-be verb.
- Learners can write the whole song if it is necessary, to do writing activities.

### Rules:

- Everybody needs to sing, if someone does not sing, he or she has penitence.

### Warming:

- It is more feasible not to work in groups.

### Suggestions:

- It is possible to learn vocabulary about the any kind of adjectives, like colors or numbers

**TASK 1:** LOOK AT THE PICTURE AND COMPLETE.



G\_ \_ \_

G\_ \_ \_

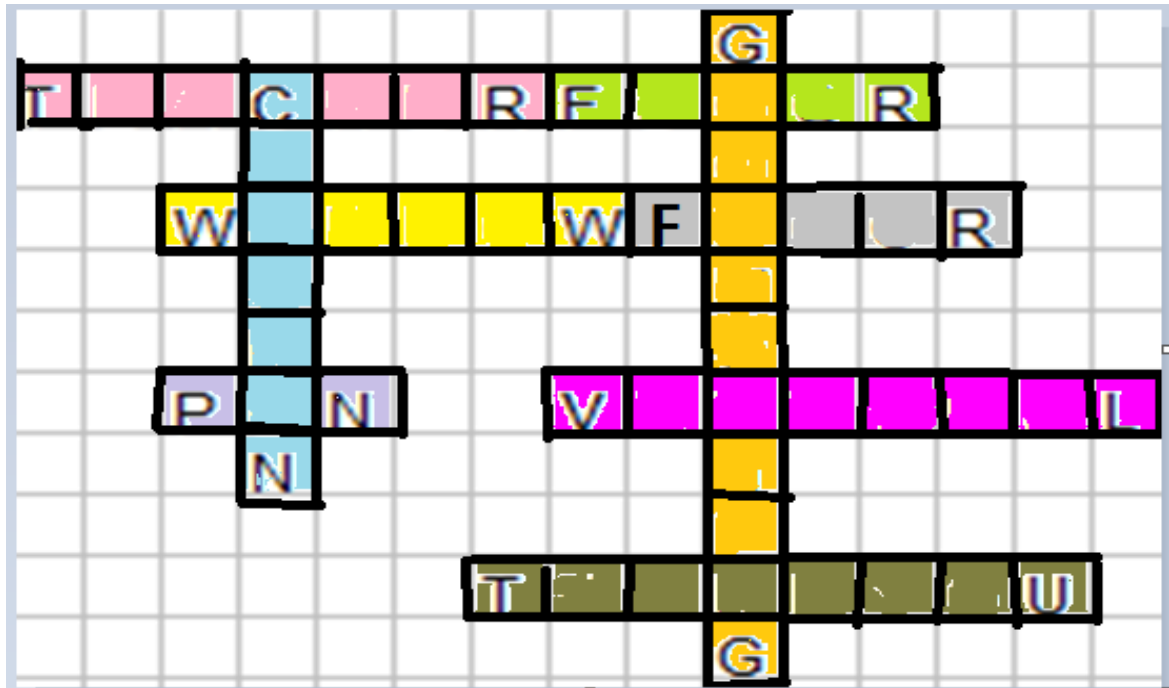
G\_ \_ \_

M\_ \_ \_ \_ \_

A\_ \_ \_ \_ \_ \_

E\_ \_ \_ \_ \_

**TASK 2:** COMPLETE THE CROSSWORD USING SOME WORDS THAT YOU HAVE IN THE SONG. YOU FIND SOME CLUES.





## OLD MCDONALD



Old McDonal had a farm

E-I-E-I-O

And on this farm he had some chicks

E-I-E-I-O

With a chick, chick here,  
and a chick, chick there,  
here a chick, there a chick,  
everywhere a chick, chick.

### **Skill:**

- Listening, speaking

### **Description:**

- The Old McDonald song improves the learners speaking and listening, also it helps to improve the vocabulary.

### **Objective:**

- To improve the learners speaking and listening.

### **Instructions:**

- Teacher presents the song.

- Learners listen and repeat it.
- Students need to learn the song.
- See the suggested prompts if it is necessary.
- Teacher explains the unknown vocabulary, if there is.

**Rules:**

- Everybody needs to sing, if one learner does not sing, he or she has penitence.

**Warming:**

- It is not feasible to work in groups.
- Check the correct pronunciation

**TASK 1:** LOOK AT THESE PICTURES. CIRCLE THE ANIMAL THAT DOES NOT BELONG TO THE FARM.



## HEAD. SHOULDERS, KNEES AND TOES



### HEAD, SHOULDERS, KNEES AND TOES

Head, shoulders, knees and toes  
head, shoulders, knees and toes.  
and eyes, and ears, and mouth and nose  
head, shoulders, knees and toes.

#### **Skill:**

- Listening, speaking, Writing

#### **Description:**

- During the song learners do what the song says and the teacher has to do too but only twice. It is useful song when the teacher teaches the parts of the body or to control the English class.

#### **Objective:**

- To improve the learners speaking and listening.

#### **Instructions:**

- Teacher presents the song.
- Learners listen and repeat it.
- Students need to learn the song.

- See the suggested prompts if it is necessary.
- Teacher explains the unknown vocabulary, if there is.

