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**A METHODOLOGICAL INNOVATIVE DIDACTIC MATERIAL TO IMPROVE
RURAL ENGLISH LANGUAGE TEACHING**

TESIS DE GRADO

**MATERIAL METODOLÓGICO INNOVADOR DIDÁCTICO PARA MEJORAR
LA ENSEÑANZA DEL INGLÉS EN ÁREAS RURALES**

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STATEMENT BY THE AUTHOR

I, Jonathan Miguel Quintero Merlin, affirm that the investigation in the present report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and PUCE Esmeraldas.

Jonathan Miguel Quintero Merlin

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I want to thank God for giving me the opportunity to be alive and enjoy this interesting, difficult, and long journey. It has been one of the best processes in my life and I am pretty sure that all the things that I have learned will be helpful. Also, I want to thank my parents because they have been my inspiration throughout my career and they have been my support in the most difficult moments.

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ABSTRACT

To design a methodological innovative didactic material to improve rural English language teaching in the rural communities of Esmeraldas, Ecuador, a mixed approach investigation based on an exploratory scope was carried out with a population of 60 teachers and with a sample of 16 experienced teachers from different rural areas in Esmeraldas province. The methods used were analysis and synthesis, hermeneutics, and descriptive statistics, with the techniques of documentary review and survey with the questionnaire as the main instrument. The results revealed that the actual English level of the students in rural areas is significantly low and this aspect needs an urgent intervention. Also, it was found that most of the students in rural areas have deficiencies to develop the speaking skills because of the lack of correct methodologies to teach the language. Furthermore, the results showed that the best strategies to use to teach English in rural areas are based on didactic ludic activities with the use of technology as the main tool. Finally, it was evidenced that rural students should develop many of their communicative skills in order to improve their English skills, being the production of questions and answers the most important one. It can be concluded that teachers in rural areas should be trained in both methodological and content knowledge, considering that the best methodologies to use in these areas are the didactic ludic ones helped by a didactic innovative material and the use of technology, because the main objective of education is to allow the students to be educated with quality and inclusion

Keywords: Students; English learning; Rural Areas; English Teaching; Didactic Material; Didactic Strategies

RESUMEN

Para diseñar un material didáctico innovador metodológico para mejorar la enseñanza del idioma inglés rural en las comunidades rurales de Esmeraldas, Ecuador, se realizó una investigación de enfoque mixto de alcance exploratorio con una población de 60 docentes y con una muestra de 16 docentes experimentados de diferentes zonas rurales de la provincia de Esmeraldas. Los métodos utilizados fueron análisis y síntesis, hermenéutica y estadística descriptiva, con las técnicas de revisión documental y encuesta, con el cuestionario como instrumento principal. Los resultados revelaron que el nivel real de inglés de los estudiantes en áreas rurales es significativamente bajo y este aspecto necesita una intervención urgente. Además, se encontró que la mayoría de los estudiantes de las zonas rurales tienen deficiencias para desarrollar la habilidad del habla debido a la falta de metodologías correctas para enseñar el idioma inglés. Además, los resultados mostraron que las mejores estrategias a utilizar para enseñar inglés en zonas rurales se basan en actividades didácticas lúdicas con el uso de la tecnología como herramienta principal. Finalmente, se evidenció que los estudiantes rurales deben desarrollar muchas de sus habilidades comunicativas para mejorar sus destrezas en el inglés, siendo la producción de preguntas y respuestas la más importante. Se puede concluir que los docentes de las zonas rurales deben ser formados tanto en conocimientos metodológicos como de contenidos, considerando que las mejores metodologías a utilizar en estas zonas son las didácticas lúdicas auxiliadas por un material didáctico innovador y el uso de la tecnología, pues el objetivo principal de la educación es permitir que los estudiantes se eduquen con calidad e inclusión.

Palabras Clave: Estudiantes; Aprendizaje del inglés; Zonas rurales; Enseñanza de inglés; Material Didáctico; Estrategias Didácticas

INTRODUCTION

Theme Presentation

The English teaching learning process is one of the most relevant and important topics today, because it involves many important aspects that contribute to effectively achieve the principal goal, which is to use the English language to express ideas, emotions and to communicate in an effective and natural way.

On the other hand, it is relevant to highlight that the English teaching learning process is one the most challenging dimensions in the educational context, because it should be built considering some important aspects, such as the correct teaching strategies, motivation, lesson planning and so on. Also, it is important to mention that throughout this process the family, the teachers and the authorities of the institution should be involved because they are the only actors that will help the students to develop their English Language skills.

Although the teaching learning process of the English Language in a rural area is highly affected in terms of effectiveness because teachers are not prepared methodologically to promote the teaching learning process of the English language. Furthermore, most of the time, the teachers who work in rural areas do not have the correct strategies to develop a more effective and meaningful process of teaching and learning the English language, because they do not include all the actors of the learning community to help them to achieve the main goal which is to develop the basic skill of the English language.

This research is focused on presenting and proposing the effectiveness of a methodological innovative didactic material to improve rural English language teaching.

Problem Statement

The teaching learning process of the English language in the rural areas have deficiencies that are shown when many students go to a university, and they do not have the basic knowledge and abilities to be involved effectively in the teaching learning process of this important language.

This lack of abilities and knowledge may be caused by the lack of resources for the different lessons, the lack of new English language teaching strategies and even more

important, because the environment of all the students is not being involved in their learning process. In other words, they are being educated under a traditional learning process in which some actors, such as their families are not sharing and being part of this important process and consequently, they are not contributing to their development.

Moreover, it is denoted that the didactics used by teachers in the classroom are limited to teaching general concepts and the developing of simple abilities, which means that the students are not learning and internalizing the language in a natural way. However, there are many strategies that can help the teacher to build a community of learning and at the same time to significantly contribute to the learning process of the students in a rural area.

Furthermore, it is important to say that the main goal of an English learning community is to generate moments that allow the students to socialize with each other and with their relatives in a dynamic way, in order to create a communicative environment that activate their creativity and let them use their abilities freely, in such a way that they acquire affective and effective experiences that facilitate the integration of different dimensions of their learning. From this premise the following question arises.

Which methodological innovative didactic material could help to improve rural English language teaching?

Justification

The teaching learning process of the English Language in rural areas has been classified over the years as one of the most difficult processes because it demands a lot of specialized methodologies that give the students the possibility to internalize the foreign language in the most effective way. From this premise, Rural English language teachers require basic strategies that provide them with enough resources that allow them to develop their classes in schools where the English language has never been taught, or has been taught with many limitations. On the other hand, it is very important to mention that the educational system in rural communities requires that teachers contribute specially with motivation and innovations that help to promote the teaching learning process of this important language in such a way that all the students develop their skills in the most natural way.

ELT in rural areas has been turned into a mandatory subject in the curriculum in all the schools, even in those areas In which this subject has never been taught, which is

a big problem, because the learning community will show a low English level and the teachers have to face a new process without innovative strategies that could help them to make this teaching-learning process more effective. According to the Ministry of Education of Ecuador, the introduction of a new curriculum for English teaching should be mandatory, from the second year of elementary schools until secondary education in urban and rural areas (Ministry of Education, 2014 pg. 1).

This research seeks to design a methodological innovative didactic material to improve rural English language teaching in the rural communities of Esmeraldas Province, 2023.

Objectives

General Objective

To design a methodological innovative didactic material to improve rural English language teaching in the communities of Esmeraldas, 2023.

Specific Objectives

- 1.- To diagnose the main abilities that rural students need to develop in the English Language.
- 2.- To determine the main vocabulary that rural students need to learn to develop their basic English skills.
- 3.- To determine the main communicative functions that rural students need to develop in the English Language.
- 4.- To establish the main methodology to develop the different skills to promote an effective English in rural schools.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Scientific Theoretical Foundation

1.1.1 Methodological innovative strategy

A methodological innovative strategy is a teaching resource used by different people around the world to present new topics in a more dynamic and interesting way. Methodological innovative strategies are not usual because they are developed throughout new teaching techniques that allow students to be comfortable with the topic that is being taught. A methodological innovative strategy is a “Type of methodology made up of a set of resources that are not usual in classrooms and that are interesting to students” (IGI Global 2020, pg. 1)

1.1.2 Characteristics of Rural English language teaching-learning

The English Language teaching learning process in rural areas has been one of the most affected processes in the educational context since it has a lot of deficiencies in both, methodological and technological tools. From this perspective, the following characteristics of rural ELT arise.

First, in rural areas the teaching learning process of English as a foreign Language is not focused on the development of the different communicative skills, because of the lack of interactive materials and methodological strategies that help to motivate the students. Also, ELT in rural areas is not being developed according to the specific ages, in other words, the different topics provided for different classes do not have a correct chronological organization.

Furthermore, ELT in rural areas does not consider student diversity. In rural areas classrooms it is very common to have students of different ethnicities and ages, for that reason it is very important that rural English teachers be prepared to face this type of challenges in the best possible way, because the levels and the students’ learning rhythms are not the same and the curriculum has to be inclusive.

Also, in rural areas, ELT is not always very effective, because the relationship between the school and the students, with the environment is not developed in a correct way. To relate the teaching learning process of a language, the students’ environment

could be very valuable because they can gain more vocabulary, and at the same time, they will use their communicative abilities freely because they will analyze things they have already known.

Finally, it is very important to mention that ELT in rural areas is not being introduced in such a way that families experience this learning process of the students in a more active way. From this perspective, it is very important that families develop activities related with the curriculum, because they will know the actual way in which their children are learning a new language and, at the same time, they will learn how to be an effective support for them.

