PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

GRADUATION RESEARCH PAPER

Title

"THE PARTS OF SPEECH HANDBOOK TO BUILD UP LANGUAGE FUNCTION FOR FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA CARRERA SANCHEZ BRUNO, BALLENITA, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015"

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: JULIETA VERÓNICA LIMONES BORBOR

ADVISER: SANDRA CAAMAÑO LOPEZ, MSC.

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UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA DE LICENCIATURA EN INGLÉS

Title

"THE PARTS OF SPEECH HANDBOOK TO BUILD UP LANGUAGE FUNCTION FOR FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA CARRERA SANCHEZ BRUNO HIGHSCHOOL, BALLENITA, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015".

TRABAJO DE TITULACIÓN

Previo a la obtención del título de

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AUTORA: JULIETA VERÓNICA LIMONES BORBOR

TUTORA: SANDRA CAAMAÑO LÓPEZ, MSC.

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2015

La Libertad, May 13th 2015

ADVISER´S APPROVAL

In my role as Advisor of the research paper under the title "The Parts of Speech Handbook for first bachillerato at Unidad Educativa Carrera Sanchez Bruno Ballenita, Santa Elena, Province of Santa Elena, school year 2014-2015" prepared by Julieta Verónica Limones Borbor 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 academic tribunal.

Sincerely

…………………………………………….

Sandra Elizabeth Caamaño López Msc.

Adviser´s Full Name

La Libertad, May 13 2015

STATEMENT OF AUTHORSHIP

I, Julieta Verónica Limones Borbor with ID number. 0916783913 undergraduate student from the Península of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper "The Parts of Speech Handbook to build up language function for students at Unidad Educativa Carrera Sanchez Bruno, Ballenita, Santa Elena, Province of Santa Elena, school year 2014-2015 ", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

_____

Verónica Limones Borbor
ID: (0916783913)

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DEDICATION

I want to dedicate this work to my mother who has been my inspiration and helped me to get my purpose.

To my husband, my son and my two daughters who have been my support and motivation.

Verónica

ACKNOWLEDGMENT

First of all I thank to God, who guided me through this process, to my adviser who would have never accepted anything less than my best effort, to Península de Santa Elena State University for all the support during these five years and to all my professors for their dedication and patience.

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Verónica

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Author: Julieta Verónica Limones Borbor
Adviser: Sandra Caamaño López, Msc.

ABSTRACT

This research project has the purpose to present the application and implementation of an innovative technique to contribute to the improvement of grammar learning process, as the especific point The Parts of Speech based on the use of foldables as strategy to develop language functions in the students of First year Bachillerato at Carrera Sánchez Bruno Highschool, Ballenita, Santa Elena Province. Nowadays, educators count with vast resources, innovative strategies, but the majority of them continue working with the traditional methodology, limiting their classes to the use of the board and the book to teach English grammar. One way to introduce a new tendency is the application of foldables, charaterized by three dimensional interactive graphic tools allowing the students to reinforce and retain the learning process, even more when learning a foreign language. The engage hands-on activities in a kinesthetic way making learners love and enjoy learning while making and constructing. Foldables can be adapted and applied according to almost any subject and they create excelent conditions to teach the different grammar structures, thus students learn manipulating and giving more and exploring their potential. This research work was designed with the intention to introduce a tool to assist the teachers and students to reinforce the teaching and learning process of acquistion of the English grammar
Key words: Parts of Speech, grammar, learning process, foldables

INTRODUCTION

The Parts of Speech are considered the base of the English language. They indicate the relation the words have, it is good to compare the Parts of Speech with the building of a house. If the house is not constructed with strong foundations it will probably collapse.

Foldables are useful tools to support this learning of Parts of Speech and other grammar structures. They develop creativity and independent work in students and enhance the way how to teach grammar to educators.

Nowadays, foldables are used for Science, and Maths taking into account their level of complexity, facilitating learners' acquirements. The creator of this tool Dinah Zike says they can be adapted to other subjects to promote meaningful learning.

The intention of this project is to develop language functions through the use of foldables to teach the Parts of Speech in students of First Year Bachillerato at Carrera Sanchez Bruno Highschool.

This research is designed in five chapters, divided in:

Chapter I, The Problem, details the statement of the problema, significance of the research, critycal analysis, objectives and the intention is to reach a good effect.

Chapter II, Literature Review, To show the previous analysis, philosophical sociological basis and the hypothesis of the research.

Chapter III, Methodology, clarify methodological strategies convenient to reach the results expected.

Chapter IV, The Proposal, offers the solution of the problem and the examination of the research.

Chapter V, Administrative Framework, Features the timetable, budget and resources of the project.

CHAPTER I

THE STATEMENT OF THE PROBLEM

1.1. TITLE

"THE PARTS OF SPEECH HANDBOOK TO BUILD UP LANGUAGE FUNCTIONS FOR FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA CARRERA SANCHEZ BRUNO, BALLENITA, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015".

1.2 STATEMENT OF THE PROBLEM

1.2.1 Context

English is the oficial language in a large amount of countries around the world and most of them are increasing the use of it due to globalization. There are two main reasons that motivate people to acquire the English language; it is a mean of communication in the modern world and the opportunity to obtain better job positions. In education for instance, most of websites, academic and technological current information are written in English.

In 2012 Ecuador was considered as one of the countries with a lower level of English, for that reason the government wants to improve this situation and has adopted the Advance Project since 2013 that is lined up with the Common European Framework. The goal of the Ministry of Education is that, by the end of their highschool studies, the students reach the B2 level in language competence in public schools.

The situation is different in private institutions, considering that, they have more access to technology, they can decide the books they are going to use, the teachers, the activities and the level of English they want to reach. Thus, students from these high schools have a better standard of English.

Santa Elena Province is expanding day by day the tourism attraction and bussinesses, and people who know English have the chance to get better jobs.

The Carrera Sanchez Bruno High school is an experienced institution with a very well-known trajectory in private education led by Buen Pastor Nuns. The teaching and learning process of English has been guided with books from Norma Editorial and it is assumed that students have a good command of English. However, the students have a low-level of English even though they have been studying the English Language for three years with these textbooks which contain an extensive program beginning from the verb to be and finishing with the passive voice, nevertheless the learners are facing a grammatical confusion mixing the verb tenses, because they do not recognize the correct use of words.They can not write sentences with good structures, and they confuse words and their functions; in consequence, they do not differentiate grammar structures at the moment of writing or speaking.

Teachers may have not been using appropriate techniques and strategies to engage and involve students with an effective learning and grammar has had a negative association with boredom, difficult rules that probably have been taught with traditional methods and have caused a bad effect in students.

The role of the teacher is to find activities, in which students get engaged with the process of learning English as well to create new ways to improve and reinforce this process. The use of foldables could be a good strategy to involve students in a fine way to make and learn in grammar.

1.2.2 Critical Analysis

One of the most common difficulties in teaching and learning English has been Grammar; especially for students who consider this one as an obstacle, and they are not conscious that is an important part in the process of acquiring a new language.

Most of the teachers consider that could be crucial to find different ways to teach grammar and attract students' attention especially if they are younger learners because they tend to get bored more easily than other people.

As we are building a house, it is necessary to have a strong and good bases to avoid future difficulties. To learn English is important to know the system of classifying the functions of the basic words.

An 80% of the students of first bachelor year do not use grammar correctly, because they do not recognize the parts of speech. They have a low performance in English even though they have been studying the English Language for three years with the English for Teenagers book. It contains a program from verb to be as far as passive voice. Students are facing a grammatical confusion, because they do not recognize the correct use of words.

After the period of time mentioned before, they are still confused, for instance; using the word playful in a sentence as an adverb instead of an adjective and they do not identify what is the difference between both. The same cases happen, with the others parts of speech. They have to establish when a word is used as a noun, as a verb; as an adjective or an adverb.

 It is considered parts of the speech the nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjuctions and interjections. Learning the correct use of

these words help students to understand grammatical rules which has been very difficult to deal with.

Taking into consideration the lower level of English of the students and the complication they demonstrate with the words and their functions, they have to differentiate the correct use of words in order to improve the application of grammar structures at the moment of writing or speaking.

It is important to mention that maybe teachers have not applied a good technique to involve students in a special environment of learning with Parts of Speech, and the use of foldables could be regarded as an attractive strategy.

To learn the correct use of words and their functions is relevant for students who are learning English as a foreign language. Consequently, if measures are not taken on time they probably will not communicate in English correctly.

1.2.3 Problem formulation

How can language functions be built up through teaching the parts of speech to the students of First Bachillerato at Carrera Sanchez Bruno High School, Ballenita, Santa Elena, 2014?

Key questions for the research paper.

- What is Grammar?

- What are the eight Parts of Speech and their functions?

- What are the dificulties that students find in parts of speech?

- What is the influence of the teachers' method teaching the parts of speech if the students have a confusion to recognize the kind of words?

- What techniques can I use to teach the parts of speech?

- What are foldables?

1.2.4 Problem Limitation

- **FIELD**: Education.

- **AREA**: English.

- **ASPECT:** Recognize the Function of words with Parts of Speech and Foldables techniques.

- **TITLE**: "THE PARTS OF SPEECH HANDBOOK TO BUILD UP LANGUAGE FUNCTION FOR FIRST YEAR BACHILLERATO AT UNIDAD EDUCATIVA CARRERA SANCHEZ BRUNO, BALLENITA, SANTA ELENA PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015"

PROBLEM: How can language functions be built up with a handbook to teach the parts of speech to the students of First Bachillerato at Carrera Sanchez Bruno High School, Ballenita, Santa Elena, 2014?

- **TIME LIMITATION:** The research will be held during the academic year 2014-2015.

- **POPULATION LIMITATION:** First Year Bachillerato students at Carrera Sánchez Bruno High School.

- **SPACE LIMITATION:** Carrera Sanchez Bruno High School

- **CONTEXT LIMITATION:** This research will be focused on the influence of Parts of Speech and Foldables Handbook as a resource to improve the recognition and correct use of Language Functions of First Year Bachillerato at Carrera Sánchez Bruno High School.

1.3 SIGNIFICANCE

Communication is a fundamental part of human beings, and it involves different aspects, but individuals do not study parts of speech or a specific grammar rule when they start to speak in their mother tongue because the learning occurs gradually and unconsciously just by listening people around, but at the moment of acquiring a second language it is necessary to know and differentiate words from the categories and functions to become a good learner of a foreign language.

Grammar involves the way words work together and the functions that are connected with the Parts of Speech: Noun (name a person, place thing or idea), Pronoun (a word that substitutes a noun), Verb (a word that expresses action or state of being), Adjective (modifies a noun or pronoun), Adverb (modifies a verb, an adjective or another adverb), Preposition (show the relationship between the noun or pronoun), Conjuction (joins words or group of words), Interjection (expresses emotion). It is common to have difficulties recognizing language functions acquiring a new language.

This is the problem that the students from the first course of Carrera Sanchez Bruno High School are facing and the ones who will benefit with this research because they will understand better the functions of words in the application of grammar structures.

They have shortcomings to understand verbs from nouns, or adjectives from adverbs. This situation probably is due to the flaws from primary, because many years ago English learning was different or teachers did not apply the correct techniques.

This research has the support of the autorities and parents because they are always longing to raise the standard of education of the institution and their students. The students also feel motivated to learn English and participate actively in the whole learning process.

1.4 OBJECTIVES

1.4.1 General Objective of the research

To contribute to the improvement of grammar learning through the application of foldables to first year bachillerato students at Carrera Sanchez Bruno Highschool, academic year 2014-2015

1.4.2 Specific Objectives of the research

- To determine the degree of students' difficulties to recognize the parts of speech in the application of a test.

- To investigate innovative strategies /techniques that have been used successfully in teaching grammar.

- To determine strategies in teaching grammar to allow students differentiate the functions of the words.

- To apply innovative strategies based on students needs and in a motivating learning environment.

- To identify the functions of the words in different contexts.

- To create a handbook with innovative strategies to teach parts of speech and other grammar structures.

CHAPTER II

LITERATURE REVIEW

2.1. PREVIOUS RESEARCH

 "Learning how to learn is one of the most important skills in life."
Nourma F Faiziyah.

 Learning is the continous searching of new knowledge and abilities that cause changes in the conduct of human beings parting from studies or experience.

The outcome of cognitive development is thinking. The intelligent mind creates from experience, "*common systems of codes permit individuals to go further the information to new possibly productive predictions"* (Bruner, 1957, p. 234). To Bruner, important outcomes of learning include not just the concepts, categories, and problem-solving procedures invented previously by the culture, but also the ability to "invent" these things for oneself. (Dianta)

To Bruner (Dianta, pág. 13) the achievement of learning is the ability to create or invent by oneself, discover new roads to solve the problems over their three maners of description: Enactive representation (action-based) (0-1 year), Iconic representation (image-based) (1-6 years), Symbolic representation (language-based) (7 years onwards), that is the way the knowledge is encrypted in human brain, for him the purpose of learning should be to create independent learners.

For Piaget (Dianta, pág. 12) learning is a constructive procedure, that is produced as a result of the assimilation and accommodation process (*assimilation* is the incorporation of information from the environment to the internal structures, and a*ccommodation* is the adjustment process of the internal structures when they are

not suitable to incorporate the new information) that the human being makes to relate the new content with their knowledge.

Vigotsky (Dianta, pág. 17) suggest that the instruction should be placed in the Zone of Proximal Development (ZPD). He distinguishes three levels of knowledge: Zone of Effective development where individuals work by themselves without any help; the Zone of Potential Development represents that individuals are able to do with assistance of others; and the Zone of Proximal Development that is defined as the distance between real of the child development level as it can be determined from the independent problem resolutions and the highest level of potential development and such like is determined by solving under adult guidance.

