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ENGLISH CARRER

THESIS

THEME:

**“DESIGN OF AN ACTIVE METHODOLOGICAL STRATEGIES
GUIDE TO CONTROL THE BEHAVIOR DURING THE TEACHING
LEARNING PROCESS IN THE STUDENTS OF 6TH “B” YEAR OF
BASIC EDUCATION AT “JORGE ICAZA” ELEMENTARY SCHOOL
DURING THE PERIOD 2010 -2011”**

Thesis presented previous to get the Science of Education Degree with
major in English Language.

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AVAL DEL DIRECTOR DE TESIS

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

“Design of an Active Methodological Strategies Guide to control the behavior during the Teaching Learning Process in the students of 6th “B” year of Basic Education at “Jorge Icaza” Elementary School during the period 2010-2011”, de Gavilanes Guagchinga Fabiola Elizabeth y Guagchinga Chicaiza Nelson Wilfrido, postulantes de la Licenciatura en Inglés, considero que dicho Informe Investigativo cumple con los requerimientos metodológicos y aportes científico-técnicos suficientes para ser sometidos a la evaluación del Tribunal de Validación de Tesis que el Honorable Consejo Académico de la Unidad Académica de Ciencias Administrativas y Humanísticas de la Universidad Técnica de Cotopaxi designe, para su correspondiente estudio y calificación.

Latacunga, Marzo, 2012

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Los criterios emitidos en el presente trabajo de investigación “Design of an Active Methodological Strategies Guide to control the behavior during the Teaching Learning Process in the students of 6th “B” year of Basic Education at “Jorge Icaza” Elementary School during the period 2010 - 2011”, son de exclusiva responsabilidad de los autores.

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GRATITUDE

Our sincere thanks to God because he guides our way and he is always with us; how not be grateful with our parents who with great care and effort have educated us with values in order to be good people; also they have trusted and helped us all time, at the same time our gratitude is for the teachers, who with dedication have shared us their knowledge and experiences without expecting anything in return. At last, we are grateful for all people, who cheered us with words of encouragement for no fainting on the way of being great professionals.

Gavilanes Guagchinga Fabiola Elizabeth.

Guagchinga Chicaiza Nelson Wilfrido.

DEDICATION

This work, which has been made with great effort, we dedicate to God for giving us the life and letting us to be better people. In addition we bestow it to our parents because they have always been with us in each difficult and easy moment of our lives and thanks that they have put their trust in us, we are finishing one more stage of our lives. They have supported our life with love and affection and showing that they are the best parents.

Fabiola

Nelson

THEME: “Design of an Active Methodological Strategies Guide to control the behavior during the Teaching Learning Process in the students of 6th “B” year of Basic Education at “Jorge Icaza” Elementary School during the period 2010-2011”

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ABSTRACT

The design of a guide with active methodological strategies has as main objective to control the students' behavior during the English classes given as a result an enduring understanding. In this way, controlling the students' behavior and getting a significant learning at the same time is difficult, so, teachers use traditional methods and strategies, which make feel learners bored during the teaching-learning process.

On the other hand, the use of active methodological strategies as new tools which beyond of drawing the learner's attention, it is a feasible way to control the misbehavior during the class, and at the same time, learners can avoid the boredom, increasing the English learning level. The English teaching-learning process needs a change in the methodology because teachers use traditional methods with bored strategies to give their classes and it only generates the data memorization.

The teaching-learning is a big process which requires the interaction among teachers and students, so, teachers have the necessity of using innovative methodological strategies which create a good environment to work, using games, role plays or other activities that motivate learners to get the knowledge in an easy way, and at the same time, accomplishing a high English learning level.

INTRODUCTION

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

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

Studying the students' behavior during the classes into the education is useful, so, this researching applies the use of new strategies to teach the English Language, and at the same time to control the behavior. In addition, education is changing everyday and creating new ways to control the behavior is a scientific novelty.

At "Jorge Icaza" Elementary School, students do not have interest to learn English and it produces that they adopt misbehavior during English classes, in effect; they require new strategies to create a good behavior. This researching has as an objective to improve the Teaching -Learning Process and control the behavior through active methodological strategies.

What is more, it has theoretical contents which explain the behavior types during the teaching-learning process, their results and the active methodological strategies which control the behavior types in learners. All of these are researched in learners, teacher, and authorities too.

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

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

The second chapter has the analysis and comparison of the results with the survey which was applied to students of 6th "B" year of basic education at "Jorge Icaza" elementary school, the interview which was applied to the English teacher and the director, to know their point of view about the students' behavior during the T.L.P., kinds of activities and didactic resources that teacher uses to control the behavior, and if they agreed with the design of a guide of active methodological strategies to control the behavior. Finally, it contains conclusions and suggestions.

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

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CHAPTER I

1. BACKGROUND

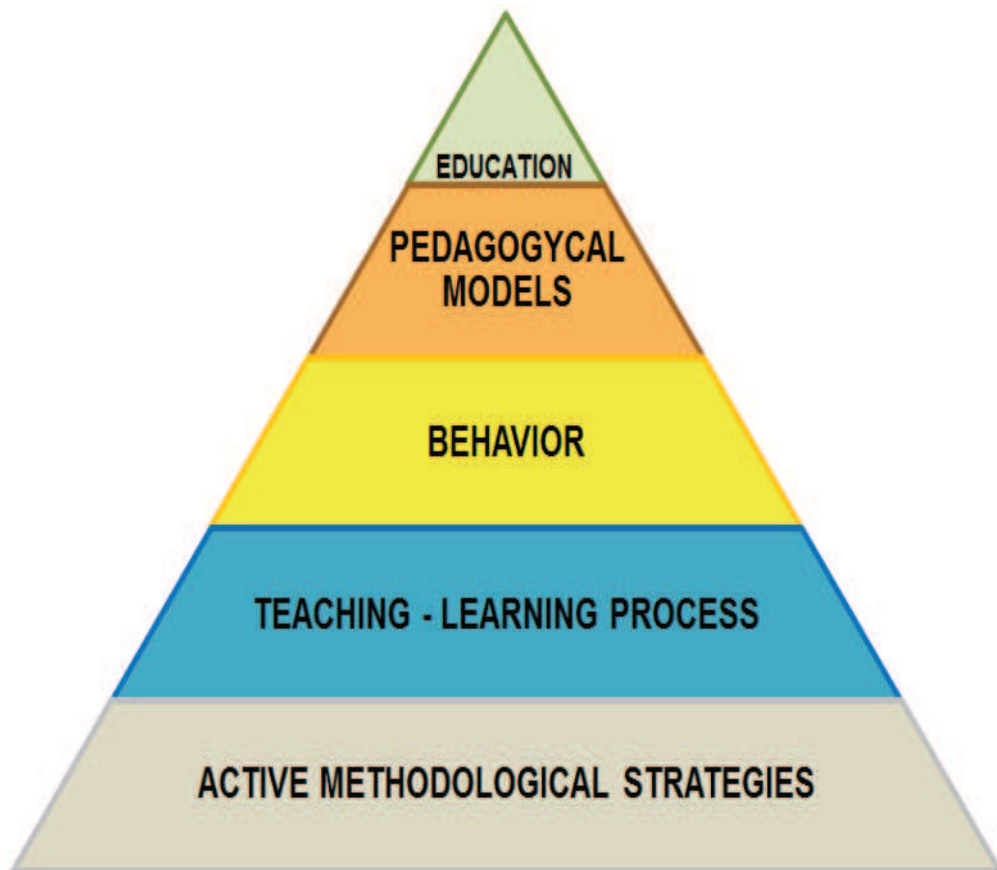
In Latin America, the students' misbehavior has been studied by many universities; however, no one of them gives teachers the chance to use active methodological strategies which control the misbehavior and break traditional rules in the class, creating a good environment to work during the Teaching Learning Process, as this researching is focused.

In Ecuador, the active methodological strategies to control the misbehavior have not been researched, since teachers use traditional models and strategies to control the misbehavior, but this researching tries to solve it because, teachers can use new didactic materials such as pictures, songs, dynamics and their own body to do movements, gestures, etc., and it might outdistance the conventional didactic resources.

In the Cotopaxi province, there are few researchings about this theme, and the ones which exist, are focused on other subjects, given as a result a new researching in the province, finally at "Jorge Icaza" Elementary School there is not this kind of researching, for that reason, the researchers chosen this theme.

Nowadays, the English teaching is a process which needs new teaching strategies, so teachers need to develop them, in order that to produce an enduring understanding. Thus, the students can show their learning and at the same time, their behavior can be controlled by teachers.

2. FUNDAMENTAL CATEGORIES



3. THEORETICAL FRAME

3.1 EDUCATION

Education is a word derived from the Latin language “educare” that means bring up, and which is related with the word “educere” that means bring

out, therefore, education means to form human beings in order that they transform the knowledge that they receive in the action, or experiences.

Education is a big process which involves the action and process to transfer knowledge or experiences. The education helps people to develop their mind and use the knowledge in a productive way, in order to transform people in human beings able to think and act by themselves.

According to SHENITH, Jackson (1995), “the education is an act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. It could be a certain degree, level or kind of schooling.”
<http://www.geoffpetty.com/activelearning.html>

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

But in Ecuador, education does not have a vital importance, so, the governments do not provide enough money for the education, creating a n education of low quality which cannot compete with the education of other countries, in this way, the interest for learning is low too, so, there are many people who are illiterate. And if people do not have the motivation

and the interest to attend the educative institutions to get new knowledge, also, they do not have the interest for learning a new language.

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

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

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

3.1.1 EDUCATION IMPORTANCE

The civilization is based in the knowledge transfer from one person to other ones. Therefore, the education is vitally important because with it, people can accumulate new and more advanced knowledge; in addition,

the education of a language is also necessary, since , people need to know an idiom to express their ideas, experiences and knowledge.

MANU, Goel. (2008) considers that “Education has an immense impact in the human society. One can safely assume that a person is not in the proper sense till he is educated. It trains the human mind to think and take the right decision. In other words, man becomes a rational animal when he is educated.” (Pg. 1)http://www.sasked.gov.sk.ca/docs/social/psych30/suport_materials/copy_right.htm.

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

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

This may well explain the fact that rich and developed nations of the world have very high literacy rate and productive human resource. In fact, these nations have started imparting selective training and education programs

so, as to meet the new technical and business demands of the 21st century, also those nations are relate with the English Language, for that reason, if one country wants to be educated, it needs to learn the language that has a huge power in the globalized world.

3.1.2 TYPES OF EDUCATION

According to PASEO, Manuel (2003) “There are three types of education, depending on the grade of intentionality and systematic, those converge in a given educational program”, (pg. 226) they are:

3.1.2.1 Formal Education

It is imparted in the educational establishments approved in a regular sequence of the school year, subject to progressive curric ulum guidelines and leading to degrees and diplomas.

3.1.2.2 Non-formal education

It is offered in order to complement, update, supplement and form in academic aspects our work without attachment to the system of levels and grades set out in the rules of the education.

3.1.2.3 Informal education

It is all free and natural acquired knowledge from people, institutions, mass media, print media, traditions, customs, social behavior and other unstructured data.”

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

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

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

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

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

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

3.1.3 ENGLISH EDUCATION

In terms of education, learning a second language will also increase understanding and comprehension for other cultures. This becomes a powerful tool in fighting stereotypes. So, English is the main language that people use to communicate with others. Therefore, there are many educative institutions which offer the English Education in order to be part of the global world.

PRAKASH, David (2009) expresses that “English is one of the most important languages in the world. It can even be said or be the single most important language.” <http://www.saching.com/Article/The-importance-of-English-Language-/3556>

Other languages are important too, but not for the same reasons, as the English Language. English is important because it is the only language that truly links the whole world together. If not for English, the whole world will not be as united as it is today. The other languages may be important for their local values and culture.

English can be used as a communicative language in any place of the world. This is because at least a few people in each locality would know the language. Though these people might not have the same accent as others, the language at least will be understandable.

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

Then English language has official status even in nations where it is not the primary spoken language. It is indisputably the primary language of global trade and commerce. In many countries, most tourism authorities and other officials in contact with the public speak English to interact and engage with tourists and immigrants. So, the researchers know the importance for the English Education.

3.2 PEDAGOGICAL MODELS

The pedagogy is the responsible science which focuses in education and teaching, in order to become an effective process. Human thought throughout the history has been the reference for the construction of pedagogical models, in this sense, the models are means of scientific thoughts, which pretend to achieve learning which can be particularized in the classroom, and they use them to understand, guide and address the education.

FLOREZ O. Rafael, (1994) considers that “Los modelos son construcciones mentales, en este sentido construir desde estas visiones estructuradas , procedimientos para la enseñanza, es reglamentar y normativizar el proceso educativo, definiendo ante todo que se debería enseñar, a quienes, con que procedimientos, a qué horas, bajo que reglamentos disciplinarios, para moldear ciertas cualidades y virtudes en los alumnos (pg. 160).

The models are mental constructions, in this sense, to build from these structured visions, procedures for the teaching, it is to regulate and rule the educational process, defining above all what it should be taught to whom, with which procedures, at what time, under what disciplinary regulations, to model certain qualities and virtues in the students.

A model is a way to understand the practice of Teaching Learning Process. With the intervention of the teacher and student, also it is a way to specify the action of teaching and learning, helping to address and respond answers as: for what? When? And with what?

The purposes of pedagogical models have not been described or penetrate the essence of teaching, rather to regulate and normalized the educational process, based on the positive and negative experiences of each model as each will be applied according to the situation in which the model develop in the Teaching Learning Process.

According to the researchers, an important aspect of pedagogical model is the knowledge acquisition because when teacher applies a specific model, it helps to increase the knowledge and it is more effective if it is linked with active methodological strategies, so the model is going to develop the learning, as a result the knowledge increases. However the strategies depends of the model and the students' behavior, thus, teachers can use different kind of models according with the class situation but the active strategies do not change significantly since, they are applied at the level of classroom action, for this reason, the active strategies are used with several models.

While, in terms of pedagogical models the theory and practice play an important feature in the Teaching Learning Process, thus, each model needs the theory and practice because they are linked in order to obtain significant results. While learners and teachers are taking into account these aspects, also they can use strategies which help to link the theory and practice in an active way, so teachers will use the active methodological strategies to guide the learning in a better way, for example the cognitive one but with some strategies which are going to control the behavior at the same time that learners have a good environment, as a result of applying this pedagogical model.

3.2.1 Traditional pedagogical model

FLORÉZ O. Rafael, (1994) considers that “Este método enfatiza la “formación del carácter” de los estudiantes para moldear a través de la voluntad, la virtud y el rigor de la disciplina, el ideal humanístico y ético, que recoge la tradición metafísico-religiosa medieval, en

este modelo el método es la imitación y emulación”(pg. 167).

“This method emphasizes the "formation of the character" of the students to model through the will, the virtue and the rigor of the discipline, the humanistic and ethical ideal that picks up the medieval metaphysician-religion tradition, in this model the method is the imitation and emulation ”

The new and best education tries to eradicate the traditional model, since, it is based on shaping the learners, using the rigor and discipline as a tool to form the learners' character. Fortunately to employ active methodological strategies, teachers need another model like; the behavioral model, thus, to use the traditional model with active strategies is almost impossible because these ones do not need repetitions, in other the hand, they are nothing monotone, they use the playful game in order to develop the learners' knowledge.

For the researchers, when a new language is going to be taught, it is necessary use repetitions because children learn; listening, speaking, writing and reading and essentially with repetitions, however it is not vitally important to apply the traditional model, since there are other manners and ways to teach and control the learners' behavior, as active methodological strategies, which are useful to get a good understanding and create a relationship among teachers and learners.

3.2.2 Behaviorist pedagogical model

According to FLORÉZ O. Rafael, (1994) “El método consiste en la fijación y control de los objetivos “instruccionales“ formulados con precisión y reforzados minuciosamente” (pg. 167).

