# UNIVERSIDAD DE GUAYAQUIL

## FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

## ESCUELA DE LENGUAS Y LINGUÍSTICA

## SISTEMA DE EDUCACIÓN PRESENCIAL

## CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL

### EDUCATIONAL PROJECT

### TOPIC

### INFLUENCE OF THE USE OF LINGUÍSTIC PROFICIENCY

### PROPOSAL

### DESIGN DIDACTIC GUIDE BASED ON SIMPLE PRESENT

**In Partial Fulfillment of the Requirements for the**

**DEGREE OF**

**LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN**

**Major in: LENGUA Y LINGÜÍSTICA INGLESA**

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**UNIVERSIDAD DE GUAYAQUIL**

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**SISTEMA DE EDUCACIÓN PRESENCIAL**

**CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL**

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En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: LENGUA Y LINGÜÍSTICA INGLESA.
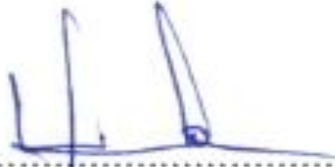
Tengo a bien informar lo siguiente:

Que los integrantes Morocho Rodriguez Michele Annabell - Yagual De La Rosa Johnny Javier, diseñaron el proyecto educativo con el Tema: Influence of the use of linguistic proficiency. Propuesta: Design didactic guide based on simple present

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

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

Atentamente

....................................................
MSc. Eduardo Torres
Consultor Académico

Guayaquil, 2 de Mayo de 2016

**MSC**
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**FILOSOFÍA, LETRAS Y CIENCIAS DE LA**
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**Ciudad.**

Para los fines legales pertinentes comunico a usted que los derechos intelectuales del proyecto educativo con el tema: Diseño y ejecute del proyecto educativo con el Tema: Influence of the use of linguistic proficiency. Design an interactive didactic guide, based on simple present.

Pertenecen a la Facultad de Filosofía, Letras y Ciencias de la Educación.

Atentamente,

Yagual De La Rosa Jhonny          Morocho Rodriguez Michele

**UNIVERSIDAD DE GUAYAQUIL**

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA**

**EDUCACIÓN SISTEMA DE EDUCACIÓN PRESENCIAL**

**CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL**

# PROYECTO

**TEMA:** Influence of the use of linguistic proficiency. Design didactic guide based on simple present

APROBADO

…………………………………

Tribunal No 1

……………………………            ………………………………………

Tribunal No 2                                    Tribunal No 3

Yagual De La Rosa Jhonny            Morocho Rodriguez Michele

# EL TRIBUNAL EXAMINADOR OTORGA

# AL PRESENTE TRABAJO

LA CALIFICACIÓN DE: _____

EQUIVALENTE A: _____

TRIBUNAL

_____          _____

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# DEDICATORY

This project is the product of long hours working and thanks God every step I have taken, have supported me in every moment. I also dedicate this project to my family for being my strength and my motivation through all my school years in the University during my studies at this educational center which has let me achieve my goals.

There is also to special dedication to the faculty of Philosophy and my professors, special thanks for their time and wisdom transmitted to me in my professional development training

**MOROCHO MICHELE**

This project is dedicated to my dear family who has always supported me unconditionally, every day during all these years of university studies until achieving my goals.

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**YAGUAL JHONNY**

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**YAGUAL JHONNY**

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**SISTEMA DE EDUCACIÓN PRESENCIAL**

**ESPECIALIZACIÓN: LENGUA INGLESA Y LINGÜÍSTICA**

**AUTHORS: YAGUAL DE LA ROSA JHONNY**

**MOROCHO RODRIGUEZ MICHELE**

**CONSULTANT: MSc.Eduardo Torres**

**THEME:** Influence of the use of linguistic proficiency. Design didactic guide based on simple present exercises.

# ABSTRACT

The educational Project is developed to improve the learning process through the present simple, and supplying a tool to students and teachers. The simple present tense produces certain problems in the learning process of the students nevertheless it is a must that it gives support for the English grammar education, therefore the idea of the influence of simple present tense in linguistic proficiency becomes a reality with the proposal design of interactive didactic guide based on simple present, which will be executed at Otto Arosemena Gómez High School for the students of eight basic grade. The technology gives the opportunity to improving the quality of teaching and get better knowledge. The theoretical bases will be supported with scientific documents, text and extra resources that give relevance to this topic, so the reader can observe the importance of the simple present tense in the educational field. The methodology is based in the research of a social problem that affects a population of students, it is qualitative – quantitative and it possesses a descriptive, explanatory and proposal connotation. The sample will be investigated and measured thought different methods and instrument of research. The proposal goes according to the needs of the institution where the actors of education will receive benefits because the simple present tense exercise guide provides a tool with exercises that motivate them to learn grammar different and technically. This educational project is a good option for the English teachers and the students will practice without any problem the times that they want.

Key words:

| | | |
|---|---|---|
| Simple present tense | Linguistic proficiency | Qualitative- Quantitative |
| Educational project | Methods of research | |

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**ESPECIALIZACIÓN: LENGUA INGLESA Y LINGÜÍSTICA**

**AUTHORS: YAGUAL DE LA ROSA JHONNY**
**MOROCHO RODRIGUEZ MICHELE**
**CONSULTANT: MSc.Eduardo Torres**

**TEMA:** Influencia del uso del tiempo presente simple en la competencia lingüística. Diseña una guía didáctica interactiva basada en simples ejercicios actuales.

# RESUMEN

El Proyecto educativo se desarrolla para mejorar el proceso de aprendizaje a través de los ejercicios de tiempo simple presentes y como una herramienta para estudiantes y profesores. El tiempo presente simple produce ciertos problemas en el proceso de aprendizaje de los estudiantes; sin embargo, es un deber que da soporte a la educación gramatical inglesa, por lo que la idea de la influencia del tiempo presente simple en el dominio lingüístico se hace realidad con el diseño de la propuesta de Guía didáctica interactiva basada en ejercicios simples de tiempo presente, que se ejecutará en la Escuela Secundaria Otto Arosemena Gómez para los alumnos de ocho años de primaria. La tecnología brinda la oportunidad de mejorar la calidad de la enseñanza y obtener un mejor conocimiento. Las bases teóricas se respaldarán con documentos científicos, textos y recursos adicionales que le otorguen relevancia a este tema, para que el lector pueda observar la importancia del presente simple en el campo educativo. La metodología se basa en la investigación de un problema social que afecta a una población de estudiantes, es cualitativo - cuantitativo y posee una connotación descriptiva, explicativa y de propuesta. La muestra se investigará y medirá según los diferentes métodos e instrumentos de investigación. La propuesta va de acuerdo a las necesidades de la institución donde los actores de la educación recibirán beneficios porque la guía de ejercicios de tiempo presente simple proporciona una herramienta con ejercicios que los motivan a aprender la gramática de manera diferente y técnica. Este proyecto educativo es una buena opción para los profesores de inglés y los estudiantes practicarán sin problemas los tiempos que quieran.

Palabras Claves:

| | | |
|---|---|---|
| Tiempo presente simple | Competencia Linguistica | Cualitativo Cuantitativo |
| Proyecto Educativo | Metodos de Investigacion | |

# INTRODUCTION

English is the foreign language most spoken in the world, so it becomes a tool for people who must improve the communication in several fields such as: businesses, medicine, education where professionals must establish dialogues and conclude important topics which benefits everyone around the world. The use of the simple present tense influences the linguistic proficiency and it is a factor that may mark the difference of teaching in the English Language. This educational project has a proposal according to the needs of the students that is: Design didactic guide based on simple present. This educational project provides an important tool for teaching-learning English therefore the students have the opportunity to reinforce the simple present tense through different grammar exercises which have to be performed by each one of the participants.

In the chapter I, there is the problem, the investigation of the problem, the content of the problem, scientific situation, causes of the investigation, formulation of the problem, the general objective, specific objectives, questions of the investigation, justification.

In the chapter II, theoretical frame, importance of the theoretical frame, antecedents of the study, background, theoretical bases, foundations, epistemological, sociological, pedagogical, legal foundation, relevant terms.

In the chapter III, the methodology, methodological design qualitative-quantitative, the types of investigation explicative, propositive, explorative, descriptive, methods of investigation, techniques and instruments of investigation, population and sample, observation, survey, interview, questionnaire, operationalization of variables, information, analysis, survey to

the students, survey to the teachers, chi square, conclusions and recommendations.

In the chapter IV, the proposal, the theme, the justification, the general and specific objectives, the aspects, the feasibility the description, the social impact, beneficiaries, the conclusion and recommendations.

# CHAPTER I

# THE PROBLEM

## CONTEXT OF THE INVESTIGATION

The use of English is important in the world because English is considered as the second most spoken language worldwide after the Mandarin language. It is relevant the fact that when people play in the computer or surf on internet, find some English words and it creates the necessity to learn and increase their vocabulary in this foreign language and that becomes part of the human life. Argentina is one of the countries where people speak English very well because they have incomes due to tourism and other economic activities so a lot of Europeans visit this country and their knowledge in this foreign language is very high, according to Education First (EP), there is a data that demonstrates that English takes an important role in South America.

In Ecuador there are some changes in the education field that have been given benefits to the members of the educational center especially in English because nowadays the students begin to receive English classes from $8^{Th}$ Basic then the methodology that the teachers use, it must be pedagogical so this help to get better results in the acquisition of a foreign language. At first it provokes trouble in the people who work on this field but they do this it for a good purpose which is a better education for the teenagers who will be future professional that are going to contribute with their work.

The process of learning- teaching changed because some groups of English teachers have the opportunity to travel to some places where the native language is English and practice this foreign language thanks to the scholarship program called "Go teacher" and they return to work in public institutions in order to improve the quality of education given to the students and other teachers. Another benefit for the English teachers is that they received seminars in order to get the level B2 with a total of 120 hours and they refresh their knowledge and get better their vocabulary that they according to apply into the classes.

The position of English teachers is to improve the knowledge in High School because of this reason it is very necessary that the students use very well the simple present tense, they need to learn the main verbs for to structure sentences and speak fluently this foreign language that has become essential in our society, because it opens opportunities in many fields such as professional, educational and personal. The High school Otto Arosemena Goméz whose students have shown low standards in grammar exercises specifically in the simple present tenses, therefore the linguistic proficiency is affected directly.

## INVESTIGATION PROBLEM

Otto Arosemena Gómez High School, canton Guayaquil, provincia del Guayas, parroquia Febres Cordero, District 4, Zona 8 is located on La 29 and O`Connor in a popular place that supports the education of the students.

In 1961 was created a popular suburb called "El Cisne", which population belonged to Manabí and some people from the highland; it is substantial to mention that this population did not have water, supply good

streets, excellent public school situation then all of this created a huge problem so according to civil military chief offered to create technical high school, as a petition of the inhabitants from this area. In July of 1966 Mr. Clemente Yerovi was interim the President of Ecuador who traveled to Quito with a commission to ask for the creation of a high school, finally after some year it was created in the Presidency of Otto Arosemena Gomez with his first course, in 1967, main authorities of the province gave equipment to this educational center. It started with 105 ladies and 143 men. The first headmaster was Ricardo Chávez, so at that time there were 12 teachers who worked there.

It later changed its name to Otto Arosemena Gómez in 1967 in honor to the President who collaborated to the creation of this educational institution. Thanks Assad Bucaram who donated a piece of land to building this high school because the population increased and it was a necessity since those days. There are two student groups who receive classes in this educational center: One is in the morning, and the other in the afternoon both of those groups receive the full secondary courses form the first to sixth; nowadays the headmaster is Lcdo. Juán León Chóez.

The research is delimited because it will be done about the students of eighth basic grade, Otto Arosemena Gomez High School, cantón Guayaquil, parroquia F. Cordero, calle La 29 y O´Connor, academic year 2015-2016.

The Language that is used in the research is clear, appropriated to the topic and easy to understand, it also avoids the redundancy in the development of the research in order to care the style that must be elegance.

It is evidenced that the phenomenon is focused, so the variables are clear in order to develop the research in sequence due to an important tense that is relating to other tenses in this foreign language.

It is original because it is important that the students learn the usage of the simple present tense due to it is the base the rest of the tenses in this language where the pupils are going to express their habits o main sentences. The member of the educational community will be happy because their sons and daughters are going to increase their English Proficiency.

It is relevant because the member of the educational community will understand the importance of teaching the simple present tense in the students of eight Course in the Otto Arosemena High School because they came from the school and they must obtain a grammar base for this foreign language during the rest of the school years.

## CONFLICT SITUATION

Limited linguistic proficiency which has been determined in the group of students who are part of this educational research project.

## SCIENTIFIC FACT

Limitated Simple present grammar exercises which reflex a low Linguistic proficiency in the 8th grade Otto Arosemena Gómez High School. cantón Guayaquil, parroquia Febres Cordero, academic year 2015 - 2016.

**CAUSES OF THE PROBLEM**

- o Lack of interest in learning a foreign language.
- o Low motivation from teachers.
- o Old methodological strategies.
- o None academic courses for teachers

**FORMULATION OF THE PROBLEM**

How does of the use simple present influences the linguistic proficiency of the students of eighth basic grade, Otto Arosemena Gómez High School, cantón Guayaquil, parroquia Febres Cordero, calle La 29 y O´Connor, academic year 2015-2016 ?

**GENERAL OBJECTIVES**

Identify the influence of simple present tense on linguistic proficiency though a field research, bibliographic and statically.

**SPECIFIC OBJECTIVES**

- o Quantify the English level of the students of eighth basic grade, Otto Arosemena Gómez High School through a field research.
- o Diagnostic the role of didactic games in the linguistic proficiency to produce a change in the learning process of English students.
- o To design didactic guide based on simple present games to improve the linguistic proficiency of the English language.

**QUESTIONS OF THE INVESTIGATION**

- o Why is it important to acquire a high level of linguistic proficiency?
- o Why is it necessary to improve the learning process of English?
- o What is the simple present tense?
- o Is it necessary the use of information technologies nowadays in the teaching English process?
- o What is an interactive didactic guide?
- o How does an interactive didactic guide based on simple present tense games supports the quality of education?
- o What are didactic games?
- o Why is it necessary to apply this educational project at Otto Arosemena Gómez Public High School?

**JUSTIFICATION**

The focus of this research project is to look for solutions to the Otto Arosemena Gómez students trying to find a better development of the linguistic proficiency thought the use of technologies to achieve a better education and interactive participation.

This educational project is because focused on the use of the simple present tense, because it is essential for the rest of grammar tenses to learn how to make sentences orally or in a written way. The students must use the simple present to improve their knowledge of this foreign language which is one of the most spoken language around the world.

This topic is relevant because the influence of the simple present on linguistic proficiency has a huge impact on the pupils, consequently it is important to Design didactic guide, through interactive games to improve the quality teaching in the students of Eight Basic of the "Otto Arosemena Public High School".

The acquisition of English is really important and the teachers must use different pedagogical tools that support the process of learning teaching to get better results in their student.

This Project is pertinent due to it achieves the objectives express in Plan Nacional del Buen Vivir, the fourth objective: "fortalecer las capacidades y potencialidades de la ciudadanía ," los artículos 26, 298, 343 y 347 literales 7 y 8 de la Constitución del Ecuador que describen lo siguiente:

Art. 26 expone que la "República Ecuador reconoce a la educación como un derecho que las personas lo ejercen a lo largo de su vida y un deber ineludible e inexcusable del Estado." (Registro Oficial, 2011)

Art. 343 "establece un sistema nacional de educación que tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura." (Registro Oficial, 2011).

# CHAPTER II

# THEORETICAL FRAME

## BACKGROUND

The simple present tense influences in the linguistic proficiency is the main reason of this research study, because the students always make mistakes especially when they have to write or speak sentences, then the pupils get confused or forget the rules when they have to apply them. In the education field some people focus their studies such as: Teaching Simple Present Tense To The Seventh Grade Students Of Mts Negeri Kudus In The Academic Year 2011/2012 By Using I flash Media By: Fir' Atus Sholihah Department of English Education Faculty of Teacher Training And Education University Of Muria Kudus 2012 where they use technology in order to get better results.

Another educational project is: "The Role Of Cooperative Learning Strategies In The Development Of 5th Graders" Speaking Skills At George Washington School which authors are Ivan Mauricio Pacheco Maldonado ,Lina Mercedes Rozo Banoy & Estefany Suarez Quinche Universidad de La Salle Facultad de Ciencias de la Educación Licenciatura en Lengua Castellana, Inglés y Francés Bogotá, 2011." It therefore shows the importance of this topic because it is essential in the teaching-learning process of this foreign language.

The technological resources support the education in general. This is the reason current professionals develop researches about technological topics due to its importance in education. English is a language which takes an important role around the world, it turns into a need for the society and this main reason affects the education in a high way. As a consequence, there are strategies and methods for teaching, then the teacher becomes like an orchestral conductors because he guides the students in order to get the best of them. Teachers have to understand students¨ expectations to push them forward.

Simple present tense is an essential structure that the students should learn because it supports the process of learning and improve the acquisition of this tense that is considerate as the base of English grammar. Interactive games are a great potential schema of teaching English and gives a new vision for successful learning, it also means a playful learning where the students can learn through games that encourage them in order to gain knowledge and interact constantly in class.

**THEORETICAL BASES**

**The importance of learning English nowadays**

According to Hossain (2013), says:

> Millions of people use it as a second language, and about 250 million people around the globe use it fluently as a foreign language. In addition to that about 1000 million people around the globe have more or less knowledge of English. It is learnt almost everywhere of the world because knowledge of English is considered as an

international passport in terms of communication with the entire world. (p.2)

It is noticeable that English has spread out becoming a global language, in Business for creating a common connection between countries, wherever, in bilingual institutions, in different fields therefore it becomes a tool at the moment of speaking, it also contributes the Mass Media increase the language through social networks such as facebook, twitter, badoo, and TV shows, By all these things mentioned before English shows the importance role in the society. As an example it is mentionable that Latin became an international language by the power of the Roman Empire, continuing for a long time thanks to the influence of the Catholic Church of Rome.

According to Exam (2013), says:

Throughout history language has always held multiple functions and has shown great flexibility in adapting to the needs of the people. It has allowed for individuals to establish their identities and foster relationships with others on the basis of this, whether it is on an individual or national scale. (p.6)

English has become a chain that joins; cultures because they communicate through it according to that reason this language improves some aspects like friendship, business, social life, science, education, technological and many other fields. English makes life easy for people who need to express something.

English is important in different fields such as:

Economic: Most of the countries use this language for business by the globalization where they communicate in English or for trading the merchandising. The globalization contributes to improve the language in a huge way because they have to learn words daily.

Travel: Most of the airline announcements are written and spoken in English so the fly –attendants need to speak at least a basic English very well to talk with the passengers this shows the influence of this language in the world, United States is one of the countries that people visit a lot during the year.

Information exchange: In the main conferences, journals, in the web we find advertisements and information in English so people want to understand, speak and communicate in order to get new knowledge.

To Chao (2013), says:

Explained that English learners have a language barrier—and often cultural barriers—to overcome in order to be able to participate, access the curriculum and succeed in school. Like all students, they need caring and qualified teachers, a rigorous curriculum that prepares them for college and career-readiness in the 21st century. (p. 7)

Popular culture: English songs are a way of improving the knowledge of this foreign language, scientific films, educational movies that teachers use to get to their goals when they have to introduce English in class which can be given with different activities.

English is one of the most spoken languages in the world by this reason it is taught in public institutions because it gives on opportunity to understand when they face several situations for example when they have to write one letter to one friend or for getting a job, they are able to understand phrases or words when it is necessary.

Technology gives a chance to increase the English vocabulary because they can make friends from other countries and learn phrases that can be a part of them, in a professional area they can use their knowledge in several activities that the boss manages during the job in the enterprise.

