UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

PROYECTO EDUCATIVO

PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN: INGLÉS

TOPIC:

INCIDENCE OF GRAMMAR KNOWLEDGE IN THE LEARNING OF ENGLISH LANGUAGE.

PROPOSAL:

DESIGN OF A DIDACTIC GUIDE WITH GRAMMAR STRUCTURES

AUTOR: Mercedes Vicenta Flores Morales

Juan Carlos Navarrete Pérez

COUNSELOR: Galo Donoso

GUAYAQUIL, 2017

GUAYAQUIL UNIVERSITY

FACULTY OF PHILOSOPHY, LETTERS

AND SCIENCES OF EDUCATION

School of Languages and Linguistics

AUTHORITIES

MSc. Silvia Moy-Sang Castro **DECANO**	**MSc. Wilson Romero** **SUBDECANO**
MSc. Alfonso Sánchez **DIRECTOR**	**Ab. Sebastián Cadena A.** **SECRETARIO**

MSc

SILVIA MOY-SANG CASTRO, Arq.

DECANA DE LA FACULTAD DE FILOSOFÍA

LETRAS Y CIENCIAS DE LA EDUCACIÓN

CIUDAD.-

De mis consideraciones:

En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: Lenguas y Lingüística Inglesa, el día 26 de Julio de 2016 .

Tengo a bien informar lo siguiente:

Que Mercedes Vicenta Flores Morales con C.C: 0919347708 y Juan Carlos Navarrete Pérez con C.C:0929475176 diseñaron el proyecto educativo con el Tema: **INCIDENCE OF GRAMMAR KNOWLEDGE IN LEARNING THE ENGLISH LANGUAGE,** Propuesta: **DESIGN OF A DIDACTIC GUIDE WITH GRAMMAR STRUCTURES.** El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

EL participante satisfactoriamente ha ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la **APROBACIÓN** del proyecto, y pone a vuestra consideración el informe de rigor para los efectos legales correspondiente.

Atentamente

Msc., Galo Donoso

Consultor Académico

MSc

SILVIA MOY-SANG CASTRO, Arq.

DECANO DE LA FACULTAD DE FILOSOFÍA,

LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad.-

Para los fines legales pertinentes comunico a usted que los derechos intelectuales del proyecto educativo con el tema: **INCIDENCE OF GRAMMAR KNOWLEDGE IN LEARNING THE ENGLISH LANGUAGE.**

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

Atentamente,

Mercedes Vicenta Flores Morales

C.I 0922899752

Juan Carlos Navarrete Pérez

C.I 0929475176

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

PROJECT

TOPIC: INCIDENCE OF GRAMMAR KNOWLEDGE IN LEARNING THE ENGLISH LANGUAGE.

PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH GRAMMAR STRUCTURES.

APROBADO

…………………………   ………………………………

Tribunal No 1   Tribunal No 2

……………………………

Tribunal No 3

Mercedes Vicenta Flores Morales   **Juan Carlos Navarrete Pérez**

C.I 0919347708   C.I 0929475176

EL TRIBUNAL EXAMINADOR OTORGA
AL PRESENTE TRABAJO

LA CALIFICACIÓN DE: _____

EQUIVALENTE A: _____

TRIBUNAL

_____   _____

_____

NATIONAL REPOSITORY IN SCIENCE AND TECHNOLOGY

THESIS REGISTRATION FORM

TITLE AND SUBTITLE: Incidence of Grammar knowledge in the learning of English Language, proposal: Design of a didactic guide with Grammar Structures.

AUTHOR/S: Juan Carlos Navarrete Pérez y Mercedes Vicenta Flores Morales	**ADVISOR:** Lcdo. Galo Donoso
	REVIEWERS: Galo Donoso
INSTITUTION: University of Guayaquil	**FACULTY:** Filosofía Y Letras y Ciencias de la Educación.

CAREER: Languages and Linguistics

DATE OF PUBLISHING:	**No. OF PAGES:** 137 pages

TITLE OBTAINED: Licenciado en Ciencias de la Educación mención: Ingles

THEMED AREAS: English Language

KEYWORDS: Reading skills, Intrinsic, Motivation, Motivational strategies, Learning, Significant learning, Interaction.

ABSTRACT: Teacher's Ecuadorian educational system, especially those teaching the subject English, face several disadvantages with respect to the academic level of the students. This is due in part to the low development of nursing students in reading skills, which does not allow them to increase logical reasoning essential part in the teaching-learning process. Reading is a primary mechanism that encourages students to develop skills that will understand texts, make thoughtful review and develop in the environment in which they operate. Accordingly, teachers must inculcate a reading culture in students to increase their reading skills in applying methodologies that are based on the socio-cultural reality in which they operate. Therefore, the present research, it was made through research conducted at the site where the problem occurs, seeking to obtain information needed to understand the reality of the lack of motivation for reading by students and to create a guide of motivational strategies to raise student academic level in their studies.

No. DE REGISTRO (en base de datos):		**No. DE CLASIFICACIÓN:**	

DIRECCIÓN URL (tesis en la web):

ADJUNTO PDF:	X	SI		NO
CONTACTO CON AUTOR/ES	**Teléfono:** 0979874098 0993601560		**E-mail:** Mercedesflores25@gmail.com Nero.jc@hotmail.com	
CONTACTO EN LA INSTITUCIÓN:		**Nombre:** Secretaría de la Escuela de Lenguas y Lingüística		
		Teléfono: (04)2294888 **Ext.** 123		
		E-mail: lenguas.linguistica.filo@gmail.com		

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA
FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: Incidence of Grammar knowledge in the learning of English Language, proposal: Design of a didactic guide with Grammar Structures.

AUTOR/ES: Juan Carlos Navarrete Pérez y Mercedes Vicenta Flores Morales	**TUTOR** Lcdo. Galo Donoso
	REVISORES: Galo Donoso
INSTITUCIÓN: Universidad de Guayaquil	**FACULTAD:** Filosofía Y Letras y Ciencias de la Educación.
CARRERA: Lenguas y Lingüística	
FECHA DE PUBLICACIÓN:	**No. DE PÁGS:** 137 págs.
TÍTULO OBTENIDO: Licenciado en Ciencias de la Educación, mention: English	
ÁREAS TEMÁTICAS: Lengua Inglesa.	

PALABRAS CLAVE: Reading skills, Intrinsic, Motivation, Motivational strategies, Learning, Significant learning, Interaction.

ABSTRACT: Los profesores del sistema educativo ecuatoriano, especialmente los que imparten la materia de inglés, enfrentan varios inconvenientes con respecto al nivel académico de los estudiantes. Esto, debido en parte al bajo desarrollo que presentan los estudiantes en las capacidades lectoras, la cual no les permite aumentar el razonamiento lógico parte fundamental en el proceso de enseñanza-aprendizaje. La lectura, es un mecanismo principal que fomenta en los estudiantes el desarrollo de las habilidades que permitirán comprender textos, realizar críticas reflexivas y desarrollarse en el medio en el cual se desenvuelven. De acuerdo a esto, los profesores deben inculcar una cultura lectora en los estudiantes para aumentar en ellos hábitos de lectura aplicando metodologías que se basen en la realidad socio-cultural en la que se desenvuelven. Por lo tanto, el presente trabajo de investigación, se lo realizó a través de investigaciones realizadas en el sitio donde se produce el problema, buscando obtener información necesaria que permita conocer la realidad de la falta de motivación hacia la lectura por parte de los estudiantes y para crear una guía de estrategias motivacionales que permitan al estudiante elevar el nivel académico en sus estudios.

No. DE REGISTRO (en base de datos):	**No. DE CLASIFICACIÓN:**
DIRECCIÓN URL (tesis en la web):	

ADJUNTO PDF:	X	SI		NO

CONTACTO CON AUTOR/ES	**Teléfono:** 0979874098 0993601560	**E-mail:** mercedesflores25@gmail.com nero.jc@hotmail.com

Contacto en la institución:	**Nombre:** Secretaría de la Escuela de Lenguas y Lingüística
	Teléfono: (04)2294888 Ext. 123
	E-mail: lenguas.linguistica.filo@gmail.com

DEDICATION

Este trabajo de estudio está dedicado a mi familia, mi madre, mi padre y hermano quienes me brindaron su apoyo incondicional en todo el momento, para ellos mi respeto y admiración.

This study work is dedicated to my family, my mother, my father and my brother, who gave me the unconditional support throughout the time of this journey, for them my respect and admiration.

Mercedes Vicenta Flores Morales

DEDICATION

Este trabajo de estudio está dedicado a mi madre, la persona que me enseño todo en esta vida para convertirme en un ser capaz de demostrar al mundo y a esta sociedad de que estamos hechas las personas que nunca dan un paso hacia atrás y no se rinden ante ningún obstáculo tan fácilmente.

This study work is dedicated to my mother, the woman who taught myself everything about this life and turn into a person who is capable to demonstrate to the world and the society who we are, to never give a step backward and do not give up before any obstacle so easily.

Juan Carlos Navarrete Pérez.

AKNOWLEDGMENT

To our parents, for being examples to follow in our daily living and for instilling values of one form or another that have helped us in life, we thank them for that and much more.

To our thesis tutor Lcdo. Galo Donoso for having us patience and for guiding us every step of this project.

To our teachers at the University of Guayaquil who gave us their knowledge and experience during our student life and helped us in one way or another to make possible the realization of this thesis.

To "Simon Bolivar" High School who supported us in the practice and research for this thesis every day, in the period of this plan and allowed for this project to be carried out in the institution.

To our friends and everyone who encouraged us and motivated us to continue with the objectives of this purpose.

To the authorities of the Unidad Educativa Simon Bolivar, who opened the doors and selflessly gave me the necessary support to achieve the project.

Mercedes Vicenta Flores Morales

Juan Carlos Navarrete Pérez

TABLE OF CONTENTS

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

SISTEMA DE EDUCACIÓN PRESENCIAL

ESPECIALIZACIÓN INGLÉS

ABSTRACT

Teacher's Ecuadorian educational system, especially those teaching the subject English, face several disadvantages with respect to the academic level of the students. This is due in part to the low development of nursing students in reading skills, which does not allow them to increase logical reasoning essential part in the teaching-learning process. Reading is a primary mechanism that encourages students to develop skills that will understand texts, make thoughtful review and develop in the environment in which they operate. Accordingly, teachers must inculcate a reading culture in students to increase their reading skills in applying methodologies that are based on the socio-cultural reality in which they operate. Therefore, the present research, it was made through research conducted at the site where the problem occurs, seeking to obtain information needed to understand the reality of the lack of motivation for reading by students and to create a guide of motivational strategies to raise student academic level in their studies.

Key words

Reading skills, intrinsic motivation, motivational strategies, Learning, Significant learning, Interaction.

Los profesores del sistema educativo ecuatoriano, especialmente los que imparten la materia de inglés, enfrentan varios inconvenientes con respecto al nivel académico de los estudiantes. Esto, debido en parte al bajo desarrollo que presentan los estudiantes en las capacidades lectoras, la cual no les permite aumentar el razonamiento lógico parte fundamental en el proceso de enseñanza-aprendizaje. La lectura, es un mecanismo principal que fomenta en los estudiantes el desarrollo de las habilidades que permitirán comprender textos, realizar críticas reflexivas y desarrollarse en el medio en el cual se desenvuelven. De acuerdo a esto, los profesores deben inculcar una cultura lectora en los estudiantes para aumentar en ellos hábitos de lectura aplicando metodologías que se basen en la realidad socio-cultural en la que se desenvuelven. Por lo tanto, el presente trabajo de investigación, se lo realizó a través de investigaciones realizadas en el sitio donde se produce el problema, buscando obtener información necesaria que permita conocer la realidad de la falta de motivación hacia la lectura por parte de los estudiantes y para crear una guía de estrategias motivacionales que permitan al estudiante elevar el nivel académico en sus estudios.

INTRODUCTION

The principal challenge that teachers and professionals who work with young people have is how a good method of learning English language can make students improve their knowledge at the moment of working some grammar activities, in class or even in exams.

We can find many reasons which student find this language difficult to understand and to speak, in fact one of these important observations have showed they did not feel confidence to practice English in class when they had a teacher who has lack of strategies or methods to teach important grammar rules that give students an useful tool to make students feel better.

That is why we though teacher must work in their strategies of learning English language because it is the first reason which students are decided to develop their grammar knowledge in the future. As a student, it can also affect his or her responsibility about facing the problems in class using the correct grammar rules in each sentence.

Teachers are convinced that students will want to learn and work in their classes if they use a useful guide that helps students to improve the knowledge inside the class and at home only practicing with the booklet.

Not only is learning English language to give the theory knowledge but also find new methods in order to develop English language is an important investment.

That is the reason we planted this proposal to motivate students to feel more secured and feel supported using this didactic material in classes.

The following research is developed properly structured in four chapters.

Chapter One

The Problem: Research Context, Research Problem, Conflict Situation, Formulation of the Problem, Characterization of the Variables, Causes, Objectives, Inquire of the Problem, Rationale.

Chapter Two

The Theoretical Framework: Background of the Study, Theoretical Foundation, Didactic Foundation, Philosophical Foundation, Sociological Foundation, Legal Foundation.

Chapter Tree

Methodology Design: Investigation Approaches, types of investigation, methods of investigation, Population and Sample, Characterization of Variables, Research Methods, Research Techniques and Instruments, Analysis and Interpretation of Results, Conclusions and Recommendations

Chapter Four

The Proposal: Background, Rationale, Diagnostic of Proposal, Objectives, Feasibility, Description, Conclusion, Bibliography, Attachments.

CHAPTER 1

THE PROBLEM

CONTEXT OF INVESTIGATION

The investigation was carried out in "Simon Bolivar" High school, located in Av de las Americas S/N and Roberto Noboa Caamaño.

The geographical location of the educational institution is particularly significant: its advantageous central location in the north of the city of Guayaquil, Guayas Province (near the main arteries of the city) is complemented by the extraordinary conditions of its approach to the sites more important and concurred by the population.

Its geographical location makes it one of the most important public institutions and with the passage of time gained popularity because of their instruction in technical sciences, with its greatest strength in these areas of education. Despite this its linguistic potential is lacking in this educational institution.

This important educational unit started with the name of Technical College Simon Bolivar, finally, through an agreement in July 30th, 2013, the government recognized the place as "Technological Institute Simon Bolivar" with more than 1.300 students and 100 workers between teachers and others, 6 of them are English Teachers in charge of the English learning with the students.

There are different careers to develop students' abilities and knowledge such as: Automotive Electromechanical, Mechanized and Metallic Constructions, Facilities, Equipment and Electrical Machines, Electronics of Consumption, and Air conditioning.

INVESTIGATION PROBLEM

CONFLICT SITUATION

According to the previous study at Simon Bolivar High School, some important points are found and needed to be mentioned in order to complain about the learning English language in some public institutions in Ecuador and trying to find a solution for the problem.

Teachers are focused giving theories and rules and they are not focused in make students apply the rules by working activities according to the level of learners and testing their knowledge with appropriated lessons.

It means students are not receiving the information in a correct way, and it causes they cannot understand and assimilate the exercises in classes.

The students have a great amount of difficulties in the moment of developing different skills in the English language, it includes the grammar that is important, we considered that the attitude is something essential in English, but there are many others difficulties that make that grammar will be difficult when we teach to students.

Another important observation is that the institution does not have an appropriated place to improve the knowledge and develop the other skills.

The lack of didactic material or a laboratory can make the class less interesting and this issue produces lack of motivation in each student inside the classroom in some cases, so we believe that our project will be a motivational tool in order to improve the way of teaching in the classes with the students.

The academic level everyday development new changes and this requirement that the teacher be qualify, after of this the teacher help them and your attitudes to Improve, so the educations will be of quality.

SCIENTIFIC FACT

In fact, this public institution is not the only place where we can find this type of problem, with teachers which are not prepared to teach with the new methods applied in this kind of learning processes, with the didactic materials (flashcards, videos, booklets, etc).

The regarding situation is that most of students have low notes in quizzes or exams because they forget to use the correct rule for some conjugations and they make mistakes in these compositions.

However, the students start showing problems at the moment of writing sentences or short paragraphs as a little exercise in classes, they cannot remember the correct structure for simple tenses (e.g. simple present), they are not able to take dictation, or even write a word.

They learn new grammar rules every day, but they have difficulties applying them when they speak or write in English.

FORMULATION OF PROBLEM

What are the effects of the lack of grammar knowledge learning the English language of the Second Bachillerato students from Simon Bolivar High School District 5 located in Guayaquil city, in the province of Guayas, from the school year 2015-2016?

OBJECTIVES
GENERAL OBJECTIVE

- To examine the effects of the lack of grammar knowledge in learning the English language, through the bibliography and documental investigation to design a didactic guide with grammar structures to benefit the second year students of public high school "Simon Bolivar".

SPECIFIC OBJECTIVES

- ✓ To describe the grammar knowledge in students with correct methods through bibliographical and field analysis.
- ✓ To characterize English language through field and bibliographical analysis.
- ✓ To design a didactic guide with grammar structures by means of the data gathered.

