



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

SCIENCES OF EDUCATION CAREER WITH MAJOR IN THE ENGLISH LANGUAGE

THEME:

“INTERACTIVE STRATEGIES TO IMPROVE THE ENGLISH TEACHING LEARNING PROCESS FOR THE STUDENTS OF 1ST YEAR OF SECONDARY EDUCATION AT “CATORCE DE JULIO” HIGH SCHOOL DURING THE ACADEMIC YEAR 2012 - 2013.”

This thesis was submitted previously to obtain the Degree in the Sciences of Education with a major in the English Language.

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Latacunga – Ecuador
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AUTHORSHIP

The criteria issued in this research work “INTERACTIVE STRATEGIES TO IMPROVE THE ENGLISH TEACHING LEARNING PROCESS FOR THE STUDENTS OF 1ST YEAR OF SECONDARY EDUCATION AT “CATORCE DE JULIO” HIGH SCHOOL DURING THE ACADEMIC YEAR 2012 - 2013.” are author’s exclusive responsibility.

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THESIS DIRECTOR'S ENDORSEMENT

I, as Thesis Director of this research work about:

“INTERACTIVE STRATEGIES TO IMPROVE THE ENGLISH TEACHING LEARNING PROCESS FOR THE STUDENTS OF 1ST YEAR OF SECONDARY EDUCATION AT “CATORCE DE JULIO” HIGH SCHOOL DURING THE ACADEMIC YEAR 2012 - 2013.”, belong to Sánchez Vargas Araceli Margoth applicant of the English career; consider this research work meets the investigative, and methodological requirements, and scientific-technical contributions which are enough to be evaluated by the thesis validation court that the Honorable Academic Board from the Academic Unit of Administrative and Humanistic Sciences at Technical University of Cotopaxi designates for the corresponding study and qualification.

Latacunga, January 2014

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GRATITUDE

I am so grateful with the Honorable University for having me opened the doors to reach my dream. Also, I want to thank to my professors who have helped me in my training process with patience and dedication. It is so impossible

forgetting my classmates and friends for all the time shared in classes, in special, I am grateful with my family for the support they gave me to go on with my studies, thanks so much.

Margoth Sánchez

DEDICATION

This research work is dedicated especially to my parents who with their effort and dedication gave me the support in order to get my objectives. Also, I dedicate it to

my brothers who supported me in this process, in special, to my little brother Fernandito who motivated me with his beautiful smile. Now I am his example.

Margoth Sánchez



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TEMA: “DISEÑO DE UNA GUÍA METODOLÓGICA CON ESTRATEGIAS INTERACTIVAS PARA MEJORAR EL PROCESO DE ENSEÑANZA APRENDIZAJE DEL IDIOMA INGLÉS CON LOS ESTUDIANTES DEL PRIMER AÑO DE BACHILLERATO DEL COLEGIO “CATORCE DE JULIO” DURANTE EL AÑO LECTIVO 2012 – 2013”

Autor: Sánchez Vargas Araceli Margoth

RESUMEN

Muchos de los docentes que se encuentran inmersos en la enseñanza del idioma Inglés no cuentan con un conocimiento extenso en cuanto a las estrategias interactivas se trata. Estas actividades deben ser aplicadas en clases; con esta aplicación los estudiantes pueden desarrollar de manera adecuada las cuatro habilidades las cuales son fundamentales dentro del proceso enseñanza – aprendizaje del idioma Inglés. La monotonía en las clases, la falta de material didáctico, la falta de compromiso del docente, etc han sido problemas muy fundamentales que han afectado el correcto desarrollo de las habilidades de los estudiantes en el aprendizaje del idioma Inglés. Las actividades que se realizan dentro del aula son importantes para mejorar la habilidad comunicativa de los estudiantes; sin embargo muchos

docentes del área de Inglés solo se limitan al seguimiento de un libro de texto y no usan todas las herramientas tecnológicas a favor del aprendizaje de los estudiantes. La tecnología ha avanzado de una manera muy rápida lo cual ha traído soluciones a muchos problemas, es aquí donde debe primar la vocación del docente por encontrar la manera de mejorar las habilidades de los estudiantes. Todos los estudiantes conocen mucho acerca de los avances tecnológicos como por ejemplo: el manejo de las redes sociales, blogs, páginas web, etc; entonces porque no aplicar estos intereses de los estudiantes para mejorar el ambiente de estudio, la relación entre compañeros en el aula y sobre todo hacer que a los estudiantes les guste el idioma Inglés.



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THEME: “INTERACTIVE STRATEGIES TO IMPROVE THE ENGLISH TEACHING LEARNING PROCESS FOR THE STUDENTS OF 1ST YEAR OF SECONDARY EDUCATION AT CATORCE DE JULIO HIGH SCHOOL DURING THE ACADEMIC YEAR 2012 - 2013.”

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ABSTRACT

Many of the teachers who are immersed in the English language teaching do not have extensive knowledge about what the interactive strategies are. These activities should be implemented in classes; with this application students can adequately develop the four skills which are important into the English Teaching Learning Process. The monotony in the classroom, lack of teaching materials, the lack of teachers' commitment, etc, have been very fundamental problems that have affected the proper development of students' skills in the English language learning. The activities carried out in the classroom are important to improve the students' communicative skill, but many teachers of the English area just limited to use a textbook and not using all the technological tools for students learning. Technology has advanced in a very fast way which has brought solutions to many difficulties, so it is vital to prioritize the vocation of the teacher to find ways to improve the students' skills. All students know a lot about technological advances such as: the management of social

networks, blogs, websites, etc., so why not to apply these interests of students to improve the learning environment and students' relationship in the classroom.



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AVAL DE TRADUCCIÓN

En calidad de Docente del Centro Cultural de Idiomas de la Universidad Técnica de Cotopaxi, yo Lic. Edgar Encalada T. con la C.I. 0501824170-1, **CERTIFICO** que he realizado la respectiva revisión del Abstract; con el tema: **“INTERACTIVE STRATEGIES TO IMPROVE THE ENGLISH TEACHING LEARNING PROCESS FOR THE STUDENTS OF 1ST YEAR OF SECONDARY EDUCATION AT “CATORCE DE JULIO” HIGH SCHOOL DURING THE ACADEMIC YEAR 2012 - 2013.”**, cuyo autor es la Señorita Araceli Margoth Sanchez Vargas, y la tutora de tesis es la Lic. M.Sc. Rocio Peralvo.

Latacunga, 14 de Noviembre del 2013

Docente:

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Lic. Edgar Encalada T.
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INTRODUCTION

Unfortunately, teachers only follow a text book to teach English in schools and high schools, the students do not have the opportunity to create their own knowledge. The students only follow the text book's instructions; they cannot change them and apply their creativity to improve their skills. Another problem is the instruction in formal grammar and a greater number of writing assignments apparently effects little improvement in writing skills. The majority of the English text books do not have activities to improve the communicative skill.

So, the principal objective of this present reach work is to develop the students' communicative skill applying the technological aids. We have been using technology so much these days in each and every domain of our lives, be it education or the regular household work. Technology can make education systems more efficient by helping teachers and administrators streamline routine tasks and improve assessment and data collection. In the classroom, technology can be a powerful catalyst for pedagogical change, as students use technology to take a more active role in

personalizing their own education, and teachers take on new roles as facilitators of knowledge rather than knowledge transmitters.

This present research work is elaborated to help teacher and students to improve the English teaching learning process with interactive strategies; it is going to provide activities which the teacher can apply in class with the students to improve their skills. The principal purpose of this research work is to develop the students' communicative skill applying technological aid; such as: social networks, blogs, chat, video – chat, etc. applying these activities the students will be feel self confidence to speak freely and to enjoy the conversation with their classmates. Then, the students can develop their reading, writing and listening skills because they are also important.

The first chapter is based on the theory about education, education in Latin-America, education in our country and the English impact in our Country. Also in the first chapter there is information about the teaching – learning process, English Teaching – Learning Process. Besides, information about didactic resources in order to develop the students' language skills is shown. In addition, this chapter shows some methods which are applied to teach English, but this first part is going to be focused in the communicative method which has many activities which can be apply in class with the students. On the other hand, there are the basic concepts about the interactive strategies, interactive teacher role and interactive student role; it is important information because it is going to give us a clear idea about the theme to understand the main research work's objective.

The second chapter is related with the surveys which were applied to the students of the first year of secondary education at “Catorce de Julio” High School, 67 surveys were applied for the students. Also, 3 surveys were applied for teachers of this institution and an interview to the principal of the High School. In addition, these surveys were argued according to the theory of the first chapter, where the research detailed the result obtained during this research to determine the use of interactive

strategies in English class. The surveys' information helped to develop the interactive strategies to improve the students' communicative skill.

