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**ACADEMIC UNIT OF ADMINISTRATIVE AND
HUMANISTIC SCIENCES**

ENGLISH CAREER

THESIS

THEME:

**“DIDACTIC RESOURCES FOR THE ENGLISH TEACHING
LEARNING PROCESS FOR THE CHILDREN OF PRE-BASIC
EDUCATION “A” AT UNIDAD EDUCATIVA “FAE” N° 5
DURING THE SCHOOL YEAR 2012-2013”.**

Thesis submitted previous obtaining the Sciences of Education degree with major in the English Language.

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LATACUNGA – ECUADOR

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THESIS DIRECTOR'S ENDORSEMENT

I, as thesis director of this research about:

“DIDACTIC RESOURCES FOR THE ENGLISH TEACHING LEARNING PROCESS FOR THE CHILDREN OF PRE-BASIC EDUCATION “A” AT UNIDAD EDUCATIVA “FAE” N° 5 DURING THE SCHOOL YEAR 2012-2013”, belonging to Albán Rocha Gina Alexandra and Quishpe Pallo Carlos Hugo, applicants of the English Major; we consider this research has the methodological requirements 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 designates for the corresponding study and qualification.

Latacunga, December 2013.

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The criteria issued in this research work “DIDACTIC RESOURCES FOR THE ENGLISH TEACHING LEARNING PROCESS FOR THE CHILDREN OF PRE-BASIC EDUCATION “A” AT UNIDAD EDUCATIVA “FAE” N° 5 DURING THE SCHOOL YEAR 2012-2013”, are the exclusive authors’ responsibility.

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GRADUATION COURT' ENDORSEMENT

We, as members 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; the applicants: Albán Rocha Gina Alexandra and Quishpe Pallo Carlos Hugo with the thesis title: "DIDACTIC RESOURCES FOR THE ENGLISH TEACHING LEARNING PROCESS FOR THE CHILDREN OF PRE-BASIC EDUCATION "A" AT UNIDAD EDUCATIVA "FAE" N° 5 DURING THE SCHOOL YEAR 2012-2013." has considered the recommendations emitted timely and it is qualified to be submitted to the thesis defense act.

It is authorized to make the corresponding hardbound according to institutional regulations.

Latacunga, November 2013.

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OPPONENT

GRATITUDE

Many are the people to thank for their endless support in order to culminate this work, our deepest gratitude to God and our parents that always help us in this important work.

In fact, we must express our gratitude and appreciation to the teachers of the Technical University of Cotopaxi.

Gina Albán
Carlos Quishpe

DEDICATION

This research is the beginning of our career in order to get many other achievements in the future.

We devote to our parents, relatives and friends. Exclusively, we dedicate to all teachers who want students' progress.



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ABSTRACT

This project is focused on a didactic resource guide to facilitate the English language teaching-learning process because one of the problems that are faced by children and teachers is the low academic level in this subject. Children do not like the English language because teachers explain it in a non- easy way; they usually consider the English classes boring and difficult to understand. Consequently, children are frustrated and they do not acquire the new knowledge; it means, their learning process is focused on memorizing which stops a meaningful learning. If teachers do not use didactic resources in an effective way and only apply passive techniques, children will not pay attention and they will not learn.

The resource guide is an important tool for children and teachers. It helps to the teaching-learning process through the guidance usage. The researcher's aims to improve the English basis with a dynamic way of learning and obtaining a significant knowledge, allowing to develop intellectual reasoning, interpretation, analysis and recognition of learning as well as their skills, cognitive, affective, sensory and psychomotor. The proposal, which reflects the investigative work, helps not only to the teacher but also the student in the teaching – learning process. It is through games, songs, videos, stories, booklets using flashcards, and so on, which children obtain better learning results in this subject.

INTRODUCTION

Didactic resources are the mediators for the development and enrichment of teaching-learning process that give some tools of qualifying about its dynamics through formative, individually, preventive, corrective and compensatory dimensions which express specific communicative interactions for the designing and diversification about the teachers' performance and their operational orientation towards attention to the learners' diversity.

English as a second language at nursery-school is low and limited because English teachers have outdated knowledge about pedagogy. They rarely work with didactic resources into classes; for this reason, students do not improve or learn new vocabulary and they do not develop their full potential.

The current nursery students' level at Unidad Educativa FAE No. 5 has been considered for this investigation, because researchers think that all educators need some didactic resources which support a successful job and encourage students to love and acquire English language. The main objective about the didactic resource is to help the English language teaching – learning process which is addressed by teachers through games, songs, videos, stories, booklets using graphs, and so on.

The purpose of the research is to apply new strategies, activities, and some materials in a didactic resource guide. The materials can be gotten or made for a better understanding of contents. So, the didactic guide is a teachers' resource and it tries to guide professionals to carry out a valid action in the English teaching - learning process at nursery level.

The resources will let students to acquire new knowledge inside and outside of the classroom. In this way, they will also strengthen friendship bonds not only with their classmates but also in the family, school and community.

For getting information, the researchers asked thirty students and thirty parents who were both, the universe and the sample in this investigative work. It was used collection tools such as: a survey, interview and an observation checklist. These strategies allowed work feasibility in an orderly, logical and scientific way to reach the planned objectives and quite favorable results.

In order to investigate the problems faced by nursery students, a survey was presented to a group of teachers that prepare useful resources to guide their teaching-learning process. The direct result will be a better teaching – learning process where teachers will apply some pedagogical strategies and students will learn English language in an easy and effective way.

Consequently, this project is carried out to improve the English language teaching at “Unidad Educativa FAE N° 5” - Nursery “A”, through the application of useful didactic resources during the English teaching-learning process.

The current investigative work contents are divided into the following chapters:

CHAPTER I – This section discusses about the theoretical bases for elaboration of didactic resources which are established to develop and strengthen the acquisition of English Language.

CHAPTER II – This section contains the analysis and interpretation to the interview results of the beginner’s educational administrator, surveys and observation files applied to the students and parents.

CHAPTER III – Encloses “Didactic resources for the English teaching-learning process for the children of kinder-garden “A” at Unidad Educativa “FAE” N° 5 during the school year 2012-2013”.