QUESTION OF THE RESEARCH PROJECT

1. Why is important to learn grammar?
2. What benefits are going to be with this didactic guide?
3. Where is the project going to be made?
4. Why is important to learn the grammar?
5. What are the benefits that learners get with this didactic guide?
6. How will the didactic guide with grammar structures be develop the in the students?

RATIONALE

According to the article "Correa curriculum", Published by The Economist on August 20th, 2009 and cited by English in Ecuador An examination of policy, perceptions and influencing factors:

The current government has put in place measures to improve

general teaching quality and the quality of English language teaching in particular. The Ten-Year Education Plan 2006-2015 mandated a transparent, merit-based process for teacher training and recruitment, and the 2008 Constitution stated that the government would provide professional development for public servants, including teachers. One controversial measure has been the introduction of texts of reading and logic for existing teachers, which were voluntary at first but became compulsory. Those who fail are offered training, but repeat failure may result - and has resulted for some - in dismissal. (p. 1)

Reforms have emphasized the teaching of the English language in public schools with the government providing materials and the infrastructure necessary for learning. In addition, English teachers are able to apply for "The Go Teacher" scholarship programme which was launched in 2013 to give opportunities for eligible teachers with at least A2 English level to go abroad for further studies in the theory and practice of English language teaching.

Additionally, these actions will benefit students who are learning English as a foreign language by providing appropriate methods for writing. It is relevant because it fits with the objectives of the National Plan for Good Living that proposes the innovation, science and technology as the foundation for the development of the country and English language as an important tool to attain those objectives.

The beneficiaries of this project will be the second baccalaureate year students from Simon Bolivar public high school.

CHAPTER 2
The Theoretical Frame

BACKGROUND

In this paper main features of a school grammar are intended to present by students and its most adequate methodology. School grammar is regarded as a science which covers what the language is like and how it should be used, according to its practical communicative purpose. Autonomous Communities and finally made concrete by the school programs. In these educational levels, the scientific knowledge of the students' communicative competence and the systematic reflection about their mother tongue should provide them with valid and useful tools for a more scientific knowledge of their communicative competence, both in the oral and the written mediums, which manifests itself in a progressive development of their daily linguistic performance.

Teaching language and teaching grammar are two separate questions, although have been confused and are still confusing today. For the In general, in recent decades, grammar teaching has been in our classrooms for the incorporation of theories from Linguistics, More specifically of the structuralism and gene rationalist schools, and by the different Schools and psychological currents. This has conditioned the study of language In terms of grammatical structures, whose theoretical formalization was very advanced thanks to the investigations of authors as relevant for linguistics Contemporary as Bloomfield, Hjemslev and Chomsky, among others. The teachers and language teachers at different levels of education were interested in teaching students to describe, analyze the phonological aspects, Morphosyntactic and semantic contexts confusingly and without an expressive or comprehensive practical purpose of the very object of study that must be the language itself. This has done that the students,

despite of having received throughout their schooling teaching Grammatical, sometimes intense and continuous, have real difficulties to express themselves adequately, correctly and even coherently in their language both oral and written.

English Language:

Thus Silva (2006) affirming the current paradigm of the Pragmatics, the hypothesis started by the use of songs for the learning of a foreign language that helps to develop not only the different linguistic levels (phonetic - phonological, grammatical and semantic), but also psycholinguistic aspects as the reduction of the anxiety in the learning process and sociolinguistics. For all this, we consider that the use of not sexist songs of popular music as didactic resource, since the used of vocabulary is similar to that of the conversations. For example pop music is more advisable to listen than the English language.

For Niño (2013) the English language has evolved with the history of the planet and today can be spoken such an international language that is definitive around the world in all social aspects: political, economic, cultural, technological and scientific areas, Although Crystal (2004) holds that the importance of the English in the scientific publications goes back to the Industrial Revolution. According to him, two-thirds of scientists and technologists who made this movement used the English (the British first and later Americans) as their mother tongue, so anyone wishing to learn about the latest developments had no choice but to acquire the English competences, either directly or through translation.

In addition to Alonso (2014) teaching English at the present time has been a great boom, and the language used worldwide. However, it still has not achieved the appropriate level of communicative competence in the skills involved in the domain of foreign language: oral and written expression, listening and reading. Between these skills, the written expression is the one that major difficulties and challenges he presents

because she needs of very specialized trainings. The advances registered as for computer science and of information during the last period in Cuba, in agreement with the reached one in the world in the last decade, it forces to a reconceptualization of the place of the writing in the education of the foreign languages and to valuing his contributions to the professional future of Culture. So all the above it requires work to prepare our students in developing writing skills.

Finally Quezada (2015) The English is the most used language in the world by the international trade. Equally it is indispensable to speak English when one who travels for vacations abroad: to go shopping, to take away of transport without getting lost, to ask for the account in a restaurant, to enter in touch with other people and his culture of a wide way. It does not matter to what place it goes away, if one speaks English there are had a lot of probabilities of finding another person who also speaks it, something that it might extract of difficulties in more than one occasion. In the area of the studies, it is a key tool for the academic victory.

English learns already it is not a luxury, is a need on that nowadays it does not put in fabric of judgment. The English is an indispensable requirement for the majority of the careers and is used in the study of almost all the academic fields. It is the language that it allows you to accede to more and better offers of work.

The way to motivate students to improve their skills in this thesis and therefore in our didactic guide is:
Short compositions, real life topics and working in groups.

Thus Cuesta (2009) the development of the language competencies necessary for successful writing: short story analysis and composition through the use of current information and communications technology resources. The study judged the efficacy to be enhanced when

developmental writing is mediated through the use of e-portfolio dossiers. The features discussed in this article provide readers with strategies that attempt to facilitate EFL teaching of writing and depict how teachers can strive to help students become short story writers.

For Weigle (2002), Short story student-writers: active roles in writing through the use of e-portfolio dossier 102 Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación, Maestría en Lingüística Aplicada a la Enseñanza del Inglés technology affects writing in a number of ways. Firstly, the social aspect of writing becomes more relevant since people know their texts are going to be published online. Secondly, in a networked classroom, the most successful papers may not be the ones with most well-formed sentences but the ones in which authors have reflected on their teachers' comments and polished their ideas. Taking into account that students need to be engaged in Internet-based forms of writing and that writing is a process that needs to be improved and assessed over a period of time, the electronic portfolio (e-portfolio) has emerged as a tool that integrates classroom instruction with performance assessment and, therefore, helps organize and consolidate both writing processes and products within a framework of continuous reflection and evaluation.

In the case the Real-Life Topics, According to Kanevsky (2011) The Differentiated content involving real life topics should address authentic issues, controversies, problems or provocative questions inspired by student interests, experiences, questions and concerns. "Problems should not be viewed as negative situations to be faced; rather they should be viewed as catalysts for creative production, challenges to curious and intelligent individuals."

Students may require help focusing, analyzing and/or defining their topic or question. Real life content may or may not be related to the regular, core curriculum. When it's not, the content is also an "Extracurricular Topic." Research-based best practice "calls for the use of student-

centered learning opportunities that are issue- or problem-based and relevant to the student's world." Such curriculum provides "an important connection between teacher and learner, perhaps accounting for greater gains as the motivation of both escalates." It addresses affective needs like motivation and engagement. Students who are motivated to make the world a better place may not be satisfied with studying one topic. They may need to act on the injustice and/or find a solution to the problem. Stifling or discouraging this drive may reduce their curiosity and motivation to pursue learning in other areas. Supporting and encouraging students can enhance their motivation, lead to their deep commitment to a cause and enormous benefits to mankind. Real Life Topics may involve having a student or students choose from a limited number of options determined by the teacher.

Another the motivation is working in groups, assuming Frey (2009) To create positive interdependence within groups, the group task must be designed so that the participation of every member is necessary to its completion, and students must clearly understand their interdependence in accomplishing the task. The task should also capitalize on the variation among group members so that individual strengths can be tapped. Johnson and Johnson (1994) observed that interdependence may be accomplished in the following four ways:

- Goals can be made interdependent by assigning a task that requires each member to contribute for the group to be successful. In other words, they sink or swim together.
- Resources can be distributed to ensure each group member has a unique piece of information essential for completing a task, and no one can complete the task alone or without each member's contribution.
- Rewards are excellent motivators for interdependence when given both for individual contribution to the group task and for the overall group effort and result. Group members then know they have a stake in each other's learning and their own.

- Roles can be assigned to give each group member a distinct way to participate in the group's work. Each member's job should be necessary to complete the task. Some common roles are recorder, materials manager, encourager, and reporter.

According to Hammar (2014) there are some limitations in the current study and most of them have to do with the construction of the study-specific, semi-structured questionnaire. First, the questions do not discriminate between (a) the type of group work, (b) the purpose with the group work, (c) the structure of the group work (i.e., extent and/or time); or (d) ways of working in the group (i.e., cooperation or collaboration). Second, the design of the questionnaire does not facilitate comparison between the populations included in the group. The questionnaire treated group work as one activity and did not acknowledge that group work can serve different functions and include various activities. This simplification of the phenomena group work causes criticism concerning whether or not it is possible to assemble these populations into a joint research group. An elaborated description of the analysis process and the comparison to three background variables has been used to counter this criticism. The thin results from the comparison, indicate that based on the question used in the study-specific questionnaire, it is possible to assemble the results into a corpus of joint results.

GRAMMAR

According to Nordquist (2016) English Grammar (also known as descriptive Grammar) is not the same as English usage (sometimes called descriptive grammar). So it is not focuses in the use of all the structures which this language has. Also, part of this fact tries to give us the closest explanation of how to differentiate from usage of grammar structure, so then it is studied by another subject matter or called usage of grammar

which is related to the how to use all mechanic, structural ways of grammar pattern in order to learn the language.

But according to Scrivener (2007) grammar is not just a dry list of facts and rules. It is in our mind and it is a living resource that gives us the ability to communicate our ideas, thoughts and feelings and to comprehend what other people are trying to say or write to us.

Undoubtedly, when learners are in learning process must not think indifferently in not taking in count grammar pattern, if well may be true that teachers want them to speak all the time, their achievements are focus on speaking, but grammar should not be taken out of the teaching process, so it means that grammar pattern should be linked in fewer percentage, but it would be increased according learners are heading up the different courses.

According to Azar (2007) teaching grammar is to show how language works. Appropriate teaching of grammar guides learners how to use the language correctly. This author points out the significance of teaching grammar as: One of the vital aspects of grammar teaching is that it helps learners find out the nature of language, that language is about predictable structures that make us what to say, read, hear and write intelligibly. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning. Grammar is the weaver that creates the fabric.

According to Urricariet (2010) anyone can learn English grammar, no matter what level of education you have. Learning English requires besides many other grammar skills such as pronunciation, comprehension, vocabulary development and others.

Conforming to Greenbanum (2006) Descriptive grammar is the structure of a language which is used by speakers and writers, and this is related to the rules and patterns of grammar such as words, and structures. Then they also mentioned that prescriptive grammar is a set of

norms or rules governing how a language should or should not be used rather than describing the ways in which a language is actually used.

The systematic study and description of a language is related to Descriptive grammar refers to the structure of a language as it is actually used by speakers and writers. It is specifies by using the correct model of tenses that learners use when they do a task in the learning process such as; adverbs, nouns pronouns, adjectives and so on. As different as to prescriptive linguistic focuses on the syntax as an aid to the learning of the studied language.

Both kinds of grammar are concerned with rules, but in different ways. Specialists in descriptive grammar study the rules or patterns that underlie our use of words, phrases, clauses, and sentences.

On the other hand, prescriptive grammarians lay out rules about what they believe to be the correct or incorrect use of language.

In keeping with Rodriguez (2009) grammar focuses on form may be planned and focused on pre-selected structures, or it may be incidental, arising spontaneously at any point in a communicative activity. Teachers have to design a task to encourage trainees to notice forms in the input or they have to explicitly teach these forms and give opportunities for meaningful practice. Focusing on forms is most frequently teacher-initiated, but it is also started by learners through questions and requests for explanation.

Unclear communication is the biggest issue caused by using incorrect grammar when writing or speaking.

According to Patty (2015) this type of question assesses the ability to understand the main ideas of a text, choosing the most correct information from a group of sentences according to verbal condition.

Ex: Daniel's behaviour is bad, but Brian's is much worse, In this question, we want to express the following: Daniel's behavior is

bad, but Brian's is much worse, so 'worse' is comparative, because we compare both behaviors, and not superlative. The comparative of the adjective 'bad' is irregular, does not follow the general rule, and is 'worse', which means worse. Now, here we have to choose, before that comparative, 'much' or 'more', to emphasize that 'worse' and say 'much worse'. That is done with 'much' and not with 'more'. 'More' means 'more', while 'much' is 'much'.

Filling gaps is the instructions is in each blank space in the sentences below, provide a comma, semicolon, or colon where appropriate or write a small-case "x" (without the quotation marks) where none of those marks is appropriate.

Thus Longman (2000) In order to learn the formal rules of a language, students need to practice new structures in a variety of contexts to help them internalize and master them. To this end, provides an abundance of both controlled and communicative exercises so that students can bridge the gap between knowing grammatical structures and using them. The many communicative activities in each unit enable students to personalize what they have learned in order to talk to each other with ease about hundreds of everyday issues.

According to Larsen (2000) In "Teaching Grammar," Larsen-Freeman challenges conventional views of grammar. Instead of simply analyzing grammatical form, she includes grammatical meaning and use as well. Then, building on what is known about the way grammar is learned, she offers ways to teach grammar consistent with contemporary theory and the need to "focus on form" within a meaning-based or communicative approach.

Focusing on grammatical form during communicative interactions rather than forms in isolation is one way to prevent the pendulum from swinging beyond its point of equilibrium. In this chapter, we will encourage

a balance between grammar and communication. The first step is to come to a broader understanding of grammar than has usually been the case. (Long, 1991).

GRAMMAR MYTHS

According to Sanabria (2015) British English or American English? This is one of the first questions that a student does when look for an English course and there are many theories about how best to learn. Some people say that British English is more formal and therefore is better to choose a British teacher; other people believe that American English is easier to learn.

Ex: 1 cars: We do not know why, but the lexicon of cars varies greatly between British English and American English.

But according to Pinker (2008) the one myth is a pronoun serving as the complement of *be* must *be* in the nominative case (*I, he, she* and *we* and *they*)

If the above rule were true, it would be incorrect to say, "Hi, it's me," since it should be, "Hi, it's I." This is another misconception based on equating Latin rules with English rules and declaring formal English as the only acceptable version of the language, Pinker says.

In English, the accusative case (*me, him, her, us, them*) is the default and "can be used anywhere except in the subject of a tensed verb," Pinker says. "Then and *as* need to precede clauses, not noun phrases."

According to Lopez (2015) English is a difficult language however, after reading over and over again that studies in power say the Spanish have the worst level of English of the European Union, I would like at least to point out the simplicity of this language in achieving a basic level. And something tells me that the main reason why this language is Spanish resists us is the lack of content in English around us (read dubbing movies

etc.). English lacks the verbal form of the subjunctive, it may lack a specific brand as the future or the past, but the fact is that is often used to express wants or spec. If you want to know a little more about this verbally take a look at this article.

According to Lopez (2015) the alphabet of the English language is easier than the most Eastern languages. It only includes 26 letters. All its letters are used in this simple form. No letter combinations or variations of them such other languages. Its grammar is simple mega. There are only a few rules to learn. The rules are clear and unambiguous compared with most languages.

The truth is that there is almost no difference between spoken and written English. That's why the effort to learn English is less than when you learn another language with wide variations in speaking and writing. Soon, many more myths that people are complicated, alphabet, grammar and pronunciation and writing.

Thus also Garcia (2013) while it is true that there are real elements in what they say, the conducted interview generally confirms that the problems of the student to speak English can be summarized in one word: structure, or rather the lack thereof. Most of these people are comfortable with the first set of questions where simple structures are used, but as the interview and responses require more complex grammar progresses, people have difficulty in producing a consistent, even when they understand the meaning of the question.

Many are surprised to know that the problem of fluidity is really an issue of (lack of) grammar. In reviewing some of your answers, it's showed how this lack of structure prevents them from expressing their ideas. And the issue is simple: to express complex ideas, you need complex structures. Not everything that we mean you can say using the simple times in the past, present and future; in other words, knowledge of these structures does not give us the fluidity people seek.

18

THEORETICAL FOUNDATION

According to Garcia (2008) the methodological currents are based on grammar and translation method. The first method that is in our historical review, existing for a long time in the teaching of English and other modern languages, is based on grammar and translation. It is a mentalist and deductive method, according to which the language is acquired meromictic learning grammatical rules and paradigms, and long lists of vocabulary. Also is Direct methods, when learning a foreign language was raised as objective communication with speakers of that language , and not just reading literary works, was the grammar-based method and translation could no longer be used, or at least not exclusively. Well emerge in the 90s and 30s, a number of methodological initiatives, subsequently grouped under the name of "direct methods ".

