



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“DIDACTIC TECHNIQUES TO REINFORCE THE  
TEACHING OF GRAMMAR TENSES FOR TENTH  
GRADERS AT SIMÓN RODRÍGUEZ SCHOOL”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL  
AND FOREIGN LANGUAGES**

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TEACHING OF GRAMMAR TENSES FOR TENTH  
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**TRABAJO DE TITULACIÓN**

Previa la obtención del título de:

**LICENCIADO EN INGLÉS**

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**La Libertad – Ecuador**

**2021**

La Libertad, January 31st, 2022

### **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper and title " DIDACTIC TECHNIQUES TO REINFORCE THE TEACHING OF GRAMMAR TENSES FOR TENTH GRADERS AT SIMÓN RODRÍGUEZ SCHOOL " prepared by Severo Ernesto Malavé Tomalá, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

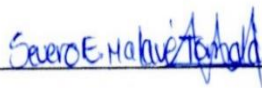
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THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;  
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AUTHOR

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I would like to take this opportunity to thank, first of all, God for blessing my life, for guiding me throughout my existence, for being my support and strength in those moments of difficulty and weakness.

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Finally, I want to express my gratitude to my parents, they were the ones who taught me the values and principles that have governed my life and the reason why I am here at this moment.

## **DEDICATION**

I would like to dedicate this work to my parents who always supported me with their advice and the motivation they gave me every day to achieve this goal as a professional. They have been my greatest inspiration to finish my career.

To my dear teachers who with their teachings sowed in me the seed of knowledge and the feeling of teaching and guiding children and adolescents who will be the future of society.

With love

Ernesto

## ABSTRACT

This project was developed to identify a didactic technique to help tenth grade students at "Simón Rodríguez" school to reinforce the teaching of grammar tenses. The objective was to identify the didactic technique and to design a handbook with different activities. For this purpose, the project is divided into chapters that describe its development. The problem statement was made, indicating the main reasons why the need to carry out this study arises. Afterwards, the theoretical part was carried out, which covers general and necessary data to execute and support the topic. Data collection was carried out, for which a structured survey was conducted to gather information on the didactic technique to be used for the development of the handbook called "Image Sentences". With all the information collected, the proposal was designed to meet the students' needs, considering the results of the survey, which showed that students prefer to carry out activities that contain images. This guide will become a very useful tool for the teacher to provide students with practical lessons.

**Keywords:** Didactic technique- Grammar tenses- Image Sentences- Practical lessons.

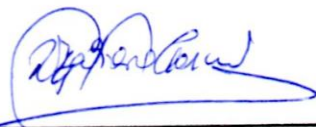


## RESUMEN

Este proyecto se desarrolló para identificar una técnica didáctica que ayude a los estudiantes de décimo grado del colegio "Simón Rodríguez" a reforzar la enseñanza de los tiempos gramaticales. El objetivo fue identificar la técnica didáctica y diseñar un manual con diferentes actividades. Para ello, el proyecto se divide en capítulos que describen su desarrollo. Se realizó el planteamiento del problema, indicando las principales razones por las que surge la necesidad de realizar este estudio. Posteriormente, se realizó la parte teórica, que abarca datos generales y necesarios para ejecutar y sustentar el tema. Se llevó a cabo la recolección de datos, para lo cual se realizó una encuesta estructurada para recabar información sobre la técnica didáctica que se utilizará para el desarrollo del manual denominado "Oraciones de Imagen". Con toda la información recolectada, se diseñó la propuesta para satisfacer las necesidades de los estudiantes, considerando los resultados de la encuesta, que mostraron que los estudiantes prefieren realizar actividades que contengan imágenes. Esta guía se convertirá en una herramienta muy útil para que el profesor proporcione a los alumnos lecciones prácticas.

**Palabras claves:** Técnica didáctica- Tiempos gramaticales- Oraciones de imagen- Lecciones prácticas.

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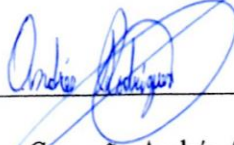
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## INTRODUCTION

Teaching is to present and make students acquire the knowledge that they need for their future life. In other words, it is a process that starts from the simplest to reach a degree of complexity and being a teaching-learning process of a foreign language, the level of difficulty is evident in the four skills (listening, reading, speaking, and writing).

Therefore, it is mentioned that the greatest complexity considered in this research project for the students is the learning of grammar structures of the verb tenses. This is one of the main complications presented by the students and consequently they cannot formulate sentences and questions correctly due to the lack of the use of didactic techniques to reinforce the concepts.

This goes beyond a social problem, since the English language is the main means of communication with different cultures, and since it is immersed in education, it becomes an educational problem that requires a solution that benefits all parts that are present in this context. By reviewing previous articles related to didactic techniques and strategies applied to grammar, precise data were obtained that have given support to this research work.

Furthermore, there are many reasons to enhance English language learning, but unquestionably one of the most valued is that if students learn the language, they will have more opportunities in their personal and professional lives. For achieving this objective, classes should be planned with a practical component of 70% or more. In the case of the students at “Simon Rodriguez” School, they have limitations to the practice of the contents, and it is a very confusing situation for them. Something that must be corrected in such a way that students can learn in a better way.

Although many teachers have been using different didactic techniques to teach English tenses, it is proven that the methods for teaching grammar must be accompanied with these



techniques to achieve the objectives established in each lesson, unit, or assignment. In this research work, the "Image Sentences" technique was identified as an innovative alternative to offer students an active learning environment. Where they practice the contents with the use of didactic resources such as images for them to have a more natural and spontaneous participation.

This research project is divided into four chapters:

**Chapter I** - The problem: This chapter explains the main reasons why the need to investigate this topic arose. It also establishes the research question, general and specific objectives to be achieved as well as the justification and delimitation of the research work.

**Chapter II** - Theoretical framework: This section contains all the relevant theoretical basis of the project. It details the previous studies, learning theories, legal bases for the creation of the handbook called "Image Sentences" techniques.

**Chapter III** - Methodological Framework: This part describes the research method, instruments, and techniques to be used for data collection. In other words, in this part the theory is checked with reality.

**Chapter IV** - Proposal: This section contains the possible solution to the problem that was established in Chapter I. In this case, the handbook is presented to reinforce the English verb tenses with different activities.

## **CHAPTER I**

### **THE PROBLEM**

#### **Research Topic**

Didactic techniques to reinforce the teaching of grammar tenses for tenth graders at Simón Rodríguez School.

#### **Problem Statement**

Currently, the teaching-learning process is oriented towards the construction of knowledge and constant practice to allow students to have meaningful learning. Thus, in the teaching of a foreign language, the application of different methods, techniques, and teaching resources it is essential for students to acquire the contents in a more effective way. Therefore, many questions arise about teaching practice that result in the following question: Do teachers use didactic strategies to reconfirm students' comprehension?

According to the report, English Language teaching in Latin America (2021), grammar does not generate the desire to learn in students and, consequently, makes it difficult for them to stay focused in class. In brief, learning English grammar is difficult and tends to produce anxiety in students when appropriate methods and techniques are not used to teach it. In fact, this situation is evident in some educational institutions in Ecuador, where the English Teaching is based only on traditional teaching methods. Despite the diversity of methods and techniques that can be applied, the use of innovative methodologies by the teacher that are attractive to students is not frequent due to lack of knowledge and because they do not know how to use them.

In recent years, reforms in the educational area in Ecuador have adopted new standards of educational quality, providing support and monitoring the management of educators to improve the quality of education and it was established as a reference the use of the Common European

Framework to promote the linguistic, sociolinguistic and discursive skills of English in students, but these have not been met because many teachers do not emphasize the use of didactic techniques that favor the transition of activities and practices when they teach.

After the respective analysis of the general background of the topic. It is necessary to mention Santa Elena province in the Colonche Parish, Salanguillo commune, where Simón Rodríguez School is located. In this school, teachers are still looking for an adequate didactic technique for learning to be effective. There is a lack of English teaching techniques, especially in the grammar teaching because the teachers do not apply different teaching approaches and resources. As a result, students become stressed during classes. For this reason, it is important to do research of this issue because there is an existing problem that requires a possible solution.

As a result of this big issue of not using the adequate teaching techniques for reinforcing Grammar. And consequently, it causes that a student feel discouragement and they fail the academic year and low academic performance because their teacher did not emphasize the use of changing teaching techniques. In addition, teachers are not familiar with the use of available resources such as videos, songs and other support materials that can help make learning a unique experience.

Consequently, if the didactic strategies applied by teachers in foreign language teaching were to keep focusing on a traditional methodology, students could lose interest in learning, and they would only see grammar as something difficult that they will never be able to learn. Lastly, the implementation of a handbook and the application of different activities such as games and exercises to review verb tenses is a solution that could help teachers and students to have a more dynamic class to achieve a significant change in the teaching of English.

## **Problem Formulation**

How do Didactic techniques help to reinforce the teaching of grammar tenses to tenth graders at Simón Rodríguez School?

## **Specific Research questions**

1. To what extent do the didactic techniques help to improve the teaching of grammar tenses for tenth graders at Simon Rodriguez School?
2. What are the most effective didactic technique-based activities to reinforce grammar tenses for tenth graders at Simón Rodríguez School?
3. What effects do activities focused on the use of didactic strategies have on the academic performance of 10th graders at Simón Rodríguez School?

## **Objectives**

### ***General objective***

To identify the most useful didactic technique which reinforces the grammar tenses for tenth graders at Simón Rodríguez School.

### ***Specific objectives***

1. To describe how activities based on didactic techniques help to improve the reinforcement of grammar tenses in tenth grade students at Simón Rodríguez School.
2. To establish activities based on didactic techniques to reinforce the teaching of grammar tenses to 10th graders at Simón Rodríguez School.
3. To create a handbook including optional activities based on tasks to reinforce the review of grammar tenses in tenth grade students at Simón Rodríguez School.

## **Justification**

This research is a social nature, since education and the teaching-learning process of the English language are immersed, something that is relevant to investigate because education must be in constant changes that require the application of didactic strategies that give way to the use of different resources available to keep students motivated to learn.

Therefore, this research project will be carried out to know the benefits to be obtained by implementing new didactic techniques in the teaching-learning process. By implementing new tools and teaching materials, students will be able to improve their linguistic competences.

In addition, when learning English, it is not only enough to pronounce words well, but also to express ideas correctly. For instance, the lack of coherence in grammar patterns is caused by grammatical errors. That is why it is important to learn grammar correctly.

On the other hand, with the use of new didactic techniques, the academic performance of students will improve considerably because implementing changing methodologies focused on practice is something that students like. So, this project can serve as support for Ecuadorian public schools, due to currently there are still shortcomings in the teaching of English. In addition, this research will provide real data that can be quantitatively measured to have a clearer approximation of the effectiveness of didactic techniques to reinforce the teaching of grammar tenses.

