

## CHAPTER I

### **BACKGROUNDS:**

One of the most important aspects in students that will become teachers is the development of the pre-professional practices because the previous experience before the real professional life is vital.

There are different steps when a teacher wants to teach English language but the strategies that a teacher uses are very important because these ones create a good environment and improve the comprehension so it is important to avoid a worried class.

Through this guidebook that will contain a lot of pedagogical strategies teacher-students will know about the correct process to follow and develop this activity in each institution that may be in primary or secondary level.

This manual is going to contain different pedagogical strategies which have as an objective the development of the four principal English skills in an acceptable way, so some examples of these strategies are:

**Dynamics:** These activities are useful in any moment of the class because every group of students is really different in aspects such as likes and dislikes, behavior, knowledge about the topic and so on. In this way teacher students can apply dynamics always with children and sometimes with teenagers in any class.

The dynamics most of the time can be related with the topic and students' knowledge so teachers can modify them according with the class necessities also with dynamics, teachers motivate students participation so as a result the class will be comfortable, enjoyable and students acquire knowledge easily finally the teaching learning process will be successful.

Another strategy that the future English teachers need for taking in account is that they need to use language in order to obtain an answer in English so it permits the frequent use of it. So students need to know that can and need to commit errors for improving their level.

Language use should be raised in natural contexts and in everyday life situations rather forced and artificial situations. It is necessary to employ the physical environment as a motivator of learning.

Another one is eye contact and sounds listening. Eye contact refers to puppets, costumes, prints, photographs, flashcards, books, etc. Listening sounds like teacher's voice, natural sounds etc. These didactic resources contains many reasons to use frequent vocabulary using confidence and maintaining eye contact for developing a good conversation or interaction among students.

**Essential Didactic Strategies.** - These ones are useful to improve the production of the language some of them are tongue twisters, riddles and songs. These ones make possible the natural repetition of some grammatical structures

**Narratives.**- Motivate to the students, invite fantasy, develop creativity and imagination, stimulate oral and expose children to an endless list of words and new structures for them.

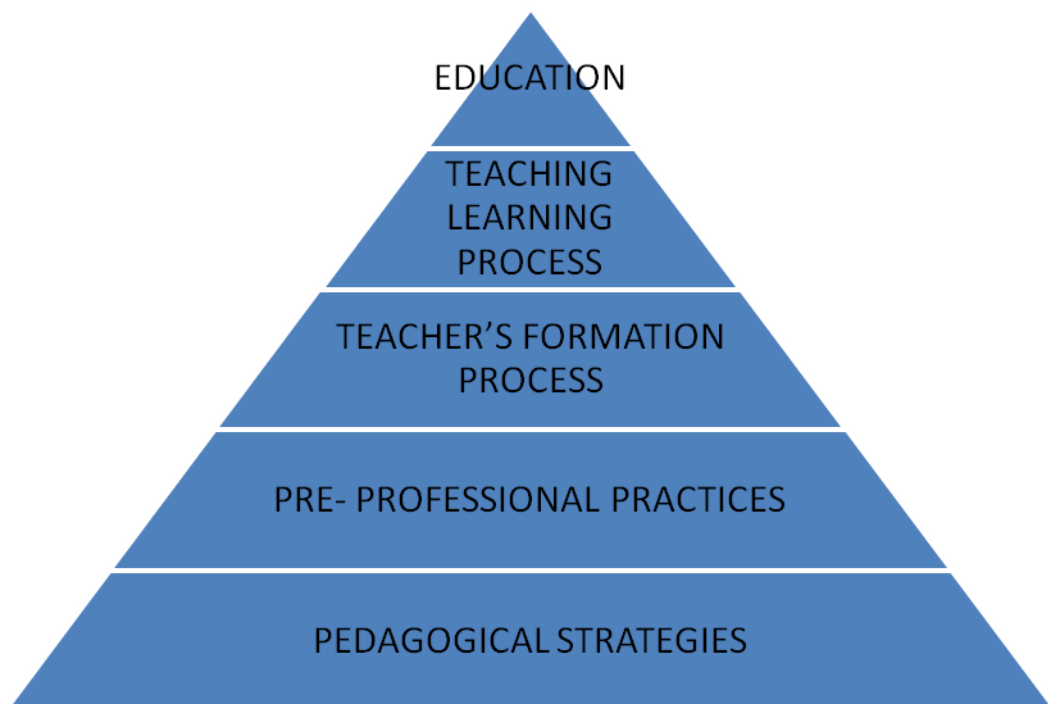
**TPR Activities.** - (Total Physical Response). They combine grammar with body movements (coordination between language and action).These two aspects help to develop abilities for sharing knowledge and to expand

information so it permits ideas combination to start an interaction inside the class.

**Games.-** Those are teaching strategies at the initial level and with regard to language teaching, promotes understanding and acquisition of communication skills. English teachers must use these types of games to increase students' capacity for creating and expressing their ideas and feelings.

Nowadays there is the necessity for advancing more useful and easy strategies for students who are going to apply their knowledge in order to develop their pre-professional practices for getting a better English knowledge acquirement.

**FUNDAMENTAL CATEGORIES:**



## **THEORETICAL FRAME:**

### **EDUCATION**

Each country has different aspects that are considered important for its development some of these aspects are: education, economy, politics culture, customs, etc.

About education is an important field that involves all society. To acquire the development of a country, education is fundamental because it facilitates for maintaining the essence of the culture and customs; also it helps people to take good decisions for improving economy and politic.

In Latin America especially in several sub-developed countries education includes some limitations that affect the teaching learning process, for example the budget that avoids the development of educative field.

Education is defined as the field of study that is concerned with the pedagogy of teaching and learning. It means that the knowledge or skill is obtained or developed by a learning process.

**DURANT** Will (1885 – 1981) "education is a progressive discovery of our own ignorance."

The researchers share with the author because every day each person acquires new knowledge and people knowledge depends of the life experience; it means that people learns new information through of the praxis so for learning facts it is so necessary theory and practice.

For that reason researchers believe when people are young, those think that everyone knows everything, but it is not true because human being day by day discovers something new.

Education therefore is seen as learning from mistakes, taking in account that everybody really do not know all about the life.

**MANDELA** Nelson. -“Education is the most powerful weapon which you can use to change the world”.

The researchers are agreeing with the biographer because education helps to everybody for getting good jobs, better work opportunities and people have a good life style. Because when a person has good academic preparation include excellent work field.

Also the Education is an essential component of life. Through it everyone develops all activities that are necessary for living in a good way with indispensable accommodations.

For any individual, education is important per its personal and professional life a cause of that each one depends of the other.

**GONZALES D**, “actually, the education has to be socialized and when this condition is fulfilled the methods has to be socialized too”

The researchers are agree with the author because education has had different changes during life, a cause of them, education depends of some vital factors which ones are indispensable for having an excellent teaching learning process.

Nowadays inside education appears some methods that help teacher to control the educative process, for those reason teachers and students need for socializing the diverse methods, which they are going to apply for knowing the steps that have each one of them.

Actually education gives opportunities to students for sharing their point of view, for that reason people mention that teaching learning process is better than traditional education which was developed years ago.

### **IMPORTANT ASPECTS WITHIN EDUCATIVE FIELD**

Inside educative field appears some important aspects which are so essential for development teaching learning process, through them

teachers can improve methods, techniques and strategies in relation to teach.

In the same manner students have the obligation of share different ideas with the teacher about diverse themes to obtain as a result the development of individual skills; capacities and new knowledge which will be use in the future life.

The important aspects are:

- 1) Learning. - Education gives humanity knowledge of the world around us. It develops in us a perspective of looking at life.
- 2) Preparation. – For a personal achievement through the application of acquire knowledge human can develop our capacities in a correct way.
- 3) Opening mind to new ideas. - It helps people to build opinions and have points of view on everything in life.

Education is considered as a lesson of life. Because human being learns things that never forget, one of them is, understand our language because people grew up listening it.

Also it is necessary that people be able to express their ideas, opinions and point of view because through them each one acquires new behavior and knowledge.

Some important aspects in life are that everybody needs to recognize when commit a mistake and accept other's opinion because those aspects increase our self esteem.

### **IMPORTANT REASONS WHY PEOPLE NEED EDUCATION**

Humanity needs knowledge to maintain relationship among different countries, an exceptional form to do it is through language because people can interchange ideas and opinions that show the human being capacities and the best manner to do it is through education.

Organized communities need education for improving their conditions. It is important to express some reasons why people need education every day during all life. Also through education people have capacities to select the best options for developing their behavior, knowledge, skills and as a result obtain an excellent life style.

Some of the obvious reasons why do people need education are:

1. Education broadens the horizon and gives society a better understanding of the world around you and how things work.
2. The world needs education as it is the basis of a civilized structured society including science and technology advances.
3. Studies indicate that educated people have longer life expectancies.
4. On an average, educated people have jobs that are more meaningful and interesting than those held by uneducated people.
5. Another aspect is that children of educated parents are more likely to receive better education and have higher cognitive development, than children of uneducated parents.
6. Educated people are in a superior position to contribute more positively to society and even towards the planet, as they understand the implications of their choices and actions.

Educated people have good jobs at the same time they can take good decisions in their works; those help them to improve quality of life.

Also educated people have an organized life because always they are planning their daily activities and have time to do any activity.

It is obligatory to recognize that through education was possible for developing some important aspects such as science and technology.

Finally children who have educated parents have the opportunity to learn different values such as behavior, respect, honesty and so on, through which they can demonstrate their education.

## **EDUCATION IN ECUADOR**

In Ecuador education is one fundamental aspect that the actual government wants to maintain in good level but sometimes it becomes very difficult for economical factor, because for getting a good education it is necessary to assign a determinate percentage of money for investigation.

Nowadays, appear the necessities for changing some traditional aspects about education but these changes need to be sequentially to give society the opportunity for adapting to them.

There are new methods in Ecuador for helping educational process that avoid fear and physical punishment instead of the motivation is teacher's responsibility to avoid class stress and memorization, actually the education around the earth find critical and reflective individuals capable to adapt those difficult world changes.

According national identity education must be aimed to preserve: culture, customs and aspects of each country taking in account the importance of the country state.

Economical development is one fact that has special influence in education field, because it helps to increase budget that is offered to the education necessities.

Also it is necessary to take in account that in our country there are many educative institutions that maintain the rule, only boys or only girls the same occurs in high schools but the problem stars at the moment to join these two genders in the superior education because it sometimes is a difficult change.



## **EDUCATION IMPORTANCE**

Around the world the education is so important because through it people can interchange their ideas, opinions, point of view and so on.

People around the earth who has an excellent education contribute to the society because they know specific information about different fields as an example researchers can mention a person who obtained a bachelor degree as a professor; he or she has the capacity to teach different contents which are essential for the life as a model mention teaching how to read and write.

Other important aspect inside education importance is that education has the power to change people's behavior and as a consequence relationship development to improve the communication in the society.

**OAK** Manali (2008) "Education is a self-enlightening process and is an important component of life too"

- Education is important because it equips people with all that are needed to make their dreams come true. Education opens doors of brilliant career opportunities
- Education brings up questions and also devises ways to find satisfactory answers to them.
- Education can guide people to enlightenment.
- Education helps for building in every individual, a confidence to take decisions, to face life and for accepting successes and failures.

The researchers consider that education is so important through it; people obtain more knowledge that helps them to get their dreams. Also it is considered as an important aspect in life because all activities that people do every day have a close relationship with education.

Through the success communication people can do some questions that need to be clarified by the teachers and as a result people illuminate their ideas also people through education can find some information alone for improving their capacities. Also when a person has a good educative formation he has self- confidence to take good decisions which are used in the life.

## **IMPORTANCE OF ENGLISH LANGUAGE IN EDUCATION**

English language is a successful completion in education because as well know English is the second language around the world. Also it is considered as a complement to develop some skills such as listening, speaking, reading and writing that are necessities for practicing inside the society.

The presence of English language in the education is important because many students have the opportunity to travel to another country for preparing in some different areas.

## **EDUCATION PROCESS**

Education is a wide field that involves some important aspects; one of them is the process that students need to follow for understanding in a best way the contents for that reason it is necessary to remember that education has specific steps where each person acquires new knowledge that depends of the last one.

The education process is:

**Primary.** - (or elementary) Education involves the first few years of formal, structured education. In general, main education consists of six or eight years of schooling starting at the age of five or six, although this varies according with each country's reality.

**Secondary Education.** - Consists of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional; the general purpose of secondary education can be to give common knowledge, for preparing for higher education or to train directly in a profession.

**Higher education.** - Also called post-secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school.

It is so essential that education follows a process because each theme depends of another one as an example: The researchers mention that children need to learn: listening, speaking, writing and reading.

After that they complete that process children are capable to develop any content because they can interpret the message that each topic has. But when children has not developed one of these skills it is impossible that they can learn others subject matter.

Tertiary education is so important for the development of a country because through that people increase their knowledge and became professionals who fulfill important jobs as an example doctors, teachers, engineers, etc.

## **TEACHING LEARNING PROCESS**

Education involves many important aspects that related can offer reality, changes and society improvements. Based in this point of view it is possible to say that teaching-learning process is considered as the heart of education. On it process depends the fulfillment of the aims and objectives of education

**URIBE** Benito (2002) "Teaching: Education obeys to the pedagogical practice of knowledge transmission, student should receive the greatest amount of knowledge provided either by the teacher, text or other source.

Learning: The new pedagogy raises another way to work with student: student changes its knowledge receptor condition and transforms it into the protagonist of educational process, the teacher becomes the motivator, not the data transmitter."

Teaching learning process is often called a "systems approach". This approach also provides a way of looking at ourselves, the environment in which teachers work, and the environment around them.

For that reason researchers say that it is very important to have a good environment to educate people and improve skills, knowledge and behavior. The best manner to do it is through teacher and students interaction in which teacher helps students to build knowledge.

Teaching - learning process is the most powerful education instrument, to obtain changes in student's education. Within teaching learning process everybody acquires new knowledge, behavior and skills that are developed during life.

#### **RELATED TERMS WITH TEACHING - LEARNING PROCESS:**

Teaching - learning process contains some variables like: the teacher, the learner, the curriculum and parents which are organized in the best way inside educative field.

## **TEACHER:**

**AMIDON**, Edmund (1978) "Teaching is defined as an interactive process, like primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities"

This definition shows that teacher and student maintain stable interaction interchanging their ideas for obtaining new significant knowledge that is one of the principles of the new education era.

To acquire it, teachers need for applying the theoretical and practical contents at the same time in order to mix both of them and ensure new and significant knowledge; for obtaining this aspect teacher should apply different activities inside classes and among students to motivate students talk and permanent participation.

## **STUDENT:**

**GATES**, (1950) "Learning is modification of behavior through experience".

Each day student acquires new knowledge through education and experience. Education helps people to develop some activities in a successful way because the society day by day needs more competitively.

If a student has good educative formation, it increases its knowledge and through it a person gets experience and as a result a person who is in a permanent process of learning improves its mental behavior and capacity to be related with all people and has more possibilities for getting success in professional and personal fields.

Teaching learning process is an act of knowledge acquisition, through exchanging ideas for improving the world point of view. An educated person never has fear to express its ideas, is a self-sufficient individual.

## **CURRICULUM:**

**BANKS**, Teressa (2000) "Teaching learning process is "a planned interaction that promotes behavioral change that is not a result of maturation or coincidence"

Researchers are agree because in education it is necessary a good planning as an example Ecuadorian curriculum helps educators to apply deliberate planning; in education it can get some guaranty to promote students' habit as, doing homework, study lessons and so on.

Students who have these habits have behavioral changes too; teaching and learning are processes that transform life`s point of view because education is not the coincidence instead of it is a perfect process of planning and applying many contents and strategies too.

Ecuadorian curriculum contains some aspects like: purposes inside educative process, contents that promotes students development in fields as values, knowledge development, students integration, this one starts with contents for children from 5 until education for teen of 15 years, content sequence from first to tenth basic educative year, methodology that contains the methods, techniques and didactic resources, institution`s resources like new buildings, science laboratories and better didactic materials, evaluation that shows if the done work was success or not.

## **PARENTS:**

There are three aspects that researchers consider important into this topic: the role of the teacher is one significant point inside education because, is that person who knows and manages different methods and techniques to impart the knowledge. About student is the person who receives knowledge and develops it during its life. Finally the third component represents parents who help students to comply all school requirements, they have the responsibility to interact directly with teacher and student those ones are mediators inside education.

**BRUNER**, Jerome (2002)" Teacher should induce to achieve student`s learning through knowledge discovery across practical work application to obtain finding, error and reflection.

The researchers are in accordance with this definition because it is impossible to give all knowledge to a group of students however is possible for teaching them how to obtain it and how for increasing and improving their wisdom through effort and dedication, is better teach how they can obtain solutions to possible problems ant not only shows the solution to it.

Otherwise students depend heavily on the teacher during the early years of the education due to its remarkable definition.

## **A Transactional Model of Teaching - Learning Process**

This model has been developed to categorize the variables that have been studied for knowing the reason for which some students are better than others within teaching learning process. According to the model, the reasons can be classified into four categories that are:

**Context.** - All those factors outside of the classroom that might influence teaching and learning process.

**Input** .- Represent those qualities or characteristics of teachers and students that they bring with them to the classroom experience.

**Classroom Processes.** – Teacher's and student's behaviors in classroom as well as some other variables such as classroom climate and teacher/student relationships.

**Output.** - Measures of student learning taken apart from the normal instructional process.

Researchers believe that those aspects are essential because educative elements are related but at the end of this process the most important category is Output because is the final result that gives the information for evaluating the process in order to know if it was successful or not. In this step the creativity and the independence is important because shows the capacity of the student also shows the next step that teacher needs to do and follow the scholar plan.

### **IMPORTANT KEYS WITHIN TEACHING - LEARNING PROCESS:**

Into education there are some aspects that stand because shows the manner how they work as a chain in order to get students overcoming.

1. - Create an appropriate learning environment that promotes learner independence.
2. - Provide Instructional Adaptations and Accommodations.

This aspect is so important because a good environment in teaching learning process helps teachers and students to develop knowledge, skills and behavior in a comfortable way, for obtaining child's cognitive physical, social and emotional growth.



With an appropriate learning environment students may speak openly while being assured of the confidentiality, trust and respect of their classmates and teachers.

Within educative field in some places there are not some accommodations for developing all kind of activities like listening activities for that reason teachers need to improve some techniques and methods through them teaching learning process is going to advance of the best way.

### **TEACHING-LEARNING PROCESS STEPS:**

Teaching learning represents a process, inside it there are some important steps that are followed by all educative components because each person can learn in different way but it cannot learn alone always need someone for guiding learning.

**BANKS**, Teressa (2000) “A person has individual learning style to explain how he/she processes new information: Learns; concentrates; understands; and retains it”.

Researcher share with this definition because each person can learn but in different way that but the key is the planning that follows these steps.

**Assessment.** - Means to evaluate students, but for doing this activity its necessary to understand learning styles. During a course there are many important aspects which the teacher can evaluate so the application of different activities for evaluating is important because is not only a student`s evaluation, is also a teachers evaluation.

Inside teaching learning process some students develop different learning styles and the teachers must evaluate them.

Each human being is a different world with different characteristics, behavior and logically different manner for learning, for this reason the

teaching learning process needs to involve aspects like contents, strategies, pedagogical materials, students necessities because those help teacher to make a differences among students and it permits for understanding and create a different setting to teach each one inside a complete group.

**Plan.**-This step is important because within teaching learning process are teachers who need to plan their classes for developing them in a successful way, for that reason planning topics that teachers are going to teach represents a good tool, they need to choose content, prioritize ,select strategies ,order learning experience, establish objectives for obtaining as a result a significant knowledge.

**Implement.** – Represent the group of needs to cover for developing teaching learning process, in this one the most important need is the environment implementation because in all educative institutions appear unexpected necessities that teacher and authorities should cover.

**Evaluate.**- For talking about good education it is necessary to have continuous evaluation because through it students remember their knowledge and its is going to transform in significant understanding. Also it is consider as an important part the document that students and teachers use inside the teaching learning process because their contents of them are so important for acquiring new information.

### **TEACHER´S FORMATION PROCESS**

Teacher`s formation process refers to a group of activities that a teacher-student need for accomplishing in order to obtain knowledge and some experience for developing the normal teacher activities. It process stars when the future teacher select the specialty. In this case the English language needs special attention in some aspects that other teachers of different areas rarely need. The English teacher`s formation process

contains special knowledge to the skills like: listening, speaking, reading, writing, and so on.

This process also, involves the constant information that the educative field has in primary, secondary levels. The information and the experience that the future teacher obtains day by day is important and the university helps a lot in this process.

**GUAMAN** Galo, “Today can not follow forming educators just for successfully develop some activities inside the classroom. Today teachers must assume many activities such as researchers, socio-pedagogical, assume the evaluation design and direction of curricular purposes in areas such as: adult’s education, training and professional development of the educative system.”

Nowadays the educative system has several changes one of them is that teachers have the obligation to participate of different manner inside teaching learning process and the researchers consider that this aspect is important because it helps teachers’ training.

But the development of this aspect helps teachers to improve personal and professional life at the same time teachers increase their knowledge about educative field.