Also according to Blanco (2012) it focuses on the universal grammar is the set of principles, rules and conditions shared by all languages. This concept is the core of the theory of generative grammar transformational proposed to explain the process of acquisition and use of language. According to this influential theory formulated by Chomsky in the 50s, all human beings naturally acquire one any language because they have a universal grammar.

Also D.W (2006) this capability, specifically human innate and independent of other capacities, manifested in the form of universal knowledge about the properties common to all languages and specific features of each. The speakers access the content of the universal grammar through activation of language acquisition device or DAL. Acquiring a language is to learn to apply the language in question universal principles and identifying the appropriate value for each parameter.

According to Joven (2014) the communicative approach is also known as communicative language teaching. With this didactic model is to train the student for a -not only real communication in the oral side, but also in other written- foreign language speakers.

And the last Eguren (2014) The Standard Theory about Chomsky, 1965 aims to describe the properties of mental grammars of the speakers explicitly and comprehensively. In order to meet the requirement of "descriptive adequacy" of the theory, at this early stage of Chomsky's linguistics a complex system of rules of sentence structure, expressing the structure of the constituents of phrases and sentences are constructed, and transformational rules with which representations derived from underlying forms and thus captures the fact obtained. In line with the characterization of grammatical knowledge as a system of rules, aspects of the theory of syntax is proposed that specifies Universal Grammar which both allowed types of rules (phrase structure and transformational) are and how they apply. In addition to these "formal universal," notes Chomsky in Aspects of the Theory of Syntax that the GU also provides a set of "substantive universal" (a list of phonetic features, syntactic and common semantic for all languages) as well as a "measure evaluation" which allows you to choose between extensionally equivalent grammars are those that capture meaningful generalizations using the simplest notations.

According to Campos (2012) his Fundamental features:

• Emphasis on physical activity in response to linguistic message is made.
• The teacher makes use of orders most of the time and communication with their students in class is done this way. Class activities favor the development of listening comprehension, vocabulary acquisition and speech. Students constantly hear the teacher orders and thus gain familiarity with the sounds of language studied, while considerably increase their vocabulary, by observing actions teacher does.

PHILOSOPHIC FOUNDATION

According to Rueda (2014) This paper deals with the research that has been conducted in the field of process of learning a second language, namely English; the aim is to reflect on the theories that guide us to achieve an effective and efficient learning of that language from the horizon of the experiences of daily educational practice.

Based on the findings and educational trends focused on effectiveness in teaching a second language, we return to the main ideas that have served us well for improved learning and English proficiency:

• Know the psycho-evolutionary development in which the student is, in order to bring it to the knowledge in the different stages of their lives safely and reliably.

• To know in depth the methodologies and approaches to teaching a second language to give a global perspective of the teaching-learning process and involving not only aspects of reflection and communicative use of language, but also the human aspect comprising its part affective, emotional and social.

• Know the differences between the two languages, as well as their culture and ideologies, in order to deepen the immersion and understanding of it.

• What activities are meaningful and progressive, which makes the students find meaning and application of what you learn.

Also according with Pnieb (2009) Teaching English it is now presented as required from the third year of preschool. National English Program in Basic Education is part of the area of curriculum development

and comes under the Comprehensive Reform of Basic Education in 2009. The overall aim is that the student appropriating various social practices of the language to enable it to meet their communication needs and develop different learning strategies and creates awareness about the existence of other cultures. This is the place to reflect on the importance of the development of bilingualism (utterance in two languages) , as agent for pluralization and tolerance, to respond to living in a globalized world that demands exchange and internationalization in the various environments moment education, economics, medicine , technology, etc.

According to Hidalgo (2014) learning a new language in a globalized world in which we live today is crucial for the personal and intellectual development of each individual, which must take into account the type of methodology to be applied in the classroom of class; to help and encourage the student's desire to learn. Unfortunately mid-level education in Ecuador for a long time and has been characterized by its traditional methodology to achieve an active education ago, critical, reflective, allowing the student and the teacher take a relationship of friendship, trust, kindness to the acquisition of new knowledge. Should consider that as time passes are also changing schemes, models, theories, philosophical and pedagogical trends; because before education focused on teaching, program content, with an emphasis on discipline and order in which you could say the main focus in education was the teacher, and the student was simply the recipient of information, without being able to give their views or develop their skills.

Education should be based on achieving educational objectives sought, which is an individual activity, in which each student reconciles the new knowledge in their previous cognitive structures; associating what you know and believe with the new information.

According also with Amaguaña (2012) is the ways to support the learning are Communication skills. A potential education seeks the integral development of student. Far from being a vertical education where the teacher speaks and Students listen, the student is an active participant in the process teaching and learning. Being the motivating teachers guide to externalize those capabilities in their educated in an environment of harmony with active participation of all stakeholders in the classroom.

Pedagogical Foundation

According to Brown (2001) this method was initially called it the classic method and used basically to teach Latin and Greek. Later in the nineteenth century is known as the Grammar- translation method , the same is a Deductive and mentalist method , according to which the language is acquired meromictic learning grammar rules and long lists of vocabulary; and applying that knowledge practiced in exercises forward and reverse translation. To teach the native language is used from the student. This method did nothing to improve communication skills in the language, leaving production skills and listening comprehension completely relegated which has been widely criticized.

According to Bowen (2012) The Grammar Translation method embraces a wide range of approaches but, broadly speaking, foreign language study is seen as a mental discipline, the goal of which may be to read literature in its original form or simply to be a form of intellectual development. The basic approach is to analyze and study the grammatical rules of the language, usually in an order roughly matching the traditional order of the grammar of Latin, and then to practice manipulating grammatical structures through the means of translation both into and from the mother tongue.

The method is very much based on the written word and texts are widely in evidence. A typical approach would be to present the rules of a particular item of grammar, illustrate its use by including the item several times in a text, and practice using the item through writing sentences and translating it into the mother tongue. The text is often accompanied by a vocabulary list consisting of new lexical items used in the text together with the mother tongue translation. Accurate use of language items is central to this approach. Generally speaking, the medium of instruction is the mother tongue, which is used to explain conceptual problems and to discuss the use of a particular grammatical structure. It all sounds rather dull but it can be argued that the Grammar Translation method has over the years had a remarkable success.

According to Otero (1998) In the grammar-translation method it is the soul memorize rules, translate sentences out of context or determine the progression of the course; are actions focused by the focus on form, Natural learning, initially with the method of the series, and after a broader way with the direct method, leads us to work with intensive oral interaction in the target language, with little or no grammatical analysis. However, the correct pronunciation and grammar is prioritized. The audio-lingual method follows the trend of an inductive grammatical analysis. Emphasis is given to oral, with the use of dialogue and contextualized structures. Repetition, reinforcement to student success, investing in a Super learning of linguistic structures obeys a behaviorist theory base. Remove errors before they arise, is the orientation of planning, materials and order of any action under that method. A brilliant student answer that responds to the sense of questioning presented cannot be accepted, if it escapes to the proposed limits in certain structural practice.

According to Díaz (2010) each classroom is a scenario in which a series of didactic interacting variables that make teaching and learning English a complex act .Teachers relate to students, objectives, methods,

activities, materials, assessment and context. However, an approach to the understanding of this complexity can be achieved by addressing educational speeches about the interpretation of the multitude of variables that occur in the phenomenon of didactic transposition. The idea of exploring the educational phenomenon from the speeches of the young student teachers, future teachers, is related to the high share of subjectivity and complexity that this phenomenon is of and the ability to understand the network of personal theories holding their pedagogical praxis.

Psychological Foundation

Based on Quijada (2015) the grammar is constance, although our English is not good, few care to learn constantly and prolonged in time. As in any matter, this is the key to master. Repetition is fundamental. Writing helps to set the language when failure especially in understanding. Ear training is essential. And a good way to go to see movies in their original version.

According to Gomez (2016) it is fear that makes fun of you: This is one of the most common barriers for people who are beginning to study English. Courageously they rush to try to start a conversation with someone with the desire to practice the language, but what happens? Suddenly to open his mouth, the first way you hear are teasing or smiles of your friends to listen to talk. Never mind that, if you do not take risks and overcome these obstacles cannot ever learn. In life you have to go through difficult times and learn a language requires going through embarrassing situations, we all make mistakes and thanks to them is that we learn in life.

In agreement with Hernandez (2010) The way he thinks and learns the human mind is not the same during the different stages of life,

and that mental and cognitive processes affect learning in children, adolescents and adults are not the same, hence the importance of teachers know different strategies that they are age-appropriate learning and learning style students and encourage them to make use of them. Adolescence is a stage transformation and development in which the human being experiences important changes not only in the physical image and how to interact but also extends to a new way of thinking and learning; Therefore, it is essential that teachers know some of the theories of learning which they have influenced the development of the methodology for language teaching and its importance in language learning in adolescents.

As claimed by Ordorica (2006) "In psychology, motivation refers to initiation, direction, intensity and persistence behavior. In this regard, we talk about the existence of factors personality that facilitate or impede learning and the acquisition of a foreign language or a second language (Common European Framework of Reference for Languages, p. 104). Between These factors include attitudes (openness, will), motivations (intrinsic, extrinsic, instrumental), the (ethical, moral) values, beliefs (religion, ideology, etc.) and personality factors (optimism, passivity, fear, intelligence). However, since the first concepts of motivation were developed from studies conditioning in animals, motivation explained from a point of view merely conductivist: satisfaction of biological needs determined by the behavior and subsequent reinforcement or reward. A subsequent rethinking of the concept of motivation was the concept of motivation the achievement. He believes that people are different in their desire to achieve their goals. In the case of learning English, for some the desire to succeed is the most important; for others it is the same if they succeed or not.

According to Campos (2012) Cultural interest in each nation boosts its language network, joins the unstoppable growth of electronic commerce, which promotes open markets and promotes the need to sell in several languages. The cyber stores intended to skip borders must present the showcase so that means there where they want to be. This occurs in two ways: businesses of any country forward expansion, they must transform their content, mostly English, to be known and US companies cannot ignore the power of minority languages when it comes to conquer new territories. All this leads to a great need: linguistically and culturally adapt the contents to penetrate any market.

Sociological Foundation

What is our part in society? What is our collaboration? If you come across with your students from college after, and see them well-behaved, polite and maybe successful in their personal lives, would you not feel proud of yourself? How would you feel if they end up being a burden for society?

How many people really care for using good grammar when they write or speak informally? How difficult is for them when they have to use good grammar in formal situations? Do they really care?

Part of the teacher's job is to make pupils care about it. That is the best contribution that we can give to society. We see a society full of ignorant people, and we do not care. We do not feel guilty about it. Teachers blame parents, parents blame the education system. Kids do not care what everybody else thinks, most of them just follow trends. Society is going to reflect teachers and parents' job. They are to praise or blame.

In accordance with Vexler (2013) in the context of education for competitiveness, English is, in our times, a key to access the incessant and changing information in a global knowledge society and civic

integration tool. Which allows people to know how to act efficiently and applying values scientific, technological and productive social skills? For learning, like the Castilian and other languages , should methodologies to develop speaking and listening skills as well as understanding and production of texts, using close contents of sociocultural and economic-productive environment where the student interacts. Logically using the widest variety of media, among others, linguistic, testimonial, audiovisuals, experimental and educational community with the mediation of competent teachers. Emphasis should be given to cross lexicon, phonetics, nonverbal resources, as well as grammar and spelling.

In relation to Bonilla (2012) for purposes of analysis, it is imperative to consider the concept of socio-economic development axis which is the subject of discussion in education and language training proposed herein. It can be said that economic and social development they are closely related since one could not exist without the other. this shape, comprises a first situation in which a company reaches a level economic which allows its inhabitants meet your needs with quality while the second is perceived as a situation in which individuals up a society enjoy being in areas of health, education, economy, among others. Therefore, we can say that the socioeconomic development of action is strongly linked to the ability of a state, which according to the population, it is emphasized that aspects as equity, sustainable use of natural resources, redistribution n welfare of society, provide an organized system that allows you to individuals "to make use of resources such as money, to meet their basic needs Superfluous and quality, "from a base on which are carried out activities that make possible through social respect (Periodismousac, 2008).

According to Gonzales (2010) the style denotes a tendency to behave in a certain way, and it is a dimension of personality, which affects our attitudes, values, and social interaction. Probably the best known is

the analytical cognitive style, which is to see a problem by analyzing each of its parts rather than seeing it from a global point of view. The student knows what to do and acknowledges that his attitude is not going according to the degree of responsibility that is expected of him, and still persists in attitudes that contradict quality standards. Many of these factors can be attributed to features own young adult students: tardiness, listlessness, lack of interest in the study in general (not only for languages), poor choice of appropriate places for study, etc.

In relation to McRay (2016) for many people, learning a second language is an expected consequence of their social environment necessary for communication. When a person perceives the need to communicate with others, obviously this will increase their motivation to learn the second language. For this reason there is so much emphasis on studying abroad when possible. A general way to increase student motivation is to create courses that encourage them to perceive the language as a tool for communication worth. Another way is to provide many opportunities to practice. Knowing what we know about learning, how specifically we can stimulate interest and motivation of students in the classroom? It has proven the importance of the student's attitude about foreign culture. The language you use a person is connected with the way he perceives his identity and his world. Consequently, when the language of another culture is learned, it accepted the other way of perceiving the world, to some extent. When a person has a positive impression of the other culture, this can enhance and enrich the learning process. On the other hand, if a trainee has a negative attitude, this will create strong internal barriers. Not all students have preconceived notions that influence this. For these students, their experiences in the classroom become very important. So that the instructor holds a unique and powerful position to influence the formation of a positive attitude and motivation that students are formed on the culture in question.

According to Alvarez (2014) Qualitative research studies the phenomena in their natural environment, trying making sense of or interpreting the meaning they have. Given the nature of the factors to consider prior formal language -exhibition, use of language needs and anxiety, the researcher cannot build to artificial situation to cause or influence the existence or effect of any of these factors because they are present at the time of starting the study. Therefore, the above factors were observed and analyzed their natural environment, without intervention by the researcher, so that determinable the presence of one or more of these factors and the degree of influence they have on the process of student learning.

Legal Frame

This investigation of this project is focused on The Ecuadorian Republic constitution. Article 26 states that the education is a right of the people throughout life and an inescapable and inexcusable duty of the state. This project aims to improve the education through the teaching of the English language because it is a language which is spoken worldwide and it can bring other opportunities for people to get a better future.

This project aims to let everyone know about the importance of the cultural diversity in Ecuador. The Intercultural education is supported by the article 243 of the LOEI, which states that the intercultural education proposes an inclusive approach, based on the appreciation of cultural diversity and respect for all cultures, it seeks to increase educational equity, overcome racism, discrimination and exclusion, and promote communication among members of the different cultures.

According to the regulation of the Universidad de Guayaquil to develop the design and execution of the educational project, approved by the Honourable Directive Council on January 15th 1999 and ratified on

February 9th of the same year. The education project must be performed by not more than two under- graduated students.

The objectives of the regulation among other are:

- To design and execute the educational project, by applying the scientific method to contribute to the improvement of the quality of education.

- To contribute to the holistic, harmonic and permanent development future professionals.

- To guarantee that the research is done through the use of effective technical resources.

(Ley Organica de Educacion Intercultural y Reglamento, General Law, Section 26, 2011)

CHAPTER III

METHODOLOGY

METHODOLOGICAL DESIGN

The methodological development of this study focuses on the principles of applied educational research, whose main purpose focus on achieving the production of knowledge and to detect that it benefits a particular social group too, as it is the case of the students of third year of high school.

This type of research is product of the development progress of science and education which has attended all areas and performance of individuals and including education. Actually, it is compatible with possible solutions to be given to the problematic under study.

Afterwards, for the development of methodological design was considered to Valera, (2011) who mentions, the development stages of the investigation such as:

1. Diagnosis stage, where techniques and instruments for collecting information applies of objectively to establish the problem under study.

2. Sensitization and awareness stage, where the community affected by the problem meets and given to know the characteristics and the impact thereof.

3. Intervention stage, where the strategies and actions that can solve the problems under study are designed. (p. 1)

From this perspective, this research manipulated the independent variable, what in this case was "Grammar knowledge" to analyse their effects on the dependent variable: "English language".

Also, Almaraz (2013) affirms:

Feasible project includes the elaboration and development of a proposal for a viable operating model, to solve problems, requirements or need for organizations or social groups; it can refer to the formulation of policies, programs, technologies, methods or processes. For its formulation and implementation should rely on documentary research from Field or a design that includes both modalities. (p. 32)

Therefore, the modality of investigation applied to this thesis was field, through a survey about reading literacy in the English language to the students of third of High School with the application of interviews with affirmative statements and tests of verbal reasoning and logical reasoning.

APPROACHES OF THE INVESTIGATION

According to the way the information is gotten, there are the following approaches used in this investigation:

Quantitative approach: It refers to the study of the analysis of numerical information, trough the statistics, to give solution to questions of investigations or to refute or to check a hypothesis.

Qualitative approach: It refers to the study of methods of compilation of information of descriptive type and of observations to discover in a discursive way conceptual categories.

