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FREE EDUCATIONAL SOFTWARE APPLICATION FOR OPTIMIZATION OF ELEMENTARY ENGLISH GRAMMAR TO STUDENTS IN 8TH LEVEL IN "ALIDA ZAMBRANO GARCÍA" HIGH SCHOOL, PERIOD 2016-2017

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TUTOR'S CERTIFICATION

The undersigned, Thesis Tutor of Universidad Laica "Eloy Alfaro" de Manabí, Extensión en El Carmen

CERTIFIES:

He has supervised and reviewed this investigation about: FREE EDUCATIONAL SOFTWARE APPLICATION FOR OPTIMIZATION OF ELEMENTARY ENGLISH GRAMMAR TO STUDENTS IN 8TH LEVEL IN "ALIDA ZAMBRANO GARCÍA" HIGH SCHOOL, PERIOD 2016-2017, it is ready for presentation and suitable for exposition. The opinions and concepts presented in this thesis are the product of hard work, perseverance and originality of its author: ROMAN LOOR MANUEL ALEJANDRO.

El Carmen, September, 2016

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DECLARATION OF THE AUTHOR

I am ROMÁN LOOR MANUEL ALEJANDRO, with identity card Nº 1313433300, responsible about, doctrines, results and alternative guidelines in this investigation and the intellectual heritage of labor belongs to Universidad Laica "Eloy Alfaro" de Manabí, extension en El Carmen city.

El Carmen, September, 2016

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APPROVAL OF RESEARCH WORK

Bachelor's degree in Science Education Mention in English

Members of the board of examiners approve the project about: **FREE EDUCATIONAL SOFTWARE APPLICATION FOR OPTIMIZATION OF ELEMENTARY ENGLISH GRAMMAR TO STUDENTS IN 8TH LEVEL IN "ALIDA ZAMBRANO GARCÍA" HIGH SCHOOL, PERIOD 2016-2017,** of Science Education Career Mention in English

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DEDICATION

I dedicate this project mainly to my parents, Victor Roman and Elen Loor, who have been the mainstay for exceeding the stages that the educational process includes. This is the perfect opportunity to compensate many privileges that my parents have given me; that is why I dedicate this work to them.

However, it is important for me to mention a person who has a special place in my heart, my partner Paola Zambrano, who constantly supported me unconditionally. I also dedicate this project to her; she is the person that I love.

Of course, I bestow this project to my relatives who have supported me to fulfill my accomplishments. In the same way I bestow it to my friends who have inspired me to carry on my goals.

Román Loor Manuel Alejandro

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ABSTRACT

This research contains the topic "Free Educational Software application for optimization of elementary English grammar to students in 8th level in educational institution "Alida Zambrano García" high school, period 2016-2017" in "El Carmen – Manabi". The general objective: application of interactive educational programs for optimization of elementary English grammar in 8th level students in the educational institution "Alida Garcia Zambrano" high school. The application of these resources is formidable because these technological elements immeasurably improve the learning of English grammar. This research is framed within the parameters of qualitative research with the approach of field research, such research has characteristics of descriptive research, the collected data was obtained from students 8th grade of that institution, including to parents, teachers and authorities of the institution. The strategies employed to carry out this research was the observation to students, in the same a survey was applied both teachers and parents who are immersed in the elements involving the project. Information could be obtained based on statistical data by which it was possible to infer that the application of interactive programs in students of 8th level of the educational institutions "Alida Zambrano García"; greatly benefits the learning of students according to English grammar and other English skills. Similarly useful recommendations for all teachers of the institution, which also favor students, authorities and parents, are established. All these achievements are possible through interactive logic programs focused on enhance Basic English grammar. One of the various activities that can improve English grammar in students is "Bubble Grammar" which is an activity that contains several bubbles, each with grammatical elements; these bubbles will burst if the students combine them in the correct grammatical way. Also "Falling Clouds" is an interactive application which has clouds with grammatical elements in disarray, these clouds must be arranged so as to formulate a prayer at a specific time, among various activities that enhance the learning of English grammar to students 8th year.

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INTRODUCTION

English grammatical deficit that exists, in the students of eighth year of general basic education of "Alida Zambrano" High School, in 2016-2017 school year, can cause problems for present and future in English learning process; as it is important to know that grammar is an essential factor to learn any language, and English is not an exception.

The current project is designed for students in 8th grade, ranging between 10 and 11 years old, it is often believed that it is not important to instruct about grammar at this level, but it is precisely here where teachers should place particular emphasis on this skill.

Students who do not have enough knowledge about English since the subsequent years to 8th, are students who will surely be focused to have a permanent deficit throughout the school process, that is the reason because at this level, students must be taught about grammar. It must be done through appropriate methodological strategies and the application of technological tools, it will be very positive for English classes.

The problem lies in the lack of elementary knowledge in English subject that students in eighth level have, this is mainly because in the years after 8th they have not received English classes.

The most prominent objective of this project is to investigate, analyze and discover the importance of English grammar through free educational software application

The specific objectives to execute this research are strong:

To encourage students to use English grammar for English language learning.

To develop, through dynamic strategies, the retention of knowledge and grammatical elements in English.

To demonstrate the importance of the use of free educational software in school learning.

To promote the use of free educational software in the execution of classes and school tasks.

To encourage students to learn English elementary grammar through the educational software application.

In Chapter I, the aspects of theoretical framework are detailed; this is a very important element for this research because it contains relevant information for the investigation. It contains data from authors who study the matter and beneficial contributions to this project.

In Chapter II, it is presented the interviews to parents and authorities of the institution, to realize the knowledge that they have about English problems in Ecuador and free software to improve English.

In Chapter III, it is presented the details of the proposal which has as main objective to find a solution to the problem that this project studies. This chapter contains an exclusive manual presented for use and application of interactive programs that can benefit grammar instruction in students. This will generate a dynamic and interactive class that has many techniques that will surely attract the students' attention.

In the concluding part of the research, it is presented results related to the research, which serve to corroborate everything that has been implemented and investigated. At the same time, general recommendations are established for English teachers and all members of the Institution.

CHAPTER I

1 THEORETICAL FRAMEWORK

1.1 Software

The software can be designated as an application that necessarily requires a beneficiary to be able to function. The interactive software or logical program is based on a computer system; this program allows the user to perform specific tasks.

There is a specific type of software that aims to educate about a foreign language, specifically English. These software are very convenient because these software strengthen English skills, however software focused on teaching English specialized in grammatical field.

"The software components include, among many others, computer applications such as word processor, which allows the user to perform all tasks concerning text editing; called system software such as operating system, which basically allows other programs to function properly, also facilitating interaction between the physical components and other applications, and providing an interface with the user." (SOMERVILLE, 2005)

The software is an essential tool for the operation of a computer. There are several types of software for different needs and all with the same purpose; it is to generate benefit to users. This consists of a variety of logical data that allow users to execute the different actions. English, a language that is regarded as a universal language, is equipped with different types of software that allow users to learn through computer applications; they are effective and useful tools.

There is an interactive application aimed at strengthening English grammar. It is known as "Bubble Grammar", this consists of approximately 100 bubbles; each bubble has a grammatical element, the goal is to sort the bubbles to make sentences with correct grammatical structure.

(SOMERVILLE, 2005) states that the software is a wealth of information that is hosted on the computer to be used and then satisfy user needs. There are several types of software including those who use the term "education", which obviously has specific characteristics for education. This type of software is advantageous for English teachers that are intended to strengthen the four skills of the language, especially grammar.

In today's world where printed information is no longer interesting for the student, it is necessary to apply educational software, especially when it is expected to teach English grammar of a foreign language; as it is too difficult to understand a foreign language if interactive software is not applied to teach this subject.

1.1.1 Software History

(SOMERVILLE, 2005) Software history involves many important concepts, among them, it is the fact that the software has been constantly evolving. Since the 70s the software began to play an important role in the world of business, where famous mainframes were used which were built with IBM.

These systems were nothing economic but they allowed companies to mechanize the administrative information resulting in more systematized information.

In the 90s, it began to popularize the personal computer and who played a big role in the popularization of this was Bill Gates with well-known company Microsoft Windows who dabbled in the world of computing with the recalled MS-DOS system which was used as an innovative system in order to use the Windows operating system.

The Windows operating system was enabled, different to Mainframes equipment, to be used by any individual and it is precisely with the inclusion of the Windows operating system that the global world and especially companies begin to adapt to the computer world and become more dependent of this technology to fulfill their daily functions.

The software begins to gain a big space in the global world with the advent of the Internet. This benefits not only companies dedicated to administrative activities, but also all companies and management of any type of information especially with the inclusion of online e-mails which allowing facilitate sending data. (Campderrich, 2003)

Interactive techniques opened a new world of applications and new levels of sophistication of hardware and software. Real-time systems could collect, analyze and transform data from multiple sources, thereby controlling the processes and producing outputs in milliseconds rather than minutes. Advances in online storage devices led to the first generation of systems management databases. (Denne & Cleland-Huang, 2004)

In a more advanced stage, concerning the historical development, the evolution of software focused on the inclusion of refined and specific operating systems, integrated networks becoming an important tool for managing the economy for different countries factor.

1.1.2 Types of Software to strengthen English

For an explanation of types of software that can optimize the English language, you can set 3 types and these are:

1.1.2.1 Application Software for English

(Alonso, 2005) He establishes that the application software is one type of software that gives the user the ability to run one or more specific tasks in various fields that are related to the task of being systematized or managed. The application software is very useful when it expects to teach new vocabulary in English.

For example there is an application called "Fast Hands" where the student is presented with a word in particular, students must choose, approximately 12 images, this picture must be according to the word. In this section (application software) could include applications that users use frequently or daily; it is formidable to apply them daily in the classroom for the English teacher.

There are various types of application software currently used globally by users, among these are:
Educational Software, Medical Software, Administrative Software, Databases, Designs Software, Videogames, Business Software, among others.

In the Application Software, Educational Software plays an important role in teaching English, because this application contains organized and relevant activities in order to solve common problems to learning a foreign language.

Another type of application software is the "Guess the Word". It is a program in which student must guess the word by selecting letters, to select the letter, the student need to spell the letter, so the student must fully dominate each vowel and consonant sounds.

1.2.2.2 Programming Software for English

The programming software is one type of software that is used for creating application software or computer applications. To be able to create software that encourages what the English teacher is teaching is an excellent way to benefit English class. This type of software is aimed at those computer experts whose task is to design programs to meet the different needs of different fields. For English are, such software provides a great contribution.

(Campderrich, 2003) He establishes that programming software is "The set of tools that allow the programmer to develop computer programs using different alternatives and programming languages, in a practical way."

Corroborating the above, the programmer uses different tools focused to benefit various fields for specific tasks, such as administrative, educational, business field, etc. Among the different software programming, the most common are:

Text editors, compilers, linkers, scrubbers, among others.

1.2.2.3 System Software for English

(Campderrich, 2003) It is pointed out the System Software as "an application used to control and interacts with the operating system, providing control over the hardware and supporting other programs; opposed of the called application software".