The direct beneficiaries of this research work are the students and the teachers. For one hand, students, in particular will be more beneficiaries because by identifying the best didactic techniques to reinforce the contents of grammar tenses, the teaching-learning process will be more interactive. Moreover, by using an innovative technique, the students will practice speaking, listening, reading, and writing at the same time. To sum up, the project is feasible because it can be applied as a guide for the different English teachers in Santa Elena province.

## **Delimitation**

This research will be carried out in the province of Santa Elena, in the commune of Salanguillo. It is focused on the tenth-grade students at "Simon Rodriguez" school, during the 2021-2022 school year. There are fifteen tenth grade students and an English teacher.

**Field:** Education

**Area:** English language

**Aspect:** Teaching-Learning process

**Title:** Didactic techniques to reinforce the teaching of grammar tenses.

**Time delimitation:** School year 2021-2022

**Spatial delimitation:** "Simon Rodriguez" school

**Social delimitation:** Tenth-Grade students

## ***Limitations***

Since the arrival of the covid-19 pandemic and the measures taken by the national government to curb the spread of the virus, all educational institutions at the primary, secondary and university levels have adopted the virtual modality and tele-education to avoid stopping the teaching-learning process. Resulting in social distancing and the mandatory use of masks in places where there are massive concurrences, limiting access to develop research projects.

Therefore, the use of technological resources is a challenge in this study, because when searching for information some web pages and articles only show a small summary of the study, which is not enough to support the topic to be developed. Consequently, this study cannot be applied 100% by covid-19, but this information will be a useful background for teachers and students.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### **Background**

#### ***Application of New Didactic Techniques “PQRST” to teach difficult subjects in Telecommunication Engineering***

The PQRST (Previous revision, Question, Reading, State-Consolidation and Test) learning method applied by Blanco & Álvarez, (2006); consisted in the application of procedures to analyze and demonstrate that students can overcome obstacles that are presented to them in difficult subjects. If the established phases are applied in order not to change the phases of the study program. As a result, they obtained that the application of new didactic techniques helps the students to have a better understanding of the assignments that are difficult for them. In other words, the PQRST method is applied as a solution to help students increase their level of assimilation to boost their academic performance.

#### ***Didactic Strategies to Activate English Language Learning in Children of 4th level of General Basic Education At “Sagrado Corazón” School in Esmeraldas 2018.***

This research conducted by Mina (2020), in which she found that an important factor to improve English learning in children is the use of appropriate teaching strategies because they are an essential resource for the development of any activity, and in her research project, she determines that the use of teaching strategies facilitates the learning of a foreign language. As a result, teachers have greater students' attention, participation and assimilation of the topics when using these resources.

***Teachers' strategies on teaching grammar: Facts and expectations of senior high school teachers at Ambon.***

As states by Roza & Yanuarius (2020), teaching strategies in grammar learning “It also described that development of teaching grammar approaches, strategies and methods are varied and it is selected based on the characteristics of the grammar content that be taught” (p. 1122). According to this research project, the authors pointed out that didactic strategies must be designed in function of the grammar topics to be taught because it is necessary to review the different parts of the speech when teaching a verb tense. As a result of this work, it is evident that 92% of teachers were aware that grammar helps students to express themselves in a better way.

***The Impact of Different Teaching Strategies on Teaching Grammar to College Students.***

The nature of this project was to evaluate students during the pre-test and post-test, using instructional techniques in an implicit, inductive, and deductive way, which gave a positive and favorable impact on the performance of the students in the study. “Concerning the efficiency of the techniques, as confirmed by the results of the tests, these strategies are all helpful and all enhance grammar skill; all of the three techniques significantly lead to a better performance” (Hashemi, 2018). In addition, it is worth mentioning that according to the results of this study, inductive grammar teaching technique is most effective than other.

***Teaching English grammar: A study of approaches to formal grammar instruction in the subject English in Swedish upper secondary school.***

Using different activities to reinforce grammatical content was one of the main objectives of this work because Lugoloobi-Nalunga (2017), claims that students become aware of linguistic structures through authentic material that connects to reality whereas they were engaged in open and spontaneous communication. Furthermore, in this study, the author describes how the



application of different didactic strategies are used with an eclectic approach chosen by the teacher. Also, she indicates that when designing activities, it is possible to mix different activities focused on practice and interaction.

### **Pedagogical Basis**

A teacher's work is based on multiple theoretical and methodological conceptions focused on the principles of pedagogy because students are the protagonists of learning. Thus, the educational process must be oriented to the training of citizens who can interact with society in agreement with the practice of values and good living. Based on this information, teachers should guide students to develop their skills such as critical, logical, and creative thinking. To achieve these objectives the implementation of various teaching strategies and techniques is necessary for them to have a more dynamic learning environment.

On the contrary, the methodology is based on the general provisions of didactics and the theory of education, correlating with them as a particular with a general, for didactics formulates the laws, principles and rules of teaching and education in general, and the methodology concretizes these provisions in relation to the academic subject “foreign language” (Turobov, 2021).

As stated by Turobov (2021), the teaching-learning process must be guided by general regulations and use learning theory, methodology and appropriate didactic techniques to teach, because teaching requires the use of changing activities that engage students' interest.

### ***Learning theory***

This research work is based on the constructivist learning theory, which was established by authors Lev Vygotsky and Jean Piaget in the second half of the 20th century. Both had different

approaches, but with the same foundation focused on the study of the construction of knowledge through the association of previous understanding to develop new knowledge.

Constructivism is a student-centered learning theory that is based on cumulatively building understandings from student's prior experiences and knowledge. In other words, to continue the construction analogy, learning becomes a process of constructing new knowledge on the foundation of what is already known (Guest, 2021). The focus of this theory fosters teaching practice because it takes care of giving students the necessary tools for them to learn in a simple and active way.

## **Methods of teaching grammar**

### ***Cognitive Code Approach***

The main method as the fundamental basis for the development of educational activities is the cognitive code approach because the grammatical rules of English are deduced and then understood in context. Furthermore, "cognitive code is embedded and written directly in an existing programming language, using structures and patterns already familiar to most programmers" (Salvucci, 2016).

He argues that it is a type of information processing program, but when applied to the educational environment this modern teaching method is applied to stimulate and enhance the cognitive and perceptual processes of students by using it. In other words, it refers to the information that a person stores in his or her memory and uses it in specific contexts.

In fact, on the website called Cognitive Learning Activities for the Classroom (2016) points out that "Cognitive learning essentially relies on five principles: remembering, understanding, applying, evaluating, and creating". It indicates that these 5 principles are the fundamental bases that a teacher must know to design different activities, which should be oriented to the use of

different didactic techniques and practice without resorting to step-by-step preparation. In other words, students should use their previous knowledge and creativity to produce their answers to the different situations presented in classes.

### ***Communicative approach***

This method helps to improve all aspects of communication and even when using it, teachers give importance to all skills and grammar. In addition, it is a teaching approach that places special emphasis on interaction and the use of the language in real situations.

“To promote meaningful language use, ESL teachers can utilize activities that encourage students to speak in the performance of meaningful tasks” (Monroe, 2021). According to the University of Louisiana Monroe (2021), one thing that stands out in the communicative approach is that students practice English in practical situations. In other words, teachers must use a variety of teaching techniques to get their students to learn by doing with meaningful work in the classroom.

### ***Inductive approach***

This method is based on the presentation of concrete examples to help learners discover the grammar content presented to them. In effect, teachers can use pictures and games to teach grammar using this system. Additionally, Correa, et al, (2019) stated that teachers who apply the inductive teaching method must give feedback indirectly to their students to help them to realize the content.

### ***Deductive approach***

According to Montalvan (2018), this approach focuses on instruction before practice. It means that teachers give students a detailed explanation of grammatical concepts before they perform any exercises on worksheets. Therefore, teacher introduces students to the general rules

of grammar and then only focuses on practice to make learners learn the rules explicitly and consciously.

### ***Bottom-up approach***

This is one of the approaches that refers to the use of different praxis activities that help students associate their prior knowledge with the activities that are performed now to reinforce grammar items. In contrast, it is worth mentioning that Montalvan (2018, p. 81). In his research work points out that the general idea of this approach is to present contents, meanings, or grammatical characteristics to the students. Contents that they already know but that must be reinforced and understood in practice.

In short, the role of teachers must be focused on today's reality and on permanent practice. To do so, teachers need to find a personalized strategy that responds to the specific teaching situations of students. So, in this part it is defined that the constructivist learning theory, Cognitive Code Approach and the communicative method, inductive, deductive, and Bottom-up approach are the pedagogical bases that support this work because they endorse teachers in the design of activities to reinforce the contents taught in class.

### **Theoretical Foundation**

English is currently the most widely used lingua franca in the world. "Approximately 1.5 billion people who speak English, less than 400 million use it as a first language" (Breene, 2019). This means that many people use English as a secondary language to communicate with people from other parts of the world because English is now the main element of communication between different cultures.

On the other hand, "English is the world's most widely spoken language but is unusual in the fact that the vast majority of speakers are not "native" (Breene, 2019). Based on these data, the

“teaching the English language to non-English speakers is not an easy job for the teachers” (Adil, 2021). Undoubtedly this is one of the limiting factors that teachers may have in the development of their practice because facing an educational reality that does not have many English language bases means that the teaching-learning process must be given step by step and using the resources and didactic strategies necessary for students to acquire the contents in a practical way.

On the contrary, according to Byram & Wengler (2018), “when English as a language contact is used by multicultural users, an intercultural dimension in the use of English is naturally created” (Noviyenty, Morganna & Fakhruddin, 2020, p. 2). From this point of view, it is important to highlight that English is used in different contexts by native and non-native speakers who have learned the language to teach it. A clear example of these situations is the teaching-learning process that takes place in educational contexts with the aim of ensuring that future professionals will be 90% proficient in English. Thus, ensuring users a better professional and personal performance when communicating with other English speakers.

Regarding the learning of a foreign language, it can be mentioned that the more practical the contents are the better it will be for the students because through practice the contents are reinforced and even the process develops in a natural way, enabling the students to be capable of interpreting and interacting in their mother tongue and in the second language. This is not an easy task, but it is not impossible, and with the application of various didactic techniques the desired results can be obtained.

### **Didactic Strategies**

Didactic strategies are defined as the procedures, methods, techniques, and activities by means of which teachers organize the actions of the learning process. To achieve the planned goals,

it is necessary “The use of didactic strategies in the day-to-day of the classroom, has numerous benefits when it comes to achieving much more effective learning” (Centre, 2020).

The use of didactic strategies favors the development of the activities because of the multiple benefits they provide when applied. Student participation is one of the most significant because the interactions in class are more dynamic and the students are active. In addition, when didactic strategies are used daily, they contribute to the development of students' autonomy and, as a result, they can learn to create their own study strategies and techniques.

Learning strategies are techniques that can be used to teach different subjects in the classroom, so the teacher should adapt the best teaching strategies, such as the use of videos, songs, games, readings, and oral activities, to keep students motivated and avoid boredom.

In the broadest sense, didactics is the ability to link the student with the knowledge, in an assertive manner, privileging the implementation of methodological strategies that allow the mediation of information, worrying not only about what is going to be taught but also about how it will be introduced (Torres, 2020, p. 40).

