UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT

TOPIC: HOW TO DEVELOP AN INTERACTIVE AND MOTIVATING CLASS USING MODERN DIDACTIC MATERIAL.

PROPOSAL: Implementation of an audiovisual room with innovative didactic materials.

In Partial Fulfillment of the Requirements for the

DEGREE OF:

LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN

Major in: LENGUA Y LINGÜÍSTICA INGLESA

RESEARCHERS:

Reyes Criollo Alexandra Leonor

Lázaro Palma Luz Angélica

PROJECT’S ADVISOR

DR. ALFONSO SÁNCHEZ ÁVILA

GUAYAQUIL-ECUADOR

2015
DIRECTIVES

MSC. SILVIA MOY SANG CASTRO
DEAN

LCDO. JOSÉ ZAMBRANO MSC.
DEAN ASSISTANT

MSC. JACINTO CALDERÓN
ACTING- DIRECTOR

AB. SEBASTIÁN CADENA ALVARADO
SECRETARY

DR. ALFONSO SÁNCHEZ ÁVILA
PROJECT’S COUNSELOR
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA

MSc. Alfonso Sánchez Ávila

Project’s Counselor

Name

Signature

Name

Signature
DEDICATION

As a testimony of love, affection, understanding and eternal gratitude for the support they have always given me all the more difficult moments and happiest throughout my career, I offer to this achievement: my parents Fulton Walter Reyes Pita and Victoria Leonor Criollo Cruz, my sister Patricia Elizabeth Reyes Criollo, and my children Christopher José Tomalá Reyes and Sheyla Georgelina Tomalá Reyes, who have been and will be the biggest reason I have driven to achieve this goal.

Today I finish a stage in my life, I appreciate the confidence they have placed in me; thank God and my family I managed to finish my studies so I will live eternally grateful

Alexandra Leonor Reyes Criollo
The desire of professional development has been a major guideline guided by our creator God, because He is the only creature that gives us the strength and intelligence and all the positive gifts to face the obstacles in our daily life.

This work is dedicated to him, to my dear Mother and son because with his love, understanding, sacrifice, support I have managed to crystallize a goal of mine because the teacher never should culminate his eagerness to get new learning horizons every day and achieve meet his goals of being a true professional.

Luz Angélica Lázaro Palma
ACKNOWLEDGMENTS

Our special thanks to the distinguished professor MSc. Alfonso Sánchez Ávila for his professionalism and ethical and moral integrity, who with a lot of patience, dedication and responsibility knew how to efficiently advise this modest contribution to the education of our country.

Alexandra Leonor Reyes Criollo

Luz Angélica Lázaro Palma
TABLE OF CONTENTS

FRONT PAGE..............................................................................................................i
SIGNATURE PAGE........................................................................................................ii
DEDICATIONS..............................................................................................................iii-iv
ACKNOWLEDGEMENTS...............................................................................................v-vi
TABLE OF CONTENTS.................................................................................................vii
ABSTRACT...................................................................................................................viii.

CHAPTER I: THE PROBLEM

CHAPTER II: THEOREICAL FRAMEWORK

CHAPTER III: THE METHODOLOGY

CHAPTER IV: ANALYSIS OF THE RESULTS

CHAPTER V: THE PROPOSAL
**TÍTULO Y SUBTÍTULO:**
how to develop an interactive and motivating class using modern didactic material.

**AUTOR/ES:**
Reyes criollo Alexandra Leonor
Lázaro palma luz angélica

**TUTOR:**
msc. sánchez Ávila Alfonso oswaldo

**REVISORES:**

**INSTITUCIÓN:**
Universidad de Guayaquil

**FACULTAD:**
Filosofía Letras y Ciencias de la Educación

**CARRERA:**
Escuela de Lenguas y Lingüísticas

**FECHA DE PUBLICACIÓN:**
No. DE PÁGS: 118

**TÍTULO OBTENIDO:**
Licenciada en Ciencias de la Educación

**ÁREAS TEMÁTICAS:**
Educación

**PALABRAS CLAVE:** (términos con el que podría ubicar este trabajo)
interactive class

**RESUMEN:**

Didactic materials are considered, always and with more force now, as important resources available to teachers and students, to help curriculum implementation, achieving the skills, competencies or objectives and promote meaningful learning, at all levels and modalities of the education system.

Being in a foreign language environment means that the learner will rarely, if ever, have opportunity for exposure to the target language outside of the classroom; for example a student who is studying German while living in Spain would be studying in a foreign language environment.

This project aims to review the main functions of English teaching materials and their importance in the teaching and learning processes, as mediators between teachers, learners and real life. After analyzing some basic roles of English teaching aids and their contribution to the learning process, we present some criteria and guidelines for their elaboration and/or selection, following Ana Molina Rubio (2003), and (Ines Cisneros Rodriguez 1970). A special emphasis is given to Montessori’s Theory as a framework, not only for the teaching and learning processes but also for using of didactic materials. Finally, we describe some fundamental characteristics that the materials used in Education must have and give some practical examples.
ABSTRACT

This project aims to review the main functions of English teaching materials and their importance in the teaching and learning processes, as mediators between teachers, learners and real life. After analyzing some basic roles of English teaching aids and their contribution to the learning process, we present some criteria and guidelines for their elaboration and/or selection, following Ana Molina Rubio (2003), and (Ines Cisneros Rodríguez 1970). A special emphasis is given to Montessori’s Theory as a framework, not only for the teaching and learning processes but also for using of didactic materials. Finally, we describe some fundamental characteristics that the materials used in Education must have and give some practical examples.

Didactic materials are considered, always and with more force now, as important resources available to teachers and students, to help curriculum implementation, achieving the skills, competencies or objectives and promote meaningful learning, at all levels and modalities of the education system.
Introduction: Second versus Foreign Language

The terms Foreign Language or Second Language environments are the two different language learning environments in which a student can learn another language. The defining factor between the two is the language environment outside of the classroom.

There are many other factors that affect education; however, teaching a language depends to a great extent upon the context in which it is being taught. We are language instructors and it is important to us to understand the very many differences that exist between teaching contexts, such as Foreign Language (EFL, from now and on) and Second Language (ESL from now and on) contexts. Once teachers identify and understand the one in which they are going to teach, they will be more readily able to improve instruction to meet learner needs and enable student success.

In a second language situation, the language learner is exposed to the target language outside of the classroom in a variety of settings; for example, students who go to United States to learn English are learning in a second language environment.

Being in a foreign language environment means that the learner will rarely, if ever, have opportunity for exposure to the target language outside of the classroom; for example a student who is studying German while living in Spain would be studying in a foreign language environment.

A second language is a language that is learned after one has already learned one language. It is often learned for business purposes because of the second language's dominance in important affairs. For example, many people. The above introduction serves as the frame of this work whose development has been divided in four parts.
This project deals, for obvious reasons, with English as a Foreign Language or EFL; that is, the language which, because of its importance, has become the *lingua franca* all over the world. Needless to say that been Spanish the official language in our country, English is in recurrent use as the tool for universal communication.
PART ONE: The Educational Problem

A problem is the question which is trying to solve or the fact which will be proved. A problem is the serious case of one’s needs.

A learning problem is a general item which describes specific learning problems. It can cause that a person has difficulties learning and using the some skills. The educational problem describes the central theme of the article and persuades to the reader to continue reading the work.

BACKGROUND: Location of the Problem in Context

At Dr. Rashid Torbay High school located in Canton Playas, Province of Guayas, the English teachers are worried because they need a tool for motivating the English class in their students; for this reason after a meeting with the Headmaster, English teachers, parents and students decided contribute with the execution and implementation of our project directed to design didactic materials to improve the active participation and obtain positive results from the students in Basic English classes.

Conflict Situation

At “Dr. Rashid Torbay Public School” language teaching-learning process is a failure due despite of having an audiovisual room for English class, teachers do not practice the language in it, because of the lack of supportive material. So our proposal is to develop innovate didactic materials to improve the participation of the students and English classes become more dynamic and practical.
Causes

Nowadays public education is under attack. Severe budget cuts resulting in cuts in programs, teaching and other personnel and material resources have become the norm in recent years. The attack is disguised with progressive sounding phrases such as "improving failing schools" and overcoming the "achievement gap." But this current wave of "reform" threatens to dismantle our schools for the greater profit of finance capital and to the detriment of our children and our nation. This is the Hidden agenda of the so-called reform movement.

The crisis of education took place within the larger crisis of capitalism. This larger crisis was characterized by global economic stagnation, the increasing power of finance capital, and the growing monopolization, or centralization of capital, here and abroad. Capitalism's inherent drove to constantly increase its profits and ramped up the rate of exploitation. This situation led to an assault on public institutions as monopoly finance capital trying to bend the public sector to its profit generating goals, undermining our democracy and our quality of life in the process.

Seven years ago, a new economic power, Socialism of the 21st century took the power and a new model appeared in education; however, not much has changed. After the change of Government’s policies spending millions of dollars in new buildings, teachers, parents and students still look at our schools and too often see underfunded, understaffed and struggling institutions. Corruption of our public institutions at all levels has a sharp racist edge with the most severe blows aimed at working class communities, especially communities in poverty.

Basic English teaching-learning process does not escape to these factors.
Education: Historic Arena of Struggle

A large problem stems from large class size. Didactic material is practically non-existent. Dismiss of motivation in classes. Lack of good daily material of support. Lack of modern technological resources and, Recently, less number of EFL classes

Consequence
It is impossible to individualize the teaching learning process. Students do not count on appropriate texts and methodological support. Students do not enjoy EFL lessons. Students do not participate in class using modern technology. Students do not have enough practice.

Delimitation of the Problem Investigation

PROPOSAL: Implementation of an audiovisual room with innovative didactic materials.

Formulation of the Problem: Hypotheses
We need a scientific hypothesis to initiate the construction of a building block in the scientific method. Many describe a hypothesis as an “educated guess,” based on knowledge previously acquired and an observation, as to the cause of a particular phenomenon. A solution is suggested for an unexplained occurrence that does not fit into current accepted scientific theory. We believe that a hypothesis is the inkling of an
idea that can become a theory, which is considered as the next step in the scientific method, a hypothesis can be rejected or modified, but it can never be proven to be correct 100 percent of the time. For example, Einstein’s theory of relativity has been tested many times and it is generally accepted as true, but there could be an instance, which has not been encountered, where it is not true.

Most formal hypotheses consist of concepts that can be connected and their relationships tested. A group of hypotheses comes together to form a conceptual framework. As sufficient data and evidence are gathered to support a hypothesis, it becomes a working hypothesis, which is a milestone on the way to becoming a theory.

Hypothesis of our Research

The implementation and execution of a workshop to develop our project shows the hypothesis of our research: “The implementation and execution of motivating classes with didactic materials and the use of an audiovisual room with modern didactic materials will contribute to prompt the learning of English in the students of Tenth Basic Year at “Dr. Rashid Torbay” Public School”.

Evaluation of the Project’s Research

Feasibility: So far we have the cooperation of the directives, community, teachers, students, and parents who have given all their support to accomplish this work. The financial aspect of the research will be supported by the researchers with self-funds.

Criteria: The success of this project will be proved through the implementation and execution of a workshop in Basic English.
Useful: This project intends to be the initial stage of future workshops with different groups.

Relevant: Undoubtedly it will fill in the gaps that presently exist in the learning of EFL.

Comprehensiveness: Students will develop their skills and competences of the language with innovative didactic materials used by their teachers.

Evident: Students do not show any kind of motivation towards the English classes; for this reason, this research will help to increase their motivation in class. We will observe the students’ further achievement in audiovisual room.

Concrete: This material is short, precise and adequate and it is concerned with the low interest for the Basic English learning.

Original: Didactic materials will attain the student’s attention and in the high school there isn’t other similar project.

Objectives of the Investigation

GENERAL

Implementation of a workshop with the elaboration of motivating and innovative materials to be used in the audiovisual room for students of 10th Basic Year at Dr. Rashid Torbay High School.

