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IDIOMA INGLES**

**TEMA: THE RELATIONSHIP BETWEEN CLASSROOM
PROJECTS AND THE STUDENTS` ATTITUDES TOWARDS
ENGLISH IN THE EIGHTH YEAR OF BASIC EDUCATION AT
CARLOS RIGOBERTO VINTIMILLA SCHOOL IN CUENCA, IN
THE FIRST TERM, 2014-2015 SCHOOL YEAR**

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DEDICATION

Thanks to these important people in our lives who were always ready to give us all of their support, now we have to return a little of the greatness that they have given us. With all our love this thesis is dedicated to our husbands and children.

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INDEX

CERTIFICACIÓN	ii
AUTORÍA DE RESPONSABILIDAD.....	iii
AUTORIZACIÓN	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
INDEX	vii
ABSTRACT	xv
ABSTRACT	xvi
PART ONE	
RESEARCH PROBLEM	1
1.1 Problem identification.....	1
1.2 Problem – formulation	3
1.3 Variables matrix	3
1.4 Objective	5
1.4.1 General Objective.....	5
1.4.2 Specific Objectives.....	5
1.5 Justification	5
PART TWO	
THEORETICAL FRAMEWORK.....	7
CHAPTER I: CARLOS RIGOBERTO VINTIMILLA SCHOOL.....	7
1.1 Brief history and characterization of the school.	7
1.2 The educational model	9
1.2.1 Pedagogical foundation	10
1.2.2 Pedagogical model	11
1.2.3 Theoretical model.....	11
1.3 Language teaching concerns	12
1.3.1 Language learning concerns.....	13
1.4 Taxonomy of Learning Domains	13
CHAPTER II: CLASSROOM PROJECTS	15

2.1 Definition	15
2.2 Importance of a classroom project	15
2.2.1 Conceptualization	16
2.3 Objectives of the classroom projects	17
2.4 Role of the teacher in the classroom project	17
2.5 Benefits of the classroom projects	17
2.6 Characteristics of the classroom projects	19
2.7 Phases of a classroom project	19
2.7.1 Emergence of the problem	20
2.7.2 Election of the project theme	20
2.7.3 Project planning	20
2.7.4 Project implementation	20
2.8 Classification of a classroom project	21
2.8.1 By its function	21
2.9 Types of projects in the classroom	22
2.9.1 Direct implementation projects	22
2.9.2 Innovation projects	22
2.10 Methods for classroom projects	23
2.10.1 Collaborative learning	23
2.10.2 Constructivism	23
2.10.3 Task Based Learning Approach	23
2.11 Types of tasks for classroom projects	25
2.11.1 Listings	25
2.11.2 Order and sort	25
2.11.3 Compare	25
2.11.4 Problems solving	25
2.11.5 Sharing personal experiences	25
2.11.6 Projects	25
2.12 Methodological Principles to take into consideration while working with classroom projects	26
CHAPTER III: STUDENT'S ATTITUDE TOWARDS ENGLISH	28

3.1 Definition	28
3.2 Importance of attitude	28
3.3 Language Attitude.....	29
3.4 Attitude in a person.....	29
3.5 Students with bad attitude.....	30
3.6 Attitude and role of the teacher.....	31
3.7 Importance of student’s attitude in the classroom	32
3.8 Components of Attitudes	32
3.9 Attitude in the teaching learning process.....	33
3.10Types of ability	33
3.10.1 Intellectual abilities	33
3.10.2 Interpersonal abilities	33
3.10.3 Organizational abilities	34
3.10.4 Language abilities	34
3.10.5 Physical abilities.....	34
3.10.6 Artistic expression abilities	34
3.10.7 Intrapersonal abilities	35
3.11Aspects of Language Attitude.....	35
3.11.1 Behavioral Aspect of Attitude.....	35
3.11.2 Cognitive Aspect of Attitude.....	36
3.11.3 Emotional Aspect of Attitude.....	36
CHAPTER IV: CLASSROOM PROJECTS AND THE STUDENTS` ATTITUDES	
TOWARDS ENGLISH	37
4.1 Learning Styles	37
4.2 The Multiple intelligences	39
4.3 Student Role.....	41
4.4 Interaction among students	42
4.5 Teaching Role	42
4.6 Teacher-student Relationships	43
4.6.1 Remember that your everyday classroom behavior is important.....	43
4.6.2 Acknowledge the importance of immediacy in your classroom behavior	43

4.6.3 Provide to all students, regardless of their performance, enough time to answer questions	43
4.6.4 Communicate expectancies for success for all students.....	44
4.6.5 Address the issue of lack of interest due to past failures in the foreign language	44
4.7 Reflective Thinking	45
4.8 The use of games in classroom improves the student attitude.....	48
4.8.1 Teach learners to play games	49
4.8.2 Teaching with songs.....	49
CHAPTER V: OTHER CAUSES OF THE CORE PROBLEM	51
5.1 Nonexistence of well oriented in attitudes.....	51
5.2 Teaching Methodology	52
5.3 Importance of technologies in classroom projects.....	55
5.4 Hypothesis system.	55
5.4.1 Null Hypothesis.....	55
5.4.2 Working Hypothesis.....	55
PART THREE	
METHODOLOGICAL DESIGN	56
3.1. Research type and design	56
3.2. Population and sample	56
3.2.1 Population.....	56
3.3. Fielding	56
3.4. Instruments for data collection.....	57
3.5. Processing and analysis.....	57
PART FOUR	
TESTING THE HYPOTHESIS.....	58
Analysis of data and Validation.....	58
4.1 Previous Data Collection	58
CONCLUSIONS AND RECOMMENDATIONS	71
Recommendations	73
PART FIVE	

5.1 Analysis of Stakeholders.....	74
5.2 Problem Tree.....	75
5.3 Objectives Tree	76
5.4 Strategies tree.....	77
5.5 Logical Framework.....	78
5.6 Vertical column of logic objectives	79
5.7 Budget.....	82
5.8 MODEL OF AN IMPLEMENTATION OF THE CLASSROOM PROJECT....	83
FIRST PART.....	83
5.9 PHASE TWO: HOW TO IMPLEMENT A CLASSROOM PROJECT	89
GLOSSARY	101
BIBLIOGRAPHY.....	103

INDEX THE TABLE

Table 1 Variables Matrix.....	3
Table 2 Difficult to learn English	59
Table 3 Improve your skills	60
Table 4 Good Educated.....	61
Table 5 Good Motivation.....	62
Table 6 English is important in the future.....	63
Table 7 Classroom Project are interesting	64
Table 8 Informatics ties.....	65
Table 9 Observed Frequency	67
Table 10 Expected Frequency.....	68
Table 11 Expexted Frequency.....	69
Table 12 Analysis of stakeholders	74
Table 13 Problem Tree.....	75
Table 14 objectives Tree	76
Table 15 Tree of alternatives.....	77
Table 16 Logical Framework.....	78
Table 17 Vertical Column objectives.....	79
Table 18 Budget	82

INDEX FIGURES

Figure 1: Tree problem.....	2
Figure 2 Summary of the benefits for the student’s formation	19
Figure 3 Summary of the characteristics of the classroom projects.....	21
Figure 4 It is difficult to learn English	59
Figure 5 Improve your skills in classes.....	60
Figure 6 Someone who speaks english is an educated person	61
Figure 7 Teacher motivates to develop activities	62
Figure 8 English is important for your future	63
Figure 9 The classroom projects are dynamic and exciting.....	64
Figure 10 Informatics tics	65
Figure 11 chi-square distribution	70
Figure 12 A group of students from the eight year	83
Figure 13 Main elements to be analyzed in the classroom observations.	84
Figure 14 Learning objectives to be accomplished.....	85
Figure 15 Elements to consider when planning a classroom project.	86
Figure 16 Classroom projects’ objectives.	87
Figure 17 Model of a flashcard to present a theme in a class	89
Figure 18 Model of animated pictures	90
Figure 19 Students working with Web links (ICTs)	91
Figure 20 Students practicing through videos.....	91
Figure 21 Students produce by creating their own learning materials.....	92
Figure 22 Students are writing their own compositions	93
Figure 23 Students produce when they paint and write the name of the objects.....	93
Figure 24 Students are producing when they are able to describe, ask and answer questions.....	94
Figure 25 Students are producing when they are sharing their opinions and thoughts	94
Figure 26 Students learn and produce when they search on the internet.....	95

Figure 27 Students are producing when the teacher asks them to present their work to the whole class	95
Figure 28 Model 1 of a filling gap activity	96
Figure 29 Model 2 of a filling gap activity	97
Figure 30 Model 3 of a filling gap activity	97
Figure 31 A student talking about likes and dislikes	98
Figure 32 Models of flashcards for writing compositions	99

ABSTRACT

This research offers a deeply analysis of the relationship between the classroom projects and the students' attitude towards English by applying a descriptive method as well as a field research. The instrument for data collection was the survey by the means of questionnaires applied to students. The methodological design was correlational, quantitative and transversal.

The participants of this investigation are students in 8th year of EGB. Therefore, it was analyzed the different resources of information gotten from teachers and students referring to the teaching-learning strategies, students' motivation, students' attitude, and classroom innovation, etc.

The analyzed data suggested the fact that exist an influence of the classroom projects in the students' attitude towards the English language, the challenge of teachers and students to manage and discover new teaching and learning tools which promote a dynamic learning environment and increase students' motivation.

Besides, the analysis showed that there is a crucial relationship between the variables. The important aspect is that the students prefer to learn in a fun way with the intermediation of educational resources that transforms the learning process in an innovative experience and in that way the pupils get a better academic achievement.

KEY WORDS:

ACADEMIC ACHIEVEMENT

MOTIVATION

EDUCATIONAL RESOURCES

CLASSROOM INNOVATION

ATTITUDE IN THE CLASSROOM.

ABSTRACT

Esta investigación ofrece un profundo análisis de la relación entre los proyectos de aula y la actitud de los estudiantes hacia el inglés mediante la aplicación de un método descriptivo, así como una investigación de campo. El instrumento de recolección de datos fue la encuesta por medio de cuestionarios aplicados a los estudiantes. El diseño metodológico fue correlacional, cuantitativo y transversal. Los participantes de esta investigación son los estudiantes de 8 ° año de EGB. Por lo tanto, se analizaron los diferentes recursos de información recibido de los profesores y estudiantes que se refieren a las estrategias de enseñanza-aprendizaje, la motivación de los estudiantes, la actitud y la innovación en el aula, etc. Los datos analizados sugiere el hecho de que existe una influencia proyectos de clase en la actitud de los estudiantes hacia el idioma Inglés, el reto de los profesores y estudiantes para gestionar y descubrir nuevas herramientas de enseñanza en el aprendizaje en el cual se promueve un ambiente de aprendizaje dinámico y aumentan la motivación del aprendizaje en el idioma Inglés. Además, el análisis mostró que existe una relación fundamental entre las variables. El aspecto importante es que los estudiantes prefieren aprender de una manera divertida con la intermediación de los recursos educativos que transforma el proceso de aprendizaje en una experiencia innovadora y de esa manera los alumnos obtienen un mejor rendimiento académico.

PALABRAS CLAVE:

LOGRO ACADÉMICO

LA MOTIVACIÓN

RECURSOS EDUCATIVOS

LA INNOVACIÓN EN EL AULA

ACTITUD EN EL AULA.

PART ONE

RESEARCH PROBLEM

1.1 Problem identification

The English language is being taught following the parameters established by the Ministry of Education regarding to the number of hours, contents, methodology and evaluation. When the classroom observations were applied in the English class. There is a negative attitude towards the English by students in the classroom, which is influencing directly in the learning process of students in the classroom. Students always repeat “I don’t like English”, “English is very difficult”, “and I don’t understand anything”, “English is not important”.

One of the causes for this problem is the lack of student’s intrinsic motivation, which has a negative effect on the student’s learning since the absence of motivation produces disgust among who are learning a foreign language. The lack of innovation is another reason that explains why students do not experiment new environments for learning. Thus, students at Carlos Rigoberto Vintimilla in Cuenca city have few opportunities to develop their language skills by using new strategies, which demand the incorporation of technological tools.

The lack of innovative methods make that this project becomes very important and essential since it engages the teachers to adopt new techniques with the use of technological tools which allow and encourage pupils to a frequent and proper use of the foreign language through technology.

The lack of motivation that teachers reflect to their students in the classroom is influencing in the student’s motivation. Teachers are not fully accepted for them, that is why they easily discourage students to continue. The final result of this negative act is of course the absence of interest in learning a new language, leading to problems in students’ concentration, and therefore they refuse to speak English, which creates an atmosphere of tired students, resulting in the suspension or loss of the scholar year.

TREE PROBLEM

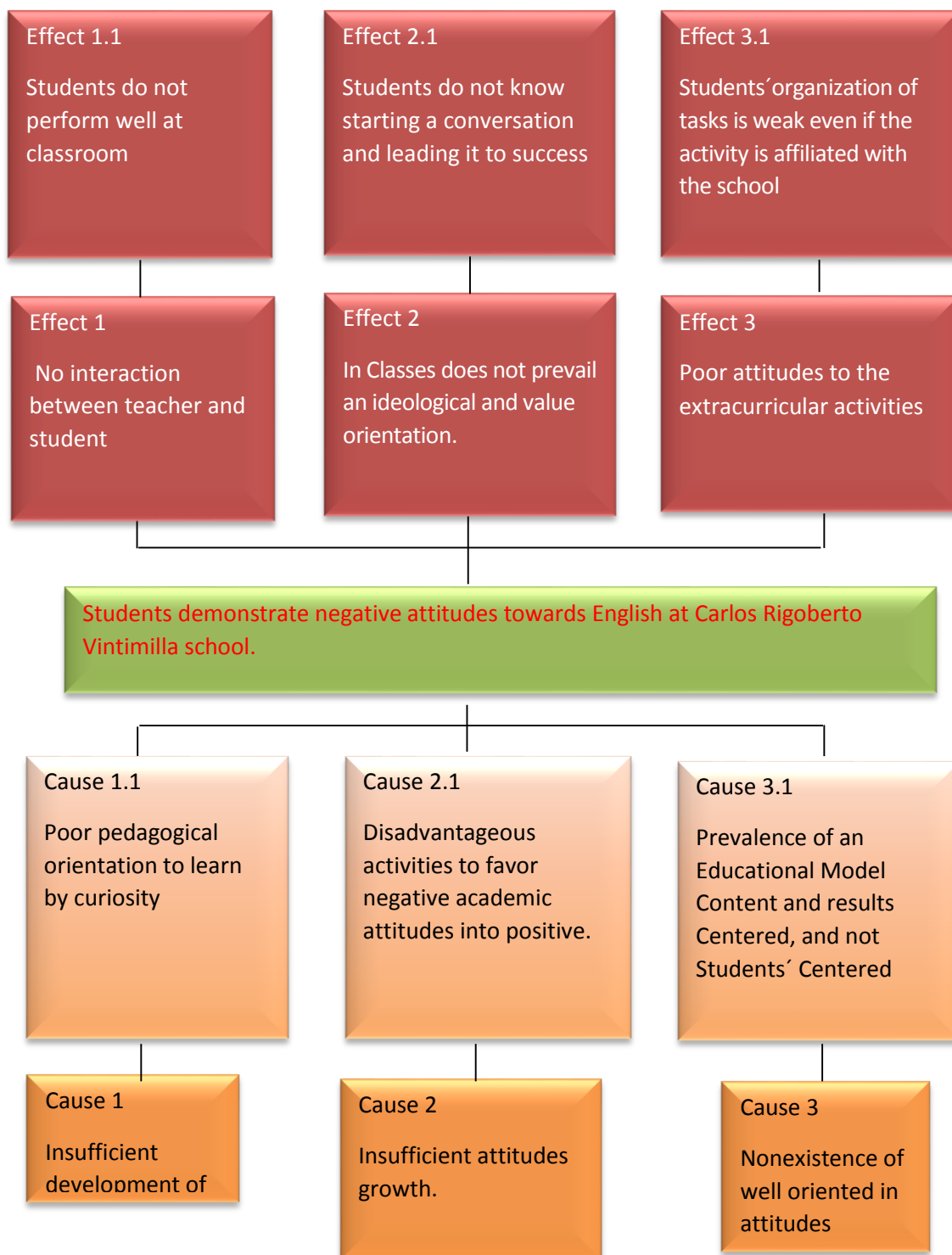


Figure 1: Tree problem

1.2 Problem – formulation

For all the things already exposed, the problem to be solved in this research work is stated as follows:

What is the relationship between classroom projects and the students' attitudes towards English in 8th graders students at "Carlos Rigoberto Vintimilla School" in Cuenca, in the First Term, 2014-2015 Scholar Year?

1.3 Variables matrix

Table 1.

Variables Matrix

VARIABLES	DEFINITION	DIMENSIONS	SUBDIMENSIONS
Classroom project VI (X)	It involves students in design, problem-solving, or investigative activities; give students the opportunity to work relatively autonomously (John, 2015) It is a didactic proposition based on the solution of problems enabling the relationship between the old and the new, the known and the unknown, what was and what will be, between the everyday knowledge and scientific knowledge. Piloton (2016), Students are	Purpose Contents Methodology Resources	<ul style="list-style-type: none"> • Objectives • Syllabus • Techniques • Teaching strategies • Teaching aids • Technological tools

Continue



	<p>familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL</p> <p>Classroom projects allow incorporating teaching and learning strategies that enable students not only to acquire the necessary information and skills but also skill of aptitudes.</p>		
<p>Students' Attitudes towards English. VD (Y)</p>	<p>According to the attitude concept has (Kulkarni R. , 2016) three components i.e., behavioral, cognitive and affective. Approaches of behaviorism It refers to the way and the behavior of a student to make things in and out of the classroom in his/her learning process. In this sense, it can be considered the attitude as some form of social motivation or character that a student shows to perform the activities designed by the teacher in order to accomplish goals and objectives in the teaching learning process.</p>	<p>Attitude positive or negative</p> <p>Motivation</p> <p>Competencies</p>	<ul style="list-style-type: none"> • Behavior • interaction • Students' motivation • Creativity • Students' response • Students' participation • Students' interaction • Students' motivation

1.4 Objective

1.4.1 General Objective

- To determine the relationship between classroom projects and the students' attitudes towards English in the eighth level at Carlos Rigoberto Vintimilla school during the first term, 2014-2015 scholar year.

