



# **UNIVERSIDAD DE GUAYAQUIL**

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**

**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**EDUCATIONAL PROJECT**

## **Topic**

**THE INFLUENCE OF SPELLING IN THE DEVELOPMENT OF  
THE WRITING SKILL**

## **Proposal**

**DESIGN OF A HANDBOOK WITH SPELLING STRATEGIES**

**Previous to the obtaining of Licenciado Degree, Major in  
the English Language and Linguistics**

## **Researchers**

**Tannia Veronica Casquete Lino**

**Ana Julia Eggeling Castro**

## **Counselor**

**Doctor Eduardo Torres Vivar**

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**SISTEMA DE EDUCACIÓN SEMIPRESENCIAL**  
**CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL**

**MSC. SILVIA MOY-SANG CASTRO**  
**DECANA**  
**FACULTAD DE FILOSOFÍA**

**MSC. WILSON ROMERO**  
**SUBDECANO**  
**FACULTAD DE FILOSOFÍA**

**MSC. ALFONSO SÁNCHEZ**  
**DIRECTOR**  
**ESCUELA DE LENGUAS**

**AB. SEBASTIAN CADENA**  
**SECRETARIO GENERAL**

Master

**SILVIA MOY-SANG CASTRO**

DECANA DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad.

De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, Mención: Lenguas y Lingüística, el día 17 de Agosto de 2015.

Tengo a bien informar lo siguiente:

Que el grupo integrado por:

**Casquete Lino Tannia Verónica y Eggeling Castro Ana Julia.**

Diseñaron y ejecutaron el Proyecto Educativo:

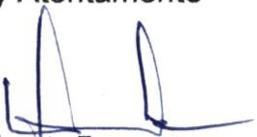
**TOPIC: THE INFLUENCE OF SPELLING IN THE DEVELOPMENT OF THE WRITING SKILL.**

**PROPOSAL: DESIGN OF A HANDBOOK WITH SPELLING STRATEGIES**

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

Las participantes han ejecutado las diferentes etapas constitutivas del proyecto, por lo que se procede a la **APROBACIÓN** y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy Atentamente

  
...Dr. Vicente Torres Villar...  
Escuela de Lenguas de la  
UNIVERSIDAD DE GUAYAQUIL  
Consultor Académico

Guayaquil, Agosto 18 del 2016

Msc SILVIA MOY-SANG CASTRO  
Arq. DECANO DE LA FACULTAD DE FILOSOFÍA,  
LETRAS Y CIENCIAS DE LA EDUCACIÓN.  
CIUDAD.-

Para los fines legales pertinentes comunico a usted que los derechos intelectuales del proyecto educativo con el tema: **The influence of spelling in the development of the writing skill of students of 9th, year of basic education at “Unidad Educativa Fiscomisional Colegio militar Comil II Teniente Hugo Ortíz”. Zone 8, District 5 Guayas Province, Cantón Guayaquil, Parish Tarqui, school year 2015 – 2016.** Y propuesta: **“Design of a handbook with strategies of spelling”.**

Pertenece a la Facultad de Filosofía, Letras y ciencias de la Educación.

Atentamente,

---

Ana Julia Eggeling Castro

C.C. 0911164390

---

Tannia Verónica Casquete Lino

C.C. 090722858-9

## **DEDICATION**

To God, the light that guides my life.

To my mother, who has always been an example of struggle and strength.

To my husband, Kléber and my children Micael, Daniella and Matías who have been my constant support especially in those moments in which it was not possible to be with them.

In honor to my dear friend Celeste Spencer.

**Ana Eggeling Castro.**

## **DEDICATION**

This project is especially dedicated to God, my husband, my daughters and son and all my family who have been for me the in conditional support through all my career.

To my dear friend Celeste may God has her soul in his glory.

This project is also dedicated to the students of ninth year of basic education who will apply the knowledge for speaking and writing English fluently.

**Tannia Casquete Lino.**

## THANKFULNESS

I would like to express my gratitude to the University of Guayaquil and all the teachers that helped me make my professional dream come true.

The authorities of Teniente Hugo Ortiz High School for the permission given to accomplish this study.

I am grateful to Doctor Eduardo Torres Vivar whose guidance and support helped me culminate this thesis.

**Ana Eggeling Castro.**

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I would like to express my gratitude in first place to God, who has given me the possibility to study and finish this career. Also to my family, husband and children, for being my support, strength to reach my goal.

I want to express my grateful to the staff of Unidad Educativa Fiscomisional Colegio Militar Comil 2 Teniente Hugo Ortiz, specially to the students of ninth year of basic education with whom was possible to make this an advantage for their studies.