SPECIFIC Objectives

- To classify the kinds of didactic materials that will be used in the audiovisual room.
- To elaborate innovative didactic materials.
• Implementation of the innovate materials.
• To increase the Basic knowledge of EFL
• To transfer the execution of the project for different future groups
• To implement the institution of the tools used for this specific purpose

Inquiry into the Investigation

Inquiry is a study into a worthy question, issue, problem or idea. It is the authentic, real work that someone in the community might tackle. It is the type of work that in the disciplines actually undertake to create or build knowledge. Therefore, inquiry involves serious engagement and investigation and the active creation and testing of new knowledge.

Key findings

The main strengths of appreciative inquiry used in this study included providing a new outlook on a particular situation found in a public educational institution. We have also tried to avoid stereotypical questions and answers, empowering its participants and identifying good practice.

This has been an evaluative technique, but its main purpose is to identify good practice, introducing and implementing change successfully. For this reason, it could be a useful methodology for other researchers and other schools to use them in order to bring about change.

We, as the researchers in charge conducting AI interviews were provided of opportunities for a high level of participation, promoting a sense of ownership of the process and outcomes.

We were mere facilitators; however, this AI also played an important role in ensuring understand what was expected from us,. During the process
of investigation we were trained in AI interview techniques and supported through the various stages of the AI.

Implementing AI required our commitment on behalf of all participants especially those in positions of responsibility, in order instigate change.

We found out that AI is not suitable for research into problematic social phenomena, or where participants have very limited experience of the topic.

We also realized that it is possible to borrow elements from AI, particularly appreciative questions, and incorporate them into a traditional evaluation studies.

**Who will the participants of the investigation be?**

This project will count with the participation of students of Tenth Basic Year at Rashid Torbay School, authorities of the institution, teachers, advisor of the project and, eventually, the committee before which the investigation will be reported.

**Why will this project be done?**

This project will be carried out basically to solve the problem detected and because nowadays English is known as a universal language.

**Where will this investigation be implemented?**

The project will be implemented at “Rashid Torbay” Public School.
When will this research be executed?

As soon as we received the approval to our official request from the Board of Directives of the Facultad de Filosofía y Letras, and it will take a period not less than three months.

What kind of didactic materials will be used?

For this project will be used innovate didactic material.

Who will the beneficiaries be?

Students will be the direct beneficiaries, although, the research will serve for future groups.

Justification and Importance of the Research

Last year, didactic materials like audiovisual aids as well as new technology were incremented at the institution. This implementation was also introduced in the context of training and instructional Education, trying to solve the inter-learning process problem as a contribution to improve the quality of teaching.

“The use of appropriate didactic materials, like audiovisuals means in the development of an interactive class constitutes a privileged way of access to the understanding and explanation of current realities” (Graells Pérez Marqués, 2004. Page 96). Considering this statement we can say that this language performs an important role in our contemporary society, because it approximates its users to facts and success, allowing the comprehension development of English as Foreign Language (EFL).

In the field of English learning, didactic materials are an indispensable resource as its main purpose is the development and scope of the macro
language skills. To overcome this complexity there is a set of visual and audio resources that support teaching, facilitating better and faster understanding and interpretation of ideas in the target language.

In addition to the great help and benefits of didactic materials for the teaching-learning process, also allow us to reach our students in an objective and clear way, stimulating interest and motivation of the group, getting the students closer to reality and making meaning to lessons, facilitating communication.

If we count with the wide range of didactic resources existing, they will give the necessary support to clarify the spoken or written utterance, as they help to bridge the gap between the pupils and the objective world, offering concrete contexts for actions that lead to the emergence operational thinking, thus strengthening the student’s way - investigative, ideal to be achieved in the modernization of curricula enhanced by the ministry of education in our country.

Today we move into a very methodical society. We must introduce the growing use of educational media for good teaching, strengthened by the work of teachers in the classroom with real dialogues and exercises with native English language pronunciation.
PART 2: Framework

The theoretical framework is a foundation for the parameters, or boundaries, of a study. Once these themes were established, we looked for answers to the topical question we had developed on broad subjects. With this framework, we could resist getting off track by digging into information that had nothing to do with our topic. We were aware that often researchers are curious about broad subjects, but with a theoretical framework they can stay tightly within the theme or topic.

Sometimes a framework will show that, within the topic, an area of interest may not be useful enough to pursue and can be eliminated, saving the researcher or writer time. That was our case.

Function of the Logical Structure or Theoretical Framework in our Research

After we raised the problem of study (ie, that we had objectives and research questions) and when also we felt it had relevance and feasibility assessed, the next step was to theoretically support the study, a phase that some authors call "develop the theoretical framework ". This involved “analyzing and presenting those theories, theoretical approaches, research and general background to be considered valid for the correct frame of the study" (Rojas, 1981).

Its six main functions

The theoretical framework has many functions in an investigation, among which are the following six:

1. Helps prevent mistakes that have been made in other studies.
2. Guidance on how it will be carried out the study. In fact, to go to the background, we can realize how it has been dealt with a specific research problem (what types of studies have been made, what kinds of subjects, how the data was collected, what places have conducted, which designs have been used).

3. Broadens the horizon of the study and guide the researcher to focus on this problem by avoiding deviations from its original approach.

4. Leads to the establishment of hypotheses or statements that must later be tested in reality.

5. Inspire new lines and areas of research (Yurén Camarena, 1980).

6. Provides a framework for interpreting the study results.

**Antecedents of this Study Research**

We understand that in the last years the didactic materials, like audiovisuals and informatics means, and new technologies for information and communication have enormously increased. To traditional book and the common board, other resources have been incorporated; they go from visuals like in focus projector and laptops to audiovisuals such as movies and videos.

We are in an age that audio-lingual and visual aids represent a huge importance in the educational surrounding; so, it proposes a knowledge paradigm different to the book, to the oral and written language. Many teachers still do not assimilate and do not understand this reality, and therefore are not ready to break old schemes and have a different perception where ¹“the technology constitutes a big supporting tool in the inter-learning daily process” (Ines Cisneros Rodríguez 1970, Pag. 116)

Secondary education is intended to provide a comprehensive education, based on values education, to ensure the full realization of the person for life in coexistence and democracy. The objectives of secondary
education guide and give direction to the curriculum while maintaining consistency with the goals and objectives of the educational system, expressed in the Constitution and the Education Act. In this context, education is conceived as a personal, social and cultural process by which people develop in a comprehensive, cooperative and harmonious in their personal benefit and social group. The student and teacher in the field of School, in an environment of trust, establish a relationship of intense dialogue to incorporate the culture of their own community in all educational activities. Thus, on the basis of an open and flexible curriculum, the school becomes a "cultural scene" where all actors construct new meanings and give a personal and contextualized meaning.

Thus the student learns, from having knowledge enabling it to grow continuously and permanently, while interested and be motivated and willing to develop their full potential, generating positive attitudes and values as benchmarks assuming their own growth. The teacher aware of this process, plays a mediating role between the learner and the learning object, creating spaces that enable shared learning confidence, seeking the development of potentials and cognitive processes and metacognitive students and the skills, knowledge, feelings and evaluations.

In its mediating role, the teacher generates warmth spaces for learning is natural and meaningful, and accompanies the student, guiding and advising for personal improvement. The concept of Basic Curriculum Design for Secondary Education reflects the principles of humanistic education, a socio-cultural, cognitive and affective approach. It is humanistic because it puts the teen at the center of their attention, promoting their development. In that sense, the teenager is the fundamental agent around which curriculum decisions are made, taking into account their interests and needs, helping them to develop their autonomy to build your Life Project.
Theoretical Foundations of a Research

The theoretical foundation is an analytical and critical synthesis of all the information that has been obtained, reviewed and understood about the topic under investigation.

The way to ensure the quality of the research is based on the proper review of the literature.

The theoretical main function is support bibliographically the research. Also lets you know in advance if there are answers to the research questions before doing fieldwork and likewise guide obtaining the necessary data.

In the process of learning teaching material selection is critical, it motivates the student and allows focus his attention so he can fix and retain knowledge.

An active learning process by the teacher requires a clear and precise understanding of the importance, use and manufacture of various materials that contribute to improved student learning.

The use of teaching materials will be effective if there is an active mental participation of the students by the attention, interest and appropriate perception.

The materials submitted must meet the planned objectives and be of the highest quality. Also the teacher must demonstrate proficiency and skill in the appropriate use of any instructional material.

An active learning process by the teacher requires a clear and precise understanding of the importance, and making use of various materials, which contribute to better learning in our students.
Didactic material is considered and resources all means facilitating the teaching-learning process by stimulating the function of the senses and activate prior learning experiences and, for easier access to information, skills development, skills and formation of attitudes and values. According to Gimeno and Loayza, cited in Hidalgo (2007), the materials are concrete elements, physical, which give to educational messages through one or more communication channels and are used at different times or phases of the teaching-learning.

The materials play a very important role, as they have a purpose of education and expressed a pedagogical proposal. Taught in both guide the students’ learning, presenting and grading the content and activities, transmitting updates on the course subject information, pose problems, encouraging the formulation questions and group discussion.

Philosophical Foundation

In modern society, the universal right to education is a fundamental doctrine and definitive so provided the Declaration of Human Rights and the Declaration of the Rights of the Child, enacted within the United Nations.

It then conceives education as a social phenomenon in which continuous open living spaces. From this fact it follows the idea that the human being is educated as it relates to the world, with other people and with himself through learning, which is to acquire forms and ways of relating to reality. In fact, the educational process is guide, organize, give meaning or meanings to, and enhance those relationships.

Everyone has the right to an education, so they should have the same opportunities for access to education systems to meet the requirements only establish the general rules.
The right to education generates therefore correlative obligations on the part of states to provide and make available educational service, without obstacles or restrictions with much less discrimination.

**Philosophy of Education**

The philosophy of Education is also called pedagogical philosophy and it can be describe as investigation field and the academic teaching that limit the scope from this area to the activities of a small professional group who work in this specific area. These called “educative philosophers” are found in English spoken countries, and lesser extent, also in some European countries, and normally they are related with university schools in education or pedagogy.

It is given the Education is the process of formation of the man in the social life and to the social life, or the assimilation of the experiences which prepare to the human life, it will be understood the philosophy of the education studies the Laws, the situations and the phenomena of the world, the man, the society and the culture in relate with the process of the human formation from philosophical positions.

To the educative philosophy correspond many positions and attitudes of ideological and political order are many frequency not only among people dedicated to the formal educative labors, such as teachers, administrators and school supervisors, but also, among others such as the governors, politicians, businessmen, workers, trade unionists, parents and young guides. That is, philosophy of the education leaves the plan of the institutional formality, catch ideological positions and political revealing that every man does, fell and think related with the education, the extra-school educative fact how is the scholar, is conditioning by the historical general fact. While few people are philosophers of education, nobody gets to
venture, in one or other level and form, in the philosophical-pedagogical speech spherical.

Pedagogy is a set of practices and knowledge relating to education. The pedagogy is a science of nature: psychosocial. Etymologically derived from the Greek roots "paidos" it's a boy and "ago" and that is running or driving. In ancient Greece (paidagogos), was a slave who brings and took children to school. Pedagogy is a set of knowledge whose object of study is education as typically social phenomenon and specifically human.

It is an applied science thrives as sociology, economics, anthropology, psychology, history, philosophy, medicine, among others. The pedagogy began as an art: to educate. In every human society is formed a purely empirical technique childhood education. Psychology differs from the object of study is the behavior of living things, and, sociology is a science that studies social phenomena. Pedagogy can be general or specific. The general pedagogy refers to the universal and global issues of research and action on education.

**Epistemology**

The necessary first step in defining a concept is to determine the etymological origin of the same. In this regard, be emphasized that it is in the Greek be found the history of the term epistemology that concerns. Moreover, this noun is composed of the union of two words: episteme which can be translated as "knowledge or science" and logo that would mean "speech". Epistemology is a discipline that studies how it generates and validates the knowledge of science. Its function is to analyze the rules that are used to justify scientific data, considering the social, psychological and historical to come in to play. In that sense, we can establish more clearly even than that epistemology is in charge of addressing the philosophy and knowledge through the answer to questions of vital importance.
Constructivism is a theory of knowledge. It is also known as Epistemology. It defends the theory that humans generate knowledge and meaning that appear from an interaction between their previous experiences and their out coming ideas.

