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THE INFLUENCE OF THE FAMILY MOTIVATION IN THE ENGLISH LEARNING PROCESS. GUIDE WITH FAMILY MOTIVATION TECHNIQUES FOR THE IMPROVEMENT OF THE ENGLISH LEARNING.

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En virtud de la resolución de la Autoridad Académica de la Facultad de su acertada dirección, con fecha 15 de Octubre de 2015 en el cual se me asignó Asesor del Proyecto Educativo de la Licenciatura en Ciencias de la Educación, especialización Inglés, informo lo siguiente:

**Que las estudiantes:** MONGE UTRERAS MARIA MAGDALENA Y SÁNCHEZ NAVARRETE CYNTHIA ANDREA diseñaron y ejecutaron el Proyecto Educativo con el tema: THE INFLUENCE OF THE FAMILY MOTIVATION IN THE ENGLISH LEARNING PROCESS

Cuya Propuesta: GUIDE WITH FAMILY MOTIVATION TECHNIQUES FOR THE IMPROVEMENT OF THE ENGLISH LEARNING. El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito. Las participantes han ejecutado las diferentes etapas constitutivas del proyecto, por lo que se procede a la APROBACIÓN y lo pongo a vuestra consideración para los fines legales correspondientes.

Atentamente

[Signature]

Dr., Eduardo Torres Vivar
DEDICATION

With all my heart I dedicate this work to God, who knew how to guide me and give me the strength to carry on without losing hope or fainting in the attempt.

To my parents Ps. Juan Sánchez and Ps. Mónica Navarrete for their understanding, love and support, because thanks to them I am a woman with values and courage to achieve my goals.

To my brother Lcdo. Juan Sánchez Navarrete for being always present in my life.

Cynthia Sánchez Navarrete
DEDICATION

Aarón Rodríguez Monge, this only belongs to you, I just want you to know that every goal achieved in my life, I was, I am and I will always be above all things thinking of you.

And tell you that there is no greater pleasure in life than to reach the goals you set yourself and look back and say I got it, I love you with my life.

María Monge Utreras
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**FICHA DE REGISTRO DE TESIS**

**TITULO Y SUBTITULO: TOPIC:** THE INFLUENCE OF THE FAMILY MOTIVATION IN THE ENGLISH LEARNING PROCESS. **PROPOSAL:** GUIDE WITH FAMILY MOTIVATION TECHNIQUES FOR THE IMPROVEMENT OF THE ENGLISH LEARNING.

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**SUMMARY:** The present research aims to determine the influence of family environment on learning the English Language. This research was applied to students of the 9th year of basic education of the Public School “Eloy Alfaro”, throughout surveys, etc., in order to identify the causes and shortcomings that occur during the process of learning a foreign language. In order to improve their training and detect the deficiencies that exist in the current process of teaching and apply strategies in the learning through our guide to promote activities that can perform is in the home. It was prepared in order to involve young people in bilingual communication development process since they go to high school, with support from parents and authorities as valid and reliable alternative campus, whose results should be assessed periodically to make corrections to lead the improvement of the proposal to raise current levels of education.

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TITULO Y SUBTITULO: TEMÁ: LA INFLUENCIA DE LA MOTIVACION FAMILIAR EN EL PROCESO DE APRENDIZAJE INGLÉS. PROPUESTA: GUÍA CON LAS TÉCNICAS DE MOTIVACIÓN FAMILIAR PARA EL MEJORAMIENTO DEL APRENDIZAJE DE INGLÉS.

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PALABRAS CLAVE: ENTORNO FAMILIAR, DESEMPEÑO ACADÉMICO, ACTIVIDADES, DESARROLLO DE RECURSOS.

RESUMEN: La presente investigación tiene como objetivo determinar la influencia del entorno familiar en el aprendizaje del idioma inglés. Esta investigación se aplicó a estudiantes de 9º año de educación básica de la Escuela Pública "Eloy Alfaro", a través de encuestas, para identificar las causas y deficiencias que se producen durante el proceso de aprendizaje de una lengua extranjera. Con el fin de mejorar su formación y detectar las deficiencias que existen en el actual proceso de enseñanza y aplicar estrategias en el aprendizaje a través de nuestra guía para promover las actividades que pueden realizarse en el hogar. Se preparó para involucrar a los jóvenes en el proceso de desarrollo de la comunicación bilingüe ya que van a la escuela secundaria, con el apoyo de los padres y autoridades como campus alternativo válido y confiable, cuyos resultados deben ser evaluados periódicamente para hacer correcciones para liderar la mejora de la propuesta Para elevar los niveles actuales de educación.
The present research aims to determine the influence of family environment on learning the English Language. This research was applied to students of the 9th year of basic education of the Public School “Eloy Alfaro”, throughout surveys, etc., in order to identify the causes and shortcomings that occur during the process of learning a foreign language. In order to improve their training and detect the deficiencies that exist in the current process of teaching and apply strategies in the learning through our guide to promote activities that can perform is in the home. It was prepared in order to involve young people in bilingual communication development process since they go to high school, with support from parents and authorities as valid and reliable alternative campus, whose results should be assessed periodically to make corrections to lead the improvement of the proposal to raise current levels of education.

Keywords: Family environment, Academic Performance, Activities, Resources Development.
RESUMEN

La presente investigación tiene como objetivo determinar la influencia del entorno familiar en el aprendizaje del idioma inglés. Esta investigación se aplicó a estudiantes de noveno año de educación básica de la Escuela Pública "Eloy Alfaro", a través de encuestas, etc., para identificar las causas y deficiencias que ocurren durante el proceso de aprendizaje de un idioma extranjero. Con el fin de mejorar su formación y detectar las deficiencias que existen en el proceso actual de enseñanza y aplicar estrategias en el aprendizaje a través de nuestra guía para promover actividades que se pueden realizar es en el hogar. Fue preparado para involucrar a los jóvenes en el proceso de desarrollo de la comunicación bilingüe desde que ingresan a la escuela secundaria, con el apoyo de padres y autoridades como campus alternativo válido y confiable, cuyos resultados deben evaluarse periódicamente para realizar correcciones que permitan mejorar la propuesta para elevar los niveles actuales de educación.

Palabras clave: Entorno familiar, Desempeño académico, Actividades, Desarrollo de recursos.
INTRODUCTION

(Aroca, 2011) “The academic performance, as we can see, tries to create a coordinate regulation within the fall and describe the mechanisms of socialization and education that parents influence in their children (translated in beliefs, values and behaviors) and those who seek to influence their development”. (p.39).

According to Aroca, thinking related to the theme of "Family environment and academic performance achieving", we can determine that the main education comes from House, being the main pillar of the formation of the individual family in their different life cycles, as well as also their beliefs, values and behaviors that allows the interrelation with society.

In accordance with what was exposed by Silvia Beneyto Sánchez in her book entitled "Environment family and academic performance", the children acquire the first knowledge from the family where determine their personality and create your conduct with which help to further learning.

In the education’s field, the School failure is a conflict that raises concern, but, as major causes of the difficulty of learning English, we can mention: low academic achievement, relatives' involvement, educational style, socioeconomic status, etc.

The aim of our research project is to analyze the perception of students, related to the foreign language that can influence their academic performance and its consequences.

The general content of this research project is comprised as follows:
Chapter One

The problem is determined, its approach, the problem causes and results, assessment of the problem, their specific objectives that determine the importance of rational research.

Chapter Two

Details the problem with their feedback with a theoretical and legal framework for the assumption of their respective variables.

Chapter Three

Indicates the methodology, design mode and type of research, population and sample, operationalization of variables, research instruments and sample processing.

Chapter Four

The proposal is described, elaboration of a guide with techniques of family motivation for improving English language learning.
CHAPTER I
THE PROBLEM

CONTEXT OF THE RESEARCH

Education in any country is considered the most important and essential arm in the academic and professional development on students, which have an environment with new updates due to changes through the education system for the benefit and use of the learners without causing a lack of interest or desertion in studies by problems with learning a foreign language.

Eloy Alfaro Public High School was created on Dr. Camilo Ponce Enriquez administration who made the donation of the ground Cda Nueve de Octubre, located in the Av. Rigoberto Ortiz between Alberto Avellan y Pedro Saa streets. Currently, the high school is under the direction of MSc. Marco Monserrate Canales, it has 2846 students in the morning, afternoon and night shifts, with an administrative and services staff more than 132 employees. The curriculum of Eloy Alfaro Public High School is based on the socio-economic needs of the sector as educational poverty has gripped youth and still generates a rejection of human values, such as respect, honesty, responsibility and personal care.

Such connotations have forced school leaders to campaign against these negative ways of doing education to such an extent that they have carried out a survey by the sector to identify the socio-economic sectoral and cultural needs caused by the desolation of the Education.

It was initially considered as an educational establishment, since they are ready to impart values in favor of the youth and even more have been successful to reach the parents, in order to do a work closer to the family
needs, and through workshops to parents, motivate them to the deep desire to inculcate their children to the education; additionally from this school year the high school participates in the program of international baccalaureate.

Its institutional vision is to be an educational community in the forefront of technological innovations that will allow to form teenagers with great capacity for understanding, analysis, reflection, creativity and scientific research to put it at the service of the community and the world.

Its institutional mission is to integrally train its students in the academic and moral aspects, according to the National and International Baccalaureate Principles, so that they are protagonists of the social change with a sense of criticality and solidarity that favors the development in the technological knowledge and the entrepreneurship, based on an interculturality that allows the inclusion in the public and private sector.

CONFLICT SITUATION

It is consult with the English Area Director Lcdo. Milton Vega, who told us about the problems that currently affect and influence the student learning, so we as lack of school supplies, lack of motivation by teachers when they are teaching the classes, lack of family support for the development of the tasks at home. After the conversation made with the professor, it is concluded that the main factor where the disadvantage is original is the lack of family support when developing assignments, as well as no motivation from the teachers.

Currently in the city of Guayaquil considered at the level of education as zone 8, there are some problems and tensions in different areas in which students are developed, so as we mention: dysfunctional homes,
socioeconomic status, school dropouts, precocious pregnancy, presumption of substance abuse for the health of students, among other things.

All these circumstances that arise in the daily lives of human beings are those that directly affect the development of learners, thereby achieving a low performance and little interest in learning something new or get knowledge. The family has always been considered as the first school of learning to students; for this reason we pointed out as the main tool the family support to students within the academic development, achieving the security and confidence in the student’s education.

It is consider the education as a tool and fundamental legacy for the growth and development of the human being in its different phases and its relationship with society; being the family the main support within the learning of the students for their successful formation, contributing to the progress of the country. This research project will allow to know if the family support is adequate respecting to the English language learning, for what whether there is a negative response in the students we will have as main effect, the low School performance, the discouragement, the parent-teacher relationship and dropouts that will be sustained and analyzed by our research and then put into consideration with our proposal herein.

Sánchez (2015) quotes that “The sociocultural level of the family plays an important role in the academic performance of their children by the stimuli and possibilities offered”. (p.35).

According to Sanchez, the family play a major role in the academic development of students. Parents are responsible for a good education based on love and principles that enable children to develop stimuli which in the future will be suitable within the educational field and personality.
The problem was shown at Eloy Alfaro Public High School located in the southern of the city; where in order to get noticed of relevant information it was observed that students present a low performance in the English Language accompanied by a lack of interest and demotivation, achieving low grades in their academic performance and get a poor mastery of communication skills.

Subsequently students cannot engage in short dialogues. Two other important factors that determine the lack of interest in learning a new language are poor attention by authorities, and lack of family support, which brings consequences like dropouts, demotivated students, and poor attention to the English classes.

In addition to these consequences we will mention the most relevant causes that affect students directly.

**CAUSES**

**Parental problems.** - The rising incidence of behavioral problems among teenagers could suggest that some families are struggling to cope with the increasing stresses they are experiencing.

