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THESIS

THEME:

**USING TALES AND SONGS IN THE TEACHING LEARNING
PROCESS IN CHILDREN OF FIRST AND SECOND YEAR OF
BASIC EDUCATION TO FORTIFY THE STUDY IN THE ENGLISH
LANGUAGE LEARNING AT "GENERAL QUISQUIS" SCHOOL
DURING THE PERIOD 2011 - 2012.**

Thesis presented previous to obtain the Sciences of Education Degree
with major in the English Language.

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Latacunga – Ecuador

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AUTORIA

Los criterios emitidos en el presente trabajo de investigación **“USING TALES AND SONGS IN THE TEACHING LEARNING PROCESS IN CHILDREN OF FIRST AND SECOND YEAR OF BASIC EDUCATION TO FORTIFY THE STUDY IN THE ENGLISH LANGUAGE LEARNING AT “GENERAL QUISQUIS” SCHOOL DURING THE PERIOD 2011 - 2012”**, son de exclusiva responsabilidad de la autora .



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“USING TALES AND SONGS IN THE TEACHING LEARNING PROCESS IN CHILDREN OF FIRST AND SECOND YEAR OF BASIC EDUCATION TO FORTIFY THE STUDY IN THE ENGLISH LANGUAGE LEARNING AT “GENERAL QUISQUIS” SCHOOL DURING THE PERIOD 2011 - 2012. ”, de Flores Toapanta Clara Guadalupe, postulante de Licenciatura en Inglés, considero que dicho Informe Investigativo cumple con los requerimientos metodológicos y aportes científico-técnicos suficientes para ser sometidos a la evaluación del Tribunal de Validación de Tesis que el Honorable Consejo Académico de la Unidad Académica de Ciencias Administrativas y Humanísticas de la Universidad Técnica de Cotopaxi designe, para su correspondiente estudio y calificación.

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GRATITUDE

I thank to God for helping me to fulfill my dreams, especially to my parents, Oswaldo Flores and Hilda Toapanta, who were my principal support during my studies, to my husband Marco Geovanny Caisaguano Moreano who encouraged me to take up again my studies and who gave me emotional support. Finally, I grate to my dear teachers for training me all that now I am applying in my Institution, thanks.

Clara Guadalupe Flores Toapanta

DEDICATION:

I dedicate this thesis to God for giving me the opportunity to live and to be with my family; to my parents, who with their efforts gave me the necessary to finish my studies, as well to my husband for his unconditional support, to all my nephews who are a fundamental part in my life.

Clara

THEME: “USING TALES AND SONGS IN THE TEACHING LEARNING PROCESS IN CHILDREN OF FIRST AND SECOND YEAR OF BASIC EDUCATION TO FORTIFY THE STUDY IN THE ENGLISH LANGUAGE LEARNING AT “GENERAL QUISQUIS” SCHOOL DURING THE PERIOD 2011 - 2012. ”

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ABSTRACT

This investigative research had as purpose to improve the Teaching-Learning Process in the children of first and second year of Basic Education at “General Quis - Quis” using tales and songs in English in order to fortify the learning in this second language. The principal objective of this research is that children get a significant learning through the correct use of tales and songs in English taking into account the students’ characteristics at that age and in the formal context of the classroom. Using tales and songs in English is the way to make them practice vocabulary and grammar in the meaningful context provided with the story or song. In addition to this, children do the activities autonomously so that cooperation among pupils is promoted and children learn to learn for themselves. After to apply the surveys to parents of the “General Quis-Quis” school, who considered so essential the use of new techniques like tales and songs in English, the research found as a result that is very important to use new methods like listening songs and tales through games, or another way that allow to share with children the significant knowledge based on the content because children are attracted by the colors and drawings of any book or pamphlet, and even more so if it is used as a technological material, data show and laptops, where they can see for themselves the activities based on animations and songs. For this reason, the correct use of tales and songs in English is so vital for developing the wanted skills in children much better if they are so young.



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AVAL DE TRADUCCION DE RESUMEN DE LA TESIS

Yo, Chacón Porras Chacón Porras docente del Centro de Idiomas de la Universidad Técnica de Cotopaxi tengo a bien CERTIFICAR haber revisado el resumen de la tesis de la Sra. Flores Toapanta Clara Guadalupe con C.I. 050326971-4, con el tema: **USING TALES AND SONGS IN THE TEACHING LEARNING PROCESS IN CHILDREN OF FIRST AND SECOND YEAR OF BASIC EDUCATION TO FORTIFY THE STUDY IN THE ENGLISH LANGUAGE LEARNING AT “GENERAL QUISQUIS” SCHOOL DURING THE PERIOD 2011 – 2012**, el cual cumple con la estructura gramatical adecuada, por lo que doy fé del presente trabajo.

Atentamente,

Lic. Patricia Marcela Chacón Porras

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INTRODUCTION

The present investigative research was oriented to the necessity that have the children of first and second year of General Quis-Quis School of using new techniques like tales and songs in English that allow to improve the Teaching Learning Process of a foreign language.

Children enjoy listening to tales and songs in their mother tongue. Storytelling is an ideal introduction to foreign languages as stories provide a familiar context for the child. Moreover, if teachers want to attract children's attention they must propose a motivating activity such as storytelling.

Music is an important part of the child care curriculum. Young children love sound. Music activities and experiences help children practice important skills, including thinking, language, and motor coordination and understanding emotions.

Singing songs is a powerful way for young children to practice language. When children sing, they practice pronouncing words and putting together sentences. Learning the lyrics to songs is also an effective way to remember information.

For teaching English, especially kids that are in their first year of schooling is so important to use new methods that attract attention during the teaching learning process in the classroom.

To develop this research, researcher used the inductive method because this one helps to obtain specific information of the problem, starting with the observation, as well with surveys getting satisfactory information that facilitated the development of this investigation work.

This investigative research has three chapters:

The first chapter describes the principal investigative content, theoretical frame that contains the most relevant information about the principal categories of the problem approach.

The second chapter contains the results of surveys applied to parents of children of first and second year of General Quis-Quis School, where they express the importance to use tales and songs in English, to develop a second language in their children.

Finally, the third chapter shows the purpose in which there are some tales and songs, each one with their activities that will be useful in the pedagogical process.

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CHAPTER I

BACKGROUNDS:

Educational training that today receives the children must be beyond the learning of the basic subjects given in the school. It is necessary that children besides their mother tongue expand their knowledge learning another language.

It is said that the best era for the child to study English is between the stages of first childhood, where they are highly sensitive at the moment to learn languages.

On the other hand, the learning of another language requires the introduction of the family because this will be a good method in the social context, cultural and familiar using it like a motivation in children.

Therefore, according to some specialists in the teaching of foreign languages, suggest that teaching a second language can start since the six years, age where the child knows the matter language and have mayor knowledge between the word, the sense and its meaning.

For all these reasons the importance for teaching English using other materials will be novelty for children, in this case the constant use of songs and tales, that will help in the development of the child during his first period in English learning.

With regard to how the children will get the knowledge? This is a simple question because with the diary use of songs and tales the children will have a superior attention in the pictures, drawings and some colors that this will have and where the children will be able to produce the knowledge.

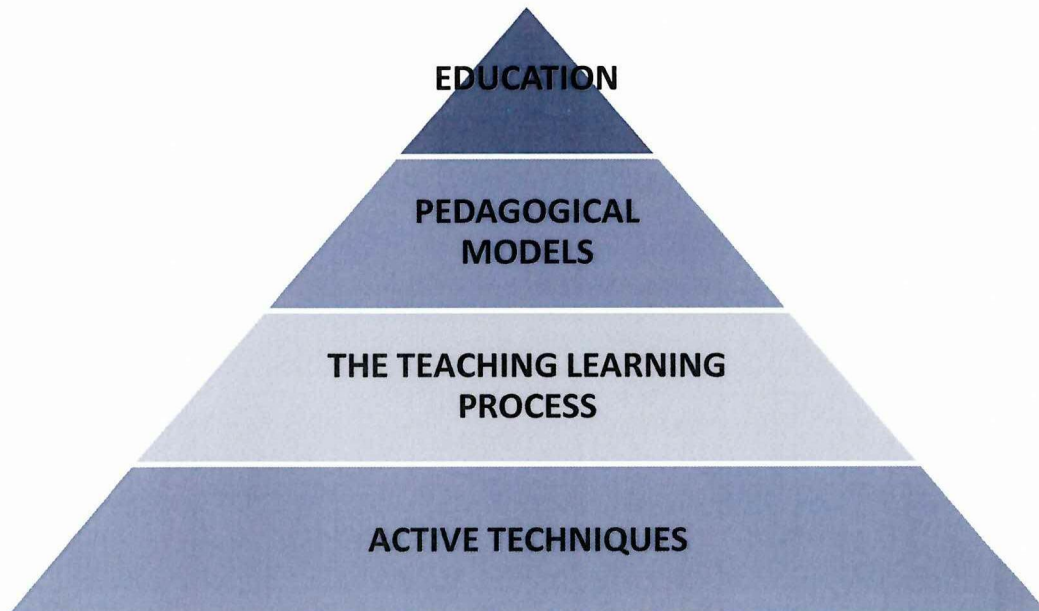
As a good technique for the best children's learning in their first years of basic education is the proposed of the constant use of songs and tales in English for children in their first years of school which they will learn in the course of student life. The teaching of English in children is essential, very important in these times and useful during the academic life.

There are many materials that can help teacher teach the second language using tales and songs, through CD-ROMs, video games, videos and DVDs, music CDs and electronic toys, there are also great variety of books, cartoon shows and of course there's always the Internet.

Children in this age are living in a magical world where everything around them is possible. Thus, arose the idea that you could dress up and take some papers fantastic, attractive and full of charm. And because of so much hope for, why not speak English?

The uses of all of these materials are much better during the childhood; especially the use of songs and tales, the child will catch easier the idea about what is the subject, and how to recognize some things in English.

FUNDAMENTAL CATEGORIES:



EDUCATION

(Latin educere "guide, lead", instruction") is defined as: Multidirectional process where transmitting knowledge, values, customs and ways of acting. Education not only occurs through the word is present in all our actions, feelings and attitudes.

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

This is a process where are working teachers and students. Thus, through education, new generations assimilate and learn the knowledge, behavior, and ways of being, seeing the world in previous generations was different, and the education was oldest.

Education in the largest sense is an act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

JACQUES, Delors (The education encloses a treasure-1996 - Pag.9)“The Education constitute an indispensable instrument for the humanity can progress towards the ideals of peace, liberty and social justice”
<http://www.bibliotecavirtual.com/educacion/a-la-educacin-encierra-un-tesoro>

The researcher shares with the author because the education is indispensable for all people, it permits to progress in a useful society that uses their obtained abilities in the educative process, that at the same time full with satisfaction to have obtained an improvement personal condition.

DURANT Will (1885 - 1981) “Education is a progressive discovery of our own ignorance”
<http://www.quotationspage.com/quote/1370.html>

The researcher agrees with the author because many people around the world discover new things that require to be investigating to enrich the individual knowledge, since every day appears several questions about something new that we learn of other people, every new day is a new learning.

Teachers in educational institutions direct the education of students and might draw on many subjects, including reading, writing, mathematics, science and history. This process is sometimes called schooling when referring to the education of teaching only a certain subject, usually as professors at institutions of higher learning. There is also education in

fields for those who want specific vocational skills, such as those required to be a pilot. In addition there is a participant in education at the informal level, such as in museums and libraries, with the Internet and in life experience. Many non-traditional education options are now available and continue to evolve. Education is shared between people through our ideas, culture, knowledge, etc. respecting others.

MANDELA, Nelson (1992) "Education is the most powerful weapon which you can use to change the world"

http://es.wikipedia.org/wiki/Nelson_Mandela#Premios_y_condecoraciones
.obras

The researcher considers that Education is the key to eliminating gender inequality, to reducing poverty, to creating a sustainable planet, to preventing needless deaths and illness, and to fostering peace. And in a knowledge economy, education is the new currency by which nations maintain economic competitiveness and global prosperity.

There are three types of education: formal, non-formal and informal. Formal education refers to the areas of schools, colleges, universities, modules. While non-formal means of courses, schools, etc. and informal education is one that covers both formal and informal, as is the education that is acquired throughout life.

Importance of education:

Education is important as it gives us knowledge of the world around us. It develops a perspective of looking at life in the people and helps them build opinions as well as have points of view on things in life. It equips them with everything that is required to make our dreams come true.

Education helps us with many things, but most importantly, it empowers an individual to think, question, and see beyond the obvious. Human beings are born with a natural tendency to question. Education is the best way to satiate our curiosity, without extinguishing the burning desire to learn and explore more. Here are a few 'obvious' reasons for educating oneself.

Some advantages to have education:

Education broadens our horizon and gives us a better understanding of the world around us and how things work.

The world needs education, since it is the basis of a civilized, structured society.

- Education helps people to think rationally and avoid illusions in life.
- Education reduces social and economic disparity, allowing progress to be shared equally.
- It gives scope for technical advancements in fields of science and technology.

Basic Education:

Preschool, primary and secondary education is the training stages in which individuals develop thinking skills and core competencies to promote systematic and continuous learning, as well as the rules and attitudes that governed his life. Ensure that all children, girls and adolescents in the country have the same opportunities to pursue and successfully complete basic education and achieve the learning established for each grade level are critical to support the development of the nation.

In basic education of good quality basic skills development and the

achievement of student learning are the central goals which the teachers, the school system and direct their efforts.

Allow assessing the personal process of individual construction of knowledge which, in this perspective is unimportant based learning superficial processing of information and those focused on information retrieval in the short term.

One of the most interesting definitions proposed us one of the greatest thinkers, **ARISTOTLE**: "Education is to direct feelings of pleasure and pain to the ethical order."

The researcher considers that Education is also called the outcome of a process, which is embodied in the range of skills, knowledge, attitudes and values acquired, producing changes in social, intellectual, emotional, etc. the person depending on the degree of awareness, it will be for life or for a specified period, becoming part of the memory in the latter case.

Basic education is the training stage in which people develop thinking skills and core competencies to promote systematic and continuous learning, and the dispositions and attitudes which will regulate your life. Basic education is described in law as a right and obligation of citizens and currently includes ten years of schooling divided into three levels: one kindergarten, six elementary and three secondary.

Early childhood education:

Early childhood education focuses on children learning through play, based on the research and philosophy of Jean Piaget. This belief is centered on the "power of play". It has been thought that children learn more efficiently and gain more knowledge through play-based activities such as dramatic play, art, and social games. This theory plays stems

children's natural curiosity and tendencies to "make believe", mixing in educational lessons.

There are five developmental domains of childhood development Physical, Social, Emotional, Language Development, and Cognitive Skills.

Physical: This section refers to how well your child is developing physically. You should keep an eye on their eyesight and how their motor skills are developing; they should be able to do small crafts and puzzles.

Social: This section refers to the connections they've made with people and how well they are interacting with them.

Emotional: This section refers to the emotional connections and amount of self-confidence they have.

Language Development: This section refers to how well they communicate with people. Also how they represent their feelings and emotions.

Cognitive Skills: This section refers to how the child lives in their everyday environment and how they solve everyday problems.

Preschool education:

Preschool education or Infant education is the provision of education for children before the commencement of statutory and obligatory education, usually between the ages of zero and three or five, depending on the jurisdiction.

In British English, nursery school or simply "nursery" or playgroup is the usual term for preschool education, although the term preschool is also commonly used. In the United States preschool and Pre-K are used, while "nursery school" is an older term. Preschool work is organized within a framework that professional educators create.

English and preschool students

For ESL teachers who have had the opportunity to teach, at a particular moment, students of different ages, like teenagers, adults, and kids, it is clear that each different age group, requires different techniques and methodology. In this article we will discuss different methods that are used and recommended by teachers who have preschool students.

The fact is, that teachers always have to adapt the way they teach according to the students they have. For this reason, when we refer to children, we have to remember what some of the abilities and interests they have are and how to take advantage of them in order to have a more productive class.

MONTESORI, María (1952) «"The child, with his enormous physical and intellectual potential, is a miracle in front of us".

http://www.uhu.es/cine.educacion/figuraspedagogia/0_montessori.htm

The researcher agrees with the author because education from the beginning of life could really change the present and future of society. People must be clear, though, that the development of human potential is not determined by us. We can only serve the development of the child, as this is done in a space where there are laws governing the operation of every human being and every development must be in harmony with the world around us and the whole universe.

MORRISON, George: *Infantile Education*: (pag. 46) 2005: "To look children while they play allow teachers to learn their levels of develop, social abilities and interactions with their classmates.

Library of the municipality

The researcher is in accordance with the author because teachers should pay attention in their children in order to look children's interactions with

the other students; well it permits to know some problems that are visible with a naked eye and that can be solve during teaching learning process.

Primary education:

Primary (or elementary) education consists of the first 5–7 years of formal, structured education. In general, primary education consists of six or eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries. Globally, around 89% of primary-age children are enrolled in primary education, and this proportion is rising.

Primary education (also known as basic education) is what ensures the correct literacy, namely, that teaches reading, writing, basic calculus and some of the concepts cultural considered essential. Its purpose is to provide all students with a common training which makes it possible the development of motor skills, with the acquisition of cultural basic elements.

JEAN, Piaget 1926 “The main goal of primary education is to create children capable of doing new things, not simply of repeating what other generations have done”

http://www.brainyquote.com/quotes/authors/j/jean_piaget.html

Researcher share with this definition because many years ago, the teachers have used the monotony strategies that did not allow to students develop their abilities, but nowadays and with help of the technology, teachers uses novelty methods that encourage children to get a significant knowledge.

Primary education, also known as elementary education, is the first of six years established and structured of the education that occurs from the age of five to six years to about 12 years of age. Most countries require that

children receive elementary education and in many, it is acceptable for parents to have the base of the approved curriculum. It is the first step for secondary and higher education.

Here starts the importance of oral stimulation, as kids write according what they hear and speak, enriching contexts is important for children are stimulated from early ages.

Under the Education for All programs driven by UNESCO, most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory for children to receive primary education. The division between primary and secondary education is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some education systems have separate middle schools, with the transition to the final stage of secondary education taking place at around the age of fourteen. Schools that provide primary education are mostly referred to as primary schools. Primary schools in these countries are often subdivided into infant schools and junior school.

Secondary education:

Secondary education has the aim of enable to the students to begin their studies in superior education. At the end of secondary education is intended that students develop the necessary skills, values and attitudes for obtaining a successful development in society.

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. Depending on the system, schools for this

period, or a part of it, may be called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies from country to country and even within them, but is generally around the seventh to the tenth year of schooling. Secondary education occurs mainly during the teenage years. In the United States, Canada and Australia primary and secondary education together are sometimes referred to as K-12 education, and in New Zealand Year 1-13 is used. The purpose of secondary education can be to give common knowledge, to prepare for higher education or to train directly in a profession.

Higher education:

Higher education, also called tertiary, third stage, or post-secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school. Tertiary education 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.

EINSTEIN, Albert (1879-1955) "Higher Education is what remains after forgetting what has been learned in school"

http://www.brainyquote.com/quotes/authors/a/albert_einstein.html

The researcher agrees with the author because nowadays in higher Education, the bases obtained in the secondary and schools are useful, because it helps to choose the carrier that the student wants study, in order to reach the goal selected since child.

Higher education includes teaching, research and social services activities of universities, and within the realm of teaching, it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level (sometimes referred to as graduate school). Higher education generally involves work towards a degree-level or foundation degree qualification. In most developed countries a high proportion of the population (up to 50%) now enters higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right, and as a source of trained and educated personnel for the rest of the economy.

Education in Ecuador

Education in Ecuador is considered as one of the most important issues. The percentage of literacy is very high in Ecuador. The educational infrastructure is very strong there. There are numerous schools and colleges in Ecuador.

The educational systems in Ecuador are very strong. Students who fall under the group of five to fourteen, are supposed to attend the school every day at any cost. To some extent the public education in Ecuador is free. However, according to the ministry of Education in Ecuador, only 10 % of the rural population attends the school level education. On the other hand, about 76 % of the total number of children in Ecuador completes their study till the class six.

There are total 61 universities in the country of Ecuador. Most of these universities provide the degrees of graduation. The post-graduation degrees are also provided by some of the universities. The universities and other educational institutions also provide various types of post-secondary vocational trainings and other types of technical trainings.

