GUAYAQUIL UNIVERSITY
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS

EDUCATIONAL PROJECT PRIOR TO DEGREE IN LANGUAGES

TOPIC

PROCESS OF TEACHING AND LEARNING
BASIC ENGLISH LANGUAGE

PROPOSAL

TEACHING GUIDE DESIGNED WITH INTERACTIVE ACTIVITIES FOR
TEACHING AND LEARNING BASIC ENGLISH LANGUAGE

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2016
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De mis consideraciones

El H. Consejo Directivo de la Facultad me designó consultor del Proyecto Titulado "PROCESS OF TEACHING AND LEARNING BASIC ENGLISH LANGUAGE", cuya propuesta es: "TEACHING GUIDE DESIGNED WITH INTERACTIVE ACTIVITIES FOR TEACHING AND LEARNING BASIC ENGLISH LANGUAGE", perteneciente al egresado: BERMEO PERALTA ROSENDO MARIANO, como un aspecto legal previo a la obtención del título de Licenciado en Lengua y Lingüística Inglesa. El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

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

Muy atentamente,

MSc. Larry Torres V.

PROFESOR - ASESOR
DEDICATION

This project is devoted to my mother who was always by my side giving me assistance hand always giving me every a word of encouragement to finish my career, also for being an example to follow. To my sisters, becoming mainstays for my training.

ACKNOWLEDGEMENT

I thank god for always protecting me, giving me the strength to overcome difficulties and obstacles in my life.

To my mother, who taught me not to give up and always perseveres.

To msc. Larry Torres my consultor as a fundamental pillar with perseverance, commitment, patience and very fond of his duty.

To all the people who helped in any way in the realization of this project

Bermeo Peralta Rosendo Mariano
**REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGIA**

**FICHA DE REGISTRO DE TESIS**

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**ABSTRACT:**
The education of foreign language not only occurs through the theory, is presented in all our actions, feelings and attitudes in order to achieve a good formal education for children of the first year of basic education.

The role of education as a foreign language is to assist and guide the learner, to retain and use the interactive activities of the culture that is imparted to strengthen formal education in children. Both the teacher and family are important axes to promote children the importance of values, customs, ways of acting and thinking; inside and outside their environment, even within the classroom, resulting to them the security and confidence of themself.

We must work on the design, implementation and dissemination of actions, plans and projects for a formal education, for children in first grade, in the foreign language, because they contribute to the incorporation, successful socialization of school in their learning process of a foreign language.

The Education in children's first year of basic is a great work, that recognizes great importance to the issue of Formal Education for children, as it will ensure that knowledge, learn and appreciate the English language through songs, nursery rhymes, stories, etc.

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**TÍTULO Y SUBTÍTULO:** PROCESO DE ENSEÑANZA Y APRENDIZAJE DE LA LENGUA INGLESA BÁSICA.  
**PROPUESTA:** GUÍA DIDÁCTICA DISEÑADA CON ACTIVIDADES INTERACTIVAS PARA ENSEÑAR Y APRENDER EL INGLÉS BÁSICO. PROPUESTA: TEACHING GUIDE DESIGNED WITH INTERACTIVE ACTIVITIES FOR TEACHING AND LEARNING BASIC ENGLISH.

**AUTORA:** BERMEJO PERALTA ROZENDO MARIANO  
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**INSTITUCIÓN:** UNIVERSIDAD DE GUAYAQUIL  
**FACULTAD:** Filosofía, Letras y Ciencias de la Educación

**CARRERA:** Lenguas y Lingüística

**FECHA DE PUBLICACIÓN:** December 2016  
**Nº DE PÁGS.:** 120

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**PALABRAS CLAVES:** Motivación, metodología, recurso, insuficiencia, aprendizaje

**RESUMEN:** La educación de la lengua extranjera no solo se da a través de la teoría, se presenta en todas nuestras acciones, sentimientos y actitudes con el fin de lograr una buena educación formal para los niños del primer año de educación básica. El papel de la educación como lengua extranjera es ayudar y guiar al alumno, retener y utilizar las actividades interactivas de la cultura que se imparte para fortalecer la educación formal en los niños. Tanto el docente como la familia son ejes importantes para promover en los niños la importancia de los valores, costumbres, formas de actuar y pensar; dentro y fuera de su entorno, incluso dentro del aula, resultando en ellos la seguridad y confianza de sí mismos.

Debemos trabajar en el diseño, implementación y difusión de acciones, planes y proyectos para una educación formal, para niños de primer grado, en lengua extranjera, porque contribuyen a la incorporación, socialización exitosa de la escuela en su proceso de aprendizaje de un extranjero idioma. La Educación en los niños de primer año de básica es un gran trabajo, que reconoce gran importancia al tema de la Educación Formal para los niños, ya que se asegurará que el conocimiento, el aprendizaje y la apreciación del idioma inglés a través de canciones, rimas infantiles, cuentos, etc.

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ABSTRACT

The education of foreign language not only occurs through the theory, is presented in all our actions, feelings and attitudes in order to achieve a good formal education for children of the first year of basic education. The role of education as a foreign language is to assist and guide the learner, to retain and use the interactive activities of the culture that is imparted to strengthen formal education in children. Both the teacher and family are important axes to promote children the importance of values, customs, ways of acting and thinking; inside and outside their environment, even within the classroom, resulting to them the security and confidence of themself.

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Booklet    Ludic Games    Oral Expresion
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INTRODUCTION

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CHAPTER I - THE PROBLEM

POISING OF THE PROBLEM

1.1 Location of the problem in a context

This project is carried out in the "Republica de Brasil No. 59 Public School". Through interactive and fun activities such as: songs, children's stories, skills, abilities, behaviors in English, so children with develop and learn the foreign language in a better way.

The process of teaching and learning of the basic English in children, does not occur in a normal way, which does not allow its development in learning a foreign language according to their age, considering this problem, we will applied a guide to teachers, which will help the overall development of children, this problem is based on the direct influence of family and social environment in which children live and develop.

The present research seeks to train teachers to help enrich the learning experiences appropriate for interactive development of children in the first year of basic education.

The school which we are applying this project creating a framework of trust and security, which enables children to discover their characteristics, possibilities and limitations to explore the world around them. The exploration of this medium will help them to obtain a better understanding of themselves.
1.2 Conflict situation

This project was developed in the "Republica de Brasil Public School No. 59", academic year 2016-2017 which is located on Gómez Rendón and 12th street, south-west Guayaquil city Febres Cordero parish, which is on a low class neighborhood, built in an ancient building of the 80s.

There are 9 classrooms in the school, which are distributed in sections for each grade, which are the initial level or preschool and a computer lab room. Teachers are professionals with high educational qualifications, but they are concerned about some pedagogical factors that learners have, because most of them do not know how to make the process of teaching and learning with interactive activities for the children.

We have detected that most of the educational institutions are not concerned about children in the teaching and learning of the English language process, for this reason we investigated how to support teachers in order to change the methodology of teaching to students in a regular classroom.

The Multiple failures of the students give way to an inadequate learning, leading to social situations with some types of imbalance in students and teachers, creating a situation of disagreement within the school.
1.3 Assessing the problem

- **DELIMITE:** This process took six months in applying it, “Republica de Brasil Public School No. 59 “, in the south-west of Guayaquil city, jointly with the staff of teachers and students’ parents.

- **CLEAR:** It is clear, because we identify the cause and situation of the problem, clearly and concretely.

- **EVIDENT:** It is evident, because the problem is in the educational process.

- **CONCRETIONARY:** It is concretionary, because there are not fluent speaker in this foreign languages.

- **ORIGINAL:** This work is original and authentic, because it is intended to help children of first grade in the teaching and learning of the English language, because in the last 10 years has not handled this problem.

- **RELEVANT:** The community participates in the professional development of teachers as well as in various elements of the development and growth of the school.

- **FEASIBILITY:** The project is feasible because it can be applied to teaching and learning a foreign language and allows better and greater involvement of students as builders of their knowledge.

- **CONTEXTUAL:** It belongs to the educational area, in order to improve the process space of teaching and learning of a foreign language.

- **VIABILITY:** Teachers and parents agree with this project, giving the importance to its execution and development.
1.4 Research problem

There is a high level of unknowledge of the English language in children from 5-6 year, who are children of the "Republica de Brasil Public School No. 59", academic year 2016-2017 of the first year of primary.

According to the obtained information from teachers and parents of children whose ages are from 5-6 years, they do not know the English language because teachers do not have a property methodology guide, which will indicate the best way to teach English, such as interactive activities, through songs, nursery rhymes, stories, etc., methods where students can be more responsive, and they can learn easily, in a funny and enjoyable way learning the English language.

Unfortunately, the school does not have the participation of the parents in an active way; they are people with a low level of education and limited economic resources, due to their economical situation they can not pay English courses for their children since an early age.
### Causes and consequences of the problem

<table>
<thead>
<tr>
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<th>CONSEQUENCES</th>
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<tr>
<td>• Low teacher training, who serve students in the English language</td>
<td>• Low interest of the students in the basic education system.</td>
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<td>• Minimum interest by the state, to train and invest in education to teachers in the English language.</td>
<td>• Teachers are not prepared to teach a foreign languages</td>
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<td>• Unknowledge of parents about the foreign language.</td>
<td>• Both boys and girls are exclude from system regular education</td>
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<td>• Parents with insufficient funds to provide adequate education at the level of basic education.</td>
<td>• Students without a correct preparation at the level of basic education.</td>
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<td>• Lack of reading habits in the children learning process</td>
<td>• Poor Texts content to serve as a basis for a better education. (Bermeo Rosendo, 2016)</td>
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1.5 Delimitation of the problem

- **SECTOR:** Primary Education

- **AREA:** Foreign Language Education

- **ASPECTS:** Psychological, Educational, and Social.

- **THEME:** Process of teaching and learning of the basic English language.

**PROPOSAL:** Teaching guide designed with interactive activities for teaching and learning basic English language for the first basic year education.