(Chambers, 2008), mentions system software as a software which is in charge of freeing the user of the processes used for communicating the software with the hardware. To develop any skills in English, it is not necessary to know computer processes or understand its overall performance. It is only necessary to know basic computer requirements and focus all concentration to be able to assimilate the structures of the English language. Below it is set a list of the most common system software:

Operating systems, Device Drivers, Diagnostic Tools, Servers, Utilities, among others.

To use educational software that strengthens the English language is necessary to use applications that are appended to the system. The system software allows an interaction between the users and, in this case, the application that is aimed at learning English. These applications must be attached by default to the operating system.

1.1.3 Free Software

(Campderrich, 2003), explains that free software can be called that type of software that allows the possibility of providing absolute freedom in the execution, copying, distribution, modification and software upgrades.

Free software refers about a those types of software that provide a certain liberty that others are not able to provide. Using Free Software, it is possible to use the program without limitations, that is to say; to use it to achieve any goal.

There are varieties of English free software that can be used by teachers to teach in their daily classes; specifically those who are focused on strengthening English grammar.

Another feature that has free software is to give the user the ability to be illustrated in detail on the operation of the program, moreover it can be modified to perform tasks with specific own objectives. To achieve the modification and study of such software it is necessary to access the software source code which is possible thanks to the characteristics and scope of Free Software.

Free Software provides the ability to distribute, free of charge, once the software has been modified. For teachers who instruct English this news is great, because this software may be distributed to several teachers in the same area and then to socialize ideas to improve the software.

It is important to remember that the modification of free software is possible. This means that the English teacher can create activities and applications that go hand in hand with what exactly is being taught at the time. By applying interactive strategies, including intrinsically what is being taught; students will be motivated and will appear on it a need to learn.

(Alonso, 2005), provides that "free software is any program whose users enjoy these liberties. So you should be free to redistribute copies with or without modifications, free or charging for distribution, to anyone, anywhere". This implies that any individual, organization or company is free to perform any task in which the use of the software needed without having to report or mention of what is becoming the creator of the software and anyone.

As every application there are advantages and disadvantages of Free Software, among the most emphatic the following are presented:

Advantages:

The cost of applications compatible with Free Software has a minimum cost and in most cases is free.

Free Software user does not need to notify the author if he intends to distribute or sell the software.

Possibility of redistributing the software.

Ability to modify, copy and profit from the software.

More reliability.

Disadvantages:

It is not presented any kind of warranty by the author of free Software.

Graphic interfaces quality is shorter.

Difficulty installing supported or unsupported applications.

Limited permanence in running multimedia applications such as games, videos, etc.

1.1.4 Educational Software to learn English

It is vital to know that when an insertion of computer programs in education is done, new concepts to refer to these elements are created, in the case of education this term is called as "educational software". In this group those applications that aim to teach students English are included, those applications that are successful in the field of teaching English grammar.

Educational software has the particularity to include didactic and interactive strategies that benefit the teaching and learning process. In certain circumstances they can reach the point of emulating the role of teachers and ideally satisfy the epistemological processes of students.

This software provides invaluable teaching English language advantages as English, which is a foreign language and it is more difficult to assimilate, needs to apply technological tools to optimize the teaching of this subject.

Repeatedly, it is possible to confuse the right term to refer to educational software; because people sometimes tend to think that computer programs that benefit the school system as Word, Excel, Power Point are educational software. However it should be emphasized that this terminology must be used to refer only for those programs that encourage learning applications that have purpose instruction in educational aspects and especially in the field of English.

One of the most popular programs that exist today for learning English language is "ROSETTA STONE". This application aims to teach through images and not words. In this program students will be able to dominate the four skills, only with the use of images and not words.

The program raises its level of difficulty every time students get over tasks. Its specific objective is to achieve that students learn English as their mother tongue learned; through the reception and assimilation.

(Alonso, 2005), conceptualizes the "Educational Software as a computer application which have special features that support the teaching and learning process." the support obtained for English subject is incalculable.

According to Rodriguez Lamas (2000), "educational software is a software application that supported on a well-defined educational strategy can benefit the teaching-learning process. It constitutes an effective instrument for the educational development."

Based on the conceptualizations presented above, it can be defined that educational software is a necessary factor in today's world for the development of education. For teachers that teach a foreign language, the use of educational software is extraordinary, because as mentioned above in

today's world takes more than a book to catch students' attention; educational software satisfies this need.

These interactive logic programs are basically effective tools for achieving goals that education aims to get. The aim of the English language is to master four specific skills; educational programs that teach English are intended to optimize those four skills through different strategies.

Educational software also benefits the student and teacher because it provides facilities to teach during classes. It provides a more interactive and engaging educational environment. There are educational programs that allow students assimilate grammatical structures and vocabulary in English through games and through deduction. In addition this software will also help students to retain knowledge in English and improve students' intelligence.

1.1.4.1 Educational Software Characteristics

The characteristics that has educational software to strengthen English language are quite particular because this type of software engages in optimizing the four English skills; Reading, Speaking, Writing, Listening.

In the technology world it is possible to find countless applications that are referred as educational programs or software; however it is important to point out the most important aspects of educational software to be able to differentiate ordinary educational software. The main features of educational software are:

Educational software is used to support particular task information to students. This software will strengthen the teaching and learning process. In terms of formulating grammatical structures in English, it can be very helpful; students will practice the correct order of grammatical elements.

Educational software obviously contains computational aspects, however, besides this; it contains pedagogical recapitulations that create a more enjoyable communication between knowledge and the student. In the case of the English language, there must be a nexus between the grammatical skills and student.

It is focused to strengthen educational aspects and improve the process of teaching and learning. Related to the English language, this software helps students to create a concept of why it is important to apply the grammatical structures when they try to speak in English.

The educational software does not contain features that are difficult to access or use. Basically, for the use of educational software; it is not required more than the minimum computational understanding; because the main objective of educational software is to strengthen the knowledge of English skills and not on the correct use of computers.

Generally, educational software has the feature to include final evaluations. These evaluations are used to corroborate that the objectives of teaching and learning process has been obtained.

Another prominent feature that Educational Software owns is variability, as it is incorporated into different factors that are involved in education, such as the classroom, students, teachers, etc. field

Programs are dynamics and didactic in every way but focused on the educational aspect, because this is precisely one of the reasons to use it. The educational software allows a more entertaining and dynamic, interactive class.

A great feature of educational software is that it lets students to assimilate easily complicated issues, especially those of a foreign language, specifically English, as students do not have English vocabulary for being a non-native language.

Boards and books have become ineffective today; that is why the inclusion of an interactive program in English classes will achieve that students are motivated to retain information that helps the development of multiple skills that exist in English. (Reading, speaking, writing and listening)

1.1.4.2 Educational Software Functions

The use of interactive logic programs in the classroom is a strategy that will provide great benefit to teachers, however, to be able to use it in the right way is important to know the functions of Educational software in order to use their potential to the fullest.

English language educational software function provides themes and methodologies that allow the student to achieve optimal retention level in relation to English.

(Campderrich, 2003), the following functions for educational software are established:

Instructive function

Absolutely any educational program is aimed to develop student learning, which is why instructional function of educational software will always represent a big role. It trains in a systemized way the elements and functions of English.

Informative Function

Other features that the educational software presents is the information function which provides teaching students, this information is systematized and allows permanent student training on reality. English teachers would be feasible to apply this in a class in order to take a correct and permanent control of their classes. Among the most important examples of program that will use the information function include: tutorials, database, and others.

Motivating Function

Using educational software in the learning process and school education is a factor that can easily motivate students to acquire relevant knowledge in English. It is known that English, as a foreign matter, is uninteresting (due to the difficulty) for the student, which is why the motivating function of an educational software represents a big role.

The fact of incorporating an interactive method to regular English classes will generate a great motivational impact, in contrast with ineffective books and board. It is inescapable to attract student attention through educational software, as these programs are specifically designed to fulfill one specific objective: to attract students' attention.

Evaluating Function

One of the great features that own the Educational Software is the periodic assessment that these kind of software owns. Permanently the student will be evaluated to confirm that knowledge about English grammar has been acquired, here you can also evaluate the three remaining English skills; it is why the Educational Software has the evaluating function.

Ludic Function

Educational programs include among other things, ludic activities, which could be seen as another feature of educational software. Applying recreational activities (through video games) to teach a foreign language may facilitate the task of teaching that seeks to instruct a different mother tongue language to student.

Educational Software usually includes games to attract the student's attention about English class It also seeks to optimize the four skills that English language has. (Denne & Cleland-Huang, 2004)

A program that includes recreational activities is the popular game HANGMAN, in which students learn through playing. In this activity, students

must guess the word by selecting letters to find the word. It is important to know that. In this activity students have a limited number of attempts, which will encourage the student to think their selection.

1.1.4.3 Educational Software Classification

(Denne & Cleland-Huang, 2004), establishes the classification of educational software as:

Tutorials, Simulators, Games, Evaluators.

Tutorial

(SOMERVILLE, 2005), establishes that the tutorials are applications that aim to educate the student about a particular topic. These tutorials use teaching strategies through images, videos and sounds to understand the English language, including multimedia and explanations of how to structure sentences in English must be applied.

Another feature that has the tutorials is that these focus on explaining step by step and specifically the position of the elements in English that form a text or an essay. These tutorials also explain the elements that must be included in a text or essay.

These explanations are given in hierarchical order so in this way students can understand systematically the procedure to create essays, sentences, texts and others.

Currently, the teacher who pretends to teach a foreign language is forced to undertake into technological and computer world so a tutorial is an effective way to learn how to use free software.

There are diversities of software that make this task very simple. These applications let users to record what is done on screen and attach additional instructions for the explanation. English professors sometime use tutorials to explain about the four skills in English.

Simulators

(Chambers, 2008), explains that simulators are applications or programs that allow students to think, develop and generate possible solutions to situations that are similar to a real situation. There are some simulators that emulate official English tests like TOEFL test or CAMBRIDGE test, these simulators allow a more accurate idea of what this type of tests imply; it allows users to have better outcomes.

(Campderrich, 2003), mentions simulators as programs that provide students the chance to optimize their mental capacity and associate knowledge with practical things.

These simulators benefit immeasurably learning of English grammar because these applications create a link between what is instructed and conversations you can have with a person who speaks English as a native language. It is a useful tool in the teaching and learning process.

With the help of the simulator different questions can be solved because it can help students to have conversations with native people and make different questions that can be presented during teaching-learning process.

For the benefit of English language there are several applications that can simulate a conversation in English between the student and a virtual person. The student is aware that this is a simple program and they will lose the fear of being wrong, which is what usually limited to the person to participate in a conversation.

There is a website called "Verbling" in which you can talk to people all over the world, without necessarily know them. People can be included in a conversation that is limited to 10 people; students can discuss various topics such as in an assembly, all in English and applying the correct rules for obtaining academic and correct English.

Educational Video Games

(Chambers, 2008), explains that video games are educational multimedia applications which are aimed to instruct on any subject or topic.

Educational video games are a crucial factor that can motivate students to learn English. It has been shown that while the student plays and learns the retention of information is more reliable.

