



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

LANGUAGE CAREER

Work presented as a part of requirements to obtain the Degree of “Licenciatura en Ciencias de la Educación, docente de Inglés”.

RESEARCH 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 AGUIRRE”, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2017”

AUTHOR:

Miguel Patricio Bravo Yépez

TUTOR:

MsC. Lucy Pazmiño

RIOBAMBA – ECUADOR

AÑO

2017



COMMITTEE MEMBERS CERTIFICATE

Members of the tribunal of graduation of the research entitled:

“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 AGUIRRE”, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2017”.

Submitted by: Miguel Patricio Bravo Yépez and directed by MsC. Lucy Pazmiño.

The defense and final reviewing of this research of work accomplish all requirements. The written work was elaborated for getting the degree of “Licenciado en Ciencias de la Educación, Docente en el Idioma: Inglés” and it has been approved by members of tribunal. The tribunal authorizes this thesis work for its usage. As a final step, this research work will be kept in the **FACULTAD CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS** library at **UNIVERSIDAD NACIONAL DE CHIMBORAZO**.

Ph. D. Magdalena Ullauri.
COMMITTEE MEMBER

Mgs. Daysi Fierro.
COMMITTEE MEMBER

Mgs. Mónica Cadena.
COMMITTEE CHAIR

Mgs. Lucy Pazmiño
THESIS TUTOR

CERTIFICATE OF THESIS DIRECTOR

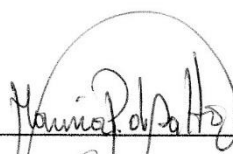
MsC. Lucy Pazmiño

THESIS DIRECTOR AND PROFESSOR AT FACULTAD CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGÍAS.

The thesis work: **“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 AGUIRRE”, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2017”.**

Which belongs to Miguel Patricio Bravo Yépez, it has been guided and revised during all process of its development. This work reaches all methodological and fundamental requirements according to general norms of graduation. Therefore, I authorize its public present and evaluation by the respective tribunal.

Riobamba, July 11th, 2018



MsC. Lucy Pazmiño.

THESIS TUTOR

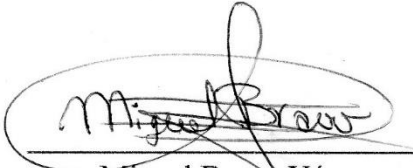
AUTHORSHIP

I, Miguel Patricio Bravo Yépez, student of the Language Career of the Facultad Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, declare that I am the only author of the research work that the following name is:

“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 AGUIRRE”, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2017”.

The opinions, ideas, information and commentaries are responsibility of the author of this work. In addition, the rights of this project correspond to Universidad Nacional de Chimborazo.

Riobamba, July 11th, 2018.



Miguel Bravo Yépez

060374998-7

ACKNOWLEDGMENT

“My sincere thanks to my mother who has helped me during all my student life; my couple, relatives, friends, and teachers; and in a special way my tutor Lucy Pazmiño who has dedicated her time for guiding and believing in me”.

Miguel Bravo.

DEDICATORY

“This work is dedicated to my parents who are the most important people in my life; specially, my mother who believes in me giving me all her help and love during all my life”.

Miguel Bravo.

CONTENT TABLE

THESIS TITLE.....	I
COMMITTEE MEMBERS CERTIFICATE..	II
CERTIFICATE OF THESIS DIRECTOR.....	III
AUTHORSHIP.....	IV
ACKNOWLEDGMENT.....	V
DEDICATORY.....	VI
CONTENT TABLE.....	VII
RESUMEN.....	X
SUMMARY.....	XI
INTRODUCTION.....	1
CHAPTER I.....	3
REFERENTIAL FRAMEWORK.....	3
1.1 Research problem.....	3
1.2 Problem definition.....	3
1.3 Formulation problem.....	4
1.3.1 Guiding questions.....	4
1.4 Objectives.....	4
1.4.1 General objective.....	4
1.4.2 Specific objectives.....	4
1.5 Justification.....	5
CHAPTER II.....	6
THEORETICAL FRAMEWORK.....	6

2.1 Background investigation regarding to the problem	
to be investigated	6
2.2 Theoretical basis.....	6
2.2.1 Action Based Learning method.....	6
2.2.1.1 Why is Action Based Learning effective?.....	8
2.2.1.2 What are the benefits of Action Based Learning?.....	9
2.2.1.3 The brain body balance.....	9
2.2.1.4 Twelve developmental foundations of learning.....	10
2.2.1.5 Activities based on Action Based Learning method.....	14
2.2.1.6 Results of using Action Based Learning in the classroom.....	15
2.2.2 About student attitudes on learning.....	16
2.2.2.1 EFL students' attitudes toward learning English language.....	17
2.2.2.2 Defining challenging behaviour.....	19
CHAPTER III.....	21
METHODOLOGICAL FRAMEWORK.....	21
3.1 Research types.....	21
3.2 Research level.....	21
3.3 Population and sample.....	22
3.4 Techniques and instruments for data collecting.....	22
3.5 Techniques for data processing and interpretation.....	22
3.6 Procedure.....	23
3.7 Work field.....	24
CHAPTER IV.....	26
ANALYSIS AND INTERPRETATION OF RESULTS.....	26
4.1 Analysis and interpretation of results.....	26
4.2 Analysis and description of check list applied at ninth year of Educación General Básica, class "C".....	27

CHAPTER V.....	41
CONCLUSIONS AND RECOMMENDATIONS.....	41
5.1 Conclusions.....	41
5.2 Recommendations.....	41
5.3 References.....	42
ATTACHMENTS.....	46
List of tables.....	48

RESUMEN

Mediante una observación previa realizada en las prácticas pre-profesionales en la Unidad Educativa “General Vicente Anda Aguirre” con los estudiantes de noveno año de Educación General Básica, paralelo “C”; se pudo determinar cómo problema que los estudiantes solo son entes receptores de conocimiento y que no hay una contribución participativa del proceso de enseñanza – aprendizaje; mostrando un desinterés por aprender el idioma Inglés lo cual bloquea sus mentes por pasar mucho tiempo sentados en sus pupitres; razón por la cual el docente optó por usar un novedoso método llamado Action Based Learning. Este estudio trata de indagar si este método es válido en el proceso de enseñanza - aprendizaje; para lo cual se vieron involucrados 41 estudiantes, los cuales fueron: 15 chicas y 26 chicos. El propósito de esta investigación es observar la aplicación del Action Based Learning método a través del uso de sus actividades las cuales incrementaran la participación de los estudiantes en la materia de Inglés. El tipo de estudio es cualitativo de nivel exploratorio, se utilizó el método cualitativo etnográfico; la técnica utilizada fue la observación y el instrumento aplicado fue la hoja de observación. Las personas que se beneficiarán con esta investigación son: profesores, estudiantes, el investigador y toda la gente que desee saber más acerca de este innovador método. La investigación concluyó que el método aplicado es válido en el proceso de enseñanza – aprendizaje del idioma Inglés; ya que a través del uso de actividades basadas en Action Based Learning método los estudiantes incrementaron su participación y desempeño durante la adquisición del idioma Inglés debido a las buenas actitudes mostradas durante la aplicación del método.

Palabras clave:

Método, Aprendizaje basado en la acción, actividades y actitudes.