1.1.3 Collaborative learning

Collaborative learning or collaboration in the classroom is an important and useful technique or strategy that helps the teacher to promote a class in which the students are the main actors, because it is about how they will truly use their communicative skills to complete a task or understand a topic, in other words, to use social interaction as a tool to create a knowledge sharing environment. “Collaborative learning (CL) is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product”. (Laal M. 2012, pg. 1)

Collaboration is an educational approach that, through groups, seeks to improve learning through joint work. When students work in groups, they tend to learn how to complete a task collaboratively and the teacher uses cooperation to develop interpretation, or social interaction as a motivational tool to promote the learning process of the language. “In the CL environment, the learners are challenged both socially and emotionally as they listen to different perspectives and are required to articulate and defend their ideas” (Srinivas H. 2011 cited by Laal M. 2012, pg. 1)

1.1.4 Sociocultural approach

The Sociocultural approach is based on the idea that social interaction is the most important factor in students’ development because of the different aspects that allow them to learn easily and to acquire meaningful knowledge.

“Vygotsky's sociocultural theory views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society”. (McLeod S. 2020, pg. 1)

1.1.5 Zone of Proximal Development

The zone of proximal development is the gap between what a learner has already mastered (actual level of development) and what he or she can achieve when provided with educational support (potential development). It is the level of a child's development which displays itself in collaborative activity with an adult, but not in the child's individual activity. (Podolskij A. (2012) pg. 1)

1.1.6 The Critical progressive approach to education

Progressive education is a basic model of the educational process that allows a significant development of the different aspects involved in an academic progress, it means that it allows students to develop their critical thinking skills and problem solving more effectively, due to facing their own reality. From this perspective, it can be said that progressive education seeks to prepare students for a more active participation in their own society.

When the school introduces and trains each child of society into membership within a little community, saturating him with the spirit of service, and providing him with the instruments of self-direction, we shall have the deepest and best guarantee of a larger society which is worthy and harmonious. (Dewey cited by The children's school 2021, pg. 1)

1.1.7 The Humanistic approach to ELT

The Humanistic approach to ELT is undoubtedly one of the most relevant models in terms of education, because it involves many aspects related to the importance of each individual on the development of a specific subject directing its approach to the unique experience of the learner. “Humanistic language teaching is an approach based on the principle that the whole being, emotional and social, needs to be engaged in learning, not just the mind”. (British Council 2019, pg.1)

The Humanistic Approach to English Language Teaching helps to carry out English classes in such a way that students feel attracted to the new language and feel freedom to express their own ideas during that process. The Humanistic Approach in ELT is an attempt to respond to these needs. Its basic principle is in shifting the focus in education from teaching to learning, so that the teacher is no longer the focal point in class but someone who facilitates the process of education. (Vlasova E. 2014, pg.1)

1.2 Antecedents

The English teaching learning process in rural areas is becoming better over the years because many professionals of the pedagogical area around the world are investigating this topic and proving that many innovative strategies can be useful and meaningful in the educational context.

Hardré P., Sullivan D. & Roberts N. (2008) presented an article about Rural teachers' motivating strategies as innovative strategies to improve ELT. This investigation showed that "Motivation is both personally and socially defined, and the responses of young people to efforts to motivate them are in part developmental, in part individual, and also in part influenced by norms and context". (Hardré P., W. Sullivan D. & Roberts N. (2008), pg. 28). They finally concluded that teachers are the essential actors of students' motivation because they help them to think about their own future, and at the same time, to have a better perception of how to achieve their goal, which is to learn a new language and also that communication with parents and community members should create partnerships that help to promote students' motivation.

Mishra B. (2015) did research on innovations to teach English in a rural community in India with the use of Technology. The author explains that the lack of English skills in rural areas in India is very high. This premise is translated into the fact that the teaching learning process in these areas is being affected because of the lack of motivation, effective didactics, and innovative strategies that provide the community a more effective teaching-learning process of this important language.

Also, he mentioned that the best way to improve ELT in Rural areas is by adopting teaching materials that may help to make language teaching more relaxed, especially in the English language because this kind of teacher will be prepared in all the aspects that are necessary to work in those areas, such as didactics, knowledge of culture and

inclusion. He finally concluded that an innovative strategy to improve ELT in rural areas could be to include technological language teaching because it could make the way of how students acquire meaningful knowledge more effective.

On the other hand, Subba S. (2017) also developed an investigation in relation to Innovative methods to teach English with technology in a rural context. On this research, she explained many important and useful ways to introduce the English class in rural areas, especially with the use of technology because it could be used to support and integrate available tools and apps to improve ELT.

This author finally concluded that technological resources allow English teachers to adapt activities, assignments and all the classes in such a way that they can help to enhance the English language with a more fruitful learning experience. Technology gives rural students the possibility to access to different information and resources that will help them to build a better knowledge on the new language.

Vijayalakshmi K. (2017) in his research about ICT as an innovative strategy for Teaching English Language in Rural Government Schools, proposed the use of technology as the main strategy for teaching English through the creating of a Digital Language Laboratory. The author finally concluded that a digital language Lab creates an interest and opportunity for the students to learn a new language.

Furthermore, Castro L. and Villafuerte J. (2019) investigated about The use of Role Playing as an innovative and motivational strategy to improve The English language teaching learning process in rural areas. Throughout their work, they examined how motivational activities, such as role play games provided by the teachers during an English class in a rural area, could improve and make more effective the learning process of the English Language.

They finally concluded that rural EFL teachers in Ecuador use role-play game in different schools as an innovation of didactics, because this innovative didactic ludic strategy promotes in both, teachers and students, collaboration and creativity, and helps to increase students' confidence while using the language.

Moreover, Nievecela L. & Ortega D. (2019) developed an investigation about the use of Cooperative Learning as an innovative strategy to improve rural students' speaking skills. This investigation aimed to study the effectiveness of cooperation in the

improvement of students' speaking skills at the beginners' level. The investigation finally concluded that cooperative learning is an important, useful and effective strategy because it highly helps to improve students' oral abilities and to increase their oral performance.

Also, they highlighted that through the use of this innovative strategy, the students showed a big improvement in their understanding skills and on how they establish a relationship with their own classmates. Furthermore, the authors emphasized that during group activities, the students enjoyed the activities in class because they had the opportunity to share what they think and how they feel about any situation. Consequently, they showed that cooperative learning strategies had positive effects on improving motivation and speaking in the classroom.

Furthermore, Quintero F. (2022) did a research about the influential aspects of Socio-Cultural Conditions on the English Learning process in the schools in the rural parish of Tachina in Esmeraldas canton. This study was developed in order to know and understand better how the different social and cultural aspects could directly affect the learning process of the students in rural areas.

Following a mixed approach, the mentioned investigation revealed that in rural schools there are many factors such as economic problems, the lack of technological resources and methodological problems in the English classes that highly contribute to the low development of the basic skills in the English Language. The author finally concluded that students do not develop their English skills because of economic factors, teacher's methodology, access to technology and mainly to the linguistic interference.

Moreover, Preciado E. (2022) developed an investigation about different methods to improve the English language teaching learning process at a rural school in the Viche parish, in Quinindé canton. This investigation was focused on improving the English teaching-learning process of the students of mid-high school level in the most effective way possible. The author finally concluded that songs, are one of the best methods to improve the English teaching because of its dynamic and attractive characteristics that help to motivate the students to develop their communicative skills in the English Language.

CHAPTER II

MATERIALS AND METHODS

2.1 Context

The improvement of the Rural English teaching learning process is a big challenge in education because of the lack of didactics, resources and effective strategies to promote the English language in such a way that all people in rural areas can have the access to learn it. This investigation was carried out in Esmeraldas's province in 4 important rural communities, such as Esmeraldas, Atacames, Quinindé, and San Lorenzo.

2.2 Type of Investigation

This research followed a mixed approach with an exploratory scope. According to Hafsa N. (2019) a mixed approach includes qualitative and quantitative research and different data in the same investigation. The incorporation of these two approaches helped this research to include and processed the data that helped to understand the real problems shown in a rural community in terms of teaching and learning English.

“Mixing two methods might be superior to a single method as it is likely to provide rich insights into the research phenomena that cannot be fully understood by using only qualitative or quantitative methods” (Dawadi S. (2021) pg. 3)

On the other hand, this investigation was based on an exploratory scope. An exploratory research is defined as an initial idea that will help to understand more important features about the main problem that is been investigated. “Exploratory research, as the name implies, intends merely to explore the research questions and does not intend to offer final and conclusive solutions to existing problems”. (Business Research Methodology (2020))

The main objective of this investigation is to design a methodological innovative strategy to improve Rural English language teaching learning process in such a way that it can be highly and positively affected.

2.3 Population and Sample

The population of this study was made up of 100 teachers of different educational institutions in the rural communities of Esmeraldas Province and the sample was formed by 16 teachers who answer the questionnaire.

It is very important to consider that the diagnosis this investigation was based on the teachers' perspectives of different rural parishes such as Tachina and Vuelta Larga in Esmeraldas, Tonsupa in Atacames, La Unión and Viche in Quinindé, and 5 de Junio and Calderón in San Lorenzo canton as the most representative rural areas in the province of Esmeraldas.

2.4 Hypothesis

The Hypothesis of this research is that through a methodological innovative didactic material, the teaching learning process of the English language in rural areas basic education could be significantly improved.

2.5 Variables

The variables that make up this research are:

- Dependent Variable: The Rural English Language Teaching Learning Process.

The process and procedures of teaching and learning the English Language in a rural community considering the cognitive, affective and methodological dimensions.

- Independent Variable: A Methodological Innovative Didactic Material.

A teaching resource used to teach English in a more dynamic and interesting way.