Generally, video games are riddled with instructions, game methods, and strategies but written in English, it is formidable to motivate the student to understand what software wants to express in English.

Educational games have diverse themes associated with video games, which are aimed to instruct and to put into practice everything the English student has learned and apprehended.

Among the many games to optimize English skills, there is one called "DesertDrag" which allows students to play with a ball, selecting English vocabulary requested. It's very entertaining and interesting for the student.

Evaluators

(Squires & Mcdougall, 2001) state that the evaluators are interactive applications that allows students to measure the knowledge their have gained through dynamic and educational assessments.

This type of software can be very helpful when graduating withholding information that a student has acquired.

 It is important to take periodic evaluations when students learn English because all elements of the English language are linked so those elements will be necessary in the future.

1.1.4.4 Educational Software Benefits

As previously mentioned educational software represents many benefits on teaching and especially to those classes that aim to teach English, allowing a more interactive and dynamic class.

The benefits provided are big. It helps to create a motivational environment for the student who needs to learn a foreign language (English) as the world updated today it is necessary to capture the attention of students through interactive programs that make English classes more attractive and fun.

According to (Ospina, 2011) educational software supports constructivist education as it makes contrast to traditional education, constructivist education include technology and modern components. Educational software is a formidable tool to teach English to students who are not native speakers.

Another benefit of educational software is that these kinds of applications facilitate the role of teachers. English teachers have the arduous task of teaching a foreign language to students, applying educational software, this task will be easier.

There is an application called "POSTCARDS" in which student can use the application to learn vocabulary, develop the skill of listening and understand grammatical structures, though multiple games and applications.

1.1.4.4.1 Software Benefits for English teachers

(Chambers, 2008) Mentions a number of benefits that educational software provides to teachers, among which may be mentioned the following:

It optimizes, in a particular way, professors' methodology, associating modern and technological methods. This tool facilitates the task of teaching as it allows practicing grammatical structures, vocabulary, etc. using options

that are clearly in English. This allows to student to become familiar with English words as educational software include instructions in English,

The Educational software has elements with a dynamic and striking for students. It benefits teachers as the student's attention to the class will be permanent. Dynamic themes allow the teacher to explain English grammar, phonetic sounds, English vocabulary with more aplomb as it allows the student to associate common terms in English with common terms in Spanish.

Educational software can be classified in any level of English so it is easier to satisfy classroom necessities. Most common levels are: Beginner, Intermediate and Advanced. This makes easier the task of professors that want to teach English.

This type of application allows teacher to check students' knowledge. It works formidably to corroborate that students have retained English vocabulary which will allow students to create better sentences and essays. The teacher's role is just a simple data monitoring.

1.1.4.4.2 Software Benefits for students

According to (Campderrich, 2003) educational software gives students the chance to feel in a comfortable and pleasant environment. There are diversities of software that have animated themes and pictures that make students feel good of learning English.

It has been shown that educational software awakens a total interest in class; this will be effective at the time of assimilating a language that is foreign to students' mother tongue because the concepts and structures are new to the student. Software will allow students to keep their minds active and retain invariably English words which have never been used by them.

Some of the most important benefits of educational software for students who aim to learn the English language are:

-Students promote their ability of reasoning and establishing their own strategies of solutions. It allows students to exclude options that grammatically, in English, are incorrect.

-Students will feel constantly motivated, as educational software that aims to learn the English language is basically a game where educational and profitable results are obtained. The games that encourage vocabulary in English are beneficial to retain English words.

Educational software offers the possibility of working together which will allow the student to interact with peers and experiment in leadership. It is important for teachers to include group strategies which can generate conversations in English; this will create more expectations by using elements that have been learned in classes.

1.1.5 Educational Software for English in Ecuador

According to (Jorge Camacho, 2011) in Ecuador, there is a high rate of people who refuse the use of educational software in schools and one of the reasons that this author mentions is the fact that teachers in Ecuador do not feel they have the necessary capacity to handle these applications.

This situation is causing that the school process delays because the Educational Software in addition to improve classes, innovate in the application of constructivist education techniques.

Ecuador is a country that in ancient times has refused to learn a foreign language, because the challenge is complicated. In recent generations this ideology has been modified. It is important the inclusion of educational software in educational institutions as it caught the attention of the students when they are learning English.

(Alonso, 2005), states that there is plenty of information on the internet to which any individual has unlimited access to applications aimed to teach English. This raises the need to incorporate educational software into daily instruction teacher. On the Internet there are plenty of websites that can help students to develop their English skills; there are even websites that provide certificates once passed certain stages.

The internet is a huge highway where students and teachers can watch people interacting in English, worksheets for measuring English skills, even websites to talk with native speakers of English speaking countries. Internet is one of the best tools to learn English.

In contrast to what was previously mentioned, some "constructivists" teachers incorporate daily technological resources in class, demonstrating that the results obtained are very helpful. In the famous institutions of the millennium is necessary to manage educational software because these institutions have a modern approach and they always use educational software to fulfill their objectives.

English teachers that permanently apply educational software reveal that the level of learning is optimized greatly when they apply educational software .It shows that students who work with educational software in their classes; are awake and active students with the desire to work in class.

In Ecuador, there are many specialists focused on the computer branch, they have designed several educational software focused on strengthening the English language applied in some educational institutions. Our country is not a country with traditional precepts and the rate of people who are prepared to develop new applications evolves every day.

Other sector in Ecuador, who has dabbled in the use of modern software, is the public sector. It is because in public regulations it is stated that employees must domain a certain level of computer skill. The public sector

has opted for the use of these applications. It has generated positive results that provide an immeasurable benefit, plus the facility to systematize data and information.

Finally, software development in Ecuador is evolving; creation of this kind of application is becoming more common. Users who are reluctant to apply it to its functions must assimilate that it is a potential tool that will facilitate their job functions immeasurably.

1.2 Grammar

The Spanish Royal Academy defines grammar as "The art of speaking well: divided into analogy and syntax. The analogy teaches word knowledge with all its accidents and properties. Syntax explains the order and dependence of these words in sentences that explain our thoughts". It also explains that can be referred as a factor that is responsible for studying regulations governing language and systematization of morphological elements.

In English, grammar is considered as a systemized study to speak in a coherent and academic manner. In certain aspects of English grammar defers from the Spanish grammar, as in this foreign language (English) usually includes common "Auxiliaries" which in a literal translation would not have an exact translation but these elements must be included to formulate correct structures.

Jose Gonzales in his book Library about electronic resources of humanities, he mentions the grammar as "discipline which systematically studies the kinds of words, possible combinations including relations between these expressions and meanings that can be attributed".

(González, 2013), refers to grammar as "the science that studies the significant expressions used in normal speech. At its basic level, it defines an infinite set of useful phrases to explain the meaning and use of sentences"

In short, grammar is an important factor that includes all morphological aspects and helps the user of this to speak and write properly and correctly, both in English and Spanish, which despite having their differences go hand in hand. This tool (grammar) includes the necessary components to produce texts, letters, writings etc. consistently and appropriately.

Grammar represents a critical component when talking of a language because this is the component that allows formulating ideas and organizing them properly so on that way the message that is pretended expressing will not be distorted by others.

1.2.1 Grammatical theory History

The Spanish Royal Academy, mentions about the history of grammatical theory and its evolution in humanity. There is speculation that policy to speak a language began to emerge with the famous "advent of writing".

The history of the octogenarian grammar is presumed that was in 480 B.C. Aristotle, Socrates and others began to argue about what could be considered as grammar and would play important role in the linguistic field of languages.

The Spanish Royal Academy says that "the formal grammar is a codification based on observation. Establishing and developing rules, the prescriptive concept appeared which created a gap between contemporary usages and accepted as correct ".

Grammar plays an important role in education today and in middle age also. It has been considered since ancient grammar as an essential factor to expound thoughts correctly.

1.2.2 Types of grammar

(Bello, 2016), cites the most relevant types of grammar, among which can be found:

Prescriptive grammar: this uses regulations which are designed to express specific ideas; descriptive grammar can be defined as the traditional grammar. Prescriptive grammar generally accepts the use of colloquial language and not necessarily based on rules to manifest what people want to express; this type of grammar is widely used in teaching when the objective is to teach about a foreign language, however it has been discarded in the linguistic-academic environment.

The descriptive grammar: In contrast to the prescriptive grammar, it tries to express ideas correctly, describing correct those ideas appropriately. This type of grammar can be considered as an appropriate grammar.

Traditional grammar: traditional grammar, as its name implies, is a kind of grammar that uses traditional precepts, precepts that were established in ancient Rome and Greece. It has a traditional approach and standards of antiquity.

Functional grammar: this type of grammar is used to capture spontaneous concepts ideology in humans and is governed by three precepts devised by Simon Dik which are the typology, psychology and pragmatics.

Generative grammar: (González, 2013), mentions it as "a formal approach to the syntactic study of languages that can in some ways generate well-constructed expressions of a natural language. A branch of linguistic theory (psycholinguistics) is based on generative grammar"

Formal grammars: This type of grammar is generally used in computer field and is associated with the programming language which has the attribute to generate results through commands. It is also used in the mathematical field as the language used to define mathematical methods and concepts is similar to that used in the computer field.

1.2.1 Basic elements of English grammar

As it is known grammar is based on morphological structures that allow people to speak a language appropriately. These are important elements that allow people to speak English correctly.

Noun

It can be referred to the noun as one of the grammatical elements with more variety. There are even suffixes that allow a substantive change its meaning and used in a different way in sentences.

They can be classified as nouns and common nouns, abstract and concrete. There are also English countable nouns such as "Clock and City" and uncountable nouns in English, like for example "Milk, Water". However, it is important to mention that some nouns in English work as hard as accounting and non-accounting; a clear example of this is "Wine". (Seix, 2010)

There is a distribution for nouns due to nouns have a large variety of elements among the most prominent:

The common or proper nouns which have the characteristic to name any person, animal or thing. In addition, proper names are written with capital letter at the beginning. Days, months, countries in English should always go to the beginning with the capital letter.

Concrete and abstract nouns, these nouns have the characteristic of mentioning elements that are out of reality but despite that these are commonly named and are known by people. In addition, it can also be included those nouns that are mentally understood but have no real form but only present in the mind, a clear example of these kind of nouns is "beauty."

Countable and non-countable nouns. It is important to mention this type of elements because it allows differentiating those elements that can be counted and those that cannot be counted. Although there is a wide variety of accounting and non-accounting nouns, countable nouns have a higher proportion. As an example of accounting nouns we have rocks, tables, tables, etc. And for non-accountants milk, water, etc. can be mentioned.

Finally, there are individual nouns and collective nouns. Individuals usually go in singular and refer to an element of a group and the collectives refer to those containing several elements of the same strain.