In Ecuador education is also available to the lower and disadvantaged classes too. There is no discrimination on the ground of age, sex and cast in the field education in Ecuador.

Learning modalities:

There has been work on learning styles over the last two decades. Dunn focused on identifying relevant stimuli that may influence learning and manipulating the school environment, at about the same time as Renzulli Joseph recommended varying teaching strategies.

GARDNER, Howard identified individual talents or aptitudes in his Multiple Intelligences theories. Based on the works of Jung, the Myers-Briggs Type Indicator and Keirseley Temperament Sorter focused on understanding how people's personality affects the way they interact personally, and how this affects the way individuals respond to each other within the learning environment.

The work of David Kolb and Anthony Gregorc's Type Delineator follows a similar but more simplified approach. It is currently fashionable to divide education into different learning "modes". The learning modalities are probably the most common:

Visual: learning based on observation and seeing what is being learned.

Auditory: learning based on listening to instructions/information.

Kinesthetic: learning based on hands-on work and engaging in activities.

Although it is claimed that, depending on their preferred learning modality, different teaching techniques have different levels of effectiveness, recent research has argued "there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice."

A consequence of this theory is that effective teaching should present a variety of teaching methods which cover all three learning modalities so that different students have equal opportunities to learn in a way that is effective for them. Guy Claxton has questioned the extent that learning styles are helpful, particularly as they can have a tendency to label children and therefore restrict learning.

PEDAGOGICAL MODELS

The term pedagogical model in the literature has not been handled with great clarity, appears level on strategy, development style, field of study curriculum.

The relationship between teacher and student knowledge, where the teacher selects content, sequences, methodologies, resources and evaluations as well as the importance given to the interests, opinions and action the student.

CANFUX, Verónica (1996, pág. 15.) "Pedagogical models, express those conceptions and actions, more or less systematized that contribute different alternatives of organization in the progress of the teaching for make it more effective".

<http://www.buenastareas.com/materias/la-pedagog%C3%ADa-tradicional-ver%C3%B3nica-canfux/0>

In this definition appears a new principal element in conceptualization of pedagogical model: the effectiveness in the teaching process. This effectiveness refers the goals reached by the education, which make to the people more capable to acquire a good job in an important factory.

Although pedagogy is sometimes seen as a nebulous concept, it is essentially a combination of knowledge and skills required for effective

teaching. The more traditional definitions describe pedagogy as the science, theory or art, practice of teaching that makes a difference in the intellectual and social development of students.

FLORES, Rafael (1998; Pág. 168) “Models are mental constructions, well the essential activity of the human thought through of the history was a model; and in this sense to build new structures and procedures for the teaching”.

<http://www.joaquinparis.edu.co/DATA/MODELOS/PAGINAS/RAFAEL.htm>

The researcher agrees with the author because the pedagogical models guide to teacher to have new sense of creativity for teaching something, the human brain is the base for develop a pedagogical model according to necessity of each Institution.

A model is a picture or representation of conjunct of relationships that differ a phenomenon. Similarly pedagogical model can be defined as the representation of relations prevailing in the act of teaching, which refines the concept of man and society from their different dimensions (psychological, sociological and anthropological) that help to address and giving answers to: for what? when? and with what?

Within this traditional pedagogical models are the following, romantic, behavioral, developmental, social and cognitive, within it, is located on constructivism and meaningful learning.

1. Traditional
2. Romantic
3. Behavioral
4. Developmental
5. Socialist
6. Constructive

1. Traditional:

The purpose of this educational model is character building many sometimes against their will of individuals with the intent that it is disciplined, humanist ethics and ideals have.

In this model is achieved the learning through the transmission of information, where the educator is who choose the contents to treat and the way in how the classes are given; taking into account the disciplines of the students who play a passive role in the formation process, whom just follow the rules introduced by the teacher, the goal of this model is to form the character of the person resulting in a vertical relationship between teacher and student.

The method in which emphasis is "character formation" of students and shape by the will, the power and rigor of the discipline, the ideal of humanity and morality, which comes from the metaphysical tradition - religious the Middle Ages.

The basic method of learning is academic, verbal, which dictates their classes under a regime of discipline at some students' receptors. An example of this method is how children learn language, hearing, seeing, observing and repeating many times, in this way the child acquires the "cultural heritage of society", here represented the teacher as authority.

CROWLEY, (1998) has criticized the current-traditional pedagogy as a "theory of graphic display" (p. 96).

http://es.wikipedia.org/wiki/Aleister_Crowley

The researcher shares with the author because many years ago the teachers used to use some pedagogical models or didactic materials that

help them at the moment to teach, and they found the way to teach what the technology nowadays give us.

2. Romantic:

The romantic model takes into account what is inside the child, who will be the central axis of the education, developing in a flexible environment, so how the child will deploy his interiority, qualities and skills that protect him from inhibited and inauthentic that comes from outside. Therefore, the natural development of the child is converging in a goal, and the teacher will be an auxiliary, a friend of the free expression.

3. Behavioral:

Teaching The Behaviorist Model, or as Jean Pierre Conditioning is based on studies B.F. Skinner and Ivan Pavlov on learning in this part is usually given the means to reach the expected behavior obtain and verify, the problem is that nothing guarantees that the behavior matches the external mind.

Learning is the process through which acquire new skills, knowledge, behaviors or values as a result of the study, experience, training and observation. It was felt that learning was a phenomenon of Stimulus-Response. Response of an organism to certain environmental stimulant, which could be induced in order to trigger in individuals predictable behavior "Observables". The procedure was based on laboratory experiments about animal behavior.

In the behavioral model is a fixation and control of achievement of the objectives and transmission of technical knowledge, through an experimental training, which aim is mold the conduct.

The teacher will be the intermediary that runs the learning through the instructions that will apply to the student.

4. Developmental:

In this model the teacher creates a stimulant environment that facilitate to child his access at the cognitive structures, the goal of this model is to get that child accede at the superior stage of intellectual development according the necessity of each one. The child crates his proper contents of learning while the teacher only will be an easier of his experiences.

5. Socialist:

This model proposes the maximum and multifaceted development capabilities and interests of the individual or student. This development is determined by the society, the community in which productive work and education are inseparable, and this ensures not only the development of the collective spirit but also multifaceted and pedagogical knowledge and foundation polytechnic practice for the scientific training of the new generations. The social setting can provide opportunities for the students work cooperatively and solve problems that could not solve alone. Group work encourages mutual criticism, helps students refine their work and give courage and mutual support to engage to solve community problems. At least three must meet requirements or education requirements under this social pedagogy.

The challenges and problems to be studied are taken from reality, they are not fictitious or academic and finding your solution provides the motivation requiring students.

Treatment and search for problematic situation work scholastically, not isolated to a lab but working with the community involved.

Use of the opportunity to observe colleagues inaction, not to imitate or criticize but to reveal the processes implicit ideological ie listen budgets, concepts and different opinions on how to solve the problem. This model has like principal objective to educate for the maximum development of the capacities in the individual; where the teaching depends of the content and method of the science and individual differences of the student.

6. Constructive:

This is an explicative mark that integrates the activity of the mind in a constructive way of the student, where interview the family, the community and specially the teacher.

In this model the teacher should take account these questions:

1. That type of student I want to form?
2. That type of school is required?
3. For what society?

Throughout the user experience, the explicit process that learners embark upon has been set out deliberately to enhance the learning of the user. In particular, this process has been well defined throughout the user experience.

As a user begins the journey, a classroom environment presents itself, complete with a vexing problem for the student. As our perplexed student begins the wonder how to tackle the difficult task, he begins to daydream. As the dream develops, his wise friend appears, setting out the challenges before him. As he wanders through this dream, he encounters three knowledge bearing individuals, each presenting a different learning strategy from the visual, auditory and kinesthetic perspectives. As their strategies become apparent to the student, he encounters numerous challenges draw from each content area. With the assistance of his wise

friend and the knowledge of different learning styles, he is able to meet the challenges. After our student returns from his dream, his classmate asks for assistance on the problems in the class. Full of new knowledge about learning strategies, our student can help him.

Current research in pedagogy must be evident in the development of school courses. These include:

- Collaborative-group learning opportunities online or face-to-face.
- Students have opportunities to explore new ideas.
- Students have increased opportunities to conduct independent research.
- Assessments help students redirect learning opportunities.
- Students have opportunities to assess their own performance.
- Students have opportunities to construct their own projects.
- Learning opportunities are expanded for educationally challenged and gifted students.

The course provides opportunities for increased real-life learning experiences. Throughout the journey, the student is scaffolded in his learning experience through his encounters with the knowledge bearing individuals and his wise friend. His friend and the visual, kinesthetic, and auditory individuals model and coach our student through the process of acquiring knowledge of the different strategies. As the student encounters the learning challenges, he must apply the knowledge of strategies that he has gained previously.

After completing each task, the student continues through the journey, tackling each subject area. In the end of the journey, the student awakens from his daydream; he has the opportunity to apply his new knowledge when his friend asks him about the assignment in the class. Give students a conceptual model, a picture of the whole, is an important part of the

learning's success in teaching complex skills without resorting to lengthy practice of isolated sub skills.

Productive Pedagogies:

This developed as a research tool for classroom observations. It is a theoretical framework that teachers can use to reflect critically upon their current classroom practice; that is, a vehicle to use as a professional 'vocabulary' (or parlance) around which to have conversations about teaching practice with colleagues and to focus on individual student needs. There are twenty elements of Productive Pedagogies that can be usefully grouped under four dimensions of classroom practice which are potentially necessary conditions for improved and more equitable student outcomes.

THE TEACHING LEARNING PROCESS

Teaching-learning process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Involves the content of education, child development and characteristics of each practice and aims to achieve specific learning in the classroom.

The teaching act defines the performance of the teacher facilitate to the student learning. Its nature is essentially communicative.

GARCIA, E. (2002, Pág. 77) "Teaching is not just understood as encyclopedic acquisition of knowledge but also as learning of customs, traditions and cultures of a particular social environment"

Library of the municipality

The researcher shares with the author because teaching is a way to fulfill the empty spaces in the students where teacher discover how arrives to

student, know them in their social environment, their cultures and habits, teaching is an art of sharing ideas about something.

Teaching:

Teachers need to understand a subject enough to convey its essence to students. While traditionally this has involved lecturing on the part of the teacher, new instructional strategies put the teacher more into the role of course designer, discussion facilitator, and coach and the student more into the role of active learner, discovering the subject of the course. In any case, the goal is to establish a sound knowledge base and skill set on which students will be able to build as they are exposed to different life experiences. Good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that a student can understand, retain and pass to others. Studies from the US suggest that the quality of teachers is the single most important factor affecting student performance, and that countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible.

EDIGER, Marlow 2009: "The teaching activities that the professors are inevitably linked to the learning processes that, following his instructions, carried out by students"

<http://elzone.blogspot.com/2012/11/favourable-learning-environments-marlow.html>

The researcher agrees with the author because teaching is a process where teachers and students are linked with an objective that is to follow instructions through questions and answers that help in the teaching learning process. The objective of teachers and students is always the achievement of certain learning and the key to success is that students are able and willing to

perform cognitive operations suitable for it, interacting well with the educational resources at your fingertips.

To select the most appropriate step to each situation of education and good design educational interventions that consider all contextual elements (contents to be treated, student characteristics, environmental circumstances ...), are always key factors in achieving the educational objectives sought.

Teaching Styles

A quick review of the literature reveals a seemingly endless series of frameworks for classifying teaching styles. **PRATT**, Daniel (2002), for example, defines five different approaches towards learners and content. Fischer and Fischer (1979) identify six categories which include Task Oriented, Cooperative Planner and Subject-Centered. There are numerous other classifications of teaching styles.

For the purposes of this orientation, we'll examine the theories of Grasha & Grasha, who divide teaching styles into four areas. After reading about these teaching styles below, you can take a quiz, which will give you some information about your preferred type of teaching style.

Formal Authority: The Formal Authority approach focuses on content and can be very instructor-centered. The instructor defines the theories, principles, concepts or terms that the student needs to learn and organizes them into a sequenced set of goals or objectives. Evaluations are a necessary part of course planning as they allow the instructor to ascertain the amount of student learning that has taken place.

Demonstrator: This approach concentrates on the performance of an academic procedure. The instructor defines the steps an expert in the field

would use to accomplish necessary tasks as well as defines the standards which would indicate mastery in applying these procedures. The instructor then develops situations in which these steps can be performed and results observed. The instructor may be the one who demonstrates the procedures; students may be the ones practicing the procedures, or some combination of both.

Facilitator: Teachers who have a facilitator model teaching style tend to focus on activities. This teaching style emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks. Teachers typically design group activities which necessitate active learning, student-to-student collaboration and problem solving.

Delegator: Teachers who practice a delegator teaching style tend to place control and responsibility for learning on individuals or groups of students. This teacher will often give students a choice in designing and implementing their own complex learning projects and will act in a consultative role.

Learning:

Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curves. Learning is not compulsory; it is contextual. It does not happen all at once, but builds upon and is shaped by what we already know. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent.

Human learning may occur as part of education, personal development, schooling, or training. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of educational psychology, neuropsychology, learning theory, and pedagogy. Learning may occur as a result of habituation or classical conditioning, seen in many animal species, or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. Learning that an aversive event can't be avoided nor escaped is called learned helplessness.

There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development.

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SÁNCHEZ, (1918) expresses that "The learning is product of the reception and of the discovery; it can be significant or memoristic, depending on the conditions in which it happens." (Pg. 2)

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

Styles of learning

There are the three principal styles of learning:

Visual learning is a teaching and learning style in which ideas, concepts, data and other information are associated with images and techniques. It is one of the three basic types of learning styles in the widely-used.

Auditory learning is a learning style in which a person learns through listening. An auditory learner depends on hearing and speaking as a main way of learning. Auditory learners must be able to hear what is being said in order to understand and may have difficulty with instructions that are written. They also use their listening and repeating skills to sort through the information that is sent to them.

Kinesthetic learning is a learning style in which learning takes place by the student actually carrying out a physical activity, rather than listening to a lecture or merely watching a demonstration. It is also referred to as tactile learning.

Student-centered learning (or student-centered learning; also called child-centered learning) is an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. This approach has many implications for the design of curriculum, course content, and interactivity of courses.

For instance, a student-centered course may address the needs of a particular student audience to learn how to solve some job-related problems using some aspects of mathematics. In contrast, a course focused on learning mathematics might choose areas of mathematics to cover and methods of teaching which would be considered irrelevant by the student.

Student-centered learning, that is, putting students first, is in contrast to teacher-centered learning. Student-centered learning is focused on the

student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner. Teacher-centered learning has the teacher at its center in an active role and students in a passive, receptive role. Student-centered learning requires students to be active, responsible participants in their own learning.

Traditionally, teachers direct the learning process and students assume a receptive role in their education. With the advent of progressive education in the 19th century, and the influence of psychologists, some educators have largely replaced traditional curriculum approaches with "hands-on" activities and "group work", which the child determines by him what he wants to do in class. Key amongst these changes is the premise that students actively construct their own learning. Theorists like John Dewey, Jean Piaget, and Lev Vygotsky whose collective work focused on how students learn is primarily responsible for the move to student-centered learning. Carl Rogers' ideas about the formation of the individual also contributed to student-centered learning. Student-centered learning means reversing the traditional teacher-centered understanding of the learning process and putting students at the centre of the learning process. Maria Montessori was also an influence in centre-based learning, where preschool children learn through play.

Student-centered learning allows students to actively participate in discovery learning processes from an autonomous viewpoint. Students consume the entire class time constructing a new understanding of the material being learned without being passive, but rather proactive. A variety of hands-on activities are administered in order to promote successful learning. Unique, yet distinctive learning styles are encouraged in a student-centered classroom. With the use of valuable learning skills, students are capable of achieving life-long learning goals, which can

further enhance student motivation in the classroom. Self-determination theory focuses on the degree to which an individual's behavior is self-motivated and self-determined." Therefore, when students are given the opportunity to gauge their learning, learning becomes an incentive. Because learning can be seen as a form of personal growth, students are encouraged to utilize self-regulation practices in order to reflect on his or her work. For that reason, learning can also be constructive in the sense that the student is in full control of his or her learning. Over the past few decades, a paradigm shift in curriculum has occurred where the teacher acts as a facilitator in a student-centered classroom.

ACTIVE TECHNIQUES

Although we frequently hear the phrase "**active learning**" in educational circles, perhaps the best way to think of active learning in the classroom is to focus on learning processes rather than on learning products. Active learning redefines classroom practice from a static view of learning in which knowledge is poured into the passive, empty minds of student learners to a more dynamic view where, through project-base, collaborative, and problem-based activities, students play a more vital role in creating new knowledge to be applied to other professional and academic contexts.

VYGOTSKY, Lev. (1917)"The way children learn is by internalizing the activities, habits, vocabulary and ideas of the members of the community in which they grow up".

<http://www.uky.edu/~eushe2/quotations/vygotsky.html>

The researcher considers that the establishment of a fruitful collaborative and cooperative atmosphere is an essential part of school learning. Well some research has shown that social collaboration boots students'

achievement, provided that the kids of interaction that are encouraged contribute to learning.

Proponents of active learning include the late Brazilian educator **FREIRE** Paulo, who discouraged named a “banking education” model in which teachers deposited knowledge into students’ minds for students to dispense at test time in the same way we deposit money into a checking account. Technology can play an important role in ensuring that learning is the result of dialogue and production of new knowledge in new media for audiences beyond the classroom making both courses content and student work more relevant.

Importance:

The use of group techniques, creative, physical and brain, treated at the exhibition, are very useful and commonly teacher used it in teaching practice: When we apply a group dynamic to start an activity in class, when we discussing a topic of learning, we work with group techniques. When children assembled puzzle, resolve cross words or simply build with plastic blocks implement creative techniques that allow them to solve problems and thus the teacher stimulate creativity.

Although active learning projects focus on student roles and responsibilities, their impact on the role of the instructor is equally important, Instructors who embrace active learning find themselves moving away from the traditional lecture or test that evaluates static knowledge of facts and concepts and privileged one-way conversation between teacher and student to instead develop more interactive relationships with their students that foreground collaboration an real-world application.



Active learning works because its goal is simple: To move students from passive recipients to motivated participants through more contextualized, hands-on teaching activities. These activities vary from cooperative learning, to project-based learning, to case studies and service learning. This research is focus in two principal active Techniques TALES and SONGS in English that will develop the teaching learning process in the children.

TALES:

A tale is created by one or more authors, factual or fictional, inspired or not previous written or legends, whose plot is carried out by a small group of characters and a relatively simple argument.

The origin of tale is transmitted both orally and in writing, although initially, the most common was by oral tradition. Also, it can account for facts or fantastic but always on the basis of being an act of fiction, or a mixture of facts and fiction with real characters. It usually contains a few characters involved in one central action, and some argue is a prerequisite shocking end of this genre. Its aim is to awaken a powerful emotional reaction in the reader or listener. Although it can be written in verse (in whole or in part), usually given in prose. It is done by the intervention of a narrator, and preponderance of the narrative about the monologue, dialogue, or description.

In addition to this, storytelling for teaching a foreign language to children provides contexts for talking, listening, reading, writing and other activities such as dance and drama. According to several critics, there are a number of reasons why teachers use children's tales:

- Stories are motivating and fun creating a desire to communicate. They develop positive attitudes and help children to keep on learning. Positive affective factors facilitate acquiring a second

language. Children will learn better if they have a positive attitude towards what they are doing.

- Stories exercise the imagination. Children imagine sceneries, characters and so on about a story. For example, if they become personally involved in a story they can identify with some characters.
- Stories provide a rich resource for education about human societies, offering insights into life in many different communities and into complex cultures.
- Stories are a useful tool in linking fantasy and imagination with the child's real world. So children can make sense of their everyday life. Stories help children to understand the world and to share it with others.

Tales, says **CORTÁZAR**, Julio (1962), "Is a magical box with fantasy and emotion for children". (Their psychology and their characters) .(pg 456)

http://es.wikipedia.org/wiki/Julio_Cort%C3%A1zar

In short, a tale is a work of fiction that takes place in a universe of beings and events. In addition, a narrator is who here introduces the characters, the views, conflict, and the denouement.

