TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH CAREER

THESIS DEGREE

THEME:

> **"NATIVE TEACHER AND NON-NATIVE TEACHERS' INFLUENCE IN THE ENGLISH TEACHING-LEARNING PROCESS. A COMPARATIVE STUDY AT THE "RAMÓN BARBA NARANJO" EDUCATIVE UNIT DURING THE ACADEMIC PERIOD SEPTEMBER 2015- FEBRUARY 2016"**

Thesis submitted previous obtaining the Sciences of Education Degree with Major in the English language.

Authors:

Meneses Sánchez Lucia Jeaneth

Vega Toaquiza Norma Karina

Director:

Dra.C.: Lorena González.

Latacunga - Ecuador

June– 2016

UNIVERSIDAD TECNICA DE COTOPAXI
UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANISTICAS
Latacunga – Ecuador

RESPONSIBILITY

The criteria said in this present investigation "NATIVE TEACHER AND NON-NATIVE TEACHERS' INFLUENCE IN THE ENGLISH, TEACHING-LEARNING PROCESS. A COMPARATIVE STUDY AT THE "RAMÓN BARBA NARANJO" EDUCATIVE UNIT DURING THE ACADEMIC PERIOD SEPTEMBER 2015- FEBRUARY 2016" is the author responsibility.

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Meneses Sanchez Lucia Jeaneth

C.I.160074403-9

…………………………..

Vega Toaquiza Norma Karina

C.I. 050374607-5

THESIS DIRECTOR' ENDORSEMENT

As a director of this investigation work about:

NATIVE TEACHER AND NON-NATIVE TEACHERS' INFLUENCE IN THE ENGLISH TEACHING-LEARNING PROCESS. A COMPARATIVE STUDY AT THE "RAMÓN BARBA NARANJO" EDUCATIVE UNIT DURING THE ACADEMIC PERIOD SEPTEMBER 2015- FEBRUARY 2016., of Meneses Sanchez Lucia Jeaneth and Vega Toaquiza Norma Karina, applicant of the English career, I consider this investigative report contains the methodological and scientific requirement, those are enough to be evaluated by the thesis validation court that Honorable Academic Board from the Academic Unit of Administrative and Humanistic Science designs for its own study and qualification.

Latacunga, Junio del 2016

…………………………………………..

Dra. C Olga Lorena González Ortiz.

C.l. 100237727-1

THESIS DIRECTOR

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Latacunga – Ecuador

COURT APPROVAL

As Members of the Court we agree with the present Grade Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative Sciences and Humanities; the postulants: Meneses Sánchez Lucia Jeaneth and Vega Toaquiza Norma Karina . Thesis presented previous obtaining the Sciences of Education Degree with mention in the English language with the theme: "NATIVE TEACHER AND NON-NATIVE TEACHERS' INFLUENCE IN THE ENGLISH TEACHING-LEARNING PROCESS. A COMPARATIVE STUDY AT THE "RAMÓN BARBA NARANJO" EDUCATIVE UNIT DURING THE ACADEMIC PERIOD SEPTEMBER 2015- FEBRUARY 2016" They have considered the recommendations issued timely and is qualified enough to be submitted to the Thesis Defense act.

By the above, we authorize the corresponding pasted, as institutional norms.

For constancy sing:

………………………………….
M.Sc. Fanny Mercedes Abata Checa
PRESIDENTE

…………………………………
M.Sc. Nelly Patricia MenaVargas
MIEMBRO

………………………..
M.Sc. Jorge Luis Rosero Menéndez
OPOSITOR

ACKNOWLEDGEMENT

First, I would like to thank to God for all the blessing that I have receive. Thanks to my parents because they have supported me at every moment during my academic training.

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Meneses Sanchez Lucia Jeaneth

Firstly, I give thanks to God because he lets live and finish my career, so for giving me the strengths and value to complete my studies.

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Vega Toaquiza Norma Karina

DEDICATORY

I dedicate this thesis to my parents because they have supported my dream to a professional, demonstrating their love and giving their advices in order to accomplish this important goal in my life

For them my sincere respect.

Meneses Sánchez Lucia Jeaneth

I dedicate my thesis with all my love to God who gave me the opportunity to live and for having a wonderful mother. She has always supported me with their comprehension and patience. Thanks for all the effort that made for me to get a career for the future. That's why this research work is dedicated to my dear mother and special to my daughter, Valentina, who has changed my life.

Vega Toaquiza Norma Karina

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Authors: **Meneses Sánchez Lucia Jeaneth**
Vega Toaquiza Norma Karina

ABSTRACT

This present research was focused on improving the Teaching- Learning Process
in order that non-native English teachers develop new methodologies. The main
problem was that the students did not pay attention and they did not work in
English class and it makes the classes boring. Thus, they do not like the English
language. Although that the non-native teachers have focused on teaching English
language. There is a little inconvenience at the moment to teach to the students
because the non-native teacher do not catch the attention of them due to the
methodologies used by the non-native teachers do not give good results. That is
the reason why, it has been considered a training course where it is important to
find some activities to develop them. This research was focused on creating a
training course based on the experiences and methodologies to develop the four
abilities of English language with the help of the native teacher which are
necessary to do different activities. It is important to mention that the beneficiaries
of this research were the non-native teachers and the students indirectly because
the non-native teachers will improve and learn other methodologies through the
interactive activities, so this way the non-native teachers will apply in the English
teaching-learning process with the students so that the classes can be interactive
and dynamic to achieve excellent results.
Finally, this research was conducted through the descriptive method which was
used to obtain enough and important information to develop the proposal.

UNIVERSIDAD TECNICA DE COTOPAXI

UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANISTICAS
Latacunga – Ecuador

TEMA: "LA INFLUENCIA EN EL INGLES DE LOS PROFESORES NATIVOS Y NO NATIVOS EN EL PROCESO DE ENSEÑANZA Y APRENDIZAJE EN UN ESTUDIO COMPARATIVO DENTRO DE LA UNIDAD EDUCATIVA "RAMÓN BARBA NARANJO" DURANTE EL CICLO ACADEMICO SEPTIEMBRE 2015 – FEBRERO 2016"

Authors: Meneses Sánchez Lucia Jeaneth
Vega Toaquiza Norma Karina

RESUMEN

La presente investigación se centró en la mejora el Proceso de Enseñanza Aprendizaje con el fin de que los profesores no nativos de inglés desarrollen nuevas metodologías. El problema principal fue que los estudiantes no prestan atención en la clase de inglés y como resultado los estudiantes no trabajan por lo que esto hace que las clases se tornen aburridas. Por lo tanto, no les gusta el idioma Inglés. A pesar de que los profesores no nativos se han centrado en la enseñanza del idioma Inglés, existe un pequeño inconveniente en el momento de enseñar a los estudiantes porque el profesor no nativo no llama la atención de ellos debido a que las metodologías utilizadas por los profesores no nativos no dan buenos resultados. Esa es la razón por la cual, se ha considerado un curso de capacitación donde encontrarán algunas actividades para desarrollarlas. Esta investigación se centra en la creación de un curso de capacitación basada en las experiencias y metodologías para desarrollar las cuatro habilidades del idioma Inglés con la ayuda del profesor nativo que son necesarios para realizar diferentes actividades. Es importante mencionar que los beneficiarios de esta investigación serán los profesores no nativos y los estudiantes indirectamente porque los profesores no nativos van a mejorar y aprender otras metodologías a través de las actividades interactivas, por lo que de esta manera los profesores no nativos aplicarán en el proceso de enseñanza-aprendizaje del idioma Ingles con los estudiantes para que las clases puedan ser interactivas y dinámicas para lograr excelentes resultados.

Finalmente, esta investigación se llevó a cabo a través del método descriptivo que se utiliza para obtener información suficiente e importante para desarrollar la propuesta.

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INTRODUCTION

Taking into account the importance of teaching English in a lot of Educative centers in Latacunga, this thesis introduces an extraordinary resource in order to carry out an excellent English Teaching-Learning Process. That is the reason why, this research has a proposal to create a training course in order that the non-native teachers learn new methodologies. Through this training course, it will be developed the four abilities based on interactive activities to achieve a high level of English language.

Nowadays, people know that speaking English is relevant to develop in any occupational field. So, it has been taught and learnt since early ages. However, the students are not able to communicate in English still because the methodologies used by non-native teachers do not have good results. A relevant aspect of this project is the fact that the first time is to create a training course based on the experiences and methodologies to develop the four abilities of English language with the help of the native teacher which are necessary to do different activities.

The variable taken into account were the English language and the resources to improve the English language, the population was a total of 8 native English teacher, 8 non-native English teacher and included the 82 students from " Ramon Barba Naranjo" Educative Unit, this is a non- experimental investigation because it does not involve manipulation of any situation, circumstances or experience with the participants.

Also, this research is based on descriptive method because it allows researchers to describe different situations and context, detailing how they are manifested and also to analyze many events and properties of the relevant aspects for the investigation. It is necessary to know that, the information of this project is got through surveys and results applied at "Ramon Barba Naranjo" educative unit. Giving as a result the creation a training course focused on new methodologies used by native teacher based interactive and dynamic activities to improve the English Teaching-Learning Process.

The present thesis investigation has been divided into three chapters:

Chapter I is a clear description that allows understanding the scientific part of the researcher that why there is the THEORETICAL FRAMEWORK which is based on fundamental categories all of them supported by the corresponding bibliography and websites according to the topic: "Native teacher and non-native teachers' influence in the English, Teaching-Learning process. A comparative study at the "Ramón Barba Naranjo" Educative Unit during the Academic period September 2015- February 2016"

Chapter II ANALYSIS AND INTERPRETATION OF RESULTS contains a qualitative analysis and interpretation of survey results which were applied to native English teacher, non-native English teachers and students. Having the results of the survey immediately is made the conclusions and recommendations.

Chapter III THE PROPOSAL consists of the development English language through a training course to improve and learn other methodologies through the interactive activities, so this way the non-native teachers will apply in the English Teaching-Learning Process with the students so that the classes can be interactive and dynamic to achieve excellent results. It is divided into 4 workshops; it includes an ability for each workshop as listening, speaking, reading and writing.

CHAPTER I
BACKGROUND

According to the investigation of Tabuk University in Saudi Arabia, about the differences between native and non-native English teachers in teaching English in 2014. The researchers studied the role about native and nonnative English teacher.They can find strengths and weaknesses of each of them. Through this, you can see the effect of each both native and non-native teacher. Each teacher has different ways of teaching. Many people prefer the native teacher whose first language is English. It is also said that the natives are more creative, using good methodologies to reach good knowledge to students so they can improve their knowledge to develop their skills such as reading, writing, listening and speaking.It is also said that non-native teachers have their strengths and weaknesses as for example they do not have English as their mother tongue and they can make mistakes in pronunciation, grammar, spelling, etc.However, this research covers the methodological problems of each teacher both native and non-native and how it can affect the process of teaching and student´s learning.

Nonetheless, the results and references of these studies show the value of a nonnative English teacher. They have their advantages and their disadvantages. In the studies applied, It showed the importance of the students´ attitudes towards English and their perceptions of the teaching behaviors Native English teacher and nonnative English teacher. This study focused on students´ English achievement while other study uses surveys and interviews to investigate the effect nativity of the teachers in order to determine the effects of teacher´s native.

Another investigations speak about the native and non-native teacher where said us how they use the methodologies in order to teach to the students such as Native- and Non-Native Speaking English Teachers in Vietnam: Weighing the Benefits in december 2012 where the researchers studied that students as a foreign language prefer to learn English from native-speaker teachers rather than non-native speakers of English due to that vietnamese learners evaluated the importance of native speakerness compared with seven qualities valued in an

English language teacher: teaching experience, qualifications, friendliness, enthusiasm, the ability to deliver interesting and informative classes, understanding of students' local culture, and advanced English communicative competence.

Findings show that the respondents placed more value on all but one of these qualities than on native-speakerness. The only outlier was advanced English competence and respondents selected innate native speakerness over this quality because they believed that native-speaker pronunciation was the ideal model. These findings build on a growing body of research that challenges the notion that native speakers of English are ideal English language teachers.

Although the notion that native speakers of a language are innately better teachers of that language than non-native speakers has been challenged, many English as a second foreign language institutions maintain that their students place greater value on learning from a native English-speaking teacher than from a non-native English teacher.

This study investigated the relative value ascribed by Vietnamese EFL students to native- and non-native speakerness compared with other professional, personal, pedagogical, cultural and linguistic qualities that are the hallmark of a competent language teacher. Overall, the sample group ascribed greater value to these qualities than to native-speakerness. An understanding of the local culture and pedagogy, as well as first-hand experience of second language learning, carry more weight for Vietnamese learners of English.

In Ecuador there is not this kind of investigation so that all investigations have done in other countries. Our investigation is almost similar to these investigation due to that there is a great difference between native and non-native English teachers.

MAIN CATEGORIES

EDUCATION

ENGLISH LANGUAGE

PEDAGOGY

ENGLISH TEACHING-LEARNING PROCESS

NATIVE AND NON-NATIVE TEACHERS
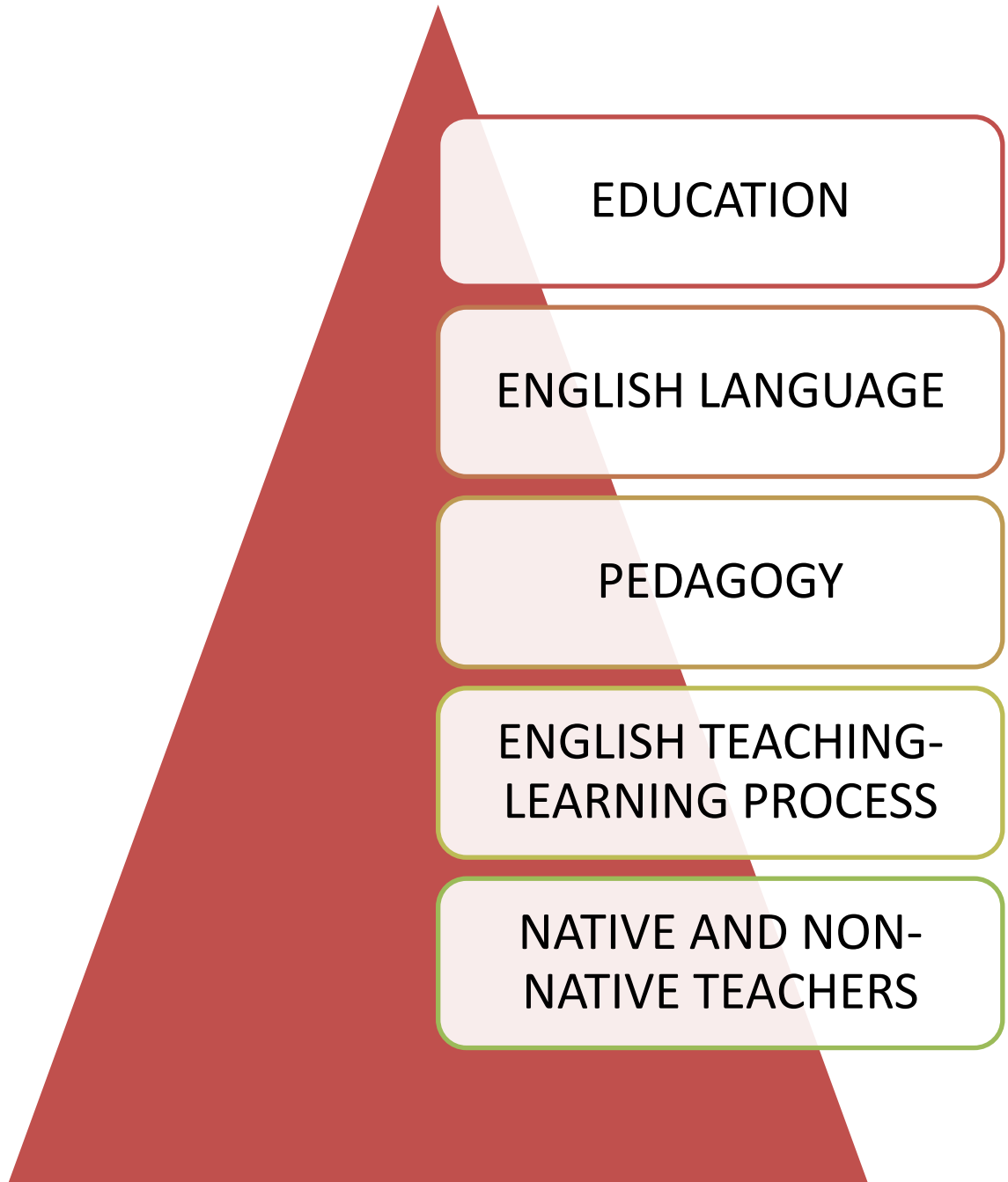
1. EDUCATION

Education is the form of learning where the knowledge, abilities, values and beliefs are transmitted from generation to generation through the formation and research. Education is the teaching learning process where students can develop their skills with the guidance of teachers using different methodologies in order to have a good education and students can become excellent professionals into the society.

(DEWEY, 1938) "Education is profound philosophical exploration of how we transmit knowledge in human society and how we think about accomplishing that vital task". pg.3

The researchers agree with the author because education is the knowledge that it is transmitted from a person to another person in order to develop the society because it plays an important role in people´s lives and they could become successful people with high level of knowledge.

(COLLINS, 1979) "Education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life."pg.6.

The researchers agree with the author because education is a process which students can acquire knowledge where the students can develop their knowledge, preparing themselves so they can improve their skills with reasoning in order to be helpful into the society.

1.1. Importance of Education

According to Barr, G (BARR, 2013), Education is about far more than the marks you receive. It's about understanding right from wrong and having the knowledge you need to stay afloat in today's society. It helps to develop your perspective on the world around you and pushes you to think both creatively and conceptually about many different subjects. Without education, sensory information would

simply be lost. Education allows us to process the information we receive on a daily basis and make conclusions and inferences based on what we already know. Education provides us with knowledge about the world. Learning is what prepares young people for meaningful citizenship it paves the way for a good career. It helps build character. It leads to enlightenment. It lays the foundation of a stronger nation.

1.2. Types of Education

According to Uzieliene, A (UZIELIENE, 2001), there are different methods of categorizing types of education. One way is to divide it into formal education, non-formal education, and informal education.

Formal Education

Formal education is usually in school, where a person may learn basic, academic, or trade skills. Small children often attend a nursery or kindergarten but often formal education begins in elementary school and continues with secondary school. Post-secondary education (or higher education) is usually at a college or university.

Non-Formal Education

Non-formal education includes adult basic education, adult literacy education or school equivalency preparation. In non-formal education an adult (or a youth who is not in school) can learn literacy, other basic skills or job skills.

There are other possibilities. Home education, individualized instruction (such as programmed learning), distance learning and computer-assisted instruction are some of these possibilities.

Informal Education

There is also informal education. For example, a parent teaches a child how to prepare a meal. Teacher can also get an informal education by reading many books from a library. Informal education is when you are not studying in a school and do not use another particular learning method.

1.3. Types of Academic Education

According to Lithuania, J (LITHUANIA, 2012), there are six types of academic education. One way is to divide it into nursery education, primary education, secondary education, higher education, vocational education and especial education.

Nursery Education

Also known as elementary or preschool education, nursery education is the first step towards gaining formal education. It includes nursery school and kindergarten. This stage marks the stepping of the child from the comforts of a home to the world outside. Nursery education is usually given to children between the age of 3 and 5 years.

Primary Education

After nursery education, a child is exposed to primary education where he establishes his foundation on various subjects, like mathematics, science, social sciences and language. Primary education starts from the age of 5 or 6 and continues on for the next 6 to 8 years. However, the age of primary education and the subjects taught differ from one country to another.

Secondary Education

Secondary education is the final stage that a child undergoes in a school during his adolescence. The education format transforms from a comprehensive primary education to optional and specialized training subjects. Here, he receives detailed information and knowledge on his preferred subjects.

Higher Education

Schooling gets over with secondary education and a student now enrolls himself in an undergraduate and post graduate college or university to receive the highest level of education in his subjects of specialization. Also known as tertiary education, higher education is a non-compulsory level of education.

Vocational

Vocational education is a form of education focused on direct and practical training for a specific trade or craft. Vocational education may come in the form

of an apprenticeship or internship as well as institutions teaching courses such as carpentry, agriculture, engineering, medicine, architecture and the arts.

Especial

In the past, those who were disabled were often not eligible for public education. Children with disabilities were often educated by physicians or special tutors. These early physicians (people like Itard, Seguin, Howe, and Gallaudet) set the foundation for special education today. They focused on individualized instruction and functional skills. Special education was only provided to people with severe disabilities in its early years, but more recently it has been opened to anyone who has experienced difficulty learning.

2. ENGLISH LANGUAGE

English language is considered a powerful tool which helps people to abroad their mind and jobs because this language is most spoken around the world. English is also the language that most people use to communicate internationally thus it is the language that most people learn around the world because it gives most job opportunities.

(MANIVANNAN, 2006)"A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others". pg.3

The researchers agree with the author because the language is a system that permits people to communicate with other people. Using a language people can express ideas, feelings and emotions. This language can be by sounds, symbols, and so on.

(GRADDOL, 1977)"The English language is used more often every day in almost all areas of knowledge and development of people. It can be said with certainty that it is the language of today's world and in the era of globalization".

The researchers agree with the author because English language is a tool that permits to communicate with people in other countries. Most of the people learn the English language due to opportunities job and they can improve level their knowledge about the English language. It can affect directly or indirectly in the field diversity and professions in the world.