During infancy and childhood there is an interaction between their experiences and their reflexes that, eventually turn in behavior-patterns. Schemata is the name given by Piaget to these systems of knowledge.

Constructivism is not considered to be a specific pedagogy. Sometimes it is often confused with constructionism. Constructionism is an educational theory attributed to Seymour Papert inspired by the developed constructivist and experiential learning ideas of Jean Piaget.

Piaget's theory of constructivist learning has become widely recognized and when they were argued produced an enormous impact on learning theories and teaching methods in education, in such a way that it is an underlying theme of many education reform movements. There is deep research support for constructivist teaching techniques; however, because some research supporting other techniques contradict those results.

The theory of constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which knowledge is internalized by learners. Under this premise he suggested that through processes of accommodation and assimilation, individuals construct new knowledge based on their own experiences.

When individuals assimilate new knowledge, they incorporate the new experience into an already existing framework without changing that framework. It is possible that this occurs when individuals' experiences are in consonance with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, individuals
may not notice events, may misunderstand input from others, or may decide that an event is a result of a fortunate accident and therefore, it is not important as an accurate information about the world. In contrast, when individuals' experiences opposes or contradict their internal representations, it is possible to change their perceptions of the experiences in order to fit their internal representations.

According to this theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences.

What is accommodation, then?

It can be understood as the mechanism by which failure leads to learning: when we act having the expectation that the world operates in one way and it does not fit with our expectation. We often fail, by accommodating this new experience and reframing our model of the way we think the world works. We learn from two different sources: the experience of our failure, or the experience of others' failure.

It is also important to note that constructivism is not a single or particular pedagogy. In fact, constructivism is a theory which describes how we succeed in learning, regardless of whether we are using our experiences to understand, for example, a lecture or following the instructions for building a Lego toy.

In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. There is no doubt, however, that constructivism is often associated with approaches to pedagogic in order to promote active learning, or learning by doing.
Sociological Foundation

Hmelo-Silver, Duncan, & Chinn cite several studies supporting the success of the constructivist problem-based and inquiry learning methods.

For example, there is a project called GenScope they describe. This project is an inquiry-based science software application.

Students using the GenScope software showed significant advantage over the control groups, with the largest gains shown on the effectiveness of inquiry-based science for middle school students. The latter demonstrated a better performance on high-stakes standardized tests. The improvement was 14% for the first other group of students and 13% for the second group. In American students this study also found that inquiry-based teaching methods significantly reduced the achievement gap for African-American students.

Guthrie et al. (2004) compared three instructional methods for third-grade reading: a traditional approach, a strategies instruction only approach, and an approach with strategies instruction and constructivist motivation techniques including student choices, collaboration, and hands-on activities.

There is a constructivist approach, called CORI (Concept-Oriented Reading Instruction), which resulted in better student reading comprehension, cognitive strategies, and motivation.

Jong Suk Kim found that when using teaching methods based on constructivism for 6th graders, the outcomes resulted in better student achievement than traditional teaching methods. It was interesting to note that this study also found that students preferred constructivist methods over traditional ones. However, Kim did not find any difference at all in
student which used self-concept or learning strategies and those taught by constructivist or traditional methods.

Doğru and Kalender directed a study in comparing science classrooms using traditional teacher-centered approaches with those using student-centered, constructivist methods.

In their initial test of student performance that immediately followed the lessons, there was no significant difference between traditional and constructivist methods. However, 15 days later, in the follow-up assessment, students who learned through constructivist methods showed better long term retention of knowledge than those who learned through traditional methods.

Legal Foundation

This project supports its legality in the precepts of the New Political Constitution of Ecuador:

Título II

DERECHOS:

CAPÍTULO SEGUNDO: Derechos del buen vivir.

Sección Tercera: Comunicación e Información.

Art. 16.

Todas las personas en forma individual o colectiva, tienen derecho a:
1. Una comunicación libre, intercultural, incluyente, diversa y participativa, en todos los ámbitos de la interacción social, por cualquier medio y forma, en su propia lengua y con sus propios símbolos.

2. El acceso universal a las tecnologías de información y comunicación.

4. El acceso y uso de todas las formas de comunicación, visual, auditiva, sensorial y otras que permitan la inclusión de personas con discapacidad.

5. Integrar los espacios de participación previstos en la constitución en el campo de la comunicación.

Art. 18.

1. Buscar, recibir, intercambiar, producir y difundir, información veraz, verificada, oportuna, contextualizada, plural, sin censura previa acerca de los hechos, acontecimientos y procesos de interés general.

Art. 19.

La Ley regulará la prevalencia de contenidos con fines informativos, educativos y culturales en la programación de los medios de comunicación y fomentará la creación de espacios para su difusión.

Sección Quinta: Educación.


La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas,
las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

**Art. 27.**

La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco de respeto a los derechos humanos, al medio ambiente sustentable y a la democracia, será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez, impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria y el desarrollo de las competencias y capacidades para crear y trabajar.

**Art. 28.**

La Educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantiza el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente.

Es derecho de toda persona y comunidad a interactuar entre culturas y participar en una sociedad que aprende. El Aprendizaje se desarrollará en forma escolarizada y no escolarizada.

**TÍTULO VI.**

**Régimen de desarrollo:**

**Capítulo Primero:** Principios Generales
Art. 277.

6.- Promover e impulsar la ciencia, la tecnología, las artes, los saberes ancestrales y en general las actividades de iniciativa creativa comunitaria, asociativa, cooperativa y privada.

TÍTULO VII.

Régimen del buen Vivir:

Sección Primera: Educación

Art 343.

El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje y la generación y utilización de conocimientos, técnicas, saberes, arte y cultura. El sistema tendrá como centro al sujeto que aprende y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

Art. 347.

Será responsabilidad del Estado:

1.- Fortalecer la educación pública y la coeducación, asegurar el mejoramiento permanente de la calidad, la ampliación de la cobertura, la infraestructura física y el equipamiento necesario de las instituciones educativas públicas.

2.- Garantizar que los centros educativos sean espacios democráticos de ejercicio de derecho y convivencia pacífica.
3.- Garantizar modalidades formales y no formales de educación.

8.- Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales.

11.- Garantizar la participación activa de los estudiantes, familias y docentes en los procesos educativos.

**Sección Octava:** Ciencia, Tecnología, innovación y saberes ancestrales:

**Art. 385.**

El sistema nacional de ciencia, tecnología, innovación y saberes ancestrales, en el marco de respeto al ambiente, la naturaleza, la vida, la cultura y la soberanía, tendrá como finalidad:

1.- Generar, adaptar y difundir conocimientos científicos y tecnológicos.

2.- Recuperar, fortalecer y potenciar los saberes ancestrales.

3.- Desarrollar tecnologías e innovaciones que impulsen la producción nacional, eleven la eficiencia y productividad, mejoren la calidad de vida y contribuyan a la realización del buen vivir.

**Art. 386.**

El sistema comprenderá programas, políticas, recursos, acciones e incorporará a Instituciones del Estado, universidades y escuelas politécnicas, institutos de investigación públicos y particulares, empresas públicas y privadas, organismos no gubernamentales y personas naturales o jurídicas, en tanto realizan actividades de investigación, desarrollo tecnológico, innovación y aquellas ligadas a los saberes ancestrales.
El Estado a través del organismo competente, coordinará el sistema, establecerá los objetivos y políticas, de conformidad con el Plan Nacional de Desarrollo, con la participación de los actores que lo conforman.

Art. 387.

Será Responsabilidad del Estado.

1.- Facilitar e impulsar la incorporación a la sociedad del conocimiento para alcanzar los objetivos del régimen de desarrollo.

2.- Promover la generación y producción de conocimientos, fomentar la investigación científica y tecnológica y potenciar los saberes ancestrales, para así contribuir a la realización del buen vivir, al sumakkausay.

3.- Asegurar la difusión y el acceso a los conocimientos científicos y tecnológicos, el usufructo de su descubrimiento y hallazgos en el marco de lo establecido en la Constitución y la Ley.

4.- Garantizar la libertad de creación e investigación en el marco de respeto a la ética, la naturaleza, el ambiente y el rescate de los conocimientos ancestrales.

5.- Reconocer la condición de investigador de acuerdo a la ley.

Variables of the Investigation

The difficulty in the process of learning of English Language is affected by the nonexistent use of interactive didactic resources in the students of the tenth Year of Basic Education at ´Dr. Rashid Torbay High School.
Lack of the interactive didactic materials makes the students having strong bad reactions against the Educational Centers.

- Lack of the interactive didactic materials makes the students being not motivated to get involved into the English teaching-learning process.
- Lack of the interactive didactic materials workshops or seminars, makes English teachers’ classes’ looks bored.

**Independent Variable**

Implement an audiovisual room with innovate didactic materials.

In the Institution there aren’t enough didactic materials so we have prepared this topic to help the students to improve this language.

According the research there are different techniques and methodology to apply in English class, and the students are motivated and develop the skills and they are competent and get their objectives in the education.

**Dependent Variable**

- Improving the English language’s teaching-learning process
PART 3: Methodology of the Study Research

We intend to offer an effectively written methodology section (this part is also called Methodology Section). For that reason we have developed this project considering the quality a quantitative research, which will allow describing and interpreting critically the got results in the research process.

These paradigms are characterized for being:

- Experiential, are based in perceptions and sensations of the reality and the research object.
- Are paradigms open and flexible.
- Use qualitative and quantitative techniques.
- Use the creativity of the researchers to process information and get conclusions of investigations.
- Their results are transferable.

Our study is qualitative and we are going to take a special approach, such as action research.

The quality paradigm is used in the application of observations and interviews, applied to teachers and students; confronted to quantities data, to get a diagnosed of the reality.

In other hand the investigation also belongs to a feasible project. To this is supported by Yepez, (2000):

"It consists of the design and development of a proposal for a viable business model, to solve problems, requirements or needs of organizations or social groups; may refer to the formulation of
policies, programs, technologies, methods or processes. Its design and implementation must be supported by documentary research, field or a design that includes both modalities."

According to the definition expressed in the quotation work is framed as a feasible project because according to the problem formulation, comprising the preparation of a proposal to solve a problem or need a group or institution. This type of project is based or based on research of documentary (bibliographies, books, texts, magazines, etc.) of field, ie research conducted at the scene, as can also be based on research that includes both modalities.

Our methods have a clear connection with our research problem. The research was conducted with the combination of field research and documentary, the first we will actually approach leading us to the same place where the problem arises, the documentary will help us to give us the knowledge required for the collection of information that will help us for the sample and the population, and this is done in order to strengthen each of the characteristics that influence the lack of innovative materials and the second will strengthen the skills that must be developed in the area of English, since that exploration of the content and references essential information that allows the approximation, setting the approach to investigate the knowledge of researchers with which relevant conclusions will be obtained.

Provide background and rationale for methodologies that are unfamiliar for your readers. Research problems in social sciences and the methods for investigating them require more explanation/rationale than accepted rules in other sciences. We are clear and consistent in our explanation.
Provide a rationale for subject selection and sampling procedure. For instance, we have proposed to conduct interviews, selected the sample, analyzed texts, used statistics, and other data sources we chose as most appropriate.

Address potential limitations. Evidently, there are some practical limitations that affected our data collection (i.e., the principal, the students and the parents’ representatives did not understand the language. The instruments of investigation had to be conducted in Spanish

Population and Sampling

It is a group of individuals of the same species occupying a particular geographic area. Populations may be relatively small and closed, as on an island or in a valley, or they may be more diffuse and without a clear boundary between them and a neighboring population of the same species. For species that reproduce sexually, the members of a population interbreed either exclusively with members of their own population or, where populations intergrade, to a greater degree than with members of other populations.

A process used in statistical analysis in which a predetermined number of observations will be taken from a larger population. The methodology used to sample from a larger population will depend on the type of analysis being performed, but will include simple random sampling, systematic sampling and observational sampling. The sample should be a representation of the general population.

