ARMY POLYTECHNIC SCHOOL

DEPARTMENT OF LANGUAGES
APPLIED LINGUISTICS IN ENGLISH PROGRAM

Motivation in English Teaching as a Foreign Language"
For Unidad Educativa Cristiana FEBE
First Basic School Year
2004-2005

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INTRODUCTION

Nowadays, most of schools teach at least one foreign language, it is the English language. English language is a good option if children have to learn a foreign language. Learning English become a useful tool and sometimes necessary, because we can find many ways of English in many places, communication media, cloth, food, toys and so on. Although English language is very useful, in most of cases becomes a boring subject for most of the students as in elemental school as secondary school.

According to the study that I research in a selected group of 50 people between students and family parents (elementary school, secondary, superior); the 90% think that English is useful, the 10% thinks that learning English is a waste of time. 80% thinks that studying English is boring due to the way is taught. In order to introduce the present topic, I wrote the following question:

In which level of the school do you think that English must be emphasized in order to students enjoy to learn English? Why? The 85 % answer in 1st level (kinder garden); and to concrete the question, why? I treat to summarize,
"If students learn since the beginning of their studies an appropriate and dynamic way, they will enjoy learning English in future levels, because they could remember most of the vocabulary, additionally, they could get self confidence about the subject and to find a correct use".

In order to assist the expectative that most of people require in the research, I have designed a kind of teaching program specially for children that begin to study, in that way, this will avoid the absence of enthusiasm that this subject produces in students when they go on to the next levels.

1. PROBLEM OF RESEARCH

1.1. Problem Identification

As it is in public domain, English learning has become an essential, basic and necessary tool as important as mathematics, science, grammar and so on. Because this language is the most used around the world, we find English language in most of the things that we use every day like: internet, computer programs, videogames, TV programs, and things of personal use, sometimes we can find a tourist looking for help or we need to travel anywhere.

Even though, English is very important and necessary, most of students do not show enough interest in learning; I get some information by researching data at Unidad Educativa Cristiana Febe. I could count with students from 3rd Basic year to 7th Basic year degree year to carry out some surveys, (54 students from 3rd year, 49 students from 4th year, 43 students from 5th year, 51 students from 6th year, and 38 students from 7th year. Total 235 students)

A short explanation about surveys summarize in that way:
Students think that grammar is always taught in the same way, hundred of sentences to memorize the structure; they dislike because once they learn another structure they forget the last one; so, in examinations they only remember the last two or three classes even having studied a lot at home; the same ensue with vocabulary and verbs memorization. Students do not like composition because it is not a very common exercise and they cannot express their feelings because of limited vocabulary for each topic stated by teacher; and grading is very strict. Students do not like listening and speaking because of the absence of practice; when they listen something, they do not understand teacher's explanation, so they cannot practice.

87% of students interviewed suggest that if the English subject were taught since kinder, it could be easier to manage in the following years. In that fact, this project will

improve the typical English Teaching for students that begin the basic education in order to create self-confidence by motivation in learning.

1.2.　　Problem Formulation

1.2.1. Main Problem

- How does motivation in English learning process help students at Unidad Educativa Cristiana Febe in Quito School Year 2004-2005 in first Basic school year to be interested in this subject?

1.2.2. Secondary Problems

- Students loose interest in learning English due to the way that this subject is taught

- Motivation that teachers use is not enough as to get students attention in class activities.

- Teachers don't have enough technological material as to improve their methodology

1.3. Variables Operacionalization

VARIABLES MATRIX

Independent Variable	Conceptual Definition	Dimensions	Sub-dimensions
Motivation	Motivation. –It is a cause of the behavior of an organization that carries out a specific activity. Means to do a mental essay to prepare an action to animate or be animated and to perform with attention and diligence Motivation means a cause or reason for something.	• Social needs • Students' age • Gender • Time	• Achievement • Affection • 11 to 12 years old • 9 to 10 years old • 7 to 8 years old • Feminine • Masculine • School time • Home time

Dependent Variable	Conceptual Definition	Dimensions	Sub-dimensions
English teaching	Language. -It is any procedure that helps to communicate English. -It is the principal language in communication system for Britannic influence countries, where is understood and their habitants speak it. Teaching. -It is a system and method to give instruction English teaching. -It is a system used to educate as foreign language	1. Learning process 2. Teaching background 3. Student attitude	• Class strategies • Instructional material • Motivation level • Learning approach • Behaviors

1.4. Objectives

1.4.1. *General Objectives*

- To analyze the lacking of interest in English learning as foreign Language for most of students at Unidad Educativa Cristiana Febe in Quito School Year 2004-2005 in first Basic school year and to elaborate a pedagogical guide for teacher to motivate learning.

1.4.2. Specific Objectives

- To diagnose teachers and students about their interest on the language.

- To identify causes for the lacking of interest in English learning.

- To determine some remedial activities.

- To elaborate the methodological guide to motivate learning.

1.5.   Project Justification

When I started learning English in kinder garden, I did not like this subject because it was boring. I just enjoyed the subject when there were nice activities like plays, songs, and handicrafts because I could remember some useful vocabulary. However, these funny activities were taught maybe once or twice, but no more than three times during the whole year. In order to get good grades I used to study English in a funny way, so that I could remember everything.   Sometimes my friends and I use to study in that excessively. I think that this active learning could be used at Unidad Educativa Cristiana Febe, with 1st year students; they will enjoy English learning.

All the teachers do the best in order to teach students. However, most of them tend to teach in a traditional way, so students do not learn; they only repeat. Now, I decide to use an improved methodology that motivate as students as teachers becoming the traditional methodology in a modern and useful way to study.

Authorities from Unidad Educativa Cristiana Febe let me apply this project. My work will be support with all necessary resources that provide different activities for a better learning process. By practicing English, students will develop skills and confidence on their own learning process. It is useful for developing skills with linguistic-communicative approach. It controls comprehension process, language production on students.

I will apply this improved methodology project in first Basic school year because this is the moment when students begin to study their native language as academic learning, it is the first time that children learn to read and write; I think that this year is the support for following years at school. They have to have a clear notion of what English study means. Students could learn communication in a practice activity, cognitive and assessment boundary; some beginnings derive from here and rules like: communicating by communication process, to speak by speaking, to read by reading, to develop critical thought, teaching with the system analysis, rules and others.

In order to select about learning, students have to know everything about language involves with activities to teach student about language conscience, techniques and language learning process by experience and consideration on themselves. This will let them to be more efficient and to be more motivated as students

In this school, there are two classrooms for first basic year: "A" and "B", Authorities assigned me class "A" in order to prove my project comparing both classrooms knowledge.

2. THEORETICAL FRAME

2.1. Theoretical-Conceptual focus

Teaching or education is a systematic presentation of facts, ideas, abilities and techniques for students. Although human beings have survived and evolved as species by their capacity to transmit knowledge, teaching doesn't appear until recent times. Societies that made substantial advance in knowledge around the world that surrounds us in the antiquity and in the social organization they were only specially designated people assumed the responsibility of educating youths. Teaching allows teachers to develop their professional activity.

Although who helps a person to learn can be considered in certain sense teacher, there exist abilities and concrete dexterities that are necessary to be successful. Psychologist Abraham Maslow designed a motivational hierarchy determining human behavior; the order needs are: 1 physiological needs, 2 safe needs, 3 lone and ownership feelings, 4 prestige, competence and social esteem, 5 self achievement, and 6 curiosity and need to understand around them.

Teaching English Language restricts techniques and procedures that intend to come closer to students' essential knowledge for a better linguistic communication and a bigger gratification on literary works. After several decades in those that emphasis put on informative accumulation and in the student conceived as a bank where knowledge were deposited; new tendencies intend bigger enthusiasm and participation in the relationships between teachers and students.

2.2. Structure

2.2.1. The traditional teaching

[1]Teaching or Education is a systematic presentation of facts, ideas, abilities and technical to students. Although the human beings have survived and evolved as species by their capacity to transmit knowledge, the teaching (expert as a profession) does not appear

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[1] ANDERSON, Ann. Et. al. (2000) Language Teaching Scheme for Teacher's Education 10pp.

until relatively recent times. Societies that made substantial advances in the knowledge of the world that surrounds us in the times past and in the social organization, they were only those in those that specially designated people assumed the responsibility of educating the youths.

In the old India, in China, in Egypt or in Judea the teaching used to be imparted by a priest. The professor enjoyed a high prestige as well as of privileges. To the Jewish children use to be taught to still honor their professors more than to their parents, since the professor was considered the guide for the salvation.

The old Greeks whose love to learn is evident in its artistic, literary, political or philosophical manifestations, they gave a great value to the education of the children. The richest maintained among their servants to professors that were often slaves of conquered towns. Some centuries later, when Rome was in all the fullness of the Empire, its citizens continued with this practice of welcoming professors among their slaves, usually Greek, integrated in the personnel of their houses.

In the Middle age, the Church assumed the responsibility of the education that was carried out in the monasteries or in learning centers that gradually evolved until becoming big universities like that of Paris (France) and Bologna (Italy). In the XVII and XVIII centuries there was a renovated interest for the infantile education and the knowledge on the teaching methods it was increased.

2.1.1.1　　　The future of the language

The influence of communication media seems to persuade more consistently the pronunciation, the writing, and even certain intent to adjust better the writing to phonetics. However, in front of this voluntary desire to normalize the language, the only permanent thing is the tendency to grow and change.

2.2.2.　　　Current tendencies and methodology

The current tendency to the interactive constructivism implies to leave of the knowledge that the student already has, and to go enlarging them overall (building) new knowledge always linked with reality. That meant to provide the students a place for main character

in the elaboration of the classes and the own curriculum, requesting their active and creative participation so the subject charged sense for them and the learning was effective and durable. The fact that students and teachers built the teaching process together and learning should not imply anarchy, disorder, and neither margin of some. It was necessary to generate a methodology that accompanied to the way project of fulfilling their theoretical expectations.

With the [2]perspective of advancing grammar's traditional concept (learning rules and norms, syntactic analysis of sentences without relationship with the reading and the writing, examples of arbitrary exercitation) to that reflection on the facts of the language, the student's intervention through the deduction and the preparation system and error has become the main tool. Instead of presenting each new notion as an accomplished fact and an anyhow truth, has begun to make it low the form of problematic situation to solve among all, with the educational guide, on the base of previous experiences, in the school and outside of this. In that way, students discover the correct uses of the times and verbal ways, the specific functions of the parts of speech, problems that it causes, gender disagreement and number or the syntactic disorder, and other contents of the program. [3]Incorporating approaches in that way are been applied to concrete products, as making school newspapers and mires, writing of dramatizations for the acts, or sanitary notes.

Indeed, the knowledge of the cycle of the communication adds to the study topics. The understandings of the elements that form it (originator, receiver, message, channel, and code) carry out through theoretical and practical classes, dramatizations and games. During the same, the significant possibilities of the "silent" images are confronted, the instrumental music, the language of signs and other forms of non-verbal language (logos, corporal expression, signaling vial, traffic lights, alarms, sound indicators) with those of the words. They are carried out code" "passages, proposing the realization of illustrations for certain writings, or making texts to describe certain drawings or paintings. For these practices it is very useful the application of the experience of the writing shops that have incorporated massively in the schedule of the subject or an optional extracurricular way.

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[2] GIBSON E. J. (1955) Perceptual Learning: differentiation or Enrichment? Psychological Review, 62
[3] ROMERO Medina, Agustín. (2002-2003) Aprendizaje Perceptivo. Universidad de Murcia.

As for the approach to the aesthetic aspect of the language, as element of artistic creation, they have carry out deep methodological and programmatic changes.

In first place it has transformed and flexing considerably the catalog of readings, with the inclusion of contemporary works and translations of other languages whose selection depends more than the teacher's approach from its evaluation of the level and the interests of each classroom, and the proposals of the students that of a preset rule. In second term the way of boarding books has suffered an important change: of the historic and accumulative traditional tendency to the current theoretical critic whose objective is to wake up in the children and adolescents. The pleasure for the reading and to develop in them the necessary aptitudes to meditate, to enrich the lexicon to interpret, to associate ideas, to incorporate notions, to explore other realities, and to appreciate the values of beauty and creativity. The animation to the reading has become a frequent activity inside and outside of the school: in libraries and cultural centers. Modern jugglers, these accountants of stories, reading, complete an important function in the teaching.

In most of the countries, [4]exams are "to open" book, that is to say that the answers reflect interpretations, preferences and the students' personal hypothesis and not the ephemeral learning through manuals or guides. Readings are supplemented with their location in the corresponding contexts (political and social situation, architecture, plastic arts and the analyzed author's contemporary music) and the production of the students of parodical texts, invention of outcomes different from the original, intercalation of episodes, gender passages and other exercises of high participation level and very good results as for fixation of learning. In general, these are also carrying out using the method of the writing shop.

2.2.2.1 The interdisciplinary current

Language and Literature has been teach, on the other hand, as excellent channel to establish the interdisciplinary methodology in consolidation roads in some countries of Hispanic speech and execution in others. The goal of this proposal is to help the student to link the subjects to each other, considering them like focuses different

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[4] SEPULVEDA E. Gastón. [1992 Departamento de educación. Universidad de la Frontera. Chile. Necesidades Básicas de Aprendizaje. Estrategias de Acción. UNESCO IDRC. April.

from oneself relay and I don't eat a group of different realities, it is relatively simple to make converge all the areas in Language and Literature, since all the concepts are expressed with words. This has put into practice in many places the adaptation of the reading watchwords and production to the topics in development in the rest of the matters, as the making of plays it more than enough historical episodes on questions tried in Biology, summaries of content studied in Social English language, etc.

2.2.3. Educational training

Didactic and pedagogic changes occur facing the challenges proposed; is to offer students resources of permanent upgrade. To give access to the researchs and specialists' proposals and to facilitate them the necessary ductility to adapt to the different addressees, to assist their proposals, to satisfy their particular necessities, to accept and to take out profit of the diversity - of yield, culture, interests. Inside the classroom, to detect preferences, to invent methods to overcome difficulties, to modify on the march rhythms or topics that appear as inconveniences, to dare to replace the "logical" sequences (chronological classification, for grade of difficulty, etc.) for a more fertile, although more difficult dynamism of controlling.

On the other hand, in almost everybody provided to the educational interested training in technical of the mediation and the negotiation for the resolution of school conflicts with the objective that turns the training on students.

2.2.3.1 Some Techniques

As much in the plastic arts as in the poetry, the surrealists experienced technical in those that the game and the chance favored the emergence of the image by means of the free association of non-premeditated elements. The technique "Exquisite cadaver", involves a collective creation in which an individual participates without knowing the sentence or the drawing that other has made, constitutes, especially in the years 1927-1928, one of the innovations of the group. This technique, together with others created by the vanguards of the XX century, it has frequently been used between the resources of the new tendencies of the teaching of the language and the literature. International FPG, LLC

The effect of these procedures reinforce with the practical tenderness application to develop the contents of the subject with seriousness but without the solemnity that it used to surround. Language and Literature adapt, possibly more than any other discipline, to the application of technical of work in team, to the development of humorous focuses and ludicrous and to the narrow connection with the reality and the expectations of the students. Some of the specific resources are the recreation of situations of humor based on mistakes, creative exercises discover in the books to treat problems that concern to the age of the students, the realization of debates communities on their favorite topics (from soccer until fashions, from romances until present time, or any other one that is detected), the application of the e-mail to the cultivation of epistolary friendships, in short, with techniques that return necessary, amusing and I burnish the use of the language.

2.2.4.   Levels of teaching

Teaching levels represent an international scale that governs among the education systems, These are useful to describe the quality of the programs in which teaching levels are based, even when in the present situation can hardly help with agents from the national politics that concern reasons for those that these differences settle down. The main comparative studies on the results in the learning have been carried out with the collaboration of the International Association for the Educational Evaluation (IAEP).

2.2.4.1   Systems of comparison

Between 1960 and 1995 were carried out 14 international studies of comparison on the literacy levels, the area of mathematics, the area of languages, and the area of English language in the different education systems. The characteristic common of this type of studies, or at least of most of them, it was the use of identical evaluation instruments (questionnaires) to know the learning level reached in these specific areas. The questionnaires or tests were applied to national groups of the same ages or school grades in the selected countries.

However, some technical problems arose when there were trying to compare the school systems due to the cultural differences.

[5]The first problem that thought about made reference to the group of students taught and evaluated. The tests are expensive and the groups spread to be small; also, they vary according to their composition. The second problem came from the nature of the questions carried out in the questionnaires. Each country has own educational programs that value in a different way the multiple aspects of the school curriculum. Although through the international cooperation they are carried out efforts to establish a common base, it is unavoidable that the questions are based on the most universal national educational system. This way, in the study of evaluation of these areas, carried out in 1991, was devoted 30% to questions related with the grammar, numbers and the process. In answer to the questions about the interest and the importance that it represents this area in the educational programs, in Israel represented 10% of their objectives, while in Switzerland it reached 50 percent. Problems of this type force to that the qualitative comparisons among the different education systems are difficult to measure, limiting their utility. These results are centered in three aspects it has more than enough reading and general literacy, but they don't offer an explanation on the differences that appear in each educational system. However, the information that has been able to analyze confirms that the intermediate levels are related with the time that is devoted to the silent reading, the one that is used in counting stories during the first years of school training and, mainly, the access level to the books. The comparisons among the levels gotten in the different ages in several areas of the curriculum are, in principle, difficult to carry out and in the practice they have provided data of little reliability. They have become new efforts to increase the quality of these tests in relation to the English language, languages, and the mathematics, areas that have a bigger coherence position than in the educational systems at world level, what facilitates a more reliable comparison.

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[5] GONZALEZ, Maura, Viviana. (2000) La profesionalidad del docente universitario desde una perspectiva humanista de la educación. Ponencia presentada en el Primer Congreso Iberoamericana de formación de profesores, Universidad Federal de Santa María, Río Grande del Sur, Brasil

2.2.5.   Orientation in psychology education

 The objective of the psychology of the education is to discover the laws and causes that govern the behavior of the individuals around the process teaching learning. To know and to accept the different orientations and methods that today are applied in this discipline, it is fundamental for its own scientific development. Of the manual Psychology of the education, we have selected the section of their chapter I, titled "History, concept and tendencies" that refers to the epistemological pluralism, that is to say, to the plurality of focuses and orientations.

Fragment of Psychology of the education.

Jesus Beltrán and others.

Chapter I.

Epistemology Pluralism

The complexity of the study of the psychology of the education forces to carry out [6]an opening to different points of epistemological reference that could be projected with profit on our discipline. Let us see some of them.

Behaviorist focus

The applied analysis of behavior is an applied method, behavioral, of behavior change that based on what people make, student leans on extracted behavior principles of the research laboratory, uses direct measures of behavior and experimental analysis to evaluate the effectiveness of the change and it is interested in the improvement of the social behavior outstanding. The objective is not to prove a theory but demonstrating functional relationships. It is a branch of the knowledge operative or experimental analysis of the behavior. The procedures of the analysis go back to the system Skinnerian that rests on two principles: to) the frequency of the answer depends on the consequence that has that answer; and b) the order of the behavior consists on a series of functional relationships between the behavior of the organism and its atmosphere. To know those relationships is to know the causes of that behavior, this way being able to control it and to predict it.

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[6] BELTRAN, Jesus and others. Psychology of the education. Madrid: Eudema (Editions of the University Of Alcalá de Henares of Madrid), 1995.

Skinner has criticized with hardness the traditional educational models, rejecting what calls the three metaphors or forms of explaining to the educated person:

1. The maturation (the education would consist on favoring the natural development).
2. The acquisition of knowledge of the atmosphere (the accent here is in the internal structures and not in the behavior).
3. The construction (for which the student's behavior is configured). Equally it rejects the three explanations of the learning: The theory of the "by doing" (to learn making), the theory of the experience and the theory of the rehearsal and error.

It also points out some errors of the educational practice: the use of the control aversive (that only drives to the escapism and the counterattack), the non-use of the positive reinforcement and the idea that the professors only sack what there is inside the student (Socratic model). Condemns the learning also for discovery that means an abdication of the teaching, transferring the responsibility of the failure from the learning to the student. The teaching is for Skinner, the rational disposition of the reinforcement contingencies for those that the student learns. The experimental analysis of the behavior is centered, like it has been pointed out previously, in the interaction between the behavior of the organism and the environmental events. These interactions are subject, naturally, to laws. The research carried out in this field has left displacing of the study from the animals to the human situation of laboratory and the normal class. They have been educational areas as the writing, reading, and language, arithmetic and, even, complex areas as the creativity or the social studies. The pattern to which this research is usually the following:

- The behavior wanted in clear and measurable terms settles down
- A concrete system is selected to measure the behavior (for example, the control of the frequency of the behavior)
- The level of the behavior is valued in the starting point
- Gets ready a material program to get the wanted behavior
- The behaviors are selected that will facilitate the appearance of the wanted behavior
- The effectiveness of the program is evaluated
- They repeat the last three phases to assure the behavior

The current tendencies of this orientation affect to the selection of critical behaviors (mainly of academic, personal or social character) and to the amplification of client's concept, not only embracing the students, but also to the parents, professors and community groups. In the last years leaves paying bigger attention to the behavioral antecedents that to the manipulation of consequences (mainly in the design of instructional material). Also couches to accentuate more the reinforcement of the group that the singular.

Cognitive Orientation

The antecedents of the cognitive pattern located in the new psychophysiology orientation interpret the behavior like something more than the simple answer to the stimuli. It tries to understand the true process of the behavior that is the human mind, in the cybernetics and the theory of the information that conceive the organism like an active reality that processes and acts on the messages and in the current of the cognitive psychology that seeks to return to the psychology broadly forgotten research areas. However, that considers valid and possible, it only looks for not to predict and to control the behavior, but also to explain with some interpretive outlines, far from the sequence mechanic stimulus-answer and nearer to the prosecution of the information. It attributes the psychological significance of the behavior change, not so much to the external events of the atmosphere as much as to complex mental situations and mechanisms of interior character.

Four big areas center the square of the research: learning, structures of the knowledge, human solution of problems and cognitive development. The execution of complex tasks been investigated but not how they memorize; now, begins to formulate a rigorous theory of the human learning. Equally, the environmental conditions and the cognitive processes are invested that structure memorizes. Also, increase the study to the human solution of problems and the cognitive development, with three contributions: tests, objectives and tasks. Although the tests separates *clearly to the intelligence of those that aren't, they are needed diagnostic tests that discover the* cognitive style of a person in the intellectual operations now more than their location inside an determined universe by the mental potential, that leads to the study of the different individualities and of the dynamics of the mind. As the processes implied in the solution of the tests they are the same implied in the school learning, the valuation of the cognitive aptitudes will take us to a

diagnosis of what is mistaken and to the classes of affected school tasks. The cognitive psychology contributes to the instructional problems by means of the delimitation of its objectives. Some cognitive objectives that develop analyzing the psychological processes better and their structure considered enough to produce the wanted behaviors that specifying the needy behaviors to be successful in the tests. That is to say, the supposition is that the objectives of the instruction can inferred of the tasks that the students will execute during the instruction and after.

One of those made power stations of a theory of the instruction is the analysis of tasks, that is to say, to study the complex tasks that reveal the implied psychological processes, that is to say, to translate content descriptions in psychological descriptions of behavior or of intellectual competition. In fact, whenever the executions and components analyzed there is analysis of tasks. Thorndike establishes an analysis of tasks in terms of AND-R or specific connections between groups of stimuli and answers. Gagné has presented a theory sequentially organized thinking that the disposition of tasks according to the order of difficulty improves the learning. The learning hierarchies that combine tasks inside a positive transfer are expected from the simplest to the most complex.

The gestalt is interested, mainly, for the perception of the structure. The analysis of the task consists on deploying the structure of the problem more than in analyzing the total execution. Only when the structures of the problems are understood the derived principles and can be generalized. Piaget interprets the cognitive development in terms of a succession of universal logical structures, achieving, with the time, to explain the execution of a task by means of the description of the logical structures that underlie the structures that ontologically proceeds and they delivery to the current. Discusses if the structures of Piaget are taught, being able to constitute the base of the curriculum school. The theory of the prosecution of the information implies the execution of cognitive tasks in terms of actions (internal or external) that have place in an appropriate temporary flow. In fact, studies how the human beings act (process) on the data (information).

Today the educational psychology, in this work line, constitutes a predominant theoretical force in the field of the English language of the behavior, having achieved that the complex mental processes are studied and, also, in a way rigorously scientific. For that reason, it begins configured like a true psychology of the instruction, as prescriptive science of the educational design (Glaser 1978).

In the last years, there have been clear indicators of this cognitive take off in the field of the education. It begins with Hilgard (1964) book; it describes what must be a theory of the instruction, already distinguishing between descriptive theories and prescriptive theories of learning, and it continues with the conferences organized by Gagné (1967).

Psychosocial Orientation

The psychosocial orientation tries to apply the psychosocial principles to the educational problems and approaches the topics that interest to the social operation of the individuals and groups in the school environment. However, the point of psychosocial view doesn't only represent the recovery of a series of topics, but, mainly, of a concrete and specific focus, an intermediate position among the posture behaviorist Skinnerian that conceives the learning as a result of an appropriately elaborated design and a correct reinforcements program.

The cognitive position, in which the learning is a process that is the fellows, is an active being that develop their own way to treat their atmospheres and to develop a better potential, and they are able to make personal decisions. The ideal atmosphere is which allows the maximum personal election and the development of all their potentialities), position both difficultly reconcilable since they represent different conceptions on what the professors are and they should be.

This total dimension of educational treatment coincides with the current psychological tendency those forces to displace the focus of attention from the processes intra individuals to the interpersonal processes. It is not, because, only of considering the student's social slope individually considered but, mainly, the way in that affect the interpersonal relationships inside the class to the school behavior of the students. The true contribution of the psychosocial orientation to the theory and educational practice is in the fact that it is the only branch of the psychology whose concepts, theories and data embrace the phenomena and interpersonal processes. And the education is an essentially interpersonal phenomenon carried out through the interdependent cooperation of two people, professor and student that it requires for its analysis the conceptual and instrumental apparatus of a discipline psychosocial mature.