2.1. Importance of English Language

According to Muslim, T (MUSLIM, 2014), English is more and more popular in the world. It interests in the people due to the interestingness in the structure. However, the structure this language is learned and studied by a higher number of people because of its importance. The first importance of English language is that it is a medium to communication in the interconnected and interdependent world. Nowadays, English is called International language and it is also the second language of many countries in the world. That´s why, we can realize the importance in communication of this language. When we know English, we can come to and communicate with the people in this globe, without any confusion in expressing their feeling and thinking.

2.2. The history of English language.

According to the English Club magazine (CLUB, 2008)mentions, a short history of the origins and development of English.

Old English (450-1100 AD)

The invading Germanic tribes spoke similar languages, which in Britain developed into what we now call Old English. Old English did not sound or look like English today. Native English speakers now would have great difficulty understanding Old English. Nevertheless, about half of the most commonly used words in Modern English have Old English roots. The words be, strong and water, for example, derive from Old English. Old English was spoken until around 1100.

Middle English (1100-1500)

In 1066 William the Conqueror, the Duke of Normandy (part of modern France), invaded and conquered England. The new conquerors (called the Normans) brought with them a kind of French, which became the language of the Royal Court, and the ruling and business classes. For a period there was a kind of linguistic class division, where the lower classes spoke English and the upper

classes spoke French. In the 14th century English became dominant in Britain again, but with many French words added. This language is called Middle English. It was the language of the great poet Chaucer (c1340-1400), but it would still be difficult for native English speakers to understand today.

Modern English

Early Modern English (1500-1800)

Towards the end of Middle English, a sudden and distinct change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many people from around the world.

This, and the Renaissance of Classical learning, meant that many new words and phrases entered the language. The invention of printing also meant that there was now a common language in print. Books became cheaper and more people learned to read. Printing also brought standardization to English. Spelling and grammar became fixed, and the dialect of London, where most publishing houses were, became the standard. In 1604 the first English dictionary was published.

Varieties of English

From around 1600, the English colonization of North America resulted in the creation of a distinct American variety of English. Some English pronunciations and words "froze" when they reached America. In some ways, American English is more like the English of Shakespeare than modern British English is. Some expressions that the British call "Americanisms" are in fact original British expressions that were preserved in the colonies while lost for a time in Britain (for example trash for rubbish, loan as a verb instead of lend, and fall for autumn; another example, frame-up, was re-imported into Britain through Hollywood gangster movies). Spanish also had an influence on American English (and subsequently British English), with words like canyon, ranch, stampede and vigilante being examples of Spanish words that entered English through the settlement of the American West. French words (through Louisiana) and West African words (through the slave trade) also influenced American English (and so, to an extent, British English).

Today, American English is particularly influential, due to the USA's dominance of cinema, television, popular music, trade and technology (including the Internet). But there are many other varieties of English around the world, including for example Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English.

Skills of English language

According to Lee, H (LEE, 2014)), the English language, there are four skills in order to communicate. When we learn our native language. When we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four language skills.

Listening skill

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. On the other hand, it also helps the learners improve their listening comprehension. For instance, people know that the largest difference between mother language learning and foreign language learning is the environment. For a foreign language, we can meet it only in formal places and classes. Training and practicing the oral reading is not a day's work. Practice is important. Only through the practice can the learners improve their listening comprehension.

Active listening

Active listening is a skill that can be acquired and developed with practice. However, active listening can be difficult to master and will, therefore, take time and patience to develop.

Active listening involves listening with all senses. As well as giving full attention to the speaker, it is important that the 'active listener' is also 'seen' to be listening - otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.

Interest can be conveyed to the speaker by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, agreeing by saying 'Yes' or simply 'Mmm hmm' to encourage them to continue. By providing this 'feedback' the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly.

Speaking skill

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. So, speaking skill is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat. They can also record and upload their voice for other people to listen.

Reading skill

Reading is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

2.3. Strategies for Developing Reading Skills

Strategies that can help students read more quickly and effectively include:

Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.

Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Writing skill

Writing skills are an important part of communication because it allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year.

3. PEDAGOGY

Pedagogy is the science of education. So, pedagogy is the method of teaching. Pedagogy is the science that studies the art of teaching to reach with good knowledge to students so they can be able to improve their skills through the teaching-learning process in education.

(WILLIAMS, 2006)"Proposes the making of a discipline that is scientific, theoretical and practical, which is based on principles, experimentation and reflection on concrete practices" .pg. 2

The researchers agree with author because the formation of pedagogy is based on a scientific process research, so students are able to search, investigate information that will help in the teaching -learning process.

(MCKENZIE, 2003)"Pedagogy is the method and practice of teaching the imparting knowledge and acquisition of specific skills" .pg.4

The researchers agree with author because pedagogy is the practice of teaching where the methodology involved improve the teaching-learning process in students using the acquisition of skills

3.1. Importance of pedagogy

According to Apokkid, L (2011) (APOKKID, 2012), the importance of pedagogy can be overrated in terms of making or breaking a professional educator, if the idea is that one style of pedagogy is the best or the only way to reach students or to be professional.

The idea of being thoughtful about one's practice and constantly striving to improve it is far more important than necessarily sticking to one particular style or trying to adopt a type of pedagogy that is the current rage or style.

The other side of pedagogy that is important, particularly as it relates to professionalism, is the idea that a teacher plays a certain role and as such a professional must act a certain way. A teacher is not a child's friend, not that they cannot be trusted or someone that the student can come to, but a teacher that strives to be friends with all their students can also create all kinds of problems

given their other responsibilities that include evaluating student progress, handing out grades, handling discipline issues, etc.

3.2. Pedagogy classes:

According to Kant, F (KANT, 2012)there are classes in pedagogy as:

Educational standards "sets standards, reflects theorizes and guides the educational process is eminently theoretical and is based on the philosophy. Inside the pedagogy standards are given two main branches:

The philosophical pedagogy or educational philosophy studies issues such as:

1. The purpose of education.

2. The ideals and values that constitute the pedagogical axiology.

3. Educational purposes.

Technological education studies aspects such as:

1. The methodology gives rise to the didactic pedagogy.

2. The structure is the education system.

3. The giving rise to the organization and school administration.

Descriptive education: study the educational process as in reality, narration of cultural events or indication of elements and factors that may be involved in carrying out educational practice. It is empirical and relies on history. Study educational factors: historical, biological, psychological and social.

Psychological pedagogy lies in the educational field and uses psychological tools for transmitting knowledge.

Theological pedagogy is one that is based on revealed truth inspired by the world outlook.

It is important to distinguish between pedagogy as the science education and didactic as a discipline or group of techniques that promote learning. So we can say that teaching is hardly a discipline that is part of a wider dimension as pedagogy.

3.3. Steps of Pedagogical Analysis

According Apokkid, L (APOKKID, 2013) there are seven steps in pedagogical analysis as:

Step 1: Divided the contents of the selected unit into suitable subunits and arrange the selected subunits into a number of required periods.

Step 2: Briefly write the essence of the content of the selected subunit.

Step 3: Write appropriate previous knowledge required for the subunit.

Step 4: Write appropriate instructional objectives to be selected for the subunit.

Step 5: Select appropriate teaching strategies for the subunit according to the following instructions:

I. Write the name of the methods applied.

II. Mention the teaching aids required.

III. Briefly illustrate the necessary demonstration and/or experimentation required.

IV. Mention the necessary board work required.

V. Write probing questions related to the subunit and provide appropriate answers for them.

VI. Prepare a work sheet for the sub unit.

Step 6: Give suitable examples/illustration/analogies for the subunit.

Step 7: Prepare a table of specification for the subunit. Write at least six criterion referenced test. Items each with specific criteria for the subunit

3.4. The Science of Pedagogy

According Stephanie, Watson (WATSON, 2014), pedagogy is the science and art of education, specifically instructional theory. An instructor develops conceptual knowledge and manages the content of learning activities in pedagogical settings. Modern pedagogy has been strongly influenced by the theories of three major heavy-weights in the science of human development: Jean Piaget's cognitive theory of development and Lev Vygotsky and Jerome Bruner's social interaction and cultural theory. Piaget argued that children construct an understanding of the world around them, and then experience discrepancies between what they already know and what they discover in their environment. Vygotsky and Bruner's theory complimented Piaget's discovery. The social-interactionist theory stated that pedagogy should be designed around the fact that learners construct the new language through socially mediated interaction.

Although Piaget, Vygotsky and Bruner conducted their research during the mid-to-late 1900s, they continue to influence pedagogy today. These theorists have laid a foundation for pedagogy where sequential development of individual mental processes—such as recognizing, recalling, analyzing, reflecting, applying,

creating, understanding, and evaluating—are scaffolded. Students learn as they internalize the procedures, organization, and structures encountered in social contexts as their own schemata. The learner requires assistance to integrate prior knowledge with new knowledge. Children must also develop metacognition, or the ability to learn how to learn. Learning how to integrate prior knowledge and learning how to learn should be a part of the classroom experience and should be facilitated by the teacher.

Simply put, pedagogy is defined as many different types and variations of teaching. As such, there are many different ways in which students learn and teachers teach. Some of these ways are inclusive of discovery learning, group learning, hands on learning, distance learning, and independent study.

Universal Design for Learning

Universal Design for learning is a method of instructional design and lesson planning which takes into account the different learning styles of learners. Educators who utilize this model can become more efficient and effective teachers by creating lessons and classroom activities which allow learners from these different learning style groups to be taught simultaneously reducing the need for remedial or developmental work later to "catch up" learners whose style was not addressed in the planned lesson.

There are five different learning styles, which can be remembered by the acronym VARK: Visual, or learners who learn by seeing or having something demonstrated; Aural, or learners who learn by hearing; Read/Write, or learners who learn simply by reading material and/or writing about material; Kinesthetic, or learners who learn by physically doing something.

A teacher who creates a lesson plan in which she plans to give a history lecture followed by a test over the material will likely find that aural learners will do well on the test while learners in the other three learning style areas may struggle with the content.

Lesson planning which attempts to cater to all four of the learning styles is most effective as a larger population of learners will benefit from the content and teaching methods.

3.4 Didactic

Didactic is one branch in pedagogy that specializes in techniques and teaching methods that use teachers in order to improve the knowledge in the students giving a scientific basis to teaching practice.

(DIAZ, 1992) "Didactic is theoretical, historical and political discipline. pg. 1

The researchers agree with author because it responds to conceptions of education, society, the subject, knowledge and science for that reason is theoretical. In addition it is historical because it responds to specific historical moments and it is political discipline because it is a social project.

(AMOS, 1657) "Didactic aims to inform and regulate the processes of teaching and learning". pg 3.

The researchers agree with author because didactic has different brunches in order to have a good organization and orientation that permit to improve the teaching learning process with the help teachers and students.

3.5. Fields of didactic

According Stenhouse, A (STENHOUSE, 2014), the didactic technique can be understood as pure or applied science and basic science as a theory or instruction, education or training. The different didactic models may be theoretical (descriptive, explanatory, predictive) or technological models (prescriptive regulatory) models.

The history of education shows the enormous variety of educational models that have existed. Most traditional models focused on teachers and content (product-process model). Methodological aspects, context, and especially students, were in the background.

In response to the verbiage and abuse of memorizing typical traditional models, active models (characteristic of the new school) seeking understanding and creativity, through the discovery and experimentation. These models usually have a more scientific and democratic approach and aim to develop the skills of self-education (meditational model).

Currently, application of cognitive science to teaching has allowed the new models are more flexible and open, and show the enormous complexity and dynamism of the teaching-learning (ecological model).

3.6. Classification of didactic

According Edith Litwin (LITWIN, 2001), it can be distinguished:

Differential teaching, taking into account the evolution and characteristics of the individual. Special or specific teaching, studying specific methods for each subject.

Within the special or specific teaching it is located to technological Teaching. With the addition of various technologies in education, it was necessary to think about teaching strategies and appropriate use forms that allow better linkages with knowledge. From the 90s and with the contribution of different theories (linguistic, cultural and cognitive) approach of educational technology and teaching was higher. Thus the field of educational technology was formed as a body of knowledge related to new teaching practices. But this theoretical body needed and constantly needs to incorporate empirical studies and analyzed in the light of the knowledge and practices related to the task of education debates.

A major feature of corporate education that distinguishes it from traditional education, is the possibility of adopting a differential didactics. Public learner characteristics can be known in detail.

A teaching situation can be observed through the relationships "play" three poles: teacher, student, namely because it is analyzed:

The distribution of the roles of each.

The draft each.

The rules of the game: what is allowed, what really demand what is expected, what to do or say to show that you know

3.7. Models of Didactic

According Decroly, F (DECROLY, 2014), there are very schematically three reference models are described:

The model called "normative", "reproductive" or "passive" (centered on content). Where the teaching is to transmit knowledge to students. So, pedagogy, then, is the art of communicating, of "passing knowledge".

The teacher shows the notions, introduced, and provides examples.

The student, first, learn, listen, must be attentive; then imitates, train, exercising and ultimately applied.

The knowledge is already finished, is already built.

The model called "incentive" or "germ" (student-centered).

The teacher listens to student raises their curiosity, helps you use sources of information, respond to their demands, seeking a better motivation

The student searches, organizes, then study, learn (often so close to what is programmed instruction).

Knowledge is linked to the needs of life, the environment (the structure of this knowledge goes into the background).

The model called "approximate" or "constructive" (focusing on the construction of knowledge by the student). From models it proposed, existing conceptions in students and test them to improve them, modify them, or build new ones.

The teacher proposes and organizes a series of situations with different obstacles (educational variables in these situations), organizes the different stages (action, development, validation, and institutionalization), organizes communication class, proposed at the right time conventional elements knowledge (notations, terminology).

Students rehearse, looking, he proposes solutions, confronted with those of their peers, defending or discussed. Knowledge is considered in logic.

3.8. Components of Didactic

According CNB (National Curriculum Base) (Base, 2012) the components that act in the teaching act are:

  The teacher or teacher

  The learner or student

  The social context of learning

  The curriculum

The school curriculum is a set of institutional structuring of teaching and learning processes, and fundamentally has four constituent elements: objectives, content, methodology and evaluation. Although there are countries that, in their educational system, the element "content" come to lead the three as they are declarative, attitudinal and procedural content. It is important to note that the so-called hidden curriculum unconsciously influences powerfully in what the real content and objectives that the student is formed.

Didactic Magna

The didactic was "the artifice Universal to teach everything to everyone, quickly, joy and effectiveness." They limited their content to all educational and instructional media.

According to Otto Willmann (WILLMANN, 2014), returned to give a more general nature, perhaps to excess, as theory. It is acquiring which has a learning value, i.e. theory the formation human. Thus he came to be confused with the whole or global science Pedagogy education.

Today the term didactic is fully extended throughout the European level continental countries and their cultural orbit. In Germany, France, Italia, Spain and Ibero-America have a great tradition and development. It belongs to the religious vocabulary widespread

Scientific, technical and artistic features

According Rousseau, B (ROUSSEAU, 1982), didactic is a practical science, intervention and transforming reality. We have seen in the common elements to the definitions. Most of the authors of our country, who see it as a science or technology and some, as an art. And it is that something needs of each of these views

a. Artistic vision

In its dimension of embodiment, Teaching. It requires some skills its agents. Skills that accrue to the more or less routine experience. Through tradition and intuition are the didactics solving problems practical daily. So, they are inspired on this side, on results obtained previously, unable to ever give a reason why the case. Repeat the same pattern of activity. The assessment of the practical dimension is undoubtedly high and so it must be. They have used the metaphor of the teacher as gardener. Now the critical and reflective art to be added to improve the practice itself teaching

b. Technological dimension

Technological nature of knowledge Didactic ICOS is agreed upon by the scientific community unreservedly. A body of knowledge is a technology if

compatible with modern science and it can be controlled by the method scientist. In short, it is called the art technology to employ knowledge scientist.

3.9. Internal classification of didactic

According Eisner, H (EISNER, 1982), didactic has internal classification as:

a. General didactic

The fundamental and comprehensive part is the General Teaching as it deals with beginning general rules to guide the teaching process learning towards objectives education. Studies the common elements to teaching in any situation providing an overview. It also provides descriptive models, explicates and General interpretive applicable teaching any subject and in any stages or educational spheres. Although must start from concrete realities, its function is not immediately applicable to teaching a signature or age determined. It is concerned rather to critically analyze the major trends of educational thinking and the prevailing trends in contemporary education (Mattos, 1974, 30).

b. Differential didactic

Differentiated also called, since it is more specifically applied to different situations of age or subject characteristics. Nowadays, all the Teaching should take into account the variety of situations and find the necessary adjustments in each case.

3.10. Didactic strategies

According Fraboni, D (FRABONI, 1987), there are eight didactic strategies:

Planning; determines the objectives the students are going to achieved.

Continuity; makes reference to longitudinal continuity and transversal continuity; the first one refers to the transition of the student from a level to another, and the second one proposes the relation of the school to the whole world.

Class; focuses on individual learning process according to students' likes and needs.

Interclass; refers to students' participation in extra class settings: labs, workshops, plays, and so on.

Individualization; centers on the cognitive style of each student, the individual learning process.

Disciplinary; refers to the assimilation of each subject.

Interdisciplinary; works with the transversal topics studied in all subjects.

Didactic unit; provides the student with the operative modalities to acquire the cognitive morphology of each discipline.

Didactic project; investigates the natural and socio cultural environment.

Assessment; includes the diagnostic, as well as the formative and summative evaluation process.

The Teaching Materials in the process of Teaching and Learning

According to Nerici, M (NERICI, 1973) ,the teaching material is often used as a bridge or connecting element between the teacher and / or learner and reality. Ideally the whole teaching and learning held in contact with real life, but it is not always possible or desirable and therefore resorted to a number of means, resources or materials that serve as a bridge between what is taught and learned and the real world. Therefore, the teaching material replaces reality and tries to represent the best possible way, facilitating its objectification. Specialists in this area varied terminology often used to refer to materials. Some speak of "media" or "Resource", "teaching aids", "educational media", "educational materials" or "curricular materials".

3.11. Classification of teaching materials

Teaching materials can be used in a classroom as well as outside it; because of the accessibility and coexistence can accommodate a variety of approaches and objectives teaching. Depending the type of teaching materials used, these are always going to support the contents of any theme or subject, which will allow students who are present or people form their own opinion of what was learned also that these materials help you have better organization at exhibitions.

- ✓ Printed material
- ✓ Artwork
- ✓ Mixed materials
- ✓ Hearing material
- ✓ Printed material
- ✓ Application criteria

· The educational objectives we intend to achieve. We must consider how the material can help us to do so.

· The contents to be treated using the material, which must be in line with the contents of the subject we are working with our students.

· The characteristics of the students who will use them: skills, cognitive styles, interests, previous knowledge, experience and skills required for the use of these materials. All teaching materials require its users to have a certain prerequisites.

· Characteristics (physical, curriculum ...) context in which we develop our teaching and where we use the training materials we are selecting. Perhaps a very unfavorable context may be advised not to use a material, it is good; for example if it is a multimedia program and there are few computers or computer room maintenance it is poor.

· The teaching strategies that we can design considering the use of the material. These strategies contemplate: the sequence of the contents, the set of activities that can be proposed to the students, the methodology associated with each, educational resources can be used, etc.

Because the use of these materials teaching:

According to Lewis, M (LEWIS, 1998), today our country faces the challenge of improving the quality of education offered in the schools of basic education, to achieve this it is extremely important to strengthen the attention of students with outstanding skills and / or specific talent through the expansion of the coverage, which involves creating spaces and upgrade teacher training in the subject; specific support management through inter-linking; collaborative and correspondent between management, technical and general education teachers and special education work; as well as work with families of students, among others.

The strategy of planned work is mainly based on enriching the educational context within and outside the school as well as in the provision of methodological and material resources that enable the diversification of teaching in schools and classrooms of basic education. In addition, it aims to strengthen the technical teams responsible for monitoring and support to participating schools and teachers, through training in the subject. Moreover, opportunities for dissemination and exchange of educational experiences are contemplated, so that active participation of students, teachers and parents through various academic activities is highlighted.

Books

"Of the various instruments invented by man, the most amazing is the book; all others are extensions of his body. Only the book is an extension of imagination and memory. "Jorge Luis Borges. The book has been traditionally used the learning environment in the educational system. Assistant teaching and learning promoter is considered its most significant feature is that they have an order of learning and teaching model. A book is a written or printed work produced and published as a separate unit; sometimes these materials consist exclusively of text, and sometimes contain a mix of visual and textual elements. The types of books that can be used are pedagogically:

- ✓ Textbooks
- ✓ Reference books
- ✓ Notebooks and worksheets
- ✓ Picture books.
- ✓ Advantages of books

It remains the most powerful medium for communicating complex messages. They do not depend at all on electricity, telephone lines or computer terminals once they have been printed. Reading helps enrich the vocabulary. It can find different opinions on the same subject. Communicate complex messages. They are easy to use and to transport. Reading helps build vocabulary. You can find different opinions on the same topic. Communication complex messages. They are easy to use and to transport.

Disadvantages of books.

The long period required to publish the book raises the possibility des chelates information updated. Sometimes the cost is high. Promotes memorization.

Magazines

A magazine is a periodical containing a variety of articles on a given topic; you can be of different types. Astronomy, science, cinema, sports, history, information, education etc.

Advantages of Magazines

It contains a variety of articles and quality in their news and reports. A different use of color and a feast for the eyes. Encourages reading and makes it more enjoyable, post- illustrations. It can be used as a teaching resource, with her collage to know can develop what students know the topics or to reinforce the theme. The selection of a specific audience is much easier.

• Imagination and creativity are used to structure the subject by relating to the images.

