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FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION

SCHOOL OF LANGUAGES AND LINGUISTICS

EDUCATIONAL PROJECT

IN FULFILLMENT OF THE REQUIREMENTS FOR OBTAINING THE ENGLISH LANGUAGE AND LINGUISTICS DEGREE

TOPIC

THE EFFECTIVE USE OF THE TEACHING AND LEARNING RESOURCES TO DEVELOP ENGLISH GRAMMAR AT AN INTERMEDIATE LEVEL

PROPOSAL

DESIGN OF A BOOKLET WITH GRAMMAR EXERCISES

RESEARCHER

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2018 - 2019

UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES

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UNIVERSITY OF GUAYAQUIL

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DEDICATION

To my parents.

To my son.

ACKNOWLEDGEMENT

My Lord, thanks for your endless love and kindness, it is you who allows me to smile at my achievements and learn from my mistakes. Thanks to you, I strive to grow, be better and strong. Thank you for making my life beautiful and for allowing me to share with those I love, for giving me a wonderful family and filling my path with amazing people.

All the love, dedication and patience with which my parents have been with me each day, is simply unique and seems reflected in this moment. Thanks to my parents for being my main dreams promoters, for trusting and believing in me. Thanks to my mom for being willing to accompany and support me to reach all the new goals I have set for myself. Thanks to my dad for having always wished the best for my life. Thanks to them for every advice and words given to guide me throughout my life.

Thank you, my son, for being my energy and effort source. Thank you for being the engine of my life, and my motivation to keep improving and fighting every day. Thank you for all the small sacrifices, that being so young, you have been forced to do so that Mommy can fulfill this goal and give you the best. I love you so much, Carlitos.

I also want to praise my great friend Francisco Villao's work and help, who has been present throughout this thesis realization and development, giving me his hand and leaving aside his many occupations so that I can get ahead and not quit. Thank you for all your love, support and invaluable dedication. I could never finish thanking you for all your time and effort given.

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My endless gratitude to all, I love you so much!

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FICHA DE REGISTRO DE TESIS

TITLE:
The Effective Use of the Teaching and Learning Resources to Develop English Grammar at an Intermediate Level. Design of a Booklet with Grammar Exercises

AUTHOR: Karla Estefanía Crespo Guttler	**ADVISOR:** MSc. Carlos Valle Navarro
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ABSTRACT:
The present article aimed at investigating the effective use of teaching and learning resources to develop English grammar at an intermediate level in students from second baccalaureate at Unidad Educativa Fiscal Provincia de Tungurahua. The main problem has been detected in students who in spite of being at an intermediate level, they .had difficulties in understanding all grammar structures. In Addition to this, there are no resources available in the classroom. Some research methods were applied in order to find the causes that have been affecting in this school community such as field observation; and examination of relevant documents. Teacher's surveys have been administered to 10 teachers, and 65 students; semi-structured interviews were also applied in 1 authority. The data gathered were put into statistical analysis and reported. On the basis of the results of this research it can be concluded that students do not have enough knowledge to solve grammar exercises. Additionally, they find difficulty to use it in any of the four skills of the language. Inefficient teaching methodology was also seen by the teachers due to old and traditional teaching and learning process. The main objective is to develop students' learning process through designing a booklet with grammar activities in order to improve the English Language Acquisition and contribute to the quality of life and education regarding to the requirements of national program of Good Living.

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ABSTRACT

The present article aimed at investigating the effective use of teaching and learning resources to develop English grammar at an intermediate level in students from second baccalaureate at Unidad Educativa Fiscal Provincia de Tungurahua. The main problem has been detected in students who in spite of being at an intermediate level, they .had difficulties in understanding all grammar structures. In Addition to this, there are no resources available in the classroom. Some research methods were applied in order to find the causes that have been affecting in this school community such as field observation; and examination of relevant documents. Teacher's surveys have been administered to 10 teachers, and 65 students; semi-structured interviews were also applied in 1 authority. The data gathered were put into statistical analysis and reported. On the basis of the results of this research it can be concluded that students do not have enough knowledge to solve grammar exercises. Additionally, they find difficulty to use it in any of the four skills of the language. Inefficient teaching methodology was also seen by the teachers due to old and traditional teaching and learning process. The main objective is to develop students' learning process through designing a booklet with grammar activities in order to improve the English Language Acquisition and contribute to the quality of life and education regarding to the requirements of national program of Good Living.

Keywords:

TEACHING AND LEARNING RESOURCES	GRAMMAR ACTIVITIES	BOOKLET

INTRODUCTION

Nowadays, the Ecuadorian government is trying to prepare the youth to face the challenges of tomorrow. In today's society, the educational system has gone through many challenges in order to improve and provide a better academic preparation to our students. However, the task seems to be difficult and, to some cases desperate.

This research is based on the study of the use of teaching and learning resources to develop English grammar at an intermediate level in students from the second Baccalaureate Year at Unidad Educativa Fiscal Provincia de Tungurahua. The structuring of the current investigative work consists of four chapters, which are specified in the following order:

Chapter I presents the problem, the possible causes and the context of the research, as well as the objectives aimed in this research and the justification of the study.

Chapter II contains the theoretical bases of the research, on which the proposal is sustained. This chapter presents the theory through Philosophical, Linguistic, Pedagogical, Didactical, and Legal Foundations.

Chapter III establishes the methodological design for the research. More specifically: the types of research, techniques and instruments used for the development of the study. Subsequently, the analysis of the instruments is built up to deliver a series of conclusions and recommendations.

Chapter IV holds the proposal of the research, including an introduction, advice for both teachers and students to be able to use a booklet with fun grammar activities. It also consists on teaching procedures as to provide an effective classroom management.

CHAPTER I

THE PROBLEM

1.1. Context of investigation

Since the very beginning, communication has been a need for humankind. People have always looked for different ways to transmit their message to each other such as speaking as well as writing. Nowadays, English language still remains an issue of crucial importance; everything turns around the use of language in order to get engaged with the world, and has become an essential part of people's lives in order to interact with others from different cultures and with diverse backgrounds.

English has taken a relevant position and become an official language that allows people to act with effectiveness and efficiency when sharing information since it is considered one of the most widespread languages all around the world. English teaching-learning process has turned out to be a basic need for students; besides to keep the appropriate usage and application of the language in order to avoid misunderstandings and be able to keep up a clear communication to others, learning English can help people pursue and get more opportunities to interact to each other either at national or international labor market.

Due to this greatest impact which has affected our country, the Ministry of Education in Ecuador started carrying out a program called "Project to strengthen the Teaching of English as a foreign language", which its main objective is to allow Ecuadorian students to improve their English language

level as to get the level B1 or B1.1 according to the Common European Framework. This project involves from updating the national curriculum to delivering textbooks aligned to the new curricular approach; and providing the appropriate tools for teachers' professional profile development such as constant training courses and innovating new methodological strategies.

Despite these achievements and improvements in the English teaching and learning process, it is still difficult for students to reach the desired goal established in the National Curriculum at the end of their high-school studies. This can be a result of a lack of teaching-learning resources as to develop semantic and linguistic structures in students' cognitive approach. This problem has been notorious in the Unidad Educativa Fiscal Provincia de Tungurahua, where students from the Second Year of Baccalaureate are still having some problems related to the grammar when speaking and writing.

The highest difficulty is that they do not understand how important it is, not only when constructing a sentence but also to understand the meaning in context. They consider grammar as a useless and boring part of the language which in spite of having being studied for years, is still confusing and misused. Most students do not relate grammar and its importance to the communicative and receptive skills of English, just thinking on it like a "*fill in the gaps"* activity: repetitive and senseless.

Teachers' traditional and ambiguous methods are usually observed in a typical classroom such as teaching vocabulary, tenses and grammar structures with tedious and humdrum drills; the effect of this main problem causes disinterest in students to acquire this important Anglo-Saxon language and they are not able to use the English language correctly when speaking or writing in their social environment.

Although grammar may represent a struggle for non-native speakers, pupils must be guided into the right way as to learn this relevant language. It is thus essential for teachers to reinforce students' prior knowledge so they are able to apply basic grammar rules while trying to understand the context of the language and communicate with each other.

1.2. Background of the problem

In Ecuador, the English language teaching and learning process has become an important tool in the professional and educational fields. Even though there are many teaching centers that are responsible for providing English language basis, one of the most notorious problems is that language is not properly used when producing. Students do not know how to apply and put into practice grammar structures. They spend their whole lives learning tenses, punctuation, and grammatical rules in general; however, they are not fully aware of their importance and proper usage and unfortunately, grammar is completely forgotten at the moment of speaking and writing.

Even though there are sorts of techniques and methods to develop grammar in order to improve the English skills, which are included in the National Curriculum, the real fact is neither teachers nor students put them into practice. The lack of knowledge about grammatical structures directly affects in the application of the language, since most of the pupils write the same way as they talk. If a teacher does not have the sufficient knowledge to teach and use the English grammar, making corrections will turn into a hard work and an obstacle for them. Therefore, it is necessary for teachers to be constantly updated in this area.

There are some factors that cause conflicts when using the English grammar correctly in students from second baccalaureate at Unidad Educativa Fiscal Provincia de Tungurahua; these are the unavailable didactic resources, the non-interesting repetitive activities applied in the classroom provided by the teachers and the lack of students' active participation. Students also show a low academic performance in the English subject due to the knowledge shortcoming to solve problems and exercises.

When talking about resources, it is difficult for public schools to acquire and keep them updated. This makes English grammar teaching-learning process completely inefficient. Teachers are obliged to look for new ways of self-management to get some didactic pedagogical resources; nevertheless, they still select the same inappropriate and traditional activities, so students do not get engaged with those exercises.

The best way to learn English is practicing the language every day and showing interest to improve and increase the prior knowledge; otherwise the desired fluency will never be achieved. The only way to encourage the pupils as to learn the language is providing practical didactic and contextual grammatical drills.

1.3. Statement of the problem

How does the effective use of teaching and learning resources influence in the development of English grammar at an intermediate level in students of Second Baccalaureate at Unidad Educativa Provincia de Tungurahua, 2018-2019?

1.3.1. Scientific Fact

Lack of teaching and learning resources to develop English grammar at an intermediate level in the students of Second Baccalaureate of the Unidad Educativa Fiscal Provincia de Tungurahua, located in the Zone 8 in the city of Guayaquil, Province of Guayas, Canton of Guayaquil, District 5, during the school year 2018-2019.

Causes

- Traditional methodologies are imparted by teachers
- Students do not have constant exposure to meaningful activities.
- Teachers do not apply didactic or interactive grammar exercises effectively.
- Low interest and active participation from the students.

1.4. Research Questions

1. What are the fundamental theories in order to determine the use of teaching and learning resources in the English language acquisition?

2. Do teachers use strategies for effective didactic teaching in order to improve students' English grammar?

3. What are the most useful resources to develop students' English grammar skills?

4. How does a booklet with fun activities improve teaching and learning process and student's English grammar?

1.5. Research Objectives

1.5.1. General objective:

To analyze the influence of the effective use of the teaching and learning resources to develop English grammar at an intermediate level through a statistical analysis, bibliographical study and field research

1.5.2. Specific objectives:

To define the use of teaching and learning resources through analytical, statistical and bibliographic studies, interviews and surveys to the educational community.

To examine the development of English grammar at an intermediate level through observation guidance, statistical research process, pretests and posttests.

To select the most outstanding aspects of the research in order to design a booklet with fun activities to foster grammar exercises and improve its comprehension and application in students' communicative and receptive skills.

1.6. Justification

This project started with the observation of the students at Unidad Educativa Provincia de Tungurahua, who had shown a lack of interest as to learn English grammar structures. They consider it a difficult and incomprehensible language. This generalized feeling toward this important and basic part of the language decreases the opportunity to improve students'

productive and receptive skills and avoids them to reach the English level of B1 or B1.1 according to the common European Framework (CEF) which is required after finishing their high school.

This research is socially relevant for its high contribution to the educative community, as it offers a deep analysis of the grammar activities to be applied to improve the skills. It also offers new techniques to engage the students to keep on learning and understanding English from the basis. If students use the grammar appropriately and learn from the context, they would have better opportunities to get involved in a competitive society and access to better educational and professional profiles.

In addition, classifying the most useful and convenient teaching and learning resources is beneficial, as it would avoid students feeling that they are wasting time and that none of what they have been learning all along their lives is helpful. These activities will be advantageous when it comes to keeping students from feeling bored or uninterested in the lesson. They will be able to apply the grammar effectively.

The practical implication of this research will help students to solve the poor cognitive ability into a practical, accurate and effective way through a booklet with grammar activities as to get good school performance, not only in the study area but also in all areas associated to the current national curriculum. Practicing the activities from the booklet will have several benefits not only in the teacher but also students, since it shows a variety of opportunities for interaction, self-evaluation, or feedback.

Likewise, feedback from teachers or partners when using the booklet will encourage students to make their own research and promote the provided

activities analysis. The offered booklet with grammar activities is much convenient, since all the exercises and ideas to be applied will ease the teacher's work as it will help to improve the English skills, especially the productive ones, writing and speaking. It is also planned to save up time as it would have grammar in context activities and the teacher will not have the need to look for further information in the internet. Moreover, having these kind of exercises and activities will allow pupils with different levels to engage and develop English skills, and of course identify their weaknesses and strengths.

1.7. Delimitation

1.7.1. Space Delimitation

The research has been chosen with the purpose to find the best way to improve English grammar by using teaching and learning resources at Unidad Educativa Fiscal Provincia de Tungurahua", district 09D05; it is located in Agustin Freire Avenue Sauces 2 Mz. F74 -75, in the north of Guayaquil, parish Tarqui, province of Guayas. It has a population of 2240 students form general basic education to baccalaureate. The sample has been taken from second baccalaureate students at night section.

1.7.2. Temporary delimitation.

The investigation was conducted, in the period between October 2018 and March 2019

1.73. Observation Units.

Researcher, Authorities, Director of the Educational Unit.

Teachers and Students from second baccalaureate (EBJA Project)

CHAPTER 2

2. THEORETICAL FRAMEWORK

2.1. Literature Review

After revision of several thesis carried out in the last five years at the repository from the University of Guayaquil, it was verified that there are only three thesis based on grammar activities; however, their theoretical framework comprises of the use of grammatical structure to foster writing and linguistic competence. This present project focuses especially in teaching and learning resources for enhancing grammar structures at any level of English. Its research approaches to the needs teachers have as to diffuse their knowledge in their students.

Despite not having found this theme at University of Guayaquil, career of language and linguistics, Faculty of Philosophy Letters and Sciences of Education, there are some topics found from research journals and other academic websites that have been very useful for developing its theoretical framework and it has allowed researchers to analyze different points of views from many authors' theoretical positions.

Husnu, (2018), states the importance of the effectiveness of demonstration technique to improve vocabulary and grammar elements in teaching speaking to EFL learners. Its theory is based on good treatments as to encourage students to learn the English language easily; but if treatments resulted wrong and inappropriate, so it would remain the bad syndrome to our

learners. He affirms teachers must be creative and find sorts of pedagogical resources to develop grammar skills.

There is another article written by Komarova, Niyogi, & Nowak, (2014), titled as “The evolutionary dynamics of grammar acquisition. Journal of theoretical biology.” His theoretical framework was focused on how the children acquire the grammar of the native language without having a formal education. This article also explains the causes of metacognitive development as to acquire English grammar and vocabulary.

This study has shown that the English language can be a fundamental lingua franca for the daily and personal life of the human being within a social and cultural environment. Another important aspect as a result of this project is that education is responsible for equipping students with the necessary skills and values that will allow them to strengthen their linguistic knowledge and be able to reach a high level of English language development.

Another study conducted by Beltrán, (2017), was his article published in the Redipe Bulletin-Magazine with the title "Learning the English language as a foreign language". There, he argues the new learning system through connectivity. Its results imply the development towards virtual environments inside and outside the classroom; thus promoting meaningful learning and the interaction of the teaching-learning process between both teacher and student.

Nowadays, due to the enormous advances in technology applied to education, this has gone from having a leading and often imposing role to an accessible one that fulfills the function of guiding and improving the teaching-learning English language process, using a number of strategies aimed to

develop the communicative part of the student. (Kurniawati, De Boer, & Minnaert, 2016). According to his study, technology does not only act, but also works as a regulating agent of systemic change in the learning environments design.

Celce-Murcia, (2017), proposes some teaching techniques in order to make the English class fun. In her articles titled as “Grammar pedagogy in second and foreign language teaching” states the relevance to provide perspective on current issues concerning the role of grammar in language teaching due to the problems seen on English foreign learners (EFL).

The objective of this work is to make a series of considerations about the Error Analysis applied to the second language learners; methodology that has been used for more than two decades in linguistics applied to the English as a foreign language (EFL) teaching process. Her research aims to obtain clear results about the psycholinguistic mechanisms usage that lead to the error production through a comparative and detailed analysis and its treatment possibilities.

These issues consist on advantageous principles and fundamental techniques to develop communicative skills and foster grammar structures, linguistics and vocabulary in the English class as a foreign language. This project has contributed in the development of the students’ competences proposed in the English area and the whole school community; on the other hand, its results were beneficial to design this present research project in favor of the students for developing productive skills in English.

The author Alhabbash, Mahdi, & Naser, (2016), published an article titled *“An Intelligent Tutoring System for Teaching Grammar English Tenses.”* Where

they mention the use of practical and effective English grammar techniques to foster the grammar skills. This strong foundation has been a great impact for teaching grammar by using English as a second language and it helps students develop their knowledge and skills.

The authors establish the student's performance as a leading role, since it is one of the main changes that has been achieved in the language teaching process. They are the ones who play the more active role, and who are responsible for the language skills development level and who should have a greater initiative within the classroom. Students represent the most important component in the English language teaching and learning process, given that once it ends, they will be able to verify the learning results, that is, the communicative competence degree that has been achieved by the student at the end of the course.

They, through their field study, have concluded that English language learning requires fully trained in the appropriate methodology teachers to carry a correct language teaching process, in which they may have the ability to recognize different types of students, their learning ways or problems, etc. For students who study English as a foreign language, one of the most important learning spaces is the classroom, where their learning process is developed, and it will be where the necessary conditions will be presented so they can have the opportunity to communicate through the English language.

The authors when conducting their research through a comparative analysis, concluded that the role played by both the teacher and the student in the English language teaching - learning process should lead to a total and correct harmony, and always work in full respect and with a high degree of responsibility, as only having a correct combination of these two will result in

significant achievements in the English communicative competences development.

Acosta, & Cajas (2018), in their article published as “Analysis of teaching resources used in EFL classes in selected Ecuadorian universities.” Mention that teaching a foreign language is a tricky business, and it is not as straightforward as one could suspect. Even though educators will be teaching something they have learnt during a lifetime. In this article, useful tools and resources are presented. The aim is for this article to serve as a guide for new teachers of English as a Foreign Language (TEFL).

This study looks at how Communicative Language Teaching (CLT) is implemented in Ecuadorian universities through analysis of teaching resources that teachers use in classes. A survey was conducted through the administration of a questionnaire. A total of 65 teachers responded to the survey. The results indicated that in developing productive skills, group-oriented activities such as pair-and-share scheme and role-plays are frequently conducted, and the use of worksheets, translator applications and audio materials were often used in developing students’ receptive skills.

Teachers did not often use resources on pronunciation activities, direction-oriented tasks and translation using Spanish. Analysis of frequently used resources showed that teachers tried to develop students’ communicative competence, one of the core principles of CLT, however, most of these resources were not teacher-made but support materials of textbooks produced by publishing houses abroad. Too much dependence on these resources influences teacher interaction with students and also diminishes the role of the teacher as the frontline source of language use especially in listening and speaking when audio materials and worksheets replace the teachers’ voice.

Indeed, the selection of a teaching resource is as crucial as the method employed in CLT implementation in EFL classroom.

There is another article found by Richards, J. (2017), titled as “Teaching English through English: Proficiency, pedagogy and performance.” he establishes that most of the world’s English language teachers speak English as a second or third language rather than as their first language. For many, their level of proficiency in English may not reach benchmarks established by their employers, the article seeks to provide an overview of how the role of language proficiency issue has been addressed in the ELT literature.

It describes the kind of specialized language skills needed to teach English through English, explores the relationship between language proficiency and teaching ability, considers the impact of language ability on different dimensions of teaching, and raises the implications for language assessment and for the design of language enhancement programmes for language teachers.

There is a big difference between learning a new language and acquiring a new language All Language students learn the Language, but not everyone acquires it. Therefore the Acquisition of a second language allows students to handle a second language in the same way they do with their mother language. The acquisition of a foreign language is a learning process that happens most of the time in an environment of academic training; this occurs in a place where the language is not used. That is, the acquisition of a second language occurs after the individual he has learned his mother tongue. (Abrami, Bernard, & Borokhovski, 2015, p. 314)

(Nie, Y., & Lau, S. (2010), in their article titled "Differential relations of constructivist and didactic instruction to students' cognition, motivation, and achievement.", expose that the didactic game importance is a strategy that can be used at any level or education modality for the English language meaningful learning development. These results have been very useful in the teachers' methodology for the development of a better constructivist classroom environment.

The authors encourage the creativity development through the use of educational didactic strategies that pursues a number of objectives that are directed towards the certain skills exercise for a foreign language learning. That is why it is important to know what skills can be developed through games; as well as it is very important to know the characteristics that a game must have in order to be didactic and to manage its classification to know which one to use and which one would be the most suitable for a certain group of students.

These authors' research purpose has been to generate these concerns as they revolve around the importance of using this strategy in the classroom to strengthen English language grammatical structures learning, based on some practical solutions. This task can be performed in a pleasant and comfortable way for both the teacher and the students.

There is another article written by Bernaus, M., Wilson, A., & Gardner, R. C. (2009). Published as “Teachers’ motivation, classroom strategy use, students’ motivation and second language achievement.” The purpose of this study was to investigate student motivation and achievement in English and their relation to teacher motivation and strategy use in the classroom. The unit of analysis was the English class. The results of our study suggest that teacher motivation is related to teacher use of motivating strategies, which in turn are

related to student motivation and English Achievement. Thus, any change in the educational system that promotes higher levels of teacher motivation should result in improved levels of education of the students

Teaching and learning technique is an interactive process, between the two elements immersed in the classroom that are the teacher and the student. Their theory resulted in the teacher's role importance through the essential methodological strategies proper use, since they must develop skills that allow students to acquire this process, build a meaning, through interaction to promote linguistic verbal ability development and its knowledge application in the social and cultural environment through the experience obtained in this learning process.

Grammar, on the other hand, is a process that is not acquired without a teaching, that is why, we must identify, what are the skills that are helpful to acquire this learning. Then, we can describe the methodological strategies that best help the students in their abilities development. The skills need to be developed, it is here where the teacher through the available means , manages and dominates, which process and resources are the most appropriate, the teacher will use them consciously and intentionally to direct it towards the goal achievement.

Naranjo, M., & Naranjo, X. (2017). In their article titled “Estrategias metodológicas para potenciar el aprendizaje de idioma inglés como lengua extranjera” mention that their research about the use of classroom methodological strategies is a sequence of planned and systematically organized activities that allows the teacher to identify criteria in order to guide the teaching-learning process. This research was carried out through a descriptive and experimental study resulting in the English as a foreign

language proficiency and its communicative function in relation to the linguistic aspect and the context in which the student develops within the own environment.