**STATEMENT OF THE PROBLEM OR FORMULATION**

What are the factors that affected the low interest of the process of teaching and learning a foreign language in the teachers, in the "Republica de Brasil Public School No. 59" of the first year of basic education in the period 2016-2017 in the City Guayaquil-Ecuador?
1.6 OBJECTIVE OF THE RESEARCH

General objectives

Identify the different factors that affect the poor knowledge of the teaching and learning process of the basic English language in students of first year of elementary school.

Specific objectives

- To get more interest from the teachers in interactive activities.
- To Classify the factors that affect the low-interest, considering the different reasons (category and frequency)
- To Design and implement an educational guide with interactive activities to motivate teachers in the teaching and learning of basic English language.

VARIABLES

INDEPENDENT

Process of teaching and learning of basic English Language

DEPENDENT

Interactive Activities
QUESTIONS FOR THE RESEARCH

1. How affects the absence of interactive activities in the English language, in the children of the first year of basic education?

2. Why is there lack of interest disinterest in teachers for teaching of foreign language?

3. Why is there an absence of student interest in learning a foreign language?

4. Why can not parents help their children from 5-6 years old with in English homework?

5. What should the school authorities do in order to improve the teaching of a foreign language in children?

6. What is the importance of designing a guide with interactive activities in the learning process in children of the first year of basic education?

7. What do you know about this problem?

8. How important is the teaching and learning of English language in children at first year of basic education?
1.7 Justification

The low interest in the process of teaching and learning English, which occurs in children from the first year of basic education; It is a problem with teachers, parents and the school, for this reason it is intended students to learn through interactive activities the language, so that in the future they make easier to learn a new language, which will be a necessary tool for personal and professional development.

The developed theme is very important, because children should have at least few knowledge of a foreign language, so they can be motivate the learning process and can create new skills in their process of formation process.

For a better school performance and a proper development, it is important and necessary to take the right action and implementation of teaching and learning to students, so they can be more active, spontaneous, dynamic and creative in a good school development.

To be focused on the is project will help maintain a sequence of proper knowledge, which will help the children in their normal development and growth, also to improve their school performance, making them active, dynamic and creative kids

It is also necessary to sensitize parents of the importance of a foreign language education for their children, because with their correct formation, we will help to keep a good relation with their environment, thus giving a solution to the problem that, most of the families of our community, are so we struggling try to get positive results for the benefit of the community of our school.
1.8 Importance

The results of this project will give an improvement of the English language and make the classroom more interactive, participatory and more disciplined.

Also teachers will know the different causes of the low interest in students to learn a new language, it could be a helpful tool to correct this problem and with their help we can grow in a high percentage of acceptance, doing activities according to the guide with interactive activities of English language, motivation strategies; which will be of importance to successfully achieve the proposed project.

The objective of this project is to improve the teaching and learning of English language in children of the first year of basic education at "Public School No 59" in Guayaquil, so students have a strong base of knowledge and can learn in a more effective manner a foreign language.

The teachers with the necessary knowledge will help this process to apply correctly; will be corrected in large percentage, with the help of seminars, training workshops motivational strategies, which are supported for achieving our project.

Our project is of great importance, because one of its objectives is to improve the correct process of teaching and learning of English language in children in the first year of basic education, so students can achieve a correct overcoming in the intellectual development in the education area system.
2 CHAPTER II – THEORICAL FRAME

2.1 The Constitution of Ecuador and the Multicultural Bilingual Education.

It is very important to mention that education in our country is guaranteed by the Constitution according to the Constituent Assembly of 2008, expressed in the Article 347 of the state's responsibilities:

Article 347.- The following shall be the responsibility of the State:

1) To strengthen public education and co-education; ensure permanent improvement of quality, the enlargement of coverage, physical facilities and the equipment needed for public schooling institutions.

2) To guarantee that schools shall be democratic spaces for the exercise of rights and peaceful coexistence. Schools shall be opportunities for the early detection of special requirements.

3) To guarantee formal and non-formal modalities of education.

4) To ensure that all education institutions provide education in citizenship, sexuality and the environment, using a rights-based approach.

5) To guarantee respect for the psycho-evolutionary development of children and adolescents, in the entire education process.

6) To eliminate all forms of violence in the education system and to safeguard our body, psychological and sexual integrity of students.
To eliminate pure, functional and digital illiteracy and to support post-literacy processes and continuous education for adults and overcoming education lags.

To incorporate information and communication technologies in the education process and promote the linkage between teaching and productive and social activities.

To guarantee the intercultural bilingual education system, where the main language for educating shall be the language of the respective nation and Spanish as the language for intercultural relations, under the guidance of the public State policies and with total respect for the rights of the communities, peoples and nations.

To ensure that teaching of at least one ancestral language will be progressively included in the curriculum.

To guarantee the active participation of students, families and teachers in the education processes.

To guarantee, on the basis of the principles of social, territorial and regional equity, that all people shall have access to public education. (http://pdba.georgetown.edu/Constitutions/Ecuador/english08.html, 2017)

With this legal basis in the Constitution, we should establish mechanisms and strategies for teaching a foreign language; it is a necessary tool for students from initial education to their higher education.

Additionally in the articles 27 to 29 of the Constitution of 2008 it is established that:

Article 27.- Education will focus on the human being and shall guarantee holistic human development, in the framework of respect for human rights,
a sustainable environment, and democracy; education shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of high quality and humane; it shall promote gender equity, justice, solidarity and peace; it shall encourage critical faculties, art and sports, individual and community initiatives, and the development of competencies and capabilities to create and work. Education is indispensable for knowledge, exercise of rights and building a sovereign country and it is a key strategy for national development.

Article 28.- Education shall be for general welfare of the public and shall not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation without any discrimination shall be guaranteed, as well compulsory attendance of initial schooling, basic education and secondary education or their equivalent.

It is the right of every person and community to interact among cultures and to participate in a society that learns. The State shall promote intercultural dialogue in all its dimensions.

Learning shall take place with schooling systems and non-school modalities. Public education shall be universal and secular at all levels and shall be free of charge up to and including the third level of higher education [post-secondary undergraduate schooling].

Article 29.- The State shall guarantee the freedom to teach, academic freedom in higher education, and the right of people to learn in their own language and cultural environment. Mothers and fathers or their representatives shall be in liberty to choose for their daughters and sons an education that is in line with their principles, beliefs, and pedagogical options.

(http://pdba.georgetown.edu/Constitutions/Ecuador/english08.html, 2017)
2.2 Bilingual education and its application in basic education.

The Intercultural Bilingual Education System of indigenous nationalities and peoples of Ecuador, ranging from early stimulation to the upper level. It is intended for the implementation of the plurinational and intercultural State, within the framework of sustainable development with long-term vision. (Asamblea Nacional Ecuador, 2008)

Ecuador has been, from immemorial time, a multinational multilingual country. which are the following nationalities: awa, Eperara Siapidaara, Chachi, tsa'chi, Kichwa, a'i (Cofan), pai (Redwood), bai (presses), wao, Achuar, Shiwiar, Saparas Andoa. Because of its existence, each nationality has the right to have their own education. These nationalities are living with the descendants of the Valdivia nationalities, Huancavilca, blanket, yumbo, etc., and the black and mestizo populations.

With The Intercultural Bilingual Education System is intended that the learning rhythms of individuals are respected, psychosocial aspects, creative ability and ancestral knowledge, and is intended to incorporate the knowledge and understanding of other cultures that contribute to the harmonious development of the person and environment (Sumak Kawsay) (http://educacion.gob.ec/sistema-de-educacion-intercultural/, 2017)

Under this consideration we must establish the necessary strategies to motivate and encourage interest in students in learning to a foreign language and our project will be English language as a point of training for students of the "Republica de Brasil  Public School No. 59"
2.3 Theorical Foundations

This project is based on learning and interactive activities, which will be developed under the construction of learning by students and support teachers who establish a new formation with the acquired knowledges, based on experiences and social environment around them; in this way they are developed the necessary skills for better learning of the English language for a better development of an effective writing and communication language by the students.

When we learn a new language, we learn it in a natural way without the need for explain it with grammar rules. You can learn in different ways, for example by grouping of images, sounds and ideas and practice in the school the traditional grammar. This is where you realize that is not easy to understand all the elements of a sentence or to know how to conjugate verbs properly and other things, etc.

This process of understanding, learning and applying the rules of grammar correctly, takes many years, for this reason for the majority of the students this is a big challenge, so the application is based on interactive learning strategies in children in the first year of basic education, it will be a tool that from the beginning of first basic, and will allow an adequate interest in a new language.

The learning process should be, in their structure significant because everything learned by the children must be saved in their long-term memory so that when this is applied in their daily lives, this knowledge can be projected by the student. However the teachers in their daily activities should have the responsibility to follow the established processes such; a way they reach a good level of acceptance and retention imparted to children, in this way students reach a greater interest in the new language.
We have to mention, that the way how teachers handle the processes of teaching and learning to students is deeply rooted in them because many were educated under this traditional concept, so new alternative methodologies to achieve influence in students of first basic and establish new forms of learning, they may give higher priority to the positive aspects of learning, achieving a rapprochement of the school activities and other elements of their environment.

The activities performed by human beings to be transmitted through any means have a reaction that changes for better or for worse the environment; so the learning is also "The process by which an activity originates or changes through the reaction to a found situation, provided that the characteristics of the change recorded in the activity can not be explained on the basis of innate tendencies response, maturation or transient states of the organism (ex, fatigue, drugs, etc.). " (ROMERO, 2004)

Therefore the correct transmission of teaching students to achieve good learning level, should be considered as a human activity that will allow transmit over time experiences and knowledge to achieve in children maintained a high interest in the learning a new language from its initial level.
Methods

The methods that we are going to use are the following:

The audio-lingual method

The audio-lingual method was the first to claim openly to be derived from linguistics and psychology. Audiolinguism reflects the descriptive, structural, and contrastive linguistics of the fifties and sixties. Its psychological basis is behaviorism which interprets language learning in terms of stimulus and response, operant conditioning, and reinforcement with an emphasis on successful error-free learning. It assumes that learning a language entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence. Therefore, it was characterized by the separation of the skills---listening, speaking, reading, and writing---and the primacy of the audio-lingual over the graphic skills. This method uses dialogues as the chief means of presenting the language and stresses certain practice techniques, such as pattern drills, mimicry and so on. Listening and speaking were now brought right into the center of the stage in this method, tape recordings, and language laboratory drills were offered in practice.

