

**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

EDUCATIONAL PROJECT

TOPIC:

**DIDACTIC RESOURCES IN THE TEACHING-LEARNING PROCESS OF  
BASIC ENGLISH GRAMMAR**

PROPOSAL:

**DESIGN OF A HANDBOOK TO DEVELOP BASIC ENGLISH  
GRAMMAR IN THE STUDENTS**

In Partial Fulfillment of the Requirements for the

DEGREE OF:

**LICENCIADA EN CIENCIAS DE LA EDUCACIÓN**

Major in: **LENGUA Y LINGÜÍSTICA INGLESA**

RESEARCHER:

**SERRANO QUIJIJE YOMAIRA**  
**TORRES ROMERO GEOCONDA**

PROJECT'S ADVISOR

**MSc. Manuel Aviles León**

GUAYAQUIL-ECUADOR

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**UNIVERSIDAD DE GUAYAQUIL**

Facultad de Filosofía, Letras  
y Ciencias de la Educación

Escuela de Lenguas y Lingüística

MSC. SILVIA MOY– SANG CASTRO  
**DECANO**  
FACULTAD DE FILOSOFÍA

MSC. WILSON ROMERO  
**SUBDECANO**  
FACULTAD DE FILOSOFÍA

MSC. JACINTO CALDERON  
**DIRECTOR**  
ESCUELA DE LENGUAS

MSC. ALFONSO SANCHEZ  
**SUB-DIRECTOR**  
ESCUELA DE LENGUAS

AB. SEBASTIAN CADENA  
**SECRETARIO GENERAL**



<b>REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA</b>		
<b>FICHA DE REGISTRO DE TESIS</b>		
TÍTULO Y SUBTÍTULO: Didactic resources in the teaching-learning process of Basic English Grammar.Design of a handbook to develop Basic English Grammar in the students		
AUTOR/ES: SERRANO QUIIJE YOMAIRA & TORRES ROMERO GEOCONDA		TUTOR: Msc. Manuel Aviles Leon
		REVISORES:
INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL		FACULTAD: Facultad de Filosofía, Letras y Ciencias de la Educación
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ÁREAS TEMÁTICAS: Lengua Inglesa		
PALABRAS CLAVE: STRATEGIES – SKILLS – GRAMMAR – HANDBOOK - INTERACTIVE		
RESUMEN: This research is justified in the necessity of developing the utilisation of Didactic Resources in the classroom, because these ones are not being used as good as they could be, this situation causes an environment of discomfort and lack of productiveness in the students. We're looking forward to solve this problematic through the design of a Didactic Handbook for teachers which will help to develop the Learning-Teaching process, including teachers and students actively. In this way the students of eight year course will be beneficiaries, because they will have the motivation and the necessary tools to familiarize with the English Language. The proposal goes according to the syllabus proposed by the National Gouvernement, and it is address to teachers in order to help them in their educative work. This handbook includes some resources such as songs, dialogues, role playing, readings, audiovisual exercices oriented to the learning and development of English Grammar. In other words this material will reinforce the contents in relation to verbes, tenses, and grammar structures in an interactive and friendly way to the student. By the previously exposed, It is necessary to create a handobok with interactive activities that will help students and teachers. It has been proved to be feasible and it is also part of the educative project. It will be applied in the students. This proposal has the goal to reinforce grammar analysis in the students using exercices designed to be worked individually or by groups. This booklet will help students and teacher to interact and communicate using English. This handbook is based on the theory of constructivism. It means that new knowledge is created and learned with the relation of experiences and ideas.		
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DIRECCIÓN URL (tesis en la web):		
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CONTACTO CON AUTOR/S	Teléfono:	E-mail:
CONTACTO EN LA INSTITUCIÓN:		Nombre: Secretaría de la Escuela de Lenguas Lingüística
		Teléfono: (04)2294888 Ext. 123
		E-mail: lenguas.linguistica.filo@gmail.com



<b>REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA</b>		
<b>FICHA DE REGISTRO DE TESIS</b>		
<b>TÍTULO Y SUBTÍTULO:</b> Recursos Didácticos en el proceso de enseñanza aprendizaje de gramática básica” “Diseño de un folleto para desarrollar la gramática básica en los estudiantes		
<b>AUTOR/ES:</b> SERRANO QUIJIJE YOMAIRA & TORRES ROMERO GEOCONDA		<b>TUTOR:</b> Msc. Manuel Aviles Leon
		<b>REVISORES:</b>
<b>INSTITUCIÓN:</b> UNIVERSIDAD DE GUAYAQUIL		<b>FACULTAD:</b> Facultad de Filosofía, Letras y Ciencias de la Educación
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<b>PALABRAS CLAVE:</b> <b>ESTRATEGIAS– HABILIDADES – GRAMÁTICA – FOLLETO – INTERACTIVO</b>		
<b>RESUMEN:</b> La investigación se justifica en la necesidad de mejorar la utilización de Recursos Didácticos en el aula, pues estos no están siendo aprovechados al máximo, situación que deriva en un ambiente de malestar y falta de productividad en los estudiantes. Se busca solucionar esta problemática a través de la implementación de un Manual Didáctico para Docentes que impulsará el óptimo desenvolvimiento del Proceso de Enseñanza-Aprendizaje, incluyendo activamente a todos los actores que lo integran. De esta forma los estudiantes de Octavo Año de Educación Básica se verán beneficiados, pues tendrán la motivación y herramientas necesarias para familiarizarse con la lengua inglesa. La propuesta va acorde al programa de estudios propuesto por el Gobierno Nacional , y esta orientada a los docentes con el fin de apoyarlos en su labor educativa. Dicho manual incluye diversos recursos, tales como canciones, diálogos o juegos de roles, lecturas, ejercicios audio-visuales orientados al aprendizaje y perfeccionamiento de la gramática inglesa. Es decir estos materiales reforzarán los contenidos referentes a verbos, tiempos, estructuras gramaticales de manera interactiva y amigable con el alumno. Gracias a lo antes expuesto, es necesario crear un folleto con actividades interactivas que ayudarán a los estudiantes y a los profesores. Este folleto ha probado ser factible y también es parte del proyecto educativo. El mismo que será aplicado en los estudiantes. La propuesta tiene como mérito reforzar el análisis de la gramática en los estudiantes usando ejercicios diseñados para ser trabajados de manera individual o grupal. Este folleto ayudará a los estudiantes y a los profesores a interactuar y comunicarse usando el Inglés. El mismo esta basado en la teoría del constructivismo. La cual se basa en que el nuevo conocimiento es generado y aprendido en relación a experiencias e ideas propias.		
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<b>CONTACTO CON AUTOR/ES</b>	<b>Teléfono:</b>	<b>E-mail:</b>
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	Teléfono: (04)2294888 Ext. 123	
	E-mail: lenguas.linguistica.filo@gmail.com	

## **DEDICATION**

I dedicate this educational project first to God; thanks to him, I have the inspiration and strength, without him, it would have been impossible to accomplish it. I would also like to dedicate this final work to my loving mother, for always being an inspiration and all the support she has given me throughout my life, especially in the years as a university student.

## **ACKNOWLEDGEMENT**

I would like to thank to my teachers who raised the curiosity in me in order to search my knowledge, they also knew how to clarify it during all these years. I would also like to thank to my tutor MSc. Manuel Aviles Leon, for her valuable support in helping me to finish this project, she has been really efficient and responsible. Finally to the authorities of the School of Languages.

# EDUCATIVE PROJECT

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Máster

**SILVIA MOY-SANG CASTRO**

DECANA DE LA FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

Ciudad.

De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:

Que la estudiante:

**SERRANO QUIJIJE YOMAIRA & TORRES ROMERO GEOCONDA**

Diseño y ejecuto el Proyecto Educativo

TOPIC

**THE IMPORTANCE OF MODAL VERBS FOR POLITE REQUESTS AND PERMISSION**

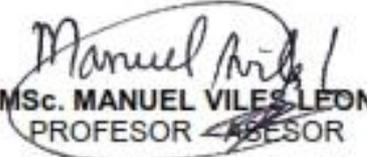
**PROPOSAL**

**DESIGN OF A HANDBOOK WITH WRITTEN EXERCISES**

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

Los participantes han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la **APROBACION** y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy Atentamente

  
MSc. MANUEL VILES LEON  
PROFESOR ~~ASESOR~~

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**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**TOPIC: DIDACTIC RESOURCES IN THE TEACHING-LEARNING  
PROCESS OF BASIC ENGLISH GRAMMAR**

**PROPOSAL: DESIGN OF A HANDBOOK TO DEVELOP BASIC  
ENGLISH GRAMMAR IN THE STUDENTS**

**Author:** SERRANO QUIJIJE YOMAIRA & TORRES ROMERO  
GEOCONDA

**Tutor:** MSc. Manuel Aviles Leon

**ABSTRACT**

This research is justified in the necessity of developing the utilisation of Didactic Resources in the classroom, because these ones are not being used as good as they could be, this situation causes an environment of discomfort and lack of productiveness in the students. We're looking forward to solve this problematic through the design of a Didactic Handbook for teachers which will help to develop the Learning-Teaching process, including teachers and students actively. In this way the students of eight year course will be beneficiaries, because they will have the motivation and the necessary tools to familiarize with the English Language. The proposal goes according to the syllabus proposed by the National Gouvernement, and it is address to teachers in order to help them in their educative work. This handbook includes some resources such as songs, dialogues, role playing, readings, audiovisual exercices oriented to the learning and development of English Grammar. In other words this material will reinforce the contents in relation to verbes, tenses, and grammar structures in an interactive and friendly way to the student. By the previously exposed, It is necessary to create a handobok with interactive activities that will help students and teachers. It has been proved to be feasible and it is also part of the educative project. It will be applied in the students This proposal has the goal to reinforce grammar analysis in the students using exercices designed to be worked individually or by groups. This booklet will help students and teacher to interact and communicate using English. This handbook is based on the theory of constructivism. It means that new knowledge is created and learned with the relation of experiences and ideas.

**KEYWORDS:** STRATEGIES – SKILLS – GRAMMAR – HANDBOOK - INTERACTIVE

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**TEMA: RECURSOS DIDÁCTICOS EN EL PROCESO DE ENSEÑANZA  
APRENDIZAJE DE LA GRAMÁTICA INGLESA.**  
**PROPUESTA: DISEÑO DE UN FOLLETO PARA DESARROLLAR LA  
GRAMÁTICA BÁSICA EN LOS ESTUDIANTES**

**Autor:** SERRANO QUIJIJE YOMAIRA & TORRES ROMERO  
GEOCONDA

**Tutora:** MSc. Manuel Aviles Leon

## **RESUMEN**

La investigación se justifica en la necesidad de mejorar la utilización de Recursos Didácticos en el aula, ya que no están siendo aprovechados al máximo, situación que deriva en un ambiente de malestar y falta de productividad en los estudiantes. Se busca solucionar esta problemática a través de la implementación de un Manual Didáctico para Docentes que impulsará el óptimo desenvolvimiento del Proceso de Enseñanza-Aprendizaje, incluyendo activamente a todos los actores que lo integran. Así, los estudiantes de Octavo Año de E.G.B. se verán beneficiados, pues tendrán la motivación y herramientas necesarias para familiarizarse con la lengua inglesa. La propuesta va acorde al programa de estudios impuesto por el Gobierno Nacional, con el fin de apoyarlos en su labor educativa. En el mismo se incluye diversos recursos, tales como canciones, diálogos o juegos de roles, lecturas, ejercicios audio-visuales orientados al aprendizaje y perfeccionamiento de la gramática inglesa. Esto reforzarán los contenidos referentes a verbos, tiempos, estructuras gramaticales de manera interactiva y amigable con el alumno.

Gracias a lo antes expuesto, es necesario crear un folleto con actividades interactivas que ayudarán a los estudiantes y profesores. Este folleto ha probado ser factible y también es parte del proyecto educativo. El mismo que será aplicado en los estudiantes”. La propuesta tiene como mérito reforzar el análisis de la gramática en los estudiantes usando ejercicios diseñados para ser trabajados de manera individual o grupal. Este folleto ayudará a los estudiantes y a los profesores a interactuar y comunicarse en Inglés. Esta basado en la teoría del constructivismo. Por medio del cual el conocimiento es generado en relación a experiencias e ideas propias.

**PALABRAS CLAVE:** ESTRATEGIAS– HABILIDADES – GRAMÁTICA –  
FOLLETO – INTERACTIVO

## **INTRODUCTION**

This Project searches to face one of the most urgent problems in the learning-teaching process of the English language, particularly the use of Didactic Resources. Through this research some indicators will be detailed which will help as a support to the implementation of a Didactic Handbook which aim is to help the learning of the English Language.

Through this investigation we will establish how important grammar is, not only because of the construction of a phrase but also the meaning of the context. We also are going to enhance student's curiosity to analyse phrases in context and without notice it, they will be able to compare English and Spanish words functions, and use this knowledge in an appropriate way.

In this project we will find some methods which have been developed for years, as long as some theories in order to comprehend the study and analysis of structures. Grammar does not represent anymore boring "fill in the blanks exercises". As an important part of any language, it represents the bases and support for the communicative and receptive language skills: reading, writing, listening and speaking.