**Needs of improvement for the process of learning teaching in English**

According to Alsagoff (2012), says:

It is widely agreed that today there are more bilingual speakers of English than there are first language speakers of English. Currently it is estimated that over 1 billion people are learning English worldwide and according to British Council, 750 million of this learned are what are traditionally called English as a second Language (ESL) speakers. (p.5)

It is necessary to improve the process of teaching English because it is important to learn a foreign language provides the opportunities in many fields such as education when one person has to read English books in the process of education, another reason is the employment because in some places need bilingual professionals, or for applying in daily activities. By all the things mentioned previously it takes

relevance in the education field and the way of teaching should be of high quality.

English expresses the relevance in the society so it is necessary that the students speak and learn in the best way the basic grammar because it will support their education and it can also help them when they need to use this language and understand the most important information.

The English teachers have a big labor in classroom, so they have to create the didactic resources in order to share their knowledge, there are methods and techniques that can improve the several topics. So the students have to understand how can be used to learn in the best way.

According to Pinatoan (2012), says:

By helping students understand the art of learning, the techniques of learning, as well as the different learning styles, they will be empowered by the process. It can be discouraging when a new topic or theory is evasive or difficult. Students who understand how to learn will have more patience with themselves and others as they grasp new material. (p.7)

Finally, one way to learn better this language is using technology because it gives nice, dynamic support to learn English and put in practice whenever they want. There are many situations through life that they have to face and in any moment they can apply their English knowledge.

According to Akoul (2010), says:

> Refers to Wang (2005) there are many advantages integrating technology in classrooms especially for EFL students. To be able to improve their language skills, like writing, reading, listening and speaking, English language learners use computers,     software programs to check their work and correct themselves, improve their language skills; use  Internet, e-mails to  search information, join in threats, publish their work, read technology texts, communicate each other even worldwide. (p. 228)

**QUALITY OF TEACHING ENGLISH IN THE WORLD**

According to Collins (2012) says: Teachers must have a working knowledge and understanding of language as a system and of the role of the components of language and speech, specifically sounds, grammar, meaning, coherence, communicative strategies, and social conventions.

Nowadays teachers try to give the best when they have to teach because they recognize that English´s importance; as one of the language most spoken language in the world and professionals in education want to look for better strategies or methodological resources for giving classes.

Learning English implies students to improve different skills like speaking, listening, reading and writing in order to develop better in the acquisition of one language that does not belong to their country. It is necessary to focus the advantages which offer to study another language.

**THE SIMPLE PRESENT TENSE**

Simple present tense is an important grammar tense for learning English process and to make reference to the simple present tense it is necessary to know the importance of grammar in the  process of acquisition  English,  after verb to be, it is relevance  to learn this one in  order to improve their proficiency and goes to another  step or advance to  the next level when they learn a foreign language.

According to Mart (2013), says:

> Grammar are rules of a language. —Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints‖ (Larsen-Freeman, 2001). In another definition —Grammar is a description  of the  rules for forming  sentences, including  an account of the  meanings  that  these forms convey‖ (Thornbury, 1999, p.13).

To understand grammar is an important key, because the pupils have to watch and construct the structures, it may develop the different skills in an easy way. Students should learn the patterns in order to speak and write fluently. Their process of learning English should be affectively.

Hogan (2013) defined that "The simple tense shows that an action or state of being happens simply in four ways: Now (in the present), Yesterday (sometime in the past), Tomorrow (sometime in the future). Habitually (over again across time)" (p.8).

**Definition of Simple present**

Ayoun (2015) said: The English simple present is first and foremost a tense form. It refers to present time even though the eventuality it denotes only rarely holds at the moment of speech.

Most of the time students learn the first rule about the simple present that is expressed in the lines before so it is important that pupils emphasize in the rest of the rules in order to structure very well this tense which is used at every moment in present. Brown (2010). Defines the present simple: We use the present simple to talk about actions we see as long term or permanent. It is a very common and very important tense.

The simple present is a tense that most of the students use every time by that reason the acquisition of this one should be in an original way so the students can get the knowledge very dynamic, with didactical resources that motivate them to improve.

**RULES**

The simple present tense shows that an action or state of being is happening habitual. It is used to describe a present situation.

o I eat healthy breakfast in the morning.

It is also used for regular routines or habits. You can use the words like always, usually, never, every day and twice a week to show how often.

Another point of view is that when they talk about situations that are not connected to time- for example, scientific facts and physical laws., Water freezes at 32% F (0 C). The simple present is often used in books or movie reviews. The books give information about different topics.

Example: She usually reads science books, they never watch TV. in the morning, she runs around the park twice a week, I sometimes go to the theater.

Brown (2010), explains: Here, we are talking about future facts, usually found in a timetable or a chart.

- o Christmas Day falls on a Monday this year.
- o The plane leaves at 5.00 tomorrow morning (p.5).

Brown (2010), another rule is the simple present tense is used for: Thoughts and feelings about the time of speaking.

- o I don't feel very well.

**Memory Tip:** With the present verb tense, the subject changes the ending of the verb. The change is most apparent when the subject is a third person (he or she or it). Then, the verb must have an "s" added to the end.

- o He studies for his medical exams.
- o She calls the paramedics every time her father falls.
- o It sets in the West and rises in the East.

If the verb is not an action but a to-be verb, keep in mind that the verb to-be changes depending on the subject pronoun.

There are some exercises that a teacher can create for reinforcing this topic, he/she should advance step by step for example:

**Add "s" to the following verbs:**

Speak           ……………………………
Motivate        ……………………………

**Add es or ies to the following verbs:**

Fly…………………       Come………………
Try……………………       begin………………

**Add s, es or ies to the following verbs:**

Worry           ……………………………
Jump            ……………………………

Another similar exercise could be:

**Complete the verb in the base form in the right way.**

Ann………….. (fly) to Quito twice a week.
They………… (write) nice poems most of the time.

**Negative form:**

Add the contraction doesn´t (does not) and don´t (do not) for the negative form. You have to remember that when you write this one you do not

have to put s - es or ies, for example, She doesn´t cook delicious., She does not cook delicious .,They don't develop long exercises., They do not develop long exercises., We don´t speak fluently French., We do not speak fluently French.

Spelling Rules for the present simple third person of singular (he,she,it):

For most of the verbs we add **"S"**. Work   he works, Write   she writes, Play   he plays.

To the verbs that ends in s, es, s, ss, sh, ch, or o we add es.

Cross     he crosses,          Watch    she watches,
 Kiss       he kisses,                Fix         she   fixes

If one verb ends in **"y"** before a consonant we cross out and add "**ies**".

Fly          he flies,                  Cry          she cries

The teachers can make several exercises to refresh the rules for example:

**Change to negative form the following sentences**

They play in the playground.
………………………………………………………..

The young lady combs her hair every moment.
………………………………………………………..

**Questions**

**Does** he **play** soccer all the weekend?          Yes, he does.
**Do** you **write** nice poems?                      No they don´t.

       The students have to improve the learning of this tense by exercising most of the time and they can be able to write their own sentences without fear of making a mistake during classes or when they have to write one composition about different topics or mixing the others tenses. The teacher can apply exercises according to the topic, for example if he / she gives the rules of the simple present tense for the third person in singular, is important that he / she are focus on reinforcing this theme and they can advance the teacher is teaching the rest of the structures. At the end, the teacher can mix all forming affirmative examples, negative ones, short and yes / no questions, information questions for evaluating their knowledge.

**Change to interrogative form.**

He writes long poems.
………………………………………………………….
The young lady combs her hair every moment.
………………………………………………………….

**THE RELEVANCE OF LEARNING THE SIMPLE PRESENT TENSE**

       There are many reasons to improve the simple present tense one is that the student can improve their writing, listening, reading and speaking

in  a huge  way  they should  understand  step by  step in the  way that  they learn the  tense and interaction that they have  during  the  different  activities.

According to Apriklazema (2013), says:

> When learning or using a language, many people find that their grammar is far from perfect. But grammar is inescapable; it is the backbone of any language and must be understood in order for one to communicate effectively. Every time you write something, you are being judged for your grammar, even if it is subconscious. You are less likely to land jobs, you are less likely to get replied to on social media sites, and you are less likely to get contacted when online dating. Having good grammar simply makes you look more intelligent, so it is important for everyone to spend a little time perfecting theirs.  (p. 7)

The acquisition of a new language at first it is not easy for everybody but it is urgent that the teacher uses the appropriate methodology or strategies to get his/her goals, but motivation and right didactic material are very important as well in the process.

According to McCarthy (2011), says:

> The Present Simple is learned when we first begin to study English and is used all the time. It is important to know how to make negative sentences in the Present Simple. The simple present tense is one of the most used in grammar because the student needs to learn the regular and irregular verbs for speaking sentences and writing.

The simple present tense supports the fluently in a foreign language and helps to express habits, routines in a naturally way. The simple present creates a huge advantage when they have to learn new tenses. The simple present tense is meaningful because the students can read and understand stories by increasing their vocabulary or developing another activity that the teacher gives during classes.

The simple present tense has many rules and important facts that most of the students make mistakes in easy things when it is time to practice in an oral and written way so this main reason opens the door to start this educational research.

In the language acquisition it is very important that the teacher identifies the way that students learn most appropriate and the development of the different skills linked with the process such as: Listening, Speaking, Reading and Writing. It also could also be classifies into levels and the teacher may work with other students in their needs or in the topics that they have problems. So in grammar is very important to teach very well in order to get good results through the process of learning English.

## THE INFLUENCE OF PRESENT SIMPLE IN THE DEVELOPMENT OF LINGUISTIC PROFICIENCY

Before referring to the development of skills it is necessary to focus on the meaning of skill.
According to Rozines (2012), adds the following opinion:

Good grammar can help you share your ideas and opinions with others. Good grammar makes it easier for other people to understand what you

are saying. Good grammar can help you get good grades, express your feelings better, earn more respect from others ace job interviews and college. (p. 4)

Some people considerate that grammar can develop many skills and the good learning or acquisition of this one will improve their writing, listening, speaking, and reading in order to get benefits from this foreign language that can support their education.

According to Mart (2013), referred to language acquisition:

Language acquisition without grammar will be confusing. Learners will fail to use the language correctly without grammar skills. —People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learner's language development will be severely constrainedǁ (Richards & Renandya, 2002, p.145).

In the process of learning English it is a big mistake if one person does not learn to structure the sentence, because the grammar skills will improve the way of getting knowledge about this subject and it is important to learn the simple present tense so the students should practice each one of the rules.

Kumar (2013) Grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language. (p. 483)

Currently the students can surf on internet and find several exercises for refreshing their knowledge, it gives the advantage of practicing whenever they want because they repeat many times and improve daily.

**The influence of present simple in the Listening skill**

In the first sample lesson the Scott Thornbury uses a scripted dialogue to teach the present simple to beginners: In the lesson the teacher has chosen the following recorded dialogue from a course book to use as a vehicle to introduce the present simple with adverbs of frequency (e.g. usually, always) to a group of beginners (1999, p.73).

Tugrul (2013), gave the following example:

Joe: What do you do on weekends?

David: well, that de

J: And how about on Sundays?

D: Well, we always have lunch together, you know, the whole family. Then after lunch, I sometimes go to the park and meet my friends.

J: Oh? What do you do there?

D: We play soccer, take a walk, or just talk. After that, I go out. I usually go to the movies.

J: How often do you go out of the city?

D: About once a month. My uncle has a small farm in the mountains, so I sometimes drive up there.

J: That sounds nice. Do you go alone?

D: No, my mom, my two sisters and some of our friends usually go too.

J: But why do you go?

D: A lot of things: green trees, clean air, and no people.

J: Oh, just like LA!

D: Ha! That's a good joke.

(adapted from How to Teach Grammar, Scott Thornbury)

Thornbury explains the steps as: pends. During the school year,

I usually have to study on Saturdays.

The first step, the teachers play a conversation, she/he suggest to close their books, after the teacher stablishes a conversation with the students about the dialogue, they have to mention the words they hear and write on the board, finally, they associate with the frequency words. Grammar has a big influence in the process of listening skill because if they know how to construct sentences they can be able to understand phrases or ideas that they want to express. As a consequence it is important that they learn very well grammar.

Shaema (2011), talked about "Listening is a communication method that requires the listener to understand, interpret, and assess what they hear. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding." (p.25)

In the listening understanding there are three important elements: comprehension, retained and responding.one on the main problems for the development of these skills is that the students try to translate or understand word by word so if they do not understand they try to learn consequently it can become a huge problem and they can feel frustrated and it begins to be a barrier.

Sometimes listening is a huge problem for the students but with the time they can improve this skill that it is not easy when they are not native speakers their perseverance helps them to try again and again in this way they can get results.

According to Sevik (2012), says:

> As argued by Linse, a main reason for the teaching of the listening skill is that, listening may be a foundation for other language skills. The following statements, help us to understand how other skills are built on the listening ability: "You need to hear a word before you can say it; you need to say a word before you can read it; you need to read a word before you can write it". (p.14)

Listening is considerate by some pedagogies as an important piece in the skill that develop the rest and it supports good reasons such as writing you have to read, or speaking you hear.

According to Sevik (2012), says:

> Said that Davies and Pearse (4), a course book or other listening practice can be made more realistic and interesting by following specific stages and using specific techniques.The stages generally recommended are:
>
> Pre-listening: This stage is to prepare the learners for what they are going to hear, just as we are usually prepared in real life. You should not tell the learners to listen and then to start the cassette. Some teaching ideas for this stage are: discussing a relevant picture

or experiences, associating     ideas or vocabulary with     the topic, predicting information  about the  topic, and  writing  questions  about the topic.

While-listening: this stage is to help the learners understand the text. You should not expect them to try to understand every word.

Post-listening: This stage is to help the learners connect what they have heard with their own ideas and experiences, just as we often do in real life. It also allows you to move easily from listening to another language skill.

One way to improve the process of learning present simple tense by listening songs for example:

**SONG No 1**
She loves you
By: The Beatles

She loves you, yeah, yeah, yeah,
You think you lost your love,
When I saw her yesterday.
It's you she's thinking of
And she told me what to say.
She says she loves you
And you know that can't be bad.
Yes, she loves you
And you know you should be glad.
She said you were to know

That she almost lost her mind.
And now she says she knows
You're not the hurting kind.
She says she loves you
And you know that can't be bad.
Yes, she loves you
And you know you should be glad.
She loves you, yeah, yeah, yeah
And with a love like that
You know you should be glad.

And now it's up to you,

I think it's only fair,

If I should hurt you, too,

Apologize to her

Because she loves you

And you know that can't be bad.

And you know you should be glad.

She loves you, yeah, yeah, yeah

And with a love like that

You know you should be glad

Source: http://www.musica.com/letras.asp?letra=9282

1.- Circle the verbs of the third person which are in simple present, then write down all of those.

…………………………………                   …………………………………

…………………………………                   …………………………………

**SONG No 2**

WONDERFUL TONIGHT

By:  Eric Clapton

**Listen the song and complete what you hear.**

Wonderful Tonight Lyrics

It's late in the evening;

she's wondering what clothes to wear.

She………..on her make-up

and………….. her long blonde hair.

And then she…………..me,

"Do I look all right?"

And I say, "Yes, you look wonderful tonight."

We go to a party

and everyone……………. to see

This beautiful lady

that's walking around with me.

And then she………… me,

"Do you feel all right?"

And I say, "Yes, I feel wonderful tonight."

I feel wonderful

because I ……………The love-light in your eyes.

And the wonder of it all

Is that you just don't realize

How much I love you.

It's time to go home now

and I've got an aching head,

So I……… her the car key

and she…………me to bed.

And then I tell her,

as I………………out the light,

I say, "My darling, you were wonderful tonight.

Oh my darling, you were wonderful tonight."

Source: sfreak.com/e/eric+clapton/wonderful+tonight_20051481.htm

## THE INFLUENCE OF PRESENT SIMPLE IN THE ENGLISH PROFICIENCY

That is to say to speak a foreign language it is necessary to know something of grammar due to the importance to structure very well sentences to communicate. Good acquisition of grammar can improve the development of this skill, there are different techniques that will support this practice, and because the teacher´s role is so important the relationship

between them must be great so the student can trust when speaking, if the students pronounce incorrectly the most important thing is to listen the pupil's participation in class. Speaking is necessary all the time, for instance if they are learning grammar they can say their sentences in an oral way and change experiences with their classmates so the teacher cannot let that their pals tease them.

In speaking the teacher can develop this skill in another way for example they can read a story and ask questions about it, predict or tell a brief summary in their own words in order to practice this skill and the students have to put in their mind that they do not have to tease. I can be a big barrier for learning English so the teacher has to create a nice environment for the pupils.

**THE INFLUENCE OF PRESENT SIMPLE IN READING SKILL**

In this skill, the students will increase their vocabulary and see expressions, structures of sentences so their curiosity to improve their knowledge in grammar will be great due to the students understanding it means they can improve this skill very well.

According Bottino (2011), says:

> Explains that the selection of topics and materials is up to the teacher, but will depend on the ability of the students and the level they have already reached, together with the resources and materials. The choice is vast and may include reading texts from already prepared material, which is sometimes very good, but not always, sometimes this can be artificial, and it is also important to include authentic texts. (p.25)

The texts go according to the level of the students and the pictures give creatively to the pupils so they can write their own story or improve their writing by practicing grammar with different activities that the students develop in class most of the time.

According to Hogan (2011), says:

> Vocabulary and grammar are clearly essential in the comprehension process, enabling understanding of the words and individual sentences in a text. They are used to construct the representation of the literal meaning of a text, referred to by some as the text base (Kintsch & Kintsch, 2005, p. 3).

There are two reasons why students do not have a good development in reading acquisition:

o They arise relatively fast and easily for most of the children during the way of prompt childhood.

o It can starts form the low level but it helps for getting the high level through a mental model.

The higher level sees these aspects: inference, comprehension monitoring, and collectively and text structure knowledge.

Visual representation of the Simple View of Reading including direct and indirect including links to reading comprehension through word reading and listening comprehension.

Graphic No 1

Reading Comprehension
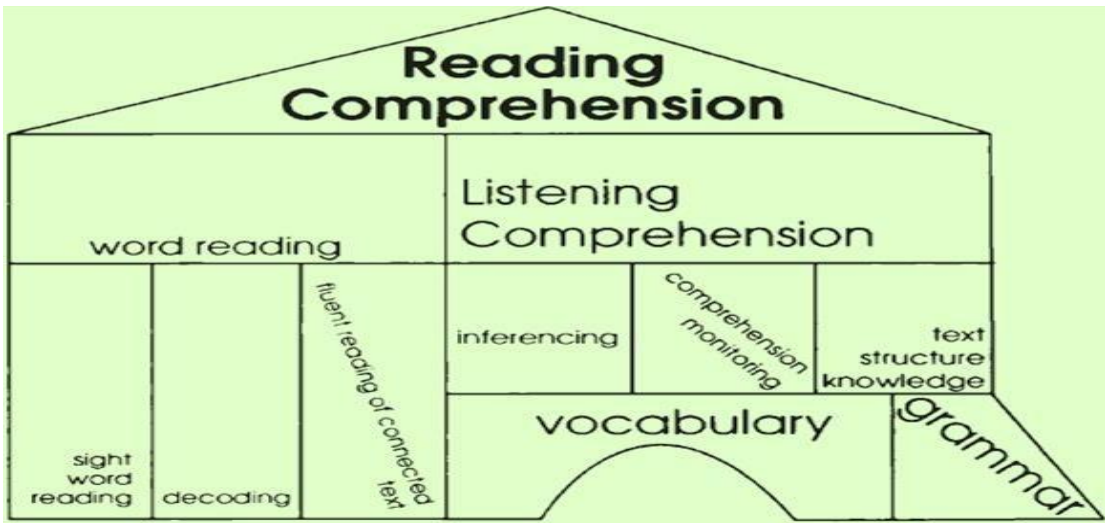


Source: Taken from the article "Increasing Higher Level Language Skills to Improve Reading Comprehension"
Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

**Reading No. 1**

Preview activities

1.- Circle the verbs in present simple in the third person in singular, after write down

2.- Tell your daily routines

**Tim's Day**

Tim works for a company in Sacramento, California. He's a customer service representative. He gets up at six o'clock each workday. He drives to work and begins his job at eight o'clock   He speaks to people on the telephone to help them with their banking problems. People telephone the bank to ask questions about their accounts. He doesn't give information about accounts until people answer a few questions.