Pronouns

(Seix, 2010) Pronouns are relatively short words, however, depending on their type, have different functions in grammatical structure. Among the type of basic and important pronouns in English are the personal pronouns and possessives objectives, which are distributed in singular and plural and set out below:

Personal Pronouns	Objectives	Reflexives
I	Me	Myself
You	You	Yourself
He	Him	Himself
She	Her	Herself
It	It	Itself
We	Us	Ourselves
You	You	Yourselves
They	Them	Themselves

Additionally, it can be mentioned that nouns are elements that have a linguistic meaning but in spite of that it is understood its meaning and its function. In English language, they are usually used to replace a proper name or a noun and give it a linguistic meaning; in this way it will be possible to understand sentences or texts with morphological elements.

Verbs

Verbs can be considered as the largest variety of words, after nouns. These verbs play a crucial role in grammatical structures as verbs mention the substantive action, verbs allow writers to express a coherent idea and make good sentences.

English verbs can take different forms depending on the time in which we speak and what we want to manifest. For example in the simple present, referring to the third person of singular, it must appended the letter "S" to the verb and in some cases "ES" for example "Write, Writes" "Watch Watches".

In other circumstances ING is added, it changes the tense of the sentences, in this case from simple present to present continuous. Sometimes, the letters "ED" must be added to the verb in order to convert the verb to simple past.

There are also modal verbs, which are used differently in the grammatical structure; as they should not be separated using the word "TO" if they are with another verb. The phrasal verbs also play a particular role; because they can get a specific meaning when combined with prepositions and other words. (Kock, 2000)

These rules often confuse students who are learning English because different rules must be applied depending on the grammar tense, which is why they must memorize and known before using them in a sentence. A very obvious example is the case of irregular verbs, which do not have a specific rule to use them in grammatical time of the past.

Adjectives

Adjectives in English grammar, generally act as a complement and specifically this is the function of the adjective. These words help to the sentence to have a better sense.

Other particularities of the adjectives in English language is that when setting sentences with connotation in plural, the adjective should not be added the letter "S" as normally happens in Spanish language.

Adjectives are also used to complement the noun; this gives a different shape, meaning or perspective to the noun that is being mentioned. This element that is important in morphology also allows the differentiation of gender from one noun and another, because it will give a more specific meaning to the noun.

There are several types of adjectives, among the most prominent it can be mentioned the colors, which indicate a specific characteristic of the elements that are spoken. In addition there are adjectives that have an accounting connotation; they are used in the differentiation of sets and other similar functions. Pejorative adjectives are also widely used to refer to people from whom one does not have amiable friendliness; however they are well known and frequently employed in informal conversation.

Prepositions

The particularity of prepositions in English is that these can take on different meanings depending on the context in which it is spoken. The same word, with the same characteristics, can play different roles depending on the context it is used.

On, At, In, function as prepositions of time and place. It is used with a different meaning and differentxiated by its context.

The most usual prepositions in English language are the prepositions of time which are fundamental to establish dates of events, specific days of a programming, etc. The prepositions of place indicate the exact position of a location, which can be understood through the use of these prepositions.

1.2.2 Levels of English Grammar

There are 4 types of levels of grammar which are applied in Education.

Syntactic – morphological level on English studies morphological elements in a language. Different factors that provide a coherent sense to the sentences are provided at this level.

Lexical – Semantic level on English studies variations in word meanings depending on where they are used or taking into change of person, gender, number, time, and others.

Phonetic – Phonological level on English is responsible for studying sound production and articulation of words. This level is very important because it helps to people to differentiate sounds to understand a conversation.

Pragmatic level on English studies the objective of words in a sentence.

1.2.3 English Grammar Importance on Education

(Russell, 2016) As you communicate daily is incredibly important in the educational environment of today. It is a reality that today technology is dominating most professional fields, and is a reality that these technological elements considered as unnecessary the fact of handling a good grammar to access to their most important functions.

However, there are many professionals who consider grammar as an important factor to communicate with people.

Grammar gives the speaker the total use of the expression and communication; grammar creates a way to interact more enjoyable and consistent among people. In the educational system it must be established the idea that a communication without a proper grammar is invalid or ineffective.

It is encouraging to know that standards of today focused on the teaching of English grammar are rigorous and it is relevant to correct errors that are currently committed, especially because teens today use social networks as a fundamental tool in their lives.

English grammar owns correct structures which can generate sophisticated texts that can be simply published in magazines, newspapers and even books. For a good reading of teenagers today is important to know the basic grammatical elements. Spelling, capitalization, punctuation and other elements are important for generating more eloquent and academic conversation.

1.2.4 The role of Grammar on teaching English

(Weal, 2010) Teaching a foreign language in world education has become an important role worldwide for the past 50 years. In this process the grammar has played a key role, this has been endorsed by several linguistic theories and methodologies.

According to European Framework languages, grammar plays a critical role when it is pretended to teach any language, especially English subject because grammar is endowed with characteristics that allow the student to master and speak this language.

In ancient times, and today, there are two basic ways to learn English; one is through an inherited and empirically theme and another of them, the most important, through grammar.

Grammar can develop greatly the capacity of reception of elements. At present, to teach a language, including English, it is important first to insert grammar school life of students; because it would be counterproductive to teach a foreign language empirically without use of grammar.

To learn a native language, it is necessary to understand phonetic sounds, vocabulary, forms of expression, and others, through the empirical methods; however this cannot be run in the classroom if it is to teach a foreign language. Learn grammar allows learning English academically systematized. The role of grammar in the teaching plays an important role when people want to learn any language. (Bello, 2016)

To learn a language is necessary to start from grammar. Learning grammar not only supports this same skill but also strengthens the remaining skills. The Understanding of Writing and Reading will be easier if students understand English grammar. It will be easier too to understand conversations and dialogues if students have a good level of grammar.

1.2.5 Contrastive Grammar (English and Spanish)

(Bello, 2016) To speak two or more languages is important to have basic notions of each language. In the case of English and Spanish it is necessary to know certain grammatical aspects of both languages, so in this way people will not make the classic mistakes of literal translation.

There are many English and Spanish elements that are often literally translated and generate a misrepresentation of the message that people want to express; that is the reason because it is important to know about contrastive grammar and the function that it plays in translation.

1.2.6 Relative aspects to phonology

In phonological level it can be differentiate more concisely, contrastive differences in English and Spanish. To understand what a contrastive grammar is, it is necessary to start with the phonological level as it is precisely at this level where the differences are clearer.

This is the level where contrastive interruptions in English and Spanish are presented. At this level it can be found phonemes, elements of pronunciation of vowels and consonants among other things.

One of the most relevant reasons to understand contrastive grammar is a big difference that exists between English and Spanish. There are 5 vowels sounds in Spanish, whereas in English there are 12 vowels sounds, this variation occurs because English phonemes have various sounds depending on the structure of the word.

To illustrate the above, it may be mentioned simple examples like the words APPLE where "A" has a different sound to the word AIRPLANE that despite having the same letter produced a different sound for the letters that this word contains (González, 2013)

It is also possible to find English phonemes which do not exist in Spanish, it makes more difficult to pronounce in the right way for speaker whose mother tongue is Spanish. Such situations can clearly notice when listening to a

person, since the language is not used to produce phonemes with strange sounds that are commonly used in Spanish.

1.2.7 Relative Aspects to the lexical – semantic level

Undoubtedly to speak any language, either Spanish or English, it is important to have a large vocabulary, to be able to generate fluid and eloquent conversations. However, when people try to learn English and Spanish, or even teach they need to know that a semantic correspondence between these two languages exists, unfortunately it is not always accurate.

Although English and Spanish are two very similar languages, these languages usually handle differently when setting grammatical structures; English with auxiliaries to support a sentence and Spanish with the absence of them, although the sentences can express the same sense. (Valero Garcés, 2012)

Another problem that arises at this level, lexical-semantic, is that individuals who are native speakers of the Spanish language depend on "foreign words" like "Hot-Dog", "Corner", "Selfie", making it difficult to find an exact Spanish translation.

Finally, another common case that exists when matching the semantic lexical level between English and Spanish is the use of phrases, expressions, and other words that cannot be used in another language, but unfortunately people try to do it.

There are expressions such as "I am going to hit the road" which if we pretend to translate into Spanish, it would be impossible, that is why it is important to inquire with a native of an English-speaking country to try to absorb what this sentence means.

1.2.8 Relative Aspects to the Syntactic – morphological level

Most people know that the main problem by contrasting one language and another lies in the morpho-syntactic level, especially in the English and

Spanish language. English handles certain elements and auxiliary components that have no specific meaning, if you intend to translate into Spanish, but which must be included in the grammatical structure to give a coherent and academic sense.

A significant problem that can occur if the English language is contrasted and Spanish is the possible distinction between genders, as there are specific words that have a genre in Spanish, but in English it changes or is affected by other element.

There are also irregular nouns in English which do not fulfill Spanish rules, for example there is a rule (in Spanish) where it must be added S to the noun to make it plural but in English it is not necessary. There are plenty of English words which cannot apply this rule they are known as "Irregular Nouns".

Finally, the personal pronoun "YOU" presents a permanent problem when it needs to be translated into Spanish as "YOU" works in singular and plural forms without changing its original structure. In addition it has a unique meaning and no difference in Spanish when trying to use as "You" or "You". The same situation occurs in the translation of tenses, these translations do not always translate under a specific rule, but it should be understood by the context in which the structure is located. (Valero Garcés, 2012)

1.2.9 Relative Aspects to the pragmatic – discursive level

When people learn a language, they believe that to do it, they must just learn grammar and vocabulary aspects, however it is important to know that one of the crucial factors to be able to speak fluently and correctly, is the pragmatic-discursive level, which refers to the right and relevant elements of the language in the right context use.

Among several risks that can be presented at the time of confusing factors pragmatic-discursive level, one of the most important is the fact of putting excessive words in a minimal context, which would be counterproductive and in many cases more embarrassing than simple made grammatical mistakes in a sentence.

Each language has different cultural elements, depending on the context, people can speak and show what they want to manifest, but often no grammatical or morphological aspects are taken into when people communicate, this is something that appears in mother tongue and that has no logical explanation, only assimilation. This can cause problems when translating an expression from English to Spanish

1.3 Benefits of free educational software application in elementary English grammar

English grammar is one of the most complicated learning skills because it contains morphological elements that are not easy to assimilate, such as nouns, verbs, adjectives, pronouns, and so on. Many times this is tedious for students, due to the infinity of rules that must be learned. However, the insertion of educational software to learn this skill optimizes teaching-learning process and also captures the attention of the student through this software that contains interactive activities that facilitate the learning process.

Currently, technological elements are ruling the entire world, elements such as social networks, websites, online conversations, etc. and students are immersed in each of these elements so their impressions have become more demanding; it means; a simple book with a blackboard are no longer interesting for students so they will not focus on a class explained in a traditional way and much less intended to explain English grammar with these elements. Free educational software will greatly attract students' attention, as well as facilitate the teaching and learning process.

Through this software the student will be able to assimilate and execute grammar elements using games and dynamic activities. The student will be able to match morphological elements through play activities to understand the distribution and relevance of these elements.

The combination of educational software with the teaching of English elementary grammar is a great contribution to the learning process. Among the different types of software there is an application called Bubble, which consists of several grammatical elements in disorder. The students, through dynamic games, must match corresponding elements in the proper way in order to get over the different levels existing in this application. This application is very helpful because students will be able to infer the correct grammar rules using strategy and a critical spirit and logical deduction.