"The method consists on the fixation and control of the "instructional" objectives, formulated accurately and reinforced meticulously"

The idea of behaviorist model is based largely in forming the learners' behavior through objectives which are measurable and observable, they use the instructions as a strategy, which need to be exact to acquire a significant knowledge and control the misbehavior.

So, using active strategies are viable with this model because, when teachers apply these ones in class, they usually observe them, in order to know if they understood or not, so while learners had not dominated the first step, the teacher cannot continue with the second step.

The researchers consider, this model is a permanent control and evaluation process, thus, the teachers are controllers of the behavior and expected learning, since, they use the instructional objectives to guide the behavior and teaching, so, they are the evaluators, quality controllers and reinforcers in the Teaching Learning Process, as a consequence, each time, the difficulty increases in the content, they learn to control their behavior, since, they do not learn as passive spectators, for this reason, the active methodological strategies are useful and applicable with this pedagogical model.

3.2.3 Romantic pedagogical model

FLOREZ O. Rafael, (1994) considers that “El ambiente pedagógico debe ser más flexible posible para que el niño despliegue su interioridad sus cualidades y habilidades naturales” (pg. 168).

"The pedagogic atmosphere should be more flexible, so that the boy deploys his interiority his qualities and natural abilities"

The purpose of the pedagogical model is the learners' interior, since, they need to be authentic people and free, in this sense, the teachers are flexible and the environment too, so they do not apply the discipline with them because with the freedom learners demonstrate their qualities and abilities, however the knowledge does not matter for the professor favors the spontaneous development whereas the learners' behavior is not controlled, thus, to use active methodological strategies are unnecessary to control the discipline and behavior.

According to the researchers, the pedagogical model is quite flexible for the learners, since, it is based only in the learner' experience so it does not need to be evaluated or controlled, so that the teacher does not apply the condition with the learners. When teachers use active methodological strategies is vitally important the discipline, although, sometimes the discipline is broken but almost always learners must have a good behavior, then the active strategies are focused in control the discipline and behavior although with this kind of model it is not possible to use it.

3.2.4 Constructivist cognitive pedagogical model

According to FLORÈZ O. Rafael, (1994) "La meta educativa es que cada individuo acceda, progresivamente y secuencialmente, a la etapa superior de desarrollo intelectual, de acuerdo con las necesidades y condiciones de cada uno" (pg. 169).

"The educational goal is that each individual consents, progressively and sequentially, to the superior stage of development intellectual, in accordance with the necessities and conditions of each one"

Probably, to apply this kind of model, helps the teacher to have good results in the learners' mind, unfortunately it does not have the most important such as the knowledge in the learners' mind, in other words, an enduring understanding, since, it develops the capacities in reflection and thinking, so that it is not enough when teachers want to teach contents based on active methodological strategies, because, it does not help to control the behavior and does not develop a enduring understanding, because of the model goal, this is intellectual developing, so it is just to develop mental structures focused in the reflection and thinking.

For the researchers, when the learners attend to class in order to learn something, there are lots of aspects to consider such as; the experience, because they catch the new knowledge using it, thus, it is vitally important in the Teaching Learning Process. However in some cases, it is unnecessary because learners can discover and learn the content, at the moment that they are playing, since, they are concentrated and interested, so, using active methodological strategies helps the learning and uses the

experience just to remember the content and improve the teaching with some special activities.

3.2.5 Social cognitive pedagogical model

FLORÉZ O. Rafael, (1994) expresses that “Propone el desarrollo máximo y multifacético de las capacidades e intereses del individuo, tal desarrollo está determinado por la sociedad,” (pg. 170).

"It proposes the maximum and multifaceted development of the capacities and the individual's interests, such a development is determined by the society."

The teaching should be integrated where everybody can participate and express their points of view but based on limitations and rules, thus, learners can show their capacities toward the teacher and partners fearless of punishment or joke. Social Cognitive model is the best one for the research because it takes into account the interaction between the teacher and learner where, each one can give ideas and thinking in order to obtain productive results where learners have the capacity to discern and be critical and reflective.

The researchers consider that, the Teaching Learning Process must use this model and include other ones to improve the process, especially as a help to develop active methodological strategies and it is vitally important because it permits the learning and control the behavior, even it, to control the behavior is a difficult work and sometimes it is necessary to use the rude, however, with this model, teachers can realize about learner's troubles and notice the problems that bring the bad behavior low performance and sometimes the excessive good behavior, then to apply

this kind of model with active strategies is useful and necessary, since it covers with the necessities of the proposed guide.

3.3 BEHAVIOR

Behavior, way of being of the individual and group of actions that it carries out to adapt to their environment. The behavior is the answer to a motivation in which psychological, physiologic components. The behavior of an individual considered in a space and determined time .

LOPPER, Jerry (1999), explains that “El comportamiento es la acción o reacción de una persona ante alguna situación o estímulo, puede ser causado por un medioambiente inestable.” (pg. 25)

“The Behavior is a person's action or reaction to some situation or stimulus; it can be caused by an unstable environment”.

All behavior is determined by multiple factors: the genetic or hereditary and the situational ones or of the means. The first ones make reference to the innate behavior (instinctive) that exists in the individual when being born; the second, to the concrete behavior that one gives before a certain situation (learned). In fact, most of the time, these are the aspects that control the behavior; however it depends, if the learners have difficulties or another kind of problem, that affect directly or indirectly their behavior during the teaching learning process.

According to the researchers, the child who has always had difficulties and often has been alone, teachers tend to blame this kind of behavior on bad discipline or a bad home. Teachers say the child was spoiled, or just trying

to get attention with those acts, however these labels are often misguided, many of these children suffer from serious emotional problems that affect directly themselves and in the Teaching Learning Process, but to manage these kinds of problems this researching has some activities that teacher can apply in order to control the behavior.

Frequently, it is difficult to teach a foreign language especially English because the learners are not completely motivated, in fact, the use of active methodological strategies help to keep the concentration and the good behavior, since children forget their difficulties, so they catch the new knowledge and improve their English.

3.3.1 BEHAVIOR TYPES

According to LOPPER, Jerry (1999) “El comportamiento ha sido objeto de estudio de la psicología desde sus inicios con animales y personas, de esta manera existe algunos tipos de comportamiento” (pg. 25-31)

“The behavior has been object of study of the psychology since its beginnings with animals and people, so there are some behavior types .”

The way that people or animals answer to various situations or stimulus can be classified as types of behavior. They are often studied since it is vitally important to know what effects on people are fundamentally in the classroom and during the Teaching Learning Process, then to describe about the types is necessary for this researching.

3.3.1.1 Emotional behavior

LOPPER, Jerry (1999) expresses “La conducta emocional es las situaciones dónde una persona o el

animal puede responder emocionalmente con el enojo, miedo, alegría, dolor o excitación, es la forma que una persona o animal responde emocionalmente o reacciona a éstos, el estímulo determina su conducta emocional” (pg. 26)

“The emotional behavior is a situation where a person or animal may respond emotionally with anger, fear, joy, sorrow or excitement, the way a person or animal emotionally responds or reacts to these stimulus determines his or her emotional behavior”.

The emotions of anger and fear are considered as a reaction to a threat or irritation, and then if the learners are threatened or irritated, the learner gets angry and sometimes stronger, so that learners think that the teacher is a threat, since, he or she shows awful emotions such as: shout loudly or has an aspect unfriendly, in fact, each teacher`s action must be friendly to be applied with active methodological strategies because the teachers need to be flexible, however they need to maintain the discipline too.

For the researchers, the emotions of joy, sorrow or excitement come from winning or losing something. If the learner wins something he wants, then he becomes joyful, but if the learner loses something, then he becomes sorrowful and if there is anticipation, he becomes excited, these emotions are the essence of motivation and behavior, then to maintain the learners` attention and concentration is vitally important to know how these kind of emotions affect learners, since, the teacher needs to use active strategies in a good way, taking into account the impact games and active activities during the Teaching Learning Processes.

3.3.1.2 Misbehavior

According to LOPPER, Jerry (1999) “La mala conducta son situaciones dónde una persona o animal puede responder de una manera que es anti-social o rompiendo ciertas reglas o leyes, una persona puede actuar rudo y romper las reglas sociales comunes cuando él no hace uso de reglas de cooperación en su sociedad.” (pg. 27)

“The Bad behavior is situations where a person or animal may respond in a manner that is anti-social or breaking certain rules or laws, a person may act rude and break common social rules when he does not make use of rules of cooperation in his society”

Misbehavior and irrational decisions are almost always caused by fear. If teachers want to change the behavior, they need to address the fear, sometimes the bad behavior in children comes in a variety of situations that include minor offenses, such as occasional whining, to serious offenses.

Although the situations can be difficult to deal with unruly or bad behavior, avoiding addressing it can cause terrible results in the Teaching Learning Process because each time that the learners break a rule, it is necessary to correct them in order to avoid the bad behavior and the indiscipline in class, so the teacher will control the class and learners too, especially when he is using active strategies.

According to the researchers, define good and bad behavior depending on the learners age, since, when applying active methodological strategies is indispensable use games and activities according with the age and also using an appropriate language to talk to children about what is expected of them, so that the teachers need to provide examples of their unacceptable behavior with reasonable ways to improve, teachers must let children to know that a good behavior is possible and that they are confident in their ability to behave responsibly, since these are necessary to apply with active methodological strategies and control the behavior.

3.3.1.3 Uncontrolled behavior

LOPPER, Jerry (1999) explains that “La conducta desenfadada son situaciones donde una persona o animal puede responder de una manera que es desenfadada. A menudo esto se relaciona a la conducta emocional, pero también puede ser debido a aficiones de alguna clase. “(pg. 29)

“The uncontrolled behavior, are situations where a person or animal may respond in a manner that is uncontrolled. Often this is related to the emotional behavior, but it also may be as a result of addictions of any standard”.

It is complicated to determine the reasons for the uncontrolled behavior since the learners show various behavior types at the same time, which affect directly in the Teaching Learning Process, however, the teacher can

determinate when the learner is showing an uncontrolled behavior. For example, some learners get angry, there are some ones who easily lose their temper and even go into an uncontrolled rage, they frequently are extrovert people; however, there are other ones who calm down in difficult situations and sometimes they are introverted.

For the researchers, it is vitally important to mention that there are different factors which influence in the misbehavior, so that , there are learners who eat a lots disserts specially which contain quit sugar, so they can't stop speaking or making something, in this sense, they have a misbehavior in class, so, it is difficult for the professors to control the learners' behavior and the class management.

Likewise, there are some active strategies that help to control the impossible, since with specific activities as making movements with their body or speak very loud and so on, the children t ired, as a result they are going to be relaxed because they take out the energy, bad emotions and problems, doing those activities and other ones, thus they miss the uncontrolled behavior and the teacher control s the class and discipline.

3.3.1.4 Group behavior

According to LOPPER, Jerry (1999) “Hay situaciones dónde un grupo de personas o animales actúa como una entidad puede producir la conducta anti-social o desenfrenada por los individuos en el grupo, esto se llama la mentalidad de la chusma.” (pg. 31)

“There are situations where a group of people or animals act as an entity themselves or may result as anti-social or uncontrolled behavior by the individuals in the group, this is called the "mob mentality."

Frequently the behavior depends of the group and t he environment in the classroom; in this case the rules for the group behavior can often lead to surprising results, since learners make and think guide d for all group, in other words, each one behave as the others. For example, in a flock of birds if one bird turns right, the rest of the ones do the same. In this way, in a group of people, if one person does something, the rest of people acts like him or her. If someone in the group has misbehavior, the other ones are going to have the same behavior.

According to the researchers, in a group, the learners tend to mirror the emotions of the people near them, then when everybody is behaving in a bad way, it infects to other ones, one reason for the group behavior is that people are influenced by those around them, such that the group becomes almost like an organism in itself.

On the other hand, the leaders of the group can incite emotions in the group, so, if one child has misbehavior, it is possible that the others have the same, in this way; teachers need to apply methodological strategies to solve the problem and control the learners' behavior in group or mob.

In this way, to control the behavior in a group is necessary to use active strategies with activities which manage the total group of learners, for example: to calm down the learners is useful sing a song, doing what the

letter says or sometimes the professor can qualify the behavior by columns in a competition way, all of these facilitate to control the behavior and manage much better the Teaching Learning Process.

3.4 TEACHING-LEARNING PROCESS

Teaching and learning are processes which include many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills; especially it is the heart of education since, it depends of the fulfillment of the aims, in order that it brings desired changes in the students, getting a good relationship between teachers and students.

3.4.1 Teaching

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

"Teaching is the action of a person who teaches; the profession of a teacher, teaching is to impart knowledge or skills to be developed"

People need to learn or acquire new knowledge and for this reason , it is indispensable the teaching action. So the person who does this activity needs to use the most effective strategy to enable students to make

progress. But teaching is not only about imparting knowledge; it is also referring to motivate people to make things better.

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

According to the researches, however, for the actual current, such as the cognitive one, the teacher is a facilitator of the knowledge, and he or she acts like a link between it and the students through the interaction process. Therefore, the students commit with their learning and they take the initiative in the searching of the knowledge.

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

3.4.2 Learning

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

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

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

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

In Ecuador the learning importance is high, thus, the schools are not enough and the government has create new learning methods, so a student can learn by internet has been a great tool for this process. With

the high-tech students are not limited to acquire new knowledge and it includes also knowing more about English Language.

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

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

3.4.3 English teaching - learning process

English Teaching Learning is a process which involves many factors to do the classes more active for learners, so it depends on the students behavior, the strategies used by teachers, the environment and the relationship among teachers and learners. If, there are all of these aspects, learners can avoid the boredom, and get and meaningful learning, in this way, this process will be more easy for learners.

According to LAURILLARD, Diana, (1994), she argues that there are four aspects of the Teaching Learning Process:

(a) Discussion - between the teacher and learner.

(b) Interaction - between the learner and some aspect of the world defined by the teacher.

(c) Adaptation - of the world by the teacher and action by the learner.

(d) Reflection - on the learner's performance by both teacher and learner.
(pg. 3)

Laurillard considers, how different educational media and styles can be described in these terms. For example, a book represents a flow of knowledge from the teacher's conceptual knowledge to the student's conceptual knowledge. A lecture or tutorial may be seen the same way, but there is a possibility of meaningful discussion between teacher and learner.

The Teaching Learning Process involves some factors which do this process more effective. Thus, it is necessary that teachers, students and the studied object have a relation constantly. But it is possible only when there is communication between the education actors, in addition, the evaluation of the students learning should be permanent, so the teacher can know if the Teaching Learning Process has been accomplished with effectiveness.

Burton considers that the individual students may be better suited to learning in a particular way, using distinctive modes for thinking, relating and creating. The students' notion, having particular learning styles has implications for teaching strategies so.

1) Teaching can become effective only by relating it to process of learning.

- 2) Teaching objective cannot be realized without being related to learning situation.
- 3) We may create and use teaching aids to create some appropriate learning situation.
- 4) The strategies and devices of teaching may be selected in a manner that the optimal objectives of learning are achieved.
- 5) To understand principles, goals, objectives of education in right perspective.
- 6) Appropriate the learning situation condition may be created for congenial and effective teaching. (pg. 4)

For the researches, when people refer to Teaching Learning Process, they indicate to objectives or goals they want to get at the end of the class, it involves the student's knowledge, so, a good Teaching Learning Process is particularized in how much knowledge the students have, and it can be determined through a test, during the process or at the end of it.

However, to have good results, there are some facts that impact in the TLP like the environment, the student's attitude, didactic resources, the teachers behavior, the theme, all of these affect in the Teaching Learning Process, so, if one of them fails, the objectives will not be accomplished.

On the other hand, the used strategies in the Teaching Process are vitally important during the Learning Process, so, learners and teachers require of the use of active methodological strategies, in order that students can learn in a interesting way avoiding the bored situations during the Teaching Learning Process, also these kind of strategies can help to

control the students' behavior through the activities that draw the learners attention.

