



**PENINSULA OF SANTA ELENA
STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

**“ENGAGING ACTIVITIES TO ESTABLISH EFFECTIVE
RAPPORT IN ENGLISH CLASSES FOR STUDENTS OF
EIGHTH YEAR OF BASIC EDUCATION AT UNIDAD
EDUCATIVA VIRGINIA REYES GONZALEZ, ANCONCITO,
PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017”.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

AUTHOR: MARÍA AUXILIADORA PANCHANA SUÁREZ

ADVISOR: MSc. KLEBER LOOR ZAMBRANO

LA LIBERTAD – ECUADOR

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2016

La Libertad, August 23th 2016

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title " Engaging Activities To Establish Effective Rapport In English Classes For Students Of Eight Year Of Basic Education At Unidad Educativa Virginia Reyes Gonzalez, Anconcito, Province Of Santa Elena, School Year 2016-2017" prepared by MARÍA AUXILIADORA PANCHANA SUÁREZ undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

.....
MSc. Kléber Loor Zambrano

La Libertad, August 23th 2016

STATEMENT OF AUTHORSHIP

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DEDICATION

I dedicate this research work to each one of my beloved family:

- To my parents Justo and Svetlana who encouraged me every day to go on to become a professional.
- To my noble-minded aunts and grandparents who are the greatest model of being successful instead of trials
- To my talented siblings in special to Paola who always care for my babies as hers.
- To my husband and children who gave me the necessary support and understanding during the development of this paper.

María

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María

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.

MARÍA AUXILIADORA PANCHANA SUAREZ

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EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD; LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD PENÍNSULA DE SANTA ELENA.

MARÍA AUXILIADORA PANCHANA SUAREZ

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ABSTRACT

This current research is based on engaging activities for setting up effective rapport in order to enhance achievement of students in English classes. Rapport is considered as main factors of incidence on discourage and passive learning related with personality and professionalism of teacher to carry out the classes. Engaging activities such as games and ludic activities should allow students to develop interest on acquisition of a second language. This research paper has the main objective to analyze the influenced of engaging activities on students motivation for the acquisition of English as a second language. The variables of this study are rapport and engaging activities that guide the design of this study. The qualitative and quantitative methods were used to develop the instruments for gathering data from interviews, a survey, and observation guide in order to show the importance and effectiveness of rapport in the learning process. Moreover, the scientific method was used to verify the information gathered through the instruments applied. This proposal suggests two types of engaging activities such as games and modified ludic activities for promoting pleasant classroom environment on English classes for students of eight year from Unidad Educativa Virginia Reyes Gonzalez. The results obtained indicated that engaging activities play an important role to establish a good rapport between students and teacher through dynamism, participation, entertainment, and interaction.

Keywords: Engaging activities, games, ludic activities, rapport, and effective.

INTRODUCTION

Classroom social environment plays an important role in development of students who experience within the classroom contribute to develop their behavioral, social, and academic skills. The rapport quality of the interactions that students have with their teachers predicts later academic success. Classroom characteristics, such as class composition, student and teacher characteristics, student interactions with peers and teachers, classroom values, and classroom beliefs all influence student academic development.

In general, activities where students can play are considered effective for English learning from another that is intended simply for fun is the explicit intention to provoke meaningful learning and rapport because it stimulates the construction of a pleasant classroom environment. Hence, all teachers should be responsible for renewing school practices on how languages should be taught and learned.

Thus, the teacher is also responsible for the improvement of the teaching and learning process so it is noticed that teacher is using new methodologies for foreign language teaching, preparing more dynamic classes, by applying meaningful activities in lessons. This research is divided in four chapters, which are divided in:

Chapter I: It defines the problem in order to support the research questions and rationale. It also limits research objectives according to the problem, idea to defend and scientific during the research process.

Chapter II: At this point Theoretical Basis provides relevant details about foundations and basis that support the scientific research. They oriented the proposal with key term philosophical and pedagogical basis about related topics

of engaging activities, rapport, and English classes. Furthermore, it shows preview researches developed in other countries.

Chapter III: Research Methods explains the methodological strategies in order to get a successful research. This chapter contains levels or type of research, population, techniques and instruments, data collection with the respective analysis and interpretation, results and discussions. Because it is the methodical design that oriented the process of research in order to proof the veracity of the variables.

The Chapter IV: The Proposal establishes the solution of the problem, application of engaging activities and blog to share the achievements, the results and analyses the outcomes of this research. In addition, there is a timetable with details steps of the research work to implement the proposal at Unidad Educativa Virginia Reyes.

CHAPTER I

THE PROBLEM

TITLE

“ENGAGING ACTIVITIES TO ESTABLISH EFFECTIVE RAPPORT IN ENGLISH CLASSES FOR STUDENTS OF EIGHT YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA VIRGINIA REYES GONZALEZ, ANCONCITO, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017”.

1.1. Problem Statement

In this globalized world, teaching English is more than developing skills for achieving a class objective. The stratification of Teaching English as a foreign language has provoked the development of lots of approach, methods, and strategies therefore it means that teacher must promote meaningful learning in order to communicate effectively for immediate necessities.

There are several researches in order to monitor foreign language proficiency such as the Common European Framework of Reference (CEFR). These international standards have been gradually adapted in educational system around the world. It provides guidelines of effective communication. It is divided in six levels of domains imbedded in the learning process to be proficient in a foreign language.

In 2004, Chile allowed the educational model of English with international standards, 40% of students did not reach basic level of English Language therefore it entailed the analysis of Chilean education to take advance for its challenging objective.

Since 2010, some changes in Ecuadorian educational system as gradually occur such as the National Curriculum as a Foreign Language. This educational system has adopted international standards of getting better therefore it was setting aside the CRADLE Project which did not reach with the expected result.

The National Curriculum Guidelines consider some Harmer foundation about effective teachers. He states that teacher must to find varied ways of meeting their learners' interests and needs. They are important because more students have opportunities to activate various elements of language that they are stored in their brains.

Ecuadorian educative goals display justice, innovation, and solidarity, by developing critical thinking, social, and creative skills in the context of language learning. For these reason, it was necessary to precise the approaches and objectives for contents of curriculum such as a basis for the teaching and learning practices.

The interaction in English classes for level A.1 is a great challenge because students of eight year are in the process of constant adaptation of physical and emotional changes. Thereby, feeling, new classmates and teachers for each subject affect performance and classroom environment to develop activities for improving skills.

1.2. Context of the problem

Anconcito parish is an overpopulated fishing port, located in Santa Elena Province. The external factors such as socio-cultural take relevance on students; they show the lack of interest to acquire a new language because they prefer to

work in occupations such as Fishermen. There are four public schools which have crowded classroom with old infrastructure.

One of the public schools in Anconcito is Unidad Educativa Virginia Reyes Gonzalez. It has more than 1600 students with general basic education level. It began to increase the average of students five years ago hence it works in double shift.

It has an old infrastructure and the furniture used in the classroom reduces the space for teacher monitoring. On the other hand, there is modern lab with 35 five computers, speaker, projector, and comfortable furniture but it does not have suitable internet service.

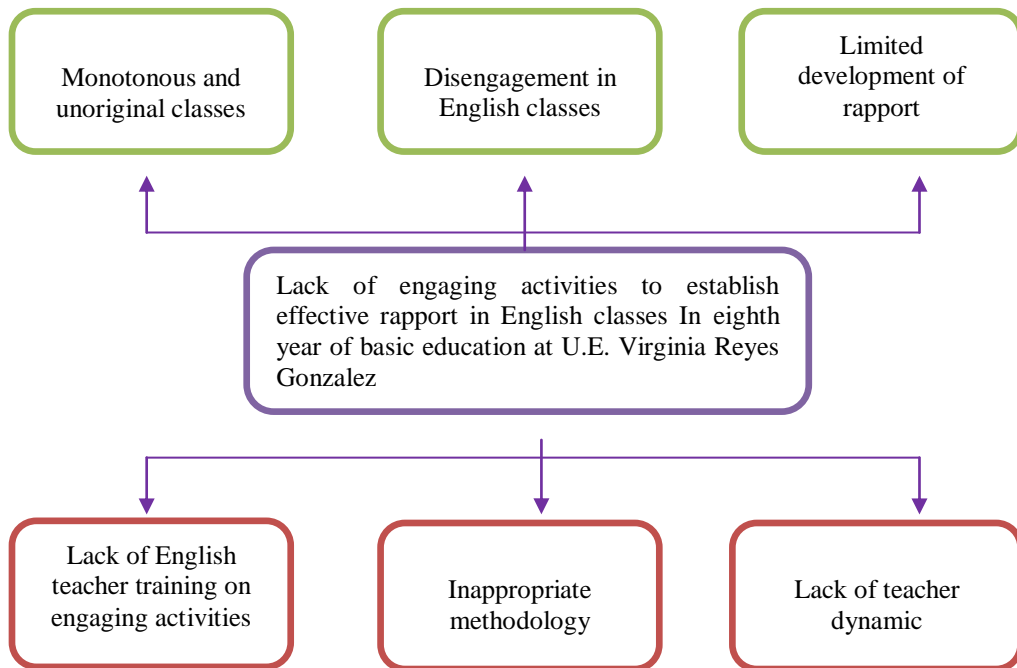
The reduced numbers English teachers produce a passive learning and disengagement. Traditional methods such as grammar translation were used in English classes that affect the students' predisposition to acquire a second language. The English activities were characterized for grammar and vocabulary. The tasks were based on repetitions in English and Spanish, and translations.

Disengagement in English classes was evident. The warning sign of disengagement was the inhospitable manner of interaction between teachers and students. Teacher had to appeal the bans for maintaining the control in the classroom. Students showed dissociable aptitudes for relate with classmates.

The inadequate practice for teaching a foreign language influenced on classroom environment. Thus lacks of language skills produce little participation in class because students ask for translation and Spanish instruction. As a result of this,

the pronunciation is a great matter students read such as they write or after correction they do the same mistake.

Illustration 1: Problem tree



Author: María Panchana Suárez

Source: Observation sheet of classroom environment in eighth year.

1.3. Research Questions

1. What engaging activities make students more involved?
2. How effective is the application of engaging activities in English classes?
3. What is the influence of engaging activities in students' rapport?
4. How the improvement of the rapport in eight year of basic education can be measured through the application of engaging activities?

1.4. Rationale

There are constantly changes in education because of modern life necessity and human deportments. It is the restored tendency to teach youngster and older youngster who are not engaged in activities like children. It contemplates other main elements as necessity that belongs to their social backgrounds.

Nikolov (1999) revealed that instrumental motivation emerged at age 11 or 12, and that the 11- to-14-year olds suggested more utilitarian reasons for learning English than the younger.

The significance of the research is established engaging activities. These activities are based on engagement in order to establish effective rapport. It will engage young students to work with efficient and competent in modern society. It is highly significant to wrap students to acquire a second language through the daily interaction using several resources offered in the educative community.

Teachers emphasize the use of the English language for meaningful communication by promoting the motivation through the engagement. For instances, communication involved interactions, collaboration, and confident to express ideas in order to facilitate the learning process.

Research Objective

To analyze the influence of engaged activities through the enforcement of dynamic activities for effective rapport of eight year of Basic Education At Unidad Educativa Virginia Reyes Gonzalez , Anconcito, Province Of Santa Elena, Academic Year 2016-2017.

1.5. Idea to defend

The application of engaging activities will establish effective rapport for students of eighth year of basic education at Unidad Educativa Virginia Reyes Gonzalez.

1.7. Scientific task

1. To determine the strategies and methodology of the research
2. To determine engaging activities for students of eight year on level A1 according to CEFR.
3. To characterize and apply activities using techniques with approach centered on communication for effective rapport for students.

CHAPTER II

THEORETICAL BASIS

2.1 Key terms

2.1.1. Lingua Franca

A lingua franca is a language that has been adopted by people whose native languages are different in order to make communication possible, especially in commercial, trade, or educational contexts.

2.1.2. Language skills

When people learn a language, there are four skills that they need for communication. When they learn their native language, they usually learn to listen first, then to speak, then to read, and finally to write. These are called the four language skills. These four language skills are sometimes called the macro-skills. This is in contrast to the micro-skills, which are things like grammar, vocabulary and pronunciation.

2.1.3. Acquisition

A term used to describe language that is absorbed spontaneously, without conscious effort, much like the way children pick up their mother tongue.

2.1.4. Teaching and Learning Process

Farou (2010) defined teaching and learning as two sides of one thing, two processes in one exercise. What one teaches, the other learns. Generally speaking, they teach and learn knowledge and skills for production activity. In a class

society, they must add knowledge and skills in class struggle to knowledge and skills for production. It supports of teaching and learning is the knowledge and skills used in production. Learning strategies need to facilitate the learners' autonomy and allow them to have conscious control of their learning processes.

Harmer (2007) states that it is an interaction in which the teacher teaches in a planned manner a determined group of knowledge and the student has predisposition to learn without implying its permanence in the same changes in their development process. The process of learning is conceived as the space in which the main protagonist is the student and teacher fulfills the role as a facilitator of learning processes... It is intended that students enjoy learning and are committed to lifelong learning.

2.1.5. Learning strategies

It is considering as using a plan or conscious action to achieve an objective. For example, learners might decide consciously how they plan to learn more vocabulary, or how they want to remember a grammar rule. Teachers should encourage learners to experiment with new strategies, so that they learn what works best for them.

2.1.6. Teacher roles

Within the classroom the teacher role may change from one activity to another or from one stage of an activity to another. If teachers are fluent at making these changes effectiveness as a teacher is greatly enhanced. All roles, after all, aim to facilitate the students 'progress in some way or other, and so it is useful to adopt more precise terms than facilitator as the sections below indicate.

2.1.6. Effectiveness

Effectiveness in education is an output of specific review or analyses that measure quality of the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements. It is different from efficiency, which is measured by the volume of output or input used.

The effectiveness is reflected by meaningful information, and evidence as a result of various procedures. It is necessary to have indicators in order to measure the success of a program or of a higher education institution. Engaging in the measurement of educational effectiveness creates a value-added process through quality assurance and accreditation review and contributes to building, within the institution, a culture of evidence.

2.1.7. Rapport

Shepard, (2000) states that “Educational research supports creating an atmosphere of mutual respect and support in the classroom, where students feel safe in expressing concerns or asking questions, and where tolerance and a sense of common identity and community are promoted”. Marchena, (2005) states that “Rapport as a construction originated by social relationship which is established by the main characters in a class as well as the way of thinking, values, and culture in the classroom.

2.1.8. Engagement

In education, this refers to the attitudes learners bring to a task. It is the degree of attention, optimism, curiosity, interest and passion they exhibit as they are being taught. In the classroom, learner engagement means the students are active: taking

notes, interacting with each other, reacting to a task, exploring ideas by asking questions. Learner engagement is directly related to the level of motivation a learner has to learn and progress in their own learning.

2.1.9. Engaging Activities

These activities are designed for involving students in learning process. The main purpose of them is to engage students on learning in order to become active and responsible.

2.1.9. Ludic Activities

Ludic, or spontaneous, activities are effective tools complement the integral formation of the students, and foster the development of skills, artistic and sports, in a space that promotes coexistence between students when teaching English. These activities encourage students to practice their language skills on the spot and without preparation. These exercises can help a teacher assess a student's current speaking level, and can help students practice their skills in situations that closely resemble everyday life.

2.1.10. Games

A game is a system in which players engage in an artificial conflict, defined by rules, which result in a quantifiable outcome. Game is structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool.

Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. However, the distinction is not clear-cut, and many games are also considered to be work or art.

Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulation, or psychological role.

2.2 Previous Research

Over the time, there have been huge changes that contributed in the acquirement of English adapted to social backgrounds in a globalized world. Since then, wide range of author of projects and writers emphasized in despite of technological advance or pedagogical endeavors to get better the English classes, they consider teaching as social interaction among a variety of people necessity because of reflex the society.

2.2.1. Research around the world.

There are some projects run in The United States and Spain.

2.2.1.1. The United States

2.2.1.1.1. Maryland

According to Phuong (2008) is the author of *The Influences of Classroom Characteristics and Teacher-Student Relations on Student Academic Achievement*. She states in the result of her research that teachers mix up characteristics, roles, and personality with academic training in positive classroom characteristic and close relation with students.

2.2.1.1.2. Seattle

The Center of Instructional Development and Research (2009) at University of Washington in its research for engaging activities for large classes developed

significant strategies and suggests class material. Moreover, it provides relevant information about how developing rapport, creating opportunities for engagement, managing class interaction.

2.2.1.2. Spain

2.2.1.2.1. Catambria

At University of Catambria, Barreda (2012) there is a research concerning the teacher as classroom environment manager, she highlights the importance of reaching a good classroom environment as an attainment of teaching and learning process. It concluded that classroom environment could be measured with function of indicators of external and internal factors that they are perceptible characteristics in socio affective interaction among students and teacher.

2.3 Philosophical Basis

As a part of history in 4th century, human being has been in constant evolution as a member in a society. From the ancient times, the human being in the most ancient civilizations made toys and played in leisure time as a result of this philosopher as Aristotle and Platon embodied abstracted criteria about education.