Classically, a tale is characterized by its short length it certainly should be shorter than a novel, and also tend to have a closed structure which develops a tale, and there may only recognize a climax.

SONGS:

Music is an amazing tool for teaching languages, especially to children. Good songs will bounce around in a learner's head long after their lesson is over. Young learners pick up vocabulary, grammatical structures, and the rhythm of the language simply by doing what they already love to do...singing.

In addition, music can serve a variety of functions in the classroom. Music can set a mood. Music can signal a transition from one activity to another (for both the teacher and the student).

Songs are a great way to teach new language to youngsters, even when children don't fully understand all the lyrics, they are excited to try to sing along. When teachers have songs with simple lyrics that kids can dance and do gestures, the children sing and learn so quickly.

Teachers can use songs as part of the learning experience for any English language themes her/him introduce in class. For example, when teaching about colors, sing "I See Something Blue" and "I See Something Pink."

Songs can help to the teacher to teach vocabulary in a way teacher just can't do with other activities. When students are singing and dancing, they interact with the language in so many ways. They are practicing listening comprehension, vocalizing, and interpreting the language with movement... and all in a way that is fun and non-threatening to young learners.

FLOHR, Michael (1986) "When young children listen repeatedly to a style of music, they learn to prefer that music and these preferences become lifelong"

http://es.wikipedia.org/wiki/Flohr_Michael%_

It is important, therefore, to expose children to music that broadens their repertoire. Learning to appreciate music from another culture or time period can also open the door to further interest and learning.

For using Tales and Songs in a correct way there are some important techniques that improve the use of these.

- Brainstorming.
- Collage.

- Role play.
- Puzzles.
- Realia
- Games.

BRAINSTORMING:

Brainstorming is a process for developing creative solutions to problems. Brainstorming works by focusing on a problem, and then deliberately coming up with as many solutions as possible and by pushing the ideas as far as possible. One of the reasons it is so effective is that the brainstormers not only come up with new ideas in a session, but also spark off from associations with other people's ideas by developing and refining them.

COLLAGE:

It is a technique of an art production, primarily used in the visual arts, where the artwork is made from an assemblage of different forms, thus creating a new whole.

A collage may sometimes include newspaper clippings, ribbons, bits of colored or handmade papers, portions of other artwork or texts, photographs and other found objects, glued to a piece of paper or canvas. The origins of collage can be traced back hundreds of years, but this technique made a dramatic reappearance in the early 20th century as an art form of novelty.

ROLE PLAY:

Role play is a unique tool to explore and express human feeling, is an essential form of behavior in all cultures, it is a fundamental human activity.

Role play is a discrete skill in itself (acting, theatre, refined skill), and therefore it is offered as a 'subject' in primary school. However role play is also a tool which is flexible, versatile and applicable among all areas of the curriculum. Through its application as a tool in the primary classroom, role play can be experienced by all children.

Role play assists in the development of:

- The use of imagination
- Powers of creative self-expression
- Decision making and problem solving skills
- Understanding of self and the world
- Self-confidence, a sense of worth, respect and consideration for others.

PUZZLES:

Puzzle is a problem that test imagination, cleverness and skill of the solver. Puzzles are often contrived as a form of Entertainment, but they can also be considered as mathematical or logical problems in most of cases.

People with a high inductive reasoning aptitude may be better in solving those puzzles.

Puzzles teach: shape, color, letter and word recognition skills; sensory perception; fine motor skills such as grasping and manipulating objects; hand-eye coordination; spatial reasoning: problem solving/Reasoning skills; principles of deduction; part to whole / whole to part understanding; sorting and classifying; organization skills; self-confidence; the value of patience and determination; social skills/cooperative play.

The use of puzzles, throughout a child's educational years, will benefit him/her in all subject areas: Language Arts (reading, writing,

communication- speaking and listening), Math, Social Studies, Science, and the Arts. Every area of a child's life will benefit from the use of puzzles.

REALIA:

In education, realia are objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real life situations. A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. In many cases, these objects are part of an instructional kit which includes a manual and is thus considered as being part of a documentary whole by librarians.

Realia are also used to connect learners with the key focal point of a lesson by allowing tactile and multidimensional connection between learned material and the object of the lesson. They are best utilized for simple objects lending themselves to classroom settings and ease of control with minimum risk of accident throughout the student object interaction.

Technology has begun to impact the use of realia by adding the virtual realia option, whereby three-dimensional models can be displayed through projection or on computer screens, allowing the learner to see detail otherwise difficult to acquire and to manipulate the object within the medium on which it is displayed. The option of zooming and looking within objects makes virtual realia an important learning tool in technical environments where it may be difficult or impractical to examine an object in as much detail manually, such as the workings of living organs or machinery containing hazardous parts, such as combustion engines.

GAMES:

A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. However, the distinction is not clear-cut, and many games are also considered to be work (such as professional players of spectator sports/games) or art (such as jigsaw puzzles or games involving an artistic layout such as Mahjong, solitaire, or some video games).

Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulation, or psychological role.

Attested as early as 2600 BC, games are a universal part of human experience and present in all cultures.

METHODOLOGY

The Grammar-Translation Method

The grammar translation method is a method of teaching foreign languages. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the target language, and to further students' general intellectual development. The grammar-translation method (also known as the classical method) is based on the belief that different kinds of knowledge were located in

separate sections of the brain. Mathematic knowledge, for example, was thought to be located in one area, art in another, language in another, and so on. It was believed that studying different subjects was a good way of exercising the brain. Thus, learning another language provided the necessary mental exercise to develop the part of the brain believed to be earmarked for languages.

Grammar translation method has its own features, which has greatly affected teaching approaches. And it seems that an apparent change with this method has taken place in its teaching viewpoint, teaching aim, contents and practice, and offers an opportunity of wider applications in foreign language teaching.

The mayor characteristic of the grammar translation method is, precisely as its name suggests, a focus on learning the rules of grammar and their application in translating passages from one language into the other. Vocabulary in the target language is learning through direct translating from the native language.

HARVEY, (1985) "The grammar translation emphasizes the importance of vocabulary and grammar learning"

The name of the method, grammar-translation, captures the main emphases of this method (i.e., the study of grammatical aspects of language and the use of translation as a means of ascertaining comprehension). Communicating in the language was not a goal, so classes were taught primarily in the students' native language, and the teacher made no effort to emphasize correct pronunciation of the language.

For this reason the researcher considers that Grammar-translation method is usually conducted in the students' native language. Grammar rules are

learned deductively; students learn grammar rules by rote, and then practice the rules by doing grammar drills and translating sentences to and from the target language. More attention is paid to the form of the sentences being translated than to their content. When students reach more advanced levels of achievement, they may translate entire texts from the target language. Tests often consist of the translation of classical texts

The Direct Method:

The emphasis is on the direct associations the student makes between objects and concepts and the corresponding words in the target language. The use of the native language, as in the grammar translation method, is avoided; the use of the target language is emphasized at all times. In this method, the primary goals are for students to think and speak the language; thus, no use of the native language is allowed. Teachers employ objects, visuals, and realia to make the input comprehensible. Instruction revolves around specific topics. Aspects of grammar are taught inductively through the handling of the topic.

For example, when studying different types of sports that people practice, students are also introduced to verbs. The focus is not verbs and verb conjugations, but the context is a logical way to expose students to aspects of grammar. By much exposure and handling of the content, students inductively learn the appropriate use of different verbs that relate to sports. In addition, cultural aspects of the countries where the target language is spoken are also included in the lessons.

BROWN, Douglas (Teaching by principles) "The basic premise of the Direct Method was the second language learning should be more like first language learning" pg. 52-53

The research agree with the author because this method would include lots of oral interactions, spontaneous use of language, no translations

between first and second language, and little or no analysis of grammar rules.

The direct method provided an exciting and interesting way of learning the foreign language through activity. It proved to be successful in releasing students from the inhibition all too often associated with speaking a foreign tongue, particularly at the early stages.

Audio-Visual Method (ALM):

It is a method which refers to both sound and pictures which is typically in the form of slides or video and recorded speech or music; all is visual presentations that are shown by the teacher to the students. It can be called as a new trend because technology is used in this method such as, computers, televisions, language laboratories or the others which can support the teaching learning process in order to improve students' skills. There are two categories:

Simple visual aids:

It can be blackboard, bulletin board, funnel board, charts, diagrams, graphs, posters, maps, pictures, etc.

Advanced visual aids: It can be video, filmstrip, televisions, etc. It means the devices that can be used in this method are related to the ears and eyes. In this case, the teacher has to consider presenting the most important key points during the first part of the lesson, when their attention is at full capacity. This is related to a type of multiple intelligences which human has; it is visual intelligence which focuses on the ability of visualization.

LESTAGE, André (November 1959) "The Audio-visual method is to materialize the thoughts in the form of graphic or sonorous images in order to give the thoughts a concrete frame of reference" pg 1.

http://www.unesco.org/education/nfsunesco/pdf/LESTAG_E.PDF



The researcher considers that this method is most effective when the information is contained systematically organized. Break information into smaller chunks and grouping similar pieces together to help students connect and store information more efficiently.

In the Audio-visual method the emphasis is to remember sounds and graphics that allow children to retain the information by a considerable time facilitating the teaching learning process.

Suggestopedia:

In this method, the classroom atmosphere is crucial. Creating a relaxed, nonthreatening learning environment is essential for its success. The goal is that students will assimilate the content of the lessons without feeling any type of stress or fatigue. Classrooms are equipped with comfortable seating arrangements and dim lighting in an effort to provide an inviting and appealing environment. Soothing music is employed to invite relaxation and allow students to feel comfortable in the language classroom. The use of the native language is also allowed, especially to give directions and to create that welcoming atmosphere. Based on the belief that how students feel about learning will make a difference in the learning process, Suggestopedia takes into consideration the affective domain.

The use of drama, songs, tales and games provides for much practice, yet in a less-threatening and more enjoyable fashion. As in the ALM, dialogues are employed, but they are presented in an enhanced fashion through creative dramatics. The rehearsing of roles provides the necessary practice, yet there is a purpose for practicing. When people are preparing for dramatic roles, they most likely spend much time rehearsing.

LOZANOV, Georgi (1982), (Chapter 11: Methods/Approaches of Teaching ESOL: A Historical Overview) “Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively” (pg.8)

This definition shows that suggestopedia offers valuable insights into the “super learning” power of our brain and it can be practiced from time to time, because a relaxed mind is an open mind and it can help at students to feel more confident and, in a sense, pliable.

Total Physical Response (TPR):

This method is based on the principle that people learn better when they are involved physically as well as mentally. In TPR, students are required to respond nonverbally (physically) to a series of commands.

As the teacher gives a command and the students respond physically, the teacher ascertains students’ comprehension of the command.

In TPR, teachers can employ pictures, objects, and realia for students to manipulate as they respond non verbally. For example, the students are studying a unit on “emotions.” The teacher can pass out pictures of people displaying different emotions.

Total Physical Response is a technique that lets students acquire vocabulary in a similar way to how a child learns his or her first language. All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. This is what sets TPR apart from traditional “listen-and-repeat” methods. In a TPR lesson the teacher models the vocabulary and the phrases in the lesson, thus students soon associate each particular vocabulary word and phrase with actions.

The teacher employs the transparency to demonstrate the actions following the commands given. Students imitate and follow along. This is an excellent way to introduce verbs and new vocabulary using TPR.

MÜHREN, Arnold (Learning Designer & Adviser) "Learners are totally involved in TPR activities because they are allowed to concentrate on one thing only: they act out what they've heard." pg. 2

The researcher is in accordance with the author because Total Physical Response can be an integral part of any English lesson, especially at beginner level. During the first few weeks of an English starter course at school TPR may even be the main activity that the learners are involved in.

CHAPTER II

BRIEF

The “General Quis-quis” school in its first year was named like “Huascar” school and was created in 1938 in San Juan town, Eloy Alfaro parish; on 1st October in 1939 the Provincial Direction of Education changed the name by “General Quis-quis”, the first Director was the Mrs. Elvia Velasco de Verrazueta.

At the beginning the school worked as unitary, a long time the number of students and teachers increased and pass to be teachers that had multifunction’s, for that reason it was considerate like a complete school since 1992 then the Provincial Direction conferred the Ministerial Agreement No. 4526 on 21st November in 2002, the school creates the first year of Basic Education in 2006.

Actually the school counts with seven teachers of Basic Education, three teachers in contract (English, Computation and Physical Education), personal of service and a physical infrastructure comfortable for the number of students that have the school.

MISSION:

The “General Quis-quis” school is an institution of general Basic Education whose mission is to form academically to children among the ages from 5 until 12 years in 7 years of Basic Education, and this contributes at the integral formation of the students, with the purpose that they will be practical, critical, reflexive and creative people in the future, preparing them in the technological advance, knowledge of computation and English language.

ANALYSIS AND INTERPRETATION OF THE RESULT

Survey directed to the parents of the 1st and 2nd year of Basic Education of “General Quis-quis” School.

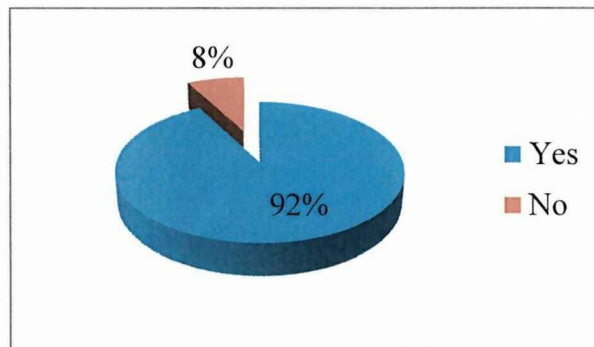
Question 1:

Do you believe that the English language is important for your child?

TABLE N.-01

| ITEMS | F | % |
|-------|----|------|
| Yes | 24 | 92 |
| No | 2 | 8 |
| Total | 26 | 100% |

GRAPHIC N.- 01



Source: Family parents of “General Quis-quis”
Elaborated by Clara Flores

Take into account the 26 polled parents, the results show that 92% that correspond to 24 parents consider that English language is important, while the 8% that correspond to 2 parents consider that is not important.

The researcher thinks that the importance of learning English cannot be overstated in an increasingly interconnected and globalized world. English language as a subject is crucial for kids to learn, developing communication skills, basic math and basic reading. English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate.

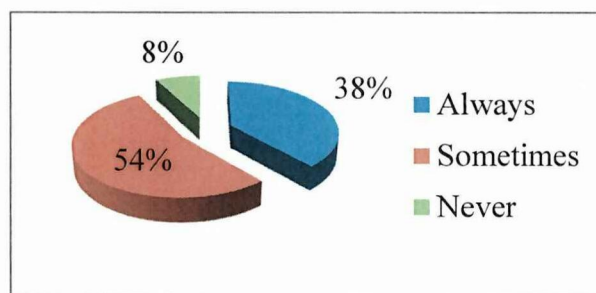
Question 2:

Do you help your child with the tasks of English language at home?

TABLE N.- 2

| ITEMS | F | % |
|-----------|----|------|
| Always | 10 | 38% |
| Sometimes | 14 | 54% |
| Never | 2 | 8% |
| Total | 26 | 100% |

GRAPHIC N.- 02



Source: Family parents of "General Quis-quis" school
Elaborated by Clara Flores

According with parent's answers the 54% that correspond to 14 parents always help their children with English tasks at home, while, 38% that correspond to 10 parents sometimes and 8% that correspond to 2 parents mention that never help them with English tasks.

Parents are in an ideal position to motivate and so help their children learn the English language by sharing the tasks at home, for this reason the researcher considers that parents can not only bring their child's language and activities into family life, but can also influence their young children's attitudes to language learning and other cultures. It is now generally accepted that most lifelong attitudes are formed by the age of five or seven.

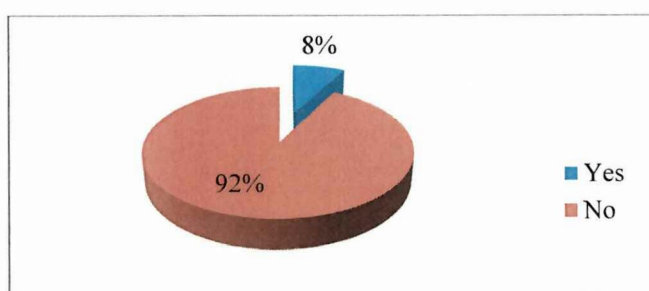
Question 3:

Do you believe that your child is motivated for learning English language?

TABLE N.- 3

| ITEMS | f | % |
|-------|----|------|
| No | 20 | 92% |
| Yes | 6 | 8% |
| Total | 26 | 100% |

GRAPHIC N.- 03



Source: Family parents of "General Quis-quis" school
Elaborated by Clara Flores

In a group of 26 parents the 92% that correspond to 20 parents considers that their children are not motivated for learning English, while, 8% that correspond to 6 parents think that they are motivated.

The researcher considers that, it is not difficult to see why motivated students are more successful. Motivated students can rightly take credit for their own achievements. One of the most difficult aspects of becoming a teacher is learning how to motivate a student. It is also one of the most important. Students who are not motivated will not learn effectively. They won't retain information, they won't participate and some of them may even become disruptive. Teach through games and new methods, encourage students to debate and enrich the subject matter with visual aids, like colorful charts, etc to create a warm, stimulating environment.

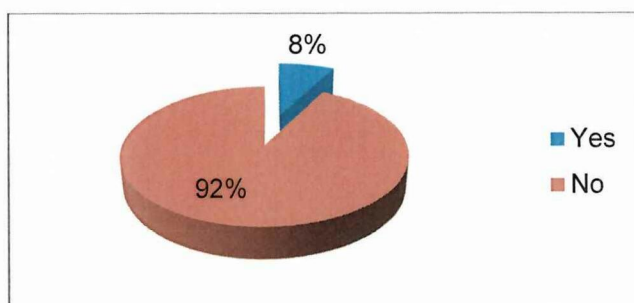
Question 4:

Is the material according to your child age?

TABLE N.- 4

| ITEMS | f | % |
|-------|----|------|
| Yes | 2 | 8% |
| No | 24 | 92% |
| Total | 26 | 100% |

GRAPHIC N.- 04



Source: Family parents of "General Quis-quis" school
Elaborated by Clara Flores

Take in account parents' point of view the 92% that correspond to 24 parents mention that the material is not according with their child age, and the 8% that correspond to 8 parents consider that the material is according to the age they are.

The researcher thinks that in many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of learning. Students learn what is presented in the textbook, and the way the textbook presents material is the way students learn it. The educational philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom.

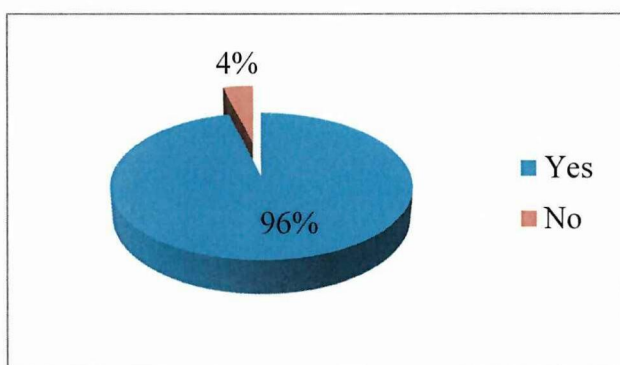
Question 5:

Would you agree that the teachers use new and novel methods in the English teaching learning process?

TABLE N.- 5

| ITEMS | f | % |
|-------|----|------|
| Yes | 25 | 96% |
| No | 1 | 4% |
| Total | 26 | 100% |

GRAPHIC N.- 5



Source: Family parents of "General Quis-quis" school
Elaborated by Clara Flores

In this question the 96% that correspond to 25 parents are agree that the teachers use new methods in the TLP of English language and the 4% that correspond to 1 parent is not according with this use.

The novel methods are techniques used by the teacher, (methodological strategies) it helps to facilitate the teaching – learning process inside the class. These resources bring active energies, and are also an aid to solve the problems of lack of discipline and attention in class, avoiding the traditional pedagogical model, so, learners are more motivated during the English classes because, they learn easily, in this way learners like to work and learn English with active methodological strategies, this is evidenced in the survey.

