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THEME:

> **"CLASSROOM RESEARCH ACTIVITIES FOR THE ENGLISH TEACHING LEARNING PROCESS IN THE STUDENTS OF FIFTH LEVEL AT "ANA PAEZ" ELEMENTARY SCHOOL, DURING THE ACADEMIC PERIOD 2012-2013"**

Research plan submitted previous obtaining the Sciences of Education Degree with mention in English Language.

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AUTHORSHIP

The criteria issued in this research work "CLASSROOM RESEARCH ACTIVITIES FOR THE ENGLISH TEACHING LEARNING PROCESS IN THE STUDENTS OF FIFTH LEVEL AT "ANA PAEZ" ELEMENTARY SCHOOL, DURING THE ACADEMIC PERIOD 2012-2013", are author's exclusive responsibility.

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THESIS DIRECTOR'S ENDORSEMENT

As thesis director of this research work about:

"CLASSROOM RESEARCH ACTIVITIES FOR THE ENGLISH TEACHING LEARNING PROCESS IN THE STUDENTS OF FIFTH LEVELS AT "ANA PAEZ" ELEMENTARY SCHOOL, DURING THE ACADEMIC PERIOD 2012-2013",belonging to Juan Carlos Palomo Astudillo applicant of the English career; I consider this research work meets the investigative, and methodological requirement, and scientific-technical contributions which are enough to be evaluated by thesis validation court that Honorable Academic Board from Academic Unit of Administrative and Humanistic Sciences at Technical University of Cotopaxi designate for the corresponding study and qualification.

Latacunga, February 20013

Thesis director,

……………………………………….

M.Sc. Jorge L. Rosero M.

GRADUATION COURT' ENDORSEMENT

As member of the graduation court, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; whereas, the applicant: Juan Carlos Palomo Astudillo with the thesis tittle: "CLASSROOM RESEARCH ACTIVITIES FOR THE ENGLISH TEACHING LEARNING PROCESS IN THE STUDENTS OF FIFTH LEVELS AT "ANA PAEZ" ELEMENTARY SCHOOL, LOCATED AT SAN FELIPE COTOPAXI PROVINCE, LATACUNGA CANTON, DURING THE ACADEMIC PERIOD 2012-2013", has considered the recommendations emitted timely and it is qualified to be submitted to the thesis defense act.

Due to the above, it is authorized to make the corresponding hardbound, according to institutional regulation.

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OPPONENT

GRATITUDE

First of all, I thank to God for giving me health and life, then to my parents who have always supported me during my university career, and finally, I thank to my teachers who helped me to become a professional in English teaching.

Juan Palomo

DEDICATION

This research work is dedicated to the people who think English Language is a fundamental part in the education of young learners. Additionally, it is all dedicated to my brothers and sisters who gave me their support when I needed it.

This is for you…

Palomo Juan

UNIVERSIDAD TECNICA DE COTOPAXI

UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRAGTIVAS Y HUMANISTICAS

Latacunga – Ecuador

TEMA: "ACTIVIDADES DE INVESTIGACION EN CLASE PARA EL PROCESO DE ENSEÑANZA-APRENDIZAJE DEL INGLÉS CON LOS ESTUDIANTES DE LOS QUINTOS GRADOS DE LA ESCUELA "ANA PÁEZ", DURANTE EL PERIODO ACADEMICO 2012-2013"

Autor: Palomo Astudillo Juan Carlos

RESUMEN

Los profesores y profesoras del área de Inglés en la escuela "Ana Páez", no tienen en cuenta la importancia e influencia de las actividades de investigación en clase para el desarrollo de las habilidades comunicativas de los estudiantes, y por ende esto ha marcado los indicios de un obstáculo dentro del proceso de enseñanza aprendizaje. Además, uno de los problemas más notables que los profesores enfrentan dentro de la enseñanza de inglés es la falta de libros o guías. Para evitar este tipo de problemas sería conveniente tener una guía de actividades con proyectos que los estudiantes puedan realizar en clase.

La investigación en el aula es un factor muy importante en el proceso enseñanza aprendizaje del idioma Inglés, de modo que, los docentes del área deben proporcionar actividades que despierten el interés de los estudiantes por la investigación en el aula.

Por tal motivo, este trabajo está encaminado a fomentar el aprendizaje del idioma Inglés con las cuatro habilidades por medio de proyectos de aula que permitan a los docentes y estudiantes a trabajar en un ambiente educativo más dinámico y creativo.

De esta manera, el proceso de adquisición de una segunda lengua será más efectivo en los niños porque podrán desarrollar sus habilidades del Inglés de manera efectiva. Y finalmente los resultados se obtendrán realizando las actividades de investigación en clase apropiadas, ya sea oral o escrita, conforme el profesor considere adecuado.

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ABSTRACT

Teachers from the English area at Ana Páez Elementary school do not keep in mind the importance and the influence of searching activities in class in order to develop student's communicative skills, and consequently this has pointed out the beginning of an obstacle within the teaching learning process. Furthermore, one of the main problems that teachers might face is not having books or guides to teach English. Now, to avoid these kinds of difficulties it would be convenient to have a guide of activities with projects for students to carry out in class.

The research in class is a very important factor in the teaching learning process, so teachers have to facilitate activities that awake student's interest for classroom research.

This work is directed to the learning English language with the four skills by putting to use classroom projects that permit teachers and students work in an educative environment more dynamic and creative.

In this way, the process of second language acquisition will be more effective for children because they will be able to develop their English skills successfully. Finally, the results will be obtained by conducting classroom research activities in appropriate style; it can be oral or written depending on the teacher's decision.

INTRODUCTION

Currently, we are going through an important process of change and educational innovation. The same thing is in changing not only the structure and organization of the education system, but also the increase of quality of features such as: the reduction of school failure rates or the settlement of school to new demands and social needs, besides that, the immersion of innovative teaching methodologies linking education to the highest standards of development.

The principal goal of this research work is in determining the application of classroom research activities into the teaching learning process of the English language, since the English language learning is essential nowadays, and it is all due to the changes and advances that technology has brought about.

Besides, in order to investigate terms applied in the use of classroom research to solve problems of educational matters. Here, we have some questions to identify problems. This includes:

The present work is established in three chapters that are set up as follows.

The first chapter refers to a short word picture on the main categories of classroom research activities in which the basic elements are related to the teaching-learning process of the English language. Besides that, this chapter analyzes the contents that support the purpose theoretically, and determine the conceptual framework, and some applicable methods of classroom research.

The second chapter consists of surveys carried out as part of the research, the same that is regarded to students from fifth year of basic Education at "Ana Páez" Elementary School, and teachers from different institutions. In addition, these surveys were elaborated according to the theory extracted from the first chapter, the researcher

details the results obtained during this research to determine the learning level with the classroom research activities.

Finally, the third chapter details the proposal and the results that were got in the previous chapter, it confirms the necessity of contributing to the teaching learning process with the elaboration of a classroom project that will cause a better comprehension and participation by part of students.

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CHAPTER I

BACKGROUND

This article is derived from an action research project developed at the University of Caldas in Manizales-Colombia with a group of teacher-trainees who are carrying out their teaching practices at state Schools. It describes the problems and the strengths that the practice advisors have observed when revising the trainees' lesson plans. It includes some examples taken from the trainees journals with the corresponding advisors suggestions. The researchers describe the intervention points to improve the advising actions that could allow the trainees to reflect on their planning weaknesses. Advisors, as facilitators of that process, feel that there is something to contribute with the pedagogical knowledge about classroom research

Besides, the action research was at Colombo Hebrew high school located in Bogotá city. This is a private secondary, and religious, imparting formal education in the Pre-school, Primary and secondary. This research arises from the reflections and classroom observations that have been made during the primary work as a teacher and observations on the practice of Hebrew College Colombo in 2007.

Therefore, the quantitative information about the classroom research activities is well documented by many researchers. If the teaching level applied is not enough, this could affect adversely to children in several ways. Besides, it could cause inconvenience, in the learning. Therefore, the following investigative work is aimed to improve English language teaching-learning process at the Ana Páez elementary school, located at San Felipe Cotopaxi Province, Latacunga Canton, during the academic year 2012-2013.

Finally, in this context, learning English by means of the classroom research activities wants to catch the total attention of all students; since this has not been well-developed through traditional methodologies.

Even the relatively affordable strategy that teachers frequently suggest for improving the student's performance and learning efficiency in a traditional classroom was that of having a guide of activities into the classroom, so that students get a high level of performance. However, nowadays teachers have to break up traditional paradigms of education to be able to teach the English language.

FUNDAMENTAL CATEGORIES

EDUCATION

ENGLISH TEACHING LEARNING PROCESS

METHODOLOGY STRATEGIES

DIDACTIC RESOURCES

CLASSROOM RESEARCH
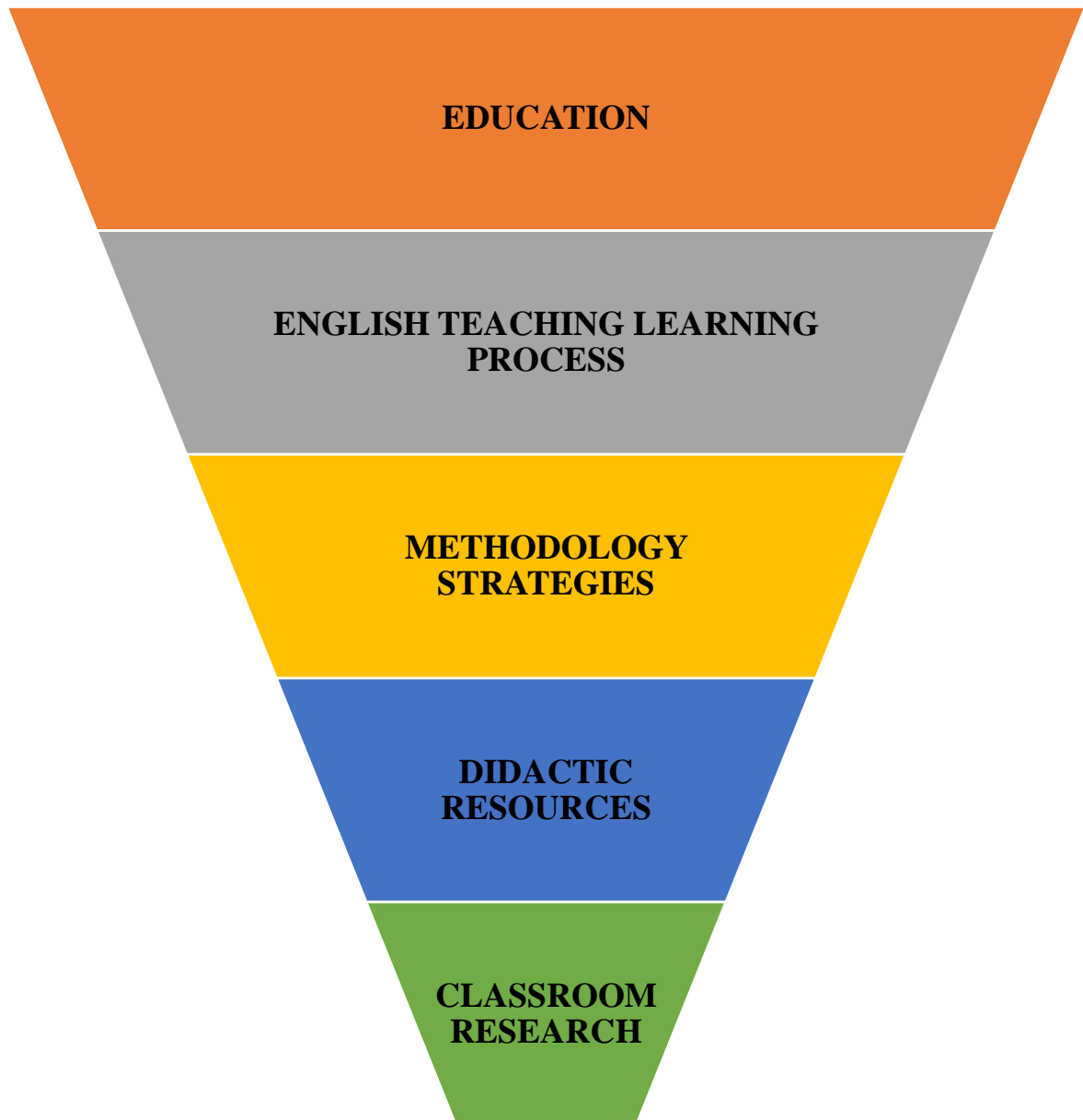
THEORETICAL FRAMEWORK

1. EDUCATION

The word education comes from Greek "*educare*" that means teaching and learning. It started since the year 1530. Education is the development of the discipline in order to develop the skills.

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Education includes the level of courtesy, gentleness and civility demonstrated by an individual and their ability to socialize. Education is what transmits culture, allowing its evolution.

Now, Education has always been considered to be the fundamental motor for the development of every country, this allows humans to increase their qualities, and values, helping them to form their own personalities and transform them in people capable to satisfy their personal necessities and serve to their families, societies, and finally the government.

According to Butler Carl, education is defined as follows:

> "Education is the act of encouraging the spiritual, mental and physical well-being and mentality of an individual or community".

So, education is related to the feelings and capacities of all human being, because within education there are lots of feelings which are unquestionably related to the behavior, the capacity to think, and the characteristic mood of each of us, Therefore to activate and enhance these characteristics, is necessary to be exposed to professionals of the teaching who are, of course, the ones prepared enough to develop our mental and physical capacities.

Education is not only in encouraging the activation of the mental capacity, but also the spread of it to near families or the community where the people are constantly moving on. Now, the growth of the community depends on how well a learner do to take what is learnt as positive influence of improvement to the others who learn one another.

As said by Peter Jammer:

> "Education is the development of the abilities of the mind, in other words it is basically learning to know"

Then, education is also defined as a complex process similar to pedagogy in the teaching learning process. That means, almost every day teachers go to get new knowledge and skills for developing intelligence from children. It creates a mental

image that gives us a perspective of looking back and remembering our first learning experiences. Also, Education is considered to be like a lesson of the daily life, because, people go acquiring something, during the phase of growth and individual development.

Furthermore, in Ecuador the education is fundamental because the government wants to improve to get a good education. There are even laws that the teacher must engage to get a good level of teaching methods and strategies used as an aid in the teaching-learning process. Besides the teacher has to avoid punishment and rather motivate students to be responsible with their homework.

1.1. English Language Education

English is a West Germanic language that was first spoken in early medieval England and is now the most used language in the world. English arose in the Anglo-Saxon kingdoms of England and what is now the southeast of Scotland. The English is spoken as a first language by the majority of populations of several sovereign states, including the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean nations. In general, the European and English people were who brought the education and knowledge even technology towards America.

In many countries located in Asia, children begin to learn English in elementary school, usually studying English for more than three hours per week. But in Europe, the English language teaching usually starts at the end of primary school or at the

start secondary school and students have classes three or four hours a week. Therefore, the teaching of a second language in Europe is most common.

On the other hand, the necessity to learn a foreign language is almost as old as the human history itself. But the origin of modern language education is the study and teaching of Latin from the 17th century. Latin for many centuries been the dominant language of education, commerce, religion, and government in most of the western world, but the English was scrolling by France, Italy, by the end of the 16th century.

Due to a lack of financial and human resources provided by the governmental authorities, education has low levels in third world developed countries, and therefore one of the disadvantages that students face is kind of focused on learning difficulties. The aim of this is to provide education for children from 6 to 15 years old and cover the lack of English teachers in rural and urban public primary schools.

English education in Ecuador is a subject that has been put on discussion over the years. The greatest concern, however, is still the education of children located in rural areas and authorities are working hard to promote a bilingual education system, because there are many schools that teach in their mother language that is Spanish. However, the development of the new language that is the English is in process.

1.2. The Importance of Education

Education is considered a paramount, alike an instrument of learning that allows to develop the process of socialization. Although, education was regarded as a vital

process, this dynamic unit must discover, develop and cultivate students' qualities to form their personality to be self-sufficient to serve themselves and their family, the state and society.

At first, education was the means to the pursuit of truth, eventually religious traditions were the basis of teaching. Currently learning and the formation of an individual thoughtful and disciplined are some of the most important aspects raised by the educational system. One element that is important in education is the teacher, who requires a clear understanding of what he does, since his mission is to guide the student through education.

Education has helped so much to some people that can speak English including children. English language in the Education has come to being a very important part of people. It's interesting because, the education through the English language was taught by the same people of the town. And we can realize that produced a radical change; and more important is that William Bentinck established it as a second language in his country.

1.3. Types of Education

Many people don't know about the types of education in the classroom. Generally, children at home start with a simple learning from part of their parents; on the other hand, the teacher has the obligation to teach children by looking for the appropriate kind of education, so the following categories are describing how education is made up.

1.3.1. Informal Education

Informal Education is referred to an informal communication and use of books with a explanation. This means that during the instruction, it is not used any method of learning. Informal education tends to be unpredictable, we do not know where it might lead. It is something that is out of the teaching-learning process in the Education.

Informal Education is focused on a spontaneous process to help people to learn. Informal education suggests tasks through conversations, and the exploration and enlargement of experience. The purpose of the Informal Education is that of encouraging communities, associations and relationships to make human beings to flourish as a social component of active participation, that is to say the individual interacts with the environment, family, friends, and everything around him.

1.3.2. Non-Formal Education

Non-formal education is the learning that a person obtains in daily life activities related to work and family. It isn't structured for learning objectives and has been created specifically to meet certain objectives, learning is not provided by an educator or trainer. This education is organized by the school or by bodies or youth cultural movements or sports associations.

Its purpose is to convey basic knowledge and skills that are necessary for communication. Also, it trains people to expand employment opportunities, improve

family income and to change living conditions. For example, a retyped course corresponds to non-formal education. It isn't fully institutionalized but somehow organized.

1.3.3. Formal Education

Formal education corresponds to the education system hierarchically structured, with courses set by chronological order starting with primary school and continues until tertiary institutions. Learning is typically provided by an educator or trainer under a structured basis.

Some of the earliest written records show that formal education, in which the basic skills of communication, language, business practices, agricultural and religious were taught, began in Egypt sometime between 3000 and 500 BC, the first library known by the man, in Babylon, was built by Ashurbanipal, king of the Neo-Assyrian Empire (685-627 BC).

Its main objective is to provide basic information for the formulation of policies, the planning and administration of education in each one of the countries around the world. All formal education institutions provide preschool, primary and secondary education. That is targeted at both public and private institutions in urban and rural zones.

Formal education is part of the basic education that a child receives in school. Academic foundations are those that are exposed to formal education. For others, this

education is commonly known as general education or traditional. And some could say that during the course of school, as children pass from primary to secondary and higher they learn different types of things.

1.3.4. Primary Education

The first law that deals with general primary education is called Moyano Act, 1857, declaring compulsory primary education. In the late nineteenth century, the interest in the topic about the education, politicians led to the creation of the Ministry of Education in 1900, with government paying the salary of teachers, it is the compromise from Second Republic in 1931, made a clear commitment to public schools.

In North America, this stage of education is usually known as elementary school and generally followed by middle school. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils. Typically, primary education is provided in schools, where the child will get the best learning. Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year, and in many cases the education have been outlawed, especially in Western countries.

Educational institutions contain all the basic education for students that want to study. Primary education refers to all children from first to tenth grade that is to say from 6 to 15 years old. Education is properly controlled by teachers and parents or other family members.

A man called Vicente Rocafuerte made several changes to the way children were educated in the country. This included the creation of schools for girls and education for children from rural areas and villages. Primary school education has been compulsory since 1945 and during the 1960s the number of children attending primary school doubled. This was due to the development of the education system in rural areas, this provoked a low standard of education and in some areas, there were not buildings that could be used as a school.