3.4.4 Teaching English to children

MUHAMMAD, Sukrianto (2011) says that “Teaching English to Children has become a worldwide phenomenon due to the international expansion of English teaching. It is followed by the general commitment of worldwide countries to reduce the starting age of learning English.”

The English Language is nowadays in the main tool for the international communication, so teaching English to children is vitally important because in the future is probably they study in other educative institutions where to learn English is important, also Learning English can facilitate their real life situation in the future.

According to the researchers, in this way, how students learn and how they are treated is important to analyze for the teachers. But during the Teaching Learning Process each student is unique and each one has a unique way to learn something. However, teachers and parents know that children enjoy the Learning Process when the activities during the classes are active, then, teachers need to do activities which maintain children interested in the class.

The use of active strategies can develop a funny and motivating Teaching Process in children, also the strategies need to be functional given as result a meaningful knowledge which answers to the needs, personal and academic interest, showing that learning through playing is really important for the learners.

On the other hand, the active strategies are very useful in the class, because they provide learners the opportunity to learn English in a less formal situation, but with the enthusiasm for learning a new language and practicing it with not traditional strategies, also they can be used in any part of the class in order to achieve a goal, stimulating students or improving the students' abilities toward the English Learning Process.

3.5 ACTIVE METHODOLOGICAL STRATEGIES

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

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

“The methodological strategies are tools which the teacher uses in order to teach contents to their students”

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

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

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

3.5.1 METHODS

It is the process that organizes the teaching and learning. It is the outline mediator between the theory and the practice that the method is manifested in the same educational action, in the dynamic of the process to develop the capacities of the learners.

3.5.1.1 Audio-lingual method

WILDE, Marlene (2010) considers that "With the audio-lingual method the learning of grammar rules had no place at all."

<http://www.suite101.com/content/methods-of-teaching-efl-audiolingual-and-grammar-translation-a310435>

Although, the teaching of the grammar rulers is so necessary the audio-lingual method gives teachers the possibility to teach through the conversation, where the pronunciation learning is more important that the grammar structure. In this way, the students can establish to start a

relationship with other people who speak different language. But, the learning of the vocabulary is essential in the use of this method, because of the goal of it. It is to express the new knowledge avoiding confusion in the word pronunciation.

For the researchers, another aspect that is important to mention is that students can discover the grammar rules by themselves, because they listen phrases and they can produce other ones using the structures which have been given. On the other hand, learners can learn via imitation, but it involves that teachers need to be sure of the correct pronunciation of each word and although, the grammar rules do not play an important role, their use is necessary.

In fact, the existence of the audio-lingual method helps to improve the result in the fast acquisition of speaking and listening skills and students are the agents which use the grammatical patterns, given as a result that they can learn by a habit formation, avoiding the memorization as possible as they can. But it is true that they learn through the repetition, thus the teachers need to make things better.

A mechanical drill technique

RICHARDS, (1985) say that "A mechanical drill is a technique where there is complete control over the student's response, and where comprehension is not required in order to produce a correct response."

<http://www.auburn.edu/~nunnath/engl6240/alm.html>

The teachers are able to use a techniques which produce a correct answer without errors, thus, the learners can understand what they are producing. This technique is mechanic because, the students know what they need to answer, so, the knowledge can be as a habit that they are acquiring.

Repeat and Re-phrase techniques

According to Lain (2006), “The repeat and re -phrase technique is effective in classrooms because a student may know many vocabulary words and now know the ones that the teacher is using.”

http://www.associatedcontent.com/article/50014/ideas_and_techniques_for_teaching_english.html

English teachers should repeat everything at least three times. It is strongly recommended to change the wording of their remarks. A student may understand one set of vocabulary but do not understand another one even when the topic of discussion is the same. After the first explanation of a word or word-combination, the student can be able to understand the new variation of a concept or its repetition. Such a technique is quite effective, because it enlarges the students' vocabulary with new words and phrases.

Complete the Dialog technique

FREEMAN, Larsen (1986) “this method is referring to selected words which are erased from a line in the dialog and students must find and insert.”

<http://www.nuveforum.net/1448-ingilizce/105572-the-audiolingual-method/>

The use of the Complete the Dialogue Technique is very common for the teachers who use active methodological strategies because this technique allows students to think in a logical answer, thus, students show interest for knowing what is the correct answer. So, the technique can be used as a game by teachers.

Transformation Drill technique

FREEMAN, Larsen (1986) "Transformation Drill refers that teacher provides a sentence that must be turned into something else."

<http://www.nuveforum.net/1448-ingilizce/105572-the-audiolingual-method/>

To change a certain kind of sentence pattern to another form is soothing interesting that the students can do with this kind of technique, thus, students are able to form many sentences in different tenses, or they are able to know the specific tense that is correct in each sentence.

3.5.1.2 Total physical response method

ASHER, James (1982) says that "It is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity, the more often or intensively a memory connection is traced, the stronger the memory will be."

www.sil.org/lingualinks/languagelearning/waystoapproachlanguagelearning/totalphysicalresponse.htm

For teaching English based in active methodological strategies is vitally important to use methods which contain body movements, since, they help children to maintain the concentration and the motivation too, so, the learner can learn playing, however this method is undemanding in terms of linguistic production but with the time and specifically with repetitions learners can produce in a speaking mode.

According to the researchers, the method is active because it involves games like movements which help the Teaching Learning Process the method has any benefits such as: reduce learner stress, and create a positive mood in the learner, which facilitate the Learning Process. Almost always children are concerned or stressed but with active strategies they forget all difficulties and they are calmed down as a result they want to learn English and successful language acquisition. Besides to start classes, teachers can use this method with active strategies or also to teach commands, since children answer physically before they begin to produce verbal responses, in this way, they learn contents easily and the teachers can teach quickly the contents.

Visual aids technique

LANGHORST, Erik expresses "It is to use visual pictures, colors, and maps to organize information and communicate with others you can easily visualize objects, plans and outcomes in your mind's eyes." (pag.2). <http://www.slideshare.net/elanghorst/visual-learning-techniques-to-improve-learning-2528845>

A simple picture can replace a long description and it is especially effective during the English Teaching. Visual aids are universal, because they are applied to teach everything beginning from vocabulary and ending prepositions. Visual aids have instructional benefits, they make lessons interesting, besides teachers can apply this technique and add some movements according with the topic each time that pictures appear , as a result, they can maintain and activate the students' interest. It is recommended to apply an overhead or slide projector for the performance of effective presentations.

Non-Verbal technique

According to HEATHFIELD, Susan (2011) “It ranges from facial expression to body language. Gestures, signs, hand gestures and other non-verbal cues to get rid of the language barrier and use of space are also important in nonverbal communication”
http://humanresources.about.com/od/interpersonalcommunication1/a/nonverbal_com.htm

For the researchers, the method is useful for teachers who want to explain the meaning of any word, since they can use some movements or facial expressions in order that learners understand, and then it will be easier to learn and the teacher will maintain the control of learners' behavior and the management class, for example: If the teacher is eager to explain the meaning of the word "tall", raise his hand high into the air or If the professor is eager to explain the meaning of the word "cold", shiver and chatter his teeth. In this way, learners are interested in the class.

3.5.1.3 Communicative language teaching method

WILDE, Marlene(2010) “To learn as much as possible in as real-life situations natural strategies for language acquisition, and this will allow them to learn and use the language”.

<http://www.suite101.com/content/english-teaching-method--communicative-approach-a310843>

For the researchers, the teacher sets up a situation that students are likely to encounter in real life in an active way. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The whole learners participate actively, so the teacher is a facilitator and monitor rather than leading the class, then language learning becomes almost automatic and natural. CLT activities involve real-life situations, role-play and simulation where the class is more active and interesting.

Role playing / simulation technique

BARTLE, Phil (2007) says “It is scenery where the participants are assigned different roles, where those roles identify with those in the real-situation where participants will find themselves when they undertake their work in the field.

<http://www.scn.org/cmp/modules/tm-rply.htm>

The researchers consider that, playing gives the training participants opportunities to act out various roles chosen to represent actual roles that would be in the field situation. Alternatively, it may be useful for the people playing all the roles to be spontaneous and think up their separate acts in the heat of the moment.

It is important for all the trainee participants to discuss what happened, since learners can understand each role and they constantly are moving, they may question individual role-players to ask why they took a particular position, made a certain statement, or undertook an action.

Learners can apply the language using a natural language when they are in real situations, so they are participatory in their implementation, and provide considerable and valuable benefits in a class where is necessary participate actively, so they learn in an easy way.

Divide into groups / technique

BARTLE, Phil (2007) says "It is scenery where the teacher develops the friendship and use students to develop the understanding that other students who has problems and the participants are assigned different roles in a group. <http://www.scn.org/cmp/modules/tm-rply.htm>

The teacher, who is always talking, does not give learners a possibility for practicing and communicating in English as a second language. Group work is an effective way of starting practicing a foreign language. The best number of participants in groups is from 2 to 5 people. If the number of participants is more, some learners will not have a chance to practice a foreign language.

According to the researchers, divide into groups is necessary especially when learners need practice English or talk with partners, the teacher decides what is the best way in order to all learners practice the language and develop their abilities and pronunciation.

CHAPTER II

4. ANALYSIS AND COMPARISON OF THE RESULTS

4.1 BRIEF HISTORY OF THE “JORGE ICAZA” ELEMENTARY SCHOOL

Many years ago people from La Estación neighborhood, they had the idea to create an elementary school in their sector, so, authorities of the citadel managed until to achieve agreements with the Education Ministry.

By a census in 1971 and 1972 it established with technical criteria, the real necessity to create the elementary school, and so children started to study, at La Estación hotel using two rooms. Seventy students created the first and second grades, the first teachers were: Mrs. Teresa Román Terán and Mrs. Celeste Tovar de Hervas,

With the presence of Mr. José Duran; Provincial Director of Education, Mr. Alfonso Teran; Governor of Cotopaxi, Mr. Rodrigo Iturralde; the Barba Naranjo High School headmaster, Mrs. Bertha Zapata Bustos; Supervisor of Community Development, the Railway Station manager; teachers, parents and more inhabitant of the neighborhood, they opened the school without a name, on 08th November 1971, in La Estacion old hotel with a special program.

Later on January 13th, 1972, by ministerial agreement the elementary school is designed as "General Guillermo Rodriguez Lara".

Since the classroom did not get enough comfort to learners, on September 30th, 1974, Mr. José Vizcaino, Maldonado Toledo Cooperative president, donated some land in order to build the elementary school and with the Mr. Bolívar León's help and contribution, who was a Provincial Prefect, the elementary school building construction started.

According to Presidential Agreement on September 28th, 1981, it changed its name, from "General Guillermo Rodriguez Lara" elementary School to "Jorge Icaza", who was a famous writer and novelist.

It was legalized by the Provincial Education Direction and Culture of Cotopaxi, the creation and operation of the "Jorge Icaza" elementary School, in Eloy Alfaro parish, Maldonado Toledo Citadel, Latacunga Canton, by Ministerial Agreement No. 4526 on November 21th, 2002.

Over time and the administrators' coordination of the Institute who managed the Elementary School, it has increased the statistics of students and teachers, so, there are 16 teachers from first to seventh year of basic education, teachers of special subjects like: Physical Culture, Aesthetics Culture, Music, English and Computer Science, a doctor who helps in the psycho-pedagogical support, also it counts with infrastructure, technology and so on.

Teachers with their mystique and professional ethics have sown the seeds of knowledge and work, which have formed honest citizens who are

nowadays in the society and country service, playing important roles around the world.

Educational administrators who have had the great responsibility to guide the education in the elementary school are: Miss Teresa Roman, from 1972 to 1976, Mr. Ángel Ríos from 1977 to 1984, Mr. Bolivar Gutierrez from 1985 to 1992, Mr. Alonso Moscoso from 1994 to 2003, Ms. Gloria Vasquez Reyes from 2004 to May 18th, 2010 and at the moment Mr. Luis Barrionuevo from May 19th, 2009.

Actually the elementary school has in the English area one teacher as contract, who is the English area director; but the institution does not have an English classroom, also tape recorders to increase the skills in the learners.

4.2 ANALYSIS AND COMPARISON OF THE RESULTS

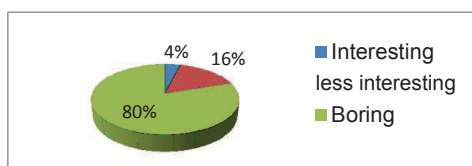
4.2.1 SURVEY APPLIED TO STUDENTS OF THE OF 6TH “B” YEARS OF BASIC EDUCATION AT JORGE ICAZA” ELEMENTARY SCHOOL.

How the English Classes are for you?

Chart # 1

ITEMS	f	%
Interesting	1	4
Less interesting	4	16
Boring	20	80
Total	25	100

Graphic # 1



Source: “Jorge Icaza” Elementary School
Elaborated by: Fabiola gavilanes and Nelson Guagchinga.

Take into account the 25 polled students, the results show that 4% of the learners consider that English classes are interesting, while the 16%, they consider that classes are little interesting, but the 80% considers that classes are boring, in fact, English classes are boring, indicating that students do not have interest to learn a new language.

The researchers think English classes have to be interesting, they depend on the activities that English teacher does during the Teaching Learning Process. However the activities need to control the students' behavior too. Then the research is necessary, also teachers need to pay interest and attention in students given as result an enduring understanding.

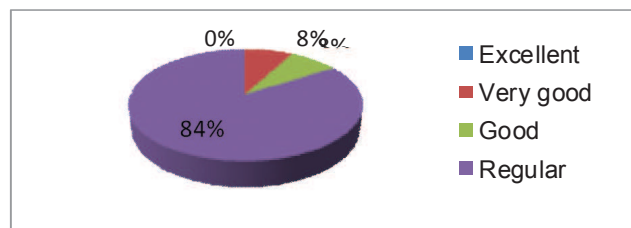
Question 2

How is your behavior during the English classes?

Chart # 2

ITEMS	f	%
Excellent	0	0
Very good	2	8
Good	2	8
Regular	21	84
Total	25	100

Graphic # 2



Source: "Jorge Icaza" Elementary School
Elaborated by: Fabiola gavilanes and Nelson Guagchinga

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

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

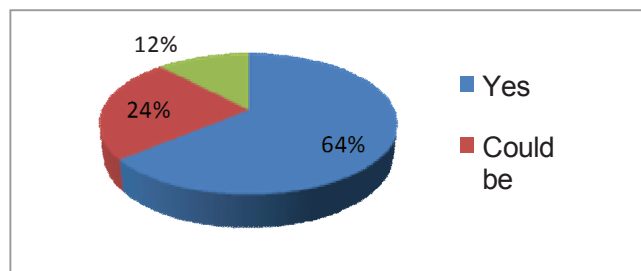
Question 3

Do you consider that your behavior influence in the English Learning?

Chart # 3

ITEMS	f	%
Yes	16	64
Could be	6	24
No	3	12
Total	25	100

Graphic # 3



Source: "Jorge Icaza" Elementary School
Elaborated by: Fabiola gavilanes and Nelson Guagchinga

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

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

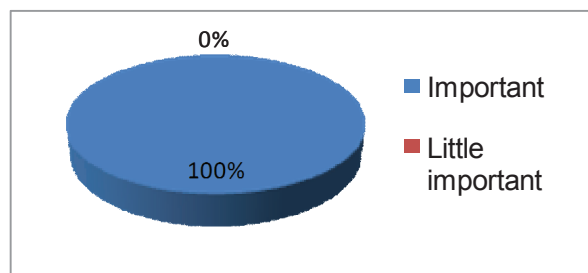
QUESTION 4

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

Chart # 4

ITEMS	f	%
Important	25	100
Little important	0	0
Non important	0	0
Total	25	100

Graphic # 4



Source: "Jorge Icaza" Elementary School
Elaborated by: Fabiola gavilanes and Nelson Guagchinga.