As mentioned by Torres (2020), the teaching-learning process should be changing and not only be based on a traditional methodology where the teacher only uses one single content per year to evaluate or teach. In other words, the teacher must be creative and innovative when teaching because students learn by doing in different ways. This means that the teacher must create activities that involve the participation of each student and that they feel that this learning will serve in their future life.

### **Teaching Techniques**

In recent years education has changed a lot and despite these changes traditional pedagogical techniques are still sometimes useful, but today's education is oriented to encourage

the student to learn in different situations. Therefore, to meet these needs “A number of different teaching techniques have emerged due to this change in education” (Santos, 2018). He argues that even with the passing of the years the old techniques are still useful in teaching but, to meet the current needs of students it requires the use of new didactic techniques and improve existing ones to offer variety to students in classes and not be only focused on a single activity that can be monotonous for students.

To begin with, “Teaching techniques are the methods and strategies that a teacher uses to impart learning to their pupils” (Katyclouds, 2020). She suggests that approaches and strategies are essential in the classroom development. For this reason, teachers must focus on planning and finding teaching techniques based on the lesson plan to obtain good academic performance from students.

In fact, “Every teacher is working hard to capture the attention of students and to make every lesson unforgettable and exciting” (Jacklin, 2020). The teacher's job is to look for and establish different activities that catch the students' attention to make them work collaboratively. In other words, “different resources and didactic materials must be used or design according to the topic's needs in order to facilitate the teaching process and achieve more meaningful learning in the students” (Mina, 2020). She highlights that the activities should be designed according to the contents and students' needs in such a way that they internalize the knowledge and thus prevent them from forgetting it easily, so teachers should always focus on the practice, since the component makes learning meaningful.

### ***Teaching Strategies and Techniques***

In accordance with Heather (2020), the most effective pedagogical strategies for the classroom are as follows:

1. **Visualization:** The use of visuals and hands-on teaching materials help students understand how the content can be applied in the real world. The teacher can use photos, videos, and audios to teach or review content.
2. **Cooperative learning:** When teachers use collaborative work, students will develop their communication skills and become more confident in themselves and with their peers.
3. **Inquiry-based instruction:** When a teacher uses this technique, students use their critical thinking skills which will help them to better understand academic concepts.
4. **Differentiation:** The use of different tasks according to learners' abilities ensures that learners reinforce their prior knowledge.
5. **Technology in the classroom:** The use of technology in the teaching-learning process is a great way to actively involve students because different educational contents can be shown.
6. **Behavior management:** This is an effective strategy for teachers to use to gain students' respect and ensure productive learning and avoid conflict.
7. **Professional development:** The concept of professional development has picked up in the recent years and it has become crucial to follow the teaching ethics and the development curriculum with the cognitive skills and the working qualities abstracted by designing new methods of teaching (Premalatha, 2020, pp. 4-5). When teachers participate in professional development programs, they learn how to enhance the teaching-learning process in the classroom because constant training is beneficial to improve educational practice every day.

### *Types of Strategies and Techniques*

In accordance with Tavoosy & Jelveh (2019); in their study paper Language teaching strategies and techniques used to support students learning in a language other than their mother



tongue, they state that strategies and techniques should be incorporated into practice to provide linguistic support to learners. Additionally, they stated that five techniques are most effective to teach.

1. **Thinking Time:** When conducting any educational activity and asking questions, teachers should allow at least 5 seconds for students to think and respond to the questions.
2. **Elaborated input:** When giving instructions on the activities to be performed, teachers should repeat the instructions and may even use slower, clearer speech to help students better understand what the teacher is indicating.
3. **Re-casts:** To correct when a student makes a mistake in speaking is necessary for them to learn how to correct their mistakes.
4. **Questioning:** Using open-ended questions as a discussion will ensure that all students can participate.
5. **Increase verbal interaction:** Through different activities, students will have the opportunity to practice the contents in real situations and for this purpose, teachers should plan more group, pair or individual work depending on the contents of the class.

To conclude, all these teaching strategies and techniques should be focused with innovative activities to get students' attention and according to the ideas of D.Kalyani & K.Rajasekaran (2018). They indicate that; Embodied learning must be applied in activities because the mind and body must work together to ensure that feedback and physical actions support the learning process. In addition, it is worth mentioning that the use of new didactic techniques in the classroom offers students new ways to train their skills because teachers present lessons in a meaningful way.

### ***Importance of using didactic techniques in grammar teaching***

First, teaching strategies and techniques refer to the structure, methods, techniques, procedures, and processes that a teacher uses during instruction which are combined with learning activities where he/she sets tasks and assignments for learners.

In effect, in the research called the Importance of Interactive Methods in Teaching English Grammar done by Matkasimova & Makhmudov (2020), they remark that teaching English and grammar requires knowledge of different learning styles and methodologies, which must be combined with other skills and innovative methods to get students' attention, and even highlight that student remember content better with visual aids.

Moreover, it is necessary to underline that teaching English grammar is not an easy task and therefore requires the use of different teaching techniques and authentic materials to make students meet real-life situations in the classroom. For instance, when teachers create their own supporting materials such as pictures, videos and songs, students can easily review the lesson topics and discover how English grammar rules are used in real life.

For these reasons it is necessary to have a follow-up of activities and based on the ideas of Debbie, Ortiz, & Haynes (2021), they affirm that classroom activities must use routines because they help students restore a sense of stability and control and even support the change from a fearful state to a peaceful and positive one. Undoubtedly, routines in class activities are key for students to maintain a controlled study pace to avoid distractions and interruptions in class. In other words, the design of activities should be done according to the students' needs and even use different didactic resources that help students learn by doing. For that reason, it is important to use different didactic techniques.

### *Teaching strategies and techniques to teach grammar*

“Learning activities are the most basic activities in the whole educational process. This means that educational attainment depends a lot on how the teaching and learning process is designed and carried out professionally” (Sorohiti & Aini, 2021). In brief, grammar teaching consists of using instructional techniques to help learners understand the application of different grammatical rules. This means that in grammar teaching, methodologies must be well structured and defined to achieve the proposed objectives in each activity.

According to Knapen R., (2018) there are different interactive teaching activities, that teachers should use as techniques for their English classes.

1. **Misconception check:** Discovering misconceptions is an interactive activity in which students will be able to identify the correct answer when given false information. In effect, this activity is great for reinforcing the content of a previous lesson.
2. **Circle the questions:** Designing a worksheet with a list of questions and sentences on specific topics will help students test their knowledge. For instance, they will understand whether a sentence is in the past, present, or future based on the topics discussed in class.
3. **Board rotation:** Undoubtedly, this is one of the most interactive activities because students can work in different groups to decide the sentences, they are going to write according to the topic indicated by the teacher.

On the other side, Instructional and Information Technology Services (IITS) (n.d.) has established other activities that teachers can use to teach.

1. **Gallery walks:** When using class walk gallery, students will be able to post their ideas in the different stations set by the teacher. In this activity, students will use their creativity and their previous knowledge.

2. **Create a poster:** Learning through images is one of the didactic techniques that catches the attention of young students because it allows them to explore previous concepts in learning to share information.

In summary, these are the most effective teaching techniques that an English teacher can use to teach and reinforce grammar lessons.

### **Legal Basis**

According to The Constitution of the Republic of Ecuador (2008) in its Art. 26, 27 and 28 establishes that education is a fundamental and inalienable right that people have. To guarantee this right, public education will be universal and secular at all levels, and free up to the third level of higher education inclusive, thus guaranteeing equality and social inclusion.

Based on these public policies “the central objective of the educational practice is that the student reaches the maximum development of their capabilities and not to acquire in isolation the skills with performance criteria proposed in each of the areas” (Ministerio de Educación, 2019, p. 16).

In effect, it is established that “students must be able to put into practice a wide repertoire of processes, such as: identify, analyze, recognize, associate, reflect, reason, deduce, induce, decide, explain, create, etc.” (Ministerio de Educación, 2019). To comply with the educational policies set by the Ministry of Education, teachers must develop their supporting materials to encourage students to achieve the objectives established by the educational curriculum.

On the other side, in the Article 11 literal d. of the Organic Law of Education establishes that teachers must “Prepare their academic planning and present it in a timely manner to the authorities of the educational institution and to their students” (Ministerio de Educación, 2015,

pág. 22). This means that it is necessary that the authorities, students, and parents have the right to know the planning of the subjects to be covered during the school period.

To conclude, it is worth mentioning that the Ministry of Education of Ecuador in 2016 and with the support of the Organic Law of Intercultural Education adapted new quality standards in the teaching-learning process of the English language which meant the implementation of the English subject from the basic level (2nd grade onwards) with the aim of improving the language skills of students so that they reach a B1 level at the end of high school, according to the Common European Framework. Consequently, English teachers must have an upper-intermediate level of English (B2).

### **Variables of The Study**

#### ***Dependent Variable***

The teaching of grammar tenses for tenth graders at Simón Rodríguez School.

#### ***Independent Variable***

Didactic techniques.

## CHAPTER III

### METHODOLOGICAL FRAMEWORK

#### **Methodological Approach**

In this part of the study the research approach will be defined, the technique and instrument for the collection of data necessary to carry out the respective analysis of the data obtained to draw up the conclusions of this study in a precise manner emphasizing the development of an action plan to reinforce the teaching of tenses through the application of different activities using didactic techniques.

For this reason, this research has been developed according to a quantitative approach, since it is based on the application of a survey and interview for data collection, in which concrete concepts are linked to the research questions presented above to obtain the necessary information to create the proposal.

#### **Method**

##### ***Quantitative method***

The implementation of this research method focuses on collecting accurate data that will be described by the researcher in an objective manner because with the literature review of the concepts and theories, the type of data to be collected is determined in such a way that the different conclusions of the study can be drawn. Therefore, this study uses the necessary statistics to know what the learners' preferences are when learning English grammar. In addition, general data will also be collected on the didactic technique that students like the most. With the available information obtained, the researcher will be able to create and implement activities that will help to reinforce grammar content.

## **Level and Type of Research**

This research project has a descriptive level because the researcher focused on describing the causes of the problem at the "Simón Rodríguez" school regarding the teaching of English grammar tenses in tenth graders. This means that the descriptive level helps to describe and associate in an accurate way the variables of the study with the population involved in the investigation. On the other hand, this study also has an experimental design since the data collection will be direct. Based on these parameters, the researcher can focus on finding immediate solutions for teachers to apply in their classes with their students.

## **Research instrument**

### *Questionnaire*

The questionnaire is designed by a set of specific questions that are written by the researcher in a coherent and organized manner to achieve the proposed objectives. The questionnaire in this research was composed of ten (10) questions that were applied to tenth grade students to find out what type of didactic technique is most effective for their learning. In addition, the application of this method was online, using Google form application and applied directly to tenth grade students at Simón Rodríguez School. It should be noted that the school has applied the progressive return dictated by the Ministry of Education since September, but due to the increase in the number of Covid-19 infections, virtual education is currently being applied.