Ecological orientation

Inside the educational research, the ecological orientation is the result of diverse theoretical influences that start up already of Koffka and Lewin, but in an immediate way, of the ecological

psychology and of the environmental psychology, displacing the attention of the investigators from the consideration from the individual characteristics to the consideration of the scenario of the school behavior. It point out, above everything, the necessity to interpret the human and school behavior as a function of the interaction individual-atmosphere and of investigating that behavior in their complex natural context.

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The essential features of this new orientation are the recognition of the specificity of the atmosphere or behavior scenario and the interpretation that makes each fellow of the same one. This way, the teaching-learning process should understand each other as a psychosocial phenomenon, and the student's behavior like something simultaneously situational - because is carried out inside a certain context or educational scenario - and personal, because it is the result of a process of decision formulated by each fellow. It is, therefore, of a multidimensional orientation because keeps in mind the individual differences and the variety of situations in those that interact the individuals that live inside the same.

In the social English language a paradigm of this nature doesn't exist. But this is not an evolutionary inability or a pre paradigmatic state, like Kuhn believed. Rather, the presence, in the social English language and have the education, has competitive schools of thought it is a natural and quite mature state. In accordance with Kuhn, the paradigms are incommensurable, that is to say they cannot be compared one with other, and the scientific change is not driven by rules but rather it is irrational; a paradigm collapses and other it substitutes it, what supposes a scientific revolution. Now then, such ideas are difficult to accept. Lakatos (1970) replaces the paradigm term for of research" "program, which implies a succession of theories. Each theory implies a new and detailed articulation of the shared commitments.

For Lakatos, the multiple program competitors they are the norm and there are rational approaches to select the research programs, reestablishing the empiric evidence as key explanatory of the scientific change. The paradigms can leave degenerating, but they can also recover with the time, as if it has happened, for example, with the cognitive paradigm hidden during some decades and that has impose the last years. They award has tried to

improve some deficiencies of the explanation of Lakatos like, for example, the one that the nuclei or central suppositions of the theories remain intact, when we know that the nucleus of a program changes as the program of mature research, like it has happened in the psychology of the learning. They award it reflects this reality better with their expression of research" "tradition that defines as a group of general suppositions on the activities and processes in a study field and on the appropriate methods to use to investigate the problems and to build the theories in that field. This way, the behaviorism is an research tradition, as it is the cognitive psychology or the humanist one (although this is fewer developed) or the ecological.

Then, can defend the appearance of complex programs of research that have interest in a wide range of determinant that influence the teaching-learning process. These designs can mix the experiment with the actinography, and the regression with the study of cases. Merton (1975) it even defends the superiority of competitive paradigms in front of the hegemony of an only thought school. The theoretical pluralism favors the development of a variety of research strategies more than the premature closing of the research seated on the existence of an only paradigm. For that reason pleads for the plurality of theoretical orientations in form of disciplined eclecticism. And Feyerabend (1974) has said it even more clearly, when pointing out that you can only be a good empiric if it is prepared to work with many alternative theories, more than with a simple analytic point of view. And this plurality of theories one cannot interpret as a transitional state that it will be replaced, in the future, for an only true theory.

2.2.6 Educational Psychology

2.2.6.1   Introduction

Educational Psychology is the application of scientific study method of individual and social groups behavior in educational environment. The study areas of Educational Psychology are forceful over put on other areas of Psychology, including Development Psychology (about child and teenagers), Social Psychology (groups and institutions ands socializing), Psychological Evaluation and Professional or Educational Orientation.

2.2.6.2   Development area

This functionalist approach applied to researching behavior led by James for studying areas where human effort had a practical application, as in education. In 1899 he published[7] "Chats to teachers", where he analyzed the relationship between Psychology and Teaching. Also, he developed an important theory of learning that describes how stimuli and responses are connected each other.

During II World War, psychologist of armed forces should solve more practical educational problems, how to predict learning as example, who could be a better pilot or radio technician, and to teach complex abilities in short time (how to drive an airplane or to cook quickly for a lot of people). When war finished, many of these psychologists overturned its interests in Psychological Evaluation and en educational teaching. At the same time, schools filled due to the strong increase of birth rate and educational psychologists were involved in making and evaluation teaching materials, programs formulating and evaluation tests. The enhancing of formal education to groups of people, to all social classes and historically ignored are segments by educational systems, produced similar effects on development and Educational Psychology profession.

2.2.7   Educational psychology theories

Due to the great existent diversity among the students, educational means and study lands, it has not still been formulated any applicable global theory to the group of the educational psychology. On the contrary, the psychologists work in theories it has concrete phenomena of the learning, the motivation, the development and the teaching.

Different theories of learning help psychologists to understand, to predict and to control human behavior. For example,[8] psychologists have developed mathematical theories of learning that are able to predict the possibility a person has on putting a correct answer; these theories are used to design on line programmed learning systems in subjects as

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[7] Gibson, E. J. (1969) Principles of Perceptual Learning and Development.
[8] BERTOGLIA, Richards, Luis. (1997) Psicología del Aprendizaje.

reading, mathematics or language; these theories are: Learning theory, motivation, development, teaching theory, and instruction theory

2.2.7.1 Learning theory

Diverse theories of the learning help the psychologists to understand, to predict and to control the human behavior. For example, the psychologists have developed mathematical theories of learning able to predict the possibility that has a person of emitting a correct answer; these theories, used to design systems of on-line programmed learning in subjects like reading, mathematics or languages. To understand the emotional aversion that can cause a boy the school, the theory of the classic condition sometimes used elaborated by Iván Pávlov. To explain the reason a boy it alters the order in their class, you can appeal to the theory of the instrumental condition or operant of B. F. Skinner that describes how the reinforcements form and they maintain a certain behavior. The violence in the school can explained, partly, through the Canadian psychologist's theory Albert Bandura that makes reference to the conditions in which learns how to imitate models. The theory of the prosecution of information is used in turn to understand how they are solved problems using analogies and metaphors.

2.2.7.2 Motivation

Attribution theory describes the paper of motivation in the success or the school failure. The success in an exam, for example, it could be attributed to the good luck or the effort; the theory predicts the behavior of the students in function of the answers.

The motivation is the cause for behavior in an organism or the reason in which an organism carry out a determined activity.

In human being, motivation lump together as conscience impetus as in conscience impetus. Motivation theories relating to psychology, establish a primary motivation level refer to elementary needs satisfaction, like to breath, eat or drink, and a

secondary level referred to social needs of achievement or affection. It supposes that the first level should be satisfied before establishing secondary levels.

The Psychologist Abraham Maslow designed a motivational hierarchy in six levels following the human behaviour determination. These needs are: Physiological; of safety; love and ownership feelings; prestige, competence and social appreciation, self-achievement; and curiosity and the need to understand the world.

Any universal theory has accepted. First, because many psychologists focusing the conducts established that the minimum stimuli level produce that an organism behaves treats to eliminate which stimuli producing a hope state of stimulation absence. In fact, a great number of people go in the same way. However, recent cognitive motivational theories describe human being trying to optimize before to eliminate their stimulation state. In this way, these theories turn more efficient in order to explain human tendency and the exploratory behave, the need or the liking for variety, aesthetic reaction and curiosity

2.2.7.3   Development

The Swiss psychologist's theory Jean Piaget that points out different stages of the intellectual development, postulates that the intellectual capacity is qualitatively different in the different ages, and that the boy needs of the interaction with the means to acquire intellectual competition. This theory has had an essential influence in the psychology of the education and in the pedagogy, affecting to the design of the atmospheres and the educational plans, and to the development of appropriate programs for the teaching of the mathematics and of the English language.

2.2.7.4   Teaching theory

Teaching scientific study is not recent;[9] until 1950s decade there were hardly s systematic observation or experimentation in this field, but the latter researching has been consistent in implications for the academic success achievement.

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[9] Popp, Manfred, The fundamental concepts of Psychology, Barcelona, Editorial Herder, 1980.

Concentrating on following outstanding variables:

Time that teachers dedicate to teach, contents, time average that students dedicate to learning, consistency among reaches are trained and memorized, and the teacher's capacity to offer guidelines, to give information to their students about their academic improving, to do them responsible for their behavior and to create a warm and democratic environment for learning.

2.2.7.5   Instruction theory

The American Educator Robert Gagné developed a theory that sustains how some learning types are prerequisites of other more complex, and his researches have applied with success to define these consequences in learning.

2.2.8   Applications

[10]Techniques of Educational Psychology are used in teachers training programs. Psychologists of education have created faculty's permanent training programs to improve learning of subjects as reading, mathematics, according to recent empiric discoveries.

In schools, educational psychology has applied to create a well-known instruction system as controlled learning. It bases the belief that most of the students can reach remarkable success if certain procedures continued, among these:

1. The program is divided in successive structured units in a logical way, each one of two weeks of duration
2. Students pass an exam at the end of each unit before passing to the following one
3. There are enough alternatives for the teaching and the examination in order to that the students can recover the matter if they fail the first time, and
4. Students determine the time that specifies to complete a unit.

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[10] Sahakian, W. S., History and systems of Psychology, Madrid, Editorial Tecnos, 1982

This instruction form is successful usually in courses that make stress in the acquisition of knowledge.

Usually, in the research and the development of an educational program is involved educational psychologists that attempt that the plans and the questions of the exams are adapted to the specific pedagogic objectives. The plans this way elaborated they are evaluated and, if it is necessary, they reconsider on the base of the empiric discoveries, method employee to create televised educational programs and of auxiliary pedagogic material.

The techniques of educational psychology use programs of teachers' formation. Some principles of the behavior modification are applied to a wide series of problems of the teaching like the reduction of the level of noise in the classes or the increase of the time of the students' study that readers dozes during the hours.

The psychologists of the education have created programs of the faculty's permanent formation to improve the learning of subjects like reading or mathematics, according to the recent empiric discoveries. These studies demonstrate that the researchs on the teaching can use to form the professors, so that they increase the capacity of their students' learning.

2.2.9 Current tendencies

Understanding the cognitive processes has clarified the problems solving, memory and creativity. Due to appearance of new theories in an increasing manner about in individual capacity and aptitudes, educational psychologists also work at the present in areas of psychological test development.

The educational psychologists are interested more and more in how people receive, interprets, codes, and recovers the learned information. The understanding of the processes cognitive has clarified the resolution of problems, the memory and the creativity. Due to the appearance of new theories on the forms of increasing the capacity and an individual's aptitudes, the educational psychologists also work now, in the area of the development of the psychological tests. The impact of the last

technological advances, as the microcomputers, will be outstanding during next decades in the field of the pedagogy. The recent laws that demand the integration of the unable children, with emotional problems and even of learning, it has extended the field of the empiric research, since the new situations originated by these changes will require of new solutions on the part of the psychologists of the education.

2.2.10 evelopment of logical thought

Child's development during the stage of preschool childhood (4 to 6) presents changes in all levels of their personality: child begins being more flexible and thinks objects as a part of him. From manual of Psychology from Mariano Moraleda (coordinator) we extract two sections from:"Development of child's mental life in preschool childhood over learning".

2.2.11 hild Psychology

Child Psychology, we study the children's behavior from birth until adolescence that includes their physical characteristics, cognitive, motor development, linguistic, perception, social and emotional improvements. Child psychologists try to explain the similarities and differences among children.

They also developed methods to work social, emotional and learning problems, applying therapies in private consults and schools, hospitals and other kind of institutions. Two Critic questions for child psychologists are first, to determine how environmental variables (as parent behavior, for example) and biological characteristics (as genetic biases) interact and influence in behavior; second, to understand how the different changes are interested in behavior.

2.2.11.1 History

Scientific research on child development made big progresses at the beginning of XX century. American Psychologist Arnold Gesell built a researching institute at University of Yale with the only objective of studying children, analyzing their behavior through filming.

Furthermore, he introduced the technique that brings his name, besides he applied the sections method, through which groups of children are observed in different ages, outlining for the first time an intellectual development for stages similar to those of child physical development.

[11]While scientific observation lived its best moments, other researchers wrote about the function of environment and child behavior. The school behaviorist reinforced the experimental studies and incorporated child psychology to fundamental trend of psychology. Piaget named its science as genetics epistemology (study of human knowledge origin) and his theories worked out more advanced and deeper works added to more entities about child psychology. These works uses as so as observation as much experimental methods, keeping in mind behavior, he integrates biological and environmental variables.

2.2.12 eachers formation

Teacher's formation involves people's that are devoted appropriate and permanent preparation or they will be devoted to the teaching and that allows them to develop their professional activity by teaching.

During the antiquity and the medieval time did not exist any type of specific instruction specialized in the properly this pedagogy, that is to say that formed in the principles and in the practice of the teaching. Who wanted to be professors they should demonstrate the knowledge that possessed in the discipline that would be teaching object. During the Renaissance, some professors, as Vittorino give Feltre in Italy, Johannes Sturm in Germany or John Colet in England, had great fame as teachers and they were recognized its ability to teach, but to the faculty's formation was still dedicated little attention.

In the XVIII century, other institutions developed in France and Germany. A school maintained by the French government in 1794 the first one that followed the

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[11] BETTLELHEIM, Bruno, Stories of thousand o'clock and one night, Barcelona, Editorial Crítica, 1980.

philosopher's principles Jean-Jacques Rousseau who considered that the teachers should be devoted was first to the mental and physical development of their students and only secondarily to the academic aspect. This principle adopted later on in the entire world by the schools of the faculty's formation and it ended up being a basic doctrine of the educational theory. The most important in the teachers that applied and it developed the psychological theories of Rousseau it was the pedagogic reformer of Swiss Johan Heinrich Pestalozzi.

Conditioning the study of the psychological processes of the learning like a means to develop the educational programs based on the aptitudes, abilities and the students' interests. The success of the methods of Herbart caused its adoption in the systems of the faculty's of numerous countries formation.

Pablo Montesino, during its exile in England for its liberal ideas, entered in contact with the new progressive pedagogic ideas of the moment and to its return to Spain created the Society to improve the education of the town and it promoted the foundation of the School Normal Power station of Teachers.

Normalized in the XX century the centers of teacher's formation, after the II Guerra World cup the necessity of the faculty's permanent formation arose. In most of the European countries supposes to carry out some specialized studies after the courses programmed in the University, which include one period of practical educational under the supervision of a tutor and the study of some psychology topics and of history of the education. Now, the position of the faculty's formation increases starting from the own experience in the classroom and of the exchange of opinions and experiences with other profession partners by means of courses, conferences or seminars. In addition, it is that the new technologies, the cultural and scientific changes that gave at this time in the world demand a renovation of the constant and therefore precise school the constant upgrade of the teachers. In the first place the constant upgrade of their work like educator is, much centered in the personal reflection or group on their educational practice and exchange of experiences or enlarging their curriculum permanently with external supports.

The performance of the last educational, taken charge and responsible Administration of the formation and their citizens' preparation is in second place. For it, according to the economic possibilities of the country and the social sensibility that there is toward the Teaching, the State favors the collaboration of the educational centers in turn with psychologists' teams and sociologists integrated in the school community.

2.2.12.1 Learning by discovering

Not all the Languages teachers neither all the schools have followed the transitive-receptive pattern of elaborated knowledge. Diverse schools or educational philosophies were distanced soon radically of this model and, among them; it is exactly to highlight the bound school to the thought of the Institution Free of Teaching, directed by Ginner of the Rios, in the case of Spain.

In the decades of 1960 and 1970 extended among many restless professors a new form of understanding the teaching of the English language and guided by the pedagogic contributions of Jean's thought Piaget.

The Piaget theories application to science teaching like reaction against the teaching traditional memoirist based in the denominated learning by discovery. According to the conception of the learning for discovery, it is the own student who learns for it if they are facilitated the tools and the necessary procedures to make it. An extreme version of this pedagogy in the environment of the English language took to center the whole teaching in the call scientific method that, also, it presented in many educational texts considerably dogmatized in steps or rigid stages. It is supposed to prevent students to understand it completely; it took to certain excesses in the activism and in the emphasis given to the procedures that made lose of view good part of the contents.

In all ways, the learning for discovery supposed in its moment an important revulsion for the teaching of the English language, when fomenting a healthy concern in many restless educational communities for didactic innovation, break the previous panorama immobilize. In spite of the strong critic that this educational line has harvested later on, many of its contributions represented the opening of new roads

to understand and to approach in a more original way the teaching of the English language that have direct continuity in the modern didactics. The accent in the importance of the students like axis of its own process of scientific learning is, without a doubt, among those even valid contributions, the same as the value granted to the discovery and the research like forms of building knowledge, an aspect that ties the teaching-learning from the English language to the scientific research.

The experiences of the teaching for discovery in English language finished evidencing some important lacks in the attainment of their objectives, what generated a deep revision in the way of understanding the construction of the scientific knowledge, the importance of the contents and the way in that the teaching must approach them.

2.2.12.2 Computer Science and Technical Literary

Although it is certain that to transfer the youths from their passive paper of receivers, to the asset of interpreters and creators is not easy, it is also certain that great part of the current technology, as the material multimedia, the videotapes and didactic electronic games, it can become a true ally of the teaching.

Given the evolution of the computer means and the more and more frequent access to the use of the computers for children and young, it is important to abandon elitist approaches about the frontiers of the language and the literature. As in so many other activities and human vocations, the perversion is not in the means but in the use that is made of them. Different languages coexist (comic, series and television publicity, sailings in Internet, popular songs, shows of musical groups and parades of fashions, soap operas with languages of different Latin American countries) and these intersect, they sometimes amalgamated and they generate diverse forms of the language. The language and the literature, on the other hand, they have always grown being nurtured of the stimuli that, in each time, they were not always strictly literary neither linguistic.

2.2.12.3 Constructivism in Learning Teaching

A fundamental landmark in the didactics of the English language, like in general in all didactics, it resides in the appearance of what has give in calling the paradigm of the constructivism, at the beginning of the decade of 1980. Personalized in the work and the contributions of David P. Ausubel, although certainly wrapped up by other many investigators, the constructivism picks up good part of the contributions of the psychology cognitive and it introduces a new revision of the concepts of the learning.

This distinction locates the question in another level, since, for the constructivism of Ausubel, there are not a unique relationship neither constant between the learning memoirist and the receptive teaching, I neither eat there is her among the significant learning and the teaching based on the discovery. It can also take place significant learning (the true purpose of the teaching) by means of receptive teaching, as well as it is not necessarily acquired to apply learning methods for discovery.

 The consent that has reached in the didactics of the English language the constructivism has supposed a fundamental change in the so much orientation of the researchs on the scientific teaching as in the innovations that the most advanced faculty has gone rehearsing. Although modernly they have been many reefs in the concretion of numerous bound positions to the constructivism, it can affirm that, in their less dogmatic and more open version, it continues constituting the dominant paradigm in the environment of the didactics of the English language.

The constructivism settles mainly in several aspects that have given reason to numerous research works and didactic innovation on the part of professors and investigators, as well as to an asset it debates, still in foot, on its importance and concretion. Among these aspects they highlight the application of the idea of conceptual change in English language and the importance of the alternative conceptions, preconceptions, previous concepts or conceptual errors, just as they have been denominated, with differences in their application, all those forms. To them the consequences are added of all this in the environment I specify of the teaching of the English language: resolution of problems; learning strategies for

directed research; I use of the laboratory and of exits to the field; design of didactic units; integration of "traverse" educational aspects (environmental education, education for the health, education for the peace, etc.); as well as their specific concretions in the didactics of the different scientific disciplines, what supposes the definition of own fields in the teaching of the biology, of the geology and the English language of the Earth, of the physics or of the chemistry.

2.2.12.4 Previous Ideas And Alternative Conceptions

For constructivism, people are always located before certain learning endowed with ideas and previous conceptions. The mind of the students, as that of any other person, possesses a certain conceptual structuring that supposes the existence of authentic personal theories tied to its vital experience and its abilities cognitive, clerks of the age and of the state psycho-evolutive in the one that these are. This way, Ausubel summarized the central nucleus of its conception of the teaching-learning process in the insistence about the importance of knowing previously what the student knows before seeking to teach him something. It is not strange, therefore that the outstanding importance that the constructivism gives to the previous ideas has generated a great quantity of educational research and didactics on the topic.

In the teaching of the English language, the previous ideas or the alternative conceptions have a particular characteristic, bound to the importance of the livings and of the particular experience in the elaboration of the personal theories, not always coherent with the scientific theories. This way, for example, the confusion among movement and it forces one of the traditionally studied cases of notable it represents it influences among preconceived ideas or previous and scientific theories.

The consequences of all this have to do with the necessity, highlighted by the didactics of the English language, of keeping in mind and, even, of leaving of the conceptions or the students' previous ideas. It is rejected this way the idea of the traditional teaching that grants a very limited interest - only related with the necessities that it imposes the logical structure of the scientific knowledge - to what

occupies the student's head before the learning. According to the new educational tendencies, the fellow's thought that learns acquires a value highlighted in the relationship between professor and students. For it, it is necessary that these students make explicit their previous ideas on what is to teach and, therefore, take conscience of them. This new vision of the teaching learning of the English language has very important consequences on the form of organizing the contents in the didactic materials, when introducing more factors than the mere structure logic of the scientific matters.

In the case of the English language, the research has concluded that students of ages or levels educational fellow men usually share previous ideas. students owes to that an important relationship exists so much with the age or the students' state psycho-evolutive like with the history of the science. Indeed, there is who find certain relationship of likeness, certainly non-mechanics, between the historical construction of the scientific knowledge and the construction of the personal thought about those topics. This likeness cannot be taken to the limit, but it allows reinforcing the importance of integrating the history of the science in the scientific teaching. The existence of those shared previous ideas has taken to the use of the term alternative" "conceptions that can be applied at age groups or educational levels and that it facilitates the work of the educational one, when possessing previous information on the characteristics that are expected in the thought of its students before a certain learning. More questioned, although it has been frequently used in the didactics of the English language, it is the term conceptual" "errors that supposes a negative consideration of the difference between the personal theories or the students' previous ideas and the theories or scientific conceptions to teach.

2.2.12.4.1 The Conceptual Change

The idea of the conceptual change was part from the beginning of the nuclear contributions of the constructivism. The notion of personal construction of the knowledge from the previous ideas of the students supposes the necessary existence of a conceptual change that allows the jump from a conception to another. It has been pointed out that in that conceptual change several aspects key exist, among those that it highlights the necessity that the one that learns feels

unsatisfied with their preconceptions, that the new conceptions are in the environment of the intelligible thing for him (it is not possible that a student of first secondary courses seeks a conceptual change that takes to the admission of the quantum mechanics, since this it is clearly opaque in his case) and that they are satisfactory and useful for their demands or necessities, improving when accepting them his grade of understanding, interpretation and interaction capacity with the world. The new conception should, also, to open new advance possibilities, without stopping to solve none of the questions that were satisfied by the precedent.

The ideas of the conceptual change in the teaching of the English language have supposed an entire line of contributions and innovations in the definition of methods and educational ends. Although many advances have taken place in this land, they continue noticing you serious difficulties in the overcoming conceptual changes on the part of many students, evidencing this way the strength that seem to have many of their previous or alternative conceptions.

2.2.12.4.2 Activity Programs

One of the elaborated didactic consequences in the application of the constructivism and of the importance of the previous ideas and the conceptual change in the teaching of the English language rests in the identification of the didactic activity as unit of the teaching-learning process. As consequence of this focus change, they have intended methods, guided or directed that chain sequences of didactic activities whose order responds to the explicit purposes of each moment of the process and the goals or final objectives of such programs. They are elaborated this way the calls programs of activities that, with slight differences, they give coherence to the modern processes of teaching of the English language and of elaboration of didactic materials. The programs of activities, in the bottom, don't make but exposing the didactic work in form of the professor's programming with their students. These programs integrate introductory sequences whose purpose rests in to motivate the students and to favor the detection of the previous ideas; sequences of activities that introduce new information, allow the handling of data and they organize small directed

researchs; and recapitulation sequences, application to new situations and generalization of the acquired knowledge.

2.2.12.4.3 Didactic Strategies Of The Social English Language

The methods to teach the English language have been divided, traditionally, in two types: of exhibition-reception and active or of inquiry that, in turn, they can be directed or liberate. At the present time, they don't exist evidences that some are better than others; the only thing that one knows is that by means of certain techniques it seems that better results are gotten in certain situations. In all ways, the techniques and didactic methods should be chosen in function of what is wanted to teach, of the necessities of the pupil and of other specific circumstances.

With the strategies based on the exhibition-reception, the pupil receives, vocally or by means of written texts, an elaborated knowledge that it should assimilate. In spite of their devaluation for the current faculty's great part, due to the abuse that has been made of her in the traditional teaching, this strategy can promote a significant learning whenever the new knowledge are presented well structured, with clarity, and they are kept in mind the previous knowledge of the students. The value of this strategy is bigger the more abstract and theoretical they are the social knowledge that the student, difficultly, will be able to reach by itself, for what specifies the professor's elaborated presentation. For example, when presenting the global structure of a study topic giving to know facts and concepts, or to describe a situation or recapitulate a process; however, and in spite of this didactic interest, it is evident that is insufficient to develop intellectual capacities and, they should accompany with another type of activities.

The strategies based on the inquiry or research is related with the pattern of constructive learning and, at the present time, they occupy a more and more outstanding place in the teaching of the social English language. They are characterized to face the students more or less to situations problematic, in those that the knowledge finish is not presented, but rather it should be reprocessed through the work with documents and other materials of different nature. The activities that it generates this strategy type respond to the formative value of the

social English language in the sense of forming rigorous, critical and tolerant students with the other people's ideas, and of promoting their participation in the search of diverse roads for the interpretation of the facts and social processes.

Characteristic of this strategy it is the position of questions without a clear or closed solution, in those that the knowledge of the social reality is presented as a problem that can be interpreted in diverse ways, all equally valid. Before questions mean the colonization ness as what? Can the explanations be different according to the interpretation of the documental sources that are managed. On the other hand, the study of cases presents complex situations in the mark of people's performances or facts. This way, you can consent for example, to the knowledge of the Brazilian society of the XX century through the daily life of a family and of the social relationships that settle down. These activities respond to an anthropological focus of the social English language. The debates or discussion forums can be used to argue the own opinions on outstanding topics of the society and they teach to respect the opinions of the other, since the social problems are the center of the collective reflection and of the contrast of opinions.