As one of the most popular methods in the history of foreign language teaching, the audio-lingual method is of some great contributions to language teaching, for example, it attempted to make language learning accessible to large groups of ordinary learners because it proposed that language teaching should be organized in such a way as not to demand great intellectual feats of abstract reasoning to learn a language. In addition, it stressed syntactical progression, while previously methods had tended to be preoccupied with vocabulary and morphology.

(An Analysis of Language Teaching Approaches and Methods, 2007)
Audiovisual Method

The audiovisual method was developed in France between 1954 and 1956, following the methodological concept of P. Guberina, who called Audiovisual I structure-Global method. Although their roots and Audiovisual method are the same as the audio-oral in their teaching approaches can point two important differences in the audio-visual method presented oral language, whenever possible, associated with images. This means that in a situational dialogue, the content of the situation was illustrated by the student visually and then follow the linguistic expressions accompanying drawings. The other difference is provided by the term 'global', part of the name of the method the overall understanding of the communicative situation must be prior to the study of linguistic structures.

This process is enhanced by the use of technical means, combining sound (recorder, laboratory) and visuals (pictures, slides, etc.). In a manual that represents the Audiovisual Method "pure" images and the series of drawings will be used not only in the text that introduces the lesson and the new stuff (meaning transfer), but also inserted in the exercises.

(Generos Literarios en Ingles, 2012)

Types of teaching and learning activities

The variety of exercises and activities consistent with a communicative approach is unlimited, assuming that those exercises allow students to achieve the communication objectives of the curriculum, participate in communication and develop communication processes for information exchange, negotiation of meaning and interaction. Classroom activities
are usually designed to perform tasks using the language or negotiation involving information and the fact of sharing.

Teaching materials: We used a variety of materials to support the communicative approaches of language teaching, considering them as a way to influence classroom interaction and language use. The materials have a fundamental role to promote the communicative use of language. Let's consider three types of materials that are currently used within this approach: focusing on text materials, materials focused on the task and authentic materials.

(Generos Literarios en Ingles, 2012)
2.4 The teaching of a foreign language in the public schools of Ecuador

The Organic Law of Intercultural Education (LOEI) provides that in Ecuador, public schools can offer within their academic curriculum the English language for development of students from basic to the High School level as indicated in Article 111:

Art. 111.- Educational institutions bilinguales.- public educational institutions, and individuals fiscomisionales may include the qualifier "bilingual" in its name, provided that they include at least forty percent (40%) of their workload in the foreign language of the school.

The teaching team that teaches the subjects in the foreign language of the institution must demonstrate mastery over the respective language. For this purpose, should present the results of an international standardized proof that maintains at least a level of language skills equivalent to level B2 of the Common European Framework of Reference for Languages. The Central Level National Education Authority shall publish a list of recognized tests for accreditation level.

To be considered bilingual, educational institutions should include their proposal for curriculum innovation that is part of the Institutional Educational Project, the foundations of bilingualism and the hourly load. It will only be considered as bilingual educational institutions that receive the Zonal level approval of its proposed curriculum innovation. (http://educacion.gob.ec/wp-content/uploads/downloads/2013/01/Marco_Legal_Educativo_2012.pdf, 2012)
In consideration of this legal basis, this project seeks to “Republica de Brasil Public School No. 59 “, reaches a necessary effect for students, teachers, and parents.

Likewise, the Code of Childhood and Adolescence promotes the education of children from its initial level, so it will be necessary to establish strategies to promote and encourage that students achieve increasing their knowledge from its initial level:

Art. 37. Right to Education.- Children and adolescents are entitled to a quality education. This right demands an educational system that:

1. Guarantee access and permanence of every child to education Basic and adolescents through high school or its equivalent; (CODIGO DE LA NIÑEZ Y ADOLESCENCIA, 2003)

The General Regulation of the Education Act, in Chapter V of the Objectives of the Education System, determined in Article 10, paragraph j. "Creating suitable conditions for mutual understanding and estimation of realities and educational, cultural, civic and moral with all peoples and especially with higher affinity. " (LOEi, 2011)

Revised the articles of the Constitution of Ecuador of 2008, the Organic Law of Intercultural Education and the Code of Childhood and Adolescence can be established that in our country, there are laws that support our research project, so it is considered that the TEACHING GUIDE DESIGNED WITH INTERACTIVE ACTIVITIES FOR TEACHING AND LEARNING BASIC ENGLISH LANGUAGE FOR FIRST BASIC YEAR EDUCATION meets the regulations provided by the law of our country.
3 CHAPTER III. Methodology

3.1 Research Design

The development of technical education, to consolidate a productive, creative and innovative educational formulated by qualified teachers, which will be assumed by the active participation of students and teachers, will determine the difference of training activities respect to the development of new approaches with reference to our own experiences and other external experiences.

This project is developed within a social and educational perspective that seeks to diagnose the problems of school No 59 Republic of Brazil, in children of first basic, through field research and then set a proposal to support the solution of the research problem.

Therefore we must analyze the role of teachers and students in the field of motivations, in which will focus on the promotion that they will give to their students in relation to their behavior, way of learning etc, giving meaning for students develop a real satisfaction for the English language and the development of the various school activities are useful for development within and outside the school.

(MOON JAYNE, 2005) As expressed by Jayne Moon is not the same as children learn their native language, to start the study and learning a second language, on this subject we must understand that the child has already learned their native language, while for our project the learning of a new language from a young age in its initial stage the teachers must be assured strengthen their skills and characteristics to help them learn.
The teachers of English language should know that there are many factors that should motivate students and promote their learning since factors related to motivation to achieve high levels of learning shall foster the kids to be stimulated to learn a better way new language, on the other part interactive techniques that allow to know their own skills in the English language, are some of the special features that show students in class.

The motivation in learning the English language by students of first basic has a special feature due to the nature of many factors of language, since a number of channels of communication between the teacher and the student gets to know manifest new sounds, pronunciations very different from their native language which is an integral part of the identity of the child and the people around him.

Therefore, the base of motivation in learning the English language, including the development of a type of identity in the second language and the incorporation of elements of the culture of the target language, This is exacerbated by environmental factors and cognitive associated with learning in general. The motivation in learning languages has therefore personality factors, cognitive and social. (ALARCON, 2005)

For this reason the role of teachers in the field of motivation will focus on stimulating students about their behavior and also their correct use, on a voluntary basis in the development of class work, giving meaning to their work and guiding them to achieve a certain purpose so that they develop a true taste to learn the English language in their school activities and thus understand their purpose for personal and family development.

With this seeks that the student and teachers achieve a balance in the development of the child's skills and techniques applied by the teachers in his class
3.2 Type of Research

Field Research.

Through a study ordered by the activities in the school, which is the place where it is produced and activities are developed with the students, will allow a contact directly with reality, for obtaining real information in accordance with the objectives of the project.

This project is developed within socio-educational criteria as it seeks to establish in its initial stage through field research through interaction with the community and the development of surveys, so with this information then it can be design a proposal to contribute to solving the problem the project is focused.

Method

The methods, inductive-deductive, statistical, will be used to develop a theoretical framework and further analysis of results according to the tabulation of surveys, obtaining a series of data allowing analyze and systematize the results to make a correct analysis of the problem as the interpretation of results, conclusions and recommendations focused on the project and determine the feasibility of the project.

The statistical method, shall apply by a quantitative and percentage analysis of the information obtained from the surveys, in the calculation process the data obtained in the field research, because in the collection and tabulation of data will be obtained we proceeded to summarize the information to be projected through charts, graphs that will allow the project structure so to set out clearly the conclusions and recommendations of the project.
Due to their importance is a descriptive research because it’s main objective to achieve an approach to the reality of the problem that occurs at “Republica de Brasil Public School No. 59 “, taking into consideration the exposed variables.

This research has been developed in the field and has been documented since the study was made with teachers and parents of students of the “Republica de Brasil Public School No. 59 “ and will be based bibliographic and documentary form.

**Population**
The populations immersed in the research are students at first basic. The students are characterized by children with an average age ranging from 5 to 6 years; the vast majority they come from lower class homes and separated parents, who live in the south west of the city of Guayaquil.

The population where our research to develop, will be of 235 people, who are the parents or tutors of children, according to data provided by the school secretary.

<table>
<thead>
<tr>
<th>YEAR OF BASIC</th>
<th>COURSE</th>
<th>NUMBER OF STUDENTS</th>
<th>TOTAL SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ST</td>
<td>A</td>
<td>35</td>
<td>30</td>
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<tr>
<td>2 nd</td>
<td>A</td>
<td>35</td>
<td>35</td>
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<tr>
<td>3 rd</td>
<td>A</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>4 th</td>
<td>A</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>5 th</td>
<td>A</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>6 th</td>
<td>A</td>
<td>35</td>
<td>35</td>
</tr>
</tbody>
</table>
Sample

Statistically, the sample is a part of the population, that is, a number of individuals or objects scientifically selected, each of which is an element of the universe. It is obtained in order to investigate, from a knowledge of their particular and external characteristics of the population.

The sample can be obtained by a mathematical formula, where other variables are added, that can be modified according to the nature of the project.
The problem that may occur is to ensure that the sample is representative of the population, that is as accurate and at the same time containing the least possible error. (LUPE BERROCAL, 2006)

<table>
<thead>
<tr>
<th>YEAR OF BASIC</th>
<th>COURSE</th>
<th>NUMBER OF STUDENTS</th>
<th>TOTAL SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ST</td>
<td>A</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Population: 235 students 13 teachers

Sample: 35 parents / 2 teachers of English

In developing the project, it was determined that the sample would be applied only to the first year of basic education, which are only 35 children enrolled in April, according to provided data by the secretary of the school.
3.3 Techniques and instruments for data collection.

**Technique**
Survey

**Instrument**
Questionnaire

Validity of the instruments

Once developed the questionnaire will be presented to the thesis tutor for their respective review and approval, then shall give the survey of parents and teachers of “Republica de Brasil Public School No. 59 “.