Thus, the primary Education in Ecuador is virtually universalized, however not all students have access to education, especially if they are indigenous. Now, this is all according to a report of the Ministry of Education. But, if speaks talk about the Universal Education for everyone. All children worldwide should attend and complete primary school by 2015. However, national education systems differ and the meaning of primary education for all children is not the same because, it varies from country to country.

Primary education is a fundamental human right, it is essential to exercise all other rights. Education promotes freedom and personal autonomy and generates significant benefits for self-development. Yet, millions of children and adults remain deprived from educational opportunities, often because of poverty or discrimination.

Nowadays, children in Ecuador can start attending preprimary school at the age of four years, although, there aren't many schools in the country for preschool education. Therefore, the primary education is compulsory from the age of six to fourteen years. Most of primary schools in Ecuador use Spanish in English classes as the medium of instruction. But, some schools use both English and Spanish.

1.3.5. Secondary education

The Secondary Education appeared in 1918 by the Commission on the Reorganization of Secondary Education. The changes were necessary due to raise of enrollment in secondary schools, a new approach that takes into account individual differences, goals, attitudes and skills is adopted. The concept of democracy was decided on the guidance of education in America. Work on the cardinal principles began in 1915 and ended in 1918.

The term high school is used particularly in North America, Canada and North Western England. Here, there are different types of secondary school, and the language used varies around the world, because children usually go to secondary school between the ages of 10 and 16 years, and end between the ages of 16 and 19 years, although there is considerable variation from country to country.

The principal objectives are designed and prepare students for a career in teaching English at the secondary school level. This major provides instruction and practical experiences to prepare a teacher for the responsibilities and rewards of teaching students in high school. The major also provides both education and practical experiences to determine effective instructional approaches in the teaching of particular components of the secondary school curriculum: language study, reading, writing, listening and speaking. That is to say, secondary school is a synonym of primary school, and embraces the entire first stage of education.

By the early 1990s secondary education was located in most of countries, with an exception in Mexico where, secondary education is different, because it lasts for three

years. The student usually enters into high school between 11 and 12 years old and goes out between 14 and 15 years old, and continues with the Preparatory. Whereas, in Chile the secondary education is obligatory, it is called secondary and consists of six levels which are called courses or years. It starts with basic Seventh at age 12 and 13 years and ends with fourth which means at the age of 17 and 18 years.

Secondary education is a gateway to the opportunities and benefits of economic and social development. Secondary education is now being recognized as the mainstay of educational systems in the twenty first century. The quality of secondary education is indispensable in creating a bright future for individuals and nations likewise.

Secondary education in Ecuador is free since the government came up with regulations. Now, the secondary schools in Ecuador face a variety of issues, including teachers without enough experience, restrictive teaching methods, emphasis upon university preparation and shortage of libraries and laboratories and so on. And the Government is taking initiatives to reduce these issues.

The education system in Ecuador is well established and schools began in the early 19th century during Vicente Rocafuerte's government. This decade produced a larger number of children attending secondary school, as well as a huge leap in university enrolments.

1.3.6. Higher Education

The English High School was founded in Boston, Massachusetts in 1821. In the development of higher education in the Middle Ages Muslims and Jews played a crucial role, as not only promoted education within their own communities, but also as intermediaries involved thought and science of ancient Greece to the European scholars. The centers of Toledo and Cordoba in Spain attracted students from all over the civilized world at the time.

Higher education includes teaching, research, exacting applied work, and social services activities of universities. Within the realm of teaching, it includes both the undergraduate level, and beyond that, graduate-level or postgraduate level. The latter level of education is often referred to as graduate school, especially in North America.

On the other hand, at Australia, the term high school refers to secondary school, from 7 or 8 years through to 12 year, varying from state to state. High school immediately follows primary school; therefore, a Australian of 7 year, high school student is sometimes as young as 11 year. In Tasmania and the Australian Capital Territory, the term high school generally is from 7 to 10 years, whereas the term College is from 11 to 12 years. In Victoria the term secondary college has largely replaced the term high school following the reforms of the Labor Government in the late 1980s and early 1990s. And finally, the later years of high school are known as the Higher School Certificate, more commonly known as the University.

The history of Ecuadorian university really begins in 1586, when the Augustinian friars founded the University of San Fulgencio, and then the University of Jesuits of San Gregory and other universities, which were later closed. A reason by which this universities were divided was that the higher education was only for the white men who were direct descendants of Spanish and who possess wealth.

2. ENGLISH TEACHING-LEARNING PROCESS

It is said learning that fill a person is one that constructs a relationship between new knowledge and prior students' knowledge. When this condition is met, students find meaning of what they are studying. After that, they go into the process of comprehension; and finally they can acquire a meaningful learning.

According to Lois White, RN PHD from the University of Queenland:

> "The teaching learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence"

So, teaching and learning is a process that keeps profound discipline and takes learners into an environment of planned activities, so that they follow activities that are designed to form their attitude and behavior, and as a result it gives a chance for students to produce changes in their actual mindset.

According to Mora, say that:

> "The English teaching-learning process takes place within and beyond the classroom, including technology-mediated environments, through the curricular design and research development".

Thus, the emphasis intends to provide new ways to understand new debates about the socio-cultural aspects surrounding English, and a renewed vision of research in the field of second languages.

In addition, the English teaching learning process is aimed primarily at language teacher's experience, in which children learn little by little the new language. The scope of English Language Teaching includes the following fields. It is the most useful educative tool in the teaching of students.

2.1. Second Language Acquisition into the teaching-learning

The acquisition of English as a second language does not require extensive use of conscious grammatical rules, and does not require a tedious practice. English acquisition develops slowly and skills emerge significantly later. English acquirers are unaware consciously of grammatical rules and the rules of language use, but they develop a feeling that is right.

Currently, English is the most spoken language by multilingual speakers. This is due to socio-economic and geopolitical conditions given both to the historical influence

of the Anglo-Saxon countries and the fact that English, especially since the twentieth century has been the main language of diplomacy and the publication of scientific papers. Historically, the second most widely spoken language in Europe the lingua franca had been until the fourteenth century Latin. And all this has been used by the Catholic Church.

It's called second language acquisition because it is in fact a foreigner language that is learnt. In addition, it is recognized and applied in the process of second language acquisition; it is partly because it requires different cognitive abilities. Moreover, children acquiring two languages simultaneously, generally come to dominate.

The academic discipline of second-language acquisition is broad-based and relatively new. As well as the various branches of linguistics, second-language acquisition is also closely related to psychology, cognitive, and education. The term acquisition was used to emphasize the subconscious nature of the learning process.

This acquisition introduces the main models of second language acquisition and explores their skills for classroom teaching. First language acquisition is also considered a big process in the teaching learning. The guide context on second language acquisition is explored, and it is encouraged to reflect on the factors, which may affect the language acquisition of learners in its particular context.

2.2. Teaching English

The Teaching of English is the development of each one of the students for better knowledge, perhaps the biggest challenge everyone faces is that the teacher has to search an acceptable material for each second language class.

As stated by George Braine:

> "English teachers believed they should teach students to write and speak correctly by taking every opportunity to eliminate the illiteracy."

Now, the teaching of English has to do with a large amount of constant efforts to make students learn. This is because students having first contact with English sometimes tend to be a bit slow to learn as they start familiarizing with the foreign language and teachers have to give them guidance and support to avoid the increase of illiteracy.

According to Alfred Leaphard professor at the University of Munich,

> "In the world of teaching English, there are professors that have many options for the students to have a good performance in learning English as a second language."

Thus, all English teachers have been collaborating and helping to students to develop better skills in writing and speaking. The English that is currently used in the modern

world has become a priority at many levels. English teaching helps a lot to the developing of second language students. In addition, the teachers need to catch the attention of the students that is one of the most important tasks.

Teachers often provide the strongest sense of achievement when it goes well; even teachers have performed some learning activities, where the main factors are: the teacher, students and content. The objective of a teacher and students consists of the achievement of certain educational objectives.

Besides that, teachers have to plan their English classes in order not to have to difficulties and it is because, it could affect to the teaching-learning process. For that, teachers have to prepare topics according the students' age, rank of knowledge and necessities.

2.2.1. The Teaching Function

- ➢ To stimulate the attention and motivation.
- ➢ To activate students' skills and previous knowledge.
- ➢ To present the contents to learn and proposing some teaching activities.
- ➢ To give to the students some teaching activities.
- ➢ To guide the students' teaching activities.
- ➢ To motivate the students' interaction with teaching activities as materials, among classmates or something that can provoke responses.
- ➢ To give feed-back to their responses.
- ➢ To facilitate the activities to the transference and the teaching generalization.
- ➢ To evaluate the teaching.

2.3. Methods of Teaching English Language

Throughout the twentieth century, a variety of teaching methods and linguistic theories have been applied in different parts of the world in the teaching of foreign languages. However, in Ecuador there is a little knowledge of the different learning theories that have had impact around the world, on the various methods of teaching languages.

The teaching method is the way in which the teacher uses into the didactic orientation during the learning, it also requires help from some techniques in order to complete the objectives offered. The teaching method is a group of movements and techniques that guide to the students into the classroom

2.3.1. Audio lingual Method

As said by the American linguist, Leonard Bloomfield.

> "The birth of the audio-lingual method was the outbreak of World War II, which created the need to publish large numbers of U.S. troops worldwide. It was therefore necessary to provide these soldiers with less verbal basic communication skills."

As expected, the new method was based on the prevailing scientific methods of the time, observation and repetition, which also were admirably suited to mass education.

Owing to the influence of the military and early versions of audio-linguistic came to be known as the army method.

This approach to language learning is similar to another, earlier method called direct method. Like the direct method, the audio-lingual method advised that students learn a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

To use target language automatically by forming new habits in language is considered a good method:

a) Process; Vocabulary and structures are presented in dialogues, learning through imitation and repetition.
b) Roles; the teacher directs and controls student behavior and provides good model for imitation. Students repeat, respond quickly and accurately.

This refers to the four skills that are; listening, speaking, reading, and writing. It places priority on the development of listening and speaking skills first, and reading and writing skills development is introduced after listening and speaking skills are mastered.

2.3.2. Communicative Language Teaching

According to Johan Kenzo professor at the University of North Carolina

> "To become communicatively competent, the student needs the use of an appropriate language in the context, and the more important search is the meaning."

So, the most common activities are to communicate through the use of authentic materials, such as; speakers or to work in small groups; so the teacher should manage activities and sets up the communicative situations.

It refers to direct procedures used by the teacher. The methods and techniques must foster the constant activity of the student, as it requires specific techniques, but it all must be oriented in the direction of bringing the student to participate in class.

Now during a class, some teachers use both languages Spanish and English. Apparently they use this method for a better teaching. The research considers this is the best way for teaching the English language, and people think the same because students learn while, listening.

2.3.3. Grammar Translation Method

The grammar-translation method of the foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries. It was originally used to teach and development the speech communication and listening comprehension. A focus on learning the rules of grammar and their application in translation passages from one language into the other. Vocabulary in the target language is learned through direct translation from the native language, it is taught in the form of isolated word lists.

Reading passages in the target language are translated directly by the receptor, and then discussed in the native language. For that reason, it is necessary to pay attention in order to give an answer. Grammar is taught with extensive explanations in the native language, and sentences are given through the translation of word by word.

Principles of Literary language are superior to the spoken language. Translating each language is an important goal for learners. The authority in the classroom is the teacher. To be able to communicate with target language speakers is not consider to be the goals. The primary skills to be improved are reading and writing. Its focus is on accuracy and not fluency. Error correction: If a student's answer of a question is incorrect, the teacher selects a different student to give the correct answer or she/he replies himself/herself.

2.3.4. The direct method

The Direct Method, also called the Natural Approach, developed towards the end of the 19th century. The general goal of the Direct Method is to provide learners with a practically useful knowledge of language. They should learn to speak and understand the target language in everyday situations. The direct method of learning is more than 100 years, while everything in life goes on changing, learning the Direct Method, used properly, is still efficient, accurate, fast and effective in the demanding and fast-paced world of today.

The direct Method is different to other methods, because it is not about forcing learners to accumulate abstract knowledge about rules of grammar, declensions and conjugations, with translations as a test of knowledge, reformers proposed that the target language should be learnt like children learn their first language that is use it in class. This is why the new approach is known as the Direct Method.

2.3.5. Cognitive-Code Approach

The cognitive-code approach of the 1970s emphasized that language learning involved active mental processes that was not just a process of habit formation but the assumption of underlying the audio-lingual method as an important method. Lessons focused on learning grammatical structures whereas the cognitive code approach emphasized the importance of meaningful practice, and the structures were presented inductively, i.e. the rules came after exposure to examples. There was, however, little use of examples from authentic material.

The term cognitive-code refers to any conscious attempts to organize material around a grammatical syllabus to create meaningful practice and use of language. Sub skills in listening, speaking, reading, and writing such as sound discrimination, pronunciation of specific elements are distinguished between letters that are similar in pronunciation.

The lessons are highly structured using a deductive process, and often are practiced extensively. Although, research advises second language acquisition precedes second language learning, cognitive-code approach emphasizes content over form. Phonemes are distinguished before words, words before phrases and sentences, simple sentences before complicated ones.

2.3.6. Silent Way Method

The method is silent when it leads the learners to develop their own conceptual models of all the aspects of the language. The best way of achieving this is to help students to be experimental learners.

The Silent way Method happens when the teacher introduces the vocabulary items, without using the students' mother tongue. This is because teacher's role resides only in giving minimum repetitions and correction, remaining silent most of the times, leaving the learner struggling to solve problems about the language and get a grasp of its mechanism.

Teacher assists learners to use that knowledge in the target language, and then the teacher can continue putting together sounds to make a name word. Silence is considered the best mean for learning because in silence students can concentrate on the task to be accomplished and the potential means to its accomplishment. The Silent Way claims to facilitate what is called teaching psychologists to learn.

Not only in the past was important the silence way method but also it is nowadays of high importance, because second language learners use it as part of habit formation, memorization and translation. However, cognitive psychologists and transformational generative linguists claimed that the language cannot be learnt through mimicry since people can create utterances they have never heard before. Therefore, people can learn a language using their own thinking process to discover the rules of the language they are learning.

2.4. English Language

Historically, English originated from the fusion of closely related dialects, now collectively termed Old English, which were brought to the eastern coast of Great Britain by Germanic settlers Anglo Saxons by the 5th century, with the word English being derived from the name of the Angles, and ultimately from their ancestral region of Angles in what is now Schleswig-Holstein. The Angles came from England and their language was called Englisc from which the words England and English are derived.

English is a language often studied as a foreign language in the European Union. It is also talked by part of Asia, Africa etc. It is talked as a first language by 370 to 400

million people. English is probably used somewhat for about a quarter of all people around the world, because so many people talk and use English in many places, even it is often called a world language. In countries like Britain and the United States, English is the first language and is learnt by people and children.

English is spreading from northern Europe to the south and is now firmly entrenched as a second language in some countries. Although, it is not the official language, some people have apparently a difficulty for communicating in English. However, by contrast, only 36% of people whose language is Spanish are speaking by using the English language.

If the English language is applied with children, maybe the results not would not be right. This is because, many students are afraid of speaking in classroom in front a classmate. So, we first teach them to speak in Spanish and after the teacher can continue with the English class. In that case, the teacher could apply new teaching techniques with other students in order to find a good answer during the English class.

2.5. Learning Process

Learning process is to acquire knowledge or skill. Learning also may involve a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems.

Learning process is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.

As say Random House:

> "These steps could be applied directly to the learning process, searching, screening, digestion, synthesizing, use, assimilation of feedback, and regulation".

These are strictly steps, since they overlap each other in time, and the basic components of healthy whole process. Those are familiar elements to those who have studied creativity, but the recent learning research gives them a new depth of meaning.

According to Lev Vygotsky mentioned that:

> "Learning process is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information."

Thus, the learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent.

English has significant regional language differences in pronunciation, accent, vocabulary and grammar. The communities of English native speakers in countries all over the world also have their style in pronunciation, vocabulary and grammar. English has no organization that determines the most prestigious form of the language as the French language.

Learning English involves not only helping students to use English for general purposes, but also the exposure to regional forms and cultural styles, so that the student is able to decipher the meaning, even when the words, grammar, pronunciation are different.

This allows students to have more confidence and speak without fear of being wrong. In this way, the student learns how to use some words, and new vocabulary. So, this would be a great satisfaction for the student. Now, in a conversation the important thing is to be clear and try not to be wrong.

2.5.1. The learning process divided into three levels

- The first one is based on the face-to-face seminar, where the lecturer makes an explanatory introduction to a subject matter of the course content; to continue, an analysis and a debate about the main ideas that follow with guidance of the lecturer.

- In the second level, participants have to go through the collected printed documents, the material available in the platform and the practices in the classroom.

- In the third level, the participants can go deeply into course content using both the referenced material, signaled with in the guide book, and the practical workshops on specific subjects and tools.

2.6. The Learning

The learning is a result of the individuals' cognitive process, so that the teacher can assimilate the information. To learn doesn't only allow acquiring the new knowledge; it also consists of consolidating or eliminating the knowledge that we have. The learning process is formed by activities that the students do to get their objectives in learning.

2.6.1. Learning Strategies

The concept of the learning strategies are seen as organized plans of action designed to achieve deep learning. The examples of these strategies include rehearsing, summarizing, paraphrasing, imaging, elaborating, and outlining. Learning strategies seem to be tricks on how to help them remember things better or to do tasks more efficiently.

Alan Zaer Professor of linguistics at Oxford University said that:

> "Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations."

Thus, learning strategies are arrangements taken by the learner to assist his learning in a more effectively way. Also, it is a fundamental part of the process of acquiring knowledge as well as the learning tool of skills like reading, writing, speaking, and listening. In addition, these learning strategies help learners to prevent boredom and waste of time, as most of activities students do are usually so difficult that pressure and stress are brought to the atmosphere.

There is a list of learning strategies that are considered the most fundamental, these are listed below:

- o Cognitive strategies: they are those strategies for the mental operation that each student has. Highlights go through operations like analysis and synthesis of the inductive and deductive reasoning.

- o Affective strategies: they make it possible to overcome the situations of anxiety lack of confidence etc. Therefore, these increase the motivation.

- o Social strategies: they are facilitated and improve students' relationships, both among themselves and that of pupils to teacher, so as to facilitate the acquisition of new language and new culture.

3. METHODOLOGICAL STRATEGIES

Methodological strategies focus on the development of the four skills of speaking, listening, reading and writing in an integrated way. The student can perform the following role-plays, skits, dialogues, sing-alongs, interactive games, practice and

more. Also, methodological strategies are applied in order to reduce the problems faced by students during the acquisition of a second language.

According to Mathew Hemelstrand, director of language center at University of Arizona.

> "The methodological strategies are all activities planned and organized that are intended to assess the teaching-learning process."

The methodological strategies can make students feel highly motivated and committed to their learning, enabling capable to assume its responsibility with clear knowledge of your mission as is to improve their academic performance during and at the end of their studies

Additionally, it has to be mentioned this is an alternative that the teacher needs to apply with students in order to get good results. In fact, students tend to have more responsibilities in their studies. This will provoke a better learning performance of students and motivate them as well.

In recent years, however, methodology has been increasingly used as a pretentious substitute for the scientific method and technical contexts. It may have acquired this meaning because people have already been using the more ordinary methods to educate students. However, the misuse of methodology is a big problem into the classroom because an important conceptual between the tools and of scientific investigation could help in the development of the knowledge for teachers. In

addition, some methodologies are used with other to get profit and not to facilitate student learning.

The science of method or specific arrangement is the branch of logic concerned with the application of the principles of reasoning to scientific and philosophical inquiry. That is considered by many to be the creative worker in the field of language-learning strategies that were carried out in the mid-seventies by researchers.

A variety of methodological strategies should be used to tune the teaching process according to student differences, strengthening at the same in cooperative learning. It is an analysis that can not only describe the recent trends in the enrolment of children and teenagers, but also determine which factors do a favor to the progression of universal education must rely on multiple information sources and increasingly complex methodological strategies.