To my university professors, especially to Dr. Eduardo Torres, my project's patience, and good advice counselor, for his help,

**Tannia Casquete Lino.**



Presidencia  
de la República  
del Ecuador



Plan Nacional  
de Ciencia, Tecnología,  
Innovación y Saberes



SENESCYT  
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<b>FICHA DE REGISTRO de tesis – INGLÉS</b>		
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<b>AUTORES:</b>  Ana Julia Eggeling Castro  Tannia Verónica Casquete Lino	<b>REVISOR:</b>  Msc. Eduardo Torres Vivar	
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<b>ABSTRACT:</b>  The development of a suitable competence in a foreign language has become one of the important challenges in educational system, but learning English has always been a difficult task for foreign learners, especially when referring to the improvement of the writing skill. This study is the research work carried out at Unidad Educativa Fiscomisional Teniente Hugo Ortiz with the students of ninth year of basic education. This research was done by a field investigation and bibliography investigation which analyzes the influence of spelling and grammar in the development of the writing skill, the use of activities related to them and the gains in proficiency. It investigated as well students' motivations and achievements during this process, and this research shows the experiences of the students of this school in Guayaquil, Ecuador.  Ninety-one students were involved in the project who answered surveys on the use of the spelling and writing skill and the incidence of its use. The data achieved of the surveys provided information which allowed constructing useful material that contributes to the motivation for learning of the English Language.		
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<b>ADJUNTO URL (tesis en la web):</b>		
<b>ADJUNTO PDF:</b>	SI	
<b>CONTACTO CON AUTORES/ES:</b>	Teléfono: 0993045335	E-mail: <a href="mailto:a_eggeling_c@hotmail.com">a_eggeling_c@hotmail.com</a>
<b>CONTACTO EN LA INSTITUCION:</b>	Nombre: Jacinto Calderón – Director de Lenguas	
	Teléfono: 0980055832	
	E-mail: <a href="mailto:lenguas.linguistica.filo@gmail.com">lenguas.linguistica.filo@gmail.com</a>	

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<b>FICHA DE REGISTRO de tesis – INGLÉS</b>		
<b>TÍTULO Y SUBTÍTULO:</b> Tema THE INFLUENCE OF SPELLING IN THE DEVELOPMENT OF THE WRITING SKILL OF THE STUDENTS OF 9 <sup>th</sup> GRADE, BASIC EDUCATION AT “UNIDAD EDUCATIVA FISCOMISIONAL COLEGIO MILITAR COMIL 2 TENIENTE HUGO ORTIZ”,		
<b>AUTORES:</b>  Ana Julia Eggeling Castro  Tannia Verónica Casquete Lino	<b>REVISOR:</b>  Msc. Eduardo Torres Vivar	
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<b>RESUMEN:</b>  El desarrollo de una competencia adecuada en un idioma extranjero se ha convertido en uno de los retos importantes en el sistema educativo, pero el aprendizaje de Inglés siempre ha sido una tarea difícil para los estudiantes extranjeros, sobre todo cuando se refiere a la mejora de la habilidad de la escritura. Este estudio es el trabajo de investigación llevado a cabo en la Unidad Educativa Fiscomisional Teniente Hugo Ortiz con los alumnos del noveno año de educación básica.  Esta investigación fue realizada mediante investigación de campo e investigación bibliográfica con la cual se analizó la influencia de la ortografía y la gramática en el desarrollo de la habilidad de la escritura, el uso de las actividades relacionadas con ellos y las adquisiciones de conocimientos. Se investigó además las motivaciones y logros de los estudiantes durante este proceso, así mismo esta investigación muestra las experiencias de los estudiantes de esta escuela en Guayaquil, Ecuador.  Noventa y un estudiantes participaron en el proyecto que respondieron a las encuestas sobre el uso de la habilidad de ortografía y la escritura y la incidencia de su uso. Los datos obtenidos de las encuestas proporcionaron información que permitió la construcción de material útil que contribuye a la motivación para el aprendizaje del idioma Inglés.		
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<b>CONTACTO CON AUTORES/ES:</b>	Teléfono: 0993045335	E-mail: <a href="mailto:a_eggeling_c@hotmail.com">a_eggeling_c@hotmail.com</a>
<b>CONTACTO EN LA INSTITUCION:</b>	Nombre: Jacinto Calderón – Director de Lenguas	
	Teléfono: 0980055832	
	E-mail: <a href="mailto:lenguas.linguistica.filo@gmail.com">lenguas.linguistica.filo@gmail.com</a>	

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EDUCACIÓN  
ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**TOPIC:** THE INFLUENCE OF SPELLING IN THE DEVELOPMENT OF THE WRITING SKILL OF THE STUDENTS OF 9<sup>th</sup> GRADE, BASIC EDUCATION AT “UNIDAD EDUCATIVA FISCOMISIONAL COLEGIO MILITAR COMIL 2 TENIENTE HUGO ORTIZ”

**PROPOSAL:** DESIGN OF A HANDBOOK WITH SPELLING STRATEGIES.

**Researchers:** EGDELING CASTRO ANA JULIA  
CASQUETE LINO TANNIA VERONICA

**Project's advisor:** DOCTOR. EDUARDO TORRES

**ABSTRACT**

The development of a suitable competence in a foreign language has become one of the important challenges in educational system, but learning English has always been a difficult task for foreign learners, especially when referring to the improvement of the writing skill. This study is the research work carried out in Unidad Educativa Fiscomisional Teniente Hugo Ortiz with the students of ninth year of basic education.

This research was done by a field investigation and bibliography investigation which analyzed the influence of spelling and grammar in the development of the writing skill, the use of activities related to them and the gains in proficiency. It investigated as well students' motivations and achievements during this process, and this research shows the experiences of the students of this school in Guayaquil, Ecuador.