Disadvantages of the Journal

• Few access journals so the cost is not very accessible.

• Creativity and analysis is needed to link the themes with the images.

Artwork

Overhead Projector.

Overhead projector, a projector is moved to a screen or printed images drawn on transparent acetate sheets. You will also called retroproyector, reflected projector or overhead projector.

Advantage

• It is ideal for projecting graphics and diagrams little detail for large signs, figures, simple maps, graphs simple, synthetic messages etc.

• May contain illustration for teaching.

• They are used to support the presentation of a topic.

Posters

In the system of signs should reflect the fundamentals, the teacher must prepare the study material in the form of simple pictures, conventional signs, logic diagrams to help understand the reality in terms of performances.

Advantage

Supports the use of various types of illustrations, such as photographs, graphics, drawings paintings, etc.

Disadvantages

Creative and low level of attention limitations, because people see the less than 10 seconds. The averages outside only texts are between 7 and 10 words. Poor selectivity of public aimed at all segments in general and particularly nothing. Availability problems.

4. ENGLISH TEACHING LEARNING PROCESS

It is the most powerful instrument of education to bring about desired changes in the students because into the education to achieve the wished results in the students, but it depends of accomplishment of educational objectives whose purpose is contribute in the education for student's mind development into teaching learning process from a human perspective. Moreover, in the teaching learning process also people learn through lived experiences in all their life, but it needs to involve the multidimensional processes so that students can go with the educational changes so they will give sense to their lives and inviting to dialogue for knowing more about environment which is around them.

4.1. Teaching process

(SCHMIDT, 2003)"The teaching process can be reduced to preparation, presentation, application, and review and evaluation." pg.10

The researchers agree with the author because teaching process is a preparation to achieve a good result. An effective teaching is focused on effective learning. That´s why it is necessary to do some steps in order to achieve efficiently learning. Learning can be instantaneous and other times it is acquired only through long.

(DAHER, 2013)"It is deliberate intervention that involves the planning and implementation of instructional activities and experiences to meet intended learner outcomes according to the teaching plan. pg.5

The researchers agree with the author because teaching process contains a planning about the activities and skills in order to achieve effective outcomes. It depends on the teaching plan that it should be applied in the learners.

Teaching Method

A teaching method includes the principles and methods used for instruction. Usually teaching method can contain class participation, demonstration, recitation, memorization or combination of these. Also, teaching method or methods depend about the information or skill that is being taught, and it can also be influenced by aptitude and enthusiasm of the students.

According to Van Lier, (VAN, 1996), mention the different teaching methods.

Direct Teaching Method: This is the most common and widely accepted teaching method. This works wonders in case of children in school and kindergarten. The teacher directly interacts and makes the student understand the requirement. Direct teaching method makes analyzing the understanding level of the student easier. For this the teacher has to make advance preparation and find out the requirement of the students beforehand.

Disadvantages of Direct Teaching Method: This teaching method can restrict the teacher from trying more creative ways of instruction which can offer better results. The teacher needs to have good communication skills.

Cooperative Teaching Method:

This type of teaching creates more interest about the subject amongst the students. Since this method is research oriented, it inspires the students to be more passionate about the subject and increases their concentration and attention towards the topic. Sharing is one of the important aspects of this learning method.

During interaction, the students understand the subject better. The teacher needs to teach the students the ways of learning in group.

Disadvantages of Cooperative Teaching Method: Depending upon the personality of a student, the results differ here. Intelligent students try to dominate the group while lazy ones do not develop properly.

Lecture Method:

This can be said to be the advanced direct learning method. Amongst the other different teaching methods, this one is mostly used for high level education. It's most suitable for larger groups of students who can understand logical and direct teaching. It can be only effective when the introduction and the end are properly passed on to the students so that they can grasp the crux of the topic.

Disadvantages of Lecture Method: In this method, since the communication is from only one side, it is difficult to analyze the understanding of the students. The impact of teaching also depends upon the oratory skills of the teacher.

Development of Teaching Methods

Teaching methods in instruction developed as a replacement for "general pedagogical methods" since specific subjects require different approaches (e.g. the same teaching method cannot be efficiently applied to foreign language and physics classes). Teaching methods are a theoretical and practical system which in a scientifically established way describes and proscribes effective teaching methods of a specific subject or a group of related subjects.

Teaching methods (methodology) of a certain subject will use didactic knowledge about the individualization of the instructional process, teaching methods and didactical principles, the types of instruction and organization of instruction. In addition, the choice of appropriate teaching method and instruction in a specific situation will be influenced by the scientific and expert field of a certain subject, as well as the characteristics of the participants (their psychosocial development, previous knowledge, interests etc.).

The basic question resulting from the previous definition of methodology or teaching methods is whether universal or general methodology in distance education is possible. In distance education general principles and different educational methods can be formulated, but every specific subject or area in

distance education should use theoretical and practical principles of methodology developed especially for this subject or field. General didactic principles and available educational methods for online education should in practice always be adapted to specific methodical teaching approaches for a specific subject or field.

It is especially important to be well acquainted with different education methods and teaching approaches in order to apply them appropriately in order to achieve educational objectives. Among the widest spread types of instruction the following can be pointed out:

- Transmission instruction and direct teaching (informing, describing, explaining, training, asking questions, monitoring the questions, intervening);

- Heuristic instruction and teaching through conversation (asking questions, dialogue, group discussions);

- Pair work and cooperative grouping (joint assignments, analyses, evaluations, problem solving, creative techniques, decision making etc);

- Problem teaching (identifying and defining a problem, setting hypotheses, gathering data, generating the solution, evaluating the possibilities, selecting the solution, concluding and applying this in practice);

- Programmed instruction (division of content into smaller units, tasks and questions which stimulate relevant activities, and feedback about the users and their results).

4.2. Teaching Techniques

According to Anderson, D (ANDERSON, 1990), a number of different teaching techniques have emerged due to this change in education. Many of these teaching techniques are not actually new however! The use of technology in the classroom has simply given education a new lease of life allowing us to approach old ideas in new ways.

1. **Flipped Classroom (Inverting your class):**

The Flipped Classroom Model basically involves encouraging students to prepare for the lesson before class. Thus, the class becomes a dynamic environment in which students elaborate on what they have already studied. Students prepare a topic at home so that the class the next day can be devoted to answering any

questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity.

2. Design Thinking (Case Method):

This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. Although "Design Thinking" is a structured method, in practice it can be quite messy as some cases may have no possible solution.

However, the Case Method prepares students for the real world and arouses their curiosity, analytical skills and creativity. This technique is often used in popular MBA or Masters Classes to analyze real cases experienced by companies in the past.

3. Self-learning:

Curiosity is the main driver of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either begrudgingly recall or instantly forget. The key is to let students focus on exploring an area which interests them and learn about it for themselves.

A perfect example of a teaching technique based on self-learning is outlined by Sugata Mitra at the TED conference. In a series of experiments in New Delhi, South Africa and Italy, the educational researcher Sugata Mitra gave children self-supervised access to the web. The results obtained could revolutionize how we think about teaching. The children, who until then did not even know what the internet was, were capable of training themselves in multiple subjects with unexpected ease.

A common technique for exploring self-learning is the use of Mind Maps. Teachers can create a central node on a Mind Map and allow students the freedom to expand and develop ideas. For example, if the focus is the Human Body, some students may create Mind Maps on the organs, Bones or Diseases that affect the human body. Later the students would be evaluated according to the Mind Maps

they have created and could collaborate with each other to improve each other's Mind Maps and come to a more comprehensive understanding of the Human Body.

4.3. Methods of teaching English

According to the Udemy blog (BLOG, 2014), there are several methods of teaching English to students who are learning the language for the first time, each with their own unique pros and cons. Depending on the teaching situation, setting, and resources available, anyone of these English teaching methods could be right for you and your students.

The Direct Method

In this method done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

Audio-lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form.

The structural approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practiced before the present continuous tense which uses "to be" as anauxiliary.

Suggestopedia

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

4.4. Teaching Strategies

What is Strategies Teaching?

According to Lori Breslow (BRESLOW, 2002), it is a way of making decisions about an individual class, or even curriculum, beginning with an analysis of variables in the teaching situation. This variables include the characteristics of the students, the learning objectives and the instructional preferences of the teacher. Once these variables have been analyzed, informed decision can be about course content, structure, methods of assessment and other key components.

The process of planning a course is not an easy one. (Although 'the course' is the unit of analysis being discussed, the process of creating an instructional strategy works equally well for an individual class or an entire curriculum.)

As an instructor, you need to make decisions about what topics to include and which to leave out; the order in which those topics will be presented; which pedagogical methods to use (e.g., lecture, discussion, hands-on experiments); appropriate means of assessing the students; materials and technology to employ; how to get feedback; etc.

More often than not those decisions are made based upon what other faculty have done when they taught the class, or perhaps on what your instructor did when you took the same or a similar course. But those models may or may not accomplish the overarching goal of teaching: to help students master a set of key ideas and skills related to your discipline.

4.5. The Elements of a Strategic Teaching Analysis

Teaching strategy involves five steps. The first is to analyze three key elements in the learning environment: the characteristics of the students, the objectives of the course, and your qualities as an instructor. These three elements are interrelated, and, therefore, are likely to have an influence on one another.

Variables

Analyze key components of the course, including: examining the background, capabilities, prior knowledge, etc. of the students; determining goals for learning; and identifying pedagogical strengths, preferences, etc. of the instructor.

Constraints

Identify limitations on resources that could have an impact on the instructor's ability to organize and conduct the course optimally.

Decisions

Make crucial decisions about how the course will be organized and will operate.

Assessment

Gather feedback on student learning, as well as on the strengths and weaknesses of the course and the instructor.

Refinements

Use feedback to improve the course.

4.6. Teaching and Learning Activities

According to Robert Sobukwe (Sobukwe, 2013), the work you have done in mapping in a curriculum, writing the outcomes and planning for what you will teach the students, and what they will need to master in your course, all comes to life in the classroom in lectures, tutorials. Designing engaging, relevant and stimulating teaching and learning activities that excite and motivate lecturers, students and tutors is thus a crucial part of a successful aligned and constructive curriculum.

It should not be focused on what the lecturer or tutor is saying or doing, or how much they know; it should not even be on what students are hearing. Rather, the focus of good teaching must be on what students are actually doing with the knowledge, skills and competencies they are acquiring, because learning doesn't occur through just listening; action is also required.

The following resources are teaching and learning activities that can be adapted and used in a range of classroom situations, with large and small groups of students.

Concept Mapping

This is not only a useful learning tool for academic lecturers. It can be used with undergraduate and postgraduate students as well, for both individual and collaborative work. Concept mapping helps students to clarify not only the concepts they are learning but, importantly, the links and relationships between concepts. As a learning tool it can show them where their knowledge is firm and where they need to put in further work and time. As an assessment tool it can give educators a sense of where students are clear on the course content and where there are gaps that need to be addressed through further engagement in lectures or tutorials.

Participatory Learning in Action (PLA) Techniques

There is a wide range of PLA techniques that can be used in teaching and learning activities. However, the resource here highlights a few that have been used by educators at UWC in particular, and that have been very useful. The main strength of PLA techniques is that they encourage links between students' own life worlds and the more formal spaces of higher education and disciplinary learning; they encourage the sharing of information; and they have the ability to deepen students' own sense-making of their learning processes. These activities work best when facilitators have some skill in using them, as they need to be mediated carefully.

Questioning

Asking questions is one of the most basic, and potentially effective, ways of engaging students in their own learning process. However, simply asking students if they understand, and then taking their silence to mean either 'yes' or 'no' and then moving on is probably not a very useful way of finding out how they are making sense of what they are learning. One effective method of questioning is the 'Socratic Method' which uses certain kinds of questions for certain kinds of tasks or situations to scaffold and guide the students in answering, so that they can see more clearly what they do and do not yet understand or know, and so that the educator also has a better idea of where there may be gaps that need to be covered with further activities or assessments.

Formative Quizzes

Formative quizzes are a very good way of doing continuous assessment with your students, and finding out from them whether they are understanding the course content - their levels of understanding and where their gaps are. The idea behind formative quizzes is that they are low-stakes (meaning that if they do not do well, there is not much to lose in terms of CAM marks), and they are aimed at developing and deepening engagement with the knowledge and understanding of it. These quizzes can be designed for large and small class groups, and can be done in lectures or in tutorials. They can be a very useful way of revising for tests and exams, or preparing for written assignments, and they create a more

interactive way of working through the course content, rather than simply 'lecturing' it.

Problem Solving

Problem solving does not necessarily work for every discipline, and it is a tool that is used in different ways in different disciplines, depending on the way knowledge is constructed and what kinds of things would count as 'problems' and 'solutions'. However, this is a useful tool for encouraging critical thinking, and inquiry-based learning, and it encourages students to be more proactive about using the knowledge and skills they have been learning to solve problems that they may encounter in the world of work or in further levels of study.

Debates

Debates are a very useful teaching tool when there are interesting and divided issues that need to be thought about critically and from different angles, and where students need to do this thinking and talking actively. Teams of students can be set two sides of an issue, and given time to discuss these before presenting their arguments and engaging in the debate. Fellow students could be asked to adjudicate, with the lecturer as facilitator, stepping in to manage time, and to guide the discussion following the debate. These can also be fun, and can give more creative and verbally strong students a different outlet for making sense of their learning, as well as encouraging less outgoing and well-spoken students to develop their capacity to reason verbally and speak in public.

Role-Plays

Role-plays can be a creative and expressive tool for getting students to engage with what they are learning in a different way. These can be used in large and small classes, and different students can be chosen or can volunteer to take on the roles. Role-plays are best used when there is a problem or an issue under discussion, for example between a lawyer and a client, or a nurse and a patient, and having the students discuss and explore the problem actively and creatively would lead to deeper understanding of how to solve the problem. Also, they are

fun for the whole class and students tend to respond well to being asked to undertake more enjoyable tasks.

Freewriting

Freewriting is a very useful tool for getting students to think and write, and be a little critical, at the same time. Freewriting can be used in a range of ways, but generally freewrites are short and focused on a single question or mini-topic. Students can be encouraged to write during class – at the beginning or the end, or at different points during a discussion. These freewrites can be just for them, or educators can collect them at certain points during the term or semester and read a representative selection to get a snapshot of how the class is coping with the tasks that are being set.

Small Group Activities

Some of these activities can be adapted and used in lectures to encourage students to participate, to think, to speak and to interact with you and with one another about aspects of the lecture topic or theme. Using small group work requires some organization and forward planning and often the creative use of space when in cramped or tiered lecture rooms, but can be very rewarding and enjoyable for lecturers and students.

4.7. Essential Aspects of the Teaching-Learning Process

According to the Code of Ethics of Professional Teachers (1997), they mention the different approaches differ in the level of teacher and student participation from that approach with the highest to the lowest level of teacher direction or from the lowest to the highest level of student participation.

➢ **Reflection**.-It can be based on the performance by the teacher and learner. It can be considered as educational style. For example, a text book represents a one-way of knowledge from the teacher's conceptual knowledge to the students. A lecture or tutorial may be seen the same way, but there is a possibility of meaningful discussion between teacher and learner.

- **Interaction**. - Between the learner and some aspect of the world defined by the teacher.
- **Discussion**. - Between the teacher and learner..
- **Adaptation**.-By the teacher and action by the learner

4.8. Teaching-learning techniques

Didactic technique

It is the way that to allow the application of the method, procedures and resources used in the didactic process of the classes.

Individuals' technique.-this is a technique that can be:

- Expositive
- Interrogative
- By observation.

Groups' technique.-contains the following:

- Discussion
- Debate
- Round table

4.9. Teaching - Learning Environment

According to Burton (BURTON, 2001), Create a positive teaching - learning environment in your classroom will allow your students to feel comfortable, safe and engaged something that all students deserve. In a classroom where values and roles remain constant and focus is placed on the positive aspects of learning, students will be more open to actively participating in class.

- Teaching can become effective only by relating it to process of learning.
- Teaching objective cannot be realized without being related to learning situation.
- We may create and use teaching aids to create some appropriate learning situation.
- The strategies and devices of teaching may be selected in such a manner that the optimal objectives of learning are achieved.

- To understand principles, goals, objectives of education in right perspective.
- Appropriate learning situation condition may be created for congenial and effective teaching.

4.10. Learning Process

(SCHMIDT, 2010). "Learning process involves a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems". pg. 8

The researchers agree with the author because learning process is acquired knowledge or skills through the behavior. A child can learn many things until adulthood even resolve their problems, but they need to acquire higher levels of knowledge and skills.

According to McCall Morgan (McCall, 2011)" learning process is a development journey. A self-directed learning process is arguably the most powerful model for facilitating and inspiring individual, group and organizational learning and development". pg.6

The researchers agree with the author because learning process is a process that takes time and patience. People learn by themselves with the lapse of time. Also, people develop their knowledge with teaching with other people.

According to Hodkinson and Malcolm (MALCOLM, 2003), presented a survey on the definitions of informal learning. They extracted 20 criteria to discriminate informal from formal learning and arrived at the following continuum:

Formal learning

It is always organized and structured, and has learning objectives. From the learner's standpoint, it is always intentional: the learner's explicit objective is to gain knowledge, skills and/or competences.

Informal learning

It is never organized, has no set objective in terms of learning outcomes and is never intentional from the learner's standpoint. Often it is referred to as learning by experience or just as experience.

Types of Learning Styles.

According to the local LearningRx Center magazine (LEARNING, 2015), there are three main types of styles: auditory, visual, and kinesthetic. Most of the people

learn best through a combination of the three types of learning styles because people learn different way.

Auditory Learners: Hear

Auditory learners would rather listen to things being explained than read about them. Reciting information out loud and having music in the background may be a common study method. Other noises may become a distraction resulting in a need for a relatively quiet place.

Auditory learners are characterized by the following:

- They speak slowly and tend to be natural listeners.
- They think in a linear manner.
- They prefer to have things explained to them verbally rather than to read written information.
- They learn by listening and verbalizing.

Visual Learners: See

Visual learners learn best by looking at graphics, watching a demonstration, or reading. For them, it's easy to look at charts and graphs, but they may have difficulty focusing while listening to an explanation.

Visual learners are characterized by the following:

- They tend to be fast talkers.
- They exhibit impatience and have a tendency to interrupt.
- They use words and phrases that evoke visual images.
- They learn by seeing and visualizing.

Kinesthetic Learners: Touch

Kinesthetic learners process information best through a "hands-on" experience. Actually doing an activity can be the easiest way for them to learn. Sitting still while studying may be difficult, but writing things down makes it easier to understand.

Kinesthetic learners are characterized by the following:

- They tend to be the slowest talkers of all.

- They tend to be slow to make decisions.
- They use all their senses to engage in learning.
- They learn by doing and solving real-life problems.
- They like hands-on approaches to things and learn through trial and error

4.11. How to learn English

According to the World English magazine, English is an excellent language to learn, whether it's for business, travel or personal reasons. Learning any language requires hard work, commitment and a willingness to make mistakes, and English is no different.

Here are some tips which may help you to master the English Language.

Speak without Fear

The biggest problem most people face in learning a new language is their own fear. They worry that they won't say things correctly or that they will look stupid so they don't talk at all. Don't do this. The fastest way to learn anything is to do it – again and again until you get it right. Like anything, learning English requires practice. Don't let a little fear stop you from getting what you want.

Use all of your Resources

Even if you study English at a language school it doesn't mean you can't learn outside of class. Using as many different sources, methods and tools as possible, will allow you to learn faster. There are many different ways you can improve your English, so don't limit yourself to only one or two. The internet is a fantastic resource for virtually anything, but for the language learner it's perfect.

Surround Yourself with English

The absolute best way to learn English is to surround yourself with it. Take notes in English, put English books around your room, and listen to English language radio broadcasts, watch English news, movies and television. Speak English with your friends whenever you can. The more English material that you have around you, the faster you will learn and the more likely it is that you will begin "thinking in English."

Listen to Native Speakers as Much as Possible

There are some good English teachers that have had to learn English as a second language before they could teach it. However, there are several reasons why many of the best schools prefer to hire native English speakers. One of the reasons is that native speakers have a natural flow to their speech that students of English should try to imitate. The closer ESL / EFL students can get to this rhythm or flow, the more convincing and comfortable they will become.

Watch English Films and Television

This is not only a fun way to learn but it is also very effective. By watching English films (especially those with English subtitles) you can expand your vocabulary and hear the flow of speech from the actors. If you listen to the news you can also hear different accents.

Listen to English Music

Music can be a very effective method of learning English. In fact, it is often used as a way of improving comprehension. The best way to learn though, is to get the lyrics (words) to the songs you are listening to and try to read them as the artist sings. There are several good internet sites where one can find the words for most songs. This way you can practice your listening and reading at the same time. And if you like to sing, fine.

Study As Often As Possible!

Only by studying things like grammar and vocabulary and doing exercises, can you really improve your knowledge of any language.

Do Exercises and Take Tests

Many people think that exercises and tests aren't much fun. However, by completing exercises and taking tests you can really improve your English. One of the best reasons for doing lots of exercises and tests is that they give you a benchmark to compare your future results with. Often, it is by comparing your score on a test you took yesterday with one you took a month or six months ago that you realize just how much you have learned. If you never test yourself, you will never know how much you are progressing. Start now by doing some of the many exercises and tests on this site, and return in a few days to see what you've learned. Keep doing this and you really will make some progress with English.

Record Yourself

Nobody likes to hear their own voice on tape but like tests, it is good to compare your tapes from time to time. You may be so impressed with the progress you are making that you may not mind the sound of your voice as much.