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

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

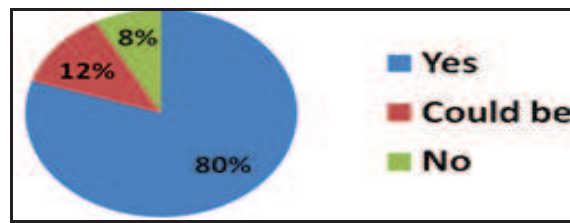
QUESTION 5

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

Chart # 5

ITEMS	f	%
Yes	20	80
Could be	3	12
No	2	8
Total	25	100

Graphic # 5



Source: "Jorge Icaza" Elementary School
Elaborated by: Fabiola gavilanes and Nelson Guagchinga.

Of the 100% of the polled, the 80% think the use of games, role plays, work groups, songs and so on, can help to improve their behavior during the English classes, and the 12% of students believe that their behavior could be improve with the use of active methodological strategies. But the 8% of learners consider that these activities do not have any influence to improve and control their discipline .

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

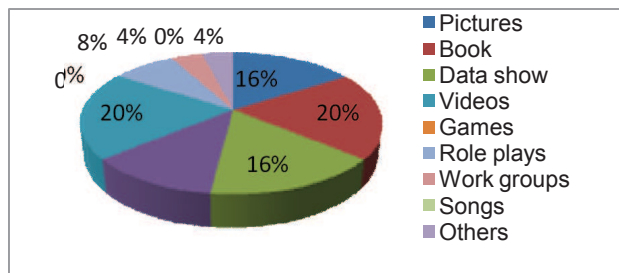
QUESTION 6

What didactic resources and activities does the teacher use in order to teach the English Language and maintain your discipline in the English class?

Chart # 6

ITEMS	f	Aprox.	%
Pictures	14	4	16
Book	21	5	20
Data show	18	4	16
Charts	12	3	12
Videos	22	5	20
Games	0	0	0
Role plays	12	2	8
Work groups	7	1	4
Songs	0	0	0
Others	3	1	4
Total		25	100

Graphic # 6



Source: "Jorge Icaza" Elementary School
Elaborated by: Fabiola gavilanes and Nelson Guagchinga.

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

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

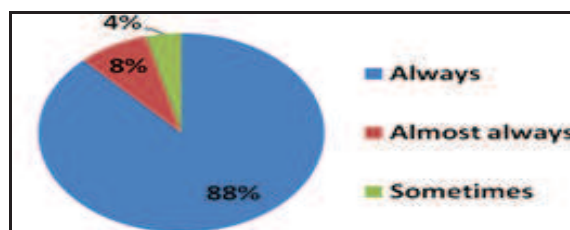
QUESTION 7

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

Chart # 7

ITEMS	f	%
Always	22	88
Almost always	2	8
Sometimes	1	4
Never	0	0
Total	25	100%

Graphic # 7



Source: "Jorge Icaza" Elementary School
Elaborated by: Fabiola gavilanes and Nelson Guagchinga.

In a group of 25 polled students, the 88% say that they would like that their teacher uses games, role plays, work groups, songs and so on, during the English classes, while, the 8% of the polled learners say that they almost always would like using these kinds of activities, and the 4% of the students consider, they sometimes would like applying the active strategies during the English classes. But nobody thinks that these active strategies are not necessary during classes.

The use of active methodological strategies are vitally important to learn a new language, since, these create an active environment to work, avoiding the traditional pedagogical model, so, learners are more motivated during the English classes because, they learn easily, in this way learners like to work and learn English with active methodological strategies, this is evidenced in the survey.

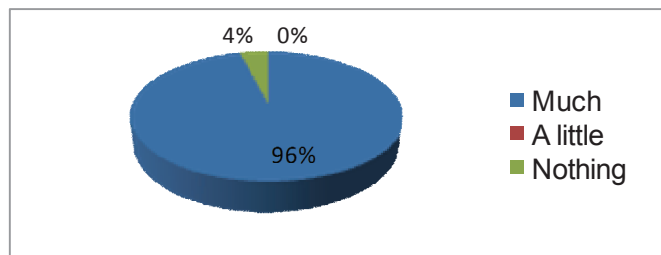
QUESTION 8

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

Chart # 8

ITEMS	f	%
Much	24	96
A little	0	0
Nothing	1	4
Total	25	100%

Square # 8



Source: "Jorge Icaza" Elementary School
Elaborated by: Fabiola gavilanes and Nelson Guagchinga.

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

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

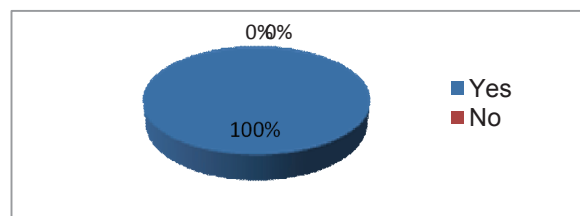
QUESTION 9

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

Chart # 8

ITEMS	f	%
Yes	25	100
Could be	0	0
No	0	0
Total	25	100%

Square # 9



Source: "Jorge Icaza" Elementary School
Elaborated by: Fabiola gavilanes and Nelson Guagchinga.

All students agree that they will like learning English using active methodological strategies, so, the 100% of the respondents would like learning this subject in a funnier way.

And to learn something does not require only the memorization and a passive learning, it is necessary that the teacher creates a good environment, also, it is important that the teacher applies new strategies given as a result a meaningful learning, where the learners will be able to get their own knowledge. Nowadays the students need to learn a new language in a free and active way, since, the children like learning with movements, gestures, in other words with active methodological strategies.

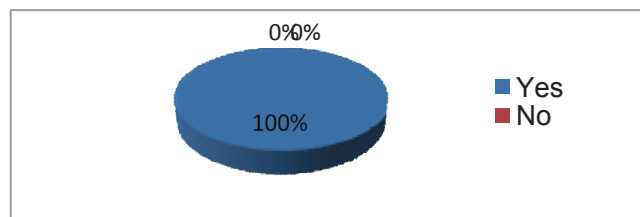
QUESTION 10

Do you believe that the design of a guide of active methodological strategies will control your behavior and improve your English Language Learning?

Chart # 10

ITEMS	f	%
Yes	25	100
No	0	0
Total	25	100%

Square #10



Source: "Jorge Icaza" Elementary School
Elaborated by: Fabiola Gavilanes and Nelson Guagchinga.

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

In this way, the design of a guide of active methodological strategies is necessary and important to teach the English Language, since, for children apply active strategies given for the teacher draw their attention and improve their learning, in other hand, this guide also can be used to control the misbehavior, but the teacher has to choose the strategies correctly, in order to control the misbehavior, at the same time to develop the Teaching Learning Process of English language.

4.2.2 INTERVIEW APPLIED TO THE ENGLISH TEACHER OF THE “JORGE ICAZA” ELEMENTARY SCHOOL.

1. How do you consider that Teaching of English Language is?

The English Teacher considers that English Teaching is a hard work but interesting, in this way teachers need to use techniques and strategies, which children create their own knowledge.

The new language teaching depends of activities that teacher does during the Teaching Learning Process of English, so, he or she needs to use active methodological strategies in order to do the class less boring, and control some negative aspects that learners show during the classes, in other words to control the misbehavior.

2. During the English Teaching Learning Process, how is the students' behavior?

According to teacher, in the education there are some different groups and each ones shows different behavior; but also, it depends on the motivation that teacher apply during classes, in this way the students' behavior in this Elementary School is not good.

The students' behavior depends of many facts, one of them is the motivation, since, it is important to learn English, thus the students' behavior depend of the quality of motivation that they have, and the techniques and strategies used in the class by the teacher, so, if the

teacher does not use strategies that draw the students' interest, it will be hard to control their behavior.

3. How does the indiscipline influence in the Teaching of English Language?

The teacher expresses that misbehavior has a great influence in the English Teaching, because students do not show interest to learn and also the teacher does not have the motivation to give the class, since, the teacher needs to investigate new way to teach English in order to improve the Teaching Learning Process of this language.

During the teaching learning process of English the discipline has a great influence inside the class, since learners cannot pay attention to the teacher and it is impossible to acquire the knowledge that the teacher wants to transmit them, specifically the misbehavior affects to the full class, if a learner is talking everyone wants to talk, so the good behavior is interrupted.

4. What kind of activities and didactic resources frequently do you use in order to control the behavior in the class?

The teacher says, that she usually uses songs, games, contests, work groups, in order to control the behavior in the class, because she considers that, if learners have a good behavior the learning will be more meaningful, in addition she uses colorful pictures to draw the attention of learners.

The active strategies are good option to draw the learners' attention and control the miss behavior for that reason, it is necessary to use with frequency, also the use of active methodological has many more advantages and one of them is to avoid the traditionalism and bored om during the Teaching Learning Process of English, and students will have more interest to learn the new language.

5. According to your point of view, does the use of active methodological strategies such as; games, work groups, role plays, songs and so on, influence in the students' behavior?

The teacher expresses that the use of active methodological strategies has influence in the student's behavior, because they draw the learner's attention and they get the interest to learn a new language, also they maintain the students busy doing them participative students during the Teaching Learning Process of English.

The student's behavior is an important factor that lends an enduring understanding or not. So, it is significant to choose active strategies that influence in a good way in learners behavior and to maintain their extrinsic motivation.

6. Do you consider that the application of the active methodological strategies improves the English Teaching Learning Process?

According to the teacher the application of active strategies improve the English Teaching Learning Process, because they allow concentrating students in the new class and paying more attention to the teacher.

To teach English is necessary to use active strategies which are vitally important to motivate students through teacher, also they help to teach a new content. During English Classes, learners need to be active all the time because children always have energy, and they need to express it, through activities that drop their energy, it is a good way during TLP so, teachers avoid the traditionalism in the education.

7. According with your experience what kind of activities help to control the students' behavior during the English Teaching Learning Process.

The teacher says, that she frequently uses songs and contests in order to control the misbehavior and draw the attention of them; however she sometimes applies the traditionalism as a way to control the behavior.

To control the miss behavior is necessary to use activities such as: songs, games and contests, the first one help to the teacher to calm down to learners when the class is starting or to control the mis behavior during the class.

The second one avoids learners miss the attention during the class or talk with the other learners, so the rest of ones, help to maintain the class control and avoid the misbehavior. Also these kinds of activities help to motivate learners.

8. Do you believe the design of a guide with active methodological strategies will help English teachers to control the students' behavior and at same time they improve the Teaching Learning Process of English Language?

The teacher says that design of a guide with active methodological strategies help to the teacher, since, it is a device which is useful when the teacher wants to teach something and control the misbehavior.

A guide with active methodological strategies will be an instrument that helps teachers and students, because they will use strategies that involve a good learning in students and control the misbehavior of them by the teacher, and all strategies are useful because they provide the teacher with methods and techniques in order to improve the English Teaching Learning Process.

4.2.3 INTERVIEW APPLIED TO THE DIRECTOR OF THE “JORGE ICAZA” ELEMENTARY SCHOOL .

- 1. According to your point of view, how do you believe that students' behavior of the of 6th “B” years of Basic Education is?**

According to the director all children are not quite, for that reason miss discipline is showed in the class especially in 6th “B” years of Basic Education, since the class is plenty on students.

The behavior has a big influence in the education, but the misbehavior that students of 6th “B” years of Basic Education show; it does not permit the improvement of their academic level.

- 2. Which do you consider that could be the cause for students' misbehavior during the English classes?**

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

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

3. Which activities should the teacher do during the classes to control students' misbehavior?

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

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

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

The director expresses that it is vitally important to control the misbehavior during the English classes because if they adopt it, it is impossible that they cannot understand teacher's instructions and also they lose the concentration and as effect they do not have an enduring understanding.

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

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

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

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

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

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

Designing a guide of active methodological strategies is not only used to teach content with a better way and have a meaningful knowledge, also it

helps to the teacher, especially to learners to maintain a good behavior and avoid to use traditional methods and techniques to control the miss behavior and the uncontrolled behavior, because at the same time , that learner have a good discipline they learn much better and in fun way.

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

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

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

4.3 CONCLUSIONS AND SUGGESTIONS

After the made research it is important to mention that the behavior has an important value inside de Education, for that rea son controlling the learners misbehavior help to improve the Teaching Learning Process of English Language.

So, there are many strategies which will be able to apply during the English Classes, but is the teacher who decides which are the best ones. In this way the researchers think that the most appropriate are the active strategies, thus, they motivate learners to increase their knowledge and also control their behavior in a good way.

CONCLUSIONS

- ❖ According to the researchers, the active strategies help teachers to improve the Teaching Learning Process and at the same time to control the students' misbehavior because these kinds of methodological strategies avoid the boredom and facilitate to get and enduring understanding.

- ❖ The researchers determine that it is vitally important to control the students' miss behavior, because if the learners show a miss attitude during the Teaching Learning Process of English, they are not motivated and they do no concentrate in the new class and they do not attend the teacher.

- ❖ The design of a guide with active methodological strategies is a good resource that gives teacher the chance of creating a good environment to work, avoiding the traditionalism and the boredom. The guide also will help teachers to plan their activities in a funny and easy way for the learners and as a result they have an enduring understanding.

SUGGESTIONS

- ❖ To develop the TLP and control the behavior, teachers need to apply the strategies and techniques which create and interesting learning and draw learners' attention and at the same time they control the miss behavior, it can get using active methodological strategies.
- ❖ During the TLP teachers need to apply appropriate strategies in order to teach a new content, teacher can use them during the transfer knowledge of the class, since in that moment the learners show more miss behavior.
- ❖ To use the guide with the active methodological strategies, so the teacher will can improve the Teaching Learning Process, avoiding the Traditional Pedagogical Model.

CHAPTER III

5. PROPOSAL DESIGN

“DESIGN OF AN ACTIVE METHODOLOGICAL STRATEGIES GUIDE TO CONTROL THE BEHAVIOR DURING THE TEACHING LEARNING PROCESS IN THE STUDENTS OF 6TH “B” YEARS OF BASIC EDUCATION AT “JORGE ICAZA” ELEMENTARY SCHOOL DURING THE PERIOD 2010-2011.”

5.1 INFORMATIVE DATA:

Institute:	“Jorge Icaza” Elementary School
Province:	Cotopaxi
Canton:	Latacunga
Parish:	Eloy Alfaro
Address:	Tanicuchi, Saquisili and Salcedo Streets
Director:	Lic. Luis Barrionuevo.
Teachers:	22 teachers
Students:	502 students.
Phone:	032802286

Researchers: Fabiola E. Gavilanes G. and Nelson W. Gugachinga Ch.

5.2 JUSTIFICATION

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

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

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

5.3 OBJECTIVES

GENERAL

- To control the learners' behavior through active methodological strategies in order to improve the English Teaching Learning Process.

SPECIFICS

- To determine the most suitable active methodological strategies to improve the teaching learning Process of English Language, controlling the behavior levels during the English classes to get an enduring understanding.
- To develop the education quality through the application of active methodological strategies to control the levels behavior.
- To provide a guide of active methodological strategies to control the learners' behavior by teachers in order to develop the English teaching language.

5.4 PROPOSAL DESCRIPTION

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

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

The first unit of this guide contains games which are enjoyable activities for learners. The Second Unit encloses songs and poems which will be

able to motivate learners. While, the Third Unit includes Role plays according with the learners' age and knowledge about English Language. On other the hand, the Fourth Unit embraces mental dynamics which give learner the chance to think in English. And finally the Fifth Unit contains work groups that develop in learners values as cooperation.

5.5 HOW TO USE THE GUIDE

The following guide will help teacher to control the learners' behavior and to improve the Teaching Learning Process of English Language at the same time. The guide is easy and understandable for the application, so it is based on active strategies which are useful to create a good environment for working.