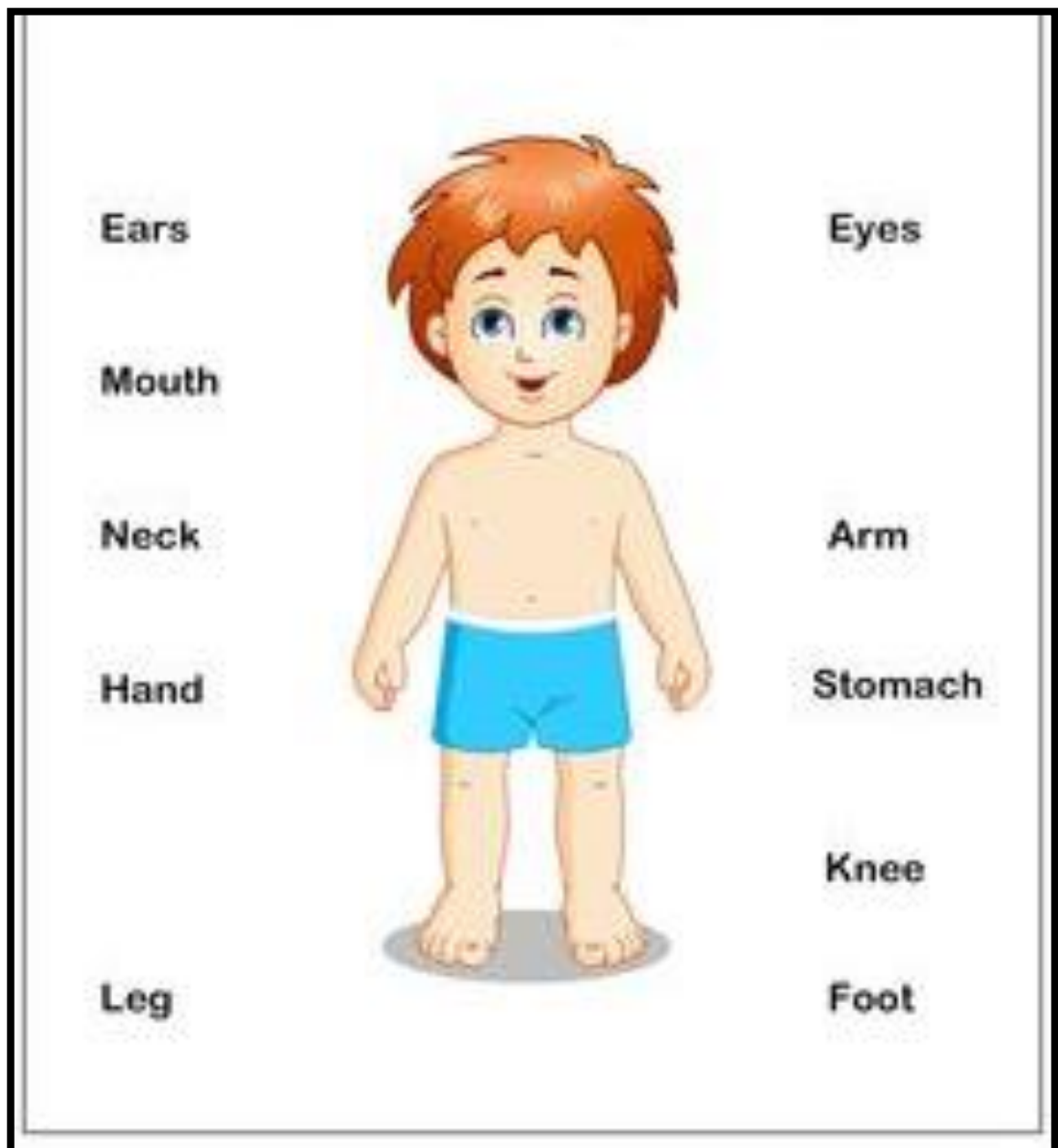
**Rules:**

- Everybody needs to sing, if one learner does not sing, he or she has penitence.

**Warming:**

- It is not feasible to work in groups.
- Check the corect pronuntiation

**TASK 1:** LABEL THE DIFFERENT PART OF THE BODY



## THE COLORS



One blue car driving by.

Blue car, blue car.

Go go go.

One red car driving by.

red car, red car.

Go go go.

go go go car

go go go car

go go car

One yellow car driving by.

yellow car, yellow car.

Go go go.

One green car driving by.

green car, green car.

Go go go.

blue car

red car

yellow car

green car.

go go go go car

go go car

**Skill:**

- Listening, speaking

**Description:**

- The colors, is a song that improve s the speaking and listening in the learners.

**Objective:**

- To improve the learners speaking, listening and vocabulary.

**Instructions:**

- Teacher presents the song.
- Teacher gives the meaning of the song.
- The rest of learners sing the song.
- Students in front of the class do the dynamic of the song.

**Rules:**

- Everybody needs to sing, if one learn er does not sing, he or she has penitence.

**Warming:**

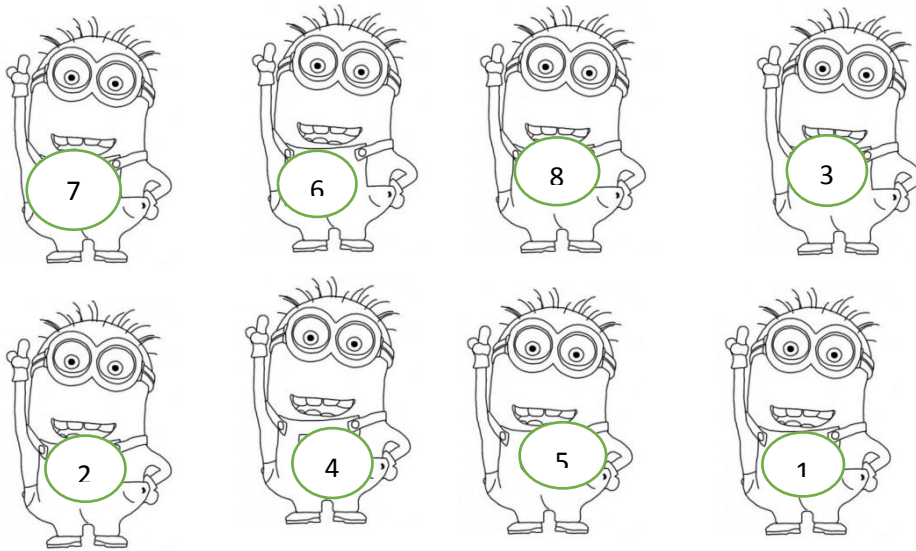
- It is feasable to work in big.
- Check the corect pronuntiation.

**Suggestios:**

- With this song teacher can teach about the present progressive.



**TASK 1: COLOR THE MINIONS**



- ❖ MINION ONE IS GREEN
- ❖ MINION TWO IS BLUE
- ❖ MINION THREE IS RED
- ❖ MINION FOUR IS YELLOW
- ❖ MINION FIVE IS PURPLE
- ❖ MINION SIX IS WHITE
- ❖ MINION SEVEN IS PINK
- ❖ MINION EIGHT IS BLACK

## IT`S TIME



It`s time to go at home

to go at home.

It`s time to close my book

to close my book

It`s time to keep away

To keep away.

Everything, Count ! (teacher)

Five, four, three, two, onnne

It`s time to go at home

to go at home

see you my teacher see you

### **Skills:**

- Listening and speaking

### **Description:**

- The song is terrific to apply at the end of the class, so, learners do what the song says and the teacher has to do too but only twice. At the momento that teacher is counting learners have to keep away every thing in fast way.

### **Objective:**

- To sing the song in order to develop the listening and speaking skills, and recognize some commands.

### **Instructions:**

- Teacher presents the songs.
- Teacher explains the song meaning.



- Teacher sings and do the movements in order to learners know how to sing the song.
- Learners sing the song and do the movements according with the lyric song.

**Rules:**

- Everybody must sing to avoid go out late.
- Everybody have to do the movements according the lyric.

**Warming:**

- It is suitable to apply with big groups.
- Make sure that students are doing the correct movement to avoid confusion.
- The teacher has to repeat once, so that the learners get it and sing alone.