Finally, the content of this investigation work has been divided in four chapters:

### **CHAPTER I: THE PROBLEM**

The problem is located, and established in context; the causes and consequences are clearly explained. The proposal is situated, so the approach is. The author sets up a delimitation of the problem and its formulation. The objective, questions and answers of this project are established too.

## **CHAPTER II: THEORETICAL FRAMEWORK**

In this chapter a deep research about the concepts and theories that support this project are made. It also contains the Epistemological, Pedagogical, and the Sociological Foundation that supports the factibility of the project. Besides, the Legal and the Contextual Frame are also analysed.

## **CHAPTER III: THE METHODOLOGY, ANALYSIS AND INTERPRETATION OF RESULTS**

It guides us through the methodology, the types and levels of the investigation, the methods and techniques applied in elaborating the research. The instruments used for the research are also included. Population and sample are also detailed. Students' answers are analysed through a survey.

## **CHAPTER IV: THE PROPOSAL**

We can find the proposal in a deeper description, its feasibility and objectives that go in relation to the project. As some evidence of this project, some documents, photos, interviews, and surveys are also included in the Appendix section.

## **CHAPTER I**

### **THE PROBLEM**

#### **CONTEXT OF THE INVESTIGATION**

From the very beginning with the implementation of a bilateral agreement between the Governments from The United Kingdom and Ecuador, the CRADLE Project (Curriculum Reform and Development for the Learning of English), in 1992; the Minister of Education, through the National Direction of Foreign Languages imposed the mandatory use of the books “Our World Through English” until 2012. However, during the evaluation of that project some deficiencies were detected regarding the use of English Grammar.

As soon as the CRADLE Project ended, a new book was chosen with the only purpose of improving the teaching-learning of English developing some Linguistic competences, besides Grammar and Vocabulary. Unfortunately, beside the use of this book, there is no other kind of official didactic material applied in the English classroom such as flashcards, posters, cards, pictures, and audiovisual aids among others.

This a present reality that is observed at Public High School in Guayaquil where the students from 8th Basic Year do not have a good performance in English reflected in the students' grades.

#### **Problem of the Investigation**

The problematic that was observed in the Public High School showed that the very few didactic materials existing in the institute, which could have been used by the English teachers, have not even been seen by them. Therefore, there is very little motivation in the students and as a result very

low grades in the subject. If this issue is not taken into consideration in order to be solved, there might be many more lower grades, unhappy parents and even behavior problems in class.

Lack of funds for the acquisition of updated educational resources makes English language teaching inefficient to develop students' skills, specifically when it comes to teach Grammar they do it in a very traditional way. Directives and teachers have pointed out that, speaking skills development imply self-management activities, which they unfortunately cannot achieve.

### Causes and Effects

Figure # 1

Causes	Effects
Teachers apply traditional Grammar teaching methodology.	Students do not have an effective learning.
Low interest of the students.	They do not pay attention to the English class.
Teachers do not make students Work on interactive Grammar Exercises.	Students do not participate in class.
Lack of active strategies to motivate Students to enjoy Grammar.	Students do not improve their academic progress.

Source: "Public High School.

Researcher: SERRANO QUIJIJE YOMAIRA & TORRES ROMERO GEOCONDA

## **DELIMITATION OF THE PROBLEM**

The delimitation of the project is done with the following aspects:

**Field.**-Basic Education

**Area.**-Foreign Language English

**Aspect.**-Didactic material oriented to Grammar English

**Topic:** Didactic Resources in the teaching-learning process of English Grammar.

## **FORMULATION OF THE PROBLEM**

**SCIENTIFIC PROBLEM:** How to contribute to the development of the basic grammar in the teaching-learning process of English in the students of eight year basic education at Public High School?

## **OBJECTIVES**

GENERAL:

To design a handbook with didactic resources to develop the Basic English Grammar in the students of eighth year basic education at Public High School.

**INDEPENDENT VARIABLE:** The teaching learning process in the high school.

**DEPENDENT VARIABLE:** The didactic resources to develop the Basic English Grammar.

## **SCIENTIFIC QUESTIONS**

1. Which are the theoretical grounds of the teaching-learning process of BASIC ENGLISH grammar in High Schools?

2. What current situation characterizes the teaching learning process of Basic English Grammar in the students high school?
3. What are the Didactic Resources that the booklet will have to develop the BASIC English Grammar in **THE STUDENTS?**

To answer the previous scientific questions the following research tasks have been stated:

1. Determining of the theoretical grounds that have characterized the teaching-learning process of Basic English Grammar in High School.
2. Characterization of the current state of the teaching learning process of the Basic Grammar in the students of eighth year basic education at.
3. Designing of a handbook with didactic resources to develop Basic English Grammar in the students of eighth year basic education at.

## **EVALUATION OF THE PROBLEM**

The Evaluation of the Problem is sustained with the following terms:

**Delimited:** The investigation is oriented to the outcome issues of the students Public High School in Guayaquil, in the school year 2014-2015.

**Clear:** This research exposes the problem and its variables in a clear and concise way, allowing us to identify with ease the most important along the content

**Evident.** -This research is focused on a latent problem in the educational field, which is the low performance and lack of interest in the students while studying English.

**Concrete.** -This research develops the variables in a brief and concise way because there is a specific issue to be solved.

**Relevant.** -It is relevant because it has as a main purpose the improvement of English linguistic competences.

**Original.** -The educational institute where our project is directed has some antecedents in the application of similar projects.

**Feasible.**- The project is applicable thanks to the collaboration of the directives in the educational institute Public High School along with the bookstore “Books and Bits”, who are always worried about developing the educational process.

## **JUSTIFICATION AND IMPORTANCE**

In the Educational field, learning is considered as an accumulative process in which people acquire different kinds of knowledge, and experiences, therefore it is important to understand the problems that arise in the educative process. MSc. Rita Silva de Garcés, 2009 says “**Education is a reality and a necessity for the social and individual life of human beings**”(page 34).

Regarding the teaching of English, we can highlight that in these recent years it has not been a priority, but with the development of telecommunication and new technology, the learning of English has become more and more important each time. This is the reason our project is going to help the increase of these socio-linguistics competences within the foreign language through Grammar.

Thanks to our experience as teachers we could realize that the didactic resources are not well used in class. Our investigation is feasible because we have the support from the principal, administrative staff, teachers and even parents.

We decided to do this project because of different reasons that highlight the importance of Grammar in order to get the best results in the English class. Students see Grammar as a boring thing to be memorized with rules and structures, but the truth is that Grammar can be fun if we use the correct activities, and apply the right strategies and techniques in order to get students motivated in the English class, and therefore a nice class will take place. Pupils learn more when they do things by themselves. They feel that they do not memorize, they prefer to learn through vocabulary techniques in order to develop their skills and learn English effectively.

By applying new techniques with the use of innovate didactic material, the pupils will increase their interest for the English learning.

This resource is very useful in the Teaching – Learning process even when it is used with an interactive technique as the Ludic, where the students will always be encouraged to participate in their classes.

The beneficiaries will be the students, the teachers and the authority, because the pupils will improve and learn English in an interactive way, and the institution will have more prestige than before.

The importance of this project consists on the concern of English teachers, who do not just follow a textbook; they also create their own activities and need to apply motivational techniques, moreover it will have in the developing of the students as for their scholar accomplishment.

As a consequence, applying motivational techniques in order to teach Grammar is very important for the society and the institution for achieving an effective English learning.

## **CHAPTER II**

### **THE THEORETICAL FRAME**

“GRAMMAR: The difference between knowing your shit and knowing you’re shit”

The ability of the theoretical framework to reveal and conceal meaning and understanding. As Eisner (1985) reminded us, “When you provide a window for looking at something, you also...provide something in the way of a wall” (pp. 64-65). Using the quote from the author above, we can say that sometimes when we give our students all the tools to do their tasks, but this does not allow them to expand their knowledge and they are just thinking inside the box; that is they just limit themselves to do what they are asked to and not to be creative.

One would imagine that the more “ways of thinking” and “ways of seeing” Morgan, 1986, that is theoretical frameworks employed in our attempts to understand some reality, the closer would this ultimately bring us to an understanding of that reality, an ontological issue to be debated at another time. This quote means that the more we learn, the more we get knowledge, which is true because when we keep ourselves studying and getting information into our brains, we grow.

### **ANTECEDENTS**

While working with the students in the school mentioned above, we noticed that there is a very low level of English since the teachers do not have access to technology such as computers, internet, and cd players among others. In addition, there is no listening material in the library for the teachers to use in their classes and that is when our main concern arose.

This project will be developed following different foundations such as Theoretical, Epistemological, Philosophical, Psychological, Sociological, Pedagogical, Andragogical, Scientific, Technological and Legal.

On the other hand the School of Languages in the Faculty of Philosophy there are some other projects on the same topic but focused in a different way so we think our Project is relevant.

### **THEORETICAL FOUNDATION**

“I would rather cuddle than have sex. If you’re good with grammar, you’ll get it.” <http://www.merriam-webster.com/dictionary/grammar>

This quote shows how important grammar is, not matter how good you’re in any field, if you use structures appropriately, you analyse, you will always get anything you want.

### **DEFINITION OF GRAMMAR**

Merriam Webster defines Grammar as:

a : the study of the classes of words, their inflections, and their functions and relations in the sentence

b : a study of what is to be preferred and what avoided in inflection and syntax

<http://www.merriam-webster.com/dictionary/grammar>

Zadie Smith (N/D) said, “The past is always tense, the future perfect.” This quote lets us know how important grammar in our lives is.

Joan Didion (N/D) said, “Grammar is a piano I play by ear.” Grammar is as important as music.

Rainbow Rowell (N/D) said, “I might not use capital letters. But I would definitely use an apostrophe...and probably a period. I’m a huge fan of

punctuation.” Punctuation plays an important role when we write.

Baltasar Gracian (N/D) said, “A synonym is a word you use when you can't spell the other one.” We use synonyms when we are not sure about the spelling of words.

Edgar Allan Poe (N/D) said, “A man's grammar, like Caesar's wife, should not only be pure, but above suspicion of impurity.” Grammar is a little complicated, but it is important in order to communicate.

Cara Lynn Shultz (N/D) said, “It's hard to take someone seriously when they leave you a note saying, 'Your ugly.' My ugly what? The idiot didn't even know the difference between your and you're.” We must know what words to use in order to say things properly, discriminatingly, if not this can lead to huge misunderstanding

.Michel de Montaigne (N/D) said, “The greater part of the world's troubles are due to questions of grammar.” Grammar takes an important role in our lives.

Lynne Truss (N/D) “The rule is: don't use commas like a stupid person. I mean it.” We need to know when to use commas when we write.

<http://www.goodreads.com/quotes/tag/grammar>

Milward Abadía 2102 said, “Performance in the English language, usually in the form of writing, is the domain people, academic institutions, and employers measure to determine how advanced is our grammar. Acquiring an advanced grammar in our first language is a talent, developing that same capacity in a second language is a gift, and the ability to be grammatically advanced in several languages indicates a very high linguistic IQ. English grammar enjoys a system of element-joining

with highly musical features and simplified forms, but after more than a decade in teaching English it has become obvious to me that being an expert listener, reader, or speaker does not mean your grammar is advanced.” (N/D)

[http://www.academia.edu/1938477/Advanced\\_Grammar\\_Its\\_meaning\\_and\\_a\\_method](http://www.academia.edu/1938477/Advanced_Grammar_Its_meaning_and_a_method)

There's a difficulty in defining the word grammar stems, in part, from the multiplicity of referents for the English word spelled g-r-a-m-m-a-r. However, in order to do this, we must first define referent.

Martha Kolln, in her article “Rhetorical Grammar 2015 says, “A Modification Lesson,” explains a referent by telling her students “Every noun has a referent, a reality that the word, or name, symbolizes...the pencil in my hand is a warm body, the referent symbolized by the word pencil” (p25). By this, Kolln seems to indicate an actual pencil, one specific pencil, the one in her hand. In other words, according to Kolln, the referent could be considered the actual or real item. She also mentions that the word pencil is a symbol for the real thing.

Jean Aitchison 2012 suggests, “We all have an “amalgam of ideal bird characteristics” stowed away in our minds and that we identify a bird as such by “matching it against...a ‘prototypical’ bird” (p. 226). If this is so, then perhaps each of us carries an idea of a “prototypical” grammar in our minds, but it may not match with the image in another person's mind or with the actual use of the word.

Since grammar is understood in so many ways, with its many definitions, i.e. meanings, signifieds, referents, it should not be surprising to find the term misunderstood in a number of ways as well. Quite frankly, many people, having no good idea what grammar is, misuse the word on a regular basis. For the purposes of this chapter, a beneficial course of action will be to look at what the word grammar can mean and, second, to

look at what it does not necessarily mean. As you will soon be aware, those who have attempted to define grammar in the past have done so using a hierarchical or numerical system, implying that one definition may be considered of primary importance, while others are of less consequence.