Operationalization of the Variables (Appendix 1)

2.6 Methods

The methods that were used to develop this research were:

Analysis and Synthesis: It was used to carry out a bibliographic review of the most important theories that support the problem stated and for the analysis and synthesis of the results obtained.

Hermeneutics: It was used as a method of analysis and interpretation of the different aspects mentioned in the investigation within the theoretical framework and its relationship with the results obtained.

Descriptive Statistics: It was used for processing the data obtained in the investigation.

2.7 Techniques

Documentary Review: For this research, previous investigations and theoretical studies were analyzed to make emphasis on developing the educational system of the rural Area of Tachina to make emphasis in the current English level of the students and the deficiencies shown in the rural education.

Survey: A survey was applied to teachers. Through this survey it was possible to obtain the necessary data to achieve the specific objectives, which permitted the design of an effective and innovative methodological innovative didactic material to teach in rural areas.

2.8 Instruments

To develop the technique of documentary review, studies, investigations and theories were reviewed to find information related to the rural English language teaching-learning process in Esmeraldas rural areas, and at the same time to provide meaningful information for the designing of the methodological innovative didactic material.

For the survey technique, a questionnaire (appendix 2) was used and it was applied to 16 teachers in order to gather information about some important dimensions such as Cognitive, Affective, Methodological and Didactic.

2.9 Data Processing

The data was obtained through the application of a survey and it was processed by the automatic system of Google Forms. Then, the data were reviewed, processed and taken to figures using the Microsoft Excel program.

During the data processing, there were found many important aspects such as the current English level of the students and which were the most important aspects that could help to develop an innovative didactic material that could help to significantly improve the teaching learning process of this important language in rural areas.

CHAPTER III

RESULTS

The rural English teaching learning process has been one of the most challenging issues of education during many years, because there are not enough materials that can effectively help teachers to provide the students with a meaningful learning process, so that they can manage at least the basic skills of the language.

The results obtained in the survey applied to rural teachers to develop this investigation and to understand how to create an innovative and useful didactic material revealed that many teachers from the rural areas of Esmeraldas, Atacames, Quinindé and San Lorenzo have different problems to develop their students' English skills.

In relation to the students' English level, (figure 1) 75% of the students have a low English level, while the other 25% of the teachers agreed that students have a medium English level.

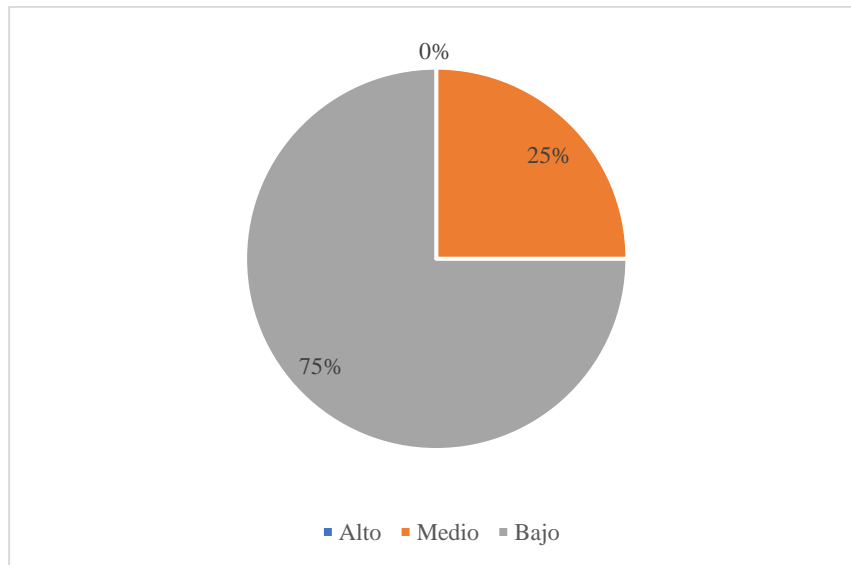


Figure 1: Rural students' English level
source: Survey applied to rural teachers of English

On the other hand, when teachers were asked about which abilities they consider that rural students have more difficulties to learn English, the results revealed that (figure 2) 68.8% of the students have difficulties in reading, 56.3 % have difficulties in writing,

75% have many problems in speaking and also 56.3 % of them have difficulties in listening.

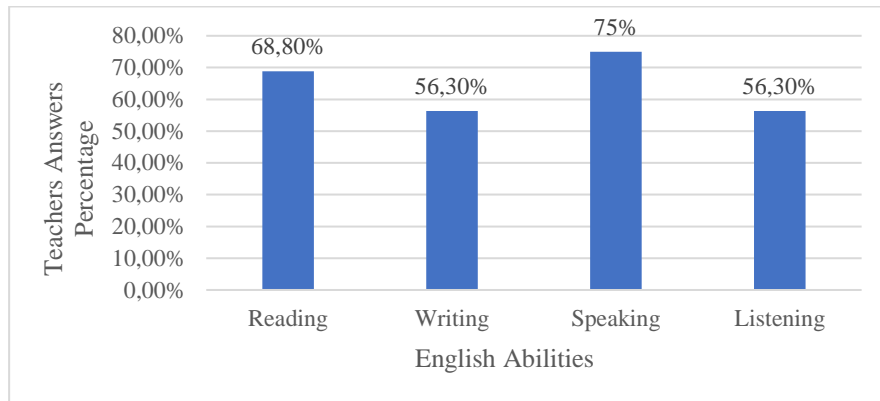


Figure 2: Abilities that rural students have more difficulties to learn English.

Source: Survey applied to rural teachers of English.

About the type of content that should be taught in (figure 3), the results revealed that 75% of the teachers think that the type of content or vocabulary that should be taught in the English classes in rural areas must be focused on considering grammar, while 81.3% believe that the content should be focused on greetings and introducing myself skills. Finally, it should be mentioned that only 18.8% of the teachers believe that content related to the weather and sustainable environmental development should be taught in the rural areas.

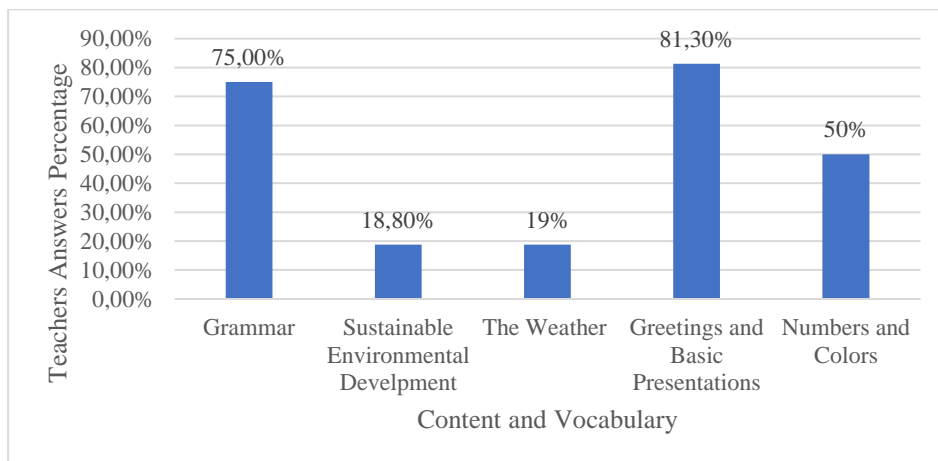


Figure 3: Content that should be taught in the English classes in rural areas

Source: Survey applied to rural teachers of English

According to the communicative functions of the English language, (Figure 4) 81.3% of the surveyed teachers believe that basic “Yes/No” and “WH” questions should

be learned by the students in order to improve the acquisitions of the language. On the other hand, 75% of the teachers think that the rural students should improve their communicative functions in relation to the description of places and people. Furthermore, 68.8% of the surveyed teachers believe that the communicative function of requesting or giving information should be also taught, while 56.3 % believe that basic presentations should be also included. However, only 50% of the rural teachers expressed that greetings are important to improve.

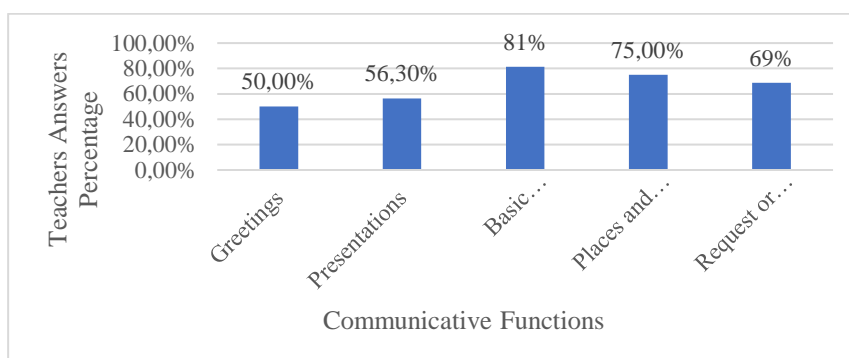


Figure 4: Main communicative functions to be developed

Source: Survey applied to rural teachers of English

Regarding motivation, the results revealed that, (figure 5) 87.5% of the teachers think that games are the best option to motivate students during the English class. Also, 81.3% of them believe that songs are an excellent option to motivate students in the English class. Furthermore, 68.8% of the teachers chose videos as a didactic tool to motivate students to learn English.

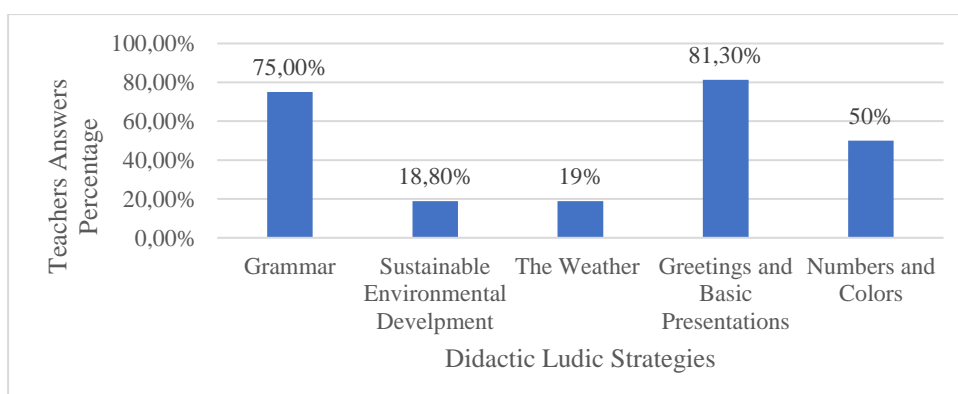


Figure 5: Motivational didactic ludic strategies to improve English classes.

Source: Survey applied to rural teachers of English.

Concerning the best didactic strategies to effectively promote the learning process of the English language in rural areas, (figure 6) 87.5% of the teachers believe that didactic ludic strategies could be helpful in the development of the English skills, while 56.3% agreed that collaborative learning could also be a propitious didactic strategy to teach English in rural areas. Also, 37.5 % of the surveyed teachers think that using the flipped classroom strategy is the best option to improve the teaching learning process of the English Language.

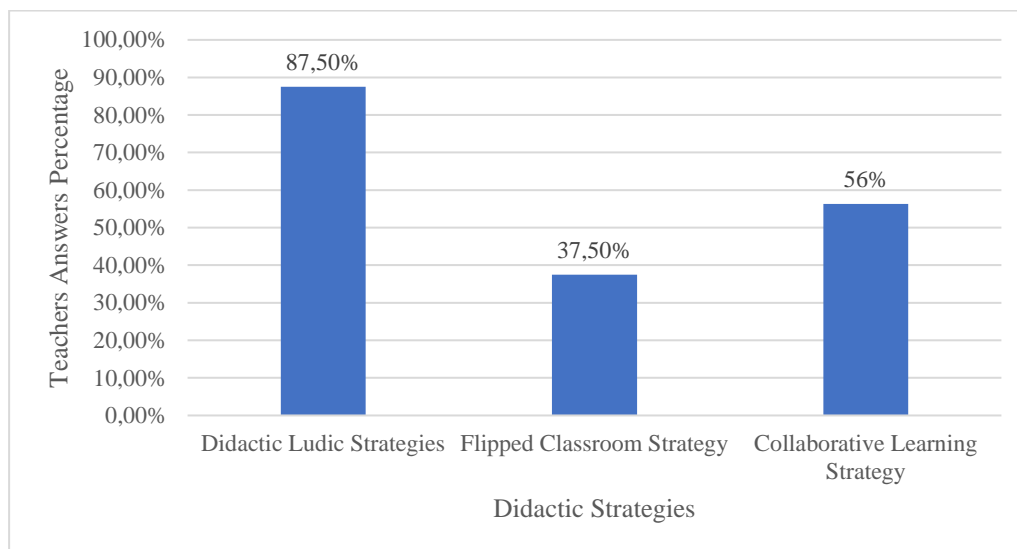


Figure 6: Didactic strategies to improve rural English language teaching
Source: Survey applied to rural teachers of English

Moreover, the survey also showed that, (figure 7) 62.5% use didactic books as the main material or tool to teach English in rural areas. Also, 56.3 % of the teachers choose flashcards as tools to improve the teaching learning process of the English language of rural students and 25% of them use audio-visual material to teach. However, 18.8% of the surveyed teachers use technological resources to improve their English classes but 31.3% of the teachers said that no didactic materials are used in rural areas.

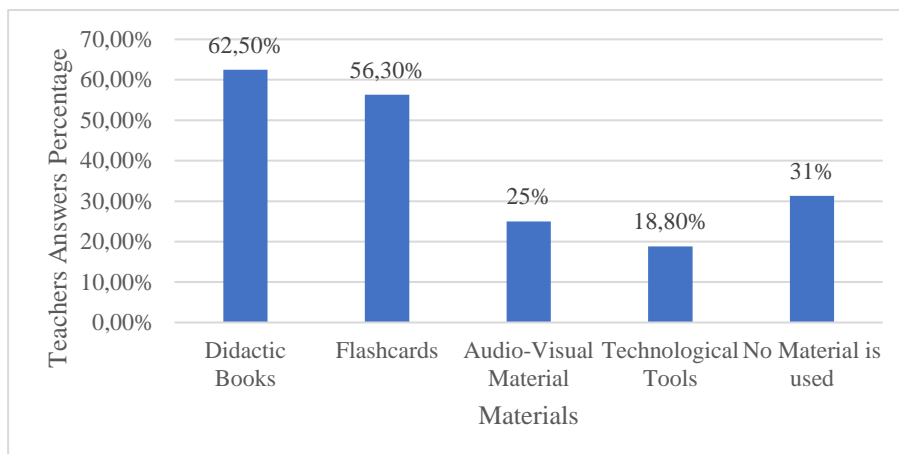


Figure 7: Regular material used in English classes in rural areas
Source: Survey applied to rural teachers of English

According to the didactic actions that could help to improve the level of English in rural education, (figure 8) 87.5% of the teachers believe that the implementation of technological resources will significantly improve the learning process of the language, whereas 62.5% of them think that the implementation of didactic materials could be the solution. In addition, the surveyed teachers also showed that 43.8% of the teachers chose the creation of a didactic guide for teaching English in rural areas as the best option to improve rural education.

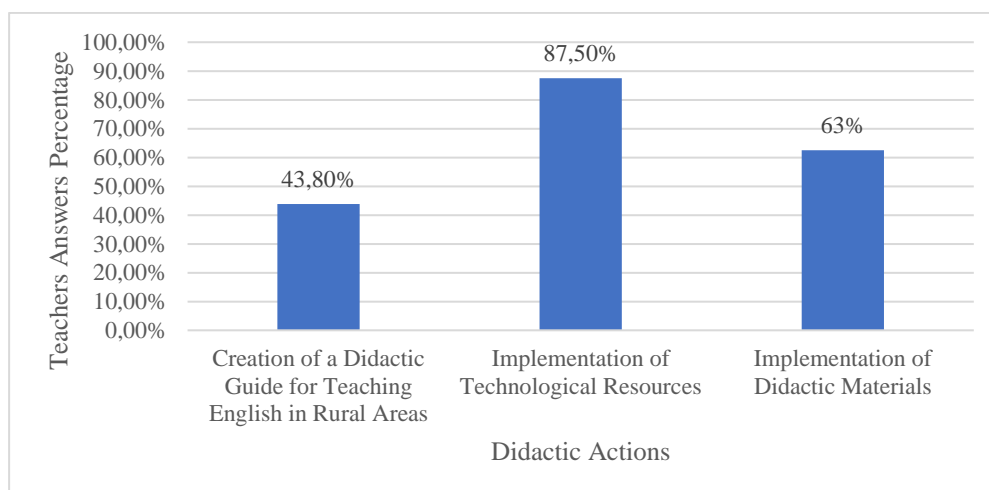


Figure 8: Didactic actions to improve English level in rural education
Source: Survey applied to rural teachers of English

Therefore, the surveyed teachers were also asked about their consideration of rural teachers' training in English and in methodology for teaching this language and (figure 9) 81.3% said that they totally agree the premise that teachers need both, training in

English and in methodology to improve the teaching learning process of English rural education, while 18.8% of them agreed with the proposal.

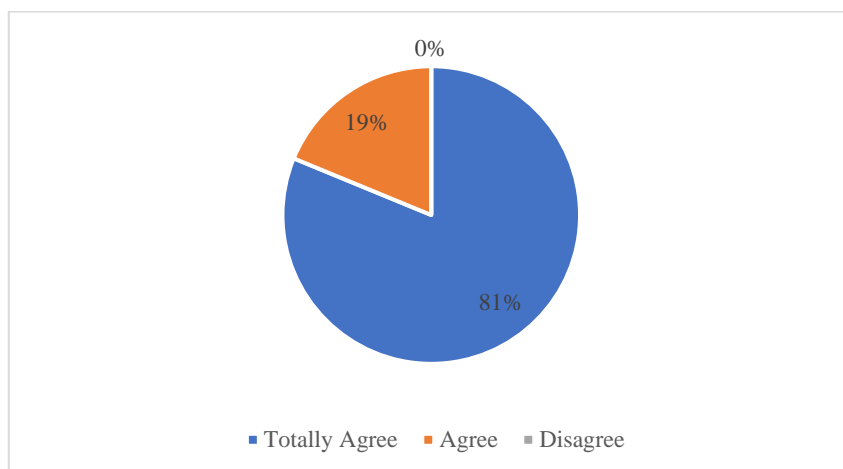


Figure 9: Teachers' acceptance about training in English and methodology
Source: Survey applied to rural teachers of English

CHAPTER IV

DISCUSSION

The Rural English language teaching learning process is becoming better over the years because of the improvements that many authors and teachers around the world are introducing to education, that allowed these communities to provide the students with different tools that can help them to improve their natural and basic English skills.

The present investigation showed that motivation is an important aspect in the rural educational context and that it is very important to include different didactic activities that help teachers to promote this important aspect in rural areas. Hardré P., W. Sullivan D. & Roberts N. (2008) conducted an article about Rural teachers' motivating strategies as innovative strategies to improve ELT in which they also highlighted the importance of motivation in an English class. On the other hand, both investigations showed that motivation should be essentially promoted by teachers. From this perspective it can be said that teachers must be trained methodologically to teach English effectively in a rural area.

On the other hand, the results presented in this investigation about the current English level in the rural communities of Esmeraldas showed that there is a low level that needs an instant intervention. These results coincided with the ones found by Mishra B. (2015) about innovations to teach English in a rural community in India with the use of Technology. The author explains that the lack of English skills in rural areas in India is very high.

Also, this author concluded that technological language teaching is an attractive and dynamic way to promote the learning of the English language in the rural areas. This result compared with the ones obtained in the present research have a big relation because it was found that 87.5% of the teachers in rural areas believe that technological tools could cause a big impact in the educational process in a rural area and that it could be the best didactic actions to improve the students' English level.

Furthermore, this investigation revealed relevant results about the importance of using technological tools and activities as the main tools to teach English in a rural area. Subba S. (2017) conducted research about Innovative methods to teach English with technology in a rural context. Technological tools such as music, videos or online games

provide the English class an extra interest on how the different activities and assignments are presented. From this perspective, it can be expressed that Technology gives rural students the opportunity to experience a real learning environment in which they feel that they are the center of attention in all the activities.

Additionally, in terms of the creation of useful and motivational places to learn English, the present research revealed that using the adequate places to teach English can also help as a motivational tool to improve the teaching learning process of the English language. Vijayalakshmi K. (2017) presented an article about ICT as an innovative strategy for Teaching English Language in Rural Government Schools. This author proposed to create a didactic laboratory to teach English in such a way that they can promote their basic English skills and that they can develop some basic communicative functions such as introducing themselves and asking and answering basic questions.

The present investigation also showed the importance of the development of the different communicative functions and marked that 81.3% of the surveyed teachers believe that basic “Yes/No” and “WH” questions should be learned by the students in order to improve the language, while 56.3 % believe that basic presentations should be also developed.

Moreover, the present research revealed that didactic ludic strategies are the best ones to use by showing that 87.5 % of the surveyed teachers believed that these strategies can effectively help to improve the students’ English skills and at the same time to provide them with an adequate environment that gives them a high quality education. This results coincide with the results found in the study conducted by Castro L. and Villafuerte J. (2019) related to the use of role playing as an innovative and motivational strategy to improve the English language teaching learning process in rural areas, because the authors finally concluded that didactic ludic strategies are the best one to promote creativity and to increase confidence on using the language naturally.

Moreover, the present research showed that 56.3% of the surveyed teachers believe that cooperative learning is an effective strategy to promote rural English language teaching, which is related with the investigation published by Nievecela L. & Ortega D. (2019) about the use of Cooperative Learning as an innovative strategy to improve rural students’ speaking skills.

Nievecela and Ortega found that the use of cooperative learning helps to improve students' confidence, understanding and their oral skills thanks to the social interaction. Furthermore, it is important to highlight that both investigations are based on the sociocultural approach because they present this learning strategy as an opportunity for the students to share their ideas and to use what they are learning.

In the same way, the results found in this investigation about the material used in the English classes and how they could cause a big impact in the socio-cultural development of the students show that the material used in an English class will mark the learning process of the students because it could be the one that will promote an effective learning process if it is selected correctly. This results coincide with the ones obtained by Quintero F. (2022), an Ecuadorian investigator, who presented a mixed approach investigation about the influential aspects of Socio-Cultural Conditions on the English Learning process in the schools in the rural parish of Tachina in Esmeraldas canton. Quintero found that students do not develop their English skills because of economic factors that can cause the lack of didactic books a resources for the classes, teacher's methodology, access to technology which is also another important result found in this investigation and mainly to the linguistic interference by not providing the students and the teachers with authentic material that helps to promote the culture and the foreign language.

Finally, the present investigation showed that teacher believe that songs are important in the teaching learning process in rural areas because of its natural characteristic of making a class more dynamic and attractive for the students. These results coincide with the one obtained by Preciado E. (2022) who developed an investigation about different methods to improve the English language teaching learning process at a rural School in Viche parish in Quinindé canton. From this premise it can be said that both investigations are related about how important different methods are when providing students with an English class in a rural area.

It is of vital importance to mention that all the results presented in this investigation express the great importance of teachers' methodology when teaching, and how influential it could be in the development and performance of the rural students. The English language teaching learning process is a very challenging road, that is why students need all the tools that can give them the opportunity to develop at least the basic skills of this foreign language in such a way that they can use it naturally.

CHAPTER V

CONCLUSIONS

It was evidenced that the teaching learning process of the English language in rural areas of Esmeraldas province has a lot of deficiencies that do not contribute to the development of the different students' skills, so that they can use the language effectively in different contexts. From this point of view, it can be assumed that most of the students in rural areas need to improve their abilities in the English language.

It is very important to mention that the main vocabulary that should be introduced in rural areas in order to promote the learning process of the English language should be based on learning how to introduce themselves and how to ask and answer basic questions that can facilitate the access to the next level of managing the language.

The teaching learning process of the English language in rural areas should be based on developing how to make and answer basic questions and the description of places and people as the main communicative functions to overcome the different deficiencies on the language.

Teachers in rural areas should be trained in both methodological and content knowledge taking into account that the best methodologies to use in these areas are the didactic ludic ones helped by an innovative didactic material because the main objective of education is to allow the students to be educated with quality and inclusion.

CHAPTER VI

RECOMMENDATIONS

According to the different aspects analyzed in this investigation and the results obtained, the following recommendations are proposed:

- To the rural English teachers, to promote a more didactic learning process that can help to include all the members of the educational context in order to provide the students with a better learning process in which all of them could feel that they are part of an active process.

- To the students, to try to take advantage of all the facilities that teachers in rural areas can provide them in order to help to improve the English level of rural areas and at the same time to prove that with correct strategies the teaching learning process of the English language could be transformed in one of the most effective processes in the educational context.

- To the investigators, to keep developing the pedagogical area by providing the teacher with more authentic materials that can help them to adapt the English classes to a more real context, in such a way that the students of rural areas can learn from their own context and with meaningful information.

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Appendices

Appendix 1

OBJECTIVES	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	ITEMS
To diagnose the main abilities that students need to develop in the English Language.	DEPENDENT: Rural English Language Teaching Learning Process	The process and procedures of teaching and learning the English Language in a rural community.	The process and procedures of teaching and learning the English Language in a Rural community taking into account the cognitive, affective and methodological dimensions.	Cognitive	Understanding Grammar Vocabulary	
To determine the main vocabulary that students need to learn to develop their basic English skills.				Affective	Motivation Inclusion	
To determine the main communicative functions that students need to develop in the English Language.				Methodological	Methods Techniques Strategies	
To establish the main methodology to develop the different skills to carried out the English class.	INDEPENDENT: A Methodological Innovative Strategy.	A group of tools, methods and procedures based on an innovation that could help to improve the teaching-learning process.	A teaching resource used by different people around the world to present a new topic in a more dynamic and interesting way.	Didactic	- Teaching Materials - Educative Organization - Didactic actions	

Appendix 2

SURVEY FOR RURAL ENGLISH LANGUAGE TEACHERS

1.- From your own perspective, what is the current English level of students in the rural area where you currently work?

- High
- Intermediate
- Low

2.- In which skills do you consider that students in rural areas have more difficulties in learning the English language?

- Reading
- Writing
- Speaking
- Listening

Others: _____

3.- From your point of view, what type of content or vocabulary should be taught in the English classes in rural areas?

- Grammar
- Sustainable development
- The weather
- Greetings and basic presentations
- Numbers and colors

Others: _____

4.- From your own perspective, what are the main communicative functions that students should develop to improve the learning process of the English language in rural areas?

- Greetings
- Introducing yourself
- Making basic questions
- Describing places and people
- Give or ask for information

Others: _____

5.- Select, in which way can your students be motivated during the English class?

- Using Games
- Using Videos

Using Dynamics

Using Songs

Nothing is used

Others: _____

6.- Select, which didactic strategies do you consider propitious to promote learning in the English classes in rural areas?

Didactic-Ludic strategies

Flipped classroom strategy

Collaborative work strategy

Others: _____

7.- Select, what type of material is regularly used during the English class in rural areas?

Didactic books

Flashcards

Audiovisual material

Technological resources

No resources are used

Others: _____

8.- Select, which didactic actions could help to improve the level of English in rural education?

Creation of a didactic guide for teaching English in rural areas

Implementation of technological resources

Implementation of didactic material

Infrastructure improvement

Others: _____

9.- Do you think it is necessary to continuously provide training in rural areas?

Totally agreed

Agreed

Disagreed

Appendix 3

Proposal

Learning With My Teacher

**An Innovative Didactic Material
for Rural English Language
Teaching**



Jonathan Quintero Merlin

INTRODUCTION

This book was created with the main objective to provide rural English language teachers with an innovative material that helps them to improve the teaching learning process of this important language. This book is based on the development of the four main skills of the English language and on the acquisition of different communicative functions that will help students acquire a better English level when they leave their rural areas to go to the University.

The main contents that this book include through four didactic units are:

Topics:

- Unit 1: Greetings and Commands
- Unit 2: Names and Occupations
- Unit 3: People in my Community
- Unit 4: Places in the City

Vocabulary:

- Unit 1: Basic greetings and common commands used in the classroom.
- Unit 2: Professions and Occupations, the numbers (1-20).
- Unit 3: Family relationships, adjectives to describe people.
- Unit 4: Places in the neighborhood, means of transportation.

Grammar:

- Unit 1: Can for ability.
- Unit 2: Personal pronouns, the verb “To Be”, affirmative and negative statements, yes/no questions, short answers.
- Unit 3: Information questions, Who and How old (Questions).
- Unit 4: Where (Questions), prepositions of place.

Communicative Functions:

- Unit 1: Asking for permission, asking for requiring.
- Unit 2: Introduce myself, asking basic questions about others.

- Unit 3: Introduce people, get someone's information, describe people.
- Unit 4: Describe places, talk about locations, discuss what to use to get to different places.

On the other hand, it is very important to highlight that this didactic guide is developed for multilevel classrooms and it follows a communicative approach to language teaching in order to provide the students with real contexts in which they can develop their communicative skills and also all the activities are based on the humanistic approach as a motivating resource to learn English.

METHODOLOGICAL ORIENTATIONS

On each didactic unit there will be found 4 different sections divided into speaking, listening, reading and writing. On each section you will find 2 different kind of activities that will help you to effectively promote the learning process of the language and the improvement of the communicative skills.

SPEAKING SECTION:

Activity 1.- Warm up, Preparation and Introduction

General Objective: To engage the students in the English teaching learning process.

Specific Objectives:

- To prepare the students to begin to use their oral skills.
- To introduce the main vocabulary of the unit.
- To promote doubts about the new unit.

Orientations:

- Use the mother tongue to introduce the new language.
- Use videos, flashcards, songs or posters to let the students talk about them in the mother tongue.
- Ask the students why they want to learn English and let them answer in their mother tongue.

Activity 2.- Speaking Development

General Objective: To promote the use of the students' oral skills

Specific Objectives:

- To teach the student basic words to begin to speak in English.
- To allow the students to use the language during the class.
- To promote the use of the language out of the classroom.

Orientations:

- Teach the main vocabulary of the new unit.
- Mix the vocabulary taught with the main grammar points.
- Use contextualized situations and didactic-ludic activities to allow the students to use their oral skills with the topics learned.
- Encourage the students to use the topics learned, at home.

LISTENING SECTION:

Activity 1.- Warm up, Preparation and Introduction

General Objective: To engage the students in the English teaching learning process.

Specific Objectives:

- To prepare the students to begin to develop their listening skills.
- To introduce the main vocabulary of the unit.
- To promote doubts about the new unit.

Orientations:

- Use the mother tongue to introduce the new language.
- Use videos, flashcards and songs to let the students try to understand general things.
- Ask the students if they understand something from the video.

Activity 2.- Listening Development

General Objective: To promote the development of the students' listening skills.

Specific Objectives:

- To allow the students to recognize words just by listening.
- To promote the listening skill by translating phrases to the students' mother tongue.
- To listen and follow general instructions.

Orientations:

- Develop a didactic-ludic activity and introduce the new vocabulary to promote the listening skill.
- Use the different grammar points by letting them to do different activities in the school just by following instructions.
- Create a translation corner in the classroom.
- Ask them to go home and to teach to someone in their family the topics learned.

READING SECTION:**Activity 1.- Warm up, Preparation and Introduction**

General Objective: To engage the students in the English teaching learning process.

Specific Objectives:

- To prepare the students to begin to develop their reading skills.
- To introduce the main vocabulary of the unit.
- To promote doubts about the new unit.

Orientations:

- Create an English reading corner in the classroom.
- Provide the students with short readings passages about the new topic.
- Ask the students about what they understood from the short reading passage.

Activity 2.- Reading Development

General Objective: To promote the development of the students' reading skills.

Specific Objectives:

- To allow the students to understand the main words learn in the unit in short reading passage.
- To promote the understanding of general facts in a short reading passage.
- To encourage the recognition of new words in a short reading passage.

Orientations:

- Take the students and drive them to the reading corner.
- Provide them with a short reading passage related to the new unit.
- Allow them to read loudly the short reading passage.
- Ask them about what they understood form the passage.
- Provide them with a short worksheet to answer questions about the passage.

WRITING SECTION:

Activity 1.- Warm up, Preparation and Introduction

General Objective: To engage the students in the English teaching learning process.

Specific Objectives:

- To prepare the students to begin to develop their writing skills.
- To introduce the main vocabulary of the unit.
- To promote doubts about the new unit.

Orientations:

- Introduce a didactic-ludic activity to let them write what they love to do in the English class.
- Spell some words of the new vocabulary and let them write in their notebooks.
- Ask them about how to write sentences with previous grammar points.

Activity 2.- Writing Development

General Objective: To promote the development of the students' writing skills.

Specific Objectives:

- To promote the correct writing of the words, form the vocabulary of the different units.
- To allow the students to begin writing short sentences.
- To promote the learning process of different connector to build a paragraph.
- To build a short paragraph in the English language.

Orientations:

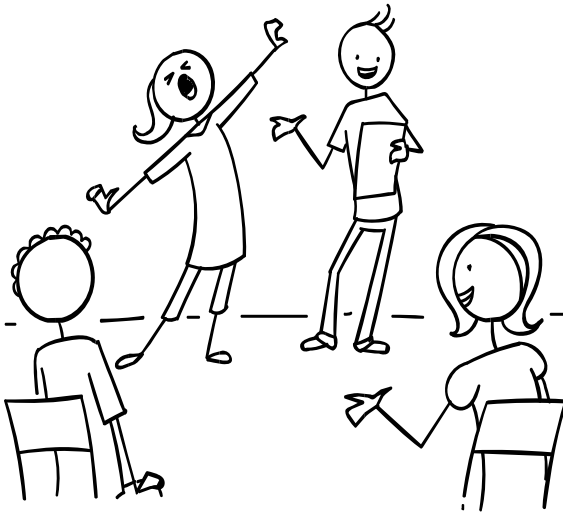
- Create groups, spell words and let the students practice how to write the new vocabulary.
- Write sentences in the wrong way and allow the students to recognize the errors.
- Provide the students with didactic activities to begin to write sentences using the topics learned.
- Teach them some general connector and how to use them to build a short paragraph.

UNIT 1: GREETINGS AND COMMANDS



SPEAKING SECTION:

Activity 1.- Warm up, Preparation and Introduction



In order to prepare the students to be introduced to the English language for the first time, it is really important that the teacher begin the class making a game to make them feel comfortable and at the same time to teach them basic instructions that they must learn to begin their English learning process.

For this warm up activity, the teacher is going to provide the students with the basic greeting that they must know. To begin the activity, all the students should make a circle. Then, the teacher will mention the most important greeting and their meanings.

- Good morning – Buen Día
- Good Afternoon – Buenas Tardes
- Good evening – Buena Noche
- Please – Por favor
- Thank you – Gracias

After teaching the students how to say and pronounce this greetings, the teacher must allow them to go around the school and find classmates or teachers to whom they can teach and explained what they have learned.

Activity 2.- Speaking Development

Exercise 1.-

This activity will be developed inside the classroom. It is very common that our students ask for permission to go to the bathroom or ask about words that they don't know how to say in English. During this first activity, the teacher will provide them with some flashcards in which they will find those two important phrases in a classroom. However, the teacher must allow them which of those two phrases is going to be used for each purpose.

The phrases are:

- **Permiso para ir al baño:** Teacher, can I go to the bathroom, please?
- **Cómo decir palabras en inglés:** Teacher, how do you say _____ in English?

Exercise 2.-

During the different classes motivate the students to use those two important phrases and the greetings learned before in order to begin their speaking process in the English Language. Later, you can add worksheets in order to let them practice the phrases.

LISTENING SECTION:

Activity 1.- Warm up, Preparation and Introduction



<https://www.youtube.com/watch?v=gghDRJVxFxU>

To introduce the students to this section, the teacher will begin the class using speakers in order to sing a song about the greetings. This activity will help them to have fun and at the same time to develop their confidence on using the language. At the end of the activity, the teacher must ask them about which phrases they could understand in the song and what is the meaning of each of them.

Activity 2.- Listening Development

Exercise 1.-



<https://www.youtube.com/watch?v=Fw0rdSHzWFY>

This activity will be based on listening to different conversations in a short video presented by the teacher. The video will present many greetings and commands that the students will

recognize and at the same time some others that they won't understand. The purpose of this activity is to introduce more basic command such as "stand up", "sit down" and so on.

After the video, it is very important to make a general feedback about the video; in this way, you can be sure that all the students are understanding the topic.

Exercise 2.-

The second exercise will be based on using what they have learned at home. This activity must be sent as homework in order to motivate the students to use the new language in their communities. For this activity, the students should try to use the different phrases learned during all the day since they arrive home and at the same time they have to teach to any member in their families those topics. Finally, they must share their thoughts about the activity and their family reactions in the next class.

READING SECTION:

Activity 1.- Warm up, Preparation and Introduction



https://www.youtube.com/watch?v=CuI_p7a9VGs

To introduce this section, the teacher will begin with a song in order to motivate the students and make them feel interested about learning English. After the song, it is very important to ask to the students how they feel. Also, the teacher must motivate them to express how they feel using the English language, and if they don't know how to say that, it is very important to remain them to use the two important phrases learned in previous classes.

Activity 2.- Reading Development

Exercise 1.-

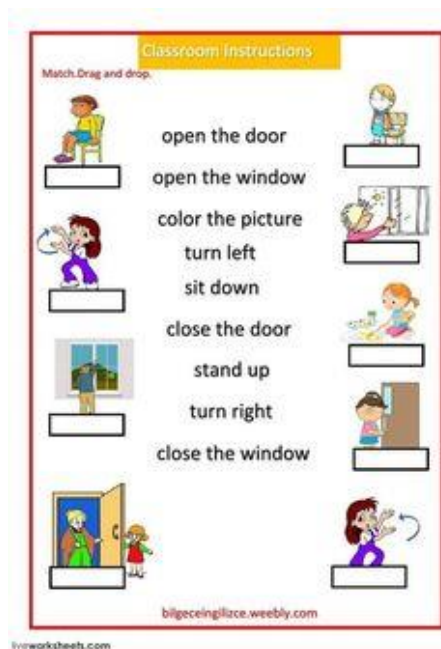
For this activity, the teacher will provide the students with a work sheet in which they have to read and recognize the different greetings.



<https://www.pinterest.com/pin/385550418105791994/>

Exercise 2.-

This second activity will introduce some new commands that will help your students to understand the different instructions provided by the teacher. For this activity, teacher will use a worksheet about commands in the classroom. It is very important to develop this activity in groups because the students will be more comfortable sharing ideas with their classmates while they practice and complete the task.



<https://www.pinterest.com/pin/10133167901220115/>

WRITING SECTION:

Activity 1.- Warm up, Preparation and Introduction

For this final section it is very important that the teacher change the way of introducing the class in order to make it more dynamic. For this activity, the students will go outside the classroom, they will make a circle and later they have to make groups. Each group is going to say different commands to the other groups and they have to follow them. They have to respect turns and try to speak in English as much as they can.

Activity 2.- Writing Development

Exercise 1.-

For this activity, the students must be divided into two groups. Then, they will play the game



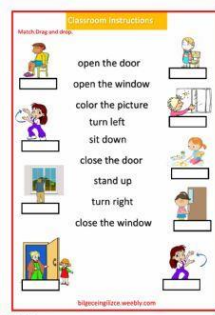
called “La pañoleta”. For this game each group must choose one person on each round. On each round one person of each group must run and try to catch “la pañoleta” (a scarf) before the other student. The students who catches “la pañoleta” (a scarf)

first, will have the possibility to choose which word the other student must write on the board.

All the words that they have to write must be related with the topics learned.

Exercise 2.-

On this activity, the teacher will provide the students with a worksheet in which they have to write the name of each one of the commands.



<https://www.pinterest.com/pin/744008800955338001/>

UNIT 2: NAMES AND OCCUPATIONS



SPEAKING SECTION:

Activity 1.- Warm up, Preparation and Introduction

Personal Pronouns – The verb “To Be” – The numbers



Warm up: Learning how to introduce themselves:

You have to introduce yourself to your students and later you must play a game in which all of them can use their abilities to ask an answer the question you taught.

Questions and answers:

What's your name? / My name is _____

How old are you? / I'm _____

Where are you from? / I'm from _____

Where do you live? / I live in _____

Activity 2.- Speaking Development

Exercise 1. –



<https://www.youtube.com/watch?v=x8tF2aQoukY>

Present the video about jobs and occupations and ask to your students what they could understand from the video. This is the first step to help them to begin to speak in English, because they have to recognize the names of the different jobs and occupations and at the same time they have to try to mention them.

Exercise 2. -

In order to present the grammar point, you must ask to your students what is the profession or occupation that they like the most. With this activity you will make the class more active. After that, the students must memorize the profession or occupation that they chose because they have to say their classmates' profession or occupation.

During this activity you will introduce the personal pronouns and the correct form of the verb "To Be" that they have to use to mention their classmates' profession.

Examples: She is a pilot. / He is a policeman. / They are doctors.

LISTENING SECTION:

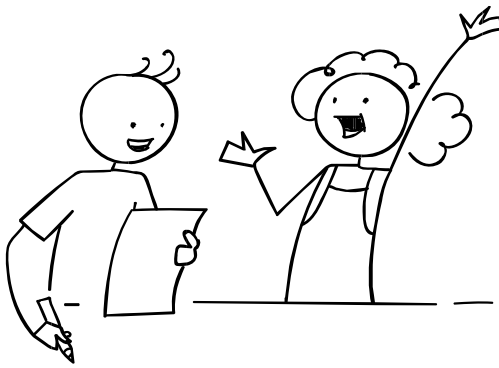
Activity 1.- Warm up, Preparation and Introduction

To introduce the listening activity in a didactic way, the teacher will develop the “Simon says” activity in order to practice the vocabulary learned and the same time to let the students enjoy the activity.

For this activity the teacher will post some pictures of professions and occupations on the board. Then, the teacher has to say the name of the profession in order to allow the students to recognize them. After that, the students must raise their hands to go to the board to write and say the correct name of the occupation or profession. This is a choral activity, so the teacher must try to make the class as funniest as possible in order to help them to learn more naturally.

Activity 2.- Listening Development

Exercise 1.-



The students have to choose a partner and they both have to ask to each other the basic questions to introduce themselves and they must take notes about their classmate's information. After that, they have to change peers in order to introduce their first classmate's information to the new partner. During all this activity they will be practicing their listening

and speaking skills because they must give the correct information to the others.

Exercise 2.-

For this activity, the teacher is going to divide the classroom into two groups. The members of one group must choose professions and the other group occupations. This activity is going to be developed using the game “A phone call”, in which the students have to transmit a message. The message is going to be someone's profession or occupation.

For this activity each group should choose one student who can memorize well. This is going to be the students who is going to leave the message at the end. The other students of the group should choose one profession or occupation. To begin the activity, each group have to make a column. The first student of the column has to say his/her profession or occupation to the second one. The second student have to say his/ her profession and his/ her classmate profession or occupation to the third students and they have to continue doing this. At the end, the last student must say all their classmate professions or occupations.

READING SECTION

Activity 1.- Warm up, Preparation and Introduction

When you arrive to this section your students should be motivated to learn English. To make them feel comfortable with the activity ask them about the importance of reading. They will mention many things using their mother tongue, however, you must teach them how to say those things in English. It is very important to teach them short phrases, so they won't be confused with the other topics.

Activity 2.- Reading Development

Exercise 1.-



For this activity, the teacher should previously cut a short conversation about people introducing themselves and someone asking them. The teacher will make copies according to the numbers of

the students because it is going to be a group activity.

On this first activity, the teacher will take all the students outside the classroom. After that, the students will find a box with many words. The students must be divided in groups. To complete the activity, the students must create a conversation using the words assigned. When the group finish the conversation, they have to choose someone to read the

conversation and someone to translate the conversation. This activity is basically developed to understand how basic questions must be asked and made. At the end the teacher must make general corrections in order to allow them to understand the correct structures of those conversations.

Exercise 2.-

The teacher will present a short reading passage about someone's personal information. The students must read it and later answer some questions asked by the teacher. The student who answer the questions correctly can choose a challenge for one of their classmate.

WRITING SECTION

Activity 1.- Warm up, Preparation and Introduction

Allow all students to write all the words that they have learned in the English class on the board. It is an excellent activity to evaluate how much they have learned and what they really liked. Also, it is an excellent activity to help them to feel that they are the most important thing in the classroom.

Activity 2.- Writing Development

Exercise 1.-

To develop this writing exercise, you have to tell to your students that they will be reporters. They have to create at least ten questions that they can asked to someone in their families. They have to use all the things that they have learnt in the English class, and at the same time they will have the possibility to teach English at home. Later the students have to take all the information and they must create a report in their notebooks about the person that they interviewed.

Exercise 2.-

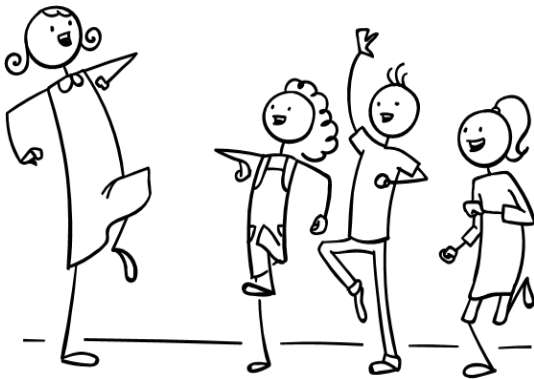
The students must take the report developed before and they have to present it to their classmates. During this activity they can also use their mother tongue only to explain how the family member that they chose felt when they were interviewed.

UNIT 3: PEOPLE IN MY COMMUNITY



SPEAKING SECTION:

Activity 1.- Warm up, Preparation and Introduction



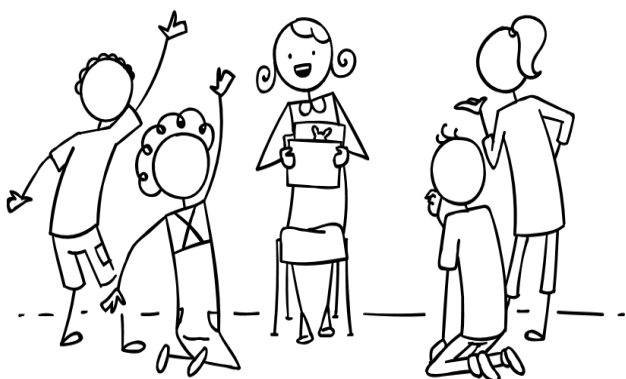
To begin the speaking section on this unit it is very important to begin asking the students how they feel and what they expect for the class. During this first part of the warm up, the teacher can use the mother tongue in order to give them confidence to speak. Later, the teacher will ask them about the members of the family that live with them in order to introduce the new vocabulary. Students tend to be curious, so they immediately will ask about how to say the members of the family in English. Finally, the teacher will be teaching the new vocabulary while they practice the correct pronunciation of each of the words.

Activity 2.- Speaking Development

Exercise 1.-

On this first practice activity, the students will learn how to make general descriptions of their family members. They will have the possibility to ask to the teacher how to say different adjectives to describe the members of their family. After that, they must make groups and describe at least 3 members of their family to the other classmates. Finally, each group have to go to the board and one student have to mention de description of someone's relative.