## **Research Techniques**

### *Interview*

The goal of the interview is to collect verbal input from the interviewee. For this inquiry, a structured interview was applied with questions oriented to diagnose the current situation of the English grammar teaching procedures for tenth graders at "Simon Rodriguez" School. This

interview was conducted directly with the English teacher using the biosecurity measures suggested by the National COE, such as the use of masks and alcohol.

### ***Survey***

The survey is the essential tool for this project because this research technique was applied to collect direct data from the sources to determine the possibility of designing a guide with activities of the different verb tenses. In effect, in this survey, clear, precise, and concise data were gathered from the tenth-grade students at Simón Rodríguez school to draft the corresponding reports of the results by applying statistical data.

### **Population and Sample**

#### ***Population***

Population is defined as the group of people that live in a certain place where they develop their different activities. Therefore, to carry out this research work, the population that will be immersed is from the Santa Elena province, which has 401178 inhabitants. In particular, the study is focused on Salanguillo's community, which has 700 inhabitants. Specifically, at Simón Rodríguez School, which has a population of 145 students.

#### ***Sample***

First of all, it is essential to determine that it is impossible to interview all members of a population due to problems of time, resources, and effort. For this reason, only a small sample of 10 students from 10th graders and the English teacher was considered for the development of this research.



## Analysis of Data

### *Interview to The Tenth-Grade English Teacher at “Simón Rodríguez” school.*

- 1. Do you consider that learning English grammar requires the application of different activities and didactic resources to avoid a monotonous process? Why?**

The teacher expressed that the use of different activities and didactic resources that catch students' attention are a good element to have a well participatory class. In fact, he emphasized that to avoid having monotonous classes, the teacher should innovate and not use materials from past years, and if he or she uses them, they should be given a new focus, always looking for the students to learn by doing.

- 2. How do you ensure that your students understand all explanations of verb tense uses and structures?**

The teacher pointed out that it is important to reinforce through practical activities, both written and oral, after each explanation. This way he confirms whether his students have understood his explanations. For example, he asks each student to formulate sentences according to the topic.

- 3. What kind of teaching techniques do you use in your classes and why?**

He said that collaborative work is effective but that currently, due to the pandemic and virtuality, he only works individually. Due to this situation, he now uses inquiry-based instruction as learning techniques. These have given them good results in each class.

- 4. Have you used images as didactic material for your students to associate the previously taught contents, could you explain something of that experience?**

The educator noted that he has used images as a didactic technique. In fact, he emphasized that he uses them to make the students make sentences. And as a result, he has evidenced that it is a good resource because the students feel more relaxed. In summary, he

emphasizes this resource because students associate their prior knowledge, and it helps develop their critical thinking.

**5. According to your experience, what didactic techniques do you consider to be the most effective in teaching grammar lessons for the students?**

According to the educator's experience, he mentioned that he does not have a defined didactic technique but the ones he uses are the perfect ones for his students since he has seen significant progress in terms of teaching grammar. For example, if he teaches verbs either in past simple or past participle he uses crossword puzzles, word search puzzles and sentence completion.

**6. What kind of activities do you think could help to reinforce the process of learning verb tenses to your students?**

The teacher stated that the use of practical activities and activities that contain images would be the perfect activities because the student easily relates different things such as actions and immediately, they can make sentences.

*Survey to The Tenth-Grade students at Simón Rodríguez school.*

**Question No. 1**

**How do you like to learn grammar?**

**Table 1**

*Learn Grammar*

Options	Frequency	Percentage %
Step-by-step	4	30
In different class activities	2	25
Using images and games	2	25
Listening to music	2	20
Total	10	100%

**Author:** Malavé, Severo

Analysis and interpretation. - Of the total number of respondents, 30% stated that they like to learn grammar step by step. 25% responded that they learn with different activities in classes established by the teacher, while the other 25% indicated that they like to learn grammar with ludic activities such as games that use images. The remaining 20% stated that they like to learn grammar by listening to music. Therefore, it can be affirmed that most of the students have different study techniques and therefore the teacher must design the activities in relation to students' needs.

**Question No. 2**

**Do you think English grammar will help you communicate your ideas better to others?**

**Table 2**

*Grammar will help you communicate*

<b>Options</b>	<b>Frequency</b>	<b>Percentage %</b>
Yes	7	70
No	1	10
Maybe	2	20
Total	10	100%

**Author:** Malavé, Severo

Analysis and interpretation. - 70% of the participants affirmed that grammar is fundamental to communicate ideas better. On the other hand, the 20% said it could be and 10% of them said that grammar is not necessary. According to these percentages, it can be deduced that grammar is important to communicate ideas because if sentences or questions are not well structured, other listeners will not understand what is being communicated.

**Question No. 3****How do you consider learning English grammar?****Table 3***Learning English grammar*

<b>Options</b>	<b>Frequency</b>	<b>Percentage %</b>
Easy	1	10
Very easy	0	0
Difficult	7	70
Very difficult	2	20
<b>Total</b>	<b>10</b>	<b>100%</b>

**Author:** Malavé, Severo

Analysis and Interpretation. - 7 people surveyed, equivalent to 70%, claimed that learning grammar is difficult, while 20% found it very difficult to learn this subject. On the contrary, only 1% considered that learning grammar is easy. Thus, it is evident that for most of the respondents' learning grammar is complicated.

**Question No. 4**

**When your teacher explains to you the grammar tenses he uses:**

**Table 4**

*Explanation of Grammar Tenses*

<b>Options</b>	<b>Frequency</b>	<b>Percentage %</b>
Concrete examples	3	32
Exercises on worksheet	3	31
Diagrams, pictures, charts, and other drawings to explain.	3	31
Collaborative work	1	6
<b>Total</b>	<b>10</b>	<b>100%</b>

**Author:** Malavé, Severo

Analysis and Interpretation. - 32% of the people polled affirmed that their teacher uses concrete examples to explain the subject matter. On the other hand, 31% of respondents indicated that their professor uses different exercises in worksheets, whereas the other 31% indicated that their instructor uses diagrams and figures to explain the topics. On the contrary, 6% pointed out that collaborative work is not usual in their classes.

**Question No. 5**

**What teaching resources does your teacher use to reinforce the grammar topics being taught?**

**Table 5***Teaching resources*

<b>Options</b>	<b>Frequency</b>	<b>Percentage %</b>
Videos	4	37
Songs	1	16
Board games	2	21
Reading's activities	3	26
<b>Total</b>	<b>10</b>	<b>100%</b>

**Author:** Malavé, Severo

Analysis and Interpretation. - 37% of the people interviewed indicated that their teacher plays videos in class to reinforce grammar contents. On contrast, 26% indicate that they do different reading activities to identify grammatical structures, meanwhile 21% said that the teacher uses board games activities and only 16% reported that their teacher uses songs to review tenses.

**Question No. 6**

**When your teacher gives you grammar lessons, does he present activities designed based on the content?**

**Table 6***Grammar Lessons*

<b>Options</b>	<b>Frequency</b>	<b>Percentage %</b>
Frequently	7	70
Sometimes	2	20
Rarely	1	10
Never	0	0
<b>Total</b>	<b>10</b>	<b>100%</b>

**Author:** Malavé, Severo

Analysis and Interpretation. - 7 interviewees, equivalent to 70%, affirmed that their professor frequently develops activities focused on the content of the class; 20% asserted that sometimes he does it, the other 10% said that he rarely does it. Thus, the teacher is always designing his didactic material to be applied in the grammar lessons.



**Question No. 7**

**How often does your teacher use visualization and inquiry-based instruction as a teaching technique to reinforce the topic being taught?**

**Table 7***Visualization and Inquiry-Based Instruction*

<b>Options</b>	<b>Frequency</b>	<b>Percentage %</b>
Constantly	4	44
Sometimes	3	27
Rarely	2	18
Never	1	11
<b>Total</b>	<b>10</b>	<b>100%</b>

**Author:** Malavé, Severo

Analysis and Interpretation. - Forty-four percent of the people polled claimed that their professor uses visualization and inquiry-based instruction in class. Twenty-seven percent indicated that they only use it sometimes, whereas 18% stated that he does it rarely and the remaining 11% manifested that he never does it. Based on these rates, it can be indicated that the teacher uses these techniques indirectly.

**Question No. 8**

**Which of the following techniques does your teacher use after explaining verb tenses to confirm understanding?**

**Table 8**

*To Confirm Understanding*

<b>Options</b>	<b>Frequency</b>	<b>Percentage %</b>
Thinking Time	3	39
Elaborated input	2	11
Re-casts	1	6
Questioning	4	44
<b>Total</b>	<b>10</b>	<b>100%</b>

**Author:** Malavé, Severo

Analysis and Interpretation. - 44% of the respondents indicated that their teacher always uses questioning to assure that the content that he explains is understood in the best way. On contrast, 39% said that he uses thinking time with different flashcards, whereas 11% said that he uses elaborated input and the last 6% indicated that he uses re-cats. Thus, it can be indicated that the teacher is using these techniques to make sure that his students have understood everything that is explained.

**Question No. 9**

**Which of the following didactic activities do you like the most?**

**Table 9**

*Didactic Activities*

Options	Frequency	Percentage %
Misconception check	2	23
Circle the questions	4	45
Board rotation	1	9
Gallery walks	2	14
Create a poster	1	9
Total	10	100%

**Author:** Malavé, Severo

Analysis and interpretation. - Of the total students polled, 45% claimed that they liked to circle the questions activities. Twenty-three percent of the students liked misconception check activities, meanwhile 14% liked gallery walk activities. On another hand, 9% liked to create a poster activity and another 9% liked board rotation activities. Therefore, it can be affirmed that most of the students like to learn by doing.

**Question No. 10**

**Do you like that your teacher uses pictures to reinforce grammar lessons?**

**Table 10**

*Pictures to Reinforce Grammar*

Options	Frequency	Percentage %
Yes	10	100
No	0	0
Total	10	100%

**Author:** Malavé, Severo

Analysis and interpretation. - 100% of the learners interviewed confirmed that they would like that their teacher would use more activities with images for grammar classes. Therefore, it can be argued that the implementation of a didactic guide based on a technique involving images would be ideal for the students.

## CHAPTER IV

### THE PROPOSAL

#### **Name of the Proposal**

HANDBOOK BASED ON THE "IMAGE SENTENCES" TECHNIQUE TO REINFORCE THE TEACHING OF GRAMMAR TENSES FOR TENTH GRADERS AT SIMÓN RODRÍGUEZ SCHOOL.

#### **Information data**

**Institution:** "Simón Rodríguez" school.

**Country:** Ecuador

**Province:** Santa Elena

**City:** Santa Elena, Salanguillo village

**Beneficiaries:** Tenth-grade students

**Author:** Severo Ernesto Malavé Tomalá

**Advisor:** MSc. Andrés Rodríguez Caamaño

#### **Proposal Background**

After the respective analysis of the theoretical background and the data obtained during this research process. It is necessary to mention that the teaching-learning process of English verb tenses is not an easy process, which requires the application of different didactic resources and techniques. In fact, the data obtained show that students in the tenth grade at " Simón Rodríguez" school have difficulties in learning grammar because of the complexity of the rules and structures they must learn.