Finally, it is important to know that technology is growing every day and teachers must take advantages of this because these applications can improve teaching of English grammar through free educational software, accordingly, it must be used every day. (Rodriguez, Las nuevas tecnologías aplicadas a la educación, 2006)

CHAPTER II

2. DATA PRESENTATION ANALYSIS AND INTERPRETATION

2.1 RESULTS OF QUESTIONNAIRES APPLIED

TABLE Nº 1

1. Do you consider interesting to learn English grammar?

Nº	OPTIONS	FREQUENCY	%
A	Yes, of course.	6	15%
b	Yes, but not too much	20	50%
C	A little	10	25%
D	No, it is not interesting	4	10%
	TOTAL	40	100%

SOURCE: Survey performed to students
DATE: June 13th, 2016
AUTHOR: Alejandro Román

According to chart No.1, and related to the question that was set: Do you consider interesting to learn English grammar?, it could be obtained the following outcomes: 20 students (50%) said that yes, English is interesting; 10 students (25%) pointed out that yes, but not too much; 6 students (15%) expressed that a little and finally 4 (10%) students agree that English is not interesting.

Considering these data, it could be inferred that English is interesting for students in the 8th year of "Alida Zambrano García" High School

As it was mentioned above, interactive strategies are an important factor that generates an interest to the student, the problem lies in that, institutions use ineffective strategies in teaching a foreign language, due to the foreign

language is a difficult language for students, for that reason students find it tedious to learn, which is why the educational software is an ideal solution to solve this problem.

TABLE Nº 2

2. Which of the following options do you consider as the most interesting to learn English grammar?

Nº	OPTIONS	FREQUENCY	%
A	Educational Software	18	45%
B	Exercises in notebook	8	20%
C	English conversations	12	30%
D	Listening to dialogues in English	2	5%
	TOTAL	40	100%

SOURCE: Survey performed to students
DATE: June 13th, 2016
AUTHOR: Alejandro Román

According to chart No.2, and related to the question that was set: Which of the following options do you consider as the most interesting to learn English grammar?, it could be obtained the following outcomes: 18 students (45%) said that they would like to learn English through Educational Software; 12 students (30%) pointed out that through English conversations; 8 students (20%) said that through exercises in notebook and finally, 2 students (5%) said that listening dialogues.

Considering these data, it could be inferred that students consider grammar as the most important skill to learn.

Grammar is a very important factor to learn any language, especially English, because grammar contains the necessary functions to be able to speak English in the right way. Despite a language can be spoken without learning grammar this situation can cause problems with other abilities.

TABLE Nº 3

3. Would you like to learn English through grammar?

Nº	OPTIONS	FREQUENCY	%
A	Yes, I would	35	87,5%
B	No, I would not	5	12,5%
	TOTAL	40	100%

SOURCE: Survey performed to students
DATE: June 13th, 2016
AUTHOR: Alejandro Román

According to chart No.3, and related to the question that was set: Would you like to learn English through grammar?, it could be obtained the following outcomes: 35 students (87,5%) said Yes and 5 students (12,5%) pointed out that they would not like to learn English through grammar.

TABLE Nº 4

4. Would you like the application of educational software in all subjects?

Nº	OPTIONS	FREQUENCY	%
A	Yes, I would	39	**97,5%**
B	No, I would not	1	**2,5%**
	TOTAL	**40**	**100%**

SOURCE: Survey performed to students
DATE: June 13th, 2016
AUTHOR: Alejandro Román

According to the chart Nº 4, and related to the question that was set: Would you like the application of educational software in all subjetcs?, it could be obtained the following outcomes: 39 students (97,5%) said that they would like the application of educational software in all subjects and 1 student (2,5%) said he/she would not like it.

Considering these data, it could be inferred that students of eighth level in "Alida Zambrano García" high school consider software application as an effective tool to learn English.

TABLE Nº 5

5. Does your English teacher use educational software to teach this language?

Nº	OPTIONS	FREQUENCY	%
A	Yes, he/she does	0	0%
B	No, she does not	40	100%
	TOTAL	40	100%

SOURCE: Survey performed to students
DATE: June 13th, 2016
AUTHOR: Alejandro Román

According to the chart Nº 5, and related to the question that was set: Does your English teacher use educational software to teach this language?, it could be obtained the following outcomes: 40 students (100%) said that he/she does not use educational software to teach English

It can be one reason because some students do not learn English, as traditional methods are applied and it becomes more difficult learning of English grammar.

TABLE Nº 6

6. Would you like the permanent innovation of methods to teach English grammar?

Nº	OPTIONS	FREQUENCY	%
A	Yes, I would	39	97,5%
B	No, I would not	1	2,5%
	TOTAL	40	100%

SOURCE: Survey performed to students.
DATE: June 13th, 2016
AUTHOR: Alejandro Román

According to the chart Nº 6, and related to the question that was set: Would you like the permanent innovation of methods to teach English grammar?, it could be obtained the following outcomes:39 students (97,5%) said that yes, they would; 1 student (2,5%) pointed out that he/she would not the innovation.

Considering these data, it could be inferred that students of the 8th year of general basic education of "Alida Zambrano García" high school, consider innovation as an important factor in the teaching-learning process.

TABLE Nº 7

7. Which of these skills do you think will be strengthened to a greater extent, with the insertion of educational software in English classes?

Nº	OPTIONS	FREQUENCY	%
A	The grammatical ability to write and read English.	2	5%
B	The ability to listen in English.	0	0%
C	The ability to speak English.	1	2,5%
D	All of the above.	37	92,5%
	TOTAL	40	100%

SOURCE: Survey performed to students
DATE: June 13th, 2016
AUTHOR: Alejandro Román

According to the chart Nº 7, and related to the question that was set: Which of these skills do you think will be strengthened to a greater extent, with the insertion of educational software in English classes, it could be obtained the following outcomes: 37 parents (92,5%) said that it will fortify the ability of speaking, writing, listening and speaking; 2 persons (5%) pointed out that it will fortify the ability of writing and reading in English; 1 person (2,5%) said that the insertion of educational software in English classes will improve the ability of speaking in English.

Taking into this data, it could be deduced that the greatest benefit that produces the application of educational software for the teaching of English language, on students of 8th year of general basic education on "Alida Zambrano García" high school related to English, lies on the facility that produces it, for the learning of this foreign language.

It has been mentioned before that one of the greatest benefits that educational software produces is that provides the facility to understand what the English is. Moreover, it awakens the interest of student to learn English.

TABLE Nº 8

8. Do you consider beneficial the application of free educational software for the optimization of English grammar?

Nº	OPTIONS	FREQUENCY	%
A	Yes, I do	20	50%
B	No, I do not	13	32,5%
C	A bit	7	17,5%
	TOTAL	40	100%

SOURCE: Survey performed to students.
DATE: June 13th, 2016
AUTHOR: Alejandro Román

According to chart Nº 8, and related to the question that was set: Do you consider beneficial the application of free educational software for the optimization of English grammar?, it could be obtained the following outcomes: 20 students (50%) said that they consider It important; 13 students (32,5%) pointed out that they do not consider it important; finally 7 students (17,5%) said that they consider it a bit important.

2.2 RESULTS OF THE INTERVIEW APPLIED

In an interview performed to Dolores Mendoza, Principal in "Alida Zambrano" high school and teachers: MSc. Enrique Barberán and Hilda Andrade.

1. - Do you think that the application of educational software for teaching English grammar to students in 8th level, in "Alida Zambrano García" High School is necessary??

Dolores Mendoza (principal) mentioned that it is perfect to apply this type of technology in today's world, as students are immersed in technological world and this will help them to learn English grammar in a better way.

Enrique Barberán (Vice-chancellor) pointed out that it is a wonderful idea, because educational software usually incorporates applications to make learning easily and entertaining this skill that is often difficult to learn.

Hilda Andrade (English professor) commented that she frequently uses this technology in the classroom and that results are very favorable, because students are more interested in assimilating grammatical elements of this foreign language because the software has many applications to make the class more interesting and dynamic.

Nowadays, it is very meaningful to understand that English is a universal language, therefore it should be taught in all levels, and so in this way, the elements of a foreign language will not become so confusing and different for students. This will be able to catch the students' attention due to they will feel more adapted with English words.

2. - Do you consider it necessary to insert educational software in all subjects?

Dolores Mendoza (principal) mentioned that it is a necessity because students usually get bored in the classroom if the teacher only uses the book and the board to teach his/her class. Therefore, using software is necessary

for students as they will develop their abilities by learning new contents of the subject.

Enrique Barberán (Vice-chancellor) pointed out that nowadays in several educational institutions of Ecuador are being used software for teaching all subjects, including physical education, and results are very positive, concluding in students with good grades and a high degree of knowledge.

Hilda Andrade (English professor) stated that the insertion of this software should be carried out in all subjects but especially in English subject, because this language causes more difficulty to allow the students to do an autonomous work, therefore the Educational software plays a large role in teaching English.

3. - What is the main consequence of learning English grammar without proper preparation?

Dolores Mendoza (headmistress of "Alida Zambrano" high school") said that ultimately learning English without the correct use of grammar has consequences that can affect many relevant aspects when students are learning English. But one of the most prominent situations that it can cause is students having problems to fulfill English tasks in the right way. They will make mistakes even in higher levels of education, it is because learning has not been adopted in the right way (systematically and orderly) and higher levels requires a correct preparation.

MSc. Enrique Barberán said "to learn a language, it does not matter if it is English or Spanish, it is necessary to understand the grammar of the language, because grammar is one of the most important element to be able to speak, write and interpret a language correctly, English is no exception to this rule, therefore one of the main consequences that the lack of a good grammar generates is that students are inadequately formed in the process of learning English."

Hilda Andrade (English professor) said that "grammar is an unavoidable factor if students pretend to understand and domain English language and one of the main consequences that lack of grammar causes is that the students are not formed properly in the academic sense. The grammar should be presented and understood in order to develop the 4 skills, as other skills depend on grammar".

"Grammar is the structural basis of our way of expressing ourselves. The more we realize how it works, the more you can control the direction and effectiveness of how we and others use the language "(David Crystal, 2004). This is a good reason to understand that grammar is necessary to teach English, because in this way students will learn in the right way.

4. - What are the best strategies to encourage students to learn English grammar?

Dolores Zambrano explained that one of the best strategies to teach English grammar is the permanent variation of methods, because in this way the student will not be bored with a routine class and will increase interest in understanding this ability.

Enrique Barberán mentioned that as mentioned above, the application of technology is vital to stimulate students in learning this skill that is often complicated for them because it is a foreign language.

Hilda Andrade said that educational software is the ideal tool to enliven students' interest in learning English grammar. The software has interesting and dynamic applications that will surely stimulate students to learn this skill, and will encourage students to understand the importance of this in English language.

Grammar is a fundamental tool to learn English; that is why it is important to teach grammar without deficiencies, it will produce that students learn English in the right way.