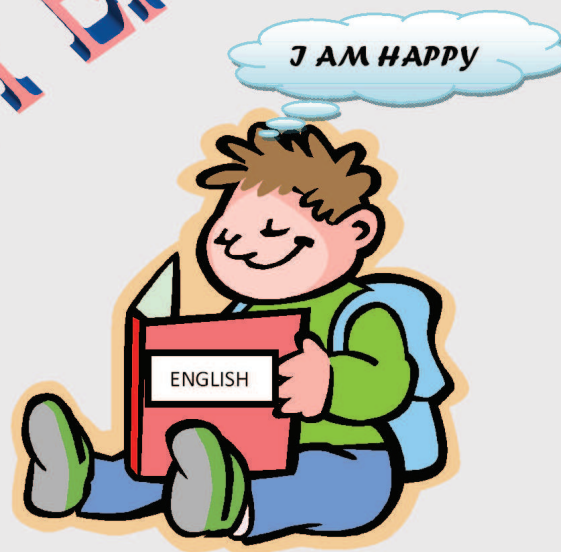
The supplied guide is shared out taking into account the different active strategies, in order to provide teachers an important organization, but there are some items which teachers need to take into consideration, to get an enduring understanding. So it is vitally important to follow the next suggestions:

- Check the learners' behavior level.
- Know the learners knowledge and vocabulary.
- Motivate learners to do each active strategy.
- Divide the class into groups when it is necessary.
- Explain learners what they are going to do.

- Familiarize learners with the strategy, to do it more common during the class.
- Make sure the learners work.
- Give enough time to do the activity during the class.
- Take into account the rules to get and a meaningful learning.

2010
2011

FUNNY ENGLISH



"Jorge Icaza" Elementary School

TEACHER'S GUIDE.

By:

Fabiola Elizabeth Gavilanes Guagchinga

Nelson-Wilfrido Guagchinga Chicaiza

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UNIT 1:



GAAMES

LOOKING FOR THE WORD



Skill:

Speaking, listening

Description:

- ❖ This strategy consists into telling a word taking into account the last letter of the word that the last partner told.

Objective:

- ❖ To increase the student vocabulary about the specific topic.

Behavior Level:

- ❖ Emotional behavior
- ❖ Misbehavior

Instructions:

- ❖ Teacher orders students into columns or lines.
- ❖ Teacher indicates a specific topic.
- ❖ Teacher says the first word.
- ❖ Students say a word taking into consideration the last letter of the last one.

Rules

- ❖ Do not repeat the words.

Advices:

- ❖ It is not suitable for big groups.

CAT AND MOUSE GAME



Skills:

Speaking and Listening.

Description:

The game is used to teach vocabulary and recognize the things focus to children, using the reality as a device, since, the teacher can use things which are in the classroom or children`s things. With this game learners repeat some words but in fast way and they need listen carefully and speak aloud to the other ones listen the word.

Objective:

- ❖ To teach vocabulary in fast way in order to learners recognize the thing and speak English.

Behavior type:

- ❖ Group Behavior
- ❖ Emotional behavior

Instruction:

- ❖ Teach the vocabulary preferably of little things.

- ❖ Choose two things thought
- ❖ Explain that one thing is the cat and the other one is the mouse,
- ❖ Replace the cat and mouse by names of the things e.g. (cat=pen, mouse=eraser)
- ❖ The teacher gives the first thing to the first learner after five seconds give the second one.
- ❖ When the learner has the thing (pen), he have to pass it to the next one after he gives the other thing (eraser) quickly and say the name of the thing, and so, with the whole learners until the last learner in sequential way.
- ❖ Finished the lap the teacher chooses two things more and repeat the game but he can apply four thing, two are the cats and the other ones the mice.

Rules:

- ❖ No one can have two things at the same time, if someone has them, he has penitence. (Optional)
- ❖ Say the name of the thing loud
- ❖ Pass it quickly
- ❖ Do not stand up during the game

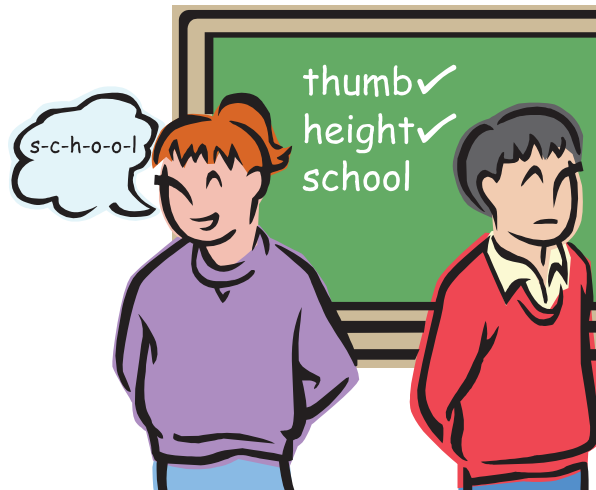
Resources:

- ❖ Little classroom things or others

Warning:

- ❖ The game is focused with a few learners.

LET'S SAY THE OPPOSITE



Skills:

- ❖ Listening, speaking, writing and reading.

Description:

The game is used to increase the vocabulary and grammar structure and improve the concentration in children, so the teacher says a word for example yes; learners have to say or write not, on the other hand, the opposite. It is vitally important to use some colors, and affirmative and negative statements in all tenses.

Objective:

- ❖ To teach grammar structure and easy vocabulary in order to develop the learners' concentration and deduction.

Behavior type:

- ❖ Uncontrolled behavior

Instruction:

- ❖ Teach the vocabulary or grammar structure before play the game.
- ❖ Explain the game in understandable words.
- ❖ Say to learners if they have to write or just speak in opposite way.
- ❖ Say or write the word or grammar structure on the board or notebook.
- ❖ Get the answer as soon as possible by learners.
- ❖ Choose the fastest learner.
- ❖ If the answer is wrong correct it

Rules:

- ❖ Thing before to answer
- ❖ Raise the hand to answer
- ❖ Speak aloud
- ❖ Respect to the partnership

Resources:

- ❖ Board and markers , notebook

Warning:

- ❖ Motivate to total students to answer and create a good environment during the game.

THREE CLAPS GAME



Skills:

- ❖ Listening, speaking, writing and reading.

Description:

This game is guide to make everything that the teacher says such as: touch parts of the body, practice vocabulary, practice commands, and so on, each applied activity depends of the teacher, since , learners need to know before the taught contents. For example: (song), Hello, clap three times, again, where you are: (touch your mouths.., greet your partner..., write a sentence..., jump ..., and fold your arms...)

Objective:

- ❖ To motivate and practice the learnt contents in order t o have an enduring understanding.

Behavior type:

- ❖ Group Behavior
- ❖ Misbehavior

Instructions:

- ❖ Teach the content before playing the game.
- ❖ Teach a little song quickly
- ❖ Say that learners have to repeat after the teacher the song and all activities.
- ❖ Give an example and an activity , using the song.
- ❖ Apply the game and speak loud
- ❖ Repeat and change activities as soon as possible

Rules:

- ❖ Nobody have to be quite, all learners have to participate.
- ❖ Learner who makes a mistake has penitence.

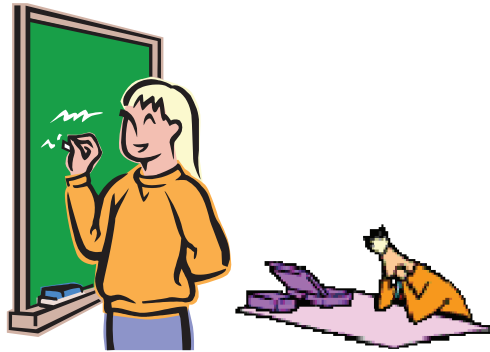
Resources:

- ❖ Human resources, pen and notebook.

Warning:

- ❖ The game is not recommendable when le arners have an emotional behavior.
- ❖ Do not repeat a lot of times the same vocabulary, activity, etc.
- ❖ The teacher has to motivate and have an excellent energy during the game.

THINK QUICKLY



Skills:

- ❖ Writing and reading

Description:

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

Objective:

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

Behavior type:

- ❖ Emotional behavior and group behavior

Instructions:

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

- ❖ Organize two columns
- ❖ Write the words

Rules:

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

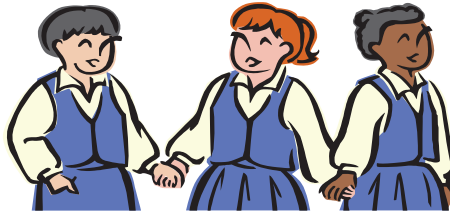
Resources:

- ❖ Board and markers

Warning:

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

PIRI, PIRI, PUN



Skills: Listening and speaking

Description:

The game is about passing a thing with the hand. A person with the eyes closed is saying pir piri ... when he decides to stop, he says pun, the learner who has the thing maybe a teddy bear have to say an adjective or sentences... etc, and the learner who is near repeat what listened.

Objective:

- ❖ To speak and listening in fast way in order to practice a spontaneous English.

Behavior type:

- ❖ Emotional behavior, misbehavior and group behavior

Instructions:

- ❖ Organize a circle with the learners and select one learner
- ❖ Explain the game

Resources:

- ❖ Teddy bear

Rules:

- ❖ Pass the teddy bear quickly

Warning: The game is feasible for 20 learners or less.

THE DEFENDER LAWYER



Skills:

- ❖ Listening, speaking, writing and reading.

Description:

The game consists in give facts in order to defend to accused, the teacher is a judge who determine if he is guilty or innocent, forming a circle the teacher says (yesterday "*Marco*" *robbed a car*) to the first student in right side, so the learner who is in right side, next to him, he defends saying Marco is not a robber because (*he was with me*) fact, the robber is Paul, who next to Paul, then the learner who is next to him, he is who defends him, in this way with all classmates.

Objective:

- ❖ To practice English language trough simple sentences to develop the four skills.

Behavior type:

- ❖ Emotional behavior,
- ❖ misbehavior
- ❖ Group behavior.

Instructions:

- ❖ Give keys to learners in order to do simple sentences
- ❖ Organize just a group in circle
- ❖ Explain the game
- ❖ Teach the first sentence and the fact for example:
S.A.: Yesterday “Marco” robbed a car or other thing.
S.B.: Marco is not a robber because he was with me or he was buying... (Fact)
- ❖ Give an example

Resources:

- ❖ Pen, notebook, markers and board.

Rules:

- ❖ Nobody has to repeat the same fact
- ❖ Everybody has to answer quickly.
- ❖ Do not talk during the game

Warning:

- ❖ This game is not available when learners have uncontrolled behavior.
- ❖ The game is feasible for 25 learners or less.
- ❖ The teacher has to motivate, give ideas, keys, and help in order to learners organize facts and have an excellent energy during the game.

LET'S GO CAMPING



Skills: listening and speaking

Description:

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

Objective:

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

Behavior type:

- ❖ With all kind of behaviors

Instructions:

- ❖ Teach vocabulary and grammar structure
- ❖ Explain the game and the command voices
- ❖ Say “It is time to walk around the classroom” (1st command)

- ❖ After seconds the teacher says “ It is time to go camping” (2nd command)
- ❖ Give an example with a couple of learners
- ❖ Learners start the game when the teacher indicates.
- ❖ Check the learners' activity

Resources:

- ❖ Markers and board (Pen and note book) optional

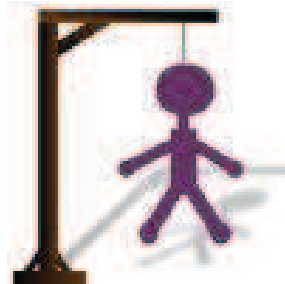
Rules:

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

Warning:

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

HANGMAN



Skills: listening, speaking, reading and writing

Description:

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

Objective:

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

Behavior type:

- ❖ Emotional behavior
- ❖ Misbehavior
- ❖ Group behavior

Instructions:

- ❖ Draw the gallows
- ❖ Break the class up in two groups
- ❖ Explain the game.

- ❖ Give an example
- ❖ Learners start the game when the teacher indicates.
- ❖ Check the learners' activity

Resources:

- ❖ Markers and board (Pen and note book) optional

Rules:

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

Warning:

- ❖ The game is feasible for 35 learners or less.

Suggestions:

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

GO TO THE BEACH

START

1 2 Describe yourself 3 4

5 6 Do a sentence 7 8

9 Sing a song

10 11 12 Count from 90 to 100

13 14 Spell your name 15

16 17 Viejo in English 18 19

20 Go back to 16

END

Illustrations: A red die, a hand holding a die, and a child building a sandcastle.

Skill: Speaking, listening

Description:

- ❖ This strategy consists into verify the student knowledge about any topic.

Objective:

- ❖ To increase the students knowledge about specific topics.

Level Behavior:

- ❖ Uncontrolled behavior
- ❖ Group behavior.

Instructions:

- ❖ Teacher explains the activity that learners need to do.
- ❖ Divide the class into small groups.
- ❖ Give the students the specific resources to do the activity.
- ❖ Teachers explain the unknown vocabulary.
- ❖ Learners start the game when the teacher indicates; the first student who arrived to the end is the winner.

Resources:

- ❖ Dices
- ❖ The sheet with the game.
- ❖ Color tallies

Rules: Learners need to answer the questions if it is their turn.

Warming:

- ❖ If the learner does not answer correctly, he or she loses a turn.
- ❖ It is not suitable to work with big groups.

UNIT 2



Songs

MY FAVORITE FRUIT



Bananas are yellow,
like the sun.

Bananas are
yummy,
give me one!

Pears are green,
come and see.

Pears are yummy
give me three!

Apples are red,
they are great.

Apples are yummy,
give me eight!

Skill:

- ❖ Listening, speaking, reading and writing

Description:

- ❖ The song “My favorite Fruit” helps learners to improve all the English skills, when teacher applies some activities.

Objective:

- ❖ To learn about the grammar structure of To -be verb.

Level Behavior:

- ❖ Group behavior
- ❖ Uncontrolled behavior.

Instructions:

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

Rules:

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

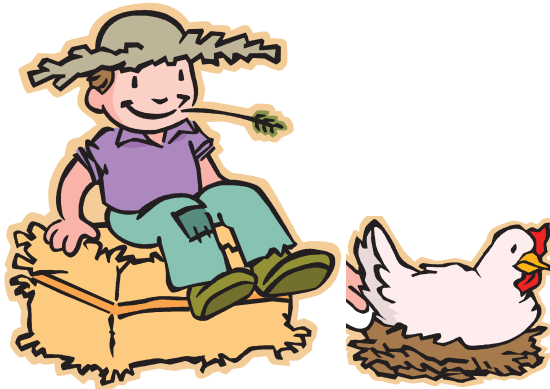
Warming:

- ❖ It is more feasible not to work in groups.

Suggestions:

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

OLD MCDONALD



Old McDonal had a farm

E-I-E-I-O

And on this farm he had some chicks

E-I-E-I-O

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

You can use:

- ❖ Cows - moo
- ❖ Dogs – bow wow
- ❖ Pigs – oink

Skill:

- ❖ Listening, speaking

Description:

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

Objective:

- ❖ To improve the learners speaking and listening.

Level Behavior:

- ❖ Group behavior
- ❖ Uncontrolled behavior.

Instructions:

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

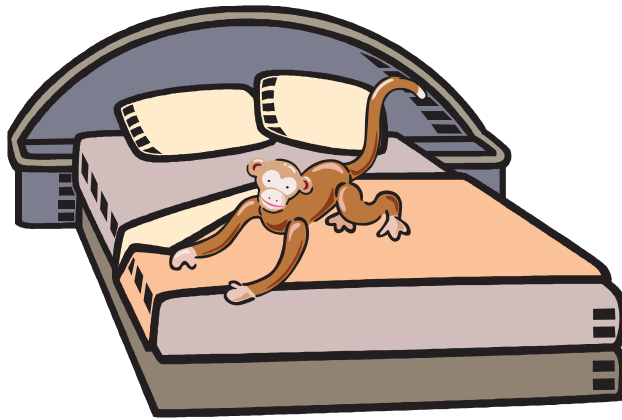
Rules:

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

Warming:

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

LITTLE MONKEYS



Three little monkeys jumping on the bed,
One fell off and bumped his head,
Mum called the doctor and the doctor said:
“No more little monkeys jumping on that bed”.