Based on this information, the proposal of this paper is to provide specific activities to reinforce verb tenses. That is, these tasks will be included in a handbook in such a way that the

teacher at the school mentioned above can use them to improve the teaching process of his students.

On the other hand, for the creation of this handbook the theoretical contributions have been considered in the design of each activity, which are mainly aimed at helping students to achieve meaningful learning in grammar. Nevertheless, with these activities' students will also reinforce writing, listening, and speaking skills. In this way, a more dynamic process is achieved in which both the educator and the learner get a better learning experience.

It is worth mentioning that by applying this didactic guide to reinforce verb tenses in class, students will learn by practicing and carrying out activities that use images that catch their attention. To sum up, students will learn by doing and at the same time they will discover new ways of learning. In addition, students will learn how to create their own study techniques. In this way, it is evident that this didactic guide is very useful.

### **Justification**

To begin with, the teaching-learning process must be adapted to the students' needs. Therefore, this proposal has been designed for the tenth-grade students at " Simón Rodríguez" school since the importance of grammar has been considered to reinforce the English verb tenses during the school period.

In this way, it is important to emphasize that this proposal is designed according to the parameters established during the development of this research work. Through the literature review of key concepts, learning theories and techniques, didactic techniques and the application of data collection techniques and instruments, favorable data were obtained to find a didactic technique that encourages the teaching of grammar.

To recap, these precedents establish practical activities that motivate students to practice the content and use it to improve their communication skills in the in-class and out-of-classroom settings.

## **Objective**

### ***General Objective***

To design activities based on “Image Sentences” technique to reinforce grammar tenses for tenth graders at Simón Rodríguez School.

### ***Specific objectives***

1. To foster the learning process of grammatical tenses for tenth grade students with practical activities.
2. To provide students activities that favors the praxis of grammar contents.
3. To offer teachers a handbook focused on an active methodology that motivates students to learn in a different way to enhance the learning of grammar.

## **Design and Development of the Proposal**



# HANDBOOK



## "IMAGE SENTENCES" TECHNIQUE

ACTIVITIES TO REINFORCE THE  
TEACHING OF GRAMMAR TENSES  
FOR TENTH GRADERS.



AUTHOR:  
SEVERO ERNESTO  
MALAVÉ TOMALÁ



FEBRUARY, 2022



## **Handbook**

The present manual is a tool for teachers to offer different activities to students focused on the reinforcement of the contents. In effect, this handbook contains several possibilities to reinforce grammar tenses using the didactic technique "Image Sentences". Each activity has a preparation exercise to help students keep in mind which tense will be used. This handbook has been developed to be applied to tenth grade classes at "Simón Rodríguez" school. All the proposed activities are designed to give students the opportunity to put their knowledge into practice and associate it with different contexts because the activities are focused on daily practice to reinforce the contents as well as to evaluate, diagnose and analyze the students' abilities and difficulties.

Each activity contains the following:

**Title:** Activity name

**Main objective:** Purpose of the activity.

**Lesson focus:** To reinforce previous contents.

**Main Skill:** Specific skills developed during the activity.

**Materials:** Descriptions of the materials to be used to develop the activity.

**Procedure:** Steps to follow to perform the activity.

**Time:** Duration of the activity.

**Preparation task:** Previous activity to give students a clearer idea of what will be done during the lesson.

**Assessment:** Additional activities for students to practice the contents of the course.

### **General instructions to teachers**

- To apply this handbook after the grammar topics have been taught.
- To give students the material to complete the activity.

# SIMPLE PAST

Grade: 10th

Subject: English

Skill: Grammar

Time: 40 minutes

## Lesson Focus

- To reinforce sentence structures in the simple past tense using regular verbs.



## Main objective:

- To write sentences using the simple past tense of regular verbs.

## Materials Needed

- Worksheet
- Pencil/pen
- Eraser
- Markers
- Whiteboard



## Preparation task:



- The teacher introduces and defines the grammatical topic to be used through an exercise to find the correct past forms of some regular verbs.

## Procedure:

### PRE-TASK

- Teacher gives clear instructions to the students on how to perform the activity.
- Teacher asks some questions from the preparation activity and answers students' concerns.

### DURING-TASK

- Students put their knowledge into practice by performing different practical exercises.

### POST-TASK

- Students work on specific features of the topic, such as writing sentences in the simple past tense using regular verbs.



## Assessment

- The teacher ensures that the contents taught have been understood by the students through the following activities:
- Each student should use one of the questions in activity 5 to ask his or her partner.
- Each student must complete different sentences and questions as independent work to be reviewed the next class.

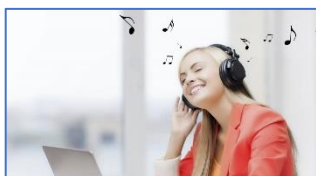


**1. Preparation. Match the verbs from the box with their endings.**

Play- Visit- Listen- Study- Live- Walk- Cry- Like- Wash- Say- Dance- Carry-

ED	IED

**2. Look at the following images and connect with lines according to actions.**



- a) Ana walked on the street.
- b) Joselyn listened to music while working.
- c) Children played in the living room.
- d) She cried when she received bad news from her boyfriend.

*Source: Google Images*

**3. Write positive and negative sentences using the past tense with regular verbs.**



*Source: Google Images*

a) <input checked="" type="checkbox"/>
b) <input checked="" type="checkbox"/>
c) <input checked="" type="checkbox"/>
d) <input checked="" type="checkbox"/>

**4. Change the sentences from exercise 3 into questions and answer them.**


**5. Assessment. Time to play. Ask one of the following questions to your partner.**

A. Did you listen to music when you did your homework?

B. Do you like to walk alone or with company?

C. Did you cry when you lost a candy?

# SIMPLE PAST

Grade: 10th

Subject: English

Skill: Grammar

Time: 40 minutes

## Lesson Focus

- To reinforce sentence structures in the simple past tense using irregular verbs.



## Main objective:

- To write sentences using the simple past tense of irregular verbs.

## Materials Needed

- Worksheet
- Pencil/pen
- Eraser
- Markers
- Whiteboard



## Preparation task:



- The teacher introduces and defines the grammar topic to be used through an exercise to find the past tense of some irregular verbs.

## Procedure:



### PRE-TASK

- Teacher gives clear instructions to the students on how to perform the activity.
- Teacher asks some questions from the preparation activity and answers students' concerns.

### DURING-TASK

- Students put their knowledge into practice by performing different practical exercises.

### POST-TASK

- Students work on specific features of the topic, such as writing sentences in the simple past tense using irregular verbs.

## Assessment

- The teacher ensures that the contents taught have been understood by the students through the following activities:
- Each student should make a sentence on the board.
- Each student must complete different sentences and questions as independent work to be reviewed the next class.









1. Preparation: Write the past tense of the following verbs.

Put		Make		Dance	
Write		Listen		Play	
Take		Speak		Kiss	
Forget		Talk		Run	
Get		Cry		Hit	
Go		Pay		Have	
Break		Do		Burn	
Can		Send		Be	

2. Check your understanding:

Look at the pictures and complete the following sentences with the correct form of the verbs that represent each picture.

Ana _____ a letter to her friend.	 <i>Source: Google Images</i>	Luis _____ the same message to all his friends.	 <i>Source: Google Images</i>
Rocio _____ her brother's book.	 <i>Source: Google Images</i>	Ximena _____ because she _____ not pass the job interview.	 <i>Source: Google Images</i>
Esteban _____ an unforgettable time with his friends.	 <i>Source: Google Images</i>	Enrique _____ half a block to catch the bus.	 <i>Source: Google Images</i>

3. Check your grammar comprehension.

Look at the following images then write a positive sentence for each picture and later change it to a negative one.

*Note: did is used as an auxiliary verb for negative.*



Source: Google Images



Source: Google Images



Source: Google Images



Source: Google Images







Source: Google Images



Source: Google Images




#### 4. Check your ability to ask and answer questions.

Look at the images then complete and answer the questions.

	<p>✓ _____ Jessica _____ notes from math class? Yes, _____</p>		<p>✓ _____ they _____ for _____ a _____ walk _____? No, _____</p>
<p>Source: Google Images</p>		<p>Source: Google Images</p>	
	<p>✓ _____ Rosaura _____ the _____ supermarket bill? _____, she _____</p>		<p>✓ _____ the children _____ the window of the house? _____, _____ did</p>
<p>Source: Google Images</p>		<p>Source: Google Images</p>	

#### 5. Check your ability to write sentences in the simple past tense.

Answers the following questions.

	<p><i>Did you talk to your parents after school?</i></p>
<p>Source: Google Images</p>	
	<p><i>Did your mother make a delicious cake for your birthday?</i></p>
<p>Source: Google Images</p>	
	<p><i>Did your family get together last Sunday?</i></p>
<p>Source: Google Images</p>	



# PAST PROGRESSIVE

Grade: 10th

Subject: English

Skill: Grammar

Time: 40 minutes

## Lesson Focus

- To reinforce sentence structures of the past progressive.



## Main objective:

- To know the correct structures for the use of the past continuous tense.

## Materials Needed

- Worksheet
- Pencil/pen
- Eraser
- Markers
- Whiteboard
- Flashcards



## Preparation task:



- The teacher introduces and defines the grammar topic to be used by reviewing the use and example of past tenses.

## Procedure:



### PRE-TASK

- The teacher gives clear instructions to the students on how to perform the activity, and also the teacher responds to the students' concerns.
- The teacher gives a brief explanation of the main uses of this verb tense and asks the students if they are ready to develop the activity.

### DURING-TASK

- Students put their knowledge into practice by performing different practical exercises.
- The teacher stops at each of the students' stations to see how they are doing with the activity.

### POST-TASK

- Students work on a written activity as a preparation for the assessment activity.

## Assessment

- The teacher ensures that the contents taught have been understood by the students through the following activities:
- Students will work in pairs asking a question according to the image (one asks the question and the other answers and they exchange roles until the activity is completed).
- Each student must complete an individual autonomous work that is sent by the teacher for the next class.









## 1. Preparation. Meaning and use.

Join the numbers in column A with the letters in column B.











Column A.	Column B.
1. <b>The Past Simple</b>	a. To express activities in progress before, and probably after, a particular time in the past.
2. <b>Regular verbs</b>	b. They arrived three weeks ago.
3. <b>Irregular verbs</b>	c. Use the <u>-ed</u> form of the verb in a positive sentence.
4. <b>The Past Continuous</b>	d. Don't end with -ed.
5. <b>Example of simple past.</b>	e. When the phone rang, I was having a shower
6. <b>Example of past continuous.</b>	f. Focuses on past actions as complete facts.

## 2. Check your understanding: Make sentences with the following images.

Simple past	Past continuous
 <p>X</p> <p>Source: Google Images</p>	 <p>X</p> <p>Source: Google Images</p>
 <p>✓</p> <p>Source: Google Images</p>	 <p>✓</p> <p>Source: Google Images</p>
 <p>✓</p> <p>Source: Google Images</p>	 <p>X</p> <p>Source: Google Images</p>

3. Check your grammar comprehension. Complete the sentences and match them to the pictures. Use the verbs that are in the box.