**Techniques for processing and analysis of results**
Once the results are obtained, we will proceed to tabulate the information, by making the respective analysis of each of the questions made in the questionnaire; expressing the results in statistical tables and graphs; in order to reach the final results and conclusions, for which the project is directed.
### 3.4 The operationalization of the variables.

**Independent variable**

Process of teaching and learning of basic English Language

**Dependent Variable**

Interactive Activities

<table>
<thead>
<tr>
<th>General Concepts</th>
<th>Dimensions</th>
<th>Indicators</th>
<th>Item</th>
<th>Technical Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of motivation</td>
<td>Intrinsic</td>
<td>1</td>
<td>Technique: Surveys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extrinsic</td>
<td></td>
<td></td>
<td>Instrument: Questionnaire for parents and teachers</td>
</tr>
<tr>
<td>Motivational Strategies</td>
<td>Lectures, conferences videoconferencing material audiovisual Storytelling, songs</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods</td>
<td>Deductive</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inductive Comparative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factors involved in motivation</td>
<td>Creativity Originality Initiative Sensitivity</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This project invites us to carry out activities of which we are motivated and willing to do something and projecting to others with capacity in order to achieve with effort the goal that we set for ourselves.

(Bermeo Rosendo, 2016)
3.5 Results

Analysis of the Results

GUAYAQUIL UNIVERSITY
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS

SURVEY TO PARENTS TO DETERMINE IF THEY AGREE WITH THE
TEACHING OF ENGLISH LANGUAGE IN THEIR CHILDREN AT
“REPUBLICA DE BRASIL PUBLIC SCHOOL #59”

Objective: The objective of this survey is to reach all the basic
information, in order to determine the necessary processes to
increase the interest in English language, in the students of basic.

I. Personal Information:
Q.1 Genero/Gender Mujer/Female ( ) Hombre/Male ( )

Q.2 Average age Edad promedio
18 a 35 years ( ) 36 a 45 years ( )
46 a 55 years ( ) 55 a 65 years ( )

Q.3 Marital Status Estado civil
1. Soltero/Single ( )
2. Casado/Married ( )
3. Unión Libre/Free Union ( )
4. Divorciado/Divorced ( )
5. Viudo/Widow ( )

Q.4 Level of Education: Nivel de educación
1. Nivel básico/Basic level ( )
2. Básica incompleta/Basic Incomplete( )
3. Colegio/High School ( )
4. Universidad/University ( )
5. Masterado/Master degree / Ph. D ( )
SURVEY QUESTIONS

II. Economic Relationship:
Q.5 Are you a homeowner? / Es usted jefe de hogar?
   Yes( ) No ( ) Lives With other relatives ( )
Q.6 Are you working right now? / Esta usted trabajando ahora?
   Yes( ) No ( )

III. Relationship with the Community:
Q.7 Do you agree with the teaching of the English language at school? /
   Está usted de acuerdo con al enseñanza del lengua ingles en la escuela?
   Sí/yes ( ) No ( ) No sabe/doesn’t know ( )
Q.8 Do you consider that children from basic education, should receive
   the English language as a subject? / Considera usted que los niños de
   educación básica deberían recibir ingles como materia?
   Sí/yes ( ) No ( ) No sabe/ doesn’t know ( )
Q.9 Do you consider the number of class hours received by students in
   English language appropriate? / Usted considera que el numero de hora
   recibidas de ingles por estudiantes son apropiadas?
   Sí/yes ( ) No ( ) No sabe/ doesn’t know ( )
Q.10 Homework that is sent to the house is suitable for the child’s
development? / El deber que es enviado a casa es adecuado para el
desarrollo del niño?
   Sí/yes ( ) No ( ) No sabe/ doesn’t know ( )
Q.11 Do you think parents are trained to help children with English
   homework? / Usted cree que los padres están preparados para ayudar a
   los niños en los deberes de ingles?
   Sí/yes ( ) No ( ) No sabe/ doesn’t know ( )
Q.12 Do you think teachers have an adequate knowledge to teach the subject? / Usted cree que los maestros tiene un adecuado conocimiento para enseñar?
Si/yes ( ) No ( ) No sabe/ doesn’t know ( )

Q.13 The teacher shows interest to stimulate the child to feel interest in learning English language? / Los maestros presentan interes para estimular al niño para que siente interes en aprender ingles?
Si/yes ( ) No ( ) No sabe/ doesn’t know ( )

Q.14 Does the school provide training programs for teachers? / La escuela provee programas de preparacion para los profesores?
Si/yes ( ) No ( ) No sabe/ doesn’t know ( )

Q.15 Do you know of extra curricular activities such as fairs, open house, etc? / Sabe usted de actividades extracurriculares como ferias, casa abierta, etc?
Si/yes ( ) No ( ) No sabe/ doesn’t know ( )

Q.16 Do you feel satisfied with the academic level of teachers and how they teach the subject? / Usted tiene satisfacción con el nivel academico de los maestros y cómo enseñan la materia?
Si/yes ( ) No ( ) No sabe/ doesn’t know ( )

Q.17 The teacher uses motivational strategies such as songs, games, videos, to stimulate the child to learning? / Los maestros usan estrategia motivacional como canciones, juegos, videos para motivar el aprendizaje de los niños?
Si/yes ( ) No ( ) No sabe/ doesn’t know ( )

Q.18 Does the teacher show a positive attitude, and good sense of humor with students when giving the class? / El maestro tiene actitud positiva y buen humos con los estudiantes cuando da las clases?
Si/yes ( ) No ( ) No sabe/ doesn’t know ( )
Q.19 Do you think that teaching English Language should be applied with more dynamics activities, allowing a better development for children's learning? / Usted cree que la enseñanza del idioma debería ser aplicada con más dinamica, permite un mejor desarrollo para el aprendizaje de los niños?

Si/yes ( ) No ( ) No sabe/doesn’t know ( )

Q.20 Does the teacher use technology to develop their skills, in speaking, writing, listening and reading along with their students? / El profesor usa tecnología para desarrollar sus destrezas, en hablar, escribir y leer a lo largo con sus estudiantes?

Si/yes ( ) No ( ) No sabe/doesn’t know ( )
SURVEY TO PARENTS TO DETERMINE IF THEY AGREE WITH THE TEACHING OF ENGLISH LANGUAGE IN THEIR CHILDREN AT “REPUBLICA DE BRASIL PUBLIC SCHOOL #59”

Q.1 Gender  Female ( )  Male ( )

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td>MALE</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

Analysis
According to the survey we may observe that the majority of the respondents were female
Q.2 Average age  
<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 to 45 years</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>36 to 45 years</td>
<td>11</td>
<td>37%</td>
</tr>
<tr>
<td>46 to 55 years</td>
<td>10</td>
<td>33%</td>
</tr>
<tr>
<td>55 to 65 years</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

**Analysis**

According to the survey we may observe that the majority of the respondents have a range of 36-45 years old.
Q.3 Marital Status

1. Single ( )
2. Married ( )
3. Free Union ( )
4. Divorced ( )
5. Widow ( )

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SINGLE</td>
<td>8</td>
<td>27%</td>
</tr>
<tr>
<td>MARRIED</td>
<td>13</td>
<td>43%</td>
</tr>
<tr>
<td>FREE UNION</td>
<td>8</td>
<td>27%</td>
</tr>
<tr>
<td>DIVORCED</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>WIDOW</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

Analysis
According to survey 31% of respondents are married

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASIC LEVEL</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>BASIC INCOMPLETE</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>HIGH SCHOOL</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td>UNIVERSITY</td>
<td>19</td>
<td>63%</td>
</tr>
<tr>
<td>MASTER D. / PH.D</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

**Analysis**
According to the survey 63% of the tutors have college degrees
Q.5 Are you a homeowner?
Yes ( )  No ( ) Lives With other relatives ( )

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>17</td>
<td>57%</td>
</tr>
<tr>
<td>NO</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td>LIVES WITH OTHER RELATIVES</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

Are you a homeowner?

(Bermeo Rosendo, 2016)

**Analysis**

According to the survey 57% of the tutors have their own home
Q.6 Are you working right now:
Yes( ) No ( )

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>26</td>
<td>87%</td>
</tr>
<tr>
<td>NO</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>100%</td>
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</table>

(Bermeo Rosendo, 2016)

Analysis
According to the survey 87% of the tutors have a permanent job
Q.7 Do you agree with the teaching of the English language at school?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>YES</td>
<td>27</td>
<td>90%</td>
</tr>
<tr>
<td>NO</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>DOESN´T KNOW</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

**Analysis**

According to the results, 90% of parents are in agreement with the teaching of the English language at school, while 10% is not agree with the teaching of foreign language.

**Conclusion**

The school should train their staff of the English area, so they can provide a good base of the English language to their students.
Q.8 Do you consider that children from basic education, should receive the English language as a subject?

yes ( ) No ( ) doesn’t know ( )

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>YES</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>NO</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>DOESN´T KNOW</td>
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<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

**Analysis**

According to the results of the surveys, it was obtained as a result that 100% of parents are in agreement with the teaching of the English language at school and this should be the main subject in school hours.

**Conclusion**

Parents believe that the English language should be a strong subject in teaching their children to a better future in society and in their academic level.
Q.9 Do you consider the number of class hours received by students in English language appropriate?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>YES</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>NO</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
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<td>4</td>
<td>13%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

**Analysis**

According to the results of the survey, the parents in 17% are in agreement with the hours of English classes that receive their children, 70% are disagree with the number of hours of English classes that their children receive and 13% did not know about it.

**Conclusion**

Parents believe that teaching of English language, should have more hours of classes a week for their children, so that in this way achieve a good training in the English language and so they reached a better future and will have a better academic level.
Q.10 Homework that is sent to the house is suitable for the child’s development?

yes ( ) No ( ) doesn’t know ( )

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>NO</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td>DOESN´T KNOW</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

**Analysis**

According to the results of the surveys, 60% of parents are in agreement with the homework of English for children to do at home, 23% of parents disagree with homework and 17% did not know about it.