SUMMARY

Through a previous observation did in a pre- professional practices at Unidad Educativa “Vicente Anda Aguirre” with students of 9th year of Educación General Básica, class “C”, it was possible to determine as problem that students are only receiving entities of knowledge and there is not participatory contribution in the teaching – learning process showing a lack of interest for learning English language which blocks their minds from spending a lot of time sitting in their desks; for that reason the teacher chose the usage of an innovative method named Action Based Learning. This research will permit to know if this method is a valid one in the teaching – learning process, 41 students were involved: 15 girls and 26 boys. The purpose of this investigation is to observe the application of Action Based Learning method through the usage its activities which will increase students’ participation in English subject. The kind of study is qualitative with an exploratory level, qualitative ethnographic method was used; observation was used as technique and the observation sheet was the instrument. The people who will benefit with this research are: teachers, students, the researcher and all people who want to know more about this innovative method. The investigation concluded that the applied method is a valid one in the teaching – learning process of the English language due to that the usage of its activities students increasing their participation and performance during the acquisition of English language showing good attitudes in the application of the method.

The key words are:

Method, Action Based Learning, activities and attitudes.

INTRODUCTION

This investigation pretends the teaching of English Language through the usage of an innovative method named Action Based Learning. The common issue is that students are only acquiring knowledge in a passive way shutting down student`s mind from spending too long in a desk chair. This research will permit to know if Action Based Learning method is correctly being applied by the professor for teaching English language to learners of 9no año de Educación General Básica, class “C”; at Unidad Educativa “Vicente Anda Aguirre” during the academic term 2017.

This research will use qualitative method because the information required for this investigation will be provided by the professor and students. This investigation will have an exploratory level because this way it will help the researcher to choose the best way for solving the proposed issue of investigation.

This investigation aims to highlight that students can learn better English language through the usage of movements involved in activities like: verbs in action, parts of speech, Action based learning ladders and on the ball based on Action Based learning method. The following research will permit students to reach a high performance in this Unidad Educativa, at the same time a necessary instrument will be the observation sheet which permits the researcher to know if this method is properly being applied by the professor into her classroom. This investigation will be useful to the researcher for becoming a good English teacher furthermore this permits to know more about how Action Based learning method will benefit to students of ninth year of Educación General Básica, class “C” at Unidad Educativa “Vicente Anda Aguirre”.

This research has been divided into five chapters which will help to understand the results of the investigation:

Chapter I: it presents the referential framework, the preliminary aspects, objectives, justification, and problem definition.

Chapter II: it presents the theoretical foundations, the theory which will help to support the investigation.

Chapter III: it presents the level of the research, the design, the method and also it presents an explanation about how the researcher did this investigation.

Chapter IV: it presents the analysis of the results which has been obtained during the investigation based on the data researched with the help of the observation sheet.

Chapter V: it presents the conclusions obtained by the researcher, when the research was completed, the recommendations are given and established, and the information can be used for researching.

CHAPTER I

REFERENTIAL FRAMEWORK

1.1 RESEARCH PROBLEM

Teacher tries to face lack of student's participation and passive way which students learn English language promoting the usage of a new method called Action Based Learning.

1.2 PROBLEM DEFINITION

Unidad Educativa "Gral. Vicente Anda Aguirre" is located in Riobamba city specifically at Lizarzaburu parish. This educative institution has 900 students as population which 55 % comes from rural areas and 35 % come from the urban area, the last 10 % belongs to near cities. This Unidad Educativa has 80 teachers which 7 of them are English teachers. This institution is public.

There are 15 girls and 26 boys in ninth year of Educación General Básica where the research will take place. Some students want to know English because of their enthusiasm and interest for learning this language but as the subject is a bit complicated for them they prefer only to acquire knowledge and do not participate during English class, for those reasons the teacher is using an innovating method for teaching English language named Action Based Learning which permits her to teach English language promoting student's participation and using student's enthusiasm in an easy and funny way.

The researcher pretends to investigate the correct application of Action Based Learning method which through the execution of activities is helping to student's participation in an active way in the teaching – learning process during English class being able to observe different student's reactions into that setting for trying to overcome student's issues in English subject.

1.3. FORMULATION PROBLEM

Is Action Based Learning method a valid one for the teaching-learning process within secondary education in the city of Riobamba?

1.3.1 GUIDING QUESTIONS

- What are the activities performances into the classroom?
- What are student`s attitudes when activities based in Action Based Learning method are developed?

1.4 OBJECTIVES.

1.4.1 GENERAL OBJECTIVE.

To describe the application of Action Based Learning method for teaching English language to students of 9no año de Educación General Básica, class “C” at Unidad Educativa “Vicente Anda Aguirre”, city of Riobamba, Chimborazo province, during the academic term 2017.

1.4.2 SPECIFIC OBJECTIVES.

- To identify activities based on Action Based Learning method that the professor uses for increasing student`s participation.
- To analyze student`s attitudes at the moment of using activities based on Action Based Learning method.

1.5 JUSTIFICATION.

This investigation is justified from the scientific field, cultural and social because of Action Based Learning method is applied worldwide in places like United States of America in some educative institutions like: Jefferson Elementary School in Tulsa, Oklahoma; and Hepburn-Lycoming Primary School in Pennsylvania; also this method was used in Tanzania by the Centre for Educational Development in Health, Arusha; but according investigations the researcher did it in our country is not applied nowadays except in Unidad Educativa “Gral. Vicente Anda Aguirre” where a teacher is applying this method; therefore it is convenient to investigate if the application of Action Based Learning Method is a valid one in this educative institution on the teaching – learning process, for that reason the researcher pretends to inquire if this method is a valid one in the teaching – learning process through the observation of the application of the method by the professor in charge of English subject in students of ninth year of Educación General Básica, class “C”.

People who benefit with this investigation are teachers, students, the researcher and all people who want to know more about this innovational method, due to this will help student’s performance in English language through the uses of different Action Based Learning activities which increase student’s motivation generating more participation and good attitudes in benefit of teaching – learning process. Students will be healthier increasing this way memory retention and a better outcome in English language in an enjoyable way in regard of learning.

The instrument which permit the researcher to gather information is the observation sheet which was elaborated by the researcher. This instrument was elaborated in base of theory previously researched and this observation sheet was adapted to the necessities of the researcher to discover and describe the results of information acquired.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATION REGARDING TO THE PROBLEM TO BE INVESTIGATED

Before of doing an exhaustive research on UNACH web site, the researcher could not find similar works to his research whereby the researcher had the necessity for searching some information at national level searching any kind of information related to his topic of thesis.

2.2. THEORETICAL BASIS

2.2.1 ACTION BASED LEARNING METHOD

According to Thompson (2016) “Action Based Learning (ABL) is a pedagogical activity that it based on the brain learning theory which centers on the arrangement and works of the brain in regards to learning.”

Instead of sitting at their desks and watching a teacher teach from the form of the classroom, such as is pretty standard in most schools, students who participate in action based learning actually get to get up and move while they learn the regular parts of their curriculums. For example, children might walk, hula hoop, step in place and more, all while they are learning. (AOK development services, 2017).

Action Based Learning is based on the neurological investigation that strongly maintenances the connection between learning and movement. It clear the while student are healthy and active are better learners. So how do we apply this to the classroom? Action Based Learning provides educational training that emphases on creating an ideal learning environments for every learners, through actions. ABL strategies are teacher friendly, time efficient, and most importantly – to make the learning entertaining to students. Students engaged in Action Based Learning show improved memory retention,

increased focus and attention, improved grades, and less behavioral issues. (KIDSFIT, n.d.).

Every school and every educator has the same dream for their students: well behaved, better engaged, more attentive students- use the latest research to make education more effective. Brain science shows that if a child is sitting all day, they are missing out on vital movements to increase brain function and activity. This training is highly recommended for anyone who wants to become a game-changer in the world of children's health and education. (KIDSFIT, 2018).