3.1. Methodology

The methodology is a word derived from method, from the Latin meaning *Methodus* path or the path to achieving something. Method is the process for a particular purpose or to get to know. Methodology is the field that studies the best methods practiced in a particular area for the production of knowledge.

English is a difficult language to learn. Even native speakers find troubles with grammar rules and exceptions. For that reason, it is necessary to choose a methodology to make the process of teaching English as a second language easier and

more interesting for students, in such way students increase the probability of their success when learning English.

As suggested by Rubin Stern in 1975.

> "A methodology is usually a guideline system for solving a problem, with specific components such as phases, tasks, methods, techniques and tools."

So, it can also be defined as the following. The analysis of the principles methods, rules, and employed with an excellent discipline. The systematic studies of methods that are, or have been applied within a discipline are the study or description of methods. In this case we can look to the principles of teaching based on the means, methods and techniques used during the learning.

As say Irny, S.I. and Rose, A.A.:

> "A methodology does not set out to provide solutions, therefore, not the same thing as a method. Instead, it offers the theoretical underpinning for understanding which method, set of methods that can be applied to specific case".

Thus, methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge.

Methodology itself, is to improve the English through enhanced teacher to students being to easier to understand. Teaching experience includes the collection of either self or other teachers and is also necessary to seek other means to improve student learning.

3.2. Strategy

Strategy is a word that comes from the Greek strategos, which can be translated into art. It refers to the psychological skills and character that must take decisions successfully position working for the future.

There are many practical strategies that are effective in the classroom. It is up to classroom education teacher to ensure that appropriate strategies are being used in the classroom to assist individual learning styles and provide success to all students with special needs, especially with children. It is recommended that a multi-modal approach must be visual, auditory, and tactile.

3.3. Strategies in the Classroom

While the classroom is clearly the basic setting for learning, the flexibility is often made under strategies. Instead of isolating learners in a classroom, many teachers are experimenting to integrate learning into a student's daily life.

It is worth to mention that the new learning technologies and mobile devices make it possible for learning to take place at anytime, anywhere, and perhaps most importantly at any stage of the students' life.

In United States, it is considered that the relationship between teacher and student during class or recreational activities is an important part where these strategies could help to fortify impetus and reduce insecurity of children in the period of class, because the direct relationship between teacher and student is very active and motivational.

Furthermore, there are many practical strategies that are effective in the classroom. It is up to the teacher to ensure that appropriate strategies can be used in the classroom to assist individual learning styles and provide support to all students. Anyway, strategies like starting a lesson with a game or perhaps doing a short brainstorm to remember prior knowledge is appropriate to enhance learners to be part of the learning process.

At the present time, in Ecuador, the teachers are important actors in the transformation of education that has begun with the redesign and development of the educational model, because, without participation and collaboration of every teacher the new educational mode would be a failure.

The Ecuadorian educational system through the course of history has been the spot of various changes in the organization of curricular strategies and proper methodology promoting active development of values, skills and abilities of children. When using

any teaching strategy, teachers should firstly help students to understand why a strategy is useful, and after describe explicitly how the strategy should be used.

3.3.1. Skills to develop speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

3.3.2. Skills to develop listening

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Listening involves a sender a person, radio, television, a message, and a receiver the listener. Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, and structure.

➢ Sample pre-listening activities:

- looking at pictures, maps, diagrams, or graphs
- reviewing vocabulary or grammatical structures
- reading something relevant
- constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- predicting the content of the listening text
- going over the directions or instructions for the activity
- doing guided practice

3.3.3. Skills to develop reading

This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

➢ Sample pre-reading activities:

- Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information
- Looking at pictures, maps, diagrams, or graphs and their captions
- Talking about the author's background, writing style, and usual topics
- Skimming to find the theme or main idea and eliciting related prior knowledge
- Reviewing vocabulary or grammatical structures
- Reading over the comprehension questions to focus attention on finding that information while reading
- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Doing guided practice with guessing meaning from context or checking comprehension while reading

3.3.4. Skills to develop writing

The teacher can help students improve their writing skills by increasing student motivation to have good writing skills, providing instruction in writing processes and rules, providing writing practice, and providing constructive feedback about the students' writing. With high motivation, students will find ways to improve their writing and will persist in the effort. To write well, students need to apply appropriate processes, such as starting early, and to apply the rules of writing, such as grammar rules. Writing practice helps most when students receive clear, specific feedback about what to do the same and what to do differently in the future.

Writing material refers to the materials that provide the surfaces on which teacher use writing instruments to inscribe. The same materials can also be used for symbolic or representational drawings. Building material on which writings or drawings are produced is not included. The characterization of writing materials is by the material constituting the writing surface for example, paper and the number, size, and usage and storage configuration of multiple surfaces for example; paper sheets into a single object for example, a spiral notebook.

4. DIDACTIC RESOURCES

It is a set of elements that facilitates the execution of the teaching-learning process. This all helps students attain mastery of a particular content. And therefore, it assures the access to the development of skills and abilities, as well as the formation of attitudes and values.

The didactic resources into the teaching learning process permit that the students go and structure their learning by manipulating or creating objects related to any topic that the teacher say. It could perhaps be the design of material to explain the topic of animals; this implication includes both logical and psychological aspects.

According to Sanz Alii in 1991 said that,

> "The didactic resources for Teaching English as a Foreign Language are real objects, which can be used in several ways; we can write their names on them and use them as a source for vocabulary improving pronunciation and spelling, integrate them in certain structures, as locative prepositions, and comparatives."

Therefore, the material used in classrooms has set objectives to lead and complete educational goals. So, the aim of this material is that of helping students to improve their general skills that are probably speaking and writing.

According to the professor Oscar Garcia in 1996 say that,

> "The Didactic resources are any instrument that help us to achieve any goal; that is, any auxiliary material with which the pupils develop the learning process".

This concept has its own characteristics that contribute for having a more appropriate way to teach. The advantages these materials provide can change depending on the

region, school, students' knowledge, teachers' preparation, curriculum organization, and other aspects that facilitate or make harder the acquisition of a language.

As to didactic resources, their use has evolved throughout history mainly as a result of the emergence of new technologies. For many years ago, the board was one of the most widely used teaching resources by teachers and will remain, as it is an excellent teaching resource and there will always be someone willing to use it. Although, the board also has evolved because, it does not use chalk boards but rather are used markers.

4.1. Didactic

The word didactic comes from Greek "*didactikos*" that means instructive and may be taught. Also, didactic etymologically "didaskein" is derived from Greek and means to teach, and lastly "tekne" that is art, so it means that is the art of teaching or instructing.

Didactic is the science and art of teaching in a more explicit way, it can be said that the didactic is represented by a set of techniques by which teaching takes place. Furthermore, it is oriented to a greater degree into the practice of addressing education, procedures and standards to guide the teaching of a discipline more efficiently.

On the other hand, it can be defined that didactic resources are something feasible, because it is easy to make this material and there is not a lot of a difficulty as for expenses.

4.1.1. Kinds of didactic resources

- **Whiteboard:**

It is a traditional element that is useful as a teaching aid where teachers can write down all the stuff regarding drawings, questions, summaries, graphs and all those lines or shapes they want to represent.
 To this extend, it is necessary to say that one of the advantages of this is that whiteboards are low cost material, it does not require a huge investment for purchase or reparation.

- **Posters:**

These are large sheets of paper, cardboard or other material that serves to advertise or give information about something. On the educational scope, is useful for teachers, because this type of resource helps teachers to submit main ideas of a specific subject to students.

Its function is to send a message to the student and the purpose is that of capturing the attention to create a natural reminder of what is daily taught in classroom. A poster is very essential as a supplementary material to illustrate the content that is considered important in the English language class.

The visual appearance of a good poster makes it an effective way to transmit messages and ideas to a group of students. For this reason, posters have come to occupy an important place.

It is advisable to not forget that image on a poster is not just a representation of something, but a means to achieve an end proposed, that is linked to communication and securing the message.

- **Flipchart:**

It's a big role standing on one of the walls of the classroom where students show a synthesis of the lessons learned on a particular topic. The consistent advantage is that flipcharts are undoubtedly valuable in the act of summarizing ideas, conclusions or group discussions. It does not only involve just a certain number of students, but also a large number motivating them to design a schema semantic or conceptual map.

- **Observation guide:**

The observation guide is a document written by teachers, these are usually questions, ideas to complete spaces for drawings or sketches to check the observable students' performance. It is used on teaching field, to correct and push students to do their best as for their studies and grades. This resource is also useful to teach students to be very observant and to not miss any details of what they are taught.

- **Models:**

A model is the physical reproduction, in reduced size, real or fictional. There may also be models of some large and small to microscopic objects represented in some kind of model.

- **Overhead projector:**

Although, it is already very limited in use at rural schools, it is a great resource to project information to students. Projector avoids the tedious work of transcribing data on the whiteboard.

4.2. Resources

The resources are any instruments that help the researcher to achieve any goal; they are also materials with which the pupils develop the learning process. Therefore, the blackboard, computer and textbooks are practical resources to educate students. What is more importantly, it provides a mental representation of the actual element of reality. In this way, the most complete learning activities are derived from the contact with reality, and something that the teacher has to teach step by step.

English is the primary language in the global community. It is considered the world's lingua franca. English is used pretty much everywhere, of all countries. For example in banking transactions, science, mathematics, entertainment, radio and diplomatic relations between nations are expected to be done in English. This pressing need to learn English pushes countries, whose primary language does not include English.

The main common resource the majority of people use is, of course, the blackboard, which can be used as the screen of a projection, writing down on it the date and current subject. Also, it is important to plan what it is going to be written before doing it, and is used to erase the remaining notes of the former class.

Additionally, it is very indispensable that the teacher knows the students' skills, their intelligence, as well as their needs as learners so as to provide them the necessary assistance and resources to fulfill their learning of a second language. For instance, songs are one of the most successful resources, but must be selected carefully, according to the pupil´s interest.

4.3. Didactic resources for teaching English

Didactic Resources are mediators for the development and enrichment of the teaching and learning, describing its dynamics of formative dimensions individually, preventive, corrective and compensatory expressing specific communicative interactions for the design and diversification of the performance of teachers and operation towards the attention to the diversity of learners, which enhance the adequacy of the educational response to the learning situation, in order to raise the quality and efficiency of educational activities.

4.3.1 Classification of didactic resources

- **Teachers Personal:** Students, Parents, Others.

- **Items, objects, studied elements of reality.**

    -Representations: visual, audio, visual, verbal, the studied reality.

➢ **Conventional materials:**

    - Printed and photocopied materials.

    - Items not projected still image.

    - Instructional boards.

    - Other: games, lab materials.

➢ **Audio-visual materials:**

    - Projection of still images: slides, transparencies, ...

    - Sound materials: radio, disc, cd, tapes, ...

    - Audiovisual Materials: TV, video, AV mounts

➢ **Information and Communication Technology:**

    Internet, Software, online services, interactive TV and videos.

5. CLASSROOM RESEARCH

Classroom Research may be simply defined as ongoing and cumulative intellectual inquiry by classroom teachers into the nature of teaching and learning in their own classrooms. This is a tremendously freeing idea, that what we are being asked to do is make a little more systematic, formal, explicit, accessible and thorough examination., intuitively, anecdotally, implicitly as part of our own teaching.

Classroom Research is a process of involving teachers in the formal study of teaching and learning. Through close observation, the collection of feedback on student learning and the careful design of experiments, classroom teachers can learn more about how students learn, and more specifically, how students respond to particular teaching approaches. Classroom research and English language teaching in the professional field requires dedication and patience. The research in the classroom is based in the practice findings on data to help us understand the issue. The research itself focuses on what the teacher does with students.

Over the past fifty years, classroom research has become a major area in educational research. It had its beginnings in the application of group climate, leadership style and authoritarian personality studies to classroom processes in the United States in the 1940s, studies which draw on a wide range of methodologies, theoretical interests and academic disciplines. With research in the field was made by teachers, continues to be sustained by, continued professional concerns with the evaluation of teachers and teaching that has provided findings, which explains some of the enduring issues in teacher education, and curriculum change development. Research needs to take new directions if it is to avoid the same errors that have become deeply inscribed in its thinking and the practice.

Besides, classroom research is defined by its setting; the classroom provides the objective point for the types of data collected. However, a wide variety of approaches are used to obtain and analyze the data, and the choice of approach depends upon many factors: the researcher's philosophy, the issue to be investigated, the constraints inherent in the situation and so on. This takes their deeper studio into the research process. Even if the purpose and design of the project are acceptable, it could still need to be reassured that the procedures adopted are appropriate.

And finally, classroom research may be simply defined as standing and cumulative intellectual inquiry by classroom teachers into of teaching and learning in their own classrooms. Classroom Research should benefit to the teachers and students by making them participate actively in the collaborative study of learning as it takes place day by day in the particular context of their own classrooms.

Since at the 1970s and early 1980s saw the development of a substantial body of classroom-based research in this particular context. However, since the early 1980s, research on bilingual classroom processes has also been undertaken in other bilingual and multilingual settings such as Canada, South America, Europe, Africa and South East Asia.

In accordance with Angelo Cross from the university of Sydney. He said that:

> "Classroom Research is a promising approach to student development because of its emphasis collecting data and reflecting on its implications for adding to faculty knowledge about teaching and learning".

In such manner, the study of classroom research must be carried out in different contexts and in a range of different approaches that must be used to gain a deeper understanding of the complexity of second language learning, and that allow the study of a behavior at close range with many important contextual present variables.

The origin of the Research started in 1577. It refers to all projects realized for famous people with an open mind. On the other hand, this helps to the rest of people with

difficulties of learning, especially in English. Basically, the research started with teenagers and children in general. This has also helped to improve student development.

According to Shoharry Walter (1989). He defines classroom research as:

> "The need to prepare the teacher to be able to solve unexpected problems rather than specific targets".

In that way, classroom research could be defined as an attempt to prepare and enable a teacher to face and solve obstacles that can be present during a period of class. This also involves practical strategies and tips to avoid misbehavior and to give a very comprehensive class.

It contributes to the control and collection of information and reasoning to avoid sources of error as well. How to do puzzles interpreting and explaining the data and making the results of public concern in some way. Thus, it has to do with being a step forward, to achieve school improvement.

There is a considerable interest in supplementing published research with approaches that engages language teachers in action research on learner language in their own classrooms. As teachers become aware of the features of learner language produced by their students, they can improve their pedagogical intervention to maximize language development.

Now, there is a brief description of classroom research:

- ❖ Is an intellectual activity that studies individual or institutional reality to analyze, know and understand. It is also based on a set of strategies; tactics and techniques to discover consolidate and refine knowledge.
- ❖ Is the classroom is a stage of the practices of teachers, physical space, pedagogical and ethical-political construction of knowledge by the student so that the teacher makes a constant practice of learning.

- ❖ Is a skill to investigate educational problems that happen around that allow you to diagnose school situations, and organize educational and pedagogical knowledge, in order to influence the way real problems presented by the school, the classroom and students in particular.

The word Classroom started in 1870 is the onion of two words that is to say of class and room. It's a specific place in which students receive classes, learn or teach different activities. The classroom is more known like an institution in which, the teacher can acquire knowledge that to say in a school, high school, or university, including public and private schools. Also it place might be sure for the classes doesn't be interrupted for anything.

In accordance with Allwright and Bailey. They claim that:

> "In classroom research, it has to be set out some aspects to define the aims, principles, and objectives of classroom research, to describe the findings and relate these to the teaching practice."

Teachers are normally accustomed to teach in oral communication classes, and they gradually get in the role of conducting research as part of the job, and find somewhat difficulties, initially to successfully switch from being a classroom teacher to a classroom researcher. To collect data of the study, the teacher needs to do a survey for the students, and then the teacher has to analyze large amounts of data.

5.1. Classroom Research Activities

Teachers conduct research to find out what is going on in their classrooms and can establish new ways of teaching. Teachers must be able to explain things so good that they can manage the classroom, and also to assess knowledge as a mean to increase and maximize student's knowledge.

Pat Cross and Mimi Harris say that:

> "Resources are useful to support the implementation of educational research in the classroom, emphasizing the importance of meeting the intellectual challenges of teaching.

Classroom Research may be simply defined as an ongoing and cumulative intellectual inquiry by classroom teachers into the nature of teaching and learning in their own classrooms. As part of this, classroom research should benefit both teachers and students by actively engaging them in the collaborative study of learning, as it takes place day by day in the particular context of their own classrooms

A collection of works concerning to classroom research methodology, learner strategies and second language classroom communication have been compiled, and the basic approaches that characterize classroom research on second language learning are available for data collection and analysis. Procedures described are the use of behavioral observation systems, discourse analysis, constitutive, and diary studies. Strengths and limitations of these methods and of both basic approaches are considered, and suggestions are made for the design of future research.

Among the topics that were covered, there is the role and importance of learners' first language and cultural adjustment in successful second language learning and the relative merits of a range of classroom practices, including those emphasizing learners' comprehension over their production to provide correction of error, incorporating drill and practice, and offering instruction in grammar rules.

5.2. Second-Language Acquisition and Classroom Research

It is an area of research in second-language acquisition that has to do with people that learn languages in educational settings. There is a significant coincidence between classroom research and language education. Classroom research is empirical, basing its findings on data and statistics that can be possible. Also, it calls attention of what students are doing in the classroom and of what they are doing with the teacher.

Language teaching methods may only concentrate on the activities the teacher plans for the class, classroom research concentrates on the effect the things can produce during the class.

According to Lo Castro, action research is:

> "It is seen as a small scale in classroom. And this is focused on a particular problem, to try, understand and solve some concrete problems in an individual teacher's classroom, so that the teacher can apply a learning strategy to solve the problem of distractions."

Moreover, the educational research in the classroom, do emphasize the importance of meeting the intellectual challenges of teaching. The book is considered as a handbook, which recommends basic resources and questions for research on learning in specific classroom contexts.

The classroom research is more than just teaching techniques, though; the basic idea might be the systematic investigation of the effects of our teaching on student learning for the purpose of improving the language and the pronunciation. However, we can define it as one of the techniques to get information from students about their learning, and an effort to organize that information into a larger picture of practical learning theory in the class.

The second language acquisition is learning a second language after a first language that is already established. This happens when a child who speaks a language other than English goes to school for the first time. Children have little time learning a second language, but anyone can do it at any age, however it takes a lot of practice.

In addition, nowadays teachers search a good method to apply during their English class, because, while children are growing, they acquire the English language or

second language. Besides, if children want to learn English they should put in practice their abilities every single day, because to learn English is a process where the teacher has to continue pushing students to learn during the teaching-learning process.

CHAPTER II

2. ANALYSIS AND INTERPRETATION OF RESULTS

2.1. Brief Description of "Ana Páez" Elementary School

Miss Ana Páez was born in Latacunga city in 1790. She was daughter of Mr. Pedro Páez Endara and Rosa María Vela Bustamante. This family is originally from the Latacunga city since the thirteenth century. Before Mr. Pedro Páez dies, his last will was to leave all his properties to his three daughters: Petrona, Ana, and Mercedes. The inheritance received by Ana and Mercedes was divided equally, one part was for his nephew, and the second part was used for the foundation of a charity hospital in Latacunga. The ladies Páez gave aid to older adults, provided food and clothing for children and also educated them.

The house that was a gunpowder factory was donated by the Páez sisters to an educational institution. Ana Páez died in December 2, 1892, and as a recognition of her virtue and nobility, the school that is located in Eloy Alfaro parish was called "Ana Páez" and was founded in October 1st, 1867.

Ever since, "Ana Páez" elementary school works with 8 levels of basic education divided in three and four parallels each. This institution counts on 21 teachers on different areas, for example: 2   teachers are part of physical education area, 1 handicraft teacher, 1 teacher in the Music area, 1 teacher in the Computer area, 1 teacher in the English area, 1 teacher in the area of the laboratory of Natural Sciences, 1 head mistress and 3 caretakers. They provide children a complete education. At the moment, the institution is operating in two places: The first establishment is located in Simon Rodriguez Avenue # 80-32 and the second establishment is located on Iberoamericana Street where physical space provides satisfactory recreation for children.