Ninety-one students were involved in the project who answered surveys on the use of the spelling and writing skill and the incidence of its use. The data achieved of the surveys provided information which allowed constructing useful material that contributes to the motivation for learning of the English Language.

**Keywords:** Learning, writing skill, English Language, develop.

**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACION**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**TEMA:** LA INFLUENCIA DEL LA ORTOGRAFÍA EN EL DESARROLLO DE LA DESTREZA ESCRITA DE LOS ESTUDIANTES DE 9º AÑO DE EDUCACION BÁSICA DE LA “UNIDAD EDUCATIVA FISCOMISIONAL COLEGIO MILITAR COMIL II TENIENTE HUGO ORTIZ”.

**PROPUESTA:** DISEÑO DE FOLLETO CON EJERCICIOS DE OROTRAFÍA.

**RESUMEN**

El desarrollo de una competencia adecuada en un idioma extranjero se ha convertido en uno de los retos importantes en el sistema educativo, pero el aprendizaje del idioma Inglés siempre ha sido una tarea difícil para los estudiantes extranjeros, sobre todo cuando se refiere a la mejora de la habilidad de la escritura. Este estudio es el trabajo de investigación llevado a cabo en la Unidad Educativa Fiscomisional Teniente Hugo Ortiz con los alumnos del noveno año de educación básica.

Esta investigación fue realizada mediante investigación de campo e investigación bibliográfica con la cual se analizó la influencia de la ortografía y la gramática en el desarrollo de la habilidad de la escritura, el uso de las actividades relacionadas con ellos y las adquisiciones de conocimientos. Se investigó además las motivaciones y logros de los estudiantes durante este proceso, así mismo esta investigación muestra las experiencias de los estudiantes de esta escuela en Guayaquil, Ecuador.

Noventa y un estudiantes participaron en el proyecto que respondieron a las encuestas sobre el uso de la habilidad de ortografía y la escritura y la incidencia de su uso. Los datos obtenidos de las encuestas proporcionaron información que permitió la construcción de material útil que contribuye a la motivación para el aprendizaje del idioma Inglés.

**Palabras claves:** Aprendizaje, Habilidad de la escritura, Idioma Inglés, Desarrollo.

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## INTRODUCTION

Teaching English as a foreign language every day is becoming more important as it is turning into the most relevant language in the world and an essential tool to achieve real professional success.

Therefore, every student trained in any matter should at least develop the skill of writing to keep up with the latest developments in any field of study. This is how the role of teachers is crucial in this process to train students to develop certain skills that enable them to meet the need of writing and reading in a foreign language.

However, achieving this goal requires a number of conditions, in both teacher and student's level, so that learning is effective and the students can develop high communicative competence in the language target. One of these conditions, perhaps the most important, is the academic teacher preparation, which should be appropriate and relevant to the area of English.

The foregoing words has served as base of the research in order to investigate the incidences of spelling and grammar in the development of the writing skill considering the reasons that lead students to have a number of problems with writing in the English Language.

Constructivist theory emphasizes the importance of action that is the active procedure in the learning process, wherewith the student builds the learning and elaborates the new knowledge from the basis of previous education. In this process the role of the teacher it is to be moderator, mediator and participatory and the role of the student it is actively involved in the proposed activities.

This research is structured in four chapters listed below.

## **Chapter I: The Problem**

This chapter addresses on the context, the problem is posed, the problem is justified, also the importance, the formulation of questions, the general objective and the specifics, just as the definition and scope of the topic were discussed.

## **Chapter II: Theoretical Framework**

In this chapter the theoretical and conceptual framework was developed, where we boarded the different theories and concepts of the topic. In this chapter we enounce about different topics such as: Background, the spelling conceptualizing and spelling strategies, writing skill definition, importance, and characteristics.

## **Chapter III: The methodology**

The methodology used is described in the methods employed, the techniques used in the research, the instrument, population and sample, sample determination and procedure for selection of information, also the analysis and interpretation of the obtained data.

## **Chapter IV: The proposal**

The chapter four presents the antecedents, justification, objectives, importance, and feasibility, description of the proposal, pedagogical aspect, psychological aspect, beneficiaries, and social impact.

## **CHAPTER I**

### **THE PROBLEM**

#### **CONTEXT OF RESEARCH**

Global communication language is English, and nowadays has become the link among cultures which allows relating with people in different places in the world. That is how arises the need to learn a second language, to have a more competitive advantage in a globalized world.

At present, the mastering of the English language offers great opportunities of personal and professional development, therefore it has become a necessity to teach the English language in an efficient way that enables the student to communicate in oral and written correctly, it is also necessary to investigate techniques that encourage students to acquire such knowledge.

For the above reasons, this research has been made at UNIDAD EDUCATIVA FISCOMISIONAL COMIL 2 TENIENTE HUGO ORTIZ GARCES, originally named Colegio Militar Eloy Alfaro de Guayaquil, but in the year 1992, the name was changed to Colegio Militar Hugo Ortiz Garcés in honor of a national hero, who was a young soldier fallen in combat against Peruvian military. This school with a track record of 22 years of institutional life, is one of the most prestigious school of Guayaquil.

Currently, the educational institution is located in Samanes, it has a modern infrastructure with adequate physical areas that offers education on different basic levels to 2771 students distributed in two shifts, morning

and evening, besides, it has 130 teachers of which 7, belong to the English area, 91 students that belong to the Ninth Year of Basic Education, and will be taken into account for this investigation.