The third chapter states the purpose of this present researcher work and the theory is applied in this research according to the results getting from surveys in which demonstrate the importance of this research work for students and teachers in order to improve the English Teaching Learning Process; especially the students' communicative skill. The proposal has 2 parts; in the first part the steps to start using the blogs, social networks, video chat and chat are shown. The teacher and students must follow each step to create a new account in each internet application. In the second part teacher will find many activities using each application such as: blog, social networks, chat and video chat. The activities are an example; teacher can think and use other kinds of activities according to students' needs or students' interests. The steps described in the proposal are clearly and easily to do. In this chapter the teacher will have on his/her hand many activities.

1. THEORETICAL FOUNDATION

1.2 EDUCATION

Education is a natural process which appears in the moment that we were born, we learn how to speak, how to eat, how to walk. Education refers to the process of learning and acquiring information through which the aims and habits of a group of people lives on from one generation to the next. Generally, the education occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another.

According to Patti Winters, 2009 “Education is the acquisition of knowledge. It is taking ownership of the information given to you whether through formal education or through life skills. Education is living. Education begins from the time you are born until your death. These are basic truths of education.”

Education is a process where the students acquire knowledge and the teacher is the person who shares it. The Education will be with us along our lives, it starts in the moment that we born. We are learning day by day. Our experiences are Education because we learn to take the best decision in our daily life.

The role of education policy is to provide guidance, resource and accountability to support high quality teaching and learning. Educational research complements it by using careful description and analysis to offer insights and new knowledge about educational processes and outcomes. Education should aim to help individuals and groups to develop the intellectual, personal and social resources that will enable them to participate as active citizens, contribute to economic development and flourish as individuals in a diverse and changing society.

According to Don Berg, 2010 “The definition of education guiding mainstream schools today is that education is the delivery of knowledge, skills, and information from teachers to students. While the above metaphor—education as a delivery system—*sounds* reasonable, it misses what is most important about education.”

Education means more than acquiring knowledge. Education changes men’s mind and they are capable to decide what is good and what is bad. Education is important in our society because the educated people can dissemination the truth. This conception of education contributes to harming students and teachers by driving policy makers to insist on accounting for the "units" of information that students demonstrate knowledge of on tests.

In order to accomplish the education goal, there are six principles which guide the Education process.

First, all education is environmental education. By what is included or excluded we teach students that they are part of or apart from the natural world.

To teach economics, for example, without reference to the laws of thermodynamics or those of ecology is to teach a fundamentally important the ecological lesson: that physics and ecology have nothing to do with the economy. That just happens to be dead wrong. The same is true throughout the entire curriculum.

A second principle is the goal of education; it is not mastery of subject matter, but of one's person. Subject matter is simply the tool. Much as one would use a hammer and chisel to carve a block of marble, one uses ideas and knowledge to forge one's own personhood. For the most part we labor under a confusion of ends and means, thinking that the goal of education is to stuff all kinds of facts, techniques, methods, and information into the student's mind, regardless of how and with what effect it will be used.

Third, Educational research complements it by using careful description and analysis to offer insights and new knowledge about educational processes and outcomes. The knowledge appears with the students' own experiences during their life but, the teacher must guide this new knowledge.

Fourth, we cannot say that we know something until we understand the effects of this knowledge on real people and their communities. The education can change and improve the future of the communities.

The fifth principle follows and is drawn from William Blake. It has to do with the importance of "minute particulars" and the power of examples over words. Students hear about global responsibility while being educated in institutions that often invest their financial weight in the most irresponsible things. The lessons being taught are those of hypocrisy and ultimately despair. Students learn, without anyone ever saying it, that they are helpless to overcome the frightening gap between ideals and reality.

What is desperately needed are faculty and administrators who provide role models of integrity, care, thoughtfulness, and institutions that are capable of embodying ideals wholly and completely in all of their operations.

Finally, the way learning occurs is as important as the content of particular courses. Process is important for learning. Courses taught as lecture courses tend to induce passivity. Indoor classes create the illusion that learning only occurs inside four walls isolated from what students call without apparent irony the "real world." Dissecting frogs in biology classes teaches lessons about nature that no one would verbally profess. Campus architecture is crystallized pedagogy that often reinforces passivity, monologue, domination, and artificiality.

The purpose of education

From an early age, we've been told that education is the key to one's success in life. Study hard! Get good grades! Go to college! And by making education freely

available to all children, we're giving everyone an equal opportunity to succeed in life. But the path to success and even middle-class existence is no longer so straightforward, if indeed it ever was.

Over the decades, the following have all been goals of education:

- To prepare children for citizenship.
- To cultivate a skilled workforce.
- To teach cultural literacy.
- To help students become critical thinkers.
- To help students compete in a global marketplace.

While these are related goals, they demonstrate the diversity of expectations and prioritization that society and its educators must manage. Education does not have a single purpose; it serves multiple objectives, and the relative importance of each of these objectives can be very personal. The varied emphasis is a result of the diverse economic, social, spiritual, cultural, and political realities of our individual lives.

Likewise, how we deliver instruction, and how we measure success in school as a predictive indicator of our future success in society and, indeed, one could argue the metrics for society's success as a whole, must be updated to match.

1.3 EDUCATION AND ENGLISH AROUND THE WORLD

On the other hand, English is without a doubt the actual universal language. It is the world's second largest native language, the official language in 70 countries, and English-speaking countries are responsible for about 40% of people who speak this language. English can be at least understood almost everywhere among scholars and educated people, as it is the world media language, and the language of cinema, TV, pop music and the computer world. All over the planet people know many English words, their pronunciation and meaning.

The causes for this universality are very well known and understandable. English first began to spread during the 16th century with British Empire and was strongly reinforced in 20th by USA world domination in economic, political and military aspects and by the huge influence of American movies. The concept of a Universal Language is more significant only now, in the era of world mass communication. Before this era Greek, Latin, French were to some extent universal languages, though mainly in Europe. By a lucky coincidence due to factors above, English, the Universal language is one of the simplest and easiest natural languages in the world.

For this reason to learn a new language is another important part into the process of education, it is known that English is spoken by three millions of people around the world.

The people who speak English have many changes to success into the educative or business area for example if somebody has the opportunity to study in another country the student must know English in order to communicate, on the other hand, in business area for example somebody has an international company the manager must speak in English to communicative with the company's clients.

1.4 EDUCATION AND ENGLISH IN LATIN – AMERICA

Long histories of poverty, poor health, economic dependency, and political instability have been a determiner in the quality of the education in Latin – America. Education in Latin - America tends to be of poor quality, strongly stratified in socioeconomic terms, and resistant to improvement. The challenge to anyone concerned with this field is to understand not only these limitations, but also why so many attempts at educational reform and educational improvement fail.

Even when the answer seems obvious – when there is not enough money, projects are ill conceived, administrators are corrupt and unmotivated – there is still the question

of why Latin American societies are so frequently unable to muster the resources, competence, motivation and seriousness of purpose which of the “Latina culture” is no wholly incorrect, but is too vague, can easily lead racist arguments, and in any case does not account for the fact that there are enough counter examples of achievement and success, both in Europe and Latin America, to place any kind of generalized cultural or racial explanation to rest.

The vast continent of South America holds an almost infinite range of opportunities for anyone who aspires to share his or her native English. From the specialized training for the business communities or for the informal conversation exchanges with other people, the English language provides a key link between visitors and residents.

Apart from a few popular cities, seldom do you find the glut of teachers you find elsewhere in the world, possibly because South America is often pictured as a place of poverty and crime, danger and corruption, dictators and drug barons. In fact, South America is home to a staggering variety of charming and generous people from café-culture urbanites to street kids, many of whom are eager to meet travelers and improve their knowledge of the gringos’ native tongue. The stampede to learn English seems unstoppable.

In the big cities the greatest demand for English comes from the business community. And because of the strong commercial links between the two American continents, the demand tends to be for American English. The whole continent is culturally and economically oriented towards the U.S.A.

1.5 EDUCATION AND ENGLISH IN ECUADOR

The educational system in our country is experiencing a process of transformation and reform to improve its quality. Quality and finance are two of the major challenges that educational system is facing. In our country there are four types of education they are:

- Initial
- Elementary Education
- High – School Education, and
- Superior Education

All of those types of education are experimenting changes in their educational systems; all those changes are going to help to improve the educational quality in our country.

English language in Ecuador is taught because it is an important part of the educational curriculum at elementary schools, high schools and it has an important role into the higher education. Some jobs in Ecuador do not need formal English teaching qualifications; however, other jobs will require an English language teaching certificate in order to get a good job especially when the company is international, English is very useful tool to get it.