Additionally, "Ana Páez" Elementary School has been working with the English language area since 1990. In such manner, students received English classes with a private teacher that family and parents had to pay separately, since students needed to know a little of English language when they wanted to continue studying in the high school

Now, in high school, English was one of the more important requirements, and for this reason parents paid a new English teacher at the beginning of each school year, in order to continue the English classes in the Elementary School, however English teachers are paid for the government nowadays and, it helps parents to save money. "Ana Páez" Elementary School counts on more than 860 students.

2.2. Mission

The mission of "Ana Páez" Elementary School is the integral formation of the students through the development of skills with performance criteria, creative capacity, and practice of values in an environment of respect and love, which provides them a solid formation, essential to continue the secondary education, it all based on the help of professional trained teaching staff of the institution to develop pupils' confidence and their families for generations to ensure their projection toward new horizons.

2.3. Vision

The vision of "Ana Páez" elementary school is to solve the needs that demand our educative community and the advance of technology, worshipping thus the academic excellence to become the best educative institution, leader in the sector to which it belongs, and restate its prestige that will allow to count on the support and total recognition of the community and educative authorities.

3. SURVEYS APPLIED TO STUDENTS AND TEACHERS

The surveys were given to students and teachers, so that the researcher can determinate the necessities that they have into the English class. In such way, he can design a classroom activity that can help to students and teachers during the teaching learning process. Thus, the researcher created a survey that consists of 10 questions where teachers and students can chose one, two, or more answers according to their interest.

This all brings the researcher to do surveys for children of fifth grade at ''Ana Páez'' elementary school and teachers from different schools who consider that the English language is a very important factor in student's life; moreover the students and teachers believe that the English language will help on future generation.

And finally, the researcher will determine if a classroom research activity with students would be a good idea, in addition, the researcher can suggest some solution as for learning.

3.1. SURVEY MADE TO STUDENTS OF FIFTH GRADE AT "ANA PÁEZ" ELEMENTARY SCHOOL.

1. How are the English classes in your school?

CHART N°. 1

ITEM	FRECQUENCY	PERCENT
Fun	66	47%
Boring	4	3%
Easy	56	39%
Difficult	16	11%
TOTAL	**142**	**100%**

GRAPH N°. 1
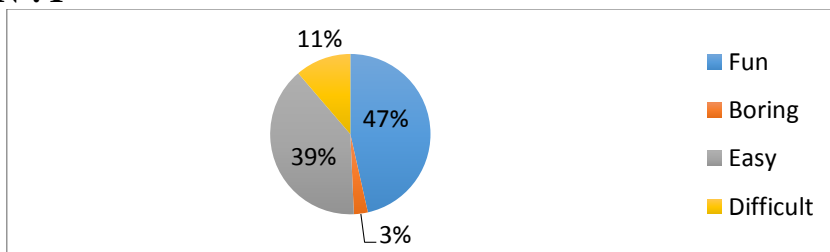
Elaborated by: The researcher
Source: Classroom research activities

According to the 107 students surveyed, the 47% of students expressed that the English classes are fun, the 3% of students expressed that the English classes are boring, the 39% of students expressed that the English classes are easy, and finally the 11% of students expressed that the English classes are difficult.

According to the results that were obtained, students mentioned that the English language is fun. This means that the good mood of the teacher with students could improve the learning of the English language, because all activities that are carried out in the classroom are very interesting.

2. Would you like to get the English classes with new technology (laptop, data show, and internet)?

CHART N°. 2

ITEM	FREQUENCY	PERCENT
Yes	95	89%
No	12	11%
TOTAL	**107**	**100%**

GRAPH N°. 2
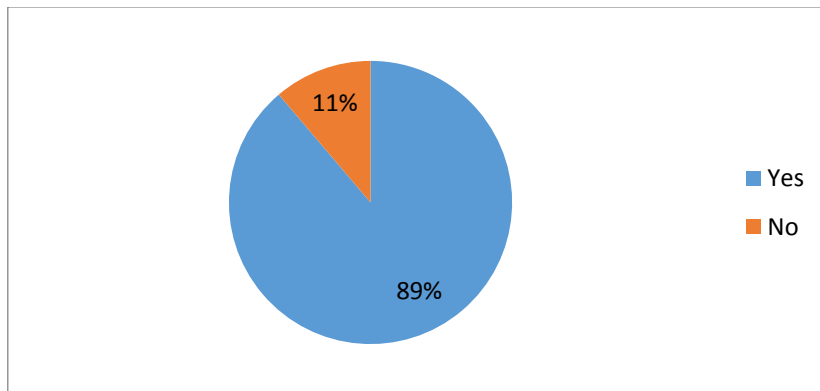
Elaborated by: The researcher
Source: Classroom research activities

According to the 107 students surveyed the 89%, of students expressed that they like to get classes with new technology, and the 11% of students expressed that they don't like the new technology.

According to the results, students feel the necessity to learn with technology because it is very important for them, for this reason the teacher needs to use the technology from time to time, in order to catch the attention and awake the interest to learn the English language.

3. Where would you like to receive English classes?

CHART N°. 3

ITEM	FREQUENCY	PERCENT
In the Laboratory	16	14%
In the Classroom	83	72%
In the Playground	16	14%
TOTAL	**115**	**100%**

GRAPH N°. 3
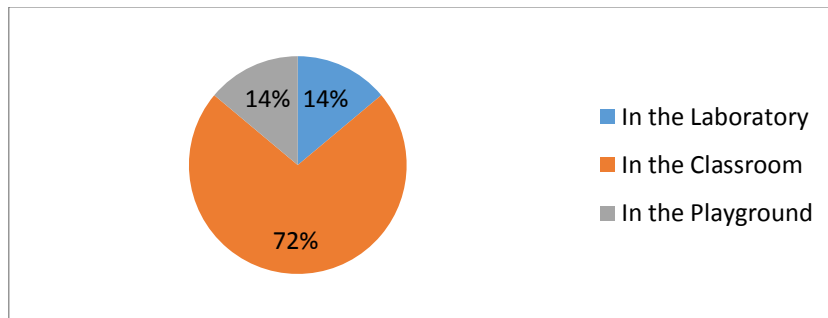
Elaborated by: The researcher
Source: Classroom research activities

According to the 107 students surveyed, the 14% of students expressed that they would like to receive English classes in a laboratory, whereas the 72% of students would like to receive English classes in a classroom, and finally the 14% of students would like to receive English classes in the playground.

This shows that students are prepared for receiving English classes in the same classroom, so it is much better for a teacher because he shouldn't move from one place to another. This allows the teacher and children not to waste time. Moreover, the teacher has the advantage that students have all the necessary materials in the same classroom.

4. How would you like to learn English?

CHART N°. 4

ITEM	FREQUENCY	PERCENT
Singing	3	2%
Writing	21	15%
Reading	43	31%
Speaking	26	19%
Listening	46	33%
TOTAL	**166**	**100%**

GRAPH N°. 4
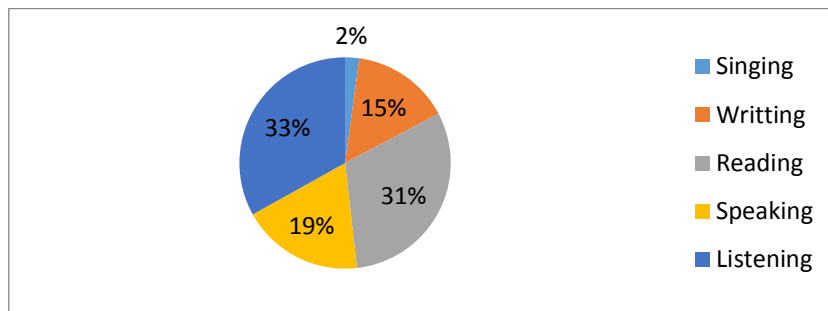
Elaborated by: The researcher
Source: Classroom research activities

According to the 107 students surveyed, the 2% of students expressed that they would like to learn English singing, the 15% of students would like to learn English writing, the 31% of students would like to learn English reading, the 19% of students would like to learn English speaking, and finally the 33% of students would like to learn English listening.

It is considered that most of students learn English by listening to their teacher rather that doing other activities. Therefore, the English teacher should have a good speech for those students of early age to develop their auditory sense.

5. What kind of didactic materials would you like to work with the English classes?

CHART N°. 5

ITEM	FREQUENCY	PERCENT
Photocopies	2	2%
Books	95	80%
Posters	12	10%
Brochures	10	8%
TOTAL	**137**	**100%**

GRAPH N°. 5
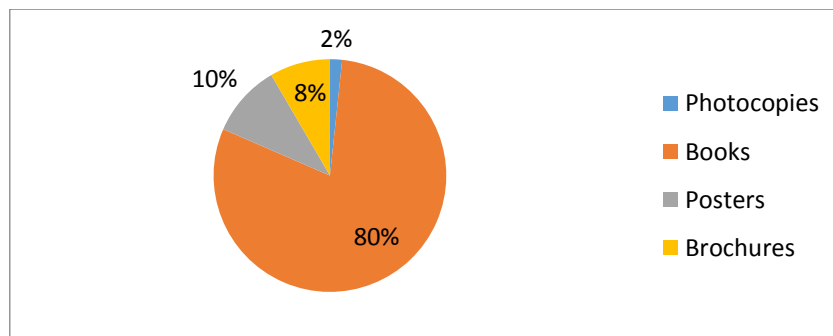
Elaborated by: The researcher
Source: Classroom research activities

According to the 107 students surveyed, the 2% of students expressed that would like to work with photocopies, the 80% of students would like to work with books, the 10% of students would like to work with posters, and finally the 8% of students would like to work with brochures.

In that way, students agree on working with books during the Teaching Learning Process of the English language. Thus, it could be helpful for the teacher to work with books during the class. Besides, teachers have the opportunity to apply classroom activities according to the student's book.

6. What activities do you like to do during the English classes?

CHART N°. 6

ITEM	FREQUENCY	PERCENT
Draw Objects	14	10%
Color Objects	33	23%
Describe Objects	40	29%
Cut Draws	27	19%
To do a Model	26	19%
TOTAL	**140**	**100%**

GRAPH N°. 6
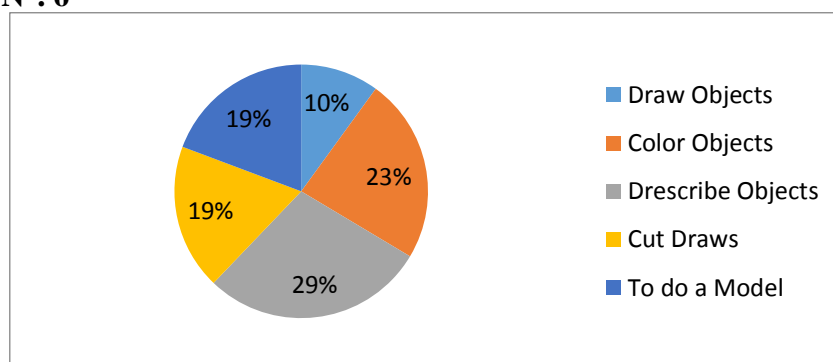
Elaborated by: The researcher
Source: Classroom research activities

According to the 107 students surveyed, the 10% of students said that they like to learn by drawing, the 24% of students like to learn by coloring, the 28% of students like to learn by describing objects, the 19% of students like to learn by cutting draws, and finally the 19 % of students like to do a model during the English class.

This shows that students would like to learn the English by describing different objects. On the other hand, it is good because according to the guide book there are many activities with examples for describing, this encourages students to continue learning and knowing new vocabulary.

7. Which these activities would you like to make with English teacher?

CHART N°. 7

ITEM	FREQUENCY	PERCENT
Dynamics	35	27%
Songs	19	15%
Short Stories	36	27%
Guesses	41	31%
TOTAL	**131**	**100%**

GRAPH N°. 7
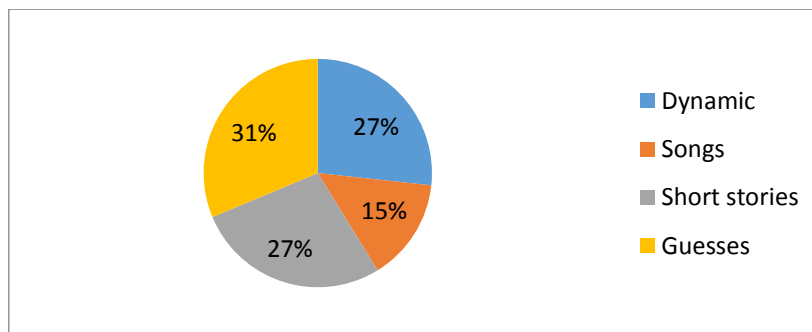
Elaborated by: The researcher
Source: Classroom research activities

According to the 107 students surveyed, the 27% of students expressed that would like to make dynamics, the 15 % of students would like to make songs, the 27 of students like to make short stories, and finally the 31% of students like to make guesses.

So, students take the option of creating guesses with the teacher, it is much better to do before or during the English classes in order to rise up the mood in children. In addition, this helps children to develop their knowledge and capacity of think new things.

8. How often does the English teacher motivate to students?

CHART N°. 8

ITEM	FREQUENCY	PERCENT
Always	43	40%
Sometimes	35	33%
Rarely	4	4%
Never	25	23%
TOTAL	**143**	**100%**

GRAPH N°. 8
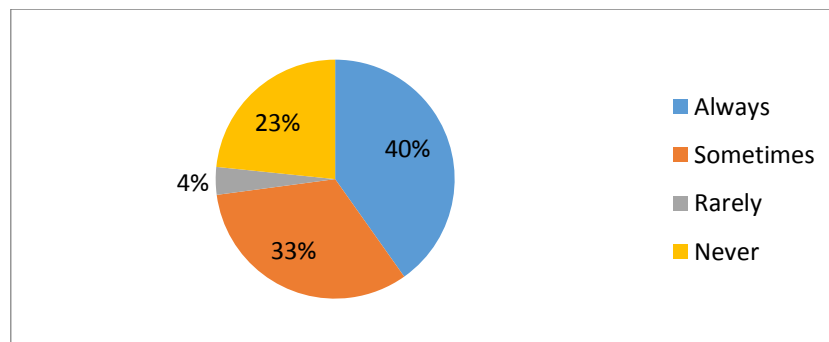
Elaborated by: The researcher
Source: Classroom research activities

According to the 107 students surveyed, the 40% of students said that the teacher always motivates them, the 33% of students said that teacher sometimes motivates students, the 4% of students said that the teacher rarely motivates students, and finally the 23% of students said that the teacher never motivates students.

It is shown that students declare that the teacher motivates them during the English classes; it is very good, because the motivation is one of the most important qualities for teaching the English language. That is to say, students must be motivated before and during the teaching learning process.

9. Do you like the English classes?

CHART N°. 9

ITEM	FREQUENCY	PERCENT
A lot of	85	79
Little	18	17
Nothing	4	4
TOTAL	**143**	**100**

GRAPH N°. 9
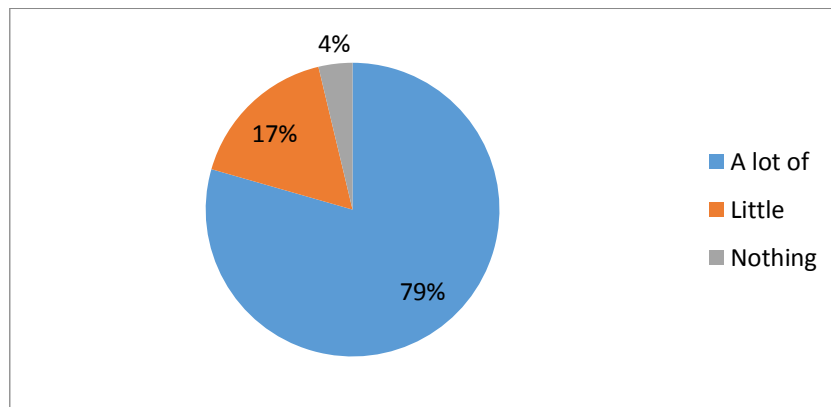
Elaborated by: The researcher
Source: Classroom research activities

According to the 107 students surveyed, the 79% of students expressed that they like English classes a lot, the 17% of students expressed that they like English classes a little, and finally the 4% of students expressed that they don't like English classes.

It is shown that students declared to be interested in learning English, because they feel the curiosity of acquiring new experiences. This is good, because learners do not have any problem for learning a second language. Moreover, the teacher has the advantage of teaching English to students which are truly interested in learning.

10. Do you believe that the English teacher needs a book as a help to give classes?

CHART N°. 10

ITEM	FREQUENCY	PERCENT
Yes	90	84
No	17	16
TOTAL	107	100

GRAPHIC 10
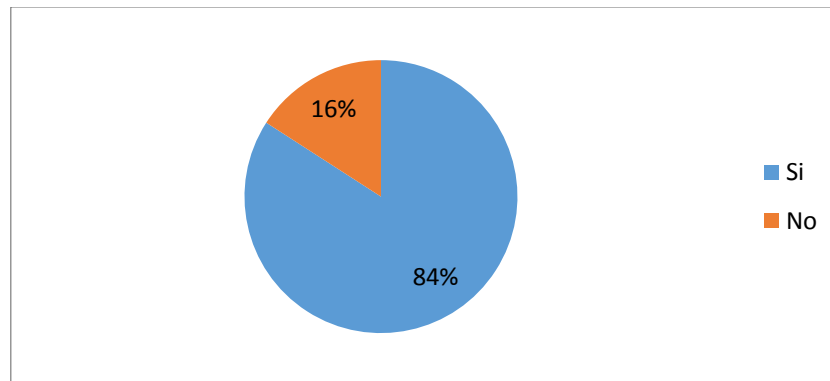
Elaborated by: The researcher
Source: Classroom research activities

According to the 107 students surveyed, the 86% mentioned that the teacher needs a guide book as a help for his classes, and finally the 16% of students said that the teacher doesn't need a guide book.

It can deduced that the teacher needs a teacher's book for the lessons, as it allows him to follow a sequence during the Teaching-Learning Process of English, since the teacher's book is usually used in some Educative Institutions and it has good results.

3.2. SURVEY APPLIED TO ENGLISH TEACHERS

1. Do you know what a classroom research activity is?

CHART N°. 1

ITEM	FREQUENCY	PERCENT
Yes	1	10%
Little	3	30%
No	6	60%
TOTAL	**10**	**100**

GRAPH N°. 1
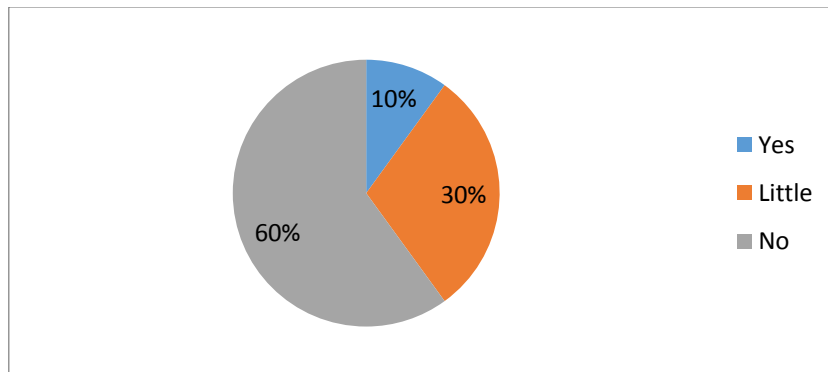
Elaborated by: The researcher
Source: Classroom research activities

According to the 10 teachers surveyed, the 10% of teachers know about a classroom research activity, the 30% of teachers know a little about a classroom research activity, and finally the 60% of teachers don't know about a classroom research activity.