1.4.2 Specific Objectives

- To design a Project Based on Teaching methodology to implement Classroom projects in the English learning process in the eighth level of Carlos Rigoberto Vintimilla Basic Education During the first term 2014-2015 scholar year.
- To know if teachers encourage their students before during and after the teaching-learning process
- To design instruments of data gathering for analyzing the influence of classroom projects in the students' attitude.
- To select the most appropriate theories, concepts and definitions to design the theoretical framework.

1.5 Justification

This school was chosen because there were few motivational positive attitudes toward students by teachers. Hence, our goal was precisely to implement motivational strategies to students in the kind of education they receive.

As a result of this investigation we not only benefited the students but also the authorities and teachers of this educational establishment, and that through the same we had the possibility to identify the causes and the true source of the problem.

This research is justified in as much as it allows analyzing various aspects of classroom projects and how these influence in the attitudes of students in classroom. Through the implementation of projects of classroom as students achieved a better performance in the activities which could be clearly observed and increased their motivation by the activities worked there.

Besides, this study was very important because of the absence of motivation in English classes, and therefore the fatigue and lack of interest from students in the research were the key to this investigation that was carried out and contributed in the pupils' teaching learning process.

One of the ways to contribute with this high school for overcoming these problems is by carrying out this research that seeks to analyze the causes and effects deeply and in that way find alternatives of solution that contribute with authorities, teachers and students of this educational center.

According to Hussein (1989), says that the learners have found in their teachers a source of assistance to learn attitudes that facilitate the acquisition of knowledge and promote relationships between teachers and pupils in a conducive way for learning. Such facts on teachers' role has led (Klausmeir, 1985) to propose observing a model, receiving reinforcement, and gaining verbal information as means of learning attitudes

PART TWO

THEORETICAL FRAMEWORK

CHAPTER I: CARLOS RIGOBERTO VINTIMILLA SCHOOL

1.1 Brief history and characterization of the school.

The educational unit Carlos Rigoberto Vintimilla is located in the province of Azuay, Canton Cuenca in the Herman Miguel Parish. There are boys and girls in the unit and it has two sections: morning and afternoon.

This Educational Unit has been working for many years in the small town of Patamarca and has a qualified work equipment that plans carefully the strategies for the management of resources and success as institutional goals which contribute with its development.

The good planning and the wish to do excellent things, the investigation and the incorporation of new and innovative projects are the main targets of the authorities and teachers who seek to work with their own characteristics and evident attributes of values within a high school which has prestige in the community and that every single scholar year receives a greater number of students.

Nowadays, the school has a population of 700 students (male and female), 24 classrooms distributed in initial education and Basic education, 27 teachers and a director for the administrative field.

There are also teachers for Computing, English, Esthetic Culture, and Musical Education. There is a computing lab and an audiovisual room too.

The town, where its members come from is considered as a rural sector, low socio-economic stratum, the homes of students lack the means to achieve a dignified

life; their income hardly satisfied their basic needs of food, health, housing and education.

1.1.2 The methodology is active and participative since teachers use many resources like; sheets, audio-visual aids, spheres, maps and math games, but there are also evidences of lack of incorporation of active methods and more material resources.

The evaluation is diagnostic for skills and it is carried away one evaluation for quimestre and another partial. Constantly are used permanent evaluations besides, oral and written objective tests, group work, questionnaires and interviews and the corresponding instruments of evaluation

1.1.3 The pedagogical model is based in the principle of logical and psychological significance of the educational content, as a basic condition of meaningful learning considering several components of the teaching learning process of the school.

Fundamental means to foster intellectual change, the transformation of consciousness, the change of attitude required in the educational community and the innovation that is aspired to gain. It is a component of PEI which gives an account of the type of person, society, culture, and the model of co-existence which compromises the institution.

The pedagogical model that students will take, responds to the aspirations and learning needs of the students. That is why it is the *constructivist model*- a concept of education- which has its epistemological roots in the importance of the meaning built by the subjects.

1.1.4 The strategic planning is well directed because the PEI's well designed instrument provided significant experience for the educational community by the

enormous satisfaction and optimism of the compliance almost in its entirety of the established goals in previous years.

The construction of knowledge is conceived as a process of interaction between the new information from the middle and to which the subject already possesses, from which the student starts a new knowledge.

1.2 The educational model

The current research work is within a socio-critical paradigm. It also takes, as a starting point, the idea that education is not neutral; therefore it is influenced by ideology, as it is practice-oriented and knowledge-oriented to improve the human being in his social context.

This paradigm gives prominence to the subject as part of the investigation. It is involved in educational issues where the action plan is open and flexible in its sequential development. For this paradigm, educational and social practice should be changed, because it is not satisfied only with the diagnosis, but contains a proposal that will solve a particular problem in the mentioned school before and along this. It will be applied a participatory methodology that allows to create in the society and in the educational community the need of solving the stated problem.

It is also essential to highlight and appreciate that knowledge is not transmitted to the students in these days, but it is shared, analyzed and criticized. In order to find it really useful and to discard what is not; since the teaching - learning process of any foreign language, the teacher is not the absolute owner of the truth, but rather a guide to take the learner not only to improve their communication skills, but also to find knowledge through the same which is the most relevant and interesting in the learning process of a foreign language in this case English.

In the ontological aspect of this research, the authors want to make reference to the relevant relationship among teacher - student and student - student in the teaching process, as to develop a healthy friendship between them, teaching and learning are more durable and easy to comply. At this point, it is said that the acquisition of a second or foreign language by other teaching methods encourages a better learning in English. The reality of this research is very changeable and particular. In this way, it can be ensured originality in this research work that obeys a specific time which is constantly changing.

In the axiological point of view, it is the behavior or actions in which human beings should be clear about how much they are involved in the educational area. Since the actions that the teacher and student show during class, is what clearly differentiate the innovative from the traditional aspects and methods, how they behave and unfold as human beings, especially in the education field. It will define not only a good professional future, but also a role they will play in the community.

Besides that, at the time to make decisions, the teacher should be partly influenced by the research and, at the same time, to influence the research to work with a balance between the parties in order to work in a neutral way.

1.2.1 Pedagogical foundation

The old models to deal with education have become obsolete; the new social structure of education demands new answers, increasingly complex and deep model; therefore, it focuses on educational work on learning rather than teaching. It requires developing different strategies adapted to different rhythms and styles of learning for students and reorienting the schoolwork. Thus it integrates conceptual and constructivist learning proposals that enable to a dynamic and significant learning.

1.2.2 Pedagogical model

It is based mainly on the construction of the subject's knowledge, through the interaction with the environment that surrounds him/her. This school believes that the world is not absolute, as it is for the realists, but relative, in relation to the psychological reality. Put another way, the way in which we perceive any fact that depends on the whole situation.

1.2.3 Theoretical model

This high school has based its pedagogical model in the behaviorist one, because the mission of the school is focused to fix goals, take the necessary control to achieve them through an experimental training to model the behavior of the individual.

The behaviorist focused on the teaching and learning process, works through the mechanism of stimulus - response - reinforcement, and it is applied very successfully in class.

It is the dosage of the different aspects of a subject that, on the basis of the General objectives is organized into specific objectives, content, learning activities, assessment activities and the essential resources for their development. The program is an orientation so that the teacher and the student rationally distribute efforts during an academic year; each of them must ensure the achievement of specific objectives that are conducted to the latter.

In consideration of the above definition, it will then developed the different aspects that make up the annual or course program and the unit ones : informative data, selection of competencies by areas, general and specific objectives, time calculation, organization of units and time distribution, programmatic content, teaching methods, evaluation of learning and literature.

1.3 Language teaching concerns

Language is defined by Pei (1966), as “A system of communication, which takes place through the speech sounds, and the members of a determined community, using oral symbols within arbitrarily conventionalized meanings. It is also a social phenomenon, which began for the human needs of communication on his daily life”.

It must be remembered that the word community here refers to a group of people or a social group who shares common interests and uses the languages as a way to become comprehensible to each other.

The main functions of the language are cognitive related to their role in the acquisition and expansion of knowledge and communicative as a means of communication.

Hence, the main objective of the teaching language is to develop the students’ cognitive-communicative competences to enable them to communicate appropriately in a foreign language.

The teaching of a foreign language should contribute efficiently to the functional linguistic as well as to the development of the students’ basic knowledge, habits and abilities. They will allow them to communicate successfully on the foreign language such as; understand oral and written information and to express themselves orally about different topics related to their social and scholar lives as well as to write down short and simple messages.

Consequently, the most important things for the students of English language are both: to use the foreign language in many different communicative situations and to use it in order to complement the learning of other academic disciplines.

1.3.1 Language learning concerns.

There are many differences between the learning of a mother tongue and a foreign language which must be taken into consideration from the psycho - pedagogical point of view. Concerning this matter, Russian psychologists like A. Petrovsky stated that: “the mother tongue is learned from the beginning to the end (or from the bottom to above). That means, first of all, the elementary mechanism of the syllables” formation are acquired, later, the highest levels of the language are assimilated, and finally, the language is consciously mastered. Nevertheless, the foreign language through the selection of the linguistic media until the language becomes automatic. This psychological characteristic of the foreign language learning is frequently undervalued by the foreign language teachers”.

Afterwards, this author in the same book also stated that: “The learning of a second language has a different psychological substance according to the age one starts to learn it. It can be at the time one starts learning his mother tongue or with an insignificant posteriority”.

Evidently, there are many differences between the acquisition of the mother tongue and the learning of a foreign language.

1.4 Taxonomy of Learning Domains

The Bloom's Taxonomy is based on the idea that mental operations can be classified into six levels of increasing complexity. Performance in each level depends on each student's mastery level or previous levels. For example, the ability to evaluate - the highest level of cognitive taxonomy - is based on the assumption that in order to evaluate a student, it is necessary to have essential information to understand those data, be able to apply it, analyze, synthesize and eventually evaluate it. Bloom's taxonomy is not a classification scheme, but an attempt of hierarchically order the cognitive processes.

Bloom directed many of his researches to the study of educational goals and to propose the idea that any task favors a greater or lesser extent; one of the three major psychological domains: cognitive, and affective cognitive / affective, or psychomotor. The cognitive domain deals with our ability to process and use information in a meaningful way. The affective domain concerns to the attitudes and feelings that are in the learning processes. Finally, the psychomotor domain involves motor or physical skills.

CHAPTER II: CLASSROOM PROJECTS

2.1 Definition

A classroom project is a methodological approach in the classroom that allows us as teachers to incorporate the knowledge of units of learning in the school year for the solution of a problem, applying through the teaching-learning process some strategies that enable students not only to acquire the necessary information, but also to obtain skills and attitudes.

The classroom project enables the globalization and integration of learning and promotes meaningful learning. That is, through the development of classroom projects the students assimilate and attribute meaning to the proposed contents, by establishing relations between the prior knowledge they already have and the new content.

Piloton (2016), Defines project-based learning as “a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.” This process can last for varying time periods and can extend over multiple content areas.

Furthermore, it is an instrument to plan the teaching through which the teacher has the opportunity to organize and schedule the teaching -learning process that will be developed with the pupils throughout the school term and which constitutes an educational level.

2.2 Importance of a classroom project

The execution of a classroom project combines different activities aimed at the practice of the English language. These activities require the involvement of the

students by favoring their motivation. Such participation is assured with interactive programs, especially with games.

They are all of those steps that students use to make easier the recovery, storage, usage and obtaining of information to learn new knowledge. There are various learning strategies, including: test, development and organizational basic tasks to complex tasks, in addition to the emotional and monitoring comprehension. In the based projects, the learning is considerate as a learning strategy, in which a student is assigned to develop a project.

Today is when we must take the baton to become the classroom projects in an innovative strategy that will contribute to the development of communicative skills in the English language and in that way to form future citizens with critical thinking.

2.2.1 Conceptualization

It is a generating strategy, an agreement and a commitment among educational stakeholders of classroom and it has a close relationship with units of learning to solve a problematic topic.

Furthermore, it is a way of organizing activities in the classroom where the needs and interests of the context pretend to achieve a common purpose. The projects must be developed in an inclusive manner (on the issue) and significant (Dynamics and interest).

It is lastly an action plan generated by the teacher and his/her students with a real goal or purpose. It integrates various contents of different programmatic areas and promotes the construction of a significant learning.

2.3 Objectives of the classroom projects

The projects are elaborated with the aim of covering a demand and, at the same time, they offer a specific solution to an explicit problem. It is not necessary to remain them for a long time; they may have a relative short duration and does not recur. They may continue developing all the time that they consider relevant, making adjustments, or even integrating themselves as a part of the whole curriculum.

The students learn not only knowledge, but also skills and attitudes and above all, they learn how to apply and develop the knowledge in their personal life and in the society, how to know themselves and decide what and how learn.

2.4 Role of the teacher in the classroom project

It is of utmost relevance by the teacher to carry out gradual changes and consistent actions of pedagogical intervention within the classroom. That is to say, that in the design of strategies of teaching and learning with the constructivist approach; the teacher has an active and intentional participation to guide the learning and not to be limited to the simple role of viewer of students' activities, without any kind of intervention.

2.5 Benefits of the classroom projects

Instituto Politecnico Nacional (2009), describes the advantages and disadvantages of classroom projects. She points out that the students develop competencies (knowledge, skills and attitudes embedded in knowledge to make reflective and put into practice in different contexts) that allow us to perform them in a better form; not only in the academic field, but also in the social one, by connecting the learning with the reality.

The development of classroom projects seek to stimulate the interest of the students to learn the English language, centered in the practice of communicative skills in the foreign language through the incorporation of activities with which the students can improve their language skills and increase their motivation.

- The students acquire skills to work in an autonomous way.
- To develop knowledge, skills and attitudes that allow the pupils to make decisions and implement them in their social environment.
- Collaborative work, both to the student as well as to the teacher, is encouraged allowing them to learn considering other ways that the traditional ones.
- Strengthen aspects related to leadership, self-esteem, security and social coexistence.
- To acquire values such as learn to coexist and respect the environment, among others.
- They allow students to be researchers and participate in their cultural and social development.
- To learn from each other.
- They develop oral and written language skills.
- The students are the protagonists of the project.
- They develop certain knowledge, skills and attitudes.
- They develop democracy, cooperation and participation.

Benefits for the student's formation



Figure 2 Summary of the benefits for the student's formation

2.6 Characteristics of the classroom projects

- Application of the constructivist model.
- They allow applying lessons which were learned in the elaboration of the team project where the units are linked.
- The assessment is continuous.
- Managed portfolio of evidence.

2.7 Phases of a classroom project

A project is more or less a prolonged educational work, a month-long, the participation of the students - as in the planning, design, resolution and follow-up- which allows and encourages the research and the quest for the achievement of results. It can have the following phases:

2.7.1 Emergence of the problem

First conversations and exchanges of ideas that help to make one new project approach. It needs a brainstorming as well as the formulation of possible activities and resources to be chosen.

2.7.2 Election of the project theme

Born doubts, concerns, and interests based on questions.

The researcher or teacher writes down notes with certain suggestions.

Prior diagnosed knowledge.

2.7.3 Project planning

Simple, clear and precise planning that encompasses possibilities that are not too near or too heavy in its development by the emerging researchers. We can always resume the actions and activities to reflect on them and provide for:

- Elaboration of the identified project.
- To write the purpose of the project.
- To determine what we want to accomplish.
- To plan the activities to be developed during the project and to establish strategies to achieve them.

2.7.4 Project implementation

Is at this stage where is established a dialogue in which we will organize the work with interest and sense, creating a rich cultural environment and a participatory school.

Moreover, we can develop many activities; but first of all, it is necessary to start consulting any bibliographical material: books related to the subject, as well as to search information on the internet, to make some observations and experimentations, fieldwork, interviews, visits, etc. Learning is not only done with the own direct action in the world; it is necessary to access to a culture produced by the mankind, and to share the knowledge that sometimes hides us pleasant surprises.

2.8 Classification of a classroom project

2.8.1 By its function

It promotes the creation of organizational strategies of the knowledge in the school in relation with the treatment of the information and content around the problem or hypothesis that promote the knowledge. The main function of the teacher is to be a guide, so that the students assume the control of the knowledge, meanings, purposes and uses.

They are characterized by:

Characteristics of the classroom projects

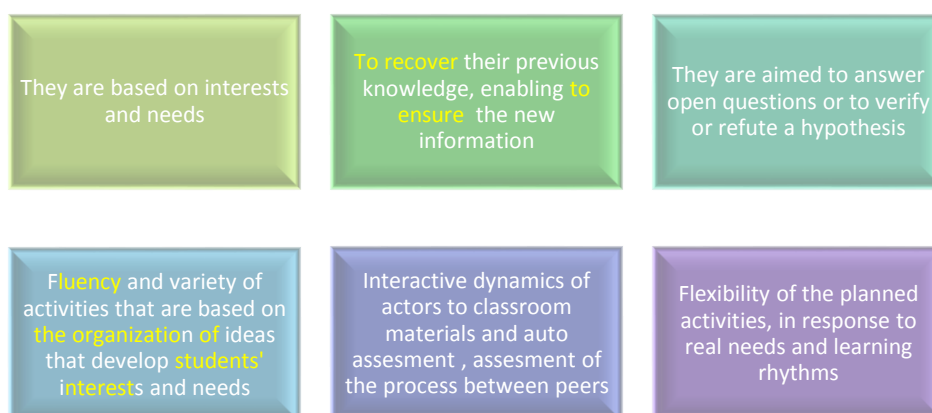


Figure 3 Summary of the characteristics of the classroom projects

Present strategies for active learning as the observation, exploration, experimentation, information search, socialization of information and communication of results because of the construction and production where the students are the protagonists.