**Insufficiency Didactic Material.** - Students do not have the necessary school supplies that allow them a better English learning.

**Teachers do not plan their English classes.** - Some teachers do not prepared the classes focusing to solve problems.

**Drug consumption uncontrol.** – Alcohol and drugs abuse in students is a leading cause that affects teens with poor self-esteem
or emotional or mental health problems, such as depression, also are at increased risk.

**SCIENTIFIC FACT**

When in the educational institutions, have to analyze the results of an evaluation, they detect that in each group there are a determined number of students who have been obtaining a low academic performance. Analyzing the causes that can provoke it, it has been determined that in one way or another is due to the family. The interest that family has in education seems to be a determining factor, even more than economic, as is the school performance, because if students find school support at home logically this will facilitate their learning.

This proposal allows all members of the educational community and especially family members to become participants in their own reality through the exchange of knowledges and the application of techniques of family motivation that facilitate the learning of the English language, of the above, it appears the following question: What is the influence that the family motivation will have in the English learning process of the students of 9th year at Eloy Alfaro Public School, located in Guayaquil City, in the Province of Guayas, school year 2015 – 2016?

**OBJECTIVES**

**GENERAL**

- To analyze the influence of the family motivation in the English learning language, through a statistical and field analysis that will give hints to create a guide with motivational techniques.
SPECIFICS

➢ To describe the development of a guide with family motivation techniques for teaching the English language in order to help students to increase their interest through empirical and statistical methods.

➢ To define the importance of English learning process through methods like surveys, interviews applied to the students and English teacher at high school.

➢ To share among the family, the techniques of motivation for the improvement of the learning of the English language, in order to acquire and improve the academic development in the students of the 9th basic year.

INQUIRES OF THE PROBLEM

➢ How important is the family support in the English teaching-learning process?
➢ How will this project be socialized with parents in order to assist their children in learning?
➢ How should it be the best family environment where children can develop their scholar activities?
➢ In what way will the motivational guide for parents improve the children’s performance?

RATIONALE

Concerning with the low performance of students in the field of English, we have designed a motivational guide that aimed students and parents to encourage interest in learning and teaching the language.
With this project we want to indicate possible causes that affect the academic performance of the students; identify possible solutions, and proposed educational actions to improve the current educational state.

Currently there are several reasons why the students have little interest in learning a new language, in this case English; so it is important to settle the reason for our concern in improving language learning.

Also, we seek to create awareness among the students to let them notice that we will not affect their family environment which involves parents or the family in general. In order to find teaching methods in the students. This motivational guide applies to students and families intending to rescue several strategies, using the interest in learning English.

According to the 2008 Constitution of Ecuador that literally says, "All Ecuadorians should receive an education of quality" by assuming this coin, the implementation of didactic materials in this guide tends to improve the teaching - learning in reading comprehension process.

According to the Law on Higher Education (LOEI), Article 166, which deals with the approval of projects of higher technological careers or their equivalents in the Institutions of Higher Education of Ecuador, the correct use of the strategies of this teaching guide will help the Ecuadorian community to apply techniques in the comprehensive reading.

On the other hand, Good Living Plan refers to a constitutional principle based on the 'Sumak Kawsay', which includes a worldview centered on the human being as part of a natural and social environment. It also concerns about the satisfaction of needs, to achieve a dignified quality of life and death,
to love and be loved, the healthy flourishing of all people, in peace and harmony with nature and the indefinite prolongation of human cultures.

Good Living implies having free time for contemplation and emancipation, and affirms that freedom and opportunities, abilities and real potential of individuals will expand and flourish to allow simultaneously what the society, territories, different collective identities and each one seen as a universal and particular will value as a desirable goal.

This research work, will focus on the realization of a guide with family motivation techniques for the improvement of the English learning process, besides this, it pretends to get the interest to the foreign language in the students and considering the support of their families, besides this, the research wants to solve the problem, this would be of the great aid because we will obtain the best take information for the work in a good way.

We can assume that this research is relevant to know the real information about the English learning in the students, and the most important thing if they have the totally family support to develop their English task, this Study will shows that there are complex relationships between foreign language learning and the influence of the family. It appears that the factors of economic conditions and parent´s educational levels play an important role in affecting the learning process and impacting the learning outcomes of the students.

As the English language considered as the universal language, allowing the interrelation between humans and countries, it is important that students learning English will intensify, which allow the student in the future effective international communication combined with respect for identity and cultural
diversity, best access to information, more intensive personal interaction, improved working relations and a deeper understanding.

Therefore it is needed that language learning is encouraged throughout life and that provide for the education, instruction from preschool to adult education. In the students’ life always exist general skills, which are composed of all his knowledge, skills, and its ability to learn. The communicative language proficiency has a language student is based in the realization of different activities that comprise the language comprehension, expression, interaction and mediation.

The student must become fully competent user of the language, as well as the knowledge, skills and attitudes that enable the activities, students should learn and acquire the ability to use the necessary powers to implement the strategies. It should be noted that the general knowledge possessed by students is acquired from the previous experience of the life they have received based on their native language, which can be modeled to develop a self-learning with a Foreign Language, finding the easiest ways and fun to be able to learn and dominate the English language.

Undoubtedly the only beneficiaries are students of ninth grade of Eloy Alfaro High School who will be able to develop school habits that allow the improvement of their skills and get a better English learning based in the motivation through English classes taught by teachers and at home with the support of their parents.
CHAPTER II
THE THEORETICAL FRAMEWORK

The theoretical framework is intended to give the research a coordinated and coherent concept that will address the problem system. It is responsible for integrating the problem in an area to make sense, incorporating previous knowledge of the same and ordering them in ways that are useful to this task.

The purpose of the theoretical framework is to place problem within a set of knowledge, use to direct the search and provide adequate conceptualization of the terms in use. In order to form the reference framework, it will be used previous knowledge of the phenomenon we address, and the lessons we draw from the work of literature review that necessarily have to do.

Gomez, (2006) “Always is important to see the past to build the present and look to the future. It is convenient to locate, obtain expert testimony and all the source that relates directly to our problem or research topic.” (p.66)

According to Gomez, when a theoretical framework is developed, it is important to see the past in order to build the present and then move forward. This part of the research is necessary to mention the state of the problem, analyze the circumstances, to consider the main points and solve it and finally explain about what we will do to better the problem with the help of the parents, students and teachers.

For Moguel (2006) “The theoretical and conceptual framework is summarized, concise and relevant statement of scientific knowledge and
empirically accumulated facts about our object of study; it is made from the perspective of an ideology and a frame of reference certain.” (p.81)

According to Moguel, using the theoretical framework, it can be describe clearly and precisely the problem that the person will also investigate how well accompanied by empirical facts that are generated by performing the development of research.

BACKGROUND OF THE STUDY
To carry out our research, we have decided to go to the Educational Unit Eloy Alfaro located at south of the city of Guayaquil; where first it consulted in the library of the institution if there is some other similar work to our research and applied to students, that may corroborate that this work is the only one and necessary with the aim of helping the students to raise the interest in the English learning process.

In the same way Sanchez (2015), mentions that education school failure it is now a problem of great concern. Scientific research has been identified as determinants of poor academic performance of the student’s own intrinsic causes, but increasingly affects more on the importance of extrinsic causes which also condition it. Besides this, include the family and the context in which the student develops (p.13).

For a better understanding of the problem being investigated proceed to develop the variables taking into account the opinion of different authors.

THEORETICAL FOUNDATION
THE FAMILY ENVIRONMENT
DEFINITION
Inda (2014), “The family also from a point of view useful for our purposes, can be regarded as a social cell membrane which protects inside their individuals and related abroad with other similar organizations.” (p.52).

According to Inda, family it is the fundamental cell of society, whose main function is to protect the interests of its members and then can interact with the outside, that is to say with those around them.

Ceballos (2014), “The family is a human community that is inserted into the structure of society and as such is subject to the influences and vagaries of it in its historical development.” (p.76)

As established by Ceballos, family for being considered as an important unit of society is subject to influences in different areas that develop throughout history, is to say it would have a changing reality. The family is the union of several people who share a vital project in common, it is considered that it is durable, which through its development are generated feelings of belonging, that is, a commitment for each of its members to help achieve established by the group.

Also, it considered a foundation where each of its members learn the ways and means to live in peace with others, as well as try and communicate with others. The family is considered as the main school of life, because through their generations they can learn about their traditions, native language, country, etc.

**IMPORTANCE**

Family is important because it plays a major role in the development of children, as they must live in a place where they can love and be loved, to learn to deal with respect and love.
The family is the main school that brings together all social human virtues, which is why parents are obliged to ensure the formation of future citizens, to spread human values, the importance and need to create women and men responsible and all right. The family has always been a fundamental pillar of society, is the refuge, pride, joy of each of its members, for all this there, parents must be who form a family atmosphere animated favoring the integral education and staff each of their children.

A research review: The importance of families and the home environment By Angelica Bonci, 2008, revised June 2010 by Emily Mottram and Emily McCoy and March 2011 by Jennifer Cole National Literacy Trust.

For Bonci (2008), Parents’ attitudes and support for their children’s learning influence performance on literacy tests irrespective of socio-economic status (Tizard, Blatchford, Burke, Farquhar and Plewis, 1988; Wells, 1987). Parental involvement in their child’s literacy practices positively affects children’s academic performance (Fan and Chen, 2001) and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education (Flouri and Buchanan, 2004). Quoted by (Bonci, 2008, p.3)

According to Bonci, the family support into the children’s academy performance is very necessary and important, this is consider like a main overcoming tool in students, the contribution of the family in the activity scholar develop is a situation that will always be present, as well as the interaction at home.

Likewise, it is necessary to remember the success scholar in students is the results of the positive relationship between parents and children. If parents are involved in the education and develop of their children, will be sure and certain the success in school, they have the responsibility to give
their children a lovely and support environment familiar, to listen the commentaries that children tell to them, providing academic guidance and study support, prepare an adequate breakfast to give them and cooperate with teachers and scholar staff.

**PARENTAL INVOLVEMENT IN SCHOOLS.**

The involvement of parents is a process that allows them to monitor the classroom activities also to coordinate their efforts with teachers to motivate classroom behavior and try to complete the homework. This activity makes stronger the relationship between teachers, students and parents into teaching – learning process.

On the other hand is important that parents take on the scholar development, in order to have a better academy performance, is necessary to remember that when parents are involved in familiar programs, this influence on educational outcomes, besides this there are some benefits that help the improvement the English learning process: get higher grades and test scores, positive attitudes and behavior, long term academic achievement, more effective schools.

The Ministry of Education, Culture and Sport of Spain in its book *La participación de las familias en la educación escolar* (2014), states:

Without the positive cooperation of family and school, it is not possible to reach the high standards set for educational outcomes in a demanding society such as ours. And that is why parental involvement, which is an individual right and a responsibility of families, is also, of course, a social necessity. The participation of the family in the education of their children can not be conceived as a right that has been graciously granted by an external depositary, who would be the legitimate
holder of the title, nor a partial right, a right shared with other social institutions, who would be the partners. (P.15)

In reference to the previous lines, the participation of the family in the educational development of the students plays an important role because it allows, through the school follow-up, to reach the goals established by the educational institution in the school period.

In addition to this, it is the parents' duty and responsibility as well as a social need for the family to intervene in the education of the children, but not in a fragmented or deficient way, but in an integral way so that in this way the teaching-learning process obtains results creating better societies.

It also states that:

“The key to educational engagement is the active involvement of parents in all aspects of their child's social, emotional, and academic development, so parental involvement is seen as a lever to promote student achievement”. (p.16)

That is, conceptually, family collaboration should be valued as a right that all families should have, it must be an aptitude of the parents towards the education of the children, it must also be a group of different attitudes towards the educational institution and to education but always remembering that the school behavior must be aimed at achieving the different goals that are proposed in the educational field.