In our country the CRADLE project was used to teach English since 1994 until 2012; in the first years when this project was applied it had good results with the English acquisition in the students. In this project there were many activities which develop the four skills in the students like: writing, reading, speaking and listening, all these skills were developed with many interesting activities about the culture, sports, food and interesting topic of the students. But there is a problem with the language acquisition because the students learn English since they are in the Elementary Education and the result is so bad because when the student start with their high – school education they do not know anything.

It was the cause for what the CRADLE project finished in our country, and nowadays the English teaching is going to be management by the government and the new English project is called ADVANCED. I hope that the English Teaching Process

improve the communicative students' skills in order to open more doors for our students because English is a universal language.

However, nowadays there is another kind of English project in our Educative System; this new project is directed by the government, the main purpose is to develop the communicative competence in the students and also have a special connection with the cultural environment it means the teacher must use the cultural aspects; it is going to be useful for the teacher and the students because they are going to be feel familiar with these topic about their culture, habits, traditions, etc.

In addition, this project pretends to develop the teacher's creativity because he/she must add new contents, activities in order to develop the students' skills. The new textbook has only the main topic but here appears the teacher's creativity to improve the English class to improve the communicative skills.

1.6 ENGLISH TEACHING LEARNING PROCESS

It is a process in which one person shares specific information in this case about English Language with others to provide them with the information and also is the process of assimilating information with a resultant in this case the result in the communicative skill because with this ability somebody can give and receive information. Into the English Teaching Learning Process the teacher is the guide and the person who is going to share the information in this case applying English Language.

According to Joanna Huang, 1999 "language learning is a process in which, like learning to swim, learners profit from mistakes by obtaining feedback to make new attempts that successively approximate the desired goal."

Teacher must take into account the differences among his/her students because they are not the same and they do not have the same abilities. Students made mistakes

when they are learning a new language for them. Sometimes, students feel afraid to talk but, all is a process and the teacher is going to be the guide into the English Teaching Learning Process.

Teaching

According to Jaser Daher, 2013 “Teaching is deliberate that involves the planning and implementation of instructional activities and experiences to meet intended learner outcomes according to teaching plan.”

Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. Teaching includes all the activities of providing education to others. Teaching is a planning activity with which the teachers can manage their class. The person who provides education is called teacher; teacher must be a guide for the students in their training process. Teaching is an active process in which one person, teacher, and shares information with others to provide them with the information to make behavioral changes.

What skills do teachers need?

- Know how to employ the most effective teaching and learning strategies to enable children and young people to make progress.
- Be able to assess what their pupils know, understand and can do, and then use this assessment to plan future teaching and learning activities.
- Have high expectations for all their pupils, of whatever class, race, gender or ability.
- Know how to motivate their pupils - to do this, they need to be effective role models for the pupils they teach.

Learning

Learning is acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans and animals.

As teachers, our goal is to encourage learning in our classrooms. But what is learning, and what factors affect how our students learn? In this section, this research work provides you with the very basics of what learning are, how and when it occurs, and how to structure your lessons to maximize student learning. There are three components to the definition of Learning:

1. Learning is a process, not a product.

Exam scores and term papers are measures of learning, but they are not the process of learning itself.

2. Learning is a change in knowledge, beliefs, behaviors or attitudes.

This change requires time, particularly when one is dealing with changes to core beliefs, behaviors, and attitudes. Don't interpret a lack of sea change in your students' beliefs or attitudes immediately following a lesson as a lack of learning on their part, but instead, consider that such a change will take time – perhaps a few weeks, perhaps until the end of the term, or even longer.

3. Learning is not something done to students, but something that students themselves do.

If you have ever carefully planned a lesson, only to find that your students just didn't "get it," consider that your lesson should be designed not just to impart knowledge but also to lead students through the process of their own learning.

Learning Styles

Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations. A core concept is that individuals differ in how they learn. The idea of individualized learning styles originated in the 1970s, and has greatly influenced education. There are three main types of learning styles: auditory, visual, and kinesthetic. Most people learn best through a combination of the three types of learning styles, but everybody is different. To learn, we depend on our senses to process the information around us. Most people tend to use one of their senses more than the others. Each learning style has characteristics.

Visual Learners

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.

Characteristics

- Take numerous detailed notes.
- Tend to sit in the front.
- Are usually neat and clean.
- Often close their eyes to visualize or remember something.
- Find something to watch if they are bored.
- Like to see what they are learning.
- Benefit from illustrations and presentations that use color.
- Are attracted to written or spoken language rich in imagery.
- Prefer stimuli to be isolated from auditory and kinesthetic distraction.
- Find passive surroundings ideal.

Auditory Learners

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.

Characteristics

- Sit where they can hear but needn't pay attention to what is happening in front.
- May not coordinate colors or clothes, but can explain why they are wearing what they are wearing and why.
- Hum or talk to themselves or others when bored.
- Acquire knowledge by reading aloud.
- Remember by verbalizing lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).

Kinesthetic Learners

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.

Characteristics

- Need to be active and take frequent breaks.
- Speak with their hands and with gestures.
- Remember what was done, but have difficulty recalling what was said or seen
- Find reasons to tinker or move when bored.
- Rely on what they can directly experience or perform.
- Activities such as cooking, construction, engineering and art help them perceive and learn.

- Enjoy field trips and tasks that involve manipulating materials.
- Sit near the door or someplace else where they can easily get up and move around.
- Are uncomfortable in classrooms where they lack opportunities for hands-on experience.
- Communicate by touching and appreciate physically expressed encouragement, such as a pat on the back.

There are principles for learning which are going to help in order to accomplish the goal into the English Teaching Learning Process; and according to H. Douglas Brown, there are three principal groups of principles to improve the process of English acquisition; they are:

- Cognitive Principles
- Affective Principles
- Linguistic Principles

COGNITIVE PRINCIPLES

What is cognitive?

The cognitive principles have a relation with the students' senses for example perception, memory, judgment, and reasoning as contrasted with emotional and volitional process in the students' learning process.

What is cognitive learning?

Cognitive learning is the result of listening, watching, touching or experiencing. Human beings can learn efficiently using the senses for example observation, taking instruction, and imitating the behavior of others. Cognitive learning is defined as the

acquisition of knowledge and skill by mental or cognitive processes; the procedures we have for manipulating information in our heads. Cognitive processes include creating mental representations of physical objects and events, and other forms of information processing.

Cognitive principles:

1. Automaticity

According to H. Douglas Brown the principle of automaticity is based on “Efficient second language learning involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms. Overanalyzing language, thinking too much about its form, and consciously lingering on rules of language all tend to impede this graduation to automaticity. “

To acquire a language is a subconsciously process because when the children never think about the form of the language, punctuation marks and the meaning of the words or another thing related with the language; they only hear the words sound and then they repeat the words and this is the process in which they acquire our mother language. For this reason, this principle is called automaticity because all the language acquisition is automatic without think about the language rules.

2. Meaningful Learning

H. Douglas Brown said “Meaningful learning will lead toward better long – term retention than rote learning.”

With this principle the students related the new knowledge or new things with the think which are well known by them. The students are good meaningful acquires of language because they associate sounds, words, structures, and discourse elements

with that which is relevant and important in their daily life. In addition the meaningful learning is based on the students' memory and the students' retention in order to have a good learning process. The topic in the new class must be related with the students' interests and the knowledge existing is going to be the base for the new knowledge; the topics must be according with the students' culture, interests, reality to accomplish the English Teaching Learning process.

3. The Anticipation of Reward

The principle behind Skinner's operant conditioning paradigm might be briefly stated as follows: "Human beings are universally driven to act, or "behave", by the anticipation of some sort of reward – tangible or intangible, short term or long term – that will ensue as a result of the behavior."

In the classroom the reward is a good strategy in order to motivate the students, for example say nice words to the students such as !Nice job!, !Very Good! these words give students self – confidence and the students are going to work hard in the classroom. The students' efforts must be reward because they try to do their best in each class and also the relation between teacher and students is going to be strong.

4. The Intrinsic Motivation Principle

According to H. Douglas Brown this principle is elaborated to explain the students' feelings, how the students' feel in class with the teacher. "The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self – rewarding; therefore, no externally administered reward is necessary at all."

The teacher must take into account the students' needs, feeling because all the students are different and each one has different kinds of personality, needs, problems

and feelings. The intrinsic motivation principle is related with the anticipation reward principle because to give an intrinsic motivation is necessary to give a reward to the students taking into account the students efforts. As in the anticipation reward principle it is important strategy to use good words like: “Good Job” “Excellent” etc.

5. Strategic Investment

According to H. Douglas Brown this principle is based on “Successful mastery of the second language will be due to a large extent to a learner’s own personal “investment” of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.”

Each student has a different learning style and the teacher must know a variety of techniques, strategies and methods in order to teach in a better way and to have a successful learning in each students. And also other important things are the text book, teaching methods which are going to be use to teach a new language because it must be according with the students’ interests.