Globalized characters and interdisciplinary are seen as a reality from different approaches and perspectives without fragmenting the knowledge.

They increase the possibility of retaining in the memory for longer the acquired knowledge to be a lived experience that can be applied and transferred.

2.9 Types of projects in the classroom

2.9.1 Direct implementation projects

They are those which are made in order to meet a specific demand, and at the same time, offer a specific solution to a definite problem. They are not necessarily in time. These can be relatively short in length and not repeated or even they can occur all the time. They are also considered as relevant in order to continue in the developing of the necessary adjustments, which are integrated as part of an entire curriculum.

2.9.2 Innovation projects

They are those which involve a preliminary investigation strategy, and could be thought as inputs for future deployments, bringing innovative ideas to the transformation, providing appropriate strategies to be carried out, providing suggestions and alerting on issues or points more critical or encountered that such settled methodologies.

2.10 Methods for classroom projects

2.10.1 Collaborative learning

Cooperative learning is a dynamic constructive process which helps to learn in a variety of forms; it is practiced by teachers to promote meaningful learning in the classroom. Collaborative learning allows students to talk to each other and it produces intellectual synergy to bear a problem. Moreover, the students have the possibility to work in small groups to maximize themselves and learn from others.

2.10.2 Constructivism

The Constructivism presupposes the autonomy of the student; it assumes that the student wants to learn and minimizes the role of effort and the cognitive functions of the memory in the learning process.

Constructivism: Constructivism is a mental process of the individual that is developed internally. In pedagogy, it is an interaction of the individual with his environment.

Self-learning: It is a way in which the human being can learn mainly by himself. The individual learns looking for the same information, by practicing, or even by experimenting new things like a person who learns meaningfully.

2.10.3 Task Based Learning Approach

Why Project Based Learning (PBL)?

Piloton (2016), Education Project Based Learning's time has come. The experience of thousands of teachers across all grade levels and subject areas, backed by research, confirms that PBL is an effective and enjoyable way to learn - and

develop deeper learning competencies required for success in college, career, and civic life. Why are so many educators across the United States and around the world interested in this teaching method? The answer is a combination of timeless reasons and recent developments.

- PBL makes school more engaging for students. Today's students, more than ever, often find school to be boring and meaningless. In PBL, students are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.
- PBL improves learning. After completing a project, students understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations.
- PBL builds success skills for college, career, and life. In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.
- PBL helps address standards. The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.
- PBL provides opportunities for students to use technology. Students are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, teachers and students can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.

- PBL makes teaching more enjoyable and rewarding. Projects allow teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students.

2.11 Types of tasks for classroom projects

According to the book Teaching Willis (2007), set out different types of tasks as follows:

- 2.11.1 Listings:** allow to the students to generate considerable conversations and exchange them within the groups (Brainstorming, fact-finding). The result is the full list, or probably a graph.
- 2.11.2 Order and sort:** the data in logical or chronological order; make a ranking of data according to different criteria; categorize data into groups or to group them under specific titles. Classify data without giving the categories in advance.
- 2.11.3 Compare:** comparisons of all the types between similar elements but from different points of view; to connect specific points; to find similarities or things in common, and to find differences.
- 2.11.4 Problems solving:** reasoning to solve different problems at different levels.
- 2.11.5 Sharing personal experiences:** these activities make the students to exchange ideas and experiences to solve the task.
- 2.11.6 Projects:** the students work in groups to create their projects following the instructions. They may include combinations of other tasks.

Sometimes, the students have to perform the task at the stage of production without the use of communicative functions or structures that are being studied. This can happen because their language develop systems that are not yet ready to use the new or simpler structures, or because they do not need the new pattern to express meanings that they want to convey.

2.12 Methodological Principles to take into consideration while working with classroom projects

- **Keep it simple and brief:** the amount of orientations should avoid rambling and lecturing. In kids, if it is not short and sweet, they just “tune out”
- **Listen to understand and empathize, not to problem solving:** the teacher won’t try that the students solve a problem, but to role a situation; sometimes it is better to be heard only. Children are looking for answers or solutions or brilliant advices, just listen and care.
- **Listen is as important as talking-** probably more so, don’t just be thinking about what we are going to say next or look for an opening to jump in. If students take a moment to answer a question, be patient. Don’t start talking over their thinking time.
- **Teach to how to choose when and where to talk:** timing is important in communication. Don’t try to engage students when they are tired or busy, don’t bring up a contentious issue when students are oriented some other activities to be delivered in very week or month. Teachers must be sensitive to other subjects of students’ studies preferences.
- **Teach to listen other student’s reality:** this takes discipline and an open mind, it is better to listen to understand, not to judge. Be genuinely interested in hearing how world looks to the other students.
- While the students are defending a project. **Avoid right/wrong, good/bad, win/loose conversations.** A discussion is not a debate in which the winner gets a trophy. A discussion is an honest solve problem. If teachers stop trying

to score points, students can learn a lot more about and have better results, this leads to decreased tension, improved relationships and, possibly, more intimacy and closeness.

- **Distinguish between content and process:** Meanwhile the students are discussing about a given topic, every discussion has two parts: the content, or subject matter, and the process or dynamics of the conversation. The process might involve a teacher monopolizing the conversation, the student trying to make a reservation to get a word in; not paying attention while the other student is talking, rambling and going off the topic; asking a question and not waiting to hear the answer, or refuting the answer as soon as it's given.

When students argue or get upset, they may think the conflict is over content; in fact, it is often about process.

Before taking into account the principles for dealing with classroom projects, the authoresses aimed to show the internal structure of the classroom projects.

Next subtheme is devoted to show the internal structure of the classroom project, each one has a theme, an aim, and steps to be followed. Presentation of pictures or graphic information, set of questions or exercises complement the revised literature.

CHAPTER III: STUDENT'S ATTITUDE TOWARDS ENGLISH

3.1 Definition

The very term attitude is a fishy one. Different scholars have tried to define it differently, and yet we do not have a single agreed upon definition of attitude. Gardner Proposed that attitude is the overall feelings of a person towards any particular thing (Gardner, 1980) Ajzan claimed that attitude of a person is positive or of negative attributes to anything (Ajzan, 1988). Baker defined attitudes as a person persistent way of behaving in particular way (Baker, 1992). Gardner proposed that attitude is an important element in language learning. (Gardner, 1985) Wenden gives a new dimension to attitude concept by dividing into three elements, namely: cognitive, evaluative and behavioral which all works together. (Wenden, 1991) Bernat and Gvozdenko while discussing social factors upon language learning, place attitude with them for having its effect on language learning. (Bernat & Gvozdenko, 2005) Csizer and Donyei draw same conclusion in their research and place attitude at an important position for language learning (Csizer & Dornyei, 2005)

3.2 Importance of attitude

According to an article published on the in the internet by Dr. Mohamad Jafre Zainol Abidin based in the writings of (Reid, 2003) declared "Attitudes are important to us because they cannot be neatly separated from study". An attitude is considered as an essential factor influencing language performance (Visser, 2008) Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua (Tella, Indoshi, & Othun, 2010) investigated that negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya.

3.3 Language Attitude

Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude to learn the target language (Padwick, 2011). (Gadner & Lambert, 1972) have concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.

In 1992, Baker proposed a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning (Baker, 1992) states that, "In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death." Recently, (De Bot, Lowie, & Verspoor, 2005) assert that language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

3.4 Attitude in a person

It is the ability that a person has to perform activities of any kind, from physical to mental or intellectual, cognitive and encompasses processes as emotional characteristics and personality (from the latin, aptus-able to).

To begin with, it is required to differentiate between the desire to do something and the possibility of doing so. It is said that, we are all entitled to climb the Himalayas, but only a few are able to reach their peaks.

It should, therefore, distinguish between the ability to follow the studies prior to the professional exercise and fitness necessary for the exercise of the profession, although there is a certain profile common to studies and practice. Thus, it is obvious that to exercise certain professions that need certain specific qualities that not everyone possesses. For example, should have good view, excellent health and physical stamina to be a pilot; manual dexterity to be a skilled jeweler; musical sense (what is said to be heard) to act as a musician; wholeness of spirit in the sight of the blood to be a surgeon; high capacity for abstract thought to cultivate math, etc. It must not give more turns: these qualities are discriminatory to who do not possess them.

It is true that we are all equal and, at the same time, all different; it is to say, a school performance, the learning that each student has their own, personal and non-transferable pace. Trying to match and measure all students with identical standards is putting obstacles to their potential creativity.

3.5 Students with bad attitude

A student with a bad attitude to study is not necessarily a bad student, but he/she is a student that has been lacking motivation, interest and that in a large percentage have certainly family problems that prevent him/her from advancing in school. A student with a bad attitude can be proposed to do something and not going to comply, he/she struggles to get to study, never work with an agenda, or a planner. This is a person that has no reasons to study, is bored, loses interest and abandons what he/she is doing.

3.6 Attitude and role of the teacher

The teachers play a large role compared with the ability of learners since the study is not something that makes by themselves. It is something that needs to be motivated and stimulated to keep it. There has to be a strategy for "want to be" and "to be" and it should have a positive attitude for "to do" every day but following a plan.

The procedure to be used in the classroom is basically the same thing out of it. First, try to understand the students since we work with and detect attitudes that are acting to enhance or inhibit the learning.

ATTITUDE OF A STUDENT IN CLASSROOM			
Positive		Negative	
A	Provides through and permanent attention to the explanations of the subject that is dealt with in class	a	He gets distracted easily in activities unrelated to the subject that is being developed in the class
B	Shows interest in his learning to develop homework and crafts.	b	Dependence on others to develop tasks and crafts showing little commitment
C	It assumes a laborious and constant role and in the tasks and trades carry out at a group level.	c	His attitude in the work of the group is waiting for others to work for his interests
D	Contributes with its way of acting to the good image of the College to the community	d	It is not clear that his act is important for the good image of the institution.
E	Permanently take care of order and cleanness of the place of study and recreate areas.	e	He refuses to cooperate with the order from the place of study and communal areas
F	He contributes with his way of acting to the good image of the institution.	f	He doesn't have good acts which contribute with the good image of the institution.
G	He comes with honesty and openness to interact with his peers and superiors	g	Troubles on the way to proceed with others with honesty and sincerity.
H	He gives a correct use of the appliances, furniture, and physical green zones	h	He persists in giving an inappropriate use to the physical plant, green zones, furniture and general belongings.

Chart 1 summarized Attitude of students of classroom by Mirian Pauta and Magdalena Taza.

3.7 Importance of student's attitude in the classroom

Frequently the teachers talk about motivation or the lacks of it in his/her students, but they also recognize that the students' attitudes influence decisively in their learning. However and paradoxically, the teacher rarely devote time to planning the attitudes that he/she is going to work with the classroom or maybe thinking about activities for introducing these attitudes to the pupils.

Thus, the first step to work with attitudes in the classroom is precisely to want doing it by putting it in a conscious way. The procedure to be used in the classroom is the same thing out of it. First of all, it is essential to try to understand the students and then detect the attitudes that are acting to enhance or impede the learning process.

3.8 Components of Attitudes

Before we can discuss how attitudes impact the workplace, we need to understand the components of attitudes. Those components are:

- **Cognitive:** This represents our thoughts, beliefs and ideas about something. Typically these come to light in generalities or stereotypes, such as 'all teenagers are lazy,' or 'all babies are cute.'
- **Affective:** This component deals with feelings or emotions that are brought to the surface about something, such as fear or hate. Using our above example, someone might have the attitude that they hate teenagers because they are lazy or that they love all babies because they are cute.
- **Conative:** This can also be called the behavioral component and centers on individuals acting a certain way towards something, such as 'we better keep those lazy teenagers out of the library,' or 'I cannot wait to kiss that baby.'

3.9 Attitude in the teaching learning process

The aim of the process of teaching and learning is not to achieve linguistic competence, but communicative competence. Traditionally, only be took into account linguistic competence as a goal to reach in the learning process; to change the focus on communication, emerges as key component of the social context, i.e. the natural environment in which the interaction occurs. Linguistic communication always responds to an intention of the speaker (not always explicit), passes under certain limitations of psychological character and is subject to certain circumstances that make up the context. The goal of the process of teaching and learning must be the development through the communicative competence.

- Capacity
- Confidence
- Security
- Solvency
- Ability

3.10 Types of ability

3.10.1 Intellectual abilities

They are those which enhance the retention of information, learning, analysis, evaluation, management conceptualization, etc.

3.10.2 Interpersonal abilities

They are skills that help us to understand others through the observation and comprehend and listen to others. To be understood by others, it is necessary to express our feelings; both positive and negative ones, in a wide variety of situations,

without causing any kind of conflicts. They are those necessary characteristics in areas of negotiation, motivation, leadership, control and psychological study, among others.

3.10.3 Organizational abilities

It corresponds to the capacity of systematization, i.e. mental agility to minimize a system, a procedure, an action; the disposal of parts of a system, etc. I.e., to coordinate a set of things or parts according to an order that relates them together for an operation. This process is referred to sorting, ordering, and have, select, list, rank, categorize, etc. It requires skill in administration, planning and monitoring.

3.10.4 Language abilities

More easily handle different languages, communication, writing, public speaking; express themselves easily and clearly, etc.

3.10.5 Physical abilities

They are related to the coordinated management of the senses and the body movements; whereas balance, precision, elasticity, direction, force, among others. Besides, they are good response to the improvisations in the movement of the body, and a rapid response to a stimulus. Physical abilities are considered as a greater resistance to those conditions of the environment such as strength, power, speed, etc.

3.10.6 Artistic expression abilities

They refer to those skills in the handling of an esthetic language either by means of music, image, color, texture, movement, word, etc. They allow an easy expression of feelings or an imaginary world.

3.10.7 Intrapersonal abilities

Intrapersonal abilities are used skills to detect, understand and express the individual's own feelings and to recognize his characteristics. They help to reflect the respect of himself and of his personal plans. Those abilities are secure capabilities that make steady a person in order to get his emotional stability.

3.11 Aspects of Language Attitude

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when a person has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, 2009)

Furthermore, the learning process has some social and psychological aspects as well as a cognitive approach. The concept of attitude can be viewed from these three dimensions. Each one of these dimensions have different features to bring out the results of the language attitudes. Consequently, the concept of attitude has three components i.e., behavioral, cognitive and affective which are based on the three theoretical approaches of behaviorism, cognitivist, constructivism, and humanism. In the following part, we are going to mention briefly to the three aspects of the concept of attitude referring to the behavioral, cognitive, and emotional aspects.

3.11.1 Behavioral Aspect of Attitude

The behavioral aspect of attitude deals with the way that a person behaves and reacts to a particular situation. In fact, the successful learning of a language enhances the learners to identify himself with the native speakers of that language and to acquire or adopt various aspects of behaviors which characterize the members of the target language community. (Kara, 2009) Stated that; "Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing

themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.

3.11.2 Cognitive Aspect of Attitude

Gajalakshmi (2013), Stated that, “Knowledge that they receive and their understanding in the process of learning a language. The cognitive attitude can be classified into three steps of connecting the previous knowledge and the new one; that is to say, creating new knowledge, checking new knowledge, and applying the new knowledge in many and different situations”

3.11.3 Emotional Aspect of Attitude

Feng & Chen (2009), Stated that, “Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.” The attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence on their perspectives and attitudes towards the target language (Choy & Troudi, 2006)

CHAPTER IV: CLASSROOM PROJECTS AND THE STUDENTS` ATTITUDES TOWARDS ENGLISH

Today's world moves more and more towards globalization, and it is necessary that all citizens are prepared for meeting the challenge posed by a new society. For these reasons, the incorporation of methodologies and innovative tools has to ensure effectively to the development of the language skills and in that to guarantee a successful acquisition of learning.

4.1 Learning Styles

Types of Learning Styles

According to Farwell (2012), Students that have learning disabilities have one commonality, a processing deficit that interferes with their learning. Nevertheless, it is important to remember that every individual learns differently and thus has a unique learning style. "Approximately 20 to 30 percent of the school-aged population remembers what is heard; 40 percent recalls well visually the things that are seen or read; many must write or use their fingers in some manipulative way to help them remember basic facts; other people cannot internalize information or skills unless they use them in real-life activities such as actually writing a letter to learn the correct format." (Teaching Students to Read Through Their Individual Learning Styles, Marie (Marie Carbo & Prentice-Hall, 2015)

For some, auditory input is most valuable; others rely upon a visual style. Still others learn through kinesthetic means, or a combination of the three. Every person has one primary learning mode. Once you identify that mode, you can learn to maximize it and enhance your child's education.

Auditory Learners

Farwell (2012), said that auditory learners tend to benefit most from traditional teaching techniques. Many teachers use a lecture-style forum, presenting information by talking to their maintain interest and attention. Auditory learners succeed when directions are read aloud, speeches are required, or information is presented and requested verbally.

Visual Learners

Farwell (2012), define that some students rely upon a visual learning style: "Show me and I'll understand." Visual learners benefit from diagrams, charts, pictures, films, and written directions. These students will value to-do lists, assignment logs, and written notes. Many of these techniques, however, also benefit kinesthetic learners.

