



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

TITLE

FREE LANGUAGE-LEARNING PLATFORM FOR BOOSTING BASIC ENGLISH SENTENCE STRUCTURE AMONG STUDENTS OF TENTH GRADE AT EGB VEINTICUATRO DE JULIO, SANTA ELENA. PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015 - 2016.

RESEARCH PAPER

**AS A PREREQUISITE TO OBTAIN A:
BACHELOR'S DEGREE IN ENGLISH**

AUTHOR: JEFFERSON FERNANDO PERUGACHI GARCIA

ADVISOR: MSC. TATIANA GARCÍA VILLAO

LA LIBERTAD - ECUADOR

2016

UNIVERSIDAD ESTATAL

PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA DE LICENCIATURA EN INGLÉS

MODALIDAD PRESENCIAL

TEMA

PLATAFORMA DE APRENDIZAJE LIBRE PARA IMPULSAR LA ESTRUCTURA DE LA ORACIÓN BÁSICA EN INGLÉS ENTRE LOS ESTUDIANTES DE DÉCIMO GRADO DE LA ESCUELA DE EDUCACIÓN BÁSICA VEINTICUATRO DE JULIO EN SANTA ELENA. PROVINCIA DE SANTA ELENA. AÑO ESCOLAR 2015-2016.

TRABAJO DE TITULACIÓN

Previo a la obtención del Título de:

LICENCIADO EN INGLÉS

AUTOR: JEFFERSON FERNANDO PERUGACHI GARCIA

TUTORA: MSC. TATIANA GARCÍA VILLAO

LA LIBERTAD - ECUADOR

2016

La Libertad, June 28, 2015

ADVISOR'S APPROVAL

In my Role as Advisor of the research paper under the title **“FREE LANGUAGE-LEARNING PLATFORM FOR BOOSTING BASIC ENGLISH SENTENCE STRUCTURE AMONG STUDENTS OF TENTH GRADE AT EGB VEINTICUATRO DE JULIO, SANTA ELENA. PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015 - 2016.”** Prepared by Jefferson Fernando Perugachi García, undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula de Santa Elena University. I declare that after having oriented studied and reviewed the project, I approve it in its entirety, because it meets the requirements and it is sufficient for its submission to the evaluation of the board of examiners.

Sincerely

.....
MSc. Tatiana García Villao
La Libertad, June 28, 2016

La Libertad, June 2015

STATEMENT OF AUTHORSHIP

I, Perugachi Garcia Jefferson Fernando with ID number. 0927663799, undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages English Teaching Career, declare to be author of the research paper **“FREE LANGUAGE-LEARNING PLATFORM FOR BOOSTING BASIC ENGLISH SENTENCE STRUCTURE AMONG STUDENTS OF TENTH GRADE AT EGB VEINTICUATRO DE JULIO, SANTA ELENA. PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015 - 2016”** prior for obtaining a Bachelor’s degree in English, which is supported by previous researches, such as; authors of books, journals, theses, and websites mentioned in this work, references that give the scientific character of this paper.

Sincerely,

Jefferson Fernando Perugachi García

C.C. 0927663799

BOARD OF EXAMINERS

Dra. Nelly Panchana Rodríguez, MA. ED.
FACULTY OF EDUCATION CAREER
AND LANGUAGE

Lcda. Glenda Pinoargote Parra MA. ED.
LANGUAGE SCHOOL DIRECTOR

MSc. Tatiana García Villao
Advisor

MSc. Kleber Loor Zambrano
Specialist Professor

Ab. Joe Espinoza Ayala
GENERAL SECRETARY

DEDICATION

This work is dedicated to God for giving me his strength, to my parents for always being by my side with their example of perseverance and humility, my wife and my son who are my inspiration and my support every day, also I want to dedicate this work to all my friends and colleagues for all their teachings and experiences shared with this server and finally, to all the people who contributed confidently in my process to finish my college education to obtain my degree.

With love,

Jefferson

ACKNOWLEDGEMENT

I would like to thank all my professors who helped me to strengthen knowledge throughout my process at the University, those professors who do a job without desiring to have special thanks but really changing lives for the good of an individual.

A word of thanks to my tutor MSc. Tatiana García Villao, who with her knowledge helped me to continue my research, to MSc. Elsa Arrieta with her cooperation I could advance my studies at UPSE. Also, I want to thank MSc. Glenda Pinoargote, Director of the English Teaching Career for her educational support.

Finally, I want to thank MSc. Daniela García, Director at Escuela de Educación Básica Veinticuatro de Julio for all the cooperation provided in the research, teachers of the institution and all specialists who contributed with their experiences to this research work.

Jefferson

DECLARATORIA

“El contenido del presente trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Península de Santa Elena”

Jefferson Fernando Perugachi García

DECLARATION

“The content of the following graduation work is my responsibility; the intellectual property belongs to the Peninsula de Santa Elena University.”

Jefferson Fernando Perugachi García

TABLE OF CONTENTS

TITLE PAGE IN ENGLISH.....	i
TITLE PAGE IN SPANISH.....	ii
ADVISOR'S APPROVAL PAGE.....	iii
STATEMENT OF AUTHORITY.....	iv
BOARD OF EXAMINER'S SIGNATURE PAGE.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
DECLARATION OF INTELLECTUAL PROPERTY.....	viii
TABLE OF CONTENT.....	ix
LIST OF CHARTS WITH PAGE REFERENCES.....	xi
LIST OF GRAPHICS WITH PAGE REFERENCES.....	xii
ABSTRACT.....	xiv
INTRODUCTION.....	1
CHAPTER 1: THE PROBLEM.....	3
1.1 Problem Statement.....	3
1.2 Context of the problem.....	6
1.3 Research Questions.....	8
1.4 Rationale.....	9
1.5 Research Objective.....	11
1.6 Idea to defend.....	11
1.7 Scientific Tasks.....	11
CHAPTER II: THEORETICAL BASIS.....	12
2.1. Literature Review.....	12
2.1.1 Related Studies in United States.....	12
2.1.2 Related Studies in Europe.....	13
2.1.3 Related Studies in East Africa.....	14
2.1.4 Projects in Latin America.....	15
2.1.5 Basic English Sentence Structure.....	15
2.1.6 Teaching Basic English Sentence Structure.....	16
2.1.7 Basic English Sentence Structure techniques and activities.....	17

2.1.8 Learning Management Systems	18
2.1.9 Learning Management Systems for teaching English	18
2.1.9.1 How to teach English with Free Language-Learning Platform	19
2.1.9.2 Types of Free Language-Learning Platform	20
2.2 Philosophical Basis	21
2.3 Educational Basis	26
2.3.1 English Language Education.....	26
2.3.2 Learning Theories	26
2.3.3 English Language Teaching.....	27
2.3.4 Teaching Grammar – Basic English Sentence Structure	28
2.4 Legal Basis	30
2.4.1 Constitution of Ecuador	30
2.4.2 According to National Plan – Good Living	31
2.4.3 According to Ley Organica de Educación Intercultural	31
2.4.4 Plan Decenal de Educación.....	31
2.4.5 Código de la Niñez y la Adolescencia	32
CHAPTER III: RESEARCH METHODS	33
3.1 Research Design.....	33
3.2 Population and Sample.....	35
3.2.1 Population	35
3.2.2 Sample.....	35
3.3 Data Collection.....	36
3.4 Data Analysis	37
3.4.1 Results of the interview directed to the Principal at Escuela de Educación Básica Veinticuatro de Julio.	38
3.4.2 Results of the interview directed to the English Teacher at Escuela de Educación Básica Veinticuatro de Julio.....	40
3.4.3 Results of the survey directed to the Students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio.....	43
3.4.4 Results of the interview directed to the Specialist.	53
3.5 Results and Discussions	55
3.5.1 Results.....	55

3.5.2 Discussions	56
CHAPTER IV: PROPOSAL.....	57
4.1 Name of the Proposal	57
4.2 Description of the proposal	57
4.2.1 Information Data	57
4.2.2 Justification and Significance	58
4.2.3 Design and development of the proposal	59
4.2.3.1 Duolingo.....	63
4.2.3.1 Description of Duolingo.....	63
4.2.3.3 Main Page	64
4.2.3.4 Presentation	64
4.2.3.5 Dashboard	65
4.3 Achievement and Results.....	71
4.4 Conclusions and Recommendations	77
4.4.1 Conclusions.....	77
4.4.2 Recommendations.....	78
4.5 Timetable.....	79
4.6 Resources	80
4.7 References	81

APPENDIXES

A. Anti-plagiarism report	85
B. Institution’s consent letter	88
C. Institution’s certificate of completion of research	89
D. Other.....	90

CHARTS

Chart 1- Description of Population	35
Chart 2- Description of Sample.....	36

Chart 3- Do you like English?	43
Chart 4- How do you consider the English Classes	44
Chart 5- Have you heard that Language-Learning Platforms help to learn English?	45
Chart 6- Does your teacher use the internet in your English classes?	46
Chart 7- Could the use of internet and Language-Learning Platforms help to the English Learning?	47
Chart 8- Could the use of internet and Language-Learning Platforms help to the Basic English Sentence Structure?.....	48
Chart 9- Do you think that the use of Language-Learning Platforms could be more interesting to the class?	49
Chart 10- Have you ever used Language-Learning Platforms with exercises and activities that support to enhance your Basic English Sentence Structure skills? .50	
Chart 11- Do you consider that a Language-Learning Platform with exercises and activities could contribute to enhance your English Sentence Structure skills? ...51	
Chart 12- Do you agree to use a Language-Learning Platform with exercises and activities that can support you to enhance your Basic English Sentence Structure skills?	52
Chart 13- Timetable of Activities	59
Chart 14- Planning	62
Chart 15- Pre-Test results.....	72
Chart 16- Post-Test results	74
Chart 17- Achievement of Students	76

GRAPHICS

Graphic 1- Do Students like English?.....	43
Graphic 2- How the students consider the English classes	44
Graphic 3- Have students heard about the virtual platforms.....	45
Graphic 4- Teacher uses internet in the English classes	46
Graphic 5- Could virtual platforms help the English learning	47
Graphic 6- Could virtual platforms help the basic sentence structure	48
Graphic 7- The use of language-learning platforms could be more interesting to the class	49

Graphic 8- Have students ever used language-learning platforms.....	50
Graphic 9- Virtual platform with exercises could contribute to enhance the English sentence structure skills.....	51
Graphic 10- Students agree to use a language-learning platform	52
Graphic 11- Duolingo	63
Graphic 12- Main Page of Duolingo	64
Graphic 13- Presentation of Duolingo	65
Graphic 14- Dashboard of Duolingo.....	65
Graphic 15- Personal Pronouns.....	66
Graphic 16- Greetings	67
Graphic 17- School	68
Graphic 18- Present Simple	69
Graphic 19- Present Continuous	70
Graphic 20- Pre-Test results.....	71
Graphic 21- Post-Test results	73
Graphic 22- Achievements of students	75



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

FREE LANGUAGE-LEARNING PLATFORM FOR BOOSTING BASIC ENGLISH SENTENCE STRUCTURE AMONG STUDENTS OF TENTH GRADE AT EGB VEINTICUATRO DE JULIO, SANTA ELENA. PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015 - 2016.

Author: Jefferson Perugachi García

Advisor: MSc. Tatiana Garcia Villao

SUMMARY

The purpose of the research is focused on the implementation of new strategies for teaching such as the free language-learning platforms to improve Basic English writing. Based on studies done in different countries such as the United States, Guatemala, and East Africa, the author applies the proposal of the academic use of virtual platforms to improve the deficiency in the Basic English sentence structure at Escuela de Educación Básica Veinticuatro de Julio. This work is justified by the results based on observations and tests where students do not reach A2 level in writing according to Common European Framework of Reference for Language, the research methodology was qualitative and quantitative with approaches on action research and grounded theory which leads to enact new educational paths that go hand in hand with the update of learning. The implementation of the free virtual platform benefited the majority of the students. It was obtained positive changes in educational goals in a short-term performance; it is worth mentioning that the research produced good results but also gave standard results which reflect the little interest on the language by the students. It gives emphasis to reformulate ways of teaching and change the traditional teaching for an update in the teaching-learning process where the teachers can use images, videos, or proper use of virtual platforms, encouraging improvement in education and adapting of technology in classes. The content of the virtual platform is suitable for the English book of the tenth grade issued by the Ministry of Education, it contains online activities such as; images, videos, and audios to correct handling and boost the basic English sentence structure. As a result, working with this strategy of teaching will contribute with positive effects on the development of productive skills of the students.

Key words: New strategies, language learning platforms, writing, technology

INTRODUCTION

Nowadays, the English language is implemented as an essential tool for any type or level of education; sometimes this language is everywhere in books, in magazines, on television, banners or advertising. For this reason, the importance of learning it is inevitable for the benefits of using it not only in education but also in the social and personal life.

Although in the schools or colleges the learning of the English language has been implemented with books, materials and English teachers, the mastery of the language according to the (Ministry of Education, 2012), has not improved at all levels. For this purpose, Sitec (sistema Integral de tecnología para la escuela y la comunidad) implemented computer labs in several educational institutions so that the teachers can use the maximum of the educational tools to provide students with methods and new teaching strategies.

This is a reality that is not always true, the technological delay of the teachers with new teaching-learning strategies and the disinterest of students has made the English language no to improve at Veinticuatro de Julio School. As a consequence, this research contributes with information for the academic use of the free learning platforms. It contributes to develop their skills in a more efficient way boosting their writing skills and the correct grammar command.

This work intends to promote the academic use of a virtual platform called “Duolingo” to boost the basic English sentence structure so that students can reach the A2 level of writing. The improper use of tools or the inappropriate development of the grammatical competence of English in 10th-grade students expressed its deficiency to produce a basic sentence. The virtual platform provides and promotes activities online in a comfortable environment of learning which develops productive students in the English Language.

Chapter I presents the problem statement where is explain the deficiency of basic English sentence structure in the students at Escuela de Educación Básica Veinticuatro de Julio, also in this chapter is establish the research questions, rationale, research objective, the idea to defend and the scientific task for each chapter: II, III, and IV.

Chapter II consists on the Theoretical Basis, which describes the literature review where is represent some related studies around the world. Besides this chapter involves the Philosophical basis where is delineated some tendencies and theories of researches like Piaget, in the section Educational Basis is determined the scientific fundamentals and learning theories and the section Legal Basis is explain the fundamentals focused on the rights to education of the people.

Chapter III includes the research methods and relates it to the focus of the investigation. The methodology is structured into research design which contains the plan of the investigation with time, space and approach. The chapter describes the population and sample focused among the students of tenth grade, course D at Veinticuatro de Julio School, also the techniques of data collection and data analysis. All the research has qualitative and quantitative approach based on grounded theory and action research methods.

Chapter IV contains the proposal that is the solution to the problem. The plan is structured in the following way; title, the description where is represent the plan for the betterment of the deficiency of basic English sentence structure among students of tenth grade. The information data, which is all the general information about the school such as; the beneficiaries and location, besides this chapter involves the design and developmental of the proposal, the achievement and results where is represent each data for its study and other points such as the conclusion and recommendations, timetable, resources, and references

CHAPTER I

THE PROBLEM

1.1. Problem Statement

English Education is transformed through major changes of paradigms; it is not based on the conception of teaching and learning as transmission and observation. Today, it is an active and participative model; it allows to establish new strategies for oriented learning. Strategies go hand in hand with technology as the use of the internet or virtual platforms: new strategies that impose new changes in the teaching-learning in the schools of the world.

A necessary condition for achieving this learning is that the methodology used can generate concrete experiences. For example: recreational activities, which allow students to develop heuristic potential; their capacity for analysis, synthesis; becoming real spaces where children live, feel and enjoy freely their existence in a motivating way. For this reason, Teaching English Language daily seeks teaching methodologies such as virtual platforms where students can develop their skills and they can achieve good results.

In the educational context, there is an essential conception of definitions in the deficiency of the Basic English Sentence Structure, which uses activities like: writing sentences from Spanish to English, completing a song, completing a poem; in a few cases such strategies solve learning problems (in fact, including learning content) from the sequence of knowledge, and in others, to solve problems of attention and motivation as well as issues related to the coexistence of students in educational public institutions of Ecuador.

In response, the trend in the field of education is to give greater emphasis to the strategies of teaching and learning such as the free language-learning platforms to

improve skills in English, as key parts of learning the English language, not as a process, much less to complete a program of studies; but to obtain significant learning and this contributes students in their way of life, facing the globalization.

The student is the epicenter of learning and the strategies are part of a road where the student can relate in real form, everyday resources that could produce the interaction student-teacher in order to obtain symbolic activities for learning and developing the skills. With these strategies, the dynamism of the student, the multiple intelligences and other activities are presented, which occur when students interact with virtual platforms with exercises to improve the level of English.

In this context, it is perceived that the education system in Ecuador has also suffered major transformations in recent years. Currently, the Ministry of Education has granted educational quality standards on methods, techniques and strategies of learning as well as the levels of output in the language English Profiles, highlighting the benefits from the competencies and the use of technology, especially in the school curriculum. In this way, (Ministerio de Educación, 2012) this strategy stands out, with greater emphasis, including teaching strategies such as the internet and virtual platforms in various areas of development and the different cycles, giving them different advantages and application offerings.

In addition, children, predominantly of active nature, need interaction to build their own knowledge and subjectivity. For the current youth, technology is part of their lives, which allows the development of motor skills, structuring of space, as well as knowledge and the progressive understanding of reality. Through the free language-learning platforms, the children will go discovering and knowing in their environment. Technology is one of the ways where students tend to express different feelings, interests and hobbies.

In this same vein, it is considered that technology plays an important role in the current educational field, where the students can develop certain autonomy in class

and at home, and can meet goals established within a curriculum; each student works in conjunction with the teacher, following interests and actions of the group. Later, in the competitive activity, the student works in interrelation with one or more classmates while learning takes place.

Likewise, the sistema Integral de tecnología para la escuela y la comunidad is covering zone 5, where we belong, with Internet, computer rooms, announcing that technology has more relevance and importance in the educational process. To understand, it is essential to give real spaces where children explore, feel and enjoy in a modern atmosphere. This would be the explanation of increasing interest to understand, analyze and interpret the virtual learning platforms, allowing teaching changes and expectations.

Unfortunately, Escuela de Educación Básica Veinticuatro de Julio presents a different reality. Although the teachers have the computer room, they have little work with the technology, poor knowledge about virtual learning platforms and how to use them; it is a problem with the learning goal. For example: little update of the teachers in the teaching tools, even the use of technology prescribed in the same curriculum of English language is considered, but these are used twice a year, in order to comply only with the curriculum.

This would explain the reasons why students in the tenth grade at Veinticuatro de Julio School do not improve their English skills and present deficiency in the Basic English Sentence Structure, where also teaching method influences, and gives results of failing English students.

By the above mentioned, in this context, it is necessary to analyze to what extent the free language-learning platform in the field of education affects the learning of the English language, with the purpose of improving the deficiency of the Basic English Sentence Structure, where the protagonists are the students. In this way, it intends to link the education with technology, exploiting the existing educational

resources to the maximum, in accordance with new approaches, trends and pedagogical objectives of the educational institution, which has the challenge of improving the quality of English language learning.

1.2. Context of the Problem

English is one of the most important and necessary languages in the world. Everyday people find words, banners, news, and expressions in English closer. For this reason, the English teaching is more than essential and the world should implement improvements in the strategies of learning and teaching. According to Nerriere J (2005), Globish is the phenomenon of English learning, he states that it continues like something important and essential for the growth of the society with knowledge of globalization and allows the insertion of English language as a way of educative life.