Listen to English

By this, we mean, speak on the phone or listen to radio broadcasts, audiobooks or CDs in English. This is different than watching the television or films because you can't see the person that is speaking to you. Many learners of English say that speaking on the phone is one of the most difficult things that they do and the only way to improve is to practice.

Learning Methods

According to James, W (1995) mentions the following learning methods that teacher can employ them in a classroom.

1-Inquiry-Based Learning

This is a learning process that is based on inquiry or asking questions. Through asking challenging questions learners get intrinsically motivated to start delving deeper to find answers for these questions and in doing so they are exploring new avenues of knowledge and insight.

As you can see in the graphic below inquiry-based learning is a cyclical learning process composed of many different stages starting with asking questions and results in asking more questions. Inquiry based learning is not just asking questions, but it is a way of converting data and information into useful knowledge. A useful application of inquiry based learning involves many different factors, which are, a different level of questions, a focus for questions, a framework for questions, and a context for questions.

2- Problem-based learning

In a problem-based learning (PBL) model, students engage complex, challenging problems and collaboratively work toward their resolution. PBL is about students connecting disciplinary knowledge to real-world problems the motivation to solve a problem becomes the motivation to learn.

3- Discovery Learning

Discovery learning is a kind of teaching that is based on the student finding things out for themselves, looking into problems, and asking questions. Essentially, it's

all about students coming to their own conclusions and asking about things in their course that might not make particular sense. Obviously, as soon as enquiries are made, they can learn new things and hence will have become part of an innovative, thought-provoking and interesting educational journey. Top psychologists in the country have promoted this kind of learning.

4- Cooperative Learning

Several definitions of cooperative learning have been formulated. The one most widely used in higher education is probably that of David and Roger Johnson of the University of Minnesota. According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements (7):

1. Positive interdependence. Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

2. Individual accountability. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

3. Face-to-face promotive interaction. Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

4. Appropriate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

5. Group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

5- Authentic Learning

Authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice. The learning environments are

inherently multidisciplinary. They are "not constructed in order to teach geometry or to teach philosophy. A learning environment is similar to some 'real world' application or discipline: managing a city, building a house, flying an airplane, setting a budget, solving a crime.

6- Project-based Learning

"An instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom."

7- Situated Learning

Situated learning is a type of learning that involves learning materials within the context of how the information or skills are actually used and applied. It is typically associated with social learning and though it was initially recognized in regard to adult education, some of its practices have been extended to youth education as well. With this type of learning, communities of practice are established in which individuals learn and build mutual meaning through active processes that imbue context and purpose into what is learned. Situated learning does not typically involve a particular pedagogical approach, but instead seeks to understand how learning relates to daily practices and social interactions.

5. NATIVE AND NON- NATIVE ENGLISH TEACHERS

5.1. Native teacher

A native English teacher is an English teacher whose first language is English. A native English teacher can work as an English educator in a country which mother tongue is Spanish and in both cases a native English teacher can work either in private schools or public schools. Often, a native English teacher will not only teach the language itself, they also be teaching writing and literature.

(KICZKOWIAK, 2014)"A native English teacher is a person who was born in an English speaking country". pg.3

The researchers agree with the author because a native English teacher is a person who has English as the first language.

5.2. Advantages of being a Native English teacher.

According to Murray Justin (MURRAY, 2013), it's important to recognize the significant talents and advantages of non-native speaking English teachers, there are certain undeniable advantages to being a native speaking English teacher.

First of all, native English teacher feel extremely comfortable using the language in a playful and dynamic way that can do a lot to facilitate learning. This takes the pressure off of the grammar and can make the learning experience much more authentic, light and fun.

A native teacher's repertoire of vocabulary and expressions is going to be so much richer than a non-native can ever be. Of course there are impressive exceptions, but a native's use of the language, and especially slang and the more dynamic aspects of the language (which are often deeply rooted in the culture) are nearly impossible to emulate by non-native speakers.

The exception though is the .01% of extremely gifted Brazilian learners/ teachers who have learned to use and teach certain aspects of the language that transcend grammar. I've only met a few of these teachers ever, but they can emulate a native speaker in not just following the grammar rules, but in breaking them, and then effectively teach it (which few books do). This is mastery that is beyond the scope of the native/ non-native question.

Another advantage about native English teachers is that their students generally feel more motivated to speak in English in class. The fact that the teacher is from an English speaking country and not the country of the students generally works as an unconscious trigger for the student to speak the language. This may have nothing to do with the teacher's proficiency or teaching ability.

The final advantage, which is the most popular, is that a native born teacher will teach or transmit much better pronunciation. This is for sure an advantage, but what a lot of people don't know is that it's difficult for beginners and lower

intermediate students take advantage of this. In my opinion, upper intermediate and advanced students will benefit a lot more.

With hard work, good strategies, and a little effort, however, anybody can drastically improve their pronunciation without the help of a native teacher, or even by themselves.

5.3. The most important characteristic of a native English teacher

The most important about a native English teacher is how to teach to the level of their students, if it's something they are passionate about it, and if they are willing to put the effort in to prepare a good class.

Some people are naturally good teachers, while others need to work hard. Both types can be successful, but both demand preparation and the intention to help people learn. Having a high or even native proficiency helps a lot, but it's not a substitute for work ethic and a genuine desire to do a good job.

Some native teacher have a natural ability and/or strong proficiency but simply don't know how to teach. Apart from this, a native teacher is not a magical solution to your English learning problems.

5.4. Non -native teacher

Non -native teacher refers to the increase of English language teachers who speak English as a foreign or second language. An English language teacher whose first language is not English.

(MEDGYES, 2014) "Non-native teacher is a person who was born in any place where they do not speak English".pg.4

The researchers agree with the author because non-native teacher does not speak English as a first language because they were born in any place where they do not speak English.

(WAGNER, 2013)" a Non-native English-speaking teacher refers to the growing body of English language teachers who speak English as a foreign or second language". Pg.7

The researchers agree with the author because a non- native English teacher is people who have English as the second language.

5.5. Advantages of non -native teacher

According Rubin, N (NIUTON, 1985), there is basically two arguments that support the use of term "non-native English-speaking teachers". First, it is believed that the term is necessary to distinguish between native and non-native English-speaking teachers as well as strengths attributed to these groups. Second, it is also believed that the term is necessary to highlight the discrimination based on the dichotomy

5.6. Disadvantages of non–native teacher.

Opponents of the term argue that "differentiating among teachers based on their status as native or nonnative speakers perpetuates the dominance of the native speaker in the ELT profession and contributes to discrimination in hiring practices" (MALUM, 2002). Below are some of the alternatives to replace the term "NNEST":

Anglophone Teachers of English

Bilingual English Speaking Teacher (BEST)

Legitimate Teacher of English

Transnational English Teacher

Translinguistic English Teachers

Multilingual/Multicultural English-speaking Teachers

Diverse English-speaking Teachers

According to Medgyes, M (MEDGYES, 2002) proposed the six assets of non-native teachers. Those assets are:

1). Non-native teachers are models of successful learners. Non-native speakers of English would not be able to become English teachers if they had not learned English successfully. All the process and success can motivate the learners to make the same achievement or even better.

2). Non-native teachers can teach learning strategies more effectively. They have experiences and know how to learn the language through a conscious process, unlike the natives who just acquire it. Therefore, they can apply and share their strategies to the students.

3). Non-native teachers can provide learners with more information about English language. It is because non-native teachers have learned English from scratch and

during the process they understand how English works. Non-native teachers have bilingual or even multilingual competence, and according to Canagarajah (1999, p. 80), this competence "develops a deep metalinguistic knowledge and complex language awareness".

4). Non-native teachers are more able to anticipate learner's difficulties. Through their own learning experience, non-native teachers know what is difficult and easy, so they can anticipate when their students encounter certain problem. He puts it as having "sixth sense", so non-native teachers can predict and prevent the students" linguistic problems.

5). Non-native teacher tend to be more empathetic to the students" problems and needs. The difficulties they previously encountered as learners might be similar to those of their students. This similar experience makes non-native teachers more sensitive and understanding, and they can share their tips and strategies to the learners.

6). Non-native teachers can benefit from using the same mother tongue as the students. In the past, there was a notion that a successful lesson must be conducted entirely in English. However, now many experts agree that the use of L1 can make the teaching and learning process more successful. It can serve as "the most genuine vehicle of communication" between teacher and learners

5.7. The differences between Native and Nonnative English teachers.

According to Árva and Medgyes (MEDGYES, 2000), have investigated the diverse traits of native and nonnative teachers and of their pedagogical behavior. They mention the following differences between them:

Native and nonnative teachers differ in competence.

- They also tend to differ in terms of teaching behaviors.

- Such differences in teaching behavior derive from their differences in linguistic competence.

- Both can be equally qualified teachers.

- Which differences in teaching behavior can be detected between native and nonnative teachers?

- To what extent can these differences be attributed to their differing levels of linguistic competence?

- Are there any other causes which can account for the differences observed?

- Which differences exist between the opinions of natives and nonnatives?

5.8. Competence of Native and Nonnative Teachers

The main advantage of native teachers is evidently to be found in their superior linguistic and communicative competence of the learning, since it is their mother tongue and they can thus use it with greater spontaneity and naturalness in a considerable variety of situations.

On the other hand, nonnative teachers usually display a poorer competence, acquired through study and effort, which disallows spontaneity. In addition, they normally experienced problems with pronunciation, colloquial expressions (particularly slang), and certain types of vocabulary. Their linguistic competence was also slightly outdated and very much influenced by textbook language, as they used the latter to provide linguistic models to their students.

5.9. Grammatical knowledge of nonnative and native English.

One of the most outstanding pitfalls of native teachers identified was their poor knowledge of grammar. Some of these teachers would state: "This is wrong and this is the correct way you should say it, I know, but I can´t explain why it's wrong or right". Quite on the contrary, knowledge of English grammar was often a source of pride for nonnative teachers, since they had studied it in depth and were capable of providing scientific explanations for the constructions and use of the English language. This aspect was in fact taken into account when assigning teaching functions and responsibilities: native teachers would be in charge of conversation classes, whilst nonnative ones would be responsible for the scientific study of the language.

CHAPTER II

2. BRIEF CHARACTERIZATION OF THE "RAMON BARBA NARANJO" EDUCATIVE UNIT.

Ramón Barba Naranjo, patron of the school, was born in Hacienda Florida, part of Píllaro Canton in Tungurahua province. He was son of Mr. Manuel Barba and Mrs. Barbara Naranjo. He was married to Mrs. Dolores Burbano, who did not have any children. He was a great admirer of art and artisan creativity.

At this school, called House of Arts and Crafts, Mr. Ramón Barba Naranjo laid his fortune, consisting of Finance of the Company, located in Poalo Parish. It helped to provide for granting of scholarship to students thanks to the incomes of Technical Industrial High School in July 10, 1908, when the testament was granted.

On August 18, 1942, thank Mr. Rafael Vásconez Gomez Latacungeño under economic auspices was created an educational institution in the Latacunga city, with his name.

On November 15, 1949, Technical Industrial High School "Ramón Barba Naranjo" was created by Ministerial Resolution.

On July 30, 1965, the military government junta created Industrial Arts "Ramón Barba Naranjo" high school by Supreme Decree.

On July 28, 1992 the Ministry of Education, it recognizes the category of Experimental High School.

Their mission is to create critical professionals, committed, humanistic, ethical and moral, which function effectively and efficiently in all technical activities.

Their vision is being a model technical training institution based on a comprehensive and inclusive education.

2.1. Analysis of the Surveys Applied to Non-native teachers at "Ramón Barba Naranjo" Educative Unit.

1. - What kind of methods do you use into the classroom?

Chart Nº 1

Options	Frequency	Percent
Audio Lingual Method	2	25 %
Suggestopedia	0	0%
Total Physical response	0	0%
Communicative approach	6	75 %
TOTAL	**8**	**100%**

Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic Nº 1

Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

The teachers at "Ramon Barba Naranjo" educative unit, according to the Chart 1 and Graphic 1 show that 6 teachers who represent 75%, 2 teachers who represent 25% consider important to use audio lingual method and think that is important to use communicative approach as a method into the classroom.

According to the data obtained, it shows that the majority of the teachers consider that is quite important to use communicative approach as a method in their English classes in the teaching learning process because it is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. So, it helps to communicate and interact between teachers and students.

2. - What level of English do your students have?

Chart Nº 2

Options	Frequency	Percent
Excellent	0	0%
Satisfactory	7	87%
Regular	1	13%
Low	0	0%
TOTAL	**8**	**100%**

Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic N 2

Level of the students

Good
13%
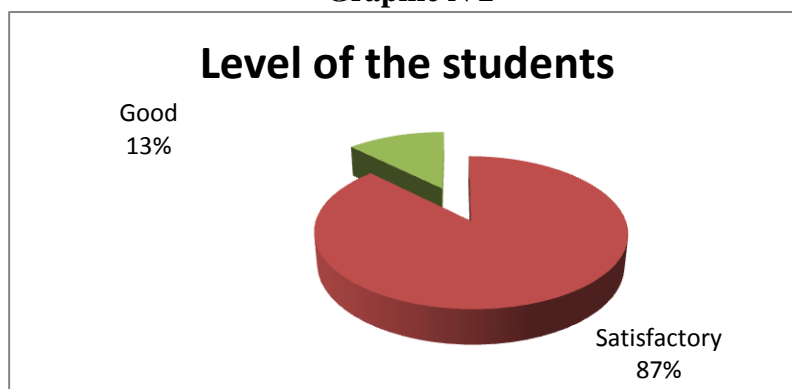
Satisfactory
87%

Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In this question, 7 teachers who represent an 87% mentioned that the level of their students is satisfactory while 13% which corresponds to 1 teacher said that the level of his students is good.

It can be determined that most of the teachers surveyed agree that the level of the students is successful because students do not have a single teacher and every teacher uses different teaching methods.

3. - What skill do you think is harder to learn for students?

Chart Nº 3

Options	Frequency	Percent
Listening	8	100%
Writing	0	0%
Reading	0	0%
Speaking	0	0%
TOTAL	8	100%

Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No- 3
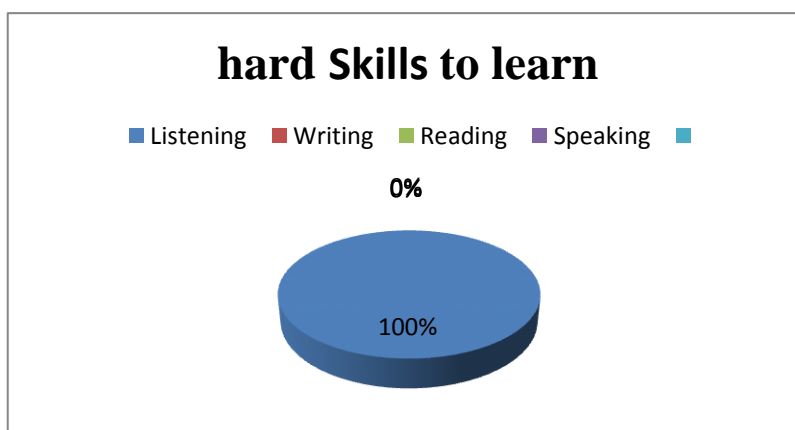
Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In the next question, 8 teachers who represent a 100% said that listening is harder to learn for their students into the English classes.

According to the survey, the majority of the students have problems in listening skill because they do not have the necessary resources in order to learn this skill for this reason teachers do not focus on this area.

4. - What kind of strategies do you use to develop listening?

Chart Nº 4

Options	Frequency	Percent
Listening for the major idea	6	75%
Predicting	2	22%
Drawing assumptions	0	0%
Cutting	0	0%
TOTAL	8	100%

Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No-4
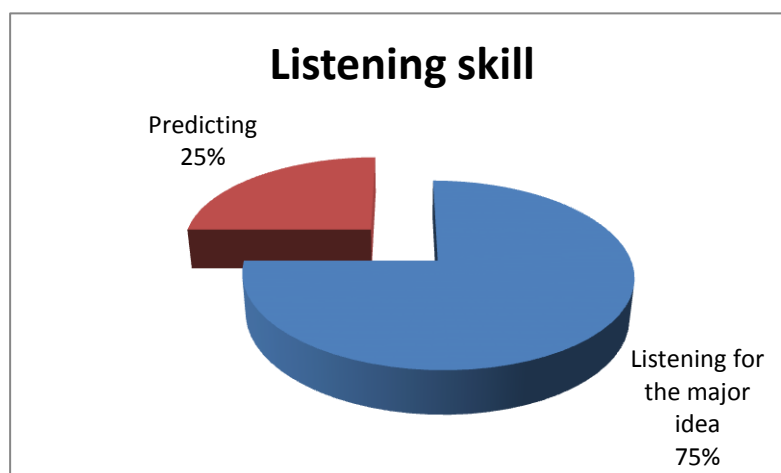
Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In this survey, 6 teachers who represent a 75% use listening for major idea in order to develop listening skill, 2 teachers who represent 25% use predicting to improve listening.

It can be determined that the majority of teachers surveyed admit they used listening for the major idea strategy in order to improve this skill due to it helps students not to forget at the moment to write because they use their own ideas.

5. - What kind of strategies do you use to develop reading?

Chart Nº 5

Options	Frequency	Percent
Previewing	0	0%
Predicting	0	0%
Skimming and scanning	0	0%
Paraphrasing	0	0%
Comprehension motoring	0	0%
Cooperative learning	1	12%
Graphic organizers	1	13%
Story structure	6	75%
Question answering	0	0%
Multiple Strategies	0	0%
TOTAL	**8**	**100%**

Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No 5
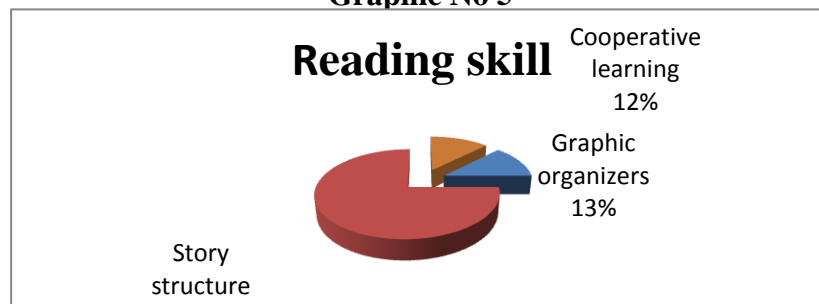
Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

According to the Chart 5 and Graphic 5 show that 6 teachers who represent 75% mention that they use story structure strategy in order to develop reading skill, 1 teacher who represent 13% use graphic organizer to develop reading, 1 teacher who represent 12 % use cooperative learning to develop reading in the teaching learning process.

Then, with the data obtained, it can be seen that teachers use story structure as a strategy because it allows students to capture the imagination. In addition, they are able to understand and they can create stories in order to develop their skills in reading ability.

6. - What kind of strategies do you use to develop speaking?

CHART Nº 6

Options	Frequency	Percent
Participate in shared Reading	0	0%
Comment on the differences between the structures	0	0%
Confirm or challenge the content of a text	0	0%
Engage in reflective conversation	5	62%
Take notes	2	25%
Practice self-talk	1	13%
TOTAL	**8**	**100%**

Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

GRAPHIC Nº 6
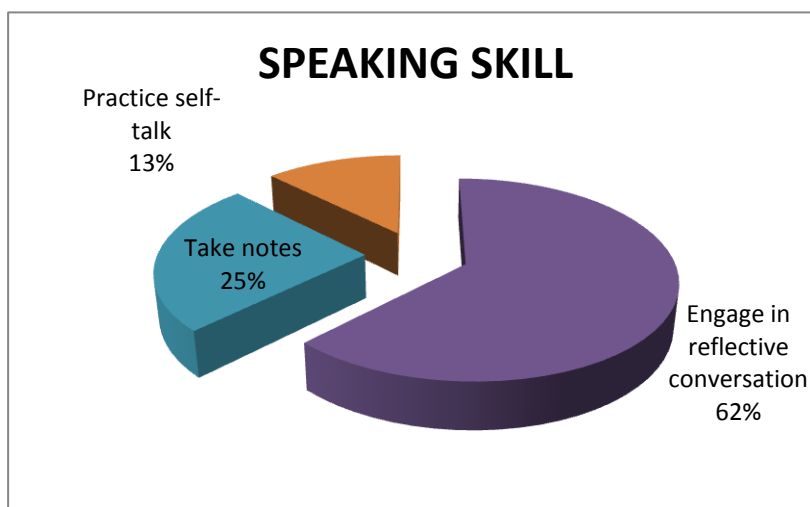
Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In this survey, 5 teachers who represent a 62% use engage in reflective conversation in order to develop speaking skill, 2 teachers who represent 25% use take notes to develop speaking, 1 teacher who represents 13% use practice self-talk to develop speaking.

It can be determined that most of the teachers surveyed admit that they used this strategy because it allows to students to speak in an easier and spontaneous better way.

7. – What kind of strategies do you use to develop writing?