AFFECTIVE PRINCIPLES

These principles are based on the human being feelings and emotions. Each human being has a different personality and each one has a different relationship in the community. And also in these principles there are a relation between the language and culture.

6. Language Ego

According to H. Douglas Brown the language ego principle can be summarized in a well – recognized claim: “As human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting – a second identity. The new

“language ego”, intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions.”

The language ego principle means that the second language must be used by the student who is learning a new language. It does not matter if the student is applying the language in a correct way using the grammatical rule, but the most important thing is that the student tries to apply the new vocabulary, the new phrases or idioms in conversations in the class. In addition, the proposal of the language ego principle is that the student does not feel silly or stupid.

7. Self – confidence

According to H. Douglas Brown, this principle is based on “The eventual success that learners attain in a task is at least partially a factor of their belief that they indeed are fully capable of accomplishing the task.”

This principle is also known as “I can do it!” principle; this phrase is an important tool to improve the English Teaching Learning Process because the students must believe in their abilities to get the knowledge. For this reason, this principle is known as the heart of learning. Besides the self – confidence principle, it can be related with the language ego principle because the students must believe in their capacity to accomplish the class. The techniques and methods which are going to be applied by the teacher must develop the students’ skills.

8. Risk – taking

According to H. Douglas Brown, the Risk – taking principle is based on: “Successful language learners, in their realistic appraisal of themselves and vulnerable beings yet capable of accomplishing tasks, must be willing to become “gamblers” in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty.”

The teacher must encourage to the students to use the second language and not just to wait for someone else to volunteer language. The teacher must create an atmosphere in where the students feel comfortable in order to use the new language; the students must take a risk in the language use. And finally the teacher must provide reasonable challenges to the students taking into account the students' learning style and the students' language level.

9. The Language – Culture Connection

According to H. Douglas Brown one aspect of this principle focuses on the complex interconnection of language and culture: “Whenever you teach a language, you also teach a complex system of cultural customs, values and ways of thinking, feeling, and acting. “

The language and culture connection have a strong tie because the second language must be in relation with the culture and reality of the learner. This relation between the second language and culture reality is going to give success to the English teaching learning process because they students are in contact with their community reality and with their customs.

LINGUISTIC PRINCIPLES

The Native Language First

According to H. Douglas Brown the principle of the native language effect stresses importance of that native system in the linguistic attempts of the second language learner: “The native language of learners will be a highly significant system on which learners will rely to predict the target language system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.”

The learner native language is an important factor into the second language acquisition because the most of the students are confused with the new language and the native language and they do not use the new language in a good way.

10. Interlanguage

H. Douglas Brown said: “Second language learners tend to go through a systematic or quasisystematic developmental process as they progress to full competence in the target language. Successful interlanguage language development is partially a factor of utilizing feedback from others.”

There are two kinds of feedbacks they are affective and cognitive feedback; the feedback into the teaching learning process is an important tool but, the teacher must difference between the two kinds of feedbacks. This differentiation is going to help teacher to clarify what kind of feedback is going to apply with the students.

11. Communicative Competence

H. Douglas Brown said: “Given that communicative competence is the goal of a language classroom, then instruction needs to point toward all of its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students’ eventual need to apply classroom learning to heretofore unrehearsed contexts in the real world.”

The communicative skill is very important in order to share information with another people, for this reason into the teaching learning process focus in the communicative competence of the language because with this the students are going to be capable to understand the conversation.

INTEGRATING THE “FOUR SKILLS”

There are four main skills to develop the language; they are: listening, writing, speaking and reading all these skills should be develop by the teacher and obviously with the students’ practice. These skills give students the communicative skill in order to communicate with others people. The four skills are going to help to improve the students’ communication.

Teaching Listening Comprehension

Acquiring listening skills is frustrating. This is because successful listening skills are acquired over time and with lots of practice. It's frustrating for students because there are no rules as in grammar teaching.

Real listening is an active process that has three basic steps.

- **Hearing.** Hearing just means listening enough to catch what the speaker is saying. For example, say you were listening to a report on zebra, and the speaker mentioned that no two are alike. If you can repeat the fact, then you have heard what has been said.
- **Understanding.** The next part of listening happens when you take what you have heard and understand it in your own way; you give your own interpretation. Let's go back to that report on zebra. When you hear that no two are alike, think about what that might mean. You might think, "Maybe this means that the pattern of stripes is different for each zebra."
- **Judging.** After you are sure you understand what the speaker has said, think about whether it makes sense. Do you believe what you have heard? You are going to choose if the information is true or not.

Tips for being a good listener

- Give your full attention on the person who is speaking. Don't look out the window or at what else is going on in the room because your attention disappears easily.
- Make sure your mind is focused, too. It can be easy to let your mind wander if you think you know what the person is going to say next, but you might be wrong! If you feel your mind wandering, change the position of your body and try to concentrate on the speaker's words.
- Let the speaker finish before you begin to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When you interrupt, it looks like you aren't listening, even if you really are.
- Let yourself finish listening before you begin to speak! You can't really listen if you are busy thinking about what you want say next.
- Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the start or end of a talk, and repeated a number of times. Pay special attention to statements that begin with phrases such as "My point is..." or "The thing to remember is..."
- Ask questions. If you are not sure you understand what the speaker has said, just ask. It is a good idea to repeat in your own words what the speaker said so that you can be sure your understanding is correct. For example, you might say, "When you said that no two zebras are alike, did you mean that the stripes are different on each one?"
- Give feedback. Sit up straight and look directly at the speaker. Now and then, nod to show that you understand. At appropriate points you may also smile, frown,

laugh, or be silent. These are all ways to let the speaker know that you are really listening. Remember, you listen with your face as well as your ears!

Teaching Oral Communication Skills

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective teachers teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it.

There are three kinds of speaking situations in which the students are going to develop their communicative skills:

- Interactive,
- Partially interactive, and
- Non-interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, in which the students are alternately listening and speaking, and in which students have a chance to ask for clarification, repetition, or slower speech from their conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

Tips to improve the oral communication skill

- **Practice.** Developing advanced communication skills begins with simple interactions. Communication skills can be practiced every day in settings that range from the social to the professional. New skills take time to refine, but each time you use your communication skills, you open yourself to opportunities and future partnerships.
- **Enunciate your words.** Speak clearly and don't mumble. If people are always asking you to repeat yourself, try to do a better job of articulating yourself in a better manner.

Teaching Reading

Language teachers are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom – up strategy. One of the most important functions of the language teachers, then, is to help students move past this idea and use top – down strategies as they do in their native language.

Effective language teachers show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation. Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

Reading to learn the language

Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

Reading for content information

Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

Reading for cultural knowledge and awareness

Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down. Also, there are many strategies that can help students read more quickly and effectively for example:

- **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.

Teaching Writing skills

Writing skills are an important part of communication. Good writing skills allow you and the students to communicate your message with clarity and ease to a far larger audience than through face – to – face or telephone conversations. Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Writing skills aren't learned solely through pencil and paper activities. At the beginning the process of helping students improve their writing skills means teaching students to be positive. The teacher must follow the following steps in order to develop the students' writing skill. With these steps the teacher is going to develop the skill in a successful way, and the students practice is also important. The students and teacher must be patient in order to get experience in writing.

Cultivate positive attitudes

Often, students who aren't good at writing are painfully aware of this fact. They say things like "I stink at writing" or "I'll never be a good writer" or "I hate writing". Any teacher knows it is nearly impossible to teach a student with such low regard for his or her own ability in a subject. The first thing that the teacher must do is to help to boost a student's writing skills is getting rid of all the negative self-evaluation.

Remind the student that no one is born able to write, let alone able to write well. Anyone who is a good writer had to work hard to get that way - and the student can do the same. Writing is a skill to be honed, not something you have or don't "have". The teacher must start the English classes off with the reminder that "writing is power." Good writing can do anything from starting a war to getting a guy a job.

Promote practice

This goes along with the aforementioned idea that writing is a skill that has to be honed. The single best way to get students to write better is to have them write, and write, and write and then write some more: essays, creative writing, journal writing, letters to others, etc. Often, students avoid things that they don't like or don't do well. But nobody will ever improve with that attitude! Set up ways for your students to write a little everyday: guided journal questions to reading assignments, quick summaries of the day's lesson, warm-up responses to blackboard questions, recaps of current events.

Get them writing. And when they write, have them kept in mind a certain element they may need to work on: pronoun usage, say, or punctuation, or avoiding fragments. That way they are accomplishing two goals: practicing writing in general and practicing a specific area where they need to improve.