Skill:

- ❖ Listening, speaking

Description:

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

Objective:

- ❖ To improve the learners speaking, listening a nd vocabulary.

Level Behavior:

- ❖ Group behavior
- ❖ Uncontrolled behavior.

Instructions:

- ❖ Teacher presents the song.
- ❖ Teacher gives the meaning of the song.
- ❖ Teacher select three learners who represent the little monkeys
- ❖ The rest of learners sing the song.
- ❖ Students in front of the class do the dynamic of the song.
- ❖ Continue the song with: two monkeys and finally with one monkey.
- ❖ While the learners are singing, the three people who are representing the monkeys need to eliminate one by one, as indicates the song.

Rules:

- ❖ Everybody needs to sing, if one learner does not sing, he or she has penitence.
- ❖ The three monkeys need to do the dynamic, if they do not do it, they can have penitence.

Warming:

- ❖ It is feasible to work in big.
- ❖ Check the corect pronuntiation.
- ❖ It is possible to start with more monkeys.

Suggestios:

- ❖ With this song teacher can teach about the past tense

MOVING MY BODY



Touch your eyes

Touch your ears.

Stand up and smile.

Clap your hands

Touch your hair.

Jump up, jump back.

Shake and relax.

Smile...

Sit down, stand up.

One, two, three, four, five.

Touch your feet,

Touch your face.

Shake,

Six, seven, eight, nine, ten.

Skill:

- ❖ Listening, speaking, reading, writing.

Description:

- ❖ Moving my body is a song which catches the learner's interest with the moving of the body and they can improve the English language in a funny way.

Objective:

- ❖ To improve in the learners the English skills in an interesting way.

Level Behavior:

- ❖ Group behavior
- ❖ Emotional behavior

Instructions:

- ❖ Teacher presents the songs.
- ❖ Teacher sings and does the movements in order to learners know how to do the activity.
- ❖ Teacher gives the meaning of the unknown commands.
- ❖ Learners sing the song and do the movements according with the lyric song.
- ❖ After learners sing the song, teacher gives students some activities which can develop the English skills.

Rules:

- ❖ Students need to learn or write the whole song.
- ❖ Everybody must sing to avoid penitence.

- ❖ Everybody have to do the movements according the lyric of the song.

Warming:

- ❖ It is not suitable to apply in very big groups.
- ❖ Make sure that students are doing the correct movement to avoid confusion.

Suggestions:

- ❖ With this song, teachers can work with topics about: commands, verbs, parts of the body or numbers.

CHURU RU RU, CHURU RU RU



Good morning Dear teacher (greet)

Good morning how are you? (answer)

I'm very glad to see you

I say hello to you (answer)

Teacher hello, teacher hello

Churu ru ru, churu ru ru. (Snap the fingers)

Skills:

- ❖ Listening and speaking

Description:

During the song learners do what the song says and the teacher has to answer when the children greet him. It is a good song for the teacher arrival to the classroom.

Objective:

- ❖ To sing the song in order to develop the listening and speaking skills

Behavior type:

- ❖ All kind of behaviors

Instructions:

- ❖ Teacher presents the songs.
- ❖ Teacher gives the meaning of the song.
- ❖ Teacher sings and do movements in order to learners know how to do the activity.
- ❖ Learners sing the song and do the movements according with the lyric song.
- ❖ After learners sing the song, teacher says “*everybody take you sit*”.

Rules:

- ❖ Everybody must sing to avoid penitence.
- ❖ Everybody have to do the movements according the lyric of the song.

Warming:

- ❖ It is suitable to apply it with big groups.
- ❖ Make sure that students are doing the correct movement to avoid confusion.

Suggestions:

- ❖ In order to develop the song learners should sing everyday.

PARTS OF THE BODY



Everybody clap your hands (*teacher*)

Head, shoulders, knees and feet

Knees and feet, knees and feet.

Head, shoulders, nose and mouth

nose and mouth

Head, shoulders, ear, cheek

Ear, cheek and ear, cheek

Head, arms, move my hands

move my hands.

Everybody bend your knees. (*teacher*)

Skills:

- ❖ Listening and speaking

Description:

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

Objective:

- ❖ To sing the song in order to develop the listening and speaking skills, and recognize the body parts.

Behavior type:

- ❖ All kind of behaviors

Instructions:

- ❖ Teacher presents the songs.
- ❖ Teacher explains the topic.
- ❖ Teacher sings and do the movements in order to learners know how to sing the song.
- ❖ Learners sing the song and do the movements according with the lyric song.
- ❖ After learners sing the teacher says “ *everybody take you sit*”.

Rules:

- ❖ Everybody must sing to avoid penitence.
- ❖ Everybody have to do the movements according the lyric.

Warming:

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

Suggestions:

- ❖ In order to develop the song learners should sing everyday.
- ❖ The tecaher can use any body parts.

IT'S TIME



It's time to go at home

to go at home.

It's time to close my book

to close my book

It's time to keep away

To keep away.

Skills:

- ❖ Listening and speaking

Description:

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

Objective:

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

Behavior type:

- ❖ All kind of behaviors

Instructions:

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

Rules:

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

Warming:

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

Suggestions:

- ❖ In order to develop the song learners should sing eve ryday, as well as possible.
- ❖ If the teacher wants, he or she can change the phrase “It`s time to go at home” by It`s time to go at bath. When the Englis h class is in the second or four class period.

HICCUP! HICCUP!



Hiccup! Hiccup!

"ho no"! I cried "this can't be true

What am I supposed to do?!

Hiccup! Hiccup!

"I have to go out on the stage,

When the teacher turns her
page."

Hiccup! Hiccup!

"and sing a happy birthday song,

With fred, Ruth, Matt and Jhon

Hiccup! Hiccup!

"But I can't sing and hiccup too,

What am I supposed to do?"

Hiccup! Hiccup!

"Oh NO! the teacher turned the
page."

Hiccup! Hiccup!

Happy... Hiccup... to you!

Happy... Hiccup... to you!

Happy birthday, dear... Hiccup!

Happy... Hiccup... to you!"

Skills: Listening and speaking

Description:

The song is good to apply before, during or after a class, so learners avoid being tired. The teacher has to repeat it with them.

Objective:

- ❖ To sing the song in order to develop the listening and speaking skills, so, they practice verbs and adjectives.

Behavior type:

- ❖ Emotional behavior
- ❖ Misbehavior

Instructions:

- ❖ Teacher presents the songs.
- ❖ Teacher explains the song meaning.
- ❖ Learners and teacher sing the song.

Rules:

- ❖ Everybody have to sing to avoid penitence.
- ❖ Everybody have to do the movements according the lyric.

Warming:

- ❖ It is suitable to apply with big groups.
- ❖ Make sure that all learners are singing
- ❖ The teacher has to sing with learners.

Suggestions:

- ❖ In order to develop the song , learners should sing everyday, as well as possible.
- ❖ If the teacher wants, he can change the names of the song by the students`names.

HIDING IN THE BATHROOM



I`m hiding in the bathroom,
There`s no one here to see,
I`m tired of my classroom
And I wish they`d seen me free.

Free of all those noisy kids
Ratting round the room,
And calling me such as awful names
The bathroom is the nicest place
To sit and wait for bells

Skills:

- ❖ Listening and speaking

Description:

The song is good to apply before, during or after a class, especially at the beginning of the class, so, learners are relaxed. Everybody sing the song as well as possible.

Objective:

- ❖ To sing the song in order to develop the listening and speaking skills and relax children.

Behavior type:

- ❖ Emotional behavior
- ❖ Misbehavior
- ❖ Uncontrolled behavior
- ❖ Group behavior

Instructions:

- ❖ Teacher presents the songs.
- ❖ Teacher explains the song meaning.
- ❖ Learners and teacher sing the song

Rules:

- ❖ Everybody have to sing.

Warming:

- ❖ It is suitable to apply it with big groups.
- ❖ Make sure that all learners are singing
- ❖ The teacher has to sing with learners.

Suggestions:

- ❖ In order to develop the song , learners should sing everyday, as well as possible.
- ❖ If the teacher wants, he can organize two groups the first one sings the first verse and the rest the last one.

UNIT 3



Role Plays

ALIVED STORY



Skills:

- ❖ Listening and speaking.

Description:

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

Objective:

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

Behavior type:

- ❖ Emotional behavior
- ❖ Misbehavior
- ❖ Group behavior

Instructions:

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

Resources:

- ❖ Images.

Rules:

- ❖ Do not talk during the activity
- ❖ Everybody has to do what the story tells.
- ❖ Do not talk during the activity
- ❖ The learner, who does not do the activity, has penitence.

Warning:

- ❖ This activity is not recommendable when learners show uncontrolled behavior.
- ❖ The role play is feasible for 25 learners or less.
- ❖ The teacher has to motivate, give ideas and keys in order to learners understand the story.

Suggestion:

- ❖ Teach the vocabulary and grammar structure before.

THE MIRROR



Skills:

- ❖ Listening and speaking.

Description:

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

Objective:

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

Behavior type:

- ❖ Misbehavior
- ❖ Group behavior.

Instructions:

- ❖ Organize groups
- ❖ Explain the game
- ❖ Give images to learners.
- ❖ Give an example

- ❖ One student does the movements
- ❖ The another student imitates the movements and guess the word
- ❖ Start the game when the teacher indicates.

Resources:

- ❖ Images.

Rules:

- ❖ Do not talk during the activity
- ❖ Everybody has to imitate until guessing.
- ❖ The learner, who does not do the activity, has penitence.
- ❖ The learner, who guesses the total images quickly, wins.

Warning:

- ❖ This activity is not recommendable when learners have uncontrolled behavior.
- ❖ The role play is feasible for 35 learners or less.
- ❖ The teacher has to motivate, give ideas and keys in order that learners understand the role play .

Suggestion:

- ❖ Teach the unknown vocabulary
- ❖ Look around the class to control the activity development.
- ❖ The teacher can apply the activity with all groups, if it is necessary .

LET'S DO IT



Skills:

- ❖ Listening, speaking, reading and writing.

Description:

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

Objective:

- ❖ To improve the reading skill and the understanding trough the role play.

Behavior type:

- ❖ Misbehavior
- ❖ Group behavior.

Instructions:

- ❖ Organize groups
- ❖ Explain the game

- ❖ Give sheets to learners.
- ❖ Give an example
- ❖ Start the game when the teacher indicates.

Resources:

- ❖ Sheets with the sentences.

Rules:

- ❖ Do not talk in Spanish during the activity
- ❖ Everybody has to develop the activity
- ❖ The learner, who does not do the activity, has penitence.
- ❖ The group which guesses most of sheets will win the activity
- ❖ Do not show the sheets with the sentences.

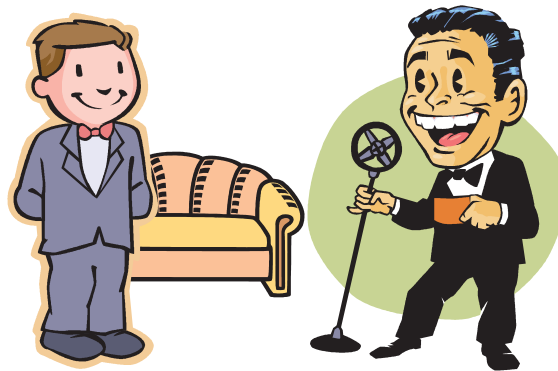
Warning:

- ❖ This role play is not recommendable when learners have uncontrolled behavior.
- ❖ The activity is feasible for 40 learners or less.

Suggestion:

- ❖ Teach the unknown vocabulary
- ❖ Look around the class to control the activity development.
- ❖ The teacher must to check the activity
- ❖ The teacher has to motivate constantly

ON TV



Skill:

- ❖ Speaking
- ❖ Listening
- ❖ Writing
- ❖ reading

Description:

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

Objective:

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

Level Behavior:

- ❖ Emotional behavior
- ❖ Misbehavior.

Instructions:

- ❖ Teacher organizes the class to work in pairs.

- ❖ Teacher gives the instructions to do the role play. So, student A is the interviewer and student B is the interviewee.
- ❖ Students A makes the next questions, and take notes of the answers.
 - What is your name?
 - How old are you?
 - Where are you from?
 - What is your profession?
 - What is your phone number?
 - What you doing now?
- ❖ Students B answers all the questions that Students A does.
- ❖ When learners finish the activity, it is time to change roles between Student A and student B.

Rules:

- ❖ Do not speak Spanish.

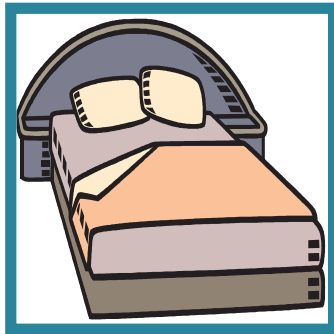
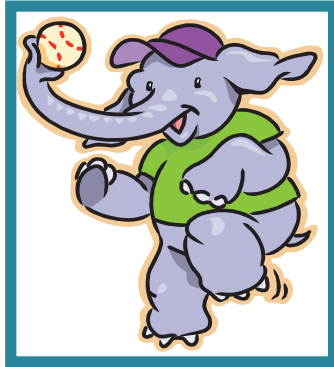
Warming:

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

Suggestions:

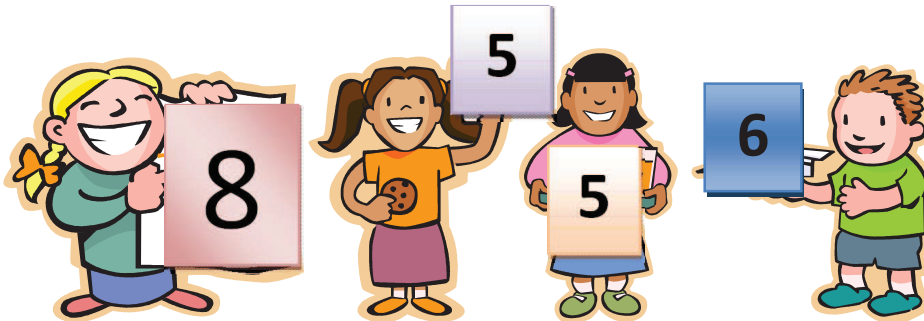
- ❖ Teacher can adequate this role play to the adquired knowledge.
- ❖ When the activity will have finished, the teacher choose one or more groups to do the role play in front of the class.

UNIT 4



FLASH CARDS PICTURES

ORGANIZATION



Skills:

- ❖ Listening, speaking, writing and reading.

Description:

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

Objective:

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

Behavior type:

- ❖ Emotional behavior
- ❖ Misbehavior
- ❖ Group behavior

Instructions:

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

Resources:

Flashcards, markers and sheets

Rules:

- ❖ The learners listen carefully what the teacher says.
- ❖ Learners have not to talk in Spanish
- ❖ Learners say after organizing the number , word or sentence.

Warning:

- ❖ The teacher has to check the learners' activity as well as possible.
- ❖ The game is feasible for 25 learners or less.
- ❖ The teacher must motivate constantly.

Suggestions:

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

HAVE YOU SEEN MY SHEEP?



Skills:

- ❖ Speaking and listening

Description:

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

Objective:

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

Behavior type:

- ❖ Misbehavior,
- ❖ Uncontrolled behavior
- ❖ Group behavior.

Instructions:

- ❖ Teach the content before developing the activity
- ❖ Give some keys and ideas about simple tense.
- ❖ Organize groups depending on learners in the classroom. Sometimes it is recommendable to choose just a pair of couples to do the activity.
- ❖ Explain the activity
- ❖ Give an example with a couple of learners.
- ❖ Learners start the activity when the teacher indicates.

Resources:

Flashcards, images, photos and so on.