Aristotle emphasized that learning need affective evolve for learning therefore he states that nothing can work in the intelligence if there was not in the ethical sense. Teachers cannot teach empathic, respect, and friendship. Platon discovered the games as tool to prepare children to be adults and stated the usage of games for learning in order to play for allowing the predisposition to new knowledge.

Different learning theories as behaviorism, cognitivism, constructivism, and connectivism, recognized the role that plays ludic activity in the acquisition of

knowledge. Psychologists of Cognitive school highlighted the game role in the child's psychomotor, affective, social, cognitive and linguistic development.

On the other hand, Piaget (1969) refers in his theory of game about assimilation and accommodation as intellectual functions to facilitate knowledge. Didactic resources acquired relevance in assimilation, when information comes from the social background to the schemes or cognitive structures built. The teaching should be based on fundamental changes and conceptual that should promote and facilitate the learning significant.

Vygotsky (1979) establishes a difference between what the child can do and learn what is able to learn and make with the help other people while looking, imitates, follow instructions or collaborate; in other words, Vygotsky called "proximal zone development" the distance that exists between the development of effective and potential level, these two aspects is located the educational action.

2.4 Educational Basis

2.4.1. English as a Foreign Language (EFL)

Owing to the expansion of English around the world, different points of view have been emerged about stratification of English language as a Lingua Franca. Those stratifications therefore became to standardize function such as native, second, or foreign language.

English as a Foreign Language (EFL) refers to the use or study of English Language in countries where they have a different mother tongue. Accordingly to the linguistic Kachru (1985) it inheres to the Expanding Circle of English hence it

refers this language in other countries does not play a relevant in politics or historical role so the usage is abridged for specific purposes.

Therefore, this stratification has oriented to educational systems for the acquisition of English Languages in countries which are in the expanding circle. Consequently, curriculum development had suffered huge changes for intending to apply modern and modified approaches for being proficiency in a globalized world.

2.4.1.1. Contribution of English as a Foreign Language Curriculum to Educación General Básica in Ecuadorian Educational System

In the 21st century, study English Language is more than develop language skills such as speaking, listening, reading, and writing therefore the Ministry of Education contemplated to adapt EFL to curriculum in the educational system. Thereby, it is focused on global engagement, social and thinking skills, and foundation for lifelong learning.

The curriculum is based on eclectic approaches in order to achieve those skills through English learning. It is centered on education community among diverse cultural and linguistic backgrounds. The main principals of the curriculum are layout on: communicative language approach, Content and Language Integrated Learning (CLIC), International Standards, Thinking skills, and Learner centered approach.

Nowadays, the Ministry of Education points out CLIC as the main essential component of the EFL curriculum of Educación General Básica. It established foundation for developing competent students in language skills considering local

condition to encourage learners in positive learning experience as a result of the interaction for meaningful communication.

2.4.1.2. What is the CEFR?

Teaching English involves international standards that measure and classify by level of domain, Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR) are becoming the main tool as a pedagogic guidance to elaborate curriculum guidelines, content, textbooks, and other kind of resources for teaching English in a globalized world.

The CEFR simplified the understanding and interpreting of the level of progress by parameters for measuring learner's capability on different stages of learning to meaningful communication in a target language. Thereby, it classifies in scale of six levels A1 for beginners to C2 for competent user. Moreover, it determines assessment indicators in the four language skills.

2.4.1.3 The National English Curriculum Guideline

Current Ecuadorian Education has faced the need of a globalized world so English Ecuadorian curriculum was aligned to CEFR and its philosophy of Communicative Language Teaching Approach. It was designed for students in public educational system to encourage student to communicate effectively in real setting according to local conditions, limitations, and confidence for being proficient in different labor fields.

Furthermore, it took three levels of the scale cut off into six sub-levels for each year of general basic education and the three year of bachelor where expected the students of third bachelor are in the level B.1 as independent user. The National Curriculum Guideline is useful component that oriented the learning process for

level as Curriculum Overall Objective, Exit profile, Communicative Competence, Assessment Indicators.

2.4.1.4. Exit Profile for 8th Year

The National Curriculum Guideline establishes the exit profile for 8th year which reflects in reach language competence of level A.1.1. It establishes the development of listening and speaking for immediate surroundings. It claims to personal and pedagogical purposes of interest to the target group. There are involved personal and educational aspects because they set up to social interaction such as public services, culture, and leisure activities.

According to the assessment indicators to students of 8th year are capable of:

1. Listening: the learners are capable of recognize, identify, distinguish, extract, and understand sounds, words, stress, instructions, and current expressions in a short lexical range delivery slowly and carefully.
2. Speaking: the learners are capable of produce and interact by introducing themselves, greeting and saying good bye expressions, describe themselves, rehearsed dialogue about very familiar topics using current expressions, read slowly and clearly written instructions, response in simple and direct way.
3. Reading: the learners are capable follow, understand, recognize, and extract key information in simple short written text with visual support.
4. Writing: the learners are capable of spell personal information and write isolated sentences in simple informational text with the correct use of commas and periods.

2.4.2. What is rapport?

According to the Pearson Longman dictionary, rapport is the harmonious and sympathetic relation. On the other hand, on educational field there are huge ranges of conceptualization about rapport. Both concepts refer to the affective relation between students and teacher.

According to Brookfield (2006) rapport is the glue that binds students and teacher to communicate in good manners.

Pianta (1997) states that the construction of a proper learning environment concerns much more aspects than a simple relationship between teachers and students. Teachers must to apply pedagogic methods in order to takes advance of physical characteristics of the classroom.

Shepard (2000) defines rapport as the atmosphere of reciprocal respect and support to make students feel safe when they are expressing concerns or asking question while it promotes a sense of common identity and values.

Marchena (2005) defines rapport as a construction originated by social relationship which is established by the main characters in a class as well as the way of thinking, values, and culture in the classroom.

Walsh and Maffei (1994) state that student-teacher rapport is defined in several conditions in classroom that affect students demeanors of how they perceive teacher procedures. The conduct of reciprocal satisfaction is reflected on the social relationships of the target group. Teachers must to handle the balance between student and teacher relationship which is a fine line that could fall apart.

Furthermore, Harmer (2010) states that it is the result of the students' perception of teachers' professionalism in essence it is the enjoyable, respectful, and positive working relationship to stimulate the intrinsic motivation that occurs when teacher listens and treats to students.

Smith (2013) established that rapport is not a replacement of effective technique of teaching strategies. It is just the relationship that teacher has to handle with students in class and help to establish limits for maintain personal spaces and professional services.

Bassi and Busso (2012) state that it is important the interaction between teacher and students for the construction of knowledge. It is important remind that the form that the teacher use the implements or the correct use of it in class is a fundamental part in the teaching learning process. The academic success that promotes the self-esteem of the students is achieved by the cognitive skills.

2.4.2.1. Why is rapport important?

Rapport is relevant since it offers the appropriate circumstances for an effective learning process:

1. It promotes students motivation and predisposition to performance in class because they feel in comfortable context.
2. It creates a positive, collaborative, and supporting classroom environment for learning because it is reflected on students' behavior as a result of their perception of the class.
3. It guarantees teachers' well-being because a teacher and students are humans being who live in a society with the necessity to maintain good relationship with others help to avoid or reduce conflicts.

2.4.2.2. Principles of rapport

According to the University of Tennessee there are seven principles as guideline of good teaching practice in regular classes where are imbedded the effective and the affective relation teacher and classmates:

Principle 1: Encourage contact between students

The contact is a vital factor to establish communication with students. It starts with simple details as calling students by their names from the first time so it realizes that teacher are interested in individualities as difficulties, limitations, or learning styles.

Principle 2: Develop reciprocity and cooperation among students

Cooperation and reciprocity is more enjoyable aspects to promote when students work as a team because it gives more opportunities for new experiences in learning based on social skills due to permit to share ideas, organize a task, assign function, and distribute work considering their different cultural backgrounds as their stronghold to contribute to the team work.

Principle 3: Encourage active learning

Active learning is characterized by meaningful content that attach students' social identity that allow students express their points of views using previous knowledge. Promoting active learning promotes the responsibility of students' role in learning process.

Principle 4: Give prompt feedback

It emphasized on making sequence instead of isolated topic and focus on feedback not for assessment purposes. Feedback is a powerful tool to monitor the accomplishment and realize the week point that need to be improved.

Principle 5: Emphasize time on task

Active learning needs time and energy taking into account the managing time can become a struggle if the task assigned does not have a realistic amount of time.

Principle 6: Communicate high expectations

It means what teacher expects to achieve with the whole group and what students expect teacher offers with personal and professional commitment in order to stimulate a better performance to unenthusiastic students.

Principle 7: Respect diverse talents and ways of learning

This principle is focused on the teacher capability to work in a group with different learning styles. The diversity plays a main role to develop skills and layout the learning activities in order to students show their talents.

2.4.2.3. Developing rapport strategies

According to Nilson (2010) said rapport starts on the first time teacher came into a classroom with classroom polices and affect the rest of the school year. In order to develop rapport is important those strategies:

1. Introduce yourself by addressing teachers' backgrounds and limit personal information about leisure activities, hobbies, and interests.
2. Learn students name contribute to personalize interaction with students.
3. Set up classroom polices in positive reduce students' refuse due to they are expressed as punishment or forbiddance. Layout polices at the beginning helps to students understand teacher ways for working.

4. Ice breaker activity to active students in classroom in first day of class, it facilitates the contact among students and allow the communication.

2.4.2.4. Maintaining rapport strategies

Rapport is more than first impression therefore it requires taking account some techniques to maintenance during the school year:

1. Being accessible refers to teacher maintaining contact with students in extracurricular activities. Being mindful students who emerge a query after the class or are not comfortable to ask in the class.
2. Starting class being mindful on students' external factors which persuade students active in learning so it is advisable to use few minutes of the class to ask about a current topic as climate, previous classes, or feelings.
3. Emphasizing student centered learning as a means for creating learning opportunities so it reinforces their sense of identity with the class.
4. Gathering students' feedback allows suggesting in the way they are learning imbedded students responsible on weak points.

2.4.2.5. Classroom Management

On the assumptions that achieve an effective classroom management, it is a priority to handle a widespread of aspects that influence in rapport. In consequence, teachers are able to organize: space, time and students whence in this way teachers provide to students opportunities for working in varied modalities as individual, pairs or groups. On the other hand, it also considers the students perception of teacher appearance, tone of voice, stronghold during the class development.

Beyond this, teacher emotional intelligence takes a relevant place because classroom manager deals with troublesome situation such as working with disengagement, disruptive behaviors, and multilevel class. In other words classroom management is the practice of teacher roles.

2.4.2.6. How are teachers in the classroom?

Physical presence of teachers play decisive roles in students' perception about them beyond the appearance, personality, or style. Thereby, body language is a great mean to show teacher is active and connected with the class. These four variables bear perception of students' proximity, appropriacy, movement and awareness.

First variable is proximity, teachers must be conscious of the target group in order to realize how closed stand or sit with students in class taking account students reaction. Other variable is appropriacy implies appropriated physical behaviors when teachers work closed with student therefore they infer about personality of teacher through posture of standing or sitting.

Another variable is movement in the classroom, it depends on teacher criteria about the balance of walking in the classroom or stand in the same place because students maintain expectation of teacher is monitoring the class. Finally, Awareness refers about teachers have to be conscious about students are doing or feeling because it points out the success or failure of what is taking in the class.

2.4.2.7. Talking to students

Covey (1989) expresses that is fundamental to appreciate and understand feelings to develop communication. The manner of teachers talk and interact with their students it allows supporting the rapport though effective communication. On the other hand, studies show fairly natural the adaptation of their language according

to the audience accordingly to the way to talk or interact in class depend on the target group owing to increase understanding. It is an example when parents talk to children use a less complex grammatical structures than they talk with adults

2.4.2.8. Giving instruction

The manner to talk with students prepare teachers to give instructions which have to be as simple as possible and in a logical order. Whether students misunderstand, they would waste time on doing something wrong. When teachers give instructions, it is important for them to check that the students have understood by asking them what they have to do in the activity after the teachers have given the instruction or by getting someone to modeling the activity in the class how the exercise works.

2.4.3. What are engaging activities?

Engaging activities are practical actions to increase the motivation to prepare students predisposition to be active in the formative process in order to acquire skills. Those activities frequently engage students include: games, music, pictures, stories, amusing anecdotes, and ludic activities.

According to Harmer (2010) teachers need to find varied ways of meeting their learners' interests and needs. They serve in any stage of class: presentation of a new topic, controlled practice and free practice. It is also used for the review of subjects taught in previous classes. These activities give students the opportunity to interact in authentic communicative situations.

Echeverria and Vogt (2008) state that selecting ideas or activities promote students interaction with each other and the teacher, they provide opportunities for students to use English. Stimulating learning through socio-emotional skills such

as motivation and perseverance are significant in this process; and at the same time strengthen the development of cognitive skills.

Martinez, Perez, and Portillo (2007) establish that teachers are in constant search of essential activities that allow students to improve their learning abilities of a foreign language. It seems that the use of dynamic activities as a complement to the teaching-learning process is increasing. However, there are several factors that make this simple activity a difficult one. Before the application of games, role-plays, drills, and any other kind of activity in class, teachers should have a planned and clear process that will allow them to achieve the aim of the mentioned activities, as this is the key for successful learning.

Harmer (2010) states learners have some experiences where they face monotonous lessons because they are uninvolved emotionally in order to arouse interest. Therefore, emotional evolving is the magic ingredient for getting a successful achievement.

There are some considerations in order to build a class that will encourage students to be active and emotionally evolve such as adding activities or exercises which are extended to students catch attention to the topic or language. Those have the capability of guarantee the successful of the class because engagement promotes the spontaneous participation and stimulate the cooperative work which requires practical activities in a pleasant and comfortable environment.

2.4.3.1. Games and ludic activities

These terms are confused as identical but it is complicated to distinguish a game and an activity with a trifle ludic essence. In fact, almost all the activities contain a certain essence of ludic nature. Therefore, both of them contribute with the

benefits in different areas affective and cognitive to enhance the adaptability in the classroom. For anthropologist, they are useful to transmit cultural identity promoting the socialization with responsibility in social life so it is important to consider the contexts that are practiced as: the age, the genre, the climate, and the place.

2.4.3.2. What are games?

Instead of all games definition through humanity history, in educative field, games are potent tool that opens possibility for working foundation, promoting values, and following procedures that support by factors as intrinsic motivation, interaction in the classroom, and symbolism.

Huizinga (1983) states that games are actions or free occupations. They determine in special and temporal with mandatory rules that are free accepted. These actions are characterized for the common sense, cheerfulness, and tension felt besides with the awareness of assumes other role different to the daily life.

Games provide a wide range of possibilities to visualize reach pictures of students think, feel and act in the classroom so it allows to know their strengths and weakness in accordance with Bruner (1989) who supports that, when he states games as the showing of the inner life to the world.

Games are potential tools for rapport unless teacher mislays the game control and disengage students, in addition to this Goldschmied (1994) states that the teacher has to maintain the control of entire children group for creating and maintaining the appropriate atmosphere to the concentration.

2.4.3.3. What are ludic activities?

There are wide range of definitions about ludic activities, some authors define the term ludic as a condition or predisposition to perform unreal situations by assuming roles in daily life situations in certain social context while people have a spontaneous interaction with everybody in other words simulation.

The ludic attitude makes palpable to communicate without offending, listening with empathy, correct without threatening, suggest without forcing, advise without nagging, laugh more and yelling less. All this behavior contributes to make feel good to facilitate the dialogue.

Ludic activities are important because their entertainment increase the level of participation consequently the teacher has the possibility to analyze more effective assimilation of the contents taught.

Other important reason is the affective part because students decide, practice habits, improve interpersonal relationships. By the way, it refers to needs of feeling emotions, surprise, enjoyment or cheerful.

The applications of ludic activities are reflected in students' participation with creativity. It allows teaching to reach the proposed goals, developing critical and reflective thinking for academic performance established in learning activities therefore it becomes positive for motivation.

Those activities encourage the development of different types of intelligences by children interested in several class stages, causing them curious desire to discover,

care, experience, express fantasy, developing creativity that meet their needs and tastes, it is more linked to the artistic activity.

Ludic activities complement the student integral formation and foster the development of skills, arts and sports, in a space that promotes coexistence between students. Jokes, humor, art, and other series of activities occur when the interaction rewards the gratitude on activities.

2.4.3.4. Characterization of Games and Ludic Activities

The characterization of games and ludic activities permit to realize the importance in the learning process to get a better rapport:

1. Arouse the interest for subject through catching the attention on activities.
2. Promote the necessity to take and assume decisions.
3. Apply previous knowledge.
4. Set up the dynamic sence of sociaty life.
5. Develop the creativity.
6. Perform teacher as moderator and students as main characters.
7. Significance of learning through pleasant experience.
8. Link the pleasant experiences with the learning.
9. Foster the communication in a real context with the necessity in daily situations.