The English Teacher Standards of Ministry of Education of Ecuador (Ministerio de Educación 2012) in its content points out the multicultural communication there is in our country and the good adaptation as a strategy with the four skills of English language: listening, speaking, reading, and writing. This improves the proficiency the students in their educational environment and it promotes that the teachers update their knowledge with the use of technology, interactive method and strengthening fluency. Therefore, it allows to accomplish the established goals, contributing to the educative quality holistically.

Ministerio de Educación (MINEDUC) in a study of English Standards (Teachers of English to Speakers of Other Languages, 2009) shows references and components that help the teachers and students know the exit profile of skills where the students should be in the different levels or courses during the process of learning and this provides us a base: basic education at the end should have a level A1, 1st year Bachillerato at the end should be in the level A2 and the 3rd year Bachillerato the students should have a B1 according to the studies about English language learners,

there are students that do not speak English, but develop communicative language and skills of a program of studies.

Kuhlman & Knezevic (2012) expose that in Ecuador, the educational system has improved; technology together with the English subject has had many updates. This is a commitment for the teachers to be updated with the educational advances. For instance, the use of a laptop helps promote the subject in a more interesting way to the class, but if the instructors or teachers at schools do not have induction about the use of updated technology, it represents a problem. According to MINEDUC only two teachers of ten use the technological methods for the betterment of deficiency in the students.

Consequently, the use of technology to improve language learning is indispensable. Blake & Izumi-Taylor (2010) states that “the teacher’s technological proficiency plays a primary role in successfully implementing technology in the classroom”. All these experiences of an updated world go hand in hand with technology. As model, the teachers at Veinticuatro de Julio School can introduce high-tech tools to improve a deficiency in the English skills. The development of this research paper will determine strategies to learn English using free language-learning platforms for the betterment of an almost always humdrum grammar.

The teaching of English language in Santa Elena Province has some problems: in the majority of public schools, in the programs of studies, there is not English as a subject and this represents a low level of English in the students of high schools. Another problem is the teacher without knowledge in the area. Some years ago there was not merit-based competition at schools to complete the staff of professors and anyone could be an English teacher, therefore, the students learned only grammar without methods and strategies of learning.

The teaching learning process of any subject, is different. Each one has difficulties, for this reason when a student learns a non-native language; such as the English

Language, the job of the teachers is adapt appropriate methods and techniques for that the scholars count on the use of diverse didactic tools for the acquisition of easy and new knowledge, so it can become something interesting.

The different typical tools that the teachers employ, like a role play or maybe a song help, but all the traditional material can become boring. A dull class only with grammar to the students sometimes does not motivate. The technological resource could be a good option to the teaching-learning process, to develop a Basic English Sentence Structure and improve skills.

In Santa Elena there is an educative institution called "Escuela de Educación Básica Veinticuatro de Julio". The students of high school have deficiency in structuring basic English sentence, so it is necessary to improve this skill with methods and strategies and the use of technologies which are good resources for the betterment of the English language. The misapprehension and basic errors will decrease and the level of output profile will be fulfilled.

Finally, at Escuela de Educación Básica Veinticuatro de Julio, the teachers know about methods and techniques, therefore, this research will be very meaningful with the contribution of appropriate methods to find new ways to teach English,so the students acquire different experiences from this language with standards of learning according to levels of each course.

1.3. Research Questions.

1. Is essential improve the deficiency of basic English sentence structure in the language English?
2. What is the academic structure of free language-learning platforms?
3. How can contribute the use of a free language-learning platform for students' knowledge?

4. What is the impact of the free language-learning platforms in the teaching process?
5. What are the benefits of deploying English language-learning platforms in the classes?

1.4. Rationale

The need for innovation in the strategies of teaching has originated new ways of teaching to help students develop the necessary skills to communicate through English. The Free Language-learning platforms are new innovative alternatives for the improvement of the grammatical competence of English in students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio.

According to information of Instituto Ecuatoriano de Estadísticas y Censos (INEC, 2011), among the reasons why the scholars use the internet are: a) learning with 54%, b) communication in general with 23, 5% and c) information with 20, 2%. According to these data, the students recognize the Internet as a tool to develop their learning.

The use of a free language-learning platform is free, and its interface is very similar to Facebook, Twitter or Instagram. This will allow the student easily become familiar with the tools that the platform presents. The students will have the freedom to work with the teacher, and in autonomous way, share their scores with their classmates, follow their classmates, becoming a social space and of learning. In addition, the teacher will be the owner of the account of the virtual platform, who manages the tasks of the students, where also he has the interaction with a closed learning environment.

The main goal of this research is to boost Basic English Sentence Structure in tenth grade basic year students at EGB Veinticuatro de Julio, influence the writing through free language-learning platforms contributing to obtain specific knowledge

and increase the ability to answer in a test or develop a fast writing when the students listen to a command.

The scholars of this educational institution in tenth grade have deficiency of basic English sentence structure. In some cases there is misapprehension when they write simple sentences or simple commands. For this reason, it is essential to implement a free language-learning platform. The platform will apply basic levels and will increase intermediate levels through an interactive way and will allow the students to learn the correct form of writing sentences about their real lives.

At the present time, children and teenagers have technology in their hands. Logically, this way of life is something global. For this cause, an interactive method that allows learning can be a good strategy to encourage English language learning. This type of platform enables the student to have an application in their smartphones and continue the improvement of Basic English Sentence Structure day by day, so the instructor or the teacher that applies it could see and revise the betterment of the scholars of the educational institution "Veinticuatro de Julio".

The principal of the institution and the English teacher know about the deficiency of the Basic English sentence Structure in the students, whether for the few hours of the subject, or by little upgrading of teachers. The institution is giving all the facilities to develop and implement research, the institution helps with the computer room and the use of the internet, allowing to work to the maximum with free language-learning platforms to boost the Basic English Sentences Structure, and thus to obtain good results for them as an institution, later they could continue with the project throughout the school year.

Finally, virtual platforms will allow to store data on the activity of students, both in the classroom and on the platform, the use of the registration of scores of students and also their parents will have access, this will be very useful because parents will not have to go to the institution at times out of their workday to know about their

children. In this way, the parents will take steps to help their children and follow their scores. In conclusion, having learning platforms for the development of the grammatical competence of students of tenth grade, will be beneficial for teachers, students and parents that make up the Veinticuatro de Julio School.

1.5. Research Objective

To promote the academic use through a Free Language-Learning Platform for boosting basic English sentence structure among students of tenth grade at EGB Veinticuatro de Julio.

1.6. Idea to Defend.

Free Language-Learning platform will boost basic English sentence structure among students of tenth grade basic year at EGB Veinticuatro de Julio, Santa Elena, province of Santa Elena.

1.7. Scientific Tasks.

1. Identification of concepts and theories about basic English sentences structure for English language teaching.
2. Determination of the educative approach to get data for the scientific process.
3. Implementation and analysis of Free-Language Learning Platform for boosting of Basic English Sentence Structure among students of tenth grade at EGB Veinticuatro de Julio.

CHAPTER II

THEORETICAL BASIS

2.1 Literature Review

The subsequent research is based on some investigations on the use of free language-learning platforms to improve the English skills of students. Investigation exposed theories for the betterment of English level at universities and schools presenting arguments that explain how to reduce the deficiency of the basic English sentence structures.

In the English curriculum, the teachers or instructors employ new strategies to encourage students: some of these strategies are the free language-learning platforms that contribute an interactive approach for the betterment of English skills. According to the studies of knowledge society (UNESCO, 2005) the language-learning platforms produce improvements in the skills of writing, listening, speaking and reading. Especially, they contribute to improve educational performance levels through student-teacher interaction.

The free language-learning platforms as creative strategies are vital in the teaching-learning in a class. They motivate and determine the attention of the students, achieving the learning with reasoning and so to get a significant learning. This resource should be incorporated in the current interface of education, because of its general use in the current times. It helps the students to open the minds to new structures of teaching-learning used by teachers.

2.1.1 Related Studies in United States

Vesselinov & Jhon Grego (2012) state that the free language-learning platforms are effective strategies to boost the English skills. On September 2012, Roumen

Vesselinov and John Grego evaluated a process to Spanish native students in the United States with free language-learning platforms. The study stated that the students gained 9.1 points per one hour of study. It was possible to establish that if the free language-learning platforms had success in a college of the United States, they could be a good tool of implementation to boost the basic English sentence structures.

The study that took place at Brigham Young University by Vesselinov & John Grego demonstrated that the factors to improve the skills depend on the motivation of the students in the class, considering the free language-learning platforms like a very useful tool to the goals of a program of studies. They mentioned that all studies go hand in hand with the motivation of the instructor and the commitment of the learners. The use of educative platforms allows going step by step with topics according to the level of the students for the betterment of the group and acquiring better results.

2.1.2 Related Studies in Europe

13th world conference on mobile and context learning, Istanbul, Turkey. Kalz, Bayyurt, & Specht (2014) determine in their analysis that the free language-learning platforms allow an enthusiastic methodology to language learning, where learners can develop their skills in English Language. These learning platforms have study programs that the teachers can adapt according to the needs or levels of the students. Also, these kinds of applications allow having records of the betterment of the scholars.

Besides, Kalz, Bayyurt, & Specht (2014) state that the interactive learning methods provided a visual teaching, boosting options of different learning, the development of the linguistic competences and skills of the student in the real life. The potential of virtual platforms, like something sustainable in a class with the combination of pictures, games and interactive grammar is a significant way of a new learning.

In addition they point out that the free language-learning platforms develop an educational method, in which the students improve the English language through straightforward concepts and interactive levels where the children, with the engagement of only a few minutes, boost the skills like writing. The virtual platforms have a method of individual learning, development of the online class at school, but it also has the control of data of the students with homework, this is an advantage to the scholars, allowing to continue the learning at home in an interactive way and all this approach contributes to boost the goals.

The Free Language-Learning Platforms have some advantages over other methods of social learning. Platforms work at the level of each student, and any teacher can acquire the strengths of this educative application and adapt them to the programs of studies of the course with time and activities, boosting the skill of the Basic English Sentence Structures.

2.1.3 Related Studies in East Africa

Free language-learning platforms, undoubtedly, are interactive methods where the students can boost the skills of the English language. Another study of the virtual platforms and the English Certificates in East Africa (Bézy & Settles, 2015) points out that the program of studies of the free platforms are very functional and significant in the knowledge of a non-native language.

The experiences of the investigators showed that students who followed course in the language-learning platforms before taking the International English Language Testing System (IELTS) or Test of English as a Foreign Language (TOEFL), they had improved their English ability answers.

Language Skills are essentials in the English language. In the students of basic grades it is vital to develop the ability of basic English sentence structures, so an interactive method like the learning platforms is necessary for any current class. If

there were students who took lessons in the free language-learning platforms before the IELTS OR TOEFL exam and improved their skills, no doubt, this program can offer an excellent model of teaching-learning.

2.1.4 Projects in Latin America

In Guatemala, the President Luis Guillermo Solis Rivera (2015) decided to start a new format of teaching in the schools to learn the English Language by the lack of teachers in English, the President of Guatemala exalt the work of Luis Von Ahn, a researcher that had created a free language-learning platform. The president expressed that the project had started with the training of 350 teachers, months later the project took force, contributing to the region improvement in the knowledge of basic English, having a positive impact on the public education system.

2.1.5 Basic English Sentence Structure

In the study programs of the courses among 8th to 10th grade of Educación Básica General at schools of Ecuador, the students have an exit profile of A1 level based on the Common European Framework of Reference Languages. According to (Ministerio de Educación, 2012) the English Language Learning Standards are approached taking into consideration the language components and language skills as essential parts of the curriculum: 1) listening, 2) Speaking, 3) Reading and 4) writing.

All these language skills help to improve the Basic English Sentence Structures. (Ministerio de Educación, 2012) States that the students learn listening skill to talk about the specific words of real life, expressions, and simple sentences. In Language Reading, the learners recognize basic information, short texts, and common phrases. In The Speaking Production, the scholars show dialogues based on the communication, informal discussions, furthermore in the language writing skills the students learn expository text, a sequence of simple sentences and simple syntax.

The development of the English language skills contains specific work to improve the sequence of the syntax of Sentence Structure. It goes hand in hand with all the English skills, but in study programs, it is closer to the writing skill. Therefore, when a student improves the Basic English Sentence Structure, the syntax of a sentence works.

2.1.6 Teaching Basic English Sentence Structure

The sentence structure of the English language is elemental, when the teachers talk about English to the students, they always think of grammar. Is English grammar important? Of course, grammar helps to develop the syntax in any of the skills. If a student recognizes a sentence in the reading, also he can recognize a sentence in a listening, besides, he could write and say a sentence.

When a student begins with the English learning process, first, he has to learn ground rules. The learning of these rules creates solid foundations to know the Basic English Sentence Structure. Likewise, the students could improve their communication skills in both spoken and written. O'Dwyer (2006) points out “Systematic practice in combining and expanding sentences can increase students' repertoire of syntactic structures and can also improve the quality of their sentences”.

The analysis of language structure like the English language always has a relationship with the grammar. To understand the language teaching, people should analyze these areas.

The spoken language is a process of development of sound in a meaningful way in communication. This process improves the grammar with a more practical procedure; it involves phonology and phonetics. In spoken language, much of the meaning is determined by the context. That contrasts with written language in which more of the meaning is provided directly by the text.

Written language refers to the orthography, which is a procedure of taping language applying a criterion of written symbols. It refers visual presentation of the sounds. O'Dwyer (2006) determinates the language structure of the teaching- learning in the following form:

2.1.7 Basic English Sentence Structure techniques and activities.

The learners begin to learn the basic concepts of the English structure sentences before reading. Whenever the students improve grammar, they learn the central part of the language, the modifiers and how they can use the correct form to write, speak, read and listen. The skills increase in complexity when they dominate each one. There are visual learners, other children learn with auditory methods, but the teachers are responsible for teaching the best method for the students.

The students learn grammar skills through the direct instruction. In a typical class, the teacher introduces the grammar objective of the class with a conceptual environment, explains and gives examples in the entire study program. The scholars can learn more efficaciously when the teacher uses the technology to promote the topic of learning.

Slides on a laptop or the use of a smart board give the students a visual help that determines the explanation of the teacher. Besides this approach, the teachers can show the grammar errors in writing as the children can learn to identify a mistake and correct it.

On the other hand, children can learn structure sentences while reading. The teachers can point the grammar elements in the reading with their students in small groups. Learning by reading is an excellent strategy to teach the sentence structures because, in the reading, the students could find the correct syntax of a sentence like a subject and a verb. Seeing the grammar, the children can understand with a more specific approach.

In summary, teachers can teach Basic English Sentence Structure in different forms. They can use technology, reading, informal writing or extra activities like the use of language- learning platforms. It is an appropriate way to practice and also gives instant information about the proficiency of the learners. The use of the technology and language learning, undoubtedly, are updates that the teachers should employ in the classroom.

2.1.8 Learning Management Systems

In an educational system, virtual e-learning platforms also are identified as Learning Management Systems (LMSs), software providing to the teachers the control of materials, distribution, assignments, communications and other aspects of instructions for their courses.

Currently, LMSs have become an integral component of the educational systems in the study centers and the interest is progressing in hybrid approaches that blend in-class and online activities. A LMS is not designed to replace the conventional classroom context, but its primary role is to enhance the traditional lecture with course content that can be accessed from the Internet.

The characteristics of LMS to work properly must contain tools such as; distribution of content, communication, evaluation and auto tracking, ratings and reports and tools complementary. The Learning Management Systems offer concrete advantages for example; encourage self-learning and interaction between teacher and students, facilitate online support, promotes collaborative learning, develop control and management of the content of teaching.

2.1.9 Learning Management System for teaching English

The teaching of English through the LMSs is a good choice, the use of virtual platforms allow to the student to have proper education which permit to continue

with their level of learning and their skills in a meaningful way. These platforms are designed so that the students is benefit of the technologies inside classroom and can work of autonomous way without limits imposed by the space and the time, allowing that the student develop autonomous feedback in the language English.

The ease of access is a significant advantage of the virtual platforms for the teaching-learning of the language English; this is that at any time can have access to the platform and perform the lessons which the professor has uploaded, or that the Professor evaluates activities worked. It contributes to the student and the Professor manage their time and take advantage of the tools that boost your learning on the skills that wish to improve.

2.1.9.1 How to teach English with Free Language-Learning Platform

In a globalized world, the teaching-learning of English language has had some changes; the use of grammar books, audios, videos now have adapted the use of virtual platforms which are more than systems which include a diversity of learning according to the need of the student. These platforms are the new tendency with activities in speaking, writing, reading and listening where the teacher is the central administrator.

Long ago the ways of teaching the English language has evolved, every day the teachers are looking educational methods to boost to the student, within which has been growing the use of the free language-learning platforms, where the teacher adapts its program according to the level of their students, where the children is engage more with the learning by its similitude to the actual social networks.

In summary, the teachers mention the traditional and boring teaching is changing with the technology and the interaction of students, the expanding of a new world in teaching environments where the current students have the technology in their hands could be a positive indicator in the results. Also it is important to indicate that these software may serve as tools of support classes as well as at home.

2.1.9.2 Types of Free Language-Learning Platform

The importance of English learning in the world is related which many researchers and teachers create applications or free language-learning platforms where students can improve its level to write, read, speak or improve certain basic grammatical errors. Many of these virtual platforms are very educational for instance the subsequent:

MEMRISE

This application is free, some lessons have basic teaching as the body parts or common words, and some lessons are complete and can last up to 70 hours. When the users begin a lesson in Memrise, they have a given time to answer the questions, and all this achieves to grow plants virtual and keep them living with all it learned. It is part of the process for the betterment of their level and keep the students motivated in each lesson.

VOCABLA

The methodology of this application is to increase the vocabulary of the users, which is excellent for those who knows about the English language and dominates the skills of writing and speaking with an intermediate level and want to increase the amount of words that know of the language.

The application allows to decide how long the users can dedicate to memorize words, but the idea is to learn at least 300 words each month, in addition, this application allows to the users to talk with another people in English to practice everything learned it.

DUOLINGO

Duolingo is a highly interactive application and known in the learning of the English language. Unlike other applications, Duolingo is very easy to use, the

exercises are very simple but very significant, these exercises are divided into levels from the most basic where contains name of animals, adjectives, and verbs phrases, up to the most advanced where the user can notice changes in adjectives and verbs, all in game form where the idea is that the platform makes the question and if the answer is well the users can continue to the next stage. If you already know a bit of the language the users can exonerate levels with a quick test. Both the users improve their level will earn points and position among their friends, creating a small competition between all.

MOODLE

Moodle is a software designed to contribute to the educators create courses of high quality online and virtual learning environments. Such e-learning systems are sometimes called Virtual Learning Environments. One of the main features of Moodle on others systems is that have based on the constructivist pedagogy social, where the communication has a suitable space in the road of the construction of the knowledge. The primary objective of this platform is to provide an enriching experience; therefore, Moodle offers personalized learning environments, which provides a set of tools focused on the student providing a collaborative learning, contributing directly to the student in any study program.

2.2 Philosophical Basis.

(Piaget & Vygotsky, 2008) according to some researches of the authors of constructivism, this is an educational tendency based on theories of knowledge, which gives the students the tools that allow building their procedures where their ideas improve, and they can continue learning.

The educative Constructivism proposes a paradigm where the learning process is regarded as dynamic, participative and interactive procedure in the learners. Piaget centers on how the knowledge is built upward from the interaction with the

environment. Likewise, Vygotsky focuses on how the social environment allows an internal reconstruction of the human based on the Psychology.

(Piaget, 1952) People have to know about the changes in intelligence, environment and adaptation of intelligence in the human. The theory of Piaget determines that the humans adapt to new kinds of learning in the classroom. The teachers are responsible for curriculum adaptation, likewise to implement current methods and techniques.