Tim asks callers their  birth date, the  last four  digits of  their social security number and their address. If a person gives incorrect information, Tim asks him  to call  back with  the correct  information. Tim is  polite  and friendly with everyone. He has  lunch in a park next to  his office. He returns  home at five  o'clock  in the  evening. After work, he  goes to the  gym to work out. He has dinner at  seven o'clock. Tim likes  watching TV after dinner. He goes  to bed at  eleven o'clock at night.

Choose the correct answer:

1.- Where does Tim work?

| | Quito |
|---|---|
| | California |
| | San Francisco |

2.- What does he do daily?

| | He sells chicken |
|---|---|
| | He buys big animals |
| | He gives service to one company |

Circle the correct answer about:

1. Tim in his job is:

Friendly

Unfriendly

Polite

2. at night Tim:

He goes to dance

He goes to Rest

He goes to the gym to work out. He has dinner at seven o'clock

**Reading No 2**

Draw your favorite hobby?

What are your interests?

**Mary's Hobbies and Interests**

Mary has a lot of hobbies and interests. She **usually** gets up early so she can run before work. She doesn't **often** have time to ski, but she **occasionally** goes on Saturdays during the winter.

Mary **often** rides a horse at a stable near her home. She **sometimes** goes after work, but she **usually** goes horseback riding on Sundays. She loves music. She **always** goes to choir practice on Wednesday evenings and sings in church on Sundays. She doesn't have much extra money, so she **rarely** goes to concerts in the city. She **seldom** watches TV because she likes doing things outside. She **usually** goes to the gym if it's raining outside. She isn't **often** alone because she has a lot of friends. She **occasionally** does something alone, but she **usually** does her activities with one of her friends. She's a happy woman!

1- Write the adverb of frequency in the following lines

…………………………..          …………………….…………..

......................................          .........................................…

2.- Choose the right option.

a. What does Mary love?
   She loves eating salad
   She loves music.
   She loves to dance

b.  How many hobbies does Mary have?

Several

Nothing

A few

## THE INFLUENCE OF PRESENT SIMPLE IN THE WRITING SKILL

To Erling (2014), says about the English teaching in south Asia**:**

> As English has been upheld as a mark of education, culture and status across South Asia, knowledge of the language is perceived to lead to enhanced social status (Gupta, 2001). Research on attitudes towards English often reflect a strong belief in the power of English and a desire to be one of the many who speak the languages, for reasons of practicality and prestige see (Erling, 2012, p. 43).

It goes to the international situation in the education field so it shows the importance of this foreign language in other places from the world, this information is a reason to improve the quality of education, it is essential to follow this example in America.

To Hossain (2013), refers:

> It shows that with the acclamation of the theme of so called globalization, the developed countries (America and England for instance) have made English a lingua franca and through the imposition of English language in the university education, they are trying to inject

their culture among Bangladeshi people and thus establish their cultural superiority. (p. 72)

The globalizations opens a great  opportunity of practicing English so the need of communication obligate to learn the basic words in order to change the way of talking about different topics or improve their relationship with people from other countries.

The teachers could propose activities like: write a composition, a brief summary, create one story, complete the story, write about yourself, write about your routines, and write advices to their classmates, about your favorite hobbies.

## LANGUAGE PROFICIENCY

According to Government (2013), says that:

English language proficiency refers to language proficiency (the ability to communicate in the English language) and academic language proficiency the ability to:

o  Participate effectively in a course to study in English and to achieve expected learning outcomes without requiring significant English language support.

o  To enter entry to the labour market or a further course of   study (p.6).

The students can be categorized into levels in order to learn better. The main goal of classifying is to give topics according to their knowledge so they can feel very well and they should not have problems in the process of learning English.

To Boss, (2011), educating English language learner students continues to challenge all educators, and there is little agreement on the most effective approach, especially because all students, including English language learner students, learn differently.

The main goal for a teacher is to get their main objectives in their students if one student does not get the goal they can feel frustrated and they can believe that they do not apply the right methodology and use the right resources according to the class.

## ACADEMIC IMPROVEMENTS OF ENGLISH IN BASIC EDUCATION

To Westbrook (2013) explains the pedagogy means: According to Bernstein, pedagogy 'is a sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody(s) or something deemed to be an appropriate provider and evaluator.

There are new didactic resources that appear with technology, for example clickers are a way for evaluating if the students learn a topic, and they also give a response about the teacher´s plan and reflect if they understand or do not get the right knowledge. The teacher´s role must be like a friend so they can know through the communication if they do not learn anything.

**EL BUEN VIVIR**

Según el Plan Nacional del Buen Vivir. Senplades (2013), says:

> En el ámbito del cambio cultural, haber recuperado la dignidad y la confianza de los ecuatorianos y ecuatorianas en sí mismos y haber elevado su autoestima son los primeros pasos en el camino a la excelencia.

> La transformación del sistema educativo, el acceso universal a la educación básica y el mejoramiento continuo de la calidad educativa en todos los niveles hacen que en este nuevo momento de la Revolución Ciudadana estemos en condiciones de impulsar la transformación de la matriz productiva y podamos apostar a construir la sociedad socialista del conocimiento. (p.82)

The Sumak Kasay was planned in order to improve the quality of life for people so it is necessary to contribute with this one. It spreads out respect for different areas, for example the animals take an important role because they are protected by people.

**THE IMPORTANCE OF LANGUAGE PROFICIENCY**

It is importance the improvement of English as a second language because is one the most spoken languages around the world so it is necessary to apply good resources for teaching, then students can get better knowledge in order to speak, listen, and write in a good level.

According to (EF, 2014) refers to English proficiency: In 2014, English increasingly considered a core competency in a globalized, economy, but different countries approach teaching English differently, each with its own concerns contrasts, and solutions.

In order to develop all the skills most of the institutions try to train their educators so they can apply their knowledge in their pupils with the technological resources which are the best to improve the quality of class so they can participate more than they expect.

According to the information given in Education First, it shows that the women speak better a foreign language like English rather than men. It is something positive for the ladies that can learn fast and develop all the skills so it gives huge benefits for them. But this does not mean men learn in a bad way or that they are not able to learn a different language from their own. This just means they might learn slower, but it is something easily to change.

## CHARACTERISTICS OF LANGUAGE PROFICIENCY

According to Laura A. Shneidman, 2014 says

> In the current study, we considered only the relation between the number of words children hear and their later vocabulary. Directed speech might be particularly useful for learning vocabulary because, as noted earlier, word learning is likely to occur in situations of mutual engagement where the speaker's referential intentions are made clear to the child (e.g. Tomasello, 1995). However, directed speech in the context of mutual engagement may be less critical for other aspects of

children's language development, for example, syntax learning. One-year-old children can learn to distinguish grammatical from ungrammatical constructions after exposure to an artificial speech stream that has only predictive dependencies as cues to word order (Saffran, Hauser, Seibel, Kapfhamer, Tsao & Cushman, 2008). If the ability to abstract patterns is all that is needed to learn syntactic rules, then overheard input could be just as useful for fostering syntactic development as directed speech is 683

The proficiency linguistic can be improve according to the use that the peson does it is necessary to put in their mind that they will be able to learn something without any problem so they can get better results in whatever they want to develop it is important to identify their own goals for be a good profesional.

It is important to focus that they explore with other students and through the communication change ideas, increase their vocabulary through daily activities such dialogues, games, watching videos , listen music or conversations about different topics. In conclusion the proficiency linguistic depends of the person when someone want to improve something he or she looks for identifying new ways to improving their difficulties for example if he or she needs to develop their listening skills, speaking, writing they can get better results in a future.

**PROFICIENCY LINGUISTIC IN GRAMMAR**

Grammar is considered a hard competence for that reason the students pay attention in a good way because they begin to learn to structure sentences and is an important brick for developing the skills in English. In

grammar they can get the main knowledge about different tenses so they can use the rules in a good way.

According to Inge Barthing, 2010 says: That in the strand of EP research, learner proficiency (linguistic ability) at each CEFR level will be described in terms of the following properties: Units or morphemes, Lexical ítems (e.g.nouns and verbs), Basic gramatical constructions and Productive syntactic and morpho-syntactic rules.

They can produce if they learn very well the verbs and tenses they can pronounce some sentences in a good way so they begin to practice with their classmates and teachers in this order they can develop their competences in a good way. To learn a foreign language is not easy but no imposible due the attitude of the person plays an important role. By this reason is important to learn grammar very well so they can have better opportunities in several fields.

## MOTIVATION IN THE STUDENTS FOR IMPROVING THE PROFICIENCY LINGUISTIC

Fernandez, (2013) says the following about motivation:

> To begin with, motivation is, as many scholars agree, a multifaceted construct.However, and as Gardner (2010: 8) points out, "A simple definition is (......) no t possible". Gardner (2010) explains his socio-educational model of second language acquisition and some characteristics of motivated individuals. However , a simple definition of the concept is not provided. Gardner (2010) refers to Keller´s (1983: 389) definition of motivation: "Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and

the degree of effort they will exert in this respect". Nevertheless, and as Gardner (2010) explains, this definition is not accurate, since it does not identify all the elements that characteriza motivation. p.13

Motivation is very important in the human life because a person has to face different situation where they have to decide in a good way without provoking haram to others. In the process of the life a person need that somebody give advice or motivate if he/she is in a big problem so she /he will go ahead and how will be able to recognize the good or bad things.

In the educational field the teachers, parents, relatives play an important place because the students sometimes have subject which they do not understand very easy so they have to develop in a period year, the pupils do different activities they can be easy or difficult so they learn to work in group for getting the goal.

Motivation is good in the teaching process so they do the things in a better way they can self motivate when they need to conclude something that looks hard it can becomes easy if a person sees the situation in a different way.

**THE LANGUAGE PROFICIENCY IN THE WORLD**

According to the last survey taken by English First, the language proficiency in the world is classified into:

Very high Proficiency: Denmark, Nehterlands, Sweeden, Finland, Norway, Poland, Austria.

High Proficiency: Estonia, Belgium, Germany, Slovenia, Malaysia, Singapore, Latvia, Argentina, Romania, Hungary, Switzerland.

Moderate Proficiency: Czech Republic, Spain, Portugal, Slovakia, Dominican Republic, South Korea, India, Japan, Italy, Indonesia, France, Taiwan, Hong Kong.

Low proficiency: U.A.E., Vietnam, Peru, Ecuador, Russia, China, Brazil, Mexico, Uruguay Chile, Colombia, Costa Rica, Ukraine.

Very low proficiency: Jordan, Qatar, turkey, Thailand, Sri Lanka, Venezuela, Guatemala, Panama, El Salvador, Kazakhstan, Morocco, Egypt, Iran, Kuwait, Algeria, Saudi Arabia, Cambodia, Iraq.

According to the information before there are few countries with very high proficiency only 7 that means the process of this foreign language should be improved, but 21 countries have a low acquisition of learning English. Finally there are 13 countries with moderate proficiency.

## THE LANGUAGE PROFICIENCY IN ECUADORIAN EDUCATION

Ecuador was evaluated in some areas one of them was English in order to improve the quality of education, then that the percentage gave a low proficiency in this subject so as a first strategy there are some scholarships for teachers and they can go to other countries to get a better fluency and develop all skills to apply to their students.

According to First English, Ecuador is in the low proficiency, in spite of the  students receive 5 hours per week, as matter of fact English teachers will

train in TOFEL for refreshing their knowledge and give a class in as best as possible.

**TECHNOLOGICAL RESOURCES**

Although computers appeared in the nineteen century, at first it was a little complicated but through the years it became a tool for the rest of the fields such as the professional field, in the business, in the malls, everywhere you can see people using it to improve their daily labor then they can increase the activities in order to produce more than they believe.

To Pourhosein (2012), multimedia means:

Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information (Mayer, 2001, p.128).

Technology has importance in human life. Technology is an assistant for education. It is not a basic figure. Technology of education includes all systems, is used and assists in learning process. It is used like a tool. For this, four features are important.

Yildrim (2014), defining aims for target to students, Topic which needs learning, it can be done good analyzes and needed to organize; Good

environment for teaching; Good evaluation programs for learning. It means that success, peace and learning. (p.503)

Technological resources are used in many fields so it is important because it facilitates the human labor so they can do the activities in a few minutes. The computer and some teachers improve technological resources this gives the opportunity to the teachers to give a dynamic class, interested and the students can interact with other classmates so it encourages the students in order to participate every time they want to.

There are some technological resources such as: Digital board, Tablets, Laptops, Clickers, Infocus.

To Anderson (2010), refers to technology in the education:

Today's technologies are changing the way that writers work together. With a call for collaboration by the U.S. Department of education's national educational technology plan (2010), and the Common Core State Standards galvanizing this emphasis, teachers are seeking ways to develop students" cooperative composing practices. A recent Pew Research Center study of Advanced Placement and National Writing Project teachers support this shift, with "96% agree that digital technologies allow students to share their work with a wider and more varied audience " and "79% agree that these tools encourage created collaboration among students. (p.70)

Nowadays at least 90% of teachers support their activities classes with technology, they prepare their topics and choose the right didactic resources needed to use in class.

Teaching and testing programs: Language teaching software brings many features one of them is CD-ROM, this is a chance for students and teachers, in the role of a professional of education, they can improve their class with the content of the CD, the students can enjoy this educational curriculum and reinforce their knowledge in a foreign language.

**INFLUENCE OF THE COMPUTER GAMES ON LINGUISTIC PROFICIENCY**

Technologies are also used for writing in society. The use of TIC´S changed the education, today the influence of the cellphone or mobile devices, the internet have improved because they people want to communicate and they learn words to improve their vocabulary in a huge way.

It has persisted a top choice for writers which author texts synchronously or want to collaborate on their work with others. Synchronous authoring and feedback (through inserted comments and live discussion as well as robust revision history.

The Capacity to control presentation. There are big differences among computers and books mean while books have a fixed presentation, contrasting with computers, which can combine graphic with listening materials that can encourage people, text with graphics and pictures, that sometimes is considerate boring.

Innovation and creativity, a teacher can use diverse materials for each lesson, different from in teaching with textbooks. Despite topics are similar they can be taught in a different way.

Feedback. Computers provide a fast response to students answer through error correction in different exercises they develop so they can refresh their knowledge. It does not only spots mistake but revises it then, sometimes even giving the appropriate for improving this point and avoid to repeat it.

Flexibility. Computer programs can be changed by teachers to suit their students´ needs and level of language knowledge for improving the quality of teaching. Unlike books, which are produced in a single unchanging format and need to be taught irrespectively of students' problems, computer programs are more friendly, interactive and colorful.

Firstly. The internet in particular-gives language learners the opportunity to use languages they are learning in significant ways in authentic circumstances. A second important benefit derived from the use of a language classroom is constructed on the opportunities.

The internet offers the best way to learn language other than immersion in an English speaking milleniun. The benefit of online learning, can be summarized under the following points:

o Access- the internet offers the option to practice English without the need of travel. Even without the need of leaving home or bedroom.
o Flexibility- the internet allows for users to learn language when they want.
o Response – the internet suggest the possibility of prepared feedback to learners. This greatly enhances the learning experience.
o Respectability- the students can encounter the languages in a respective fashion until mastery is achieved.

**INTERACTIVE DIDACTIC GUIDE**

The technology is an important support for human labor so they can develop some activities in an easy way . An interactive didactic guide is a technological resource that improve the quality of teaching so it becomes a nice activity into class. This tool supports the developing of different topics.

It has to be didactic because in education this should be pedagogical, the interactive didactic guide can give a different environment into class, the teacher becomes an educational guide so they only give instructions for students and the pupils become in the axis of the education due to the construction of the definition of several topics.

An interactive didactic guide offers many benefits for the teacher because is a tool to give a better class in order to have the excellence of education and improve the level of knowledge in the public institutions. This tool must be appropriate to the pedagogical actors who are going to familiarize and they will apply or practice according to the English teacher instructions.

An interactive didactic guide will have the

Movements
Exercises
Colors that encourage the students.
Pedagogy according to the level of pupils.

**INTERACTIVE DIDACTIC GUIDE WITH SIMPLE PRESENT WHICH SUPPORTS THE QUALITY OF EDUCATION**

A guide is a material that gives reference about different topics for example the tourism guide contains the main places that one person, can visit a telephone guide has information about places, people, and yellow pages with the most commercial facts, in this way a guide has an important function in the society.

To Pourhosein (2012), Multimedia gives:

Multimedia can be used to develop a more inclusive curriculum that appeals to visual, aural and kinaesthetic learners and overcome differences in student performance that may result from different learning styles. Presenting material in a variety of modes has been used to encourage students to develop a more versatile approach to learning (Morrison, Sweeney, & Heffernan, 2003, p.1209).

In the education field it supports the education so the teachers can guide to develop a better class, where they can improve the process of teaching learning the foreign language English, so it will reinforce the topics that are given by the teacher, in order to refresh different topics.

According to Garzon (2013), define the didactic guide as:

The Didactic Guide is a valuable tool complementing and making learning more dynamic. It is done using creative didactic strategies that simulate the presence of the tutor and generate a dialogue in order to offer students different possibilities to improve their

understanding and self-discovery learning. This way the student is the protagonist of his own learning process. In this context, is highly important to consider the self-discovery learning as a goal facilitating significant learning. The use of practical guides enables students to manage their own time, goals , techniques, contents and evaluation. (p.16)

An interactive didactic guide with ludic process will give huge benefits to the educational actors first the teachers will keep a new pedagogical material to keep progress the several topics in English subject. According to new curriculum the students receive one hour per day in public high schools with professionals that are very well prepared because some of them applied to the program "go teacher" and give classes with all their love and patience.

**Ludic processes**

According to Schultz (2012), says:

The adjective ludic belongs to the core vocabulary listed in EFL, Dictionaries. It shows a sense extension in English. Ludic in the sense of "showing a tendency to play", was taken over from French in 1940. I is an adaptation of French ludique, which goes back to the Latin verb ludere "to play" From the OED2 we learn that ludic pertains to "undirected and spontaneously playful behavior". (p. 359)

A game is always an entertainment tool for kids, teenagers and adults, it starts since Egyptians through the pictures showed the relation with the game so they practiced chess and, the romans and people from Greek. It also

happens in the animals because they train their puppies to play in order to catch the prey or struggle against other animals.

So the game is associated with education because most of the people know that this develops the abilities and skills in human beings. It also can be used like a strategy in education field so teachers can improve their way of teaching, in the ninety years it also link with the technology so they can call the attention with graphics and different activities which can find in the computer.

Ludic games spread out the development psycho-social in human, the acquisition of knowledge, the constitution of the personality can be modified because they will put in practice their creativity and apply their knowledge. Ludic is defined as an ability for the development of the people.

Ludic process develops the following structures:

- o Cognitive
- o Affective
- o Emotional

The game likes a transitional path between the external and internal ratifies thing are compared like a dream. The ludic experiences have:

No literality: The ludic situations happen in this way, the internal is over the external.

Positive effect: The game gives happiness, pleasure, and entertainment.

Flexibility: People have good predisposition and rehearse new combinations of ideas and behavior in ludic situations.

The student focus his attention  on the  game. Finally, the free choice, the person decide if  she/he wants  to play, the emotions take  an important role during the game.

Ludic  processes are used in the education field so teachers can encourage their  students in order to  improve the quality of teaching and get  better  results  in  various  aspects,  academic,  fluency,  writing, comprehension, listening in this foreign language gives opportunities for working, education, professional carrier, finally they will be able to construct sentences in present simple tense such as writing.

The ludic process gives changes the way of teaching because the class becomes dynamic, they can enjoy different activities the teacher prepares because he/she has to do this in order to plan and organize time and resources for the daily classes.

One technological resource can include crossword, puzzles, trivia, spelling bee, hidden pictures that encourages students in a huge way so they want to continue practicing with several exercises found in the didactic resources.

One of the most important thing in the didactic resource is an interactive cd, this can open doors for improving many things for the members of the community. In Otto Arosemena Public High School is necessary to apply this educational project where the students will receive benefits.