Exercise 2.-



This second exercise will be developed with the help of different people in the institution. For this activity the students have to go out of the classroom and they have to find at least two people. Then, they have to describe them using the correct personal pronoun (she/he) the correct form of the verb “to be” and the

different adjectives learned. They will have 20 minutes to complete the task. Finally, they have to use a new question provided by the teacher about their professions. The question is (What do you do?). Using this question, they will associate the topics and vocabulary learned before with the new one.

LISTENING SECTION:

Activity 1.- Warm up, Preparation and Introduction



<https://youtu.be/FHaObkHEkHQ>

As a warm up for the listening section, the students will watch a short video about the new vocabulary. During the video they will hear the name of the different members of the family. After that the teacher will make some questions about different topics learned in the previous units in order to let them practice how to use the verb to be and the personal pronouns.

Activity 2.- Listening Development

Exercise 1.-



<https://youtu.be/vGKmFzRmik8>

This listening exercise will help the students to recognize different adjectives that could help them to describe different people. During this activity, they have to take notes of the different adjectives that they see during the video. Later, it will be developed a brain storm in which they have to say all the words that they wrote and also they have to say their meanings according to the video. Finally, the teacher will provide them with feedback about the activity.

Exercise 2.-



For this second activity, the teacher will paste on the board different poster of the member of the family and also some adjectives. On this activity the students have to make groups. Each group have to choose an order of participation. After that, the teacher will mention one member of the family and one adjective and the one student of each group have to run and take the posters related to words that the teacher mentioned before. Finally, the group of the student

who won, have to make a sentence using the correct personal pronoun according to the member of the family and the correct form of the verb to be.

READING SECTION:

Activity 1.- Warm up, Preparation and Introduction



For this warm up activity, the teacher will show this picture to the students. They must say the different names of the members of the family. After that, they have to try to describe the people on the picture.

Activity 2.- Reading Development

Exercise 1.-

Reading Comprehension Worksheet
My Family

Read the short story below.

I love my family. There are five people in my family. I have one brother and one sister. My brother is seven and my sister is two. My mom and dad make the rules for my family. My little sister gets in trouble sometimes. Our favorite thing to do as a family is to play games together.



Now answer the questions about the story.

- 1) How many people are in the family? _____
- 2) How old is the sister? _____
- 3) Who gets in trouble sometimes? _____
- 4) Who makes the rules? _____
- 5) What does the family like to do best? _____

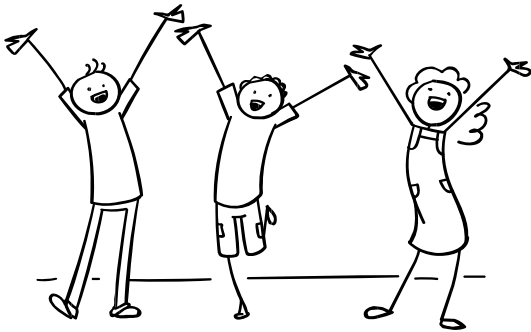
LIVWORKSHEETS

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Reading_comprehension/My_family-_Reading_Comprehension_xs2053808vy

For this first exercise, the teacher will make groups and the students have to read, underline new words and complete the short worksheet about family. Before to begin the activity, it is very important that the teacher explain the questions that are below the reading. At the end of the activity, the teacher will complete the activity as a choral work in order to check the answers and to help them to understand new words.

WRITING SECTION:

Activity 1.- Warm up, Preparation and Introduction



In order to prepare the students to begin to develop their writing skills the teacher will play with them the “hangman” game in order to help them to practice their spelling of the different words related to the topics and vocabulary learned. If the students loose they have to

complete a challenge assigned by the teacher.

Activity 2.- Writing Development

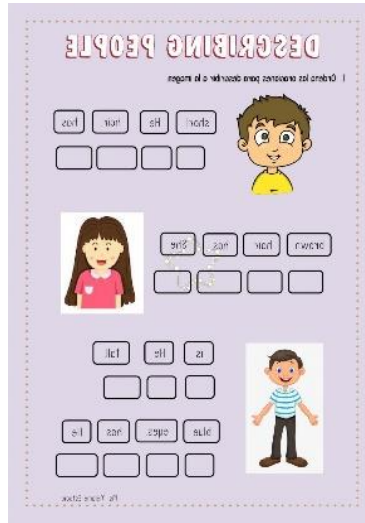
Exercise 1.-

For the first writing exercise the teacher will ask the students to write 5 sentences using the correct form of the verb “to be” and at least three adjectives to describe a member of their family, for example. **My mom is tall, beautiful and thin.**

At the end of this activity, the students must share their sentences with the rest of the class in order to create an active environment and also to let them practice their pronunciation.

Exercise 2.-

On this exercise, the students have to complete the worksheet proposed in pairs in order to practice the topic learned and at the same time to use all the skills that have been developed in the different units.



https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Describing_people/Describing_People_yt1075097yc

UNIT 4: PLACES IN THE CITY



SPEAKING SECTION:

Activity 1.- Warm up, Preparation and Introduction

To introduce the new unit, it is very important to make the students have some fun before the activities. For this first activity, the teacher is going to give some funny instructions and the student have to do them. They have to try to do their best to do everything. This warm up

activity can be also used to develop their listening skills and at the same time to make a general review of the previous units.

Activity 2.- Speaking Development

Exercise 1.-



<https://youtu.be/iMykMkzo7LA>

On this first speaking exercise the students have to watch a short video about the different places that they can find in a city. They have to pay a lot of attention because later the teacher should ask if they remember any of the words from the video. At the end of the video, the teacher will also show a poster of the different places on a city and their names. Finally, the students will also learn and practice the correct pronunciation of different places that they can find in their neighborhoods.

Exercise 2.-

On this activity the teacher will draw a picture of a city on the board. Then, he will provide



the students with some papers with prepositions. After that, the teacher will ask them to read the preposition in order to begin to teach them the meaning of the words without saying them in Spanish. At the end of the activity, the students should be able to recognize the most common prepositions of

place.

Exercise 3.-

For this second activity, the students have to develop a presentation project about where they live and which places we can find there. They also have to indicate where are located some of those places using some prepositions.

LISTENING SECTION:

Activity 1.- Warm up, Preparation and Introduction



<https://youtu.be/iMykMkzo7LA>

For this activity the students have to watch a short video in order to recognize the different places that you can find in a city. They are going to watch the video two times. In the second time, they must listen and repeat the names of the places mentioned.

Activity 2.- Listening Development

Exercise 1.-

On this activity the teacher will draw a big city on the board. Later, all the students could have the possibility to add a place on it. After that, the teacher will say some sentences to the whole class in which there will be used different prepositions of place. During this activity the students must write the sentences that the teacher mentioned. Finally, the teacher will let the students to write on the board the different sentences and at the same time to show the location of the place mentioned in the previous sentence.

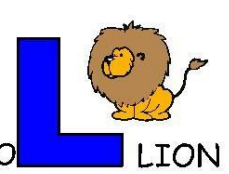
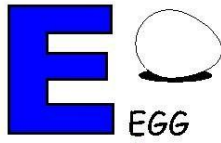
Exercise 2.-

On this exercise the students will make a role-play by pairs. For this activity, the classroom should be a city. On this role-play the students have to simulate that they come from other countries and they want to get to different places. In order to get to the places, they want, one

of the students in a pair must use the question “Where is the _____?” and the other student must answer the correct location of the place that was asked. Later they have to change roles. At the end of the activity, the teacher will make some corrections and provide them with meaningful feedback.

EXTRA MATERIAL FOR THE ENGLISH CLASS

THE ALPHABET



NUMBERS 1 to 100

one to one hundred

1 one	2 two	3 three	4 four	5 five	6 six	7 seven	8 eight	9 nine	10 ten
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty
21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four	25 twenty-five	26 twenty-six	27 twenty-seven	28 twenty-eight	29 twenty-nine	30 thirty
31 thirty-one	32 thirty-two	33 thirty-three	34 thirty-four	35 thirty-five	36 thirty-six	37 thirty-seven	38 thirty-eight	39 thirty-nine	40 forty
41 forty-one	42 forty-two	43 forty-three	44 forty-four	45 forty-five	46 forty-six	47 forty-seven	48 forty-eight	49 forty-nine	50 fifty
51 fifty-one	52 fifty-two	53 fifty-three	54 fifty-four	55 fifty-five	56 fifty-six	57 fifty-seven	58 fifty-eight	59 fifty-nine	60 sixty
61 sixty-one	62 sixty-two	63 sixty-three	64 sixty-four	65 sixty-five	66 sixty-six	67 sixty-seven	68 sixty-eight	69 sixty-nine	70 seventy
71 seventy-one	72 seventy-two	73 seventy-three	74 seventy-four	75 seventy-five	76 seventy-six	77 seventy-seven	78 seventy-eight	79 seventy-nine	80 eighty
81 eighty-one	82 eighty-two	83 eighty-three	84 eighty-four	85 eighty-five	86 eighty-six	87 eighty-seven	88 eighty-eight	89 eighty-nine	90 ninety
91 ninety-one	92 ninety-two	93 ninety-three	94 ninety-four	95 ninety-five	96 ninety-six	97 ninety-seven	98 ninety-eight	99 ninety-nine	100 one hundred

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Colors/Colores

red



rojo

blue



azul

green



verde

yellow



amarillo

orange



anaranjada

brown



marrón

pink



rosado

purple



morado

gray



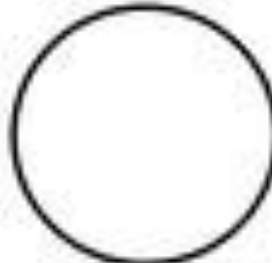
gris

black



negro

white



blanco

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