This research is aimed in order to know which are the incidences in teaching spelling to the students of ninth year of basic education which will be the direct beneficiaries of this project.

## **CONFLICT SITUATION**

The problem that occurs in students of primary and secondary education is the poor knowledge of vocabulary, poor knowledge of the structure of a paragraph, and sometimes lack of interest in the subject. This is due to the incorrect methodology strategies reflected in the low oral and written production of students.

As teachers, we have noticed that the economic factor and insufficient participation of parents in the educational process influences the disinterest towards English learning by students. This has generated that students do not strive enough to reach their maximum potential.

At present in the public institutions of our country, the English subject is no longer obligatory in primary levels, this has created other problems when students attend to high school because they do not have enough basis at least to write a sentence correctly, which affects creating disinterest in the matter.

Writing is a process that requires a great effort on the part of students, because it is a hard - to - acquire linguistic skill, they have difficulty in some points that can be solved with additional help from teachers, therefore teachers should have a clear and accurate knowledge about the teaching – learning of the English language.

Also we have been able to determine the downgrade of teachers in the use and practice of new methodological strategies that allow to develop effectively the learning process, which result in poor oral and written production and demotivation of the students as well.

We believe that UNIDAD EDUCATIVA FISCOMISIONAL COMIL 2 TNT. HUGO ORTIZ GARCES, should be implemented in the use of more dynamic strategies that permit students to enhance their abilities and develop the productive skills of speaking and writing in the English language more effectively.

Finally, we propose to overcome this deficiency in the institution by the implementation of new methods and teaching strategies that help students ensuring their needs, motivating the interest to intellectual and professional development in a dynamic and participatory manner.

## **SCIENTIFIC FACT**

The purpose of this item is to describe de deficiency in writing, in the 9th year students of basic education at UNIDAD EDUCATIVA FISCOMISIONAL COMIL 2 TENIENTE HUGO ORTIZ GARCES of Guayaquil city, Parroquia Tarqui, located in Samanes, school year 2015 - 2016.

According to Education First (EF) that has studied the index of level of English in Ecuador, has set it in 35<sup>th</sup> place among 63 countries, behind Argentina, República Dominicana and Perú. (El Comercio, January 12, 2015). Although the country has improved 13 positions compared to previous surveys, it is still below the required level.

Inside the learning process, the students that attend to 9<sup>th</sup> year of basic education, find some difficulties due the deficiency in the speaking, reading, listening and writing skills, information that has been found through a diagnostic test applied during a class, in which they showed lack of knowledge, difficulty for understanding certain terms and fear of public speaking.

This problem is more frequent in students who come from public schools, due to the fact that in these institutions the English language is obviated, by Ministerial agreement 41-014 published on March 11<sup>th</sup>, 2014, that established that English language should be taught departing 8<sup>th</sup> year of basic education.

Writing deficiency also occurs because of memorizing instead of using meaningful learning, because for students is tedious the application of spelling rules, resulting in the student demotivation.

Klassen (2002) Learning to write is a task that scares and lack of self confidence to carry it out stop academic success. This quote reflects the complexity that involves the task of writing and the need for a high motivation to perform it, so it is necessary to promote student motivation toward this activity.

For all these reasons, it is necessary to strengthen the teaching of English in a more dynamic way, the teachers should assume appropriate strategies that allows the student to develop a meaningful learning.

## **CAUSES**

- Lack of motivation of the students.
- Lack of interest in learning English Language

- Low student participation in the proposed activities.
- Outdated teaching methodologies.
- Lack of teaching material and resources.
- Lack of audiovisual laboratories and technology.

## **FORMULATION OF THE PROBLEM**

In what way does the teaching of spelling influence the development of the writing skill in the 9th year students of basic education at Unidad Educativa Fiscomisional COMIL 2 Teniente Hugo Ortiz Garcés in Guayaquil city, Parroquia Tarqui, located in Samanes, school year 2015 - 2016?

## **OBJECTIVES**

### **GENERAL PURPOSE**

To examine the incidence of teaching spelling in the development of the writing skill of the students by statistical bibliographic analysis and field study.

### **SPECIFIC OBJECTIVES**

1. To describe the influence of spelling through an bibliographical study and students survey.
2. To diagnose the writing level skill by the analysis and evaluation executed to students through an bibliographical study and students survey.

3. To select the most important aspects of the research to design a handbook focused on exercises of spelling.

## **RESEARCH QUESTIONS**

1. How will the teaching of spelling help to write correctly the English language?
2. What are the difficulties in learning spelling?
3. What strategies will help to improve the writing skill?
4. Which are the failings in the teaching of spelling?
5. Which is the level of writing in the students of 9<sup>th</sup> year of basic education at Unidad Educativa Teniente Hugo Ortiz Garcés?
6. Why is it important to develop the writing skill?
7. What factors are necessary for optimal development of writing skill?
8. How will the meaningful learning of spelling be involved to develop the writing skill?
9. How will the application of spelling and a booklet with exercises improve the students' writing skills?
10. For how long will be applied the use of the booklet?

## **RATIONALE**

In the society we are currently engaged, the English language has not only become in a necessity but also a tool that allows us to reach full development in our academic life and in a professional future access to get better promotion in our work place.