Emphasize useful pre-writing

Most teachers believe one key to gaining good ideas and to improve writing skills is gaining good pre-writing skills: the ability to figure out the pieces before you put the puzzle together on paper. Many students (and many adults) often believe the opposite. To them, it's easier, faster, and therefore "better" to just write as they go. Because of this, they often produce illogical, disorganized, poorly structured work. With students at the paper-writing age, disorganization can often be a bigger problem than poor vocabulary or bad grammar.

And often, the student writers don't recognize the problem is a lack of preparation; they just think they can't write. Teaching good pre-writing skills is essential if you want to help a student become a better writer.

1.7 METHODOLOGY

Methodology is usually a guideline system for solving a problem, with specific components such as phases, tasks, methods, techniques and tools and also methodology is the study of pedagogical practices in general including theoretical underpinnings and related research. Whatever considerations are involved in "how to teach" are methodological.

According to Theodore S. Rodgers, 2001 "Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice."

The methods and methodology is the key into Teaching Learning Process. There are many methods which teachers can apply in their classes. Methodology is a combination between theory and practice, students learn the theory and then they put in practice their knowledge.

According to Ben Goertzel, 1996 “Teaching methodology refer show is it coupled with other system so as to enable it to gain new knowledge about itself, the world and other.”

Methodology is a very important tool into Teaching Learning Process because it is a guide of the process. Also, it helps to develop the class; teacher must know what kind of methodology she/he is going to use in the class for achieving the class goals.

In conclusion, methodology is a system of broad principles or rules from which specific methods or procedures may be derived to interpret or solve different problems; in this case methodology is going to help us to improve the students’ skills.

1.8 KINDS OF METHODOLOGY

Methods

A method, according to Richards and Rogers, “is an umbrella term for the specification and interrelation of theory and practice”. Methods are going to be the guide into the teaching learning process because with them the teacher is going to develop the students’ skills and according to H. Douglas Brown the methods have six important designs they are: objectives, syllabus, activities, learners’ roles, teachers’ roles, and the role of instructional materials; all these designs make successful the teaching learning process.

In conclusion, the method is a set of classroom activities, strategies, techniques which are going to develop the class; the method primarily is concerned with the teacher and the students and then with other features which are into the teaching learning process.

Kinds of methods

The following teaching methods are going to be analyzed taking into account the method's objective, teacher's role, learner's roles and activity types:

- The Grammar Translation Method
- The Direct Method or Natural Approach
- Bilingual Method
- Total Physical Response (TRP)
- Audio – Lingual Method
- Salient Way
- Community Language Learning
- Communicative Language Teaching Method

THE GRAMMAR TRANSLATION METHOD

The grammar translation method was very popular centuries ago because this method was applied to teach a new language in that period for example Latin or Greek; they were the most popular language in schools. This method is based on grammatical rules and memorization of vocabulary when the students learn new vocabulary they must repeat it again and again and also the grammatical translation method is based on written exercises applying the grammatical rules.

To translate a text is another activity in this method, and the students get bored with the class because there is a long list of vocabulary that the students must memorize and then write something about the vocabulary applying in a correct way the grammar rules which were learned before. This method nowadays is useless because the teachers are innovating the teaching learning process in order to develop all the students' skills.

The main principles on which the grammar translation method is based are the following:

1. Translation interprets the words and phrases of the foreign languages in the best possible manner.
2. The idioms of the target language can best be assimilated in the process of interpretation.
3. The structures of the foreign languages are best learned when compared and contrast with those of first language.

THE DIRECT METHOD

The Direct Method, also called the Natural Approach, developed towards the end of the 19th century. It represents a critical reaction to the teaching methods of the ancient Grammar Translation Method which produced knowledge about language rather than knowledge of language. The general goal of the Direct Method is to provide learners with a practically useful knowledge of language. They should learn to speak and understand the target language in everyday situations. With the direct method the students use the language in class in speeches, presentations and the communicative skills is more developed than the other skills like: writing, listening, reading; because with the communicative skill the students are going to be capable to speak with foreign people.

Learners accumulate abstract knowledge about rules of grammar, declensions and conjugations, with translations as a test of knowledge, reformers proposed that the target language should be learnt like children learn their first language that is by using it in class. This is why the new approach is known as the Natural Approach or the Direct Method.

Characteristics of the method

- Teaching concepts and vocabulary through pantomiming, real life objects and other visual materials.
- Teaching grammar by using an inductive approach (having learners find out rules through the presentation of adequate linguistic forms in the target language).
- Centrality of spoken language (including a native like pronunciation).
- This method is focused on questions answers patterns.

Principles of the direct method

- Classroom instructions are conducted exclusively in the target language in order to give students an idea about the instructions.
- Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.
- Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- Grammar is taught inductively.
- Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas; the didactic resources are very important.
- Both speech and listening comprehensions are taught because the teacher interact with the students.
- Correct pronunciation and grammar are emphasized.
- Student should be speaking approximately 80% of the time during the lesson to improve their communicative skills.
- Students are taught from inception to ask questions as well as answer them.

Objectives of the direct method

The main objective of the direct method is to give beginners and intermediate a basic communicative skills; basic personal skills (oral/written); academic learning skills (oral/written). The students are going to be able to communicate with other people. This method minimized the stress, learners are not required to say anything until they feel ready, but they are expected to respond to teacher commands and answers the teachers' questions.

Learner roles

Students are going to learn with a variety of activities involving meaningful communication in order to communicate with other people, the topic must be chosen according with the students' need and their preferences for example: famous singers, sports, football, music, technological aid, etc.

Teacher roles

Teacher is the principal guide and the primary source of comprehension to the students and the teacher maintain the good atmosphere in the classroom because in the class the mother tongue is not use. Target or second language is used all the time for this reason the teacher must choose a variety of activities to develop all the students' skills.

Activity types

In order to apply the direct method or natural approach there are relation between TPR (Total Physical Response Method) activities and direct method activities. For example at the beginning of the class the teacher can start with TPR instruction (i.e. "*stand up*" "*sit down*" "*walk around*"); then the teacher can teach a new topic using

the mimics, gestures, context are applied to elicit questions and answers; and the situations are used to practice the structures and patterns.

Another good activity is the group – work but this kind of activity is based on communicative language teaching but this activity can be used in different kinds of methods; when the students work in a group they can apply their communicative skills because they share information and emphasized this information. This activity gives an extraordinary self – confidence to the students.

BILINGUAL METHOD

The Bilingual method was developed by Dr. C. J. Dadson. The method is based on the use of both languages; it means the mother language and the target language in the class. There is a combination between the direct method and the grammar method, the approach begins from Bilingual and becomes monolingual at the end. This method is focus on the principle of that any second or target language can be learned without the help of mother tongue.

Objectives

To make the learners of a second language/foreign language fluent and accurate in the spoken word and also this method helps in the learner accurate in written with these the students are going to be familiar with the second language with the use of bilingualism.

Activity types

The students will be initially taught in both languages, but as time progresses, their teacher will slowly phase out the foreign language and teach only in English. At the end of a successful bilingual program, they will be able to join their native English – speaking peers in regular classes. Teacher can applied dialogues, roles play, games in

which the students are going to use the second language; with this kind of activities the students will enjoy the class. The audio – visual aids are also very important because the students' senses are going to be stimulated.

TOTAL PHYSICAL RESPONSE METHOD (TPR)

This method was originated by Dr. James J. Asher who is a professor emeritus of psychology at San José State University California. The total physical response is a language teaching method using physical movements; this method was created to accelerating the listening comprehension in the students of a second language by having subjects give a physical response when they heard a foreign utterance. With the application of this method the listening comprehension was better because the students act in response to foreign language commands. This method helps students' retention because they do not memorize the meaning of the words; they act and they have a significant learning.

This language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

This method focuses that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses.

Objectives

The principal objective of the TPR method is that students can interact in oral way with the teacher and they do not feel fear to speak and share their information or feelings without fear.

Learner roles

Students in the TPR method have the primary role of listener and performer. Students must listen carefully the teacher's instruction and then students must respond the instruction using the body expression or physical response. Learner can evaluate themselves because they are the owner of their knowledge.

Teacher roles

Teacher plays an active and direct role in Total Physical Response which very important in order to teach. The teacher is capable to choose what to teach and also the teacher can select the suitable materials for his/her students in order to use it in class.

Activity types

The most important activity is to work with imperative drills or exercises to elicit physical actions. With this the students are going to be capable to understand the teacher's body language and they students are going to build they own knowledge using the body language.

Roles of materials

The textbook, materials and media aren't important because the gestures, mimic, voice and action are sufficient because the teacher's body expression can teach in a better way, it can give a clearly idea about the topic which the teacher is teaching. In this method the most important material to teach is the students' and teacher's body.