Piaget in his study talks about the adaptations of the children with their environment. Years ago the methodologies to measure the skills of the children did not exist. However, the children increased their abilities with the little knowledge of their mothers. Piaget developed various techniques to observe the children and he states that the children had usual actions from their environment like words, movements, and gestures.

Piaget, (1952) states that the cognitive development is divided into two characteristics; Adaptation and accommodation. The learners receive all that happens in their environment, then they understand the information, and finally, they adapt the knowledge in their daily lives.

The process of studies which determines Piaget on the adaptation and accommodation of knowledge of students could collaborate to set parameters to work with the learners. Working with a free language-learning platform on a laptop including the accommodation where the current student feels good by the interactive environment could be useful for improving deficiency of the English basic sentence structures and achieve specific knowledge for the objectives.

Vygotsky (1978) states that the interaction between belief and language promotes the thinking of the behavior of the students. Social constructivism is the interpersonal interaction that allows the communication to a development for the

betterment, in the teaching-learning. The optimal interaction of the Professor improved the independence of the scholars in their environment.

The theory of Vygotsky determines that the learning and development help constructivism to acquire a communicative approach. Vygotsky said that learning has to be significant with active humans to the information from the situation of learning. Vygotsky argues that the students learn when the new information goes hand in hand with the skills and topic.

This theory establishes the interaction of the teacher-student is the central base of the communication; this communication promotes the significant learning in a social environment where the new information creates optimal changes in the scholars. A free language-learning platform becomes in excellent tools to improve the communication which allows the interaction and the construction of the knowledge in a deficiency of the students.

Knowles (1970) points out, "the learners see the education as a process of acquiring subject-matter content, most of which they understand will be useful only at a later time in life". Some students can assure that the learning in the schools is not a determining factor in the life, for this reason, the study programs have to apply new approaches where the technology, the role-play and the immersion of significant activities complement knowledge in the teaching - learning process.

The significant learning is essential in a current aim. According to Knowles, the behavior of the teacher plays an important role to create an environment where the students can ask and contribute to the peer learning. The motivation of a free language-learning platform can provide the knowledge of new concepts, besides, the interpretation of the class, all of this boosts a safer student in the interaction with the teacher. The development of the needs of the students is the factor to correct and the platforms such as "Duolingo" through the constructivism could improve the level of the learners.

(Herrera & Murry, 2011) Cognitivism is a tendency that studies the process of the mind related to knowledge; therefore it examines the mechanism to elaborate on knowledge. The construction of knowledge supposes some actions like: to store, to recognize, to understand, to organize and use the information that humans obtains of the senses. Cognitivism seeks to know how the people understand the reality of their environment from the process of sensory information.

In the study of the Cognitivism theory, Herrera & Murry point out that knowledge is functional when a person is faced with an event in his mind. In other words, an event that the individual knows and can anticipate with facility in the learning. In the deficiency of the Basic English Sentence Structure, the learners can take their knowledge and interpret through the language-learning platform with plans and goals for minimizing the likelihood of an adverse outcome.

Wittrock (1998) and Mayer (1998) determine studies about the renewed involvement in cognition with fundamentals in psychology, especially in the educational psychology; they followed behavior to an approach to learning. Each result of their argument shows that the active students in a class accomplish a specified, adequate and direct attention in the learning process. The switches and procedures in an active scholar receive instructions, concepts and definitions in a better way when a teacher explains the subject.

Chamot & O' Malley (1994); Kroll, Mayer & Wittrock (1998) states:

- a) The Knowledge and the environment of a student's life, engaged in the culture develop the connection with new learning with more facility.
- b) The strategies to develop acquisition, cognitive and social knowledge should have an affective context for the learning.
- c) The metacognitive process should have emergent capabilities for self-examination in the learning.
- d) The interaction of the topic should be associated with cause - effect in the sequence of learning.

- e) The communication of students with the grammar structure, syntax and classification.
- f) The discernments of the learners with perceptive structure and genres of writing.
- g) The affective approach in the scholars.
- h) The development of thought in the learning.
- i) Methods to explain critical thinking, comprehension, and exploration.

O'Malley, Kroll, Mayer, and Wittrock collaborate with particular arguments to improve the study at Escuela de Educación Básica Veinticuatro de Julio where there is a deficiency of Basic English Sentence Structure among the students of tenth grade.

These ideas are an essential part of the investigation since the instructor should be taken as a base of the interaction, the behavior, the environment and teaching method to improve the English proficiency; language-learning platforms will develop the constructivism and the cognitive, which will determine a significant learning in the students.

(Dewey, 1997) The educators are responsible for procedures to teach the person, to understand and appreciate the rules of the culture. However, they should develop into the person a potential thinking in the teaching-learning about something. In the learning process, the teacher should connect the subject to the needs, concerns, and stages in cognitive development inside the structure of language to cause a significant learning.

According to Dewey (1997) the good teaching requires of the needs and interest of learners based on the updated world. The domination of content by the teachers develop the creativity and capacity, for example: the use of technology was a tool for research of new techniques, now these techniques like the language-learning platform are essential in the achievement of goals in a current curriculum.

In summary, the cognitivism as a philosophical reference in the learning plays a vital function in the inter-learning. It determines that the cognitivism establishes an approach for the betterment of a procedure of instruction to learn the subject with a fixed and sequential scope. Therefore, the research will promote the cognitivism, the creation of an open mind very beneficial for the education using the interpretation and the thinking: fundamental keys for an active learning.

2.3 Educational Basis

2.3.1 English Language Education

(Pan, 2014) English language teaching constitutes an educational practice and as such, it involves a scientific and methodological task the language learning is composed. People should be conscious that the reason of learning is the education of the individual. For this reason, the educational field tries to search the major approach to the learning in the classroom.

Guilford (1950) describes the creativity: that is a fundamental way to the learning of a second language, the capacity to develop, to invent, to design and to compose. Gentzel and Jackson (1962) also add that the instructors should assume the creation of new strategies so that the teaching-learning will have a level of results in the production of the skills.

To sum up, the English language is part of the Spanish educational curriculum and in the immediate future its learning will extend in the study program at primary school and high school. It will help to have a pedagogical base, and the teachers could improve the goals the level of out profile according to the Common European Framework of Reference for Languages.

2.3.2 Learning Theories

(Daniel, Lauder, & Porter, 2012) Learning theories are the global group of frames and approaches. Theory perspectives that attempt giving explanations about natural

elements and factors of the changes that the people feel like result of the experience with their environment. The learning theories constitute a dominant paradigm of the psycho-pedagogy that goes hand in hand from second decade where the cognitivism appears to develop the stimuli-response of the structure of English language.

All things considered on theories and approaches provide the reasons why to boost the free language-learning platforms in a classroom. The learning methods always are based on the environment and the approach where student has developed it. The advantages of the current technology will promote changes in education; it will create new perspectives in the teachers and students, producing a way of significant learning in the implementation of the research.

2.3.3 English Language Teaching.

Harmer proposes five stages to introduce and teach the productive skills: presentation, collecting, explication, practice and production. He states that a good presentation of the language is essential for the students to perceive and understand the English language. The objective at this stage is demonstrated not only to know how the structure of the language is but also, how it is used in the context.

He explains the advantages of an effective presentation which develops the attention in the students, the perception of the use of language and materials, the comprehension of the materials and connection with the knowledge. The particular approach is the retention of the information in the short-term memory.

The second stage that Hammer proposes is the collection, where teachers have the opportunity to determine the knowledge of language structures. The collection is vital; it helps to determine the next stages. If the students have knowledge of the tool and the language is not needed to explain again, the use of a communicative activity could be the best strategy to continue with the explanation of the subject.

According to Harmer (1998), before practicing the English language, there is a need for explaining the students the doubts that they can have. So, with the comments and opinions that the teacher receives from learners, he should give a description or definition of the concepts or process to follow.

The concrete vocabulary such as the nouns and verbs should not be difficult to explain, the teacher must opt a deductive or inductive process to the grammar teaching. An approach where students can recognize and understand the structures and the vocabulary, all this approach helps in the next stage: the practice.

The practice produces opportunities for the students with the language, in a range of contexts which insofar as possible when they learn the English, the teacher conducts the interaction of the activities with topics of interest. It allows the scholars to learn the language and at the same time, they can apply their knowledge to the situations of real life. The theory of Harmer recommended that the individual procedure of practice should be integrated into a series of activities that benefit the students to improve the production of English language teaching.

(Harmer, 1991) The activities found such as the traditional Audio-lingual method, where the students can develop the repetition, completing space in blank, inflection, grammar, etc. contribute to determine the research at Escuela de Educación Básica Veinticuatro de Julio. Based on the benefits of a free language-learning platform for the communicative activity is the approach of the teaching-learning, contributing to establish the theory of Harmer where the central objective is to help learners develop, in an autonomous way, the daily practice of the English language.

2.3.4 Teaching Grammar – Basic English Structure Sentence

Giovanelli (2014) determinates that “Standard English is identified as the model on which teachers and their students should develop correct pronunciation and clearness both in oral expression and in writing”. He determines that the study of

the English language should be integral to improve the skills, but without leaving the syntax and the grammar as important points in the language. When the teachers have clear concepts of the study program, the students are the principal actors of learning.

(Scott, 1999) Grammar is the study of the syntax and morphology of the sentences allowing a particular development. The task of this job is boosting the Basic English Sentence Structure; this research gives an interesting way to present the grammar rules and the practice. The instructor must consider that the learning of the grammar with success begins with the correct learning approach. Research has found that Scott gives some instructions for teaching grammar and development of the basic sentence structure:

Fabb (2005) points out why the sequence of words in the sentences is important and that the wrong learning could cause a misapprehension in the communication. He determines that it is essential to learn the sequence of the basic English sentence structures when they begin with the process of learning; to show the definition of the sentence, the syntax, the meaning, the organization and the alternative of the language.

Fabb determines that the teacher should search the appropriate method to develop the basic English sentence with a grammatical strategy allowing the comprehension of the sequential patterns. In his approach, the pedagogue states the explicit instruction can educate students to avoid errors and recognize sentences parts in any skills.

In summary, the importance of teaching grammar in the classroom and the development of its components like the syntax of the basic English sentence structure is important to the global learning of the English language. This research shows the essential of a teacher current with the approaches, methods, strategies and techniques to achieve the language acquisition.

2.4 Legal Basis

The education is considered as a fundamental right that promotes benefits to the children, teenagers, adults with bilingual and technological education that meet basic needs of the learning.

2.4.1 Constitution of Ecuador

Fifth Section. Education, (Art. 27) States that the education is focused in the holistic learning, developing the teaching-learning with constructivism approach. Determining the creative education of the current technological resources, it promotes the use of new tools, new strategies such as the free language-learning platforms, stimulating the critical thinking and the competences in the education. (Attachment 1)

First Section. Education, (Art. 347). Numeral 8 points that education system should incorporate the technology and boosting the communication in the learning process, promoting the link teacher-student in the interaction of productive and social activities. (Attachment 1)

This article supports the research of clear and precise way, where the educational system gradually will implement teaching strategies to improve learning skills, integrating technology to develop and improving the shortcomings in the teaching-

Art. 387 Numeral 3 determines that the educational system promotes the scientific and technology knowledge with programs and updates to all educative community, consequently, this investigation complements the principal goals of the educational indicators. (Attachment 1)

2.4.2 According to National Plan – Good Living

(Secretaría Nacional De planificación y Desarrollo, 2013) For the period 2013-2017 they propose the establishment of a comprehensive training in order to achieve the Socialist Society of knowledge. This will allow us to make the leap from an economy of finite resources (materials) to the resource economy in infinite knowledge.

It is necessary to focus efforts to guarantee everyone the right to education, under conditions of quality and equity, having as central to human beings and the territory. We will strengthen the role of knowledge, promoting scientific research and technology manager with the society and nature. (Attachment 2)

2.4.3 According to Ley Organica de Educación Intercultural

Art 2. Literal h. - Establishes that the inter-learning and multi-learning are instruments to enhance human capabilities through culture, sport, access to information and technologies, communication and knowledge, to reach levels of personal and collective development. (Attachment 2)

2.4.4 Plan Decenal de Educación

Numeral 2. - Indicates that the Universalization of basic General education, to ensure our children access to the globalized world. Its main objective is to provide an inclusive education approach to quality and equity, respecting the characteristics of multiculturalism and multilingualism of the individuals, being one of its main lines of action to promote education that reinforces the cultural and ethnic features of the people and nationalities of Ecuador. (Attachment 2)

This legal basis determined that students must have an up-to-date education in a globalized world, with technology where you can set new strategies and teaching

methods. Virtual platforms to improve English language skills are the tools that help to comply with the objective of this legal basis and this research will promote the educational use of this tool in the classroom.

2.4.5 Código de la Niñez y la Adolescencia

Art. 37. Derecho a la Educación establishes that the children and adolescents have the right to a quality education. This law requires an educational system that:

3.-Provides flexible and alternative educational proposals to meet the needs of all children and adolescents, with priority for those who have disabilities, working or living a situation requiring greater opportunities to learn.

4.-Ensure that children and adolescents have teachers, teaching materials, laboratories, premises, facilities and adequate resources and enjoy a favorable environment for learning. (Attachment 3)

With respect to all these legal bases, they argue that students should have access to the technology where the teachers can adapt strategies of education according to the needs, giving a flexible and alternative education according to learning needs. The research is based on the rights of students to obtain an environment where they can understand the best way to a class with a different opportunity to learn.

These legal bases will help engage the educational community in generating changes in learning. The teachers of this research will have a clear example of a strategy that exists but is little used in our education. But that certainly is an environment where the student feels good to learn English language.

In conclusion, this part of research will give legal support, committing to improve the methods, techniques and strategies for the teaching-learning. It will promote the strategies such as virtual platforms which could improve the English language skills in an environment where the students interact, respond and build their knowledge.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

With the purpose of reflecting about a skill of teaching-learning in the educational area, as the deficiency of the Basic English Sentence Structure and as this skill could be improved by a process of investigation, the author implemented an interactive proposal, concerning new strategies of English Language teaching for the current students.

The research was based on a qualitative approach, where it produced results and solutions to the problems in students of the tenth-grade at Escuela de Educación Básica Veinticuatro de Julio.

In order to achieve the objectives of the research, it was necessary to define a plan, so this way ensures the achievement of results. The research used some scientific processes to understand the deficiency of the Basic English Sentence Structure in the students; the research design allowed understanding the elements of studies, and so leading the process suitably.

Plan of the Research Design:

- a. Identification and description of the problem
- b. Theoretical formulation of the research problem
- c. Definition of the design research
- d. Selection of the population and sample
- e. Determination of techniques for collection data
- f. Analysis and interpretation of the collection data
- g. Presentation of the results

Qualitative research allows you to detail each phenomena of the problem within the research resources; they are drawn from observations made to the elements of study and thus define the reason for reality.

Creswell (2014) states that the Qualitative Research is a paradigm for discovering and meditating the central of the human or groups defined to a collective or individual specifically in the environment where they learned.

Qualitative research enabled a subjective scope based on the instruments of the collection, this qualitative approach offered advantages as a vision of the field. Qualitative research assembled information to develop the method of observation, which helped to observe and analyze the workflow sequentially and holistically. Through this approach, the author understood participants creating valuable perspectives to the results of the investigation.

Also, the qualitative approach sought to investigate the views of the Principal of the school in the new processes of teaching and the updating of teachers. Besides the methods, techniques and the resources used by the English teacher, the research focused on the knowledge of students, in the environment of studies and the process of teaching English, where the interest they could have with language English was visualized.

Besides, the field of action relied on the next methods: Grounded Theory and Action Research and for collecting data: observations, notes, interviews, survey, and the use of cameras to collect valuable audio and video.

Finally, the different information obtained in the process of research was established in tables and bars where the data was analyzed from the instruments, this through a qualitative approach. The research was presented to describe, classify, interpret and evaluate the problem that was studied by the application of descriptive analysis.

3.2 Population and Sample

3.2.1 Population

The population which was considered in this investigation was: the Director, English teacher, and the students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio, Santa Elena, Province of Santa Elena.

Chart N° 1- Description of population

Description	Quantity	%
Director	1	0,8
English Teacher	1	0,8
Students	127	98,4
Total	129	100

Source: Escuela de Educación Básica Veinticuatro de Julio

Author: Jefferson Fernando Perugachi García

3.2.2 Sample

The sample constitutes a part of the population, specifically students who are central participants in the research. The sample of the population could be determined in different ways: among the most common there are simple random sampling, systematic sampling, sampling by convenience sampling criterion.

Analyzing the population at the start of the research, besides the Director and the English Teacher, the Author considers 33 students of the tenth course D, where at the discretion of the English Teacher, he indicated which these students needed a different stimulus for deficiency of the basic English sentence structure. According to Mendez (1998) establishes that the selection of the elements is according to the criterion of the sample considering that they are the most representative of the population.

Chart N° 2- Description of Sample

Students	Quantity
Course A	32
Course B	32
Course C	31
Course D	32

Source: Escuela de Educación Básica Veinticuatro de Julio

Author: Jefferson Fernando Perugachi García

3.3 Data Collection

Data collection had a sequence based on the qualitative approach. For the determination of the process two methods was established: The grounded theory, this method promoted the research to discover theories and concepts using the topic to investigate by the author, allowing to analyze real fundamentals of the other investigations or theoretical frameworks existing.

Research action, this method promoted the author search of metacognitive concepts, for the purpose of observing and interacting with the students, and reaching the understanding of situation practice of their knowledge to identify the deficiency and propose a concrete solution

The techniques used were: observation, which allowed obtaining information about the environment teacher-student, and the process of teaching in the classroom, allowing the author to observe the difficulties of learning in the students. The interview determined in the research opinions of the existing problem. This interview was directed to the Director and English Teacher of the Escuela de Educación Básica Veinticuatro de Julio.

The last technique was the survey, which helped to collect information about teaching methods, English language and the teaching-learning process in the tenth grade, course D at Escuela de Educación Básica Veinticuatro de Julio through the questionnaire, students responded according to their criteria, giving an essential contribution to the research.

The tools used for the collection of the information were: observation sheets, questionnaires, pictures, recordings, open and closed questions, videos. These tools helped to identify relevant evidence for the analysis and interpretation of the investigation.

3.4 Data Analysis

The following paper presents result obtained after the critical interpretation of the instruments of observation, interviews and the survey to students. According to Rodríguez Gómez (1996) the survey, as technical data collection can provide a valuable service in qualitative, which offers data information essential for the determination of the study.

According to Rodríguez, the survey contributes with more specific information and context in qualitative research. The analysis and interpretation of the questions were based on a qualitative approach describing question-by-question, offering a clear and descriptive perspective in the research, producing an examination of the deficiency.

The process to collect the data collection took place at the Escuela de Educación Básica Veinticuatro de Julio. It started on December 15th, 2015 with the instrument of observation and in the following days the interviews to the Principal, English teacher, Specialist continued, and the final step was the survey to the students of tenth grade course D.

3.4.1 Results of the interview directed to the Principal of Escuela de Educación Básica Veinticuatro de Julio.

Question 1: What is your criteria about English Language Teaching?

Interpretation: The Director determines the English language teaching is essential in education and that it is an aid to communicate with foreigners and at the same time is a requirement nowadays.

Question 2: Is the English Language important in the current curriculum?

Interpretation: The Director exclaims that English is important in the current curriculum, explaining that before, the English program had few hours of English and now there are more hours due to the importance in the education.

Question 3: What is your opinion about the new learning strategies such as the Virtual Platforms for the betterment of the English Language?

Interpretation: The Director said that the new virtual platforms will always be important to students nowadays, that the students are updated with the technology each day. Therefore, teachers should adapt and investigate these platforms which are more interactive in the education for working in the knowledge of English through a different way.