Kinesthetic Learners

Farwell (2012), found that the most of the school population excels through kinesthetic means: touching, feeling, experiencing the material at hand. "Children enter kindergarten as kinesthetic and tactual learners, moving and touching everything as they learn. By second or third grade, some students have become visual learners. During the late elementary years some students, primarily females, become auditory learners. Yet, many adults, especially males, maintain kinesthetic and tactual strengths throughout their lives."(*Teaching Secondary Students Through Their Individual Learning Styles*, Rita Stafford and Kenneth J. Dunn; Allyn and Bacon, 1993)

Students. Regulating voice tone, inflection, and body language will help all students.

4.2 The Multiple intelligences

(Gardner H.) Of Harvard has identified seven distinct intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991) According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

Gardner says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily based toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well." Gardner argues that "a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means." The learning styles are as follows:

Visual-Spatial - think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps, day dream. They can be taught through drawings, verbal and physical imagery. Tools

include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

Bodily-kinesthetic - use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.

Musical - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically and tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

Interpersonal - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars and dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

Intrapersonal - understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

Linguistic - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.

Logical -Mathematical - reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles and ask cosmic questions. They can be taught through logic games, investigations and mysteries. They need to learn and form concepts before they can deal with details.

4.3 Student Role

The behaviorism considers the student as a tabula rasa that adds nothing to the process, and it is also the learning of the stimuli that receives from abroad. Therefore, it has a passive role; the teacher hopes the information and then explains the tasks to be performed, but without taking into account the individual differences of students.

Likewise, the student is considered as an individual whose performance and learning style can be arranged or rearranged from outside (the instructional situation, methods, content, etc.), just properly programmed educational inputs to be achieved learning desirable academic behaviors. Learning only occurs when there is a change in behavior. If there is not observable change learning, people can highlight the following features regarding to the students:

- The students are seen as "tabula rasa" and who receive information from the master.
- The student fulfills orders and obeys them.
- The student requires constant approval.
- It depends on the teacher.
- There is a passive entity in the teaching-learning process.
- The performance of tasks can be observed, measured, and evaluated directly.

4.4 Interaction among students

The purpose of behaviorism is to conduct students to education through suppress of the undesired behavior and the school system that encourages the use of procedures to manipulate the behavior with the competition among students.

Therefore, behaviorism does not take into account the individual's interaction with others or with another group, since this is irrelevant to learning.

4.5 Teaching Role

The behavioral approach is based on a vertical communication model that places the student and the teacher to take over the figure or the role of active issuers of situations and contents. The student represents a 'passive' role and who receives information and the teacher's role is to modify the behavior of his/her students in the desired direction by providing an appropriate stimulus at the right time. The famous phrase mentioned by JB Watson is admitted as an exaggeration and which states that: "Give me a dozen, well-trained, to be educated, healthy children and I commit myself to choose one at random and train so you will become a specialist of any kind that I can choose (doctor, lawyer, artist, businessman and even beggar or thief) regardless of their talents, inclinations, tendencies, abilities, vocations, and race of his ancestors."

In the learning process, the teacher:

- Is the knowledge provider.
- Is the central figure in the process.
- The person who imparts Education
- A person who centralizes, and takes decisions.

In this context, the teacher performs the following functions or tasks:

- To diagnose Instructional needs (measurable objectives).
- To design and create conditions for instruction.
- To maintain and manage instruction.
- To handle assessment techniques.

4.6 Teacher-student Relationships

According to Iakovos & Areti (2010) that cited five effective checklist with appropriate and effective teacher behavior:

4.6.1 Remember that your everyday classroom behavior is important. Most students consider their teacher as a role model. For this reason, in order to motivate your students to learn English, you need to be enthusiastic, cheerful and sincere. (Brophy, 2004) Show your students that you actually care for them, and you are there to help them master the English language, rather than constantly criticizing or correcting them.

4.6.2 Acknowledge the importance of immediacy in your classroom behavior. This involves verbal (use of humor, use of students' first names), and nonverbal (eye contact, positive gestures) immediacy behavior. Such behavior has a positive impact on motivation to learn, and can decrease foreign language anxiety (Frymier, 1993)

4.6.3 Provide to all students, regardless of their performance, enough time to answer questions. When students have difficulty answering, provide scaffolding rather than calling on another student. Use the following techniques: a) thinking aloud, b) providing hints and clues, c) providing appropriate feedback, and d) explaining the stages necessary for task completion.

- 4.6.4 Communicate expectancies for success for all students.** Do not form differential expectations for your students based on qualities such as gender, ethnicity, or parents' background (Schunk, Pintrich, & Meece, 2008) Remember that active participation is a major determinant of performance in the foreign language and that in your lesson you need the participation of all students. In order to avoid communicating low expectancies for success, you should avoid the following: a) calling on weak students less often to answer questions, b) providing fewer clues to low achievers when they have difficulty in answering, c) rarely expressing personal interest in low achievers, d) criticizing low achievers more often when they make mistakes, and e) smiling less often to weak students, waiting less time for them to answer, staying farther away physically, or avoiding eye contact with them.
- 4.6.5 Address the issue of lack of interest due to past failures in the foreign language.** Past failures (e.g. low exam grades) are often the main reason for students' lack of motivation and low self-esteem. One of your first priorities should be to communicate to all students that you expect all students to be successful, regardless of previous performance. Tell them that you expect them to "make a fresh start" and show them that you believe in their abilities and you are there to help them.
- 4.6.6 Be extremely careful in providing praise.** While praise can convey "positive teacher affect" (Schunk, Pintrich, & Meece, 2008), it should be proportionate to the language performance eliciting the praise. For example, if excessive praise is given to students of low ability for answering a simple question, this can be interpreted by students as an indication that the teacher has little confidence in their abilities (Thompson, 1997) Thus, praise should be appropriate and provided at the time of the desired performance. Criticism should aim at explaining to students how they could do better.

4.7 Reflective Thinking

Choy & Cheah (2012), affirm that the concept of reflective thinking as a precursor for incorporating critical thinking has been not been adequately researched. Most research has not given any effective strategies on how to incorporate these two concepts. There is a constant need to incorporate critical thinking into the classroom without much success. This study will attempt to show a link between reflective thinking and its ability to stimulate critical thinking. Teachers often perceive that critical thinking skills need to be taught, however research has shown that they may not know how to do this effectively. The use of reflective thinking may be a precursor to stimulating critical thinking in teachers. The research questions are on the reflective thinking skills of teachers and how they perceive themselves and their teaching. In this study a total of 60 participants from institutions of higher learning volunteered to answer a questionnaire to determine the level at which they reflected on their teaching practices as an indicator of their level of critical thinking. It was found that most of the teachers did not reflect deeply on their teaching practices. They did not seem to practice the four learning processes: assumption analysis, contextual awareness, imaginative speculation and reflective scepticism which were indicative of reflection. It would suggest that critical thinking is practiced minimally among teachers. Further research need to be carried out on how to bring about reflective practices among teachers and how it would enhance the quality of lessons in terms of critical thinking. It must be kept in mind that the ability corresponds with the possibility (preparation) of the subject to perform a specific action in line with the objectives and conditions which have to act.

These actions are closely connected with the objective of the activity in question and operations with the conditions under which they are made. Actions and operations have been in dialectical unity and to achieve the skill development should be: sufficient, varied and differentiated. This will encourage systematization and therefore the development of skills.

The appropriation of general skills leads to the formation of theoretical thinking which can operate theoretical generalizations, concepts, and laws that derive essentially links and relationships to apply knowledge to new situations.

The following are the general educational character skills that are related to the teaching student work:

- Perception and understanding of the material under study.
- To summarize information.
- To express verbally ideas and viewpoints.
- To prepare reports and presentations.
- To control own activities.
- To evaluate the results.

The above skills require a type of teaching task that favors intellectual development. Tasks that contribute to the perception and understanding of the content of education (basically require reproduction of knowledge).

- Answering questions with content in the textbook.
- To summarize data on the studied content by paintings and other means.
- To complete tables or notebooks with information from texts or to reproduce figures.

The tasks require the application of knowledge and the development of reflective thinking.

- Linking specific content with new knowledge.
- To find the causes and consequences of a process or phenomenon.

- To prepare summaries.
- Solving exercises that were received and applied
- To operate models, symbols and diagrams.
- To give examples about a given topic.

The tasks that require creation with a greater cognitive independence are:

- To devise a plan to analyze or explain a material.
- To operate definitions.
- Preparing a report or presentation to the rest of the classmates.
- To evaluate a fact or information.
- To establish and / or solve a problem.
- Asking a hypothesis.
- To argue or justify criteria or approaches.
- Comparing views, phenomena or processes and arriving at his/her own conclusions.
- To propose experiments.

From these conceptual assumptions, we considered the following ones regarding to the development of the skills.

The four skills should be integrated; it is to say that, the development of these (listening, reading, speaking and writing) must provide the most essential aspect in the learning of a language.

Nowadays, the approaches to teach English take into account a language that encourages interaction between the four skills. Using language means interacting, getting and giving messages, developing a language proficiency strengthened and

result in the use of another. This vision of integration also linked to the communicative approach by showing the language more natural and closer to the reality that is in fact what really motivates the student.

In the main learning objectives, the skills are expressed so isolated, than having intention to organize and establish the information. It should be pointed out that the teacher will teach skills in an interrelated way and will be addressed by students, given them the interdependence to communicate among fellowships. In this way, the students are close to the actual use of language and face important tasks that are motivating and contributing to develop communicative competences in the students.

4.8 The use of games in classroom improves the student attitude

Moayad Mubaslat (2011-2012), Importance of using games in the classroom. The game favors the development of physical and psychosocial skills. It stimulates motor development, since it requires the child or girl move, run, jump, or walk. It also promotes the development of the intelligence, because it takes them to explore the world that surrounds them and to repeat actions in the available objects to learn more about them.

The game encourages emotional development, because through the games the child or girl expresses his/her feelings and sometimes resolves emotional conflicts. It facilitates social development because through this the boy or girl learn to stay and play with other children, have rules, to share and live.

When boys or girls are playing, there is a developing of his/her thinking and creativity; they seek the necessary elements for their game, organize them and invite their friends. The game helps to develop the curiosity of the child and allows him/her to learn and invent. It lays the foundations for school work and the acquisition of necessary skills later in life (such as imitation, the creativity, the imagination, the symbolic representation).

When the child plays and co-exists with other children learns to put in the others' place and understand them. In addition, they discover the friendship and loyalty. When he/she lends his/her toys or play with another, it begins to manifest his/her ability to share. He/she also learns to respect rules. Through the games, the child learns to know his culture, traditions and moral values. Likewise, he promotes games and makes them easy to understand, assess and maintain the culture to which he belongs.

4.8.1 Teach learners to play games

It is essential to let the learners to run, jump, skip, dance and hop. These activities can be used to encourage verbal expression and language development. Use what the children love to do in order to help them to learn.

To develop oral language skills is to teach to ELLs young learners to speak and understand English first. They need to learn vocabulary with greetings, families, body parts, school and classroom items, days of the week, zoo and farm animals, numbers, shapes, seasons, colors, clothing, and fruit.

4.8.2 Teaching with songs

It is the use of songs and chants to make learning fun. Use visuals, including graphs, posters, videos, picture books, educational computer games and regalia to help students to acquire the language. Activate their knowledge and choose themes that can be linked to what the students already know. Pre- teach vocabulary and concepts that the children probably do not know such as nursery rhymes.

The teacher can expect to go slower and provide a lot of repetition. They want to develop cognitive skills but not at the cost of social, emotional, and physical development. Young children should not be learning English by completing phonics worksheets.

Never force children to speak; they should enjoy the lessons and not feel stressed about going to English class. The best way to get them to speak is to show them a picture and to say something like this 'It is a bird, or a cat?' and try to use a word that they already know. They usually want to speak about them. The use of classroom projects with the students.

According to the research conducted by Cook (1991), classroom projects would arise for the decade of the forties with the emergence of projects whose paternity some authors attribute to the American William H. Kilpatrick based on the principle that any activity that tends to fulfill a desire or need deserves the name of project-based.

She points out that in education, the concept of 'project' has had a great importance not only as a strategy of educational planning but as a plan of action based and organized acting in the teaching-learning process.

The intension of classroom projects is that children can perform an action through individual / group work that may lead to meaningful learning, based on the principle of search for knowledge using research, observing, reflecting, committing, comparing, thinking, looking for, finding, and formulating questions.

The main objective of working with children in classroom projects is that they learn by creating, knowing, sharing, and above all improving their relationships and performance in the classroom and the space in which the group works.

CHAPTER V: OTHER CAUSES OF THE CORE PROBLEM

5.1 Nonexistence of well oriented in attitudes

Motivation, orientation and second language learning

A key framework that has driven much of the research on L2 motivation is (Gardner & Macintyre, 1993) Socio-Educational Model of SLA, in which motivation is conceptualized as a complex of variables, specifically, "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner R. C., 1985). Motivation is hypothesized to have a direct effect on L2 achievement and is itself purportedly influenced by a number of other social-psychological variables. One such variable that has received extensive attention in the L2 literature is the learner's orientation or reason for learning the L2 (Gardner C. , 1988) see also Gardner and Macintyre 1993). (Brown , 2001). States that:

Motivation refers to the intensity of one's impetus to learn. An integrative orientation simply means that the learner is pursuing a second language for social and/or cultural purposes, and within that purpose, a learner could be driven by a high level of motivation or a low one. Likewise, in an instrumental orientation, learners are studying a language in order to further a career or academic goal. The intensity or motivation of a learner to attain that goal could be high or low. (p.75)

Gardner and his colleagues found that integrative motivation, which refers to "a sincere and personal interest in the people and culture represented by the other language group" (Lambert,1974, p.98) was a more powerful predictor of linguistic achievement as it was consistently correlated with L2 linguistic achievement. Instrumental integration, which refers to 'the practical value and advantages of learning a new language' (Lambert, 1974) was found to be related to L2 linguistic achievement in some studies. One area where instrumental motivation can prove to be successful is in the situation where the learner is provided with no opportunity to

use the target language and therefore, no chance to interact with members of the target group. (Lukmani, 1972) found that an instrumental orientation was more important than an integrative orientation in non-westernized female learners of L2 English in Bombay. The social situation helps to determine what kind of orientation learners have and what kind is the most important for language learning.

The curriculum

The demographic change of Ecuador means that educational centers schools may have to redefine and restructure their curricula to ensure that their graduates are well prepared to enroll the universities. It is really important to the students to have access to a good teaching and to environments that encourage to an effective learning that guarantee the success in Ecuadorian students and in their further studies.

Teaching strategies

English lesson plans for classrooms nowadays need to be carefully crafted and well planned. Everyone learns in a different way. So, teachers need to make the most of to fully realize and captivate their interest towards the language. Students have the ability learn fast and also increase their learning abilities. Taking this into account, we have to be aware that the while younger our students are, they will learn English language in a better way and will have more confident in its usage.

5.2 Teaching Methodology

The methodology in the teaching of languages is an essential tool for teachers of foreign languages. School reality is difficult, but through the development of various methods has been obtained optimal results in the teaching and learning process of languages.

Didactic Material

The didactic material refers to the means and resources that facilitate teaching and learning within an educational context and by stimulating the senses to access easily to the acquisition of concepts, skills, or attitudes

The importance that has in the processes of innovation has often led to associate resources related to the educational innovation. Mainly because resources are intermediate curriculum, and if we want to have an impact on the facet of the curriculum design of the teachers, our teaching resources must constitute an important field of action.

Aspects that affect attitude towards the English language

Student's sex

In terms of sex, we have diversity of opinions (by the multitude of different cases that we find in the classrooms), as that is often the case that girls have more impetus to the activities within the classroom, while the male students are looking to make them outside the classroom. So, we should note that the ability of our students in class, tend to be egalitarian, but also to depend on other factors such as culture, education, respect for others, work in equipment, etc.

Socio-economic aspect

Making mention of the socio-economic aspect in our students, we as teachers should know that people with an economic index usually tend not to have self-confidence. Their motivation and problems come from home and they will reflect them through their attitudes at school. Hence, the school has to be prepared and adapted for any student with economic needs, as for those who do not have any economic problem, since the climate that exists in the school will favor the

elimination of dangerous behavior and maintenance of those considered appropriate.

Cultural aspect

Lastly, we are going to highlight the cultural aspects, which also affects the behavior of the child, depending on culture or other aspects. Referring to our research, we can say that our students acted in a different way which tends to be more susceptible and ponderable.

How students learn?

Not all students are facing homework with the same intensity and attention, with the same interests and motivations; and not all are equally of assistance that both the peers and teachers provide them. Therefore, it is linked with the capacity for reflection of prior tasks, the ability of self-regulation and monitoring to correct errors. The motivation, the feeling of competition and the reception and exploitation that offer students both teachers as peers confer a personal style that is called style of learning.

How the students' attitudes influence the learning process?

Attitudes predispose the individual to act positively or negatively to various stimuli or circumstances. The attitudes that a person learns by any means, affect their behavior of approach and avoidance toward other people, events and ideas and also their concepts about the physical and social world. Attitudes are not static by itself alone, on the contrary they can be modified. For example: You can have some inclination towards a teacher, subject or friendship and certainly reason to reject it after. If you face with enthusiasm, the activity of study will be considered interesting and useful and will acquire positive properties.

5.3 Importance of technologies in classroom projects

The technology increases learning by enabling individuals to exercise, check and improve mental skills and critical thinking through the inquisition, discursion, and sharing of information during the trouble shooting process. Virtual tools are very important since they offer us creative and friendly ways to teach and learn and the opportunity to know their advantages to transform and acquire the knowledge. Knowing the used virtual tools in our society, we must handle them in the school to bring to our students the knowledge that today surrounds in our society and which is necessary to learn to be social and active beings.

5.4 Hypothesis system.

5.4.1 Null Hypothesis

- There is no relationship between classroom projects and the students` attitudes towards English in the eighth level of Carlos Rigoberto Vintimilla Basic Education during the first term 2014-2015 school year.