2.4.3.5. Capabilities through the games and ludic activities

The foundations of using engaging activities in classes allow defining the development of capabilities by the games and ludic activities:

Chart 1: Capabilities

:Capability of	Indicator
Attention and comprehension	<ul style="list-style-type: none"> • Organizing rules • Analyzing and conclude on interested topics • Comprehending the activity
Strategic and logical thinking	<ul style="list-style-type: none"> • Reflecting • Following instructions and polices • Formulating arguments
Verbal expression	<ul style="list-style-type: none"> • Expressing free • Simulating • Explaining and defining polices and rule
Body language	<ul style="list-style-type: none"> • Performing with customs • Including dance or exercise
Iconic expression	<ul style="list-style-type: none"> • Using Audiovisual material • Analyzing of depiction or relies.
Musical expression	<ul style="list-style-type: none"> • Playing with instruments • Trying activities with song and rhythm
Respect	<ul style="list-style-type: none"> • Fulfilling rules • Respecting other rights

Source: Game´s Manual

Author: María Panchana Suárez

2.4.3.6. Principles to apply games and ludic activities

These principles describe the essence of games and ludic activities.

Principle 1: Participation

The voluntary participation guarantees students are active and creative due to game is a spontaneous activity with the predisposition to accomplish rules and instructions.

Principle 2: Dynamism

It implies the movement, development, and interaction during the pedagogic process. In other word, dynamism refers to be constantly active with the whole participants during the activity.

Principle 3: Entertainment

The entertainment reinforces the interest and cognitive activity by using a variety of resources without overage of material will become in disturbance or instruction will confuse the sense of the activity.

Principle 4: Interaction

It refers the student perception about their classmates to socialize in order to be capable to achieve the challenge of the game.

2.4. Legal Basis

This project work is based on the Constitution of Ecuador (2008), and the Organic Law of Intercultural Education (2011) and its ministerial agreement (2016) that refers: This research is fastening on Art. 26 and 27 of Constitution of Ecuador which determine the education as rights of everyone and an inescapable and inexcusable duty of the State provided by public schools in consequence engaging activities proposes profitable solution to get better the education in Unidad Educativa Virginia Reyes Gonzalez.

The article 343 is favorable to the application of games and ludic activities to improve rapport since the national education system will aim to develop individual and collective capacities and potentialities of the population. They enable the learning of knowledge, skills, knowledge, arts and culture. The system

is centered on learners, and work so flexible and dynamic, inclusive, effective and efficient works in society.

The article 9 The Intercultural Education Law determines the national curriculum, elaborated by the Central Level of the National Education Authority, apply mandatory in all educational institutions in the country regardless of their support and modality. They are also mandatory reference for the development or selection of educational texts, teaching and assessment.

Ministral Agreement Nro. Mineduc-Me-2016-00020-A Of General Curriculum Of Basic Education Sublevels Preparatory, Elementary, Secondary And Higher; And Curriculum Level General Unified High School With Their Time Charges says on article 3 establishes in their study plan five hours of English classes per week for secondary and higher level according to students necessities.

On Second Transitory Provision set out Foreign Language levels detailed on International Standards which Ecuadorian educative institutions have to achieve per sublevels of basic education.

CHAPTER III

RESEARCH METHOD

3.1. Research Design

This research paper takes into account some parameters imbedded in the general objective with the main purpose to set up instruments, techniques, or strategies for measuring the viability and the veracity of the data obtained about applying engaging activities To Establish Effective Rapport In English Classes For Students Of Eight Year Of Basic Education At Unidad Educativa Virginia Reyes Gonzalez, Anconcito, Province Of Santa Elena, Academic Year 2016-2017”.

3.1.1 Methods

3.1.1.2 Quantitative method

This method became a guide for gathering data obtained from a group of people as a result of the application of several instruments as surveys applied to students about the characteristic of English classes. Then this data is going to display as statistics in order to evidence the work done and state the factors about how effective is the rapport in English with students of eighth year of basic educations.

3.1.1.3 Qualitative method

This method conducted the instruments applied in the research process as observed characteristics and qualities so it is linking up with the two variables of the research because both of them, the rapport and the engaging activities are characterized for been impalpable conditions but they are strong points to improve the intrinsic motivation of students.

3.1.1.4 Scientific method

The science is closing related the human and the main purpose find reliable solutions so the scientific method means the systematic process in a research. This method is linking with this educative research to validate the veracity and the grueling of the work done to apply engaging activities to establish effective rapport in English classes.

3.1.1.5 Observation method

The observation method conducted the instruments for collecting data from impalpable conditions, characteristics and qualities of students and teacher as classroom manager in the class to state how the rapport plays a relevance place to motivate the teaching and learning process by the using of engaging activities in the classroom of eight year at Unidad Educativa Virginia Reyes Gonzalez.

3.1.2 Level or type of research

3.1.2.1 Field research

It was a type of research used to obtain data from educative context of the students of the classroom of eighth year at Unidad Educativa Virginia Reyes Gonzalez in Anconcito. Moreover, this type of research allows gathering trustful information from main characters affected with the phenomenon studied.

3.1.2.2 Bibliographic research

For this research, it was used meaningful bibliographic of different writers in educative field from several kinds of resources to assemble theoretical foundations about the rapport and engaging activities for students of 8th year. Thereby, it adds the veracity of the research.

3.1.2.3 Correlational research

Correlation research attends to the relation of the variable of the phenomenon studied. Therefore, this method was used for setting up the important role of the applications of engaging activities and the impact to establish effective rapport students of eight year at Unidad Educativa Virginia Reyes Gonzalez.

3.1.2.4 Applied research

This type of research oriented to theoretical foundation founded by the bibliographical research to find a practical solution by adapting techniques, methods and tools for educative context of students of eight year at Unidad Educativa Virginia Reyes Gonzalez where the rapport is affected by the lack of engagement during the English classes.

3.2. Population and sample

3.2.1 Population

The population is made up of 37 participants: 1 principal, 1 English teacher, 1 rapport expert, and 31 children most of them are between 11 and 12 years old, which will benefit from the research at Unidad Educativa Virginia Reyes Gonzalez.

Chart 2: Population

N°	Description	Quantity	%
01	Principal at U. E. Virginia Reyes Gonzalez.	1	2,94
02	English teacher	1	2,94
03	Rapport expert	1	2,94
04	Students of 8th year	31	91,18
TOTAL		34	100%

Source: Archivo Maestre 2016-2017 of Unidad Educativa Virginia Reyes Gonzalez

Author: María Panchana Suárez.

Variables Operationalization

Independent Variable: Engaging Activities

Chart 3: Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Engaging activities are practical activities to engage students in the formative process to acquire linguistic skills by the using of games, music, pictures, stories, amusing anecdotes, and ludic activities.</p>	Strategies and method	Engagement	How can engaging activities help the teaching – learning process?	Survey
	Interactive class	Participating in groups	What are the advantages to apply engaging activities with disruptive students?	Camera
	Monitoring	Following the instruction in order	What difficulties do you experience while trying to use engaging activities?	Observation guide
	Meaningful learning	Students performance	What is your criterion about using engaging activities in order to establish effective rapport in classes?	Interview

Source: Unidad Educativa Virginia Reyes Gonzalez

Author: María Panchana Suárez.

Dependent variable: Rapport

Chart 4: Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Rapport is the result of the students' perception of teachers' professionalism in essence it is the enjoyable, respectful, and positive working relationship to stimulate the intrinsic motivation.</p>	<p>Learning process</p> <p>Principal's function</p> <p>Classroom rules</p> <p>Classroom environment</p>	<p>Meaningful learning</p> <p>Strategies applied in classroom</p> <p>Teacher empathized with students</p> <p>Students' relation among them.</p>	<p>How does rapport influence the learning process?</p> <p>How do you control teachers' practicing and performance in the classroom?</p> <p>What strategies do you use to reinforce classroom rules without affecting rapport?</p> <p>Why does teaching methodology have to be related with the development of rapport?</p>	<p>Survey</p> <p>Camera</p> <p>Observation guide</p> <p>Interview</p>

Source: Unidad Educativa Virginia Reyes Gonzalez
Author: María Panchana Suárez

3.3. Data Collection

3.3.1 Techniques

This paper research used some techniques according the nature of the phenomenon: survey, interview, observation sheet, and Rubric

3.3.1.1 Interview

This technique allowed to obtain trustful information from the principal, vice principal, and the English teacher. Therefore, queries the quires are linked with the variables of this research and focused on methodology applied in English classes and how proficient are for catching and maintaining the active performance in English classes.

3.3.1.2 Survey

This technique was used to gather information from the students of eight year of basic education at Unidad Educativa Virginia Reyes Gonzalez, who will be benefit from this research. Furthermore, this technique contributed to determine the student's perception of how they feel evolved in the activities and the states of the rapport with the teacher.

3.3.2.2 Observation guide

The checklist was used to compare. It became a great support to monitor the rapport in English classes because it is a set of foundations, standards and parameters to appraise qualities observed while the engaging activities are applied for establishing effective rapport with students of eight year.

3.3.2 Instruments

3.3.2.1 Camera

This instrument was used to evidence the process has done for obtaining chief data for this research. It took images and videos from application of surveys, interviews, and engaging activities at Unidad Educativa Virginia Reyes Gonzalez.

3.3.3 Data Collection Plan

Chart 5: Data collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To establish effective rapport.
2. From which people Or objects?	In eight students at Unidad Educativa Virginia Reyes Gonzalez.
3. About what aspects?	Engaging Activities.
4. Who?	Undergraduated María Panchana Suárez.
5. to Whom?	Students, Teachers, Principal and Rapport Expert.
6. When?	2016-2017
7. Where?	Unidad Educativa Virginia Reyes Gonzalez.
8. How many times?	Once a year during the academic year 2015 - 2016.
9. How?	Individually and in groups
10. What data collection	Interviews, and Surveys
11. With what?	Rubric, observation sheet, questionnaires, and camera

Source: Unidad Educativa Virginia Reyes Gonzalez

Author: María Panchana Suárez

3.3.4 Data Processing Plan

Chart 6: Data processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTION
<p>The lack of engaging activities in the teaching-learning process inside and outside the classroom was determined through surveys.</p>	<p>One of the problems was discovered the investigator started looking for related information at: books, internet, articles, etc. Besides an interview with the Principal and English teacher was conducted to gather primary information.</p>	<p>Once the problem was determined at Unidad Educativa “Virginia Reyes Gonzalez”, surveys and interviews were made (survey for students, interviews for principal, English teacher and specialists), these were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected data that proved low of practice of engaging activities in English classes in order to establish effective rapport in English classes.</p>	<p>Application of engaging activities as games and ludic activities to establish effective rapport in order to get better English classes.</p>

Source: Unidad Educativa Virginia Reyes Gonzalez

Author: María Panchana Suárez

3.4. Data Analysis

3.4.1. Interviews

3.4.1.1. Interview directed to Msc. Carlos Morales Vera, Principal of Unidad Educativa Virginia Reyes Gonzalez.

Question 1: How do you control teacher's practicing and performance in the classroom?

Interpretation: The principal of Unidad Educativa Virginia Reyes Gonzalez said that his mission is controlling whole educational process, teachers and students of this educational community. Therefore, it is important to state that educational institutions must have a pleasant working environment that is the best way to interact with each member of the educational community.

Question 2: How does teachers' motivation can improve classroom environment?

Interpretation: The principal of Unidad Educativa Virginia Reyes Gonzalez said that the teacher must be an institutional leader, committed to the paradigm of innovative, charismatic, responsible and with conviction to manage contents for teaching and learning process.

Question 3: Why do methods apply in the learning process must be linked with the development rapport?

Interpretation: The principal of Unidad Educativa Virginia Reyes Gonzalez said that methods are activities that teachers develop in the classroom; it is the tool though teachers try to establish a good relation with students so it is essential classroom environment in order to maximize students' capabilities.

Question 4: What is your criterion about using engagement activities in the educative process?

Interpretation: The principal of Unidad Educativa Virginia Reyes Gonzalez said that these allow us to interact with your students, you need to create a motivating environment where we allow students to be actively engaged in recreational, leisure or participation activities participants, and this will make students active and engaged.

Question 5: What do you recommend to teachers while they work with disruptive students?

Interpretation: The principal of Unidad Educativa Virginia Reyes Gonzalez said that in classrooms, teachers find students with different personalities so each student has a specific necessity so teacher must know who to work with them in order to potential capabilities. Therefore, working with disruptive students shows our ability as classroom manager to interact and demonstrate capacity and self-confidence.

Question 6: What is your criterion about applying engagement activities in Eighth year students for performance of students?

Interpretation: The principal of Unidad Educativa Virginia Reyes Gonzalez said that they will arouse enthusiasm for topic classes by participation and dedication; he is convinced that favorable results were noticed where they will benefit in their school performance.

3.4.1.2. Interview directed to Lcda. Cecilia Panchana English teacher of Unidad Educativa Virginia Reyes Gonzalez.

Question 1: What is your opinion of using engaging activities to develop

effective rapport interactions inside the classroom?

Interpretation: The English teacher Cecilia Panchana said that in her point of view, these activities are very interesting because it is more effective teaching and learning process so students keep interested in the topic.

Question 2: Why is rapport important in the English classes?

Interpretation: Because it makes students feel more comfortable and self-confidence with the teacher most of the time they see as teachers is perfect and incapable to understand what happen with students. Then it contributes teachers to facilitate communication and they have to participate in class so it promotes the collaboration

Question 3: What difficulties do you experience while trying to use engaging activities?

Interpretation: It depends on the group of students or the activity we have in class because sometimes there is not the right material or space inside the classroom. We share the same football pitch with school and there are three breaks and the noisy of school students make high school students do not pay attention or the appropriate. Other difficulty is the time for students to perform the activity and interruption from student who promotes misbehavior in the classroom.

Question 4: How can engaging activities help the teaching – learning process?

Interpretation: Because it helps to teacher to work with students who have different personality so it keep students interested and active in the classroom thought participation which is best sign of learning.

Question 5: What do you recommend students in order to establish effective rapport among the educational community?

Interpretation: Her recommendation to students is good communication and pay close attention to the explanation.

Question 6: What motivational strategies do you use to teach English effectively in order to improve rapport without disrupting classroom rules?

Interpretation: The English teacher said that she would like to use educational games to raise motivation in English classes to develop communicative skills.

3.4.1.3. Interview Directed To Msc. Mercedes Orrala expert.

Question 1: What strategies do you use to reinforce classroom rules without affecting rapport?

Interpretation: According to Msc. Mercedes Orrala, she use three strategies. She use feedback because it let her giving information to the students about their learning and progress so that I can reinforce their weaknesses about skills, language and other aspects in to teaching and learning process. She also uses the portfolio strategy because students have the opportunity to revise their academic work made in whole school year and for me as a teacher it is an important tool of evaluating where she can also see student progress. Another strategy that she uses in order to reinforce classroom polices are games for developing different language skills.

Question 2: How does rapport influence the learning process?

Interpretation: Learning process involve a lot of factors and actors, but rapport is influenced in it because is the basis of a effective communication between teacher and students, a harmonious rapport is the only way to communicate, get

information, and get persuade without others put resistance to participate in any activity.

Question 3: Why does teaching methodology have to be related with the development of rapport?

Interpretation: Because rapport means, in essence the relationship that students have with teacher and vice versa so that she must apply a good method to achieve that students are more attentive, focused and engaged during class time, thus it would do possible that they gain greater academic achievement, avoid huge differences of knowledge from one students to another and standardized the teaching and learning process.

Question 4: What is your criteria about using engaging activities in order to establish effective rapport in classes?

Interpretation: In her opinion to use engaging activities is one way to motivate to students in order to participate actively creating a good working environment and they get interested in all class, because the lesson will be more enjoyable doing more effective class.

Question 5: What recommendations do you give to students and teachers when performing engaging activities?

Interpretation: she suggest following step by step to correct process on each activity and control time so that all students have the chance of participating to get the proposed objective.

Question 6: What are the advantages of using engaging activities with disruptive students?

Interpretation: There are a lot of advantages: encouraging students to keep them focused in class, achieving them evolve inn all activities so that they feel comfortable with others working in groups or in pairs and respecting each other.

3.4.2. Checklist

As a result of the application of the observation sheet focused in realizing on some important indicators to proof the existence of rapport and engaging activities in English classes. These results oriented and give clues about the behavior of students when they are learning.

The most remarkable aspect was traditional methods which do not allow the development of language skills by the way there were any material to support explanation of the class topic. Moreover, teacher does not pay attention to risky situation of disruptive situation so they are result of a lack managing classroom.

Even worse, previous explanation infers many aspects related to students. It was evidence that there is not existence of a good relationship between students and teacher because they are just as a receptor of knowledge using constantly mother tongue for few communication with teacher.

3.4.3. Survey Directed To Students

Question 1: How do you relate with your teacher?

Objective: To determine the grade of students' perception of relationship with the teacher in English classes.

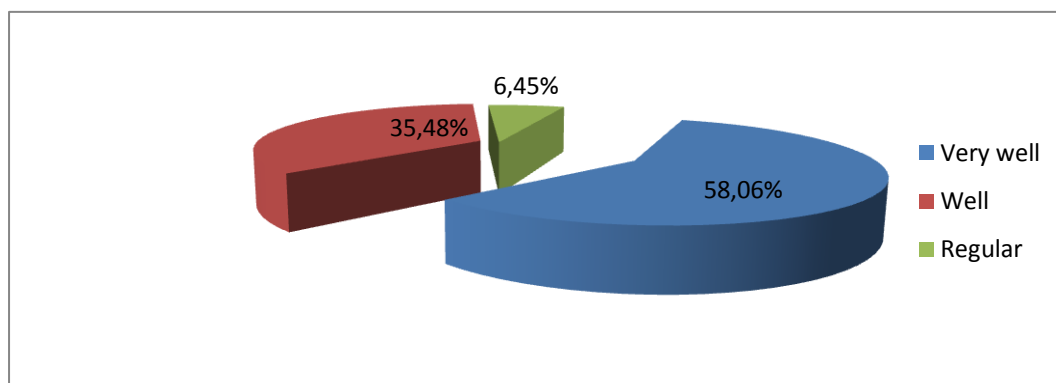
Chart 7: Student relation with teacher

ALTERNATIVE	FREQUENCY	PERCENTAGE
Very well	18	58,05 %
Well	11	35,50 %
Regular	2	6,45 %
TOTAL	31	100 %

Source: Survey Directed to students

Author: María Panchana Suárez

Graph 3: Student relation with teacher



Source: Survey Directed to students

Author: María Panchana Suárez

Interpretation

Qualitative: According to the data more than half of students considered that they have a very well relation with teacher, and a quart part of students surveyed feel that they relation is well but a small group of students considered that their relation with teacher was not working well so it could affect classroom environment.

Question 2: How do you relate with your classmate?

Objective: To determine the grade of students' perception of relationship with the classmates in English classes.

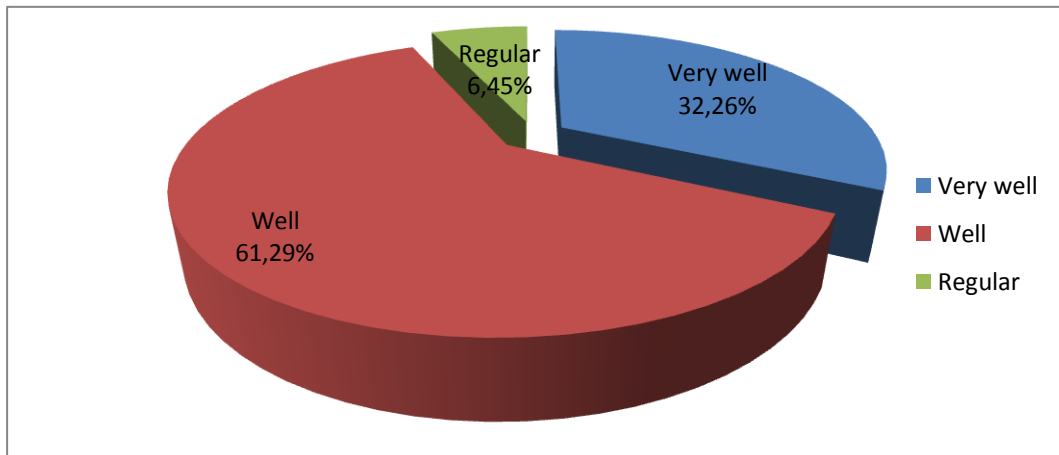
Chart 8: Relationship with classmates

ALTERNATIVE	FREQUENCY	PERCENTAGE
Very well	10	31,25 %
Well	19	61,29 %
Regular	2	6,45 %
TOTAL	31	100,00 %

Source: Survey Directed to students

Author: María Panchana Suárez

Graph 4: Relationship with classmates



Source: Survey directed to students

Author: María Panchana Suárez

Interpretation

Qualitative: There is a high percentage of students with listening English conversations and there are a low percentage of students without listening English conversations. The results is almost similar to the previous question with low percentage of students did not have rapport with their classmates. Besides, more than the half of students considered they have a good relation with classmates.

Question 3: Do you like to do homework with your classmates?

Objective: To determine preference of grouping student to do homework or task with classmates during the English classes

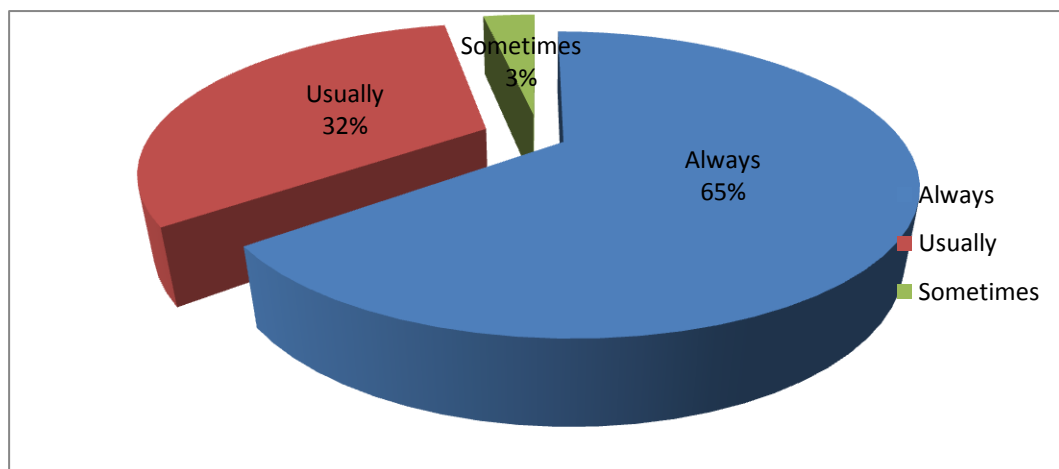
Chart 9: Work in group

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	20	64,51 %
Usually	10	32,26 %
Sometimes	1	3,23 %
TOTAL	31	100,00 %

Source: Survey Directed to students

Author: María Panchana Suárez

Graph 5: Work in group



Source: Survey Directed to students

Author: María Panchana Suárez

Interpretation

Qualitative: The results showed that high percentage of students' preferred to work with classmates. A quart part of students accepted to work with classmates instead of a really low percentage that prefers solo-work.

Question 4: Do you like participate in class?

Objective: To determine motivation through the participation.

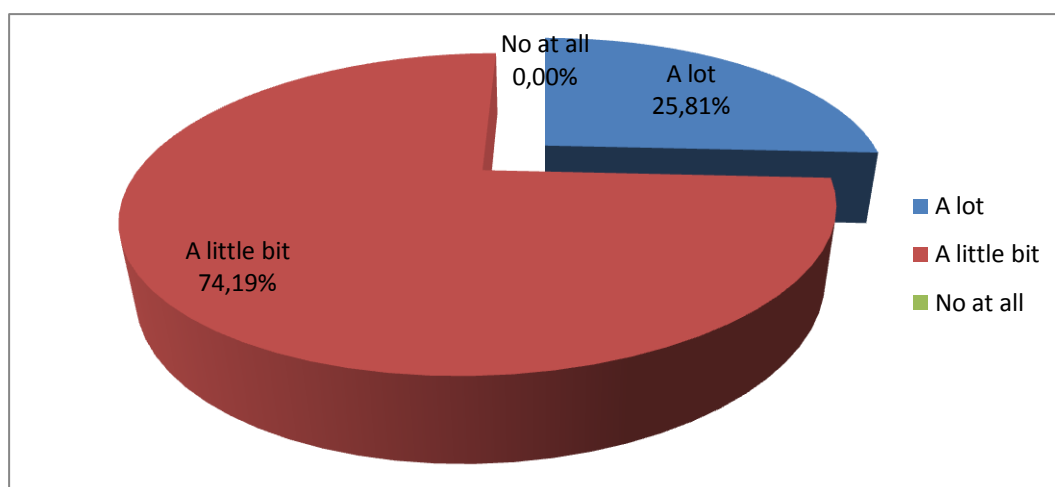
Chart 10: Participation in class

ALTERNATIVE	FREQUENCY	PERCENTAGE
A lot	8	25,81 %
A little bit	23	74,19 %
No at all	0	0 %
TOTAL	31	100,00 %

Source: Survey Directed to students

Author: María Panchana Suárez

Graph 6: Participation in class



Source: Survey Directed to students

Author: María Panchana Suárez

Interpretation

Qualitative: The highest percentage of students showed what the lack of motivation activities produce the lack of participation in English classes, on the other hand the other little percentage like to participate in class on activities that are guided to develop English skills.

Question 5: What activities do you like to do in class?

Objective: To determine acceptance of games, ludic activities, or songs.

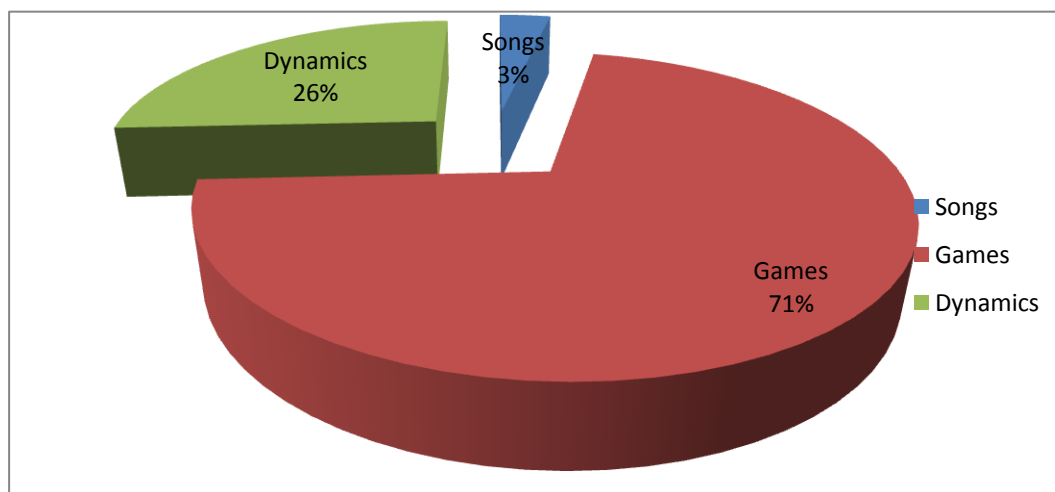
Chart 11: Activities preference in class

ALTERNATIVE	FREQUENCY	PERCENTAGE
Songs	1	3,23 %
Games	22	70,97 %
Dynamics	8	25,81 %
TOTAL	31	100,00 %

Source: Survey Directed to students

Author: María Panchana Suárez

Graph 7: Activities preference in class



Source: Survey Directed to students

Author: María Panchana Suárez

Interpretation

Qualitative: This is the most reliable proof about students preferences when they are learning so most of the students preferred to play games in class in order learn. However, there was a little percentage that preferred dynamics and almost any student like to sing.

Question 6: Are you motivated when teacher give the class?

Objective: To determine engagement in English classes

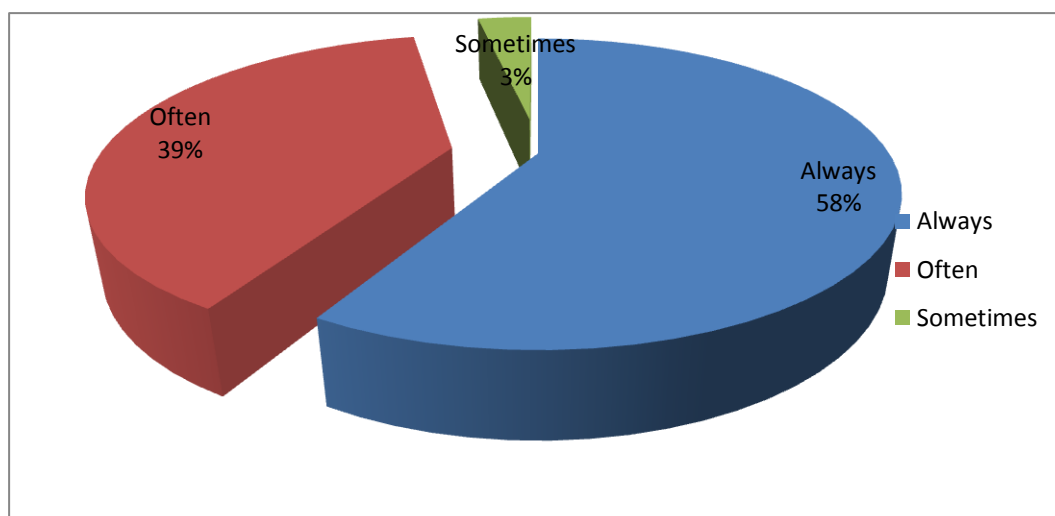
Chart 12: Students' motivation

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	18	58,06 %
Often	12	38,71 %
Sometimes	1	3,23 %
TOTAL	31	100,00 %

Source: Survey Directed to students

Author: María Panchana Suárez

Graph 8: Students motivation



Source: Survey Directed to students

Author: María Panchana Suárez

Interpretation

Qualitative: it is closed related with the question number 4 about participation. High percentage of students showed that lack of motivation activities produce the lack of participation in English classes, on the other hand the other percentage did not feel emotional evolved in classes to develop English skills.

Question 7: Is teacher communicative?

Objective: To determine students perception if teacher is communicative.

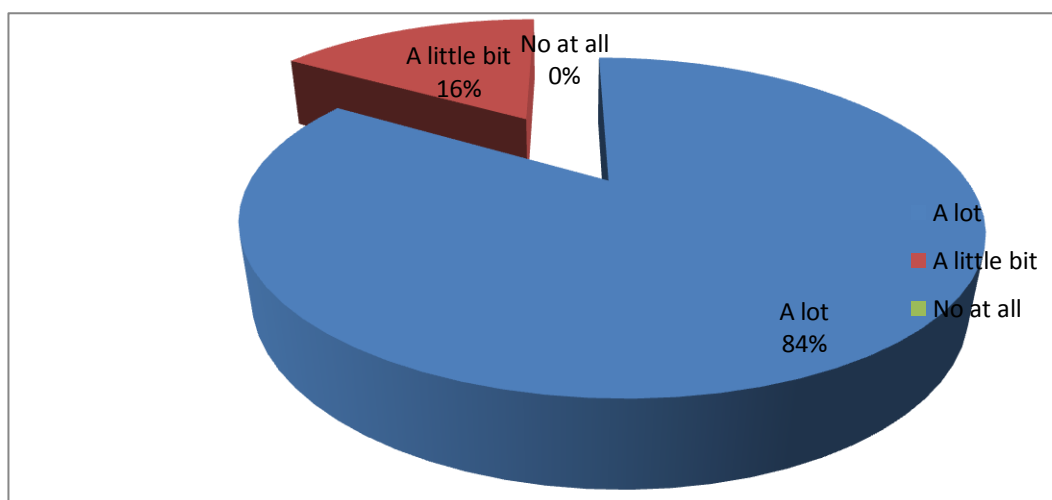
Chart 13: Communication with the teacher

ALTERNATIVE	FREQUENCY	PERCENTAGE
A lot	26	83,87 %
A little bit	5	16,13 %
No at all	0	0 %
TOTAL	31	100,00 %

Source: Survey Directed to students

Author: María Panchana Suárez

Graph 9: Communicative teacher



Source: Survey Directed to students

Author: María Panchana Suárez

Interpretation

Qualitative: This question determined that teacher has characteristic of communicative, most of students perceived that in class therefore it was a really low percentage who though teacher is a little communicative.

Question 8: Were classroom rules established at the beginning of the year?

Objective: To determine if teacher establish rules for the school year.

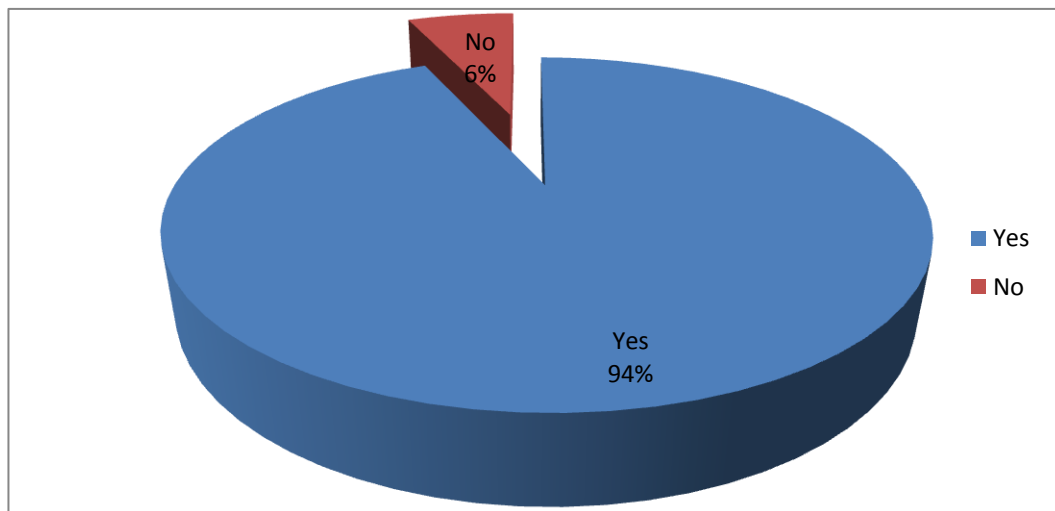
Chart 14: Classroom rules

ALTERNATIVE	FREQUENCY	PERCENTAGE
Yes	29	93,55 %
No	2	6,45 %
TOTAL	31	100,00 %

Source: Survey Directed to students

Author: María Panchana Suárez

Graph 10: Classroom rules



Source: Survey Directed to students

Author: María Panchana Suárez

Interpretation

Qualitative: The result of this question determined that the teacher was prepared from the first day of school because he provided students directs about disruptive behaviors that can interfere in pleasant classroom environment.

Question 9: What kind of resources teacher often use to develop class?

Objective: To determine through resources if classes are dynamism and promote rapport.

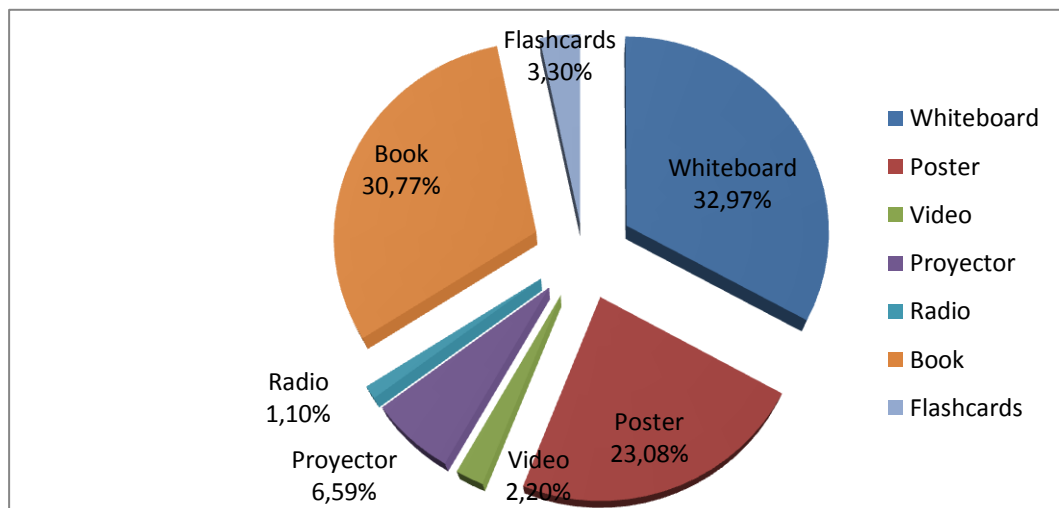
Chart 15: Teacher resources

ALTERNATIVE	FREQUENCY	PERCENTAGE
Whiteboard	30	32,97
Poster	21	23,08
Video	2	2,20
Proyector	6	6,59
Radio recorded	1	1,10
Book	28	30,77
Flashcards	3	3,30
TOTAL	88	100,00

Source: Survey Directed to students

Author: María Panchana Suárez

Graph 11: Teacher resources



Source: Survey Directed to students

Author: María Panchana Suárez

Interpretation

Qualitative: This question showed the resource the most used resources is the whiteboard and books, then the posters and the less used is the radio, projector, and video.

Question 10: How much time does teacher use for explaining the class topic?

Objective: To determinate how much time teachers speak in class.

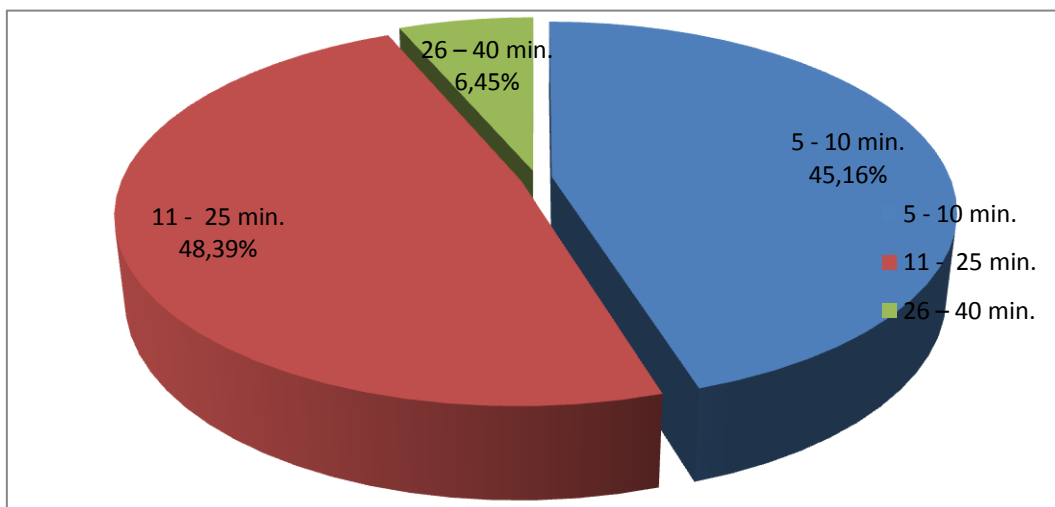
Chart 16: Teacher timming

ALTERNATIVE	FREQUENCY	PERCENTAGE
5 - 10 min.	14	45,16
11 - 25 min.	15	48,39
26 – 40 min.	2	6,45
TOTAL	42	100,00

Source: Survey Directed to students

Author: María Panchana Suárez

Graph 12: Teacher timming



Source: Survey Directed to students

Author: María Panchana Suárez

Interpretation:

Qualitative: Almost half of students refered that the teacher take time to explain the class, some students refered that the teacher explain the class taking enough time.

3.5. Conclusions and Recommendations

Conclusions

1. Teachers did not promote pleasant learning environments for learning therefore it produces passive, disengagement, and low self esteem students.
2. English classes showed little implementation of educational games, their importance, application processes, and resources to support the learning.
3. It was evident a poor classroom management, because sitting arrangement did not allow to use active learning techniques therefore the relationship between teacher and students is affected.

Recommendations

1. Teachers should apply techniques for developing rapport with students in order to have a pleasant classroom environment.
2. Teachers should taste teaching methodology appropriated for students of eight year in order to have effectiveness learning process.
3. Teachers should accomplish activities that offer to students' dynamism, interaction, and participation in order to encourage contact between students and teacher.

CHAPTER IV

THE PROPOSAL

4.1 Name of the Proposal

Application of engaging activities to establish effective rapport in English classes for students of eight year of basic education At Unidad Educativa Virginia Reyes Gonzalez, Anconcito, Province Of Santa Elena, School Year 2016-2017.

4.2 Description of the Proposal

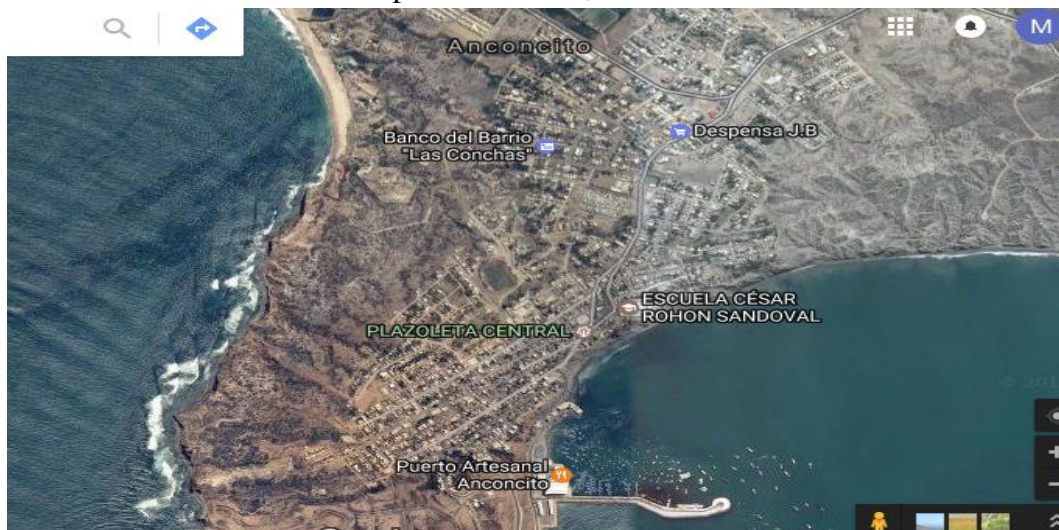
4.2.1 Information

The proposal of this research paper is the application of engagement activities as games and ludic activities in order to establish an effective rapport in English classes.

Location

Anconcito, Salinas, Santa Elena Province

Illustration 2: Map of Anconcito, Province of Santa Elena



Source: <https://www.google.com/maps/@-2.323747,-80.8945785,2432m/data=!3m1!1e3>

Executing institution

Unidad Educativa Virginia Reyes Gonzalez

Beneficiaries

Students of eight year of basic year.

Estimated time of execution

3 months

Responsibles

Author: María Auxiliadora Panchana Suárez

Advisor: Msc. Kleber Loor Zambrano, Msc, Tefl teacher

4.2.1.1 Proposal background

The proposal of this research paper replies to the disengagement observed in English classes when the author was teaching at Unidad Educativa Virginia Reyes Gonzalez. During that time, the author observed some disruptive behavior, lack of interest for learning, and dissocial aptitude during the classes.

According to these reasons and foundation, this research is focused on applying engaging activities with students of eighth grades to break barriers for establishing effective rapport which allow the development English skills considering in standards of performance on exit profile A.1.

4.2.1.2 Significance

The proposal of this research is providing profitable tool according to Ecuadorian context because it makes some pedagogical suggestion by compiling of practical engaging activities for teaching English as a second language, according to the objective to reach expected on the exit profile for eighth year of basic education.

The National English Curriculum Guideline has as output profile to eighth year of basic educations is to reach level A1 of the Common European Framework. Eighth grade students reach the output profile in communicative competences objectives as well as establish basic social contact by using daily polite expressions to make requests, gratitude, or apologize.

It offers to students of eighth year of basic education at Unidad Educativa Virginia Reyes Gonzalez the opportunity to establish effective rapport which promotes developing skills, promoting positive attitudes and values for classroom environment which makes a great impact on achievement in learning process.

The application of this engaging activities contribute to set up effective rapport in order to encourage students to learn every day, to express without fear their views, to be disciplined and responsible, to maintain good relationships with classmates and improve their quality of life in society.

Games and ludic activities allow using several resources as elements or situations offered in the educative community. Thereby, they contribute in highly significant to wrap students who are disengagement or have disruptive behaviors that interfere on the acquisition of a second language through the daily interaction.

4.2.1.3 Objectives

General objective

To establish effective rapport in English through application of engaging activities for students of eighth year of basic education at Unidad Educativa Virginia Reyes Gonzalez.

Specific objectives:

1. To encourage the participation of teachers and students teaching learning process.
2. To determine game and ludic activities for students of eighth year on level A1 according to CEFR.
3. To implement strategies and techniques to improve and maintain rapport for strengthening teaching – learning process.

4.2.2 Design and development of the proposal

The application of engagement activities is an advantageous tool for improving and maintaining rapport in English classes for students of eighth year of basic education at Unidad Educativa Virginia Reyes Gonzalez, Anconcito, Province Of Santa Elena, School Year 2016-2017.

This compilation of engagement activities, which are adapted for students of eighth, is a great help to motivate students who are underprepared to English classes because these activities are selected according to specific students' necessity to reach language competences of level A.1. of speaking, listening, writing and reading.

4.2.2.4 Set of activities for establish effective rapport

Chart 17: Set of engaging activities for establish effective rapport

Activity	Topic
Drawing your name	Spelling.
Line-up	What´s your name/ size shoes?
Juggling ball game	This is ... he / she is ... years old.
Spelling colors	Colors and spelling.
Spider web	Personal information.
Flags, countries, and nationality	Countries and nationalities.
Around the world	Famous people around the world.
Matching cards-opposites	Describing people.
Telling three truths and a lie	Identify people from descriptions.
Magic cards	Feedback of colloquial expression.

Source: Design of engagingactivities

Author: María Panchana Suárez

Activity #1

DRAWING YOUR NAME

Timing/ Place: 20 minutes - classroom

Values: cooperation and sociability.

Organization: groups of five

Resources: paper and colored pencils

Topic: previous vocabulary and spelling.

Objective: To present each one by guessing the names in the first day of class.

The screenshot shows a blog post from August 23, 2016, titled "Activity #1" with the subtitle "Drawing your name". The post includes a quote: "Educational research supports creating an atmosphere of mutual respect and support in the classroom, where students feel safe in expressing concerns or asking questions, and where tolerance and a sense of common identity and community are promoted". It also lists details: Timing: 20 minutes; Place: classroom; Resources: piece of paper and colored pencils; Topic: previous vocabulary and spelling; Objective: To present each one by guessing the names. A photo shows students in a classroom. The sidebar includes a profile for Marita Ps and a blog archive for August 2016 with entries for activities #5 through #10.

Instructions:

- ➡ Teacher tells students that you will write a name on the board, but will not write letters but with different objects, each object represents a letter.
- ➡ Teacher gives time to students for deducting the name and asks “what name is it?” Teacher forms groups of five students to draw their name by following teacher models.
- ➡ When students finish drawing, they exchange twice their names with the other group in order to ask to classmates the question “what name is it?”.

Activity #2

LINE-UP

Timing/ Place: 15 minutes - schoolyard

Values: honesty and empathy.

Organization: three groups of ten students

Resources: duct tape

Topic: information question “what is your last name?”, “what is your shoes size?”

Objective: To stimulate students’ interaction with the whole classroom.

supports creating an atmosphere of mutual respect and support in the classroom, where students feel safe in expressing concerns or asking questions, and where tolerance and a sense of common identity and community are promoted.


Evidence

Photos

Movies

Story of Ron Clark

Line up



Timing: 15 minutes
Place: schoolyard
Resources: duct tape
Topic: information question “what is your last name?”,

Research Paper “Engaging Activities To Establish Effective Rapport In English Classes For Students Of Eight Year Of Basic Education At Unidad Educativa Virginia Reyes Gonzalez, Anconito, Province Of Santa Elena, School Year 2016-2017”

Ver mi perfil completo

Archivo del Blog

- ▼ 2016 (12)
- ▼ agosto (12)
- Activity #10
- Activity #9
- Activity #8
- Activity #6
- Activity #5
- Activity #4

Instructions:

- ➡ Students need to know the question.
- ➡ Teacher make three lines on the floor with duct tape.
- ➡ Teacher warns students that cannot step out of line.
- ➡ Each group of students stand on the line next to each other and teacher request them ordering by their shoes size, month of birthday, or alphabetically using questions.
- ➡ Teacher gives five minutes to add more excitement.
- ➡ Teacher checks if files are in order.

Activity #3

JUGGLING BALL GAME

Timing/ Place: 5 minutes – school yard	Values: forbearance and tolerance
Organization: two groups of 15 students	Resources: three balls of different colors.
Topic: “This is He/ she is years old.”	
Objective: To introduce a classmate.	


martes, 23 de agosto de 2016

Quote

“Educational research supports creating an atmosphere of mutual respect and support in the classroom, where students feel safe in expressing concerns or asking questions, and where tolerance and a sense of common identity and community are promoted.”

Activity #2

Juggling ball game



Timing: 5 minutes

Acerca de mí

Marita Ps

Research Paper "Engaging Activities To Establish Effective Rapport In English Classes For Students Eight Year Of Basic Education At Unidad Educativa Virginia Reyes Gonzalez, Anconcito, Province Of Elena, School Year 2016-2017"

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Archivo del Blog

- ▼ 2016 (12)
- ▼ agosto (12)
- [Activity #10](#)
- [Activity #9](#)
- [Activity #8](#)
- [Activity #6](#)

Instructions:

- ➡ Teacher and students stand up and form a circle.
- ➡ Teacher throws the ball to a student in the circle in order to introduce name and age of who catch the ball.
- ➡ A student throw the ball to continue introducing a classmate and throwing the ball.
- ➡ Once every student has received and performed the activity, teacher incorporates one or two balls so you always have several balls using at the same time.

Activity #4

SPELLING COLORS

Timing/ Place: 20 minutes – classroom	Values: respect and forbearance
Organization: groups of eight	Resources: cardboard of different colors.
Topic: colors	
Objective: To spelling in order to write correctly colors.	

martes, 23 de agosto de 2016

Quote

“Educational research supports creating an atmosphere of mutual respect and support in the classroom, where students feel safe in expressing concerns or asking questions, and where tolerance and a sense of common identity and community are promoted.”

Evidence

Photos

Movies

Activity # 3

Spelling colors

Timing: 20 minutes
Place: classroom

Acerca de mí

Marita Ps

Research Paper "Engaging Activities To Establish Effective Rapport In English Classes For Students Of Eight Year Of Basic Education At Unidad Educativa Virginia Reyes Gonzalez, Anconito, Province Of Santa Elena, School Year 2016-2017"

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Archivo del Blog

- 2016 (12)
- agosto (12)
- Activity #10
- Activity #9
- Activity #8
- Activity #6

Instructions:

- ➡ Students write letters on cardboard which are cutting into papers according to the names of colors, for example: letters R - E - D color red, letters B - L - U - E in blue
- ➡ The cards are putting in a bag.
- ➡ Each member of the group is assigned a color.
- ➡ Game consists on turn for getting a card without seeing until to have all letters of their color. If a student gets a letter from other classmate, he has introducing into the bag and waits for a new turn.
- ➡ The first student unscrambles the color name correctly wins the game.

Activity #5

SPIDER WEB	
Timing/ Place: 20 minutes classroom	Values: sociability, respect and honesty
Organization: group of 10 students or whole classroom	Resources: ball of wool.
Topic: personal information.	
Objective: To share personal information by using information question about favorite singer, actor, actress, food, color, song, or movie.	


Quote

"Educational research supports creating an atmosphere of mutual respect and support in the classroom, where students feel safe in expressing concerns or asking questions, and where tolerance and a sense of common identity and community are promoted."

martes, 23 de agosto de 2016

Activity #5

Spider Web



Timing: 20 minutes
Place: schoolyard or classroom

Acerca de mí

Marita Ps

Research Paper "Engaging Activities To Establish Effective Rapport In English Classes For Students Eight Year Of Basic Education At Unidad Educativa Virginia Reyes Gonzalez, Anconcito, Province Of S Elena, School Year 2016-2017"

[Ver mi perfil completo](#)

Archivo del Blog

- ▼ 2016 (12)
- ▼ agosto (12)
- Activity #10
- Activity #9
- Activity #8
- Activity #6

Instructions:

- ➡ Teacher and students sit in a circle on the floor and teacher tied the wool on a finger and throws the ball to a student.
- ➡ They throws to other classmate and so on, forming a nice web.
- ➡ When a person has the ball of wool, they can answer and ask any question about favorite singer, actor, actress, food, color, song, or movie.
- ➡ The beauty of this activity is whole group is connected with a spider web and feel their own vibrations.

Activity #6

FLAGS, COUNTRIES, AND NATIONALITIES

Timing/ Place: 5 minutes per group Classroom	Values: cooperation, communication, and composure.
Organization: groups of five	Resources: Resources: flags of cardboard and flashcards, countries and nationalities
Topic: countries and nationalities	
Objective: To identify the country with the nationalities	

martes, 23 de agosto de 2016

Quote

"Educational research supports creating an atmosphere of mutual respect and support in the classroom, where students feel safe in expressing concerns or asking questions, and where tolerance and a sense of common identity and community are promoted"

Activity #6

Flags, countries, and nationalities.



Timing: 5 minutes per group
Place: classroom

Acerca de mi

Marita Ps

Research Paper "Engaging Activities To Establish Effective Rapport In English Classes For Students Eight Year Of Basic Education At Unidad Educativa Virginia Reyes Gonzalez, Anconcito, Province Of S Elena, School Year 2016-2017"

[Ver mi perfil completo](#)


Archivo del Blog

- ▼ 2016 (12)
- ▼ agosto (12)
- Activity #10
- Activity #9
- Activity #8

Instructions:

- ➡ Teacher gives students thirteen flags, and twenty three flashcards of nationalities and countries.
- ➡ They have to unscramble the flags with the correct nationality and country.
- ➡ When they finish they have to associate by continent.

Activity #7

AROUND THE WORLD	
Timing/ Place: 20 minutes- classroom	Values: respect and empathy
Organization: whole classroom	Resources: flags
Topic: famous people around the world.	
Objective: To give a short presentation of famous people	
	
Instructions: <ul style="list-style-type: none"> ➡ Teacher assigns to each student a flag and nationality with a short biography of a famous people. ➡ Students have practice for five minutes how to introduce someone, telling age, and nationality in order to simulate to be a famous people ➡ Students have to sit one in front of each other to have the opportunity to perform the activity in pairs. Next, when they finish, they move one chair and perform the presentation again and so on. Finally, in pairs, they have to write on a sheet they short presentation. 	

Activity #8

MATCHING CARDS- OPPOSITES

Timing/ Place: 20 minutes classroom

Values: respect, loyalty, and honesty

Organization: Organization: pairs.

Resources: cards of adjective and opposites.

Topic: Describing people.

Objective: To present each one in the first day of class.

The screenshot shows a blog post from August 23, 2016, titled "Activity #8" with the subtitle "Matching cards- opposites". The main image shows a hand holding several cards with illustrations of people and objects. To the left, there is a quote: "Educational research supports creating an atmosphere of mutual respect and support in the classroom, where students feel safe in expressing concerns or asking questions, and where tolerance and a sense of common identity and community are promoted." Below the quote is a section labeled "Evidence" with a "Photos" link. To the right, there is a sidebar with the author's name "Marita Ps" and a research paper title: "Research Paper 'Engaging Activities To Establish Effective Rapport In English Classes For Students Of Eight Year Of Basic Education At Unidad Educativa Virginia Reyes Gonzalez, Anconito, Province Of Santa Elena, School Year 2016-2017'". Below this is a "Archivo del Blog" section with a list of posts for August 2016, including "Activity #10", "Activity #9", and "Activity #8".

Instructions:

- ➡ Teacher gives each pair of students 18 cards.
- ➡ They put the cards face down in 3 rows of 6 cards in each one because they do not see what is written on them.
- ➡ A student picks up two cards and showing them to the group. If a student believes the cards are a match with the opposites, he or she keeps the cards.
- ➡ If a student believes the two cards are not a match, he or she returns them face down to the same positions. It finish when whole cards matches with their opposites.

Activity #9

TELLING THREE TRUTHS AND A LIE

Timing/ Place: 20 minutes classroom

Values: cooperation and self-control.

Organization: in group of three.

Resources: picture of famous people and cardboards

Topic: personal information.

Objective: To describe people and refuse false information..

Movies

Story of Ron Clark ✕

appearance description. Students share their description of famous people in order to classmates guess the false information. Then when they finish performing, students exchange their description with other group



Activity #8

Activity #6

Activity #5

Activity #4

Activity #7

Activity # 3

Activity #2

Activity #1

What is rapport?

What are engaging activities ?

Instructions:

- ➡ Students write the name of a famous people and paste the picture of famous person on a cardboard.
- ➡ Then they have to write three true and a false sentences about their famous people occupation and physical appearance description.
- ➡ Students share their description of famous people in order to classmates guess the false information.
- ➡ When they finish performing, students exchange their description with other group

Activity #10

MAGIC CARD	
Timing/ Place: 5 minutes - classroom	Values: order, responsibility, and empathy.
Organization: whole classroom	Resources: cards
Topic: personal information.	
Objective: To recycling vocabulary about colloquial expression and useful questions.	

The screenshot shows a blog post titled "Activity #10 Magic card". On the left, there is a "Quote" section with a quote about educational research. Below it are sections for "Evidence", "Photos", and "Movies". The main content area shows a photo of a board covered with small, colorful cards with handwritten words and phrases. To the right of the photo, it says "Timing: 5 minutes" and "Place: classroom". On the far right, there is a sidebar with "Acerca de mí" (About me) for Marita Ps, a research paper title, and an "Archivo del Blog" (Blog Archive) section listing posts from 2016, including Activity #10.

Instructions:

- ➡ Teacher selects a group of phrases or questions on previous topic classes so writes half of phrases on a card. For example, "It is all" on a card and "Greek to me" in other.
- ➡ Teacher puts whole cards in a bag to give students a card so they try to find the other card to complete the phrases.
- ➡ They can give a definition or make a role-play about the phrases.

In order to prove the profitability of this proposes, the activities developed are showed in a blog for sharing strategies, methods, and techniques for developing rapport in English classes. This blog is a powerful tool to effective way to spread the result of this research.

4.2.2.1. What is Blogger?

Blogger is an application of Google Apps to create free blogs with using a sub as a requirement to create a Blogger is to have a Gmail account.

4.2.2.2. Engaging Activities Blog

This blog show practical activities to engage students in the formative process to acquire linguistic skills by the using of games, pictures, and ludic activities. This is the link <http://rappportengaging.blogspot.com/>

Graph 14: Design of the Engaging Activities Blog



Author: María Panchana Suárez
Resource: <http://rappportengaging.blogspot.com/>

4.2.2.3 Description of Engaging Activities Blog

Design of the Engaging Activities Blog have place the following parts:

1. Main Page
2. Sidebar left
3. Sidebar-right
4. Post

4.2.2.3.1. Main Page.

This part of the blog shows the links of the main topics and activities that are posted, some relevant information, and gadgets that are used as a link.

Graph 15: Main Page



Author: María Panchana Suárez

Source: <http://rappportengaging.blogspot.com/>

4.2.2.3.2. Side Bar Left

This bar contains three gadgets:

- A quote
- Evidence: When a blogger presses the gadget of evidence, it shows photos of the activities process.
- Link of a movie about classroom environment.

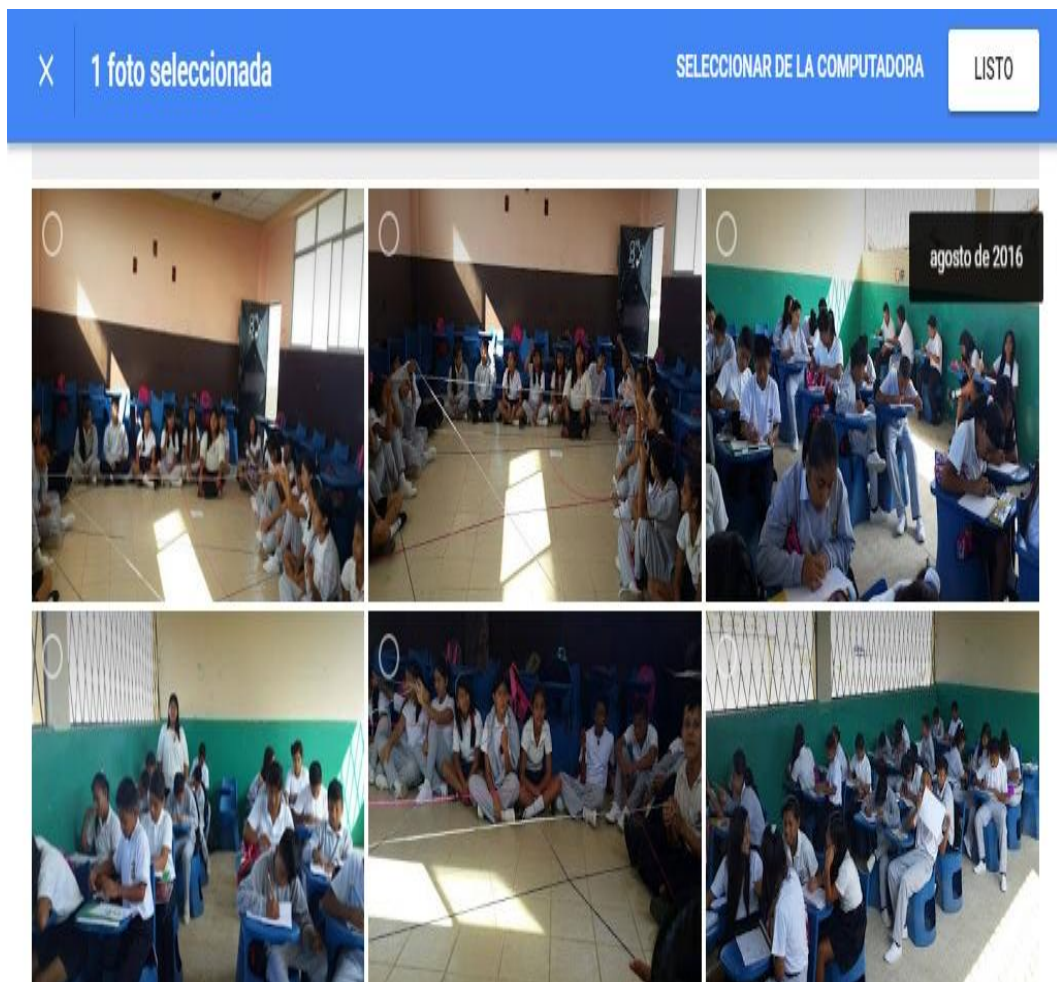
Graph 17: Side bar left



Author: María Panchana Suárez
Source: <http://rapportengaging.blogspot.com/>

In this section, bloggers can find a set of pictures. It shows pictures such as the evidence about the engaging activities applied in order to establish an effective rapport in English classes for students of eight year of basic education At Unidad Educativa Virginia Reyes Gonzalez, Anconcito, Province Of Santa Elena, School Year 2016-2017.

Graph 18: Gadget of evidence



Author: María Panchana Suárez

Source: <http://rappportengaging.blogspot.com/>

4.2.2.3.3. Side Bar Righth

it contains two gadgets a file of the blog and a short information of the author.

Graph 19: Side Right Bar



4.2.2.3.4. Posts

In this section, there is a set of twelve posts when bloggers press over the title the entry, they can read more detailed information and photos of the activities developed.

Graph 20: Post



Author: María Panchana Suárez
Source: <http://rappportengaging.blogspot.com/>

4.3 Achievement and expected results

It was considering taking two tests for measure achievements of the application of engaging activities because students during the activities are performing using the knowledge taught or reinforced thought games and ludic activities. For developing of the tests, was considerate suggestion about test has to be structured form.

Chart 17: Tests

Test	Topics
Pre – test	Previous knowledge guided for the content of unit 1 from Viewpoints book for level A.1

Post – test	Describing people, introduce someone, countries and nationalities
-------------	---

Author: María Panchana Suarez

Sources: Viewpoint Book for level A.1

4.3.1 Pre – Test

As a result of pre test for students of eighth grade, it shows these students are underprepared because there was the half of students who marked the right answer instead of the other half who made a lot of mistakes.

Chart 18: Pre-Test results

N°	Names	Score
1.	ALMEIDA MORALES TONY DAMIAN	7,00
2.	ALVARADO LOOR ANTHONY STEVEN	9,00
3.	ARIAS SOLIS MELISSA BEATRIZ	5,00
4.	ARTEAGA NAVARRETE JOHNNY ESTEVEN	7,00
5.	AVILA MALAVE ALLISON MARIA	7,00
6.	BAILON PIGUAVE MARIA SUSANA	8,00
7.	BAQUE GONZALES DIEGO SAUL	6,00
8.	BORBOR SALAZAR ODALYS JALIXSA	6,00
9.	CASANOVA PINARGOTE JOFFRE ALFREDO	5,00
10.	CHELE MURILLO MARILYN HERLINDA	9,00
11.	CHELE TUMBACO JORDY LEANDRO	6,00
12.	DELGADO CEVALLOS HEILY ROSA	5,00
13.	LINO ADUM DAVIDSON JOEL	5,00
14.	LINO CATUTO KRISTIE MARITZA	9,00
15.	LOOR BRAVO NAYDELIN DAYANARA	6,00

16.	LOPEZ YAGUAL ANGEL MOISES	6,00
17.	MEREJILDO TOMALA JORDAN ADONIS	7,00
18.	MIRABA PARRA JOSUE DANIEL	4,00
19.	MORALES PARRAGA DOMENICA LISBETH	4,00
20.	MOREIRA PARRAGA WELINGTON JOSE	7,00
21.	NARVAEZ ALVAREZ FERNANDO FABIAN	7,00
22.	PIGUAVE LINO ALEXI DANIEL	7,00
23.	PIGUAVE SORIANO ODALYS BRIGITTE	10,00
24.	RODRIGUEZ PARRALES MARLON STUARD	6,00
25.	ROMERO MENDOZA MALLELY GLENDA	5,00
26.	SANCAN PIN INGRID LISETH	9,00
27.	SUAREZ MARTINEZ EMILY PAQUITA	9,00
28.	TOMALA PIGUAVE BRIGITTE LEONELA	5,00
29.	TOMALA SANTOS CRISTOPHER ARIEL	6,00
30.	TUMBACO CLEMENTE NURY GABRIELA	6,00
31.	WANG SABANDO WILSON EFREN	5,00

Author: María Panchana Suarez

Sources: Pre-test done by students of eighth grade

4.3.2 Post - test

This test was developing with the objective to link up the topics in a test.

Chart 19: Post-Test results

N°	Names	Score
1.	ALMEIDA MORALES TONY DAMIAN	9,00
2.	ALVARADO LOOR ANTHONY STEVEN	9,00
3.	ARIAS SOLIS MELISSA BEATRIZ	7,00
4.	ARTEAGA NAVARRETE JOHNNY ESTEVEN	8,00
5.	AVILA MALAVE ALLISON MARIA	8,00

6.	BAILON FIGUAVE MARIA SUSANA	8,00
7.	BAQUE GONZALES DIEGO SAUL	7,00
8.	BORBOR SALAZAR ODALYS JALIXSA	7,00
9.	CASANOVA PINARGOTE JOFFRE ALFREDO	7,00
10.	CHELE MURILLO MARILYN HERLINDA	10,00
11.	CHELE TUMBACO JORDY LEANDRO	9,00
12.	DELGADO CEVALLOS HEILY ROSA	7,00
13.	LINO ADUM DAVIDSON JOEL	5,00
14.	LINO CATUTO KRISTIE MARITZA	10,00
15.	LOOR BRAVO NAYDELIN DAYANARA	7,00
16.	LOPEZ YAGUAL ANGEL MOISES	7,00
17.	MEREJILDO TOMALA JORDAN ADONIS	7,00
18.	MIRABA PARRA JOSUE DANIEL	6,00
19.	MORALES PARRAGA DOMENICA LISBETH	7,00
20.	MOREIRA PARRAGA WELINGTON JOSE	7,00
21.	NARVAEZ ALVAREZ FERNANDO FABIAN	9,00
22.	FIGUAVE LINO ALEXI DANIEL	10,00
23.	FIGUAVE SORIANO ODALYS BRIGITTE	10,00
24.	RODRIGUEZ PARRALES MARLON STUARD	7,00
25.	ROMERO MENDOZA MALLELY GLENDA	7,00
26.	SANCAN PIN INGRID LISETH	8,00
27.	SUAREZ MARTINEZ EMILY PAQUITA	7,00
28.	TOMALA FIGUAVE BRIGITTE LEONELA	7,00
29.	TOMALA SANTOS CRISTOPHER ARIEL	8,00
30.	TUMBACO CLEMENTE NURY GABRIELA	7,00
31.	WANG SABANDO WILSON EFREN	7,00

Author: María Panchana Suarez

Sources: Post-test done by students of eighth grade

4.3.3 Comparison between result of pre-test and result post - test

Chart 20: Comparison between result of pre-test and result post - test

N°	Names	Pre-test	Post - test
1.	ALMEIDA MORALES TONY DAMIAN	7,00	9,00
2.	ALVARADO LOOR ANTHONY STEVEN	9,00	9,00

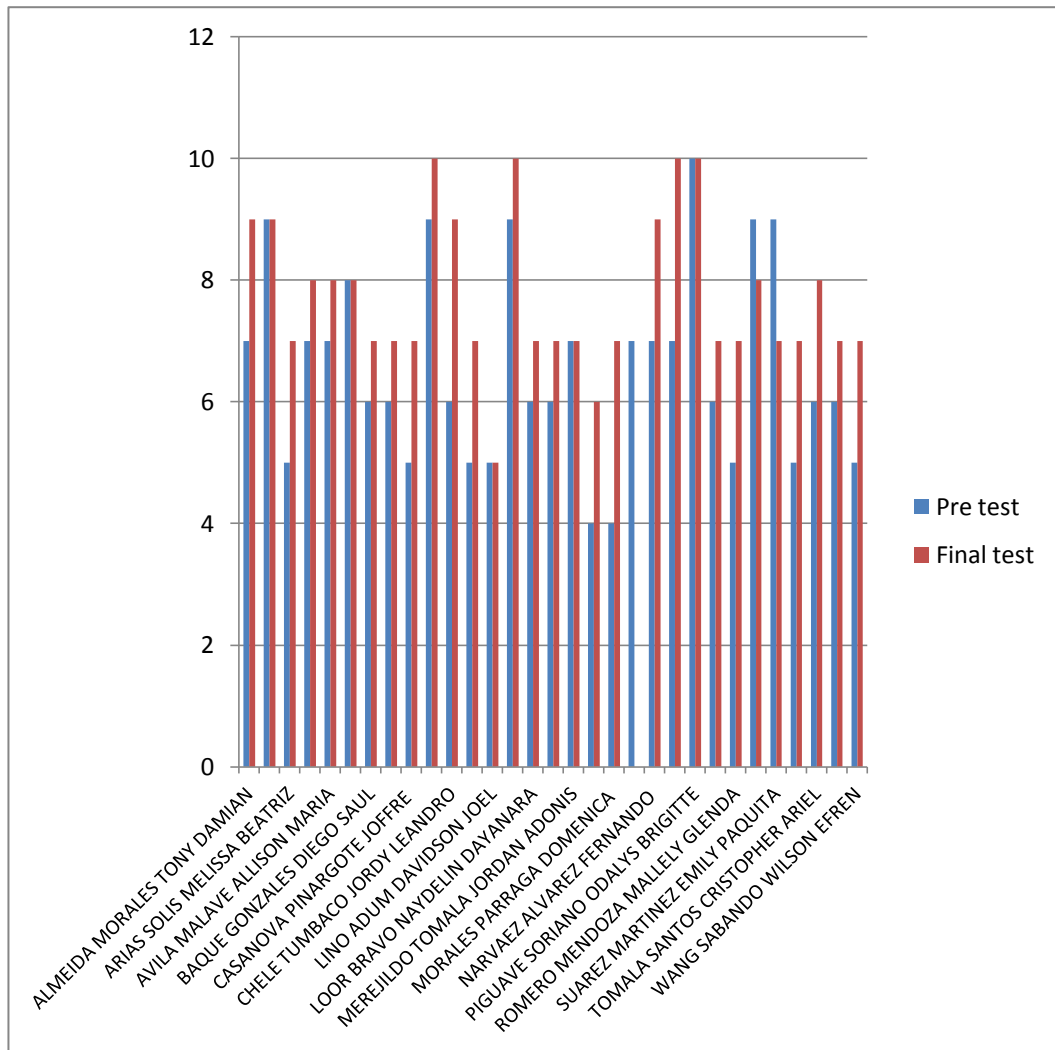
3.	ARIAS SOLIS MELISSA BEATRIZ	5,00	7,00
4.	ARTEAGA NAVARRETE JOHNNY	7,00	8,00
5.	AVILA MALAVE ALLISON MARIA	7,00	8,00
6.	BAILON PIGUAVE MARIA SUSANA	8,00	8,00
7.	BAQUE GONZALES DIEGO SAUL	6,00	7,00
8.	BORBOR SALAZAR ODALYS JALIXSA	6,00	7,00
9.	CASANOVA PINARGOTE JOFFRE	5,00	7,00
10.	CHELE MURILLO MARILYN HERLINDA	9,00	10,00
11.	CHELE TUMBACO JORDY LEANDRO	6,00	9,00
12.	DELGADO CEVALLOS HEILY ROSA	5,00	7,00
13.	LINO ADUM DAVIDSON JOEL	5,00	5,00
14.	LINO CATUTO KRISTIE MARITZA	9,00	10,00
15.	LOOR BRAVO NAYDELIN DAYANARA	6,00	7,00
16.	LOPEZ YAGUAL ANGEL MOISES	6,00	7,00
17.	MEREJILDO TOMALA JORDAN ADONIS	7,00	7,00
18.	MIRABA PARRA JOSUE DANIEL	4,00	6,00
19.	MORALES PARRAGA DOMENICA	4,00	7,00
20.	MOREIRA PARRAGA WELINGTON JOSE	7,00	7,00
21.	NARVAEZ ALVAREZ FERNANDO	7,00	9,00
22.	PIGUAVE LINO ALEXI DANIEL	7,00	10,00
23.	PIGUAVE SORIANO ODALYS BRIGITTE	10,00	10,00
24.	RODRIGUEZ PARRALES MARLON	6,00	7,00
25.	ROMERO MENDOZA MALLELY GLENDA	5,00	7,00
26.	SANCAN PIN INGRID LISETH	9,00	8,00
27.	SUAREZ MARTINEZ EMILY PAQUITA	9,00	7,00
28.	TOMALA PIGUAVE BRIGITTE LEONELA	5,00	7,00
29.	TOMALA SANTOS CRISTOPHER ARIEL	6,00	8,00
30.	TUMBACO CLEMENTE NURY GABRIELA	6,00	7,00
31.	WANG SABANDO WILSON EFREN	5,00	7,00

Author: María Panchana Suarez

Sources: Pre-test and final-test done by students of eighth grade

4.3.4 Analysis of students' results

Grap 18: Analysis of students' results



Author: María Panchana Suarez

Sources: Comparison between pre-test and final-test done by students of eighth grade

4.4 Conclusions and Recommendations

4.4.1 Conclusions

1. Establishing strategies for rapport in English classes allows interaction between teachers and students improve school

performance and facilitate students' communication among them.

2. Engaging activities promote students' motivation so are more emotional evolved to perform on activities.
3. Using engaging activities contribute to teacher have other indicators to measure advance like as participation, behavior, collaboration, work and learning evaluation, which are considered appropriate because they involve students and teacher

4.4.2 Recommendations

1. It is recommended the application of engaging activities to better relationship and academic performance.
2. It is necessary to implement active learning methods to promote participation, cooperation, and coexistence of the students and raise their self-esteem to feel important part of the learning process.
3. It is recommended that teacher must continue using instruments that allow to measure qualitative indicators when students are performing engaging activities.

4.5 Timetable

Chart 21: Timetable

Nº	Months	2015 – 2016																												2017				
		March				April				May				June				July				August				December				January				
Activities		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	Socialización with thesis advisor.	X																																
2	Thesis Designing.		X																															
3	Elaboration Chapter I.			X	X																													
4	Chapter I Progress.				X																													
5	Elaboration Chapter II.					X	X	X																										
6	Field Research at "Institution".								X	X																								
7	Survey Implementation.											X																						
8	Analysis and interpretation of results											X																						
9	Elaboration Chapter III.											X	X	X																				
10	Chapter III Progress.											X	X																					
11	Elaboration Chapter IV and V.											X	X	X	X	X	X																	
12	Implementation of activities.													X	X	X	X	X	X	X	X	X	X	X										
13	Review of Thesis draft.																									X	X							
14	Delivery of final work																													X				
15	Pre-defense of thesis																													X				
16	Defense of Thesis at Academic Counsel.																															X		
17	Graduation day.																																X	

Author: María Panchana Suarez

4.6 Resources

4.6.1 Institutional

Unidad Educativa Virginia Reyes Gonzalez, Anconcito, Province Of Santa Elena, School Year 2016-2017.

4.6.2 Humans

Principal, english teacher and year of basic education of Unidad Educativa Virginia Reyes Gonzalez

4.6.3 Materials

DESCRIPTION	UNIT COST	TOTAL COST
Paper	\$3.00	\$3.00
Prints	\$0.25	\$8.50
Copies	\$0.05	\$7.00
Pens	\$0.30	\$2.10
Cardboard	\$1.20	\$3.60
Balls	\$0.60	\$3.00
Wood	\$0.80	\$1.60
Markers	\$0.70	\$2.10
Colored pencils	\$2.80	\$2.80
Scissors	\$0.70	\$2.80
Gum	\$1.80	\$1.80
TOTAL		\$ 38.30

4.6.4 Technology

DESCRIPTION	UNIT COST	TOTAL COST
Camera	\$ 280.00	\$ 280.00
Computer	\$ 900.00	\$ 900.00
TOTAL		\$ 1,180.00

4.6.5 Economic

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 60.00	\$ 20.00
Lunch and snacks	\$ 100.00	\$ 100.00
Unforeseen expenses	\$ 90.00	\$ 90.00
TOTAL		\$ 210.00

RESOURCE	TOTAL COST
Institutional	\$ 0.00
Humans	\$ 0.00
Materials	\$ 38.30
Technology	\$ 1,180.00
Economic	\$ 210.00
TOTAL SUMATORY	1428,30

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Appendix

Survey to students

Attachment # 1: Survey to Students

Author: María Panchana Suarez



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS
LICENCIATUR EN INGLÉS
ENCUESTA DIRIGIDA A ESTUDIANTES

Objetivo: La presente encuesta tiene la finalidad de conocer las dificultades que tienen los estudiantes en el aula al momento de adquirir los nuevos conocimientos impartidos por el docente y observar la relación alumno-maestro

Instrucciones: MARQUE CON UNA (X) LA ALTERNATIVA QUE SELECCIONE

1. ¿Cómo te relaciones con tus profesores/as?

Muy bien () Bien ()
Regular ()

2. ¿Cómo te relaciones con tus compañeros de aula?

Muy bien () Bien ()
Regular ()

3. ¿Te gusta hacer tareas con tus compañeros de clase?

Mucho () Poco ()
Nada ()

4. ¿Te gusta participar en clases?

Mucho () Poco ()
Nada ()

5. ¿Cuáles de las siguientes actividades te gusta realizar en clases?

Canciones () Juegos () dinámicas ()

6. ¿Te sientes motivado cuando recibes las clases diarias de tus maestros?

Siempre () Muchas veces ()
Nunca ()

7. ¿El maestro es comunicativo?

Mucho () Poco ()
Nada ()

8. ¿Al inicio del año fueron establecidas las reglas del aula?

Si () No ()

9. ¿Cuáles de los siguientes recursos didácticos usa con frecuencia el profesor para desarrollar su clase?

Pizarrón()
Carteles ()
Videos ()
Proyector ()
Radio grabadora ()
Libros ()
Tarjetas de aprendizaje ()
Otros()

10. ¿Cuánto tiempo dedica el profesor para explicar el tema de clases?

5 a 10 minutos () 11- 25 minutos () 26-40 minutos()

Interview to the principal of Unidad Educativa Virginia Reyes Gonzalez

Attachment # 2: Interview to the principal

Author: María Panchana Suarez



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF EDUCATION AND LANGUAGES
SCHOOL OF LANGUAGES
ENGLISH TEACHING CAREER
INTERVIEW DIRECTED TO PRINCIPAL OF UNIDAD EDUCATIVA
VIRGINIA REYES GONZALEZ**

Objective: To determine principal stance about the importance of rapport in the teacher and learning process in students of 8th year at Unidad Educativa Virginia Reyes Gonzalez.

Instructions: It is requested answer the following questions with the truth.

N. o	Queries
1	¿Como usted lleva control de la practica y desempeño docente en el aula y como es la interacción con el estudiante?
2	¿Cómo el estilo motivacional del maestro puede mejorar el ambiente de clases?
3	¿Por qué la aplicación de métodos de enseñanza debe estar ligada con el desarrollo del ambiente de clase?
4	¿Cual es su criterio acerca del uso de actividades recreativas en el proceso educativo?
5	¿Qué recomendaría a los docentes que trabajan con estudiantes conflictivos?
6	¿Cuál es su criterio acerca de la aplicación de actividades recreativas en estudiantes de Octavo Año paralelo “B” y su incidencia en el rendimiento escolar?

Author: María Panchana Suárez

Interview to the directed to specialist in english teaching

Attachment # 3: Interview to the specialist

Author: María Panchana Suarez

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF EDUCATION AND LANGUAGES
SCHOOL OF LANGUAGES
ENGLISH TEACHING CAREER
INTERVIEW DIRECTED TO SPECIALIST IN ENGLISH TEACHING

Objective: To determine principal stance about the importance of rapport in the teacher and learning process for general basic education.

Instructions: It is requested answer the following questions with the truth.

N o	Queries
1	What strategies do you use to reinforce classroom rules without affecting rapport?
2	How does rapport influence the learning process?
3	Why does teaching methodology have to be related with the development of rapport?
4	What is your criterion about using engaging activities in order to establish effective rapport in classes?
5	What recommendations do you give to students and teachers when performing engaging activities?
6	What are the advantages of using engaging activities with disruptive students?

Author: María Panchana Suárez

Interview to the directed to English teaching

Attachment # 4: Interview to the English Teacher

Author: María Panchana Suarez



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF EDUCATION AND LANGUAGES
SCHOOL OF LANGUAGES
ENGLISH TEACHING CAREER
INTERVIEW DIRECTED TO ENGLISH TEACHER OF UNIDAD
EDUCATIVA VIRGINIA REYES GONZALEZ**

Objective: To determine English teachers stance about the importance of rapport in the teacher and learning process in students of 8th year at Unidad Educativa Virginia Reyes Gonzalez.

Instructions: It is requested answer the following questions with the truth.

N o	Queries
1	What is your opinion of using engaging activities to develop effective rapport interactions inside the classroom?
2	Why is rapport important in the English classes?
3	What difficulties do you experience while trying to use engaging activities?
4	How can engaging activities help the teaching – learning process?
5	What do you recommend students in order to establish effective rapport among the educational community?
6	What motivational strategies do you use to teach English effectively in order to improve rapport without disrupting classroom rules?

Author: María Panchana Suárez

Observation sheet applied on eighth classroom at Unidad Educativa Virginia Reyes

Attachment # 5: Interview to the English Teacher
Author: María Panchana Suarez



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF EDUCATION AND LANGUAGES
SCHOOL OF LANGUAGES
ENGLISH TEACHING CAREER

Observation Sheet

Institution: Unidad Educativa Virginia Reyes Gonzalez

Teacher's name: María Panchana Suárez

Place: Anconcito

Date:

		YES	NO
1	Teacher prepares classes depending on the needs of students with similar problems people face in everyday life		
2	Teacher shows students programming and objectives of the subject, at the beginning of the school year.		
3	Students remember the students the topics covered in the previous class.		
4	Teacher and students take the natural and social environment to facilitate meaningful learning of the students.		
5	Teacher organizes the class to work in groups.		
6	Teacher uses techniques of cooperative work in the classroom.		
7	Students help to others classmates.		
8	There is interaction of all the students in the group.		
9	There are clearly the rules to work as a team.		
10	Students suggest or communicate in classes.		
11	Teacher uses didactic material for the development of classes.		
12	Teacher uses teaching material appropriate to each topic.		
13	Teacher enforces the rules in the classroom.		
14	Teacher to respects different people.		
15	The methods applied helps to maintain good relations between students.		
17	Teacher resolves the disruptive acts of the students, without attacking them either verbal or physical.		
18	It promotes self-discipline in the classroom.		
19	Students are polite and respectful.		
20	It is concerned by the absence or lack of students; call the parents of family or representatives.		

Adapted by: María Panchana Suárez

Pre-test

Attachment #6: Pre-Test
Author: María Panchana Suarez
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA



FACULTY OF EDUCATION AND LANGUAGES
SCHOOL OF LANGUAGES
DIAGNOSTIC TEST

Name:.....
.....

Course:

1. Listen to the questions and check the correct answer. (0,50 each one)

- a. I'm 12 years old. I'm fine thanks.
b. I'm fine thanks I'm 11 years old.
c. I'm Peter Smith. I'm from Portugal.
d. Mark It's mark@e-pals.com.

2. Match column A with column B. (0,50 each one)

Column A

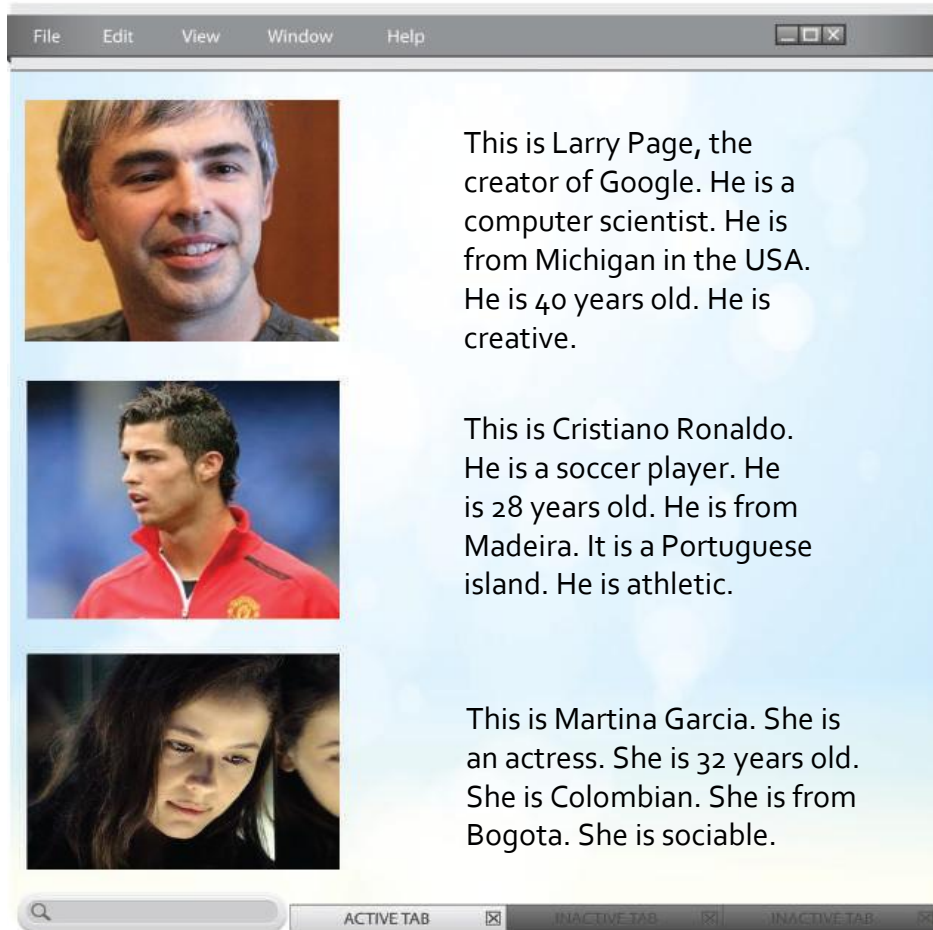
Column B

- a. Country Asia
b. Age Japanese
c. City 12 years old
d. Continent Tokyo
e. Nationality Japan

3. Check the correct option to complete the sentences. (0,50 each one)

- a. This is Mary. She American.
 1. is 2. Are 3. Am
- b. Hi, I Japanese.
 1. is 2. are 3. am
- c. Hello, you Susan, right?
 1. is 2. are 3. Am

4. Read the profiles. Then, circle and correct the mistakes in the sentences. (1point each one)



The screenshot shows a web browser window with a menu bar (File, Edit, View, Window, Help) and a search bar. It displays three profiles:

- Profile 1:** A photo of Larry Page. Description: "This is Larry Page, the creator of Google. He is a computer scientist. He is from Michigan in the USA. He is 40 years old. He is creative."
- Profile 2:** A photo of Cristiano Ronaldo. Description: "This is Cristiano Ronaldo. He is a soccer player. He is 28 years old. He is from Madeira. It is a Portuguese island. He is athletic."
- Profile 3:** A photo of Martina Garcia. Description: "This is Martina Garcia. She is an actress. She is 32 years old. She is Colombian. She is from Bogota. She is sociable."

At the bottom of the browser window, there is a search bar and three browser tabs: "ACTIVE TAB" and two "INACTIVE TAB" tabs.

a. Cristiano Ronaldo is Brazilian. He is a soccer player.

b. Martina Garcia is Colombian. She is athletic.

c. Larry Page is sociable. He is a computer scientist

d. Cristiano Ronaldo is 32 years old. He is athletic.

Post-test

Attachment #7: Post-Test

3. SELECTION ITEM

(3 POINTS)

Enclose the word that you listen.

MIKE: Look! My mom is over there.
 LOREN: Your mom? Is she(3.1)?
 MIKE: No, she isn't. She is (3.2) and thin.
 LOREN: Oh, I see. She is(3.3)
 MIKE: The (3.4) Woman is my aunt.
 LOREN: What does he look like?
 MIKE: He is tall and (3.5)
 LOREN: Ah... Ok. So the (3.6) man is your uncle?

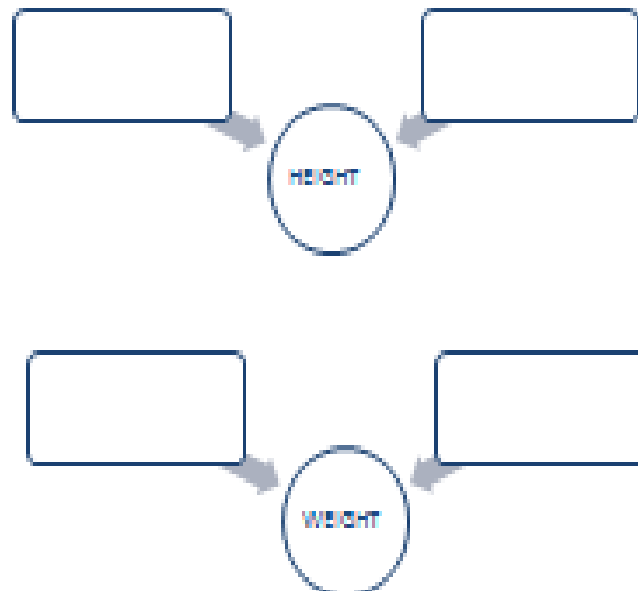
Enclose the correct word in each item!

A	TALL	SHORT	PRETTY	CHUBBY
B	TALL	SHORT	PRETTY	CHUBBY
C	THIN	SHORT	PRETTY	CHUBBY
D	TALL	SHORT	PRETTY	CHUBBY
E	THIN	SHORT	PRETTY	CHUBBY
F	THIN	SHORT	PRETTY	CHUBBY

5. ORDERING ITEM

(2 POINTS)

Classify the adjective into the correct category



WORD BANK OF ADJECTIVE	
1.	SHORT
2.	CHUBBY
3.	TALL
4.	THIN

Ley de Educación Intercultural Bilingüe.

Attachment #8: Ley de Educación Intercultural Bilingüe.

Author: María Panchana Suarez



ACUERDO Nro. MINEDUC-ME-2016-00020-A

AUGUSTO X. ESPINOSA A.
MINISTRO DE EDUCACIÓN

CONSIDERANDO:

Que los artículos 26 y 27 de la Constitución de la República, definen a la educación como un derecho de las personas y un deber ineludible e inexcusable del Estado, que constituye un área prioritaria de la política pública, garantía de la igualdad e inclusión social y condición indispensable para el Buen Vivir;

Que la referida Norma Suprema en su artículo 343 establece que: *“El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades.”;*

Que el artículo 344 del indicado cuerpo constitucional expresa que *“El sistema nacional de educación comprenderá las instituciones, programas, políticas, recursos y actores del proceso educativo, así como acciones en los niveles de educación inicial, básica y bachillerato y estará articulado con el sistema de educación superior. El Estado ejercerá la rectoría del sistema a través de la autoridad educativa nacional, que formulará la política nacional de educación; asimismo regulará y controlará las actividades relacionadas con la educación, así como el funcionamiento de las entidades del sistema.”;*

Que la Ley Orgánica de Educación Intercultural (LOEI), publicada en el Segundo Suplemento del Registro Oficial No. 417 de 31 de marzo de 2011, en el artículo 6 determina que entre las obligaciones del Estado se encuentran la de: *“m) Promover la investigación científica, tecnológica y la innovación, la creación artística, la práctica del deporte, la protección y conservación de patrimonio cultural, natural y del medio ambiente y la diversidad cultural y lingüística.”;* y, *“x) garantizar que los planes y programas de educación inicial, básica y el bachillerato, expresados en el currículo fomentan el desarrollo de competencias y capacidades para crear conocimientos y fomentar la incorporación de los ciudadanos al mundo del trabajo.”;*

Que de conformidad con lo prescrito en el inciso 4 del artículo 19 de la LOEI, la Autoridad Educativa Nacional tiene como uno de sus objetivos diseñar y asegurar la aplicación obligatoria de un currículo nacional, tanto en las instituciones públicas, municipales, privadas y fiscomisionales, en sus diversos niveles: inicial, básico y bachillerato, y modalidades: presencial, semipresencial y a distancia; por otra parte, en relación a la diversidad cultural y lingüística, el currículo se aplica en los idiomas oficiales de las diversas nacionalidades de Ecuador, el diseño curricular debe considerar siempre la visión de un Estado plurinacional e intercultural;

Que el Reglamento General a la Ley Orgánica de Educación Intercultural, publicado en el Suplemento del Registro Oficial No. 754 de 26 de julio de 2012 en su artículo 9 determina: *“los currículos nacionales, expedidos por el Nivel Central de la Autoridad Educativa Nacional, son de aplicación obligatoria en todas las instituciones educativas del país independientemente de su sostenimiento y modalidad. Además, son el referente obligatorio para la elaboración o selección de textos educativos, material didáctico y evaluaciones.”;*

Que mediante los Acuerdos Ministeriales 242-11 de 05 de julio de 2011, publicado en el Registro Oficial No. 495 de 20 de julio de 2011; y, 0041-14, de 11 de marzo del 2014, publicado en el Registro Oficial No. 217 de 02 de abril del 2014, la Autoridad Educativa Nacional expidió la Normativa para la Implementación del Nuevo Currículo del Bachillerato; y, la Malla Curricular para el Nivel de Educación General Básica, con su respectiva carga horaria;

Que la Subsecretaría de Fundamentos Educativos mediante memorando No. MINEDUC-SFE-2015-00614-M, de 4 de diciembre de 2015, remite los informes técnicos para la



Acuerdo Ministerial

Attachment #9: Acuerdo Ministerial

Author: María Panchana Suarez



QUINTA.- AUTORIZAR que las instituciones educativas no reconocidas legalmente como bilingües ofrezcan alguna de las asignaturas de las áreas del currículo en lengua extranjera, siempre y cuando la carga horaria de estas asignaturas sea inferior al 40 % del total, que se garantice el cumplimiento de los estándares nacionales de aprendizaje y que el equipo docente cumpla con los requisitos exigidos para las instituciones educativas bilingües de acuerdo a lo señalado en el segundo párrafo del artículo 111 del Reglamento General a la LOEI.

SEXTA.- DISPONER que los establecimientos educativos del Sistema de Educación Intercultural Bilingüe se rijan por el Acuerdo Ministerial 440-13 del 5 de diciembre del 2013, donde se fortalece e implementa el Modelo del Sistema de Educación Intercultural Bilingüe.

SÉPTIMA.- RESPONSABILIZAR a las Subsecretarías de Educación del Distrito Metropolitano de Quito y del Distrito de Guayaquil, a las Coordinaciones Zonales de Educación y a las direcciones distritales, el control y supervisión de la presente normativa para Educación General Básica y Bachillerato General Unificado.

OCTAVA.- DISPONER a las Subsecretarías responsables de la Autoridad Educativa Nacional realicen la adaptación de todas las herramientas e instrumentos a su cargo a fin de que respondan y guarden coherencia con el ajuste realizado a través del presente acuerdo tanto a la carga horaria dispuesta como a la estructura de las de las áreas, para cada nivel.

NOVENA.- DISPONER que los todos docentes de los establecimientos educativos fiscales, fiscomisionales, municipales y particulares de todo el país, de los niveles de Educación General Básica y Bachillerato, participen en los procesos de capacitación del currículo o actualización curricular auspiciados por el Ministerio de Educación, a través de Instituciones de Educación Superior u otras instancias que la Autoridad Educativa Nacional avale para este fin.

DISPOSICIONES TRANSITORIAS:

PRIMERA.- DISPONER que únicamente los currículos pertenecientes a las áreas de Educación Física y Educación Cultural y Artística de Educación General Básica y Bachillerato General Unificado, entren en vigencia en todas las instituciones educativas de régimen Costa, a partir del año lectivo 2016-2017.

SEGUNDA.- DISPONER que el currículo de Lengua Extranjera - Inglés se implemente de manera progresiva hasta contar con el talento humano apropiado que posibilite atender eficientemente la enseñanza de este idioma.

La implementación del currículo del idioma inglés desde el segundo hasta el séptimo grado de Educación General Básica en todas las instituciones educativas del país se deberá realizar a partir del año lectivo 2016-2017 para el Régimen Sierra y 2017-2018 para el Régimen Costa.

En el currículo Integrador del Subnivel de Educación General Básica Preparatoria se introducen un conjunto de contenidos básicos de Lengua Extranjera-Inglés, los mismos que sentarán las bases (*starter level*) del nivel Pre A1.1 del Marco Común Europeo de Referencia para las Lenguas: Aprendizaje, Enseñanza, Evaluación (MCER) que se desarrolla en el subnivel Elemental a establecerse a partir del año lectivo 2016-2017 para el régimen Sierra y 2017-2018 para el régimen Costa.

Los niveles propuestos para la implementación en las instituciones públicas, municipales y fiscomisionales de todo el país, se describen a continuación:



Result of survey directed to students.

chart 22: survey direct to students

N°	QUERIES	Very well		Well		Regular		Total									
		F	%	F	%	F	%	F	%								
1	How do you relate with your teacher?	18	58,06	11	35,48	2	6,45	31	100								
2	How do you relate with your classmates?	10	31,25	19	61,29	2	6,46	31	100								
		F	%	F	%	F	%	F	%								
3	Do you like to do homework with your classmates?	20	64,51	10	32,26	1	3,23	31	100								
4	Do you like participate in class?	8	25,81	23	74,19	0	0	31	100								
		F	%	F	%	F	%	F	%								
5	What activities do you like to do in class?	1	3,23	22	70,97	8	25,81	31	100								
	QUERIES	Always		Often		Sometimes		Total									
		F	%	F	%	F	%	F	%								
6	Are you motivated when teacher give the class?	18	58,06	12	38,71	1	3,23	31	100								
		F	%	F	%	F	%	F	%								
7	Is teacher communicative?	26	83,87	5	16,13	0	0	31	100								
	QUERIES	W	P	V	P	R	B	F	Total								
		F	%	F	%	F	%	F	%	F	%						
8	What resources teachers often use to develop class?	30	32,9	21	23,0	2	2,20	6	6,59	1	1,10	28	30,7	3	3,30	88	100
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
9	Were classroom rules established at the beginning?	29		93,55		2		6,45		31		100					
	QUERIES	A lot		A little bit		Not at all		Total									
		F	%	F	%	F	%	F	%								
10	How much time does teacher use for explaining the class topic?	14	45,16	15	48,39	2	6,45	31	100								

Source: Survey Directed to students

Author: MaríaPanchana Suárez

Picture pages:



Picture # 1: interview with the principal
Author: María Panchana Suárez



Picture # 2: Survey directed to students
Author: María Panchana Suárez



Picture # 3: Pre-test
Author: María Panchana Suárez



Picture # 4: Post-test
Author: María Panchana Suárez



Picture # 5: Sitting arrangement
Author: María Panchana Suárez



Picture # 6: Giving instruction to develop a short presentation
Author: María Panchana Suárez



Picture # 7: Preparing for describing people
Author: María Panchana Suárez



Picture # 8: Practicing short presentation
Author: María Panchana Suárez