DEPARTMENT OF LANGUAGES

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AUTHOR: GUAYASAMÍN CANTOS, KARLA XIOMARA

TITLE: THE INFLUENCE OF DIGITAL CLASSES AS DIDACTIC MATERIAL TO IMPROVE THE ENGLISH TEACHING – LEARNING PROCESS FOR STUDENTS ATTENDING THE FOURTH GRADE OF BASIC EDUCATION, AT UNIDAD EDUCATIVA FAE Nº 4, DURING THE ACADEMIC YEAR THIRD TERM 2012-FEB 2013.

DIRECTOR: MSC. OSWALDO VILLA

CODIRECTOR: MSC. MARCELA ROSERO

SANGOLQUÍ, MARCH 2014

CERTIFICATE

We, Msc. Oswaldo Villa, Director and Msc. Marcela Rosero, Co-Director, duly certify that the thesis under the title: **"THE INFLUENCE OF DIGITAL CLASSES AS DIDACTIC MATERIAL TO IMPROVE THE ENGLISH TEACHING – LEARNING PROCESS FOR STUDENTS ATTENDING THE FOURTH GRADE OF BASIC EDUCATION, AT UNIDAD EDUCATIVA FAE Nº 4, DURING THE ACADEMIC YEAR THIRD TERM 2012-FEB 2013",** by Karla Xiomara Guayasamín Cantos who has finished his studies in Applied Linguistics in the English Language program at the distance modality in the University of the Armed Forces, after being studied and verified in all its chapters; the dissertation is authorized in front of the correspondent university authorities.

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Msc. Oswaldo Villa.   **Msc. Marcela Rosero.**

DIRECTOR   **CO-DIRECTOR**

RESEARCH STATEMENT

I, Karla Xiomara Guayasamín Cantos.

Declare that:

The research project **"THE INFLUENCE OF DIGITAL CLASSES AS DIDACTIC MATERIAL TO IMPROVE THE ENGLISH TEACHING – LEARNING PROCESS FOR STUDENTS ATTENDING THE FOURTH GRADE OF BASIC EDUCATION, AT   UNIDAD EDUCATIVA FAE Nº 4, DURING THE ACADEMIC YEAR THIRD TERM 2012-FEB 2013"**, has been developed based an exhaustive investigation respecting the intellectual property.

The description of facts, results, ideas, and exposed doctrines on this research are under exclusive responsability of the author.

Sangolquí, March 2014.

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Karla Guayasamín Cantos

AUTHORIZATION

I, Karla Xiomara Guayasamín Cantos authorize at the UNIVERSITY OF THE ARMED FORCES the publishing of my research project under the tittle: **"THE INFLUENCE OF DIGITAL CLASSES AS DIDACTIC MATERIAL TO IMPROVE THE ENGLISH TEACHING – LEARNING PROCESS FOR STUDENTS ATTENDING THE FOURTH GRADE OF BASIC EDUCATION, AT UNIDAD EDUCATIVA FAE Nº 4, DURING THE ACADEMIC YEAR THIRD TERM 2012-FEB 2013"**, on the virtual library.

Sangolquí, March 2014

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Karla Guayasamín Cantos

DEDICATION

I lovingly dedicate this thesis to my family; especially to my parents: Rigoberto and Alexandra, who were my support in each step of my career and during the time I developed this research, they encouraged me for accomplishing this difficult and long task.

ACKNOWLEDGEMENT

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ABSTRACT

The purpose of this investigation was to analyze the influence of digital classes in the teaching-learning process at UNIDAD EDUCATIVA FAE No 4, fourth grade of Basic Education. The variables were (independent) the digital classes as didactic material and (dependent) the english teaching learning process. The students were observed in classroom and in these observations there was a deficient use of digital classes as didactic material by the teachers. In the investigation the general objective was to analyze the impact of the digital classes as educational support to the classroom practices in the English language teaching – learning process for students of fourth grade of Basic Education, at Unidad Educativa FAE Nº 4. The instruments for data collection were: Survey based on questionnaire for teachers and the pre and post test. The data were analyzed by Quasi- Experimental with quantitative information about the students' performance in the pre –post test in both groups control and experimental of 26 students each. The students of experimental group received digital classes with the correct application of digital exercises as: multiple choice, true or false and matching. And the proposal was: How to use the digital classes in the learning process for students attending the fourth grade of basic education, at Unidad Educativa FAE N 4.

KEY WORDS: digital classes, teaching, learning process, didactic material.

"THE INFLUENCE OF DIGITAL CLASSES AS DIDACTIC MATERIAL TO IMPROVE THE ENGLISH TEACHING – LEARNING PROCESS FOR STUDENTS ATTENDING THE FOURTH GRADE OF BASIC EDUCATION, AT UNIDAD EDUCATIVA FAE Nº 4, DURING THE ACADEMIC YEAR THIRD TERM 2012-FEB 2013"

The English language teaching process is considered one of the most difficult task to accomplish of teaching material in the teachers´ work, the purpose of this investigation to propose digital class as a new alternative of teaching children and encourage teachers for using new teaching materials really contributes to improve the teaching practices and give children a new environment for learning with challenge and fun. The **first chapter** of this research is devoted to summarize the situation affecting this high school and established by means of classroom observation and research. The **second chapter** covers a group of selected theories and concepts that gives a scientific touch that each educational research requires.

The **third chapter** presents the different methods and techniques that were used to carry this investigation connecting the information obtained through the different data collection techniques to the working variables and hypothesis.

Four chapter becomes very important since it presents all the tables and statistical charts based on the results obtained in the process and analysis of data gotten in the research, compares the results of pre and post tests.

Five chapter presents a proposal that incorporates the digital classes in the learning process. The digital classes make the teaching and learning experience simple and easy for children through computer education classes

PART ONE

RESEARCH PROBLEM

1.1 PROBLEM IDENTIFICATION

If we start from the fact that children acquire a language, because they can adapt more easily to linguistic forms of the language, is supposed to teach children is a very complex task, it requires the use of methods, strategies and special teaching materials that ensure the effective learning in children.

With the encouragement of getting the necessary information about the teaching-learning process, several questionnaires were applied to teachers in the English area of this educational center to establish the problems that they are facing respect to the use of materials because it is a matter of paramount importance in the inter- learning of children, know about the possible causes and effects that are causing these problems.

In this regard they expressed that in the pedagogic level continuous lack motivation and boredom occurs by children in classes, attention and concentration problems have arisen, as well as their mood and willingness to actively participate in the classes is scarce.

It is assumed it is caused by the lack of incorporation of new technologies like digital classes that promote student´s enthusiasm and participation. With regard to the use of materials, it was found that materials due to their shortage.

This situation in particular becomes a problem, because the teaching process is not accompanied by materials and equipment which first facilitate the teacher's work and second contributes to the effectiveness of the teaching-learning process.

The shortage of equipment and teaching materials affects directly to the children's enthusiasm to work and respond in classes, they don't have an active participation in class. Also the materials used in class are guides and tape recorders.

Children's academic performance is affected in several ways: low achievement in formal and non-formal tests, as the child only understands single words, without any order, or continuity understanding the message in partially way without is it the general idea.

The English teaching –learning process at Unidad Educativa"FAE-4" is being affected for several aspects like the lack of teacher's own created materials, audiovisual materials, the few that are there have been not well designed, that reduces enormously the students' chances to have quality material in hands for their learning and also lack of the didactic materials to arrange an appropriate environment for teaching learning English.

Materials play a very important role in the teaching - learning process of the English language, since they help the teacher to capture the students' curiosity.
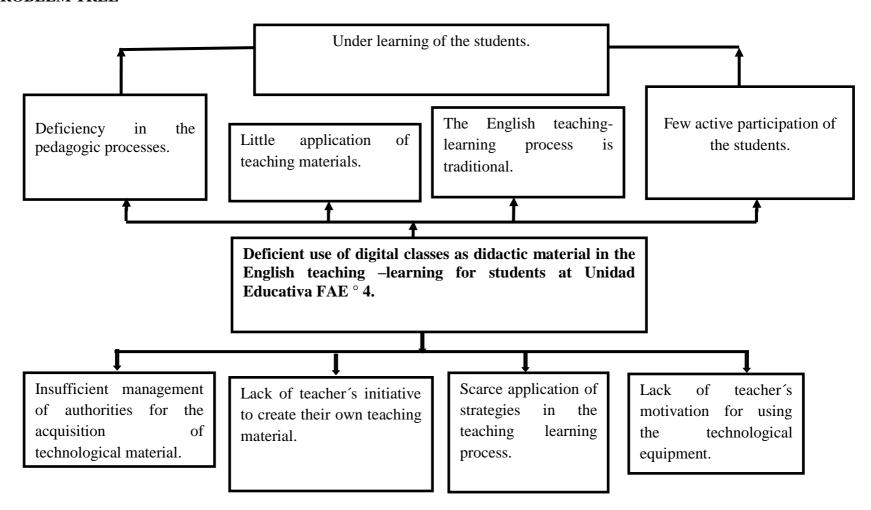
In addition, it was detected that there is an unsuitable use of methodologies that are producing classes become monotonous that teachers are applying mechanical exercises that do not allow the development of the communicative skills of children in simultaneous.

Main problem

Deficient use of digital classes as didactic material in the English teaching-learning process for students at Unidad Educativa FAE No 4.

CAUSES	EFFECTS
Insufficient management of authorities for the acquisition of technological material.	Deficiency in the pedagogic processes.
Lack of teacher's initiative to create their own teaching material.	Few application of teaching materials.
Scarce application of strategies in the teaching –learning process.	The English teaching learning process is traditional.
Lack of teacher's motivation for using the technological equipment in Classroom	Few active participation of the students.

PROBLEM TREE

Under learning of the students.

Deficiency in the pedagogic processes.

Little application of teaching materials.

The English teaching-learning process is traditional.

Few active participation of the students.

Deficient use of digital classes as didactic material in the English teaching –learning for students at Unidad Educativa FAE ° 4.

Insufficient management of authorities for the acquisition of technological material.

Lack of teacher´s initiative to create their own teaching material.

Scarce application of strategies in the teaching learning process.

Lack of teacher´s motivation for using the technological equipment.

1.2 PROBLEM SETTING

1.2.1 MAIN PROBLEM

Do the digital classes as didactic material influence the English teaching-learning process for students attending the fourth grade of Basic Education, at Unidad Educativa FAE No 4, during the academic year third term 2012-feb 2013?

1.2.2 SECONDARY PROBLEMS

Are there sufficient teaching materials for the teaching – learning process for students of fourth grade of basic education, at Unidad Educativa FAE No 4, during the academic year third term 2012- February 2013?