RESPONSIBLE FOR THE EDUCATION OF CHILDREN

Fernandez (2013), the family is the child's first transmitter cultural patterns and his first agent of socialization. The first responsibility for the education of children is the parents; the
family is the first context where we contact with the world, a detail from each household world. (p.125)

According to Fernandez, the family plays a significant role into the children’s lives, parents are the only and responsible to give them the best breeding during their childhood based on habits and activities that in a transcendental way are relationated with a training of each family.

For Ireland (2014), Parental involvement refers to the amount of participation a parent has when it comes to schooling and her child’s life. Some schools foster healthy parental involvement through events and volunteer opportunities, but sometimes it’s up to the parents to involve themselves with their children’s education. (p.99)

As established by Ireland, when a child begins the school, parents should participate to the school child’s life, in order to take control about the academic performance and besides this try to cooperate with the needs that school has and that will benefit their sons.

MOTIVATION AND LEARNING

Learning throughout the history of humanity has always undergone transformations parallel to the changes of society. The functions of protecting, socializing and educating are no longer exclusive to the family but are a shared task with other social institutions as a response to the needs of the culture.

The family should not only guarantee children economic conditions that make their school performance possible, but also motivate them from birth so that they can participate and actively learn in the teaching-learning process.
Martínez-Salanova (2010), in his article Motivation in learning refers to:

Motivation is the interest that the student has for his own learning or for the activities that lead to him. The interest can be acquired, maintained or increased in function of intrinsic and extrinsic elements. We must distinguish it from what has traditionally been called in the classroom motivation, which is nothing more than what the teacher does for the students to be motivated. (p.n/d)

Assuming the author's indications, motivation consists in the attempt to give students a reason that leads them to make an effort in an emotional way, to an action that is directed towards obtaining accurate, required and understood results. Therefore, motivating is to encourage the student to learn, but also to make the necessary efforts to achieve the objectives set.

POSITIVE MOTIVATION

Within the perspective that has the school motivation, it is found that students perceive their classroom as an element that supports them socially, and that allows them to pursue those goals that are valued in that context.

Nunez (2009), “if students develop a positive relationship with their teachers, this should translate into a pursuit of goals valued by teachers, including social goals how to behave properly, as well as goals related to tasks such as applying and learning.” (p.50)
This perspective implies an implicit acceptance of the fact that achieving socially valued academic tasks is an aspect of social competence. Moreover, it implies that interventions to change motivational orientations toward study and learning must begin with attention to the student's social and emotional needs.

Within the positive motivation is the intrinsic motivation, Maquilón et al (2011) define it as that motivation that comes from the subject itself, which is under his control and has the capacity for self-reinforcement. Maslow, in his motivational investigations, considers that if the human being satisfies his primary needs (biological, security and belonging) and his secondary needs (recognition and esteem) he reaches personal self-realization, which is what people with greater Level of intrinsic motivation. (p.87)

In intrinsic motivation, the student is led to study because of the interest aroused by the subject, to know something new and this is because he is under pressure but because he likes and enjoys acquiring knowledge. In addition, in this type of motivation the goal is the personal fulfillment of the student, so that teachers must help them to meet all the primary and secondary needs they have so that the competitive orientation is associated with educational achievements.

On the other hand, the book Methods of the Psychologies indicates that extrinsic motivation is also part of positive motivation and stresses that it occurs in students when the stimulus is not directly related to the object or application of study being investigated or with the matter itself. (p.205)

At the educational level, it is indicated that the use of positive rewards and reinforcement of correct behavior is a more effective pedagogical form than using punishment to try to change unwanted behavior that students
possess. However, the application of positive reinforcement encourages the students' superficial approach to learning because it allows them to cover their academic deficiencies and thus avoid punishment or receive rewards (material rewards), which is not very useful or inappropriate.

For this reason, teachers should promote learning strategies in the classroom that enable the student to achieve meaningful learning.

NEGATIVE MOTIVATION

Negative motivation occurs when the student’s action occurs under threat, repression or punishment, and comes mainly from the family but also from educational institutions.

Within this group one can speak of physical negative motivation, as the book Methods of the Psychologies refers to, “where it can be observed that this motivation arises when the student suffers physical punishment or deprivation of amusements or of anything that is important or high emotional value”. (p.205)

The use of physical negative motivation by the teachers or parents in the educational process causes in the students lack interest in the study because they are forced to perform work they do not want to do so the results of The same will be works of very poor quality.

Then, negative motivation occurs when students do things out of fear of the consequences they will suffer if they fail.
Another negative motivation that can be talked about is the psychological one, and it is presented when the student is treated with rigor, contempt, when he is made to feel that he is not intelligent, or that he is less capable than other students, or when he is They make criticisms that embarrass him because they make him look like a bad student or as a person with little will. (p.205)

In this part, negative psychological motivation implies that the only responsible is the student, which is incorrect because, there are multiple factors to take into account as a result of a process involving the socio-cultural context of the student, the family, didactic models, teaching work, social policy, etc.

When there are situations of a psychological nature that do not allow the student's educational achievement to reach the minimum points previously established, academic-academic failure arises. On many occasions these failures are due to the psychological part of the student, which does not allow the personal and social development provoking problems and tensions that are reflected in the result of the student's work. In conclusion, negative motivation is the opposite of what can be said of negative motivation because in this case the student is forced or forced to perform tasks that he would not do on his own will or impulse.

SOCIAL PROBLEMS

Much of what happens in society is filtered through the school system, affecting students and their learning experience. Solving and avoiding such problems begins with their identification and knowledge. School systems must recognize what types of social issues are of primary concern, and educate
students and parents on ways to fight them. Currently there are some facts that affecting students and their environment:

**ECONOMY**

Education and the Economy: An Indicators Report Indicates:

Education may also improve workers’ employment stability, enabling more educated workers to maintain their jobs or to quickly find new jobs in the face of changing economic conditions. Therefore, the association between education and unemployment can be a further indication of the effect of education on the productivity of workers. (p.10)

If the economy takes a downward turn, at some homes get ready to establish a budget crisis, here we have some examples: the costs of fuel for school buses and food for school lunches may increase, students will not go to their schools and will not receive their classes, in the same way some teachers will lose their jobs.

On the other hand, students who regularly engage in drugs or alcohol use often have scholars and personal issues.

Tenti (2004), indicates that at first glance the economy and education are fields with logics quite far from each other. Economics is the realm of interest and calculation. The world of education tends to present itself as dominated by solidarity, love of children and disinterest. In the economy reins the figure of the entrepreneur who pursues selfish ends but in many cases is convinced that doing so contributes indirectly to the general interest. In the world of education the protagonist is the teacher.
This tends to define its activity as a vocation that is as something done by duty and not by interest. (p.11)

Assuming the author's indications, education and its environment is presented through solidarity, affection towards children and disinterestedness to teach without receiving something in return; while the economy appears as a selfish entity that seeks only self-interest. Therefore, education as a habit aimed at the systematic evolution of knowledge in people "has a monetary value," meaning that it is not free.

In addition to this, the economy in education exists because the field of the needs that are used to carry out a quality education is greater to the field of the resources that are needed to satisfy them. And this is due to the fact that education begins at the earliest ages and therefore needs become demands for all social groups who are looking for a better education for their children.

Finally, in education the main protagonist is the teacher because he is in charge of transmitting the teachings by vocation but not by interest.

Tenti (2004) indicates the contrast between the need to learn and the scarcity of resources to satisfy it tends to become increasingly dramatic. And there is no "scientific" and objective formula that determines the amount or orientation of the resources that each society should devote to the educational purpose. However, there is a demand for efficiency and effectiveness that must be articulated. That is why the allocation of resources for education is always a political issue and a technical issue at the same time. (p.12)

The previous lines indicate that in view of the need of society to learn, the resources needed to solve education every day are more difficult to find
and even it becomes somewhat dramatic to meet certain essential needs so that the amounts to be allocated Parents should be directed to specific things and practices that promote the educational purpose of their children.

On the other hand, one can only ask for efficacy and educational demand when the necessary resources are allocated for the elaboration of an educational plan that is in accordance with the economic reality of the institution and of those who make it up. In this way, the structure of learning will not be divided into levels so that students will enjoy all the mechanisms or modalities explicit and implicit in the allocation of resources which will allow the teacher to perform a better educational work which must be value oriented Such as justice and social integration.

RACISM

Breaking the Cycle of Racism in the Classroom: Critical Race Reflections from Future Teachers of Color refers:

“That racism exists when one group believes itself to be superior and has power to carry out the racist behavior ant that affects multiple racial/ethnic groups.” (p.181)

Nowadays is a problem that exists in some schools, denying someone or acting in negative ways affects the development of the students, most of them prefer leave the school in rather to be the mockery of others.

Currently the statistics in pregnancy on teenagers is higher than in adult women; these rates are so high among minorities and those with lower incomes is because of the lack of access to birth control and pregnancy prevention education. For that reason it is important to look into the different
types of birth control and contraceptives that are available, how to use them properly and where to get access to birth control and other ways to prevent unintended pregnancy.

Velasco (2016) Education would therefore be more or less "a process of transmission of knowledge and ideology that occurs mainly between generations." In this way, we can see, first, that education is an encompassing activity or, rather, in which all the institutions of society permanently operate: family, religion, beliefs, and even more concentrated the State, through institutionalized education. (p.383)

Referring to the author, education is a process in which society through the family and through time disseminates skills, knowledge or studies as well as concepts that should be learned by all people without any discrimination being the state the body that regulates this Situation through institutionalized education.

At this point, the school or educational institutions play a preponderant role because being an active organ of society is responsible for propagating the appropriate information to all members who are immersed, giving all the same opportunities and facilities that are needed to Develop the different school stages which will lead to a more equitable and equal society.

On the other hand, Unesco (2001) emphasizes the need to take action at the national and international levels to combat racism, racial discrimination, xenophobia and related intolerance in order to ensure the full enjoyment of all human, economic, social, cultural, civil and political, which are universal, indivisible, interdependent and interrelated, and to improve the living
conditions of men, women and children of all nations. (P.15)

Therefore, combating racism as well as any form of discrimination not only in educational institutions but also in the social part is a pending issue of the different countries, since each person should be guaranteed the right to regular education as well as Of the different existing education systems with the firm conviction that in this way people can find equal opportunities in all fields and can improve the quality of life. In addition, the creation and enactment of laws, political, social and economic strategies are necessary tools to combat racism.

Unesco (2001) stresses that education at all levels and at all ages, including within the family, especially human rights education, is the key to changing attitudes and behaviors based on racism [...] and to promote tolerance and respect for diversity in societies. (p.17)

INCIDENCE OF FAMILY IN EDUCATION.

FIRST SOURCE OF INFORMATION

The collective that promotes education is not that the person becomes a being difficult to differentiate within a certain social or family, but rather that he becomes a person that is able to interact with other individuals in a way Peaceful and with absolute freedom.

For Educativ.info (2006), Family offers the environment in which a person learns in early age and at the same time family is the first source of information. That's why it is very important that that source to be trusted and realistic. In this way are put the basis of person's education. The family is fully responsible for the future of its each member.
According to Educativ.info, family is the best team and place where children can grow up and learn basic things at early age, but it is necessary that all these activities are real in order to form an excellent human in their personal life with main values and an extraordinary student in their education.

Similarly Educativ.info (2006) remarks that the role of family is more to form than to inform. You have to remember that children are like sponges they absorb all kinds of information destructive and constructive in the same manner. Very often adults are influenced negatively and can’t handle some situations in their life, because they haven’t been taught to think and act independently.

As established by Educativ.info, when parents are raising children is important provide good personal training, often children are reflected in their parents, since they consider them as the best models, we should remember that children at a young age are considered as small sponges that absorb and learn all the information or activity observed is why parents should be the best example and not be influenced negatively on their lives.