Question 4: What is your appreciation about the new learning strategies as the Language-Learning Platforms?

Interpretation: According to the appreciation of the director, the teachers may be more aware of the work of students. Also, classes would be more interactive with videos, images with a different approach to the traditional.

Question 5: Do you recommend the use of a Language-Learning Platform in the classroom?

Interpretation: The Director recommended working with virtual platforms in class, she explains that the educational system works on a platform called "Virtual Platform Ecuador" where there is connectivity with the teacher-student, and even the parents are involved in the process of education.

Question 6: Do you consider a Language-Learning Platform as an important factor in Education?

Interpretation: The Director said that currently, virtual platforms are an important factor in the current education system; she explained that there are people who have finished their studies using these new strategies and the educational system should continue with the adaptation of these strategies which contribute to meet the learning objectives.

Question 7: What are the advantages of using a Language-Learning Platform during the Teaching-Learning process?

Interpretation: She explained that the advantages would be: a greater connection with students, more opportunities to be in contact with the learners and these processes allowed to learn and commit to be updated.

Question 8: Do language-Learning platforms contribute to enhance the English Skills?

Interpretation: In the point of view of the Director, she says that virtual platforms could contribute to improve the English language skills. Similar to these platforms there are exercises of listening, reading, and speaking, where students could develop them in a more practical way.

Question 9: Do you consider that a Language-Learning platform with Basic English Sentence Structure exercises could be a good resource to achieve the learning goals?

Interpretation: The Principal exclaimed the virtual platforms would be a good resource, and that would help the students very much, explaining that the English writing is different from the Spanish and by working with this tool, they could see exercises and improve their writing.

Question 10: Would you support the implementation of a Language-Learning platform for boosting the Basic English Sentence Structure in students of tenth grade of your institution?

Interpretation: The Director said that she agrees that the author implements the proposal, explaining that the investigation will promote the improvement of the process of language teaching English, so that gives the author all the facilities for the investigation at the school.

3.4.2 Results of the interview directed to the English Teacher of Escuela de Educación Básica Veinticuatro de Julio.

Question 1: What is your criterion about using new strategies like the internet and the Language-Learning Platforms?

Interpretation: The teacher said that the virtual platforms are excellent, which allow students to explore a more ideal world for the knowledge of learning English.

Question 2: Do you know any language-learning platform?

Interpretation: The Teacher exclaimed that she only knows the virtual platform that is handled in the educational system called "Plataforma Virtual Ecuador"

Question 3: What is your perspective about the use of virtual platforms to the English Learning?

Interpretation: The teacher expressed that the use of new teaching-learning strategies are necessary for the benefits of the education since this will open more opportunities for autonomous learning of new languages.

Question 4: Do you consider that the use of language-learning platforms is important in the English Teaching –Learning process?

Interpretation: The teacher expressed that the use of the free language-learning platforms for English is important for the improvement and the acquisition of knowledge, she said that the frequency of work offered by these strategies gives the facility of improving the English skills.

Question 5: How often do you use ICTs in your English classes?

Interpretation: She expressed that she used the ICTs for the teaching of the English language very little; she said that she does not have the ease of having a radio, speakers or technology.

Question 6: Have you ever used virtual platforms that contribute to enhance the English skills?

Interpretation: She said that she has not used the free language-learning platforms at Escuela Venticuatro de Julio. However, she has had some curricular updates about these new strategies.

Question 7: Do you think that Virtual Platforms with exercises and activities could help to enhance the Basic English Sentence Structure?

Interpretation: She said that a Free Language-Learning Platform could boost the Basic English Sentence Structure since the platforms will promote the grammar in the class.

Question 8: What suggestions would you give to teachers that want to implement virtual platforms in the classroom?

Interpretation: She said that the teachers that use free language-learning platforms have advantages in the improvement of the skills of the English Language and the implementation of them in the classroom could be a good technique.

Question 9: What suggestions would you give to students that use virtual platforms in the classroom?

Interpretation: The Teacher said that she had suggested to the students to learn all the knowledge of the author with the implementation of the virtual platform.

Question 10: Would you support the implementation of a Language-Learning platform for boosting the Basic English Sentence Structure in students of tenth grade of the institution?

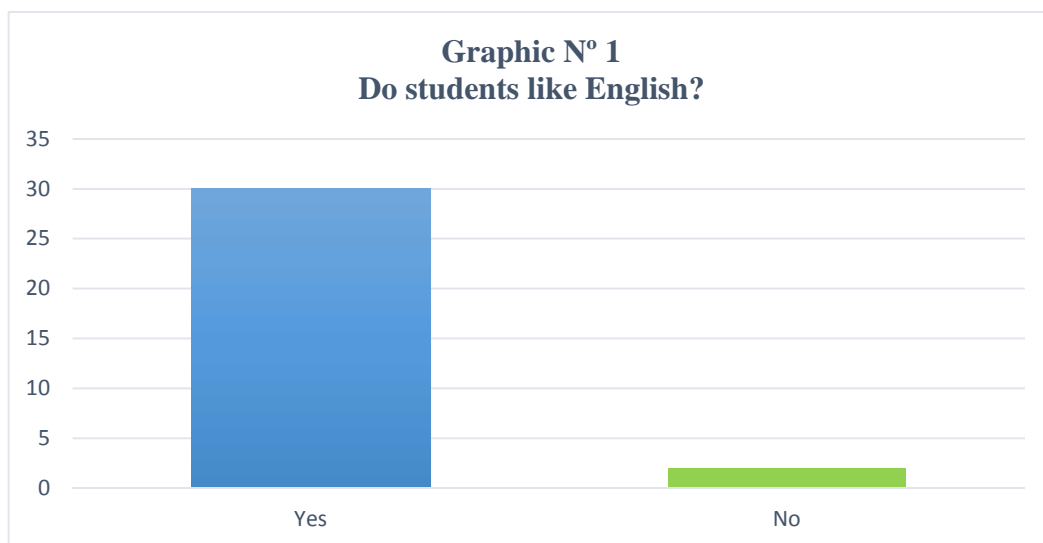
The teacher said that she supported the implementation of the proposal, but she said that it would be excellent that the project had a sequence in school so that all students can have benefits in learning.

3.4.3 Results of the Survey directed to the students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio.

Question N° 1: Do you like English?

Chart N° 3

Alternatives	Frequency	Percentage
Yes	30	93 %
No	2	7 %
Total	32	100 %



Source: Escuela de Educación Básica Veinticuatro de Julio

Author: Perugachi García Jefferson Fernando

Interpretation:

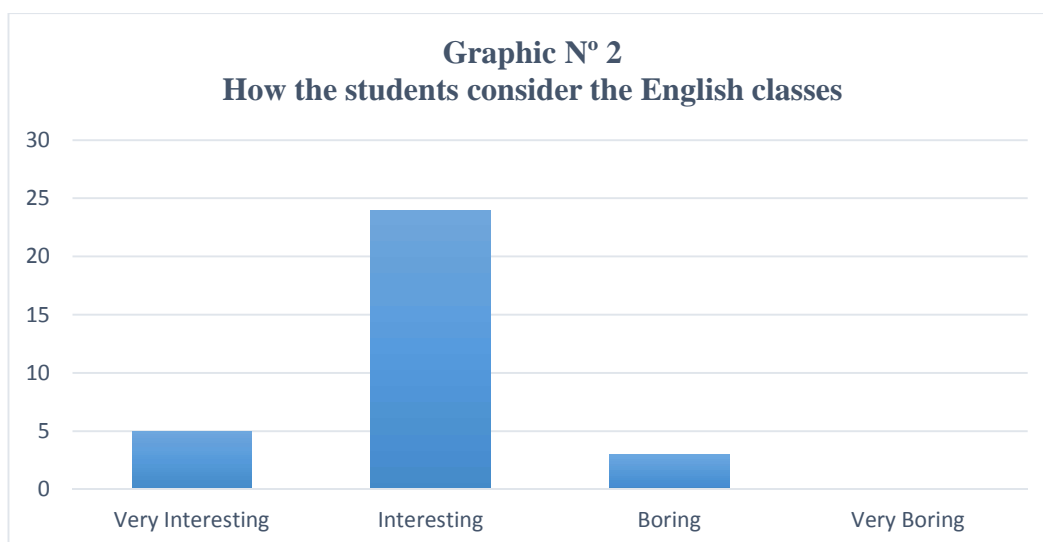
Quantitative: 93% of students said Yes, 7 % said No

Qualitative: The majority of students points out that they like the English language and only a minority of students does not like English

Question N° 2: How do you consider the English classes?

Chart N° 4

Alternatives	Frequency	Percentage
Very Interesting	5	15 %
Interesting	24	75 %
Boring	3	10 %
Very Boring	0	0 %
Total	32	100 %



Source: Escuela de Educación Básica Veinticuatro de Julio

Author: Perugachi García Jefferson Fernando

Interpretation:

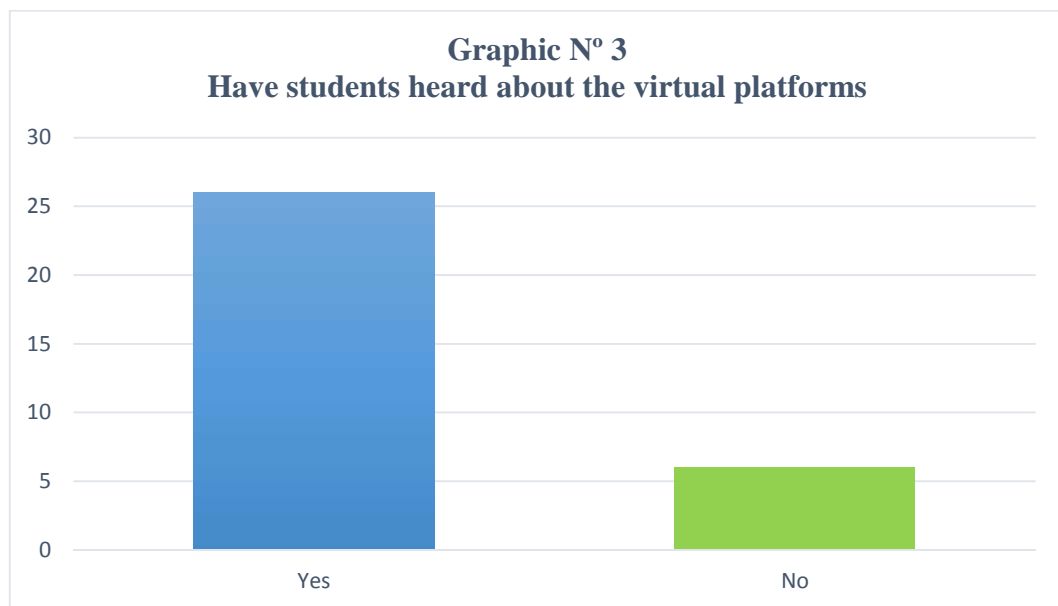
Quantitative: 5% of students considered the English Very Interesting, 75 % of students considered the English Interesting and 20% considered to English Boring

Qualitative: Most of the students of the tenth-grade course D explained that the English language is interesting. Some minimum of learners said that English was very interesting and boring.

Question N° 3: Have you heard that Language-Learning Platforms help to learn English?

Chart N° 5

Alternatives	Frequency	Percentage
Yes	26	81 %
No	6	19 %
Total	32	100 %



Source: Escuela de Educación Básica Veinticuatro de Julio

Author: Perugachi García Jefferson Fernando

Interpretation:

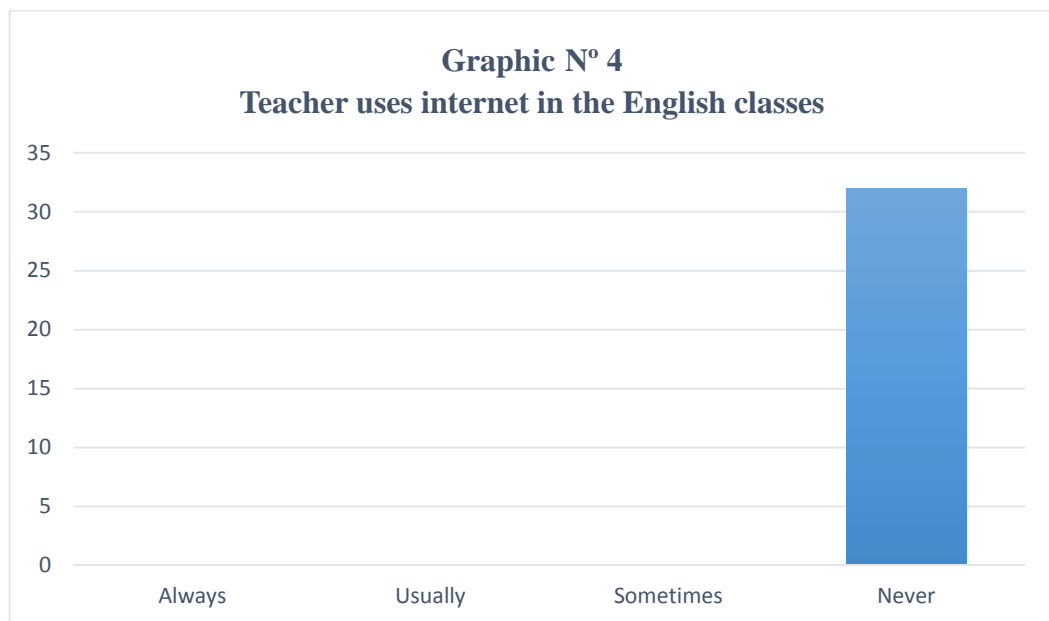
Quantitative: 81% of students said Yes, 19 % said No

Qualitative: A high number of students had heard about the free language-learning platforms and few students said they have not heard about these platforms.

Question N° 4: Does your teacher use the internet in your English classes?

Chart N° 6

Alternatives	Frequency	Percentage
Always	0	0 %
Usually	0	0 %
Sometimes	0	0 %
Never	32	100 %
Total	32	100 %



Source: Escuela de Educación Básica Veinticuatro de Julio

Author: Perugachi García Jefferson Fernando

Interpretation:

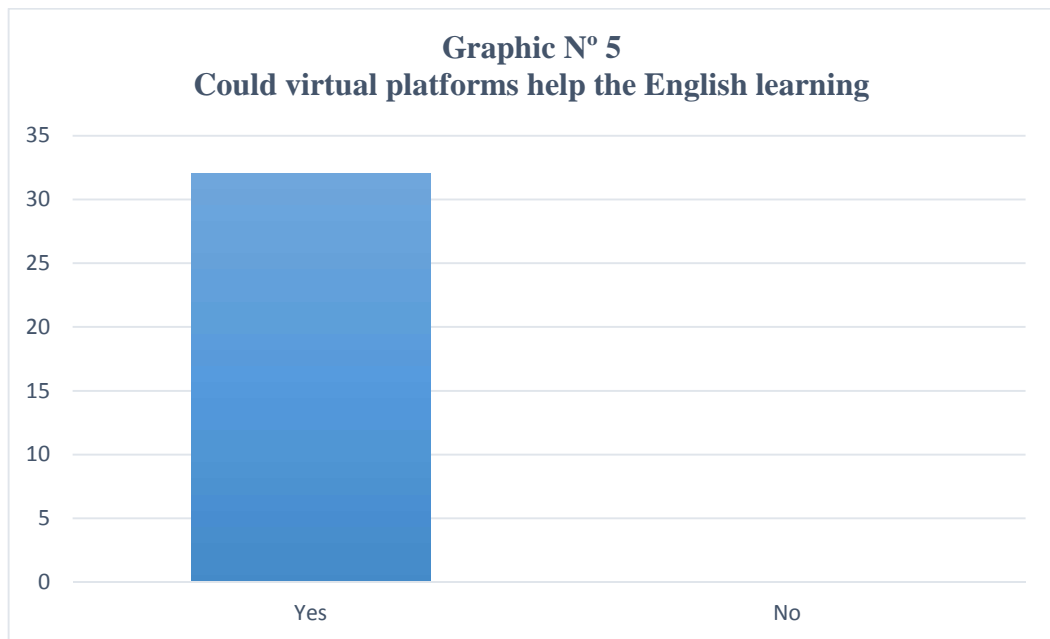
Quantitative: 100% of students said Never

Qualitative: The majority of students determined that the English Teacher never uses the internet in the classroom.

Question N° 5: Could the use of internet and Language-Learning Platforms help the English learning?

Chart N° 7

Alternatives	Frequency	Percentage
Yes	32	100 %
No	0	0 %
Total	32	100 %



Source: Escuela de Educación Básica Veinticuatro de Julio

Author: Perugachi García Jefferson Fernando

Interpretation:

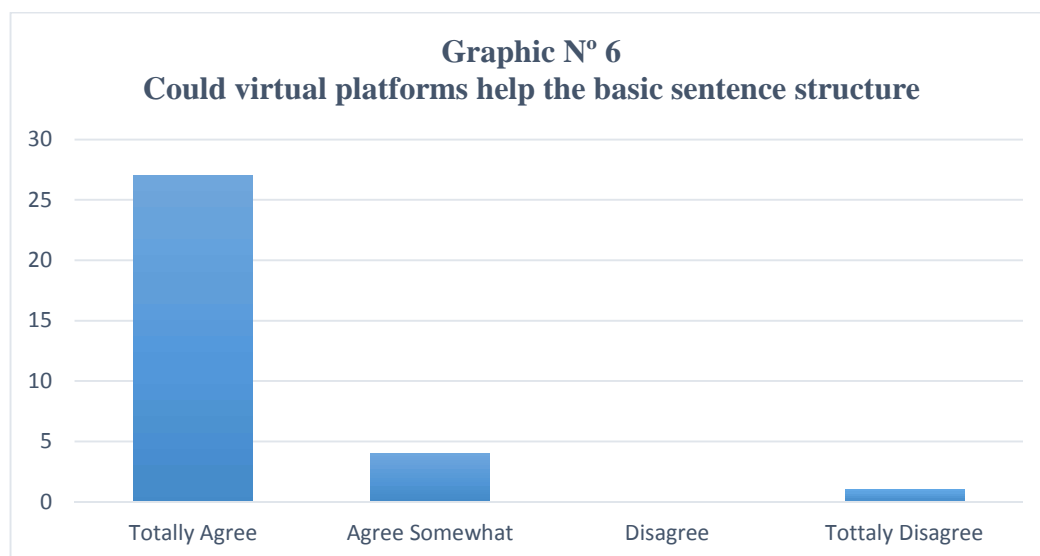
Quantitative; 100% of students said Yes

Qualitative: Several students point out that the use of internet and language-learning platforms could help the English Learning.

Question N° 6: Could the use of internet and Language-Learning Platforms help to the Basic English Sentence Structure?