What types of digital materials are being used in the teaching-learning process for students of fourth grade of Basic Education at Unidad Educativa FAE No 4, during the academic year third term 2012-feb 2013?

Does exist a curricular design that allows the incorporation of new strategies and materials into the English teaching learning process for students of fourth grade of Basic Education at Unidad Educativa FAE No 4, during the academic year third term 2012-feb 2013?

What are the most adequate teaching materials and equipment to work with children of fourth grade of Basic Education at Unidad Educativa FAE No 4, during the academic year third term 2012-feb 2013?

1.3 VARIABLES MATRIX

1.3.1 INDEPENDENT VARIABLE

Independent	Definition	Dimensions	Sub-dimensions
The digital classes as didactic material.	Digital classes are defined as the teaching Learning practices where teachers have designed their courses to take advantage of the digital technology and resources.	Digital Equipment	Tablet Computer DVD Projector
		Digital Resources	Free conversation topic Games and activities Free lessons using power point. Videos on internet for kids. Songs in the internet. Drawing in learning english. Stories for kids on internet. Printable worksheets and flashcards. Fill in activities.

Independent	Definition	Dimensions	Sub-dimensions
The digital classes as Didactic material.	Digital classes are defined as the teaching learning practices where teachers have designed their courses to take advantage of the digital technology and resources.	Digital Resources	Drag and drop activities. Matching activities Word scramble activities. Record and compare activities. Listening comprehension activities. Reading comprehension activities.

1.3.2 DEPENDENT VARIABLE

Dependent	Definition	Dimensions	Sub-dimensions
The English Teaching - Learning process.	Teaching is the act of sharing knowledge. Learning is the act of acquiring knowledge. The learning process helps students.	Methods Techniques Strategies Curriculum & pedagogy Classroom Environment & cultura	Types of methods. Types of techniques. Types of strategies. Teaching approach. Scaffolds for learning. Physical environment.

1.4 OBJECTIVES

1.4.1 GENERAL

To analyze the impact of the digital classes as educational support to the classroom practices in the English language teaching - learning process for students of fourth grade of Basic Education, at Unidad Educativa FAE No 4, during the academic year third term 2012-feb 2013.

1.4.2 SPECIFIC

To evaluate the perception of teachers and students about the digital classes that are used in English classes as a part of an experiment for students of fourth grade of Basic Education, at Unidad Educativa FAE No 4, during the academic year third term 2012-feb 2013.

Identify the didactic materials used by the teachers in English classes for students of fourth grade of Basic Education, at Unidad Educativa FAE No 4, during the academic year third term 2012-feb 2013.

To determine the impact that technology (digital classes) have in the children motivation and performance in class for students of fourth grade of Basic Education, at Unidad Educativa FAE No 4, during the academic year third term 2012-feb 2013.

To know the position of the students regarding the use of innovative and dynamic teaching materials of fourth grade of Basic Education, at Unidad Educativa FAE No 4, during the academic year third term 2012-feb 2013.

To design a set of digital classes as an experiment to analyze their impact in the English language teaching - learning process for students of fourth grade of Basic

Education, at Unidad Educativa FAE No 4, during the academic year third term 2012-feb 2013.

1.5 JUSTIFICATION

This research has as a primary objective of analyzing the impact of the digital classes in the teaching - learning process with children from the fourth grades of basic educational unit FAE No. 4, and determine their influence on academic performance, in addition, propose the technology offers us today.

It also has the great purpose of encouraging teachers to take advantage of the benefits that innovation offers today. This analysis will allow having a wider idea of the impact of the technology (digital classes) in the students' performance, achievement and motivation in class. This research has the intention of proposing digital classes to involve children in a new language environment, where they quicker raise their motivation and enthusiasm to learn effectively.

On the other hand, for the teacher can be an advantage that the authentic material is easily accessible, already developed with low cost to facilitate the learning of students through the use of various educational resources such as: internet, computers, image digital.

Consequently, the objective of this work is to show some ideas, strategies and educational materials that can be applied in the fourth grades with the use of technology like the digital classes.

"Classroom technology use has evolved from fixed computer labs, where classes are scheduled one at a time and students learn word processing and typing, to one-to-one computing programs, where all students and teachers are providing with a computer providing software applications, internet access and online research material to work collaborative anytime and anywhere" (Intel corporation , 2006)

PART TWO

THEORETICAL FRAMEWORK

Theoretical and Conceptual Focus

The theoretical frame presents a set of theories, principles, concepts and definitions for supporting the investigator's assumptions, affirmations and conclusions. The parts of the theoretical frame are aligned with research variables; the independent variable (the teaching materials), the dependent variable (the teaching- learning process).

This theoretical framework plays a very important role, it guides the research process, allows readers to meet and apply the conceptual elements and the existing theories on the subject being studied. It also helps the researcher to describe, explain, and predict the phenomenon or fact concerning the topic. Also arranges the knowledge on the subject and directs the research that is carried out on certain phenomenon.

The framework will help prevent mistakes that have been made in other studies, it will focus on how shall carry out the study, broaden the horizon of the study, lead to the establishment of the hypothesis, it will inspire new lines of research and will provide a frame of reference for interpreting the results of the study.

"The theoretical framework has the purpose to give research to coordinated and coherent system of concepts and propositions that address the problem. This will depend on the result of the work" (Gutierrez J, 2013)

CHAPTER I

THE DIGITAL CLASSES IN ENGLISH LANGUAGE TEACHING

2.1 THE DIGITAL CLASSES AS DIDACTIC MATERIAL

There is a complete system of digital learning, designed for the achievement of school content, that allows to manage classes and learning processes using technology as an opportunity to generate processes of construction of learning, through the questioning, experimentation - reflection, collaborative work and the attention to the diversity present in the classroom, looking for this diversification strategies and to increase the comprehensive content development.

Digital classes are a model of sorts that is centered on the principle everyone can learn, on the basis that quality learning arises from a dynamic that interlace didactic moments with technological resources that support the achievement of its objectives, allowing you to integrate the use of technological equipment present in the classroom computer portals for each student (whiteboard or projector) for planning the classes.

2.1.1 DEFINITION

Digital classes are defined as the teaching practices where students learn the same curriculum as all other students but with one specific characteristic that teachers have designed their courses of the technology and its resources like; computers, image projector, electronic boards, and World Wide Web resources. They seek to engage teachers for preparing classes where students get more involved in the learning process.

2.1.1.1 DIGITAL EQUIPMENT

Devices that are used to capture the students' attention, promote learning and serves as a support for the teacher, they are full of images and sounds that help students to better the issue meaningful learning. They can be repeated many times the issue is fully understood. Theoretical knowledge may be more significant with a documentary film or video, because that shows them the students practice as seen in classes.

2.1.1.1.1 TABLET

It is a mobile computer larger than a mobile phone integrated into a flat touch and primary operated by touching the screen rather than using a physical keyboard.

When a tablet computer classes become more acceptable, it provides easy and low cost accesses to digital information and digital textbook as well as allowing students to learn in an attractive environment.

2.1.1.1.2 COMPUTER

Computers must be used as a language learning tool like any other piece of equipment, computers can provide distinct advantages over teaching material, the use of a computer for listening practice doesn't only provides sounds, but also virtual input giving students more opportunities to develop the language.

Computers can provide a strong reinforcement effect on the learning process by adding physical actions with desired results.

"Computers technology has had a deep impact on the education sector. Thanks to computers, imparting education has become easier and much more interesting than before. Owning to memory capacities of computers, large chunks of data can be stored in them. They enable quick processing of data with very less or no chances of errors in processing" (Role of computer in education)

2.1.1.1.3 DVD

DVD as a tool for teaching and learning, is an innovative teaching tool which enables a sophisticated training allowing illustrating our lesson in a better and meaningful way.

"As its name indicates, DVD is a technology with versatile storage. Its main advantage lies in the fact that it can store a large amount of data of all kinds (text, image, sound, graphics, video, etc)." (Socrates Proyect , 2004)

2.1.1.1.4 PROJECTOR

Projector is a machine for teaching and learning in the classroom that helps to focus an image or text in front. This instrument creates an environment of class.

2.1.1.2 DIGITAL RESOURCES

Internet has become an indispensable instrument for access to teaching resources and knowledge on methods and trends in the processes of teaching and learning of modern languages. However, such is the amount of proposed activities and so abundant information available on the network, which is not always easy to navigate and access desired content or activities.

Here, there is a summary of the main activities we can find on the network to work with children and help them to reinforce their knowledge and develop their English language skills in an easier manner.

"Instructors who use digital resources do so for a variety of reasons. The most frequently cited were integrating primary source material into the course, improving students´ learning, providing students a context for a topic, getting students excited about a topic, allowing faculty to do new things in the classroom, and obtaining resources not available at their institution" (Harley D, 2006)

2.1.1.2.1 FREE CONVERSATIONS TOPICS

Figure 1.Interactive activity teacher students
By: http://www.learningfirst.org/about

They are questions and models of conversations posted on the internet and which are available for teachers and students to read, practice, download to use as guide for developing conversations in and outside of the classroom.

These pages have a broad range of topics which are updated continuously and their topics are very interesting for practicing real conversations.

2.1.1.2.2 GAMES AND ACTIVITIES

Figure 2. Different interactive games
By: https://www.pinterest.com/pin
/54465476716612964/

Games in the internet is an interesting and fun way to learn a language, the internet offers teachers and students infinite type of games where they can develop their teaching and learning skills in a dynamic and entertained way. Games not only engage students, but they also teach through play.

"Games and ´playfulness´ as a way of warming people and helping them to focus their minds are complemented by the way the classroom looks and how you greet them". (Wright A. Betteridge D. & Buckby M, 2006)

2.1.1.2.3 FREE LESSONS USING POWER POINT

Figure 3. Presentation of Power Point
By: http://www.indezine.com/bank/alphabets2.html

Power point has been a powerful tool for teachers to present their lessons in a dynamic way, there are thousands of places on internet where teachers can find designed lessons with several topics, grammatical structures and ideal activities for kids to be practiced in the classroom.

Also there are options where teachers can upload their power point presentations which are free lessons posted as slides shows, they are allowed for teachers or students to review or study but they cannot be edited, they are expected to facilitate the revision of grammatical structures, learn vocabulary, review concepts, etc.

2.1.1.2.4 VIDEOS ON INTERNET FOR KIDS

Figure 4. The use of videos
By: http://www.youtube.com/watch?v=5IpdjyD_uPo

English videos for kids can be used for an assorted variety of language teaching and learning activities. The main advantage lies in the fact that children can see and hear and enjoy while they learn.