5.4.2 Working Hypothesis

- There is a positive relationship between classroom projects and the students` attitudes towards English in the eighth level of Carlos Rigoberto Vintimilla Basic Education during the first term 2014-2015 school year.

PART THREE

METHODOLOGICAL DESIGN

3.1. Research type and design

For the development of the study, the descriptive method was applied and a field research too. The instrument for data collection was the survey. The research design was correlational, quantitative and transversal.

3.2. Population and sample

For this investigation, the population was constituted by 30 students of the “Carlos Rigoberto Vintimilla” Educative Unit. It has worked with the 100% of the population.

3.2.1 Population

The population of this study was 30 children in the eighth year of Basic Education who have some similar educational characteristics such as; similarities in the ages, similar topics reviewed in class, similar skills developed, almost same likes and dislikes, etc. The population of children and teachers in this school is too small that it needs a specific treatment for working in the implementation of the classroom projects and in the development of the investigation.

3.3. Fielding

The data are collected by applying surveys

The classroom observations were applied at the beginning of the investigation in order to detect the problematical situations and establish causes and effects. Then, the classroom observations were applied during the proposal to analyze the students' attitude face to the classroom project activities.

The survey were applied to the students and they were significant to get information about motivation, classroom management, interaction, performance, achievement, and the teaching resources applied in the classroom.

3.4. Instruments for data collection

The instruments for data collection were surveys which were the basic instruments to get valuable information from students.

3.5. Processing and analysis.

The data were tabulated, analyzed and interpreted by using descriptive and inferential statistics.

PART FOUR

TESTING THE HYPOTHESIS

ANALYSIS OF DATA AND VALIDATION

Classroom projects are an effective tool to consolidate and extend learning, increase motivation, improve classroom dynamics, and support learner -autonomy. Also, they project the result in some sort of real end product, and provide clearly definable learning outcomes and real take -away value.

4.1 PREVIOUS DATA COLLECTION

When this project began at the end of the school year 2014-2015 students who attended the eighth year have a long average which have the results of the use of traditional methodologies and few motivation to improve the English skills.

Question 1

1. Do you think it is difficult to learn English?

a) **Strongly Agree** b) **agree** c) **don't know** d) **disagree** e) **strongly disagree**

Table 2

Difficult to learn English

Agree	10	33%
Disagree	7	23%
Neutral	5	17%
Strongly Disagree	8	27%
TOTAL	30	100%

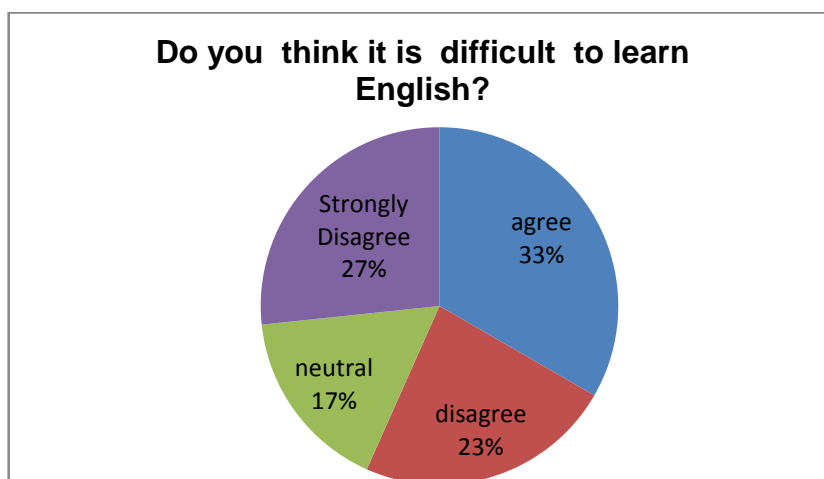


Figure 4 It is difficult to learn English

According to the results given in this graphic a 33% of students strongly agree that English is difficult to learn, 23% disagree, 17% don't know and 27% strongly disagree; which really means that there is not a positive students' attitude towards the learning of English.

Question 2

2. Do you improve your skills in the English classes?

a) **Strongly Agree** b)agree c) don't know d)disagree

Table 3

Improve your skills

Agree	15	50%
Disagree	6	20%
Neutral	1	3%
Strongly Disagree	8	27%
TOTAL	30	100%

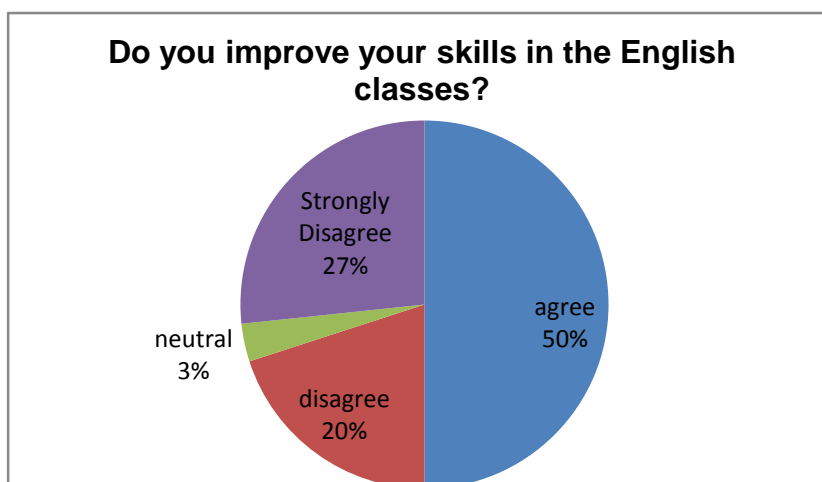


Figure 5 Improve your skills in classes

This graphic shows us that students are not improving their English skills with the old methods used in the classroom: the 50% agree, the 20% disagree, the 3% don't know, and the 27% strongly disagree. Possibly because the teachers do not use the skills correctly.

Question 3.

3. When someone speaks English, it shows that he/she is educated?

a) **Strongly Agree** b)agree c) don't know d)disagree

Table 4
Good Educated

Agree	17	56%
Disagree	2	7%
Neutral	2	7%
Strongly Disagree	9	30%
TOTAL	30	100%

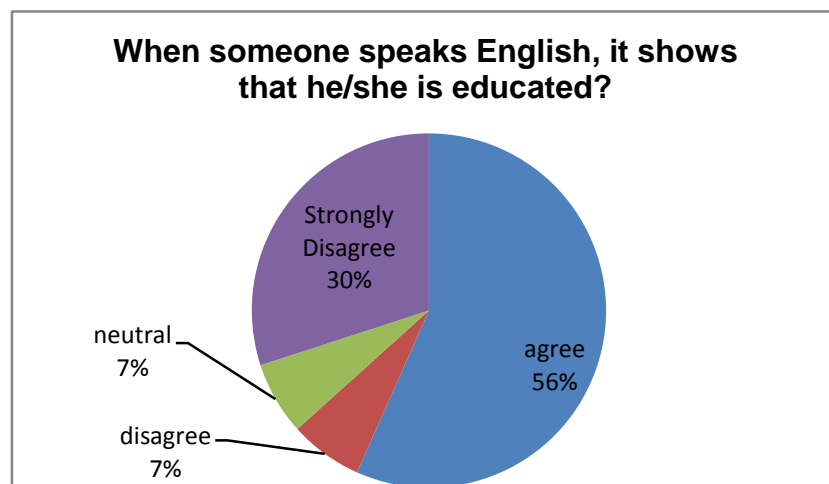


Figure 6 Someone who speaks English is an educated person

This question shows that 56% of the respondents agree that people who speak English are well prepared. 30 percent completely disagree. 7 percent are neutrals and disagreement. Which means we have to motivate them to learn the English language

Question 4

You feel good when your teacher motivates you for to develop activities that the teachers always motive you?

- **Strongly Agree b) agree c) don't know d) disagree**

Table 5

Good motivation

Agree	25	83%
Disagree	3	10%
Neutral	1	4%
Strongly Disagree	1	3%
TOTAL	30	100

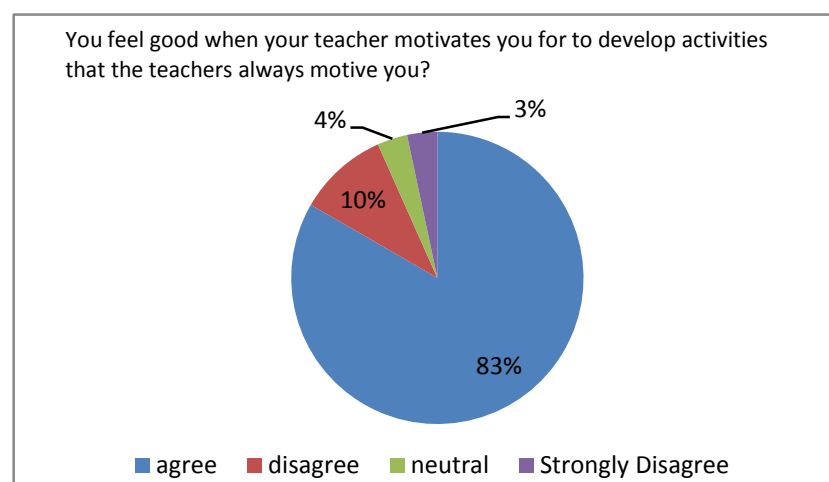


Figure 7 Teacher motivates to develop activities

On this matter, we note that 83% of students believe that if teachers encourage students to work can achieve their goals. 10% disagree and 3% are neutral. This means that teachers must try to reach students develop activities that can provide confidence and friendship without neglecting the fulfillment of the duties and rights of students.

Question 5

5. The English learning is important for your future.

- **Strongly Agree** b)**agree** c) **don't know** d)**disagree**

Table 6

English is important in the future

Agree	4	13%
Disagree	20	67%
Neutral	2	7%
Strongly Disagree	4	13%
TOTAL	30	100%

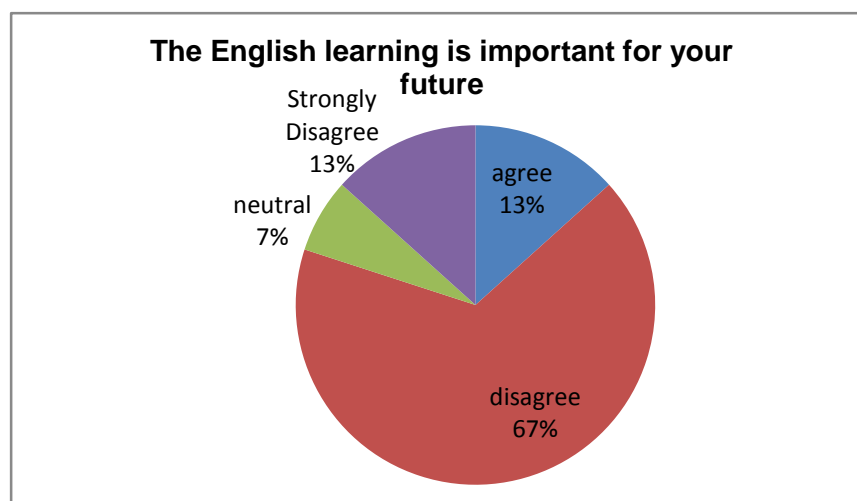


Figure 8 English is important for your future

It shows that 67% of students believe that English is not important for the future, only 13% agree, and 13% are strongly disagree and a minimum amount of 7% are neutral. Then we conclude that all students should be encouraged before, during and after the learning process.

Question 6

6. Are you in agreement or disagreement with the following statement “the classroom projects were exciting, dynamic, interesting and effective?”

- **Strongly Agree** **b)agree** **c) don’t know** **d)disagree**

Table 7

Classroom Projects are interesting

Agree	4	13%
Disagree	10	33%
Neutral	2	7%
Strongly Disagree	14	47%
TOTAL	30	100%

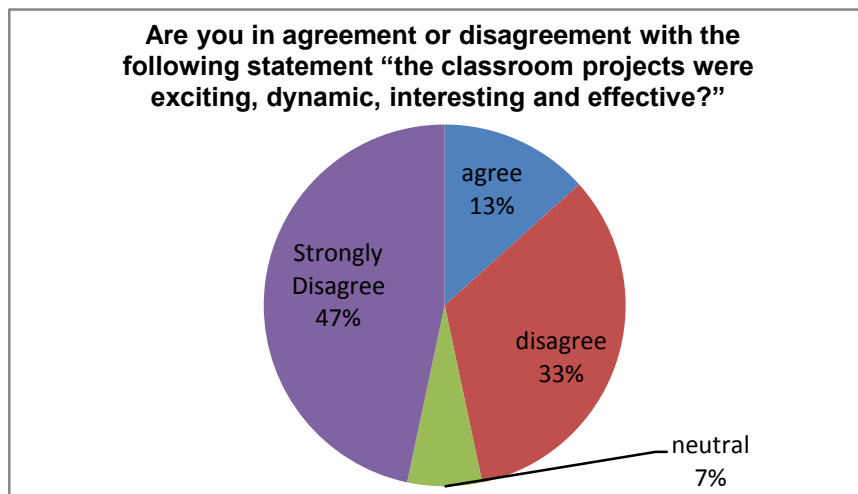


Figure 9 The classroom projects are dynamic and exciting

The 47% of the respondents indicate that they strongly disagree with the classroom project. These classroom projects are not considered to be “dynamic” 33% disagree, 13% agree, and only 7% say are neutral. According to these results it can be concluded that the classes are neither dynamic or interesting. Nevertheless, one can be able to obtain new changes within the classrooms.

Question 7

7. Do you think your hour-classes are more effective using the informatics tics?

- **Strongly Agree** b)agree c) don't know d)disagree

Table 8
Informatics tics

Agree	25	83%
Disagree	3	10%
Neutral	1	4%
Strongly Disagree	1	3%
TOTAL	30	100%

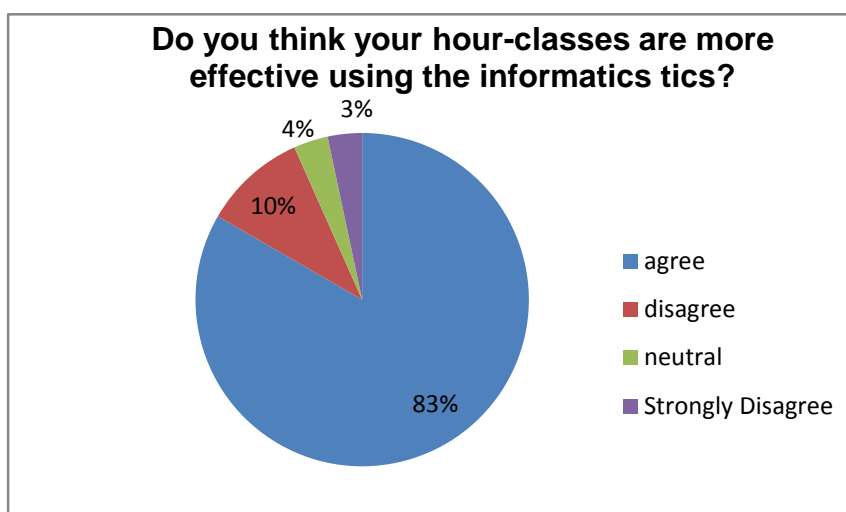


Figure 10 Informatics Tics

In this graphic, is possible to appreciate that the children want to have more active classes in which they have the chance to watch a video, sing a song or paint the animated pictures of classroom objects. Because 83 percent of the students agree the usage of Tics. 10 percent are in disagreement, 4 percent are neutral and 3 percent strongly disagree. With this, it was concluded the teachers should become more aware and prepared on the usage of tics.

Testing the hypothesis

DATA ANALYSIS

CHI SQUARE

According to Investopedia chi square statistic is a measurement of how expectations compare to results. The data used in calculating a chi square statistic must be random, raw, mutually exclusive, drawn from independent variables and be drawn from a large enough sample. In the project there was a control group. During the application on this project was taking a survey.

- **Presentation of hypotheses**

$$H_0: \chi^2 = 0$$

The relationship between classroom projects are better and the students' attitude towards English in the eight year of basic education at Carlos Rigoberto Vintimilla school.

$$H_A: \chi^2 > 0$$

The relationship between classroom projects are not good and the students' attitude towards English in the eight year of basic education at Carlos Rigoberto Vintimilla school.

- **Sample distribution**

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

$$\chi^2 = \text{Chi Square}$$

E= Expected Frequency

$$df = (r - 1)(c - 1) = (2 - 1)(2 - 1) = 1$$

To apply the formula and obtain the chi_ squared. We perform a table of observed frequency that was the result of the survey data.

O= Observed Frequency

Table 9

Observed frequency

	strongly agree	disagree	Neutral	agree	total
Do you think it is difficult to learn English?	8	7	5	10	30
Do you improve your skills in the English classes?	8	6	1	15	30
When someone speaks English, it shows that he/she is educated?	9	2	2	17	30
You feel good when you work developing English activities that the teachers always motive you	1	3	1	25	30
The English learning is important for your future	4	20	2	4	30
Are you in agreement or disagreement with the following statement "the classroom projects were exciting, dynamic, interesting and effective?"	14	10	2	4	30
Do you think your hour-classes are more effective using the informatics tics?	1	3	1	25	30
	45	51	14	100	210
	0.21428571	0.24285	0.0066	0.476	

For the expected frequency we apply the "rule of three" of the observed frequency example $45 \times 30 / 210$ resulting 6.428571 This procedure must be repeated with all frequencies inside the table.