TYPES OF INVESTIGATION

There is also another way of classification related to the followed steps to solve problems which are:

Explicative method

According to a lesson given by Kowalczyk, (2015) explains the Exploratory research is defined as:

The initial research into a hypothetical or theoretical idea. This is where a researcher has an idea or has observed something and seeks to understand more about it. An exploratory research project is an attempt to lay the groundwork that will lead to future studies, or to determine if what is being Observed might be explained by a currently existing theory. Most often, exploratory research lays the initial groundwork for future research. (p. 1)

This theory is very important in this project because it will give us meaningful information about the background and how the problem is affecting to the educational community.

Descriptive method

In accordance with Ibarra, (2011) manifests:

The purpose of the research is to describe situations and events. That is, say how it is and certain phenomenon occurs. Descriptive studies seek to specify the important properties of individuals, groups, communities or any other phenomenon that is subjected to analysis measure or evaluate various aspects, dimensions or components of the phenomenon or phenomena to investigate.

From the scientific point of view, described is measured. This is a descriptive study a number of issues is selected and each is measured independently, so worth the redundancy - to describe what is investigated.

The process description is not only the collection and storage of data and its corresponding tab, but that relates to conditions and connections, practices that are valid, opinions of people, views, attitudes and processes remain on going. Descriptive studies focus on measuring the explanatory discovers. The researcher must define who is going to measure and who will be involved in this measurement. (p. 1)

METHODS OF INVESTIGATION

Nowadays, through research is possible to solve problems and to contribute with new knowledge to our society which is very important in education area.

Any investigation born from an observed or felt situation, which generates a series of worries or questions that cannot be answered of immediate form, but it needs to establish a process of development to give solution.

This process is called "method", the most commonly used are:

Inductive method

It starts of a particular phenomenon to come to generalizations. This refers to the results obtained of the observation and experimentation with particular elements to the formulation of hypothesis, principles and laws of general type.

Deductive method

It starts of a general Phenomenon to come to the particular one. This refers to the application of principles, theories and laws to particular cases.

TECHNIQUES AND INSTRUMENTS OF INVESTIGATION

Theoretically and for purposes of researching, it described below techniques and instruments used in this study:

Surveys. - The article wrote by Mathiyazhagan and Nandan, (2010) refers to Kerlinger, (1973) about the definition of survey "considered survey research as social scientific research and focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations and behaviour".

Statistical Analysis. - Descriptive Statistics will be used in our research to describe and summarize the information gotten through the sample, it means what we will collect, organize, and analyze the information for a better understanding.

Interviews. - This is one of the most common technique used in investigations. Crano and Brewer, (2008) refers to "the research interview is a data collection method in which participants provide information about their behaviour, thoughts, or feelings in response to questions posed by an interviewer." (p. 1)

Consequently, in this study, the survey technique was applied and used instruments to measure each of the variables under study, one for the variable "reading skills" and another for "extensive reading ", besides "the proposal".

The first instrument consisted of a questionnaire type Likert scale, defined as an attitude measurement scale used to assess the reactions of respondents subjects Hernandez, (2006). The questionnaire contained 12 affirmative statements relating to the independent variable (items 1, 2, 3 and 4), dependent variable (items 5, 6, 7 and 8) and finally to the proposal (items 9, 10, 11 and 12).

For each proposal, the response alternatives were: strongly disagree, disagree, undecided, agree, and strongly agree. This version of the instrument was applied in order to avoid that the sample had been accustomed to it and this could affect the results.

The second instrument concerned: The result of the statistical analysis of propositions which is described and the sample taken from the population is synthesized. This tool allowed to measure the level of student learning such as emotional, behavioural, attitudinal and cognitive. With this, students voiced their grammar knowledge.

The third instrument was an open interview to the authorities of the educational institution, in order to assess the variables and the proposal. After taking into account the views, suggestions and recommendations made by the experts in this field, the rules and guidelines for the design of the web site was built.

POPULATION AND SAMPLE

The research population for this study contained the second year students of public high school baccalaureate "Simon Bolivar" which is constituted by 30 students

Course	Room	Students	Teacher	
2nd Bachillerato	A	30	1	
Total		30	1	31

TABLE #1 GENERAL POPULATION

OPERATIONALIZATION OF THE VARIABLES

INDEPENDENT VARIABLE

Grammar knowledge for students of second year at "Simón Bolívar" high school. One of the main targets is to develop writing skills focus on grammar structures for the learners, using the didactic guide as a useful tool to promote grammar activities.

In this guide, learners will have different grammar structures based on exercises with objective answers, learners will figure out the correct answer by looking carefully each option in the exercises, practicing this types of exercises they will improve the level of learning through and concentration at the moment of write and select the correct words.

DEPENDENT VARIABLE

The dependent variable of this project is the development of English language. Therefore, teachers need to encourage their students with several methods of teaching and learning that allows students to improve their language skill with easy grammar exercises, working with short compositions related to real life situations, making students to work in groups in order to they can feel confident and share experiences.

TABLE OF OPERATIONALIZATION OF THE VARIABLES

Table # 1

Variable	Dimension	Indicators
Grammar Knowledge	How can they practice to improve grammar knowledge?	- Multiple choice - Filling gaps - Focus on grammar structures
English Language	How to motivate or encourage students to improve their skills?	- Short compositions - Real life topics - Working in groups

Source: Research results
Elaboration: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

TECHNIQUES

There are many data collection techniques, researchers and experts have been developed to meet the needs of current research; the authors of this research mentioned here they consider most useful and relevant to the type of research; without thereby denying the validity of others.

a) Diagnostic Test

It refers to those techniques that allowed to analyze and understand the reality as it is, for it has been the tactic used verbal inquiry students of the area.

It was selected by the researchers as a tool of investigation, to see the level of the student's grammar knowledge, and determined if there is a real problem and how to overcome it, it also allowed the researchers to get involved with the population to respond to their needs more efficiently.

b) Interviewing

To obtain information through dialogue in a formal, planned meeting between one or more people, interviewers and one or more respondents, which transforms and organizes the information known to them, so that it is a useful tool for the development of a project element.

This technique was selected by researchers to communicate in a direct way with the English teacher to the students from 2nd bachillerato in order to get the information needed and to socialize with him and to see his perspective of the problem.

c) Survey

The survey is widely used as a research method, allowing us to get and process data quickly and efficiently.

DIAGNOSTIC TEST

Student's name:_____**Score:**

Course:_____**Date:** _____

1) Underline the correct option. (2 pts)

   A. I   **am** / **is**   a student.

   B. He   **are** / **is**   young.

   C. She   **isn't** / **aren't**   a good student.

   D. The kites   **is** / **are**   in the box.

2) Choose the option that best completes the sentences (2 pts)

   A. We_____**(don't / are)** enjoying our holiday here so much.

   B. I_____**(am / is)** eating a sandwich now.

   C. My mom_____**(called / call)** me yesterday.

   D. she_____**(didn't / did)** my homework last week.

3) Circle the correct option (2 pts)

   The students_____(not, speak) German in class.

   A. don't speak

   B. does speak

   C. doesn't speak

   D. don't speaks

   I am busy right now. I_____breakfast.

   A. am have

   B. has

   C. having

   D. am having

4) Write a little paragraph about your personal information. (4 pts)

_____

_____

_____

_____

41

Scores from the diagnostics test	
Range	**Number of students with the score**
0 – 4	6
5 – 6	20
7 – 8	3
9 – 10	1
Total	30

Analysis:

Having taken an written test to the 30 students of the Second Bachillerato of the High School "Simon Bolivar", it demonstrates that 75% of the students obtained a grade bellow 7, this means that the majority have various problems at the moment of using different tenses and even vocabulary, thus, confirming that it is needed to have better activities directed to improve the English grammar and since the written activities and compositions are done based on real world situations, the application of group techniques are essential.

The graphic also shows that 20% of the group who was diagnosed obtained a grade from 7 to 8, which means that some of them had some knowledge of the vocabulary on the test, but misspelled most of the words. The 5% percent of the students obtained a grade from 9 - 10, which means that this group of students have a better understanding of the grammar structures and were able to choose the majority of the correct options correctly.

This project is directed to both parts, to the students with a grade bellow 6 and the ones above this threshold, therefore the former students learn and practice the skills.

INTERVIEW

Teacher's name: Miroslava Sanchez

1.-Which group techniques do you apply in class to potentiate the grammar development?

A: I do some activities in which the students have to use some basic grammar structures, and some group activities, but not many.

2.-How often do you apply the group techniques inside the classroom?

A: Very little, they mostly work with me

3.-How many students participate in each group?

A: 10 sometimes

4.-Do your students participate actively during the development of the activities?

A: Some of them, the ones who know, the others who do not do much

5.-Do your students have the same level of writing compositions in English?

Not at all, some are very good and many do not even know the alphabet.

6.-Do you consider convenient to group up students according of their level of knowledge?

A: I think that is going to be good.

7.-Do you consider necessary to reinforce students' English language by applying the group techniques appropriately?

A: Of course, it would be really helpful for the students who need it.

8.-Do you consider convenient to enrich with group activities the students with an A1.2 level of knowledge in the English language?

A: Yes, because they get bored sometimes

9.-Would you like to use a guide with differentiated group activities?

A: That is good, I have so many subjects that I just use the activities in the book and don't have time to look for more activities.

10.-What results would you expect by using this guide?

A: That students improve their knowledge in the use of grammar and writing.

Analysis:

According to the interview there are many factors that do not allow teachers to prepare better group activities and even for not using it, like: lack of time inside the classrooms, number of students, different levels of knowledge, and sometimes teachers have so many subjects to teach that they have no time to look for activities to promote communication, and stick only with the ones in the book.

The interview also mentions that much of the time students only communicate with the teacher which makes students nervous most of the time and creates an environment where communication is not at is best, due to the limited answers students are going to give, and the prepared questions the teacher is going to have, making the activity boring and predictable. It was also mentioned that grouping up students according to the same level of knowledge before mixing them for some activities will be in their best interest, because they will be able to practice and learn the vocabulary, in this way they will feel more comfortable when doing the activities with people with more knowledge.

SURVEY

	5	4	3	2	1	TOTAL
1. It is difficult to understand the grammar structure in English	5	0	4	15	6	30
2. It is important to know all grammar structures.	1	4	5	0	20	30
3. You would like to have a guide to practice grammar in a better way.	0	0	4	20	6	30
4. The English grammar classes are interesting.	18	10	0	1	1	30
5. English is an important subject to learn	2	0	3	15	10	30
6. You are able to recognize grammar structures in a reading.	19	8	1	2	0	30
7. You like working in groups.	3	2	2	15	8	30
8. You can ask or answer common questions such as; your age, name, tastes, etc. In English.	0	0	1	24	5	30
9. You feel frustration in the English class.	0	0	2	8	20	30
10. You are able to write compositions.	5	15	5	0	0	30

INTERPRETATION OF RESULTS

Table #2

1.- It is difficult to understand the grammar structure in English		
	Students	**Frequency**
Totally Disagree	5	17
Disagree	0	0
Neither Agree nor Disagree	4	13
Agree	15	50
Totally agree	6	20
Total	**30**	**100%**

Source: Students from Simon Bolivar High School, 2nd Baccalaureate

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Figure # 1
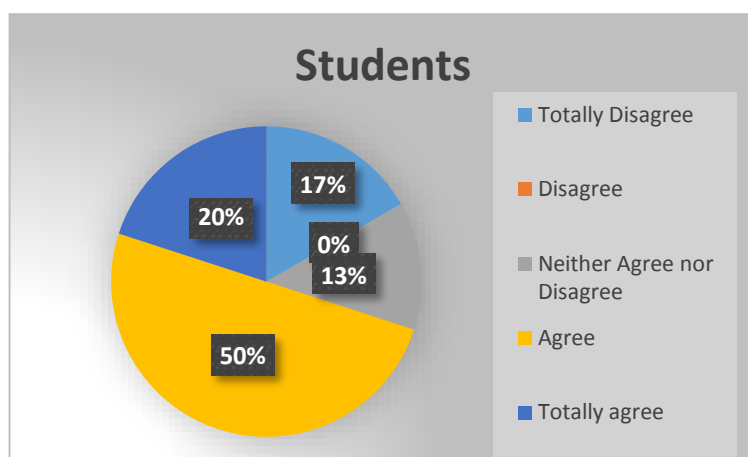
Source: Students from Simon Bolivar High School,

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Comment: according to this graphic, 50% of students cannot understand grammar structures, 20% are totally agree, while 17% are totally disagree and 13% are not disagree neither agree. It's suggested to work more with students with difficulties than the others.
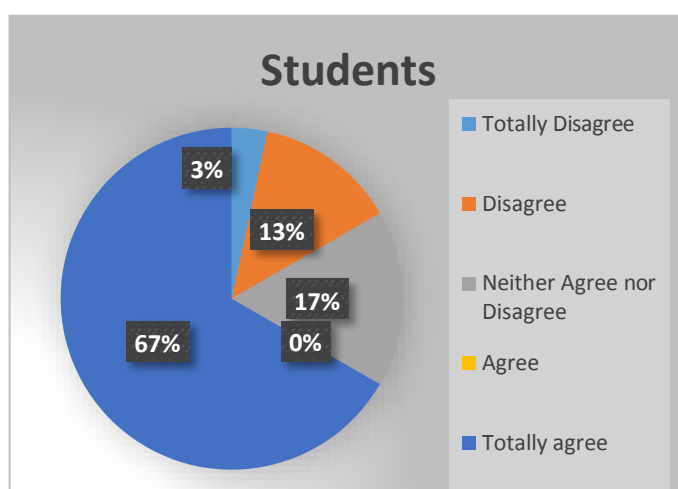
46

Table #3

2.-It is important to know all grammar structures.		
	Students	Frequency
Totally Disagree	1	3
Disagree	4	13
Neither Agree nor Disagree	5	17
Agree	0	0
Totally agree	20	67
Total	30	100%

Source: Students from Simon Bolivar High School, 2nd Baccalaureate

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Figure # 2

Source: Students from Simon Bolivar High School,

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Comment: according to this graphic, 67% of students thinks that it is important to know all grammar structures, 17% are neither agree nor disagree, while 13% are disagree and 3% are totally disagree.

It's considered that this high percentage of students know grammar structure is such an important part of learning process inside the class.
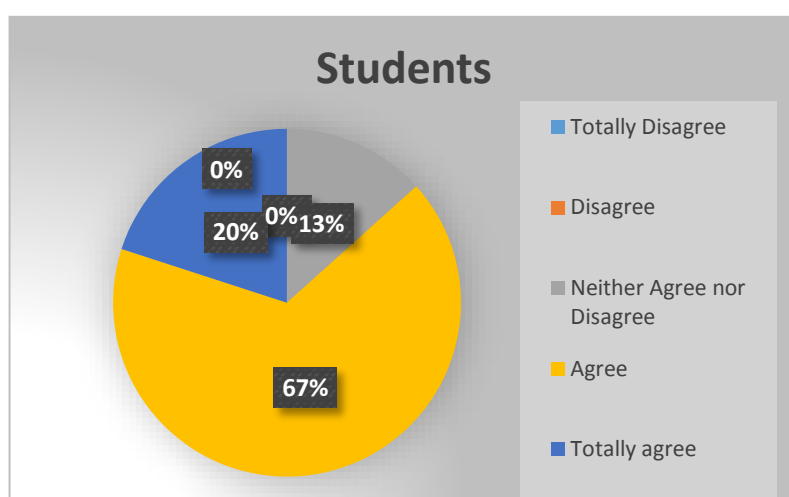
Table # 4

3.- You would like to have a guide to practice grammar in a better way		
	Students	Frequency
Totally Disagree	0	0
Disagree	0	0
Neither Agree nor Disagree	4	13
Agree	20	67
Totally agree	6	20
Total	30	100%

Source: Students from Simon Bolivar High School, 2nd Baccalaureate

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Figure # 3

Source: Students from Simon Bolivar High School,

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Comment: according to this graphic, 67% of students think that it is a good idea to have a guide to practice and improve grammar structures, 20% are totally agree, while 13% are neither agree nor disagree.

It's necessary to have a guide to reinforce their knowledge in grammar structures in a better way.
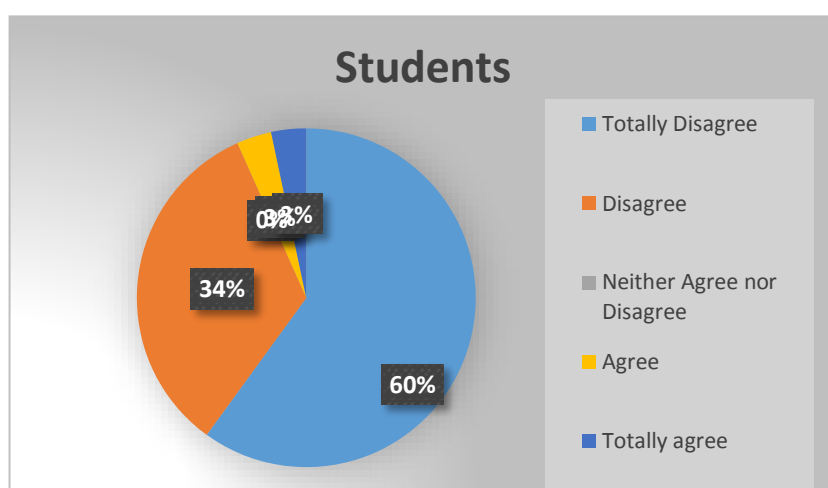
Table # 5

4.-The English grammar classes are interesting.		
	Students	Frequency
Totally Disagree	18	60
Disagree	10	34
Neither Agree nor Disagree	0	0
Agree	1	3
Totally agree	1	3
Total	30	100%

Source: Students from Simon Bolivar High School, 2nd Baccalaureate

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Figure # 4

Source: Students from Simon Bolivar High School,

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Comment: In agreement to this graphic, 60% of learners believe English grammar classes are interesting, 34% are disagree about that, and 3% are agree and totally agree.

The teachers need to motivate students in English classes with new methods to encourage to see interesting this subject.
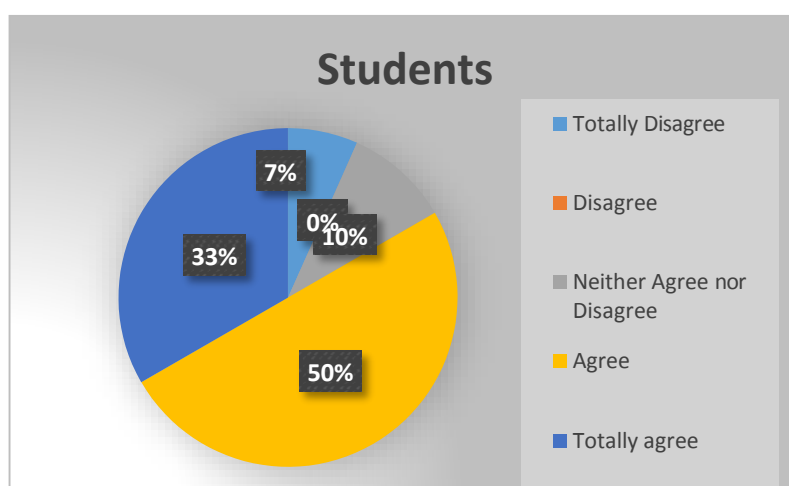
Table # 6

5.- English is an important subject to learn		
	Students	Frequency
Totally Disagree	2	7
Disagree	0	0
Neither Agree nor Disagree	3	10
Agree	15	50
Totally agree	10	33
Total	30	100%

Source: Students from Simon Bolivar High School, 2nd Baccalaureate

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Figure # 5

Source: Students from Simon Bolivar High School

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Comment: These results show that Students don't think English is an important subject for their real life as workers in a future, they say that they never will use English. It could be because of the evident lack of motivation from the teachers to the learners.
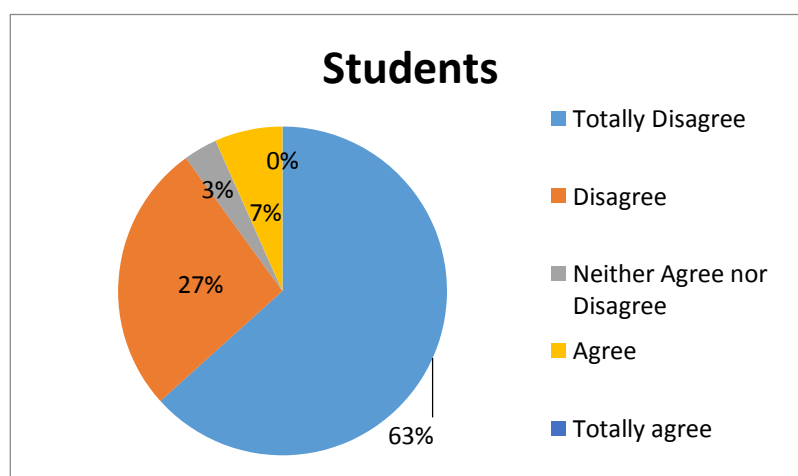
Table # 7

6.-You are able to recognize grammar structures in a reading.		
	Students	Frequency
Totally Disagree	19	63
Disagree	8	27
Neither Agree nor Disagree	1	3
Agree	2	0
Totally agree	0	0
Total	30	100%

Source: Students from Simon Bolivar High School, 2nd Baccalaureate

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Figure # 6

Source: Students from Simon Bolivar High School

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Comment: These results show that Students have a base grammar, it means, they don't have problems identifying simple present tense and making sentences in present.

However, difficulties are presented in tense which are not used regularly such as present perfect continuous, passive voice.
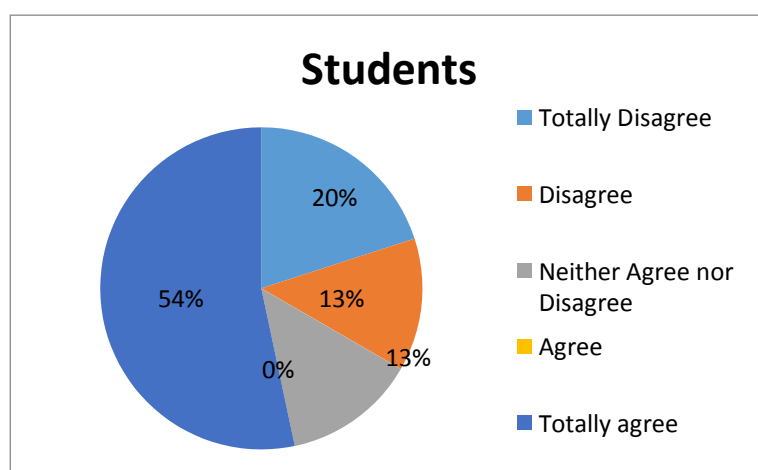
51

Table # 8

7.- You like working in groups		
	Students	Frequency
Totally Disagree	3	20
Disagree	2	13
Neither Agree nor Disagree	2	0
Agree	15	0
Totally agree	8	54
Total	30	100%

Source: Students from Simon Bolivar High School, 2nd Baccalaureate

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Figure # 7

Source: Students from Simon Bolivar High School

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Comment: These results show that 54% of Students can work in groups, 13% are disagree, and individually this doesn't affect their knowledge and way of learning.

It means, working in groups is a good way of motivation and keep contact with others and fell confident.

Table # 9

8.-You ask or answer common questions such as; your age, name, tastes, etc. In English.		
	Students	Frequency
Totally Disagree	0	0
Disagree	0	0
Neither Agree nor Disagree	1	3
Agree	24	80
Totally agree	5	17
Total	30	100%

Source: Students from Simon Bolivar High School, 2ⁿᵈ Baccalaureate

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Figure # 8
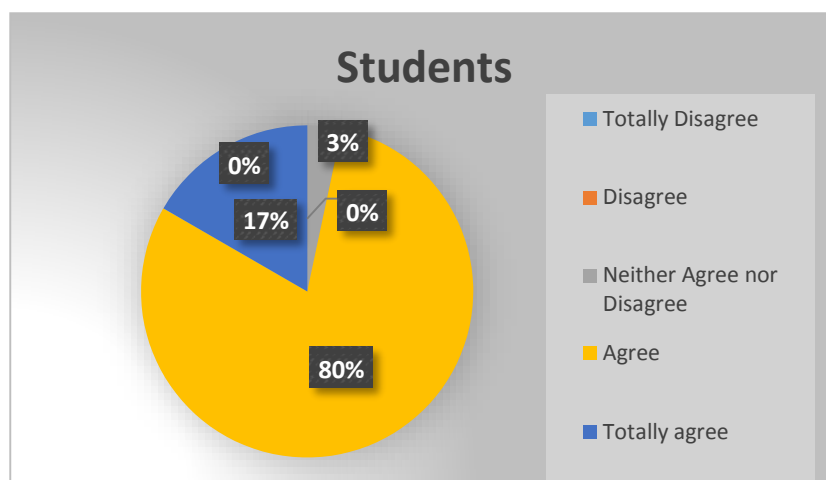
Source: Students from Simon Bolivar High School

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Comment: These results show that 80% of students do not show difficulties with giving basic personal information,17% are totally agree and 3% are neither agree nor disagree, but they still present some tenses that they are not familiar with.
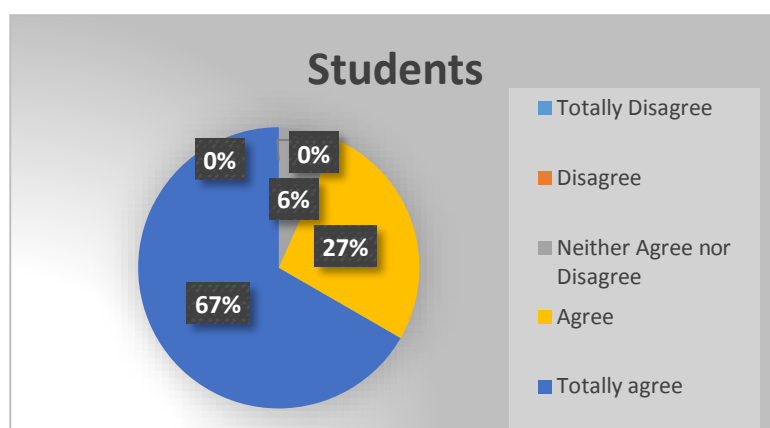
Table # 10

9.- You feel frustration in the English class.		
	Students	Frequency
Totally Disagree	0	0
Disagree	0	0
Neither Agree nor Disagree	2	6
Agree	8	27
Totally agree	20	67
Total	30	100%

Source: Students from Simon Bolivar High School, 2nd Baccalaureate
Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Figure # 9

Source: Students from Simon Bolivar High School
Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Comment: These results show that 67% of students feel frustration in classes, 27% are agree and only 6% are neither agree nor disagree. It means students are afraid of other kind of students in class with a high level of English, and they do not want to take the risk of being criticized in front of the teacher or partners.
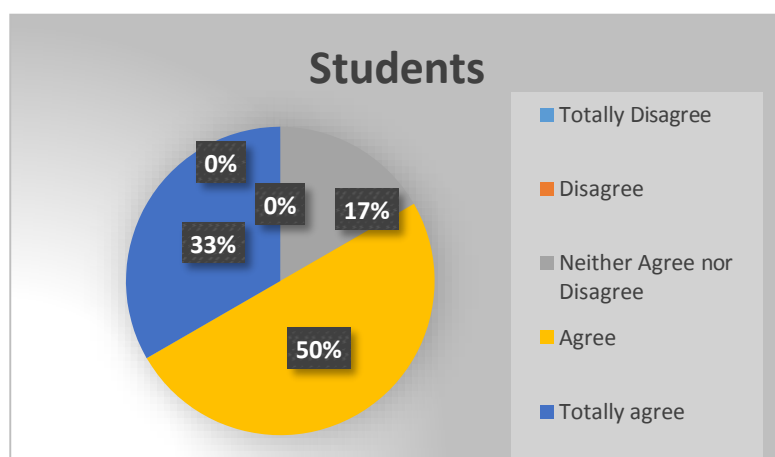
Table # 11

10.- You are able to write compositions.		
	Students	Frequency
Totally Disagree	0	0
Disagree	0	0
Neither Agree nor Disagree	5	17
Agree	15	50
Totally agree	10	33
Total	30	100%

Source: Students from Simon Bolivar High School, 2nd Baccalaureate

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Figure # 10

Source: Students from Simon Bolivar High School

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Comment: These results show that 50% students can write compositions, 33% are totally agree, 17% are neither agree nor disagree. It means they have a basic structure in writing compositions based in real life situations, doing a better work in class using easy words to understand.

CHI SQUARE

Tittle: Relationship between variables

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
It is important to know all grammar structures * English is an important subject to learn	20	100,0%	0	0,0%	20	100,0%

It is important to know all grammar structures * English is an important subject to learn [fila %, columna %].

	English is an important subject to learn					
It is important to know all grammar structures	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	Total
Totally disagree	88,89%	,00%	11,11%	,00%	,00%	100,00%
	72,73%	,00%	33,33%	,00%	,00%	45,00%
Disagree	50,00%	,00%	,00%	,00%	50,00%	100,00%
	18,18%	,00%	,00%	,00%	66,67%	20,00%
Neither agree nor disagree	,00%	,00%	33,33%	33,33%	33,33%	100,00%
	,00%	,00%	33,33%	50,00%	33,33%	15,00%
Agree	50,00%	50,00%	,00%	,00%	,00%	100,00%
	9,09%	100,00%	,00%	,00%	,00%	10,00%
Totally agree	,00%	,00%	50,00%	50,00%	,00%	100,00%
	,00%	,00%	33,33%	50,00%	,00%	10,00%
Total	55,00%	5,00%	15,00%	10,00%	15,00%	100,00%
	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%

Source: PSPPire software

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Significance level; Alfa = 0,05 ó 5 %

Title: Statical test to use; Chi Cuadrado

Worth "P" or "meaningful"

Pruebas Chi-cuadrado.

Estadístico	Valor	df	Sig. Asint. (2-colas)
Chi-cuadrado de Pearson	29,18	16	,023
Razón de Semejanza	27,16	16	,040
Asociación Lineal-by-Lineal	3,86	1	,049
N de casos válidos	20		

Source: PSPPire software

Elaboration: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Comment: As the worth of P is less than 0.05%, we affirm that: yes, there is a relationship between variables so, incidence of grammar knowledge influence in the learning of English Language.

CONCLUSIONS

- It is necessary to reinforce students' knowledge in order to refresh their basic grammar structures.
- Students know that grammar structures are important to improve their compositions.
- Students think that having a guide to practice and improve English language is useful.
- Students said that English grammar classes are interesting.
- English is as important as other subjects.
- Works in groups is needed to give students the chance to get familiar with themselves.

RECOMMENDATIONS

- It is necessary to determine the strengths and weaknesses of each student and will be better harness the talent and skill of each one.

- Forming groups could be a good activity for debates in order to write different opinions in the group and make one idea.

- Grammar structure should be practiced by the students every day at least with a little and easy exercises to make a custom and memorized the way they form the sentences to develop the ideas.

- Interaction among students should be a priority to improve their grammar learning and achieve a more favorable environment for them.

CHAPTER IV

THE PROPOSAL

Design of a didactic guide with grammar structure for students from 2nd bachillerato course "Simon Bolivar High School".

SECTORIAL LOCATION

Colegio Fiscal de Bachillerato Tecnico Simon Bolivar: Av. De las Americas.

JUSTIFICATION

Nowadays, the grammatical study is a question of always for the polemic that carries his treatment as science and especially for his education. In our system, as linguistic area, the review of the grammatical efficiency in the learning of the mother language is more difficult to get, because of some teachers still have the old methodology, bored, non-dynamic pedagogy. In fact, are not updated with new books or guides for students. Another factor is that it is seeking to assimilate new vocabulary and structures in a very short period of time that is really impossible for learners.

This guide is to develop the skills of the student clear and precise way with exercises of easy structures to comprehend when they have to do a sentence. My guide is focusing on thought and using appropriately the knowledge, to think of the grammatical rules that teach classes and create situations where students can use with accuracy at the moment to send messages or interact in dialogues, conversations and public speeches.

Undeniably, It is almost obligatory that the teachers have to find and recognize the strengths and weaknesses in students when making the grammar based on exercise, these are skills that must always be measured when the teacher teaches grammar : Speaking, Listening, Writing, Reading, Use of grammar, Vocabulary. Also the fact key to teaching the English language is an interactive class that students need for them to express clearly their grammatical development, speech fluency with good pronunciation and optimal intonation and that verbal resources have to be used as natural as are the mimics, gestures, body movements. In addition, the teachers felt that teaching grammar inductively helps students' oral as well as written abilities.

OBJECTIVES OF THE PROPOSAL

GENERAL OBJECTIVE

To help students to see the grammar in a simple and easy way by means of these exercises.

SPECIFIC OBJECTIVE

- ✓ To describe the grammar knowledge in students with correct methods through bibliographical and field analysis.
- ✓ To characterize English language through field and bibliographical analysis.
- ✓ To design a didactic guide with grammar structures by means of the data gathered.

THEORICAL ASPECT (BACKGROUND)

According to Nafrias (2015) Linguistic competence is the knowledge that the speaker-listener has to his tongue as it is represented by a generative grammar. And performance it is the linguistic behavior or actual use of language a generative grammar is a theory of

competition. Competence is the knowledge that the speaker-listener has his tongue; performance is the actual use of language in specific situations. It seems clear that we should consider what linguistic competence learns a language is called. As an abstract system underlying the behavior, the system consist of a set of rules whose interaction determines the shape and the intrinsic meaning of a potentially infinite number of prayers. Such a system is what we know by a grammar generative.

According to Romero (2009) the differences between the learning of mother tongue and learning a second language in the classroom. There are many simple aspects between learning the first language in a natural environment and learning the second language in the classroom. However, despite the similarities there are also obvious differences between learning the mother tongue and a second or foreign language in the classroom. The conditions and the environment that affect learning are different in each case, and therefore, the results will also be different. As previously mentioned, the first language acquisition takes place unconsciously. The students learn to speak and to use grammar rules in appropriate contexts without analyzing the language they are speaking.

According to Sevillano (2004) considers that is necessary a didactic constructivist to teach and learn to collaborate with a world in which human beings because of their intelligence, comprehension, comprehension and experience in the construction of knowledge.
Therefore, teachers together with students must build coexistence in a responsible way that is based on the following: the pedagogical action and characterizing elements of school life.

FEASIBILITY OF THE PROPOSAL

The proposal is mainly considered feasible in distinct field such as: economic, strategic, legal and social. All this is shaped in the respect to the relevant authorities of the institution and the zonal education district. Economic; because of it does not require a high economic investment as from trainees in charge of the assigned classroom. Strategic; because of this high school has been recognized during the last decades as one of pioneers in the development of new way to teach English having teachers with a vast experience in its teaching process. Also, legal because the director does not have non-traditional vision in the modern teaching processes, it means that we had the corresponding permissions required by us. Social; because of this project can be replied and expands through distinct education communities in our country getting social benefits focus on the principle of equality and the right of having an education of quality that is supported in our constitution.

Financial

The proposal benefited thirty students of 2nd bachillerato from Simon Bolivar high school with the support of the authorities, teachers. Every student in the classroom had the booklet and the total investment of our work was provided by us.

Technical

This guide is feasible because in the Simon Bolivar High School is two hours a day are given in the class of English and two hours if it is possible to teach according the exercises in this guide.

Human

*Teachers
*Students

Legal Aspect:

ORGANIC LAW OF INTERCULTURAL BILINGUAL EDUCATION
Chapter 1 Art.77.-Inercultural Bilingual Education System

The Intercultural Bilingual Education System it is a substantial part of the National System of the Education through the Secretary of bilingual Intercultural Education, in a decentralized manner and with respect for the rights of the communes, towns and indigenous nationalities.

The Intercultural Bilingual Education System comprising the articulated set of policies, rules and members of the educational community form the community level, district and zonal circuit that have a direct relationship with the learning processes of ancient and official language.

DESCRIPTION:

The didactic guide is educational material to promote self-directed learning evaluation and improving quality, the formation of habits of use of increasingly complex syntactic constructions, the enrichment of the lexicon and the formation of appropriate lexical and spelling habits and the refinement of style.

This guide deals with the preponderant role of the domain of grammatical structures, as an essential aspect in the acquisition of communicative competence in a foreign language, in this specific case the English. Grammatical analysis it is going to be taught from the semantic, syntactic or formal and functional criteria. However, this teaching takes on significant importance to emphasize that the formal analysis does not exhaust all the possibilities for studying the parts of speech. This guide is for students of high school, second of bachillerato; with type of exercises are morfosintatics, vocabularies, and verb tenses. The guides become an effective tool to drive student learning and skills development. The guides system has favored to face the independent study and is forming in them

skills to ask doubts, to dissent and to question points of view for the process of education learning of the grammatical contents.

CONCLUSION:

Everything that has been stated above leads on to the conclusion that grammatical structures should be taught based on the principles of the Communicative Approach These, in turn must be incorporated gradually as one of the vital element for developing communicative competence of our students focus on in a high percentage in accuracy.

In this way, they can communicate accurately, showing a deep knowledge and understanding of the foreign language they study. As a result, it ensures that the grammar occupies a prominent place in the learning process of their second language, and they must be fully aware for carrying out inductions, deductions, generalizations, inferences, among other skills conducive to optimize the teaching of English at the micro universities where they are inserted.

it is necessary to point out that, students were fascinated when they noticed by themselves the difference between the researches teaching grammar strategies and their teacher`s ones.

REFERENCES:

Amaguaña, K. (2012) obtenido de http://repositorio.ug.edu.ec/bitstream/redug/1831/1/Competencias %20comunicativas%20para%20el%20desarrollo%20del%20apren dizaje%20del%20idioma%20ingl%C3%A9s%20en%20los%20estu diantes%20aspirantes%20a%20maestros%20del%20tercer%20niv el%20educaci%C3%B3n%20inicial.pdf

Alonso, L. (2014). Pierre Bourdieu, El lenguaje y la Comunicación: De los mercados Lingüísticos a la Degradación Mediática.

Álvarez, J. (2014) retrieved from http://www.investigaciondgcft.cidfort.edu.mx/pdfs/Investigacion%203,%20 2014.pdf

Apostrophe Rules. (n.d.). Retrieved from http://grammar.yourdictionary.com/punctuation/apostrophe-rules.html

Azar, B. (2007). Obtenido de la Serie Gramática de Azar.

Benner M. L. (2000, 1999, 1998, 1998). Misplaced and Dangling Modifiers. Retrieved from http://www.towson.edu/ows/moduledangling.htm

Blanco, V. (2012). Gramatical Instituto Cervantes Diccionario de términos clave De ELE.

Bowen, T. (2012). The grammar-translation method
Level: Starter/beginner, Elementary, Pre-intermediate, Intermediate, Upper intermediate, Advanced.

Campos, D. (6 de marzo de 2012): La necesidad del idioma inglés

http://pronunciaciondelinglesparaadolescente.blogspot.com/2012/0 3/la-necesidad-del-idioma-ingles.html

Centro Virtual Cervantes © Instituto Cervantes: Diccionario de términos clave de ELE, Gramática universal http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/gra muniversal.htm

Crystal, D. (2004). El inglés y su importancia. Retrieved from

https://dialnet.unirioja.es/descarga/articulo/4694403.pdf

Cuesta, L. (2009) Short story student-writers: active roles in writing through the use of e-portfolio dossier retrieved from www.redalyc.org/pdf/3057/305726658007.pdf

Díaz & Martínez (2010) Investigación y Postgrado v.25 n.2-3 Caracas : La enseñanza y aprendizaje del Ingles en el aula: Una mirada a las cogniciones pedagógicas de un grupo de jóvenes estudiantes de Pedagogia.
http://www.scielo.org.ve/scielo.php?script=sci_arttext&pid=S1316-
00872010000200002

Dw, C. (2006). Obtenido de Psicología del lenguaje. Ed. Thompson, 4ª edición. Madrid

Eguren, L. (2014) Obtenido del Articulo Revista de Lingüística Teórica y Aplicada, Universidad Autónoma de Madrid. Madrid, España .
http://www.scielo.cl/scielo.php?pid=S071848832014000100003&script=sci
_arttext

Feloni, R. Popular Grammar Myths. (2008). Retrieved from http://www.businessinsider.com/harvard-steven-pinker-debunks-10-grammar-myths-2015-8

Frey, N. (2009) retrieved from Productive Group Work: How to Engage Students, Build Teamwork, and Promote.

García, A. (November 16, 2008) Obtenido del Articulo Metodologia de la enseñanza del Ingles, usuarios.lycos.es.:
http://institutoanglosaxon.blogspot.co.uk/2008/11/metodologa-de-la-enseanza-del-ingls-por.html

García de Paredes, L. (on agosto 8, 2013) retrieved By Marketing ELS http://www.els.edu.pa/el-mito-del-curso-de-ingles-sin-dolor/

Gómez, L. (January 11, 2016) 5 Obstaculos y Diferencias para aprender Ingles: Obtenido de http://www.vivebilingue.com/blog-aprende-ingles/5-obstaculos-y-dificultades-para-aprender-ingles/

Greenbaum, S. (2008). Morfosintaxis Inglesa. A Student's Grammar of the English Language.

Guerra, A. (30 de noviembre de 2010) Articulo pdf- Las creencias lingüístico-pedagógicas. Obtenido de http://www.umce.cl/joomlatoolsfiles/docmanfiles/universidad/revistas/conte
xtos/n25-03.pdf

Hammar, E. (2014) retrieved from
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4046684/

Hernández, E. (Madrid, 2014) Obtenido del Articulo pdf: El B-learning como estrategia metodológica para mejorar el proceso de enseñanza-aprendizaje de los estudiantes de inglés de la modalidad semipresencial del departamento especializado de idiomas de la Universidad Técnica de Ambato.

http://eprints.ucm.es/29610/1/T35913.pdf

Hidalgo, D. (12-mar-2014) Obtenido de

http://repositorio.uta.edu.ec/handle/123456789/6826

Johnson and Johnson (1994) retrieved from Productive Group Work
https://sites.google.com/a/englewoodhs.org/es-tech/productive-group-work

Kanevsky, L. (2011) The Tool Kit For High End Curriculum Differentiation: Real Topic Life retrieved from
http://www.sfu.ca/~kanevsky/PFL2/Tool%20Kit%202013%20complete.pdf and: http://possibilitiesforlearning.com/?page_id=394

Larsen, L. (2000) Teaching Grammar.

Ley Organica de Educacion Intercultural y Reglamento 2011 General Law, Section 26. Guayaquil.

Longman Editorial (1991) (2000) Longman pronunciation dictionary

López, M. Interesting English, Marta en Londres (April 12, 2015) Obtenido de http://www.wellingtonhousebcn.com/2015/04/8-mitos-muy-escuchados-acerca-del-ingles-marta-en-londres/

Lopez, L. (13 de abril de 2015) Los mitos y la realidad de aprender inglés

https://www.linkedin.com/pulse/los-mitos-y-la-realidad-de-aprender-ingl%C3%A9s-laurentino-l%C3%B3pez

McRay, L. Obtenido Proyecto Primavera 99:
http://www.albany.edu/faculty/mw908/aspn301z/primavera99/universidad/aprendizaje.htm

Ministry of Education. (31 de May de 2013). Ministry of Education of Equator. Obtenido de http://educacion.gob.ec/wp-content/uploads/downloads/2013/06/Oficio_057_DCS_2013.pdf

Niño, M. (2013). English and its importance in scientific research: some reflections.

Nordquist, R. (2016). Reflections on Grammar From 1776 to the Present The Oxford English Grammar.

Ordorica, D. Obtenido del Articulo: Motivación de los alumnos universitarios para estudiar inglés como lengua extranjera. http://cad.cele.unam.mx/leaa/cnt/ano03/num02/0302a04.pdf.

Patty, L. (2015) retrieved from The big five: Addressing Core Competencies.

Pinker, S. (2008). 10 popular grammar myths debunked by a Harvard linguist**.**

Quezada, A. (2015). Retrieved from http://revistas.ucr.ac.cr/index.php/rlm/article/download/13949/13255.

Quijada, P. Madrid (Abril 10, 2015) - La comprensión oral, el principal problema – EFE http://www.abc.es/sociedad/20150410/abci-ingles-aprendizaje-cerebro- 201504092029.html

Rueda, M. México (2014) : Enfoques teóricos para la adquisición de una segunda lengua desde el horizonte de la práctica educativa http://www.scielo.org.mx/scielo.php?pid=S0185-26982014000100018&script=sci_arttext

Sanabria, V. (21/01/2015) Obtenido del articulo ¿Inglés británico o inglés americano? http://grupovaughan.com/blog/ingles-britanico-o-ingles-americano-basta-de-mitos

Scrivener, J. (2007). The Essential Guide to English Language Teaching. Macmillan Books for Teachers. Third Edition.

Urricariet, G. (2010) Obtenido del articulo Gramática del inglés: Paso a paso http://tenayapress.tenaya.com/Tenaya_Press/Grammar_Books_files/Gramatica.del.ingles%3BPaso.a.Paso.1.pdf

Silva, M. (2006). La enseñanza del inglés como lengua Extranjera en la titulación: De Filosofía Inglesa: El uso de canciones de Música popular no sexistas Como Recurso Didáctico.

Vexler, I. La enseñanza del inglés: Prioridad educativa

Weigle, S. (2002). *Assessing writing*. New York: Cambridge University Press.

BIBLIOGRAPHY:

Aine, C. (2008). From difference to disadvantage "Talking Posh". Sociolinguistic, Volumen 1.Pag. 156

Almaraz, J. (2013) Pedagogical Project. Feasible project. Pag 32

Besquerra, R. (2004). Modality of bibliographic research. Pag 199

Bowen, T. (2016) Teaching approaches: the grammar-translation method retrieved from
http://www.onestopenglish.com/methodology/methodology/teaching-approaches/teaching-approaches-the-grammar-translation-method/146493.article

Cambridge Advanced learner's Dictionary. Third Edition. Cambridge University Press 2008.

Chomsky Universal Grammar

Crawford, R. (2013). The ICT teacher's handbook: teaching, learning and managing ICT in the Secondary School Pag 3

Educacion 3.0 http://www.educaciontrespuntocero.com/recursos/apps-gramatica-ingles/19536.html

Esteban, G. https://uvadoc.uva.es/bitstream/10324/13448/1/TFG-O%20547.pdf

Download Prezi for Windows. (2014) www.prezi.com and Tutorial:www.youtube.com/watch?v=XxRz_YUcip8. www.youtube.com/watch?v=ln7sp55zT4Y

Gómez, L. Posted (January 11, 2016) In Blog-Aprende-Inglés
http://www.aprenderinglesrapidoyfacil.com/ejercicios-en-ingles-gramatica-english-grammar-exercises/

Klaus, P. (2008). Chapter. 18 Communicative language teaching. Communicative language teaching action. Pag 15

Mi aula facil retrieved from:
http://www.aulafacil.com/cursos/t2520/idiomas/ingles/ingles-repaso-de-gramatica

La Mansion del Ingles retrieved from
http://www.mansioningles.com/ejercicios-gramatica.htm

La Web del Ingles retrieved from http://lawebdelingles.com/gramatica-nivel-b1- ingles/

Otero, M. (1998) Obtenido del pdf:
http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/09/09_0422.pdf

Owl.english.purdue.edu   App formatting and style guide.
Parrado & Chapetón, (2014). Clapping Time 3 Student' S Book.   Editorial
     Greenwich.

Talkenglish.com http://es.talkenglish.com/grammar/grammar.aspx

Vexler, I. La enseñanza del inglés: Prioridad educativa

Vilson, J. (2008). Metodologia do ensino de línguas.

Vitutor http://www.vitutor.com/gramatica_inglesa.html

APPENDIXES

APPENDIX I

Oficio # 321
Guayaquil, Diciembre 02 del 2015

Msc. Galo Donoso Noboa
PROFESOR (A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA FACULTAD DE FILOSOFIA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN
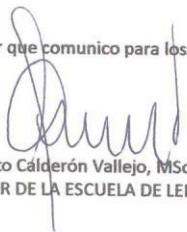Ciudad.-

De mis consideraciones:

En conformidad con el oficio # 220 de fecha 17 de agosto en el que la Autoridad Académica de la
de la Facultad de Filosofía , Letras y Ciencias de la Educación se le comunicó   el grupo de
estudiantes que Ud. debería asesorar el trabajo de Titulación.

En dicha designación constan los   nombres de los   estudiantes   de la Escuela de Lenguas y
Lingüística: **Mercedes Vicenta Flores Morales   y Juan Carlos Navarrete Pérez**

TEMA: Incidence of grammar knowledge in learning the English language. **PROPUESTA:** Design of a
didactic guide with grammar structure.

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

Particular que comunico para los fines legales pertinente.

Ab. Jacinto Calderón Vallejo, MSc
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGUISTICA

ELABORADO POR:	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
	Eva Quinde Moreno	COORDINADOR	
REVISADO Y APROBADO	MSc. Jacinto Calderón Vallejo	DIRECTOR	

Guayaquil, noviembre 26 del 2015

Sr (a). Msc.
Lcdo. Ernesto Toledo
RECTOR DE LA INSTITUCIÓN EDUCATIVA COLEGIO FISCAL BACHILLERATO
SIMON BOLIVAR
Ciudad.-

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización
pertinente, para que los estudiantes: **FLORES MORALES MERCEDES
VICENTA Y NAVARRETE PÉREZ JUAN CARLOS** de la Escuela de
Lenguas y Lingüística puedan aplicar una prueba de diagnóstico y/o una
encuesta del proyecto de investigación; o elaboración del trabajo de
titulación previo la obtención del título de Licenciado (a) en Ciencias de
la Educación mención Lengua Inglesa y Lingüística.

TEMA: Incidence of grammar knowledge in learning the english language

PROPUESTA: Design of a didactic guide with grammar structure.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en
beneficio de la Institución que Ud. acertadamente dirige; aspiro que
nuestra 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

Ab. Jacinto Calderón Vallejo, MSc.
DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA

COLEGIO FISCAL DE BACHILLERATO
"SIMÓN BOLÍVAR"

0 1 DIC 2015

8h36

RECIBIDO

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
ELABORADO POR:	Eva Quinde Moreno	COORDINADOR	
REVISADO Y APROBADO	MSc. Jacinto Calderón Vallejo	DIRECTOR	

Caminemos "juntos a la excelencia"

Guayaquil, 1 de Diciembre del 2015
Oficio N° 1089 -R-Secretaria

Abogado
Jacinto Calderón Vallejo, MSc.
DIRECTOR DE LA ESCUELA DE LENGUAS Y LENGUISTICA
FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mi consideración:

Visto su oficio en el que solicita la autorización para que los estudiantes FLORES MORALES
MERCEDES VICENTE y NAVARRETE PÉREZ JUAN CARLOS, puedan aplicar una prueba de
diagnóstico y/o una encuesta del proyecto de investigación, previo la obtención del título
de Licenciado, informo a usted que su pedido ha sido aceptado.

Particular que comunico para los fines pertinentes.
Atentamente,

Lic. Ernesto Toledo Arévalo
RECTOR ENCARGADO

Elisa.

R:

DE
TITULACION

NOMBRE DE
T. DE TITULACIÓN

CARRERA (S):

ESTUDIANTE (S):
Rosendo Flores Porcles
Juan Carlos Navarrete

HRA	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN		TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE(S)
			INICIO	FIN			
1	7/1/16	Revisión de capítulo I	18:00	18:30	Corregir de cap I		
2	19/2/16	Revisión de capítulo I	18:00	18:00	Capítulo II		
3	26/2/16	Revisión de capítulo II	18:00	19:30	Capítulo II correg.		
4	16/04/16	Revisión de capítulo II	18:00	18:45	Capítulo II corregir		
5	08/03/16	Revisión de capítulo I	18:00	18:30	Completar cap I, II, III		
6	29/03/16	Revisión capítulo I, II, III	18:00	20:15	Completar cap II, III, IV		
7	23/05/16	Revisión capítulo IV	16:00	17:00	Corregir cap IV		
8	16/05/16	Revisión capítulo IV, IV	19:00	20:00	Corregir cap IV		
9	14/05/16	Revisión capítulo IV	18:00		Corregir cap IV		

Revisión de Jefe de área:

FECHA DE REVISIÓN:

OBSERVACIONES:

Edit View Tools Help

Check for plagiarism

editor | Page |

xt(58445):

ENCIADO EN CIENCIAS DE LA EDUCACIÓN
NCIÓN: INGLÉS

IA .

IDENCE OF GRAMMAR KNOWLEDGE IN LEARNING THE ENGLISH LANGUAGE.
OPOSAL: DESIGN OF A DIDACTIC GUIDE WITH GRAMMAR ESTRUCTURE.

FOR: Mercedes Flores Morales y Juan Carlos Navarrete

JNSELOR: Galo Donoso

AYAQUIL, 2016

Address:

arch operation #1

22:12] B1 Found 1% matches at http: www.cal.org caelanetwork resources teachinggrammar.html
22:12] B1 Found 1% matches at https: archive.org stream ERIC_ED505388 ERIC_ED505388_djvu.txt

:22:33] The originality of the text is 99%

Autoscroll   Clear log

UNIVERSID D DE G
Facultad de F e
Cienc a
E stud o

APPENDIX II

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA, LETRAS Y CENCIAS DE LA EDUCACION

ESCUELA DE LENGUAS Y LINGÛÌSTICA

ENCUESTA DIRIGIDA A LOS ALUMNOS DEL COLEGIO

CFB SIMON BOLIVAR

OBJETIVO: Conocer el punto de vista del director del área de inglés acerca de la importancia de diseñar una guía didáctica con estructura gramatical como una herramienta para motivar las actividades de escritura.

	5	4	3	2	1	TOTAL
11. Es difícil entender la estructura gramatical del idioma inglés.						
12. Es importante saber toda la estructura gramatical.						
13. Te gustaría tener una guía didáctica que te ayude a practicar mejor el inglés.						
14. Las clases de inglés son interesantes.						
15. El idioma ingles es una material importante para aprender.						
16. Eres capaz de reconocer la estructura gramatical en una lectura.						
17. Te gusta trabajar en grupo.						
18. Puedes hacer preguntas sencillas como tu edad, nombre, etc.						
19. Te sientes frustrado en las clases de inglés.						
20. Eres capaz de escribir composiciones.						

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA Y LETRAS Y CIENCIAS DE LA EDUCACION

ESCUELA DE LENGUAS Y LINGÜÍSTICA

INTERVIEW WITH THE STUDENTS FROM THE COLLEGE

CFB SIMON BOLIVAR

OBJECTIVE: To know the point of view of English Area Director about the importance of designing a didactic guide as an useful tool to improve the English grammar.

SURVEY

	5	4	3	2	1	TOTAL
1. It is difficult to understand the grammar structure in English						
2. It is important to know all grammar structures.						
3. You would like to have a guide to practice grammar in a better way.						
4. The English grammar classes are interesting.						
5. English is an important subject to learn						
6. You are able to recognize grammar structures in a reading.						
7. You like working in groups.						
8. You can ask or answer common questions such as; your age, name, tastes, etc. In English.						
9. You feel frustration in the English class.						
10. You are able to write compositions.						

INTERVIEW

Nombre del maestro(a): Miroslava Sanchez

1.- ¿Que técnicas de grupo aplica usted en clase para potenciar el desarrollo de la gramática?

R:: Realizo algunas actividades en las cuales los estudiantes tengan que usar algunas reglas básicas gramaticales, o algunas actividades en grupo, pero no muchas.

2.- ¿Qué tan a menudo aplica usted las técnicas de grupo dentro del aula?

R: Muy poco, ellos sobre todo trabajan conmigo

3.- ¿cuántos estudiantes participan en cada grupo?

R: 10 a veces

4.- ¿participan sus estudiantes activamente durante el desarrollo de las actividades?

R: Algunos de ellos, los que saben, y los que no muy poco.

5.- ¿tienen sus estudiantes el mismo nivel de escribir composiciones en inglés?

R: No, unos están muy bien y muchos aún no saben el alfabeto.

6.- ¿considera usted conveniente en agrupar a los estudiantes según su nivel de conocimiento?

R: Pienso que va a ser bueno

7.-considera usted necesario en reforzar la lengua inglesa de los estudiantes aplicando las técnicas de grupo de manera apropiada?

A: Desde luego, sería realmente útil para los estudiantes que lo necesitan.

8.- ¿considera usted conveniente de enriquecer por actividades de grupo a los estudiantes con un nivel de A1.2 de conocimiento en la lengua inglesa?

R: Sí, porque ellos están aburridos a veces

9.- ¿Quisiera Ud usar una guía con actividades de grupo diferenciadas?

R: Está bien, tengo tantas materias que solamente uso las actividades en el libro y no tengo el tiempo para buscar más actividades.

10.- ¿Qué resultados usted esperaría usando esta guía?

R: Que Aquellos estudiantes mejoren su conocimiento en el empleo de gramática y escritura.

PRUEBA DE DIAGNOSTICO

Nombre del Estudiante: _____**Calificación:**

Date: _____**Curso:** _____

1) Subraye la opcion correcta. **(2 ptos)**

E. I   **am / is**   a student.
F. He   **are / is**   young.
G. She   **isn't** / **aren't**   a good student.
H. The kites   **is / are**   in the box.

2) Escoja la alternativa que mejor complete las oraciones **(2 ptos)**

E. We_____**(don't / are)** enjoying our holiday here so much.
F. I_____**(am / is)** eating a sandwich now.
G. My mom_____**(called / call)** me yesterday.
H. she_____**(didn't / did)** my homework last week.

3) Encierre la opción correcta **(2 ptos)**

The students_____(not, speak) German in class.
E. don't speak
F. does speak
G. doesn't speak
H. don't speaks

I am busy right now. I_____breakfast.

E. am have
F. has
G. having
H. am having

4) Escriba un pequeño párrafo sobre su información personal. **(4 ptos)**

_____

_____

_____

_____

APPENDIX III

PHOTOS

Tittle: "Simón Bolívar" Educational Institution

The place where the investigation will be held

Source: Research Results

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Tittle: "Simón Bolívar" Educational Institution

At the entrance of the High School

Source: Research results

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Tittle: Standing in front of an important

Monument for the High School.

Source: Research results

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Tittle: With the students making reinforcement

Activities about present continuous.

Source: Research results

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Tittle: Students learning "Present continuous tense"

Source: Research results

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Tittle: Students from Simon Bolivar High School

Source: Research results

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Tittle: English Head teacher of the Educational Institution

Source: Research results

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

Tittle: checking the thesis process with Msc. Galo Donoso.

Source: University of Guayaquil

Elaborated by: Mercedes Vicenta Flores Morales / Juan Carlos Navarrete Pérez

APPENDIX IV

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

PROYECTO EDUCATIVO

GUIA DIDACTICA CON ESTRUCTURAS DE GRAMATICA.

TEMA

INCIDENCE OF GRAMMAR KNOWLEDGE IN LEARNING THE ENGLISH LANGUAGE,
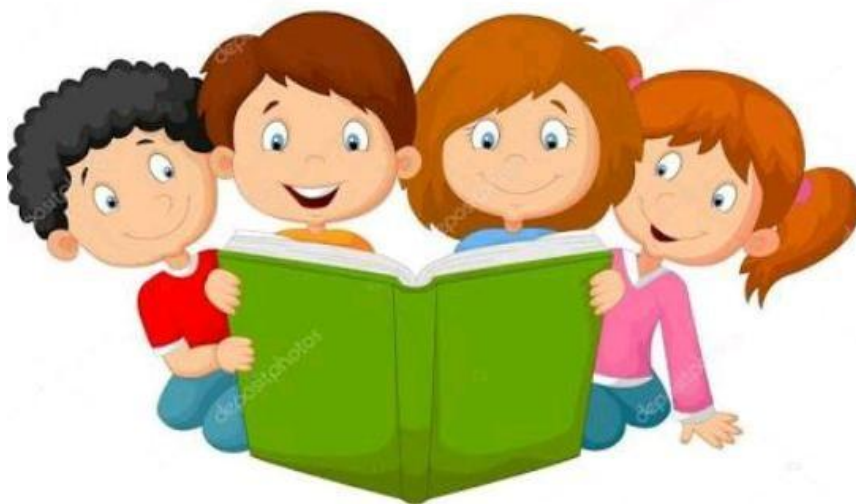**PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH GRAMMAR STRUCTURES.**

AUTOR: Mercedes Vicenta Flores Morales y Juan Carlos Navarrete Pérez

COUNSELOR: Galo Donoso

GUAYAQUIL, 2015

DESIGN OF A DIDACTIC GUIDE WITH GRAMMAR STRUCTURES

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Autores: Mercedes Vicenta Flores Morales y Juan Carlos Navarrete Pérez

TABLE CONTENT

ADVERB PLACEMENT

- **EXAMPLES**

- **HOW DO WE MAKE THE PRESENT CONTINUOUS TENSE?**

- **REINFORCEMENT ACTIVITY**

SIMPLE PAST TENSE

- **TO BE - AFFIRMATIVE**

- **TO BE - NEGATIVE SENTENCES**

- **TO BE - NEGATIVE CONTRACTIONS**

- **TO BE - QUESTIONS**

- **TO BE - SHORT ANSWERS**

- **HOW TO FORM THE PAST TENSE IN ENGLISH**

- **PAST TENSE REGULAR VERBS**

- **EXAMPLES OF SENTENCES USING REGULAR VERBS IN THE PAST TENSE**

- **NEGATIVE SENTENCES IN THE PAST TENSE**

- **QUESTIONS IN THE PAST TENSE**

- **EXAMPLES OF QUESTIONS IN THE PAST TENSE**

- **IRREGULAR VERBS IN THE PAST TENSE**

- **REINFORCEMENT ACTIVITY**

SIMPLE PRESENT TENSE

Objective: To identify the correct grammar rule

Engage: Teacher will play a guessing game in order to guess the topic for the class.

Then T will show some pictures and say students to repeat the action. Encourage students to participate in class.

Study: Teacher will explain the class objective about each grammar rule in present.

Activate: Ss will work individually some activities in class and teacher will correct the mistakes with students.

ENGLISH GRAMMAR RULES

The simple present tense in English is used to describe an action that is regular, true or normal.

We use the present tense:

1. For repeated or regular actions in the present time period.

- I take the train to the office.
- The train to Berlin leaves every hour.
- John sleeps eight hours every night during the week.

2. For facts.

- The President of The USA lives in The White House.
- A dog has four legs.
- We come from Switzerland.

3. For habits.

- I get up early every day.
- Carol brushes her teeth twice a day.
- They travel to their country house every weekend.

4. For things that are always / generally true.

- It rains a lot in winter.
- The Queen of England lives in Buckingham Palace.
- They speak English at work.

Objective: To talk about conjugation and spelling

Engage: Teacher will make a little review about the previous class to 1 or 2 students, then teacher will show some pictures with different actions in present with different personal pronouns. Ask students for participation.

Study: Teacher will explain the class objective related to the topic.

Activate: Ss will work individually some activities in class and teacher will correct the

     mistakes with students.

VERB CONJUGATION AND SPELLING

We form the present tense using the base form of the infinitive (without the TO).
In general, in the third person we add 'S' in the third person.

Subject	Verb	The Rest of the sentence
I / you / we / they	speak / learn	English at home
he / she / it	speaks / learns	English at home

The spelling for the verb in the third person differs depending on the ending of that verb:

1. For verbs that end in -O, -CH, -SH, -SS, -X, or -Z we add -ES in the third person.

- go – goes
- catch – catches
- wash – washes
- kiss – kisses
- fix – fixes
- buzz – buzzes

2. For verbs that end in a consonant + Y, we remove the Y and add -IES.

- marry – marries
- study – studies
- carry – carries

NOTE: For verbs that end in a vowel + Y, we just add -S.

- play – plays
- enjoy – enjoys
- say – says

Negative Sentences in the Simple Present Tense

Objective: To talk about negative sentences

Engage: Teacher will show some positive actions and ask ss to say the sentences, and other with a negative action. T will ask ss to repeat the negative action.

Study: Teacher will explain the class objective and difference in the moment to write negative sentences.

Activate: Ss will work individually some activities in class and teacher will correct the mistakes with students.

To make a negative sentence in English we normally use don't or doesn't with all verbs EXCEPT To Be and Modal verbs (can, might, should etc.).

- **Affirmative:** You speak French.
- **Negative:** You don't speak French.

You will see that we add don't between the subject and the verb. We use Don't when the subject is I, you, we or they.

- **Affirmative:** He speaks German.
- **Negative:** He doesn't speak German.

When the subject is he, she or it, we add doesn't between the subject and the verb to make a negative sentence. Notice that the letter S at the end of the verb

in the affirmative sentence (because it is in third person) disappears in the negative sentence. We will see the reason why below.

NEGATIVE CONTRACTIONS

Don't = Do not
Doesn't = Does not
I don't like meat = I do not like meat.

There is no difference in meaning though we normally use contractions in spoken English.

WORD ORDER OF NEGATIVE SENTENCES

The following is the word order to construct a basic negative sentence in English in the Present Tense using Don't orDoesn't.

Subject	don't/doesn't	Verb*	The Rest of the sentence
I / you / we / they	don't	have / buy	cereal for breakfast
he / she / it	doesn't	eat / like etc.	

* Verb: The verb that goes here is the base form of the infinitive = The infinitive without TO before the verb. Instead of the infinitive To have it is just the have part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with TO. For example: to have, to eat, to go, to live, to speak etc.

Examples of Negative Sentences with Don't and Doesn't:

- You don't speak Arabic.
- John doesn't speak Italian.
- We don't have time for a rest.
- It doesn't move.
- They don't want to go to the party.
- She doesn't like fish.

QUESTIONS IN THE SIMPLE PRESENT TENSE

Objective: To identify the use of questions in simple present.

Engage: Teacher will show some positive actions and ask ss to say the sentences and other with a negative action. T will ask ss to repeat the negative action.

Study: Teacher will explain the class objective and difference in the moment to write negative sentences.

Activate: Ss will work individually some activities in class.

To make a question in English we normally use **Do or Does**. It has no translation in Spanish though it is essential to show we are making a question. It is normally put at the beginning of the question.

- **Affirmative:** You speak English.
- **Question:** Do you speak English?

You will see that we add DO at the beginning of the affirmative sentence to make it a question. We use Do when the subject is I, you, we or they.

- **Affirmative:** He speaks French.
- **Question:** Does he speak French?

When the subject is he, she or it, we add DOES at the beginning to make the affirmative sentence a question. Notice that the letter S at the end of the verb in the affirmative sentence (because it is in third person) disappears in the question. We will see the reason why below.
We DON'T use Do or Does in questions that have the verb To Be or Modal Verbs (can, must, might, should etc.)

Word Order of Questions with Do and Does

The following is the word order to construct a basic question in English using Do or Does.

Do/Does	Subject	Verb*	The Rest of the sentence
Do	I / you / we / they	have / need	a new bike?
Does	he / she / it	want etc.	

*Verb: The verb that goes here is the base form of the infinitive = The infinitive without TO before the verb. Instead of the infinitive To have it is just the have part.

Remember that the infinitive is the verb before it is conjugated (changed) and it begins with TO. For example: to have, to eat, to go, to live, to speak etc.

Examples of Questions with Do and Does:

- Do you need a dictionary?
- Does Mary need a dictionary?
- Do we have a meeting now?
- Does it rain a lot in winter?
- Do they want to go to the party?
- Does he like pizza?

SHORT ANSWERS WITH DO AND DOES

Objective: To recognise the answers in simple questions

Engage: Teacher will show a video about do and does in questions, T make sure students are paying attention, then ask some students to identify the topic and then say.

Study: Teacher will explain the class objective, then ask ss for understanding.

Activate: Ss will work individually some activities in class and teacher will correct the mistakes with students.

In questions that use do/does it is possible to give short answers to direct questions as follows:

Sample Questions	Short Answer (Affirmative)	Short Answer (Negative)
Do you like chocolate?	Yes, I do.	No, I don't.
Do I need a pencil?	Yes, you do.	No, you don't.
Do you both like chocolate?	Yes, we do.	No, we don't.
Do they like chocolate?	Yes, they do.	No, they don't.
Does he like chocolate?	Yes, he does.	No, he doesn't.
Does she like chocolate?	Yes, she does.	No, she doesn't.
Does it have four wheels?	Yes, it does.	No, it doesn't.

However, if a question word such as who, when, where, why, which or how is used in the question, you cannot use the short answers above to respond to the question.

REINFORCEMENT ACTIVITY

Objective: To reinforce knowledge in class

Engage: Teacher will start the class with a review about the last class, encourage students to participate to participate.

Study: Teacher will explain the class objective and ask students to work the activities individually.

Activate: Ss will work individually and then they will check their answers.

Read each sentence and circle the correct option that best complete.

1. I_____(be) a student.

Answer:

a) are

b) is

c) am

2. The students_____(not, speak) German in class.

Answer:

a) don't speak

b) does speak

c) doesn't speak

3. She_____(not, be) six years old.

Answer:

a) isn't

b) not is

c) are not

4. John_____(read) books.

Answer:

a) read

b) reads

c) reds

5. The flowers_____(be) watered by Bob.

Answer:

a) are

b) is

c) am

6. Bob_____(be) my friend.

Answer:

a) are

b) is

c) am

7. Danny_____(phone) his father on Sundays.

Answer:

a) phons

b) phones

c) phone

8. I_____(not, know) what you mean.

Answer:

a) doesn't know

b) not know

c) don't know

9. John_____(work) in a supermarket.

Answer:

a) works

b) working

c) work

10. My father_____(not, be) very happy.

Answer:

d) aren't

e) isn't

f) am not

PRESENT CONTINUOUS

**Objective:** To identify and talk about the present continuous.

Engage: Teacher will play a guessing game in order to encourage students to participate and try to say the correct topic.

Study: Teacher will explain the class objective about the present continuous and its different uses.

Activate: Ss will work in pairs and make sentences about themselves using present continuous.

USE 1 NOW
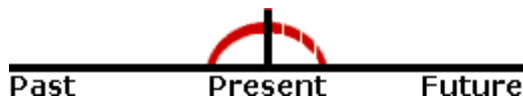
Use the Present Continuous with Normal Verbs to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

Examples:

- You are learning English now.
- You are not swimming now.
- Are you sleeping?
- I am sitting.
- I am not standing.
- Is he sitting or standing?
- They are reading their books.
- They are not watching television.
- What are you doing?
- Why aren't you doing your homework?

USE 2 LONGER ACTIONS IN PROGRESS NOW

In English, "now" can mean: this second, today, this month, this year, this century, and so on. Sometimes, we use the Present Continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.

Examples: (All of these sentences can be said while eating dinner in a restaurant.)

- I am studying to become a doctor.
- I am not studying to become a dentist.
- I am reading the book Tom Sawyer.
- I am not reading any books right now.
- Are you working on any special projects at work?
- Aren't you teaching at the university now?

USE 3 NEAR FUTURE

Sometimes, speakers use the Present Continuous to indicate that something will or will not happen in the near future.

Examples:

- I am meeting some friends after work.
- I am not going to the party tonight.
- Is he visiting his parents next weekend?
- Isn't he coming with us tonight?

USE 4 REPETITION AND IRRITATION WITH "ALWAYS"

The Present Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like Simple Present, but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

Examples:

- She is always coming to class late.
- I don't like them because they are always complaining.

REMEMBER NON-CONTINUOUS VERBS/ MIXED VERBS

It is important to remember that Non-Continuous Verbs cannot be used in any continuous tenses. Also, certain non-continuous meanings for Mixed cannot be used in continuous tenses. Instead of using Present Continuous with these verbs, you must use Simple Present.

Examples:

- She is loving this chocolate ice cream. Not Correct
- She loves this chocolate ice cream. Correct

ADVERB OF PLACEMENT

Objective: To use the adverb of placement correctly.

Engage: Teacher will some pictures with things in different locations

Study: Teacher will explain the class objective, and then ask ss for understanding.

Activate: Ss will work individually some activities in class.

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- You are still watching TV.
- Are you still watching TV?

HOW DO WE MAKE THE PRESENT CONTINUOUS TENSE?

The structure of the Present Continuous tense is

subject	+	auxiliary *be*	+	main verb
		conjugated in Present Simple		
		am, are, is		**present participle (-ing)**

	subject	auxiliary verb		main verb	
+	I	am		speaking	to you.
+	You	are		reading	this.
-	She	is	not	staying	in London.
-	We	are	not	playing	football.
?	Is	he		watching	TV?
?	Are	they		waiting	for John?

- The auxiliary verb (be) is conjugated in the Present Simple: *am, are, is*
- The main verb is invariable in present participle form: *-ing*
- For negative sentences we insert not between the auxiliary verb and the main verb.
- For question sentences, we exchange the subject and the auxiliary verb.
- Look at these example sentences with the Present Continuous tense:

REINFORCEMENT ACTIVITY

Read each sentence and circle the correct option that best complete.

1. I am_____a sandwich now.

Answer:

a) eats

b) eating

c) not eat

d) eat

2. I am busy right now. I_____breakfast.

Answer:

a) am have

b) have

c) having

d) am having

3. My daughter_____studying English at Istanbul University.

Answer:

a) is

b) does

c) do

d) not

4. _____you waiting for a bus?

Answer:

a) Do

b) Are

c) Does

d) Is

5. What_____? It looks awful.

Answer:

a) do you drinking

b) are you drink

c) are you drinking

d) does you drink

6. We_____enjoying our holiday here so much.

Answer:

a) don't

b) are

c) is

d) doesn't

7. What_____John_____at the moment?

Answer:

a) does / do

b) is / do

c) are / doing

d) is / doing

8. I_____sitting down at the moment.

Answer:

a) am not

b) are not

c) is

d) don't

9. Don't disturb him. He_____.

Answer:

a) sleeps

b) is sleeping

c) is sleep

d) sleep

10. They are_____their coats.

Answer:

a) not

b) put on

c) putting on

d) doesn't put

SIMPLE PAST TENSE

Objective: To recognize the simple past tense and its rules.

Engage: Teacher will show a picture with people doing actions in past, ask ss to repeat the sentences written by the teacher.

Study: Teacher will explain the class objective, then ask ss for understanding. After that students will practice some exercises.

Activate: Ss will work individually some activities in class and teacher will correct the

TO BE - PAST TENSE

The past tense of **To Be** in English has two forms: WAS and WERE

TO BE - AFFIRMATIVE

Subject	To Be	Examples
I	was	I **was** tired this morning.
You	were	You **were** very good.
He	was	He **was** the best in his class.
She	was	She **was** late for work.
It	was	It **was** a sunny day.
We	were	We **were** at home.
You	were	You **were** on holiday.
They	were	They **were** happy with their test results.

TO BE - NEGATIVE SENTENCES

The negative of **To Be** can be made by adding **not** after the verb (was or were).

Subject	To Be	Examples
I	was not	I **was not** tired this morning.
You	were not	You **were not** crazy.
He	was not	He **was not** married.
She	was not	She **was not** famous.

It	was not	It **was not** hot yesterday.
We	were not	We **were not** invited.
You	were not	You **were not** at the party.
They	were not	They **were not** friends.

TO BE - NEGATIVE CONTRACTIONS

The can make negative contractions of the verb **To Be** in the Past tense by joining the **verb** (was or were) and **n't**(e.g. were not = weren't). We don't make a contraction of the **subject** and the **verb** (e.g. I was).

I was not **tired this morning.**	**OR**	**I** wasn't **tired this morning.**
You were not **crazy.**	OR	You **weren't** crazy.
He was not **married.**	OR	He **wasn't** married.
She was not **famous.**	OR	She **wasn't** famous.
It was not **hot yesterday.**	OR	It **wasn't** hot yesterday.
We were not **invited.**	OR	We **weren't** invited.
You were not **at the party.**	OR	You **weren't** at the party.
They were not **friends.**	OR	They **weren't** friends.

TO BE - QUESTIONS

To create questions with **To Be**, you put the **Verb** before the **Subject**.

Affirmative	**You**	**were**	**happy.**
	Subject	*Verb*	
Question	Were	you	happy?
	Verb	*Subject*	

Affirmative	Question
I was late	**Was I** late?
You were sick.	**Were you** sick?

He was surprised.	**Was he** surprised?
She was from Italy.	**Was she** from Italy?
It was a big house.	**Was it** a big house?
We were ready.	**Were we** ready?
You were early.	**Were you** early?
They were busy.	**Were they** busy?

Before the verb you can also have a WH- Question word (Why, Who, What, Where etc.)

Were you happy? Yes, I was.

Why were you happy? Because I was promoted at work.

TO BE - SHORT ANSWERS

In spoken English, we usually give short answers in response to questions.

Was he from Japan? - Yes, he was (from Japan). The last part (from Japan) is not necessary. We use shorts answers to avoid repetition, when the meaning is clear.

Question	Short Answers**	Short Answers
Was I late?	Yes, you were.	No, you weren't.
Were you sick?	Yes, I was.	No, I wasn't.
Was he surprised?	Yes, he was.	No, he wasn't.
Was she from Italy?	Yes, she was.	No, she wasn't.
Was it a big house?	Yes, it was.	No, it wasn't.
Were we ready?	Yes, we were.	No, we weren't.
Were you early?	Yes, we were.	No, we weren't.
Were they busy?	Yes, they were.	No, they weren't.

** With **To Be**, We don't use contractions in **affirmative** short answers.

The **Simple Past Tense**, often just called the **Past Tense**, is easy to use in English.

If you already know how to use the *Present Tense*, then the *Past Tense* will be easy.

In general, the **Past Tense** is used to talk about something that started and finished at a definite time in the past.

HOW TO FORM THE PAST TENSE.

Objective: To review simple past and how to write sentences in past.

Engage: Teacher will ask ss to answer simple questions in past, then ask ss to guess the topic.

Study: Teacher will explain the class objective about how to form sentences in past.

Activate: Ss will work individually some activities in class.

The main rule is that for every verb in English, there is only one form of it in the past tense.
(The exception is the Past tense of To Be, which has two forms: *was* and *were*)

This is totally different from other languages such as Spanish, French, Italian etc. where you change the verb ending for every subject.

For example: The past tense of the verb **want** is **wanted**. Wanted is used as the past tense for all subjects/pronouns.

- I wanted
- You wanted
- He wanted
- She wanted
- It wanted
- We wanted
- They wanted

So you just have to learn one word to be able to use it in the past tense. In this case we just needed to learn the one word *wanted* which can be used for all subjects (or people).

PAST TENSE REGULAR VERBS

To change a regular verb into its past tense form, we normally add –ED to the end of the verb.

- play – played
- cook – cooked
- rain – rained
- wait – waited

EXAMPLES OF SENTENCES USING REGULAR VERBS IN THE PAST TENSE

- Last night I **played** my guitar loudly and the neighbors **complained**.
- She **kissed** me on the cheek.
- It **rained** yesterday.
- Angela **watched** TV all night.
- John **wanted** to go to the museum.

Note: There are three different ways of pronouncing the –ed at the end of a verb in the past tense.

NEGATIVE SENTENCES IN THE PAST TENSE

We use **didn't (did not)** to make a negative sentence in the past tense.
This is for regular AND irregular verbs in English.
(Exception is *To Be* and Modal Verbs such as *Can*)

Compare the following:
Present: They **don't** live in Canada.
Past: They **didn't** live in Canada.

The main verb (*live* in the example above) is in its base form (of the infinitive). The auxiliary *DIDN'T* shows that the sentence is negative AND in the past tense.

NOTICE: The only difference between a negative sentence in the present tense and a negative sentence in the past tense is the change in the auxiliary verb.

Both **don't** and **doesn't** in the present tense become **didn't** in the past tense.

Compare the negative sentences in the examples below:

Present: You **don't** need a mechanic.

Past: You **didn't** need a mechanic.

Present: You **don't** walk to work.

Past: You **didn't** walk to work.

Present: He **doesn't** speak Japanese.

Past: He **didn't** speak Japanese.

EXAMPLES OF NEGATIVE SENTENCES IN THE PAST TENSE

- I **didn't** want to go to the dentist.
- She **didn't** have time.
- You **didn't** close the door.
- He **didn't** come to my party.
- They **didn't** study so they **didn't** pass the test.

QUESTIONS IN THE PAST TENSE

We use **did** to make a question in the past tense.

This is for regular AND irregular verbs in English.

(Exception is *To Be* and Modal Verbs such as *Can*)

Compare the following:

Present: Do they live in France?

Past: Did they live in France?

The main verb (*live* in the example above) is in its base form (of the infinitive). The auxiliary *DID* shows that the question is in the past tense.

NOTICE: The only difference between a question in the present tense and a question in the past tense is the change in the auxiliary verb.

Both **Do** and **Does** in present tense questions become **Didn't** in past tense questions.

Compare the questions in the examples below:

Present: Do you need a doctor?

Past: Did you need a doctor?

Present: Do you ride your bike to work?

Past: Did you ride your bike to work?

We can also use a **question word** (Who, What, Why etc.) before DID to ask for more information.

- Did you study? – Yes, I did.
- **When** did you study? – I studied last night.
- **Where** did you study? – I studied at the library.

EXAMPLES OF QUESTIONS IN THE PAST TENSE

- **Did** you go to work yesterday?
- **Did** they arrive on time?
- **Did** she like the surprise?
- Where **did** she go?
- What **did** you do yesterday?
- What **did** you say? - I didn't say anything.
- Why **did** we have to come?

IRREGULAR VERBS IN THE PAST TENSE

Irregular verbs are ONLY irregular in affirmative/positive sentences.

For example: The past tense of GO is WENT.

It does not end in –ED so it is considered irregular.

The word *went* is used for all subjects – I, you, we, they, he, she, it.

- I **went** to the beach
- He **went** to the park.
- She **went** to the zoo.
- They **went** to the library.

BUT, as we mentioned before, it is only in its irregular form (*went*) in sentences that are affirmative/positive.

Compare the following using GO in the past tense.

- They **went** to the beach
- They <u>didn't</u> **go** to the beach --- **Didn't** shows that we are talking in the past tense.
- <u>Did</u> they **go** to the beach? --- **Did** shows that we are talking in the past tense.

Another example with an irregular verb.
The past of EAT is ATE.

- You **ate** my cake.
- You <u>didn't</u> **eat** my cake.
- <u>Did</u> you **eat** my cake?

REINFORCEMENT ACTIVITY

Objective: To reinforce knowledge and review the simple past

Engage: Teacher will make a review about the last class by asking some questions from some pictures. Students will say the answers correctly.

Study: Teacher will explain the class objective about the review of the simple past.

Activate: Ss will work individually some activities in class and teacher will correct the mistakes with students.

Read each sentence and complete the sentence with was, were.

1. Rebecca _____ not in my class.

2. Daniel and Andre _____ so glad to see me.

3. My car_____very fast.

4. I_____doctor in the movie.

5. Your teacher_____from Italy.

6. _____this her iPad?

7. Our neighbor's kids_____really naughty.

8. Not all my friends_____at my birthday party.

9. Our doctor_____very kind.

10. The waiter_____so rude.

COMPLETE THE SENTENCES, CHOOSE THE CORRECT OPTION.

1. It was warm, so I_____off my coat.

Answer:

a) take

b) took

c) didn't take

d) didn't took

2. The film wasn't very good. I_____it very much.

Answer:

a) didn't enjoy

b) enjoy

c) enjoyed

d) didn't enjoyed

3. I knew Sarah was very busy, so I_____her.

Answer:

a) disturbed

b) disturb

c) didn't disturbed

d) didn't disturb

4. I was very tired, so I_____to bed early.

Answer:

a) go

b) didn't go

c) didn't went

d) went

5. The bed was very uncomfortable. I_____very well.

Answer:

a) slept

b) sleep

c) didn't sleep

d) didn't slept

6. Sue wasn't hungry, so she_____anything.

Answer:

a) eat

b) ate

c) didn't eat

d) didn't ate

7. We went to Kate's house but she_____at home.

Answer:

a) was

b) were

c) weren't

d) wasn't

8. It was a funny situation but nobody_____.

Answer:

a) laugh

b) laughed

c) didn't laugh

d) didn't laughed

9. The window was open and a bird_____into the room.

Answer:

a) flyed

b) flew

c) didn't fly

d) didn't flew

10. The hotel wasn't very expensive. It_____very much.

Answer:

a) cost

b) costed

c) didn't cost

d) didn't costed