According to David P. Ausubel (Dianta, pág. 14) theory, the individuals learn when they find learning interesting. He argues that learners are the protagonists of the learning process and teachers are facilitators. For him the meaningful learning takes place when the new information is related to the existent knowledge and it can be competently mantained and practiced.

He advises the use of graphic organizers to facilitate new inferences and help students to establish a conection between their concepts and the new information, modifying the new concept through the interaction of both.

Based on this theory Joseph Novak (Dianta, pág. 15) presents a technique: "Concept mapping". Novac (1932) states "meaningful learning involves the assimilation of new concepts and propositions into existing cognitive structures". He argues that, the tecnique of concept mapping is a useful tool to improve critical thinking and activate scientific knowledge in students from children to adults, who strengthen and exteriorize their learning, demonstrating they are capable to achieve much further than expected. According to Novac conceptual maps are graphic representations of concepts and their relations tie- up through

nodules summarized which could be simple or complex, but a necessary implement to erect knowledge.

This ideas are captured in (Novak, Learning, Creating and using knowledge: Concept maps as facilitate tools and corporation, 2010) six principles:

- ✓ Teacher should systematize the educational context to facilitate knowledge.

- ✓ Teachers must be aware and sensitive to students understanding and feelings

- ✓ Students should be stimulated to learn.

- ✓ Teachers should engage the student's prior knowledge.

- ✓ Teacher should organize the conceptual knowledge they want to teach.

- ✓ The evaluation of students' learning should be constantly for the purpose of conducting teaching and learning for motivating students (Novak, Learning, Creating and using knowledge: Concept maps as facilitate tools and corporation, 2010)

Joseph Novak presents a simple, but promising strategy to help teachers and students to organize learning materials; concept maps to connect meanings with concepts giving as a result a summary of everything learnt facilitating comprehension and promoting meaningful learning.

Meaningful learning theory should be utilized when students need to do a big effort to incorporate new knowledge and apply it in recent situations in view of the complexity for comprenhension and development of the abilities; or the lack of attitude of the pupils to learn.

Teachers should be ingenious in the teaching and learning process, always trying to find the best way to make that the most of learners reach the meaningful learning being active participants in the classroom, giving place and be supported for the Cognitive and Constructivism model.

Constuctivism demonstrate that learning does not replicate in a memoristic or repetitive form the prior information given, on the contrary, as of the experiences the individual is capable of figuring out absolutely something that before were had a previous knowledge.

Ausubel remarks that... any concept or new information presented by the student just will only be retained if in the cognitive structure of individual there are concepts more inclusive, that is, the availability of concepts that allow the relation with the new corresponding assumption. Learning is possible when the new information is connected with the pertinent information existing in the cognitive structure of the learner. It is possible to say that knowledge is acquired after the interaction of student, teacher and content, being the first the center of learning process.

In the learning process educators have to investigate and apply methods according to the learning styles and students needs. Considering the selected method, techniques and strategies should be incorporated.

Techniques are the actions and procedures determined in order to achieve a goal in the process of learning.

Strategies have been defined as the compilation of techniques that teachers can utilize inside the classroom in order to facilitate students learning and mainly move them into direction to achieve the learning objectives. Method is the path associated with strategies and techniques to reach an objective, one transition of philosophical guidelines into practice

MEANINGFUL LEARNING
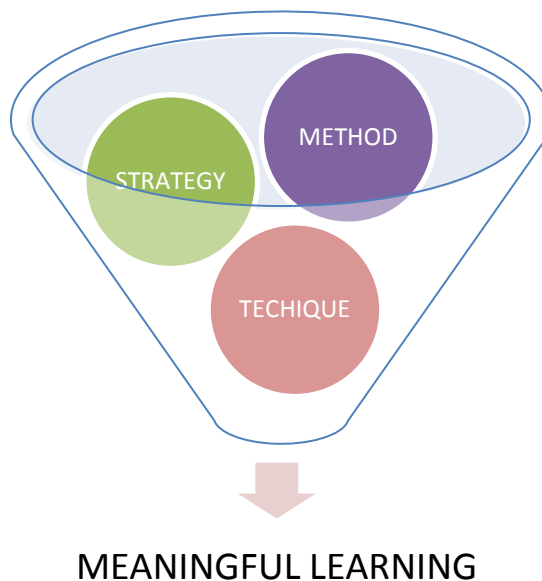
Graph # 1 Relationship between method, strategy, and technique

During the last century, there have been many methods for teaching English, one of them the Clasical Method that focused on gramatical rules, memorization of vocabulary.

This method was created in the nineteenth century, the students had to memorize and translate from one language to another using the mother tongue. Learners received explanations of grammar rules and applied them in sentences following the model that was given. It was focused on accuracy more than on the development of the speaking ability, and the clauses of the text facilitated were the unique bridge between teachers and trainees.

Grammar Translation Method had positive and negative points:

Advantages

✓ There was no necessity to develop speaking.

✓ Facilitated evaluating in grammar rules after long explanations.

✓ Taught academic written text or reading.

Disadvantages

- ✓ Classes were taught in L1.

- ✓ Memorization of vocabulary and grammar rules.

- ✓ Translation from L2 to L1

After, the grammar traslation method the Direct Method appears at the end of nineteenth century as an improvement of the previous, which exclude the use of the mother tongue and focused in the target language with visual materials and realia in order to avoid L1, but native teachers were essentials and unconciously vocabulary was emphasized.

Grammar was learned inductively following the rules of how the language behaves from the target language. L1 must be kept away from the second language learner until oral communication has been reached. This method was an experiment to begin conditions that imitate first language acquisition by a total immersion technique.

The Audio-lingual Method is connected with Direct Methods due to the emphasis in oral communication, through the use of dialogues and drilling. (Larsen-Freeman, pág. 45) mentions that, "*the teacher is like an orchestra leader, directing and controlling the language attitude of her students*", following a precise model as many time as necessary.

Because the Audio-lingual method did not develop the communication completely, The Silent Way performed by Caleb Fatteno (Larsen-Freeman, pág. 54)who did not belong to the Cognitive theory, but argued that, "Teaching should be subordinated to learning" which means that learners expect from their freedom to create. Chomsky claims that to acquire a new language people should discover the rules by themselves in a deductive way.

The early methods as the silent way focused in observation and describing, the natural way based in comprenhension, production and interaction and

suggestopedia were born from the communicative method as an evolution and instuctional mean.

Suggestopedia associated with relax and the retention of the information in the human brain. Total Physical Response, Multiples Intelligences were created to correct the other methods and to help learners in the acquisition of a new language, and it is noticeable, they have had positive and negative points of views. However, some of them are still applied.

Educators started to make questions about the effectivenes of the methods and in the 1960s Communicative Language Teaching appears establishing a relationship between the four abilities and enhancing creativity for teaching grammar dynamically. To achieve the goal to communicate with the students is important to know and recognize very well the functions of the words.

The change in language teaching philosophy came from international concerns over the ineffectiveness of the grammar-based approaches in developing language learners who could actually use the target language in real situations (Blair, 1982). The communicative approach as the name refers was focus in the developing of oral skills, different from the grammar approach that followed patterns and rules that were not enough to strength an authentic language learning.

Contemporary methods as Cognitive Academic Language Learning Approach (CALLA) and the Sheltered method are based in learners academic and linguistic needs according to the curriculum, national standard, levels and goals that students have to achieve, within educators play an important role scaffolding good results.

Cognitive Academic Language Learning approach (CALLA) is an instructional method based in Cognitive Theory for EFL (Students Foreign Language) with multiple learning strategies. It contains five stages to develop learning objectives.

COGNITIVE ACADEMIC LANGUAGE LEARNING

APPROACH

EXPANSION

Students establish
a conection
between language
and content

**CALLA'S
STAGES**

SELF EVALUATION

Students evaluate
by themselves

PREPARATION

Motivation and
selection of
materials

PRACTICE

Use hands-on
activities

PRESENTATION

Connect new
information with
prior knowledge
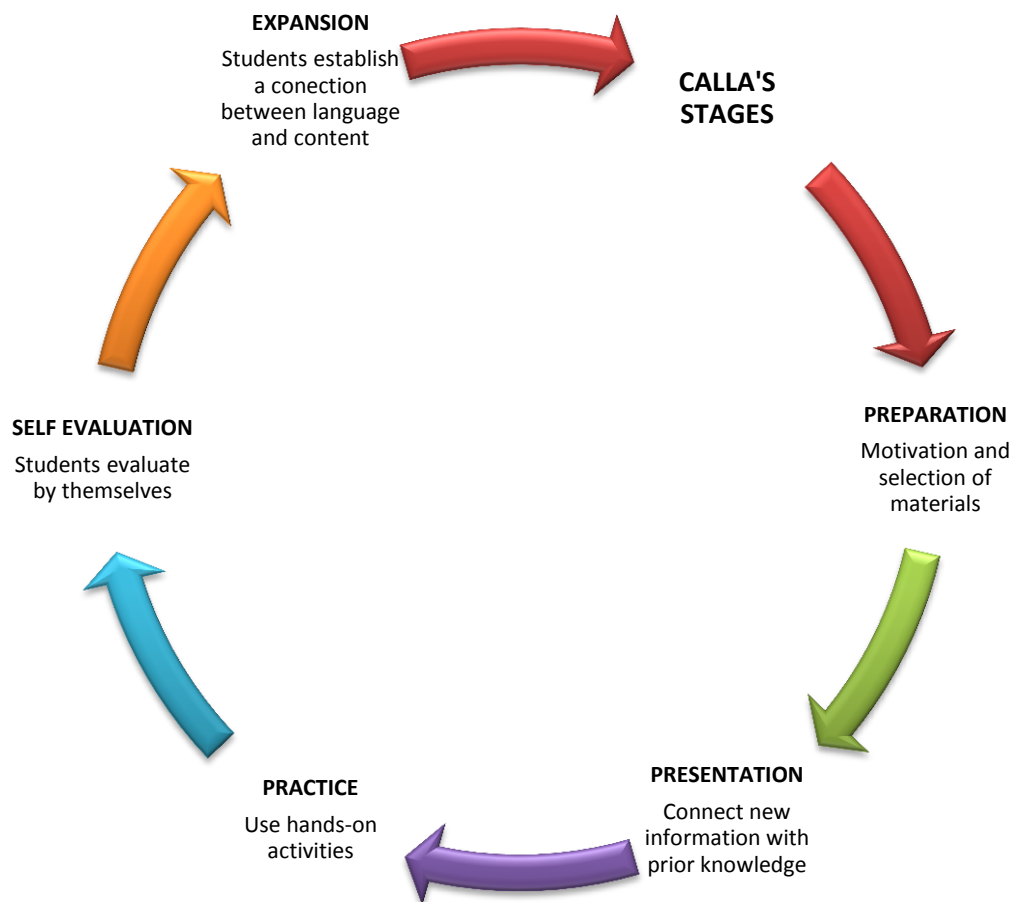
Graph # 2 Stages of CALLA's Method
Author: Verónica Limones Borbor

The Sheltered method presents strategies such us hands-on activities, cooperative learning, the use of visual materials providing students comprehension, and at the same time facilitating an active learning and assessment.

VISUALS

The use of pictures, 3-D graphics organizers, tables to illustrates concepts .

Sheltered Method

HANDS-ON ACTIVITIES

The use of manipulative activities to facilitate students comprehension

COOPERATIVE LEARNING

Students work collaboratively promoting content comprehension
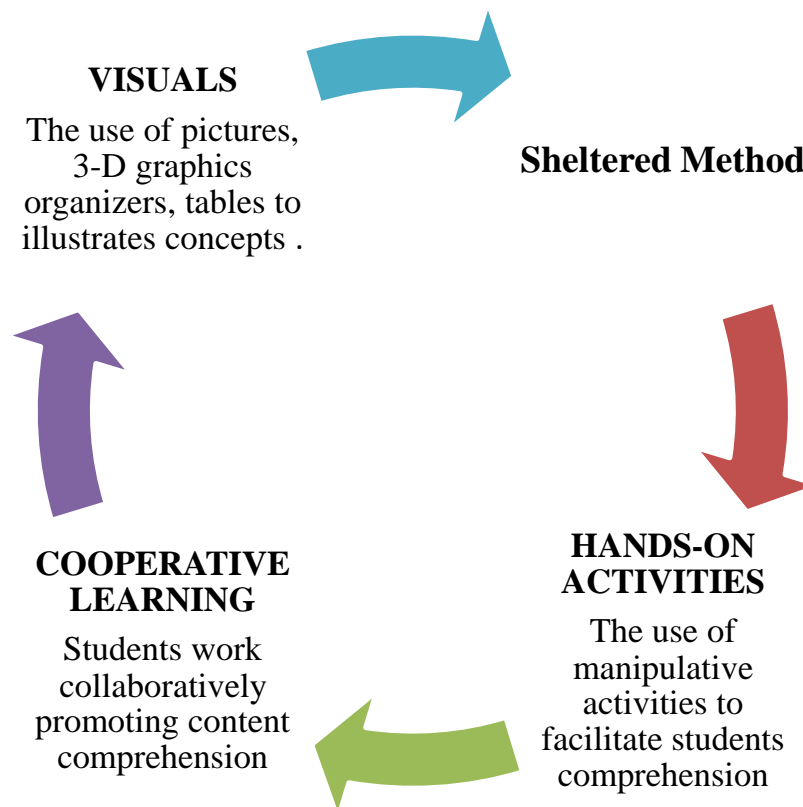
Graph #3 Sheltered Method Variations
Author: Verónica Limones Borbor

Dominant Philosophical Approaches to Language Instruction (Socorro G. Herrera - Kevin G. Murry, 2011)

Chart #1 Philosophical approaches for language instructions

APPROACHES		
GRAMMATICAL GRAMMAR-BASED	COMMUNICATIVE	COGNITIVE
HISTORY		
Origins in nineteenth-century classical Greek and Latin instruction	Primary origins in 1960s and 1970s research on language learning through communication constructivism, and social interaction	Origins in 1980s and 1990s research on learning functions, memory and cognition
CHARACTERISTICS		
Teacher-centered emphasis on the rules and structure of target language.	Student-centered emphasis on communication and meaningful acquisition of knowledge.	Learner-centered focus on explicit teaching of learning strategies (LS) in communicative ways.
METHODS		
Grammar Translation (Historical)	Silent Way (Historical)	CALLA

Focus in developing Reading, writing, and grammar and oral language receive minimal emphasis.
 	