There are several benefits from using videos in classroom, the teaching-learning process becomes fast with videos and provide students with a more effective yet relaxing way of learning English.

2.1.1.2.5 STORIES FOR KIDS ON INTERNET

Figure 5. Students search stories
By: http://lifestarstgeorge.com/blog/?p=489

English stories can be a great educational tool for learning English language, the internet offers us thousands of stories for students of all levels from the beginning to

advance, reading or listening stories can be a fun way to enhance the child's English language skills.

Internet has extended the force and influences enormously the English language teaching and learning process, it is the most persistent and potential source of information, listening stories offers several advantages to kids over special educational tools.

2.1.1.2.6 PRINTABLE WORKSHEETS AND FLASHCARDS

Figure 6. Presentation of worksheet
By:https://play.google.com/store/apps/details?id=
com.inkids.android. flashcards

There are thousands of worksheets and flashcards available on different internet sites ready for being used by teachers, they could be downloaded or print, they have been designed for every kind of students and they have been designed to fulfill different objectives.

There talking worksheets, grammar point's worksheets, vocabulary worksheets, phonics worksheets and worksheets for games.

Posters, pictures or flashcards are key resources that facilitate our teaching practices, there are thousands of web pages on the internet,where we can get useful material to adapt in our classes, and this material also contributes to create a good learning environment and provides extrinsic motivation for kids.

"Flashcards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice, recycle, assess, reinforce and consolidate vocabulary/structural patterns/ phonics and when students become familiar with the activities used in class, teachers can be given out to early-finishers to use in small groups" (Maldonado P, 2011)

2.1.1.2.7 FILL IN ACTIVITIES

Figure 7. Complete the word
By: https://itunes.apple.com/au/app/fill-thegap/id415118585?mt=12

This kind of activity allows teachers reinforce what have been taught in class such as vocabulary, grammar, and other skills that are necessary children develop, they acquire more strategies to solve these kinds of problems, and also teacher gives children the opportunity to use the multiple intelligences for developing their english language skills.

2.1.1.2.8 DRAG AND DROP ACTIVITIES

Figure 8. Complete the picture
By: http://www.prongo.com/drag/

There are thousands of drag and drop activities in the internet that could be selected to be worked in class with the help of technology (computer, projector or electronic board), these activities must be deeply analyzed to be incorporated to our

teaching practices, they must be according to the topics, vocabulary, structure taught

in class and especially be according to children' needs.

2.1.1.2.9 MATCHING ACTIVITIES
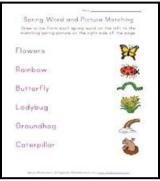
Figure 9. Color match game
By: http://www.allkidsnetwork.com/worksheets
/spring/

Like filling gaps these activities must be selected from different web links to

help children improve their English language skills and build vocabulary knowledge.

When talking about matching it is important to point they don't need a skillful

designer or advanced computer programs to design them, they are easy to create just

using word we can create hundreds of these kinds of activities.

2.1.1.2.10 WORD SCRAMBLE ACTIVITIES
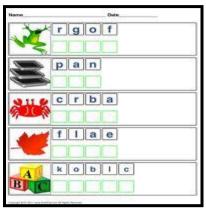
Figure 10. Order Words
By: http://ikidspad.com/wordsScramble/

As it is appreciated in the image, it is an example of the activities we can find in the internet, there are thousands of scramble words and sentences to be adopted for our teaching practices and it is a very interesting that children love working these kind of activities. Sentence scrambles is an alternative for teaching English, it consists on taking a sentence and mixing up the word order, these activities are great for English Language Learners and native-English speakers alike.

They're good for regular practice, and also nice for competitive games. In the classroom, students can create their own, too. we can ask students to pick several sentences from the book they're reading, make up cards with all the words and punctuation marks, paper-clip each sentence together (not in order), and collect them.

Then, we can divide students in small groups, and each group gets ten or so of them to compete to see who can complete them all first correctly.

2.1.1.2.11 RECORD AND COMPARE ACTIVITIES

Figure 11. Compare activities
By: https://itunes.apple.com/es/app/three-little-pigs
liteby/id485518740?mt=8

Record and compare are activities can be found in the internet, digital books, CD-ROOMS or virtual platform and which allow students to record their voices for being review later, generally conversations are presented, students must read and record to then compare with the real conversation.

These kinds of activities allow students not only to polish their pronunciation but also improve their intonation and accent.

2.1.1.2.12 LISTENING COMPREHENSION ACTIVITIES

Figure 12. Listening Activities
By: http://www.agendaweb.org/listening/lessons/
exercises.html

Technology offers today thousands of listening comprehension exercises for children. They must not try to understand every single word. Just listen carefully for the information they need to do the exercises.

Learning through media (movies, music, internet etc.) is one of the best ways to learn the English language. The clips found on the internet help students improve their listening comprehension skills, helping students to learn and practice English as spoken by normal people every day.

2.1.1.2.13 READING COMPREHENSION ACTIVITIES

Figure 13. Reading Activities
By: http://www.ehow.com/info_7935567_activities
readingcomprehension.html

Authors around the world offer a wide variety of texts on various interesting subjects and which are available in the internet. Students can practice reading comprehension and at the same time they will certainly learn something new.

The web pages contain hundreds of quality free reading comprehension worksheets created for students at every grade level. There are readings that elicit the use of critical thinking skills at every level.

While some questions ask the reader to peruse the passage for particular details, most questions involve the use of deductive reasoning, conclusion making, logical inference, sequential analysis, tonal awareness, and an understanding of scope.

CHAPTER II

DIMENSIONS OF ENGLISH TEACHING AND LEARNING

2.2 THE ENGLISH TEACHING AND LEARNING PROCESS

The English teaching and learning process describe the knowledge, skills and characteristics that teachers must have to meet expectations for quality instruction.

The process reflects a strong emphasis in cultural knowledge and a dedication to a philosophy of pedagogy that serves the needs of all students. Is important the intervention of parents, teachers and students in diverse activities of the process.

2.2.1 DEFINITION

The English teaching and learning process is a model where the students develop the individual learning. This process is used by teachers in a classroom with different activities that motivate the students.

2.2.1.1 METHODS

A method is a plan of action used by teachers during the class. Is a manner to teach and communicate the knowledge to the students. The objective of methods is that students understand the language. A method takes in consideration characteristics, numbers, students, teachers and instruments.

"A method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization" (Harmer J, 2007)

2.2.1.1.1 TYPES OF METHODS

The principals methods are:

1. Grammar Translation Method.- The purpose of this method was the change in other language the vocabulary and sentences.

2. Direct Method.- In this method the students participate in oral conversation with the use of grammar and syntax.

3. Audio-Lingualism.- This method consist in the repetition of words and phases in other language.

4. Task –Based Learning.- The students create special tasks about class with the correct use of grammar.

5. Communicative Approach.- This method develop the capacity of communicate the extract of the topic.

6. Total Physical Response.- This method use a correct coordination into action and speech.

"There are 6 kinds of teaching method: Grammar Translation Method, Direct Method, Audio-Lingualism Method, Task –Based Learning, Communicative Approach, Total Physical Response" (Sururi F, 2013)

2.2.1.2 TECHNIQUE

The technique is an ability based on knowledge of students in relation to standards and purposes. A technique is created by the combination of the ability to teach and the capacity of learning. Also in a technique is important the characteristic of group, the physic condition in the classroom, the content and the time.

2.2.1.2.1 TYPES OF TECHNIQUES

The education has many changes in the process. Is important the use of technology in the techniques:

1. The Flipped Classroom: The student prepares a topic outside the classroom. Before the class the students obtain the necessary knowledge about topic.

2. Design Thinking: In this technique the students develop the ideas about topic in group with innovate and original ideas.

3. Self –Learning: The students create your research about topics with the correct stimulation.

4. Gamification: Is a technique where the students learn through the use of games.

5. Social Media: This technique helps to develop the capabilities of the students by the social influence.

6. Free Online Learning Tools: This is important technique in the classroom because the teacher can create an interesting and fun class by the application of technology.

"Outlined below are some popular teaching techniques that have arisen from the integration of technology in education. 6 Teaching Techniques you should know: The Flipped Classroom, Design Thinking, Self-Learning, Gamification, Social Media, Free Online Learning Tools." (Noonam P, 2013)

2.2.1.3 STRATEGY

Strategy is a plan used by teachers in class with the students. In general when the teacher is going to present new ideas or topics. They can use strategies to keep students focused on the topic, energize the group and manage behavior during class

transition. Building a variety of learning strategies activate students´ prior knowledge

of a topic.

"For younger learners effective classroom strategies have traditionally involved use of songs, rhymes and traditional stories with repeated language structures. The internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary" (Montteram Gary, 2013)

2.2.1.3.1 TYPES OF STRATEGIES

Here presented some strategies that can be worked by teachers in class:

- Select language situations that allow one´s (learning) preferences to be used.
- Actively involve themselves in language learning.
- See language as both a rule system and a communication tool.
- Extend and revise one´s understanding of the language.
- Learn to think in the language.
- Address the affective demands of language learning.

"Select language situations that allow one´s (learning) preferences to be used, actively involve themselves in language learning, see language as both a rule system and a communication tool, extend and revise one´s understanding of the language, learn to think in the language, address the affective demands of language learning" (Naiman Frohlich and Todesco, 1975)

2.2.1.4 CURRICULUM AND PEDAGOGY

There is a difference between curriculum and pedagogy. Curriculum is all about

what we teach. Pedagogy is about how we teach. Curriculum should depend on the

way students learn.

The curriculum plays an important role in ensuring that instruction prepares

students for individual success in meaningful learning.

Curriculum in English language teaching today must be designed in accordance with the requirements of new educational approaches and changes that allow teachers to be aligned with the information era for developing on students the required skills that allow them to perform better in class and achieve better in their exams.

2.2.1.4.1 TEACHING APPROACHES

The term approach encompasses all points of view on the nature of the language and the nature of language teaching and learning.

As teachers we need to enter the classroom with some idea of what students need to learn. These preconceptions, assumptions will help us to have a clear idea of what students need to learn.

2.2.1.4.2 SCAFFOLDING FOR LEARNING

Instructional scaffolding is defined as a learning process designed to promote a deeper learning. It is the support given during the development of the learning activities which is tailored to the learning needs with the clear intention of helping students achieves his/her learning objectives and goals.

Instructional scaffolding is designed to provide sufficient support to promote learning when concepts and skills are first introduce to students. It used to support learning in several ways such as; modeling the task, giving the advice, providing coaching.