THE AUDIO – LINGUAL METHOD

Coleman Report in 1929 suggested a reading based approach in order to teach a foreign language in many American schools and colleges, this method emphasized the comprehension of textbooks. The textbook contained short reading passages and the goal was that the students can read it fast and silent then they made a big list of vocabulary and the teachers had an important role in the audio – lingual method because they taught the correct pronunciation in order the students improve their pronunciation. For the audio – lingual method the reading approach is more useful than an oral approach, the majority of teachers were persuaded foreign language teachers that it was impractical to teach or skills, and that reading should become the focus. The students learn vocabulary with the meaning; the students identify the meaning of the words in context, also there is much use of tapes, language labs, and visual aids to improve the students' language skills. The pronunciation is another important thing into the audio – lingual method because the students heard and then produce their own learning.

According to Jack C. Richards and Theodore S. Rodgers there are three crucial elements into the teaching learning process which must be taken into account into the audio – lingual method; they are: stimulus, response and reinforcement.

The stimulus is what is taught, the organism in this case is the foreign language learner, the response is the learner's reaction to the stimulus, the reinforcement occurs when the teaching learning process satisfied to students and on the other hand the least element no reinforcement occurs when the teaching learning process does not satisfied to students. It is important to keep in mind these three elements into the audio – lingual method to accomplish the goal of the teaching learning process.

In addition, there are many things which take part into the audio – lingual method; various number of learning principles became the psychological foundations of Audiolingualism. Among the more central are the following:

1. Foreign language is considered a mechanic habit, the memorization and the students' performance give the chance to made mistakes because the students only have the information for that moment.
2. Language skills are more develop when are presented in spoken form before they are seen in written form.
3. Analogy provides a better foundation for language learning than analysis. The students must practice the foreign language in their class.
4. The meaning of the new words of a language can be learned only in a linguistic and cultural context.

Activity types

The most common activities into the audio–lingual method are the dialogues and drills; they are the most basic form of classroom practices. The dialogues illustrated the real situation in where the students' are involved. Dialogues are used for memorization of specific grammatical patterns and repetition and also with this activity the teacher can teach the correct pronunciation, intonation, stress, etc.

Various kinds of drills are used. Brooks (1964) includes the followings:

1. **Repetition.**- The student repeats a phrase or word aloud as soon as the student has hear it, the students must repeat it without a printed page, the students must be able to keep the word in his/her mind. The information is given by the ear. Then the teacher can add another word.

Example:

This is my cat. This is my cat.

2. **Inflection.** - One word in a phrase or in an utterance appears in another form when it is repeated.

Example:

I bought some flowers. I bought some red flowers.

3. **Replacement.** - One word in a phrase is replaced by another word.

Example:

John was watching TV. He was watching TV.

4. **Restatement.** - The student rephrases an utterance and addresses it to somebody else, according to the instruction.

Example:

Ask Helen what she did yesterday? Helen, what did you do yesterday?

5. **Completion.** - The students hear an incomplete phrase and then they repeat the phrase and they must complete it.

Example:

She is walking with.....friends. She is walking with her friends.

6. **Transposition.**-When the teacher adds another word to an utterance, the student must change the words order.

Example:

I'm thirsty (so) So am I.

7. **Expansion.** - When a word is added it takes a certain place in the sequence of the phrase.

Example:

She eats fruit (always) She always eats fruit.

8. **Contraction.** - A single word stands for a phrase or clause.

Example:

You must read the newspaper. You must read it.

9. **Transformation.** - A sentence must be changed into negative or interrogative or through changes in tense, mood, voice, aspect or modality.

Example:

They study in the high-school. They don't study in the high-school

10. **Integration.** - Two separate phrases are joined and they form only one phrase.

Example:

You learn English. It is necessary.

It is necessary that you learn English.

11. Rejoinder. - The teacher gives a phrase and the student must make the correct rejoinder to a given utterance.

Example:

Be polite

Thank you

12. Restoration.-The teacher give words and the students must join them and form a phrase with sense.

Example:

They/restaurant/hamburger They are eating a hamburger in the restaurant

Learner roles

Learners must view as organism with behavior; the learner behavior is the result of the stimulus into the teaching learning process. The students must do they best in order to improve their skills; they must repeat and follow the teachers' instruction.

Teacher role

Into the audio – lingual method the teacher role is central and active; it means that the teacher must dominated the method because the teacher is going to guide and control the foreign language learning. The teacher must correct the students' performance; the teacher must keep the learners attentive by varying drills and tasks and closing real situations of the students' environment to practice structures.

The role of instructional material

The instructional material has an important role into the audio – lingual method because this kind of material assists to the teacher to develop language mastery in the learner. They oriented to the teacher. In the audio – lingual method the most common instruction material is the teacher's textbook in where there are dialogues, drills and other practice activities; the students do not need a textbook because it can distracted

to the students' attention and the students are only learning listening, repeating and responding.

THE SALIENT WAY

The salient way is another teaching method which was developed by Caleb Cattegno. In this method the teacher should be in salient as much as possible in the classroom because the students are going to be the speaker.

The method emphasizes the autonomy of the learner; the teacher's role is to monitor the students' efforts, and the students are encouraged to have an active role in learning the language. Pronunciation is seen as fundamental; beginning students start their study with pronunciation, and much time is spent practicing it each lesson. The Silent Way uses a structural syllabus, and structures are constantly reviewed and recycled. The choice of vocabulary is important, with functional and versatile words seen as the best. Translation and rote repetition are avoided and the language is usually practiced in meaningful context.

The teacher uses silence for multiple purposes in the Silent Way. It is used to focus students' attention, to elicit student responses, and to encourage them to correct their own errors. Even though teachers are often silent, they are still active; they will commonly use techniques such as mouthing words and using hand gestures to help the students with their pronunciation. Teachers will also encourage students to help their peers.

Objectives

The general goal of the Silent Way is to help beginning-level students gain basic fluency in the second language, with the ultimate aim being native language proficiency and good pronunciation. An important part of this ability is being able to use the language for self-expression; students should be able to express their

thoughts, feelings, and needs in the target language. In order to help them achieve this, teachers emphasize self-reliance.

Learner role

Students are going to use all their creativity to acquire the knowledge because they are building their own knowledge, and also with this method the students can discover all the language features finally the students are responsible of their own learning and must develop independence their skills practicing the previous knowledge. Learners are expected to interact with each other and suggest alternatives to each other. They must learn to work cooperatively rather than competitively. The teacher's silence encourages group cooperation.

Teacher role

Teacher only is going to be the guide in to the teaching learning process; teacher should be in salient to the students learn independently, the teacher only should teach, test and get out of the students' way. The teacher is expected to create an environment that encourages student's risk taking that facilitates learning.

The teacher should give only what help is necessary. In other words, the teacher makes use of what students already know. The more the teacher does for the students what they can do for themselves, the less they will do for themselves.

Activity types

The major of activities can be developed by the use of charts, rods, and other kinds of aids can be applied to elicit the students' response. The teacher's phrases and words also can elicit the students' response. Also learners can response to the teacher's commands, questions, exercises, and visual cues.

COMMUNITY LANGUAGE LEARNING

The Community Language Learning method was developed by Charles A. Curran, a professor of psychology at Loyola University in Chicago. This method refers to two roles: that of the knower (teacher) and student (learner). Also the method draws on the counseling metaphor and refers to these respective roles as a counselor and a client. According to Curran, a counselor helps a client understand his or her own problems better by 'capturing the essence of the clients concern.

Learner role

The role of the learner is clearly defined because the learner is an important part of a community, the learner interact with the community and the learner are going to learn easily when the teacher give topic related with the learners' real life. Learning is not viewed as an individual accomplishment.

Teacher role

The teacher's main goal is the students learn how to use the second language communicatively, in addition the teacher want the students learn about their own learning, to take increasing responsibility of it, and learn how to learn from another because the classroom is another kind of community in where the students are developed their skills and also the classroom is the environment in where the students are growing.

Activity types

According to Jack. C. Richards Community Language Learning combines innovative learning tasks and activities with conventional ones. They include:

1. **Translation.-** The learner can sit in a circle, and one of them whispers a message that the learner want to express, the teacher translate the message and then the learners repeat the teacher's translation.
2. **Group work.** - All the learners can be divided into small groups, each group is going to have a different topic, the learners must start a conversation sharing their ideas with the group members, and then each group is going to have a presentation to show their ideas about their topic.
3. **Recording.** - Learner can recorder their voice in a conversation using the second language, the learner can choose the topic and they can speak what they want.
4. **Transcription.** - Learners transcribe dialogues, utterances or phrases and then they are going to recorder their voice and analyze the linguistic form with this the learners can correct their mistakes in pronunciation.
5. **Analysis.** - Learners transcribe sentences, phrases in order to analyze the grammar rules.
6. **Reflection and observation.** - Learners can express their feelings or ideas working in small groups, learners must take turns in order to express what they want about their daily routines, problems, etc.
7. **Listening.** - Learners listen to a monologue by the teacher involving the elements that the learners know.
8. **Free conversation.** - Learners can establish a conversation with the teacher or with other learners about whatever topic.