Writing is fundamental for learning another language and it is an essential skill needed to communicate properly, so this project will help students to develop the writing skill in a better way, increasing their ability to communicate in the English language correctly.

This project will have a great impact on the teachers because it will be a tool that will help implement several strategies and exercises that allow interactive student participation, which mainly enhances the skills of students more effectively.

Our educational system requires innovative change processes to make adjustments, and the goal of any educational institution, it is to provide students the ability to effectively develop qualities and skills, this project guides the educational establishment to provide the students of ninth basic year at Unidad Educativa Teiente Hugo Ortiz Garcés, an effective education through efficient resources to achieve the goals mentioned before.

Being students the direct beneficiaries, this project is relevant because it is based on Article 4.2.e of the National Plan for Good Living which aims to strengthen the capacities and potential of citizenship. It also ensures access to educational resources necessary for good performance, attendance and retention of children of school age to the National System of Public Education.

On the other hand, article 2, literal b. Education for change of LOEI, says that education is a transformation instrument of the society; it contributes to construction of the nation, of the life projects and freedom of their people, towns and nationalities, it recognizes humans, in particular boys, girls and teenagers, as the center of the learning process and subjects of rights, and it is organized on the basis of constitutional principles.

This investigation is made with the purpose of contributing to the development of our education, because the demands of today require to improve the quality of education.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

According to Habbit, Banik and Maryam (2014), the theoretical framework is a structure developed by the previous researcher(s) that would be used as an initial idea to develop a new concept/model.

It is possible to say then, that the theoretical framework is a set of ideas or theories that investigator will use to formulate and develop its work. This series of conceptual elements are the basis for the research to be performed, through delimiting the problem, formulation of definitions and formulation of hypothesis that will be certificated.

### **BACKGROUND**

By revising the files at Facultad de Filosofía, Letras y Ciencias de la Educación, we did not find similar topics to this research or under this name; incidences of spelling to develop writing skills. Elaboration of a handbook focusing on spelling, exercises on sentences and connectors; therefore, it is possible to say that no research has been done with the objectives of this investigation. For this reason we consider that this work will be original and relevant for people who need it.

For decades, more people seem to have considered themselves poor spellers than good spellers, despite the fact that most of us spell correctly the vast majority of the words we write. With spelling, we seem to expect that all of us should spell one hundred percent correctly, even on first drafts, and even as young children. Perhaps it is this unrealistic

expectation that leads some parents others when teachers use newer methods of helping children learn to spell, such as encouraging children to "use invented spelling" in their early attempts to write. Such critics mistakenly assume that children who initially use approximate spellings will never become good spellers, or that if the time-honored method of memorizing spelling lists were used instead, every child would become a perfect speller. Neither observed experience nor research supports these assumptions.

## **THEORETICAL FOUNDATION**

### **INDEPENDENT VARIABLE**

#### **SPELLING**

##### **Definition**

According to (Beale, 2012) who appoints Mercer (1977) defines spelling as the ability to produce in written or oral form the correct letter arrangement of words.

In written language, spelling is the choice and arrangement of letters that form words.

"English spelling," says (Trask, 2006) "is notoriously complex, irregular, and eccentric, more so than in almost any other written language". (P.18)

The spelling can define it as a game of rules that facilitate the writing and that it is the correct form of writing without errors and respecting the orthographic rules. Consequently when beginning our lives, all the human beings need to communicate, it is here where the evolution of the

language begins opening the way to the use of words that then will be used correctly. A good spelling is considered very important because teaches to write the words correctly, so that this way all the phrases or sentences can understand each other easily.

Spelling is not a reliable index of intelligence. Many intelligent people struggle with English spelling, while others will find it comparatively easy to master. Learning to spell correctly requires remembering numerous unusual and peculiar spelling forms. Some people are just better at this form of rote learning than others.

Referring to English spelling, Horobin (2013) mentions that:

"One of the reasons why English spelling is so unpredictable is because its vocabulary consists of many words derived from other languages, which have been adopted with their original spellings intact. Understanding the origins of these words and the languages they have come from will help with spelling them." (Horobin, 2013, P.36)

Good spelling leads equally to achieve good pronunciation, it is a factor that clearly reveals the degree of knowledge of a language therefore, spelling is the major component that integrates writing.

## **IMPORTANCE**

The following text wants to demonstrate that the order of the letters does not alter the understanding of a word while the first one and the last letter are in its place.

Aoccdrnig to rscheearch by the Lngiusiitc Dptanmeret at Cmabrigde Uinervtisy, it deosn't mtttaer in waht oredr the lttteers in a wrod are, the olny iprmoetnt tihng is taht the frist and lsat ltteer be at the rghit pclae. The rset can be a total mses and you can sitll raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

A good reader can understand the text without difficulties, but when we express, in writing or orally, we seek to do it in the best way possible.

Translation: According to research by the Linguistic Department at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be at the right place. The rest can be a total mess and you can still read it without a problem. This is because the human mind does not read every letter by itself, but the word as a whole.