**Suggestions:**

- In order to develop the song learners should sing everyday, as well as possible.

**TASK 1:** LISTEN TO THE TEACHER AND PUT IN ORDER THE NUMBER IN A CORRECT WAY. WHAT TIME IS IT?

	:		:		
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	:		:		
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# Role Play Involves Imagination



# UNIT 3

## ALIVED STORY



### **Skills:**

- Listening and speaking.

### **Description:**

- The activity consists in telling a story, while the teacher is telling it learners are listening carefully and when the professor chooses a child, the child must do what the story says; for example the teacher says “I was walked in the park and I saw a bird” he chooses a learner to imitate to a bird.

### **Objective:**

- To develop the listening skill and the understand details trough simple sentences.

### **Instructions:**

- Give keys to learners in order to understand the story.
- Organize just a group in circle
- Explain the game
- Give an example

### **Resources:**

- Images.

### **Rules:**

- Do not talk during the activity
- Everybody has to do what the story tells.
- Do not talk during the activity

### **Warning:**

- This activity is not recommendable when learners show uncontrolled behavior.

### **Suggestion:**

- Teach the vocabulary and grammar structure before.

## THE MIRROR



### Skills:

- Listening and speaking.

### Description:

- The role play is about imitating all instruction that teacher gives. First the professor give some images in order that one learner make movements until the another student guesses the animal, person or thing, but while he guesses, he is doing the same that couple does.

### Objective:

- To improve the understanding trough movements in order to develop the speaking skill.

### Instructions:

- Organize groups
- Explain the game
- Give an example

### Resources:

- Images.

### Rules:

- Do not talk during the activity
- Everybody has to imitate until guessing.

### Warning:

- This activity is not recommendable when learners have uncontrolled

### Suggestion:

- Teach the unknown vocabulary
- Look around the class to control the activity development.

## LET'S DO IT



### **Skills:**

- Listening, speaking, reading and writing.

### **Description:**

- The activity is about doing what the learner reads, and the other ones have to guess the full sentence or the word, learners work in groups, each one has some sheets of paper, then the first learner take one and pass to say the sentences but just with movements, when the first one finishes the second one take another sheet and continue.

### **Objective:**

- To improve the reading skill and the understanding through the role play.

### **Instructions:**

- Organize groups
- Explain the game
- Give an example

### **Resources:**

- Sheets with the sentences.

### **Rules:**

- Do not talk in Spanish during the activity
- Everybody has to develop the activity
- The learner, who does not do the activity, has penitence.

### **Warning:**

- This role play is not recommendable when learners have uncontrolled behavior.

### **Suggestion:**

- Teach the unknown vocabulary
- Look around the class to control the activity development.

## ON TV



### **Skill:**

- Speaking, Listening, Writing and Reading

### **Description:**

- This strategy is about a television interview. So, one person is who interviews to the other and the second one answers all questions that the interviewer makes.

### **Objective:**

- Improve all the English skill of the learners in an active way.

### **Instructions:**

- Teacher organizes the class to work in pairs.
- Teacher gives the instructions to do the role play. So, student A is the interviewer and student B is the interviewee.
- Students A makes the next questions, and take notes of the answers.

What is your name?/ How old are you?/Where are you from?/What is your profession?

What is your phone number?/What you doing now?/Students B answers all the questions that Students A does./When learners finish the activity, it is time to change roles between Student A and student B.

### **Rules:**

- Do not speak Spanish.

### **Warming:**

- Presenting all the role plays in front of the class it is not necessary.
- Teacher makes sure that all learners are talking and taking notes.

### **Suggestions:**

- Teacher can adequate this role play to the adquired knowledge.
- When the activity will have finished, the teacher choose one or more groups to do the role play in front of the class.





**FLASH CARDS**

**UNIT 4**

## ORGANIZATION



### Skills:

- Listening, speaking, writing and reading.

### Description:

- The activity is focused, in order that flashcards move when the teacher indicates, learners can use numbers, letters, and sentence structures and so on, and each time that teacher says “organize number 185 or structure a simple sentence... so, the learners change the positions to form the number or something said

### Objective:

- To use the flashcards with a specific content in order to structure and listen carefully.

### Instructions:

- Teach the content before to use it.
- Explain the activity
- Break the class up in groups.
- Give an example with a group of learners.

### Resources:

- Flashcards, markers and sheets

### Rules:

- The learners listen carefully what the teacher says.
- Learners have not to talk in Spanish

### Warning:

- The teacher has to check the learners’ activity as well as possible.
- The teacher must motivate constantly.

### Suggestions:

- In order to develop the writing, learners can write themselves the words or letters.



## HAVE YOU SEEN MY SHEEP?



### Skills:

- Speaking and listening

### Description:

- The activity consists in guessing the animal, thing and so on that one learner has in a picture or maybe in a photo. The another learner asks the characteristics of the animal, he can use adjectives, questions using to be verb, etc. so the student tries to guess what the animal is, the first student that guess first in the group wins something.

### Objective:

- To use simple tense and basic vocabulary in order to develop the speaking and listening skill also to organize answers and questions.

### Instructions:

- Teach the content before developing the activity
- Give some keys and ideas about simple tense.
- Organize groups depending on learners in the classroom.
- Sometimes it is recommendable to choose just a pair of couples to do the activity.

### Resources:

- Flashcards, images, photos and so on.

### Rules:

- The first student who guesses the animals is the winner.

### Warning:

- The activity is feasible for 20 learners or less.
- The teacher has to motivate constantly.

### Suggestions:

- The teacher has to check the learners' activity as well as possible.

## SHOWING AND HIDING



### Skills:

- Speaking and reading

### Description:

- The strategy consists in looking the flashcards and read the word or phrase taking into account the pronunciation, since, learners have to read quickly and pronouns. The teacher has to organize two or more groups, so he shows the flashcard and hide it quickly, with the other hand he shows another flashcard and quickly hi de it. He repeats constantly the action.

### Objective:

- To use the grammatical structure and basic vocabulary in order to develop the reading and speaking skills also develop the pronunciation.

### Instructions:

- Teach the content before developing the activity
- Organize groups depending on learners in the classroom.

### Resources:

- Flashcards

### Rules:

- The first group that pronouns more words and phrases very well is the winner.
- Learners have to read in a fast way.

### Warning:

- The game is feasible for 35 learners or less.

### Suggestions:

- The teacher has to check the learners` activity as well as p ossible.
- The teacher has to motivate constantly.

## TELLING MY STORY



### Skills:

- Listening and Speaking

### Description:

- The strategy is focused in developing the learners' imagination. The teacher gives some pictures and they create a little story using keys which were given by the professor.

