



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS

LANGUAGE CAREER

TITLE OF THE PROJECT:

“ANALYSIS OF ACTION BASED LEARNING FOR TEACHING ENGLISH IN
RIOBAMBA HIGH SCHOOL, FOURTH GRADE OF EGB PARALLEL “A” IN THE
CITY OF RIOBAMBA. CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR
2018-2019.”

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**UNIVERSIDAD NACIONAL DE CHIMBORAZO FACULTAD DE CIENCIAS DE
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Work presented as requirement for obtaining the Bachelors degree of "Licenciada en Ciencias de la Educación, profesor de Idiomas Inglés", it has been approved by the Committee Members at Universidad Nacional de Chimborazo. In constancy with all exposed sign:

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"ANALYSIS OF ACTION BASED LEARNING FOR TEACHING ENGLISH IN RIOBAMBA HIGH SCHOOL, FOURTH GRADE OF EDUCACIÓN GENERAL BASICA PARALLEL "A" IN THE CITY OF RIOBAMBA. CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2018-2019."

Certify that this research Project has been completed to 100%. It fulfilled with all established parameters and has sufficient merit to be subjected to the public presentation and evaluation by the respective tribunal.

I certify this research work in honor of truth.

Riobamba, 29 de enero de 2019.

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"ANALYSIS OF ACTION BASED LEARNING FOR TEACHING ENGLISH IN RIOBAMBA HIGH SCHOOL, FOURTH GRADE OF EDUCACIÓN GENERAL BASICA PARALLEL "A" IN THE CITY OF RIOBAMBA. CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2018-2019."

As well as contents, ideas, opinions, commentaries and conclusions are those of the author and correspond to the National University of Chimborazo.

Riobamba enero, 2019



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Karina Elizabeth Tualombo López

DEDICATORY

The present study is dedicated to my father because he has been my support in my life. His perseverance, constancy, effort and patience, he believe in me and he has allowed me to stay today here fulfilling my dream in my life. My father has never left me alone. Furthermore, to my mother although she is not here is also my support.

Karina Elizabeth Tualombo López

RESUMEN

La presente investigación analiza cómo el inglés ha llegado a ser el idioma principal alrededor del mundo. Sin embargo, de acuerdo a los estándares a nivel mundial en algunos países el nivel de inglés es bajo. Además, durante una observación previa en las prácticas pre-profesionales el investigador pudo constatar que los estudiantes no tienen una participación libre en la clase, además no tienen ningún interés por aprender. Por otra parte, hoy en día los maestros aplican este método que motiva a los estudiantes a aprender. Por esta razón el principal objetivo es analizar como Action Based Learning Method contribuye en la enseñanza del inglés en cuarto Año de Educación General Básica, paralelo “A” en la unidad Educativa “Riobamba”. El método que se aplicó en esta investigación es de un enfoque cualitativo. El nivel de la investigación fue exploratorio. El método usado fue etnográfico. La técnica utilizada fue la observación y el instrumento aplicado fue una hoja de observación. La población consistió en 38 estudiantes, los cuales fueron 18 niñas y 20 niños. Los resultados de esta investigación muestran que los estudiantes intentan practicar nuevo vocabulario a través de la implementación de actividades que incluyen el movimiento. Mediante estas actividades basadas en Action Based Learning Method ayuda a mejorar la participación de los estudiantes durante el desarrollo de la clase de inglés. Además, los estudiantes presentaron buenas actitudes y entusiasmo con la aplicación de este método. El Action Based Learning Method ayuda a captar la atención de los estudiantes; los estudiantes muestran más interés para participar en clases. En conclusión, este método es muy beneficioso en el proceso enseñanza- aprendizaje del idioma inglés donde los estudiantes puedan ejecutar las tareas de una mejor manera.

Palabras claves: cambiar

Método, Aprendizaje Basado en la Acción, actividades, enseñanza, aprendizaje.

SUMMARY

The present research analyzes how English has become the principal language around the world. However, according to standards, in some countries English level is low. Furthermore, a previously observation did in the pre-professional practices the researcher could observe that students did not have a free participation in class, they did not have any interest to learn. Moreover, nowadays teachers apply this method that motivates students to learn. For this reason, the principal objective is to analyze how Action Based Learning Method contributes to teaching English at the fourth grade of Educación General Básica parallel "A" at "Riobamba" high school. This research applies a qualitative approach. The level of research was exploratory. The method used was ethnographic. The technique used was the observation and the instrument applied was the checklist. The population consisted of 38 students, 18 girls and 20 boys. The results of this research show that students tried to practice the new vocabulary through the implementation of activities that include movement. Through these activities based on Action Based Learning Method, help to enhance the students' participation during the development of English class. Moreover, students presented good attitudes and enthusiasm because of the application of this method. Action Based Learning Method helps to catch students' attention; students show more interest to participate in classes. In conclusion, this method is very beneficial in the English Teaching- Learning process because students can perform the tasks in a better way.

Keywords:

Method, Action Based Learning, Activities, learning, teaching.


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IDIOMAS NACIONALES |
EXTRANJEROS | DIRECCIÓN

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INTRODUCTION

Action Based Learning Method is related to the brain research strongly supports the link between movement and learning. The teachers know that healthy and active students make better learners. So how is teacher apply this method in the classroom? Action Based Learning Method provides educational training; it is focused on creating an optimal learning environment for all students, through the movement (Blaydes, 2009). Action Based Learning Method is teacher friendly, time efficient, and the most important, make students get fun learning. Students engaged in Action Based Learning show improvement memory in retention, increased focus and attention, improved grades and had less behavioral issues.

Action Based Learning is a new method that the principal objective is the structure and the function of learning through new words using gestures, physical movements, vocabulary repetition, etc. Most of the students acquired English language through ambiguous methods that consist only in repetition and memorizing words. However, nowadays, it is needed new methods to develop new abilities such as logical reasoning, creative thinking, vocabulary retention, etc, so English will be learnt better.

For many years, it has been applied an ambiguous methodology to teach English, but nowadays teachers are applying new methods to teach it. It includes the students' participation and communication through interaction. Therefore, some teachers apply the Action Based Learning Method to help the teaching of a new language in an easy and dynamic way. Moreover, this method is linked with the brain and body, to the learning of new lexical chunks and consequently English teaching-learning process will be meaningful.

Furthermore, Action Based Learning Method was created to be implemented in classroom where students have the opportunity to develop some abilities such as

collaborative learning, reflection, logical reasoning, problem solving, etc. Action based Learning Method includes kinesthetic learning. According to Gardner (2011), use kinesthetic enable students to communicate better through the sense body awareness, they like movement, touching, creating things, acting, dancing and so on.

This study explains through Action Based Learning Method students develop their English knowledge through activities, which include kinesthetic and body's movement. As it is known that integrating Action Based Learning Method allows to develop motivation and confidence in students. In this context, it is proposed the research study entitle "Analysis of action based learning for teaching English in Riobamba High school, fourth grade of Educación General Básica parallel "A" in the City of Riobamba. Chimborazo province in the academic year 2017-2018."

For achieving this goal it will be developed a checklist to find out how is Action Based Learning method applied and how the activities based in Action based Learning Method improve the English Teaching – Learning process. The method to be used it is ethnographic. It will be applied qualitative research.

Chapter I. - referential framework that includes the problem statement, general and specific objectives and justification of the research problematic.

Chapter II.- Theoretical foundation, that scientifically supports the study is presented, it is possible to find the necessary information used for the analysis.

Chapter III.- Methodological framework which submits the design and type of the research, includes the population and sample, techniques and instruments for the data collection, analysis and interpretation of results.

Chapter IV.- Analysis and interpretation of results, conclusions and recommendations.

CHAPTER I

1 REFERENTIAL FRAMEWORK

1.1 RESEARCH PROBLEM

Problem: The students cannot participate actively and use their body freely, because Action Based Learning Method is put in practice rarely in the class

1.2 PROBLEM STATEMENT

English Proficiency Index (2017) is the highest scale of the world to evaluate English at the students from different countries. One year ago, English Proficiency Index did a competition in which participated 80 countries from different parts of the world such as Latin America, Netherlands, Europe, etc. According to the results of this competition, the leaders were Netherlands, Switzerland and Denmark. In addition, Argentina got a good level of English in that contest. Ecuador was a competitor and got 55th position, it means that English Level in Ecuador is weak.

As it was previously mentioned in Ecuador has been considered as a relevant subject. However, it has not been as successful and meaningful as expected. For instance students show a limited knowledge of vocabulary, there are not able to keep a conversation by using language appropriately. In high schools, some teachers have taught through repetition and have applied ambiguous methodology, so the English Level is low. However, nowadays some teachers have implemented Action Based Learning methodology. It is another alternative as students learn and remember the word that teacher teaches through activities that enable students practice the English Language in which include the movements. In this regard, the Ministry of Education is trying to help teachers to be updated in new methodologies with the purpose of helping students learn better.

“Riobamba” High School is located in Lizarzaburu parish, in the city of Riobamba, in Chimborazo province, the institution offers education in the Initial, Basic and Bachelor education. It was founded like a women high school, but in 2008, the system changed and included boys in the high school. Also, includes the primary school. Basic Elementary school, Higher Elementary school, secondary school and high school. In the fourth grade of Educación General Básica parallel “A” at Riobamba High School, there are 38 students, most of them are boys and the others girls, between seven and eight years.

During the English classes, it was observed that students were not highly compromised with their English performance improvement, due to the traditional way of working out activities. The English activities were limited to the task development, and most of the time students did not pay attention the learning process. In the classroom, there was not motivation and students in that time could do other things. It was also evidenced that vocabulary learning was irrelevant due to the fact they just learnt the words by translating from Spanish to English. Therefore, their lexical knowledge was limited.

Based on causes and consequences mentioned before, the purpose of this research is to analyze how Action Based Learning is being applied during the English classes, and get more information about how Action Based Learning helps students to enhance strong language.

1.3 FORMULATION PROBLEM

How does Action Based Learning contribute to English teaching?

1.3.1 GUIDING QUESTIONS

- How Action Based Learning is applied in the lower English class?
- Which Action Based Learning activities are used to enhance the English Teaching – Learning process?

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

- To analyze how Action Based Learning contributes to teaching English at the fourth grade of Educación General Básica parallel “A” at “Riobamba” High School.

1.4.2 SPECIFIC OBJECTIVES

- To observe how Action Based Learning is applied in English Classes.
- To identify the Action Based Learning activities that the teacher uses to improve English Teaching-Learning process.

1.5 JUSTIFICATION

The present research is about Action Based Learning Method that is a new method that is implemented in some education institutions to get a better English learning. This method is very important because helps to teachers to apply new strategies, activities, techniques to teach English. Furthermore, the method allows students develop new abilities through activities that include the physical movements. Action Based Learning method helps to enhance the English Teaching – Learning process because it enables to students retain the information for a long time.

This research is important because the teacher applies Action Based Learning Method and students have a good acceptance, since the teacher uses activities that permit to students to be motivated and maintain a good environment in all the class. Moreover, this method is considered valid to implement in English classes because through the activities students learn lexical words, vocabulary, verbs, and so on easily. In addition, according to Thompson (2016), Action Based Learning Method permits to work the brain and body jointly.

This research is very relevant since the students increase their participation, motivation, attention, etc, since the teacher puts in practice all activities such as: actions songs, charades, realia and so on. It is new for students because they do not sit down in all class, they can stand up, walk, shout, make mimes, run, etc. The teacher is using a new method and not the ambiguous methods, and students need to move at least twenty minutes to acquire the information easily since their brain is active and the information is processed quickly.

This investigation contributes in the English Learning process through new activities. This means that the method is useful in English classes because it catches the attention of all students. In addition, the people who will benefit are: teachers, students,

the researcher and all people who need to learn more about the Action Based Learning Method. It allows the teacher apply activities, new ideas and the students are given the opportunity to develop abilities and be motivated during the whole lesson.

This research project is feasible due to different factors as academic: teachers at Universidad Nacional de Chimborazo who guided me through their knowledge and experience to work out in this research. Human: all people involved in the academic process at “Riobamba” High School showed their kindly predisposition along this process; and economic due to the research type was not necessary to spend much than it was predicted.

CHAPTER II

2 THEORETICAL FRAMEWORK

2.1 BACKGROUND OF INVESTIGATION REGARDING TO THE INVESTIGATION PROBLEM

In the library at Universidad Nacional de Chimborazo, there is an investigation, which has similar characteristics with the present research, it has the title: DESCRIPTION OF ACTION BASED LEARNING METHOD FOR TEACHING ENGLISH LANGUAGE TO STUDENTS OF 9TH AÑO DE EDUCACIÓN GENERAL BÁSICA, CLASS “C” AT UNIDAD EDUCATIVA “VICENTE ANDA ANGUIRRE”, CITY OF RIOBAMBA PROVINCE, DURING THE ACADEMIC TERM 2017. Written by Bravo Yépez Miguel Patricio. The objective of this research was to describe the application of Action Based Learning Method for teaching English language to students of 9no año de Educación General Básica. The teacher put in practice the activities based on Action Based Learning Method that helped students to increase their participation during the teaching-learning process.

2.2 THEORETICAL FOUNDATION

2.2.1 ACTION BASED LEARNING

Action Based Learning is a method that is focused in the structure and work of the brain when acquired the information. It helps many students to learn in different way a foreign language that includes the movements of body, kinesthetic activities and so on. Moreover, with these kinesthetic activities, many students keep the information for long time and they can remember easily with a movement.

Gibbs (2013) contributed at Oxford University and he was part of the teacher staff in the learning development and subsequently Director of the Oxford Learning Institute

at Oxford University. His approach to teaching English through the action based learning or learning by doing have three important parts:

- ***Learning to learn orientation:*** In this part, the group have the opportunity to learn actively and share the experiences with another, the students following a common purpose that is intellectual and emotional energy. Also here is based on trust and mutual support towards the objective of learning.
- ***The Higher Educational Framework:*** It includes traditional practices associated with the programmed knowledge. Students have a role in the action-based learning which adds elements of questioning and reflection of the problem. So this way students have a chance to learn through others because it produce the exchanging of experiences.
- ***Outcomes:*** When students acquire new experiences from another these produce to develop new abilities and the capacity of doing the task or learn for themselves. In addition, their motivation increases, and it is more easily to memorize the content of the topic (Welskop, 2014).

2.2.1.1 Action Based Learning orientation

Teacher knows that the better way to teach to students a foreign language is through activities where action is included. In conclusion, the teacher has shown that the most powerful learning always occurs in context of taking action and is the value engagement and experience that permit an effective learning. It is as much doing in order to think as thinking in order to do (Gibbs, 2013).

Action Based Learning is recognized because it develops a deeper knowledge and greater commitment than learning by reading, listening, planning or thinking. So, for this is presented a systematic process for better goals:

- Gathering evidence of current levels of students learning

- Developing strategies and ideas to build on strengths and addressing weaknesses on that learning
- Implementing those ideas
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying new knowledge in the next cycle continuous improvement.

2.2.1.2 Benefits of Action Based Learning

- Enjoyable learning experience
- Increased memory retention
- Balanced brain chemicals
- Children are involved in healthy physical activity during the day
- Lesser risk of children’s minds “shutting down” from spending too long in a desk chair without any physical activity (AOK development services, 2017).

2.2.1.3 Tasks of action based learning

There are many kind of tasks to develop the English Language, these activities allow to the students stay active in the classroom and pay attention to what the teacher teaches. Furthermore, these tasks help students learn the Language in a better way and with a reaction of the body can remember quickly. With this method both sides of the brain work together and permit a good development of abilities.

There are the following kind of activities to maintain the activity in the classroom:

- **Starting a new topic:** it means when student does not do anything about some topic, the teacher puts in practice activities that help students predict about what the topic is for example:

Preconception/misconception check, two column method, learning journal.

- **Synthesizing information:** Teachers present this kind of activities when need to know about specific information about something such as one sentence summary, concept maps, jigsaw, role-playing, etc.
- **Problem solving:** Teachers present some sceneries in which there are problems so student need to solve them through critical situation, role plays, case study, pyramiding, snowball groups, etc.

2.2.1.3.1 Commands

It is most appropriately for students at beginning the language level. In addition, it can be adapted to young students at the intermediated level. This activity is easy to be implemented in the class, so, the teacher can take some commands that students should follow. Some simple samples are:

- Sit down
- Jump
- Dance
- Walk

2.2.1.3.2 A stroll around the class (realia)

Kids and adult students love this activity because is very interactive and catch the attention of students. For this activity teacher needs a lot of objects for realia as many as the teacher would like to use. The teacher uses the realia to make mimes and phrases, so students ask about the mimes action and interact with different objects. For example:

- You open the bag.
- You look inside.

- You take out a pencil case.
- You open it.
- You close it.
- You put in the bag.
- You look at your book.
- You open it.
- You close it.
- You touch you ear.
- You find your pencil!

2.2.1.3.3 Action songs

Action songs are good activities in which include important words that students need to learn and memorize. Also these activities can be perfect to improve the memory retention in which involve the language and movement. When singing together with students the memory is enhanced. Furthermore, teacher and students should have amazing gestures and must be creative. There are some songs to include in classes:

- Driver fire we go
- E-yo cow
- Baby, you no cry or
- Fine, fine news
- Hello song
- Good bye song
- Jump, run, shout
- If you happy

2.2.1.3.4 Numbers, verbs, and squares

This activity consists on to stick tape on the floor in form of squared, so in each square there are numbers, verbs, or alphabet. Then the teacher gives instructions and students follow. Students can learn numbers and verbs together because the teacher can say jump to number 3, walk to number 5, run to number 9, slither number 2 and so on.

2.2.1.3.5 Charades

Charades has been used in teaching for decades and this activity is an exceptional in teaching English activity that will get your students hopping and moving. Charades is the cornerstone of the Action Based Learning Method, pure, energetic, physical response in the form of student enthusiasm.

Students love charades. This activity can be developed in groups how the teacher wants, so the teacher gives themes in which students can practice the language

2.3 KINESTHETIC IN CLASSROOM

According to Thompson (2016), Action Based Learning is not Physical Education but something can add in the classrooms and in all grade levels. Here are three quick ways to start adding kinesthetic into classrooms:

- **Transitions:** During transition, for example for math to reading, have students do something active for one minute such as: jump on one foot.
- **Furniture:** Add some different seating options such as yoga balls, wobble stools or allowing them to stand and work.
- **Hands on:** Allowing students to show what they know with hands-on activities such as role playing, play/skits, building models, or experiments.

According to the new methodology presented for some schools it is where the students are active in the teaching learning-process because is linked with brain and this keeps in action. Some teachers acquired this method to teach another language to children.

Other teachers to teach math, science, philosophy, etc., use the Action Based Learning. When this method is used students work with their body and mind, the students are learning while doing more easily activities by applying the movement.

Kinesthetic is an important style to learn another language because students need to talk with their hands and gestures, when they doing these movements are performed their brains keep back for long time the information and this is remembered easily. In addition, students have the opportunity to manipulate physical materials and students need to get up and move around, students feel more comfortable when teachers permit walking, moving, and doing exercises in class. In general students are hyperactive because do not sit down for long time, students need to move their bodies.

According to California Standards, the schools applied different ways to teach and implemented communicative classrooms where students had the chance to do activities that required movements and developed their abilities. In consequence, kinesthetic helped students to develop their personalities and self-esteem.

Kinesthetic is taught through movements, which provides to all teachers more information and ideas how teacher can implement movements in the teaching- learning process according the content area, level and grade (Ratey, 2008). This has the opportunity those students developing the following purposes: cognitively, socially, mentally, emotionally and physically. To catch those purposes there are sequential steps known as movement with the following steps:

- **Preparing the brain:** improve the communication from one part to the brain to another with specific movement exercises.
- **Providing brain breaks:** give the brain the opportunity to process and consolidate the information.
- **Supporting exercise and fitness:** promote healthy living.

- **Developing class cohesion:** movement activities where the brain can get new information.
- **Reviewing content:** It is an ideal way to use repetition and raise the retention with movement.
- **Teaching new content:** this way will help students of all ages and cultures to understand and keep a new information.

In agreement to Bruner (1991) students during the day or classes need to move because students who enhance stimulating active environments in the brain that produce neural connections, but when the body is inactive for 20 minutes or longer the neural connection and neural communication decrease.

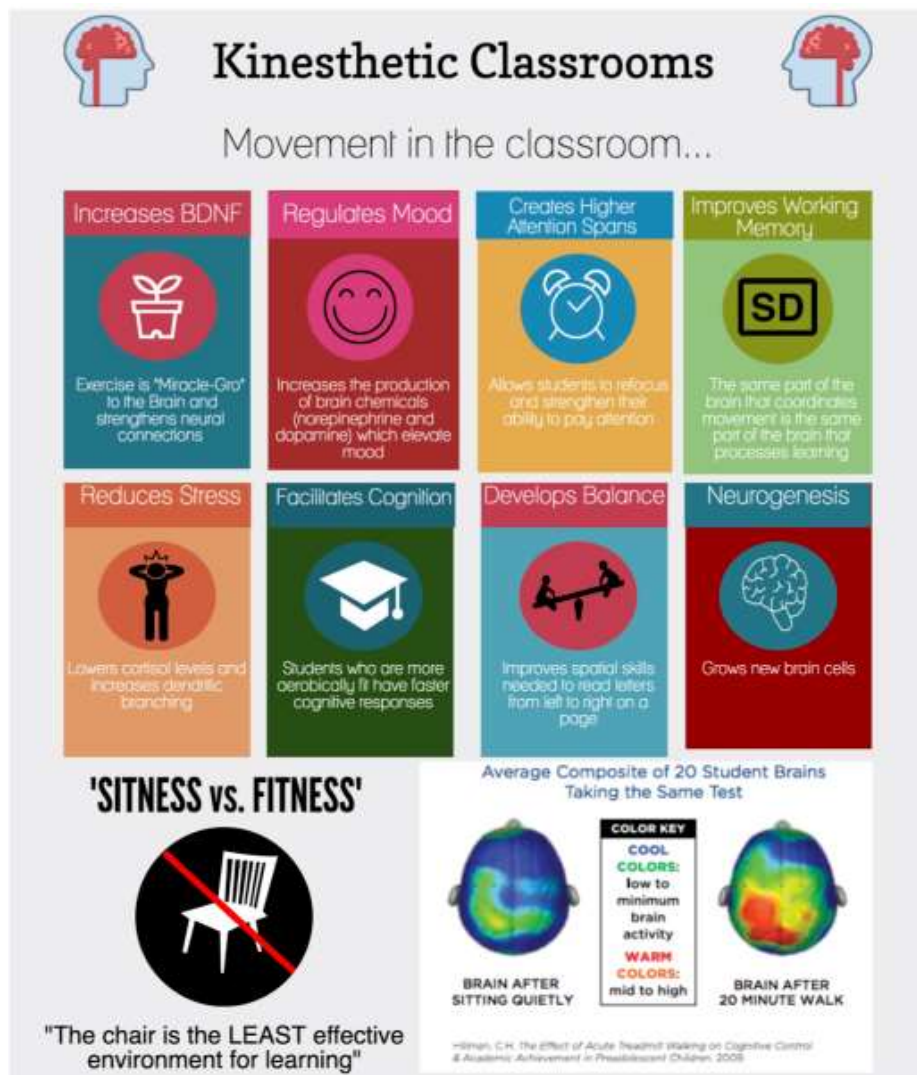


Figure 1. Kinesthetic in classroom. Action Based Learning. (Thompson J, 2016).

2.4 ENGLISH METHODOLOGIES

According to Torres (2017), Methodology in language teaching has been characterized in a variety of ways. It has been usually conceived as the way a teacher goes about his/her teaching. There are the following methodologies that teachers use to teach English:

2.4.1 GRAMMAR TRANSLATION METHOD

This method was the most used in eighteenth and nineteenth centuries. This method consists of students reading written literature and writing it accurately. In addition, communication skills were neglected because pronunciation and intonation were not practiced. This ethos is focused on memorizing the verbs, grammatical rules and so on.

Following the principles characteristics:

- Teachers are concerned about written exercises
- It is focused on learning the structure of L2.
- No communication at all.
- Students study grammar deductively.
- Study the verb conjugation.

2.4.2 DIRECT METHOD

This method is used to develop communication skills because they learn through oral interactions, students learn inductively, it means that students learn the language and the grammar rules through practice. Teachers create real situations in which students understand without the necessity to translate into native language.

Following the principles characteristics:

- Use realia, pictures, or gestures to introduce new words and phrases.
- Do not use L1
- Grammar is taught inductively.
- Practice the vocabulary in complete sentences.

- Work in four skills but is emphasized in listening and speaking.

2.4.3 AUDIO LINGUAL METHOD

Audio Lingual Method consists on develop the communicative competence, through activities that are focusing in audio/ oral skills. The languages are used in constant repetitions, students create dialogues to practice also associated with pictures. But this can be positive and negative reinforcement for teacher's part because students memorize and the responses may be authomatic and habitual.

Following the principles characteristics:

- New vocabulary is presented through dialogues
- No grammatical explanation
- Use tapes and visual aids.
- Focus on pronunciation
- Dependence on mimicry and memorization of set phrases.

2.4.4 TOTAL PHYSICAL RESPONSE (TPR)

Total Physical Response consists on the early social interaction is through a physical response to invitation for movement such as let's run, throw the ball, etc. during this period students may be making mental design of the language and the speech will involve easily later. Moreover, students learn the language by listening and responding by reacting through their body (Torres, 2017).

Following the principles characteristics:

- It gives a lot of importance to just listen and do
- Combines the language with physical movements
- Vocabulary and structures are graded and organized
- Reduce the stress in language learning
- A good start for beginners and young learners.

CHAPTER III

3 METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN

3.2 RESEARCH TYPE

It is a qualitative research because it will be characterized by the use of data that arise from the empirical confrontation between the subject and the object of investigation.

3.3 RESEARCH LEVEL

This research by the level of knowledge will have an **exploratory** scope because it will help to analyze how Action Based Learning Method is applied to enhance English Teaching – Learning process. Additionally, it will be observed the cohesion and coherence of students' performance in four language skills during the classes.

3.4 METHOD OF RESEARCH

This research was **ethnographic** because this is suited for the educational field; this anthropological technique gathers information about human behavior that will help the researcher to describe the developing of Action Based Learning.

3.5 POPULATION AND SAMPLE

- **Population:** The population for the development of this research consists of 38 students who belong to fourth grade parallel “A” of Educación General Básica at “Riobamba” High School. The teacher will be also part of the population. Since the population is small, it will not be necessary to take a sample.

3.6 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTING

For data collection, the following techniques and instruments will be used:

- **Observation:**

It will be carried out a detailed observation into the teacher and students of fourth grade parallel “A” of Educación General Básica at “Riobamba” High School, in

order to analyze the English teaching – learning process through the application of Action Based Learning Method. A checklist will be used as a tool for.

- **Instrument**

A check list was used as a tool for gathering the information. It will include items in which will be established the criteria to be observed, which are broadly presented in theoretical framework. It was applied in normal English classes with students of fourth grade, parallel “A”, with the principal objective to get real information about the use of this method.

3.7 PROCEDURE

For developing the present research, the principal activities are listed as follows:

- Identification of the research problem
- Administrative procedures before the proposal
- Proposal of the study
- Development of the study
- Documentation of the principal findings
- Establishment of conclusion and recommendation.

3.8 INTERPRETATION OF THE DATA

The research work was done in “Riobamba” High School with the students of fourth grade of Educación General Básica parallel “A”, in order to analyze how Action Based Learning Method was applied for teaching English.

With the information gathered, the researcher presented in detail, considering and respecting the chronological order they were developed according to the research objectives.

3.8.1 INTERPRETATION OF THE GATHERED INFORMATION ABOUT THE ANALYSIS OF ACTION BASED LEARNING METHOD FOR TEACHING ENGLISH

Table 1.- Specific objective 1

OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	CONTRAST WITH THEORY
<p>To observe how Action Based Learning is applied in English Classes.</p>	<p>The teacher provides necessary tools to learn English.</p> <p>Students are involved in physical movement while they learn.</p>	<p>Along the observation, it was evidenced that teacher sometimes provided to the students good settings for practicing English language where students participated freely. Furthermore, the teacher helped to the students to develop their abilities.</p> <p>The teacher applied good ideas in the classroom to teach the English Language and to maintain the class active where</p>	<p>Action Based Learning is a method that is focused in the structure and working of the brain when a person acquires the information. It helps many students to learn in a different way a foreign language through the movements of body, kinesthetic activities and so on. Moreover, with these kinesthetic activities, many students retain the</p>

	<p>Students stay active during the English class.</p>	<p>activities were included by making use of physical movements such as mimics and gestures.</p> <p>Students were active during all the class because the teacher had put in practice many activities that promoted the participation of students and constantly briskness. Students stayed active in English classes through their good energy.</p>	<p>information for a long time and they can remember easily by making a physical movement.</p>
	<p>Students are motivated in class.</p>	<p>The teacher fostered the motivation through activities, warm ups, games, etc. Students all the time were motivated because teacher presented activities that allowed students to</p>	<p>Outcomes: when students acquire new experiences through these activities they develop new abilities and the capacity to do the</p>

		develop the activities with enthusiasm and energy.	task or learn by themselves. In addition, their motivation increases and it is easy to memorize the content of the topic (Welskop, 2014).
	Students share the experiences in their classes.	Students always shared their experiences with their partners because they had a common objective that it was based on mutual active and good energy.	<i>Learning to learn orientation:</i> In this part, the group has the opportunity to learn actively and share the experiences with another person. The students have a common purpose that is intellectual.
	Students play an active role in the classes.	Students are an important part in the classes for this reason teacher has put in practice the	<i>The Higher Educational Framework:</i> It includes

		<p>Action Based Learning method. This permitted students to ask questions and reflect about some problems. The teacher did not use this method constantly because sometimes the teacher used traditional methods.</p>	<p>traditional practices associated with the programmed knowledge. Students have a role in the action-based learning that is to add element of questioning and reflection of problem. Therefore students have the chance to learn through others because it produces the exchanging of experiences.</p>
<p>To identify the Action Based Learning activities that the teacher uses to improve English Teaching-Learning process.</p>	<p>The teacher applies movement activities for students to learn English</p>	<p>The teacher sometimes had applied activities that included movements to teach English. Students had practiced English through activities that teacher had considered good to learn. When the teacher</p>	<p>Kinesthetic is taught through the movement. It gives teachers the opportunity to find more information and ideas about how teacher can implement the</p>

		<p>used these activities, students kept the information for a long time. Then by making movements, they remembered the word that they learned.</p>	<p>movement in the teaching-learning process according to the content area, level and grade (Ratey, 2008). This contributed to students develop the following functions: cognitively, socially, mentally, emotionally and physically.</p>
	<p>Students are learning while doing physical activities</p>	<p>Students learned while they did physical movements because teacher provided activities that fostered the English learning. Students learned English because the teacher had implemented games, warm ups that enabled students to retain the words that</p>	<p>Kinesthetic is an important style to learn another language because students need to use their hands and make gestures, while they are learning. Therefore, these movements help the brain keep</p>

		<p>they learned when they did physical activities. The teacher put in practice kinesthetic activities that permitted students to work with their brain and body simultaneously.</p>	<p>information for a long time. Consequently, they remember what they learned easily. In addition, students have the opportunity to manipulate physical materials. Then, students need to stand up and move around. As a result, students feel more comfortable when their teacher let them walk, move, do exercises. Students need to move their body because they do not sit down for long a time.</p>
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	<p>The teacher uses commands to practice English Language</p>	<p>At the beginning of the class teacher used commands such as stand up, close the door, be quiet, open you book, etc. It had been productive for students because they learned commands and did what the teacher said. Furthermore, teacher used mimics with command and students learned in a better way.</p>	<p>Commands</p> <p>It is most appropriately for students at beginners levels. In addition, it can be adapted to young students at any level. This activity is easy to be implemented in the class, so, the teacher can use some commands that students should follow. For instance:</p> <ul style="list-style-type: none"> • Sit down • Jump • Dance • Walk
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	<p>Students learn vocabulary by means of action songs</p>	<p>The teacher implemented action songs to teach greetings, numbers, action verbs, colors, etc. The teacher played the song “if you are happy”, this song allowed students to learn new vocabulary in English and at the same time they learned the meaning of words.</p>	<p>Action songs</p> <p>Actions songs are good activities that include important words that students need to learn and memorize. In addition, these activities can be perfect to improve the memory retention that involve the language and movement. Singing together with students is a great tool to enhance the memory. Furthermore, teacher and students should have amazing gestures and must be creative. There are some songs to include in classes:</p>
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			<ul style="list-style-type: none"> • Hello song • Good bye song • Jump, run, shout • If you are happy • Body parts song
	<p>The teacher takes advantages of realia to perform action activities.</p>	<p>Realia was a good strategy for teachers because the teacher used all objects that she found in the class. The teacher used real objects so students learned vocabulary. Then, the teacher asked students to use the object to dramatize. Students followed the instruction that teacher said and made mimes.</p>	<p>A stroll around the class (realia)</p> <p>Kids and adult students love this activity because it is very interactive and catch the attention of students. For this activity teacher needs some real objects as many as the teacher would like to use. The teacher uses the realia to make mimes and teach the</p>

			meaning off the word, so students ask about the mimes action and use with different objects.
	The teacher applies activities that involved students identifying specific lexical words such as numbers and verbs	<p>The teacher had comprehended that students needed to learn specific lexical words. Therefore, the teacher added activities to teach specific words such as number and verbs.</p> <p>The teacher applied some activities that involved the use of movements and identification of lexical words.</p>	<p>Numbers and verbs square</p> <p>This activity consists on sticking tape on the floor in form of a square. So, each square has numbers, verbs or the alphabet.</p> <p>Then the teacher gives instructions and students follow them. Students can learn numbers and verbs together because the teacher can say jump to number 3,</p>

			walk to number 5, run to number 9, slither number 2 and so on.
	Students act in order to practice vocabulary	Students practiced the vocabulary during all the English classes. It had allowed to know about the information that students had learned consequently they participated in the class. In addition, the teacher used some ideas so students practiced the vocabulary according to Action Based Learning.	Charades has been used in teaching for decades and this activity is exceptional in teaching English. This activity will get your students moving. Charades is the cornerstone of the Action Based Learning method. It involves physical response and foster student enthusiasm.
	Action Based Learning Activities enhance the	The teacher used Action Based Learning Method to teach English because according to this method, the teacher was able to catch	According to this methodology presented for some researchers, students are active in the teaching

	<p>English Teaching-Learning process</p>	<p>all students' attention and it had provided good results when students participated in the classes. The teacher introduced new topics. Consequently, students reflected about some problems and in the same way, they solved them easily.</p>	<p>learning-process because it is linked with the brain and it keeps them in action. Some teachers applied this method to teach another language to the children. Moreover, teacher can also use Action Based Learning to teach math, science, philosophy, etc. By using this method, the students work with their body and their mind. To sum up, students learn while doing activities that involve movement and as a result, they learn easily.</p>
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Made by Karina Elizabeth Tualombo López.

Source: Theoretical Framework and direct observation.

CHAPTER V

4 CONCLUSIONS AND RECOMMENDATIONS

4.1 CONCLUSIONS

- Action Based Learning Method contributes to the teaching of English due to it helps to catch the students' attention; students showed more interest to participate in classes. Furthermore, they showed good attitudes when the teacher put in practice this method.
- The teacher applied Action Based Learning Method through activities, physical movements, kinesthetic activities that helped in the English teaching – learning process.
- The teacher used activities based on Action Based Learning Method such as commands, charades, numbers and verbs squares, action songs and realia. These activities were very useful to establish motivation during whole the class, it did not permit that student had any distraction in the classroom.

4.2 RECOMMENDATIONS

- The teacher should implement the Action Based Learning Method because it helps to improve English and maintain the students' attention during the class. Moreover, students will show more interest to learn, they will participate with a positive attitude.
- The teacher should put in practice Action Based learning method that is beneficial to students because this method attempts students to learn while they move through some activities. In addition, the teacher and students will have a good English Teaching – Learning process.

- The teacher needs to implement frequently these kind of activities based on Action Based Learning and establish motivation where all students pay attention and retain information and remember easily.

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4.5 ANNEXES

4.5.1 CHECK LIST



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS
LANGUAGE CAREER
CHECKLIST

The present observation was done based on the most important aspects of Action Based Learning Method and Activities; which are gotten from theoretical framework. It will be applied to students of fourth grade parallel “A” of Educación General Básica at Unidad Educativa “Riobamba”

Objective: To get the application of Action Based Learning Method for teaching English Language to Students of Fourth grade parallel “A” of Educación General Básica at Unidad Educativa “Riobamba”

Student: Karina Tualombo López

Nº	Statements	Very well	Well	Regular
SPECIFIC OBJECTIVE 1				
1	The teachers provides necessary tools to learn English			
2	Students are involved in physical movement while they learn			

3	Students stay active during the English class.			
4	Students are motivated in class			
5	Students share their experiences in their classes.			
6	Students play an active role in the classes			
SPECIFIC OBJECTIVE 2				
1	The teacher applies movement activities for students to learn English			
2	Students are learning while doing physical activities			
3	The teacher uses commands to practice English Language			
4	Students learn vocabulary by means of action songs			
5	The teacher takes advantage of realia to perform action activities			
6	The teacher applies activities that involved students identifying specific lexical words such as numbers and verbs			
7	Students act in order to practice vocabulary			
8	Action Based Learning Activities enhance the English Teaching-learning process.			