Cut Use Have Go Play Draw Cheat Copy Fight Practice

1	She _____ the guitar when her father left home.		<input type="radio"/>
2	Marcelo _____ his classmate's homework when the teacher walked by his desk.		<input type="radio"/>
3	They _____ dinner at Lucia's house		<input type="radio"/>
4	My dad _____ in his piano lesson at eight o'clock in the morning.		<input type="radio"/>
5	Carlos and Xavier _____ yesterday for their favorite toy.		<input type="radio"/>
6	At the meeting everyone _____ their cell phone, so no one knew what _____ on.		<input type="radio"/>
7	Andy _____ on the math test.		<input type="radio"/>
8	Susana _____ papers for her classes		<input type="radio"/>
9	Raphael _____ a beautiful castle to present to his art class.		<input type="radio"/>
10	Lucas _____ at seven o'clock because he arrived late at the airport.		<input type="radio"/>

**4. Test your ability to formulate and answer questions.**

**Look at the images and then formulate a question and answer it.**



*Source: Google Images*



*Source: Google Images*



*Source: Google Images*



*Source: Google Images*



*Source: Google Images*



*Source: Google Images*

**5. Assessment: Work in pairs.**

**Look at the images and ask a question to your partner.**



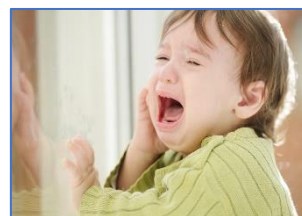
*Source: Google Images*



*Source: Google Images*



*Source: Google Images*



*Source: Google Images*

# PAST ACTIONS WHEEL

Grade: 10th

Subject: English

Skill: Grammar

Time: 40 minutes

## Lesson Focus

- To enforce the use of the past simple and past continuous in positive and negative sentences and questions.



## Main objective:

- To practice the past simple and past continuous using the past action wheel.

## Materials Needed

- Worksheet
- Pencil/pen
- Eraser
- Markers
- Whiteboard
- Flashcards



## Preparation task:



- The teacher introduces and defines the grammar topic to be used by reviewing the use and example of past tenses.

## Procedure:

### PRE-TASK

- The teacher indicates how the past action wheel activity will be developed.
- The teacher performs a short demonstration of the activity.

### DURING-TASK

- The teacher turns the steering wheel and stops it when a student says "Stop"
- The teacher writes some key phrases on the whiteboard when the students have questions.

### POST-TASK

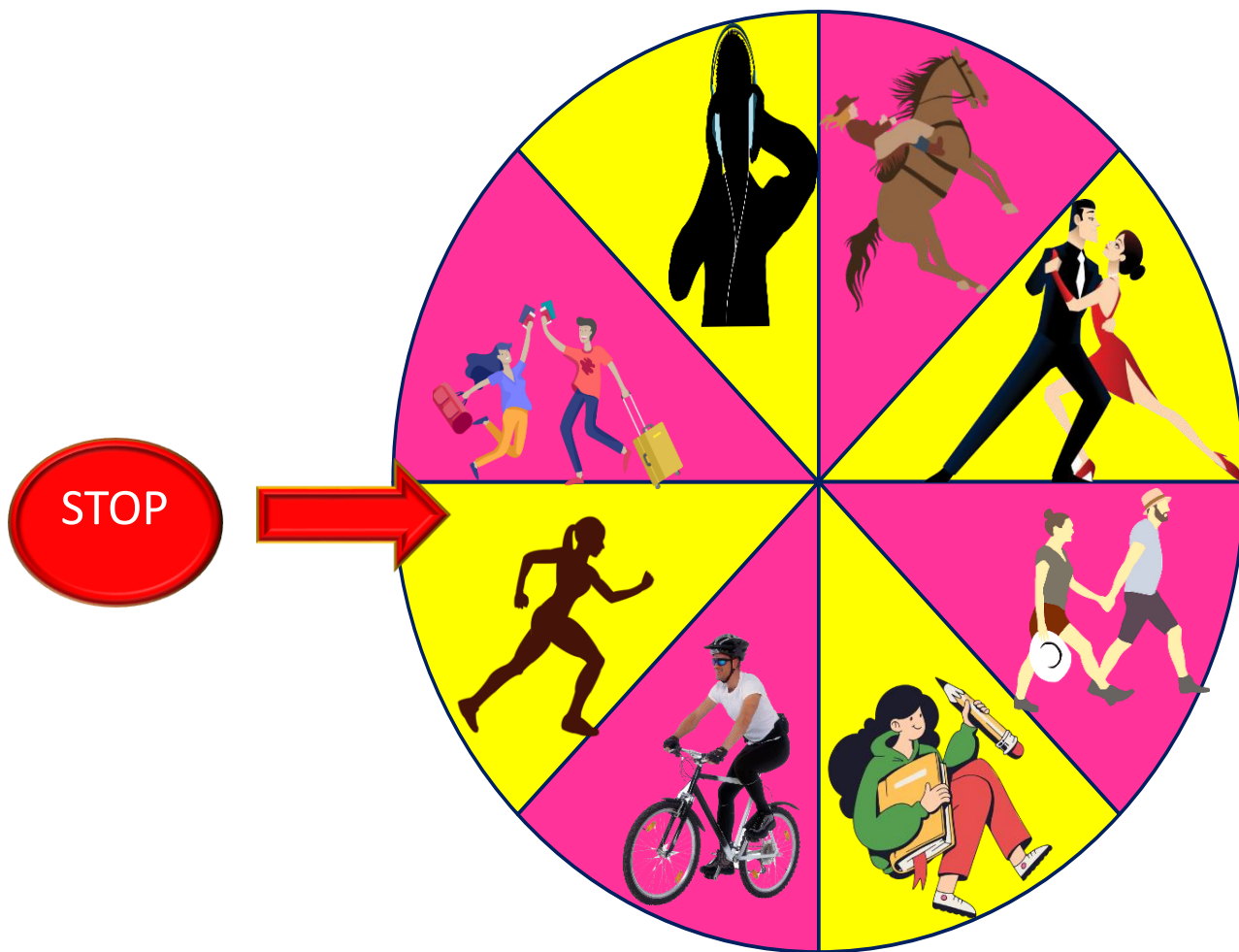
- The teacher points out that the last game of the wheel should be focused for a partner because this activity is prior to the assessment activity.



## Assessment

- The teacher ensures that the contents taught have been understood by the students through the following activities:
- Students will ask questions. They will work on speaking, listening, and writing activity.
- Each student will have the opportunity to express their ideas from the activity by reporting the answers they obtained.





### Materials to make the wheel

- ✓ Cardboard
- ✓ Images
- ✓ Glue
- ✓ Scissors
- ✓ Markers
- ✓ Ruler
- ✓ Pencil

- ✓ Enameled cardboard

### Procedure

1. Draw the circle on the cardboard.
2. Cover the circle with the enameled cardboard.
3. Make the divisions.
4. Glue the images.

### 1. Preparation. Verbs and meaning.

Read the following definitions and then write the verb it represents.

The person listens to other people's feelings, emotions, circumstances, thoughts, or ideas through the melodies.	
Moving along a route or path.	
Action of stepping with the lower limbs from one place to another.	
Sporting activity that is practiced in different areas: domestic, recreational, sports and for therapeutic purposes.	
To get around on a bicycle by pedaling.	
Moving the body to the rhythm of a piece of music.	
Take a quick step with enough momentum between one step and the next, feet or legs are in the air for a moment.	
Representing words or ideas with letters or other signs traced on paper or another surface.	

### 2. Check your ability to make sentences in the past simple and past continuous.

Pay attention to the wheel while it spins and on the image that stops, make a positive or negative sentence.

Past simple		Past continuous	
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

### 3. Test your ability to ask and answer questions.

Pay attention to the wheel while it turns and on the image that stops, write a question in the past simple or past continuous.

Past simple	
Past continuous	
Past simple	
Past continuous	
Past simple	
Past continuous	
Past simple	
Past continuous	

### 4. Assessment: Work in groups.

Ask your classmates the above questions and write down their answers. Then share them with your peers.



# PRESENT PERFECT

Grade: 10th

Subject: English

Skill: Grammar

Time: 40 minutes

## Lesson Focus

- To strengthen the main structures of the present perfect tense in sentences.



## Main objective:

- To identify the use of the verb have and the past participle of verbs in the present perfect tense.

## Materials Needed

- Worksheet
- Pencil/pen
- Eraser
- Markers
- Whiteboard
- Flashcards



## Preparation task:



- The teacher introduces and defines the grammatical topic to be used by reviewing the past participle of verbs by looking them up in an alphabet soup.

## Procedure:

### PRE-TASK

- Teacher asks students the difficulty of the activity to students.
- The teacher answers the students' questions and gives them a short feedback.

### DURING-TASK

- The teacher reads the instructions and gives hints about the activity to avoid misunderstandings.
- The teacher writes some key phrases on the board before the students start the activity.

### POST-TASK

- The teacher reviews each of the exercises together with the students.



## Assessment

- The teacher ensures that the contents taught have been understood by the students through the following activities:
- Students will use the questions from activity 4 to perform a speaking activity.
- Each student will have the opportunity to express their ideas from the activity by reporting the answers they obtained.



1. Preparation. In the alphabet soup look for the past participle of the verbs in the box on the right.

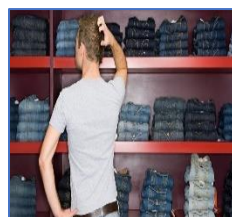
H	Ñ	C	G	O	N	E	V	S	G
A	L	I	H	K	L	Q	E	D	I
D	K	O	F	O	U	N	D	R	V
E	J	L	P	P	O	F	O	I	E
F	B	E	E	N	E	S	N	V	N
R	H	F	L	O	N	B	E	E	D
E	T	T	W	U	S	A	I	N	G
A	F	A	G	T	L	O	S	T	O
D	Y	E	F	C	B	N	M	G	T
T	B	R	O	K	E	N	K	U	D

HAVE  
GIVE  
BE  
FIND  
DRIVE  
LEAVE  
GO  
READ  
BEGIN  
GET  
LOSE  
BREAK  
FIND  
DO  
CHOOSE

2. Look at the actions in the pictures and complete the sentences. Use the verbs from activity 1.



She \_\_\_\_\_ just  
\_\_\_\_\_ a gift.



Jose \_\_\_\_\_ not  
\_\_\_\_\_ his jeans.



Rocio \_\_\_\_\_  
the perfect fruit



They \_\_\_\_\_ to  
the park.

Source: Google Images

Source: Google Images

3. Look at the pictures and then write a sentence.



4. Test your ability to make questions. Use the verbs that are in the box and write a question.

**BE -BEGIN-BREAK-FIND-DO-CHOOSE**

Example: Have you been to another city?