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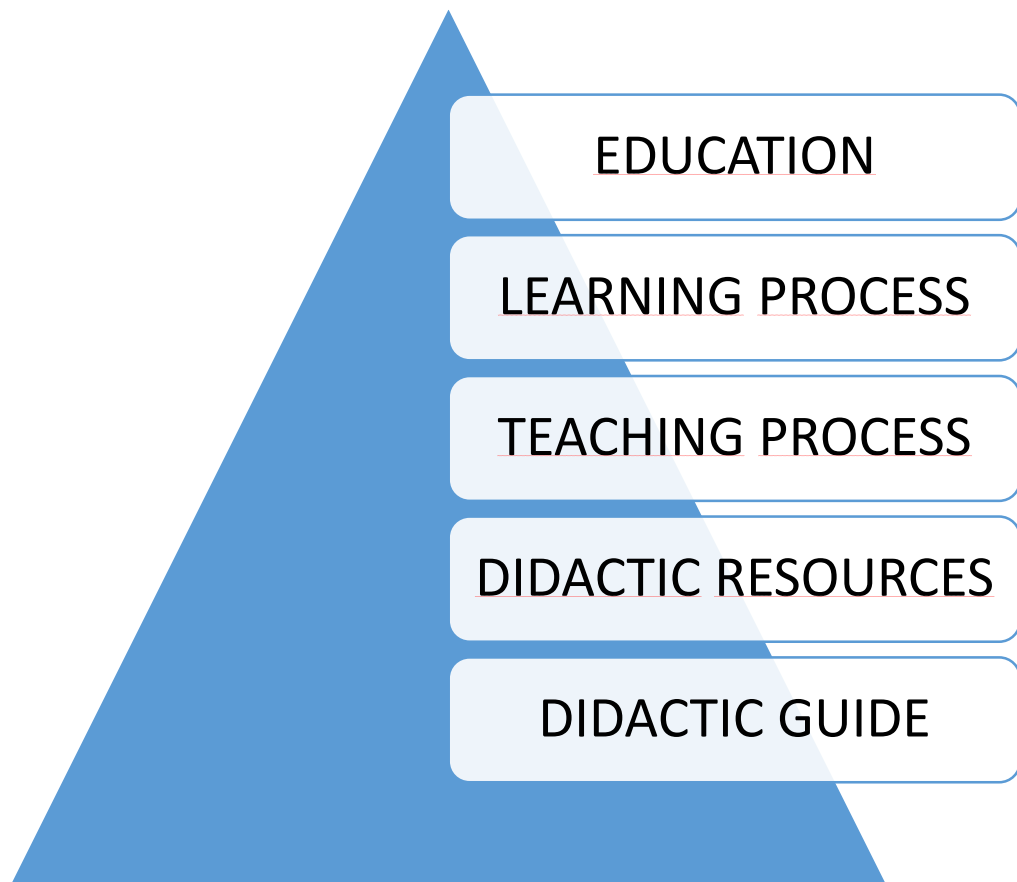
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ANNEXES

CHAPTER I

1. FUNDAMENTAL CATEGORIES



1.1 Education

According to DELORS Jacques: “Education is the multi-process which involves acquisition of knowledge, values, customs and ways of acting.”

The researchers think about the quote that education is presented in all human beings’ feelings, actions, and attitudes. Thanks to education, new generations assimilate and learn the knowledge, behavior, ways of being and ways of seeing the world of previous generations, as well as creating new ones.

Education is the most important thing in people’s life. Certainly, it helps them to have better opportunities into the society. It means that the human beings can participate in the world changes. It is the best way to solve the countries troubles like economic and political situations, so that; this is the best investment that a person and government can do.

“Education molds individuals capable of intellectual and moral autonomy; they must respect the autonomy in their fellow, precisely in virtue of the law of reciprocity” by PIAGET Jean.

The educational process which helps people to participate in an activity but not in a mechanical way. Also, a great value is freedom to express their beliefs, what they think or feel with the purpose of teaching and learning at the same time, without the fear of rejection or making mistakes.

Education in the old times

“Education was regarded as a source of illumination and power which transforms and ennobles over nature by the progressive and harmonious development of our physical, mental, intellectual and spiritual power faculties.” By AMALA Annie.

The education was considered strict without taking into account students' background including their feelings, ideas and opinions, whose main goal was to follow instructions such as concepts and memorize them. During that period the student follows a memoristic, mechanic and repetitive role in which an interaction never happened. The pupils were considered a machine and educators control them through an authoritarian style, but now the education has developed and pupils are active children who can provide and create their own ideas.

The researchers said, that self-esteem is one the basic qualities for a person's success, and this involves an integral educational process focused on exploration and the maturing of qualities and capabilities which are not innate but are also acquired by humans from an early age, because the education is in all time but in different ways.

Therefore, the students only heard, observed and repeated without introducing points of view or ideas and the teachers were the protagonists during the class development.

Education today

Today, the education has suffered an evolution in its application, because now students do not study only the main subjects but they study values, for that reason, they are considered human beings and not robots.

Nowadays, students can interact with educators and peers; also they can share information and their ideas and points of view. Obviously, they can answer questions with their own words and paraphrase them in their own way.

The educational process, which helps people, participates in an active but not mechanical way. It results in intellectual freedom, which is one of the greatest treasures that people have. Also, freedom is a great value to express one's beliefs, what they think or feel with the purpose of teaching and learning at the same time, without the fear of rejection or making mistakes. Here the protagonists are both, teacher and student.

The teacher's role into education

According, HARRISON Cindy and KILLION Joellen. "Teacher assumes a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers."

The researchers consider that teachers assume the main important role into education to guide learning in classrooms, sharing functions with the student to achieve meaningful learning, demonstrating and promoting leadership in educational development.

The following ten roles are a sample about many ways that teachers can contribute to their schools' success.

Resource provider

Teachers help their colleagues by sharing instructional resources. These might include web sites, instructional materials, readings, or other resources to use with students. They might also share as professional resources: articles, books, lessons or unit plans, and assessment tools.

Instructional specialist

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based and classroom strategies; explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

Curriculum specialist

Understanding content standards and how to use the curriculum in planning instruction and assessment is essential to ensure consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

Classroom supporter

Classroom supporters work inside classrooms to help teachers to implement new ideas, by demonstrating a lesson, co-teaching, or observing and giving feedback.

Learning facilitator

Teachers can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. To create communities of learning can break the norms of isolation present in many schools.

Mentor

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; familiar new teachers to a new school and advise them about instruction, curriculum, procedure, practices, and policies.

School leader

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district. A school leader shares the vision of the school, aligns his or her professional goals with those at school and district, and shares responsibility for the success of the school.

Data coach

Although teachers have access to a great deal of data, they do not often use that information to drive classroom instruction. Teacher can lead conversations that engage their peers in analyzing to strengthen instruction.

Catalyst for change

Teacher can be visionaries who are never content with the status quo but rather always looking for a better way. Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement.

Learner

Among the most important roles teacher assume is to be a learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Basic Education

According to National Board of Education “Compulsory education starts in the year when a child has his/her seventh birthday, unless the child needs special needs education. The scope of the basic education syllabus is ten years, and nearly all children subject to compulsory education complete this by attending comprehensive school.”

The objective of basic education is to support pupils’ growth towards humanity and ethically responsible membership of society and to provide them with the knowledge and skills needed in life. The education should promote learning and equality in society as well as acquiring knowledge and skills that the students need in studying and developing themselves later in life.

Kinds and models of Education

There are several kinds and models of education; such as the following whose meanings the researchers understand immediately:

The types and models of education can extend the knowledge of education and its different stages for proper development within your application does the first years of human life, and that education is still a key factor for the survival of the human.

Prenatal Education

The education of the human being begins in the womb, when develop their senses and their neuronal process. While sound will be his primary source of stimulation, touch, vision, taste and even smell will also help his brain to grow, as he begins learning about his parents and his world.