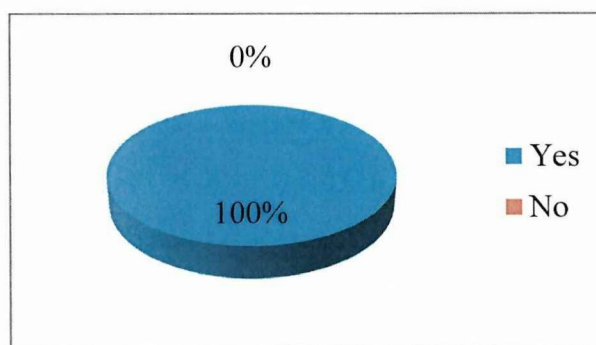
Question 6:

Would you support the teachers so that they can use new methods of teaching in the English language?

TABLE N.- 6

| ITEMS | f | % |
|-------|----|------|
| Yes | 26 | 100% |
| No | 0 | 0% |
| Total | 26 | 100% |

GRAPHIC N.- 6



Source: Family parents of "General Quis-quis" school
Elaborated by Clara Flores

All parents agree that teachers use new methods, so, the 100% of the respondents would like that children learn English language with new methods.

Using new techniques or methods for teaching a second language the class becomes a dynamic environment in which students learn through the use of games. This is a method that has already been explored by some teachers, especially in elementary and preschool education. By using active techniques like games, songs, tales etc, students learn without even realizing. Therefore, learning through new methods is a learning technique that can be very effective at any age. It is also a very useful technique to keep students motivated.

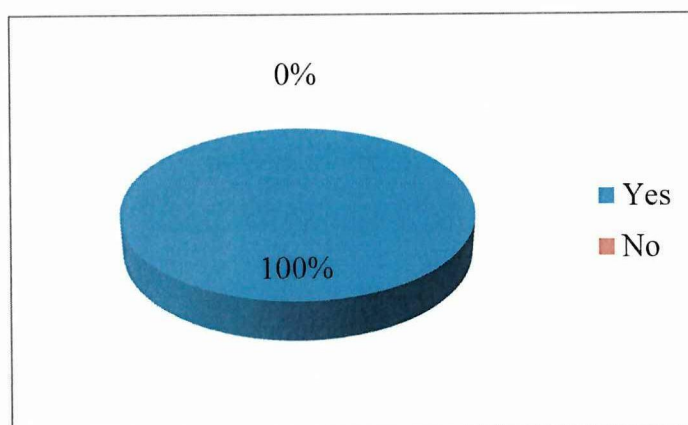
Question 7:

Do you believe that using tales and songs in English your child will develop new skills?

TABLE N.- 7

| ITEMS | f | % |
|-------|----|------|
| Yes | 26 | 100% |
| No | 0 | 0% |
| Total | 26 | 100% |

GRAPHIC N.- 7



Source: Family parents of "General Quis-quis" school
Elaborated by Clara Flores

In this question the 100% that correspond to 26 parents believe that their children will develop new skills using tales and songs in English during the teaching learning process.

The researcher considers that listening to stories or songs develops the child's listening and concentration skills via: visual clues (pictures) or general knowledge. In this way, school kids can understand the tale or song and they are motivated for language learning. The teacher can maintain their attention for example by asking them to listen for the gist that is, looking for the plot of the tale or song.

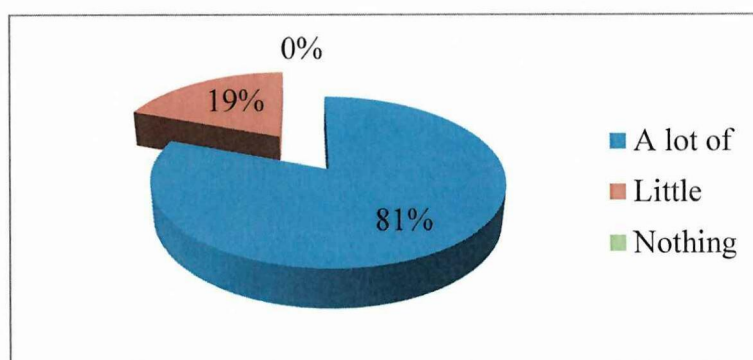
Question 8:

Do you consider that the use of tales and songs in English will improve the learning of a second language in your child?

TABLE N.- 8

| ITEMS | f | % |
|----------|----|------|
| A lot of | 21 | 81% |
| Little | 5 | 19% |
| Nothing | 0 | 0% |
| Total | 26 | 100% |

GRAPHIC N.- 7



Source: Family parents of "General Quis-quis" school
Elaborated by Clara Flores

In a group of 26 parents the 81% that correspond to 21 parents believe that the use of tales and songs in English will improve the learning process, the 19% that correspond to 5 parents consider that will improve little.

According with this result children enjoy listening to stories or songs over and over again. This allows acquire certain knowledge's while others are being overtly reinforced. Little by little children make sense out of the listening. In addition, repetition also encourages participation in the narrative, learning vocabulary thereby providing a type of pattern practice in a meaningful context.

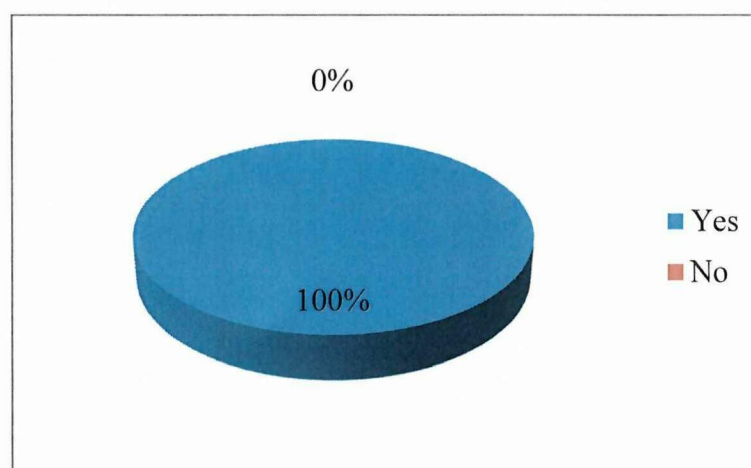
Question 9:

Would you be agree that the teachers use games, dynamics etc, for a better learning of the language?

TABLE N.- 9

| ITEMS | f | % |
|-------|----|------|
| Yes | 26 | 100% |
| No | 0 | 0% |
| Total | 26 | 100% |

GRAPHIC N.- 9



Source: Family parents of "General Quis-quis" school
Elaborated by Clara Flores

A total of 26 parents that involves the 100% consider that teachers should use games, dynamics etc for developing the learning in the student.

For teaching English through tales and song there are some activities or dynamics that may helps to fortify the knowledge, necessities for the acquisition of the results that are expected, therefore use games and dynamics in the teaching learning process allow wake up in children the interest and offer them a significant learning that connect with the social reality and the personal life.

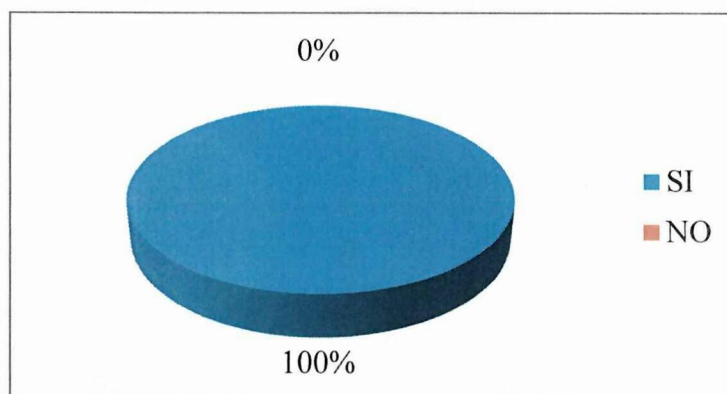
Question 10:

Do you believe that with the use of a guide of tales and songs your child will learn better the English language?

TABLE N.-10

| ITEMS | f | % |
|-------|----|------|
| Yes | 26 | 100% |
| No | 0 | 0% |
| Total | 26 | 100% |

GRAPHIC N.- 10



Source: Family parents of "General Quis-quis" school
Elaborated by Clara Flores

In this last question the 100% that correspond to 26 parents believe that the children will learn best the English language using a guide of tales and songs.

The use of a guide that contains tales and songs helps to the teachers in the children's academic formation; this guide may help in the learning of English language due to the constant use of tales and song that this one contains. Children can make the connection between what they have heard and memorized and what they see written and illustrated on the page. Several critics emphasize the importance of having a book or guide in a classroom.

CONCLUSIONS:

After the made research it is important to mention that children enjoy listening to stories and songs in their mother tongue. Storytelling and sing songs are an ideal introduction to foreign languages. Moreover, if teachers want to attract children's attention they must propose a motivating activity such as use tales and songs.

- According to the researcher stories and songs are motivating and fun for children. They develop positive attitudes and help children to keep on learning. Positive affective factors facilitate acquiring a second language. Children will learn better if they have a positive attitude towards what they are doing.
- The researcher determines that songs and tales have characteristics that help learning a second language: they often contain common, short words; the language is conversational, time and place are usually imprecise; the lyrics are often sung at a slower rate than spoken words and there is repetition of words and grammar. Furthermore, tales and songs are also known to lower the "affective filter" or, in other words, to motivate learners to learn.
- The use of a guide with tales and songs is a good resource that gives teacher the chance of creating a good environment to work, avoiding the traditionalism and the boredom. The guide also will help teachers to plan their activities in a funny and easy way for the learners and as a result they have an enduring understanding.

RECOMENDATIONS:

- To develop positive attitudes and help children to remember learning, teachers need to use tales and songs during an English class, since play an important role in the development of young

children learning and can add interest to the classroom routine and potentially improve student motivation.

- It is recommended to use tales and songs in English in order to remember the learning of a new vocabulary and develop the Teaching – Learning process inside the class.
- To use the guide with the active methodological strategies, so the teacher will can improve the Teaching Learning Process, avoiding the Traditional Pedagogical Model.

CHAPTER III

PROPOSAL DESIGN:

USE TALES AND SONGS IN THE TEACHING LEARNING PROCESS IN CHILDREN OF FIRST AND SECOND YEAR OF BASIC EDUCATION TO FORTIFY THE STUDY IN THE ENGLISH LANGUAGE LEARNING AT “GENERAL QUIS-QUIS” SCHOOL DURING THE PERIOD 2010 – 2011.

INFORMATIVE DATA:

Institution: “General Quis-quis” school

Location: San Juan town

Province: Cotopaxi

City: Latacunga

Parish: Eloy Alfaro

Beneficiaries: Parents and students of the “General Quis-quis” school

JUSTIFYING

The proposal is focused on the necessity that have the children of the “General Quis-quis” school because they do not use tales and songs in English for the best learning and development of the second language and it can say that this use is necessary because the children between the ages of 5 and 7 years are more vulnerable and learn faster something that they listen or watch, this lack of use causes problems specially in the class with the children because the learning of this language may become a boring subject for them.

That is why, the necessity of using constantly tales and songs in English to reach the established goal and to improve the teaching learning process in the class, and also for the academic development of the language in the children, for avoiding the mistakes that many children have at the moment of learning the language or at the same time, to avoid that the children will feel displeasure to learn the English language because apparently it is complicated and hard for them.

Taking account all of these points and the importance that these have, it can say that the correct use of tales and songs in English will help to the teachers, parents and students to have a good connection with the English language, because the use of tales and songs in English will develop the knowledge in the children and they will feel pleasure and emotion at the moment to learn English in an easy and amusing way.

OBJECTIVES:

General:

- To promote the teaching and learning process in the children through the use of tales and songs in English.

Specific:

- To contribute with the children in order that they learn in an easy and amusing way the language through the use of tales and songs in English.
- To develop an adequate environment of work in class through the correct use of tales and songs for obtaining the stated goals.
- To change the previous routines for a new one and where the teachers and students interchange ideas when they are learning.

FUNDAMENTATION:

This research consist in to know how important the use of tales and songs in children of first and second year of Basic Education is for developing their skills during the Teaching-learning process, in this investigation the research consider that the most relevant aspects are theoretical, pedagogical and methodological.

Theoretical Basis:

All investigation work needs a support, and this one contains enough information about each fundamental category for describing as well there is a collection of interrelated concepts, like a theory but not necessarily so well worked-out. A theoretical framework guides the investigation work, determining what things research will measure, and what statistical relationships research will look for.

Pedagogical Basis:

Education involves aspects that need to contribute in different field one of them is Pedagogy that give methods, techniques and instruments, those ones help teacher for creating a good environment inside the educative community. Actually English teaching stars early for that reason teachers need to be creative and motivator. Students from school for example need total physical response activities involves; games, dynamics mimics that encourage student's activity an attention.

Methodological Basis:

All activities that people develop during their life has a process, each process is follow by methods, it brings the specific steps that are

necessary to apply for obtaining success in their activities, In education there are specific methods that can be useful, in this investigation the principal one is Inductive method, because it is necessary to star from the parts for coming over at the total problem and it gives the opportunity to improve the capacity for analyzing taking into account the children's level limitation and capacities, the correct method application involves techniques, strategies and materials. In education these steps are important especially in preschool education.

PROPOSAL DESCRIPTION:

This material contains tales and songs in English each one with its activity also include a CD with the songs and tales that has the guide the same that can be of utility for the teachers, these activities are realized according the necessity of the teacher, in groups or individual, with the realization of this guide it is expected to achieve the wanted goal.

Using this material the children can learn much better the language through new activities that will help to the cognitive development of the English language in a novel and amusing way, where they develop some skills. In this kind of atmosphere the child's affective filter is lowered and acquisition of the second language takes place more easily. Children feel secure and happy in the classroom. So they become independent in the acquisition of the second language.

The children can interchange ideas with the teacher at the moment to acquire the information (tales and songs in English) in the class, developing the knowledge criticize of the children and improving the participation in class, with this guide all the children can participate in classes during the English's hours because the use of tales and songs in English will improve the traditional process that it is wanted avoid.

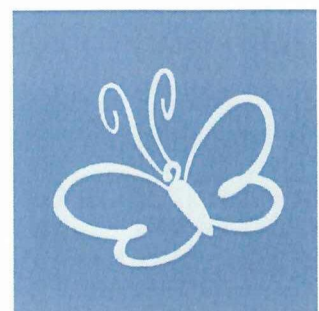
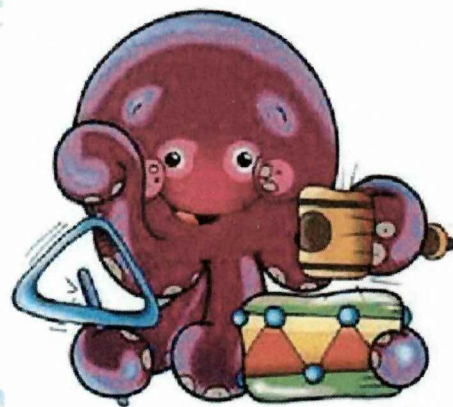
UNIT I: Songs that permit children to develop the listening skill and pronunciation. Learning a second language should begin the same way as the first: the first contact is auditory. Upon hearing a new language, the child will learn to reconcile what they are hearing with what they see.

Listening to music can help children learn about emotions. Music can also be soothing and comforting. Child care providers might play classical music and help the children label the sounds as scary, sad or happy. Children can also connect music with emotions by drawing or painting a picture of their feelings as they listen to a certain musical selection

UNIT II: Tales in English develop the verbal capacity and the communication in another idiom or language. Children are excited about all that is new and interesting. Learning another language is a challenge that usually pleases everyone, since when do not make them different from other.

Tales introduce new vocabulary and grammar to those already known by the pupils. In addition, the teacher provides them with activities based on the story in which they practice the same kind of learning. For instance, school pupils should practice some new grammatical rules along with some that are already known.

My English through
tales and songs



By: Clara Flores

INDEX



UNIT ONE

SONGS:

B-I-N-G-O'S SONG

THE ANIMAL SOUND SONG PART ONE

THE ANIMAL SOUND SONG PART TWO

THE ABC SONG

COLOR SONG

HOKEY POKEY SONG

UNIT II

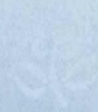
TALES

THE SNOWMAN TALE

CINDERELLA TALE

LITTLE RED RIDING HOOD TALE

THE MOON AND THE CAPE TALE



UNIT ONE



B-I-N-G-O'S SONG

Objective: To get vocabulary through B-I-N-G-O -O song for developing the learning of the English language.

Materials: CD's, flash cards, crayons, pencil, tape recorded.

Procedure:

Before the song: Ss will see the flash cards about the farmer and bingo.

During the Song: Ss will move their bodies following the teacher. (Actions for the song presented or the teacher could create the actions for the song)

After the Song: Ss will color B-I-N-G-O DOG and follow the dots to create the B-I-N-G-O word.



UNIT ONE



LYRICS

Song name: Bingo by Samuel Johnson

There was a farmer
had a dog,
And Bingo was his
name-O!
B - I - N - G - O,
B - I - N - G - O,
B - I - N - G - O
And Bingo was his
name-O!

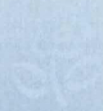
MOTION

Sing the all song the first time, then on the second time replace the B in BIN-GO with a clap.

The third time, both the B and I are clapped instead of sung; the fourth time B, I and N; the fifth time B, I, N and G and the last time, all the letters BIN-GO are clapped rather than sung.

VOCABULARY

FARMER – DOG – B-I-N-G-O LETTERS



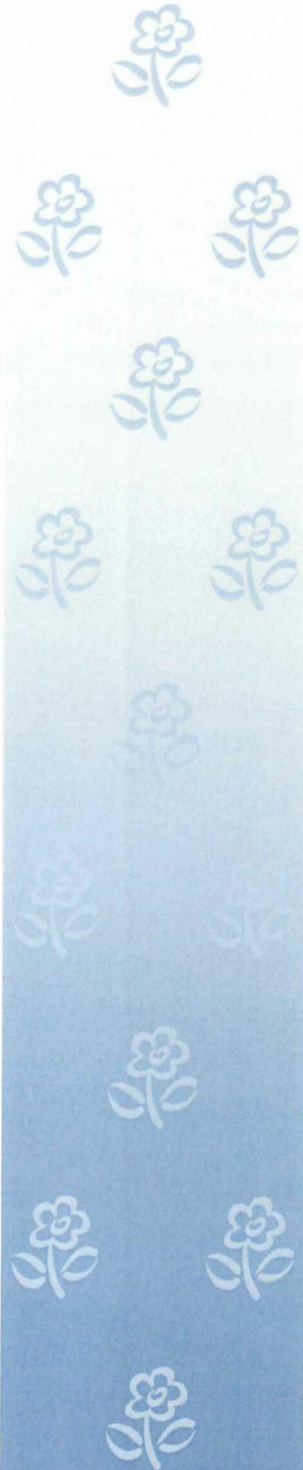
UNIT ONE



FARMER



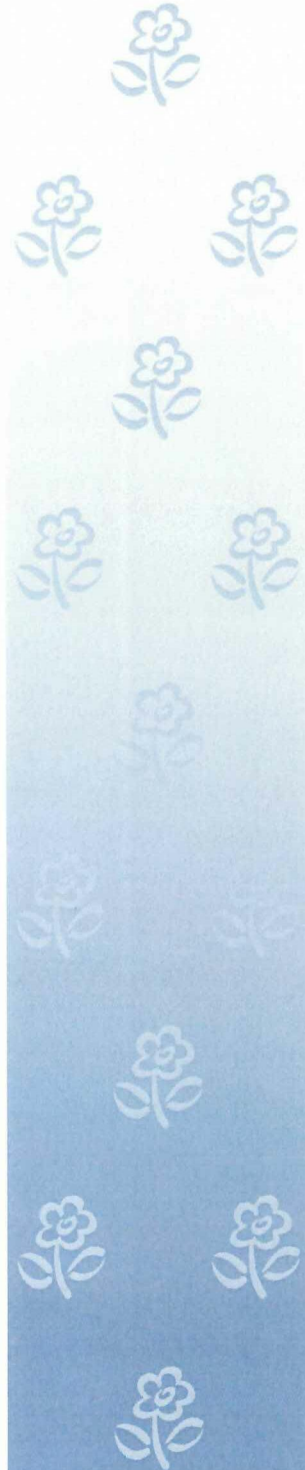
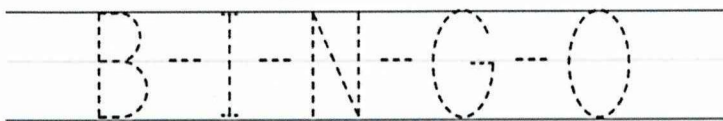
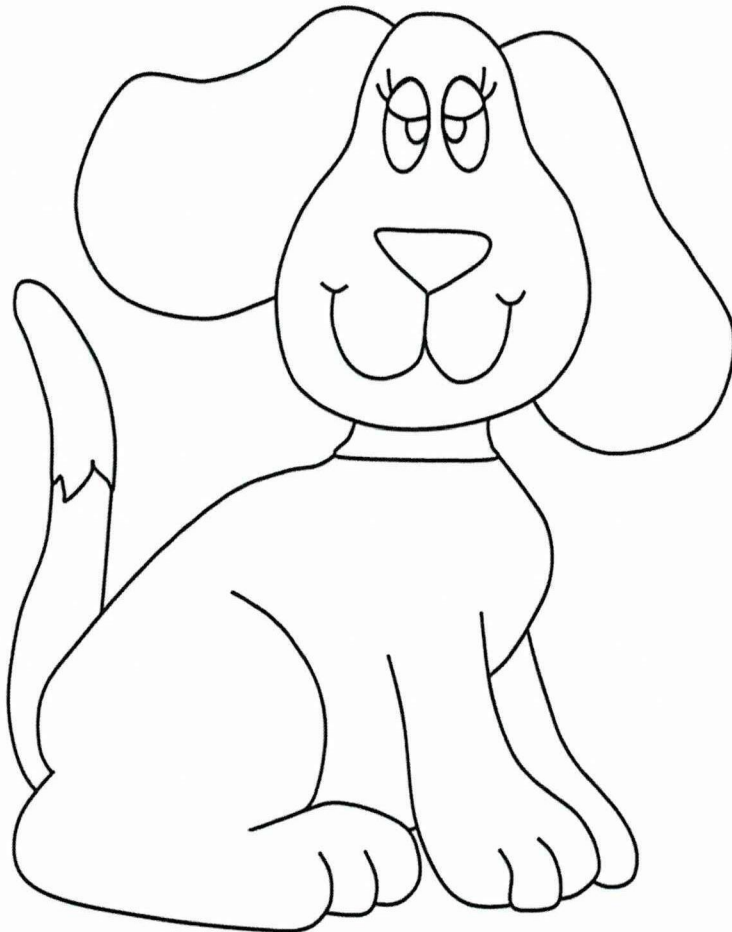
DOG



UNIT ONE



Follow the dots for letters B-b and for the word B-I-N-G-O and color the picture using



UNIT ONE



THE ANIMAL SOUND SONG PART ONE

Objective: To get vocabulary through The animal sound song in order to get significant knowledge.