In addition teachers into teaching learning process need to apply different methods, strategies and techniques which are so necessary for getting an excellent environment to teach any theme.

During education changes students need to understand the attitude changes, responsibility, and political complex also social and cultural mechanism which, direct or indirectly, can interfere on their professional life.

Taking in account the last aspects it is possible to express some important items:

**Capacity to explain things.** - Being comfortable with explaining content to students is an essential skill for teachers, regardless of the subject or grade level. A teacher needs to question itself; do you like to explain how something works, or how something happened? Or how language helps in our life?

This aspect is very important because from a good explanation students understand the topic and teacher can apply all lesson plans in order to follow the yearly contents.

**Keep their cool.**- There will be times when the situation is difficult so you will be tempted to change your attitude to students, other teachers, parents, administrators, and so on. Good teachers are able to successfully resist these situations and find solutions to these stressful situations.

**Have a sense of humor and common sense.** – Humor is a signal of motivation, teachers have a sense of humor, and that they are able to use humor as part of their teaching methods. Humor, used properly, can be a powerful addition to any lesson. Common sense in addition is a synonym of practical decisions, sometimes is common the unexpected situations and a fast and practical answer is the best reaction.

**Like people, especially students in the age range in which they intend to teach.**- Most teachers choose an area of specialization such as elementary education, special education, secondary education, or higher education because they have a temperament for students in those age ranges.

**Have a command of the content they teach.**-For teachers who work in elementary school it means the responsibility to have enough and deep knowledge for teaching and convey it in meaningful information.

For secondary level, it usually means having an in-depth command of any subject to obtain control and management of the class.

As well another aspect is organization and expectation in the work that involves previous planning of each classroom activities because time is one of the most precious resources that a teacher has and high expectations for their students and for the teacher too. With these aspects, is possible the excellence.

**Predisposition to work.**-From the first day to the last one the teacher acquires many obligations like: member of commission, guide teacher, authorities, and so on.

A future teacher is a rich person who has a group of students that are willing to learn, for this reason the teacher is a model and students will reflect of this.

### **PRE-PROFESSIONAL PRACTICES**

In the Ecuador to acquire any profession it is necessary to do pre-professional practices because through them students assimilate more information about work field where they are going to work as a professional.

For getting a degree as a teacher it is essential to perform a pre-professional practice within an educative institution either in primary or secondary level for the reason that as teacher- student get hold of new experience about educative field. That is so important to know before for having a degree as a teacher.

### **ASPECTS TO DEVELOP IN PRE-PROFESSIONAL PRACTICE**

Inside academic preparation there is an essential aspect that all students need to carry out for getting bachelor degree; this aspect is the pre-professional practice, where teacher-students learn important

characteristics that are indispensable for them because through them they improve their capacities, methods and techniques which are going to use in their professional life.

According to Competencies for Teachers of the Twenty-First Century book there are many aspects that are so significant inside pre- professional practices and professional life the most important are:

### **ASSESSMENT**

- Analyzes individuals' learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.
- Reviews assessment data and identifies students' strengths and weaknesses.

Teachers- students have the obligation to develop assessment using some strategies through which they can identify learning styles that each student have.

According with each student's group teacher has the responsibility to use educative techniques taking in account language and country circumstances.

Assessment has a specific objective that is to determine teacher's, student's state and how the methodology is working. Finally from the results teacher can do a feedback about topics' problem.

### **COMMUNICATION**

- Establishes positive interactions between the teacher and students that are focused upon learning.
- Provides opportunities for students to learn from each other.

Interaction has direct relation with motivation because when students feel comfortable they can express ideas easily and teacher can share content without difficulties.

Interaction is not only between teacher and the group of students, it is also among partners because they have different manner to help students.

### **CONTINUOUS IMPROVEMENT**

- Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter.
- Uses data from her or his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.

Researchers consider that Teachers-students must be aware of their capacities and develop them in an adequate way; also it is important to have a good relationship with people who conform the educative community because through this teachers can organize some activities to improve teaching learning process.

Continuous improvement also is related with methods, strategies which help the development of it, because when teachers know more methods they have the opportunity to apply any one of these for increasing teaching learning process.

### **HUMAN DEVELOPMENT AND LEARNING**

- Recognizes developmental levels of students and uses previously acquired knowledge to link new knowledge and ideas to identify differences within a group of students.
- Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.

Teacher-students within pre-professional practices have a basic understanding in their subject to clear some doubts that students have.

Inside a group each learner is different so each one has different level, when the teacher has like objective to introduce a new topic this one has the necessity for begging from the previous knowledge for knowing the starting point.

Teachers always need to have general understanding about aspects like planning and how to apply it, common topics about subject and facilities of language.

### **LEARNING ENVIRONMENT**

- Practices a variety of techniques for establishing level and efficient routines.
- Provides opportunities for students to be accountable for their own behavior.

Investigators consider that Teacher-students require for creating an effective learning environment for developing knowledge, behavior and skills, because an excellent environment helps to maintain an exceptional teaching learning process.

If teacher students apply efficient techniques is possible that students learn many contents in fast way, because when teachers use adequate technique or methods teaching and learning are going to be developed in an easy way.

It has relation with confidence because students need to know that their behavior should be appropriate to obtain good learning environment.

### **PLANNING**

- Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies to obtain as a result high standards in adequate educative environment.



- Incorporates the visual and physical environment when planning learning activities using only available resources in addition teacher can apply variety of methods.

At the moment that the teacher plans each class this one has high expectations for all students, also this person obtains learning experiences that meet student`s needs and interests. To do this activity it is necessary for having appropriate and previous resources to interpret the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students.

Teacher-students must use easy procedures to give a class because the objective is obtaining high standards creating a comfortable educative environment.

It means that is not enough only the theory, if teacher has didactic resources he or she can do a better strategies and techniques application that involves visual and physical activity it is, in conclusion practice.

## **TECHNOLOGY**

- Uses technology in lesson and material preparation to promote student learning.
- Teaches students to use available computers and other forms of technology.
- Creates authentic tasks using technology, other forms of it and tools and recognizes the need for learner-centered environments.

Teacher student uses technology at the school if is possible as an appropriate manner for teaching. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to acquire more knowledge and develop skills, improve the management of the class, evaluate, and improve instruction.

Teacher-students should be up date, nowadays computers are educative tools that each one has the responsibility to use, and another kind of resources like internet, social webs.

Inside education it is necessary technology to teach English because through it teacher can improve some skills in students.

The majority of the population has access to technology, in this case if teacher has technology he can use it to improve planning and for creating authentic manner to apply and assess his work.

### **PEDAGOGICAL STRATEGIES**

Pedagogical strategies are training activities which follow a process that teachers develop inside the class to obtain as a result an admirable teaching learning process. Also pedagogical strategies are organized activities that teachers develop for creating an adequate form to teach any topic.

The researchers have a future vision to create a manual with many pedagogical strategies for helping students in their pre-professional practices development for increasing the level of education of each teacher- students.

**DANSEREAU**, Nisbet and Shucksmith (1985- 1987) “Pedagogical strategies are defined as integrate sequences of procedures or activities which are chosen for the purpose of facilitating the acquisition, storage and using the information”

Investigators are agree with authors because strategies are different activities that each professor select to impart his classes taking in account that activities always follow a process. But this activity needs to be clear in order to students learn any topic in an easy way.

Those strategies are so important inside educative system because students can understand different themes in fast way, taking in account that is so indispensable that teachers select the correct strategy to teach any subject.

## **MANUAL**

For knowing the deep manner what it is about they are going to explain each term for understanding the topic, because it is necessary to know the meaning of each term.

Researchers consider so important to create a handbook because they had experiences inside pre-professional practices and they are taking in account that a manual for improving internship are essential because this one gives students different strategies to develop their classes inside educative field.

According with free dictionary manual is “A small reference book, especially one giving instructions”

As well know a manual is a small book with some instructions or recommendations to increase something. It has specific instructions according with field study. There are many kinds of manuals but the objective is the same, it helps anyone for developing different activities because inside it there are many activities that a person can develop.

In education a manual gives many advantages because teachers can develop their activities inside teacher learning process in a successful way.

For that reason researchers want to create a manual with pedagogical strategies to expand pre- professional practice as an English teacher either in primary or secondary school because when the researchers developed the pre-professional practices did not know specific pedagogical strategies to develop inside teaching learning process.

## **PEDAGOGICAL MODELS**

Models are mental ideas about essential activity of human thought history has been modeling, and in this sense to build from these visions structured teaching procedures.

Actually in education there are many pedagogical models which are useful to apply for developing educative activities.

Those are:

- ✓ Traditional model
- ✓ Conductist model
- ✓ Social model
- ✓ Romantic model
- ✓ Constructivist model

After researchers investigation they consider that the most important one is constructivist model because it shows important facts like: knowledge is built by the student every day based on mental process.

## **PEDAGOGICAL CONSTRUCTIVIST MODEL**

Constructivism is a theory of learning based on the idea that knowledge is constructed by the knower based on mental activity. Learners are considered to be active organisms seeking meaning. Construction of meaning might initially has little relationship to reality but will become increasing more complex.

The life of human being is based on experience that is the reason which people learn something each day.

The process of growing involves knowledge obtained from parents and only with time the person is capable to link this previous knowledge with its ideas for creating a new one.

During this time the mental process and behavior have a change that like an evolution becomes a very complex process.

**NAYLOR** and Keogh (1997) “The constructivist view of teaching and learning has proved to be powerful model for describing how conceptual change in learners might be promoted”

The principle of this pedagogical model is the good relationship among teacher and students so the active students’ participation is a good change, making a comparison with other models.

In this case if students participate the prize is the promotion so it functions as a motivation and when students participated they understand in the best way any content.

### **CHARACTERISTICS OF PEDAGOGICAL CONSTRUCTIVIST MODEL**

- This method searches the creation of good learning environment.
- To obtain mental cognitive structures is the principal objective of this pedagogical model
- Development progressive and sequential of mental structures
- Contents are developed taking in account the experiences and creative support
- Good relationship between teachers and students.

This model wants to get a good people formation as an active person that has as an obligation take decisions and having an active participation within teaching learning process for obtaining as result an excellent educative environment where teachers and students can interchange their knowledge and transform them as cognitive knowledge.

The fundamental axis of Pedagogical constructivist model is to learn doing some activities which help students for acquiring new information easily. Those are developing with teacher guiding.

So teachers are the facilitators that contribute in the development of student's capacities such as think, devise, create and reflect about new information that they obtain day by day

This model has like objective the development of thinking abilities to accede knowledge developed.

In this model the evaluation is oriented to understand the concepts and assimilate them within teaching learning process.

## **GROUPS OF PEDAGOGICAL CONSTRUCTIVIST MODEL**

Inside this pedagogical model is possible to determine two important subdivisions, those are:

### **Social constructivism**

It takes into account aspects like location, social structure, a person like an individual one, biographical root and idiosyncrasies.

**VYGOTSKY**, [1896-1934] (1962)"social constructivism" is which emphasizes how meanings and understandings grow out of social encounters, emphasized the critical importance of culture and the importance of the social context.

Researchers mention that Society gives the context for understanding some important aspects that contribute in the learning development. Each country has different reality like economy, culture, location, customs, politic, religion that make influence in each educative reality. According with each aspect teacher can develop different activities without damage the idiosyncrasy.

## **Vygotsky: Four principles of Social constructivism**

1. Education is the field in which the interaction helps to acquire knowledge it means mutual collaboration.
2. The Zone of Proximal Development can serve as a guide for curricular and lesson planning.
3. School learning should occur in a meaningful context and not be separated from learning and knowledge children develop in the "real world."
4. Out-of-school experiences should be related to the child's school experience.

Those aspects mean that teacher can plan lessons and interaction among students to join students' point of view inside teaching learning process and experiences outside classroom because they express their ideas and teachers can identify students' problems and capacities.

Educative content in any year must be clear, concrete without exaggerations to avoid misunderstanding.

This one refers to extra works that students do outside school, those always should have relation with the class given by teacher and the world reality

### **Cognitive constructivism**

Cognitive Constructivist has a specific propose that is the construction of new knowledge, it starts from one's observations of events through past experiences one already has. Learning something new involves changing the meaning of one's previous experiences.

Humans being day after day get new knowledge and develop some skills that help themselves for obtaining a good life style. Also cognitive constructivist model means to acquire new knowledge through of the thinking development.

Inside the cognitive constructivist model students must be given opportunities to construct knowledge through their own experiences.

**VYGOTSKY**, [1896-1934] (1962)"cognitive constructivism" it is about how the individual learner understands things, in terms of developmental stages and learning styles"

It has relation with individual ways to learn because each person has different manner to understand things that another person; it is possible understand the same in another way. It is the principal reason for which teachers need to know general aspects about learning styles because as result they can obtain good results.

**PIAGET** (1977) from his defines "Learning as a process of accommodation, assimilation, and equilibration"

The complex process of learning needs some aspects like good teacher level, assimilation of the educative situation (who is the teacher and who the students are), because from these depend the knowledge assimilation too. Learning is a process for that reason follows some sequential steps which help to assimilate a new knowledge.

## **CHARACTERISTICS OF CONSTRUCTIVIST LEARNING ENVIRONMENT.**

**TAM** (2000) "lists the following four basic characteristics of CLE, which must be considered when implementing constructivist instructional strategies:

1. Knowledge will be shared between teachers and students.
2. Teachers and students will share authority.
3. The teacher's role is one of a facilitator or guide.
4. Learning groups will consist of small numbers of heterogeneous students".



Both of them teacher and student have knowledge that is possible to transmit, the mutual learning is important, the teacher is not the maximum authority, and the students are not only learning so they can teach too.

The principle of this pedagogical model is also the authority, in other models, like the traditional the teacher is the unique person who has the power, but in this one teacher and students are in the same level of authority for this reason the relationship is with confidence and the environment is more comfortable.

The teacher in this model is not the key as this character of education is a guide how detect problems and correct mistakes but is not who gives the total contents.

The interaction is also a useful tool, it permits to learn among students but it is important taking in account that with preference the group must be heterogeneous to improve gender relationship.

## **INDUCTIVE METHOD**

Inductive method is an analytic and synthetic process, it starts with case study of facts and particular phenomena to obtain as a result discovery of a principle or general law. Also is a process of using observations to develop general principles about a specific subject

As well know this method is the most common within education because it starts of the general aspects to end in something specific that will be the assimilation of new knowledge

## **STEPS OF INDUCTIVE METHOD**

The inductive method has the following steps:

- Observation

Gather information that is the principal step to develop new knowledge because students need to be in contact with study's object for obtaining visual information with deep attention, when it occurs students are in direct observation of the subject.

➤ Experimentation

It means that students are in contact with study object to improve teaching learning process and the acquisition of a new knowledge in an easy way.

It is a dynamic process that leads to discover new knowledge through manipulation.

➤ Comparison

Make a comparison means to do a contrast between two facts as an example mention previous knowledge and new knowledge and as a result students obtain similarities and differences and from them appear essential ideas of knowledge.

➤ Abstraction

This step helps students to reduce all information in only one specific idea that represents essential characteristics of the studied object.

➤ Generalization

It is the conclusion or new knowledge assimilation.

## **STRATEGIES**

In each country there are many different educative institutions like joint institutions and specific institution for men and women.

Within educative field teacher- students need as an obligation the development of many pedagogical strategies, for that reason researchers are going to explain the import of strategies and pedagogy.

Strategy refers to a long-term action plan for achieving a goal; it is also the group of steps that a teacher follows to obtain a goal.

Inside any profession is so essential to apply different strategies according with the work field because through them people obtain good results in their jobs.

Within educative process, strategies are steps or skills that teachers apply into teaching learning process to help students in a deeper processing of information, at the same time promote meaningful learning.

**JOHNSON**, Scholes. -define strategy as follows: "Strategy is the direction and scope of an organization over the long-term: which achieves advantage for the organization through its configuration of resources within a challenging environment, to fulfill stakeholder expectations"

The researchers share with this authors because strategy has a big relation with the direction and organization that is necessary to develop and achieve goals during the educative process, these aspects are important because there are many changes inside educative field and the environment never is the same so a strategy or a pedagogical strategy is important, at the same time investigators consider that strategies are a fundamental part inside education because those help to improve educative process day by day for developing an excellent education into country.

**PEDAGOGY**. -It refers to the pedagogical (teaching) skills teachers use to impart the specialized knowledge/content of their subject area(s).It is link to strategies because to apply pedagogy it is necessary to manage strategies too.

Into education there are many fields one of the most important is pedagogy because it is a set of laws, principles and standards which regulate educative process. Also it collects, classify and study information to get as a conclusion an excellent teaching learning process.

**WATKINS** and Mortimer (1999) define it as ‘any conscious activity by one person designed to enhance the learning of another’.

Investigators are agree with authors because pedagogy involves conscious activities such as: methods, techniques, strategies, which are applying by teachers into their classes to improve teaching learning process.

Through pedagogy teachers can develop some aspects such as:

Teachers have the capacity to create an enjoyable atmosphere inside classroom, because they control educative process, through the development of diverse activities. Also they can help pupils with difficulties that students have when they do not understand a topic.

Another aspect is that teachers build the confidence of pupils because an adequate teaching learning process gives students trust to express their point of view but is so essential taking in account that teachers have the obligation to manage educative process.

Pedagogy is considered as the science and art of teaching also involves important activities in which the learner has an active role.

**FREIRE**, Paulo “Through active participation, people come to recognize their need for more knowledge motivation is key to successful learning. While it is true that teachers should learn from their students, and students have much to teach their teachers”

The researchers are agree with this author because if pedagogy means the steps and strategies that teacher follows inside teaching learning process, the last definition has a big relation with a good model of pedagogy, a cause of it shows a relation between a teacher and students and the equality that must exist.

## **SOME KEYS OF PEDAGOGICAL STRATEGIES:**

### **Questions and answers**

This refers to teacher's questions in order to activate the students' knowledge to make them discuss and describe new topic. The teachers' point of view and students' reasoning in combination create results. Teacher occasionally made a conclusion, summarizing the student's thoughts and argumentations.

Using this one, teacher creates a dynamic process teacher and students share new knowledge with previous acquired knowledge and experiences.

### **Lecturing**

By asking questions and observing students' behavior, teacher could assess lecture activities according students' level of knowledge. In cases where students showed a lack of knowledge, teachers' intention changed from questioning to lecturing about the actual area of knowledge. Lecturing could also occurs if teachers observed errors in any areas or a deficit in students' behavior or reasoning, also the act of communication helps students to communicate among classmates and teacher.

At the end the teachers explain the reading and interpret it.

### **Teacher's helping**

The meaning of this one is that teacher uses guiding questions, statements or signals to ensure student's attention to and focuses on specific content in order to reach an expected or previously decided goal. Through it teachers prevent students from getting stuck in the management of a particular task. Teachers used guiding statements, invitations or questions in order to make them continue what they were doing.

Consequently, using it teacher guides students around the difficulties inside class to obtain easy solutions.

### **Supplementing**

It is characterized by teachers either adding some complementary important facts, or in some cases completely taking over the student's communication. This demands teachers' sensitivity and awareness in deciding whether students are in need of support to handle a situation.

### **Demonstrating**

With this one the teacher demonstrates how to act, assess, communicate, and perceive a problem. This is demonstrated when teachers deliberately illustrate how to act or what to focus on, by displaying the correct behavior in any situation.

Demonstrating also includes situations where teacher facilitates student perception of the learning object (seeing, hearing, listening or feeling). The purpose was to illustrate and create a perceptual understanding of a physical phenomenon.

### **TYPES OF PEDAGOGICAL STRATEGIES:**

During a class pedagogical strategies application gives the security of accomplish goals.

There are a big variety of these ones that can divide into each English skill so the most important are:

- General Pedagogical strategies.
- Pedagogical strategies that make writing assignments accessible to all students.
- Pedagogical strategies that develop listening, speaking and reading, those are going to express in the daily school life.

Effective teachers display a wide range of skills and abilities that lead for creating a learning environment where all students feel comfortable and are sure that they can succeed both academically and personally. This complex combination of skills and abilities is integrated in the professional teaching standards that include essential knowledge, dispositions, and commitments that allow educators to practice at a high level.

In general there are many pedagogical strategies that can be applied inside a classroom to develop an entertaining class. Here there are some of them that can be useful to this object.

### **General Pedagogical strategies:**

Create the day's objectives at the beginning of the class to emphasize key points:

- Variety teaching methods like: lecture, decision, small group class works, clear explanations and instructions, and appropriate examples.
- Review material.
- Provide pre-reading questions for each reading assignment or group of related assignments.
- Don't punish students for misspelling, organization, or hand writing errors on daily activities.
- Using technology students can obtain information, make and correct mistakes, articulate, examine, and solidify their decision-making processes, and create conclusions from technology information

Each day classes are different with different expectations for teacher and students so the teacher responsibility is to apply teaching methods variety. These ones that are mentioning are simple examples of teaching methods that are applying taking account the characteristics of the group like: age,

economic and social situation, because through them teacher can express different examples to clarify questions and improve understanding.

For many topics is necessary the application of many interesting pedagogical material to obtain students attention and motivation, characteristics like color, structure, size, are important depending on the topic and the time that the teacher has to develop it, for this reason planning help teachers to cover unexpected situations.