Each child has interactive interdependent intellectual, physical, emotional, social, and moral systems that educators seek to balance in order to achieve maximum student performance. A successful learning environment teaches to all of these systems. The outcome is that students will understand how to learn, how to be physically fit, how to control emotions, how to get along with others, and how to set goals. (Blaydes J, 2009).

ABL is not just a “Physical Education” thing but something you can add into all classrooms and in all grade levels. Here are three quick ways you can start adding kinesthetics into your classroom today:

- **Transitions:** During transitions, for example from 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, plays/skits, building models or experiments. (Thompson J, 2016).



Figure 1. Inside the classroom, outside the box! Action Based Learning. (Thompson J, 2016).

2.2.1.1 Why is action based learning effective?

Action based learning objective are the intellects of young learners in a more efficient form than many other teaching styles do. Studies have shown that there is a connection between physical activity and academic performance, so instructors that use action based learning combine the two to aid kids learn more efficiently. (AOK development services, 2017).

Children from different ages and different knowledge levels have all shown improvement on standardized test scores and overall learning since trying action based learning, and pediatricians and educators alike are beginning to realize just how beneficial this form of learning can be. (AOK development services, 2017).

2.2.1.2 What are the 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 The Brain Body Balance

This investigation pretends to highlight the importance of movement while Action Based Learning is applying into the classroom for that reason is necessary to keep in mind that:

Movement has three areas: movement, physical activity, and exercise. Movement is the navigation of one’s environment, in other words not sitting or not lying down. Physical activity is voluntary movement that expends energy. Examples of physical activity in the classroom are role-playing, building a model, or playing a toss and catch game to review material. Exercise is physical activity that elevates the heart rate into the target heart rate zone. Examples are jogging, running, jumping rope, swimming, biking. (KIDSFIT, 2018).

When humans exercise, the body/brain goes into a homeostatic state, balancing brain chemicals, hormones, electricity, and system functions. When the body brain is out of balance because of poor nutrition and lack of physical activity, the student is not in a good learning state. Movement, physical activity, and exercise change the learning state, increasing the ability to retain or retrieve memory. The beneficial effects of physical activity may last for a 30-60 minute period depending on the student. Blood travelling to the body/brain at greater rates feeds the brain the needed nutrients of oxygen and glucose. Glucose is to the brain what gasoline is to a car, i.e. brain fuel and each time you have a thought, the brain uses glucose. Brain activity is measured by glucose utilization and vigorous activity gives the brain its needed nutrients. (KIDSFIT, 2018).

Scientists know that brain cells have an especially high rate of metabolism, so the brain requires much more oxygen than any other organ of the body. A lack of oxygen to the brain results in disorientation, confusion, fatigue, sluggishness, concentration, and memory problems. (KIDSFIT, 2018).

Brain research indicates that the body have to be active every 17-20 minutes to remain attentive. Assets have been developed to offer opportunities actions that are fun, quick and easy to apply in a classroom and require slight or no equipment. These movement opportunities liberated chemicals in the brain that aide in focus and attention to facilitate learning. Exercise grows brains cells! (San Diego Unified School District, n.d.).

2.2.1.4 Twelve developmental foundations of Learning.

These foundations based on Action Based Learning beginnings give students an advantage to learn. The next pictures show in a detailed way these foundations regard to the method and brain/ body connection.



Figure 2. Twelve developmental foundations of learning. (KIDSFIT, 2018).





<p>CROSS THE MIDLINE: <i>Cross Lateralization</i></p> <p>When information moves from left to right and front to back in the brain, it crosses midlines which integrates the brain hemispheres and organizes the brain.</p>  <p>Cross lateralization aids the brain in placing words on a page, reading words from left to right and writing patterns in sequence.</p>	<p>BODY IN SPACE: <i>Vestibular/Proprioception</i></p> <p>Activities that develop the vestibular system coordinate the auditory, visual, and kinesthetic senses. Including spatial awareness, body control, dynamic balance, as well as locomotor skill development.</p>  <p>These concepts aid the brain in putting numbers or letters in sequence, discriminating different sounds, placing letters and words on a page, and writing letters in proper proportions.</p>	<p>BALANCE: <i>Spatial Orientation</i></p> <p>We get information about where we are in space from our feet not our seat. Balancing activities challenge the brain to adjust its spatial orientation using the proprioceptive system.</p>  <p>Balancing helps the brain to place words on a page, to read from left to right and to write patterns in sequence.</p>	<p>MOTOR SKILLS: <i>Locomotor and Non-Locomotor</i></p> <p>The brain uses motor skills to lay the framework for learning. The brain's cerebellum controls motor skills, agility, and coordination.</p>  <p>These concepts aid the brain in following the flow of words, sequencing patterns in math and reading, solving problems, and sorting information.</p>
--	---	---	--

Figure 3. Twelve developmental foundations of learning. (KIDSFIT, 2018).

VISUAL DEVELOPMENT:
Encoding Symbols

Eye (visual) tracking exercises strengthen the muscles in our eyes to increase the length of time that eyes can focus for reading.



These concepts aid the brain in encoding the stroke of each symbol of letters and numbers, following words from left to right and focusing on reading for longer periods.

RHYTHM:
Beat Awareness/Beat Competency

Activities that develop the vestibular system coordinate the auditory, visual, and kinesthetic senses. Including spatial awareness, body control, dynamic balance, as well as locomotor skill development.



These concepts aid the brain in following the flow of words, sequencing patterns in math and reading, solving problems, and sorting information.

TACTILE LEARNING:
Sensory Motor and Fine Motor Skills

What makes us move is what also makes us think. The brain uses motor skills to lay the framework for learning. The brain's cerebellum controls motor skills, agility and coordination.



When the cerebellum is working well, cognitive function increases. Activities that involve moving the legs to move the body activate and store BDNF. BDNF acts as fertilizer for the brain.

CARDIOVASCULAR FITNESS:
aerobic Capacity

Exercise benefits the brain by changing the brain at a molecular level. Since the brain does not produce its own fuel, it relies on cardiovascular exercise to pump oxygenated blood to the brain to use as fuel.



Physical Activity and exercise change the learning state to optimize retention and retrieval of memory.

Figure 4. Twelve developmental foundations of learning. (KIDSFIT, 2018).

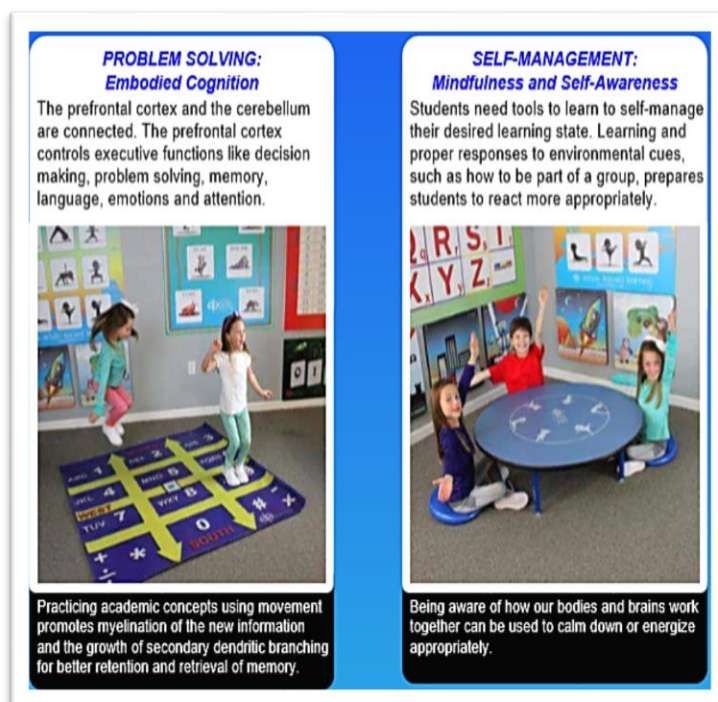


Figure 5. Twelve developmental foundations of learning. (KIDSFIT, 2018).

