



**PENÍNSULA OF SANTA ELENA
STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

**“DIDACTIC INNOVATIVE STRATEGIES FOR ENGLISH TEACHING
TO SIXTH GRADE STUDENTS OF CARMEN MONTENEGRO
ELEMENTARY SCHOOL, LA LIBERTAD, PROVINCE OF SANTA
ELENA, SCHOOL YEAR 2014 – 2015”**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

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Advisor: MSc. Luis Alberto Iza Espinoza

La libertad – Ecuador

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**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS**

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TO SIXTH GRADE STUDENTS OF CARMEN MONTENEGRO
ELEMENTARY SCHOOL, LA LIBERTAD, PROVINCE OF SANTA
ELENA , SCHOOL YEAR 2014 – 2015”**

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Previo a la obtención del título:

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La Libertad, July 1st 2015

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “Didactic Innovative Strategies for English Teaching to Sixth Grade Students of Carmen Montenegro Elementary School, La Libertad, Province of Santa Elena, School Year 2014 – 2015” prepared by María Fernanda Aquino Alejandro undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having 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 Board of Examiners.

Sincerely

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MSc. Luis Alberto Iza Espinosa
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La Libertad, July 1st 2015.

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DEDICATION

I dedicate my work to God because he helps me all the time especially in the dire circumstances.

To my dear father and mother because they were my necessary support to finish the thesis proposal. They told me about the worth of sacrifice and my mom is a wise person. This is difficult but God stays with you for this reason. I dedicate it to all the members of my family especially to my sisters, cousins, uncle, aunt and my boyfriend.

María Fernanda

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María Fernanda

TABLE OF CONTENTS

TITTLE PAGE OR COVERPAGE	i
ADVISOR'S APPROVAL	ii
STATEMENT OF AUTHORSHIP.....	iii
BOARD OF EXAMINER.....	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS.....	vii
Figures.....	xi
Charts	xiii
Graphics	xv
Attachments.....	xvi
ABSTRACT	xx
INTRODUCTION.....	1
CHAPTER I	3
THE PROBLEM	3
1.1 Title of research paper.....	3
1.2 Statement of the problem	3
1.2.1 Contextualization	4
1.2.2 Critical Analysis.....	5
1.2.3 Formulation of the problem	6
1.2.4 Guideline questions.....	6
1.2.5 Delimitation of the research.	7
1.3 Significance of the Research.....	8
1.4 Objectives.....	9
1.4.1 General Objective:	9
1.4.2 Specific Objectives:	9
CHAPTER II.....	10
LITERATURE REVIEW.....	10
2.1 Previous Research	10

2.2 Philosophical Basis.....	11
2.3 Fundamental categories.....	12
2.3.1 What is Motivation?.....	12
2.3.2 Innovation	12
2.3.3 Didactic	12
2.3.4 Strategy	13
2.3.6 Blended Learning.....	13
2.4 Legal Basis	14
TITLE I DEFINITIONS	15
2.5 Hypothesis.....	16
2.5.1 General Hypothesis:.....	16
2.6 Variables of the Study.....	16
CHAPTER III.....	17
METHODOLOGY.....	17
3.1 Research Approach	17
3.2 Level or Type of the Research	17
3.2.1 Bibliographic Research	17
3.2.2 Field Research.....	18
3.2.3 Scientific Methods	18
3.2.4 Instruments for Data Collection.....	18
3.2.5 Inductive and Deductive Method.....	19
3.3 Population and Sample.....	19
3.3.1 Population	19
3.3.2 Sample.....	19
3.4 Variables of operationalization.	20
3.5 Techniques and Instruments for Data Collection.....	22
3.5.1 Observation	22
3.5.2 Survey... ..	22
3.5.3 Camera.. ..	22
3.5.4 Questionnaire	22
3.6 Data collection plan.....	23

3.7 Data Processing Plan.....	24
3.8 Analysis and Interpretation of the Results.	25
3.8.1 Survey directed to students of sixth basic grade of “Carmen Montenegro” Elementary School.	25
3.8.2 Survey directed to parents of “Carmen Montenegro Elementary”	31
3.8.3 Survey directed to teacher of Carmen Montenegro Elementary School.	37
3.9 Conclusions and Recommendations	43
3.9.1 Conclusions	43
3.9.2 Recommendations	43
CHAPTER IV	45
PROPOSAL	45
4.1 Informative Data	45
4.2 Proposal background.....	46
4.3 Significance.....	47
4.4 Objectives.....	48
4.4.1. General objective	48
4.4.2 Specific Objectives.....	48
4.5 Design and Development of the Proposal	49
4.6 Results of observation after the proposal	64
4.6.1. Survey directed to students of “Carmen Montenegro Elementary” about didactic innovative strategies.	64
4.7 Strategies of Improvement	74
4.8 Conclusions and recommendations.....	75
4.8.1 Conclusions	75
4.8.2 Recommendations	75
CHAPTER V.....	76
ADMINISTRATIVE FRAMEWORK.....	76
5.1 Resources	76
5.1.1 Institutional	76
5.1.2 Human	76
5.1.3 Materials.....	77

5.1.4 Technology.....	77
5.1.5 Economic.....	77
SOURCE MATERIALS	78
1.Timetable.....	78
2. Bibliography.....	79
3. Appendix	81
3.1 Picture of field research	91
3.2 Surveys	97
3.3 List of Students “Carmen Montenegro”Elementary School	102
3.4 Graphic Evidence of Implementation of Project.....	106

Figures

Figure 1 Students participating in the game “Penguins in Peril”	54
Figure 2 Students playing the game”Sport Memory”	55
Figure 3 Student practicing sports vocabulary with the game “Slow Click”	56
Figure 4 Students participating with the game “Cocodrile board game”	57
Figure 5 Students improving their reading skills through “Robot ravine”	58
Figure 6 Students improving their knowledge of English verbs	59
Figure 7 Students playing the game “ Grammar bubbles”	60
Figure 8 Students participating in the game “Astro Antics”	61
Figure 9 Students listening to the story “Three Little pigs”	62
Figure 10 Students identifying basic vocabulary through “The Great Ant Escape”	63
Figure 11 Sixth grade basic “A” students	91
Figure 12 Sixth grade basic “B” students	91
Figure 13 Meeting with Principal Msc. Bessie Jusissa Angulo to request permission to work in the school.	92
Figure 14 Signing legal paperwork with Principal MsC. Bessie Julissa Angulo	92
Figure 15 “Carmen Montenegro School”	93
Figure 16 Student teaching at “Carmen Monetengro School”	93
Figure 17 Sixth basic grade “A” students filling out the surveys	94
Figure 18 Students of Sixth basic grade “A” completing the survey.....	94
Figure 19 A Carmen Montengro School English teacher filling out a survey.....	95
Figure 20 Filling out Surveys.....	95
Figure 21 Sixth grade basic students completing surveys about “Didactic Innovative Strategies”	96
Figure 22 Sixth grade elementary school students filling out a survey at “Carmen Montenegro School “	96
Figure 23 Playing the game “Penguins in Peril” with sixth grade elementary school students	106
Figure 24 Students playing the game sport memory.....	106

Figure 25 Students practicing the use of action nouns with the game “Cocodrile Board game”.....	107
Figure 26 Students practicing the use of action verbs with the game” Robot ravine”	107
Figure 27 Students improving their vocabulary with “The Great Ant Escape”..	108
Figure 28 Reviewing verbs with the game “Spelling Bee”	108
Figure 29 Students making sentences with the verb “like” in “Grammar bubbles”	109
Figure 30 Teacher explaining “Three little picks”	109
Figure 31 Students choosing questions about “The Three Little Pigs” story	110
Figure 32 Students guessing the action nouns while playing “ The Coocodrile board game”	110
Figure 33 The teacher explaing how to play the game.	111

Charts

Chart 1 Population.....	19
Chart 2 Independent Variables.....	20
Chart 3 Dependent Variables	21
Chart 4 Data Collection Plan.....	23
Chart 5 Question 1 Use of didactic resources	25
Chart 6 Question 2 Fun and Interactive English Classes	26
Chart 7 Question 3 Use of visual aids to teach English	27
Chart 8 Question 4 Use of videos to motivate students	28
Chart 9 Question 5 Use of educational materials.....	29
Chart 10 Question 6 Group activities.....	30
Chart 11 Question 1 Utilization of motivational strategies.....	31
Chart 12 Question 2 Dynamic activities	32
Chart 13 Question 3 Active and Dynamic English Classes	33
Chart 14 Question 4 Audiovisual resources.....	34
Chart 15 Question 5 Learning English in a Fun Environment.....	35
Chart 16 Question 6 English Activities Inside and Outside of the Classroom	36
Chart 17 Question 1 Motivational Strategies	37
Chart 18 Question 2 Learning process	38
Chart 19 Question 3 Strategies for helping students.....	39
Chart 20 Question 4 Appropriate resources to motivate the English class	40
Chart 21 Question 5 Activities in group	41
Chart 22 Question 6 Technological materials.....	42
Chart 23 Operating Model	52
Chart 24 Develop of the Proposal	53
Chart 25 Question 1 Innovative activities.....	64
Chart 26 Question 2 Innovative activities increase your interest to learn English	65
Chart 27 Question 3 Four skills development.....	66
Chart 28 Question 4 Teacher applies innovative teaching activities	67
Chart 29 Question 5 Innovative activities which help to learn English.....	68
Chart 30 Question 6 Group work	69

Chart 31 Question 7 Activities to learn English.....	70
Chart 32 Question 8 Innovative strategies for learning English	71
Chart 33 Question 9 Students´ level.....	72
Chart 34 Question 10 Innovative strategies to learn English in the classroom.....	73
Chart 35 Strategies of Improvement	74

Graphics

Graph 1 Question 1 Use of didactic resources	25
Graph 2 Question 2 Fun and Interactive English Classes	26
Graph 3 Question 3 Use of visual aids to teach English	27
Graph 4 Question 4 Use videos to motivate students	28
Graph 5 Question 5 Use of educational materials.....	29
Graph 6 Question 6 group activities.....	30
Graph 7 Question 1 Application of motivational strategies.....	31
Graph 8 Dynamic activities.....	32
Graph 9 Question 3 Active and Dynamic English Classes	33
Graph 10 Question 4 Audiovisual resources.....	34
Graph 11 Question 5 Learning English in a Fun Environment.....	35
Graph 12 Question 6 English Activities Inside and Outside of the Classroom	36
Graph 13 Question 1 Motivational Strategies	37
Graph 14 Question 2 Learning process	38
Graph 15 Question 3 Strategies for helping students.....	39
Graph 16 Question 4 Appropriate resources to motivate the English class	40
Graph 17 Question 5 Group Activities.....	41
Graph 18 Question 10 Technological materials.....	42
Graph 19 Question 1 Innovative activities.....	64
Graph 20 Question 2 Innovative activities increase your interest to learn English	65
Graph 21 Question 3 Four skills development.....	66
Graph 22 Question 4 Teacher applies innovative teaching activities	67
Graph 23 Question 5 Innovative activities which help to learn English.....	68
Graph 24 Question 6 Group work	69
Graph 25 Question 7 Activities to learn English	70
Graph 26 Question 8 Innovative strategies for learning English	71
Graph 27 Question 9 Students' level	72
Graph 28 Question 10 Innovative strategies to learn English in the classroom....	73

Attachments

Attachment 1 Lesson Plan 1	81
Attachment 2 Lesson Plan 2.....	82
Attachment 3 Lesson Plan 3.....	83
Attachment 4 Lesson Plan 4.....	84
Attachment 5 Lesson Plan 5.....	85
Attachment 6 Lesson Plan 6.....	86
Attachment 7 Lesson Plan 7.....	87
Attachment 8 Lesson Plan 8.....	88
Attachment 9 Lesson Plan 9.....	89
Attachment 10 Lesson Plan 10.....	90
Attachment 11 Survey Directed to Students	97
Attachment 12 Survey Directed to Parents	98
Attachment 13 Survey for teacher.....	99
Attachment 14 Survey about Didactic Innovative Strategies	101
Attachment 15 List of Students Sixth basic grade “A”	103
Attachment 16 List of Students Sixth basic grade “B”	105

La Libertad 4 de Agosto 2014

Lic.
Bessie Angulo Rosales
Directora de la Escuela
"Carmen Montenegro de Obregón"
En su despacho.

De mis consideraciones:

Yo **Aquino Alejandro María Fernanda** con cédula de identidad 0926759549, Egresada De la Facultad de Idiomas en la Universidad Estatal Península de Santa Elena por medio de la presente solicito a usted se me permita desarrollar mi Proyecto de Tesis en tan distinguida Institución que usted dirige.

Mi Proyecto es "DIDACTIC INNOVATIVE STRATEGIES FOR ENGLISH TEACHING TO SIXTH GRADE STUDENT OF CARMEN MONTENEGRO ELEMENTARY, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015", está basado específicamente en Estrategias innovadoras para la enseñanza del Inglés para estudiantes de Sexto grado, de esta manera estamos aportando a mejorar la calidad del Inglés en las Instituciones Educativas.

Esperando que mi solicitud tenga la debida acogida quedo de usted muy agradecido.

Atentamente


María Fernanda Aquino A.
0926759549

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La Libertad 6 de Febrero 2015

CERTIFICACIÓN

Por medio de la presente certifico que Aquino Alejandro María Fernanda con cédula de ciudadanía No. 0926759549, realizo su PROYECTO INVESTIGATIVO "DIDACTIC INNOVATIVE STRATEGIES FOR ENGLISH TEACHING TO SIXTH GRADE STUDENT OF CARMEN MONTENEGRO ELEMENTARY, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015" en el Sexto grade de Educación Básica perteneciente a nuestra institución, realizando encuestas a estudiantes, padres de familia y docente, obteniendo resultados en su objetivo propuesto.

Es todo lo que puedo certificar, la interesada puede hacer uso de este documento como considere conveniente.

Atentamente

Lic. Bessie Angulo Rosales
Directora



Attachment 18 Acceptance of Institution	113
Attachment 19 Anti plagiarism Certification.....	114
Attachment 21 Certificate of Proofreader.....	116

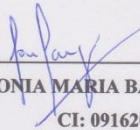
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CERTIFICADO DEL GRAMATÓLOGO

CERTIFICO

Yo, SONIA MARIA BARRAGAN LUCAS, certifico que he revisado la redacción y ortografía del trabajo de graduación con el tema: **"DIDACTIC INNOVATIVE STRATEGIES FOR ENGLISH TEACHING TO SIXTH GRADE STUDENT OF CARMEN MONTENEGRO ELEMENTARY, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015"**. Que, he realizado las correcciones correspondientes al trabajo de titulación en mención. Por lo expuesto, autorizo al petitorio, el uso de este certificado a la Srta. María Fernanda Aquino Alejandro como considere conveniente a sus intereses.



MsC. SONIA MARIA BARRAGAN LUCAS

CI: 0916203748

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STATE UNIVERSITY
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**“DIDACTIC INNOVATIVE STRATEGIES FOR ENGLISH TEACHING
TO SIXTH GRADE STUDENTS OF CARMEN MONTENEGRO
ELEMENTARY SCHOOL, LA LIBERTAD, PROVINCE OF SANTA
ELENA, SCHOOL YEAR 2014 – 2015”**

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Advisor: MSc. Luis Alberto Iza Espinoza.

ABSTRACT

Didactic Innovative Strategies are effective because they involve the field of ICT and it helps to increase the students' motivation. The cultural context in English is different because the Ministry of Education wants to develop critical thinking in English and motivation is the main tool for teaching English and the teacher uses all the didactic innovative strategies to activate students for learning English. The methodology is part of qualitative method and it is part of the values and motivation and the quantitative method shows the amount of students who are part

of the research and scientific methods are real ways for finding information that is feasible in the research. The didactic innovative strategies allow teachers to use new resources in ICT, Information and Communications Technology for teaching English through Blended Learning. It focuses on the different ways that use results in online activities for motivating students. The mechanisms of face-to-face and online activities have a good interaction for engaging students, and consolidating the didactic innovative strategies for English teaching to sixth grade students of Carmen Montenegro Elementary School.

Key words: Didactic – Innovative – Strategies – Motivation – Blended Learning

INTRODUCTION

Education is different in today's world. Teachers use new resources for engaging students, and intrinsic and extrinsic motivations are part of the consolidation for teaching and learning English and the teachers apply strategies and methodologies according to the levels of students. The traditional method is mixed with modern methods for teaching English because the teachers develop critical thinking according to their necessities and blended learning offers the opportunity to use didactic innovative strategies for English teaching to students of Sixth grade of Carmen Montenegro Elementary School.

Science and technology are changing very fast and the Ministry of Education allows developing these strategies according to the necessities of students.

Now, the process of teaching English applies technological resources in the classroom and the main factor is motivation. It improves the capability of learning English.

This research is organized by chapters and each one covers different contents.

Chapter One: Describes the statement of the problem, contextualization, critical analysis, and formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research.

Chapter two: It contains review of previous research, philosophical basis,

fundamental categories, legal basis, hypothesis and variables of the study.

Chapter three: Relates to the methodology, the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter four: Describes the proposal, It contains informative data, the proposal background, significance, general objectives and specific objectives , design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Chapter five: Describes the administrative framework, it contains the institutional, human, material, and economic resources.

CHAPTER I

THE PROBLEM

1.1 Title of research paper

DIDACTIC INNOVATIVE STRATEGIES FOR ENGLISH TEACHING TO SIXTH GRADE STUDENTS OF CARMEN MONTENEGRO ELEMENTARY SCHOOL, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015.

1.2 Statement of the problem

Strategies are the main factors that all the teachers need to apply in the classroom for developing the four skills in their students.

Iaccarino, (2012) say that in the United States and Colombia motivation is important and the levels of the students are different, for this reason some students do not feel encouraged, and they do not feel confident when the teachers explain the classes. The strategies were not essential for learning English in a good way.

In Ecuador the strategies of motivation are important, but teachers in general do not apply them and the students do not develop the skills in a better way. The teachers have not acquired tools of motivation for maintaining a positive attitude according to the extrinsic motivation in their students.

Although in “Carmen Montenegro” School in Sixth Grade in La Libertad, Ecuador, there are a lot of factors that influence the unmotivated students in learning English and in other subjects. The situations that involve this trouble reflect the negative attitudes in some students, but teachers should apply new resources for increasing positive attitudes in the students.

The level of each student is different to the class level and indicates percentages. The cooperative learning is not effective in teachers and students, for this reason, teachers need to familiarize with innovative strategies to involve in a positive way for learning English.

1.2.1 Contextualization

The students of “Carmen Montenegro” school do not feel encouraged to learn English; they have negative attitudes to acquire a new language. The levels of the students are different and they do not have interest in learning English.

They do not have the appropriate infrastructure because the classrooms are small and have a lot of students. They need an English lab to project videos at the beginning of the class.

Teachers should have enough strategies introducing their classes and encouraging students to learn English. The Ministry of Education contributes in the learning

process of teaching and learning English. It finds the positive way to encourage them.

The main goal of this project is to change the perspective of learning English and to apply new strategies that focus always in motivation through indoor and outdoor environment.

Today learning English opens windows in different fields, especially in students of “Carmen Montenegro” School, because they have the opportunity to know new tools and resources that are appropriate in the class in order to obtain a good learning in this subject.

This project considers that students and teachers share the responsibility when they teach and learn English.

1.2.2 Critical Analysis

It was considered because at “Carmen Montenegro” school, students have negative attitudes when they learn English and they block in certain occasions. They are distracted by many things and these factors reflect the lack of motivation in this subject.

The strategies are considered all the time as new resources according to the students and the class that has to be explained.

The students need to have self-confidence when they learn English and the benefit for them. Teachers should study the environment for the development of the class and use strategies to increase interest in motivation for learning English. This process depends on teachers and students, because motivation is the main factor in all the activities that teachers apply in the class.

Teachers should have an interaction with their students and the teachers need to know their necessities.

Nowadays, learning English is a big success because at “Carmen Montenegro” School all students study English, but teachers should apply methodologies in order to motivate their students.

1.2.3 Formulation of the problem

How will strategies improve the English teaching through Didactic Innovative in the English classes for good learning of sixth graders of Carmen Montenegro Elementary School, La Libertad, Province of Santa Elena, School year 2014 - 2015?

1.2.4 Guideline questions.

- What is strategy?
- What is motivation?

- How does the teacher increase motivation when he is teaching English?
- What is blended learning?

1.2.5 Delimitation of the research.

Field: Education

Area: English

Aspect: Didactic Innovative Strategies

Topic: Didactic innovative strategies for English teaching in sixth grade students of “Carmen Montenegro” Elementary School, La Libertad, province of Santa Elena, school year 2014 – 2015.

Problem: What are innovative strategies for the increasement of motivation of sixth grade students of Carmen Montenegro Elementary School, La Libertad, Province of Santa Elena, School year 2014 -2015?

Time delimitation: School year.

Population delimitation: Student.

Spatial delimitation: Carmen Montenegro Elementary School.

Contextual delimitation: Children from sixth grade.

1.3 Significance of the Research.

The strategies have a big role in the process of learning in each student; strategies perform specific goals at the beginning of the activities and development of good environment in the classroom. The social context is always different, for this reason all the teachers should improve the classes and behaviors that students have according to the perception that they show in the classroom and didactic innovative strategies try to take actions in order to help them.

This research aims to find out a better way to learn English and obtain a new effective strategy. In “Carmen Montenegro” School, certain students have motivation but the motivation isn’t good because the acquisition of language doesn’t permit to acquire motivation and development of the four skills. The factors are depending on our reality, because the students have different problems in their houses, and teachers should know the behaviors that are shown to help them to increase the motivation of learning English.

For this reason, the didactic innovative strategies encourage motivation in our students and teachers to create a better way to know opportunities through group work activities and games. It is essential in “Carmen Montenegro” School in Sixth Basic Grade. It is a good idea to apply these strategies because it is important to begin the class according to the topic that is explained in class for making a real progress in English and maintaining a good relationship between our students and allowing them to develop their skills.

1.4 Objectives

1.4.1 General Objective:

- To improve English Learning process through didactic innovative strategies in the students of Sixth Basic Grade in Carmen Montenegro School.

1.4.2 Specific Objectives:

- To analyze the level of motivation of students when learning English.
- To determine the causes in English learning process in the students of 6th grade.
- To select appropriate strategies to improve students' motivation in English learning process.
- To design didactic innovative strategies for motivating English learning process.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Research

Didactic innovative strategies are considered the main resources that teachers should apply when teaching English.

According to Ashdown, (2010) refers that **“The Educational Context”**, it is necessary to know the context that involves the learning of students and the purpose that teachers should consider in the cultural context, because English is the second language that students need to acquire according to the levels that they have.

Merce Bernaus, A.w. (2009) proposes that **“The educators increase the interactivity in the development of critical thinking that engages the root of motivation as a main factor”**. For this reason innovation is part of the future that involves the interaction of teachers and students in all the situations.

Nie, (2012) considers the school teachers should improve all the skills in the classroom with their students the effectiveness has a relationship with the future learners that will be learning in a comfortable place that will use innovative technology. Furthermore, it is part of a new strategy in all the matters.

2.2 Philosophical Basis.

Noam Chomsky (2010) says **“Education is a process that involves the techniques and motivation that teachers should apply in the classroom”**.

Noam Chomsky refers to the manner that teachers engage to students in the English classes for making a good environment when teaching English.

Piaget and Skinner, (2010) agree that **“The acquisition of language and the constructivist theories that shows the ideas”**. They mention the manner of knowing a language according to the level of students.

Arianne Robichaud (2010) refers **“Over the years, many teachers seemed to have come to you, as a linguist, to ask you how to teach language to kids but most of the times, you answered that teaching methods are probably worthless”** .

It considers the manner of work that teachers need to have when teaching English, especially to children, in all the level and the methods are essential in all the situations.

Robichaud, (2013) shows that **“Interactive methods: People learn from others through conversation, discourse and open communication. The exchange of new information and feedback mediates learning”**.

It tries to use different methods like interactive methods that involve a communication between teacher and students. Also, there is a feedback between them and the dynamic methods find new sources to adopt and accept the process to continue the class in a good condition and consistent methods that use the technology in a context of developing in a class for obtaining a good result and intrapersonal methods establish a communication that allow the interchange of ideas among the group according to each class.

2.3 Fundamental categories

2.3.1 What is Motivation?

The word motivation involves the action an achievement in teaching and learning English.

2.3.2 Innovation

It is part of a change; they are strategies or ideas that teachers apply for teaching English according to the goal that teacher needs to develop in their students.

2.3.3 Didactic

Alderman, (2013) “This word in English, didactic, originates from the Greek didaskein, which meant to teach, to be a teacher, to educate”

This term refers to the form of English teaching in a better way through methods and techniques.

2.3.4 Strategy

It is a plan that needs to achieve something, especially when teachers use innovation for teaching a new language.

2.3.5 Teaching Process

The teaching process is a structure that is designed to increase learning and motivation that involves, preparation, presentation, application, and evaluation of the topic being taught in the classroom.

2.3.6 Blended Learning

Norman D,Vaughan, (2013) considers that **“The organic integration of thoughtfully selected and complementary face-to-face and online approaches and technologies”** is part of innovation because the teacher uses new tools through blended learning for engaging students with technology in online activities that allow the interaction with the program that teachers use.

2.4 Legal Basis

CONSTITUTION OF THE REPUBLIC OF ECUADOR

NATIONAL ASSEMBLY LEGISLATIVE AND OVERSIGHT COMMITTEE

(“Adopted at Montecristi on July 23 and 24, 2008”)

SECTION FIVE

Education

Assembly, (2011) Article 28.- “Education shall be for general welfare of the public and shall not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation without any discrimination shall be guaranteed. It is the right of every person and community to interact among cultures and to participate in a society that learns. The State shall promote intercultural dialogue in all of its many dimensions”. The education is part of the life of people and all of us can access to this opportunity in benefit of our interest, also it refers to the learner that makes interaction with the community in a good way of culture.

EIGHTH SECTION

Science, technology, innovation and ancestral wisdom

3. “To develop technologies and innovations that promote national production, raise efficiency and productivity, improve the quality of life and contribution to the achievement of the good way of living.” The technological field is based on new resources; those are part of the resources of life.

LAW OF CHILDHOOD AND ADOLESCENTS

TITLE I

DEFINITIONS

Art. 1. “End.- This Code provides for the comprehensive protection that the State, society and family should ensure that all children and adolescents living in Ecuador, in order to achieve their integral development and full enjoyment of their rights, within a framework of freedom, dignity and fairness.” This article presents the rights in all the ways that childhood have for development in the life in the freedom that has the society.

TITLE III

RIGHTS, DUTIES AND GUARANTEES

CHAPTER III

Rights related to development.

Art. 37. “Right to Education.- Children and adolescents are entitled to a quality education. This right demands an educational system....” This article considers that children can have a good education and nowadays the students have guarantees in the education system.

4. “Ensure that children and adolescents have teachers, teaching materials, laboratories, premises, facilities and resources and enjoy a favorable environment for the learning.” The education is different because there are a lot of resources that help teachers to engage students for learning.

2.5 Hypothesis

2.5.1 General Hypothesis:

The Didactic Innovative strategies will increase motivation in English teaching in students of sixth basic grade

2.6 Variables of the Study

- **Dependent Variable**

English teaching

- **Independent variable**

Didactic innovative strategies

CHAPTER III

METHODOLOGY

3.1 Research Approach

Methodology considers the different fields for obtaining a good result in the research of study and it will process the answers to solve this problem.

The research involves the qualitative and quantitative methods it will convey to the parameters that need the research in the school.

The qualitative method in this research refers to the values and motivation that students need for learning English.

The quantitative method identifies the amount of students, teachers and parents that school has.

For this reason, the didactic innovative strategies for English teaching to sixth grade students of Carmen Montenegro Elementary School, school year 2014 – 2015 should be applied.

3.2 Level or Type of the Research

This research will focus on the methods for obtaining an excellent result.

3.2.1 Bibliographic Research

This research will identify the didactic strategies that teachers will apply in the classroom with their students.

In order to find good results for the research, it was based on the opinion of various authors and it will be determined through bibliographic resources like books, articles, magazines, documents.

3.2.2 Field Research

It will determine the use of surveys that have different questions for determining the causes and consequences that students do not feel motivated because the teacher applies the traditional method and only explains on the board and uses the book, the researcher thinks that through Didactic Innovative Strategies applies in Sixth Basic grade of Carmen Montenegro School will improve the teaching learning.

3.2.3 Scientific Methods

It will analyze the techniques of research for describing the scientific part that shows the reality that presents this topic about Didactic Innovative Strategies in order to know the feasible research.

3.2.4 Instruments for Data Collection.

During the research, the observation method considers the problem of innovation in didactic for teaching English at Carmen Montenegro School.

3.2.5 Inductive and Deductive Method.

It focuses on the results that will be obtained in the research.

3.3 Population and Sample

3.3.1 Population

The Population of research is composed by eighty students from Sixth basic year, one principal, and eighteen teachers from “Carmen Montenegro School” School year 2014-2015.

Chart 1 Population

No.	01	02	03	04	05	
Description	Principal	Teachers	English Teacher	Parents	Sixth graders	Total
Quantity	1	17	1	70	80	169
%	100%	100%	100%	100%	100%	100%

Source: Population of “Carmen Montenegro Elementary”
Author: María Fernanda Aquino Alejandro

3.3.2 Sample

The Population is about 169 people that represented 100 % which will be studied.

3.4 Variables of operationalization.

Chart 2 Independent Variables

Didactic Innovative Strategies

Conceptualization	Dimensions	Indicators	Items	Techniques And Instruments
Didactic Innovative Strategies	Education Learning Process Didactic Strategies	Motivation Didactic Strategies	Are students motivated in English class? Are the teachers applying the right motivation in the English class? Should the tutors apply innovative educational strategies in the classroom? Will the practice of innovate didactic strategies encourage learning English in students of sixth grade?	Observation: Survey Sixth Graders Teachers Parents

Source: Research Field.

Author: Maria Fernanda Aquino Alejandro

Chart 3 Dependent Variables

English Teaching

Conceptualization	Dimensions	Indicators	Items	Techniques And Instruments
English Teaching	Education Significative Learning	Learning Skills	Aptitude Competence Self confidence Environment Didactic resources	Observation: Survey Sixth Graders English Teacher Parents Camera

Source: Research Field.

Author: Maria Fernanda Aquino Alejandro

3.5 Techniques and Instruments for Data Collection.

It mentions the techniques that this research applies: observation and survey.

3.5.1 Observation

Observation is a way that allows knowing the information through description. It considers the feasible data at Carmen Montenegro School in students of sixth Basic Grade in order to know the methodologies or didactic strategies that teacher applies in the classroom when teaching and learning English in the classroom.

3.5.2 Survey

It will be applied through a questionnaire that permits to identify the problem and obtain a good result that involves each question in the advantages and disadvantages for solving problems in didactic innovative strategies for English teaching to sixth grade students of Carmen Montenegro Elementary, La Libertad, province of Santa Elena, School year-2015.

3.5.3 Camera

A good instrument that records images that the researcher will show as evidences.

3.5.4 Questionnaire

It is a list of questions that allows to identify the problem.

3.6 Data collection plan

The data collection plan was done according to the surveys and statistical charts were done in order to present this research paper.

Chart 4 Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What is it for?	To encourage didactic innovative strategies
2. From which people or objects?	The students of sixth grade basic from “Carmen Montenegro” Elementary School
3. About what aspects?	Motivation
4. Who?	Students
5. To Whom?	Students, English teacher, parents.
6. When?	2014 - 2015.
7. Where?	At Carmen Montenegro Elementary School
8. How many times?	Once a year
9. How?	Individually and by groups
10. Which data collection techniques will be used?	Observation and surveys
11. With what resources?	Questionnaires

Source: Data collection plan of Carmen Montenegro Elementary
 Author: María Fernanda Aquino Alejandro

3.7 Data Processing Plan

Determination of a situation	Data Search	Data Collection and Analysis	Definition And Formulation
<p>In Carmen Montenegro Elementary School students of sixth basic grade need to have motivation in English class.</p>	<p>The Survey shows the low motivation that students have.</p>	<p>The survey is a good strategy because through it the researcher and the teacher should apply didactic innovative strategies for English teaching.</p>	<p>The didactic innovative strategies for teaching English only wants to obtain a good level in students of sixth basic grade at Carmen Montenegro Elementary.</p>

Source: Data processing plan for determining the situation of school.

Author: Maria Fernanda Aquino Alejandro

3.8 Analysis and Interpretation of the Results.

3.8.1 Survey directed to students of sixth basic grade of “Carmen Montenegro” Elementary School.

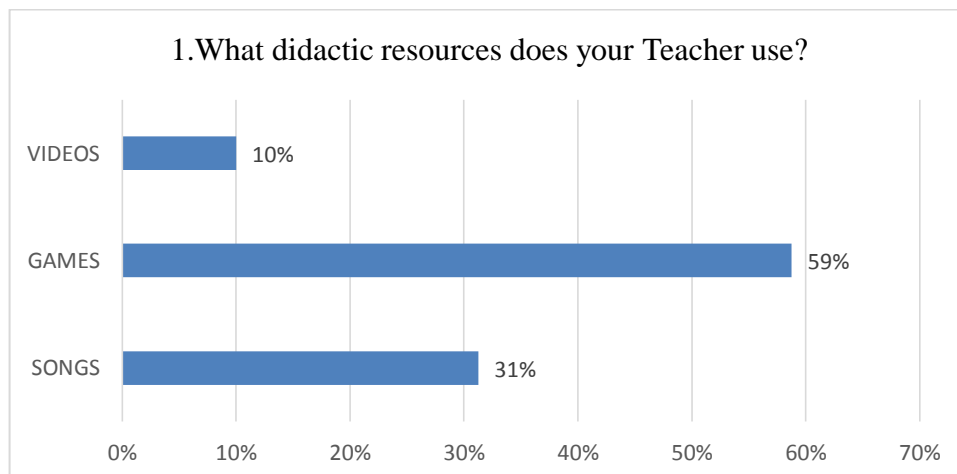
Question 1: What didactic resources would you like your English teacher to use in class?

Objective: To show the resources the teacher uses in the classroom for encouraging to their students.

Chart 5 Question 1 Use of didactic resources

ALTERNATIVES	FREQUENCY	PERCENTAGES
SONGS	25	31%
GAMES	47	59%
VIDEOS	8	10%
TOTAL	80	100%

Graph 1 Question 1 Use of didactic resources



Source: Survey directed to students of “Carmen Montenegro” Elementary
Author: Maria Fernanda Aquino Alejandro.

Interpretation: This graph shows that 59% of students would like to play games in the class, 31% would like songs and 10% would like to watch videos.

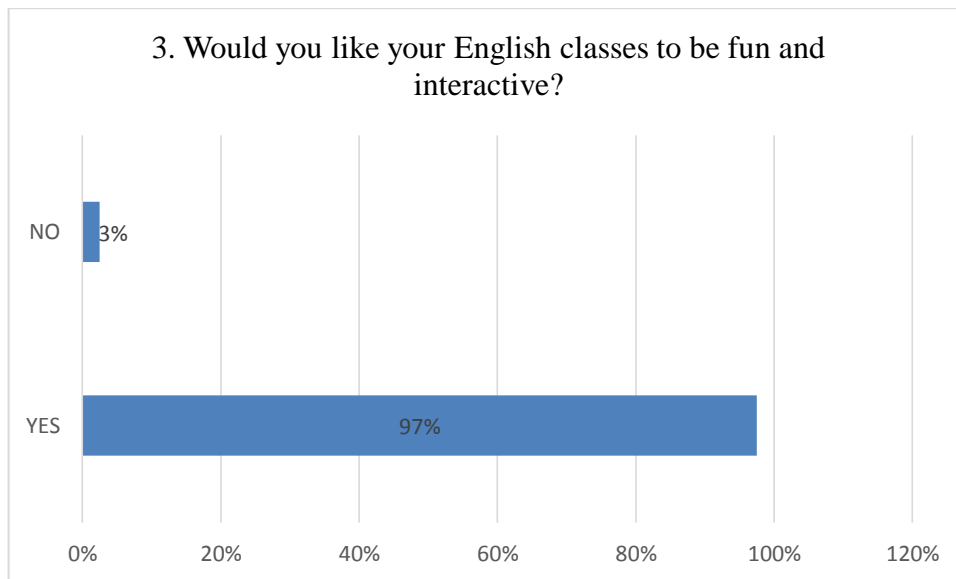
Question 2: Would you like your English classes to be fun and interactive?

Objective: To notice that students prefer interactive classes.

Chart 6 Question 2 Fun and Interactive English Classes

ALTERNATIVES	FREQUENCY	PERCENTAGES
YES	78	97%
NO	2	3%
TOTAL	80	100%

Graph 2 Question 2 Fun and Interactive English Classes



Source: Survey directed to students of "Carmen Montenegro" Elementary
Author: Maria Fernanda Aquino Alejandro.

Interpretation: According to graph 2, 97% of students would prefer their English classes to be fun and interactive while 3% of students prefer traditional classes.

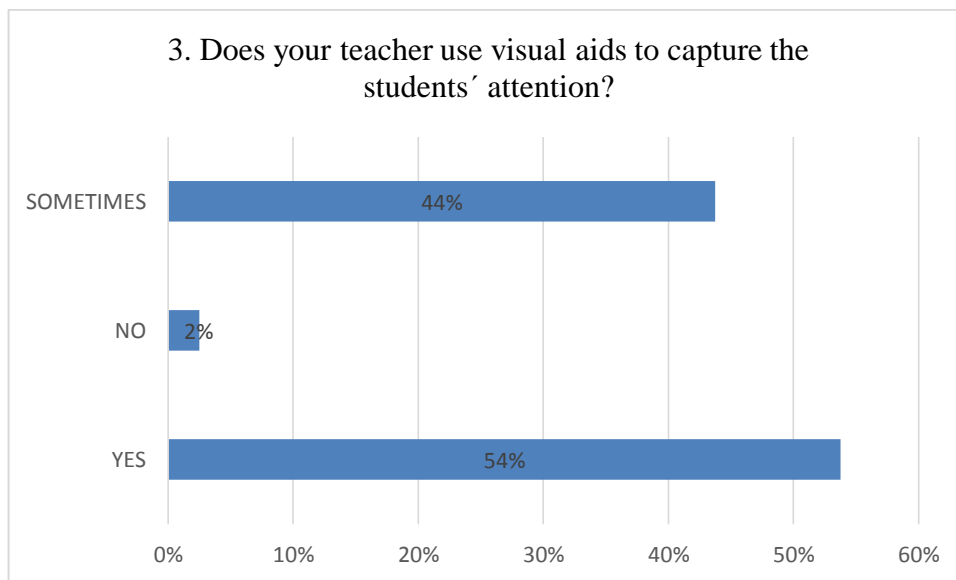
Question 3: Does your teacher use visual aids to capture the students' attention?

Objective: To know that teacher applies pictures when teaching English.

Chart 7 Question 3 Use of visual aids to teach English

ALTERNATIVES	QUANTITY	PERCENTAGES
YES	43	54%
NO	2	2%
SOMETIMES	35	44%
TOTAL	80	100%

Graph 3 Question 3 Use of visual aids to teach English



Source: Survey directed to students of "Carmen Montenegro" Elementary
Author: Maria Fernanda Aquino Alejandro.

Interpretation: According to the third graph, 54% of students responded that their teacher utilized visual aids in the classroom, 44% of students said their teacher sometimes employs visual aids and 2% of students said their teacher never uses visual aids.

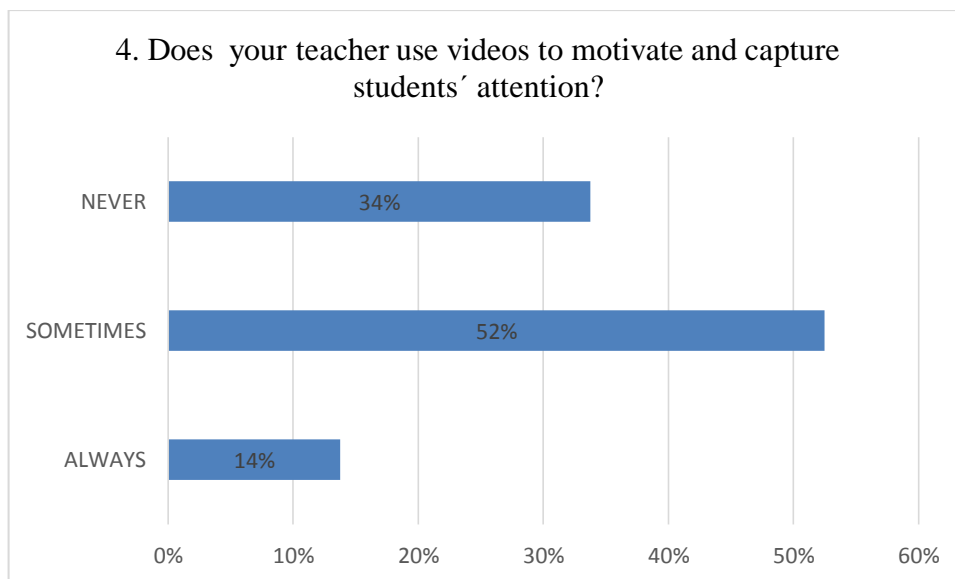
Question 4: Does your teacher use videos to motivate and capture attention of students?

Objective: To encourage students for learning English.

Chart 8 Question 4 Use of videos to motivate students

ALTERNATIVES	FREQUENCY	PERCENTAGES
ALWAYS	11	14%
SOMETIMES	42	52%
NEVER	27	34%
TOTAL	80	100%

Graph 4 Question 4 Use videos to motivate students



Source: Survey directed to students of “Carmen Montenegro” Elementary

Author: Maria Fernanda Aquino Alejandro.

Interpretation: 52% of the students surveyed said that their teachers used videos to capture their attention while 34% responded that their teachers never use videos and 14% said their teachers always use videos.

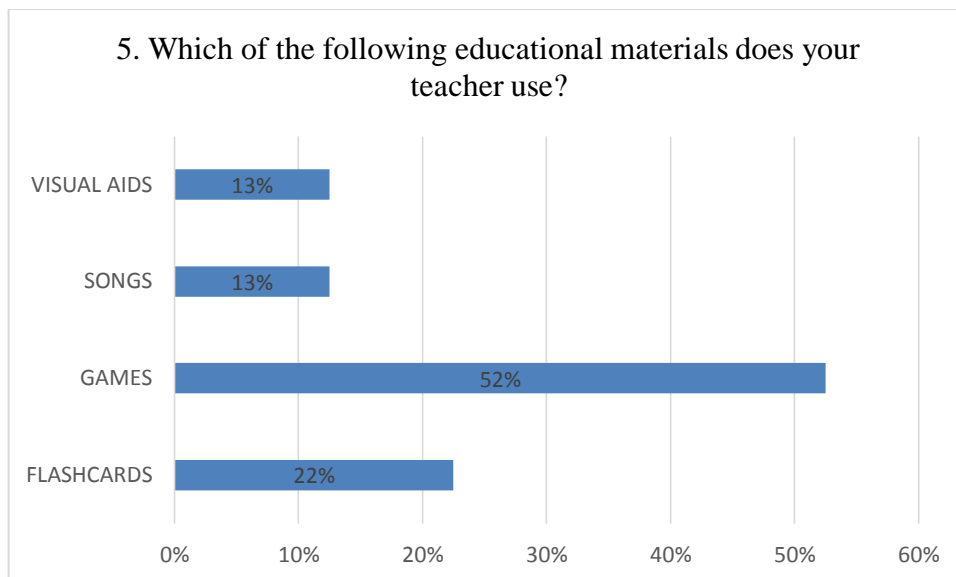
Question 5: Which of the following educational materials does your teacher use?

Objective: To notice that students recognize the educational materials that is used by their teacher.

Chart 9 Question 5 Use of educational materials

ALTERNATIVES	FREQUENCY	PERCENTAGES
FLASHCARDS	18	22%
GAMES	42	52%
SONGS	10	13%
VISUAL AIDS	10	13%
TOTAL	80	100%

Graph 5 Question 5 Use of educational materials



Source: Survey directed to students of “Carmen Montenegro” Elementary
Author: Maria Fernanda Aquino Alejandro.

Interpretation: According to graph 5, 52% of students responded that their teacher utilizes games in the classroom, 22% said their teacher uses flashcards and 13% said their teacher uses visual aids and songs.

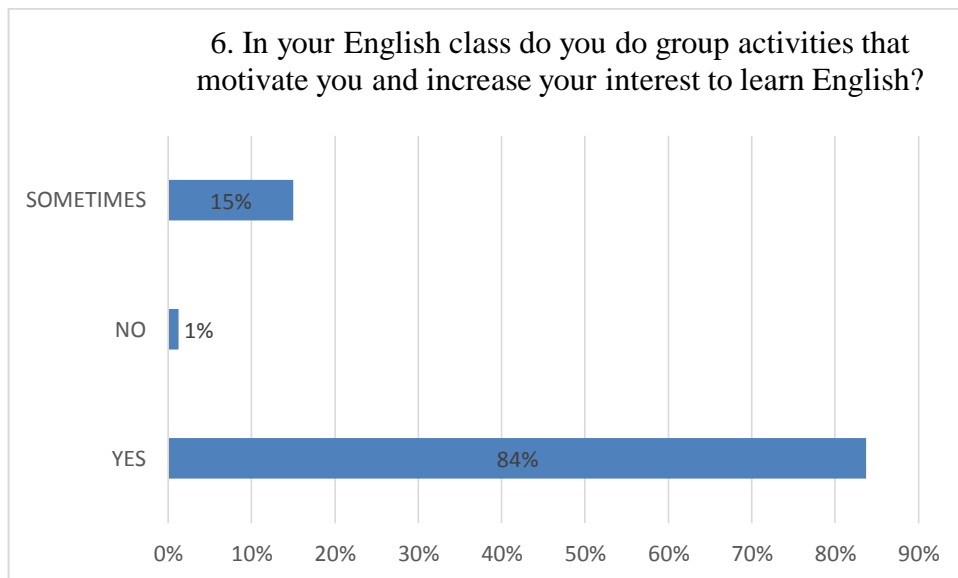
Question 6: In your English class do your group activities motivate you and increase your interest to learn English?

Objective: To practice activities in group to motivate students.

Chart10 Question 6 Group activities

ALTERNATIVES	FREQUENCY	PERCENTAGES
YES	67	84%
NO	1	1%
SOMETIMES	12	15%
TOTAL	80	100%

Graph 6 Question 6 Group activities



Source: Survey directed to students of “Carmen Montenegro” Elementary

Author: Maria Fernanda Aquino Alejandro.

Interpretation: According to graph 6, 84% of students do motivating group activities in their English classes, 15% sometimes do group activities and 1% never do group activities.

3.8.2 Survey directed to parents of “Carmen Montenegro Elementary”

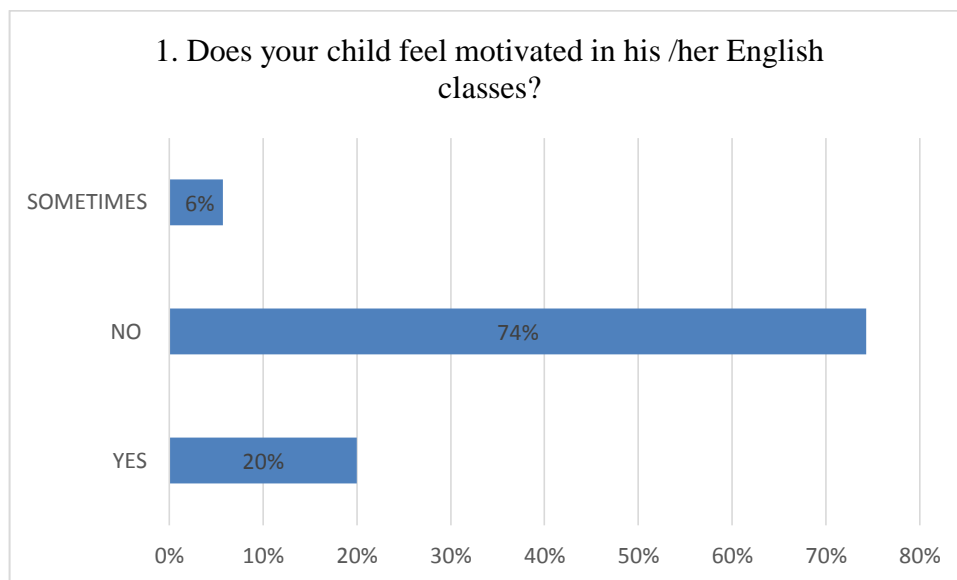
Question 1: Does your child feel motivated in his/her English classes?

Objective: To know the teacher applies motivational strategies.

Chart 11 Question 1 Utilization of motivational strategies

ALTERNATIVES	FREQUENCY	PERCENTAGES
YES	14	20%
NO	52	74%
SOMETIMES	4	6%
TOTAL	70	100%

Graph 7 Question 1 Utilization of motivational strategies



Sources: Survey directed to parents “Carmen Montenegro” Elementary
Author: María Fernanda Aquino Alejandro

Interpretation: According to graph 7, 74% of parents believed that their children are not motivated in their English classes while 20% believe their children are motivated. 6% responded that their children are sometimes motivated in class.

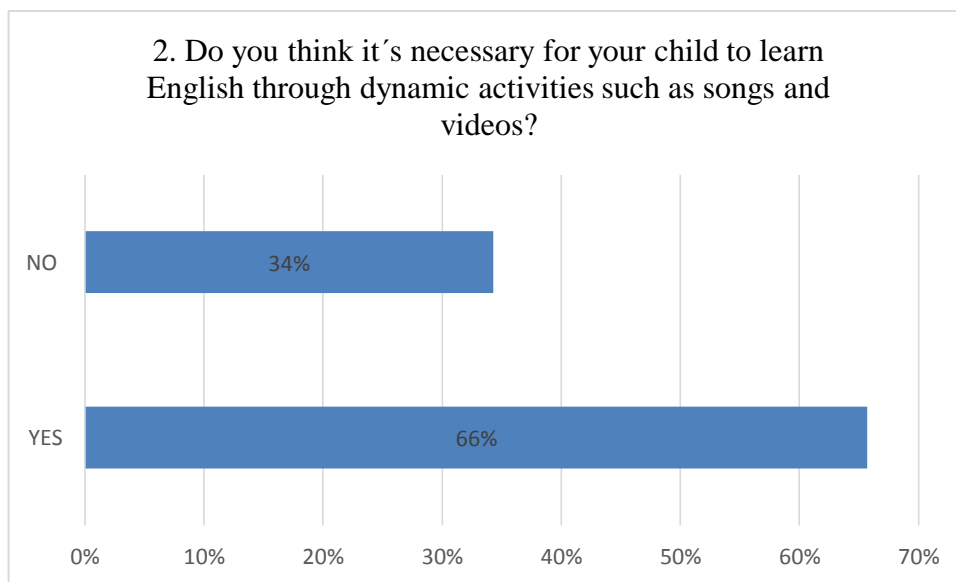
Question 2: Do you think it's necessary for your child to learn English through dynamic activities such as songs and videos?

Objective: To determine that dynamic activities helps in the process of knowledge.

Chart 12 Question 2 Dynamic activities

ALTERNATIVES	FREQUENCY	PERCENTAGES
YES	46	66%
NO	24	34%
TOTAL	70	100%

Graph 8 Dynamic activities



Sources: Survey directed to parents "Carmen Montenegro" Elementary
 Author: María Fernanda Aquino Alejandro

Interpretation: According to graph 8, 66% of parents think it is necessary for their children to learn English through dynamic activities while 34% believed that such activities aren't necessary.

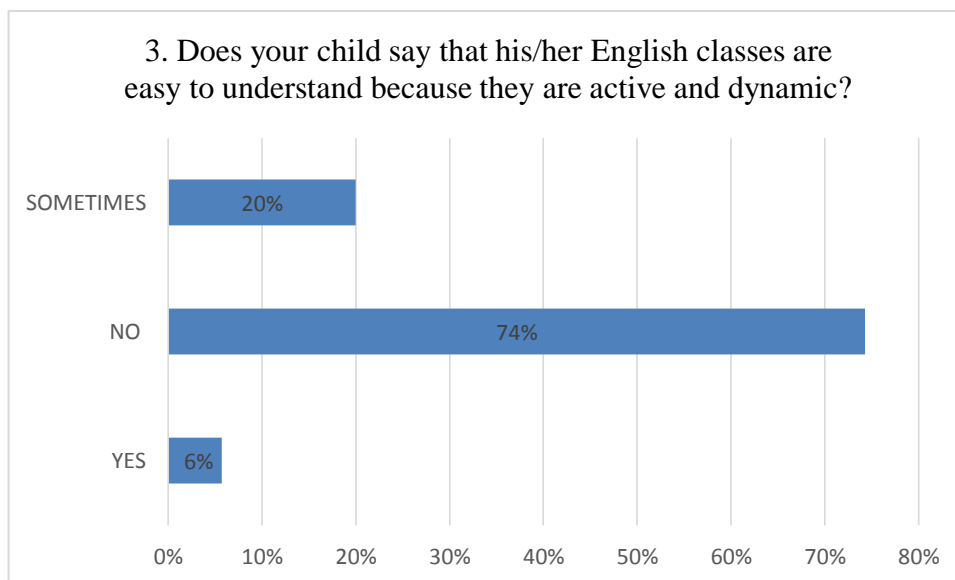
Question 3: Does your child say that his /her English classes are easy to understand because they are active and dynamic?

Objective: To know the effective classes the teacher applies in the classroom.

Chart 13 Question 3 Active and Dynamic English Classes

ALTERNATIVES	FREQUENCY	PERCENTAGES
YES	4	6%
NO	52	74%
SOMETIMES	14	20%
TOTAL	70	100%

Graph 9 Question 3 Active and Dynamic English Classes



Sources: Survey directed to parents “Carmen Montenegro” Elementary
 Author: María Fernanda Aquino Alejandro

Interpretation: Graph 9 reveals that 74% of parents said that their children do not believe their English classes are easy to understand because they are dynamic, 20% said sometimes the English classes are easy to understand and 6% said the classes are never easy to understand.

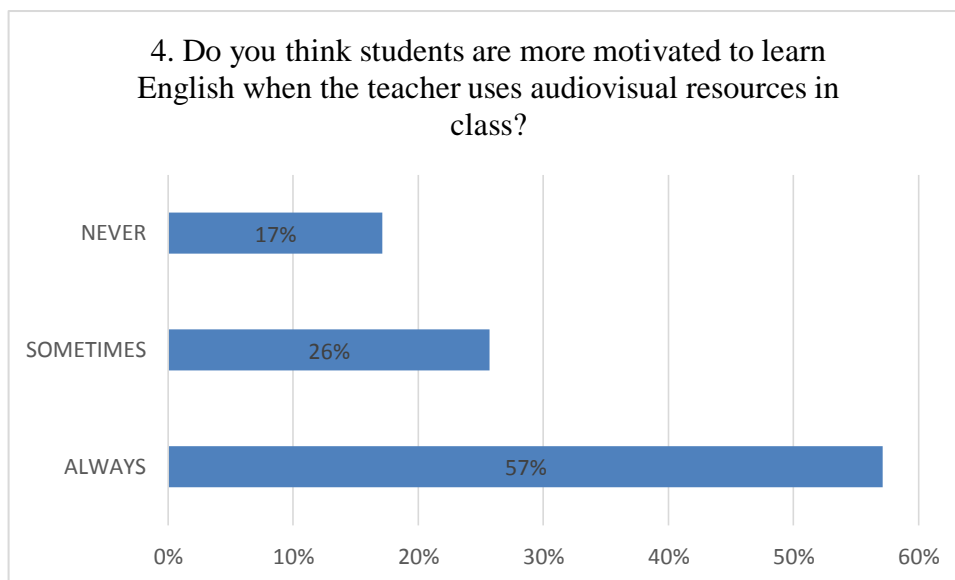
Question 4: Do you think students are more motivated to learn English when the teacher uses audiovisual resources in class?

Objective: To show that the audiovisual resources need to be apply in the classes.

Chart 14 Question 4 Audiovisual resources

ALTERNATIVES	FREQUENCY	PERCENTAGES
ALWAYS	40	57%
SOMETIMES	18	26%
NEVER	12	17%
TOTAL	70	100%

Graph 10 Question 4 Audiovisual resources



Source: Survey directed to parents “Carmen Montenegro” Elementary
 Author: María Fernanda Aquino Alejandro

Interpretation: 57% of parents believe that students are more motivated to learn English when the teacher uses audiovisual resources, 26% believe audiovisual resources sometimes motivate the students and 17% believe audiovisual resources never motivate the students to learn English.

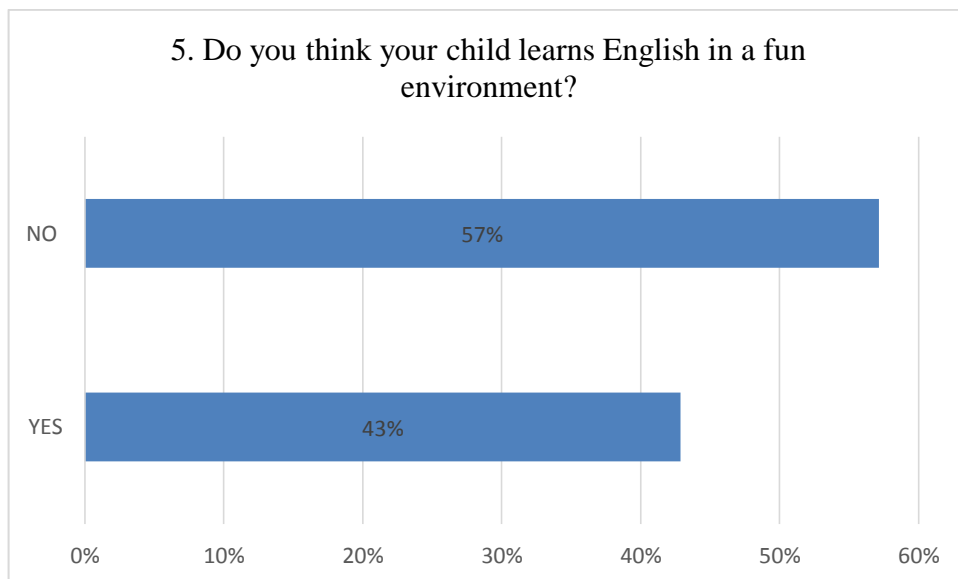
Question 5: Do you think your child learns English in a fun environment?

Objective: To notice that fun environment is the best place for learning English.

Chart 15 Question 5 Learning English in a Fun Environment

ALTERNATIVES	FREQUENCY	PERCENTAGES
YES	30	43%
NO	40	57%
TOTAL	70	100%

Graph 11 Question 5 Learning English in a Fun Environment



Source: Survey directed to parents “Carmen Montenegro” Elementary
Author: María Fernanda Aquino Alejandro

Interpretation: 57% do not think that their children learn in a fun environment while 47% of parents do believe their children learn English in a fun environment.

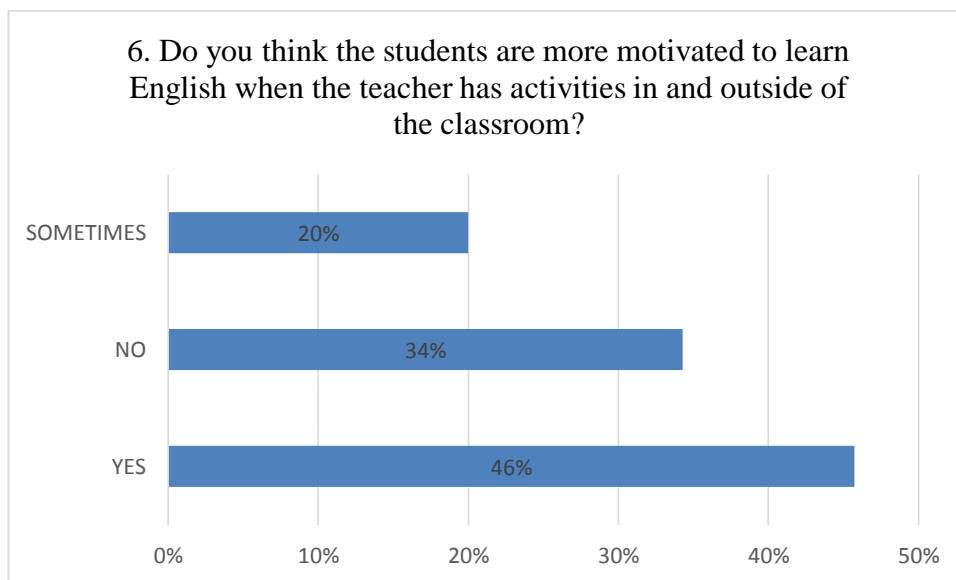
Question 6: Do you think the students are more motivated to learn English when the teacher has activities in and outside of the classroom?

Objective: To determine that activities in and outside the classroom helps to students all the time.

Chart 16 Question 6 English Activities Inside and Outside of the Classroom

ALTERNATIVES	FREQUENCY	PERCENTAGES
YES	32	46%
NO	24	34%
SOMETIMES	14	20%
TOTAL	70	100%

Graph 12 Question 6 English Activities Inside and Outside of the Classroom



Sources: Survey directed to parents “Carmen Montenegro” Elementary
 Author: Maria Fernanda Aquino Alejandro

Interpretation: Graph 12 reveals that 46% of parents think students are more motivated to learn English when the teacher prepares activities in and outside of the classroom, 34% do not affect the students’ motivation and 20% think such activities sometimes affect the students’ motivation.

3.8.3 Survey directed to teacher of Carmen Montenegro Elementary School.

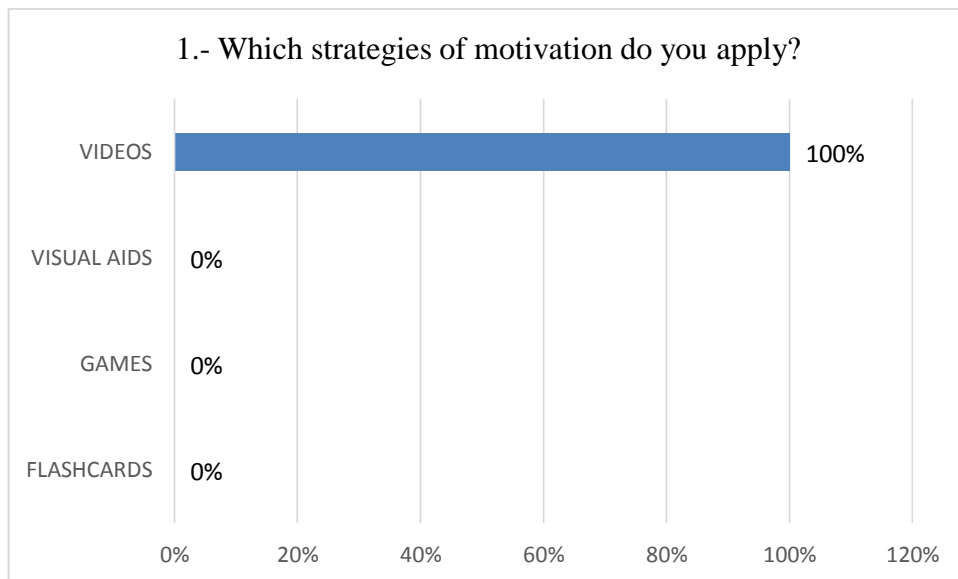
Question 1: Which strategies of motivation do you apply?

Objective: To know that it is important that teacher applies strategies.

Chart 17 Question 1 Motivational Strategies

ALTERNATIVES	FREQUENCY	PERCENTAGE
FLASHCARDS		0%
GAMES		0%
VISUAL AIDS		0%
VIDEOS	1	100%
TOTAL	1	100%

Graph 13 Question 1 Motivational Strategies



Sources: Survey directed to teachers "Carmen Montenegro" Elementary

Author: María Fernanda Aquino Alejandro

Interpretation: According to the graph 13, the teacher only utilizes videos in the classroom in order to motivate the students.

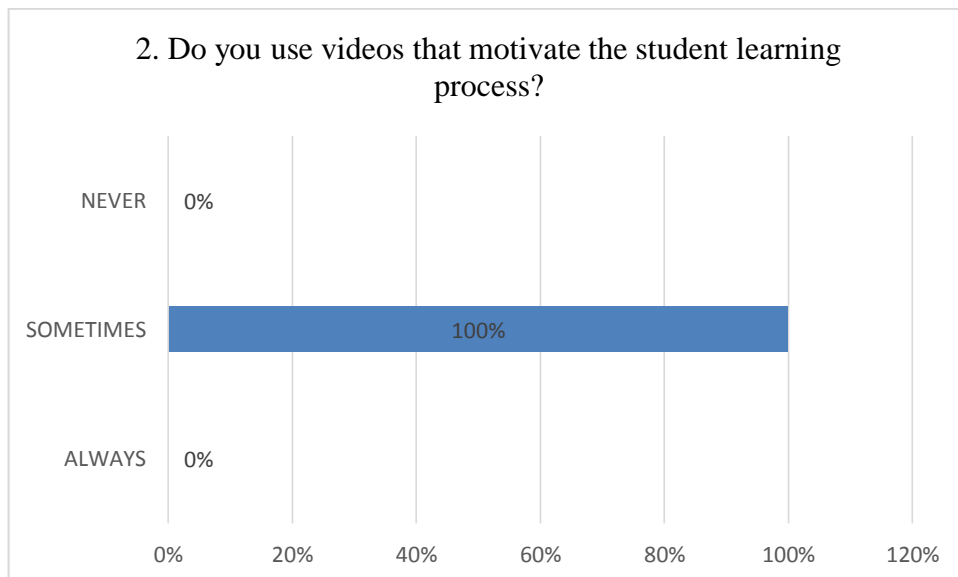
Question 2: Do you use videos that motivate the student learning process?

Objective: To notice that videos engage the English class.

Chart 18 Question 2 Learning process

ALTERNATIVES	FREQUENCY	PERCENTAGE
ALWAYS		0%
SOMETIMES	1	100%
NEVER		0%
TOTAL	1	100%

Graph 14 Question 2 Learning process



Sources: Survey directed to teachers "Carmen Montenegro" Elementary

Author: Maria Fernanda Aquino Alejandro

Interpretation: According to this graph the teacher sometimes uses videos in the classroom.

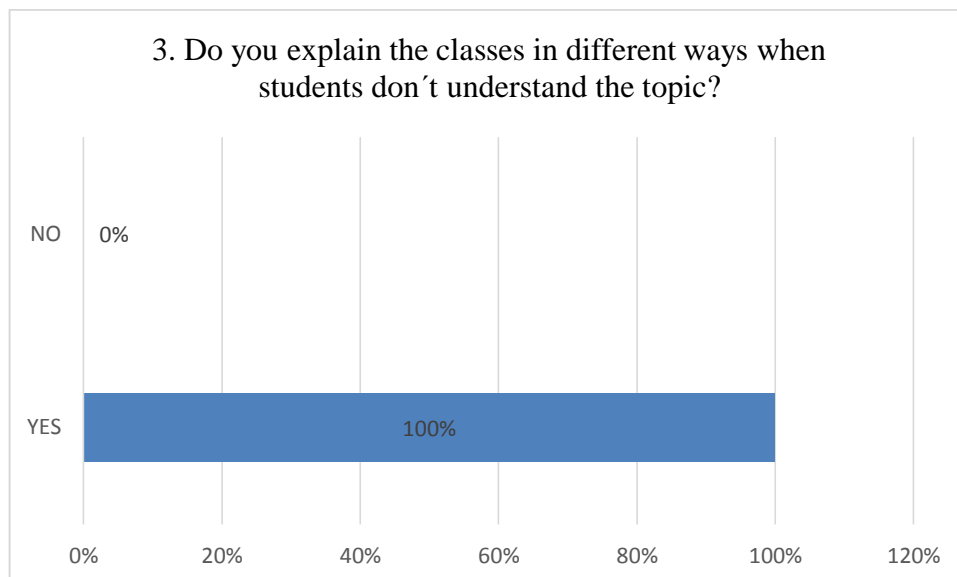
Question 3: Do you explain the classes in different ways when the students do not understand the topic?

Objective: To apply different strategies for helping students.

Chart 19 Question 3 Strategies for helping students.

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	100%
NO		0%
TOTAL	1	100%

Graph 15 Question 3 Strategies for helping students.



Sources: Survey directed to teachers “Carmen Montenegro” Elementary
 Author: María Fernanda Aquino Alejandro

Interpretation: The teacher believes that he explains the classes and helps them in different ways all the time in a 100%.

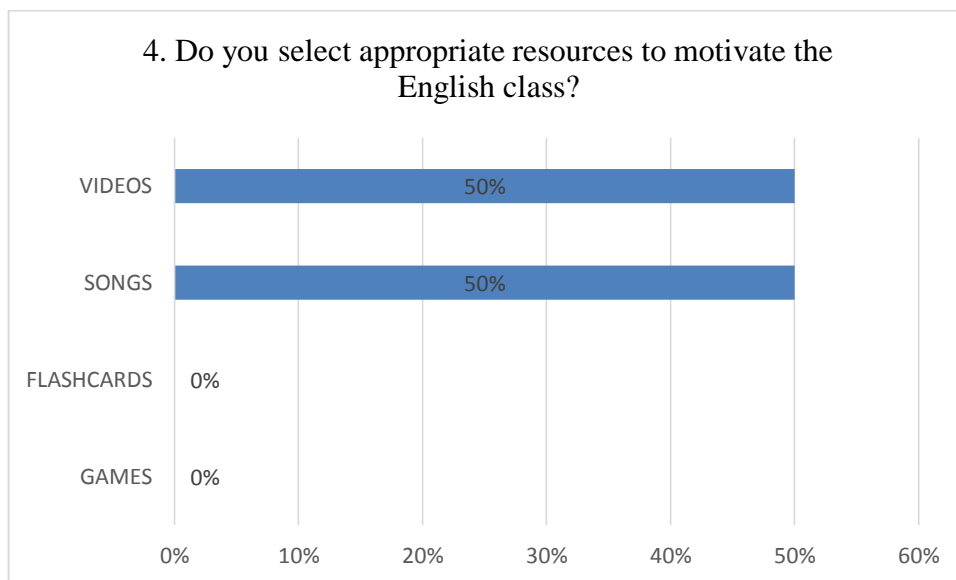
Question4: Do you select appropriate resources to motivate the English class?

Objective: To identify the didactic strategies allowed encouraging the English class.

Chart 20 Question 4 Appropriate resources to motivate the English class

ALTERNATIVES	FREQUENCY	PERCENTAGE
GAMES		0%
FLASHCARDS		0%
SONGS	1	50%
VIDEOS	1	50%
TOTAL	2	100%

Graph 16 Question 4 Appropriate resources to motivate the English class



Sources: Survey directed to teachers "Carmen Montenegro" Elementary
Author: Maria Fernanda Aquino Alejandro

Interpretation: The teacher uses the resources such as 50% songs and 50% videos.

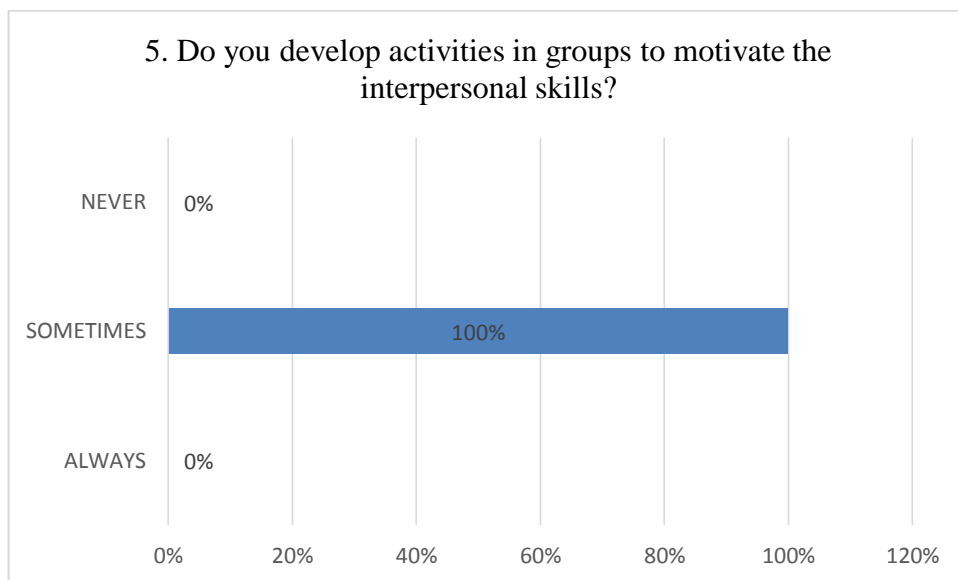
Question 5: Do you develop activities in groups to motivate the interpersonal skills?

Objective: To identify if activities in group allow the teacher to develop in a good way.

Chart 21 Question 5 Group Activities

ALTERNATIVES	FREQUENCY	PERCENTAGE
ALWAYS		0%
SOMETIMES	1	100%
NEVER		0%
TOTAL	1	100%

Graph 17 Question5 Group Activities



Sources: Survey directed to teachers “Carmen Montenegro” Elementary
 Author: Maria Fernanda Aquino Alejandro

Interpretation: The teacher sometimes tries to plan group activities in order for the students to develop good interpersonal skills while learning English.

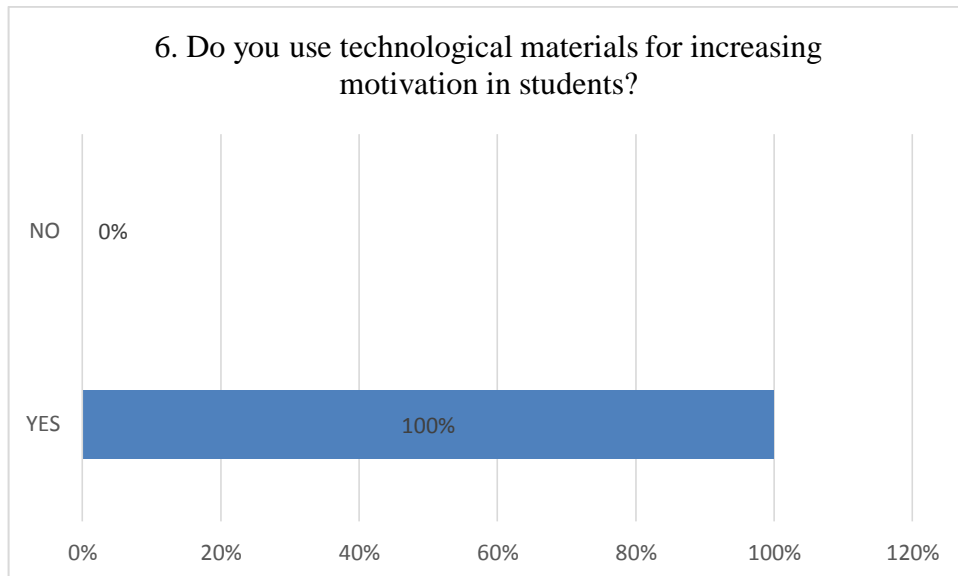
Question 6: Do you use technological materials for increasing motivation in students?

Objective: To use the ICT for learning English in a good way.

Chart 22 Question 6 Technological materials

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	100%
NO		0%
TOTAL	1	100%

Graph 18 Question 10 Technological materials



Sources: Survey directed to teachers “Carmen Montenegro” Elementary

Author: Maria Fernanda Aquino Alejandro

Interpretation: The teacher responded that he does use technological material in his class.

3.9 Conclusions and Recommendations

The surveys from students of Sixth Basic Grade, parents and teachers have different results in Carmen Montenegro Elementary School, and it considers the following conclusions and recommendations for developing the proposal.

3.9.1 Conclusions

- Motivation is important to achieve competence in the teaching learning English.
- Teachers need to create a good environment for the teaching process, it involves the strategies according to the levels that students have.
- Students need to understand the importance of learning English through didactic innovative strategies.

3.9.2 Recommendations

- Teachers need to apply motivational strategies according to the necessities of their students.
- Teachers need to provide a motivational environment according to the level of students with innovative strategies for encouraging students to learn English

- Teachers should use resources with didactic innovative strategies for teaching English.

CHAPTER IV

PROPOSAL

4.1 Informative Data

Title of the Proposal

DIDACTIC INNOVATIVE STRATEGIES FOR ENGLISH TEACHING TO SIXTH GRADE STUDENTS OF CARMEN MONTENEGRO ELEMENTARY SCHOOL, LA LIBERTAD, PROVINCE OF SANTA ELENA , SCHOOL YEAR 2014 – 2015.

Executing Institution

Península of Santa Elena State University.

Beneficiaries

Students of Sixth grade at Carmen Montenegro Elementary School.

Location

Santa Elena County- Province of Santa Elena.

Estimated time for execution

9 Months.

Responsibles

Author: María Fernanda Aquino Alejandro

Advisor: MSc. Luis Iza Espinoza.

Budget

\$ 1.111.00

4.2 Proposal background

Rosero, (2012) considers that **“The Ecuadorian Ministry of Education has guidelines that allow teachers to develop the communicative approach because the students need to have a good level in the English subject”**

Teachers in Ecuador have had training with strategies but in certain cases the students do not feel motivated for this reason it is considered that teacher should establish a good environment when teaching English, and it depends on the methodologies and strategies that teacher applies in the classroom.

Payton and Futurelab, (2009) believe that **“The Curriculum innovation provides children and young people with the knowledge and skills required to lead successful lives”** It identifies the relationship that the teacher has with his/her students for making a good environment in the process of teaching English.

4.2.1 Payton and Futurelab, (2009). Also state that **“Learning and innovation skills: Creativity and innovation, Critical Thinking and problem solving and communication and collaboration”**. The part of innovation skills helps teachers to apply strategies according to the needs of students.

In Carmen Montenegro School, according to the survey, the students have a low motivation. For this reason the results are not good.

The problem that has the school in students of sixth basic grade.

According to the guide of didactic innovative strategies, the teacher can apply the correct methodology in the process of teaching English according to the level of Ministry of Education needs to achieve in the students.

4.3 Significance

The development of the guide of didactic innovative strategies is very important because it helps the teacher to apply new resources when teaching English classes. This guide is a resource that teachers should apply in the classroom with innovative strategies, and it has different purposes that focus on the skills that the students can develop in a good way.

The didactic innovative strategies in this case, are involved in a field of technology because the teacher can use other methods in order to increase motivation in their students.

This guide refers to Didactic Innovative Strategies for English Teaching to Sixth Grade Students of Carmen Montenegro Elementary School, La Libertad, province of Santa Elena, school year 2014 – 2015.

It works with information and communication technology because it is an effective way that students like according to the skills that students need to develop.

4.4 Objectives

4.4.1. General objective

- To design a guide of strategies through Blended Learning for increasing motivation in the English learning process of Sixth basic grade in Carmen Montenegro Elementary School.

4.4.2 Specific Objectives

- To propose and use innovative strategies directed to the teacher of Carmen Montenegro Elementary School.
- To develop strategies that help students to obtain effective goals in the process of teaching and learning English.
- To apply the didactic innovative strategies for increasing motivation in students.

4.5 Design and Development of the Proposal

DIDACTIC INNOVATIVE STRATEGIES THROUGH BLENDED LEARNING FOR ENGLISH TEACHING TO SIXTH GRADE STUDENTS OF CARMEN MONTENEGRO ELEMENTARY SCHOOL



Author: María Fernanda Aquino Alejandro

La Libertad – Ecuador

2014-2015

Learning English is vitally important for many reasons. It is currently the principal language spoken around the world and is used in business, science, technology, medicine, educational domains and academic domains.

Advanced technology is an essential part of the didactic innovation strategies through online activities. The teacher does not work in a traditional classroom but rather he or she applies interactive contents and activities that increase students' interest and motivation of the English language.

Online activities create a new environment for learning English. Based on the age of the students and their levels, teachers are able to engage their students with an array of different activities.

These effective strategies not only help students and teachers to establish a good relationship but they also help students to develop their speaking, listening, reading and writing skills.

Roles

- Teachers
- Students
- Online activities

Teachers develop their classes through online activities and students feel motivated to learn English.

Advantages

- Online activities allow students to learn English more effectively.
- Online activities increase student interest and motivation to practice English.
- Online activities give students closer contact to everyday English
- The students that use online activities can develop their English skills in a better way
- This strategy improves their skills in the students of Carmen Montenegro Elementary.

CONTENTS	GOALS	RESOURCES	RESPONSIBLE PEOPLE	BENEFICIARIES	TIME
Phase 1 Choose the contents	Select the topics from units of Enterprise book for sixth grade basic	English Book	María Fernanda Aquino Researcher Sixth grade teacher	Sixth basic grade English Teacher Institution	1 day
Phase 2 Select the online activities	Choose the activities according to each topic	Computer Internet	María Fernanda Aquino Researcher Sixth grade teacher	Sixth basic grade English Teacher Institution	1 week
Phase 3 Add online activities to lesson plans	Adapt lesson plans to include online activities	Lesson Plan Computer Internet	María Fernanda Aquino Researcher Sixth grade teacher	Sixth basic grade English Teacher Institution	1 week
Phase 4 Utilization of online activities in the classroom	Use of online activities in the classroom that develop targeted skills and stimulate language learning	Computer Internet	María Fernanda Aquino Researcher Sixth grade teacher	Sixth basic grade English Teacher Institution	1 month

Chart 23 Operating Model

TOPIC	OBJECTIVES	RESPONSIBLE	TIME	EVALUATION
Lesson 1 Possessive adjectives	To practice how to use the possessive adjective	Teacher - Students	45 minutes	To demonstrate the correct use of Possessive Adjectives
Lesson 2 Sports	To identify and practice sport vocabulary.	Teacher - Students	45 minutes	To recognize the different sports
Lesson 3 Sports	To practice listening to and spelling different sports	Teacher - Students	45 minutes	Students will be able to improve listening.
Lesson 4 Action Nouns	To practice the use of action nouns	Teacher - Students	45 minutes	To identify different action nouns.
Lesson 5 Action Verbs	To practice the use of action verbs in third person	Teacher - Students	45 minutes	To recognize action verbs in the simple present
Lesson 6 Verb Vocabulary	To practice listening and spelling different type of verbs	Teacher - Students	45 minutes	Student will be able to apply the verbs.
Lesson 7 The verb like	To practice the verb like	Teacher - Students	45 minutes	Students will be able to form sentences with the verb “like”
Lesson 8 Simple Present questions	Students will be able to identify different present simple questions	Teacher - Students	45 minutes	To recognize and form simple present questions
Lesson 9 Listening for adjectives	Students will be able to listen and answer the questions.	Teacher - Students	45 minutes	To improve listening comprehension
Lesson 10 Basic Vocabulary	Students will be able to recognize words related to everyday thing	Teacher - Students	45 minutes	Students will improve their vocabulary about everyday things

Chart 24 Develop of the Proposal

Strategy 1

Practicing possessive adjectives using Penguins in Peril

Activity: Penguins in Peril

Objective: To practice how to use the possessive adjective

Evaluation: To demonstrate the correct use of Possessive Adjectives

Procedure:

Step 1: Set up the computer and projector and make sure there is an Internet connection.

Step 2: Type in the following web address

http://www.letshavefunwithenglish.com/games/possessive_adjectives/ in order to access the game

Step 3: Click on the start button of the first game

Step 4: A sentences will appear on the screen, there will be one blank space for the missing possessive adjective and the correct possessive adjective from the 4 possible options below the sentence.

Step 5: Choose the correct possessive adjective within 3 tries. If unsuccessful, the penguins' Iceberg will melt and the game will be over.



Figure 1 Students participating in the game "Penguins in Peril"

Strategy 2

Identifying sport vocabulary through sport memory

Activity: Sport Memory

Objective: To identify and practice sport vocabulary.

Evaluation: To recognize the different sports

Procedure:

Step 1: Set up computer and projector and make sure there is an Internet connection.

Step 2: Type in the following web address <http://www.eslgamesplus.com/sports-vocabulary-esl-memory-game/> in order to access the game.

Step 3: On the first screen, click on the play button.

Step 4: 12 happy face cards will appear on the screen, click on one of the cards. The cards will either have the name of a sport or a picture of the sport.

Step 5: Work in pairs to listen to the words and match the corresponding picture or word.

Step 6: Once the picture and word are found they will appear on the right hand side of the screen.



Figure 2 Students playing the game "Sport Memory"

Strategy 3

Practicing sports vocabulary using slow click

Activity: Slow click

Objective: To practice listening to and spelling different sports

Evaluation: Students will be able to improve listening.

Procedure:

Step 1: Set up computer and projector and make sure there is an internet connection.

Step 2: Type in the following web address <http://gamestolearnenglish.com/slow-click/> in order to access the game.

Step 3: On the first screen three boxes that say sound, text and name will appear. Click on the next screen.

Step 4: Select the sport icon.

Step 5: Listen to the name of the sport and choose the correct picture.

Step 6: In order to make the game more interactive, work in pairs and have one person mime the sport after having the word and the have other person guess the sport and click on the correct picture.

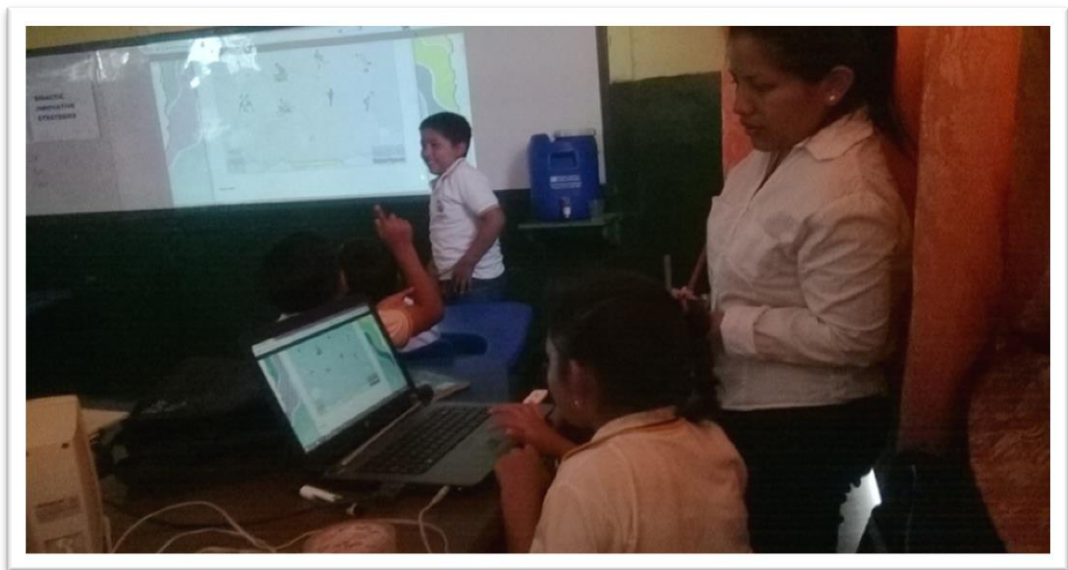


Figure 3 Student practicing sports vocabulary with the game “Slow Click”

Strategy 4

Identifying action nouns using “Cocodrile board game”

Activity: Cocodrile Board Game “Action Nouns”

Objective: To practice the use of action nouns

Evaluation: To identify different action nouns.

Procedure:

Step 1: Set up computer and projector and make sure there is an internet connection.

Step2: Type in the following web address <http://www.eslgamesplus.com/action-verbs-noun-collocations-esl-vocabulary-grammar-interactive-crocodile-board-game/>

Step 3: On the first screen , click on the start button.

Step 4: On the next screen roll the dice.

Step 5: Read the fill in the blank and click on the correct action noun to complete the sentences.

Step 6: Answer all of the sentences until you reach the end of the boardgame.



Figure 4 Students participating with the game “Cocodrile board game”

Strategy 5

Reviewing action verbs using Robot Ravine

Activity: Robot Ravine

Objective: To practice the use of action verbs in third person

Evaluation: To recognize action verbs in the simple present

Procedure:

Step1: Set up computer and projector and make sure there is an internet connection.

Step 2: Type in the following web address

http://www.interactive.cambridge.org/media/games/level1/game4_robot/ in order to access the game.

Step 3: On the first screen, click on the button “play now”.

Step 4: Students must choose their means of transport.

Step 5: Read the task, Students must correctly answer the given question in order to move the robot to the other side of the ravine.

Step 6: Click on the submit button.

Step 7: Click on the return arrow in the right hand corner to receive another question.



Figure 5 Students improving their reading skills through “Robot ravine”

Strategy 6

Practicing verbs through spelling bee

Activity: Spelling bee

Objective: To practice listening and spelling different type of verbs

Evaluation: Student will be able to apply the verbs.

Procedure:

Step 1: Set up computer and projector and make sure there is an internet connection.

Step 2: Type in the following web address <http://gamestolearnenglish.com/spelling-bee/>

Step 3: On the first screen click on the play button.

Step 4: On the next screen, select the verb and category.

Step 5: Listen to the verb.

Step 5: Quickly choose the letter to spell the verb.



Figure 6 Students improving their knowledge of English verbs

Strategy 7

Identifying the verb like using grammar bubbles

Activity: Grammar Bubbles

Objective: To practice the verb like

Evaluation: Students will be able to form sentences with the verb “like”

Procedure:

Step 1: Set up computer and projector and make sure there is an internet connection.

Step 2: Type in the following web address <http://gamestolearnenglish.com/grammar-bubbles/>

Step 3: On the first screen click on the “start” button.

Step 4: Unordered sentence with the verb like and join the words to order the sentence.

Step 5: Form the sentences as quickly as possible.

Step 5: Spell the Word as quickly as possible.

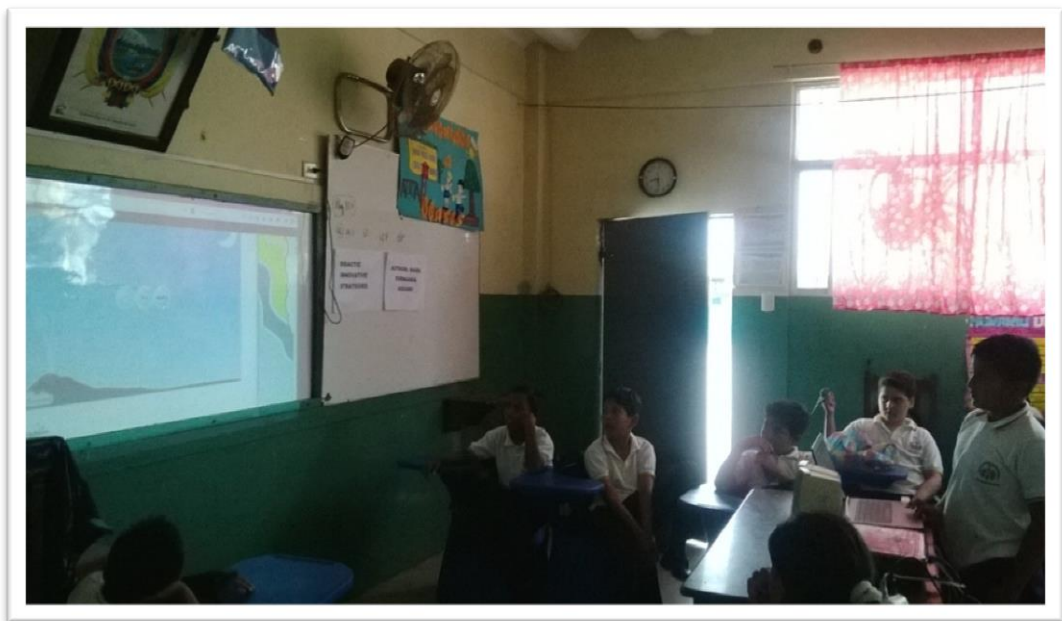


Figure 7 Students playing the game “Grammar bubbles”

Strategy 8

Identifying present simple questions using Astro Antics game

Activity: Astro Antics

Objective: Students will be able to identify different present simple questions

Evaluation: To recognize and form simple present questions

Procedure:

Step 1: Set up computer and projector and make sure there is an internet connection.

Step 2: Type in the following web address

http://www.interactive.cambridge.org/media/games/level1/game2_astro/

Step 3: On the first screen click on the “Start game” button in the right hand corner.

Step 4: Use the arrows on your keyboard to move the astronaut

Step 5: Read the cut up words on the screen.

Step 6: Move the astronaut to join the words and create simple present question.

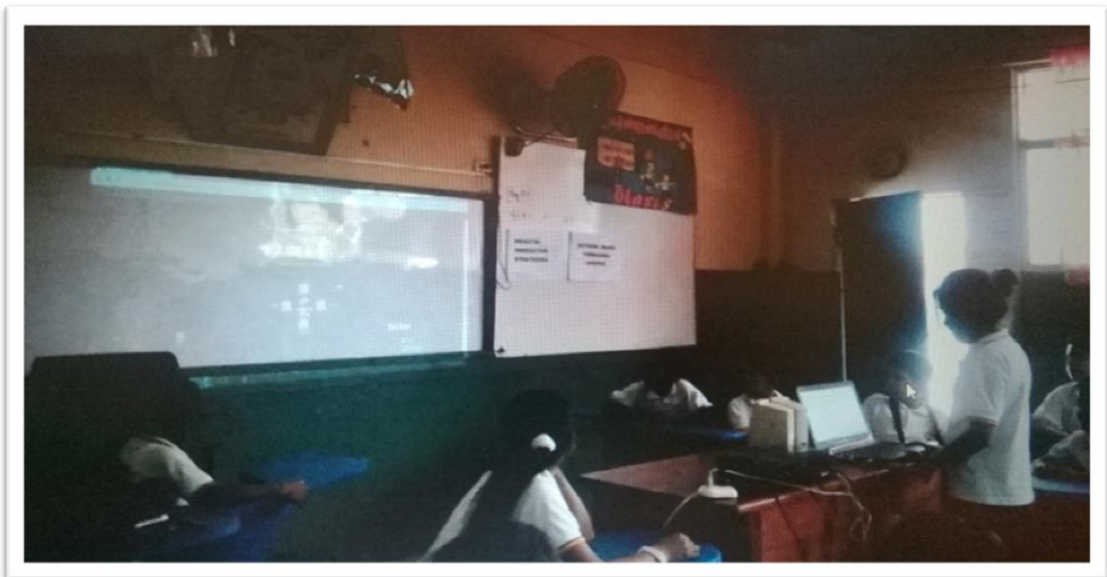


Figure 8 Students participating in the game “Astro Antics”

Strategy 9

Improving listening through the story The Three Little Pigs

Activity: Busting with the Three Little Pigs

Objective: Students will be able to listen and answer the questions.

Evaluation: To improve listening comprehension

Procedure:

Step 1: Set up computer and projector and make sure there is an internet connection.

Step 2 : Listen to the story of the 3 little pigs twice.

Step 3: Tapes balloons to the board, three of the balloons need to have a question related to the story in them.

Step 4: Pop the balloons and read the question inside.

Step 5: Students answer the question.

Step 4: If there is no question inside the balloon, choose another balloon.



Figure 9 Students listening to the story “Three Little pigs”

Strategy 10

Improving vocabulary using The Great Ant Escape game

Activity: The Great Ant Escape

Objective: Students will be able to recognize words related to everyday thing

Evaluation: Students will improve their vocabulary about everydayday things.

Procedure:

Step 1: Set up computer and projector and make sure there is an internet connection.

Step 2: Type in the following web address

http://www.interactive.cambridge.org/media/games/level1/game1_ant/

Step 3: On the first screen, Click on the “watch demo” button.

Step 4: Click on the start game button after the demo is over.

Step 5: Look at the highlighted picture and find it’s corresponding word.

Step 6: In order to collect Word, move the Green Ant to the Word and have him pick up the ant that is carrying that Word.

Step 7: Carry the Word/Ant to the correct picture. Avoid the red ants.

Step 8: Read the word aloud.

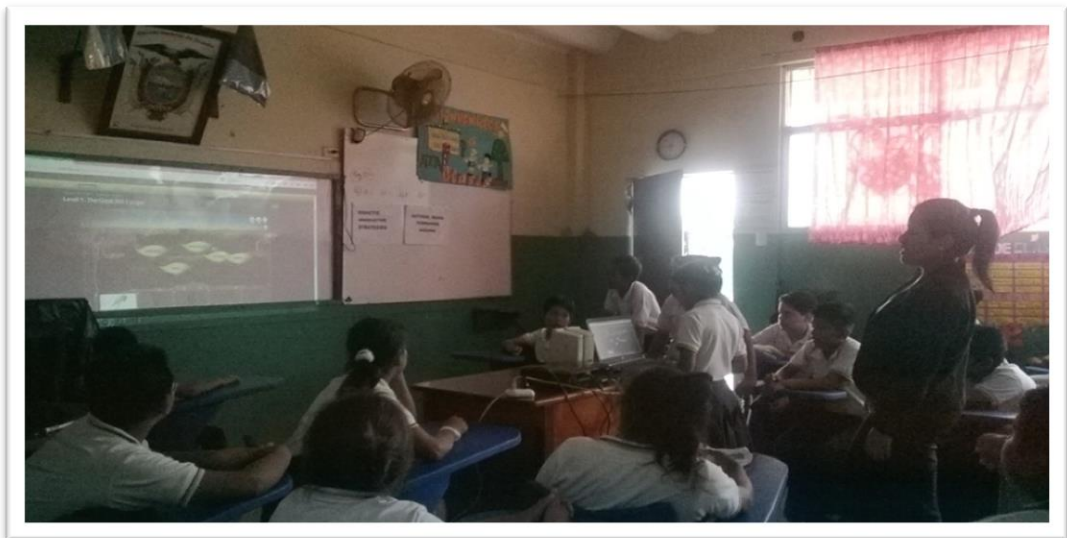


Figure 10 Students identifying basic vocabulary through “The Great Ant Escape”

4.6 Results of observation after the proposal

4.6.1. Survey directed to students of “Carmen Montenegro Elementary” about didactic innovative strategies.

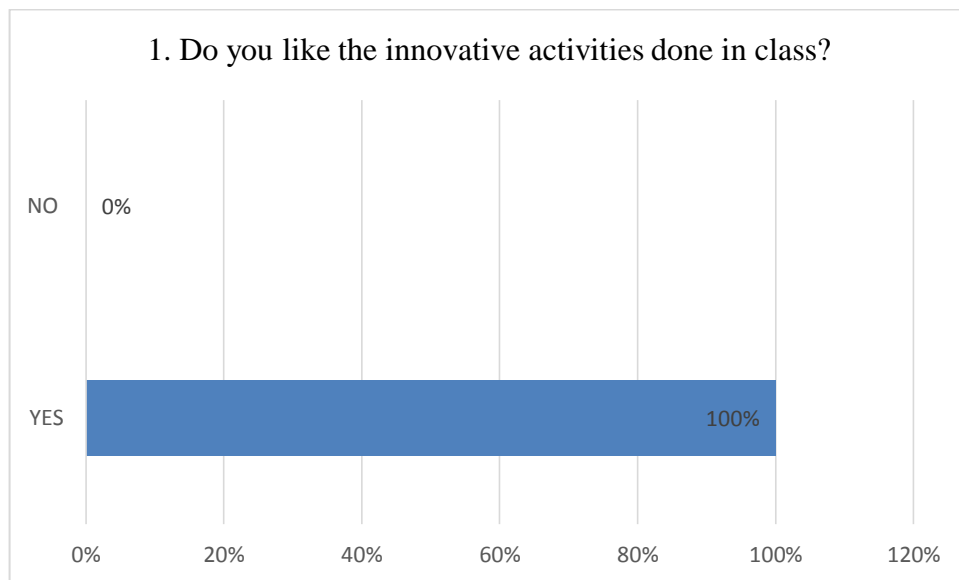
Question 1: Do you like the innovative activities done in class?

Objective: To know innovative strategies for increasing motivation in class.

Chart 25 Question 1 Innovative activities

ALTERNATIVES	FREQUENCY	PERCENTAGES
YES	80	100%
NO		0%
TOTAL	80	100%

Graph 19 Question 1 Innovative activities



Sources: Survey applied to students of Carmen Montenegro about Didactic Innovative Strategies.
Author: María Fernanda Aquino Alejandro

Interpretation: All the students of sixth grade like the innovative activities that teacher applies in the classroom in 100%.

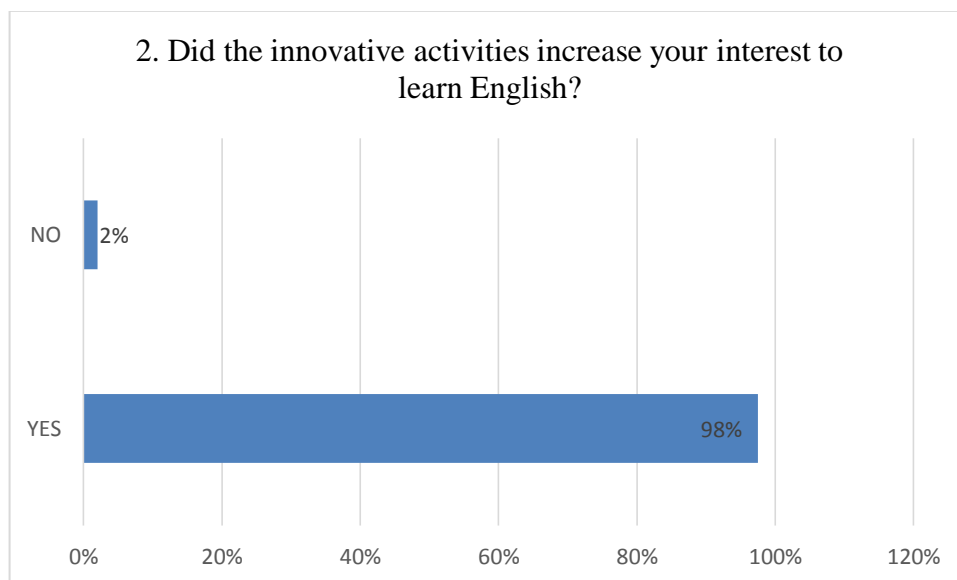
Question 2: Did the innovative activities increase your interest to learn English?

Objective: To use innovative strategies to increase students' interest to learn English.

Chart 26 Question 2 Innovative activities increase your interest to learn English

ALTERNATIVES	FREQUENCY	PERCENTAGES
YES	78	98%
NO	2	2%
TOTAL	80	100%

Graph 20 Question 2 Innovative activities increase your interest to learn English



Sources: Survey applied to students of Carmen Montenegro about Didactic Innovative Strategies.
Author: María Fernanda Aquino Alejandro

Interpretation: In the English class the 98% of students considered that they increased the interest through innovative activities and the 2% do not feel interested with these strategies.

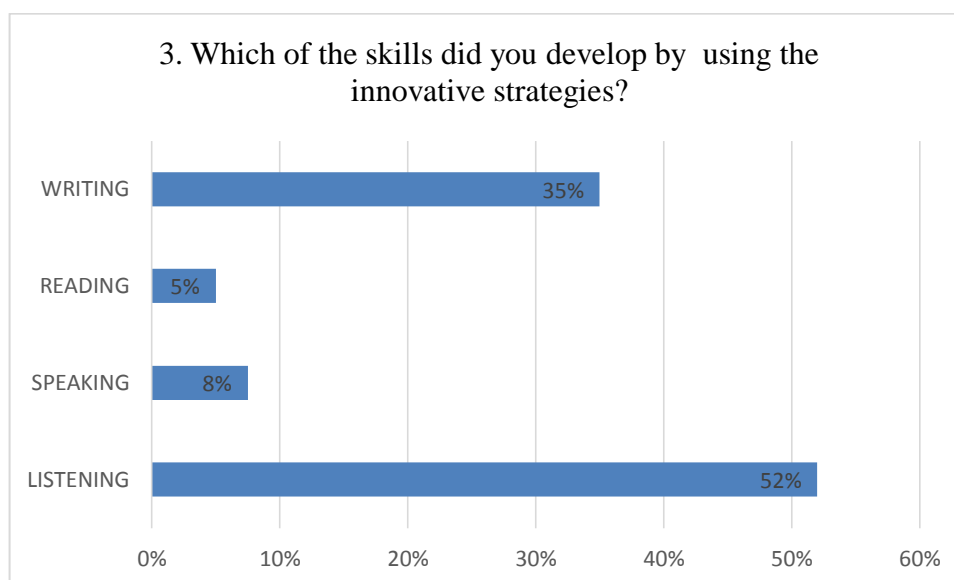
Question 3: Which of the 4 skills did you develop by using the innovative strategies?

Objective: To develop the skills through innovative strategies.

Chart 27 Question 3 Four skills development

ALTERNATIVES	FREQUENCY	PERCENTAGES
LISTENING	42	52%
SPEAKING	6	8%
READING	4	5%
WRITING	28	35%
TOTAL	80	100%

Graph 21 Question 3 Four skills development



Sources: Survey applied to students of Carmen Montenegro about Didactic Innovative Strategies.
 Author: María Fernanda Aquino Alejandro

Interpretation: The innovative strategies allow to students to develop in the following skills: 52% listening, 35% writing, 8% speaking and 5% reading.

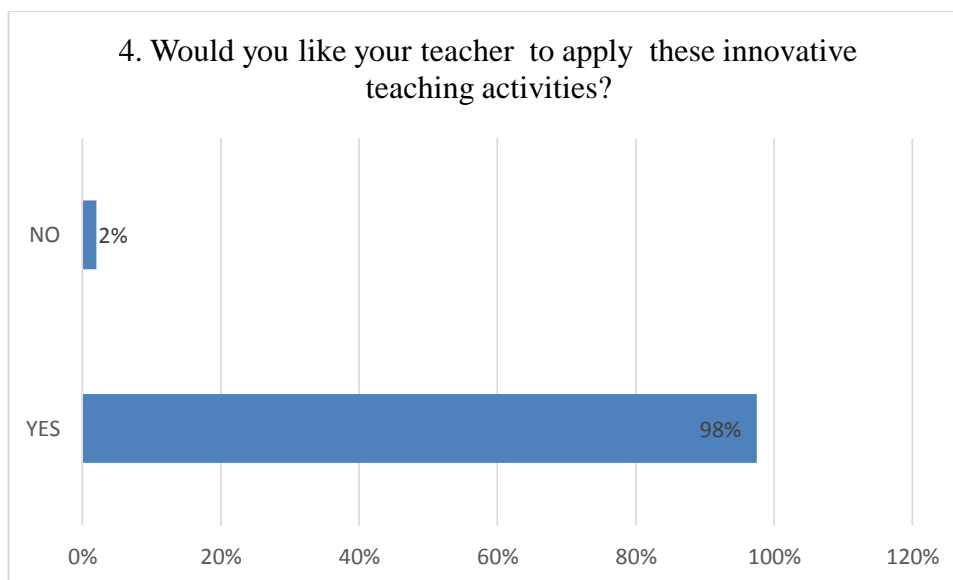
Question 4: Would you like your teacher to apply these innovative teaching activities?

Objective: To determine the teaching activities that teacher can use in the classroom.

Chart 28 Question 4 Teacher applies innovative teaching activities

ALTERNATIVES	FREQUENCY	PERCENTAGES
YES	78	98%
NO	2	2%
TOTAL	80	100%

Graph 22 Question 4 Teacher applies innovative teaching activities



Sources: Survey applied to students of Carmen Montenegro about Didactic Innovative Strategies.
Author: María Fernanda Aquino Alejandro

Interpretation: According to the graph the 98% of students want the teacher to use innovative strategies in the class and the 2% only wants the traditional way.

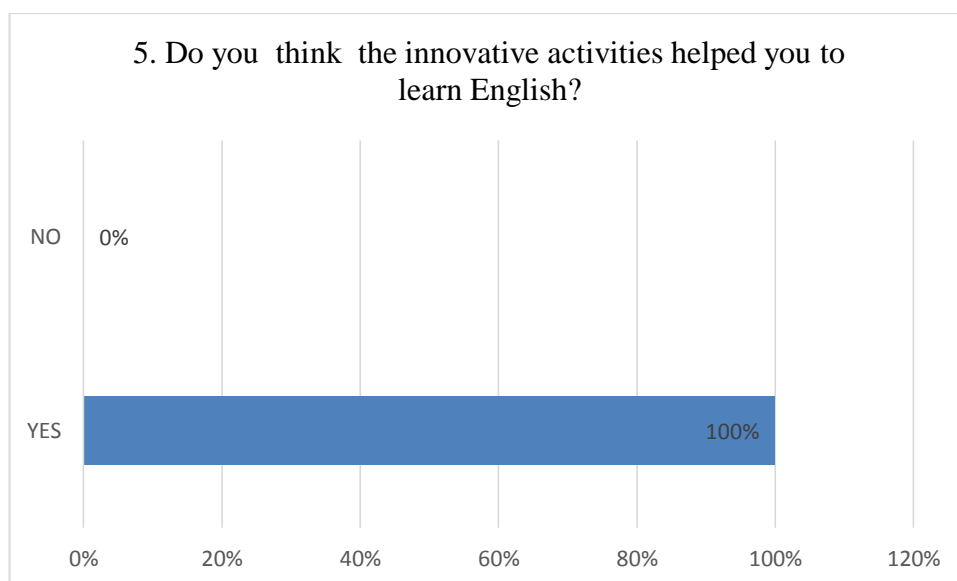
Question 5: Do you think the innovative activities helped you to learn English?

Objective: To know the innovative strategies for motivating students.

Chart 29 Question 5 Innovative activities which help to learn English

ALTERNATIVES	FREQUENCY	PERCENTAGES
YES	80	100%
NO		0%
TOTAL	80	100%

Graph 23 Question 5 Innovative activities which help to learn English



Sources: Survey applied to students of Carmen Montenegro about Didactic Innovative Strategies.
Author: María Fernanda Aquino Alejandro

Interpretation: The innovative strategies help to learn English in 100 % and teacher should apply them.

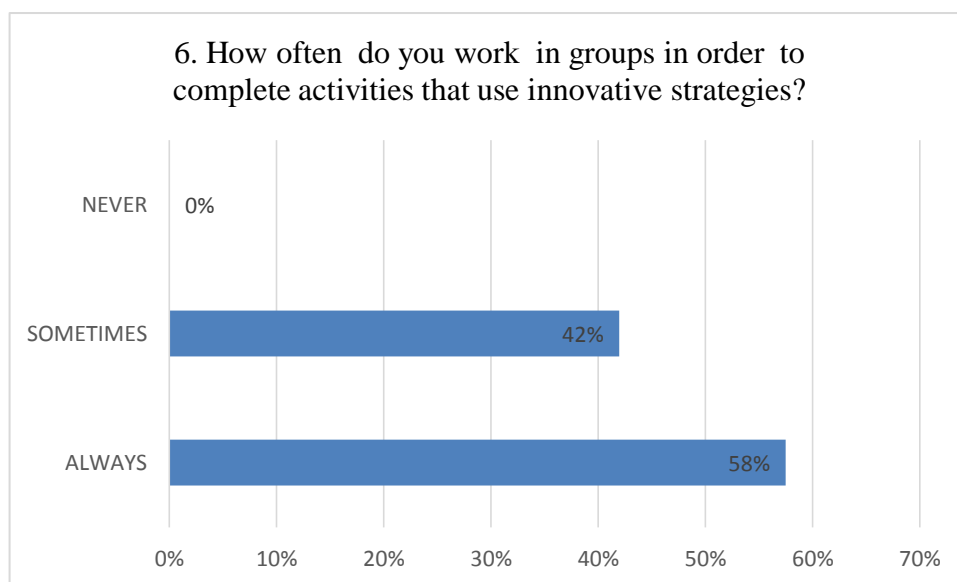
Question 6: How often do you work in groups in order to complete activities that use innovative strategies?

Objective: The students will be able to make activities in group and solowork.

Chart 30 Question 6 Group work

ALTERNATIVES	FREQUENCY	PERCENTAGES
ALWAYS	46	58%
SOMETIMES	34	42%
NEVER		0%
TOTAL	80	100%

Graph 24 Question 6 Group work



Sources: Survey applied to students of Carmen Montenegro about Didactic Innovative Strategies.
Author: María Fernanda Aquino Alejandro

Interpretation: According to the graph the students prefer to work in group in 58% and 42% sometimes prefer work alone.

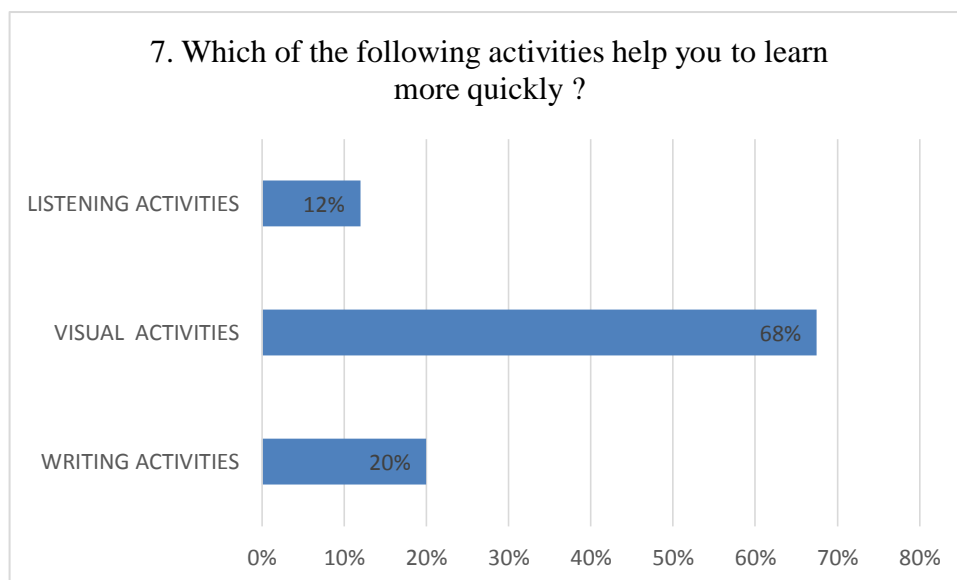
Question 7: Which of the following activities help you to learn more quickly?

Objective: To develop different activities for learning English.

Chart 31 Question 7 Activities to learn English

ALTERNATIVES	FREQUENCY	PERCENTAGES
WRITING ACTIVITIES	16	20%
VISUAL ACTIVITIES	54	68%
LISTENING ACTIVITIES	10	12%
TOTAL	80	100%

Graph 25 Question 7 Activities to learn English



Sources: Survey applied to students of Carmen Montenegro about Didactic Innovative Strategies.
Author: María Fernanda Aquino Alejandro

Interpretation: The students develop different activities for example visual activities 68%, writing activities 20% and listening activities 12% in sixth grade at Carmen Montenegro Elementary School.

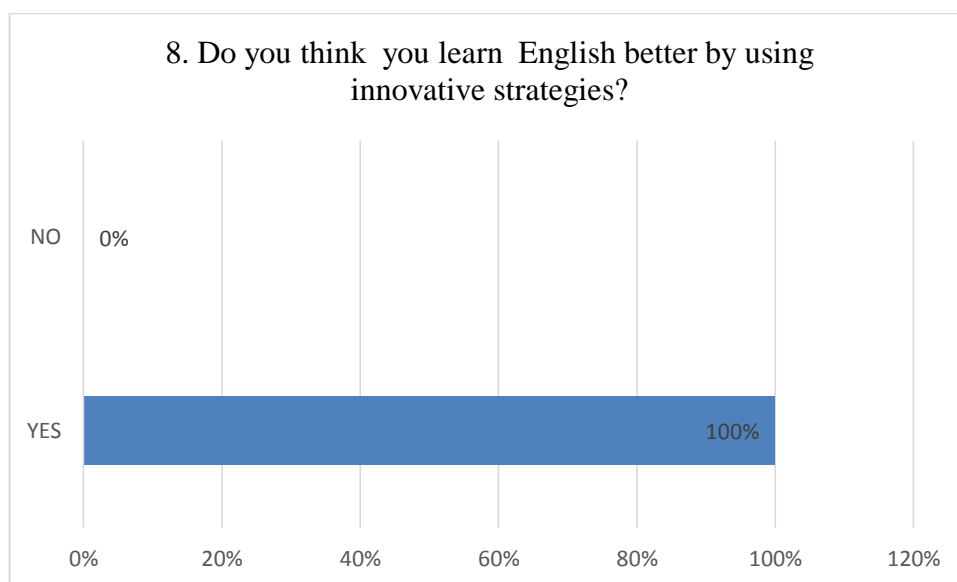
Question 8: Do you think you learn English better when using innovative strategies?

Objective: To use innovative strategies for learning English in a good way.

Chart 32 Question 8 Innovative strategies for learning English

ALTERNATIVES	FREQUENCY	PERCENTAGES
YES	80	100%
NO		0%
TOTAL	80	100%

Graph 26 Question 8 Innovative strategies for learning English



Sources: Survey applied to students of Carmen Montenegro about Didactic Innovative Strategies.
Author: María Fernanda Aquino Alejandro

Interpretation: The students prefer that teacher applies innovative strategies in 100%.

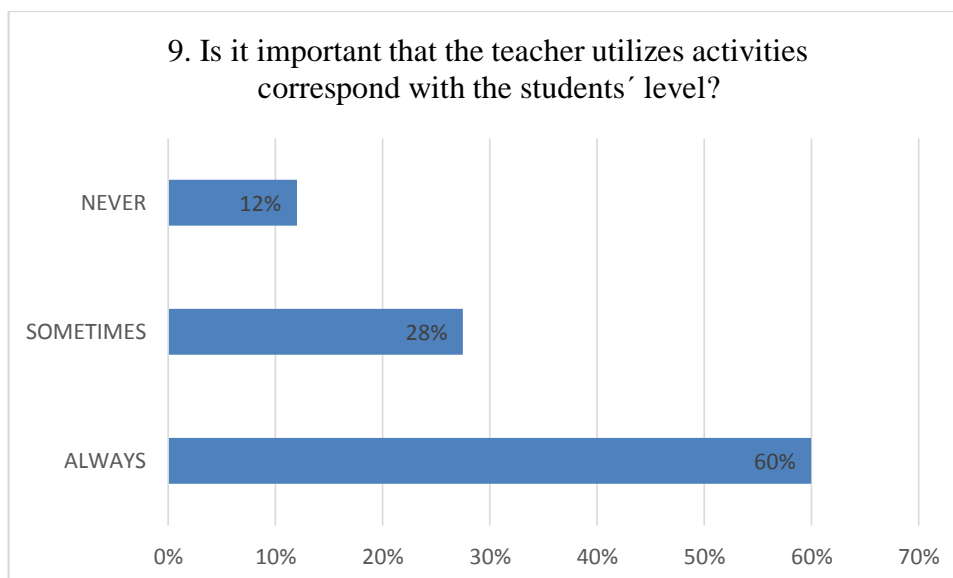
Question 9: Is it important that the teacher applies activities according to the students' level?

Objective: To develop activities according to the level of students.

Chart 33 Question 9 Students' level

ALTERNATIVES	FREQUENCY	PERCENTAGES
ALWAYS	48	60%
SOMETIMES	22	28%
NEVER	10	12%
TOTAL	80	100%

Graph 27 Question 9 Students' level



Sources: Survey applied to students of Carmen Montenegro about Didactic Innovative Strategies.
Author: María Fernanda Aquino Alejandro

Interpretation: The students prefer the activities according to their level in 60% always, 28% sometimes and 12% never.

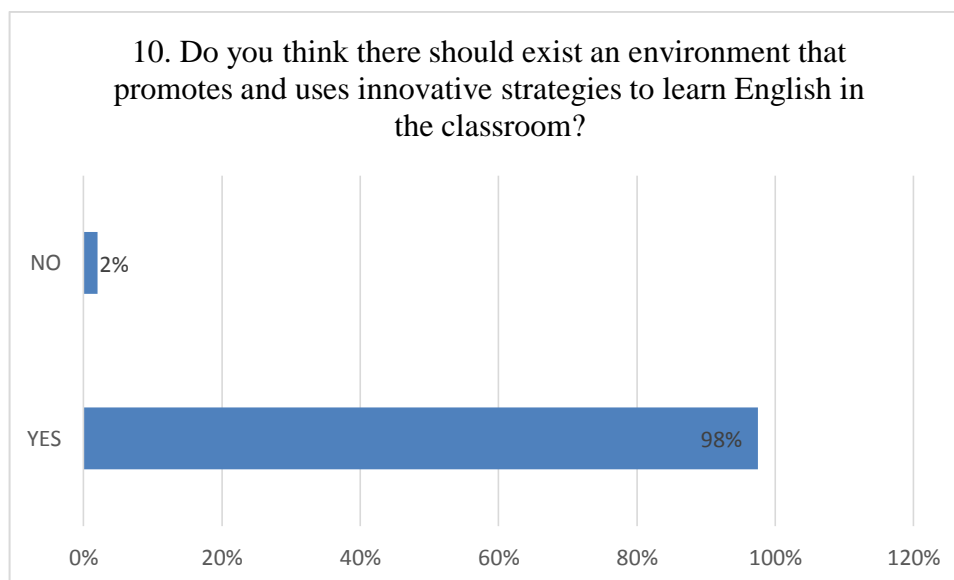
Question 10: Do you think there should exist an environment that promotes and uses innovative strategies to learn English in the classroom?

Objective: To have an environment for developing innovative strategies in students.

Chart 34 Question 10 Innovative strategies to learn English in the classroom

ALTERNATIVES	FREQUENCY	PERCENTAGES
YES	78	98%
NO	2	2%
TOTAL	80	100%

Graph 28 Question 10 Innovative strategies to learn English in the classroom



Sources: Survey applied to students of Carmen Montenegro about Didactic Innovative Strategies.
Author: María Fernanda Aquino Alejandro

Interpretation: The use of innovative strategies is effective in a good environment as the 98% responded “yes” and the 2% said “no”.

4.7 Strategies of Improvement

Chart 35 Strategies of Improvement

Strategies of Improvement	Previous to the research	<ul style="list-style-type: none"> • Use of traditional material • Traditional English classes. • Low motivation. • Low interaction among them.
	After the research	<ul style="list-style-type: none"> • Students use technological resources. • English classes using didactic innovative strategies. • Increase motivation, they work with ICT. • Encourage students to learn English.

4.8 Conclusions and recommendations

4.8.1 Conclusions

- The didactic innovative strategies are educational tools. These are effective to the students of Sixth Basic Grade.
- The Guide of Didactic Innovative Strategies are according to the level of students.
- The students of Sixth Grade can improve the skills through Didactic Innovative Strategies.

4.8.2 Recommendations

- The teachers can apply the didactic innovative strategies for teaching English.
- This guide is a resource that should be used in the English classes because it is for this level of students.
- The students should improve the skills when learning English.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 Resources

5.1.1 Institutional

DESCRIPTION
Carmen Montenegro Elementary.

5.1.2 Human

DESCRIPTION	QUANTITY
ITEMS	
STUDENT RESEARCH	80
PSYCHOLOGIST	1
TEACHER	1
AUTHORITIES	17
STUDENTS	636
PRINCIPAL	1

5.1.3 Materials

DESCRIPTION	UNIT COST	QUANTITY	TOTAL COST
Photocopy of the project	\$ 6,00	6	\$36,00
Reams of paper packs	\$ 4,00	5	\$20,00
Ink	\$ 5,00	5	\$25,00
Book	\$50,00	1	\$50,00
TOTAL			\$131,00

5.1.4 Technology

DESCRIPTION	UNIT COST	QUANTITY	TOTAL COST
Internet service per month	\$ 30.00	11	\$ 330.00
Camera	\$200.00	1	\$200.00
TOTAL			\$530.00

5.1.5 Economic

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 100.00	\$ 300.00
Lunch and snacks	\$ 50.00	\$ 150.00
TOTAL		\$ 450.00

TOTAL \$ 1.111.00

SOURCE MATERIALS

1. Timetable

	Activities/Months	August				September				October				November				December				January				February				April				June				July			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1	Socialización with thesis advisor.	x	x	x	x																																				
2	Thesis Desinging.					x	x	x																																	
3	Elaboration Chapter I.									x	x	x																													
4	Chapter I Progress.										x	X	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	x																							
9	Elaboration Chapter III.																			X	x																				
10	Chapter III Progress.																				x	x																			
11	Elaboration Chapter IV and V.																					x	x																		
12	Implementation of activities.															x	x	x	X	x	x	x	x	x	x	x	x	x	x												
13	Review of Thesis draft.																									x	X	x	x	x	x	x	x								
14	Delivery of final work																																x	x							
15	Pre defense of thesis																																	x							
16	Defense of Thesis																																		x	x					
17	Graduation day.																																				x				

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3. Appendix

3.1 Lesson Plan of the Proposal

LESSON PLAN 1

Level: Sixth Grade		Time:45 minutes	
Objective: Students will be able to identify possessive adjective through game penguins in Peril for real life			
Vocabulary: Possessive adjectives. My, your, her, his, its, our, your, their.			
Material resources: Computer,projector and internet			
Anticipated problems: Students do not understand the structure or why possessive adjectives are used.			
Skills	Contents	Methodological Strategies	Essential Indicators of evaluation
Listening Speaking Grammar Reading Writing	<p>COGNITIVE: Relationship Activity 1: Adjectives</p> <p>PROCEDURAL : Process Knowledge To identify the possessive adjective structure</p> <p>ATTITUDINAL: Recognition and respect for different people's ownership.</p>	<p>Presentation: Penguins in Peril Teacher will explain how to use possessive adjectives and the purpose of the game.</p> <p>Practice: Go to website http://www.letshavefunwithenglish.com/games/possessive_adjectives/</p> <p>Click on the first game.</p> <p>Production: Students are going to read the sentences and choose the correct possessive adjective.</p>	The teacher will evaluate the students through: Student participation comprehension questions.

Attachment 1 Lesson Plan 1

LESSON PLAN 2

Level: Sixth Grade		Time: 45 minutes	
Objective: Students will be able to recognize different types of sports through games. Sport memory for matching a picture of the sport with the name of the sport.			
Vocabulary: Soccer, football, basketball, baseball, volleyball, chess, hockey, surfing.			
Material resources: Computer, projector and internet			
Anticipated problems: Students have trouble remembering the names of each sport.			
Skills	Contents	Methodological Strategies	Essential Indicators of evaluation
Vocabulary Listening Speaking Reading Writing	<p>COGNITIVE: Relationship Activity 2: Sports</p> <p>PROCEDURAL : The students will identify the different types of sports.</p> <p>ATTITUDINAL: Appreciation for different sports</p>	<p>Presentation: Teacher will explain how to play the game “Sport Memory”</p> <p>Practice: Go to website http://www.eslgamespl.us.com/sports-vocabulary-esl-memory-game/ Click on any card to start the game. There are 6 different sports</p> <p>Production: Each sport has 2 cards (a picture and a word) Students must try to find and match each picture and word</p>	Students participation Pair work

Attachment 2 Lesson Plan 2

LESSON PLAN 3

Level: Sixth Grade		Time:45 minutes	
Objective: Students will be able to understand recording that talk and spell about different sports. They will be able to correctly pronounce and spell the sports' name as well as match the Word to a picture of the sport.			
Vocabulary: Soccer, football,basketball,baseball,velleyball,chess,trunk and field ,hockey			
Material resources: Computer,projector and internet			
Anticipated problems: Recording will be too fast, students won't understand anything that is said			
Skills	Contents	Methodological Strategies	Essential Indicators of evaluation
Listening Vocabulary Speaking Reading Writing	<p>COGNITIVE: Relationship Activity 3: Sports</p> <p>PROCEDURAL : Process Knowledge To correctly pronounce and spell various sports' name and match a picture of the sport to the word.</p> <p>ATTITUDINAL: Appreciation of diferrent types of sports.</p>	<p>Presentation: Teacher explains how to play the game "Slow Click"</p> <p>Practice: Go to website http://gamestolearnenglish.com/slow-click/</p> <p>Production: Students listen to the name of the sport and select the picture that corresponds to the sport</p>	Students participation Individual work Pair work

Attachment 3 Lesson Plan 3

LESSON PLAN 4

Level: Sixth Grade		Time:45 minutes	
Objective: Students will be able to recognize an action noun through Cocodrile Board Game for completing different sentences where an action verb is needed			
Vocabulary: Action nouns			
Material resources: Computer,projector and internet			
Anticipated problems: They don't understand what an action noun is.			
Skills	Contents	Methodological Strategies	Essential Indicators of evaluation
Grammar Vocabulary Reading Listening Writing Speaking	<p>COGNITIVE: Relationship Activity 4: Action Nouns</p> <p>PROCEDURAL : Students will recognize different action nouns and their correct usage in various sentences</p> <p>ATTITUDINAL: Appreciation of an active lifestyle</p>	<p>Presentation: Teacher will explain how to play the “Cocodrile board Game- Action nouns”</p> <p>Practice: Go to website http://www.eslgamespl.us.com/action-verbs-noun-collocations-esl-vocabulary-grammar-interactive-crocodile-board-game/</p> <p>Click on the interactive board game</p> <p>Click on the dice</p> <p>Production: Students read and choose the appropriate answer</p>	Students participation Pair work Individual work

Attachment 4 Lesson Plan 4

LESSON PLAN 5

Level: Sixth Grade		Time:45 minutes	
Objective: Students will be able to recognize action verbs through Robot Ravine for using them in a sentence			
Vocabulary: Action verbs			
Material resources: Computer, projector and Internet			
Anticipated problems: Students have trouble conjugating the third person singular.			
Skills	Contents	Methodological Strategies	Essential Indicators of evaluation
Reading Writing Listening Grammar Speaking	<p>COGNITIVE: Relationship Activity 5: Action Verbs</p> <p>PROCEDURAL : To identify action nouns and use them in different sentences</p> <p>ATTITUDINAL: Appreciation of an active lifestyle</p>	<p>Presentation: Teacher will explain how to play “Robot Ravine”</p> <p>Practice: Go to website http://www.interactive.cambridge.org/media/games/level1/game4_robot/ Click to start game</p> <p>Production: Students choose their mode of transportation and then must correctly answer the given question in order to move the robot to the other side of the ravine</p>	Students participation Pair work Individual work

Attachment 5 Lesson Plan 5

LESSON PLAN 6

Level: Sixth Grade		Time:45 minutes	
Objective: Students will be able to understand the pronunciation of various verbs through Spelling Bee for giving the correct spelling of the verbs			
Vocabulary: Run,listen,eat, play, drink,speak,write,go			
Material resources: Computer, projector and internet			
Anticipated problems: Students mixed up the pronunciation of a and i			
Skills	Contents	Methodological Strategies	Essential Indicators of evaluation
Listening Speaking Vocabulary Reading Writing	<p>COGNITIVE: Relationship Activity 6: Verb Vocabulary</p> <p>PROCEDURAL : To identify action nouns and use them in different sentences</p> <p>ATTITUDINAL: Appreciation of an active lifestyle</p>	<p>Presentation: Teacher will explain how to participate in a Spelling Bee</p> <p>Practice: Go to website http://gamestolearnenglish.com /spelling-bee/</p> <p>Production: Students are going to listen to the verb and spell it as quickly as they can</p>	Students participation Individual work

Attachment 6 Lesson Plan 6

LESSON PLAN 7

Level: Sixth Grade		Time:45 minutes	
Objective: Students will be able to understand the pronunciation of various verbs through Spelling Bee for giving the correct spelling of the verbs			
Vocabulary: Run,listen,eat, play, drink,speak,write,go			
Material resources: Computer, projector and internet			
Anticipated problems: Students mixed up the pronunciation of a and i			
Skills	Contents	Methodological Strategies	Essential Indicators of evaluation
Listening Speaking Vocabulary Reading Writing	<p>COGNITIVE: Relationship Activity 6: Verb Vocabulary</p> <p>PROCEDURAL : To identify action nouns and use them in different sentences</p> <p>ATTITUDINAL: Appreciation of an active lifestyle</p>	<p>Presentation: Teacher will explain how to participate in a Spelling Bee</p> <p>Practice: Go to website http://gamestolearnenglish.com /spelling-bee/</p> <p>Production: Students are going to listen to the verb and spell it as quickly as they can</p>	Students participation Individual work

Attachment 7 Lesson Plan 7

LESSON PLAN 8

Level: Sixth Grade		Time:45 minutes	
Objectives: Students will be able to understand and respond to different present simple question through Astro Antics game for making question with simple present tense.			
Vocabulary: Present simple questions			
Material resources: Computer,projector and internet			
Anticipated problems: Student don't understand the meaning of the questions			
Skills	Contents	Methodological Strategies	Essential Indicators of evaluation
Speaking Listening Grammar Reading Writing	<p>COGNITIVE: Relationship Activity 8: Simple Present questions</p> <p>PROCEDURAL: Process Knowledge To identify, ask and respond to different simple present questions</p> <p>ATTITUDINAL: How to politely ask a question in English</p>	<p>Presentation: Teacher explains how to play the game "Astro Antics"</p> <p>Practice: Go to website http://www.interactive.cambridge.org/media/games/level1/game2_astro/</p> <p>Click on the game</p> <p>Production: Students are going to see cut up sentences on the screen and they must move the astronaut up down left or right to join the words and create a simple present question.</p>	Students participation Pair work

Attachment 8 Lesson Plan 8

LESSON PLAN 9

Level: Sixth Grade		Time:45 minutes	
Objective:			
Students will be able to understand the pronunciation and meaning of various adjectives through the story of the Three Little Pigs for answering basic comprehension questions related to the story.			
Vocabulary: intelligent, tall, short, fat, big, small			
Material resources: Computer,projector and internet			
Anticipated problems: Student don't understand the story			
Skills	Contents	Methodological Strategies	Essential Indicators of evaluation
Listening Speaking Vocabulary Reading Speaking	<p>COGNITIVE: Relationship Activity 9: Listening for adjectives</p> <p>PROCEDURAL : Process Knowledge To listen for and understand various adjectives in the story of The Three Little Pigs</p> <p>ATTITUDINAL: Appreciation for literature</p>	<p>Presentation: Teacher shows the video of the three Little pigs and tapes balloons to the board</p> <p>Practice: Students are going to listen to the story and write down all the adjectives they hear</p> <p>Production: Answer the comprehension question by popping the balloons</p>	Students participation Pair work Group work Individual Comprehension questions

Attachment 9 Lesson Plan 9

LESSON PLAN 10

Level: Sixth Grade		Time:45 minutes	
Objective: Sudents will be able to identify basic vocabulary words through the game “The Great Ant Escape” for matching the word to a picture which corresponds to that word			
Vocabulary: Lamp,key,table,ball,car			
Material resources: Computer,projector and internet			
Anticipated problems: Students don’t understand the meaning of all the words			
Skills	Contents	Methodological Strategies	Essential Indicators of evaluation
Listening Reading Speaking Vocabulary Writing	<p>COGNITIVE: Relationship Activity 10: Basic Vocabulary</p> <p>PROCEDURAL : Process Knowledge To recognize and match various everyday things</p> <p>ATTITUDINAL: Awareness of the world around us.</p>	<p>Presentation: Teacher explains the game “The Great Ant Escape”</p> <p>Practice: Go to website http://www.interactive.cambridge.org/media/games/level1/game1_ant/ Click on start game</p> <p>Production: Students are going to look at the highlighted picture and find the corresponding Word in order to collect the word, move the Green Ant to the word, have him up the ant that is carrying that Word. Carry the word/ant to the correct picture.</p>	Student participation Group work Individual work

Attachment 10 Lesson Plan 10

3.2 Picture of field research



Figure 11 Sixth grade basic “A” student



Figure 12 Sixth basic grade “B” students

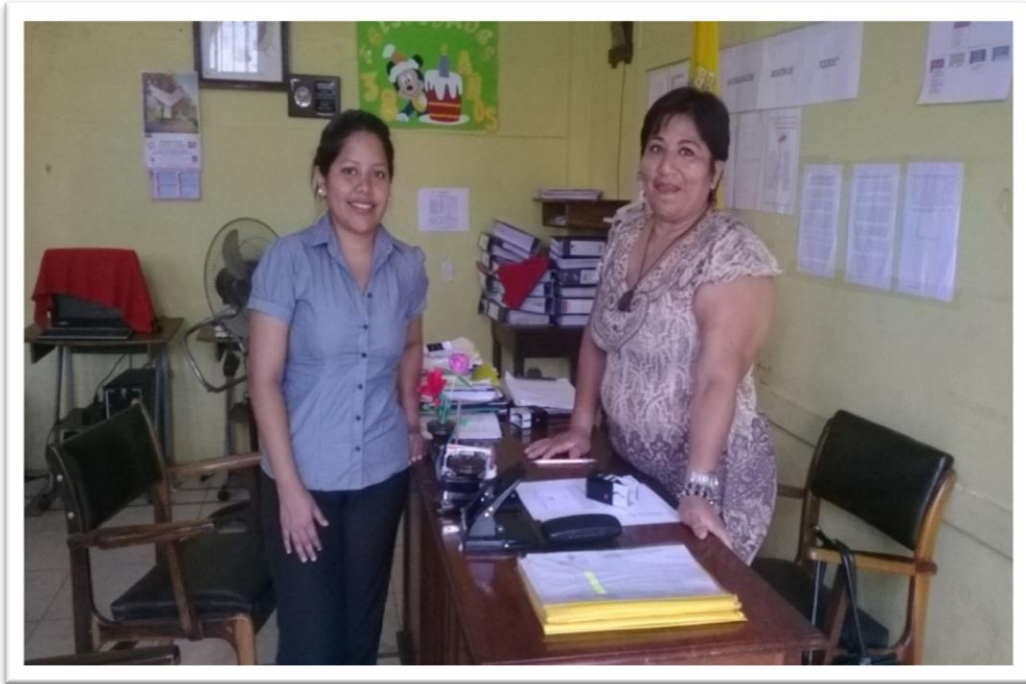


Figure 13 Meeting with MSc. Bessie Jusissa Angulo to request permission to work in the school.



Figure 14 Signing legal paperwork with Principal MSc. Bessie Julissa Angulo



Figure 15 “Carmen Montenegro School”



Figure 16 Student teaching at “Carmen Monetengro School”



Figure 17 Sixth basic grade “A” students filling out the surveys



Figure 18 Students of Sixth basic grade “A” completing the survey



Figure 19 A Carmen Montengro School English teacher filling out a survey



Figure 20 Filling out Surveys

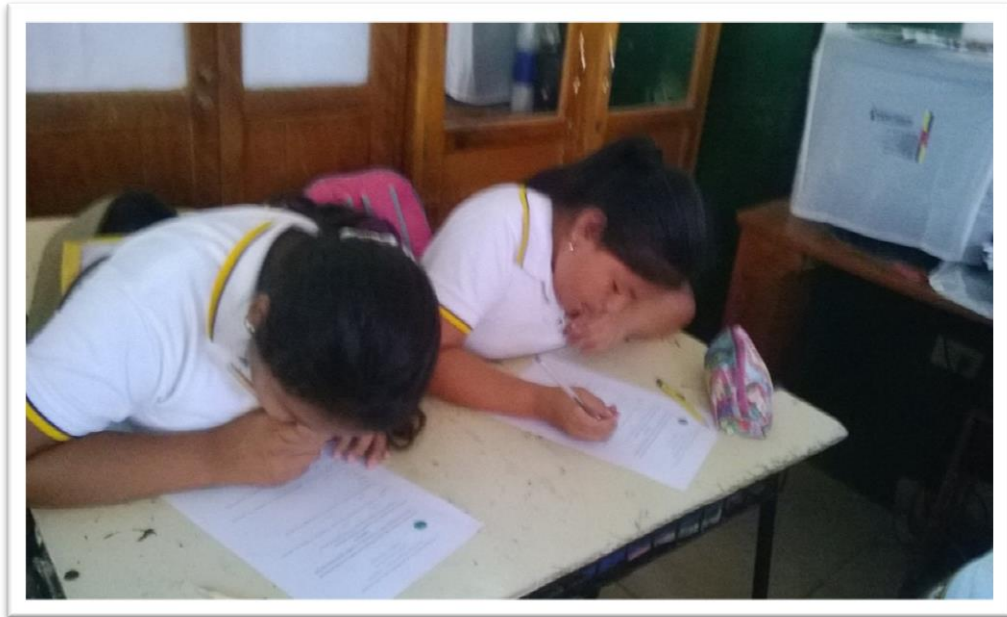


Figure 21 Sixth basic grade students completing surveys about “Didactic Innovative Strategies”



Figure 22 Sixth grade elementary school students filling out a survey at “Carmen Montenegro School “

3.3 Surveys

Surveys

“PENÍNSULA DE SANTA ELENA” PUBLIC UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

LANGUAGE TEACHING CAREER



SURVEY DIRECTED TO STUDENTS OF SIXTH BASIC GRADE OF “CARMEN MONTENEGRO ELEMENTARY SCHOOL”

Read and answer the following questions, please.

1.- What didactic resources would you like your English teacher to use in class?

Songs () Games () Videos()

2.- Would you like your English classes to be fun and interactive?

Yes() No()

3.- Does your teacher use visual aids to capture the student´s attention?

Yes() No() Sometimes()

4.- Does your teacher use videos to motivate and capture attention of students?

Always() Sometimes() Never()

5.- Which of the following educational materials does your teacher use?

Flashcards() Games() Songs() Visual Aids()

Other. Specify: _____

6.- In your English class do your group activities motivate you and increase your interest to learn English?

Yes() No() Sometimes()

Attachment 11 Survey Directed to Students

“PENÍNSULA DE SANTA ELENA” PUBLIC UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES



LANGUAGE SCHOOL

LANGUAGE TEACHING CAREER

SURVEY FOR PARENTS

“CARMEN MONTENEGRO DE OBREGON ELEMENTARY SCHOOL”

Read and answer the following questions, please.

1.- Does your child feel motivated in his/her English classes?

Yes () No() Sometimes()

2.-Do you think is necessary for your child to learn English through deymaic activities such as songs and videos?

Yes() No()

3.- Does your child say that his /her classes are easy to understand because they are cative and dynamic?

Yes () No() Sometimes()

4.- Do you think students are more motivated to learn English when the teacher uses audiovisual resources in class?

Always () Sometimes () Never()

5.- Do you think your child learn English in a fun Environment?

Yes () No ()

6. - Do you think students are more motivated to learn English when the teacher has activities in and outside of the classroom?

Yes () No () Sometimes()

Thank you very much for your cooperation!

Attachment 12 Survey Directed to Parents

“PENÍNSULA DE SANTA ELENA” PUBLIC UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES



LANGUAGE SCHOOL

LANGUAGE TEACHING CAREER

SURVEY FOR TEACHER

“CARMEN MONTENEGRO DE OBREGON ELEMENTARY SCHOOL”

Read and answer the following questions, please.

1.- Which strategies of motivation do you apply ?

Flashcards () Games () Pictures () Videos ()

Other:

Specify:

2.- Do you use videos that motivate the students learning process?

Always () Sometimes () Never ()

3.- Do you explain the classes in different ways when the students do not understand the topic?

Yes () No ()

4.- Do you select appropriate resources to motivate the English class?

Always () Sometimes () Never ()

5.- Do you develop activities in groups to motivate the interpersonal skills?

Always () Sometimes () Never ()

10.- Do you use technological materials for increasing motivation in students?

Yes () No ()

Thank you very much for your cooperation!

Attachment 13 Survey for teacher

“PENÍNSULA DE SANTA ELENA” PUBLIC UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

LANGUAGE TEACHING CAREER



**SURVEY ABOUT DIDACTIC INNOVATIVE STRATEGIES FOR
STUDENTS OF SIXTH GRADE**

“CARMEN MONTENEGRO DE OBREGON ELEMENTARY SCHOOL”

Please, read and answer the following questions.

1.-Do you like the innovative activities done in class?

Yes ()

No ()

2.- Did the innovative activities increase your interest to learn English?

Yes()

No ()

3.- Which of the 4 skills did you develop by using the innovative strategies?

Listening ()

Speaking()

Reading()

Writing()

All of the above ()

4.- Would you like your teacher to apply these innovative teaching activities?

Yes()

No()

5.- Do you think the innovative activities helped you to learn English?

Yes()

No()

3.4 List of Students “Carmen Montenegro”Elementary School

ESCUELA DE EDUCACIÓN BÁSICA
"CARMEN MONTENEGRO DE OBREGÓN"
Cantón La Libertad - Provincia de Santa Elena
Año Lectivo 2014 – 2015
Sexto Grado "A"

N°	APELLIDOS Y NOMBRES
1	ANGEL MENDOZA JORGE CARLOS
2	ARCOS VENEGAS VICENTE ANDRÉS
3	BAQUE GUALE VICTOR JULIAN
4	BARRETO BARRE ANGIE ANTONELA
5	BONITO FIGUEROA MARÍA JOSÉ
6	CACAO NEIRA GÉNESIS MICHELLE
7	CASTILLO PANCHANA ANDY SMELYN
8	CHANCAY FIGUEROA MELANY MILLENA
9	CRUZ CRUZ RICHARD YARET
10	CRUZ GONZÁLEZ DIEGO EDUARDO
11	CRUZ POZO JOHN WILMER
12	DE LA O MAGALLÁN DARWIN ADRIÁN
13	FLORES CALERO JORDY ANDRÉS
14	FLORES TOMALÁ ANDY GEOVANNY
15	GALEAS BASTIDAS KEVIN STEVEN
16	GONZÁLEZ CLEMENTE NIXON GEOVANNY
17	GUILLÉN TIGRERO KERLY ISABEL
18	LAZO COCHEA JEANNA PAOLA
19	LINO MACIAS MARINA ISABEL
20	MACÍAS DOMÍNGUEZ LIZANDRO JOEL
21	MALAVÉ MAGALLÁN DOUGLAS EDUARDO
22	MEREJILDO REYES JOSUÉ DAVID
23	MORA MEREJILDO NATHALY JAMILEX
24	MUÑÍZ ORRALA CRISTOPHER ADRIÁN
25	ORRALA POZO MELANIE JULEXI
26	PITA TIGRERO KEVIN JOEL
27	POZO CALDERÓN DEIVI EDUARDO
28	RAMÍREZ BAQUE DAYANNA JAMILET
29	RAMÍREZ SUÁREZ ALLISON NAYELI
30	REYES TOMALÁ MARJORIE RAQUEL
31	RIVERA QUINDE AMBAR JULEXY

32	RODRÍGUEZ BALÓN KAREN ANNABEL
33	RODRÍGUEZ CARVAJAL JOEL DAVID
34	RODRÍGUEZ MUÑIZ ANGIE JULIANA
35	RODRÍGUEZ PINCAY AQUILES JULIÁN
36	RODRÍGUEZ RIVERA VICTOR ANDERSON
37	SALINAS CACAO JONATHAN HERNÁN
38	SÁNCHEZ RODRÍGUEZ ANGIE NICOLE
39	SANTOS FUERTE ASHLEY ROMINA
40	SORNOZA NARVÁEZ KEVIN ANDRÉS

Attachment 15 List of Students Sixth basic grade “A”

ESCUELA DE EDUCACIÓN BÁSICA
"CARMEN MONTENEGRO DE OBREGÓN"

Cantón La Libertad - Provincia de Santa Elena

Año Lectivo 2014 – 2015

Sexto Grado "B"

N°	APELLIDOS Y NOMBRES
1	AQUINO POZO MEIBY CAROLINA
2	AVELINO MALDONADO ÁNGEL ANTONIO
3	BACUSOY MUÑOZ FABIÁN ENRIQUE
4	BAQUERIZO REYES JORDY WLADIMIR
5	BELTRÁN CATAGUA MELANIE NICOLLE
6	CAMATÓN BASTIDAS JOAO PAULO
7	CAMPOVERDE VILLEGAS JOSTYN STEFANO
8	CEDEÑO REYES JUAN SEBASTIÁN
9	CÓRDOVA FLOREANO ESTEFANIE MICHELLE
10	CRUZ FIGUEROA ARELYS NOEMÍ
11	CRUZ NARVÁEZ EMILY GABRIELA
12	DE LA CRUZ MALAVÉ TANYA YADIRA
13	ERAZO POZO ANA GABRIELA
14	GARCÍA JARAMILLO EZEQUIEL ALEXANDER
15	GOMEZ SALTOS KEVIN GABRIEL
16	GONZÁLEZ CATUTO JOHN MICHAEL
17	GUALACIO CUJILEMA FRANKLIN DAVID
18	LAÍNEZ POZO KATHERINE ESTEFANIA
19	LINO GONZÁLEZ LUIS DAVID
20	LOOR TOMALÁ ARLETT NOEMÍ
21	MAGALLANEZ SUÁREZ JENNIFER NICOLE
22	MÉNDEZ FLORES KATHERINE LIZBETH
23	MERA RODRÍGUEZ JONATHAN DAVID
24	MONTOYA MORÁN ADRIÁN ROBERTO
25	MUÑÍZ ORRALA CRISTHIAN ANDRÉS
26	NEIRA SANTISTEVAN JOSEPH ADRIÁN
27	ORTEGA GONZÁLEZ KRISTHEL BAYOLETH
28	PONCE PARRALES MAURICIO DAVID
29	POZO MAGALLÁN EDER ALESSANDRO
30	RAMÍREZ HOLGUÍN SELENA ESTEFANÍA
31	RAMÍREZ TORRES EDWIN JULIÁN

32	RIVADENEIRA CHONILLO BRITTANY JUDITH
33	ROCA MALAVÉ MARÍA JOSÉ
34	RODRÍGUEZ BELTRÁN JONATHAN ARIEL
35	RODRÍGUEZ LAVAYEN JORDAN CHRISTOPHER
36	RODRÍGUEZ PINCAY AQUILES MAURICIO
37	ROSALES CASTRO NADIA MAYERLI
38	SÁNCHEZ GONZÁLEZ ALEXIS FERNANDO
39	SÁNCHEZ RODRÍGUEZ CARLOS ALEXANDER
40	SANTANA CAICHE DANILO JOSÉ

Attachment 16 List of Students Sixth basic grade “B”

3.5 Graphic Evidence of Implementation of Project

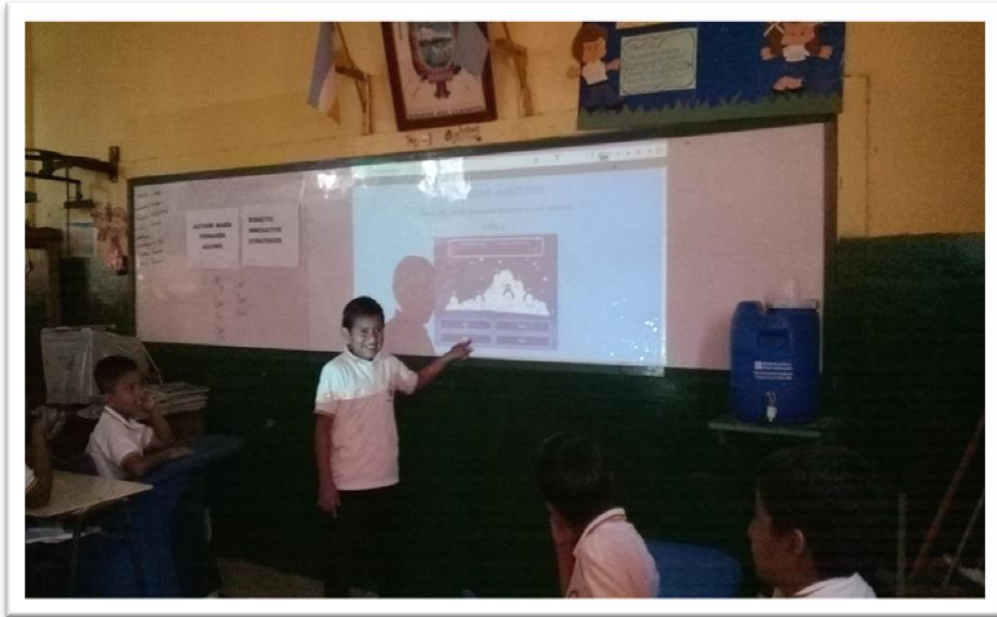


Figure 23 Playing the game “Penguins in Peril” with sixth grade elementary school students



Figure 24 Students playing the game sport memory

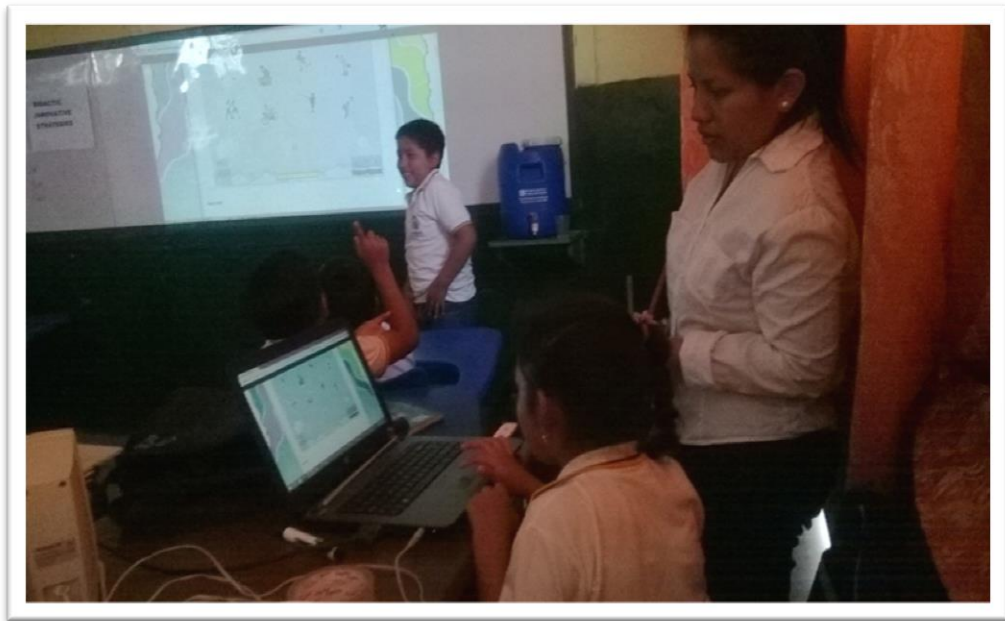


Figure 25 Students practicing the use of action nouns with the game “Cocodrilé Board game”



Figure 26 Students practicing the use of action verbs with the game” Robot ravine”



Figure 27 Students improving their vocabulary with “The Great Ant Escape”



Figure 28 Reviewing verbs with the game “Spelling Bee”

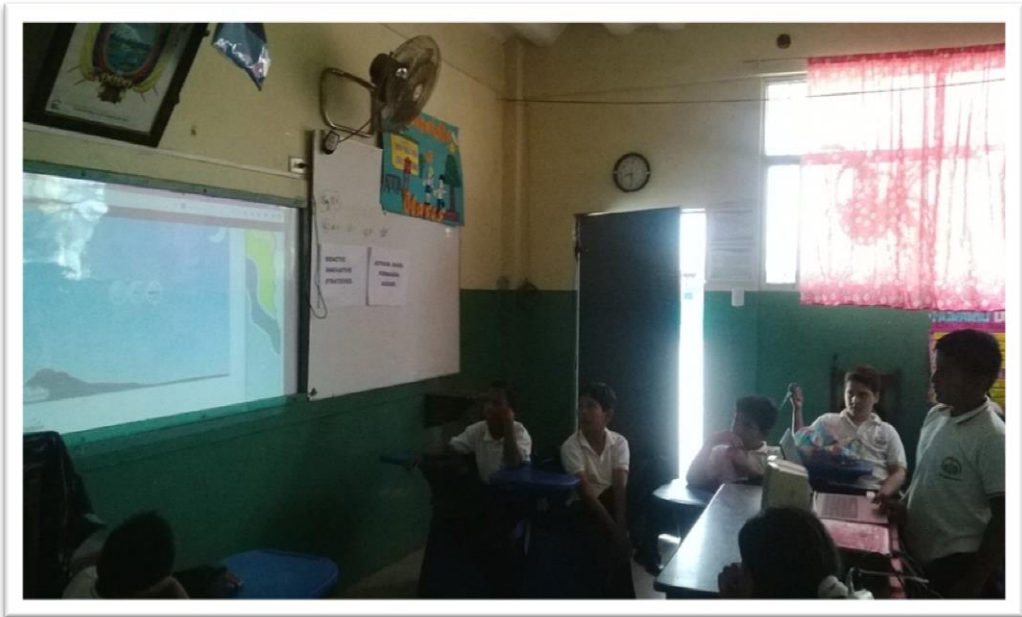


Figure 29 Students making sentences with the verb “like” in “Grammar bubbles”



Figure 30 Teacher explaining “Three little picks”



Figure 31 Students choosing questions about “The Three Little Pigs” story



Figure 32 Students guessing the action nouns while playing “ The Cocodrile board game”



Figure 33 The teacher explaining how to play the game.

3.6 Request of institution

La Libertad 4 de Agosto 2014

Lic.
Bessie Angulo Rosales
Directora de la Escuela
"Carmen Montenegro de Obregón"
En su despacho.

De mis consideraciones:

Yo **Aquino Alejandro María Fernanda** con cédula de identidad 0926759549, Egresada De la Facultad de Idiomas en la Universidad Estatal Península de Santa Elena por medio de la presente solicito a usted se me permita desarrollar mi Proyecto de Tesis en tan distinguida Institución que usted dirige.

Mi Proyecto es **"DIDACTIC INNOVATIVE STRATEGIES FOR ENGLISH TEACHING TO SIXTH GRADE STUDENT OF CARMEN MONTENEGRO ELEMENTARY, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015"**, está basado específicamente en Estrategias innovadoras para la enseñanza del Inglés para estudiantes de Sexto grado, de esta manera estamos aportando a mejorar la calidad del Inglés en las Instituciones Educativas.

Esperando que mi solicitud tenga la debida acogida quedo de usted muy agradecido.

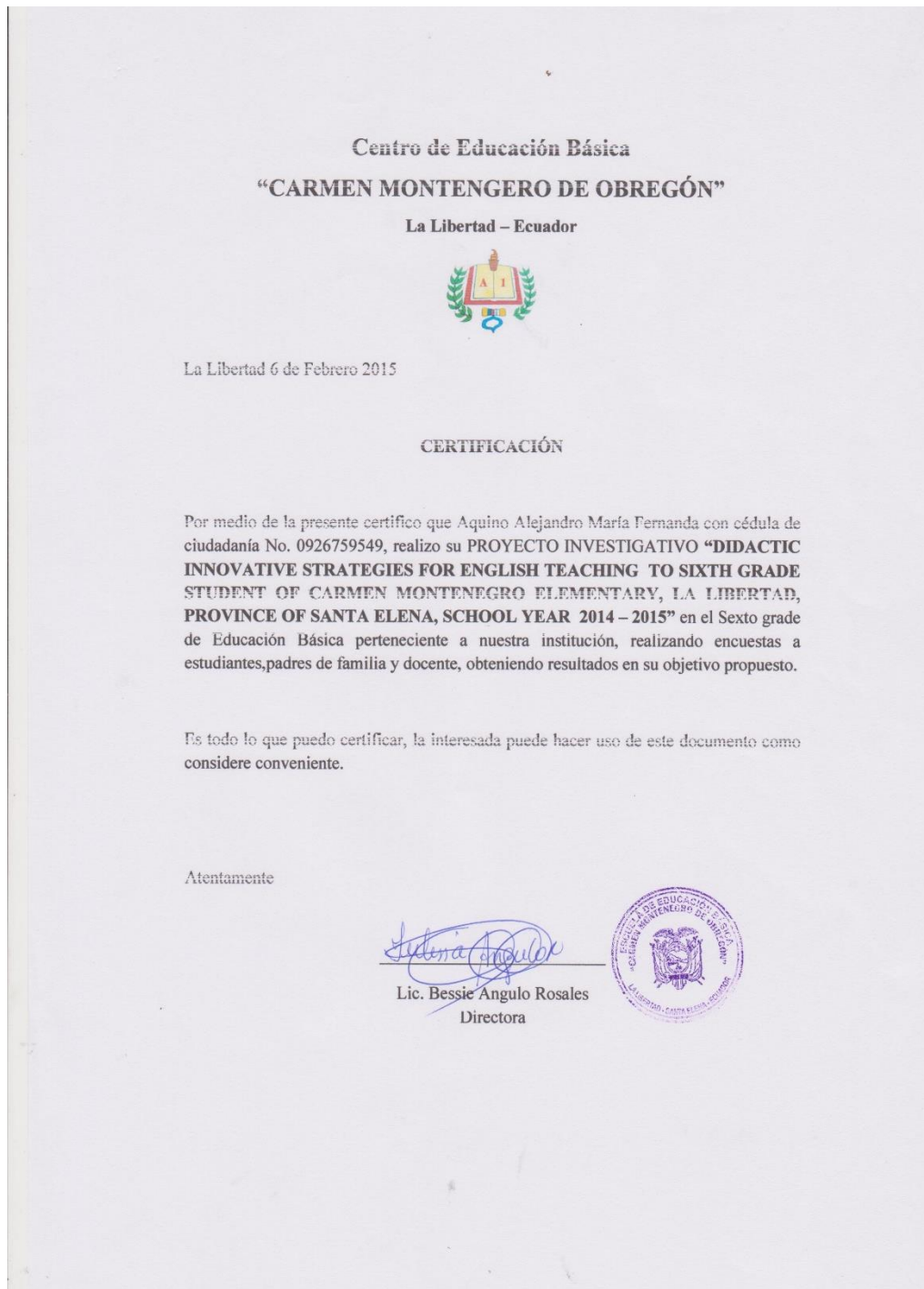
Atentamente


Maria Fernanda Aquino A.
0926759549

RECIBIDO
ESCUELA DE EDUCACIÓN BÁSICA
"CARMEN MONTENEGRO DE OBREGÓN"
FECHA: 04-08/14 HORA: 10:00

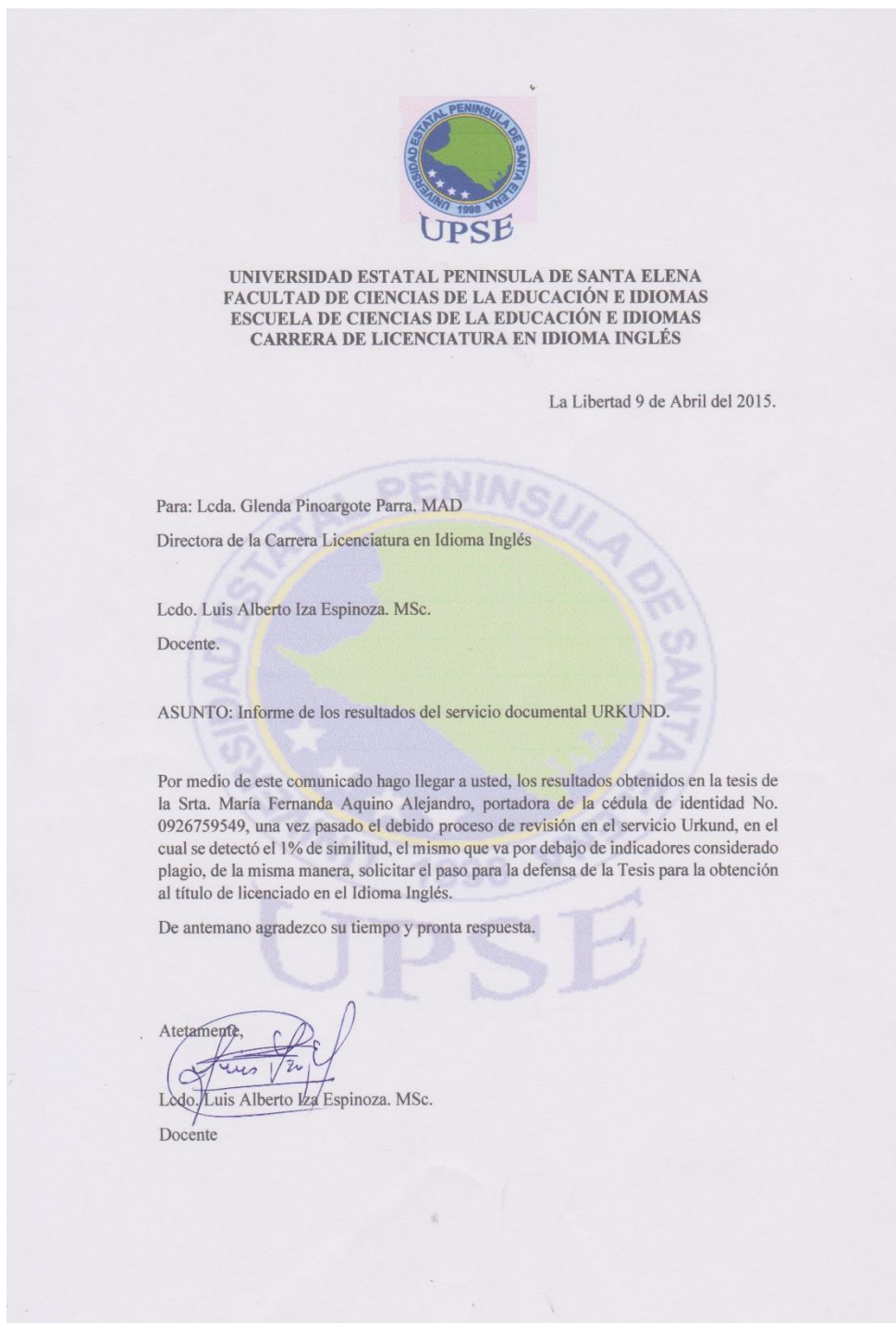
Attachment 17 Request of Institution

3.7 Acceptance of institution



Attachment 188 Acceptance of Institution

1.1 Anti plagiarism Certification



Attachment 19 Anti plagiarism Certification

Documento Capítulos Maquino. docx D13881060

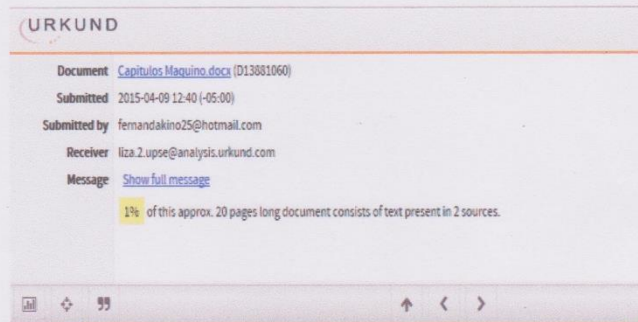
Alrededor del 1% de este documento se compone este documento más o menos similar al contenido de 2 fuente(s) considerada(s) como la más pertinente(s).

La más larga sección comportando similitudes contiene 14 palabras y tiene un índice de similitud de 96 % con su principal fuente.

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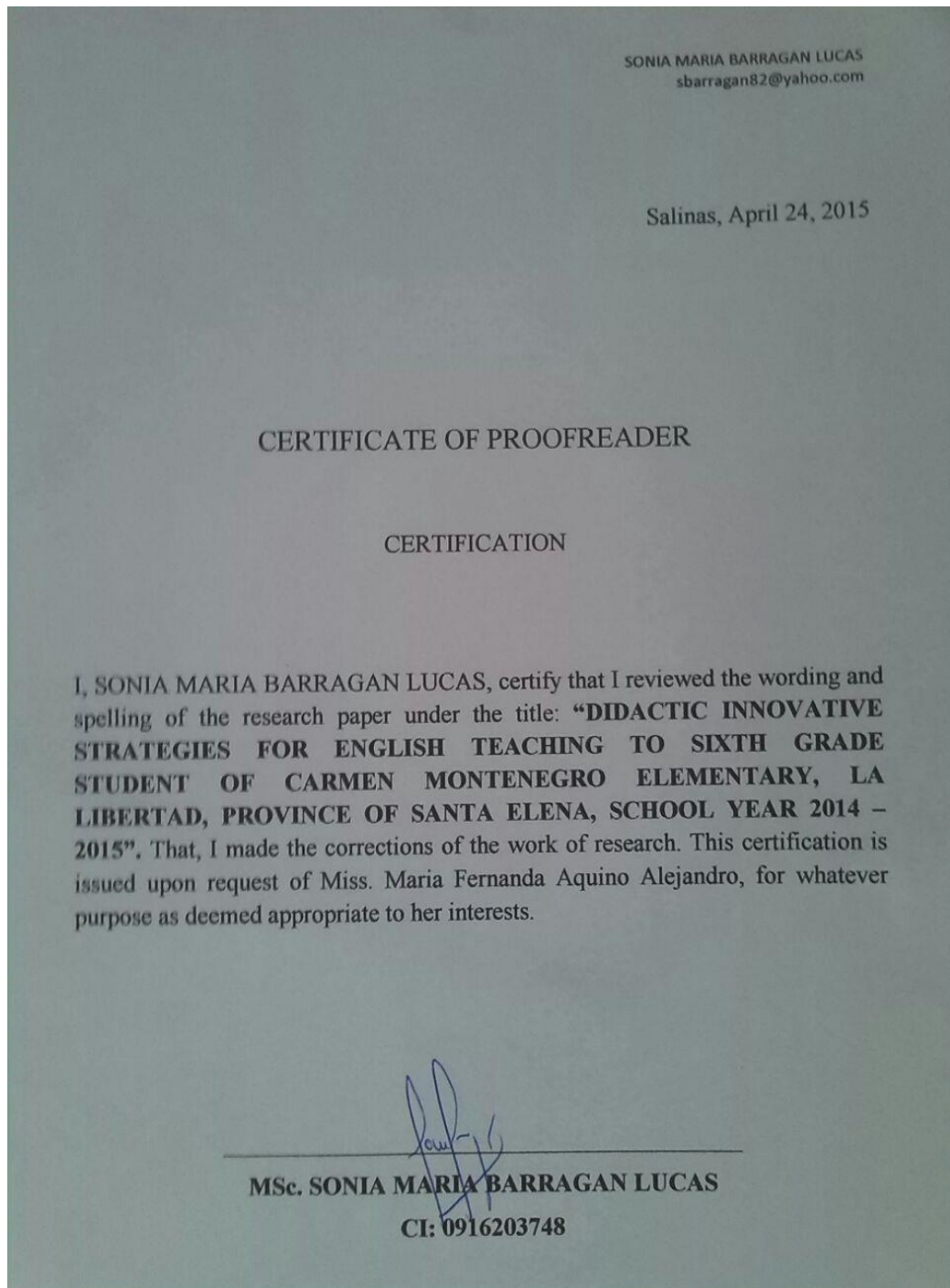
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Es al corrector mismo de determinar la presencia cierta de plagio o falta de rigor, averiguando e interpretando el análisis, las fuentes y el documento original.



Attachment 20 Results of Anti plagiarism Certification

1.2 Certificate of Proofreader



Attachment 20 Certificate of Proofreader

SONIA MARIA BARRAGAN LUCAS
sbarragan82@yahoo.com

Salinas, 24 de Abril del 2015

CERTIFICADO DEL GRAMATÓLOGO

CERTIFICO

Yo, SONIA MARIA BARRAGAN LUCAS, certifico que he revisado la redacción y ortografía del trabajo de graduación con el tema: **"DIDACTIC INNOVATIVE STRATEGIES FOR ENGLISH TEACHING TO SIXTH GRADE STUDENT OF CARMEN MONTENEGRO ELEMENTARY, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015"**. Que, he realizado las correcciones correspondientes al trabajo de titulación en mención. Por lo expuesto, autorizo al petitorio, el uso de este certificado a la Srta. María Fernanda Aquino Alejandro como considere conveniente a sus intereses.


MSc. SONIA MARIA BARRAGAN LUCAS
CI: 0916203748

Attachment 21 Certificado de Gramatólogo