### Objective:

- To develop the speaking skill through learners' imagination.

### Instructions:

- Teach the content before developing the activity
- Give some keys according with the pictures
- Give the flashcards to learners
- Give examples.

### Resources:

- Flashcards and images

### Rules:

- The best stories told by learners, win claps.
- Learners can use all kind of grammatical tenses.

### Warning:

- The activity is feasible for 25 learners or less.

### Suggestions:

- The teacher should check learners' activity as well as possible.

## WHAT ARE THEY DOING?



### **Skill:**

Speaking, Listening

### **Description:**

- This strategy needs to use some pictures, these pictures are about actions, and so learners look at the pictures and answer what are they doing?

### **Objective:**

- To improve the speaking skill through the use of pictures.

### **Instructions:**

- Teacher organizes the class into groups.
- Teacher gives the same quantity of pictures to each group.
- Each group makes a little competence inside of them, the learner who answers what the person on picture is doing, he or she gets a point, and the learner who has more points is the winner.
- Teacher controls the learners' working in the group.

### **Rules:**

- It is not possible to speak English
- It is necessary to speak in present progressive.

### **Warming:**

- It is not suitable to work in an individual way.

### **Suggestions:**

- Teacher can make groups of five people.

### **Resources:**

- Pictures

## FINDING THE ANIMALS



### Skill:

- Writing

### Description:

- Finding the animals is a strategy on which learner needs to find all animals which are in the picture.

### Objective:

- To improve the speaking and writing skill of learners through a picture.

### Instructions:

- Teach the content before the activity development.
- Teacher shares the pictures for all learners.
- Teacher explains that they need to find all the animals and if the activity is writing, they need to write the animals name in a sheet.
- Learners write the names of the animals, the learner who finishes the activity quickly is the winner.
- The learner who finishes the activity writes the animal names on the board.

### Rules:

- Do not speak during the activity.

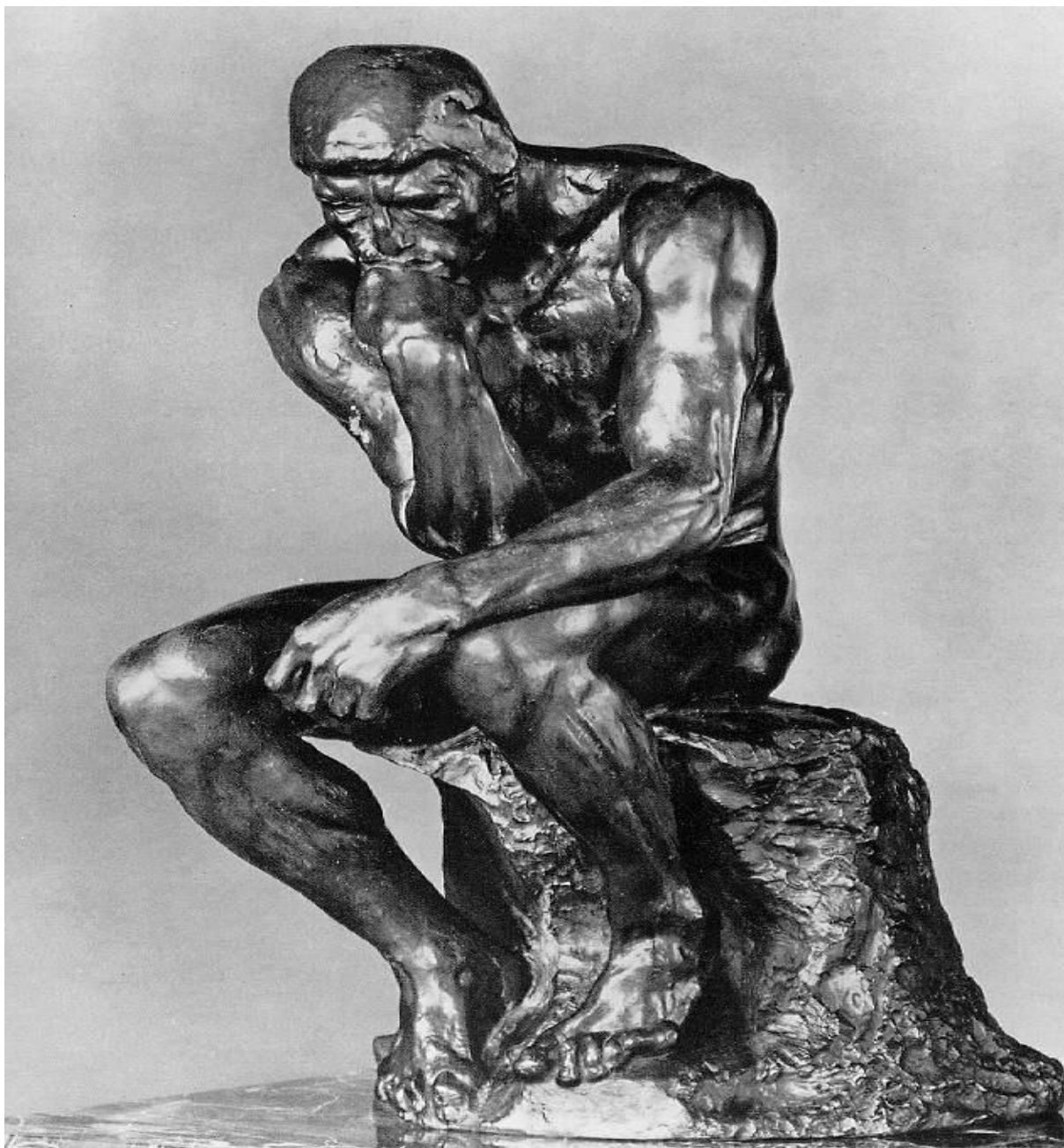
### Warming:

- If the learner is cheating he or she may has penitence.

### Suggestions:

- Teacher can use other pictures with different things. And adequate this strategy with his or her class theme.