The research projects occupy an outstanding place in this type of strategies. They are studies or works of global character that suppose the delimitation of the problem, the hypothesis formulation, the collection of data until the verification or rebuttal of the hypotheses, and the presentation of the conclusions with the contribution of results. It is to habituate to the pupil to solve problems with relative autonomy and to facilitate him an experience on the work that the social investigators carry out (geographers, historians, sociologists and anthropologists, among other). Equally, it is sought them to understand that the social matters can be explained from different points of view and that it can have diverse analysis levels and different conceptual constructions.

2.2.12.4.4 Activities Of Learning In The Teaching Of The Social English Language

Learning activities are the axis vertebrates of the process of teaching learning of the social English language and they should maintain an internal coherence in

function of the logic of the disciplines and of the process of significant learning. Many are however the learning activities that can be carried out in a classroom of social English language, it should be tried to avoid the excessive activism that ends up invalidating the learning process, when not allowing the existence of reflection spaces. In this sense, activities related with the space and the time, the analysis of sources, the treatment of the information and the position of problems should be selected. They should approach learning of contents referred to concepts, procedures and attitudes, and to be varied and of graduate difficulty to allow consenting to the knowledge of the social thing in a pupil, necessarily, diverse. By way of example, next some specially appropriate activities are indicated to get the objectives of the teaching of the social English language: to elaborate and to comment geographical and historical maps, and to use chronologies should be recurrent activities in this teaching and they are specially useful to facilitate the comparison of situations of change and permanency; to analyze diverse sources of information (writings, graphics, iconographical and computer specialist) to contrast different interpretations of oneself social fact; to elaborate critical trials and to look for the causal explanation of the social events of the past and of the present, and to establish interactions; to participate in debates with reasoned personal opinions; to come closer presently to the daily life of the diverse societies and in the past through the objects of use current, monuments, dresses, customs and social uses; to elaborate and to interpret graphics and conceptual outlines to facilitate the understanding of certain complex phenomena of political, social or economic order.

2.2.12.4.5 Materials and Resources English Language Teaching

The materials and resources are inseparable of the learning activities that they are carried out in the classroom and their evolution has followed the same process that the conceptual and didactic mark of the social English language. The work materials have passed of using the textbook like only source of information or comments of texts more or less formalized, to the presence of an entire group of diverse materials, organized around the didactic units.

2.2.12.4.6 Disposition Of The Space In The English Language Classroom

The organization of the workspace in the classroom of social English language is an element that facilitates the significant learning when it is in consonance with the methods, the activities and the didactic materials. For this reason, it is advisable a flexible disposition of the school furniture that allows to use with easiness the audiovisual means and the material of diverse support, as well as to organize different groupings of the pupil in function of the different learning activities that are been able to carries out in the class of social English language. When information is looked for or it is meditated on a topic, the work is individual and the tables should be separate; on the contrary, when it is an exchange of opinions, the work should be carried out in small group and the tables should be contained. If oral topics are presented, conclusions of the research works are exposed or they are organized debates and dramatizations, the work is developed in great group and the tables should prepare in semicircle.

The manuals have experienced a deep evolution in the last times and, at the moment; they maintain a balance among the basic information, the documental sources and the proposal of activities. In them, the faculty can choose the contents and the most appropriate activities to the strategy of elected teaching and, also, to use his textual and documental part (chronologies, documents, statistical data, graphics, images, maps or vignettes) as learning sequences.

Interesting materials for the formation of the students of social English language are the repertoires of historical, literary documental sources and of press (classified in thematic blocks), historical and geographical atlas, file of images selected by times (portraits, paintings, posters, graphics, material objects, dresses, foods) and the new audiovisual and computer technologies. On the other hand, the creation of databases that allows the access to multitude of documents and the appearance of interactive compact disks with fixed or lively images, glossaries and indexes, is a sample of resurging of this type of materials, although its use generalized is still far from the classrooms of social English language for the technical difficulties that present.

2.2.13 Infantile psychology

2.2.13.1 Infantile Development

The diverse aspects of the boy's development embrace the physical growth, the psychological and emotional changes, and the social adaptation. Many determinants condition the development rules and their different installation rhythms.

2.2.13.2   Inheritance or atmosphere?

All agree jointly for genetic conditions and environmental circumstances, although vehement discrepancies subsist about the relative importance of the genetic biases of an individual. The research of this problem has been approached several times through the comparative study of the likeness and differences among twin monocigothics (univithelins) that grow in different atmospheres, and twins that have grown together.

The underlying hypothesis to these studies is that if the genetic load is decisive, the twins that have been separate will be so similar in most of the aspects measured as those that have lived together. This hypothesis assumes the existence of a white differs among the atmospheres of the separate twins, something that seems quite questionable. Except in some case in the one that the environment is especially hostile, the rules and the measures of the physical development and motor seem to be controlled genetically, but the researchs also indicate that both variables, genetic and environmental, contribute to the intellectual behavior.

A genetic component also exists in the characters of the personality like the introversion/extroversion, activity level or bias to the psychoses. With relationship to this last aspect, we should point out that, although you has advanced enough in the identification of the genetic causes of the mental illnesses, it is still necessary a bigger research to understand better how the genetic conditions act in the normal children.

2.2.13.3   Physical Growth

In general, a newly born weight 3,4 kilos, measures 53 centimeters and it presents a head size disproportionately bigger than the rest of the body. In the first three years the

increase of weight is very quick, later stays relatively constant until the adolescence, moment in which one gives the 'pull' final, smaller, nevertheless that that of the childhood. The carried out studies show that the height and the boy's weight depend on their health, diminishing during the illnesses to accelerate again when recovering the health, until reaching the height and the adapted weight.

2.2.13.4 Activity Motorboat

Between the birth and the 2 years they take place the most drastic changes in this land. The boy passes of the movements uncoordinated of the newly born one, in which the reflective activity prevails, (for example, the pretension reflection that if rubs it causes the involuntary closing of the fingers of the hand forming a fist), to the adult's coordination motorboat through a series of complex development rules. For example, the to walk that usually restrains between the 13 and the first 15 months, arises of a sequence of fourteen previous stages.

The research shows that the speed of acquisition of the capacities motorboats is determined in a congenital way, and that in it's learning it doesn't influence the practice. Nevertheless, if the fellow is subjected to restrictions severe motorboats, they will lose temper as much the sequence as the speed of this process.

After acquiring the capacities basic motorboats, the boy learns how to integrate his movements with other perceptive capacities, especially the space one. It is crucial to achieve the coordination eye/hand, as well as to achieve the high level of dexterity that many sport activities require.

2.2.13.5 Language

The capacity to understand and to use the language is one of the main achievements of the human species. An astonishing characteristic of the development of the language is its speed of acquisition: the first word memorizes toward the 12 months, and to the 2 years of age most of the children already have a vocabulary of some 270 words that arrive at 2.600 o'clock to the 6 year-old age. It is almost impossible to determine the number of possible constructions inside the individual language. Nevertheless, the

children build sentences syntactically correct to the 3 years and very complex verbal constructions to the 5 years.

This extraordinary phenomenon cannot simply be explained from the theory of the learning, what has taken to establish other hypotheses. The most outstanding is, possibly, that of the American linguist Noam Chomsky who outlined that the human brain is specially structured to understand and to reproduce the language, for what doesn't require formal learning, and it is developed when entering the boy in contact with him. Although the psycholinguists of the development don't agree with all the concepts of Chomsky, yes they accept the special mental linguistic systems. Still today, the theoretical of the language speculate with the relationship between the development cognitive and the language, assuming that this reflective the boy's concepts and it is developed at the same time that their concepts are deeper.

2.2.13.5   Personality Formation

The theories of the personality try to describe how people behave to satisfy their physical and physiologic necessities. The inability to satisfy such necessities believes personal conflicts. In the formation of the personality the children learn how to avoid these conflicts and to manage them when inevitably they happen. The excessively strict or permissive parents limit the possibilities from the children when avoiding or to control those conflicts.

A normal answer for the conflicting situations is to appeal to the defense mechanisms, as the rationalization or the negation (for example, rejecting to have had a goal or specific objective at some time, although it is obvious that one had). Although we all have used defense mechanisms, we should avoid transforming them into the only means of facing the conflicts. A boy with a balanced, integrated personality, it is accepted and lover, what allows him to learn a series of appropriate mechanisms to be managed in conflicting situations.

2.2.13.7   Intelligence and Learning

The intelligence could be defined as the capacity to operate efficiently with abstract verbal concepts. This definition is reflected in the questions of the infantile intelligence tests. Two of the good known, the Stanford-Binet and the Weschler Intelligence Scale for

Children (good known for WISC, infantile version of the WAIS - Weschler Adult Intelligence Scale -, the individual test of more famous intelligence) they are used so much to measure the boy's intellectual development like to predict their academic results. Because the school learning depends, apparently, of the capacity of verbal reasoning, the content of these tests is very appropriate, like it demonstrates the relationship that there are between the results of the intelligence tests and the school success. However, the predictions based exclusively on the tests of this type are imperfect, because they don't measure the motivation and the knowledge about the necessary capacities for the school success it is incomplete.

On the other hand, it has been questioned that the intelligence tests is appropriate for children of ethnic minorities that cannot respond appropriately to certain articles due to cultural differences or to the lack of understanding of the used language, more than for an intellectual deficiency. For it, the intelligence tests should be interpreted with supreme care, inside a complete and professional process of psychological evaluation, and never in an isolated way, with explanatory capacity and/or absolute predictive.

2.2.13.7 Family Relationships

The attitudes, values and the parents' behavior influence without a doubt in the development of the children, the same as the specific characteristics of these influence in the behavior and the parents' attitude.

Numerous researchs have reached the conclusion that the behavior and the parents' attitudes toward the children are very varied, and it embraces from the strictest education until the extreme permissiveness, of the warmth to the hostility, or of the anxious implication to the most serene easiness. These variations in the attitudes originate very different types of family relationships. The paternal hostility or the total permissiveness, for example, they are usually related with very aggressive and rebellious children, while a warm and restrictive attitude on the part of the parents usually motivates in the children an educated and obedient behavior. The punishment systems also influence in the behavior. For example, the parents that abuse of the physical punishment spread to generate children that are exceeded in the use of the physical aggression, since in fact

one in the most frequent ways in acquisition of behavior rules it is for imitation of the paternal rules (learning for modeling).

2.2.13.8 Social Relationships

The infantile social relationships suppose interaction and coordination of the mutual interests, in those that the boy acquires rules of social behavior through the games, especially inside what is known as his 'group of even' (children of the same age and approximately the same social status, with those that it shares time, physical space and common activities). This way they happen, from the previous years to his schoolarization until his adolescence, for progressively more sophisticated social systems that will influence in their values and in his future behavior. The transition toward the world social adult is supported by the phenomena of leadership inside the group of same, where lists different to the different members are attributed in function of its force or weakness. Also, the boy learns how to feel the necessity to behave in a cooperative way, to get collective objectives and to solve conflicts among individuals. The conformity (observance of the norms of the social group) with this group of couples it will reach their maximum bench mark when the boy arrives to the puberty, to the 12 years approximately, and it will never disappear of the individual's social behavior, although their manifestations among the adults are less obvious.

Group couples member's change with the age, spreading to be homogeneous (of the same sex, of the same area) before the adolescence. Then they pass to depend more than the relationships of interests and shared values, being formed more heterogeneous groups.

2.2.13.9 Socialization

The process by means of which the children learn how to differentiate the acceptable thing (positive) of the unacceptable thing (negative) in their behavior calls socialization. It is expected that the children learn, for example that the physical aggressions, the robbery and the deceit are negative, and that the cooperation, the honesty and sharing is positive. Some theories suggest that the socialization only memorizes through the imitation or through a process of prizes and punishments. However, the most recent theories highlight the paper of the variable cognitive and perceptive, of the thought and the

knowledge, and they sustain that the social maturity demands the explicit or implicit understanding of the rules of the social behavior applied in the different situations type.

The socialization also includes the understanding of the concept of morality. The American psychologist Lawrence Kohlberghas demonstrated that the moral thought has three levels: in the inferior the rules are only completed to avoid the punishment (the smallest children's characteristic level), and in the superior the individual understands the necessary universal moral principles rationally for the social survival. It is necessary to keep in mind that the understanding of the morality often is incoherent with the real behavior, for that that, like they have shown some empiric researchs, the moral behavior varies in each situation and it is imperceptible.

2.2.13.10 Current Tendencies

The infantile psychologists continue interested in the interaction of the biological conditions and the environmental circumstances that influence in the behavior and their development, in the paper of the variable cognitive in the socialization, especially in the adoption of the corresponding sexual list, and in the same understanding of the processes cognitive, their acquisition and evolution. At the moment, the psychologists agree in that certain biological factors of risk, as the scarce weight in the moment of the birth, the oxygen lack before or during the same one and other physical or physiologic disadvantages are important in the development and in the individual's later behavior. Diverse longitudinal studies try to determine how the factors of risk affect to the infantile experiences, and how the differences in these experiences affect to their behavior. These researchs will contribute new methods of help to the children with factors of risk for a better development.

On the other hand, the function of the variable cognitive in the learning of the sexual lists and the stereotypes on the sexual differences among the children is in research process, although small differences have only been located: for example, the girls are usually better in the activities than verbal capacities, and the children require in those that depend on mathematical capacities; neither it is clear how interact the innate conditions with the environmental circumstances to produce such differences. The sexual lists have been defined sharply in our culture, but the favorable pressure for the change of these

rules it is breaking the stereotypes little by little, allowing that an individual, with independence of his sex, change or adapt his behavior to the demands of the specific situations with those that faces.

Great part of the current researchs in psychology of the development or evolutionary they try to identify the component cognitive (the memory or the capacity of attention) employees in the resolution of problems. Some psychologists study the identification of the processes that presented during the transition from a thought level to another in the individual's development. Other research areas make reference to the component cognitive of the reading and the calculation. It is expected that all these researchs lead to the improvement of the methods of school teaching and of special education.

2.2.14 tudents with difficulties in the learning

Several instructive techniques exist to help the students with learning problems, by heart or of transmission of the information. Among them is the direct instruction, method that is based on a systematic curricular design with a very structured and adapted plan, in which the students participate frequent and actively. Another method is based on imparting the student specific strategies of learning, like they can be those that improve its capacity of memorization or develop its possibility for the resolution of problems. The professors can also help their students to work around certain individual problems of learning. For example, a professor can allow that a student with memory problems uses a recorder to dictate him you notice and to leave perseverance of the class explanations.

2.2.14.1 Dyslexia

Dyslexia, difficulty to read and to write with fluency. The specialists don't put on according to the hour of defining this dysfunction: the World Organization of the Health (OMS) it defines it as specific "disorder of the reading", while other organisms affirm that it is a specific "disorder of the language". The dyslexia is associated to deficiencies of the short-term memory and people that suffer it they usually have coordination problems and organization.

The number of people that suffer this dysfunction varies due to the ambiguity of its definition. However, most of the investigators estimate that it can affect to a 1 or the world

population's 2%. Others say that between a 10 and the population 20% it presents dyslexic features and that this dysfunction can appear in different levels of intensity, especially during the period of learning of the reading. The dyslexia is usually detected during the childhood, although it can affect any person along its life. They are numerous dyslexic people that have compensatory capacities, as the visual-space sharpness that takes them to be very good engineers and architects; others have developed a creative talent after manifesting difficulties when learning how to write.

2.2.14.2 Causes Of The Dyslexia

The researchs on the causes of the dyslexia have established that the cellular structure of the brain of a dyslexic person is different. A hereditary element also exists, because it spreads to happen in some families; according to the last studies it is possible the incidence of a genetic component. To the view, to the children it affects in a bigger percentage that to the girls. Some authors point out that in 70% of the cases a late and incomplete elaboration of the oral language exists; alterations in the orientation space-time, visual alterations or of rhythm they are frequent in the origin of this difficulty. Although the dyslexia usually shows starting from the 6 years that it is when the systematized learning of the reading begins and they are located and they diagnose the problems, they exist indicators that even to the 3 year-old age they detect if a boy has difficulties. However, the dyslexia is usually identified in the primary school, moment in that the abilities of the reading and writing should be developed. The dyslexia can be together to the disortography, problems with those that the boy faces when learning spelling, more complex learning that the reading.

2.2.14.3 Types Of Dyslexia

They can be distinguished two groups of dyslexia: the acquired dyslexia or alexia, in those that the alteration takes place after having completed the process of acquisition of the reading due to a neurological lesion; and the evolutionary dyslexia or dyslexia like such that are given during the natural process of acquisition. Inside these last we can distinguish among phonological dyslexia that is a difficulty in the acquisition and in the use of the correspondences grapheme-phoneme, and superficial dyslexia that is the difficulty in the acquisition of fluency for the recognition of the words.

2.2.14.4 Living with Dyslexia

Scientists consider that reading therapies are useful for people with dyslexia or other problems to read usually have difficulties to decompose the words in the sounds that constitute them. As they cannot distinguish these sounds to each other, the dyslexics don't associate the sounds in general with the corresponding letters that would allow them to recognize and to read words. In this picture, a girl with reading problems participates in a therapeutic program dedicated to stimulate and to correct the part of her brain that processes the sounds and recognizes them like part of the spoken language.

The dyslexia is not treated, but people that manifest this difficulty can be treated by means of an appropriate teaching and of support so that they can develop their capacities. As soon as possible the dyslexia is diagnosed in a person, before will be able to get progresses in its development. For example, a boy can have a phonological deficiency (sees you Phonology) that causes him difficulties to differ among the sounds of the words; if is carried out an intensive work immediately to reinforce the distinction of the phonemes, by means of games of rhythms and of words, the boy will be able to improve that ability.

There are many initial signs of difficulty for the reading, the writing and the handling of the numbers, as well as the slow development of the conversation and a poor coordination that can be noticed before the boy enters in the school. Today on-line attended methods exist (computer) that help to the early detection of the dyslexia.

The organizations and associations for the dyslexia provide a vital support and of support to the parents, professors, professionals of the health and agents by means of their services of information. In the last years big advances have taken place in the knowledge, the acceptance and the help to people with this difficulty. Thanks to the specialist today it is possible to get the children to face the written language, at the same time that they are inculcated the pleasure by the reading.

2.3 Hypothesis System

2.3.1 General Hypothesis

Motivation affects positively on foreign language learning process; It will help teachers to encourage an active and dynamic class at Unidad Educativa Cristiana Febe in Quito School Year 2004-2005 in first Basic school year.

2.3.2 Particular hypothesis

- Identifying causes for lacking of interest in English learning will be possible to find a way to become English learning a useful subject.

- Determining some remedial activities would assist English teachers to improve their class.

- Supplying enough technological material teachers will have more access to motivate students in English learning,

RESEARCH PROJECT STRUCTURE

3. METHODOLOGICAL DESIGN

3.1 Type and Research Design
3.1.1 TYPE
This research refers to "motivation" applied in English learning process.

By purpose, it corresponds to an applied research that means that this work result will be applied to solve an research problem in this case "motivation in learning process"

By knowledge level, it is an experimental research because we have two groups to prove the methodology, clearly to become perceptible.

By the method to use, it is experimental pure to establishes the relationship between both variables and control groups; in this case "motivation", "English teaching" and "students from First Basic Year A and B at Unidad Educativa Cristiana FEBE"

3.1.2 DESIGN
By data compilation strategy type to be used in researches at Unidad Educativa Cristiana FEBE are going to be used "surveys and scientific observation" to determine related information.

By organization degree, it is a qualitative study because it will specialize someone to trade the present work and attributes a quality.
By temporal dimension it is "transversal" that means a single segment of time".

3.2 Population and Sample
3.2.1 Population
To carry out this project, students at Unidad Educativa Cristiana FEBE from Elementary school between "1st Basic Year to 3rd Bachelor Degree Year" There are 544 but to calculate the sample, the number is 550 students from Elementary school.

3.2.2 Sample

This project will be applied on students from 1st Basic Year on class "A" 16 students, on class "B" 19 students, total 35 student. In order to get the sample we have to apply the following formula:

$$m = \frac{N \times pq}{(N-1) \cdot \left(\dfrac{E}{K}\right)^2 + pq}$$

$$m = \frac{550 \times 0.25}{(550-1) \cdot \left(\dfrac{0.05}{2}\right)^2 + 0.25}$$

$$m = 35$$

3.2.3 Data Collection Instrument

Data collection keeps special care to warranty the information that in this case is compiled in two groups: First; particular people, students, parents, professionals; Second; students from Unidad Educativa Cristiana FEBE students from Elementary school, teachers and authorities.

By form, we used sample and scientific observation because we work with two groups to prove the methodology.

By content, are the items related with indicators that let the measure of variables in this case "Motivation and English Learning"

3.2.4 Analysis and Data Process

Software to use is Electronic sheets or calculi electro grams in order to develop the project.

IN THE PROJECT

4. ADMINISTRATIVE FRAME

4.1 Material Resources

Material

- Surveys from particular people, students, teachers, and authorities
- Magazines with referent articles
- Block notes
- Paper
- Desk
- Research Books
- Grammar books
- Vocabulary books
- Dictionary
- Virtual encyclopedias
- Multimedia programs
- Videotape (The Education Media)-MEC
- Newspaper
- Instruments (Pencil, pen, printer ink)

Technical

- o Cassette recorder
- o VHS
- o Television
- o Computer
- o Internet

Others

- A mobilization media

4.1   Human Resources

- Two teachers for tutoring
- Students from First year 'A' and 'B'
- Maria Augusta Vega
- First year Tutor Teacher (PHD in Children Education)
- First year English Tutorial Teacher (Degree in Applied linguistics in English Language)
- School Authorities (School Director, Sub Director)

4.2   Timetable

4.3   Budget

Budget

DESCRIPTION	Quantity	Individual cost	Total cost	Total
II Beginning the Project Plan				**55,00**
Photocopies	500	0,03	15,00	
Transportation	40	0,25	10,00	
Lunch	20	1,50	30,00	
III Finding a topic				**6,00**
Photocopies	200	0,03	6,00	
IV Doing Statistics				**4,40**
Table Notebook	2	1,20	2,40	
Sheets of paper	100	0,02	2,00	
V Project Plan Profile				**86,00**
Photocopies	500	0,03	15,00	
Transportation	40	1,30	52,00	
Paper printing	300	0,08	24,00	
Folder rung	10	0,50	5,00	
VI Checking Mistakes and Project elaboration				**173,50**
Photocopies	300	0,03	9,00	
Paper printing	700	0,10	70,00	
Folder rung	25	0,50	12,50	
Project folder presentation	3	10,00	30,00	
Transportation	40	1,30	52,00	
Total				324,90

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ARMY POLYTECHNIC SCHOOL
DEPARTMENT OF LANGUAGES

Motivation in English Teaching as a Foreign Language

—sin alterar la intención del original— las equivalencias necesarias para que sea útil en los errores más comunes en la lengua castellana

Rosa, Nicolás. *Artefacto.* Rosario: Beatriz Viterbo Editora, 1992. El libro propone una revisión del concepto de lectura frente al de escritura y afirma la importancia del lector "desobediente", es decir, capaz de leer más allá de las guías didácticas, sumergiéndose en el tránsito ilimitado que todo texto ofrece   Reading and action reader

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IN THE RESEARCH FRAME

4.4 HYPOTHESIS VERIFICATION

4.4.1 Result Graphic Presentation and Result Analysis

This research, "Motivation in Teaching English as a foreign language" was applied at Unidad Educativa Cristiana (FEBE) on 1st year. This High school is located at Quito Metropolitan District. This Educative Institution has worked for forty-five years.

Febe is a standard educative institution, independent, evangelic, social and no profitable. It helps the community offering education for children and teenager from Pre-school to third year of Bachelor degree. One of the most important objectives at Febe is to promote the active participation of the Educative Community: Students, teachers, parents, and administrative and service staff to provide an integral scientific and human education.

The number of students during the school year September 2005- July 2006 in the elementary school and Kinder Garden there are 311 children and 22 teachers.

The following survey has been applied in some students from FEBE School and assisted us with surveys; they are form 7th basic year to bachelor degree (54 students from 3rd, 49 from 4th, 43 from 5th, 51 from 6th, and 38 from 7th, total 235 students) the chart shows that after answering a survey.

In this project have been selected First Basic Year students between 4 to 5 years. The psychologist of the institution describe to all of the children with normal intellectual coefficient, in that way we can apply this project equality.

Graphic Nº 1.

1. Do you like English Subject?

□ yes □ no □ not sure

not sure
35%

yes
12%

no
53%
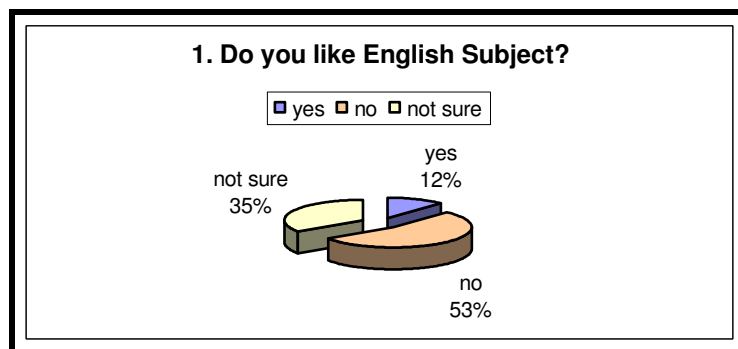
Result: 13% of people say yes, 59% say no, 38% say not sure

Analysis

Here, 59% of students say that don't like English subject an 38% aren't sure about it this need a lot of care because it is the cause of bad grades, that is the reason of the research because student get bad grades and don't study.