English language teaching process in the primary and secondary schools in the city of Guayaquil requires some curricular adaptations that help guiding the students to an active English language learning that facilitates the communication skills development. These authors' work was aimed at implementing methodological strategies to improve the English as a foreign language learning for which a research with a qualitative approach has been conducted.

The research design responds to the bibliographic and field modality and social intervention which was applied at an exploratory and descriptive level and using sampling, surveys and interviews applied to teachers and students. They determined the need for elaborating and applying methodological strategies in the classroom. The methodological implementation is focused on the English language communication skills development: listening, reading, speaking and writing through a series of activities such as: tests, quizzes, roleplays, lectures, games, diagrams, mind maps, songs, videos and observation charts with proposed topics by the Ministry of Education of Ecuador.

This research article written by Cam, & Tran, (2017) was taken in order to provide the authors primary sources about teaching techniques resources by using games in teaching English grammar. English is taught as a compulsory subject from primary schools. When learning English, students need to learn grammar. Grammar, as an integral part of a language, plays a crucial role in the language learning process. Without some knowledge of

grammar, it would be impossible to have language comprehension as well as language production. The lack of grammar knowledge affects all the four language skills.

That is why grammar learning is an important and indispensable part of any language learning process. Actually, there are a considerable number of studies examining how to use games in teaching grammar in many contexts. However, a few articles address how effective games are in grammar instruction.

Therefore, the current paper aims to fill the gap by analyzing the application of games in teaching grammar for English majored freshmen at Dong Nai Technology University. A mixture of both quantitative and qualitative methods was applied in the paper. The finding indicates both advantages and disadvantages as teaching grammar through games for teachers and students. Therefore, game application is advised to be adopted by English teachers. It also proves students' attitude positively toward grammar lessons.

2.2. Theoretical framework

2.2.1. Teaching and learning resources

The classroom has become a particular, specific and unique space where the teaching and learning situation takes place at a specific time. Since the beginning, many educators and pedagogues have been concerned with finding means or resources to improve teaching strategies, these are considered as pedagogical support which is useful to optimize the learning process by providing an interactive tool to the teacher (Torino, 2018, p. 121).

The teachers have the objective to achieve creative manifestations as to solve problems in their pedagogical practice with the purpose to get their students' attention. It is precisely, from this perspective, "teaching resources become support tools, aids, strategies, ways, didactic actions for this teaching-learning to take place, thus involving motivational aspects in the attention processes for the efficient management of information." (Richards, J. C., & Renandya, W. A. , 2015, p. 462)

The quality of teaching requires of using this type of resources in a justified and appropriate manner within the educational process, with the purpose of making the class more receptive, participatory, practical and enjoyable. The current educational system considers as a great importance to implement the teaching resources in the classroom as a teacher's support tool, since they provide the necessary conditions for the student to carry out the programmed activities with the maximum benefit, so that they are intimately linked to the activity and active role of the student.

These resources are presented as a necessary and essential factor for the development and achievement of the objectives and content, thus being able to fully develop all the teaching-learning activities previously planned by the teacher and facilitating the communication between teacher and students in a dynamic way.

Sawir, E. (2016), mentions "teaching experiences become the means to promote meaningful learning through this interaction between teacher and student, students and activity and student with their peers, so they achieve a totally enriching way of learning" (p.564). The active learning model is postulated as one of the most effective means between the relationship of the

teacher and the student; it is also advantageous to design and implement projects where dynamic, active and meaningful participation can prevail in students and their knowledge.

Therefore, these resources have to be according to the educational context in order to be effective, that is, to make students learn in a lasting manner and contribute to maximize their encouragement as to learn the English language, so they strengthen the teaching-learning process.

2.2.1.1. Conception of teaching and learning

Learning comes from the word "apprentice", which it comes from the Latin bass "aprehendivus", and this from "apprĕhendĕre", which means to learn, and where the prefix "ad" connotes proximity and direction, and where the term " prĕhendĕre "means" to perceive.” (Reisi, & Tabatabaei, 2017, p. 274). Based on this linguistic author, Learning is a Process in which people acquires the knowledge and it allows them to expand their knowledge from reality, so that patterns of behavior, perceptions, valuations are acquired or modified.

Teaching and learning are procedure which special or general knowledge about a specific subject are transmitted in order to develop students’ academic performance and its dimension towards human behavior. Their main purpose is to lead students to analyze every situation, make use of the knowledge and skills they have acquire, and become effective decision-makers.

The teaching-learning process at school is very complex and its development involves a series of components that must be interrelated in order to get optimize results. It would be impossible to achieve an effective teaching process if these components were not ideally developed. There are some

causes that it may be mentioned such as classrooms overcrowding, the lack of didactic resources and, in some cases, parents' attitude to think the whole responsibility comes from the teachers and not from them (Muijs & Reynolds, 2017).

On the other hand, teachers are constantly searching for a very concerning problem's solution; they are worried to develop a special type of students' motivation: "motivation for learning" (Savery, 2015, p. 261). It consists on many elements such as planning, focusing in the goals, awareness on what and how is intended to learn, active new information search, clear feedback perceptions, praising and satisfaction due to achievements, and having no anxiety or fear of failure.

2.2.1.2. Difference between strategies, methods, technique and activities

The teacher is the main actor in the transformation where the change in the educational model is sustained. (Rankin, & Brown, 2016, p. 95) The skills to use properly teaching strategies and techniques are a fundamental aspect to develop a good classroom environment. In order to have an effective change, teachers are required to know and master various strategies and teaching techniques.

In addition to the efficient use of information and communications technology ICT and the knowledge to apply different didactic resources for working with their students, the teacher must know and know how to apply the criteria to select the most appropriate strategy or technique for their course. Teachers must even have the possibility to adapt or create and document their own teaching strategies and techniques.

Method

A teaching method includes the principles used for the instruction given by teachers to achieve the learning desired by students. These strategies are determined in part on the subject to be taught and partly on the nature of the student. According to Awan, & Nawaz, (2015);

> A method is the set of techniques used to achieve a goal. It is the procedure, way or orderly and systematic way of proceeding for the development of an activity whose purpose is to obtain a goal or determined result. The method can be assimilated in the usual way, based on experience, custom and wisdom, of performing a task in daily life (p. 26).

It is a logical process through which knowledge is obtained. Logical succession of steps or stages that lead to achieving a predetermined objective. Example of methods: Clinical method, Montessori Method, deductive, inductive, analog method, etc.

The strategy

Strategy is a planning system applied to an articulated set of actions that allows achieving an objective. It serves to get certain results, so that “One cannot talk about using strategies when there is no goal towards where actions are oriented” (Dennis, Knight, & Jerman, 2016, p. 23). Contrasting to method; strategy is flexible and can take shape based on the goals you want to reach.

The pedagogical strategy refers to a planning of teaching - learning process, it implies a range of decisions the teacher must take in a conscious and reflective way, in relation to the techniques and activities that can be used to reach the academic goals. To sum up, pedagogical strategy is a set of procedures, supported by teaching techniques; it has the aim to carry out the didactic action into a successful conclusion; that means, to achieve the learning objectives.

Technique

Technique is a logical procedure with a psychological foundation, designed to guide the student's learning; it incises in a specific sector or a phase of the course or subject which is taught, such as the presentation at the beginning of the course, the content analysis, the synthesis or criticism.

The didactic technique refers, in synthesis, to “The particular resources that the teacher uses to carry out the purposes planned from the strategy” (Suvarna, Layton, & Bancroft, 2018, p. 124).

In its application, the strategy can make use of a series of techniques to achieve the objectives it pursues. The technique is limited to the orientation of learning in specific areas of the course, while the strategy covers more general aspects of the course or a complete training process.

Techniques are procedures that have the aim to seek precise accomplishments through a certain sequence of steps or behaviors. They determine how to carry out a process in an orderly manner; their steps clearly define how the course of actions must be guided in order to achieve the proposed objectives.

Activities

Within the process of a technique, there may be different activities necessary to achieve the results sought by the technique; these activities are even more partial and specific than the technique. They may vary depending on the type of technique or the type of group with which you work. The activities can be isolated and be defined by the group's learning needs.

2.2.2.2. Strategies for teaching English as a foreign language

When talking about English language teaching-learning strategies, firstly it’s necessary to establish the difference between strategy and teaching and learning strategies, and what is the relationship between them.

Teaching strategies are selected and used by the teacher as to plan their class in an effective way. The teaching strategies draw up clear paths to be applied in the classroom, besides they organize classroom management, they contribute to the development of adequate contents. Due to this fact, they are defined as: “a set of decisions that teacher takes to guide teaching in order to promote learning in students” (Cook, V, 2016). It is about general guidance of how to teach a disciplinary content considering what, why and what for we want our students to understand.

Kameenui, & Carnine, (2014), learning strategies are “strategies that contribute to the development of the language system. They define strategies as special thoughts or behaviors a person uses to help appropriate, learn or retain new information.” According to the authors, learning strategies in a foreign language are considered a set of steps, routines, plans that students

use for the purpose of facilitating the obtaining, retrieval, storage and use of a foreign language. These authors consider that the learning strategies of a foreign language are divided into cognitive, metacognitive and socio-affective strategies.

Teaching Strategies

Teaching strategies infer not only an approach to traditionalist methods and the researches that were carried out in the past, but also imply a sight towards the teaching and learning in the future. Today, due to technological advances, teaching strategies go beyond a plan in which the educator has to take into account that students are characterized by what it has been called "a virtual mind". (Tatili, S, 2018). Schools and teachers cannot ignore the new ways in how students comprehend the world and the way they approach to the contents and the school tasks.

Hultquist, (2016), identifies and explains some of this new group's characteristics:

> They handle a wide variety of resources in order to get information: websites, hard disk drives, cell phones, virtual communities, etc.; they use and decode different types of language that moreover, do not appear sequentially, but simultaneously, such as animations, photographs, graphics, texts, hypertexts; they create new productions from other products parts (copy-paste); they are relativists because of its excellence; on the one hand, due to the web is permanently updating, and on the other, because all information is considered valid (p.345)

For this reason, teaching and learning strategies must be taken into account as these go hand in hand with modern times. Teacher must also have broad background strategies as to apply in their daily labor. A teaching strategy is equivalent to the potentially conscious sequenced action of the professional in education of the teaching process in its triple dimension of knowledge; that is, how to know, how to be and how to do. It is important to point out that teaching strategies affect students on different ways such as: “the content which is transmitted to them, the intellectual work they do, the values imparted during the class, and the way how they understand the social, historical, scientific, artistic, and cultural contents” (Clement, Oudeyer, & Lopes, 2016, p. 154).

It is necessary to take into account some in order to define teaching strategies: the Student’s general characteristics, such as the cognitive development level, some emotional factors, and previous knowledge, Level of the general knowledge and the domain of curricular content, the goal to be achieved and the cognitive and pedagogical activities the student must go through to do it and the constant teaching process monitoring, as well as the students' progress and learning. Each of these factors represents an important argument to identify how and when a particular strategy is used (Marcus, Metzger, & Paxton, 2018) .

Learning strategies

Many teachers and the school system have been interested in fostering the student’s learning development as an autonomous process, in which the apprentice does not need a constant tutor. This situation leads educators identify useful tools, strategies and methods in order to apply them in their students with the purpose to foster independent and self-motivated individuals,

so they can control their own learning process, grasp the tasks demands and respond them with accuracy, elaborate study strategies for each situation and this way they can value their own achievements by correcting their mistakes. (Akyeampong, 2017, p. 195)

According to (Weinstein, & Acee, 2018), “Learning strategies can be defined as behaviors or thoughts used by the student while learning process pretending to influence the decoding process.” these strategies are sequences or activities of integrated procedures that are chosen with the purpose of facilitating the acquisition of the language, storage and use of information.

Couveia, Atencio, & Morillo. (2015), in their article titled as: *Estrategias de enseñanza para el logro del pensamiento crítico*, learning strategies are considered as:

> A conscious and intentional decision-making process in which the student chooses and recovers in a coordinated way the knowledge needed to complement a certain demand or objective, depending on the characteristics of the educational situation in which the action takes place (p.99).

It is relevant to mention that learning strategies are executed by the students but not for teachers. These strategies are actions that start with the student's initiative and are constituted by an activities sequence where learning are generally controlled or planned by the same student.

Some of the most notorious characteristic features are considered learning strategies such as the application of these strategies is not automatic, but controlled they need to be planned and executed under control and learning

tactics which consist on a variety of simple elements useful to make an effective teaching as to learn the English Language Acquisition. (Akyeampong, 2017, p. 195).

After reviewing all these definitions, it can be concluded that learning strategies are the set of activities and techniques that are planned or included in the teaching process according to the students' needs in order to have an effective Learning process; but it is important to emphasize that these strategies will always be used by the students in order to learn a foreign language.

2.2.3. English grammar

2.2.3.1. Grammar; definition and types

The grammar teaching is an exciting task. As part of a second language teaching-learning process, different opinions have been raised about its importance, suitability, teaching methods, etc. Nevertheless, there is a feeling of not much pleasure on students when it comes the time for its explanation. The educators' main and most important task is being able to show grammar, so students feel curiosity and interest about its study, being aware that any effort they do when acquiring useful knowledge is never a wasted time (Oczkus, 2018).

Starting from the definition of grammar according to the (Random House Learner's Dictionary of American English, 2019); "Grammar is "The study of the way that the sentences or words of a language are constructed, the study

of morphology and syntax. The establishment of rules based on what is considered correct and incorrect language usage".

Therefore, grammar can simply be defined as a set of rules that govern the language. And in a wider way, as the branch of linguistics whose object is the study of the correct writing of words (spelling), forms and compositions (morphology), meanings (semantics), as well as of the different relations within the sentence (syntax). From this definition, we have obtained the disciplines that are the grammar study object: spelling, morphology, semantics and syntax.

(Harmer, J, 2012), “The second language grammar teaching will be based fundamentally on these four fields taking into account its particularities, characteristics and aspects” (p. 231). In this sense, it is important to have in mind that grammar is not a purpose itself, but a means to make possible our language to be correct and effective, in conclusion, to communicate correctly. Therefore, it is clear that language configures a social system shared by all. It is a social system with linguistic rules and forms that are used for very specific purposes in specific contexts. Thus, the grammar teaching must necessarily be accompanied by the ability to interpret its uses in social situations.

2.2.3.2. The importance of grammar in second language acquisition

(Waugh , Warner, & Waugh, 2019), state “Learning grammar is essential to master a language; in fact, it is a way to communicate appropriately. When a language is studied grammar is immersed in every content and structures”. Grammar is as the set of rules that control how a language works. If students know the use of English grammar correctly, they will also master the language

properly; since they will be able to manipulate words and form sentences in order to express and communicate in their social environment.

Until recently years, the study of grammar was considered very relevant in teaching English language. However, nowadays, the importance of teaching grammar has a different approach. It is clear the fact that knowing grammatical rules is essential as to mastery a language. But the acquisition of these rules is done very differently between a native speaker with an EFL student.

(Seemab Khan, M., Ali, F., Mustafa, G., & Farooqi, S. U. H, 2018), affirm "The acquisition of the mother tongue in childhood is an unconscious process and does not require any planning for learning. On the other hand, a second language student carries out a conscious learning process that requires dedication" (p.231). English language teachers must consider what the most appropriate way to make students learn the grammatical rules is.

Firstly, Students must be able to express their thoughts and purposes in an efficient way by using the English language in order to communicate with others. Secondly, it is important to mention the process of acquiring second language is not linear, but it requires a global approach. Therefore, in the early learning stages, "it is necessary to do a considerable simplification and exclusion of all non-essential features. Then, the progress in the language domain is defined as a process in which the communicative system will be gradually completed and enriched" (Oczkus, 2018, p. 127).

Since the 70s, the interest in the study of grammar has decreased and the new curricula have been emphasizing the use of English language as a communicative function. This does not mean the lack of importance of studying grammar, but it is no longer considered as the only organizing principle of the

curricular design. A language is not simply a formal element system that has to be studied separately; but that signs system has been always framed within a specific communicative situation.

It is clear that students must obtain grammatical competence in order to communicate efficiently and be understood; and, besides that, we must not leave aside the meaning of a language as a communicative function. So classes have to be eminently practical and our students must have the opportunity to practice everything what they have learned in situations that resemble real life as much as possible.

2.2.3.3. Some important aspects in the grammar teaching process

Teaching of grammar takes a new nuance within the communicative approach. Mastery grammatical structures are no longer seen from the point of view of correct sentences, but from the point of view of their functional use or communicative purpose (use). The linguistic competence (grammatical) stopped being the center of attention towards communicative purpose in teaching of the grammatical system.

When we use the English language in real situations, it is difficult to build a sentence and remember all the grammar rules learnt in class at the same time; that is because students do not have time to concentrate on how to put the elements together instead of remembering the patterns.

Grammar is one of the main components of language; they are linked to the system of sounds and vocabulary. Vocabulary is pronounced and used in

grammatical constructions, grammar is expressed through words and the system of sounds, and all of them are represented in writing skill.

The problem does not mean whether including grammar in foreign language courses or not; it is important to study the academic research in order to use the English grammar language according to the students' needs. To learn a foreign language, students must know the basic structures. If they use it well, they do not have to describe them. Mastering a structure makes easy for students to learn this Anglo Saxon language through speaking, reading and writing skills and studying rules and their explanations.

English grammar is notoriously difficult to learn for both native and second-language speakers. (Harmer, J, 2013), states "There are so many details, obscure rules, and exceptions that it comes as no surprise that different generations of teachers have used various approaches to teaching grammar to train EFL students". In the past, memorization-based techniques that relied on repetition slowly gave way to more creative methods. Today, people live in a society that prizes literacy and is willing to adapt to more effective methods to achieve the best results in teaching grammar.

2.2.3.2. Teacher's methodology in teaching grammar

Starting from the basis, teaching of a foreign language should be oriented in students as to acquire a deep domain of it. It is necessary to ask what is the most appropriate methodology applied in an educational system? What are the strengths and weaknesses? What should it be changed and improved?

Traditionally English teaching was carried out approaches merely deductive, that is, from the determined grammatical rules arose examples and techniques in order to complement explanations. These methods were based widely in memorization of grammar and it did not contribute to oral skill development.

The result of this methodology was the lack of motivation in students to learn English, which it was seen on many occasions as a non-practical subject for personal and professional usage in the future. However, according with the new social demands, in the early 80's, other approaches have been developed in order to use inductive techniques as to present vocabulary and grammar; these are called "*methods naturalities"* (Nunan, 2015, p. 265). This method for teaching English as a second language is based on a balance of grammar, vocabulary, written and oral skills.

This type of methods of grammar rules are presented through observation of examples, and their meaning is transmitted directly by using techniques based on demonstration and action. This also supposes an evolution in teaching methods of English as a foreign language towards the acquisition of good communicative competence in students (Bernaus, Wilson & Gardner, 2015, p. 421).

Richards & Renandya, (2016), suggest that teachers have to be aware that grammar must never be an objective, but a means to master the use of a foreign language which must be oriented into communication. Teaching a foreign language must be focus on speaking and how to understand a language. Teachers must apply a variety of teaching techniques, in order to acquire the language easily and with enthusiasm. Teaching and learning

methodology should be in benefits for the school community and all the student.

2.2.3.4.1. Diagramming Sentences

One of the older forms of teaching grammar, diagramming sentences, first appeared in the 19th century. This method involves visually mapping the structures of and relationships between different aspects of a sentence. Especially helpful for visual learners, this method disappeared from modern teaching at least 30 years ago.

According to (MacArthur, Philippakos, & Ianetta, 2015), “Different forms of diagramming are used to visualize sentences, from the Reed-Kellogg System to dependency grammar, but all organize the functions of a sentence in a way that illustrates the grammatical relationships between words.” More recently, diagramming sentences has had small pop-culture resurgence in prints of famous opening sentences and websites that allow you to diagram to your heart’s content.

2.2.3.4.2. Learning through Writing

This method is often used in schools in the U.S. and Canada. Students are encouraged to explore language through creative writing and reading, picking up correct grammar usage along the way. If there are specific problems with certain grammatical rules, these are covered in a more structured lesson. An emphasis is now being placed upon language acquisition over language learning, as “it has been observed that learning grammar by memorization does not work well and that students are better able to recognize and understand

grammatical rules when lessons are more interactive (i.e., they have to apply these rules in their own writing)" (Cook, 2016, p. 231).

Repeated practice is also important and easily achieved through creative or personal writing exercises. This suggests that to better equip future adult writers; teachers in the 21st century should consider dropping outdated grammar teaching techniques in early education and opt for learning through writing techniques. This method focuses on producing and applying: significant learning (Torino, 2018, p. 154).

2.2.3.4.3. Inductive Teaching

The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the expectation is that students learn to recognize the rules of grammar in a more natural way during their own reading and writing.

Discovering grammar and visualizing how these rules work in a sentence allow students an easier retention of the concept than if they were only given an explanation that was disconnected from examples of the concept. The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory.

2.2.3.4.4. Deductive Teaching

The deductive method of teaching grammar is an approach that focuses on instruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept

in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. This type of teaching, though common, has many people—including teachers—rethinking such methods, as more post-secondary level students are revealing sub-par literacy skills in adulthood. As one former teacher states, deductive teaching methods drive many students away from writing because of the tediousness of rote learning and teacher-centered approaches.

2.2.3.4.5. Interactive Teaching

Another method of teaching grammar is to incorporate interactivity into lessons. Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to tailor their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence. Other games can include word puzzles or fun online quizzes.

Over the years, many methods have been developed for teaching grammar and have been built upon, abandoned, or combined, all with the same goal in mind—teaching students how to communicate effectively and understand how to use the English language. Because of the grammatical complexity of English, each method has its pros and cons. Some lessons are less likely to be remembered, while others may require more in-depth explanation and practice. Regardless of how grammar is taught, "a well-rounded understanding of English grammar is the most important factor in improving the literacy of students" (Oxford, R. L. , 2016, p. 251).

2.2.3.4.6. The grammar translation approach

This technique focuses mainly on the domain of grammar and translation skills. Although, it is thought to be the easiest method for teachers with limited English proficiency, some teaching resources or many students are often neglected when applying it. Criticism towards this method spreads out to pronunciation, speech and active engagement with the second language.

2.2.3.4.7. Direct method

Its name comes from the idea of students need to be encouraged to make direct associations between objects and the words in the target language. The Direct Method is based on the idea that learning a second language must imitate the natural way humans learn any language, which takes place without any kind of interference from other languages. Its main objective is to push students to talk and think entirely in the second language, and it also emphasizes oral interaction, spontaneous use of the language, zero translation, and no grammar rules analysis.

2.2.3.4.8. The natural approach

It is based on the idea that learning a language successfully depends on the emphasis of the interaction among the means and the goal of learning a language. This approach comes through having to communicate real meaning. When learners are involved in real situations, they may be forced to apply all what they have learnt before and the abilities for language acquisition will be used, and this will allow them to learn how to use the language appropriately. This approach claims that acquisition can take place only when people understand messages in the target language.

2.2.3.4.9. The communicative approach

It is based on the idea that learning a language successfully depends on the emphasis of the interaction among the means and the goal of learning a language. This approach comes through having to communicate real meaning. When learners are involved in real situations, they will be forced to apply all what they have learnt before and the abilities for language acquisition will be used, and this will allow them to learn how to use the language appropriately.