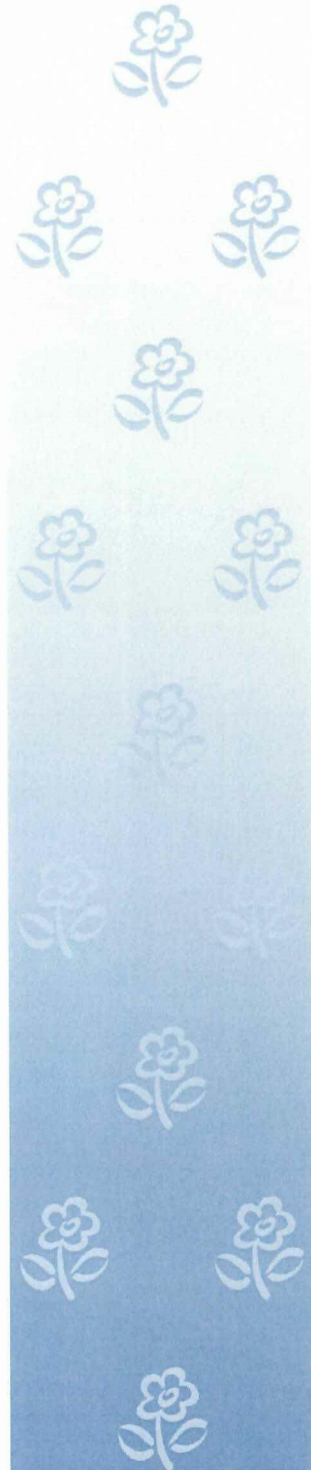
Materials: CD's, flash cards, crayons, pencil, tape recorded.

Procedure:

Before the song: Ss will see the flash cards about the dog, cow, duck, owl, cat, bird, pig, mouse.

During the Song: Ss will imitate the sounds that the animals make.

After the Song: Ss will match the sound with the correct animal, color the animal and follow the dots to create the name of the ani-



UNIT ONE



The animal sound song Part one:

The  **dog** does woof, woof, woof, woof

The  **cow** does moo, moo, moo, moo

The  **duck** does quak, quak, quak, quak

And the  **owl** says to whit to whoooo

The  **cat** does meow, meow, meow

The  **bird** does tweet, tweet, tweet

The  **pig** does oink, oink, oink, oink

And the  **mouse** says squeak, squeak

**These are the sounds that the animals
make.....**

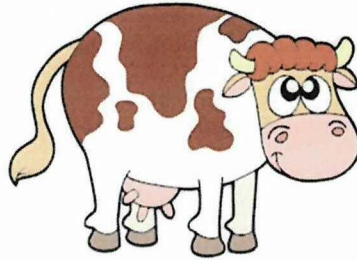
VOCABULARY

dog, cow, duck, owl, cat, bird, pig, mouse.

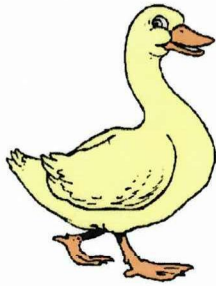
UNIT ONE



DOG



COW



DUCK



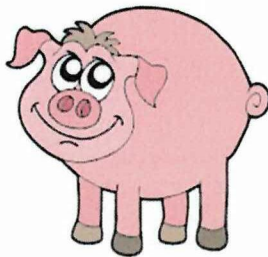
OWL



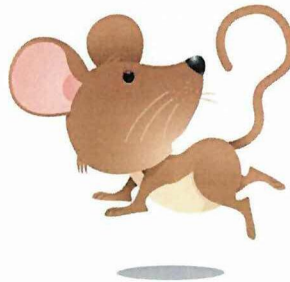
CAT



BIRD

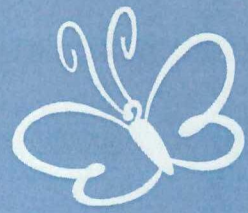


PIG



MOUSE

UNIT ONE



Match the correct sound that the animals make.



Moo moo



Quak



With to whooo



Squeak



Tweet



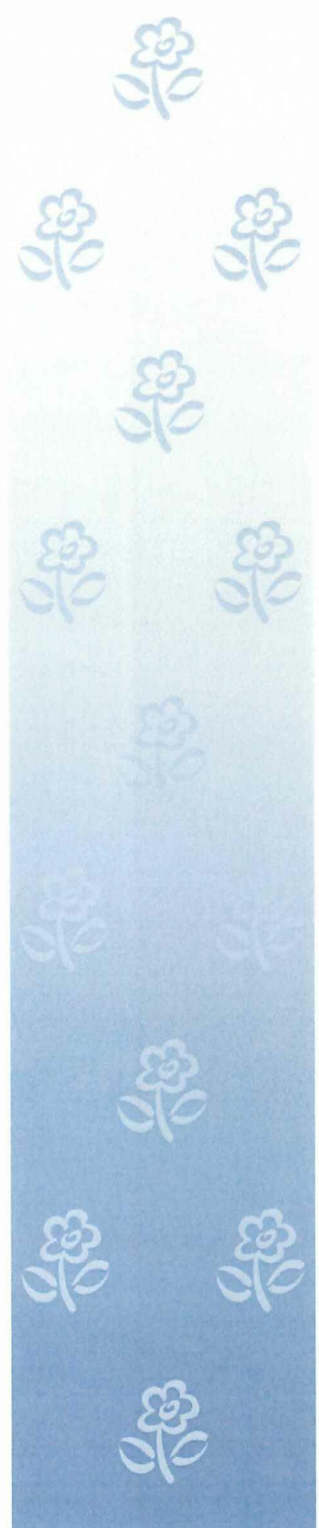
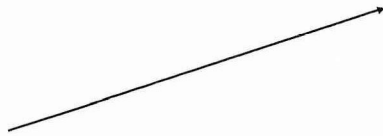
Meow



Oink



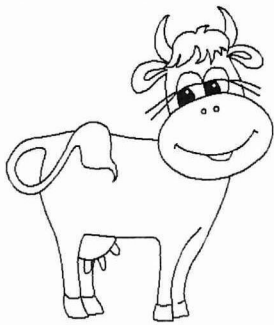
Woof



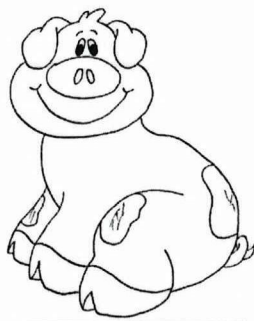
UNIT ONE



Color and follow the dots of the animals.



cow



pig



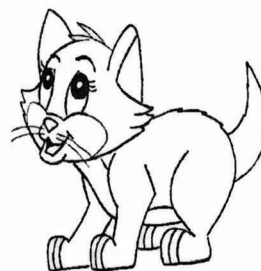
owl



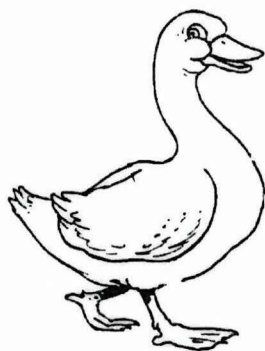
mouse



dog



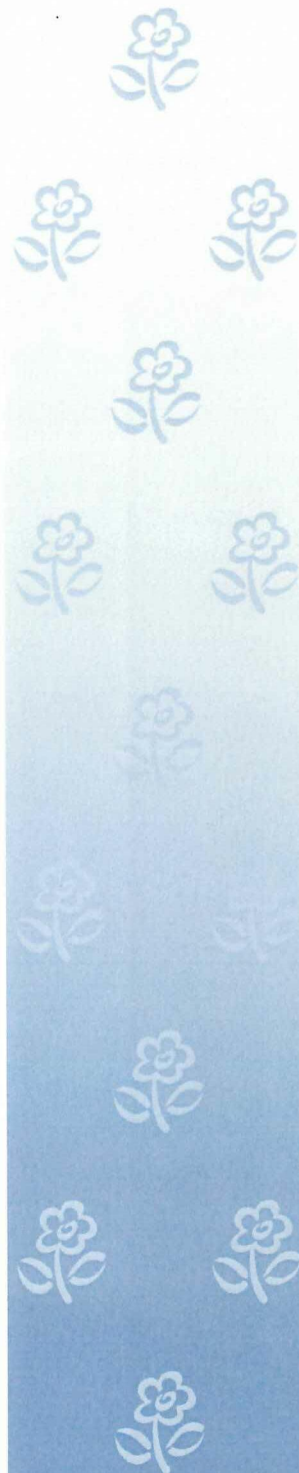
cat



duck



bird



UNIT ONE



THE ANIMAL SOUND SONG PART TWO

Objective: To get vocabulary through The animal sound song in order to get significant knowledge.

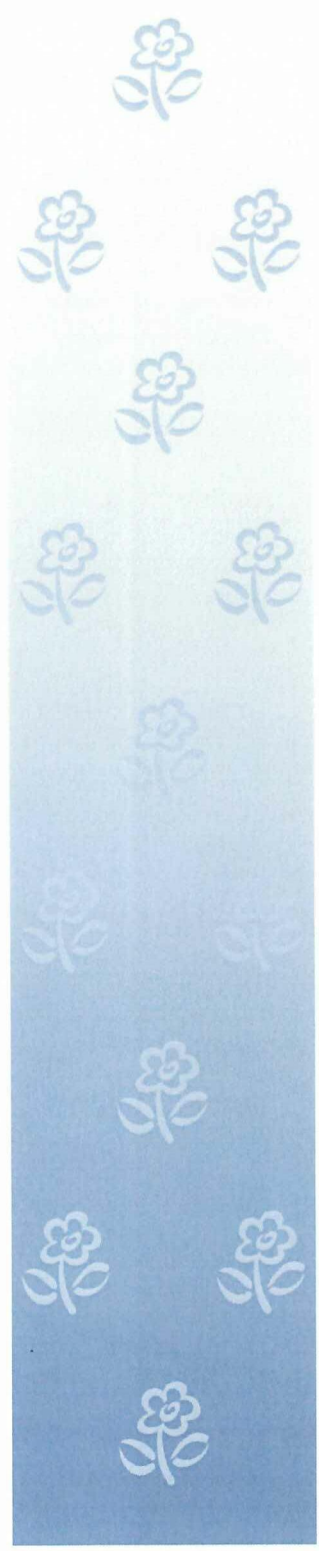
Materials: CD's, flash cards, crayons, pencil, tape recorded.

Procedure:

Before the song: Ss will see the flash cards about the horse, sheep, rabbit, people, snake, chicken frog, bee.

During the Song: Ss will imitate the sounds that the animals make.

After the Song: Ss will match the sound with the correct animal, cut and paste the animal in the correct place.



UNIT ONE



The animal sound song: Part 2

The  **horse** goes neigh, neigh, neigh

The  **sheep** goes ba, ba,ba, ba.


The  **rabbit** goes thump, thumpety,

But the  **people** they say bla, bla, bla,
bla, bla, bla.

The  **snake** goes his, his, his.

The  **chicken** goes cluck, cluck, cluck,
cluck.

The  **frog** goes ribit, ribit, ribit.

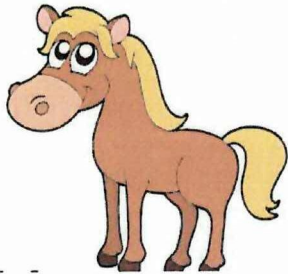
The  **bee** says buzz, buzz, buzz, buzz, buzz,
buzz, buzz.

**These are the sounds that the animals
make.....**

VOCABULARY

Horse, sheep, rabbit, people, snake, chicken, frog,
bee

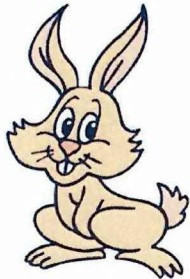
UNIT ONE



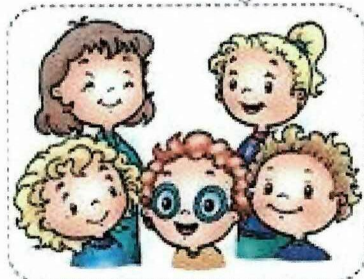
HORSE



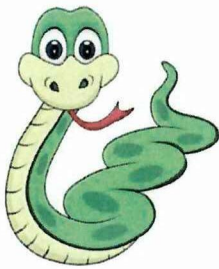
SHEEP



RABBIT



PEOPLE



SNAKE



CHICKEN



FROG

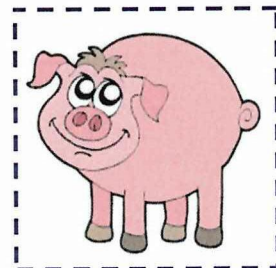
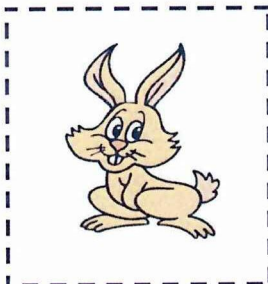
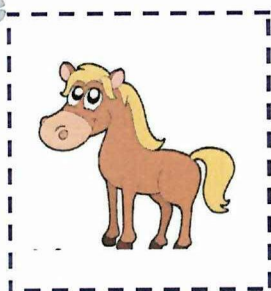


BEE

UNIT ONE



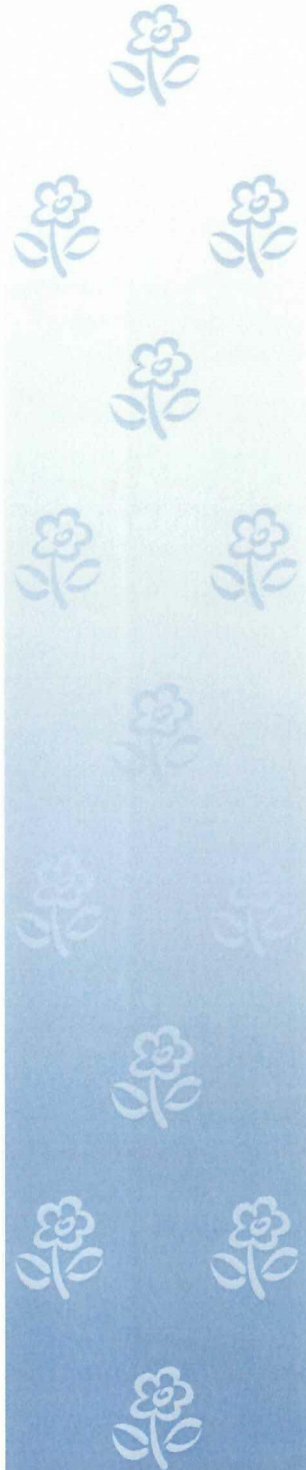
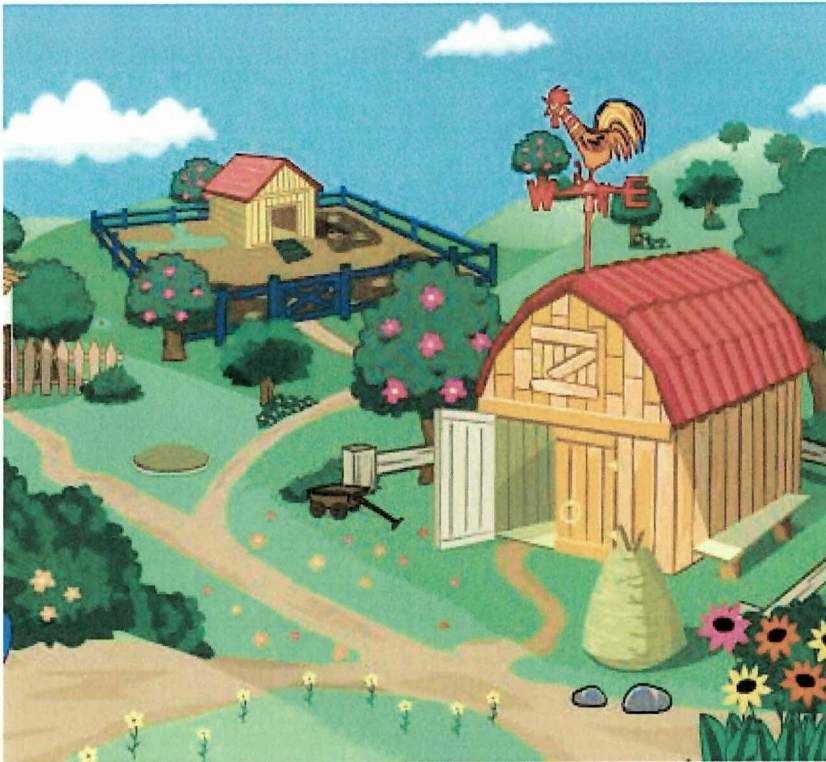
Cut out the animal. Then glue them in the farm on page 39.



UNIT ONE



FARM ANIMALS



UNIT ONE



THE ABC SONG

Objective: To listen the abc song using the videos with song in order to learn the pronunciation of each letter.

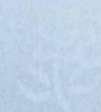
Materials: CD's, flash cards, crayons, pencil, tape recorded.

Procedure:

Before the song: Ss will see the flash cards about the alphabet

During the Song: Ss will listen the song, then will repeat the letter that they will hear.

After the Song: Ss Color each letter and repeat the pronunciation.