This paragraph has been widely circulated on the Internet since 2003, and it is still referred to, either as a point of interest or to defend inconsistent (poor) spelling, or choosing not to teach it. Is it because it rings of the truth that it makes scholars and educators cringe? Hardly. Among other things, there was no such research, and the words in the passage don't follow the rule of "only the first and last words matter." It's a myth. It is fluent readers who can figure out this highly predictable text – and the path to fluent reading includes a firm foundation in the sounds represented by letters and their spelling. (S. Jones, 2009)

Its significance lies in what the objective of mastery of a language is. This means that it does not support views, discussions or points of view, simply the words are written as it is established without a personal view or discussion, because spelling it, as mentioned earlier, is the regulation governing the writing.

Spelling is not only responsible for determining the correct use of the words, if not in use uppercase, lowercase, accent, and the correct application of the different rules.

### **Spelling helps writing process**

Much about spelling is puzzling. Our society expects that any educated person can spell, yet literate adults commonly characterize themselves as poor spellers and make spelling mistakes. Many children have trouble spelling, but we do not know how many, or in relation to what standard, because state accountability assessments seldom include a direct measure of spelling competence. Few state standards specify what, exactly, a student at each grade level should be able to spell, and most subsume spelling under broad topics such as written composition and language proficiency. State writing tests may not even score children on spelling accuracy, as they prefer to lump it in with other “mechanical” skills in the scoring rubrics.

Anyone who can only think of one way to spell a word obviously lacks imagination.

(Joshi, 2009)

Research also bears out a strong relationship between spelling and writing: Writers who must think too hard about how to spell use up valuable cognitive resources needed for higher level aspects of composition. Even more than reading, writing is a mental juggling act that depends on automatic deployment of basic skills such as handwriting, spelling, grammar, and punctuation so that the writer can keep track of such concerns as topic, organization, word choice, and audience needs. Poor spellers may restrict what they write to words they can spell, with

inevitable loss of verbal power, or they may lose track of their thoughts when they get stuck trying to spell a word.

But what about spell check? Since the advent of word processing and spell checkers, some educators have argued that spelling instruction is unnecessary. It's true that spell checkers work reasonably well for those of us who can spell reasonably well — but rudimentary spelling skills are insufficient to use a spell checker. Spell checkers do not catch all errors. Students who are very poor spellers do not produce the close approximations of target words necessary for the spell checker to suggest the right word. In fact, one study reported that spell checkers usually catch just 30 to 80 percent of misspellings overall (partly because they miss errors like *here vs. hear*), and that spell checkers identified the target word from the misspellings of students with learning disabilities only 53 percent of the time.

I don't see any use in having a uniform and arbitrary way of spelling words. We might as well make all clothes alike and cook all dishes alike. Sameness is tiresome; variety is pleasing. (Joshi, 2009 p.10)

## **SPELLING PERMITS COMMUNICATE**

Human activities are conceived and translated into words, and through them we can communicate. Words are the means that human beings possess to convey their ideas, thoughts and knowledge. Words can have a specific meaning in every culture, so there are certain aspects of cultures that can not be expressed in another language.

“Really, it is unfair to say that English spelling is not an accurate rendering of speech. It is – it's only that it renders the speech of the 16th century.” (Deutscher, 2001)

When we want to convey a written message, we must begin by searching the words to express what we want to convey, that is with the correct meaning, because a letter can change the meaning causing an error.

Knowing how to spell correctly allows us to form phrases by joining letters, words and sentences together or adding connectors and modifiers.

I need not repeat familiar arguments about the waste of teachers' time, and the difficulties thrown in the way of English children trying to learn their own language; or the fact that nobody without a visual memory for words ever succeeds in spelling conventionally, however highly educated he or she may be. (Shaw, 2006, p. 192 - 193)

## **SPELLING ALLOWS PRONUNCIATION**

When a language is learned, it is important to understand and differentiate writing how to pronounce. Two key conditions for the existence of good communication are known to spell and pronounce. In any language sounds are organized by a system, which is called phonetic system. Thus, due phonetic system, learners are made aware of differences between English spelling and pronunciation. (Rogerson, 2011)

Knowing the rules of spelling allows us to communicate in the best way.

## **IMPROVE SPELLING PATTERNS**

"I do not see any use in having a uniform and arbitrary way of spelling words. We might as well make all clothes alike and cook all dishes

alike. Sameness is tiresome; variety is pleasing.” Mark Twain Cited by Anderson (2004, p. 32)

As you might expect, there is not a single approach on how to teach spelling that is best for all students, all parents and all teachers. However, there are some general guidelines I have found over the years that can be applied to almost every situation.

J. Stirling (2011), list some guidelines and strategies on how to teach spelling from the point of view that we all learn in different ways.

### **1. Use three kinds of experiences for the learner: auditory, visual and kinesthetic.**

In other words, allow students to *hear* the correct spelling of words, *see* the spellings, and have 'hands-on' experiences. Here are a few ideas for young learners who do best with kinesthetic experiences

**A)** Spell words using Scrabble tiles, Boggle letter cubes, magnetic letters, or even letters cut from newspapers and magazines.

**B)** Trace the correct spellings of words. Or spell words by gluing string onto construction paper.

**C)** Find spelling words on cereal boxes, toy packages and other everyday items.

“If there are spelling and grammatical errors, assume that the same level of attention to detail probably went into the gathering and reporting of the "facts" given on the site.” (Hock, 2007, p.86)

### **2. Teach spelling words that make sense to the child.**

It is a waste of your valuable time (and the student's attention) to teach words -- even if found in a traditional spelling book -- that the student is unlikely to use and have little meaning.