Graphic Nº 2.
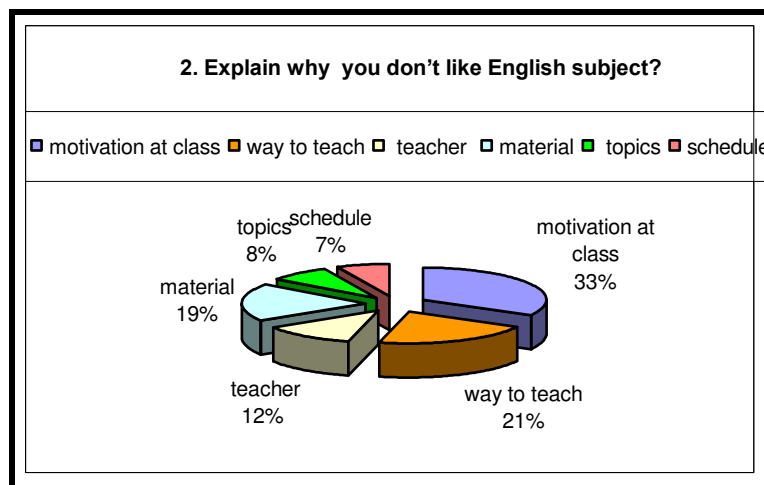
Result: 33% of people say because of the motivation at class, 21% way to teach, 12% say the teacher, 19% say because of the material, 8% say the topic, 7% say schedule.

Analysis

All of the students are agreeing, in different words that they don't like English because they don't see a real use for that language and teachers help to become in a monotone subject.

- 33% of people say because of the motivation at class.

  Motivation is the most important point in order to students enjoy the class and learn, as they must.

- 21% way to teach – 12% teacher

  Most of teacher doesn't use a new way to teach, and tend to repeat what they learn at school.

- 19% say because of the material

  Student say that they dislike that teacher always use the book and the notebook; sometimes, no more than three times at year the teacher use another way to teach as videotape or songs.

- 8% say the topic

Some teachers use to teach by repeating so students can't find a true way to use the language.

- 7% say schedule

Some student think that English time is too short as to learn appropriately, additionally time between hours is too long as to remember easily

Graphic Nº 3.

3. Do you think that "motivation" in English teaching is?

■ important ■ necessary □ unimportant □ unnecessary

unnecessary 3%
unimportant 2%
necessary 46%
important 49%
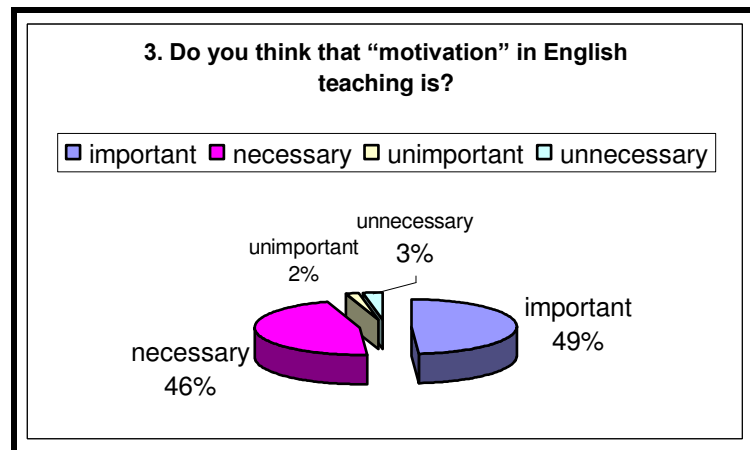
Result: 49%of people think that is important: 46% of people think that motivation is necessary; 2% say that is unimportant; 3% say that is unnecessary

Analysis

- 49%of people think that is important:
"Important" is a quality about what is convenient or much entry; this think the most of students

- 46% of people think that motivation is necessary
"Necessary" mean that is done obligated by another thing; it is indispensable for something special. English language has become necessary because is in our world in a lot of things as Internet, communication media, commerce and so on.

Graphic Nº 4.

4. How many times your English teacher use any motivation way at class:

- always
- frequently
- more than three times at week
- once at week
- almost never
- never

almost never 21% · never 1% · always 5% · frequently 11% · more than three times at week 24% · once at week 38%
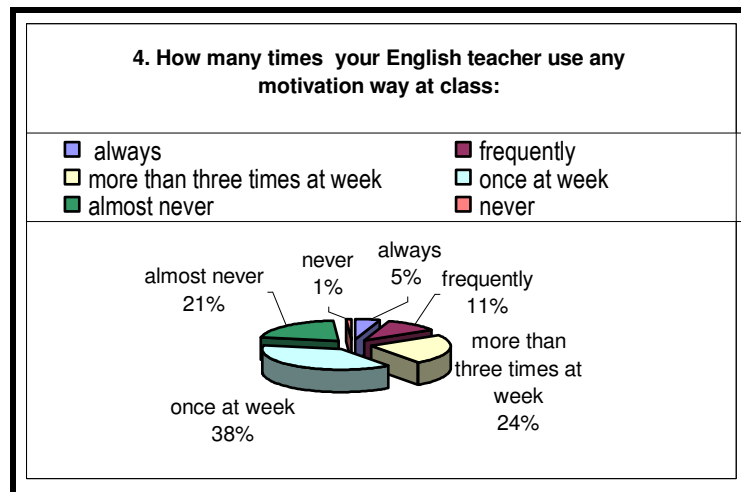
Result: 5% - always; 11% - frequently; 24% - more than three times at week; 38% once at week; 21% almost never; 1% never

Analysis

Not all the teachers motivate frequently their students in English class this is the principal need in students English language.

Only a 5% of students say that teachers always motivate however is a low average in order to get a good learning for children

Graphic Nº 5.

5. Do you think that English time is:

□ short   ■ too short   □ adequate   □ long   ■ too long

long 10% too long 3% short 26%

adequate 18%
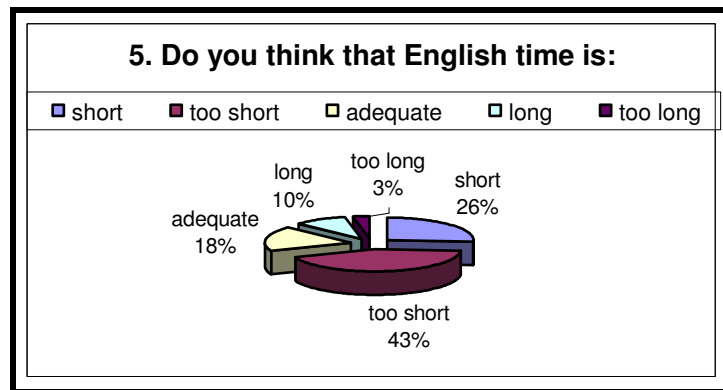
too short 43%

Result: 26% think that time is short; 43% too short; 18% think that time is adequate, 10% long and 3% time is too long

Analysis

Most of students think that English time is too short as to learn appropriately. The class period assigned for English is three hours per week; 40 minutes per class. These period teachers have to cover the studies plan and don't have enough time to motivate students in English class. Time between English hours and normal class hours are so long that children forget easily the last class (for example, English schedule on 1st Basic school year is one hour on Monday, and two hours on Friday).

Graphic Nº 6.

**6. Do you complete the English book
in all the school year?**
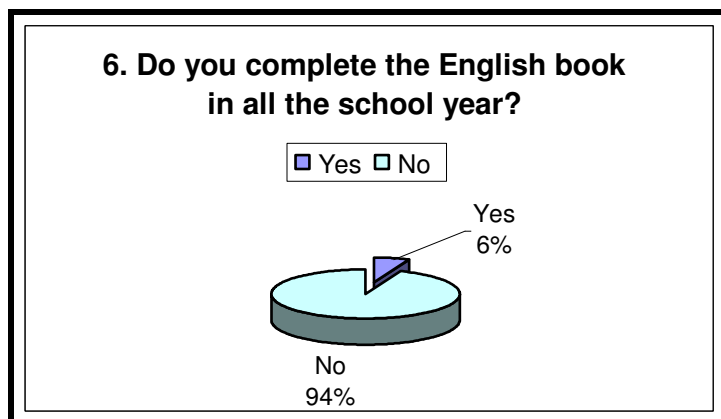
Result: 94% say no, 6% say yes

Analysis

As time is limited teachers select the most "important" parts of the book like grammar, vocabulary, some compositions and a little bit of listening.

Graphic Nº 7.

7. Which part of the book your teacher avoid conering?

- grammar
- vocabulary
- homework
- class activities
- reviews
- intonation practice

intonation practice 16%
grammar 2%
vocabulary 9%
homework 17%
reviews 11%
class activities 45%
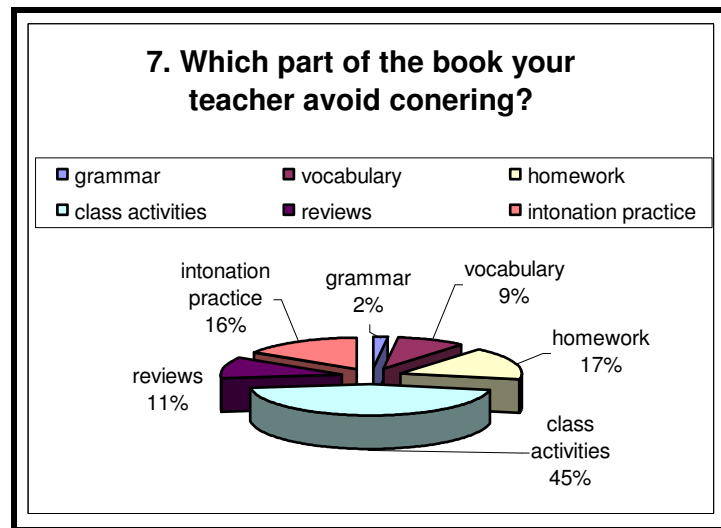
Result: 2% grammar; *9*% vocabulary; 17% homework; 45% class activities; 11% reviews; 16% intonation practice.

Analysis

Teachers avoid class activity because take too much time and students cant follow with the next grammar structure however these class activities produce more interest in English learning; additionally, reviews and intonation are indispensable in learning; students have more opportunities for remember and to practice the language.

Graphic Nº 8.

8. Do you think that English class wiil be better if teacher use:

- ■ Only one book for all the school year
- ■ a book and a note book
- □ your teacher bring daily class for students

your teacher bring daily class for students
28%

a book and a note book
37%

Only one book for all the school year
35%
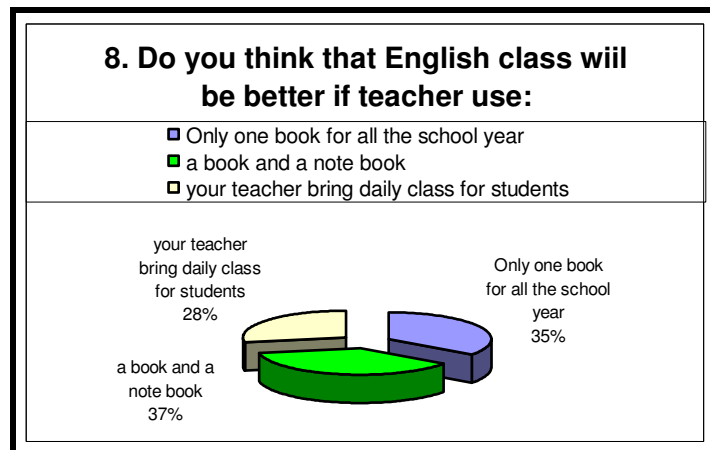
Result: 35% say that only one book for all the school year; 37% a book and notebook; and 28% your teacher bring daily a paper class for each student

Analysis

Not all the teachers teach students more that the book; teachers need increase the creativity because children study more with more material, surveys show that. 35% say that only one book for all the school year; 37% a book and notebook; and 28% your teacher brings daily a paper class for each student.

Graphic Nº 9.
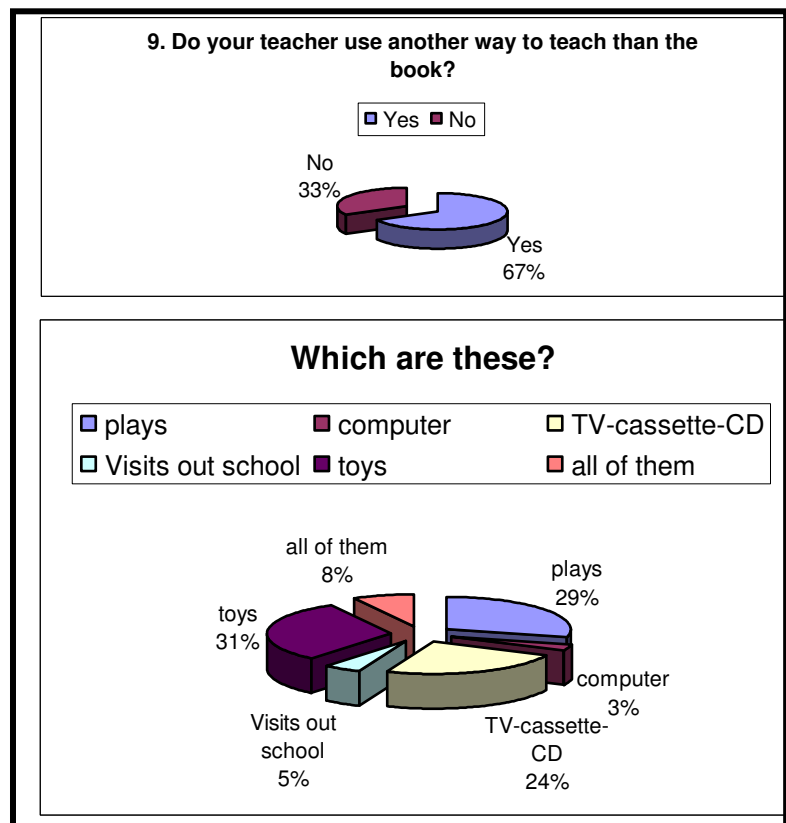
Result: 67% of student says Yes; 33% of students say NO. Using the 67 % of students:

- 29% plays; 3% computer; 24% TV-cassette-CD; 5% visits out school; 31% toys; 8% all of them

Analysis

67% of students say yes however, teachers don't have enough resources as to become the class in an interactive class. Student training will teach skills and self-confidence in their own learning in order to prepare them for independence. Oral activity is a teaching way; it is used as a part of method for obtaining information about language phenomenon and develops skills with linguistic-communicative practice.

Graphic Nº 10.

10. How often do you remember English classes?

- all the school year
- almost the hole year
- more than three months
- less than one month

all the school year 6%

almost the hole year 13%

less than one month 50%

more than three months 31%
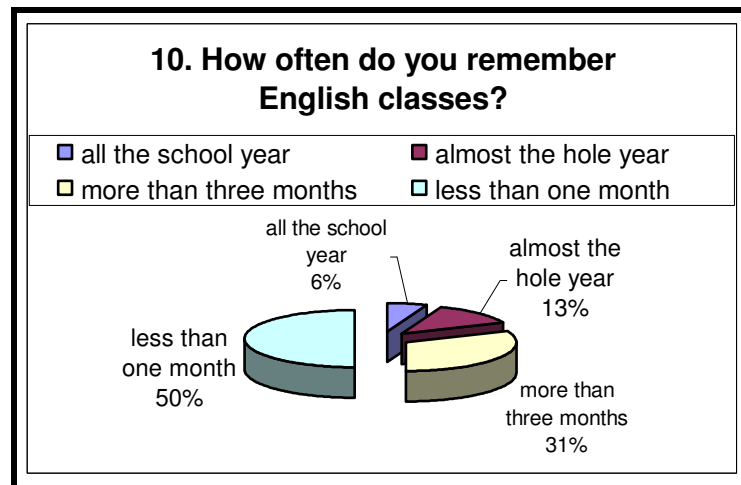
Result: 5% All the school year, 11% almost the hole year, 27% more than three months, 43% less than one month

Analysis

Teachers of English still teach in a traditional methodology, grammar with hundred of sentences. Students don't like this method because once they learn a new structure they forget the last one. After some time, they only remember a little. The same happens with vocabulary and verbs memorization.

5% All the school year, 11% almost the hole year, 27% more than three months, 43% less than one month

Graphic Nº 11.
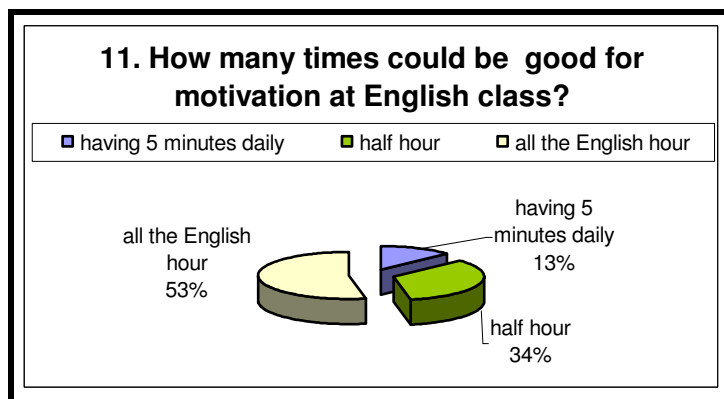
Result: 13% Having 5 minutes daily, 34% half school hour, 53% all the English hour

Analysis

Most of students prefer a more dynamic class; it controls comprehension process and language production in students. Knowledge correlation, habits, and skills get a high oral activity level; these must be developed with a relationship with communicative process. 13% Having 5 minute's daily, 34% half school hour, 53% all the English hour

Graphic Nº 12.
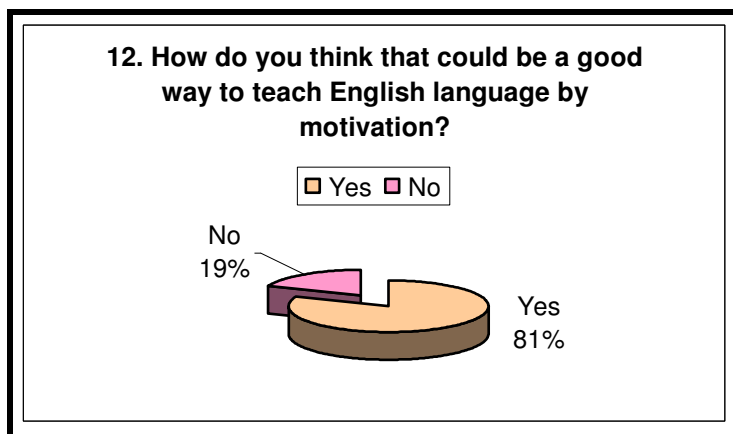
Result: 81% think YES; 19% say no

Analysis

First year teachers show teaching experiences, interchange and motivate the work group helping the educational community to self-confidence. This institutional curriculum outlining will give the possibilities in order to the teachers develop basic skills and to get permanent knowledge and students domain for preparing them with an excellent social pedagogy.

Graphic Nº 13.

**13. Would you like English classes if
in this involve motivation:**

□ all the class   □ half of the class   □ a quarter of the class

a quarter of
the class
5%

half of the
class
29%
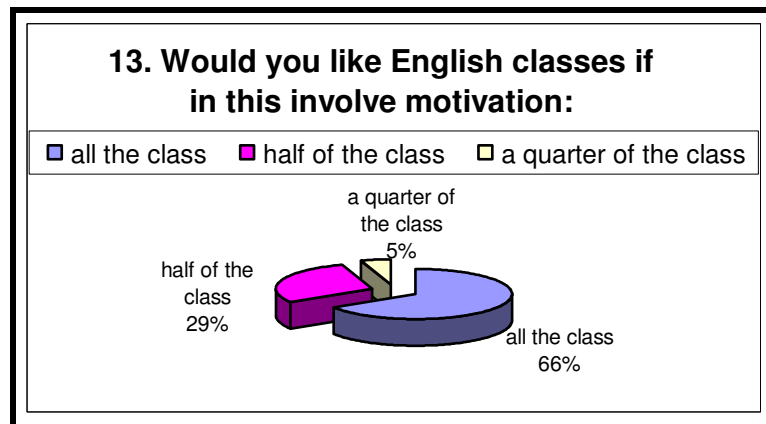
all the class
66%

Result: 66% say all the class; 29% say the half of the class; 5% a

quarter of the class

Analysis

66% say all the class; 29% say the half of the class; 5% a quarter of the class High intelligence development, depending on the creative, practical and theoretical thought level. Children learn more when they are fun.

Graphic Nº 14.

**14. Do you think that teacher need to
learn more about motivation in
English class?**

□ Yes   □ No

No
7%

Yes
93%
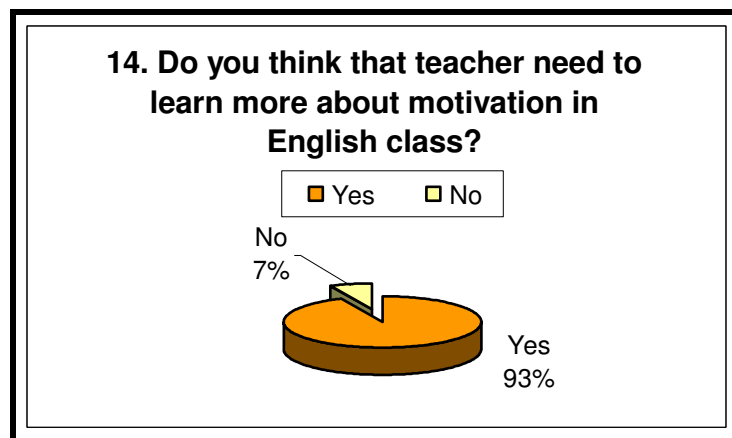
Result: 93% say YES; 7 % say NO

Analysis

Almost all of students are agree in that most of teachers need to learn more motivation for English class.

Teachers see the needs inside the classroom, in order to cover all the emotional requirements through meaningful learning that is immediately transferred to familiar and social bases.

English teachers' Survey

Graphic Nº 1.
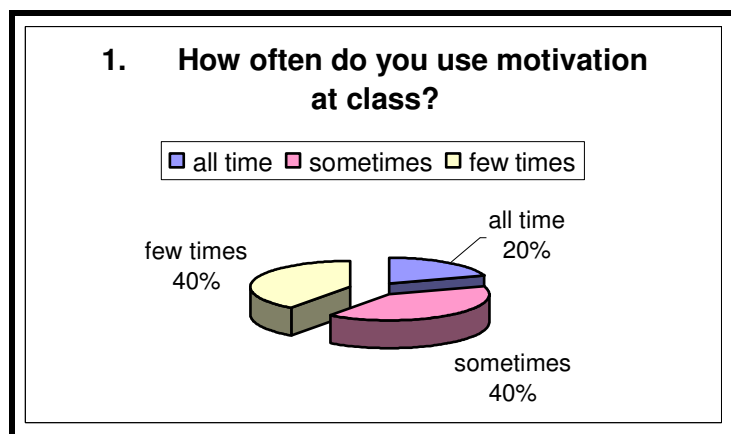
Result: 20% all time; 40% sometimes; 40% a few times

Analysis

Most of teachers don't feel motivation as to motivate teachers; they say that students don't help too much due to the bad discipline if a teacher is fun become in the clown of the class.

Graphic Nº 2.

2. What is the students' average in English grades?

□ (20-16/20) ■ (15/12/20) □ (11-08/20) □ under 07/20

under
07/20
19%

(20-16/20)
12%

(11-08/20)
21%
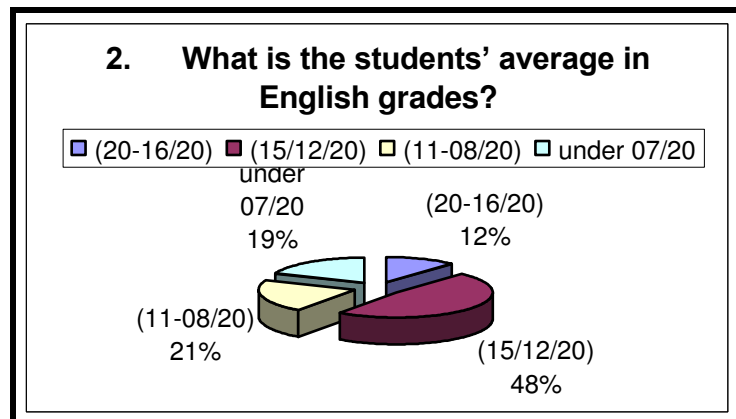
(15/12/20)
48%

Result: 12% (20-16/20); 48% (15-12/20); 21% (11-8/20); 19% under 07/20

Analysis

12% (20-16/20); 48% (15-12/20); 21% (11-8/20); 19% under 07/20

Most students don't show enough interest in learning English. Students don't like to write composition because it is not a very common exercise. This is produced for the very short time.

They can't express their feelings because of their limited vocabulary. Students don't like neither listening nor speaking because of the lack of practice. Even though school labs have enough listening material, this is due to the bad use that student give to equipments

Graphic Nº 3.

3.   Which of this reasons do you think that is the cause for bad grades:
- students cant remember
- students don't show enthusiasm in English subject
- students don't like the subject.

students don't like the subject. 15%

students don't show enthusiasm in English subject 40%

students cant remember 45%
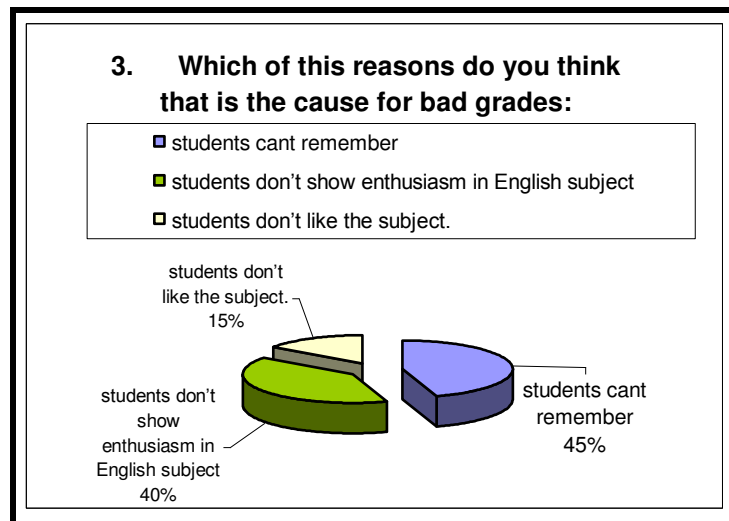
Result: 45% students can't remember; 40% students don't show enthusiasm in English subject; 15% students don't like the subject.