Chart N° 8

Alternatives	Frequency	Percentage
Totally Agree	27	84 %
Agree Somewhat	4	13 %
Disagree	0	0 %
Totally Disagree	1	3 %
Total	32	100 %



Source: Escuela de Educación Básica Veinticuatro de Julio

Author: Perugachi García Jefferson Fernando

Interpretation:

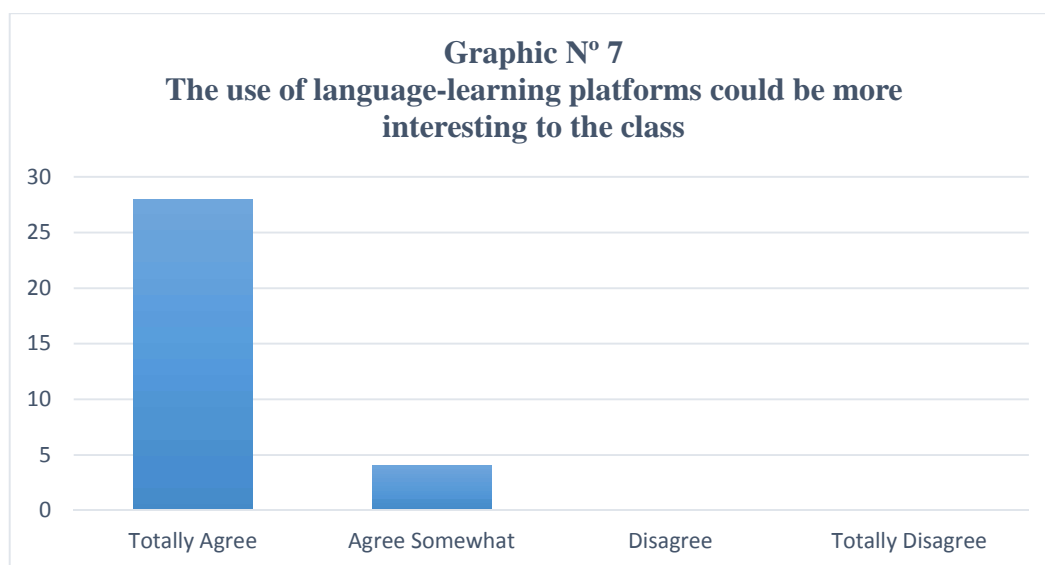
Quantitative: 81% of students said Yes, 19 % said No

Qualitative: A significant portion of students exclaimed they totally agree that the use of internet and language-learning platforms could boost the Basic English Sentence Structure but few students said they agree somewhat and totally disagree.

Question N° 7: Do you think that the use of Language-Learning Platforms could be more interesting to the class?

Chart N° 9

Alternatives	Frequency	Percentage
Totally Agree	28	88 %
Agree Somewhat	4	12 %
Disagree	0	0 %
Totally Disagree	0	0 %
Total	32	100 %



Source: Escuela de Educación Básica Veinticuatro de Julio

Author: Perugachi García Jefferson Fernando

Interpretation:

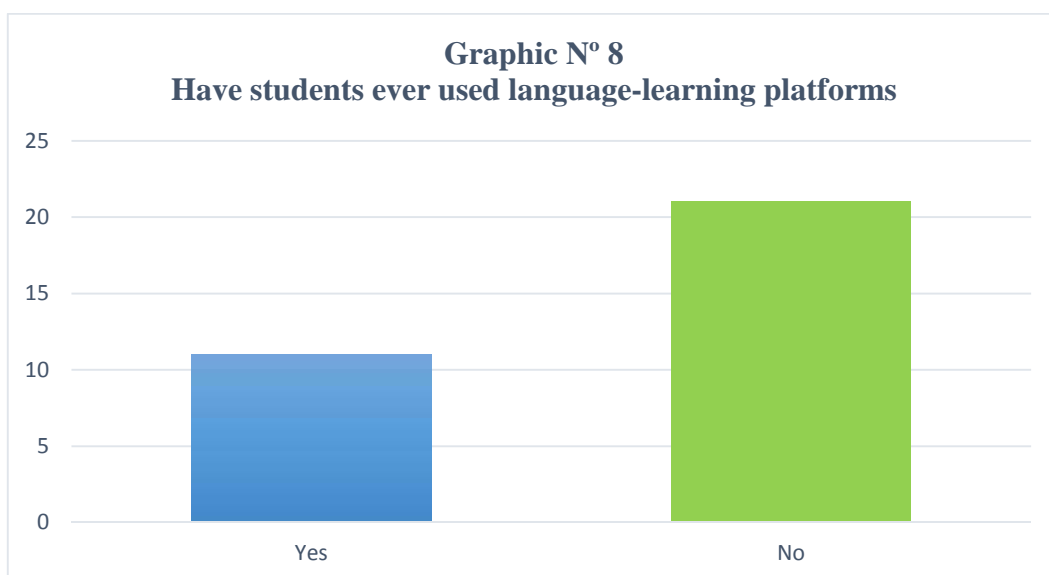
Quantitative: 88% of students were Totally Agree, 12 % were Agree Somewhat

Qualitative: Many students of the tenth grade, course D, exposed they totally agree that the use of language-learning platforms relatively will make more interesting, however some students exclaimed they agree somewhat with this.

Question N° 8: Have you ever used Language-Learning Platforms with exercises and activities that support to enhance your Basic English Sentence Structure skills?

Chart N° 10

Alternatives	Frequency	Percentage
Yes	11	34 %
No	21	66 %
Total	32	100 %



Source: Escuela de Educación Básica Veinticuatro de Julio

Author: Perugachi García Jefferson Fernando

Interpretation:

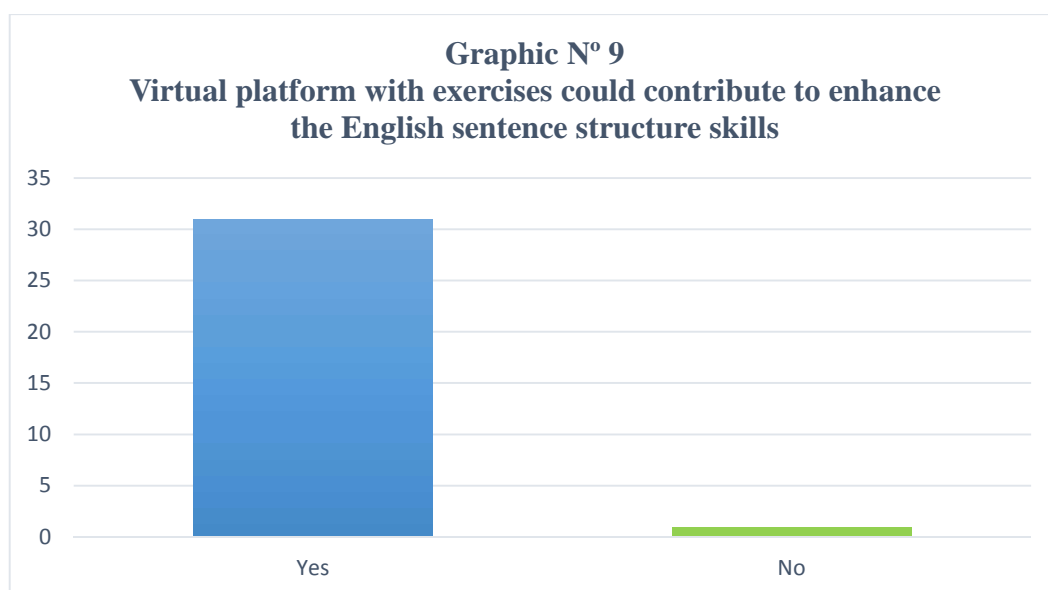
Quantitative: 34% of students said Yes, 66 % said No

Qualitative: A good number of students exposed, not using virtual platforms to improve the Basic English Sentence Structure, on the other hand some students said to have used the platforms to improve the language English.

Question N° 9: Do you consider that a Language-Learning Platform with exercises and activities could contribute to enhance your English Sentence Structure skills?

Chart N° 11

Alternatives	Frequency	Percentage
Yes	31	97 %
No	1	3 %
Total	32	100 %



Source: Escuela de Educación Básica Veinticuatro de Julio

Author: Perugachi García Jefferson Fernando

Interpretation:

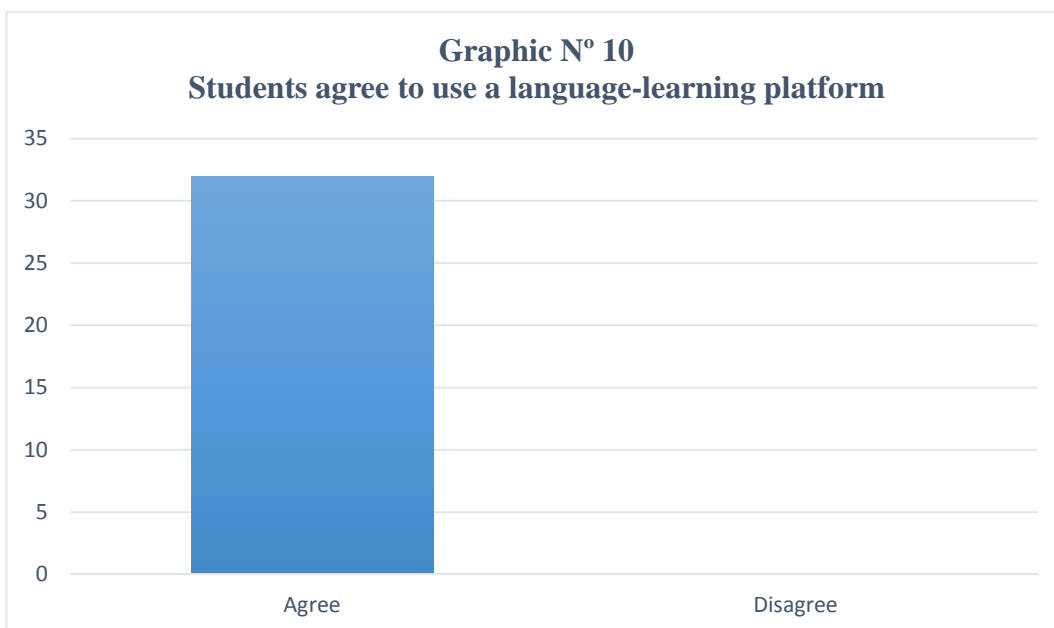
Quantitative: 97% of students said Yes, 3 % said No

Qualitative: The majority of students answered "yes", they considered that a platform with exercises could improve the Basic English Sentence Structure but the minority of learners said no.

Question N° 10: Do you agree to use a Language-Learning Platform with exercises and activities that can support you to enhance your Basic English Sentence Structure skills?

Chart N° 12

Alternatives	Frequency	Percentage
Agree	32	100 %
Disagree	0	0 %
Total	32	100 %



Source: Escuela de Educación Básica Veinticuatro de Julio

Author: Perugachi García Jefferson Fernando

Interpretation:

Quantitative: 100% of students were Agree

All students said they agree using Language-Learning platforms with exercises and activities to improve the Basic English Sentence Structure.

3.4.4 Results of the interview directed to Specialist

Question 1: What do you think about the education system in our Country?

Interpretation: The Specialist explained that as teacher she considers that our education system lacks of commitment starting from us, our responsibility to prepare and make efforts on teaching in a meaningful and accurate way to encourage to the students and reach to the objective to improve the level of English language in Ecuador.

Question 2: What is your criterion about English Language Teaching?

Interpretation: The specialist determined that the English language teaching in Ecuador still escalates in a slower pace; she said that the Institutions have to provide training, and the government has to give out more international training in a wider range, trying to enhance the proficiency level of teachers.

Question 3: In your estimation, what are the regular problems of the English learning process in the students?

Interpretation: The specialist pointed out that there are some problems in the teaching-learning, and one of them is that the English Language has been taught in a mechanical way, therefore, this creates a rather stressful and boring situation to achieve the general objectives.

Question 4: What is the significance to consider the Information and Communication Technologies (ICT) in the teaching-learning processes?

Interpretation: She said that nowadays, technology is a vital part of our lives and the teachers must take that as an advantage. She commented that the social platforms have shown that people can relate them to their use without any training and that the learning process of English can benefit from this.

Question 5: Do you consider that Free Language-Learning Platforms could improve the quality of education?

Interpretation: The specialist exclaimed that "yes", that any means of language learning method can help out on the quality of education, but it needs to be used accurately.

Question 6: Do you think that the use of a Free Language-Learning Platform could enhance the English Skills in students?

Interpretation: The specialist said that "of course," those platforms are a valuable tool to practice English language skills, and that it could improve a deficiency with the continuous work, especially as an academic tool.

Question 7: What are the advantages of using a Free Language-Learning Platforms in education?

Interpretation: She explained that the major advantage is that students can access this type of tools everywhere, anywhere and at any time.

Question 8: In your point of view, can a Free Language-Learning Platform boost the Basic English Sentence Structure?

Interpretation: The specialist said, these types of resources could improve the Basic English Sentence Structure, giving the correct use and the proper feedback from the teacher.

Question 9: What suggestions would you give to teachers that want to implement Language-Learning Platforms in the classroom?

Interpretation: The Specialist said that the teachers should consider these tools but with a study of Institution resources, classroom settings, students' proficiency level, and age, to determine a correct program of studies and achieve clear objectives.

Question 10: Do you recommend the use of Free Language-Learning platforms to improve the skills of Basic English Sentence Structure in the teaching-learning process?

Interpretation: The Specialist exclaimed that for her, all the resources are helpful, but they have to be analyzed and revised. She recommended the use of this platform, provided that it has a plan or process with a study design. She commented that the teachers have to be committed with the teaching-learning, looking new methods to boost the quality of the education and promote the English language of easy, fun, interactive and significant way.

3.5 Results and Discussions

3.5.1 Results

the results of the interview with the Director MSc Daniela Garcia appears with very current information about the virtual platforms, levels of English students, the curriculum and the importance of English in a global world which encourages research in a positive way.

Interview directed to the English teacher showed results as little use of technology into classes, methods of traditional education, and little knowledge about virtual platforms which represents a weakness for the project continue their work at school.

The survey directed to the students of the tenth grade, course D, showed results as the interest of the majority towards the English, demonstrating that despite traditional ways employed by traditional education students are committed to the English language.

The interview directed to the specialist was very enriching, in this interview you could appreciate the experience of the Professor with the virtual platforms. She

points out about the responsibility of the teachers for being up-to-date with technologies, methodologies, and teaching techniques, therefore, the classes have an interactive way with good perspective so that the English language see it as a priceless opportunity, and not as an obligation to learn it

3.5.2 Discussions

The results of the interview with the Director showed knowledge about virtual platforms but within the interview, it stated that the teachers at the school have no update with the technology which representing obstacles for the improvement of the teaching-learning.

In the interview with the English teacher showed little interest to improve the level of students through new techniques of teaching, arguing the lack of knowledge in technology and virtual platforms. This lack of interest will make the level of students go decreasing over time by this reason the need to implement new learning resource for the student are significant.

The results of the survey offered real details where the students expressed that they want to improve their level of English, arguing that they have heard about virtual platforms such as Open English, hence for the students is a good idea to use a Free Language-Learning platform to improve the language. Also, this survey showed that students would like to work with technology tools by the scope that has a cell phone today.

CHAPTER IV

PROPOSAL

4.1 Name of the Proposal

The academic use of a free language-learning platform for boosting Basic English Sentence Structure among students of tenth grade at EGB Veinticuatro de Julio, Santa Elena, Province of Santa Elena. School year 2015 - 2016.

4.2 Description of the Proposal

The Implementation of the academic use of a free language-learning platform "Duolingo", has been adequate for the students of tenth grade Course D at Escuela de Educación Básica Veinticuatro de Julio and it can improve the syntax of the sentences. The purpose of this research is to promote the academic use of a free language learning platform to improve deficiencies that may exist in the students through activities and educational exercises, with a modern and comfortable environment for the commitment of the student learning.

The adaptation of this resource for the learning of English Basic Sentence Structure with activities that promote correct communication skills is an important way that guides actions of cognitive learning. Free language-learning platforms favor dynamic roles to students in the process of teaching-learning of the English language, cultivating habits of writing and positive experiences for boosting the particular skill of English Basic Sentence Structure and supporting the core of writing, speaking, listening and reading skills.

4.2.1 Information Data

Executing Institution: Escuela de Educación Básica Veinticuatro de Julio

Beneficiaries: 32 Students of tenth grade Course "D"

Location: Santa Elena – Province of Santa Elena

Author: Jefferson Fernando Perugachi García

Advisor: MSc Tatiana García Villao

4.2.2 Justification and Significance

The Investigation was established because the students of tenth grade presented a deficiency in the Basic English Sentence Structure. This problem was described in the (Chapter I, pages 1-6). The research points out the importance of the Basic English sentence structure in the sequence of learning of the English language because this skill is connected with skills such as speaking and writing.

English Basic Sentence Structure is a significant base of grammar in a student; it contributes to the correct teaching-learning process of the English language. Around the world, in countries such as the United States, France and South Africa, education is joining with the technology, an education way that yet in South America Countries is not being used like a necessary tool for the betterment of English in the public schools.

For this reason, the author developed a proposal to boost the ability of grammar in students of tenth grade, course D, through a free language learning platform with lessons and topics from the English student book. This proposal has legal, educational, philosophical basis with clear concepts that will be a contribution to the local education, where the student will be the main focus of the proposal.

The Research is connected with the National Curriculum of Ecuador and all the Basic Standard of MINEDUC. In addition, the investigation has constructivist and cognitivist approaches on different points of view of Piaget, Vygotsky, Knowless, Herrera & Murry, and a legal foundation like the Constitution of Ecuador, National Plan - Good Living, Ley Orgánica de Educación Intercultural, Plan Decenal de Educación and Código de la Niñez y la Adolescencia.

4.2.3 Design and Developmental of the proposal

The proposal was designed with a qualitative approach based on Action Research and Grounded Theory. This proposal has activities with a timetable of events. It started with the presentation of the proposal to the Director and English Teacher, interviews directed to the Director and English Teacher, socialization and survey directed to students of tenth grade course D, and the Implementation of the proposal with thirty hours of work.

Chart N° 13 - Timetable of Activities.

TASK	DATE	DONE	OBSERVATIONS
Presentation of the proposal project with the director at Escuela de Educación Básica Veinticuatro de Julio	15 December 2015	<input checked="" type="checkbox"/>	
Presentation of the proposal project with the English Teacher at Escuela de Educación Basica Veinticuatro de Julio	15 December 2015	<input checked="" type="checkbox"/>	
Interview directed to the Director at Escuela de Educación Básica Veinticuatro de Julio	15 December 2015	<input checked="" type="checkbox"/>	
Observation Instruments directed to the students of tenth grade, course D.	15 December 2015	<input checked="" type="checkbox"/>	Hora 13:00 – 13:40
Socialization of the proposal project with the students of tenth grade, course D at Escuela de Educación Básica Veinticuatro de Julio	16 December 2015	<input checked="" type="checkbox"/>	Hora 15:00 – 15:40
Survey directed to the students of tenth grade, course D.	16 December 2015	<input checked="" type="checkbox"/>	Hora 15:00 – 15:40
Pre – Test directed to the students of tenth grade, course D.	17 December 2015	<input checked="" type="checkbox"/>	Hora 16:00 -17:20
Implementation of proposal project work with the students of tenth grade, course D at Escuela de Educación Básica Veinticuatro de Julio.	21 December 2015	<input checked="" type="checkbox"/>	Hour 16:40 - 17:20

TASK	DATE	DONE	OBSERVATIONS
Implementation of proposal project work with the students of tenth grade, course D at Escuela de Educación Básica Veinticuatro de Julio.	22 December 2015	<input checked="" type="checkbox"/>	Hour 13: 00 – 13:40
Implementation of proposal project work with the students of tenth grade, course D at Escuela de Educación Básica Veinticuatro de Julio.	28 December 2015	<input checked="" type="checkbox"/>	Hour 16:40 - 17:20
Implementation of proposal project work with the students of tenth grade, course D at escuela de Educación Básica Veinticuatro de julio.	29 December 2015	<input checked="" type="checkbox"/>	Hour 13: 00 – 13:40
Implementation of proposal project work with the students of tenth grade, course D at escuela de Educación Básica Veinticuatro de Julio.	4 January 2016	<input checked="" type="checkbox"/>	Hour 16:40 - 17:20
Implementation of proposal project work with the students of tenth grade, course D at Escuela de Educación Básica Veinticuatro de Julio.	5 January 2016	<input checked="" type="checkbox"/>	Hour 13: 00 – 13:40
Implementation of proposal project work with the students of tenth grade, course D at Escuela de Educación Básica Veinticuatro de Julio.	6 January 2016	<input checked="" type="checkbox"/>	Hour 15:00 – 15:40
Implementation of proposal project work with the students of tenth grade, course D at Escuela de Educación Básica Veinticuatro de Julio.	7 January 2016	<input checked="" type="checkbox"/>	Hour 16:00 – 16:40 16:40 – 17:20
Post – Test directed to the students of tenth grade, course D.	8 January 2016	<input checked="" type="checkbox"/>	Hour 15:00 – 15:40
Delivery of the results to the director at Escuela de Educación Básica Veinticuatro de Julio.	11 January 2016	<input checked="" type="checkbox"/>	Hour 14:00

With the purpose of knowing the English level of students, the Author developed a pre-test according to the English student book where the knowledge of the English basic sentence structure is measured; the results had some mistakes. The majority of students had scores between five and seven and the minority had scores of eight and nine.