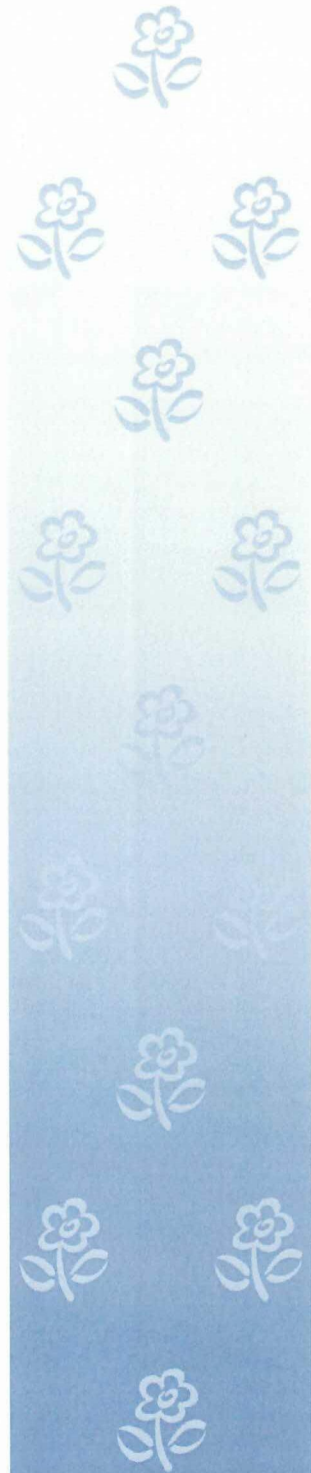
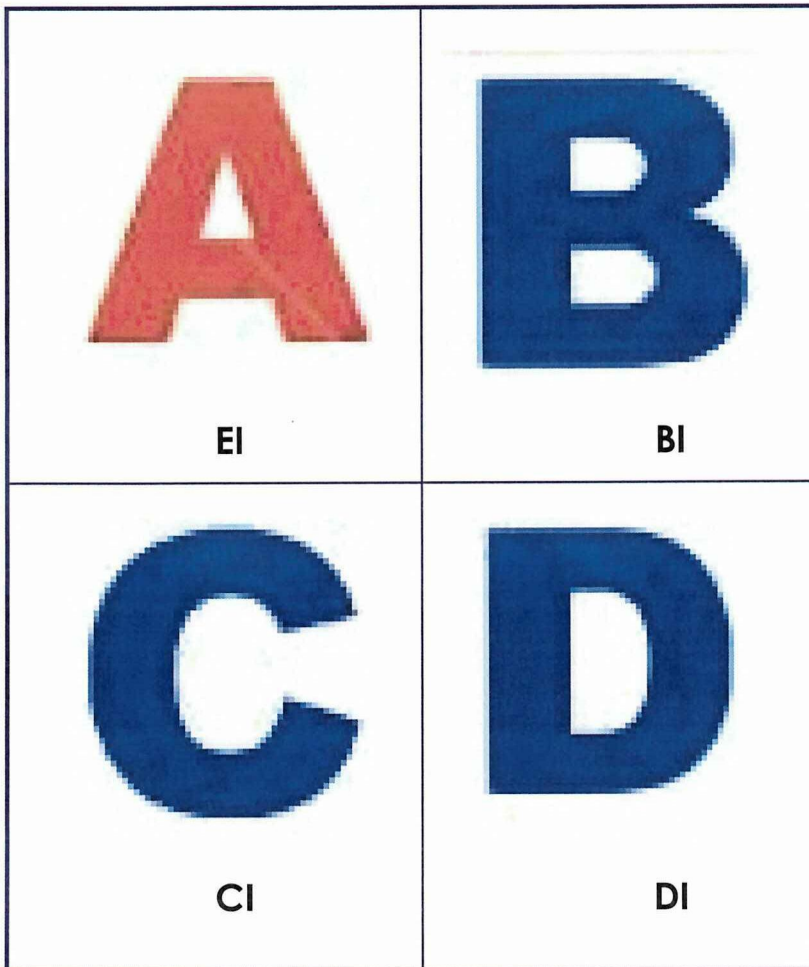


UNIT ONE



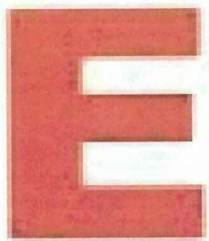







The A-B-C song:

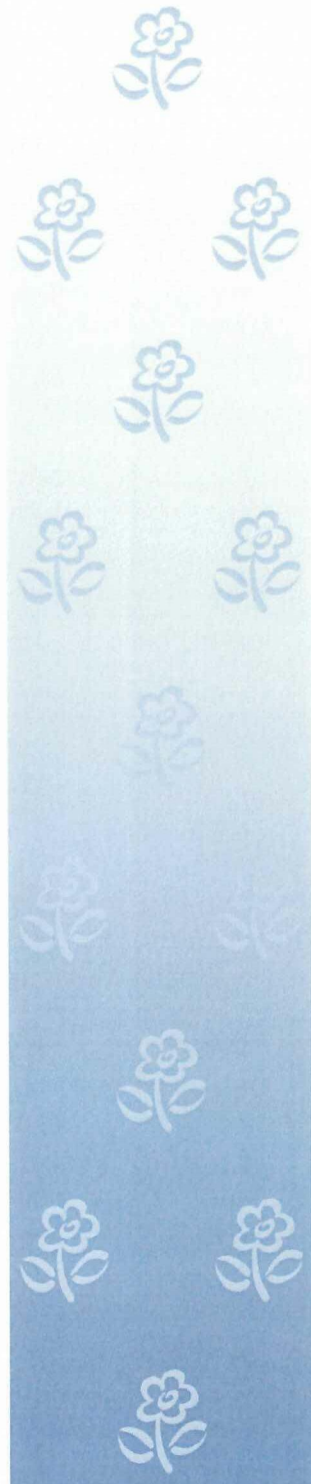
A, B, C, D, E, F, G, H, I, J, K, L, M, N, O,
P, Q, R, S, T, U, V, W, X, Y and Z,
Now that I know the A, B, C
tell me what you think of me



UNIT ONE



| | |
|--|---|
|  I |  EF |
|  LLI |  EICH |
|  AI |  LLEY |
|  KEY |  EL |



UNIT ONE



M

EM

N

EN

O

OU

P

PI

Q

KIU

R

AR

S

ES

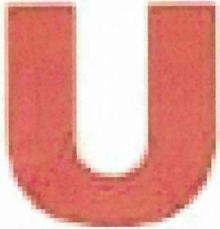





T

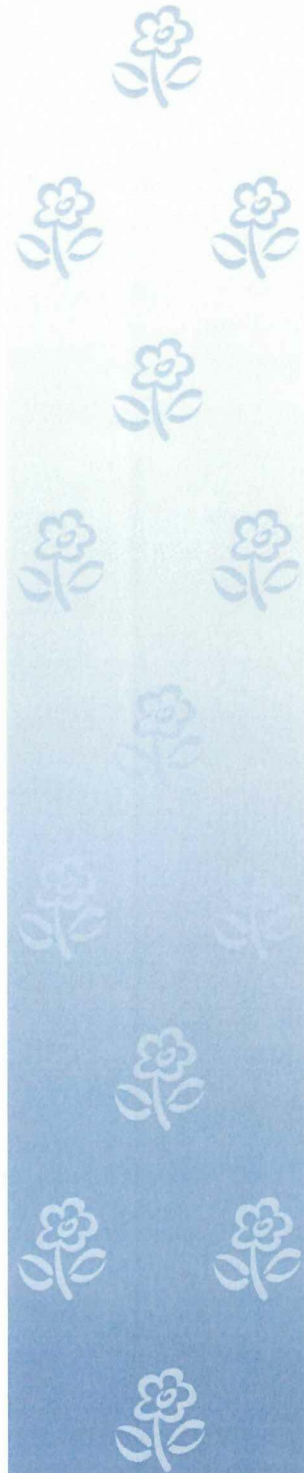
TI



UNIT ONE



| | |
|--|---|
|  IU |  VI |
|  DABLIU |  EX |
|  WAI |  ZI |



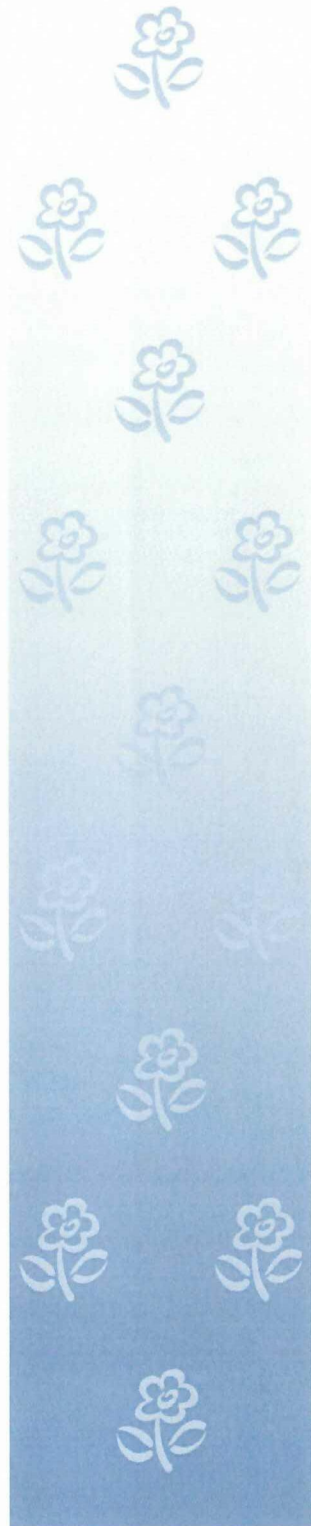
UNIT ONE



Connect the dots and repeat the pronunciation.

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

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UNIT ONE



COLOR SONG

Objective: To get color vocabulary through the color song in order to get significant knowledge.

Materials: CD's, flash cards, crayons, pencil, tape recorded

Procedure:

Before the song: Ss will see the flash cards about colors and some animals or objects that appears in the song.

During the Song: Ss will repeat the color that they hear in the song.

After the Song: Ss will color two objects in each row that are the same color as the crayon.



UNIT ONE



COLOR SONG

Pink, pink the paint is pink
Pink, pink the paint is pink
Pink, pink the paint is pink
The paint is pink, pink, pink

White white the egg is white
White white the egg is white
White white the egg is white
The egg is white white white

Brown brown the mouse is brown
Brown brown the mouse is brown
Brown brown the mouse is brown
The mouse is brown brown brown

Red red the car is red
Red red the car is red
Red red the car is red
The car is red red red

Purple purple the grapes are purple
Purple purple the grapes are purple
Purple purple the grapes are purple
The grapes are purple purple purple


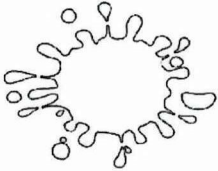

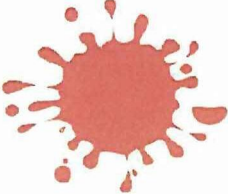
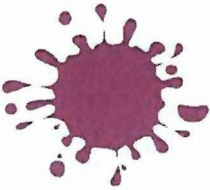


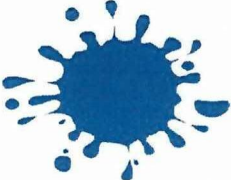

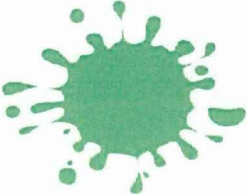
Black black the cat is black
Black black the cat is black
Black black the cat is black
The cat is black black black

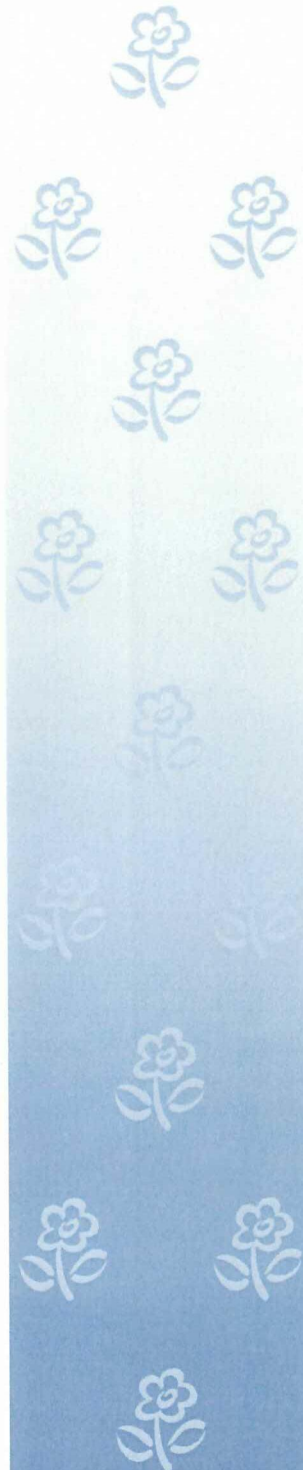
VOCABULARY: PINK, WHITE, BROWN, RED, PURPLE, BLACK, PAINT,
EGG, MOUSE, CAR, GRAPES, CAT



UNIT ONE

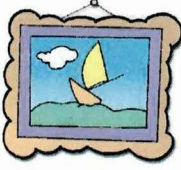
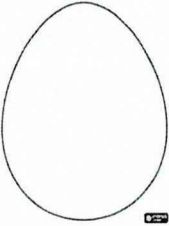





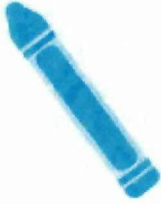




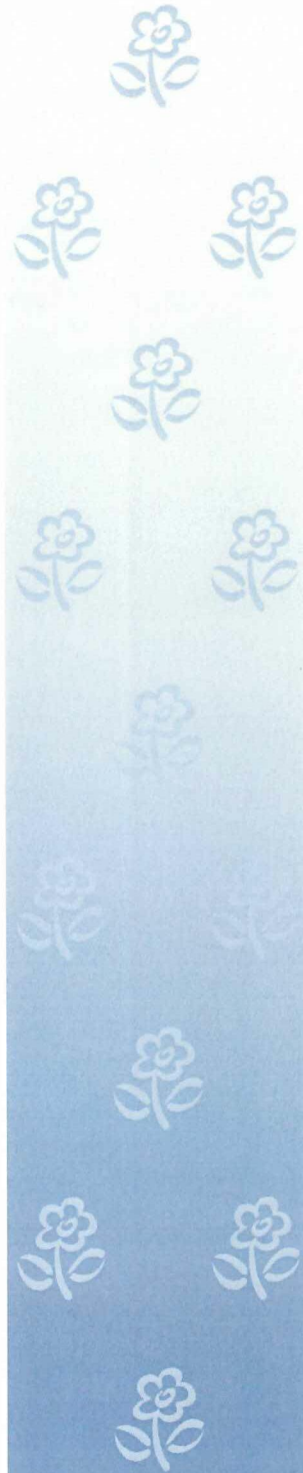
| | | |
|--|---|---|
|  PINK |  WHITE |  BROWN |
|  RED |  PURPLE |  BLACK |
|  ORANGE |  BLUE |  YELLOW |
| |  GREEN | |



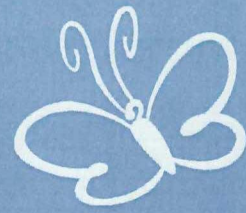
UNIT ONE



| | | |
|---|---|--|
|  |  |  |
| PAINT | EGG | MOUSE |
|  |  |  |
| CAR | GRAPES | CAT |
|  |  |  |
| ORANGE | PEN | LEAVES |
| |  | |
| | SUN | |

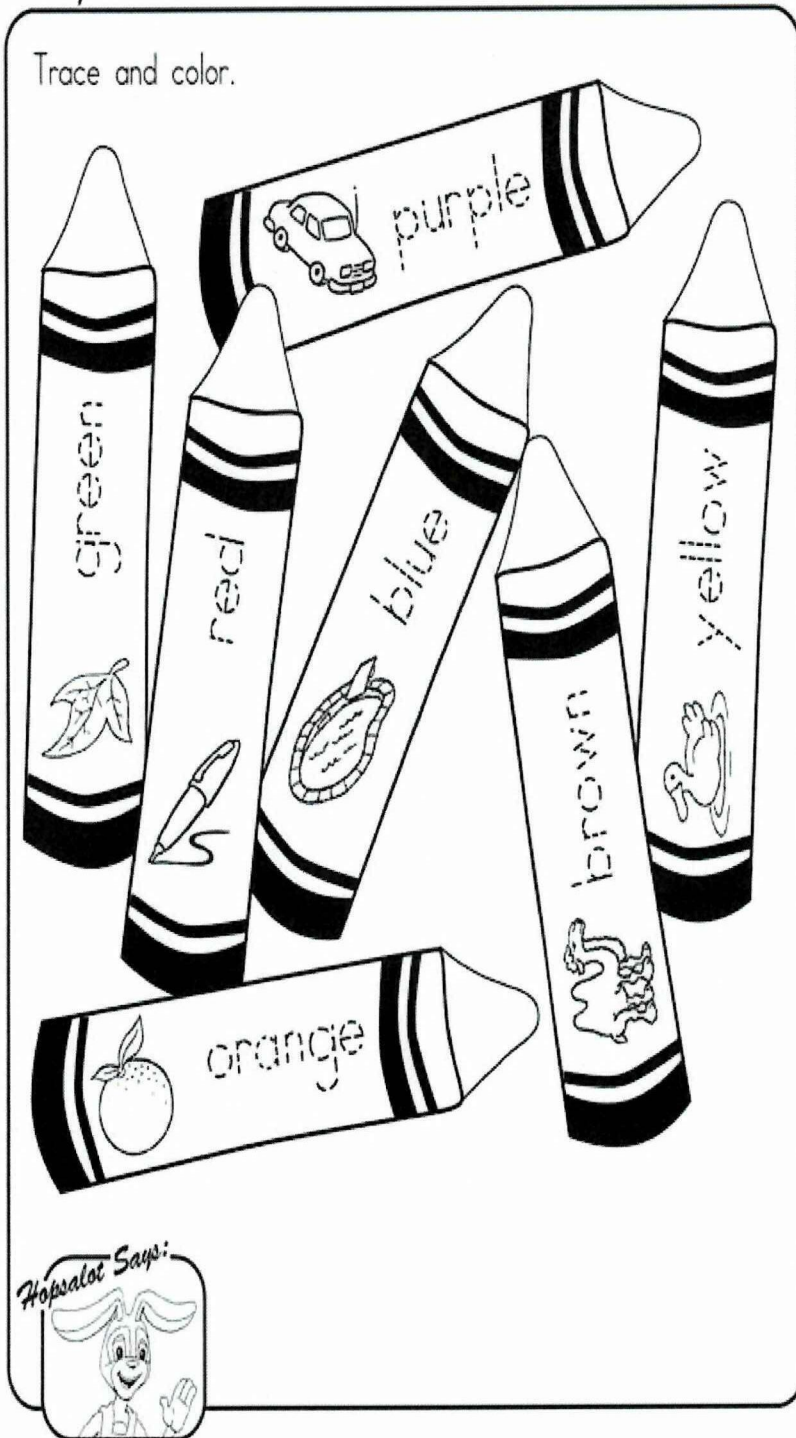


UNIT ONE



Crayon Colors

Trace and color.



Hopscot Says:



UNIT ONE



HOKEY POKEY SONG

Objective: To learn about parts of the body through hokey pokey song in order to recognize their superior and inferior extremities.

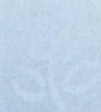
Materials: ribbons, CD's, tape recorded, laptops

Procedure:

Before the song: Ss will see the following parts of the body flash cards: right hand, left hand, left foot, right foot.

During the Song: Ss will move according to the teacher's instructions.

After the Song: Ss will stamp their left and right hands with color in a chart on the board.



UNIT ONE



HOKEY POKEY SONG

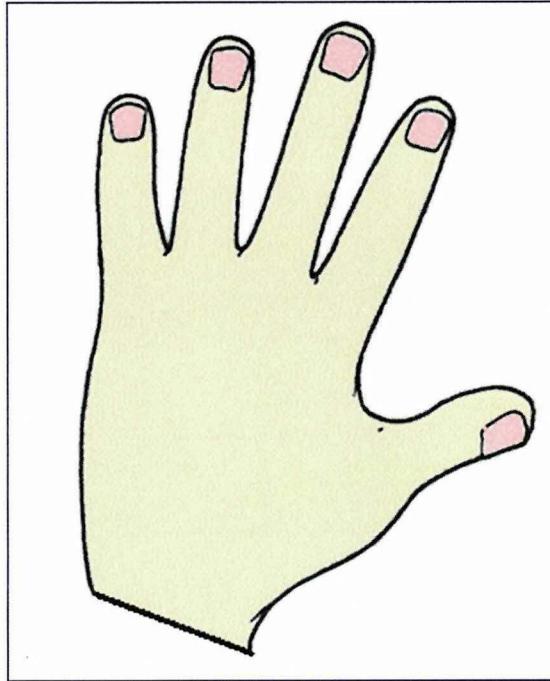
You put your right hand in
You put your right hand out
You put your right hand in
And you shake it all about
You do the hokey pokey and you turn your-
self around That what it's all about.
hokey pokey.....