Scientists affirm that the fetus receives and accepts many stimuli in order to go growing and developing in his or her mother's womb. The new child is receipting the first and fundamental characteristics of his personality and his education.

Neonatal education

It is related to the first contact with the new girl or boy and the environment especially with parents. This little neighbor receipts the stimulus from the world when he is living as his fundamental education.

Preschool education

According AYLWIN Mariana. "The preschool education is the first educative step in a person's life, linked with the family; it gives to children the well-timed and appropriate knowledge according to their own features, needs and interests. It helps to reinforce their strengths looking for an integral education".

It is the first step of education, with aid of a teacher, especially planning the objectives and an educational process to help to the children to face and overcome their weaknesses, besides to reinforce their strengths in knowledge and values to get an integral human development.

The childhood education makes that children in this age can acquire the foundation for life-long learning and whole person development. The core value of early childhood education lies in potential development of the child according with the stimulation.

Also, it takes into consideration the diversified learning environment and their sufficient learning opportunities that the institution will facilitate children to develop their multiple intelligences, through play, meaningful life experiences as well as sensory, exploratory and interesting activities.

Basic education

It is the general level for all people offering the fundamental knowledge, skills, and abilities about the aspects of their personalities in any educational center, until tenth grade.

Basic education is more than just learning how to read, write and calculate. It is a part of the broadest possible sense of learning formal, non-formal and informal and at any stage of life. Learning takes place both, inside and outside of school, home, local community, workplace, and recreational places. It permits that the students apply their knowledge in every single environment.

Secondary education

Students generally are young with a determined personality and education. They obtain more than control of their education, they become responsible of their educative activities.

Secondary education takes place following primary education. In some countries, only primary or basic education is compulsory, but secondary education is included in compulsory education in other ones.

Superior education

It is the highest step of the educational level in a professional career with defined students' personality and independency.

The university education also means the totality of general and specialized knowledge and skills that enable a university graduate to solve problems that he or she faces in the institution or to perform scientific research or pedagogical work within the area of specialized knowledge that he has acquired.

1.2 Learning process

RAMSDEN Anibal P. (2010) "Learning can be known as interpreting and understanding reality in a different way. Learning involves comprehending the world by reinterpreting knowledge." (pag. 23)

The researchers agree to the quote because learning is the process that a person has in order to achieve goals and cause permanent changes in his or her behavior through educative experiences and training process. Everybody is able to learn something to get a competitive advantage among his or her peers. In addition, learning is a cognitive process whereby human beings acquire or modify knowledge, skills, behaviors, values, or preferences. This process involves different types of information. Learning does not end in the infinitive mental process because also it includes the acquisition of skills, habits, attitudes and values that go with the process.

Aspects related with learning process

There are four principal aspects into the teaching – learning process:

- a) **Discussion:** Teachers and students have to exchange their opinions and comments between each other for clarifying some students' doubts. Students are active participants in the teaching – learning process and teachers are facilitator of knowledge.
- b) **Interaction:** Students have to interact between each other for sharing their experiences, and also they have to participate in some aspects of the world defined by the teacher during their teaching - learning process.
- c) **Adaptation:** Once students learn something new, they have to add it into their brains for modifying their previous behavior. It means, rethink their knowledge.
- d) **Reflection:** The main goal of teaching - learning process is to determine how much students have learned. It means, how timely and appropriate

was the new knowledge acquired by students and how it helped to change their behavior.

The researchers consider that every student is different and unique. The main English teacher's objective is forming students who will be able to use the language in a communicative way. They are going to get it through teachers' help because the educators are mediators among the teaching-learning process.

When people learn English, teachers have to remember that people really want to be able to communicate with others in that language. Therefore, teachers can not only focus on vocabulary or grammar rules because students will find no motivation. They have to be prepared to encourage students to communicate.

Types of learning

GAGNÉ Robert refers to the content of learning and the intellectual skills involved in mastering it. He differentiates eight types of learning (from signal learning to problem solving) arranged in a hierarchical order, being the lower level prerequisite to proceeding to higher levels. Gagné Robert stresses the fact that each type of learning is associated with characteristic strategies of instruction.

According to the author, the three main types of learning are the following:

- a) **Auditory Learners (Hear):** They would rather listen to things being explained than read about them. Reciting information loudly and having music in the background may be a common study method. Other noises may become a distraction resulting in a need for a relatively quiet place.

- b) **Visual Learners (See):** They learn best by looking at graphics, watching a demonstration, or reading. For them, it is easy to look at charts and graphs, but they may have difficulty focusing while listening to an explanation.
- c) **Kinesthetic Learners (Touch):** They process information best through a "hands- on" experience. Actually doing an activity can be the easiest way for them to learn. Sitting still while studying may be difficult, but writing things down makes it easier to understand.

It is important to take into account these three types of learning that are very useful when teachers plan their agenda because educators need to have clear and precise ideas about not only what is taught but also about what is learned and principally teacher needs to know students' strengths and weaknesses to help them to improve their skills.

Domains of learning

According to BLOOM Benjamin. "Learning is everywhere. We can learn mental skills, develop our attitudes and acquire new physical skills as we perform the activities of our daily living. These domains of learning can be categorized as cognitive domain (knowledge), psychomotor domain (skills) and affective domain (attitudes)."

- a) **Cognitive** – It help to development mental skills. To recall, calculate, discuss, analyze, problem solving, etc.
- b) **Psychomotor** – To dance, swim, ski, dive, drive a car, ride a bike, etc.
- c) **Affective** – To like something or someone, love, appreciate, fear, hate, worship, etc.

Mastery of learning depends on the development of skills that children have, teachers can take and use them as tools of learning, basing on the form of analysis and uptake about ideas to apply in scholar activities according to the type of stimulation or environment that children's grow up.

New ways about teaching and learning

Educational effectiveness depends on how teachers are used and what for, and how any other educational tool deliveries new strategies to develop the students' skills. ICTs do not work for everyone, everywhere in the same way.

ASPECT	TRADITIONAL PEDAGOGY	EMERGING PEDAGOGY
ACTIVE	<ul style="list-style-type: none"> • Prescribed activities by teacher • Whole class instruction • Little variation in activities • Place determined by the program 	<ul style="list-style-type: none"> • Determined activities by learners • Small groups • Many different activities • Place determined by learners
COLLABORATIVE	<ul style="list-style-type: none"> • Individual • Homogenous groups • Everyone for himself or herself 	<ul style="list-style-type: none"> • Working in teams • Heterogeneous groups • Supporting each other
CREATIVE	<ul style="list-style-type: none"> • Reproductive learning • Apply known solutions to problems 	<ul style="list-style-type: none"> • Productive learning • Find new solutions to problems

INTEGRATIVE	<ul style="list-style-type: none"> • No link between theory and practice • Separate subjects • Discipline-based • Individual teachers 	<ul style="list-style-type: none"> • Integrating theory and practice • Relations between subjects (cross-curricula) • Thematic • Teams of teachers
EVALUATIVE	<ul style="list-style-type: none"> • Teacher-directed • Summative 	<ul style="list-style-type: none"> • Student-directed • Diagnostic

1.3 Teaching process

According to STANFORD Ericksen. “To be a teacher implies to complete some types of formal training, has specialized knowledge, has been certified or validated in some way, and adheres to a set of standards of performance.”