The results show that the majority of teachers don't have idea of what a classroom research activity is. This means that teachers don't practice classroom research. What comes to mind is that the teacher should have a little time to apply the activities in classes.

2. Do you consider that a classroom research activity is?

CHART N°. 2

ITEM	FREQUENCY	PERCENT
To look at the discipline of students.	0	0%
To motivate to students.	1	10%
To do questions about the English.	2	20%
To evaluate the Knowledge.	7	70%
Others	0	0%
TOTAL	**10**	**100%**

GRAPH N°. 2
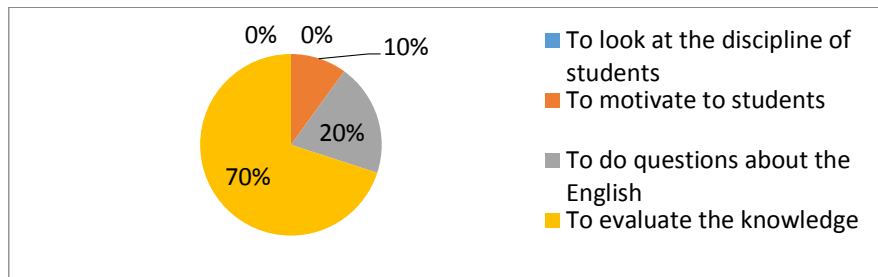
Elaborated by: The researcher
Source: Classroom research activities

According to the 10 teachers surveyed, the 10% said that a classroom research activity is to motivate students, the 20% of teachers said that the classroom research activity is all about doing questions on the English class, and finally the 70% said that the classroom research activity is to evaluate the knowledge.

It is considered that, the act of evaluating knowledge is part of a research activity which permits to detect and correct problems during the teaching-learning process. Also, it is necessary, because the teacher can determine the low or high performance of each student.

3. What believe you that should contain the classroom research activities?

CHART N°. 3

ITEM	FREQUENCY	PERCENT
Pictures	2	20%
Exercises	2	20%
Games	1	10%
Projects	5	50%
Others	0	0%
TOTAL	**10**	**100%**

GRAPH N°. 3
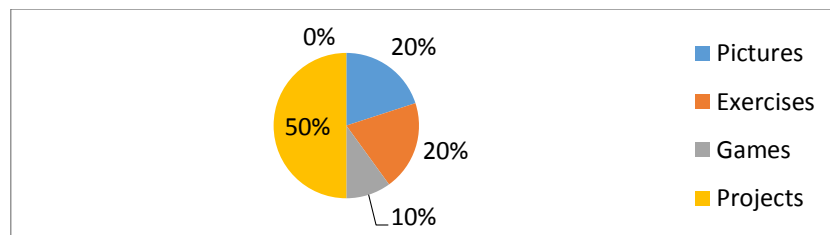
Elaborated by: The researcher
Source: Classroom research activities

From 10 teachers surveyed, the 20% believe that classroom research activities should have pictures, exercises, 10% believe that classroom research activities should have games, and finally the 50% of teachers believe that classroom research activities should have projects.

It is determined that the most important activities for students would be to make projects in classroom. This project has to be of public interest in the learning for students that acquire the second language, so they will be able to develop and demonstrate their four skills.

4. Do you believe that is necessary to apply a classroom research activity after each class?

CHART N°. 4

ITEM	FREQUENCY	PERCENT
Yes	8	80%
No	2	20%
TOTAL	**10**	**100%**

GRAPH N°. 4
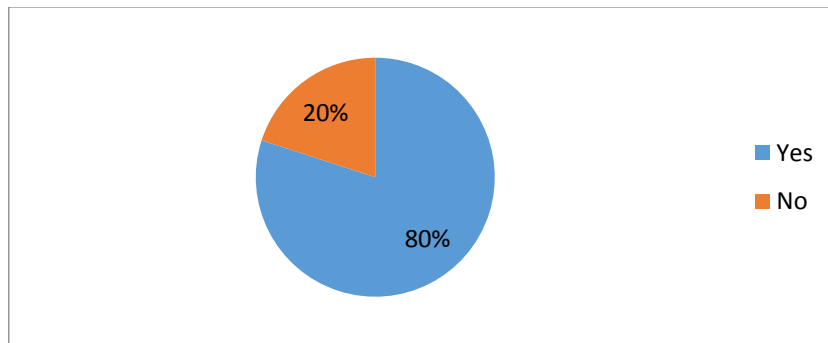
Elaborated by: The researcher
Source: Classroom research activities

According to 10 teachers that were surveyed, the 80% of teachers said it would be necessary to do a classroom research activity after each English class, and finally the 20% of teachers said that it would not be necessary to apply a classroom research activity after each the English class.

Then, it is necessary to do a classroom research activity during the English classes, in order to know if students are leaning. In such manner, the teacher can know the problem of students and can continue with teaching; therefore, the research will allow him to work closer to the students.

5. Which one of these activities will be good to apply with students during the English class as a classroom research activity?

CHART N°. 5

ITEM	FREQUENCY	PERCENT
Dynamic	3	30%
Work in pair	3	30%
Games	3	30%
Interview	0	0%
Others	1	10%
TOTAL	**26**	**100**

GRAPH N°. 5
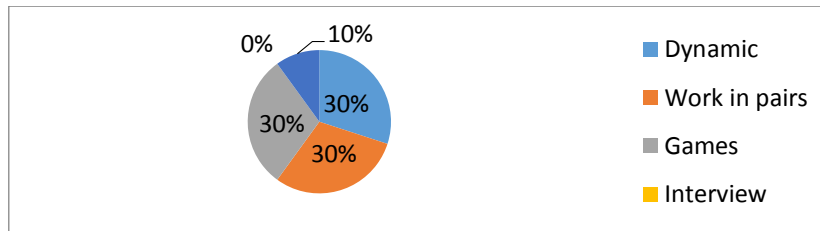
Elaborated by: The researcher
Source: Classroom research activities

According to the 10 teachers surveyed, the 30% mentioned it is good to do a dynamics and games to work in pairs as a classroom research activity, and finally the 10% of teachers mentioned it is good to do other activities such as repetition and participation.

The research considers that would be very effective to do dynamics with students, games and work in groups during the English classes because it is where students have the opportunity of participate, talk, and interact with other partners and the teacher.

6. What kind of technological devices would you use for a classroom research activity?

CHART N°. 6

ITEM	FREQUENCY	PERCENT
Laptop/Data Show	6	60%
Internet	2	20%
Others	2	20%
TOTAL	**10**	**100**

GRAPH N°. 6
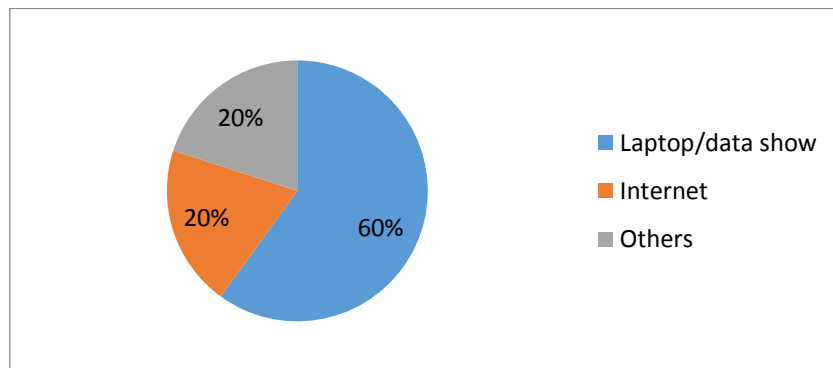
 Elaborated by: The researcher
 Source: Classroom research activities

According to the 10 teachers surveyed, the 60% said that would use laptops and data show as technological devises to teach, the 20% said that would use internet, and finally the 20% of teachers said that would use other resources as technological devises to teach English, for example the television o the radio.

In such manner, the use of laptops and data show is a good method to teach in order to make a classroom research activity more creative. Also, it is necessary the use of these devices because the teacher has the opportunity of showing his class the new technology.

7. Which of these methods do you use for teaching English to students?

CHART N°. 7

ITEM	FREQUENCY	PERCENT
Suggestopedia	2	20%
Total physical Response	1	10%
Communicative Approach	3	30%
Grammar Translation	1	10%
Others	3	30%
TOTAL	**10**	**100%**

GRAPH N°. 7
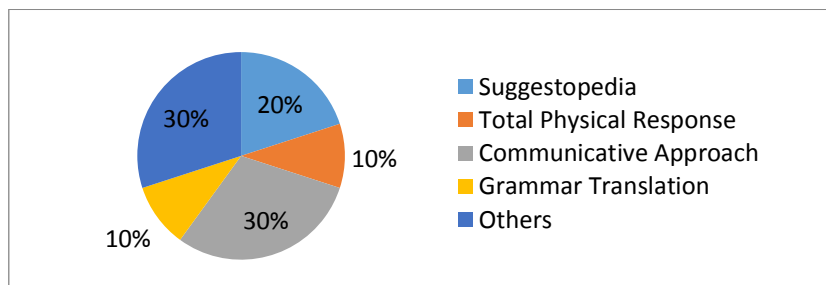
Elaborated by: The researcher
Source: Classroom research activities

According to 10 teachers surveyed, the 30% consider the use of Suggestopedia as a teaching method, while the 10% suggested total physical response as a method for teaching English, apart from that the 30% said communicative approach can be used as a method for teaching English, and finally the 10% of teachers said to use grammar translation as a method for teaching English.

So, the communicative approach and grammar translation are the most popular methods that the teacher applies to students during a class, whereas other methods are just part strategies to reinforce the knowledge.

8. Which of these didactic resources would you apply during the English classes?

CHART N°. 8

ITEM	FREQUENCY	PERCENT
Text Books	6	60%
Flash Cards	1	10%
Posters	1	10%
Videos	1	10%
Audios	1	10%
Others	0	0%
TOTAL	**10**	**100%**

GRAPH N°. 8
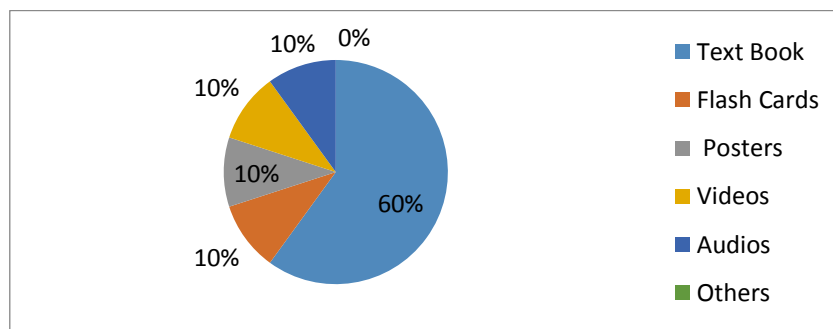
Elaborated by: The researcher
Source: Classroom research activities

According to the 10 teachers surveyed the 60% uses textbooks during the English classes, and finally the 10% of teachers use flash cards, posters, videos and audio during his English classes.

Then, the use of textbooks in class is a better way to teach the English language, on the other hand, the content and sequence of books is systematic and organized so that textbooks are a great material for English learners.

9. Do you perform a classroom research activity with your students?

CHART N°. 9

ITEM	FREQUENCY	PERCENT
Yes	2	20%
No	8	80%
TOTAL	**10**	**100%**

GRAPH N°. 9
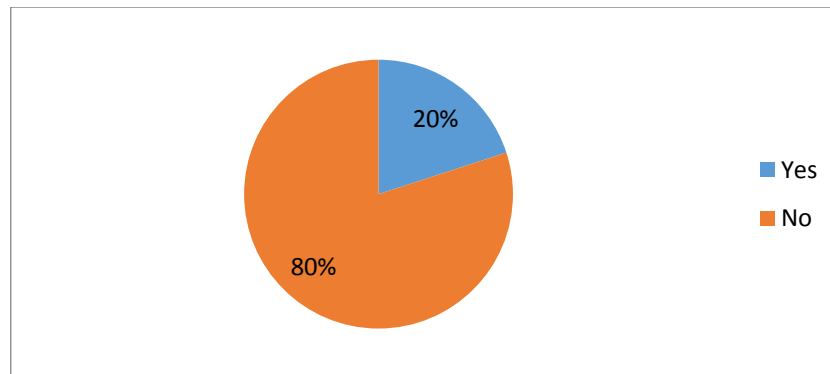
Elaborated by: The researcher
Source: Classroom research activities

According to 10 teachers surveyed, the 20%, assures that they would carry out a classroom research activity during their classes, and finally the 80% of teachers said that they wouldn't carry out a classroom research activity during their English classes.

According to results obtained, most of teachers would take account to apply a classroom research activity, as it could help them with students to correct the mistakes during the English classes, it could even improve the manner of teaching.

10. Do you believe that a classroom research activity would improve the teachers work?

CHART N°. 10

ITEM	FREQUENCY	PERCENT
Yes	10	100%
No	0	0%
	100	**100%**

GRAPH N°. 10
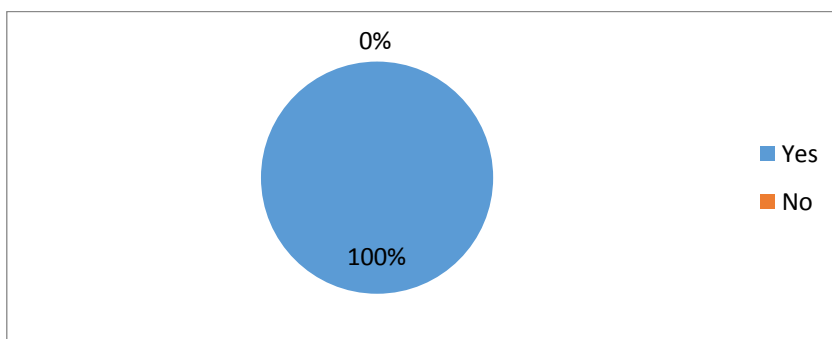
Elaborated by: The researcher
Source: Classroom research activities

According to the 10 teachers surveyed, the 100% agrees saying it is necessary a classroom research activity in order to improve the English classes.

The researcher considers that the teacher should do a classroom research activity from time to time with students, because the teacher could probably combine traditional classes searching other innovative material. In addition, the teacher could work smoothly and without distraction because, when the teacher brings a new material, all the students usually pay more attention. Therefore, the key is to attract the attention of students with new learning materials for teaching English.

3.3. Conclusions and Recommendations

3.3.1. Conclusions

With established objectives, this research work has ended up elaborating a guide of classroom research activities, in order to improve the teaching learning process of the English language for students of fifth grade at "Ana Páez" Elementary School, during the period 2012-2013, so the following conclusions are determined.

• Some difficulties have been observed during the development of English lessons, so it is necessary to apply classroom research activities for a better learning of the English language that will allow students to improve their basic four English skills.

• Teachers admitted that they don't have enough knowledge as to the possibilities of the use of methods and techniques of teaching, like motivational activities, and the appropriate use of didactic material that is essential in English classes. By contrast, teachers have continued attempting to develop ways transmitting knowledge for the students and this is because students reach better performance with help of the teacher.

• Finally, it is concluded that English teachers do not have a book of class research activities that can help them to make students develop their learning skills.

3.3.2. Recommendations

Teachers should spend more time in the development of classroom activities, this is all based on teaching methods that can enrich the knowledge of teachers and students, as it is the elaboration and use of adequate instruments that can motive them to continue learning more.

• It is recommended to use the classroom research activities guide with students, to facilitate them key elements of learning English. Besides, this will contribute to the development of the four skills that are listening, speaking, reading, and writing.

• The suggestion is to use it, because it represents the opportunity for teaching and learning the English language when the students are not motivated, so this will help them to put more attention to direct their efforts to integrate several skills in one task that is mainly designed for students of fifth grade of basic education.

• Lastly, this research provides the teacher with the guidance of research activities for the classroom, which is focused efficiently and specifically on a method of easy understanding with steps.

CHAPTER III

3. PROPOSAL DESIGN

"CLASSROOM RESEARCH ACTIVITIES FOR THE ENGLISH TEACHING-LEARNING PROCESS IN THE STUDENTS OF THE FIFTH LEVELS AT "ANA PAEZ" ELEMENTARY SCHOOL, DURING THE ACADEMIC PERIOD 2012-2013"

3.1. Proposal

The elaboration of this research work is primarily concentrated on the different needs and interests from teachers of different schools and the students from fifth year of basic education at "Ana Páez" Elementary School.

It exhibits a detailed summary of topics that enfold classroom research and it also takes some theoreticians' considerations that serve as support to the investigation. Now, the teacher can improve the teaching learning process and students can develop the four skills of the English language, through activities, games, and motivations. This is all created to form good students. However, the principal purpose is to take advantage of children early age to teach them something new.

3.2. Informative data

INSTITUTION: "ANA PÁEZ" ELEMENTARY SCHOOL

SUBJECT: ENGLISH

PROVINCE: COTOPAXI

CANTON: LATACUNGA

PARISH: ELOY ALFARO

NEIGHBORHOOD: SAN FELIPE

ADREESS: SIMON RODRÍGUEZ

3.3. Importance

The practice of research in classroom at the moment of teaching English as a foreign language will provoke a better understanding of the language. In addition, this research aims at providing the essential foundations for the use and management of the classroom at "Ana Páez" primary school. Furthermore, this research work shows the appropriate application of classroom research, and finally, it will create a report which will verify the students' knowledge regarding their prior and late learning, and subsequently it will bring about the comparison of the results obtained after the application of it. Moreover, this research will help teachers in classroom, because the research will be applied at the time teacher considers best.

3.4. Justification

Teachers who use classroom research activities at schools do not keep appropriate usage, because it is a personal goal from teachers to know, speak and understand other language, but it is more beneficial and productive if this language is practiced by students as well, producing a meaningful learning activity, because it allows learning arise in a natural, and long-lasting way.

This research work as practical contribution will be used by Ana Páez Elementary school, and this will be substantial and imperative for students of fifth year of basic education in the development of the different English skills.

The classroom research activities are so important in the teaching learning process and the development of classroom research by using a guide of activities will be a theoretical contribution, because this will help students to develop their knowledge making them more active and participative during the English class. Furthermore this research has a big value because it is intended to get optimum results starting on the students' performance.

The proper use of information and communication technologies allows effective development of classroom research, and it is most evident with students who are learning English as a foreign language. So, through research work, the researcher attempts to make a class be full of dynamism and interest where students are fundamental part of the whole process.

This research work will be a **scientific novelty** because it allows teachers to manage an innovative guide of activities to develop an effective class providing students a new way of learning the English language and preparing them for the future. This is the reason why this research work on classroom research is a valuable ad meaningful contribution for English students.

This research work has a social relevance because its importance in communication is immense. Many teachers occasionally focus on their speaking and believe that so much speaking is equivalent of much communication. The ability to teach perfectly is a key element of successful learning, but the ability to teach is important in the same way.

The **feasibility** is expressed by many reasons, but the main one is the adequate use of the guide of activities that will help students to improve their comprehension skill in classroom, besides this all occurs in both urban and rural sectors.

3.5. Problem statement

Teachers actually know how influential speech is in the development of comprehension, especially when someone tries to learn a foreign language; for this reason, the researcher will find useful resources to use in class through this guide of activities.

Student from fifth year of basic education at Ana Páez elementary school could learn the English language easily, when the environment where the classroom research

activities are applied is mainly well-structured, besides the activities should have a sequence with the context and make the learner receive classes without any problem.

If teaching is not developed to its complete potential, the capacity to understand the English language will be difficult. For this reason, the researcher declares that the elementary school should provide a guide of activities to improve the English skills that allow students understand the English language with appropriate material.

This research work aims at establishing the importance of the use of classroom research activities in students of fifth year of basic education at Ana Páez Elementary school. In fact, the teacher has to do a classroom research activity after his class in order to check whether students are learning or not.