**Conclusion**

Parents consider positive the homeworks for children, but teachers should use a better methodology for their parents to they can help in some way with these homeworks to the children.
Q.11 Do you think parents are trained to help children with English homework?
Yes ( □ ) No ( □ ) doesn’t know ( □ )

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>YES</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>NO</td>
<td>20</td>
<td>66%</td>
</tr>
<tr>
<td>DOESN´T KNOW</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

**Analysis**

According to surveys, 66% of parents are not prepared to help their children with homework, 17% feel that help to their children with homework correctly and 17% did not know about it.

**Conclusion**

Parents feel that they are not academically prepared in the English language to help their children with homework, for this reason Teachers shall prepare better to their students to avoid problems in the subject of English.
Q.12  Do you think teachers have an adequate knowledge to teach the subject?
Yes ( )     No ( )     doesn’t know ( )

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>NO</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>DOESN´T KNOW</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

Do you think teachers have an adequate knowledge to teach the subject?

(Bermeo Rosendo, 2016)

Analysis
According to the survey, 60% of parents believe that teachers have the knowledge to teach the English language, 17% believe that they have the skills to teach the subject, 13% did not know about it.

Conclusion
The school must give seminars, training for teachers so that they apply the acquired knowledge, in the Plan of hours classes to their students.
Q.13 The teacher shows interest to stimulate the child to feel interest in learning English language?

yes ( )   No ( )   doesn’t know ( )

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>17</td>
<td>56%</td>
</tr>
<tr>
<td>NO</td>
<td>8</td>
<td>27%</td>
</tr>
<tr>
<td>DOESN’T KNOW</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

**Analysis**

According to surveys, 56% of teachers show interest to encourage the student to learn the English language, 27% of teachers do not encourage students to learn the subject, 17% did not know about it.

**Conclusion**

All the teachers must be trained to implement better interactive activities for students and this way achieve better results with students.
Q.14 Does the school provide training programs for teachers?

Yes ( )  No ( )  doesn’t know ( )

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>NO</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>DOESN’T KNOW</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

Analysis

According to the survey, 60% of parents think that the school does not provide training program for teachers, 30% of parents believe that teachers receive training from school, 10% did not know about it.

Conclusion

The school must provide more educational programs for teachers in the area of English, to achieve a better performance in the classroom with children 5-6 years old.
Q.15 Do you know of extra curricular activities such as fairs, open house, etc?
Yes ( ) No ( ) doesn’t know ( )

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>25</td>
<td>83%</td>
</tr>
<tr>
<td>NO</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>DOESN’T KNOW</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

Analysis
According to surveys, 83% of parents know of extracurricular activities carried out in the school, such as fairs, open houses etc. However 17% of parents did not know about these events.

Conclusion
The school and teachers should promote more extracurricular activities, that allow to know to parents, about these activities and with their children together, could developed in a better way this activities, so they can to know more of the English language.
Q.16 Do you feel satisfied with the academic level of teachers and how they teach the subject?
Yes ( ) No ( ) doesn’t know ( )

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>24</td>
<td>80%</td>
</tr>
<tr>
<td>NO</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>DOESN’T KNOW</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

**Analysis**

According to surveys, 80% of parents are satisfied with the academic level of teachers and how they teach their children the subject of English, 17% are not satisfied with the academic level of teachers, 3% did not know about it.

**Conclusion**

Teachers must be trained continuously, for better development and performance in the classroom; they will achieve better teaching with updated methods, due to this that influences student and their interest in learning the English language.
Q.17 The teacher uses motivational strategies such as songs, games, videos, to stimulate the child to learning?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
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<td>13</td>
<td>43%</td>
</tr>
<tr>
<td>NO</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>DOESN´T KNOW</td>
<td>8</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

**Analysis**

According to surveys, 43% of parents believe that the teacher applies motivations strategies for the teaching of children, 30% believe that the teacher doesn't use motivational strategies in the process of teaching and 27% did not know about it.

**Conclusion**

Teachers must apply more motivational strategies in the classroom to awaken interest in students and integrate into their lesson plans, interactive activities according to the age of students.
Q.18 Does the teacher show a positive attitude, and good sense of humour with students when giving the class?

Yes ( ) No ( ) doesn’t know ( )

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
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<td>77%</td>
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<tr>
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<td>3</td>
<td>10%</td>
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<td>DOESN’T KNOW</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

**Analysis**
According to surveys, 77% of parents consider that the teacher transmits a good attitude and have a good mood when he gives his class, 10% think that the teacher doesn’t have a good attitude when given the class, 13% did not know about it.

**Conclusion**
The school should provide seminars of neurolinguistic programming to their teachers for better communication with the students.
Q.19 Do You think that teaching English Language should be applied with more dynamics activities, allowing a better development for children's learning?  Yes ( )  No ( )  doesn’t know ( )

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<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>YES</td>
<td>29</td>
<td>97%</td>
</tr>
<tr>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DOESN’T KNOW</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

**Analysis**

In accordance with the results, 97% of parents believe that teaching the English language should be performed with more dynamic activities, to develop a greater interest in children in learning the English language, 3% did not know about it.

**Conclusion**

Teachers should apply more dynamic classroom activities, such as songs, nursery rhymes, games, videos, for the student to socialize and participate, have a better performance during learning in the English language.
Q.20 Does The teacher use technology to develop their skills, in speaking, writing, listening and reading along with their students?

Yes ( )  No ( )  doesn’t know ( )

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<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>YES</td>
<td>17</td>
<td>57%</td>
</tr>
<tr>
<td>NO</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>DOESN`T KNOW</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Bermeo Rosendo, 2016)

Analysis
In accordance the results, parents consider that 57% of teachers use the technology to develop their skills in reading, grammar, writing, and these can be efficiently applied for the teaching of students how, 30 % of parents believe that teachers do not implement the use of technology for the development of their skills, 13% did not know about it.

Conclusion
The institution should have an English laboratory, so that teachers and students can develop their different skills like writing, listening, reading and hearing in English.
CONCLUSIONS AND RECOMMENDATIONS

Because of the investigation, once confronted the questions submitted to parents' Republic of Brazil Public School No.59; with the responses, the following is taken into summary.

Following the analysis of the various aspects related to the implementation and enforcement of this research work, and then interpreting the results of surveys carried out in relation to the teaching and learning of the English language, you can get as conclusions and the following recommendations:

Conclusions

1. Teachers of the Public School No. 59 "Republic of Brazil" do not count in with materials for the implementation of new strategies in the evaluation processes.

2. No seminars or talks on interactive activities are provided on campus.

3. The teachers do not have an English guide on the subject of interactive activities.

4. Teachers and guardians are not trained with interactive activities to teach foreign language.

5. Parents do not have the knowledge or sufficient guidance to identify and assimilate the status of learning processes and evaluation of their children.
6. The problems involved in teaching and children’s learning, from the first year of basic education, are often due to short follow-up given by the teachers and authorities.

7. Lack of teaching materials, due to low economic resources of the institution.

8. Children should be encouraged with new techniques for its development in learning English to improve in his personal life.

**Recommendations**

1. It’s essential that teachers update their knowledge to achieve optimization of all aspects that make the development of interactive activities in teaching and learning for children from 5-6 years of age.

2. It’s necessary that teachers seek alternatives for updating knowledge that will be reflected in their daily behavior.

3. Parents and/or legal representatives should always participate in all the activities planned in the public school No.59 "Republic of Brazil" in order to be in constant communication with the teachers, to find answers to all your questions.

4. They often apply the seminar workshop for teachers and guardians.

5. Legal representatives encourage the inclusion of the activities of their children in order to ensure a good performance in his personality inside and outside environment.
6. The use of recycled materials to help with teaching children and so may take forward the work plan.

7. Perform gatherings or retreats, both legal representatives and children, to achieve good development in their personal life and family integration.

8. The institution must provide a framework of confidence to the expression of ideas submitted by teachers so they can generate a good development with the theme of the interactive activities.
4 CHAPTER IV – THE PROPOSAL

4.1 Title

Teaching guide designed with interactive activities for Teaching and learning basic English language for first basic year education.

4.2 Justification

At present, the teaching and learning of English is very important and necessary as students must not only learn math, language, or social, they should learn a second language, so in our country Ecuador, it has been implemented in the education system teaching foreign language. It is essential to develop listening and speaking skills, emphasizing those skills because they are the basis for learning a second language. So to speak it is necessary to first listen.

Teachers and students should be prepared to participate and develop strategies for learning and teaching in the area of interactive activities, especially in children in the first year of primary because from that age comprising between 5-6 years develop the sense of hearing even more and as a result they can repeat sounds without any problems.

This project was developed under the necessity of the participation of students, since the objective is focused on making a guide for the teaching of a foreign language teacher, with interactive activities such as songs, games, stories, role play, individual, couples, groups; in this guide we propose a series of activities which will develop learning skills such as listening and speaking English.
4.2.1 The Fundamental Problematic

The problem that exists in the classroom, where interactive activities are not developed for the smooth process of teaching and learning the English language, because communication between teachers and student is not very good, the teachers do not have enough training to work with interactive lessons. The teachers should give students freedom to express themselves, but with respectful attention and trainer. The teachers must be prepared pedagogically and according to the new educational and technological advances for better performance in the classroom, which must become a laboratory, dynamic, participatory, where students can interact and become a generator of new ideas and knowledge.

4.3 Objectives

4.3.1 General Objective

For effective teaching and learning of the English language among students in basic first of the "Republic of Brazil Public School No. 59" during the academic period 2016-2017, through a process in which interactive activities were used, in order to increase the level of student participation in class.

4.3.2 Specific Objectives

- Understand and perform interactive activities and techniques for students to learn quickly with dynamic classes.
- Design classes of English, using songs, interactive games, rounds, stories in the process of teaching and learning and proper study plan.
- Encourage teachers to include in their plans dynamic activities, classifying the participation of groups or individually to the student.
- Contribute to the improvement in the communication skills of the students, for the development of learning
Sector and Physical location

This project will be implemented in:

**School:** “Republica de Brasil Public School No. 59 “

**Country:** Ecuador.

**Province:** Guayas

**Canton:** Guayaquil

**Parish:** Febres Cordero

**Sector:** Urban

**Address:** Gómez Rendón and 12th street, south-west, Guayaquil city.
Escuela Fiscal No 59

(GOOGLE MAPS, 2017)
4.4 Feasibility of its Implementation

The project has been approved by the authorities and the other members of the school as teachers and students; well as our contribution in the design of it, based on surveys to determine the need to implement strategies in the area of English, to strengthen critical thinking as a transversal axis in the subject of English.