The researchers say that, teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for them in order to produce relatively permanent changes through the engagement in experiences provided by their teacher.

In accordance to SMITH Bob “Teaching is a system of actions involving an agent, an end in view, and a situation including two sets of factors – those over which the agent has no control (class size, size of classroom, physical characteristics of pupil etc.) and those that he can modify (way of asking questions or ideas).”

The researchers agree that teachers have to select the best activities and they have to prepare themselves in advance. It means, planning their classes. The improvisation is unacceptable because, it can affect to the teaching – learning process. Students enjoy activities which carry out something entertaining and interesting topics such as: music, love, theater, among others. Teachers have to prepare topics according the students' backgrounds.

Principles included into English as a foreign language methodology

According to MCDONOUGH Jo and SHAW Christopher. There are many principles included in the methodology which will be applied in the English teaching – learning process.

- a) **Level of development:** teachers must know their students' cognitive competence in order to assure the best way of driving the teaching-learning process.
- b) **Motivating situations:** the activities should include games which will be used in order to encourage students to be part of the teaching-learning process, especially those ones who are passive and do not work.
- c) **Appropriate level:** cognitive, psychomotor, linguistic, moral and social aspects must be taken into account when teachers are selecting and preparing activities. They must be adapted to each student's level.
- d) **Daily life experiences:** the activities that teachers do into classes must be related to daily life situations in order to achieve meaningful learning which will lead to the creation of links between the new knowledge that students learn and those which already exist in their cognitive structure.

- e) **Motivation:** it will be the main issue of the whole teaching-learning process. An adequate atmosphere of affection and confidence in which students feel secure and comfortable will help the process.

- f) **Classroom organization:** there is not a standard organization of the classroom which can be considered ideal. The most appropriate organization depends on group characteristics.

- g) **Time organization:** drastic segmentations within the planned units must be avoided. Teachers must not forget to keep a correct balance between the amounts of time that students spend working and the rest of time. A specific strategy will be to write on the board the planning with all the activities of that day.

- h) **Materials organization:** teachers should provide many opportunities to students.

- i) **Manipulation of the didactic resources for achieving new learning:** Students will be free to choose the materials they want to use when working at home.

Teachers will pay attention to detect as soon as possible any difficulties that may happen in the classroom in order to help these students through the use of appropriate activities or some grade of attention if it is necessary.

Teaching about every natural event and everything that surrounds it is a product of the learning process which requires the application of methods and techniques to assimilate it, not including those methods that will not be used in general learning but will have a specific use.

Teaching strategies

Among the most difficult problems faced by the education system are those associated with teaching effectiveness. The current preparation of teachers for specific age levels, subject matter, academic skills, etc. does not take into consideration sufficiently the complexity of factors such as students' characteristics. There is a strong need to train teachers to adapt instruction to the diverse student abilities, learning styles, personality traits and needs by using more differentiated teaching strategies. Consequently, teaching can be done reality with suitable results by people other than the traditional classroom teachers.

Techniques applied in classes

Teachers use different techniques in the class, they could apply the following ones:

- a) **Active learning:** It involves learning collaboration with others. Learning within a community of learners enables the students to construct their own knowledge, to explore issues from multiple perspectives. In other words, the way in what students acquire knowledge affects the degree which knowledge becomes useful or not useful to them.
- b) **Discussion:** It will be one of the most important strategies. Through students' discussion, they learn to analyze, synthesize, and evaluate information by asking questions. Discussion can contribute to the development of students' attitudes and skills. These include:
 - Cooperative skills such as: asking questions, and actively and positively listening.

- Recognizing the value of different points of view and dealing with conflicts opinion in a non-personal way.

Students need to feel what they can speak. Hence, teachers need to create a functional atmosphere that will help students to give their opinions even though it can be different from others.

Finally, teachers evaluate the teaching - learning process through a set of stages organized in a progressive order. These stages are related to a standard-criterion that helps them to verify the results that students get.

The results obtained from the evaluation must be reliable and have a practical purpose. The assessment should help students and it is focused on their improvement. Some aspects that must be evaluated by teachers during the teaching process are the following:

- The assimilation of different types of contents.
- The acquisition of the learning skills.
- The teaching-learning process and the methodology used.
- The participation of the student in class discussions and panels.
- The cooperation with classmates in class.

The researchers realizes that acquiring knowledge through learned experiences is very useful to establish a strong basis on which teachers take an advantage for modifying their behavior and to acquire a competitive advantage in any field of education.

1.4 Didactic resources

According to MARCHENA Oscar didactic resources can be defined as: “Resources are any instruments that help us to achieve any goal; that is, auxiliary materials with the pupils develop the learning process.”

Didactic resources are instruments that help to achieve any goal into the teaching – learning process. Therefore, the whiteboard, computer and videos are resources, but the crucial element is the word, which is an unlimited resource, it is an intermediary between the reality and students.

According to AREA Manuel, PARCER Artur, and RODRÍGUEZ Jesús. “In the development phase, they can be used to provide information, to practice a skill, learning to self-assess. And in the closing phase, they can help to reflect onto the process, to help to build key ideas or synthesis or to evaluate the learning process.”

Didactic materials as a resource in the teacher hands assist to the learning process; they can be located in one or several phases of the educational sequence and, within it to fulfill different functions. In the initial phase, they can increase the motivation, to introduce a topic or issue, or to reflect on the knowledge and preconceptions of the subject.

Attracting the attention of the students is one of the most important tasks into the teaching – learning process. For this reason, teachers should avoid writing on whiteboard for a long time, in fact, teacher should prepare catchy material and games that permit get the students’ attention and motivate them to learn and

practice the new contents.

Then, the simplest didactic resources for teaching English are real objects, which can be used in several ways. An auxiliary material may also be used for activities and self-assessment such as role-plays in order to provide realism and fun.

Flash cards can be extremely helpful if they are used correctly; word cards containing one single word can be ordered to build sentences and make transformations from affirmative to negative and interrogative.

Group-work can also be promoted with activities like a contest to write the longest sentence in order to reinforce the prior content. It encourages team work and cooperative learning while they practice the skills.

Slides, though not so popular are also good devices for their easy change in the class.

One of the most popular resources is the video. It is a good motivating activity, because it provides a closer approach to reality through the ear and eye and keeps the students active.

Games are also an important context to practice a second language, since it presents real communicative situations, not mere simulations, and have certain advantages, as for example: they reinforce the content through funny and interactive activities, use of language in a creative way, and develop the communicative competence.

Finally, songs are one of the most successful resources, but must be selected carefully, according to the pupil's interest, needs, level of difficulty and motivation.