The Ministry of Education, Culture and Sport of Spain in its book La participación de las familias en la educación escolar (2014), states:

In this new approach to participation as a strategy for achieving the quality of education, the role of individual parents, accompanying the school life of their children, is fundamental. But their role does not end there, but it is equally important that parents participate collectively in the decision-making processes in schools, in their organization and in their day-to-day
operations, thus contributing to the governance of education systems. (p.37)

The active collaboration of parents as well as the family is the main role that they must fulfill in the education of the children because it is there where the students are fed of real information that next to the lessons that they receive in centers of education will help to form demanding and critical individuals in all respects.

Consequently, the family's performance must also be immersed in the decision-making of educational institutions, contributing in this way to the academic improvement not only of the students but also in the positive development of those who are in charge of teaching, This forms a solid union that benefits the education of children.

It also notes that:

Parents have a fundamental role as a bridge between family and school, precisely because of the traditional approach that prevails in school practices and the social distance that exists between families. However, parents do not assume their role in a full way. In many cases they do not influence the decisions of the educational center (p.48).

Finally, it is possible to indicate that the family is the first source of information because there are experiences that will help individuals before, during and after the educational process, as well as the bridge that links school practice with social inequality.

RESPONSIBLE TO PROMOTE THE HARMONIOUS DEVELOPMENT OF CHILDREN.
For Rotela (2011), Family and school are the two major socializing agents of children. Each has its own independence in the way they do and at the same time is responsible for carrying out some actions in order to promote the harmonious development of children. (p.45)

According to Rotela, school and family play a relevant role into the teaching-learning process in education, each one has a different function, the family is considered as the main and first education that children receive in their early age, parents are responsible to teach certain rules and daily habits, on the other hand the school also is important into children´s education, teachers are responsible for the children´s academic training.

Following all the instructions that authors mention about the incidence of family in education, children will be able to share and get along with others; parents should develop the academic potential of children and get an excellent teaching-learning process. There are some main responsible things that parents should give to their sons:

- Provide a lovely family environment.
- Listen the conversations that children have to tell them.
- Send their sons to school well prepared to a new teaching-learning process.
- Work together with school and teachers.
- Know about the school and its staff.
- Participate in scholar programs that help and better the academic performance of their children.
Parents always should be the total support in education to their children, because students will be able to develop better abilities to get an excellent learning process.

The Ministry of Education, Culture and Sport of Spain in its book La participación de las familias en la educación escolar (2014), pointed out:

The factors that affect the difficulty of building real collaboration between families and centers are very different, but they are based on the fact that in the school systems a very traditional view of the relations between parents and the school still prevails. A precise distinction between the roles of both, and scant attention to the fruitful interaction between them. (p.49)

The lack of interest in the family in many cases about the formal instruction that the children receive, is what causes that there is no orderly development of the capacities of the students. This is because they think that education is only a duty that the State has to carry out through different educational centers when the family-education relationship must go hand in hand, that is, both are responsible for creating an environment both in the classrooms as in the homes an environment that favors to the cognitive development of the students.

However, parents find many obstacles to participation. One of the fundamentals is the resistance that still exists between teachers in this matter. The extension in the school culture of this traditional conception makes the teaching considered an
exclusive task of the center and of the teachers, which inhibits the participation. (p.49)

It is necessary, therefore, to focus the training the teachers reinforcing their preparation for the cooperation. In fact, teachers need the collaboration of the family, since to assume the educational task in isolation is a source of tensions and demoralization for teachers.

Then the dependent variable English Learning Process is developed:

**ENGLISH LEARNING PROCESS**

**DEFINITION**

Mercer and Swan (2009) quotes that people learn English in different parts of the world, under very different conditions and for different purposes. Many learn English as their ‘mother tongue’ or first language: somewhere between 320 and 377 million internationally, according to Crystal (1995), depending on whether English-related Creoles are included in the total. (p.1).

According to Mercer and Swan (2009) for learning English, the English teacher requires a large knowledge of strategies for getting students into a real model of learning a new language, first is the preparation of the appropriate classes for stimulating the students and so over time and constant practice, they will acquire a new information about the language, that together with specific works sent for home, they can take it as an advantage to learn more, and in that way increase the vocabulary at the same time.
Consequently, the directions the teacher gives to students when learning a new language, must be specific and well-intended for any purpose he or she has for boosting the interest of the students and so not lose the thread of the intention got for that purpose. Referring to this, Lucero-Ulrich (2004) quotes:

If teachers provide some direction, this structure aids field dependent learners. Students need a variety of instructional approaches to meet different learning preferences. Learning preferences can be modified if student incorporate learning strategies into their structures for learning. They provide a variety of lesson formats to address differences in learning styles and preferences. (p.4).

Assuming Lucero-Ulrich (2004), students have their own styles at the time of studying, the learning depends on of the difficulty that is present in the course of that study, and they distinguish certain details that help them to have in mind different stages of knowledge, varieties and strategies of learning as well.

Zirbel (2014), Learning is a mental process that depends on perception and awareness, on how additional stimuli and new ideas get integrated into the old knowledge database (a process Piaget called assimilation), and on how, through reasoning (a previously acquired mental mechanism), the entire database gets re-organized which results in alterations of the mental structures and the creation of new ones (a process called accommodation). (p.3)
Learning for Zirbel, (2014) is not but the attention a person or a learner should pay when something new is taking place. The educator needs to master the ability of approaching to the students in the proper way and with exclusive motivation in order to engage them into the teaching-learning process. Plus, not only the teacher should be attentive to this, the authorities and specialists of behavior, should also pay attention to this concern. In fact every curriculum for education must be headed in solving immediate problems of this category.

As far as this paper has to do with the intra-family problematic, it is important that every educator is immersed in the problem per-se for the total acquaint of the process of learning of ESL.

**IMPORTANCE**

**LANGUAGE AS A SYSTEMATIC MEANS OF COMMUNICATION**

According to Manivannan (2006), a language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a communication by word of mouth, the mental faculty or power of vocal communication, a system for communicating ideas and feelings using sounds, gestures, signs or marks. (p.n/d).

For Manivannan, (2006) any means of communicating ideas, through the mouth, face, signal, hands and even the body is a language. As model for communicating, this is a system for communication. A language is the written and spoken methods of combining words to create meaning used by a particular group of people.
As a result, Manivannan indicates that language is a means of communication, with the people can communicate in any language through the use of their oral communication, express our feelings, through their body language can communicate and express their ideas.

MOST USED LANGUAGE AROUND THE WORLD

David Payne, (2014) considered that English, is very popular in the society and the world, especially in business, where English is most utilized, he indicates that the English can be seen in the growing number of people taking the TOEFL and TOEIC tests, the most widely used and accepted English exams in the world. (…) perhaps readers might be interested in our perception on the importance of learning English and why it should be fun. (The Importance of Learning English and why it should be Fun Article published in Japanese in AEON Press by David Payne).

Worldwide the English has become a very important language since through this open us many doors, business, studies, through the English we could get to know other cultures, we learn to communicate, and we can get better jobs, to meet new friends, and considering that the communication in English is essential component in everywhere.

Therefore, it can also point out that English teacher plays a very important part to learn the language, there is the motivation that give students, study techniques, know to get to the student is paramount so that they feel satisfied in their learning.
COMMUNICATION THROUGH THE USE OF GESTURE, FACIAL EXPRESSION AND ACTION

Gestures are non-verbal communication mechanisms that people can use to improve dialogues.

Holesinska (2006) it is important to support communication through the use of gesture, facial expression and action because this gives children clues to the meaning of what they hear and so draws their attention to and helps them to become familiar with the sounds, rhythms and stress of the second language which are different from those of their first language. (p.8)

Holesinska indicates that the use of gestures as well as facial expression and action are important mechanisms in the development of communication because it allows the student to recognize the meaning of the words emitted by the people around them.

On the other hand, the use of these three mechanisms in communication helps students to become familiar with the sounds, symmetry and accent of the words of the foreign language being studied, allowing a quick absorption of the vocabulary and understanding of the language.

Gestures: Your Body Speaks manual (2011), indicates that:

A speaker’s gestures can suggest very precise meaning to an audience. The use of gestures in communication varies from one culture to the next. In some cultures, people use their hands freely and expressively when they speak. In other cultures,
people use gestures less frequently and in a more subdued way. (p.8)

This manual quotes the use of gestures while the lecturer or teacher speaks allows the audience or students to accurately capture the ideas that are transmitted through dialogue. Therefore, the understanding of the subject will be carried out quickly and concretely.

In addition to this, the use of gestures in communication varies according to the culture of the people; in this way there are individuals who use their hands freely to express through the movements the information they give through speech but also there are individuals who not so frequently use the gestures or movements of the body to express ideas.

CHARACTERISTICS

For Orosco and Hoover (2008), When dealing with the characteristics of learning, refer to the complexity of deciphering between the inherent characteristics associated with cultural and linguistic needs and a learning or behavior disability can become quite challenging when the question of whether a diverse learner has a disability arises. (p.41)

Some characteristics of learning English depend on the use that teachers make of it. A teacher creates learning environments where students are active participants as individuals and as members of collaborative groups.

LEARNING DISABILITY
According to Orosco and Hoover (2008), what mentioned must take into account that there are students with some type of learning disability, therefore to learn her language will be very difficult, and it is where the teacher should place greater emphasis on teaching.

It is important to consider that there are many students who are interested in taking the English as a second language, because by means of this language can open many doors, in any field, as it is education, in terms of work, in the business and so it is useful in society because thanks to English, we can exchange with other cultures.

TRANSFORMATIVE LEARNING

Illeris (2009), mentions that learning implies what could be termed personality changes, or changes in the organization of the self, and is characterized by simultaneous restructuring of a whole cluster of schemes and patterns in all of the three learning dimensions – a break of orientation that typically occurs as the result of a crisis-like situation caused by challenges experienced as urgent and unavoidable, making it necessary to change oneself in order to get any further. Transformative learning is thus both profound and extensive, it demands a lot of mental energy and when accomplished it can often be experienced physically, typically as a feeling of relief or relaxation. (p.14)

For Illeris (2009), teachers play a very important role in the learning of the language, because they depend on students to adopt habits of studies so that they can love the English, a foreign language is always interesting in
other countries where it is not the mother tongue, hence the teacher cultivate love for the language, teach new techniques so it is learned in the way that is due. Students will always want to imitate his master therefore the teacher should take to that they capture everything taught or taught in the best way.

Hernández (2014), speaking English is, today, an essential part of the integral formation of a person inserted in a world whose borders are continuously crossed. Current academic and personal training requires that an individual can interact with other societies to gain access to the development of knowledge and the discussion of ideas; in this way, you will be able to confront your positions and define your insertion in the world. (p.37)

Assuming Hernández's instructions, teaching and learning the English language is an important tool in student performance because it not only allows integration with other cultures around the world but also is a continuous source of learning that allows defending the ideas of the individual.

In addition to this, the use of the English language encourages in students the need to discuss and check the different ideas that have a certain theme improving the vocabulary and the skill of the speaking.

In conclusion, Hernández (2014) quotes that “learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one’s experience in order to guide future action.” (p.5)
PHASES OF THE EDUCATIONAL PROCESS

Buchman (2009) indicates that “the use of subject matter knowledge in different phases of the educational process such as using target language effectively in class, integrating lessons based on students’ backgrounds and preparing effective lesson plans.” (p.35)

For Buchman (2009), the phases of the educational process are steps that the teacher must use in the classroom in order that the student can retain the content of the lessons, practices and content in the best possible way, thus improving Personal and academic performance.

In contrast to this, Gutierrez (2003) mentions that within the phases of learning is the role of the teacher who is in charge of directing and is expected to do what students are told, avoiding criticism and Questioning, which favors subordination and conformism. (p.3)

Referring to Gutierrez, in the educational process the role of the teacher is determinant because he is the person in charge of imparting the knowledge using the mechanisms necessary for the students to capture the concepts and the guidelines entrusted, thus avoiding the poor performance within the classroom lessons.