3.6. Objectives

3.6.1. General Objectives

- Strengthen and innovate the English teaching and learning in order to satisfy the students' interest and learning needs using the English language guide of research activities in classroom to develop communicative skills through listening, speaking, reading and writing activities at "Ana Páez" elementary school during the school year October 2012 - February 2013

3.6.2. Specific Objectives

- To identify the theoretical framework on classroom research and provide teachers and students a guide of activities to improve the teaching-learning process and to develop their four skills of the English language, especially regarding the teaching ability.

- To determine the appropriate use of Classroom Research whose aim is the development, and improvement of teaching and learning of a second language.

- To state relevant information on classroom activities in the teaching learning of the English language

3.7. Foundation

3.7.1. Scientific Foundation

Classroom Research Activity is widely used in education by teachers and students. It is a helpful educational resource for children who want to learn the English language at schools that offer this opportunity. It covers the necessities of each group of students.

This research work is focused on the necessity which states that students who go through varieties of English activities do not have the propensity to develop the

language skills, and on the other hand the necessity of communication of the new language is one of the principal conditions for modern education, because all the students around have the desire of communicating in English.

3.7.2. Methodological foundation

The researcher used the bottom-up model like strategy to improve the classroom activities which emphasize on decoding smallest units of exercises and homework that guide us towards meaning. The sound words recorded were divided in different levels of difficulty, so students who pay attention in class started with elementary level that involved basic vocabulary and easy lexical grammar. Now, intermediate level included vocabulary and grammatical structure with the new activities and materials easy to get.

3.7.3. Psychological foundation

The researcher suggests that the English teaching is the most important factor during the first years of children's live because this all permits the natural human development and language acquisition. Children learn their first words while their mother speaks, but many students learn while listening to their teacher and doing any other activities, then students learn by imitating movements of the speaker's mouth and the speech produced.

Students learn the English language when paying careful attention and use interesting material that is given by their English teacher. In addition, teachers usually do not

have an astonishing way of teaching; therefore, students tend to search activities to follow according their interpersonal skills and experience. Classroom research is greatly a useful tool that facilitates the process of learning without hesitation, pauses or mistakes.

3.7.4. Proposal description

The classroom research establishes the effectiveness of the use of class activities in the teaching and learning of English, and its main role is in making students to determine their strengths and weaknesses in learning.

According to the results, the guide contains a number of activities and exercises for the intellectual development of students, this may develop English skills whether inside or outside of class.

The researcher selected different images as teaching material. English activities that are applied during the investigation along with exercises are developed according to the lack of interest in children. Apart from that, students and teachers were surveyed in order to draw conclusions about this research.

The researcher has picked as example to carry out the surveys the fifth year of basic education. Fourteen students helped to establish the incidence of using the guide of activities into the teaching learning process of English as a second language.

The researcher has chosen as content, topics that fit the ages and needs of students. These issues will get the interest and curiosity of students up to learn. Thus, this research allows students become a more collaborative and participative in the process of learning, and finally they can improve their English level implementing all the teacher's recommendations and suggestions.

"ANA PÁEZ" ELEMENTARY SCHOOL

CLASSROOM RESEARCH ACTIVITIES GUIDE.

TO:

STUDENTS OF FIFTH BASIC EDUCATION

TEACHER AND STUDENT'S CLASSROOM RESEARCH ACTIVITIES

AUTHOR:

PALOMO ASTUDILLO JUAN CARLOS

2012-2013

CLASSROOM RESEARECH ACTIVITIES GUIDE

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ACTIVITIES

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LISTENING AND SPEAKING SKILLS

PRESENTATION

This research is necessary, because the experience of keeping students engaged and motivated in the classroom is not such an easy task. However, researches in different institutions bring evidence of the existence of practices that greatly foster student participation. These practices involve refusing traditional teaching to focus on a more challenging work where different areas are integrated, and over and above everything people could talk about basic language skills such as; speaking, listening, reading and writing covering the fundamental requirements of the skills to develop.

Research projects are a collaborative way of working with families and schools. From research projects, research is the foundation of the teaching-learning process. It is the culture of collaboration in the complex task of educating exceptional people with families and school.

There are many types of projects according to the time devoted to them:

1.- small projects, lasting between two and six hours, divided between the objectives and the conditions thereof.
2.- medium-sized projects, which last from two days to one week.
3.- large projects, which usually last between a quarter to one week.

In this case, the researcher is going to apply a particular sample that is estimated as the number one, because it is part of one of the classroom activities during the English classes with children. This will take the researcher to investigate and apply classroom activities in each class aiming at the improvement of English every day.

WRITING AND READING SKILLS

ACTIVITY 1

Topic: **The nature**

Objective: **To use the creative imagination.**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES	EVALUATION
Summary	White board, Book	The teacher will present a brief summary about the nature in order to enhance the mood of students, doing this they will feel kind of curious to know something new. Then, the students will aspire to learn more about it. In such way the teacher can arise the interest in them.	Oral presentation
Reading	Pencil	After the summary about the nature, students must first read the dialogue below, and then they have to practice pronunciation with their partner following each sentence with accuracy.	Dynamic presentation

The Nature

The nature is very fascinating, the weather is naturally comfortable. All the children feel excited, every time they go to the forest. They are used to see a large variety of animals and plants. They love when ducks swim in the pond, and I enjoy looking at the squirrel eating nuts from the tree. Children like to play with a robe on the evergreen grass. They also like to have a picnic next to the tree. There is a peculiar and lovely nest on the tree. There are chicks next to their mother.

Dialogue:

Joseph: Anna, it is a beautiful day! We are out of home in the forest…

Anna: You are right! Joseph. It is awesome; tell me what animals can you see?

Joseph: well, I can see birds and insects.

Anna: I also see that. There is a pair of ducks and birds flying over the sky.

Joseph: yea! I know. Anna, what color is the grass?

Anna: the grass is very green, Joseph, what color is the sky?

Joseph: The sky is blue, and what are the animals that live in the water?

Anna: well, the animals that live in the water are fish.

Joseph: Okay Anna, I think we have to go back to the tent, because we have to eat a bit.

Anna: All right! let's get back our tent.

ACTIVITY 2

Topic: **A mockup of the school**

Objective: **To develop the creativity of children**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Investigation	Book	First, the teacher will do a description about the school identifying the most important parts that is has. After that, children will have the opportunity of participating asking for names of places they are familiar with.	Oral presentation
Activity in class	Plasticine, color, wood, plastic, and earth	The teacher and children together will use different materials during the carrying-out of the mockup with all basic parts that the school has. Then, children will use their imagination creating a wonderful mockup with the following parts. 1- The street	Manual Presentation

		2- The playground	
		3- The court	
		4- The classroom	
		5- The bathroom	
		6- Students	
Description of mockup	Table	Then, they present it in a foursome, that is to say; they are going to do a exposition of their mockup. They are going to identify places they mostly know and write a summary using the prepositions which one in next page.	Oral Presentation

MATERIALS:

MOCKUP:

PREPOSITION OF PLACES:
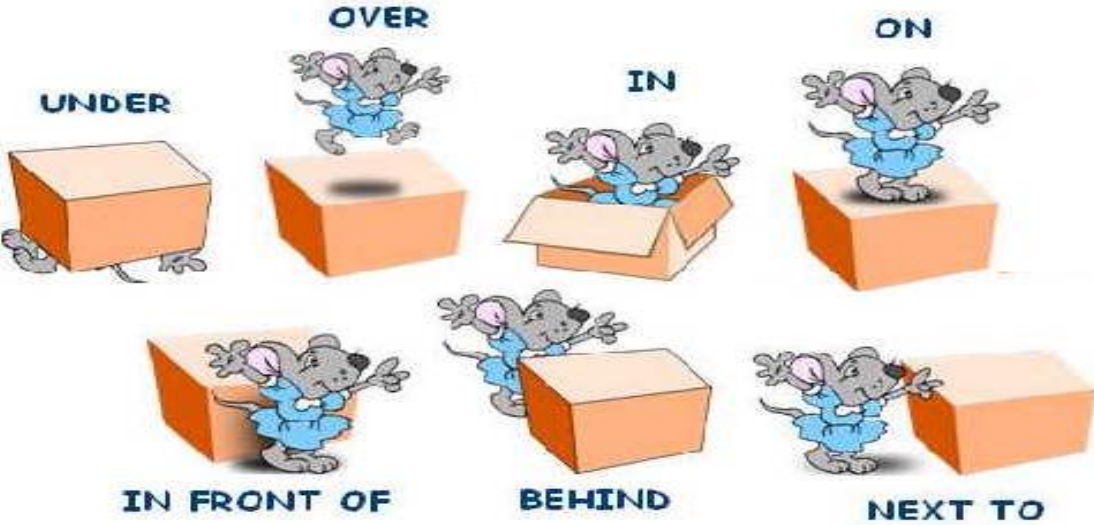
ACTIVITY 3

Topic: **How to do a story**

Objective: **To motivate to students to be creative**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Explanation about the content	White board, Marker	The teacher will give an idea of how to create a short-story through a video; for example; The structure with opening part that is related to the general setting and plot, which would be the topic, etc… here the opinion of each student is important.	Writing exposition
Characteristics of the short-story	Volunteers and participative students	To this extend, the teacher needs sequences of ideas to tell the short story, for example: The title, if the short-story is real or fictional, the place, the main and secondary characters. names, the heroes, the	Writing presentation

		princess and the happy end.	
Create a story using basic vocabulary		Here, the teacher will suggest students topics for a story. Then, students have to structure a short- story using the vocabulary they know. Note students have to use their creativity and imagination to make an original story, so that the story come-out wonderful.	Oral presentation

Watch the video in the CD

The wiener dog magnet

Once there was a little monkey named Kiki Marie.

After cleaning her room sixteen times, she took her allowance to the magnet store.

There were many magnets to choose from.

She picked the wiener dog,

and paid one nickel.

And she loved the wiener dog magnet very much.

She took it everywhere she would go,
and showed it all of her favorite places.

But as she got close to the river,
where real wiener dogs live,
something strange started to happen.

Real wiener dogs were sticking to her magnet.

She tried to walk on,
hoping they would just fall off or something.

But they didn't.

Finally the dogs were so heavy she couldn't
even carry them any more.
She wished she had picked a different magnet.
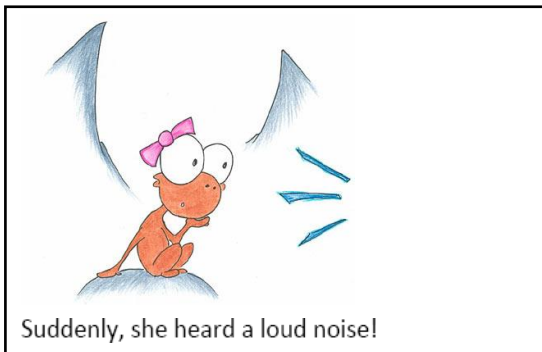
Suddenly, she heard a loud noise!
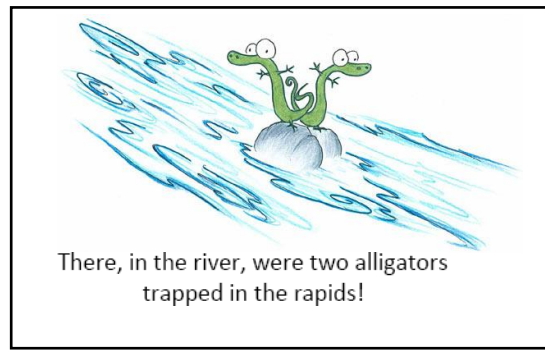
There, in the river, were two alligators
trapped in the rapids!
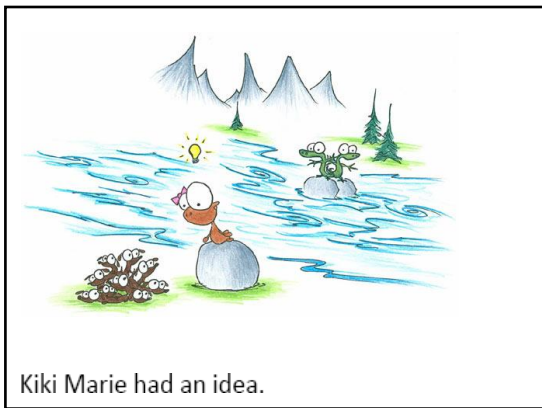
Kiki Marie had an idea.
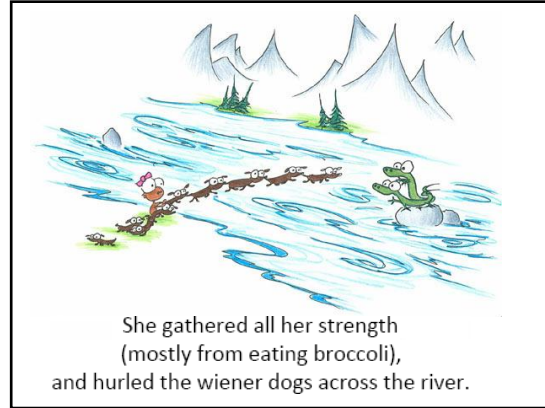
She gathered all her strength
(mostly from eating broccoli),
and hurled the wiener dogs across the river.
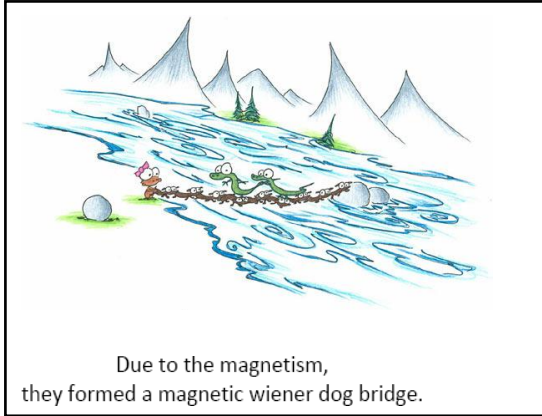
Due to the magnetism,
they formed a magnetic wiener dog bridge.

And the alligators collapsed in safety.
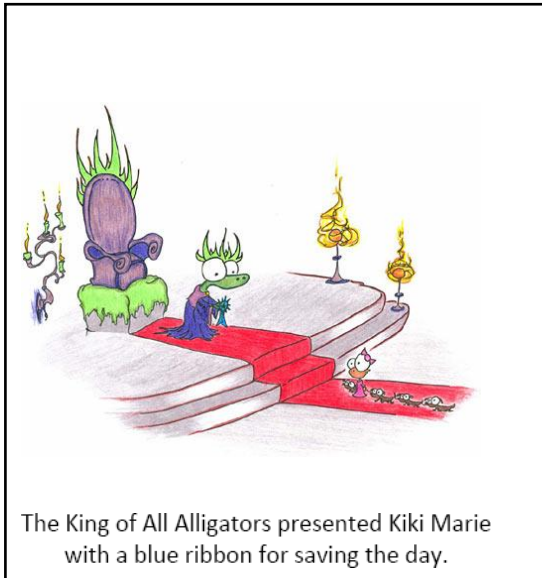
The King of All Alligators presented Kiki Marie
with a blue ribbon for saving the day.
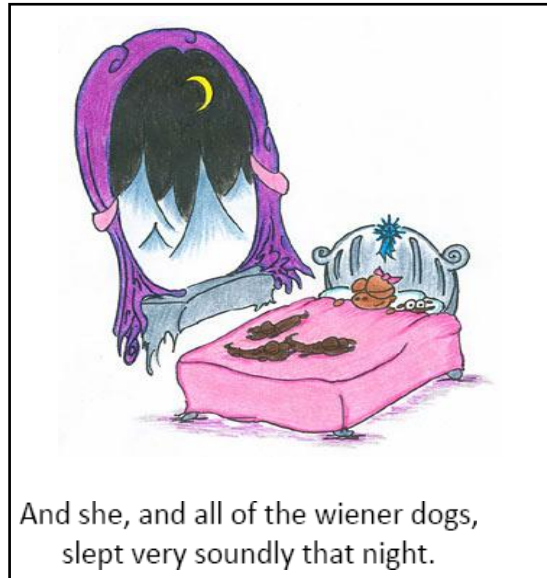
And she, and all of the wiener dogs,
slept very soundly that night.

The end.

ACTIVITY 4

Topic: **Daily routine**

Objective: **To learn the daily live.**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Explanation about the content	Book	Firstly, the teacher catches the students' attention by explaining them different daily activities that a person do during an entire day. For example; to wake up early, take a shower, have breakfast, go to school, get back home, have lunch, do homework, have dinner, and finally go to the bed.	
Activity	Sheet of paper	According to the teacher's explanation, students will look for pictures and photos at home representing routines and daily activities to stick on a sheet of paper. Then, they will put the name of the routine next to the picture and they have to present it in front of class.	Oral presentation

ACTIVITY 5

Topic:　　　　　**Let's describe the color clothes.**

Objective:　　　　**To use the vocabulary of clothes.**

Grade:　　　　**Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Dialogue	Poster,	The teacher and students are going to learn vocabulary about clothes and colors according to what they see on the poster.	
Activity	Pictures and photos	The students will describe the clothing of one of their relatives on a photo, answering the following questions: -What's your relationship with that person? -What is that person wearing? -is that person fashionable? -Does that person like his/her pants? -How often does that person wear sunglasses? -Does that person wear a necklace? - Does that person wear a hat?	Oral presentation

ACTIVITY 6

Topic: **The natural sciences**

Objective: **To know the origin of the human being**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Introduction about the new topic	Book	The teacher will introduce students some ideas about the origin of the human being using a poster. To make the class interesting the teacher will mention curious information of the ancient man.	Oral presentation
		Most of people describe our existence in six phases 1 Homo australopithecus 2 Homo habilis 3 Homo erectus 4Neanderthal Man 5 Homo cromaño 6 Homo sapiens	Writing presentation
Questions and answers about the topic	Whiteboard	According to the video they watch, students will answer some questions at home such as: How were they?	

		Where did they come from?	
		What do they eat?	
		How are they born?	
		Where do they live?	
		Why do they die?	

 Watch the video in the CD

EVOLUTION ABOUT THE HUMANS BEING
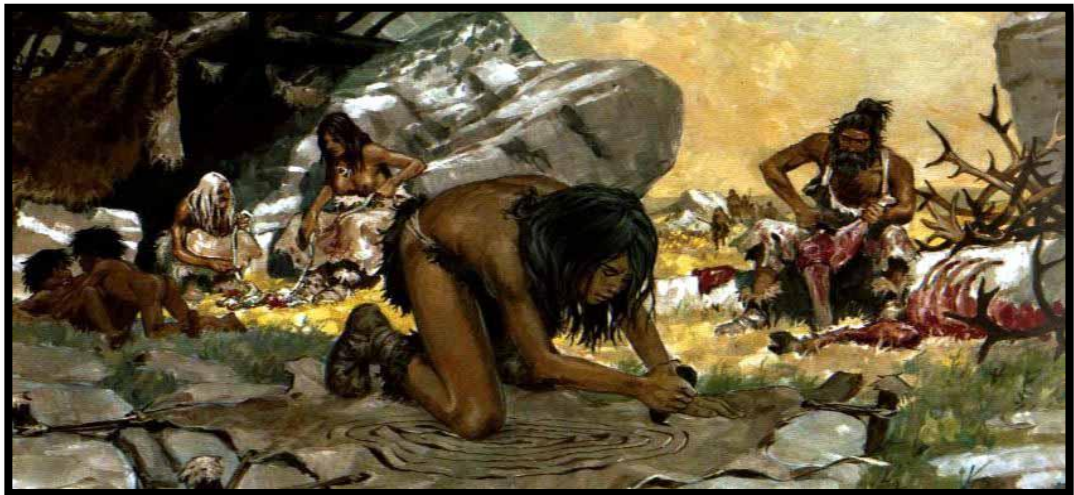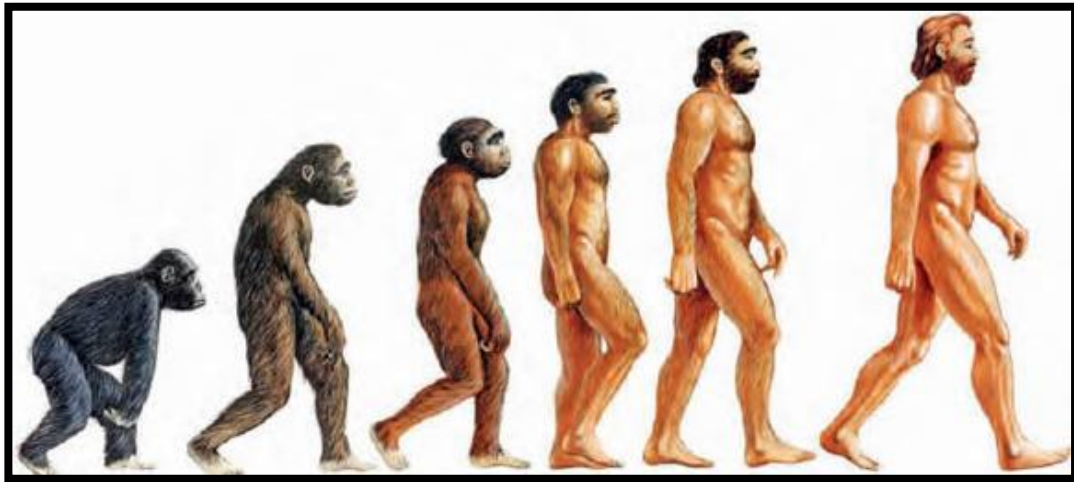
ACTIVITY 7

Topic: **Clothes of a boy.**

Objective: **How to dress a boy.**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Presentation about the clothes	Book, Sheet of paper	The teacher needs to explain about the clothes that he has in the picture, after that he is going to read a passage about the clothes then, the teacher will take a voluntary to describe the clothes that the student is wearing.	
Cut-out and stick-on	Stickers, Posters Scissor	Then, students are going to cut-out and stick-on in the same sheet of paper the following clothes that are down the box, and they will make a small sentence with the vocabulary of clothing.	Writing presentation
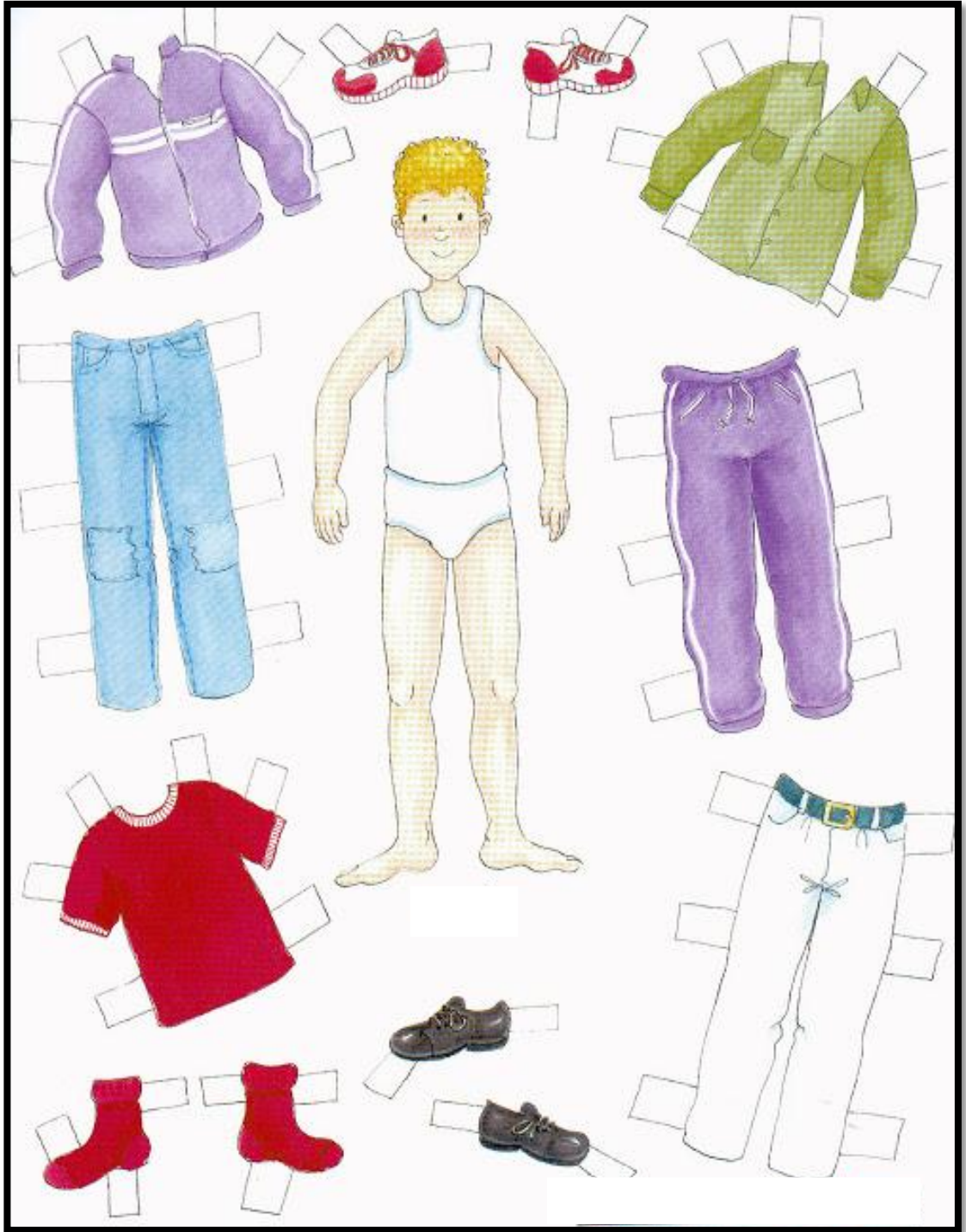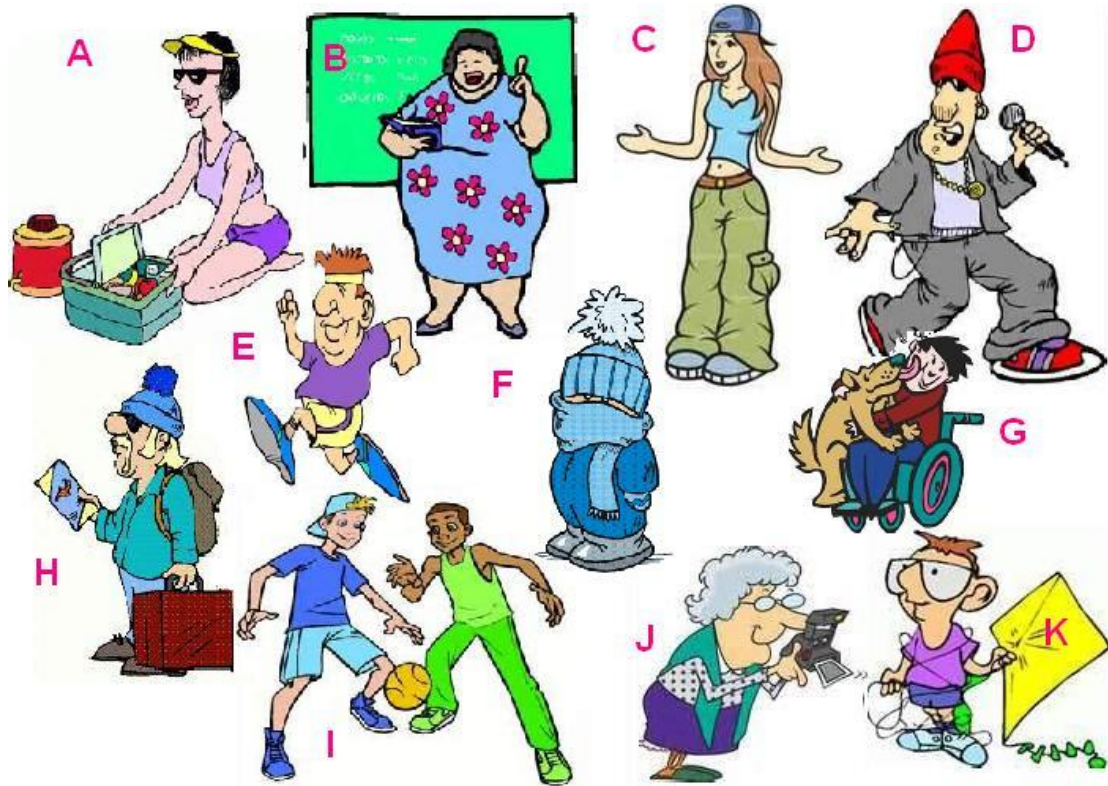
CLOTHES DESCRIPTION

1.He has a hat, has short, not wearing glasses or diver and has red scarf.

2.She is a thin person, has glasses, short hair and not wear shoes.

3. He use sneakers are wearing pants that are not blue, a shirt without sleeves and has brown skin.

4.He has short hair and is not a short person.

5.He has short hair but do not use shorts or long pants, and wears glasses.

6.She has purple shirt, used shoes but wears glasses.

7.He has shoes, not wearing blue jacket, no beard but wears a necklace.

8.He has dark hair, not wearing a dress, or shorts pants, or muscular.

9.He has straight hair, is wearing a dark jacket and shoes.

10.She has a beard, wears glasses, has large ears, is not clear slippers and a fat person.

11.He has shoes, has a blouse, not wearing pants or hat and has wavy hair.

12. Who does not appear in the above descriptions

ACTIVITY 8

Topic:　　　　　**Clothes about the girl.**

Objective:　　　　**How to dress a girl**

Grade:　　　　　**Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Introduction about the topic	Book, Sheet of paper	Firstly, the teacher and students will do a short exercise in the classroom with examples to identify the name, and the color of the clothes; all this will help to students differentiate between a girl and a boy clothing.	
	Scissors	On the other hand, the student is going to cut-out and stick-on the clothes and get dressed the girl according to the model. After that, students will do a collage of the different clothing in group.	Oral presentation

ACTIVITY 9

Topic: **Wearing to models.**

Objective: **Recognize the clothes**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Feedback	Laptop and data show	Before starting the class, the teacher will do questions to all students in order to know if they remember about clothes.	
	Colors	After that, they are going to draw clothes, and then they will have to paint according to the model and finally students are going to describe the picture.	Writing presentation
Activity		At the end, students will have to draw a boy or girl at home wearing different clothing according to the sentences from the reading of clothing.	

Sarah's clothes

jeans   shorts   dress   skirt   trainers
T-shirt   socks   jacket
jumper   shoes

Paul's clothes

trousers   jeans   shoes
T-shirt   track suit   socks
trainers   shirt

READING ABOUT THE CLOTHES

She's wearing a long skirt
He's wearing Brown Shoes
He's Wearing black sneakers
They're wearing a school uniform
He's wearing a Black Jacket
She's wearing a Red Dress
She's wearing Pink panties
He's wearing a striped Shirt
She's wearing a brown hat
He's wearing a golden necklace
She's wearing a white T-Shirt

ACTIVITY 10

Topic: **Body parts.**

Objective: **To learn the vocabulary of the body part**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Interact with the partner	Book White board	All students get together, it is a short exercise to start the lesson; and then, they will identify the body parts.	
Activities	Scissors	Then, they will cut-out the stickers and go to stick-on in the same sheet of paper according to the body part worksheet and after, they will have to read, the teacher will check pronunciation	Oral presentation
		Students will bring cutting the body parts from home to present to their classmates.	
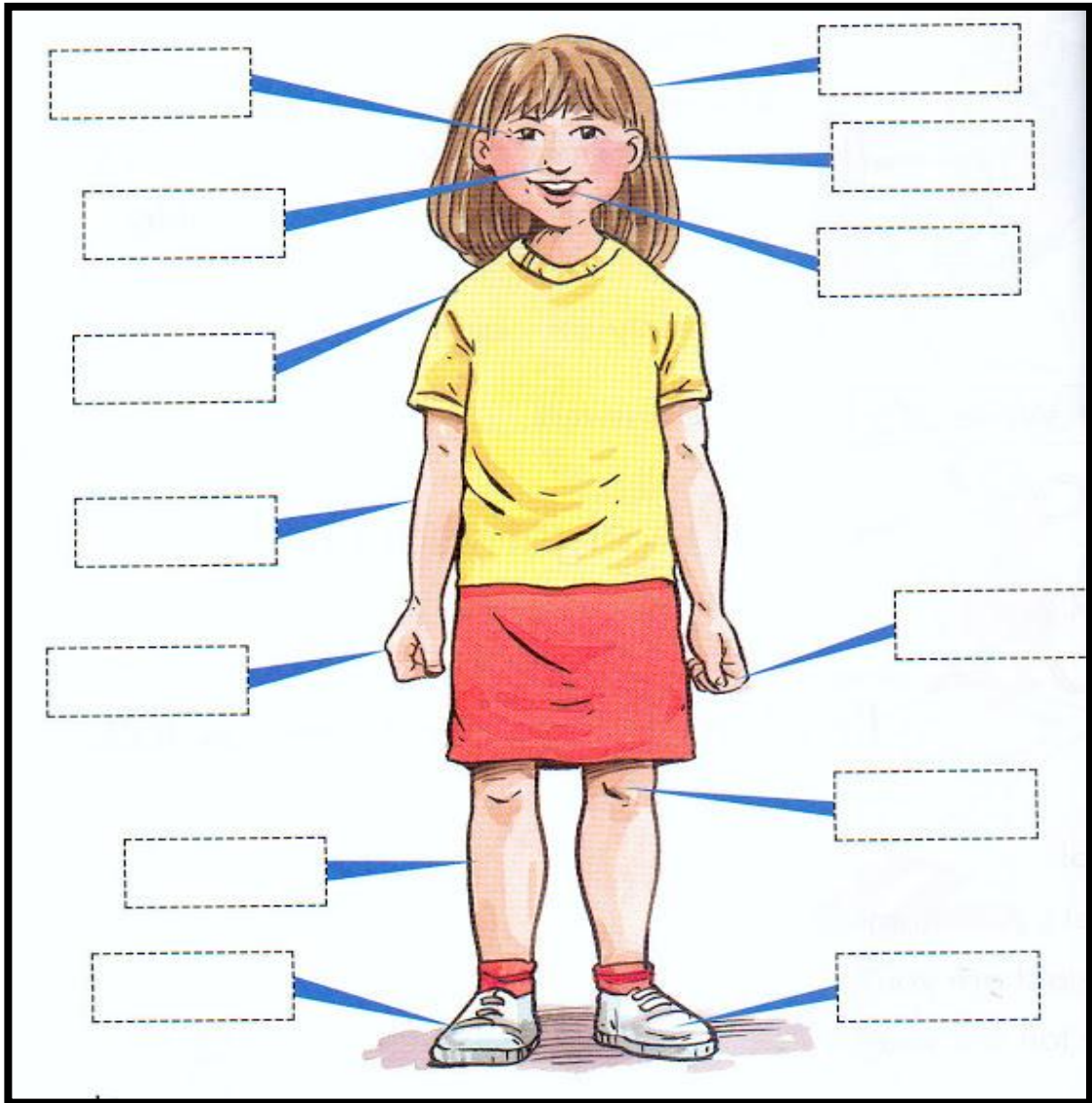
HEAD	FINGER	NOSE	HAND
MOUTH	SHOULDER	FOOD	
ARM	LEG	EAR	
TOES	EYE	KNEE	

ACTIVITY 11

Topic: **Riddles.**

Objective: **To use the imagination**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Introduction of the new theme	White board Note book	This exercise could be applied before or after the start of the class. Now, the teacher will say some riddles, then students will have to guess. If the riddle is difficult the teacher will write a clue in the whiteboard, for example: first word, second word etc.	Oral presentation
Activity		According to the examples given, they will investigate the proper answers for each riddle at home. Each student has to read a riddle to the class	

➢ **Examples:**

Why divers always pull back?

Because if disposed in front, they fall within the boat

What do you need to light a candle?

It is turned off

She's the queen of the seas, all say it is very good, and never go empty is always full

The whale

➢ **Home Activity:**

It is a large and yellow fruit. What is it?

_____

It is a thing where you sit and rest. What is it?

_____

He is the king of the jungle. What animal is it?

_____

A place where there are lots of books and can be rented.

_____

A device to watch movies and news. What is it?

_____

ACTIVITY 12

Topic: **Sentence race.**

Objective: **To evaluate comprehension**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Introduction of the new topic	White board Book	Firstly, the teacher will let students know what the class would be about, they need to review the vocabulary and after the teacher needs to explain what the next activity will be.	Writing presentation
Activity		*Prepare a list of vocabulary words. *Write each word on two small pieces of paper. That means writing the word twice. *Organize the pieces like bundles, 2 bundles, and 2 sets of identical words. *Divide the class into 2 teams. Get them to make creative team names. *Distribute each list of words to the teams. Every student on	

| | | each team should have a paper. Both teams have the same words.

 *When you call a word, 2 students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence using their word.

 The winner is the one with a correct and clearly written sentence.

 This is always a hit with kids. For more advanced students, use tougher words. | |

LISTENING AND SPEAKING SKILLS

ACTIVITY 1

Topic: **Greeting to start or finish a class.**

Objective: **How to use the common phrases in English.**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
How to start a class	Poster	Firstly, the teacher will show students a poster about greetings, so that students can appreciate the expression of saying hello or goodbye.	Oral presentation
Activity		Students must practice the following list of greetings for general communication. Hi Hello Hello everyone How are you? Good morning Good afternoon Good evening Make a line What do you want to do? Are you ready? See you	

		See you later	
		See you tomorrow	

Greetings:

Sit down, please

What's your name?

How old are you?

Do you like the school?

Come to the blackboard, please

What's your favourite music?

Can I go to the toilet, please?

Let's go to the yard

Can I have a pen, please?

Good morning   Good afternoon

How are you today?

Where do you live?

Can you spell your surname?

Have you got a pet?

Are you tired?

Do you like singing?

See you tomorrow

Have a nice day

Goodbye

ACTIVITY 2

Topic: **Expression to finish any activity.**

Objective: **How to use the common phrases in English.**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Phrases to end an activity	Laptop and Data show	The teacher will show a power point presentation on the common expressions to end an activity,	Oral presentation
Activity		Students will learn to use the expressions in short conversations. The following is the list of expressions.	
		Have you finished?	
		Put your things away	
		Tidy up the classroom	
		It's time to go home	
		Put your books in your bags	
		Put the crayons or the pen, pencils on the table	
		Give your books to me	
		It's time for the next lesson	

ACTIVITY3

Topic: **Let's sing a song "the bus goes round".**

Objective: **How to use the symbols and mimics.**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Listen and check the correct pronunciation	Radio Laptop and data show	In this video, there are some new words that students are going to learn by using their hands and body movements. The teacher shows students the video song.	Oral presentation
Activity		• First, students will use the hands like wheel spinning around. • After that, they will imitate a baby crying, •Next, they will keep silence • Then, they will take their coins out of the pocket, • Student's hands opening and closing simulates doors. • And finally, students will stand up and sit down.	

THE BUS GOES ROUND

(Kid song)

The wheels on the bus goes round and round, round and round, round and round x 2

all through the town

the babies on the bus goes sniff sniff sniff, sniff sniff sniff, sniff sniff sniff x2

all through the town

the fathers on the bus goes, sh sh sh, sh sh sh, sh sh sh x2

all through the town

the coins on the bus goes click clik click, click click click x2

all through the town

the doors on the bus goes open and shut open and shut, open and shut x2

all through the town

the people on the bus goes up and down, up and down, up and down x2

all through the town..

ACTIVIT 4

Topic:　　　　　　**Let's sing a song "Best friends forever".**

Objective:　　　　　**To learn the mimics.**

Grade:　　　　　　**Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
To listen and repeat	Video Data show and laptop	Here, the video content will have mimics, therefore all students need to pay attention because the teacher is going to do the example of the video, therefore the song is going to be sung by students with mimics and body movements, so students need to learn the song well.	
Participation in class		Each student will sing and choose of between two words from each line to find the correct word.	Oral presentation

Watch the video in the CD

BEST FRIEDS FOREVER

We don't always like the **same/some** things
Take ice **cream/crime**
we like different flavors

And we don't always see things the **same/some**
Once you **called/call** me a name
And I returned the **favor/favorite**
(Chorus)

But you are my best friend
Forever
we won't **ever/never** let that end
No never
You are here for me and I am **here/there** for you
That's what best friends do

We don't always see eye to eye
Don't ask me **why/hi**
But we don't **mind/mean** it

And we don't always get **along/long**
but our friendship's strong
We can always find it

(Chorus)

We don't always fit in with the crowd
but we **still/tell** stand proud
and we stand together

And we don't care what other people say
We go our own true way
That works a whole lot better.

ACTIVITY 5

Topic: **Let's sing a song "put your right foot".**

Objective: **Search a new strategy for the English teaching**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Show the video	Laptop and data show	It is a sample that students are going to do in class, besides in this video they could practice English in their houses, then the teacher will evaluate to each one during the English class. Therefore students should use the: Leg and feet demonstrating his muscle endurance.	Oral presentation
Activity		Students will first sing the song, and then they unscramble the words that are in bold to find the right word	

Watch the video in the CD

RIGHT FOOT

(Kid song)

You put your right foot in, you **tup** your right **toof** out,

you put your **thgri** foot in and shake it all about.. you do the hockey pockey

and you turn yourself **dounra** that's what is all about HEY

You put **ouyr** left foot in... etc

You put your right **danh** in.. etc

Uoy put your left hand in

ACTIVITY 6

Topic: **Let's sing a song.**

Objective: **To learn number singing**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Listen to and watch the video	Laptop and data show	Firstly, the teacher will explain what would be the next activity; so that the teacher will need some voluntaries in order to demonstrate the exercise.	
Class work		After the explanation, the only thing they need is to enumerate from one to ten and return and again count from eleven to twenty and finally from twenty one to thirty.	Oral presentation

Watch the video in the CD

Ten Little Indians - Nursery Rhymes.mp4

LITTLE INDIANS

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

Eleven little, twelve little, thirteen little Indians, fourteen little, fifteen little, sixteen little Indians, seventeen little, eighteen little, nineteen little Indians, twenty little Indians.

Twenty one little, twenty two little, twenty tree little Indians, twenty four little, twenty five little, twenty six little Indians, twenty seven little, twenty eigth little, twenty nine little Indians, thirty little Indians.

ACTIVITY 7

Topic: **Let's sing a song "Kitty in a basket".**

Objective: **To learn new words**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Listen to and pronounce	Video	Firstly, students have the opportunity to ask their teacher ask for questions of unknown words; after the teacher will give the meaning to each one of them, also students are going to learn the song.	
	Laptop and data show	After that, the next exercise is simple because students are going to watch the video of the song and fulfill in the blanks.	Oral Speech

Watch the video in the CD

Hello Kitty sings Kitty in the Basket!.mp4

KITTY IN A BASKET

If there's someone in the _____,
Doesn't want a little kitty,
Tell them put the little _____ in a basket.
Leave the little basket outside my door

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And I'll love the _____ kitty forever more.

Wrap the kitty warm,
You _____ know about a storm,
And I don't want a little kitty with the sneezes.
I'll hug her and I'll squeeze her,
Never, _____ tease her,
Want a little kitty in a _____.

Don't matter 'bout the color of her nosie,
Don't care if she's a feller or a _____.
Don't have to be as _____ as a posey,
And I promise not to laugh
If she only has a half a tail.

If there's someone in the _____
Doesn't want a little kitty
Tell them put the little _____ in a basket.
Leave the little basket outside my door
And I'll love the _____ kitty forever more.

Savin' up a dollar
And I'm gonna buy a collar
If she's lookin' for a _____, please won't you ask it
Don't want a _____ tisket,
Or a little tasket,
Just a little kitty in a basket.

I'll warm her milk and _____ her in pajamas.
I'll make a bed for her in Daddy's shoe.
And if she starts in _____ for her Mamma,
She can bring along her Mamma
And her _____ and her brothers too.

Don't have to be as pretty as a posey,
And I promise not to laugh if she only has a half a tail.

If there's _____in the city
Doesn't want a little kitty,
Tell them put the little kitty in a _____.
Leave the little basket outside my door
And I'll love the little kitty _____ more.

Wrap the kitty warm,
You never know about a _____,
And I don't want a little kitty with the sneezes.
I'll hug her and I'll squeeze her,
Never, _____ tease her,
Want a little kitty in a basket.

I'll _____ her and I'll squeeze her,
Never, never tease her,
_____ a little kitty in a basket.

ACTIVITY 8

Topic: **House's things.**

Objective: **to know more vocabulary**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Introduction about the new topic	Book	The teacher will simply read some examples regarding the house, students just need to listen and after speak a bit.	
	Poster	Then, students will proceed to cut-out stickers that are down the box and stick-on into the house, but before doing this activity they have to investigate where each furniture and electronic is placed and then they have to describe the house.	Oral presentation

wardrobe

table

chair

bed

computer

fridge
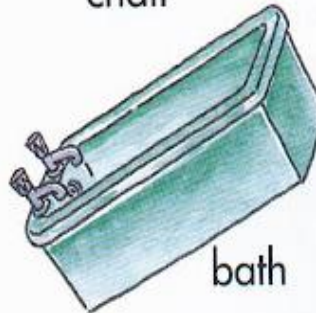
bath

TV
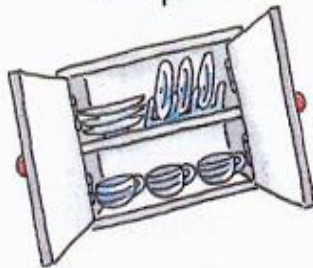
cupboard

telephone

toilet

sofa

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ACTIVITY 9

Topic: **Describing appearances and characteristics of people.**

Objective: **How to describe a person**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Activity	Book	The teacher will give a clue for the classroom, so students need to pay attention carefully because students need to listen to who is the student that the teacher is describing. Students will have to pay attention to the example given because they have some directions to follow the description of people. The student will bring a poster of this favorite person and the student will describe the person using the steps given.	Oral presentation

Steps to describe the appearance of a person

Each student is then given one sheet of paper. One student sits at the front of a room. He/she describes a person and the rest of the class draws the person being described.

It is more interesting if the person being described is known by everyone. Once the student has finished describing that person then he/she reveals who it is and each student shows his/her drawing. The laughter from this is hilarious as the impressions tend to make the character in question look funny.

It is a good idea to encourage students to ask the interviewee student questions about who they are describing.

ACTIVITY 10

Topic: **Daily routine.**

Objective: **Know what they do every day?**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Introduction about the topic	White board Book	All those activities are known, because we do them every day, the teacher will explain step by step from getting up until going to the bed.	
Activity	Pictures	With material that is down the box, students are going to prepare a short dialogue with their partners, it is a good exercise; because the teacher can evaluate the speech of each of them.	Writing presentation
		Using the pictures, students will investigate the time in which they carry out those daily activities during the day, and then make sentences.	Exposition in pair

Daily Routines

Wake up	Wash Your face	Take a shower
Dry Your hair	Brush Your hair	Eat breakfast
Brush Your teeth	Get dresses	Go to the bathroom
Make Your bed	Go to school	study
Have lunch	Come home/get home	Do Your homework
Have dinner	Take a bath	Go to sleep

ACTIVITY 11

Topic: **Professions.**

Objective: **To know what are professions**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Introduction about the new topic	Book	After the start of the class, the teacher should give some examples about the topic in order to not confuse students.	Oral presentation
		After that, the teacher and students will look the picture that is down the box and they will do some examples with the teacher.	
Work in pair		Then, the teacher will start by asking: What would you like to be in the future? What profession does your father have? Would you like to be a police-man? What profession do you like? What profession don't you	

Activity		like? After that, students are going to do the same question but, to the partner Students will choose five professions from the box and they will define each profession with their own words at their houses. For example: An actor is someone that participates in movies and films.	

Actor	Artista	Astronaut	Builder	cook
Bus driver	Dentist	Doctor	Engineer	Farmer
Fire fighter	Fisherman	Gardener	Hairdresses	Housewife
Mechanic	Nurse	Photographer	Pilot	Policeman
Postman	Secretary	Shopkeeper	Singer	Soldier
Student	Taxi driver	Teacher	Veterinarian	waitress

ACTIVITY 12

Topic: **Tongue twister.**

Objective: **To use new vocabulary and practice fluency**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Explanation about the topic	White board	Firstly, the teacher will give directions about how a tongue twister is basically done. Once explained, the teacher shows them common tongue twisters. Then students have to learn and try to speak quickly.	Oral presentation
Activity	Note book	The exercise will be done in pairs, because one student is going to read a tongue twister and then memorize it. This will help students to get better pronunciation of words	

TONGUE TWISTER

Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?

If Peter Piper picked a peck of pickled peppers,

where's the peck of pickled peppers Peter Piper picked?

I saw Susie sitting in a shoe shine shop.

Where she sits she shines, and where she shines she sits.

How can a clam cram in a clean cream can?

Denise sees the fleece,

Denise sees the fleas.

At least Denise could sneeze

and feed and freeze the fleas.

One-one was a race horse.

Two-two was one too.

One-one won one race.

Two-two won one too.

If you can't can any candy can,

how many candy cans can a candy canner can

if he can candy cans ?

ACTIVITY 13

Topic: **Story about the three little pig**

Objective: **To use the imagination**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Instructions	Book	Firstly, the teacher will read the story of the three little pigs that they have dawn the box.	Oral presentation
Activity		After that, students will have to read again the story and enumerate the pictures according to the story. Then, they will write a sentence that best define each picture.	

THE THREE LITTLE PIGS

At the heart of the forest there lived three little pigs who were brothers. The wolf was always chasing them to eat them up. To escape from the wolf, the pigs decided to build a house. The first little pig's house was made of straw, as soon as he finished, he went to play.

The second little pig's house was a house of wood. Having seen that his little brother had finished, he hurried to play with him.

The oldest pig made lot of efforts to build a brick house. Then, they saw the wolf going around their houses and hid inside
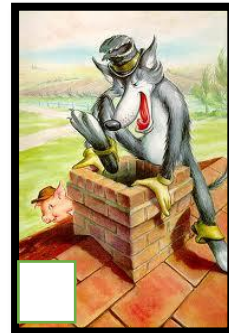
Suddenly, the wolf appeared and the three little pigs ran away to their houses. The wolf was going behind the first little pig and he followed him to his house of straw, the wolf warned the little pig saying open up! then the wolf huffed and puffed and blew his house down.

The wolf chased the pig who desperately ran to his brother's house that was made of wood, he entered his brother's house. But the wolf anxiously blew and blew and knocked the wooden house. The two pigs got out of there so scared.
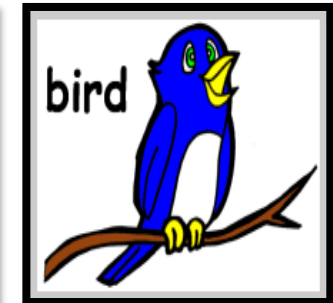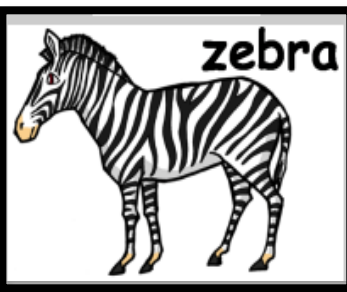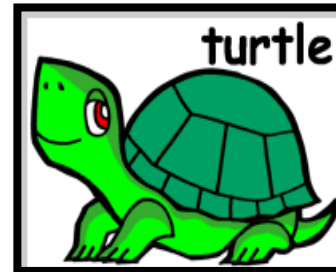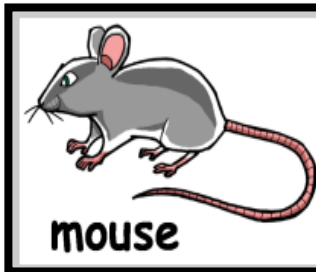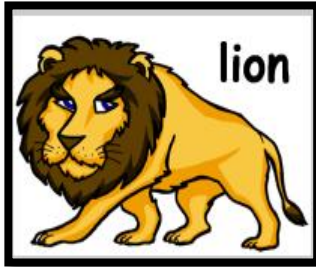
Breathless, with the wolf behind, they went to his Big Brother's house.
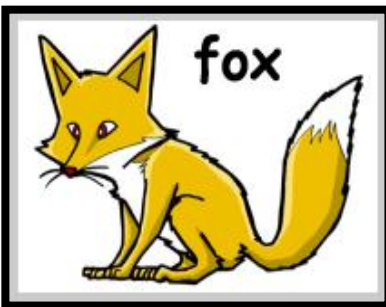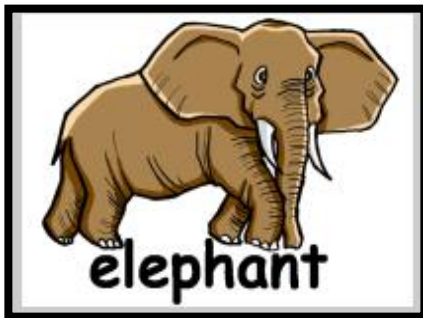
The three were inside and shut all doors and windows. The wolf tried to do the same with the third house blew and blew and the house did not collapse. The wolf ran round the house, looking for somewhere to go. With a very long staircase climbed to the roof, to creep through the chimney. But the big pig put a pot with water. The gluttonous wolf went down the chimney, but he fell in the pot of boiling water and scalded his body.

The wolf just learnt an unforgettable lesson and escaped from the block house giving a terrible shout that was being heard all around the forest. It is said that he did not want to eat the little pigs ever again. THE END..

ACTIVITY 14

Topic: **Animals**

Objective: **to learn new vocabulary**

Grade: **Fifth**

CONTENT	MATERIALS	ACTIVITIES AND STRATEGIES	EVALUATION
Picture presentations	Laptop and data show	Here, the teacher is going to present a short introduction about animals; students need to memorize the names of each one of the animals, because after that, they are going to identify what animal the teacher is describing.	Oral presentation
Activity		At home, students will find out the place where each animal lives. For example: The whale lives in the sea.	

ANIMALS

lion

kangaroo

giraffe

mouse

turtle

wolf

penguin

horse

zebra

gorilla

tiger

deer

snake

rabbit

bird

sheep

cow

bear

goat

elephant

fox

CONCLUSION

After the development of the classroom research activities for Ana Páez elementary school, the researcher has got the following conclusions:

➢ The use of guides and resources to develop the distinct communicative abilities has been recognized as a beneficial point, because the material and content foster students' attitude to learn the English Language.

➢ Classroom activities are useful tools in English language classrooms, because students become more active and better pupils in class, rising above the traditional paradigms, of just learning vocabulary and complete long and extensive homework. Thus, students can learn English language more easily than before.

➢ The necessity of classroom research in the teaching learning process is undoubtedly necessary, since the use of it, is a useful help that allows students to create an environment of participation and confidence. Then, research activities within the English class foster the students' attitude to learn English as a foreign or second language during their student life.

RECOMMENDATION

The research work allows us to give the following recommendations:

- ➢ Ana Páez elementary school must have a guide of activities, because the government demands the most suitable teaching methods for children. Also, it is evident that is necessary to use any supplementary resource to fortify the students' communicative skills in classroom.

- ➢ Teachers should use classroom research activities to improve student learning, as these allow an appropriate environment of learning, and provide adequate motivation for each student, so that teacher can achieve great goals of students' performance.

- ➢ It is advisable to include the use of research activities in the classroom that are commonly recognized by many teachers, to build up an space of harmony during an English lesson, in such way this research in classroom will be essential to emphasize the contact students have with English every day.

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ANNEXES

QUESTIONS TO CHILDREN AT "ANA PAEZ" ELEMENTARY SCHOOL OF FIFTH BASIC EDUCATION

OBJECTIVE: The following survey has as objective to collect information that just will be applied it with academic purpose. It will help to the research to identify problem that student have in the classroom.

INSTRUCTIONS: Please, answer the questions with sincerity, your answers are going to be a great help to improve the Teaching-learning process with the classroom research activity.

1. How are the English classes in your school?

A) FUN ☐

B) BORING ☐

C) EASY ☐

D) DIFFICULT ☐

2) Would you like to get the English classes with new technology (laptop, data show, and internet)?

YES ☐

NO ☐

3. Where would you like to receive English classes?

A) IN THE LABORATORY ☐

B) IN THE CLASSROOM ☐

C) IN THE PLAYGROUND ☐

4. How would you like to learn English?

A) SINGING ☐

B) WRITING ☐

C) READING ☐

D) SPEAKING ☐

E) LISTENING ☐

5. What kind of didactic materials would you like to work with the English classes?

A) PHOTOCOPIES ☐

B) BOOKS ☐

C) POSTERS ☐

D) BROCHURES ☐

6. What activities do you like to do during the English classes?

A) DRAW ☐

B) COLOR ☐

C) DESCRIBE OBJECTIVES ☐

D) CUT PICTURES ☐

E) TO DO A MODEL ☐

7. Which these activities would you like to make with English teacher?

A) DYNAMIC ☐

B) SONGS ☐

C) SHORT STORIES ☐

D) GUESSES ☐

8. How often does the English teacher motivate to students?

A) ALWAYS ☐

B) SOMETIMES ☐

C) RARELLY ☐

D) NEVER ☐

9. Do you like the English classes?

A) A LOT OF ☐

B) LITTLE ☐

C) NOTHING ☐

10. Do you believe that the English teacher needs a book as a help to give classes?

YES ☐

NO ☐   Thank you for your attention.

SURVEY ADRESSED TO ENGLISH TEACHERS

OBJECTIVE: The following survey has as objective to collect information that just will be applied it with academic purpose. It will help to the research to identify problem that student have in the classroom.

INSTRUCTIONS: Please, answer the questions with sincerity, your answers are going to be a great help to improve the Teaching-learning process with the classroom research activity.

1. Do you know what a classroom research activity is?

YES ☐

LITTLE ☐

NO ☐

2. Do you consider that a classroom research activity is?

A) TO LOOK AT THE DISCIPLINE OF STUDENTS ☐

B) TO MOTIVATE TO STUDENTS ☐

C) TO DO QUESTIONS ABOUT THE ENGLISH ☐

D) TO EVALUATE THE KNOWLEDGE ☐

E) OTHERS ☐

3. What believe you that should contain the classroom research activities?

A) PICTURES ☐

B) EXERCISES ☐

C) GAMES ☐

D) PROJECTS ☐

E) OTRERS ☐

4. Do you believe that is necessary to apply a classroom research activity after each class?

YES ☐

NO ☐

5. Which one of these activities will be good to apply with students during the English class as a classroom research activity?

A) DYNAMIC ☐

`

B) WORK IN PAIRS ☐

C) GAMES ☐

D) INTERVIEW ☐

E) OTHERS ☐

6. What kind of technological devices would you use for classroom research activity?

A) LAPTOP/DATA SHOW ☐

C) INTERNET ☐

D) OTHERS ☐

7. Which of these methods do you use for teaching English to students?

A) SUGGESTOPEDIA

B) TOTAL PHYSICAL RESPONSE ☐

C) COMMUNICATIVE APPROACH ☐

D) GRAMMAR TRANSLATION ☐

E) OTHERS ☐

8. Which these didactic resources would you apply during in the English classes?

A) TEXT BOOK ☐

B) FLASH CARDS ☐

C) POSTERS ☐

D) VIDEOS ☐

E) AUDIOS ☐

F) OTHERS ☐

9. Do you perform a classroom research activity with your students?

YES ☐

NO ☐

10. Do you believe that a classroom research activity would improve the teachers work?

YES ☐

NO ☐

Thank you for your collaboration.