Chart Nº 7

Options	Frequency	Percent
Questions answering	0	0%
Story structure	0	0%
Graphic organizar	2	25%
Summaries	6	75%
TOTAL	**8**	**100%**

Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic Nº 7
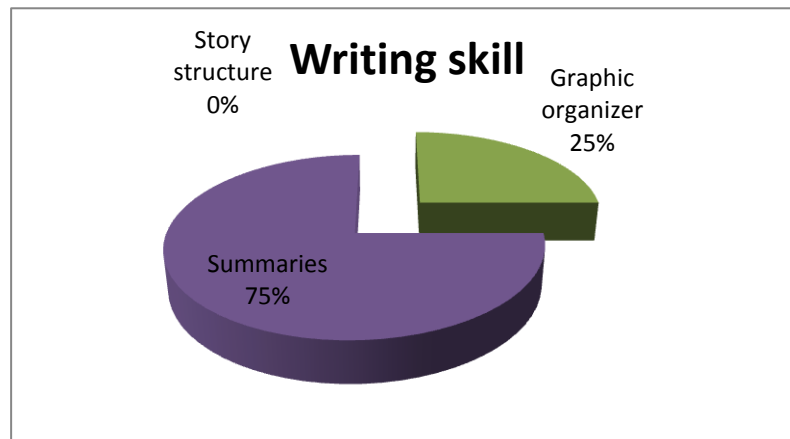
Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In this survey, 6 teachers who represent a 75% use summaries in order to develop listening skill, 2 teachers who represent 25% use graphic organizer to develop writing.

It can be determined that most of the teachers surveyed admit that they use this strategy because summaries allows to students to write the main idea, use their own words or phrases without changing the meaning.

8. - What kind of materials do you apply in your English classes?

Chart Nº 8

Options	Frequency	Percent
Books	8	100%
Recorder	0	0%
Data show	0	0%
Video	0	0%
Poster	0	0%
TOTAL	**8**	**100%**

Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic Nº 8
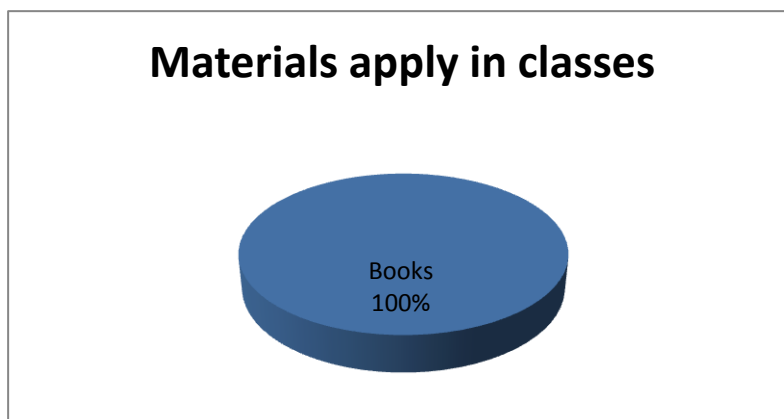
Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In the next question, 8 teachers who represent a 100% said that they use books for their students into the English classes.

According to the survey, books are the most used resources in order to learn English language due to teachers are used to using the strategies of the books because they are not able to create new strategies into the classroom.

9. - How do you evaluate your students?

Chart Nº 9

Options	Frequency	Percent
Oral Tests	0	0%
Written tests	8	0%
TOTAL	**8**	**100%**

Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic Nº 9
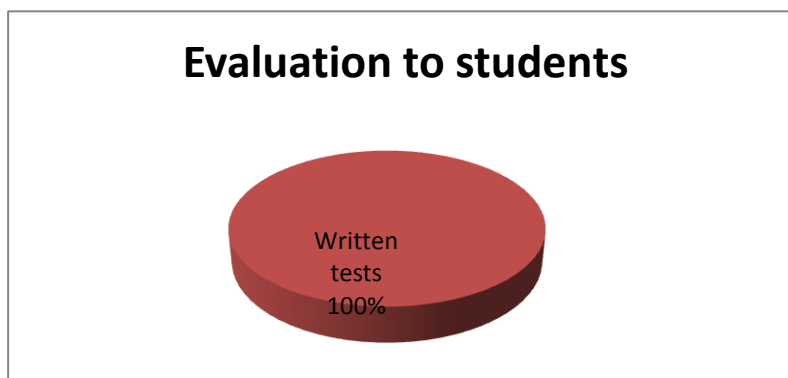
Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In this survey, 8 teachers who represent a 100% evaluate their students through written test.

It can be determined that most of the teachers use written tests because it is easier to do due to the excessive number of students in each classroom.

10. - What strategies do you use in classes?

Chart Nº 10

Options	Frequency	Percent
Games	1	12%
Dynamic	3	37%
Individual Expositions	0	0%
Grupal expositions	1	13%
Cooperative learning	3	38%
TOTAL	8	100%

Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic Nº 10

Source Non-native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In this question, 3 teachers who represent 38% use cooperative learning, 3 teachers who represent an 37% mentioned that they use dynamics as a strategy, 1 teacher who represents 12% use games, 1 teacher who represents 13% use grupal expositions as a strategy into classroom.

It can be determined that most of the teachers surveyed use cooperative learning as a strategy because it aims to organize activities in the classroom. It also allows students to work in groups and they can complete the work together and learn in a better way.

2.2. Analysis of the Surveys Applied to Native teacher at "Ramón Barba Naranjo" Educative Unit.

1. - What kind of methods do you use into the classroom?

Chart Nº 1

Options	Frequency	Percent
Audio Lingual Method	2	25 %
Suggestopedia	0	0%
Total Physical response	0	0%
Communicative approach	6	75 %
TOTAL	**8**	**100%**

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic Nº 1

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

The teachers at "Ramon Barba Naranjo" educative unit, according to the Chart 1 and Graphic 1 show that 6 teachers who represent 75%, 2 teachers who represent 25% consider important to use audio lingual method and think that is important to use communicative approach as a method into the classroom.

According to the data obtained, it shows that the majority of the teachers consider that is quite important to use communicative approach as a method in their English classes in the teaching learning process because it is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. So, it helps to communicate and interact between teachers and students.
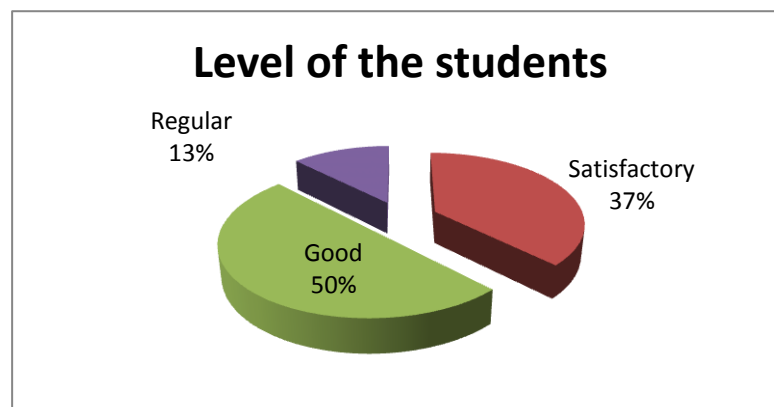
2. - What level of English do your students have?

Chart Nº 2

Options	Frequency	Percent
Excellent	0	0%
Satisfactory	2	37%
Good	4	50%
Regular	2	13%
Low	0	0%
TOTAL	**8**	**100%**

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic N 2

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In this question, 4 teachers who represent a 50% mentioned that the level of their students is good, 2 teachers who represent 37% mentioned that the level of their students are satisfactory and 2 teachers who represent 13% mentioned that the level of their students are regular.

It can be determined by the teacher surveyed agree that the level of the students is good because students do not have a single teacher and every teacher uses different teaching methods which did not allow students to have a good level. However, some native teachers think that their students have good and regular level in English due to they always change the teachers and they received classes with different methods.

3. - What skill do you think is harder to learn for students?

Chart Nº 3

Options	Frequency	Percent
Listening	3	37%
Writing	1	17%
Reading	2	25%
Speaking	2	25%
TOTAL	8	100%

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No- 3
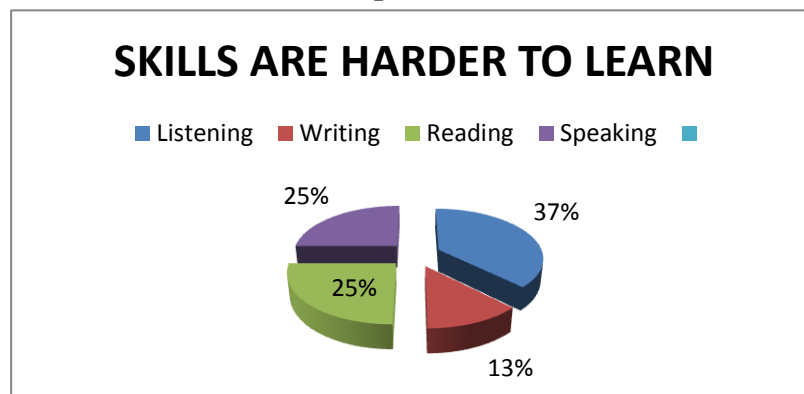
Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In the next question, 3 teachers who represent a 37% said that listening is harder to learn for their students into the English classes, 2 teachers who represent 25% said that reading is harder to learn, 2 teachers who represent 25% said that speaking is harder to learn and 1 teacher who represents 17% said that writing is harder to learn.

According to the survey, the majority of the students have problems in listening skill because they do not have the necessary resources in order to learn this skill for this reason teachers do not focus on this area.

4. - What kind of strategies do you use to develop listening?

Chart Nº 4

Options	Frequency	Percent
Listening for the major idea	2	25%
Predicting	1	12%
Drawing assumptions	2	25%
Cutting	3	38%
TOTAL	**8**	**100%**

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No-4
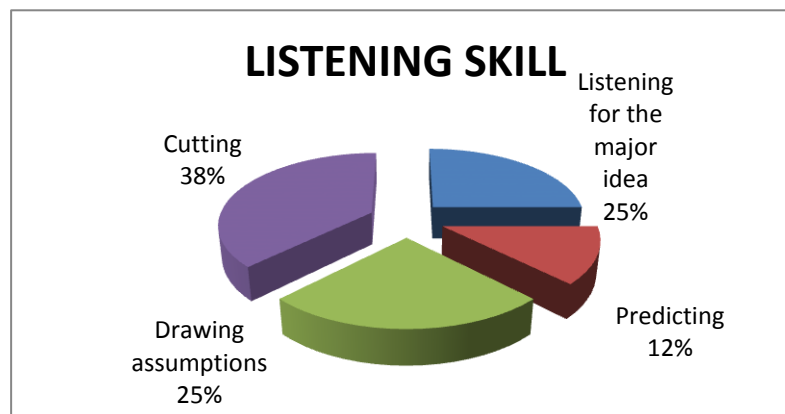
Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In this survey, 3 native teachers who represented 38% said that use cutting to develop listening, 2 teachers who represent 25% use listening for major idea, 2 teachers who represent 25% use drawing assumption and 1 teacher who represent 12% use predicting in order to develop listening skill.

It can be determined that the majority of teachers surveyed admit they used cutting strategy in order to improve this skill due to it helps students not to forget at the moment to write because through this strategy they can cutting good ideas at the moment to write the main ideas.

5. - What kind of strategies do you use to develop reading?

Chart Nº 5

Options	Frequency	Percent
Previewing	0	0%
Predicting	2	25%
Skimming and scanning	4	50%
Paraphrasing	0	0%
Comprehension motoring	1	12%
Cooperative learning	1	13%
Graphic organizers	0	0%
Story structure	0	0%
Question answering	0	0%
Multiple Strategies	0	0%
TOTAL	**8**	**100%**

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No 5
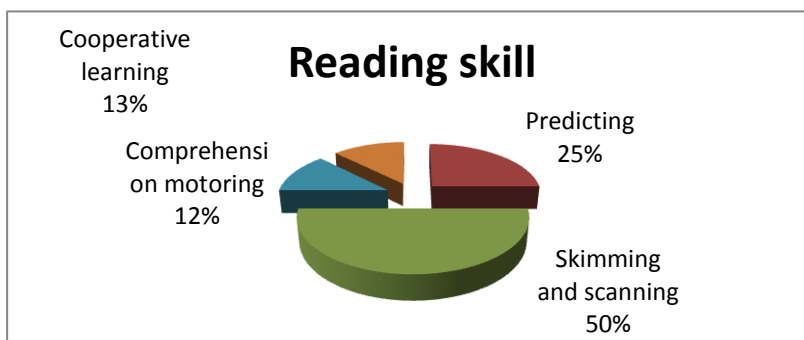
Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

According to the Chart 5 and Graphic 5 show that 4 teachers who represent 50% mention that they use skimming and scanning as a strategy, 2 teachers who represent 25% use predicting, 1 teacher who represent 13% use cooperative learning and 1 teacher who represent 12% use comprehension monitoring in order to develop reading skill in the teaching learning process.

Then, with the data obtained, it can be seen that teachers use skimming and scanning as a strategy because it allows students to understand the reading and they can capture that the reading means in order to develop their skills in reading ability.

6. - What kind of strategies do you use to develop speaking?

Chart Nº 6

Options	Frequency	Percent
Participate in shared Reading	0	0%
Comment on the differences between the structures	2	25%
Confirm or challenge the content of a text	4	50%
Engage in reflective conversation	2	25%
Take notes	0	0%
Practice self-talk	0	0%
TOTAL	**8**	**100%**

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic Nº 6
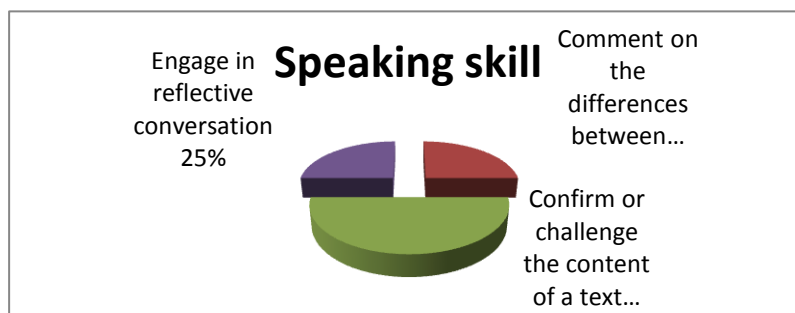
Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In this survey, 4 teachers who represent 50% use confirm or challenge the content of a text, 2 teachers who represent 25% use engages in reflective conversation, 2 teachers who represent 25% use comment on the differences between the structures in order to develop speaking skill.

It can be determined that the teachers surveyed admit that they used confirm or challenge the content of a text as a strategy to improve the ability to speak because this is a process which are activities that encourage students to critically reflect and learn through the reflective process and practice in the teaching-learning process.

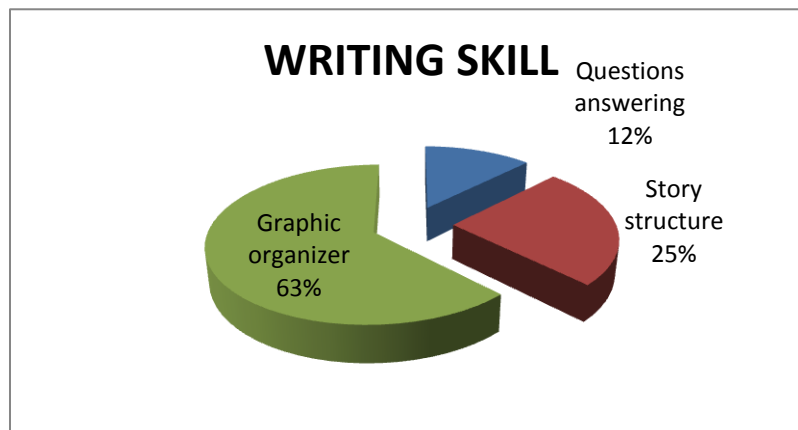**7. - What kind of strategies do you use to develop writing?**

CHART Nº 7

Options	Frequency	Percent
Questions answering	1	12%
Story structure	2	25%
Graphic organizer	5	63%
Summaries	0	0%
TOTAL	8	100%

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

GRAPHIC Nº 7

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In this survey, 5 teachers who represent 63% use graphic organizer, 2 teachers who represent 25% use story structure and 1 teacher who represent 12% use questions answering in order to develop writing skill

It can be determined that the teacher admit that they used graphic organizers to improve the writing because it allows students to build their answers, improving their writing in the teaching learning process.

8. - What kind of materials do you apply in your English classes?

Chart Nº 8

Options	Frequency	Percent
Books	8	100%
Recorder	0	0%
Data show	0	0%
Video	0	0%
Poster	0	0%
TOTAL	**8**	**100%**

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic Nº 8
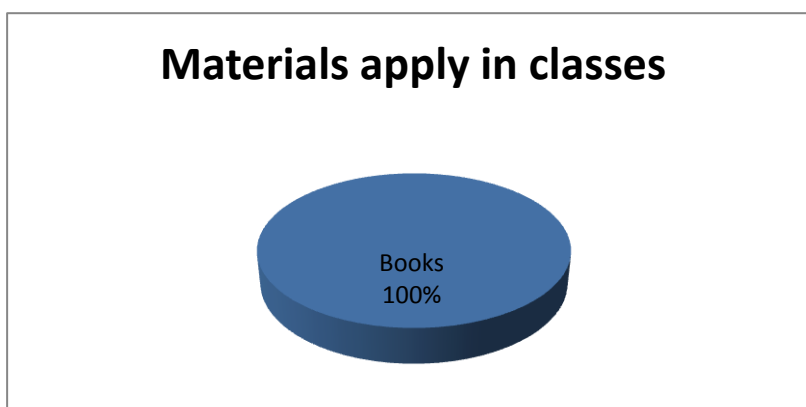
Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In the next question, 8 teachers who represent a 100% said that they use books for their students into the English classes.

According to the survey, books are used in the majority of students in the classroom as it is a material that allows the teacher to have a guide to orient themselves and get an idea of what to prepare for the classes and when the teachers submit homework to their homes and they are not able to create new strategies into the classroom.
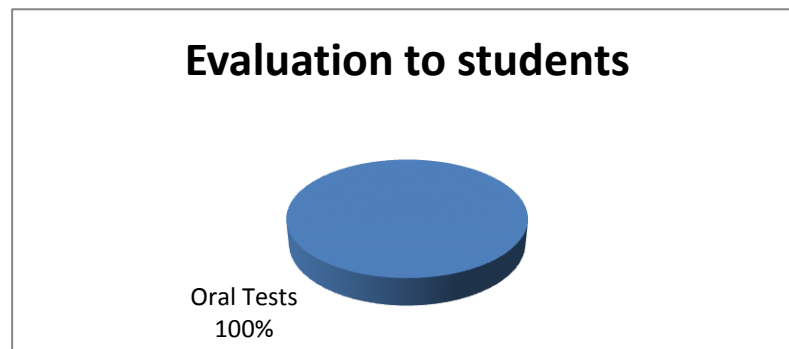
9. - How do you evaluate your students?

Chart Nº 9

Options	Frequency	Percent
Oral Tests	8	100%
Written tests	0	0%
Practical tests	0	0%
TOTAL	8	100%

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic Nº 9

Evaluation to students

Oral Tests
100%

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In this survey, 8 teachers who represent a 100% evaluate their students through oral test

It can be determined that the teacher admits that they use oral tests because it allows to the students to improve their speaking and interact with their teacher in the teaching learning process.

10. - What strategies do you use to catch the attention of their students in classes?

Chart Nº 10

Options	Frequency	Percent
Games	1	12%
Dynamic	3	37%
Individual Expositions	0	0%
Grupal expositions	1	13%
Cooperative learning	3	38%
TOTAL	**8**	**100%**

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic Nº 10

Source native teacher at: "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses

In this question, 3 teachers who represent 38% use cooperative learning, 3 teachers who represent an 37% mentioned that they use dynamics as a strategy, 1 teacher who represents 12% use games, 1 teacher who represents 13% use grupal expositions as a strategy into classroom.

It can be determined that most of the teachers surveyed use cooperative learning as a strategy because it aims to organize activities in the classroom. It also allows students to work in groups and they can complete the work together and learn in a better way. In addition, it permits that the native teacher to catch the attention of their students.

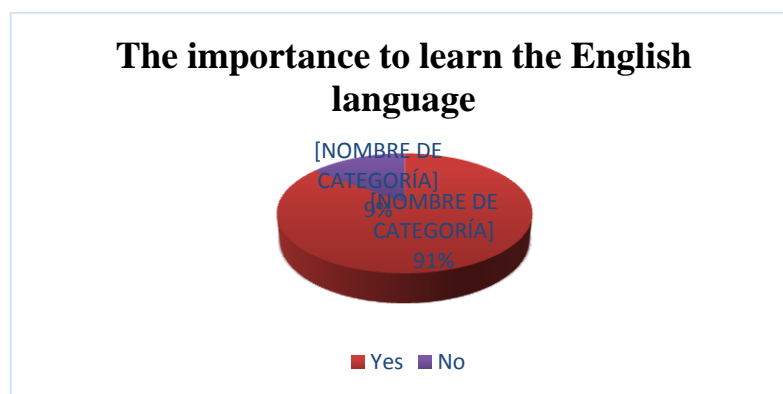## 2.3. Analysis of the Surveys Applied to Students at "Ramón Barba Naranjo" Educative Unit.

1. - Do you consider important to learn the English language?

Chart Nº 1

Options	Frequency	Percent
Yes	75	91%
No	7	9%
Total	**82**	100%

Source: Students at "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No 1

Source: students at "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

The students at "Ramón Barba Naranjo" Educative Unit, according to the Chart 1 and Graphic 1 show that 75 students who represent 91% consider important to learn the English language and 7 students who represent 9% think that is not important to learn English language.