The development of this proposal is feasible because it will help better teaching for teachers to improve student learning and make easier the homework to help parents of students.

This project is supported by the Constitution of the Republic through their existing laws, The Organic Law of Intercultural Education (LOEI), Code of Childhood and Adolescence and is besides a prerequisite for access to obtaining the degree in languages.

The content of this proposal has been researched suitability, obtaining reliable results and their use will be considered as a pedagogical tool that will provide technical support for teachers.

Besides we have the support of the entire educational community especially the Authority of the School.

4.4.1 Beneficiaries

This research is a valuable contribution for students and teachers at "Republic of Brasil No 59 Public School ". The students of first year of basic need interactive activities in English, for better learning, participatory, joyful and dynamic classes, to do this during the process.

The guide will help teachers in the application of improved methodologies in the area of English, the teachers should have a strategic thinking for
teaching thinking through strategies of learning and not only with instructions; the teachers must be convinced what he has to transfer and to stimulate new learning are mental processes.

4.4.2 Vision

That the students of "Republic of Brasil Public School No 59" academic year 2016-2017, can achieve a dynamic learning, with a universality potentiating with creativity, teaching and learning of the English language, with the dignity that human beings deserve.

4.4.3 Mission

Provide students a positive attitude in the pedagogical part, to develop interactive and creative classes and consequently achieve verbal fluency in the English language.

4.4.4 Purposes

- To comply with the regulations of the educational system.

- To promote the teaching and learning through a permanent exercise in the classroom.

- To promote and reflect the critical spirit of the student through active pedagogy
4.5 Description of the proposal

Teaching guide designed with interactive activities for Teaching and learning basic English language for first basic year education.

This educational project was carried out using a series of surveys to collect enough information to discover the lack of interest of the English language in children, counting in addition on various materials and human resources that allowed us to evaluate in a practical and simple way.

Children from 5-6 years old can pronounce and sing certain songs, which are always adapted to their level of capacity hearing sensorial.

Some exercises to develop as listening and performing songs, games, selected rounds which meet the following conditions: short, easy to sing, lyrics adapted to the acoustic possibilities of the child.

We must also consider other aspects when developing interactive activities the English language:

- The songs have simple lyrics.
- The content is in the interests of the child.
- These have to be nice and funny, arousing playful sense of participation.

The songs must be memorized by children, to reinforce learning and sense of security of what the child has learned.
4.5.1 Design of the proposal

For the development of teaching guide designed with interactive activities for Teaching and learning basic English language for first basic year education, the following procedure was used:

Design Aspects

The process of designing a guide for teachers of English, goes from an initial concept to the start of production, consider the following:

- Develop the concept.
- Display the structure and flow of content in the brochure.
- Develop, write and develop the idea.
- Balance the use of resources. Establish roles, assign and distribute work.

The strategies in the classroom allow the implementation of activities freely and spontaneously tend to develop cognitive skills, procedures and attitudes, through a communicative process geared to the achievement of objective.

Requiring a number of strategies to facilitate the process of teaching among which stand out: active strategies basic creative and recreational.

In general it is necessary to mention basic strategies that the teachers should consider in any process of teaching and learning.
4.5.2 Philosophical

The educational process has as central concern:

Establish functions according to the aims of education, for their implementation the type of person to be formed with values, strategies that should be taken into account, for training and instruction of society in the future, under these parameters, education should take the commitment of operability.

“Philosophy and education are two wonderful conceptions of the man who used within the social, historical and ideological framework, allows the elements be guidelines change this society. Philosophy serves to education as the guidance of the human process, for a scientific conception of thought and nature, analyze critically and dialectically have clearly a criteria of the philosophical problems planned for education, in that way meet its purposes” (FRANCISCO MORAN M, 1996)

The development and perfection of education are philosophical, to understand that philosophy is the science that deals with the intellectual, physical or moral faculties, to be the causes of the human being to allow, in the sport, culture, politics, the economy, education and others in order for any action or activity directed toward others, we will say that you must have a correct philosophical line.

The man has thought, reflection and contemplation, but necessarily must end with the action, in the rational and sensitive part; therefore the spiritual life is an effort by the knowledge of the external world.
4.5.3 Pedagogical

The proposal about action of teachers in the education of students it is based on the guidelines of the Conceptual Pedagogy and its application to education in the various areas of education. Conceptual Pedagogy, It is a pedagogical model oriented development of thought for this, apply the important concepts and theories based on knowledge of a science.

In this way, it seeks to use that students take forward a real purpose creative and participatory learning of the instruments of knowledge and intellectual operations.

4.5.4 Psychological

Psychology is fundamental in every pedagogical action; It is based on the study of human beings and their behavior. The active methodological strategy which it applied at boys and girls would contribute to further development process learning and improves their coordination, thinking, creativity, so will have better possibilities of interaction with those around him.

4.5.5 Sociological

From a sociological point of view, this proposal considers the assertion according to Jimenez:

“Socialization is the process by which a person learns to adapt to the rules, styles and traditions of groups " (JIMENEZ, 1992)

This means that good social adaptation is even more important in childhood, because this stage of life of the student will influence significantly when he socially will become in adulthood.
4.5.6 Educational

In the psychopedagogical assessment the students can make use of standardized intelligence tests, language or personality. However, the choice and use of these tests should be selective, because in most of them predominantly verbal component and the results can be mediatized.

Various studies in this field indicates that even manipulative tests an alteration results occur as a result of the verbal content of the instructions of the itself test.

4.6 Validation of the proposal

There are many myths about English learning in children, we are accustomed to treating English as a subject, which is a mistake, When We teach English to the children we treat the children to see that English as a game and also it will help them in day to day life. This we can achieve only through different organized games.

When you teach English to young children, we must consider that the most important thing is to wrap the child in an atmosphere where the main language is English, in a natural way, that achieves interpenetrate the student with the class
## CONTENTS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Features</th>
</tr>
</thead>
</table>
| Unit 1 | Hello, Hi, goodbye, bye.                                                   | • What’s your name?  
  My name’s .....  
  • How old are you?  
  I’m seven                               | Song: good morning.  
 Song: My name is......  
 Song: the counting song  
 Value: be a good friend. Pinocchio Story |
| Unit 2 | Book, eraser, pencil, backpack, crayon, pencil case, red, orange, blue, green, pink, yellow. | • This is my eraser  
  • It’s blue                                                                 | Song: Color by Number  
 Story: This is my school  
 Value: Take care of you school supplies. |
| Unit 3 | Ball, airplane, robot, umbrella, doll, teddy bear, white, black, purple, gray, brown, beige. | • What is it?  
  It’s a ball. It’s an umbrella  
  • It isn’t red. It isn’t an airplane.                      | Song: Favorite Ted  
 Story: It’s a Ball  
 Value: Share your toys.                           |
| Unit 4 | Sister, grandpa, mom, brother, dad, grandma, dog, cat, rabbit, hamster, snake, bird | • I have a brother  
  • I have two sisters.  
  • I don’t have a cat                                   | Song: Crazy House  
 Story: The Alien Family  
 Value: Be proud of your family.                      |
| Unit 5 | Pig, horse, cow, chicken, duck, sheep, zebra, elephant, monkey, lion, panda, ostrich, | • Is it a pig? Yes, it is. No, it isn’t  
  • Is it black and white?               | Song: A Funny Animal  
 Story: A big, big egg  
 Value: take care of animals.                           |
| Unit 6 | Table, chair, sofa, closet, TV, bed, hall, bedroom, kitchen, bathroom, living room, yard. | • Where’s the dog? It’s in/on/under behind the bed  
  • It isn’t on the chair.                               | Song: Cat and Mouse  
 Story: Where’s Sammy?  
 Value: Clean your room.                               |
| Unit 7 | Ears, eyes, nose, mouth, face, hair, long, short, dark, blond, glasses, braces. | • These are my eyes. This is my nose.  
  • I have long hair and red glasses  
  • I don’t have glasses or braces.                      | Song: A happy face?  
 Story: Knock, Knock  
 Value: It’s good to be clean.                           |

(RACHEL INSTONE, 2009)
Learning English through play

We must adapt to English to any interactive game, depending on the age of the children, up to 3 years old children will be adapted quickly to English, although only we speak English to them understand without using the Spanish, once children have more than 3 years (and never has taught English) learning is more complicated,

They are already accustomed to Spanish and find it harder to recognize the meaning of each word so we must use more simultaneous translation in complicated sentences, repeating the same thing several times

Index cards in English for children

Created by Glen Doman more than 50 years ago, it is one of the games and activities for brain development and learning of children. With these cards we use the repetition, visual effects and of course our voice. In addition with these cards with the drawings according to the theme that we are doing the class, or example the body parts in English, we will teach them the cards and repeating several times the body with loud to get more attention from the child.

Songs for Children in English

The music has mnemonic power much larger than the view, the music also relate to joy, fun, this being an innate feeling human beings that the child already has. We can find thousands of songs in English that work different parts of the development of children. From songs to learn the English alphabet, colors, numbers, habits like brushing teeth and everything that comes to mind.
Every day we have a moment of songs; it is also good that each song has always the same dance so that the children find it easier to relate to this music.

**Videos to learn English**

It is very common to see a video when we want a child to learn English, this is a method that works ever we find that the videos are according to their age few people have sung in English without understanding a single word however they have sung the complete song.

We learn English through three pillars, listen, and relate what we hear and attention, children when they see television, they record in their memory images, and so we must ever associate the video with a song to capture the attention of the child to be more proactive in learning and also using the basic pillars.

**Stories to learn English**

It is a very convenient method for children to learn English, we can always use the classic tales, but the kids love us to do stories where they are the protagonists, when we read a story we must resort to some great images to narrate it, because as we said before children associate images with the narration and better understand history or imagine according to the figures that we will introduce, so they pay attention not only to the drawings, also into English and associate them altogether and it will be easier for them to learn English.