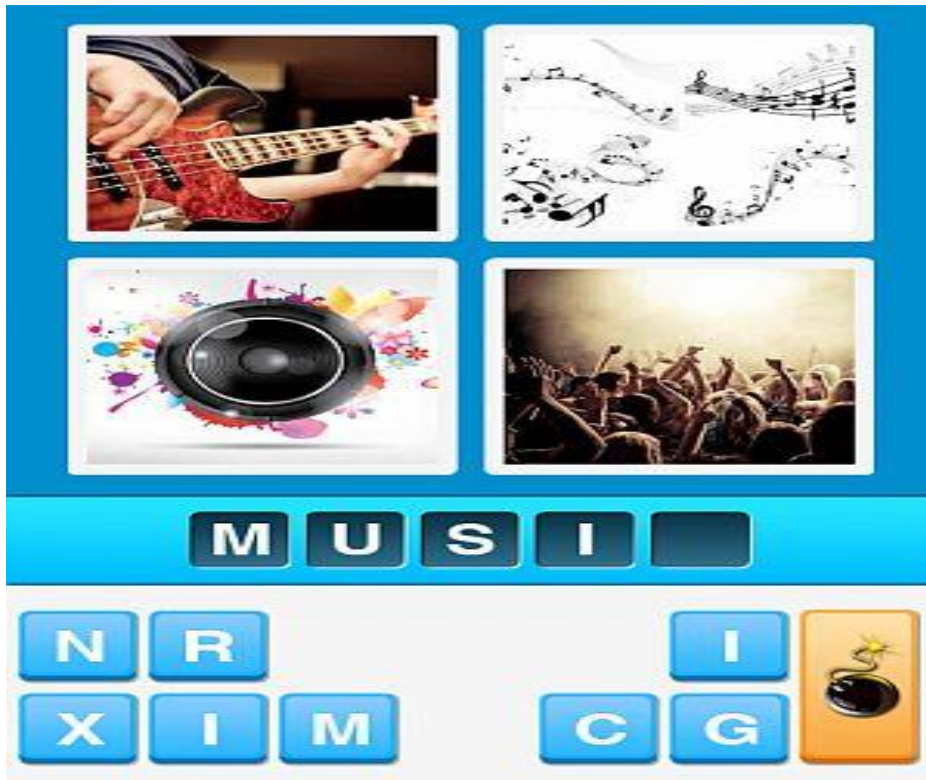
# MENTAL DYNAMICS



## UNIT 5



## WHAT IS THE WORD?



### Skill:

- Writing
- Speaking
- Listening
- Speaking

### Description:

- This strategy helps learners to improve their vocabulary because with this, they can organize letters in order to form words.

### Objective:

- To control the learners misbehavior while they are improving the writing and speaking skills

### Instructions:

- Explain the content before the activity development.

- Teacher writes some disordered words on the board or gives learners a sheet with the activity.
- Teacher explains learners the activity that they are going to do.
- Learners order the words and write them in the same sheet.
- Teacher makes sure that learners are working in the correct way.
- Learners who finish more quickly the activity are the winners.

**Rules:**

- All words have to be written in English.

**Suggestions:**

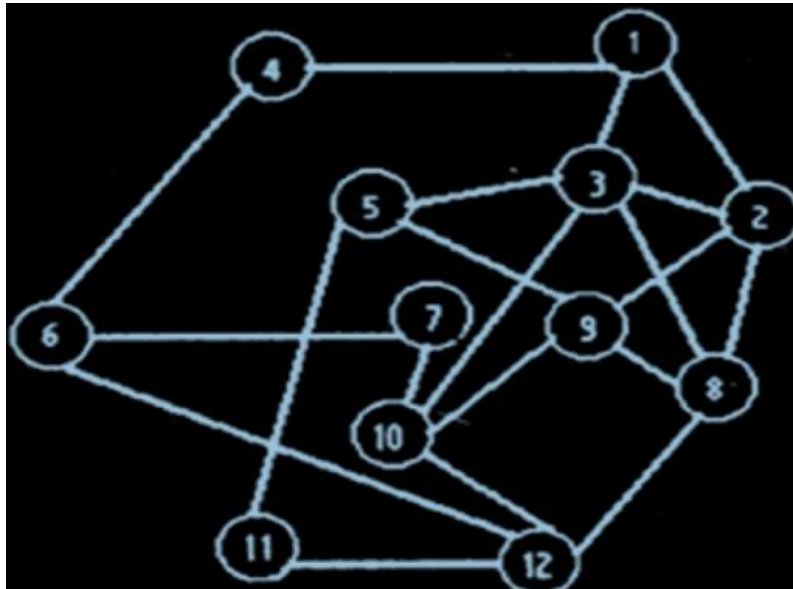
- Teacher can adequate the vocabulary with the learnt topic.
- Teacher can make pairs to work.

**Example:**

<b>DISORDER</b>	<b>ANSWERS</b>
ECPNLI	PENCIL
BABTRI	RABBIT
INGBR	BRING



## FINDING MY WAY



### Skill:

Speaking, Listening

### Description:

- Beginning from number 1, go through all numbers (in any order) but without pass two times for the same number until to return number

### Objective:

- To improve the speaking skill and control the students' behavior through the concentration.

### Instructions:

- Teacher gives a sheet with the graphic to learners.
- Teacher explains the activity that learners have to do.
- Learners try to find the correct way to return number 1.
- The student who has the answer shows it in front of the class, saying the correct order of number to get the answer.

### Resources:

- Sheet with the graphic for each student.

**Rules:**

- Do not speak Spanish
- If learners confuse the number, he or she has penitence.

**Warming:**

- It is suitable to apply this strategy with a lot of learners.
- Many answers can be able.

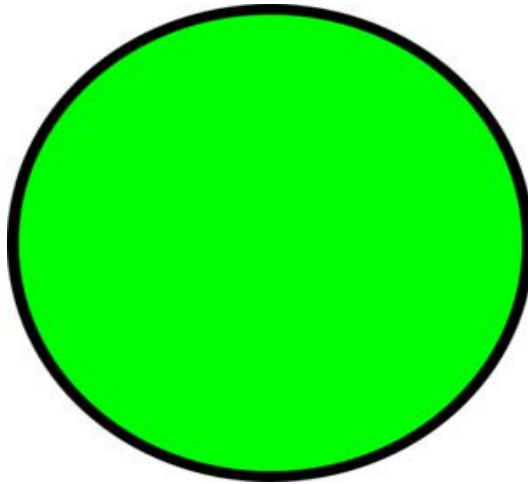
**Suggestions:**

- Teacher can change the numbers for any word such us: adjectives, nouns or adequate the strategy to encourage the learned vocabulary

**Answer:**

- Anyway that learners choose return to number 1

## **DIVIDE THE CIRCLE**



### **Skill:**

- Listening and speaking.

### **Description:**

- This strategy helps learners to think more easily in English.

### **Objective:**

- To improve the learners speaking and resolve exercises in English.

### **Instructions:**

- Teacher draws a circle in the cupboard.
- Teacher tells students to divide the circle in eight equal parts, but they need to use only three lines.
- Students draw the circle in a paper sheet and try to do it.
- Teacher controls whether all the learners are working.
- The first learner who finishes, give the answer in front of the class using orders.