Analysis

45% students cant remember; 40% students don't show enthusiasm in English subject; 15% students don't like the subject All the students have the capacity to learn, with autonomic personality and contemporarily with social and natural environment, possessing the own ideas and positive attitudes in front of work and free-time use.

Graphic Nº 4.
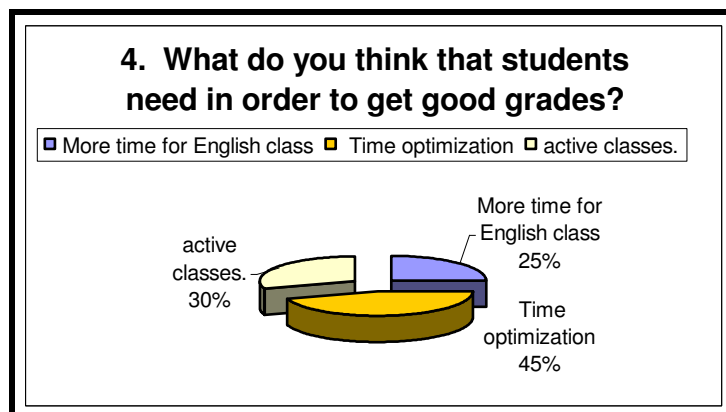
Result: 25% More time for English class, 45% Time optimization, 30% active classes**.**

Analysis

25% more time for English class, 45% Time optimization, and 30% active classes**.**

Most of teachers say that time aren't important if students can learn a lot in a few times; homework is very important in order to remember more the class.

English classes delay most of the times for programs that the school prepares.

Graphic Nº 5.
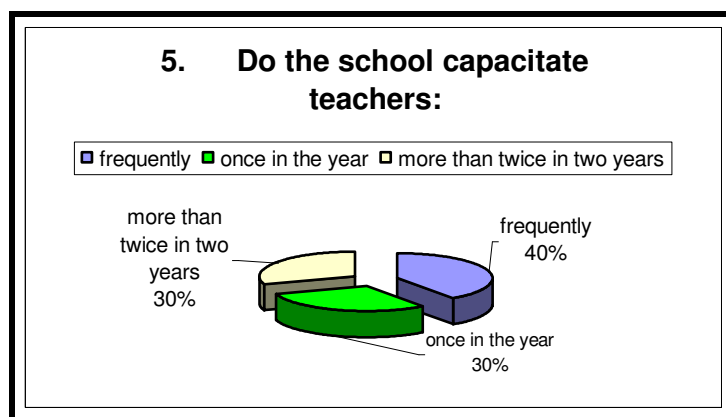
Result: 40%frequently, 30%once in the year, 30%more than twice in two years

Analysis

40%frequently, 30%once in the year, 30%more than twice in two years

The school worries in capacitating teachers however, teachers must be actualized by their selves, it in every one obligation.

Some teachers say that seminaries take too much time for children learning.

Graphic Nº 6.
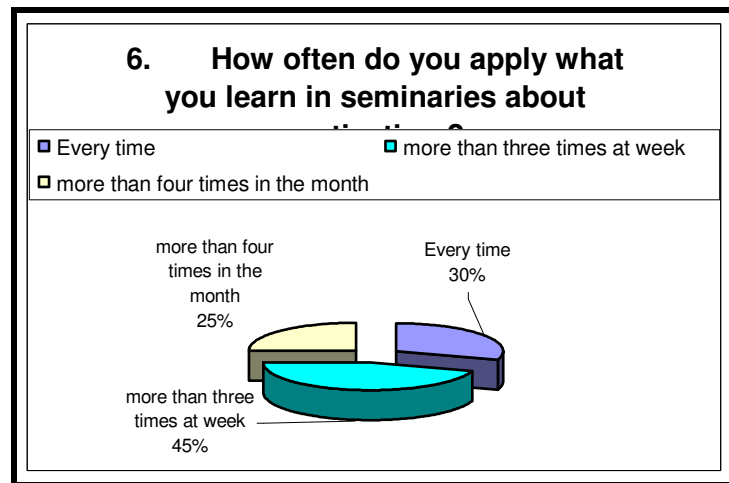
Result: 30%Every time; 45% more than three times at week; 25%

more than four times in the month

Analysis

30%Every time; 45% more than three times at week; 25% more than four times in the month.

Most of teachers say that apply what the student need and no depend of a times.

Graphic Nº 7.
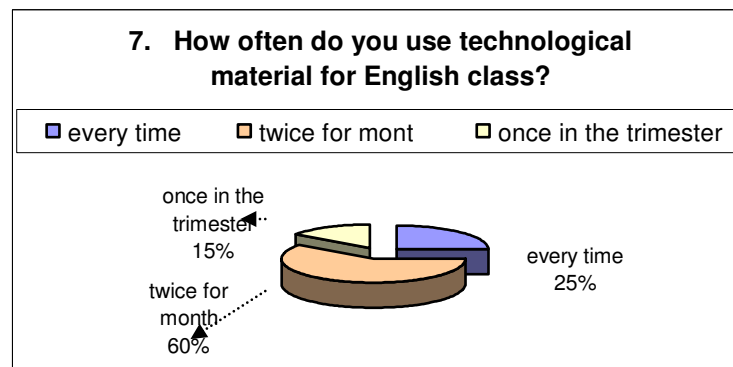
Result: 25 %every time; 15% once in the trimester; 60% twice for

month

Analysis

25 %every time; 15% once in the trimester; 60% twice for month.

Not all the teacher use technology material, as they must. Teachers say that is because the limited time and they have to plan carefully time for listening and pronunciation.

Graphic Nº 8.

8. Which is the technology material more used to teach English?
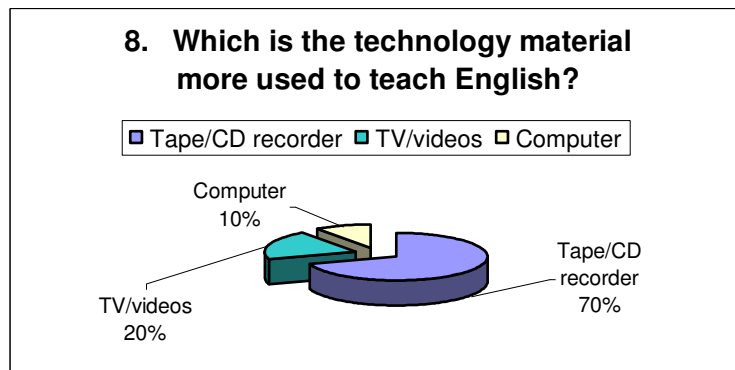
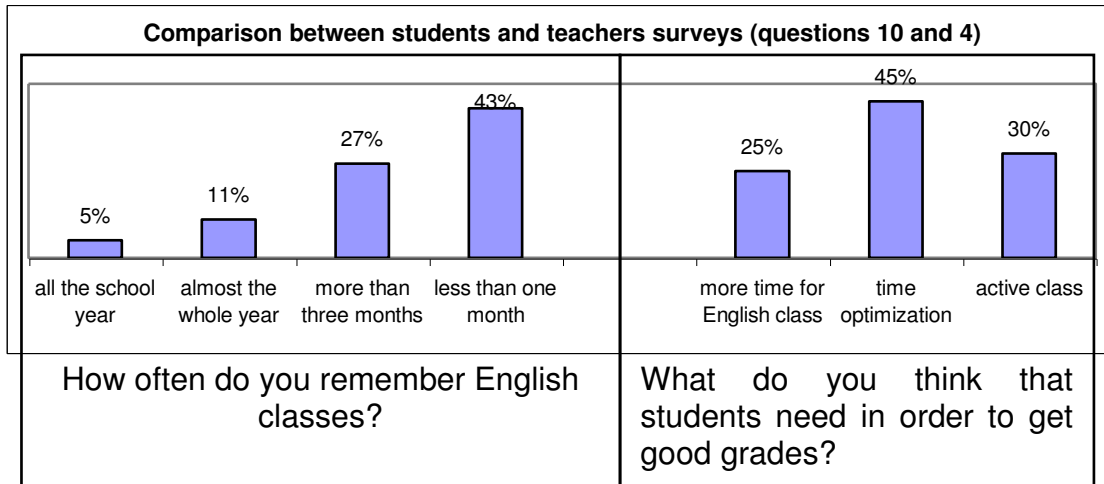**Result:** 70%Tape/ CD recorder; 20% TV / Videos; 10% Computer

Analysis

70%Tape/ CD recorder; 20% TV / Videos; 10% Computer

Most of teachers use Tape/ CD recorder because is more useful; they have to plan one movie for all the students over ten years old once per trimester and some times is once per year it is for the short time for English subject schedule. The computer is an explicit tool for Computer science is not for English language however some teachers plan a pair of hours per year.

Comparison between students and teachers surveys (questions 4 and 1)

How many times you're English teacher use any motivation way at class?

How often do you use motivation at class?

Comparison between students and teachers surveys (questions 10 and 4)

How often do you remember English classes?	What do you think that students need in order to get good grades?
all the school year — 5%	more time for English class — 25%
almost the whole year — 11%	time optimization — 45%
more than three months — 27%	active class — 30%
less than one month — 43%	

Comparison between students and teachers surveys (questions 14 and 6)

Do you think that teacher needs to learn more about motivation in English class? STUDENTS	How often do you apply what you learn in seminaries about motivation? TEACHERS
yes — 93%	every time — 30%
no — 7%	more that three times at week — 45%
	more that four times in tne month — 25%

4.4.2   Hypothesis checking and demonstration

4.4.2.1   General Hypothesis

Motivation affects positively on foreign language learning process; It will help teachers to encourage an active and dynamic class at Unidad Educativa Cristiana Febe in Quito School Year 2004-2005 in first Basic school year.

4.4.2.2   Checking and demonstration for General Hypothesis

It is proved that Motivation affects positively on foreign language learning process; Motivation helps teachers to encourage an active and dynamic class; it shows the survey for students answers Nº 2, 3, 4, 10, 11, 12, 13, and 14; and survey for teachers answers Nº 1, 2, 3, and 4.

4.4.3   Particular hypothesis

- Identifying causes for lacking of interest in English learning will be possible to find a way to become English learning a useful subject.

- Determining some remedial activities would assist English teachers to improve their class.

- Supplying enough technological material teachers will have more access to motivate students in English learning,

4.4.3.1   Checking and demonstration for Particular Hypothesis

- The causes for lacking of interest have been identified in English learning and is possible to find a way to become English learning in a useful subject.

- The principal causes are the absence of an adequate motivation, the monotony in the subject and the fault of time optimization. This is proved with the survey for students answers Nº 1, 2, 3, 5, 6 and 9; and survey for teachers answers Nº 2, 3, and 6.

- I have determined some remedial activities these assist English teachers to improve their class:

- Learning becomes more effective when students are able to identify contents useful to apply in social and professional life and therefore to develop activities that allow students to work better. Learning is making up by a group of processes representation from external world, reality objectives based on information that our senses pick up through the perception, our mind (brain) stores data and uses these to build conclusions and upgrade with the experience.

- It shows the survey for students answers Nº 3, 4, 5, 6, 7, 8, and 9; and survey for teachers answers Nº 3,5 and 6.

- Supplying enough technological material for teachers have more access to motivate students in English learning

- It shows the survey for students answers Nº 7, 8 and 9; and survey for teachers answers Nº 6, 7 and 8

4.5 Conclusions

- To motivate adequately students in English learning is important for a better and faster learning.

- We can see that motivation in English learning is an appropriate method to apply in Basic education children due to is proved that in this age is easier to learn.

- English learning must be taught in early ages in order to language become in part of us.

- Most of teachers dint apply adequately the motivation that learn in seminaries that school provides

4.6 Recommendations

- It is recommended to use the motivation teaching method in English learning and to apply in order to the student don't feel pressured.

- It is recommended to apply motivation in English learning since first education levels to surround students in the language.

- It is recommended to have the adequate didactic material for using at home in that way, language will be part of student life.

- Teachers must have a continuous evaluation to know if children are been motivated in English learning.

PROPOSAL

"Motivation in English Teaching as a Foreign Language"
For Unidad Educativa Cristiana FEBE
First Basic School Year 2004-2005

Justification

When I started learning English in kinder garden, I did not like this subject because it was boring. I just enjoyed the subject when there were nice activities like games, songs, and handicrafts because I could remember some vocabulary. I thought that this problem was many years ago and that education now could be better than before but I was wrong. Most of teachers tend to teach in the same way because this was the way that they learned.

I have always tried to innovate the way to study and thinking in students' needs, I have compiled some ways to motivate teachers in order to get a better students' motivation. If students are motivated they learn easily.

I will apply this project in first Basic school year because now is when students begin to study their native language as academic learning, it is the first time that children learn to read and write; I think that this year is the support for following years at school.   This will let them to be more competent and to be motivated.

Basis

It is based in the English Language comprehension in a global form. For this reason, was proposed to apply the Motivation methodology because it let to evident the learning process in children.

1.1 Objectives

To develop a self- confidence environment in the students' English learning process by motivating. Applying the pedagogical guide for the teacher to stimulate learning for students at Unidad Educativa Cristiana Febe in Quito School Year 2004-2005 in first Basic school year.

To design strategies to create personal self-confidence of development for students at Unidad Educativa Cristiana Febe in Quito School Year 2004-2005 in first Basic school year.

1.2 Importance

Learning becomes more effective when students are able to identify contents, useful to apply in social and professional life and therefore to develop activities that allow students to work better. Learning is making up by a group of processes representation from external world, reality objectives based on information that our senses pick up through the perception, our mind (brain) stores data and uses these to build conclusions and upgrade with the experience.

During learning process, students acquire not only knowledge, but also values. It should develop abilities, feelings that allow students to be able to use the learning language.

"Teaching must be conceived as student's learning process orientation on part of teacher that propitiates conditions and believe in learning situations in which appropriates student to knowledge and abilities way and reasons that a responsible performance and creator"

[12]Dra. Viviana González Maura (2000) outlines that, "learning must conceive as the construction process on part of fellow that learns of knowledge, abilities and performance reasons that takes place under conditions of social interaction, in a half

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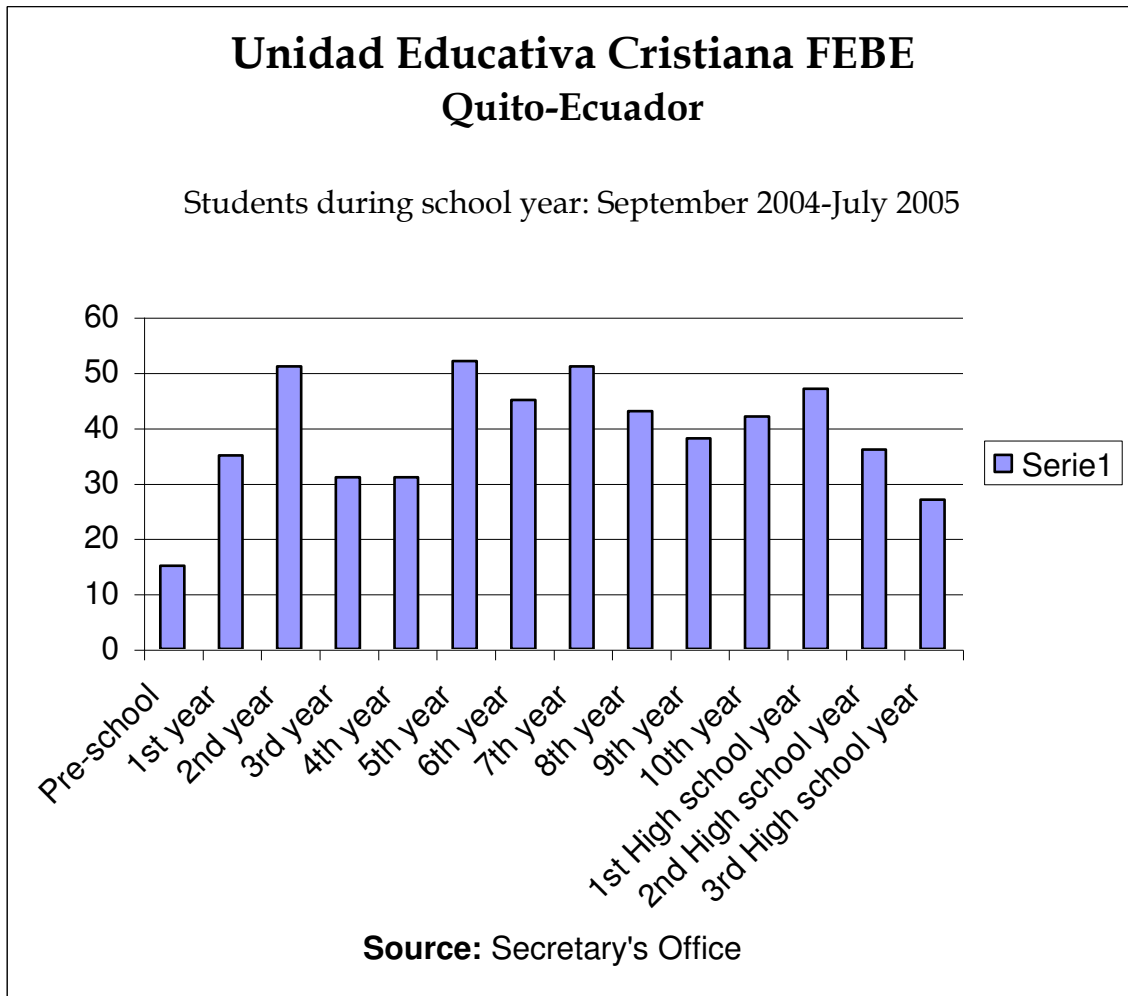[12] GONZÁLEZ, Viviana M (2000) (*Animar a leer para animar a escribir)*

partner historical concrete on individual experience base of group and drives students to personal "development".
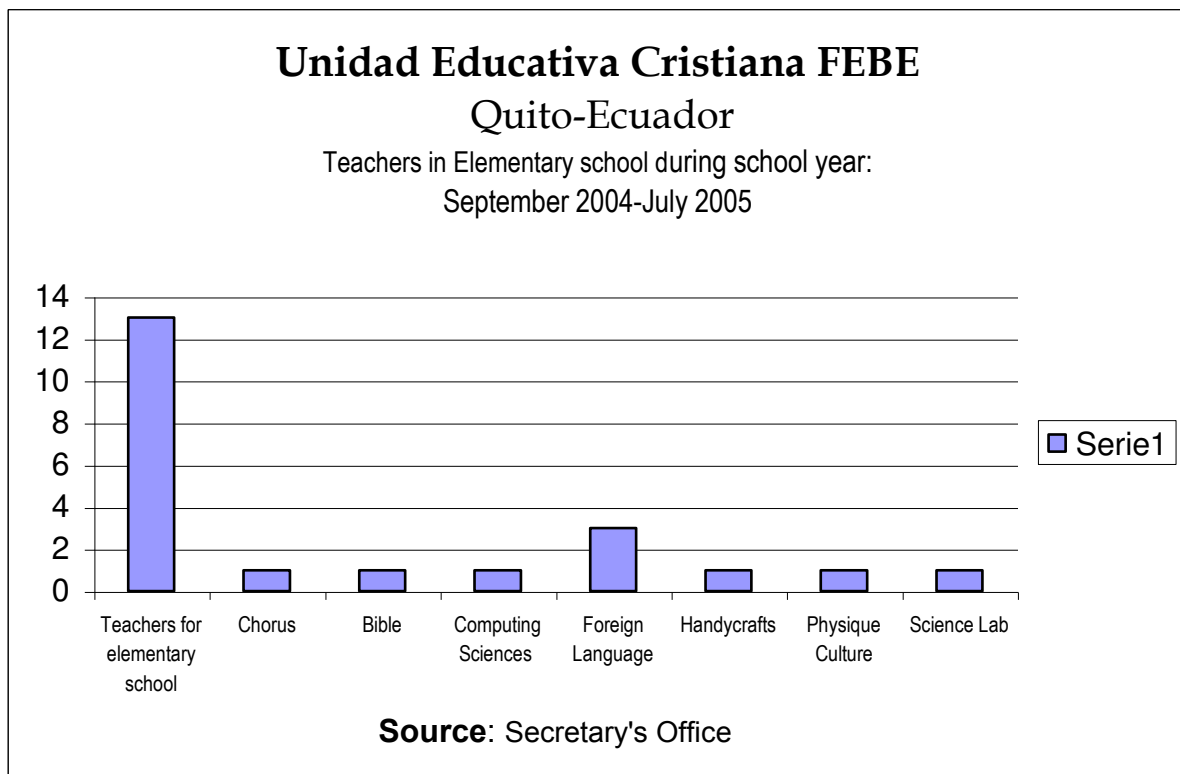
1.3 Physical and Sectorial Location

This research, "Teaching English as a second language" will be applied at Unidad Educativa Cristiana (FEBE) on 1st year. This High school is located at Quito Metropolitan District, Santa Barbara Neighborhood at 467 Vargas and Guayaquil Street. This Institute has worked as Educative institution for forty-five years. At the beginning, it was known as *Fundación Educativa Bautista Ecuatoriana* (FEBE) supported by the Ecuadorian Bautista Mission. They founded this school to fulfill social, educative, and spiritual areas of poor Quitenian children. In 1960, it started as a Kinder Garden then increase to school and high school. This institution was re-founded as Unidad Educativa Cristiana Febe using rules and norms of the Constitution for a better educative, spiritual, economic and social development.

Febe is a standard educative institution, independent, evangelic, social and no profitable. It helps the community offering education for children and teenager from Pre-school to third year of Bachelor degree. One of the most important objectives at Febe is to promote the active participation of the Educative Community Students, teachers, parents, and administrative and service staff to provide an integral scientific and human education.
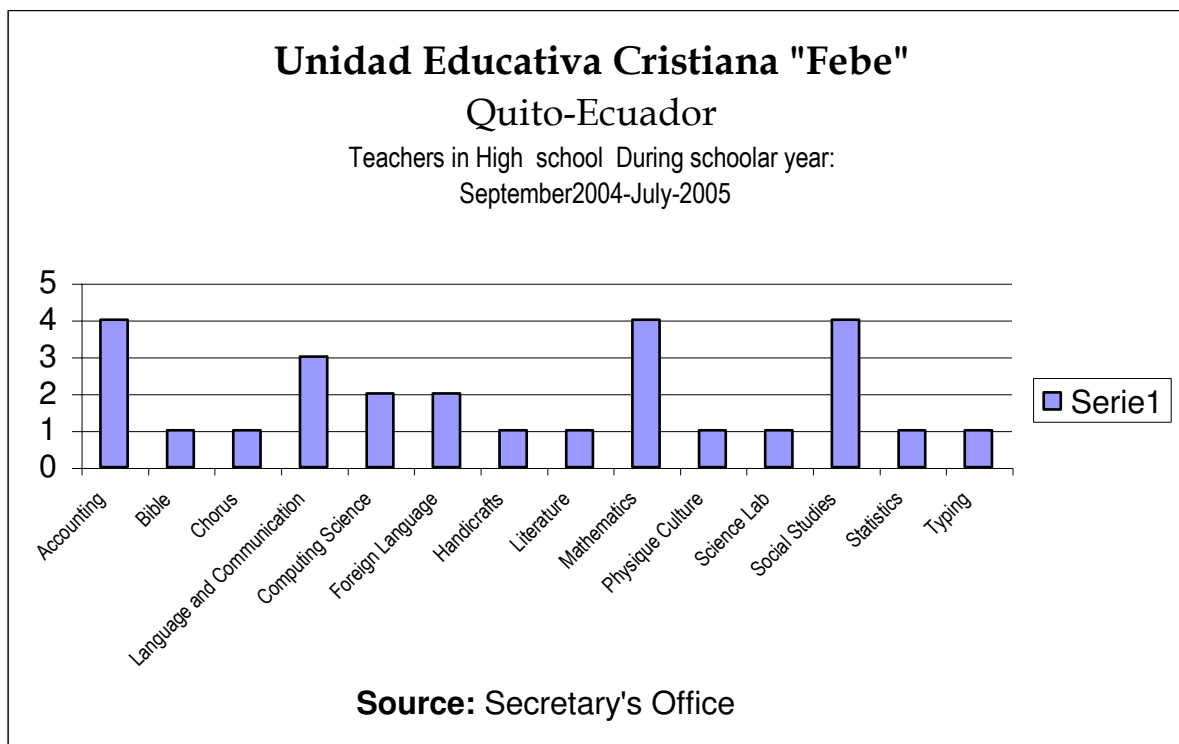
The number of students during the school year 2004-2005 is 311 children on the elementary school and Kinder Garden. There are twenty-two teachers in elementary school. They study in the morning. The institution counts with fifty teachers in total and 544 students in Elementary school and High school. There are two majoring subjects: Accounting, and Social Studies. They study in the afternoon.

Unidad Educativa Cristiana FEBE
Quito-Ecuador

Students during school year: September 2004-July 2005

Source: Secretary's Office

Unidad Educativa Cristiana FEBE
Quito-Ecuador
Teachers in Elementary school during school year:
September 2004-July 2005

Source: Secretary's Office

Elementary school schedule is 7:00 to 12:30. Pre-school and 1st year schedule is 8:30 to 12:00. All of the students have a break time of twenty minutes.

Unidad Educativa Cristiana "Febe"
Quito-Ecuador
Teachers in High school During schoolar year:
September2004-July-2005

Source: Secretary's Office

High School's schedule is 10:45 to 17:00. This students have a Lunchtime and a Break time; each one of twenty minutes.

FEBE School works in two periods: In the morning and in the afternoon. Time is not enough for special subjects as in the cart. Teachers for specific subjects are required according to the necessities of students and under the law from MEC Ministerio de Educación y Cultura.

The class period assigned for English is three hours per week of 40 minutes per class. This period is no enough for children to learn and enjoy English and the break is too long that children forget easily what they had learned before. So that, most students don't show enough interest in learning English.

At FEBE school, Teachers of English still teaching grammar with hundred of sentences. Students do not like this method because once they learn a new structure they forget the last one. After some time, they only remember the last two or three classes even having studied a lot at home. The same happens with vocabulary and verbs memorization. Students do not like to write composition because it is not a very common exercise. They cannot express their feelings because their vocabulary is limited for all topics. Then, teachers are very strict while checking the students' compositions. Students do not like neither listening nor speaking because of the lack of practice. Even though, the school labs have enough material. When students listen to tapes, they do not understand anything. Therefore, they cannot speak fluently.