On the other hand, you should include words from the student's science and social studies lessons, as well as words related to news events and special calendar days.

### **3. Give students the foundation for spelling successfully.**

That means making sure students understand the sounds made by consonants, short vowel sounds, long vowel sounds, diphthongs, and more. Teach some of the most consistent rules and spelling strategies.

### **4. Simplify spelling whenever possible.**

Introduce words that have similar patterns at the same time. For example, teach aloud, around, count, ground, and sound during the same week. Group tricky words together. Show students er words in one list: perfect, alert, concern, perfume, expert. Then show them ur words in another list: turkey, return, hurricane, curtain.

If students remember the spelling of one word in the group and some of the other words that belong in the same group, it's easier to spell the tricky syllables correctly.

### **5. Provide lots of practice in lots of formats.**

Oral exercises, puzzles, worksheets, and games all have their place in successful spelling programs. Spelling homework is important, too. All of these activities, believe it or not, *can* be fun!

## **What helps students learn to spell**

- Learners of all ages need encouragement to write, write, write, and just to spell words the best they can in first drafts.
- As young students begin to hear separate sounds in words, they benefit from help in writing the sounds they hear: that is, from guidance in inventing spellings. Gradually, their initial invented spellings (usually one letter per word) more or less naturally give way to more complete and sophisticated invented spellings and to conventional spellings, as long as the students are writing extensively.
- Extensive exposure to print helps students internalize not only the spellings of particular words, but spelling patterns. Young students especially benefit from reading favorite selections again and again. Learners of all ages need to read, read, read.
- Students benefit from guidance in developing a spelling conscience: a concern for spelling, and a sense of when something may not be spelled correctly. For instance, as a first step toward correcting their spelling, students who are already spelling many words correctly might be encouraged to circle words in their first draft that they think might be spelled incorrectly.
- Teaching students strategies for correcting spelling is far more important than giving them the correct spelling of any particular word. Such strategies include: writing the word two or three different ways and deciding which one "looks right"; locating the correct spelling in a familiar text or in print displayed in the classroom; asking someone, consulting a dictionary, or using a spelling checker on the computer or a hand-held electronic speller.

- Spelling strategies and major spelling patterns can be taught much more effectively through mini lessons involving student discussion than through workbook pages or spelling tests. Students benefit especially when, as a group, they are guided in noticing spelling patterns for themselves.
- By the intermediate grades and middle school, students can benefit immensely from mini lessons that help them discover the meanings of Latin and Greek roots and suffixes. Such learning is valuable for spelling and writing but perhaps even more valuable for vocabulary development and reading.
- Studying spelling lists is most useful if student choose a limited number of words (say five a week) that they want to learn: ideally, words they are interested in, and words they use frequently in their writing but haven't yet learned to spell correctly all the time. At the end of the week, partners can test each other on the words they each have practiced during the week.
- Individualized spelling dictionaries can be helpful as students are trying to get a grasp on the spellings of words. Teachers can make each of them a booklet in which they can enter words they are learning to spell. File boxes with index cards, or even computer files or data bases for each student, can serve the same purpose.

### **How important is to teach spelling**

The ability to spell correctly is associated with intelligence and breadth of knowledge. These days even though a great deal of writing is actually done with tools that utilize automated spell checkers, an individual still has to spell accurately enough for a spell checker to recommend the

correct suggestion. The time an individual spends in correcting incorrect words can be significant with poor spelling skills.

Spelling instruction is crucial. It is one of the "word attack" skills that is the basis of literacy. Spelling instruction sensitizes students to the underlying structure of words and is one of the means by which they begin to acquire fluency in academic language. (Zahra, 2009)

Spelling is often taught with vocabulary, root, prefixes, and suffixes increasing the ability to expand one's vocabulary.

Teaching spelling *is* important, but like grammar, it has often been taught in ways that detract from its usefulness (and can even be harmful). Learning spelling can be very helpful for those still learning phonics, and can also be a good vocabulary booster, when studied at higher levels. Spelling can be detrimental when it is done in the 'random list of spelling words to memorize' approach. It can also be harmful when teachers over-correct the spelling of students' work.

## **SPELLING STRATEGIES**

People didn't become in good writer until they learned how to rewrite. And they don't just mean fixing spelling and adding a comma. They rewrite the same book five or six times, and each time will change huge portions of the story, It means each people use different way or strategy to write. (Sachar, 2006, p.82)

According to the author Louis Sachar, young writers often try to use the sounds in words to figure out their spellings; experienced writers often use this phonetic strategy first, and then try other approaches, including applying common spelling patterns. So it is definitely worthwhile to help

students hear the sounds in words by developing phonemic awareness, and then exploring sound/symbol relationships and spelling patterns especially if you continuously encourage pupils to think about how these strategies will help them as readers and writers.

As pointed out by S. Horobin (2013), there are spelling strategies that should be included as resources in order to provide students useful tools to improve learning, which are detailed below.