# PRESENT PERFECT TIME EXPRESSIONS

Grade: 10th

Subject: English

Skill: Grammar

Time: 40 minutes

## Lesson Focus

- To reinforce the main uses of time expressions used in the present perfect tense.



## Main objective:

- To differentiate the use of each of the expressions of time used in the present perfect tense.

## Materials Needed

- Worksheet
- Pencil/pen
- Eraser
- Markers
- Whiteboard
- Flashcards



## Preparation task:

- The teacher introduces and defines the grammatical topic to be used by reviewing the main time expressions through a matching activity to help students remember what each of them is used for.

## Procedure:



### PRE-TASK

- Teacher asks students the difficulty of the activity to students.
- The teacher performs different examples of time expressions before the students start the activity.

### DURING-TASK

- The teacher reads the instructions and gives hints about the activity to avoid misunderstandings.
- The teacher asks questions to the students and then answers them, thus ensuring that the activity is well developed.

### POST-TASK

- The teacher reviews each of the exercises together with the students.

## Assessment

- The teacher ensures that the contents taught have been understood by the students through the following activities:
- Students will use the time expressions reviewed during the lesson to make sentences or ask questions.
- Each student will have to perform different exercises related to the topic as an autonomous work, which will be explained by the teacher.



**1. Preparation: Time expressions. Match with lines the time expressions with their respective usage.**

For	✚ The moment when the action started.
Since	✚ To show that something continues up to a time in the past, present, or future.
Ever	✚ A period of time.
Still	✚ At any time and it is used in questions.

**2. Check your understanding. Complete the sentences. use the expressions of time.**



\_\_\_\_\_ you  
\_\_\_\_\_ to Cuenca?

Laura \_\_\_\_\_  
seen that movie.



I have \_\_\_\_\_ in that place  
\_\_\_\_\_ 5 years.

They have \_\_\_\_\_ the lake  
\_\_\_\_\_ April.



*Source: Google Images*

**3. Join with lines the sentences with their respective image.**



Have you ever met  
my sister?



She still hasn't  
cleaned her room.



They haven't had  
classes at the school.



They haven't played  
that game for years.

*Source: Google Images*

**4. Assessment. Use expressions of time and make a sentence or question.**

Still	
Since	
For	
Ever	

# HANDFOOT OF THE PRESENT PERFECT

Grade: 10th

Subject: English

Skill: Grammar

Time: 40 minutes

## Lesson Focus

- To reinforce the grammatical structures of the present perfect as well as those of time expressions (SINCE-STILL-FOR-EVER).



## Main objective:

- To formulate sentences using the present perfect and the expressions of time using the game called HANDFOOT.

## Materials Needed

- Fabric cambrela
- Flashcards
- Suitable space



## Preparation task:

- The teacher introduces and defines the grammatical theme to be used. In addition, he gives the rules of the Handfoot game and the expressions to be used. He gives a short demonstration of the game.

## Procedure:

### PRE-TASK

- The teacher asks the students if they understood the instructions of the activity.
- The teacher performs different examples before the students start the activity.

### DURING-TASK

- First the students form groups of three, then one representative from each group forms a line leaving only four students to start the game.
- The students will have to choose a flashcard where they will read an indication and depending on what is asked of them they have to perform the activity, either with their hands or feet.

### POST-TASK

- The student who gets it right or answers correctly can continue with the activity.
- the group with the most correct answers wins the game.

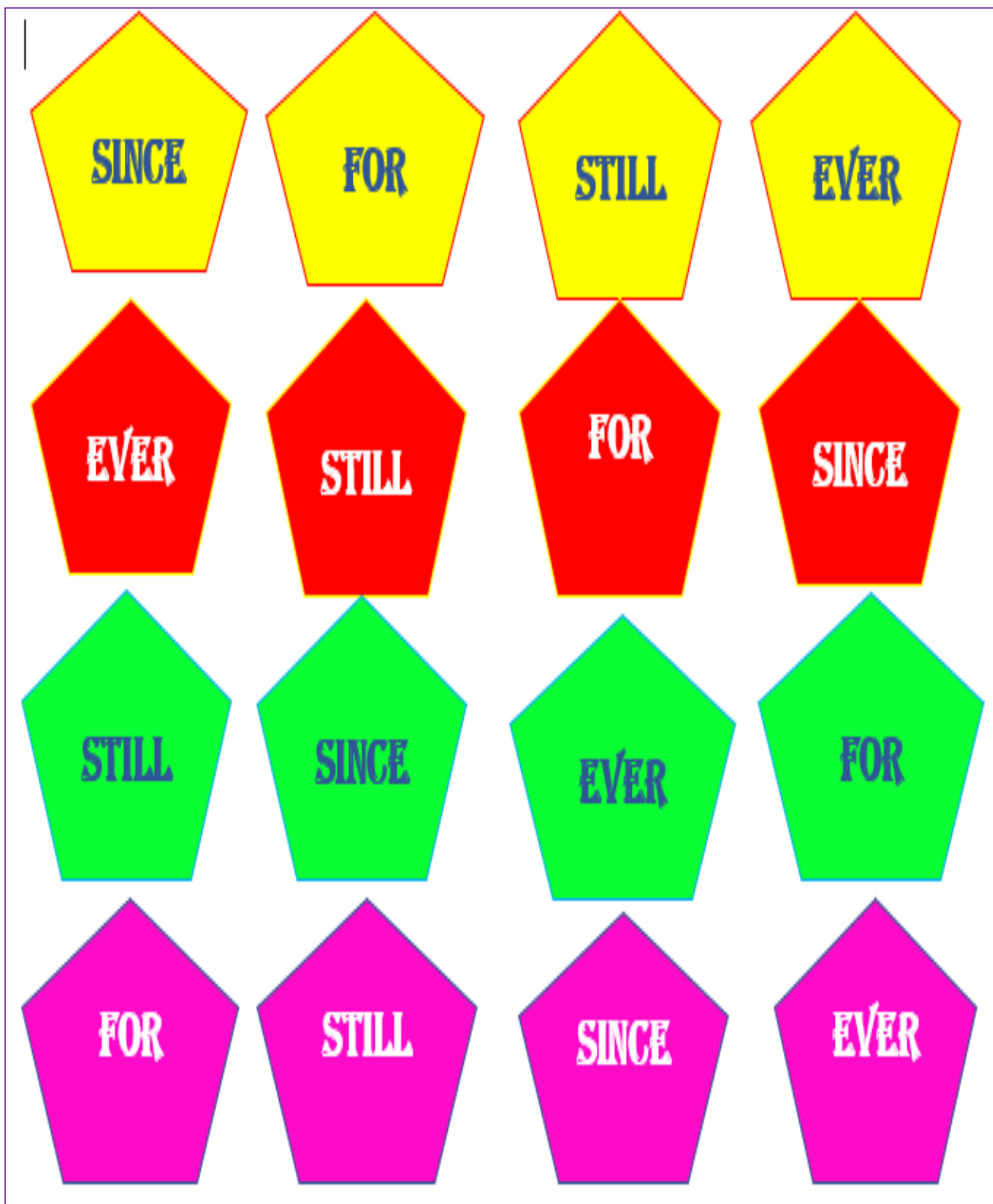


## Assessment

- The teacher ensures that the contents taught have been understood by the students through the following activities:
- Students reflect on the activity and share their experience with the rest of the class.
- Each student will have to perform different exercises related to the topic as an autonomous work, which will be explained by the teacher.



## 1. Hand and footwork.





## Game cards

A PERIOD OF TIME.



POSITIVE SENTENCE  
WITH: STILL



THE MOMENT WHEN  
THE ACTION STARTED.



QUESTIONS WITH:  
EVER



AT ANY TIME AND IT IS  
USED IN QUESTIONS.



POSITIVE SENTENCE  
WITH: SINCE



POSITIVE SENTENCE  
WITH: EVER



QUESTIONS WITH: FOR



TO SHOW THAT  
SOMETHING  
CONTINUES UP TO A  
TIME IN THE PAST,  
PRESENT, OR FUTURE.



# CAN & COULD

Grade: 10th

Subject: English

Skill: Grammar

Time: 40 minutes

## Lesson Focus

- To enhance the use of the modal verb can and could in sentences.



## Main objective:

- To recognize the modal verb can and could to describe the skills a person has. Using hands-on activities.

## Materials Needed

- Worksheet
- Pencil/pen
- Eraser
- Markers
- Whiteboard
- Flashcards



## Preparation task:

- The teacher introduces and defines the topic of the class, then performs the preparation activity where students will have to identify the correct statements regarding the use of this modal verb.

## Procedure:

### PRE-TASK

- The teacher gives the instructions for the activity
- The teacher makes different examples of the activity to be developed.

### DURING-TASK

- The teacher gives hints and reminds the students of the activity indications to ensure that they do not forget what they have to develop.
- The teacher writes some key phrases on the whiteboard when the students have questions.

### POST-TASK

- The teacher makes a general review of the activities and prepares them for the assessment activity.



## Assessment

- The teacher ensures that the contents taught have been understood by the students through the following activities:
- Students will work on a writing activity to verify what they have learned.



**1. Preparation. Place a check mark next to the correct statements and an X next to the incorrect ones.**

a. Modal verbs are always followed by a verb in its base form.	
b. Modal verbs take "-s" in the third person.	
c. You use "not" to make modal verbs negative.	
d. He can speak Chinese.	
e. Could is used to express, possibility and permission.	
f. Can is used to express; ability, opportunity, and request.	

**2. See the actions and choose the correct answer**



Sofia and Lucas  
**can/can't** dance.



Luis **can /can't** play  
the guitar.

**Can / could** you help  
you in any way?








**Could / Can** you  
lend me this book?









He **can't / can**  
smoke in that place.

Source: Google Images

3. Put the words in the correct order.

swim / was / seven / when / could / I	
	was / play / I / when / five / dominoes / could / I
I / three / when / couldn't / I / was / write	
	when / speak / were / twenty / could / you / english / ?
five / when / sister / could / was / my / he / run	

4. Can or could. Write the correct option.

	Andy _____ run very fast.		I _____ lend you my car.
	Luisa _____ sing very well.		Jose _____ write a letter to his girlfriend.
	He _____ drive a car.		They _____ win the award

Source: Google Images

5. Assessment. Write sentences using could and can.


# WILL & WON'T MONKEY ACTIVITY

Grade: 10th

Subject: English

Skill: Grammar

Time: 40 minutes

## Lesson Focuss

- To promote the use of future will and wont in sentences.



## Main objective:

- To recognize the correct use of will and won't. Use practical activities.

## Materials Needed

- Worksheet
- Pencil/pen
- Eraser
- Dice
- Whiteboard



## Preparation task:



- The teacher introduces and defines the class topic, and then performs the designated will / won't activities.

## Procedure:

### PRE-TASK

- The teacher gives the instructions for the activity .

### DURING-TASK

- The teacher motivates the students in case they do not get the activity right, they can keep trying.
- The teacher gives hints and reminds the students of the directions of the activity.
- The teacher writes some key phrases on the board when students have doubts.