Grammar rules are taught completely.
 	
Direct (Historical)
 	
Focus in total immersion in L2
 	
No use of L1 allowed in the classroom
 	
Involves an accesible and extended response to materials the teacher uses in class**.**
 	
Audiolingual (Historical**)**
 	
Grammatical structures are cautiously taught and connected.
 	
Minimal use of L1
 	
Emphasis error correction, drills, and repetitive practice
	Teacher presents examples
	
	Reinforcement through drilling
	
	Suggestopedia (Historical)
	
	Focus in physical relaxation
	
	Errors correction are minimal
	
	L1 is used for clarification
	
	Not necessarily content-based
	
	Integrated Content-Based
	
	Emphasis L2 development
	
	Focus on content and language integration
	
	Subject area integrated into thematic units
	
	Sheltered Instruction
	
	Grade-level modify curriculum
	
	Scaffolding for instruction.
	
	Cooperative learning, visual and guarded vocabulary.
		• Development of appropiate language instruction.
		
		• Focus on prior knowledge
		
		• Certain instructions in the next learning strategies:
		
		   - Cognitive
		
		   - Metacognitive
		
		   - Social/affective

STRATEGIES		
Direct method examples: Rote memorization Drilling and practice	Sheltered instruction method examples: Cooperative learning Hands- on activities Scaffolding Guarded vocabulary	Examples from the CALLA method: • Cooperative Learning • Explicit LS instruction • Maximizing content and language objectives
TECHNIQUES		
General examples: • Dialogue memorization • Repetition • Mnemonics • Kineties	General examples: • Reducing of idioms use • Realia and hands-on activities • Assorted grouping	General examples: • Questioning • Word walls • Outlines

Source: Mastering ESL and Bilingual Methods
Author: Veronica Limones

Several methods have been used for teaching grammar, some of them did not work as expected, nevertheless, changes and innovations in contemporary methods have not leave grammar out. They have contributed to promote the improvement and adcquisition of new strategies to teach grammar in a creative and interactive form that do not cause a wrong effect in learners.

2.2 PHILOSOPHICAL BASIS

This research is within the Cognitive theory where pedagogycal philosophers as Piaget and Vigotsy support the idea that individuals reach a meaningful learning with the construction of new knowledge based on the experiences.

(Weingartner) says that the Cogntive theory can be applied with students that have difficulties with learning, mainly if they have started to acquire a new language or, when they can not apply what they learnt because of any factor, the model helps learners to think and comprenhend.

«To learn content involves... attribute a meaning, to build up a representation or a mental model of it.» (Coll, 1990b pág. 443).

(Novak, 2010) thinks that meaningful learning underlies the constructive integration of thinking, feeling, and acting leading to empowerment for commitment and responsibility.

The cognitive theory is based on modelling, training and scaffolding. Modelling is developed by the observation followed by the construction of new knowledge. Training is based on instuctions and suggestions and scaffolding sees teachers as facilitators who help students to do a given task.

2.3 FUNDAMENTAL CATEGORIES

2.3.1 Parts of Speech

Parts of Speech are the words with grammatical functions and categories. There are eight parts of speech: Noun (name a person, place thing or idea), Pronoun (a word that substitutes a noun), Verb (a word that expresses action or state of being), Adjective (modifies a noun or pronoun), Adverb (modifies a verb, an adjective or another adverb), Preposition (show the relationship between the noun or pronoun) Conjuction (joins words or group of words) Interjection (expresses emotion).

2.3.2 Grammar

Grammar is the procedure or system of communication, the analysis of how the words can change in their form and meaning to constuct or combine new words, sentences, and phrases.

2.3.3 Foldables

Foldables are three dimensional interactive tool that enhance creativity and promote independent and cooperative work.

2.3.4 Handbook

Handbook is a book or manual that contains the process and instructions concerning how to do something.

2.4 HYPOTHESIS

Will the use of foldables help to improve the grammar learning of the students of first year bachillerato at Carrera Sanchez Bruno Highschool?

2.5 VARIABLES OF STUDY

Dependent Variable: the parts of speech

Independent Variable: language funtions.

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

The design of this research will be based on quantitative and qualitative methodology. These methods will allow to obtain specific results about the level of English language funcions and grammar of the students of First Year bachillerato at Carrera Sanchez Bruno High School.

3.1.1. Quantitative Method

This method was used for this paper in order to collect in a statistical way the data related to results of the tests and surveys applied to the students of First Year bachillerato at Carrera Sánchez Bruno High School.

3.1.2. Qualitative Method

This work used the qualitative method, in order to gather information related with the observation and appreciation of the teacher during the English classes with the students of First Year bachillerato at Carrera Sanchez Bruno High School.

3.1.3. Inductive-Deductive Method

This paper will use both approaches inductive and deductive. For the deductive method first all the needed information about the methods for teaching grammar was gathered, studied, contrasted between authors, and finally simplified for the paper. For the inductive method the researchers started with small observations to make assumptions about the grammar control in students of First Year

bachillerato at Carrera Sanchez Bruno High School.

3.1.4. Scientific Method

This method was used to prove the hypothesis.

3.1.5. Observation Method

This method will help to find out detailed information about causes and effects of the problem related to the grammar and parts of speech functions for students of First Year bachillerato at Carrera Sanchez Bruno High School.

3.2. LEVEL OR TYPE OF RESEARCH

Field Research.- This method was utilized to obtain the updated information on the current level of knowledge and acceptance of the parts of speech handbook specifically at Carrera Sanchez Bruno, it will be applied in the context of First Year bachillerato students since it is the target population involved in the problem.

Bibliographic Research.- It allowed to search and select scientific-theoretical foundations on the subject of investigation, the main topics listed within the theoretical framework related to methods and techniques for teaching grammar, the parts of speech in English were established using this level of research.

Correlational Research.- This method measured the degree of relationship between the stated problem (grammar learning in parts of speech) and the proposal (use of foldables as a technique in teaching grammar).

Applied Research.- This type of research allowed the application of an innovative strategy to teach grammar as the use of foldables in order to improve recognizing the language in students of First Year at Carrera Sanchez Bruno High School.

3.3 POPULATION AND SAMPLE

3.3.1 Population

The population of this research was composed by all 100 students from Carrera Sánchez Bruno High School

Chart # 2 Population

		POPULATION		Percentage
Nº		Descriptión	Quantity	%
01		Principal	1	0.94
02		English Teachers at Carrera Sanchez Bruno	4	3.77
03		Supervisor	1	0.94
04		First Year Bachillerato at Carrera Sanchez Bruno Highschool	100	94.33
TOTAL			106	100 %

Source: Administrative Department of Carrera Sanchez Bruno High School
Author: Veronica Limones

3.3.2 Sample

The population of this survey was composed by 2 classes with 33 students and one with 34 from the First Year Bachillerato.

Chart # 3 Sections and number of students

CLASSROOMS	N° OF STUDENTS
1 BGU "A"	33 students
1 BGU "B"	33 students
1 BGU "C"	34 students

Source: Students
Author: Verónica Limones Borbor

3.4.- VARIABLES OPERATIONALIZATION

Independent Variable: The Handbook to build up language functions.

Chart #4 Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
The parts of spech handbook to build up language functions	Parts of Speech Language Functions Grammar	Skills The handbook with foldables to build up language functions Test	Can the students recognize the parts of speech? Do the teachers apply techniques to help students build up language functions? Will the use of foldables help students identify the parts of speech?	Annual Plan Lesson Plans Observation Interview Survey camera Students grades

Source: Secretary Department of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Dependent Variable: The Parts of Speech

Chart # 5 Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Parts of the speech definition	Parts of Speech, Functions and Grammar.	Constructivism Hands-on activities	Do the students identify the parts of speech? Does the teacher promote activities to understand grammar?	Annual Plan Lesson Plans Observation Interview Survey

Source: Secretary Department of Carrera Sanchez Bruno High School
Author: Veronica Limones

3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 Techniques

The following techniques were applied during this research: Observation, Survey and interview.

3.5.1.1 Observation

It was applied directly to the students of the First year bachillerato at Carrera Sanchez Bruno High School. This technique allowed to observe thoroughly the methodologies and strategies applied in the elaboration of the foldables.

3.5.1.2 Survey

This technique was applied to collect precise data through direct questions regarding the problem and the proposed solution. It will allow to get results about the advantages and disadvantages of the use of foldables to develop language functions in students of First Year bachillerato.

3.5.1.3 Interview

It was used to obtain direct information form the Principal of the Carrera Sanchez Bruno High School and English teachers. From the first interview it was possible to know the methodology applied in the institution and with the English teachers data it was possible to compare the application of foldables among other strategies.

3.5.2 Instruments

3.5.2.1 Camera

This instrument was used to capture images and in order to show them later and have an evidence of the use of foldables in teaching grammar.

3.5.2.2 Notebook

This instrument was used to take notes of the different activities developed throughout this research.

3.5.2.3 Questionnaire

This document with several questions was elaborated to obtain information about the stated problem.

3.6. DATA COLLECTION PLAN

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

Chart # 6 Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To build up English language functions.
2. From which people or objects?	The First Year Bachillerato at Carrera Sanchez Bruno High School.
3. About what aspects?	Language Functions
4. Who?	Verónica Limones Borbor.
5. To Whom?	Students, English Teachers, Principal of the Institution.
6. When?	2014 - 2015.
7. Where?	At Carrera Sanchez Bruno High School.
8. How many times?	Once a year during the academic year 2013 - 2014.
9. How?	Individually and by groups
10. What data collection techniques?	Observation, interviews, and surveys
11. With what?	Surveys, questionnaires and cameras.

Source: Students of Carrera Sánchez Bruno High School
Author: Veronica Limones Borbor

3.7. DATA PROCESSING PLAN

Chart #7 Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA PICK UP AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
The difficulty of the scholars to recognize the parts of speech was determined through a test for learners, surveys, observation and interview to students, teachers and principal of First Year Bachillerato at Carrera Sanchez Bruno High School and the solution of the problem through the use of foldables to improve language functions and parts of speech were validated.	After the identification of the problem the research began looking for information in the internet, online books textbooks, articles and others. The surveys and interview were made without any issue in the agreed time.	Once the problem was ratified in students of First Year Bachillerato, surveys and an interview were made (survey for students and interview to the Principal), these were evaluated in order to develop a proposal to solve the stated problem.	Using all the collected Data that confirmed the complication to recognize the parts of speech of students of First Year Bachillerato at Carrera Sanchez Bruno Highschool, it was relevant to implicate scholars to develop the language functions.	Using foldables to strengthen knowledge in Parts of speech the students of First Year Bachillerato will develop language functions.

Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

3.8. ANALYSIS AND INTERPRETATION OF THE RESULTS

3.8.1 Survey directed to students

Question 1: Do you like grammar?

Objective: To determine if the students consider grammar interesting.

Chart #8 Students`opinionabout grammar

OPTIONS	FREQUENCY	PERCENTAGE (%)
YES	20	20%
NO	80	80%
TOTAL	100	100%

Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Graph # 4 Students`opinionabout grammar
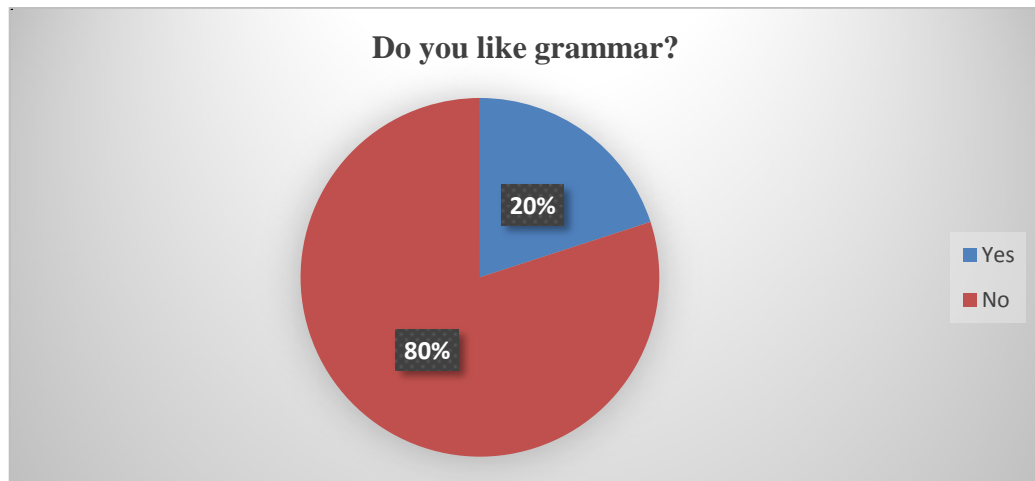
Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Interpretation: An 80% of students considered they do not like grammar in the process of English learning, and just the 20 % consider grammar interesting.