- 2) left hand
- 3) right foot
- 4) left foot
- 5) whole self

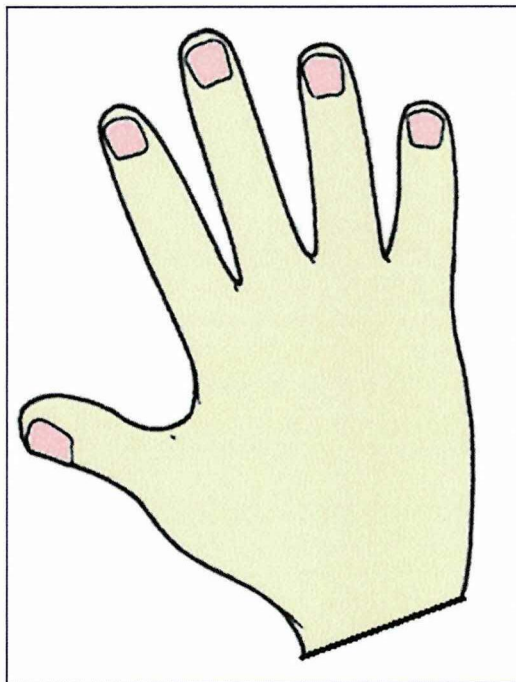
VOCABULARY

RIGHT HAND, LEFT HAND, RIGHT FOOT, LEFT FOOT,

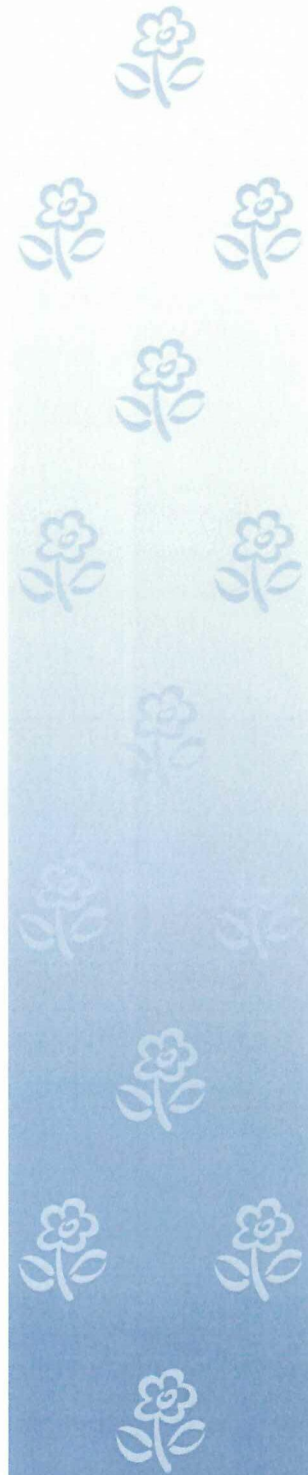
UNIT ONE



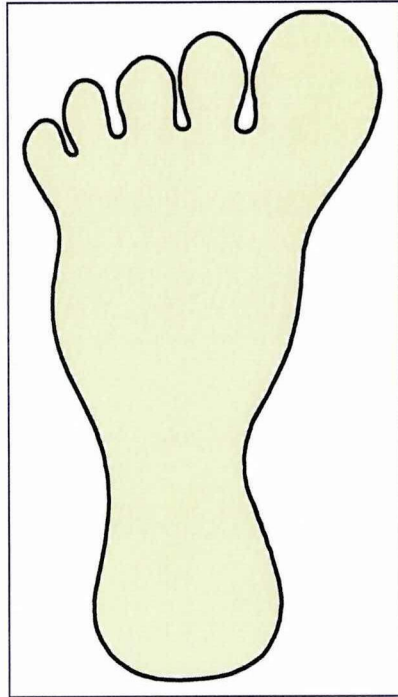
RIGHT HAND



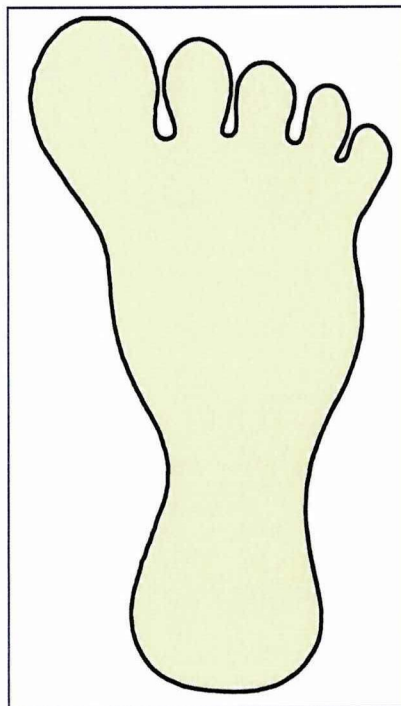
LEFT HAND



UNIT ONE



RIGH FEET



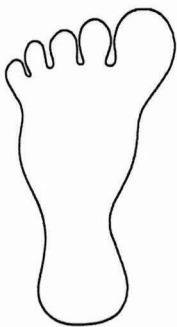
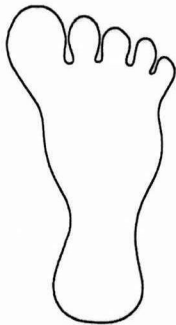
LEFT FEET



UNIT ONE



Match the correct:

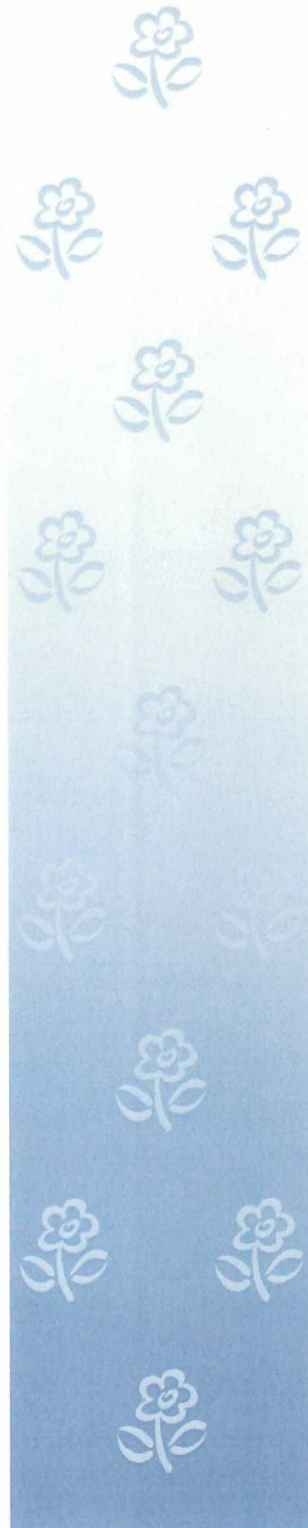


Right feet

Left hand

Right hand

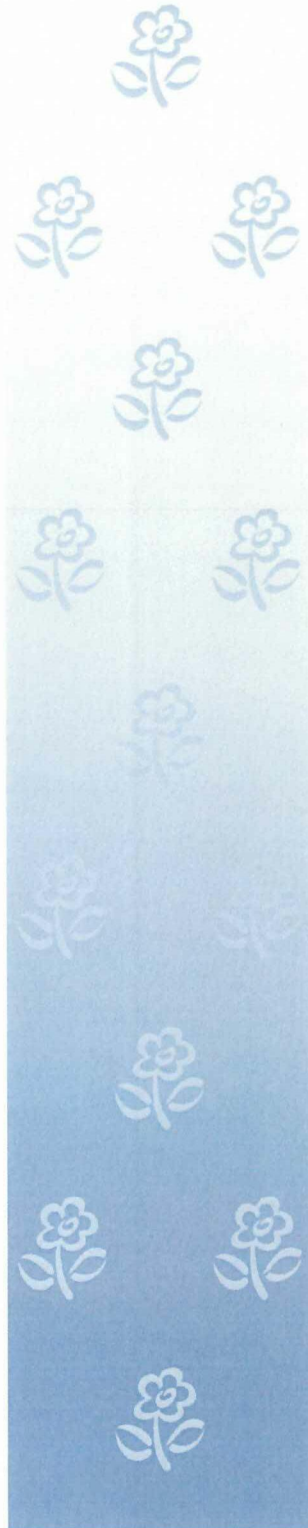
Left feet



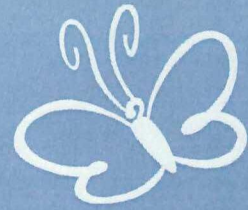
UNIT TWO



TALES



UNIT TWO



THE SNOWMAN TALE

Objective: To listen the snowman tale using the flash cards, or audio in order to students learn Christmas vocabulary.

Materials: CD's, flash cards, crayons, pencil, tape recorded

Procedure:

Before the tale: Ss will see the flash cards about the Christmas time

During the Song: Ss will listen the tale, then will repeat the word that they will hear.

After the Song: Ss Connect the dots of the snowman.



UNIT TWO



THE SNOWMAN

It was nearly **Christmas**. Katie woke up



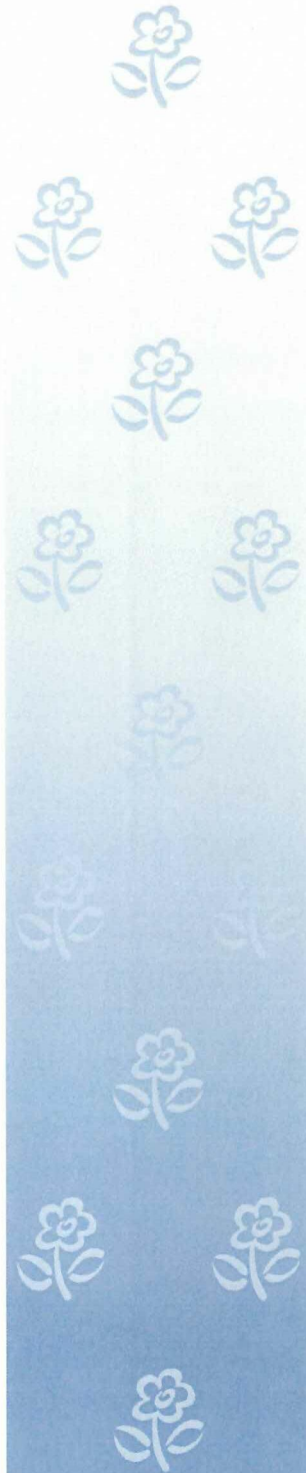
and found that the world was white and magical



"**Snow**," she shouted, "**snow for Christmas.**"



Her brother Eddie came out too. They made a big round snowball and a small one.



UNIT TWO



They put them together and made a huge snowman. On Christmas Eve they looked at the snowman.



He waved at them. He was alive! "Hello," he said, "it's Christmas. Would you like a present?" "Yes please!" The snowman waved his arms. Silver crystal snowflakes filled the sky. It was so beautiful.



"We must give you a present too," said Katie. They gave the snowman a carrot for a nose, a scarf for his neck, and a hat for his head.



"Merry Christmas!" they said. The snow stopped and the sun came out. The **snowman** started to melt. "Goodbye," he said. "Build me again next year!"



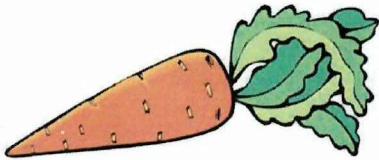
UNIT TWO



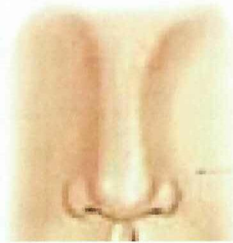
SNOWMAN



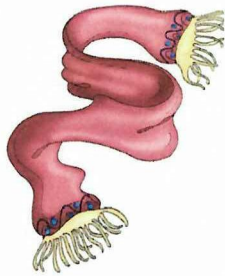
CHRISTMAS



CARROT



NOSE



SCARF



NECK



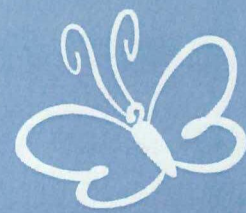
HAT



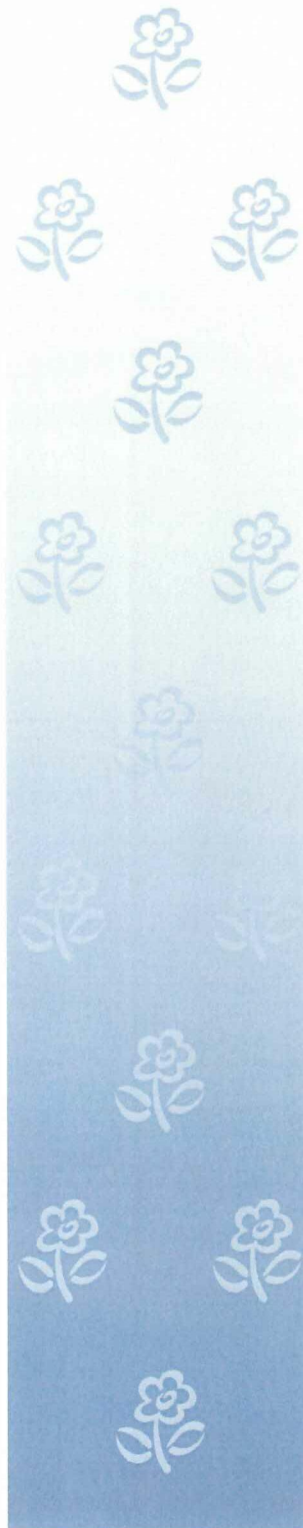
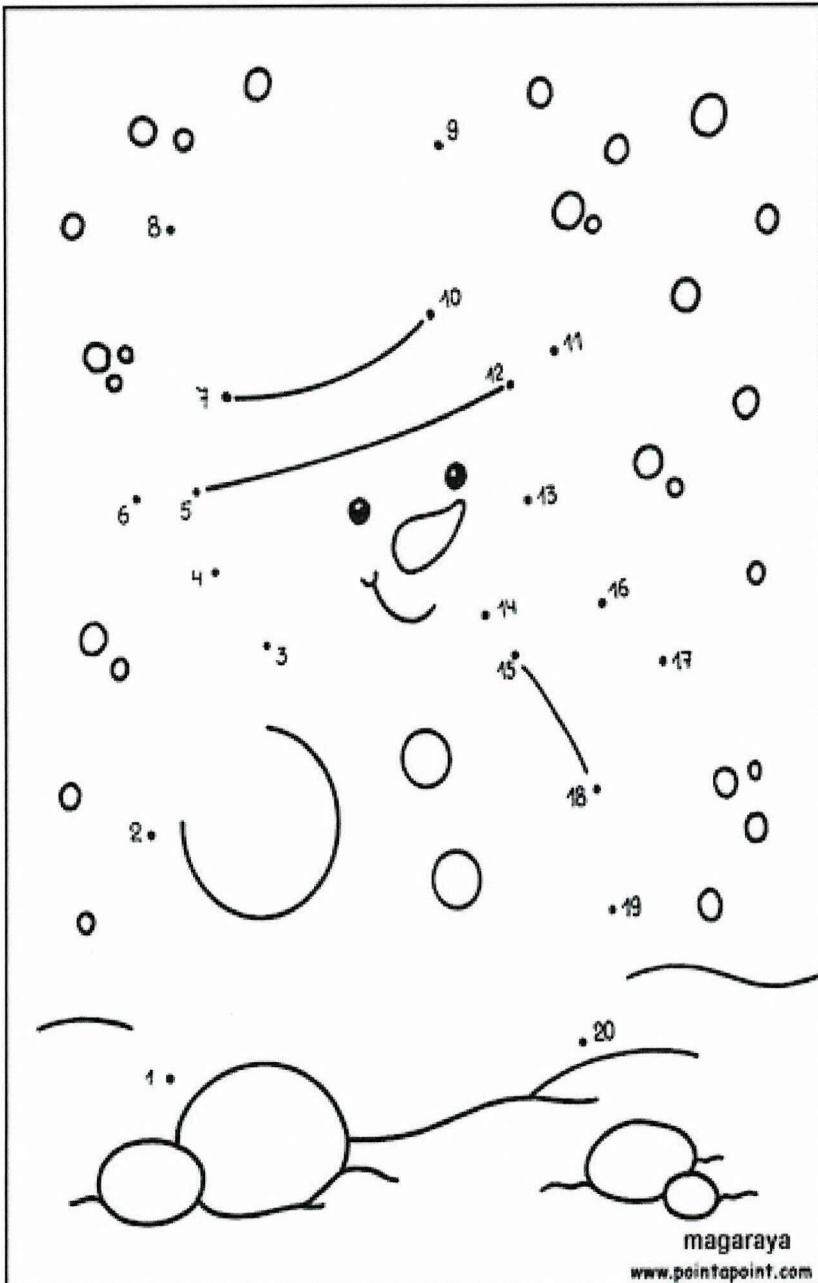
HEAD



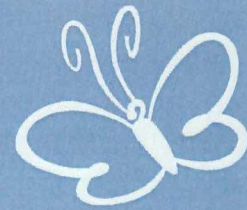
UNIT TWO



Join the numbers and color the snowman:



UNIT TWO



CINDERELLA TALE

Objective: To listen the Cinderella tale using the flash cards, video and audio in order to learn some vocabulary.

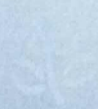
Materials: CD's, flash cards, colors, tape recorded

Procedure:

Before the tale: Ss will see the flash cards about Cinderella vocabulary.

During the Song: Ss will listen the tale.

After the Song: Ss color Cinderella and the Prince connect the dots of the name.



UNIT TWO



CINDERELLA TALE

There once one a girl. One day, the girl's mother died. Her father got married again, but her new mother and sisters were bad



One day, her father died. The new mother made the girl do all the house work. "You must cook, you must wash"



The sister named the girl Cinderella, Cinderella means little ashes. Cinderella didn't hate anybody, Cinderella worked all day long. But sometimes she could talk with her friends

The mice and the pigeons were Cinderella's best friends.



UNIT TWO



One day the king had a party, the king wanted to find the prince's bride. All the sister wore new dresses, "Cinderella, Am I pretty?" "Yes, you are pretty" Cinderella wanted to be like the sisters.



The new mother didn't want Cinderella to go to the party. "Cinderella, you must work", "Mother, I want to go to the party, too" "First, you must pick up these beans" The new mother put the beans in the ashes.



It was very hard work. Cinderella cried. The pigeons helped Cinderella pick up the beans.



UNIT TWO



"Mother, Can I go to the party" "Pick up the beans"
The new mother put the beans in the ashes again.



The pigeons helped Cinderella again, "Mother, I am finished. Can I go to the party?, but the new mother said "No, you have no clothes, you have no shoes. The new mother and the sisters went to the party. Cinderella stayed home.