### POST-TASK

- The teacher makes a general review of the activities and prepares them for the assessment activity.

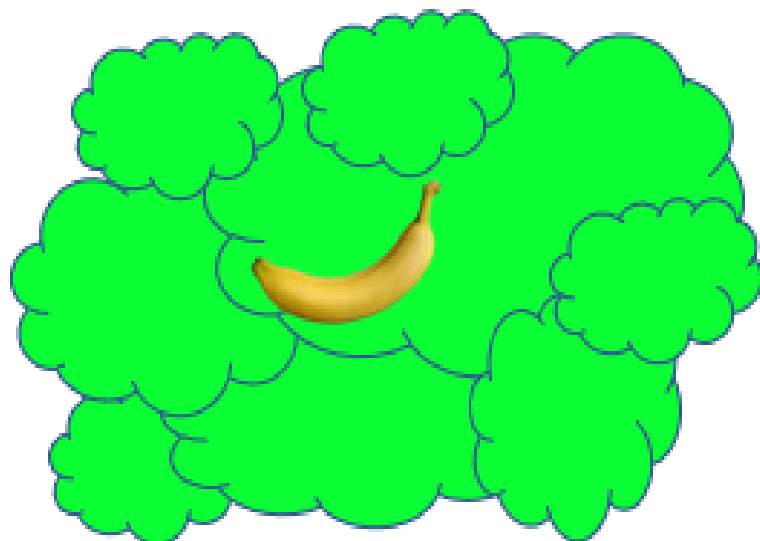


## Assessment

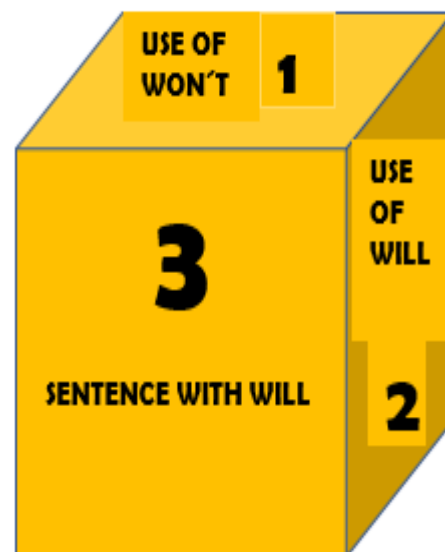
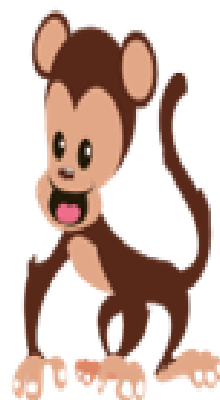
- Students will make sentences using the will and won't.



1. Will and won't monkey activity.



A vertical stack of ten brown rectangular buttons with yellow borders. From top to bottom, the buttons contain the following text: an empty space, an empty space, "BACK 1 STEP", "GO 1 STEP", an empty space, an empty space, "BACK 1 STEP", "LOSES TURN", an empty space, and an empty space.



2. **Assessment. Look at the images and make a positive sentence and then change it to a negative one.**



*Source: Google Images*

# BE GOING TO

Grade: 10th

Subject: English

Skill: Grammar

Time: 40 minutes

## Lesson Focuss

- To enforce the use of be going to in positive and negative sentences.



## Main objective:

- To practice the use of be going to with different activities.

## Materials Needed

- Worksheet
- Pencil/pen
- Eraser
- Whiteboard



## Preparation task:



- The teacher introduces and defines the topic of the class and then performs the preparation activity in which students will have to write down 10 verbs.

## Procedure:

### PRE-TASK

- The teacher gives the instructions for the activity .
- the teacher asks if they remember more verbs than those they wrote down.

### DURING-TASK

- The teacher reviews how the students are performing the activities and motivates them to continue doing them.
- The teacher writes some key phrases on the board when students have doubts.

### POST-TASK

- The teacher makes a general review of the activities and prepares them for the assessment activity.



## Assessment

- Students will talk about the answers from the previous activity.







**3. 30 seconds activity. Find out what your classmates will be doing next week.**

Names of your classmates				
What are you going to do after school?				
What are you going to do next Friday?				
What are you going to do next weekend?				
How are you going to do next Sunday?				
What are you going to do next Monday?				

**4. Assessment. Report the answers you have obtained in activity 3.**

## CONCLUSIONS

The teaching-learning process is changing and depends on the needs of today's society. For this reason, the research work developed in the "Simón Rodríguez" school in relation to the didactic techniques to reinforce the verbal tenses in English has given favorable results, therefore, it is concluded that:

- Regarding the identification of the most useful didactic technique to reinforce grammar tenses in tenth grade students, it was found that students like to learn with visual didactic materials such as flashcards. Based on this and contrasting it with the theory, it is indicated that the Handbook called "Image Sentences" is the technique that was identified to reinforce the verb tenses.
- In relation to the description of activities based on didactic techniques that help to improve the reinforcement of grammatical tenses, it was evidenced that the teacher applies visualization, questioning and inquiry-based instruction in his classes. On the other hand, it was found that students reinforce grammatical content more when their teacher uses thinking time, elaborated input and re-cats. Undoubtedly, these activities are very helpful for students' learning.
- About establishing activities based on didactic techniques, it was determined that tenth grade students like to learn with didactic materials and activities designed with the use of images. In other words, students like practical activities.
- Regarding the creation of a handbook, there was a total acceptance by the students, since in the survey applied in question 10, 100% was obtained. Therefore, these results were favorable for designing each of the activities contained in the handbook.

## RECOMMENDATIONS

- It is recommended that the English teachers do not give up the use of didactic techniques in their classes because they give good results when teaching grammar. In addition, it is important to mention that the teacher can use the activities in the handbook called “Image Sentences” to reinforce the verb tenses.
- It is suggested that teachers reinforce the use of visualization, questioning and inquiry-based instruction, reflection time, elaborated input, and re-cats in most of their classes, to ensure that students do not get easily distracted and keep their attention during the development of each of the activities.
- It is recommended that the teacher apply different didactic materials and practical activities such as worksheets, games, and the use of videos to assure that students have acquired the contents of the lesson.
- The use of each of the activities contained in the handbook is recommended in the teaching-learning process of grammar. Its use is of vital importance to reinforce grammar lessons.

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## ANEXES

**Annex A: Survey model applied to the tenth-grade students at “Simon Rodriguez” school.****1. How do you like to learn grammar?**

Step-by-step	
In different class activities	
Using images and games	
Listening to music	

**2. Do you think English grammar will help you communicate your ideas better to others?**

Yes	
No	
Maybe	

**3. How do you consider learning English grammar?**

Easy	
Very easy	
Difficult	
Very Difficult	

**4. When your teacher explains to you the grammar tenses he uses:**

Concrete examples.	
Exercises on worksheets	
Diagrams, pictures, charts, and other drawings to explain.	
Collaborative work	

5. What teaching resources does your teacher use to reinforce the grammar topics being taught?

Videos	
Songs	
Board games	
Reading's activities	

6. When your teacher gives you grammar lessons, does he present activities designed based on the content?

Frequently	
Sometimes	
Rarely	
Never	

7. How often does your teacher use visualization and inquiry-based instruction as a teaching technique to reinforce the topic being taught?

Constantly	
Sometimes	
Rarely	
Never	

8. Which of the following techniques does your teacher use after explaining verb tenses to confirm understanding?

Thinking Time	
Elaborated input	
Re-casts	
Questioning	

**9. Which of the following didactic activities do you like the most?**

Misconception check	<input type="checkbox"/>
Circle the questions	<input type="checkbox"/>
Board rotation	<input type="checkbox"/>
Gallery walks	<input type="checkbox"/>
Create a poster	<input type="checkbox"/>

**10. Do you like that your teacher uses pictures to reinforce grammar lessons?**

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

**Annex B: Interview model applied to the tenth-grade English teacher at " Simón Rodríguez" school.**

1. Do you consider that learning English grammar requires the application of different activities and didactic resources to avoid a monotonous process? Why?
2. How do you ensure that your students understand all explanations of verb tense uses and structures?
3. What kind of teaching techniques do you use in your classes and why?
4. Have you used images as didactic material for your students to associate the previously taught contents, could you explain something of that experience?
5. According to your experience, what didactic techniques do you consider to be the most effective in teaching grammar lessons for the students?
6. What kind of activities do you think could help to reinforce the process of learning verb tenses to your students?

**Annex C: Photo of the interview with the English teacher.**



## Annex D: Research Topic and Tutor Approval Memorandum



Facultad de  
Ciencias de la Educación e Idiomas  
*Pedagogía de los Idiomas Nacionales y Extranjeros*

## MEMORANDO

**REFERENCIA:** PINE-086-2021-TT

**DE:** ING. TATIANA GARCÍA VILLOA, MSc.  
DIRECTORA DE CARRERA

**PARA:** MALAVE TOMALA SEVERO ERNESTO  
ESTUDIANTE CARRERA PINE

**CC.** MSc. ANDRÉS RODRÍGUEZ CAAMAÑO  
DOCENTE CARRERA PINE

**ASUNTO:** APROBACIÓN DE ANTEPROYECTO DE UCI Y DESIGNACION DE TUTOR

**FECHA:** 06 DE DICIEMBRE DEL 2021

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-025-2021, Sesión ordinaria del 25 de noviembre de 2021, fue aprobado el Tema de su Trabajo de Titulación: "Didactic techniques to reinforce the teaching of grammar tenses for tenth graders at Simón Rodríguez School."; siendo designado como tutor el docente:

APELLIDOS	CORREO	TELÉFONO
MSc. Andrés Rodríguez Caamaño	arodriguezc@upse.edu.ec	099 301 8925

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto. Recordarle que las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,



ROSA TATIANA  
GARCIA



Ing. Tatiana García Villao, MSc.  
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

c/c Archivo

*Somos lo que el mundo necesita*

**Annex E: Anti-Plagiarism System Certificate**

## Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “DIDACTIC TECHNIQUES TO REINFORCE THE TEACHING OF GRAMMAR TENSES FOR TENTH GRADERS AT SIMÓN RODRÍGUEZ SCHOOL” elaborado por el estudiante Severo Ernesto Malavé Tomalá, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



MSc. Andrés Alberto Rodríguez Caamaño

TUTOR



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<b>Similarity</b>	2%
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### Sources included in the report

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<b>W</b>	URL: <a href="https://www.movavi.com/learning-portal/teaching-techniques.html">https://www.movavi.com/learning-portal/teaching-techniques.html</a> Fetched: 2020-04-06T07:41:49.5600000	<b>88</b>	<b>1</b>



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PENINSULA DE SANTA ELENA SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

.

DIDACTIC TECHNIQUES TO REINFORCE THE TEACHING OF GRAMMAR TENSES FOR TENTH GRADERS AT SIMÓN RODRÍGUEZ

SCHOOL\*

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN

PEDAGOGY

OF NATIONAL AND FOREIGN LANGUAGES

Author: Severo Ernesto Malavé Tomalá La Libertad – Ecuador

2021