Machines used in picture 2, picture 3, and 4 are used to develop certain activities of Action Based Learning method due to these machines are designed to allow greater physical performance while students learn English in a fun way; these machines are housed in Action Based Learning labs.

Action Based Learning Labs are created to get ready the brain for learning. Each active learning situation in the lab, applies what they know about the connection of brain body by focusing on the 12 foundations of Learning Readiness. For example, the body's vestibular system controls balance and spatial awareness. Strengthening these foundations facilitates the student's ability to place words and letters on a page. When a student walks or crawls in specific patterns, the brain's ability to encode symbols is increased. Proper development and remediation of these systems are critical to a child's ability to learn. (KIDSFIT, n.d.).

This educational institution does not have the possibilities that exist in other countries, for this reason the teacher of foreign language use only activities which are very easy to implement according their school environment.

2.2.1.6 Activities based on Action Based Learning method.

This method proposes some activities but those have been considered convenient to use are the following:

2.2.1.6.1 Verbs in Action: perform the movements to the song Get Funky by the Learning Station. After the song, have a contest to name and count the verbs in the song. (Blaydes J, 2009).

2.2.1.6.2 Parts of Speech: divide the students into groups of 4 with each student having a card with a noun, verb, adjective, and prepositional phrase. The different colors also help know if you have a complete sentence.

Play a posse tag format tag game. The verbs are wild, so each verb in each group leaves the group. The other three parts of speech stack hands in the middle of their small circle and say, "I love to read" three items. The three of them then split and all 3 begin to chase their verb until one of them tags the verb. When the verb is tagged the part of speech that tagged him/her goes away and the remaining three stack hands in the middle and repeat the procedure. Play until all have had a chance to be chased. (Blaydes J, 2009).

2.2.1.6.3 Action Based Learning ladders: learners can ascend up the Action-Based Learning Ladders while knowledge content exhibited on each rung of the ladder. This ladder can be a paper-based ladder on the floor, so that no climbing is necessary. The mixture of physical activities of ascending or moving while learning and reading content hung on the ladder that strengthens the retaining of the notions. (Blaydes J & Ratey J, 2009).

2.2.1.6.4 On the ball: for doing his activity, students must be jumping on a fit ball while they are doing different activities into the classroom, for example: they could be doing some exercises in the ministry book while they are jumping so this way they are going to do exercises increasing learning process. (WDTNTV, 2011).

2.2.1.7 Results of using Action Based Learning in the classroom.

Movement, Physical Activity and Exercise.

- Anchors learning when more of the senses are involved to increase the executive function of the frontal lobe
- Grows new brain cells (neurogenesis) in the learning and memory center (hippocampus) of the brain
- Gets the brain's fuel, oxygen and glucose to the brain faster
- Moves the body in space (spatial awareness) to help the brain see letters and numbers on a page.
- Engages static and dynamic balance to put the brain and body into focus and attention
- Crosses the midlines of the brain and body to aid in coordination of movements and thoughts by organizing, integrating and energizing the brain's hemispheres
- Is practice in hearing a steady beat and keeping a steady beat (beat awareness and beat competency) to develop the language areas of the brain for receptive and expressive language and to develop the internal dialogue
- Reinforces the basic motor movements that lay the framework for learning: crawling/walking, jumping rolling "What makes us move is also what makes us think"
- Activates BDNF, the Miracle Gro™ for the brain that nourishes and protects the neural pathways for learning
- Uses repetitive gross motor movement to aid the brain in putting patterns into a sequence Engages mirror neurons for imitation
- Increases tracking and visual fitness to enhance the ability to follow words on a page
- Promotes emotional safety through positive social feedback with partners and groups
- Reduces stress naturally and acts as an anti-depressant
- Regulates mood and behavior by naturally balancing neurotransmitters
- Accelerates motivation, increases self-esteem, and promotes cooperation and communication skills. (Blaydes J, 2009).

2.2.2 ABOUT STUDENT ATTITUDES ON LEARNING

Attitude can change all the aspects of a person's, including their education. Student attitudes on learning regulate learner's ability and willingness to study. If negative attitudes are not altered, a pupil is improbable to continue their education past the minimum requirement. Changing students' negative attitudes is a process that involves the factors directing their attitude and the use of information to present a change. (Ministry of Education Guyana, 2016).

2.2.2.1 EFL students' attitudes toward Learning English language.

Attitude is considered as an essential factor influencing language performance and received considerable attention from both first and second language researchers. Attitude is opinion and feeling that everyone has about something. Learning a foreign language is no exception. Thus, attitude to language is a construct that explains linguistic behavior in particular. (Shahrzad E, 2016).

In order to be able to evaluate the students' attitudes, some definitions of the term 'attitude' are presented. Al-Mamun, Rahman, Rahman, and Hossaim (2012) defined the term as a psychological construct which defines a particular behavior. To Brown (2001) (as cited in İnal, Evin, & Saracaloğlu, 2005), attitude is characterized by a large proportion of emotional involvement such as feelings, self, relationships in the community. Learning is not easy without pupils having a positive attitude. on one hand, and attitudes might originate from life experiences, on the other hand. As such, since attitude can influence success or failure in learning it plays a very crucial role. (Shahrzad E, 2016).

Attitude is considered as an essential factor influencing language performance and received considerable attention from both first and second language researchers. There are many reasons why students' attitude toward language learning is important. For instance, Weinburgh (1998) believe that attitudes toward learning influence behaviors such as selecting and reading books, speaking in a foreign language. Generally, it is believed that learners' attitudes dictate whether or not they will be able to absorb the

details of language. In other words, achievement in a target language relies not only on intellectual capacity but also on the learner’s attitudes toward language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. As Tella, Indoshi, and Othuon (2010) investigated, negative attitude toward English is the most affective and psychological factor that results in the students’ poor performance in English. (Shahrzad E, 2016).

Attitude concept can be viewed from three dimensions regarding aspects of it. Each one of these dimensions has different features to bring out language attitude results, i.e. behavioral, cognitive, and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism, and humanism, respectively. (Shahrzad E, 2016).

The **behavioral aspect of attitude** (BAA) deals with the way one behaves and reacts in particular situations. Kara (2009) stated that positive attitude leads to the exhibition of positive behavior toward studying, absorbing themselves in it, and striving to learn more. Such students are also observed to show more enthusiasm to solve problems, to acquire what is useful for daily life, and to engage themselves emotionally. (Shahrzad E, 2016).

Table 1.
Behavioral attitudes statements.

St. no.	Statements
1	I like to practice English the way native speakers do
2	Studying English helps me to have good relationships with friends
3	When I hear a student in my class speaking English well, I like to practice speaking with him/her
4	Studying English helps me to improve my personality
5	Speaking English anywhere makes me feel worried
6	I put off my English homework as much as possible
7	I am not relaxed whenever I have to speak in my English class
8	I feel embarrassed to speak English in front of other students
9	When I miss the class, I never ask my friends or teachers for the homework on what has been taught
10	I do not feel enthusiastic to come to class when the English is being thought

Source: Respondents’ positive & negative behavioral attitudes toward English (%).
Author: (Shahrzad E, 2016).

Cognitive aspect of attitude (CAA) involves the beliefs of the language learners about the knowledge that they receive and their understanding of the process of language learning. The cognitive attitude could be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations. (Shahrzad E, 2016).

Table 2.
Cognitive attitudes statements.

St. no.	Statements
11	Being good at English will help me study other subjects well
12	I have more knowledge and more understanding when studying English
13	In my opinion, people who speak more than one language are very knowledgeable
14	Studying English helps me communicate in English effectively
15	Studying English makes me able to create new thoughts
16	English subject has the content that covers many fields of knowledge
17	Frankly, I study English just to pass the exams
18	I cannot apply the knowledge from English subject in my real life
19	I am not satisfied with my performance in the English subject
20	In my opinion, English language is difficult and complicated to learn

Source: Respondents' positive & negative cognitive attitudes toward English (%).
Author: (Shahrzad E, 2016).

With respect to the **emotional attitude**, Feng and Chen (2009) stated that “Learning involves learner’s emotions. Emotions are modified by different emotional aspect. The instructor and their learner to teacher and his students occupy various emotional activities in it and varied results of emotions are yield.” Since attitude is a key factor for accomplishing the language-learning, numerous studies have already been conducted in the field of language attitude. In addition, language attitude research has been considered in the previous 50 years because of the growing relation between the importance of the language use and the nature of individuals (Saidat, 2010).

Table 3.

Emotional attitudes statements.

St. no.	Statements
21	I don't get anxious when I have to answer a question in my English class
22	Studying foreign languages like English is enjoyable
23	I feel proud when studying English language
24	Studying English subject makes me feel more confident
25	I am interested in studying English
26	Knowing English is an important goal in my life
27	I look forward to the time I spend in English class
28	Studying English makes me have good emotions (feelings)
29	I prefer studying in my mother tongue rather than any other foreign language
30	To be honest, I really have little interest in my English class

Source: Respondents' positive & negative emotional attitudes toward English (%).

Author: (Shahrzad E, 2016).

A number of recent studies addressed the role of attitude in the learning of foreign languages in different countries with different cultures, English background, and grades. For instance, Shams (2008) conducted a study attempting to investigate students' attitudes, motivation, and anxiety toward the learning of English. The findings underlined that the students had affirmative attitudes and high enthusiasm toward English. This also highlighted that most of them showed positive attitudes toward English language and its learning which, in turn, emphasized the value of English language efficiency in the daily life. (Shahrzad E, 2016).

Content of table1, 2 and 3 (Shahrzad E, 2016, pp. 2-4) permitted the researcher to have a reference for taking notes about kind of attitudes which must be observed in students during the development of Action Based Learning activities.

2.2.2.2 Defining Challenging Behaviour.

Schools have the ability to define their own set of behavioural expectations, so there is no common set of behaviours that can be universally regarded as challenging. (DEPARTMENT OF EDUCATION & TRAINING, 2018).

In the majority of schools and most of the instructors, to challenge generally the behavior as it can be an interference with the safety or learning of the student or other students, or interferes with the safety of school staff. (DEPARTMENT OF EDUCATION & TRAINING, 2018).

Examples of challenging behaviour include:

- **Withdrawn behaviours** such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping
- **Disruptive behaviours** such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions
- **Violent and/or unsafe behaviours** such as head banging, kicking, biting, punching, fighting, running away, smashing equipment or furniture/fixtures
- **Inappropriate social behaviours** such as inappropriate conversations, stealing, being over-affectionate, inappropriate touching or masturbation. (DEPARTMENT OF EDUCATION & TRAINING, 2018).

CHAPTER III

METHODOLOGICAL FRAMEWORK

RESEARCH DESIGN

3.1. RESEARCH TYPES

This research is qualitative because of it the researcher will reveal a target audience's range of behavior and the perceptions that drive it with reference to demonstrate the proposed topic of investigation.

In this investigation was used field research because of the researcher had collected data face to face and through a direct observation at Unidad Educativa "Vicente Anda Aguirre" of Riobamba city.

3.2. RESEARCH LEVEL

By the level of knowledge this research was exploratory. This permitted us to comprehend and reveal our desire to understand what happened in our problem of investigation.

Exploratory research helped us to choose the best way for solving the proposed issue of investigation because the researcher started with a general idea of the topic then an exploratory research, as a tool permitted to identify some possible issues which were the focus of this investigation.

This research used a qualitative case study because the information required for this investigation was taken from a specific situation, in a particular place and with a specific group of people. An ethnographic analysis was necessary for data organization and management, it permitted the researcher to study people in natural settings doing a detailed description of daily life and practice, this analysis permitted the researcher the elaboration of different summaries based on observed activities though the exploration of various sources.

3.3. POPULATION AND SAMPLE

3.3.1 Population

For doing this investigation, the population was integrated by 168 students of 9th año de Educación General Básica, at Unidad Educativa “Vicente Anda Aguirre” and 7 teachers of English language.

3.3.2 Sample

It was integrated by 41 students: 15 girls and 26 boys which belong to 9th año de Educación General Básica, class “C” at Unidad Educativa “Vicente Anda Aguirre” and the teacher in charge of English subject.

3.4 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTING

3.4.1 TECHNIQUE

Observation was the technique used for gathering data about a particular group in Unidad Educativa “Vicente Anda Aguirre”, with students of 9th año de Educación General Básica, class “C”.

3.4.2 INSTRUMENT

Observation sheet was the instrument which the researcher used for realizing what happened into the classroom during the process of investigation. This observation sheet was elaborated based on the proposal theory in the theoretical framework.

3.5 TECHNIQUES FOR DATA PROCESSING AND INTERPRETATION

As first step, the researcher took notes in the observation sheet then he reviewed that information which was organized according the parameters of investigation. Second, the researcher did an analysis of the obtained results. Finally, conclusions and recommendations were elaborated about the problem of investigation.

3.6. PROCEDURE

This research has been developed in four phases which were:

Preparatory phase; the area of study that the researcher has chosen is Methodology. The researcher has chosen this area due to he observed during his pre professional practices some deficiencies during the teaching – learning process in English language for this reason the corresponding area of study would be Methodology. During this practices the researcher took into account that students did not learn English well even that they want to do it because of their effort, interest and enthusiasm that they have showed for trying to be better in this subject but as they considered that this subject is a bit complicated for them, they only prefer to acquire knowledge in a passive way so they only stayed in their chairs and did not contribute to the learning process, their lack of brain activity did not permit them to be active and participate in English class. Once the problem was identified, the researcher read a lot about a new method named Action Based Learning which was beginning to be used by the professor for trying to overcome lack of learning and student’s participation in English class. This was necessary to the researcher to have an idea about what kind of information he must gathered.

For the problem definition, first, the researcher determined the problem at a macro level; for doing this the researcher investigate how available is Action Based Learning method worldwide, and the researcher could notice through investigation that it is applied in some institutions in foreign countries; second, for the meso level of the problem definition, the researcher investigate in Ecuador if this method is applied in some Unidades Educativas and the researcher could not find any result about it except in Unidad Educativa “Vicente Anda Aguirre” which will be the focus of our investigation at micro level specifically with students of ninth year of Educación General Básica, class “C” where Action Based Learning method is now applying by the teacher through the use of activities which were observed by the researcher during his pre professional practices being the problem to investigate if Action Based Learning method is a valid one for the teaching-learning process within secondary education in the city of Riobamba specifically in this Unidad Educativa with students of ninth year, class “C”.

Field work phase; for gathering information the researcher had access to carry out the investigation in this place because the researcher did pre professional practices there so the rector of this Unidad Educativa, Mgs. Manuel Machado Sotomayor was pleased that this institution was part of an investigation in the area of foreign language so he gave me all access for doing my investigation there.