In the implementation of the proposal for boosting the English Basic Sentence Structure through a free language learning platform called DUOLINGO, the author designed a schedule according to the schedule of the students of tenth grade course

D, and he prepared a program study according to the English student book. Each activity took forty-five minutes with the following topics:

a) Personal Pronouns

b) Greetings

c) School

d) Present Simple

e) Present Continuous

Chart N° 14 - Planning

Unit	Title	Communication	Grammar	Vocabulary	Skill
1 Intro	Personal Pronouns	Recognize the personal pronouns	Write the simple sentence using the correct personal pronoun	Singular; I, You, He, She, It, Plural; we You They	English Basic Sentence Structure
2 Greetings	Greetings and Verb to be	Introduce yourself Ask about favorites	The simple present of Be; am/is /are Subject pronouns Questions with be	My name is.... Nationalities	English Basic Sentence Structure
3 School	Commands	Talk about your schools	Recognize and write simple sentences using the commands, vocabulary about school	Nouns Adjectives Classroom objects	English Basic Sentence Structure
4 Present Simple	Present Simple	Ask what someone's doing now Describe what's happening right now	The present simple, verbs; any information, question with How many	Adjectives and physical descriptions Family members Regular verbs Irregular verbs	English Basic Sentence Structure
5 Present Continuous	Present Continuous	What are you doing?	too + adjective / not + adjective + enough Present continuous for future arrangements plans, intentions, and predictions	Clothes and accessories	English Basic Sentence Structure

Source: English Student's book - Ministerio de Educación

Author: Jefferson Fernando Perugachi García

4.2.3.1 Duolingo

Duolingo is a Virtual Platform and social project which intended to the free language learning at the same time a text translation crowdsourcing platform. The service is designed for the improvement of the level of English in all the skills. The Authors of this virtual platform are the Professors Luis Von Ahn and Severin Hacker, which was published in 2011.

Graphic N° 11- Duolingo



Source: Duolingo
Author: Luis Von Ahn

4.2.3.2 Description of “Duolingo”

When the design final of the dashboard of the Duolingo platform was ready with the English Program for the students of tenth grade, Course D; The author explains some commands to enter and to work in the virtual platform.

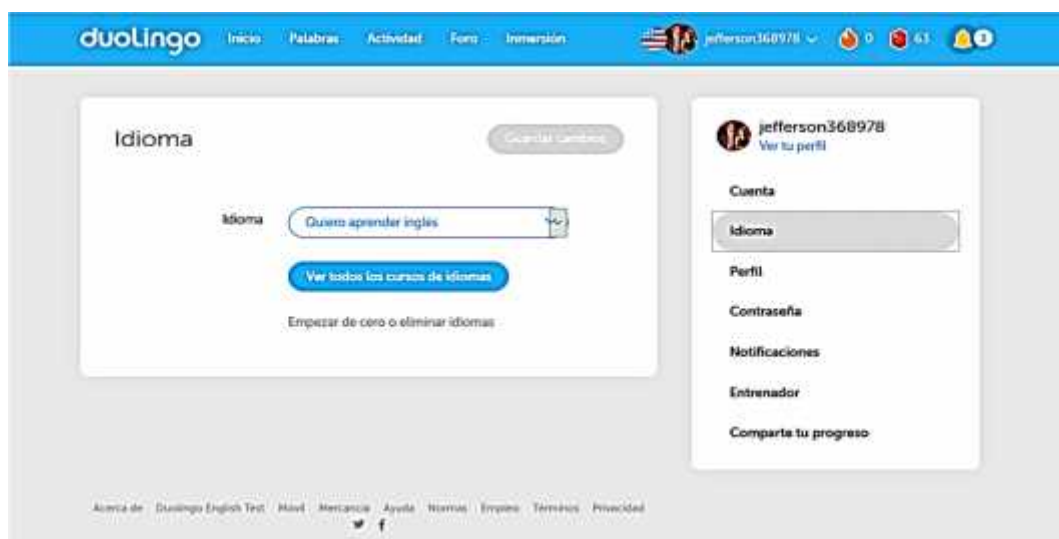
1. Main Page
2. Presentation
3. Dashboard
4. Section 1 (Personal Pronouns)

5. Section 2 (Greetings)
6. Section 3 (School)
7. Section 4 (Present Simple)
8. Section 5 (Present Continuous)

4.2.3.3 Main Page

In this part of the virtual platform, students find the introduction and explanation of the purpose of the proposal. This platform has various tabs like home, words, activity, Forum, immersion.

Graphic N° 12- Main Page of Duolingo



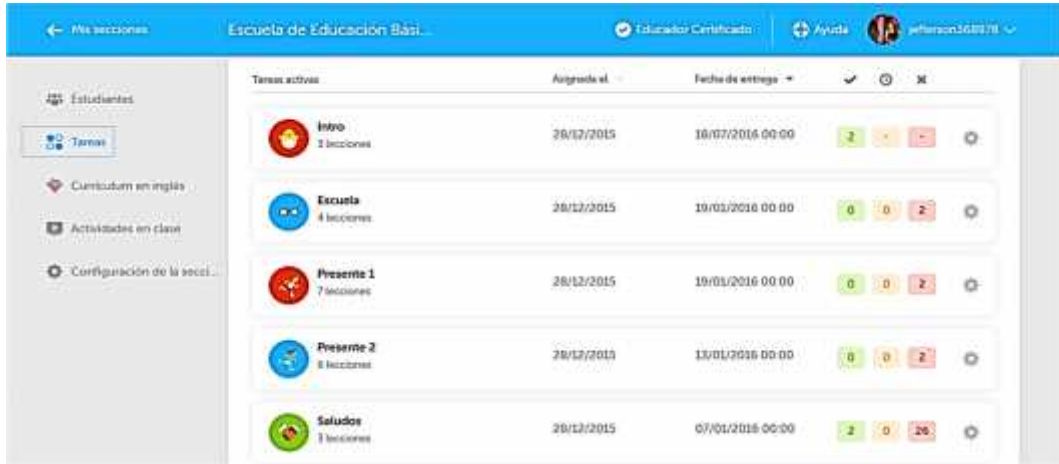
Source: Duolingo

Author: Luis Von Ahn

4.2.3.4 Presentation

In this fragment of Duolingo, There are five sections. The first section has three lessons for the development of the personal pronoun topic. The second section has three lessons about greetings topic. The third section has four lessons about school topic. The fourth section has six lessons about present simple, and the fifth section has six lessons about the present continuous topic.

Graphic N° 13- Presentation of Duolingo

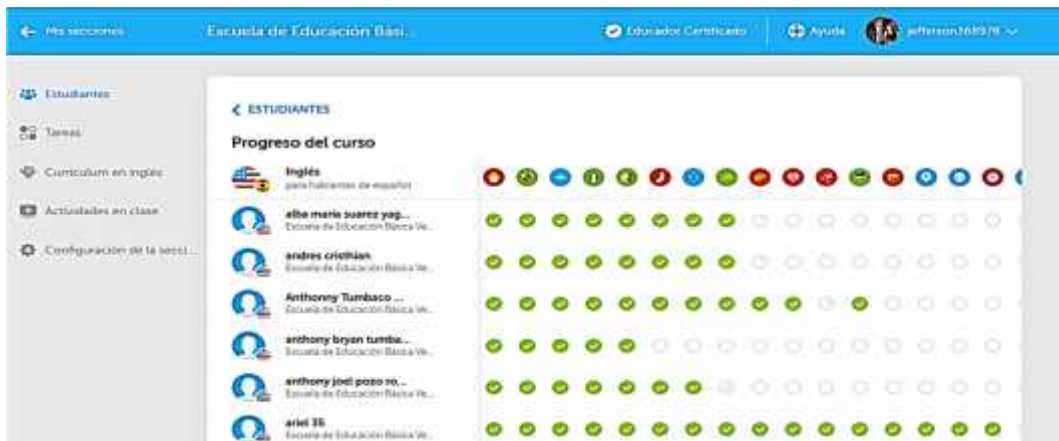


Source: Duolingo
 Author: Luis Von Ahn

4.2.3.5 Dashboard

When the assigned tasks are ready for the classes, the dashboard of Duolingo allows to take control of the units and lessons assigned by the teacher. The teacher continues the process of the students as well as the activities carried out every day. Besides through the dashboard, the instructor can understand the strengths and weaknesses of the learners and contribute to reminders or reinforcement of grammar, so the students comply with the objective of the course.

Graphic N° 14- Dashboard of Duolingo



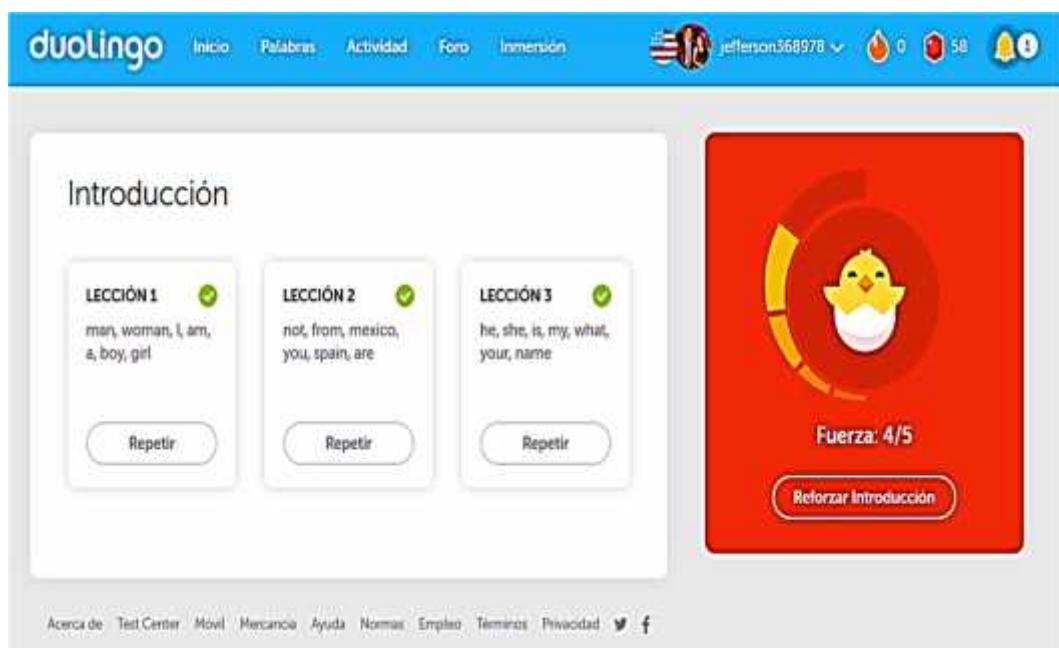
Source: Duolingo
 Author: Luis Von Ahn



ACTIVITY 1

Section 1

Graphic N° 15- Personal Pronouns



Source: Duolingo

Author: Luis Von Ahn

In this section of the introduction, the students work with the first topic "personal pronouns", also, the students recognize nouns and adjectives that contribute to work with basic clauses, linking personal pronouns and the verb to be.

This section has three tasks, with a defined time of fifteen minutes each. At the end of this section, the students and the author work an extra unit for correction and respective clarifications.



ACTIVITY 2

Section 2

Graphic N° 16- Greetings



Source: Duolingo

Author: Luis Von Ahn

In section two, students can reinforce vocabulary as greetings, ways to ask and answer, promoting a correct writing of the English basic sentences. This vocabulary supports and is connected with the correct presentation of a person, the form of greeting and how to say goodbye as also differentiate the morning, afternoon and evening.

This section has three tasks with a working time of 15 minutes each. At the end of the three tasks, the author, and the students work online on the platform to check an extra task and clarify doubts.



ACTIVITY 3

Section 3

Graphic N° 17- School



Source: Duolingo

Author: Luis Von Ahn

In this section, the students discover an appropriate vocabulary in their environment of learning nouns, verbs, and tenses as an introduction to the following section. In this part of the English program, the students can develop basic clauses using common things that they see daily in their school for the improvement of the writing skill.

This section has four tasks with a working time of twenty minutes. At the end of this segment; the students should be online on the platform and share their work to check their answers and then fix them with the author.



ACTIVITY 4

Section 4

Graphic N° 18-Present Simple

The screenshot shows the Duolingo interface for the 'Verbos: Presente' section. At the top, there is a blue navigation bar with the Duolingo logo and menu items: Inicio, Palabras, Actividad, Foro, and Inmersión. On the right side of the bar, there is a user profile icon for 'jefferson358978', a fire icon with '0', a shield icon with '58', and a bell icon. The main content area is titled 'Verbos: Presente' and contains six lesson cards arranged in a 2x3 grid. Each card is titled 'LECCIÓN' followed by a number (1-6) and a green checkmark. Below the title, there is a list of verbs in their base and present simple forms. For example, 'LECCIÓN 1' lists 'write, writes, walks, walk, swims, swim'. Each card has a 'Repetir' button at the bottom. To the right of the lesson cards is a red rectangular box with a circular graphic of a person running. Below the graphic, it says 'Fuerza: 1/5' and has a button that says 'Reforzar Verbos: Presente'.

Source: Duolingo

Author: Luis Von Ahn

In the fourth section the students can assimilate the grammar part with simple tasks but very educational. This work segment is online with the author, where the researcher teaches the elements that form a sentence as the noun or pronoun, verb, and a complement.

This section promotes the explanation of regular and irregular verbs, action verbs and professions. This segment has six tasks with fifteen minutes of work. At the end of the lessons, students can post a tweet in the news section of the platform where they use the simple present to communicate with them.



ACTIVITY 5

Section 5

Graphic N° 19- Present Continuous

The image is a screenshot of the Duolingo website interface for the 'Verbos: Presente 2' section. The top navigation bar is blue and contains the Duolingo logo, menu items (Inicio, Palabras, Actividad, Foro, Inmersión), a user profile icon for 'jefferson368978', and icons for a fire (1), a shield (63), and a bell (1). The main content area is titled 'Verbos: Presente 2' and features six lesson cards arranged in a 2x3 grid. Each card is titled 'LECCIÓN' followed by a number (1-6) and has a green checkmark icon. Below the title, a list of verbs is provided for each lesson. At the bottom of each card is a 'Repetir' button. To the right of the lesson cards is a large orange box with a cartoon character running, a star icon, and the text 'Fuerza: 5/5'. Below this box is a 'Reforzar Verbos: Presente 2' button with a star icon.

Source: Duolingo

Author: Luis Von Ahn

In the fifth section, the students learn to differentiate the simple present and the present continuous, they learn how to write sentences with the present continuous where the grammar consists of a noun or pronoun, the verb be, a verb plus "ing" and a complement.

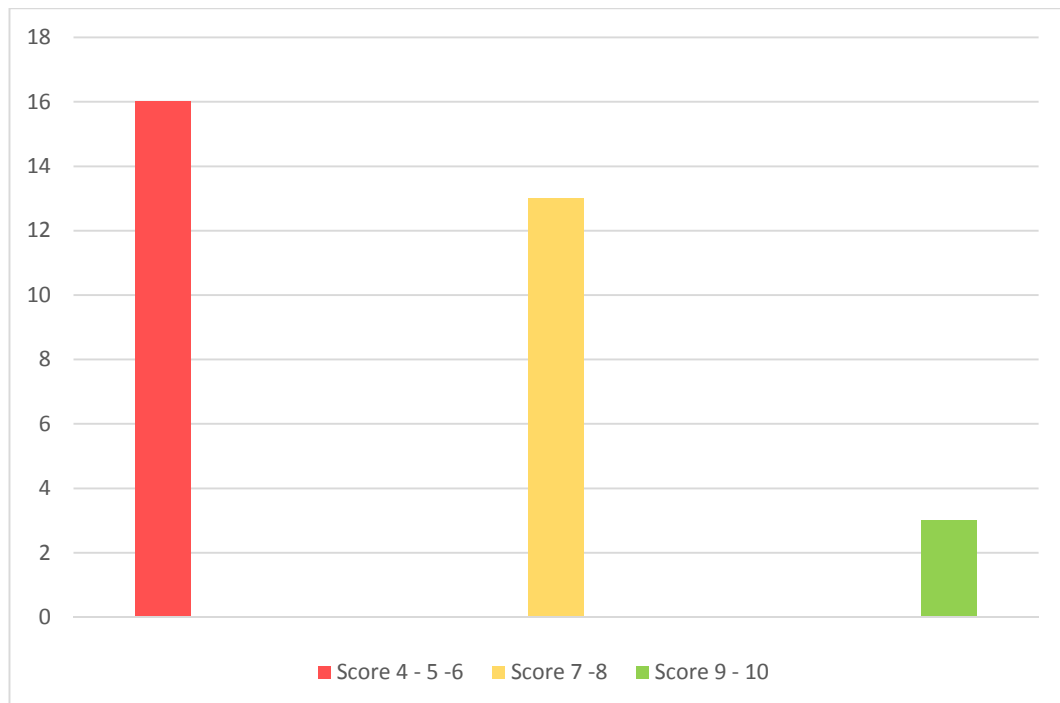
The students work six lessons with fifteen minutes for each one; at the end of this section, the students operate an extra section online, where they improve their vocabulary and write sentences using the present continuous.

4.3 Achievements and Results

The pre-test was held on December 17, 2015; the test was in accordance with the English book of the students in the tenth grade. The author chose five topics to assess English basic sentence structure: personal pronouns, the verb be, prepositions and simple present. The assessment began with a due explanation of the author, explaining each question and the time of the test.

In order to determine the level of the students, the author proceeded to review evaluations, where students showed deficiencies in the sentence structure, tenses, adjectives and personal pronouns. The majority of the students had a score between; four, five, and six and the minority of students had scores between seven, eight and nine.