5. - What is the biggest benefit in implementation of educational software for teaching English grammar in "Alida Garcia Zambrano" high school?

Dolores Zambrano (headmistress) said that "definitely the application of educational software produces great benefit to students; one of these benefits is the assimilation of English instruction more easily.

The technology helps immeasurably the role of teacher. Educational software makes to attract the attention of the student to learn English so it will be easier for the teacher to teach English.

MSc. Enrique Barberán said that "educational software is one of the most revolutionary and effective ideas for students that pretend to learn English. Actually, educational software provides many benefits, but one of the most important benefits that educational software generates is motivation. Students will be motivated and identified as the educational software contains games and activities that attract the attention of the student and makes the more pleasant and dynamic.

Hilda Andrade (English professor) said that "educational software is an innovative and wonderful idea; all teachers should apply this marvelous tool in their classes. The biggest benefit that the application of educational software produces is that facilitates the role of both teacher and student, because it makes the class interactive and enjoyable.

6. - Which of the following skills you believe is going to improve in a greater proportion, with the insertion of educational software in English classes?

The grammar ability to write and read in English
The ability to listen to English
The ability to speak in English

All English skills

Dolores Mendoza (headmistress of the institution) explained that "the educational software is created with the aim not only to strengthen a specific English skill; it is created to improve all English skills. All skills are mostly strengthened; I know from a good source that this type of software motivates students to optimize English skills in the right way. "

The MSc. Enrique Barberán said that "educational software benefits English skill in a permanent and progressive way, but it especially benefits grammar skill, as this type of applications that are designed to optimize the English; they always have as main objective to strengthen English grammar.

Hilda Andrade (English professor) said that "educational software ultimately benefits all English skills, not just one. Perhaps grammar is benefited in a greater proportion because people who design these applications know that grammar is a key to understand the other three English skills. So, it is important that all teachers know that grammar is the most important factor to learn English.

2.3 OBERSVATION RESULTS IN CHILDREN OF EIGHTH LEVEL IN EDUCATIONAL INSTITUION "ALIDA ZAMBRANO GARCÍA"

Through an observation that was executed in 8th level children of the educational institution "Alida Garcia Zambrano" the following information could be established:

1. - Related to insufficiency in English area among students of 8th level could; it was discovered that 95% of students do not have the basic knowledge in English, because according to the curriculum of government, students should not learn English at school. This produces several problems with students. This situation also causes lack of prior knowledge in English.

In order to master a language, it is important to know the nouns and verbs of language, as these are fundamental to communicate in a fluid and entertaining way. However, students who start learning English in 8th grade do not anything about English because they have not been taught about this, it means they do not have the necessary vocabulary to understand English.

2. Related to students' resistance to learn English, by observation it was determined that 80% of students have a terrible resistance to learn English and another 20% maintain interest in English classes. Based on these results and observation it was discovered that most students do not like English classes because two reasons, the first one is that students think it is hard to assimilate English, because they do not have the necessary knowledge. The second reason is that wrong strategies to teach English to students are applied.

The methodological strategies in English classes are vitally important because these strategies create a link between the student and the knowledge that is trying to impart. Students naturally tend to reject the English language as it is a foreign language for them, which is why you should use appropriate methodology and plans.

3. Related to English grammatical weaknesses that occur in students; it could be deduced through observation that students who do not have English grammar knowledge cannot understand easily this language. The consequences and effects that weaknesses in grammar skills cause become crucial when learning a foreign language.

Through observation it was discovered that 90% of students were not clear about correct grammar and obviously they did not dominate this ability, this 90% of students had difficulty to assimilate the contents of the English that were explained. On the other hand, 10% of students mastered perfectly the grammar of the original language so the assimilation of contents was simpler as sometimes English and Spanish grammar have similar contents.

4. Corresponding to whether students improved their knowledge with educational software implementation, it could be obtained the following information: 90% of students showed a great evolution in English grammar assimilation, while 10% of students, despite they did not present a substantial improvement in the assimilation of English grammar, they paid great attention to the class and tried to understand the functionality of educational software.

Based on these data, it can be deduced that educational software facilitates learning of English language, it improves this process substantially. However, among many things this software also develops the ability to retain certain elements that are necessary to master English language. In short, you can catch the attention of students and achieve a better result in English classes. This educational software also promotes the role of English teachers and students who intend to learn this subject.

5. – Related to discern which of the four skills is more favored by applying educational software in classes, based on the observation that was designed, it could be understood that the educational software definitely benefits the four skills substantially. However one of these four skills is benefited greatly,

it is grammatical skill, due to educational software includes a lot of activities to improve grammar skills.

It is important to know that in order to speak a language correctly is necessary to know its grammar as a whole, perhaps this vision is understood in educational software, because if a student is able to master grammar fully unconsciously develop other skills. Although all skills are important, one of the most prominent skills is grammar ability.

CHAPTER III

3. PROPOSAL

3.1 PROPOSAL HEADING

Interactive guide for the implementation of educational software in order to optimize English grammar for students in Eighth level of "Alida Zambrano García" High School period 2016-2017

3.2 INFORMATIVE DATA

HIGH SCHOOL'S NAME :

"Alida Zambrano García" High School

PROVINCE: Manabí

TOWN: El Carmen

LOCATION: Nuevo Naranjal neighborhood – El Carmen city

STUDENTS QUANTITY: 1.600 students.

TEACHERS QUANTITY: 55 teachers.

PRINCIPAL'S NAME: Dolores Enriqueta Mendoza, Professor.

3.3 DIAGNOSTIC

In "Alida Zambrano García" high school, taking into to students in eighth level of basic and higher education; it was diagnosed that students of these institution have English grammar weaknesses; therefore, it is essential to try to solve this problem that affects the present and future performance of students who want to learn English as a second language.

Grammatical shortcomings of English in Ecuador are presented in more frequently with students of the 8th year; this is because of the curriculum of public high schools. English is not included in the subjects for students' primary.

Actually there are various reasons due to the student has shortcomings in the field of English, among them there is lack of motivation, lack of strategies to teach a foreign language, among others. Based on the diagnosis made; it has been perceived that all these causes produce English gaps, but the most prominent cause that produces English falseness, without any doubt, is the fact that English subject has been removed from the curriculum of primary students, as previously, it is used to impart this subject.

Teachers must create a communication between them and the student so that students will feel motivated and they will want to learn a foreign language in a better way. This is achieved not only with words, but teachers must apply constructivist strategies to be able to catch children's attention.

English teacher should have as a priority the teaching of English grammar and then move to the different strategies, because it has been shown, based on studies, that grammar develops other skills.

Students of 8th year of "Alida Zambrano Garcia" high school have many epistemological gaps concerning to English. They do not have the necessary vocabulary related to this foreign language, which greatly delays the proper use of these elements in grammatical structures.

It was observed that students have received training in English, but only at the seventh level, and partially; it means, for a period of one month in the year. Nevertheless, some students had remembered information that English teacher used to teach them.

3.4 JUSTIFICATION

Through the development of an interactive guide that explains how to use free educational software to students of "Alida Zambrano Garcia" high school on 2016-2017 school year, by implementing interactive programs; it will be possible to optimize students' ability to use English grammar, because without doubt it is one of the most representative skills to achieve communication of any type.

English grammar contains regulations and formalities for language, these regulations are vitally important because they allow people to understand what they want to express accurately without risks that may confuse the conversation. Through interactive software it is possible to achieve that students enjoy English and at the same time to learn how to use grammar appropriately.

This research is necessary for modern time, because today grammatical values are missing. As an example there is the inappropriate use of social networks where you can observe severe misspellings; this because there is no adequate control to prevent orthographic mistakes committed.

This proposal focuses on instructing students in the proper use of grammar, and the most effective way to achieve this is through interactive software, resulting for students sufficiently striking and familiar.

Students should understand that grammar is a significant factor; as it allows people to express themselves eloquently and stylized, it provides the ability to explain ideas so elegantly that allows other easily assimilate each of the ideas.

To speak a language, more than knowing the sounds or words, students need to know where morphological element belongs, as well, in the future, people will be able to use these elements so successfully, in this way; to form

sentences, prepare texts, communicate, read, write, etc. will be prudently, and correctly.

The main objective of this project is that students domain all these elements through different motivational and interactive techniques which will allow teachers to capture the attention of students in this world so modernized.

In short, the application of logical interactive strategies will allow to catch the attention of students, furthermore, it will allow students to enhance grammatical skills of students.

3.5 OBJECTIVE

3.5.1 GENERAL OBJECTIVE

To teach how to apply Free Educational Software for the optimization of elemental English grammar on students of eighth year of basic general education in "Alida Zambrano García" high school, period 2016-2017.

3.5.2 SPECIFIC OBJECTIVES

To encourage on students and teachers of the educational community the permanent use of technological elements into classes.

To develop elementary English grammar and knowledge retention of students by applying dynamic strategies.

To encourage students to learn a foreign language through implementation of educational software.

To establish appropriate strategies to effectively understand elementary English grammar.

To demonstrate the importance of the application of technology in class, to authorities, teachers, students and parents.

3.6 PROPOSAL DESCRIPTION
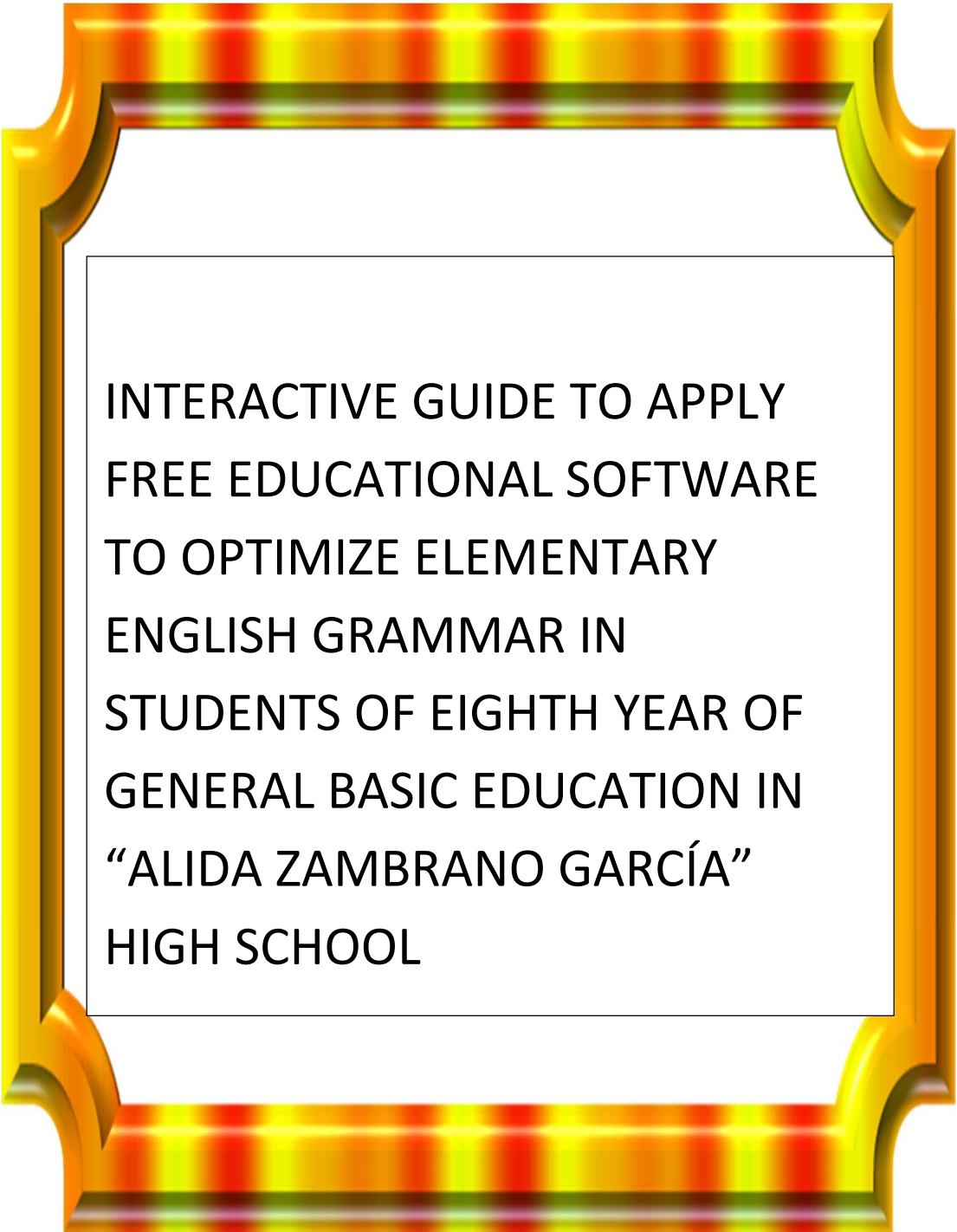
The proposal of this project is to apply interactive activities in English classes; this will be implemented through the use of educational software, technology applications and websites focused on improving elementary English grammar.