The instructional scaffolding helps the learners figure out the task and create and effective learning environment. This method helps students to share the scaffolding by each member and change constantly as the group works in a task.

2.2.1.5 CLASSROOM ENVIRONMENT & CULTURE

Classroom environment could be defined as the atmosphere where teaching and learning events occur, it is considered a key element in the language teaching and because it influence enormously in the student's success, in other words the Ss' achievement in class.

Classroom environment is the intellectual, social, physical, conditions within or exogenous to a classroom, it encompasses a broad range of concepts as those mentioned.

2.2.1.5.1 PHYSICAL ENVIRONMENT

The physical environment is the condition that influence in the process of teaching learning of students. The physical environment is a place where the students learn new knowledge. This space should be appropriate for the learning and understand the information in a class.

The conditions of the place can also acquire an emotional significance for the process of learning in a student.

CHAPTER III

THE TEACHING MATERIALS

The teaching materials are instrument can serve as a resource in an English teaching-learning process. The teaching materials help to develop and facilitate the learning function.

2.3 THE TEACHING MATERIALS IN ENGLISH LANGUAGE TEACHING

2.3.1 EDUCATIONAL MEDIUM OR EDUCATIONAL RESOURCE

Taking into account that any material can be used, under certain circumstances, as a resource to facilitate the teaching and learning processes (for example, with some espuma flex we can make amazing draws and pictures to work with primary students), but considering that not all materials that are used in education have been created with didactic intent, it becomes important to distinguish the concepts of educational medium and educational resource.

2.3.1.1 EDUCATIONAL MEDIUM

It is any material produced with the intention of facilitating the teaching-learning process. For example a media textbook or a program that allows practicing conversation, reading and grammar etc.

2.3.1.2 EDUCATIONAL RESOURCE

Educational resource is any material that, in a particular educational context, is used with a didactic purpose, or to facilitate the development of training activities. Educational resources that can be used in teaching and learning situation can be or

not a medium training. A video to learn about American or British culture will be an educational aim to teach.

"The process of teaching-learning depends upon the different type of equipment available in the classroom. There are many aids available these days, like, audio, visual and audio –visual aids" (Types and important of teaching aids in teaching learning process, 2010)

2.3.2 FUNCTIONS OF THE TEACHING MATERIALS

According to how they are used in the teaching and learning process, the educational media and educational resources in general can perform various functions.

- Guide the learning process.

- Practice interaction into students.

- Create interest in the topic.

- Get stimulation and ideas for the classroom.

- Provide references.

2.3.3 CLASSIFICATION OF THE TEACHING MATERIALS

THE PRINTED MATERIALS

They are printed instruments invented according to researchers the most striking is the book.

There are several instruments that could be considered as printed materials like; books, photocopies, newspapers, magazines and others they play a very important role in the English classroom because they contribute to transmit complex messages.

2.3.3.1 BOOK

It has been the most widely used in the educational system teaching environment. Its most significant feature is that they present an order of learning and teaching model.

It is considered auxiliary of teaching and promoter of learning; a book is a work written and published as a stand-alone unit, sometimes this material is exclusively composed of text, and sometimes contains a mixture of visual and textual elements. The types of books are:

- Textbooks

- Magazines

- Newspapers

The use of books presents great advantages which do not depend on absolute of the electrical sources, telephone lines or computer terminals once they have been printed they are easy to use and transport, its reading helps for build vocabulary knowledge.

2.3.3.2 GRAPHIC MATERIALS

2.3.3.2.1 POSTERS

Term in is designated the work graphic and printed formed picture and text. A poster combines a number of special artistic devices in order to attract the viewer's attention and interest.

Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and informative. Posters may be used for many purposes; they support the

teaching of genre, pronunciation and employability skills by providing ready reference in the classroom. They focus on key aspects of English language teaching.

Posters system elements should reflect fundamentals; the teacher must prepare the study material in the form of simple drawings, conventional signs, schemas logics that help to know the reality at the level of representation.

Among its advantages we can note that cartels will allow us to display the results of a complex content, better than a verbal presentation. In addition, cartels make it possible to study the presentation of images in detail such as photographs, charts, drawings, paintings etc.

2.3.3.2.2 FLIP CHART

Didactic Board equipped with sheets of paper used to write or illustrate spreads make up a serial succession of sheets, graphics or texts, which are subject by the top margin, are easily presented from one by one. We find several advantages a flip chart such as; easy to use (manipulate).

Previously, prepares allowing us to view the topic and designing it properly. We can see the newsprint with some other illustrated material or information of any kind.

We can admire the newsprint with some other illustrated material or information of any kind and annotations that will appear during the event can be written.

2.3.3.2.3 FLASHCARDS

A flashcard is a set of cards bearing information, as words, numbers, and pictures on either or both sides, used in classroom drills or in private study. For example we can write a question on a card and an answer overleaf. They are display as a part of a learning drill.

2.3.4 THE IMPORTANCE OF THE TECHING MATERIALS AUTHENTICATION

The emergence of new channels of communication in an increasingly globalized world puts at the English language teachers fingertips a diversity of materials that will help significantly in the teaching-learning process. However there is a of proliferation materials which imposes the need to carry out a rigorous selection of the materials that will serve as a starting point to support the teaching and learning process of a foreign language, English in this case.

The crucial question between materials that have been designed specifically for language learning and those whose functions are of a broader social nature, since the latter – which will be called conventionally 'authentic' – they seem to offer certain advantages over the first.

Consequently, this investigation addresses some fundamental ideas about the authenticity of the materials first, in a second step; apply to a classification of the possible origins of 'authentic' materials for the English teaching.

1. A teaching material is authentic when it gives opportunity to use the foreign language with a genuine intention.

2. A teaching material is authentic when it proposes the student to carry out actual functions, as a native speaker in a natural context (for example, make a real representation of a conversation between two people in a restaurant; etc.)

3. A teaching material is authentic when it is directly related to the way of learning, problems and preferences of the apprentice, and the development of the foreign language class(for example, a discussion in class about what to

do the next day; or a conversation between students about their difficulties with certain material; etc.)

4. A teaching material is authentic when it picks up the student's attention and wake up and maintains his/her desire to act accordingly.

5. Authentic materials can be culled from many different sources: video, clips, recordings of authentic interactions, extracts from television, radio and newspapers, signs, maps and charts, photographs and pictures, timetables and schedules.

2.3.5 DESIGNING EFFECTIVE ENGLISH LANGUAGE TEACHING MATERIALS

It is very important to point that there are thousands of reasons why English Teachers should chose to construct their own teaching materials, without worrying about the availability of commercially produced materials found in the market.

There are reasons why teachers should prefer to construct their didactic materials nevertheless it is important to analyze advantages and disadvantages of the materials produced.

2.3.5.1 THE ROLE OF THE TEACHING MATERIALS IN THE LEARNING PROCESS

The course materials are the main source of learning and are designed so that the student can learn from them and with them, with or without the presence and help of a teacher.

The format in which can occur varies, from notebooks or activity books, videos, audio tapes etc. we must try to always select the most appropriate material for each content and without mixing media in the same activity.

The materials must be designed with very specific goals in mind for students with very special powers and objectives. The materials teach for themselves. They should help students to learn. The teaching materials are, therefore, the complement of the learning process.

Their role is to help students to learn, to understand the foreign language and discover how it works. They are used to reinforce the teaching practices; the learning must also come from materials.

"Teaching materials is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they´re being used, to the students in whose class they are being used, and a teacher". (The importance of learning materials in teaching , 2013)

2.3.5.2 TIPS FOR DESIGNING OUR OWN TEACHING MATERIALS

2.3.5.2.1 INTRODUCTION

Teaching materials should not be absent from all the teaching programs, there are an infinite source of teaching materials we could find as; books, magazines, videos, CDS, CD-ROOMS, Flashcards, worksheets, and pictures to support our teaching practice and student learning.

As teachers we can opt for using teaching material commercially available on the market or produce our own materials for classrooms. It is important to spend the time that is necessary to find, select, evaluate, adapt or produce the materials we will need for our classroom.

This chapter analyze several theories about teaching materials design, reasons why teachers should prefer to create their own materials, examine some advantages and disadvantages of teachers designing their own teaching materials, factors to be considered when producing their own teaching materials and at the end, it is presented some tips to design effective English teaching materials.

The teaching materials should challenge students to participate actively in class by creating situation where students feel the need of communicating in real situations.

"There are five basic premises that underlie selecting and providing access to books, films, computer, software online resources, videos and other learning materials" (Department of Education and Children´s Services, 2004)

Language learning will be maximally enhance if materials designers are able to acknowledge the communication challenges inherent in an interactive teaching approach and address the different of interaction, such as preferred personal space.

Effective learning occurs when the learners is involved in exploration of new language situations when they have the chance to interact using real environments and situations.

2.3.6 WHY TEACHERS SHOULD PREFER TO CREATE THEIR OWN TEACHING MATERIALS

2.3.6.1 ADVANTAGES

2.3.6.1.1 CONTEXTUALIZATION

When we search in the web to find teaching materials designed by other colleagues around the world, we can conclude that some of these materials are

generic and not aimed at any specific group of learners or any particular cultural or educational context but we can adapt them according to our student's needs.

Designing or adapting our own teaching materials can contribute enormously to consider our particular teaching and learning environment and to solve the problems related to the lack of teaching materials in our school.

The reality today is that English teachers can find on the market any teaching material they need, nevertheless, it requires money and there are some schools that have reduced economic budgets. The designing of teachers own teaching materials can benefit both school and student budget.

2.3.6.1.2 INDIVIDUAL NEEDS

Each student has a different learning need, as teachers It is important we could identify the individual needs of our students. This will help us to design of our teaching materials that really focus the student's needs and provide them opportunities to develop the language skills and abilities successfully and fulfill their learning requirements.

2.3.6.1.3 PERSONALIZATION

Each student is a different world and each has his own learning style, designing our own teaching materials we have the chance to add our personal touch to teaching that students appreciate, we can direct our teachings and teaching materials according to their learning styles and needs.

2.3.6.1.4 TIMELESS

Designing our own teaching materials we as teachers have the chance to be updated with materials that have been produced in other countries, and we will save time by creating our own materials instead of buying them from other places or countries.

2.3.6.2 DISADVANTAGES

2.3.6.2.1 ORGANIZATION

When we are following course books sometimes is difficult to organize correctly our own created materials because most of the course books are organized under certain principles that sometimes are difficult for us to identify. Our own created teaching materials may lack of coherence and a clear progression and direction.

The physical organization of the teaching materials may be a difficult task for teachers and this can bring to lose or damage the teaching material created before and which can help us for further work.