Question 2: Do you get bored in your grammar classes**?**

Objective: To determine how students feel in their grammar classes.

Chart # 9 Motivation learning grammar

OPTIONS	FREQUENCY	PERCENTAGE (%)
ALWAYS	61	61%
SOMETIMES	20	200
NEVER	19	19%
TOTAL	100	100%

Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Graph # 5 Motivation learning grammar
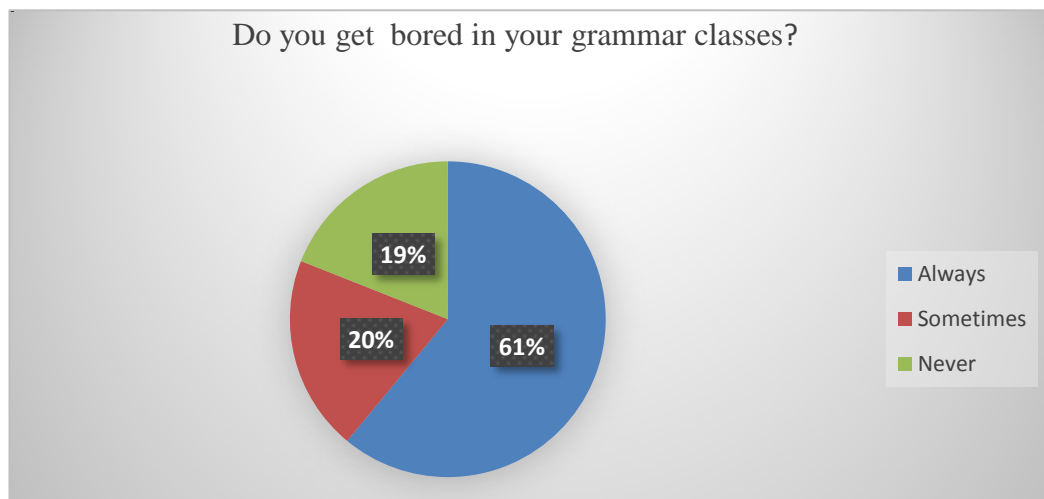
Do you get bored in your grammar classes?

- 61% Always
- 20% Sometimes
- 19% Never

Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Interpretation: The chart reflected that the most of the students felt bored at the moment of learning grammar, because the classes are the same most of the time.

Question3: Do you have difficulties in learning grammar**?**

Objective: To determine if the students find it difficult to learn English grammar.

Chart # 10 Difficulties in grammar learning

OPTIONS	FREQUENCY	PERCENTAGE (%)
ALWAYS	76	76%
SOMETIMES	15	15%
NEVER	9	9%
TOTAL	100	100%

Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Graph# 6: Difficulties in grammar learning
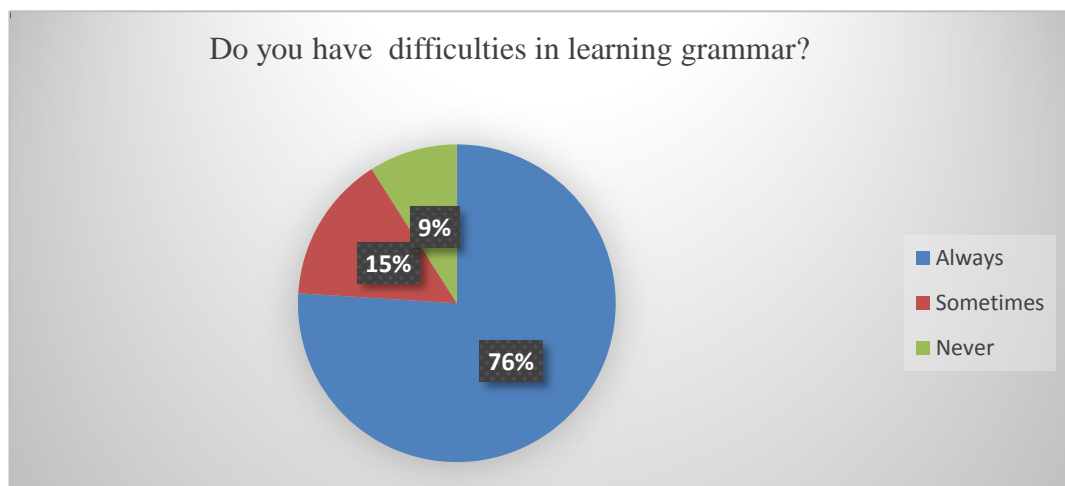
Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Interpretation: A 76% of students recognized that they have had problems learning English grammar, a 15% considered sometimes and, just 9 % considered English grammar not difficult.

Question 4: Have you learnt grammar with innovative activities**?**

Objective: To determine if the students have learnt grammar through the strategies that can engage them.

Chart # 11 Innovative activities

OPTIONS	FREQUENCY	PERCENTAGE (%)
ALWAYS	10	10%
SOMETIMES	20	20%
NEVER	70	70%
TOTAL	100	100%

Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Graph # 7 Innovative activities
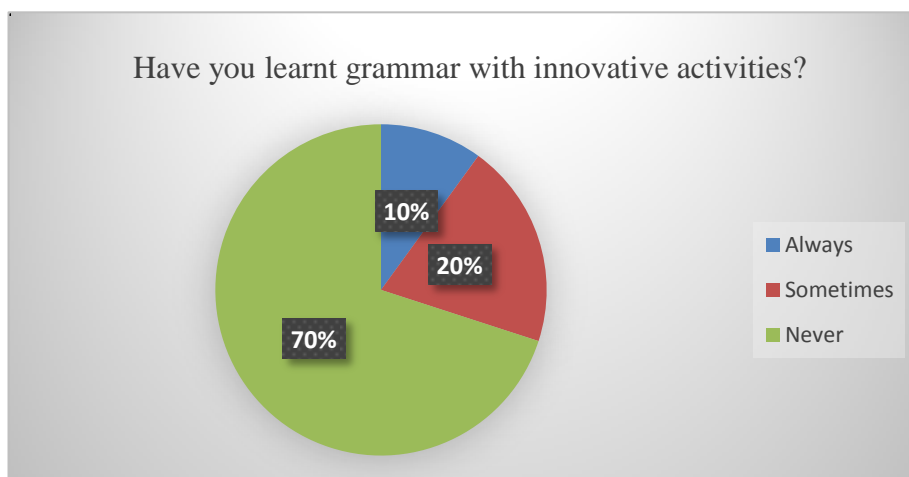
Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Interpretation: The chart showed that the most of the students are not satisfed with the way how English grammar was acquired and according with the results is the traditional form.

Question 5: Do you recognize the grammatical functions of the words easily in a sentence?

Objective: To determine if the students can identify the functions of the words.

Chart # 12: Grammatical functions

OPTIONS	FREQUENCY	PERCENTAGE (%)
ALWAYS	15	15%
SOMETIMES	20	20%
NEVER	65	65%
TOTAL	100	100%

Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Graph # 8: Grammatical functions
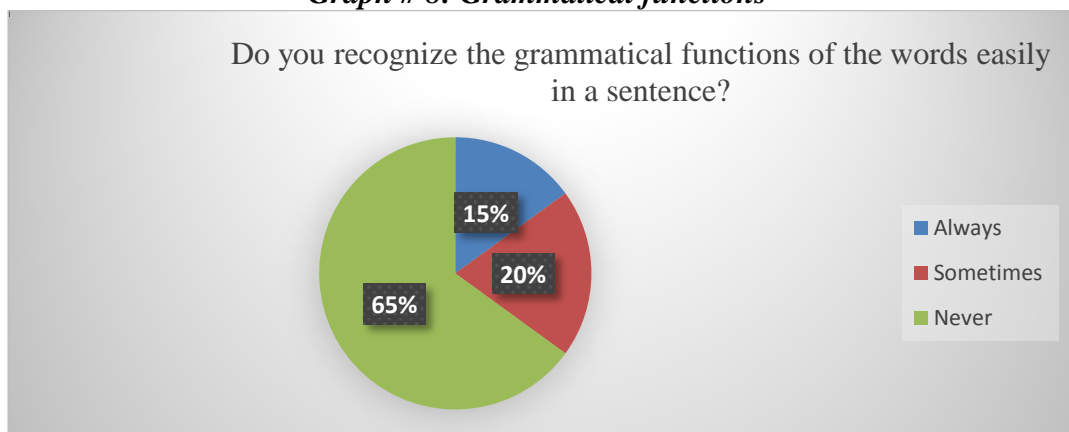
Do you recognize the grammatical functions of the words easily in a sentence?

- Always 15%
- Sometimes 20%
- Never 65%

Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Interpretation: The chart shows that students had difficulties in recognizing the parts of speech and the functions of the words.

Question 6: Do your teachers use didactic materials to teach grammar?

Objective: To determine if the students learn grammar using didactic materials.

Chart # 13 Didactic material use

OPTIONS	FREQUENCY	PERCENTAGE (%)
ALWAYS	19	19%
SOMETIMES	25	25%
NEVER	66	66%
TOTAL	100	100%

Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Graph # 9 Didactic materials use
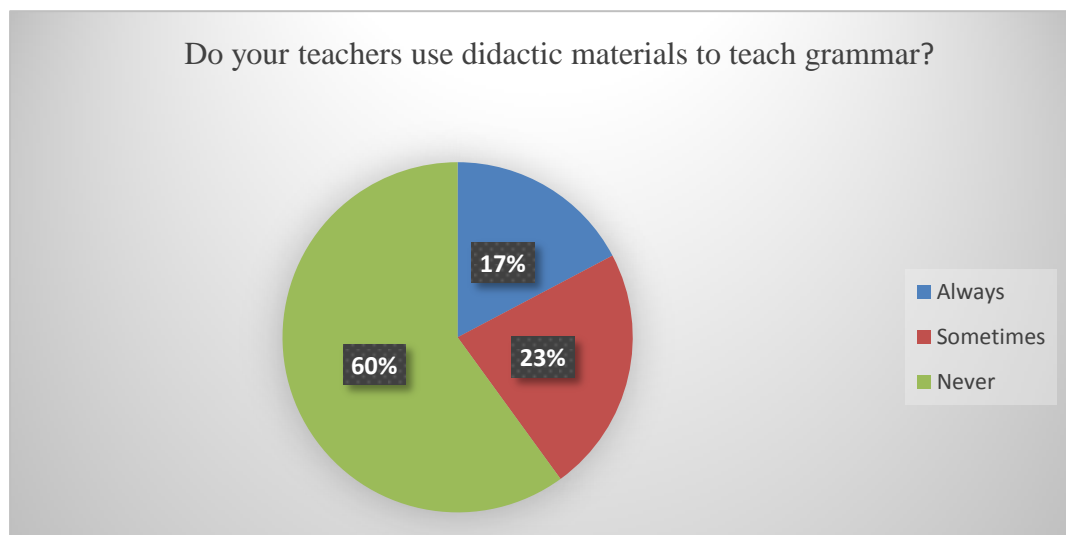
Do your teachers use didactic materials to teach grammar?

- 17% Always
- 23% Sometimes
- 60% Never

Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Interpretation: The chart reflects that teachers did not use didactic materials to teach grammar.

Question 7: Would you like to learn grammar and the parts of speech using color papers and cardboard to practice in the classroom?

Objective: To determine if the students could be motivated to learn grammar using different materials.

Chart # 14 Foldables

OPTIONS	FREQUENCY	PERCENTAGE (%)
YES	80	80%
NO	20	20%
TOTAL	100	100%

Source: Students of Carrera Sanchez Bruno Highschool
Author: Verónica Limones Borbor

Graph # 10: Foldables
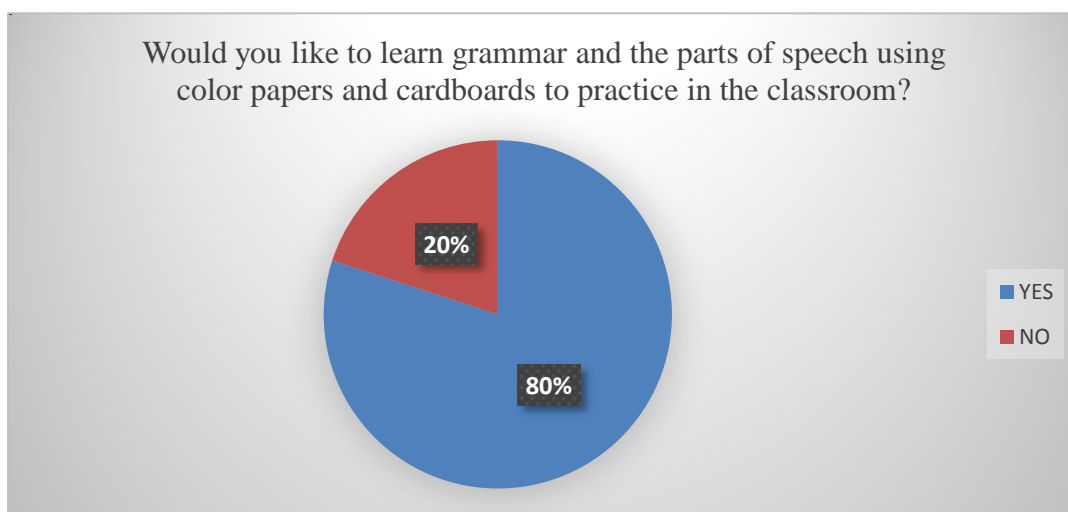
Would you like to learn grammar and the parts of speech using color papers and cardboards to practice in the classroom?