Rules:

- ❖ The first student who guesses the animals is the winner.
- ❖ Learners have not to talk in Spanish
- ❖ Learners have not to show the flashcards
- ❖ Learners always must say the true

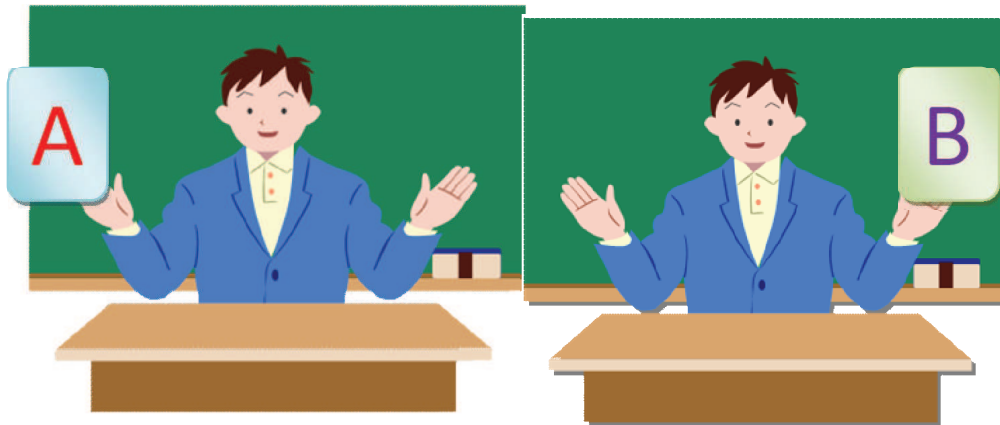
Warning:

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

Suggestions:

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

SHOWING AND HIDING



Skills:

- ❖ Speaking and reading

Description:

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

Objective:

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

Behavior type:

- ❖ Misbehavior
- ❖ Uncontrolled behavior
- ❖ Group behavior.

Instructions:

- ❖ Teach the content before developing the activity
- ❖ Organize groups depending on learners in the classroom.
- ❖ Explain the activity
- ❖ Give examples.
- ❖ Learners start the game when the teacher indicates.

Resources:

Flashcards

Rules:

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

Warning:

- ❖ The game is feasible for 35 learners or less.

Suggestions:

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

TELLING MY STORY



Skills:

- ❖ Listening and Speaking

Description:

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

Objective:

To develop the speaking skill through learners' imagination.

Behavior type:

- ❖ Misbehavior
- ❖ Group behavior.
- ❖ Emotional behavior

Instructions:

- ❖ Teach the content before developing the activity
- ❖ Give some keys according with the pictures

- ❖ Give the flashcards to learners
- ❖ Explain the activity
- ❖ Give examples.
- ❖ Learners start the activity when the teacher indicates.

Resources:

Flashcards and images

Rules:

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

Warning:

- ❖ The activity is feasible for 25 learners or less.

Suggestions:

- ❖ The teacher should check learners' activity as well as possible.
- ❖ The teacher should not take into account grammatical mistakes.
- ❖ The teacher should motivate constantly.

WHAT ARE THEY DOING?



Skill:

- ❖ Speaking
- ❖ Listening

Description:

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

Objective:

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

Level Behavior:

- ❖ Uncontrolled behavior
- ❖ Group behavior
- ❖ Emotional behavior.

Instructions:

- ❖ Teacher organizes the class into groups.
- ❖ Teacher gives the same quantity of pictures to each group.

- ❖ Each group makes a little competence inside of them, the learner who answers what the person on picture is doing, he or she gets a point, and the learner who has more points is the winner.
- ❖ Teacher controls the learners' working in the group.

Rules:

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

Warming:

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

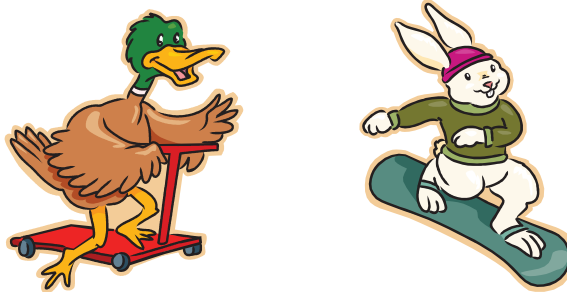
Suggestions:

- ❖ Teacher can make groups of five people.

Resources:

- ❖ Pictures

FINDING THE ANIMALS



Skill:

- ❖ Writing

Description:

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

Objective:

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

Level Behavior:

- ❖ Uncontrolled behavior
- ❖ Misbehavior
- ❖ Emotional behavior.

Instructions:

- ❖ Teach the content before the activity development.
- ❖ Teacher shares the pictures for all learners.
- ❖ Teacher explains that they need to find all the animals and if the activity is writing, they need to write the animals name in a sheet.

- ❖ Learners write the names of the animals, the learner who finishes the activity quickly is the winner.
- ❖ The learner who finishes the activity writes the animal names on the board.

Rules:

- ❖ Do not speak during the activity.

Warming:

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

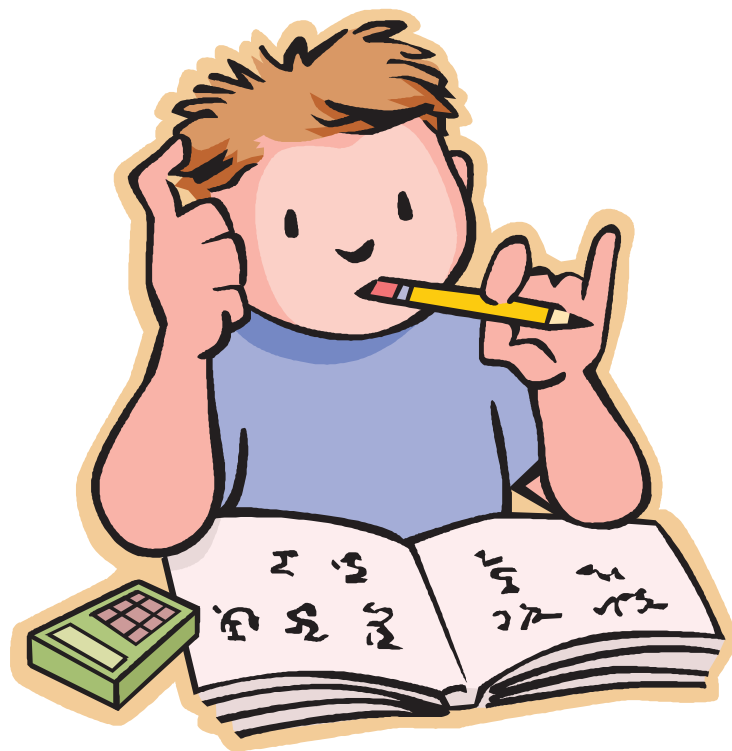
Suggestions:

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

PICTURE

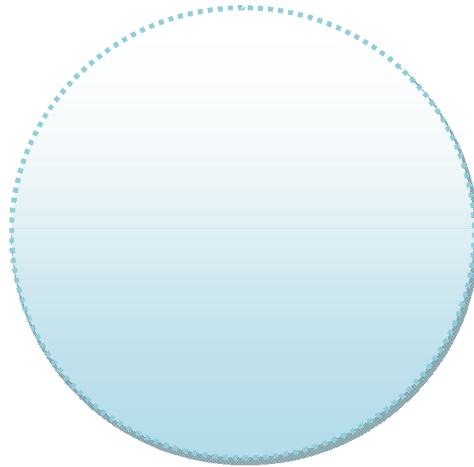


UNIT 5



Mental Dynamics

DIVIDE THE CIRCLE.



Skill:

- ❖ Listening and speaking.

Description:

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

Objective:

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

Level Behavior:

- ❖ Uncontrolled behavior.
- ❖ Emotional behavior.
- ❖ Group behavior.

Instructions:

- ❖ Teacher draws a circle in the cupboard.
- ❖ Teacher tells students to divide the circle in eight equal parts, but they need to use only three lines.

- ❖ Students draw the circle in a paper sheet and try to do it.
- ❖ Teacher controls whether all the learners are working.
- ❖ The first learner who finishes, give the answer in front of the class using orders.

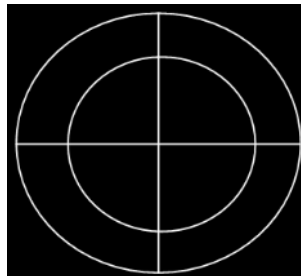
Rules:

- ❖ Do not use more than 3 lines.

Warming:

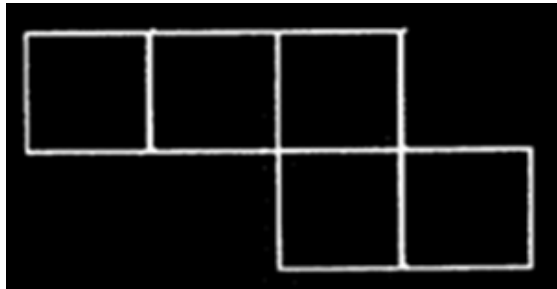
- ❖ It is not suitable to apply this strategy in big groups
- ❖ Select learners who need to improve their speaking although they do not have the correct answer.
- ❖ To remember, the objective of this skill is to improve learners' speaking.

Answer:



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

MAKING FOUR SQUARES.



Skill:

- ❖ Speaking
- ❖ Listening

Description:

- ❖ This strategy is used to teach commands using the mental knowledge of learners; also this one can help students to think in English naturally. The strategy consists on moving two lines, in order to form four similar squares.

Objective:

- ❖ Improve the learners speaking skill using the imperative tense.

Level Behavior:

- ❖ Group behavior
- ❖ Uncontrolled behavior.

Instructions:

- ❖ Teacher draws the exercise on the board.
- ❖ Teacher explains the instructions:
- ❖ Learners draw the graphic in a sheet and try to get the answer.

- ❖ Teacher starts a discussion among the learners in order to get the correct answer.
- ❖ The learner who gets the answer explain it in front of the class

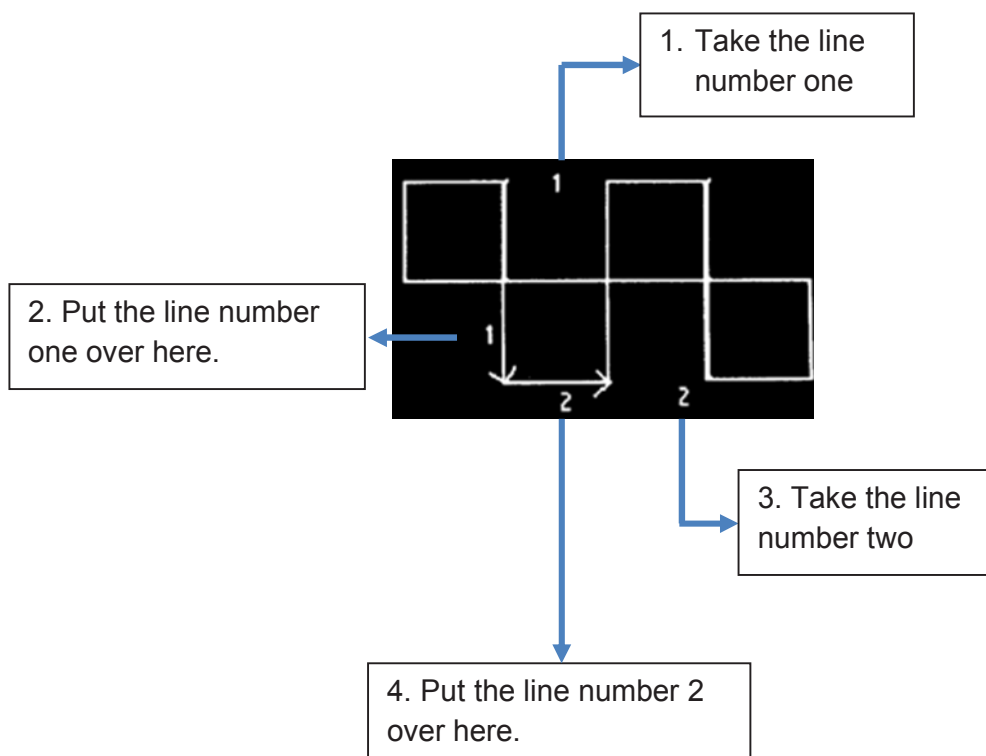
Rules:

- ❖ Do not speak Spanish.
- ❖ Do not give the answer immediately if the learners do not get it.
- ❖ Use the imperative way to give the answer.

Warming:

- ❖ To make participate learners who need to improve the speaking skill.
- ❖ It is not suitable for big groups.

Answer:



POOR MERCHANT



Skill:

- ❖ Speaking
- ❖ Listening
- ❖ Writing.
- ❖ Reading.

Description:

- ❖ The poor merchant is a good strategy which helps learners to think about how to pass a lion, a sheep and a lettuce, without anyone eats other using the mental ability.

Objective:

- ❖ To give a solution for the merchant problem using only the speaking or writing skills.

Level Behavior:

- ❖ Group behavior
- ❖ Uncontrolled behavior.

Instructions:

- ❖ Teach the content before the activity development.
- ❖ Teacher the draw the scene on the board.

- ❖ Teacher explains that: there is a merchant who have to cross the river and pass a sheep, a lettuce basket and a lion; how can he cross the river avoiding that the lion eats the sheep and the sheep eats the lettuce?; but the canoe only can pass thing by thing.
- ❖ When teacher explains the problem, students need to speak or write in order to give the answer, but they need to use the ordinal numbers and the imperative way.
- ❖ Teacher makes participate learners who need to improve the English Skills.
- ❖ The learner who has the answer, explain it in front of the class.

Rules:

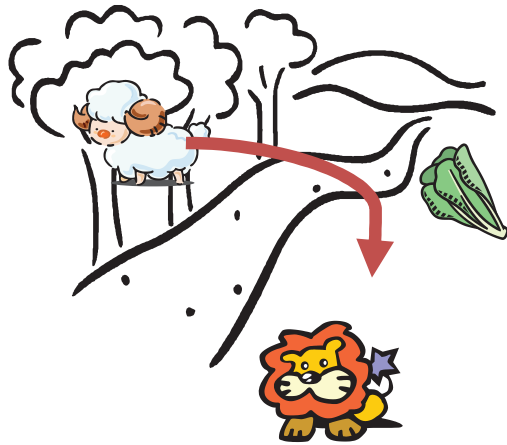
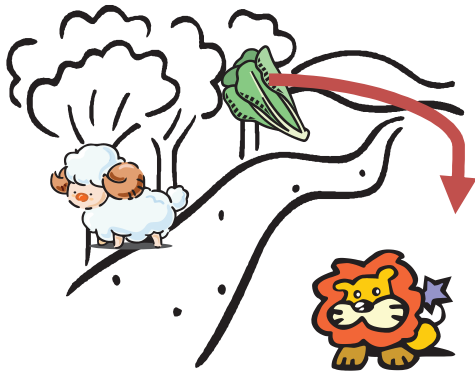
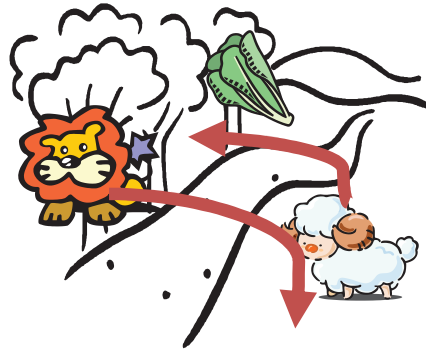
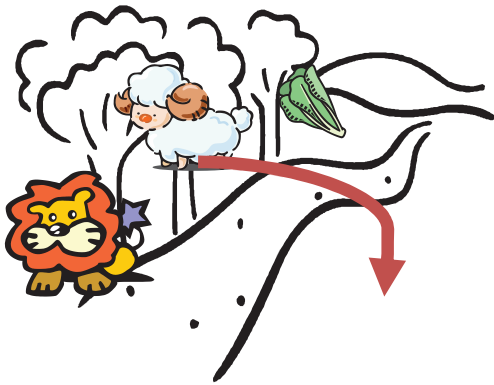
- ❖ Do not speak Spanish
- ❖ Teacher gives the necessary vocabulary in order to learners understand the problem, and they can organize their ideas.