## **IMPORTANCE OF GRAMMAR**

Dr. Pradeep Kumar Debata, M.A., M.Phil., Ph.D, 2013 said, “The Word Grammar means different things to different people. To the ordinary citizen, it connotes to correctness or incorrectness of the language that he or she speaks. To a school student, it means an analytical and terminological study of sentences. Knowledge of grammar helps the student in the correction of mistakes and improvement of written work. A person can’t learn a foreign language accurately only through a process of unconscious assimilation. Grammar is a sure ground of reference when linguistic habits fail us. So grammar is indispensable for the student.” (p.482) when we want to learn any language we must be aware of the grammar of that specific language, if not, communication would not be effective.

“Grammar is important! Capitalization is the difference between helping your Uncle Jack off a horse an helping your Uncle jack off a horse”

## **EPISTEMOLOGICAL FOUNDATION**

### **DEFINITION**

Peter D. Klein, 2012 said, “Epistemology is the investigation into the grounds and nature of knowledge itself. The study of epistemology focuses on our means for acquiring knowledge and how we can differentiate between truth and falsehood”.(N/D)

Klein 2005 says, "Epistemology is one of the core areas of philosophy. It is concerned with the nature, sources and limits of knowledge." (N/D)

- Epistemology has been primarily concerned with propositional knowledge, that is, knowledge that such-and-such is true, rather than other forms of knowledge. There is a vast selection of views about propositional knowledge, but one virtually universal assumption is that knowledge is true belief, but not ordinary true belief.

**Knowledge.-** According to the Oxford Dictionary knowledge is: **noun** (mass noun) Facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject: a thirst for knowledge; a considerable **knowledge** of antiques.  
<http://www.oxforddictionaries.com/definition/english/knowledge>

According to The Merriam-Webster dictionary knowledge is:

- A)** The fact or condition of knowing something with familiarity gained through experience or association
- B)** Acquaintance with or understanding of a science, art, or technique
- C)** The fact or condition of being aware of something or the range of one's information or understanding
- D)** The circumstance or condition of apprehending truth or fact through reasoning : COGNITION
- E)** The fact or condition of having information or of being learned, a person of unusual knowledge.

Human faculty resulting from interpreted information; understanding that it germinates from the combination of data, information, experience, and individual interpretation. Knowledge acquisition involves complex

cognitive processes: perception, communication, association and reasoning. <http://www.merriam-webster.com/dictionary/knowledge>

### **A priori knowledge**

- It is knowledge that is known independently of non-empirical experience. This phrase “a priori” is a Latin term, which literally means before the fact. It means a type of knowledge, which is derived without experience or observation.

According to Jeff Landauer and Joseph Rowlands 2001, “A prior knowledge is the one gained through deduction and not through empirical evidence” (N/D)

Where knowledge is possible independently of, or prior to, any experience, and requires only the use of reason.

### **A posteriori knowledge**

It is knowledge that is known as empirical experience. We can have this knowledge only after we have certain experiences. We have to observe in order to gain such knowledge.

According to Luke Mastin 2008, “Knowledge is possible only subsequent, or posterior, to certain sense experiences, in addition to the use of reason” (N/D)

Something that is known *a posteriori* is based on logic that is derived from experience.

### **BRANCHES OF EPISTEMOLOGY**

“Let me make it clear: this grammar school boy will take no lessons from that public school boy on the importance of children from less privileged backgrounds gaining access to university” Michael Howard

## **Historical Epistemology**

The historical study of philosophical epistemology is the historical study of efforts to gain philosophical understanding or knowledge of the nature and scope of human knowledge. Since efforts to get that kind of understanding have a history.

According to Patrick Singy:

Syng 2008 said, "Historical epistemology uncovers the fundamental concepts that organize the knowledge of different historical periods." (N/D)

The historical epistemology is the discipline that introduces historical contingency into the ways of understanding the world that appears inescapable for people. It is a distinctic approach to the history of philosophy and science

## **Empiricism**

In philosophy, empiricism is generally a theory of knowledge focusing on the role of experience, especially experience based on perceptual observations by the senses. Certain forms treat all knowledge as empirical, while some regard disciplines such as mathematics and logic as exceptions.

There are many variants of empiricism, positivism and realism being among the most commonly expounded but central to all empiricist epistemologies is the notion of the epistemologically privileged status of sense data.

According to Luke Mastin 2008, "The empirism emphasizes the role of experience, especially experience based onperceptual observations by the five senses in the formation of ideas".

(N/D)[http://www.philosophybasics.com/branch\\_epistemology.html](http://www.philosophybasics.com/branch_epistemology.html)

Empiricism is the theory that the origin of all knowledge is sense experience. It emphasizes the role of experience and evidence, especially sensory perception, in the formation of ideas

### **Pragmatism**

An approach that evaluates theories or beliefs in terms of the success of their practical application.

The pragmatic theory of truth implies that what is true is in the end determined by considering the consequences of a given claim

According to Birger Hjørland & Jeppe Nicolaisen 2005,

“Pragmatism as an epistemological approach that emphasizes the justification of theories and concepts by examining their consequences and the goals, values and interests they support” (N/D)

The pragmatic view of knowledge implies that specific theories or findings will help achieve certain goals and support some values, while at the same time counteract other goals and values.

### **PHILOSOPHICAL FOUNDATION**

“Good grammar is like personal hygiene – you can ignore it if you want, but don’t be surprised when people draw their conclusions” Source: Grammar Pictures Google

### **The Constructivism**

Constructivism is a theory, based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging

students to use active techniques, experiments, real-world problem solving, to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing.

The teacher makes sure that students understand preexisting conceptions, and guides the activity to address them and then build on them.

Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding; by questioning themselves and their strategies, students in the constructivist classroom ideally become “expert learners”. This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn in a very organized way and they get the best advantage out of the English classes. Constructivism transforms the students from a passive recipient of information to an active participant in the learning process. The teacher must always guide students, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook. Constructivism is also often misconstrued as a learning theory that compels students to “reinvent the wheel”. In fact, constructivism taps into and triggers the students’ innate curiosity about the world and how things work. Students do not reinvent the wheel, but rather they attempt to understand how it turns, how it functions.

They become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings.

## **PSYCHOLOGICAL FOUNDATION**

Otto Rank (N/D) said, “The new meaning of soul is creativity and mysticism. These will become the foundation of the new psychological type and with him or her will come the new civilization.” (N/D)

The Psychological Foundation of Education is obviously a very significant section for studying the interaction between psychology and education. Child psychology deals with the mental structure and function of a child. Psychology provides the bricks and mortar for laying the foundation of education on a scientific basis. It has much to offer for raising the status of education as a social science.

Psychology deals with instincts and emotions, abilities and interest, individual differences and personality. Their bearing on education is of vital importance to the parents, teachers and social workers.

One has to see what psychology contributes to education and education offers to psychology. The bearing of one on the other has to be considered for making the study of this foundation meaningful.

The present decade has focussed on experimentation in the field of learning and teaching in the perspective of behavioural sciences. Psychology is a growing subject. It is a developing science extending its branches in different spheres.

One of the important functions of psychology today is to offer guidance of various types on the basis of individual differences. There are many approaches to the study of an individual and very recently emphasis has been shifted from ability testing to the study of personality as a whole. As a result, various techniques of personality measurement have been evolved.

It is obvious that any research in psychology today demands an objective analysis of data. With a view to arriving at certain dependable conclusions, statistics has become an indispensable tool.

In spite of the suggested techniques for analysis of data, various problems often arise in the field of investigation.

The methods of modern psychology are essentially those of natural science. It is improper perhaps to advocate a divorce between psychology and natural science on the ground of differences in method. The question, therefore, arises, "Is there any method of formulating mind and consciousness so that their study may be brought more fully within the orbit of the natural science?"

Challenge to experimental psychology has to be accepted and a middle course found. A psychologist should accept in principle the practical demands, which the community makes upon him. But there is not always found by those who seek it. Some time it emerges almost by accident. The new and vital challenges of study may bring with them a new spirit of urgency and reality. Every challenge comes with a risk, no doubt.

## **SOCIOLOGICAL FOUNDATION**

"Statistics is the grammar of science", Karl Pearson

Charles Lemert 1999 said, "Social theory is what we do when we find ourselves able to put into words what nobody seems to want to talk about. When we find those words, and say them, we begin to survive. For some, learning to survive leads to uncommon and exhilarating pleasures. For others, perhaps the greater number of us, it leads at least to the common pleasure - a pleasure rubbed raw with what is: the simple but necessary power of knowing that one knows what is there because one can say it. This, whatever else, is what makes social theory worth reading." (p.20)

Sociological Foundation proposes general considerations that support the principles of psychological nature, which are:

- The construction of meaningful learning and its functionality is easy when you have more similarity between real life situations and social school life.
- Learning is the result of human relationships with the teacher, other students and the environment around them.

### **PEDAGOGICAL FOUNDATION**

Gagnes 1985 said, "Pedagogical foundations form the affordances of the environment and should be inextricably linked to corresponding psychological foundations. For instance, grounded pedagogical strategies consistent with behaviorists' assumptions should reflect objective-based, hierarchically organized, and highly engineered response-feedback instructional activities." (p.102)

Content pedagogy refers to the pedagogical teaching skills that teachers use to impart the specialized knowledge and content of their subject areas. Effective teachers display a wide range of skills and abilities that lead to creating a learning environment where all the students feel comfortable and they are sure that they can succeed both academically and personally.

This complex combination of skills and abilities is integrated in the professional teaching standards that also include essential knowledge, dispositions, and commitments that allow educators to practice at a high level. The better way teachers promote the course they are teaching, the more the students will get out of the subject. The three most important aspects of a teacher are enthusiasm about teaching, enthusiasm about the students, and enthusiasm about the subject; that is teachers must enjoy teaching because if they do not enjoy what they are doing, the

students will be able to notice the lack of motivation while teaching. Teachers must also enjoy being around their students because if they care about their students that will reflect into their academic achievement and therefore they will succeed in their future careers.

### **ANDRAGOGICAL FOUNDATION**

Merriam 2001 posited, "The scholarship on andragogy since 1990 has taken two directions. One seeks analysis of the origins of the concept for establishing it as a scientific discipline. The other critiques andragogy for its lack of attention to the learning context. She also asserts andragogy as one of two "pillars" of adult learning theory, self-directed learning being the other pillar, that will engender debate, discussion, research, and thus further enrich our understanding and practice of facilitating adult learning." (N/D)

### **SCIENTIFIC FOUNDATION**

Nikola Tesla (N/D) said, "The scientific man does not aim at an immediate result. He does not expect that his advanced ideas will be readily taken up. His work is like that of the planter - for the future. His duty is to lay the foundation for those who are to come, and point the way." (N/D)

William Harris (N/D) says that, "The scientific method attempts to minimize the influence of bias or prejudice in the experimenter. Even the best-intentioned scientists cannot escape bias. It results from personal beliefs, as well as cultural beliefs, which means any human filters information based on his or her own experience. Unfortunately, this filtering process can cause a scientist to prefer one outcome to another. For someone trying to solve a problem around the house, succumbing to these kinds of biases is not such a big deal. However, in the scientific community, where

results have to be reviewed and duplicated, bias must be avoided at all costs.” <http://science.howstuffworks.com/innovation/scientific-experiments/scientific-method9.htm>

## **TECHNOLOGICAL FOUNDATION**

Technological foundations influence how media can support, constrain, or enhance the learning environment. A variety of media can be exploited to support learning a variety of ways, but grounded deployment of technology is linked to the particular epistemological frame in particular ways. Technology can control the pacing and chunking of information where directed access to World-Wide Web (WWW) resources and support the manipulation of ideas when the importance of individual negotiation is assumed.

Land and Hannfin 2010 said, “Technological foundations determine what is technologically possible, but grounded practice requires determination of how capabilities should be exploited.” (N/D)

<https://books.google.com.ec/books?id=QcmQAgAAQBAJ&pg=PA4&dq=pedagogical+foundation+importance+of&hl=es&sa=X&ei=1IVLVYDSBOfZsATBuYCwCw&ved=0CDgQ6AEwBA#v=onepage&q=pedagogical%20foundation%20importance%20of&f=false>

William J. Clinton “It turns out that advancing equal opportunity and economic empowerment is both morally right and good economics, because discrimination, poverty and ignorance restrict growth, while investments in education, infrastructure and scientific and technological research increase it, creating more good jobs and new wealth for all of us.” (N/D)

Aldous Huxley (N/D) said, “Technological progress has merely provided us with more efficient means for going backwards.”

Kim Jong-un (N/D) said, “The industrial revolution in the new century is, in essence, a scientific and technological revolution, and breaking through the cutting edge is a shortcut to the building of an economic giant.”

Leon Kass (N/D) said, “Technological innovation is indeed important to economic growth and the enhancement of human possibilities.”

Albert Einstein (N/D) said, “Technological progress is like an axe in the hands of a pathological criminal.”

Peter Singer (N/D) said, “The Internet, like the steam engine, is a technological breakthrough that changed the world.”

## **LEGAL FOUNDATION**

The legal foundation of this research is fundamented in the Constitution of the Ecuadorian Republic and the “Ley Orgánica de Educación Intercultural Bilingue (LOEI).

The Constitution of the Ecuadorian Republic in its article 27 expresses the following: “La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y la democracia; será participative, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano y constituye un eje estratégico para el desarrollo nacional”.

The regulation to develop the design of a booklet with grammar exercises was approved in session of the Honorable Directive Council on June 14<sup>th</sup> 2014 and ratified on June 26<sup>th</sup> in the same year.

The Directive Council arranged that two under-graduates must perform the educative project.

Among the objectives of the regulation, we have:

- To design and execute the educative project by applying the scientific method.
- To contribute to the integrity, improvement and permanent help of the future professionals.
- To guarantee the research through technical resources and to make an efficient investigation.

## CHAPTER III

### METHODOLOGY

#### Design of the research

This project has been developed in the scientific research, to get the samples, survey, questionnaires, and interviews, to obtain the necessary information to create the proposal.

In this investigation, we used methods that outline premeditation in the exchange of approaches to select, organize, the procedures and resources that allow us in a functional way, to get the proposed objective. (Catthoor F, 1998)

We have looked up in books, dictionaries, internet, and different topics of the Theoretical Framework. For doing this investigation, the work has been coordinated among the students, teacher, parents and us, because through the techniques of investigation we applied, we realized which the objectives to develop gradually were.

This kind of research present the following characteristics:

- ❖ This research is a planned process, of observation, evolution, action and reflection to improve the educative practice towards the innovation of the education.
- ❖ The study and description of books.
- ❖ Analyzes several features, since it has an impact in the students' learning way
- ❖ An orderly procedure or process.
- ❖ Use the exploration and observation.

## **Types of Investigation**

There are different types of research, but we have considered the following:

### **Field Research**

This has to do with creation and collection of real information depending on the operation in each organization. In this stage, we determine accurate data.

Morozova Y, 2008 said, "Data is actually gathered after getting the information needed". This research technique is treated as the primary research approach. (N/D)

This project is based on a field research at public high school because by means of the observation, we detected the problem concerning on the low interest of the students for the English Learning and the very few resources school for teaching English.

### **Bibliographical Research**

We need to include the bibliography, in order to find in this the source from where we got the information, taking into consideration all the materials to be used in class. It can also involve meticulous descriptions of the physical features of books, including the paper, binding, printing, typography, and production processes used, to help establish such facts as printing dates and authenticity.

In this case, we looked up in different sources such as books, magazines, web pages, etc.

## **Feasible Project**

The feasibility project is a statement, and an exploration. It challenges its own feasibility by using the sparest of language and design to convey signals sent from moments of deep complexity. It can also infer that the research is possible because of the presence of some factors like the permission from the authorities and the necessary budget for developing it.

## **Levels of the Research**

This investigation is considered in three different levels: exploratory, descriptive and explanatory.

### **Exploratory**

The research provides details where very little information exists. Hereby there are methods such as trial studies, interviews, group discussions, experiments or other tactics for the purpose of getting information. (Greef E, 1998).

### **Descriptive**

A descriptive investigation is a scientific investigation that collects data which measures or describes objects or events, it collects qualitative and quantitative data, it includes a question, but no hypothesis.

We applied a survey to the students and we realized the importance of doing this project.

### **Explanatory**

It is the attempt to connect ideas to understand cause and effect, meaning researchers want to explain what is going on. Explanatory research looks at how things come together and interact.

Our project developed this level of research when we realized the necessity and the desire of the students about improve and spread their vocabulary.

## **POPULATION AND SAMPLE**

A population is a summation of all the organisms of the same group or species, which live in the same geographical area, and have the capability of interbreeding. According to the present research the population of the school is 400 students.

Sample is a small amount of something that represents either a bigger whole or is designed to let you try out. For example representatives of a class, in our case, they were the 40 students of the eighth basic year.

### **STRATUM**

<b>ITEM</b>	<b>STAFF</b>	<b>POPULATION</b>	<b>SAMPLE</b>
1	AUTHORITIES	3	1
2	TEACHERS	30	1
3	STUDENTS	400	45
<b>TOTAL:</b>		433	

## **Survey**

The survey is a detailed study of an area to gather data on opinions by a section of the population. It was also individual because they were applied one by one.

We obtained important information and we detected the failure in this educational field in order to have a better application of the survey.

In our case, the survey was applied to the students.

According to Walden Graham R., (2002), page 82, Survey Research Methodology "Survey researches currently use thress procedures to assist in the design and evaluation of questios:

focus groups, cognitive interviews, and field pretests. The authors investigate the use of systematic coding of interviewer and respondent behavior for identifying problem questions in field pretests”

A survey gives the opinion by the study of questions. The responses are important parts of the surveys because they open a wide possibility to clarify or eliminate the way this proposal will help students and professors in the school.

The survey is a methodological instrument to have the first sight about what we are searching.

### **Interview**

An interview is a conversation between the people where questions are asked to obtain information. The people who participated in this interview were the director, the English teacher and the parent representative.

According to Heritage John, Clayman Steven, (2002), “The news interview is deeply intertwined with other societal institutions, most notably journalism and politics. It is a public arena in which representatives of those institutions encounter one another and strive to pursue their respective goals and agendas”. (Page 7)

The different interviews that we did with the director, the teachers, the parent’s representative gave a real evidence of what they feel and how they think about the system of studies in this public school because today education is advanced and other countries are more developed in the modality of foreign language.

The information obtained was possible for the interaction with the people whom collaborated with us with enthusiasm. The conversation with the director is a great experience to establish a direct contact with our purpose.

### **Questionnaire**

The questionnaire contained closed questions, since the students will be previously interviewed and its qualification will be easier.

The number of the questions depends on the quantity of information wanted to measure the variable.

The questions are clear and comprehensible, trying not to annoy the person being interviewed. In addition, they are referred to a single logical relationship, maintaining a classification that does not affect the answers. For example Why? How? What?

According to Mehl-Madrona (2010), healing the Mind through the Power of the Story: "If we see the questionnaire and the act of completing it as a conversational exchange, we come to a better understanding of its meaning. Problematic is the belief that it represents an absolute criterion or "thing" rather than providing us with another means of glimpsing fast-moving phenomena that change as culture changes". (Page 117)

The purpose of the questionnaire was known as a list of specific questions referent to the topics and on the chapter one providing a series of questions to being answer by the students and this is the key to give a diagnostic commentary of the study of this project in this institution.

The questionnaire has a number in our case closed questions using clear and compressible questions for the students to take care the level of the percentage of specific responses about what they asked.

**UNIVERSIDAD DE GUAYAQUIL  
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**INTERVIEW TO THE PRINCIPAL**

**OBJECTIVE**

To find out what the principal thinks about the English teaching-learning process, and also about the student's abilities to analyse grammar structures at Colegio Fiscal

**1- What do you think about the projet we would also like to apply in your high school? Why?**

**2- What do you think about the developpement of the habilities to analyse some structures in texts?**

**3- Do you consider that the Foreing Language departement is well wrking with the students to develop their bases in English Language?**

**4- What do you think about applying our motivation techniques in your high school?**

**APPLICATION OF THE INVESTIGATION INSTRUMENTS**  
**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA Y LETRAS**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**SURVEY TO THE STUDENTS**

**OBJECTIVE:** To know students opinion about the importance of developing grammar structures analysis.

**SPECIFIC INFORMATION:** Write an X on the answer you consider the most appropriate on each of the required question.

QUESTIONS	YES	NO	INDIFFERENT
1. ¿Te gusta el Inglés?			
2. ¿Es importante aprender Inglés para ti?			
3. ¿Te sientes aburrido en las clases de Inglés?			
4. ¿Conoces gramática básica en Inglés?			
5. ¿Explica tu profesora la clase en Inglés?			
6. ¿Puedes hablar Inglés?			
7. ¿Tienes dificultad en pronunciar ciertas palabras en Inglés?			
8. ¿Te gustaría participar más en las clases de Inglés?			
9. ¿Te gustaría aprender Inglés con canciones, figuras o videos?			
10. ¿Te gustaría desarrollar tu producción oral utilizando un folleto con ejercicios básicos?			

## RESULTS

The principal and the English teacher at Colegio Fiscal were interviewed with open questions. They shared their opinions about the English language and the teaching-learning process.

Forty students of 8<sup>th</sup> year basic "A" were asked to complete the survey. This survey was established with ten closed questions with three alternatives: "Yes", "No" and "Indifferent". The answers are useful in order to let us know the situation in the high school, in this way; the proposal can be worked accurately.

Questions	Yes	No	Indif	Total
1. Do you like the English?	35	0	5	40
2. Is learning English important to you?	35	2	3	40
3. Do you feel bored in the English classes?	31	6	3	40
4. Do you know English basic grammar?	3	30	7	40
5. Does your teacher explain the class in English?	0	34	6	40
6. Can you speak English?	3	30	7	40
7. Do you have difficulty to pronounce some words in English?	33	2	5	40
8. Would you like to participate more in the English classes?	34	2	4	40
9. Would you like to learn English through songs, pictures and videos?	34	2	4	40
10. Would you like to develop your oral production using a booklet with basic grammar exercises?	34	0	6	40

**SOURCE:** COLEGIO FISCAL

**RESEARCHER:** SERRANO QUIIJE YOMAIRA & TORRES ROMERO  
GEOCONDA.

**ANALYSIS OF RESULTS  
SURVEY TO THE STUDENTS**

**Sample:** 40 students

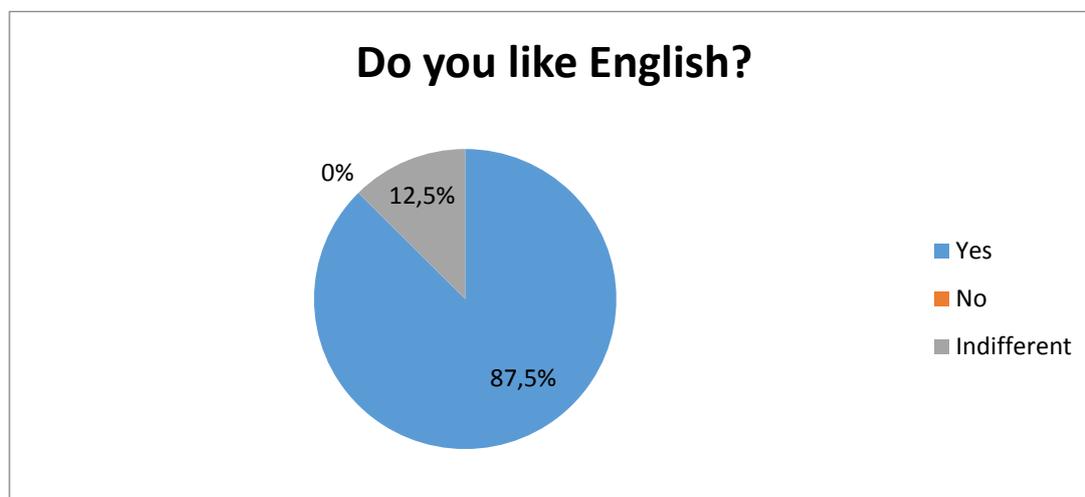
**Course:** 8<sup>th</sup> grade "A"

**Question 1:** Do you like English?

**CHART # 3**

ALTERNATIVES	FREQUENCY	PERCENT
Yes	35	87,5%
No	0	0 %
Indifferent	5	12,5%
Total	40	100 %

**TABLE # 1**



**Source:** High School

**Researcher:** SERRANO QUIJIJE YOMAIRA & TORRES ROMERO GEOCONDA

**Analysis:** 87,5% of students said they like the English language, while 12,5% of them expressed indifference about it, so we believe that the development of this project is feasible in this course.

**ANALYSIS OF RESULTS  
SURVEY TO THE STUDENTS**

**Sample:** 40 students

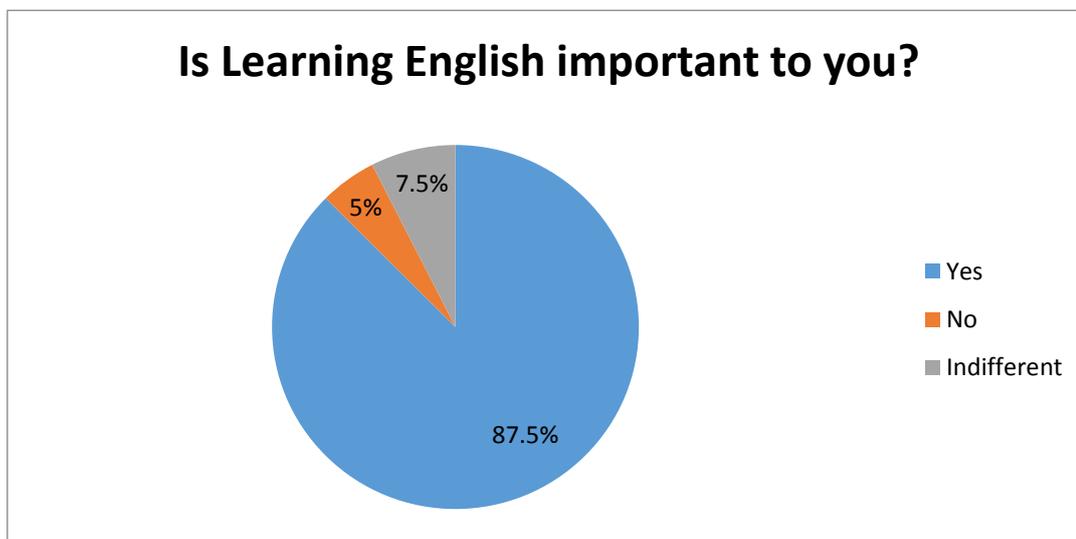
**Course:** 8<sup>th</sup> grade "A"

**Question 2:** Is learning important to you?

**CHART # 4**

ALTERNATIVES	FREQUENCY	PERCENT
Yes	35	87,5%
No	2	5%
Indifferent	3	7,5%
Total	40	100%

**TABLE # 2**



**Source:** High School

**Researcher:** SERRANO QUIJIJE YOMAIRA & TORRES ROMERO GEOCONDA

**Analysis:** 87,5% of students said it is important learning English and 5% of them considered NO, while 7,5% of them expressed indifference about it, so we think that the development of this project is really necessary in this course.

**ANALYSIS OF RESULTS  
SURVEY TO THE STUDENTS**

**Sample:** 40 students

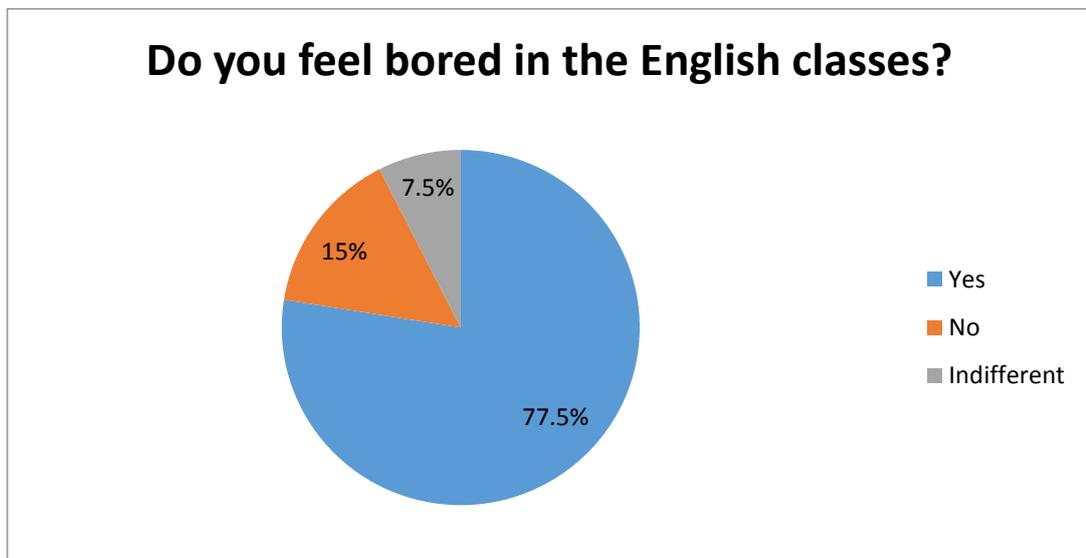
**Course:** 8<sup>th</sup> grade "A"

**Question 3:** Do you feel bored in the English classes?

**CHART # 5**

ALTERNATIVES	FREQUENCY	PERCENT
Yes	31	77,5%
No	6	15%
Indifferent	3	7,5%
Total	40	100 %

**TABLE # 3**



**Source:** High School

**Researcher:** SERRANO QUIJIJE YOMAIRA & TORRES ROMERO GEOCONDA

**Analysis:** 77,5% expressed they felt bored in the English classes, 15% said NO, while 7,5% of them showed indifference about it. We considered that the development of this project is really important to them.

**ANALYSIS OF RESULTS  
SURVEY TO THE STUDENTS**

**Sample:** 40 students

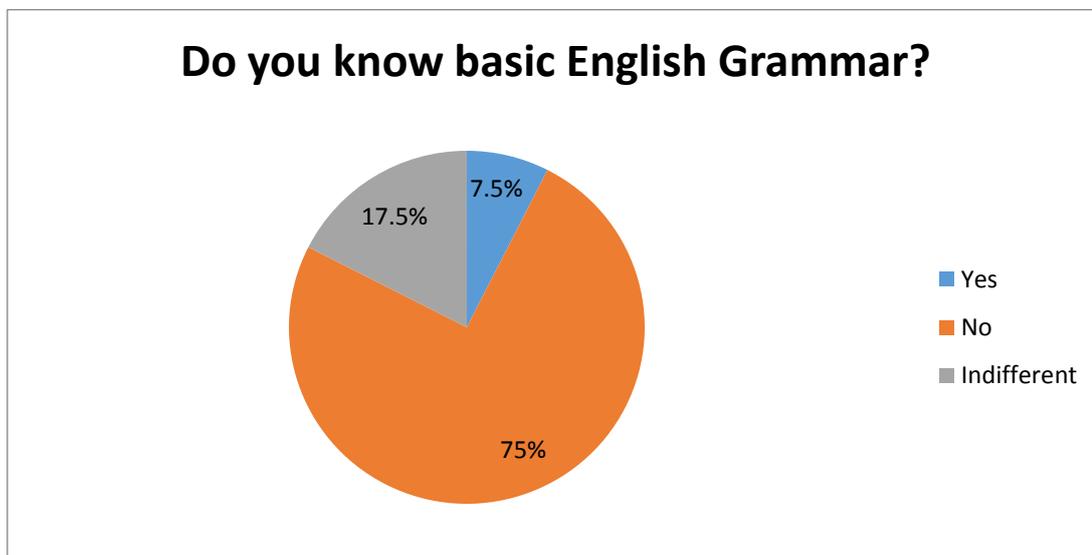
**Course:** 8<sup>th</sup> grade "A"

**Question 4:** Do you know basic English Grammar?

**CHART # 6**

ALTERNATIVES	FREQUENCY	PERCENT
Yes	3	7,5%
No	30	75 %
Indifferent	7	17,5%
Total	40	100%

**TABLE # 4**



**Source:** High School

**Researcher:** SERRANO QUIIJE YOMAIRA & TORRES ROMERO GEOCONDA

**Analysis:** 75% of the students said they do not know basic English Grammar, 7,5% said they do, while other 17,5 % expressed indifference about it. We said that the development of this project is really necessary in this course.

**ANALYSIS OF RESULTS  
SURVEY TO THE STUDENTS**

**Sample:** 40 students

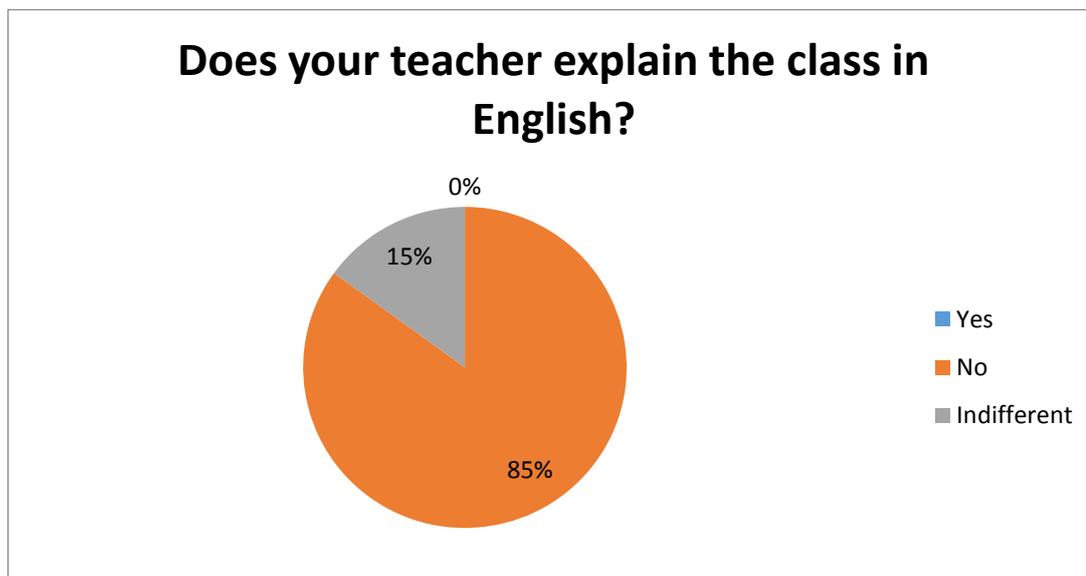
**Course:** 8<sup>th</sup> grade "A"

**Question 5:** Does your teacher explain the class in English?

**CHART # 7**

ALTERNATIVES	FREQUENCY	PERCENT
Yes	0	0 %
No	34	85%
Indifferent	6	15%
Total	40	100 %

**TABLE # 5**



**Source:** High School

**Researcher:** SERRANO QUIJIJE YOMAIRA & TORRES ROMERO GEOCONDA

**Analysis:** 85% of students said they do not understand their teacher's explanation, while 15% of them expressed indifference about it, so we think that the development of this project is really necessary in this course.

**ANALYSIS OF RESULTS  
SURVEY TO THE STUDENTS**

**Sample:** 40 students

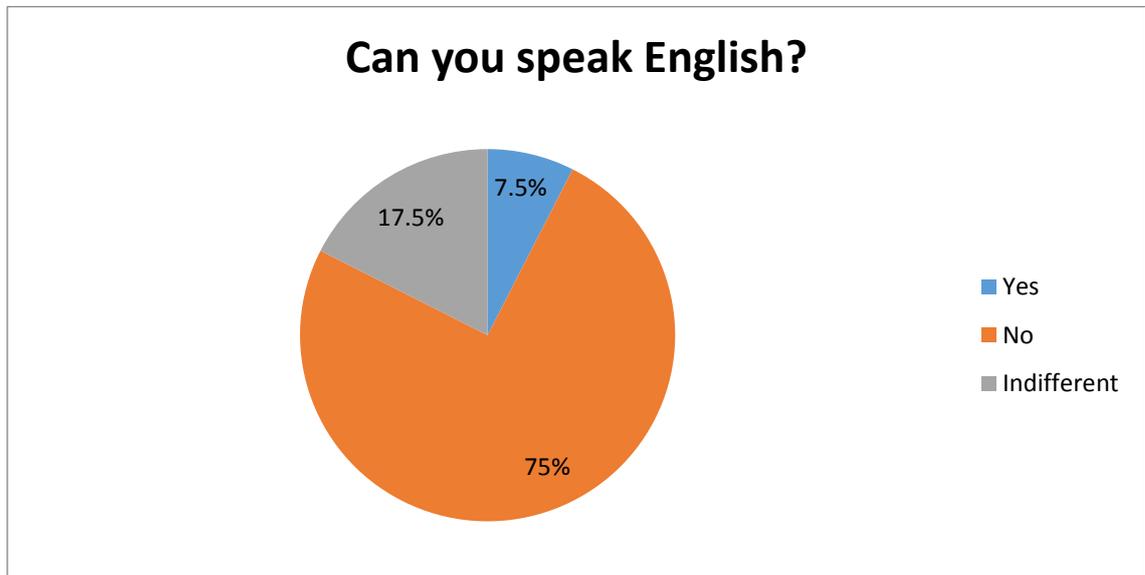
**Course:** 8<sup>th</sup> grade "A"

**Question 6:** Can you speak English?

**CHART # 8**

ALTERNATIVES	FREQUENCY	PERCENT
Yes	3	7,5%
No	30	75%
Indifferent	7	17,5%
Total	40	100%

**TABLE # 6**



**Source:** High School

**Researcher:** SERRANO QUIJIJE YOMAIRA & TORRES ROMERO GEOCONDA

**Analysis:** 75% of the students said they cannot speak in English, 7,5% said they can, while other 17,5% of them expressed indifference about it. We considered that the development of this project is really necessary in this course.

**ANALYSIS OF RESULTS  
SURVEY TO THE STUDENTS**

**Sample:** 40 students

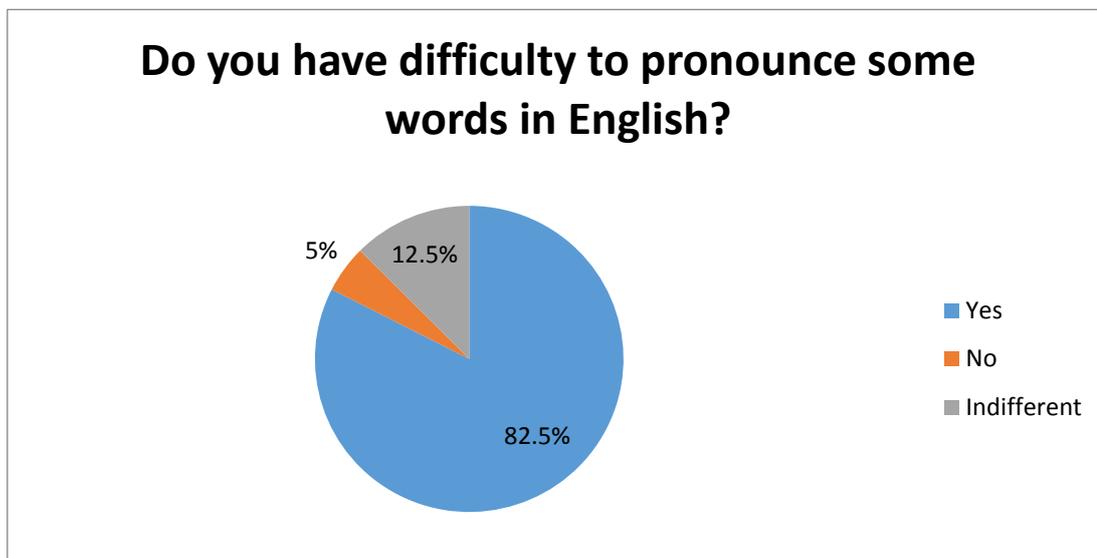
**Course:** 8<sup>th</sup> grade "A"

**Question 7:** Do you have difficulty to pronounce some words in English?

**CHART # 9**

ALTERNATIVES	FREQUENCY	PERCENT
Yes	33	82,5%
No	2	5%
Indifferent	5	12,5%
Total	40	100 %

**TABLE # 7**



**Source:** High School

**Researcher:** SERRANO QUIJIJE YOMAIRA & TORRES ROMERO GEOCONDA

**Analysis:** 82, 5% of the students expressed they have difficulty to pronounce some words, 5% said they do not, while other 12, 5% of them expressed indifference about it. We considered that the development of this project is really evident in this course.

**ANALYSIS OF RESULTS  
SURVEY TO THE STUDENTS**

**Sample:** 40 students

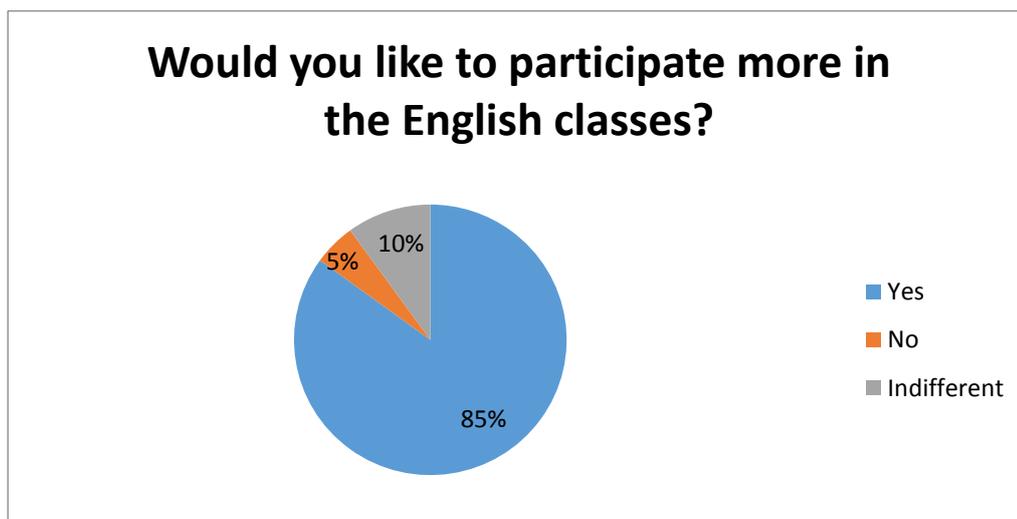
**Course:** 8<sup>th</sup> grade "A"

**Question 8:** Would you like to participate more in the English classes?

**CHART # 10**

ALTERNATIVES	FREQUENCY	PERCENT
Yes	34	85%
No	2	5%
Indifferent	4	10%
Total	40	100%

**TABLE # 8**



**Source:** High School

**Researcher:** SERRANO QUIJIJE YOMAIRA & TORRES ROMERO GEOCONDA

**Analysis:** 85% of the students expressed they would really like to increase their participation in this foreign language, 5% said they would not, while other 10% of them expressed indifference about it. We considered that the development of this project is really necessary and relevant in this course.

**ANALYSIS OF RESULTS  
SURVEY TO THE STUDENTS**

**Sample:** 40 students

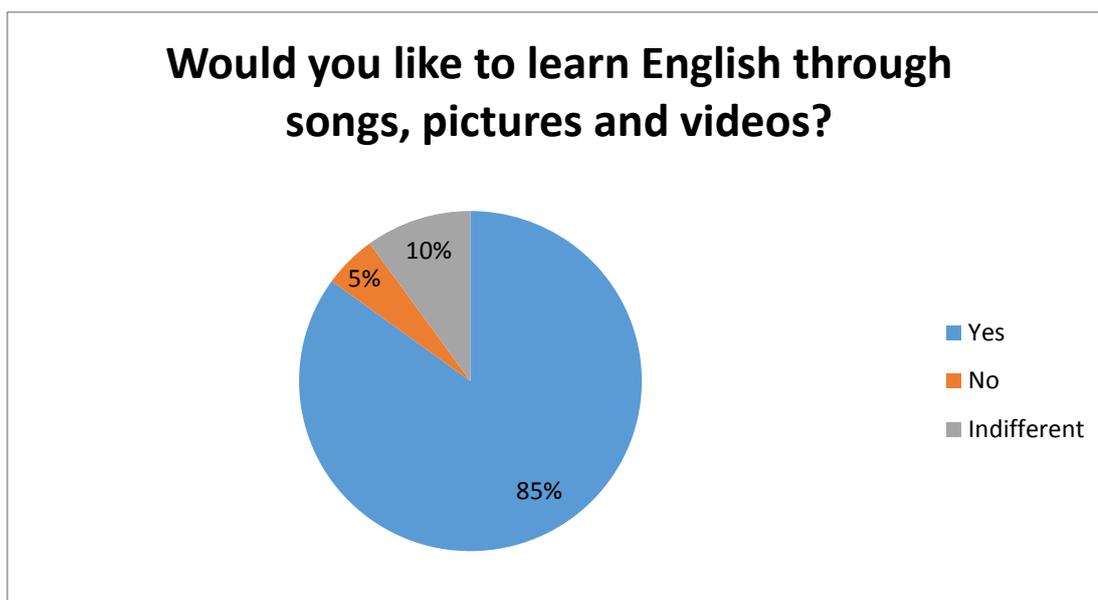
**Course:** 8<sup>th</sup> grade "A"

**Question 9:** Would you like to learn English through songs, pictures and videos?

**CHART # 11**

ALTERNATIVES	FREQUENCY	PERCENT
Yes	34	85%
No	2	5%
Indifferent	4	10%
Total	40	100 %

**TABLE # 9**



**Source:** High School

**Researcher:** SERRANO QUIJIJE YOMAIRA & TORRES ROMERO GEOCONDA

**Analysis:** 85% of the students expressed they would really like to learn English with songs, pictures and videos, 5% said they would not, while other 10% of them expressed indifference about it. We considered that the development of this project is really feasible in this course.

**ANALYSIS OF RESULTS  
SURVEY TO THE STUDENTS**

**Sample:** 40 students

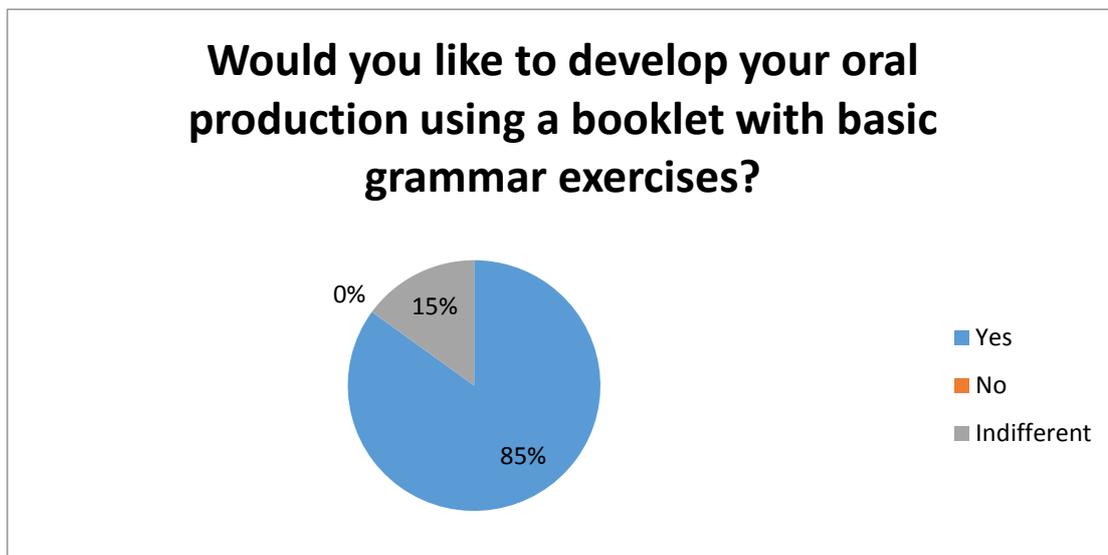
**Course:** 8<sup>th</sup> grade "A"

**Question 10:** Would you like to develop your oral production using a booklet with basic grammar exercises?

**CHART # 12**

ALTERNATIVES	FREQUENCY	PERCENT
Yes	34	85%
No	0	0%
Indifferent	6	15%
Total	40	100%

**TABLE # 10**



**Source:** High School

**Researcher:** SERRANO QUIJIJE YOMAIRA & TORRES ROMERO GEOCONDA

**Analysis:** 85% of the students expressed they would like to develop their oral production, while other 15% of them expressed indifference about it. We considered that the development of this project is really feasible and necessary in this course.

## **ANSWER TO THE QUESTIONS OF THE INVESTIGATION**

### **1. Which are the theoretical grounds of the teaching-learning process of BASIC ENGLISH grammar in High Schools?**

The theoretical grounds in the development of the teaching-learning process of Basic English grammar can be summarized as a “grammar translation method class”. It means that the students are encouraged to translate some documents they are studying in the book provided by the Ministry of Education in order to comprehend the situations given. As a result, students get bored during the classes and these are also monotonous.

### **2. What current situation characterizes the teaching learning process of Basic English Grammar in the students?**

It has been observed that students don't analyse what they are doing, sometimes they do not know how to differentiate between nouns or verbs. To change this situation, the teacher tries to compare Spanish and English and so, some students are able to answer and work in class.

### **3. What are the Didactic Resources that the booklet will have to develop the BASIC English Grammar in THE STUDENTS** In order to improve learning-teaching process, this booklet contains extra activities which present grammar exercises linked with language skills (listening, speaking, reading and writing) in an interactive way.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **TITLE**

DESIGN OF A HANDBOOK TO DEVELOP BASIC ENGLISH GRAMMAR  
IN THE STUDENTS

#### **JUSTIFICATION**

The proposal is the most important part of our investigation, because it was performed in a classroom of the public high school with several demonstrative classes. At the beginning, we displayed the new knowledge and the new vocabulary, but during the development to the same, the pupils' participation. Also, the explanation of the class in English through the different creative activities as games, bingo, images, worksheets, workshops, competition, conjugations, charts, crosswords and puzzles supported in the guide regarding irregular verbs for reinforcing the writing skills in the students.

Our proposal is based on the necessity of the students to improve the level of knowledge, increase the motivation toward the learning of basic grammar, and eliminate the low yield in the subject. We are sure that our proposal will achieve positive results, since the techniques applied in it, are innovative.

We understand that the guide is very interesting, because the students enjoyed it and they could review many of topics being outstanding participants in the classroom. Therefore, they allowed us to apply for this new tool to achieve a positive change in their academic progress. Otherwise, the purpose of this proposal is to provide the teacher a variety of useful educational strategies and easy to apply them, and increase the motivation and reflection of their attitudes to the teaching process of this

language. Not all these resources are a goal in itself, but a vehicle for learning English.

### **GENERAL OBJECTIVE**

To develop grammar exercises with a practical guide about the basic grammar of the students of eighth basic in High School.

### **SPECIFIC OBJECTIVES**

- To design a practical grammar guide.
- To apply the guide in a right way.
- To evaluate the activities applied.

### **FEASIBILITY OF THE PROPOSAL**

Our proposal is viable because it is supported by the authorities, teachers and the family parents, that is to say: the necessary human resources to reach the solution of this problem.

We also have the economic resources to get the guide, and the predisposition of the people who have collaborated with the development of the proposal.

To give solution in one of the problem that exists in the Public High School of our country, with respect to simple past tense of irregular verbs in the English class.

### **DESCRIPTION OF THE PROPOSAL**

Our proposal consisted in applying and developing a guide at Public High-School. The purpose is to motivate the students in using basic grammar without any problems.

In our proposal, some techniques were carried out that were going to help the students to increase encouragement to the development in the English Language through the communicative teaching approach. These activities are a complement of the contents presented in the student's English book. Students will develop some exercises which contains vocabulary and characters they will find interest in.

Some of the activities have been taken from the website: [http://www.educationworld.com/a\\_lesson/lesson/lesson334.shtml](http://www.educationworld.com/a_lesson/lesson/lesson334.shtml); some of them are

1. **Synonym scrabble:** a fun activity to reinforce vocabulary and synonyms.
2. **Subject-verb charade:** to create new phrases with some words given
3. **Proper noun gallery activity:** in order to reinforce the use of subject pronouns, a technique used in pairs or groups.
4. **Grammar in context:** there is not need to translate words, with a context students will be able to use the new structures and vocabulary given.

# ENGLISH BOOKLET 8TH YEAR COURSE



**SIMPLE PRESENT: AFFIRMATIVE SENTENCES OF BE**

1. Write the correct form of the verb to be : am/is/are

Example: **She's** a great friend

- a) I ..... at home.
- b) They ..... from United States.
- c) We ..... students of 8<sup>th</sup> course.
- d) My name ..... Bryan.

2. Put in order the words to make affirmative sentences with BE

Example: Lisa / are / very / and / tall / Mary

*Lisa and Mary are very tall*

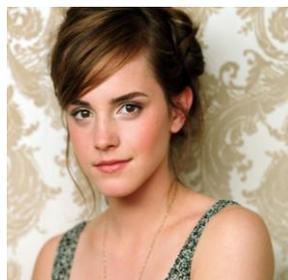
- a) home / Anna / at / is /  
.....
- b) dog / Lucas / is / my  
.....
- c) are / 15 / years old / We /  
.....
- d) is / a / Shakira / singer  
.....

3. Match the person to the occupation to make sentences using the verb TO BE

businessman - singer - soccer player – actor - writer - song writer



David Guetta



Emma Watson



Mirella Cesa

He's David Guetta, He's a song writer



Stephenie Meyer



Antonio Valencia



Bill Gates

**SIMPLE PRESENT: NEGATIVE SENTENCES OF BE**

**1. Change the sentences into negative form.**

**Example:** Steven and Kevin are siblings  
Steven and Kevin aren't siblings

- a) Joy is my cat  
.....
- b) Patricia is an English teacher  
.....
- c) My father and I are at home  
.....

**2. Put in order the words to make negative sentences with BE**

**Example:** Lisa / are / very / and / tall / Mary  
Lisa and Mary aren't very tall

- a) home / Anna / at / is /  
.....
- b) dog / Lucas / is / my  
.....
- c) are / 15 / years old / We /  
.....
- d) is / a / Shakira / singer  
.....

**3. Write the correct form of the verb to be in negative form : am/is/are**

**Example:** She's a great friend

- a) I ..... at home.
- b) They ..... from United States.
- c) We ..... students of 8<sup>th</sup> course.
- d) My name ..... Bryan.
- e) I ..... fine, thanks
- f) Claire and Rodrigo ..... married.
- g) He ..... an English teacher.
- h) You ..... at home.
- i) My cat ..... very pretty.

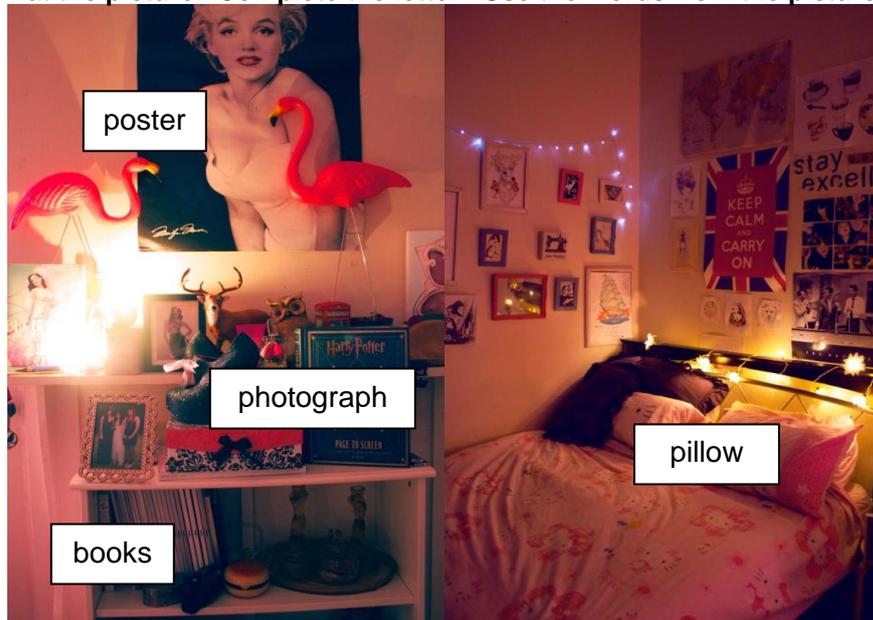
## PREPOSITIONS OF PLACE

**1. Circle the correct answers.**

**Example:** My notebooks are ( on / at ) my desk

- a) The clock is ( in / on ) the wall
- b) The remote control is ( between / at ) the bookshelf and the television
- c) The magazines are ( at / on ) the coffee table.

**2. Look at the picture. Complete the letter. Use the words from the picture**



Dear Alex,

This is a photograph of my bedroom. I have a poster of Madonna on the wall and a ..... of my family and some ..... in the cupboard. It's a small room. I have a "Hello-Kitty" ..... on my bed. What's in your room?

*Nicola*

**3. Look at your bedroom. Make some sentences using the words in the box and the prepositions of place.**

clock - cell phone - backpack - computer - mp3 player - pencils - video games - desk

**Example:** There's a clock on the wall

- a) .....
- b) .....
- c) .....

## POSSESSIVE ADJECTIVES

### 1. Circle the correct answer

**Example:** Where's (you / **your** ) backpack?

I lost it. This is (**my** / I ) new one.

- a) ( Your / you're ) a good student!  
Thanks, so you are.
- b) Is this Martha's watch?  
No, it isn't. It's ( my / her ) watch.
- c) Can you tell me (you / your ) phone number?  
Yes, it's 06 08 09 64 72

### 2. Read the text. Answer the questions



I'm Jim. My name is Jimmy, but everyone calls me Jim. I'd like to introduce my family. This is my wife, her name is Karen. This is our daughter, her name is Daria. This is our son, his name is Benjamin, but his nickname is Ben. These are our cats. Their names are Dark and Ebony.

**Example:** What's Daria to Jim? **She's his sister**

- a) What's the name of Jim's wife? .....
- b) What's the name of Karen's son? .....
- c) How many cats does the family have?.....

### 3. Write the correct possessive adjective on the line

**Example:** You → **your** book

- a) Claire ..... notebook
- b) You and Claire ..... cats
- c) I ..... test
- d) Ricardo and I ..... shoes
- e) Marlon ..... tee shirt

## SINGULAR AND PLURAL NOUNS

### 1. Choose the correct word

**Example:** The glass / glasses are full

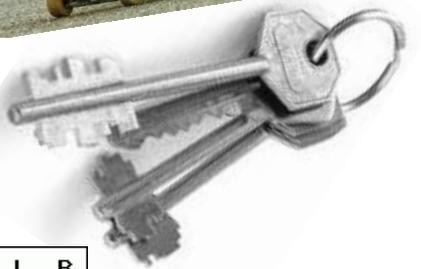
- a) The pencil / pencils is short
- b) Mark is a child / children
- c) The men / man is in the park
- d) His teeth / tooth are yellow
- e) I have an apple / apples

### 2. Add an S or ES at the end of each word to form the plural



**Example:** flower → flowers

- 1. tool .....
- 2. box .....
- 3. tree .....
- 4. flash .....
- 5. church .....
- 6. apple .....
- 7. skate .....
- 8. key .....



### 3. Find the plural form of each word given

- Brush
- Country
- Girl
- Kiss
- Man
- Mouse
- Person
- Student
- Woman

H	Ñ	N	R	L	U	U	C	L	B
T	M	N	E	M	H	N	C	E	S
L	O	G	S	V	L	P	J	C	L
S	K	C	H	J	N	S	G	I	R
I	O	L	H	E	F	E	L	M	I
U	M	K	Ñ	J	L	G	I	C	G
B	Z	I	Q	N	W	P	Q	W	H
R	G	S	G	K	H	T	O	S	C
U	M	S	N	I	N	M	T	E	Q
S	O	E	T	Q	E	N	J	X	P
H	C	S	U	N	E	O	B	C	R
E	Ñ	Ñ	R	D	H	K	V	D	M
S	C	O	U	N	T	R	I	E	S
H	A	T	K	A	Q	X	W	H	I
Q	S	T	Ñ	F	C	T	X	P	V

**DEMONSTRATIVES PRONOUNS**  
**THIS / THAT / THESE / THOSE**

**1. Circle the best answer**

**Example:** Look at **(those / that)** big buildings.

1. Is (that / those) your cell phone?
2. (this / these) guys are from Canada
3. (that / those) shoes are new
4. I want (this / these) dress
5. My computer is older than (those/that) one

**2. Write questions according to the answers.**

**Example:** **A: Is that your cell phone over there?** (over there)

**B:** Yes, it's my cell phone.

1) **A:** \_\_\_\_\_? (over there)

**B:** No, they're not my notebooks

2) **A:** \_\_\_\_\_? (here)

**B:** Yes, it's my new television

3) **A:** \_\_\_\_\_? (here)

**B:** No, they're not French.

**3. Look at the picture. Complete the sentences. Use THIS/THAT/THESE/THOSE**

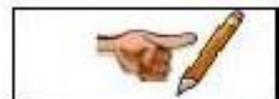
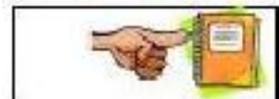
1. \_\_\_\_\_ blackboard is small.

2. \_\_\_\_\_ notebook is mine.

3. \_\_\_\_\_ pencil has got an eraser.

4. \_\_\_\_\_ pencil sharpener is green.

5. \_\_\_\_\_ paperclips are yours.





## CAN FOR REQUESTS

### 1. Choose the correct word

**Example: A:** (Can I / I can't ) go with you to the pool?

**B:** Sure, see you there

1) **A:** (Can you / I can ) help you?

**B:** Yes, please, I don't understand this exercise

2) **A:** (Can you / You can) help me doing the shopping?

**B:** Sorry, (I can / I can't) I'm busy now.

3) (Can you/ You can) do this work by yourself. Don't sleep in class!

4) We're sorry, all the buses are taken. (Can't we / We can't) help you.



### 2. Complete the requests. Use the words in the box

play – call – turn off – close - help
---------------------------------------

**Example:** Can you call me when you get home please?

1) Can you ..... the window please?, It's really hot here.

2) Those boxes are very heavy. Can I ..... you carry them?

3) We need another player. Can you ..... with us?

4) Please, can you and your brother ..... turn off the tv, it's very noisy

### 3. What would you say in these situations?. Write questions with CAN

**Example:** You want your father to drive you to college

**Can you drive me to college please?**

a) You want your sister to turn his music down

.....

b) You want to help your mother to go shopping

.....

c) You want your teacher to give you more time for the test

.....

## PREPOSITIONS OF TIME

**1. Look at the sentences and underline the prepositions of time.**

**Example:** The Olympic Games take place in the summer

- a) The winter sale begins on Friday
- b) This building was closed in 2012
- c) Oh no..! The next film starts at 6pm
- d) The festival opens on June 2<sup>nd</sup>



**2. Complete the sentences with: in, at or on**

**Example:** The concert starts at 10 o'clock.

- a) Mario starts his piano lessons ..... Monday
- b) We're going ..... holiday with the whole family.
- c) My mother was born ..... 1964
- d) Many railways were built ..... The 19<sup>th</sup> century

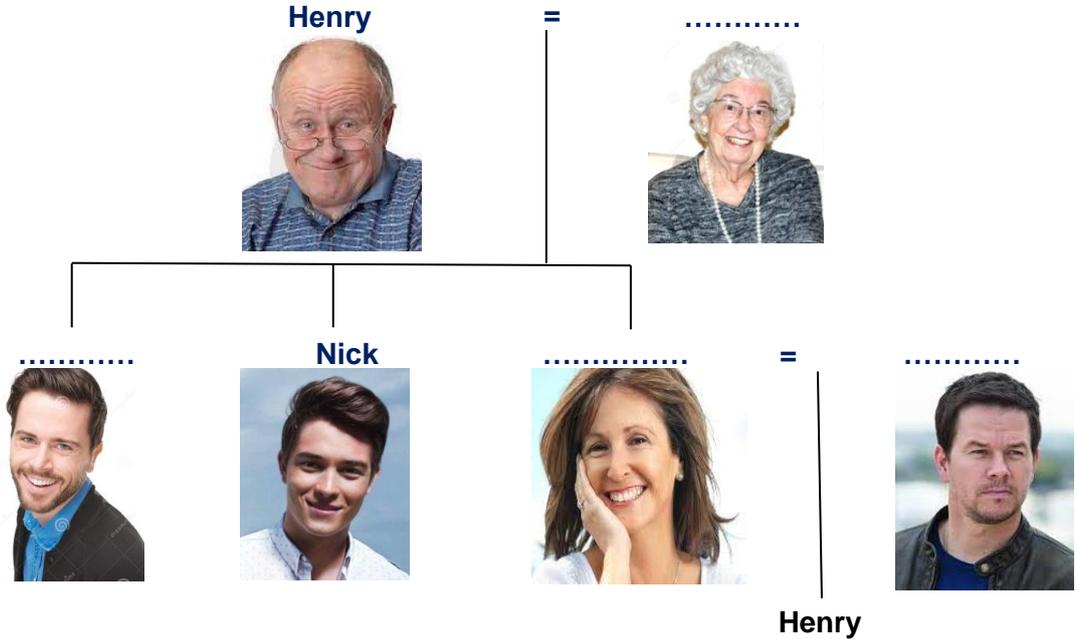
**3. Ask and answer questions. Fill the chart with your partner's information**

- 1. When's your birthday?
- 2. When do you have English class?
- 3. What day is today?
- 4. At what time is your favorite tv show on?
- 5. When's the Independence of Guayaquil?

NAMES	ANSWERS
Student A: .....	1. <i>My birthday is on June 2</i>
	2. ....
	3. ....
	4. ....
	5. ....
Student B: .....	1. ....
	2. ....
	3. ....
	4. ....
	5. ....

**POSSESSIVE FORM OF NOUNS**

1. Read the sentences and complete the family tree



Alan is Angela's son.  
 Nick has a brother and a sister.  
 Laura is Nick's sister  
 Laura's husband is Joe  
 Laura and Joe have one child, and his name is Henry  
 Angela is Henry's wife.



2. Write three sentences about your family.

*Example: I have a sister. Her name is .....*

1. ....
2. ....
3. ....

3. Complete the sentences in list A. Use words from list B.

- A**
1. Alan is Nick's **brother**
  2. Laura is Henry's .....
  3. Joe is Henry's .....
  4. Laura is Angela's .....
  5. Angela and Henry have three.....
  6. Henry is Henry's .....
  7. Joe and Laura have one .....
  - His name's Henry
  8. Angela is Henry's .....

- B**
- a. Grandmother
  - b. ~~Brother~~
  - c. Daughter
  - d. Father
  - e. Grandfather
  - f. Child
  - g. Mother
  - h. Children

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

1. The students like English as a second language because it is the second most spoken language around the world. They also show interest on it because they think it will help them to improve their future curriculum.
2. Students do not know Basic English Grammar because they don't analyze the phrases even in Spanish and it's the first year where they study English.
3. The teacher does not explain the entire class in English because she is not updated with the modern strategies and methodologies for teaching.
4. Students cannot speak in English because teachers do not provide exercises in their books or extra activities to develop this skill.
5. Students have difficulty to pronounce words in English because they do not have the opportunity to listen and reproduce them appropriately.

## **Recommendations**

1. It is necessary to develop the students' interest in the English language through motivation and active participation.
2. Teachers should update their teaching techniques to include grammar in context in a creative way.
3. Teachers must include more speaking activities. They should use examples according to situations they can face in real life.
4. Students should participate in their English classes actively through the analysis and contrast of the information given by the teacher.
5. Design of a booklet with Basic Grammar exercises for enhancing pronunciation and speaking skill, at the same time, students will be able to look for their own knowledge.

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**ANEXOS**



UG  
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Facultad de Filosofía  
Letras y Ciencias de la  
Educación

Escuela de Lenguas y Lingüística  
Guayaquil - Ecuador  
Teléfono: 2294-888



Email: [lenguas.lingustica,flor@gmail.com](mailto:lenguas.lingustica,flor@gmail.com)

MSc.

Manuel aviles

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,  
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

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

En dicha designación consta el nombre del estudiante de la Escuela de Lenguas y Lingüística: **Serrano Quijije Yomalra And Torres Romero Geoconda**

**TOPIC: "DIDACTIC RESOURCES IN THE TEACHING-LEARNING PROCESS OF BASIC ENGLISH GRAMMAR." PROPOSAL: "DESIGN OF A HANDBOOK TO DEVELOP BASIC ENGLISH GRAMMAR IN THE STUDENTS."**

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

Atentamente,

MSc. ALEONSO SANCHEZ AVILA  
DIRECTOR



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Aprobado por:	Lcdo. Alfonso Sánchez Avila, MSc.	DIRECTOR	

*Caminemos juntos a la v...*

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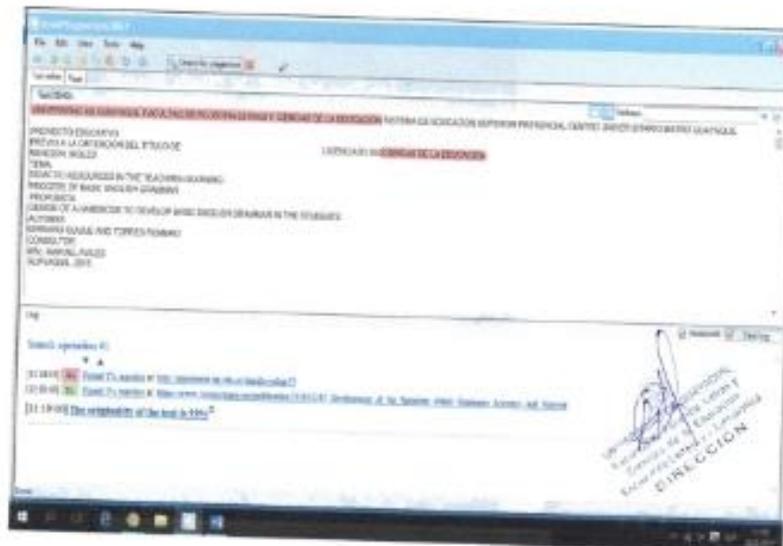
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CARRERA: LENGUAS Y LINGÜÍSTICA

**CERTIFICADO PORCENTAJE DE SIMILITUD**

Habiendo sido nombrado MSc. MANUEL AVILES, Tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por **SERRANO QUIJIJE YOMAIRA Y TORRES ROMERO GEOCONDA**, con mi respectiva supervisión como requerimiento parcial por la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACION en la CARRERA: LENGUAS Y LINGÜÍSTICA.

Se informa que el trabajo de titulación: **DIDACTIC RESOURCES IN THE TEACHING-LEARNING PROCESS OF BASIC ENGLISH GRAMMAR** PROPUESTA: **"DESIGN OF A HANDBOOK TO DEVELOP BASIC ENGLISH GRAMMAR IN THE STUDENTS"**, ha sido orientado durante todo el periodo de ejecución en el programa **ANTIPLAGIO**, quedando el 5% coincidencia.



*Manuel Aviles*  
MSc. MANUEL AVILES

# ANTIPLAGIO

The screenshot displays the AntiPlagiarism.NET application window. The title bar reads "AntiPlagiarism.NET". The menu bar includes "File", "Edit", "View", "Tools", and "Help". A toolbar contains a "Check for plagiarism" button. The main text area shows the following information:

Text(73040):  
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PROYECTO EDUCATIVO  
PREVIO A LA OBTENCION DEL TITULO DE LICENCIADO EN CIENCIAS DE LA EDUCACION  
MENCION: INGLES  
TEMA:  
DIDACTIC RESOURCES IN THE TEACHING-LEARNING  
PROCESS OF BASIC ENGLISH GRAMMAR  
PROPUESTA  
DESIGN OF A HANDBOOK TO DEVELOP BASIC ENGLISH GRAMMAR IN THE STUDENTS  
AUTORES  
SERRANO QUIJIJE AND TORRES ROMERO  
CONSULTOR:  
MSc. MANUEL AVILES  
GUAYAQUIL, 2015

Log:  
Search operation #1  
[11:18:54] Found 1% matches at: <http://repositorio.uq.edu.ec/handle/redug/33>  
[11:18:59] Found 1% matches at: [https://www.researchgate.net/publication/243815241\\_Development\\_of\\_the\\_Speakers\\_Ability\\_Strategies\\_Activities\\_and\\_Material](https://www.researchgate.net/publication/243815241_Development_of_the_Speakers_Ability_Strategies_Activities_and_Material)  
[11:19:00] The originality of the text is 99%

At the bottom right, there is a blue stamp with a signature and the text: "UNIVERSIDAD DE GUAYAQUIL Facultad de Filosofía Letras y Ciencias de la Educación Escuela de Lenguas y Lingüística DIRECCIÓN". The Windows taskbar at the bottom shows the system tray with the time 1:19 and date 28/3/2015.

# PHOTO



## **SURVEYS AND INTERVIEWS**

### **ENTREVISTA A LA AUTORIDAD DEL PLANTEL**

**Rectora: Lcda. Nancy Rivera Jaramillo.**

**¿Qué opina Usted acerca del plan que queremos aplicar en su colegio? ¿Por qué?**

Ustedes van a hacer algo que nadie ha hecho para esta institución, por lo que los alumnos aprenderán el Inglés; de una manera agradable, mediante juegos, etc, y este proyecto les ayudará a obtener un alto y buen conocimiento de este importante idioma para el futuro, eso significa que irán con buenas bases al bachillerato y posteriormente a la universidad.

**¿Qué opina Usted sobre el desarrollo de las habilidades de análisis de estructuras en textos?**

La vice-rectora, quien está a cargo del cumplimiento de todo sobre el campo de la educación, ha visto la necesidad de los estudiantes a mejorar sus habilidades de análisis, especialmente la comprensión de la lectura, y este es un punto muy importante en la educación, puesto que gracias al análisis de textos los alumnos serán capaces de mejorar sus habilidades comunicativas. Así que todos estamos preocupados sobre este y otros temas.

**¿Considera Usted que el área de Inglés está trabajando bien con los estudiantes para mejorar sus bases en el idioma?**

Yo no les puedo dar una respuesta específica al respecto. Y esto se debe a que la maestra de inglés maneja su propio texto, y aplica las estrategias y técnicas que ella piensa trabajaría mejor en función de su grupo, además hay que resaltar que el texto es editado por el Ministerio de Educación.

**¿Qué piensa usted acerca de cómo aplicar nuestras técnicas de motivación en su colegio?**

Yo les daré, todas las facilidades que ustedes necesiten, como el aula audiovisual, computador, impresora, fotocopidora para obtener algunas copias y la ayuda del profesor.

## **ENTREVISTA A LA PROFESORA DE INGLÉS**

**Abg. Aurora Bravo Villamar**

**¿Qué tipo de recursos para enseñar inglés hay en este colegio?**

En primer lugar, usted sabe que es difícil trabajar con un gran grupo de alumnos, por suerte la institución me da las facilidades para trabajar con ellos, por otra parte, los padres de los alumnos no ayudan o colaboran de ninguna manera, por ejemplo: ellos no les ayudan con las tareas de Inglés, lamentablemente muchos de los padres de familia no manejan este segundo idioma. Incluso a veces me toca dar clase al final de la jornada. Por estas razones, algunos estudiantes tienen un bajo interés por aprender este idioma.

**¿Cuántos profesores hay en su área que apliquen técnicas de análisis de frases para mejorar el habla o la escritura?**

Hay 3 profesoras. Estamos aplicando técnicas de comprensión y análisis, tanto escritas como auditivas ya que esto permitirá a los alumnos tener más confianza al momento de producir textos o hablar.

**¿Qué piensa usted acerca de nuestras técnicas?**

No muchas veces el colegio tiene un apoyo en esta área (Inglés) y los estudiantes tendrán la oportunidad de aprender de una forma más interactiva, también reforzar conocimientos y de esta manera tendrán una clase más didáctica, interesante y divertida.

Ellos se sentirán más motivados para participar en clase, hacer los deberes y motivar a otros miembros de su familia para aprender este idioma.

### **ENTREVISTA A LOS PADRES DE FAMILIA**

**¿Qué piensa Usted acerca de la importancia del aprendizaje del idioma Inglés?**

Creo que el idioma Inglés es tan importante como las otras asignaturas, porque hoy en día esta lengua ha cruzado las fronteras en todo el mundo, considero que las puertas están abiertas a las personas que dominan este idioma. Como madre, me siento muy feliz de que mi hijo tenga la oportunidad de aprender este idioma de una manera divertida, estoy segura de que será útil cuando salga del colegio.

**¿Cuál sería su colaboración con nuestro proyecto?**

Cualquier cosa que necesite, sólo nos dicen. Nosotros, como padres, estamos comprometidos con la educación de nuestros hijos.

**APPLICATION OF THE INVESTIGATION INSTRUMENTS**  
**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA Y LETRAS**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**SURVEY TO THE STUDENTS**

**OBJETIVO:** Conocer las opiniones de los estudiantes acerca de la importancia de desarrollar el análisis de estructuras gramaticales.

**INFORMACIÓN ESPECÍFICA:** Marque con una X la respuesta que considere la mas apropiada en cada pregunta

QUESTIONS	YES	NO	INDIFFERENT
1. ¿Te gusta el Inglés?			
2. ¿Es importante aprender Inglés para ti?			
3. ¿Te sientes aburrido en las clases de Inglés?			
4. ¿Conoces gramática básica en Inglés?			
5. ¿Explica tu profesora la clase en Inglés?			
6. ¿Puedes hablar Inglés?			
7. ¿Tienes dificultad en pronunciar ciertas palabras en Inglés?			
8. ¿Te gustaría participar más en las clases de Inglés?			
9. ¿Te gustaría aprender Inglés con canciones, figuras o videos?			
10. ¿Te gustaría desarrollar tu producción oral utilizando un folleto con ejercicios básicos?			