1.4 Feasibility

Technical Feasibility
Febe School has the adequate technology for teachers to use in the classroom the methodology for students.

Economic Feasibility
Febe School support all economical resources so the annual budget supports the necessary ways for our purpose.

2 Execution Plan

2.1 Activities

As a professional, I suggest improving the teaching way due to a pair of reasons: fist, low grades on this subject, and the most important reason was that some students suggest me to play and not to study on English hours because it use to be boring and useless.

English Teachers Area resolve to prove suggestions about improving the actual methodology in one classroom, and to compare with the other (both Kinder Garden Year "A" and "B") the time established was one trimester (three months) including exams grades.

First step: Schedule: this is the most difficult because English subject has only three hour at week (each hour has 45 minutes)

Second step: Content: Motivation in English Learning applies all the subjects; so I have to organize with tutor teacher about the content taught every day.

Third step: Motivation in English Learning: I have to prepare the class daily and to modify the subject into an interesting and funny English class.

Fourth step: Approbation: Before to teach English using the Motivation in English Learning, English area manager check the class; at the end of each week, test students with no teacher to control the learning development progress.

The Motivation Handbook

The motivation is the motor that incites us to carry out an action, but only a class of this it is the one that guarantees us the fascination and the convincing of this action. This motivation class starts by generating curiosity that is inherent to us; it moves us from a spontaneous way to explore the world and this way the knowledge. It is for that reason that to "lose the curiosity is to begin to die a little."

This fact also bears to that the education is since an antagonistic process to each person's individual livings the students they are not the authors of its own education. [13]

Introduction

The paper of the motivation manual is to complete support work to the school, taking to end activities like gathering of economic means to replace implementation in the sport and cultural environment and the realization of surveys focused toward the necessities of the student community. It outline in these terms completes a "concealment" function. This means that if these activities do not fill the expectations of the students the advice it is the responsible for this, while the students are spectators without initiative to decide in matters that affect them directly. In addition, in this point, it is necessary to name three participation types: the first participation of these it implies an election among some suggested proposals (voting). The second participation supposes to propose in opposition or in favor of an already proposal. In addition, the third participation is to take to the action a proposal.

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[13] GUZMAN E. and Castañeda C.; The Caobos Gym

PART I

Motivation

Keeping in mind this and the current function of the motivation, the activities are only developing the first and, in very few occasions, the second participation type but in any moment the third that is where the step is really promoted from a passive state to a to make committed.

In this order of ideas, we believe that it is necessary to restate the functions, which should guide toward an active participation that generates an intrinsic motivation and little by little make to the students responsible for their own education.

This way, we are convinced of the importance and of the incidence that have the learning processes in becoming of the development of people. At the same time, we believe that our livings like students question us and it takes us to use to the motivation as tool to impact in the pedagogic environment.

Comments, tips, exercises, advises and solutions
COMMENTS FROM TEACHERS TO TEACHERS

" It is a success that is present in the Encounter, it is important that we all keep in mind that the main characters of our classes are the students and that we don't always know how to motivate them. It is more; sometimes our obsession to fulfill a too ambitious program makes us to forget the students.

"I suppose that one of the most important things in a class is the motivation. Some students come motivated but in the class, they lose all the enthusiasm.

"I believe that to the Teacher there is not anybody that motivates them, to part of the great daily recompense that is taken to house after seeing the student's progress. I believe that we have ourselves that car to motivate. To me it also happens to me, and I believe that for my part it is lack of preparation of the classes because of proving things,

new materials, of challenging me. To fall in the routine is very bad... and that transmitted in our classes.

"I agree very important, the ability to create the appropriate atmosphere so that the students feel comfortable, in trust and, therefore, they can come unfastened. In fact, I believe that the motivation or to create this climate is one of the most important elements that interact with others: materials, planning, contexts, etc.

"The Teacher's motivation is in being able to be devoted to that that you have chosen and, the most important thing, to be able to accompany the students in the road that -are traveling.

"Do we all speak of the student's motivation, but to what do we refer with this? Some methodologies of certain students' learning that are obsessed with "having" knowledge, words, structures... they prevent them to be related directly with the language, to create an affective bond and to end up being "" one with her. The obsession to "have" those distances of the language and, therefore, it hinders them a true motivation.

"The experts detail to explain the term well only a word "umbrella" that covers many other things. However, it is useful to leave of the general idea that we all have - that to make something well (to learn a language or what is) it is much more effective if we really want to make it, if we have interest in making it. Our own motivation like Teachers is the necessary base to proceed to try to motivate the students. In the classrooms, if the Teacher is not motivated, difficultly it is he the student. In addition, if we are motivated, I believe that eventually we will find the way to motivate the students.

Tips to share with children

1. You can help the children in the learning of the cooperation and responsibility, working with them in the establishment of you limits creating alternative and new actions

2. To feed a good relationship with the children have to do with feeding some fundamental basic attitudes as: the respect; the good humor, spirit ludic, understanding; valuation and I stimulate.

3. You have to eliminate the pretense of changing the behavior of the children with who is related. Try better to change their behavior, their answers in front of the children, their attitudes. Look for change their answers, their reactions with them, transformed positively.

4. What the child believes of if it is very important. The child goes building his beliefs on if same, starting from the vision that perceives that they have the adults about the importance inside the environment so much school as family.

5. To stimulate the children is ability that you can develop and that helps them to stimulate their self-esteem, because it demonstrates them that they are important, capable and that others love them.

Outline Experiences in vocabulary development

During the informal activities (creative or symbolic games), children have the opportunity to use the language, also, it should be presented experiences outlined to make them observe, to participate and to speak. There are some suggestions to carry out them.

Walks for the barium or nearly zones, to observe the construction of a house and to take advantage to ask on the tools, materials, specialized people, time used in the executions etc.

To make manual works with plastic plaster or paper. To join and to collect representative elements of the station: leaves, flowers, seeds, fruits, etc. to try that first the elements they see in their natural atmosphere. To look through a magnifying glass, insects, fingerprints, leaves, liquids,

Creative or symbolic games

- Planned experiences
- To show and to say
- Narrations
- Pantomimes

- Dramatizations
- Marionettes
- Infantile songs
- To say and to listen poetries

Creative or symbolic games

Most of the children starting from the 3 years, they speak while it makes creative games and these situations in that an informal language emerges they can be used by the teacher to observe the level of operation of the language and of the ideas of the children. Starting from this level, the educator can introduce elements to enrich and to vary the game, or to suggest some ideas related with the same context.

The situations of creative or symbolic games can be carried out in a corner of the class room, in the table of sand, or in a pile of the patio, that is to say the children can play if they are allowed, in any place that stimulates their imagination in that moment. There are games of they imitated (to play the firefighters, to the nurse, wing doctor, to the mom, to the teacher etc. Moreover, the teacher should allow carrying out these games motivating the oral expression.

We will analyze the semantics from the point of view of the development of the infantile vocabulary.

Most of the studies about the development of children vocabulary are in the moment of their entrance to the school (6 years). It Seems to indicate that knows the meaning of around 2,500 words and they increase them to a speed of around 1000 words per year, in the stages of the primary one and of 2000 in the secondary per year this is what sustains (Harris, 1966) But How do they memorize the words. The child is generally attracted by a certain characteristics from the object to which denominates and it serves them as label or sign to designate objects that possess the same characteristic. For example: the use of the finish "tic tac" to indicate a round box or of a clock. The learning of words, in a superior stage, implies two processes

The Verbal Language as Part of the Child's Integral Development

Linguistic stage (Four to the five years)

At four years, the child dominates the grammar virtually, but it begins to be expressed according to an own" "rhetorical style. The child begins to use the pronoun in the following order: Me, You, Him, Her, We, and They having a vocabulary of 1,500 words and to the five years, 2,300 words approximately.   Between the 4 or 5 years, the child is usually already qualified to respond to relating questions of understanding to the learned social behavior, since their language already extends beyond the immediate thing. This is due to the child's symbolic capacity and, as such, it can evoke and to be represented the things, actions and situations mentally, transcending the reality and the present.   That capacity and the necessity to communicate, they make possible an adult and express development of the infantile language, also facilitating the development of the intelligence.

Articulator exercises at Phonological System Development

When the present child an evident delay in the emission of the phonemes you can apply them following suggestions, it is convenient to carry out these exercises sitting down to the child in front of a mirror.

For lips
- We move the lips as strong as possible to the left then toward the right.
- To stretch the lips toward before like to make a grimace.
- To execute the previously suitable movements, with the lips together, half-open and open.
- To deviate, laterally, all the possible one the jaws maintaining the lips together
- To open up and to close the lips every time but quickly, maintaining the teeth together.
- We press the lips, strongly.
- To lower the inferior lip, pressing the teeth well
- To bite the superior lip and finally, to bite both at the same time

- We make a lateral grimace although the teacher's index finger opposes them resistance.
- To place the lips like to produce phonemes, using sheets

For cheeks

- To inflate the cheeks, simultaneously
- To inflate the cheeks, alternately, going by the position of rest; to carry out it, alternating in 4 times
- We blow them, alternating, without going by the position of rest, in two times.
- To enter the cheeks among the jaws
- We blow the cheeks, in spite of the opposition of the teacher's fingers.

To speed up the tongue

- We take out the tongue and lift, as high as possible, then, going down to the maximum.
- To move, laterally, the tip of the tongue, to the left side and the right
- To repeat the previous movements in two, three four times
- To make describe a circumference outside of the mouth with the tip of the tongue, first in slow form and then to continue in form but quick
- We place the tip of the tongue in different points of the palate and return to the natural position. (to help to take conscience of the different points of the palate, being played it with an I implement appropriate)
- Inside the mouth, to take the language in all the addresses
- To make pass the language among the teeth and among the left lips to right
- We maintain the tip of the leaning tongue behind the incisive inferior, to take out the half part of the tongue.
- To emit the phonemes n, d, t, r, l, s, f, and ask to observe that when emitting the sound does not close their lips, but rather it places the tip of the tongue in the palate.
- To make emit the phonemes: k, g, j and to request that observes that when producing the sound does not close the lips neither it uses the tip of the language. It can be explained that these sounds take place behind of the language

- To take out and to put the tongue alternating, at the beginning slowly and later with more speed
- To open the mouth and to take out the tongue and to stick it to their half part against the incisive and then against the inferior
- We play the inferior face of the cheeks alternating, with the tip of the tongue.

To blow

- To blow all type of toys or musical instruments and to request them that it sustains the air the maximum of time
- To make soap pumps
- To inflate globes, paper bags or of plastic
- To play with cotton flakes, the child should blow to sustain it in the air
- To request them that it blows a ball of ping-pong or other small objects in a plane surface so that the ball runs.
- To blow matches candles, moving away them gradually, to graduate the force of the blow is asked them to blow enough to move the flame without turning off it.

Some children when entering to first year, they have developed their phonological system sufficiently; that is to say, they are not able to articulate the phonemes of their language accurately. This fact can correspond to a simple delay of the language, cultural problems or a neurological severe dysfunction.   In relation to those who present a simple delay in the acquisition of phonemes, their reeducation will be in charge of the specialists.

The plan of stimulation of the phonological system considers the following aspects:

- It makes aware phonetic
- Basic articulator exercises

It is important that teacher verify if the children recognize and they produce sounds and noises corresponding to the phonemes of the language. It is necessary to remember that to facilitate the learning of the reading a correct emission of the phonemes it is required. The small pass time playing with words and sounds. The teacher should exploit this natural tendency of the children to improve the ability to discriminate against and to emit

sounds. They can sing, to repeat syllables without meaning, to find rhymes, they invent new words, and the educator can use melodies and rhythms, to increase his conscience phonetic.

- Request to the child that repeats a word it more slowly possible and, says it quick.
- To request that the child imitate onomatopoeic animal sounds and common objects (the tic-tac of the clock, pious of the chicken etc.)
- That they invent games that require different types of voices: the voice of a small child, of an old man of a rural etc.
- That they imitate street cries, and claim advertising.
- Ask to name the objects that appear in a sheet, taking conscience of the first sound.
- To ask them with which sound begins the objects of the sheet
- To request that they name other words that begins with same sound.
- To give them a sheet in that drawings appear with the sound in study together with other drawings and to request them that they differentiate them. For example for the phoneme "to"

Prolonged the initial sound ask them to name objects that begin with this phoneme.

Developing a stimulation plan

The teachers of the initial level have the intervention opportunity in the education during a period of time that works in the initial educational centers. A plan of language stimulation means to expand the use and develop phonological, semantic and syntactic aspects. It should lean on basically in the linguistic structure that the child has built, to reflect of their experience in their ecological atmosphere, also should lean on in the psycho-motility considered in their different aspects of tonic regulation, control or domain of the corporal movements, corporal rhythm, as well as in the affectivity: that is to say that the desire exists of speaking, of establishing a talkative relationship.

The following principles are necessary to apply a plan of stimulation of the language.
- The educator should accept and to understand the language of their students, should listen carefully, especially to the child whose language differs of the norm used.
- The language constitutes each person's creative activity

- The language patterns are, generally, dominated among the five six year of age
- The language habits, once learned, they change slowly
- The language is not static: this changes continually their history
- The language varies with the age, with the socioeconomic group and with the geographical region. This constitutes the speech or norm of a community.

Part II
Motivation Ways

The Teaching: Affective and Effective

For a better acceptance student Teacher it is necessary for the Teacher to ask the following questions

1. What factors do they make some students to take out more profit of the learning process?

2. How many time that somebody that wants to learn a foreign language maintains the effort until getting it?

3. Which are the main challenges that you have in your educational context?

4. How many do you solve they would come from knowing more technical?

It is necessary to introduce diverse points of view, not necessarily prescribe a unique" answer

"The student learns when they want, not when the teacher decides"

"The learning supposes a constant evolution in the ways of thinking, to feel and to act"

"The teacher doesn't have to "know everything", the teacher can also learn WITH the students"

"The human being is amendable", it is perfectionable, and necessary the structural changes can get through a half-filled intervention.

"Anything will change in education, not even with technology, if previously they don't modify the pedagogic" procedures

The best teacher is not the one that gives the best answers to the questions to students but which helps them to find them"

Formulas in teaching process

- **INFORMATION + PROCESS (communication, activities interaction) = LEARNING**
- **To BE ABLE TO (to have capacity and means) + to KNOW (experience, orientations) + to WANT = to LEARN / to RENOVATE TEACHING**
- **INFORMATION (sources, synthesis, examples) + it GUIDES (orientation, advice) + MOTIVATION = TEACHING**
- **RESOURCES (hard, soft, contents) + FORMATION (didactics, of the subject, technique) + ATTITUDE (necessity, utility, adjustment dedication) = to RENOVATE TEACHING**

Didactic and Talkative Act.

The didactic act defines the teacher's performance to facilitate the learning of the students. Their nature is essentially talkative.

The objective of education and teachers always consists on the achievement of certain learning and the key of the success is that students can and want to carry out the operations convenient cognitive for it, interacting appropriately with the educational resources within its reach.

Teaching Conceptions

These are essential aspects of a good education, and usually carry out:

- Methodological adaptations: of the objectives and contain for instructive sequences and the work rhythm, methodology and resources...
- Organizational adaptations: spaces organization, pupil distribution, clusters, tasks distribution.

- It foments the achievement of significant, transferable learning
- It foments the search of the novelty: intellectual curiosity, originality. convergent thought
- Power the feeling of capacity: self-image, interest to reach new goals
- teaches, what to do, how, when and why, helps to control the impulsiveness
- It shares the learning experiences with the students: reflexive discussion, I foment of the empathy of the group
- It assists the individual differences
- It develops in the students positive attitudes: value

The students work one each other and with the teacher. The objective is to build knowledge.

- To memorize
- Apply-routine
- To understand
- To generate and to apply knowledge
- Cognitive strategies
- The open and collaborative teaching (collaborative didactic model).

The Learning Processes

The learning is the result of processes individual cognitive by means of which information are assimilated (facts, concepts, procedures, values), new significant and functional mental representations build (knowledge) that applied in different situations to the contexts where they memorized.

Conflict solutions and rules elaboration in the classroom.

(Taken of the supplement "Education and human rights Not 4 - it disciplines

Problem:

"Children, the disorder during the work in class of English makes difficult to work; I don't want to force them to work individually, so see that another form can make it without producing so much noise.

Solution:

It is to put at stake the conviction that the necessities and feelings of educational and students play as much in the conflicts as in the intents to solve them.

Possible solutions:

Once the problem has been specified; educational system and students can imagine and to propose solutions.

The Teacher has an important activity that one can concretize in a "rain of ideas", in which -intend alternative of solution.

>   - Let us see how many solutions they are happened

>   - We allow flying the imagination and let us proposing possible solutions

>   - Ideas that -help us to solve the problem rush.

The central thing is to accept and to welcome any idea that I/-are happened to the students, without to evaluate neither to demand justifications. If the process stagnates, you can stimulate the production of ideas in the group, without going to specific students.

Children and the creative development in the English language

So that a child can develop abilities and capacities developing the English language it is important to allow them that, it express through diverse manifestations that are exactly a reflection of them. To be creative is to be able to invent new forms of achieving an objective. For example, we use materials for the artistic expression lack defined form and for they become it the ideal instrument to develop the creativity. The important thing here is not to forget that they are in class of English and one cannot speak Spanish.

To develop the creativity intends the following experiences:

>   - Free it from the fear to make a mistake, try to correct them less, to stimulate them

>   - Put within their artistic material reach

The game is very important for the student's integral development. The child that cannot play cannot be happy

The game like part of the sport and English's learning is interesting because helps to improve the valences and physical qualities that all human being possesses as the speed, the resistance, the coordination and a without number of dexterities; and in the English language it allows them to familiarize in a native and applicable form.

Several classifications of the game exist:

> - Games of exercises: heating
>
> - Active games: of relief, careers, and jumps
>
> - Action games: natural and recreational
>
> - Inactive games: sensorial and psychiatric

Through the recreation, the student maintains a clear, shone and creative mind.

The game is indispensable for the child; makes them to sit down like a total person.

Participative techniques:

"Believe necessities for the extension.

"These offer same opportunities for the use of the language.

"These originate a positive atmosphere among the students.

"These stimulate creativity." "These motivate students"

Part III
Motivation Activities

Education doesn't become a manipulation with the help of memorization and impositions that allow to appear the personality but killing what found sprouting with shyness, the educator should make conscience to children, but, to give them knowledge, it is necessary to allow them for its bill acquire them.

The children of these ages live in a magic world, where all that surrounds them can be possible. It arose this way the idea that they could masquerade and to assume some fantastic, attractive papers and full with charm. Why we not speak English? We can take the advantage of so many children illusions.

I advise that the points to try coincide with the interests of the children and here are some kinds of motivation for helping teachers, it do not replace the complete subject, it comes from the nearest thing at most general.

Preparatory period

Scholar appreciation is the period of work that uses activities of diverse nature, this continues in a conscious way, the development of the child's potentialities that allow acquiring the necessary experience and maturity to begin the schoolwork. We cannot ignore that with the preparing that discovers capacities, aptitudes, habits, dexterities, essential factors for the formation of the child's personality. This period of preparing, also called Preparatory, hard of four to six weeks, depending on the group, of each child, of the circumstances of the atmosphere and essentially of the educator.

Activities for the preparatory period

These activities intend to get the children to obtain order habits, behavior and study; participate in the school life; share materials with their partners; accept responsibilities, develop aptitude of respect toward partners, teachers and school; that they reach

experiences that allow them to be active, sure and cooperative, inside the social groups in those that interact.

To collaborate in the position of the school actions:

- To clean and to beautify the classroom
- To conserve in good state furniture and useful of class
- To watch over discipline, toilet and attendance
- To complete commissions
- To take care of the plants and if there is animals
- To maintain the school annexes under good conditions

To cooperate in some characteristic activities of their age

- Songs
- beats
- Games
- Dramatizations

Songs: the song is not the decisive factor alone for partner-emotional development, but also for the language that stimulates the music, it has the art expression.

For practicing this activity, the educator selects the songs, didactic, criteria and aesthetic content. Preferably should choose agreement songs with the environment and the students' capacity.

Examples:

The little Toad

The Little Toad wants to fly,	The little Toad wants to fly,
He wants to fly.	He wants to fly.
And have no money to pay,	Two doves taught him,
No money to pay.	They taught him.
Then, the little toad	Then, the little toad
He begins to cry,	He begins to sing,
I want to fly!	I can already fly!
I want to fly!	I can already fly!
I want to fly!	

The little chickens

We are the little chickens,

we will play,

What big it is the world outside of

the corral!

The little suckles didn't want to

allow us to leave,

And send them to sleep.

But as we are biggish,

Egg-laying hen.
In the henhouse
There is a hen
That a fresh egg
puts every day.

This hobbyhorse
This hobbyhorse wants to run
This hobbyhorse wants to rest
Co, co, co will go for a walk
Co, co, co, we will stop.

What do you want little wolf?

 - What do you want little wolf?

- A hen.

- And the one that I gave you?

- I already ate up it.

- And the paw?

- toss them to walk

- And the wings?

- toss them to fly

- And the gizzard?

- I gave it to my old one

Well mommy can to leave us alone.

We are the chickens; let's go to play

  - Me as I am the older, I am the first

There is a hole on this henhouse.

- As I am the second, I go before my brother.

- And me the tiny, I also go to play

Because alone I won't to stay.

Black kitten

I have a black kitten

I want him with passion,

He likes to drink milk

And it also likes bread.

When I arrive at the house

He tells me meow, meow, meow,

I give him the foods

He tells me meow, meow, meow,

- And the offal?

- I gave it to Happiness

- And the bile?

- I gave it to Miguel

- And in neck?

- I gave it to my old one

- And the heart?

- Oh, him if,

I gave it to Ramón

Beats – Rondas: The infantile beat is the same as the song, constitutes effective means to enrich the child's experiences. It is obligation of the education to choose those that adapt to the experiences and the child's maturity

Example:

The carpenter

Narration:	Movements:
I am the carpenter,	Let's form one or two circumferences and all the students will imitate as the narration say.
I leave to the shop,	
With all affection,	
A work to make.	

Dramatizations: it is the capacity to develop by means of the dramatic or symbolic game an action by means of the expression of the body.

Game: it is the recreational exercise by means of the corporal expression in the one, which to measure that the children pass the time, they enjoy, and they learn the matter.

This technique as well as the song and the game are very useful given the talkative value that possesses. The hyperactive child makes through the dramatization an advisable motive and emotional discharge, and the reserved child can through to integrate better in the group. All the occasions can be good to use the dramatization.

Learning English by Playing

The corporal expression is the individual's encounter with its own body, using multiple resources to achieve with a bigger conscience.

The corporal expression is an artistic activity because in the measure that preserving the expression authenticates, favorable the conformation of a creative language; cooperates in the learning process facilitating in the child, the development of their sensitive abilities.

It is a methodological-motivational activity because starting from the latent investigative, expressive and creative capacity in all human being, it develops a structuring in which are

present: technical, objectives, resources and feedback mechanisms between the teacher and the child.

If we ask to any child of First Basic Year what it is it that more he likes it, it is very probable that doesn't doubt in answering to "play". Indeed, any activity that implies game is welcome with pleasure. The game maintains the interest of the class.

Often the games used in English's classes; these increase the motivation to learn the language, since the children, still the less able, feel a real sense of achievement when they can participate of them. Many of the games provide a considerable practice in certain aspects of the language, with the advantage of avoiding the boredom.
Example:

The Children and the Frogs

Some children, play near to pond, saw to number of Frogs in the water and began to pelt them with stones.

They killed several of them, when one of the Frogs, lifting his head out of the water, cried out:

"Pray stop, my children: what is sport to you is death to us."

 One man's pleasure may be another's pain.

Frog and Toad

The toad and the frog were sitting on the front stoop criticizing each other looks.

Each thought himself beautiful and the other ugly.

While they were posturing, to girl happened by and disgusted by both.

"Yeaccchh!!" she screamed, and she stomped on each and ran away.

Some contents that can be thought in Pre-school

"We Speak in English with our Friends. An Experience in English's Teaching"

Rain, rain, go away,
Come again another day.

We begin English's teaching in the Infantile Education beginning with the students of 4 and 5 years. As in this age, the children they are like "sponges", with an extraordinary capacity to accumulate new data, if these are presented in the appropriate way. In fact, this it is the age in that the child puts the bases of all knowledge, and assimilates with an astonishing speed: structure, words, etc. at the time that children acquires some habits that will be decisive in the future.

To impart any knowledge and especially English, is indispensable to create in the class some order habits, respect to the partner, work in group, and a capacity of listens active and participative.

Unit one

Working the topic

"Hello!"

First session

To get children attention of the and to favor their interest and motivation we could entered in class with a puppet (a duck), and to told them that a new friend that "spoke came strange", and that we would have to learn his language to be able to communicate with them.

We all greet the new friend telling those "Hello Duck"! The duck went greeting the children one by one calling them for their names. The duck made a mistake when naming some children, causing this way the laugh, and distension moments, at the same

time enlarge their vocabulary listening to say: "Oh not! ", and other expressions of astonishment or disapproval like

"Oh dear!"	And others as	"Very good!"
"My Goodness!"	"Good Child!"	Etc.
"Gosh! "	"Well donates!"	

Through this game, the child discovers the pleasure to make and to be at the same time with other children that by means of the observation, the communication, the exploration, and the rough calculation introduce in a ludic way in English's world.

Second session.

In this session I use as motivational element and of work the videotape, without abandoning the character of the "duck" (what gives the children a sensation of continuity) that is the one that takes to the videotape room, to meet with their friends and new characters. Then "The duck" passes to a second plane and they are these characters those in charge of to reinforce that acquired previously and to go introducing new structures progressively, as "Hello! " "Hi!"

"How are you?" "I'm fine, thank you" (Hello! How these? Well, thank you).

The child through the action in a rich atmosphere stimuli; the child's active intervention is an indispensable condition for the discovery process and of intellectual growth, as well as for the construction of the future personality.