Graphic N° 20 – Pre-Test results



Source: Escuela de Educación Básica Venticuatro de Julio
Author: Jefferson Fernando Perugachi García

Chart N° 15 – Pre-Test results

	STUDENTS	PRE
No.	NAMES	TEST
1	AGUILERA VERA ROOSVELT TITO	7
2	BALON DEL PEZO ELVIS LEONEL	7
3	BALON SEVERINO AXEL JOSUE	6
4	BELTRAN SUAREZ KEVIN ANDRES	6
5	DEL PEZO YAGUAL BRYAN ALEJANDRO	7
6	DEL PEZO YAGUAL CINDY IBETH	7
7	ESCALANTE ROCAFUERTE LUIS FERNANDO	6
8	GOMEZ REYES LEONARDO MOISES	4
9	GONZABAY MERO ARIEL ARNALDO	7
10	JAYA LAINEZ JUAN REINALDO	9
11	LAINEZ GONZALEZ EDDY MANUEL	7
12	LAINEZ MUÑOZ JELITZA VICTORIA	6
13	LASLUISAS ZARATE JOHAN JORDAN	7
14	MALAVE VILLON WILSON RICARDO	5
15	MOSQUERA COELLO JULIO CESAR	8
16	MUÑOZ MONTENEGRO BRYAN MOISES	8
17	NAZARENO MIDEROS YESID ALEXANDER	6
18	NEIRA RODRIUEZ JOSE ARMANDO	6
19	OLAVIA CHILA CARMEN JOHANCA	6
20	ORRALA LOOR SARA MARIOLY	6
21	ORRALA ZAMBRANO MELISA ANTONELLA	9
22	PLUA MEREJILDO ERICK ALEJANDRO	6
23	POZO RODRIGUEZ ANTHONY JOEL	7
24	RAMOS MERCHAN CHRISTIAN ANDRES	6
25	REYES PERERO JORDAN VICENTE	5
26	RICARDO SOLANO EDUARDO ANDRES	6
27	RODRIGUEZ SANTIANA JORGE LUIS	7
28	SOLANO YAGUAL CARLOS DANIEL	9
29	SUAREZ YAGUAL ALBA MARIA	7
30	TUMBACO GONZALEZ ANTHONY BRYAN	8
31	TUMBACO MORALES ANTHONY ADRIAN	6
32	YAGUAL VALVERDE GEORGE DANIEL	6

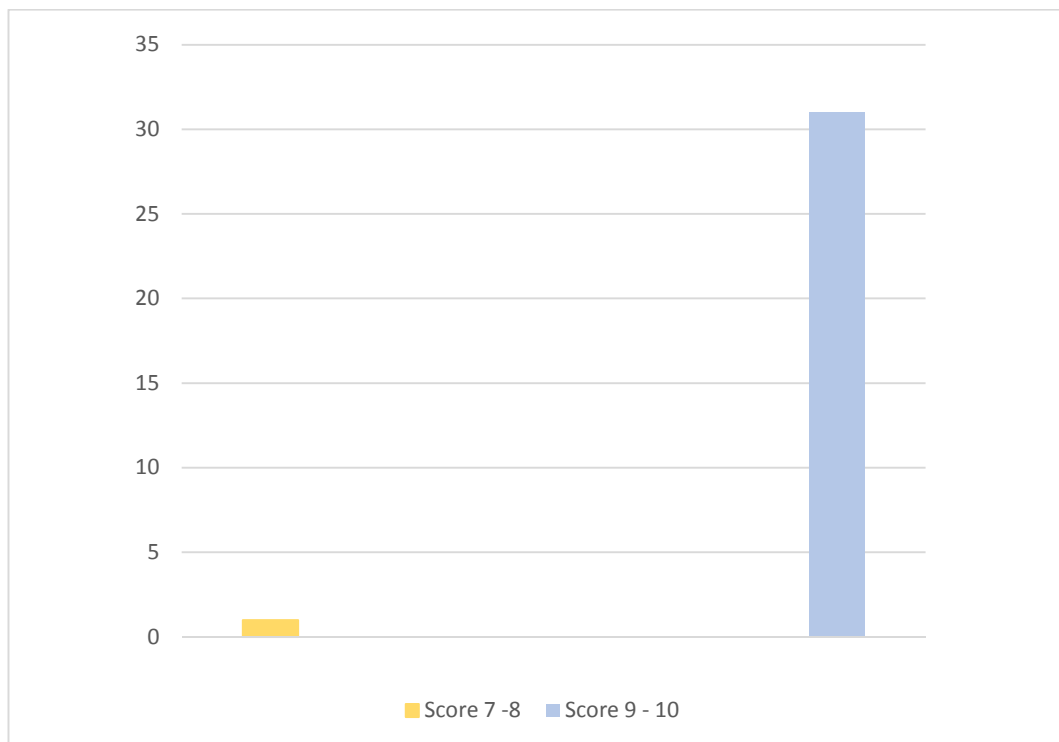
Source: Escuela de Educación Básica Venticuatro de Julio

Author: Jefferson Fernando Perugachi García

The post test was developed on 8 January 2016; the test was according to the themes in the research proposal, which had the following topics: personal pronouns, the verb be, adjectives, possessive pronouns, simple present and present continuous. The test was developed with the proper explanation of each question and the time of the evaluation.

In order to determine the English level of the students, the researcher continued with the review of the assessment, where it is reflected which students showed a significant progress on the issues of the English program implemented in the research. The results were more optimal than the first test, a high number of students had scores between nine and ten, and a minority of students had scores of eight.

Graphic N° 21–Post-Test results



Source: Escuela de Educación Básica Venticuatro de Julio

Author: Jefferson Fernando Perugachi García

Chart N° 16 – Post-Test results

	STUDENTS	POST
No.	NAMES	TEST
1	AGUILERA VERA ROOSVELT TITO	10
2	BALON DEL PEZO ELVIS LEONEL	10
3	BALON SEVERINO AXEL JOSUE	9
4	BELTRAN SUAREZ KEVIN ANDRES	10
5	DEL PEZO YAGUAL BRYAN ALEJANDRO	10
6	DEL PEZO YAGUAL CINDY IBETH	10
7	ESCALANTE ROCAFUERTE LUIS FERNANDO	10
8	GOMEZ REYES LEONARDO MOISES	9
9	GONZABAY MERO ARIEL ARNALDO	9
10	JAYA LAINEZ JUAN REINALDO	10
11	LAINAZ GONZALEZ EDDY MANUEL	10
12	LAINAZ MUÑOZ JELITZA VICTORIA	9
13	LASLUISAS ZARATE JOHAN JORDAN	9
14	MALAVE VILLON WILSON RICARDO	9
15	MOSQUERA COELLO JULIO CESAR	10
16	MUÑOZ MONTENEGRO BRYAN MOISES	10
17	NAZARENO MIDEROS YESID ALEXANDER	10
18	NEIRA RODRIUEZ JOSE ARMANDO	10
19	OLAVIA CHILA CARMEN JOHANCA	9
20	ORRALA LOOR SARA MARIOLY	9
21	ORRALA ZAMBRANO MELISA ANTONELLA	9
22	PLUA MEREJILDO ERICK ALEJANDRO	9
23	POZO RODRIGUEZ ANTHONY JOEL	9
24	RAMOS MERCHAN CHRISTIAN ANDRES	8
25	REYES PERERO JORDAN VICENTE	9
26	RICARDO SOLANO EDUARDO ANDRES	9
27	RODRIGUEZ SANTIANA JORGE LUIS	10
28	SOLANO YAGUAL CARLOS DANIEL	9
29	SUAREZ YAGUAL ALBA MARIA	10
30	TUMBACO GONZALEZ ANTHONY BRYAN	10
31	TUMBACO MORALES ANTHONY ADRIAN	10
32	YAGUAL VALVERDE GEORGE DANIEL	9

Source: Escuela de Educación Básica Venticuatro de Julio

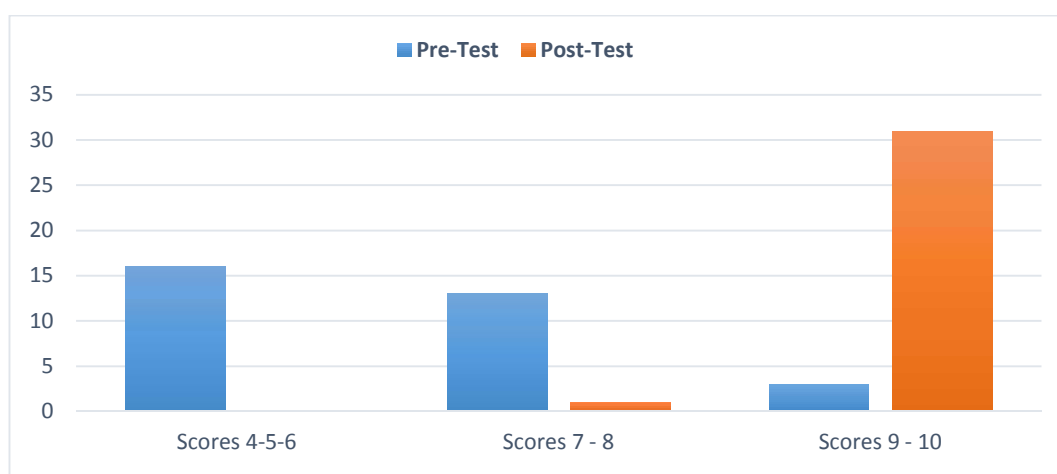
Author: Jefferson Fernando Perugachi García

With the purpose of knowing the achievements, the researcher proceeded to compare the pre-test and post-test where you could validate that the research proposal on the academic use of a free language-learning platform could boost a skill as English basic sentence structure. This proposal, which was designed to help provide new methods of teaching and learning to teachers and upgrade educational approaches in order to engage students learn the English language.

The two assessments showed very significant results. On the one hand, the Pre-test showed deficiencies of learning; many students did not recognize parts of sentences in which, as a result, we had very low scores. On the other hand, the post-test contributed positive results since the majority of students had an outstanding rating. Therefore the comparison of results determined that many students improved three points and a few students improved between one and two points.

In conclusion, the author could determine that the program study was very appropriate to improve skills such as basic English sentence structures, and the virtual platforms are very necessary tools for educational change. In addition, the author pointed out that research is very significant to the local education where it can acquire good results in very short time with positive effects as the following;

Graphic N° 22 -Achievement of students



Source: Escuela de Educación Básica Venticuatro de Julio
Author: Jefferson Fernando Perugachi García

Chart N° 17 – Achievement of Students

	STUDENTS	PRE	POST
No.	NAMES	TEST	TEST
1	AGUILERA VERA ROOSVELT TITO	7	10
2	BALON DEL PEZO ELVIS LEONEL	7	10
3	BALON SEVERINO AXEL JOSUE	6	9
4	BELTRAN SUAREZ KEVIN ANDRES	6	10
5	DEL PEZO YAGUAL BRYAN ALEJANDRO	7	10
6	DEL PEZO YAGUAL CINDY IBETH	7	10
7	ESCALANTE ROCAFUERTE LUIS FERNANDO	6	10
8	GOMEZ REYES LEONARDO MOISES	4	9
9	GONZABAY MERO ARIEL ARNALDO	7	9
10	JAYA LAINEZ JUAN REINALDO	9	10
11	LAINZ GONZALEZ EDDY MANUEL	7	10
12	LAINZ MUÑOZ JELITZA VICTORIA	6	9
13	LASLUISAS ZARATE JOHAN JORDAN	7	9
14	MALAVE VILLON WILSON RICARDO	5	9
15	MOSQUERA COELLO JULIO CESAR	8	10
16	MUÑOZ MONTENEGRO BRYAN MOISES	8	10
17	NAZARENO MIDEROS YESID ALEXANDER	6	10
18	NEIRA RODRIUEZ JOSE ARMANDO	6	10
19	OLAVIA CHILA CARMEN JOHANCA	6	9
20	ORRALA LOOR SARA MARIOLY	6	9
21	ORRALA ZAMBRANO MELISA ANTONELLA	9	9
22	PLUA MEREJILDO ERICK ALEJANDRO	6	9
23	POZO RODRIGUEZ ANTHONY JOEL	7	9
24	RAMOS MERCHAN CHRISTIAN ANDRES	6	8
25	REYES PERERO JORDAN VICENTE	5	9
26	RICARDO SOLANO EDUARDO ANDRES	6	9
27	RODRIGUEZ SANTIANA JORGE LUIS	7	10
28	SOLANO YAGUAL CARLOS DANIEL	9	9
29	SUAREZ YAGUAL ALBA MARIA	7	10
30	TUMBACO GONZALEZ ANTHONY BRYAN	8	10
31	TUMBACO MORALES ANTHONY ADRIAN	6	10
32	YAGUAL VALVERDE GEORGE DANIEL	6	9

Source: Escuela de Educación Básica Venticuatro de Julio

Author: Jefferson Fernando Perugachi García

4.4 Conclusions and Recommendations

4.4.1 Conclusions

The learners of tenth grade, course D, had motivation with the use of a free language-learning platform to learn the English language. The use of new methodologies of learning generates a different environment. It was an important base, so that they feel comfortable and achieve a significant learning.

The Director, the English teacher, parents and students agreed using a free language-learning platform. They commented that this is an essential option to improve the teaching process, learning the language in English that students achieve to reach the standard that the Ministry of Education claims.

Virtual platforms develop skills such as basic English sentence structure, but besides of improving this skill, a virtual platform promotes the enhancement of the other skills set as speaking, listening and writing. That is why it is important to continue the process of working for the benefit of other students.

The multiple benefits of these virtual platforms allow students to have autonomous work, interact among students, and share states in English with the learned knowledge within an educational framework controlled by the teacher.

The correct curriculum of the teacher could facilitate learning in the students at Veinticuatro de Julio School. It has several technological tools, laboratories, large spaces but the little update of the teachers, contribute that education does not change.

4.4.2 Recommendations

It is suggested to encourage the update of teachers with ICT (information and communication technology) for the improvement of educational and technological resources such as laptops, digital whiteboard, projector, internet and radios for practical use in the teaching process.

It is advocated to stimulate the knowledge of virtual platforms in the educational community, the use of the internet gives a wide range of learning tools and achieve them encouraging the teachers the use of these, no doubt this will give a major change in the way to teach in the future.

It is proposed the implementation of wireless internet in the school for the academic use of the cell phones and continue the autonomous work in the learning platforms quickly and efficiently.

It is recommended that the English teacher generates a different environment using technology as a teaching strategy where the students can produce a learning of action where they can express their ideas, their questions and can simultaneously analyze grammatical mistakes in order to create confidence between teacher-student.

4.5 TIMETABLE

	ACTIVITIES / MONTHS	November				December				January				February				March				April				May				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	DEVELOPMENT OF PROPOSAL PROJECT WORK	X																																			
2	DELIVERY OF PROPOSAL PROJECT WORK	X																																			
3	DEVELOPMENT OF CHAPTER I		X	X	X	X	X	X	X																												
4	DELIVERY OF CHAPTER I									X																											
5	DEVELOPMENT OF CHAPTER II									X	X	X	X	X	X																						
6	DELIVERY OF CHAPTER II														X																						
7	DEVELOPMENT OF CHAPTER III														X	X	X																				
8	DELIVERY OF CHAPTER III															X	X																				
9	DEVELOPMENT OF CHAPTER IV																X	X	X	X	X	X	X	X													
10	DELIVERY OF CHAPTER IV																						X														
11	DEVELOPMENT OF PRELIMINARY PAGES, ABSTRACT , INTRODUCTION, ETC.																							X	X	X											
12	DELIVERY OF THE FINAL PROJECT																												X								
13	DISTRIBUTION TO MEMBERS OF THE COURT																													X							
14	REVISION AND CORRECTION																												X	X	X	X					
15	PRESENTATION OF THE FINAL REPORT																																		X		
16	PROJECT DEFENSE																																		X		
17	GRADUATION																																			X	

4.6 RESOURCES

4.6.1 HUMAN RESOURCES

DESCRIPTION
STUDENTS OF TENTH GRADE BASIC YEAR
ENGLISH TEACHER
SCHOOL DIRECTOR

4.6.2 MATERIAL RESOURCE

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
PACKAGE OF PAPER	3	\$5.00	\$15.00
PRINTINGS	700	\$0.10	\$70.00
SPIRAL BINDING	6	\$2.00	\$10.00
TOTAL			\$95.00

4.6.3 TECHNOLOGICAL RESOURCE

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
FLASH MEMORY	2	\$15.00	\$ 30.00
LAPTOP	1	\$650.00	\$650.00
CD	10	\$10.00	\$ 10.00
TOTAL			\$690.00

TOTAL OF MATERIALS RESOURCES	\$ 95.00
TOTAL OF TECHNOLOGICAL RESOURCES	\$ 690.00
TOTAL EXPENSES	\$ 785.00

4.7 REFERENCES

- Bézy, M., & Settles, B. (2015). Preliminary Linking results with IELTS and CEFR. Pittsburgh: Duolingo Research Report.
- Blake, S., & Izumi-Taylor, S. (2010). Technology For Early Childhood Education And socialization : developmental applications and methodologies. Unites States Of America: Yurchak Printing Inc.
- Creswell, J. (2014). Research Design. United States of America: Copyright © 2014 by SAGE Publications, Inc.
- Daniel, H., Lauder, H., & Porter, J. (2012). Educational Theories, Cultures and Learning : A Critical Perspective . London and New York: Routledge.
- Dewey, J. (1997). How we think. Courier Corporation.
- Fabb, N. (2005). Sentence Structure. London and New York: Routledge.
- Giovanelli, M. (2014). Teaching Grammar, Structure and Meaning : Exploring theory and practice for post-16 English Language Teaching. London and New York: Taylor and Francis.
- Harmer, J. (1998). How to teach English. England: Logman.
- Harmer, Jeremy. (1991). The practice of english language teaching. New York: Logman.
- Harmer, J. (1998). How to teach English: an introduction to the practice of English language teaching. Harlow: Longman.
- Herrera, S. G., & Murry, K. G. (2011). Mastering ESL and Bilingual Methods, Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students. Second Edition. Boston: Pearson Education.
- kalz, M., Bayyurt, Y., & Specht, M. (2014). Mobile as Mainstream - Towards Future Challenges in Mobile Learning. Istanbul , Turkey: Springer.

- Knowles, M. S. (1970). *The modern practice of adult education*. New York: New York Association Press.
- Kuhlman, N., & Knezevic, B. (2012). *EFL Professional Teaching Standards*. California: Mountain View.
- Ministerio de Educación. (2012). *Estandares de calidad Educativa*. Quito: MinEduc.
- Ministerio de Educación. (2012). *Estandares de Calidad Educativa*. Quito: MinEduc.
- Motteram, G. (2013). *Innovations in Learning Technologies for English Language Teaching*. London: British Council
- Nasir, L. Meenoo, S. Bhamani, S. (2013). *Enhancing Students Creative Writing Skills: An Action Research Project*. *Acta Didactica Napocencia* Volume 6, Number 2.
- O'Dwyer, B. (2006). *Modern English Structures - Second Edition: Form, Function, and Position*. Canada: Broadview Press.
- Pan, L. (2014). *English As A Global Language in China; Deconstructing the Ideological Discourses of English Language Education*. London: Springer International Publishing.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International University Press.
- Piaget, Jean; Vygotsky, Lev. (2008). *Teorías del aprendizaje. El Niño : Desarrollo y proceso*.
- Rodriguez Gómez, G. y. (1996). *Metodología de la Investigación Cualitativa*.
- Scott, T. (1999). *How to Teach Grammar*. England: Pearson Education Limited .
- Secretaría Nacional De planificación y Desarrollo. (2013). *Plan Nacional Para el Buen Vivir 2013 - 2017*. Quito: Semplades.

Teachers of English to Speakers of Other Languages. (2009). Teachers Standards.

En T. o. Languages, Teachers Standards (págs. 2-3). Quito: Editogran.

UNESCO. (2005). Hacia las Ciudades del Conocimiento. 7 Place de Fontenoy: Jouve, Mayenne France.

Vesselinov, R., & Jhon Grego. (2012). Duolingo Effectiveness Study. New York: Duolingo.