EXPECTED FREQUENCY

Table 10
Expected Frequency

	strongly agree	Disagree	Neutral	Agree	Total
1	6.428571429	7.28571429	2	14.2857143	30
2	6.428571429	7.28571429	2	14.2857143	30
3	6.428571429	7.28571429	2	14.2857143	30
4	6.428571429	7.28571429	2	14.2857143	30
5	6.428571429	7.28571429	2	14.2857143	30
6	6.428571429	7.28571429	2	14.2857143	30
7	6.428571429	7.29	2	14.2857143	30.0042857
	45	51.0042857	14	100	210.004286

DEGREE OF FREEDOM (DF).

To achieve the degree of freedom perform the following formula: $=(\text{number of rows} - 1) \times (\text{number of columns} - 1) = 18$

FORMULA OF CHI- SQUARE

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

CHI SQUARE

Table 11

Expected Frequency

	O	E	O-E	(O-E) ²	[(O-E) ² /E]
strongly agree	8	6.42857143	1.57142857	2.46938776	0.38412698
Disagree	7	7.28571429	-0.28571429	0.08163265	0.01120448
Neutral	5	2	3	9	4.5
Agree	10	14.2857143	-4.28571429	18.3673469	1.28571429
strongly agree	8	6.42857143	1.57142857	2.46938776	0.38412698
Disagree	6	7.28571429	-1.28571429	1.65306122	0.22689076
Neutral	1	2	-1	1	0.5
Agree	15	14.2857143	0.71428571	0.51020408	0.03571429
strongly agree	9	6.42857143	2.57142857	6.6122449	1.02857143
Disagree	2	7.28571429	-5.28571429	27.9387755	3.83473389
Neutral	2	2	0	0	0
Agree	17	14.2857143	2.71428571	7.36734694	0.51571429
strongly agree	1	6.42857143	-5.42857143	29.4693878	4.58412698
Disagree	3	7.28571429	-4.28571429	18.3673469	2.5210084
Neutral	1	2	-1	1	0.5
Agree	25	14.2857143	10.7142857	114.795918	8.03571429
strongly agree	4	6.42857143	-2.42857143	5.89795918	0.91746032
Disagree	20	7.28571429	12.7142857	161.653061	22.1876751
Neutral	2	2	0	0	0
Agree	4	14.2857143	-10.2857143	105.795918	7.40571429
strongly agree	14	6.42857143	7.57142857	57.3265306	8.91746032
Disagree	10	7.28571429	2.71428571	7.36734694	1.01120448
Neutral	2	2	0	0	0
Agree	4	14.2857143	-10.2857143	105.795918	7.40571429
strongly agree	1	6.42857143	-5.42857143	29.4693878	4.58412698
Disagree	3	7.28571429	-4.28571429	18.3673469	2.5210084
Neutral	1	2	-1	1	0.5
Agree	25	14.2857143	10.7142857	114.795918	8.03571429
					91.8337255

If H_0 is true and repeatedly take samples of 30 population size and placed in a pivot table, chi square statistical calculations will generate the following Chi-square distribution

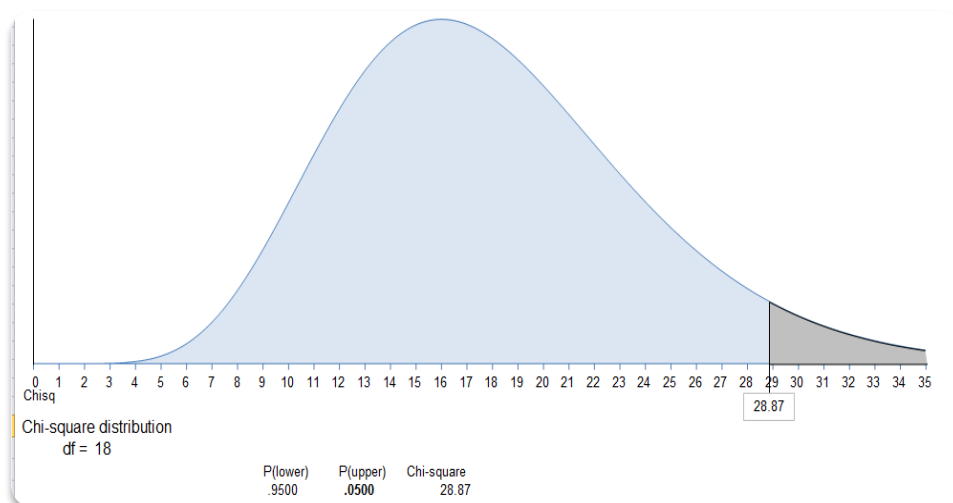


Figure 11 chi-square distribution

- **Level of significance**

*Level of significance: $\alpha = 0,5$ (non directional). of a tail = 1.
critical value of the tes*

- **Observations:**

$$[|\chi^2_{observed}| < |\chi^2_{\alpha}| \text{ (that's to say, } 0,05 < 28,86); \text{ in this way} \\ < \alpha \text{ (that's to say, } < 0,10)].$$

therefore it is rejected H_0 to a level of 95%

CONCLUSIONS AND RECOMMENDATIONS

4.2 Conclusions

- The results obtained show that there is improvement 5,25 confirming that the experimental group after the treatment with the classroom projects got better grades than the control so that; the working hypothesis is accepted and the null is rejected.

$H_0: ud = 0$

The classroom projects do not influence the learning process (rejected)

$H_1: ud > 0$

The classroom projects influence positively the learning process (accepted)

Considering the significance level of 90% there is a significant improvement in the English teaching and learning process thus, in the students' attitude towards the English language.

$\chi^2 = 0.05; p < 0.10$

- Our classrooms could become in places that exceed the passivity, the routine and become in research centers, cooperation thanks to the genius of teachers to incorporate new strategies for teaching and learning that actually promote meaningful learning in the classroom.
- Classroom projects bring about a change in the processes of teaching and learning, as well as of those involved. It is now expected not only students learn in a traditional manner that is involved in processes of induction, deduction, conjecture, experimentation, approach problems, construction of alternative solutions, as well as evaluation of their appropriation of the learning process.
- Many of the activities in the classroom projects allow children to learn by doing. When the student learns by doing develops the four skills and abilities in a second language.

- Many of the classroom activities are effective when used properly teaching computer tics that enable them to develop skills that facilitate learning the English language

Recommendations

As there are only few studies on the application of Project-Based Learning in English lessons especially in Cuenca, there is a need to conduct more studies on this issue. Thus, the researchers recommend the following:

- Teachers must study about integrating project-based learning into Elementary Level English lessons. In relation with the effects of project based learning on students 'academic risk taking, metacognitive skills and motivational levels, problem solving and communication skills, creativity levels, vs. with their academic achievement levels and attitudes towards English lesson and/or other lessons.
- Teachers direct the process of the approach effectively so that if they cannot direct the strategy effectively, students can be frustrated and demoralized, they can be bored with the lesson and the strategy can be unsuccessful from the beginning of the process because of this situation, seminars and courses should be organized as to train teachers to use this approach effectively in their classrooms so that they can create a more positive classroom atmosphere.
- It is recommended that, the teacher education programs should be reorganized to both the practice and the theoretical knowledge/framework of project-based learning.
- It is recommended that institutional authority after investigation implements the use of the TICS to develop skills and abilities of students
- Similar researches can be carried out in other lessons and institutions such as High Schools or even University levels.

PART FIVE

PROPOSAL

5.1 Analysis of Stakeholders

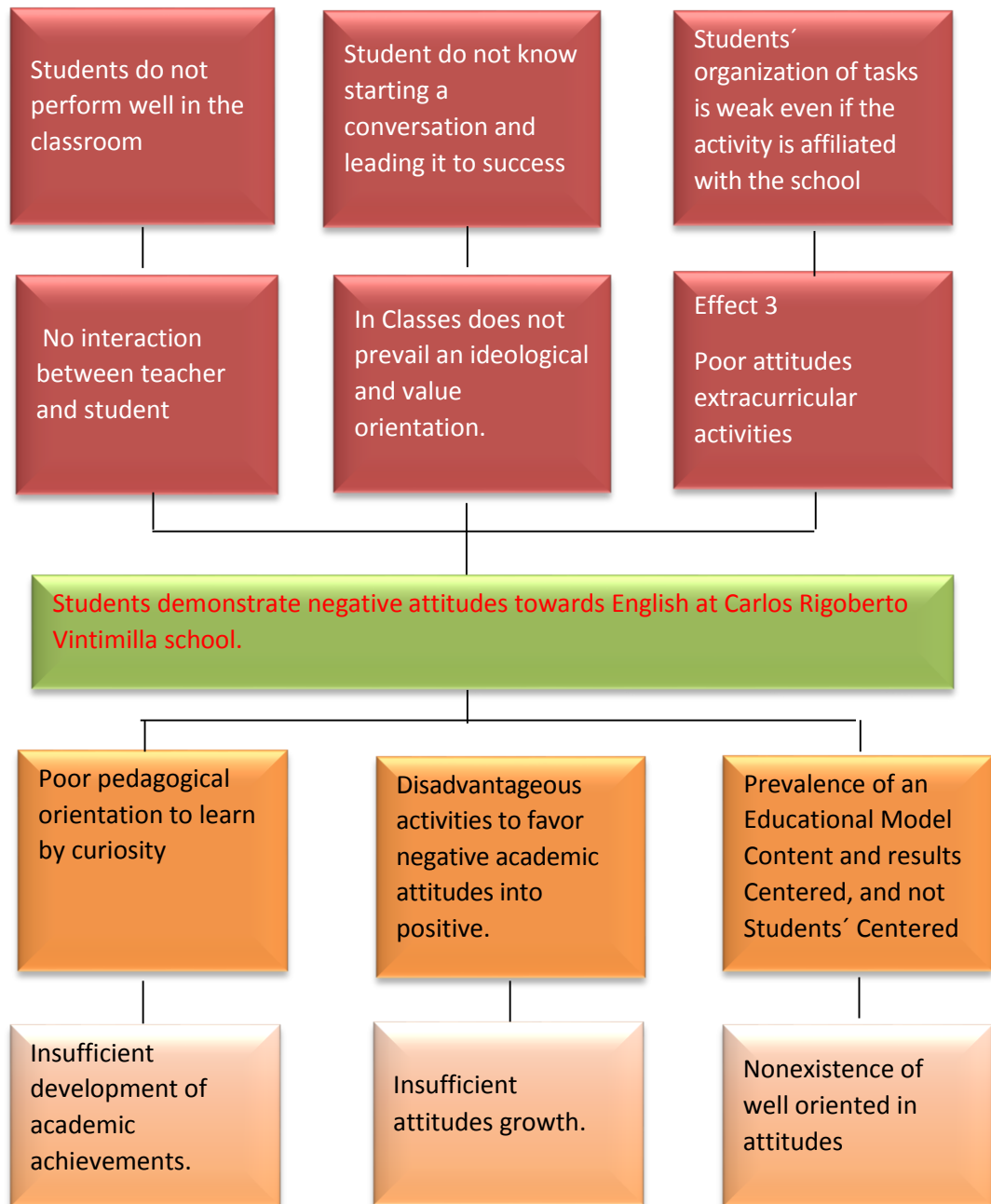
Table 12

Analysis of stakeholders

Groups	Interests	Perceive problems	Resources and mandates
Students	Implementation of classroom projects that allows the developments of the students communicative competencies	There is no an adequate incorporation of teaching strategies and hand materials	Have more opportunities and learning tools to develop students skills in the English language
Teachers	Improvement of the teaching learning process in the educational community	The teaching techniques applied in the classroom are monotonous and obsolete	Improve the quality and the educative conditions
Community	The English language is mandatory for children in the schools in the new millennium	The children do not develop the required communicative competencies	The English teaching learning process at "Carlos Vintimilla school" gain more effectivity and improve its quality standards