Vigotsky´s theory talks about the students construct their knowledge through different activities they develop inside the class so they participate in the development of pedagogic resources they will use and the new contents that they are going to learn.

**WHY DOES IT NECESSARY TO APPLY THIS EDUCATIONAL PROJECT IN OTTO AROSEMENA GOMEZ PUBLIC HIGH SCHOOL?**

This educational project is important to be developed because the students have to improve their way of learning English especially in present simple for writing and speaking sentences in this foreign language.

The public institutions needs to improve the quality of teaching this foreign language in order to get better results so they have to apply technological tools like an interactive cd with the simple present tense to make the process of learning-teaching of English easy.

An interactive cd will contain the main topics about simple present tense and exercises where students can interact and increase the knowledge, and so they step up their fluency and improve writing so, they can write sentences in a good way.

The members of the community will be happy due to the rise of grades and comprehension of the students will be satisfactory in many fields and the different activities that they will be having during the classes, they can reinforce the simple present tense through an interactive cd that has the most important topics and many exercises for emphasizing constantly.

**EPISTEMOLOGICAL FOUNDATION**

The technology has changed the human´s life so they can get benefits in different fields it also gives facilities to develop the labor in an easy way, for example the secretaries can write letters without mistakes because in the computer they can correct itself so they show elegance in the presentation.

According to Lewthwaite (2015), says:

> Technology-related professional development should help teachers work [within]…. their contextual conditions, as opposed to being built around a "one model that fits it all" perspective focusing on the technology. Future professional development efforts need to consider creating and modeling a theory of change toward a learned-centered approach. (p. 65)

The teacher has to change their role and way of teaching they have to include new didactic resources for improving the quality of education, it also show their results in a near future where they can show their knowledge through the different.

The present simple tense is an important tense in the acquisition of English so they can develop all their skill and they avoid the future problems in the learning of this language because is an important brick and they will not have problems with the rest of grammar structures.

The proficiency linguistic support the English education they can be divided in groups according to their knowledge, they should learn in

through exercises where they can enjoy and practice step by step so the pupils will integrate content in a moderate way. The teacher´s role has an important place because is a facilitator who guides the students for developing their skills and intellectual's knowledge.

**PSYCHOLOGICAL FOUNDATION**

Impact of confidence autonomous learning for students of English.

According to Tan (2015), says:

> English learning self-confidence is the psychological foundation for success. It is the learners' ability of self and self-worth of a subjective awareness and evaluation. Self-confidence and strong students tend to maintain high enthusiasm to learn, we able to independently use the time available to learn and continue to improve their comprehension ability. In the process of learning English, they are a strong motivation to learn, so it can often get better learning results and have greater self-confidence. Confidence weak students do not believe they have the ability to learn a foreign language knowledge, motivation to learn, even for foreign it produces a rejection of psychological resistance, so they are often in a foreign language learning process which hinders their own learning, autonomy is poor, they cannot reasonably use of time, the last academic performance is not satisfactory. (p.10)

The English learning is not easy because it is not belonged to their customs so many students create barriers in this process and complicates the environment because they do not want to put attention, they bother in class, they interrupt every moment, and the best tool that professionals in education

have is technology with big advantages so they will participate in the different activities that teachers develop in class and they will refresh through many exercises according to the topic. The English teachers must motivate the students to learn this foreign language and guide them to trust in themselves, and lose the shame of speaking.

## SOCIOLOGICAL FOUNDATION

The Ecuadorian society has to understand the importance of education because people have to keep a good attitude when they are going to receive classes so they will contribute with their knowledge in future and the learning of one foreign language gives a lot of opportunities in several fields. So the actors in the educational center have to participate actively to improve the process of learning-teaching English.

The advantages of the pedagogic technical resources can give a better quality of education in class, then students should interact with games or activities that are found in each one of them, it calls the attention by colors, movements and reinforcement that they can enjoy without any problem.

## PEDAGOGICAL FOUNDATION

According to Chan (2011), says:

> Vygotsky's (1978) theory of the development of higher mental processes can provide a rationale for computer conferencing in a professional training context as it involves collaborative, argumentative and reflective discourse. Vygotsky's theory is not bound to school

learning but can be applied more generally to other learning contexts such an online learning (Ravenscroft 2005, pag.5).

It is proved that people who learn different languages make exercises for his/her brain and we have to remember that a human is being compared like a computer because he /she is able to increase a lot of vocabulary, and receive information all the time.

Vygotsky mentions that the process of knowledge is when it captures data through the senses so they are converted in information and knowledge which we express through our thoughts, actions and attitudes, technology has a mediator role to give or not the possibility to capture, process and store information, learning technological skills it is given in the current historical context, it is not to the first time that it will learn, it is through of the constant repetition until to deep the knowledge using constructivist strategies and creative learning tasks. Finally, it can say that technology will be used as a tool support and promotes interactions, communication, the expression and information processing.

A human brain is like a computer, because it stores information with the big difference that men can increase their knowledge every day and never stops learning, by all the mention before the environment or way of getting content must be funny.

According to Wood (2011), says:

There are obvious reasons for studying education: the first being that it is an excellent preparation for teaching, students learn among other things what the aims of the education system are, how they are

delivered and what effect they have on pupils. But studying education is not just of interest to potential teachers. There are many other opportunities to work with children and young people in a variety of situations involving playing schemes, heath, criminal justice or family support. (p. 8)

You can tell from every point of view is important to propose new ideas in the education field to improve the quality of teaching and learning in order to get the educational excellence where everyone cooperates.

This constant update allows children and young people generally to get involved in new fields of knowledge right through the game and this could happen only providing an evolutionary education.

## LEGAL FOUNDATION

### Constitución de la República del Ecuador

Título 1
Elementos constitutivos del Estado
Capítulo segundo
Derechos del Buen Vivir
Sección quinta
Educación

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará

la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

**Ley orgánica de educación intercultural**

Título 1
De los principios generales
Capitulo único
Del ámbito, principios y fines

Art. 2.- Principios.- La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos, filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

a. Universalidad.- La educación es un derecho humano fundamental y es deber ineludible e inexcusable del Estado garantizar el acceso, permanencia y calidad de la educación para toda la población sin ningún tipo de discriminación. Está articulada a los instrumentos internacionales de derechos humanos;

bb. Plurilingüismo.- Se reconoce el derecho de todas las personas, comunas, comunidades, pueblos y nacionalidades a formarse en su

propia legua y en los idiomas oficiales de relación intercultural, así como en otros con la comunidad internacional.

Art. 3.- Fines de la educación.- Son fines de la educación:

q. El desarrollo, la promoción y el fortalecimiento de la educación intercultural bilingüe en el Ecuador.

# CHAPTER III

# METHODOLOGY

## METHODOLOGICAL DESIGN

A research is a group of systematic and critical processes that study a phenomenon and it looks for a specific solution about it. The fact of this educational project is about the influence of the present simple tense in the students of Eight Basic grade at Otto Arosemena Gómez Public High School, and the problems that the students have when they have to learn English, then it is necessary to apply this research which contributes with the society.

Second, the qualitative research will support the search because it if focuses on a social-educational topic due to students' problems with the rules and they sometimes forget the rules and it causes additional events like the lack of speaking, mistakes when they have to write and others.

According to Mujis (2011), says:

> Points to the quantitative research and says: The following definition, taken from Aliaga and Gunderson (2000), describes what we mean by quantitative research methods very well: Quantitative research is Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics) (p. 1).

The quantitative research supports the process of the investigation because it will be used the chi square in order to compare the variables and conclude that the work is coherence with the validation of the results, the questionnaires will give the right corrections in the problem.

## TYPES OF INVESTIGATION

There are some types of investigation that can be used in the development of this research:

## EXPLICATIVE

According to Kumar (2011), says:

> What is the effect of a health service on the control of disease, or the home environment on educational achievement? These studies examine whether there is a relationship between two or more aspects of a situation or phenomenon and, therefore, are called correlational studies.

> Explanatory research attempts to clarify why and how there is a relationship between two aspects of a situation or phenomenon. This type of research attempts to explain, for example, why stressful living results in heart attacks; why a decline in mortality is followed by a fertility decline; or how the home environment affects children's level of academic achievement. (p.11)

In the explicative research the investigator tries to find the causes of the problem, the most important thing is to explain what happens about the

teaching of the present simple tense in the students of the Otto Arosemena High School of Guayaquil city, so it described the phenomenon that complicates the process of learning in the different skills, finally they can give the correct solution to this one.

**PROPOSITIVE**

This kind of research has options or alternatives to give a solution to the problem that the investigator can find, it also has a purpose that can contribute to the right proposal.

In this case the educational project is focused on the lack of problems when they have to learn the present simple tense in the students of eight basic from Otto Arosemena Gómez High School so this research is going to contribute to improve this topic through the design of an interactive didactic guide with exercises in present simple in order to reinforce their knowledge.

**EXPLORATIVE**

According to Kumar (2011), indicates:

> This is when a study is undertaken with the objective either to explore an area where little is known or to investigate the possibilities of undertaking a particular research study. When a study is carried out to determine its feasibility it is also called a feasibility study or pilot study. (p.11)

It lets go the investigation´s field for identifying the problems in that place and gives the appropriate solution in order to contribute the students

from the high School where they will develop the skills and learn very well the present simple tense.

## DESCRIPTIVE

This kind of study let know the events that provoke the phenomenon. It describes the situation, a person or an incident in the development of the research.

In this case the points that complicate the study of the present simple tense in the teenagers and it is necessary to emphasizes because later they can have problems in the future with the rest of the tenses or when the have to develop compositions, or another activity.

## METHODS OF INVESTIGATION

Deductive it starts from particular to general in this case the particular study is the present simple tense where the students often have problems that deprecate in the pedagogical actors so it goes to all purpose that is the linguistic proficiency.

## TECHNIQUES AND INSTRUMENTS OF INVESTIGATION

There are some techniques and instruments that support good development of the research so it is necessary to apply correctly each one of them so it can be identified the errors or lack in one place.

**POPULATION AND SAMPLE**

**Population**

It is defined such a group of persons, animals or objects that will be studied in a defined characteristic.

Chart No 1
Population

| Item | Description | Total |
|------|-------------|-------|
| 1 | principal | 1 |
| 2 | teachers | 5 |
| 3 | students | 405 |
| | Total | 411 |

Source: Otto Arosemena Gomez High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

**Sample**

It is the representative part of a population. This part of population is going to be studied for consideration the statically process.

Chart No 2

Sample

| Item | Description | Total |
|------|-------------|-------|
| 1 | principal | 1 |
| 2 | teachers | 2 |
| 3 | students | 97 |
| | Total | 100 |

Source: Otto Arosemena Gomez High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

**Observation:**

The observation is a technique that establishes a relation between the researcher and the social fact, and it supports to get information for developing the investigation. It helps to describe the lacks in one place. Through this technique, several problems can be seen that they have in the process of teaching learning the foreign language English.

The observation can be direct and indirect but most of the time the researchers use the first in order to get better results in the process of the educational investigation so they can collect information from the place that they select.

**SURVEY**

This technique let's get information in one search so the answers will support the sequence because it does not have names so they surveyors speaks how they feel or what they know.

**INTERVIEW**

This technique helps to get the information from other person and the researcher can have a vision very clear about the phenomena that occurs in a particular place.

**QUESTIONNAIRE**

It has questions very clear, concise well elaborated where the surveyors are going to fill out in order to add relevance information to the research. The questions can be open and close, according to the needs of the investigation.

| OPERATIONALIZATION OF VARIABLES | | |
|---|---|---|
| **Variables** | **Dimensions** | **Indicators** |
| Independent Variable<br><br>Present simple games | Influence of the use of the simple present | The importance of learning English nowadays. |
| | | Needs of improvement the process of learning teaching in English. |
| | | Quality for teaching English in the world. |
| | | The simple present tense. |
| | | Definition of the simple present tense. |
| | | Rules. |
| | | The relevance of learning simple present tense. |
| | | The influence of present simple tense in the development of skills |
| | | The influence of present simple in the listening skill. |
| | | The influence of present simple in the speaking skill. |
| | | The influence of present simple in the reading skill. |
| | | The influence of present simple in the writing skill. |
| Dependent Variable<br><br>Linguistic proficiency | Linguistic proficiency in English | Language proficiency. |
| | | Characteristics of languages proficiency. |
| | | Linguistic proficiency in grammar. |
| | | Motivation in the students for improving the linguistic proficiency. |
| | | The language proficiency in the world. |
| | | The language proficiency in Ecuadorian education. |
| Design of an interactive didactic guide based on simple present exercises | Technology in education | Technological resources. |
| | | An interactive didactic resource. |
| | | An interactive didactic guide. |
| | | An interactive didactic guide with ludic process support the quality education. |
| | | Does it necessary to apply educational project in Otto Arosemena Public High School. |

# INFORMATION ANALYSIS

## Survey to the Students

1. The English language is interesting during classes.

Chart No 3

The English language is interesting during classes.

| Item | Variable | Frequency | Percentage |
|------|----------|-----------|------------|
| 5 | strongly agree | 35 | 36% |
| 4 | Agree | 37 | 38% |
| 3 | Undecided | 8 | 8% |
| 2 | Disagree | 7 | 7% |
| 1 | strongly disagree | 10 | 10% |
| | Total | 97 | 100% |

Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Graphic No 2
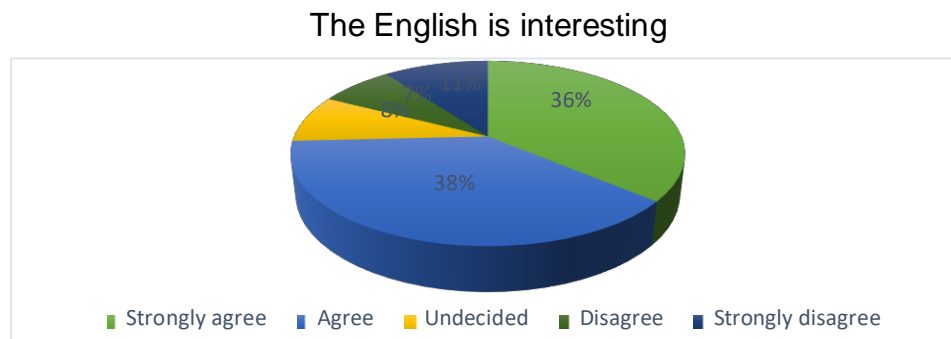


The English is interesting

■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

Source: Students from 8Th Basic Education Otto Arosemena High School
Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Analysis: According to the surveyors the 36%, says that strongly agree The English language is interesting during classes; 38% agree, 8% undecided, 7% disagree and 11% strongly disagree, there is a high percentage which says students like English.

2. You agree that effective communication is very important in any Language.

Chart No 4

You agree that effective communication is very important in any Language.

| Item | Variable | Frequency | Percentage |
|------|----------|-----------|------------|
| 5 | strongly agree | 51 | 53% |
| 4 | agree | 30 | 31% |
| 3 | undecided | 5 | 5% |
| 2 | disagree | 5 | 5% |
| 1 | strongly disagree | 6 | 6% |
| | Total | 97 | 100% |

Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Graphic No 3

The effective communication
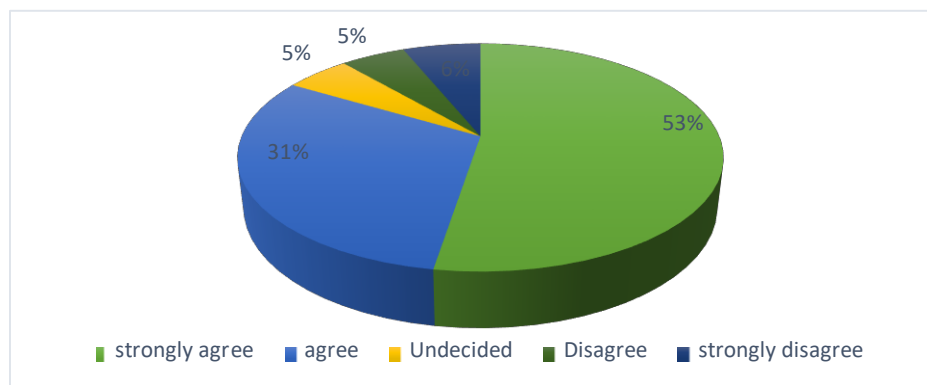


Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Analysis: According to the 53% are strongly agree about the Effective communication is very important in any Language; 31% agree; 5% undecided; 5% disagree and 6% strongly disagree, considerate that communication is an important key in life.

3. The acquisition of English language makes you understand better the American culture.

Chart No 5

The acquisition of English language makes you understand better the American culture.

| Item | Variable | Frequency | Percentage |
|------|----------|-----------|------------|
| 5 | strongly agree | 28 | 29% |
| 4 | agree | 44 | 45% |
| 3 | undecided | 16 | 16% |
| 2 | disagree | 6 | 6% |
| 1 | strongly disagree | 3 | 3% |
| | Total | 97 | 100% |

Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Graphic No 4
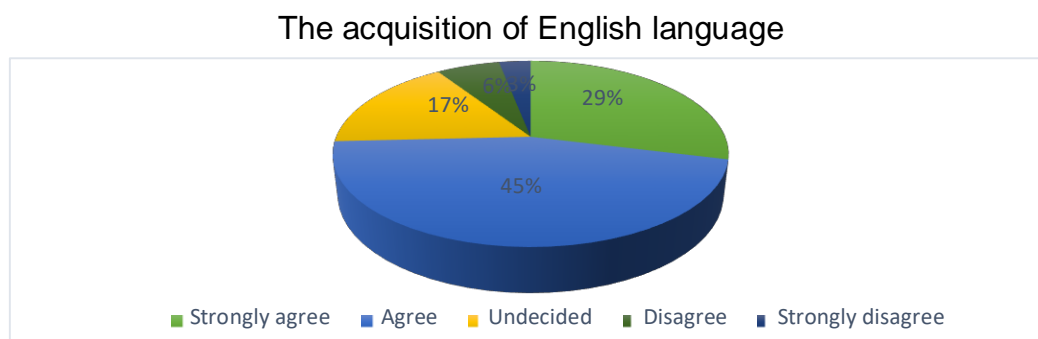
## The acquisition of English language



Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Analysis: According to the chart 29% are strongly agree The acquisition of English language makes you understand better the American culture; 45% agree, 17% undecided, 3%strongly disagree, people are conscious know about America's news.

4. You believe that the learning of present simple tense is complicated.

Chart No 6

You believe that the learning of present simple tense is complicated.

| Item | Variable | Frequency | Percentage |
|---|---|---|---|
| 5 | strongly agree | 17 | 18% |
| 4 | agree | 31 | 32% |
| 3 | undecided | 22 | 23% |
| 2 | disagree | 21 | 22% |
| 1 | strongly disagree | 6 | 6% |
| | Total | 97 | 100% |

Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Graphic No 5

### The present simple tense is complicated
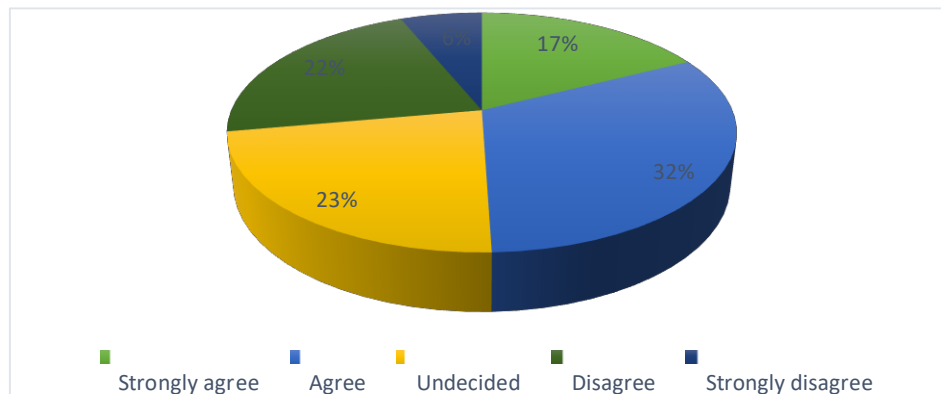


Source: Students from 8Th Basic Education Otto Arosemena High School

Researrcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Analysis: According to the chart the 17% are strongly agree about that You believe that the learning of present simple tense is complicated, 32% agree, 23% undecided, 22% disagree, 6 % strongly disagree, it shows that some people think that some tenses are difficult.