According to the data obtained, it shows that the majority of the students consider that is quite important to learn the English because everybody needs to speak a second language. Without any doubt, the English language opens many doors around the world. Also, it allows to communicate with a foreign people and to know other cultures through it.
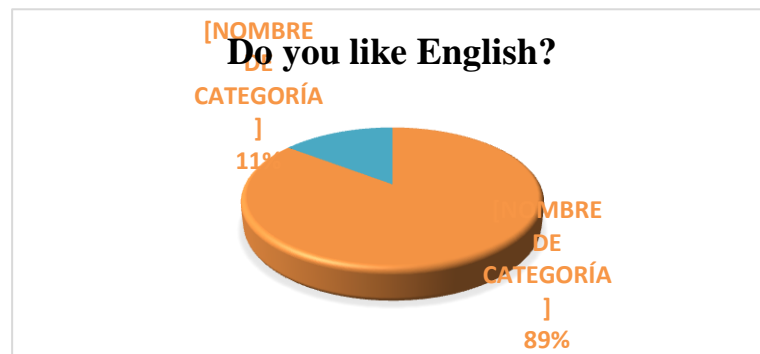
2.–Do you like English?

<div align="center">

Chart Nº 2

Options	Frequency	Percent
Yes	73	89%
No	9	11%
Total	82	100%

Source: students at "Ramón Barba Naranjo" High School.
Elaborated by: Norma Vega and Jeaneth Meneses.

</div>

<div align="center">

Graphic No 2

</div>

<div align="center">

Source: Students at"Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

</div>

In this question, 73 students who represent 89% mentioned that they like English language, while 11% which corresponds to 9 students do not like English language.

The research points out that, the majority of the students like English because it is essential in order to interactive with a native teacher and they can do question to the native teacher to know more of them.
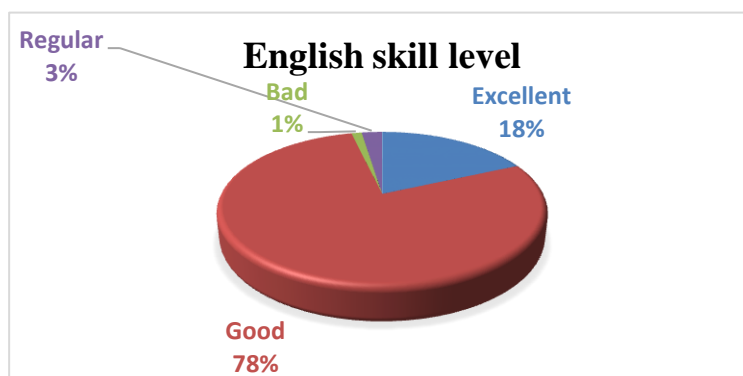
3- What's your English skill level?

Chart Nº 3

Options	Frequency	Percent
Excellent	15	18%
Good	64	78%
Bad	1	1%
Regular	2	3%
Total	**82**	**100%**

Source: Students at "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No 3

Source:Sudents at "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

In the next question, 15 students who represent 18% said their English skill level are excellent, 78%, which corresponds to 64 students mention their English skill level are good, 1 %, which corresponds to 1 student mentions his English skill level is bad, while 2% which corresponds to 2 students said their English skill level are regular into the English classes.

Then, according to this survey the English skill level of the students are good. It can take as an advantage in order to achieve the excellence, considering that the English skill levels of the students are good in the teaching learning process.

4- Which language skill do you find the most difficult?

Chart Nº 4

Options	Frequency	Percent
Listening skill	51	62%
Writing skill	16	19%
Reading skill	12	15%
Speaking skill	3	4%
Total	**82**	**100%**

Source: students at "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No 4

Source: Students at "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

In this question, 51 students who represent 62% found as the most difficult language skill is Listening skill, 20% who represent 16 students found as the most difficult language skill is Writing skill, 15% who represent 12 students found as the most difficult language skill is Reading skill, while 4% which corresponds to 3 students think the most difficult language skill is Speaking skill in the English language.

It can be determined that the majority of surveyed students admit that the Listening skill is a quite difficult activity to develop due to there is not enough materials in order to practice the listening skill in the teaching learning process.
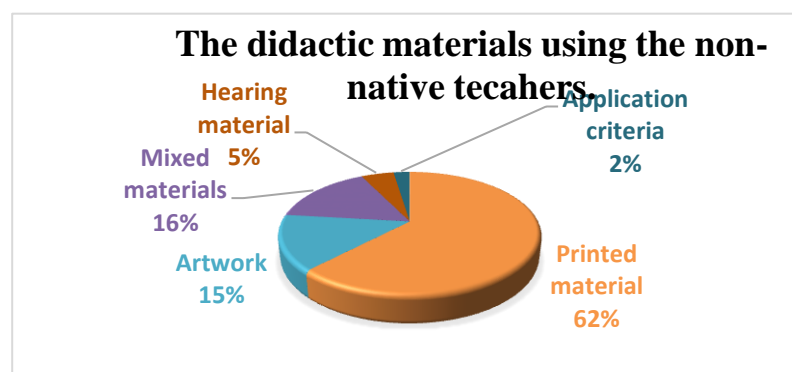
5. - What kinds of didactic materials does your teacher use?

Chart Nº 5

Options	Frequency	Percent
Printed material	51	62%
Artwork	12	15%
Mixed materials	13	16%
Hearing material	4	5%
Application criteria	2	2%
Total	**82**	**100%**

Source: Students at "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No 5

Source: Students from"Ramón Barba Naranjo" High Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

In this question, show that 62% who represent 51 students mention that the didactic materials used are printed materials, 15% who represent 12 students mention that the didactic materials used are art word, 16% who represent 13 students mention that didactic materials used are mixed materials, 5% who represent 4 students mention that didactic materials used are Hearing materials, while 2% who represent 2 students mention that didactic materials used are Application materials.

Then, with the data obtained most of the students learn in the Teaching Learning process through the Printed materials. But, it is not sufficient to the students' learning so that teachers should use the mixed materials. So, they can learn the abilities in different way to develop in the English Teaching Learning Process.
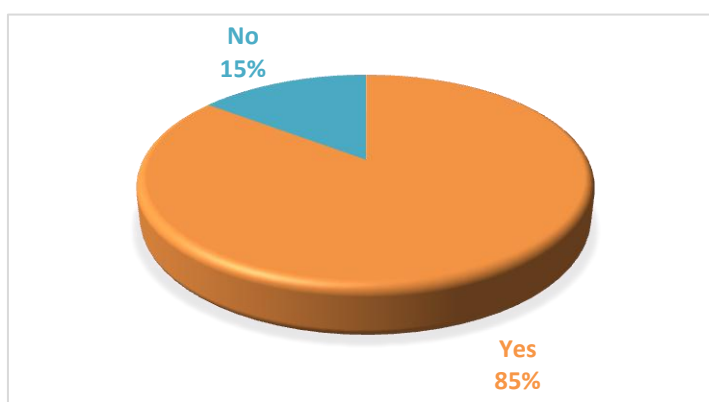
6- Do you consider that is necessary to have native English teachers in educative institutions?

Chart Nº 6

Options	Frequency	Percent
Yes	70	85%
No	12	15%
Total	82	100%

Source: Students at "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No 6

Source: Students at"Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

In this question, 70 students which corresponds 85% said that they consider that is necessary to implement native English teachers in educative institutions, while 15% which corresponds to 12 students do not consider that is necessary to implement native English teachers in educative institutions.

It can be determined that the most of the surveyed students agree to have native English teachers in educative institutions because they have other methodologies and techniques to teach where the students can understand better and improve their weaknesses in the English classes.

7- Who would you like to learn English with?

Chart Nº 7

Option	Frequency	Percent
Non-native English teacher	13	16%
Native English teacher	69	84%
Total	82	100%

Source: Students at"Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No 7

Learn English with
Non-native english teacher 16%
Native english teacher 84%

Source: students at"Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

In this survey, 13 students who represent 68% said that they would like to learn with a non-native English and, 84%, which corresponds to 69 students mention they would like to learn with a native English teacher in their institutions.

Then, according to this survey most of the students think that is important to learn with a native English teacher because the native English teacher use different strategies in the teaching learning process than non-native teacher. So, they consider necessary to learn the English language directly with a native teacher, in this way they can develop their abilities easier.
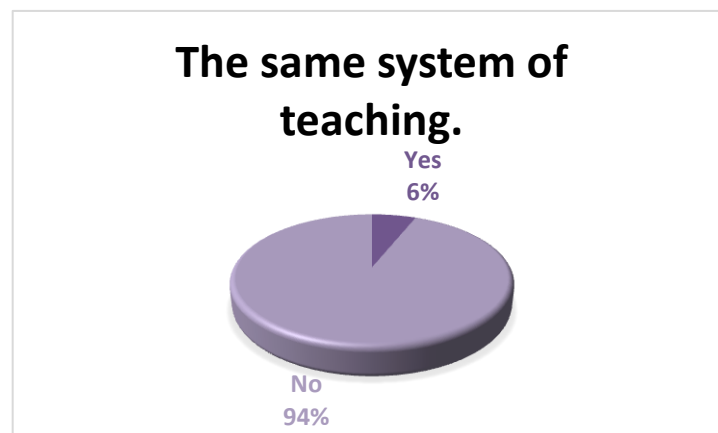
8- Do you think that Non-native English teacher and Native English teacher have the same system of teaching?

Chart Nº 8

Options	Frequency	Percent
Yes	5	6%
No	77	94%
Total	82	100%

Source: Students at "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No 8

Source: Students at "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

According to the Chart 8 and Graphic 8 show that 5 students who represent 6% think that the non-native English teacher and native English teacher have the same system of teaching, while 77 students who represent 94% they think that the non-native English teacher and native English teacher do not have the same system of teaching in the teaching learning process.

According to the data obtained, it shows that the non-native English teacher and native English teacher use different a system. Each teacher teach with different methods and strategies, but, both with same purposes improve the English level knowledge in the teaching learning process.
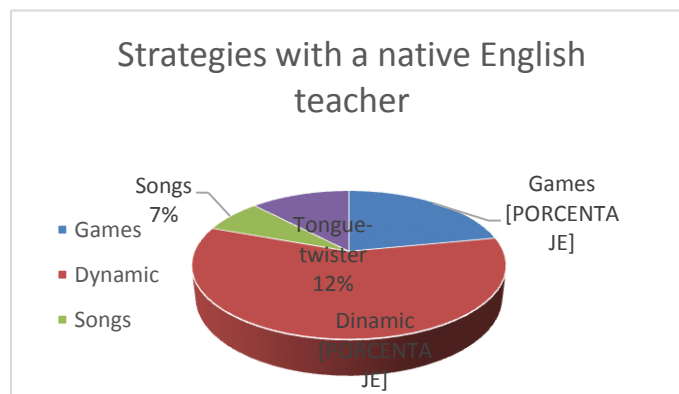
9- What strategies does your teacher use to catch the attention in classes?

Chart Nº 9

Options	Frequency	Percent
Games	18	22%
Dynamic	48	59%
Songs	6	7%
Tongue-twister	10	12%
Total	**82**	**100%**

Source: Students at "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No 9

Source: Students at "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

In this survey, 18 students who represent 22% mention that the strategies used by a non-native English teacher is Games, 59% who represent 48 said that the strategies used by a non-native English teacher is Dynamics, 7% who represent 6 students said that the strategies used by a non-native English teacher is Songs, and 12%, which corresponds to 10 students said that the strategies used by a non-native English teacher is Tongue- Twisters in the teaching learning process.

Then, it can be seen that most of surveyed students learn better through the Dynamics, through this strategy the students catch the attention and they can work better in classes. Also, it helps improve students' academic performance in the teaching learning process.
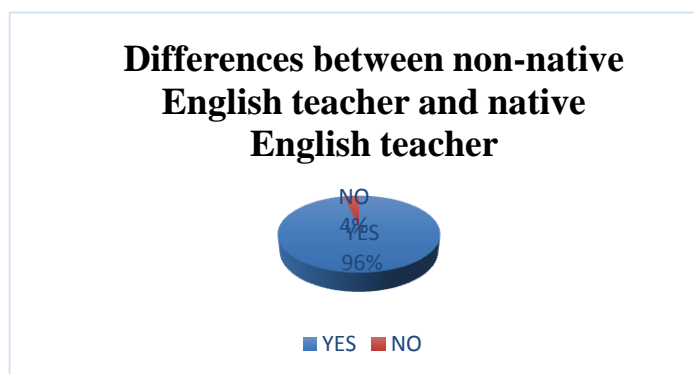
10. - Do you consider that there are differences between nonnative English teacher and native teacher?

Chart Nº 10

Options	Frequency	Percent
Yes	79	96%
No	3	4%
Total	82	100%

Source: Students at "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

Graphic No 10

Differences between non-native English teacher and native English teacher

NO 4%
YES 96%

■ YES ■ NO

Source: Students from "Ramón Barba Naranjo" Educative Unit.
Elaborated by: Norma Vega and Jeaneth Meneses.

In the final question, 79 students who represent a 96% consider that there are differences between nonnative English teacher and native teacher, while a 4% which corresponds to 3 students do not consider that there are differences between non-native English teacher and native teacher in the teaching learning process.

It can be determined that the majority of surveyed students accept that there are differences between non- native English teacher and native English teacher, each teacher has different system to teach. For example the native teacher is more dynamic and non-native teacher is better understood when they speak.

2.4. Conclusions

- The non-native teachers mustn´t base on Total Physical Response as Methodology

- The native teachers use Communicative Approach as a Methodology because it allows to interact and improve the communication in the students.

- The teachers and students found listening as the most difficult skill in the English -Teaching Process.

- The native teachers are more dynamic into the English classes due to the strategies they use to develop the teaching learning process.

- The students at "Ramón Barba Naranjo" Educative Unit, they have a good English level into the English language.

- Most of the students at "Ramón Barba Naranjo" Educative Unit agree with having native English teachers because they use an interactive teaching.

2.5. Recommendations

- The non-native teachers must use other methodologies to improve the teaching learning process.

- The native teachers should continue using Communicative Approach as a Methodology because it allows to interact and improve the communication in the students.

- The teachers should to develop listening skill using different methodologies to improve their knowledge about English language.

- The native teachers should be using the Dynamics and Cooperative Learning as strategies in the English Teaching Learning Process because it gives excellent result.

- The students at "Ramón Barba Naranjo" Educative Unit, should achieve an excellent English level into the class.

- It is important that all Institutions have native teachers because they can help to improve in the English -Teaching Process English teachers through their experience and knowledge.

CHAPTER III

3. PROPOSAL DESIGN

"A TRAINING COMMUNICATION COURSE FOR NON-NATIVE ENGLISH TEACHER"

General Information

INSTITUTION: "RAMÓN BARABA NARANJO" EDUCATIVE UNIT.

PROVINCE: Cotopaxi

CANTON: Latacunga

PARISH: Ignacio Flores

NEIGHBORHOOD: Unidad Nacional y Rumiñahui

PHONE: 032 813-261

RESEARCHERS: Jeaneth Meneses and Norma Vega

3.1. Importance

English language is one of the most important around the world that is the reason why, this language has been taught many years ago since this language has become so useful to communicate among society in any daily situation. Despite the importance of the English language, for years it has been taught with the same resources. Nowadays, the non-native English teachers know about some methodologies but it is not sufficient for English Teaching- Learning Process. They should be more creative, dynamic and fun in order that classes do not become boring.

The problem is that, through this research, the investigators want to compile new methodologies of the native teachers in order that the non-native teacher will improve the methodology because they should change their old methodologies to new once. This is focused on interactive activities based on four abilities, which students at "Ramon Barba Naranjo" Educative Unit will pay attention in the English class. Therefore, they will learn the English language.

Then, this research become relevant and interesting because none has used this resource to improve and develop methodologies at this institution.

This research is significant because through this training course the non-native teachers will learn new methodologies where the native teacher shares his knowledge and experiences. On the other hand, students will be benefit because the non-native teacher will apply with the students all learned. Thus, the students will learn the English language in an interactive, dynamic and funny way and it will be useful in any circumstances of student`s daily life.

3.2 Justification

The interest for this research work grew when the researchers notice that some Educative Institutions prefer the native English teacher leaving to the non-native teacher without work. The researchers realized that one of the most important needs of the non-native teachers are the methodologies used in the English Teaching-Learning Process and it is necessary to acquire the English language in an efficient way. This research work is directed to improve and development the methodologies used by native teachers through the interactive and dynamic activities.

The purpose of the proposal consists of creating a training course in order that the non-native teachers improve the methodologies. Through this training course, it purports to develop the four abilities English language based on interactive activities to achieve a high level. So, this way the non-native teachers will apply in the English Teaching-Learning Process with the students so that the classes will be more interactive and dynamic and they will achieve excellent results. It is divided into four workshops; it includes abilities for each workshop as listening, speaking, reading and writing.

It is feasible to develop this project at "Ramon Barba Naranjo" Educative Unit because it is supported by non-native teachers, native teachers and authorities who work there. Also, this project is not expensive and it is possible to accomplish because it is necessary to help with research in the institution which before mentioned.

3.3. Objectives

General objective

To improve the Teaching-Learning Process of the English language through new methodology used by the non-native teachers at "Ramon Barba Naranjo" Educative Unit.

Specific objectives

- To determine the methodologies used by native teachers to facilitate the four abilities in the English language.
- To identify the most relevant ability based on workshop in order to develop of them.
- To create a training course based on the methodologies used by native teacher to contribute in the teaching -learning process in the English language.

3.4. Foundation

3.4.1 Scientific Foundation

The importance of learn a second language is emphasized every day when it seen that the world is changing and know a foreign language gives a better opportunities to people.

Therefore, is this case the scientific foundation of the proposal is to apply the most suitable method according to the skill that nonnative teachers want to improve. Moreover, it is important to implement a training courses in order to increasing the communication of native and nonnative English in an adequate way, and finally to create the most suitable activities, selecting the most appropriate for each topics in order to complement and reinforce the knowledge acquired during the courses.

3.4.1. Pedagogical foundation

It is believed that speaking is relatively as important as the other language skills. And this is because English language is a language most spoken around the world

among the world's second language in order to communicate. So, the idea is that first step let us know the beginning of the accurate language production is speaking, as this skill produces an unconscious mental activity where the register of pronunciation and accent attained.

3.4.2. Psychological foundation

The main aspect of this training program is create an interactive and dynamic class to the non-native teachers because they need to learn new vocabulary in order to improve their communication in the teaching learning of the English language in a right manner specially if teachers are going to learn expanded vocabulary. Besides, the native teachers must apply the pedagogical activities in a correct way to the non-native teachers can understand without any problem. Therefore, the non-native teachers will learn vocabulary for which it is necessary native teachers use the right methods to develop this vocabulary.

3.5. Proposal description

English Teaching-Learning Process needs to be interesting and meaningful. So, it requires new methodologies which are going to improve the Teaching- Learning Process about the English language. Then, this training course the non-native teachers will improve the methodologies focused on the knowledge and experiences of the native teacher which will contain interactive and dynamic activities.

It is important to consider that, non-native teachers will access to this training course so that they will be the main benefit because the non-native teachers will have the opportunity to assist to this course, in this way, they will enhance the methodologies. So, the non-native teachers will apply in their students in the Teaching-Learning Process. Therefore, the students will have the chance to learn through the methodologies improved by non-native teacher. Thus, students will open their main and they like the English language.

It is important to take into account, all resource that is created to improve the educational process and this is the case of this project inside the English teaching learning process because through the training course the non-native teachers will achieve a high level English language and they will get successful teacher.
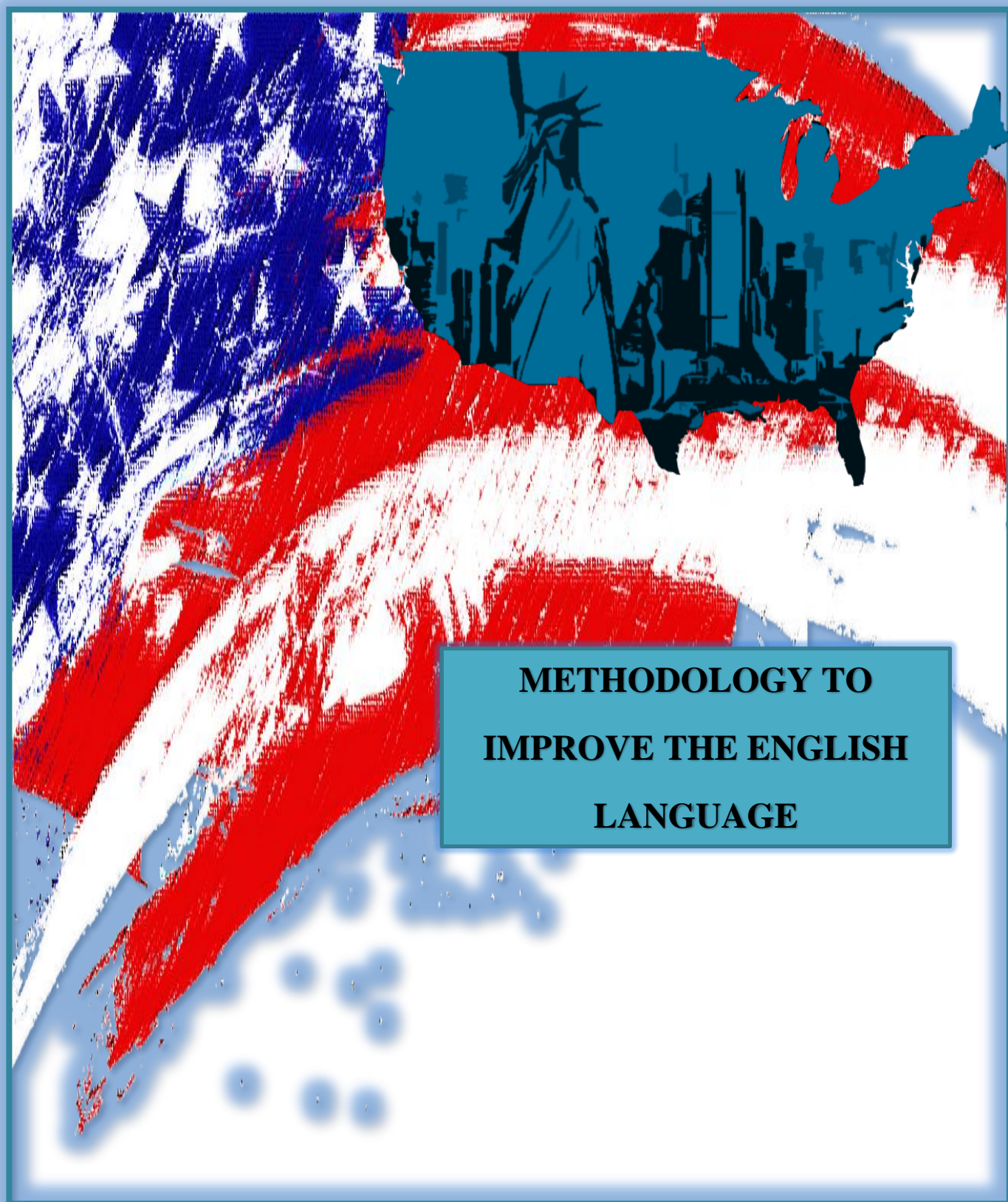
**METHODOLOGY TO
IMPROVE THE ENGLISH
LANGUAGE**

CONTENTS

METHODOLOGY	Abilities
WORKSHOP 1 Communication Approach	Speaking
WORKSHOP 2 Audio-lingual	Reading
WORKSHOP 3 Audio-lingual	Writing
WORKSHOP 4 Suggestiopedia	Listening

METHODOLOGY TO IMPROVE THE

ENGLISH LANGUAGE

Communicative approach

Nowadays, the communicative approach as methodology is the most used and the most accepted by native teachers to teach into class based on foreign language. It is focused on the student's ability to communicate several purposes such as asking and answering questions, making requests, describing, narrating and comparing.