5.2 Problem Tree

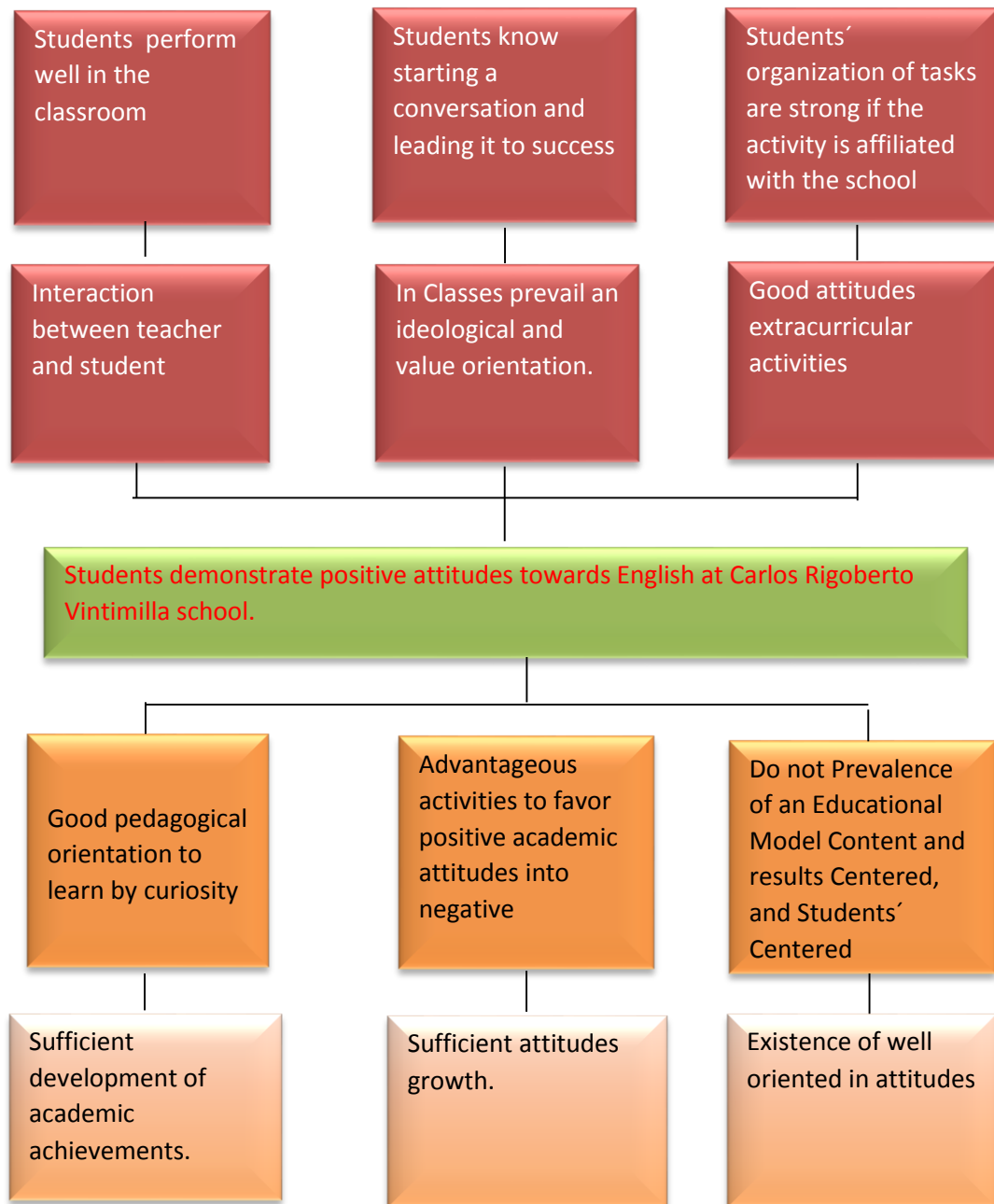
Table 13
Problem tree



5.3 Objectives Tree

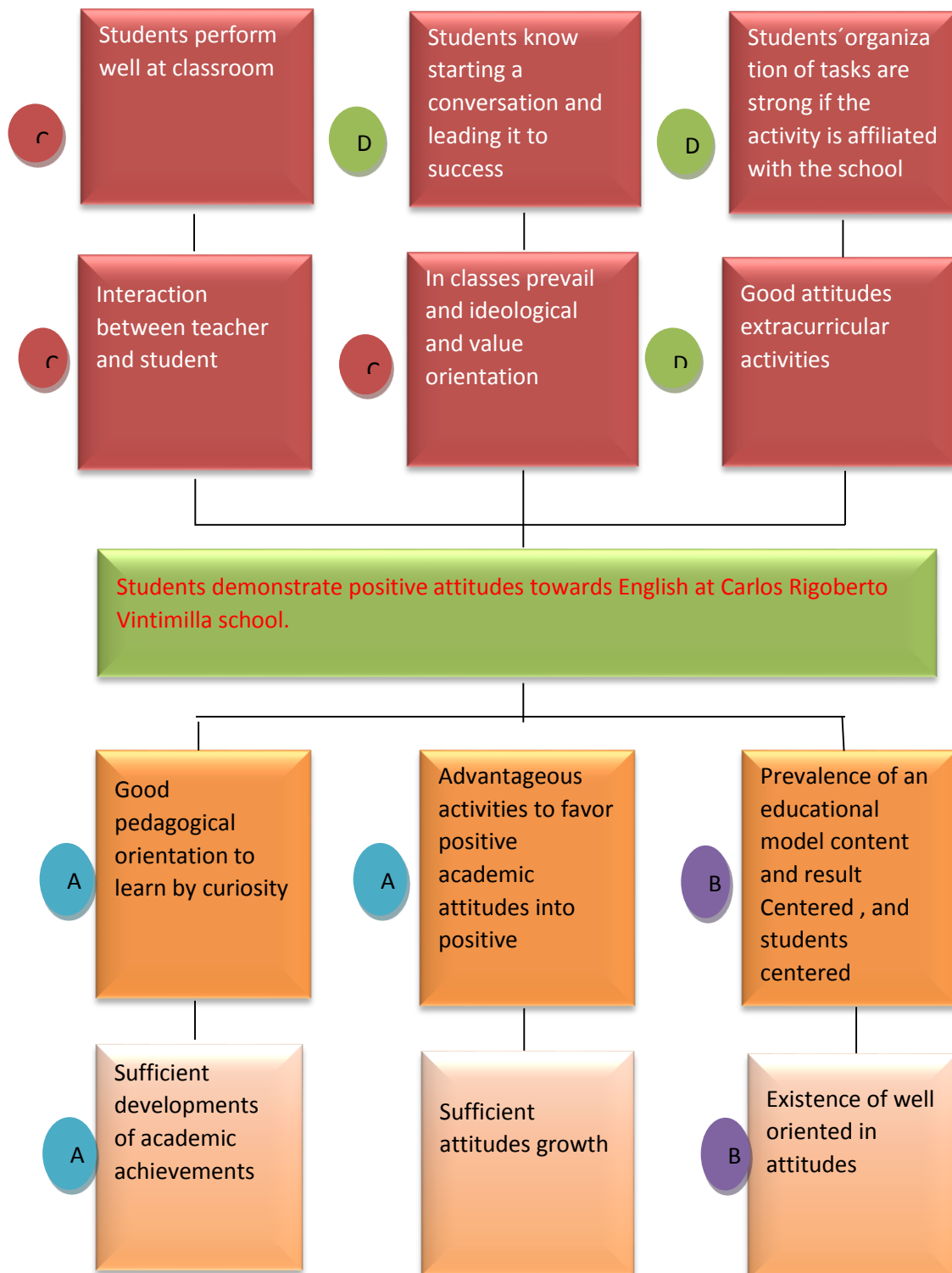
Table 14

Objectives tree



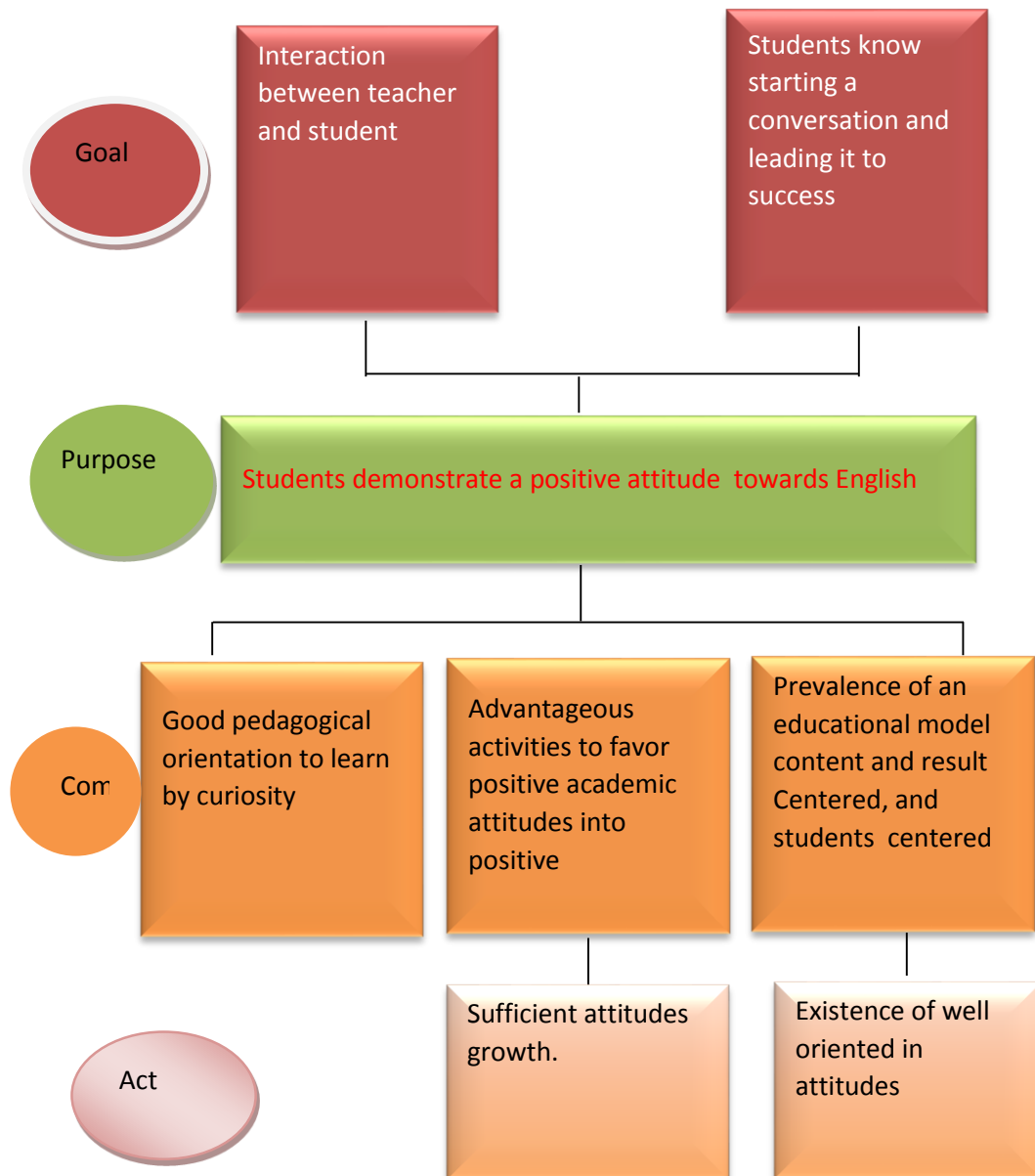
5.4 Strategies tree

Table 15
Tree of alternatives



5.5 Logical Framework

Table 16
Logical Framework



5.6 Vertical column of logic objectives

Table 17

Vertical Column logic objectives

Narrative resume of objectives	Indicators	Means of Verification	assumptions
<p>Goal</p> <p>1. Contribute to the development of the communicative competencies</p> <p>2. Contribute to the implementation of innovative strategies in the classroom</p>	<p>Students use more effectively their communicational skills after the implementation of the proposal.</p> <p>Number of effective classroom activities implemented in the classroom</p>	<p>Results from the achievements test</p> <p>Results from the questionnaires</p>	<p>The students are ready to use the language in real situations</p>
<p>Purpose</p> <p>The implementation of classroom projects improves the teaching learning process at Carlos Rigoberto Vintimilla High school.</p>	<p>The number of projects based on approach activities implemented in the classroom and the number of students perform better in the exams.</p>	<p>Results from the survey</p>	<p>Create the appropriate classroom activities to implement classroom projects.</p> <p>Design activities with Project-based approach that allow to develop the four language skills: listening, speaking, reading and writing.</p>

Continue



			<p>Train teachers and students to work with classroom projects</p> <p>-The possibilities for succeeding in the implementation of classroom projects are increased if teachers adapt and design appropriate activities to be worked in the classroom.</p>
Components			
Efficient use of cooperative techniques in the classroom	Number of students that perform good with the activities in the classroom projects	Results obtained from survey	Students use the ICTs to develop the classroom projects activities
Development of the language skills take place in the classroom	Number of students that achieve good scores in the exams	Results from the test.	
Innovation is part of the teaching learning process	List of new teaching and learning strategies applied in the classroom and list of new		



	technological tools used to develop the activities in the classroom.		
Activities	Resources	Costs	
1. Implementation the classroom projects to improve the teaching learning process in eight year of Basic education at Carlos Vintimilla school.	- Tutor - Full multimedia computer - Connection to Internet. - Use of full hand materials.	US\$ 1.100	
2. Design lessons plans including project based approach activities.	- Acquisition of specialized books. - Training course for teachers about implementation of classroom projects.	US\$ 1.500	

5.7 Budget

Table 18

Budget

Resources	Costs
- Travels	US\$ 200
- Computer full-multimedia.	US\$ 180
- Acquisition of specialized books	US\$ 300
- Others.	US\$ 150
TOTAL	US\$ 730

5.8 MODEL OF AN IMPLEMENTATION OF THE CLASSROOM PROJECT FIRST PART

The phases for implementing the classroom projects were socialized among the teachers.

5.8.1 Phases for implementing classroom projects

5.8.2 Phase one: Emergence of the problem

It is very important that teachers carry on classroom observation to have an idea of what was happening in the classroom and determine the learning needs of the students in the classroom.



Figure 12 A group of students from the eighth year

The observations must be holistic observing several elements such as: student's motivation, interaction, attitude, performance and behavior to have a particular focus, object of reflection and a more concrete analysis.

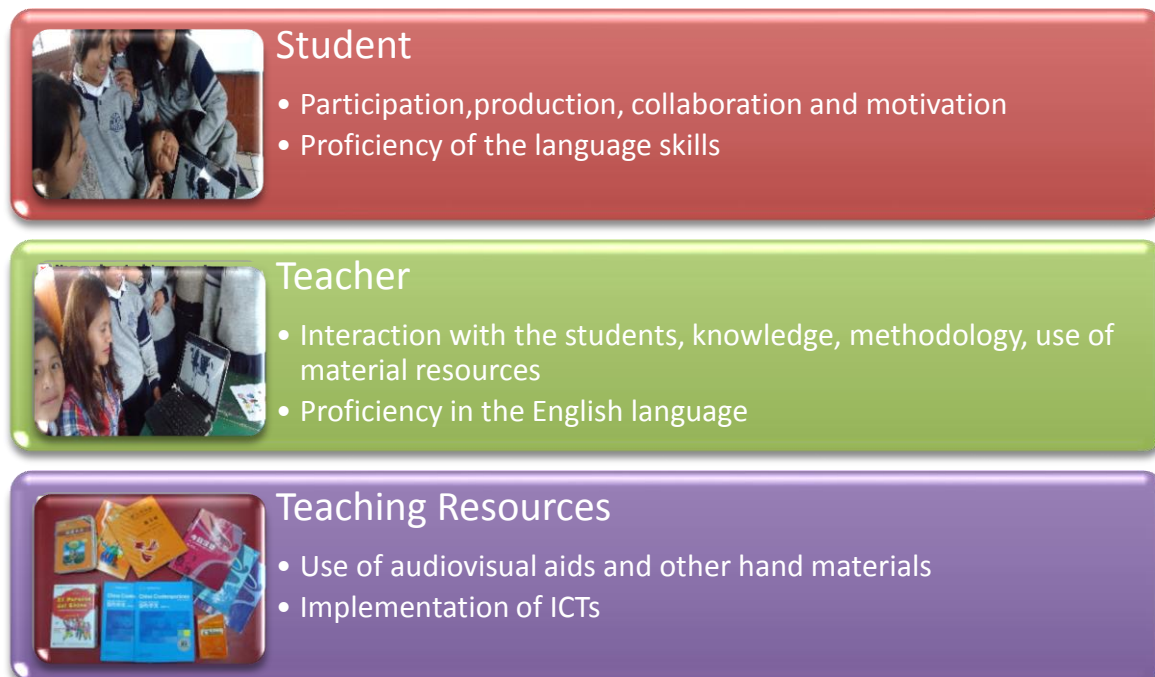


Figure 13 Main elements to be analyzed in the classroom observations.

5.8.3 Phase two: Election of the project theme

For the election of the project theme teachers have considered several concerns and interests based on the students learning needs.

The election of the project theme must be focused to satisfy the students' learning needs and teacher has to set several objectives to be accomplished.

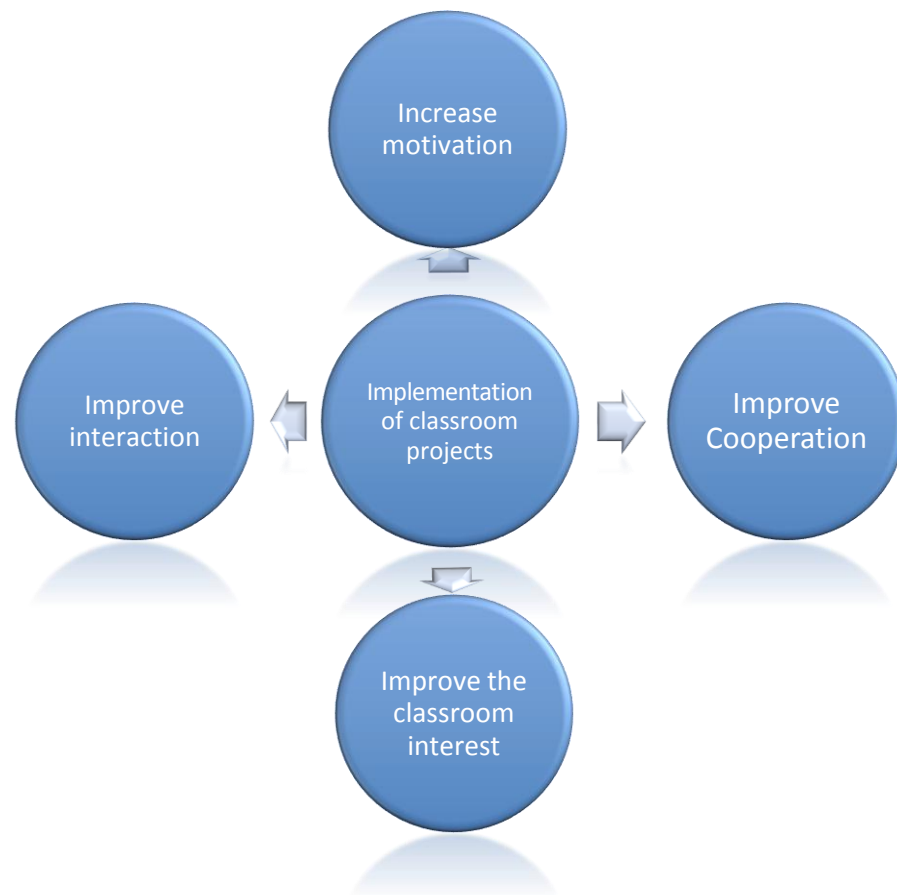


Figure 14 Learning objectives to be accomplished

5.8.4 Phase three: Project planning

The planning of the project consisted in finding the best way to organize all the necessary steps to achieve the goals proposed in the research. This requires selecting the contents to be developed and the sequence of the most appropriate activities so all students have progress in their learning.

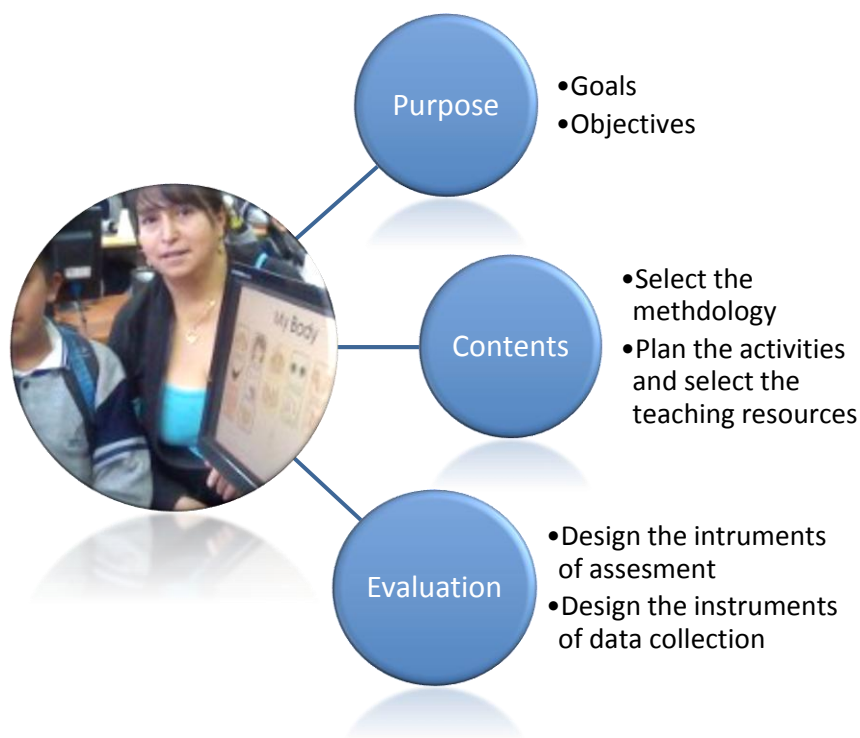


Figure 15 Elements to consider when planning a classroom project.

5.8.5 Project implementation

When programming the centers of interest of the learning activities, the teachers have to take into account the psychological characteristics of students and their intellectual potential: in the initial cycle, learners are always ready to name and collect objects; language learning should be more lexical than grammatical; imperatives are the early stages that must be submitted.

The classroom projects in language teaching must have the purpose of helping students to develop their English language skills.

The development of vocabulary is based in the following principles; when a student learns vocabulary he/she will improve his/her comprehension, students acquire vocabulary when we as teachers expose our students to new words, and also children learn most of their vocabulary from interactions from their peers, objects and ideas from their environment and establishing relations between words.

The teaching strategies are based on innovative techniques and classroom activities like, cooperative learning, task based approach, games, role plays, simulations etc.