VIRTUAL UPSE BIBLIOGRAPHY

Azar, B. S., & Hagen, S. A. (2006). Basic english grammar. England: Pearson Education.

http://bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=5075

Duduney, G., & Hockly, N. (2014). How to teach english with technology. England: Edinburgh Gate [England] : Pearson Education Limited.

http://bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=794

Harmer, J. (2012). The practice of english language teaching. England: Pearson.

http://bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=5043

Méndez, C. (1988). Metodología : Diseño y desarrollo del proceso de investigación. Bogota: McGraw-Hill.

http://bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=101

Murphy, R. (2004). Basic grammar in use : Reference and practice for students of english. New York: Cambridge University Press.

http://bibliotecas.upse.edu.ec/opac_css/index.php?lvl=notice_display&id=5070

APPENDIX

La Libertad, 27 de Junio del 2016

CERTIFICADO ANTIPLAGIO

002-TUTOR RTGV-2016

En calidad de tutor del trabajo de titulación denominado "FREE LANGUAGE-LEARNING PLATFORM FOR BOOSTING BASIC ENGLISH SENTENCE STRUCTURE AMONG STUDENTS OF TENTH GRADE AT EGB VEINTICUATRO DE JULIO, SANTA ELENA. PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015 - 2016.", elaborado por el estudiante JEFFERSON FERNANDO PERUGACHI GARCÍA, egresado de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,



ING. TATIANA GARCÍA VILLOO
C.I.: 0913241279
DOCENTE TUTOR

REPORTE URKUND



Das PDF (1) ist ein Bericht über die Ergebnisse der englischen Sprachkurse, die im Sommersemester 2019/2020 durchgeführt wurden. Der Bericht enthält Informationen über die Teilnehmer, die Lehrpläne, die Ergebnisse der Prüfungen und die Empfehlungen für die Zukunft. Der Bericht ist in deutscher Sprache verfasst und enthält eine Zusammenfassung der Ergebnisse, eine detaillierte Beschreibung der Kurse und eine Auflistung der Teilnehmer. Der Bericht ist ein wichtiges Dokument für die Anglistik und die englische Sprachkurse an der Universität. Er enthält wichtige Informationen über die Teilnehmer, die Lehrpläne, die Ergebnisse der Prüfungen und die Empfehlungen für die Zukunft. Der Bericht ist in deutscher Sprache verfasst und enthält eine Zusammenfassung der Ergebnisse, eine detaillierte Beschreibung der Kurse und eine Auflistung der Teilnehmer. Der Bericht ist ein wichtiges Dokument für die Anglistik und die englische Sprachkurse an der Universität.



Das PDF (1) ist ein Bericht über die Ergebnisse der englischen Sprachkurse, die im Sommersemester 2019/2020 durchgeführt wurden. Der Bericht enthält Informationen über die Teilnehmer, die Lehrpläne, die Ergebnisse der Prüfungen und die Empfehlungen für die Zukunft. Der Bericht ist in deutscher Sprache verfasst und enthält eine Zusammenfassung der Ergebnisse, eine detaillierte Beschreibung der Kurse und eine Auflistung der Teilnehmer. Der Bericht ist ein wichtiges Dokument für die Anglistik und die englische Sprachkurse an der Universität. Er enthält wichtige Informationen über die Teilnehmer, die Lehrpläne, die Ergebnisse der Prüfungen und die Empfehlungen für die Zukunft. Der Bericht ist in deutscher Sprache verfasst und enthält eine Zusammenfassung der Ergebnisse, eine detaillierte Beschreibung der Kurse und eine Auflistung der Teilnehmer. Der Bericht ist ein wichtiges Dokument für die Anglistik und die englische Sprachkurse an der Universität.



CHAPTER 11: EFFECTIVE FOREIGN LAW

The purpose of this chapter is to provide a clear and concise overview of the legal system of the United Kingdom, including the sources of law, the hierarchy of courts, and the role of the judiciary. The chapter is divided into two main parts: the first part discusses the sources of law, and the second part discusses the hierarchy of courts and the role of the judiciary.

The sources of law in the United Kingdom are the common law, statute law, and European law. The common law is a body of law that is developed through the decisions of the courts. Statute law is a body of law that is created by the Parliament. European law is a body of law that is created by the European Union.

The hierarchy of courts in the United Kingdom is as follows: the High Court, the Court of Appeal, and the Supreme Court. The High Court is the highest court in the United Kingdom, and it is responsible for the final decisions on all cases. The Court of Appeal is the second highest court, and it is responsible for reviewing the decisions of the High Court. The Supreme Court is the third highest court, and it is responsible for reviewing the decisions of the Court of Appeal.

The role of the judiciary in the United Kingdom is to interpret the law and to ensure that it is applied fairly. The judiciary is independent of the executive and the legislature, and it is responsible for the final decisions on all cases.



CHAPTER 11: EFFECTIVE FOREIGN LAW

The purpose of this chapter is to provide a clear and concise overview of the legal system of the United Kingdom, including the sources of law, the hierarchy of courts, and the role of the judiciary. The chapter is divided into two main parts: the first part discusses the sources of law, and the second part discusses the hierarchy of courts and the role of the judiciary.

The sources of law in the United Kingdom are the common law, statute law, and European law. The common law is a body of law that is developed through the decisions of the courts. Statute law is a body of law that is created by the Parliament. European law is a body of law that is created by the European Union.

The hierarchy of courts in the United Kingdom is as follows: the High Court, the Court of Appeal, and the Supreme Court. The High Court is the highest court in the United Kingdom, and it is responsible for the final decisions on all cases. The Court of Appeal is the second highest court, and it is responsible for reviewing the decisions of the High Court. The Supreme Court is the third highest court, and it is responsible for reviewing the decisions of the Court of Appeal.

The role of the judiciary in the United Kingdom is to interpret the law and to ensure that it is applied fairly. The judiciary is independent of the executive and the legislature, and it is responsible for the final decisions on all cases.

Oficio Nro. MINEDUC-CZ5-24D01-DDASR-2015-0475-O

Santa Elena, 30 de noviembre de 2015

Asunto: SOLICITA AUTORIZACIÓN PARA DESARROLLAR TEMA DE INVESTIGACIÓN EN UNA INSTITUCIÓN EDUCATIVA.

Señor
Jefferson Fernando Perugachi García
Ciudadano
En su Despacho

Acuso recibo oficio No. CLI-2015-272--OF de fecha 26 de noviembre del año en curso, firmado por la MAD Glenda Pinoargote Parra en calidad de Directora de la Carrera Licenciatura en Inglés de la Universidad Estatal Península de Santa Elena; quien solicita Autorización para que la Sr. Perugachi García Jefferson Fernando con CI 0927663799 efectúe investigación referente a tema de tesis en la EEB "VEINTICUATRO DE JULIO" de la cabecera cantonal. Dando una respuesta al trámite ingresado a través de la Unidad Distrital de Atención ciudadana, cuyo número de documento responde al 24D01-8916 y considerando lo estipulado en el artículo 27 en concordancia con el 29 Sección Quinta-Educación, de la Constitución de la República del Ecuador, así como también lo citado en el Artículo 350 de la Ley Orgánica de Educación Superior; este despacho AUTORIZA lo peticionado la MAD Glenda Pinoargote Parra, como requisito básico previo a la obtención del título en la mencionada carrera y que responde al siguiente proyecto: "FREE LANGUAGE LEARNING PLATFORM FOR BOOSTING BASIC ENGLISH SENTENCE STRUCTURE AMONG STUDENTES OF TENTH GRADE AT EEB VEINTICUATRO DE JULIO, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016"

Particular que comunio para los fines pertinentes.

Ayuntamiento,


Harbínsey Neysther Cevallos Jimenez
ANALISTA DISTRITAL DE APOYO, SEGUIMIENTO Y REGULACIÓN

Referencia:
- MINEDUC-CZ5-24D01-UDAC-2015-4742-E



Escuela de Educación Básica
"VEINTICUATRO DE JULIO"
Santa Elena – Ecuador



Santa Elena, 12 de Enero del 2016

CERTIFICADO

A través de la presente certifico que:

PERUGACHI GARCIA JEFFERSON FERNANDO

Estudiante de la Facultad de Ciencias de la Educación e Idiomas, Carrera Licenciatura en Inglés de la Universidad Península de Santa Elena, con C.C. 0927663799, ha realizado en esta institución la implementación de la propuesta de su proyecto de investigación; FREE LANGUAGE-LEARNING PLATFORM FOR BOOSTING BASIC ENGLISH SENTENCE STRUCTURE AMONG STUDENTS OF TENTH GRADE AT EGB VEINTICUATRO DE JULIO, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015 - 2016, desde el 15 de Diciembre del 2015 al 11 de Enero del 2016, mostrando responsabilidad y sometiéndose a las normas de la Institución.

Se otorga el presente certificado para los fines que el interesado considere pertinente.

Leda Daniela García G.
DIRECTORA.



D. - Other

Attachment 1

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

Art. 347.- Será responsabilidad del Estado:

8. Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales.

Art. 387.- Será responsabilidad del Estado:

3. Asegurar la difusión y el acceso a los conocimientos científicos y tecnológicos, el usufructo de sus descubrimientos y hallazgos en el marco de lo establecido en la Constitución y la Ley.

Attachment 2

Plan Nacional del Buen Vivir

Objetivo N°4 Fortalecer las capacidades y potencialidades de la ciudadanía; para el periodo 2013 – 2017 proponemos el establecimiento de una formación integral a fin de alcanzarla sociedad socialista del conocimiento. Ello nos permitirá dar el salto de una economía de recursos finitos (materiales) a la economía del recurso infinito: el conocimiento. Es preciso centrar los esfuerzos para garantizar a todos el derecho a la educación, bajo condiciones de calidad y equidad, teniendo como centro al ser humano y el territorio. Fortaleceremos el rol del conocimiento, promoviendo la investigación científica y tecnológica responsable con la sociedad y la naturaleza.

Ley Orgánica de Educación Intercultural

h. **Interaprendizaje y multiaprendizaje.-** Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio de la cultura, el deporte, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo.

Plan Decenal de Educación

Numeral 2.- Objetivo: Brindar educación de calidad con enfoque inclusivo y de equidad, a todos los niños y niñas, para que desarrollen sus competencias de manera integral y se conviertan en ciudadanos positivos, activos, capaces de preservar ambiente cultural y respetuoso de la pluricultural y multilingüismo.

Attachment 3

Art. 37.- Derecho a la educación.

Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender

4. Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos.

Attachment 4



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

**INTERVIEW DIRECTED TO THE PRINCIPAL OF ESCUELA DE
EDUCACIÓN BÁSICA VEINTICUATRO DE JULIO**

Question 1:

What is your criterion about English Language Teaching?

Question 2:

Is the English Language important in the current curriculum?

Question 3:

What is your opinion about the new learning strategies such as the virtual Platforms for the betterment of the English Language?

Question 4:

What is your appreciation about the new learning strategies as the Language-Learning Platforms?

Question 5:

Do you consider a Language-Learning Platform as an important factor in Education?

Question 6:

Do you recommend the use of a Language-Learning Platform in the classroom?

Question 7:

What are the advantages of using a Language-Learning Platform during the Teaching-Learning process?

Question 8:

Do language-Learning platforms contribute to enhance the English Skills?

Question 9:

Do you consider that a Language-Learning platform with Basic English Sentence Structure exercises could be a good resource to achieve the learning goals?

Question 10:

Would you support the implementation of a Language-Learning platform for boosting the Basic English Sentence Structure in students of tenth grade of your institution?



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

INTERVIEW DIRECTED TO SPECIALIST

Question 1:

What do you think about the education system in our Country?

Question 2:

What is your criterion about English Language Teaching?

Question 3:

In your estimation, what are the regular problems of the English learning process in the students?

Question 4:

What is the significance to consider the Information and Communication Technologies (ICT) in the teaching-learning processes?

Question 5:

Do you consider that Free Language-Learning Platforms could improve the quality of education?

Question 6:

Do you think that the use of a Free Language-Learning Platform could enhance the English Skills in students?

Question 7:

What are the advantages of using a Free Language-Learning Platforms in education?

Question 8:

In your point of view, can a Free Language-Learning Platform boost the Basic English Sentence Structure?

Question 9:

What suggestions would you give to teachers that want to implement Language-Learning Platforms in the classroom?

Question 10:

Do you recommend the use of Free Language-Learning platforms to improve the skills of Basic English Sentence Structure in the teaching-learning process?



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER
INTERVIEW TO ENGLISH TEACHER.

Question 1:

What is your criterion about the use new strategies like the internet and the Language-Learning Platforms?

Question 2:

Do you know any language-learning platform?

Question 3:

What is your perspective about the use of virtual platforms to the English Learning?

Question 4:

Do you consider that the use of language-learning platforms is important in the English Teaching –Learning process?

Question 5:

How often do you use ICTs in your English classes?

Question 6:

Have you ever used virtual platforms that contribute to enhance the English skills?

Question 7:

Do you think that Virtual Platforms with exercises and activities could help to enhance the Basic English Sentence Structure?

Question 8:

What suggestions would you give to teachers that want to implement virtual platforms in the classroom?

Question 9:

What suggestions would you give to students that use virtual platforms in the classroom?



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

SURVEY TO STUDENTS

1. Do you like English?

1.1 Yes

1.2 No

2. How do you consider the English classes?

2.1 Very Interesting

2.2 Interesting

2.3 Boring

2.4 Very boring

3. Have you heard about Language-Learning Platforms help to learn English?

3.1 Yes

3.2 No

4. Does your teacher use the internet in your English classes?

3.1 Always

3.2 Usually

3.3 Sometimes

3.4 Never

5. Could the use of internet and Language-Learning Platforms help to the English learning?

3.1 Yes

3.2 No

6. Could the use of internet and Language-Learning Platforms help to the Basic English Sentence Structure?

- 6.1 Totally agree
- 6.2 Agree somewhat
- 6.3 Disagree
- 6.4 Totally disagree

7. Do you think that the use of Language-Learning Platforms could be more interesting to the class?

- 7.1 Totally agree
- 7.2 Agree somewhat
- 7.3 Disagree
- 7.4 Totally disagree

8. Have you ever used Language-Learning Platforms with exercises and activities that support to enhance your Basic English Sentence Structure skills?

- 8.1 Yes
- 8.2 No

9. Do you consider that a Language-Learning Platform with exercises and activities could contribute to enhance your English Sentence Structure skills?

- 9.1 Yes
- 9.2 No

10. Do you agree to use a Language-Learning Platform with exercises and activities that can support you to enhance your Basic English Sentence Structure skills?

- 10.1 I agree
- 10.2 I disagree

Attachment 5

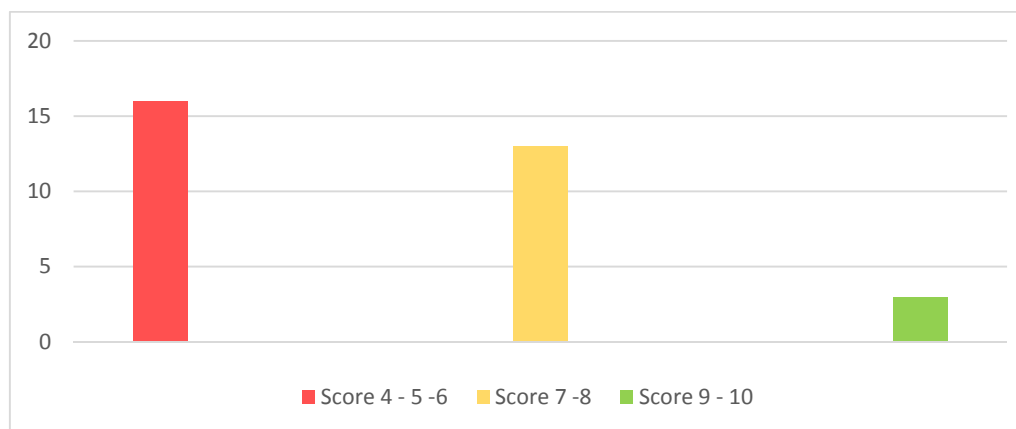
RUBRIC FOR BASIC ENGLISH SENTENCE STRUCTURE SKILL PRE-TEST

Grades	Qualitative Assessment	Spelling	Capital Letters	Punctuation	Semantic	Syntax	Handwriting	Students
9 - 10	It dominates learning	No errors	Complete	Complete	Accurate	Well Structured	Very neat	3
7 - 8	It reaches learning	1,2 errors	1-2 letters	1-2 punctuation marks	A little questionable	Fairly well structured	Ok, but could be better	13
4 - 6	It is next to achieve learning	Several errors	More than 2 Letters	More than 2	Fairly questionable	Not well structured	No very neat	16
-3,99	It does not reach learning	Many errors	The most of letters	The most of punctuation marks	Inaccurate	No structured	No neat	
								32

Source: RubiStar

Adapted by: Jefferson Fernando Perugachi García

Achievement of students



Source: Escuela de Educación Básica Venticuatro de Julio

Author: Jefferson Fernando Perugachi García

RUBRIC FOR BASIC ENGLISH SENTENCE STRUCTURE SKILL

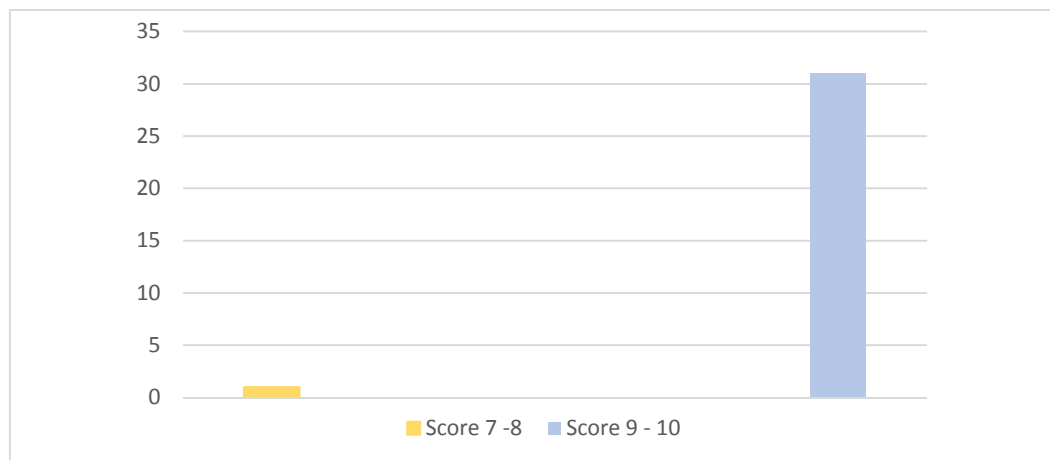
POST-TEST

Grades	Qualitative Assessment	Spelling	Capital Letters	Punctuation	Semantic	Syntax	Handwriting	Students
9 - 10	It dominates learning	No errors	Complete	Complete	Accurate	Well Structured	Very neat	31
7 - 8	It reaches learning	1,2 errors	1-2 letters	1-2 punctuation marks	A little questionable	Fairly well structured	Ok, but could be better	1
4 - 6	It is next to achieve learning	Several errors	More than 2 Letters	More than 2	Fairly questionable	Not well structured	No very neat	
-3,99	It does not reach learning	Many errors	The most of letters	The most of punctuation marks	Inaccurate	No structured	No neat	
								32

Source: RubiStar

Adapted by: Jefferson Fernando Perugachi García

Achievement of students



Source: Escuela de Educación Básica Venticuatro de Julio

Author: Jefferson Fernando Perugachi García

PHOTOS



Interview to the Director at Escuela de Educación Básica Veinticuatro de Julio



Interview to the English at Escuela de Educación Básica Veinticuatro de Julio

PHOTOS



Survey to the Students of tenth grade, course D at Escuela de Educación Básica Veinticuatro de Julio



School Lab

PHOTOS



School Lab



School Lab

PHOTOS



Teaching Basic English Sentence Structure



Explanation about the Free Language-Learning Platform

PHOTOS



Explanation about the free language-learning platform



Implementation of Proposal Project

PHOTOS



Implementation of Proposal Project



Implementation of Proposal Project

PHOTOS



Implementation of Proposal Project



Implementation of Proposal Project

PHOTOS



Implementation of Proposal Project



Post – Test directed to the students of tenth grade, course D.