### **Rules:**

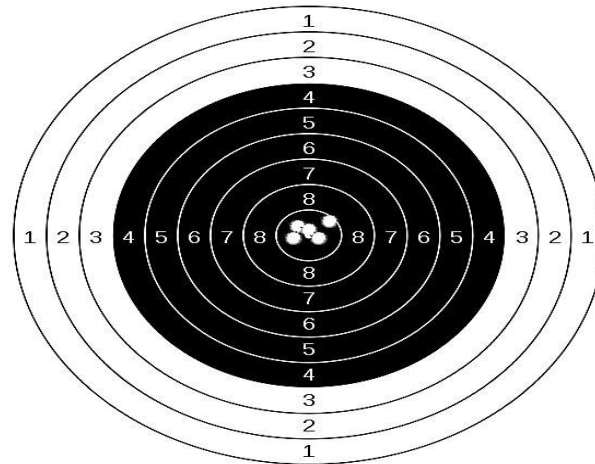
- Do not use more than 3 lines.

### **Warming:**

- It is not suitable to apply this strategy in big groups

- Select learners who need to improve the ir speaking although they do not have the correct answer.
- To remember, the objective of this skill is to improve learners' speaking.

**Answer:**



- Draw other small circle inside the big one.
- Draw an upright straight line for the middle of the circles.
- Draw a straight line for the middle of the circles.

## **4. CONCLUSIONS AND SUGGESTIONS**

### **CONCLUSIONS**

- Learning and Teaching English Language is not an easy work and most of this process depends on the relationship between teacher and student during the class, so teachers need to do different activities which student can entertainment all the time.
- The active methodological strategies are a good way to increase the English Learning Level, getting an enduring understanding, because they let learners and teachers interact at the same time and they avoid the memorization.
- A guide with active methodological strategies can help teachers to give their English classes, because it encloses active activities which draw the students' attention avoiding the boredom.

### **SUGGESTIONS**

- Teachers should control the learners in order to improve the English level in the class, so teachers are able to get their class without interruptions.
- Teachers should use active methodological strategies during the English classes, in this way, learners could learn with dynamism and show the whole interest in the new knowledge for them.
- Use the guide with the active methodological strategies in order to teach the learners, drawing their attention and creating a good environment to work and given as a result a significant learning.

## 5. BYBLOGRAPHY:

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## **WEB PAGES**

- PICTURE 1:

[https://www.google.com.ec/search?q=ECUADOR+LOVE+IS+LIFE&biw=1600&bih=799&source=lnms&tbm=isch&sa=X&ved=0CAYQ\\_AUoAWoVChMIrJONvL6HyQIVgVQmCh30gwX1#imgrc=-hacEhcAaJ8YmM%3A](https://www.google.com.ec/search?q=ECUADOR+LOVE+IS+LIFE&biw=1600&bih=799&source=lnms&tbm=isch&sa=X&ved=0CAYQ_AUoAWoVChMIrJONvL6HyQIVgVQmCh30gwX1#imgrc=-hacEhcAaJ8YmM%3A)

- PICTURE 2:

[https://www.google.com.ec/search?q=ECUADOR+LOVE+IS+LIFE&biw=1600&bih=799&source=lnms&tbm=isch&sa=X&ved=0CAYQ\\_AUoAWoVChMIrJONvL6HyQIVgVQmCh30gwX1#imgrc=-hacEhcAaJ8YmM%3A](https://www.google.com.ec/search?q=ECUADOR+LOVE+IS+LIFE&biw=1600&bih=799&source=lnms&tbm=isch&sa=X&ved=0CAYQ_AUoAWoVChMIrJONvL6HyQIVgVQmCh30gwX1#imgrc=-hacEhcAaJ8YmM%3A)



[ONvL6HyQIVgVQmCh30gwX1#tbm=isch&q=welcome+to+school&imgrc=57ZcDp6L9zbTBM%3A](https://www.google.com.ec/search?q=ECUADOR+LOVE+IS+LIFE&biw=1600&bih=799&source=lnms&tbm=isch&q=welcome+to+school&imgrc=57ZcDp6L9zbTBM%3A)

- PICTURE 3:

[https://www.google.com.ec/search?q=ECUADOR+LOVE+IS+LIFE&biw=1600&bih=799&source=lnms&tbm=isch&sa=X&ved=0CAYQ\\_AUoAWoVChMirJONvL6HyQIVgVQmCh30gwX1#tbm=isch&q=GUESS+THE+WORD+GAME&imgrc=Lt7qXMmBciZ-JM%3A](https://www.google.com.ec/search?q=ECUADOR+LOVE+IS+LIFE&biw=1600&bih=799&source=lnms&tbm=isch&sa=X&ved=0CAYQ_AUoAWoVChMirJONvL6HyQIVgVQmCh30gwX1#tbm=isch&q=GUESS+THE+WORD+GAME&imgrc=Lt7qXMmBciZ-JM%3A)

- PICTURE 4:

[https://www.google.com.ec/search?q=ECUADOR+LOVE+IS+LIFE&biw=1600&bih=799&source=lnms&tbm=isch&sa=X&ved=0CAYQ\\_AUoAWoVChMirJONvL6HyQIVgVQmCh30gwX1#tbm=isch&q=describe+appearance&imgrc=Kl0dl8\\_aFVrsSM%3A](https://www.google.com.ec/search?q=ECUADOR+LOVE+IS+LIFE&biw=1600&bih=799&source=lnms&tbm=isch&sa=X&ved=0CAYQ_AUoAWoVChMirJONvL6HyQIVgVQmCh30gwX1#tbm=isch&q=describe+appearance&imgrc=Kl0dl8_aFVrsSM%3A)

- PICTURE 5:

[https://www.google.com.ec/search?q=ECUADOR+LOVE+IS+LIFE&biw=1600&bih=799&source=lnms&tbm=isch&sa=X&ved=0CAYQ\\_AUoAWoVChMirJONvL6HyQIVgVQmCh30gwX1#tbm=isch&q=THINK+QUICKLY&imgrc=3ZFL48sIukzmNM%3A](https://www.google.com.ec/search?q=ECUADOR+LOVE+IS+LIFE&biw=1600&bih=799&source=lnms&tbm=isch&sa=X&ved=0CAYQ_AUoAWoVChMirJONvL6HyQIVgVQmCh30gwX1#tbm=isch&q=THINK+QUICKLY&imgrc=3ZFL48sIukzmNM%3A)

- PICTURE 6:

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- PICTURE 7:

[https://www.google.com.ec/search?noj=1&tbm=isch&sa=1&q=sing+a+new+song&oq=sing+a+new+song&gs\\_l=img.3..0i19l7j0i30i19.21065.24693.0.25407.15.8.0.7.7.0.198.1239.0j8.8.0...0...1c.1.64.img..0.15.1271.gDAdmtf\\_5UA#imgrc=K4tjLgQPGxJWuM%3A](https://www.google.com.ec/search?noj=1&tbm=isch&sa=1&q=sing+a+new+song&oq=sing+a+new+song&gs_l=img.3..0i19l7j0i30i19.21065.24693.0.25407.15.8.0.7.7.0.198.1239.0j8.8.0...0...1c.1.64.img..0.15.1271.gDAdmtf_5UA#imgrc=K4tjLgQPGxJWuM%3A)

- PICTURE 8:  
[https://www.google.com.ec/search?noj=1&tbm=isch&sa=1&q=old+macdonald+farm&oq=old+macd&gs\\_l=img.3.2.0110.59797.62007.0.66032.8.8.0.0.0.0.207.1217.0j7j1.8.0....0...1c.1.64.img..0.8.1213.ced\\_3fT9IP4#imgrc=ASpJBjGjNRRNmM%3A](https://www.google.com.ec/search?noj=1&tbm=isch&sa=1&q=old+macdonald+farm&oq=old+macd&gs_l=img.3.2.0110.59797.62007.0.66032.8.8.0.0.0.0.207.1217.0j7j1.8.0....0...1c.1.64.img..0.8.1213.ced_3fT9IP4#imgrc=ASpJBjGjNRRNmM%3A)
- PICTURE 9:  
[https://www.google.com.ec/search?noj=1&tbm=isch&sa=1&q=head+shoulders+knees+and+toes+&oq=head+shoulders+knees+and+toes+&gs\\_l=img.3..019j0i30.4110.6088.0.6598.10.8.0.0.0.0.184.937.0j6.6.0....0...1c.1.64.img..4.6.934.1qmrn0hL6Bc#imgrc=DCcb7XGtNHJTfM%3A](https://www.google.com.ec/search?noj=1&tbm=isch&sa=1&q=head+shoulders+knees+and+toes+&oq=head+shoulders+knees+and+toes+&gs_l=img.3..019j0i30.4110.6088.0.6598.10.8.0.0.0.0.184.937.0j6.6.0....0...1c.1.64.img..4.6.934.1qmrn0hL6Bc#imgrc=DCcb7XGtNHJTfM%3A)
- PICTURE 10:  
[https://www.google.com.ec/search?noj=1&tbm=isch&sa=1&q=parts+of+the+body&oq=parts+of+the+body&gs\\_l=img.3..0110.48480.53213.0.53757.17.8.0.9.9.0.193.1205.0j8.8.0....0...1c.1.64.img..0.17.1247.DQbMQIJXmGM#imgrc=NAr16mfwo28EfM%3A](https://www.google.com.ec/search?noj=1&tbm=isch&sa=1&q=parts+of+the+body&oq=parts+of+the+body&gs_l=img.3..0110.48480.53213.0.53757.17.8.0.9.9.0.193.1205.0j8.8.0....0...1c.1.64.img..0.17.1247.DQbMQIJXmGM#imgrc=NAr16mfwo28EfM%3A)
- PICTURE 11:  
[https://www.google.com.ec/search?noj=1&tbm=isch&sa=1&q=un+reloj+animado&oq=un+reloj+animado&gs\\_l=img.3..014.120050.125521.0.125937.16.11.0.5.5.0.216.1674.0j10j1.11.0....0...1c.1.64.img..0.16.1686.PbqmC9pxYWw#imgrc=Udg7RswbxeViYM%3A](https://www.google.com.ec/search?noj=1&tbm=isch&sa=1&q=un+reloj+animado&oq=un+reloj+animado&gs_l=img.3..014.120050.125521.0.125937.16.11.0.5.5.0.216.1674.0j10j1.11.0....0...1c.1.64.img..0.16.1686.PbqmC9pxYWw#imgrc=Udg7RswbxeViYM%3A)
- PICTURE 12:  
[https://www.google.com.ec/search?noj=1&tbm=isch&q=role+play+children&revId=993922326&sa=X&ved=0CB0Q1QJqFQoTCMLMpIDEh8kCFULmJgodU10A1Q#imgrc=ZtTMYBLo\\_GMEM%3A](https://www.google.com.ec/search?noj=1&tbm=isch&q=role+play+children&revId=993922326&sa=X&ved=0CB0Q1QJqFQoTCMLMpIDEh8kCFULmJgodU10A1Q#imgrc=ZtTMYBLo_GMEM%3A)

- PICTURE 13:  
<https://www.google.com.ec/search?noj=1&tbm=isch&q=alive+story&spell=1&sa=X&ved=0CBgQBSgAahUKEwi8iobPxIfJAhVLwiYKHTThUD4Y&dpr=1&biw=1600&bih=799#imgrc=ecdbMrABuTYqwM%3A>
- PICTURE 14:  
[https://www.google.com.ec/search?noj=1&biw=1600&bih=799&tbm=isch&sa=1&q=the+mirror&oq=the+mirror&gs\\_l=img.3..0110.31006.33499.0.33862.10.8.0.2.2.0.194.1205.0j8.8.0....0...1c.1.64.img..10.1215.3wW8kCAJ3Pw#imgrc=c14pzrskF9L3ZM%3A](https://www.google.com.ec/search?noj=1&biw=1600&bih=799&tbm=isch&sa=1&q=the+mirror&oq=the+mirror&gs_l=img.3..0110.31006.33499.0.33862.10.8.0.2.2.0.194.1205.0j8.8.0....0...1c.1.64.img..10.1215.3wW8kCAJ3Pw#imgrc=c14pzrskF9L3ZM%3A)
- PICTURE 15:  
[https://www.google.com.ec/search?noj=1&biw=1600&bih=799&tbm=isch&sa=1&q=flash+cards&oq=flash+carda&gs\\_l=img.3.0.0i10i24.130535.133792.0.137257.11.10.0.1.1.0.198.1357.0j9.9.0....0...1c.1.64.img..1.10.1358.cUOv-5DDXPE#imgrc=ifRd4cBfE5IG2M%3A](https://www.google.com.ec/search?noj=1&biw=1600&bih=799&tbm=isch&sa=1&q=flash+cards&oq=flash+carda&gs_l=img.3.0.0i10i24.130535.133792.0.137257.11.10.0.1.1.0.198.1357.0j9.9.0....0...1c.1.64.img..1.10.1358.cUOv-5DDXPE#imgrc=ifRd4cBfE5IG2M%3A)
- PICTURE 16:  
[https://www.google.com.ec/search?noj=1&biw=1600&bih=799&tbm=isch&sa=1&q=hiding&oq=hiding&gs\\_l=img.3..0110.79258.80930.0.81188.6.5.0.1.1.0.203.632.0j3j1.4.0....0...1c.1.64.img..1.5.637.fkWAGqgtWhI#imgrc=zRyDo3YgmESh2M%3A](https://www.google.com.ec/search?noj=1&biw=1600&bih=799&tbm=isch&sa=1&q=hiding&oq=hiding&gs_l=img.3..0110.79258.80930.0.81188.6.5.0.1.1.0.203.632.0j3j1.4.0....0...1c.1.64.img..1.5.637.fkWAGqgtWhI#imgrc=zRyDo3YgmESh2M%3A)
- PICTURE 17:  
[https://www.google.com.ec/search?noj=1&biw=1600&bih=799&tbm=isch&sa=1&q=mental+dynamics&oq=mental+dynamics&gs\\_l=img.3...48885.59043.0.59417.17.16.1.0.0.0.204.2330.0j15j1.16.0....0...1c.1.64.img..9.8.1193.5h2f0w5DGeE#imgdii=fp-ilt02YVFhbM%3A%3Bfp-ilt02YVFhbM%3A%3B85bSiISLS3Pv5M%3A&imgrc=fp-ilt02YVFhbM%3A](https://www.google.com.ec/search?noj=1&biw=1600&bih=799&tbm=isch&sa=1&q=mental+dynamics&oq=mental+dynamics&gs_l=img.3...48885.59043.0.59417.17.16.1.0.0.0.204.2330.0j15j1.16.0....0...1c.1.64.img..9.8.1193.5h2f0w5DGeE#imgdii=fp-ilt02YVFhbM%3A%3Bfp-ilt02YVFhbM%3A%3B85bSiISLS3Pv5M%3A&imgrc=fp-ilt02YVFhbM%3A)
- PICTURE 18:  
[https://www.google.com.ec/search?tbm=isch&tbs=rimg%3ACa-e4xi67BstIjhWlx\\_1TS3kI0XIUNaT83Nh1T-](https://www.google.com.ec/search?tbm=isch&tbs=rimg%3ACa-e4xi67BstIjhWlx_1TS3kI0XIUNaT83Nh1T-)