In addition, the grammar is not taught in a separate way. Learning occurs in context, detailed error correction is de-emphasized in favor of the theory that students will naturally develop speech through frequent use. Therefore, the students develop fluency through communicating in the English language.

Moreover, into the communicative classroom includes activities through which students are able to resolve a problem through narration and establish communicative competence. So, some activities can include for example: composing a dialogue which the students negotiate when and where they are going to it dinner, creating a story about a series of pictures or comparing similarities and differences two pictures.

ACTIVITIES TO DEVELOP SPEAKING

Objective: To develop the speaking skill based on Communicative approach using different interactive activities in the non-native teachers.

Activity 1

Warm-up :Find Someone Who..

Instructions: Every student takes a copy of this sheet and stands up and walks around the room, asking the other students about the information below, asking and answering only in English and using only full sentences. For example,

Find someone who has been to Quito.

Question: "Katty, have you been to Quito?"
Answer: "Yes, I have been to Quito."
Or "Nobody has been to Quito."
Then, write down, "Katty has been to Quito."

- **Find someone who** doesn't like rock music.
- Doesn't smoke.
- Never drinks alcohol.
- Never tells a lie.
- Doesn't eat beef.
- Doesn't have a TV.
- Cannot cook.
- Can drive a motorcycle.
- Can understand Chinese.
- Can program a computer.
- Likes computer games.
- Can use Microsoft Word.
- Has a bank account.
- Never takes a taxi.

➢ When everyone has finished asking questions and has written down the names of which students have done what, then, the teacher can put the students in a circle and ask them questions one-by-one and correct their grammar mistakes as they speak.

Activity 2

➢ Complete the speech bubbles with your own ideas.

Activity 3

1.-Frank and Opie are two friends who tend to speak in different manners. Frank is objective and just states the facts. Opie is subjective and speaks his opinion. Read the following statements carefully and determine whether Frank or Opie said them. Write an "F" or an "O" for fact or opinion on the lines next to each statement.

➢ On page 2, practice writing some of your own facts and opinions.

_____ "Mystery novels are the most exciting books to

"Jellyfish don't have brains, bones, or a heart.

Frank

"My new backpack cost me _____ only $35.29."

Opie

"Surfing is the most difficult sport to learn.

"Montana is the most beautiful state to visit during _____ the summer."

"The temperature on the surface of the sun is approximately 11,000 degrees Fahrenheit."

"The Giant Panda is on the endangered species list."

"The Wildcats are going to win the championship this year."

"The Empire State Building is over 1,200 feet tall!'

"Van Gogh is the most talented artist who ever lived

2.- Look at the subject in each speech bubble and write a fact or opinion depending on who is saying it.

Hot weather _____

Space Exploration _____

Monkey Bars _____

The Eiffel Tower _____

Fishing _____

Spiders _____

Chocolate _____

Frank

Opie

Activity 4

Remembering Introductions

Instructions: Another way for a group to get acquainted and have a good laugh at the same time is to put about fourteen students in a circle and have them speak in the following pattern, each one remembering and repeating what was said before and then adding his/her own new information.

The first one says,
"Hello, my name is Pom.
My major is English and my minor is French."

The second one says, "Hello, this is Pom.
Her major is English and her minor is French.
My name is Da.
 My major is Drama and my minor is English."

The third one says,
"Hello, this is Pom.
Her major is English and her minor is French,.
and this is Da.
 Her major is Drama and her minor is English,
 and my name is Pen.
My major is English and my minor is Spanish." And so on and so on until they have gone around the full circle
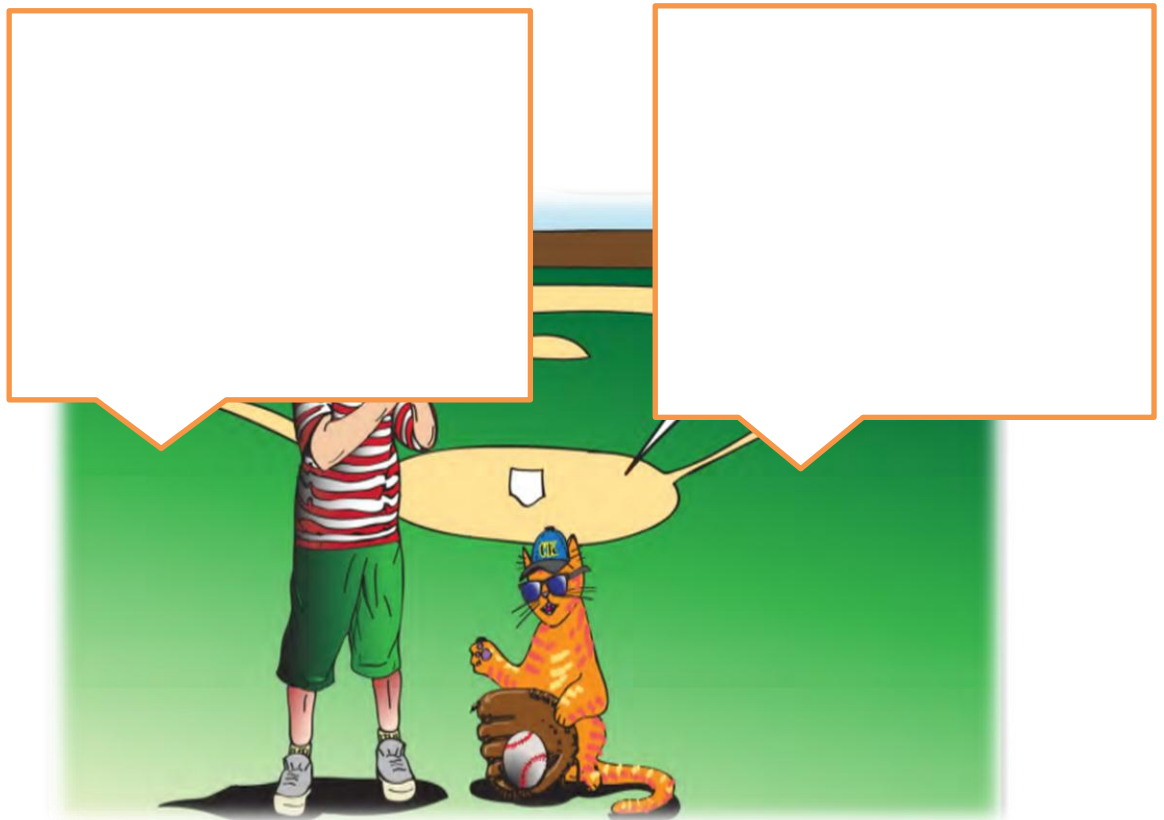With no one forgetting and no one becoming confused.
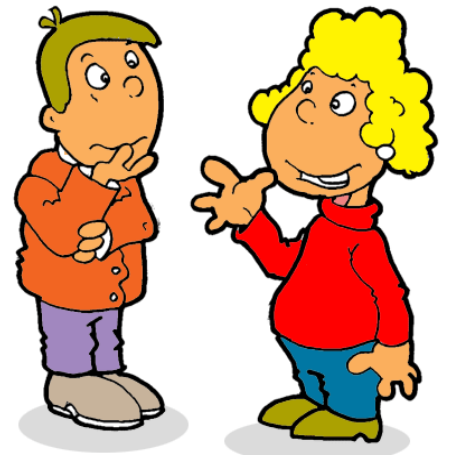
> ➢ Or if they do forget and get confused, just stop at that place in the circle and start over again, beginning with the next person and continuing in the same way until they have gone all the way around the group.

Activity 5

1.-What are A.J and C.K. taking about?

- ➢ Fill in the word balloons and make up your own comic!

Activity 6

3 – Watch this picture. Imagine, what do they speak?
 What do them planning?
> ➤ Then, you should create a dialogue about this. Work in pairs.

Activity 7

Instructions:

The beach ball have some questions and the ball go to student by student and the student will have to read and he will answer accorging to the question.

BEACH BALL QUESTION & ANSWER

1. What is the first thing that you do when you get out of bed?

2. What is your favorite movie? What is your favorite movie line?

3. Approximately how many jokes do you know by heart? Tell us

an appropriate one.

4. What do Martians do to have fun on Mars?

5. If you were to treat yourself to "the finer things in life", what would they be?

6. If your life was being turned into a movie, who would play you and why?

7. Where is the worst place you have ever been stuck waiting?

8. What is your 15 minutes of fame?

9. If you were invisible, where would you go?

10. If you could invent a jelly belly flavor what would it be?

> This activity takes very little prep work. First you just make copies of each situation for the role plays. Divide your groups up into groups of three and assign the role plays. I usually allow my students around 10 minutes to prepare to act them out in front of the class.

Role play 1

Student A

You've just arrived in your first country at the beginning of your world tour. You're worried about

money and so you'd like to find a cheap hotel to stay in. Try and convince your friends that this is the

best option.

Student B

You've just arrived in your first country at the beginning of your world tour. You want to start your

holiday in style and stay in a nice hotel. Try and convince your friends that this is the best idea.

Student C

You've just arrived in your first country at the beginning of your world tour. Your friends have got

different ideas about where they would like to stay. Listen to them and decide who you agree wih.

The Audio-lingual Methodology

This methodology is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

The Audio-lingual methodology is based on the principle of the language learning is habit formation; this methodology promotes dependence on mimicry, memorization of set phrases and over-learning. Also, the structures are sequenced and taught one at a time. Structural patterns are taught using repetitive exercises and it is little or no grammatical explanations so that provided grammar is taught inductively. The skills are sequenced Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Moreover, the use of the mother tongue by the teacher is permitted, but responses are reinforced great care is taken to prevent errors.
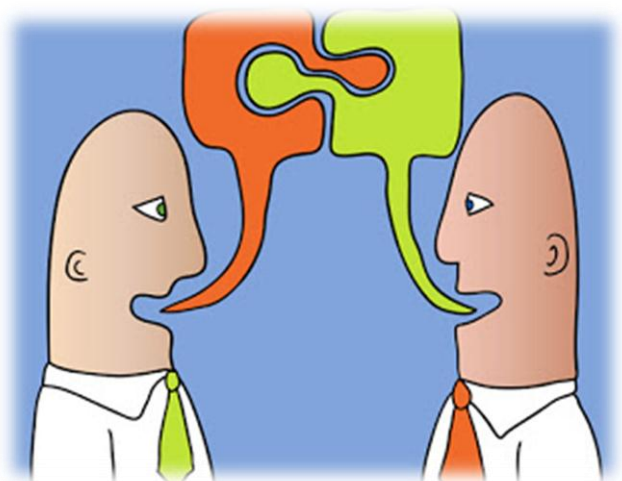
ACTIVITIES TO DEVELOP READING SKILL

Objective: To develop the reading skill based on Audiolingual using different interactive activities in the non-native teachers.

Activity 1

1. - Listen to the following instruction and realize the game.

Game´s name: Stand up/sit down

Instructions:

•   For example, if you are practicing the /ae/ sound (like in "cat," "hat,"

•   You could read the following script: "Yesterday, my cat ate a plastic toy and swallowed it fast.

•   Whenever students hear this sound for the first time (cat), they should stand.

•   When they hear it again (plastic), sit down.

•   Read slowly enough for them to have time to stand up or sit down.

•   Start the game.

Cat   Hat

Activity 2

1. - Read the paragraphs. Draw a circle around the correct answer to each question.

a. - My family went to the first baseball game of the season. We sat near the field and the action was very close. Suddenly, the ball came towards us. Luckily, my sister and I brought our gloves.
What most likely happened next?
They caught the ball.
The ball game ended.
They went to go buy popcorn.

b. - Rob loves his dog Dougie very much. Every morning he fills up his food bowl. Then he gives him a bath. In the afternoon, he takes Dougie for a walk. In the park, Dougie is a very happy and well-loved dog!
What is the first thing Rob does for his dog every morning?
He walks Dougie.
He buys him treats.
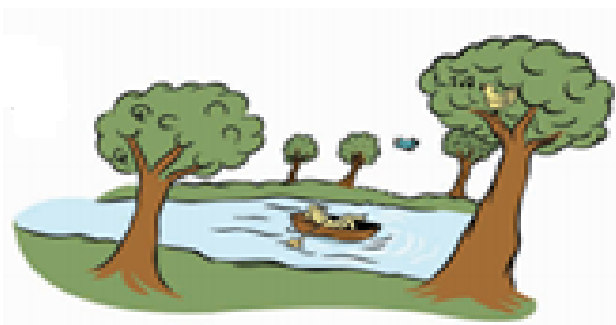He fills up his food bowl.

c. - The countryside is very calm. The water flows gently. Birds happily chirp as the calm breeze cools the air. A man quietly naps in his row boat.
What is the main idea?
The countryside is crowded.
The countryside is peaceful.
The man is lazy

Activity 3

THE ELEPHANT'S CHILD
By Rudyard Kipling

Long, long ago, the mighty Elephant had no trunk. His nose was short, and only as big as a boot! But the Elephant's child, just a baby Elephant, was very curious and always asked silly questions: "Aunt Ostrich, why do your tail feathers grow so tall? …Uncle Giraffe, what makes your skin so spotty? … Miss Hippo, how does your mouth open so wide?" One fine morning the curious baby Elephant asked, "What does the Crocodile have for dinner?" All together everybody yelled, "HUSH!" in a dreadful tone, and they shushed and shooed him away angrily. But the baby Elephant did not understand why. He was still curious! Then the baby Elephant came upon the magnificent Kolokolo bird and he sighed, "My family has shushed and shooed me away, but I still want to know what the Crocodile eats for dinner!" The Kolokolo Bird answered, sadly, "Go to the banks of the great green river if you want to find out."After a long and tiresome search, the baby Elephant found the Crocodile by the river bank. "I have been looking for you, Mr. Crocodile!" he said with excitement, "Will you please tell me what you have for dinner?" The Crocodile grinned wide, and he said, "Come closer, baby Elephant, I'll whisper it to you."The baby Elephant bent his head down to the Crocodile's large, toothy mouth. "I think," growled the Crocodile, "Today I will begin with a baby Elephant!" And suddenly the Crocodile caught him by his little nose. The baby Elephant cried out through his pinched nose, "Led go! You're hurdig be!" Stubbornly, he sat back and began to pull as hard as he could. As he pulled, and leaned back, his nose began to stretch! They both pulled and pulled until the baby Elephant's nose was almost five feet long. Finally the Crocodile let go of his nose with a plop.The poor baby Elephant was left with a very sore and very long nose! At first, all the animals made fun of his great, ugly nose. But then he found many uses for it. He could pick fruit from high treetops, brush away flies, and even breathe when he was underwater! And that is how the Elephant got his trunk.

Reading comprehension

2.- Circle the word that has a similar meaning to a word from "The Elephant's Child."

Mighty

"Long, long ago, the mighty Elephant had no trunk."

A. baby

B. tall

C. gentle

D. powerful

Fine:

"One fine morning the curious baby Elephant asked, "What does the Crocodile have for dinner?"

A. nice

B. snowy

C. early

D. ugly

Tiresome

"After a long and tiresome search, the baby Elephant found the Crocodile by the river bank."

A. lazy

B. hard

C. funny

D. easy

Stubbornly

"Stubbornly, he sat back and began to pull as hard as he could."