2.3.6.2.2 QUALITY

When teaching materials are produced by large companies always they are made by professionals and they follow certain patters of quality to produce those materials. On other hand, if the teachers made their own materials, they may contain errors, be poorly constructed, poor printing or reduced number of items.

2.3.7 FACTORS TO BE CONSIDERED WHEN DESIGNING TEACHING MATERIALS.

2.3.7.1 LEARNER

When a teacher does a good job, it is easy for him to design or adapt the teaching materials; he knows exactly what are the students' learning needs and learning styles.

For that reason, it becomes important when we design teaching materials we consider our students as primary goal in order to focus the design to give relevance our teaching practices, make classes more interesting and dynamic, increase the students' motivation and meet specific individual needs. Our special considerations must be our students' individual needs regard to the English language skills, listening, reading, grammar, as well as our students' individual preferences.

2.3.7.2 CURRICULUM AND CONTEXT

A very important aspect to be considered before we start designing or adapting our teaching materials is the curriculum and context. They will significantly influence in our decision about teaching materials.

The curriculum is a guide to know what contents, skills and values to teach, also it tell us what objectives we must accomplish.

Besides, we need to consider the context in which the teaching learning occurs to establish what type of materials we need or what is the specific purpose of the teaching going to be created.

2.3.7.3 FACILITIES

It is important to do a deep analysis on the resources and the facilities of school and we as teachers have to design and create our own teaching materials, by using the computer, internet, recorder, digital cameras, image projector, language lab etc.

2.3.7.4 PERSONAL CONFIDENCE AND COMPETENCES

Our confidence and skills are the basis to determine our willingness to start on material development. This is reinforced by our experience, creativity, artistically abilities and our knowledge and understanding of the principles of teaching material design and production.

2.3.7.5 COPYRIGHT COMPLIANCE

Teachers must be conscious about the larger of plagiarism. It is very important before we adopt or adapt teaching materials especially those found on the internet to consider the restrictions that copyright laws place on the copying of authentic materials.

This will help us to be conscious about on what materials to adopt or adapt for designing our own teaching materials.

2.3.7.6 TIME

Designing our own teaching materials is not an easy task, it requires money and time, and we must develop a plan that allows us to share the teaching materials with our colleagues, reuse the materials and have an appropriate storage.

CHAPTER IV

ENGLISH LANGUAGE

2.4 THE ENGLISH LANGUAGE TEACHING WITH CHILDREN

2.4.1 DIDACTICS FOR TEACHING TO CHILDREN

Teaching English to children is a challenging activity to do, it requires some qualities, skills and strategies to assure his/her success in the classroom, the teacher style is a matter of personality and the didactics for teaching English demands teachers have lots of patience, sense of fun and playfulness to create a warm and protective environment but at the same time professional, sometimes they must become the second mother because they spend a lot time with their students.

Didactics for teaching English to children let us know children learn by different ways so they need to be actively involved in the teaching learning process by the use of dynamic activities like games to keep their energy moving and encouraging them to learn in a natural way. They need to feel good when they are performing the learning activities.

 "Is necessary to adapt the didactics to the various learning phases and developmental psychology considerations for foreign language teaching". (Passerpartourt, 2008)

2.4.2 METHODOLOGY

Children are just starting to develop their language skills, they don't have too much exposure to the foreign language, that's why it is necessary teachers use every opportunity to work with dynamic activities.

Teaching English for children should be enjoyable, interesting, repetitive and understandable so teachers must use the appropriate methodology in order that children receive a systematic exposure to the English language.

"Methodology can be characterized as the activities, tasks, and learning, and how these are used within the teaching / learning process. These activities are justified according to the objectives the teacher has set out to accomplish and the content he or she has set out to teach". (Richards Jack, 2005)

2.4.3 METHODS

Children are special and working with them can be very rewarding and fascinating, teachers who have taught children can confirm that, the methodology for teaching children demands that teachers have a great deal of creativity and energy that's why their methods must be oriented to develop the children language skills by performing different activities in class.

Teaching children requires teachers apply class activities where students learn by playing and having fun with the intention they don't get bored because they don't pay attention and won't learn if they get bored, one of the methods appropriate to keep children moving and let them to think and react is the Total Physical Response based on the coordination of language and physical movement.

"Total Physical response, frequently referred to as TPR, is very much as ´natural´-type method: speech understanding precedes speech production, which, in turn, precedes reading and writing. Only the target language is used in the classroom and meaning is derived from actual objects and situations." (Steinberg N and Sciarini N, 2006)

2.4.4 THE PARENTS' ROLE

Parents are considered their children's first and most powerful teachers and role models, they offer learning opportunities that are based on values and deep knowledge they have on their children. Children learning and development take place in a familiar environment surrounded by love and affection. Knowing their child as they do, parents must provide rich knowledge by guiding, supporting, encouraging, sharing, communicating, asking, engaging, participating, responding, observing and playing.

In summary, parents play an important role in the education of their children. Their participation and involvement can influence enormously in the children motivation, development of their learning skills and the academic achievement. Teachers and schools systems can't do it at all on their own but parents can help, and even when children in are highly completive that's why parents become crucial factors in the academic success of their children.

"The first institution of a child where he learns is his home. A child passes most of his time with his parents and learns from his parents and the environment provided to him by his parents in home. Parents play a vital role in the education of their child." (Copyright, 2010)

2.4.5 STRATEGIES

When we talk about strategies, we must focused our attention to the different styles of learning or multiple intelligences our children have namely: visual, special, bodily, kinesthetic, musical, intra-personal e interpersonal. This special task will help teachers to realize the most appropriate teaching strategies to be applied in class for

developing the English language skills of their children, the strategies can give students an opportunity to learn in the classroom.

"The multiples intelligences are visual, special, bodily, kinesthetic, musical, intra-personal e interpersonal." (Gardner H, 1993)

2.4.6 HYPOTHESIS SYSTEM

2.4.6.1 WORKING HYPOTHESIS

The development of digital classes as didactic material will improve teaching-learning process at UNIDAD EDUCATIVA FAE No 4, fourth grade of Basic Education.

2.4.6.2 NULL HYPOTHESIS

The development of digital classes as didactic material will not improve teaching-learning process at UNIDAD EDUCATIVA FAE No 4, fourth grade of Basic Education.

PART THREE

METHODOLOGICAL DESIGN

3.1 RESEARCH TYPE AND DESIGN

This research is Quasi Experimental and at field, the purpose is to analyze the influence of the teaching materials (digital classes) in the teaching – learning process at UNIDAD EDUCATIVA EXPERIMENTAL FAE No 4, fourth grade of Basic Education and the results was developing in the academic area so much control and experimental group with the intervention of Pre Test and Post- Test.

It is analyzed the teaching materials being used currently and also proposed new ones which demand the incorporation of technology in the classroom activities.

3.2 METHODS OF RESEARCH

The quasi- experimental method permits to estimate the causal impact of an intervention. The results were analyzed and interpreted by means of statistical procedures and the data is presented in tables.

3.3 POPULATION AND SAMPLE

The research involved 52 students of fourth years of Basic Education.

POPULATION

ORDER	CLASS	TOTAL
01	CUIDADOSOS A	26
02	AFECTIVOS B	26

SAMPLE

Since the population is small, the researcher decided to work with the whole population as sample. That's 52 students.

This group was divided in: 26 students of experimental group and 26 students of control group.

3.4 INSTRUMENTS FOR DATA COLLECTION

The instrument used in this research was the survey based on a questionnaire for teachers only, due to the students' age. The population was divided into experimental and control group. The experimental group attended classes with the new and motivating teaching material while the control didn't. This group was interviewed with the pre and post only.

3.5 PROCESSING AND ANALYSIS

In the processing and analysis of data apply T-students because the sample size is small. There were some indicators about the students' knowledge and performance that were considered to verify the working hypothesis, the pre-test was designed to get information in these elements that are part of the English language teaching and learning process, the test was focused to find the children weakness. The post test was designed to check any improvement by children despite the control group didn't receive digital classes.

PART FOUR

TESTING THE HYPOTHESIS

4.1 STATISTICAL RESULTS

Data were analyzed by Quasi –Experimental with quantitative information about the students' performance in the pre-test and post test in both groups control and experimental.

A measurement of central tendency and dispersion has been used to see the results and the correct use of an analysis and created conclusions about the institution.

4.2 GRAPHICAL EXPOSITION OF RESULTS
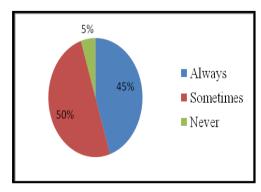
The results obtained through some instruments as survey was analyzed and tabulated in order. The results are presented in tables and pie diagram.

4.3 ANALYSIS AND INTERPRETATION OF TEACHERS´ SURVEY

Question 1 ¿Are you motivated to teach by applying digital classes in this educational institution?

Chart 1.Motivation for teachers

Options	Frequency	Percentage
Always	9	45%
Sometimes	10	50%
Never	1	5%
TOTAL	20	100%
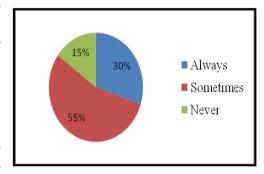
Analysis and Interpretation: The 50% of teachers sometimes are motivated to teach by applying digital classes in this educational institution, 45% of students always are motivated to teach by applying digital classes and the 5 % never are motivated.

Question 2 ¿Are the digital classes easy to apply in your institution?

Chart 2.Application

Options	Frequency	Percentage
Always	6	**30%**
Sometimes	11	**55%**
Never	3	**15%**
TOTAL	20	**100%**
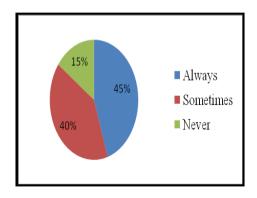
Analysis and Interpretation: The results show that 55% of teachers sometimes think that the digital classes are easy to apply in their institution; the 30 % of teachers always say that the digital classes are easy to apply and the 15 % of teachers say that never the digital classes are easy to apply.

Question 3 ¿Do the digital classes help to students in the educational process?

Chart 3.To help students

Options	Frequency	Percentage
Always	9	**45%**
Sometimes	8	**40%**
Never	3	**15%**
TOTAL	20	**100%**
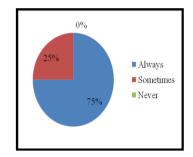
Analysis and Interpretation: The 45% of teachers express that digital classes help to students in the educational process; the 40% of teachers sometimes think that digital classes help to students and the 15% of teachers think that digital classes never help in the educational process.

Question 4 ¿Do your students use the didactic materials to do activities in their classroom?

Chart 4.The didactic materials in class

Options	Frequency	Percentage
Always	**15**	**75%**
Sometimes	**5**	**25%**
Never	**0**	**0%**
TOTAL	**20**	**100%**
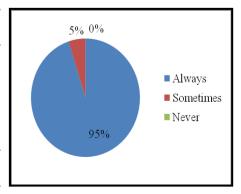
Analysis and Interpretation: According to the graphic the 75% of teachers express that their students always use the didactic materials to do activities in their classroom and the 25% of teachers say that their students sometimes use the didactic material.

Question 5 ¿Are the digital classes motivating for the students in the teaching – learning process?

Chart 5. Motivation for students

Options	Frequency	Percentage
Always	**19**	**95%**
Sometimes	**1**	**5%**
Never	**0**	**0%**
TOTAL	**20**	**100%**
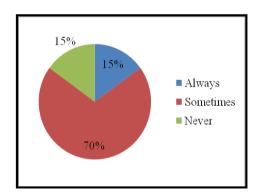
Analysis and Interpretation: The 95% of teachers answer that digital classes are always motivating for the students in the teaching – learning process and the 5% express that sometimes digital classes are motivating for the students. The teachers can provide to children opportunities to develop their abilities with a correct motivation.

Question 6   ¿Is technology available in the institution for teachers and students to do their tasks?

Chart 6.Technology available

Options	Frequency	Percentage
Always	3	15%
Sometimes	14	70%
Never	3	15%
TOTAL	20	100%
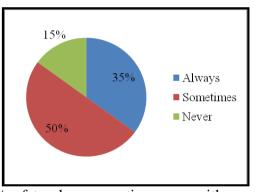
Analysis and Interpretation: The results show that 70% of teachers express that technology is sometimes available in the institution for teachers and students to do their tasks, the 15% of teachers express that technology is always available in the institution for teachers - students and the 15% of teachers express that technology is never available in the institution.

Question 7 Among the technological tools available at the institution, ¿ Do you use with most frequency the computer - projector?

Chart 7.Computer - Projector

Options	Frequency	Percentage
Always	7	35%
Sometimes	10	50%
Never	3	15%
TOTAL	20	100%
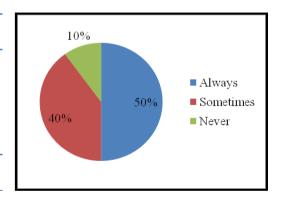
Analysis and Interpretation: The 50% of teachers sometimes use with more frequency the computer- projector, the 35% always use the computer – projector and the 15% of teachers never use the computer- projector.

Question 8 ¿Do you like to apply the technology in the classroom?

Chart 8. To apply the technology

Options	Frequency	Percentage
Always	10	50%
Sometimes	8	40%
Never	2	10%
TOTAL	20	100%
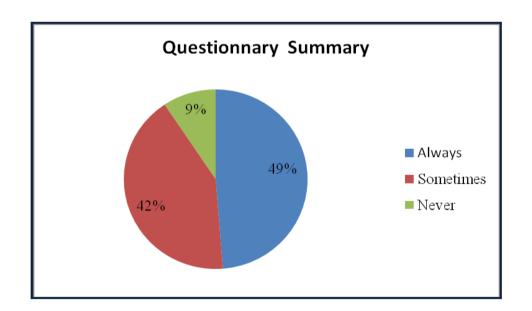
Analysis and Interpretation: The 50% of teachers always like to apply the technology in the classroom, 40% of teachers sometimes like to apply the technology and the 10% of teachers don´t like to apply the technology.

4.4 SUMMARY OF THE TEACHERS' SURVEY RESULTS

Questionnaire for teachers

The following charts are representing the results of the whole questions of the questionnaire for teachers.

Question No	Always	Sometimes	Never	Total
1	9	10	1	20
2	6	11	3	20
3	9	8	3	20
4	15	5	0	20
5	19	1	0	20
6	3	14	3	20
7	7	10	3	20
8	10	8	2	20
	78	67	15	
%	9,75=48,75%	8,375=41,875%	1,875=9,375%	

4.5 STATISTIC ANALYSIS BETWEEN THE GROUPS

Hypothesis Testing

H_1: The development of digital classes as didactic material will improve the teaching –learning process at UNIDAD EDUCATIVA FAE No 4, fourth grade of Basic Education.

H_0: The development of digital classes as didactic material will not improve teaching –learning process at UNIDAD EDUCATIVA FAE No 4, fourth grade of Basic Education.

fd= N-2 = 24-2 = 22

Level of confidence : 95

Significance level : 0.05

Critical value: 12.338
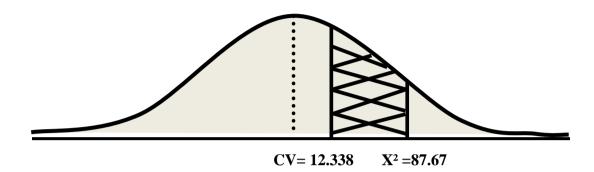
Chi – square Distribution

g.l	0.1	0.05	0.025	0.01	0.005
20	12.4	10.9	9.6	8.3	7.4
21	13.2	11.6	10.3	8.9	8.0
22	14.0	12.3	11.0	9.5	8.6
23	14.8	13.1	11.7	10.2	9.3
24	15.7	13.8	12.4	10.9	9.9
25	16.5	14.6	13.1	11.5	10.5
26	17.3	15.4	13.8	12.2	11.2
27	18.1	16.2	14.6	12.9	11.8
28	18.9	16.9	15.3	13.6	12.5

By: http://tablas-estadisticas.blogspot.com/2010/06/chi-cuadrado.html

O	E	O-E	(O-E)²	(O-E)²/ E
9	6,7	2,3	5,29	0,79
10	6,7	3,3	10,89	1,63
1	6,7	-5,7	32,49	4,85
6	6,7	-0,7	0,49	0,07
11	6,7	4,3	18,49	2,76
3	6,7	-3,7	13,69	2,04
9	6,7	2,3	5,29	0,79
8	6,7	1,3	1,69	0,25
3	6,7	-3,7	13,69	2,04
15	6,7	8,3	68,89	10,28
5	6,7	-1,7	2,89	0,43
0	6,7	-6,7	44,89	6,70
19	6,7	12,3	151,29	22,58
1	6,7	-5,7	32,49	4,85
0	6,7	-6,7	44,89	6,70
3	6,7	-3,7	13,69	2,04
14	6,7	7,3	53,29	7,95
3	6,7	-3,7	13,69	2,04
7	6,7	0,3	0,09	0,01
10	6,7	3,3	10,89	1,63
3	6,7	-3,7	13,69	2,04
10	6,7	3,3	10,89	1,63
8	6,7	1,3	1,69	0,25
2	6,7	-4,7	22,09	3,30
160			Σ	87,67

Critical Value = 12.338

X^2 = 87.67

CV= 12.338   X² =87.67

The working hypothesis is accepted and the null is reject, because the chi – square value is higher 87, 67 than the critical value 12,338.

4.6 STATISTIC ANALYSIS BETWEEN THE PRE AND POST TEST

4.6.1 EXPERIMENTAL GROUP AND CONTROL GROUP

4.6.1.1 PRE AND POST TEST

No	Control Group "B" Pre test	Experimental Group "A" Pre test	Control Group "B" Post test	Experimental Group "A" Post test
1	16	16,5	14	20
2	16	11,5	13	17
3	12,5	10,5	15	19
4	13	3	11	16,5
5	17,5	12	19	19
6	14	12	10,5	19

7	12	12	15	20
8	5,5	10	11	16
9	16,5	9	19,5	18
10	12	13	15,5	20
11	20	13	16,5	20
12	19,5	10	17,5	20
13	13,5	13	14,5	18,5
14	12	9,5	19	20
15	10,5	20	11,5	20
16	6	17	8	17,5
17	16	9	12	19
18	20	14	19,5	20
19	16	17	15,5	18
20	17	10,5	16	17
21	16,5	6	16,5	16,5
22	16,5	14,5	10,5	20
23	18	14,5	18	16
24	12	14,5	20	17,5
25	14,5	6	11,5	20
26	20	10	19,5	16
∑	**383**	**308**	**389,5**	**480,5**

Post -test calculation:

CONTROL GROUP – POST TEST RESULTS

CLASS B

No	Student´s name	Test Grades X_i	$X_i - \overline{X}$	S^2
1	ARAUJO ANDY	14	-0,98	0,96
2	BAILON ANAHI	13	-1,98	3,92
3	BONES ISAAC	15	0,02	0,00
4	DE LA CRUZ KEREN	11	-3,98	15,84
5	FIERRO LUIS	19	4,02	16,16
6	GILER ANTHONY	10,5	-4,48	20,07
7	GONZALEZ ISACC	15	0,02	0,00
8	GUZMAN JOHAN	11	-3,98	15,84
9	HARO RENATO	19,5	4,52	20,43
10	JAYA BYRON	15,5	0,52	0,27
11	LLUMIQUINGA KARE	16,5	1,52	2,31
12	LOOR MARIA EMILIA	17,5	2,52	6,35
13	MENDOZA MICHAEL	14,5	-0,48	0,23
14	MERA JORDY	19	4,02	16,16
15	MOLINA HELLEN	11,5	-3,48	12,11
16	MOYA KIMBERLY	8	-6,98	48,72
17	PARRAGA JOSE	12	-2,98	8,88
18	PEÑAFIEL VALERY	19,5	4,52	20,43

19	PULLAS ANGEL	15,5	0,52	0,27
20	REINA RODDY	16	1,02	1,04
21	ROCAFUERTE KENY	16,5	1,52	2,31
22	RODRIGUEZ JEAN	10,5	-4,48	20,07
23	SALVADOR SOFIA	18	3,02	9,12
24	SALTOS LAURA	20	5,02	25,20
25	VIVANCO BRYAN	11,5	-3,48	12,11
26	ZAMBRANO JOSETH	19,5	4,52	20,43
$\sum$		**389,5**	**0,02**	**299,24**

EXPERIMENTAL GROUP – POST TEST RESULTS

CLASS B

No	Student´s name	Test Grades X_i	$X_i - \overline{X}$	S^2
1	ALUISA JENNIFER	20	1,52	2,31
2	ALVAREZ JHON	17	-1,48	2,19
3	ANCHUNDIA MAYCKE	19	0,52	0,27
4	BRAVO DAVID	16,5	-1,98	3,92
5	CAICEDO KEYRA	19	0,52	0,27
6	CHAMBA JENNIFER	19	0,52	0,27
7	FRANCO VICENTE	20	1,52	2,31

8	GUACHILEMA NATALY	16	-2,48	6,15
9	GUAPISACA KIARA	18	-0,48	0,23
10	GUEVARA ARLEY	20	1,52	2,31
11	HERNANDEZ MILE	20	1,52	2,31
12	HUERTA JOSE	20	1,52	2,31
13	JACOME NOHELIA	18,5	0,02	0,00
14	LEON ZURY	20	1,52	2,31
15	PARRAGA CESAR	20	1,52	2,31
16	PARRALES JEREMY	17,5	-0,98	0,96
17	PORTERO FIORELLA	19	0,52	0,27
18	REYES EDITH	20	1,52	2,31
19	RIOFRIO CRISTHIA	18	-0,48	0,23
20	SALAS ALEXIS	17	-1,48	2,19
21	SUAREZ KRIS	16,5	-1,98	3,92
22	TINITANA JOEL	20	1,52	2,31
23	TOTOY JOSE	16	-2,48	6,15
24	VALENZUELA ANGIE	17,5	-0,98	0,96
25	VALLEJOS JUAN	20	1,52	2,31
26	VELÉZ GEMA	16	-2,48	6,15
$\sum$		480,5	0,02	57,24

Post Test Results

Control Group   Experimental Group

Mean   Mean

$$\bar{X} = \frac{\sum Xi}{n}$$

$$\bar{X} = \frac{\sum Xi}{n}$$

$\overline{X} = 389,5/26$ $\overline{X} = 480,5/26$

$\overline{X} = 14,98$ $\overline{X} = 18,48$

POST TEST	CONTROL GROUP B	EXPERIMENTAL GROUP A
SAMPLE	$n_1 = 26$	$n_1 = 26$
MEAN OF SAMPLE	$\overline{X_1} = \dfrac{\sum x_i}{26} = \dfrac{389,5}{26} = 14,98$	$\overline{X_2} = \dfrac{\sum x_i}{26} = \dfrac{480,5}{26} = 18,48$
VARIANCE OF SAMPLE	$s_1^{\,2} = \dfrac{\sum(x_{i1} - \overline{x}_1)^2}{n_1 - 1} = \dfrac{299,24}{25} = 11,97$	$s_2^{\,2} = \dfrac{\sum(x_{i_2} - \overline{x}_2)^2}{n_2 - 1} = \dfrac{57,24}{25} = 2,29$
STANDARD DEVIATION OF SAMPLE	$s_{x1} = \sqrt{11,97} = 3,46$	$s_{x2} = \sqrt{2,29} = 1,51$

4.7 STATISTIC ANALYSIS

Control and Experimental Standard Deviation:

$$Sp = \sqrt{\frac{SC_1 + SC_2}{N_1 + N_2 - 2}}$$

$$Sp = \sqrt{\frac{299,24 + 57,24}{26 + 26 - 2}}$$

$$Sp = \sqrt{\frac{356,48}{50}}$$

$$Sp = \sqrt{7,1296}$$

$$Sp = 2,67$$

T - student:

$$t = \frac{(\overline{X_1} - \overline{X_2})}{Sp\sqrt{\frac{1}{N_1} + \frac{2}{N_2}}} =$$

$$t = \frac{14,98 - 18,48}{2,67\sqrt{1/26 + 1/26}}$$

$$t = \frac{-3,5}{2,67\sqrt{0,076}}$$

$$t = \frac{-3,5}{2,67 * 0,2756}$$

$$t = \frac{-3,5}{0,736} =$$
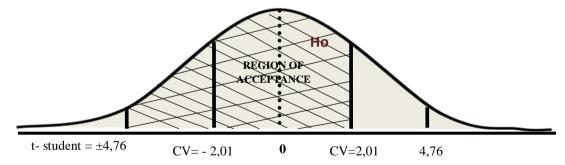
$$t = -4,76$$

Degrees of freedom: $= n_{cont} + n_{exp} - 2$

$= 26+26-2$

$= 50$

T-STUDENT DISTRIBUTION

g.l	0.50	0.20	0.10	**0.05**	0.02	0.01
30	0.683	1.31	1.70	2.04	2.46	2.75
35	0.682	1.31	1.69	2.03	2.44	2.73
40	0.681	1.30	1.68	2.02	2.42	2.70
50	0.679	1.30	1.68	**2.01**	2.40	2.68
70	0.678	1.29	1.67	1.99	2.38	2.65
100	0.677	1.29	1.66	1.98	2.36	2.63

By: Johnson Robert & Kuby Patricia

Ho

REGION OF ACCEPTANCE

t- student = ±4,76   CV= - 2,01   0   CV=2,01   4,76

DECISION

In the investigation the result of T student value is – 4,76, the probability α = 5% and the degrees of freedom = 26+26-2= 50 with a the critical value of 2, 01 in the region of aceptation, then I accepted the logic hyphotesis: The development of digital classes as didactic material will improve teaching –learning process at UNIDAD EDUCATIVA FAE No 4, fourth grade of Basic Education.

4.8 CONCLUSIONS

- Digital Classes improved the teaching -learning process of the English language, since they help teachers to capture the students' curiosity so that those students actively participated, interacted frequently and developed their skills according to their age and the demands of education today.

- Incorporate digital classes in a dynamic way allows the active participation of the students with their teacher and students motivated all the time and also helping them to acquire knowledge in a faster way due to the inclusion of images and sounds.

- This research was conducted with the intention of finding a pedagogical strategy to help children in fourth grade of Basic Education, at Unidad Educativa FAE No 4, to develop their English language skills in an easy and more dynamic way through the implementation of digital classes.

4.9 RECOMMENDATIONS

- Regarding the pedagogical implications of this research, we should be aware that the teacher plays a very important role that contributes to the success on the implementation of new teaching tools, so that authorities at Unidad Educativa FAE. N° 4 must seek mechanisms to train teachers in the English area in the use of new technologies such as; digital classes, use of internet and designing of teaching material.

- The results obtained after implementing digital classes based on technology, new techniques and creativity indicates that the experimental group improved its performance in class, for that reason, it becomes a necessity to continue

working with children this kind of projects that not only seek to improve the student's performance but also equip classrooms with technology that education today requires.

- English teachers for searching in the field of technology for the incorporation of new technological tools in their classes such as; internet etc. This will help stimulate mainly the ability to investigate, choose and select their own expectations of investigation and research.

PART FIVE

PROPOSAL

PROPOSAL THEME

HOW TO USE THE DIGITAL CLASSES IN THE LEARNING PROCESS FOR STUDENTS ATTENDING THE FOURTH GRADE OF BASIC EDUCATION, AT UNIDAD EDUCATIVA FAE No 4.

5.1   INTRODUCTION

The innovate learning – teaching process in the students who are studying in initial, primary and secondary levels, they are living a phase where all technologies have the presence in the daily work of all areas. Currently, computer is the primary means of processing of all types of information.

It is essential that everyone knows to use this great tool work, and in particular, teachers must have a broad domain since they can be applied in the teaching-learning process, and because it constitutes a species again a universal language of large domain by the students and which should understand it and master it.

Some forms use these multimedia means may be in preparation for classes for all areas and levels, conferences, exhibitions, activities and school ceremonies, etc. This requires the entire educational community to know these systems and possess basic knowledge for their use and application.

Technology offers immense possibilities to improve learning and teaching, as well as access to education, its quality and management, and the provision of educational services.

In education the technological tools can be used in three different ways; as an object of study, as a means to learn and as learning support, but in this proposal they are going to be used in the latest two ways.

As researcher and aware of the problems of this school, it becomes more than an obligation for me to incorporate digital classes as a classroom strategy to help teachers know better the technological tools to put to their service and their students.

This proposal is appropriate for teachers acquire skills in the use of technological tools so that they can help enormously their students developing the skills needed.

5.2 OBJECTIVES

5.2.1 GENERAL OBJECTIVES

To design digital classes helps English language teachers to know, manage and develop techniques in the implementation of technology tool, for the teaching – learning process.

5.2.2 SPECIFIC OBJECTIVES

To encourage teachers to analyze the impact of technology in their teaching practices.

To provide teachers with more ideas and strategies to incorporate technology in the classroom.

To develop on the teachers professional competencies that allows their students to learn in a fun and dynamic way.

5.3 JUSTIFICATION

The teacher is a person who knows the subject and is familiar with a number of methods and procedures to teach it. This double basis, subject and method, composed his training that's why this proposal becomes very important since it seeks to help teachers know about technological tools that can be applied in classroom and develop their professional competencies (skills and strategies) to apply technology in benefit of students properly.

The efficient use of technology depend greatly that teachers make use of the advantages of this tool: internet, video, software. Technology has great importance because it helps to maximize teaching. This proposal is focused to motivate teachers to consider technology as a key teaching resource to find information any time they want and through interactive simulations and illustrations gain a much greater depth of understanding of concepts and rules.

With digital classes teachers can go beyond the board, books and talks because students have access to more type tools over the web where they can reinforce their ideas by experimenting new and interesting things.

5.4 FEASIBILITY

The Unidad Educativa "FAE Nº 4" has enough technological infra-structure to carry on this proposal; it has computer labs and technological equipment for working.

It is feasible because the environment helps teachers experience the application of computer and the internet in their classrooms and design their lesson plans with activities that allow students to learn in a dynamic and motivating way.

The medium lends itself so that the facilitator practice with different tools that technology offers today, he can demonstrate and explain to teachers the different activities that we can develop with the computer and the internet, and thus they develop skills needed to incorporate technology into their teaching practices.

The school authorities are very aware of the need for training of their teachers and above all they claim that this proposal would offer a broader vision of how technology works in the classroom. Through observation and evaluation is determined the effectiveness of the technological tools and from the obtained data will be the starting points to implement new strategies and classroom activities that meet the student learning needs and help to the fulfillment of the objectives of the institution.

That's why the authorities give all the administrative and economic support required for the training. Support consists on facilitating the educational infrastructure, didactic material, ease of time for teachers of English, payment of the training facilitators, and ease for students who are required to carry out the proposal.

5.5 IMPACT

This proposal has great impact in the teaching – learning process at "Unidad Educativa FAE Nº 4", because it will help not only children to perform better in class and develop better their English Language skills but also teachers will improve their teaching strategies and they will have more skills to use the internet tools as a way of incorporating technology and success in teaching. With better teachers and students the whole society gain a lot, better professionals and better students because receive an education of quality and excellence.

5.6 DEVELOPMENT OF DIGITAL CLASSES

The effective use of technology bring teachers many opportunities to carry away their teaching practices in a different and innovative way, digital classes is a great example of innovation where students could practice several aspects of the language such as: vocabulary, grammar, listening, reading, writing and pronunciation.