As a result, while the duration of the educational process the student through each of the phases that make up gradually and solidly acquire the skills, abilities and skills that enhance the student's logical and linguistic thinking contributing in such a way to personal development, Critical that allow the resolution of the problems presented at the time of performing the tasks or activities developed both in the classroom and outside.
ADVANTAGES

THE INTERNAL CONDITIONS OF LEARNING

The internal conditions of learning are those skills and abilities that the student possesses and that intervene in the educational process. In this way Illeris (2008), refers:

“The intelligence of the student, since the capacity of learning, is obtained through this as a measure of the ability of the student, on the other hand.” (p.n/d)

Referring to Illeris (2008), the internal conditions of learning are features of or in the learner that influence learning possibilities and are involved in the learning processes. Intelligence is it supposed to be a measure of the general ability to learn, but it has always been disputed whether or not general and measurable instance of this kind exists, and there is certainly not a general agreement about its definition.

Gagne (1984) “Internal conditions include motivational states and previously acquired knowledge and skills stored in long-term memory that are accessible for new learning.” (p.154)

The author of this quote mentions that the internal conditions that the individual possesses allows him to relate the new knowledge with the previous knowledge making the learning to be strengthened and the student finds a motivation that helps him in the acquisition and development of the new teachings.
For this reason, individuals' internal capacities such as motivation, short-term and long-term memory, among others, allow them to systematically organize, investigate and implement the advantages of meaningful learning.

THE EXTERNAL CONDITIONS OF LEARNING

The external conditions of learning are all those instructions that the teacher makes in the classroom and allow the reinforcement of the internal conditions that the students possess.

Following with the foregoing words Illeris (2008), indicates that “the external refers to the place, cultures where the student through a good student atmosphere can get better knowledge a good student space open possibilities to make this an outstanding student.” (p.n/d)

For Illari, the external conditions in which the student develops allow creating possibilities to improve the student environment and in turn with the help of the different school tools that the teacher must put into practice the student can obtain a better academic performance. Besides this, Illeris (2008), indicated:

The external conditions of learning are features outsides the learner that influence learning possibilities and are involved in the learning processes. These can roughly be divided into features of the immediate learning situation and learning space and more general cultural and societal conditions. General societal conditions are dependent on time and place: obviously learning possibilities are much more ware-ranging today than a century ago and they also differ between the countries and cultures of today. (p.8)
According to the above lines, the external characteristics or conditions that are present in the learning and that are implied in the social and cultural conditions as well as in the time and place influence the significant learning of the students. Thus, the teacher should guide the students to perceive the external conditions that are presented and that allow to use that information in a certain action.

Therefore, place, culture, society and learning strategies and techniques, which are, among other things, the external conditions presented in the study of the English language facilitate the acquisition of new information, improving the comprehension and retention of the content in the classroom.

ENJOY THE EXPERIENCE

Some advantages of e-learning in English language training report (2010) indicate:

When students learn English, it is important that they enjoy the experience. This means they should take advantage of the fun activities available to aid to the learning process. The students learners will enjoy the easy pace of the lessons that begin with easier concepts and realistic situations, such as topics that include how to introduce yourself and carry on a short conversation about a variety of topics. (p.22)

Learning English should not be done through a monotonous but rather fun process that allows students to enjoy the rhythm of the lessons, so that
the teacher should use concepts and words that are in accordance with the level that the students present in addition to using real situations that favor and improve speech skills.

English language training report (2010) remarks:

Many people have the idea that learning English is a difficult process. In fact, the opposite is true and the language is really easy to learn. They should proceed in small steps and learn from their own mistakes. Mistakes should be viewed as a learning experience in which you learn what NOT to do, and what is the correct structure of sentences as well as the correct pronunciation. (p.22-23)

The report also indicates that people think that in order to learn English, a complex technique is needed, so learning is difficult, but the reality is that the thinking is very distant from reality. The learning of English must be enjoyed in its entirety by the student and to achieve that goal must learn from the mistakes that he makes but not be carried away by a bad rating, bad pronunciation or why he wrote a sentence without respecting the correct structure.

Motivation plays an important role in this aspect; the teacher should work the emotional part of the students to avoid being discouraged and through activities create a suitable environment that allows the formation of fun and effective English.

Consequently, the student must do the learning of the English language through small systematic steps that avoid the monotony and favor
the use of concepts that allow the correct use of the different skills that the student possesses.

**LEARNING STYLES**

The different learning styles that exist allow the student to copy, imitate or even combine according to their own interests to seek to consolidate a particular style that gives them the possibility to better face the knowledge that is acquired.

**GENERAL APPROACHES THAT STUDENTS USE IN ACQUIRING A NEW LANGUAGE**

Celcia-Murcia (2001) defines learning styles as the general approaches –for example, global or analytic, auditory or visual—that students use in acquiring a new language or in a learning any other subject. The manner in which a learner perceives, interacts with, and responds to the learning environment. (p.n/d)

According to Celcia-Murcia (2001), learning styles is acquired not only learn a new language, but in any other, the student should feel at ease, must learn to concentrate because what you'll learn from now on will be something new, difficult and will need to retain the information gained.

McKerracher (2004), quotes that “Learning style is sometimes defined as the characteristic cognitive, affective, social and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.” (p.71)
In concordance with McKerracher, the learning styles such as the features that the student has to study and they have to interpret the information, linked learning expectations as the educational conditions are more susceptible to time to learn.

González (2011), “Learning is generally valued independently; in other occasions the strategies, techniques, types, levels and autonomy in the learning are analyzed; But almost never interrelate all these categories to establish links and thus demonstrate the dependence that exists between them.” (p.2)

Learning is generally valued independently; in other occasions the strategies, techniques, types, levels and autonomy in the learning are analyzed; but almost never interrelate all these categories to establish links and thus demonstrate the dependence that exists between them.

Assuming the indications of González (2011), the elements that make up the English language learning are usually analyzed and evaluated individually; this does not allow the different techniques, strategies or levels of learning that exist to relate to each other and allow the student to discover the relationship between these elements.

Therefore, the general approaches that students should take into account when learning English are the use of bibliographic evidence, the carrying out of studies that bring students closer to cognitive knowledge and consistency in activities that offer continuity and results Positive.

CONSISTENT WAY THAT REFLECTS LEARNING BEHAVIOR
Zhou (2011) in Learning Styles and Teaching Styles in College English Teaching article refers that:

Learning has taken place when we observe a change of learner behavior resulting from what has been experienced. Similarly, we can recognize the learning style of an individual student only by observing his overt behavior. Learning style is a consistent way of functioning that reflects the underlying causes of learning behavior. (p.73)

Para Zhou (2011), the behavior or positive change that the student reflects the result of the learning obtained acquiring and developing skills that allow him to improve day by day not only in the educational field but also personal and professional.

Similarly, the various styles that are immersed in learning give the student the possibility of improving classroom behavior in a successful way, making it more participatory in the different activities that are developed in the educational institution.

On the other hand, González (2011) “learning is the relatively permanent change in behavior, reflecting the acquisition of knowledge or skills through
experience, which may include study, instruction, and observation or practice." (p. 710)

The author of this quote refers that learning is the main engine that leads to the change in student behavior because it makes possible through different mechanisms to acquire knowledge and skills through the experience that is found not only in practice but also in the study.

Finally, it can be said that the student's behavior is based on the learning he is receiving and the way in which he absorbs it. In addition, it depends on the student how he puts into practice what will allow him to create a better academic future, personal and professional.

**EPISTEMOLOGICAL FOUNDATION**

Epistemology is an intellectual activity that reflects on the nature of science, on the basis of its assumptions, studies and evaluates the cognitive problems of a scientific nature. It is this for, who studies, evaluates and criticized the set of problems in the process of production of scientific knowledge. It can also be described as a science that is based on diversity and not unity of the scientific spirit, therefore, made his own speech. That is, it is a science that discusses science and consequently in the knowledge.

Think epistemology from an educational approach involves walking a historical way of how science and knowledge have influenced the pedagogy and teaching, to the current scheme. It is considering the Epistemology within our education as a fundamental pillar to help us safely to have success in every day in human and mental relationship of each student. So our wish is to improve the epistemological analysis of the educational process, which is necessary as a result of the requirement of optimization.
It is indicated that the learning process could be self-regulating teacher always take a guidance-counselor profile, this allowing students to acquire a research profile, while they gradually creating their own knowledge.

As well as Huberman mentions in its definition of Epistemology: (Heisemberg, 2003) “Epistemology is the discipline that deals with the study of scientific knowledge. No worries only say what science is, but also to explain and even to impose or prescribed scientific criteria”.

PHILOSOPHICAL FOUNDATION

The Philosophy posits that man naturally forms on the activity and communication. The activity is considered a process by which the individual responding to their needs is related with objects, adopting a certain attitude towards them and communication as a relationship between objects.

Through the years different authors expressed agree that the art of education and self-education as a system of knowledge about education require a philosophical foundation. Also the philosophy of education has been understood as linguistic or conceptual analysis of education, as a discipline about the aims and functions of education, as well as accurate instrument for training of students.

Philosophy must always be immersed in the discipline of the students to be something ending its material object in the teaching - learning process as noted by Martinez (2003), “If we turn our vision to the current pedagogy we have a widespread rejection of any philosophical and theological foundation, which has resulted in the loss of order sought by the education, which is the
virtue and the endless watching your subject material, the child should be educated." (p.136)

Heisemberg (2003), “When man tries to learn about things that are not his own and owe their existence ultimately always finds himself, his own assumptions and patterns of their actions”. (p.83)

PEDAGOGICAL FOUNDATION

The Pedagogy studies the education as multireferential complex phenomenon, indicating that there knowledge from other sciences and disciplines that can help you understand what education is; examples include history, Sociology, Psychology and Politics, among others. In this context, education is intended to incorporate the subject to a particular society that has its own characteristics and cultural patterns; that is, education is an action that implies the intention of progressive social improvement that allows human beings to develop their full potential.

Pedagogy is the discipline that aims to study education with the intention of organizing to meet certain goals, established from which it is desirable for a society, that is, the kind of citizen who wants to be. It belongs to the field of Social and Human Sciences. Achieved is usually seen in academic texts and official university documents, the presence either of Social Sciences and Humanities, as two separate fields or, as here it is, both in the same category, which is not equivalent to absolute equality but ties communication and etymological similarity.

Deanna Swartout-Corbeil (2005) Early childhood education consists of activities and/or experiences that are intended to effect developmental changes in children prior to their entry into elementary school. Early childhood
education (ECE) programs include any type of educational program that serves children in the preschool years and is designed to improve later school performance. (p.56)

For Deanna Swartout-Corbeil, early education in children is a short and important phase where parents have to train their sons with basic activities and abilities before they can enter to elementary school, also it is considered like the preschool phase necessary to better the academic performance later.

Deanna Swartout-Corbeil (2005) Early childhood education can produce significant gains in children's learning and development. High quality early childhood education assists many at-risk children in avoiding poor outcomes, such as dropping out of school. (p.58)

According to Deanna Swartout-Corbeil, when a child is motivated since early age in education, this will help to achieve significant results, love to come to school, share activities with their classmates, acquire best academic grades and the most important aspect, help to capacity to development to learn something new.

**SOCIOLOGICAL FOUNDATION**

Sociology is the social science of collective phenomena produced by the social activity of human beings, within the historical and cultural context in which they are immersed. Sociology, science being dedicated to the study of social relations of human beings, and this being heterogeneous nature has produced diverse and sometimes conflicting currents within their own to do; this situation has been enriched by confronting knowledge and the theoretical body of this discipline.
It is important that in every English class there is the participation of all students inside the classroom, the stage fright, the lack of confidence, fear of doing something wrong or punishment prevent the academic development.