5. Most of the time you forget to apply the rules for the third person in singular

Chart No 7

Most of the time you forget to apply the rules for the third person in singular.

| Item | Variable | Frequency | Percentage |
|------|----------|-----------|------------|
| 5 | strongly agree | 27 | 28% |
| 4 | agree | 35 | 36% |
| 3 | undecided | 20 | 21% |
| 2 | disagree | 5 | 5% |
| 1 | strongly disagree | 10 | 10% |
| | Total | 97 | 100% |

Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Graphic No 6
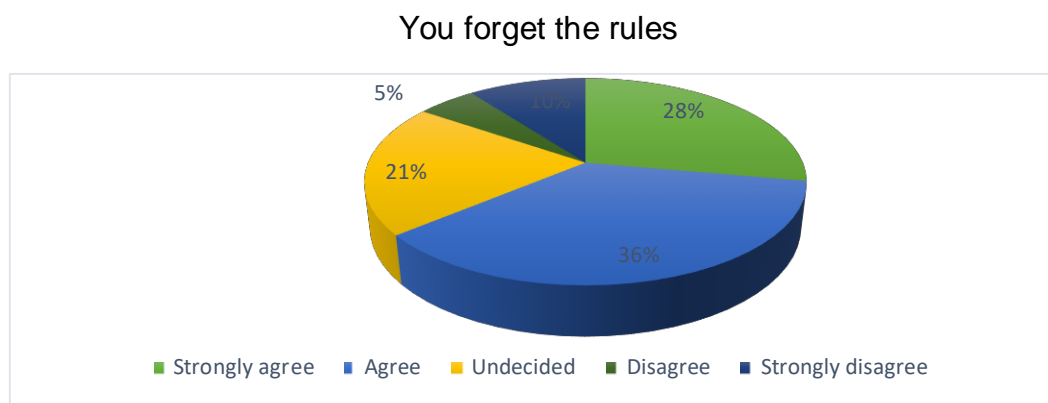
## You forget the rules



Source: Students from 8Th Basic Education Otto Arosemena High School
Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Analysis: According to the chart the 28% are strongly agree about Most of the time you forget to apply the rules for the third person in singular; 36 % agree, 21% undecided; 5% disagree; 10% strongly disagree, there is a high percent that have problems when they have to apply the rules.

6. The English must be taught in order to trust themselves for speaking naturally.

Chart No.8

The English must be taught in order to trust themselves for speaking naturally.

| Item | Variable | Frequency | Percentage |
|------|----------|-----------|------------|
| 5 | strongly agree | 36 | 37% |
| 4 | agree | 39 | 40% |
| 3 | undecided | 12 | 12% |
| 2 | disagree | 7 | 7% |
| 1 | strongly disagree | 3 | 3% |
|  | Total | 97 | 100% |

Source: Students from 8[Th] Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Graphic No 7
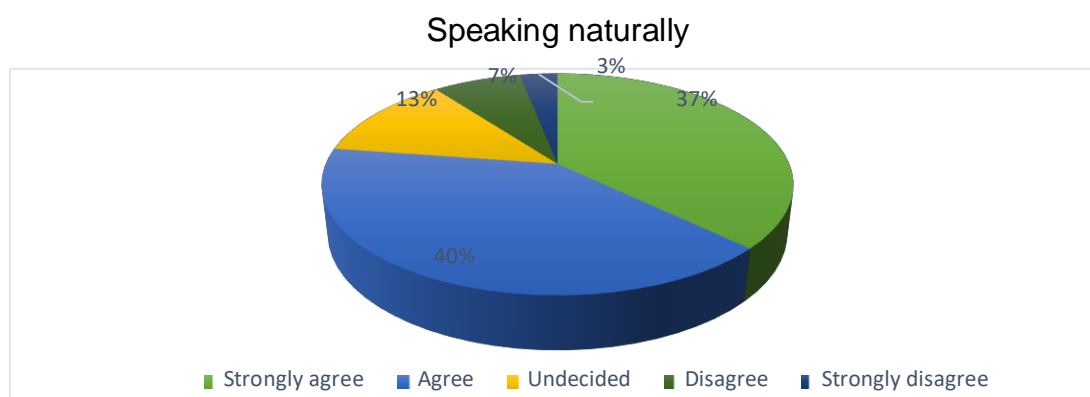


Speaking naturally

Source: Students from 8[Th] Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Analysis: According to the surveyors the 37 % are strongly agree about The English must be taught in order to trust themselves for speaking naturally; 40% agree; 13% undecided; 7% disagree; 3% strongly disagree, there are few students that do not accept that.

7. The present simple tense should learn very well because is an important brick in this foreign language.

Chart No. 9

The present simple tense should learn very well because is an important brick in this foreign language.

| Item | Variable | Frequency | Percentage |
|---|---|---|---|
| 5 | Strongly agree | 33 | 34% |
| 4 | Agree | 37 | 38% |
| 3 | Undecided | 13 | 13% |
| 2 | Disagree | 6 | 6% |
| 1 | Strongly disagree | 8 | 8% |
| | Total | 97 | 100% |

Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Graphic No 8
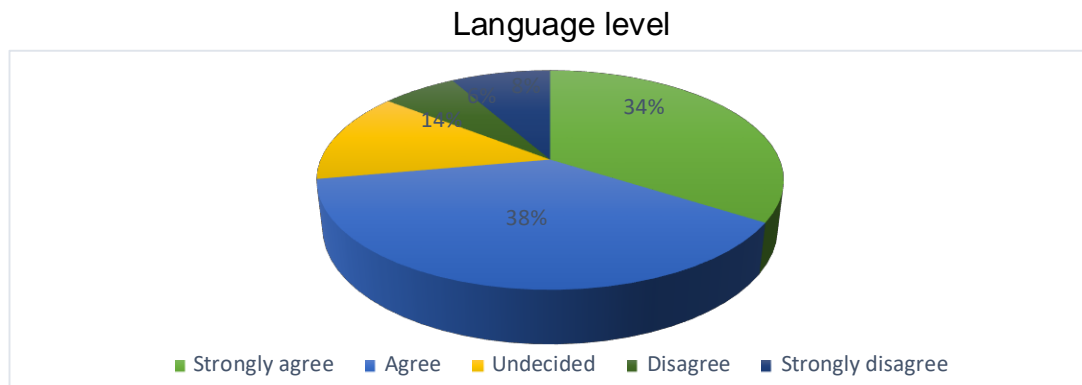
Language level



Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Analysis: According the surveyors 34% The present simple tense should learn very well because is an important brick in this foreign language; agree 38% undecided 13%,disagree 6% and 8% strongly agree,  most of the students want to learn in order to practice the tense.

8. The technological resources improve the process of learning the foreign language.

Chart No.10

The technological resources improve the process of learning the foreign language.

| Item | Variable | Frequency | Percentage |
|---|---|---|---|
| 5 | strongly agree | 50 | 52% |
| 4 | agree | 26 | 27% |
| 3 | undecided | 9 | 9% |
| 2 | disagree | 7 | 7% |
| 1 | strongly disagree | 5 | 5% |
| | Total | 97 | 100% |

Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Graphic No. 9
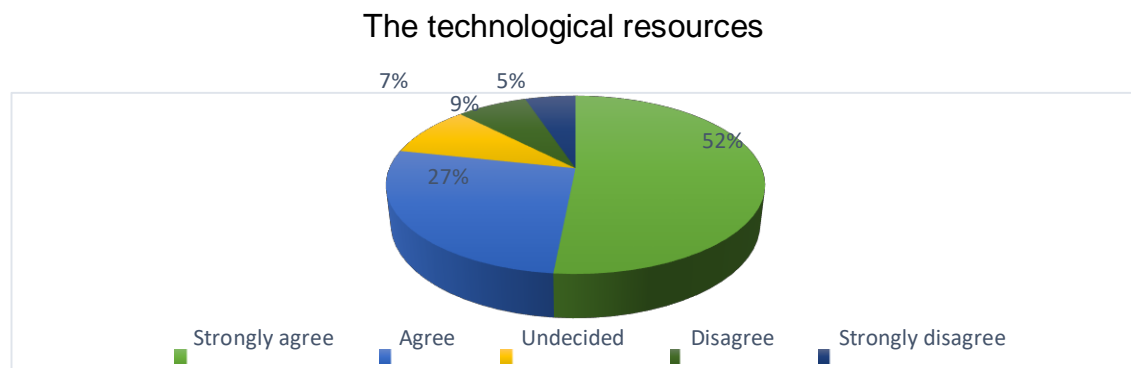
The technological resources



Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Analysis: According to the surveyors the 52% strongly agree the technological resources improve the process of learning the foreign language, 27% agree, 9% undecided; 7% disagree and 5% strongly disagree, a good student's percentage believe that technological resources can motivate them when they have to learn English.

9. The design of an interactive didactic guide based on simple present will improve the process of learning the foreign language.

Chart No.11

The design of an interactive didactic guide based on simple present will improve the process of learning the foreign language.

| Item | Variable | Frequency | Percentage |
|------|----------|-----------|------------|
| 5 | strongly agree | 42 | 43% |
| 4 | agree | 37 | 38% |
| 3 | undecided | 8 | 8% |
| 2 | disagree | 4 | 4% |
| 1 | strongly disagree | 6 | 6% |
|  | Total | 97 | 100% |

Source: Students from 8Th Basic Education Otto Arosemena High School
Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele
Graphic No. 10

Design an interactive didactic guide
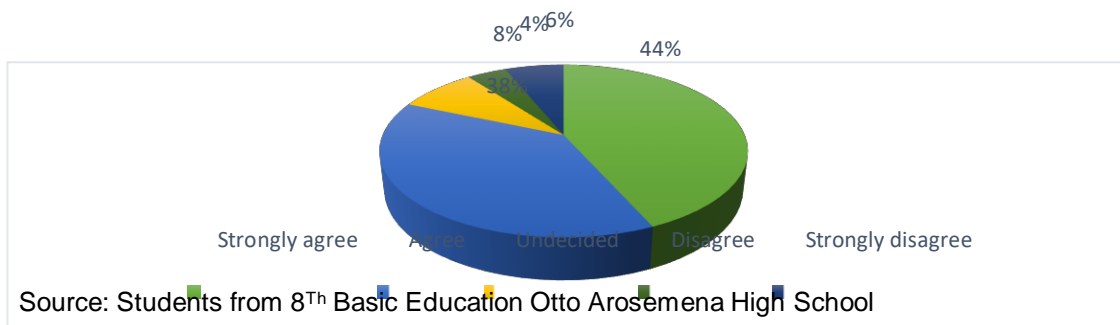


Source: Students from 8Th Basic Education Otto Arosemena High School
Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Analysis: According to the surveyors the 43% are agree about The design of an interactive didactic guide with ludic process will improve the process of learning the foreign language, 38% agree, 8% undecided; 4% disagree; 6%, most of the students believe that the didactic guide can change the environment in their classes.

10. You considerate that an interactive didactic guide reinforce the knowledge in a determinate topic

Chart No 12

You considerate that an interactive didactic guide reinforce the knowledge in a determinate topic.

| Item | Variable | Frequency | Percentage |
|------|----------|-----------|------------|
| 5 | strongly agree | 43 | 44% |
| 4 | agree | 30 | 31% |
| 3 | undecided | 11 | 11% |
| 2 | disagree | 6 | 6% |
| 1 | strongly disagree | 7 | 7% |
| | Total | 97 | 100% |

Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Graphic No 11
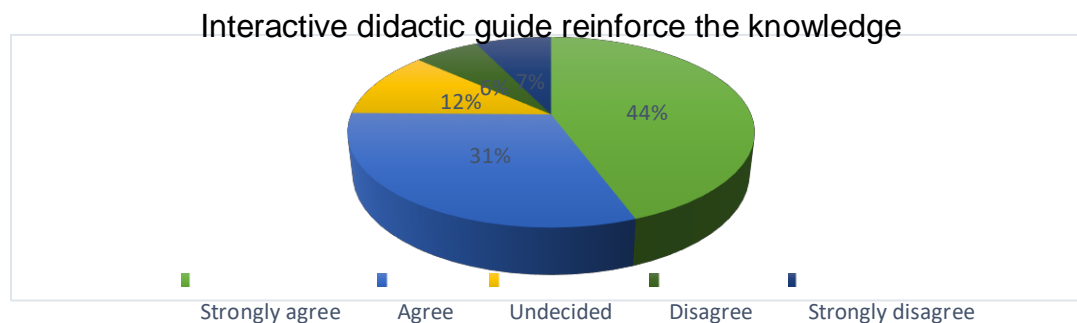


Interactive didactic guide reinforce the knowledge

Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Analysis: According to the surveyors the 44% are strongly agree You considerate that an interactive didactic guide reinforce the knowledge in a determinate topic ; the 31% agree, 11% undecided, 6% disagree and 7% strongly agree they conclude that technology can improve the process of learning English.

11. The interactive didactic guide will catch the attention of the students.

Chart No 13

The interactive didactic guide will catch the attention of the students.

| Item | Variable | Frequency | Percentage |
|---|---|---|---|
| 5 | strongly agree | 51 | 53% |
| 4 | agree | 30 | 31% |
| 3 | undecided | 5 | 5% |
| 2 | disagree | 5 | 5% |
| 1 | strongly disagree | 6 | 6% |
| | Total | 97 | 100% |

Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Graphic No. 12
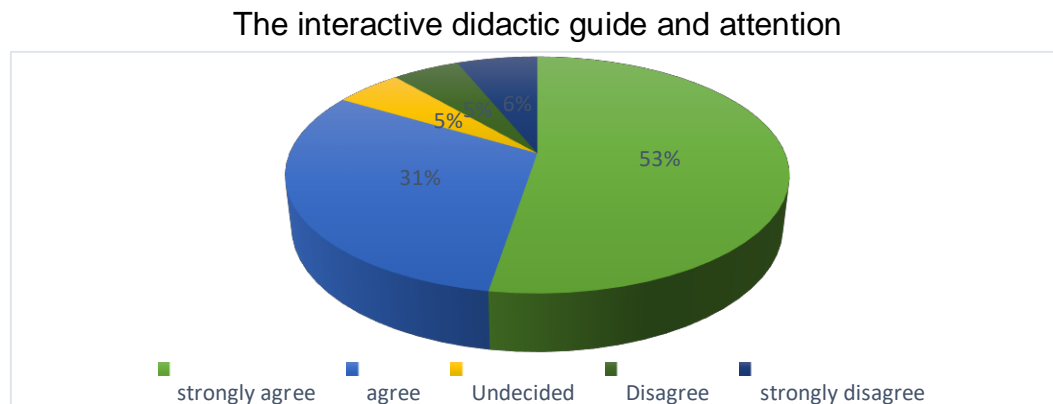
The interactive didactic guide and attention



Source: Students from 8Th Basic Education Otto Arosemena High School

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

Analysis: According to the surveyors the 53% area strongly agree The interactive didactic guide will catch the attention of the students, the 31% agree, the 5% undecided, 5% disagree, 6% strongly disagree, they believe that it will motivate them.

**University of Guayaquil**

**Faculty of Philosophy, Letters and Science of Education**

**Interview to the Headmaster**

General objective: Identify the importance of simple present tense on linguistic proficiency through field research of the students of eighth basic grade, Otto Arosemena Gomez High School, cantón Guayaquil, parroquia Febres Cordero, calle La 29 y O´Connor, academic year 2015-2016.

Interview to the Principal

Name: Lic. Juan  León Chóez
Date: October 11th,2015

1. Why do you believe that the students give the real importance to English?

   They do not want to learn, they sometimes prefer to bother in class or tease their classmates, so they interrupt the concentration of the rest of the pupils.

2. Why do you think that the students begin to hate English when they get problems in their grades?

   When they have bad grades they start to reject English and this language is very important because it gives opportunities to get a better job or they can develop in different fields, their low score is because they do not

understand very well one topic and they do not want to continue the process of learning.

3. Why do the students have problems when they have to apply the rules in the third person in present simple?

They forget to apply the rules at the moment of writing compositions, developing exercises or when they have to give quizzes during the final exams.

4. Why do you believe that the technological didactic resources reinforce the knowledge of English?

They prefer them because they have colors, sounds and interactive activities where they can improve an specific topic and they can work in group.

5. How do you think that the interactive guide would catch the attention of the students in a good level?

Children and young people love technology and all that it offers as being able to access social networks, research on any subject or perform their duties faster, so I think the interactive guide would be a newfangled way to study and teach.

**University of Guayaquil**

**Faculty of Philosophy, Letters and Science of Education**

**Interview to the Teachers**

General objective: Identify the importance of simple present tense on linguistic proficiency through field research of the students of eighth basic grade, Otto Arosemena Gomez High School, cantón Guayaquil, parroquia F. Cordero, calle La 29 y O´Connor, academic year 2015-2016.

Interview to the Teachers

1.- How does The present simple give problem in the process of learning teaching in your students?

The students forget to apply the rules correctly, causing them make a mistake give up and thus lose interest in the language.

2.- Why do the students begin to hate English when they get problems in their grades?

Several students not want to learn this language because they feel sad when you get low grades and constantly wrong, thinking that the language is difficult to learn and it is not worth.

3.- Why do you think that the way of teaching English grammar may be changed in order to improve the quality of education?

Because, students consider difficult to learn English grammar, with many rules to remember and also find it difficult to understand how and when to apply in the exercises or when talking.

4- Why do the teachers should include technological resources in the process of teaching-learning?

Because nowadays technology resources are necessary to improve the process of learning of students.

5.- Why do you agree that this educational project should be applied in the students of eight basic grade?

Because, it has long been necessary to include technological resources as an important part of education and is a newfangled way of teaching.

**INTERPRETATION OF RESULTS**

According to one of the question most of the time you forget to apply the rules for the third person in singular 62% answer that they have problems so it gives relevance to execute this educational project in order to give a solution for the problem that the educational members have, in the same way the teachers agree in 100% about this situation because they can feel and see their students.

According to the question you believe that the learning of present simple tense is complicated the results 48 % think that they have problems for learning this tense so they begin to hate English as a consequence of getting bad grades, finally there are several reasons for improving the process of teaching-learning English.

The students think that the design of an interactive didactic guide with ludic process will improve the process of learning the foreign language a 73% agree about the creation of this educational resource, in the same way the teachers should include the technological resources in the educational center to get better results in the scholar achievements.

## CHI SQUARE

```
CROSSTABS          CROSSTABS
   Table: Resum   CROSSTABS
   Table: you be     /TABLES= simple_present  BY   proficiency_linguistic
   Table: Prueba     /FORMAT=AVALUE TABLES PIVOT
ROC                  /STATISTICS=CHISQ
   Table: Resum      /CELLS=COUNT ROW.
   Chart
   Table: Área Ba  Resumen.
NPAR TESTS
   Table: you be
   Table: Prueba
LOGISTIC REGRES
   Mensaje: erro
```

Resumen.

| | Casos | | | | | |
|---|---|---|---|---|---|---|
| | Válido | | Perdidos | | Total | |
| | N | Porcentaje | N | Porcentaje | N | Porcentaje |
| you believe that the learning of present simple tense is complicated? * the technological resources improve the process of learning the foreign language | 97 | 100,0% | 0 | 0,0% | 97 | 100,0% |

you believe that the learning of present simple tense is complicated? * the technological resources improve the process of learning the foreign language [recuento, fila %].

| you believe that the learning of present simple tense is complicated? | the technological resources improve the process of learning the foreign language | | | | | Total |
|---|---|---|---|---|---|---|
| | strongly disagree | disagree | undecided | agree | strongly agree | |
| strongly disagree | ,00 ,00% | 3,00 50,00% | 3,00 50,00% | ,00 ,00% | ,00 ,00% | 6,00 100,00% |
| disagree | 1,00 4,76% | 3,00 14,29% | 5,00 23,81% | 6,00 28,57% | 6,00 28,57% | 21,00 100,00% |
| undecided | ,00 ,00% | ,00 ,00% | ,00 ,00% | 7,00 31,82% | 15,00 68,18% | 22,00 100,00% |
| agree | 4,00 12,90% | 1,00 3,23% | 1,00 3,23% | 10,00 32,26% | 15,00 48,39% | 31,00 100,00% |
| strongly agree | ,00 ,00% | ,00 ,00% | ,00 ,00% | 3,00 17,65% | 14,00 82,35% | 17,00 100,00% |
| Total | 5,00 5,15% | 7,00 7,22% | 9,00 9,28% | 26,00 26,80% | 50,00 51,55% | 97,00 100,00% |

## Pruebas Chi-cuadrado.

| Estadístico | Valor | df | Sig. Asint. (2-colas) |
|---|---|---|---|
| Chi-cuadrado de Pearson | 58,78 | 16 | ,000 |
| Razón de Semejanza | 55,59 | 16 | ,000 |
| Asociación Lineal-by-Lineal | 13,80 | 1 | ,000 |
| N de casos válidos | 97 | | |

## ROC

ROC simple_present BY proficiency_linguistic (1)
    /PLOT CURVE.

Resumen del Caso

| the technological resources improve the process of learning the foreign language | N Válido (listwise) | |
|---|---|---|
| | No ponderado | Ponderado |
| Positivo | 5 | 5,00 |
| Negativo | 92 | 92,00 |

CROSSTABS
   Table: Resum
   Table: you be
   Table: Prueba
ROC
   Table: Resum
   Chart
   Table: Área Ba
NPAR TESTS
   Table: you be
   Table: Prueba
LOGISTIC REGRES
   Mensaje: erro

Negativo



Curva ROC

simple_p

**Área Bajo la Curva (you believe that the learning of present simple tense is complicated?)**

| Área |
|------|
| ,57 |

NPAR TESTS

NPAR TEST
   /CHISQUARE= simple_present.

**Área Bajo la Curva (you believe that the learning of present simple tense is complicated?)**

| Área |
|------|
| ,57 |

NPAR TESTS

NPAR TEST
   /CHISQUARE= simple_present.

**you believe that the learning of present simple tense is complicated?**

|  | N observado | N esperado | Residual |
|---|---|---|---|
| strongly disagree | 6 | 19,40 | -13,40 |
| disagree | 21 | 19,40 | 1,60 |
| undecided | 22 | 19,40 | 2,60 |
| agree | 31 | 19,40 | 11,60 |
| strongly agree | 17 | 19,40 | -2,40 |
| Total | 97 | | |

**Pruebas Estadísticas**

|  | simple_present |
|---|---|
| Chi-cuadrado | 16,97 |
| df | 4 |
| Sign. Asint. | ,002 |

LOGISTIC REGRESSION

LOGISTIC REGRESSION simple_present WITH proficiency_linguistic
   /CRITERIA = CUT(0.5) ITERATE(20)
   /NOORIGIN.

error: Los valores de las variables dependientes no son dicotómicas.

Table: Prueba
ROC
   Table: Resum
   Chart
   Table: Área Ba
NPAR TESTS
   Table: you be
   Table: Prueba
LOGISTIC REGRES
   Mensaje: erro

**You believe that the learning of present simple tense is complicated**

**Conclusion 1:**

The brief summary of the statically chart gives 16, 97; df 4, the students considerate that they have problems with the present simple tense because they forget to apply the rules and they need to reinforce their knowledge. The technological resources improve the process of learning in a foreign language.

According to chi square proof says the following information: chi square of Pearson: 58,78; similarity ratio 55,59; association lineal by lineal 13,80; No. valid cases 97.

**RECOMMENDATIONS**

They should take advantages about students' interest in the learning of English and reinforce the tenses especially the present simple because is an important brick to develop the different skills and learn about another culture that increase their knowledge. The teacher should work in the students´ problems especially in the reinforcement of the rules in the present simple tense and improve this topic through several exercises that can give good results because they should develop alone and they can evaluate themselves.

The surveys demonstrate that they agree about the use of a technological resource to improve their knowledge in English, they can learn in a dynamic, funny and different way where the main objective is to develop their skills.

# CHAPTER IV

# PROPOSAL

## TOPIC

Design a didactic guide based on simple present exercises.

## JUSTIFICATION

An interactive didactic guide with simple present interactive exercises is a good tool in education for teachers and students because they can learn in a different way. It can include exercises about a specific topic in this case the present simple for the students of 8Th basic Education at Otto Arosemena Gomez Public High School who will practice this tense.

The technology gives huge opportunities in the education field and they can use in different classes so they will not have problems, the students are always curious so if they like technological resources, it is something good because they can learn words, structures, etc.

The present simple tense sometimes gives problems to students so they can start to hate this language in addition it is necessary to improve this problem in the students and motivated them through technology and develop the different skills so they should not have problems for the other tenses. The new generation should demonstrate their knowledge through the pass of the days and in a near future.

**GENERAL OBJECTIVE**

- To design an interactive didactic guide based on simple present exercises to reinforce the linguistic proficiency in the acquisition of the English Language.

**SPECIFIC OBJECTIVE**

- To create a set of exercises in present simple tense according to the needs of 8th basic education students at Otto Arosemena High School to improving the linguistic proficiency.

- To make the set of exercises interactive based on the use of TIC´S throughout a computing programme developed by the authors of this thesis to increase the linguistic proficiency.

- To apply the interactive didactic guide in classes with the students with the use of computers to develop their skills.

**THEORETICAL ASPECTS**

**SOCIOLOGICAL ASPECT**

According to Boghici (2013), says:

In time, during the development of the human society, two education systems have emerged, a traditional and a modern one. Modern and postmodern education appeared as an alternative to the traditional education based on learning as a process of knowledge, skills and

habits accumulation and storage. So, a theory emerged according to which the teaching learning- evaluation act has to be a guided and programmed activity, involving a cognitive and emotional effort, undertaken simply and efficiently. (p.23)

Society needs to communicate effectively therefore they give an important place to English, they are conscious that most of the products are written or bring adds in this language. Although English is the second language with the largest numbers of speakers, it has become a tool in some fields such as business, people, education, tourism and so on.

After that, the teachers try to give the best in their classes, they prefer to be accurate in each one of them with nice didactic resources that improve the quality of education. They teach English, it breaks barriers and multiply opportunities in life.

**PEDAGOGICAL ASPECT**

According to Alam (2013), explains:

Communication is exchange of ideas between people either orally or in writing. In this research, communication is taken in the sense of fluency and accuracy. Former refers to proper use of language without hesitation and later talks about use of grammatically and phonologically correct language. (p.19)

Nowadays, the teacher´s role has taken other place by pedagogies. They are like tutors who guide the different activities or exercises during the

school year. She / he transmits energy, encourage them, support the students all the time, they try to be clearly, and gives, response, to all the doubts

They have a huge labor because they have to develop the skills in the education so the environment class or the didactic resources have to be appropriate to the group of students. So the teachers need their students produce constantly in class. They have a big responsibility with the members of the educational center, because a person who decide to study for being a teacher he has to be conscious about their important role in the education, they give information and they also feel successful if their students get this one.

## TECHNOLOGICAL ASPECT

According to Motteran (2013), says:

> The growth of globalization of trade and the predominance of English in the media, particularly on the internet, have been responsible for driving change in language education policy and there is a global trend towards introducing English language teaching into the primary sector. **(**p. 19)

The labs with technological resources provide an essential tool for teachers. As time passes, the way of teaching has changed, the books bring activities with links where the students can find on internet and reinforce the several topics that are learning. Other uses are the e-mail exchanges or social networks that opens the door to become friends or learn from another culture. They also have the big advantage of learning an informal language and familiarize with new vocabulary that will apply in the future.

Technology can support teacher's role and give a better way of learning this foreign language so they can reinforce their knowledge through different exercises in this case it is focus in the present simple tense and improve their level step by step and according to the group of students or reinforce an specific topic that do not understand very well.

**FEASIBILITY**

**Financial**

The development of this educational project was correct on with own money of the researchers.

Chart No 14

| Item | Description | Price |
|------|-------------|-------|
| 8 | ink | 96 |
| 2 | packs of sheets of paper | 7 |
| | transportation | 50 |
| 1 | interactive cd | 250 |
| | Total | $403 |

Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

**Technical**

In order to do a good educational work the following Technical things were necessary:
  o Computer

- Notebook
- Pen drives
- Ink
- Sheets of paper
- Print

**Human**

To develop this educational project it was necessary that the members of the Otto Arosemena Gómez Public High School cooperate in order to face the problems in the English area, so the following agents participate.

- Headmaster
- Teachers
- Students

**Description**

The interactive guide has a big proposal, it is interactive where teachers can use as a resource a pedagogical resource to reinforce the present simple in the students of 8$^{TH}$ basic at Otto Arosemena High School in Guayaquil, it will have exercises that develop all the skills in grammar through the present simple tense, the interactive didactic guide contains exercises that can be funny for students and it has nice colors that get the attention of them.

The interactive cd. is based in Adobe flash cs6 Illustrator y Photoshop because this programmed gives the facilities for applying the different exercises with technological options that provides if the answer is correct so they can know if their development is good or bad.

The cd. contains different exercises that develop the skills such as listening, reading, writing, speaking, each one of them pre-activities and post activities that reinforce their knowledge in a huge way, the student can practice the simple present tense in a dynamic method because they can satisfy their needs and improve constantly.

It is important to mention that it has nice colors and sounds that catch the attention of the students so they can feel motivated by this technological resource that should improve the quality of teaching and improve their knowledge in English.

**Graphic No 13**



Font. Students from eight basic of Otto Arosemena High School
Researcher: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

The first graphic shows the topic of the interactive didactic guide, the proposal and the author's name, there are seven icons about grammar, writing, speaking activities, reading skills, listening skills, download pdf, assessment skills.

**Graphic No. 14**
**Exercise in grammar**



Font. Students from eight basic of Otto Arosemena High School
Researchers: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

In the first exercise the student has to complete in a correct way according to the subject pronoun in a nice chart. In a corner appear the results when they write the answers.

**Graphic No. 15**

**Exercise No 2 in grammar**



Font. Students from eight basic of Otto Arosemena High School
Researchers: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

They have to associate the sentence with the picture and they can prove if they understand.

**Graphic No. 16**

**Exercise No 2 in Writing skills**



Font. Students from eight basic of Otto Arosemena High School
Researchers: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

In writing skill they will find some questions about different topics and they have one example.

**Graphic No. 17**
**Answer**



Font. Students from eight basic of Otto Arosemena High School
Researchers: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

In writing skill they can answer according to the picture they can vary because they have different opinions.

**Graphic No.18**
**Speaking skills**



Font. Students from eight basic of Otto Arosemena High School
Researchers: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

In the speaking skill the student can develop their abilities they will be able to practice with different topics in present simple tense.
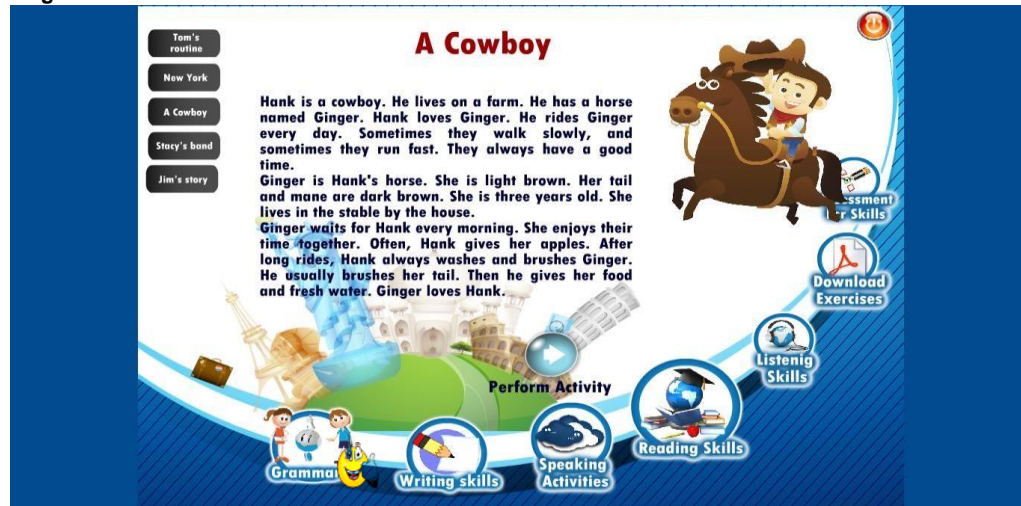
Font. Students from eight basic of Otto Arosemena High School
Researchers: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

For developing the Reading skills they can read some stories in present simple tense and after solve some activities like questions with different options for choosing the right.

**Graphic No.20**
**Listening skills.  Song sugar**



Font. Students from eight basic of Otto Arosemena High School
Researchers: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

They can practice with different songs, read the letters, watch the videos and listen each one of them.

**Graphic No.21**
**Download PDF: Extra exercise**



Font. Students from eight basic of Otto Arosemena High School
Researchers: Yagual de la Rosa Jhonny & Morocho Rodriguez Michele

At the end they can find some activities about grammar, reading skills, listening skills, they can download each one of them for reinforcing their knowledge.

## SOCIAL IMPACT AND BENEFICIARIES

The didactic guide gives another vision to the English teachers that sometimes have problem for teaching the simple present so they need other resources that contribute to improve the process of teaching learning English, so they can change the environment of their students.

The main beneficiaries are the students of eight basic grade at Otto Arosemena Public High School of Guayaquil city because they have the opportunity of learning English through an interesting technological resource that has exercises according to group of students that should increase their level of knowledge in this language that can open the opportunity in several field.

**CONCLUSIONS**

The teachers are conscious that with the new way of learning their main problems have disappeared when they learn the present simple tense. They are aware that they have to improve their didactic resources for teaching English so they can motivated the pupils in a nice way that introduce them to develop the skills and have a good acquisition of English in present simple tense.

The students feel confident and learn faster than before, so it is necessary to spread this advantage and reinforce their knowledge in order to improve the quality of learning and the quality of knowledge reached by them in English.

**RECOMMENDATIONS**

It is necessary to increase extra exercises to reinforce the present simple tense in order to improve the quality of acquisition through the several activities so they can reinforce their doubts in the process of learning English in a better way.

The technological resources are an option that motivated the students in a huge way; they can practice in a different method where they can enjoy listening songs, watch videos, associate the words with the songs, develop exercises in grammar, they can develop all the skills through the workouts.

The teachers have a big advantage because the students like English so they can reinforce their knowledge. Students can also work together in order to develop all the skills and usage of this language.

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# ANNEXES

# ACTIVITY SCHEDULE

| Time / Activities | June | | | | July | | | | August | | | | September | | | | October | | | | November | | | | December | | | | January | | | | February | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Approval of the topic | | | | | | | | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Designation of the tutor | | | | | | | | | | X | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Field observation | | | X | | | | X | | | X | | | | X | | | | | | X | | | | | | X | | | | | X | | | | | |
| Tutorials | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | | X | X | X | X | X | X | X | X |
| Descriptive investigation: Theoretical Framework | | | | | | | | | | | | | X | X | X | X | X | X | X | X | | | | | | | | | | | | | | | | |
| Survey and interviews | | | | | | | | | | | | | | | | | | | X | | | | | | | | | | | | | | | | | |
| Demonstrative activities | | | | | | | | | | | | X | | | X | | | | X | | | X | | | | X | | | | X | | | | | | |
| Conclusion and recommendations | | | | | | | | | | | | | | | | X | | | X | | | | X | | | X | | | | | | | | | | |

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| 46 | SALTOS CHÁVEZ MAURO ARMANDO |
| 47 | SANTILLAN OJEDA NICOL DEL ROCIO |
| 48 | SOTO BERNAZA JOHANNA ELIZABETH |
| 49 | TORRES TRIVIÑO VERÓNICA KARINA |
| 50 | YÉPEZ CHICAIZA VIVIANA ELIZABETH |

**Entrevista al Rector del Colegio Nacional Otto Arosemena Gómez**

Objetivo general: Identificar la importancia del tiempo presente simple en la competencia lingüística a través de la investigación de campo a los estudiantes de octavo grado de básica, de la Unidad Educativa Fiscal Otto Arosemena Gómez, cantón Guayaquil, Parroquia F. Cordero, calle La 29 y O'Connor, año académico 2015-2016.

Entrevista al Rector del colegio Otto Arosemena Gómez

Nombre: Lic. Juän León Chóez

Fecha : 11 de Octubre del 2015

1. ¿Por qué cree que los estudiantes no dan importancia real de Inglés?

Ellos no quieren aprender, a veces prefieren molestar en clase o molestar a sus compañeros de clase, por lo que interrumpen la concentración del resto de los alumnos.

2. ¿Por qué cree que los estudiantes comienzan a odiar el Inglés cuando llegan los problemas en sus calificaciones?

Cuando tienen malas notas que empiezan a rechazar Inglés y este lenguaje es muy importante porque le da la oportunidad de conseguir un mejor trabajo o que poder desarrollarse en diferentes campos donde pueden mostrar sus conocimientos, su puntuación baja es porque no entienden muy bien un tema y no quieren continuar con el proceso de aprendizaje.

3. ¿Por qué los estudiantes tienen problemas cuando tienen que aplicar las reglas de la tercera persona en presente simple?

Porque se olvidan de aplicar las normas en el momento de escribir composiciones, el desarrollo de ejercicios o cuando tienen que dar pruebas durante los parciales o términos.

4. ¿Por qué cree que los recursos didácticos tecnológicos refuerzan el conocimiento del Inglés?

Ellos los prefieren porque tienen colores, sonidos y actividades interactivas en las que pueden mejorar un tema específico y porque pueden trabajar en grupo.

5. ¿Cómo cree que la guía interactiva podría captar la atención de los estudiantes en un buen nivel?

A los niños y jóvenes les gusta la tecnología y todo lo que ofrece como ser capaz de acceder a las redes sociales, la investigación sobre cualquier tema o realizar sus tareas más rápido, así que creo que la guía interactiva sería una nueva y sorprendente forma de estudiar y enseñar.

**Entrevista a los profesores**

Objetivo general: Identificar la importancia del tiempo presente simple en la competencia lingüística a través de la investigación de campo a los estudiantes de octavo grado de básica, de la Unidad Educativa Fiscal Otto Arosemena Gómez, cantón Guayaquil, Parroquia F. Cordero, calle La 29 y O'Connor, año académico 2015-2016.

1. ¿Qué problemas da el presente simple en el proceso de enseñanza aprendizaje?

Los estudiantes se olvidan de aplicar correctamente las reglas, haciéndoles errar renunciar, por lo tanto pierden interés por la lengua.

2.- ¿Por qué los estudiantes comienzan a odiar Inglés cuando llegan los problemas en sus calificaciones?

Varios estudiantes no quieren aprender este idioma porque se sienten tristes cuando llegan las bajas calificaciones y constantemente mal, pensando que el idioma es difícil de aprender y no vale la pena.

3.- ¿Por qué cree que la forma de enseñar la gramática Inglésa se puede cambiar con el fín de mejorar la calidad de la educación?

Debido a que los estudiantes consideran difíciles de aprender la gramática Inglésa, con muchas reglas para recordar y también les resulta difícil entender cómo y cuándo se deben aplicar en los ejercicios o cuando se habla.

4- ¿Por qué los maestros tienen que incluir los recursos tecnológicos en el proceso de enseñanza aprendizaje?

Porque, el maestro tiene que incluir los recursos tecnológicos para conseguir mejores resultados en el proceso de enseñanza aprendizaje.

5.- ¿Por qué esta de acuerdo que este proyecto educativo se debe aplicar en los estudiantes de octavo grado básico?

Porque, durante mucho tiempo ha sido necesario incluir los recursos tecnológicos como una parte importante de la educación y es una nueva forma de enseñanza.

**Universidad de Guayaquil**

**Facultad de Filosofía, Letras y Ciencias de la Educación**

**Encuesta a los estudiantes.**

Objetivo general: Identificar la importancia del tiempo presente simple en la competencia lingüística a través de la investigación de campo a los estudiantes de octavo grado de básica, de la Unidad Educativa Fiscal Otto Arosemena Gómez, cantón Guayaquil, Parroquia F. Cordero, calle La 29 y O'Connor, año académico 2015-2016.

| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Muy de acuerdo | Deacuerdo | Indeciso | Desacuerdo | Muy en desacuerdo |

| No | Preguntas | 5 | 4 | 3 | 2 | 1 |
|----|-----------|---|---|---|---|---|
| 1 | El idioma Inglés es interesante durante las clases. | | | | | |
| 2 | Usted acuerda que la comunicación efectiva es muy importante en cualquier idioma. | | | | | |
| 3 | La adquisición del idioma Inglés te hace entender mejor la cultura estadounidense. | | | | | |
| 4 | Usted cree que el aprendizaje del presente simple es complicado. | | | | | |
| 5 | La mayoría de las veces se olvida de aplicar las reglas de la tercera persona en singular. | | | | | |
| 6 | El Inglés debe ser enseñado a fin de confiar en sí mismos para hablar de forma natural. | | | | | |
| 7 | El presente simple debe aprenderse muy bien porque es un ladrillo importante en el estudio de una lengua extranjera | | | | | |
| 8 | Los recursos tecnológicos mejoran el proceso de aprendizaje de una lengua extranjera. | | | | | |
| 9 | El diseño de una guía didáctica interactiva basada en ejercicios del presente simple mejorará el proceso de aprendizaje de una lengua extranjera. | | | | | |
| 10 | Se considera que una guía didáctica interactiva refuerza el conocimiento en un tema determinado | | | | | |
| 11 | La guía didáctica interactiva capta la atención de los estudiantes. | | | | | |

# Tabulación de las encuestas

## Facultad de Filosofía, Letras y  Ciencias de la Educación

| 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|
| Muy de acuerdo | Acuerdo | Indeciso | Desacuerdo | Muy en desacuerdo | |

| No | Preguntas | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | El idioma Inglés es interesante durante las clases. | 35 | 37 | 8 | 7 | 10 |
| 2 | Usted acuerda que la comunicación efectiva es muy importante en cualquier idioma. | 47 | 32 | 12 | 2 | 4 |
| 3 | La adquisición del idioma Inglés te hace entender mejor la cultura estadounidense. | 28 | 44 | 16 | 6 | 3 |
| 4 | Usted cree que el aprendizaje del presente simple es complicado. | 17 | 31 | 22 | 21 | 6 |
| 5 | La mayoría de las veces se olvida de aplicar las reglas de la tercera persona en singular. | 27 | 35 | 20 | 5 | 10 |
| 6 | El Inglés debe ser enseñado a fin de confiar en sí mismos para hablar de forma natural. | 31 | 39 | 12 | 7 | 3 |
| 7 | El presente simple debe aprenderse muy bien porque es un ladrillo importante en el estudio de una lengua extranjera. | 33 | 37 | 13 | 1 | 8 |
| 8 | Los recursos tecnológicos mejoran el proceso de aprendizaje de una lengua extranjera. | 50 | 26 | 9 | 7 | 5 |
| 9 | El diseño de una guía didáctica interactiva basada en ejercicios del presente simple mejorará el proceso de aprendizaje de una lengua extranjera. | 42 | 37 | 8 | 4 | 6 |
| 10 | Se considera que una guía didáctica interactiva refuerza el conocimiento en un tema determinado | 43 | 30 | 11 | 6 | 7 |
| 11 | La guía didáctica interactiva capta la atención de los estudiantes. | 51 | 30 | 5 | 5 | 6 |

# ANEXOS

UG
Universidad
de Guayaquil

Facultad de Filosofía
Letras y Ciencias de la
Educación

Escuela de Lenguas y Lingüística
Guayaquil – Ecuador
Teléfono: 2294-888
Eail: lenguas.linguistica.filo@gmail.com

Licenciado

Nelson Loor Vera

Rector de la Unidad Educativa

Vicente Rocafuerte

Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle se sirva otorgar la autorización pertinete para que los estudiantes, **YAGUAL DE LA ROSA JOHNNY JAVIER Y MOROCHO RODRIGUEZ MICHELE ANNABELL,** de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado (a) e Ciencias de la Educación, mención Lengua Inglesa y Lingüística. Topic: **"INFLUENCE OF THE USE OF LINGUISTIC PROFICIENCY"** Proposal: **"DESIGN DIDACTIC GUIDE BASED ON SIMPLE"**

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la institución que usted acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

MSc. ALFONSO SÁNCHEZ ÁVILA
DIRECTOR

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

| | FUNCIONARIO RESPONSABLE | CARGO | FIRMA |
|---|---|---|---|
| Elaborado por: | Ing. Alexandra Delgado | SECRETARIA | |
| Aprobado por: | Ab. Alfonso Sanchez Avila, MSc. | DIRECTOR | |

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MSc.

EDUARDO TORRES

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: **YAGUAL DE LA ROSA JOHNNY JAVIER Y MOROCHO RODRIGUEZ MICHELE ANNABELL**

**TOPIC: "INFLUENCE OF THE USE OF LINGUISTIC PROFICIENCY"**
**PROPOSAL: "DESIGN DIDACTIC GUIDE BASED ON SIMPLE"**

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

Atentamente,

MSc. ALFONSO SÁNCHEZ ÁVILA
DIRECTOR

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
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| | FUNCIONARIO RESPONSABLE | CARGO | FIRMA |
|---|---|---|---|
| Elaborado por: | Ing. Alexandra Delgado | SECRETARIA | |
| Aprobado por: | Ab. Alfonso Sanchez Avila, MSc. | DIRECTOR | |

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# UNIVERSIDAD DE GUAYAQUIL

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

### CARRERA: LENGUAS Y LINGÜÍSTICA

## CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. EDUARDO TORRES, Tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por **YAGUAL DE LA ROSA JOHNNY JAVIER y MOROCHO RODRIGUEZ MICHELE ANNABELL,** 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: **"INFLUENCE OF THE USE OF LINGUÍSTIC PROFICIENCY"** **PROPUESTA "DESIGN DIDACTIC GUIDE BASED ON SIMPLE PRESENT",** ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND, quedando el 9% coincidencia.



MSc. EDUARDO TORRES

# PHOTOS

# High Scholl Dr. Otto Arosemena Gomez

# GUIDE
# DIDACTIC

# UNIT 1

## Meeting New People

**Motivational Strategy:** Work in pairs

**General Objective:** Student will be able to introduce yourself and others.

## Communication Goals

Student will learn how to

- Greet formally and informally.

- Ask and answer personal information questions.

- Introduce someone.

## Game: Tongue – twister
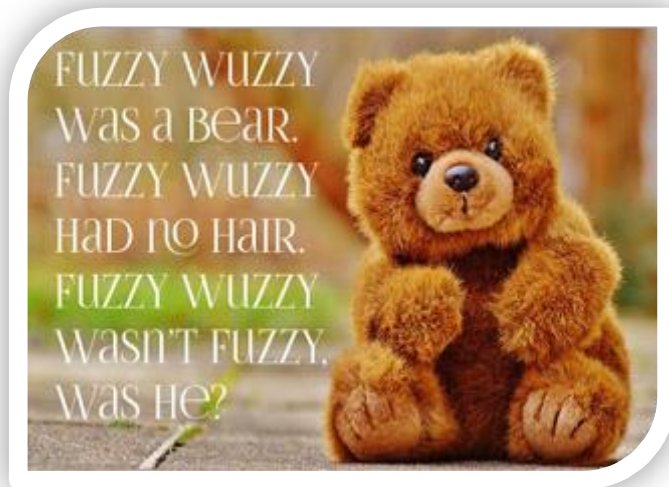


**Place the students in two rows, making two teams, and whisper a tongue twister in the ear of the first students of each group. The last student will say loudly what he has understood. And it will gain the equipment whose phrase looks like more the correct one.**

# Meeting New People



**Exercise # 1**    **Match the questions with the answers.**

a. What is your name?           __ I am 12.
b. How are you?                 __ It is 389090624.
c. What is your phone numbe     __ I am from Argentina?
d. How old are you?             __  Fine, thank you.
e. Where are you from?          *a*  My name is Katherine.
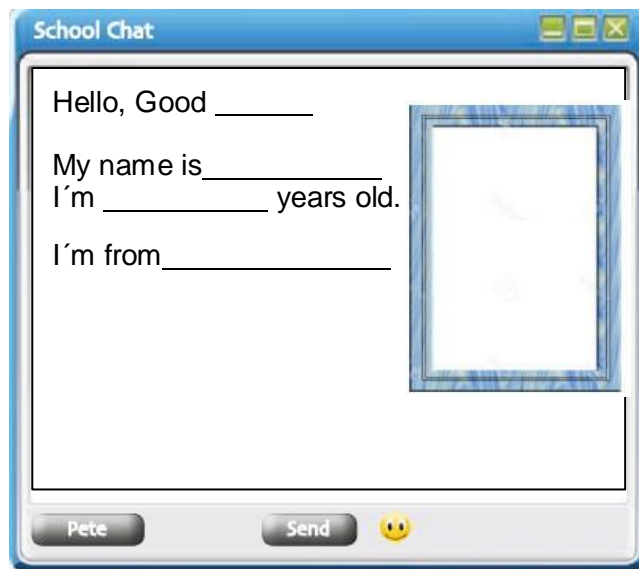
**Exercise # 2**    **Complete the sentences. Then, introduce yourself to your classmates.**



Hello! I'm Paul.
I'm 12 years old.
I'm from

My name is_
I´m _____ years old.
_____

I´m from_____
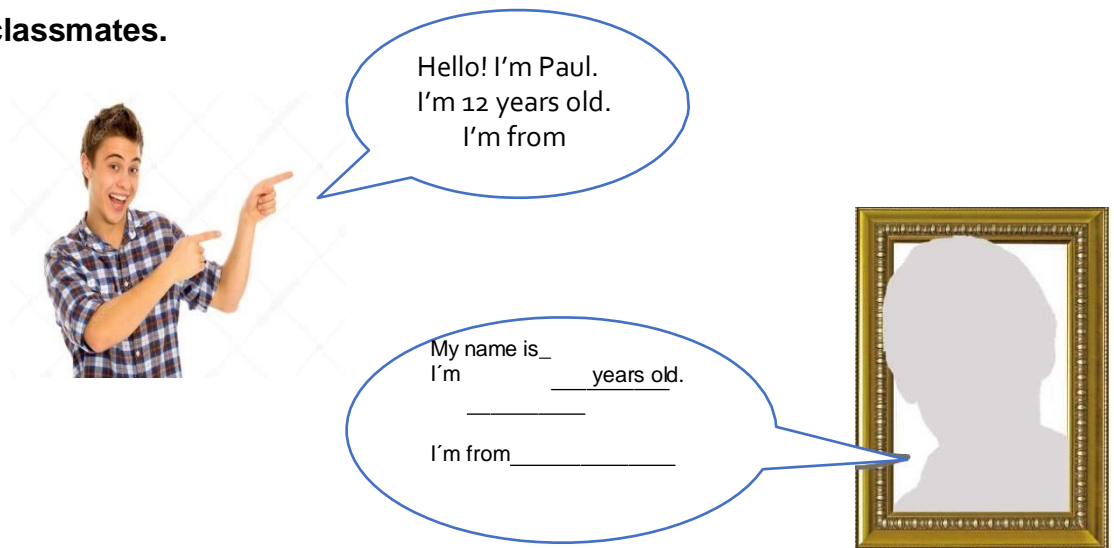
# Quiz Time

1) Complete the chart with your personal information. Then speak with your classmates.

**School Chat**

Hello, Good _____

My name is_____
I´m _____ years old.

I´m from_____

Pete          Send

2) Match the line A with Line B with Formal and informal greetings. Next make a short conversation.

| LINE A | LINE B |
|--------|--------|
| Hello | See you |
| Good bye | Bye |
| See you later | Hi |

# UNIT 2

**Motivational Strategy:** Strategy of comprehension

**General Objective:** Student will be capable of knowing the different professions that exist.

The comprehension is the base of the study. They supervise the action and the thought of the pupil and are characterized by the high level of conscience that it needs.

## Communication Goals

Student will learn how to

- Speak profiles using the professions.

-Recognize across illustrative images

**Game:   PEDRO IS CALLED PAUL**

The aim of this dynamics is to achieve that the members of a meeting record the names of his companions and manage, to memorize faces and entertaining attitudes of the participants.

  ➢ A circle is formed by the participants, all of them sat. The player who is to the head starts by saying his name and calling another player, example: " **Pedro calls Maria** ", Maria answers " **Maria calls Juan** ", Juan says " **Juan calls Paul** ", etc.

  ➢ *The one that does not answer rapidly to his name pays penance that can be: to count a joke, to dance with the broom, to sing.*

# Professions

**Exercise #1**  Associate vocabulary with pictures, to get the meaning of words.

**a)** policeman
**b)** teacher
**c)** doctor



**Exercise #2**  Read the profiles and then match the text with the corresponding picture.

a)
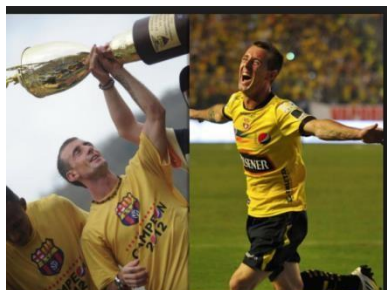


*This is Damián Rodrigo Díaz. He is a soccer player in Barcelona Sporting Club.*

*He is Argentinian and is 31 years old.*

*Find more information at*

b)



*This is Mark Zuckerberg, the creator of Facebook.. He is a computer scientist.*
*He is from New York and is 28 years old. He is creative.*

*Find more information at www.facebook.com/*

# Quiz Time

1. Read the ID card and write the profile
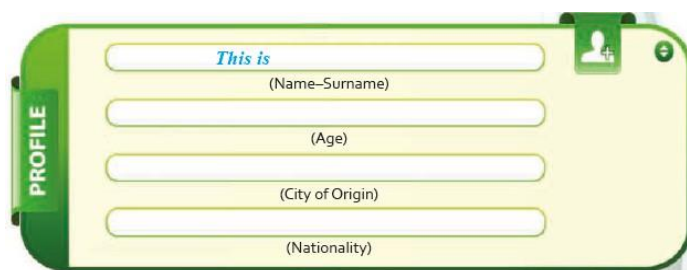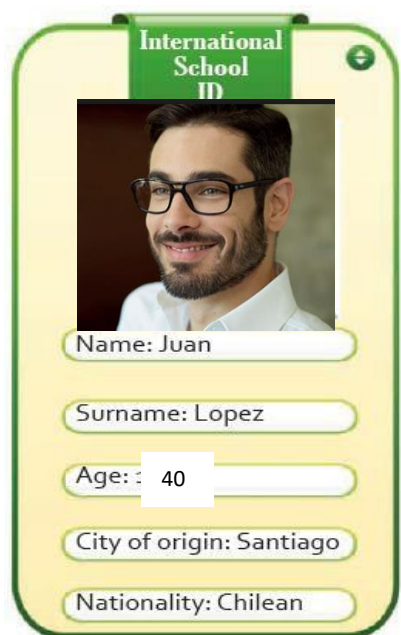




2.- Match the professions with the image correct. Then the character characterizes.



doctor

soccer player

teacher

actress

policeman

# UNIT 3
## Countries and Nationalities

**Motivational Strategy:** Work in group

**General Objective:** Student will be capable of knowing countries and nationalities that exist around the world.

**Communication Goals**

Student will learn how to
- Speak where from you are and that you have nationality
-Identify across illustrative images such as flags

**Games:  The spider web**

The participants place in circle and the guide takes a ball of thread and counts how it is called, that it does, hobbies, etc. And when it ends, it throws the thread to any person who wants, but without giving up the top, then the others do the same thing and on having thrown it holds it of a top and a species of spider web is created, the ideal thing is that later could get out of a jam.

# Countries and Nationalities

**Exercise # 1**    Match each country with the correct picture. Then write the language and the nationality.



1. Italy

2. France

3. Germany

4. Russia

5. Spain

6. China

7. Mexico

8. Greece

9. Canada

10. Brazil

11. Ireland

**Exercise # 2**    Match the appropriate country with the nationality.

| | |
|---|---|
| England | German |
| France | Dutch |
| Germany | French |
| Italy | Greek |
| Ireland | Spanish |
| Scotland | Italian |
| Spain | Scot(tish) |
| Greece | English |
| Holland | Irish |

# Quiz Time

**1) Following the example**

| NAME | COUNTRY |
|------|---------|
| **Manuel** | **Portugal** |
| **Hugo & Rosa** | China |
| **Aladino** | France |
| **Rafaella** | Brazil |
| **Elizabeth** | Ecuador |
| **Julieta** | USA |
| **Kim & Tom** | Argentina |
| **Lorena** | Canada |

1. What nationality is Rafaella?

She is Brazilian

2. What nationality is Aladino?

_____

3. What nationality is Elizabeth?

_____

4. What nationality are Kim and Tom?

_____

5. What nationality is Lorena?

_____

6. What nationality are Hugo and Rosa?

_____

7. What nationality is Julieta?

_____

**2) Match Line A with Line B with fhe flags form correct. After draw one flag in each group and guess what is it?**





**ECUADOR**
**BRAZIL**
**RUSSIA**

**ITALY**
**CANADA**

# UNIT 4

**Motivational Strategy:** Role Play

**General Objective:** The students can learn of way entertained like to say the hour when they should have an invitation

**Communication Goals**
- To express time, hours when it is necessary.

**Games:  Tongue – twister**
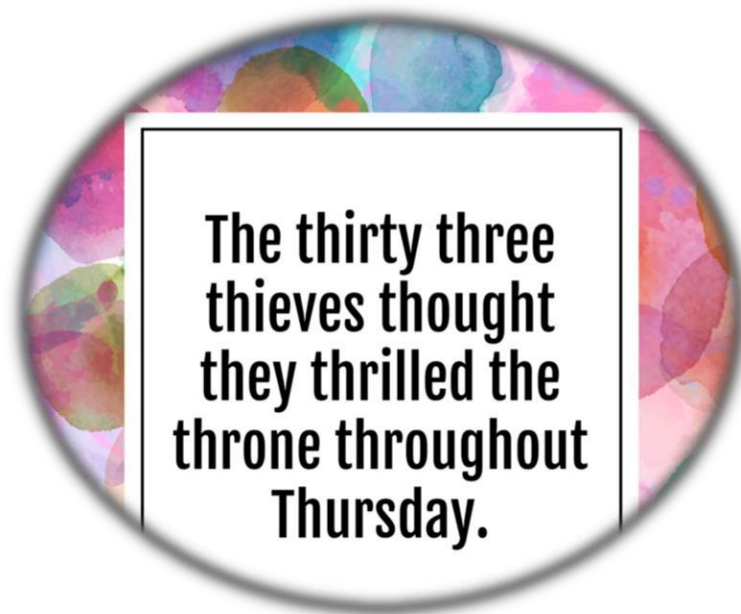


The thirty three thieves thought they thrilled the throne throughout Thursday.

**Place the students in two rows, making two teams, and whisper a tongue twister in the ear of the first students of each group.
The last student will say loudly what he has understood. And it will gain the equipment whose phrase looks like more the correct one.**

# We are going to a movie



ACTION
Wednesday
Friday
7:30 PM
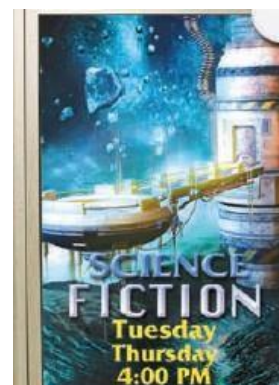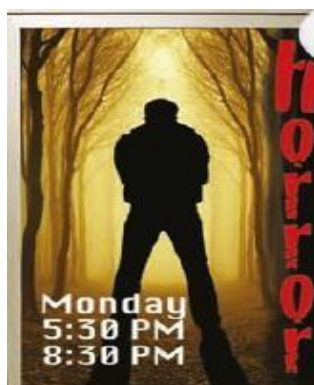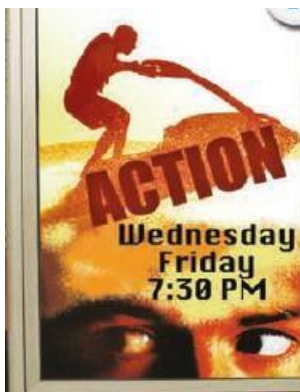


Monday
5:30 PM
8:30 PM

**Thursday – Sunday**

**7: 30 PM    9:00 PM**



SCIENCE FICTION
Tuesday
Thursday
4:00 PM

**Saturday  -  Sunday**



ANIMATED
Saturday-Sunday
2:00 PM



The Master





THEY SUCK AT SCHOOL
VAMPIRE
**Monday**

**5:00pm**



EVEREST
**Saturday**

**10:30 AM**



**Monday  - Friday**



BRAVE
(INDOMABLE)
PRÓXIMAMENTE EN CINES
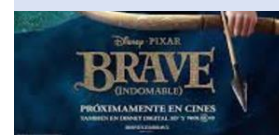
**Exercise # 1          Practice the time and answer the questions.**

Student **A** ask the questions, Student **B** answer the questions.

**What time is**

   **Student A:** The horror movie?

   **Student B:**  it´s five to thirty

**Student A:** The sci-fi movie?

**Student B:**


**Student A:** the animated movie?

**Student B:**


**Student A:** the action movie?

**Student B:**


**Student A:** the Master movie?

**Student B:**


**Student A:** the Civil War movie?

**Student B:**


**Exercise # 2  Write in correct form the time, then repeat**

What time is it?

It's ...*eight*... o'clock

*Example:*

It's ............. o'clock.

a)

It's ............. o'clock.

b)

It's ............. o'clock

c)

It's ............. o'clock.
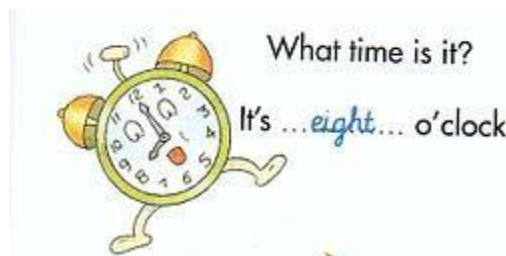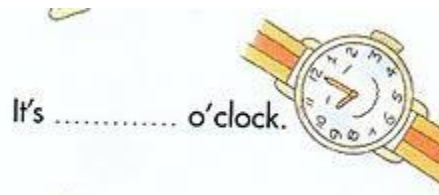
d)

# Quiz Time

1. Fill in blank

It's eleven _____.

It's a quarter _____ six.

It's five _____ four.

2. Draw the hands on the clocks

9:20     11:20     7:20

4:20     10:20     5:00
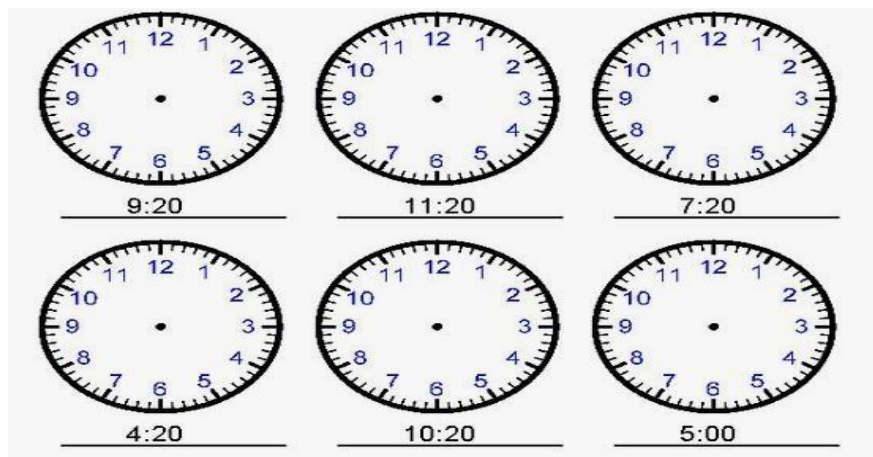
3. What time is shown? Mark with **X** in the box of the correct time.

☐ 6:00
☐ 7:00
☐ 8:00
☐ 9:00

☐ 2:00
☐ 3:00
☐ 4:00
☐ 5:00

☐ 7:00
☐ 8:00
☐ 9:00
☐ 10:00

☐ 7:00
☐ 8:00
☐ 9:00
☐ 10:00

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# Unit # 5

## PHYSICAL APPEARANCE

**Motivational strategy:** conversations

**General Objective:** Students will be able to describe yourself and others.

**Communication Goals**

 Students will learn how to

• describe people's physical appearance.

• ask and answer questions about physical description.

**Game: WORD SEARCH**

There are many words in this game, try to find them all!

Find the words hidden among the letters

There are **15 words clothes**

The first person to finish will say the words found in loud and so will win a prize
surprise.

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

raincoat - cardigan - overcoat - trousers - shirt - skirt - boots - shoes - belt - pullover
- pyjamas - sweater - socks - dress - gloves

PHYSICAL APPEARANCE

**ADJECTIVE**

**Descriptive/Qualitative**



young     old

tall     short

pretty     ugly

fat     thin



HOT     COLD



love     hate
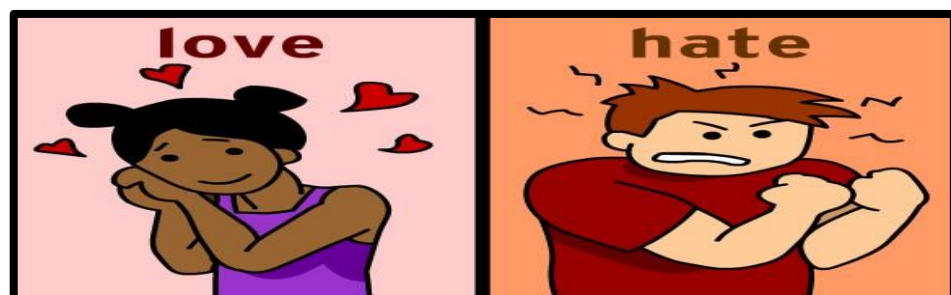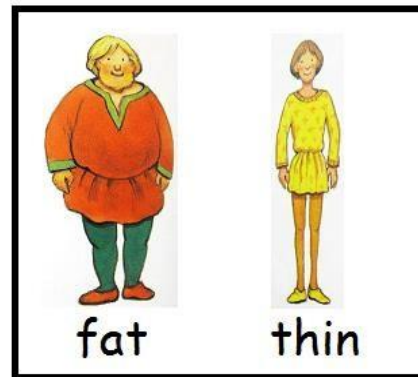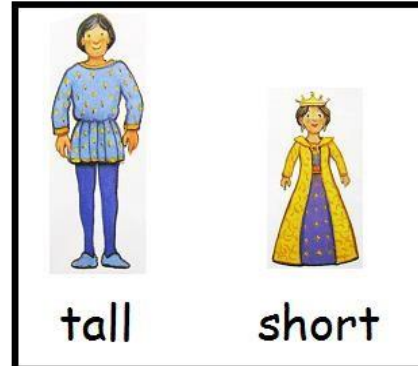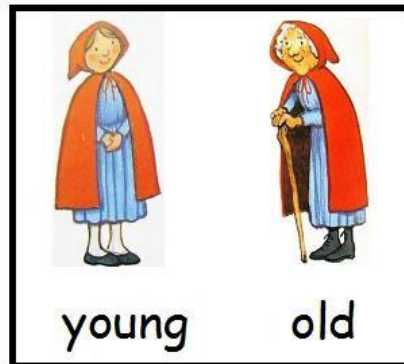
EXERCISE #1

**Look at the picture and complete the descriptions using the Word Bank then practice the conversation with a partners.**

**Word Bank**

- Their (3x)   • His (2x)   • Her (2x)   • wavy   • curly   • straight
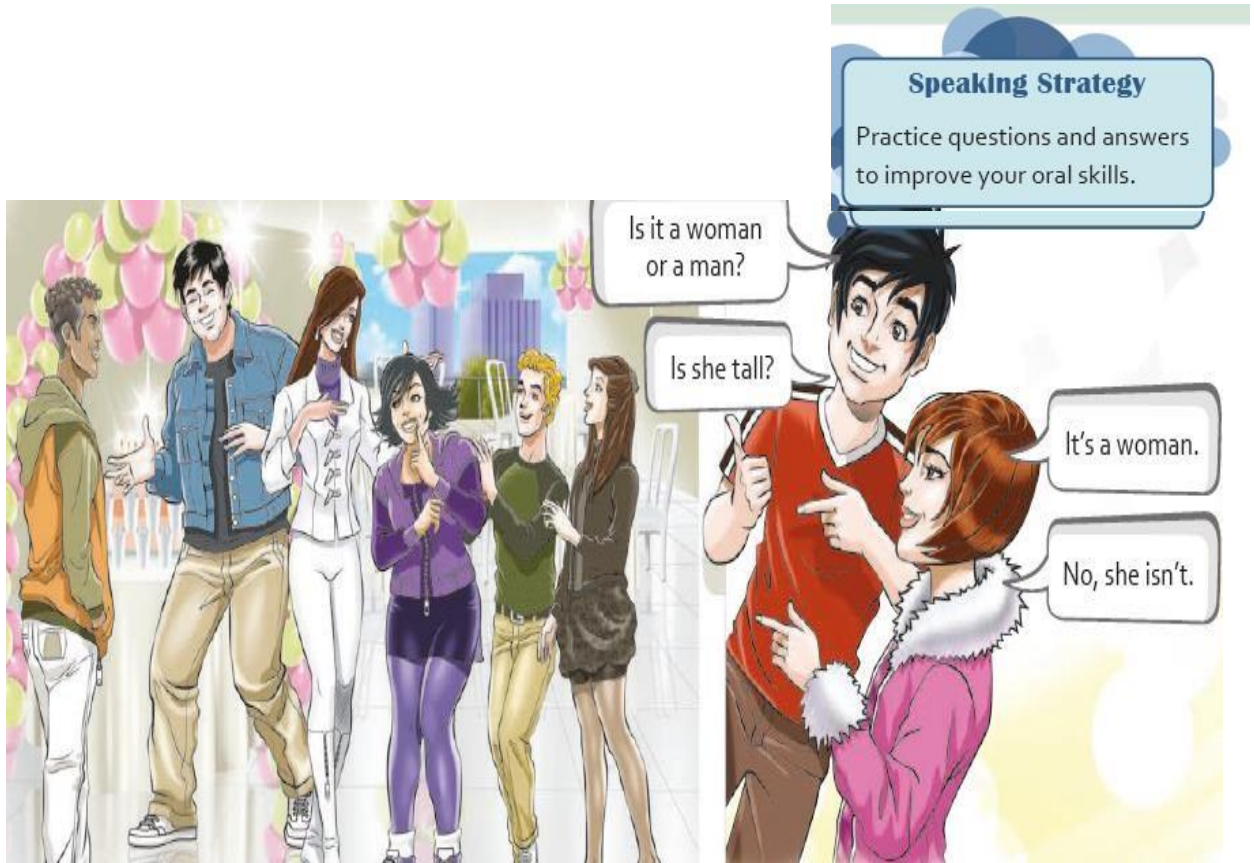
I live with my Uncle Pete and my siblings.

My Uncle Pete is thin. _His_ hair is short, _____ **(a)** and brown. _____ **(b)** eyes are big and black. _____ **(c)** nose is big. He is _____ handsome.

My Sister Sandy is tall. Her hair is long, _____ **(d)** and blond. _____ **(e)** eyes are small and green. _____ **(f)** nose is big. She is pretty.

Emily and Emma are short. _____ **(g)** hair is long, _____ **(h)** and black. _____ **(i)** eyes are small and green. _____ **(j)** noses are big.

Exercise#2

**Work in group. Choose a person from the picture. Then, guess your partner's person by asking questions.**



Speaking Strategy

Practice questions and answers to improve your oral skills.

Is it a woman or a man?

Is she tall?

It's a woman.

No, she isn't.

Conversation

**A:** Have you seen the new girl in school?

**B:** No, I haven't
**A:** She's really pretty.
**B:** Describe her to me.
**A:** She's not too tall.
**B:** Well, how tall is she?
**A:** She's about five feet even.
**B:** What does she look like, though?
**A:** She has pretty light brown eyes.
**B:** I may know which girl you're talking about.
**A:** So you have seen her around?
**B:** Yes, I have.

# Quiz Time # 5

**1) circle the correct word to complete the sentences.**

**a.** My brother is 5 years old and my grandpa is 70.

**b.** My dad is 1.8 meters tall and my mom is 1.5.
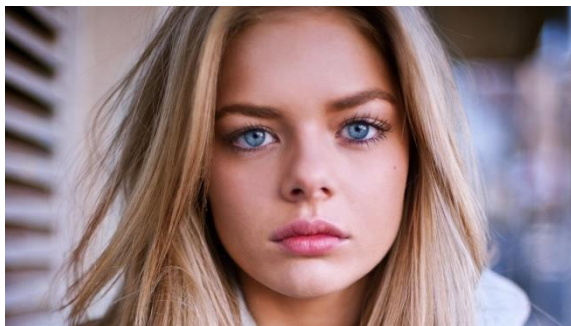
**c.** Kate's uncle is attractive.

My brother is *old / young*.

My mom is *short / tall*.

Kate's uncle is *handsome /pretty*.

**2) Look and describe the picture**

# Unit # 6

## Family Members

**motivational strategy:** role play

**general objective:** students will able to describe your family

**communication goals**

students will learn how to:
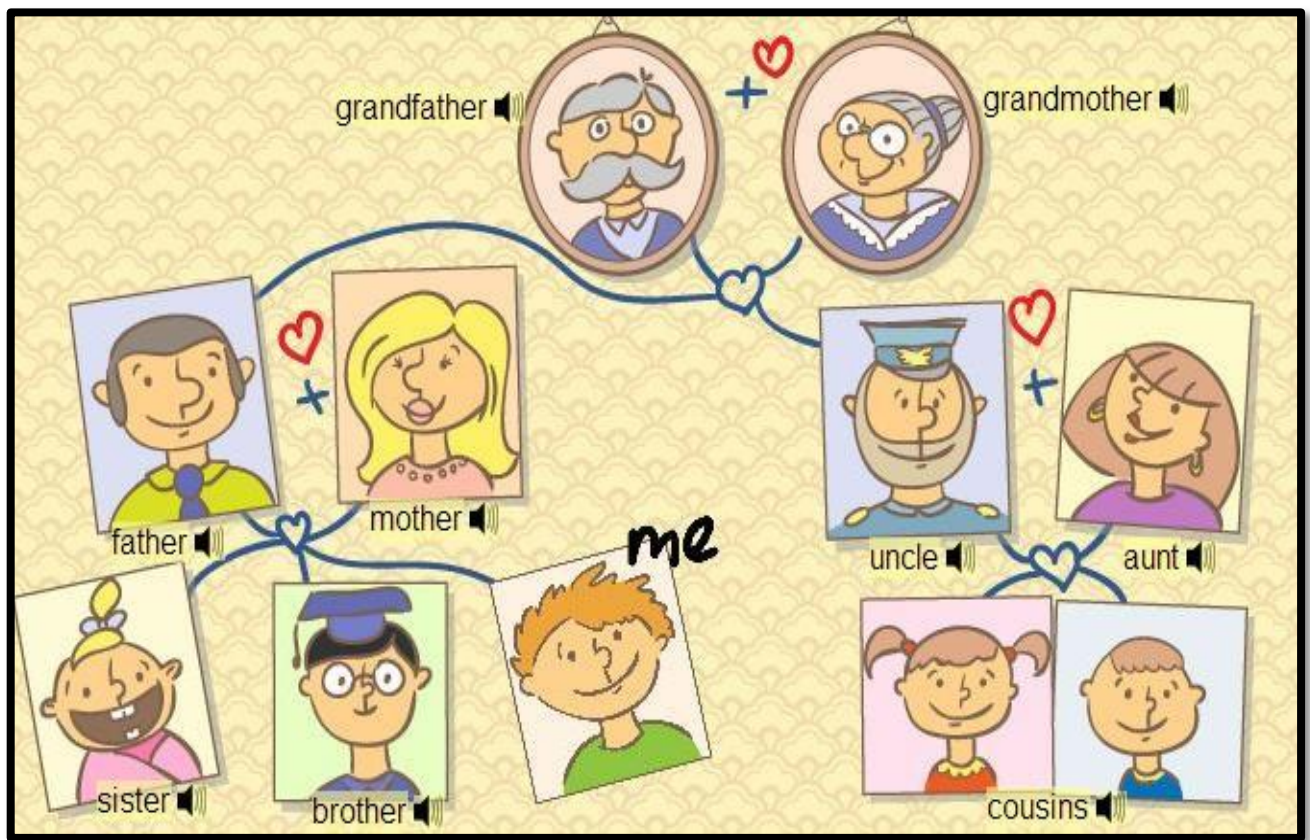
family members

**Game # 6**

HANGMAN

try to guess the words about family members

The people who say a different letter will pay a penitence and to say a correct will win a prize surprise.

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

_ _ _ _ _ _ _

## This Is My Family

Exercise 1

**Use the box of letters to complete the adjectives then repeat the words.**

a = 1
c = 2
d = 3
e = 4
g = 5
h = 6
i = 7
l = 8
n = 9
o = 10
r = 11
s = 12
t = 13
u = 14
y = 15

pretty

chubby

handsome

a. 13 1 8 8

b. 13 13 6 8 4 13 7 2

c. 10 8 3

d. 12 6 10 11 13

e. 13 6 7 9

**Family Members**

1. Mom
2. Dad
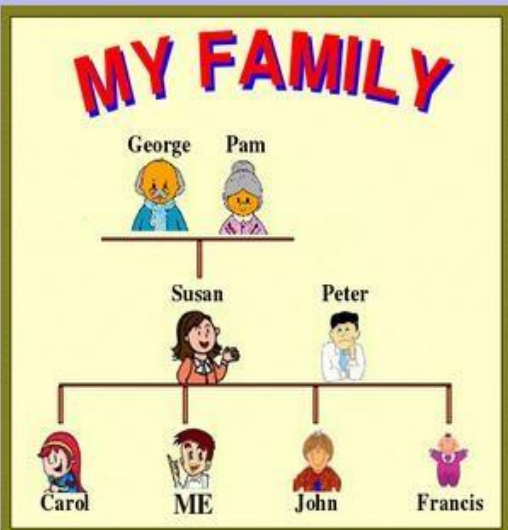3. Sister
4. Brother
5. Aunt
6. Uncle
7. Grandma
8. Grandpa

Exercise #2

**Write in the blank spaces in the right words and then read aloud.**

| baby brother | brother | father | grandfather | grandmother | mother | sister |



MY FAMILY

George   Pam

Susan   Peter

Carol   ME   John   Francis

George is my _____ .

Pam is my _____ .

Peter is my _____ .

Susan is my _____ .

John is my _____ .

Carol is my _____ .

Francis is my _____ .

Exercise #3

<u>**Role play**</u>

**Situations:** Thomas is going to meet his girlfriend Maria's family.

**Maria:** Thomas, this is **my father**, Paul. Dad, this is Thomas.
**Thomas:** Nice to meet you.
**Paul:** Nice to meet you too.
**Maria:** Where's **mum**?
**Paul:** Your **mother**'s in the bathroom and your
brothers are at school.
**Maria:** Are **uncle** Marc and **aunt** Christina coming?
**Paul:** Yes, but your **grandmother** can't come.
Thomas, how's your **family**?
**Thomas:** Very well, thanks