1.9 COMMUNICATIVE LANGUAGE TEACHING METHOD

This research is going to be focused in the Communicative Language Teaching Method because the purpose is that the students develop their communicative skills in order to communicate with other people using the second language because the communication is more important than writing or reading. For this reason the Communicative Language Teaching Method is going to be analyzed.

Communicative Language Teaching Method

The communicative approach to the teaching of foreign languages also known as Communicative Language Teaching (CLT) or the communicative approach emphasizes learning a language through genuine communication. Learning a new language is easier and more enjoyable when it is truly meaningful. Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any business or social context.

The communicative approach is a flexible method because the teacher can apply many activities in order to develop the students' skills and the topics are going to be with the students' interests and also according with the students' real life, all these aspects are going to make the class more interesting. The communicative teaching method views language as a medium of communication. It recognizes that communication has a social purpose: the language learner has something to say or to find out. In this teaching method importance is placed on helping the student get the message delivered. This is what really matters: if the student can understand and be understood.

By using Communicative Language Teaching in the classroom, the students will feel more involved in the learning process. They will be more motivated, and will potentially learn more of the language at large, as opposed to using a more outdated method, such as the Audio-Lingual Method. By allowing the students to connect the phrases and exercises to an integral and meaningful part of their daily and personal lives, they will take the language to a deeper level, attaching meaning to what once were random phrases, but are now relevant, purposeful and substantial phrases about themselves. As the teaching of foreign languages in the classroom continues on into the future, Communicative Language Teaching is certainly taking it into the right direction.

Objective

The main objective of the Communicative Language Teaching is to use the communication as a principal goal of the method because the students must be able to communicate their feelings, ideas, information, etc. Another objective of this method is to develop the affective relationship among the students because the language is a mean of expressing values and judgments about oneself and others.

Learner role

The main learner role is to emphasize the Communicative Language Teaching on the processes of communication, rather than mastery of language. The students must apply the second language to communicate their ideas, feelings, etc. the second language will be used in class, teacher must engage to the students to apply the language that they are learning. The students have to take risks; they do not be worried if they make mistakes in their speaking.

Teacher role

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.

Activity types

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

There are many classroom activities used in communicative language teaching in order to develop the students' communicative skills can include the following:

- Role – plays
- Interviews
- Information gap
- Games
- Language exchanges
- Surveys
- Pair – work
- Cooperative works
- Stories
- Work shops
- Dialogues

However, nowadays there is an important tool called technology which can, students are more familiar with the technology because it is changing day by day and it is a good idea to use it in order to innovate the class and make the class more interesting for the students; there are many tools for example: chat, blogs, video – chat, face book, Skype, etc. All these tools can be applied for the students.

Materials

The materials in the Communicative Language Teaching are useful tools and this material should be part of the students' environment such as: newspaper, radio, restaurants menus, TV broadcast, timetables, and obviously the technological resources are useful tools in the communicative language teaching. For beginner students is possible to use realia without a lot of language.

Evaluation

Teacher can evaluate students informally because the students with this method they are going to have many performances. For formal evaluation an integrative test is used which has a real communicative function. In order to assess students' writing skill, a teacher might ask them to write a letter to a friend or a one relative also the student can write a essay about any topic that the student want to write.

Another way to evaluate students the teacher make groups and each group is going to have a topic. Each group must prepare a role play according to the topic. Teacher has the opportunity to evaluate the students in different ways. Teacher can evaluate the students in many different ways not only with written test. Teacher must find other tools to evaluate the students, nowadays, technology gives many opportunities to apply or create new tools to evaluate the students.

Modes of interaction

The interaction could be:

Teacher – Student

Student – Student

Student – Teacher

Advantages and Disadvantages

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">• Students will be more motivated by learning to communicate.• Student will learn to communicate effectively.• Students' self – confidence increase.	<ul style="list-style-type: none">• No grammar rules are presented, the students only must communicate.

1.10 TICs AND TECHNOLOGY IN EDUCATION

ICT enables self-paced learning through various tools such as assignment, computer etc as a result of this the teaching learning enterprise has become more productive and meaningful. ICT helps facilitate the transaction between producers and users by keeping the students updated and enhancing teachers capacity and ability fostering a live contact between the teacher and the student through e-mail, chalk session, e-learning, web-based learning including internet, intranet, extranet, CD-ROM, TV audio-videotape. Without doubt, technology has become very powerful media for interactive participation of experts and learners and it reaches the unreachable. The technology is changing day by day and it makes the technology a powerful tool for teaching, and the teachers must use it to improve the English teaching learning process in order to achieve the students' goals when they are learning another language.

According to Scott Adams, 2004 the Education and technology can stay together “The study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.”

Nowadays, there are a lot of technological devices, the teacher and students must use them to improve the Education quality. Teacher must choose the best technological aids to apply with the students. The students are involved in the technological era, for them is easier to understand the new technological devices. The new technologies are tool in many fields and it time to use it in Education.

The students are up – dated with the new technology and they can apply pr use it to improve their knowledge but with the teachers’ guidance. One of the advantages of applying ICT is sharing knowledge or information; Students can use ICT to present their work in a highly professional format. They can create documents and slideshows to demonstrate what they have learned, and then share this with other students, with their teacher, and even via email with people all around the world. Another advantage is processing knowledge students can use ICT as part of a creative process where they have to consider more carefully the information which they have about a given subject because they can check the new knowledge in internet using web pages, or interactive worksheets in order to reinforce their knowledge.

According to Luke Rhine, 2003 “Technology Education is an integrated, experienced-based instructional program designed to prepare a population that is knowledgeable about technology – its evolution, systems, techniques, uses and social and cultural significance. It results in the application of mathematics and science concepts to solve practical problems and extend human capabilities.”

Technology education is an essential component of a comprehensive and experience-based science and technology. Students work individually and in teams as they learn how to use and interact with technology to solve problems and extend human capabilities. Whereas, Educational Technology is the use of technology to support student learning and instruction, and includes all the electronic tools, both hardware and software, that assist individuals in their ability to acquire and communicate information.

Types of ICTs

- Mimmio
- Smart board
- Computers
- Internet
- Social Networks

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">• Students become active learners and they are motivated to explore information.• Cooperative learning appears because with the tools the students can work together.• Motivation is another advantage with the implementation of the ICTs because the class is going to be more interesting for the students.• Teacher can use the school infrastructure.	<ul style="list-style-type: none">• The teacher cannot supervise the correct use of the ICTs.• The teacher cannot give a personal attention to the students because they can work in groups.• Some students are afraid about the use of the computer because they think about the computer damages.• Some schools do not have a very good infrastructure.

Importance of Technology in Education

Technology Education is an integrated, experience-based instructional program designed to prepare students to be knowledgeable about technology - its evolution, systems, technologies, utilization, and social and cultural significance. It results in the

application of mathematics and science concepts to technological systems in areas such as, but not limited to: construction, manufacturing, communications, transportation, biotechnology, and power and energy. Students are challenged to discover, create, solve problems, and construct solutions by using a variety of tools, machines, computer systems, materials, processes and technological systems.

Technology improves education to a great extent and it has now become a need for revolutionizing education for the better. With technology, educators, students and parents have a variety of learning tools at their fingertips. Here are some of the ways in which technology improves education over time:

- **Teachers can collaborate to share their ideas and resources online:** They can communicate with others across the world in an instant, meet the shortcomings of their work, refine it and provide their students with the best. This approach definitely enhances the practice of teaching.
- **Students can develop valuable research skills at a young age:** Technology gives students immediate access to an abundance of quality information which leads to learning at much quicker rates than before.
- **Students and teachers have access to an expanse of material:** There are plenty of resourceful, credible websites available on the Internet that both teachers and students can utilize. The Internet also provides a variety of knowledge and doesn't limit students to one person's opinion.
- **Online learning is now an equally credible option:** Face-to-face interaction is huge, especially in the younger years, but some students work better when they can go at their own pace. Online education is now accredited and has changed the way we view education.

- **Educational Technology improves student learning outcomes:** Evidence suggests that educational technologies can improve student achievement, so long as such tools are integrated thoughtfully into teaching and learning. When digital capabilities like, online environments are incorporated meaningfully into instruction, students have new opportunities to learn and achieve.

There are innumerable instances till date where we can see the improvement in Education, once it embraced technology. Information and communication technologies (ICTs) in general, and broadband in particular, have the potential to create highly versatile education and training environments that can provide equal access to learners regardless of gender, geographic location, socio-economic or ethnic background, illness or disability, or any other circumstance that would normally hinder the provision of high-quality education.

INTERACTION

What is interaction?