20%
80%
YES
NO

Source: Students of Carrera Sanchez Bruno High School
Author: Verónica Limones Borbor

Interpretation: The chart reflects that students wants to learn grammar and the parts of speech with didactic materials that allow learning constructively.

3.8.2 Survey directed to English teachers

Question 1: Do you use a special technique to teach grammar?

Objective: To determine if the teachers use a special technique to teach grammar.

Chart # 15 Techniques to teach grammar

OPTIONS	FREQUENCY	PERCENTAGE (%)
ALWAYS		
SOMETIMES	2	50%
NEVER	2	50%
TOTAL	4	100%

Source: English teachers of Institution
Author: Verónica Limones Borbor.

Graph # 11 Techniques to teach grammar
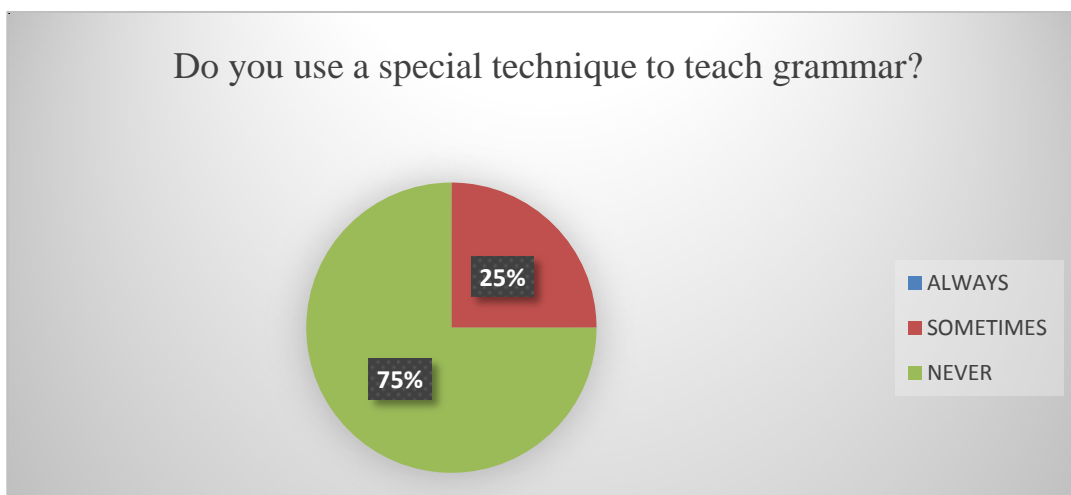
Source: English teachers of Institution
Author: Verónica Limones Borbor.

Interpretation: The chart shows that most of teachers did not use a special tecnique to teach grammar.

Question 2: Do your students like grammar?

Objective: To determine the importance that students give to grammar.

Chart # 16 Importance of grammar

OPTIONS	FREQUENCY	PERCENTAGE (%)
YES	0	0%
NO	4	100%
TOTAL	4	100%

Source: English Teachers of the Institution
Author: Verónica Limones

Chart # 12 Importance of grammar
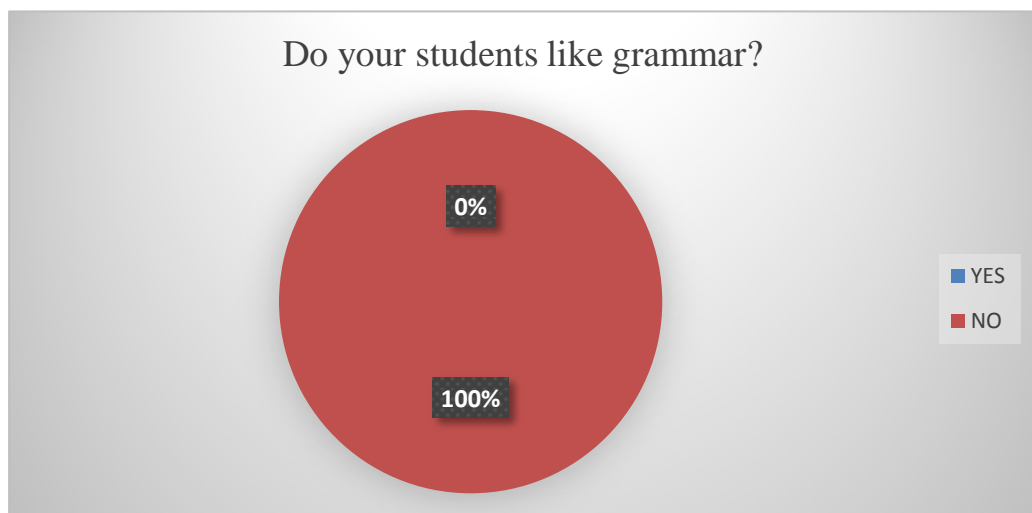
Source: English Teachers of the Institution
Author: Verónica Limones

Interpretation: The results show that students did not like grammar and they consider grammar not relevant.

Question 3: Do you use only the board to teach grammar?

Objective: To determine how the educator teach grammar.

Chart # 17 Use of the board

OPTIONS	FREQUENCY	PERCENTAGE (%)
YES	4	100%
NO	0	0%
TOTAL	4	100%

Source: English teachers of the institution.
Author: Verónica Limones Borbor

Graph # 13 Use of the board
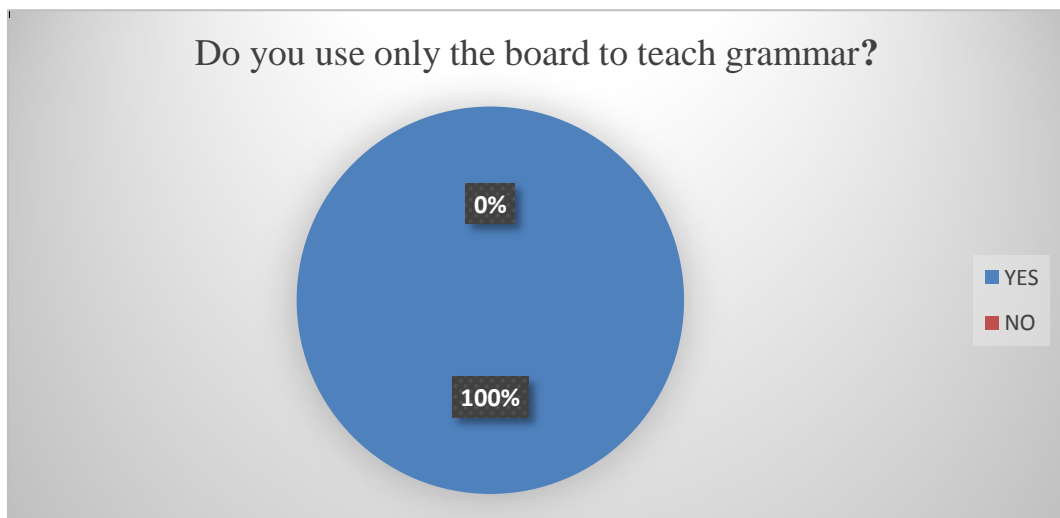
Do you use only the board to teach grammar**?**

0%

100%

YES
NO

Source: English teachers of the institution.
Author: Verónica Limones Borbor.

Interpretation: The result showed that the board was the most common resource used by teachers.

Question 4: Do you use didactic resources to teach grammar?

Objective: To appreciate the resources used by teachers to teach grammar.

Chart # 18 Didactic resources

OPTIONS	FREQUENCY	PERCENTAGE (%)
ALWAYS	0	0%
SOMETIMES	1	25%
NEVER	3	75%
TOTAL	4	100%

Source: English teachers of the Institution
Author: Verónica Limones Borbor

Graph # 14 Resources
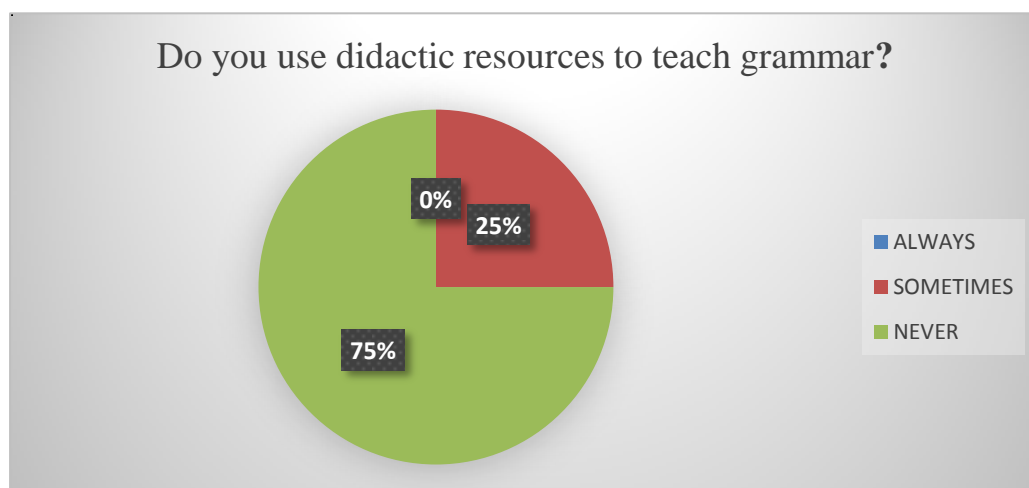
Do you use didactic resources to teach grammar**?**

- ALWAYS
- SOMETIMES
- NEVER

0%
25%
75%

Source: English teachers of the Institution
Author: Verónica Limones Borbor

Interpretation: Teachers applied traditional methods to teach grammar, they follow books and use the board.

Question 5: Can your students identify the parts of speech?

Objective: To determine if the students have complications identifying the parts of speech.

Chart # 19 Parts of Speech

OPTIONS	FREQUENCY	PERCENTAGE (%)
ALWAYS	0	0%
SOMETIMES	1	25%
NEVER	3	75%
TOTAL	4	100%

Source: English Teachers of the institution.
Author: Verónica Limones

Graph # 15 Parts of Speech
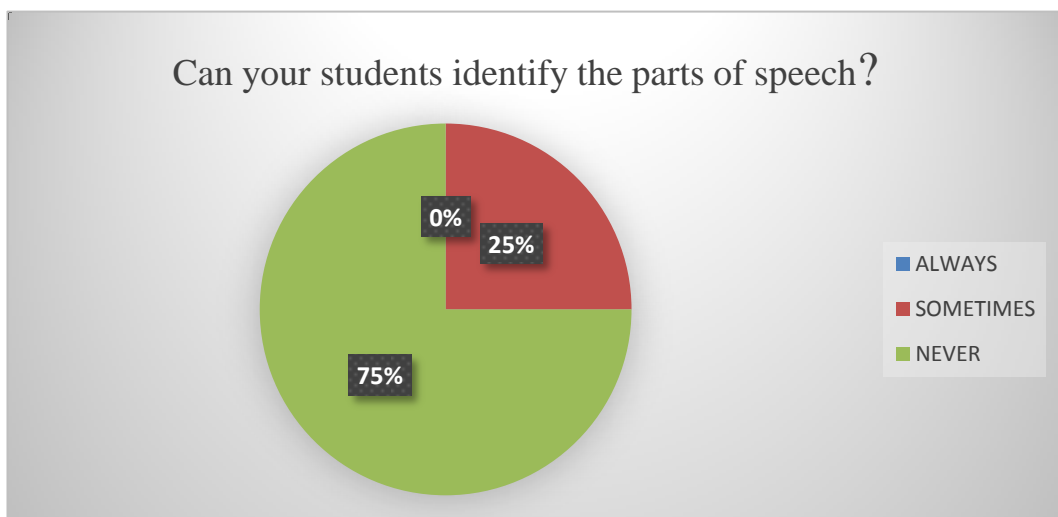
Source: English Teachers of the institution.
Author: Verónica Limones

Interpretation: The chart shows that students had problems to identify the parts of speech.

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Question 6: Do you know what foldables are and how to use them in the classroom?

Objective: To determine if teachers know the use foldables in education.

Chart # 20 Foldables in education

OPTIONS	FREQUENCY	PERCENTAGE (%)
YES	0	0%
NO	4	100%
TOTAL	4	100%

Source: English Teachers of the institution.
Author: Verónica Limones

Graph # 16 : Foldables in Education
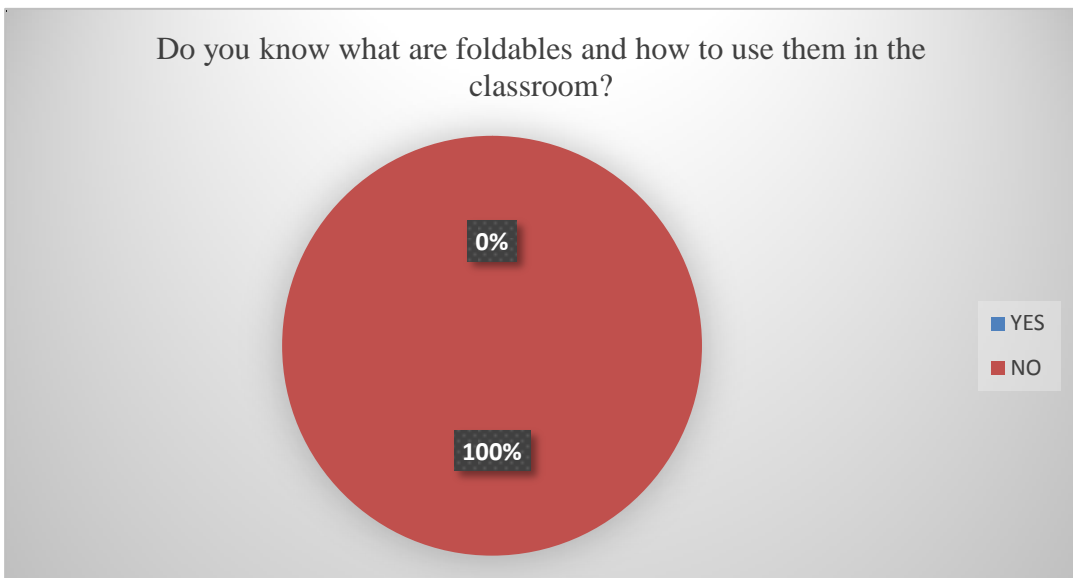
Do you know what are foldables and how to use them in the classroom?

0%

100%

YES
NO

Source: English Teachers of the institution.
Author: Verónica Limones

Interpretation: Teachers do not know the use of foldables as a technique to teach grammar.

Question 7: Do you consider that the use of foldables will help students to understand the parts of speech and grammar in an easy way?

Chart # 21 Foldables teaching parts of speech

OPTIONS	FREQUENCY	PERCENTAGE (%)
YES	0	0%
NO	4	100%
TOTAL	4	100%

Source: English Teachers of the institution
Author: Verónica Limones

Graph # 17: Foldables for teaching parts of speech
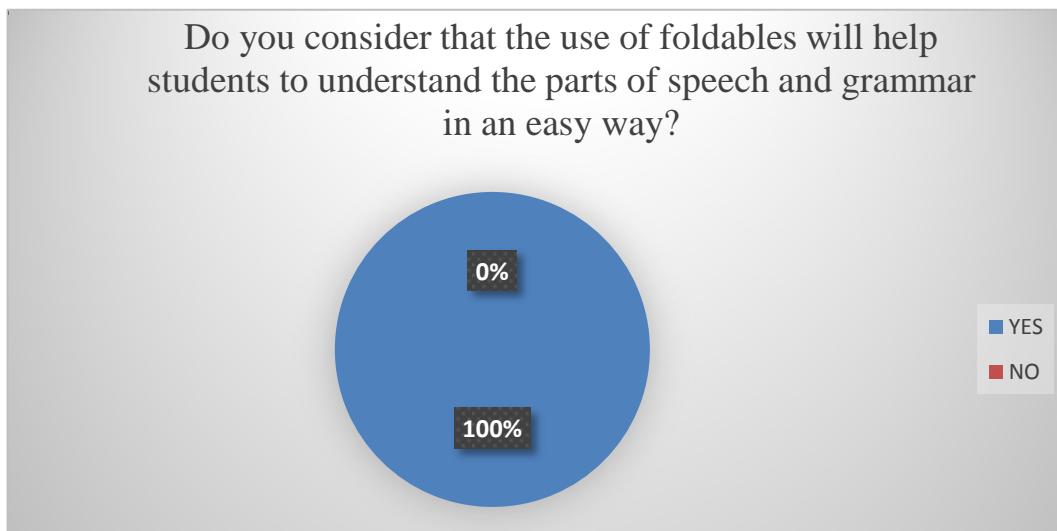
Do you consider that the use of foldables will help students to understand the parts of speech and grammar in an easy way?

0%

100%

- YES
- NO

Source: English Teachers of the institution
Author: Verónica Limones

Interpretation: Teachers considered that the use of foldables to teach grammar will help students to develop language functions.

CHAPTER IV:
PROPOSAL

4.1 INFORMATIVE DATA

Title of proposal

"THE USE OF FOLDABLES TO BUILD UP LANGUAGE FUNCTIONS IN STUDENTS OF FIRST YEAR BACHILLERATO AT CARRERA SANCHEZ BRUNO HIGHSCHOOL, BALLENITA PROVINCE OF SANTA ELENA"

Executing Institution

Carrera Sanchez Bruno High School

Beneficiaries

Students of First Year Bachillerato at Carrera Sanchez Bruno High School

Location

Ballenita, Santa Elena, Province of Santa Elena.

Estimated time for execution

6 months

Responsible

Author: Verónica Limones Borbor

Advisor: Sandra Caamaño López, Msc.

Budget

$ 601.00 (American dollars)

4.2 PROPOSAL BACKGROUND

In our society the importance of learning English has been increasing in private and public institutions, however the results have not been as good as expected, it could be because teachers have not applied good techniques and strategies to teach grammar.

For these reasons learners consider that grammar is the worst aspect in learning English and one of the impediments to English language acquisition in a pleasant way.

It is relevant that, starting learning English a good foundation have been established. This base will support the continous learning lately. Parts of speech are the most important elements in getting English as a Foreign Language, and teachers have to find the feature to involve learners in a successful learning process.

The proposal is the application of innovative strategies such as the use of foldables to teach grammar, particularly the Parts of Speech, that will allow students to develop the cognitive ability to understand and differentiate the word forms.

4.3 SIGNIFICANCE

This project contributed to the application of foldables as a technique to teach grammar for children, teenagers and adults. This research was based in how to improve grammar learning in a likable and interactive form, thus the wrong concept learners have about grammar will change.

This strategy was useful for teachers giving learners the opportunity to demonstrate they are able to create more than they expect. In this case the direct beneficiaries will be the students of First year Bachillerato at Carrera Sanchez Bruno Highschool.

It supports the idea of constructivism due to the fact that teachers just guide students and they have to be creative, leaving behind the books, or becoming the owners of the class. It is important to give them favorable circunstances to be involved in a new environment and successful process of teaching and learning.

Emphasizing that the parts of speech are the fundamental foundations in learning grammar is neccesary to investigate and look for innovative strategies to help students to improve learning and they do not see grammar as an impediment to learn English.

The application of this project is possible considering that materials are easy and inexpensive to acquire, besides the fact that it counts with the support of authorities, teachers and parents of the institution.

4.4 OBJECTIVES

General Objective:

To build up language functions through the application of an innovative strategy in teaching the Parts of Speech for students of First Course of Carrera Sanchez Bruno High School.

Specific Objectives:

- ✓ To diagnose the level of knowledge of the language functions in the students.

- ✓ To design a handbook with innovative strategies called Foldables to teach Parts of Speech to develop language functions for the students of first year bachillerato at Carrera Sanchez Bruno High School.

- ✓ To evaluate the learning results of the students recognizing and differentiating language functions.

4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

The use of foldables was an effective tool in the process of teaching grammar, mainly the Parts of Speech for students of First Year at Carrera Sanchez Bruno Highschool, Ballenita Santa Elena Province, academic year 2014-2015. This project helped the students to improve identifying and differentiating the language functions and their correct application.

Foldables are 3-dimensional interactive graphic organizers that help students to organize, remember, review and learn many kinds of information, allowing learners in a kinesthetic learning environment develop their creativity, critical thinking and communication skills.

Dinah Zike fosters the use of foldables in the classroom with Math, Science, Social Studies, and suggest that can be applied with other subject areas at any level of learners.

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

PARTS OF SPEECH HANDBOOK USING FOLDABLES

AUTHOR: VERONICA LIMONES BORBOR
ADVISER: SANDRA CAAMAÑO LOPEZ, MSC.
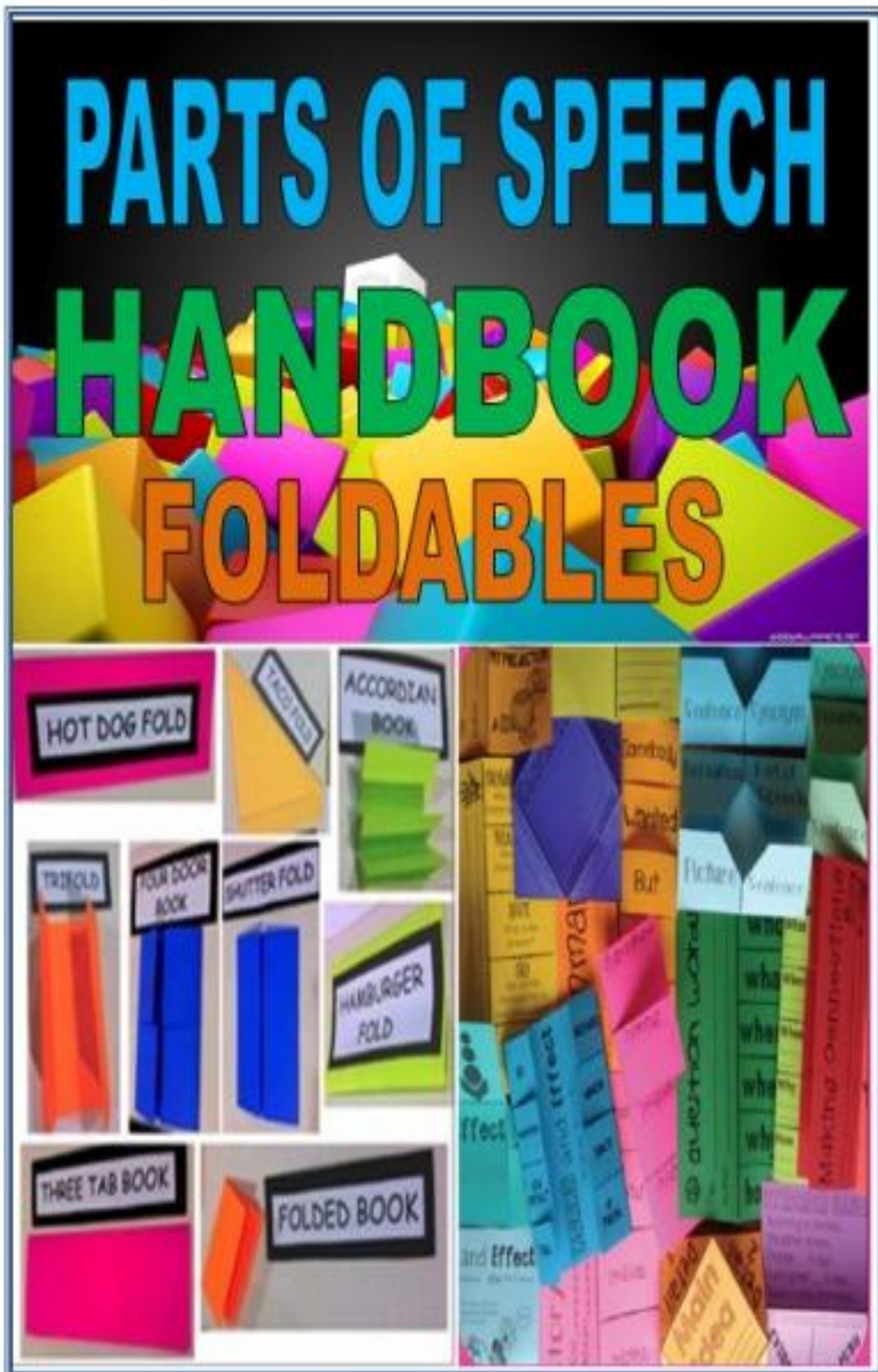
HANDBOOK INSTRUCTIONS

How to apply the use of foldables for reinforcing knowledge of students in parts of speech?

It is necessary to consider the next points:

- ✓ Lesson plans according to the topic.

- ✓ The resources to be used to make the foldables such as cardboards, pictures, glue, materials for decoration, colors.

- ✓ It should promote the aptitude to do the activities.

Taking into account the points mentioned, this technique could be applied during the period using the foldables according to the lesson. The teacher has to be creative and innovator expecting to the best results.

This handbook was designed based in the parts of speech and it will contain:

- ▪ The name of foldable

- ▪ Definition and use

- ▪ Illustration

Author: Verónica Limones Borbor

PARTS OF SPEECH HANDBOOK

Picture # 3 Teacher modelling the activities

**BY:
VERÓNICA
LIMONES
BORBOR**

Picture # 4 Students creating

TABLE OF CONTENTS

TYPES OF FOLDABLES USED IN CLASS.

FOLDABLE 1

Name: 3D CONCEPT MAP
Use: Represents concepts

Picture # 5: Three-D concept map

Activity #1

Topic: Parts of speech

Objective: Students will be able to identify the parts of speech.

Time: 40 minutes

Chart # 22 Activity #1

Time	Goal	Procedure	Resources	Assesment
40 minutes	To introduce Parts of Speech.	To present the phrase THE PREDICTION WAS PREDICTABLY PREDICTED taken from http://busyteacher.org/14531-word-formation-parts-of-speech-how-to-teach.html as an introduction. Brainstorm some ideas about the phrase. Brainstorm the parts of speech. Emphasize the function of the words Prediction (noun), predictably (adverb) Predicted (adjective) Encourage students to make a 3D concept map in cardboard with the clasification of Parts of Speech following instructions.	Cardboards Scissors Glue Brigth color papers	Makes and oral explanation using the 3D concept map.

Author: Verónica Limones

FOLDABLE 2

Name: SMALL SQUARE ACCORDION

Use: Follow a sequence, word formation, text stuctures, and vocabulary.

Activity # 3
Topic: Nouns
Objective: To define the term noun
Time: 40 minutes

Chart # 23 Activity #3

Time	Goal	Procedure	Resources	Assesment
40 minutes	To define the term noun	After feedback make an accordion book to classify person, place and things. Give to students a list of words and encourage students to classify the words and paste pictures according with words.	Cardboards Scissors Glue Brigth color papers samples	Classify the words into the correct place**.**

Author: Verónica Limones

FOLDABLE 3

Name: TAP DOOR BOOK
Use: To collect ideas

Source: (Zike)**ah.com/conceptmaps/page34/pencilpatter.php**

Picture #8: Tap book

Activity #4
Topic: Pronoun
Objective: To define the term pronoun
Time: 40 minutes

Chart #24 Activity# 4

Time	Goal	Procedure	Resources	Assesment
40 minutes	To determine the term pronoun	After the explanation and following instructions students make a tap door book foldable and guided by teacher organize the pronouns and types. Practice a lot with the foldable adding pictures, forming sentences, interacting each others.	Cardboards Scissors Glue Brigtly colors paper samples	Classify the pronouns into the correc place in a cretive way in foldable.

Author: Verónica Limones

FOLDABLE 4

NAME: POCKETS

Use: To organize non sequence concepts.
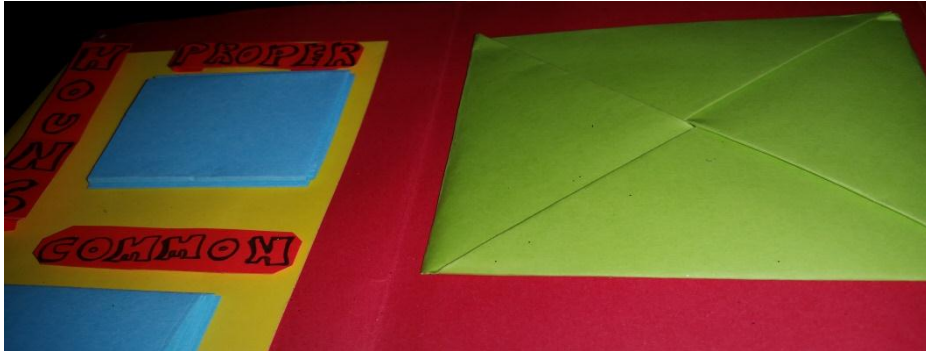
Picture # 10 Pocket

Activity #6

Topic: Adjectives

Objective: To define the word adjective

Time: 40 minutes

Chart #25 Activity# 6

Time	Goal	Procedure	Resources	Assesment
40 minutes	To define the word adjective	Describe some things in the mother tongue to connect with the topic Elicit some well-known adjectives in English showing some pictures. Make a minilapbook, with pokets paste pictures and describing it.	Cardboards Scissors Glue Brigthly colors papers samples	Describe the pictures in the minibook.

Author: Verónica Limones

FOLDABLE 5

Name: MINIBOOKS

Use: To improve vocabulary.

Picture # 9: Minibook

Source (htt2)

Activity #5

Topic: Verbs
Objective: To define correctly the verb
Time: 40 minutes

Chart # 26 Activity #5

Time	Goal	Procedure	Resources	Assesment
40 minutes	To define the word verb	After to remaind students the meaning of verb brainstorming several actions miming and elicit answers students make minibooks and in each section write a verb, paste a picture in a creative way.	Cardboards Scissors Glue Brigthly colors papers Cards Pictures	Make an oral presentation with the foldables done.

Author: Verónica Limones

FOLDABLE 6

Name: POP-UP BOOK

Use: It can be used to follow sequences.

Picture #11: Pop up book

Source: (Zike)

Activity #7

Topic: Adverbs

Objective: To define an adverb

Time: 40 minutes

Chart # 27 Activity #7

Time	Goal	Procedure	Resources	Assesment
40 minutes	To define and adverb	After to explain what adverbs are give a list of them and provide some examples Make a pop up book foldable and represent the adverbs of frequency.	Cardboards Scissors Glue Brigthly colors papers samples	Use the frequency adverbs with the pop up foldable.

Author: Verónica Limones

FOLDABLE 7

Name: TEN DOOR BOOK

Use: Follow sequency
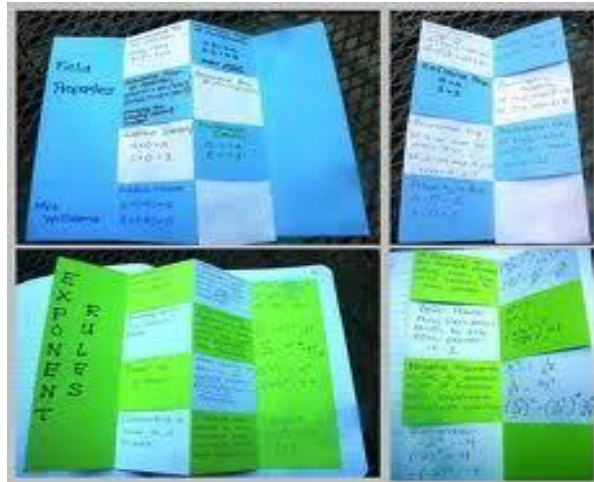
Picture #12 TAP BOOK

Source: (Zike)

Activity #8

Topic: Prepositions

Objective: To infer the word preposition

Time: 40 minutes

Chart # 28 Activity 8

Time	Goal	Procedure	Resources	Assesment
40 minutes	To infer the word preposition	After the feedback students make a ten door book according to the instructions organizing the information and practicing on it.	Cardboards Scissors Glue Brigtly colors papers samples	Use the correct prepositions in sentences cretaively in the foldable**.**

Author: Verónica Limones

FOLDABLE 8

Name: CONJUCTION CHAIN
Use: To link ideas

Picture # 13 Chain

Activity #9

Topic: Conjuctions

Objective: To determine the word conjuction

Time: 40 minutes

Chart # 29 Activity #9

Time	Goal	Procedure	Resources	Assesment
40 minutes	To construct the word conjuction	To explain the meaning of conjuctions and their uses. Guided by teacher students make a conjuction chain	Clips Scissors Glue Brigthly color papers sample	Represent how conjuctions are used in sentences with clips in the foldable and replace the clips with real parts of sentences.

Author: Verónica Limones

FOLDABLE 9

Name: LAYERED-LOOK BOOK

Use: To follow a sequence and organize the parts of a process.

Picture #6: Layered book

(Pinterest)

Activity #2

Topic: Word endings

Objective: To determine the smilarities between word endings (suffixes).

Time: 40 minutes

Chart 30 Activity #2

Time	Goal	Procedure	Resources	Assesment
40 minutes	To determine the similarities between word endings with suffixes.	To elaborate a folded layered book organized with nouns verbs, adjectives and adverbs to remain and compare the common endings.	Carboards Scissors Bright Color papers samples	Place in the correct place the words in the folded table.

Author: Verónica Limones

FOLDABLE 10

Name: LAPBOOK
Use: File and organize the concept maps and foldables

Picture #14 lapbook

Activity #10

Topic: Organizing information in the lapbook.

Objective: To demonstrate the learning acquired.

Time: 40 minutes

Chart # 31 Activity #10

Time	Goal	Procedure	Resources	Assesment
120 minutes	To organize the learning acquired.	To organize carefully following the sequence of learning all the foldables in the final Project that it is a lapbook.	Cardboards Scissors Glue Brigthly color papers sample Pictures Stapler	Present the lapbook including the foldables made during the process with the consecutive order of ideas with an exposition of the of the topic designated.

Author: Verónica Limones

4.6 STRATEGIES OF IMPROVEMENT

Chart # 32 Strategies of Improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
• Traditional English classes	• Interactive classes in a kinesthetic environment.
• Boredom in grammar lessons	• Fun with hands-on activities.
• Following the book and worksheets.	• Development and creativity in classroom projects.

Author: Verónica Limones

Chart # 23 grades

LEARNING OUTCOMES

N°	NAME	GRADES	
		BEFORE	AFTER
1	BALON SUAREZ JESSICA PAOLA	5	8,5
2	BARANDICA SANTILLAN DANIXA LOURDES	4,5	8
3	BORBOR BERNABE GILLIAM MARIA	7	9
4	BORBOR VILLON HAROLD ESTEBAN	9	10
5	CASTRO BORBOR KERLY ALEXANDRA	7,25	9
6	CHILÁN TOMALÁ HUMBERTO JOSUE	3,5	7
7	GARCIA VERA MARIA GABRIELA	4,5	8
8	JIMENEZ DE LA A MELINA MABEL	6,75	8,5
9	MALAVE SEVERINO VANNESSA ELIZABETH	9,5	10
10	MERIZALDE VILLALOBO ARIEL ARMANDO	8,25	9,5
11	MORALES MEJILLON JOSELYN ESTEFANIA	7,5	8,75
12	MORALES VARAS ANGELA MICAELA	6,75	8,75
13	MORAN TOMALA ROGER MOISES	10	10
14	MORENO TOMALÁ HUGO RAFAEL	7	9
15	MUJICA SOLANO AYLIN YANIRA	7,5	9
16	MUÑOZ CAMPOZANO ADRIAN EMILIO	6,5	8,5
17	ORDOÑEZ SOLANO JORDY ALBERTO	6,5	8
18	QUIMI AGUILERA MICHAEL FEDERICO	8,5	9,5
19	QUIMI BORBOR ANGIE JAMILEX	3,5	7
20	QUIRUMBAY GAVILÁN CARLA GINGER	7,25	9
21	RODRIGUEZ ABRAJAN GENESIS JULISSA	6	8
22	ROSALES CATUTO MINERVA VIVIANA	5,75	8
23	SORIANO YAGUAL VANESSA VIVIANA	5,25	8
24	TOLEDO MUÑOZ VALERIA VALENTINA	6	8
25	VASCONES SORIANO JUAN MANUEL	6,5	7,5
26	VEGA TOMALA KAROL MISHEL	8	9
27	YAGUAL CEVALLOS JOSELYN ALEXANDRA	10	10
28	YAGUAL LLANOS DELIA MARIA	7,25	8
29	YAGUAL SUAREZ LISBETH DOMÉNICA	6	8
30	YAGUAL YAGUAL BRYAN MOISES	6	8,75
31	ORRALA MEREJILDO OSWALDO ALFREDO	5,5	8
32	TOMALA CARVAJAL JENIFFER VALERIA	5	7
33	SALINAS BORBOR YULY MICHELLE	4	7

Author: Verónica Limones

RESULTS AFTER THE PROPOSAL

Legend: CALIFICACIONES ANTES, CALIFICACIONES DESPUES
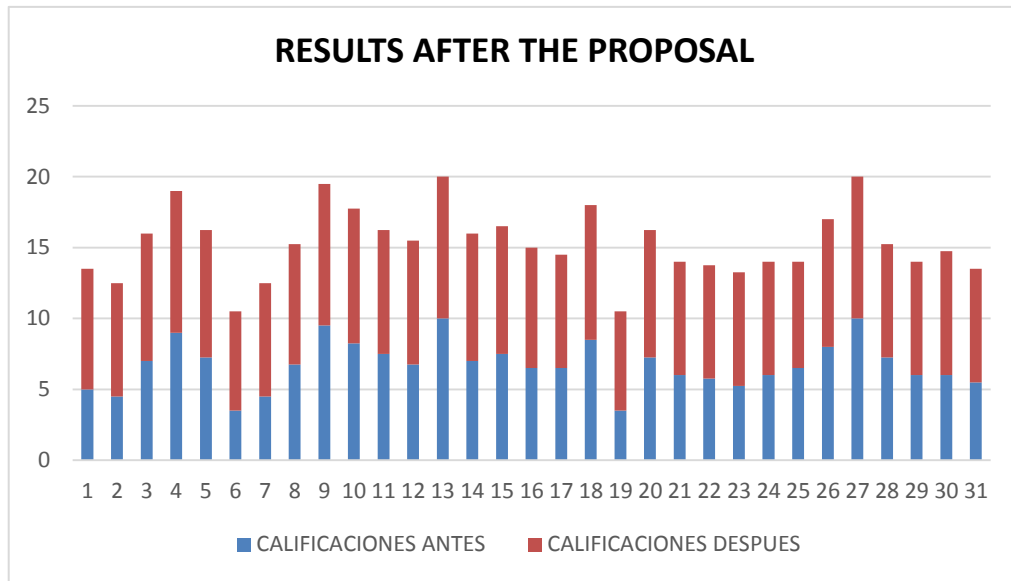
Graph # 18 Results

Source: Verónica Limones
Author: Verónica Limones

Interpration: The graphic indicates that students improved recognizing language functions with the use of foldables.

4.7 CONCLUSIONS AND RECOMMENDATIONS

4.7.1 CONCLUSIONS

- The use of foldables are considered as an effective educational tool, they should be used to improve the language functions of students.

- The application of foldables allow students comprehension and retention of information.

- Foldables should be used as a technique to improve the level of knowledge of students in grammar.

- The use of foldables can be adapted in teaching grammar and other subjects areas in education.

- Foldables are excellent tools to impulse class projects and reinforce other English areas like phonics, spelling, etc.

4.7.2 RECOMMENDATIONS

- The application of foldables should be used to encourage independent practice of students.

- The application of foldables should be applied in other courses at Carrera Sanchez Bruno High School and other subjects like Math. Schools have adapted classes to make students build and work with materials like cards ans scissors because they are supposed to learn by doing.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 RESOURCES

5.1.1 Institutional

UNIDAD EDUCATIVA CARRERA SANCHEZ BRUNO

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

5.1.2 Human

TEACHERS

STUDENTS

PRINCIPAL

5.1.3 Economic

DESCRIPTION	UNIT COST	TOTAL COST
Sheets	$ 5.00	$ 50.00
Prints	$ 0.25	$ 125.00
Copies	$ 0.05	$ 25.00
Ink	$ 0.30	$ 120.00
CD´S	$ 1.00	$ 3.00
Cardboards	$ 20.00	$ 20.00
Flash drive	$15.00	$ 30.00
TOTAL		**$ 355.50**

5.1.4 Technological

DESCRIPTION	UNIT COST	TOTAL COST
Internet	$ 28.00	$ 28.00
TOTAL		$ 28.00

5.1.5 Various

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	$ 50.00	$ 50.00
Lunch and snacks	$ 50.00	$ 50.00
Unanticipated expenses	$ 100.00	$ 100.00
TOTAL		**$ 300.00**

TOTAL		**$ 601.00**

5.1.6 Timetable

Nº	ACTIVITIES	2014-2015																														
		OCTUBRE				FEBRERO				MARZO				ABRIL				MAYO				JUNIO				JULIO				AGOSTO			
		1	2	3	4		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.	Socializatión with thesis advisor.	X																															
2.	Thesis Desinging.																																
3.	Elaboration Chapter I.																																
4.	Chapter I Progress.																																
5.	Elaboration Chapter II.						X	X																									
6.	Field Research at "Institution".							X																									
7.	Survey Implementation.								X																								
8.	Analysis and interpreation of results																																
9.	Elaboration Chapter III.																																
10.	Chapter III Progress.													X																			
11.	Elaboration Chapter IV and V.														X	X																	
12.	Implementation of activities.														X	X	X	X	X	X													
13.	Review of Thesis draft.																						X	X	X	X	X	X	X				
14.	Delivery of final work																											X					
15.	Pre defense of thesis		X																														
16.	Defense of Thesis at Acadmeic Conseil.					X				X																							
17.	Graduation day.												X																				

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APPENDIX

APPENDIX 1

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER
INTERVIEW WITH THE PRINCIPAL OF THE INSTITUTION

NAME: Mónica Tomalá Chavarría, Msc.

INSTITUTION: Carrera Sanchez Bruno Highschool

ADDRESS: Ballenita –Santa Elena – Ecuador

Introduce:

First of all, good morning. My name is Mónica Tomála Chavarria, I represent the Carrera Sanchez Bruno High School and it is a pleasure to help you in the development of the project that will benefit our students.

Question 1

1. Do you remember how you learned grammar when you were at school?

Answer

I learnt grammar since I was a child, at home because my mother taught and encouraged me to read poetry, so it makes me feel passion for literature.

Thus, when I was at school I had an idea about the importance of the language; I loved poetry, so grammar was easy for me. In addition, I had excellent educators; for this reason I believe that actually I master the language.

Question 2

1. Do you know what the parts of the speech, and gramatical functions in the English language are?

Of course, I know the grammatical functions in our language such as the noun, the article, the adverb, verb, conjuction, interjection, but in English I can not answer anything because I do not know, but I suppose that is similar.

I am going to take an English module, I remember that when I was at high school I thought that I master English language in grammar and writing, but in pronunciation I was not good, so when I went to the university I realized that I was wrong. I had difficulties in English and I lost my interest for the English language.

Nowadays, I know that English is crucial so we have to take courses to learn because it is necesssary in a job.

Question 3

1. Have you observed that English teachers at your institution use didactic materiasl for teaching English?

Well, almost never I see that a teacher uses didactic material, but I consider that most of them during the time I have been here not. I know that is not the same to

know English than to teach it. I am conscious they have to improve teaching with materials or apply techniques to teach grammar.

Question 4

1. Do you consider that the use of a strategy for example foldables can help the students to understand in a better way the parts of speech and the gramaticalfunctions in the English language?

2. I have the conviction that all projects lead to the solution of any problema and why not your proposal, your technique that is in order to improve the process of teaching and learning.

PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER
SURVEY TO THE STUDENTS

INSTITUTION: Carrera Sánchez Bruno Highschool
COURSE: First Year Bachillerato
OBJETIVE: To determine if the students know what are the parts of the speech and their appreciation about the use of foldables to learn grammar.
 Instructions: Read carefully and answer the questions as honestly as possible. Mark each box with an X

Apply the following scale: Always   Sometimes   Never

1. Do you like grammar?

   Yes   ☐   No   ☐

2. Do you get bored in your grammar classes?

   Always   ☐   Sometimes   ☐   Never   ☐

3. Do you have difficulties in learning grammar?

   Always   ☐   Sometimes   ☐   Never   ☐

4. Have you learnt grammar with innovative activities?

   Always   ☐   Sometimes   ☐   Never   ☐

5. Do you recognize language functions easily in a sentence?

   Always   ☐   Sometimes   ☐   Never   ☐

6. Do your teachers use didactic materials to teach grammar?

   Always   ☐   Sometimes   ☐   Never   ☐

7. Would you like to learn grammar and the parts of the speech using brighly color papers and working in the classrrom?

   Yes   ☐   NO   ☐

PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

SURVEY TO THE ENGLISH TEACHERS OF THE INSTITUTION

OBJECTIVE: This survey is adressed to English teachers at Carrera Sanchez Bruno Highschool in order to know what are the methods and techniques used in the teaching-learning process of English Grammar?

   1.   Do you use a special technique to teach grammar?

Always   ☐ Sometimes   ☐ Never   ☐

   2. Do your students like grammar?

Always   ☐ Sometimes   ☐ Never   ☐

   3. Do you to use only the board to teach grammar?

Always   ☐ Sometimes   ☐ Never   ☐

   4. Do you use special didactic resources to develop grammar?

Always   ☐ Sometimes   ☐ Never   ☐

   5. Can your students identigy parts of the speech?

Always   ☐ Sometimes   ☐ Never   ☐

   6. Do you Know what are foldables and its use in the classroom?

Always   ☐ Sometimes   ☐ Never   ☐

   7. Do you consider that the strategy of foldables will help the students to understand the parts of the speech and grammar in a easy way?

Always   ☐ Sometimes   ☐ Never   ☐

APPENDIX #4

CONSTITUTION OF ECUADOR

(Nacional)**Section 1**

Article	Description
160 The first section Education Art. 343	160 The first section Education Art. 343.- The national system of education will take as a purpose the development of capacities and individual and collective potentials of the population, which make the learning possible, and the generation and utilization of knowledge, techniques (skills), knowledge, arts and culture. The system will have as center to the individual that learns, and will work in a flexible and dynamic, enclosing, effective and efficient way

LAW OF INTERCULTURAL EDUCATION

| Article	Description
2 Paragraph c	Research, construction and permanent development of knowledge.- It is established to the investigation, construction and permanent development of knowledge as guarantee of the promotion of the creativity and of the production of knowledge, promotion of the investigation (research) and the experimentation for the educational innovation and the scientific formation.

CHILHOOD AND ADOLESCENSE CODE

| Article	Description
37	. Right to the Education The children and teenagers have the right to a hight quality of education. This right demand of an educational system that: 1. Ensure the access and term of every child to the basic education, and adolescent until the high school or its equivalent. 2. Respect the cultures and specific nature of every region and place. 3. Take into account educational, flexible and alternative proposals in order to attend to children and teenagers needs, primarily for those with disability, working or living in a situation requiring better opportunities to learn. 4. Guarantee that children and adolescents can count with professors, didactic materials, local laboratorios, facilities, suitable resources having a positive environment for learning. This right include the effective access to the initial education from 0 to 5 years old, thus flexible projects and programs will be developed and opened, according to the cultural needs of learners, and 5. That respects the ethical, religious and moral parents, children and adolescents convictions.The public education is secular in all levels, compulsory until tenth year of basic education and free till to bachillerato or its equivalent. The goverment and corresponding organization guarantee that educational institutions offer services with equity, quality, timeliness, and the right of parents also will be ensured to choose the education that best suits to their sons and daughter

APPENDIX # 6

PHOTOS OF STUDENTS PROJECTS
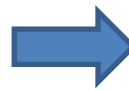
LAYERED-BOOK

UMBRELLA
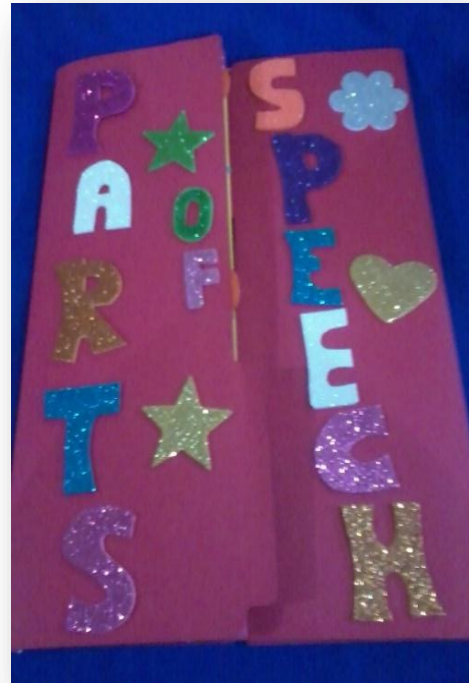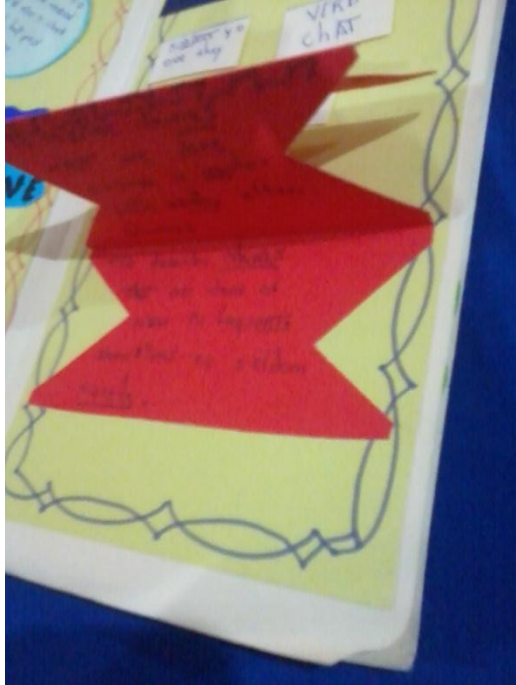
TICKET ACCORDION

LAPBOOK

SQUARE ACCORDION

MINIBOOKS

APPENDIX 7

TEACHER MODELLING THE ACTIVITY

TEACHER WORKING WITH STUDENTS

WORKING IN CLASS

STUDENTS SHARING ACTIVITIES

WORKING IN GROUPS

Ballenita, abril 30 del 2015

*"Pon en manos del Señor todas tus
obras, y tus proyectos se cumplirán"*
Pr. 16:3

Doctora
Nelly Panchana Rodríguez
DECANA DE LA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
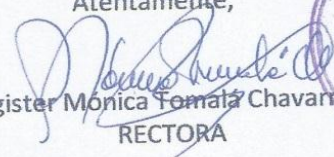**DE LA UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA**
En su despacho.-

De nuestras consideraciones:

Me es grato dirigirme a Usted para dar a conocer lo siguiente:

Nuestra Institución Educativa, autoriza a la Sra. Julieta Verónica Limones Borbor con C.I.
No. 091678391-3, para que proceda a realizar su proyecto educativo "PARTS OF SPEECH
HANDBOOK TO BUILD UP LANGUAGE FUNCTIONS FOR FIRST YEAR BACHILLERATO AT
CARRERA SANCHEZ BRUNO HIGHSCHOOL, BALLENITA, SANTA ELENA", dentro de la
Institución en la fecha señalada, ya que se considera un requisito previo para que pueda
graduarse como Licenciada en Ciencias de la Educación.

Por la atención a la presente Autorización, reitero mis sinceros agradecimientos de
consideración y alta estima.

Atentamente,

Magister Mónica Tomalá Chavarría
RECTORA

C.c. Archivo

GRAMMAR REVISION CERTIFICATE

This is to certify that I have reviewed the grammatical components of the graduation research project with the theme:

"PARTS OF SPEECH HANDBOOK TO BUILD UP LANGUAGE FUNCTIONS FOR FIRST YEAR BACHILLERATO AT CARRERA SANCHEZ BRUNO HIGHSCHOOL, BALLENITA, SANTA ELENA, 2014", belonging to Julieta Verónica Limones Borbor, presented in order to obtain the title of English Teacher at the University Peninsula of Santa Elena, Faculty of Education and Languages.

I corrected the errors of punctuation, content, syntax, and comprehension of the different topics, so I authorize the use of this certificate according to the best judgment.

ELSA YOLANDA ARRIETA MORALES, Msc.
CI: 0902008358

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

La Libertad , Mayo 13 2015

Para: MSc. Glenda Pinoargote Parra

Directora Licenciatura en Ingles.

De: MSc. Sandra Caamaño Lòpez

Docente Carrera Lic. Ingles.

ASUNTO: Informe de los resultados del servicio documental Urkund.

Por medio de este comunicado hago llegar a usted, los resultados obtenidos en la Tesis (Trabajo de Titulación) de la estudiante Veronica Limones Borbor una vez pasado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 4% de similitud el mismo que va por debajo de indicadores considerados plagio, de la misma manera solicitar el paso para la defensa de la Tesis para la obtención al Título de Licenciado en Ingles.

 De ante mano agradezco su tiempo y pronta respuesta.

Atentamente,

MSc. Sandra Caamaño Lòpez
Docente de la Carrera Licenciatura en Ingles.

Veronica Limones – [002] [3] ⌄ | ⌄ | ⌄ | ✓ Editar carpeta | 🔍 | ⏮ ◀◀ 1/1 ⏬

☐ D14204532 CHAPTER II vero.docx — 40% — 54 KB — 2786 palabra(s) — veritol1010@gmail.com — 05/05/2015 04:46

☐ D14174240 CHAPTER IV vero.docx — 0% — 897 KB — 2292 palabra(s) — veritol1010@gmail.com — 03/05/2015 16:32

☐ D14160493 CHAPTER I vero.docx — 0% — 21 KB — 1572 palabra(s) — veritol1010@gmail.com — 30/04/2015 22:43