In this research digital classes refer to the teaching-learning practices carried in the classroom with a computer and power point presentations with the purpose children know which grammar to use and also know correct spelling while composing a sentence.

The proposal is aimed to train teachers in the English area to implement digital classes with incorporation of internet as an innovative learning tool and the workshops are carried in three phases as it is detailed below:

5.6.1 THE USE OF ENGLISH

Technology is a tool to support the instructional process, so it should become a transparent element of the process. Technology should not be the center of attention to where focus the learner, but the means through which the exchange of information occurs during the instructional process, that's why the use of English was shared using power point presentations in the classrooms where teachers develop strategies to encourage children to participate actively in the process as it is appreciate on the photos in the annexes.

Teachers need to develop more strategies to implement several activities found in the internet such as filling in the blanks, multiple choice, cross word activities,

scramble sentences, drag and drop activities in order to apply them in class with their students.

5.6.2 VOCABULARY

The incorporation of technology in the teaching practices requires a large investment of time and resources. Teachers need well designed plans that allow them to get the most out of the benefits of the potential that technology can offer us. The preparation of a plan for the incorporation of technology requires we consider several aspects that are important for the achievement of plan's objectives such as; available resources, teachers' expertise in the field, need analysis etc.

For incorporating the digital classes with children teachers need to learn how to plan for incorporating digital classes for that was necessary to design lesson plans that allow incorporating methods, strategies and teaching resources to foster the dynamic and meaningful learning in classroom.

Also it was used the following activities, filling gaps, matching activities, cross word activities, multiple choice, drag and drop activities and others etc.

5.6.3 AUDIO

Listening plays a very important role in learning a language, students' need to spend a lot of time listening. As teachers it is important we create learning situations where our students have the opportunity to listen and gain confidence understanding single words, sentences or more complex compositions.

Through the computers in the English lab teachers learn how to incorporate more listening activities than those found in the book for giving children more opportunity to listen words, sentences, sing a song watch videos etc.

5.7 APLICATION OF DIGITAL EXERCISES

Name of the activity	Specific objectives	Activity	Human and technological resource	Exercises
Presentation of vocabulary in power point	-To motivate to the student in the learning of the vocabulary of fruits and veggies with the presentation of digital pictures. -To practice the listening with the recorder of natural spoken language used by a native speaker.	-To introduce to the students the new vocabulary. -To present The pictures with the correct pronunciation. -To identify each word. -To practice the pronunciation of words in groups.	-Teacher -Facilitator -Students -Computer -Infocus -Flash memory -Internet	-To look at pictures as you listen & repeat. Lettuce Yogurt -To look the chart & complete with the name of the product.
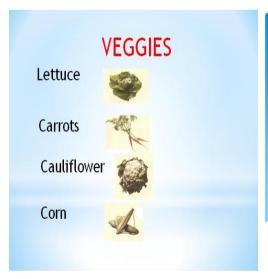
PRESENTATION OF VOCABULARY IN POWER POINT

    This activity is appropriate for presenting and working on the contents step by step.

POWER POINT PRESENTATION

VOCABULARY

GROCERIES

Milk

Yogurt

Chocolate

FRUITS

Apples

Bananas

Grapes

VEGGIES

Lettuce

Carrots

Cauliflower

Corn

EXERCISES IN CLASS

Vegetables	Fruits	Cereal	Meat	Dairy Products	Sweet Things
Lettuce	Apples	Bread	Beef	Yogurt	Chocolate
Carrot	Bananas	Toast	Chicken	Cheese	Candies
Cauliflower	Grapes	Rice	Pork	Milk	
Corn	Peaches	Pasta	Eggs		
	Pears				
	Strawberries				

Name of the activity	Specific objectives	Activity	Human and technological resource	Exercises
Presentation of grammar in power point	-To stimulate to the student in the learning of structure in grammar with the correct use of any and some. -To create sentences and and questions.	-To introduce to the student the new structure. -To explain the structure of sentences. -To identify the order. -To make questions.	-Teacher -Facilitator -Students -Computer -Infocus -Flash memory -Internet	-To read the sentences. Is there any? I need some -To identify any and some in the sentence.

GRAMMAR

Name of the activity	Specific objectives	Activity	Human and technological resource	Exercises
Multiple choice exercises.	-To have more opportunities to answer the questions with the exercises in class.	-To read the questions and the possibilities. -To analyze the answers.	-Teacher -Facilitator -Computer	-To read the text and choose the best answer. What does Marco like doing with his sister? Eating Climbing

MULTIPLE CHOICE

Multiple choice exercises are excellent to practice grammar or vocabulary and depend on the student's abilities to recognize facts.

Multiple choice exams are a form of assessment in which respondents are asked to select it. As everyone knows, the examinee reads a question, and then chooses the letter of the correct answer from a group of available options.

> **Read the text and choose the best answer.**
>
> Hello friends. My name is Marco. I am 9 years old. I love to be with my family. There are many things we like doing together. My sisters and I like eating fruits.
>
> **What does Marco like doing with his sister?**   ◯ Eating fruits
> ◯ Climbing trees

Name of the activity	Specific objectives	Activity	Human and technological resource	Exercises
True or false activity.	-To read and decide an alternative of the exercise.	-To read the question and choose the correct answers.	-Teacher -Students -Computer -Internet	-To choose a possibility with the mouse.
				Eating Climbing

TRUE OR FALSE

True-false questions are excellent and typically used to measure the ability to identify whether statements of fact are correct.

Determine whether each of the statements below is true or false.

1. - Read the sentence, and then choose **True** or **False.**

You can use ANY in questions and negative sentences.
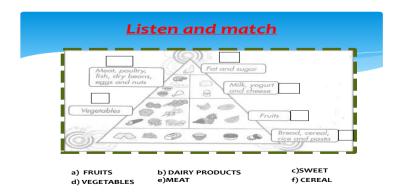
O **A) TRUE**

O **B) FALSE**

Name of the activity	Specific objectives	Activity	Human and technological resource	Exercises
Matching.	-To choose the correct answer from the exercise.	-To read the possible answers and choose to take the correct ones.	-Teacher -Students -Computer -Internet	-To read and match the correct. Fruit Grocery

MATCHING

Matching exercises allow children or pair items in one column to items in another column. Instructor may include a different number of questions and answer in a matching question and there are several models of matching exercises.

5.8 LESSON PLAN

UNIDAD EDUCATIVA EXPERIMENTAL FAE No. 4

LESSON PLAN 1

BASIC SCHOOL YEAR: Fourth basic grade   **TEACHER'S NAME:** Karla Guayasamín Cantos
AREA: English   **TIME:** 4 hours
CURRICULAR BLOCK: N° 8
TITLE OF BLOCK: Shopping list
OBJECTIVE: To describe and identify the different types of drinks and food.

SKILLS WITH PEFORMANCE CRITERIA	METHODOLOGY STRATEGIES	RESOURCES	EVALUATION	
			INDICATORS ESSENTIAL	TECHNICAL OF INSTRUMENT
Describe the types of foods and drinks with the identification of theirs characteristics, the benefit in the people and the use by the human being.	**PRIOR KNOWLEDGE** Why the food is important for people? What is the principal food? **COGNITIVE IMBALANCE** Why does the food have nutrients? Are the food acid?	CD player Audio CD Computer Internet Headphones Slides	Acknowledge the foods and drinks and describe their importance.	**TECHNIQUES** Oral test **INSTRUMENTS** Objective questionnaire Create slides of food pictures to demonstrate the benefits in the humans beings.

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	Explication of teacher. Why does the food have different flavors? **CONSTRUCTION OF KNOWLEDGE** Listen and read the slides. Then, order the sentence according each to your opinion. Draw and illustrate your own shopping lists in the computer. **TRANSFERENCE OF KNOWLEDGE** To interchange the principal ideas. To create a power point presentation about different dishes and food products.			

ENGLISH TEACHER   **AREA COORDINATOR**

UNIDAD EDUCATIVA EXPERIMENTAL FAE No. 4

LESSON PLAN 2

BASIC SCHOOL YEAR: Fourth basic grade   **TEACHER'S NAME:** Karla Guayasamín Cantos
AREA: English   **TIME:**   4 hours
CURRICULAR BLOCK: N° 8
TITLE OF BLOCK: Any – some
OBJECTIVE: To identify the use of some and any with countable and uncountable nouns.

SKILLS WITH PEFORMANCE CRITERIA	METHODOLOGY STRATEGIES	RESOURCES	EVALUATION	
			INDICATORS ESSENTIAL	TECHNICAL OF INSTRUMENT
Describe the specify number or an exact amount of things with the identification of the use of ANY in negatives and questions and SOME in affirmative.	**PRIOR KNOWLEDGE** Why is important to know the quantity of things? What is the quantifiers **COGNITIVE IMBALANCE** Why do you use the quantifiers? When do you use the quantifiers?	CD player Audio CD Computer Internet Headphones Slides	Acknowledge the countable and uncountable nouns.	**TECHNIQUES** Oral test **INSTRUMENTS** Objective questionnaire Draw the representation of amount of things.

	CONSTRUCTION OF KNOWLEDGE Listen and read the questions in the slides. Then, answer the questions. Draw and illustrate in the computer your own sentences with the use of quantifiers- **TRANSFERENCE OF KNOWLEDGE** Using an specific number of picture explain the use SOME and ANY.			

ENGLISH TEACHER   **AREA COORDINATOR**

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5.10 GLOSSARY

Teaching aids

Teachers aids are tools classroom teachers use to help their students learn quickly and thoroughly. A teaching aid can be as simple as a chalkboard or as complex as a computer program. Audio-visual teaching aids include film projectors, DVDs, and movies on the web.

Digital Classes

The digital classes are innovated presentations where the teachers use the interactive technology of multimedia with different instruments and digital content in a class.

Teaching Materials

The teaching materials are the elements that the teachers use in a class at schools as part of training.

Printed Materials

It is the set of printed materials as books, magazines, newspapers, which often contain a mixture of visual and textual elements.

Graphic Materials

It is the set of graphs that can be submitted directly to the students, images such as; posters, flipcharts, worksheets, flashcards, pictures, posters, and others showing them through a projector of images.

Mixed Materials

Mixed Materials help to capture the student's attention favor the learning and contribute with the teacher's work.

Audio-visual materials

They are the materials which are directly related to technology as computer, television, CDs, CD-ROOMS, videos, etc.

Motivation

Motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior. Motivation is present in every life function.

Lesson plan

A lesson plan is a teacher´s detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction.