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**SCHOOL OF PHILOSOPHY , LETTERS AND
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***TOPIC: METHODOLOGICAL PROPOSAL TO TEACH
ENGLISH IN 6TH AND 7TH GRADE OF BASIC EDUCATION***

**Investigation Project to obtain the diploma of Licenciante in Educational
Science with the Specialization in English**

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DEDICATION

This work is dedicated to my parents, daughters and husband who are a very important part of my life and have been always there for me. They have been the support of this work since they know how important this diploma means for me.

ABSTRACT

Two learning theories were utilized as a basis for this thesis: The Significant Learning Theory of David Ausubel and Piaget's Social Learning Theory. These two theories focus on the need of meaningful contexts and positive environments so that students can construct new knowledge from previous knowledge. Students learn through processes of group interaction, negotiation and experience.

Language learning resources become important tools for language teaching. However, most of the books that are available in the market do not focus on Ecuadorian school reality. The books utilize North American Culture because their main focus is North American lifestyle and characteristics. This proposal is to elaborate a didactic guide so my students can learn and do things in a more appropriate way, taking into consideration the things they like and want to know. Thus, English learning can become participate and proactive.

This thesis is divided in three parts:

CHAPTER ONE: Focuses on the learning theories. I explain the reasons why I elaborated a didactic guide which will help teachers and students to use a support material like that, adapted to our students' needs and wants.

CHAPTER TWO: Focuses on the methodology to sustain the classroom activities.

CHAPTER THREE: Elaborates on the didactic guide for 6th and 7th grade of basic education.

INTRODUCTION

A didactic guide consists on a collection of classroom activities designed especially toward a certain group of students according to individuals' age and interests. Therefore, in order to promote an English teaching – learning process as very significant and low – stressed, I started with the idea of writing a didactic guide to get the students' participation and interest language learning. I have worked for a long time with teenage students who really want to learn English as an International language and what I have noticed from the students is that they tire easily of text books, and the teachers have to look for and devise extra material and seek more activities to use in the classroom.

Two learning theories sustain this work: The significant learning theory of David Ausubel (1976) and Piaget's Social learning theory (1983).

The main objectives of this work are:

- To design an updated guide which contains the learned topics, providing students some feedback, using different activities, games, etc.
- To promote active participation through students' experiences and interests.
- To develop the oral and writing skills through the increase of vocabulary.
- To work in another language but in our culture.
- To provide students more group work and classwork activities
- To use topics of interest according to the students' age.

All of these activities will use different methodological principles taken from the Direct Method, Grammar translation method, TPR, Communicative Approach, etc.

INDEX OF CONTENTS

| | |
|------------------------|-----|
| ACKNOWLEDGMENT..... | I |
| DEDICATION..... | II |
| ABSTRACT..... | III |
| INTRODUCTION..... | IV |
| INDEX OF CONTENTS..... | V |
| INDEX OF ANNEXES..... | VI |

CHAPTER 1: Theoretical Framework

| | |
|---------------------------------|---|
| 1.1 Learning Theories..... | 1 |
| 1.1.1 Social Learning..... | 2 |
| 1.1.2 Significant Learning..... | 5 |
| 1.2 A conceptual map..... | 7 |

CHAPTER II: Methodology

| | |
|--|----|
| 2.1 The Grammar translation Method..... | 8 |
| 2.2 The Audiolingual Method..... | 10 |
| 2.3 Direct Method..... | 11 |
| 2.4 The Silent way..... | 12 |
| 2.5 Suggestopedia..... | 13 |
| 2.6 The total Physical Response (TPR)..... | 15 |
| 2.7 Communicative Approach..... | 17 |
| 2.8 Summary of the exposed methods..... | 18 |

CHAPTER III: Elaboration of a didactic guide for the American Shine for teens 1 and

| | |
|----------------------|----|
| 2. | |
| 3.1 Objectives..... | 21 |
| 3.2 Task Sheets..... | 22 |
| 3.3 Handouts | |

CONCLUSIONS AND RECOMMENDATIONS.....55
BIBLIOGRAPHY.....57

INDEX OF ANNEXES

Interview.....59
Results of the interview.....60

1. THEORETICAL FRAMEWORK

LEARNING THEORIES

Ausubel's and Piaget's theories are closely related to one another. They have similarities in many aspects and they are part of the trends of foreign language theories. Teachers are constantly learning day by day, because they live experiences in the classroom, which gives them elements to improve with the passing of years.

THESIS STATEMENT: Teachers know that each group of students is different and a variety of methodological techniques should be applied in different ways, depending on the group. Teachers never have homogeneous groups of students in each classroom. They face different lifestyles, customs, religion, economic and social status. They must be able to adapt things and to use the appropriate resources, depending on the group, too. There are millions of strategies for language – teaching process, but teachers become “adapters”. They adapt methods, strategies, the use of resources, feedback, etc. Today, technological advances and current methodology can facilitate the approach to student's diversity. Classroom environments can vary between a public and a private school.

According to Harry Chugani, (1988) a neuroscientist at Wayne University a brain compatible classroom environment must meet some requirements, such as: adequate temperature, lighting, room arrangement, plants and affirmations.

These basic elements contribute to the self – esteem and a positive attitude of the children.

Public schools have very limited resources. Students do not have the same opportunities as the students of private schools. I will elaborate a guide about my work in a private school. This school has a variety of material and resources, such as videos, books, DVD, television, reading and comprehension books, writing books, Science books, Social Studies books, Phonics books, etc. which turns the learning process into an educative and interesting one.

My job is to design a very significant and a didactic guide which might help teachers to use different kinds of resources to adapt their lessons according to the group, the age of the students and their interests.

1.1.1 SOCIAL LEARNING THEORY

Piaget's theory is considered a genetic origin because it starts at the beginning of our lives, and he thinks that each individual develops and grows depending on each one's pace. There are no two identical individuals who grow and think the same, even if they are brothers, sisters or twins. Each person is different.

Teachers have to be very selective with the kind of information, the resources, the vocabulary and the topics to be discussed or treated in the classroom. For me, the most important aspect of Piaget's theory is to respect the age, previous knowledge and experience, and the background. We must focus our syllabus on topics and themes according to these considerations:

- a) The age: The topics must be according to the age of the children. We can not discuss about politics or generate a discussion with a 4th grade student. So it is very important to select the kind of information to be given according to the age and interest of the students.
- b) The background: A student coming from a low or a high socioeconomic background has a different viewpoint. The topics may be selected according each individual's life experience. Teachers must adapt topics depending on it. For example, in a public school, migration can be a very common topic. In a private school teacher must create a project about trips abroad.
- c) Methods: The way we teach and use methods van be very different depending on the group. In private schools usually the groups of students are quite similar and they have the same interests. Teachers divide the classes into two groups and the classes are easier to handle. It is impossible to use the same method from grade to grade. Students are different. Activities and methods may change. One grade works well with one method, but perhaps the teacher can not apply the same method with other groups because the following factors:
 - 1) The number of students may vary.
 - 2) Better or worse discipline
 - 3) Each group gets knowledge at a different pace.

- 4) Depending on the interests of the group, the teacher has to apply adequate methods.
- d) The kind and ideology of the school: Most of the times the public schools can work in a better way because there the students and teachers are more open minded people than in private schools. Most of the time, we are limited for the moment by the teaching – learning process because we can not talk or work freely. We are bound by the points of view of the principals and we can not discuss about interesting topics that concern the students.
- e) The ability of the teacher to apply methods: Not everybody can adapt methods. Teachers have to be very creative and to have the ability to turn into adapters. For example: The current environment is known as “the age of computers and the internet, and the technological advances”. Students know and master the use of technology. That is why it is very important for teachers to use technology too. If students know a lot about technology then teachers can not be relegated about the technological advances.

No matter how old the teachers are, they have to be updated with technology.

The last point is very important. This is the age of computers, cell phones, and society faces a “TECHNOLOGICAL ENVIRONMENT”. Students consider this as the most important thing in their lives. Teachers can not be closed – minded people who are not adjusting to technology. They have to learn what students like, pop stars, places, interests and everything about our students.

The factors of Piaget’s Social learning theory are:

1. SCHEME: At first students have to be able to learn simply by looking at a picture and then to relate it with its concept. Then there will be new schemes in their minds and the new ones will last and it may turn into a chain of knowledge by using simple schemes. For example: Piaget thinks that individuals just look at a map, a picture or a simple drawing without using letters or concepts.
2. STRUCTURE AND ORGANIZATION: This consists in a series of responses. The individual learns through new schemes over the old ones, but always structures. (It means to base the new learning, and to learn the things that students consider important and try to keep them organized in their minds).

3. ADAPTATION: It means stability and change. Piaget explains it in two important phases: Assimilation and Accommodation. It is easy to apply in the teaching – learning process in the English Language.

Assimilation: The person adapts the things from the environment, and tries to adapt to his own reality. EFL adapts the language to our students' reality and tries to get them familiar with it and making them able to think in the language avoiding translation.

Accommodation: It is important to accommodate that reality in our minds because in that way it is getting into our minds and we will be able to produce a change in the knowledge and it enables to learn more and more. It happens through a process called equilibrium.

An important aspect in the Piaget's theory is the separation of the different stages, to produce a better learning.

I have taken two stages to teach students of 6th and 7th grade of Basic Education. The first one is the Stage of Concrete Operations through these students will be able to transform, idealize, think, abstract, suppose, analyze, discuss and for that ages, teaching – learning must turn into a very dynamic process which involves the active participation of the students, taking into consideration their opinion and interests.

Piaget proposes it through three stages: The physical knowledge, the logical mathematical knowledge and the social knowledge. These will be clarified better in the following chapters through the development of this thesis, using different kinds of skills. There will be many kinds of exercises which will help to use memory and help to exercise it. It is better to produce learning, thinking by using their memory and producing an active learning as the students the main characters of learning.

1.1.2 SIGNIFICANT LEARNING

The second theory to the development of this work is the Significant Learning Theory by David Ausubel. Both theories are related and they have important points of view. They show teachers the dynamic and active methods and how they are related with the inside and outside application of the knowledge.

To produce a significant or a relevant learning is important to give and support students enough and to use clear material so in that way the learning process will be done in the best way. There are some important aspects teachers must consider for the satisfactory teaching and learning process.

- 1.) Provide students meaningful situations: It is very important to stimulate students at the moment we are teaching. Students are very important and they consider teachers the second most important people in their lives. They share, learn and spend half of their time at school. Teachers are a large part of their world. For that reason it is very important for teachers to know how to motivate students. We can turn into investigators, to engage their attention, their inquiries, the things that concern them, things they like, things they do, etc. Do not forget that motivation goes hand in hand.
- 2.) Multiple confrontations: It is very important to count on many and varied viewpoints of each student. Each teacher must know the kind of group they work with. Teachers must use lots of materials and provide students with written, oral, audiovisual aids to take advantage of the learning process.
- 3.) Encourage them to investigate: It is a good point to be a guide for the learning process, not the one who explains, makes them copy examples, and gives them an exam. They help us build their own knowledge. Then the teaching – learning process must turn into a dual process by which the teacher supplies material and information, but students should be able to work by themselves, too.
Teachers are simply a guide, but at the end they should be obliged to investigate the things the students need.
4. Teachers must help students collect new data and teachers must help them to process new information. It is very relevant to be the guide and a helper, too.

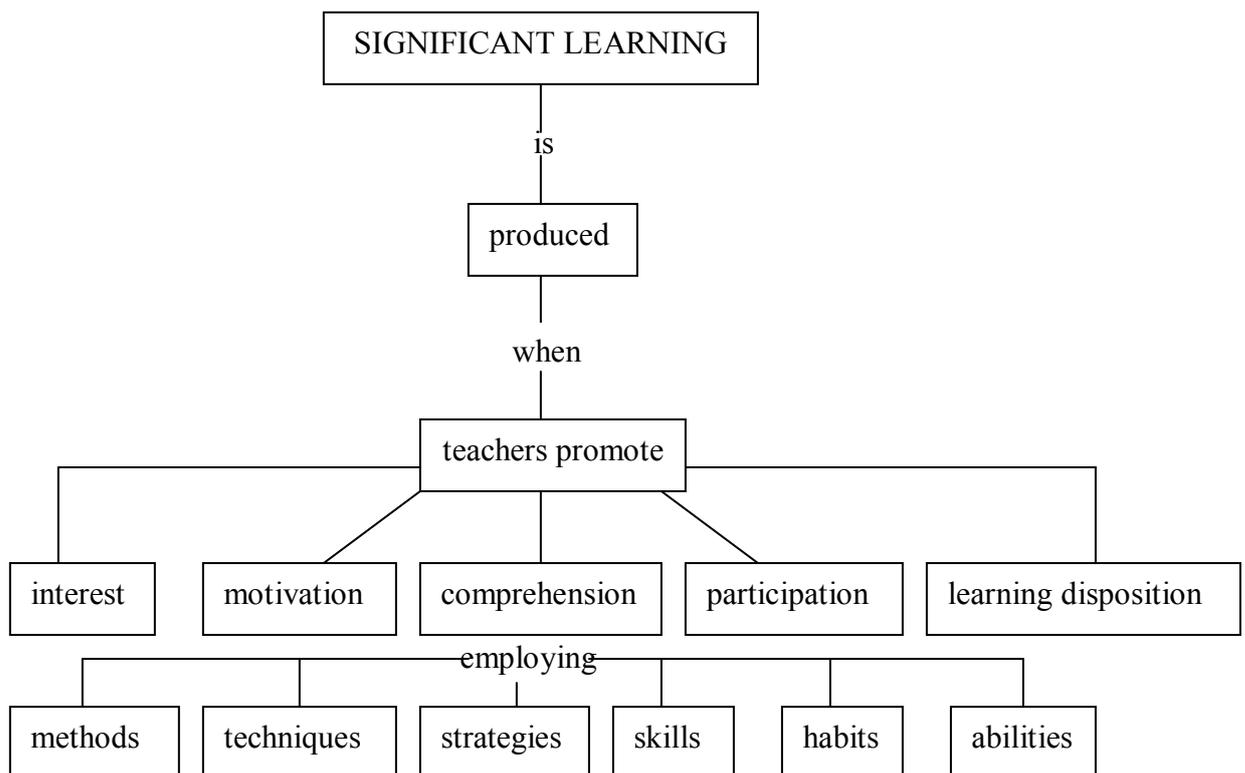
5. We count with numerous and varied materials. Ausubel proposes the use of conceptual maps. But at the moment of the learning process it can be practical and fun.
6. Organize concepts: The use of conceptual maps may help us organize concepts and ideas, follow directions and to be clear, it will be great that teachers work with those important maps which may be very helpful.
7. Implement knowledge: Students must be able to relate the new information with the old one. It depends on the way teachers expose the class, the use of material and the motivation. In that way learning will last, and students will be able to get the new knowledge without forgetting the previous information and turning into a chain of knowledge that will stay in their minds forever. To learn in a permanent way goes beyond the classroom. It focuses on life experiences or moments we live.

Ausubel gives us many techniques to produce a significant learning in our students and to be successful in life:

- Self information (reality, identity)
- Individual learning: As a guide, teachers should be concerned with the individual first of all, then the student as a part of a group. Each student learns at a different pace.
- Social groups learning: After the student gets the new information, he will be able to share ideas and work in groups in a good way.
- Informal education: The classroom is an appropriate place to teach, but not the only one. Teaching happens in lots of spaces. If the day is sunny, we can go to the yard, if we are talking about streets and neighborhoods we can go to the street, if we are talking about big cities we can watch a movie, sing a song, etc.
- How to build a family: Since they are children to teach them the principal values, and the structure of the society, especially if we work in a religious school.
- To be active in our society: To study, to get a job, to focus on the lifestyle of our society and to encourage them to become professional people without caring about the kind of subject we are teaching.
- To come back to the educative system: We have always to follow the pattern of the knowledge and previous teachings.

- To occupy: To be a useful person and to have something to do all the time.
- Cultural: Do not forget our background, being at any place at any time.
- To seek valuable information: To look for new and updated information to be an educated person who knows a little bit about everything.
- To get a job and to be economically productive: Competence is a very stressful factor for our students nowadays. Each time there are more and more people, who study, and who want a brilliant future for them. But with the passing of the days it turns more difficult. We have to be very competent and professional to be a person who triumphs and to be able to live and face the successes and failures in this world.

1.2 CONCEPTUAL MAP TO EXPLAIN THE SIGNIFICANT LEARNING



In this way conceptual maps are used to explain the significant learning. The use of the conceptual maps is one of the most important characteristics of the significant learning. It is

shown in the map the required elements to produce a significant learning and what teachers need to do to produce it.

2. METHODOLOGY

THE GRAMMAR TRANSLATION METHOD

The grammar – translation method of foreign language teaching is one of the most traditional methods. It was originally used to teach literature. Using this method there is a lack of oral production of the students. As Omaggio commented, this approach reflected “ the view of faculty psychologists that mental discipline was essential for strengthening the powers of the mind.” (Omaggio 89) Indeed, the emphasis on achieving ‘correct’ grammar with little regard for the free application and production of speech.

A very important characteristic of the grammar – translation method is the focus on learning the rules of grammar and their application in translation passages from one language into the other. Vocabulary in the target language is learned through direct translation from the native language, e.g. with vocabulary tests such as:

the house = la casa

the mouse = el ratón.

There is not enough teaching in the target language. Instead, there are readings in the target language and they are translated directly and then discussed in the native language, often precipitating comparisons of the two languages themselves. Grammar is taught with a lot of explanations in the native language, and only later applied in the production of sentences through translation from one language to the other, e.g.

¿Tienes mi libro? = Do you have my book?

No sé en donde está tu libro. = I don't know where your book is.

As Omaggio describes: testing students is done almost exclusively through translation: “students had learned the language well if they could translate the passages well”.

PRINCIPLES OF THE GRAMMAR TRANSLATION METHOD:

- Give students an exercise they should fill in the blanks.
- Let students work individually or in pairs to complete the exercise
- Depending on the level of comprehension, either call randomly to have students translate the sentences, or give them time to work quietly writing out the translations.
- Teacher must give the grammar explanations on the board.

- Explain in the native language the usage and main grammar points.
- Students do the exercises
- Teacher corrects mistakes
- Teacher calls students to translate the sentences into the native language paying close attention to grammar
- Pronunciation is not heavily stressed.
- Teachers make students work quietly writing out the translation of the passage from English into the native language.
- Walk around and observe, answering questions and providing corrections where needed. If students do not finish, activity is assigned as homework.

TECHNIQUES OF THE GRAMMAR TRANSLATION METHOD

- Teacher explains the procedure
- Teacher sets the time limit, that way he is teaching students to work in a fast and in an effective way.
- The teacher provides language for real communication.
- The teacher turns into a human computer following this procedure:
 - a- he stands behind students
 - b- he repeats, but he doesn't correct
 - c- he promotes interaction among students
 - d- he feels in control and responsible.
- There is an active use of the native language + translation.
- Students reflect on experience, talk about feelings, likes and dislikes.
- The teacher turns into a counsellor because he understands, and he listens.
- The teacher shows an accepting attitude, not a threatening atmosphere.
- Learning security, as a consequence of the correct student's involvement, with a lot of attention, reflection, retention, and discrimination.
- Teacher gives students one task at a time.
- Teacher provides a cooperative atmosphere, not a competitive one.
- Language Experience Approach: The teacher creates a story after an experience.
- Teacher – student centred: both are decision – makers.

- Creative thinking + self evaluation.
- Evaluate using interactive tests: Paragraph writing oral
- Equality (not superior or inferior)
- Learning is dynamic and creative.

PRINCIPLES

- Tape recording should be used actively in the classroom
- Transcription of the words is the basis in that way the correct pronunciation since early stages in the teaching learning process.
- The teacher repeats, doesn't correct.
- It propitious the interaction among students.
- Students feel in control and responsible.
- Small group tasks are easy to handle.

THE AUDIOLINGUAL METHOD

This method is based on the principles of the behaviorist Psychology. It adapts many of the principles and procedures of the Direct Method. It is based on developing the reading skill. The objective is the fast reading, providing students new vocabulary.

PRINCIPLES OF THE AUDIOLINGUAL METHOD

- The teacher must be careful to insure that all of the utterances which students will make are actually within the practiced patterns.
- Drills should be conducted as rapidly as possibly.
- Mistakes of pronunciation must be ignored when drilling for grammar practice.
- The teacher seems the choir director, he uses hand motions, signal cards, notes, etc to cue response.
- Use of normal English stress, intonation, and juncture patterns.
- Drill material should always be meaningful.
- Intersperse short periods of drill (about 10 minutes) with very brief alternative activities to avoid fatigue and boredom.
- Introduce the drill in this way:

- a) Focus (by writing on the board, for example)
- b) Exemplify (by speaking model sentences)
- c) Explain (if a simple grammatical explanation is needed)
- d) Drill. Types of drills:
 1. Repetition drill
 2. Substitution drill
 3. Multi slot drill
 4. Transformation drill
 5. Chain drill
 6. Picture – cue drill

DIRECT METHOD

It is also called Reform Method / Natural method / Phonetical Method / Antigrammatical method.

All reformers were vehemently opposed to the teaching formal grammar and aware that language learning was more than the learning of rules and the acquisition of imperfect translation skills.

Instead grammar should be acquired inductively by inducing the rules of how the language behaves from the actual language itself. “Never tell the children anything they can find out for themselves.” (Jesperin 1904)

PRINCIPLES OF THE DIRECT METHOD

- 1 A language should be able to speak it. A new method generates great stress on correct pronunciation and target language since we start to learn it. It propitious the teaching of oral skills as the principal goal of a language teaching.
- 2 Second language learning must be an imitation of the first language learning. This is how the natural way humans learn any language. (Children learn their native language at first.
- 3 Printed work must be kept away from second language learner for as long as possible. It is not common that the pronunciation goes in function with the printed word.
- 4 The written word should be given students after the printed word has been introduced and learned.

5 The learning of grammar translating skills should be avoided.

TECHNIQUES OF THE DIRECT METHOD

- This method incites a very marked use of the language that students are learning.
- It doesn't require the help of the native language.
- Teachers must use the material in an appropriate way
- They can use many things; pictures, posters, realia, etc.
- Teachers can correct mistakes at any time by asking students, teacher is not allowed to give the correct answer immediately.
- This method facilitates the speech of the students; teachers must incite speaking the most.

Students should not write, they can write a paragraph or a sentence, but the best way to practice this method is by speaking it.

THE SILENT WAY

Caleb Gattegno founded "The silent way" as a method for language learning in the early 70s, sharing many of the same essential principles as the cognitive code and making good use of the theories underlying Discovery Learning. Some of his basic theories were that "teaching should be subordinated to learning" and "the teacher works with the student"; "the student works on the language".

An important characteristic of this method is that the teacher stays quiet the most of the time, performing a role of facilitator and a problem solver.

This method uses colourful rods called Cuisinere Rods used especially for vocabulary and syntax, providing to the students words or little phrases following some feedback from the teacher.

PRINCIPLES OF THE SILENT WAY

1. The teacher refers students to a color – coded wall chart. Then students try the target language sounds and point out to them. Next they build words and identify the correct sounds for pronunciation purposes.
2. The teacher is mostly silent. He gives help when it is absolutely necessary.

3. Students are encouraged to help each other under a cooperative spirit and not under a competitive one.
4. Rods are used to give students meanings and introduce active language practice. They can symbolize any kind of words that are being taught to students, they can manipulate directly or abstractly and create sentences.
5. The teacher uses his / her hands to indicate that something is incorrect or needs change. e.g. He uses his fingers to show that something needs to be corrected.
6. Words are described on charts, the sounds in each word corresponds in color to the meanings.
7. The use of a colorful chart according to the sound includes English spellings.
8. Students have to make observations about the lesson and what they have learned.

OBJECTIVES OF THE SILENT WAY

1. Learning is facilitated by discovering or creation, rather than repetition and memorization of what has been learned.
2. Learning is facilitated by the meditation of physical objects.
3. Learning is facilitated by the problem – solving skill, involving the material to be learned.

TECHNIQUES OF THE SILENT WAY

- The teacher must be very silent and quiet inside the classroom. This way students are encouraged to produce as many sounds as possible.
- Creativity plays a very important role in the application of this method. The use of colors is very important. It calls the students' attention and learning can be produced in a very effective way.
- The problem solving skill is also used in this method. The student learns in a significant way, using the listening skill.
- The use of objects with colors and their representation contributes to fix correct pronunciation.
- The teacher plays an important role, being silent. The teacher uses minimum language.
- The teacher uses gestures and things. He must be very creative. Teachers have to elaborate quite enough material for the use of this method.

SUGGESTOPEDIA

Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn in an effective way. It was developed by the Bulgarian psychotherapist Georgi Lozanov. Suggestopedia is derived from suggestion and pedagogy. Suggestopedia was originally applied mainly in foreign language teaching, more quickly than conventional methods.

ELEMENTS OF SUGGESTOPEDIA

Some of the basic elements of Suggestopedia include lots of material inside the classroom and to be in a different environment (pictures, color, music, decoration, classroom arrangement, etc.) a positive expectation of success and the use of a varied range of methods: dramatised texts, music, active participation of the students, the use of songs and games.

Suggestopedia follows these techniques:

- **Presentation:**

A preparatory stage in which students are helped to relax and move into a positive frame of mind, with the feeling that the learning is going to be easy and funny.

- **First Concert – “Active Concert”:**

This involves the active presentation of the material to be learned. For example, in a foreign language course there might be the dramatic reading of a piece of a text, accompanied by classical music.

- **Second Concert – “Passive Review”:**

The students are now invited to relax and listen some Baroque music, with the text being read very quietly in the background. The music is especially selected to bring the students into the optimum mental state for the effortless acquisition of the material.

- The aim is to get a good fluency in English.
- Students have to assume new names and identities.
- Students imagine that they are at a party.
- There is a minimum exposition of the point of grammar, but there is not a real emphasis on it.

- There is a use of the native language if it is necessary.
- Teacher manages the class using questions, answers, repetition and translation.
- **Practice:**

The use of games, puzzles, etc. to review and consolidate the learning.

PRINCIPLES OF THE SUGGESTOPEDIA

- The environment is very comfortable. The classroom needs to be decorated, organized and the use of appropriate music, the tune of the voice is also important.
- This is a very good method to motivate the reading skill.
- It consists in a very relaxed way to encourage students to speak, it does not matter if the students make mistakes or not.
- The class is unusual, it is not typically decorated, we have to use a different environment. Music is very important.
- Suggestopedia can be adapted, depending on the situation or the activity.
- Teachers almost do not teach grammar, but there is a use of the readings.
- It is a good method to leave behind routines.
- Teachers must prepare the class well, and wear appropriate clothes.
- This method uses the native language and it enables students to understand the text better.

2.6 THE TOTAL PHYSICAL RESPONSE (TPR)

The total Physical response (TPR) is a language learning method based on the coordination of speech and action. It was developed by James Asher, a professor of Psychology at San Jose University, California.

The total Physical Response (TPR) is based on how individuals acquire a language through the brain. This process is visible when there is a conversation between a parent and a child. The first words of a child are: daddy – mommy. The child's face always turns into the direction of the voice of one of the parent who speaks. It is produced when the father or the mother speaks and the child immediately answers with a physical

response such as, gestures or movements like: looking, smiling, laughing, walking, reaching, grasping, holding, sitting, running, etc.

These conversations continue for many months before the child pronounces anything more advanced than “mommy” or “daddy”. Although the child does not speak enough words or vocabulary or his speech is not clear enough, the child elaborates a linguistic map of how the language works. When the child stays quiet, he internalizes the sounds of his native language. When the child gets enough of his native language, the speaking skill appears in a spontaneous way. The child’s speech is not perfect, but little by little, the child’s words and phrases will approximate more and more that of a native speaker.

There are six principles of Asher’s language learning theory:

1. Second language learning is parallel to first language learning and should reflect the same naturalistic processes.
2. Listening should be developed before speaking.
3. Children respond physically to spoken language and so do adult learners.
4. Once listening comprehension has been developed, speech develops naturally.
5. Individuals should use right – brain motor activities, while the left hemisphere watches and learns.
6. Delaying speech reduces stress.

OBJECTIVES OF THE TPR:

- Teaching oral proficiency at a beginning level.
- Using comprehension as a mean for speaking.
- Using action – based drills in the imperative form.

TECHNIQUES OF THE TPR:

- It combines the speech with the movements of the body.
- The movement of the body is less stressful for students to learn it.
- Grammar will be taught according to the situations.
- Students listen carefully and respond physically the orders given by the teacher.
- Students work individually and in groups.
- Teachers use lots of imperatives.

- Students have to speak when they feel secure to do it, when they feel they have enough vocabulary and when they do not feel inhibition.
- Students learn how to follow instructions and orders.

- Observation is very important, through this, students will be able to perform the actions themselves, teacher deals with commands and perform them.
- Written language is also important.
- Teacher selects material for using in the classroom. He has to write the contents and the commands.

COMMUNICATIVE APPROACH

The use of traditional methods incited someone to do and develop a new strategy to teach languages. New syllabuses took into account needs of different students. It focuses on practical strategies for the teaching learning process.

PRINCIPLES OF THE COMMUNICATIVE APPROACH

- 1 Focuses on language as a medium of communication. Communication has a social purpose. Students have something to say or find out and discover.
- 2 Communication has a lot of functions, during the process of learning: looking for information, apologising, expressing ideas, likes and dislikes, and notions.
- 3 New syllabuses based on the communicative method offered some communicative ability from early stage.
- 4 The main goal of the teacher should be not only to teach students to pass exams, but also to teach the language for a true communication.
- 5 The approach emphasizes on meaning than in form.
- 6 The approach uses the target language as a normal medium for classroom management and instruction reflects naturalistic language acquisition.
- 7 Communicative approach is much oriented to students than teachers, because it focuses on students' needs and interests.
- 8 As students should be able to go to a foreign country, they would be prepared for the reality they will be in. The need to be able to face a variety of daily situations.
- 9 The classroom should provide opportunities for real life situations and provide them opportunity for real communication. It emphasizes on the use of creative role plays,

- simulations, surveys, projects and to produce spontaneity and improvisation and to try to avoid repetition and drills
- 10 It stimulates pair work and group work, but always taking care of discipline and noise inside the classroom.
 - 11 It develops the speaking skill. It emphasizes on oral and listening skills in the classroom. The more students contact with the language the more fluency they will get. Not just allowing the teacher to speak, but also having a personal contact with it, motivating the practice of sounds and also to make mistakes and learn from doing it.
 - 12 Mistakes are a natural part of learning language. Students try to do their best at the moment of the use of the language creatively and spontaneously and they also make mistakes when doing it. Permanent correction is not necessary. Correction should be noticed for the other students and very tactful. Teachers should let them talk and express themselves freely.
 - 13 Communicative approach is not limited to oral skills. Reading and writing skills need to be developed to promote students' confidence in the 4 skills. Using a lot of elements: reading, summarizing, translating, discussion, debates, etc.
 - 14 Grammar can be taught, in traditional ways using innovative approaches. Recognition of communication depends on grammar.
 - 15 Language analysis and grammar explanation may help students. The more teachers get students familiar with the target language the more they will assimilate it.
 - 16 Communicative approach focuses on students' interests. Meaningful language is always more easily retained by students.
 - 17 Use of the everyday language even slang words. This is how the language used in communication between people, most of the times works more than formal language.
 - 18 Motivate an active participation when the students can relate the vocabulary and the words in his native language.
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- 19 Avoid the use of old texts and materials, teachers must try to relate to students' own interests and needs. Most of the time they must change texts and materials. This will keep teacher and students interested.

- 20 Language should not be monotonous. It can be structured but also spontaneous.
- 21 Spontaneous and improvised practice helps to make minds more flexible and inspire confidence in coping with unanticipated situations.
- 22 The Communicative Approach focuses on the use of interesting, motivating and authentic resources. When learning a foreign language authentic texts work as partial substitute for community of a native speaker. Newspapers and magazine articles, poems, manuals, recipes, videos, news, bulletins, discussion programmes, all of them can be exploited in a variety of ways.
- 23 The textbook is only a tool since a little inspiration and imagination, a textbook can be manipulated and rendered to be more communicative. Teachers must feel free about having many more resources besides the textbook and counting with a lot of imagination for the correct use of them.
- 24 The use of visual aids, flashcards, pictures, billboards is very important to promote a practical and a communicative language, using the 3 stages for the teaching learning process: Presentation, practice and production.

2.8 SUMMARY OF THE EXPOSED METHODS

1) The Grammar translation method:

It focuses on memorization of verbs paradigms, grammar rules and vocabulary. Application of this knowledge was directed on translation of literary texts; focusing on developing students' appreciation of the target language's literature as well as teaching the language. Activities used in today's classrooms include: questions that follow a reading passage; translating literary passages from one language to another; memorizing grammar rules; memorizing native language equivalents of target language vocabulary.

2) The Audiolingual Method:

This approach is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns and phrases in the language laboratory until it is able to reproduce them spontaneously.

3) The Direct Method:

The direct method focuses on the oral language, it requires that all instructions be conducted in the target language with no resource to translation. Reading and writing are taught from

the beginning, although speaking and listening skills are emphasized. Grammar is learned inductively. It has a balance in the four – skill emphasis.

4) The Silent Way:

The teacher is active in setting up classroom situations while the students do most of the talking and interaction among themselves. All four skills (listening, speaking, reading and writing) are taught from the beginning. Students' mistakes are expected as a normal part of learning.

5) Suggestopedia:

The learning environment is relaxed, using low lighting and soft music playing in the background. Students choose a name and character in the target language and imagine being that person. Students relax and listen while dialogues are presented accompanied by music. Students later practice dialogues.

6) Total Physical Response (TPR):

This approach to second language teaching is based on the belief that listening comprehension should be fully developed before any active oral participation from students is expected.

7) Communicative Approach:

The goal of communicative approach is to create a realistic context for language acquisition in the classroom. The focus is on functional language usage and the ability to learners to express their own ideas, feelings, desires and needs. Open ended questioning and problem – solving activities and exchanges of personal information are used as the primary means of communication. Students usually work with realia.

3. ELABORATION OF A DIDACTIC GUIDE FOR AMERICAN SHINE FOR TEENS 1 AND FOR AMERICAN SHINE FOR TEENS 2

3.1 OBJECTIVES:

- Most language class materials are designed keeping in mind general interests of students and this aims to give the learners general competences. However, the needs of my students are more specific. Students at Rosa de Jesus Cordero have to reach the goal of oral communication in English as it is a school requirement.
- Both books, American Shine for teens 1 and 2 contain general information that most of the times is not updated, and students like to learn according to current reality. Because of their ages and interests they tend towards topics such as the famous groups or singers, popular TV programs, and outstanding places.
- American Shine for teens 1 and 2 focus on the writing and the reading skill, but the speaking skill is minimally developed. This proposal provides with activities. All of them can be used to talk in a more personalized way about themselves, about their interests, and others.
- Personalization is the technique that makes students enjoy and think so they can produce the language in a very significant and effective way.
- The workbook lacks a variety of activities for feedback. Therefore, this proposal with which students can develop the speaking skill. This skill is not favored in the majority of schools because it is difficult to find material to encourage the students to speak. Also because conversation classroom practice produces feelings of fear and discomfort in the learners.
- Both books do not provide enough vocabulary for students, that way they feel limited and insecure at the moment they speak. My proposal tries to provide students more vocabulary and structures, so they will feel confident to speak.
- On the other hand, this didactic guide emphasizes group work and pair work learning through projects. These projects not only give the students the opportunity to socialize with their peers, but also make them learn interacting with others which are at the same language level.

To conclude this work is an attempt to turn English learning into a fun and a dynamic experience being aware of the students' ages, interests, and motivation.

I am sure this didactic guide will become a strong support with the students of “Unidad Educativa Experimental Bilingüe Rosa de Jesus Cordero”.

3.2 TASK SHEETS

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| TITLE | Where are you from? |
| STUDENT'S LANG LEVEL | Beginners – Intermediate |
| OBJECTIVE | To recognize the names of the countries, nationalities and flags |
| TIME | 45 minutes |
| SKILL | Writing – reading |
| LANGUAGE REQUIRED | Simple present tense of the verb to be, countries, nationalities vocabulary related to a country. Maps |
| MATERIALS | A piece of cardboard markers flags information about a specific country. |
| PROCEDURE | <ol style="list-style-type: none"> 1. The day before, provide students a list of countries. 2. Make students to choose a country and then to investigate about it, avoiding repetition of the same country. 3. For the next class, they will bring a flag and enough information about the selected country. |

4. In the class students will elaborate a poster about the

country, taking into account the following aspects:

- typical food
- clothes
- geographical location of the country.

5. If students want they can bring pictures or something related to the aspects in consideration.

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| TITLE | My favorite movie star |
| STUDENT'S LANG LEVEL | Beginners – Intermediate (Individual work) |
| OBJECTIVE | To make students participate and work on the topic: “My favorite movie star” and learn about his / her favorite artist or singer |
| TIME | 20 minutes |
| SKILL | Speaking – writing. |
| LANGUAGE REQUIRED | Hobbies Sports Names |
| MATERIALS | A piece of cardboard Markers Pictures |

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| PROCEDURE | <ol style="list-style-type: none"> 1. They have to bring pictures about their favorite movie stars 2. Start the poster. Paste the picture 3. Fill in with enough information about the artist or singer. <p>Where was he / she born? Why is he / she famous? He / she likes... His / her hobbies .. What does he / she think about? ..</p> |
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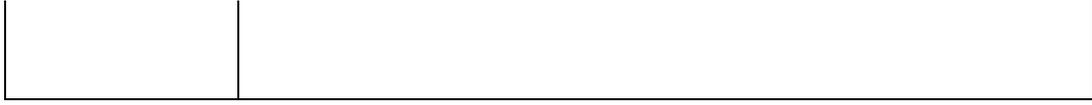
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| TITLE | Planning my year. |
| STUDENT'S LANG LEVEL | Beginners – Intermediate |
| OBJECTIVE | To elaborate a calendar, including all the special dates and holidays at school and the students' birthdays. |
| TIME | 50 minutes |
| SKILL | Speaking – writing |
| LANGUAGE REQUIRED | Months of the year cardinal numbers |

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| | vocabulary of holidays |
| MATERIALS | A piece of cardboard Markers |
| PROCEDURE | <ol style="list-style-type: none"> 1. Elaborate a calendar with the 12 months of the year. 2. Start with september 3. Write down all the birthdays and holidays during the school year. 4. Decorate the calendars and put them on the wall and change them according to the pass of the months. 5. Crossed out the past days. |

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| TITLE | Sports book |
| STUDENT'S LANG LEVEL | Beginners – Intermediate |
| OBJECTIVE | To perform an activity in a different way and to practice |

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| | structures at the same time! |
| TIME | 30 minutes |
| SKILL | Reading – (commands) |
| LANGUAGE REQUIRED | Simple present tense vocabulary about sports |
| MATERIALS | Handouts scissors glue |
| PROCEDURE | <ol style="list-style-type: none"> 1. Read each sentence. 2. Cut the corresponding sentence according to each question. 3. Paste each answer with its corresponding question. 4. Create a story book with this language. 5. Use as many sheets of paper as you required. |

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| TITLE | Are you active, quiet or take risks? |
| STUDENT'S LANG LEVEL | Beginners – Intermediate |
| OBJECTIVE | To provide students more vocabulary about sports and make the class to move around. |
| TIME | 30 minutes |
| SKILL | Speaking – writing. |
| LANGUAGE REQUIRED | Sports Simple present tense. |
| MATERIALS | Handouts A pen or a pencil. |
| PROCEDURE | <ol style="list-style-type: none"> 1. Provide students vocabulary about sports. 2. Work in pairs. 3. Interview your partner. Use the handout. 4. Fill out the chart with: Active Quiet Take risks 5. Decide what kind of person you are. |



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| TITLE | That's what I watch on TV. |
| STUDENT'S LANG LEVEL | Beginners – Intermediate |
| OBJECTIVE | To share in the classroom what are the favorite programs on TV and make a chart about who is the student who watches it the most |
| TIME | 30 minutes |
| SKILL | Speaking – Listening – Writing – Reading. |
| LANGUAGE REQUIRED | Time Tv shows programs vocabulary Simple present tense |
| MATERIALS | Handouts given by the teacher A pencil a big paper |
| PROCEDURE | <ol style="list-style-type: none"> 1. Fill in the handouts with the information. 2. Share with the class about the programs you watch and for how long you watch them. 3. Make a pie with the information you got, indicate who watches TV the most and the least. |

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| | 4. Include all the students in the chart. |
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| TITLE | Things I have at home |
| STUDENT'S LANG LEVEL | Beginners - Intermediate |
| OBJECTIVE | To practice vocabulary and colors in a funny way. |
| TIME | 20 minutes |
| SKILL | Speaking - writing |
| LANGUAGE REQUIRED | Colors Parts of the house vocabulary |
| MATERIALS | Handouts a pen |
| PROCEDURE | <ol style="list-style-type: none"> 1. Give students a letter to play STOP WRITING 2. Have students write beginning with the given letter. 3. Each category is worth 1 point. 4. Have students to score their points. 5. The student who gets the more points get a sticker. |

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| TITLE | The same and different |
| STUDENT'S LANG LEVEL | Beginners - Intermediate |
| OBJECTIVE | Make a group work and develop the speaking skill |
| TIME | 20 minutes |
| SKILL | Speaking |
| LANGUAGE REQUIRED | Colors Clothing I have a big computer I have a big computer, too I have a terrace You don't have a terrace I have two bedrooms You have a studio, but I don't have one I don't have a I have a but you don't have a |
| MATERIALS | A handout |

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| PROCEDURE | <ol style="list-style-type: none"> 1. Talk about the things we have. Look at the list. 2. What do you have in common and differently? |
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| TITLE | The person I admire the most |
| STUDENT'S LANG LEVEL | Beginners – Intermediate (Individual work) |
| OBJECTIVE | To practice the simple present tense. |
| TIME | 30 minutes |
| SKILL | Writing. |
| LANGUAGE REQUIRED | Simple present tense |
| MATERIALS | A handout provided by the teacher. A pencil. |
| PROCEDURE | <ol style="list-style-type: none"> 1. Write the name of the person you admire the most (a relative, a friend, etc.) 2. Answer the questions on the paper. |

3. Display your work in front of the classroom and give some reasons why you admire that person the most

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| TITLE | My animal dictionary |
| STUDENT'S LANG LEVEL | Beginners – Intermediate (Pair work) |
| OBJECTIVE | To provide students more vocabulary about domestic and wild animals |
| TIME | 40 minutes |
| SKILL | Reading – writing – speaking – listening |
| LANGUAGE REQUIRED | Domestic animals Wild animals |
| MATERIALS | Handouts A piece of cardboard markers |
| PROCEDURE | <ol style="list-style-type: none"> 1. Give students a classification of domestic and wild animals 2. Give a picture of each one to identify them better. 3. Have them write in names below the picture. |

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| TITLE | Making comparisons |
| STUDENT'S LANG LEVEL | Beginners – Intermediate |
| OBJECTIVE | To practice the adjectives and make comparisons |
| TIME | 30 minutes |
| SKILL | Writing – reading |
| LANGUAGE REQUIRED | Adjectives Comparisons |
| MATERIALS | A handout A pencil |
| PROCEDURE | <ol style="list-style-type: none"> 1. To look at the pictures 2. Establish comparisons according to students opinions and likes 3. Read aloud the comparisons made by the students |

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| TITLE | The "Adjective" treasure hunt |
| STUDENT'S LANG LEVEL | Beginners – Intermediate (Group work) |
| OBJECTIVE | To practice the adjectives and the comparatives |
| TIME | 30 minutes |
| SKILL | Speaking – reading |
| LANGUAGE REQUIRED | Adjectives comparatives |
| MATERIALS | None |
| PROCEDURE | <ol style="list-style-type: none"> 1. Hide adjectives with the corresponding comparative 2. Make 4 groups in the classroom 3. Give students clues to find them. 4. The group with the most number of adjectives wins a sticker. |



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| TITLE | My every day schedule |
| STUDENT'S LANG LEVEL | Beginners – Intermediate |
| OBJECTIVE | To get familiar with the time and prepositions of time |
| TIME | 30 minutes |
| SKILL | Writing – speaking |
| LANGUAGE REQUIRED | Time expressions Numbers daily routines prepositions (in – on – at) |
| MATERIALS | A handout given by the teacher A pencil |
| PROCEDURE | <ol style="list-style-type: none"> 1. Point to the hours and minutes depending on the daily routines 2. Draw on the clocks the corresponding time. 3. Complete with the corresponding actions 4. Tell the classroom about your every day schedule. |

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| TITLE | BINGO |
| STUDENT'S LANG LEVEL | Beginners – Intermediate |
| OBJECTIVE | Provide students more vocabulary about food and drinks |
| TIME | 30 minutes |
| SKILL | Writing – reading – speaking – listening. |
| LANGUAGE REQUIRED | Food |
| MATERIALS | Handouts given by the teacher. A sheet of paper with a food bingo |
| PROCEDURE | <ol style="list-style-type: none"> 1. Practice the vocabulary with the students 2. Color the vegetables and fruits 3. Cross out the food you don't like. 4. Play bingo with food: <p>BINGO:</p> <ol style="list-style-type: none"> 1. Give students a sheet of paper with a bingo chart 2. Make them paste the food they choose in the 9 boxes 3. Start playing bingo 4. Give a sticker to the first one to fills in the chart. |

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| TITLE | What are you doing? |
| STUDENT'S LANG LEVEL | Beginners – Intermediate |
| OBJECTIVE | To make students get familiar with the use of the present progressive and actions |
| TIME | 30 minutes |
| SKILL | Speaking |
| LANGUAGE REQUIRED | Present progressive Actions |
| MATERIALS | None |
| PROCEDURE | <ol style="list-style-type: none"> 1. Divide the classroom in two groups 2. Teacher will elaborate little cards with actions. 3. Students have to mime the given action 4. The ones of the other group have to guess the actions. |

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| TITLE | I live in Cuenca |
| STUDENT'S LANG LEVEL | Beginners – Intermediate (Individual work) |
| OBJECTIVE | To make students get familiar with the verb to be in simple present tense and in simple past |
| TIME | 30 minutes |
| SKILL | Speaking – writing – reading |
| LANGUAGE REQUIRED | Verb to be Simple present tense (am, is, are) Simple past (was, were) |
| MATERIALS | Pictures Information about Cuenca |
| PROCEDURE | <ol style="list-style-type: none"> 1. Elaborate a poster of Cuenca 2. Put some pictures of your city, add some information 3. Use is, are, am and was and were. 4. Present it to the class. |



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| TITLE | I love TV programs and movies |
| STUDENT'S LANG LEVEL | Beginners – Intermediate Individual work |
| OBJECTIVE | To practice vocabulary and to play with the language |
| TIME | 20 minutes |
| SKILL | Writing – speaking |
| LANGUAGE REQUIRED | Your favorite TV program or movie words related to it |
| MATERIALS | None |
| PROCEDURE | <ol style="list-style-type: none"> 1. Draw an idea web in your notebook 2. Brainstorm some words related to it 3. Tell the classroom the name of your favorite program 4. Choose the 3 words you like the most related to your program. |

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| TITLE | Starting to write |
| STUDENT'S LANG LEVEL | Beginners – Intermediate Individual work |
| OBJECTIVE | To develop the writing skill |
| TIME | 35 minutes |
| SKILL | Writing – speaking |
| LANGUAGE REQUIRED | Your special room – bedroom – kitchen – living room – hall – studio – terrace |
| MATERIALS | A handout A dictionary |
| PROCEDURE | 1. Choose a title about your special room 2. To write the best main idea sentence 3. Write 5 details 4. End with a good conclusion |

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| TITLE | The seasons |
| STUDENT'S LANG LEVEL | Beginners – Intermediate Group work. |
| OBJECTIVE | To practice the seasons and the clothing in a funny way. |
| TIME | 45 minutes |
| SKILL | Writing – speaking listening |
| LANGUAGE REQUIRED | Clothing seasons simple present tense |
| MATERIALS | glue and old magazine scissors |
| PROCEDURE | <ol style="list-style-type: none"> 1. The week before, ask students to organize in four groups 2. Bring old magazines 3. The students make dolls and make them dressed 4. A girl from each group explains the season and the kind of clothing people wear for each season. |

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| TITLE | Highlight the best of the best |
| STUDENT'S LANG LEVEL | Beginners – Intermediate |
| OBJECTIVE | To practice the adjectives, comparatives and superlatives |
| TIME | 10 minutes (as a warm up activity) |
| SKILL | Reading – writing – speaking |
| LANGUAGE REQUIRED | Adjectives superlatives |
| MATERIALS | Handouts A pencil |
| PROCEDURE | <ol style="list-style-type: none"> 1. Establish superlatives 2. Choose the best answer for you |

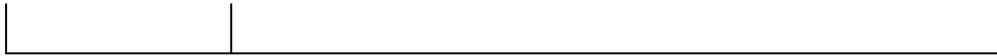
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| TITLE | I was in London long time ago. |
| STUDENT'S LANG LEVEL | Beginners – Intermediate Pair work |
| OBJECTIVE | To master the adjectives and comparatives |
| TIME | 40 minutes |
| SKILL | Reading – writing – speaking |
| LANGUAGE REQUIRED | Vocabulary of touristic places To know about London Simple past (did) |
| MATERIALS | Handouts A pencil |
| PROCEDURE | <ol style="list-style-type: none"> 1. Remind students the uses of the simple past 2. Give students significant pictures about London 3. Ask them what place in London would they like to visit. 4. Circle the places in London |

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| TITLE | American vs. British English |
| STUDENT'S LANG LEVEL | Beginners – Intermediate |
| OBJECTIVE | To be able to recognize the American and British speech. |
| TIME | 15 minutes |
| SKILL | Reading – speaking |
| LANGUAGE REQUIRED | Vocabulary Different words in english |
| MATERIALS | a list of words in the 2 English ways |
| PROCEDURE | <ol style="list-style-type: none"> 1. Give students a list of words in both Englishes. 2. Choose the words you don't know. 3. Give students the meaning of those words. |

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| TITLE | Newspaper headlines |
| STUDENT'S LANG LEVEL | Beginners – Intermediate |
| OBJECTIVE | To develop the reading skill |
| TIME | 20 minutes |
| SKILL | Reading – speaking |
| LANGUAGE REQUIRED | Vocabulary Wh questions Simple past |
| MATERIALS | Newspapers abstracts The notebook a pen |
| PROCEDURE | <ol style="list-style-type: none"> 1. Bring shortcuts of local newspapers 2. Choose the 5 more shocking news 3. Translate the headlines 4. Answer the main wh details about it.. <p>What happened.....? When ...? What time? Where? Who was involved?</p> |



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| TITLE | Countries and nationalities |
| STUDENT'S LANG LEVEL | Beginners – Intermediate Group work |
| OBJECTIVE | To recognize the countries of the world with the corresponding language. |
| TIME | 30 minutes |
| SKILL | Writing – reading– speaking |
| LANGUAGE REQUIRED | Countries Nationalities Adjectives of the corresponding country |
| MATERIALS | A handout given by the teacher a pencil a dictionary |
| PROCEDURE | <ol style="list-style-type: none"> 1. Provide students a list of the countries and nationalities 2. Investigate the language 3. Look for the flags of the given countries. |



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| TITLE | Things we have in common |
| STUDENT'S LANG LEVEL | Beginners – Intermediate Pair work. |
| OBJECTIVE | To practice the language using the things students like |
| TIME | 20 minutes (as a warm up activity) |
| SKILL | Writing – reading– speaking – listening |
| LANGUAGE REQUIRED | Hobbies Simple present tense things to share |
| MATERIALS | Handouts A pen |
| PROCEDURE | <ol style="list-style-type: none"> 1. Make students work in pairs 2. They answer the questions depending on the things they like 3. Make them read their answers, one by one. |

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| TITLE | Alphabet food |
| STUDENT'S LANG LEVEL | Beginners – Intermediate Group work |
| OBJECTIVE | Identify spelling and vocabulary about food and drinks |
| TIME | 35 minutes |
| SKILL | Reading– speaking – listening |
| LANGUAGE REQUIRED | Food Spelling vocabulary |
| MATERIALS | A paper Teacher needs to show students different food e.g: pretzels with p, apple with a, zucchini with z, ham with h, etc. |
| PROCEDURE | <ol style="list-style-type: none"> 1. Write the needed letters in the student's notebooks (the letters, as many as the teacher needs) 2. Show them different kinds of food, drinks and things to eat and put them in the corresponding column 3. Help students with the vocabulary. |

4. Make them recognize the vocabulary, by simply showing them a picture of each food and a drink.

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| TITLE | Face expressions activity |
| STUDENT'S LANG LEVEL | Beginners – Intermediate Group work. |
| OBJECTIVE | Provide students vocabulary about mood |
| TIME | 30 minutes |
| SKILL | Writing – reading |
| LANGUAGE REQUIRED | Adjectives Face expressions |
| MATERIALS | A handout |
| PROCEDURE | <ol style="list-style-type: none"> 1. Read each face expression 2. Look up the meaning in the dictionary 3. Describe your classmates with a face expression. |

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| TITLE | Halloween activity |
| STUDENT'S LANG LEVEL | Beginners – Intermediate Pair work |
| OBJECTIVE | To practice the language using the reading and the writing skill. |
| TIME | 30 minutes |
| SKILL | Writing – reading– speaking – listening |
| LANGUAGE REQUIRED | Vocabulary Popular stories from our country |
| MATERIALS | A notebook a dictionary a pen |
| PROCEDURE | <ol style="list-style-type: none"> 1. Explain why people celebrate Halloween. 2. Read a ghost story of our country. Legends can be useful. 3. Try to translate the main points of the story. 4. Make a ghost story web. |

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| TITLE | Christmas cards |
| STUDENT'S LANG LEVEL | Beginners – Intermediate Group work. |
| OBJECTIVE | To make different activities for Christmas |
| TIME | 30 minutes |
| SKILL | Writing – reading |
| LANGUAGE REQUIRED | Christmas vocabulary given by the teacher |
| MATERIALS | Green and red cardboard color pencils some decorations glue |
| PROCEDURE | <ol style="list-style-type: none"> 1. Choose a secret friend for each student 2. Elaborate Christmas cards 3. Write messages about Christmas 4. Exchange Christmas cards with your secret friend |

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| TITLE | New year board |
| STUDENT'S LANG LEVEL | Beginners – Intermediate Group work |
| OBJECTIVE | To make projects of the different holidays |
| TIME | 40 minutes |
| SKILL | Writing – reading– speaking |
| LANGUAGE REQUIRED | New Year's vocabulary |
| MATERIALS | An A4 sized cardboard Markers Scissors color pencils |
| PROCEDURE | <ol style="list-style-type: none"> 1. Explain how you celebrate New year 2. Talk about the purpose for the New year. 3. Draw the “meaning” of the new year for you. |

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| TITLE | Valentine's activity |
| STUDENT'S LANG LEVEL | Beginners – Intermediate Group work |
| OBJECTIVE | To make different activities for special holidays |
| TIME | 15 minutes (as a warm up activity) |
| SKILL | Writing – reading– speaking |
| LANGUAGE REQUIRED | Love expressions rules for love Letters |
| MATERIALS | A handout given by the teacher. A pencil |
| PROCEDURE | <ol style="list-style-type: none"> 1. Unscramble the hidden words 2. Find out the missing letter 3. Discover what the love word is. |

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| TITLE | Valentine's Day activity 2 |
| STUDENT'S LANG LEVEL | Beginners – Intermediate Group work. |
| OBJECTIVE | Practice the language and develop the writing skill |
| TIME | 30 minutes |
| SKILL | Writing – reading |
| LANGUAGE REQUIRED | Love expressions rules for love |
| MATERIALS | A handout a pencil a dictionary |
| PROCEDURE | <ol style="list-style-type: none"> 1. Think about the rules for love. 2. Write the most important ones 3. Share with the classroom your love rules. |

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| TITLE | Mother's day activity |
| STUDENT'S LANG LEVEL | Beginners - Intermediate |
| OBJECTIVE | Stressless activities full of fun |
| TIME | 15 minutes (as a warm up activity) |
| SKILL | Writing - reading- speaking |
| LANGUAGE REQUIRED | Imperatives vocabulary words learned vocabulary |
| MATERIALS | Handouts given by the teacher. A pencil |
| PROCEDURE | <ol style="list-style-type: none"> 1. Find the missing imperatives in the puzzle. 2. Fill out the blanks with the found imperatives. 3. Find out the "secret code". |

CONCLUSIONS AND RECOMMENDATIONS

After a long time working with students of 6th and 7th grades at the Unidad Educativa Experimental Bilingue “Rosa de Jesus Cordero” with American Shine for teens 1 and 2, I feel there is a need to provide with extra material to reach the school goal for language learning. For this purpose one year has been enough to receive the students’ opinion as feedback for the elaboration of the present didactic guide. The purpose of the guide is to make the teaching learning process more dynamic and fun. When students learn a language, the teacher’s most important goal is that students can learn a language in a significant way paying attention to students’ feelings and needs. Motivation arises with enough resources and appropriate methodology so learning can become productive for teachers and students.

- **Chapter I.-** Social learning, Significant learning are theories which promote an active learning. Students learn by doing things through tasks. Students are encouraged to do some activities but always taking into consideration topics that are really interesting and enjoyable. An important aspect of these two theories is that they consider students’ ages and needs. But the most important aspect is that they promote a mutual relationship between the teacher and the student, helping each other and also learning from one another. The teacher helps and guides, turning the teaching learning process into a significative and social one.
- **Chapter II.-** This chapter illustrates the methods that have been used in the didactic guide. The Structural methods such as The Grammar Translation Method, The Audiolingual Method, Direct Method, Silent Way, and suggestopedia, helps the student to form sentences. They develop the habit of structure formation. The techniques of the structural methods make the students improve their vocabulary.

The communicative Methods such as The Total Physical Response (TPR) and Communicative Approach help the students develop language accuracy and fluency.

The teacher who uses communicative methodology creates in the classroom, activities in which students have the opportunity to express their thoughts, ideas that later will be used in real life. Students practice the language in different social contexts.

Students interact with the teacher and the students.

The different tasks or activities of the present didactic guide follow the principles of the above stated methods as I stated in the general objectives of my proposal: Select the methods and active techniques for a significant learning.

- **Chapter III.-** It consists of a series of activities that will help the students enjoy learning. Students will be given and provided with some activities designed under methodological patterns based on the two basic stated theories. The objective of this chapter is to complement the book American Shine for teens 1 and 2, to design a didactic guide with methods and participative techniques.

The purpose is to offer teachers some ideas to take advantage of the teaching of the English language, being aware that English is the most required language for education and business so it is very essential to motivate children like it and learn it.

It also has been grateful for me to end this career because it has helped me to improve my teaching practice through classroom techniques that work for children.

For those who really enjoy what you do, for those who enjoy being a teacher, this is a useful and practical aid. This proposal will help anybody to improve lessons with ideas and in that way make students really like and enjoy English language and teaching learning as a foreign language not only as a simple subject to pass the year, but also a good and a useful subject that will fulfill students' perspectives.

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www.nthuleen.com

www.sil.org

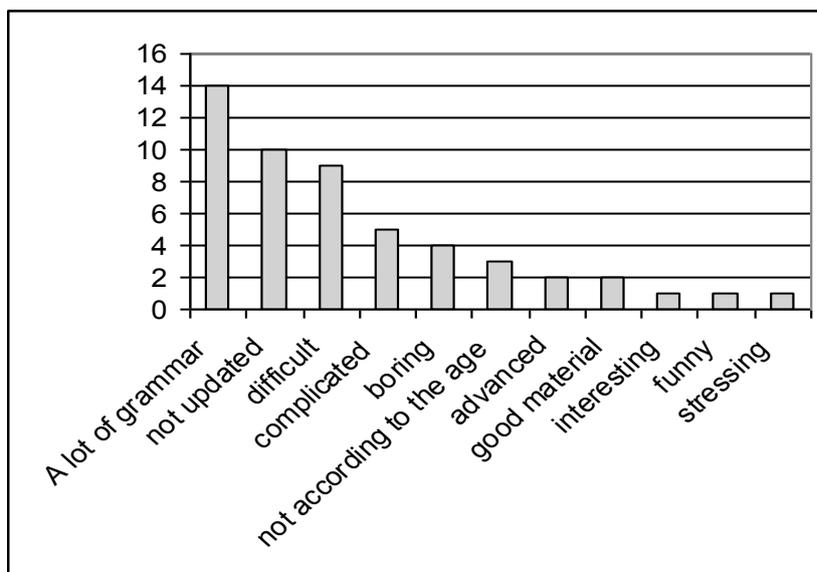
www.tpr-world.com

INTERVIEW

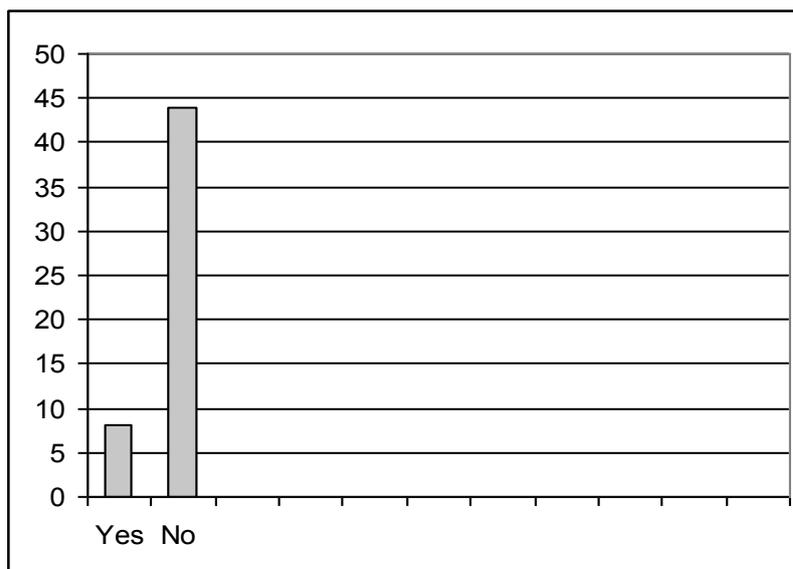
1. What do you think about the textbook you are using this year in English?
2. Are the topics interesting?
3. What do you like the most about the book?
4. What don't you like about the book?
5. Does the book contain topics of your interest according to your age?
6. What kind of activities do you add the book to be more interesting?
7. Would you like to have extra material besides your book?
8. Do you consider the extra material has more activities according to our reality and it has to be more personalized?
9. Would the extra material have games, activities different from the textbook?

RESULTS

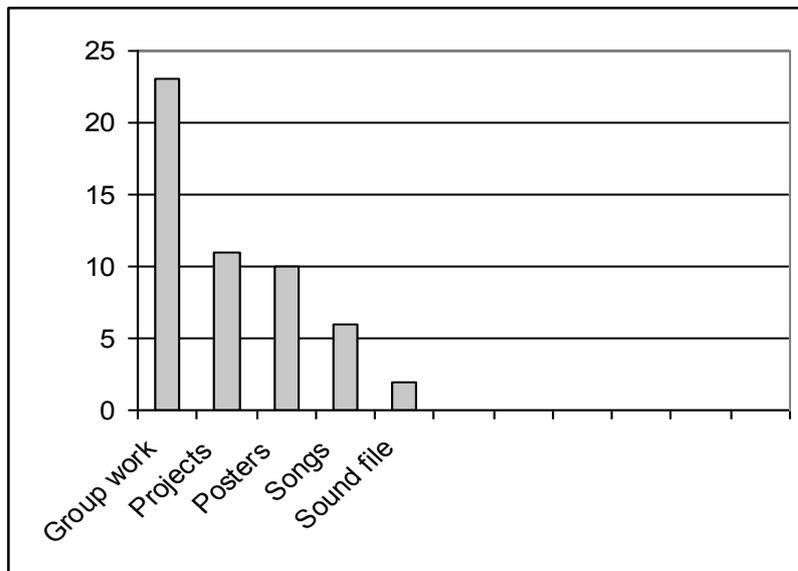
1. What do you think about the textbook you are using this year in English?



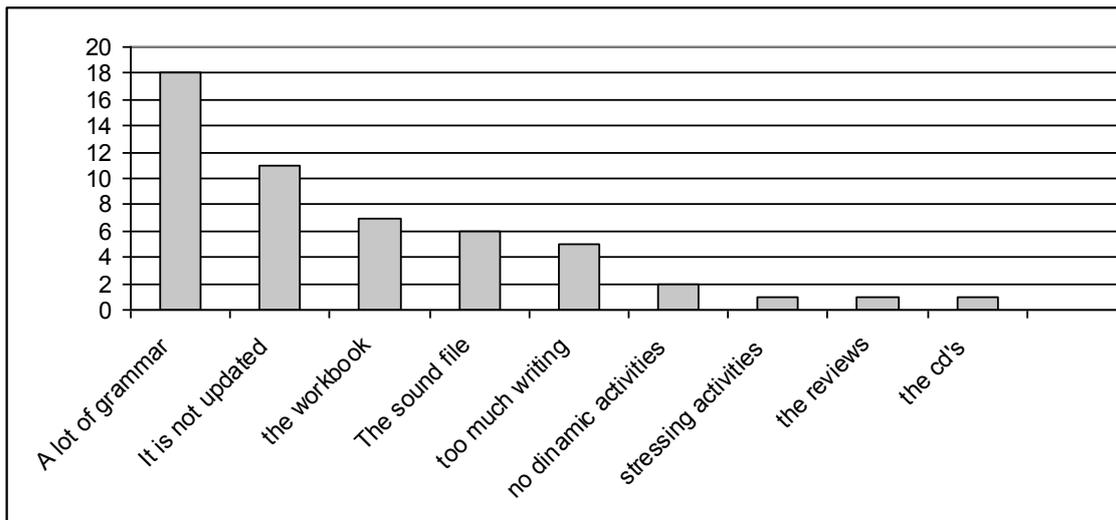
2. Are the topics interesting?



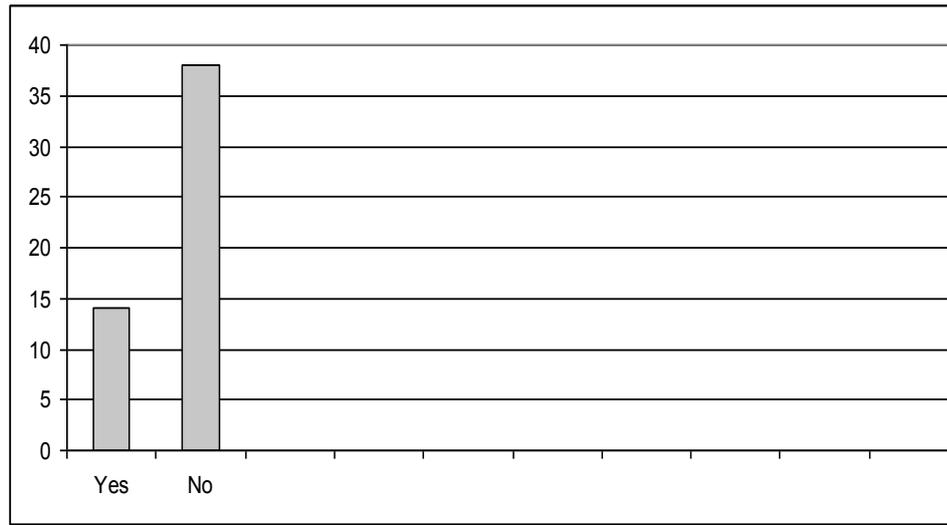
3. What do you like the most about the book?



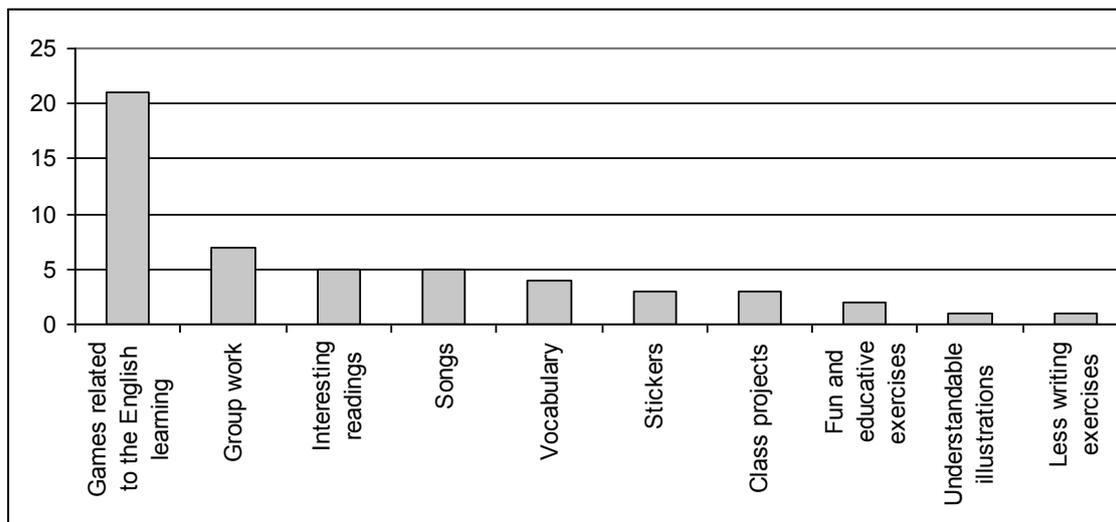
4. What don't you like about the book?



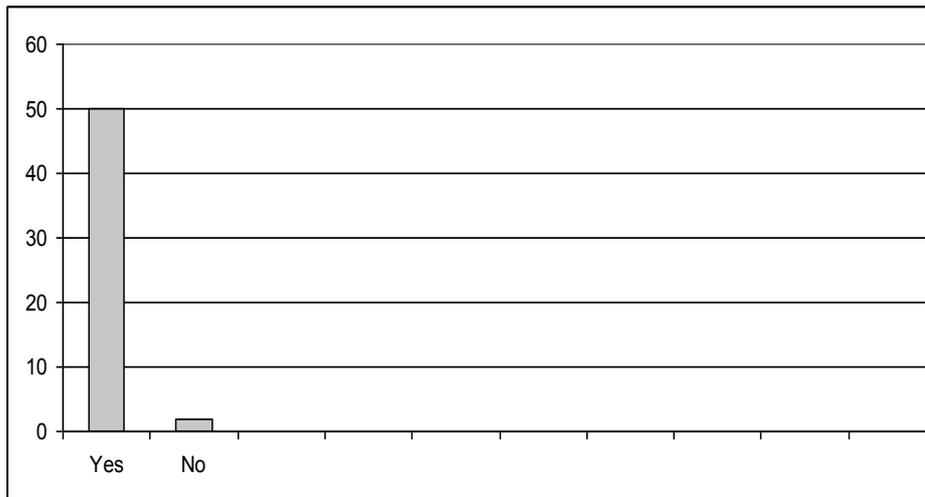
5. Does the book contain topics of your interest according to your age?



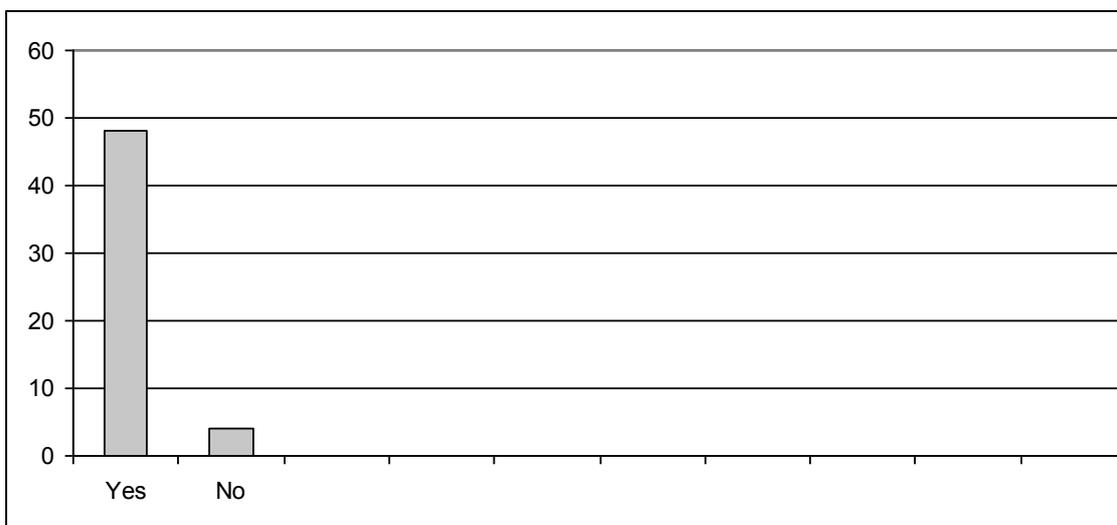
6. What kind of activities do you add the book to be more interesting?



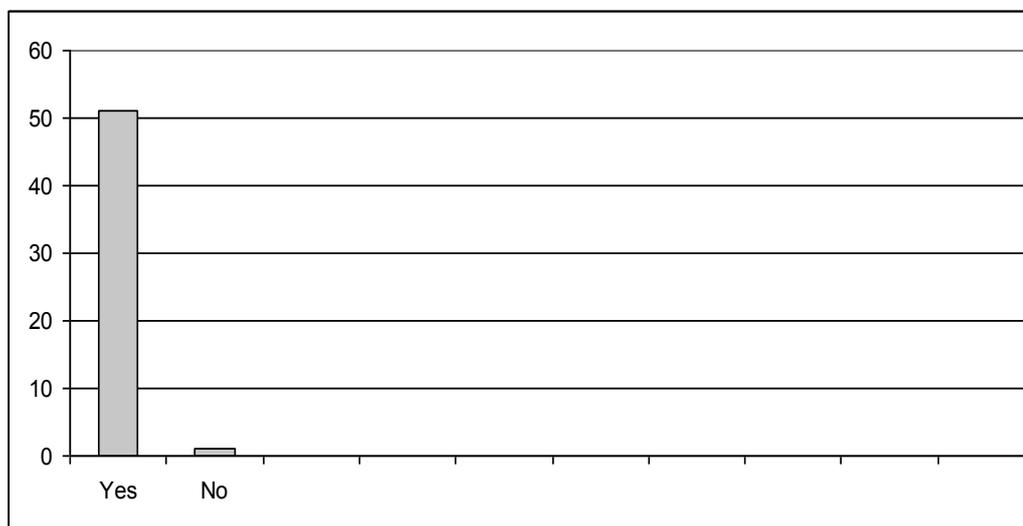
7. Would you like to have extra material besides your book?



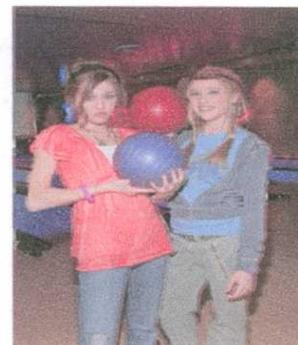
8. Do you consider the extra material has more activities according to our reality and should it be more personalized?



10. Would the extra material have games, activities different from the textbook?



AMERICAN SHINE FOR TEENS 1 AND 2

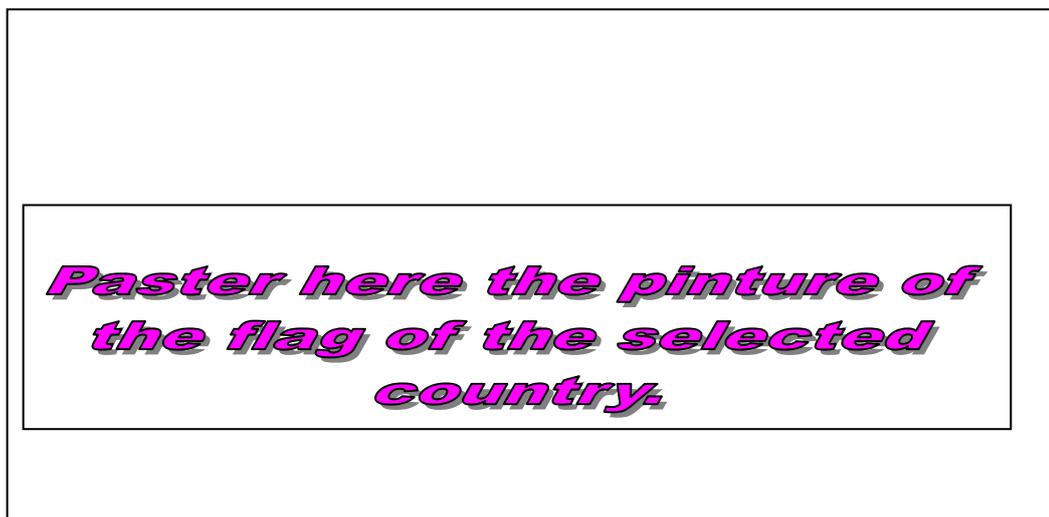


Vanessa Pazos C.

DIDACTIC GUIDE

WHERE ARE YOU FROM?

The poster would look like this:



Language:

Typical food:

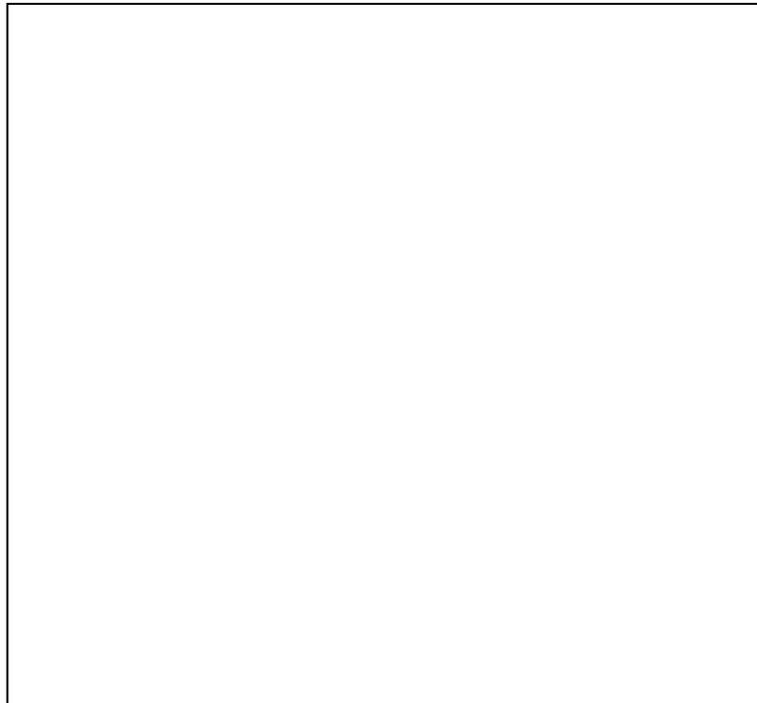
Clothes:

Weather:

Famous people in that country:

Main at tractions:

my favoryte movie star



He/ she was born in _____

He / she is famous because _____

He/ she likes _____

His / her hobbies are _____

He/ she think about fame, _____

PROJECT

Who is Fernando Alonso?

MY CALENDAR

Why is Jefferson Davis famous?

OF THIS YEAR

Elaborate a calendar with the months of the year.

| January | | | | | |
|------------------|------------------|------------------|------------------|------------------|------------------|
| Mon | tue | wed | fri | sat | sun |
| 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th |
| 7 th | 8 th | 9 th | 10 th | 11 th | 12 th |
| 13 th | 14 th | 15 th | 16 th | 17 th | 18 th |
| 19 th | 20 th | 21 st | 22 nd | 23 rd | 24 th |
| 25 th | 26 th | 27 th | 28 th | 29 th | 30 th |
| 31 st | | | | | |

Cross out the passed days

Write the birthdays of all your classmates

Include the holidays and special occasions.

February March April May ○○○○○

SPORTS BOOK

QUESTIONS

Who is Fernando Alonso?

He is a very famous soccer player in Europe.

Why is Jefferson Pérez famous?

He is a soccer player.

Who is C. Ronaldo?

He is a very famous soccer player in Europe.

What is the most interesting sport?

Soccer is the most interesting sport.

Which one is the best sport for you?

Soccer is the best sport for me.

SPORTS BOOK

ANSWERS

He is a very famous soccer player in Europe

Soccer. Especially the world cup. It is awesome.

Gymnastics. Because I practice it a lot.

Because he won the Olympic Games in Athletics in 1996 in Atlanta.

He is a Spanish who won the Formula 1 championship in 2006.

INTERVIEW

1. When your friends invite you to practice a sport you:
 - a) Accept the invitation immediately
 - b) Think twice, three, four times before accepting it.
 - c) put an excuse and you do not go.

2. It is a cold morning on Sunday so you:
 - a) Exercise yourself or start doing something to get warm
 - b) Have a cup of tea and watch TV
 - c) You do not think twice and go to bed

3. Summer is coming, you plan:
 - a) Doing nothing, it is time to rest.
 - b) To look for a gym or an academy to practice a sport
 - c) Going for a walk with your dog 2 times a week.

4. Then you *need* something from the store you:
 - a) Ask your mom to take you to the store by car
 - b) Ask your employee to go for you
 - c) Go immediately by walking

5. You are at the beach:
 - a) You conform to take a sunbath
 - b) You walk along the beach for a long time
 - c) you want to practice aquatic sports 6.

Your friends are practicing bungee jumping this weekend, you:

- a) Tell them: that you u/ant to do it, too.
- b) Tell them: be careful it is a risky sport
- c) Definitely you don't go.

7. your brother invites you to parachute:

- a) you feel fear, but you decide to try it.
- b) you ask your parents before doing it.
- c) you do not accept it anyway

a)

a.- Circle the activity that fits with you better according to your likes:

watching TV

swimming

a) tennis

b) horse back
riding

going to a gym

riding a bike

c) staying at bed

running

washing your
car

d) cooking

playing an instrument

aerobics

e) going shopping

going to the beach
volleyball

playing

f) meeting friends to
talk

going out for a drink
exercise

going out to

Depending on the activities already done above, decide if you:

are: ACTIVE,

QUIET **or**

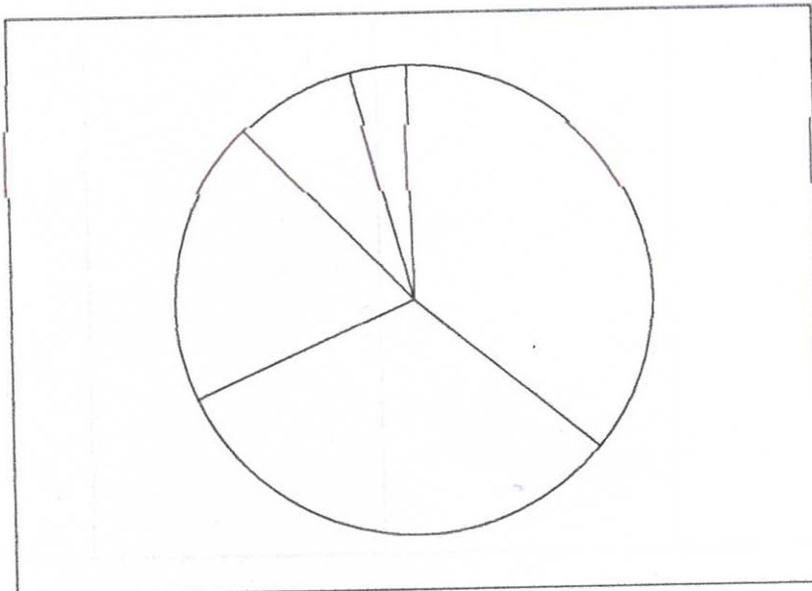
TAKE RISKS



TV SURVEY

| Student's name | Number of hours at TV |
|----------------|-----------------------|
| | |

PIE:



THE SAME AND DIFFERENT

PAIR WORK



1. Look for five similarities you have at home

1.- _____

2.- _____

3.- _____

4.- _____

5.- _____

2. Look for five differences at your homes:

1.- _____

2.- _____

3.- _____

4.- _____

5.- _____

THE PERSON I ADMIRE THE MOST IS:

Why do you admire him / her?

What does he / she do?

How old is he / she?

What are his / her hobbies?

Did she do anything important in his / her life?

What kind of music does he / she like to listen?

Where does he / she live?

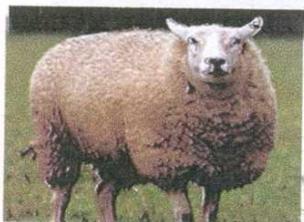
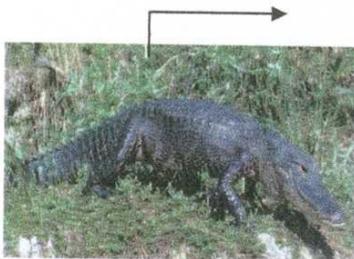
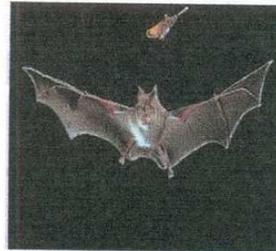
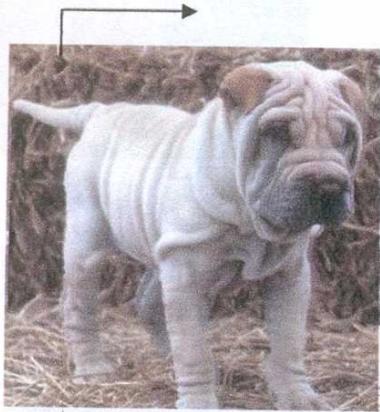
Is she single or married?

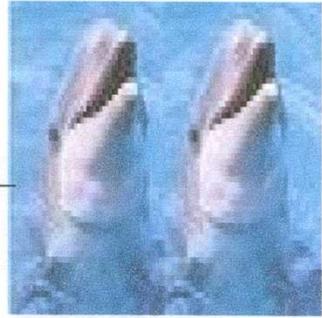
When did you meet him / her?

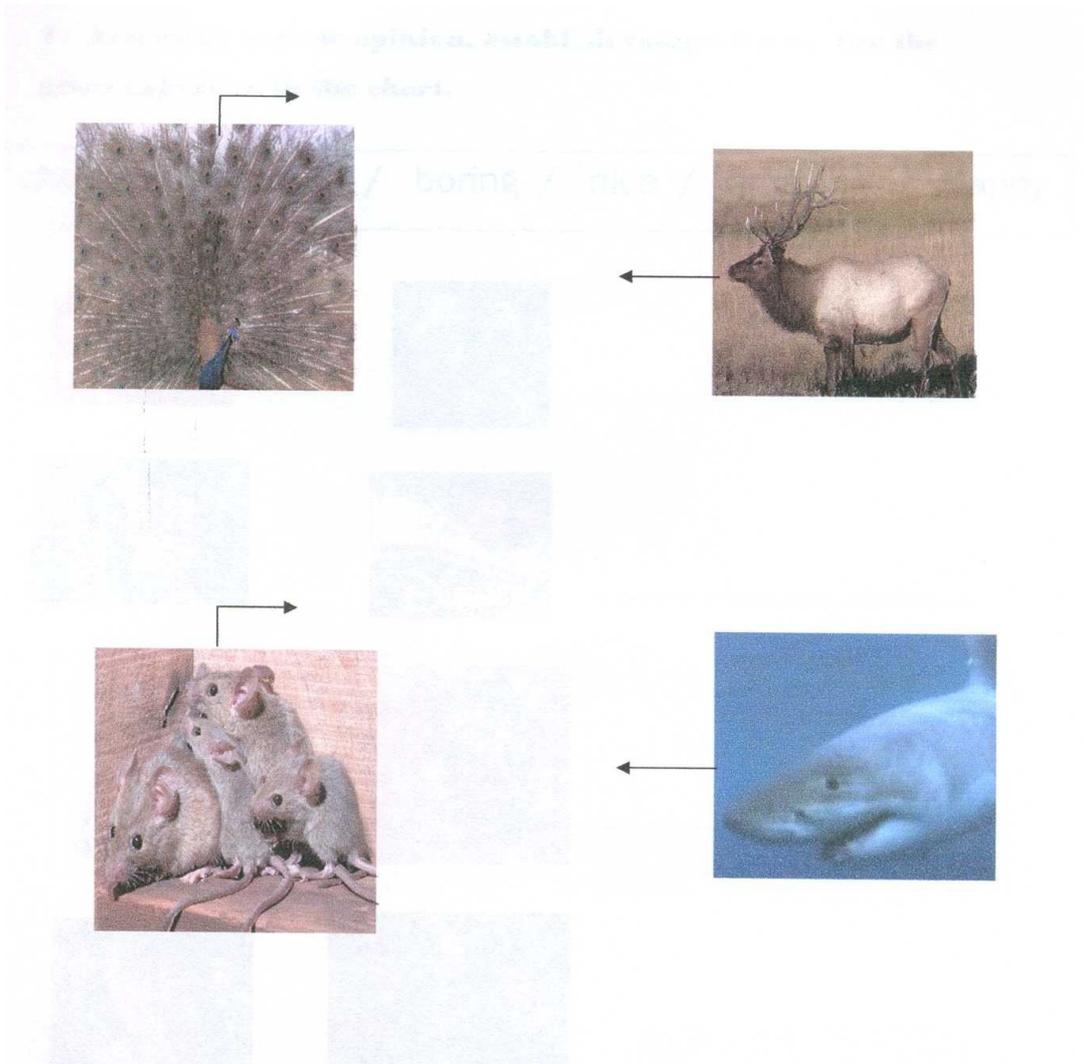
Is he / she your relative, friend or acquaintance?



my ANIMAL DICTIONARY







MAKING COMPARISONS

1. According to your opinion, establish comparisons. Use the given adjectives in the chart.

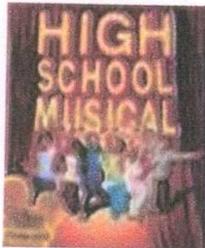
cheap / interesting / boring / nice / amazing / happy











THE ADJECTIVES TREASURE HUNT

activity:

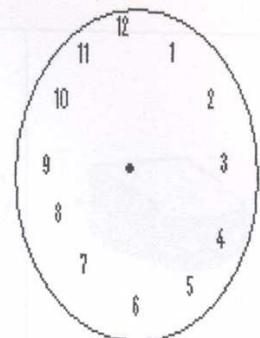
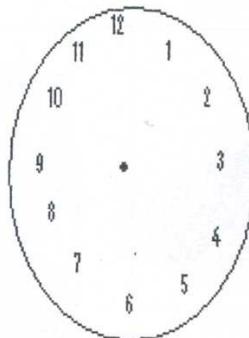
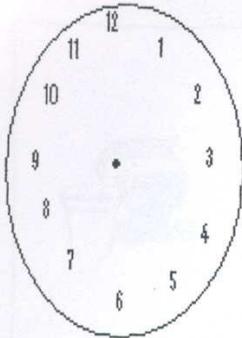
Look for the following adjectives and its comparatives around the classroom.

OLD NEW DELICIOUS

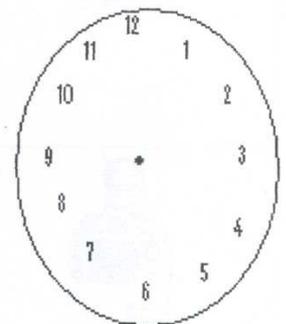
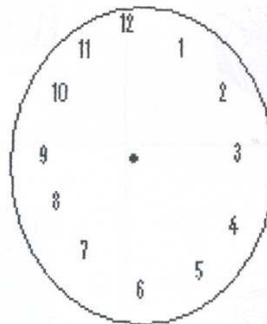
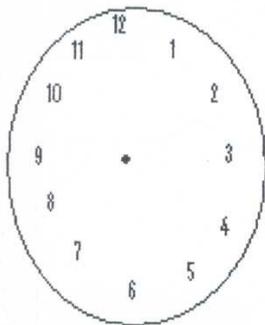
EXPENSIVE NATURAL

YOUNG DIRTY AMUSING

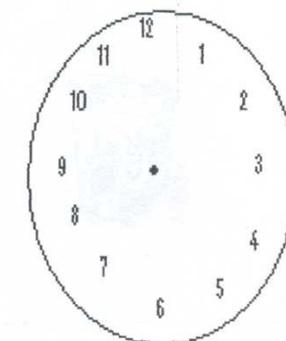
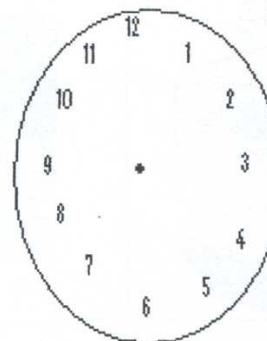
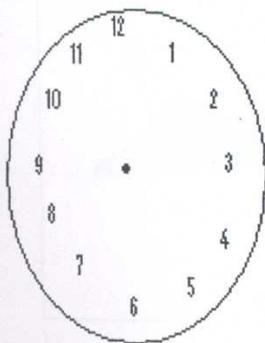
MY EVERY DAY SCHEDULE