We may also use experiences lived by children and make stories as they like it and to be the protagonists.
How to teach English through interactive activities?

- Emphasize the child to listen and speak in English rather than to write it.

- Do not use the new language teaching concepts that children do not know.

- Seek to speak English as much as possible, so that children can hear the rhythm and they will understand gradually.

- Design activities for all children can be successful.

- Use lots of repetition; Children need to do things over and over; it makes them feel comfortable and help them learn.

- Classes should be fun; only in this way the children will learn. Their motivation to learn English is to participate in games and songs.

- Present short and varied activities to keep them interested and to change the pace of the class. The energetic activities can be used if they are losing interest and tranquility since they need to calm down, especially at the end of the class.

- Use the native language when you need to explain a game or discipline.

- Begin each class with a visual signal, so that the children know that now begins a special time, when speaking in another language.

- Use songs; vocabulary, rhythm of language and grammar are learned easily through songs. Besides singing is fun.
• Using games to motivate them to learn and make it fun.

• Use stories; the children love them and if a story is repeated many times, children get used to the vocabulary and grammar and rhythm of language. After a while, they can tell by themselves.

• Use lots of visual resources, so that children can understand the meaning before knowing the word.

**Tips for First Class**

Tips for first day of school.

• It is very important that children feel confident in the classroom, very subtly we speak in English to the child and the child feels like home, smile and give words of encouragement "good", "good boy", "good girl", "congratulations" with gestures to make them feel happy.

• The activities performed should not be long otherwise the child will tire and lose attention when activities are short the child pays more attention and be easy learning.

• Repeat several times the vocabulary so that they can understand and the sound of each word can be retained by them.

• Say greetings and instructions with gestures or cards so that they can understand, these should be simple and useful instructions.

• The first day of classes we must accustom them to listen to songs such as greetings so they are learning and can sing it every morning when school starts.
ANEXOS
GREETINGS WHEN YOU MEET SOMEONE

<table>
<thead>
<tr>
<th>Hello/Hi</th>
<th>Good-bye</th>
</tr>
</thead>
<tbody>
<tr>
<td>See you later/</td>
<td>See you- Good</td>
</tr>
<tr>
<td>Good morning-</td>
<td>Good afternoon</td>
</tr>
<tr>
<td>Good</td>
<td>Good night</td>
</tr>
<tr>
<td>How are you?</td>
<td>I am fine</td>
</tr>
<tr>
<td>Fine, thanks'</td>
<td>Very well / No bad</td>
</tr>
</tbody>
</table>

(Mary Spratt, 2005)

Objective: We must teach them every day phrases such as greetings or farewells.

Activity:
The teachers teach the children the phrases and will repeat to them several times, then put the music of the good morning to all morning once they enter the classroom greet singing.

(YOUTUBE SONGS, 2017)
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>CONTENT</th>
<th>METHODOLOGICAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| LISTENING | Greetings | WARM UP:  
- Talk about the greetings.  
ESSENTIAL QUESTION:  
- How are you?  
BUILDING NEW KNOWLEDGE:  
- Look at the chart about the topic.  
- Listen to your teacher’s pronunciation about the topic and repeat.  
- Check the sentences on the board.  
- Give some oral examples.  
TRANSFER:  
The students practice with a song. | TEXT BOOK:  
“twist and shout #1”  
Chart.  
Flash card.  
Video | The evaluation learn the song |
Hello!  
Hi!  
GOODBYE!
Good morning!

Good morning

Good morning

Good afternoon

Good afternoon

Good evening

Good evening

Good night

Good night

(islcollective.com, 2017)
HELLO & GOODBYE

Draw with **green** color the hello hands and with **red** color the goodbye hands.

Hello hello hi hi hi hi goodbye goodbye bye bye
WHAT´S YOUR NAME?

(islcollective.com, 2017)

(YOUTUBE, 2017)

**Objective:** The student and their classmates will be presented, and the student correctly would express the phrase "My name is".

**Activity:**
The teacher will make rounds of questions what’s your name? And children answered, then they will make questions and answers in couples.
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>CONTENT</th>
<th>METHODOLOGICAL STRATEGIES</th>
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</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>Greetings</td>
<td>WARM UP:</td>
<td>TEXT BOOK:</td>
<td>The evaluation learn the song</td>
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<tr>
<td></td>
<td></td>
<td>• Talk about the greetings.</td>
<td>“twist and shout #1”</td>
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<td></td>
<td>• ESSENTIAL QUESTION:</td>
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<tr>
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<td></td>
<td>• How are you?</td>
<td>Chart.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• BUILDING NEW KNOWLEDGE:</td>
<td>Flash card.</td>
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<tr>
<td></td>
<td></td>
<td>• Look at the chart about the topic.</td>
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<tr>
<td></td>
<td></td>
<td>• Listen to your teacher’s pronunciation about the topic and repeat.</td>
<td>Video</td>
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<td></td>
<td>• Check the sentences on the board.</td>
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<td></td>
<td>• Give some oral examples.</td>
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<td></td>
<td>• Look at the video an listen</td>
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<td>TRANSFER:</td>
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<td></td>
<td>The students practice with a song.</td>
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<tr>
<td>SPEAKING</td>
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<td>Repeat the vocabulary and sing the song</td>
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**DATE:**
**LANGUAGE:** ENGLISH
**METHOD:** PRESENTATION-PRACTICE-PRODUCTION
**TEACHER:** BERMEO PERALTA ROSENDO
**INSTITUTION:** AREA: FOREIGN ELEMENTARY SCHOOL YEAR: 1st SCHOOL YEAR: 2014-2017

**SKILLS**

**LISTENING**
- Listen to your teacher’s explanation about the topic.
- Listen to the new vocabulary about the topic.

**SPEAKING**
Repeat the vocabulary and sing the song.
HELLO
my name is

How are you?

I'm fine, thank you!
Hello, Minnie! How are you?

I’m fine, thanks. How are you?

I’m ______
_________
_________
Objective: Reading, writing, speaking numbers 1 to 10 correctly answered the question How old are you?

Activity: The teacher will present flash card with each number several times each number, then sing the song of numbers. They will tell their ages according to the learned numbers pronouncing.
<table>
<thead>
<tr>
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<td>The evaluation learn the song</td>
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<td><strong>ESSENTIAL QUESTION:</strong></td>
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<td></td>
<td></td>
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</tr>
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<td>SPEAKING</td>
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</tr>
<tr>
<td>Repeat the vocabulary and sing the song</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Write the names of the numbers in the boxes:

1 2 3

4 5 6

7 8 9

10

two one ten
five eight four
three seven
six nine

(islcollective.com, 2017)
How old are you?
I'm six years old.

Divide the words and write them down.

How old are you? Im seven years old.

 islcollective.com, 2017
**Objective:**

We must teach children values, this gives them autonomy, creativity and responsibility.

Activity: The teacher read a story of Pinocchio, a story with values, professor show the respective figures, this will make them discover the values. On a sheet will work in the class painting the values and repeating orally each.

(YOUTUBE VALUES,, 2017)
PINOCCHIO

A carpenter finds a talking piece of wood and gives it to his poor neighbor, Geppetto, who wants to build a marionette. Geppetto carves the block into a marionette puppet and names him his son, Pinocchio. However, Pinocchio runs away as soon as he learns to walk. The marionette is caught by a Carabiniere, but he assumes that Pinocchio has been mistreated and imprisons Geppetto. Pinocchio goes back to Geppetto's house where he accidentally kills a talking cricket who had warned Pinocchio of the perils of disobedience and hedonism.

That evening, Pinocchio falls asleep with his feet on the stove, and wakes to find that they have burned off. Geppetto is released from prison and makes Pinocchio a new pair of feet. In gratitude, Pinocchio promises to attend school and Geppetto sells his only coat to buy him a school book. On his way to school the next morning, Pinocchio encounters the Great Marionette Theatre and he sells his school book in order to buy a ticket for the show. The marionettes on stage recognize him in the audience and call out to him, angering the puppet master Mangiafuoco. The puppet master initially decides to use Pinocchio as firewood, but ultimately releases him and gives him five gold pieces to give to Geppetto.

As Pinocchio travels home to give the coins to his father, he meets a fox and a cat. The Cat pretends to be blind and the Fox pretends to be lame. A white blackbird tries to warn Pinocchio of their lies, but is eaten by the Cat, at which point the Fox states that the blackbird talked too much and had to be silenced.

The two animals convince Pinocchio that if he plants his coins in the Field of Miracles outside the city of Catchfools, they will grow into a tree with one or two thousand gold coins. On the way to the field, they stop at an inn, where the Fox and Cat gorge themselves on food at Pinocchio's
expense and ask to be awoken by midnight. Two hours before the set
time, the pair abandon Pinocchio, leaving him to pay for the meal with one
of his coins. They instruct the innkeeper to tell Pinocchio that they left after
receiving a message stating that the Cat's eldest kitten had fallen ill and that
they would meet Pinocchio at the Field of Miracles in the morning.

They take off ahead of Pinocchio and disguise themselves as bandits
while Pinocchio continues on toward Catchfools, despite warnings from
the Ghost of the Talking Cricket he had killed earlier. The disguised Fox and
Cat ambush Pinocchio, but the puppet escapes to a white house after biting
off the Cat's paw. Upon knocking on the door, Pinocchio is greeted by a
young fairy with turquoise hair who says she is dead and waiting for a
hearse. Unfortunately, while Pinocchio is speaking with the Fairy, the
bandits catch him and hang him in a tree. After a while, the Fox and Cat
get tired of waiting for the puppet to suffocate and leave.