By applying educational software in the classroom, students will benefit greatly because the educational software will teach them to assimilate the contents better. Learning elementary English grammar will provide advantages not only in the present but also the future.

The role of teachers, besides instructing in classes, involves a permanent preparation and implementation of strategies that will improve their class, through this technology it will be achieved formidably.

It is important to mention that students from eighth grade start one of the more prominent stages in English precisely at this level, because it is from here that the bases start to solidify for assimilating English grammar, which is why this proposal aims to optimize the English language in elementary students of 8th grade.

3.7 FREE EDUCATIONAL SOFTWARE APPLICATION TO OPTIMIZE ELEMENTARY ENGLISH GRAMMAR ON STUDENTS OF EIGHTH YEAR OF BASIC GENERAL EDUCATION ON "ALIDA ZAMBRANO GARCÍA" HIGH SCHOOL.

INTERACTIVE GUIDE TO APPLY FREE EDUCATIONAL SOFTWARE TO OPTIMIZE ELEMENTARY ENGLISH GRAMMAR IN STUDENTS OF EIGHTH YEAR OF GENERAL BASIC EDUCATION IN "ALIDA ZAMBRANO GARCÍA" HIGH SCHOOL

INTRODUCTION

The strategies presented below are based on interactive and dynamic activities, which can be run online, on various websites, and other applications that are considered as free software and that can be used and distributed freely without paying.

The topics presented below have as a main objective to improve English grammar. Actually, there are diversities of programs that can optimize the different skills of English, but this guide contains a compendium of activities focused on grammar improvement, because as mentioned in the research, to master English skills is necessary start learning grammar, because it is one of the most important skills.

According to Piaget, motivation can be considered as "a willingness to learn, understood as an interest of children to absorb and learn everything about their environment."

Also, according to Maslow, motivation can be considered as "the impulse that human beings have to meet their needs"

Motivation in the classroom is a crucial factor, not only to learn English if not all subjects. Many times it is intended to motivate students through excessive or strenuous work tasks, where resistance is generated by the student. This concept is not entirely true; to achieve motivation in students is necessary to apply educational software in classes.

Grammar is one of the most difficult skills to assimilate; this is what some experts believe. However, to suppress this retrograde ideology is necessary to motivate students; this can be achieved through games, and constructivist and dynamic strategies.

Grammar is a skill that has as objective to combine patterns to express an idea; many students generate opposition to learn for learning English when

they know this definition about grammar, as they find it very difficult to assimilate.

If it is combined the teaching of English grammar with interactive strategies, it will result in students that desire to learn grammar. This will also help students become familiar with the technological aspects that today govern the world.

INTERACTIVE GUIDE TO APPLY FREE EDUCATIONAL SOFTWARE TO OPTIMIZE ELEMENTARY ENGLISH GRAMMAR IN STUDENTS OF EIGHTH YEAR OF GENERAL BASIC EDUCATION IN "ALIDA ZAMBRANO GARCÍA" HIGH SCHOOL

ACTIVITY Nº1

FAST HANDS

OBJECTIVE: To develop, in a systematic way, the elementary English vocabulary of students, including colors, animals, body parts, professions, numbers, adjectives, etc. including a total of 500 words.

PRESENTATION: 2 difficulty levels, fast and slow are presented. Students can choose specific topics, divided into sections.

TIME: 15 MINUTES

DEVELOPMENT: Students hear the sound or read the word in English about a specific topic; then they have to select the appropriate picture according to what the application requires. If the students hit, the level of difficulty increases. Students must complete a number of 80 words in English to complete the level. They can be distributed in groups of 5 and so work together. There is a bottom that shows the time that students have as it has limit of time.

Here you are the topics to be evaluated. You can also add extra vocabulary to increase the level of effort.

Here you are the word, so you have to match the word with the picture

Games

Sounds | Text

Orange

1/80 4.72s
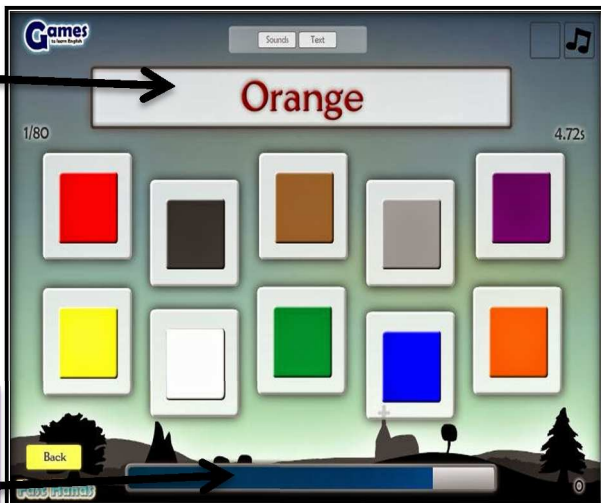
This is a time bar that indicates the time that you have to hit.

Back

Fast Hands

Games

Fast Hands

Fast
Slow
Review
About
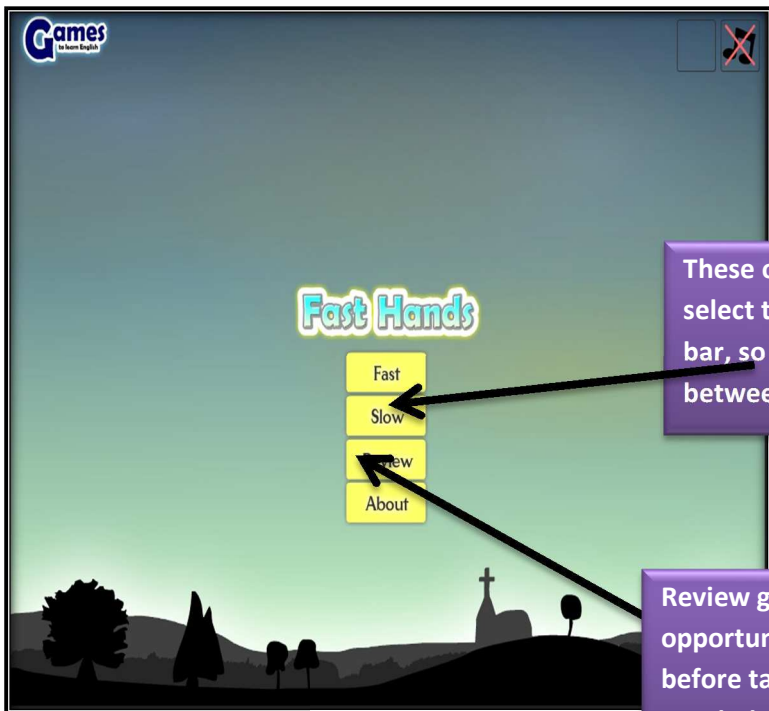
These options are used to select the speed of the time bar, so you can choose between fast and slow

Review gives you the opportunity to practice before taking the test of the vocabulary

This helps you to change the word

You can use this bottom to hear the right pronunciation

Fat

ACTIVITY Nº2

GRAMMAR BUBBLES

OBJECTIVE: To optimize the level of grammar and the ability to order the items in a grammatical structure properly to construct sentences in English correctly.

PRESENTATION: It is presented several bubbles; each bubble contains one grammar elements, they are necessary to create sentences,

TIME: 10 minutes each level.