Activating previous knowledge is so important to know the starting setting because in a group of students is impossible that all know the same. This strategy is helpful to develop a reading assignment and also to discover the way to join students to develop a group activity.

Those are some examples in which the teacher cannot punish to students because the best way to learn something is committing mistakes. .

The use of technology now days in education is important because it helps to make mistakes and correct those safely, provide rapid feedback, through technology students can express ideas without fear, but it is important to give the opportunity to express them inside the group to generate situations in which the oral expression in front of the classmates becomes easier.

### **Pedagogical strategies that make writing assignments accessible to all students**

- Giving instructions emphasizing exactly what you want students to do.
- Write out the stages students need to follow to complete an assignment.
- Provide adequate time for students to complete an assignment.
- Teach students to brainstorm and organize ideas.
- Read drafts and give students written and oral feedback.



All activities given by teacher should be clear to avoid misunderstanding also teacher needs to emphasize the specific instructions for confirming that students are going to apply them in correct way.

Is not necessary to give the instructions only in spoken way, the written way is important too, because students can take notes for remembering the work.

Never one work is equal to another one, for that reason the time for a work is important it can be from one day to another if the work is short but if the work is bigger and more complicated students need more time so teacher should give more time to accomplish it, in some cases one or two weeks are enough but the maximum time will be one month.

Children use maps in both of their major roles: as a tool for navigation, and as a tool for organizing special information. The expression of the specific ideas is important and a brainstorming activity gives the student the moment for expressing ideas in organized way because it helps to explain the studied content.

The combination of activities in only one is important to develop more than one skill. If students write a draft is natural that they express it in oral way and as a result the rest of the class can give the opinion.

### **Pedagogical strategies to develop speaking, reading and listening skills**

- Provide the concepts and words necessary to give students opportunities to present a work as an oral presentation.
- Use the software to practice skills efficiently and safely.
- Small Group Discussions to ensure students participation.
- Focus group discussions with gender equality.
- Discussion to improve the oral expression.
- Group Presentations focused in pronunciation.

- Group investigation and responsibilities distribution.
- Collective brainstorming.

English teaching involves different scientific contents that should be expressed by students; teacher has the responsibility to give students some information that can help students to develop the task, it with the objective to avoid misunderstanding.

Technology is one of the important parts inside education because day by day the technological advances give information that helps educative planning to use some programs that make easier the new knowledge that sometimes seems difficult to understand.

Small group discussions are useful to make sure that all students are participating in conversations in a period of class, through it students had a chance to organize their ideas and use the proper vocabulary to express students' point of view.

Inside a topic there are possible sub-divisions that each group can investigate and it is necessary to take in account the obvious distinction between the focus group and small group discussions that each group discusses their topic respect to their specific focus.

It refers to the oral expression of students; it can follow some simple steps. Students need to sit in a circle, each student shares their comments in turn. Students may share a unique idea or may connect them and build another one.

Also in this strategy teacher and students develop listening because they avoid repeating a previous comment.

Teacher has the responsibility to promote situations in which students can be corrected in some aspects like pronunciation, intonation and so on.

When a teacher creates a group investigation it means that each one has one responsibility and logically everyone is going to know what is the topic about. This task structure is related to the cooperative learning strategy.

Brainstorming is a teaching strategy that enables students to see a wide variety of possible ways to respond any situation. In this case, it is used as an activity inside the class where teacher could generate as many options as possible.

## **CHAPTER II**

### **HISTORICAL REVIEW OF TECHNICAL UNIVERSITY OF COTOPAXI**

In Cotopaxi the coveted dream of a higher education institution is reached on January 24<sup>th</sup>, 1995. The forces of the province were possible after many efforts and taking as precedent the extension that created the Technical College of the North.

The location of the UNE-C was the first willing administrative, then the school premises Luis Fernando Ruiz who welcomed the enthusiastic college, then Simón Rodríguez Agricultural Institute, was the scene of academic activities, to finally develop its activities in the actual thanks to the adequacy of a half-built, building that was intended for Social Rehabilitation Center.

Technical University of Cotopaxi has an Experimental Center, Research and Production Salache of five hectares.

Technical University of Cotopaxi clearly defined institutional position at the local and international dilemmas; it likes an organization that defends the principle of self-determination of people, respect for gender equity. It declares itself anti-imperialist because it rejects the neoliberal globalizing aggression that favors the action failed free market economy, which manages a proposal for a model based on private management, or treat is nuanced governance reforms, so take a style of management.

In these 15 years of institutional maturity achieved that crucible emancipation and the fight for the good of the community, especially the most isolated and pressured to address their needs.

The new institutional challenge works with the constant engagement of its authorities towards quality and educational excellence

**MISSION:**

Technical University of Cotopaxi is a public, secular and free, with full autonomy; it develops a liberating education for social transformation, which satisfies the demand soft raining and professional development in scientific and technological progress of society, cultural development, universal and ancestral of the Ecuadorian population. Generating science and technology research direction: humanist, equity, environmental conservation, social commitment and recognition of multiculturalism, for it develops the academic quality of scientific research power, is strongly linked with the community and leads a participatory and transparent management, with level so efficiency, effectiveness and efficiency, to achieve a just and equitable society.

**VISION:**

National Leader University entertaining of professionals with an excellent faculty fulltime, to generate research projects, community and provide services that contribute to local development, regional within a framework of national and international strategic alliances. Also Technical University of Cotopaxi spreads the art, culture and sport, equipped with adequate infrastructure to enable the fulfillment of academic, scientific, technological, recreation and cultural practice based on axiological and social commitment, with the active participation of professional and administrative staff trained.

## ANALYSIS OF THE RESULTS ABOUT SURVEYS APPLIED TO STUDENTS OF FIFTH LEVEL ENGLISH CAREER.

### Question 1

1.-Do you know what the principal activities that you develop in pre-professional practices are?

### BOARD N° 01

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
YES	14	66,67%
NO	7	33,33%
TOTAL	21	100 %

### GRAPHIC N° 01



Source: Technical University of Cotopaxi fifth level students.  
Created by: Ana Changoluisa, Estela Proaño

According students' point of view the 66.67% have a general idea about what they are going to do in the pre-professional practices activity. And 33.33% of the students do not know about this aspect.

As a conclusion researchers think that students need more information about this important aspect of the career. Because it represents one essential requirement inside the teacher students educative process so this activity will contribute with experience that is important at the moment to find a work after obtaining the bachelor degree. Finally this research is important because it permits to guide teachers students during a complete scholar year through a manual with pedagogical strategies.

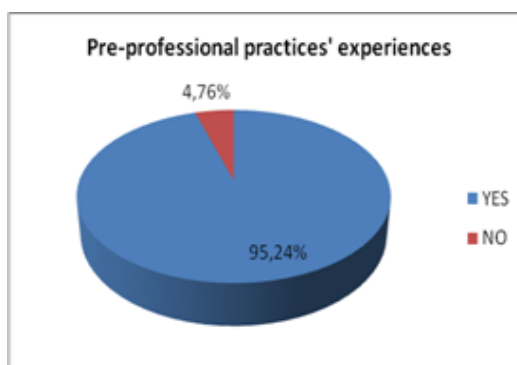
## Question 2

2.-Do you think that pre-professional practices are going to help you to obtain more information about educative field and how to manage them during your professional life? Why?

### BOARD N° 02

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
YES	20	95,24%
NO	1	4,76%
TOTAL	21	100%

### GRAPHIC N° 02



Source: Technical University of Cotopaxi fifth level students.  
The researchers: Ana Changoluisa, Estela Proaño.

According the results the majority of students that represent the 95.24% consider that pre-professional practices are important to get experience inside the teaching learning process. A small percent expresses that do not know anything about them.

Students consider that through this activity they are going to develop their skills and obtain more experience as teachers. Also those represent an opportunity to know deeper about the educative field. At the same time they consider that those steps are necessary in order to know, develop and manage the education elements. In consequence it is important to how the real professional life is. Inside education its elements might present some difficulties and pre-professional practices help teacher students to face the principal problems and limitations in different educative institutions

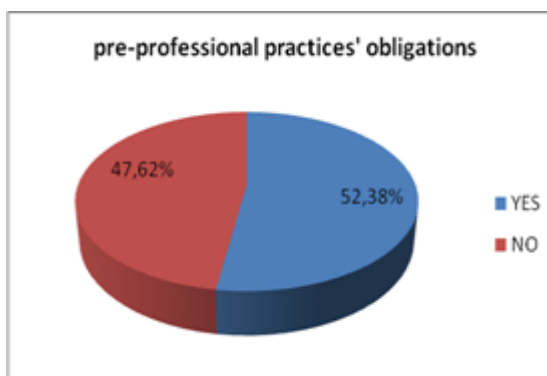
### Question 3

3.-Do you know, what your obligations inside the educative institution are?  
Refer to some of them.

#### BOARD N° 03

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
YES	11	52,38%
NO	10	47,62%
TOTAL	21	99,99%

#### GRAPHIC N° 03



Source: Technical University of Cotopaxi fifth level students.  
The researchers: Ana Changoluisa, Estela Proaño.

Conformable to the third question respondents express in 52% that they know in general way their responsibilities inside the educative institutions. But the 47.62% said that they ignore totally about this aspect.

Researchers can say that the students need to have information about the responsibilities that they acquire at the moment to start the pre-professional practices. This result shows that it is necessary to give students a general guide in order to help them during the adaptation process until obtain confidence and security. In consequence the students need a guide to clarify ideas about the principal responsibility; it refers to teaching learning activity, researchers believe that the development manner of this activity offer students future opportunities to get a good work.



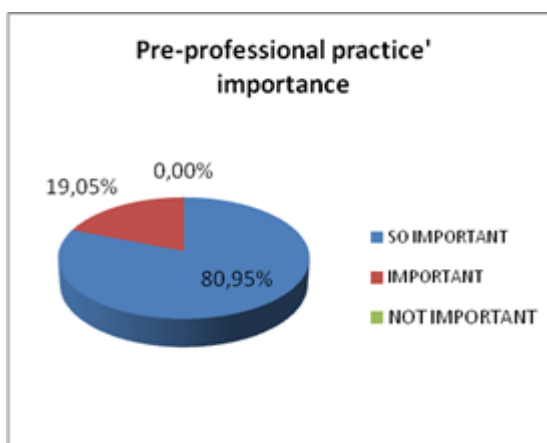
#### Question 4

4. - Do you think that the development of pre-professional practice is? Why?

#### BOARD N° 04

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
SO IMPORTANT	17	80,95%
IMPORTANT	4	19,05%
NOT IMPORTANT	0	00,00%
TOTAL	21	100%

#### GRAPHIC N° 04



Source: Technical University of Cotopaxi fifth level students.  
The researchers: Ana Changoluisa, Estela Proaño.

According with students' answer the 80, 95% considered that the development of pre-professional practices is so important because they are going to know new adequate techniques to teach. And 19, 05% believe that it is important because they are going to assimilate more knowledge about educative field.

Searchers found that students consider important the development of this requirement during one complete scholar year; in fact it is important because this activity permits to obtain experience and also it gives the opportunity for creating a good educative environment at the same time they have the opportunity to share experiences with teachers, students and patents.

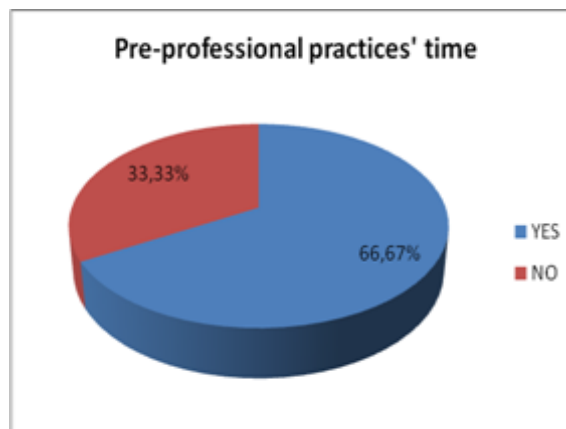
### Question 5

5. - Do you agree to develop the pre- professional practices during an educative year? Why?

### BOARD N° 05

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
YES	14	66,67%
NO	7	33,33%
TOTAL	21	100%

### GRAPHIC N° 05



Source: Technical University of Cotopaxi fifth level students.  
The researchers: Ana Changoluisa, Estela Proaño.

The results obtained in accordance with students' main idea, the 66, 67% are agree with the develop of pre-professional practices during an educative year because they are going to obtain more experience to teach either teenagers or children however 33,33 % is disagree with it because they consider that the time is limited to learn some important aspects about educative field.

In consequence students need to live this complete year in their practices because they will learn and incorporate themselves in the reality of different educative institutions and it permits for obtaining more information about their work field and how to develop it in a perfect way to become good professionals.

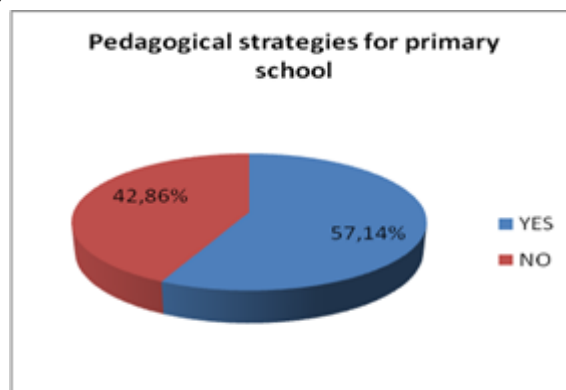
### Question 6

6. - Do you know specific pedagogical strategies that you can apply in primary school? Refer to some of them.

### BOARD N° 06

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
YES	12	57,14%
NO	9	42,86%
TOTAL	21	100%

### GRAPHIC N° 06



Source: Technical University of Cotopaxi fifth level students.  
The researchers: Ana Chagoluisa and Estela Proaño

Taking in account students' point of view the 57, 14% mention that they know some specific pedagogical strategies that they are going to apply in their pre-professional practices in primary school but a large percentage as 42,86% did not know adequate strategies to use within teaching learning process for developing in primary school

According with this result it is so important for improving knowledge teaching inside pedagogical strategies field for primary school because this big group of students is difficult to manage and teach so as a result the activity variation is the clue for obtaining success in this level. For primary level teacher's responsibility is to apply different pedagogical strategies each day, kids lose attention in some minutes and the quickly activity variation in important to maintain the class control.

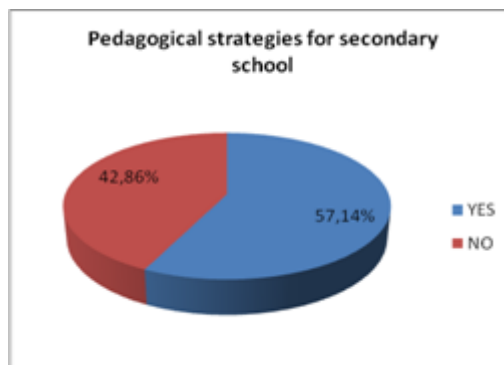
### Question 7

7. - Do you know specific pedagogical strategies that you can apply in secondary school? Refer to some of them.

### BOARD N° 07

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
YES	12	57,14%
NO	9	42,86%
TOTAL	21	100%

### GRAPHIC N° 07



Source: Technical University of Cotopaxi fifth level students.  
The researchers: Ana Chagoluisa and Estela Proaño

In agreement with respondents the 57, 14% mention that they acquired some pedagogical strategies inside educative process developed at university and those will be applied apply in secondary school. And 42, 86% said that they need to know more pedagogical strategies for using inside their pre-professional practices.

The majority of high schools teach English through OWTE book in which teacher has a guide to manage teaching learning process in an easy way. But despite it there are many circumstances either positives and negatives inside the period of class where teachers need to apply adequate pedagogical strategies for transmitting knowledge to their student, on a motivated way and with comfortable environment in order to avoid distraction from a student or from total class. So teacher need to manage adequate activities for controlling any unexpected situations.

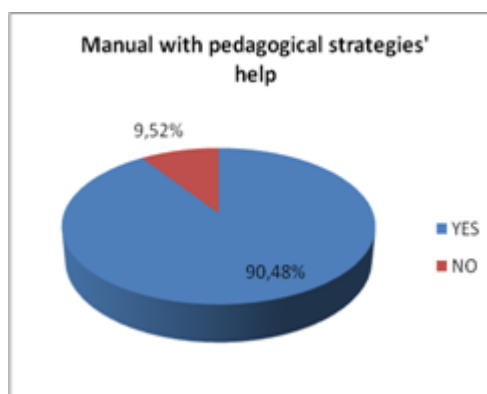
### Question 8

8. - Do you consider that one manual with pedagogical strategies can help you in your pre-professional practices? Why?

### BOARD N° 08

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
YES	19	90,48%
NO	2	9,52%
TOTAL	21	100%

### GRAPHIC N° 08



Source: Technical University of Cotopaxi fifth level students.  
The researchers: Ana Chagoluisa and Estela Proaño.

According with students' answer the 90, 48% that is considered as a high percentage express that they think that through it they can improve their pre-professional practices and they are going to teach in a better way. But 9, 52% think that they have enough resources to develop their classes.

With this reference researches consider that a manual with different pedagogical strategies can help then in a big percent in student-teachers planning because each class need to be different and interesting, also it should be clear and easy for understanding with specific content and at the same time it must be aimed for the next topic to get sequence in each class because students sometimes lose the order content and teacher has the responsibility to generate sequence to students..

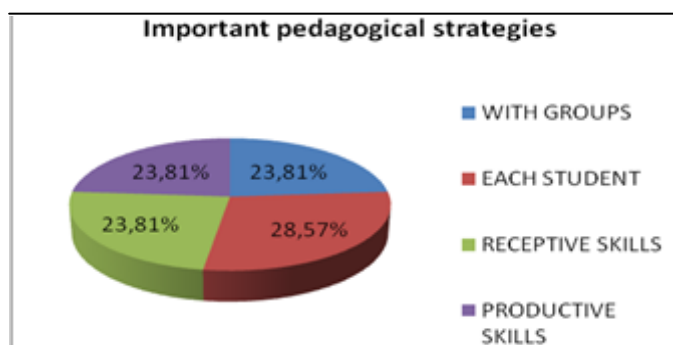
### Question 9

9. - What kind of pedagogical strategies do you consider are more important to include in this manual?

### BOARD N° 09

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
WITH GROUPS	5	23,81%
EACH STUDENT	6	28,57%
RECEPTIVE SKILLS	5	23,81%
PRODUCTIVE	5	23,81%
TOTAL	21	100%

### GRAPHIC N° 09



Source: Technical University of Cotopaxi fifth level students.  
The researchers: Ana Chagoluisa and Estela Proaño.

According with this question about the group of pedagogical strategies the 23.81% of students consider that pedagogical strategies for groups are very important, 28.57% consider that it is most important the group of pedagogical strategies for each student. Moreover 23.81% consider that it is necessary to develop pedagogical strategies for receptive skills. Finally the 23.81% consider that the manual should contain pedagogical strategies for applying at the moment to develop productive skills.

Finally researchers can said that students who are going to develop the pre-professional practices need a manual in which they can find a variety of pedagogical strategies to advance with groups and individually, also some ones to apply at the moment for improving productive and receptive skills.

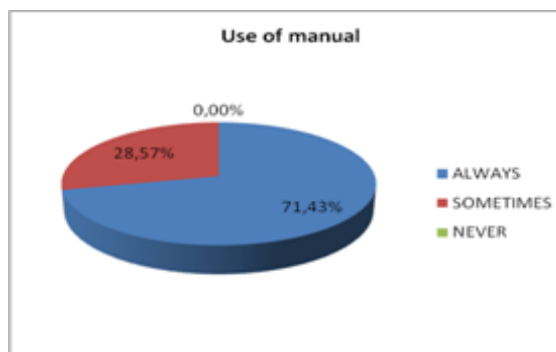
### Question 10

10. - If you had a manual of teaching learning strategies you use it for your classes during your pre-professional practice?

### BOARD N° 10

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
ALWAYS	15	71,43%
SOMETIMES	6	28,57%
NEVER	0	00,00%
TOTAL	21	100%

### GRAPHIC N° 10



Source: Technical University of Cotopaxi fifth level students.  
The researchers: Ana Chagoluisa and Estela Proaño.

In accordance with the answer to this question respondents consider that they will use it always that represents 71.43% and the 28.57% consider that they will use it sometimes and there is no one who express that never use it.

In conclusion if students have a manual with pedagogical strategies they are going to use it frequently because they think that it represents a wonderful tool to plan and improve progressively each class during these practices. Also with this manual they are going to know some unknown pedagogical strategies to that they can apply in any part of the teaching learning process, they can combine the manual with pedagogical strategies with their ideas and obtain good results inside teaching english language.

## ANALYSIS OF THE RESULTS ABOUT SURVEYS APPLIED TO ENGLISH AUTHORITIES AND TEACHERS OF FIFTH LEVEL ENGLISH CAREER

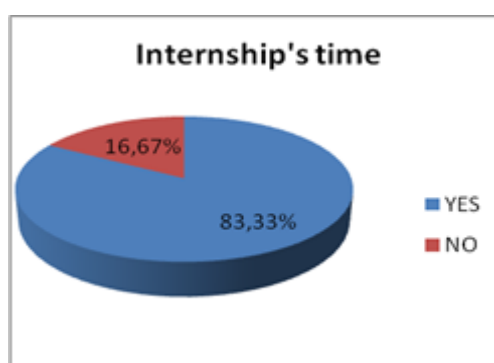
### Question 1

1. - Do you consider that English students should develop their internship during a scholar year? Why?

### BOARD N° 01

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
YES	5	83,33%
NO	1	16,67%
TOTAL	6	100 %

### GRAPHIC N° 01



Source: Technical University of Cotopaxi fifth level teachers and authorities.  
The researchers: Ana Chagoluisa and Estela Proaño.

The result of the first question shows that 83.33% consider that one complete scholar year is an acceptable time to obtain experience and the 16.67% express that this time is excessive.

In addition teachers consider that it is important for obtaining experience through practice and one scholar year is necessary of students want to improve day by day also in this time is possible to apply different methods and techniques those for complementing the academic preparation with professional life and educative real situation.



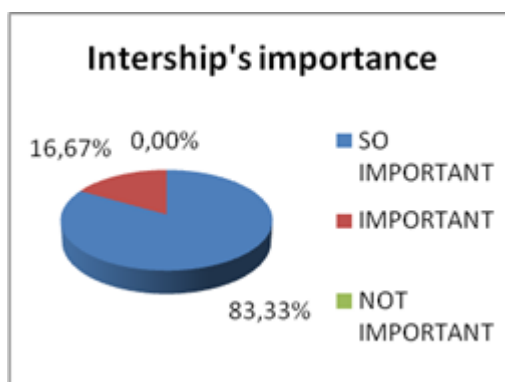
## Question 2

2. - Do you think that the development of internship in primary and secondary levels is? Why?

### BOARD N° 02

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
SO IMPORTANT	5	83,33%
IMPORTANT	1	16,67%
NOT IMPORTANT	0	00,00%
TOTAL	6	100%

### GRAPHIC N° 02



Source: Technical University of Cotopaxi fifth level teachers and authorities.  
The researchers: Ana Chagoluisa and Estela Proaño

According to the responders criteria the 83.33% consider that the development of the internships is so important because it is a necessary step to become a teacher. Another 16.675 consider that is important if students develop their internships in primary or secondary levels.

The development of this activity represents a very important part of the teacher`s formation process and actually students have two possibilities, those are: primary or secondary levels. But students need to take in account the importance and the responsibility that they have in any institution. As a result researchers can say that this activity is so important because it brings the opportunity to share knowledge and enthusiasm and finally contribute indifferent educative institutions.

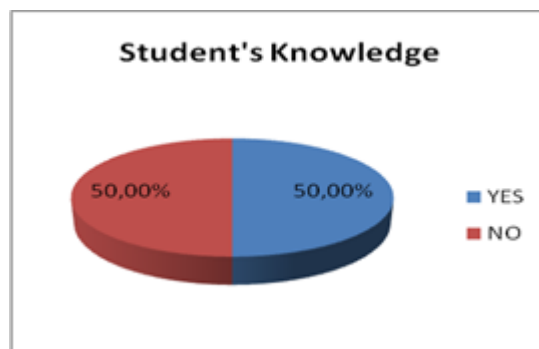
### Question 3

3. - Do you know if students have enough knowledge about pedagogical strategies to develop their internship?

### BOARD N° 03

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
YES	3	50%
NO	3	50%
TOTAL	6	100 %

### GRAPHIC N°03



Source: Technical University of Cotopaxi fifth level teachers and authorities.  
The researchers: Ana Chagoluisa and Estela Proaño.

In the third question the 50% consider that students receive enough content about pedagogical strategies to develop their internships without problems. The other 50% believe that they do not know or they do not receive enough contents about this important part of the academic formation.

Researchers consider that students have shortcomings in this field because at the moment to start this activity students do not have a variety of pedagogical strategies to develop or apply according class topic, level or situation. For this reason a manual with pedagogical strategies will be a good tool for helping them each day additionally students can combine their knowledge with their guide teacher and reduce educative needs.

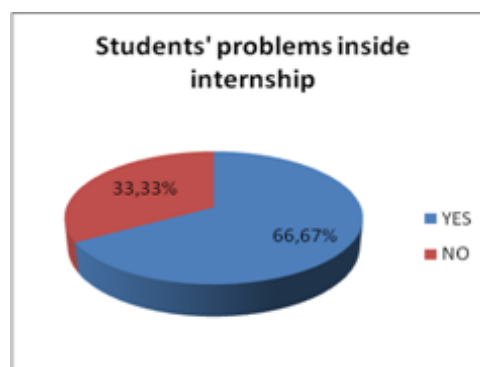
#### Question 4

4. - Do you know if the students have problems in the internship? Refer to some ones.

#### BOARD N° 04

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
YES	4	66.67%
NO	2	33.33%
TOTAL	6	100 %

#### GRAPHIC N° 04



Source: Technical University of Cotopaxi fifth level teachers and authorities.  
The researchers: Ana Chagoluisa and Estela Proaño.

According with teacher's answers the 66, 67% know that teachers - students have problems in their internship because they did not have experience yet, also they do not have any idea about how to apply different methodologies and 33, 33% mention that teachers- students fulfill their obligation in a successful way.

In consequence there are many possibilities that teacher- students find difficulties at the moment to start the development of this activity because the general knowledge that student have is not enough for giving a class with different strategies and is more difficult to develop another one in different level and with different students .Finally there are many cases in which students develop their internships without problems but an extra material is good for them.

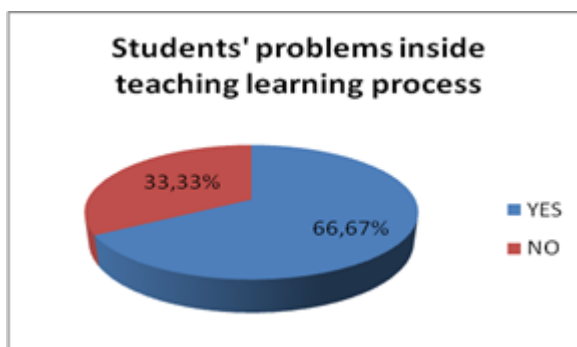
### Question 5

5.-Do you consider that English students have problems to develop teaching learning process during their internship? Mention some of them.

### BOARD N° 05

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
YES	4	66,67%
NO	2	33,33%
TOTAL	6	100 %

### GRAPHIC N° 05



Source: Technical University of Cotopaxi fifth level teachers and authorities.  
The researchers: Ana Chagoluisa and Estela Proaño.

Conformable to the fifth question respondents express in 66, 67% they know that teachers- students have many problems within teaching learning process because they do not enough knowledge about pedagogical and didactic strategies. But 33, 33% considered that teachers- students are capable to apply their theoretical knowledge into internship.

Inside the teaching learning process there are many possible problems that students should face because the majority of students know pedagogical strategies in limited and general way like theory, but at the moment for applying them they find many problems that in that moment are difficult to affront. In consequence students do not have variety of pedagogical strategies and this is one reason to feel nervous and unsure in internship time.

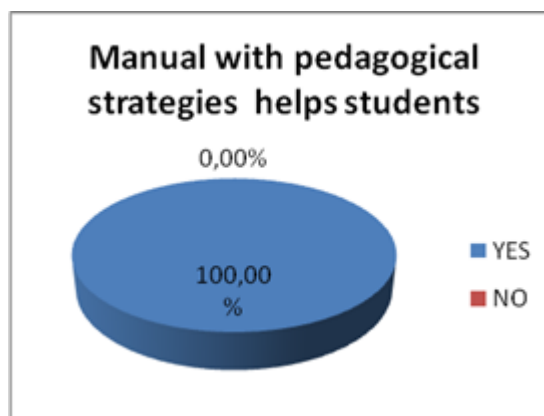
### Question 6

6. -Do you consider that a manual with pedagogical strategies is a good option to help students to develop their internship? Why?

### BOARD N° 06

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
YES	6	100%
NO	0	0,00%
TOTAL	6	100 %

### GRAPHIC N° 06



Source: Technical University of Cotopaxi fifth level teachers and authorities.  
The researchers: Ana Cnagoluisa and Estela Proaño.

Taking into account teacher's point of view the 100% considered that a manual with pedagogical strategies is going to help teacher-students in their internship and they are going to plan their classes in a better way too.

The principal objective of this manual is to help or guide teacher students in their internship because using it they can improve their planning and ideas application and manner for teaching any topic in different way that the traditional.

For this reason researchers consider that this is the best way for benefitting students to improve this activity and at the same time it can help to increase the English teaching process and as a consequence the university can obtain better prestige too.

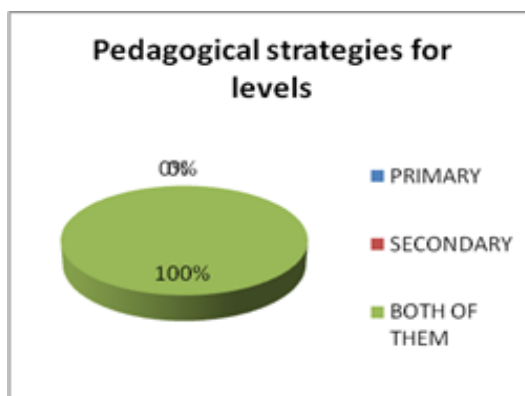
### Question 7

7.-According your point of view this manual should contain pedagogical strategies for?

### BOARD N° 07

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
PRIMARY	0	00,00%
SECONDARY	0	00,00%
BOTH OF THEM	6	100%
TOTAL	6	100%

### GRAPHIC N° 07



Source: Technical University of Cotopaxi fifth level teachers and authorities.  
The researchers: Ana Cnagoluisa and Estela Proaño.

According the results the total teachers that represent the 100% think that a manual needs to contain some pedagogical strategies for children and teenagers too. Because english students develop their internship in both of them educative institutions.

Always in each schoolary year students have the responsibility to develop the internship in primary or secondary level for this reason researchers consider that the manual with pedagogical strategies must contain pedagogical strategies for primary and secondary levels. In each case group students are totally different and the variety of activites help to develop classes in sucessful way during the total schoolary year specially in rural institutions where many times there is not an English teacher.

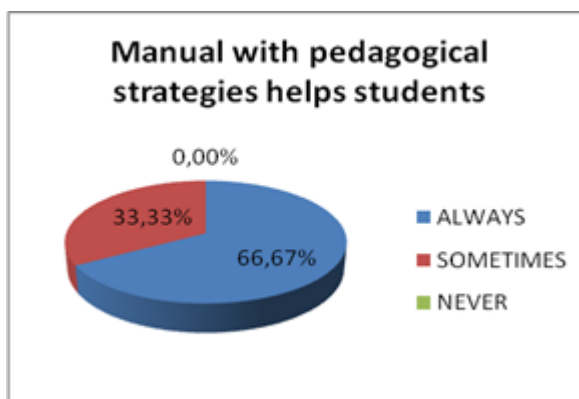
### Question 8

8.-Do you consider that a manual with pedagogical strategies will help students planning their classes?

### BOARD N° 08

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
ALWAYS	4	66.67%
SOMETIMES	2	33.33%
NEVER	0	00.00%
TOTAL	6	100%

### GRAPHIC N° 08



Source: Technical University of Cotopaxi fifth level teachers and authorities.  
The researchers: Ana Chagoluisa and Estela Proaño.

Comfortable with teachers' idea the 66, 67% believe that teacher- students always are going to use this manual because they are going for increasing their knowledge through it. And 33, 33% of teachers considered that English students inside their internship sometimes are going to use it.

This manual will help teacher-students always because each class is different and they need to create innovator classes, is logic that they are going to examine information in another source but they can combine this extra-information with this manual with pedagogical strategies. There are many cases in which students are going for planning their classes by themselves but they are going to use it especially for primary level because kids need permanent teacher's attention through pedagogical material, classroom vocabulary, body language, etc.

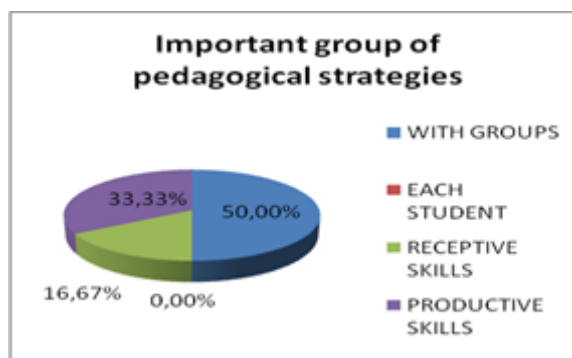
### Question 9

9. - According your point of view, select the most important group of pedagogical strategies that this manual should contain.

### BOARD N° 09

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
WITH GROUPS	3	50,00%
EACH STUDENT	0	0,00%
RECEPTIVE SKILLS	1	16,00%
PRODUCTIVE SKILLS	2	33,33%
TOTAL	6	100%

### GRAPHIC N° 09



Source: Technical University of Cotopaxi fifth level teachers and authorities.  
The researchers: Ana Chagoluisa and Estela Proaño.

The 50% of teachers take in account that the most important group of pedagogical strategies is work in groups but 33,33% mention that teachers –students need to develop productive skills and 16, 67 % think that receptive skills are important too.

In English as in another language working in groups or alone, develop receptive and productive skills is important. Actually this may be the key for teaching this language that is used around the world, for this reason researchers and respondents considered that all groups are important to include in a manual with pedagogical strategies because it can bring the possibility to have variety and quality.



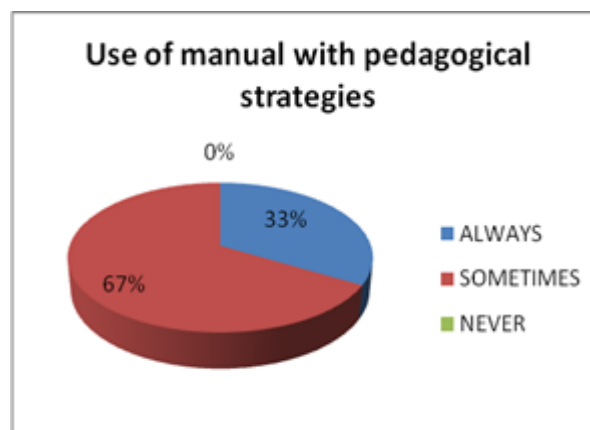
### Question 10

10. - Do you believe that if English students have a manual of teaching learning strategies they are going to use it in their internship?

### BOARD N° 10

VARIABLE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY %
ALWAYS	2	33,00%
SOMETIMES	4	67,00%
NEVER	0	00,00%
TOTAL	6	100%

### GRAPHIC N° 10



Source: Technical University of Cotopaxi fifth level teachers and authorities.  
The researchers: Ana Chagoluisa and Estela Proaño.

The majority of respondents that represent 67, 00% considered that sometimes teachers- students are going to use this manual , respondents are not sure that their students be given a right use to this manual and 33,00% believe that students always are going to use it.

Actually with technology students have the possibility to search information using internet but a big percent can use the manual frequently because the possible limited economical resources, the time or another factor can make students use it with more frequency. And at the same time they can use it because it is the product of two English teacher students experience.

## **CONCLUSIONS:**

During students formation process it is impossible for obtaining the total knowledge about education field and pedagogical strategies too, so these aspects are important at the moment to develop the pre-professional practices during one complete scholar year either primary or secondary level

- Inside the students career formation one important step is the development of pre-professional practices, English career students have a little idea about activities, responsibilities and time that are important factors about pre-professional practices, also they consider that one complete educative year is good to increase their knowledge for applying it in their future professional life.
- According with educators' experience there are many problems that students face into pre-professional practices during teaching learning process, because they do not have enough knowledge about pedagogical strategies to develop in primary and secondary levels, for this reason a manual with pedagogical strategies represents a wonderful source to solve these problems.
- A manual with pedagogical strategies should be divided for primary and secondary levels, and inside it students can find different kinds of pedagogical strategies and they are going to apply them in their classes and as a result they can improve teaching learning process to develop students capacities and motivate english learning.

## **RECOMMENDATIONS:**

- It is necessary to increase the students' formation process in the last level taking into account the pre-professional practice because at the moment to develop this activity they can face problems like unknown situations with their students, so they need a special

knowledge about different pedagogical strategies that they can apply successfully.

- Students need a manual with pedagogical strategies to improve their planning and for applying good strategies at the moment to develop teaching learning process in primary or secondary levels and through this way they can avoid inconvenients.
- Students should use this manual because inside it they can find many pedagogical strategies that can be combine with their knowledge to apply within pre-professional practices and obtain as a result an adequate teaching learning process.

### CHAPTER III

#### **PROPOSAL:**

**CREATING A MANUAL OF PEDAGOGICAL STRATEGIES FOR THE ENGLISH CAREER STUDENTS AT TECHNICAL UNIVERSITY OF COTOPAXI TO GUIDE THEM IN THEIR PRE-PROFESSIONAL PRACTICES IN PRIMARY AND SECONDARY LEVELS DURING THE PERIOD 2010-2011.**

#### **INFORMATIVE DATA:**

**Institution:** Technical University of Cotopaxi

**Location:** Urban Sector

**Province:** Cotopaxi

**City:** Latacunga

**Town:** Latacunga

**Parish:** Eloy Alfaro

**Academic Unit:** Administrative and Humanistics

#### **Authorities:**

**Academic director unit:** Msc. Rocío Peralvo

**Internships Coordinator:** Msc. Lorena Logroño

**Coordinator of the career:** Msc. Gina Venegas

**Career Professors:**

Msc. Rodrigo Tovar

Msc. Marcela Chacón

Arq. Jorge Rosero

Msc. Sonia Castro

Msc. Edgar Encalada

Msc Gina Venegas

**FIFTH LEVEL CAREER SUBJECTS:**

Analysis of TOEFL.

English for Specific Purpose (ESP)

Translation Techniques

Educative Evaluation

**Justification**

The proposal is based in the low level of knowledge of pedagogical strategies that have English career students to develop their pre-professional practices. So now there have been problems within teaching learning process, for that reason English teacher–students have developed pre-professional practices in inadequate way, using a traditional paradigm and at the same time leading to neglect of the students for learning a new language.

Inside teaching learning process teachers need to use appropriate pedagogical strategies for this reason The researchers have considered necessary to create a manual where English career students can find some pedagogical strategies for developing in primary and secondary

levels, through this manual teaching learning process is going to improve in best way and simultaneously English career students are going to be able for motivating their students for the assimilation of new knowledge through varied activities and at the same time teacher-students are going to achieve that their students will be creative, reflexive throughout the personal activity.

## **OBJETIVES:**

### **GENERAL**

- To guide English teacher-students at Technical University of Cotopaxi through a manual with pedagogical strategies for helping them in their pre- professional practices.

### **SPECIFICS**

- To develop a manual with pedagogical strategies with the purpose of motivating English students for improving their pre-professional practices.
- To increase the English teacher-students' knowledge about pedagogical strategies through a manual to get success inside their internship for developing in primary and secondary levels.
- To provide a helpful manual with pedagogical strategies to English career students for getting better their pre- professional practices

### **FOUNDAMENTATION**

This research consist in the creation of a manual with a pedagogical strategies to help teacher students for developing their internships at Technical University of Cotopaxi, in this investigation researcher consider that the most relevant aspects are theoretical, pedagogical, methodological and psychological.

### **Theoretical Basis:**

Each investigation needs to contain a good theoretical basis; in this one there is enough information about each fundamental category for describing the total steps that explain the process for creating a manual with pedagogical strategies that will be useful for teacher- students that are going to have the opportunity for acquiring experience in the different educative institutions. Around the world internships development represents the final step to become a good teacher and pedagogical strategies knowledge brings the opportunity for getting this objective.

### **Pedagogical Basis:**

Education involves aspects that need to contribute in different fields one of them is Pedagogy that give methods, techniques and instruments, those ones help teacher for creating a good environment inside the educative community. Actually English teaching starts early for that reason teachers needs to be creative, enthusiastic and motivator. Students from school for example need total physical response activities involves; games, dynamics mimics that encourage student's activity and attention. In high school years is too important individual and group activities to mix different ways of work for developing receptive and productive skills. This investigative work contributes with pedagogical strategies that will improve the internship development.

### **Methodological Basis:**

All activities that people develop during their life has a process, each process is follow by a method, it brings the specific steps that are necessary to apply for obtaining success in their activities. In education there are specific methods that can be useful, in this investigation, the principal one is Inductive method because it is necessary to start from the parts for coming over at the total problem and it gives the opportunity to improve the capacity for analyzing taking into account the children's level, limitations and capacities, the correct method application involves

techniques, strategies and materials. In education those steps are important in each work day especially with children.

### **Psychological Basis:**

Psychology studies human being's behavior and the process of mental development, English language acquisition depends of the main attention through interesting activities. Children lose attention in few minutes because their brain needs to change the activity for connecting teacher's information in sequence. To teach English language teacher is responsible for applying correct pedagogical strategies according with the age because the knowledge acquisition depends of the interest that the teacher creates in the children's main a permanent knowledge that never will disappear

### **PROPOSAL DESCRIPTION**

This manual contains examples of many pedagogical strategies that can be used by teacher-students English's career. It is divided in three fundamental units, those are: Unit I; General Pedagogical Strategies, Unit II; Pedagogical Strategies to Develop Productive Skills and Unit III; Pedagogical Strategies to Develop Receptive Skills, each one of them has specific strategies for primary and secondary level.

Unit I: General Pedagogical Strategies that describe games dynamics and activities that can be apply for starting an educative year so those ones help to create friendship. Also this group helps the reduction students worried, this group does not have the objective to develop any specifies skill because teacher can modify it if he or she wants.

Unit II: Pedagogical Strategies to Develop Productive Skills, this group is focused only in speaking and writing, this unit contains song, tales, and writing exercises.



Unit III: Pedagogical Strategies to Develop Receptive Skills, this one contains activities to progress listening and reading skills through songs, tales and listening activities.

These three units also specify if the pedagogical strategy can be applied in primary or secondary level, finally each one has an evaluation sample with simple activities according with each pedagogical strategy.



**TECHNICAL UNIVERSITY OF COTOPAXI**

**MANUAL WITH PEDAGOGICAL STRATEGIES  
TO DEVELOP STUDENTS' PRE-PROFESSIONAL  
PRACTICES**



**By:**

**Ana Changoluisa**

**Estela Proaño**

**Latacunga-Cotopaxi**

**2010-2011**

## UNIT I

### GENERAL PEDAGOGICAL STRATEGIES

**DYNAMIC:** (Circle of friends)

**GAMES:** (My body movements)

**MIMICS: ADJECTIVES** (happy, sad, tranquil, waiting.)

**NARRATIVES:** (The wolf and the lamb)

**CUBE PROJECT:** (The weekdays)

**GUESS THE CORRECT WORD:** (Fruit)

**CLASS PROJECTS:** (Making my family tree)

**LOOK AND DISCOVER THE WORD:** (The family members)

**CROSSWORD PUZZLE:** (Animals)

**EVALUATION:** Guess the correct word (The colors)

## UNIT II

### PEDAGOGICAL STRATEGIES TO DEVELOP PRODUCTIVE SKILLS

**TONGUE TWISTERS :**( Good cook)

**SONGS :**( Commands and numbers)

**TOTAL PHYSICAL RESPONSES :**( Monkey's game)

**LOOK AND WRITE :**( Farm animals)

**LISTEN THE DESCRIPTION :**( What is on my back?)

**DESCRIBING PICTURES :**( Adjectives)

**BRAINSTORMING :**( Wild animals)

**QUESTIONING AND ANSWERING:** (Introduce yourself)

**ANIMALS AND BALLONS :**( Domestic animals)

**WRITING SENTENCES :**( Look and write stories using pictures)

**ORDER THE IDEA :**( Cards on the string)

**GRAPHIC ORGANIZER :**( Conceptual maps)

**TONGUE TWISTER :**(If you understand)

**EVALUATION:** Look and write “fruit”

### **UNIT III**

## **PEDAGOGICAL STRATEGIES TO DEVELOP RECEPTIVE SKILLS**

**LISTEN AND CIRCLE:** (Classroom materials)

**LOOK AND JOIN THE DOTS:** (Wild animals)

**LOOK AND MATCH:** (Transportation)

**READING COMPREHENSION:** (A ball for my dog)

**FIND THE PRIZE:** (Classroom objects and commands)

**LISTENING TALES:** (The dog and the cat)

**LECTURING:** (Parts of the house)

**LISTEN AND COMPLETE MISSING WORDS:**( You are beautiful)

**READ AND COMPLETE:** (On vacation)

**LISTENING THE DESCRIPTION:** Physical description (Face)

**EVALUATION:** Look and match (Vegetables)

GENERAL

PEDAGOGICAL

STRATEGIES

## DYNAMIC (CIRCLE OF FRIENDS)

**Level:** Primary

**Time:** It depends of students' number; it could be from 10 to 15 minutes.

**Objective:** To associate people with the same characteristic and objectives and create good environment for enjoying good time at the first time that students share time together.

**Materials:**

- ✓ Thin ropes (depend of the participants.)

**Steps:**

- ✓ Teacher needs to explain students that they need to form a circle using a large rope.
- ✓ This rope has many short ropes that are for each one.
- ✓ Students are face to face and they are going to select one rope
- ✓ After that each one will select a person who wants to become his or her friend.
- ✓ When a person selects a friend it is necessary to express a positive aspect about this one.
- ✓ At the end all obtain one new friend and they should form a pair with the ropes.

**Example:**



## (MY BODY MOVEMENTS)

**Level:** Primary

**Time:** The normal time is 5 minutes but depend of the students' level.

**Objective:** To enjoy students' time as an educative tool, through body movements and at the same time increase vocabulary and motivate students participation.

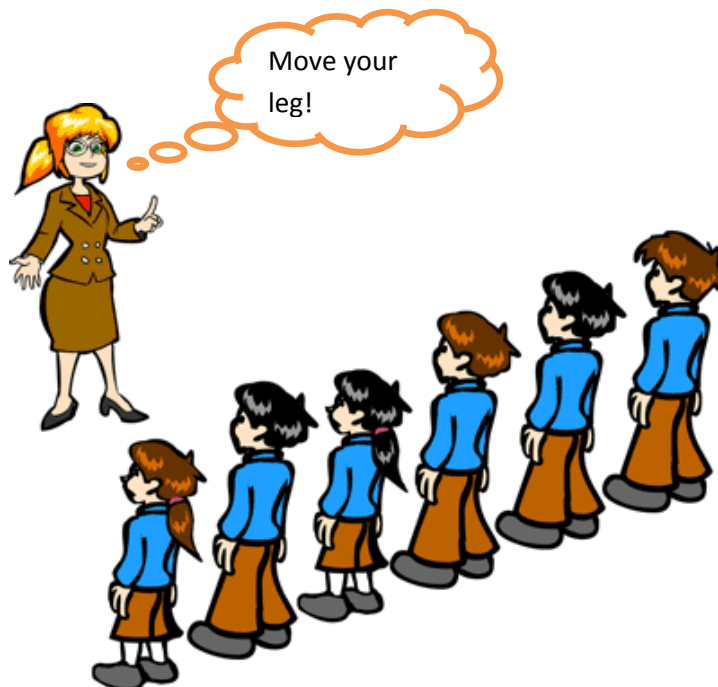
**Materials:**

- ✓ Realia.

**Steps:**

- ✓ Give to students some examples of body movements.
- ✓ Guide them to stand up.
- ✓ Tell students that they should make all movements that teacher says.
- ✓ If a student commit a mistake it is necessary a penitence.

**Example:**



## MIMICS

### ADJECTIVES (HAPPY, SAD, TRANQUIL, WAITING.)

**Level:** Primary

**Time:** It could be only some minutes, from 5 to 10.

**Objective:** To give students´ the opportunity to discover the meaning of some specific body movements in order to get students participation and vocabulary growth.

**Materials:**

- ✓ Body movements
- ✓ Class objects

**Steps:**

- ✓ Divide students into two groups.
- ✓ Explain to students´ that they need to find the meaning of the mimics.
- ✓ The group that discovers more mimics meaning is the winner group.

**Example:**

**HAPPY**



**SAD**



**TRANQUIL**



**IMPATIENT**





## NARRATIVES

### (THE WOLF AND THE LAMB)

**Level:** Primary and secondary

**Time:** 20 minutes

**Objective:** To develop reading skill through short stories and at the same time, encourage them to imagine situations with a message.


**Materials:**

- ✓ Story
- ✓ Pictures

**Steps:**

- ✓ Read to students the title of the story.
- ✓ Give students the opportunity of imagine what's the story about.
- ✓ Read the real story.
- ✓ Ask to students what did you understand?
- ✓ Ask to students for a possible message.
- ✓ Give a conclusion.

**Example:**




**THE WOLF AND THE LAMB.**

One upon time a wolf hunted a lamb. The lamb said, " I know you are going to eat me, but before you eat me I would like to hear you play the flute.

I have heard that you can play the flute better than anyone else. The wolf was so pleased at this that he took out his flute and began to play. When he had done, the lamb insisted him to play once more and the wolf played again.

The shepherd and the dogs heard the sound, and they came running up and fell on the wolf and the lamb was able to get back to the flock.



## **CUBE PROJECT**

### **(THE WEEKDAYS)**

**LEVEL:** Primary and Secondary level.

**TIME:** 30 minutes.

**OBJECTIVE:** To develop a practical work using new vocabulary at the end of the unit and give students the opportunity for enjoying good time and work in individually or in groups.

#### **MATERIALS:**

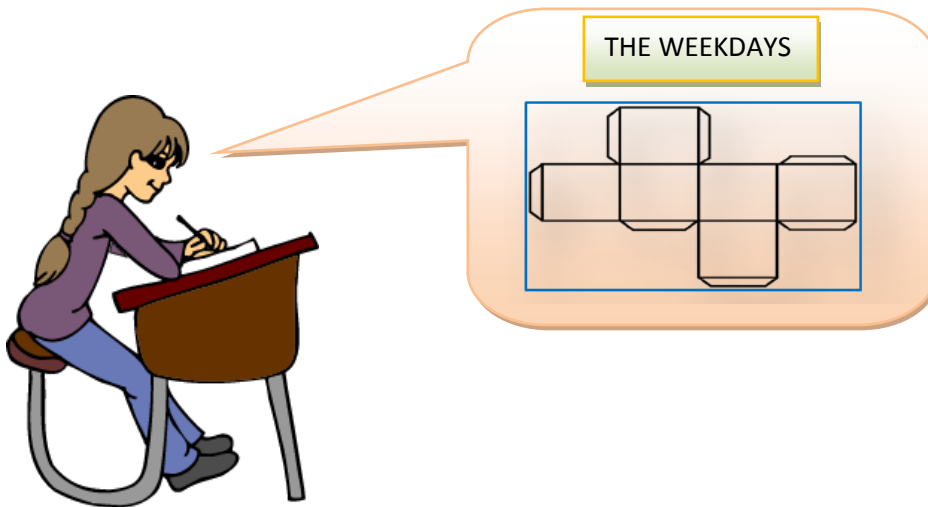
- ✓ Cardboard of any color.
- ✓ Glue
- ✓ Scissors
- ✓ Pictures
- ✓ Color pencils
- ✓ Ruler
- ✓ Marker

#### **STEPS:**

- Tell students the principal instructions to make a cube.
- ✓ Divide the cardboard into six equal parts.
- ✓ Cut out, fold all edges, and glue the edges together.
- Paste the graphics on the cube that correspond to each day of the week. (The students can join the weekend days to complete the cube.
- When they finish these steps they can play throwing it to practice pronunciation and meaning words.
- At the end they can get it work to the house.

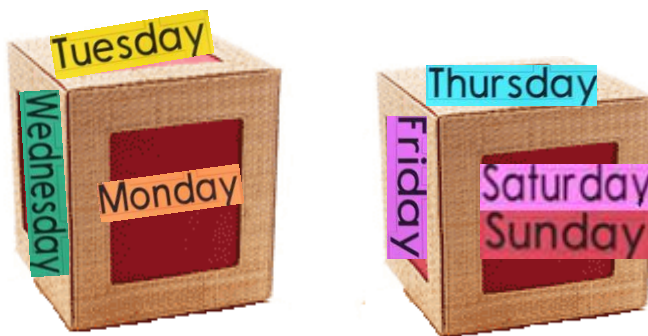
EXAMPLE:

1



THE DAYS OF THE WEEK

2



3



## **GUESS THE CORRECT WORD**

**(FRUIT)**

**LEVEL: Primary**

**TIME: 15 minutes**

**OBJECTIVE:** For teaching students some vocabulary using pictures and words in order to develop vocabulary using previous knowledge

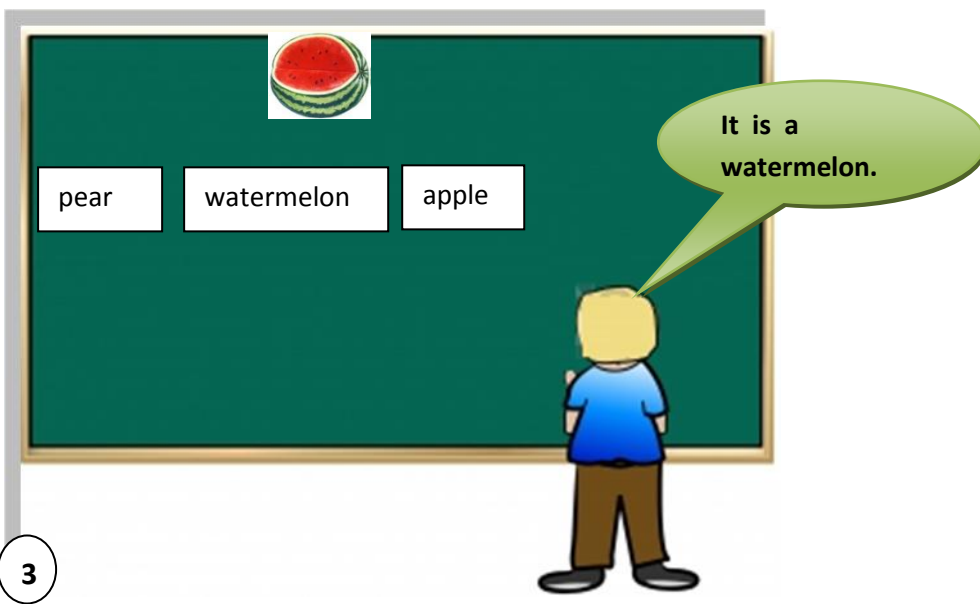
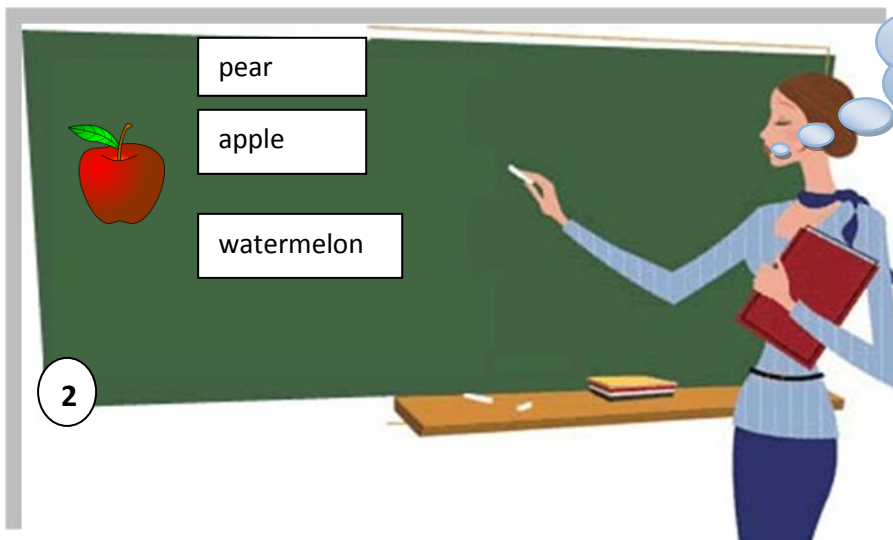
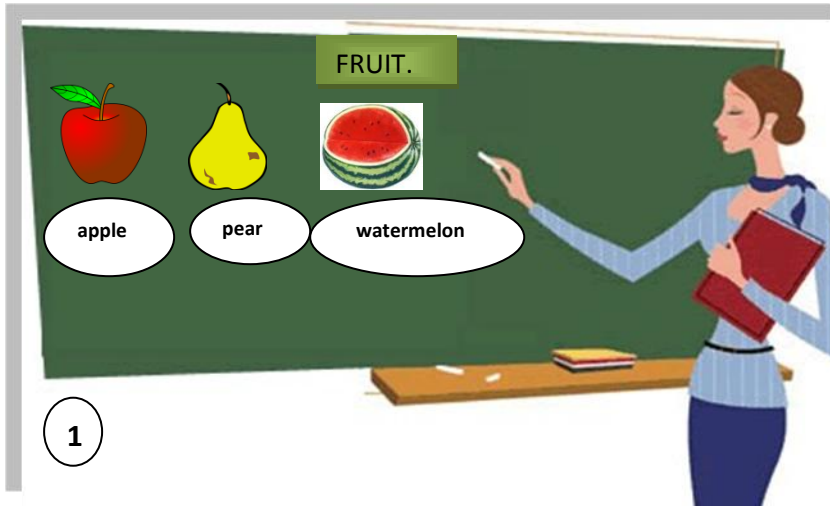
### **MATERIALS:**

- ✓ Flashcards -Fruit  
-Words
- ✓ Adhesive tape

### **STEPS:**

- ✓ Explain to the students that after the class explanation they are going to play with pictures and words.
- ✓ If the students are from 1<sup>st</sup> or 2<sup>nd</sup> year they only will use pictures.
- ✓ Students need to recognize the picture and the name and if is possible the word.
- ✓ Each one has the opportunity to practice and improve their knowledge.

### **EXAMPLE:**



## CLASS PROJECTS

### ( MAKING MY FAMILY TREE.)

**Level:** Primary

**Time:** It depends of the project could be one week or more.

**Objective:** To promote the group work for getting the same product for each student also to fortify the unit knowledge in only one work.

#### **MATERIALS:**

- ✓ Cardboardsheet
- ✓ Painting
- ✓ Watercolors
- ✓ Glue
- ✓ Photos
- ✓ Bookmarks
- ✓ Students' book

#### **Steps:**

- ✓ Give students instructions and the time to present the project.
- ✓ Divide the group into short groups may be of three, four or five.
- ✓ Explain that they are going to represent a family using pictures and the vocabulary they learned.

#### **Example:**



## RIDDLES

**Level:** Primary and secondary.

**Time:** 5 minutes.

**Objective:** A riddle has as objective to give students the opportunity for enjoying good time and listen it carefully to motivate them and articulate logical and convincing solution.

### Materials:

- ✓ Sheets of paper
- ✓ Pictures
- ✓ Realia

### Steps:

- ✓ Read or write the riddles in front of the students.
- ✓ Encourage students to formulate yes/ no questions that will lead to the answer.
- ✓ The teacher can guide students in formulating precise, pertinent questions to find the answer.
- ✓ Give the answer at the end of the activity if students cannot find the correct one.

### Examples:

The man who invented it doesn't want it. The man who bought it doesn't need it. The man who needs it doesn't know it. What is it?



**A coffin.**

No sooner spoken than broken. What is it?

**Silence**



I'm the part of the bird that's not in the sky. I can swim in the ocean and yet remain dry. What am I?

**A Shadow**



What can't be used until it's broken?

**An egg.**



"What letter of the alphabet has got lots of water?"

**"The C"**



What's a minimum?

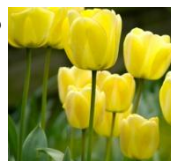
**A very small mother!**

(mini-mom)



What flowers have two lips?

**Tulips**



What building has the most stories?

**Library**





## LOOK AND DISCOVER THE WORD.

### (THE FAMILY MEMBERS.)

**Level:** Primary and secondary.

**Time:** 10 minutes.

**Objective:** To increase vocabulary knowledge through pictures at the beginning of the class, in order to motivate them to imagine some words from their main.

#### **Materials:**

- ✓ Pictures

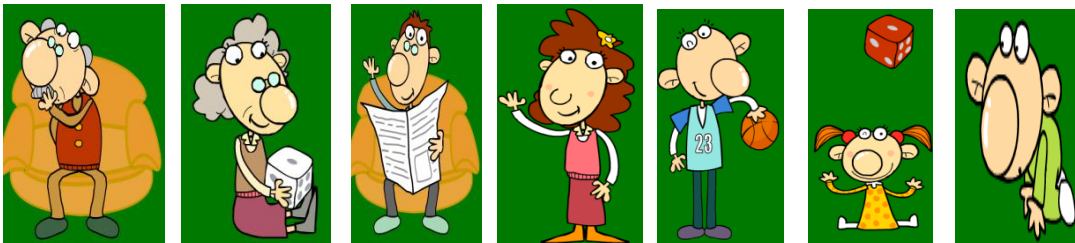
#### **Steps:**

- ✓ Show to the students some pictures to know if students have previous knowledge about the topic.
- ✓ Give them the opportunity to express some ideas.
- ✓ Show them the word letter by letter if students really do not know about the picture meaning.
- ✓ Finally tell them total words that represent the vocabulary.

#### **Examples:**

##### THE FAMILY MEMBERS

1.-



GRANDFATHER

GRANDMOTHER

FATHER

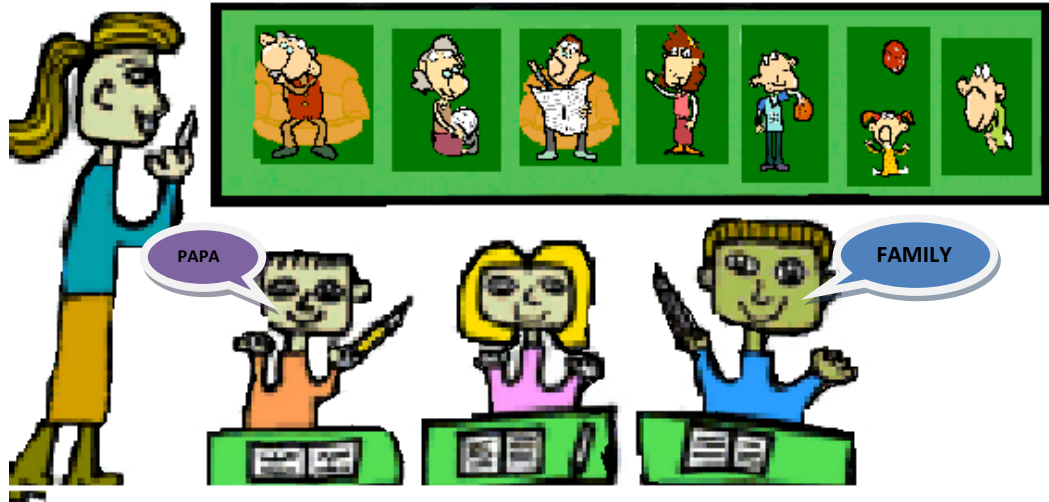
MOTHER

BROTHER

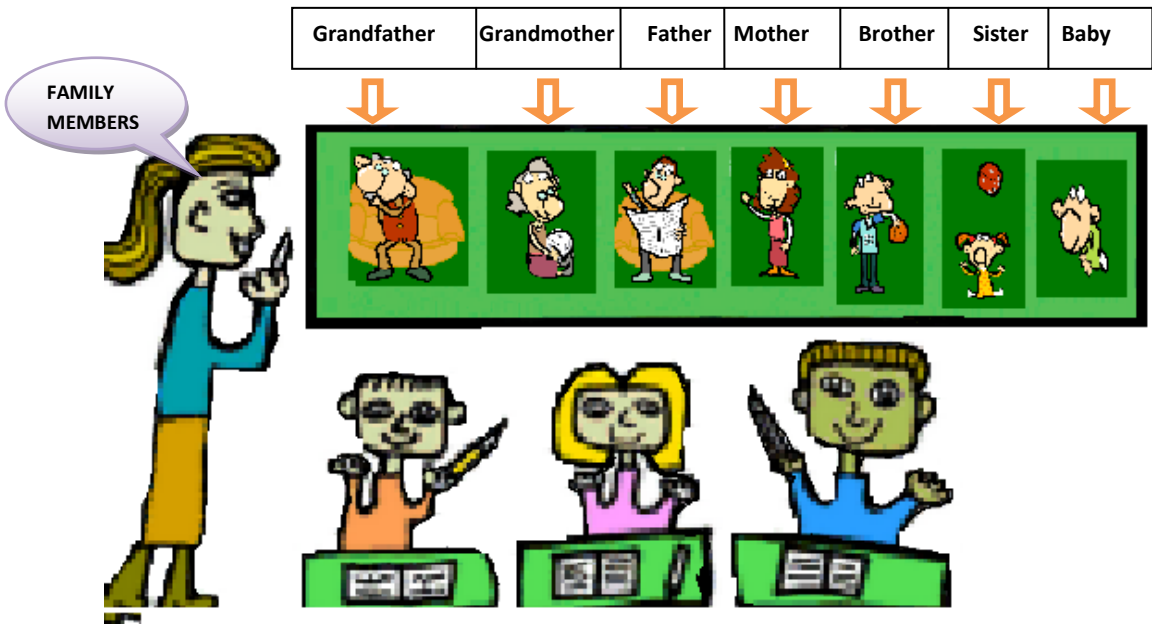
SISTER

BABY

2.-



3.-



## CROSSWORD PUZZLE

### (ANIMALS)

**Level:** Primary and secondary.

**Time:** 20-30 minutes.

**Objective:** To understand easy questions and answer those for completing the crossword puzzle correctly in order to increase vocabulary.

#### **Materials:**

- ✓ Sheets of paper
- ✓ Pencil
- ✓ Pictures

#### **Steps:**

- ✓ Read to students the crossword puzzle instructions slowly.
- ✓ Explain them that each space is for one letter.
- ✓ Tell to students that the pictures they find have relation with the answer.
- ✓ Answer students' questions.

#### **Examples:**

##### **Cross:**

- 1.-This animal looks like a cloud.
- 2.-It is slow at the moment to walk; its sound is quak, quak.
3. - A strong animal that carries heavy things.
- 4.-It is slow and white, it is really happy if has water to swim.
- 5.-It likes to eat mice.

**Down:**

6.-The best friend of the man.

7. - Big bird that births from a white egg.

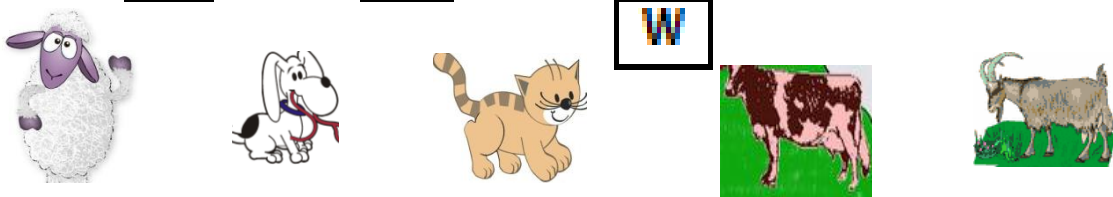
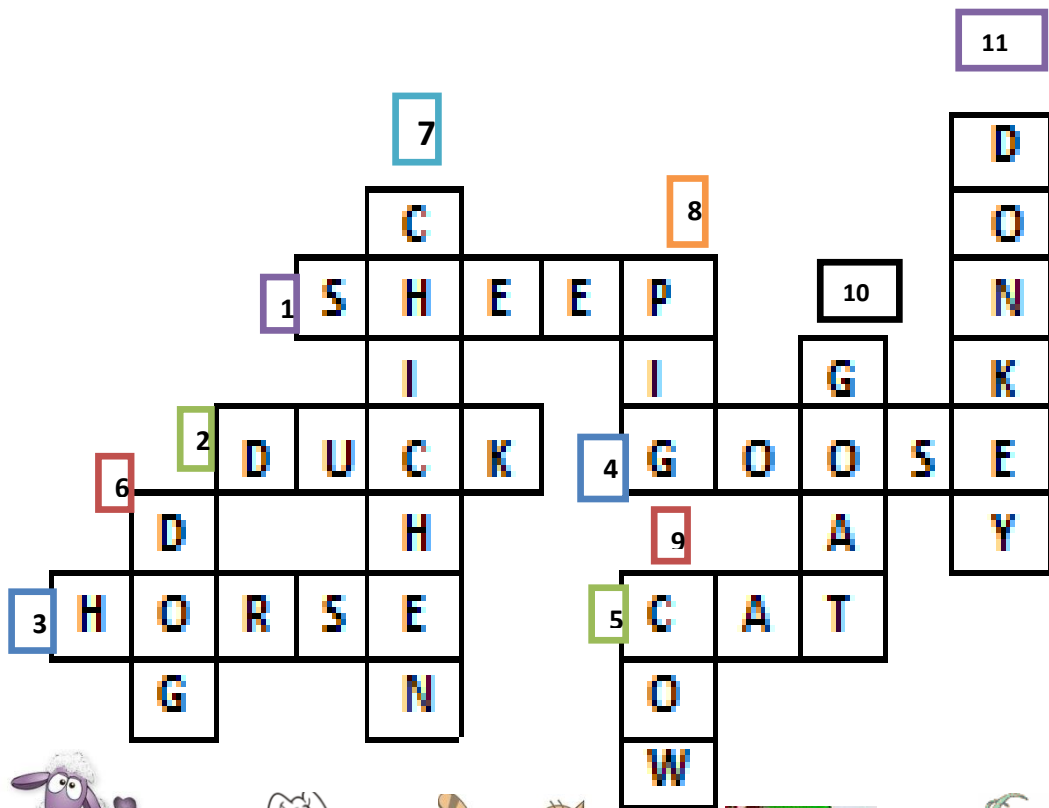
8.-When it is a baby it is a piglet.

9.-It is black and white and produces milk.

10.-It is a small animal who produces milk, has horns, small hooves

11.-An animal that carries heavy things like the horse.

**EXAMPLES:**



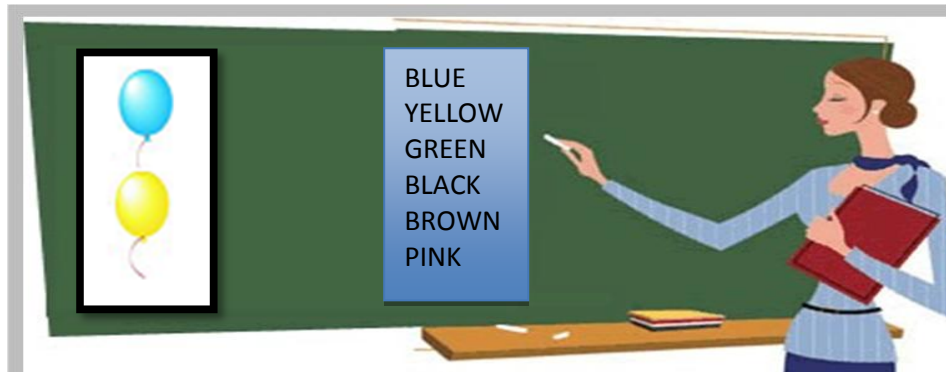
## EVALUATION

This evaluation can be applied in initial years like: 2<sup>nd</sup> or 3<sup>rd</sup>

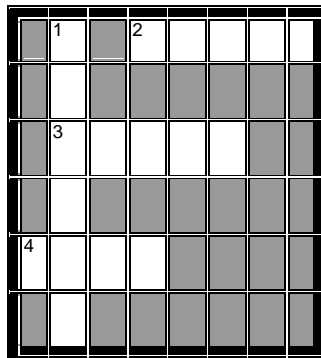
Instructions:

### 1.-GUESS THE CORRECT WORD (THE COLORS)

Circle the correct color according with the balloons.



### 2.- CROSSWORD PUZZLE (THE VERBS)



#### ACROSS

2. Mark (letters, words, or other symbols) on a surface, typically paper, with a pen, pencil, or similar implement
3. Form to communicate.
4. Look at and comprehend the meaning of (written or printed matter) by interpreting the characters or symbols of which it is composed

#### DOWN

1. Give one's attention to a sound.

**PEDAGOGICAL**

**STRATEGIES**

**TO DEVELOP**

**PRODUCTIVE**

**SKILLS.**

## TONGUE TWISTERS

### (GOOD COOK)

**Level:** Primary

**Time:** 10 min

**OBJECTIVE:** To practice the correct pronunciation through tongue twister for pronouncing some words in a correct way.

**Materials:**

- ✓ Cards with tongue twister.

**Steps:**

- ✓ Tell the students a tongue twister in Spanish.
- ✓ Stimulate that students repeat it in a fast way.
- ✓ Write a tongue twister on the board and teach them the correct pronunciation.
- ✓ Divide the class into two groups.
- ✓ Give each group a tongue twister.
- ✓ Motivate each student to repeat the tongue twister, if a student pronoun is a bad way a word everybody needs to tell the tongue twister.

**Example:**

**Good cook:** How many cookies could a good cook cook. If a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies

Good cook: How many cookies could a good cook cook if a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook





## SONGS

### (COMMANDS AND NUMBERS)

**Level:** Primary

**Time:** 15 minutes

**Objective:** To develop the speaking skill in the children through songs for correcting pronunciation mistakes.

**Materials:**

- ✓ Tape recorder
- ✓ CD's
- ✓ Sheets with lyrics of the song

**Steps**

- ✓ Prepare a song according to the topic.
- ✓ Give the children the lyrics.
- ✓ Encourage them to read the lyrics.
- ✓ Listen two times the song.
- ✓ Sing a song with the teacher's help.

**Example:**

**SONG**



**Smile**



**Sit down**



**Stand up**



One, two, three four **1 2 3 4**

Five **5**

**Touch your feet**



**Touch your face**



**Shake**



Six, seven, eight, nine **6 7 8 9**

Ten **10**

## TOTAL PHYSICAL RESPONSES

### (MONKEY'S GAME)

**Level:** Primary

**Objective:** To write sentences in a correct way through games for improving grammar structures

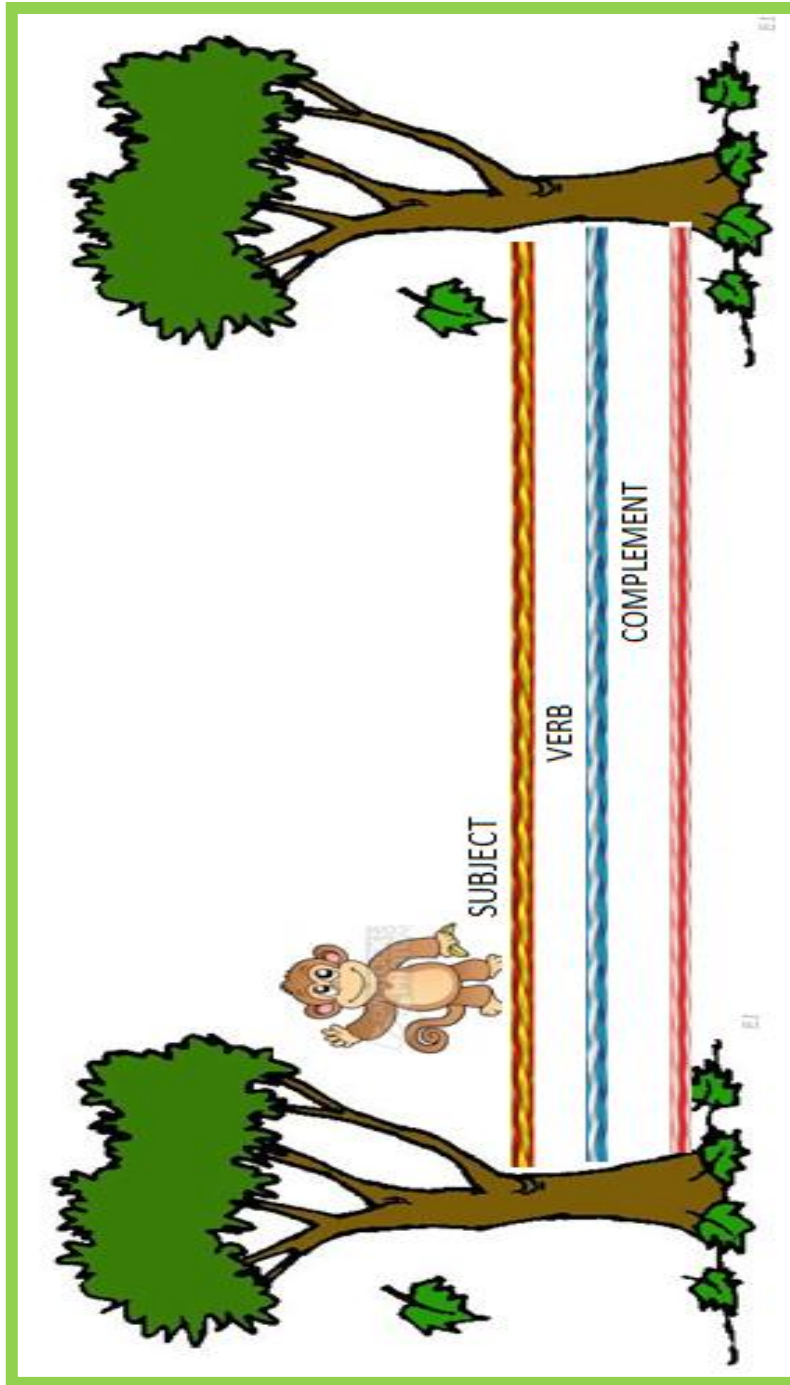
**Materials:**

- ✓ A shocking monkey.
- ✓ Two wonderful trees made of paper.
- ✓ Three ropes

**Steps:**

- ✓ Feedback about how to form sentences with TO-BE verb.
- ✓ Remember the structure with some examples.
- ✓ Stick the trees and ropes on the blackboard.
- ✓ Form two groups.
- ✓ Tell the students that they are going to write sentences properly using TO-BE verb.
- ✓ Tell them that they are going to be the monkey.
- ✓ Explain them that the first rope is the subject, second rope is TO-BE verb and third rope is the complement.
- ✓ Use examples.
- ✓ Tell them if the monkey jump disorderly it is going to fall down.

**Example:**



# LOOK AND WRITE

## (FARM ANIMALS)

**Level:** Primary

**Time:** 15 minutes

**Objective:** To improve writing skill through pictures and letters for intensifying the class topic.

**Materials:**

- ✓ Sheets with pictures
- ✓ Flashcards

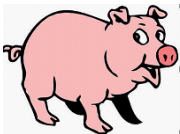

**Steps:**

- ✓ Feedback about farm animals.
- ✓ Teach farm animals to the students
- ✓ Show flashcards with animal's name.
- ✓ Give the students worksheets with pictures and disorder letter according with each animal.

**Example:**

C W O		T C T A		B I T A B R	
----------	---	------------	---	-------------------	---

.....

I G P		I C N E K C H	
----------	---	---------------------	--

.....

## LISTEN THE DESCRIPTION

### WHAT IS ON MY BACK?

**Level:** secondary

**Time:** 30 min

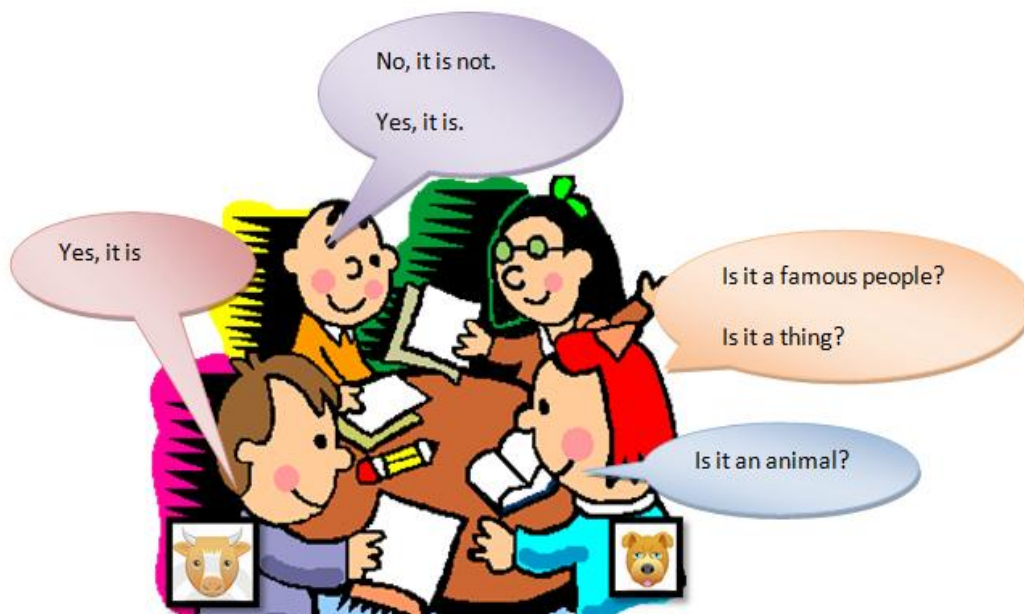
**Objective:** To improve speaking skill through simple questions for motivating the students' interaction using pictures.

**Materials:**

- ✓ Tape
- ✓ Pictures of famous people, animals or things

**Steps:**

- ✓ Feedback about questions with to- be verb.
- ✓ Teach the correct form to make questions with to-be verb.
- ✓ Form pairs
- ✓ Teachers stick a picture on the back of each student.
- ✓ Teachers give instructions to the students.
- ✓ Make an example to obtain students' comprehension.
- ✓ Students "A" asks the questions and student "B" only answers with yes or no.



## DESCRIBING PICTURES

### (ADJECTIVES)

**Level:** Secondary

**Time:** 15 min

**Objective:** To motivate student's ability for speaking using pictures to improve pronunciation.

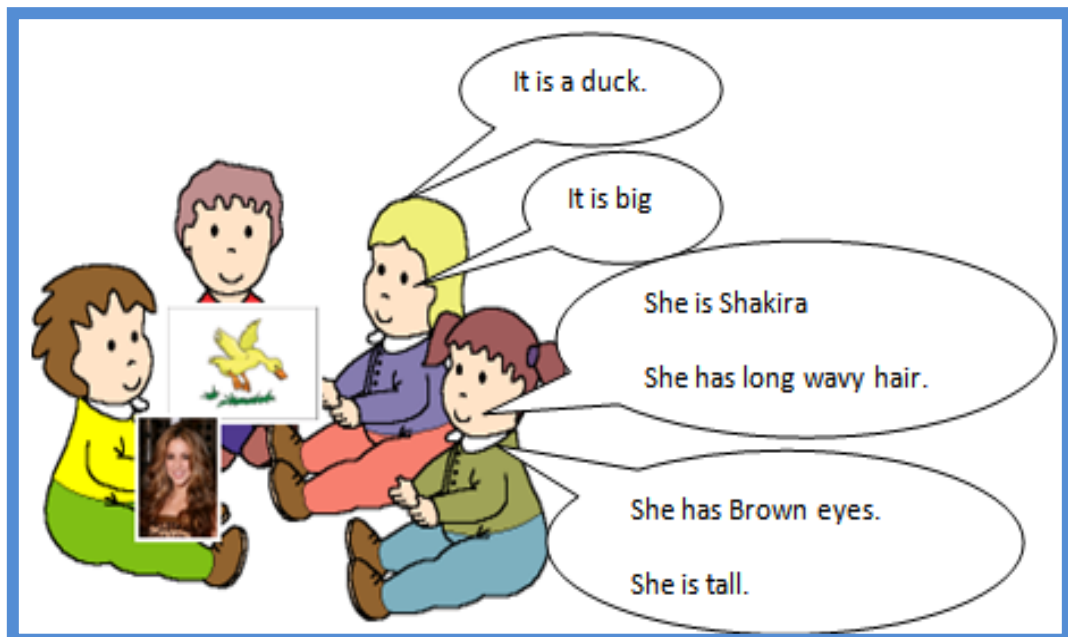
**Materials:**

- ✓ Pictures

**Steps:**

- ✓ Feedback about some known adjectives.
- ✓ Remember adjectives that are used for people.
- ✓ Work in pairs.
- ✓ Change the role.

**Example:**



## BRAINSTORMING

### (WILD ANIMALS)

**Level:** Secondary

**Time:** 15 min

**Objective:** To motivate that students write and speak their ideas through brainstorming for accomplishing student's pronunciation.

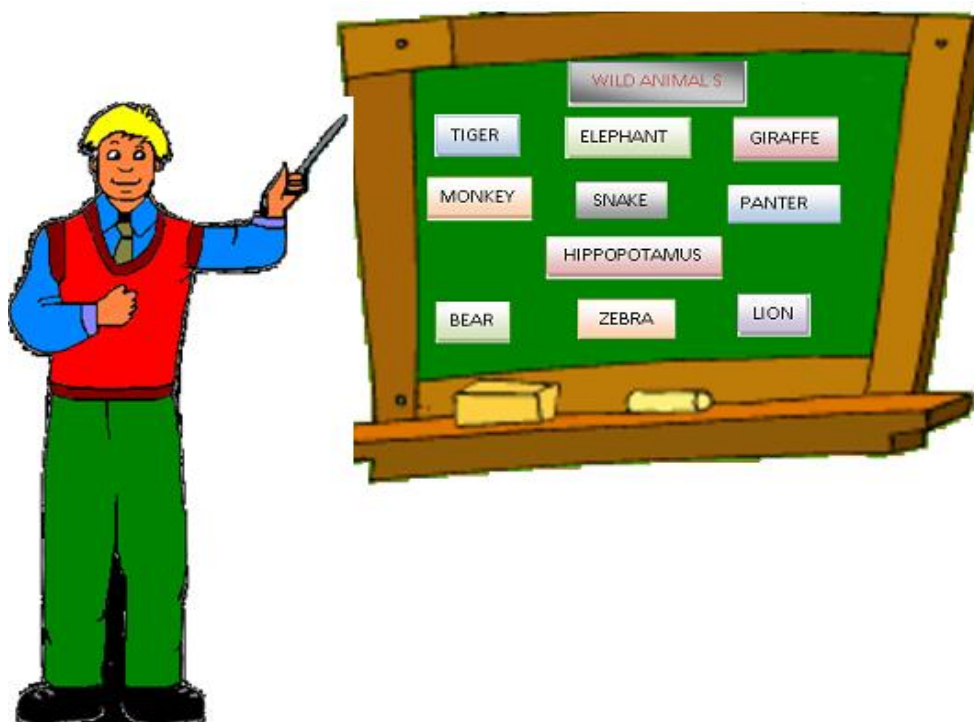
**Materials:**

- ✓ Some small pieces color cardboards
- ✓ Board
- ✓ Pens

**Steps:**

- ✓ Write on the board the theme
- ✓ Give them a small color cardboard.
- ✓ Explain the instruction. (You are going to write a word related with the theme)
- ✓ Students stick a small piece of cardboard on the board and read it.

**Example:**





## QUESTIONING AND ANSWERING (INTRODUCE YOURSELF)

**Level:** Secondary

**Time:** 25 min

**Objective:** To develop speaking skill through questioning and answering for improving the pronunciation.

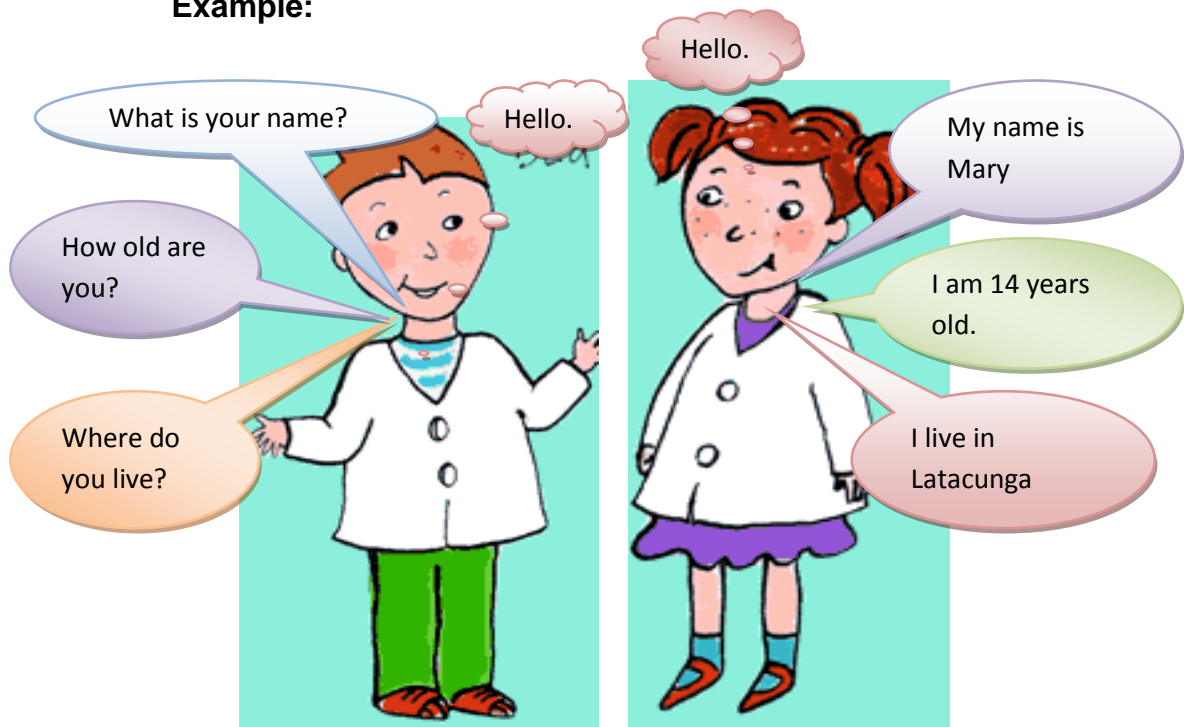
**Materials:**

- ✓ A cardboard with questions
- ✓ A cardboard with answers

**Steps:**

- ✓ Teach about introduce yourself
- ✓ Create questions about the topic.
- ✓ Teach the correct form to answer
- ✓ Make a list of questions and a list of answers as an example.
- ✓ Work in pairs
- ✓ Student "A" ask the question and student "B" answer the question using our information
- ✓ Change the role.

**Example:**



## **ANIMALS AND BALLONS**

### **(DOMESTIC ANIMALS)**

**Level:** Primary

**Time:** 15 minutes

**Objective:** To recognize the English animal name's, through animals sound for developing the listening.

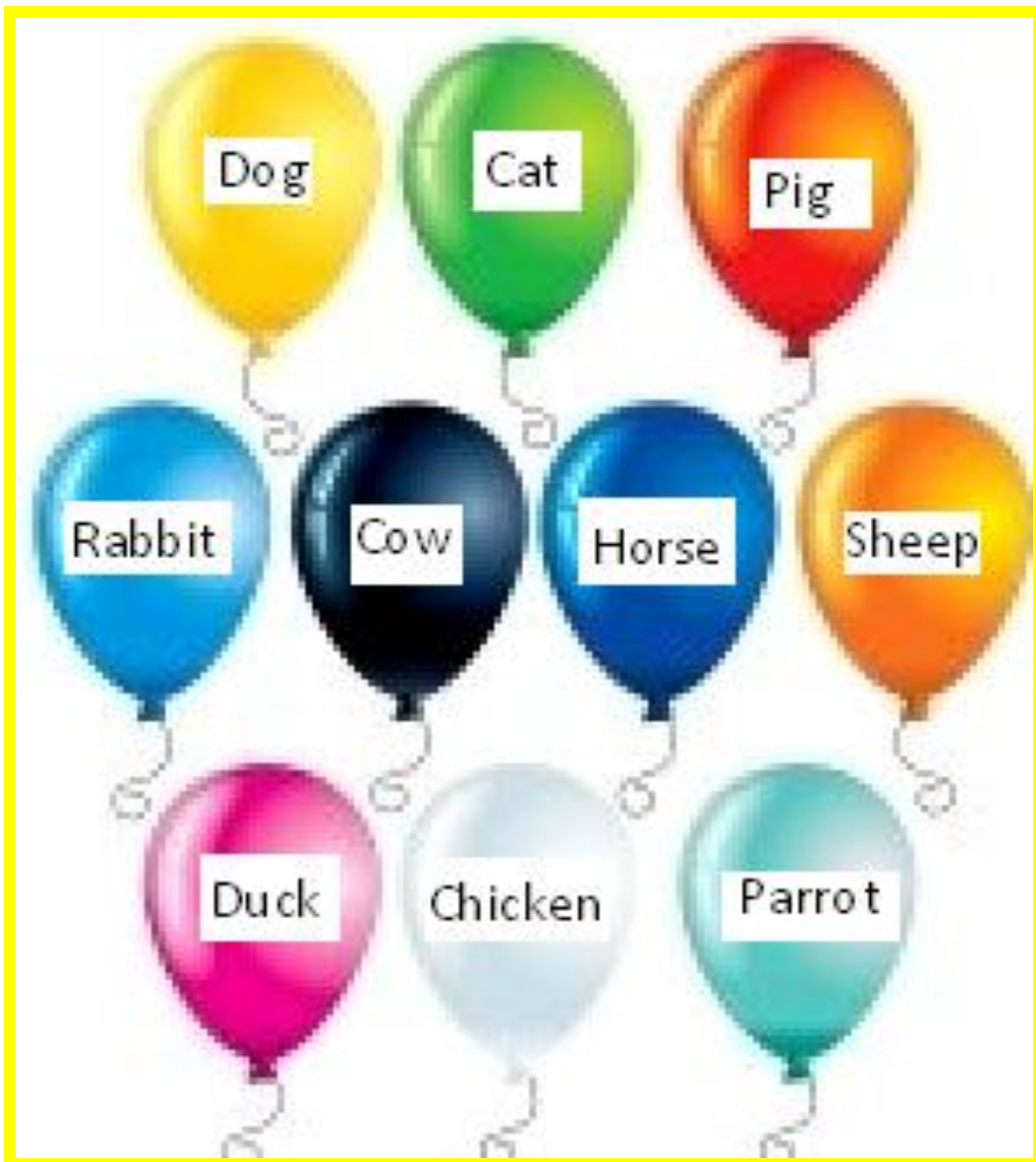
#### **Materials:**

- ✓ 10 colored balloons
- ✓ 10 small pieces of paper
- ✓ A chair

#### **Steps**

- ✓ Select a group of animals (domestic or wild).
- ✓ Write the name of an animal on each piece of paper.
- ✓ Fold the piece of paper and put them into the balloons.
- ✓ Inflate the balloons.
- ✓ Give a balloon to each student.
- ✓ Each student run to the chair and sit down on the balloon until it bursts.
- ✓ The same participant takes the paper, not reading for the class and makes sound or imitates that animal.

Examples:



## WRITING SENTENCES

### (LOOK AND WRITE STORIES USING PICTURES)

**Level:** Secondary

**Time:** 45 min

**Objective:** To develop writing skill through write sentences related with the pictures for practicing simple past.

**Materials:**

- ✓ Flashcards of legends
- ✓ Sheets with pictures and verbs of legends

**Steps:**

- ✓ Feedback about past tense.
- ✓ Teach the correct structure of the past tense.
- ✓ Write a sentence using each picture.
- ✓ Give them the Sheets with pictures and verbs of legends.
- ✓ Each student is going to write a sentence using each graphic and verb.
- ✓ Each one read the legend.

**Example:**

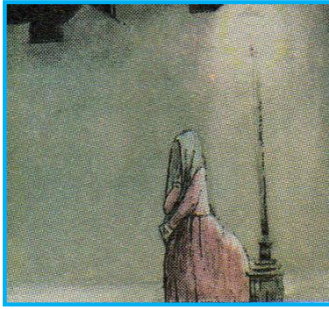
**THE VEILED LADY**



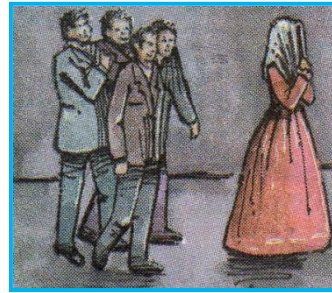
**LIVED**



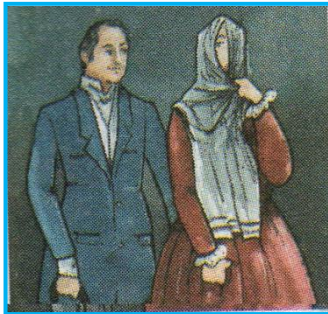
**COVERED**



**WALKED**



**FOLLOWED**



**FOLLOWED**



**TURNED ROUND**

### **THE VEILED LADY**

1. - A lady once lived in Guayaquil.
2. - She always covered her face with a veil.
3. - She walked in the streets after midnight.
4. - Some men followed her every night but she suddenly disappeared.
5. - One night a man followed her to find out who she was.
6. - When the beautiful lady turned round. She lifted her veil to show her face: it was a skull.

## ORDER THE IDEA (CARDS ON THE STRING)

**Level:** Secondary

**Time:** 20 min

**Objective:** To improve grammar structure through cards on the string for forming sentences easily.

**Materials:**

- ✓ String
- ✓ Tape
- ✓ Cards
- ✓ Markers
- ✓ Scissors

**Steps:**

- ✓ Feedback about; How to form sentences in simple present tense?
- ✓ Teach the students the correct grammar structure about simple present tense.
- ✓ Form groups of 6 students.
- ✓ Cut the cards in three equal parts and bend them into two parts.
- ✓ In the first one write a personal pronoun in each part.
- ✓ In the second one write a verb in each part.
- ✓ In the third one write a complement in each part.
- ✓ Interchange the cards with other group.
- ✓ Each group orders the idea and forms the sentences.

- ✓ Write them in student's notebook.

Example:





## GRAPHIC ORGANIZER (CONCEPTUAL MAPS)

**LEVEL:** Secondary

**TIME:** 45 min

**OBJECTIVE:** To develop students' creativity through conceptual maps to increase students' knowledge and improve speaking skill.

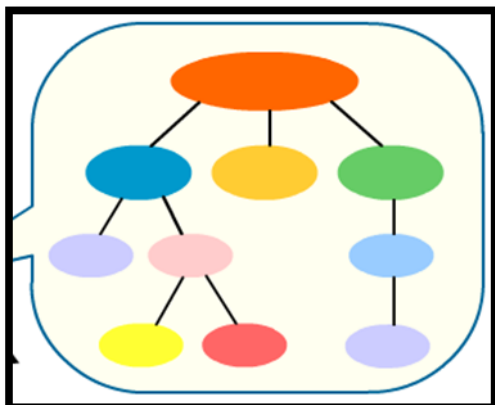
### **MATERIALS:**

- ✓ Some big cardboard
- ✓ Color markers
- ✓ Rulers
- ✓ Color pencils

### **STEPS:**

- ✓ Feedback about conceptual maps.
- ✓ Teach the students how to make a conceptual map.
- ✓ Make a conceptual map with students and explain it.
- ✓ Form groups of four students.
- ✓ Assign a topic for each group.

Example:







## **TONGUE TWISTER**

### **(IF YOU SAY UNDERSTAND)**

**LEVEL:** Secondary

**TIME:** 15 min

**OBJECTIVE:** To develop speaking skill through easy tongue twister for getting better pronunciation of some words.

**MATERIALS:**

- ✓ Cards with tongue twister.

**STEPS:**

- ✓ Tell the students a tongue twister in Spanish.
- ✓ Stimulate that students repeat it in a fast way.
- ✓ Write a tongue twister on the board and teach them the correct pronunciation.
- ✓ Divide the class into two groups.
- ✓ Give each group a tongue twister.

- ✓ Motivate each student to repeat the tongue twister, if a student pronoun is a bad way a word everybody needs to tell the tongue twister.

**EXAMPLE:**

If you understand, say "understand".

If you don't understand, say "don't understand".

But if you understand and say "don't understand".

How do I understand that you understand? Understand!

## Tongue Twisters



# EVALUATION

## 1.- LOOK AND WRITE (FRUIT)



P  
A S E P  
L

-----



A G  
E S P  
R

-----



S T A  
E R S E B  
I R R  
W

-----



P  
A S R  
E

-----



L P E  
I A E  
P N P

-----

## 2.-WRITING SENTENCES

### THE LEGEND OF CANTUÑA



**WANTED**



**OFFERED**



**DID NOT FINISH**



**PROMISED**



**SHOWED**



**SAVED**

- 1.-.....
- 2.-.....
- 3.-.....
- 4.-.....
- 5.-.....
- 6.-.....

**PEDAGOGICAL**

**STRATEGIES**

**TO DEVELOP**

**RECEPTIVE**

**SKILLS**

## **LISTEN AND CIRCLE**

### **(CLASSROOM MATERIALS)**

**Level:** Primary

**Time:** 5-10 minutes. It depends of the level and class topic.

**Objective:** To develop listening skill through easy activities and with easy listening activities that students can develop in class in some minutes and avoiding difficult situations. Students can listen and circle the word they hear or make a relation with the word pronounced and the picture.

**Materials:**

- ✓ Work sheet with words, phrases or pictures, it depends of the students' level.
- ✓ Pencil
- ✓ Specific content (teachers' voice or a CD.

**Steps:**

- ✓ After giving a class teacher student can do this activity as an evaluation or as a final activity.
- ✓ Give students specific vocabulary. (Classroom materials. )
- ✓ Teach students vocabulary pronunciation.
- ✓ Encourage students to listen and circle the word they hear.
- ✓ Help students to listen to some words in order to circle the words.
- ✓ Make a relation with the object if student is from a low level (1<sup>st</sup> or 2<sup>nd</sup>) level.

Example:

## CLASSWORK SHEET

Student's name: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

### INSTRUCTION:

LISTEN AND CIRCLE THE WORDS YOU HEAR.

### CLASSROOM OBJECTS.



BLACKBOARD



BOOK



CHAIR



DESK



TABLE



DUSTER



ERASER



GLOBE



NOTEBOOK



PENCIL SHARPENER



RULER



## LOOK AND JOIN THE DOTS

### (WILD ANIMALS)

**Level:**Primary

**Time:** 5-10 minutes

**Materials:**

- ✓ Students Materials:
- ✓ Work sheets
- ✓ Pencil
- ✓ Color pencil
- ✓ Eraser

**Objective:**To encourage students for analyzing and understand easy instructions to discover new knowledge and at the same time give them the opportunity for enjoying good time.

**Steps:**

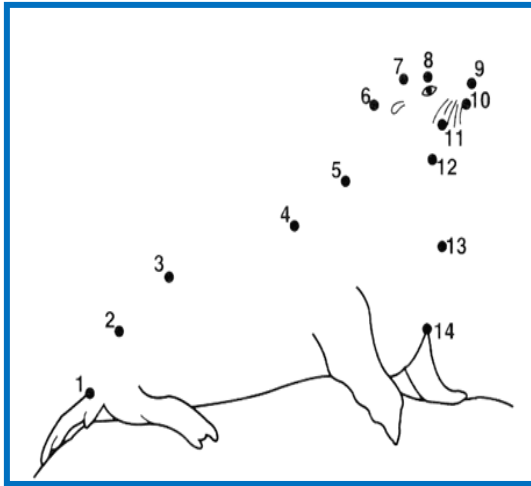
- ✓ Give the students the specific instructions to develop the activity.
- ✓ Tell them that they need to follow the numbers to discover the animal.
- ✓ Monitor the students' work if is necessary.
- ✓ Ask them that they should pronounce the animal name at the end of the activity to improve pronunciation.

**Example:**

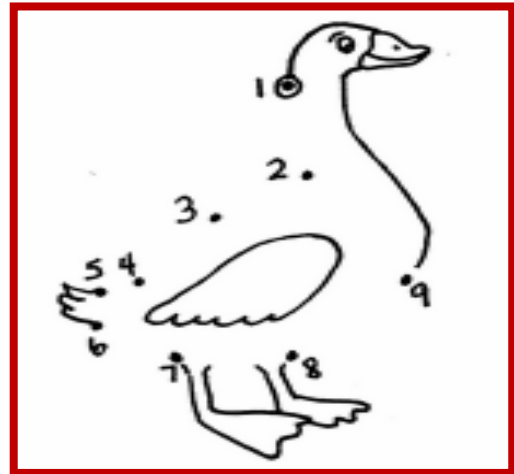


JOIN THE DOTS AND DISCOVER THE WILDD ANIMAL.

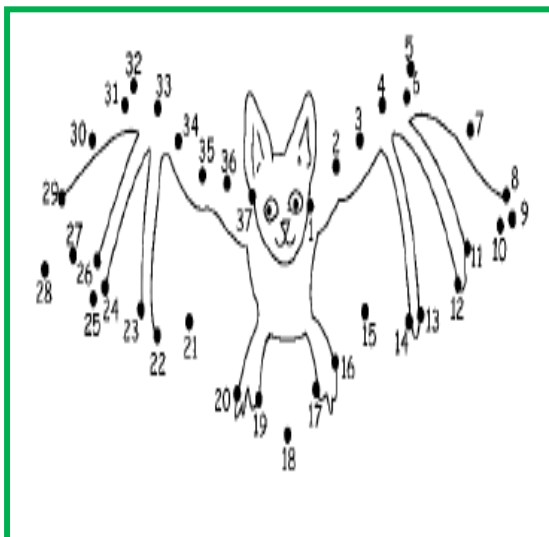
SEAL



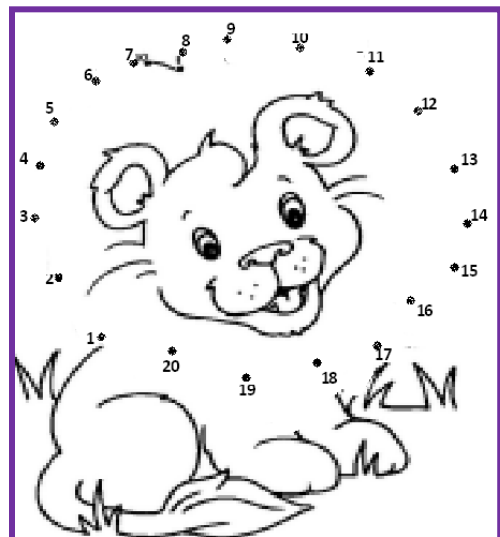
GOOSE



BAT



LION



## LOOK AND MATCH

### TRANSPORTATION (CAR, TAXI, BOAT, BUS, AND BIKE.)

**Level:** Primary

**Time:** 20 minutes

**Objective:** To develop receptive skills through easy and funny activities, in order to give students new vocabulary and for obtaining a good students development.

**Materials:**

- ✓ Flashcards.
- ✓ Sheets of paper.
- ✓ Pencil or color pencil.

**Steps:**

- ✓ Give students some examples about transportation.
- ✓ Give them examples about uses and sound to guide them in the activity.
- ✓ Explain them that they should match the correct word according with the picture.
- ✓ If is possible they can use color pencils to increase their vocabulary.
- ✓ Give them an example to guide the activity.

**Examples:**

LOOK AND MATCH THE PICTURE AND THE CORRECT WORD.

**Helicopter**

**Motorcycle**

**Bike**

**Train**

**Airplane**

**Boat**

**Bus**

**Car**



## READING COMPREHENSION.

### (A BALL FOR MY DOG)

**Level:** Primary

**Time:** 45 minutes

**Objective:** To develop reading skills for helping primary students for learning about grammar structure and vocabulary.

**Materials:**

- ✓ Short reading
- ✓ Pictures
- ✓ Work sheet.

**Steps:**

- ✓ Show to students a picture that has a relation with the reading.
- ✓ Encourage them to express ideas about the picture.
- ✓ Decide if they are going to work individually or in groups.
- ✓ Give them the reading and help them to read and understand the content if is necessary.
- ✓ Review the understanding with a little summary.
- ✓ Give them a work sheet to complete some activities to complete the activity.

**Example:**

**A BALL FOR MY  
DOG.**



**My dog found a ball. It was a yellow ball. My dog loves to chew. He chewed the yellow ball.**

**My dog found another ball. It was a red ball. My dog loves to play. He played with the red ball.**

**My dog found another ball. It was a blue ball. My dog loves to run. He ran after the ball when I threw it.**

**I need to find another ball for my dog. What color should it be?  
What will my dog do with the next ball?**

**A Ball For My Dog**



1. How many balls did the dog find?  
\_\_\_\_\_

2. What color was the ball that the dog played with?  
\_\_\_\_\_

3. What did the dog do with the yellow ball?  
\_\_\_\_\_

4. What did the dog do with the blue ball?  
\_\_\_\_\_  
\_\_\_\_\_

**A Ball For My Dog**



What color do you think the next ball will be?  
\_\_\_\_\_

Write a sentence that tells what the dog does with the ball.  
\_\_\_\_\_  
\_\_\_\_\_

Draw a picture of the dog playing with the ball.

## **FOLLOW THE INSTRUCTIONS TO FIND THE PRIZE**

### **(CLASSROOM OBJECTS AND COMMANDS)**

**Level:** Primary level.

**Time:** 20 minutes

**Objective:** To develop listening skills through simple commands using simple activities for finding a specific object that will be the students' prize.

**Materials:**

- ✓ Different classroom objects.
- ✓ Pictures
- ✓ Realia

**Steps:**

- ✓ Tell students what is the activity about.
- ✓ Explain them that they need to hear carefully each command to find the prize.
- ✓ Guide them to work in group to understand the command and to find the object.
- ✓ Give them a prize that can be an extra point or something like that.

**Example:**



## LISTENING TALES

### The dog and the cat.

**Level:** Primary

**Time:** 35 minutes

**Objective:** To give students the opportunity for listening a story and create an own one as a result of the listening activity to improve their imagination.

**Materials:**

- ✓ Written story

If the teacher has the facilities:

- ✓ Tape recorder
- ✓ Cd's
- ✓ Pictures

**Steps:**

- ✓ Read to the students a tale slowly to give them the opportunity to understand the story and the message.
- ✓ Repeat it many times as possible.
- ✓ Ask students some question.
- ✓ Ask them for a principal idea about the tale.
- ✓ Encourage them to use the story vocabulary
- ✓ If the school has the facilities the teacher can use a Cd's and the tape recorder.

**EXAMPLES:**





I am going to tell you a story



I am going to repeat another time



It was about.....

What did you understand?

## LECTURING

### (PARTS OF THE HOUSE)

**Level:** Secondary

**Time:** 40 min

**Objective:** To motivate student's ability for reading using interesting lectures to develop student's skills.

**Materials:**

- ✓ Sheets with interesting and easy topics to read.
- ✓ Color pencils
- ✓ Pencil
- ✓ Eraser

**Steps:**

- ✓ Feedback about parts of the house.
- ✓ Teach parts of the house through pictures.
- ✓ Give students instructions.
- ✓ Give them sheets with interesting and easy topics to read.
- ✓ Motivate that student read the lecture and complete some tasks.

**EXAMPLE:**

### **My Family's House**

We have a nice house. It has three bedrooms. It has three bathrooms. It is a one-story house. It doesn't have any stairs. It doesn't have a second floor. It doesn't have a basement. It does have an attic. It has a chimney and a fireplace. It has a kitchen. It has a dining room. It has a living room. The living room has a big sofa and a big TV. Our living room is our family room. We watch TV together.

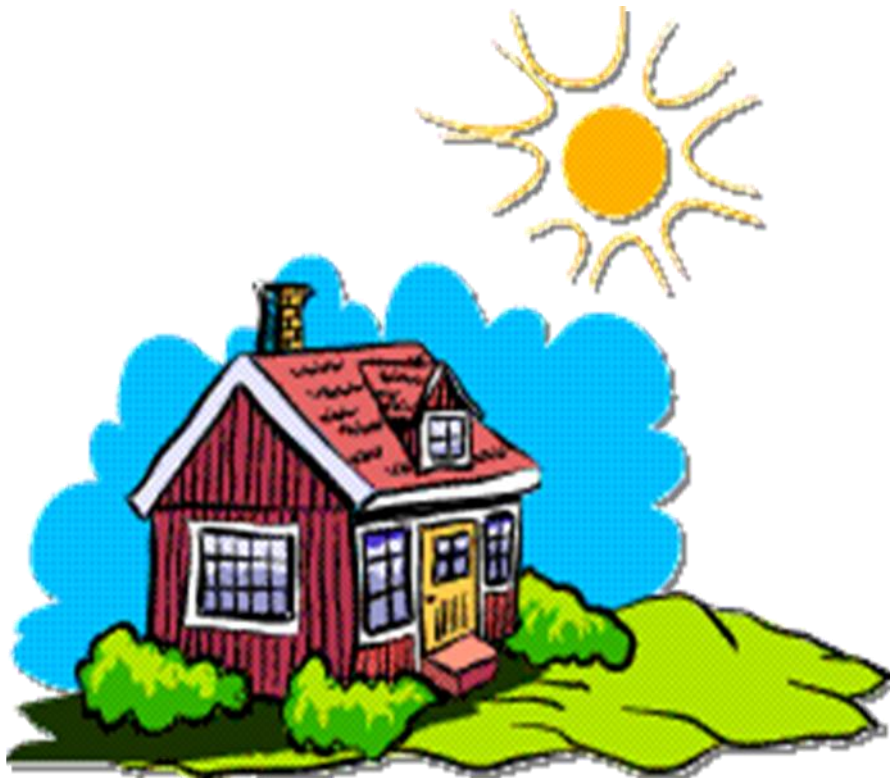
We play games together. We play games like Scrabble and Monopoly. We enjoy those games. They are fun to play. We have a small front yard. We have a big back yard. We don't have a swimming pool. We don't have a garden. We have a two-car garage. My mom has a blue Cadillac. My dad has a red Honda. I have a bicycle and a skateboard.

My sister does, too. She's a good skateboarder, for a girl. We live on a quiet street. We never hear police sirens or fire sirens. I go to a nice school. Someday I will get married. I will own a nice house on a quiet street. And I will have a swimming pool in the back yard.

1. - Find 5 parts of the house in the alphabet soup

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

2. - Draw a picture according the reading.



## LISTEN AND COMPLETE MISSING WORDS

### “YOU ARE BEAUTIFUL”

**LEVEL:** Secondary

**TIME:** 30 min

**OBJECTIVE:** To improve listening skill through songs for increasing the correct pronunciation of some words.

#### **MATERIALS:**

- ✓ Tape recorder
- ✓ Cd's
- ✓ Sheets with lyrics of the song
- ✓ Pencil

#### **STEPS**

- ✓ Brainstorming about songs
- ✓ Give students Sheets with lyrics of the song
- ✓ Encourage them to read the lyrics.
- ✓ Listen the song once
- ✓ Listen again and complete the missing words of the song
- ✓ Sing a song with the teacher's help.

#### **Example:**

## YOU ARE BEAUTIFUL

By: James Blunt

My life is .....

My love is pure.

I saw an angel.

Of that I'm sure.

She smiled at me on the subway.

She was with another.....

But I won't lose no sleep on that,

'cause I've got a plan.

You're beautiful. You're beautiful.

You're beautiful, it's true.

I saw you face in a crowded place,

and I don't ..... what to do,

'cause I'll never be with you.

Yeah, she caught my eye,

as we walked on by.

She could see from my face that i was,

Fucking high,

and i don't think that I'll see her again,

but we shared a ..... that will last till the end.

You're beautiful. You're beautiful.

You're beautiful, it's true.

i saw you face in a crowded place,

and I don't know what to do,

'cause i'll never be with you.

You're ..... You're beautiful.

You're beautiful, it's true.

There must be an angel with a smile on her face,

when she thought up that i should be with you.

But it's time to ..... the truth,

I will never be with you



**.READ AND COMPLETE  
(ON VACATION)**

**LEVEL:** Primary

**TIME:** 25 minutes

**OBJECTIVE:** To develop reading skills using short text according with the students' knowledge in order for obtaining own ideas and improve grammar understanding.

**MATERIALS:**

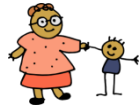
- ✓ Short text.
- ✓ Pictures
- ✓ Sheets of paper

**STEPS:**

- ✓ Give to students one sheet of paper to complete the text.
- ✓ Tell them that each space is for one word.
- ✓ The word that they need to write has relation with the picture that they find.
- ✓ Give them the opportunity to think and analyze the text.

**EXAMPLE:**

## CAMPING



One day when my \_\_\_\_\_ was in the kitchen making chips she said we were going to go camping. We were \_\_\_\_\_,



\_\_\_\_\_. We travelled on Sunday cause that's the only time I'm not working. The next day Adrienne prep \_\_\_\_\_ the



\_\_\_\_\_. She said "After you eat your breakfast. I want you to help me pack". I got dressed for the special day.



We packed \_\_\_\_\_, juice, \_\_\_\_\_, corn, meat and a pack of fruit punch. We were at the camp grounds a \_\_\_\_\_



caught a \_\_\_\_\_. I went down to the lake to go swimming and I caught a \_\_\_\_\_. We ate dinner and



went to bed. I woke up at \_\_\_\_\_ o'clock and said "Do we have to go?" Yes we do so \_\_\_\_\_ m. I had a great



time with my \_\_\_\_\_



## **LISTENING THE DESCRIPTION**

### **PHYSICAL DESCRIPTION (FACE)**

**LEVEL:** Secondary level

**TIME:** 20 minutes

**OBJECTIVE:** To develop listening skill through short readings about physical description

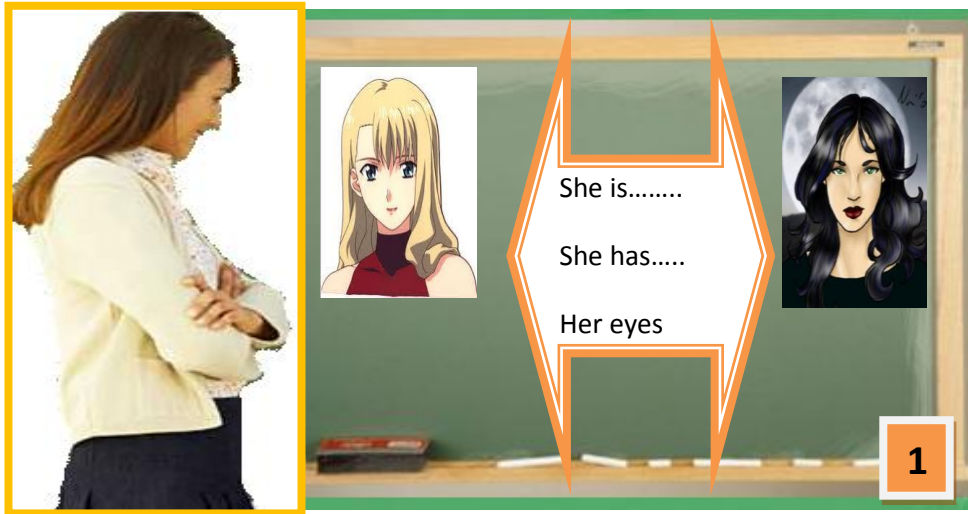
#### **MATERIALS:**

- ✓ Pictures
- ✓ Photocopies
- ✓ Glue

#### **STEPS:**

- ✓ Prepare students to make a description about them.
- ✓ Show them some pictures about people and describe their characteristics.
- ✓ Divide the groups into groups, depend of the number.
- ✓ Give them some shape people (without characteristics)
- ✓ Describe each one.
- ✓ Students need to use the parts of the face to stick each one to form the face.
- ✓ Finally the teacher can review each work.

**EXAMPLE:**



A classroom scene featuring a woman in a white sweater and black skirt on the left. In the center, a chalkboard displays two anime-style portraits: a blonde girl on the left and a black-haired girl on the right. A large, stylized orange speech bubble is overlaid on the chalkboard with the following text:

She is.....  
She has.....  
Her eyes

1



A classroom scene with several students in white shirts. A line drawing of a girl's hair is overlaid on the image.

2



A classroom scene with several students in white shirts. A colored drawing of a girl's face is overlaid on the image.

3

## EVALUATION

### 1.-LOOK AND MATCH (VEGETABLES)



*CORN*

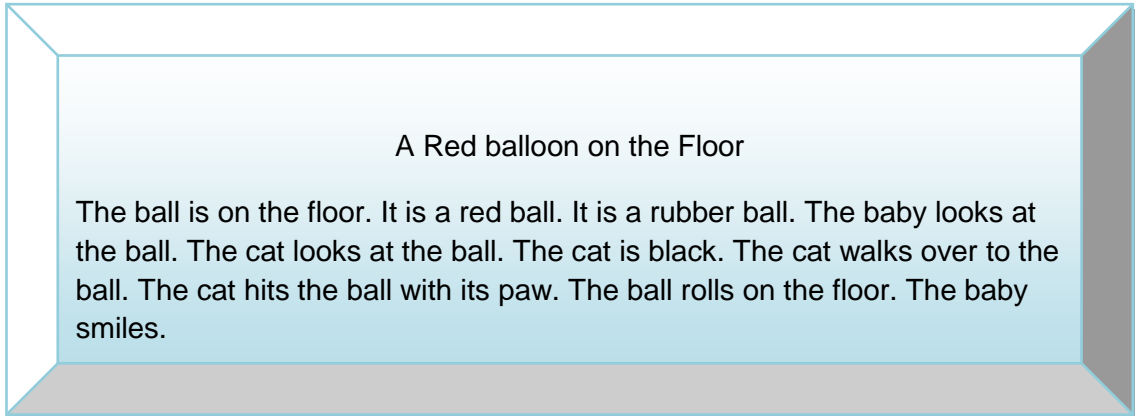
*CARROT*

*ONION*

*LETTUCE*

*BROCCOLI*

## 2.-READING COMPREHENSION (A Red Balloon on the Floor)



2.- Read and complete the reading with the correct words

The ball is on the floor  is a red ball. It is  rubber ball. The baby looks at  ball. The cat looks at the . The cat is black. The cat  over to the ball. The cat  the ball with its paw. The  rolls on the floor. The baby .

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# ANNEXES

## 1. SURVEY APPLIED TO STUDENTS ENGLISH CAREER



**TECHNICAL UNIVERSITY OF COTOPAXI**

**Academic Unit of Humanistic and Administrative  
Sciences**

**ENGLISH CAREER**

### **THEME:**

**“MANUAL OF PEDAGOGICAL STRATEGIES FOR THE ENGLISH CAREER STUDENTS AT THE TECHNICAL UNIVERSITY OF COTOPAXI TO GUIDE THEM IN THEIR PRE- PROFESSIONAL PRACTICES IN THE PRIMARY AND SECONDARY LEVELS DURING THE PERIOD 2010- 2011”**

**Survey directed to fifth English career students at Technical University of Cotopaxi**

### **OBJECTIVE:**

To get information for creating a Manual with pedagogical strategies that can help teacher-students to develop their pre- professional practices.

### **INSTRUCTIONS:**

Read carefully each question, choose one option and put an (x) in the right side of this one.

### **QUESTIONS:**

1.-Do you know what the principal activities that you develop in pre-professional practices are?

Yes

No

2.-Do you think that pre-professional practice is going to help you to obtain more information about educative field and how to manage it during your professional life?

Yes

No

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

3.-Do you know, what your obligations inside the educative institution are? Refer to some of them.

Yes

No

.....

4. - Do you think that the development of pre- professional practice is?

So important

Important

Not important

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

5. - Do you agree to develop the pre- professional practices during an educative year?

Yes

No

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

6. - Do you know specific pedagogical strategies that you can apply in primary school? Refer to some of them.

Yes

No

.....  
.....

7. - Do you know specific pedagogical strategies that you can apply in secondary school? Refer to some of them.

Yes  No

.....  
.....

8. - Do you consider that one manual with pedagogical strategies can help you in your pre-professional practices?

Yes  No

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

9. - What kind of pedagogical strategies do you consider are more important to include in this manual?

- To work with groups
- To work with each student
- To develop receptive skills
- To develop productive skills

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

10. - If you had a manual of teaching learning strategies you use it for your classes during your pre-professional practice?

Always  Sometimes  Never

**2. - SURVEY APPIYED TO TEACHER AND AUTHORITIES OF ENGLISH CAREER**



**TECHNICAL UNIVERSITY OF COTOPAXI**  
**Academic Unit of Humanistic and Administrative Sciences**

**ENGLISH CAREER**

**OBJECTIVE:**

To obtain information to create a Manual with pedagogical strategies that can help teacher-students to develop their pre- professional practices.

**INSTRUCTION:**

Read carefully each question and answer using a (X) according with your point of view.

**QUESTIONS:**

1. - Do you consider that English students should develop their internship during a scholar year?

Yes

No

Why?

.....  
.....

2. - Do you think that the development of internship in primary and secondary levels is?

So important

Important

Not important

Why?.....

.....

3. - Do you know if students have enough knowledge about pedagogical strategies to develop their internship?

Yes  No

4. - Do you know if the students have problems in the internship? Refer to some ones.

Yes  No

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

5. - Do you agree to develop the pre- professional practices during an educative year?

Yes  No

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

6. -Do you consider that a manual with pedagogical strategies is a good option to help students to develop their internship?

Yes  No

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

7.-According your point of view this manual should contain pedagogical strategies for?

Primary   
Secondary   
Both of them

8.-Do you consider that a manual with pedagogical strategies will help students planning their classes?

Always  Sometimes  Never

9.-According your point of view selects the most important group of pedagogical strategies this manual should contain

- To work with groups
- To work with each student
- To develop receptive skills
- To develop productive skills

10. - Do you believe that, if English students had a manual of teaching learning strategies they are going to use it in their pre-professional practices?

Always  Sometimes  Never

Thanks for your help.