Third session The activity carries out with al the children sat down in the carpet forming a circle. First, they listen to any song that refers to

presentations or any activity related to, later, they stop singing adapting the letter to their names.

When using a song we energize the class, at the time that we work: the rhythm, the thick psycho-motility, the intonation, vocalization, listening capacity social relationships (with their partners, with the teacher. etc.)

Fourth session

In this session the children participates actively. In this occasion, I took as starting point a part of their body (the hand) and the paintings of finger of different colors. The activity develops in the following way:

We begin the session saying them that we will make something very beautiful and take a house to teach it to all, besides continuing practicing the greeting in English

"Hello!" when they want.

Calling one to one, they made the impression of their hand on a folio. It helps children to impregnate their hand with paintings of fingers of different colors and later they "printed their hand. The use of the colors allowed me to introduce new words in English, the colors, such as "red", "yellow", "blue", "green"... we Work the greeting again repeating structures of the type "Hello red!" "Hello yellow! "

This activity is also carried out without losing of view the "global principles, participation, and activity". It is useful for psycho-motility and the manual dexterities

Unit Two

My classmates
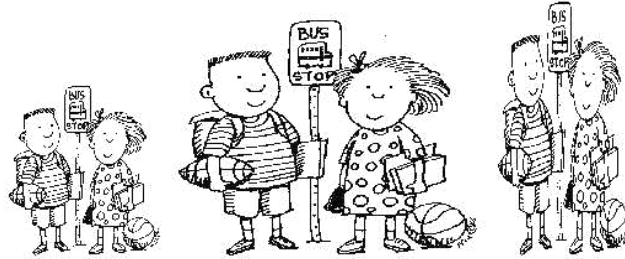
Objective and contents.

1. To develop the children's self confidence to enjoy participating with the class activities and classmates

2. to learn the following vocabulary and use in practical activities:

Boy,

Friend

Thin,

Girl,

Tall,

Strong,

Team,

Small,

Fat
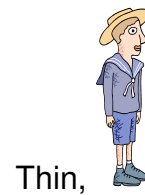
Activities

For this activity we have to be very creative by using posters, and soon. Children have to assume the corresponding character, we will go them greeting among laughs, expressions and looks:

"Hello!"   "Hello! "

Later we will go incorporating new vocabulary, as:

"Oh dear! .... Is tall, very tall"	(My Mother... is very tall)
Also leaning on of the pantomime.	"He/she is strong"(fuerte)
"He/she is fat, very, very fat"(El/Ella is Gordo/a)	"/ She is thin"(Delgado/a).....
Swelling as globes, when we say the word "fat".	

At the end all the children hug each other and we say: "We are friends! "We work this way also that, in spite of the physical differences, we all can be friends.

Note:

Children learn four new words of vocabulary very well, perhaps five, but not more. It is preferable to repeat these four words, with the different students, to make games with them... that to incorporate a lot of vocabulary suddenly, waiting that he/she memorizes. In any way, if the child, in spite of everything doesn't reproduce the new language, it is not to worry, this doesn't mean that he doesn't like it, it is that the child is interiorize, and some day whenever, perhaps at home or down the street, not necessarily in the class, and when we want, he will say it. It is not necessary to forget that stage is sensitization, and we should not wait immediate results of linguistic production.

These dialogues carry out day by day. They leave this very little by little memorizing, not only words, but also grammatical structures that of course, we don't seek them to reproduce with all perfection.

The created dialogue is this way and use possibility in a new situation. It is important to insist in that the language is not only articulate language and in the importance of the resources paralinguistic like support of the oral expression, like they are the pantomime, the expressions...

Unit Three

Exclamations

Objective and contents.

1. To extend the ways of expressing the true feelings, intentions, desires on the real life.
2. To include in children besides the election of certain words, the intonation, the expression and the facial expression when expressing the speaker their feelings.

A special part of our linguistic repertoire is the ability to express our feelings to the other. We should include expressions of emotion like surprise, hate, pleasure, fear, satisfaction, and negative emotions as hate, fear, displeasure... it is necessary to teach the ways of expressing the true feelings of gratitude inside the daily conversations.

The most common interjections in English are:

Oh! / ou /: surprise

Ah! / to: /: satisfaction, understanding...

Aha! / a'ha: /: satisfaction, understanding.

Wow! / wau /: great surprise

Yippee! / 'jipi: /: excitement, delight

Ouch! / autS /, Ow! / au /: pain

Ugh! / ^ k /: displeasure

Ooh! / or: /: pleasure, pain

What a strong boy / girl!

Very good! How nice!

You are so tall!

Lovely!

Great!

Fantastic!

You are so big!

How big you are!

Escalation of adverbs and adjectives

In the family language some of these adjectives and adverbs, have not very meaning apart from their emotional force. This way "great" fantastic"... they are simply emphatic of "good."

"He/she is very, very tall"

"Very" intensifies the meaning of the adjectival "tall."

Many of these structures arise inside the classroom language. The understanding of these expressions comes given by the context. For example: a child appears disguised of the strong one that is because it likes more.

"Wow! What a strong child! "   And all understand that to express the great surprise that we feel "Wow it is said! ".

To reinforce the oral expression in these cases, we remember that it is advisable to begin once with a presentation by means of a dialogue established the language and the situation.

A second step is the repetition and memorization, keeping in mind the importance of the intonation and rhythm of what we are expressing. And lastly, we open the way to the dramatization; it is not so important the absolute fidelity to the structures or the new lexicon, but the sensitization to the sounds and rhythms of this new language.

The dialogues built with the help of colloquial expressions that repeat deliberately. They will be been able to elaborate having presented some fundamental didactic principles:

- To Interest for their thematic, sense of humor, fantasy and good pleasure in the illustration of the posters.
- To help to capture aspects of the British civilization.
- To embrace a varied number of situations.
- To develop the expressivity's children.

- To build the situations freely and by means of spontaneous and natural colloquial expressions.
- To have a reasonable duration, (maximum of 10 minutes each session) since the children in Infantile Education have a great tendency to the movement, to the action and the activity change.
- The Teacher describes to the students: Look! She/He is very small! The rest of the class will respond affirmatively or negatively.

We should always have present that the children have a surprising easiness for the acquisition of language, and to imitate sounds. The child doesn't only show a special capacity to imitate, but also a great flexibility, an extraordinary spontaneity, less sense of the ridiculous and less inhibitions that the adults.   During the first years of the schoolchildren are not afraid to make errors. They learn the sound and the intonation of the colloquial expressions for imitation.

Activity

Perception of beauty is subjective

It is very appropriate activity for the first days of the class.   With the music of "I'm a Little Teapot song:

I'm a little leprechaun   That you have ever seen.

Dressed in green,   If you ever catch me, so it's told,

The tiniest man   I'll give you my pot of gold

Unit Four

Me and my world

Objective

1. To achieve an effective communication we will make the following dynamics:

Contents and Activities

- All the students sit on the floor forming a circle, all the children will repeat in the following way saying their name three times and the needed times in order to introduce all of the students into the group

- Resources: the poem, the present and evoked images, the possible rhythmic melodic sound of the text

❖ Head,

❖ Eyes,

❖ Ears,

❖ Nose,

❖ Mouth,

❖ Shoulders,

❖ Hair,

❖ Neck,

❖ Hands,

❖ Arm

❖ Fingers,

❖ Legs,

❖ Feet,

❖ Toes

❖ Etc

- Let's sing and do what we listen.

<u>*Let listen and let obey*</u>

I play my hair, my eyes, my mouth,

I feel right, of foot I put on;

I play my front, my nose, my chest;

And another time I feel right.

I get up

I touch my hair

I touch my eyes

I touch my mouth

I feel right

I get up

I touch my front

My nose

My chest

And another time

I feel right

Unit Five

My School

Objectives and contents

1. To recognize and to use in talkative situations the following vocabulary: pencil, crayon, and chair, table (pencil, painting, seat, and table).
2. To learn more about our school, places and material to use.
3. To respond to the questions of the teacher through physical answer (T.P.R.).
4. To enjoy participating with the activities of the class.

Pen,

Chair, desk

Ruler,

Crayons,

Scissors, glue,

Chalkboard,

pencil

Paper,

Activities

- *Games*

 * What's this? With a previously elaborated material (we can use a box house to which are cut two grooves, for those activities; we will introduce a ribbon, we build a television well or a square. We go taking out the ribbon with drawings, covering a half and showing the other one. Do we ask, "What's this?" (What is this?) And do they have to guess what is.

* "I discover with my little eye something beginning with... "It is the game of the "I" "See I see". But instead of saying for the letter that it begins, we will begin the word, pronouncing the first sounds of this.

 * Hide and seek in the classroom. We hide an object, for example, a giant pencil, and we should find it in the class.

To help us we say "cold or "hot"; "It's up" or "down"; "It's near something "; "It's on/in/under/behind the table...

* Seated the children in circle in the carpet, to the music's compass will go going two objects by the two sides, when   the music stop the child that has the hands in the object, will do a description in the following way:

What's this? It's a pencil

What color is it? On the other hand, can it also think about the question? "And to answer "yes" or "not"

  Is it big or small? Big.

Children can go with the teacher to visit all of the school it is very interesting and didactic. Children learn easily and if we name every time the school installations, children will remember easily.

Let's sing "my school"   It is better if the song have mimics

Hello school, school   Th

How are you, how are you.   Y

Very well thank you   (C

Very well, tank you   W

Study with me, study with me   Y

This is the classroom

You study here, you study here

This is the patio

You play here, you play here

(Chorus)

This is the ground

You practice sports here

Unit six

Things that we do everyday

Objectives and contents.

1. To recognize and to use in talkative situations to the vocabulary used with the things that we usually do
2. To enjoy participating with the class activities

To do the homework

To study

To go to school

To help my mother

ETC.

To play with friends

Activity:

Each student draws an object that is inside his classroom. Two of them dramatize the paper of parents, while the rest represents the paper of his children. Each child shows his parents the object that has drawn naming them, for later on to place it in a mural in white, creating this way a vision of the elements that -compose the classroom.

Unit Seven

My Family

Objectives and contents

1. To recognize and to use in talkative situations the following vocabulary:

   Daddy, mummy, brother, sister (dad, mom, brother and mates).

2. To show interest in the proposed activities.

Family	mother,	brother,	grandfather,
father,	sister,	grandmother,	uncle, aunt

Activities

"Rhymes

We present the vocabulary through the rhyme: who's that? with the family of the ducks, and using the houses; when opening the different doors them appear behind each one of them a component of the family duck. Then we learn the following rhyme:

Mummy duck	Brother duck	Sister duck	Daddy duck
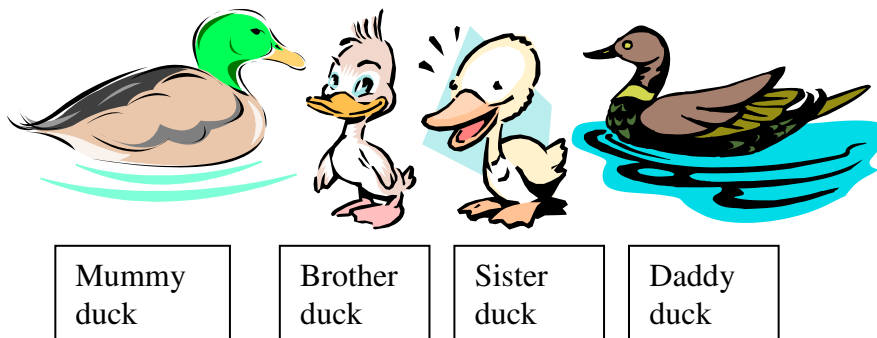
Knock, knock   Who's it?   It's me!   Mummy duck!

Games

* Once well known the characters that are behind the door, hit them in the slate, a child leaves outside of the class. Those that we are inside cover one and when the student that is outside enters, he has to guess what member of the family we have covered.

* We distribute the characters among the children and we use the technique of the game "the paella". Every time that we say "mummy", all those that have this character rise and so forth with the other. When saying "family" we get up all.

* We play to the letters of family of animals. Give to each child four characters; being exchanged them among them should complete a family.

* Memory: We lift the letters and we go forming even of mummy - daddy

 Brother-sister, or even as mummy pig - mummy cat...

 * Spot the difference: A family show, in which some member of different color puts on makeup, and the differences looked for, naming them in English.
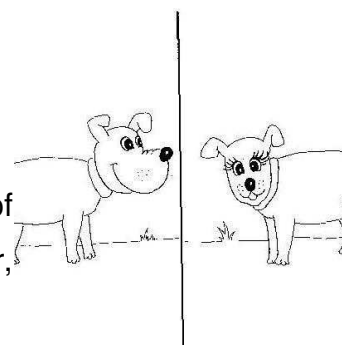
* We elaborate some masks of the animals mentioned to practice vocabulary.

* So that, each child has his own character we distribute a "puppet" (marionette of fingers).

Unit Eight

Figures

Objectives and contents

1. To recognize and to use in talkative situations the figures vocabulary
2. To learn more about how to use figures in the real life.
3. To enjoy participating with classmates with class activities.

Circle,
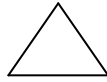
Triangle,

Rectangle,

Oval.
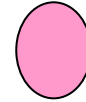
Square,

Activities

With the music of "The Farmer in the Dell is sung:

There are the figures

Circles on the box (2 times)

Hi-ho, there are circles on the box

Triangles over there (two times)

Hi-ho, the are triangles over there

Squares are on the bag (2 times)

Hi-ho, there are squares on the bag

Rectangles on the car (two times)

Hi-ho, there are rectangles on the car

Ovals on the school (two times)

Hi-ho, there are ovals on the school

Unit nine

Vowels

Objectives and contents

1. To recognize and to use the vowels.
2. To respond to the questions of the teacher through physical answer (T.P.R.).
3. To enjoy participating with the activities of the class.
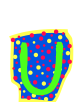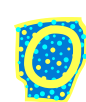
Activities

We practice that poem using mimics

Good children

Five good children are, the vowels call

Each one helps.

I m the A this table is cleaned

I m the E This floor is swept,

I m The I This with a smile,

I m the O This door is closed

I m the U My brother took care

To their mom all they obey.

A E I O U

(Child: mention other things that you're you

can make working with your hands.)

Unit ten

Fruits

Objectives and contents

1. To recognize and to use in talkative situations the most common fruits.
2. To learn more about nourishing, places to find it and so on.
3. To respond to the questions of the teacher through physical answers
4. To enjoy participating with class activities.

Apple,

Pear,

Orange,

Grapes,

Bananas

Coconut

Cherry

Pineapple

Lemon
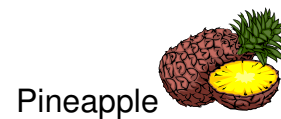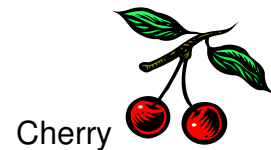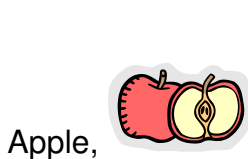
Activities

- Students can bring different fruits a s lunch and to make a fruit salad.

- All the students will play "Fruits and Fruits"

Fruits and fruits

First, Teacher give a fruit card for each student. It must be secret. Second, The teacher have to say "I like/don't like" with any fruit

Then, the child who has this fruit name have to say a sentence with another fruit and so on.
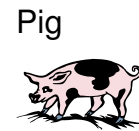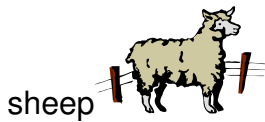
Ex: I like the apple
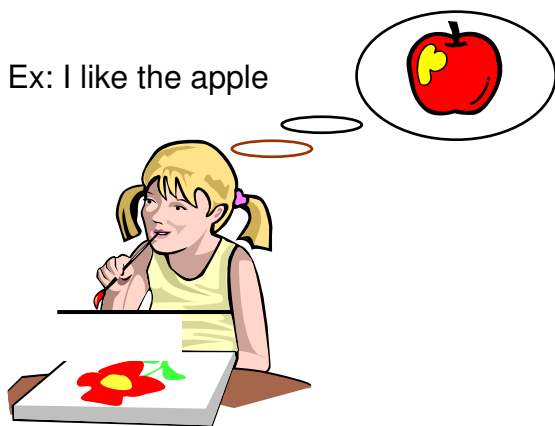
When teacher say fruits salad children make groups of two or three and think fruit combination with their group fruits

Unit eleven

Animals

1. To recognize and to talk with children about animals
2. To learn more about our environment and places recognize.
3. To enjoy participating with the class activities

Dog,

Bird,

Chicken

Cat,

Mouse

rabbit

Hen

duck

Cow

Horse

sheep

Fish

Lion

Frog

butterfly

Bee

Dolphin

Turtle

Monkey

Elephant

Bear

Pig

Activities:

Let's sing with mimics

Five Little birds

Five little birds

They were in a tree;

One flew,

They were alone four.

Four little birds

They sang once;

One flew,

They were alone three.

Three little birds

They sang to God

One flew,

They were alone two.

Two little birds

They took the sun,

One flew,

Alone one is.

A little bird

Very alone the little birth felt

He flew to the while

And none there is.

 My bunny

- My bunny likes to jump,

(Children simulate bunnies jumping)

 - To move their eyes,

(Children move the eyes)

 - Their ears to shake.

(With the two hands, they form the ears and they shake them)

- He jumps and it jumps happy,

(Children jump like rabbits)

 - And they also move their nose.

(Children move the nose)

The bees

This is the beehive,

Where the bees

They keep the good honey

(With the hands, we form a beehive)

Flying comes out meetings:

A, two, three, four, five!

Bzzz.... the bees go.

In this case is recommended for teachers and students to visit the zoo; they will remember more because children love animals and this is an unforgotten experience

Unit twelve

The Beans Story

Objectives and contents

1. To stimuli students to recreate a story
2. To learn more about a seed growth and the material to use.
3. To enjoy participating with class activities in this story and the auxiliary actions
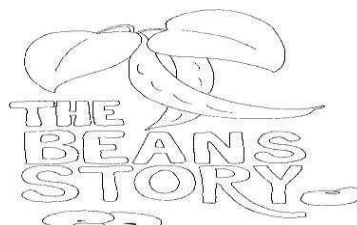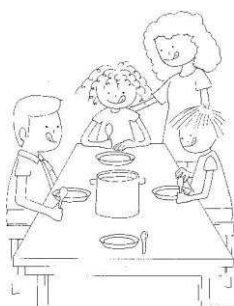
We count the history: "The Beans Story", adapted of the story "The Pumpkin". We present the story

The vocabulary to learn is: bean, planted, watered, picked, cocked,

Sister planted to bean Jim been jumbeen   We'll all have beans   Brother watered the bean Jim been jumbeen   We'll all have beans   Mother picked the beans Jim been jumbeen We'll all have beans   Father cooked the beans   Jim been jumbeen We'll all have beans   *They can also plant a bean , to observe their growth and to learn their care*.

Activities

- Each child draws the different stays of his house and inside them to the members of his own family carrying out some activity or domestic work. Later on, they will explain to the rest of the class what have drawn.

Planting Seeds

- We will plant seeds,

(The tips of the fingers of the right hand on the left hand)

  - With the earth, we leave them well covered.

(The right hand closes the fingers of the left hand one by one)

  - The drops of the rain will come to water,

(The fingers of the right hand move on the hand left)

- And the sunbeams to warm.

(The fingers open of the right hand lean toward the left hand)

- The seeds began to sprout.

(The fingers of the left hand extend up one by one)

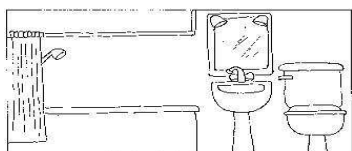 - The plant will grow, it will grow, and it will grow,

 And a beautiful flower finally will open up.

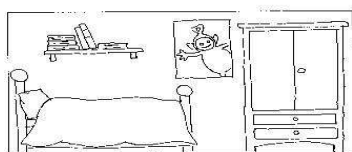(The two hands meetings form a flower)

Unit thirteen

My House

Objectives and contents

1. To recognize and to use in talkative situations the House vocabulary.   House, Door, Window, Garden, Bedroom, Living room, Bathroom, Kitchen, Dinner room.
2. To learn more about our House places and material to use with different activities

Enjoy the song by doing mimics

I have a little house like this like this

I knock at the door like this like this /knock-knock/

The smoke goes to the sky like this like this

I clean my shoes like this like this

(The song will go accompanied by the corresponding expressions and movements)

"Games"

 * He/she marries poster: We use box houses, we cover them with the drawings of the house, and we place them up or below, opening doors, closing them... and using the vocabulary characteristic of this activity.

* The children can make their own house with a box house, opening doors and windows.

 * Each child will bring of his house their favorite toy; it will show it to the rest of their partners counting them how he/she calls their selves, if it plays with them in their house and where, in the place the children keeps it.

Unit Fourteen

My Toys

Objectives and contents

1. To use and play to recognize the different toys.   Toy, Car, Ball, Teddy bear, Doll, pieces

2. To motivate imagination by creating new games.

Teddy bear   doll

little train   blocks   barrow

little soldier   car/ truck   ball

Activities

 Let's enjoy the song with mimics

 Traditional   rhymes

Teddy Bear (bis) turn around

Teddy Bear (bis) touch the ground

Teddy Bear (bis) tie your shoe

Teddy Bear (bis) goodbye to you

"Games"

- Hide and seek: We hide different toys for the corners of the class, and we will find them. Once we find them the boy, say the toy name.

- We throw a ball and the child that the cripple should name a toy, the following thing is to name the last child, and to add another toy, and so forth.

"Story"

- "It's Christmas Time" (showing the real toys or flashcards)

There were three children (three children of the class named)

(Child 1) wants a ball

(Child 2) wants a car

(Child 3) wants a doll

Father Christmas is wrong.

And (child 1) there is a car. Oh not! (Child 1) wants a ball.

And (child 2) there is a doll. Oh not! (Child 2) wants a car.

And (child 3) there is a ball. Oh not! (Child 3) wants a doll.

Help! Help!

This is not my ball   This is not my doll

This is not my car   Help me, please!

(Another child of the class that will get up, name and he will give the toy to his corresponding owner, to which we will clap all.)

(Child 1 / 2 / 3) Stand up! Here you are!

Thank you! (We say clap, clap! so that they clap all)

We name other children until they participate all.

Unit Fifteen

My Street

Objectives and contents

1. To recognize and to use in talkative situations the following vocabulary:

   Street,   Shop,   Traffic   lights,   Park,   Store,   Signals

2. To respond actively to the teacher's indications.

Activities

"Warm up

- We review the previous vocabulary.
- We place the furniture of the class forming a corridor with lateral exits, for those that the children and girls will be able to pass feigning to be cars. We teach a color. That RED color means "STOP" GREEN means that "GO".

 "Song

We sing the following song.

This is. (Bis) This is green (bis)

Does where are you? (Bis) does where are you? (Bis)

Here I am (bis) Here I am (bis)

Don't cross now! (Bis) You dog GO (bis)

"Story

I go to the park to play.	Oh! My ball! My ball! Help! Help!
Look! To shop!	Light (a red circle is shown)
Wow! A ball!	My ball! Oh dear! Oh dear!

I go to the park to play with my ball.

STOP, STOP! Don't cross now! (Cars that can be the own children imitating the movement of the steering wheel, happen and we invite to the rest to that it participates saying this last).

GREEN light (we show a green circle)
Now! Here is your ball! Hurray! Hurray!

Later we can carry out this dramatization with two children. One of foot, that maintains the stooping red and other color that maintains the green. The green rises so that they pass the cars, and the other one bends over, and so forth.

- Taking advantage of that the class has become our street, we introduce the means of transport, using the diverse materials and toys, creating this way a factor surprise.

Unit Sixteen

Transportation media
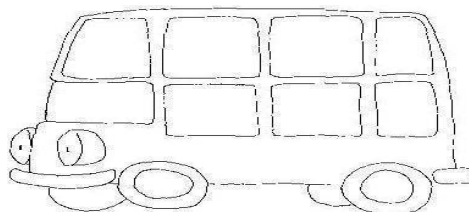
Objectives and contents

1. To recognize and to use in talkative situations the following vocabulary

Car,

Bicycle/bike

Motorcycle,

Bus

Airplane,

Train

Boat,

2. To show interest in vocabulary students by participating with the activities.

Activities

- We sing the following song. We can also represent it

To travel in train
To travel in train
Is the best thing?
To throw the line
To stop the train
The driver got angry
And will sent
To stop the train

- ***Games***

* We discriminate against the sounds of different means of transport.

* Yes/No: The game consists on teaching different flashcards, and to name a transportation media at the same time. If it is the one guessed right, we say YES, if it is not correct, we say no.

* We place the different transportation media; we will be able to work: up / down / right / left...

Unit seventeen

OCCUPATIONS

Objectives and contents:

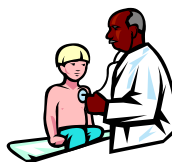To recognize and to use in talkative situations the following vocabulary:

Police officer,

Firefighter

Teacher,

Doctor

- To respond with interest to the teacher's instructions.

Activities

Games

* Box or magic bag. We prepare a tape for the head; we can put a red cross that will belong to the "doctor"; a foil for the clothes that we can take it out of a silver badge board, will belong to the "policeman"; and a rope that we give to the "fireman". We introduce these objects in a box or magic bag, each child will take one out of them and he will say to what occupation it belongs.

* Each child chooses a record or flashcards, and imitates the corresponding character. The other children should guess who is.

Song

We adapt the popular song: "If you are happy."

If you are a police officer and you know it, say, "Stop!"

If you are a firefighter and you know it, say "Fire! Fire!"

If you are a teacher and you know it, say "Sit down!"

If you are a doctor and you know it, say "Okay"

*We put above a magic coat four cards or flashcards on the occupations, we make them disappear with the magic words "one, two, three, does disappear and you are not here". Does Connecting with "My street" ask, "Where it are you?" and we introduce: "The vacations"

Unit Eighteen

The Vacations

Objectives and contents

1. To recognize and to use in talkative situations the following vocabulary:

Beach,

Mountain,

River,

Village/   town.