When taking a sample from a larger population, it is important to consider how the sample will be drawn. To get a representative sample, the sample must be drawn randomly and encompass the entire population. For example, a lottery system could be used to determine the average age of
students in a University by sampling 10% of the student body, taking an equal number of students from each faculty.

Population of the Institution

They are all the Authorities, teachers, students and parent representative; they are the elements that constitute the development and results of the problem.

Sample: It is a small amount of something which shows what the rest is or should be like. In our project the sample will be 45 students of Tenth Basic

Sampling Taken

<table>
<thead>
<tr>
<th>STRATUM</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIRECTIVES</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>45</td>
<td>22</td>
</tr>
<tr>
<td>PARENTS REPRESENTATIVE</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>99</td>
<td>28</td>
</tr>
</tbody>
</table>

Graphic

Graphics, also known as graphical techniques, are information graphics in the field of statistics used to visualize quantitative data.

They can also provide insight into a data set to help with testing assumptions, model selection and regression model validation, estimator
selection, relationship identification, factor effect determination, and outlier detection. In addition, the choice of appropriate statistical graphics can provide a convincing means of communicating the underlying message that is present in the data to others.

**Techniques of the Investigation**

Methodological and systematic procedures are in charge to operationalize and implement research methods and have the ease of collecting information immediately, the techniques are also an invention of man, and as such there are many techniques as problems amenable to research.

The techniques have advantages and disadvantages at the same time, and none of them can guarantee and feel more important than others, and it all depends on level problem under investigation while the researcher's ability to use them in the right time. This means then that the techniques are multiple and variables that act to collect information immediately.

**INSTRUMENTS OF THE STUDY RESEARCH:**

**METHODS**

It refers to the elements used in pedagogical scenery or referred to a pedagogical strategy.

The teachers use vocabulary or different teaching strategies or methods. It is not always obvious to distinguish strategy from method.
Deductive

The above-mentioned criteria for creditable PG rules are particularly relevant to deductive (rule-driven, top-down) teaching, which leads from an explicit presentation of metalinguistic information, the provision of a set of abstractions, isolated language rules at autonomous levels of description subsequently accompanied by model sentences, to their application to concrete L2 representations and practice tasks only after the clarification has been studied and digested (Komorowska 1993:120). This technique simply means providing learners with the ready grammar rule, describing in detail how the new structure is formed, what its components are, and in what type of context it can be used.

All the information is given in the form of a mini-lecture, during which the teacher usually employs grammatical terminology. After the explanation, the learners are provided with examples illustrating the new structure, which they analyze, and are subsequently asked to apply the rule to new sentences. They are typically expected to memorize the rule (and relevant ‘exceptions’).

This form of teaching offers a clear clarification of new language items, which makes the learning task easier and less intimidating and is time-effective, leaving more time for practicing the new structures. Among other advantages,

It gets straight to the point, and therefore can be time-saving. It respects the intelligence and maturity of many – especially adult – students and acknowledges the role of cognitive processes in language acquisition.

This type of teaching is prevalent in the majority of traditional educational in Institutions.
**Inductive**

The inductive method or process goes from the specific (teacher) to the general (students) and may be based on specific experiments or experimental learning exercises. Inductive reasoning works the other way, moving from specific observations to broader generalization and theories. Informally, we sometimes call this a “bottom up” approach. Conclusion is likely based on premises. It involves a degree of uncertainty.

**Observation**

Observation plays an important role. However, it is necessary for reproducibility that observations made by different observers be comparable. Impressions in human sense are subjective and qualitative. This fact makes them difficult to record or compare.

The idea of measurement has improved allowing recording and comparison of observations be made at different times and places by different people on different observation groups.

What does measurement imply? is the required question.

Measurement consists of using observation to compare the target being measured to a standard. Consequently, by using an artifact process or definition we, as observers, are allowed to duplicated or shared all the counting of how many of the standard units are comparable to the object.

Measurement hence, reduces an observation to a number which can be recorded, and two observations which result in the same number are equal within the resolution of the process.
Heuristic Method

It is a method to help to solve a problem, commonly informal. It is a particular used for a method that often rapidly leads to solution that is usually reasonably closed to the best possible answer.
In more precise term, heurists stand for strategies using really accessible, though loosely applicable information to control problem solving in human beings and machines.

Analytical Method

All the analysis we have to perform about the analysis results, will serve to obtain the recommendations and conclusions.

TECHNIQUES

Boyle defines the techniques as the form used to present material to be learned. The learning is carried out with the gathering of data about the investigation.

The techniques that are going to be applied in this project are:

INTERVIEWS

It is a conversation among two or more people (the interviewer and the interview) where questions are asked by the interviewer especially for the purpose of obtaining information.

We are going to apply survey for students and parents and interview for the authorities, teachers and representative.
Questionnaires

It is a technical instrument used for the survey and the interview. For the survey it is called survey quiz, and for the interview it is called interview guide.

In our project the students will be surveyed and the headmaster will be interviewed.

SURVEYS

The survey is a non-experimental, descriptive research method. Survey can be useful when a research wants to collect data on phenomena that cannot be directly observed (such as opinions on library services). Surveys are used extensively in library and information science to assess attitudes and characteristics of a wide range of subjects, from the quality of user-system interfaces to library user reading habits.

Procedures of the Investigation

A fixed, step-by-step sequence of activities or course of action (with definite start and end points) that must be followed in the same order to correctly perform a task.

Data Collection

Data collection is simply how information is gathered. There are various methods of data collection such as personal interviewing, telephone, mail and the Internet. Depending on the survey design, these methods can be used separately or combined.
Results

Definitions and descriptions of analysis indicate the range of different conceptions and the issues that arise. (There are also some remarks on related topics such as analyticity, definition, and methodology more generally.) In most cases, abbreviated references are given; full details can be found in the Annotated Bibliography on Analysis, in the section mentioned in curly brackets after the relevant definition or description.

Interview to the Chairman

Question 1

Do you consider that English Foreign Language is receiving the importance it deserves?

Question 2

Would you be agreed to give us his administrative supporting to perform our project?

Interview to English teacher of the course

Question 1

What is your opinion about the study of EFL in your institution?
Question 2

Do you consider that students are receiving a good academic support in English?

Question 3

Would you consider the possibility of giving your academic support for the implementation an execution of our project?
Interview with the parents of the students.

Question 1

Do you think that your children are receiving a good teaching academic in the Area of EFL?

Question 2

Would you be agreed with your children receive a workshop in EFL about How to develop an interactive and motivate class with didactic materials?

Question 3

In what way would you be willing to support us with your children?
Interview to the students

Answer with a “☐” each question according to your opinion.

1. Do you consider English is important in your studies?
2. Do you think EFL receives the importance it deserves?
3. Do you consider your knowledge of English is good?
4. Are you able to communicate in English?
5. Do you use modern strategically methodology in English classes?
6. Does your teacher use modern didactic material in your English class?
7. Does your teacher use technical devices in your English class?
8. Would you like to attend a workshop in “How to develop an interactive and motivate class with didactic materials.”
9. Would you like to use your knowledge in English in real situation?
10. Are you ready to give us your entire support for the execution of our project?
INTerview to the headmaster

Name: JORGE TOMALÁ ARREAGA  Higher Degree: Doctor

Years of Experience: 38 years

Question 1

Do you consider that English Foreign Language is receiving the importance it deserves?

Response

In this institution the English area is lack motivation for the students because they want to learn is speak in English, this is achieved if teachers had or apply other materials to catch students attention and at the same time it incentivizes to speak in English due to it is a universal language and not only it is a hobby but a communication necessity.

Processing the Information:

He said that our project is a positive step to the students and an aid to the English teachers, the use of new materials for English class is the most relevant because the students are able to speak English and they feel motivated using new didactic materials to improve this languages so this school is going to have an audiovisual room with full tools to use different methods to initiate a conversation in English.
Question 2

Would you be agreed to give us his administrative supporting to perform our project?

Response:

The school opens the doors to the teachers who do their Project and with this support to improve the academic development and special in EFL.

Processing the Information:

This school thank you for implementing this project in welfare students to enhance this language is very essential in the education system and in our country because in all educational and professional fields the English is a requirement in the labor and social environment.
Interview to the English Teacher

Name: Nelly Estrada Pazmiño      Higher Degree: English teacher

Years of Experience: Eight years

Question 1

What is your opinion about the study of EFL in your institution?

Nowadays it is essential to learn English. Every day it is used in almost knowledge area and human development.

Response:

English is a very important language in the world, so it is called an universal language and I considerate it is a lack of study of this language.

Processing the Information:

English teachers must update us to use new methods to enrich the English language and students with materials that will be implemented in the audiovisual hall will be an advantage for teachers in this area.
Question 2

Do you consider that students are receiving a good academic support in English?

Response:

Students receive that we can give them but if we had other innovate didactic material the English knowledge would be better.

Processing the Information:

We are confident that with innovative materials in this area will be an achievement for students to be motivated and be able to speak English and can communicate using this language. In this area always has been innovate materials which is very expensive to family parents and for us to buy, now our school is going to be wonderful to have these tools.
Question 3

Would you consider the possibility of giving your academic support for the implementation an execution of our project?

Response:

Of course, we are able to give help that you require to this Project and even if didactic material are innovate and practical.

Processing the Information:

The use of teaching materials will be a practical success for students with the help of teachers will be able to facilitate their learning and this will be important in all classes to strengthen English language.
Interview to the Parents’ Representative

1. Do you think that your children are receiving a good teaching academic in the Area of EFL?
   No, our children aren’t receiving good learning in English because we don’t watch them excited in speaking in English or doing homework in it.

2. Would you be agreed with your children receive a workshop in EFL about How to develop an interactive and motivate class with didactic materials?
   Yes, we think that our children can learn more English and they could hang a conversation with others.

3. In what way would you be willing to support us with your children?
   Allowing that they attend to the workshop in English and verifying with them the advance of their knowledge in this area.
SURVEY TO THE STUDENTS (CLOSED QUESTIONS)

Fill in the box with an x according to the answer that suits your opinion

1. Do you consider English is important in your studies? □ □ □
2. Do you think EFL receives the importance it deserves? □ □ □
3. Do you consider your knowledge of English is good? □ □ □
4. Are you able to communicate in English? □ □ □
5. Do you use modern strategically methodology in English classes? □ □ □
6. Does your teacher use modern didactic material in your English class? □ □ □
7. Does your teacher use technical devices in your English class? □ □ □
8. Would you like to attend a workshop in “How to develop an interactive and motivate class with didactic materials.” □ □ □
9. Would you like to use your knowledge in English in real situation? □ □ □
10. Are you ready to give us your entire support for the execution of our project? □ □ □
Statistical Graphics

Survey to the students.

Sample 22 students

1. Question One:
Do you consider English is important in your studies?

Chart One

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>82%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td>Indifferent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic One

From 22 students surveyed, 18 answered that they consider English is important in their studies, it represents eighty two percent and 4 students said they consider English isn’t important, it represents twelve percent.

Most of the students consider English is important in their studies.
2. QUESTION TWO

Do you think EFL receives the importance it deserves?

Chart Two

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>73%</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>27%</td>
</tr>
<tr>
<td>Indifferent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic Two

From 22 students surveyed, 6 answered that they think EFL receives the importance it deserves, it represents twenty seven percent and 16 students said they think EFL doesn’t receive the importance it deserves, it represents seventy percent.

Most of students think EFL doesn’t receive the importance it deserves.
3. QUESTION THREE

Do you consider your knowledge of English is good?

Chart three

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>68%</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>27%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic Three

From 22 students surveyed, 15 answered that they consider their knowledge of English is good, it represents sixty eight percent and 6 students said they consider their knowledge of English is not good, it represents twenty seven percent, and 1 student is indifferent about English knowledge.

Most of the students consider their knowledge of English is good.
4. QUESTION FOUR

Are you able to communicate in English?

Chart Four

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>41%</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>55%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic Four

From 22 students surveyed, 9 answered that they are able to communicate in English, it represents forty one percent and 12 students said they aren’t able to communicate in English, it represents fifty five percent, and 1 student didn’t answer if he is able to communicate in English,

Many of the students aren’t able to communicate in English.
5. QUESTION FIVE

Do you use modern strategically methodology in English classes?

Chart Five

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>50%</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>50%</td>
</tr>
<tr>
<td>Indifferent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic Five

From 22 students surveyed, 11 answered that they use modern strategically methodology in English classes, it represents fifty percent and 11 students said they don’t use modern strategically methodology in English classes, it represents fifty percent.

Half of the students used modern strategically methodology in English classes.
6. **QUESTION SIX**

Does your teacher use modern didactic material in your English class?

**Chart Six**

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>36%</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>64%</td>
</tr>
<tr>
<td>Indifferent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Graphic Six**

From 22 students surveyed, 8 answered that they use modern didactic material in your English class, it represents thirty six percent and 14 students said they don't use modern didactic material in your English class, it represents sixty four percent.

Some of the students don’t use modern didactic material in their English class.
7. QUESTION SEVEN

Does your teacher use technical devices in her/his English class?

Chart Seven

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>18.2%</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>81.8%</td>
</tr>
<tr>
<td>Indifferent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic seven

From 22 students surveyed, 4 answered that your teacher use technical devices in her English class, it represents eighteen percent and 18 students said that your teacher doesn’t use technical devices in her English class, it represents eighty two percent.

Most of the teacher doesn’t use technical devices in their English class.
8. QUESTION EIGHT

Would you like to attend a workshop in “How to develop an interactive and motivate class with didactic materials.”?

Chart Eight

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>81.8%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>18.2%</td>
</tr>
<tr>
<td>Indifferent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic eight

From 22 students surveyed, 18 answered that they like to attend a workshop, it represents eighty two percent and 4 students said that they don’t like to attend a workshop, it represents eighteen percent.

Most of the students would like to attend a workshop.
9. QUESTION NINE

Would you like to use your knowledge in English in real situation?

Chart nine

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>77%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic nine

From 22 students surveyed, 17 answered that they like to use their English in real situation, it represents seventy seven percent and 3 students said that they don’t like to use their English in real situation, it represents fourteen percent and 2 students are indifferent in showing their knowledge in English in real situation, it represents nine percent.

Most of the students would like to use their knowledge in English in real situation.
10. QUESTION TEN

Are you ready to give us your entire support for the execution of our project?

Chart ten

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>91%</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic ten

From 22 students surveyed, 20 answered that they are ready to give us their entire support for the execution of our project, it represents ninety one percent and 2 students are indifferent in giving us their support of the execution of our project, it represents nine percent.

Almost students are ready to give us their entire support for the execution of our project.
CONCLUSIONS

• English is the most important and the most useful language in the world today. There are many reasons why it should be learned properly.

• Foreign language teaching in educational institutions was relegated in some races, but the growing demand for skilled labor world to communicate in their daily work with people worldwide professionals has almost imperative that the subject of English specialty is an integral part of any curriculum.

• Students think their knowledge in English is good because of they can’t put it in practice.

• Students are afraid to communicate in English due to their partners would get scoff of them.

• It is not been implemented in the classroom, suitable methods and techniques in the teaching and learning of English, that is, it has remained the traditional way of teaching.

• Teachers don’t use innovate material to the class, so students get bored if they use the same didactic material.

• English class is bored because only the teacher is in front of the students and don’t apply other technical devices in their classes.

• The pupils show interest about to attend a workshop to improve their English with interactive didactic materials.

• Most students like to use the English in real situation.

• The students are very interested about to participate in the execution of this project.
RECOMMENDATIONS

- English will definitely help a lot to students when they want to further studies.
- Once known methods and the most desirable techniques for learning English students will improve their learning if teacher uses innovated didactic material.
- Teacher should do work groups among students, so the students get more confidence among them and would improve their communication in English.
- Encourage the students to participate in dialogues using their knowledge in English.
- Apply study circles for the socialization of teaching resources that will be implemented in different years of basic education, taking into account the innovative teaching materials.
- Innovated didactic material will do more dynamic the English classes and the students will be able to participate in exposition or open house.
- It is necessary to apply interactive materials in the English class.
- In the workshop the teacher would reinforce the skills using interactive didactic materials.
- The teacher should take advantage of the students can communicate in English by using interactive material.
- Teachers should draw upon that the students want to participate in this project and make extra work with them.
PART 4: The Research Proposal

Title of the Proposal:

“Implementation of an audiovisual room with innovative didactic materials”.

Justification of the Research Proposal

Due to the problematic facts it is going to be complemented a methodology that involves students own context when learning new vocabulary or any other topic making an useful and meaningful connection between what they learn and what surrounds them in a social and cultural way by improving not only linguistically knowledge but also cultural knowledge of the world and their own country background.

It is going to be implemented a workshop on use of audiovisual resources in English language’s teaching and learning process at “Rashid Torbay” High School 10th Basic Year in which teachers learn how to get involved to the students to make them learn vocabulary and any other topic making connections with their socio cultural context; this allows them to understand the relationship that English has with their daily life in a fun way.

These students enjoyed some of the activities proposed for the class in an irregular way also they gave their opinion about the activities as well as they helped their classmates to participate and make them feel more comfortable in the English class.
Importance of the Research Proposal

With the application of the didactic material in English class students will develop their skills and with this; teachers are going to get better participation of the students, the quality of classes will increase and we could see the interest of the students in learning English.

Objectives of the Research Proposal

General

Motivate and improve the knowledge in English classes using didactic materials in the audiovisual room for increasing the interest and quality in this English area in Tenth Basic Year in Rashid Torbay School.

Specific

- To strengthen the motivation constantly.
- To increase the interest of the students in classes with the didactic material
- To improve the teacher’s techniques.

Policy of the Research Proposal

Content of our Policy:

Any job needs resources and support for a very successful application. Teaching English is one of those jobs and for many years it has been needed to updating it through times.

First of all, what is the thing we known or/and we do not know about Didactic Resources? (our proposal is full of didactic resources).
Let’s cite Oscar García Marchena Didactic that defines them as: “Resources are any instruments that help us to achieve any goal; that is, auxiliar material with which the pupils develop the learning process.” (García, 1996)

Based on this information in our field, the participants can have an idea or access of how and which didactic resources can be used in Teaching English.

There are also the so called “Pre-technological Resources”. These are those which not necessarily need the use of any technological device or equipment for its functioning. Evidently, most of the time they are the main supplies a teacher needs. Such instruments can obviously be of any kind: scissors, chalk, blackboard, eraser, and markers, flash charts, Notice Boards, sheets of paper, and so on. These instruments are very useful but not just because they are pre-technological.

We are not trying to say that they are not so effective. It is useful to remember that a good teacher always have a “Plan B” in his Lesson Planning, so, if we have any trouble or difficulty with a computer, internet, or other modern technological device we are not familiar with, we can use a pre-technological source.

**Impact: Intended effects**

With this proposal the educative community is going to:

- Improve the students' creativity.
- Give more prestigious to the high school
- Increase the knowledge quality.
Mission of the Research Proposal

Increase the motivation and the English knowledge using didactic material and create a trustworthy class.

Vision of the Research Proposal

Students are going to be motivated with the application of didactic material which helps to develop the skills of the foreign language.

Proposal: Diagnostic syntheses

Our project has the proposal The Implementation of an audiovisual room with innovative didactic materials to eliminate the little interest in the English class and besides some of them flunked.

We will perform the proposal with the help of the authority, some teachers, the parents and students of the institution. This work will be carried out through the school year 2013-2014 and others.

Our proposal will serve in order that the students and teachers can be encouraged in the English class and we will be able to help the students and the teachers in this field.

To get a better idea about our proposal we are going to expand and clarify what is the meaning of certain audiovisual resources concepts.

The activities were made to the execution of this project are:
1. It was made the visit to “Rashid Torbay” and who received was the headmaster and his English teacher gave us the facilities to the execution of itself.

2. It was observed the problem in the English area, verifying students haven’t developed in opportunity and correct way the skills of the foreign language due to the institution doesn’t have the adequate didactic material. It was agreed with the English teacher about the schedule to execute the project.

3. Meetings were made with the teachers of the area, headmaster and parents to know about the learning problem of the students.

4. It was observed the lack of material to motivate to students for English class, so it was begun the implementation of the audiovisual room with innovate didactic material.

These activities aim to bring to fruition the didactic action that is achieving the learning objectives allowing students develop values and skills that lead to a greater understanding of concepts.
Didactic materials in the English area

DIDACTIC MATERIALS USED FOR ORAL COMPREHENSION (LISTENING)

The oral comprehension is a receptive skill, understand a listened text in an active process which requires big attention to identify or recognize elements (words or phrases) of the message with a determined structure.

- Oral materials

Oral materials have an object to reinforce the oral comprehension activities guided to help to students in their expositions. The materials which encourage the oral comprehension are:

AUDIO PLAYER

The audio player of CDs constitutes one of the most important resources to present in oral way the theme or the studio object. Also it constitutes one of the tools more important for the teacher, who does daily use of itself. When it is talked about the audio player, it has to be taken in count its characteristic which it becomes a fundamental resource in the English classes. Through of an audio player, the teacher can reproduce oral situation in classes. It is a mean by which to introduce a reality of oral language.

AUDIOVISUAL MATERIALS

The television and the video constitute in new and attractive resources, in the same way that and audio player which present the same characteristics. The use of these resources require for who uses a previously preparation and with this demonstrate his capacity in the use of these materials.
The audiovisuals aids introduce the foreign language in the class, through the video and TV, the teacher can create different situations of learning into class. These are resources attractive and funny which can break the distance between teacher and student.

SONGS

The use of song as didactic resource contributes in the English language with learn new vocabulary and various grammar structures, progress in mastering the spelling rules in a fun and entertainment way and develop linguistic abilities of speaking, listening, reading, and writing.
DIDACTIC MATERIALS USED IN WRITTEN COMPREHENSION (READING)

Reading is a complex process which involves the recognition of the letters form or the linguistics elements as well as the correspondence between sounds and letters.

- **Written materials**

  By didactic materials it is going to be understood all edited materials on paper. Can be supported that the written media are a essential medium in training. The following are materials which promote the written comprehension.

STORIES IN ENGLISH

The stories do of a reading a nice and motivate activity to learn English. The argument of the stories is simple and follows the typical structure of starting, develop and final. There is a direct link between the images and the text, so it can be recognized words with facility and begin to predict the language.
COMICS IN ENGLISH

The comics has the characteristics of an icon/linguistic. It is a powerful instrument can be used in the foreign language teaching. The advantages to use comic are: easy to manipulate, inexpensive, motivate because it is not traditional, promote the creativity, and do reading habit.

BIG DESCRIBER

In this game you practice English reading. This game practices reading for understanding and hopefully can be used to learn some new vocabulary too. If there are words you don’t understand then you can select the text and copy it into a dictionary.

The challenge of the game involves clicking on the correct image before the time runs out. The countdown becomes quicker and quicker and so you have
to be as fast as you can. You can choose to play either a slow game or a fast game.

INSTRUCTIONS

1. First you choose a set of images and the quickly read the text.
2. You have to read the brief description and then click on the image that is described.
MATERIALS USED TO THE ORAL EXPRESSION (SPEAKING)

The oral expression is a productive skill that does not usually occur in isolation, although in a communicative process in the transmitter and receiver can communicate between them. The following are the materials which promote the oral expression.

FLASHCARDS

They are easy elaborated, can be made by teachers, students or can appear in the printed didactic material guide. So it provides to the teacher control about the class because the flashcard presents a motivate picture which will provide to a dialogue for the students can make a value judgment about this picture.
POSTERS

It can be considerate as an important resource to catch the attention of the students in the English teaching. Some teachers use them to introduce dialogues and stories; in addition they are useful when they are used in combination with other resource as important as Cds players.

The posters can generate proceedings; identify similarities or differences and other strategies which motivate to communicate in English language.
Calendar Partner

Today is_____________________

Yesterday was_____________________

Tomorrow will be_____________________

The month is_____________________

The season is_____________________

The year is_____________________

The weather is____________________ and____________________

We have been in school____________________ days.
REALIA

The real objects can be used to introduce and practice the speaking in class. When we talked about the real objects we are referring as those objects we have in class as which the teacher or students bring; which students are participants in the teaching - learning process. With the real objects teachers and students can do all kind of games and activities.
DIDACTIC MATERIALS USED TO WRITTEN EXPRESSION (WRITING)

Writing is one of the skills more difficult to learn. However, the written expression is an only opportunity to check the learning effectiveness of the other skills. These are some of the materials to promote writing.

NEWSPAPER ACTIVITIES

OBJECTIVE: Learn about headline writing and other journalism topics with this newspaper activity for kids. Do your best to answer the questions and understand why newspaper headlines should be short and informative.

This fun newspaper is game for kids and we consider it would be a good idea to check them out. Practice your headline writing with a series of interactive challenges designed to help students understand how good news headlines and comments should be written. We advise to observe the examples and select the comment that is best suitable to answer questions relating to various newspaper headlines. This practice will let us know why newspaper headlines should be short and informative to the point.

Enjoy learning online with this cool journalism activity. That is a perfect strategy perfect for children learning teaching process.
INSTRUCTIONS

1. Choose one the headline for your news.
2. Select the comment that best describe the headlines.
3. Show your article to the class.
DEBATING GAME

OBJECTIVE: This is an interesting and amusing interactive debating game. It lets you debate against someone arguing from the opposite point of view on a number of different subjects.

Listen to the argument before choosing a response that will win over the crowd and judges.

INSTRUCTIONS

1. Choose a debate topic.
2. Choose a response from the alternative given.
3. Show your response when it is ready.
4. Rest of the class read this and vote about the topic.
ADVERTISING ACTIVITIES

OBJECTIVE: Have fun learning about different forms of advertising with this interactive activity for kids.

Design brochures, leaflets and invitations that impact and attract the reader with effective use of titles, pictures and words. Win customers with a great advertising campaign and enjoy this free game for kids.

Enjoy this great advertising game and learn how to successfully create attractive and informative brochures and leaflets that will capture the attention of readers.

INSTRUCTIONS

1. Design a range of advertising campaigns ie. a birthday invitation, café brochure and a leaflet aimed at keeping playgrounds clean.
2. Use effective titles, pictures and words to make your leaflets and brochures. Create titles that are short, sharp and memorable.
3. Choose bright, attractive, clear pictures that will grab attention and don’t forget to include all the essential information in the text.
4. Attract customers with unique advertising campaigns and have fun with this online design activity for kids.
LETTER WRITING

OBJECTIVE: Understand where to write your name and address, how to layout paragraphs and more. How many of the challenges can you complete? Give this free English game a try and find out!

Check out this great letter writing practice activity for kids. Learn how to write concise, well worded letters that are set out correctly. Where in the letter should you write your name and address? How should you layout paragraphs? Where does the date go?

Find out the answer to these questions and more. Learn how to write a letter while you enjoy this interactive activity that’s perfect for students.

INSTRUCTIONS
1. Type your name in the box.
2. Drag this onto the one of the boxes on the page to place it.
3. Then choose a paragraph and place it on the page.
4. If the paragraph is right continue with the rest.
5. Present your letter to the class.
STORY WRITING

OBJECTIVE: Check out this great story writing game for kids. Learn how to plan stories that would make good spy thrillers, ghost mysteries or romances by finding the best words to place in a range of different sentences.

Students will enjoy learning English with this excellent story writing practice exercise.

This great story writing game for kids will help teach children how to create the right atmosphere when planning stories based around a chosen topic. Use the correct words to create an atmosphere suitable for a ghost story, spy story or romance. What words help create a spooky atmosphere? How about a spy thriller? Choose your theme and use the tips provided to help write your sentences. Enjoy learning how to write stories with the help of this fun, interactive activity that’s perfect for students.
INSTRUCTIONS

1. Choose a theme. Choose the right words to set the mood for a story.

2. Choose words to make this sentences work in the topic.

3. Show your created story when you finished.
WRITING INSTRUCTIONS

OBJECTIVE: Understand how to write clear, well worded instructions with this interactive writing game for kids.

Select an activity such as making a sandwich and write step by step instructions for how the activity should be performed.

This instructions game for kids will help students understand the importance of writing clear, concise instructions for a range of interesting tasks.

INSTRUCTIONS

1. Choose from a list of different activities such as making a sandwich, putting up a tent and making a robot.
2. Write step by step instructions in English for how it should be performed from the perspective of someone who has never done it before.
3. It sounds easy but it’s not quite as simple as you might think.
4. The person who is next to the answer is the winner.
DIDACTIC MATERIALS USED FOR THE VOCABULARY

The teaching and learning of vocabulary have been during years the big neglected in whatever foreign language classes. Wrongly believed that a purely grammatical approach was necessary priority, nowadays it is known further in the knowledge of the vocabulary facilitate the teaching grammar process and help to students to identify structures more easily, students get more confidence to the moment to write or read when they have more vocabulary and when there are a richness of vocabulary is easy to understand the different speeches which the students are exposed.

JEOPARDY BETTING

OBJECTIVE: Allow to facilitate the communication. Create customized ESL Jeopardy TV style games quickly with these templates. A great TV style game adapted for maximum fun learning in ESL classrooms. These games will give your ESL students more communicative practice.
DOCK

INSTRUCTIONS

1. Divide the class into small groups and has each one chooses a leader.
2. This is sitting so you cannot see the board, and you must write there 10 English words.
3. The other team members have a minute to look at the list and try to pronounce words leader indicated.
4. They should only use English words to guess their leader.
5. Each team takes a turn and the winner will be the one with the most words guessed.
FAST HANDS

OBJECTIVE: This is a game for learning English focusing on vocabulary items. You listen to the sound or read the word and then click on the matching pictures. It’s really easy, fun and hopefully a great way to learn and review words. You can choose the content you want to play with and there are more than 500 vocabulary items in total.

INSTRUCTIONS

1. First you click on ‘fast’ and then select you vocabulary category.
2. Then listen or read the word and click on the matching picture.
3. The game finishes when the time bar at the bottom runs out. But you get extra time added each time you correctly click on an image. The timer goes faster and faster so you need to have fast reflexes.
4. The same set of ten items will repeat endlessly and you can increase your score with each correct hit.
PASAPALABRAS

OBJECTIVE: They alternate the two teams on each shift answering the question that will appear.

At the end of the alphabet is the end game. Points will be added for each team and the results will be brought to the winner

INSTRUCTIONS

1. The team started by clicking on the first letter of the alphabet.
2. If you answer the question will have earned 10 points.
3. If you cannot answer and refrains up saying: Pasapalabra, will rebound to the opposing team if the answers correctly, will add 5 points.
4. If, however, the response is thrown and misses, be penalized by subtracting 10 points from the accumulated until then and continue two shifts followed for the opposing team.
INSTRUCTIONS

1. The game is very simple; first you have to choose the topic on which you played. For example on "moods" about "drinks", etc.

2. Chosen the theme once the game loads vocabulary words and you can start.

3. This is turning letters go, remember the positions and form coincidence.
MATCHING ACTIVITY, CONNECTOR GAME

OBJECTIVE: It is suitable for use with pre-intermediate and intermediate learners. This game is also excellent for Vocabulary Teaching and Practice. ESL Learners and Teachers can use it to review English vocabulary or simply practice these words. It is great for student practice.

INSTRUCTIONS

1. Drag two words below and click the connector options and place them on the placeholders on both side of the connector.
2. Select the appropriate connector from the drop-down list.
3. Click summit.
DIDACTIC MATERIALS USED IN GRAMMAR

Grammar is an important part of learning English as it is something that differs between languages. Things such as word order and tense vary a lot across different languages. Also simply knowing grammar rules isn’t really enough as you have to get practice using the rules with words in different situations.

Regarding the levels of meaning (usage and use), there is a need by the language teacher to transmit or make available to the student both levels taking as a premise that knowledge of a language includes, first, to know the meaning which are examples of sentences grammatical usage (usage), and on the other hand, the gain value as an example of these functional use (use).

Therefore, the following is stated: "People who speak the same language do not share as much a grammatical competence communicative competence. Seen term in language teaching, this means that the student has to learn communication rules and rules of grammar."
SENTENCE BUILDER CARD GAME

OBJECTIVE: Develop the creativity; accustom to students to face to words which have more of one meaning.

INSTRUCTIONS

1. Bring a pack or two packs of playing cards to class (depending on class size)
2. Start by shuffling the pack(s) of cards
3. Deal out 4 cards each
4. Leave the rest of the cards in the card bank on the table facing down
5. Match numbers or card types to play
6. The winner is the first person to exhaust all the four cards given him or her.

Power CARDS

J – You change the game - ask any card type from next player

A – stop next player

Joker – ask next player to pick 4 cards

7 – ask next player to pick 2 cards

Card Types:
**Teachers to explain to students**

1. Write a list of words on the board which students must use in a sentence every time they play.
2. Students sit in a circle with 4 cards each which you deal out. Don’t show their cards. Put a table in the center with the rest of the cards in the card bank facing down.
3. The first player makes a sentence and drops his/her card face up on the table.
4. If a student does not have a matching card type or number, the student loses a turn and draws a card from the card bank.
5. If a player does not have a card type or number to match the card on the table, they go to the card bank.
6. If a player has Joker he or she can slow down the next player by sending him or her to draw 4 cards from the bank.
7. The first player to exhaust his or her 4 cards wins. The final winner is the student who wins the most amounts of rounds.
8. The teacher monitors the activity to make sure they use English. Teacher also provides help in sentence formation.
9. The first day might be hard. It is important to do a trial game to clarify the rules. Later it only gets better.
10. Small groups of 4 or maximum 6 are ideal, larger than this it can be chaotic.
WHEEL GAME.

OBJECTIVE: Teachers can engage students in a classroom vocabulary or grammar review. It can be used to energize a dull class, to review work that was done or simply as a reward for good classroom work.

INSTRUCTIONS

1. Form teams or work individually.
2. Take turns to participate. Respect the turns.
3. Spin the wheel to watch which team is going to play.
4. If the team guesses the answer, they will win points.
5. The winner is the team who accumulate more points.
QUIZ SHOW GAME.

OBJECTIVE: It can be used to energize a dull class, to review work that was done or simply as a reward for good classroom work.

INSTRUCTIONS

1. Form teams or work individually.
2. Take turns to participate. Respect the turns.
3. The team chooses the value which they are going to play.
4. If the team guesses the answer, they will win points.
5. The winner is the team who accumulate more points.
INSTRUCTIONS

1. Divide to the students in groups of 4 or 5.
2. Ask each group to declare a listener, who goes into the hall and get a phrase or sentence in English.
3. When he returns, have each team form a line with the listener forward. Then the same phrase he whispers in the ear the companion that follows in line, which continues to transmit the sentence.
4. Ask the participant at the end of the line say the phrase out loud to see how different it is from its original version.
FALLING CLOUDS TO COMPLETE PHRASES

This is a fun game for learning English specifically reviewing comparatives. Different adjectives use different comparative forms. This game practices using the correct form and also practices sentence construction and subject verb agreement.

The idea behind this game is that there is an element of production whereby a learner must actively construct an accurate sentence from a set of options. So that rather than just reacting to language, as is usual with the other games on this site, the learner has to produce correct language themselves.

The comparative form is a good grammar point to use in this game as it is one that English language learners at many levels have problems with and simply raising awareness of the issues with comparatives is worthwhile.

I really hope you like this game as it took a while to think out and make. Leave a comment below. Suggestions and criticisms are more than welcome.
INSTRUCTIONS

1. You can practice English grammar by selecting the correct word or words to make a complete comparative phrase.
2. You are presented with a phrase with one or more blanks and then you must click on the missing word to complete the phrase in the correct way.
FALLING CLOUDS UNSCRAMBLE SENTENCE

OBJECTIVE: The easiest way to increase your awareness of grammar is through reading particularly if you can find a book or a passage that you enjoy reading. With this game you can also practice and improve your awareness of sentence order and structures so as to help you studying.

There are more than a hundred different phrases here each jumbled up into a random order. Also at the end of each round there is a bonus word with letters you have to re-arrange to form the word correctly.

In response to numerous comments and emails, the game is now slower giving more time to move the clouds around. Also the last three clouds no longer fall immediately. This will make higher scores possible. Clear your browser cache and refresh if you don’t see any difference. Thanks a lot for the suggestions and happy learning.

INSTRUCTIONS

In this game you have to move words around to make a sentence. You can practice English grammar by rearranging words to make a complete sentence. The sentences get more complicated as you progress. Hopefully this game is a good way to practice sentence structures and review word order.
There will be two teams (A and B) and choose the team that started. For this prick three letters each team loose and seek the answer. Whoever guesses the three answers starts the game. A tie is re-clicked until one fails. Then the opposing team starts.
LABS OF LANGUAGE IN THE TEACHING OF ENGLISH

The language laboratory is a classroom with networked computers equipped with Internet-connected media and multimedia resources to develop computer-assisted teaching of languages.

The teacher can use different sources for this activity (cds, videos, digital files, voice, etc.) allowing students to do practice pronunciation, intonation, rhythm and other.

The teaching materials enrich the sensory experience, ie the student to approach the reality of what you want to teach, giving you a more exact idea of facts or phenomena studied.

Teaching materials are not the solution for students to acquire the knowledge, as these depend on the teacher, you have to study the classroom context, the reality of the students, so it is important to analyze when, how and how many teaching materials will be used.
The teaching material saves time, as well in explanations, as in the perception and processing concepts.

Integrating technology in the classroom with the use of the computer and electronic media will encourage active participation by the student and connection to the real world.

The English Lab is an excellent learning tool as it provides students the opportunity to become active participants in the learning process.

Electronic Media

In recent years, schools have not only been modernized and renewing their pedagogics planning, but also the resources and Instructional Materials available, it is important to train and incorporate secondary school teachers in the pedagogical use of new technologies, create educational materials for collaborative work different centers.

Electronic Media Concepts

It is that which serves as information technology, processing programs, text, design, among others, and generates different multimedia programs.

Features Electronic Media:

- Teaching materials are which have access to internet information.
- They have a multimedia format that integrate text, graphics and still images, moving images, sounds, etc. To make them more attractive and motivating to students and facilitators consequence of certain learning processes.
• Allow access to huge and varied information of electronic materials that can store or allow access to a huge amount of information.
• These are flexible and interactive for the user, allow students decide the sequence of the module study the contents.
• They are self-learning materials, the use of material by students at home or at school without the support or supervision of a tutor.
• It is a material that the student used independently in the classroom with tutor support.

Computer

It is an electronic device capable of receiving and executing a set of instructions doing calculations on numerical data, or other information and correlating types.

They are self-learning materials, the use of material by students at home or at school without the support or supervision of a tutor.

It is a material that the student used independently in the classroom with tutor support.

The Multimedia

The computers have opened a new era in manufacturing through automation techniques, and have improved the communication modern systems. They are essential tools of investigation virtually all fields and applied technology.
The Computer and Multimedia

In computer science, is the way of presenting information that uses a combination of text, sound, images, animation and video. Among the most common applications include multimedia games, learning programs, and reference materials such as encyclopedia. Most multimedia applications include predefined associations known as hyperlinks, which enable users to move information intuitively. Well posed multimedia products can expand the field of presentation similar to chain associations of the human mind forms.

The Interactive Board

It is a technological system, usually consisting of a computer, video projector and a control device pointer, which allows projection surface into an interactive digital content into a format suitable for group viewing. It can interact directly to the surface of projection."

Advantages of the Interactive Board

- There are several advantages to using the Interactive whiteboard to compare the ordinary slates that we use in our classes.
- Collaborative learning becomes an incredibly natural experience with the interactive whiteboard as up to four students can collaborate and interact with lesson content anywhere on the interactive surface. This interactive whiteboard also features a multiuser pen tray buttons that makes it easier for users to change the color of the ink.
- The object detection function makes use of the interactive whiteboard is a completely intuitive experience, the technology is virtually invisible. You can easily pass writing with a pen to erase the palm and move objects with your fingers.
• No need to press buttons, access on-screen menus or replace tools in the Pen Tray.

Teachers can access the internet and get free and prepared educational resources, including thousands of lesson activities related to the curriculum. They can also access multimedia content, including videos and images 3D gallery in learning software.

It was made the visit to “Rashid Torbay” and who received was the headmaster and his English teacher gave us the facilities to the execution of itself.

It was observed the problem in the English area, verifying the students haven´t developed in opportunity and correct way the skills of the foreign language due to the institution doesn´t have the adequate didactic material. It was agreed with the English teacher about the schedule to execute the project.

Meetings were made with the teachers of the area, headmaster and parents to know about the learning problem of the students.

It was observed the lack of material to motivate to students for English class, so it was begun the implementation of the audiovisual room with innovate didactic material.

**Foundations of the Proposal**

**Pedagogical Aspect: Learning Motivation**

The didactic materials are going to help in pedagogic aspect because they are designed in order to catch the curiosity students and guide them to the wish for learning and they are used in group or individual way, in this form they sure the communication, the ideas interchange, and culture learning.
The didactic materials are elaborated in the four values: functional, experimental, of structures, and of relation.

Also this aspect is based on the potentialities that the students have internally, this force that emanates of the interior; it is the one that allows the students to simulate the knowledge. It is respected and the spontaneous development of the students through their vital experience and their desire to learn.

More specifically, the function of the materials is:

- Develop themes in attractive, interesting and understandable.
- Encourage students' curiosity and gets the interest in the subject without them noticing is brought extrinsic motivation to intrinsic.
- Submit various activities, so that the students do not tire due to the repetition of the same activities, again and again.

**Facilitate Acquisition of New Knowledge and Skills and Attitudes Development.**

- During the development of themes, showing the contents or information organized and properly dosed; comprehensible languages used for students; supply various examples, cases, situations, models of performance, etc.
- They guide the task of analysis and synthesis of the information through pictures, graphs, summaries, and other examples.
- They enable the active conduct of students and the application of learning through exercises, problems, impartial observation and analysis, suggestions for activities and other procedures.
Mean of communication.

- Printed Material: Texts, manuals, films, pamphlets.
- Audiovisual Material: Presented simultaneously image and sound: Videos, slides, programs, radio, Cds, Dvds.
- Various Objects: models, patterns, stuffed animals, laboratory modules.
- Multimedia Materials: It is any combination of text, graphic, sound, animation and video comes to us by computer or other electronic means. When combining photographs and dazzling animation, sound mixing, video clips and informational texts.

Role

- The materials that complement the direct action of teacher support him in various tasks, such as managing and maintaining student the attention, the information required to introduce, guide you through the experiments, among others. These materials can be slides, transparencies, reading guides or activities, experiment equipment, video programs, among others.
- Materials that supplement the direct action of the teacher either because the teacher what they expected at a certain time or because it is a teaching-learning system designed in the form of distance education. These materials are self-instructive nature, example, conducted in didactic content and learning activities, so that the student can progress autonomously in achieving certain objectives / capabilities. They use one or more means hearing either visual or audiovisual.

Motivation: Intrinsic and Extrinsic Motivation

MOTIVATION: Something that energizes, direct, and sustains behaviors.

INTRINSIC MOTIVATION: Intrinsic motivation is a motivation to learn that comes from an internal force such as interest in language learning or the desire for further personal development in general. It compares with extrinsic motivation,
which is motivation from external pressures such as the need to speak English for work or because a parent has sent a learner to class.

Having teachers innovate material in the classroom learners will join a class because of extrinsic motivation and become motivated intrinsically as learning becomes enjoyable and rewarding. Getting feedback from the learners on the teaching and learning process through simple questionnaires about aspects of class can help a teacher identify what students find most useful and enjoyable.

EXTRINSIC MOTIVATION:

Factors external to the individual and unrelated to the task they are performing. Examples include money, good grades, and other rewards.

Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it. On the other hand, extrinsically motivated students may have to be bribed to perform the same tasks.

Philosophy of Education

The purpose of the education is to outline the general features of education as the process by which social groups maintain their continuous existence. Education was shown to be a process of renewal of the meanings of experience through a process of transmission, partly incidental to the ordinary companionship or intercourse of adults and youth, partly deliberately instituted to effect social continuity. This process was seen to involve control and growth of both the immature individual and the group in which he lives.
This consideration was formal in that it took no specific account of the quality of the social group concerned—the kind of society aiming at its own perpetuation through education. The general discussion was then specified by application to social groups which are intentionally progressive, and which aim at a greater variety of mutually shared interests in distinction from those which aim simply at the preservation of established customs.

**Educational Psychology**

Educational psychology involves the study of how people learn, including topics such as student achievements, how the instructional process develops, individual differences in learning, gifted learners and learning disabilities.

This is a branch of psychology that involves not just the learning process of early childhood and adolescence, but also includes the social, emotional and cognitive processes that are part of learning throughout the entire life.

A number of other disciplines are incorporated within the field of educational psychology, including developmental psychology, behavioral psychology and cognitive psychology.

**Sociological Education**

With the implementation of our proposal we will intend to contribute partly to solve this pedagogical problem that the students and teachers face in the study of EFL.

All educator should give solutions to the facts not ignore the pupils, thinking the techniques English language.
To get a harmonic and happy living together, it is a vital importance the respect to the family dignity.

Also using didactic materials we could probate that the students are in freedom to act and they can do that knowledge change from abstract to reality. They are ready to compete with other students of other institutions and they face to the business world.

Area location of the Institution

Infrastructure of the Institution

“Rashid Torbay” High school is located at Quince de Agosto Ave. Way to El Morro, in Playas Canton, Guayas Province. It works in morning and evening periods. It has 1200 students. The staff is integrated of a Headmaster, a Deputy Master, 51 teachers, a Psychology, a General Inspector, an accountant, a secretary, a keeper and a janitor. The high school was created in 1975, and it has twenty classrooms, one audiovisual room, a headmaster office, an account office, a secretary office, an inspector office, a psychology office, a computing lab, Chemistry and Physics lab, teachers room, a snack bar, bathrooms, one football coach and a little yard.

The geographical area in which it is located comprised with middle economic situation families. A hospital and Electricity company work near to high school and this zone does not have an appropriate illumination at the streets
Resources

Educational resources are all items used during the teaching-learning process and serve as a support to generate the proposed educational achievements.

Educational resources are also a set of media and materials, "whose purpose is to assist teachers in their teaching duties in the classroom and the students in their learning tasks" (Lomas, 2002).

They are all printed materials (books, manuals, specifications, booklets, guides) and non-print (concrete material, tools, etc.) That favor by learning concepts from various disciplines to strengthen the development of skills and attitudes.

Human

- Students
- Teachers
- Public School authorities
- Parents
- Tutor
- Specialist
- Investigators
- Community

Technical

- Cellphone
- Cd
- Internet
- Pen drive
• Computer
• Projector
• Speakers

Financial

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photocopies</td>
<td>$4</td>
</tr>
<tr>
<td>Folders</td>
<td>$5</td>
</tr>
<tr>
<td>Office supplies</td>
<td>$10</td>
</tr>
<tr>
<td>Prints</td>
<td>$50</td>
</tr>
<tr>
<td>Transportation</td>
<td>$100</td>
</tr>
<tr>
<td>Cd</td>
<td>$10</td>
</tr>
<tr>
<td>Snack</td>
<td>$10</td>
</tr>
<tr>
<td>Material</td>
<td>$60</td>
</tr>
</tbody>
</table>

Total $249

Legal Aspect

Art. 141.-The students can enjoy of games and recreations, which can be guided to the purposes of the education, the society and the public authorities will strive to promote the enjoyment of this right. For this reason the Curricular Referent emphasizes the use of material as a privilege methodology of apprenticeship conjugated with the artistic expressions
Glossary

Activities: noun. /æktˈvætɪ/ When a lot of things are happening or people are moving around.

Aspect: noun. /æsˈpekt/ One part of a situation, problem, subject, etc.

Behavior: noun. /bɪˈheɪvja(r)/ Someone's behavior is how they behave.

Beneficiaries: noun. /benˈfɪʃəri/ A person or group who receives money, advantages, etc. as a result of something else

Community: noun. /kəˈmjuːnəti/ The people living in one particular area or people who are considered as a unit because of their common interests, social group or nationality.

Educational: adjective. /ˌedʒəˈkeɪʃənəl/ Providing education or relating to education.

Encourage: verb. /ɪnˈkɜrdʒ/ To make someone more likely to do something, or to make something more likely to happen.

Enthusiasm: noun. /ɪnˈθjuːzɪəzm/ A feeling of energetic interest in a particular subject or activity and an eagerness to be involved in it.

Feasibility: noun. /fɪzəˈbɪləti/ Whether something can be made, done or achieved, or is reasonable.

Handbook: noun. /ˈhænd(ə)ˈbʊk/ A book which contains instructions or advice about how to do something or the most important and useful information about a subject.
Harmonic: adjective. /ˈhɔr(m)ɪk/ A special note that a musical instrument can play which sounds different from the usual notes.

Interactive: adjective. /ˈɪntəræktɪv/ Involving communication between people.

Internal: adjective. /ˈɪntrəˌæktv/ Existing or happening inside a person, object, organization, place or country.

Mission: noun. /ˈmɪʃn/ To offer something or a proposal to improve.

Potentiality: noun /ˈpɛtənələti/ An ability for development, achievement or success which is natural or has not been used.

Proposal: noun. /ˈprəʊpəz(ə)l/ A suggestion, sometimes a written one.

Pupils: noun. /ˈpaʊp(ə)l/ A person, especially a child at school, who is being taught.

Quality: noun. /ˈkwɒləti/ How good or bad something is.

Relationship: noun. /ˈrɛləʃ(ə)n/ The way in which two things are connected.

Vision: noun. /ˈvɪʒ(ə)n/ To see or know beforehand.

Trustworthy: adjective. /ˈtrʌstɪ(ə)r/ Taking responsibility for one's conduct and obligations.

Knowledge: noun. /ˈnɒlɪdʒ/ Expertise, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject.
**Abstract:** adjective. /æbstrækt/ The relevance of terminological work in the acquisition and exchange of knowledge on blindness and visual impairment

**Business world:** noun. /ˈbiznəs/ /ˈwɜː(r)ld/ want’s regular occupation, profession or trade.

**Strive to.** verb. /strəv/ To exert much effort or energy

**Enjoyment:** noun. /ɪnˈdʒɜrɪment/ the pleasure felt when having a good time.

**Educational acceleration:** phrasal adj. /ɛdjuˈkeɪʃ(ə)n/ It is the incorporation of a faster rhythm in the learning students according to the diagnosed needs.

**Remedial helps:** phrasal adj. /rɪˈmiʃənl - help/ Intended to help people who have difficulty learning the basic skills of reading, writing, etc.

**Learn by heart:** noun. /lɜː(r)n - aɪ - ha(r)t/ to study something so that you remember it exactly.

**Learner:** noun. /lɜː(r)nə(r)/ someone who is learning something.

**Experiential learning:** phrasal noun. /ɪkˈspɜːriən(ə)l/ /lɜː(r)nɪŋ/ A situation in which you learn something about yourself, other people, or life in general.

**Get through:** phrasal verb. /ɡet/ /θru/ to reach a good enough standard to pass a test.

**Area of knowledge:** phrasal noun /ˈɛəriə/ /ˈəv/ /ˈnɔldʒ/ all the facts that someone knows about a particular subject.
**Academic dismissal:** phrasal noun /ˌækədəˈmɪsk - dɪˈmɪs(ə)/ an act of making someone leave their studies.

**Data searching:** phrasal noun /ˈdeɪtə - ˈsɜː(r)tiŋ/ facts or information used to make decisions intending to find out the truth about something in a determined way.

**Vocational study group:** phrasal noun. /vəʊˈke(ə)nləʊ/ /stʌdi/ /grʊp/ The circles are formed by young people who are attracted to a common theme, which expand their knowledge and research practice approaching the professional future you want to be.

**Workshop:** noun. /ˈwɜːkʃɒp/ an occasion when a group of people meet to learn about a particular subject, especially by taking part in discussions or activities.

**Wrap up:** verb. /ˈræp/ /ræp/ to finish something.

**Foreknowledge:** noun. /fɔ(r)əˈkɒldʒ/ knowledge of events before they happen.

**Workbook:** noun. /ˈwɜːkˈbʊk/ a book for students that contains exercises and has spaces in which to write answers.

**Epistemology:** noun. /ɪpɨstəˈmɒldʒi/ the study of knowledge.

**Assessment tool:** phrasal noun. /əˈsesmənt - tu/ a judgment or opinion that is the result of this process.

**Everyday functional English:** phrasal noun. /ˈɛvriˌdʒiŋ - fənˈʃənl ɛnˈɡiʃ/ Basic English is, in essence, a simplified subset of regular English.

**Realia:** noun./rɛˈæliə/ Objects and material from everyday life, especially when used as teaching aids.
List of References

Bibliography

Johan Heinrich Pestalozzi, 1801: How Gertrude Teaches Her Children


Moran, Francisco : “Metodología de la investigación”

Pacheco, Osvaldo : “Proyecto educativo de investigación”


Susan Davies, 2006 : The Essential Guide to Teaching


Websites

apuntesenpsicologia.blogspot.com/2009/08/aprendizaje-por-descubrimiento-de.html

www.avizora.com/publicaciones/educacion/textos/0041_metodo_maria_montessori.htm

es.wikipedia.org/wiki/Taxonomía_de_objetivos_de_la_educación

wikipedia.org/wiki/Metodología

http://www.educ.ualberta.ca/staff/olinka.bilash/Best%20of%20Bilash/flvsslcontent.html

http://www.italki.com/question/40935

http://ladynat-didacticscourse.blogspot.com/2010/10/didactic-resources-for-teaching.html

http://www.tdx.cat/bitstream/handle/10803/10435/cap1.pdf;jsessionid=5D2ED742024E761FF4DA222C9BA92EA1.tdx2?sequence=3
Annexes 1
Documents
Señor Doctor
JORGE TOMALA ARRIAGA
Rector
Colegio Fiscal “Rashid Torbay”
Ciudad

De nuestra consideración,

Nosotras, LUZ ANGELICA LAZARO PALMA CI: 0914242771, y ALEXANDRA LEONOR REYES CRIOLO CI: 0913902599, egresadas de la Escuela de Lenguas y Lingüísticas de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil, solicitamos muy comedidamente nos permita aplicar nuestro proyecto educativo.

Tema: How to develop an interactive and motivating class with didactic materials.

Proposal: Implementation of an audiovisual room with innovate didactic materials.

Previo a obtener el título de licenciatura en Lingüística y Lengua Inglesa, en su establecimiento, el cual será dirigido a los estudiantes del 10º año de Educación Básica.

Agradecemos de antemano la atención prestada a esta solicitud.

Atentamente,

Luz Lázaro Palma
CI: 0914242771

Alexandra Reyes Criollo
CI: 0913902599
Playas, marzo 28, 2014

Señor Msc.

JACINTO CALDERÓN

Director de la Escuela de Lenguas y Linguísticas

Facultad de Filosofía, Ciencias y Letras de la Educación

Ciudad

Estimado Licenciado:

Por medio de la presente hago constar que las profesoras Luz Angélica Lázaro Palma y Alexandra Leonor Reyes Criollo egresadas de la Escuela de Lenguas de la Universidad de Guayaquil han sido aceptadas para desarrollar su proyecto de licenciatura cuyo tema es: **How to develop an interactive and motivate class with didactic materials.**

Estoy convencido que este proyecto traerá mejor rendimiento de los estudiantes de nuestro colegio y que todos juntos, lograremos mejorar el aprendizaje del Idioma Extranjero.

Sin más a que hacer referencia.

Atentamente,

[Señalear firmada]

Leda Reina De la A Banchón MSc.
RECTORA (e)
Guayaquil, Mayo 15 del 2015

MSc. Silvia Moy-Sang Castro
DECANA DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

En virtud de la resolución de la Autoridad Académica de la Escuela de Lenguas y el Decano de la Facultad de Filosofía, de fecha 28 de agosto del 2014, en el cual se me designó consultor del Proyecto Educativo de la Licenciatura en Ciencias de la Educación, Especialización LENGUA INGLESA Y LINGÜÍSTICA,

Tengo a bien informar lo siguiente:

Que las Egresadas REYES CRIOLLO ALEXANDRA LEONOR Y LAZARO PALMA LUZ ANGÉLICA, diseñaron y ejecutaron el Proyecto Educativo con el Tema:

HOW TO DEVELOP AN INTERACTIVE AND MOTIVATING CLASS USING MODERN DIDACTIC MATERIAL.

PROPUESTA:
Implementation of an audiovisual room with innovative didactic materials.

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito. Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del Proyecto, por lo que se procede a La APROBACIÓN del mismo, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondientes.

Atentamente,

MSc. Alfonso Sánchez Ávila
CONSULTOR ACADÉMICO

Adj.: Informe Programa anti-plagio Urkund (anexo)
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado el MSc. Alfonso Sánchez Ávila tutor de trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por REYES CRIOLLO ALEXANDRA con C.I. 0913902599 y LAZARO PALMA LUZ con C.I. 0914242771 con mi respectiva supervisión como requerimiento parcial para la Obtención del Título de Licenciada en Ciencias de la Educación Mención: Lengua Inglesa y Lingüística.

Se informa que el trabajo de titulación TEMA: HOW TO DEVELOP AN INTERACTIVE AND MOTIVATING CLASS USING MODERN DIDACTIC MATERIAL PROPOSAL: IMPLEMENTATION OF AND AUDIOVISUAL ROOM WITH INNOVATIVE DIDACTIC MATERIALS, ha sido orientado durante todo el período de ejecución en el programa anti plagio URKUND quedando el 3% de coincidencia.

MSc. Alfonso Sánchez Ávila
C.I: 0907944961
<table>
<thead>
<tr>
<th>70%</th>
<th>Urkund's archive: UNIVERSIDAD DE GUAYAQUIL FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UNIVERSIDAD DE GUAYAQUIL FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN</td>
</tr>
<tr>
<td></td>
<td>ESCUELA DE LENGUAS Y LINGÜÍSTICA</td>
</tr>
<tr>
<td></td>
<td>ESCUELA DE LENGUA Y LINGÜÍSTICA</td>
</tr>
</tbody>
</table>

EDUCATIONAL PROJECT

TOPIC: HOW TO DEVELOP AN INTERACTIVE AND MOTIVATING CLASS USING MODERN DIDACTIC MATERIAL.

PROPOSAL: Implementation of an audiovisual room with innovative didactic materials. In Partial Fulfillment of the Requirements for the DEGREE OF:

LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN

Major in: LENGUA Y LINGÜÍSTICA INGLESA

https://secure.urkund.com/view/10596131-157085-955438

5/28/2014
# Gant’s diagram

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval of the topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designation of the tutor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theoretical Frame</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of the survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview to the headmaster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrative activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of the development of the proposal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AUTORES.

• Luis Angely Lezama Pineda
• Reyes Cárdenas Alejandro

TEMA: HOW TO DEVELOP AN INTERACTIVE AND MOTIVATE CLASS WITH DIDACTIC MATERIALS
Annexes 2
PHOTOS
External view of the educational institution.

Internal view of the educational institution.
Teachers Luz Lázaro Palma and Alexandra Reyes Criollo are applying the survey to the Headmaster of the “Dr. Rashid Torbay” school.

Teachers Luz Lázaro Palma and Alexandra Reyes Criollo are applying the survey to Karina Suárez and Nelly Estrada english teachers of the school.
Teachers Luz Lázaro Palma and Alexandra Reyes Criollo are applying the survey to students of “Dr. Rashid Torbay” school.

Student of “Dr. Rashid Torbay” – Ten basic year.
Student are participating in class in the audiovisual room of the educational institution.