2.2.3.4.10. The cognitive approach

The most relevant concept in this approach is meaningful practice. Practice is considered meaningful when the learner fully comprehends all the rules and structures involved in practicing. Thus, this study of grammatical rules is considered essential for the language teaching-learning process. This kind of teaching is deductive in this approach. The learner is encouraged and receives a clear understanding of a grammatical rule before they practice and use it into meaningful contexts. This approach consists on a teaching method development applied into relevant and significant classroom procedures and activities.

2.2.3.4.11. Task based learning

The Task -based learning approach offers a very good alternative for language teachers as in this, teachers do not decide what grammar structure will be studied; the lesson is based around the act of completing a central task and this study is determined by what happens as the students complete it. The type of lessons follow specific stages.

Pre-task: The teacher introduces the topic and gives students instructions on what they have to do.

Task: Learners complete a task individually, in pairs or groups using the language resources.

Planning: Students prepare a short oral or written report to tell the class the significant aspects of the task.

Report: Students report back to the class orally the written report.

Analysis: The teacher guides students to identify and highlight relevant parts from the text to be analyzed.

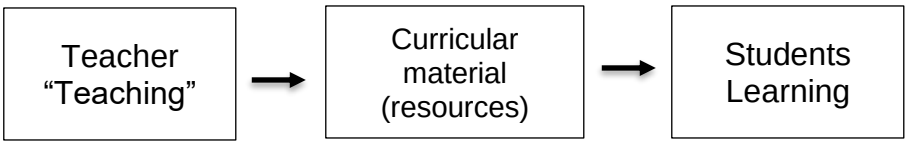
Practice: Finally, the teacher selects language areas to be reinforced based upon the students' needs.

2.2.4. Didactic teaching resources to develop grammar skills

The real thing is that all teaching and learning should be will be in contact with real life, but it is not always possible or advisable and that is why teachers find a series of resources or materials which has the purpose to work as a bridge between what is taught and learned. Therefore, "Teaching material tries to represent it in the best possible way, facilitating its objectification (Moussu, L., & Llurda, E. , 2016, p. 215).

The specialists in this subject usually use a varied terminology to refer to the materials. Some people talk about "means" or "didactic resources", "helps didactic", "educational media", "didactic material" or "curricular material" and among others. In general terms, when we talk about materials or didactic

resources, we refer to a series of means or instruments that favor the teaching and learning process. Within this process, the mediating function of the materials could be represented as follows:



For (Hepp, P., Fernández, M. À. P., & García, J. H, 2015), the most adequate curricular material is the one that "facilitates the learning of intellectual skills, mastery of the techniques used in the disciplines and the approach of prototypes that simulate the construction of knowledge (methodology) of the different knowledge" (p.33).

In classroom contexts, the didactic resources that teachers and students use for teaching and learning are vital importance because they state the effectiveness of the didactic and learning program applied in students. Teaching resources also create "conditions for teachers and students to interact as human beings within a climate where men dominate the environment”. "In these situations, the didactic material according to (Awan, & Nawaz, 2015) plays a decisive role:

- To approach the students to the real fact of what they want to teach.
- If the material is suitable and is used appropriately there will have a better teaching and learning performance.
- It is useful for learning concepts, the development of procedures and strategies, the formation of attitudes and values, related to the purpose of teaching and learning.

- It represents and illustrates intuitively what is verbally explained to facilitate in the English language learning (p.347).

2.2.5. Grammar resources to motivate students to embrace good grammar

2.2.5.1. Visual Aids

Visual Aid expresses messages through images, combining them with the written word and real objects existing in the environment. It refers to the design and use of images with a clear didactic objective, either for teacher to achieve the didactic effectiveness or in student for the acquisition of knowledge, skills or attitudes.

If students visualize how grammar works, they will be able to understand sentence structure. For example, an infographic explains what a dangling participle is. (Prasasti, P. W, 2014), explain the concept of “Dangling participles”, sometimes called dangling modifiers, are descriptive words, phrases or clauses suffering from separation anxiety (p.23). Students will find them at the beginning of sentences, perfectly happy to modify, or describe, the closest imposter that gets planted next to them, and cast a shadow of doubt on your writing. Here’s their example sentence:

To illustrate…

Incorrect: Having been thrown in the air, the dog caught the ball.
Correct: The dog caught the ball that was thrown in the air.

The ball was thrown in the air, not the dog, but the dangling participle makes this unclear.

2.2.4.1. Online Courses

The United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2014, expressed its willingness to provide educational resources available to the entire world. At first, these educational resources were didactic materials: they were in the public domain and could be used through an intellectual property license that allows their reuse or adaptation. UNESCO has opened a wide range of options for people such as educators and academic institute with anxiety to be trained.

Children live in a digital world. Mobile devices, consoles and computer equipment are part of their everyday life. Young people have fun and communicate using information and communication technologies. The incorporation of online resources to the school is a natural step within a digital society. For students and teachers, online resources are a possibility to enrich and deepen curricular content

2.2.4.2. Interactive Whiteboard Activities

The Interactive Digital Whiteboard (IDW) is a resource of great educational possibilities for teachers. Unlike other resources in which the teacher is in a "second plane", one of the advantages of the use of the (IDW) is the proximity to the traditional model of teaching in which the teacher presents the main contents to move individual and group learning activities. In

the knowledge society, the teacher must adapt their methodology according to the resources offered by the network and are available in the classroom through the use of (IDW), as well as the creation of own resources integrating available multimedia objects.

2.2.4.3. Games

Convinced of the relevance of the game in the learning English grammar, it is considered as a very important activity for the teaching-learning of English in the classroom, since it brings an innovative and different approach to acquire learning; in addition, they provide alternatives fun activities in order to and increase motivation as to learn this language. Through games, students can learn in the same way as they acquire their mother language; without being aware they are studying and learning it; It is even shown that the more shy students respond better to the stimuli of the class and participate in a more positive way.

Grammar games for learning English don’t only motivate, they also boost the idea of competition in the ESL classroom. Like they say, a bit of healthy competition never hurt anyone. Students will strive to be their very best when thrown into action, and they’ll need to outperform their peers and surpass their own expectations.

2.2.4.4. Gap-Fill Activities

A gap-fill is a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practice a specific language point. Gap-fill exercises contrast with cloze texts, where words are removed at regular intervals, e.g. every five words.

Example

The first sentence above prepared to practice article use could read '_____ gap-fill is _____ practice exercise where _____learners have to replace _____ words which have been removed from _____ text.'

In the classroom, Gap-fills are often used to practice specific language points, for example items of grammar and vocabulary, and features of written texts such as conjunctions. They are common in testing.

2.2.4.5. Songs

The favorable effect of music on the emotions has been recognized since ancient times, and, more recently, many have made use of music to make students in the classroom more receptive to learning. Songs in the English as a second language (ESL) classroom can be helpful in several ways: (1) by introducing basic vocabulary, (2) by imparting knowledge of idioms and common phrases, (3) by introducing a new type of listening activity, (4) as an aid in teaching pronunciation (which inevitably shows astounding improvement after students have sung in the language), (5) by helping students to edge themselves into a new culture, and (6) as reinforcement for grammar drills. Songs may be introduced in a variety of ways, depending on the teacher's own background and inclinations and on the availability of, for instance, instrumental resources.

2.2.4.6. Crosswords

Crosswords in various forms are found in almost every country and language. They are claimed to be both a pastime and an interesting means of improving the vocabulary and applying grammar. Though the majority of

puzzles have the form of symmetrical patterns of shaded or blacked-out squares within a rectangle, there are many variations, and they can include varied forms, topics and size.

2.4. Legal Framework

Constitution of the Republic
Children and Adolescents

Art. 44.- The State, society and the family shall promote, as a priority, the integral development of children and adolescents, and will ensure the exercise of full of their rights; the principle of their best interests and their rights shall prevail over those of other persons. The children and adolescents will have the right to their integral development, understood as a process of growth, maturation and deployment of its Intellect and its capacities, potentialities and aspirations, in an environment family, school, social and community of affectivity and security. This environment allow for the satisfaction of their social, affective-emotional and cultural, with the support of national and local intersectional policies.

Art. 45. - Children and adolescents shall enjoy the common rights of the being human, in addition to the specific ones of its age. The State shall recognize and will ensure life, including care and protection from conception. The children and adolescents have the right to physical and mental integrity; to their identity, name and citizenship; to integral health and nutrition; to education and culture, sport and recreation; to social security; to have a family and enjoy family and community life; to participation Social; respect for their freedom and dignity; to be consulted on matters that affect them; to be educated as a priority

in their language and cultural contexts specific to their peoples and nationalities; and to receive information about their parents or absent relatives, unless it was detrimental to their well-being. The State shall guarantee its freedom of expression and association, the free operation of student councils and other associative forms.

Original in Spanish; translated by: Karla Crespo

Organic law of intercultural education, 2011

Art. 2. Literal f.- It establishes the obligation of education from the level of education from the initial education level up to the baccalaureate level or its equivalent.

Art. 17. Literal a.- To receive formal or informal education throughout their lives, to complement their skills and abilities. To exercise citizenship and the right to Good Living. Therefore, as the quotation on the articles of the law shows, all the people have the right to education, which intellectual abilities that allow him to work in the world of work.

Original in Spanish; translated by: Karla Crespo

Social planning and development

Art. 1.13.- Objective 1. Promote in the education system formal education and in continuing education programs, transmission of content on the fight against corruption, the permanent practice of values and the crimes and penalties that constitute acts of corruption. Education should be encouraged and transmitted through educational values. In order to meet the

objective, it is necessary for teachers to use the resources necessary to attend to the moral development of learners. The teachers we must help to form people who are capable of directing their own life, based on values such as freedom, justice, solidarity, tolerance, respect, to act autonomously and to insert themselves positively in the society.

Objective 2. “Promoting equality, cohesion, inclusion and equity social and territorial diversity ", confronts the problems of poverty and inequality from a multidimensional perspective and the enormous wealth that in Ecuador represents the diversity in its varied expressions to achieve the equality in it.”

Original in Spanish; translated by: Karla Crespo

2.5. Conceptual Framework

GRAMMAR: the set of structural rules governing the composition of clauses, phrases, and words in any given natural language.

COMMUNICATION: activity of information exchange between two or more participants by listening and speaking.

CEFR: The **Common European Framework** of Reference for Languages is an international standard for describing language ability.

LANGUAGE ACQUISITION: is the process by which humans **acquire** the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate.

TEACHING-LEARNING RESOURCES: material used by a teacher to supplement classrooms instructions or stimulate the interest of students

COMMUNICATIVE APPROACH: is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

ACTIVE PARTICIPATION: is a form of learning in which **teaching** strives to involve students in the learning process more directly than in other methods.

COLLABORATIVE LEARNING [MRCM1] [HG2]: A situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.)

CHAPTER III

3. RESEARCH METHODOLOGY

3.1. Methodological Design

The Methodology is the general plan to be followed, through the techniques and the scientific instruments, which will give valid answers to the investigation questions. It is the fundamental pillar for the development of the scientific process and it is based on the theoretical, technical, and statistical data collection; and thus, it is useful for selecting the exact information that is going to be interpreted according to the standards for the social community development. As its importance it will highly contribute to this research to find the statistical data required.

The study purpose is based on the variables of the research carried out and on the indicators that emerged from it. It is intended to learn about the influence of the teaching-learning resources when studying grammar in students of Second Baccalaureate, having as the main purpose the design of a didactic booklet with grammar exercises.

The research project is based on a bibliographical and statistical study carried out with the school community. The interviewing technique and surveys were applied to the teaching staff and students, having different response options, through a Quantitative Research process. This will allow tabulating the statistical data through tables and graphs of frequency distribution, and interpreting the results obtained.

This investigation verified the students' level of knowledge and interest in the English language, from the point of view of the educational community,

through the process of gathering information from the members on it, and then it was studied and analyzed objectively. All these data help us to recognize all the relevant aspects of the investigation and thus be able to carry out the proposal.

3.2. Types of Research Description

The present research project was addressed to Second Baccalaureate students who follow regular studies and to those who belong to the Basic Education Program for Youth and Adults (EBJA), at Unidad Educativa "Provincia de Tungurahua"-evening session.

This institute is located in the Zone 8, District 09D05 in Guayaquil, parish Tarqui. Its purpose is to identify the students' weaknesses when learning grammar, because through the results obtained it will be possible to learn about the appropriate and correct use of the resources in the classroom, implementing techniques and strategies that will boost the development of the educational community. According to its epistemological approach it is descriptive or diagnostic: because it details the causes and consequences, determining the relationship between them.

Depending on its context, it is field research, because the problem has been identified at Unidad Educativa Provincia de Tungurahua, this allows exploring problems observed widely in the institution and eases the application of the proposal. It is also bibliographic because it allows the search, collection and selection of the information obtained in different documentary sources in order to determine the knowledge that exists in this particular area of the use of teaching-learning resources.

3.3. Research Population and Sample

3.3.1. Population

The population comprises the group of subjects of a particular study having similar characteristics or elements to be examined in a research context. The population is a set of elements that have a common characteristic. In the research process, the population corresponds to the reference on which the study is going to be developed, and it is extremely important to take into account all the essential characteristics to be selected.

(Martínez, 2015) in his book about the education change in Latin America, establishes that "The population is defined as the totality of the phenomenon to be studied of the where the unit of the population possesses a common characteristic that is studied and originates the investigation data." Populations can be large or small in size; in this case, the investigation was carried out with a population of 99 students from second baccalaureate, 10 teachers from the night session, and the school's principal.

3.3.2. Sample

The samples are shown with the intention of inferring the properties of the entire population, for that reason they must be representative, so they must be taken randomly. In order to accomplish this characteristic, the subject inclusion to the sampling must follow a determined technique. (Justen, 2012), affirms: The sample is the part of the population that is selected and where the information is obtained from for the study development; and, on which the

measurement, observation and the analysis of the variables will be made. In the scientific research, the size of the sample must be estimated according to the statistics criteria offered, (p. 86).

In the present research work, **non-probabilistic sampling** will be selected. This means that all the Second Baccalaureate students may have the same probability of being chosen. The sample is a part of the total population. Sampling has been taken for field analysis; through the interview to the Director, and the survey to 65 students and 10 teachers of the level.

Chart 1. Population and Sample

Nº	Details	Population	Sample
1	Director	1	1
2	English Teachers	10	10
3	Students form Second Baccalaureate "A"	35	20
4	Students form Second Baccalaureate "B"	38	23
5	Students form Second Baccalaureate "C"	26	22
	Total	**110**	**76**

Source: Unidad Educativa Fiscal Provincia de Tungurahua
Elaborated by: Karla Crespo

3.4. Operationalization of variables

Elaborated by: Karla Crespo

Variables	Dimension	Indicators
Teaching and learning resources	Conception of teaching and learning	Difference between methods, technique and activities Categorizing techniques Control and free techniques
	Strategies for teaching English as a foreign language	Teaching strategies Learning strategies
English grammar	Grammar in the second language acquisition process	Theory of universal Grammar in relation to second Language acquisition Learnability Access to universal grammar
	Some important aspects in the grammar teaching process	Approaches to grammar Grammar product and process Grammar as skill
	Grammar teaching	How to explain grammar Consciousness and awareness raising approaches Grammar teaching implications
	Grammar in various methods and approaches	The grammar translation approach Direct method The cognitive approach The natural approach The communicative approach Task based learning grammar
	Didactic teaching resources to develop grammar skills	Audiovisual Interactive computer/Internet Story/games Songs, Crosswords, Questionnaires: Grammar Exercise, Exercise Vocabulary

3.5. Research Methods

This project within its methodological structure is **Empirical**, since this its process helps to systematically guide the research work due to it specifies its aims and purposes.

This research work possesses a **Theoretical Structure**, as it is able to sustain and provide greater process development viability. In this way, the project enriches scientific contents and supports the project's author substantial and pertinent criteria.

Through **Mathematical - Statistical process**, the information has been tabulated to get the investigation results in a descriptive and inferential way; and finally, by applying the **Synthetic** method that information has been detailed and itemized into parts, achieving the understanding and a broad problem explanation, determining its causes and effects in the population.

3.6. Research instruments and techniques

Observation

It is a technique that consists on carefully observing the phenomenon, fact or case, taking information out and registering it for further analysis. Observation is a fundamental element of any investigation process; the researcher must rely on it to obtain the largest number of data. Much of the knowledge as a whole that constitutes science has been achieved through observation.

Its aim is to provide valuable information to strengthen, modify and improve teaching-learning processes. To do so, a checklist form will be applied

to get data about the correct use of the resources available to foster grammar structures acquisition in order to develop skills.

Interview

Through the interview that was applied to the school principal of the Unidad Educativa Fiscal "Provincia de Tungurahua", which has provided the necessary information, stating how the students' performance in the English language is within the classroom. This allows having a broad outlook on how applying the resources suggested for reinforcing grammar will improve the English language skills development. The instrument used during the interview was a non-structure questionnaire.

Survey

It was applied to the Second Baccalaureate students to obtain data to determine the level of agreement and disagreement about the effectiveness of teaching and learning resources usage in order to develop English grammar. For this, unlike the interview, a list of written questions was used and measured applying Likert scale. They were delivered to the aforementioned students in order to be answered according to their own knowledge of the subject. In the questionnaire, closed questions were used having of course the classroom tutor's permission.

The survey allowed doing a timely investigation analysis. Pencils and photocopies of the questionnaire were used by the survey respondents. The survey is impersonal because it is not necessary to provide identification data about the survey respondent, since these are not relevant for the research. It is a low-economic-resource and very-easy-to-apply technique, since at the beginning the interviewer provides a simple explanation and guides on the questions that should be answered and how they should be done.

3.7. Results, Findings and Analysis

3.7.1. Teachers' survey

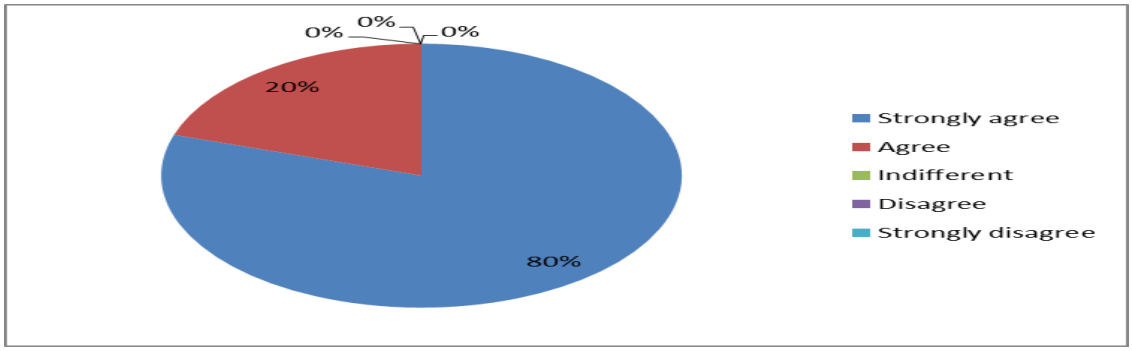
Table 1. Importance of fun grammar activities in order to learn English Language easily

1. I think fun grammar activities are important in order to learn the English Language easily.

Code	Category	Frequency	Percentage
Item 1	Strongly agree	8	80%
	Agree	2	20%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**10**	**100,00%**

Source: Teachers' survey
By: Karla Crespo

Graph 1. Importance of fun grammar activities in order to learn English Language easily.



Source: Teachers' survey
By: Karla Crespo

This chart shows that teachers consider very important to teach English by using fun grammar activities to allow students learn English easily; the result was with 80% of strongly agree. Therefore, a majority of educators have clear the idea of importance of applying this kind of activities instead of just having a grammar traditional class.

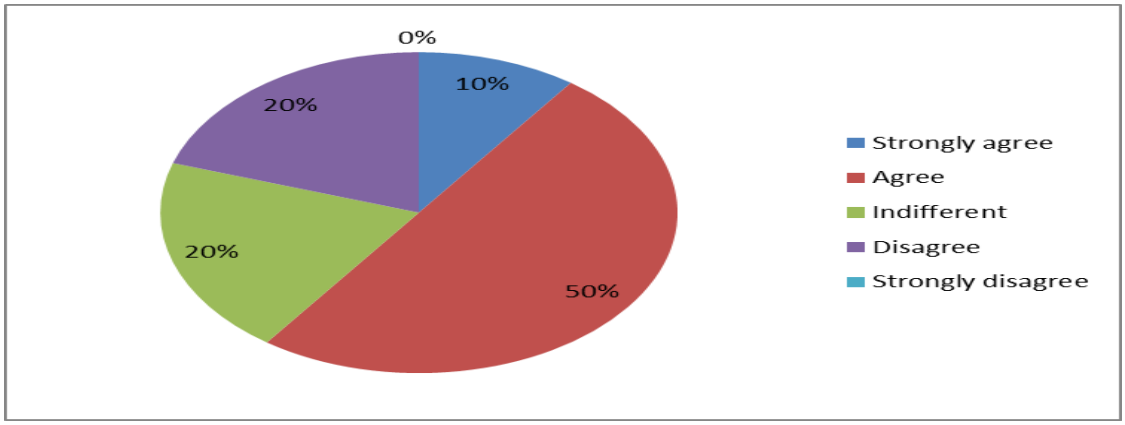
Table 2. Use of a booklet with fun grammar exercise to strengthen students' cognitive learning

2. I agree with the use of a booklet with fun grammar exercise as to strengthen students' cognitive learning.

Code	Category	Frequency	Percentage
Item 2	Strongly agree	1	10%
	Agree	5	50%
	Indifferent	2	20%
	Disagree	2	20%
	Strongly disagree	0	0%
	Total	**10**	**100,00%**

Source: Teachers' survey
By: Karla Crespo

Graph 2. Use of a booklet with fun grammar exercise to strengthen students' cognitive learning



Source: Teachers' survey
By: Karla Crespo

This graph shows the level of acceptance in using a booklet with fun grammar exercises as to strengthen students' cognitive learning to make the class more interactive and provide students an easier way for learning grammar structure. The result indicated that most teachers said that they agree to have a booklet with fun English grammar activities.

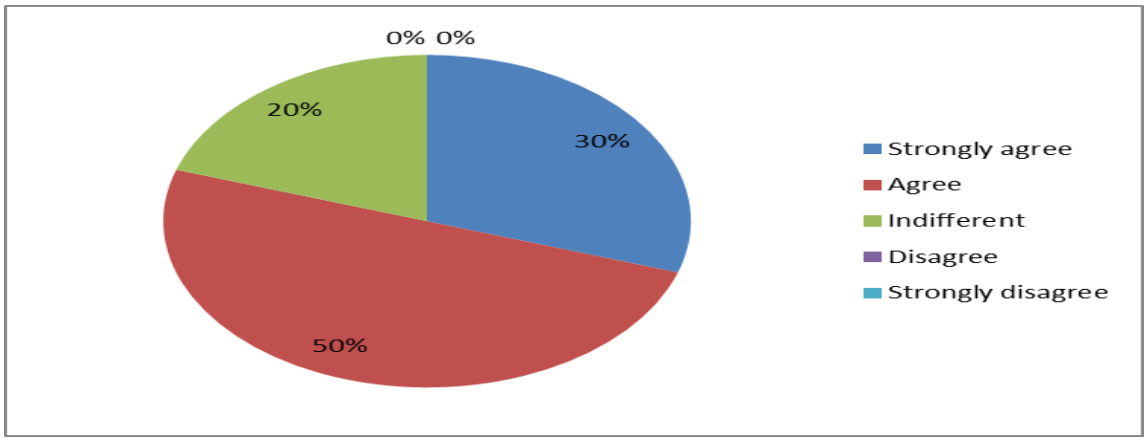
Table 3. Use of teaching resources in order to develop student's grammar skills

3. I agree with the use of some teaching resources such as role plays, creating writings, and fun online activities in order to develop student's grammar skills.