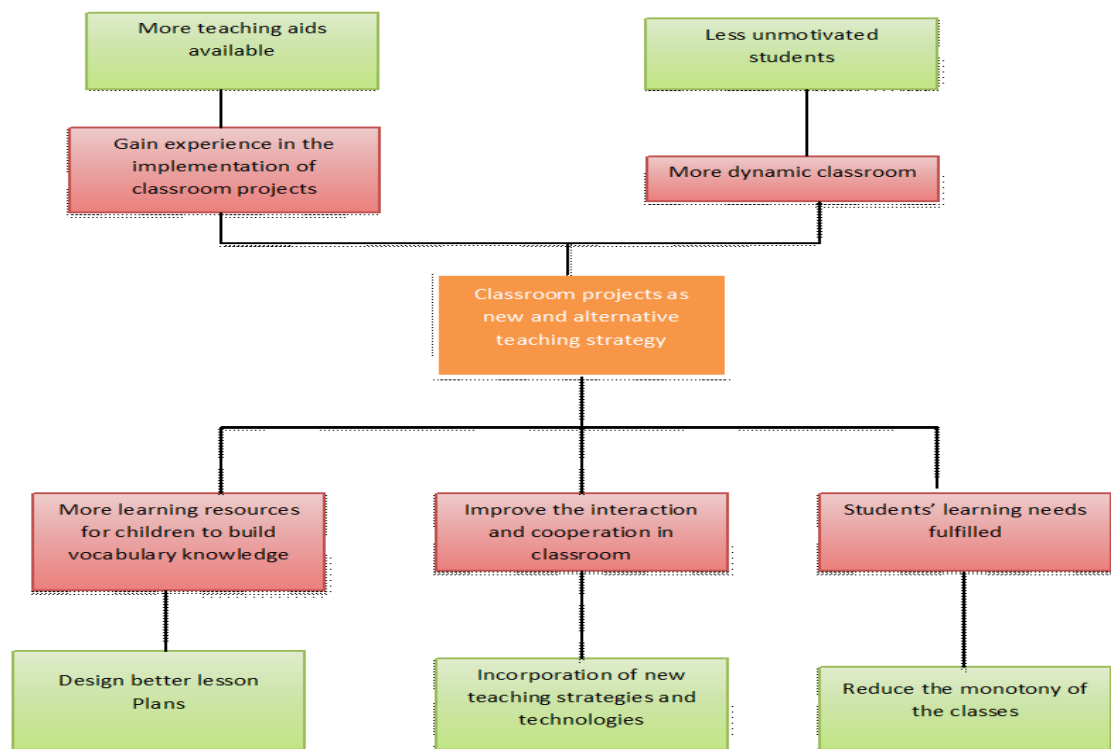


Figure 16 Classroom projects' objectives.

Technology in the classroom is very important since this will allow students to develop their technological skills in the classroom. This technology currently is one of the best resources for teaching, as well as being very attractive for boys and girls of the first stage of basic education, because it allows the teacher to reinforce many skills through the tools that the internet offers such as exercises, readings, videos, photos, graphics, drawings etc.

According to Figueroa & Lopez (2012), the designing of learning activities, which contribute to the achievements in a class project, is a core competency for any teacher. But do it so that these activities help develop creativity and the ability to solve problems, encourages students to achieve deeper learning. Teachers must be

able to formulate motivators, active and collaborative class projects, and with the possibility of integrating ICT approaches which give current pedagogies

This model focuses on the significant and active construction of knowledge; classroom activities focus on the student; the teacher serves as a guide, collaborator and formulator of key questions; promotes the construction of relationships between previous and new knowledge; and success is demonstrated by the quality of the understanding.

5.9 PHASE TWO: HOW TO IMPLEMENT A CLASSROOM PROJECT

5.9.1 Model of classroom Project

Step. 1 Teacher select the theme according to students’ learning needs

E.g. Theme

Step. 2 Teacher write the classroom project goals

E.g. designing of goals

- Ensure that children take ownership of significant learning to cognitive, affective and psychomotor level.
- Use teaching resources as a complement to develop communicative skills of the student design and adapt teaching resources as an innovative strategy.
- Increase the children’s vocabulary related to through the use of animated pictures, flashcards, worksheets and videos.

IN THE CLASSROOM

Presentation of the theme



Figure 17 Model of a flashcard to present a theme in a class

- The theme could be present through flashcard.
- The theme could be presented through animated pictures specially when working with children.

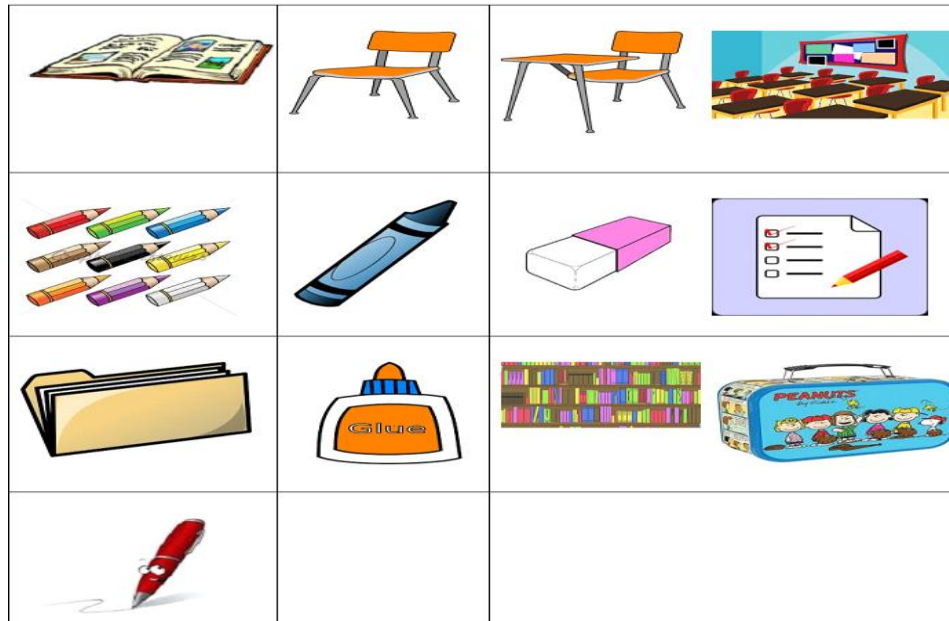
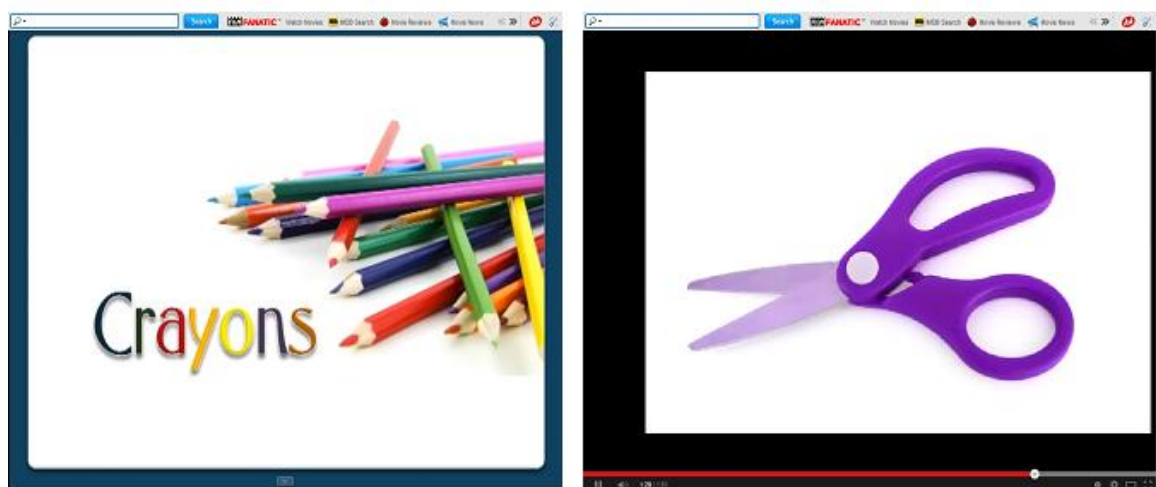


Figure 18 Model of animated pictures

- The theme could be presented through YouTube videos



Directed practice

Practice through YouTube videos.



Figure 19 Students working with Web links (ICTs)



Figure 20 Students practicing through videos

The video was used as means of transmitting content, in many cases, the immense linguistic and semi-linguistics potential provided by the use of the video is seen as a side-effect and a future possibility, where it was wonderful to help children with real native pronunciation and with a systemic presentation of sounds and images which help them to work and learn dynamically.

Production

Students can produce when they learn by doing

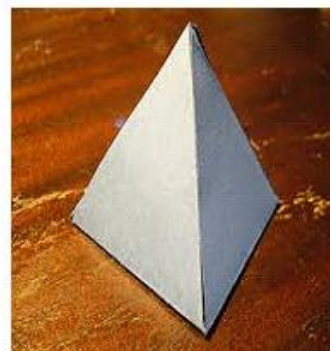


Figure 21 Students produce by creating their own learning materials



Figure 22 Students are writing their own compositions



Figure 23 Students produce when they paint and write the name of the objects



Figure 24 Students are producing when they are able to describe, ask and answer questions



Figure 25 Students are producing when they are sharing their opinions and thoughts



Figure 26 Students learn and produce when they search on the internet



Figure 27 Students are producing when the teacher asks them to present their work to the whole class

Classroom projects are designed to work using the following strategies; whole class activities, pair and individual work. The children had the chance to sing, paint, draw and create mind maps with the teacher on the board. They generally love playing games or singing and they really improve their vocabulary knowledge.

Assessment and Feedback

Students' work with filling gaps activities

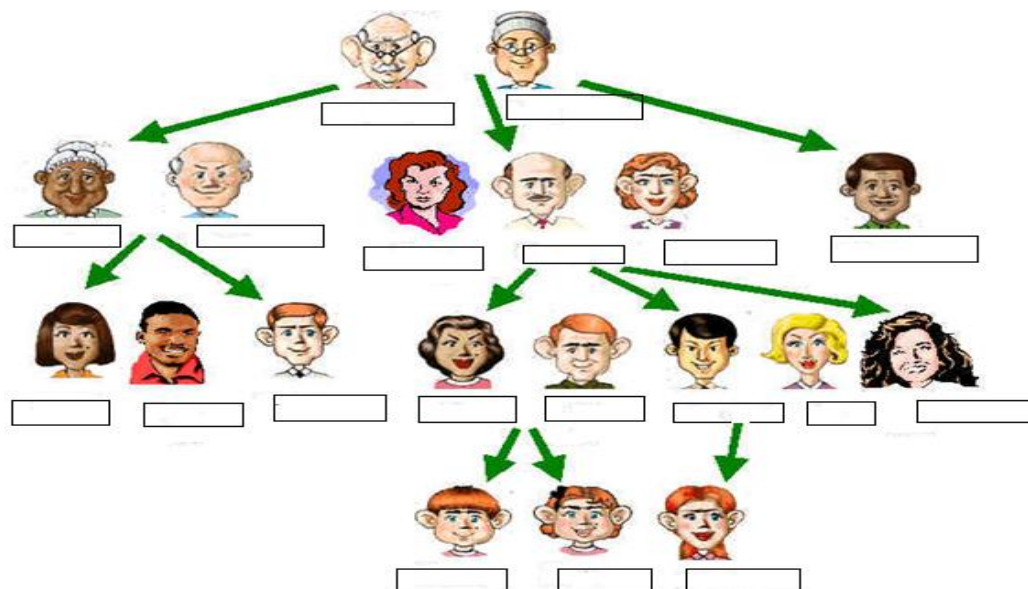


Figure 28 Model 1 of a filling gap activity

In classroom projects, students have to complete different tasks

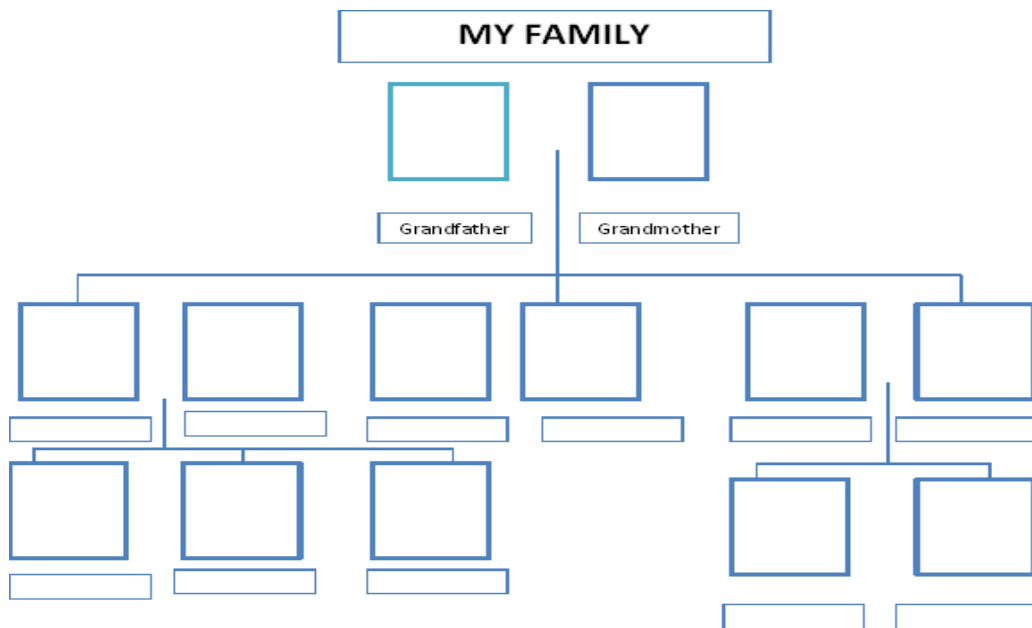


Figure 29 Model 2 of a filling gap activity

Learn vocabulary word is fundamental to the understanding of readings and the structure of compositions. The more words a child know, a better understanding of a text can occur. For this reason, classroom projects seek to develop children's vocabulary in a direct or indirect manner.

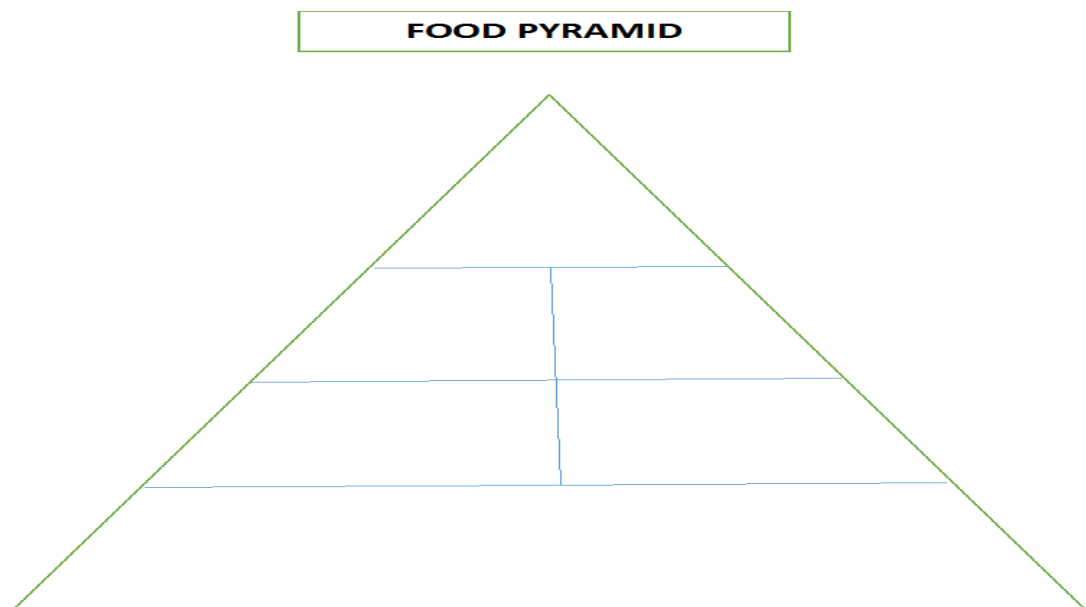


Figure 30 Model 3 of a filling gap activity

The student is evaluated when he/she talks about his/her likes or dislikes

Step 3 Remembering research specific information **What are the benefits to eat**
..... **fruits**



Figure 31 A student talking about likes and dislikes

Step 4 Understanding

The teacher asks children to tell the class about what they like or dislike about food; e.g. I **like** apples, I **don't like** spinach, I prefer I love..... I want..... I don't want

The students must be able to use their own ideas to create mind maps, conceptual maps, charts, diagrams and others strategies for organizing ideas and summarize concepts.

The teacher asks children to use the internet for getting ideas about how to protect animals from extinction and then they will have to use the ideas to make a mind map on a cardboard.



Figure 32 Models of flashcards for writing compositions

Step 4 Analyzing of the elements

List for ways serving food with the fruits

Step 5 Evaluation

What kind of fruits do you like?

Encouragement for the production

- The teacher asks children to search on internet about the food pyramid and then draw and paint to complete the following pyramide

The student learns to provide reasons (meaningful learning)

Classroom projects are an effective tool to consolidate and extend learning, increase motivation, improve classroom dynamics, and support learner -autonomy. In addition, projects by definition result in some sort of real product, and provide clearly definable learning outcomes and real take -away value.

It was important to observe several indicators in the behavior of the children to face to activities in the classroom projects that gave the researchers. Several keys to analyze the hypothesis were worked in order to verify or contrast the obtained information from the application of the instruments of data collection.

GLOSSARY

ENGLISH LANGUAGE

To acquire English as a language is an advantage that facilitates functional flexibility because of its international use. English is very useful instrument union about different regions and different cultural entities that communicate in English.

AFFECTIVE:

It the Affective domain has received less attention, and is less intuitive than the Cognitive. It is concerned with values, or more precisely perhaps with perception of value issues, and ranges from mere awareness (Receiving), through to being able to distinguish implicit values through analysis. (Kratwohl, Bloom, & Masia, 1964)

ATTITUDE:

From businessdictionary, A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli). <http://www.businessdictionary.com/definition/attitude.html>

COLLABORATIVE LEARNING:

Collaborative learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning <http://www.thirteen.org/edonline/concept2class/coopcollab/>

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT):

ICT (information and communications technology - or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite

systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning.

AUDITORY LEARNERS:

From Wikipedia is a learning style in which a person learns through listening. An auditory learner depends on hearing and speaking as a main way of learning.[1] Auditory learners must be able to hear what is being said in order to understand and may have difficulty with instructions that are drawn but if the writing is in a logical order it can be easier to understand. They also use their listening and repeating skills to sort through the information that is sent to them.

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