Warming:

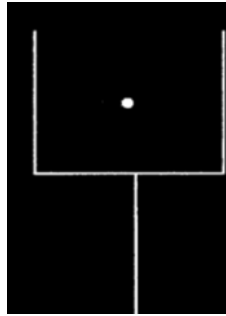
- ❖ It is not suitable to work in groups.
- ❖ Do not to give the answer immediately,

Answer:

- ❖ First pass the sheep.
- ❖ Second, go back to bring the lion.
- ❖ Third, leave the lion abut return with the sheep.
- ❖ Fourth, leave the sheep but carry the lettuce.
- ❖ Fifth, leave the lettuce with the lion.
- ❖ Sixth, come back to bring the sheep.



PUTTING THE POINT OUTSIDE.



Skill:

- ❖ Speaking.
- ❖ Listening

Description:

- ❖ This strategy is used to improve the mental ability but using the English Language and consequently improve the speaking skill of them. It is about putting the point that is inside the shape outside of it.

Objective:

- ❖ To improve the speaking skill and control the learner behavior.

Level Behavior:

- ❖ Uncontrolled behavior
- ❖ Group behavior.

Instructions:

- ❖ Teacher draws the graphic on the board.
- ❖ Teacher explains that learners have to move two lines of the shape in order that the point stays outside of the graphic without damage the form of the shape.

- ❖ Learners draw it on their sheets or notebook in order to get the answer.
- ❖ Teachers make participate who show misbehavior and need to improve their speaking.
- ❖ Teacher makes sure if everyone is working.
- ❖ Who has the answer explains it in front of the class.

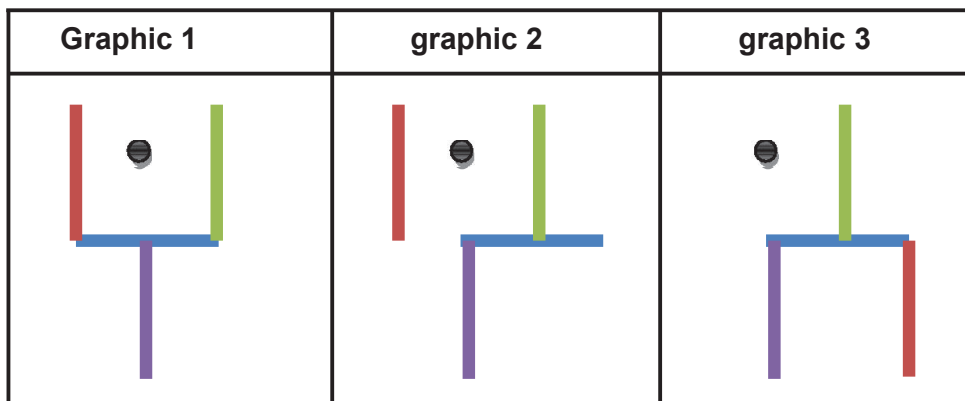
Rules:

- ❖ Do not speak Spanish to give the answer
- ❖ Teacher needs to help learners with the necessary vocabulary.

Warming:

- ❖ It is not suitable to work in groups.

Answer:



- ❖ First, take the blue line of the graphic 1 and move it to the right side like graphic 2.
- ❖ Second, take the red line of graphic 2 and put it on the other side of the blue line, like graphic 3

THE ALPHABET



Skill:

- ❖ Speaking
- ❖ Listening

Description:

- ❖ This strategy is about saying a word (noun or adjective) with each letter of the alphabet that each learner has, in order to improve the learner vocabulary.

Objective:

- ❖ To increase the learners' vocabulary and to control the learners' misbehavior drawing their attention.

Level Behavior:

- ❖ Misbehavior
- ❖ Uncontrolled behavior

Instructions:

- ❖ Teacher gives each learner a letter of the alphabet.
- ❖ Teacher explains the strategy giving an example. In this way:

- **Teacher:** I like “D” because it is Dancer.
 - **Letter D:** I like “T” because it is Tall.
 - **Letter T:** I like “F” because it is Funny.
- ❖ Teacher can start with any letter, but the word has to begin with the same letter.
 - ❖ Learners say quickly other letter and say a word which starts with the same letter.
 - ❖ The strategy must continue until everybody speaks.

Rules:

- ❖ Learners can choose the letter that they want.
- ❖ Do not speak Spanish
- ❖ Do not repeat the words

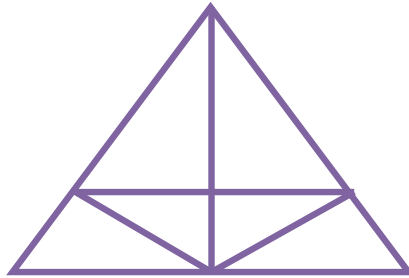
Warming:

- ❖ Learners need to react quickly contrary they pay penitence.
- ❖ If learners repeat the words they pay penitence too.

Resources:

- ❖ Alphabet.

HOW MANY TRIANGLES ARE THERE?



Skill:

- ❖ Speaking
- ❖ Listening.

Description:

- ❖ This strategy consists in counting how many triangles learners can see in the graphic.

Objective:

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

Level Behavior:

- ❖ Group behavior
- ❖ Misbehavior
- ❖ Uncontrolled behavior.

Instructions:

- ❖ Teacher draws the graphic on the board.
- ❖ Learners, looking or drawing the shape to count how many triangles there are on the graphic.

- ❖ Teacher should make participate who need to improve the skills.
- ❖ The learner who gets the answer is the winner, so she or he says the answer in front of the class.

Rules:

- ❖ Do not speak Spanish.
- ❖ Everybody needs to do the activity.

Warming:

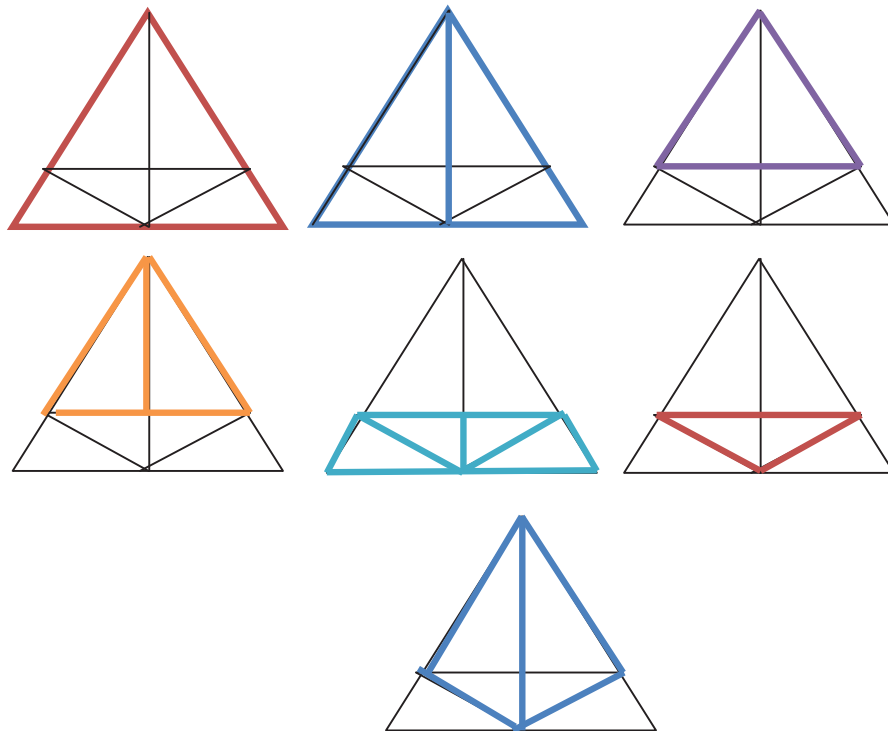
- ❖ It is not suitable to work in groups.

Suggestions:

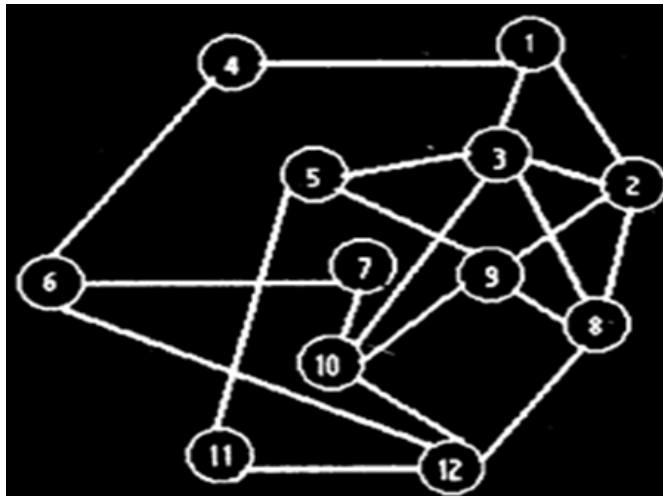
- ❖ Teacher can use this strategy to work with number s.

Answer:

- ❖ 13 triangles



FINDING MY WAY



Skill:

- ❖ Speaking.
- ❖ Listening

Description:

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

Objective:

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

Level Behavior:

- ❖ Group behavior
- ❖ Uncontrolled behavior
- ❖ Misbehavior.

Instructions:

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

Resources:

- ❖ Sheet with the graphic for each student.

Rules:

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

Warming:

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

Suggestions:

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

Answer:

- ❖ Anyway that learners choose return to number 1

Miss number

	x		:		=	5
+		+		x		
	:		+		=	6
+		+		-		
	+		-		=	5
=		=		=		
15		2		20		

Skill:

- ❖ Speaking
- ❖ Listening

Description:

- ❖ This strategy is about finding the numbers which are lost, but doing the mathematics exercises should give the straight and upright answers.

Objective:

- ❖ To improve the speaking skill about numbers, giving to learners an activity which maintains them busy.

Level Behavior:

- ❖ Uncontrolled behavior
- ❖ Group behavior.

Instructions:

- ❖ Teacher makes groups of three people.
- ❖ Teacher gives one sheet with the activity to each group.

- ❖ Learners work in group and try to get the correct answer.
- ❖ If one group has the answer, show it in the front of the class.

Rules:

- ❖ Do not speak Spanish
- ❖ All learners need to collaborate in order to get the answer,

Warming:

- ❖ This strategy only can be use with numbers.

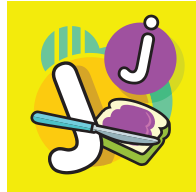
Resources:

- ❖ Sheets with the exercise.

Answer:

5	x	5	:	5	=	5
+		+		x		
5	:	5	+	5	=	6
+		+		-		
5	+	5	-	5	=	5
=		=		=		
15		2		20		

WHAT IS THE WORD?



Skill:

- ❖ Writing
- ❖ Speaking
- ❖ Listening
- ❖ Speaking

Description:

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

Objective:

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

Level Behavior:

- ❖ Group behavior
- ❖ Misbehavior
- ❖ Emotional behavior

Instructions:

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

Rules:

- ❖ All words have to be written in English.

Suggestions:

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

Example:

DISORDER WORDS	ANSWERS
1. ECPNLI	PENCIL
2. BABTRI	RABBIT
3. ELMAC	CAMEL
4. INGBR	BRING
5. PAHYP	HAPPY
6. OLWFER	FLOWER
7. NTKIH	THINK
8. UCMOTPER	COMPUTER

HIDDEN WORD



Skill:

- ❖ Reading
- ❖ Writing

Description:

- ❖ This strategy helps people to remember the animal which they have learnt, because they must find the hidden names of animals in the sentences.

Objective:

- ❖ To improve the reading and writing skills while they remember the animals' names.

Level Behavior:

- ❖ Uncontrolled behavior
- ❖ Emotional behavior
- ❖ Misbehavior.

Instructions:

- ❖ Teacher gives the sheet with the activity that learners need to do.
- ❖ Teacher explains the activity that learners have to do.
- ❖ Learners read the sentences and find the hidden animals.
- ❖ Write the name of the animal in front of the sentences.

- ❖ Teacher needs to motivate learner, so the first learner who finishes the activity is the winner.

Rules:

- ❖ To copy the answers is not possible.

Warming:

- ❖ To work in big groups is not suitable.

Suggestions:

- ❖ It is possible to work in pairs.

Activity:

Hidden words

SENTENCES	ANSWERS
1. Close the <u>door at</u> once!	rat
2. That will <u>be a</u> real help.	bear
3. She <u>came late</u> yesterday.	camel
4. He comes to <u>America</u> today.	cat
5. Eric <u>owes</u> me ten cents.	cow
6. We <u>made errors</u> in each one.	deer
7. <u>Do good</u> workers succeed?	dog
8. <u>If I shout</u> , he will hear me.	fish
9. <u>If Roger</u> comes, we will begin.	frog
10. Is it the <u>sixth or seventh</u> ?	horse
11. We will <u>go at</u> two o'clock.	goat
12. In <u>April I only</u> came once.	lion
13. I will sing; you <u>hum on key</u> .	monkey
14. I made a <u>Xerox</u> copy of it.	ox
15. She clothes <u>naked</u> babies	snake
16. At last, I, <u>Gerald</u> , had won.	tiger
17. Was <u>Pilar mad, ill or glad</u> ?	armadillo
18. Your <u>comb is on</u> the table.	bison
19. <u>If al concentrates</u> , he will win.	falcon
20. He called <u>Mikko a lazy</u> boy.	koala

6. CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

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

SUGGESTIONS

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

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8. ATTACHMENTS



COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

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

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

1. - How are the English Classes for you?

Interesting ()

Little interesting ()

Boring ()

2. How is your behavior during the English classes?

Excellent ()

Very good ()

Good ()

Regular ()

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

Yes ()

Could be ()

No ()

Why?

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

Important ()

Little important ()

Non important ()

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

Yes ()

Could be ()

No ()

Why?

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

Graphics ()

Book ()

Data show ()

Charts ()

Videos ()

Games ()

Role plays ()

Work groups ()

Songs ()

Others ()

What: _____

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

Always ()

Almost always ()

Sometimes ()

Never ()

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

Much ()

A little ()

Nothing ()

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

Yes ()

Could be ()

No ()

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

Yes ()

Could be ()

No ()

Why?

THANK FOR YOUR COLLABORATION



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

INSTRUCTIVE: Try to be so truthful at the moment to answer .

1. How do you consider that is the Teaching of the English Language?
2. During the Teaching Learning Process of English Language, how is the students' behavior?
3. How influence the miss discipline in the Teaching of English Language?
4. What kind of activities and didactic recourses frequently do you use in order to control the behavior in the class?
5. According you point of view, does the use of active methodological strategies like games, work groups, role plays, songs and so on, influence in the students' behavior?
6. Do you consider that the application of the active methodological strategies improves the Teaching Learning Process of English Language?
7. According with your experience what kind of activities help to control the students' behavior during the Teaching Learning Process of English Language.
8. Do you believe the design of a guide with active methodological strategies will help English teachers to control the students' behavior and at same time they improve the Teaching Learning Process of English Language?

THANK FOR YOUR COLLABORATION



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

Director's Interview

INSTRUCTIVE: Try to be so truthful at the moment to answer.

1. According your point of view, how do you believe that is the students' behavior of the of 6th "B" years of Basic Education
2. Which do you consider that could be the cause for the students' misbehavior during the English classes?
3. Which activities should the teacher do during the classes to control the students' misbehavior?
4. Is it important to control the students' behavior by the teacher in order to improve the Teaching Learning Process of English?
5. Which material and activities should the English teacher take account to get a better Teaching Learning Process of English and at the same time to control the students' discipline?
6. Do you consider that the active methodological strategies help to improve the Teaching Learning Process of English ?
7. How important is for you the design of a guide of active methodological strategies for the English Teaching .

THANK FOR YOUR COLLABORATION