The Fairy has Pinocchio rescued by summoning a falcon to get him down
and having her poodle servant Medoro pick him up in her stagecoach. The
Fairy calls in three famous doctors to tell her whether Pinocchio is dead.
Two of them are an owl and a crow who are unsure of Pinocchio's status.
The third doctor is the Ghost of the Talking Cricket, who says that the puppet
is fine, but has been disobedient and hurt his father. The Fairy administers
medicine to Pinocchio who consents to take it after four undertaker rabbits
arrive to carry away his body, as he will be dead soon if he does not take
the medicine. Recovered, Pinocchio lies to the Fairy when she asks what
has happened to the gold coins, and his nose grows until it is so long that
he cannot turn around in the room. The Fairy explains that Pinocchio's
lies are making his nose grow, and calls in a flock of 1,000 woodpeckers
to chisel it down to normal size. The Fairy sends for Geppetto to come and
live with them in the forest cottage.
When Pinocchio heads out to meet his father, he once again encounters The Fox and The Cat, who are no longer wearing their disguises. When Pinocchio notices the Cat's missing paw with the right arm in a sling, the Fox claims that they had to sacrifice it to feed a hungry old wolf. They remind the puppet of the Field of Miracles, and finally he agrees to go with them and plant his gold. After half a day's journey, they reach the city of Catchfools, where every animal in town has done something exceedingly foolish and now suffers as a result. Pinocchio buries his coins, and then leaves for the twenty minutes it will take for his gold to grow into gold coin trees. After Pinocchio leaves, the Fox and the Cat dig up the coins and run away. Once he returns, he finds no trees and no gold coins and learns of their treachery from a parrot who mocks Pinocchio for falling for their tricks. (Tradicional Catholic Priest, 2017)
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>CONTENT</th>
<th>METHODOLOGICAL STRATEGIES</th>
<th>RESOURCES</th>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>LISTENING</td>
<td>Values</td>
<td>WARM UP:</td>
<td>TEXT BOOK</td>
<td>The evaluation learn the story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Talk about the values.</td>
<td>“twist and shout #1”</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>ESSENTIAL QUESTION:</td>
<td>Chart.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Do you share your things??</td>
<td>Flash card.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BUILDING NEW KNOWLEDGE:</td>
<td>Video</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Look at the chart about the topic.</td>
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<td>• Listen to your teacher’s pronunciation about the topic and repeat.</td>
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<td></td>
<td>• Check the sentences on the board.</td>
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<td></td>
<td></td>
<td>• Give some oral examples.</td>
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<td>• Look at the video and listen</td>
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<tr>
<td>SPEAKING</td>
<td></td>
<td>TRANSFER:</td>
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<tr>
<td></td>
<td></td>
<td>The students practice with the pictures.</td>
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</tbody>
</table>

TEACHER
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https://www.youtube.com/watch?v=ea5-Sle5l7M
### 6 ANEXES

GUAYAQUIL UNIVERSITY  
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE EDUCATION  
SCHOOL OF LANGUAGES AND LINGUISTICS

**SURVEY TO PARENTS TO DETERMINE IF THEY AGREE WITH THE TEACHING OF ENGLISH LANGUAGE IN THEIR CHILDREN AT “REPUBLICA DE BRASIL PUBLIC SCHOOL #59”**

**Objective:** The objective of this survey is to reach all the basic information, in order to determine the necessary processes to increase the interest in English language, in the students of basic.

### I. Personal Information:

<table>
<thead>
<tr>
<th>Q.1 Genero/Gender</th>
<th>Mujer/Female</th>
<th>Hombre/Male</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q.2 Average age</strong></td>
<td>18 a 35 years</td>
<td>36 a 45 years</td>
</tr>
<tr>
<td>Edad promedio</td>
<td>46 a 55 years</td>
<td>55 a 65 years</td>
</tr>
<tr>
<td><strong>Q.3 Marital Status</strong></td>
<td>1. Soltero/Single</td>
<td>( )</td>
</tr>
<tr>
<td>Estado civil</td>
<td>2. Casado/ Married</td>
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<td>3. Unión Libre/ Free Union</td>
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<td>4. Divorciado/ Divorced</td>
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<td>5. Viudo/Widow</td>
<td>( )</td>
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<tr>
<td><strong>Q.4 Level of Education:</strong></td>
<td>1. Nivel básico/ Basic level</td>
<td>( )</td>
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<tr>
<td>Nivel de educación</td>
<td>2. Básica incompleta/ Basic Incomplete</td>
<td>( )</td>
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<tr>
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<td>3. Colegio/ High School</td>
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<td>4. Universidad/ University</td>
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<td>5. Masterado/ Master degree / Ph. D</td>
<td>( )</td>
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SURVEY QUESTIONS

II. Economic Relationship:
Q.5 Are you a homeowner? / Es usted jefe de hogar?
   Yes( )  No ( )  Lives With other relatives ( )
Q.6 Are you working right now? / Está usted trabajando ahora?
   Yes( )  No ( )

III. Relationship with the Community:
Q.7 Do you agree with the teaching of the English language at school? / Está usted de acuerdo con el enseñanza del idioma inglés en la escuela?
   Sí/yes ( )  No ( )  No sabe/doesn´t know ( )
Q.8 Do you consider that children from basic education, should receive the English language as a subject? / Considera usted que los niños de educación básica deberían recibir inglés como materia?
   Sí/yes ( )  No ( )  No sabe/doesn´t know ( )
Q.9 Do you consider the number of class hours received by students in English language appropriate? / Usted considera que el número de horas recibidas de inglés por estudiantes son apropiadas?
   Sí/yes ( )  No ( )  No sabe/doesn´t know ( )
Q.10 Homework that is sent to the house is suitable for the child´s development? / El deber que es enviado a casa es adecuado para el desarrollo del niño?
   Sí/yes ( )  No ( )  No sabe/doesn´t know ( )
Q.11 Do you think parents are trained to help children with English homework? / Usted cree que los padres están preparados para ayudar a los niños en los deberes de inglés?
   Sí/yes ( )  No ( )  No sabe/doesn´t know ( )
SURVEY QUESTIONS

Q.12 Do you think teachers have an adequate knowledge to teach the subject? / Usted cree que los maestros tiene un adecuado conocimiento para enseñar?
   Si/yes ( )  No ( )  No sabe/doesn’t know ( )

Q.13 The teacher shows interest to stimulate the child to feel interest in learning English language? / Los maestros presentan interes para estimular al niño para que siente interes en aprender ingles?
   Si/yes ( )  No ( )  No sabe/doesn’t know ( )

Q.14 Does the school provide training programs for teachers? / La escuela provee programas de preparacion para los profesores?
   Si/yes ( )  No ( )  No sabe/doesn’t know ( )

Q.15 Do you know of extra curricular activities such as fairs, open house, etc? / Sabe usted de actividades extracurriculares como ferias, casa abierta, etc?
   Si/yes ( )  No ( )  No sabe/doesn’t know ( )

Q.16 Do you feel satisfied with the academic level of teachers and how they teach the subject? / Usted tiene satisfacción con el nivel academico de los maestros y cómo enseñan la materia?
   Si/yes ( )  No ( )  No sabe/doesn’t know ( )

Q.17 The teacher uses motivational strategies such as songs, games, videos, to stimulate the child to learning? / Los maestros usan estrategia motivacional como canciones, juegos, videos para motivar el aprendizaje de los niños?
   Si/yes ( )  No ( )  No sabe/doesn’t know ( )

Q.18 Does the teacher show a positive attitude, and good sense of humor with students when giving the class? / El maestro tiene actitud positiva y buen humos con los estudiantes cuando da las clases?
   Si/yes ( )  No ( )  No sabe/doesn’t know ( )
SURVEY QUESTIONS

Q.19 Do You think that teaching English Language should be applied with more dynamics activities, allowing a better development for children's learning? / Usted cree que la enseñanza del idioma debería ser aplicada con más dinámica, permite un mejor desenvolvimiento para el aprendizaje de los niños?

Si/yes ( ) No ( ) No sabe/ doesn’t know ( )

Q.20 Does The teacher use technology to develop their skills, in speaking, writing, listening and reading along with their students? / El profesor usa tecnología para desarrollar sus destrezas, en hablar, escribir y leer a lo largo con sus estudiantes?

Si/yes ( ) No ( ) No sabe/ doesn’t know ( )

THANKS FOR PARTICIPATING
MSc.
LARRY TORRES V.
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: BERMEO PERALTA ROSENDO MARIANO

**TOPIC: “PROCESS OF TEACHING AND LEARNING BASIC ENGLISH LANGUAGE.” PROPOSAL: “TEACHING GUIDE DESIGNED WITH INTERACTIVE ACTIVITIES FOR TEACHING AND LEARNING BASIC ENGLISH LANGUAGE.”**

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

Atentamente,

[Signature]

MSc. ALEJANDRO SÁNCHEZ
DIRECTOR

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<th>CARGO</th>
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<tr>
<td>Elaborado por:</td>
<td>Ing. Alexandra Delgado</td>
<td>Secretaria 1</td>
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<tr>
<td>Aprobado por:</td>
<td>MSc. Alemán Sánchez A.</td>
<td>DIRECTOR</td>
</tr>
</tbody>
</table>
Master
Silvia Moy Sang Castro
DECANA DE LA FACULTAD DE FILOSOFÍA, LETRASY CIENCIAS DE LA EDUCACION
Ciudad

De mis consideraciones

El H. Consejo Directivo de la Facultad me designó consultor del Proyecto Titulado “PROCESS OF TEACHING AND LEARNING BASIC ENGLISH LANGUAGE”, cuya propuesta es: “TEACHING GUIDE DESIGNED WITH INTERACTIVE ACTIVITIES FOR TEACHING AND LEARNING BASIC ENGLISH LANGUAGE”, perteneciente al egresado: BERMEO PERALTA ROSENDRO MARIANO, como un aspecto legal previo a la obtención del título de Licenciado en Lengua y Lingüística Inglesa. El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

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

Muy atentamente,

[Signature]
MSc. Larry Torres V.
PROFESOR - ASESOR
Habiendo sido nombrado Msc. LARRY TORRES, Tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por BERMO ROZENDO MARIANO, 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: "PROCESS OF TEACHING AND LEARNING BASIC ENGLISH LANGUAGE" PROPUESTA "TEACHING GUIDE DESIGNED WITH INTERACTIVE ACTIVITIES FOR TEACHING AND LEARNING BASIC ENGLISH LANGUAGE", ha sido orientado durante todo el periodo de ejecución en el programa URKUND, quedando el 8% coincidencia.

Msc. LARRY TORRES
C.I.: 0913004347
MEETING WITH THE PARENTS