Types of teaching aids

Any device, object, or machine used by a teacher to clarify or enliven a subject is considered a teaching aid. There are some types of teaching aids, for this reason a teacher should be creative to catch the children's attention. For example, a teacher can teach children parts of a tree, parts of the human body easily with the help of the didactic resources.

There are many aids available these days, such as:

- a) **Visual Aids:** The aids which use sense of vision are called visual aids. For example: actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc. Out of these black board and chalk are the most common ones.
- b) **Audio Aids:** The aids that involve the sense of hearing are called audio aids. For example: radio, tape recorder, gramophone etc.
- c) **Audio - Visual Aids:** The aids which involve the sense of vision as well as hearing are called audio - visual aids. For example: television, film projector, film strips, etc.

Teachers have to use a variety of teaching aids in order to maintain students' interest and participation in class.

1.5 Didactic Guide

GARCIA Aretio. "Teaching Guide is the document directed for the study, bringing the cognitive processes of the students in the teaching, so you can work independently."

Didactic guide is the compilation of readings. In the best scenario, it is an anthology that goes with a textbook or something else, made up of the basic bibliography of a course or a subject of study. A didactic guide must help to teachers to make a decision about what, how and when use the language.

The researchers have learned that a didactic guide is a tool that a teacher needs to help to students in classes; in this case, it could be possible to teach something about the contents of the student's book. A didactic guide is understood as a valuable tool and it makes the basic text more dynamic. This is done by using creative didactic strategies that simulate the teacher's presence and generate a dialogue in order to offer to students' different possibilities to improve their understanding and self-study process.

Didactic guide components

There are many parts in a didactic guide but researchers only will use the main ones because they will help to teacher to use it in the best way.

- **Index:** in this part, all the titles should be considering, such as the first, second or third level and their appropriate pages for any text so that the user can locate them quickly.

This tells the users where to find the topics in an informational book.

- **Presentation:** this gives a background for the body of the text and allows the author to expose the general purpose of the work. It also shows the reading and makes previous considerations that will be useful for understanding the contents of the guide.

This precedes the text body and allows the author to explain the general purpose about work, guiding the reading and allowing previous considerations so that one can consider them as school implements for understanding the contents of the guide.

- **Dynamics of the guide:** it consists on the form of media in which the student is going to be during the course, it determines the media in which the student will be advised, as well as the mechanisms of service and reception in the different didactic resources and products to be used and developed in the course.

- **Duration of the guide:** the duration of the course is defined; specifying starting dates and the finish of the course in general, as well as each module and specifying the distribution of working hours. Recommendations are made to distribute the different activities of the course.

Theoretical classes, evaluations, tasks, forums, and classroom activities are necessary among other things to be done, weekly during the period of the course duration.

- **Didactic Resources:** they offer a quick description of the didactic resources that will be used during the course, as well as a presentation of the platform with its respective e-mail access address.

Reproducing totally or partially objects and environmental scenes and modifying them is one of the human abilities in order to be able to create their own style and put their own personal stamp on something.

- **General Objectives:** this stage allows identifying the knowledge, abilities, attitudes and aptitude or competences that the student should develop, in order to guide the learning process.

The general objectives should be written in ways that reflect the proposal at the end of the course, linking the profile and competences of the profession as a human being. The general objectives come from specific objectives of each unit and both are for each theme and class respectively. The general objectives constitute the ruling category of the teaching educational process. The marked guidelines conform to the evaluations that integrate what is taught and achieved by students in each unit.

- **Specific Objectives:** the selection of contents and the way of presentation that an author may embrace, should always be guided by the previous definition of explicit objectives.

To make the objectives clear in a correct way of the educational process teacher has to include what students are expected to be capable of doing when finishing the study of the unit, theme, sub-theme, lesson, evaluation or any other activity of learning.

The formulation of objectives must be understandable. For that reason, the wording must describe, in the most exact possible way, an activity that the student may accomplish explicitly and that the teacher may observe and score in an objective way.

- **Course Program:** the instrument is curricular where the activities of teaching-learning are organized so that it allows the teacher to guide himself/herself while trying to achieve the objectives. Therefore, the students should demonstrate the activities and contents to developed, as well as strategies and resources that will be applied.

This instrument allows more thoroughly exploit the skills and creativity of teachers for a successful class, reaching its stated goal in the teaching-learning process.

- **Development of Contents:** it is a general presentation about thematic unit of the program, locating its field of study in the context of the general course and emphasizing the value and the usefulness that it will have in a future profession.
- **Thematic Unit:** the basic contents are presented by way of a summary or scheme, whichever the case may be, with the intention of explaining concisely and in a representative way, the themes and correspondent sub-themes of the readings suggested in the unit.

CHAPTER II

2.1 BRIEF HISTORICAL OUTLINE ABOUT UNIDAD EDUCATIVA “FAE” N° 5



In 1991, “Unidad Educativa FAE No. 5” Kinder garden began its activities in the Cotopaxi Airfield Base whereby the laughs and steps of 26 children of the military and people in general. This educational institute started its formal activity at the Multifamily Headquarters of the Ecuadorian Air Force - Latacunga, where these little children were guided under the slogan, “Tan importante es emprender un reto como continuarlo y seguirlo”.

In 1992, a short basketball court, some classrooms and recreational areas were built. In the same year, under the direction of the Educational Center Coordinator, Major Marcelo Rubio, and with the authorization of the Cotopaxi Airbase linked at FAE Educational Direction the first grade began to work which was called “Los Aguiluchos” Pre-basic education. It was an emblematic name for the institution.

On October 6th, 1997, a new and ambitious dream was reached. Many little children from “Los Aguiluchos” Pre-basic educative Institution got three and a half hectares of land located in “Nueva Vida” Neighborhood.

In 1998, the little children finished their primary instruction and demanded to continue their studies in the same institution under the blue flag of the Air Force.

So, as a consequence, a middle level of school began and it was necessary to Pre-basic education to Latacunga FAE Educational Center No. 5. After that, the Ministry of Education gave approval for the primary and middle level schooling at FAE, under the category of Experimental areas.

The obligation and responsibility in teaching children and young people in the province placed to the **Experimental Educative Unit FAE No. 5 UEEFAE**. It is at the top of the list as one of the best educational centers in the region, for this reason, the authorities built a new building for the new courses.

How exciting was the moment when the first brick was laid for the building of the Latacunga Aeronautic Liceo during a great ceremony under the direction of Major Marcelo Rubio on October 20th, 1998. This institution received valuable support

from the authorities to fulfill this dream, which was completed on November, 2007.

At the beginning of 2007-2008 school years UEEFAE No. 5 operates in the new Liceo Aeronautic Building. Nine graduate classes have already enrolled in the classrooms. Nowadays, those 26 little “Aguiluchos” have become 1.200 that is trained in the discipline, with responsibility and honor.