DEVELOPMENT: This is an application which is very effective to optimize formation of sentences in English. You must select a specific grammatical subject; then bubbles are presented with a grammatical element; these must be combined using the correct grammatical rules; otherwise it is impossible to overcome levels. It has several levels. This activity will help students to understand the grammatical elements in context.
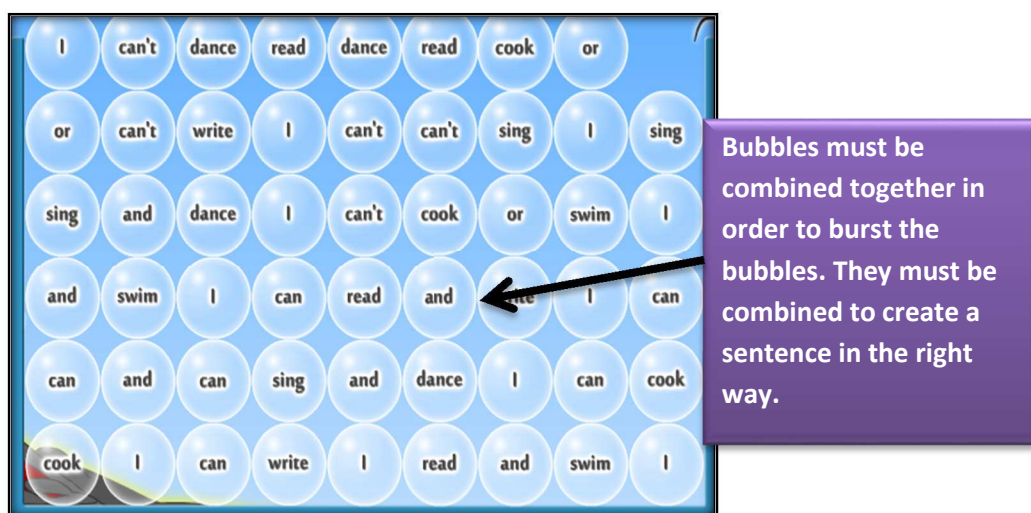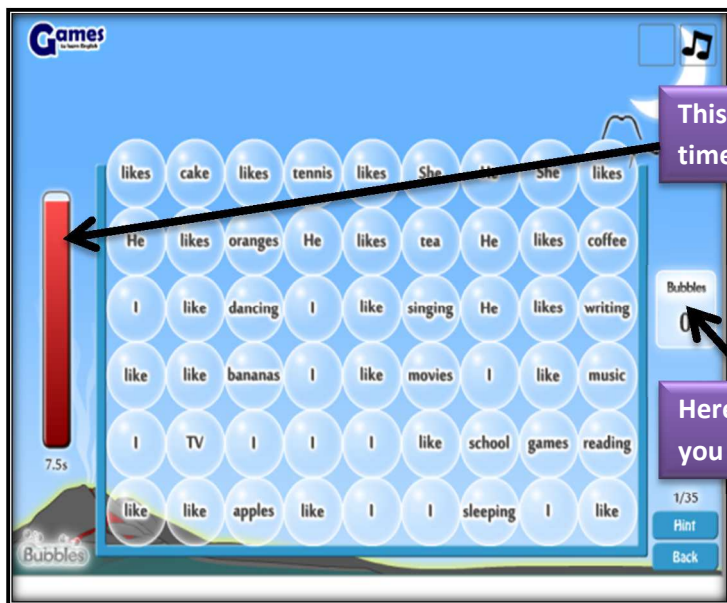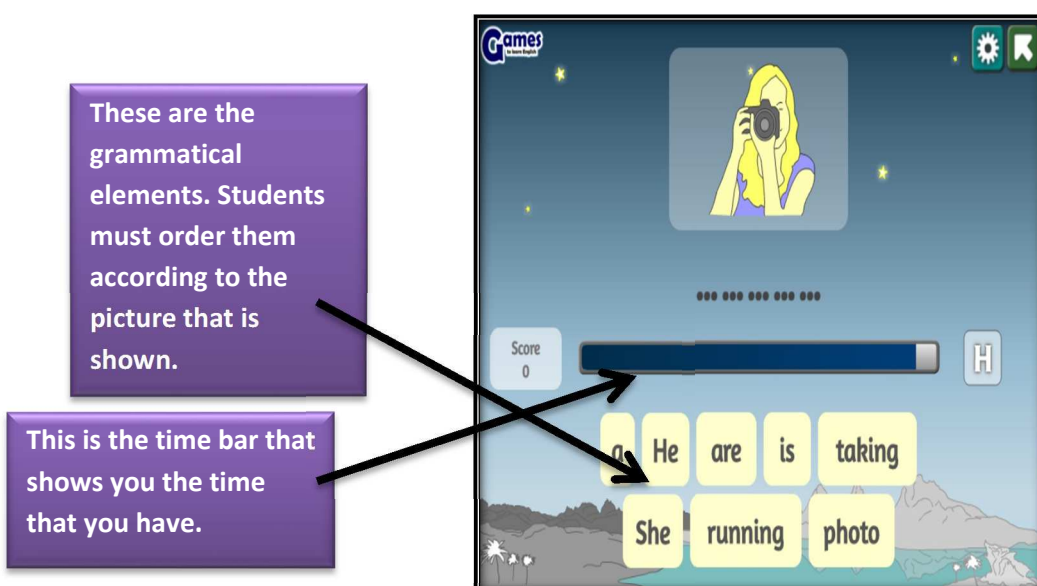
ACTIVITY Nº3

PHRASE MAKING

OBJECTIVE: Develop grammatical ability of different verb tenses in English.

PRESENTATION: Several pictures are shown in a wrong order. Students must order the elements in the right way to get over levels.

TIME: 10 minutes

DEVELOPMENT: This is an interactive activity that teaches students how to formulate sentences in English correctly and accurately. To run the activity the student must select grammatical elements that are according to the picture shown. Students have to solve every sentence at a specific time; students can formulate sentences in different tenses.

Here you are different options, you can choose the speed to solve the activity.

These are the grammatical elements. Students must order them according to the picture that is shown.

This is the time bar that shows you the time that you have.

ACTIVITY Nº4

HANGMAN

OBJECTIVE: To improve English vocabulary students in order to use it in grammatical structures.

PRESENTATION: It is shown several blanks and letters.

TIME: 20 minutes.

DEVELOPMENT: This is a program in which students must guess English words. They have a certain number of attempts to achieve their mission. All are words that are included in the grammatical structures and are essential for doing sentences.

These options are used to start the activity. There is an option that helps you to do a feedback before starting the activity.

These are the blanks. You have to guess what the word is.

This picture shows you the numbers of attempts that you have. When you do not have more attempts the picture of hanged is drawn.

ACTIVITY Nº5

FALLING CLOUDS

OBJECTIVE: To improve English grammar of students.

PRESENTATION: Several clouds are presented; each cloud contains a grammatical element.

TIEMPO: 15 minutes.

DEVELOPMENT: In this activity students will practice grammatical English sentences and phrases. They must order several clouds according to the presented picture. This activity can facilitate the construction of English sentences and phrases to assimilate and to have a better knowledge.

These clouds must be ordered to create sentences in the right way. Students need to know about grammar to solve it.

The sentence must be done according to this picture. This is basically a clue to do the activity in the right way.

ACTIVITY Nº6

CONCENTRATION

OBJECTIVE: To memorize grammar rules and vocabulary.

PRESENTATION: Several squares are presented; each square has a different grammar element.

TIME: 15 minutes

DEVELOPMENT: In this activity students must match grammatical elements through deduction. Students must select two pictures that are associated with specific grammatical rules.

Squares must be coordinated in order to associate two grammar elements. All squares must be matched.

ACTIVITY Nº7

GUESS THE WORD

OBJECTIVE: To memorize grammar rules and vocabulary in English.

PRESENTATION: Several blanks are presented; students will have to deduce the right answer.

TIME: 15 minutes

DEVELOPMENT: In this activity, students should read a sentence in English; this sentence will have a grammatical element missing. The student, through his ability, will have to guess what the most appropriate word is.

Information to deduce the word in English

These are the blanks of the word that the student has to guess

Numbers of attempts

ACTIVITY Nº8

COMPARE

OBJECTIVE: To develop the ability to do comparisons.

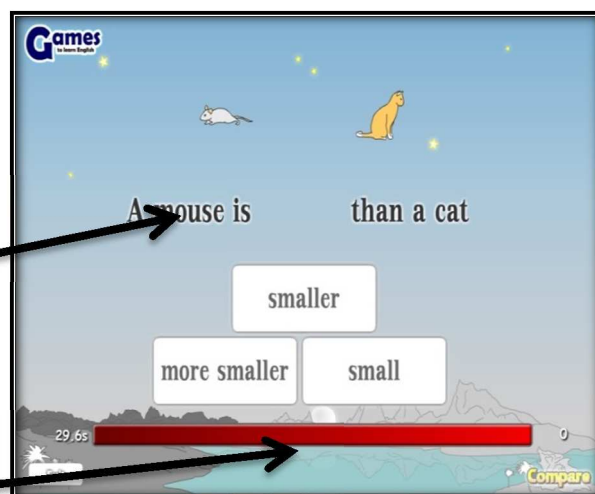**PRESENTATION:** Several pictures are presented in order to do sentences in the right way.

TIME: 15 minutes

DEVELOPMENT: In this activity students will have to observe a pair of images, these pictures will be used to do comparisons. Students will have to apply rules according to the adjectives, when these are long and small.
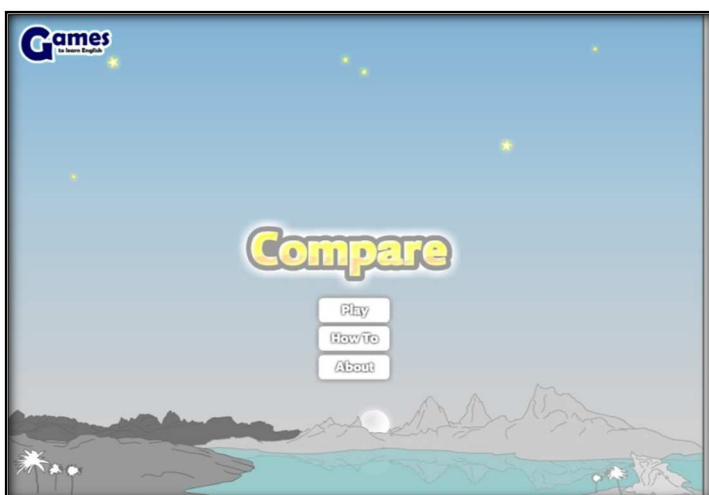
These pictures will help students to do comparisons applying the right rules. The will have to take into comparatives and superlatives.

Time bar that shows the time you have to do the activity.

ACTIVITY Nº9

BIG DESCRIBER

OBJECTIVE: To optimize the skill to form sentences in English

PRESENTATION: Several pictures are shown to deduce the possible sentence.

TIEME: 10 minutes

DEVELOPMENT: Students must read a text and try to deduce the picture according to the text they read.

Here you are the posible solution according to the information that is below.

Here you are the information about the item that you have to select.

This is the time bar that you have to do the activity.

It's like a small tiger.

3.8 RESOURCES

The resources used for the implementation of the proposal are detailed below:

Materials: Notebooks, papers, markers, cardboards.

Technological resources: laptop, projector, interactive board, speakers.

3.9 APPOINTEES

The appointee that executes the research.

Human talent: Students, authorities, professors, parents.

CONCLUSIONS

Through this research, it has been possible to conclude that grammar is a necessary factor in learning English language; this difficult but necessary skill plays an important role in learning this foreign language.

Another conclusion that has been obtained, based on research data, is that educational software produces great benefits in the learning English grammar and greatly improves the teaching and learning process; facilitating thematic, methodologies and strategies to achieve students understand teacher's explanation.

In addition, it has been concluded that students, develop grammar skills and other relevant English skills, this has awakened a big motivation to learn in English, due to students often had the desire to be in another English class in order to overcome levels of applications of free educational software that were exhibited and executed for them.

Teachers, authorities, students and all members of the educational community were motivated to use educational software in school classes.

In short, students presented substantial improvements in grammatical ability in English with the insertion of free educational software. They never showed disinterest in class because this software has different activities that make classes varied and dynamic classes, in fact they were motivated to learn this grammatical ability.

RECOMMENDATIONS

It is suggested that teachers in the educational institution "Alida Zambrano Garcia" apply constructivist strategies using technological resources in each class, this will encourage students to use technological tools and allow them to adapt to today's world more easily.

It is recommended to parents to support students in using of technology, they should encourage them to use these tools to perform their tasks and investigations.

It is also recommended that the authorities of the institution execute the necessary process to obtain technological resources for teachers and students. It is important to use technological tools during the teaching-learning process.

It is recommended that teachers prepare themselves about technology. Then teachers will be able to instruct students in websites use, forums, interactive applications, educational free software, among others.

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