Cinderella was alone, she cried, just then a fairy came to her. "Cinderella don't cried. I will help you " the fairy helped Cinderella, the fairy said, "I need a pumpkin, two mice and a lizard "



UNIT TWO



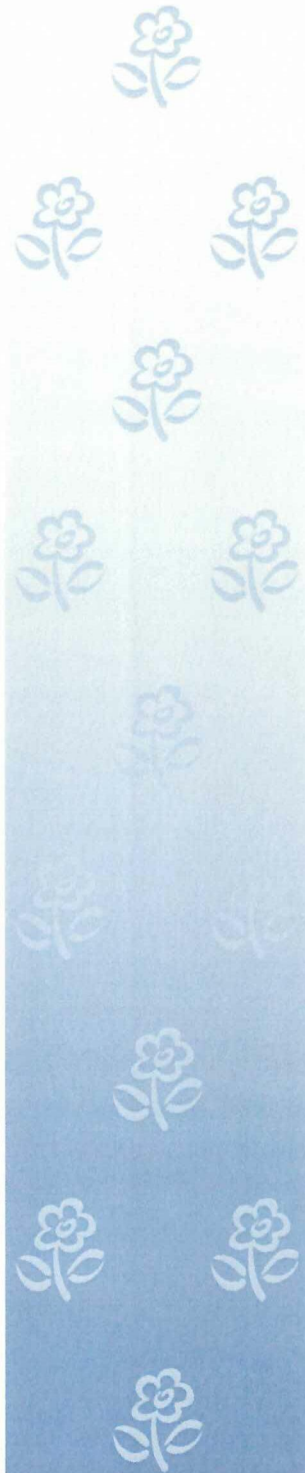
The fairy waved her wand. She turned the pumpkin into a carriage, the mice became two horses, the lizard became a carriage driver



Cinderella wore a beautiful dress. The fairy gave Cinderella a pair of glass shoes. She said, "You must come back before 12 o'clock"



Cinderella went to the party. The prince liked Cinderella. "Beautiful lady, shall we dance?" "Yes." Cinderella and the prince danced.



UNIT TWO



Ding, dong, ding, dong. It was 12 o'clock. Cinderella run away. One of her glass shoes fell of. The prince picked it up. "Whose shoes is this? I will find the girl"



The servants visited all the houses and checked their shoes. At last, the servants went to Cinderella's house. All the sisters tried on the glass shoe. But the shoe didn't fit any of them. Finally, Cinderella put on the glass shoe. It fit perfectly. "We found the prince's bride!" The servants were very happy.



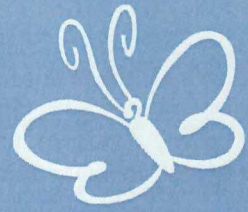
Cinderella, went to the castle. The prince was very happy. "Oh, my dear, you are my bride"



Cinderella and the prince lived happily ever after.



UNIT TWO



PRINCE



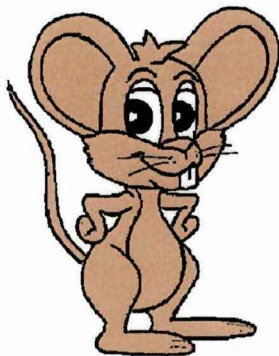
PRINCESS



SISTER



MOTHER



MOUSE

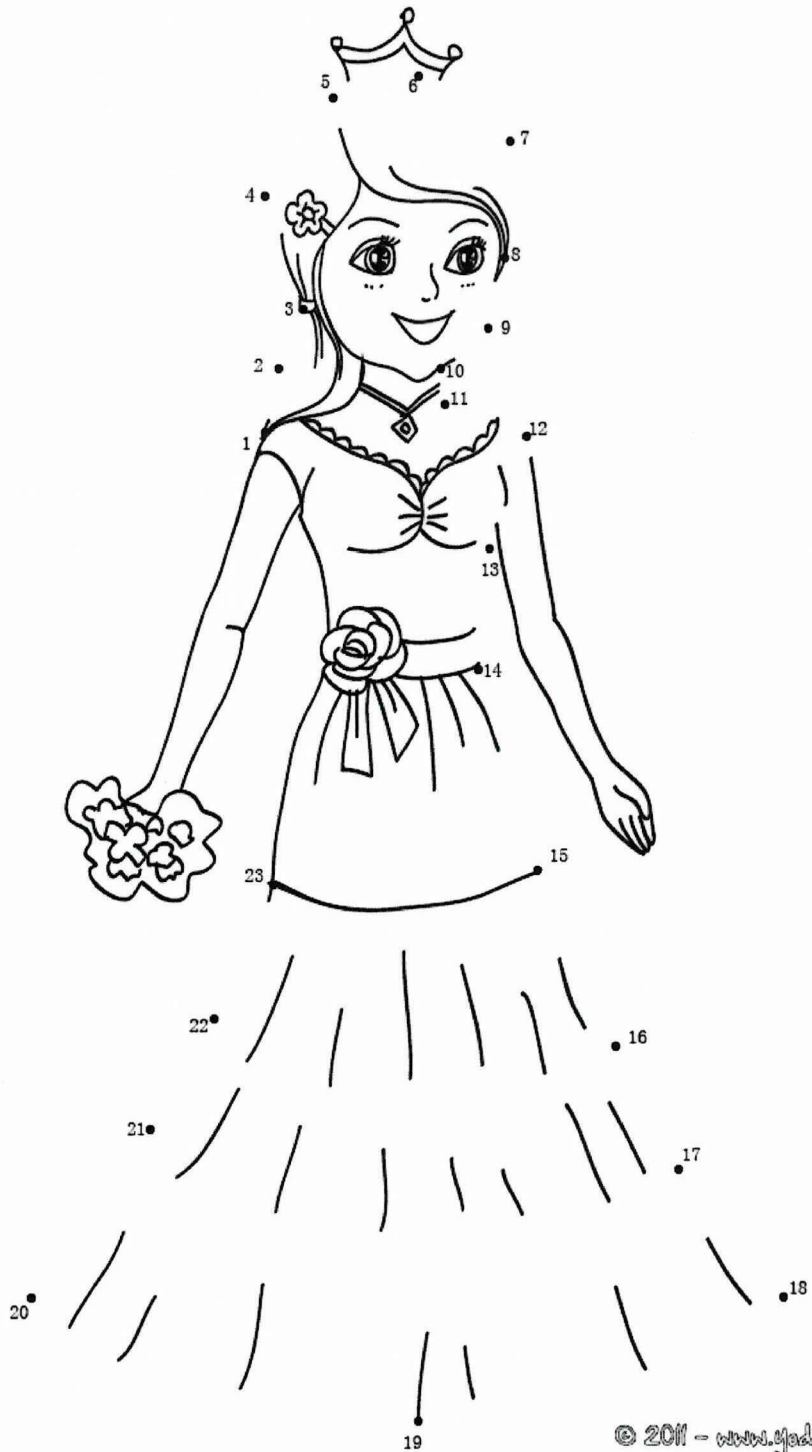


PIGUEON

UNIT TWO



Color and join the dots of the princess.



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UNIT TWO



LITTLE RED RIDING HOOD TALE

Objective: To listen the Little red riding hood tale using the flash cards, video and audio in order to students learn some vocabulary.

Materials: CD's, flash cards, colors, tape recorded

Procedure:

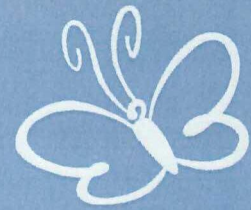
Before the tale: Ss will see the flash cards about Little red riding hood vocabulary.

During the Song: Ss will listen the tale, and repeat some words.

After the Song: Ss color Little red riding hood.



UNIT TWO



LITTLE RED RIDING HOOD TALE

"Grandma likes apples pie. Go to grandma's house"

"Go straight to grandma's house, and don't talk to strangers" "Yes mom. I'll go straight there. And I won't talk to strangers"



Good morning. Good morning. Where are you going? I'm going to grandma's house "Does grandma like flowers?" "Yes, grandma likes flowers very much" "May I pick some flowers?" "Yes, pick some flowers"



Knock, Knock. "Who is it?" It's me, little red riding hood. Oh come in, dear. "Good morning, grandma" Good morning my dear. "Oh no, you're the big bad wolf"



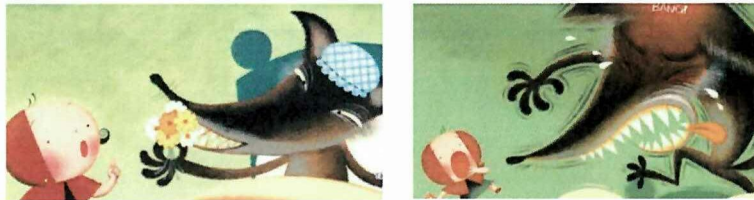
Knock, Knock. It's me, little red riding hood. Oh come in, dear. "Good morning, grandma" Good morning my dear. Grandma. You have very big ears today" Because I want to hear you, my dear". Grandma, you have very big eyes today" Because, I want to see you my dear.



UNIT TWO



Grandma, you have a vey big nose today" Because, I want to smell the flowers my dear" Grandma, you have a very big teeth today" Because I want to eat you" Oh no, you´re the big bad wolf" The wolf jumped. Bang. But he bumped his head on the ceiling and fell down.

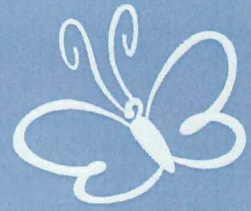


"Grandma are you ok?" Yes, I´m ok. Are you ok, my dear?" Yes. I´m ok. "Let´s eat the apple pie" Yes, let´s eat the apple pie"



THE END

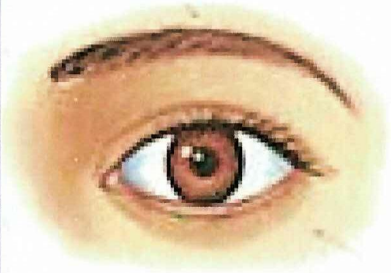
UNIT TWO



GRANDMA



WOLF



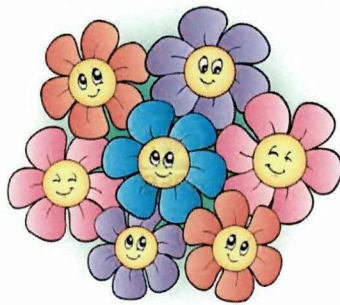
EYE



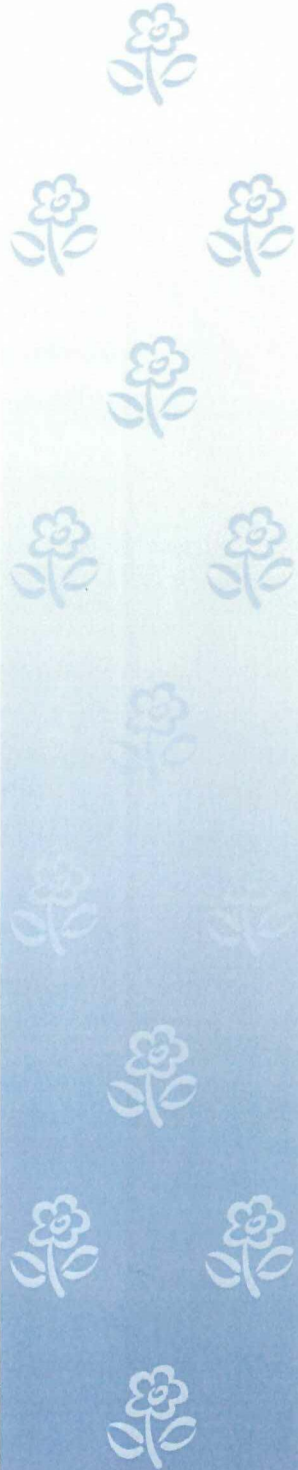
EAR



PIE



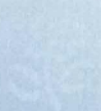
FLOWERS



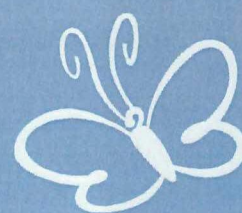
UNIT TWO



Color the picture of the Little red riding



UNIT TWO



THE MOON AND THE CAPE TALE

Objective: To listen the moon and the cap tale using the flash cards, video and audio in order to get some vocabulary.

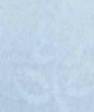
Materials: CD's, flash cards, colors, tape recorded

Procedure:

Before the tale: Ss will see the flash cards about the moon and the cap vocabulary.

During the Song: Ss will listen the tale, and repeat the new vocabulary.

After the Song: Ss match the correct.

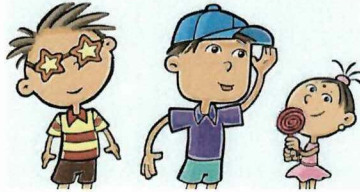


UNIT TWO

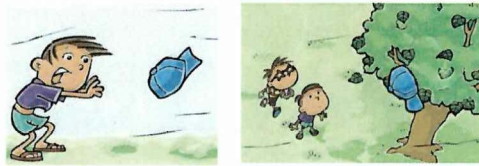


THE MOON AND THE CAPE TALE

All of us went to the village fair. Papa bought Chintu fancy glasses. Mother bought me a bright blue cap. The baby got candy.



On the way home, a very strong wind came. It blew my cap away. My cap got stuck on a branch of the old pipal tree.



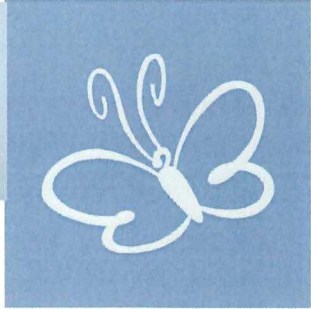
I cried a lot. And I didn't eat my dinner. Later that night, the moon came up. It looked at my cap on the old pipal tree. It tried on my cap. The moon smiled happily. I have to smile too.



After school, the next day, my mother gave me a shiny new red cap. "The moon sent it" she said. That night, both the moon and I wore our caps and smiled. We were happy. Do you think the sun needs a hat?



UNIT TWO



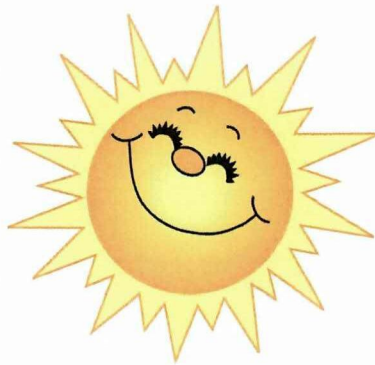
BLUE CAP



RED CAP



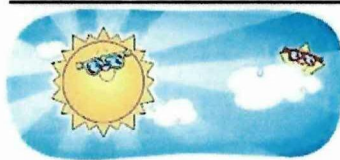
MOON



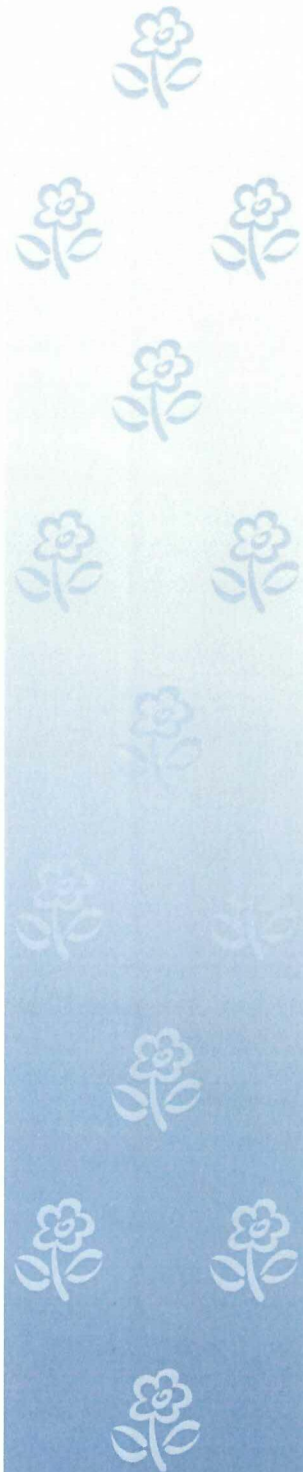
SUN



NIGHT



DAY

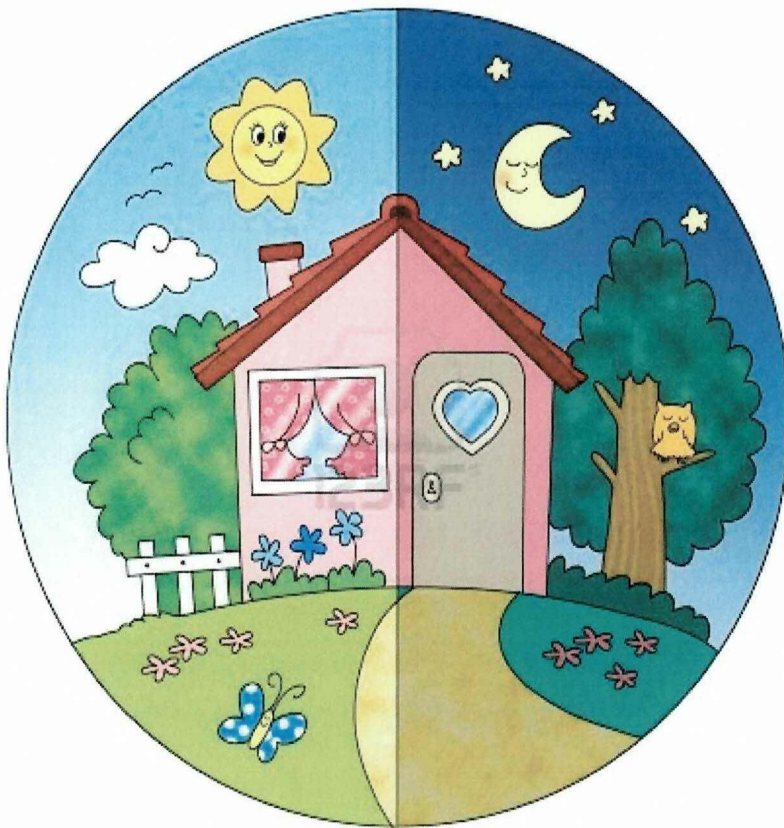


UNIT TWO



Match the correct.

DAY



NIGHT



CONCLUSIONS AND RECOMENDATIONS

CONCLUSIONS

- The guide of use tales and songs in English for children has specific contents according to the children necessities and will help to solve student troubles; as a result, they will obtain a good comprehension and understanding about the new language learning.

- This material will help the students to have a better knowledge, since it has songs and tales each one with activities in a precise and concise form, avoiding the fatigue and tedium that takes place in the students particularly to the children avoid the monotonous didactic material.

- This guide with tales and songs can help teachers to improve their English classes, because it encloses active activities which draw the students' attention avoiding the boredom.

RECOMMENDATIONS

- It is very important that authorities support the use of this guide that will be the best way for the students and teachers work together in order to obtain the knowledge through communication among teachers and students to improve the English teaching and learning process effectively.

- It is recommended that teacher uses this guide for avoiding the fatigue in the students, as the use of this allows attracting the attention in the class.

- The correct use of this material will permit that students get a significant knowledge because their activities are according the children's age.

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ANNEXES

**1. SURVEY APPLIED TO THE PARENTS OF THE 1ST AND 2ND YEAR
OF BASIC EDUCATION OF “GENERAL QUIS-QUIS” SCHOOL.**

TECHNICAL UNIVERSITY OF COTOPAXI

Academic Unit of Humanistic and Administrative Sciences

ENGLISH CAREER

THEME:

**“USING TALES AND SONGS IN THE TEACHING LEARNING
PROCESS IN CHILDREN OF FIRST AND SECOND YEAR OF
BASIC EDUCATION TO FORTIFY THE STUDY IN THE ENGLISH
LANGUAGE LEARNING AT “GENERAL QUISQUIS” SCHOOL
DURING THE PERIOD 2011 - 2012”**

**Survey directed to the parents of the 1st and 2nd year of basic
education of “General Quis-Quis” school**

OBJECTIVE: To get information for analyzing how the constant use of
tales and song in English will help to children of the first and second year
of Basic Education.

INSTRUCTIONS: Read carefully each question, choose one option and
put a cross in the right side of this one

QUESTIONS:

1. Do you believe that the English language is important for your child?

YES

NO

2. Do you help your child with the tasks of English language at home?

ALWAYS SOMETIMES NEVER

3. Do you believe that your child is motivated for learning English
language?

YES

NO

4. Is the material according to your child age?

YES

NO

5. Would you agree that the teachers use new and novel methods in the English teaching learning process?

YES

NO

6. Would you support the teachers so that they can use new methods of teaching in the English language?

YES

NO

7. Do you believe that using tales and songs in English your child will develop new skills?

YES

NO

8. Do you consider that the use of tales and songs in English will improve the learning of a second language in your child?

A LOT OF LITTLE NOTHING

9. Would you be agreement that the teachers use games, dynamics etc, for a better learning of the language?

YES

NO

10. Do you believe that with the use of a guide of tales and songs your child will learn better the English language?

YES

NO