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## 6. ANNEXES



Universidad  
Técnica de  
Cotopaxi

TECHNICAL UNIVERSITY OF COTOPAXI  
ACADEMIC UNIT OF ADMINISTRATIVE AND  
HUMANISTIC SCIENCE  
ENGLISH CAREER

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THEME: THE ENGLISH TEACHING – LEARNING PROCESS THROUGH GROUP  
LEARNING STRATEGIES.

Survey directed to the English students at the “Naciones Unidas” Educative Unit.

OBJETIVE: To get information about how the active methodological and strategies help to control the student’s behavior in the teaching-learning process of English.

INSTRUCTIVE: Read carefully and Select just one of the alternatives. Mark with a X in the parenthesis the alternative that you choose.

1. - How are the English Classes for you?

Interesting ( )

Little interesting ( )

Boring ( )

2. How is your behavior during the English classes?

Excellent ( )

Very good ( )

Good ( )

Regular ( )

3. Do you consider that your interest influence in the English Learning?

Yes ( )

No ( )

Why?

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4. How important is the use of games, role plays, work groups, songs and so on, to learn English Language?

Important ( )

Little important ( )

Non important ( )

5. Do you consider that the use of the games, role plays, work groups, songs and so on, would help to improve your skills during the English Language classes?

Yes ( )

No ( )

Why?

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6. What kind of didactic activities does the teacher use in order to teach the English Language and maintain your attention in the English class?

Games ( )

Role plays ( )

Work groups ( )

LISTEN TO Songs ( )

Others ( )

What: \_\_\_\_\_

7. How often would you like the teacher use games, role plays, work groups, songs and so on, during the English classes?

Always ( )

Almost always ( )

Sometimes ( )

Never ( )

8. How much will you change your interest if your teacher uses games, role plays, work groups, songs and so on, during the English Language classes?

Much ( )

A little ( )

Nothing ( )

9. Would you like to learn the English Language through the use of games, role plays, work groups, songs and so on?

Yes ( )

No ( )

10. Do you believe that the design of a guide of active methodological strategies will improve your English Language Learning?

Yes ( )

No ( )

Why?

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THEME: THE ENGLISH TEACHING – LEARNING PROCESS THROUGH GROUP  
LEARNING STRATEGIES.

Survey directed to the English teachers at the “Naciones Unidas” Educative Unit.

OBJETIVE: To get information about how the active methodological and strategies  
help to control the student’s behavior in the teaching-learning process of English.

INSTRUCTIVE: Select just one of the alternatives. Mark with an X in the parenthesis  
the alternative that you choose.

1. How important is the use of games, role plays, work groups, songs and so on, to learn  
English Language in this institution?

Important ( )

Little important ( )

Non important ( )

2. Do you consider that the use of the games, role plays, work groups, songs and so on,  
would help to improve your interest during the English Language classes in this  
institution?

Yes ( )

No ( )

Why?

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3. Do you consider that the teacher's activities that apply in classes are funny?

a) Yes ( )

b) NO ( )

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Does the English book proposed by the Ministry of Education have interesting topics based in methodological strategies?

a) Yes ( )

b) NO ( )

Why \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Do you think that students need to be motivated by the teacher to learn a new language?

a) Yes ( )

b) NO ( )

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. How often does student participate in English class?

Always ( )

Almost always ( )

Sometimes ( )

Never ( )

7. How often are English Teachers trained in the institution on new techniques and strategies to teach English?

Always ( )

Almost always ( )

Sometimes ( )

Never ( )

8. Do you know strategies and techniques to develop productive English skills?

a) Yes ( )

b) NO ( )

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Do you consider that an active methodology facilitates the development of English skills?

a) Yes ( )

b) NO ( )

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Do you believe that the design of an active methodological strategies guide will help to the students to improve their English Language Learning?

Yes ( )

No ( )

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



THEME: THE ENGLISH TEACHING – LEARNING PROCESS THROUGH GROUP  
LEARNING STRATEGIES.

Interview directed to the authorities at the “Naciones Unidas” Educative Unit.

OBJETIVE: To get information about how the active methodological and strategies  
help to control the student’s behavior in the teaching-learning process of English.

1. Which do you consider that could be the cause for students' disinterestedness during  
the English classes?

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2. Which activities should the teacher do during the classes to control students'  
disinterestedness?

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3. Is it important to control students' disinterestedness by the teacher in order to improve  
the Teaching Learning Process of English?

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4. Which material and activities should the English teacher take into account to get a better English Teaching Learning Process and at the same time to control students' discipline?

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5. Do you consider that the active methodological strategies help to improve the English Teaching Learning Process?

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6. How important is for you the design of a guide of active methodological strategies for English Teaching?

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