**LEGAL FOUNDATION**

The legal foundation is the legal basis which can claim a right or imposing an obligation. The following are some items that comprise the educational framework and develop the Good living in terms of education, considering the preparation of future citizens with values and knowledges to increase the development of Ecuador:

“The national education system shall be aimed at developing individual and collective capacities of the population that allows the significate learning, the knowledge expansion by the use of techniques and the immersion in the arts and culture. The system will be centered at students who learn, and work in a flexible and dynamic, inclusive, effective and efficient program”.

The education system is responsible for promoting the development of individual and collective capacities of people through techniques that are linked to art and culture, allowing learning and working in a different way that is dynamic, efficient etc.

According to Ley de Educación Artículo 6, which says la Educación es el derecho inalienable de las personas, debería ser inexcusable en el estado, la sociedad, la familia, y una prioridad en la incursión pública, requerimiento para el desarrollo nacional y aseguramiento de la equidad social. Es responsabilidad del estado definir y realizar políticas para llevar a cabo estos propósitos.
That means the Ecuadorian Government have to protect all the people that living in this territory, besides this recognize the education such as important and necessary human right for all people without discriminations, etc., to increase the national development in all the areas; in that way we can talk about social equality.

In the Intercultural Organic Law (LOEI) in Chapter II indicates: “Education as an obligation of State. - The state has the inescapable and inexcusable obligation to guarantee the right to education, the inhabitants of Ecuadorian territory and universal access throughout life, for which it will generate the conditions to ensure equal opportunities to access, remain, and move from the education services.

The State provides leadership on the education system through the National Education Authority in accordance with the Constitution of the Republic and the law”.

All Ecuadorian citizens have the right to education and universal access that occur in everyday life, with this, State guarantee full equality of opportunity for all in order to gain access, stay and approve educational services.
CHAPTER III
THE METHODOLOGY

METHODOLOGICAL DESIGN

This research aims to enhance the motivation for learning and teaching of the English language. We know the low level of English proficiency there is in Ecuadorian families, but for, we have through of the creation of a motivational guide that is aimed at students and parents.

This research is based on an analysis of field that is based on the qualitative archetype, using surveys, interviews and final observation based chips. Scientific research, (NATIONAL RESEARCH COUNCIL, 2002), “Knowledge is needed on many topics, including: how to motivate children to succeed, how effective schools and classrooms are organized to foster learning; the roots of teenage alienation and violence; how human and economic resources can be used to support effective instruction, effective strategies for preparing teachers and schools administrators; the interaction among what children learn in the context of their families, schools, college, and the media”

To help young people must be aware of the problem through the students in your environment, there are many factors that can affect the time to learn the language, and the relationship between students and teachers, little knowledge of the language in the family, problems economical home, family relationship is very important for our children to have a high student achievement.
TYPES OF RESEARCH

QUALITATIVE RESEARCH

Silverman (2009), “Many qualitative research studies set out clear aims and objectives at the star of a Project. These may often refer to collecting and analyzing data on a particular topic, such as describing the views of patients about particular type of illness experience.” (p.28)

For Sherman (2004), qualitative research “The aim of qualitative research is not verification of a predetermined idea, but discovery that leads to new insights”. For This method our can to involve specific result through the interview and the survey.

QUANTITATIVE RESEARCH

Wayne et al (2015), indicate that “the Quantitative research is concerned with development and testing of hypotheses and the generation of models and theories that explain behavior”. (p.52)

By the empirical research we apply mathematical and statistical methods. The aim of this method is to perform statistical models and discover the result of our hypothesis.

EXPLANATORY RESEARCH

Ibarra (2011), "The theory is that constitutes the organized set of principles, inferences, beliefs, findings and statements, through which reality is interpreted." (p.11)
Explanatory studies are designed in an orderly and systematic way, information and definition of the facts that are generated must be coherent and related subject matter. This research is aimed at identifying, analyzing and verifying the results obtained and the researcher will use it to understand better how the subject of the investigation.

We will work with students of the 9th year grade of basic “Eloy Alfaro”, public School, through interviews and surveys take will get more information about problems that affect language learning.

**POPULATION AND SAMPLE**

According to Tamayo (2001), the population is the totality of the phenomena to be researched in where the population has a common characteristic which is studied and gives origin to the data of the investigation.

(Kumar, 2014) Sampling, therefore is the process of selecting a few (a sample) from a bigger group (the sampling population) as the basic for estimating or predicting the prevalence of an unknown piece of information.

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>YEAR OF BASIC EDUCATION</th>
<th>SECTION</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIDAD EDUCATIVA</td>
<td>9TH</td>
<td>B</td>
<td>29</td>
</tr>
<tr>
<td>ELOY ALFARO</td>
<td>TEACHER</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TOTAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

**SOURCE:** “ELOY ALFARO” HIGH SCHOOL

**AUTHORS:** MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

This means sample is a specific little part of a population with which we’ll work to acquire the prevalence information. The population that we are going to work will be with the students of 9th grade of basic “Eloy Alfaro” public School.
### Operationalization of Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **INDEPENDENT** | Importance | * Responsible for the education of children.  
* Parental Involvement in Schools |
| **FAMILY** | Motivation and Learning | * Positive Motivation  
* Negative Motivation |
| | Social Problems | * Economy  
* Racism |
| | Incidence of Family in Education | * First source of information.  
* Responsible to promote the harmonious development of children. |
| **DEPENDENT** | Importance | * Language as a systematic means of communication.  
* Most used language around the world.  
* Communication through the use of gesture, facial expression and action. |
| **THE ENGLISH LANGUAGE LEARNING PROCESS** | Characteristics | * Learning disability.  
* Transformative learning.  
* The use of subject matter knowledge in different phases of the educational process. |
| | Advantages | * The internal conditions of learning.  
* The external conditions of learning.  
* Enjoy the experience. |
| | Learning Styles | * General approaches that student’s use in acquiring a new language.  
* Consistent way that reflects learning behavior. |

**Source:** “Eloy Alfaro” High School  
**Researchers:** Monge Utreras Maria - Sanchez Navarrete Cynthia
RESEARCH METHODS

There are three sociological methods to bring about a research:

QUALITATIVE METHOD

Qualitative research requires a deep understanding of human behavior and the reasons that govern it.

Nouria (2017) indicates, “for many research projects, there are different sorts of questions that need answering, some requiring qualitative methods. If the question is a qualitative one, then the most appropriate and rigorous way of answering it is to use qualitative methods.” (p.2)

This method consists of detailed descriptions of situations, events, people, interactions and behaviors that are observable. A first feature of these methods is manifested in its strategy to try to get the facts, processes, structures and people as a whole, and not through the measurement of some of its elements. The second feature is the use of procedures that make it less comparable observations over time and in different cultural circumstances, that is, this method looks less widespread and closer to phenomenology and symbolic interaction.

In the present investigation, qualitative method is strategically important for this work (as it lays foundations for the method of participatory research), concerns the role of the researcher in his -intensive- dealing with people involved in the research process, to understand them.
QUANTITATIVE METHOD

Here these are measured characteristics or variables that can take numerical values and should be described to facilitate the search for possible relationships by statistical analysis. "Here the experimental quasi-random experimental techniques, tests used" objective "pencil and paper, study shows, etc. Nouria (2017), remarks:

Quantitative research methods are research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomena. (p.87)

The objective of the quantitative method is to develop and employ models based on mathematical approach, hypotheses and theories pertaining to the nature of an ICT phenomenon. The process of measurement (which we have come across in the previous topic) is the focus of quantitative method due to its connectivity between empirical observation and mathematical expression of quantitative relationships. This method is also known as iterative process where evidence is evaluated, and hypotheses and theories are refined with some technical advances, leveraging on statistical approach.

The quantitative method will aid in research with data collection based on the theory that will help to apply the description or statistical inference of the learning problem presented by the students.
COMPARATIVE METHOD

The Comparative method studies the correlation between one or more events that are checked. When studying, for example, the direct relationship between urban development and relaxation of customs, or between the extension of education and democracy, use is made of the comparative method.

Mills et al (2006), comparative method is used to separate patterns that are more general and isolate regularities from the context-laden environment. Comparisons not only uncover differences between social entities, but reveal unique aspects of a particular entity that would be virtually impossible to detect otherwise. (p.621)

According to Mills et al, the comparative method allows to select the processes that will be used during the investigation through a theoretical deliberation with the purpose of finding similarities and variants that allow realizing a general theory of the context that is investigated.

RESEARCH TECHNIQUES AND INSTRUMENTS

The techniques constitute the set of mechanisms, means or resources directed to collect, to preserve, to analyze and to transmit the data of the phenomena on which investigates. Therefore, techniques are fundamental procedures for collecting information, which the investigator uses to approach the facts and gain access to his knowledge to get closer to the facts and access to their knowledge.
THE INTERVIEW

The purpose of the research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters. Interviews are, therefore, most appropriate where little is already known about the study phenomenon or where detailed insights are required from individual participants. They are also particularly appropriate for exploring sensitive topics, where participants may not want to talk about such issues in a group environment.

(Bill Gillham, 2004) “An interview is a conversation, usually between two people. But it is a conversation where one person – the interviewer is seeking responses for a particular purpose from the other person, the interviewer.” (p.99)

In this project, it will use the interview as instrument of research, it will be directed to teachers, students and parents for to know the family problems happening to the students.

SURVEY

To achieve concrete results, we did surveys with closed questions, prior to this we develop the answers.

Khotari (2004), “The analysis of data requires a number of closely related operations such as establishment of categories, the application of these categories to raw data through coding, tabulation and then drawing statistical inferences.” (p.19)
Khotari (2004) states that this type of instrument will review the knowledge of the data and other materials available for operational purposes that will allow the researcher to specify his or her own research problem in a meaningful context. After this, the researcher rewrites the problem analytically or operational, that is, to put the problem in as specific terms as possible.

**ANALYSIS OF THE RESULTS**

The tabulation of the polls really show problems that students spend in their family environment and is making them difficult to learn the language English. Twenty nine students were surveyed for the analysis and interpretation of the results obtained by the application of the research techniques.
THE SURVEY

<table>
<thead>
<tr>
<th>No</th>
<th>QUESTIONS</th>
<th>Totally Agree</th>
<th>Agree</th>
<th>Totally Disagree</th>
<th>Disagree</th>
<th>Indifferent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assuming that the English language is universal, the interest of the students is to learn it at school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The family environment should be involved in the English teaching-learning process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A member of the family should know the English language in order to assist the interest of the students at home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Social economical problems have incidence in the English learning process, this can be solved if parents would take the matter of paying more attention to this subject.</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The English language learning can be solved if family problems are solved together with the institution.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Considering that society is getting involved in modernization, it is necessary to also get involved in the learning of the English language.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The assistance of the teacher should be considered as an important aid in the teaching of the English language.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Text books would help if they were aimed to inclusively reinforce the motivation of the students in the English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Involving parents in the development of the proposal that consists of a motivational guide for both parents and students, the enhancement in class will increase for a better performance and a final achievement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The qualification of audiovisual resources to be applied in the English class would help in the integral development of the students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULTS

Sample: 29 students  
Course: 9th grade “A”

Assuming that the English language is universal, the interest of the students is to learn it at school.

TABLE NO. 1 ENGLISH LANGUAGE

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>15</td>
<td>52%</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>45%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: “ELOY ALFARO” HIGH SCHOOL  
AUTHORS: MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

GRAPHIC NO. 1 ENGLISH LANGUAGE

The whole class knows the English as the Universal Language and they show us that it is important to learn in school for a better future in their lives as well as academic performance or personal.
ANALYSIS OF RESULTS

Sample: 29 students
Course: 9th grade “A”

The family environment should be involved in the English teaching-learning process.

TABLE NO. 2 FAMILY ENVIRONMENT

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
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<td>24%</td>
</tr>
<tr>
<td>Agree</td>
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</tr>
<tr>
<td>Disagree</td>
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<td>21%</td>
</tr>
<tr>
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<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: “ELOY ALFARO” HIGH SCHOOL
AUTHORS: MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

GRAPHIC NO. 2 FAMILY ENVIRONMENT

SOURCE: “ELOY ALFARO” HIGH SCHOOL
AUTHORS: MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

Most of the students think that family environment should be involved in the English learning process, some of them mentions that they have the support of their parents and in that way is easiest to learn. A few students do not consider the family environment as an important support.
ANALYSIS OF RESULTS

Sample: 29 students  
Course: 9th grade “A”

A member of the family should know the English language in order to assist the interest of the students at home.

TABLE NO. 3 ENGLISH LANGUAGE

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>Totally Agree</td>
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</tr>
<tr>
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<td>1</td>
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<td>0%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: “ELOY ALFARO” HIGH SCHOOL  
AUTHORS: MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

GRAPHIC NO. 3 ENGLISH LANGUAGE

SOURCE: “ELOY ALFARO” HIGH SCHOOL  
AUTHORS: MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

Most of the students consider that is very important to get a member of the family which know the English language to assist them with their homework, the students that gave us a positive answer, they are who have the support at home, only five students told us that they do not have English support.
ANALYSIS OF RESULTS

Sample: 29 students

Course: 9th grade “A”

Socio economic problems have incidence in the English learning process, this can be solved if parents would take the matter of paying more attention to this subject.

TABLE NO. 4 SOCIO ECONOMIC PROBLEMS

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>Totally Agree</td>
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</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>9</td>
<td>31%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: “ELOY ALFARO” HIGH SCHOOL
AUTHORS: MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

GRAPHIC NO. 4 SOCIO ECONOMIC PROBLEMS

SOURCE: “ELOY ALFARO” HIGH SCHOOL
AUTHORS: MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

Ten students think in an indifferent way about socio economic problems, the other students consider that it can be solved if their parents would take more attention in this matter.
ANALYSIS OF RESULTS

Sample: 29 students  Course: 9th grade “A”

The English language learning can be solved if family problems are solved together with the institution.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>7</td>
<td>24%</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>28%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>28%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: “ELOY ALFARO” HIGH SCHOOL
AUTHORS: MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

Most of the students think parents should work together with teachers into the English learning process, this makes students feel safe, because they need the whole academic support in both places: at home and school.
ANALYSIS OF RESULTS

Sample: 29 students  
Course: 9th grade “A”

Considering that society is getting involved in modernization, it is necessary to also get involved in the learning of the English language.

TABLE NO. 6 SOCIETY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>10</td>
<td>34%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>41%</td>
</tr>
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<td>7%</td>
</tr>
<tr>
<td>Disagree</td>
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<td>17%</td>
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<tr>
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<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: “ELOY ALFARO” HIGH SCHOOL  
AUTHORS: MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

GRAPHIC NO. 6 SOCIETY

SOURCE: “ELOY ALFARO” HIGH SCHOOL  
AUTHORS: MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

Most of the class consider necessary to get involved in the English learning, due to the society is updating every day and this serves them to a better development in their personal and professional lives in the future.
ANALYSIS OF RESULTS

Sample: 29 students
Course: 9th grade “A”

The assistance of the teacher should be considered as an important aid in the teaching of the English language.

**TABLE NO. 7 ASSISTANCE OF THE TEACHER**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
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<td>66%</td>
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<tr>
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<tr>
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<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**SOURCE:** “ELOY ALFARO” HIGH SCHOOL
**AUTHORS:** MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

A great number of students consider very important and necessary the assistance of the teacher in each English class to learn and improve the foreign language.
ANALYSIS OF RESULTS

Sample: 29 students

Course: 9th grade “A”

Text books would help if they were aimed to inclusively reinforce the motivation of the students in the English class.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
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<td>48%</td>
</tr>
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<td>13</td>
<td>45%</td>
</tr>
<tr>
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<td>3%</td>
</tr>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: “ELOY ALFARO” HIGH SCHOOL
AUTHORS: MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

Students mention it is necessary to work with text books that contain the necessary grammatical element and obviously the reinforce the motivation of them in English classes.
ANALYSIS OF RESULTS

**Sample:** 29 students  
**Course:** 9th grade “A”

Involving parents in the development of the proposal that consists of a motivational guide for both parents and students, the enhancement in class will increase for a better performance and a final achievement.

**TABLE NO. 9 MOTIVATIONAL GUIDE**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
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</thead>
<tbody>
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</tr>
<tr>
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<td>34%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**SOURCE:** “ELOY ALFARO” HIGH SCHOOL  
**AUTHORS:** MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

**GRAPHIC NO. 9 MOTIVATIONAL GUIDE**

A great number of students believe important to involve their parents into the development of the proposal, students think that in this way, they will get a better performance and a better final achievement.
ANALYSIS OF RESULTS

Sample: 29 students  
Course: 9th grade “A”

The qualification of audiovisual resources to be applied in the English class would help in the integral development of the students.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
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<td>52%</td>
</tr>
<tr>
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<td>8</td>
<td>28%</td>
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<tr>
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<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: “ELOY ALFARO” HIGH SCHOOL
AUTHORS: MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA

Students say the audiovisual resources that teachers apply into the English learning process must be helpful in the integral development of the students.
INTERVIEW QUESTION

INTERVIEW TO THE DIRECTOR

1. - In what way would you support the process with the students you represent?

With lots of motivation, extracurricular activities so that the student sits with the enthusiasm to learn a new language like English.

2. - What do you think about the process as a prime and important option for the students to succeed in the future?

The English language has become an important part of the study, therefore the process of this language should be promoted in a different way and change teaching methods and studies, to involve both the teacher and the student.

3. - Is there a project that involves parents in the learning of a new language in the institution you manage?

Not sadly, most of the parents of our kids come from a dysfunctional home where studies have been slow.

4. - In what way do you think family environment have incidence in the ESL learning?

The family is the fundamental pillar of our children therefore it is necessary to have an atmosphere of love and peace in the home, emotional stability so that the young go to the school motivated for the study.

5. - How do you expect to contribute in the adjustment of the family environment within the ESL learning?

Organizing motivation programs for parents and students to learn English and encourage others.
INTERVIEW TO THE TEACHER

1. - Do you consider that the ESL learning can be easily sustained with parent’s approach? Why?

The parents play a very important role in the children, with a supervision of tasks and help towards them, our children can have a better learning of English.

2. - What kind of activities would it be the best to establish a bond between parents and students?

I think we would work on the affective role, start there, create an environment of trust between parents and children, then we would enter the process of learning the language.

3. - How long do you think it is necessary to spend with the students to do a good performance with the process?

English is a language that should not be studied, therefore, every day for 2 hours a day from Monday to Friday, it would be my proposal so that the student can maintain a good level of study, and at home reinforce it with the help of their parents.

4. - Are the students motivated by parents to deal with a good English learning in the class?

No, I do not think so, because in many cases the parents do not know the English language and cannot encourage something they do not know.

5. - Do you think it is important to involve parents in the development of a good ESL learning?

Of course, parents should also be interested in learning a new language, and why not start studying and learning English, because that would be a great help for their children at home.
CORRELATION OF CHI CUADRADO PROOF

OBJECTIVE: Show the statistic if exits relation between the independent variable and the dependent variable.

DEPENDENT VARIABLE: The English Learning process
INDEPENDENT VARIABLE: Family Environment

### Pruebas Chi-cuadrado.

<table>
<thead>
<tr>
<th>Estadístico</th>
<th>Valor</th>
<th>df</th>
<th>Sig. Asint. (2-colas)</th>
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<td>Razón de Semejanza</td>
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<tr>
<td>N de casos válidos</td>
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</tbody>
</table>

The family environment should be involved in the English teaching process. The qualification of audiovisual resources to be applied in the English class would help in the integral development of the student(s) [Fill %, column %]

<table>
<thead>
<tr>
<th>The family environment should be involved in the English teaching process</th>
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<th>Disagree</th>
<th>Totally Disagree</th>
<th>Agree</th>
<th>Totally Agree</th>
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</thead>
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<td>100,00%</td>
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<td>100,00%</td>
<td>0,00%</td>
<td>0,00%</td>
<td>0,00%</td>
<td>100,00%</td>
</tr>
<tr>
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<td>0,00%</td>
<td>100,00%</td>
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</tr>
<tr>
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<td>20,00%</td>
<td>20,00%</td>
<td>33,33%</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

SOURCE: “ELOY ALFARO” HIGH SCHOOL
AUTHORS: MONGE UTRERAS MARIA- SANCHEZ NAVARRETE CYNTHIA
Nivel de significancia: Alfa=0.05 o 5
Estadístico de prueba a utilizar: Chi cuadrada
Valor P o significancia

As the value of P is less than 0.05, chi cuadrado test indicates that there is a relationship between the variables, thus family environment affects the English learning process of students.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- We discover students do not have the necessary family support, they have poor knowledge into the English learning process.

- Another important result of the survey is the lack of student’s concentration, due to the teacher’s explication.

- In some cases the teachers do not use the correct grammar or do not have the necessary knowledge, so for that reason students do not understand the basic vocabulary, have poor reading habits and in consequence they will not get a better achievement.

- English teachers do not give the whole support to the students in each class, causing the lack of interest to learn something; ask to him anything, participate in class or repeat something into a class.
Text books would help if they were aimed to inclusively reinforce the motivation of the students in the English class.

RECOMMENDATIONS

- Is necessary to carry out our proposal, where we recommend to involve the parents into the English learning process.
- Besides this is also necessary the teacher’s support every scholar day.
- It is very important to students that parents give them the confidence and help to doing their homework.
- There are few students that have in their homes a family member whom know a little of English, so they can take cover in them.
- In fact these students are who have good grades and can understand well the English language.
- It is notice that students wants to learn a new language, but if they do not have the school supplies (textbooks, notebooks, pens, pencils, eraser, dictionary, etc.) it can be impossible to achieve it, so for that reason teachers should help to their students, increase in each one the motivation and interest to get involved with a new language.
CHAPTER IV
THE PROPOSAL

GUIDE WITH FAMILY MOTIVATION TECHNIQUES FOR THE IMPROVEMENT OF THE ENGLISH LEARNING.

RATIONALE

Concerned by the lack of basic knowledge of the English language in students of ninth year of basic education for different reasons, that occurs into high school or at home of each one, we set up our proposal based in this situation to lead students and their parents in order to access to the easy learning of a foreign language through motivational and recreational techniques because we believe students want to learn English but in a different way to the traditional.

Nowadays the English Language is expanding internationally because it is consider as a global language, is fundamental in any field of the life and also is the main tool that allows the communication between countries around the world. Every day is used in almost all knowledge field and human development, because of its importance it should not be considered as a luxury, but it is a necessity, in fact it is said who do not speak or dominate the foreign language has a disadvantage. In the Educational field, the English is consider like an important tool to achieve the success academic on students.

Therefore, it is consider applying our proposal to contribute and engage students with more attention and interest to learn a new language, it is necessary that students with early age acquire basic English skills that will serve them in their personal or professional life.
Based on the research conducted, we consider as the main problem the lack of family support to the students so they can do their homework as well as the teacher’s support in classes, also the poor English knowledge in students.

It is believe that this proposal will help the students in order to motivate and increase the level of scholastic achievement in the English subject with all the effort by the people involved in this project.

OBJECTIVES

GENERAL

➢ To implement motivating learning techniques in order to assist students to improve their skills and scholastic achievement in the English learning with the support of their family.

SPECIFICS

➢ To determine that with the guide of motivation techniques, students will feel happier to write and create their own ideas.

➢ To demonstrate that it is possible to put attention to the necessities of students and give the best suggestions, the interview and surveys did allow to establish that there existed a problem with effective solutions.

➢ To evaluate the activities and expose the results to the head master to contribute to the change of the curriculum with well-established purposes if necessary.
THEORETICAL ASPECTS

Currently virtual systems are very helpful in education, therefore you have to discover and use these means, such as computers, smartphones, tablets, so we will contribute to our future citizens and build a better education.

PEDAGOGICAL ASPECT

It is necessary the support of elements and resources that allow interactive objective learning, real, meaningful and creative and through these interactive activities students will be able to fulfill their objectives.

PSYCHOLOGICAL ASPECT

It is really important to positively influence students, offering good comments and recommendations to create a pleasant environment to facilitate the work of teachers in class. The family should also contribute to the learning of English, as the student feels more at ease when someone nearby handles the language. In addition the use of this positive attitude will be reflected in the advancement and improvement of the ability in English language teaching.

SOCIOLOGICAL ASPECT

Sociology is the systematic study of the society. The Sociology encompasses the social relation, social interaction how communication for interact with other people, culture. The sociology is wide and it ranges from the analysis of interaction of two anonymous persons to the global social interaction.
FEASIBILITY

FINANCIAL

The proposal turned out to be cheap and accessible to the student's hand, in our work we made use of copies, transportation, internet at home, as well as the collaboration of students who were always willing to help us.

In spite of all the inconveniences that are found in public schools, the Eloy Alfaro High School always provided its facilities, we also helped the teachers of the different subjects, were our guides in this process.

TECHNICAL

Nowadays there are several technological methods to be able to find information and were those that we used to carry out our project in the School Eloy Alfaro, we made use of them for our investigation, computers, smart phones, tablets, books online and you tube.

You could not leave behind also the visits to the libraries of the city, because the social information about the family is very important these days, because the times have evolved and with it our young people evolve.

HUMAN

Among the human resources, we can mention all the staff of the institution and parents as well. They inspired the necessity of getting a bit far from our expectations. English teachers, the student’s per-se got a straight standing and position with the total support of their interest and attention. Since they would be the first beneficiaries, they allow to work together with all
the techniques utilized for getting information. Nothing can substitute the personal approach and the warmth of people that surround you when working on a specific purpose.

The facilities, the support, the enthusiasm shared with the emotion of leaving such a work that will benefit the students at any moment at Eloy Alfaro Public school, is of great consideration and constant gratefulness from authorities and the researchers.

Finally, the researchers are very aware that students and teachers can get along with a total education that may contribute to the performance of an equal society with benefits for everyone with proud and honor.

**DESCRIPTION OF THE PROPOSAL**

The proposal consist in the application of a guide which contains all motivation techniques in order to encourage students to develop their English knowledge and increase interest to learn a foreign language.

The application of our proposal will help students to develop their scholar habits, therefore they will be able to improve their knowledge while they are learning English in a comfortable way, increase the interest to learn a new language, all this with the help of parents at home and teachers at school.

The Educational Institution according to the proposal exposed, provides that is a good idea to create motivational techniques which will help students to increase the desire to learn a foreign language and improve between themselves.
It is consider that our proposal has social relevance because it is pretend to contribute to the improvement of their academy performance, as well as in their interpersonal relationships, achieving the develop of a country with people able to respond to the skills of a foreign language.

CONCLUSION

In our research we were able to know the problems that students spend at home, for example: lack of money, lack of support family that the students have because the parents do not know the language, therefore, this guide will allows parents, be more concerned and prepared to motivate your children to learn English. Many factors affect the student's learning, they feel unmotivated and forgotten because they do not find a guide that can help them.

With this proposal, it is intended to focus the abilities of parents, and discover themselves in their children what they need at home, since all teaching's process begins at home and they should have a good student environment, eat properly and have school supplies that facilitate their study. It is important to pay attention to needs of our students at home and at school, activate their vocabulary, encourage interest to develop their imagination and let them feel the warmth that exists in both places. With this motivation guide that we have designed, the English teacher will be able to realize what affects the student to learn a new language expressing the problem and taking care how to deal with it to solve it.

We hope that with our research, we contribute to the parents putting more care at home with their children, because students deserve all our support and even the school encourages to make academic improvements for the good performance of our children.
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Zirbel Esther L. Learning, Concept Formation & Conceptual Change, 2014

# REPORT OF FOLLOW-UP TO TITULATION WORK

**TUTOR:** MSc. Eduardo Torres Vivar

**NOMINEE:** Monje Utreras Marfa y Sanchez Navarrete Cynthia

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### REPORT OF FOLLOW-UP TO TITULATION WORK

#### REPORTE DE SEGUIMIENTO A TRABAJO DE TITULACIÓN

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Fecha de revisión: [Date]
Guayaquil, 15 de Octubre del 2015

Doctor
Eduardo Torres Viver
PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:
Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Ajusor de Proyectos Educativos.

En esta designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: MONGE UTRERAS MARÍA MAGDALENA Y SÁNCHEZ NAVARRETE CYNTHIA ANDREA.

TOPIC: The influence of the family environment in the English learning process.

PROPUESTA: Guide with family motivation techniques for the improvement of the English learning.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

[Signature]

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Lenguas y Lingüística

DIRECCIÓN

Ab. Jacinto Cordero Vallejo, MSc.
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Guayaquil, 15 de junio de 2015

Sr (a). MSc.
Lcdo (a) Marcos Monserrate Canales
Rector de la Unidad Educativa Fiscal Eloy Alfaro
Distrito: 09001
Ciudad.-

De mis consideraciones:

De conformidad con el convenio Interinstitucional suscrito ante la Universidad de Guayaquil y la Subsecretaría de Educación para que los estudiantes de la Universidad puedan realizar sus prácticas preprofesionales y de vinculación con la comunidad.

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes Sánchez Navarrete Cynthia y Monge Utreras María de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación previo la obtención del título de Licenciado (a) en Ciencias de la Educación mención Lengua Inglesa y Lingüística.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que Ud. acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte
Le antiendo mis reconocimientos

Atentamente,

Ab. Jacinto Calderón Vallejo, MSc.
DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA

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Researchers: Maria Monge U - Cynthia Sánchez N.

SCHOOLYARD

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<td>El entorno familiar debe estar involucrado en el proceso de enseñanza-aprendizaje del inglés.</td>
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<td>Un miembro de la familia debe conocer el idioma Inglés para ayudar al interés de los estudiantes en casa.</td>
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<td>Los problemas socioeconómicos tienen incidencia en el proceso de aprendizaje de inglés, esto puede resolverse si los padres toman la cuestión de prestar más atención a este tema.</td>
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<td>El aprendizaje del idioma inglés puede resolverse si se resuelven los problemas familiares junto con la institución.</td>
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<td>Teniendo en cuenta que la sociedad se está involucrando en la modernización, es necesario también involucrarse en el aprendizaje de la lengua inglesa.</td>
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<td>La asistencia del profesor debe ser considerada como una ayuda importante en la enseñanza del idioma inglés.</td>
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<td>Involucrar a los padres en el desarrollo de la propuesta que consiste en una guía de motivación para padres y estudiantes, la mejora en la clase aumentará para un mejor rendimiento y un logro final.</td>
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<td>La cualificación de los recursos audiovisuales a aplicar en la clase de inglés ayudaría al desarrollo integral de los alumnos.</td>
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GUIDE WITH FAMILY MOTIVATION TECHNIQUES FOR THE IMPROVEMENT OF THE ENGLISH LEARNING.
INTRODUCTION

DEFINITION

WHAT IS EDUCATION?...........................................................................................................2

WHAT ARE VALUES?

OPPORTUNE COMMUNICATION..........................................................................................3

ATTENTION FOR THEIR SELF-ESTEEM..................................................................................4

GRANT THEM CONFIDENCE, AFFECTION AND UNDESTANDING....................................5

CREATE AN APPROPRIATE ENVIRONMENT......................................................................6

PROVIDE THEM SCHOOL EQUIPMENT..............................................................................7

KEEP UP A GOOD HEALTH.................................................................................................8
DEFINITION

Education is the ability of knowledge, skills, values, beliefs, and habits.

Educational methods include discussion, teaching, training, and directed research.

Education frequently occurs under the guidance of educators, but learners may also educate themselves.

Education can happen in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Value gives something's degree of importance, with the goal of telling what action of life is best to perform or live, or to describe the significance of different actions.
COMMUNICATION HAS ALWAYS BEEN ONE OF THE MAIN CURRENTS OF HUMAN CONDITION, THROUGH CENTURIES IN WHICH IDEAS AND NEEDS AMONG PEOPLE, INSTITUTIONS AND INDIVIDUALS ARE TRANSMITTED.

Knowing this fact, it is essential to practice communication at home. It is a basic requirement between parents and children to achieve. Parents should always be there for answering any questions they may have.

Communicating in an opportune way should always be the target a parent must pursue.

Parents should be their perfect role model for them to follow (behavior) and at the same time children should assimilate that knowledge they are receiving in order to create a good friendly rapport between them.

This will cause to avoid rejection from both ways (parents and children), consequently

They will be closer and happier to share anything they are undergoing.
ATTENTION TO THEIR SELF-ESTEEM

If someone is not taken into account, in what is going on around him or his interests.

This child would feel very demotivated, consequently he would lose confidence about himself.

On the other hand, when a child value himself, he is more likely to stand up

For himself and ask for the help he believes he requires.

Therefore, Parents must pay close attention to their children’s needs so they can have a good performance at school.

When a child brings his problems home, parents should always be available for them to discuss issues related to school being this their moral obligation to give them importance about how they are feeling in school.

Parents should always encourage the child to seek help whenever is need it, otherwise they may not be successful, just by doing this, it would aid the child to reach a better level of Self-esteem.

He would feel much more secure and at the same time, he will have a positive outlook towards his life.
GRANT THEM CONFIDENCE, AFFECTION AND UNDERSTANDING

Confidence is analyzing what you’re good at, the value you provide, and acting in a way that conveys that to others. Confidence is one of the building blocks for security in all social levels.

Having confidence within oneself will lead you to perform better in anything you want to accomplish.

It is important for someone to instill confidence to one another in order to allow a great relationship among people.
CREATE AN APPROPRIATE ENVIRONMENT

The study environment needs to be appropriate for a child. Parents should think about the concepts they are learning, but we don’t want the environment to suggest other actions that will get in the way of studying.

Nowadays, children are attached to modern equipment’s. Children have acquired the custom of revising these sources several times. Those customs break into their concentration during study, reminding him or her that it is time to check the phone or computer.

Unfortunately, this multitasking gets in the way of acquiring high quality knowledge. It takes time to shift attention from homework to some other source of information and additional time to shift attention back. Not only does that constant shifting influence the amount of time it takes to get work done, it also affects the quality of the study itself.

To create a more effective work environment, create a distraction-free zone during work time. Put the portable technology elsewhere in the house. Keep the smart phones and iPods out of arm's reach. Remove instant messaging from the computer and ban Facebook during study time.
A professional could not do his job if he showed up for work without his tool.

And neither can a student who gets to his first day of school without a pencil, paper and other school supplies.

It is a moral and legal commitment that parents have with their children to supply them with the appropriate material to work in class in addition to this, parents should also provide them with good modern equipment such as a computer, this included a great internet connection, by giving them this essential tools, children can accomplish successfully their task.

Parents should always make a list of school equipments before buying, so they know exactly what to buy for their children.
KEEP UP A GOOD HEALTH

When a student wants to perform well with his daily duties, it is necessary to have a good health, firstly to start the day off right with a nutritious breakfast. Students who eat breakfast are not only more alert, but also are less likely to eat unhealthy snacks or overeat at meals later in the day.

At the beginning of each school year, parents should make an appointment to have their child vaccinated, if necessary.

Parents should encourage their children to practice any kind of sports to keep not only fit but also to generate a good habit.

Parents should also give them health snacks such as yogurt, fruit salad, shakes that contain low in sugar.

Parents should make sure that their children have the enough hours of sleep since it is fundamental for the human body to work properly to recover energy.

Parents should create a family fitness training routine so that their children make a habit of exercises together and at the same time they are sharing quality moments.