Code	Category	Frequency	Percentage
Item 3	Strongly agree	3	30%
	Agree	5	50%
	Indifferent	2	20%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**10**	**100,00%**

Source: Teachers' survey
By: Karla Crespo

Graph 3. Use of teaching resources in order to develop student's grammar skills



Source: Teachers' survey
By: Karla Crespo

This chart shows that the majority of teachers expressed their agreement in using some teaching resources such as role plays, creating writings, and fun online activities in order to develop student's grammar skills. For they say, this will help them encourage their students to work and participate in class actively. On the other hand, a 20% of teachers stated indifference.

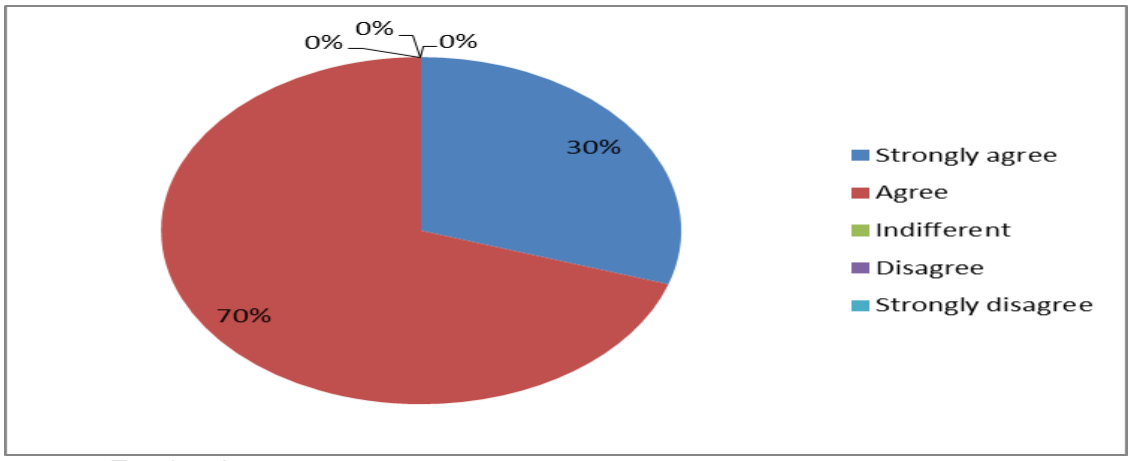
Table 4. Application of collaborative learning strategies to develop English grammar students and have a better classroom

4. I think collaborative learning strategies will help students to develop English grammar and have a better classroom environment.

Code	Category	Frequency	Percentage
Item 4	Strongly agree	3	30%
	Agree	7	70%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**10**	**100,00%**

Source: Teachers' survey
By: Karla Crespo

Graph 4. Application of collaborative learning strategies to develop English grammar students and have a better classroom



Source: Teachers' survey
By: Karla Crespo

There is a high percentage (70%) of agreement in thinking that strategies will help students to develop their English grammar. This percentage also represents the strong belief that this kind of activities will help improve and provide a better classroom environment.

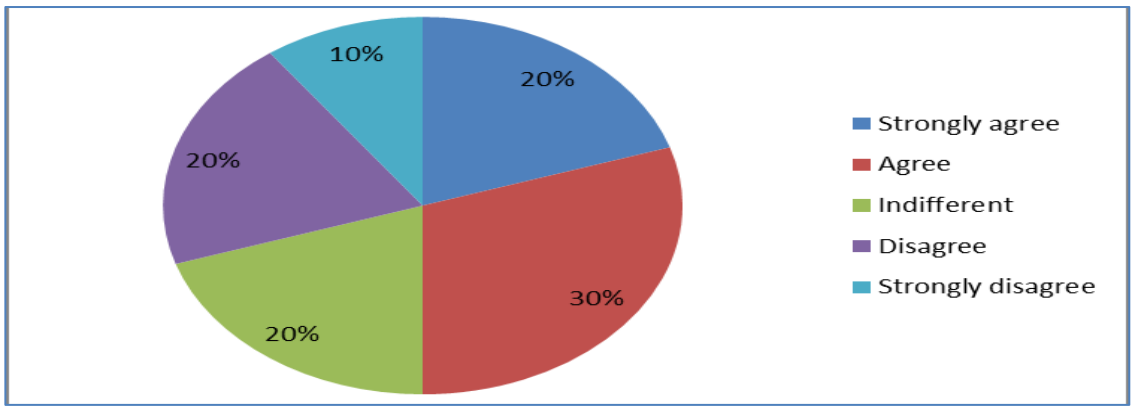
Table 5. Training courses to update teachers' way of teaching and encourage students to learn the language

5. Teachers must receive training courses in order to update their way of teaching and encourage students to learn this important language.

Code	Category	Frequency	Percentage
Item 5	Strongly agree	2	20%
	Agree	3	30%
	Indifferent	2	20%
	Disagree	2	20%
	Strongly disagree	1	10%
	Total	**10**	**100,00%**

Source: Teachers' survey
By: Karla Crespo

Graph 5. Training courses to update teachers' way of teaching and encourage students to learn the language



Source: Teachers' survey
By: Karla Crespo

When teachers were asked if they consider that they should receive training courses, there were divided opinions as they consider that they would agree to that only if these training courses are significant and useful in order to update their way of teaching and encourage students to learn this important language.

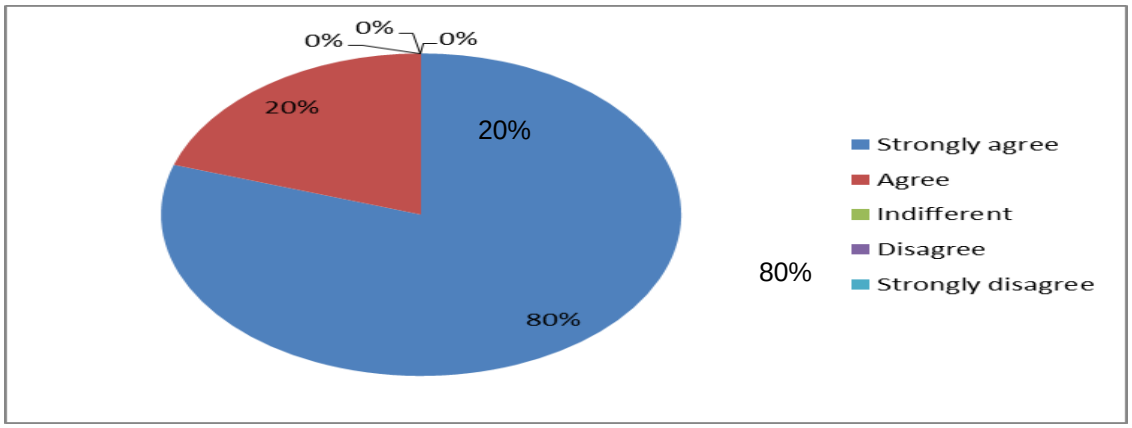
Table 6. Innovation in teaching methodology

6. It is important to teachers and all the school community to innovate their teaching methodology as to make their class interesting.

Code	Category	Frequency	Percentage
Item 6	Strongly agree	8	80%
	Agree	2	20%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**10**	**100,00%**

Source: Teachers' survey
By: Karla Crespo

Graph 6. Innovation in teaching methodology



Source: Teachers' survey
By: Karla Crespo

This pie chart shows the 80% of teachers who strongly agree about the importance to educators as well as all the school community to innovate their teaching methodology to make their class interesting However, the 20 % of teachers agree with the importance of innovation but that does not mean that they are totally in agreement.

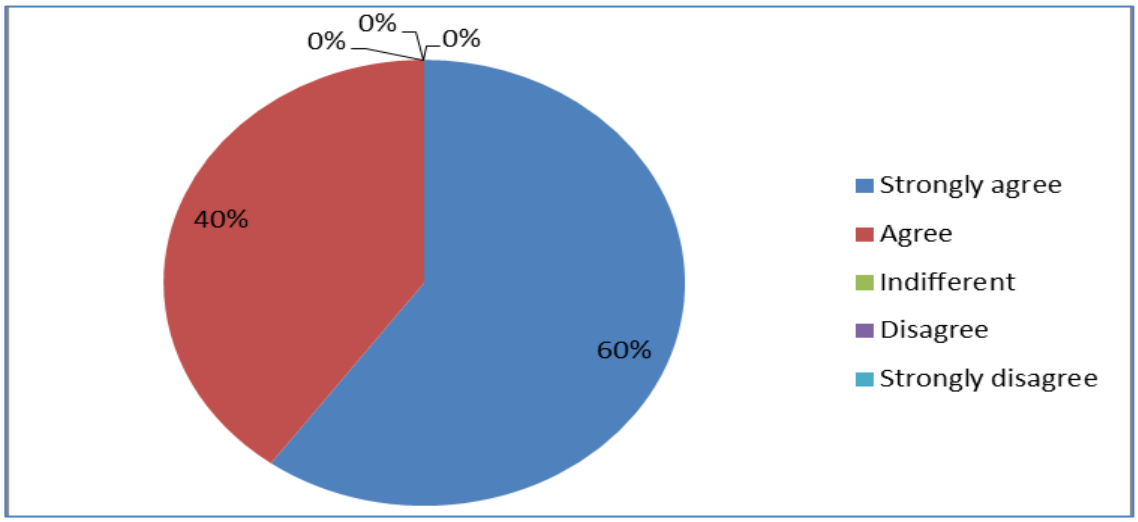
Table 7. Students find difficulty to learn English grammar

7. I think students find difficult to learn the English grammar in order to recognize the elements of a sentence.

Code	Category	Frequency	Percentage
Item 7	Strongly agree	6	60%
	Agree	4	40%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**10**	**100,00%**

Source: Teachers' survey
By: Karla Crespo

Graph 7. Students find difficulty to learn English grammar



Source: Teachers' survey
By: Karla Crespo

A 60% of teachers strongly agree that students find difficult to learn the English grammar in order to recognize the elements of a sentence, as they consider that grammar is not important. The other 40% still believes that students' lack of interest is what makes understanding grammar more difficult.

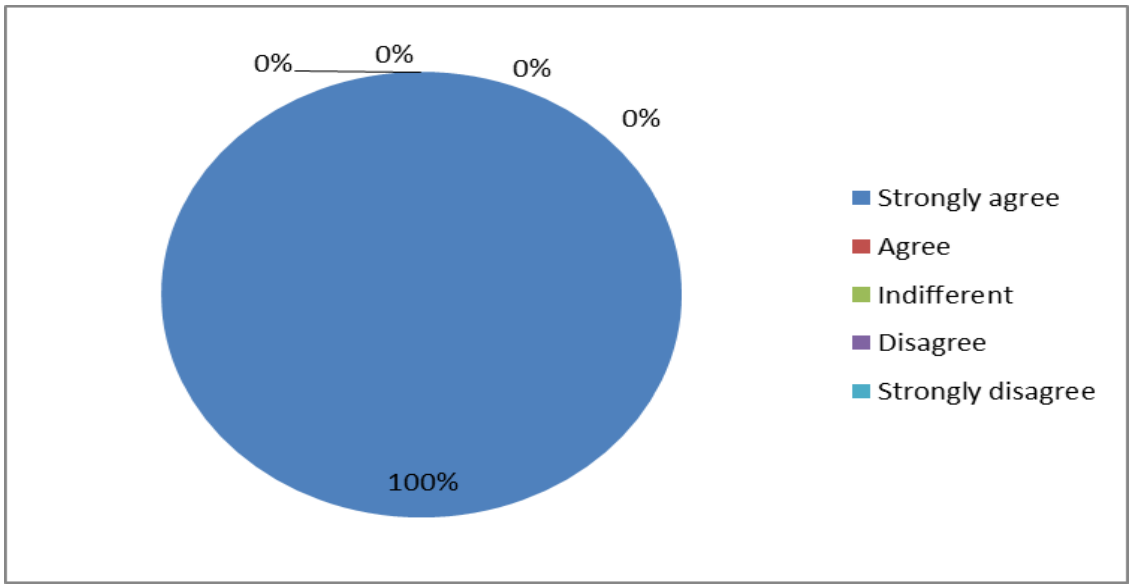
Table 8. Use of new didactic techniques for teaching grammar

8. I think teachers must use new didactic techniques for teaching grammar.

Code	Category	Frequency	Percentage
Item 8	Strongly agree	10	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**10**	**100,00%**

Source: Teachers' survey
By: Karla Crespo

Graph 8. Use of new didactic techniques for teaching grammar



Source: Teachers' survey
By: Karla Crespo

The total amount of teachers, in a 100% strongly agrees that applying new didactic techniques in the classroom is necessary, especially when talking about teaching grammar and for language acquisition. This will allow students to be more interested in the class.

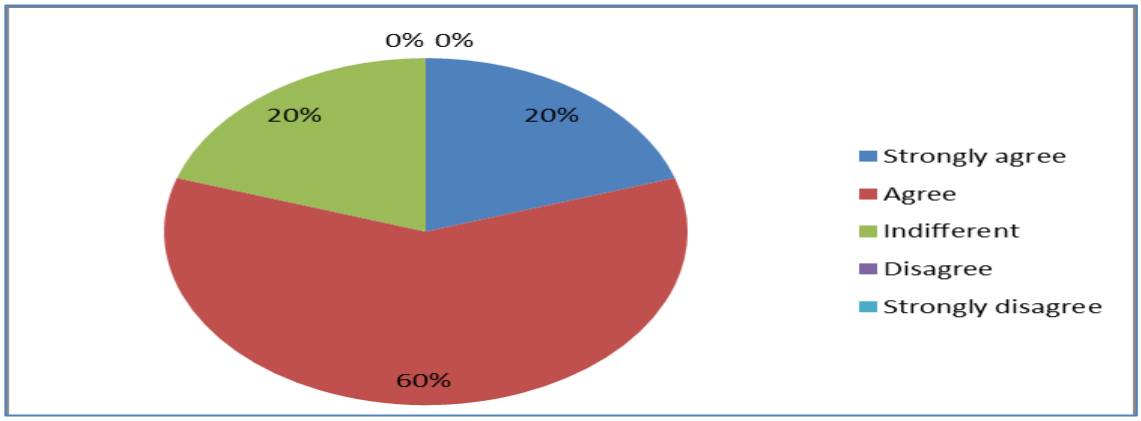
Table 9. Use of ICT and virtual resources to develop students' grammar skills

9. I agree with the use of ICT and virtual resources to develop students' grammar skills.

Code	Category	Frequency	Percentage
Item 9	Strongly agree	2	20%
	Agree	6	60%
	Indifferent	2	20%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**10**	**100,00%**

Source: Teachers' survey
By: Karla Crespo

Graph 9. Use of ICT and virtual resources to develop students' grammar skills



Source: Teachers' survey
By: Karla Crespo

In the chart the 60% of teachers mentioned that they agree with the use of ICT and virtual resources in the classroom to develop students' grammar skills. This will allow improving the teacher's methodology by creating a good teaching environment in the classroom and will also make learning English funny.

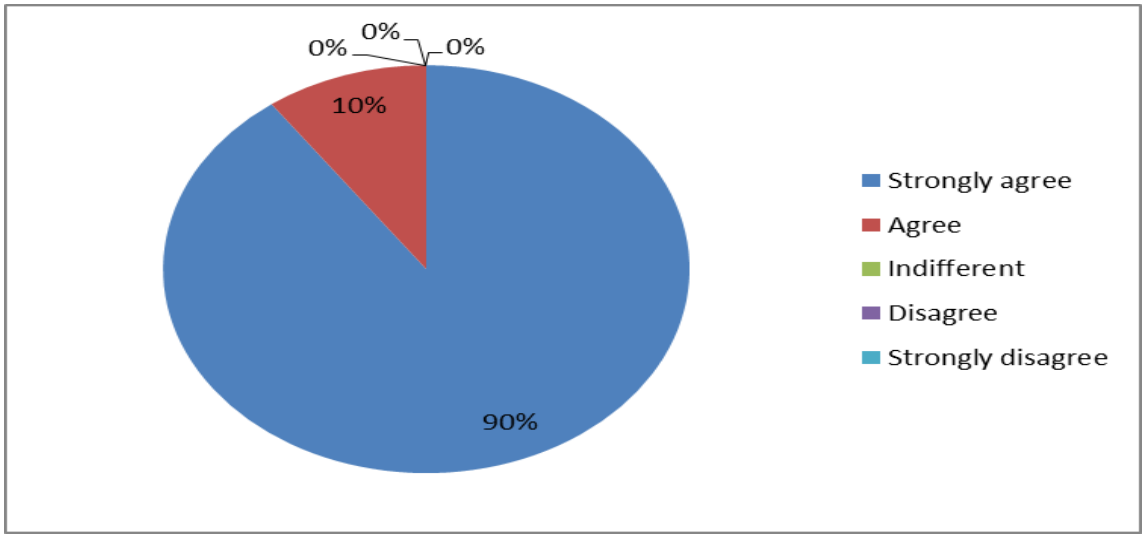
Table 10. Extra grammar material in order to reinforce the class seen

10. I think students should have extra grammar material in order to reinforce the class seen in the school at home.

Code	Category	Frequency	Percentage
Item 10	Strongly agree	9	90%
	Agree	1	10%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**10**	**100,00%**

Source: Teachers' survey
By: Karla Crespo

Graph 10. Extra grammar material in order to reinforce the class seen



Source: Teachers' survey
By: Karla Crespo

According to the graph there is a 90 percent of teachers who strongly agree that having extra grammar material will allow students to reinforce the class seen in the school at home. This learning process may make the class significant as students will be able to apply their knowledge in the real context.

3.7.2. Student's survey

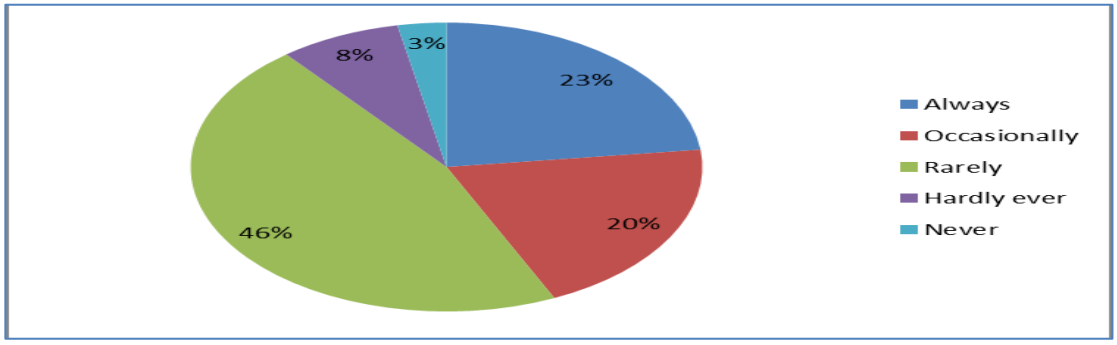
Table 11. Innovative methodological strategies in the classroom to enhance grammar activities

11. The teacher use innovative methodological strategies in the classroom in order to enhance grammar activities.

Code	Category	Frequency	Percentage
Item 11	Always	15	23%
	Occasionally	13	20%
	Rarely	30	46%
	Hardly ever	5	8%
	Never	2	3%
	Total	**65**	**100,00%**

Source: Students' survey
By: Karla Crespo

Graph 11. Importance of fun grammar activities in order to learn English Language easily.



Source: Students' survey
By: Karla Crespo

This chart shows that students consider very important to be taught English by using fun grammar activities to allow an easier learning; the result was with 80% of strongly agree. Therefore, a majority of students have clear how important is that teachers apply this kind of activities in the classroom instead of just having a grammar traditional class.

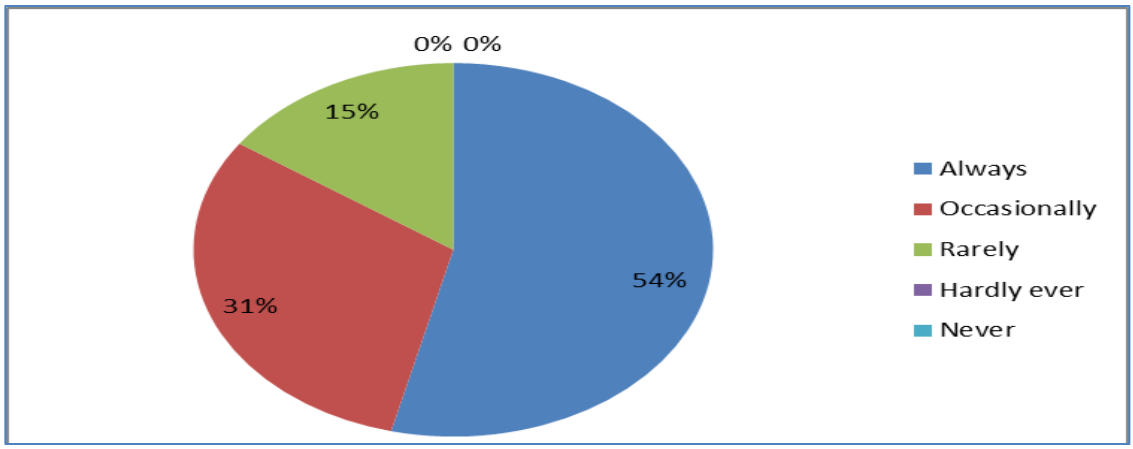
Table 12. Necessity for teachers to receive constant training course to improve their way of teaching in the class

12. It is necessary for teachers to receive constant training course to improve their way of teaching in the class.

Code	Category	Frequency	Percentage
Item 12	Always	35	54%
	Occasionally	20	31%
	Rarely	10	15%
	Hardly ever	0	0%
	Never	0	0%
	Total	**65**	**100,00%**

Source: Students' survey
By: Karla Crespo

Graph 12. Necessity for teachers to receive constant training courses to improve their way of teaching in the class



Source: Students' survey
By: Karla Crespo

This pie chart shows that 54% of students consider it necessary that teachers always receive constant training courses to improve their way of teaching so they can implement new strategies in the class. However, there are also a 15% of students who mentioned they do not consider necessary a permanent teachers' preparation.

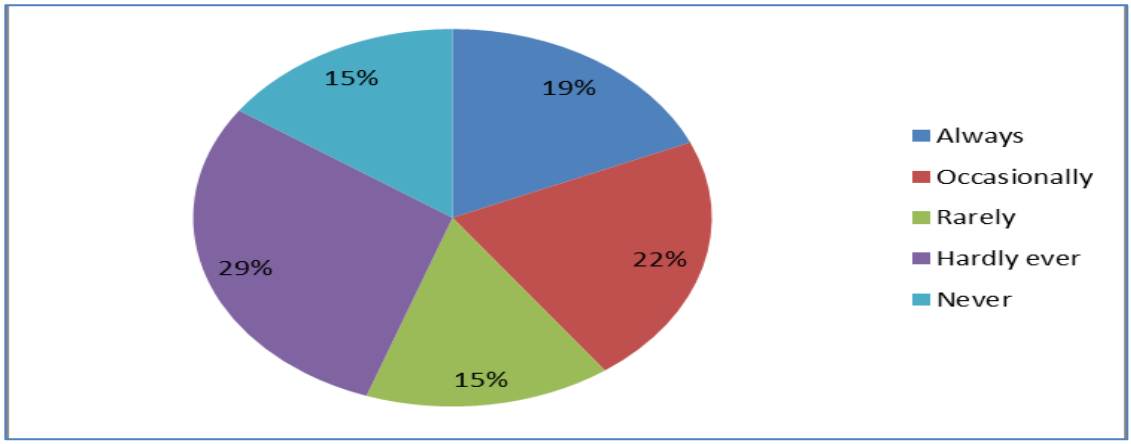
Table 13. Applying motivational English teaching techniques to achieve learning goals

13. Teachers apply motivational English teaching techniques to achieve learning goals.

Code	Category	Frequency	Percentage
Item 13	Always	12	18%
	Occasionally	14	22%
	Rarely	10	15%
	Hardly ever	19	29%
	Never	10	15%
	Total	**65**	**100,00%**

Source: Students' survey
By: Karla Crespo

Graph 13. Applying motivational English teaching techniques to achieve learning goals



Source: Students' survey
By: Karla Crespo

This chart showed very varied answers. The highest percentage (29%) of students affirms teachers hardly ever apply motivational English teaching techniques and they think they should in order to allow them to achieve their learning goals. On the other hand, there was a 19% who teachers always very motivational techniques.

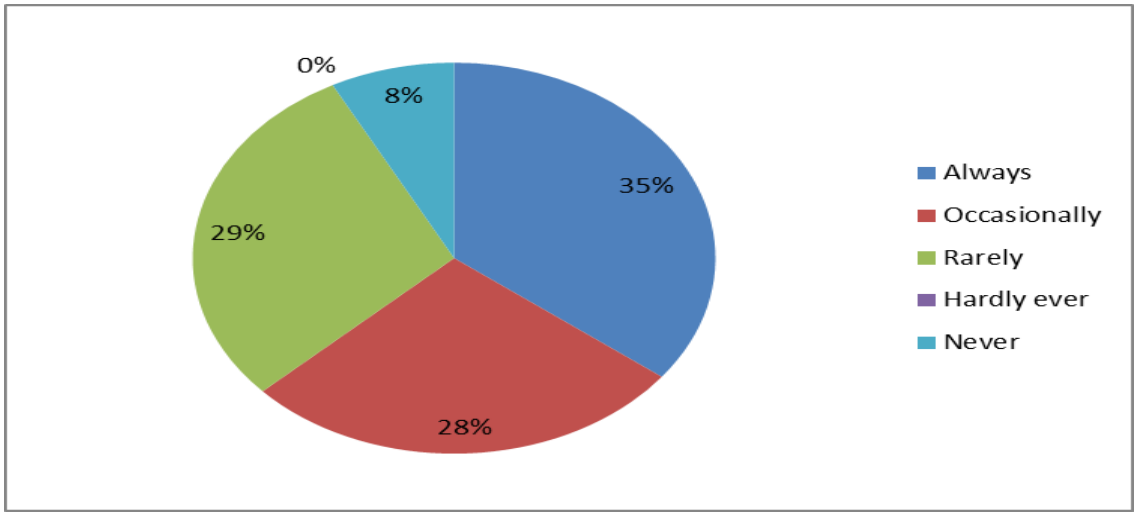
Table 14. Ideas development to have grammatical comprehension

14. I think teachers allow me to develop ideas in order to have a better grammatical comprehension in the classroom.

Code	Category	Frequency	Percentage
Item 14	Always	23	35%
	Occasionally	18	28%
	Rarely	19	29%
	Hardly ever	0	0%
	Never	5	8%
	Total	**65**	**100,00%**

Source: Students' survey
By: Karla Crespo

Graph 14. Ideas development to have grammatical comprehension



Source: Students' survey
By: Karla Crespo

The majority of students representing a 35% think teachers always allow them to develop their ideas and in that way they can have a better and significant grammatical comprehension in the classroom**.** In this question there was a small group who talked about the low frequency for this kind of activities.

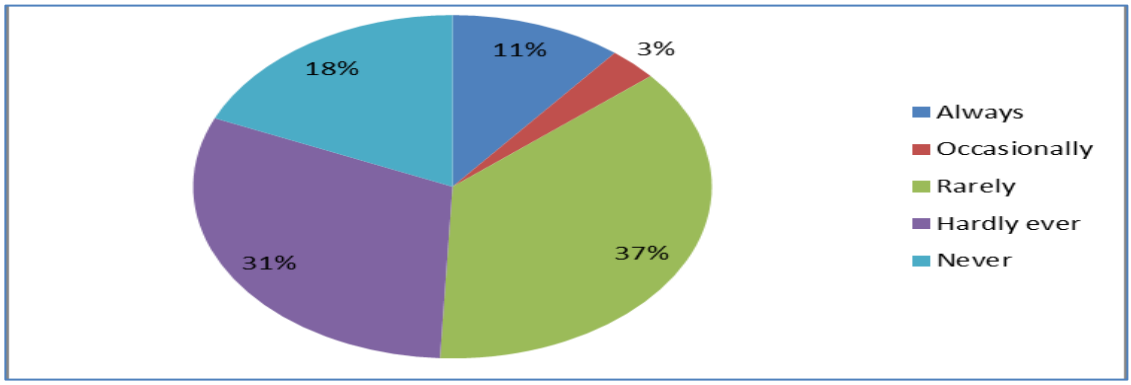
Table 15. Use of funny teaching resources to improve students' language acquisition

15. Teachers use funny teaching resources such as songs, online activities, puzzles, or any visual aids to help students improve their English Language acquisition.

Code	Category	Frequency	Percentage
Item 15	Always	7	11%
	Occasionally	2	3%
	Rarely	24	37%
	Hardly ever	20	31%
	Never	12	18%
	Total	**65**	**100,00%**

Source: Students' survey
By: Karla Crespo

Graph 15. Use of funny teaching resources to improve students' language acquisition



Source: Students' survey
By: Karla Crespo

This pie chart shows the 37% of students who mentioned that teachers rarely use funny teaching resources. And, only the 11 % said teachers always use activities such as songs, online activities, puzzles, or any visual aids as to help students improve their English Language acquisition

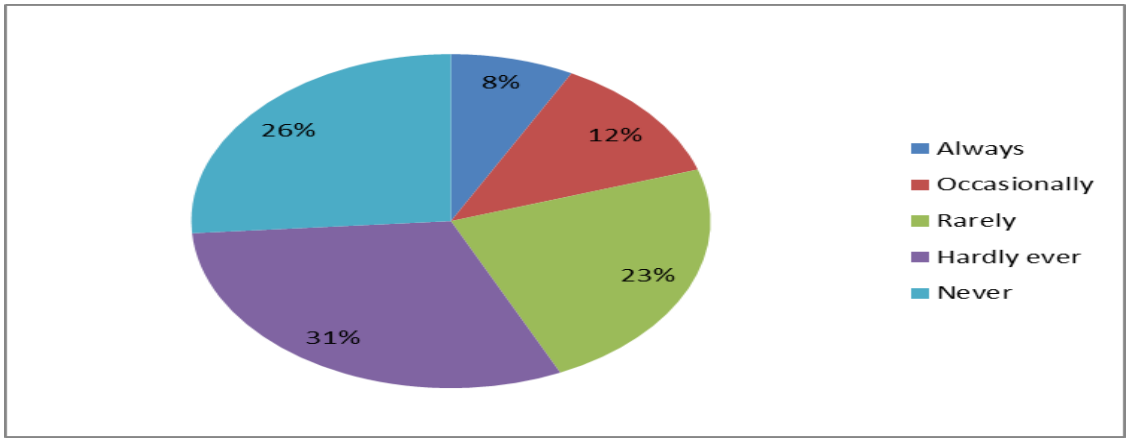
Table 16. Pleasant classroom environment through games and dynamics

16. The teacher creates such a pleasant classroom environment to improve grammar abilities through games and dynamics.

Code	Category	Frequency	Percentage
Item 16	Always	5	8%
	Occasionally	8	12%
	Rarely	15	23%
	Hardly ever	20	31%
	Never	17	26%
	Total	**65**	**100,00%**

Source: Students' survey
By: Karla Crespo

Graph 16. Pleasant classroom environment through games and dynamics



Source: Students' survey
By: Karla Crespo

Most of the students (31%) concluded that teachers hardly ever create such a pleasant classroom environment in order to improve grammar abilities through games and dynamics. Only a few students (8%) said their teachers always keep a good environment and provide dynamics, and interesting, funny ideas.

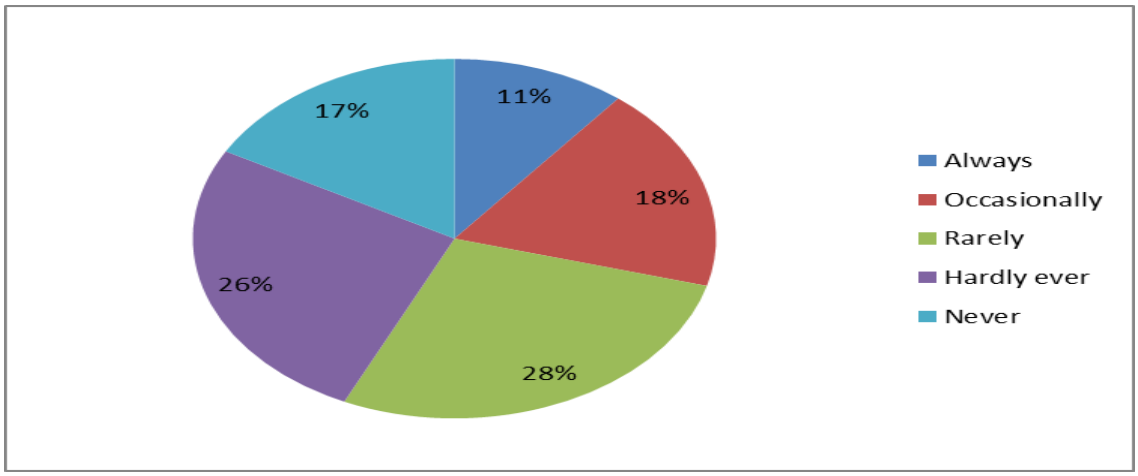
Table 17. Innovative activities to promote and encourage students to learn grammatical structures

17. Teachers apply innovating activities to promote and encourage students in order to learn grammatical structures.

Code	Category	Frequency	Percentage
Item 17	Always	7	11%
	Occasionally	12	18%
	Rarely	18	28%
	Hardly ever	17	26%
	Never	11	17%
	Total	**65**	**100,00%**

Source: Students' survey
By: Karla Crespo

Graph 17. Innovative activities to promote and encourage students to learn grammatical structures



Source: Students' survey
By: Karla Crespo

This pie chart shows that students think that teachers rarely apply innovating activities to promote and encourage students in order to learn grammatical structures, this contrary to the 11% who said that teachers always apply such activities.

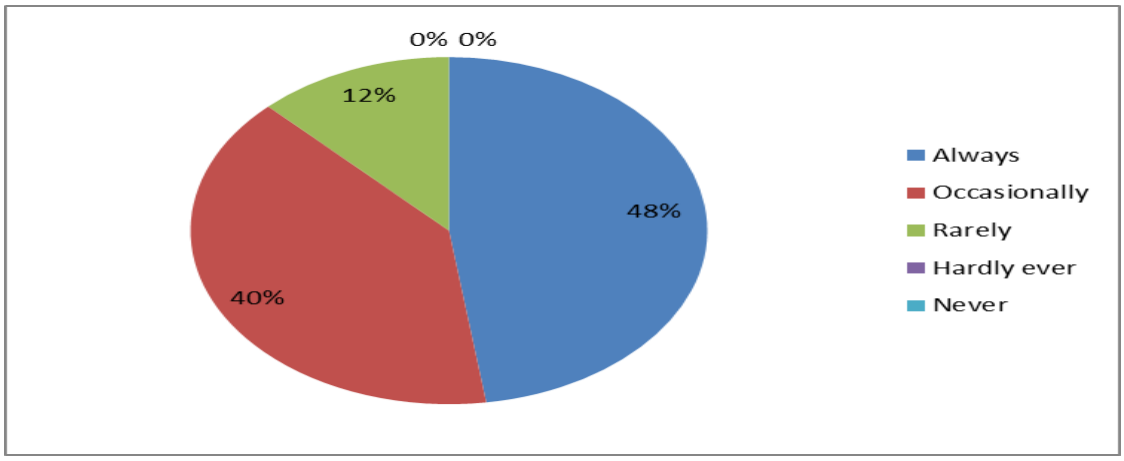
Table 18. Previous knowledge reinforcement to improve grammar development

18. Teachers make students reinforce previous knowledge to improve grammar development.

Code	Category	Frequency	Percentage
Item 18	Always	31	48%
	Occasionally	26	40%
	Rarely	8	12%
	Hardly ever	0	0%
	Never	0	0%
	Total	**65**	**100,00%**

Source: Students' survey
By: Karla Crespo

Graph 18. Previous knowledge reinforcement to improve grammar development



Source: Students' survey
By: Karla Crespo

The majority of the students (48%) agreed in teachers always reinforcing their previous knowledge by quick exercises on the board or oral activities, to improve their grammar development in the classroom. Only the 12% consider their teachers rarely do a prior-learning reinforcement.

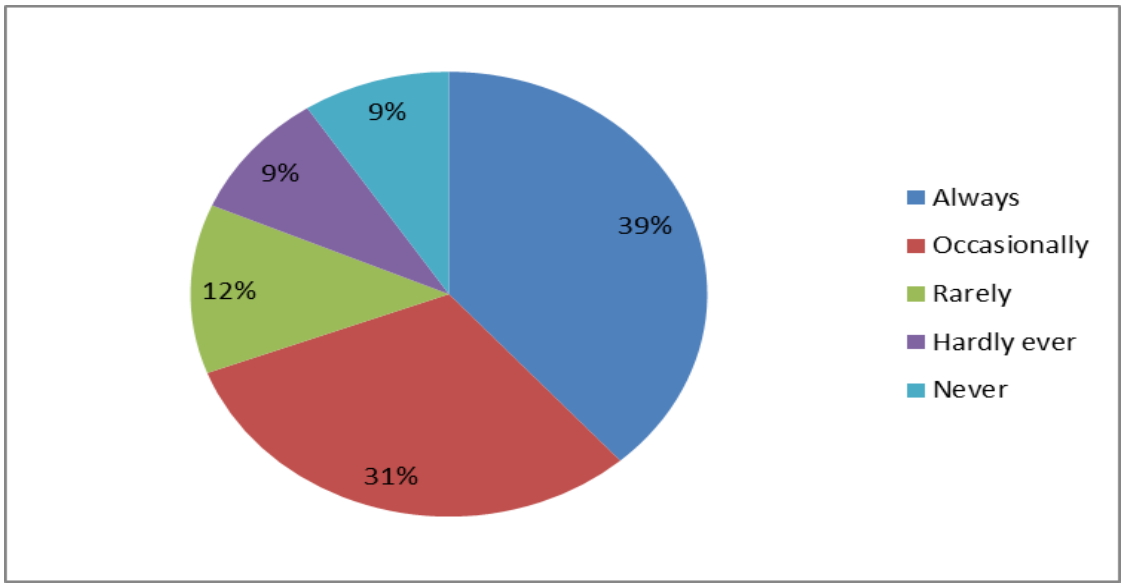
Table 19. Active students' participation

19. Teachers encourage students by participating in the class actively.

Code	Category	Frequency	Percentage
Item 19	Always	25	38%
	Occasionally	20	31%
	Rarely	8	12%
	Hardly ever	6	9%
	Never	6	9%
	Total	**65**	**100,00%**

Source: Students' survey
By: Karla Crespo

Graph 19. Active students' participation



Source: Students' survey
By: Karla Crespo

This pie chart shows that a 39% of students feels that teachers always encourage their students by participating in the class actively. Another 31% of students consider that teachers occasionally motivate them to participate actively in the class.

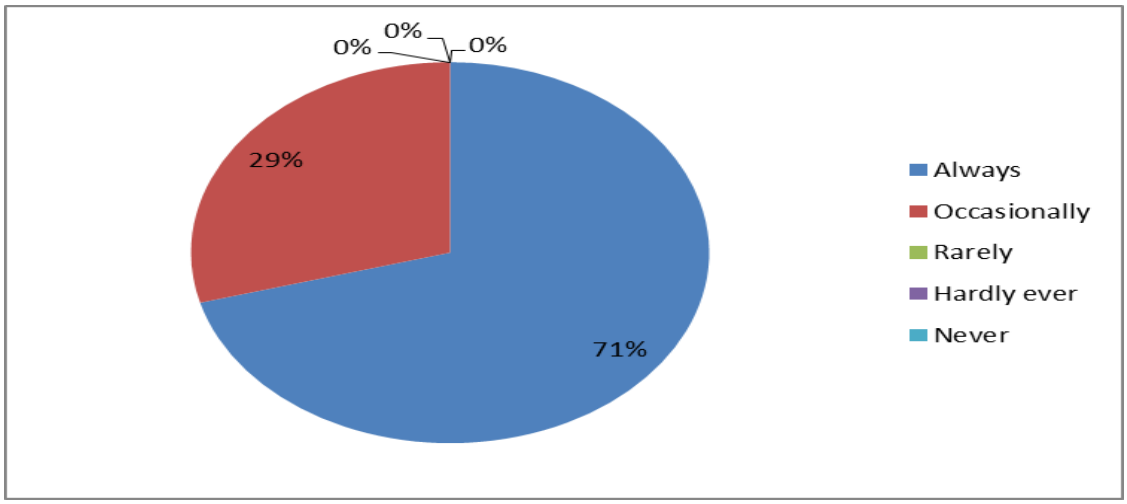
Table 20. Extra grammar material to reinforce at home

20. Teachers provide you with extra grammar material in order to reinforce the class at home.

Code	Category	Frequency	Percentage
Item 10	Always	46	71%
	Occasionally	19	29%
	Rarely	0	0%
	Hardly ever	0	0%
	Never	0	0%
	Total	**65**	**100,00%**

Source: Students' survey
By: Karla Crespo

Graph 20. Extra grammar material to reinforce at home



Source: Students' survey
By: Karla Crespo

A great amount of students mentioned that teachers always provide them extra grammar material in order to reinforce the grammar class at home so they are always practicing what they have learnt in the classrooms. There were no students talking about the lack of extra reinforcement practices for home.

3.7.3. INTERVIEW TO PRINCIPAL RESULTS

1. Do teachers apply teaching techniques to improve grammar skills and academic performance?

In this statement the school principal, states that the teachers are highly qualified to teach English; but, she notices that in some cases students are not interested in the classes, since most of them have different levels of English, and this situation makes teachers' position difficult when applying teaching techniques. However, she considers that if having training courses, teachers may be able to develop and apply interactive activities in order to improve grammar to be applied into the skills and keep students participating actively in classes.

2. Do you consider important to use playful and interactive activities within the educational academicals process in order to improve grammar skills?

According to the school principal, interactive teaching techniques are so relevant to increase the student cognitive development and it also promotes self-esteem in order to participate in class without having fear or shame.

The director agreed that lack of interest in learning a new language is evident. Moreover, most of the students in the project are adult people who work and have family so they are tired when they come to school. This hinders its development which is important for this educational entity. Actually, the school committee is taking immediate actions to improve communication with them and optimize the quality of educational performance in the students.

3. How important do you consider the application of fun grammar activities is in order to learn the English Language easily?

I think learning and applying grammar correctly is very important. It is the basis of any language, and if we want our students to be able to communicate effectively to others, we must start by providing them the appropriate tools to use that language. Besides that, if we teach them grammar in context, it will be a very significant learning.

4. What strategies do teachers apply to get students engaged with the class?

Teachers must be up-to-date in order to diffuse a meaningful learning, encourage students through discovering things and promote the participation of parents and relatives. At this time, students will be able to enhance their ability to learn the English language and develop curiosity for the topic and increase their knowledge.

5. Do you think it is important to use didactic material for teaching English grammar?

According to the school principal's response, the application of new methodological strategies for the development of English grammar will promote the habit to study and improve communication between the teacher, students and parents. This is manifested in a relevant way and immediate necessity for its progress and feasibility usage.

CHAPTER IV

PROPOSED PROJECT PLAN

4.1. Title

DESIGN OF A BOOKLET WITH GRAMMAR EXERCISES

4.2. Justification

This teaching and learning resources are designed according to the students' needs in order to develop English grammar at an intermediate level in the students from Second Baccalaureate of the Unidad Educativa Fiscal Provincia de Tungurahua, located in the Zone 8 in the city of Guayaquil, Province of Guayas, Canton of Guayaquil, District 5.

This project started with the observation of the students at Unidad Educativa Provincia de Tungurahua, who had shown a lack of interest as to learn English grammar structures. They consider it a difficult and incomprehensible language. This generalized feeling toward this important and basic part of the language decreases the opportunity to improve students' productive and receptive skills and avoids them to reach the English level of B1 or B1.1 according to the common European Framework (CEF) which is required after finishing their high school.

One of the main causes that have affected those students is the lack of grammar knowledge as to solve cases. Teachers do not include pedagogical strategies to develop critical thinking skills which carry out theoretical, traditional and behavioral teaching strategies. The aim of this present proposal is to improve their academic performance through strategies that help overcome weaknesses in their grammar skill development.

Therefore, teaching and learning resources by means of a booklet with fun grammar activities is indispensable as to improve students' academic performance. This implies a reflexive - critical and proactive analysis of the conceptions and objectives of students, teachers and the school community in their task of increasing students' level of English. The proposal is based on constructivism and the development of the English learning skills and abilities in order to achieve innovations in teaching and evaluation.

The booklet must be implemented in teacher's lesson plan, contextualized and adapted according to the real situation of the EFL learners in each educational institution. It also implies to change the way of teaching and their methodological procedures. This project will identify relevant changes and achieve improvements and allows teachers to develop interacting activities and ICT management as to awaken the creativity and encouragement for learning the English language acquisition.

This booklet promotes understanding concepts and also develops cognitive abilities, grammar skills, attitudes and values. The correct application of these teaching and learning resources will also be in benefit of the educational community, since through its application it will increase students' English level and their academic performance.

Therefore, under such demand, some strategies have been sought according to the students' needs and related to listening, speaking, reading and writing abilities for improving their English grammar acquisition. However, a training teacher workshop before the implementation of any strategy is necessary and due to this requirement the researchers of this project have been designed a guide to provide teachers tools to make their class significantly and be able to transfer their knowledge techniques by using some resources such as, role plays, filling gap drills, song sheets, among others.

4.3. Objectives (General and Specific)

General

To design teaching and learning resources through a booklet with some grammar activities in order to improve grammar skills and their English academical performance.

Specific

To select appropriate teaching and learning drills in order to develop a booklet using active pedagogical resources addressed in students from second baccalaureate.

To contribute methodological strategies for teachers to strengthen the knowledge of grammar, vocabulary and the language acquisition in students form General Unified Baccalaureate (GUB)

To provide students with didactic strategies in order to be oriented through a significant learning process by using a booklet with interactive grammar activities.

To facilitate teachers from English area and coordinator a copy of the guide for the application of the booklet in order to be adapted in classroom programs and teachers' lesson plans.

4.4. The proposed Project Plan

English language has become the universal language around the world and one of the greatest importance in the academic, labor, business and technology field. English language teaching is focused as a foreign language in Ecuador, and it is only learned inside the classroom. Thus, teachers should seek innovative teaching skills in order to teach English as a significant learning process.

After investigation the needs arises at Unidad Educativa Provincia del Tungurahua due to the lack of strategies teachers apply in students to improve grammar skill abilities and it presents a low level in student's academic report in English subject. It has been seen the necessity to find an innovative and interactive strategies to improve the four skills of the English language skill by fostering grammar structures in baccalaureate students.

A booklet with full fun teaching and learning resources will provide techniques to reinforce their English grammar skill through use of cooperative learning techniques. That is understanding conversations, sort ideas, discuss, summarize, conceptualizing, argue, solve problems and propose new alternatives.

The role of educators, family and all the school community is very essential to what we want to achieve as reading comprehension development. This proposal states funny games to stimulate grammatical activities and particularly achieve integration with the other people around them.

The guide features 10 possible activities including games, songs, and several exercises where the goal, skill level, value, time, resources and performance are found in each activity procedure. The resources used to increase student's knowledge are easy to do. Teacher will be facilitators who

give the tools to motivate them to be creative in each part of language acquisition and develop grammar structures.

This proposal has some scientific aspect because it has researched about the problem to find a better way to make English classes funny and interesting. It has a social impact due to the necessity to integrate in the social and educational environment through speaking English. Reading is a multifaceted process that develops only with practice. There are certain aspects of reading, such as fluency and word recognition, which can be learned in a few years. These basics must be mastered but at the same time grammatical structures must be emphasized in this process.

English teachers, parents and school community are able to use the booklet to help students to improve their English language. It can be used during the English class hours or in their remedial classes. This booklet should also be used in the classroom or at home with the help of parents, in group work or individually.

Teachers should consider the following recommendations in order to have an effective classroom management in the process of developing grammar skill and improve their English language acquisition:

- Read carefully the contents of the booklet, practice and apply daily basic study habits in order to foster grammar structures.
- Teachers must always evaluate their students' progress in order to measure and determine goal achieved of this feasible project.

ENGLISH GRAMMAR BOOKLET

COLEGIO FISCAL "PROVINCIA DE TUNGURAHUA"	Unidad Educativa Fiscal "Provincia de Tungurahua"	Ministerio de Educación AÑO LECTIVO 2018-2019

WEEKLY CLASS PLAN # 1

1. INFORMATIONAL DATA:

Teacher:	Karla Crespo	**Area/Subject:**	Language Arts	**Course:**	Second Baccalaureate	**Paralell:**	EPJA PROJECT
Number of planning unit:	6	**Periods:**	2	**Start date:**	05/11/2018	**End date:**	09/11/2018

2. Planning

Title of the unit:	Pronouns		
Specific objectives of planning unit	To apply the grammar learnt into dialogues and role-plays.	**Evaluation:**	Check answers as a whole
Transversal Axes:			

Skills with performance criteria	Methodological strategies	Resources	Indicators	Assessment techniques
EFL 5.2.4. Follow oral directions in classroom activities and projects and provide directions to peers in selected interactions.	Complete and share the information with a partner. Replace the words in brackets by the correct personal pronouns Fill in the correct pronouns Replace the personal pronouns by possessive pronouns Fill the sentences with the correct option and turn it into a possessive adjective	Worksheet Board Markers Pencil Online dictionaries	**I.EFL.5.6.1.** Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects	Asking and answering questions about unique or interesting things one has experienced.

	Write Adjective or Pronoun as it belongs related to the underline word Complete the chart		when given sufficient support. (I.1, I.3, S.1)	

3. CURRICULAR ADAPTATIONS		
Specifications of educational need	**Specifications of Adaptation to be Applied**	
ELABORATED	**REVIEWED**	**APPROVED**
Teacher: Karla Crespo	English coordinator: Mr. Arturo Araujo	Vice-principal: Ms. Maricruz Alvarado
Signature:	Signature:	Signature:
Date: 29/10/2018	Date: 29/10/2018	Date: 29/10/2018

PRONOUNS

SUBJECT PRONOUNS

Replace the words in brackets by the correct personal pronouns. Note that in the example Sue is the person speaking.

Example: My name is Sue. (Sue) I am English. And this is my family.

1. My mum's name is Angie. (Angie) ____ is from Germany.
2. Bob is my dad. (My dad) ____ is a waiter.
3. On the left you can see Simon. (Simon) ____ is my brother.

OBJECT PRONOUNS

Fill in the correct pronouns.

Example: My sister Jane loves books. This novel is for (she) her.

1. My children like Disney films. The video is for (they) ____.
2. My brother Matt collects picture postcards. These postcards are for (he) ____.
3. My parents like Latin music. The CD is for (they) ____.

POSSESSIVE PRONOUNS

b. Replace the personal pronouns by possessive pronouns.

Example: This book is (you) yours.

1. The ball is (I) ____.
2. The blue car is (we) ____.
3. The ring is (she) ____.
4. We met Paul and Jane last night. This house is (they) ____.

POSSESIVE AND ADJECTIVES PRONOUNS

Fill the sentences with the correct option and turn it into a possessive adjective

- Maria travel to Europe with_____ little son(she/he)
- Carlos didn't go to the meeting, so he lost_____ job(he/it)
- The cats eat _____food at 3:00 clock (they/it)

- The team lose _____match, so they didn't win the championship(they/you)
- Hey that isn't _____ mom over there. She is looking for you(you/it)
- Hello teacher here is _____ homework. I do it alone (I/you)

Write Adjective or Pronoun as it belongs related to the underline word

- That car was a gift from my mother to me, so is mine: _____
- Michael got that watch as a gift, 3 years ago, and he still using his watch: _____
- Allan gave you a gift so now is yours: _____
- Joana bought a big house so now the house is hers: _____

Complete the chart

PERSONAL NOUNS	POSSESIVE ADJECTIVE	POSSESIVE PRONOUN
I	my	_____
_____	_____	yours
he	his	_____
she	her	_____
it	_____	its
we	_____	ours
you	_____	_____
they	_____	theirs

COLEGIO FISCAL "PROVINCIA DE TUNGURAHUA"	Unidad Educativa Fiscal "Provincia de Tungurahua"	Ministerio de Educación AÑO LECTIVO 2018-2019

WEEKLY CLASS PLAN # 2

1. INFORMATIONAL DATA:

Teacher:	Karla Crespo		**Area/Subject:**	Language Arts		**Course:**	Second Baccalaureate	**Paralell:**	EPJA PROJECT
Number of planning unit:	6	**Periods:**	2	**Start date:**	12/11/2018	**End date:**		16/11/2018	

2. Planning

Title of the unit:		Nouns: Plural forms	
Specific objectives of planning unit	To apply the grammar learnt into dialogues and role-plays.	**Evaluation:**	Check answers as a whole
Transversal Axes:			

Skills with performance criteria	Methodological strategies	Resources	Indicators	Assessment techniques
EFL 5.2.12. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc.	Complete and share the information with a partner. Write these nouns in plural Correct them or put a thick if they are right Choose whether these nouns are countable or uncountable Read the sentences. Circle the correct answer Choose the correct answer	Worksheet Board Markers Pencil Online dictionaries	**I.EFL.5.7.1.** Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2)	Asking and answering questions about unique or interesting things one has experienced.

3. CURRICULAR ADAPTATIONS

Specifications of educational need	Specifications of Adaptation to be Applied	
ELABORATED	**REVIEWED**	**APPROVED**
Teacher: Karla Crespo	English coordinator: Mr. Arturo Araujo	Vice-principal: Ms. Maricruz Alvarado
Signature:	Signature:	Signature:
Date: 05/11/2018	Date: 05/11/2018	Date: 05/11/2018

PLURALS OF NOUNS

1. Write these nouns in plural.

fox → _____	Potato → _____	Toy → _____	man → _____
Eyelash → _____	Club → _____	Flower → _____	Child → _____
House → _____	Knife → _____	Worry → _____	Dish → _____
Life → _____	Chief → _____	Mouse → _____	Person → _____

2. Some of the plural of the words are wrong. Correct them or put a thick if they are right.

1. sheeps _____
2. scissor _____
3. children _____
4. persons _____
5. tomatos _____
6. jeans _____
7. wives _____
8. women _____
9. fishes _____
10. pajamas _____

COUNTABLE AND UNCOUNTABLE NOUNS

1. Choose whether these nouns are countable or uncountable.

2. The **children** are playing in the garden.
   a. Countable
   b. Uncountable

3. I prefer **tea**.
   a. Countable
   b. Uncountable

4. **Scientists** say that the environment is threatened by pollution.
   a. Countable
   b. Uncountable

5. My mother uses **butter** to prepare cakes.
   a. Countable
   b. Uncountable

6. There are a lot of **windows** in our classroom.
   a. Countable
   b. Uncountable

6. We need some **glue** to fix this vase.
   a. Countable
   b. Uncountable

1. Read the sentences. Circle the correct answer.

1. I've got _____ water in my bag. (any / some / a)
2. There is _____ rice in the cupboard.(any / a / some)
3. There aren't _____ bananas on the table.(any / some / a)
4. Is there _____ orange juice? (a / any / some)
5. My parents gave me _____ new toys for my birthday. (some / a / any)
6. Are there _____ grapes in the fridge? (a / some / any)

2. Choose the correct answer.

1. Mary studies _____chemistry books.
   a. a few
   b. Much
   c. A little

2. He drinks_____ tea everyday.
   a. Many
   b. Some
   c. a few

3. My son buys _____milk from the supermarket.
   a. Some
   b. A Few
   c. Many

COLEGIO FISCAL "PROVINCIA DE TUNGURAHUA"	Unidad Educativa Fiscal "Provincia de Tungurahua"	Ministerio de Educación AÑO LECTIVO 2018-2019

WEEKLY CLASS PLAN # 3

1. INFORMATIONAL DATA:

Teacher:	Karla Crespo	**Area/Subject:**	Language Arts	**Course:**	Second Baccalaureate	**Paralell:**	EPJA PROJECT
Number of planning unit:	6	**Periods:**	2	**Start date:**	19/11/2018	**End date:**	23/11/2018

2. Planning

Title of the unit:	Adjectives		
Specific objectives of planning unit	To apply the grammar learnt into dialogues and role-plays.	**Evaluation:**	Check answers as a whole
Transversal Axes:			

Skills with performance criteria	Methodological strategies	Resources	Indicators	Assessment techniques
EFL 5.2.11. Express opinions on abstract topics, such as film and music, and concrete topics, such as personal experiences, while describing one's reactions to them and others' opinions.	Complete and share the information with a partner. Fill in the correct form of the words in brackets (comparative or superlative) Fill in the gaps with the opposite form of the adjectives given Select the correct answer to complete each sentence	Worksheet Board Markers Pencil Online dictionaries	**I.EFL.5.8.1.** Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying	Asking and answering questions about unique or interesting things one has experienced.

	Complete the following sentences with your own information Complete the sentences transforming the word in brackets Underline the adjectives in the sentences below Highlight the correct adjective Combine two sentences to make one sentence. Use "who" or "that"		meaning. (I.3, I.4, S.1, J.3, J.4)	

3. CURRICULAR ADAPTATIONS		
Specifications of educational need	**Specifications of Adaptation to be Applied**	
ELABORATED	**REVIEWED**	**APPROVED**
Teacher: Karla Crespo	English coordinator: Mr. Arturo Araujo	Vice-principal: Ms. Maricruz Alvarado
Signature:	Signature:	Signature:
Date: 12/11/2018	Date: 12/11/2018	Date: 12/11/2018

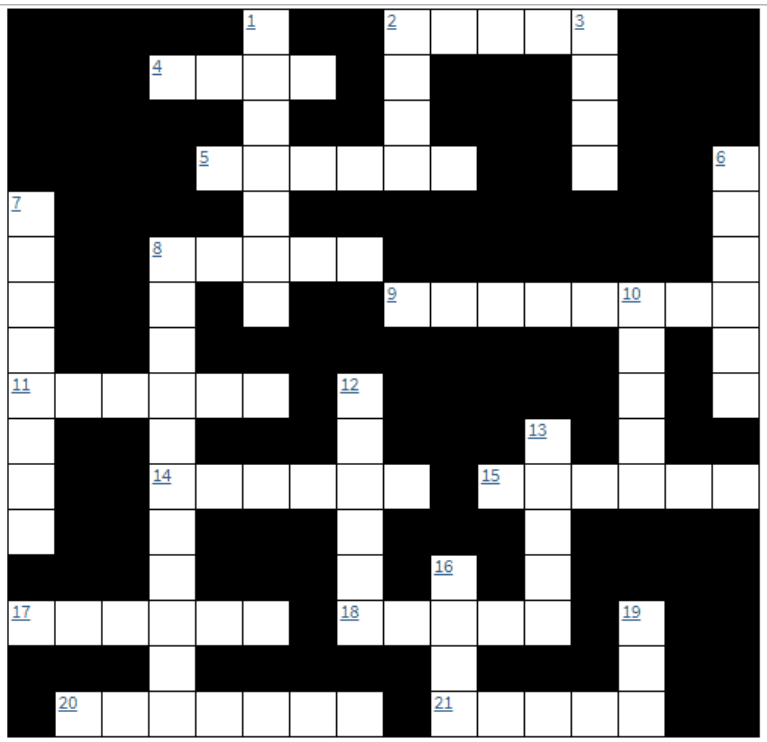
ADJECTIVES

A. Fill in the correct form of the words in brackets (comparative or superlative)

6) Which is the (dangerous) _____ animal in the world?
7) A holiday by the sea is (good) _____ than a holiday in the mountains.
8) It is strange but often a coke is (expensive) _____ than a beer.
9) Who is the (rich) _____ woman on earth?
10) The weather this summer is even (bad) _____ than last summer.
11) He was the (clever) _____ thief of all.

OPPOSITES OF ADJECTIVES

Fill in the gaps with the opposite form of the adjectives given.



Across

2. sour
4. strong
5. innocent
8. together
9. horizontal
11. rude
14. ancient
15. complicated
17. outside
18. tiny, small
20. useful
21. late

Down

1. artificial
2. hard, rough
3. thick
6. private
7. vacant
8. negative
10. expensive
12. exciting, interesting
13. dark
16. dangerous
19. wet

COMPARATIVES AND SUPERLATIVES

1. Select the correct answer to complete each sentence.

1. He was older **……..** I thought.
   a. then **b.** than **c.** as **d.** like
2. China is **……..** India.
   a. bigger then **b.** bigger than **c.** more big than
3. Susie is **……..** of the four girls.
   a. the prettier **b.** prettier **c.** the prettiest **d.** prettiest
4. I am not as **……..** my brother.
   a. successful as **b.** successful so **c.** successful than **d.** more successful than
5. That was the **……..** thing to do.
   a. stupid **b.** funnier **c.** funny **d.** funniest
6. It was **……..** gift I have ever received.
   a. most expensive **b.** the most expensive **c.** the more expensive

2. Complete the following sentences with your own information.

1. I am the **……..** at my family.
2. I like to be the **……..** at my group of friends.
3. I am feeling **……..** at this moment.
4. This day was the **……..** day of my life.
5. My house is **……..** than my friend´s house.
6. I like to receive the **……..** gifts.

3. Complete the sentences transforming the word in brackets.

1. My house is **……..** **(big)** than yours.
2. Your grade is **……..** **(bad)** than mine.
3. The Pacific Ocean is **……..** **(deep)** than the Arctic Ocean.
4. A rose is **……..** **(beautiful)** tan a daisy.
5. Jupiter is the **……..** **(big)** planet in our Solar System.
6. She is the **……..** **(smart)** girl in our class.
7. I am the **……..** **(short)** person in my family.
8. That was the **……..** **(good)** movie ever.

QUALIFYING ADJECTIVES

Underline the adjectives in the sentences below.

The white headphones of the phone.
The broken cable of the charger.
The small button off.
My little brother's favorite mug.

PARTICIPIAL ADJECTIVES:

a. Highlight the correct adjective.

1- It's so (frustrating / frustrated)! No matter how much I study I can't seem to remember this vocabulary.
2- The teacher was really (amusing / amused) so the lesson passed quickly.
3- John was (fascinated / fascinating) by Mandarin when he first started learning languages. He decided to study more and now he can speak it fluently.
4- Don't show my baby photos to people, Mum! It's so (embarrassing / embarrassed)!
5- My sister is so (exciting / excited) because she is going on holiday tomorrow.
6- My neighbors are very (annoyed / annoying) because they make too much noise.
7- I'm really (worried / worrying) about my job. I think my new boss doesn't like me.
8- I hate roller coasters. I think they are (terrified / terrifying).
9- After the 8 hour-flight we were all (tired / tiring).
10- I have 2 tickets to the music concert. Are you (interested / interesting)?
11- He was (frightened / frightening) when he saw the spider.
12- If I feel stressed, I find taking a bath is often (relaxed / relaxing).
13- She is never (satisfied / satisfying) with her work.
14- He's very (interested / interesting) in history.
15- My job is very (satisfied / satisfying). I love helping people.

ADJECTIVIAL CLAUSES

1. Combine two sentences to make one sentence. Use "who" or "that".

Example: The student is a very nice person. / She comes from Japan.
The student who comes from Japan is a very nice person.

1. We sent a package to our relatives. They live in Iowa.
_____.

2. The woman works as a cashier. She sits next to me in class.
_____.

3. The tornado was extremely powerful. It hit Minnesota.
_____.

4. We saw the woman at the grocery store. She lives next door to us.
_____.

COLEGIO FISCAL "PROVINCIA DE TUNGURAHUA"	Unidad Educativa Fiscal "Provincia de Tungurahua"	Ministerio de Educación AÑO LECTIVO 2018-2019

WEEKLY CLASS PLAN # 4

1. INFORMATIONAL DATA:

Teacher:	Karla Crespo	**Area/Subject:**	Language Arts	**Course:**	Second Baccalaureate	**Paralell:**	EPJA PROJECT
Number of planning unit:	6	**Periods:**	2	**Start date:**	19/11/2018	**End date:**	23/11/2018

2. Planning

Title of the unit:	Prepositions		
Specific objectives of planning unit	To apply the grammar learnt into dialogues and role-plays.	**Evaluation:**	Check answers as a whole
Transversal Axes:			

Skills with performance criteria	Methodological strategies	Resources	Indicators	Assessment techniques
EFL 5.4.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.	Complete and share the information with a partner. Complete the following sentences with the correct preposition Highlight the correct preposition to complete the sentences. Complete the sentences with the correct preposition Choose the correct preposition in each sentence	Worksheet Board Markers Pencil Online dictionaries	**I.EFL.5.15.1.** Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected	Asking and answering questions about unique or interesting things one has experienced.

	Complete the sentences below by choosing the correct prepositions Complete the following sentences with (before, ago, later, at)		information and appropriate language, tone and evidence. (I.2, I.3, I.4, S.3, J.1)	

3. CURRICULAR ADAPTATIONS		
Specifications of educational need	**Specifications of Adaptation to be Applied**	
ELABORATED	**REVIEWED**	**APPROVED**
Teacher: Karla Crespo	English coordinator: Mr. Arturo Araujo	Vice-principal: Ms. Maricruz Alvarado
Signature:	Signature:	Signature:
Date: 19/11/2018	Date: 19/11/2018	Date: 19/11/2018

PREPOSITIONS

PREPOSITIONS OF DIRECTION.- Complete the following sentences with the correct preposition.

to	***toward***	***on***	***onto***	***in***	***into***

1. Anna has returned _____ her home town.
2. The dog jumped _____ the lake.
3. Are the boys still swimming _____ the pool?
4. Thomas fell _____ the floor.
5. The plane landed _____ the runway.

PREPOSITIONS OF MOVEMENT.- Highlight the correct preposition to complete the sentences.

He goes ____ disco techs every night.

to across down towards

You must walk ____ the bridge.

into across down along

Walk ____ the street and turn left.

around onto across down

That woman going ____ the supermarket is my mother.

into onto off across

Sally is talking ____ Michael.

off to through up

PREPOSITIONS OF PLACE.- Complete the sentences with the correct preposition.

1) He's swimming _____ the river.

2) Where's Julie? She's_____ school.

3) The plant is_____ the table.

4) There is a spider _____ the bath.

5) Please put those apples _____ the bowl.

PREPOSITIONS OF TIME.- Choose the correct preposition in each sentence:

1. We get up __ the morning.

   at in on

2. We go to bed ___ night.

   at in on

3. It's always hot ___ summer.

at in on

4. The movie starts at two ___ the afternoon.

at in on

5. Autumn begins ___ September.

at in on

a. Complete the sentences below by choosing the correct prepositions

1. Jane is arriving (at / on / in / no preposition) January 26 (at / on / in / no preposition) 2 o'clock (at / on / in / no preposition) the afternoon.

2. It snows here every year (at / on / in / no preposition) December. We always go outside and play in the snow (at / on / in / no preposition) Christmas Day.

3. Michael is arriving (at / on / in / no preposition) today (at / on / in / no preposition) noon.

4. Frankie started working for her law firm (at / on / in / no preposition) 1995. I think she started (at / on / in / no preposition) June.

5. Franklin began working on the project (at / on / in / no preposition) last week.

b. Complete the following sentences with (before, ago, later, at)

1) There was a loud noise which woke us up …… midnight.

2) Do you usually eat chocolate eggs …… Easter.

3) What did you do …… going home

4) Ecuador suffered an earthquake two years ……..

5) First we are going to study math and …….. we are going to study music.

c. Complete the sentences with the given options

1. "What do you usually do ..... the weekend?" at
2. "My grandfather is coming to Germany ..... March." in
3. School starts ..... 8.40. in
4. "The next disco is ..... Friday 17 December." at
5. "I don't like working ..... the morning." at

d. Choose the correct option

1) I don’t go to school (in/on) Sundays.
2) The train leaves (in/at) 10:50.
3) We make the table (before/after) we serve the food.
4) My birthday party is (on/in/at) Saturday
5) (Last/Ago/Before) week there was an enormous flooding in Thailand.

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WEEKLY CLASS PLAN # 5

1. INFORMATIONAL DATA:

Teacher:	Karla Crespo	**Area/Subject:**	Language Arts	**Course:**	Second Baccalaureate	**Paralell:**	EPJA PROJECT
Number of planning unit:	6	**Periods:**	2	**Start date:**	26/11/2018	**End date:**	30/11/2018

2. Planning

Title of the unit:		Present Simple and Zero Conditional	
Specific objectives of planning unit	To apply the grammar learnt into dialogues and role-plays.	**Evaluation:**	Check answers as a whole
Transversal Axes:			

Skills with performance criteria	Methodological strategies	Resources	Indicators	Assessment techniques
EFL 5.5.1. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.)	Complete and share the information with a partner. Check the correct answers to this exercise on present simple Fill in the correct form of the verbs Write the correct form of the zero conditional Answer the zero conditional questions by choosing the correct number for each one. Just write the correct number in each box	Worksheet Board Markers Pencil Online dictionaries	**I.EFL.5.16.1.** Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	Asking and answering questions about unique or interesting things one has experienced.

	omplete the sentences below by choosing the correct prepositions Complete the following sentences with (before, ago, later, at) Complete the sentences with the given options			

3. CURRICULAR ADAPTATIONS		
Specifications of educational need	**Specifications of Adaptation to be Applied**	
ELABORATED	**REVIEWED**	**APPROVED**
Teacher: Karla Crespo	English coordinator: Mr. Arturo Araujo	Vice-principal: Ms. Maricruz Alvarado
Signature:	Signature:	Signature:
Date: 26/11/2018	Date: 26/11/2018	Date: 26/11/2018

PRESENT SIMPLE

1. Check the correct answers to this exercise on present simple.

11.- Robert _____ twenty-five pounds a week. (**earn**)

12.- She _____ to come here. (**want**)

13.- They _____ to buy a television-set. (**want**)

14.- It _____ two hours to get there. (**take**)

15.- This sweater _____ four pounds. (**cost**)

2. Fill in the correct form of the verbs.

1. We (to have) _____ a nice garden.
2. She (to be) _____ six years old.
3. Simon (to have) _____ two rabbits and five goldfish.
4. I (to be) _____ from Vienna, Austria.
5. They (to be) _____ Sandy's parents.

ZERO CONDITIONAL

A. Write the correct form of the zero conditional.

1) If I (wake up) late, I (be) late for work.

_____

2) If Julie (not/wear) a hat, she (get) sunstroke.

_____

3) If children (not/eat) well, they (not/be) healthy.

_____

4) If you (mix) water and electricity, you (get) a shock.

_____

5) If you (heat) ice, it (melt).

_____

B. Answer the zero conditional questions by choosing the correct number for each one. Just write the CORRECT NUMBER in each box.

1. I ask him to speak more slowly 2. He tells me to shut up! 3. I make an appointment to see the dentist. 4. I read a book for half an hour. 5. I look out of the window. 6. I remember how important it is to learn! 7. They tell me to be more considerate. 8. I go and lie down. 9. I eat something and that wakes me up. 10. I use my mother's face cream to cool my skin.

1. What do you do if you get a headache? _____
2. What do you do if you feel bored in your English class? _____
3. What do you do if you get toothache? _____
4. What do you do if you get sunburnt? _____
5. What do you do if you can't sleep at night? _____
6. What do you do if you feel sleepy during the day? _____
7. What do you do if you don't understand your English teacher? _____
8. What do you do if you don't want to do your English homework? _____
9. What does your teacher do if you talk in class? _____
10. What do your parents do if you are not in touch regularly? _____

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WEEKLY CLASS PLAN # 6

1. INFORMATIONAL DATA:

Teacher:	Karla Crespo	**Area/Subject:**	Language Arts	**Course:**	Second Baccalaureate	**Paralell:**	EPJA PROJECT
Number of planning unit:	6	**Periods:**	2	**Start date:**	03/12/2018	**End date:**	07/12/2018

2. Planning

Title of the unit:	Present Continuous, Present Perfect – Use of since, for, yet, already		
Specific objectives of planning unit	To apply the grammar learnt into dialogues and role-plays.	**Evaluation:**	Check answers as a whole
Transversal Axes:			

Skills with performance criteria	Methodological strategies	Resources	Indicators	Assessment techniques
EFL 5.2.15. Engage in an extended conversation on most general topics and keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.	Complete and share the information with a partner. Put in the verbs in present perfect continuous and form positive sentences Choose the correct answer Write sentences in the Present Perfect using the words given and put them already or yet Fill in the gap with since or for.	Worksheet Board Markers Pencil Online dictionaries	**I.EFL.5.8.1.** Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.4)	Asking and answering questions about unique or interesting things one has experienced.

3. CURRICULAR ADAPTATIONS		
Specifications of educational need	**Specifications of Adaptation to be Applied**	
ELABORATED	**REVIEWED**	**APPROVED**
Teacher: Karla Crespo	English coordinator: Mr. Arturo Araujo	Vice-principal: Ms. Maricruz Alvarado
Signature:	Signature:	Signature:
Date: 26/11/2018	Date: 26/11/2018	Date: 26/11/2018

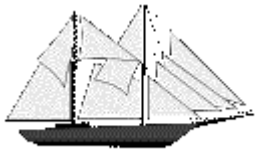
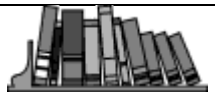
PRESENT CONTINUOUS

1) Put in the verbs in present perfect continuous and form positive sentences.

A) Sean and Jake_____ football all day. (to play)
B) I _____in this house since 2009. (to live)
C) We are_____ English for years. (to learn)
D) He_____ for his train since 10 o'clock. (to wait)
E) Dad _____ in the sun for too long. (to work)

PRESENT PERFECT

1. Choose the correct answer.

 I _____ since I left my house this morning. ❖ have rode ❖ have ridden ❖ has rode ❖ has ridden	 My car _____ down again ❖ have broke ❖ have broken ❖ has broke ❖ has broken
 We _____ across the Pacific three times. ❖ have sailed ❖ have sail ❖ has sailed ❖ has sail	 _____ an eagle? ❖ Have you ever seen ❖ Have you ever see ❖ Has you ever seen ❖ Has you ever see
 The books _____ on that shelf for fifteen years ❖ have be ❖ have been ❖ has beenhas been	 Someone _____ my video player! ❖ have stole ❖ have stolen ❖ has stole ❖ has stolen

USE OF FOR, SINCE, ALREADY AND YET

Write sentences in the Present Perfect using the words given and put them already or yet.

e.g.: I / call / my mum. I have already called my mum.

1) explain / Mr. Lee / the new rules / you.

_____

2) your secret / not / I / tell / anybody.

_____

3) smoking / you / give up?

_____

4) change / his will / my grandpa.

_____

5) you / teach / this?

_____

Fill in the gap with since or for

1) I've been on the waiting list_____ ages now.

2) Steve's had that car _____ as long as I can remember.

3) I haven't thought about what happened _____ we last talked about it.

4) Our company has had financial problems _____ it first started.

5) The mansion has stood there_____ time out of mind.

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WEEKLY CLASS PLAN # 7

1. INFORMATIONAL DATA:

Teacher:	Karla Crespo	**Area/Subject:**	Language Arts	**Course:**	Second Baccalaureate	**Paralell:**	EPJA PROJECT
Number of planning unit:	6	**Periods:**	2	**Start date:**	10/12/2018	**End date:**	14/12/2018

2. Planning

Title of the unit:	Past Simple – Present Perfect vs Past Simple		
Specific objectives of planning unit	To apply the grammar learnt into dialogues and role-plays.	**Evaluation:**	Check answers as a whole
Transversal Axes:			

Skills with performance criteria	Methodological strategies	Resources	Indicators	Assessment techniques
EFL 5.2.13. Deal with practical, everyday communication demands within familiar contexts, effectively and without undue effort. (Example: meeting people, extending and accepting invitations, exchanging information, giving reasons, asking and answering questions	Complete and share the information with a partner. Put the verbs into the simple past Write the sentences into simple past Choose "Was" or "Were" to complete the sentences Choose the correct conjugation of verbs Fill in the words with the correct conjugation into the crossword	Worksheet Board Markers Pencil Online dictionaries	**I.EFL.5.6.1.** Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects	Asking and answering questions about unique or interesting things one has experienced.

about routines and preferences, etc.)	Fill in the words with the correct conjugation into the crossword Fill in the present perfect simple or the past simple Select the correct form of the verbs to complete the sentences		when given sufficient support. (I.1, I.3, S.1)	

3. CURRICULAR ADAPTATIONS		
Specifications of educational need	**Specifications of Adaptation to be Applied**	
ELABORATED	**REVIEWED**	**APPROVED**
Teacher: Karla Crespo	English coordinator: Mr. Arturo Araujo	Vice-principal: Ms. Maricruz Alvarado
Signature:	Signature:	Signature:
Date: 03/12/2018	Date: 03/12/2018	Date: 03/12/2018

PAST SIMPLE

1. Put the verbs into the simple past:

1. Last year I (go) _____ to England on holiday.
2. It (be) _____ fantastic.
3. I (visit) _____ lots of interesting places. . I (be) _____ with two friends of mine .
4. In the mornings we (walk) _____ in the streets of London.
5. In the evenings we (go) _____ to pubs.

2. Write the sentences into simple past.

1. We move to a new house. →
2. They bring a sandwich. →
3. He doesn't do the homework. →
4. They sell cars. →
5. Does he visit his friends? →

3. Choose "Was" or "Were" to complete the sentences.

1. The teacher _____ nice.
2. The students _____ very clever.
3. But one student _____ in trouble.
4. We _____ sorry for him.
5. He _____ nice though.

4. Choose the correct conjugation of verbs

1. We _____ that game, but we went on to win the series.

a) Won
b) Winned
c) Win

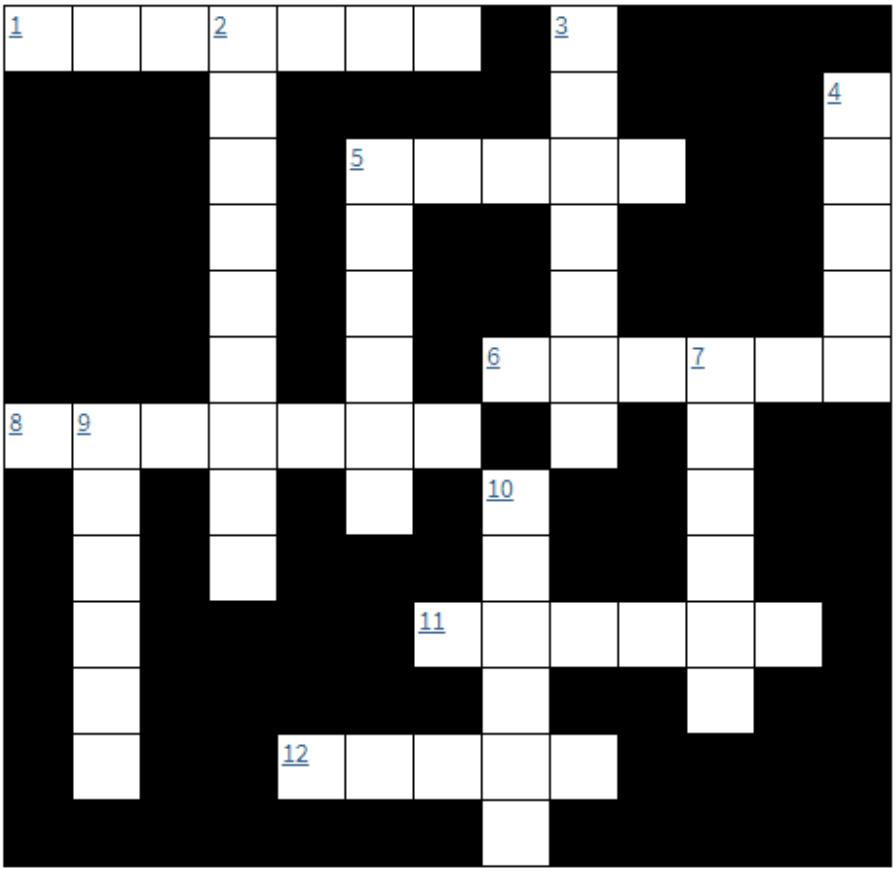
2 .Salima _____ she wasn't supposed to touch her grandmother's violin, but she couldn't resist.

a) Knowed
b) Knowen
c) Knew

3. I want to _____ home!

a) Went
b) Going
c) go

5. Fill in the words with the correct conjugation into the crossword.



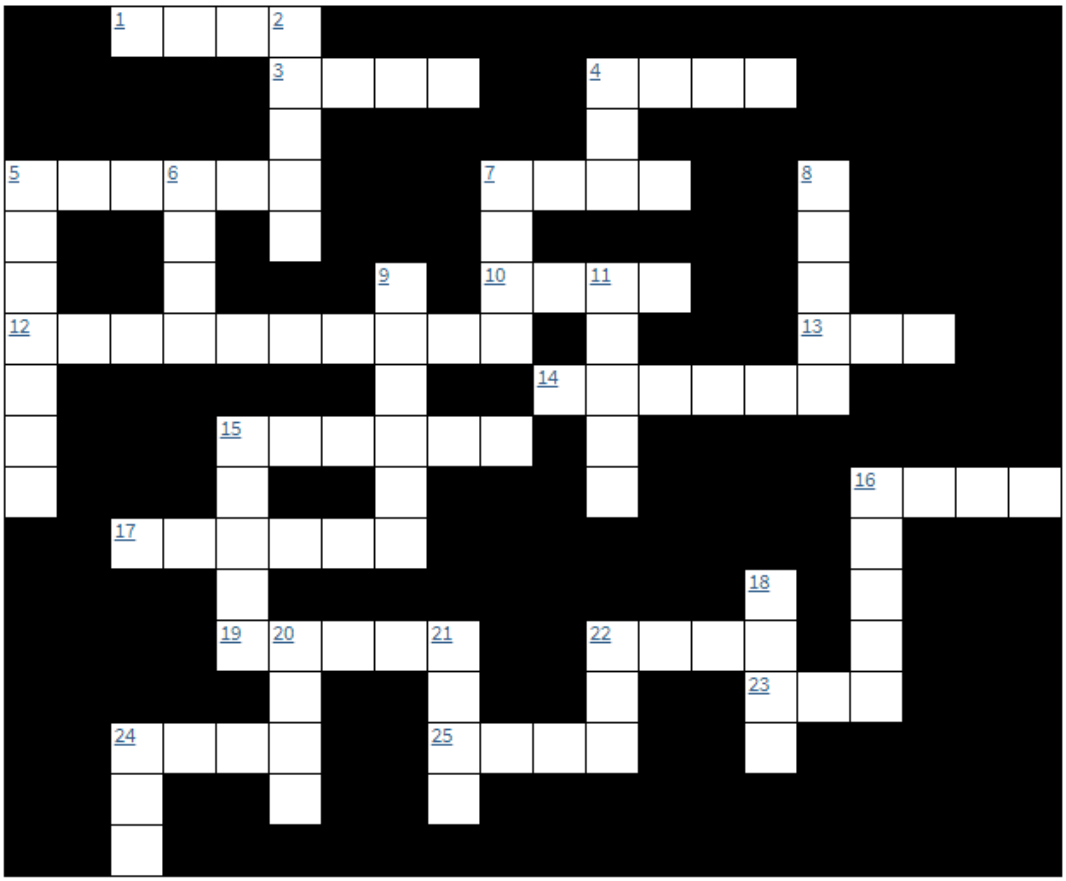
Across

1. stop
5. live
6. help
8. start
11. cook
12. like

Down

2. prefer
3. clean
4. ask
5. look
7. play
9. tidy
10. show

6. Fill in the words with the correct conjugation into the crossword.



Across

1. Simple Past von KNOW
3. Simple Past von RING
4. Simple Past von WEAR
5. Simple Past von TEACH
7. Simple Past von SEND
10. Simple Past von LOSE
12. Simple Past von UNDERSTAND
13. Simple Past von PUT
14. Simple Past von BUY
15. Simple Past von FORGET
16. Simple Past von DRAW
17. Simple Past von CATCH
19. Simple Past von DRINK
22. Simple Past von FLY
23. Simple Past von EAT
24. Simple Past von READ
25. Simple Past von PAY

Down

2. Simple Past von WRITE
4. Simple Past von WIN
5. Simple Past von THINK
6. Simple Past von GIVE
7. Simple Past von SELL
8. Simple Past von SLEEP
9. Simple Past von FIGHT
11. Simple Past von SPEAK
15. Simple Past von FIND
16. Simple Past von DRIVE
18. Simple Past von SWIM
20. Simple Past von RIDE
21. Simple Past von KEEP
22. Simple Past von FEED
24. Simple Past von RUN

PRESENT PERFECT VS PAST SIMPLE

a. Fill in the present perfect simple or the past simple.

1. I_____ a great film yesterday. (see)
2. _____ a cheap laptop? (you ever buy)
3. Last week my rabbit_____ away. (run)
4. We_____ a lot last Sunday. (do)
5. I_____ him last Monday. (meet)

b. Select the correct form of the verbs to complete the sentences.

1. She ..... to anybody in her life.
   - never apologized
   - has never apologized
   - Either could be used here
2. I am sure we …… before.
   - never met
   - have never met
   - Either could be used here
3. I …… a word with the manager in the morning.
   - had
   - have had
   - Either could be used here
4. I …….. two movies yesterday.
   - watched
   - have watched
   - Either could be used here
5. How long …….. in love with him?
   - were you
   - have you been
   - are you
6. She …… at thirty-nine.
   - died
   - dead
   - has died

COLEGIO FISCAL "PROVINCIA DE TUNGURAHUA"	Unidad Educativa Fiscal "Provincia de Tungurahua"	Ministerio de Educación AÑO LECTIVO 2018-2019

WEEKLY CLASS PLAN # 8

1. INFORMATIONAL DATA:

Teacher:	Karla Crespo		**Area/Subject:**	Language Arts		**Course:**	Second Baccalaureate	**Paralell:**	EPJA PROJECT
Number of planning unit:	6	**Periods:**	2	**Start date:**	17/12/2018	**End date:**		21/12/2018	

2. Planning

Title of the unit:		Future – Modal verbs	
Specific objectives of planning unit	To apply the grammar learnt into dialogues and role-plays.	**Evaluation:**	Check answers as a whole
Transversal Axes:			

Skills with performance criteria	Methodological strategies	Resources	Indicators	Assessment techniques
EFL 5.1.9. Communicate information and ideas effectively to diverse audiences using a variety of media and formats.	Complete and share the information with a partner. Write the correct form of the verbs Complete the sentences in the future simple (will) 1. Choose the correct modal verb Choose the right forms have to, don't have to, can, can't, should or shouldn't to complete the following sentences in English	Worksheet Board Markers Pencil Online dictionaries	**I.EFL.5.4.1.** Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4)	Asking and answering questions about unique or interesting things one has experienced.

3. CURRICULAR ADAPTATIONS		
Specifications of educational need	**Specifications of Adaptation to be Applied**	
ELABORATED	**REVIEWED**	**APPROVED**
Teacher: Karla Crespo	English coordinator: Mr. Arturo Araujo	Vice-principal: Ms. Maricruz Alvarado
Signature:	Signature:	Signature:
Date: 10/12/2018	Date: 10/12/2018	Date: 10/12/2018

FUTURE "WILL"

A. Write the correct form of the verbs.

1. You (earn) _____ a lot of money.
2. You (travel) _____ around the world.
3. You (meet) _____ lots of interesting people.
4. Everybody (adore) _____ you.
5. You (not / have) _____ any problems.

B. Complete the sentences in the future simple (will).

1. It (rain/not) _____ tomorrow.
2. I promise I (be/not) _____ late.
3. We (start/not) _____ to watch the film without you.
4. The bus (wait/not) _____ for us.
5. He (believe/not) _____ us.

MODAL VERBS

2. Choose the correct modal verb

a) I didn't feel very well yesterday. I ..... eat anything.
   - cannot
   - couldn't
   - mustn't

b) You ..... look at me when I am talking to you.
   - could
   - should
   - would

c) I ..... help you, but I don't want to.
   - can
   - could
   - would

d) I'm afraid I ..... play tennis tomorrow. I've got a dentist appointment.
   - can't
   - couldn't
   - would not be able to

e) You ..... tired. You've only just got out of bed!
   - don't have to be
   - can't be
   - mustn't be

3. Choose the right forms have to, don't have to, can, can't, should or shouldn't to complete the following sentences in English.

1. You _____ shout at the children. It frightens them.
2. I'm sorry but you _____ bring your dog in here. It's forbidden.
3. You _____ have a visa before travelling to the USA. It's the law.
4. You _____ stay in the library till eight o'clock. It's open all evening.
5. I think you _____ think carefully before you sell the house.
6. You _____ buy a new alarm clock. This one in broken.
7. You _____ wear a uniform at my new school.
8. You _____ leave your bag open on the bus
9. We _____ go now or we'll be late.
10. She _____ dance very well but she can't sing.
11. You _____ be at the airport by five o'clock.

COLEGIO FISCAL "PROVINCIA DE TUNGURAHUA"	Unidad Educativa Fiscal "Provincia de Tungurahua"	Ministerio de Educación AÑO LECTIVO 2018-2019

WEEKLY CLASS PLAN # 9

1. INFORMATIONAL DATA:

Teacher:	Karla Crespo	**Area/Subject:**	Language Arts	**Course:**	Second Baccalaureate	**Paralell:**	EPJA PROJECT
Number of planning unit:	6	**Periods:**	2	**Start date:**	02/01/2019	**End date:**	04/01/2019

2. Planning

Title of the unit:	Second Conditional		
Specific objectives of planning unit	To apply the grammar learnt into dialogues and role-plays.	**Evaluation:**	Check answers as a whole
Transversal Axes:			

Skills with performance criteria	Methodological strategies	Resources	Indicators	Assessment techniques
EFL 5.1.4. Identify and interpret how cultural and language patterns in English are used when exchanging ideas on familiar topics according to a B1.2 level. (Example: slang, idioms, humor, levels of formality, etc.)	Complete and share the information with a partner. Before listening to the song, fill in the gaps with second conditional structures, using the verbs in parenthesis	Worksheet Board Markers Pencil Online dictionaries	**I.EFL.5.3.1.** Learners can interpret cultural and language patterns in English, including nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2)	Asking and answering questions about unique or interesting things one has experienced.

3. CURRICULAR ADAPTATIONS		
Specifications of educational need	**Specifications of Adaptation to be Applied**	
ELABORATED	**REVIEWED**	**APPROVED**
Teacher: Karla Crespo	English coordinator: Mr. Arturo Araujo	Vice-principal: Ms. Maricruz Alvarado
Signature:	Signature:	Signature:
Date: 17/12/2018	Date: 17/12/2018	Date: 17/12/2018

SECOND CONDITIONAL

Song

Beyoncé - If I Were a Boy

1. Before listening to the song, fill in the gaps with second conditional structures, using the verbs in parenthesis.

If I _____ a boy (be)
even just for a day
I _____ out of bed in the morning (roll)
and throw on what I wanted and go

Drink beer with the guys
and chase after girls
I _____ it with who I wanted (kick)
and I _____ confronted for it (*never* get)
cause they stick up for me

<u>Chorus:</u>
If I were a boy
I think I could _____ (understand)
How it feels to love a girl
I swear I'd be a better man
I _____ to her (listen)
Cause I know how it hurts
When you lose the one you wanted
Cause he's taking you for granted
And everything you had got destroyed

If I were a boy
I _____ off my phone (turn off)
Tell everyone it's broken
so they'd think that I was sleeping alone

I _____ myself first (put)
and make the rules as I go
Cause I know that she _____ faithful, (be)
waiting for me to come home, to come home.

[Chorus]

It's a little too late for you to come back

Say it's just a mistake,
think I'd forgive you like that
If you _____ I _____
for you (think) (wait)
you thought wrong

But you're just a boy
You don't understand
and you don't understand, ohhhh
How it feels to love a girl
Someday you wish you _____ a better man
(be)
You don't listen to her
You don't care how it hurts
Until you lose the one you wanted
Cause you're taking her for granted
And everything you had got destroyed

But you're just a boy

B – Watch the video and after that, in pairs, discuss these questions:

https://www.youtube.com/watch?v=AWpsOqh8q0M

1. Have you ever wished that you were someone else?
2. Do you think relationships are now more balanced than they used to be in our mother's time?
3. If you knew your partner had cheated on you, would you accept his/her apology, or would you break up?
4. In your opinion, being a man is easier than being a woman?

Glossary

- kick it (verb) → to relax or pass time idly.

- stick up for (phrasal verb) – stick up for someone or something : to speak in support of a person or an idea, belief, or plan, especially when no one else will.

- take someone for granted (phrase) : to expect someone to always be there and do things for you even

COLEGIO FISCAL "PROVINCIA DE TUNGURAHUA"	Unidad Educativa Fiscal "Provincia de Tungurahua"	Ministerio de Educación AÑO LECTIVO 2018-2019

WEEKLY CLASS PLAN # 10

1. INFORMATIONAL DATA:

Teacher:	Karla Crespo	**Area/Subject:**	Language Arts	**Course:**	Second Baccalaureate	**Paralell:**	EPJA PROJECT
Number of planning unit:	6	**Periods:**	2	**Start date:**	07/01/2019	**End date:**	11/01/2019

2. Planning

Title of the unit:	Tag Questions		
Specific objectives of planning unit	To apply the grammar learnt into dialogues and role-plays.	**Evaluation:**	Check answers as a whole
Transversal Axes:			

Skills with performance criteria	Methodological strategies	Resources	Indicators	Assessment techniques
EFL 5.1.8. Discover and employ alternative ways of saying things in social and classroom interactions.	Complete and share the information with a partner. Match the sentences with the corresponding tag question	Worksheet Board Markers Pencil Online dictionaries	**I.EFL.5.4.1.** Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring	Asking and answering questions about unique or interesting things one has experienced.

			strategies when needed. (I.1, I.3, J.4)	

3. CURRICULAR ADAPTATIONS		
Specifications of educational need	**Specifications of Adaptation to be Applied**	
ELABORATED	**REVIEWED**	**APPROVED**
Teacher: Karla Crespo	English coordinator: Mr. Arturo Araujo	Vice-principal: Ms. Maricruz Alvarado
Signature:	Signature:	Signature:
Date: 17/12/2018	Date: 17/12/2018	Date: 17/12/2018

TAG QUESTIONS

Match the sentences with the corresponding tag question.

1. So you don't think I can do it, ____
2. Nobody knows, ____
3. Shut up, ____
4. You couldn't help me, ____
5. She can hardly love him after all that, ____
6. You think you're clever, ____
7. **Let's** go, ____
8. Well, I couldn't help it, ____
9. Nothing will happen, ____
10. But you'll tell me if she calls, ____
11. We'd never have known, ____
12. The weather's bad, ____
13. Oh you do, ____
14. You won't be late, ____
15. Oh! You think so, ____
16. This'll work, ____
17. But you don't really love her, ____
18. He**'d** better do it, ____
19. I **have been** answering, ____
20. You **have** to go, ____

a. **do**n't you?
b. could you?
c. will it?
d. shall we?
e. do you?
f. will you?
g. isn't it?
h. **had**n't he
i. do you?
j. won't you?
k. do you?
l. will you!
m. do you?
n. **have**n't I?
o. can she?
p. could I?
q. do you?
r. would we?
s. do they?
t. won't it?

4.5. Conclusions

Teachers applied a traditional and less ambiguous methodological strategy in the process of learning; for that reason, students show academic problems in developing English grammar in different skills such as listening, reading, speaking and writing.

Through field research, a low domain of grammatical structure has been detected in students due to the lack of innovative teaching methods; on the other hand, there are not any pedagogical resources to promote students to enhance the English language

There is a huge need shown in providing and applying teaching methods adequately in their students due to the unusual teaching methods imparted and less ambiguous by the teachers. Training courses must be constantly, so that school community may offer a quality of education according to the new society demands. Students showed disinterest and used a traditional pedagogy due to lack of technological resources. Teachers and the educational community had a lack of training on technological on new technologies as result a deficit in the students' proficiency.

The students showed interest in using motivational pedagogical resources to learn English. Students' desire is to communicate and apply grammar in English correctly. Useful activities resources are necessary to get a good students' proficiency due to its effectiveness in the English Language Acquisition.

4.6. Recommendations

Teachers must change their methodological strategies in students' learning, becoming a mechanical class in an innovative class in order to encourage students to learn this important language and increase their level of English grammar.

It is merely necessary to apply active methods, so that students feel with the anxiety to learn this language. Therefore, teachers must change their way of teaching as to provide a better teaching and learning procedures towards their students and foster their English grammar

Updating teachers is important in the process of the English learning acquisition because there is a variety of learning process that students apply as to get the new knowledge. Teachers must be trained every time the school requires so they can elaborate many resources to teach and create a dynamic.

It is necessary for teachers to elaborate a funny class where students feel motivated and they can learn this Anglo Saxon language freely. Useful activities resources are necessary to master grammar structures and get a good students' proficiency due to its effectiveness in the English Language Acquisition.

4.7. Bibliography

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APPENDIX

Universidad de Guayaquil

ANEXO 1

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

TRABAJO DE TITULACIÓN
FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACION

Nombre de la propuesta de trabajo de la titulación	**The effective use of the teaching and learning resources to develop English grammar at an intermediate level. Proposal: Design of a booklet with grammar exercises.**		
Nombre del estudiante (s)	**CRESPO GUTTLER KARLA ESTEFANÍA**		
Facultad	**Filosofía, Letras y Ciencias de la Educación**	**Carrera**	**Lenguas y Lingüística**
Línea de Investigación	**Educativa**	**Sub-línea de investigación**	**Idiomas**
Fecha de presentación de la propuesta de trabajo de titulación	**04/01/2019**	**Fecha de evaluación de la propuesta de trabajo de titulación**	**04/01/2019**

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación			
Línea de Investigación / Sublíneas de Investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología a emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

	APROBADO
	APROBADO CON OBSERVACIONES
	NO APROBADO

Docente Revisor

Universidad de Guayaquil

ANEXO 2

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

Guayaquil, febrero del 2019.

MSc.
Carlos Valle
DIRECTOR ESCUELA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL

Acuerdo del Plan de Tutoría

MSc. CARLOS VALLE NAVARRO, docente tutor del trabajo de titulación y KARLA ESTEFANÍA CRESPO GUTTLER estudiante de la Escuela de Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario de 16H00 a 17H00, los días martes y viernes.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Realizar un mínimo de 4 tutorías mensuales.
- Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.
- Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Karla Crespo G.
Estudiante

Docente Tutor

CC: Unidad de Titulación

Universidad de Guayaquil

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

ANEXO 3

UNIDAD DE TITULACIÓN

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: MSc. Carlos Valle Navarro

Tipo de trabajo de titulación: Investigativo

Título del trabajo: The effective use of the teaching and learning resources to develop English grammar at an intermediate level

Carrera: Lenguas y Lingüística

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
			INICIO	FIN			
1	04/12/2018	Presentación, revisión de anexos y estructura del proyecto	16H00	17H00	Revisar repositorio UG e instructivo de titulación		
2	07/12/2018	Desarrollo del formato de evaluación de la propuesta de trabajo de titulación	16H00	17H00			
3	11/12/2018	Revisión capítulo 1	16H00	17H00	Revisar la guía y ampliar justificación		
4	14/12/2018	Revisión capítulo 1	16H00	17H00			
5	18/12/2018	Revisión capítulo 2	16H00	17H00	Verificar citas y referencias		
6	04/01/2019	Revisión capítulo 2	16H00	17H00			
7	08/01/2019	Revisión capítulo 3	16H00	17H00	Corregir tablas y gráficos, ampliar la muestra tomando en consideración la población		
8	11/01/2019	Revjsión capítulo 3	16H00	17H00			
9	15/01/2019	Revisión capítulo 4	16H00	17H00	Elaborar planificaciones para las actividades de la propuesta		
10	18/01/2019	Revisión capítulo 4	16H00	17H00			

Universidad de Guayaquil

ANEXO 4

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

Guayaquil, febrero del 2019.

MSc.
Carlos Valle
DIRECTOR ESCUELA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

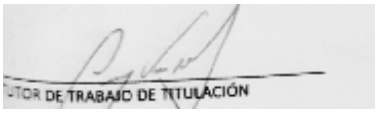
Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación **"The effective use of teaching and learning resources to develop English grammar at an intermediate level"** de la estudiante KARLA ESTEFANÍA CRESPO GUTTLER, indicando ha cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que la estudiante está apta para continuar con el proceso de revisión final.

Atentamente,



C.I. 0912219771

Universidad de Guayaquil

ANEXO 5

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA

UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: The effective use of teaching and learning resources to develop English grammar at an intermediate level

Autor: Karla Estefanía Crespo Guttler

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	**4.5**	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0,3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0,4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0,4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0,4
RIGOR CIENTÍFICO	**4.5**	
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0,7
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0,7
PERTINENCIA E IMPACTO SOCIAL	**1**	
Pertinencia de la investigación	0.5	0,5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0,4
CALIFICACIÓN TOTAL *	**10**	9,8

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN

No. C.I. 0912219771

FECHA: 12/02/2019.

Universidad de Guayaquil

ANEXO 6

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

UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. CARLOS VALLE NAVARRO, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por KARLA ESTEFANÍA CRESPO GUTTLER, C.C.: 0928944784**,** con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADA EN CIENCIAS DE LA EDUCACIÓN EN LENGUAS Y LINGÜÍSTICA.

Se informa que el trabajo de titulación: **"THE EFFECTIVE USE OF TEACHING AND LEARNING RESOURCES TO DEVELOP ENGLISH GRAMMAR AT AN INTERMEDIATE LEVEL",** ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (URKUND) quedando el **6%** de coincidencia.

https://secure.urkund.com/view/45790552-377982-137942#DcYxDslwDEDRu2T+QnZsp06vgjqgilYZ6NIRcXeyPL1v+dxlfQqBuaaMewjuOCV3

MSc. Carlos Valle Navarro
C.I. 0912219771

URKUND

12/2/19

Urkund Analysis Result

Analysed Document:
Submitted:
Submitted By:
Significance:

Sources included in the report:

Digitures where selected sources appear:

20

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

Universidad de Guayaquil

ANEXO 7

FACULTAD Filosofía
ESCUELA/CARRERA Lenguas
UNIDAD DE TITULACIÓN

Guayaquil, 18/03/2019

Sr. /Sra.
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD Filosofía
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación (título) teórico del estudiante Karla Crespo. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de 16 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 10 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante Karla Crespo está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

DOCENTE TUTOR REVISOR
CI. 0919572412

ANEXO 8

Universidad de Guayaquil

FACULTAD Filosofía

ESCUELA/CARRERA Idiomas

UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

Título del Trabajo: The effective use of teaching/learning positives

Autor(s): Kevin Crespo

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3	2,8	
Formato de presentación acorde a lo solicitado	0.6	0,6	
Tabla de contenidos, Indice de tablas y figuras	0.6	0,4	no hay índice de gráfico
Redacción y ortografía	0.6	0,6	
Correspondencia con la normativa del trabajo de titulación	0.6	0,6	
Adecuada presentación de tablas y figuras	0.6	0,6	
RIGOR CIENTÍFICO	6	4,9	
El título identifica de forma correcta los objetivos de la investigación	0.5	0,3	tema muy amplio
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0,6	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0,7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0,7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0,5	no hay suficientes citas
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0,6	
El análisis de la información se relaciona con datos obtenidos	0.4	0,4	
Factibilidad de la propuesta	0.4	0,2	
Las conclusiones expresa el cumplimiento de los objetivos específicos	0.4	0,2	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0,4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0,3	
PERTINENCIA E IMPACTO SOCIAL	1	0,7	
Pertinencia de la Investigación/ Innovación de la propuesta	0.4	0,1	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0,3	
Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela	0.3	0,3	
CALIFICACIÓN TOTAL*	10	8,4	

* El resultado será promediado con la calificación del Tutor y con la calificación obtenida en la Sustentación Oral.

FIRMA DEL DOCENTE TUTOR REVISOR

No. C.I. 0919115421

FECHA: _____

Universidad de Guayaquil

ANEXO 12

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

UNIDAD DE TITULACIÓN

LICENCIA GRATUITA INTRANSFERIBLE Y NO EXCLUSIVA PARA EL USO NO COMERCIAL DE LA OBRA CON FINES NO ACADÉMICOS

Yo, KARLA ESTEFANÍA CRESPO GUTTLER con C.I. No. 0928944784, certifico que los contenidos desarrollados en este trabajo de titulación, cuyo título es **"THE EFFECTIVE USE OF THE TEACHING AND LEARNING RESOURCES TO DEVELOP ENGLISH GRAMMAR AT AN INTERMEDIATE LEVEL"** son de mi absoluta propiedad y responsabilidad Y SEGÚN EL Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN*, autorizo el uso de una licencia gratuita intransferible y no exclusiva para el uso no comercial de la presente obra con fines no académicos, en favor de la Universidad de Guayaquil, para que haga uso del mismo, como fuera pertinente.

KARLA ESTEFANÍA CRESPO GUTTLER
C.I. No. 0928944784

*CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN (Registro Oficial n. 899 - Dic./2016) Artículo 114.- De los titulares de derechos de obras creadas en las instituciones de educación superior y centros educativos.- En el caso de las obras creadas en centros educativos, universidades, escuelas politécnicas, institutos superiores técnicos, tecnológicos, pedagógicos, de artes y los conservatorios superiores, e institutos públicos de investigación como resultado de su actividad académica o de investigación tales como trabajos de titulación, proyectos de investigación o innovación, artículos académicos, u otros análogos, sin perjuicio de que pueda existir relación de dependencia, la titularidad de los derechos patrimoniales corresponderá a los autores. Sin embargo, el establecimiento tendrá una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos.

Universidad de Guayaquil

ANEXO 15

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

RÚBRICA PARA LA EVALUACIÓN DE LA SUSTENTACIÓN DEL TRABAJO DE TITULACIÓN*

Título del Trabajo: THE EFFECTIVE USE OF THE TEACHING AND LEARNING RESOURCES TO DEVELOP ENGLISH GRAMMAR AT AN INTERMEDIATE LEVEL
Autor(s): KARLA ESTEFANÍA CRESPO GUTTLER.

Nombre del miembro del Tribunal de Sustentación: _____	**Fecha de Sustentación:** _____		
EVALUACIÓN DE LA EXPOSICIÓN ORAL	**PUNTAJE MÁXIMO**	**CALF.**	**COMENTARIOS**
El alumno realiza una presentación con seguridad, dirigiéndose hacia el tribunal, manteniendo su atención y manejando las transparencias o cualquier otro medio con soltura.	2		
Capacidad de análisis y síntesis, Capacidad de organización, planificación y habilidad en la gestión de la información, administrando el tiempo de la exposición de manera adecuada.	2		
Las ideas se presentan de manera clara y comprensible, dominando el tema y utilizando recursos visuales y ejemplos. La presentación es original y creativa, sin uso excesivo de animaciones. Los elementos visuales son adecuados	2		
Los contenidos que se exponen son adecuados, ajustados a la memoria escrita y en un lenguaje científico.	2		
Responde adecuadamente a las preguntas del tribunal, su actitud es respetuosa hacia los miembros del tribunal	2		
CALIFICACIÓN TOTAL* *	**10**		

***** Cada miembro del tribunal utilizará una rúbrica para la evaluación de la sustentación y registrará su firma en el documento individualmente.
**El resultado será promediado con la calificación de la memoria escrita para la obtención de la Nota Final de Sustentación del Trabajo de Titulación

FIRMA DEL MIEMBRO DEL TRIBUNAL	**FIRMA Y SELLO SECRETARIA DE LA CARRERA**
_____ **C.I. No. ……..**	_____

Universidad de Guayaquil

ANEXO 16-A

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

ACTA DE CALIFICACIÓN FINAL DE TITULACIÓN (MODALIDAD TRABAJO DE TITULACIÓN)

NOMBRE DEL ESTUDIANTE: KARLA ESTEFANÍA CRESPO GUTTLER.

TITULO DEL TRABAJO DE TITULACIÓN: THE EFFECTIVE USE OF THE TEACHING AND LEARNING RESOURCES TO DEVELOP ENGLISH GRAMMAR AT AN INTERMEDIATE LEVEL
:

CALIFICACIÓN DEL TRABAJO DE TITULACIÓN

EVALUACIÓN DE LA MEMORIA ESCRITA	Calificación del Tutor del Trabajo de Titulación		NOTA PARCIAL 1:	
	Calificación del Tutor Revisor del Trabajo final de Titulación		NOTA PARCIAL 2:	
EVALUACIÓN DE LA SUSTENTACIÓN ORAL	Calificación de la sustentación del Trabajo de Titulación el Tribunal		NOTA PARCIAL 3:	
Miembro 1		Promedio		
Miembro 2				
Miembro 3				
NOTA FINAL DEL TRABAJO DE TITULACIÓN (promediar NOTA PARCIAL 1 ,2 y 3)				
Firma del Tribunal Miembro 1 (Presidente)	_____		C.I. No. _____	
Firma del Tribunal Miembro 2	_____		C.I. No. _____	
Firma del Tribunal Miembro 3	_____		C.I. No. _____	
Firma de Estudiante 1	_____		C.I. No. _____	
Firma de la Secretaria	_____		C.I. No. _____	
FECHA :	Guayaquil, …….			

FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA
Telef: 2-394000

Universidad de Guayaquil

Oficio No. UG-LENGUAS 2019-087
Guayaquil, 14 de Enero del 2019

MSc.
Maricruz Alvarado
RECTORA UNIDAD EDUCATIVA FISCAL
"PROVINCIA DE TUNGURAHUA"
Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que las estudiantes: **CRESPO GUTTLER KARLA ESTEFANÍA,** de la Carrera de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciada en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: THE EFFECTIVE USE OF THE TEACHING AND LEARNING RESOURCES, TO DEVELOP ENGLISH GRAMMAR AT AN INTERMEDIATE LEVEL.

PROPOSAL: DESIGN OF A BOOKLET WITH GRAMMAR EXERCISES

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

Le anticipo mis reconocimientos.

Atentamente,

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

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (e) CIFI CARRERA DE LENGUAS Y LINGÜÍSTICA

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Solicitado por	Ing. Alexandra Delgado López	SECRETARIA	
Aprobado por	Ing. Carlos Valle Navarro, MSc.	DIRECTOR	

Guayaquil 7 de enero del 2019

MSc.
Maricruz Alvarado
Rectora
Unidad Educativa Fiscal "Provincia de Tungurahua"

De mi consideración,

KARLA ESTEFANÍA CRESPO GUTTLER, portadora de la cédula de identidad No. 092694478-4, estudiante de la Carrera de Lenguas y Lingüística de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil, solicito a usted me conceda autorización para realizar mi Proyecto Educativo cuya aplicación será en estudiantes de Segundo de Bachillerato en la institución que tan acertadamente dirige; en vista de que el mismo constituye un requisito previo a la obtención del título de Licenciada en Ciencias de la Educación, con mención en Lengua Extranjera.

TOPIC: The effective use of the teaching and learning resources to develop English grammar at an intermediate level.
PROPOSAL: Design of a booklet with grammar exercises.

Por la acogida que le dé a la presente, quedo de usted muy agradecida.

Atentamente,

Karla Crespo G.
Cel.: 0994626297
E-mail: karla.crespo.guttler@hotmail.com

7 ENE 2019

Interview with Lcdo. Damyan Cuesta, English Teacher from EBJA Project (Second Baccalaureate)

Application of students' surveys

Completion of exercises from the booklet with Second Baccalaureate students.

English class observation – Second Baccalaureate students from EBJA Project

Teacher's Survey

The effective use of teaching and learning resources to develop intermediate grammar

Underline or thick the most appropriate answer for each of the following statements

1. I think fun grammar activities are important in order to learn the English Language easily.

Strongly Agree Agree Indifferent Disagree Strongly disagree

2. I agree with the use of a booklet with fun grammar exercise as to strengthen students' cognitive learning.

Strongly Agree Agree Indifferent Disagree Strongly disagree

3. I agree with the use of some teaching resources such as role plays, creating writings, and fun online activities in order to develop student's grammar skills.

Strongly Agree Agree Indifferent Disagree Strongly disagree

4. I think collaborative learning strategies will help students to develop English grammar and have a better classroom environment.

Strongly Agree Agree Indifferent Disagree Strongly disagree

5. Teachers must receive training courses in order to update their way of teaching and encourage students to learn this important language.

Strongly Agree Agree Indifferent Disagree Strongly disagree

6. It is important to teachers and all the school community to innovate their teaching methodology as to make their class interesting.

Strongly Agree Agree Indifferent Disagree Strongly disagree

7. I think students find difficult to learn the English grammar in order to recognize the elements of a sentence.

Strongly Agree Agree Indifferent Disagree Strongly disagree

8. I think teachers must use new didactic techniques for teaching grammar.

Strongly Agree Agree Indifferent Disagree Strongly disagree

9. I agree with the use of ICT and virtual resources to develop students' grammar skills.

Strongly Agree Agree Indifferent Disagree Strongly disagree

10. I think students should have extra grammar material in order to reinforce the class seen in the school at home.

Strongly Agree Agree Indifferent Disagree Strongly disagree

Student's Survey

The effective use of teaching and learning resources to develop intermediate grammar

Underline or thick the most appropriate answer for each of the following statements

1. The teacher use innovative methodological strategies in the classroom in order to enhance grammar activities.

Always Occasionally Rarely Hardly ever Never

2. It is necessary for teachers to receive constant training course to improve their way of teaching in the class.

Always Occasionally Rarely Hardly ever Never

3. Teachers apply motivational English teaching techniques to achieve learning goals.

Always Occasionally Rarely Hardly ever Never

4. I think teachers allow me to develop ideas in order to have a better grammatical comprehension in the classroom.

Always Occasionally Rarely Hardly ever Never

5. Teachers use funny teaching resources such as songs, online activities, puzzles, or any visual aids to help students improve their English Language acquisition.

Always Occasionally Rarely Hardly ever Never

6. The teacher creates such a pleasant classroom environment to improve grammar abilities through games and dynamics.

Always Occasionally Rarely Hardly ever Never

7. Teachers apply innovating activities to promote and encourage students in order to learn grammatical structures.

Always Occasionally Rarely Hardly ever Never

8. Teachers make students reinforce previous knowledge to improve grammar development.

Always Occasionally Rarely Hardly ever Never

9. Teachers encourage students by participating in the class actively.

Always Occasionally Rarely Hardly ever Never

10. Teachers provide you with extra grammar material in order to reinforce the class at home.

Always Occasionally Rarely Hardly ever Never

Checklist Form
(Class Observation)

Aspects	Evaluation/Feedback	Needs improvement	Satisfactory	Excellent
Achievements of lesson aims				
Effective instructions: Model Task& CCQ's Monitoring				
Lexis: Form, meaning, pronunciation Checking meaning Drilling				
Classroom management: Group work Students centered activities				
Awareness of errors & correction				
Pacing & timing				
Rapport				

Comments:

_____

_____