A. Angrily

B. Firmly

C. Suddenly

D. Happily

Word List

Crocodile

Curious

Dreadful

Excitement

Fine

Kolokolo

Magnificent

Mighty

River

Shushed

Stubbornly

Tiresome

Word Search

```
K T Z C K T E R K A M J L Q E
Z E I U J F N U H A S U S S L
A P Y R T X I E G H F C H Q I
M A A I E C F N M D U U J E D
Z E H O P S I Q A E S U Z A O
B N R U J F O E V H T A H O C
Q A L S I E R M E S W I S C O
D N F C M D L D E K I W C M R
Z R E K O L O K O L O W S X C
R N Y L N R O B B U T S C L E
T E M I Y W N Y T H G I M G C
A K V R W W Y L V I P J S D B
T M G I U N O D B E N W D E W
U T T E R B T Q G X B F Y T A
A T U Q H C S J V M T C H D W
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Activity 4

Find the Main Idea Reading

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.
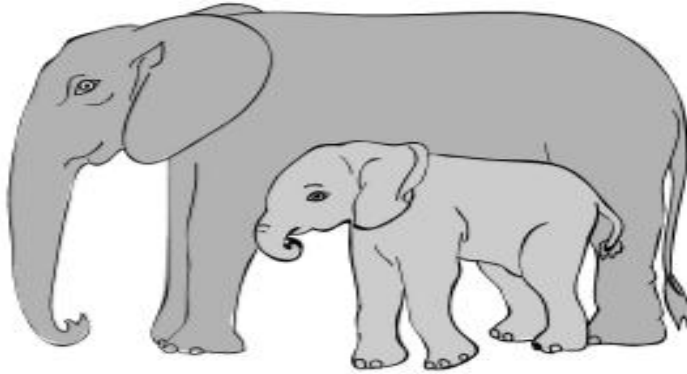
Elephants are the largest living land mammals. The Asian Elephant, also known as the Indian Elephant, can weigh up to 11,000 pounds. The African Elephant is even bigger, weighing as much as 20,000 pounds. The elephant's gestation period is 22 months, the longest of any mammal, because baby elephants weigh an average of 260 pounds at birth. The largest elephant ever measured was 13 feet tall and weighed 24,000 pounds!

Main idea:_____
_____
_____

Concluding sentence:_____
_____
_____

Activity 5

The Tale of Peter Rabbit

Once upon a time there were four little Rabbits, and their names were Flopsy, Mopsy,

Cotton-tail, and Peter. _ey lived with their Mother in a sand-bank, underneath the root of a very big _r-tree.

  "Now my dears," said old Mrs. Rabbit one morning, "you may go into the _elds or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor."

  "Now run along, and don't get into mischief. I am going out." _en old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and _ve currant buns.

  Flopsy, Mopsy, and Cottontail, who were good little bunnies, went down the lane to gather blackberries. But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate!

  First he ate some lettuces and some French beans; and then he ate some radishes; and then, feeling rather sick, he went to look for some parsley.

  But round the end of a cucumber frame, whom should he meet but Mr. McGregor!

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief !"

What is the main idea, or theme, of this passage?

_____

_____

_____

_____

_____

_____

_____

_____

Activity 6

Find the Main Idea

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.

You probably know sharks have very sharp teeth, but did you know they never run out of them? If a shark loses a tooth, another moves forward from within the shark's jaw, where it keeps a nearly unlimited supply of replacement teeth. This way, it's almost impossible for a shark to end up without a full set of teeth. This is a phenomenon unique to the shark. No other animal in the world has teeth quite like the shark's. A shark can go through as many as 20,000 teeth in its lifetime!

Main idea:

_____

_____

Concluding sentence:

_____

_____

_____

ACTIVITIES TO DEVELOP WRITING SKILL

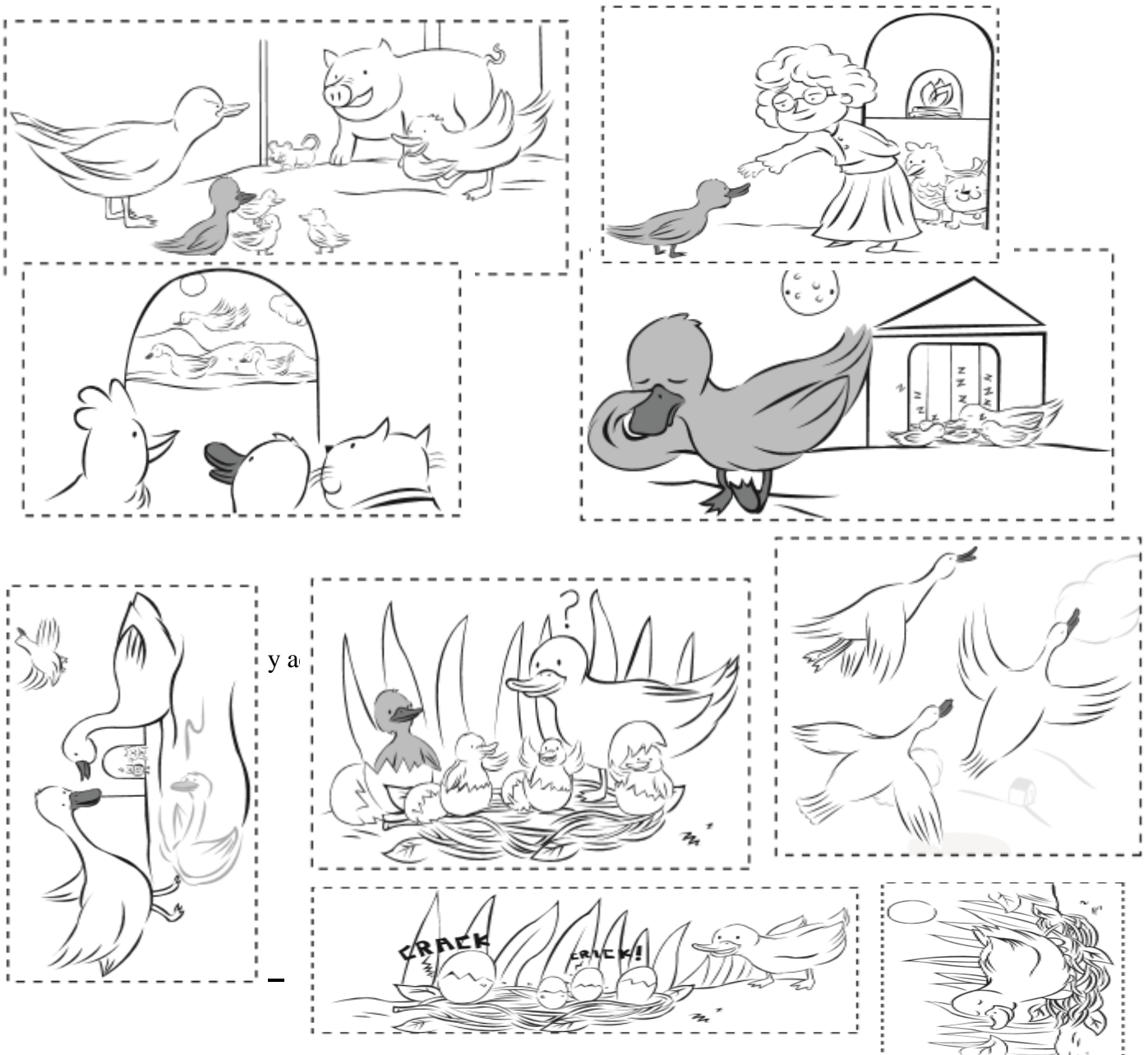**Objective:** To develop the writing skill based on Audio-lingual using different interactive activities in the non-native teachers.

Activity 1
THE UGLY DUCKLING.

1. - Oh no, the story has been all jumbled up! It´s up to you to cut out the images and make the story make sense again.

   ➤ Bonus activity: Color in the images with your favorite color.

2. - Write the story according to the ordered pictures.

_____
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Activity 2

 ADDICTED

1.-Activity Instructions: The purpose of this activity is to reflect on how it feels when others don't respect who you are and who you love.

> Fill in the blanks below to create your own poem. Use the words suggested or choose your own words to communicate your thoughts as clearly and powerfully as you can. Feel free to add lines, remove lines, or make any other changes that fit your purpose.

ADDICTED

I am addicted.
I am addicted to _____
In my addiction, my life is filled with
_____
In my addiction, I am glad to feel
_____

I am addicted.
I am addicted to _____
In my addiction, I hate to think about
_____
In my addiction, the real me becomes
_____

I am addicted.
I am addicted to _____
In my addiction, betrayal comes in the form of
_____
In my addiction, I struggle to
_____

I am addicted.
I am addicted to _____
In my addiction, I am hiding my
_____
In my addiction, I'm in a constant battle with
_____

Activity 3

New Hampshire Fun Page!

Word Search

1.-- Can you find the words from the list below? They might be horizontal, vertical or backward.

Manchester
Merrimack River
Live Free or Die
Purple Finch
John Irving
Purple Lilac
Robert Frost

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

2. - Unscramble the letters to make the capital of New Hampshire:

DNCOORC

__ __ __ __ __ __ __

Quiz
What is New Hampshire's nickname?

- Cement State
- Marble State
- Granite State

Activity 4

Hey Neighbor!

1. - Complete each word with ie or ei.

 Remember, i usually come before e, except:

       When it comes after c as in ceiling

       When e and i make a long a sound as in freight.

Another word for "get" is "rec__ __ve."

A person who steals is a th__ f.

The knight carries a sword and a sh _____ld.

When you step on a scale, you can see your w___ ght.

The opposite of floor is c___ ling.

Santa rides on a red sl___ gh.

Your pal is also your fr ___nd.

The ch___ f is the leader.

The al_____ n is not from planet Earth.

You should be qu____ t in the library.

The number after seven is _____ght

Activity 5

1. **-** A day in the life

Lawrence is zombie, but he isn't quite like the other zombies. He likes to watch scary movies, read books, go surfing, ride his bike, and play trombone. But no living humans want to hang out with him, and other zombies make for boring company! Write a short paragraph about each scenario that Lawrence finds himself in.
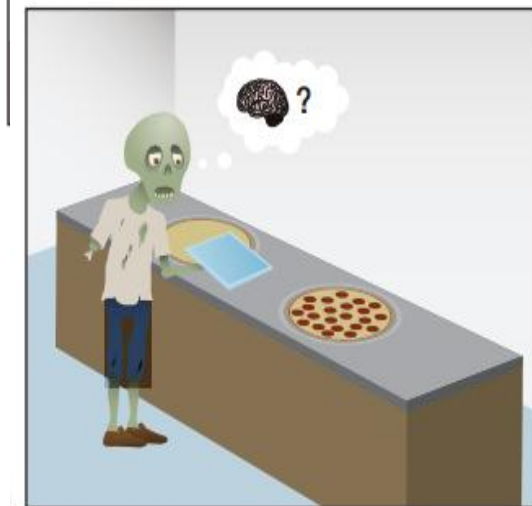

_____
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_____

Activity 6

Edgar Allan Poe

Edgar Allan Poe is one America's most famous writers. He wrote short stories and poems often on very dark themes.

In literature, the theme is the main idea or moral of a story. Typically, the theme of a story conveys a message or lesson about life. The theme is generally not stated outright, but rather represented by the story's characters and their actions, as well as symbols and motifs throughout. Read the poem and describe its theme on the lines below.

Eldorado
Gaily bedight,
A gallant knight,
In sunshine and in shadow,
Had journeyed long,
Singing a song,

_____

In search of Eldorado.

_____

But he grew old -
This knight so bold -
And o'er his heart a shadow
Fell as he found

_____

No spot of ground
That looked like Eldorado.

And, as his strength
Failed him at length,
He met a pilgrim shadow -
"Shadow," said he,
"Where can it be -
This land of Eldorado?"

_____
_____
_____
_____

_____
_____
_____

_____
_____

_____
_____

Vocabulary:

Gaily: in a cheerful or lighthearted way
Bedight: to adorn or decorate
Gallant: brave or heroic
Eldorado: a fictional city of gold and wealth

Suggestopedia Methodology

Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. The term "Suggestopedia", derived from suggestion and pedagogy, is often used to refer to accelerated learning approaches. This methodology was originally applied in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods.

Key Elements of Suggestopedia

Some of the key elements of Suggestopedia include a good sensory learning environment (pictures, color, music, etc.), a positive expectation of success and the use of a varied range of methods: dramatized texts, music, active participation in songs and games, etc.

Suggestopedia adopts a carefully structured approach, using four main stages as follows:

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 fun.

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

ACTIVITIES TO DEVELOP LISTENING SKILL

Objective: To develop the listening skill based on Suggestopedia using interactive games and songs in the non-native teachers.

Activity 1

Games: Simon Says ...

Instructions: The rules are simple, all the students stand in a big circle, and there is a leader who gives commands like Simon says, "Close your eyes." Simon says, "Put your fingers in your ears." Simon says, "Hold your nose."

If the command begins with the words, "Simon says," all persons in the class/group must follow the order. Anyone who does not follow the order is disqualified and must drop out of the game.

What makes the game more tricky and funny is that, if there is a command that does not begin with "Simon says," the listeners should not perform the action. Anyone who does perform the action is disqualified and must drop out of the circle.

Activity 2

Games: A Game of Telephone

To start the game, participants should stand in a line, or a circle. One person begins the game by whispering a sentence to the person after them. This sentence should be prepared beforehand, by someone moderating the game, but it should only be known to the person starting the game. The person who received the messages should then whisper it to the person after them, and so on.

By the time it gets to the final person in the group, they should say the message aloud. The first person will read the sentence they were given, and participants can note how much the two have changed. It's very unlikely, especially in large groups, that the message has not been altered at least a little bit.

Activity 3: Song

1.-Listen the song and Fill the blanks with the missing words.

And baby, everything _____ I have is yours
You will never go cold or hungry
I'll be there when you're insecure
Let you know _____ you're always lovely
Girl, 'cause you are,
The only thing that I got right now

One day when the sky is falling,
I'll be standing right _____ to you,
Right next to you.
Nothing will ever come between us,
I'll be standing right_____ to you,
Right next to you.

2.- Listen and Put in order the following verses writing the numbers 1, 2 and 3.
_____We're made for one another, Me and you
And I have no fear
I know we'll make it through
_____One day when the sky is falling
I'll be standing right next to you Oh oh oh oh
_____Oh nah nah Oh yeah
Stand by my side, side, side When the sky falls down
I'll be there, I'll be there, You've got that smile,
That only heaven can make.
I pray to God every day, to keep you forever.
_____One day when the sky is falling,
I'll be standing right next to you, right next to you.
Nothing will ever come between us,
I'll be standing right next to you, Right next to you.

Activity 4

1. –Fill the blanks with the missing words.

Give me a _____, I
I need to get my story _____
My friends are in the _____
Getting higher than the Empire State
My lover she is _____ for me
Just across the _____,
My seat's been taken by some _____
Asking 'bout a scar
I know I gave it to you months _____
I know you're trying to _____
But between the drinks and subtle _____
And the holes in my _____
You know I'm trying hard to take it back
So if by the time the bar _____
And you feel like falling _____
I'll carry you _____
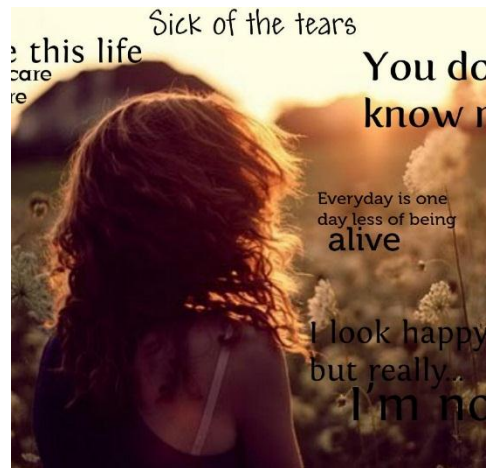
2.–Order the sentences**:**

…...We can burn brighter
…...We are young
1….Tonight,
…...Than the sun
…...So let's set the world on fire

…...Maybe we could find new ways to â€¦..fall apart
1….Now I know that I'm not
…...I guess that I,
…...So let's raise the cup
…...I just thought,
…...But our friends are back
…...'Cause I found someone to carry me â€¦..home
…...All that you got

3.- Match the following expressions with the verbs, according to their meaning:

1. to put into a particular state. 2. to fall to the ground. 3. Break 4. to have a desire for or interest in 5. to figure out	• set • fall apart • guess • fall down • feel like

Activity 5

1. – Before you listen to the song, read the lyrics and guess the right word in each case. Give a reason for your choice (use the dictionary when necessary). Then, listen to the song and check your answers.

The sky is **white/red** tonight
we're **on/in** the edge tonight
no shooting **star/car** to guide us / we

Eye for an eye
why tear each **other/others** apart
please t**ell/say** me why
why do **us/we** make it so **hard/black**
look at **us/we** now
we only got **us/ourselves** to blame
it's such a shame

How many times can we win and spend / lose
how many times can we take / break the rules
between **us/we**
only teardrops
How many times do we have to **wait/fight**
how many times till we get it **right/white**
between **us/we**
only teardrops

So come and **face/help** me now
here **on/in** the stage tonight
let's leave the **dust/past** behind **us/we**

....
....
What's gone between **us/we**
has come between **us/we**

..\Downloads\Emmelie de Forest - Only Teardrops (Denmark) - LIVE - 2013 Grand Final.mp3

only teardrops

....

Activity 6

1. – Fill the blanks with the past tense of one of the following verbs, then listen to the song and check that you are right. Repeat the verbs according to number there are between parentheses.

be (4), change (2), have (3), meet, rule, say (2), think, use,

There _____ a time, I _____ to look into my father's eyes
In a happy home, I was a king I _____ a gold throne
Those days are gone, now the memories are on the wall
I hear the sounds from the places where I _____ born
Up on the hill across the blue lake,
thats where I _____ my first heart break
I still remember how it all _____
my father _____
Don't you worry, don't you worry child
Don't you worry, don't you worry child
See heaven's got a plan for you
Don't you worry, don't you worry now
....
There _____ a time, I _____ a girl of a
different kind
We _____ the world,
(I) _____ I'll never lose her out of sight
We _____ so young
I think of her now and then
Still hear the song reminding me of a friend
Up on the hill across the blue lake,
thats where I _____ my first heart break
I still remember how it all _____
my father _____

SWEDISH
HOUSE MAFIA

DON'T YOU
WORRY CHILD
FEAT. JOHN MARTIN

2. Find three words for each of the following vowel sounds:

/ɜː/	/ɑː/

Activity 7

1. - Fill the blanks and order the paragraphs of the songs.

You're here, there's nothing I [____] .
And I know that my heart will go on.
We'll stay, forever this way.

You are [____] in my heart.
And my heart will go on and on.

Every night, in my [____]
I see you, I feel you.
That is how I know you go on.

Far, across the [____]
And spaces between us,
You have come to show you go on.

Love can touch us one [____] ,
and last for a lifetime.
And never let go till we're gone.
Love was when I loved you,

One true time to [____] on to.
In my life, we'll always go on.

Near, [____] , wherever you are,
I believe that the heart does go on.

Once more, you opened the   .
And you're here in my heart.
And my heart will go on and on.

Near, [____] , wherever you are,
I believe that the heart does go on.

Once more, you opened the [____] .
And you're here in my heart.
And my heart will go on and on.

TITANIC
My Heart Will Go On
Dance Remix

Activity 8

1. – Fill the blanks with the words from the box.

---
alive, dollars, face, feel, find, hard, kills, lately, life,line, make, right, river, signs,
sleep, sold, stars, take, vine, word, wrong, young,

_____, I've been, I've been losing _____
Dreaming about the things that we could be
But baby, I've been, I've been praying _____,
Said, no more counting _____
We'll be counting _____, yeah we'll be counting _____

I see this _____ like a swinging _____
Swing my heart across the _____
And my _____ is flashing _____
Seek it out and you shall _____

Old, but I'm not that old
_____, but I'm not that bold
I don't think the world is _____
I'm just doing what we're told

I feel something so _____
Doing the _____ thing
I feel something so _____
Doing the _____ thing
I couldn't lie, coudn't lie, couldn't lie

Everything that _____ me makes me feel _____

I _____ the love and I feel it burn
Down this _____, every turn
Hope is a four-letter _____
_____ that money, watch it burn

2.– Match the adjectives and the nouns. Translate them.

1. swinging	a. stars
2. four-letter	b. vine
3. flashing	c. word
4. counting	d. signs

3.– Translate the following sentences:

I couldn't lie, coudn't lie, couldn't lie
Everything that kills me makes me feel alive

I couldn't lie, coudn't lie, couldn't lie
Everything that downs me makes me wanna fly

Take that money
Watch it burn
Sink in the river
The lessons are learned

4.–Find a synonym or antonym of the following words:

deceive (v)
dead (adj),
courageous (adj)

5.–Find some examples of the following verb tenses in the song:

Present simple
Present continuous
Present perfect continuous
Future continuos
Infinitive
Imperative
Present simple in passive voice

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TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH MAJOR

Survey at native teachers of "Ramón Barba Naranjo" Educative Unit.

Objective:

To know what kind of methodologies the native teacher used in class through an

interview for the thesis project.

Instructions:

Read carefully the following questions and answers.

1. - What kind of methods do you use into the classroom?

Audio lingual method   ☐

Suggestopedia   ☐

Total physical response   ☐

Communicative approach   ☐

2. - What do you level of English has your students?

Excellent   ☐

Satisfactory   ☐

Good   ☐

Regular   ☐

Low   ☐

3. - What skill do you think is harder to learn for students?

Listening   ☐

Writing   ☐

Reading   ☐

Speaking   ☐

4. - What kind of strategies do you use to develop listening?

Listening for the major idea ☐

Predicting ☐

Drawing assumptions ☐

Cutting ☐

5. - What kind of strategies do you use to develop reading?

Previewing ☐

Predicting ☐

Skimming and scanning ☐

Paraphrasing ☐

Comprehension monitoring ☐

Cooperative learning ☐

Graphic organizers ☐

Story structure ☐

Question answering ☐

Multiple Strategies ☐

6. - What kind of strategies do you use to develop speaking?

Participate in shared reading, ☐

Comment on the differences between the structures ☐

Confirm or challenge the content of a text ☐

Engage in reflective conversation ☐

Take notes ☐

Practice self-talk ☐

7. - What kind of strategies do you use to develop the writing?

Questions answering ☐

Story structure ☐

Graphic organizer ☐

Summaries ☐

8. - What kind of materials do you think is the best to teach English in the teaching learning process?

Books ☐

Recorder ☐

Data show ☐

Video ☐

Poster ☐

9. - How do you evaluate your students?

Oral tests ☐

Written tests ☐

Practical tests ☐

10.-What strategies do you use to catch the attention of their students in classes?

Games ☐

Dynamic ☐

Individual expositions ☐

Grupal expositions ☐

Cooperative learning ☐

Thank for your collaboration!

Survey at non-native teachers of "Ramón Barba Naranjo" Educative Unit.

Objective:

To know what kind of methodologies the non-native teacher used in class through an interview for the thesis project

Instructions:

Read carefully the following questions and answer.

1. - What kind of methods do you use into the classroom?

Audio lingual method ☐

Suggestopedia ☐

Total physical response ☐

Communicative approach ☐

2. - What do level of English has your students?

Excellent ☐

Satisfactory ☐

Good ☐

Regular ☐

Low ☐

3. - What skill do you think is harder to learn for students?

Listening ☐

Writing ☐

Reading ☐

Speaking ☐

4. - What kind of strategies do you use to develop listening?

Listening for the major idea ☐

Predicting ☐

Drawing assumptions ☐

Cutting ☐

5. - What kind of strategies do you use to develop reading?

Previewing ☐

Predicting ☐

Skimming and scanning ☐

Paraphrasing ☐

Comprehension monitoring ☐

Cooperative learning ☐

Graphic organizers ☐

Story structure ☐

Question answering ☐

Multiple Strategies ☐

6. - What kind of strategies do you use to develop speaking?

Participate in shared reading, ☐

Comment on the differences between the structures ☐

Confirm or challenge the content of a text ☐

Engage in reflective conversation ☐

Take notes ☐

Practice self-talk ☐

7. - What kind of strategies do you use to develop the writing?

Questions answering ☐

Story structure ☐

Graphic organizer ☐

Summaries ☐

8. - What kind of materials do you think is the best to teach English in the teaching learning process?

Books ☐

Recorder ☐

Data show ☐

Video ☐

Poster ☐

9. - How do you evaluate your students?

Oral tests ☐

Written tests ☐

Practical tests ☐

10.- What strategies do you use to catch the attention of their students in classes?

Games ☐

Dynamic ☐

Individual expositions ☐

Grupal expositions ☐

Cooperative learning ☐

Thank for your collaboration!

ENGLISH MAJOR

Survey at students of "Ramón Barba Naranjo" Educative Unit.

Objective:

To know the learning system of the students through of this survey.

Instructions:

Read carefully the following questions and answers.

1. - Do you consider important to learn the English language?

Yes ☐

No ☐

2. –Do you like English?

Yes ☐

No ☐

3. - What's your English skill level?

Excellent ☐

Good ☐

Bad ☐

Regular ☐

4. - Which language skill do you find most difficult?

Listening skill ☐

Writing skill ☐

Reading skill ☐

Speaking skill ☐

5. – What kinds of didactic materials your teacher use?

Non-native English teacher

Printed material ☐

Artwork ☐

Mixed materials ☐

Hearing material ☐

Application criteria ☐

6. - Do you consider that is necessary to implement native English teachers in educative institutions?

Yes ☐

No ☐

7. - Who would you like to learn English with?

Non-native English teacher ☐

Native English teacher ☐

8. - Do you think that Non-native English teacher and Native English teacher have the same system of teaching?

No ☐

Yes ☐

9. - What strategies do your teacher use to catch the attention in the classes?

Games ☐

Dynamic ☐

Songs ☐

tongue-twister ☐

10. - Do you consider that there are differences between non-native English teacher and native teacher?

Yes ☐

No ☐

Thank for your collaboration!