2.2 ANALYSIS AND INTERPRETATION OF RESULTS

SURVEY APPLIED TO PRE-BASIC TEACHERS

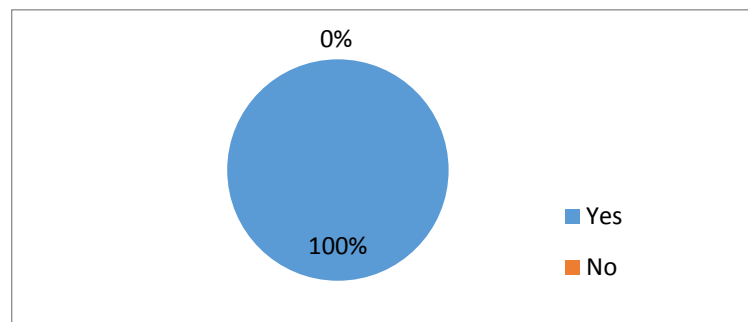
The results for the analysis and interpretation are shown in the following charts:

1. Do you think English as a Second Language is a necessary subject for the pre-basic education?

CHART # 1

VARIABLE	FREQUENCY	PERCENT
Yes	10	100%
No	0	0%
TOTAL	10	100%

GRAPHIC # 1



Source: UEEFAE No. 5
Searchers: Albán Gina, Quishpe Carlos.

According to the chart, 10 teachers of pre-basic said that English as a second Language is a necessary subject into pre-basic education, it refers to 100%.

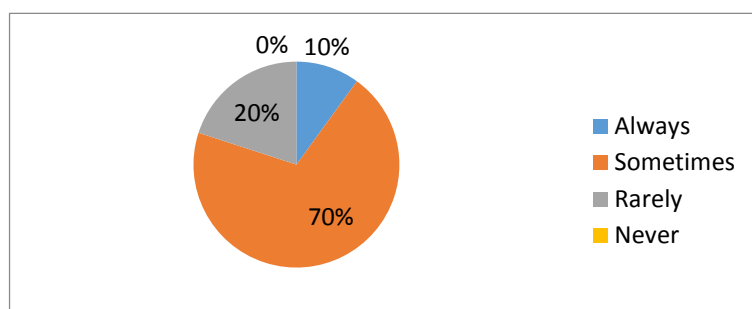
They show that English subject is as important at the nursery level as in the other levels because children during this age acquire an elementary vocabulary. They are able to establish concrete ideas; they readily identify their real life. They operate their intelligence faster than a teenager.

2. Have you been evaluated about the updating knowledge of English in the pre-basic education?

CHART # 2

VARIABLE	FREQUENCY	PERCENT
Always	1	10%
Sometimes	7	70%
Rarely	2	20%
Never	0	0%
TOTAL	10	100%

GRAPHIC # 2



Source: UEEFAE No. 5
 Searchers: Albán Gina, Quishpe Carlos.

The bar chart reveals that only one teacher who correspond to 10% said that he/she always is evaluated about the updating knowledge, followed by seven teachers who correspond to the 70% update their knowledge sometimes, two teachers who refers to 20% update their knowledge rarely, so researchers get a one hundred percent of surveyed teachers.

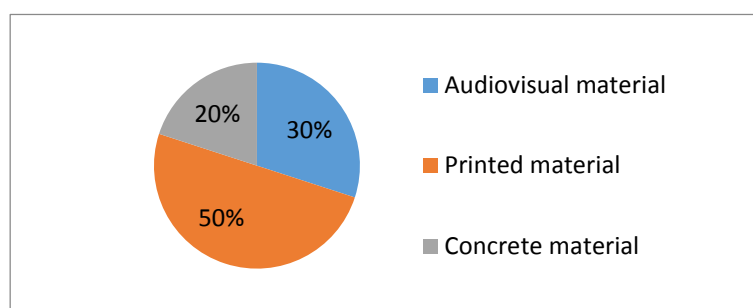
In consequence, teachers do not attend to seminars frequently in order to update their knowledge, whereas researchers consider every professional has to be evaluated once a month thus, it will let students have clear and useful knowledge.

3. What kind of material do you use in order to teach English in the pre-basic education?

CHART # 3

VARIABLE	FREQUENCY	PERCENT
Audiovisual material	3	30%
Printed material	5	50%
Concrete material	2	20%
TOTAL	10	100%

GRAPHIC # 3



Source: UEEFAE No. 5
 Searchers: Albán Gina, Quishpe Carlos.

The chart and graphic #3 shows that **three teachers** correspond to **30%** said that use audiovisual material (videos) as didactic resource in their pre-basic class; **Five teachers** who are **50%** affirm they use printed material such as: flash-cards, photocopies and books, because it is an easy way to learn English for children and the topics with summaries and graphics are colorful and catchy. **Two teachers** who correspond to **20%** argue they use concrete material. It relies on games and songs to make a dynamic class.

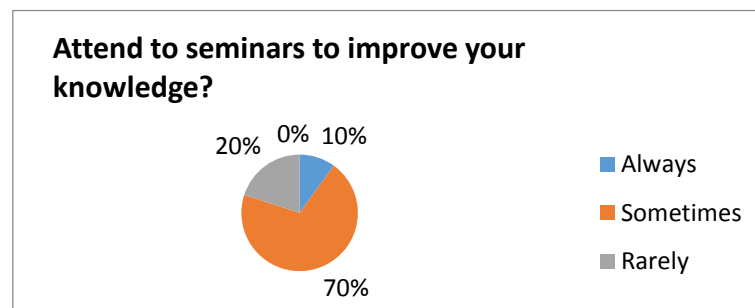
Consequently, Teachers use different types of didactic resources. The most common is the daily workbook and photocopies. However, we can realize that they should use resources which allow the students interact among them through videos and games in order to improve the English-learning process in a motivated way.

4. How often do you attend to seminars to improve your knowledge?

CHART # 4

VARIABLE	FREQUENCY	PERCENT
Always	1	10%
Sometimes	7	70%
Rarely	2	20%
Never	0	0%
TOTAL	10	100%

GRAPHIC # 4



Source: UEEFAE No. 5
Searchers: Albán Gina, Quishpe Carlos.

From the obtained data in the bar graph # 4, we can see that just **one** teacher always attend to seminars, so it requitals to **10%** of whole of them, seven teachers who represent to **70%** mention that they sometimes attend to seminars, added to **two teachers** who are 20% affirm they rarely attend to seminars.

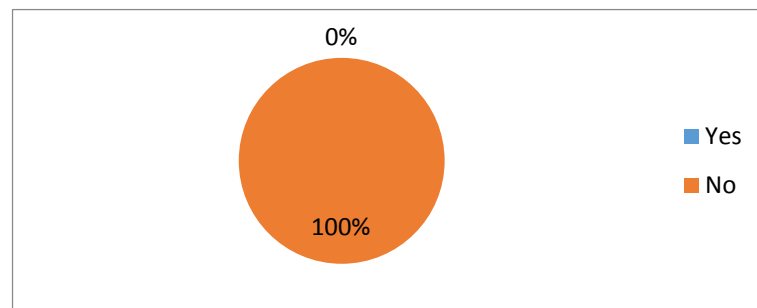
As shown above, many teachers attend to seminars but these seminars are not according to the subject they need to know. It depends on the financial availability of the institution.

5. Does the institution provide didactic resources for the teaching learning process?

CHART # 5

VARIABLE	FREQUENCY	PERCENT
Yes	0	0%
No	10	100%
TOTAL	10	100%

GRAPHIC # 5



Source: UEEFAE No. 5
Searchers: Albán Gina, Quishpe Carlos.

The 100% of the people that applied the survey mention that the institution does not give the didactic resources, required for the English-learning process.

So, students get vocabulary in a difficult way, they feel really exhausted at the moment of beginning the lesson. That's the reason why the researchers believe necessary to make a guide with didactic resources to help teachers and facilitate children the English language learning during the teaching-learning process in pre-basic education.

2.3 INTERVIEW APPLIED TO THE PRINCIPAL

1. Do you consider that English subject is necessary in the Pre-Basic Education?

The Mayor Carlos Castañeda principal of Unidad Educativa FAE N° 5, said that English subject is very important to students. It is the main language in the world; so, all people can communicate with others using it. The main benefit into education is the increase and improvement of the curricular plans at all levels. So, it is better when a child learns English at early ages, because children's brain are as sponges that acquire every single content and experience.

2. Does the institution have specialized teachers in the English language?

The institution has specialized teachers in this area because it is very important that teachers master the English Language. We consider English as important as mathematics; for instance, we give it the same status. It requires specific methodology to be applied with children and adapt the new knowledge to a different language into their mother tongue. Also, it allows that children assimilate the knowledge in a better way.

3. Do you think that didactic resources help to improve the teaching learning process of English language?

The didactic resources are very important in education not only in English language, because they are combined with a suitable teaching methodology. They make more interesting the teaching – learning process. In the past, classes used to be monotone and boring, but today teachers catches the children's attention through the use of colorful and interesting material that make the class easily to remember.

4. Do you let English teachers to attend updates English seminars?

The seminars help teachers to update their knowledge and be up-to day because, they learn new things, and then they can apply them in their classes. The seminars are great for updating the teachers' knowledge. However, they cannot afford by the institution.

5. Do you consider important the elaboration of a guide about didactic resources?

The creation of a guide about didactic resources is necessary for this institution because it will be a tool that English teachers will use to facilitate the teaching – learning process, catch the children' attention, improve language skills and get better results, especially in the pre-basic year, due to students at that age can assimilate all kinds of knowledge easier than when they are young or adult.

Interpretation

Nowadays, authorities of educative centers are interested in training the teachers who work at that place. They consider English as important as any other subject in their curricula because this language permits a real interaction and communication between cultures and societies around the world.

So, language must be taught since early ages through the usage of didactic resources to facilitate its acquiring. Children catch the idea quickly by visualizing colorful material like: pictures, drawings and shapes and including games, songs and chants to lower the affective filter and get their attention and interest in the content. The methodology to be applied is the Total Physical Response Method because it encourages to students the fully and active participation in the class.

Students especially learn through sight, ear and through all their body. In summary, teachers need to break up the way that they teach English language and start to use didactic resources to make more interesting classes.

OBSERVATION FORM

Analysis and interpretation of the observation survey taken with Pre-basic Class “A” of the No 5 FAE Educative Center.

TOPIC: COLORS

PERIOD: 40’

No.	PARAMETER	YES	NO
1	The teacher starts classes with motivation.		X
2	The teacher uses an adequate methodology.		X
3	The teacher presents interesting didactic material, to make the teaching – learning process easier.		X
4	The teacher plays games with children during classes.	X	
5	The teacher gets children attention.		X
6	Students participate in class actively.		X
7	Students are motivated to learn English		X

During the five observation classes the researchers can deduce that teacher does not start the class with any kind of motivation activities. She starts the class just with a greeting during the period of class, the teacher do not use the appropriate methodology to get the attention of children. She does not use the correct voice tone and there is a lack of control during class because she applies the same strategies and activities every day.

During the demonstrative class, the researchers could not observe that the teacher presents any interesting didactic resources that catch kids' attention. The teacher

applies a game with the students but she does not pay attention to the teacher because she does not have the control of the class. So, the English language class is become boring and unmotivated.

Unfortunately, teacher is just focused on the activities of the textbook. The researchers may appreciate that the lack of didactic resources causes the loss of the students' concentration during the classes and as result, they get bored and start to play or converse with others.

Moreover, the teacher does not have a previous plan for this activity into classes. She improvised the class. So, the lack of motivation into children and a class without planning are the principal factors that cause children are not improving their English Language skills in a good way. In fact, with these reasons the postulants can prove why many people do not like English language and get difficulties to understand it.

2.4 CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- The teacher has to design and use the appropriate didactic material in order to catch students' attention and encourage them to participate in class actively, helping along the cooperative learning.
- Teachers has to address the correct didactic materials based on students' backgrounds and needs to lower their affective filter and obtain good results in the teaching – learning process.
- The teachers do not attend with frequency at the seminars to improve their knowledge, because they are expensive and it is difficult that teacher pay their own training due to their salary.
- The teachers agree with the creation of a guide with didactic resources, because it is important to have an appropriate guide that contains some different and interesting activities that permit to catch the students' attention.

Recommendations

- Teachers should create their own resources based on their necessity, in order to ensure meaningful learning according to the students' needs. It can help to lower the affective filter and be prepared to acquire the new contents.
- Teachers should update their skills frequently to vary and improve the learning process in class, creating a good environment with motivated students to share their experiences, ideas and knowledge.
- Teachers should prompt a dynamic class and motivate learning through the usage of this **didactic resource guide**, which will capture students' attention, and overall it will encourage them to learn English language and use it in the daily life.
- The teacher should use the didactic guide to improve their process motivating to the students to learn English easily through the use of easy and interesting material and activities, promoting also the cooperative learning.

CHAPTER III

3.1 PROPOSAL DESIGN

“DIDACTIC RESOURCES GUIDE FOR THE ENGLISH TEACHING LEARNING PROCESS APPLIED TO THE CHILDREN OF PRE-BASIC EDUCATION “A” AT UNIDAD EDUCATIVA “FAE” N°5 DURING THE SCHOOL YEAR 2012-2013.”

OVERVIEW

The investigators are conscious about the problems that students of the Preschool education of Unidad Educativa FAE N°5 have to face at the moment that they are learning. As a matter of fact, it has been observed that they are unmotivated during the teaching-learning process while the teacher is applying traditional resources.

This guide has didactic resources with inductive method that is going to be applied to the children of preschool education. It represents the way about how to learn new vocabulary and how the explanation of the rules will ensure their understanding. In this way, the application of this guide will be the best choice for teachers and students to improve the Second Language Acquisition.

Therefore, the researchers propose a new didactic resource. It is going to have new activities to develop in class. They will improve the students' knowledge and the teacher will get better activities and resources to improve the teaching learning process.

3.2 Informative Data

INSTITUTION : "UNIDAD EDUCATIVA FAE N° 5".

LEVEL : PRESCHOOL EDUCATION

PROVINCE : COTOPAXI

CITY : LATACUNGA

PARISH : LA MATRIZ

NEIGHBORHOOD : NUEVA VIDA

ADDRESS : EVEREST, URBANIZACIÓN NUEVA VIDA

BENEFICIARIES : TEACHER AND CHILDREN OF PRE-BASIC EDUCATION

RESEARCHERS : ALBÁN ROCHA GINA ALEXANDRA
QUISHPE PALLO CARLOS HUGO

3.3 Justification

Language, so far as it is known, is something specific to humans. It is the basic capacity that distinguishes humans from all other living beings. Language skills are so important in the teaching - learning process, where the four English Language skills are involved: listening, speaking, reading and writing.

Teachers who work with kids at the nursery level in the language area at educative centers do not have the appropriate and updated guidelines which will help to improve the experience of learning a second language.

The didactic guide will contribute to the development of education, taking into account the use of creative techniques, activities and newly teaching tips.

The didactic guide is an **important** document that allows teachers to do an appropriate planning. It will be used for a guidance and control about the students' progress inside the classroom. At the same time, it promotes a better planning and preparedness organization, self-preparation and self-control when teachers have the specific tasks for doing during the performance of assigned activity.

Researchers are over viewing the difficulty that little children are facing due to the use of old didactic procedures applied in class. So, it is the principal reason to elaborate a guide that teachers and children can use as a help to improve the acquisition of a second language. Furthermore, the researchers are conscious in the problems that students of the Preschool education of Unidad Educativa FAE N° 5 have had. So, this guidance is transcendental because it will be made with a variety of contents linked with the real students' lives; also, it will promote the

assimilation of the two principal skills which are: listening and speaking that model as a great step for the next level and for expanding their minds to the understanding of new vocabulary in this globalized world.

This didactic guide will be a **theoretical contribution** because through the results the guide will help to develop the communicative competence in an effective way.

This research works as **practical contribution** will be used by Unidad Educativa FAE No. 5 and reproduced to students at the nursery level in the development of language skills with regarding to the listening and speaking.

The correct use of didactic resources allows effective development of productive skills into students who are learning English at nursery level. So, through this research, the investigators attempt to make a **methodological contribution** for the English teaching-learning process to students at Unidad Educativa FAE No. 5.

This research work will be a **transcendental contribution** because it allows to preschool teachers develop an effective class, providing the teaching - learning strategies of English language and preparing students for the future, once they will be promoted to the basic education.

This research work has a **social relevance** because its importance in productive skills is enormous. Teachers often focus on their little students the ability to speak, and listen for communication is sometimes forgotten. Speaking skill is equally as important as listening.

3.4 Objectives

3.4.1 General Objective

To improve kids-English-learning through a didactic resource guide, so that they can understand English in a better way as a second language for the students of preschool “A” at Unidad Educativa FAE N° 5 during the school – year 2012-2013

Specific Objectives

- To identify and improve students’ receptive and productive skill (listening and speaking)
- To apply the guide to get better results in acquisition of the new knowledge of children of preschool education.
- To encourage kids to learn English language through a guide of didactic resources and fun activities where they feel attracted and open-minded to learn new things.

3.5 Foundation

This project will allow the researcher to identify the difficulties that the pupils have during the English classes in preschool education. The teaching learning process has using different methods that have been part of our childhood to start

the acquisition of knowledge of a second language. The methods that are being used are psychological, pedagogical and sociological methods that permit the development of children's skills. For this reason, the researchers create a guide with didactic resources that helps to the children's learning.

The researchers select the contents taking into account the book that is used in the institution for the preschool education year and with the help of the psychologist of the institution. Didactic resources can capture the attention of children and likewise stimulates English language learning focused on neuronal children development of three and four years old.

Theoretical

The theoretical foundation is the most relevant point for all researchers because it can broaden the knowledge for a previous theoretical analysis and creation of the proposed guide. This way achieves the end result providing foundations for fundamental activities which will be in the researchers' proposal.

Scientific

Now, teaching is situated at a high level, so education is associated with people and their demands of knowledge. For this reason, the researchers have considered investigating the main information with the objective of updating it for the students. Also, the project contains easy and interesting contents.

Methodological

To create this project, the researchers include several methodological explanations which are updated, in order to make the teaching learning process possible. In the project teaching and learning activities must be combined during the class, in order to increase the student's vocabulary, contents, methods, techniques, methodologies and practice will help the teacher to reach these objectives.

Psychological

The idea of a psychological foundation is to generate a comfortable environment, in order that the education can be become interactive, taking a count the age of children. The researcher group is sure that the project contents play an important role in the educational process. Also, it allows a better relationship between teachers and students inside the classroom. Allowing neural development of children in the education and preparing them for the general education.

3.5 Proposal Description

The didactic guide which will be used into the teaching – learning process of English at nursery level at Unidad Educativa FAE No. 5 contains instructions and suggestions about how teacher should teach each lesson, activities, games and motivated activities.

Researchers have selected themes and contents according to the students' ages and their capacity to catch new knowledge in another language based on their target

language. These themes will wake up the students' curiosity and interest for learning. The contents included in Unit One are so easy to assimilate.

The guide called: **WORK TOGETHER TO DEVELOP OUR THINKING** constitutes a dynamic and participative methodological orientation whereby children learn how to speak using the elementary vocabulary. Also, through this guidance, teachers teach children to use English in the real life for purposes related in schools, social life, and their integral development.

This guide uses many different ways of methodology such as fun activities, songs, conversations, group works and games. Through these, children will develop abilities and skills according to their age. The feasibility in this guidance is expressed by many reasons, but the main one is the adequate use of the didactic guide will permit to achieve an improvement and updating teacher's knowledge. It will help to pre-basic English teachers at Unidad Educativa FAE No. 5. It will be easy and accessible for the classroom management, teacher can understand the contents and he or she could do them, and also he or she will be able to adapt them to the reality.

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Annex



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INTERVIEW APPLIED TO THE PRINCIPAL

Objective:

To get information that helps know how is the teaching – learning process of English Language in the pre basic education through an interview

- 1. Do you consider that English subject is necessary in the Pre-Basic Education?**
- 2. Does the institution have specialized teachers in the English language?**
- 3. Do you think that didactic resources help improve the teaching learning process of English language?**
- 4. Do you let English teachers to attend updates English seminars?**
- 5. Do you consider important the elaboration of a guide about didactic resources?**

Thanks for your collaboration!



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FILE CARD OBSERVATION

Objective:

To get information that helps know how is the teaching – learning process of English Language in the pre basic education through a file card observation

No.	PARAMETER	YES	NO
1	The teacher starts classes with motivation.		
2	The teacher uses an adequate methodology.		
3	The teacher presents interesting didactic material, to make the teaching – learning process easier.		
4	The teacher plays games with children during classes.		
5	The teacher gets children attention.		
6	Students participate in class.		
7	Students are motivated to learn English		

Thanks for your collaboration!