According to H. Douglas Brown, “Interaction is the collaborative exchange of thought, feelings, or ideas between two or more people”.

The interaction is an important word into the English Teaching Learning Process because the classroom is like a family and is where the students are going to interact with the teacher and the teacher is going to interact with the students; all of them are going to share ideas, feelings, thoughts, opinions, etc.

So, the environment into the classroom must be comfortable for students and teacher because the students are going to spend their time with the teacher. With the interaction the teaching learning goals are going to accomplish in an excellent way. Interaction is going to help to improve or fortify the relationship between students and teacher.

Roles of the Interactive Teacher

Into the teaching learning process the teacher plays many roles because the teacher must satisfy the students' needs. According to H. Douglas Brown the teachers have many roles like:

- The teacher as controller
- The teacher as director
- The teacher as manager
- The teacher as facilitator
- The teacher as a resource

The teacher as controller

The traditional teacher was considered like the “master” because the teacher was the unique person who can speak in the class and the students only listening to the teacher and follow the teacher's instructions. On the other hand, nowadays the teacher is must maintain the control into the classroom; the controller is going to be the guide of the students into the teaching learning process.

The teacher as director

“The teacher is like the conductor of an orchestra or a director of a drama” (H. Douglas Brown).

Teacher is guide of the class and is the teacher the person who must keep the process flowing smoothly and efficiently. The teacher must teach with elements of the students' real life because they are familiar with the things which are happening in the students' environment.

The teacher as manager

Teacher is the person who plans the lessons and modules and courses, one who structures the larger, longer segments of classroom time; the teacher is the manager of the class like a company's manager. Managers of successful corporations, for example, retain control of certain larger objectives of the company; the same happens in the classroom the teacher is the person who controls the objectives of the teaching learning process.

The teacher as facilitator

Teacher facilitating the process of learning, the teacher main goal as facilitator is to make easy the class helping them to clear to ideas about the topic which the teacher is teaching in that moment. But the teacher as facilitator has a direct role, he/she must allow to students to build their own knowledge; the teacher only must guide the process in order to get success in the teaching learning process.

The teacher as resource

Here appears the teacher's directive role because the teacher must take the initiative to start the new class. Teacher is the principal resource into the teaching learning process; teacher allows to the students to build their own knowledge applying the second language.

In conclusion, the interactive teacher should able to assume all five of the roles on this continuum of directive and nondirective teaching. The roles above are going to help to teacher to teach in an interactive way in order to make the class more interesting. Now is the teacher's turn to take the initiative to improve the teaching learning process.

1.11 DIDACTIC RESOURCES

The didactic resources are any tools or instruments which help to achieve the goal in this case this kind of material helps to improve the teaching learning process. There are four important aspects to take into consideration when analyzing the educational process. Those aspects are: the actors of the process or students, their objectives, the didactic or instructional materials, and the administrative and support infrastructure.

Attracting the attention of the students is one of the most important tasks, and learning how to do easy drawings, can help us. For this reason, we should avoid writing on it for a long time; we can ask the pupils to participate by repeating what is being written, and it is very important not to talk “to the board”, but turn to the pupils to do so.

According to Oscar Garcia Marchena, 1996. “Resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process.”

The didactic material is an important part into English Teaching Learning Process to develop students’ skills. The material is a tool especially when the students are learning a new language. The incorrect use of this material can cause a bad effect in the students because they are not going to understand the class, so, teacher must choose the best didactic material in order to develop the class.

Otherwise, Karla Araya Araya, 2007, said “Materials can make learning more accessible and understandable that language input.”

The use of variety of didactic procedures guide the learning process in a better way, with the use of those tolls the class in going to be clearer, but the teacher must choose the best didactic materials to improve the Teaching Learning Process specially when

the students are learning a language. Didactic resources are going to help teacher and students.

1.12 IMPORTANCE OF THE DIDACTIC RESOURCES

Learning a second language demands to be immersed in an environment that satisfies all the requirements in the acquisition process in order to domain the four linguistic macro skills: reading, writing, speaking and listening, for this reason the didactic resources are very important because they enrich the sensorial experience of the class, they facilitate the learning acquisition, and also they stimulate the students' imagination and retention. Didactic resources also are considered as a guide into the teaching learning process because they clarify the ideas about the new knowledge.

1.13 CLASSIFICATION OF DIDACTIC RESOURCES

There are two types of didactic materials according to the actors of the educational process: they are:

- **Teaching materials**

Teaching materials provide academic staff with resources to guide and support the learning process of students.

- **Learning materials**

Learning materials are those assets or resources that support learners during the process of learning (e.g., books, games, worksheets, etc.).

On the other hand there is another type of didactic resources classification.

- **Permanent resources**

They are the most common materials which the teachers have on their hands the most of the time; these kinds of materials are made by the teacher for example: flash cards, puppets, charts, etc.

- **Technician resources**

These kinds of resources are related with the technological tools that the teachers can apply nowadays. They are divided into: audiovisual aids, computing media and information and communication technologies.

Audiovisual aims. - It refers to the equipment that engages two senses in this case the sight and sound, with the audiovisual resources both sense are stimulated by the using of technology. The most common materials are: television, DVDs, overhead projectors, etc.

Computing media.-It refers with the use of the computing software, they are more useful to teach a specific topic. The most common resources are: web pages, educative programs, date base, electronic sheets, etc, all these kind of resources help to teaching certain learning.

Information and communication technologies.-In this group is included all kinds of technology which enable user to create access and manipulate information. The kind of resources is the combination between information technologies and communications technologies. The most common examples are: videoconferences, forums, emails, etc.

1.14 METHODOLOGICAL GUIDE

The methodological guide is designed to assist teachers when they prepare a class. A methodological guide is an important tool into the Teaching Learning Process because it is going to be a guide and it shows how to improve the class with many interactive strategies, techniques, method, etc. it's a special tool that teacher must have in order to improve the students' skills into the English Language. A new

Language is difficult to understand at first but, with a methodological guide the teacher must know how to improve the students' learning process.

According to International Committee of the Red Cross, 2009. "A methodological guide is designed to assist teachers when they prepare a class."

A methodological guide is an important tool into Teaching Learning Process because it is going to guide the class. With a methodological guide teacher is going to be able to apply many activities in order to develop the students' skills. A new language is difficult to understand at first but, with a methodological guide teacher will have clear ideas about how to develop the class.

On the other hand, Ajongake Arezien, 2009 said "It is aimed at bringing a methodological support in the manner of conceiving; preparing and teaching a lesson. This guide proposes indications on how to prepare and teach a lesson. It shows the different activities of the teacher while taking into consideration the didactic pedagogic and technical aspects of a lesson."

Methodological guide is the road where the Teaching Learning Process is going to take place. It is going to address the process and teacher is going to be the guide for students.

In conclusion, methodological guide is too important to develop the class because the teacher must know how to improve the students' skills.

1.15 HOW TO MAKE A METHODOLOGICAL SUPPORT GUIDE

To make a methodological guide some aspects must be taking into account for the author because this kind of guide is a process which has steps, the methodological guide must be design in order to get a solution for complex problems; it is going to be

the purpose of the methodological guide. The first step of the methodological guide is to identify the problem and which are going to be the possible solutions.

The methodological guide must contain the clearly information about the problem, the author must be familiar with the topic in order to get easily the solutions. Then the author should find the correct content and use easy vocabulary to understand the methodological guide; the contents must be related with the problem because it is a process and the sequence is important. The main purpose of the methodological support guide is to solve the problem; and this case is to solve problems into the English Teaching Learning Process.

1.16 METHODOLOGICAL SUPPORT GUIDE PARTS

There are many forms to make a methodological guide because each guide is different but the most common guide has the following parts; this is the basic form so, the guide forms can change according with the author's needs:

- ***Introduction***

Here appears the description of the methodological guide, the use, the novelty and who can use the guide and how the teacher can apply it in order to develop the teaching learning process.

- ***Development***

The author should explain the purpose of the methodological guide, in general the main information about the guide, the contents, solutions, etc.

- ***Recommendation***

The author can give some recommendation to use in a better way the methodological guide and also can give some tips to improve the results when the teacher is going to use it.

- ***Conclusion***

In conclusion the author can give his/her point of view about the guide; also the author can analyze if the methodological guide has good results or not. It is a form to evaluate the work.

1.17 METHODOLOGICAL SUPPORT GUIDE CONTENTS

The methodological guide contents must be according with the problem because as we know the methodological guide purpose is to find solutions. Also, the author must take into account that is going to apply the guide for example the contents are going to be different for children, adults and teens. If the guide is for children the contents should be related with the age, the guide should content cartoons, pictures, puzzles, games, colors; in the same way if the guide is for adults the contents are going to change for example the guide is going to have reading passages, writing passages, etc. and obviously for adults also the contents are going to change too.