The researcher established a face to face contact with students. The researcher talked with the English teacher in charge of the subject and told her that the researcher is going to observe her during four classes to gather information in an observation sheet about how she applies Action Based Learning method in her classes, and she accepted that request. Then the researcher explained to the students the purpose of this investigation and ask for their collaboration when the teacher is applying the method. The researcher had a non-participative attitude during the application of the method so he did a close observation.

Analytic phase, the researcher processed the whole collected information to elaborate the final report draft, here she contrasted the objectives with the information obtained.

Informative phase, the researcher presented the final report draft to her tutor for the respective revision, and she did the necessary corrections to develop the final report presentation concluding the whole process of this investigation.

3.7 WORK FIELD

For developing this investigation, the researcher did a previous observation in grades which was English practitioner in Unidad Educativa “Vicente Anda Aguirre”; with this observation the selected grade was 9th año de Educación General Básica, class “C” which is integrated by 41 students: 15 girls and 26 boys.

The researcher asked to Mgs. Manuel Machado Sotomayor the permission for doing the investigation in this institution and he agreed, the researcher was developed in four hours of English class in the following days: April 19 and 26 of 2018, May 03 and 10 of 2018 from 7:00 am to 8:30 am. Lcda. Ana Jara and students of 9th año de Educación General Básica, class “C” helped the researcher.

The researcher had not problems about collecting data, information was gathered from the facts that the researcher observed during the application of the method and then that information was documented in the observation sheet which was developed in two principal reasons; first, to identify activities that the professor uses for increasing student's participation in students of 9th año de Educación General Básica "C"; and second, to analyze student's attitudes at the moment of using activities based on Action Based Learning method in students of 9th year of Educación General Básica "C".

After the researcher got the permission for developing the investigation, he began it following the four steps which were mentioned in the point 3.4. Finally, all information gathered through direct observation with the observation sheet helped the researcher to describe the usage 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 Aguirre", city of Riobamba, Chimborazo province. At last, the researcher finished the final report on June, and with this he finished the present investigation.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 ANALYSIS AND INTERPRETATION OF RESULTS

The research work was done in Unidad Educativa “Vicente Anda Aguirre” with the students of 9th año de Educación General Básica, class “C”, in order to describe how Action Based Learning method was applied for teaching English language.

With the information gathered, through the observation sheet applied on April 19th, April 26th, May 3rd and May 10th for two hours each class, the investigator obtained the following results which are explained in the following chart:

4.2 ANALYSIS AND DESCRIPTION OF CHECK LIST APPLIED AT NINTH YEAR OF “EDUCACIÓN GENERAL BÁSICA”, CLASS “C”.

SPECIFIC OBJECTIVES	ITEM	ANALYSIS	CONTRAST WITH TEORY
<p>TO IDENTIFY ACTIVITIES BASED ON ACTION BASED LEARNING METHOD THAT THE TEACHER USES FOR INCREASING STUDENT’S PARTICIPATION.</p>	<p>Teacher is applying correctly Action Based learning method</p>	<p>The teacher created a good setting in students learning between content and movement so the teacher applied Action Based Learning method recommendations, and through the uses of activities she promoted motivation in the whole class so their students could participate actively while they learn English content in a funny way.</p> <p>Despite the fact that some activities were changed in benefit of students all strategies used by the teacher were well accepted by them due to the increase of the participation during the development of the activities which decreased bad student’s attitudes.</p>	<p>Action Based Learning is based on the brain research that strongly supports the link between movement and learning. (...) Action Based Learning provides educational training that focuses on creating an optimal learning environments for all students, through movement. (KIDSFIT, n.d.).</p> <p>The use of Action Based Learning method helped to improve memory retention also because of the brain research that supports the link between movement and content.</p>

	<p>“Verbs in action activity” is being applied into the classroom by the teacher</p>	<p>At beginning the teacher only put the video and students only sang the song “Get Funky” omitting that theory recommends; she noticed that activity was not being applied in a correct way so to correct that she explained well what activity consists in so both teacher and students started to perform the activity according the video and theory, they did it in an outstanding way. Finally, the contest made students could remember the verbs which was listened during the song. The teacher gave a reward of +one extra point for students who could remember more number of verbs.</p>	<p>Verbs in Action: perform the movements to the song Get Funky by the Learning Station. After the song, have a contest to name and count the verbs in the song. (Blaydes J, 2009).</p> <p>The competition done at the end of the activity is the key for students could remember the verbs were said during the song increasing students’ knowledge while they were in movement.</p>
	<p>“Parts of speech activity” is being applied</p>	<p>Some sentences were given to a group of four students, example. Justin is good at English; they said three times “I love to</p>	<p>Parts of Speech: divide the students into groups of four with each student having a card with a</p>

	<p>into the classroom by the teacher</p>	<p>read” and then the student who had the verb ran inside the classroom and the other teammates tried to catch his/her, when one did it the activity was finished and finally, students must have go to the board and show the sentences to the whole class.</p> <p>This activity was changed a bit by the teacher at the end because all students of the team must be chased, taking turns and the teacher thought that the activity must be done once by each group of 4 students.</p> <p>Concluding, this activity was adapted according teacher beliefs and was not developed completely according the theory.</p>	<p>noun, verb, adjective, and prepositional phrase. The different colors also help know if you have a complete sentence.</p> <p>Play a posse tag format tag game. The verbs are wild, so each verb in each group leaves the group. The other three parts of speech stack hands in the middle of their small circle and say, “I love to read” three items. The three of them then split and all 3 begin to chase their verb until one of them tags the verb. When the verb is tagged the part of speech that tagged him/her goes away and the remaining three stack hands in the middle and repeat the procedure. Play until all</p>
--	--	--	---

			<p>have had a chance to be chased. (Blaydes J, 2009).</p> <p>The activity must have been developed by all members of the group of four students in each group boosting students' participation which permits them to acquire a better performance in English language.</p>
	<p>“Action Based Learning ladder activity” is being applied into the classroom by the teacher</p>	<p>Teacher explained well what this activity consist in to their students so she started to apply it. She drew in a big paper a ladder and put the content in the spaces of each rung of the ladder so she adapted this activity according student necessities. The teacher said that this should be done in this way, students could watch better the content because spaces of the ladder are bigger than rungs. She did that one student</p>	<p>Action Based Learning ladders: Students can climb Action-Based Learning Ladders while learning content displayed on each rung of the ladder. This ladder can be a paper-based ladder on the ground, so that no climbing is required. The combination of the physical activity of climbing or moving while reading and learning content</p>

		<p>pass first, then that student walked through the ladder saying the possessive pronouns (those was written in the spaces of the ladder), and when that student finished another one continued the activity. This new student jumped in the rungs and said the possessive pronouns, and then the procedure continues with whole class.</p> <p>Concluding, this activity was not applied according what method recommends due to the teacher modified it a little bit putting content between the spaces of the rungs of the ladder for students could watch better English content.</p>	<p>hung on the ladder strengthens the retention of the concepts. (Blaydes J & Ratey J, 2009).</p> <p>The most important thing was the variety in how the activity was carried out by the students due to some of them walked and others jumped, thus avoided boredom and produced a dynamic learning.</p>
	<p>Another activity proposed by the method is being applied during the class</p>	<p>Another activity used by the teacher is named On the ball and she used it at the moment that students were working on the Ministry book, but as this fit balls have a monetary value that is not accessible to all</p>	<p>On the ball: for doing his activity, students must be jumping on a fit ball while they are doing different activities into the classroom, for example: they could be doing</p>

		<p>students, this activity was developed only with students who had bad attitudes or did not want to work on the book increasing their enthusiasm for filling the blanks on the Ministry book. Students could finish fast those activities because they enjoy while they are jumping on fit balls instead of sitting on their chairs due to their happy faces. Finally, when students had finished to fill the book, they jumped around their own desks.</p> <p>To conclude, this activity is being well applied at the beginning but at last the teacher thought convenient that students jumped in their fit balls around their desks for encouraging them for doing a good job, having students a little more fun.</p>	<p>some exercises in the ministry book while they are jumping so this way they are going to do exercises increasing learning process. (WDTNTV, 2011).</p> <p>Students in which were applied this activity could be able to do the activities of the book easily. They were able to concentrate on filling the book because they thought that it was funny the way they filled the book (jumping instead of sitting). Those students started to change that bad behavior due to they were included in the learning process.</p>
--	--	---	--

<p>Students are participating with the teacher during the performance of activities</p>	<p>At the beginning some students refused to participate in ABL activities due to bad teachers' explanations about what activities consists in. Later, when the teacher explained better, some students was engaged for participating. Other ones began to participate in ABL activities due to they saw how classmates had fun during the development of activities.</p> <p>As a result of students' participation during ABL activities, they notice that knowledge acquired during this process was significant permitting them to remember all what they had studied.</p> <p>Students were able to help another classmates who had some doubts about studied subject being a little bit talkative people in the English language.</p>	<p>Instead of sitting at their desks and watching a teacher teach from the form of the classroom, such as is pretty standard in most schools, students who participate in action based learning actually get to get up and move while they learn the regular parts of their curriculums. For example, children might walk, hula hoop, step in place and more, all while they are learning. (AOK development services, 2017).</p> <p>When the body brain is out of balance because of poor nutrition and lack of physical activity, the student is not in a good learning state. Movement, physical activity, and exercise change the learning state, increasing the</p>	
---	---	---	--

			<p>ability to retain or retrieve memory. (KIDSFIT, 2018).</p> <p>Accelerates motivation, increases self esteem, and promotes cooperation and communication skills. (Blaydes J, 2009).</p> <p>Students' participation increased through teacher motivation during the performance of each Action Based Learning activity which permitted to wake up a little bit more students' interest in learning English language because they were active all time.</p>
TO ANALYZE STUDENT'S' ATTITUDES AT THE MOMENT OF USING ACTIVITIES BASED ON	Types of attitudes observed during the development of Action Based Learning activities	Behavioral: Students liked to practice English because they participated and did well Action Based Learning activities. They could get	The behavioral aspect of attitude (BAA) deals with the way one behaves and reacts in particular situations. Kara (2009)

<p>ACTION BASED LEARNING METHOD.</p>		<p>good relationships between each other due to the usage of activities which established a link among them and the same time they did not feel embarrassed because they were working in teams having fun all time. They were relaxed because they noticed that they could speak more in English language than before.</p> <p>Cognitive:</p>	<p>stated that positive attitude leads to the exhibition of positive behavior toward studying, absorbing themselves in it, and striving to learn more. Such students are also observed to show more enthusiasm to solve problems, to acquire what is useful for daily life, and to engage themselves emotionally. (Shahrzad E, 2016).</p> <p>Good relationships and students' enthusiasm generated positive attitudes in benefit of learning English language which will help them every day.</p> <p>Cognitive aspect of attitude (CAA) involves the beliefs of the</p>
---	--	---	--

		<p>They could acquire more knowledge than they had before starting doing ABL activities and it was significant because they put in practice with their classmates. Students used acquired knowledge in benefit of classmates helping him with English doubts during and after activities. They could comprehend better about English content being communicate each other. They feel satisfied carrying out activities due to they noticed that they could have more performance in this subject.</p>	<p>language learners about the knowledge that they receive and their understanding of the process of language learning. The cognitive attitude could be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations. (Shahrzad E, 2016).</p> <p>Students could comprehend about English content which was studied and shared among classmates in the developing of Action Based learning activities helping them to</p>
--	--	---	--

		<p>Emotional:</p> <p>The researcher could notice some delighted students due to they showed interest in learning English language. At the same time, they feel proud of them because they took into account that they participated more during ABL activities. As activities were developed according teacher's expectations, students have self-confidence.</p>	<p>solve any doubt about English language.</p> <p>With respect to the emotional attitude, Feng and Chen (2009) stated that “Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied results of emotions are yield.”</p> <p>They felt fine at the moment of performing Action Based Learning activities due to they could realize about their success in learning English language.</p>
	<p>You notice some interference in students</p>	<p>Some students experimented a feeling of worry about English expectations due to</p>	<p>In most schools and for most teachers, challenging behaviour</p>

	<p>learning before applying the method</p>	<p>they could not understand well English language despite their enthusiasm in that subject. Some students did not want to follow teacher's instructions at the moment of working into the classroom, they preferred to do homework of other subjects in English classes. A few students screamed when the teacher gave her English classes due to they were not motivated in regard of learning English language.</p> <p>Concluding, there were a few interferences before the application of Action Based Learning method being those a big barrier in the teaching – learning process.</p>	<p>can generally be understood as something that either interferes with the safety or learning of the student or other students, or interferes with the safety of school staff. (...) Disruptive behaviours such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions. (DEPARTMENT OF EDUCATION & TRAINING, 2018).</p> <p>Too many factors was observed before the application of Action based Learning method such as: students out of seat, a little bit of bad behaviours and lack of following teachers' instructions;</p>
--	--	---	--

			interfering gravely in the teaching – learning process.
	You notice some changes within the students after applying the method	<p>Students got along with others and had the control of their behaviour. They felt more motivated for learning English language so participation increased a lot and they could reach a good academic performance increasing their self-esteem and cooperation. Also, Students could socialize better promoting their self-esteem and decreasing behavioral issues into the classroom.</p> <p>Students are wellness due to they could express better their ideas in English and looks well physically.</p>	<p>Students engaged in Action Based Learning show improved memory retention, increased focus and attention, improved grades, and less behavioral issues. (KIDSFIT, n.d.).</p> <p>Accelerates motivation, increases self esteem, and promotes cooperation and communication skills. (Blaydes J, 2009).</p> <p>The outcome is that students will understand how to learn, how to be physically fit, how to control emotions, how to get along with others, and how to set goals. (Blaydes J, 2009).</p>

			<p>Students could realize they are very capable of achieving anything. They could reach a high performance in English language after the application of the method due to their attention, comprehension, communication and participation during English classes.</p>
--	--	--	---

Done by Miguel Bravo.

Source: Theoretical Framework and direct observation.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The teacher uses four activities based on Action based learning method: verbs in action, parts of speech, action based learning ladder and on the ball which motivated students for learning English language increasing their participation during the teaching – learning process.
- All student attitudes were in the most part positive determining student's ability and willingness to learn English language being this way the key factors for student's success and performance in the acquisition of this foreign language.

5.2 RECOMMENDATIONS

- Teacher should train in the use of different Action Based Learning activities to apply during her English class which allow to manage a large number of students at the same time they are motivated during the acquiring of English language.
- Students should foster positive attitudes creating good settings at the moment of doing any kind of activity in this way they will be able to reach a high control of English language inside and outside the classroom.

5.3. REFERENCES

- ABL PROVIDES STUDENTS AN ADVANTAGE TO LEARN! (2018). KIDSFIT. South Carolina, United States of America. Retrieved from on-line page; <https://www.youthfit.com/abl> (Accessed 30 - April - 2018).
- ABOUT STUDENT ATTITUDES ON LEARNING. (2016). Ministry Of Education, Guyana. Guyana. Retrieved on August 29th, 2016 from on-line page; <http://education.gov.gy/web/index.php/teachers/tips-for-teaching/item/2192-about-student-attitudes-on-learning> (Accessed 9th - January – 2018).
- AL-MAMUN, A., RAHMAN, M., RAHMAN, A. R., & HOSSAIM, A. A. (2012). Students' attitudes towards English: The case of life science school of Khulna university. Unknown place. International Review of Social Sciences and Humanities, 3, 200–209. Retrieved from on-line page; <https://www.tandfonline.com/doi/full/10.1080/2331186X.2016.1236434> (Accessed 26 - May - 2018).
- ACTION BASED LEARNING. (2017). AOK DEVELOPMENT SERVICES. Retrieved from on-line page; <http://aokyouth.org/action-based-learning/> (Accessed 6th - December – 2017).
- ACTION BASED LEARNING. (2017). Hepburn-Lycoming Primary School. Pennsylvania, U.S.A. Retrieved from on-line page; <https://www.wasd.org/domain/1264> (Accessed 2nd - December – 2017).
- ACTION BASED LEARNING: THE BRAIN BODY BALANCE. (2018). KIDSFIT. South Carolina, United States of America. Retrieved from on-line page; [https://cdn2.hubspot.net/hubfs/85600/ABL%20Brain%20Science%20\(1\)%20\(1\).pdf?t=1526871538188](https://cdn2.hubspot.net/hubfs/85600/ABL%20Brain%20Science%20(1)%20(1).pdf?t=1526871538188) (Accessed 21 - May - 2018).

BLAYDES, J. (2009). Action Based Learning - Building Better Brains through Movement. Texas, U.S.A. Retrieved from a PDF on-line page; www.actionbasedlearning.com (Accessed 23rd - November – 2017).

BLADES Jean & RATEY John. (2009). Action-Based Learning: Concept & Activities. Mountain View, CA 94041. Retrieved from on-line page; <https://study.com/academy/lesson/action-based-learning-concept-activities.html> (Accessed 19 - May - 2018).

BROWN, H. D. (2001). Teaching by principles: An interactive approach to language. Pedagogy (2nd ed.). San Francisco Public University. (Accessed 26 - May - 2018).

FENG, R., & CHEN, H. (2009). An analysis on the importance of motivation and strategy in postgraduate's English acquisition. English Language Teaching, 2, 93–97. Retrieved from on-line page; <http://www.ccsenet.org/journal/index.php/elt/article/viewFile/3700/3301> (Accessed 27 - May - 2018).

İNAL, S., EVİN, İ., & SARACALOĞLU, A. S. (2005). The relation between students' attitudes toward foreign language and foreign language achievement. Dil Dergisi, 130, 37–52. Unknown place. (Accessed 27 - May - 2018).

KARA, A. (2009). The effect of a 'learning theories' unit on students' attitudes towards learning. Australia. Australian Journal of Teacher Education, 34, 100-113. doi:10.14221/ajte.2009v34n3.5 (Accessed 27 - May - 2018).

SAIDAT, A. M. (2010). Language attitude: The case of Jordan. International Journal of Academic Research, 2, 235–243.

SHAHRZAD, Eshghinejad. (2016). EFL students' attitudes toward learning English language: The case study of Kashan University students. Kashan, Iran. Retrieved on September 28th, 2016 from on-line page;

<https://www.tandfonline.com/doi/full/10.1080/2331186X.2016.1236434>

(Accessed 26 - May - 2018).

SHAMS, M. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research*, 2, 121–144. Unknown place.

STUDENT BEHAVIOUR. (2018). Department of Education & Training. Victoria, Australia. Retrieved on June 02nd, 2018 from on-line page; <http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/studentbehaviour.aspx> (Accessed 29 - May – 2018).

TELLA, J., INDOSHI, F. C., & OTHUON, L. A. (2010). Relationship between students' perspectives on the secondary school English curriculum and their academic achievement in Kenya. *Kenya. Educational Research*, 1, 390–395. Retrieved from on-line page; <http://www.interestjournals.org/ER> (Accessed 27 - May - 2018).

THOMPSON, Jill. (2016). Inside the classroom, outside the box! Action Based Learning. Figure 1. Unknown place. Retrieved on October 02nd, 2016 from on-line page; <https://insidetheclassroomoutsidethebox.wordpress.com/2016/10/02/action-based-learning/> (Accessed 26 – May - 2018).

TWELVE DEVELOPMENTAL FOUNDATIONS OF LEARNING. (2018). KIDSFIT. South Carolina, United States of America. Figure 2 – 4. Retrieved from on-line page; <https://cdn2.hubspot.net/hubfs/85600/12%20foundations%20training%20sheet.pdf?t=1528303032550> (Accessed 21 - May - 2018).

WDTNTV. (2011, May 13). Action based learning. [Video File]. Dayton, Ohio. Retrieved from on-line page; <https://www.youtube.com/watch?v=711HLfXwaYM> (Accessed 15 - May - 2018).

WEINBURGH, M. H. (1998). Gender, ethnicity, and grade level as predictors of middle school students' attitudes toward science. Unknown place. Retrieved from on-line

page; http://www.Ed.Psu.Edu/Ci/Journals/1998aets/S5_1_Weinburgh.Rtf
(Accessed 26 - May - 2018).

WHAT IS ACTION BASED LEARNING? (n.d.). San Diego Unified School District.
San Diego, California. Retrieved from on-line page;
<https://www.sandi.net/staff/adapted-physical-education/action-based-learning-abl-lab> (Accessed 21 - May - 2018).

6. ATTACHMENTS

6.1 OBSERVATION SHEET



Universidad Nacional De Chimborazo

Facultad De Ciencias de La Educación, Humanas y Tecnologías

Language Career

The present observation guide was done based on the most important aspects of Action Based Learning method and activities; which are gotten from the theoretical framework. It will be applied to students of 9th año de Educación General Básica, class “C” at Unidad Educativa “Vicente Anda Aguirre”.

Objective: to inquire the application 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 Aguirre”.

Student: Miguel Bravo Yépez.

No.	Statements	Yes	No
1.	Teacher is applying correctly Action Based learning method		
	The teacher promotes a good setting		
	Students move while they learn		
2.	Verbs in action activity is being applied into the classroom by the teacher		
	Teacher and students perform the movements of the song Get Funky		
	The teacher do a contest at the end		
3.	Parts of speech activity is being applied into the classroom by the teacher		
	Teacher divides students into groups of four		
	Teacher give students a sentence with the four parts of speech		
	All students in each group do the activity		

4.	Action Based Learning ladder activity is being applied into the classroom by the teacher		
	The teacher use a real ladder		
	The content is displayed in each rung of the ladder		
5.	Another activity proposed by the method is being applied during the class		
6.	Students are participating with the teacher during the performance of activities		
7.	Types of attitudes observed during the development of Action Based Learning activities		
	Behavioral		
	Students are striving for learn more		
	Good relationships between students		
	Students are relaxed		
	Cognitive		
	Students acquire knowledge		
	Students use learned knowledge for helping other ones		
	Students are satisfied with learned content		
	Emotional		
	Delighted students		
	Students feel proud of themselves		
	Students have self-confidence		
8.	You notice some interference in students learning before applying the method		
9.	You notice some changes within the students after applying the method		

Done by Miguel Bravo.

Source: Theoretical Framework.

LIST OF TABLES

Table 1. Behavioral attitudes statements.....	19
Table 2. Cognitive attitudes statements.....	20
Table 3. Emotional attitudes statements.....	21

Figure No. 6



Student of ninth year of Educación General Básica, class "C", during the Development of Action Based Learning ladder activity.

Done by: Miguel Bravo

Figure No. 7



Student of ninth year of Educación General Básica, class "C", during the Development of Parts of Speech activity.

Done by: Miguel Bravo