2. To enjoy manipulating the story.

Activities

"Story

"Let's go on holidays!". We are going to introduce the grooves, so goes appearing for different places at the time that we narrate the story.

Let's go on holidays!

To the beach!

Two children are playing football

(They give them with the ball)

Oh dear! I don't want to be here!

Let's go to the river!

To fish is playing with water

(Sprinkles them)

Oh dear! I don't want to be here!

Let's go to the mountain!

Two bears are playing with snow

(They throw them a ball of snow)

Oh dear! I don't want to be here!

Let's go to the village!

Cats are running behind mice

Oh dear! I don't want to be here!

Let's go home!

Oh dear! I want to be here!

Song

We adapt the song "She'll be coming to the mountains."

If we are going to the mountains, yes we are

If we are going to the mountains, yes we are

If we are going to the mountains,

Going to the mountains, going to the mountains, yes we are

If we are going to the river, yes we are...

If we are going to the beach, yes we are...

If we are going to the village, yes we are...

This song you can dramatize in the following way: Going up mountains (a seat), crawling below the trees (a table), jumping rivers (a rope) and we go to a town (children simulating houses)

Unit Nineteen

Numbers

Objectives and contents

1. To use and recognize the basic numbers.

2. To motivate imagination by creating new games and learning how to count.

Cero **0**

One **1**

Two **2**

Three **3**

Four **4**

Five **5**

Six **6**

Seven **7**

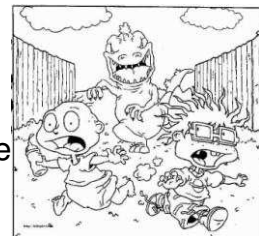Eight **8**

Nine **9**

Ten **10**

Activities

<u>Let's sing the little Indians</u>

One, two, three, four, five little Indians

Six, seven, eight, nine, ten, little Indians

It is all that I get

Unit twenty

Let's play with darkens: A SUMMER NIGHT

Objectives and contents

1. To get that children overcome their fears

2. To recognize the fears and to show how to overcome the more
   common fears.

All the children, along their development, experience some or other fears, the average are of 2 to 6 years to the animals and darkness, to the storms, and to imaginary monsters. Children feel defenseless, disoriented before a world that don't still know and

they don't control, unprotected before that ignored. [14] Fears will disappear with the years, when the child feels able to face with success the dangers that ignores, considering that to "know a fear and to face them is the best way to conquer it" that concerns and their fears can be controlled.

Activities

There is a traditional rhyme "Here it is grandma's glasses."

Here are (it names of the child) glasses

I'm not scared at all

Here are (it names of the child) glasses

Non flies, non ants, Not! No!

In Halloween this last one versed, it can adapt with characters of fear like for example:

None ghosts, non-monsters Not! No!

We put the fingers around the eyes of glasses and we simulate that they are the noted child's glasses, and that they help us to not being afraid.

How to make them discover the tranquility being to dark? Playing! Playing with the darkness!

"We use some desks, and we cover with old sheets, the table has been completely dark. We can also turn off the lights of the class, but we should make sure that when projecting the light of the lantern in the wall the images they can be appreciated that we want. When we project it on a surface with a lamp, they will see stars. If we project it on the roof, it will be our starry sky of a summer night: "To Summer Night."

Before putting on under the tables, the activity that we will call "Summer Night", comments that in summer many stars seen in the sky. We can teach them two traditional songs:

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[14] María Caparrós"The infantile" fears in the magazine Educational Community.

Twinkle, Twinkle Little Star

Twinkle, twinkle little star

Tell me, tell me where you are

A big diamond can it be

But just if you ca it see

Twinkle, Twinkle Little Star

Tell me, tell me where you are

In the dark, dark house

There is a dark, dark room

In the dark, dark room

There is to dark, dark bed
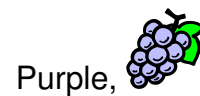
In the dark, dark bed,   it is I!

Unit twenty-one

Colors

Objective and contents

1. To entertain children by learning colors

Blue   Orange   Green,   Purple,

Brown,   Red,   Gray,   Black,

White,   Yellow   Pink,

Activities

Playing with stars and the moon. - We have placed color stars like

a road. Each child will find one, saying where it was located, if "up" arrives or below "down", will name its color, and its size: "big / small" if it is big or small, we count them, a sequence keeping in mind the colors, sizes... we classify them.

We can also ask them on them, playing "Mr. Wrong",

It Is a Mr. that always have mistakes when speaks, and we will help them when describing the stars that we go being. For it the children go responding "yes/no" if or not, or to build small sentences clarifying the true concept.

When being developed this activity at the course, end giving us cause to repeat many words and learned expressions.

The masks are something that they are attracted by all of children, we can make model of animals that live at night like: "bat", owl", "mouse"... and to use them on the way to the risks, and during the whole session.

Unit Twenty two

The Three Little Monkeys

Objectives and contents

1. To motivate students for remembering vocabulary: monkeys and crocodile
2. To develop specking and class participation
3. To maintain the interest on children dexterities by the following story:

In my English classes, like in Elementary school Primary, is necessary the frequently use of stories; they serve as motivational and to introduce new contents and activities, it is a resource to review vocabulary and studied structures.

Activities:

[15]Fist stage "Monkeys and Crocodile play". A very simple game that had as fundamental objective that the children learn. When the teacher says "Monkeys", the children should open the way to the front, and when you "Crocodile" say they should take a step back. With a padded bottle of rice, lentils, small rocks... They leave marking big steps if they are of the "Crocodile" and small if they are of the "Monkeys."

Second stage Once learned these two new words to understand the story (monkeys / crocodile) we can count the adapted history.

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[15] "Three Little Monkeys" Internet. finds it in the following page:
http://www3.ns.sympatico.ca/onstage/puppets/activity/patterns/paper/3_monkey.html And adapted it in:
Monkeys in the Tree. CEIP Philosopher Séneca. Madrid

These are three monkeys.
Hello monkeys!
How are you? / I am fine thank you!
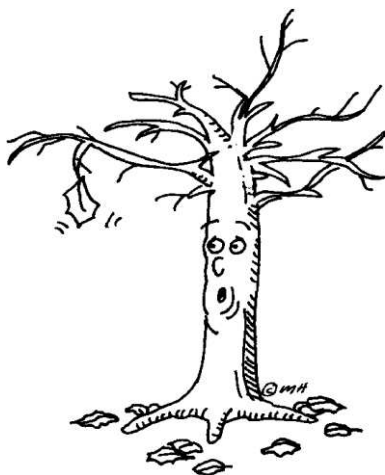One, two, three. Three monkeys in the tree.

A big monkey, a medium monkey and a small monkey.
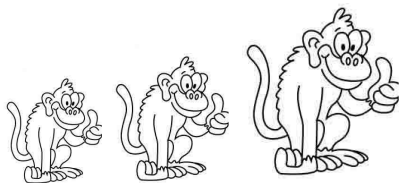
This is a crocodile

.
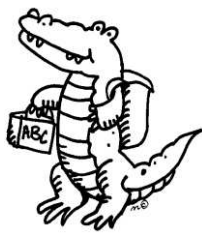
Hello crocodile! How are you? / I am fine thank you!

This is a tree. A big tree.
Hello tree! How are you? / I'm fine thank you

The three little monkeys say to the crocodile: "Can't catch me!" "Can't catch me!"
And the crocodile says: "grrr grrr"
The three little monkeys say to the crocodile, again: "Can't catch me!" "Can't catch me!"
Then the crocodile quiet, very quiet, went up, and up and Snap!
Now there are two monkeys in the tree

The two little monkeys say to the crocodile: Can't catch me!" "Can't catch me!"
And the crocodile says: "grrr grrr"
The two little monkeys say to the crocodile, again: "Can't catch me!"

"Can't catch me!"
Then the crocodile quiet, very quiet, went up, and up and Snap!

Now there is one monkey in the tree
the little monkey says to the crocodile:
"Can't catch me!" "Can't catch me!"
And the crocodile says: "grrr grrr"

The little monkeys say to the crocodile, again : "Can't catch me !" "Can't catch me !"
Then the crocodile quiet, very quiet, went up, and up and Snap !
Now there are no monkeys in the tree.
And the crocodile laughs : Ha, Ha, Ha !

The story should be made in an interactive way. It is convenient that the teacher knows it to be able to count, and dramatizing spontaneously. Teachers can use marionettes or any other material that can be managed, moved or manipulated with the hands. They are also fundamental the expressions, and voice modulation. It is important the voice of affectivity and calls of attention, we get objective twice as much of maintaining the interest of the children, at the time that we obtain an understanding" "complicity on the part of the students.

Third stage The story should always have a "happy" end; it favors the healthy personalities formation. Following the previous principle, the story could cause reactions of sadness, fear or even cry; (mainly among the smallest) if it finished with the "disappearance" of the monkeys in a definitive way; here was appealed the "solution" of adding to the story a form of "recovering" the three monkeys: "The three monkeys II". So we must get some marionettes that gave the opportunity to return to the monkeys to the real life:

This is the crocodile.

Hello crocodile!

It is to good child! Yes, to good child!

The monkeys, please!

Oh! (It is named a child) help me, please.

Tickle, tickle the crocodile, please

Oh! Oh! One monkey! (the crocodile returns us to the monkey because of the tickle that makes them the child, so the teacher takes out the hidden monkey and it throws it to the child's hands.)

Oh! Very good (it names of the child)! Great!

Very good, crocodile! Well donates! Thank you! Thank you!

 And they go this way us returning one to one until we already have again the three monkeys.

One, two, three little monkeys! Hurray! Hurray!

Clap! clap! (And we all clap)

Fourth stage   We know that the repetition is a very valuable pedagogic principle, since it favors the acquisition of habits, it provides information linguistic "input", and it contributes to the assimilation of the knowledge. We repeat in different contexts, for it, we repeat the

learned words, using a song, since also it allowed us to introduce in a way simple and interesting two concepts "up" and "down."

We sing "The monkeys in the tree" we use the music of the traditional song "The wheels on the bus"

One monkey in the tree goes up and down

up and down, up and down

One monkey in the tree goes up and down

All daylong

Two monkeys in the tree go up and down

up and down, up and down

Two monkeys in the tree go up and down

All daylong

Three monkeys in the tree go up and down

up and down, up and down

Three monkeys in the tree go up and down

All daylong

Unit twenty-three

Games for warming up children

Objectives and contents

1. To motivate student at the beginning, at the middle or at the end of the class to catch their attention in English class.

Open them and close them

Open the hands, stretch them well, close the hands
Gives some pats, open them and close them
In the knee these are.
Open them; close them, to your shoulders they go;
And like little birds flying, they are.

Open them, and close them.
Turns and turns will give,
Quickly and more quickly;
Then still they were.

Action game

Head, shoulders, knees, feet,

Head, shoulders, knees, feet,

Head, shoulders, knees, feet,

And we all stop.

Head, shoulders, knees, feet,

Head, shoulders, knees, feet,

Head, shoulders, knees, feet,

And we all sit down.

(Other verses can be added changing for finishing. We suggest:

And we all give jumps

And we all clap

And we all turn ourselves

When the children learn this, game well, they can say, "Head, shoulders, knees, feet" every time but quickly.)

Work that I like

I like to clap in this way;

I like to clap.

I like to clap in this way;

I like to clap.

I like to play in this way;

I like to play.

I like to walk in this way;

I like to walk.

I like to be quiet in this way;

I like to be quiet.

Unit twenty-four

Activities for remembering Vocabulary

Objectives and contents

1. To help students remembering vocabulary by playing

Before beginning this and the other vocabulary games, it is necessary to frame the objects with their respective name and to make to pronounce and to repeat the students a minimum of three times and a maximum of five times and to specify the respective use. It is recommended to use this game to make a background

We go to these places to.....

Nineteen are required participant or less and the director. Each player presents the place that the director assigns him or she in high voice, so that all the attendance listens.

These will be the places:

1. pharmacy,	11. Shoe store
2. school	12. Museum
3. market,	13. Tailoring
4. source	14. Stadium
5. Guerra	15. Police
6. hospital	16. Firemen
7. church	17. Carpentry
8. mail	18. restaurant
9. pool	19. bus
10. Hotel	

The participants are placed in front of the assistants. Each one advance, without caring the order in that -make it, a step toward the front and says:

- I represent the pool and to my they must come to swim to refresh, etc -

- I am the church and to my they will make of coming to pray, to celebrate sacred parties, to participate of the sacraments etc -

This is what will make each one of the places named

- To buy medicine
- To learn
- To buy provisions
- To take water
- To fight
- To be treated
- To pray

- To take letters
- Swim; take a shower
- To eat
- To buy shoes
- To see antiques
- To make dresses

- To play or to see play
- To combat the delinquency
- To combat the fire, to rescue people
- To transport people

I defend with....

It is an amusing game and it is educational. Here is needs people and among them who it encourages the recreation. The exciting one call to their twelve collaborators and it assigns them these names:

Snake	Cat	Bull	Rooster
Horse	Eagle	Hen	Soldier
Dog	Elephant	Bee	Sea urchin

In this order, he/she leaves presenting each one and going to the concurrence says: am I snaked and they answer to how do you defend? And the attendees will give the answer: with poison

Another way could be that the same one interested that says the whole face I am snake and I defend with poison

These would be some answers:

Poison	Trumpet
Kicks	Horns
Teeth	I itch and wings
Fingernails	Sting
I itch and claws	I itch and spurs

Looking for the lost child

The children are divided numerically in two groups. They are placed in two separate places. A player is chosen of one of the two groups and it is asked them to leave the classroom. Returning will guess which is the lost" "child. While the player this it was, the players will come to an agreement about the lost child

Given the sign so that among the fortune-teller he/she will be said:

- A child of his house has gotten lost and he is here among us to you he plays them to discover it requesting only three hints. -

The fortune-teller tries to discover the lost child by means of an attentive look of the other children and he/she can proceed to ask the questions that he is entitled. They can be these or others that are happened:

1. What is the hair color?

5. Eyes color

2. It is big or small.

6. What clothes is wearing?

3. It is white or brown.

7. What place of the classroom sits?

If after the three questions he/she doesn't discover to the interested it should be given had conquered, then it is named another player of the contrary team so that it leaves the classroom and it is chosen another lost" "child, being renewed the previous game

It won the game that is able to discover the lost child to the first one or second lost hint. Whenever to be prolonged the game, coarse to alternate the groups

Exercising the respective occupation

The director of the game assigns each player an occupation you those whose mimic representation is easy to interpret. It is preferable, sometimes, to ask to the players that I use wants to represent mimical for better characterization of each occupation. Some occupations of easy representation like: tailor, piper, pianist, dentist chauffeur, sawyer, carpenter, trumpet player, boxer, etc. When the participants are many it can assign them the same occupation to several players.

The players, experts of the occupation that will represent, are placed in two parallel lines, looking at you among if, the director is placed of one of the ends and it orders to house player to make the movements of the occupation that I assign them. All the participants happen.

Finished this revision, the managing with lingering applauses to different performances. While the applause lasts, all execute the movements of the assigned occupation.

The inspector that orders...

Who participate in the game they can be comfortably seated forming a circle of the size that demands the number of participants. However, they can also be standing. One of the participants makes of "inspector" and it is placed to the center of the circle.

The inspector says with sententious tone and imperative - who have the white shirt they change position - all those that have white shirt immediately change had put they continue this way giving you order for example

- Those that are without sack

- Who have glasses?

- Who use black shoes?

- Who have long hair?

- Who have clock?

- Etc.

These order they should be executed immediately they are given. When of an order on what all have like standardize, nose, stockings, etc, the change of position makes it all the players

Variant: if the players play seated, the inspector when giving the order of change one of the empty seats occupies.

Imitating a zoo

The director puts the papers of the animals in a bag and the students select to see that animal is each one of them. It distributes each one the performance of imitating to the corresponding animal and the sheaves to place in line in front of the spectators and it orders each one to imitate the corresponding animal

To each performance, all the other say that the dog barks and they reward them with applauses that the hen cackles and this way with all the animals of the zoological one

Animals and things that fly

This game is recommended to make vocabulary repetitions and to recognize the property of each noun; of preference it will be shown the animal object or thing when he/she mentions it to them

The players can be seated or of foot forming a circle; in this the director of the game is located. All the players place the hands to the height of the chest, a palm in front of the other one as who will clap. When the director indicates an animal or object that it flies, all they give an approval clap, but they can give it when the animal or object doesn't fly

Examples

The Teacher says "the cow it flies", the hands should be separate; if the Teacher says the airplane it flies the students they should give a clap.

With the purpose of misleading the participants, the director of the game can name three or five times animals and objects that fly and then to name another that not and vice versa.

They clap when they should not make it or they stop to clap or they leave of the circle. When the players have decreased at two, the game is given had finished. It is rewarded with a strong applause to the finalists who have shown a high level of attention.

Commands

Apartments and tenants

This game is very appropriate to learn commands or to begin a class.

For this game, the participants are divided in three equal groups I number. One of the groups makes the paper of Tenants; the other two must form the Apartments. Elect the groups, those that have formed the apartments are placed by couples one in front of the other one each couple you subject of their partner's hands forming kind of a corral or apartment, space that -occupied those that make tenants' paper.

When the director says: tenants' change, these they should abandon their apartments quickly to occupy other different to that had.

When it is said: change of apartment who -were formed them looses the hands and they run to contain another tenant again, it doesn't care that before it was forming apartment.

When the order of the director of the game is: apartments and tenants change, all the players mix well and they proceed and they proceed then to form the apartments as if they were the beginning and the tenants to rock himself in their origin apartment.

Ship that shipwrecks

This dynamics is good to learn the numbers and commands

The Teacher makes captain's paper. two students will make the paper of salvo lives and they took charge of taking out those drowned the others walk for the whole signal area for the game; all stroll except the captain.

When the captain orders to take refuge in groups of five" they are held of the hands making circles and rotating slowly in the same position, the students that are without group are given had drowned; the one numbers of groups it can vary when the captain tells "the sea this in calm" the students they can calmly walk when the captain says "alert" all are immobile until new order.

2.2 Impact

The impact is directly on First Basic year students, children between 4 to 6 years old at Febe School.

4. Evaluation

Evaluation is the educational trial and qualification that gives a person or situation based on verifiable evidence.

The educational evaluation consists on carrying out trials about the advance and each student's progress, although the used test is not always retain as the most appropriate. Recently the ends of the evaluation judge the learning process like the achievements of the students so much. This way, the valuation is generally carried out to obtain a more global and more encircling information of the activities that the simple and punctual reference of the papers written in the moment of the exam.

The politics and the practice of the evaluation will always include transactions and commitments. All public system of evaluation will behave a variety of consequences for the students, the professors and the centers, and will have to be it openly accepted in terms of validity and opportunity.

That research demonstrates that the practice of the tests (to teach for the tests) it allows to reach good averages that improve the education levels, which should encourage to experiences and proposals of more educational quality if they seek truly stimulating objectives.

Teachers need a way to control students' knowledge. The best way to know how much students are learning is by evaluating them frequently; in that way, teachers could check what is not understand, could repeat the class, to do an emphases in the topic, change strategy, or to search the necessary resources in order to know that students are really learning.

It is necessary to test:

- Vocabulary
- Grammar
- Composition
- Listening- speaking

These test and exams are oral and written. In trimester exams, the school provides the material for written exams.

Generally, in that school, authorities ask a grade over twenty each tree months divided in test, exam, and participation; here, the percentage used is dividing by the teacher's criteria.

I am not friend of accumulative exams; students either, they get nervous and in most of cases, they fail. I have found a way to evaluate them in the way that students don't feel bad. I divide the trimester grade in four (4) parts:

- Activities in classroom: fifty percent   (50%)
  - All the activities are graded. (Group or individual)
  - A fast and short vocabulary test at the end of each activity.

- Class participation is: twenty percent   (20%)
  - A short composition using single words to grade grammar.
  - A kind of background that has to be done for each student

- Final exam or trimester exam: twenty percent   (20%)
  - A complex test each month.
  - An exam based on all the last tests
  - A short conversation

- Homework is a ten percent   (10%)

To verify methodology efficiency, two teachers will make a "diagnostic test". This test will not have a grade for students but will be very useful for teachers; we can

compare with the other class, and to know if the improved methodology is useful or not for students.

Students will have a criteria too because I will answer what is the most that they enjoy, what not and why.

Parents play an important paper here because they bring a weekly summary about their children activities; what do they think about, and some suggestions that will help to improve this methodology.

5. Resources

4.1 Administrative

- Students from First year 'A' and 'B'
- Maria Augusta Vega
- First year Tutor Teacher (PHD in Children Education)
- First year English Tutorial Teacher (Degree in Applied linguistics in English Language)
- School Authorities (School Director, Sub Director)

4.2 Financier

School gives enough resources for the research

4.2.1   Technology

Febe School gives all the technology for students:

Students have for their learning process

- Computers (Multimedia), for speaking listened, pronunciation and grammar practice

- TV and CD recorder for listening and speaking practices

- Slides recorder for interactive practices

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- http://www.aaada.cz/music.html Con una gran cantidad de canciones que se pueden escuchar, algunos videos con canciones animadas...

- http://www.bbc.co.uk/cbeebies/tweenies/songtime/songs/r/rowrowrowyourboat.shtml Encontramos gran variedad de canciones que se pueden escuchar, reforzando así el ritmo y la entonación.

- http://www.bbc.co.uk/cbeebies/teletubbies/ con muchas actividades de "listening" que podemos escuchar, hay juegos on-line muy divertidos para los más pequeños, páginas para colorear, Nursery Rhymes.....

- http://boards2.melodysoft.com/app?ID=ltpeich&DOC=1 Foro de "Multinglés". Página donde se pueden encontrar numerosos foros, con distintos temas para opinar, discutir e intercambiar.

- http://lyrics.astraweb.com/ buscador de letras de canciones

- http://www.maestroteca.com/ Cuenta con una gran variedad de enlaces para maestros, distribuidos por temas y fáciles de consultar.

- http://members.tripod.com/~rosemck1/kids-corner.html Música de una gran cantidad de canciones típicas en la cultura de habla inglesa, permitiéndonos así adaptarlas para nuestras clases. Muchas de ellas incorporan la letra. Se muestran algunos ejemplos de canciones adaptadas para ocasiones especiales en la clase de inglés

- http://www.niteowl.org/kids/rain.html Con gran cantidad de rimas, cuentos... que se pueden adaptar según las necesidades de nuestra clase de inglés. Por ejemplo esta rima nos invita a recitarla en días lluviosos.

- http://www.sesameworkshop.org/sesamestreet/?scrollerId=games Página interactiva con recomendaciones para padres y actividades para los niños/as, con juegos, historias, páginas para colorear, música... todas ellas presentadas por los personajes famosos de "Sesame Street".

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ANNEX 1

Teacher's Test

Objectives and contents

1. To check teachers' knowledge for reinforcing the subject
2. To help teachers to help students in learning process.

ENGLISH IN INFANTILE EDUCATION

Number of students registered in the classroom:

Teachers' of English language number dedicated to the infantile education:

Titulations / the Teachers' Titulations that impart classes of infantile education:

Students' number for class (classes of English):

Hours for week of ruled teaching of languages:

Is English offered as activity extra scholar in the afternoons?

(To execute for the Teachers that impart English language in infantile)

AGE AND LEARNING

1. - What does he/she say of the incorporation of English's teaching in Infantile Education?

a) guessed right b) Very guessed right c) inappropriate d) indifferent

2. - Main advantages of learning languages in this educational band are:

a) Age (bigger bias to fix concepts) b) bigger Motivation

c) Combined Learning of the maternal language and the foreign language

d) Others

3. - The main disadvantages:

a) Age (smaller bias to fix concepts)

b) smaller Motivation

c) Negative Inference between the maternal language and the foreign language

d) Others

4. - In general, the biggest difference that he/she finds in the aptitude of the children of this educational band (3-6) before the teaching of languages in this age are:

  5. - In general, the biggest difference that he/she finds in the attitude of the children of this educational band before the teaching of languages in this age they are:

RESOURCES

6. - Does he/she speak their students in English?

a) always b) often c) rarely d) never.

Extend, please, the explanation of when it uses a language or another

7. - What resource type does it use in the classroom? Point out how many they proceed:

a) text Book

c) Flashcard

And) video Own Material

b) Audio

d) Computer

f) Others:

8. - It uses puppets, mascots, and fictitious people as support for their methodology

a) always b) often c) rarely d) never

9. - It uses songs for the learning of contents

a) always b) often c) rarely d) never

NEW TECHNOLOGIES

10.   - Does he/she have available computer for their English classes? IF NOT

How many? How many for student?

Are they in the same classroom?

11.   - Does it use the computer for their classes of English language?

If their answer is NOT, why?

a) I don't know how to manage them for the teaching

b) They are not adapted for children so small

c) I don't like them

d) Others

If their answer is Affirmative, with which frequency uses them?

a) every day that there is class b) often c) rarely d) never

12.   It uses the computer in other matters: IF NOT

13.   What resources of the computer does it use?

a) Internet b) CDs c) Games d) own Material

14.   How does it use these resources?

a) as support material

b) As main material for teaching/learning certain concepts

c) Like part ludic

d) Like prize

15.   What does it toss in lack of the programs software, CDs that uses for the learning of languages?

a) Content

b) Appropriate Methodology

c) Adequacies at the student's level

d) Interactive Exercises

And) Auto evaluation

Use f) Facilitate

CONTENTS

16.- It could enumerate the main contents of their programming (you fear, name of the units, etc.)

17.- It incorporates the traverse topics to English's teaching: If Not

a) Health and Hygiene

c) Regarding the partners

And) I Respect to the environment

b) Accept game norms and coexistence

d) Discovery of the environment

f) Education vial

 g) Other (it indicates which):

DEXTERITIES AND ABILITIES

18. Point out the dexterities and sub skills that children practice in class

a) Oral Understanding

c) written Compression

and) oral Production

g) written Production

b) Vocabulary

d) Phonetics

f) Grammar

EVALUATION

19.- What do you form of evaluation it uses in class?

None

Observation in class

Consistent level tests in:

20.- Does it evaluate the traverse topics?   Of what does it form?

It rewards or it penalizes the successes, of what it forms: