UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS
AND SCIENCES OF EDUCATION

SCHOOL OF LANGUAGES AND
LINGUISTICS

EDUCATIVE PROJECT

PREVIOUS TO THE OBTAINING OF THE LICENCIADA DEGREE,
MAJOR IN THE ENGLISH LANGUAGE AND LINGUISTICS

TOPIC:
THE DUAL-TOUCH INTERACTIVE WHITEBOARD AS A
METHODOLOGICAL STRATEGY IN THE BASIC ENGLISH TEACHING

PROPOSAL:
DESIGN OF A BOOKLET WITH BASIC GRAMMAR EXERCISES.

RESEARCHERS:
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DIRECTED BY:
MSC. ALFONSO SÁNCHEZ ÁVILA

GUAYAQUIL – ECUADOR
2015 - 2016
Guayaquil, 17 de diciembre del 2014

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

De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela 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 las estudiantes:

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Diseñaron y ejecutaron el Proyecto Educativo:

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

Las participantes han ejecutado satisfactoriamente las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN y pone a vuestra consideración de rigor para los efectos legales correspondientes:

Muy Atentamente,

MSC. ALFONSO SÁNCHEZ ÁVILA
PROFESOR - ASESOR
DEDICATION

This project is dedicated with love to God first no doubt he was my strength in times of weakness and allowed me to get to this point and achieve my goals. It has only been through his infinite goodness and love.

To my beloved husband Hugo Calazans his unconditional love and patience has always been with me, my little daughter Luccianita that gave me strength to advance, my beloved parents Felix and Zoveida for their unconditional support, values and advice to my in-laws Edison and Esther for his constant motivation, my dear friends Anita and Mariola who were always ready to give me your help.

KARINA OCHOA PINCAY
ACKNOWLEDGEMENT

Definitely this work would not have been possible without the collaboration of many people who gave me their help; always it is difficult to thank all those who in one way or another I have accompanied the development of this research.

A special thanks to God as a source of motivation in times of anguish and despair.

My husband and daughter who showed me worthwhile to improve every day.

To my dear parents who have been a guide in my life.

I also thank in a very special way to my teachers whom I owe much of my knowledge and my dear tutor who facilitated media advisory for this project ended.

KARINA OCHOA PINCAY
DEDICATION

This Project is dedicated to my family, my husband and my daughter Helen, in demonstration of the love I feel for them. I will always be thankful for their support and dedication.

Nelly Alexandra Pérez Quiroga
ACKNOWLEDGEMENT

First, I would like to thank God for enlightening me with his infinite wisdom to learn another language. I am very thankful with my family because they are not only my roots but also my heart; they have taught me to do my best.

Nelly Alexandra Pérez Quiroga
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**Título y Subtítulo:**
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**Abstract:**
This research investigates the strengthening basic grammar through strategies for learning English to 4th Students of “Santa Catalina” school. This project is justified in the necessity of developing the use of Didactic 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 problem through the design of a Booklet grammar exercises for teachers which will help to develop the Learning-Teaching process, including teachers and students actively, In this way the students of 4th 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 Government, and development of English Grammar. In other words this material will reinforce the contents in relation to verbs, tenses, and grammar structures in an interactive and friendly way to the student. By the previously exposed, it is necessary to create a Booklet with interactive activities that will help students and teachers. It has been feasible and it is also part of the educative project. It will be applied in the students of fourth year course in the Santa Catalina Institution, This proposal has the goal to reinforce basic grammar analysis in the using exercises designed to be worked individually or by groups. This booklet will help students and teacher an interaction and communicate using English. This Booklet is based on the theory of constructivism It means that new knowledge is created and learned with the relation of experiences and ideas. With this material the students will learn the English from an early age and they will have fun.

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**RESUMEN:** Esta investigación estudia el fortalecimiento de la gramática básica a través de estrategias para el aprendizaje en el área de inglés para estudiantes de cuarto de básica de la escuela "Santa Catalina". 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 falla 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 cuarto 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 está orientada a los docentes con el fin de apoyarlos en su labor educativa. Dicho manual incluye diversos recursos, tales como gramática básica, 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. Por lo antes expuesto se hizo necesario crear un folleto con actividades interactivas que ayudaran a los estudiantes y a los profesores, este folleto ha probado ser factible y también es parte del proyecto educativo. Este folleto ayudara a los estudiantes y a los profesores a interactuar y comunicarse usando inglés. Con este práctico material los estudiantes aprenderán desde muy pequeños y se divertirán.

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ABSTRACT

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This project is justified in the necessity of developing the use of Didactic 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 problem through the design of a Booklet grammar exercises for teachers which will help to develop the Learning-Teaching process, including teachers and students actively, In this way the students of 4thyear 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 Government, and development of English Grammar. In other words this material will reinforce the contents in relation to verbs, tenses, and grammar structures in an interactive and friendly way to the student. By the previously exposed, it is necessary to create a Booklet with interactive activities that will help students and teachers. It has been feasible and it is also part of the educative project. It will be applied in the students of fourth year course in the Santa Catalina Institution, This proposal has the goal to reinforce basic grammar analysis in the using exercises designed to be worked individually or by groups. This booklet will help students and teacher an interaction and communicate using English. This Booklet is based on the theory of constructivism It means that new knowledge is created and learned with the relation of experiences and ideas. With this material the students will learn the English from an early age and they will have fun.
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**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION**
**ESCUELA DELENGUAS Y LINGUISTICA**

**TEMAS:** LA PIZARRA DUO-AFECTO INTERACTIVO COMO ESTRATEGIA METODOLOGICA EN LA ENSEÑANSA BASICA INGLES.

**PROPUESTA:** DISEÑO DE UNA GUIA CON EJERCICIOS BASICOS DE GRAMATICA.

**AUTORES:** Pérez Quiroga Nelly Alexandra, Karina Beatriz Ochoa Pincay.

**RESUMEN**

Este proyecto investiga el fortalecimiento de la gramática básica a través de estrategias para el aprendizaje del idioma Ingles para los estudiantes de la Escuela “Santa Catalina”.

El proyecto está motivado en la necesidad del desarrollo del uso de Didáctica en el aula de clase, porque aquellos no están siendo usados tan buenos como deben de ser, esta situación causa un entorno de incomodidad y carencia de productividad en los estudiantes. Estamos anhelando en resolver este problema a través del diseño de una Guía de ejercicios gramaticales para los docentes los cuales ayudaran a desarrollar el proceso Enseñanza-Aprendizaje, incluyendo activamente profesores y alumnos. De este modo los estudiantes de curso 4to año serán los beneficiarios, porque tendrán motivación y las herramientas necesarias para familiarizarse con el Lenguaje Ingles. La Propuesta va acorde hacia el programa de estudios propuesto por el Gobierno Nacional, y el desarrollo de Gramática Inglesa. En otras palabras este material reforzara los contenidos en relación a los verbos, tiempos gramaticales y estructura gramatical en un modo interactivo y agradable para los estudiantes. Por lo previo expuesto, es necesario a crear una Guía con actividades interactivas que ayudaran estudiantes y profesores. Ha sido viable y también forma parte del proyecto educativo. Será aplicado en los estudiantes del curso de 4to año en la Institución Santa Catalina. Esta propuesta tiene el objetivo de reforzar el análisis de gramática básica en el uso de ejercicios designados en ser trabajados individualmente o por grupos. Esta guía ayudara estudiantes y profesores en interacción y comunicación usando Ingles. Esta guía estás basada en la teoría del constructivismo que se refiere a que el nuevo conocimiento es creado y aprendido con la relación de experiencias e ideas. Con este material el estudiante aprenderá el Ingles desde una temprana edad y tendrá diversión.
# TABLE OF CONTENTS

Front Page ........................................... I
Directives ............................................. II
Tutor’s Report ........................................ III
Dedication .............................................. IV
Acknowledgement ..................................... V
Dedication .............................................. VI
Acknowledgement ..................................... VII
Repositorio ............................................. VII
Abstract .............................................. X
Contents .............................................. XI
Introduction .......................................... 1

## CHAPTER ONE

The Problem ........................................... 4
Outline of the Problem ............................... 4
Location of the Problem in Context ............... 4
Conflict Situation .................................... 4
Causes and Consequences ........................... 4
Formulation of the Problem ......................... 5
Types of constructivism 11
Conclusion 12
Sociological foundation 12
Definition 12
Characteristics 12
Education and Sociology 13
Conclusion 13
Pedagogical foundation 13
Conclusion 14
Legal frame 15
Contextual frame 15
Glossary 16

CHAPTER THREE
Methodology 18
Forms of the investigation 18
Types of investigation 18
Level of the Investigation 18
Procedures of the Investigation 18
Instruments of Investigation 18
Methods 18
Inductive 19
<table>
<thead>
<tr>
<th>Deductive</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tecniques</td>
<td>19</td>
</tr>
<tr>
<td>Survey</td>
<td>20</td>
</tr>
</tbody>
</table>

**CHAPTER FOUR**

Analysis of Results  
Conclusions and Recommendations  

**CHAPTER FIVE**

Justification  
Antecedents  

XIV
INTRODUCTION

Judging from what several teachers have generally said about the poor performance and low levels of English proficiency, (how poorly they speak, read and wrote), there seems to be a lack of interest or motivation among public school learners to acquire English proficiently. Of course, to solve the problem of relatively low foreign language competence is not easy, therefore the application of autonomous learning principles may meet a number of difficulties. The root of the problem lies in the fact that graduates from secondary schools do not meet the expected standards of English language competence. Nowadays, it is not necessary to defend the importance of English language competence among students of secondary schools. Its support at elementary and secondary schools is quite remarkable; the number of foreign language lessons has risen and so the presence of the English language has become a common element of the contemporary educational environment.

CHAPTER 1: THE PROBLEM

- Problem situation
- Causes and consequences
- Delimitation of the problem
- Approach to the problem
- Formulation of the problem
- Variables
- Evaluation of the problem
- General objectives
- Specific objectives
- Questions of the investigation
- Justification

CHAPTER 2: THE THEORETICAL FRAME

- Antecedents
- Theoretical foundation
- Motivation
- Epistemological foundation
- Sociological foundation
- Pedagogical foundation
- Legal frame
- Contextual frame
- Administrative aspect
- Glossary
CHAPTER 3: METHODOLOGY

- Forms of investigation
- Types of investigation
- Levels of the investigation
- The procedure of the investigation
- Instruments of the investigation
- Methods
- Observation
- Inductive
- Deductive
- Scientific
- Techniques
- Direct Observation
- Survey
- Questionnaire
- Population and sampling
- Application of the instruments
- Interviews

CHAPTER 4: ANALYSIS OF RESULTS

- Analysis of results
- Conclusion and recommendations

CHAPTER 5: THE PROPOSAL

- Proposal
- Antecedents
- Justification
- Outline of the diagnostic
- The fundamental problem
- General objectives
- Specific objectives
- Importance
- Feasibility
- Description of the proposal
- Resources
- Application of the proposal
• Human and economical
• Material
• Location
• Legal aspect
• Sociological aspect
• Pedagogical aspect
• Psychological aspect
• Vision
• Mission
• Policies
• Beneficiaries
• Social impact
• Glossary
• Bibliography

ANNEXES

• Documents
• Surveys and interviews
• Photos
• Didactic materials
CHAPTER 1

THE PROBLEM

OUTLINE OF THE PROBLEM

Location of the problem in context

Today, students are not properly motivated to practice the topics of basic grammar structures. That's why they do not show interest to develop and practice these important topics and they consider them tedious and repetitive.

In the upper grades the students cannot learn grammar rules because they don`t know the basic rules therefore they hesitate in applying them.

We realized we had this problem while one of us was doing the teaching practice in the institution located in the north of the city of Guayaquil. After establishing the problem we talked with the director of the school, the teacher and students about this situation and we suggested to apply this project as a solution to the problem.

CONFLICT SITUATION

According to the conversations with teachers and students, we realized the problem is due to the little interest on behalf of the students that up to now nobody had paid attention to.

CAUSES AND CONSEQUENCES OF THE PROBLEM

Students have low academic performance in the subject and little interest in it that causes a lack of knowledge;

Therefore, teachers have poor student participation in class.

The main causes are:

- The lack of creativity and logical reasoning
- Lack of study habits
- The reluctance of teenagers towards English
- Lack of confidence to use English because they are afraid of mistakes and are shy.

The main consequences are:

- Few participation in class
- Low grades in this area
- Disinterest in the subject
- Students with little knowledge of English
FORMULATION OF THE PROBLEM
How does the use of motivation strategies help the students to develop the basic grammar rules?

VARIABLES

Independent
Application of a booklet with activities of basic grammar rules, songs and games.

Dependents
- Improvement of the basic grammar English learning.
- Increase of the motivation in class.

DELIMITATION OF THE PROBLEM

FIELD: Primary level

AREA: Foreign language English

ASPECT: School Institution

TOPIC: Motivation strategies to strengthen the basic grammar rules learning for 4th basic year of students of Santa Catalina school.
PROPOSAL: Implementation of a booklet with basic grammar exercises.

EVALUATION OF THE PROBLEM

CLEAR_ the development of the content of this book will be done by using an understandable vocabulary with a good grammar concordance in order to give the reader an easy and fast comprehension.

EVIDENT_ the problem is still in the institution and nobody has been able to focus on a solution.

RELEVANT_ with the application of a proposal we will try to improve the amount of motivation in class so the students can improve their knowledge in English.

FEASIBLE_ This project is going to be supported by of the authorities of the institution as they let us use the infrastructure of the school.
ORIGINAL_ At the present nobody has done any investigation in the school in this topic.

OBJECTIVES

GENERAL OBJECTIVES

To strengthen the basic grammar rule knowledge by using a booklet with dynamic games and practical exercises in order to improve the scholastic performance of the students of 4th year of primary at “Santa Catalina School”.

SPECIFIC OBJECTIVES

- To motivate the learning of the English language constantly
- To apply grammar rules in real situations
- To create group strategies.
- To generate the participation in grammar classes

QUESTIONS OF THE INVESTIGATION

Will the problem be able to be solved?
Will the objectives be fulfilled?
What methodology will be applied?

JUSTIFICATION

This project will present a solution to a problem that occurs in the classroom where students aren’t interested in learning grammar causing them bad grades.
CHAPTER 2
THE THEORETICAL FRAME

Antecedents

We locate the project from the point of view of correlation between the theoretical and the practical side, this being an essential tool for communication. It should take into account the educational work to guide students to correct theoretical and practice English grammar. Reality presents a series of situations difficult to obtain good results. Teachers are faced with quite numerous student groups and homogeneous in specific knowledge, age, expectations, etc. We could define the problem basically saying that students forget whatnot taught or learned and that in some cases there merely rote learning of grammatical structures or rules along with the inability to apply knowledge to new situations constructively. We know what the student brings to English classes and we hope to develop strategies that enable us to integrate the two areas of knowledge whose synthesis will result in significant acquisition and application of basic grammar in the foreign language.

THEORETICAL FOUNDATION

MOTIVATION

DEFINITION

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

It involves the biological, emotional, social and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something. For example, you might say that a student is so motivated to get into a clinical psychology program that she spends every night studying.

Psychologists have proposed a number of different theories of motivation, including drive theory, instinct theory and humanistic theory.

COMPONENTS OF MOTIVATION

There are three major components to motivation: activation, persistence and intensity. Activation involves the decision to initiate a behavior, such as enrolling in a psychology class. Persistence is the continued effort toward a goal even though obstacles may exist, such as taking more psychology courses in order to earn a degree although it requires a significant investment of time, energy and resources. Finally, intensity can be seen in the concentration and vigor that goes into pursuing a goal. For example, one student might coast by without
much effort, while another student will study regularly, participate in discussions and take advantage of research opportunities outside of class.

EXTRINSIC VS. INTRINSIC MOTIVATION

Different types of motivation are frequently described as being either extrinsic or intrinsic. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise. Intrinsic motivations are those that arise from within the individual, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problem.

INTRINSIC AND EXTRINSIC MOTIVATION

INTRINSIC MOTIVATIONS

Definition: Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades.

The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task.

An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade.

Intrinsic motivation does not mean, however, that a person will not seek rewards. It just means that such external rewards are not enough to keep a person motivated. An intrinsically motivated student, for example, may want to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student’s motivation to put any effort into the project.

EXTRINSIC MOTIVATION

Definition: Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide.

An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some
reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, an extrinsically motivated person who dislikes math may work hard on a math equation because want the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class.

Extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. An extrinsically motivated student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

**CONCLUSION**

It's the crucial element in setting and attaining goals in this case in the process of learning English. It makes students active participants in the classroom.

---

**EPISTEMOLOGICAL FOUNDATION**

**CONSTRUCTIVISM**

"Constructivists of different persuasion (hold a) commitment to the idea that the development of understanding requires active engagement on the part of the learner."

(Jenkins, 2000, p.601)

**DEFINITION**

Constructivism is basically 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. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

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 she understands the students' preexisting conceptions, and guides the activity to address them and then build on them.

(Sparks, 1994). Constructivism requires that we reflect on all aspects of the teaching in which we engage; as educators, we are learners ourselves. We must examine our planning, our use of external standards, the materials we use, the environment in our classroom, our own attitudes and expectations, and especially, the needs of our students, whether they be children or teachers.

CONSTRUCTIVISM LEARNING THEORY

Constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The underlying concept within the constructivism learning theory is the role which experiences-or connections with the adjoining atmosphere-play in student education.

The constructivism learning theory argues that people produce knowledge and form meaning based upon their experiences. Two of the key concepts within the constructivism learning theory which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes.

The role of teachers is very important within the constructivism learning theory. Instead of giving a lecture the teachers in this theory function as facilitators whose role is to aid the student when it comes to their own understanding. This takes away focus from the teacher and lecture and puts it upon the student and their learning. The resources and lesson plans that must be initiated for this learning theory take a very different approach toward traditional learning as well. Instead of telling, the teacher must begin asking. Instead of answering questions that only align with their curriculum, the facilitator in this case must make it so that the student comes to the conclusions on their own instead of
being told. Also, teachers are continually in conversation with the students, creating the learning experience that is open to new directions depending upon the needs of the student as the learning progresses. Teachers following Piaget's theory of constructivism must challenge the student by making them effective critical thinkers and not being merely a "teacher" but also a mentor, a consultant, and a coach.

Instead of having the students relying on someone else's information and accepting it as truth, the constructivism learning theory supports that students should be exposed to data, primary sources, and the ability to interact with other students so that they can learn from the incorporation of their experiences. The classroom experience should be an invitation for a myriad of different backgrounds and the learning experience which allows the different backgrounds to come together and observe and analyze information and ideas.

The constructivism learning theory will allow children to, at an early age or a late age, develop the skills and confidence to analyze the world around them, create solutions or support for developing issues, and then justify their words and actions, while encouraging those around them to do the same and respecting the differences in opinions for the contributions that they can make to the whole of the situation. Classroom applications of constructivism support the philosophy of learning which build a students' and teachers' understanding.

GUIDING PRINCIPLES OF CONSTRUCTIVISM

The physics education research group at University of Massachusetts defines the premisses of constructivism as epistemology as follows:

1. Knowledge is constructed, not transmitted.
2. Prior knowledge impacts the learning process.
3. Initial understanding is local, not global.
4. Building useful knowledge structures requires effortful and purposeful activity.

TYPES OF CONSTRUCTIVISM

The human constructivism refers to significant learning, the social constructivism bases on alternative ideas and conceptual changes, and theories
about information process. In addition, social interactions are necessary among learners in this type of constructivism. The radical constructivism maintains that knowledge in the human mind is not a reflection from outer environment. In fact it denies the possibility for teachers to transmit knowledge to students since both of them can create their own meaningful.

CONCLUSION

As we can see the constructivist model encourages students to think independently and understand their world significantly.

SOCIOLOGICAL FOUNDATION

DEFINITION

Sociology is the science about human societies and their activities. Thus sociology is a social science which comprises of the study of people, institutions and their interactions as well as their relations. Hence sociology is often described as the study of social interactions. Thus it is a subject that deals with the social world and their behavior in different situations. It is often needed to understand about the changing world and society due to various human processes.

Thus it is a field which offers a lot of scope for research and application of the knowledge gathered through research.

CHARACTERISTICS

Sociology of education is a field that focuses on two separate levels of analysis. At a macro-level, sociologists work to identify how various social forces, such as politics, economics, culture, etc., creates variation in schools. In other words, what effects do other social institutions have on the educational system? At a micro-level, sociologists look to identify how variation in school practices lead to differences in individual-level student outcomes. That is, when schools have different teaching methods or have different practices, how does that affect the individual students and what are the individual outcomes?

Social constructivism is a variety of cognitive constructivism that emphasizes the collaborative nature of much learning. An instructional strategy grounded in social constructivism that is an area of active research is computer-supported collaborative learning (CSCL). This strategy gives students opportunities to practice 21st-century skills in communication, knowledge sharing, critical thinking and use of relevant technologies found in the workplace.
Additionally, studies on increasing the use of student discussion in the classroom both support and are grounded in theories of social constructivism. There is a full range of advantages that results from the implementation of discussion in the classroom. Participation in group discussion allows students to generalize and transfer their knowledge of classroom learning and builds a strong foundation for communicating ideas orally (Reznitskaya, Anderson & Kuo, 2007). Many studies argue that discussion plays a vital role in increasing student ability to test their ideas, synthesize the ideas of others, and build deeper understanding of what they are learning (Corden, 2001; Nystrand, 1996; Reznitskaya, Anderson & Kuo, 2007; Weber, Maher, Powell & Lee, 2008).

**EDUCATION & SOCIOLOGY**

- “Education is the socialization of the younger generation”-----

Durkheim  

Education + sociology

“Educational sociology is the application of scientific spirit, methods and principles of sociology to the study of education”.
– M S Gore

- Educational Sociology is sociology applied to the solution of fundamental educational problems
- Roucek

**CONCLUSION**

Applying this method the knowledge is built by the learner, not supplied by the teacher.

**PEDAGOGICAL FOUNDATION**

Pedagogy is the art (and science) of teaching.

Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching certain skills and fields
of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities.

Effective pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, should be implemented across all key learning and subject areas. Effective pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.

Pedagogy is the "how" the teaching and learning occurs. Students are not empty vessels to be filled with our expert knowledge. They must construct their own understandings through our considered learning experiences.

EFFECTIVE PEDAGOGY

While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- create a supportive learning environment
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn inquire into
- the teaching–learning relationship.

CONCLUSION

Students learn most effectively when they understand what they are learning, why they are learning it, and how they will be able to use their new learning.
LEGAL FRAME

The regulation to develop the design and performance of educative project was approved in session of the Honorable Directive Council on September 27\textsuperscript{th}, 2012.

The Directive Council arranged that the educative projects could be performed up to under –graduates

Among the objectives of the regulation, we have:

- To design and execute the educative projects by applying the scientific method to contributed to/the improvement of the educative quality.
- To contribute the integral, harmonic and permanent development of the future professionals.
- To guarantee the research through technical and permanent development of the future professionals.
- To guarantee the research through technical resources to make an efficient investigation.

CONTEXTUAL FRAME

The “Santa Catalina” public school is located in Raul Gomez Lince Ave.( Las Aguas Ave). Near to Agencia de publicidad Maruri.

This institution is in a modern and comfortable building with reinforced concrete, strong roof and flagged floor, two restrooms and big yards, suitable for all student’s recess and other extra activities.

There are several classrooms which have some electric fans, whiteboards, pictures, painted walls. The activities are performed in the afternoon; the school is lead by the principal, supported by subject teachers. There are 400 students of both sexes whose parents belong to poor economical social status.

The students come to class by urban transportation, walking the ones who live near the institution or by bus schools; next to it there is the Industrial Engineering Faculty that belongs to the University of Guayaquil.
GLOSSARY

Assimilation (linguistics).- It is a common phonological process by which one sound becomes more like a nearby sound. This can occur either within a word or between words.

http://en.wikipedia.org/wiki/Assimilation_(linguistics)

Critical thinking.- It is a way of deciding whether a claim is always true, sometimes true, partly true, or false.


Environment.- The circumstances or conditions that surround one; surroundings.


Experience.- practical contact with and observation of facts or events

http://oxforddictionaries.com/definition/english/experience

Foundation.- the natural or prepared ground or base on which some structure rests.

http://dictionary.reference.com/browse/foundation

Issues.- A point or matter of discussion, debate, or dispute.

http://www.thefreedictionary.com/issue

Learning.- Learning is acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines.

http://en.wikipedia.org/wiki/Learning

Process.- A series of actions, changes, or functions bringing about a result.

http://www.thefreedictionary.com/process

Research.- Scholarly or scientific investigation or inquiry.

http://www.thefreedictionary.com/research
**Skill.**- A skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. In other words the abilities that one possesses.

http://en.wikipedia.org/wiki/Skill

**Society.**- A society, or a human society, is a group of people related to each other through persistent relations, or a large social grouping sharing the same geographical or virtual territory, subject to the same political authority and dominant cultural expectations.

http://en.wikipedia.org/wiki/Society
CHAPTER 3

METHODOLOGY

FORMS OF INVESTIGATION
This project has been performed in the modality of field and bibliography.

TYPES OF INVESTIGATION
Our project is framed in the investigation: Descriptive and exploratory.

LEVELS OF THE INVESTIGATION
This investigation is divided in two levels: Descriptive and exploratory.

In the first level, the investigation is exploratory, because it contributes with the development of the scientific knowledge when doing an analysis of the causes of a problem and their consequences.

In the second level, the investigation is descriptive, because it helps to describe the characteristics, relation of elements, components and phenomenon of study.

THE PROCEDURE OF THE INVESTIGATION
The development of the investigation of our project follows the steps:

- Formulation of the problem
- Theoretical frame
- Design of the investigation
- Application of the instruments
- Processing of results
- Analyses of results
- Conclusion and recommendations

INSTRUMENTS OF THE INVESTIGATION

METHODS
An established, habitual, logical, or prescribed practice or systematic process of achieving certain ends with accuracy and efficiency, usually in an ordered sequence of fixed steps.

In the project, the methods are:

Observation

It helps what students actually do or what events take place during the project “this Information is collected by observing the process in class.”
Inductive
It is a method of teaching. The inductive teaching method or process goes from the specific to the general and may be based on specific experiments or experimental learning exercises.

Deductive
It is a method of instruction. Deductive teaching method progresses from general concept to the specific use or application.

Scientific
It helps to perform interviews and surveys to the principal, teacher, parents and students to get final results.

TECHNIQUES
The development of this project is collecting data through interviews and surveys.

Direct Observation
It helps to observe the normal behavior of the students in the classroom participating in this project.

Survey
It is related with an interesting and specific topic and it is applied with paper questionnaires in an individual way to the principal, the English teacher, students, and parents

Questionnaire
It is a technical instrument used in interviews and surveys. The interview questionnaire is a printed list of questions. They are non-structured or open questions. When using a survey, we have closed (or fixed-response) questions. They’re used to find out what people in the educational institution think or feel about an issue.

POPULATION AND SAMPLING
Population is Santa Catalina public school, authorities and students.

<table>
<thead>
<tr>
<th>STRATUM</th>
<th>UNIVERSE</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directives</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Students</td>
<td>2,400</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>2,405</td>
<td>62</td>
</tr>
</tbody>
</table>
SURVEY TO THE STUDENTS BEFORE THE PROJECT
SANTA CATALINA PUBLIC SCHOOL

Write an "X" in the box according to your opinion.

1 -. Do you have writing problems?

YES ☐ SOME ☐ A LITTLE ☐ NO ☐

2 -. Can you write sentences using grammar rules?

YES ☐ SOME ☐ A LITTLE ☐ NO ☐

3 -. Would you like to learn English grammar in a pleasant environment?

YES ☐ SOME ☐ A LITTLE ☐ NO ☐

4 -. Can you understand the grammar rules?

YES ☐ SOME ☐ A LITTLE ☐ NO ☐

5 -. Do you think that grammar is difficult?

YES ☐ SOME ☐ A LITTLE ☐ NO ☐

6 -. Would you like to work in groups when you are in class?

YES ☐ SOME ☐ A LITTLE ☐ NO ☐

7 -. Do you express your own ideas using grammar?

YES ☐ SOME ☐ A LITTLE ☐ NO ☐

8.- Do you participate in English classes?

YES ☐ SOME ☐ A LITTLE ☐ NO ☐

9.- Do you often learn more vocabulary in your English class?

YES ☐ SOME ☐ A LITTLE ☐ NO ☐
SURVEY TO THE STUDENTS AFTER THE PROJECT
SANTA CATALINA PUBLIC SCHOOL

Write an “X” in the box according to your opinion.

1. Do you have fewer problems while writing?
   - YES [ ]  - SOME [ ]  - A LITTLE [ ]  - NO [ ]

2. Can you write sentences using grammar rules correctly?
   - YES [ ]  - SOME [ ]  - A LITTLE [ ]  - NO [ ]

3. Did you like the techniques for learning grammar rules?
   - YES [ ]  - SOME [ ]  - A LITTLE [ ]  - NO [ ]

4. Are grammar rules easier?
   - YES [ ]  - SOME [ ]  - A LITTLE [ ]  - NO [ ]

5. Did you increase your English level?
   - YES [ ]  - SOME [ ]  - A LITTLE [ ]  - NO [ ]

6. Did you like to work in groups when you were in the English class?
   - YES [ ]  - SOME [ ]  - A LITTLE [ ]  - NO [ ]

7. Is it easier to use grammar rules to express your ideas?
   - YES [ ]  - SOME [ ]  - A LITTLE [ ]  - NO [ ]

8. Do you participate in the English classes?
   - YES [ ]  - SOME [ ]  - A LITTLE [ ]  - NO [ ]

9. Did you learn more vocabulary in your English class?
   - YES [ ]  - SOME [ ]  - A LITTLE [ ]  - NO [ ]
SURVEY TO THE PARENTS AFTER THE PROJECT

SANTA CATALINA PUBLIC SCHOOL

Write an "X" in the box according to your opinion.

1. Do you think your children were motivated in the English classes?
   - YES 
   - SOME 
   - A LITTLE 
   - NO

2. Do you consider that your children understand better this subject?
   - YES 
   - SOME 
   - A LITTLE 
   - NO

3. Do you consider your children like English?
   - YES 
   - SOME 
   - A LITTLE 
   - NO

4. Did your child dedicate the necessary time to study and to do tasks in the subject?
   - YES 
   - SOME 
   - A LITTLE 
   - NO

5. Did you notice an improvement in English in your children?
   - YES 
   - SOME 
   - A LITTLE 
   - NO

6. Did you learn or practice English with your children?
   - YES 
   - SOME 
   - A LITTLE 
   - NO

7. Did your children get or improve their grades in English?
   - YES 
   - SOME 
   - A LITTLE 
   - NO

8. Do you think that English is important nowadays?
   - YES 
   - SOME 
   - A LITTLE 
   - NO
SURVEY TO THE STUDENTS BEFORE APPLYING THE PROJECT

SAMPLE: 60 STUDENTS

Question 1: Do you have writing problems?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>28</td>
<td>47 %</td>
</tr>
<tr>
<td>SOME</td>
<td>20</td>
<td>33 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>9</td>
<td>15 %</td>
</tr>
<tr>
<td>NO</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

Most of the students answered they have writing problems. They need to learn and practice more.
SAMPLE: 60 STUDENTS

QUESTION 2: Can you write sentences using grammar rules?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>4</td>
<td>7 %</td>
</tr>
<tr>
<td>SOME</td>
<td>25</td>
<td>41%</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>13</td>
<td>22 %</td>
</tr>
<tr>
<td>NO</td>
<td>18</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

7% of the students answered that they can write sentences using the grammar correctly. It shows us that they need to practice more the grammar rules.
SAMPLE: 60 STUDENTS

Question 3: Does your teacher use fun games to teach English?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>10</td>
<td>17%</td>
</tr>
<tr>
<td>SOME</td>
<td>7</td>
<td>21%</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>13</td>
<td>12%</td>
</tr>
<tr>
<td>NO</td>
<td>30</td>
<td>50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT

Half of the students answered that their teachers don’t use fun games to learn English grammar in a pleasant environment. It’s necessary to create Positive Discipline Strategies in the Classroom to increase the enthusiasm in all the students.
SAMPLE: 60 STUDENTS

Question 4: Can you understand the grammar rules?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>SOME</td>
<td>23</td>
<td>37%</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>22</td>
<td>38%</td>
</tr>
<tr>
<td>NO</td>
<td>9</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT

38% of the students answered that they know little grammar rules. It shows us that it is difficult for them.
SAMPLE: 60 STUDENTS

Question 5: Do you think that grammar is difficult?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>14</td>
<td>24 %</td>
</tr>
<tr>
<td>SOME</td>
<td>20</td>
<td>33 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>15</td>
<td>25 %</td>
</tr>
<tr>
<td>NO</td>
<td>11</td>
<td>18 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT

24 % and 33 % of the survey results show that the students have difficulties at the moment of learning English classes.
SAMPLE: 60 STUDENTS

Question 6: Would you like to work in groups when you are in class?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>38</td>
<td>63 %</td>
</tr>
<tr>
<td>SOME</td>
<td>6</td>
<td>10 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>9</td>
<td>15 %</td>
</tr>
<tr>
<td>NO</td>
<td>7</td>
<td>12 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

A large amount of the students answered that they would like to work in group when they are in class. We should to help students learn from each other, build community, and teach cooperation in the classroom.
SAMPLE: 60 STUDENTS

Question 7: Can you express your own ideas using grammar?

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>16</td>
<td>27 %</td>
</tr>
<tr>
<td>SOME</td>
<td>20</td>
<td>33%</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>19</td>
<td>32 %</td>
</tr>
<tr>
<td>NO</td>
<td>5</td>
<td>8 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

**COMMENT**

According to the survey results it shows that most of the students answered that they have difficulties at the moment of expressing their own ideas. We should encourage them more to increase the learning of English grammar.
SAMPLE: 60 STUDENTS

Question 8: Do you participate in English classes?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>12</td>
<td>20 %</td>
</tr>
<tr>
<td>SOME</td>
<td>8</td>
<td>13%</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>25</td>
<td>42%</td>
</tr>
<tr>
<td>NO</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT

Most of students expressed they do not participate enough in their English Class.
SAMPLE: 60 STUDENTS

Question 9: Do you often learn more vocabulary in your English class?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>16</td>
<td>27 %</td>
</tr>
<tr>
<td>SOME</td>
<td>21</td>
<td>35 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>18</td>
<td>30 %</td>
</tr>
<tr>
<td>NO</td>
<td>5</td>
<td>8 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT

Many of students said they learn new vocabulary in their English Class.
ANALYSIS OF RESULTS

SURVEY TO THE PARENTS BEFORE THE PROJECT

SAMPLE: 60 PARENTS

Question 1: Do you think your children are motivated in the English class?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>12</td>
<td>20 %</td>
</tr>
<tr>
<td>SOME</td>
<td>15</td>
<td>25 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>13</td>
<td>22 %</td>
</tr>
<tr>
<td>NO</td>
<td>20</td>
<td>33 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

According to the survey the parents answered that their children have little motivation in their English Class
SAMPLE: 60 PARENTS

Question 2: Do your children need additional help with their English class?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>24</td>
<td>40 %</td>
</tr>
<tr>
<td>SOME</td>
<td>17</td>
<td>28 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>9</td>
<td>15 %</td>
</tr>
<tr>
<td>NO</td>
<td>10</td>
<td>17 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

Most of the parents answered that their children need additional help with their English class.
SAMPLE: 60 PARENTS

Question 3: Do you consider your children understand this subject?

### CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>15</td>
<td>25 %</td>
</tr>
<tr>
<td>SOME</td>
<td>23</td>
<td>38 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>12</td>
<td>20 %</td>
</tr>
<tr>
<td>NO</td>
<td>7</td>
<td>17 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**COMMENT**

Most of the parents answered that their children understand their English class but need more practice.
SAMPLE: 60 PARENTS

Question 4: Would you like supporting this project?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>19</td>
<td>32 %</td>
</tr>
<tr>
<td>SOME</td>
<td>14</td>
<td>23 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>12</td>
<td>20 %</td>
</tr>
<tr>
<td>NO</td>
<td>15</td>
<td>25 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

Some of the parents answered that they would like to support this project.
SAMPLE: 60 PARENTS

Question 5: Do you think that English is important nowadays?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>15</td>
<td>25 %</td>
</tr>
<tr>
<td>SOME</td>
<td>18</td>
<td>30 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>17</td>
<td>28 %</td>
</tr>
<tr>
<td>NO</td>
<td>10</td>
<td>17 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT

Some parents think that English is important nowadays.
SAMPLE: 60 PARENTS

Question 6: Do your children dedicate the necessary time to study English?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>11</td>
<td>18%</td>
</tr>
<tr>
<td>SOME</td>
<td>10</td>
<td>17%</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>17</td>
<td>28%</td>
</tr>
<tr>
<td>NO</td>
<td>22</td>
<td>37%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Most of the parents answered that their children don’t dedicate the enough time to study this subject.
SAMPLE: 60 PARENTS

Question 7: Do your children have a good knowledge of English?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>13</td>
<td>22 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>19</td>
<td>31 %</td>
</tr>
<tr>
<td>SOME</td>
<td>12</td>
<td>20 %</td>
</tr>
<tr>
<td>NO</td>
<td>16</td>
<td>27 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

According to the survey only 22% of the students have a good knowledge of English so you could say that they need help with the subject.
SAMPLE: 60 PARENTS

Question 8: Do you learn English with your children?

CHART OF FREQUENCY

<table>
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<tbody>
<tr>
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<td>17 %</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

Most of the parents answered that they learn English with their children.
ANALYSIS OF RESULTS
SURVEY TO THE PARENTS AFTER THE PROJECT

SAMPLE: 60 PARENTS

Question 1: Do you consider that your children are more motivated in the English class?

CHART OF FREQUENCY

<table>
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<th>ALTERNATIVES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>16</td>
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<tr>
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</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT

Some parents consider that now their children are more motivated in their English class.
SAMPLE: 60 PARENTS

Question 2: Do your children need additional help with their English class?

CHART OF FREQUENCY

<table>
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</tr>
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<tbody>
<tr>
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</tr>
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<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

Most of the parents answered that their children need additional help with their English class.
SAMPLE: 60 PARENTS

Question 2: Do you consider that your children understand better this subject now?

CHART OF FREQUENCY

<table>
<thead>
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<tbody>
<tr>
<td>YES</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

Most of the Parents answered that Their Children Understand better their English class because of their grades.
SAMPLE: 60 PARENTS

Question 3: Do you consider your children understand this subject?

CHART OF FREQUENCY

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</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

Most of the parents answered that their children understand their English class but need more practice.
SAMPLE: 60 PARENTS

Question 3: Do your children dedicate the enough time to study and to do the tasks in the subject?

CHART OF FREQUENCY

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<td>20 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

Most of the parents answered that their children dedicate more time to their English tasks after the application of our project.
SAMPLE: 60 PARENTS

Question 4: Would you like supporting this project?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>19</td>
<td>32 %</td>
</tr>
<tr>
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<td>20 %</td>
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<td>15</td>
<td>25 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

Some of the parents answered that they would like to support this project.
SAMPLE: 60 PARENTS

Question 4: Did you like supporting this project?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
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<tbody>
<tr>
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<td>23 %</td>
</tr>
<tr>
<td>NO</td>
<td>15</td>
<td>17 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

The most of the parents answered that they supported this project.
SAMPLE: 60 PARENTS

Question 5: Do you think that English is important nowadays?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td>SOME</td>
<td>18</td>
<td>30%</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>17</td>
<td>28%</td>
</tr>
<tr>
<td>NO</td>
<td>10</td>
<td>17%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT

Some parents think that English is important nowadays.
**SAMPLE:** 60 PARENTS

**Question 5:** Do you think that English is important?

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>18</td>
<td>30 %</td>
</tr>
<tr>
<td>SOME</td>
<td>20</td>
<td>33 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>12</td>
<td>20 %</td>
</tr>
<tr>
<td>NO</td>
<td>10</td>
<td>17 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

**COMMENT**

Many parents answered that English is important nowadays.
SAMPLE: 60 PARENTS

Question 6: Do your children dedicate the necessary time to study English?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>11</td>
<td>18 %</td>
</tr>
<tr>
<td>SOME</td>
<td>10</td>
<td>17 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>17</td>
<td>28 %</td>
</tr>
<tr>
<td>NO</td>
<td>22</td>
<td>37 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

Most of the parents answered that their children don’t dedicate the enough time to study this subject.
SAMPLE: 60 PARENTS

Question 6: Do your children dedicate the necessary time to study and to do tasks in the subject now?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>25</td>
<td>42%</td>
</tr>
<tr>
<td>SOME</td>
<td>18</td>
<td>30%</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>8</td>
<td>13%</td>
</tr>
<tr>
<td>NO</td>
<td>9</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT

According to the survey it shows that the children dedicate more time to their English task after the application of our project.
SAMPLE: 60 PARENTS

Question 7: Do your children have a good knowledge of English?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>A LITTLE</td>
<td>19</td>
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</tr>
<tr>
<td>SOME</td>
<td>12</td>
<td>20 %</td>
</tr>
<tr>
<td>NO</td>
<td>16</td>
<td>27 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

COMMENT

According to the survey only 22% of the students have a good knowledge of English so you could say that they need help with the subject.
SAMPLE: 60 PARENTS

Question 7: Did you notice any improvement in English in your children?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>18</td>
<td>30 %</td>
</tr>
<tr>
<td>SOME</td>
<td>12</td>
<td>20 %</td>
</tr>
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<td>33 %</td>
</tr>
<tr>
<td>NO</td>
<td>10</td>
<td>17 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT

Some of the parents answered that they noticed improvement in English after the application of our project.
SAMPLE: 60 PARENTS

Question 8: Do you learn English with your children?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>23</td>
<td>38%</td>
</tr>
<tr>
<td>SOME</td>
<td>18</td>
<td>30%</td>
</tr>
<tr>
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<td>10</td>
<td>17%</td>
</tr>
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<td>9</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT

Most of the parents answered that they learn English with their children.
SAMPLE: 60 PARENTS

QUESTION 8: Do you think that it's a good resource to receive periodically notifications on the English topics?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>25</td>
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<tr>
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<td>15 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT

According to the survey it shows that the periodical notification is a good resource to use with the parents.
SURVEY TO THE PARENTS BEFORE AND AFTER APPLYING THE PROJECT

BEFORE

QUESTION 1: Do you think your children are motivated in the English class?

<table>
<thead>
<tr>
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<th>FREQUENCY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

AFTER

QUESTION 1: Do you consider your children more motivated in the English class?

<table>
<thead>
<tr>
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</tr>
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</tr>
<tr>
<td>TOTAL</td>
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<td>100 %</td>
</tr>
</tbody>
</table>
BEFORE

QUESTION 2: Do your children need additional help with their English class?

CHART OF FREQUENCY

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<tr>
<td>TOTAL</td>
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</table>

AFTER

QUESTION 2: Do you consider that your children understand better this subject now?

CHART OF FREQUENCY

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<tr>
<td>A LITTLE</td>
<td>9</td>
<td>15 %</td>
</tr>
<tr>
<td>NO</td>
<td>7</td>
<td>12 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>
BEFORE

QUESTION 3: Do you consider that your children understand this subject?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>15</td>
<td>25 %</td>
</tr>
<tr>
<td>SOME</td>
<td>23</td>
<td>38 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>12</td>
<td>20 %</td>
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<tr>
<td>NO</td>
<td>7</td>
<td>17 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

AFTER

QUESTION 3: Do your children dedicate the enough time to study and to do the tasks in the subject?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>24</td>
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<td>SOME</td>
<td>15</td>
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</tr>
<tr>
<td>A LITTLE</td>
<td>9</td>
<td>15 %</td>
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<tr>
<td>NO</td>
<td>12</td>
<td>20 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>
BEFORE

QUESTION 4: Would you like supporting this project?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>19</td>
<td>32 %</td>
</tr>
<tr>
<td>SOME</td>
<td>14</td>
<td>23 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>12</td>
<td>20 %</td>
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<tr>
<td>NO</td>
<td>15</td>
<td>25 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

FREQUENCY AFTER

QUESTION 4: Did you like supporting this project?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>16</td>
<td>27 %</td>
</tr>
<tr>
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<td>20</td>
<td>33 %</td>
</tr>
<tr>
<td>A LITTLE</td>
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<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>
BEFORE

QUESTION 5 : Do you think that English is important nowadays ?

FREQUENCY AFTER

QUESTION 5 : Do you think that English is important?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>18</td>
<td>30 %</td>
</tr>
<tr>
<td>SOME</td>
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<td>33 %</td>
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<tr>
<td>A LITTLE</td>
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<tr>
<td>NO</td>
<td>10</td>
<td>17 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>
BEFORE

QUESTION 6: Do your children dedicate the necessary time to study English?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tr>
<td>YES</td>
<td>11</td>
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</tr>
<tr>
<td>A LITTLE</td>
<td>17</td>
<td>28 %</td>
</tr>
<tr>
<td>NO</td>
<td>22</td>
<td>37 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>

AFTER

QUESTION 6: Do your children dedicate the necessary time to study and to do tasks with the subject now?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>25</td>
<td>42 %</td>
</tr>
<tr>
<td>SOME</td>
<td>18</td>
<td>30 %</td>
</tr>
<tr>
<td>A LITTLE</td>
<td>8</td>
<td>15 %</td>
</tr>
<tr>
<td>NO</td>
<td>9</td>
<td>15 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>
BEFORE

QUESTION 7: Do your children have good knowledge of English?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>YES</td>
<td>13</td>
<td>22 %</td>
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<tr>
<td>A LITTLE</td>
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<td>31 %</td>
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<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
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</tbody>
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AFTER

QUESTION 7: Did you notice any improvement in English in your children?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
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</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100 %</td>
</tr>
</tbody>
</table>
BEFORE

QUESTION 8: Do you learn English with your children?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
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<td>YES</td>
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<td>38%</td>
</tr>
<tr>
<td>SOME</td>
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<td>30%</td>
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<tr>
<td>A LITTLE</td>
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<td>17%</td>
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<tr>
<td>NO</td>
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<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
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</tbody>
</table>

AFTER

QUESTION 8: Do you think that it's a good resource to receive periodically notifications on the English topics?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
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<tr>
<td>NO</td>
<td>9</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>
RESOURCES
HUMAN TALENT
STUDENTS
TEACHERS
DIRECTIVES
PARENTS
LIBRARIAN
TUTOR
CYBER OPERATOR
COMPUTING TECHNICIAN
THE INVESTIGATORS

MATERIALS
SCHOOL
CLASSROOM
TEXT AND BOOKS
OFFICE SUPPLIES
PHOTOCOPIES
DIDACTIC MATERIAL

ELECTRONIC AND MEDIA
COMPUTER
PRINTER
DIGITAL CAMERA
PEN DRIVES
EXPENSES

BOOKS--------------------------- $60
DIDACTIC MATERIAL--------------- $50
OFFICE MATERIALS---------------- $60
PRINTINGS------------------------ $100
COPIES-------------------------- $40
INTERNET------------------------ $30
TRANSPORTATION----------------- $60
SNACKS-------------------------- $50

CONCLUSION AND RECOMMENDATION

ANTECEDENTS

The project was done at Santa Catalina public school with the 4th course students of the basic level. We had the opportunity to work with them and observe that they were not motivated well enough in the subject.

ACTIVITIES

We have done interviews to the principal before and after the project, also we have done surveys to the parents and children before and after the project, and we have done the activities to improve their motivation and knowledge in the English subject.

CONCLUSION

a) The students felt very motivated with songs and games.
b) The students Worked together in discussions or in role-plays, sharing ideas, opinions, and experiences with the project.
c) With the new techniques and activities students interacted with the teacher and the whole class, asking questions or brainstorming ideas.
d) They were encouraged when they worked in groups and since they have more visual material in class they talk more, share their ideas, learn from each other, are more involved, feel more secure and less anxious, use
English in a meaningful, realistic way and enjoy using English to communicate.

RECOMMENDATION

a) To remind the class that working together is more enjoyable than just sitting and listening.

b) It is necessary to keep a schedule to practice different activities like singing songs, playing games or practicing speaking in role plays.

c) The teacher must encourage students to ask questions after each activity, remind students that making some mistakes in grammar is a natural part of learning a language.

d) Treat mistakes as a valuable resource from which students can learn.

e) Try to listen to as many groups as possible in each class, answer questions, and encourage students who need extra help.
CHAPTER 5:
The Proposal

ANTECEDENTS

Today, students are not properly motivated to practice the topics of basic grammar structures. That's why they do not show interest to develop and practice these important topics and they consider them tedious and repetitive.

In the upper grades the students cannot learn grammar rules because they don’t know the basic rules therefore they hesitate in applying them.

JUSTIFICATION

This project will present a solution to a problem that occurs in the classroom where students aren’t interested in learning grammar causing them bad grades.

OUTLINE OF THE DIAGNOSTIC

According to the analysis we consider the following phases:

1. Principal worrying situation
2. Identification of the problem

3. Aspects of the information to be obtained
4. Elaboration of the diagnostic plan
5. Collecting the information
6. Resources of the investigation
7. Places of the information
8. Qualification, summary and reflection
9. Socializing of the result
10. Communication and motivation

THE FUNDAMENTAL PROBLEM

The fundamental problem was the low grades in the English subject and the lack of motivation in the English learning process.

GENERAL OBJECTIVES
To strengthen the basic grammar rule knowledge by using a booklet with dynamic games and practical exercises in order to improve the scholastic performance of the students of 4th year of primary school at “Santa Catalina Public School”. 
SPECIFIC OBJECTIVES

- To motivate the learning of the English language constantly
- To apply grammar rules in real situations
- To create group strategies.
- To generate the participation in grammar classes

IMPORTANCE

The strategies must be developed with games allowing the students to express their ideas in a better way.

FEASIBILITY

This proposal is feasible under the following consideration:

There is an excellent theoretical support.

There are available resources.

DESCRIPTION OF THE PROPOSAL

We will perform the proposal with the support of the principal, the teacher of the institution and the students. The proposal will be applied in three phases:

Presentation of the proposal

Performance of the proposal

Evaluation of the proposal

RESOURCES

Human Talents: Director, Teacher of the school, parents

Materials: Classroom, Charts, Didactic Material

Financial: Through self-management activities
LOCATION

Our proposal will be applied in “SANTA CATALINA ” public school located in Raul Gomez Lince Ave.(Las Aguas Ave.)

LEGAL ASPECT

The regulation to develop the design and execution of the educative projects was approved in session of the Honorable Directive Council on September 27th 2012. The Directive Council arranged that the educative project must be performed by two undergraduates.

Among the objectives of the regulations, we have:

To contribute to the integral, harmonic and permanent development of the future professionals.

To guarantee the research through technical resources to make an efficient investigation.

On the legal aspect to support the proposal is:

The art. 3 of the regulation of the law of the education which indicates:

“To develop the physical and intellectual capacity and create criterions of the students respect the personal identity in other to contribute actively to the moral transformation, politic social, cultural and economical of the city”

PEDAGOGICAL ASPECT

This aspect is based on the potentialities that the students have internally. This force that emanates from the interior is the one that allows the students to admire knowledge, it is respected and the spontaneous development of the students through the vital experiences and his desire to learn.

The proposal will improve the pedagogical aspect and will help the activities in the educational field.

PSYCHOLOGICAL ASPECT

All the students are not the same, therefore I should consider the psychological development and individual psychologies.
MISSION

To inspire and motivate the student to reach new heights, to want to go "outside the box", to challenge the student to go beyond his own perceived limitations and to provide a hunger to want to learn more.

VISION

Every student will complete this project with the ability to dominate the basic English grammar rules and through these motivation strategies the students will acquire a more efficient English language knowledge.

POLICIES

The institution is interested together with the teacher staff, administrative and parents, in obtaining a good preparation for the future.

BENEFICIARIES

The first beneficiaries will be the students of the school because they will be able to answer any questions in the English class.

SOCIAL IMPACT

With the implementation of the proposal we will contribute to improve the relation between teachers - students and to improve the level of the quality of education learning.
Guayaquil, diciembre 23 del 2014

Mig. Alfonso Sánchez Ávila
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad:-

De mis consideraciones:

Comunicado a Usted, que por disposición de la Autoridad Académica de la Escuela de Lenguas, se resuelve designar(a), Consultor(a) del Proyecto Educativo, previo a la obtención del Título de Licenciado(a) en Ciencias de la Educación, Especialización Lenguaje Ingles y Lingüística.

Tema: “The Dual touch Interactive Whiteboard: SA Methodological Strategy In The Basic English Teaching”

Propuesta: “Design of a booklet with basic grammar exercises”

AUTORES: PÉREZ QUIROGA NELLY Y OCHOA PINCAY KARINA

Particular que comunico para los fines legales consiguientes.

Atentamente,

Ab. Jacinto Castañeda Valverde, MSc
DIRECTOR
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA: LENGUAS Y LINGUISTICA
PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSC. Alfonso Sanchez Avila, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por PEREZ OJIROGA NELLY ALEXANDRA C.I. 0923448518 y OCHOA PINCAY KARINA BEATRIZ C.I. 09222202494, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en Lenguas y Linguistica.

Se informa que el trabajo de titulación:

TOPIC: "THE DUAL-TOUCH INTERACTIVE WHITEBOARD S A METHODOLOGICAL STRATEGY IN THE BASIC ENGLISH TEACHING"

PROPOSAL: "DESIGN OF A BOOKLET WITH BASIC GRAMMAR EXERCISES" ha sido orientado durante todo el periodo de ejecución en el programa de antiplagio URKIN quedando ___ % de coincidencia.

MSC. ALFONSO SANCHEZ AVILA
C.I.: 0907944461
Consultor Academico
null
Guayaquil, 7 de noviembre del 2014

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

De mis consideraciones:

Con respecto al oficio del 5 de noviembre, en el cual se solicita permiso para que los egresados Nelly Pérez y Kanna Ochoa de la Facultad de Filosofía y letra, Escuela de Lengua y Lingüística desarrollen y apliquen el proyecto educativo con los estudiantes de CUARTO AÑO DE EDUCACIÓN GENERAL BÁSICA de la Escuela de Educación Básica SANTA CATALINA de la ciudad de Guayaquil.

Tenemos a bien informarle que este despacho aprueba y acepta dicha solicitud y puedan empezar en cuanto lo consideren conveniente.

TOPIC:
THE DUAL-TOUCH INTERACTIVE WRITEBOARD AS A METHODOLOGICAL STRATEGY IN THE BASIC ENGLISH TEACHING

TEMA:
FORTALECIMIENTO DE LA GRAMÁTICA BÁSICA A TRAVÉS DE ESTRATEGIAS PARA EL APRENDIZAJE DEL INGLÉS

PROPOSAL:
"DESIGN OF A BOOKLET WITH BASIC GRAMMAR EXERCISES."

PROPUESTA:
"DISEÑO DE UN FOLLETO CON EJERCICIOS DE LA GRAMÁTICA BÁSICA.
This is to certify that

OCHOA PINCAY KARINA BEATRIZ

Has actively participated in

TOEFL PREPARATION AND EDUCATIVE PROJECT WORKSHOP

Date: 23 June / 29 August 2014  Place: Guayaquil  Total number of hours: 160

[Signatures]

MSc. Rolando Carias García
DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA

MSc. Hilda G. Díaz
SUB-DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA

[Signature]

AB. SEBASTIÁN CABRERA ALVARADO
SECRETARIO
ANNEXE

SURVEY AND INTERVIEW
APLICACIÓN DE LOS INSTRUMENTOS DE INVESTIGACIÓN

ENCUESTA A LOS ALUMNOS

ESCOBA UNA X EN EL CUADRO DE ACUERDO A TU OPINIÓN

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>INDIFFERENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.- ¿Te gusta el inglés?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.- ¿Piensas que el inglés es importante?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.- ¿Te gustaría aprender a escribir el Idioma Inglés?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.- ¿Es tu clase de inglés divertida?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.- ¿Te gustaría aprender Inglés con? Materiales didácticos?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.- ¿Te gustaría expresar tus ideas en un párrafo?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.- ¿Tu profesor de Inglés te anima a escribir oraciones?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.- ¿Tiene tu escuela libros para escribir?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.- ¿Te ha enseñado tu profesor reglas gramaticales para la escritura?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.- ¿Te gustaría practicar Inglés escribiendo en tu clase?</td>
<td></td>
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</tr>
</tbody>
</table>
¿Cuál es su opinión sobre el nivel de inglés en su escuela?

Que está en mejor nivel que otras escuelas fiscales pero ella quiere que sea mejor aún, especialmente con la implementación del laboratorio de inglés.

¿Le gustaría apoyar nuestro proyecto? ¿Por qué?

Sí, porque sería un apoyo pedagógico importante para nuestros niños.

¿Le gustaría que su institución tuviera un material para desarrollar las habilidades de escritura del idioma Inglés?

Le gustaría que haya ese material en software para que los niños se ejerciten ya sea en la escuela, su casa o en un cyber porque el material escrito si bien es dicho es para el maestro debemos lograr que los niños ponga la atención en ello.

¿Le gustaría tener material interesante para aprender inglés?

Por supuesto debería ser innovador porque a través del uso de las técnicas de información y comunicación los estudiantes pueden desarrollar la habilidad de la escritura.
ANNEXES

PHOTOS
1. Read, Look and write the correct Number.

1. Soda
2. Spaghetti
3. Pear
4. Chicken
5. Watermelon
6. Hot dog
7. Lemonade
8. Milk
9. Pop corn
10. Hamburger
2.- COMPLETE WITH VERB TO BE

am, is, are POSITIVE FORM

Match and write.

it  we  you  they

am  are  is

he  you  she  I

I  we

you  you

he  they

she

it
3.- COMPLETE WITH THE VERB TO BE IN NEGATIVE FORM

Read and match.

am, is, are NEGATIVE SHORT FORM (verb + not)

Write the correct form: aren’t or isn’t.

- he
- you
- she
- you
- we
- they
- it
4. MATCHING

- She drinks lemonade
- He eats watermelon
- He drinks milk
- He eats chicken
- She eats hot dog
- He drinks soda
- Ann eats apple
5. COLORS, PAINT

1. RED
6. PINK
2. YELLOW
7. BROWN
3. BLUE
8. SKY BLUE
4. GREEN
9. GRAY
5. ORANGE
10. BLACK

6.-WRITE: I 😊 CAN 😞 I CAN´T

1. Ride a bicycle __________________________ 😞
2. Play a guitar __________________________ 😊
3. Swim __________________________ 😊
4. Ride a horse __________________________ 😞
5. Jump __________________________ 😞
7. WRITE THE CORRECT WORD UNDER EACH PICTURE THEN PUT “A” OR “AN” IN FRONT OF THE WORD.

Ice cream / tomato / rabbit / jumbo-jet / orange / cake / Yacht / cup / potato / hot dog / egg / glass
8.- DRAW AND COLOR

Draw a house

doors  windows  roofs  chimneys
flowers  grass  suns  trees  clouds
9.- READ AND MATCH

Fourteen
Eighteen
Twelve
eleven
Thirteen
Fifteen
Nineteen
Seventeen
Twenty
sixteen
10. WRITE THE TIME

TELLING TIME

Fill in the missing hands.

4:00 7:15 3:40 9:30

What time is it?
A verb is a word that names an action.

exercise  blow  ride

Name the action verb in the pictures below.

jump  clean  fly  chase
dance  brush  kick  dig
laugh  hike  smile  talk
12. - MATCHING FUN

Verb Worksheet 3

Parents, help your child to:
1. Trace each word
2. Sound it out and work out what it says
3. Draw a line from the word to its matching image

dance

drink

fly

swim

sit

paint

guruparents.com