I get up at _____ I get dressed at _____ I go to the bus stop at _____



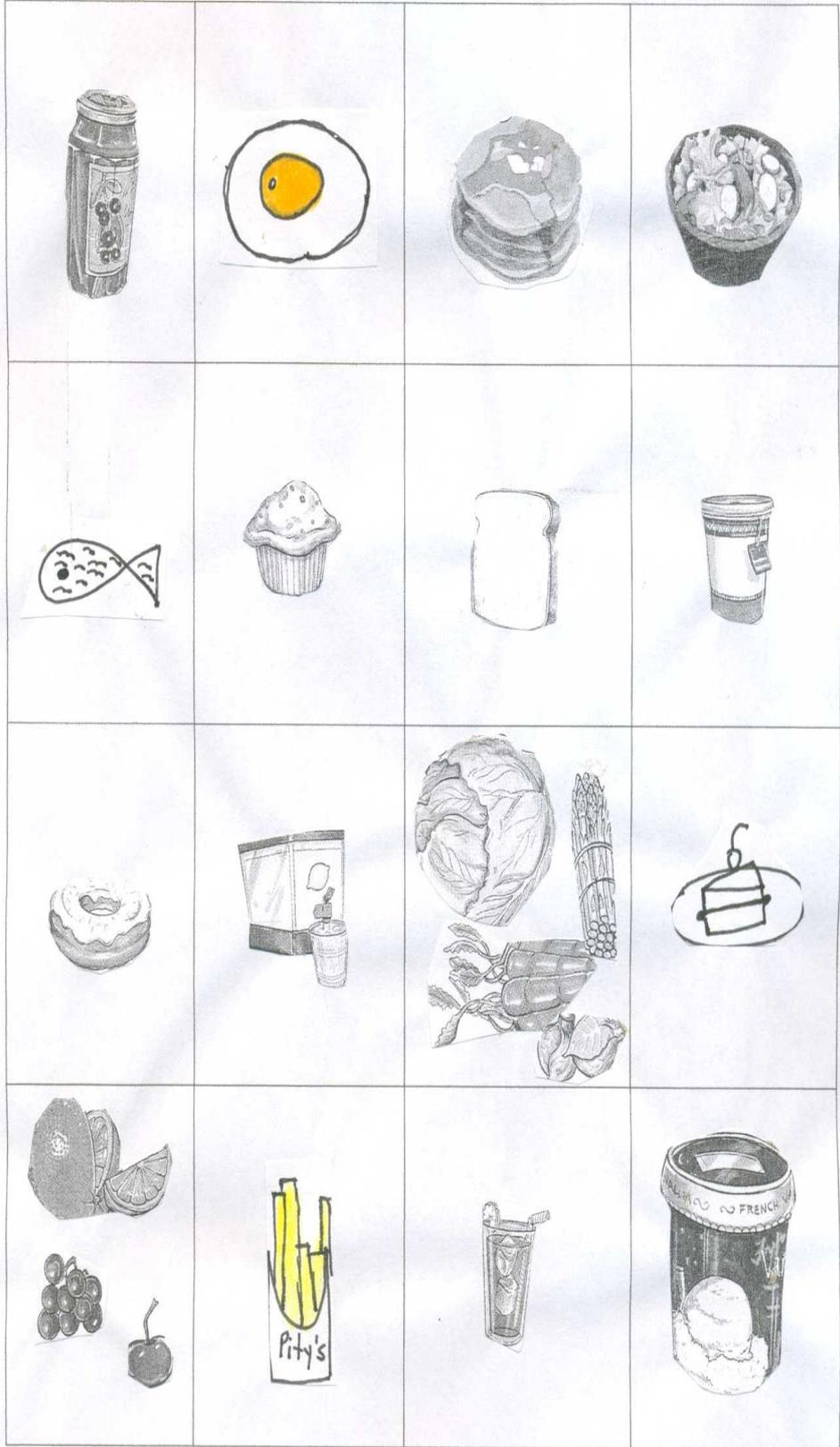
I start classes at _____ I have the break at _____ I finish school at _____



I do the homework at _____ I go back home at _____ I go to bed at _____

FOOD AND DRINK



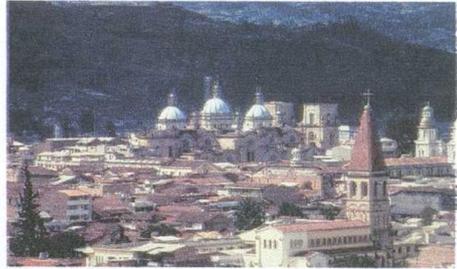


what are you doing?

1. Guess what your classmates and teacher are doing.



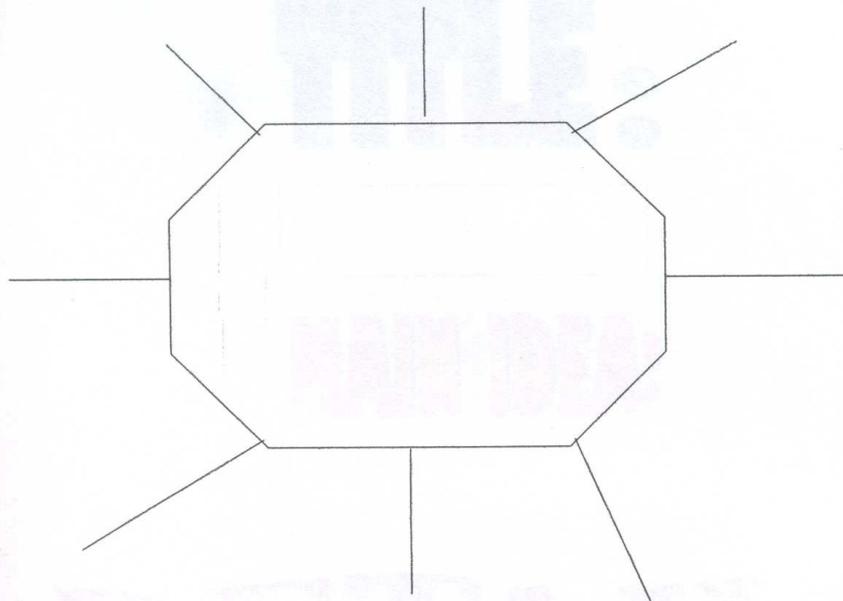
CUENCA



Project:

AcTiViTy: Make a poster about Cuenca, add some information, paste as many pictures as you can.

MY FAVORITE TV PROGRAM



**MY THREE FAVORITE WORDS ABOUT MY TV PROGRAM
ARE:**

1. _____

2. _____

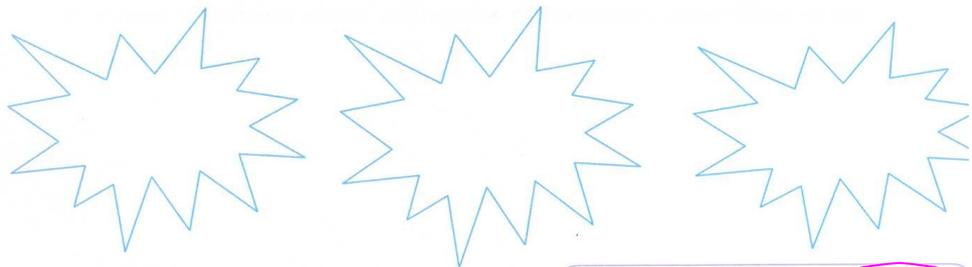
3. _____

MY ESPECIAL ROOM

TITLE:

MAIN IDEA:

DETAILS



CONCLUSION:



SEASONS CLOTHING

Prepare a fashion show with your classmates, according to the four seasons.

The best of the best !!!!

Circle the best of the 3 options down there.

a) Who is the best for you?



b) What is the nicest?



c) Which is the most popular?



d) Who is the most interesting?



Now make sentences in your notebook.

I WAS IN LONDON LONG TIME AGO.

1. Read the following information about London.

I remember as if it was yesterday, my trip to London with my family. The first day we wanted to visit the Buckingham Palace, the Royalty of Great Britain live there, at the moment we walked into it, I was amazed by seeing the royal soldiers, who wore a strange kind of cap and a tidy uniform. Then we went to visit the Kensington gardens, where princess Diana of Wales was buried.

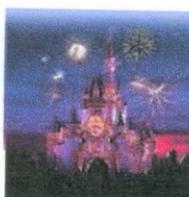
Next day we were into the downtown, near it there was the very famous clock called Big Ben, it is great the way British people are so punctual and formal. A nice thing about them is that they drink tea every day at 5:00 and it is the best tea in the whole world.

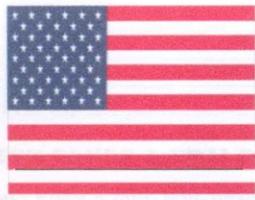
After that we had to go to Westminster Abbey the most famous church in England because the most important ceremonies happened there.

Then we went back to the hotel and we got into the wonderful double deck buses never seen here. I won't never forget my trip to England, it was the best thing in the world I ever did.

2. Underline the verbs in past.

3.- **READING COMPREHENSION:** According to the reading match the places related to England:





VS.



apartment

flat

cookie

biscuit

elevator

lift

mail

post

gas

petrol

movie

film

potato chips

crisps

vacation

holiday

garbage

rubbish

house

cottage

coffee break

recess

NEWSPAPER ABSTRACTS

MEN SAVES A CHILD IN DANGER

Last night a man who passed by a bridge rescued a child who was playing in the river and then he fell down into the river, then the child couldn't swim and the man swam to save him.

WOMAN FOUND \$5000000 DOLLARS

On Friday afternoon a woman was passing near the public market and she saw a black bag. She caught it and she found with a big amount of money in it. She reported to the police, but the owner of the money never appeared.

LOST AND FOUND

A dog lost last year in Manta, after some time the dog's owner didn't look for it anymore. Two years later the dog was found in Miami. Nobody knew how the dog got there. It was walking down a street.

COUNTRIES AND NATIONALITIES

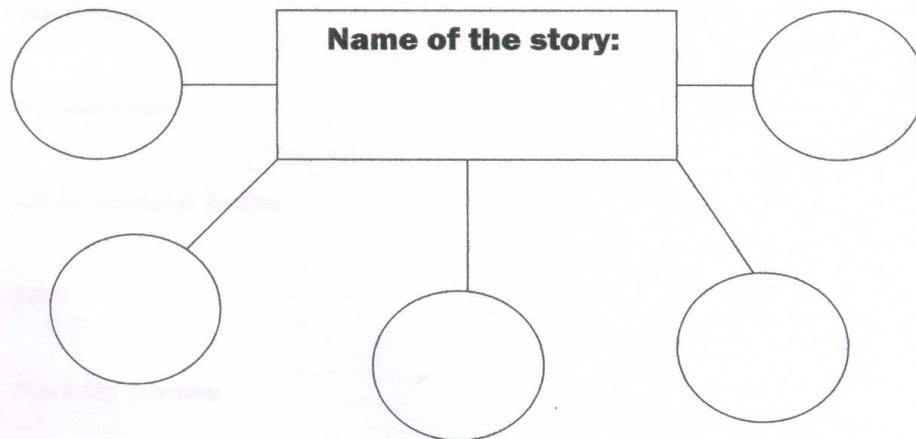


| Country | Nationality | Language |
|---------------|-------------|----------|
| Mexico | Mexican | _____ |
| Denmark | Danish | _____ |
| Poland | Polish | _____ |
| France | French | _____ |
| Wales | Welsh | _____ |
| Holland | Dutch | _____ |
| Britain | British | _____ |
| Ecuador | Ecuadorian | _____ |
| Peru | Peruvian | _____ |
| United States | American | _____ |
| Argentina | Argentinean | _____ |

HALLOWEEN ACTIVITY



1. Read a ghost story in our country.
2. Translate the main points.
3. Make your ghost story web:



FACE EXPRESSIONS

| | | | | |
|---|---|---|--|---|
|  ANXIOUS |  APOLOGETIC |  BASHFUL |  BORED |  COLD |
|  CONCENTRATED |  CONFIDENT |  CURIOUS |  DISAPPOINTED |  EXAGERATED |
|  EXHAUSTED |  FRIGHTENED |  GRIEVING |  GUILTY |  HAPPY |
|  HOT |  HURT |  INNOCENT |  INTERESTED |  JOYFUL |
|  LONELY |  LOVESTRUCK |  MEDITATIVE |  OPTIMISTIC |  PAINED |
|  RELIEVED |  SAD |  SATISFIED |  SHOCKED |  SMUG |
|  SURPRISED |  SUSPICIOUS |  THOUGHTFUL |  UNDECIDED |  WITHDRAWAL |

Describe each one of your classmates with a face expression.

CHRISTMAS ACTIVITIES



Vocabulary:

Christmas tree

turkey

candy cane

Santa Claus

Snowmen

Mistletoe

Ornaments

Light colored bulbs

Gifts

Nativity Scenes

The birth of Jesus Christ

Christmas Carols

Christmas Eve

Love

Peace

evergreen

2. Elaborate a Christmas card in the classroom.

3. Exchange it with your secret friend.

CLASS PROJECT

Elaborate a New Year poster

What is your purpose for the new year?

How do you celebrate it?

Draw the meaning of the New Year for you.

VALENTINE'S ACTIVITY 1

The valentine's words
are mixed up.
Find the correct spelling
of them.

sugh

VOLE

siksse

tehar

earc

itvelena

Valentine's activity 2



Rules for love:

Name some rules for you in love:

1: Men should be older than women

2: Men should be taller than women

3: Do not call a guy

4: _____

5: _____

6: _____

7: _____

8: _____

9: _____

10: _____

PUZZLE

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| A | I | T | E | S | M | S | W | E | T |
| C | T | E | S | M | F | R | P | V | |
| A | N | Z | T | M | M | K | E | C | |
| F | I | S | E | O | O | D | I | B | |
| T | A | L | O | S | O | F | E | S | |

MOTHER'S DAY ACTIVITY

MY MOTHER TELLS ME:

Eat all your _____

Do not watch too much _____

_____ up your mess !

_____ not make noise

Be _____

Wash your _____

Take a _____ every day

Do your _____ now !

PUZZLE

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

MOTHERS ARE:

SW _ ET

SPECIA _

BRA _ E

G _ RGEOUS

← SECRET CODE

AND THEY GIVE US:

_____ (unscramble
the letters and discover the
word.)