AUTHORSHIP

The criteria issued in this thesis of grade with the subject "**BEHAVIORAL RULES MANUAL FOR STUDENTS INSIDE THE ENGLISH LABORATORY IN THE ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES AT THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC CYCLE MARCH-AUGUST 2015.**", are the authors' exclusive responsibility.

.....	.....
Patricio Iván Gamboa Troya	**Sandra Elena Sánchez Vargas**
C.I. 050307147-4	**C.I. 050326776-7**

THESIS DIRECTOR'S ENDORSEMENT

As a director of this investigative work about: **"BEHAVIORAL RULES MANUAL FOR STUDENTS INSIDE THE ENGLISH LABORATORY AT ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANITIC SCIENCES AT TECHNICAL UNIVERSITY OF COTOPAXI DURING MARCH-AUGUST 2O15 ACADEMIC PERIOD",** of Patricio Iván Gamboa Troya and Sandra Elena Sánchez Vargas, application of English career, I consider this investigative report contains the methodological and scientific requirements, those are enough to be evaluated by the thesis validation court that Honorable Academic Board from the Academic Unit of Administrative and Humanistic Science name, for its own study and qualification.

Latacunga, August 2015

Sincerely,

.....

Lic. Mgs. Edgar Guadia Encalada Trujillo

Thesis Director

Universidad Técnica de Cotopaxi

COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES
Latacunga - Ecuador

COURT APPROVAL

As members of the graduation court, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; the postulants: Patricio Iván Gamboa Troya and Sandra Elena Sánchez Vargas. Thesis presented previous obtaining the Sciences of Education Degree with mention in the English language with the theme: **"BEHAVIORAL RULES MANUAL FOR STUDENTS INSIDE THE ENGLISH LABORATORY AT ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES AT TECHNICAL UNIVERSITY OF COTOPAXI DURING MARCH-AUGUST 2O15 ACADEMIC PERIOD",** They have considered the recommendations issued timely and is qualified enough to be submitted to the Thesis Defense act.

Due to the above, it is authorized to perform corresponding pasted, by the institutional regulations.

Latacunga, November 26th 2015

For constancy sign:

.....	.....
Wilmer Collaguazo	Marcia Chiluisa
PRESIDENT	MEMBER

.....
Patricia Mena
OPPONENT

GRATEFULNESS

To our God, who gives us life and the opportunity to have excellent parents who have been our guides and always have been with us, supporting to get our professional objectives.

To our dear Teachers Wilmer Collaguazo, because with his patience and dedication guided us with his knowledge to complete our thesis that was a long awaited dream in our lives. In addition, thanks to our dear authorities and teachers who opened the doors of this institution "Cotopaxi Technical University"

Finally, we thank our parents who supported each day. Being them who have helped us economically and morally.

Sandra, Patricio

DEDICATION

We dedicate this thesis to our parents because they supported us during all our schooling life and for demonstrating their love and their advices in order to accomplish our dreams and challenges so, we may serve to the societv.

Universidad
Técnica de
Cotopaxi

COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES
Latacunga - Ecuador

THEME: BEHAVIORAL RULES MANUAL FOR STUDENTS INSIDE THE ENGLISH LABORATORY IN THE ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES AT THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC CYCLE MARCH-AUGUST 2015.

AUTHORS:
Gamboa Troya Patricio Iván
Sánchez Vargas Sandra Elena

ABSTRACT

This manual of behavioral rules into the English laboratory proposes to give a solution regarding to its inadequate implements usage which is going to give an opportunity to all students through a basic guidance about the correct use of differently implemented material, their care, a sitting adequate posture; also, the correct students´ hand position when they use the keyboard, the hygiene, the discipline, and behavioral rules; in addition, to promote the use of all materials and technological resources that has the English laboratory. The analytic - descriptive method based on the survey technique for collecting data and its tabulation was used; so, a diagnostic of reality which affects the place and people that are part of this investigation was obtained. Finally, the researchers can put into consideration the contribution of the manual, in order to achieve the maintenance of the equipment by improving the students' behavior due to the rules proposed in this manual which are indispensable into the laboratory. They are going to help to achieve a long durability of the implements.

KEYWORDS: Rules, behavior, care, durability, discipline.

Universidad Técnica de Cotopaxi

COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

Latacunga-Ecuador

THEME: BEHAVIORAL RULES MANUAL FOR STUDENTS INSIDE THE ENGLISH LABORATORY IN THE ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES AT THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC CYCLE MARCH-AUGUST 2015.

AUTORES:
Gamboa Troya Patricio Iván
Sánchez Vargas Sandra Elena

RESUMEN

El presente manual de reglas de comportamiento en el laboratorio de inglés propone dar una solución respecto al inadecuado uso de sus implementos, el cual dará una oportunidad a todos los estudiantes a través de guías básicas sobre el correcto uso de los diferentes materiales implementados, su cuidado, la postura adecuada al sentarse; también la posición correcta de las manos de los estudiantes cuando usan el teclado, la higiene, la disciplina, y las reglas de comportamiento; así también, promover el uso de todos los materiales y recursos tecnológicos que tiene el laboratorio de inglés. El método analítico – descriptivo fue utilizado, el cual se basó en la técnica de la encuesta para la recolección de información y su posterior tabulación; así pues, el diagnóstico de la realidad, el cual afecta el lugar y las personas objeto de este estudio fue obtenido. Finalmente, los investigadores pueden poner en consideración la contribución de este manual para lograr el mantenimiento de los equipos en razón del mejoramiento del comportamiento de los estudiantes debido a las reglas propuestas en este manual, las cuales son indispensables en el laboratorio. Ellas van a ayudar a lograr una larga duración de los implementos.

PALABRAS CLAVES: Reglas, comportamiento, cuidado, durabilidad, disciplina.

INTRODUCTION

This project is composed of basic knowledge of behavior into a laboratory: rules, strategies and manipulation; where in each one of these requirements describe the necessary procedures to continue the maintenance process in a proper way. The previous control and subsequent process that the students can do into the English laboratory is taking a count as a support to maintain the objects which are inside.

These behavior manual includes rules into English laboratory which is addressed for the Cotopaxi Technical University students through the teacher´s supervision. Teachers are going to use it and they must carry out all the suggestions established in this manual since this is a support for the maintenance and durability of the tools and the place, too.

The following project is so important in the academic field since many technological implements on the English laboratory require an adequate usage and manipulation and most of the students do not know about it. The main goal about it is to know the behavioral rules into the English laboratory; so the variables consider were: behavioral rules and students inside the English laboratory. On the other hand, the method used was qualitative because this investigation was done with the students of the English career through the surveys and research of different authors´ quote that help with scientific knowledge in order to develop this manual.

This research has been divided up into three chapters that are set up as follows:

The first chapter is based on Education, Teaching Learning Process, Technological tools and students' behavior. The fundamental categories researched here determined the conceptual background and methods to support the investigation.

The second chapter gives an overview of results which are taken from surveys applied to students and a teacher from the English career. The answers of the surveys

determine how important is to maintain the implements and material in excellent conditions.

Once, the theory and surveys were analyzed and interpreted; the third chapter describes the proposal itself as a whole. It is a section containing a manual with behavior rules, strategies and correct manipulation of the implements and material into the English laboratory.

INDEX

Title page.....i
Authorship ii
Thesis Director's endorsement.....iii
Court Approval iv
Gratefulness.....v
Dedication.....vi
Abstract.....vii
Resume viii
Introduction.....ix
Index x
Graphic and charts index.....xii

CHAPTER I 1

1.1BACKGROUNDS 1

1.2 FUNDAMENTAL CATEGORIES..... 1

1.3 THEORETICAL FOUNDATION 4

1.3.1. EDUCATION..... 4

1.3.1.1 Importance of Education 5

1.3.1.2 Kinds of education 7

1.3.2.1 Kind of paradigms..... 9

1.3.3.1 TEACHING LEARNING PROCESS..... 11

1.3.3.2 Teaching..... 12

1.3.3.3 Learning 13

1.3.3.4 Teaching methods 14

1.3.3.5 Learning styles through the model of multiple intelligences 17

1.3.4.1 TECHNOLOGICAL TOOLS 19

1.3.4.2 Smart board 20

1.3.4.3 Internet 20

1.3.4.4 Data show 20

1.3.4.5 Computer 21

1.3.4.6 Speakers 21

1.3.4.7 Videos 21

1.3.4.8 Technology 21

1.3.4.9 Role of technology in language learning 22

1.3.5 Tools 23

1.3.6.1 STUDENTS' BEHAVIOR 24

1.3.6.2 Influences on student behavior 27

1.3.6.3 Behavioural social factors 27

1.3.6.4 Environmental factors 28

1.3.6.5 Teacher behaviour 28

1.3.6.6 Behavioral triggers 28

CHAPTER II 30

2. ANALYSIS AND COMPARISONS OF THE RESULTS 30

2.1. BRIEF CHARACTERIZATION OF THE TECHNICAL UNIVERSITY OFCOTOPAXI 30

2.2 ANALYSIS AND INTERPRETATION OF THE SURVEY APPLIED TO THE TEACHERS OF THE ENGLISH CAREER AT THE COTOPAXI. TECHNICAL UNIVERSITY 31

2.3 SURVEY APPLIED TO STUDENTS ENGLISH CAREER AT THE COTOPAXI TECHNICAL UNIVERSITY 41

2.4. DATA TAKEN FROM INTERVIEW APPLIED TO A TEACHERS OF ENGLISH AT COTOPAXI TECHNICAL UNIVERSITY 51

2.5. CONCLUSIONS 54

2.6. RECOMMENDATIONS 55

CHAPTER III 56

3 PROPOSAL DESIGN 56

3.1 PROPOSAL ..... **¡Error! Marcador no definido.**

3.2. IMPORTANCE 56

3.3. JUSTIFICATION 57

3.4. OBJECTIVES 58

3.4.1 GENERAL 58

3.4.2. SPECIFIC 58

3.5 PROPOSAL DESCRIPTION 58

In Ecuador the technology, education, behavior rules, the use of implements and correct manipulation are a new branch of education to investigate and implement the various applications of technological information and communication technologies in education, the internet as a learning tool delivering resources to develop specific skills in English.

In Cotopaxi province, the students do not know the different strategies and behaviors rules to use the internet correctly and use that to find information; they do not have the best strategies to learn English, they must know the different strategies to develop their knowledge and behavior when are using the English materials.

The main problem that has this university is not to use the materials correctly as a necessary tool for learning the English language is for this reason that the students have less knowledge in English language, the students do not know how manipulate the technological implements and the materials into the English laboratory.

If the researchers do not investigate this project, in the future they will not develop the English language and proper behavior into the English laboratory in a better way and the researchers will not learn how to manipulate correctly the materials, it is important to take in account the behavior as an essential tool to learn a foreign language.

BEHAVIORAL RULES MANUAL FOR STUDENTS INSIDE THE ENGLISH LABORATORY 59

INTRODUCTION: 60

HOW TO USE THE MANUAL 61

WHY HAVE RULES OF BEHAVIOR IN THE ENGLISH LABORATORY? 61

BEHAVIOR RULES AND STRATEGIES 63

MANIPULATION 77

Sit down correctly 78

The movement 82

The arms 83

The chairs 84

The computer 85

Mouse 86

Keyboard 87

CONCLUSIONS 88

RECOMMENDATIONS 89

BIBLIOGRAPHY 90

CITED: 90

VIRTUAL: 91

ANNEXES 93

APPENDIX 1 94

APPENDIX 2 98

GRAPHICS AND CHARTS INDEX

Graphic Fundamental Categories.....3

Chart and Graphic N°1.....31

Chart and Graphic N° 2.....32

Chart and Graphic N° 3.....33

Chart and Graphic N° 4.....34

Chart and Graphic N° 5.....35

Chart and Graphic N° 6.....36

Chart and Graphic N° 7.....37

Chart and Graphic N° 8.....38

Chart and Graphic N° 9.....39

Chart and Graphic N° 10 40

Chart and Graphic N° 11.....41

Chart and Graphic N° 12 42

Chart and Graphic N° 13.....43

Chart and Graphic N° 14.....44

Chart and Graphic N° 15.....45

Chart and Graphic N° 16.....46

Chart and Graphic N° 17.....47

Chart and Graphic N° 18.....48

Chart and Graphic N° 19……..…..49

Chart and Graphic N° 20……....50

CHAPTER I

1.1 BACKGROUNDS

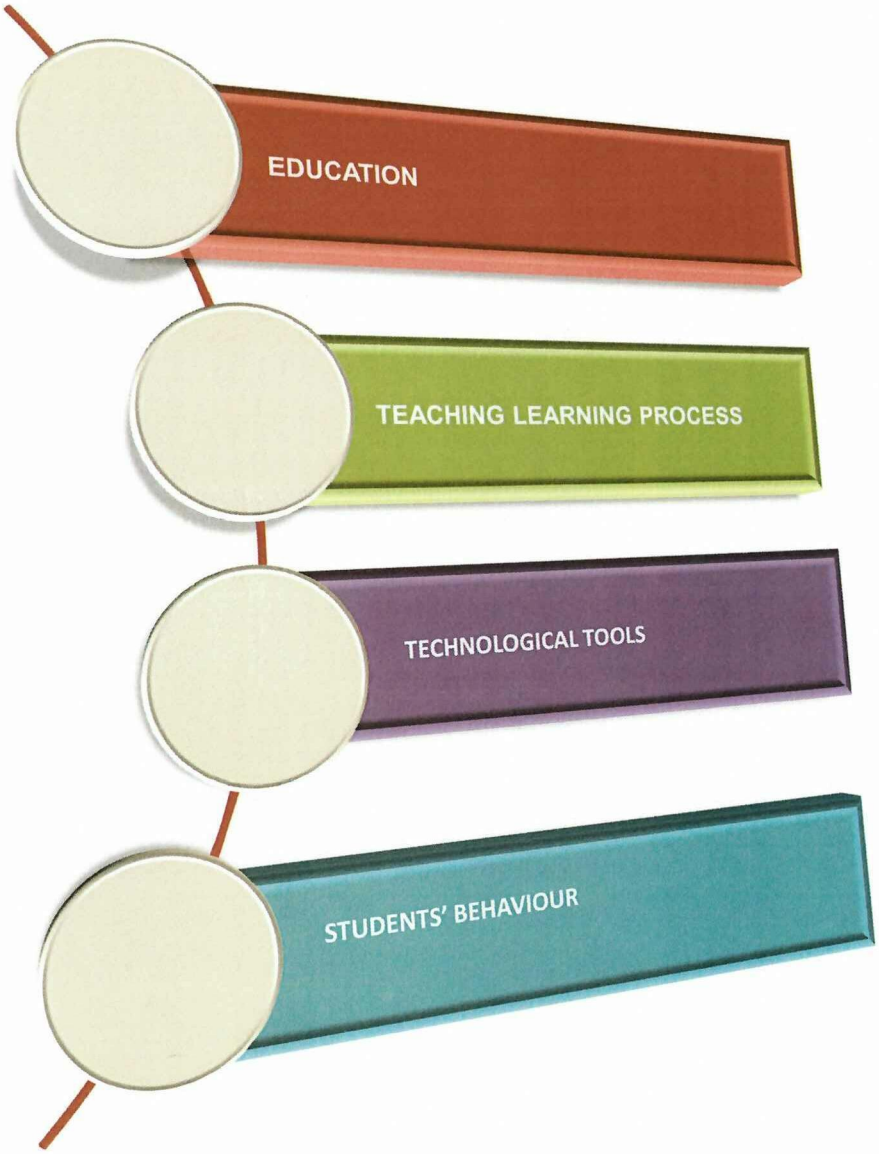
Learning English can be a challenging and daunting task. Fortunately, technological advancements have now made learning the English language much easier and funnier, and convenient. A technological tool that has improved the way people learn English is the Internet. This modern form of communication has opened the world to a whole new way of learning the English language. The vast resources on the Web makes learning English a less intimidating undertaking.

When people embark on the process of learning English, they require a number of learning materials such as text books, videos, and audio tapes. Traditionally, it was difficult to locate all of the appropriate educational materials. It took a lot of time an effort to find the most appropriate learning tools. They are also English language learning sites where you can find every resource needed to learn the language.

These special English languages learning sites are designed, so someone can learn the language online in the comfort of their own home. These sites provide learning material in such areas as pronunciation and vocabulary, fun learning games, quizzes, English books, articles, magazines to read online, behavior rules.

The internet in America Latina specifically in Venezuela and Chile with the purpose of determining the use of the internet in the foreign language learning, some authors have considered the problematic of the use of these technologies and their impact in the classroom.

1.2 FUNDAMENTAL CATEGORIES



1.3 THEORETICAL FOUNDATION

1.3.1. EDUCATION

Education is a big process which involves actions to transfer knowledge or experiences. The education helps people to develop their mind and use the knowledge in a productive way.

According to BERG Don, (2001), "Education is a process of cognitive cartography, mapping our experiences and finding a variety of reliable routes to optimal states when you find yourself in non-optimal states. It is merely the delivery of knowledge, skills and information from teachers to students, is inadequate to capture what is really important about being and becoming educated." (Definition of Education-Founder Services, pág 41)

DEWEY John, (1938). "Education is a profound philosophical exploration of how we transmit knowledge in human society and how we think about accomplishing that vital task".

http://press.uchicago.edu/ucp/books/book/chicago/W/bo12214939.html

According to the researcher' point of view the education is a cognitive process in which human beings learn throughout their lives consciously or unconsciously and knowledge is acquired through events, experiences and individual activities.
It is also an action where people can give or receive new information using their ideas and opinion, helping to improve their abilities in the educational life.

1.3.1.1 Importance of Education

The importance of education is undeniable for every single person. It goes without saying that education has a positive effect on human life. The education plays such a rudimentary role on our society that we cannot even imagine a life without it. It is a determined element for the civilization of human society. Also it is fundamental because this facilitates for maintaining the essence of the culture and customs; this helps people to take good decisions for improving their lives.

Additionally, every child should be given equal opportunities to learn and study because the development of a country depends on the standard of education, the government must do everything in its power to improve it. Although, the educational systems of different countries are not similar but they have to share a common goal which is to provide their citizens with a suitable and proper learning.

School periods:

Primary education

Primary education is the first stage of compulsory education. It is preceded by preschool or nursery education and is followed by secondary education. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics, geography, history and other social sciences.

Typically, primary education is provided in schools, where the child will stay in steadily advancing classes until they complete them and move on to high school/secondary school. Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year. It refers to the first six years of formal education. Primary education may also be referred to as

elementary education and most schools offering these programs are referred to as elementary schools.

Secondary school

It is an educational institution where the second stage of the three schooling periods, known as secondary education and usually compulsory up to a specified age takes place. It follows elementary or primary education, and it is sometimes followed by university (tertiary) education.

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g. university, vocational school) for adults.

Higher education

Higher, post-secondary, tertiary or third level education is the stage of learning that occurs at universities, academies, colleges, seminaries, and institutes of technology. Higher education also includes certain college-level institutions, such as vocational schools, trade schools, and career colleges that award academic degrees or professional certifications.

It is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary

institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

Higher Education features contributions from leading scholars from different countries who tackle the problems of teachers as well as students, and of planners as well as administrators. It presents authoritative overview articles, comparative studies and analyses of specific problems or issues.

While each higher education system has its own distinctive features, common problems and issues are shared internationally by researchers, teachers and institutional leaders. Higher Education offers opportunities for the exchange of research results, experience and insights, and provides a forum for ongoing discussion between experts.

1.3.1.2 Kinds of education

According to KLEINIG,(1985). "There are three kinds of education formal education, non-formal education and informal education".

The educational system is based on the principle of life-long learning with 3 types of education: formal, non-formal, and informal for that reason educational systems and learning processes will be presented in terms of organization formal education and the promotion life-long learning.

Formal Education

Formal education: the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including. In addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training.

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology.

These institutions are administratively, physically and curricularly organized and require from students a minimum classroom attendance. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to take the students to the next learning stage.

Non-formal education

Non-formal learning occurs in any place but highly adaptable way, in institutions, organizations, the workplace and situations outside of the formal or informal; this instruction is not obligatory and structured and is learned outside the context of a formal school. In addition is any organized systematic educational activity carried on outside the framework of the formal school system to provide of knowledge to the adults and children. Adult education comprises of training, advanced training and instructing of persons who have mastered their school obligations and wish to acquire, update, broaden and deepen their knowledge.

It is a process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, the educative influences, the family, neighbors, the jobs and the library. Likewise, education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student, most activities take place outside the institution.

Informal Education

Informal education as used here is the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment - at home, at work, at play; from the example and attitudes of family and friends; from travel, reading newspapers and books; or by listening to the radio or viewing films or television. In addition it is a regular and continues process because it begins since the childhood with experiences that we have every day in all the places like the cinema, workplace, hiking and trips.

This education is directly in humans because it develops spontaneously through family, community and other areas of interaction and every moment of life with their respective cultural and social context. It is a borderless education and this process ends when the person dies. In other words, it means visits to museums, to scientific exhibits, listening to radio broadcasting, watching TV programs on educational or scientific themes, reading texts on sciences, education, technology, journals and magazines.

1.3.2.1 Kind of paradigms

According WATSON John, (2012)." there are three principal paradigms, behavioral paradigm, cognitive paradigm and educational paradigm"

Behavioral paradigm

Behaviorism is a paradigm that has persisted for years, when behaviorism does not fit fully in the new educational paradigms and has been constantly criticized in the learning.A behavioral learning is defined as an observable change in behavior,

internal processes are considered irrelevant because they can't be measurable or directly observable. Learning occurs only when there is a change in behavior.

Behavioral paradigm is a traditional paradigm because human behavior is known as behavioral science. Behaviorism has been regarded as a reliable source explanation learning process and has had a deep influence on the field educational theory, the learning process is perceived in terms about behavior.

Cognitive paradigm

Cognitive theory provides great contributions in the teaching-learning process, as the contribution to accurate knowledge of some essential learning skills such as attention, memory and reasoning. It shows a new vision of human beings, considering it as a body conducting activity based primarily on information processed.

It recognizes the importance of how people organize, filters, codes, categorizes, and evaluates information about these tools; structures or mental models are used to access and interpret reality.

Each individual will have different representations in the world, which depend on their own schemes and their interaction with reality; it will change and become more sophisticated. Learning is the synthesized form and content received by the perceptions, which act as relative and staff in each individual; they are influenced by their backgrounds, attitudes and individual motivations.

Educational paradigm

The teacher's role is to ensure that each session integrates itself with the whole curriculum by providing opportunities for learners to achieve the stated objectives and thus be capable of passing assessments.

Paradigm is used to describe the set of experiences, belief, values that affects individual perceives reality and how responds to the perception. It should be noted, the world is understood by the paradigm; so it is necessary the meaning of paradigm because is the way in which is understood the world. Different theories have been developed to study, understand and predict organizational behavior, which are especially relevant for analyzing the organization of schools.

The new paradigm makes education in learning to strengthen the ones they will take into account the same to help us understanding the importance to develop a comprehensive study within each educational paradigm in the different branches.

Most teachers work regardless of any educational model that allows a good practice.

They use a variety of strategies, techniques, activities, resources, the justification would be sought in the education, but ones feel the need to identify and turn knowledge into action.

1.3.3.1 TEACHING LEARNING PROCESS

Teaching learning process is a cognitive movement into student's activity under teacher's direction toward domain knowledge, activities, habits, rules of behaviors and formation a scientific conception of the world.

BRUNER (1960-1977) says that "Teaching Learning Process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the powerful instrument of education to bring about desired changes in the students."(Pág 26)

The researcher shares the author's opinion about definition of teaching learning process and it expresses that T.L.P is the essential element in the education and it

takes an important role in the student´s education because, they are who understood the information in a better way. Furthermore, in the teaching learning process appear important variables such as the teacher, the learner, the curriculum and others that are organized in a systematic way, to attain some pre-determined goal; additionally, this process aims to the learners and permit to incorporate new knowledge, behaviors, and skills that enrich to the people. Then, for understanding in a better manner about teaching learning process is fundamental to know their definitions.

1.3.3.2 Teaching

The teaching is not giving knowledge or skills to students, it is process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

EDMUNG Arlen, (1984). Mentioned that "Teaching is defined as an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities.is the heart of education".

GASTEABOUR P, (2002). Said "Teaching is a system of actions involving an agent, an end in view, and a situation including two sets of factors those over which the agent has no control class size, size of classroom, physical characteristics of pupil etc. and those that he can modify way of asking questions or ideas gleaned".

According to the researchers' point of view the teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes, assimilating information with a resultant change in behavior, students acquire knowledge depending on their needs; they learn something through different activities such as listening, speaking, reading or writing inside or outside the class. So, students share useful information with others as teacher and they check whether that information is verifiable or not. Moreover, students set knowledge which will use along their live enjoying their knowledge.

1.3.3.3 Learning

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

KERVER Chevez, (1964). Said that "education is a permanent change in behavior through experience, instruction, or study".

http://www learning.com/definition/learning.html#ixzz3hHVBAViG

To RAMSDEN, (1992). "Learning is often defined as a relatively lasting change in behavior that is the result of experience".

http://www learning.com/definition/learning.html#ixzz3hHVBAViG

According to the researchers' point of view the students need to have a pre-established way in order to acquire knowledge in the most suitable way that is why, curriculum is part of the formation of students. And when they are involved in interacting environment, they are able to catch new knowledge that will be practiced later.Learning process contributes that students and teachers socialize a useful language; it is social process allowing a great communication between both characters. Therefore, teaching learning process provokes knowledge of teachers apply teaching strategies. Consequently, the whole process change the students' live when they are learning significant facts to be used in their daily lives.

In addition, teaching-learning process encompasses two powerful aspects teaching learning in the education. Teaching and learning are always together because teaching contributes that students acquire a meaningful knowledge and learning is the result of that process how students apply correctly their knowledge in their daily lives.

1.3.3.4 Teaching methods

The spread of methods and approaches is a contemporary feature of second and foreign language teaching. To some, these aspects are the strength of second language teachers.

The commitment of new classroom practices and design of material and language programs is seen as an attempt to find more effective and more operative ways of teaching languages. At the moment, classroom teachers have got a selection of a wide variety of methodological options to choose from than ever before. This is all done in accordance with the different necessities learners have, the preference of teachers and the educational setting.

Nevertheless, the source of language methods is usually based on diverse interpretations of what language is and how it is learnt. Then, teaching methods try to organize, and analyze the nature and systematic application of them in language teaching. The following is a list of the most common teaching methods.

a) Grammar translation method, as the name suggests the goal of studying a foreign language is that of learning a language so as to read its literature or to understand its intellectual development and mental discipline that is result of foreign language study.

b) The audio-lingual method is mainly centered on the idea that foreign language learning is a process of mechanical habit. Good habits are formed by giving right responses rather than by making mistakes. Grammar is the central component of audiolingualism. It is said by memorizing dialogues and expressing pattern drills the production of mistakes is minimized. So, language is something similar to a verbal

behavior that is actually the automatic production and understanding of utterances. This can be learnt by inducing students to do it. Language skills are acquired more effectively if the content to be learnt in the target language is presented in spoken form, just before it is seen in written form. Thus, oral training is required to provide the basis for the development of other language skills. The audiolingualism is primarily an oral approach, and involves extensive oral instruction combined with accurate and immediate speech. There is a little focus for grammatical explanation.

c) The communicative approach method keeps the idea that a foreign language learner needs to understand and express, rather than explain the core of a language through traditional concepts of grammar and vocabulary. This method relies on the communicative uses of language. The notions are around two categories which are the notional category (concepts like time, sequence, quantity, location, frequency), and the category of communicative function (requests, denials, offers, complains). It makes the communicative competence the goal of language teaching, and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. The communicative method pays a systematic attention to structural and functional aspects of a foreign language.

d) Total physical response is built around the coordination of speech and action. It attempts to teach a language through physical (motor) activity. James Asher, psychologist and developer of this theory, states that if children can learn their mother tongue by primarily following commands, it is possible to recapitalize this process to adult second language learning, so that they can

have the acquisition. Now, the general and main objective of total physical response is to teach oral proficiency at a beginner level. Comprehension is a mean to an end.

e) The silent way method is typically based on the premise where the teacher should be in silence as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. The common use of color charts is fundamental in this method. Learning is produced if the learner discovers or creates rather than remembering or repeating. The silent way method adopts a syllabus with lessons planned around grammatical items and related vocabulary. Its set goal is to give learners near-native fluency, correct pronunciation and mastery on the prosodic elements of language.

f) The natural approach was proposed in 1977 by Tracy Terrell, a teacher of Spanish in California. It is based on the use of language in communicative situations without choice to the native language, without a reference to grammatical analysis or to any particular theory of grammar. Communication is seen as the main function of language. The natural approach is designed to help beginners become intermediate. What is expected is that learners should be able to develop personal communication skills such as listening, and writing. Then, the communicative goals are those being expressed in terms of situations, functions and topics. The natural approach is part of a series of language teaching methods based on observation and interpretation of how learners acquire both first and second language in non-formal settings.

g) Suggestopedia is a teaching method developed by a Bulgarian psychiatrist educator; suggestopedia is a handful of recommendations delivered from suggestology. The most notable characteristics of suggestopedia are the decoration, furniture and arrangement of the classroom, the use of music and the authoritative behavior of the teacher.

1.3.3.5 Learning styles through the model of multiple intelligences

Every human being is able to know the world in seven different ways. According to the theory of multiple intelligences, people distinguish the world through language, mathematical analysis, spatial representation, musical thinking, kinesthetic actions, and understanding of other individuals and the individual himself. Most of individuals make a difference following the intensity of the aspects mentioned recently. Gardner suggested the existence of seven basic intelligences at most. Each intelligence has to do with the capacity to solve problems and create products in an environment representing a context of natural activity.

a) Linguistic intelligence is the capacity to use words both in oral and written way effectively. This includes the ability to manipulate syntax or meanings in a language or even the application of a language to remember, inform or speak about varied information.

b) Logical intelligence is the mental capacity to use numbers and apply reasoning in an effective way. It establishes the context of accuracy at any affirmation and proposal involving implications of cause and effect. The various processes include categorization, classification, inference, generalization, calculus and hypothesis.

c) Kinesthetic intelligence is the ability to use the body and the muscles to express ideas and emotions. An example might be an actor or an athlete. It also includes the ability to create of artisans, sculptors, surgeons etc. Coordination, balance, strength, flexibility, speed and other characteristics are part of the kinesthetic intelligence.

d) Spatial intelligence is the natural capacity to perceive the visual and spatial world and generate changes and transformations on those perceptions, for example a graphic designer, architect, artist or inventor. It includes a clear perceptive ability to colors, shapes, space, and existing relations between elements around the world. People having this intelligence visualize and represent ideas in a graphic way.

e) Musical intelligence is an innate characteristic of a person who can perceive, discriminate, transform, and express musical forms including rhythm, tone, melody of a musical piece. Typical examples of this are composers, musicians, and artists.

f) Interpersonal intelligence has to do with the capacity to perceive and make distinctions among the emotional states, intentions and motivations of other people. It includes the distinction of gestures, voice and facial expressions. An example is to influence people to do any kind of activity.

g) Intrapersonal intelligence is a concept of self-knowledge and the adaptation of the way someone acts in front of other people. This involves to be enough aware of self- strength and limitation to get control over intentions, motivation, temperament, and will. It is often related to self-esteem.

1.3.4.1 TECHNOLOGICAL TOOLS

Technological tools are used to enhance the educational experience by linking the classroom to just about anywhere and anything. It commonly incorporates the use of computers or computer based applications or programs, but can also include video, podcast, and teleconferencing. The options are virtually limitless.

TEILOR Pateer, (2010). "Technological Tools are defined tools to support learning into the class."

TRAVIS Alison, (2011). "Technological Tools are defined as the integration or implementation of technological tools into educational setting with a view to facilitating learning into the classroom".

According to the researchers' point of view the technological tools can support learning and development when they are used appropriately into the classroom, applying the same basic criteria as would be used in designing others activities. Technology tools such as cameras, word processors, and multimedia software make it possible for students to tell their stories using written words, images, sounds and motion. Communication tools such as the internet, e- mail, and videoconferencing allow them to communicate their ideas to an audience as specific as a partner or as broad as the entire world.

Teachers who are knowledgeable about both the capabilities of technology tools and child development can guide the learning of students in a way that can be stimulating and extremely affective, facilitating learning into the classroom.

Technological tools more used for the students are: smart board, internet, data show, computer, speakers, and videos.

1.3.4.2 Smart board

It is a brand name of a line of technology products aimed at the education market. The primary products are focused around computer whiteboard interactive teaching devices. Smart Capture devices also allow users to capture all of the ink strokes that are written on the whiteboard. When used in conjunction with a video projector it turns the ordinary whiteboard surface into a fully interactive whiteboard. So we make teaching easier and more rewarding, while making learning more interesting.

1.3.4.3 Internet

The internet has enabled entirely new forms of social interaction, activities, and organizing, thanks to its basic features such as widespread usability and access it is a public, cooperative and accessible to hundreds of millions of people around the world.

1.3.4.4 Data show

It is a type of video projector for displaying video, images or computer data on a screen or other flat surface. It is a modern equivalent of the slide projector.

1.3.4.5 Computer

A computer is a device that accepts information (in the form of digitalized data) and manipulates it for some result based on a program or sequence of instructions on how the data is to be processed.

1.3.4.6 Speakers

Speakers are one of the most common output devices used with computer systems. Some speakers are designed to work specifically with computers, while others can be hooked up to any type of sound system. Regardless of their design, the purpose of speakers is to produce audio output that can be heard by the listener.

1.3.4.7 Videos

The video transmits a signal to a screen and processes the order in which the screen captures should be shown. Videos usually have audio components that correspond with the pictures being shown on the screen.

1.3.4.8 Technology

Technology is the making, modification, usage and knowledge of tools, machines, techniques, crafts, systems, methods of organization , in order to solve a problem, improve a preexisting solutions a problem, achieve a goal, handle an applied input output relation or perform a specific function.

STEPHEN V, (1986). Mentioned that "The technology is science or knowledge put into practical use to solve problems or invent useful tools".

To MARTIN Scoth, (1999). "Technology is defined as a tool to support and enhance classroom-based language instruction".

According to the researchers' point of view the technology emphasizes communication skills and approaches to teaching and learning through useful tools into the classroom. Scholars in the educative field examine the uses of different technologies which help them to improve their learning by institutional support and conform. As in all forms of applied technology, the field studies how theoretical knowledge and scientific principles can be applied to problems that arise in a social context. Educational technology seeks new and effective ways of organizing the teaching and learning process through the best possible application of technological developments. These activities rely upon a body of knowledge, rather than routine tasks or isolated technical skills.

1.3.4.9 Role of technology in language learning

It is rare to find a language class that does not use some form of technology. In recent years, technology has been used to both assist and enhance language learning. Teachers at K-16 levels have incorporated various forms of technology to support their teaching, engage students in the learning process, provide authentic examples of the target culture, and connect their classrooms in the U.S. to classrooms in other countries where the target language is spoken.

Distance learning programs can enable language educators to expand language-learning opportunities to all students, regardless of where they live, the human and material resources available to them, or their language background and needs. In sum, technology continues to grow in importance as a tool to assist teachers of foreign languages in facilitating and mediating language learning for their students.

While technology can play an important role in supporting and enhancing language learning, the effectiveness of any technological tool depends on the knowledge and expertise of the qualified language teacher who manages and facilitates the language learning environment. In some cases, however, school and university administrators have permitted technology to drive the language curriculum and have even used it to replace certified language teachers. Language technology companies have made unsubstantiated claims about their products' abilities to help students learn languages, thus confusing administrators into thinking that these technologies can be an effective cost-cutting measure. There is currently no definitive research to indicate that students will acquire a second language effectively through technology without interaction with and guidance from a qualified language teacher.

Technology is a body of knowledge devoted to creating tools, processing actions and extracting of materials. The term 'Technology" is wide and everyone has their own way of understanding the meaning of technology. We use technology to accomplish various tasks in our daily lives, in brief; we can describe technology as products, processes or organizations. We use technology to extend our abilities, and that makes people as the most important part of any technological system.

1.3.5 Tools

An item or implement used for a specific purpose. A tool can be a physical object such as mechanical tools including saws and hammers or a technical object such as a web authoring tool or software program. Furthermore, a concept can also be considered a tool.

MARLY Jhoann, (1998). Argued that "a tool is defined as a help that teacher and students use to develop their teaching learning process".

WEBSTER Carl, (2004). Mentioned that "a tool is any physical item that can be used to achieve a goal".

According to the researchers' point of view a tool is a resource that the teacher and students use for develop their skills in the teaching learning process, all language learning opportunities whether provided through technology or in a traditional classroom setting, should be based and help develop the skills of the students, facilitated by a qualified language teacher.

1.3.6.1 STUDENTS' BEHAVIOR

Student´s behavior is the range of actions and mannerisms made by individuals; it is the response of the system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert and voluntary or involuntary.

DUARTE Patrick, (2012). Mentioned that student´s behavior is "a response of an individual or group to an action, environment, person, or stimulus".

ANTE Steves, (2012). Said "student's behavior includes all patterns of behavior attributable to the human species as a whole and of individual people".

According to the researchers' point of view, student's behavior is influenced by stimulus, factors such genetics, social norms and attitude. The behavior is impacted by certain traits each individual has. The traits vary from person to person and can produce different actions or behavior from each person. Social norms also impact

behavior. Due to the inherently conformist nature of human society in general, humans are pressured into following certain rules and displaying certain behaviors in society, which conditions the way people behave. Different behaviors are deemed to be either acceptable or unacceptable in different societies and cultures. It shapes the way a person thinks and this in turn results in different human behaviors. Attitude can be defined as the degree to which the person has a favorable or unfavorable evaluation of the behavior .One's attitude is essentially a reflection of the behavior he or she will portray in specific situations. Thus, the student´s behavior is greatly influenced by the attitudes we use on a daily basis.

Cognitive Psychology

Cognitive psychology focuses on the way humans process information, looking at how we treat information that comes into the person what behaviorists would call stimuli, and how this treatment leads to responses. In other words, they are interested in the variables that mediate between stimulus input and response output. Cognitive psychologists study internal processes including perception, attention, language, memory and thinking

Affective psychology

It is a key part of the process of an organism's interaction with stimuli. The word also refers sometimes to affect display, which is a facial, vocal, or gestural behavior that serves as an indicator of affect.

The affective domain represents one of the three divisions described in modern psychology: the cognitive, the conative, and the affective. Classically, these divisions have also been referred to as the "ABC of psychology", in that case using the terms

"affect", "behavior" and "cognition". In certain views, the cognitive may be considered as a part of the affective, or the affective as a part of the cognitive.

Behavioral psychology

Behavioral Psychology aims to understand our actions by analyzing the way that we outwardly behave. maintains that behavior is both conditioned and determined by its own outcomes or consequences rewards and punishments; human behavior can be understood by investigating animal behavior; only the observable and measurable aspects of a behavior are worth investigating; repetition alone brings mastery which is the same as understanding; knowledge is something given by an instructor and taken acquired by a learner; an instructor should focus on changing the learner's behavior and not his or her thinking patterns; and mind and thus not exist as far as scientific investigation is concerned.

Examples of challenging behavior:

- Withdrawn behaviors such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping.
- Disruptive behaviors such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions.
- Violent or unsafe behaviors such as head banging, kicking, biting, punching, fighting, running away, smashing equipment or furniture fixtures.

1.3.6.2 Influences on student behavior

There are many potential influences on student behavior, and many factors that can lead to behavior that is challenging for schools to deal with.

These include:

- Biophysical factors, such as medical conditions or disabilities, students into the English class is necessary to maintain a social relation and don't discriminate to the people.
- Psychological factors, including emotional trauma or lack of social skills, students into the English class it is necessary relax and maintain the control all the time and developing the skills with the help of the teacher.
- In many cases, there is no single cause of challenging behaviour, but it is the result of several factors operating in combination.

1.3.6.3 Behavioural social factors

Where a student's problem behaviour has been learned through reinforcement, consequences or adaptation to social practices. For example, a student with a learning difficulty repeatedly misbehaves knowing that will be removed from the class and this will avoid learning difficulty being exposed.

Historical community factors, including for students whose family members had difficult, sometimes traumatic, experiences of school and government agenciecultural factors, for example: community 'Sorry Business' student group dynamics, such as bullying and teasing, cliques or student apathy or hostility.

1.3.6.4 Environmental factors

For example the level of classroom noise or classroom seating arrangement classroom organization issues, such as inconsistent routines, inadequate materials or obliviousness to cultural differences.

1.3.6.5 Teacher behaviour

For example boring or disorganized lessons, over-reaction to behaviour or over-reliance on punishment.

In many cases, there is no single "cause" of challenging behaviour, but it is the result of several factors operating in combination.

1.3.6.6 Behavioral triggers

When seeking to understand challenging behaviour, it is important to understand the role of behavioural triggers.

Triggers are actions or events that play a role in prompting particular behaviours. Triggers can be used deliberately by teachers to elicit correct student behaviour. For example, if a teacher wants students to listen, he or she will generally call for their attention (sometimes using a signal) and wait for them to be quiet, thereby triggering the desired attentive behaviour.

Sometimes actions or events in the classroom may be a trigger for some students to exhibit challenging behaviour. For instance, a teacher's instruction to students such as "put your books away and take out a piece of paper so we can start writing" might act

as a trigger for a student with learning difficulties, who may exhibit challenging behaviour in order to avoid completing the work, which could potentially reveal that they are struggling.

Whether or not a specific action or event is a trigger for challenging behaviour will depend on the individual student and the environment or setting in which it takes place. The instruction above might produce very different behaviour if it is shouted in a large, noisy classroom rather than made in calm voice to a small, attentive and quiet group of students.

A crucial element of any response to a student's challenging behaviours is identifying the triggers for that specific student. When triggers are identified, teachers and other school staff are then able to more easily avoid these and also can start to develop and use other triggers to elicit positive behaviour.

CHAPTER II

2. ANALYSIS AND COMPARISONS OF THE RESULTS

2.1. BRIEF CHARACTERIZATION OF THE TECHNICAL UNIVERSITY OF COTOPAXI

The Cotopaxi province, before the creation of the Technical University of Cotopaxi had a serious problem about students who were graduating from secondary and they went to other provinces, to access an academic education, this issue carried that the province had a deficit of professionals.

This problem was observed by the parties, unions and progressive sectors of the province, Feasibility studies conducted by the Technical University of the North decided to start with three careers, Agro-Industrial Engineering, Bachelor of Artistic Crafts and the Educational degree in Accounting. On January 21st, 1992 signed an agreement with Luis Fernando Ruiz high school, for the loan facility, finally on February 17th, starts the academic year with 398 students and with 20 professionals who made up the teaching staff and 6 administrative people.

So, thanks to the collaboration of San Felipe neighborhood, Latacunga city municipality delivered a public deed the facility that was designated to be the center of social rehabilitation in the province, but with the efforts of people that facility was delivered to the Cotopaxi Technical University.

2.2 ANALYSIS AND INTERPRETATION OF THE SURVEY APPLIED TO THE TEACHERS OF THE ENGLISH CAREER AT THE COTOPAXI. TECHNICAL UNIVERSITY

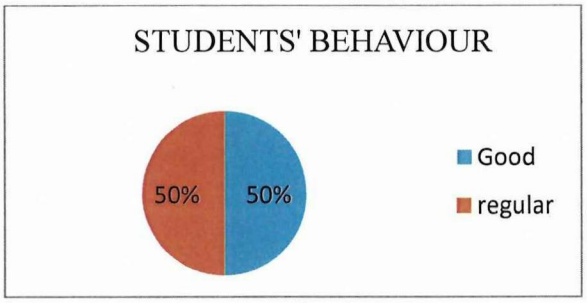
Question N° 1. Which is the students' behavior into the English laboratory?

CHART 1

OPTIONS	F	%
Excellent	0	0
Good	3	50
Regular	3	50
Bad	0	0
TOTAL	**6**	**100**

Source: Teachers at English Career
Elaborated: Researchers

GRAPHIC 1



Source: Teachers at English Career
Elaborated: Researchers

The first question shows that 3 teachers who represent 50% said that the students' behavior is good but 3 teachers who represent 50 % said regular.

Consequently, the behavior is a factor which influence in the teaching learning process for that reason is necessary to set up complementary rules to keep the students under control as well as the equipment to be in good operating conditions.

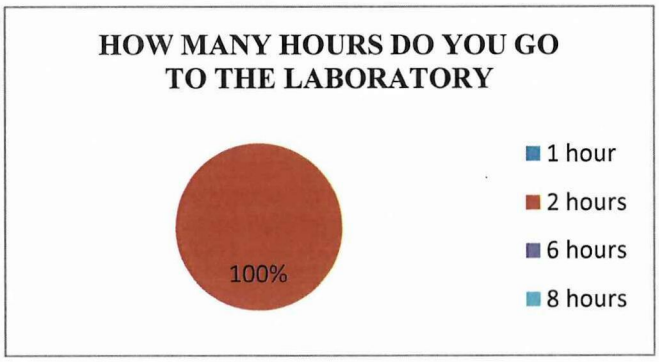
Question N° 2. How many hours do you go to the laboratory in a week with your students?

CHART 2

OPTIONS	f	%
1 hour	0	0
2 hours	6	100
4 hours	0	0
6 hours	0	0
8 hours	0	0
More	0	0
Never	0	0
TOTAL	**6**	**100**

Source: Teachers at English Career
Elaborated: Researchers

GRAPHIC 2



Source: Teachers at English Career
Elaborated: Researchers

As the survey data suggests, there are 6 teachers who represent 100% said: they go two and six hours, seven hours it's much time into the English laboratory in a week with their students.

According to the results, it is an indicator that the teachers go to the English lab frequently and they use all the instruments and equipment into there, for that reason is necessary to know the correct use of each one for their durability.

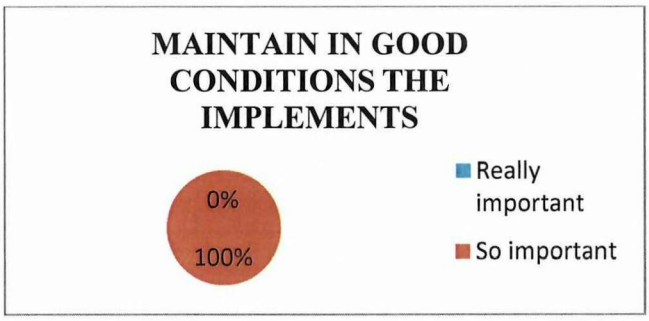
Question N° 3. How important is to maintain in good conditions the implements of the English Laboratory?

CHART 3

OPTIONS	f	%
Really important	6	100
Important	0	0
Not so important	0	0
Not important at all	0	0
TOTAL	**6**	**100**

Source: Teachers at English Career
Elaborated: Researchers

GRAPHIC 3



Source: Teachers at English Career
Elaborated: Researchers

The graph shows, 6 teachers that represent the 100%, considered that it is really important to maintain in good conditions the implements into the English Laboratory.

With the results obtained, the maintenance of the English Laboratory is crucial because it has equipment with instruments necessaries for the development of each skill.

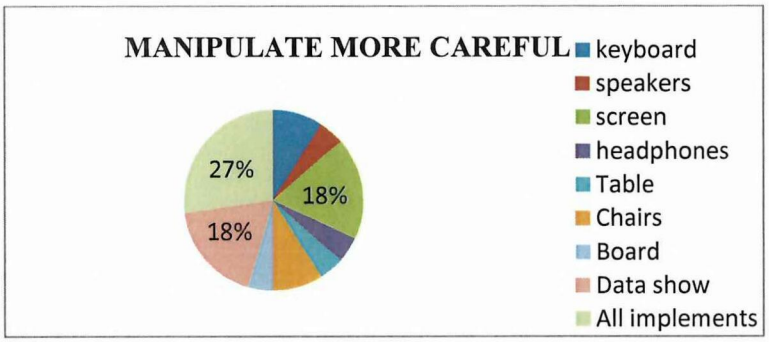
Question N° 4. Which technological implements and materials do you consider more necessary that students manipulate carefully when they be using them?

CHART 4

OPTIONS	f	%
Keyboard	2	9
Speakers	1	4
Screen	4	18
Headphones	1	5
Table	1	5
Chairs	2	9
Board	1	5
Data show	4	18
All implements	6	100

Source: Teachers at English Career
Elaborated: Researchers

GRAPHIC 4



Source: Teachers at English Career
Elaborated: Researchers

As detailed in graph, 6 teachers that represent 100% considered that all technological implements and materials must be manipulated carefully.

According to those, all the implements should use with precautions because these are delicate and expensive, for that reason the students have to take a count the indication before their manipulation

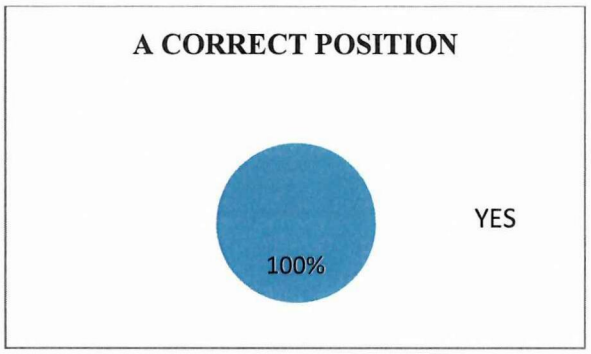
Question N° 5. Do you know how to maintain a correct position when you sit down using the implements?

CHART 5

OPTIONS	f	%
Yes	6	100
No	0	0

Source: Teachers at English Career
Elaborated: Researchers

GRAPHIC 5



Source: Teachers at English Career
Elaborated: Researchers

According to the survey and collected data, 6 teachers that represent 100%, said that they know how to maintain a correct position when they are sitting down using the implements.

Those results show that the teachers know how to sit down for using the implements, this is important because it help to prevent problems in the students' heath.

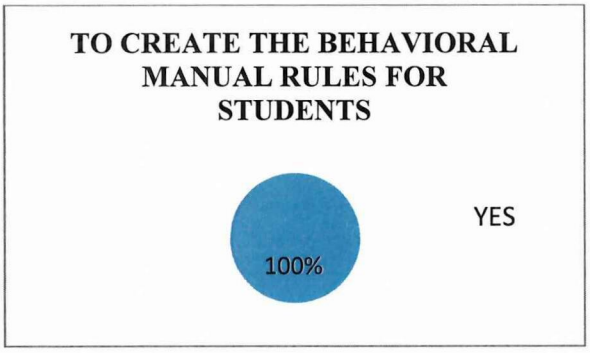
Question N° 6. Do you believe that is necessary to create the behavioral manual for students in order to maintain in good conditions the implements?

CHART 6

OPTIONS	F	%
Yes	6	100
No	0	0

Source: Teachers at English Career
Elaborated: Researchers

GRAPHIC 6



Source: Teachers at English Career
Elaborated: Researchers

This question shows that 6 teachers who correspond to 100% are agree to the creation of a behavioral manual for students in order to maintain the implements in good conditions.

Teachers said that is important to create a manual that permits to the student to understand the correct use of the different implements and maintain a good behavior into the English laboratory while the classes are performed because the students' behavior has a direct relationship in the durability of instruments.

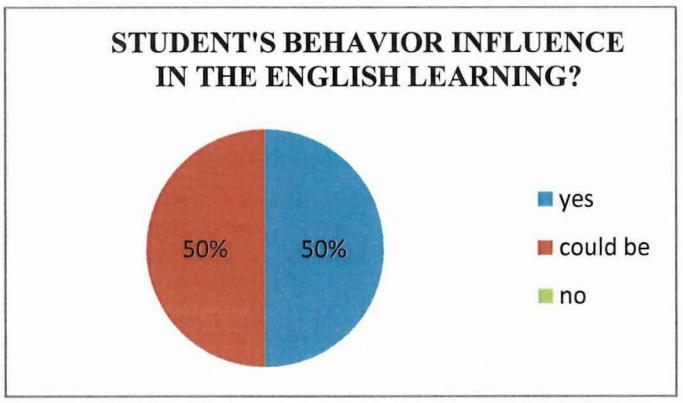
Question N° 7. Do you consider that your students' behavior influence in the English Learning?

CHART 7

OPTIONS	F	%
Yes	3	50
Could be	3	50
No	0	0
TOTAL	**6**	**100**

Source: Teachers at English Career
Elaborated: Researchers

GRAPHIC 7



Source: Teachers at English Career
Elaborated: Researchers

In this question show that 3 teachers that represent the 50% said yes, but 3 teachers that represent 50% mentions that student's behavior could influence in the English learning.

The teachers said that the behavior could influence into the laboratory because if they know from the beginning respect the rules and touch carefully all the things, the work environment should be excellent and they long more time.

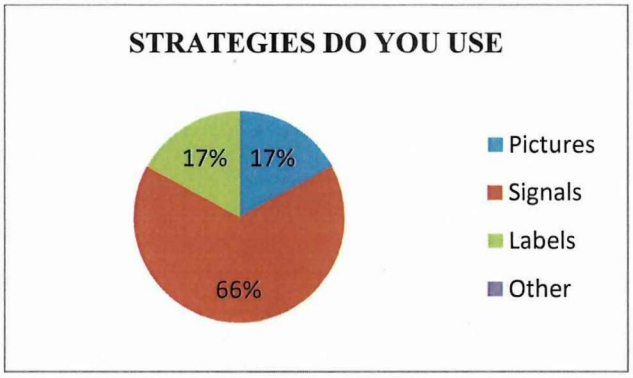
Question N° 8. What strategies do you use in order to maintain students informed about the adequate behavior in the English laboratory?

CHART 8

OPTIONS	F	%
Pictures	1	17
Signals	4	66
Labels	1	17
Other	0	0
TOTAL	**6**	**100**

Source: Teachers at English Career
Elaborated: Researchers

GRAPHIC 8



Source: Teachers at English Career
Elaborated: Researchers

According to the results, 4 teachers who represent 66% said that the strategy used in order to inform students about the behavior in their English class is through signals, 2 teachers with the same percentage 17% mention that their strategies are pictures and labels.

Interpreting these results, the most of the teachers said that the better strategy used in order to elicit a proper behavior in their English class are the signals, for that reason it is necessary a manual which promotes an adequate behavior into the laboratory.

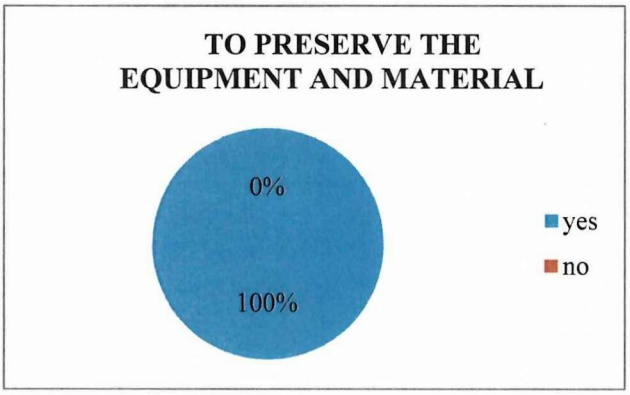
Question N° 9. Do you think that it is necessary to create a manual with behavioral rules?

CHART 9

OPTIONS	f	%
Yes	6	100
No	0	0
TOTAL	**6**	**100**

Source: Teachers at English Career
Elaborated: Researchers

GRAPHIC 9



Source: Teachers at English Career
Elaborated: Researchers

According to the ninth question, 6 teachers who represent 100% said that it is necessary to create a manual with behavioral rules which will be used into the Interactive English Laboratory.

Teachers conclude that elaborating a manual with behavioral rules is necessary to guide to the students to maintain in good conditions all the implements and an excellent attitude into the Laboratory.

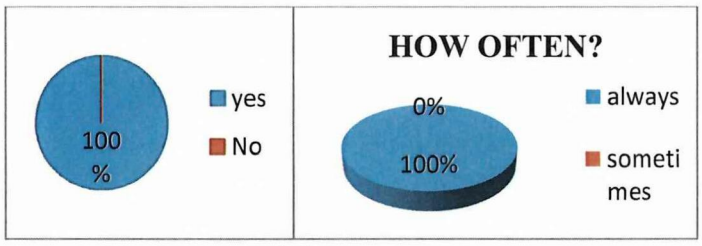
Question N° 10. Would you like to use a behavioral manual in the interactive English laboratory as a complementary tool to keep the equipment in good operating conditions?

CHART 10

OPTIONS	F	%
Yes	6	100
No	0	0
Total	6	100
If yes, how often?		
Always	6	100
Sometimes	0	0
Never	0	0
TOTAL	**6**	**100**

Source: Teachers at English Career
Elaborated: Researchers

GRAPHIC 10



Source: Teachers at English Career
Elaborated: Researchers

Here, in the tenth question, 6 teachers that represent 100% said yes, that they would always like to use a behavioral manual in the interactive English laboratory.

So, teachers would like to use a behavioral manual in the interactive English laboratory for maintaining the implements and equipment in excellent conditions permitting the durability and correct use.

.

2.3 SURVEY APPLIED TO STUDENTS AT ENGLISH CAREER IN THE COTOPAXI TECHNICAL UNIVERSITY

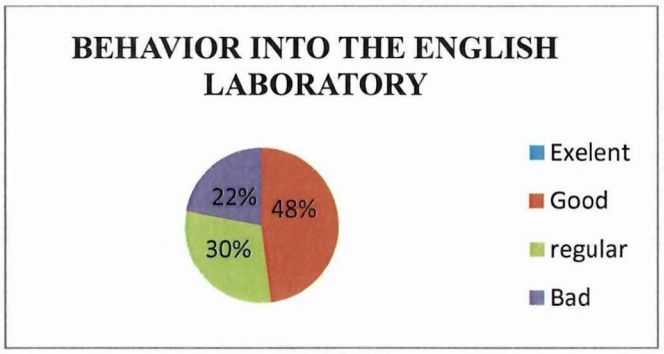
Question N° 1. How is your behavior into the English laboratory?

CHART 11

OPTIONS	F	%
Excellent	0	0
Good	48	48
Regular	30	30
Bad	22	22
TOTAL	**100**	**100**

Source: Students at English Career
Elaborated: Researchers

GRAPHIC 11



Source: Students at English Career
Elaborated: Researchers

According to this question, 48 students with a 48% said that their behavior is good, 30 students representing a 30% said regular and 22 students who are the 22% consider that their behavior is bad.

According to this information, most of the students only have a good behavior into the English and they do not know a proper way to be in this place and for that reason the implementation of the manual is essential for the maintenance of the equipment.

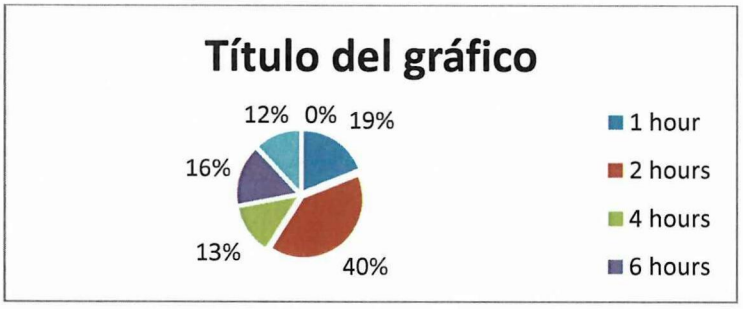
Question N° 2. How many hours do you go to the English laboratory in a week with your teacher?

CHART 12

OPTIONS	F	%
1 hour	19	19
2 hours	40	40
4 hours	13	13
6 hours	16	16
8 hours	12	12
More	0	0
TOTAL	**100**	**100**

Source: Students at English Career
Elaborated: Researchers

GRAPHIC 12



Source: Students at English Career
Elaborated: Researchers

The second question shows that 40 students with 40% said that they go to laboratory two hours in the week, 19 students with 19% said one hour, 16 students with 16% mentioned 6 hour, 13 students with a 13% said 4 hours and 12 students with a 12% mentioned that they go to the laboratory 8 hours in the week.

Therefore, they go to the English laboratory is a fundamental strategy which can develop the students´ skill by practicing their knowledge. It is an indicator that the students need to know the correct use of the instruments to prevent problem when they manipulate them.

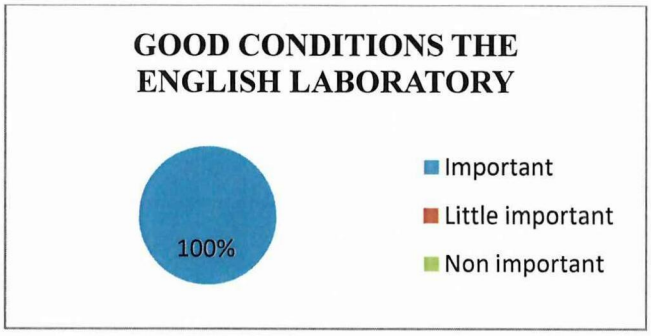
Question N° 3. How important is for you maintain in good conditions the English Laboratory?

CHART 13

OPTIONS	F	%
Really important	100	100
Important	0	0
Not important	0	0
TOTAL	**100**	**100**

Source: Students at English Career
Elaborated: Researchers

GRAPHIC 13



Source: Students at English Career
Elaborated: Researchers

In this question, 100 students corresponding to the 100% considered that it is really important to have an English Laboratory in good conditions.

Concerning this question, students agree about the importance of possessing a laboratory with different implements in good conditions and they should contribute in the care of the laboratory.

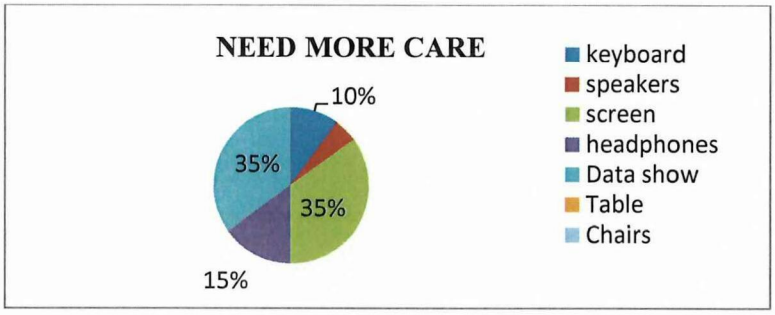
Question N° 4. Which implements do you consider that need more careful when are you using them?

CHART 14

OPTIONS	f	%
Keyboard	10	10
Speakers	5	5
Screen	35	35
Headphones	15	15
Table	0	0
Chairs	0	0
Board	0	0
Data show	35	35

Source: Students at English Career
Elaborated: Researchers

GRAPHIC 14



Source: Students at English Career
Elaborated: Researchers

According to the survey, 35 students that represent 35 % consider that the Data show and screen are implements that need more care in an interactive laboratory, headphones with 15% need less care than data show and screen, and keyboard needs care in a 10%.

According to the results, students believe that all implements into the laboratory require an adequate usage which is up to the level of care that each one has and for that reason they should have a manual that indicate their appropriate use.

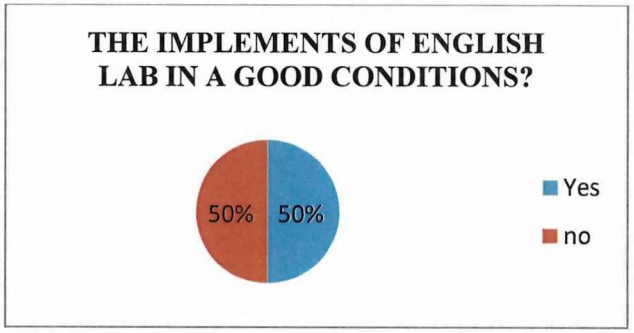
Question N° 5. Do you know how to maintain the implements of English labo ratory in good conditions?

CHART 15

OPTIONS	f	%
Yes	50	50
no	50	50

Source: Students at English Career
Elaborated: Researchers

GRAPHIC 15



Source: Students at English Career
Elaborated: Researchers

In the question fifth, 50 students that represent 50% said that they know how to maintain the implements of English laboratory in good conditions but 50 students with 50% do not know it.

Based on the answers, the students should be trained about the care which each implement or instrument needs and the teacher should explain the importance to maintain them in good conditions.

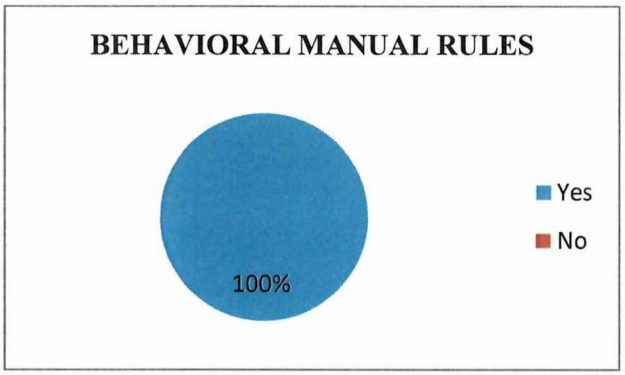
Question N° 6. Do you believe that is necessary to create the behavioral manual to maintain in good conditions the implements?

CHART 16

OPTIONS	F	%
Yes	100	100
No	0	0

Source: Students at English Career
Elaborated: Researchers

GRAPHIC 16



Source: Students at English Career
Elaborated: Researchers

This question shows that 100 students that represent 100% consider that it is necessary to create the behavioral manual of rules for students in order to maintain in good conditions the implements in the laboratory.

So, students said that is important create a behavior manual rule because it helps to students take care about things that they are using.

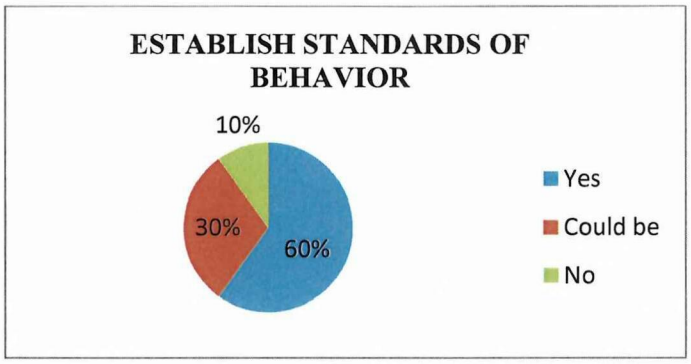
Question N° 7. Do you consider that is necessary establish standards of behavior into the English laboratory?

CHART 17

OPTIONS	f	%
Yes	60	60
Could be	30	30
No	10	10
TOTAL	**100**	**100**

Source: Students at English Career
Elaborated: Researchers

GRAPHIC 17



Source: Students at English Career
Elaborated: Researchers

This question shows that 60 students that represent 60% consider that is necessary establish standards of behavior into the English laboratory, 30 students that represent the 30% said could be, and 10 students with 10% do not consider that is necessary establish standards of behavior into the English laboratory.

Students said that is necessary to establish standards of behavior into the English laboratory for having in good conditions its implements.

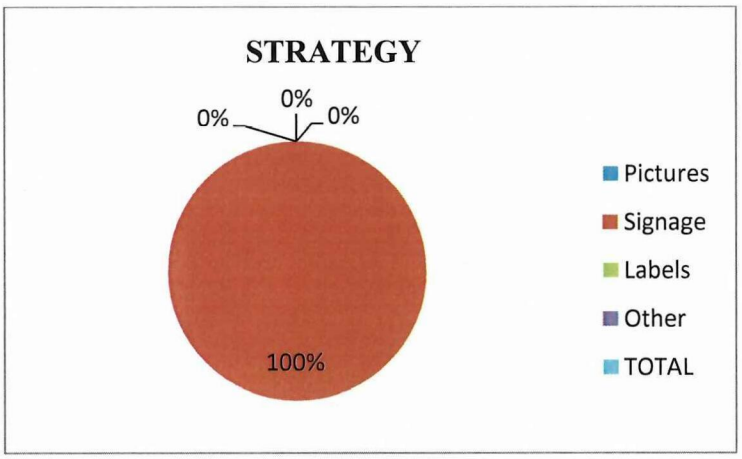
Question N° 8. What strategies do you use in order to perform an adequate behavior in the English laboratory?

CHART 18

OPTIONS	F	%
Pictures	0	0
Signage	100	100
Labels	0	0
Other	0	0
TOTAL	**100**	**100**

Source: Students at English Career
Elaborated: Researchers

GRAPHIC 18



Source: Students at English Career
Elaborated: Researchers

According to the results 100 students with 100% said that the signage should be used in order to show the rules in to the English laboratory.

All students said that believe that the signages are a good resource for maintain a good behavior, helping to student in the teaching learning process

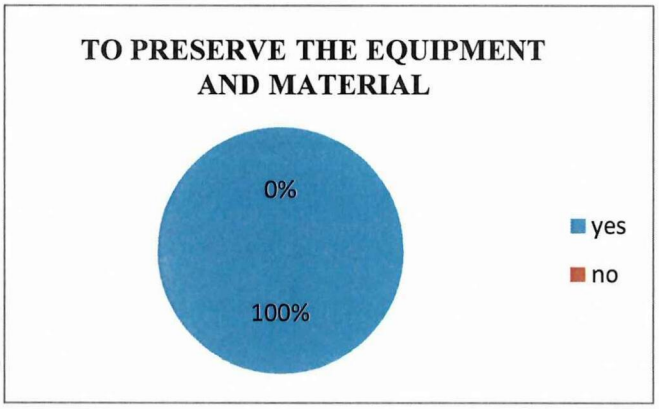
Question N° 9. Do you think that it is necessary to create a manual with behavioral rules which will be used into the interactive English laboratory in order to preserve the equipment and material?

CHART 19

OPTIONS	f	%
Yes	100	100
No	0	0
TOTAL	**100**	**100**

Source: Students at English Career
Elaborated: Researchers

GRAPHIC 19



Source: Students at English Career
Elaborated: Researchers

To this question, the total of students that represent 100% said that it is necessary to create a manual with behavioral rules which will be used into the Interactive English Laboratory in order to preserve the equipment and material.

Concerning to this question, English students said that it is necessary the creation of a manual with behavioral rules because it helps to preserve the equipment and material.

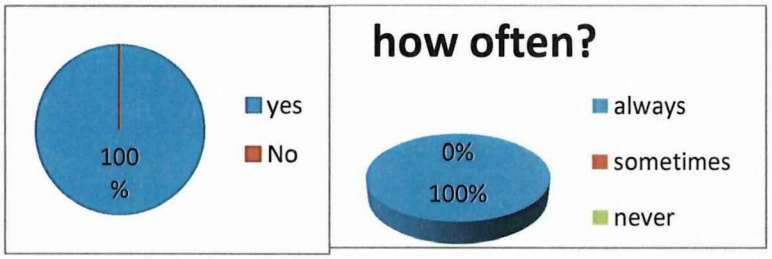
Question N° 10. Would you like to use a behavioral manual in the interactive English laboratory as a complementary tool to keep the equipment in good operating conditions?

CHART 20

OPTIONS	F	%
Yes	100	100%
No	0	0%
Total	100	100%
If yes, how often?		
Always	100	100%
Sometimes	0	0%
Never	0	0%
Total	100	100%

Source: Students at English Career
Elaborated: Researchers

GRAPHIC 20



Source: Students at English Career
Elaborated: Researchers

In the tenth questions, 100 students that represent 100% said that they would like to use a behavioral manual to keep the equipment in good operating conditions into interactive English laboratory.

As a result of this question, the students would like to use a behavioral manual for maintain in good conditions the implements in the English laboratory, so the durability of the materials would be prolonged.

2.4. DATA TAKEN FROM INTERVIEW APPLIED TO A TEACHERS OF ENGLISH AT COTOPAXI TECHNICAL UNIVERSITY

Objective: To gather information about the correct use of implements, manipulation, behaviors rules, for maintain in a good conditions the material into the English laboratory in the Cotopaxi Technical University.

INTERVIEW APPLIED TO A TEACHER OF ENGLISH AT COTOPAXI TECHNICAL UNIVERSITY

Question N°1. Which is the students' behavior into the English laboratory?

The teachers mentions, the behavior is a factor which influence in the teaching learning process for that reason is necessary to set up complementary rules to keep the students under control as well as the equipment to be in good operating conditions

Question N° 2. How many hours do you go to the laboratory in a week with your students?

The interviewee mentions, the most of teachers are going to the laboratory six hours per week, which is an indicator of the permanent use given to the materials in the laboratory

Question N° 3. How important is to maintain in good conditions the implements of the English Laboratory?

Teachers expresses, the maintenance of the English Laboratory is crucial because it is a useful resource to develop and complete the acquisition of skills

Question N° 4. Which technological implements and materials do you consider more necessary that students manipulate carefully when they be using them?

Teachers mention, that it is quite important to teach students how to manipulate all the technological materials in the laboratory so, it will help to have in good conditions.

Question N° 5. Do you know how to maintain a correct position when you sit down using the implements?

Teachers are agreeing they know how to maintain a correct position while using the implements in the English laboratory.

Question N° 6. Do you believe that is necessary to create the behavioral manual for students in order to maintain in good conditions the implements?

Teachers said that is important to create a manual that permits to the student to understand the correct use of the different implements and maintain a good behavior into the English laboratory while the classes are performed.

Question N° 7. Do you consider that your students' behavior influence in the English Learning?

The teachers said that the behavior could influence in the English learning because it depends on how a teacher plans a class and the topics that the teacher selects for working with students.

Question N° 8. What strategies do you use in order to maintain students informed about the adequate behavior in the English laboratory?

Teachers said that the most of the teachers said that the better strategy used in order to elicit a proper behavior in their English class are the signals, for that reason it is necessary a manual which promotes an adequate behavior into the laboratory.

Question N° 9. Do you think that it is necessary to create a manual with behavioral rules?

Teachers mention it is necessary elaborating a manual with behavioral rules which will be used into the Interactive English Laboratory which permits a good behavior of the students.

Question N° 10. Would you like to use a behavioral manual in the interactive English laboratory as a complementary tool to keep the equipment in good operating conditions?

The interviewed mentions always would have to use a behavioral manual in the interactive English laboratory for maintaining the implements and equipment in excellent conditions when they be using them.

2.5. CONCLUSIONS

After the application of the surveys, researchers state the following:

- For teachers from Cotopaxi Technical University, the student's behavior is good for that reason is necessary to set up complementary rules to keep the students under control as well as the equipment to be in good operating conditions.

- The teachers said that the behavior influences in the English learning process because it depends on how they plan a class and select the topic for working with students. So, it is important to create a manual that permit to the student understand the correct use of the different implements and equipment maintain in excellent conditions when are using the students and teachers.

- For students from Cotopaxi Technical University said they agree that is so important to have a laboratory with different implements in good conditions that permit to understand the care of the laboratory. Furthermore, it is necessary the creation of a manual with behavioral rules because it helps to preserve the equipment and material.

2.6. RECOMMENDATIONS

- English teachers should take advantage of the student's behavior that is good for maintain the behavior rules under control as well as the equipment in good operating conditions.

- It is necessary that English teachers understand behavior of students, in order to the students and teacher maintain a good relations and behaviors help as to maintain in a good condition the implements and material in classes.

- Teacher should explain the importance about the manual usage to students who are going to understand the correct use of the different implements and equipment in order to maintain them in excellent conditions.

- It is so important to have a laboratory with different implements in good conditions that permit the development the students' abilities with excellent materials. So, student should use this manual with behavioral rules for maintaining the equipment and material in good conditions.

CHAPTER III

3 PROPOSAL DESIGN

THE DESIGN OF A BEHAVIORAL RULES MANUAL FOR STUDENTS INSIDE THE ENGLISH LABORATORY IN THE COTOPAXI TECHNICAL UNIVERSITY.

3.2. IMPORTANCE

Nowadays, students at the English career are too qualified according to the globalized world and the Ecuadorian quality standard. So, the educative process is significant when all the community helps to each other to perform the development mains language skills; into the English laboratory both professor and students interact and communicate knowledge, ideas, feeling, etc by a spoken and written language. When the learning environment has a proper organization, the students are comfortable and good; this attitude engages and catches the students´ attention and motivation for learning new things. The manual is going to give them an extra opportunity for manipulating all the electronic devices, equipment and sources in a proper and good way, preventing the damage and the wrong manipulation of these.

Today there are many students who do not have a good behavior, they reject the rules established in the English laboratory for several reasons, such as: it is a difficult language to learn and also teachers do not use the correct methodology or for students´ ignorance according to the proper use of use a manual which can guide their behavior and manner of manipulation the different material which are very important into the English laboratory.

The utilization of this manual is important because it will help the university students to maintain in good condition the implements of the English laboratory. The manual will have easy rules that the students can learn in an effective way and it will be so useful in their English language learning.

3.3. JUSTIFICATION

The intention of this manual is allowing the student to know how maintain in good conditions the English laboratory, giving chances to understand the correct use of different technological implements and material when they are being used.

Maintain implements in good conditions for a correct development of the educative process that permits to the teacher develop his/her class in a suitable atmosphere and the students´ opportunity to work with reasoning good implements.

The idea of this manual arises with an educational intention that will be adapted at Cotopaxi Technical University, so the student develops his/her skills and habits of caring for the implements at the English laboratory.

Assume Kelley, Phillips and Persaud as theoretical references ergonomic helps to maintaining a correct posture when the students are using the equipment in order to develop the manual as the authors have proposed in this research.

3.4. OBJECTIVES

3.4.1 GENERAL

To promote the care of the technological materials and environment at the English laboratory through rules, strategies and correct manipulation guide in order to achieve their adequate management to prevent damage with them

3.4.2. SPECIFIC

- To research scientific information regarding to the fundamental categories which include rules and manipulation of the technological devices.
- To determine the necessity about the elaboration of a behavioral manual based on the results from the applied surveys to teacher and students.
- To elaborate a behavioral manual with rules, correct manipulation tips and strategies which help to maintain in a good condition the materials into the English laboratory, promoting in the students a culture of respect for the objects and materials that they use.

3.5 PROPOSAL DESCRIPTION

The manual of behavior contains: rules, strategies, correct manipulation tips of the materials and technological implements in the English laboratory, such a way by the student understand the importance for maintaining the materials in a good condition, improving their behavior at the English laboratory and their life, too; and finally the manual includes images about behavior rules in order to catch the attention and care of the technological implements by them.

COTOPAXI TECHNICAL UNIVERSITY

BEHAVIORAL RULES MANUAL FOR STUDENTS INSIDE THE ENGLISH LABORATORY

By: Sandra Sanchez and Ivan Gamboa Troya.

LATACUNGA-ECUADOR

2015

INTRODUCTION:

This manual establishes behavior rules and manipulation instructions of the materials at the English laboratory. The students will develop an appropriate behavior inside the English laboratory, if they follow these recommendations.

The manual in the university will help to supplement a good students´ behavior by elevating their conscience based on an appropriate use of the implements in the laboratory which avoid its deterioration and maintaining them in good conditions, the Manual of Behavior should be consulted with the purpose of obtaining the most specific and valuable form to use the materials.

HOW TO USE THE MANUAL

The following manual will help students to understand the proper implements use and how to maintain them in a good condition, helping to improve the students´ behavior, at the same time. The manual is easy and understandable for its application into the laboratory, so it is based on rules of behaviors, strategies and the correct manipulation which is useful for the students, permitting a good working environment sets the furniture in an excellent condition, too.

WHY HAVE RULES OF BEHAVIOR IN THE ENGLISH LABORATORY?

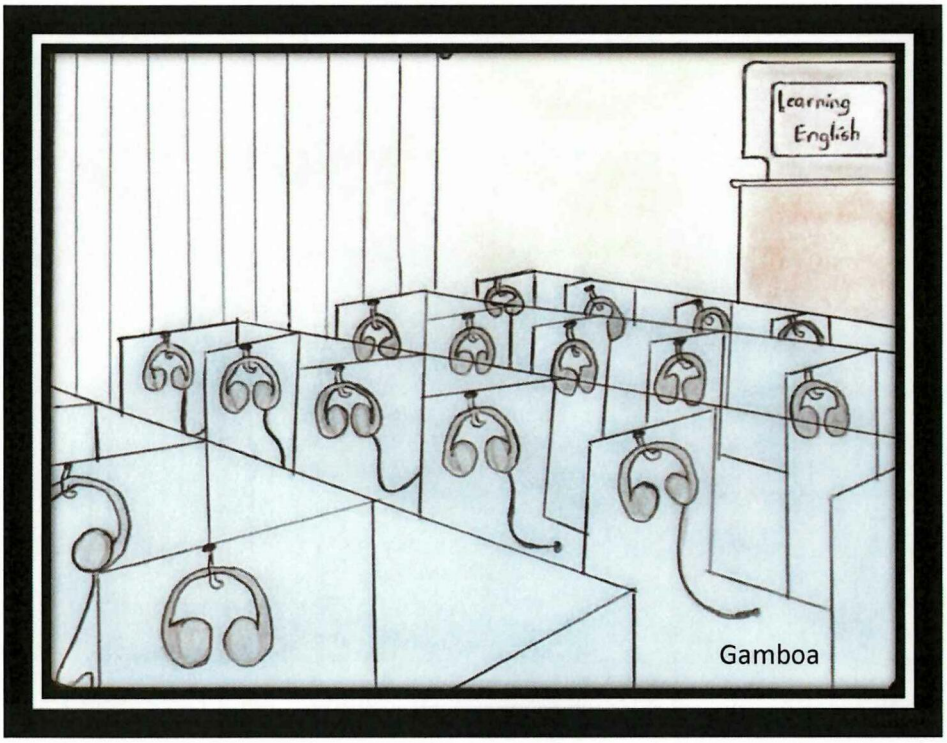
The rules in the English laboratory allow a harmonious environment where respect is the basis of communication and interaction between members of the group.

To establish standards and rules in the classroom, it is essential for a healthy coexistence and the objectives and targets set in terms of education can be achieved satisfactorily.

BEHAVIOR RULES AND STRATEGIES

BEHAVIOR RULES AND STRATEGIES

- You should not enter to the laboratory without the teacher's permission.



Strategy.

- The students must wait silently to the teacher in the hall. They must keep order and to respect the commun learning enviroment. It mean, do not shout and be quiet until their teacher come.

- Come in and get out walking to the English laboratory.

Strategy

- When the class stars and ends, the student must come in and go out in order. Students must arrive to the english laboratory 5 minues before they start classes and also, the can leave the place 5 minutes early in order to order the classroom and do not bother others.

- Do not run into the laboratory.

Strategy

- The students must come in and go out of the laboratory at time.

❖ Do not smoke.

Strategy

❖ The students must come in to the laboratory only with their school things. To label in the laboratory walls the sign: forbiden smoke here and carry cigarretes.

❖ Do not eat food.

Strategy

❖ Eat before come in to the english laboratory. To put in a visual space the rules and standars which musb be read by students: do not enter with food.

- Do not drink water next to the computers.

Strategy

- The students always must close their bottle of water before they drink it.
- If the class is long, (two or more hours), teachers can give 10 minutes of the break before of the first hour in order their students can drink some water or outside.

❖ Do not throw the garbage on the floor.

Strategy

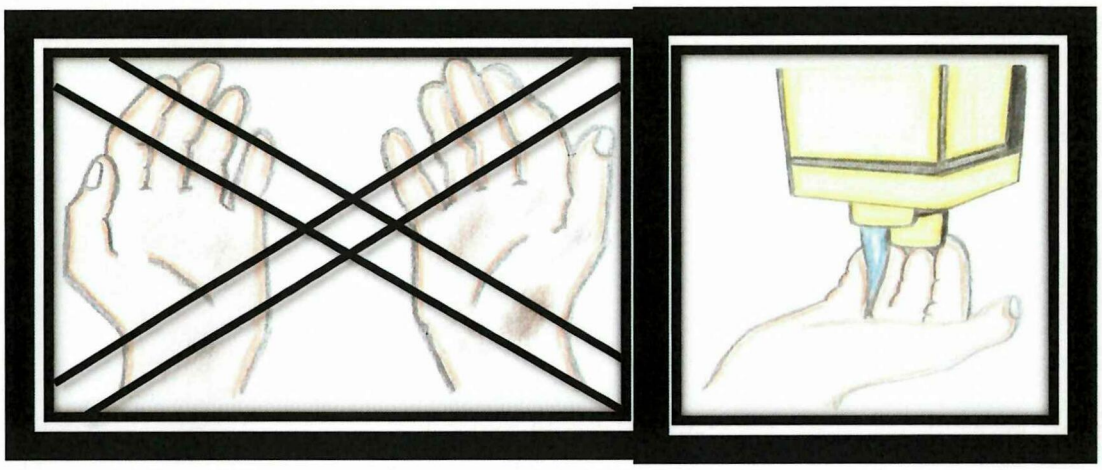
❖ Students should throw the garbage in the garbage can, both inside or outside the english laboratory for maintaining the laboratory cleam.

❖ Do not write on the table.

Strategy

❖ Students should write on your notebook. They must take in accound the care of tablesn and take notes carefully in their notebooks.

- Do not use the equipment with dirty hands.

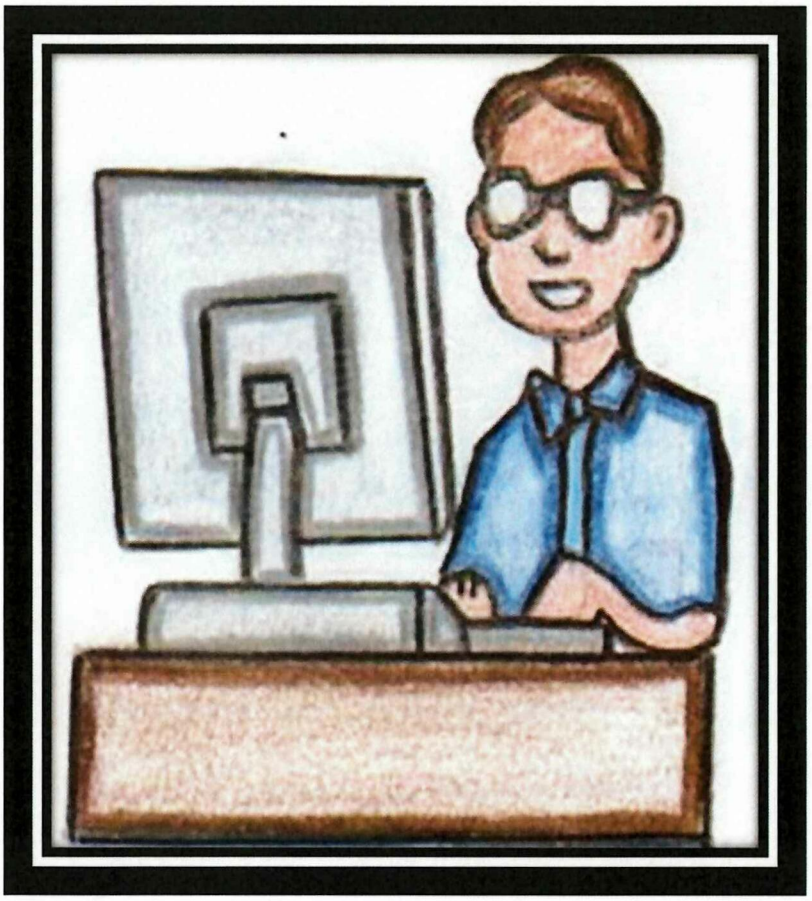


Strategy

Use the equipment with clean hands.

Put an antibacterial gel into the English laboratory in order to students can sanitize their hands before they use the equipment.

- One student by one computer.



Strategy

Designate one student for one computer according to the list.

- Do not use the technological implement without teachers´ permission.

Strategy

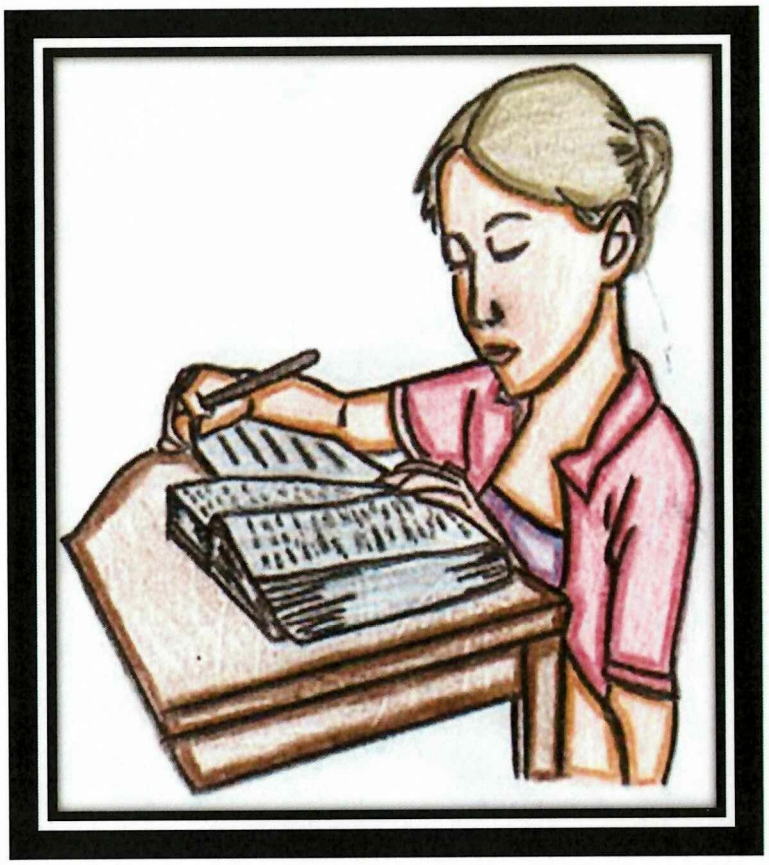
The Laboratory will be a restricted area and only teachers can open it presenting their credential.

- Do not use the internet for others activities as well as inappropriate sites or imagines.

Strategy

To restrict junk web sites.

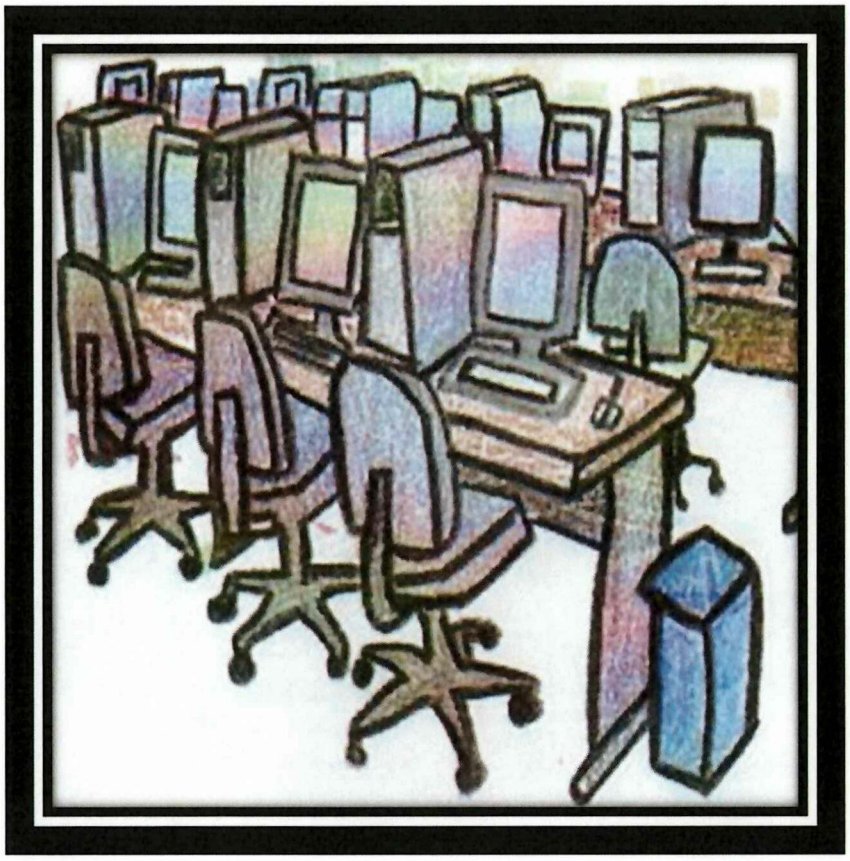
- The English Laboratory is a work exclusive area for English classes.



Strategy

Students must know that the English laboratory is used just for developing their language skills; so if a student does not use it in a proper way, he or she is going to have a penalty.

❖ Put the chair in its correct site.



Strategy

To check the order into the laboratory and pay attention to students who do not put the implements in its place, so draw attention until this does not happen again.

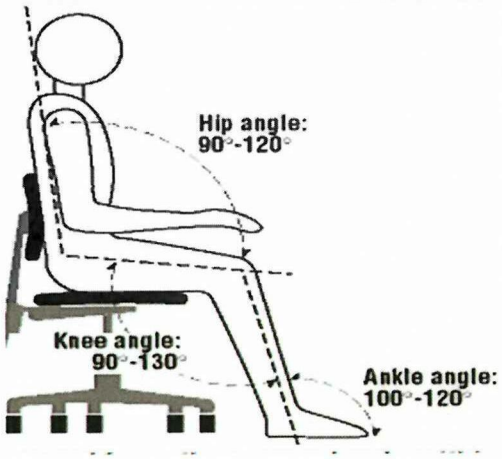
MANIPULATION

Manipulation

Sit down correctly

There is no one or single body position that is recommended for sitting. Every worker can sit comfortably by adjusting the angles of their hips, knees, ankles and elbows. The following tips are general recommendations. Occasional changes beyond given ranges are acceptable and sometimes beneficial.

- Keep the joints such as hips, knees and ankles open slightly (more than 90°).
- Keep knee joints at or below the hip joints.
- Keep ankle joints in front of the knees.
- Keep a gap the width of three fingers between the back of the knee joint and the front edge of the chair.
- Keep feet flat on the floor or on a foot rest.

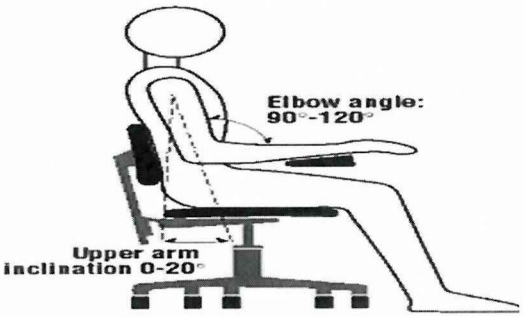


Recovered: http://www.mitybilt.com/classroom-ergonomics

- Keep the upper body within 30° of an upright position.
- Keep the lumbar support of the back rest in your lumbar region (around the waistband).

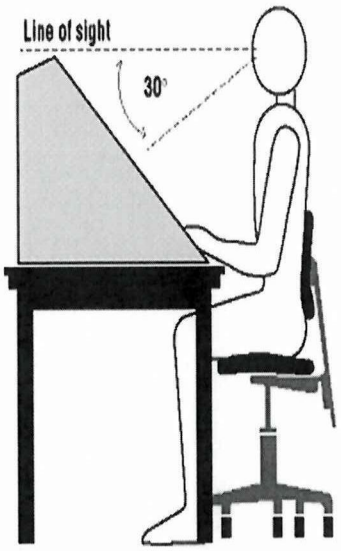
Recovered: http://www.mitybilt.com/classroom-ergonomics

- Always keep the head aligned with the spine.
- Keep upper arms between vertical and 20° forward.
- Keep elbows at an angle between 90° and 120°.
- Keep forearms between horizontal and 20° up.



Recovered: http://www.mitybilt.com/classroom-ergonomics

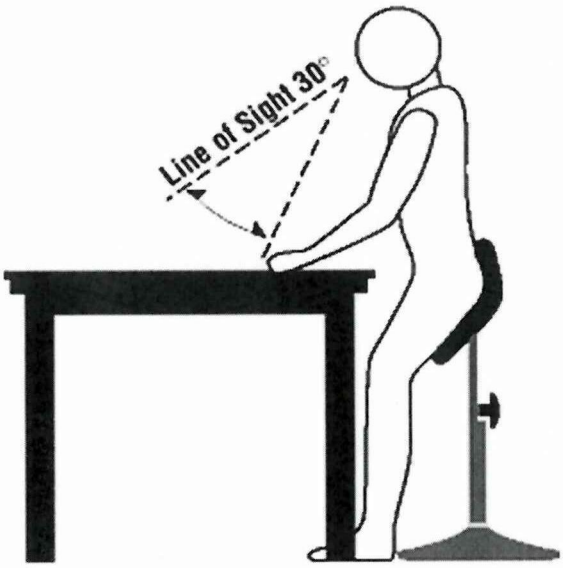
- Keep the wrists straight and aligned with the forearms.
- Place the working object so that it can be seen at viewing angle of 10° to 30° below the line of sight.



Recovered: http://www.mitybilt.com/classroom-ergonomics

- Keep shoulders low and relaxed.
- Keep elbows tucked in.
- Tuck chin in and do not bend forward when looking down and forward.
- Change positions frequently but remain within recommended ranges.
- Alternate crossed legs.
- Avoid bending to the side.

- Avoid bending forward.
- Do not slouch.
- Do not sit for more than 50 minutes at a time.



Recovered: http://www.mitybilt.com/classroom-ergonomics

The movement

Movement is beneficial, even while sitting. Desks, chairs and tables should complement each other to increase postural support and provide for a dynamic environment.

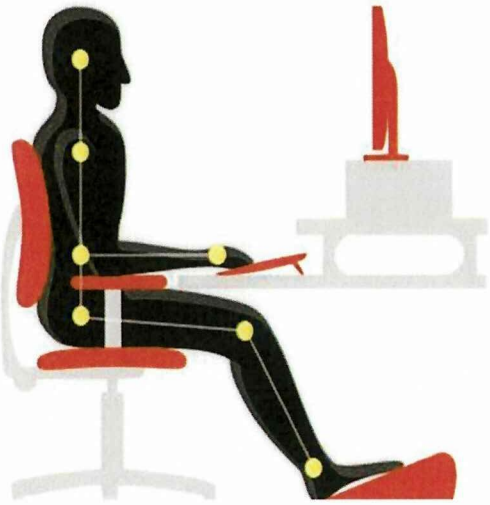
To achieve maximum results, an ergonomic student's work area should:

Provide correct postural support.

The spinal column is regularly flexed and extended.

The intervertebral discs are continuously supplied with nutrients.

The complex back muscles are stimulated and strengthened.

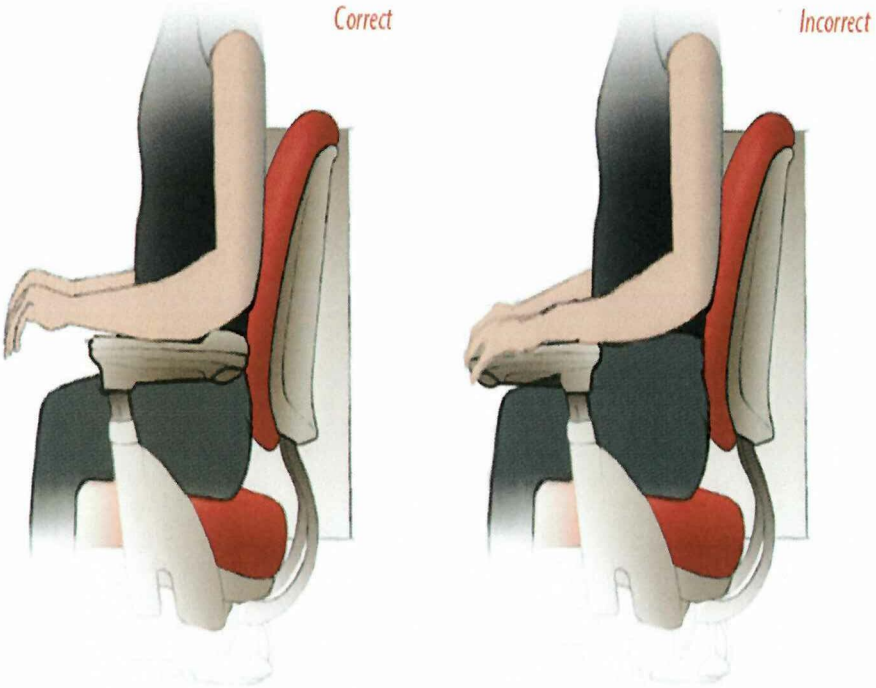


Recovered: http://www.mitybilt.com/classroom-ergonomics

The arms

According Kelley Maria, Phillips Carolyn and Persaud Liz (2013) the arms represent approximately 10.2% of our total body weight, which can result in considerable exertion in the muscles of the upper back, shoulders and neck.

Supporting arm weight reduces the stress on the spine; however, in order to work they must fit. To minimize the potential for contact stress, armrests should be used intermittently while working.



Recovered: http://www.mitybilt.com/classroom-ergonomics

The chairs

chairs should be designed to encourage movement rather than restrict it. Ergonomic chairs for student are equipped with flexible surfaces that easily allow change of body position and invites continuous motion. Simultaneously, a swivel mechanism on a chair ensures easy turning in both directions. This encourages the natural impulsive movements of sitting student.

Recovered: http://www.mitybilt.com/classroom-ergonomics

The computer

The monitor should be 2 2½ feet from the student's eyes

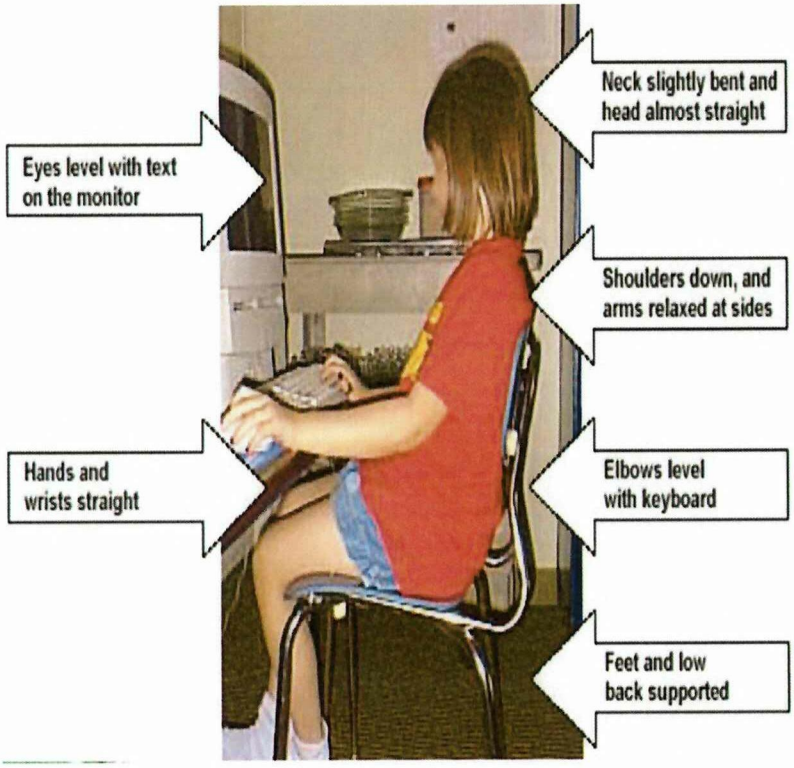
Time at computer: encourage student to use their physical energy

Seat and height posture: the student should sit high enough to have their arms bent at 90

Footrest: use to prevent dangling feet

Mouse: find one that fits small hands

Keyboard: child sized keyboards with light pressure keying

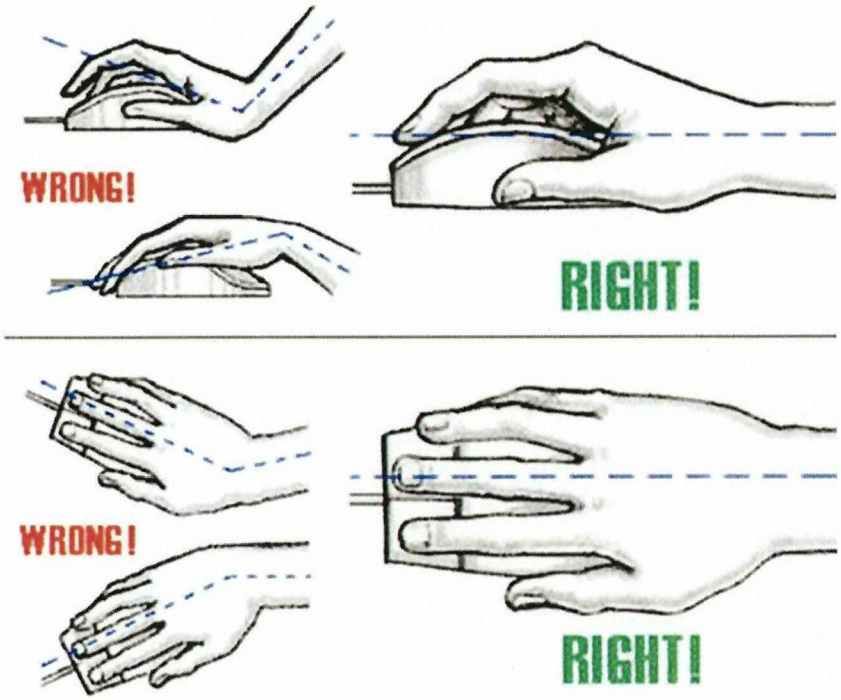


Recovered:
https://www.umanitoba.ca/faculties/kinrec/bsal/miniu/summer/backpacks.pdf

Mouse

Mouse or a tablet should be placed as close to the worker's side as possible at a height that allows the upper arm to hang relaxed from the shoulder with a "neutral" wrist position, with the hand in line with forearm.

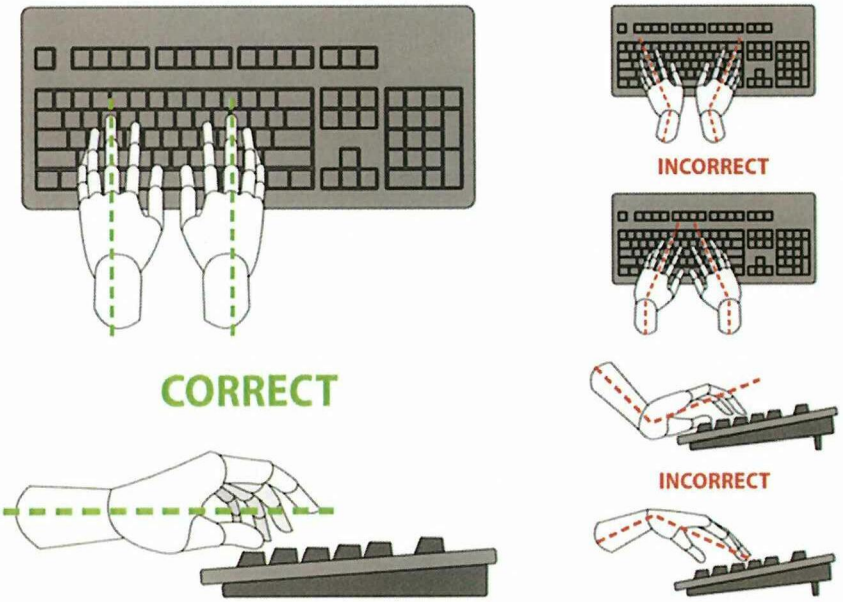
This position causes the least physical stress. The mouse should be also placed so the cord and items on the desk do not limit movement



Recovered:
https://www.umanitoba.ca/faculties/kinrec/bsal/miniu/summer/backpacks.pdf

Keyboard

When working at a keyboard, the operator should be sitting with the upper arms hanging naturally from the shoulders. The elbows should be bent at roughly a 90-degree angle when the fingers are in typing position on the home row of the keyboard. This posture allows the arms and wrists to be held in a natural and relaxed position that puts the least amount of physical stress on muscles and joints.



Recovered:
https://www.umanitoba.ca/faculties/kinrec/bsal/miniu/summer/backpacks.pdf

CONCLUSIONS

- The found and cited biography is based on a scientific basis covering relevant topics in relationship to each fundamental category in order to develop the theoretical framework by finding information to help into the maintenance and care about the implements into the English laboratory trough a good students´ conscious that improves the students´ behavior that will influence in the process of teaching learning.

- The surveys applied to students and teachers from the English career at Cotopaxi Technical University demonstrated their unknown about the correct use and manipulation of tools, and how behave in the classroom, therefore the creating of a manual with behavior rules will help students understand the importance of behavior, care and proper handling of each implement into English laboratory.

- Creating a manual with rules of behavior helps to develop the students´ interest and a culture of care, it is not only into the English laboratory but in their daily lives, for this reason is very important that students read it carefully and implement it for achieving an effective development of teaching-learning process.

RECOMMENDATIONS

- It is recommended that carefully reading each major category since in the same find science based information allowing to improve their behavior when manipulating tools in the English laboratory.

- It is recommended to put in each English laboratory signposts with rules of behavior, so the student can observe them and learn their proper use, the proper manipulation of technological tools and as they understood its importance they can create on appropriate behavior tips into English laboratory

- To use this manual in a proper way, making it available at hand as a supplementary tool for the English teaching and learning process improvement. Students and teachers must read it carefully, implement the operating rules of behavior and include a content as ergonomic positions into their lectures, proper manipulation of the technological implements before, when and after students use each of these tools and strategies for care in this way. If everybody practices behavioral rules, the educative community will improve their daily lives and raise their level of learning.

BIBLIOGRAPHY

CITED:

- HILTON Amber, (1998). (Education, Cambridge Ma.hardvard University.
- RANGEL Jessica, (2010). (The best definition of education.
- DURANT Will, (2009) U.S. (historian of education,
- EDMUNG Arlen, (1984). Teaching as an interactive process.
- P. Gasteabour, (2002). Teaching is a system of actions page.19.
- KERVER Chevez, (1964).Permanent change in behavior, pages 35,36.
- RAMSDEN, (1992). Learning, pg. 27, 28, 29.
- LAURILLARD Diana. (1993-1994). Learning in the education, pages 6, 7, 8.
- MONSMA, STEPHEN V. (1986). Technology, pages19, 20, 21.
- MARTIN Scoth. (1999). Technology into the English laboratory, pages 19, 20.
- MARLY Jhoann.(1998). Tool into the laboratory, page 18.
- DUARTE Patrick. (2012). Student´s Behavior in the class, page.34.
- ANTE Steves. (2012). Student´s Behavior in the class, pages, 89.
- CREDA, Enrique, "Las estrategias de aprendizaje", 1982. Pg 69.
- ASTI, Armando, "Approach, method and technique" in ELT Journal", 1998. pg 6.
- NISBET, Joel, "Language learning strategies", 1997. pg 9.
- BRUNER J, "The process of Education" ,1960 pg 8.
- CRYSTAL, David,"The Cambridge Encyclopedia of the English Language.".2003 pg 87.

VIRTUAL:

- Module 4. Behaviour Modification UNESCO(February 2000)http://www.teach-kids-attitude-1st.com/definition-of-education.html.
- Maya will. (1984). http://www.helium.com/items/180696-the-definition-of-education.
- Charlotte Mason. (2001). http://simplycharlottemason.com/basics/what-is-the-charlotte-mason method/.
- Charlotte mason. (2004). http://simplycharlottemason.com/basics/what-is-the-charlotte-mason-behaviour into the lab /.
- Module 4. Behaviour Modification UNESCO (February 28 ,2000).http://www.teach-kids-attitude-1st.com/definition-of-education.html.
- Marx Pool.(2008). http://es.scribd.com/doc/5769721/teaching-learning-process.
- Google document about teaching (2001).https://docs.google.com/document/edit?id=1MJIORkaB21AEZYPcgNzaO25dSheVNzee5zq4_qiZ2LM&hl=es&pli=1.
- Gonzales Carla.(2001). lafurgonetadefran.blogspot.com/.../normas-de-comportamiento-en-el-aul.
- Google document about technology and material into the laboratory.(2011). https://docs.google.com/document/edit?id...qiZ2LM&hl=es.
- Duken Martin.(2008) .http:// www.wisegeek.com/how-can-i-learn-to-relax.htm.
- What is learning? Definition learning English.(2004) http://www.gr8english.com › Learning English.

- Martin Dorian.(2011). http://stoltz.caltech.edu/classes/chem5/6.pdf.
- Teresa Banks (2000). http://www.helium.com/items/180696-the-definition-of-education.
- Charlotte Mason.(2011). http://simplycharlottemason.com/basics/what-is-the-charlotte-mason-rules into the English lab /.
- Morales Garrido.(2006). http://es.scribd.com/doc/5769721/teaching-learning-process-.
- Google document about rules into the English lab.(2011). https://docs.google.com/document/edit?id=1MJIORkaB21AEZYPcgNzaO25dSheVNzee5zq4_qiZ2LM&hl=es&pli=1.
- Behavior- rules (2001). http://lafurgonetadefran.blogspot.com/.../ behavior-rules.
- Google document about learning(2010).https://docs.google.com/ what is learning?/edit?id...qiZ2LM&hl=es
- Maggie Broner.(November 28,2001). https://www.wisegeek.com/how-can-i-learn-to-relax.htm.
- Dick Bodman.(june 14,2012). https://www.wisegeek.com/how-can-i-learn-to-relax.htm.
- Irene Walter.(2000). https:// www.gr8english.com › Learning English.
- Anne Sabo.(2005). http://stoltz.caltech.edu/classes/chem5/6.pdf.
- GonzalesAnte.(2011).https://colegiomanosunidas.files.wordpress.com/2011/02/normas-de-uso-y-comportamiento-en-el-aula-de-tecnologia-e-informatica-grado-11.pdf.
- Patel Vaknin.(2005). http://www.sparklebox.co.uk/class-management/rules-behaviour/#.VW0LmiyZvqE.
- Navy Rednead.(27th Jun,2012). http://www.macmillandictionary.com/thesaurus-category/british/moral-rules-and-rules-of-behaviour.

ANNEXES

APPENDIX 1
COTOPAXI TECHNICAL UNIVERSITY
Academic Unit of Administrative and Humanistic Sciences
ENGLISH CAREER

SURVEY ADDRESSED TO THE TEACHERS, OF THE ENGLISH CAREER IN THE TECHNICAL UNIVERSITY OF COTOPAXI.

TOPIC. "Behavioral rules manual for student into the English laboratory"

OBJECTIVE:

- To determine whether students in the career of English need a manual of behavior for the proper use of the English lab.

INSTRUCTIONS: Read the questions carefully and cross (X) the best answer.

Question N° 1. Which is the students' behavior into the English laboratory?

OPTIONS	RESULT
Excellent	
Good	
Regular	
Bad	

Question N° 2. How many hours do you go to the laboratory in a week with your students?

OPTIONS	RESULT
1 hour	
2 hours	
4 hours	
6 hours	
8 hours	
More	
Never	

Question N° 3. How important is to maintain in good conditions the implements of the English Laboratory?

OPTIONS	RESULT
So important	
Important	
Little important	
Non important	

Question N° 4. . Which technological implements and materials do you consider more necessary that students manipulate carefully when they be using them?

OPTIONS	RESULT
Keyboard	
Speakers	
Screen	
Headphones	
Table	
Chairs	
Board	
Data show	

Question N° 5. Do you know how to maintain a correct position when you sit down using the implements?

OPTIONS	RESULT
Yes	
No	

Question N° 6. Do you believe that is necessary to create the behavioral manual for students in order to maintain in good conditions the implements?

OPTIONS	RESULT
Yes	
No	

Question N° 7. Do you consider that your students' behavior influence in the English Learning?

OPTIONS	RESULT
Yes	
Could be	
No	

Question N° 8. What strategies do you use in order to maintain students informed about the adequate behavior in the English lab?

OPTIONS	RESULT
Pictures	
Signage	
Labels	
Other	

Question N° 9 Do you think that it is necessary to create a manual with behavioral rules?

OPTIONS	RESULT
Yes	
No	

Question N° 10. Would you like to use a behavioral manual in the interactive English laboratory as a complementary tool to keep the equipment in good operating conditions?

OPTIONS	RESULT
Yes	
No	
IF YES, HOWOFTEN?	
Always	
Sometimes	
Never	
Total	

APPENDIX 2
COTOPAXI TECHNICAL UNIVERSITY
Academic Unit of Administrative and Humanistic Sciences
ENGLISH CAREER

SURVEY ADDRESSED TO STUDENTS ENGLISH CAREER AT THE COTOPAXI TECHNICAL UNIVERSITY

TOPIC."Behavioral rules manual for student into the English laboratory"

OBJECTIVE:

- To determine whether students in the career of English need a manual of behavior for the proper use of the English lab.

INSTRUCTIONS: Read the questions carefully and cross (X) the best answer.

Question N° 1. How is your behavior into the English laboratory?

OPTIONS	RESULT
Excellent	
Good	
regular	
Bad	

Question N° 2. How many hours do you go to the English laboratory in a week with your teacher?

OPTIONS	RESULT
1 hour	
2 hours	
4 hours	
6 hours	
8 hours	
More	

Question N° 3. How important is for you maintain in good conditions the English Laboratory?

OPTIONS	RESULT
Important	
Little important	
Non important	

Question N° 4. Which implements do you consider that need more careful when are you using them?

OPTIONS	RESULT
Keyboard	
Speakers	
Screen	
Headphones	
Table	
Chairs	
Board	
Data show	

Question N° 5. Do you know how to maintain the implements of English lab in good conditions?

OPTIONS	RESULT
Yes	
No	

Question N° 6. Do you believe that is necessary to create the behavioral manual to maintain in good conditions the implements?

OPTIONS	RESULT
Yes	
No	

Question N° 7. Do you consider that is necessary establish standards of behavior into the English lab?

OPTIONS	RESULT
Yes	
Could be	
No	

Question N° 8. What strategies do you use in order to perform an adequate behavior in the English lab?

OPTIONS	RESULT
Pictures	
Signage	
Labels	

Question N° 9. Do you think that it is necessary to create a manual with behavioral rules which will be used into the interactive English laboratory in order to preserve the equipment and material?

OPTIONS	RESULT
Yes	
No	

Question N° 10. Would you like to use a behavioral manual in the interactive English laboratory as a complementary tool to keep the equipment in good operating conditions?

OPTIONS	RESULT
Yes	
No	
IF YES, HOW OFTEN?	
Always	
Sometimes	
Never	