### **Strategy 1: Develop Phonemic Awareness**

- Teachers must find that students develop the ability to hear sounds in words when they involve them in lots of shared reading of poems, chants, songs, and big books with repetitive refrains and rhyme. They have to ask students to listen for and identify rhyming words, and clap when they hear them.
- Select words that students know from books, rhymes, songs, and so on and discover together how knowing one word can help with the recognition or writing of others, just by changing the beginning letter.

### **Strategy 2: Explore Sounds**

- Teachers must tell students they have noticed the listening for sounds in words they are trying to write so you will help them discover how different sounds can be written. Reread familiar books, rhymes, chants, and songs, asking students to listen for words with a particular sound.
- Help students to identify the letters that represent this sound. Underline these and ask children to group the words according to the different ways the sound is represented. Reinforce how the same sound

may be represented in more than one way, depending on the word. This is important for students whose first language is not English, particularly if their first is a phonetic language, such as Spanish.

- During the next few days, ask students to find other words they know with this sound and add them to the class list. Teachers usually explain that kids must say a word to listen for the sound, and do not confuse them by referring to the sound by a particular letter name. As other sounds are explored, ask children how this will help them with their writing.

### **Strategy 3: Discover Spelling Patterns**

- Tell the students that thinking about what a word looks like is a useful spelling strategy, so you are going to explore some common spelling patterns together. Reread a familiar big book, poem, or so on, selecting a particular spelling pattern to look for.
- Ask students to identify and underline the ea spelling pattern in each word, say the words, and group them according to their pronunciation
- Select one of the words and show how knowing it can help with the spelling of other words in that word family.

Too much that is known about how to teach spelling isn't being put into practice. I can think of no subject we teach more poorly or harbor more myths about than spelling. (Gentry, 1987).

### **CONCLUSION**

We think spelling is important as long as it is embedded in a meaningful context. Teachers in the classroom, must be constantly looking at words, finding patterns in them, creating word families, finding

rhyiming words and exploring words. They have to feel that this makes it more interesting for the students, as well as giving them a different approach to how to spell. They focus a lot on letter sounds, particularly vowels and vowel diagraphs. They have a 'Have-a-go' book that the students use for spelling. Basically students have a go at their unknown word, bring it to educators, They tick the letters they have correct, cross the ones they have wrong, omit or add a symbol for letters where necessary and then allow the student a second go. Following that second attempt, if the spelling is still incorrect, They talk them through the correct spelling and how we know it is right.

## **DEPENDENT VARIABLE**

### **WRITING SKILL**

#### **Definition**

Writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability. (Taringa, 2011 p. 5).

Writing is a form of communication to deliver through or to express feeling through written form. (Hammer, 2001 p. 79)

Writing is a series of activities going on and involves several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts. (Jonah, 2006)

We can realize that writing is one of the most important skills that the English language has. In these several definitions some experts agree that it is an ability that people must learn during the period of acquisition of scientific knowledge for a correct communicative process.

To begin our investigation about writing skill, is very important for us to start discovering what learning is. We consider very essential to research about this process that involve both teachers and students and they the object of our study.

Learning is a process that is always subject to change, depending on the level of development that has reached the teaching at the moment that is happening and the objective and subjective needs of the people involved in this process. In the same way that learning depends, among other things, of the development; This in turn encourages the development of the student. (Reyes, 1995)

### **Importance of writing in the English language**

An ancient form of teaching in which the teacher is for front of the classroom and is "the Sage on the stage" educating seems very inefficient compared to instruction focused on the student where the teacher is a facilitator "who guide from the side". It seems to be time to put the learning into the hands of students. (J.Valles, 1997)

Writing, an important part of learning the language, is essentially a reflective activity that requires time to think about the specific subject and analyze and classify any previous knowledge. Then, when students write they need a proper language to structure these ideas in the form of a coherent discourse.

The purpose of teachers is, to help their students to produce their own compositions. But make students establish ties and develop information, ideas or arguments into logical sequence. Without practice of writing students have difficulty in achieving the clarity that is the goal in any exercise of writing.

Very often, it is assumed that, after giving the students an initial stimulus to promote interest in some topic, teachers can simply leave students to complete the task of writing. But even professional writers have to make plans, use notes, reflect on the results and do various rudimentary draft before completing their work. Therefore, students who are still learning the process of thinking through writing require the help of their teachers to structure and organize their ideas.

Any man who keeps working is not a failure. He may not be a great writer, but if he applies the old-fashioned virtues of hard, constant labor, he'll eventually make some kind of career for himself as writer. (Bradbury, 2009)

Experience has shown to teachers, researchers and management school that, as the same language, practices in the teaching of English language test are not static but dynamic and changing.

A controversial area is the assessment of writing in which the development and the evaluation criteria must be from curricular objectives and teaching methodologies. In the English language, especially in higher education classes, teachers always confront the challenge to assess in a reliable and valid way of their student writing skills that these students are better prepared to face exams that demonstrate their achievements and internal and external skills.

In fact, writing is an essential element within the academic community; a student can not be successful without a certain level of skill in academic writing. There are many reasons to evaluate writing in English language classes, including the satisfaction of needs of diagnosis, ability, and promotion.

In general, professors and researchers accept that there are 2 main objectives to examine: first to provide feedback during the process of acquisition of ability to write, and second, to assign a note or score that will indicate the level of the written product.

There is an essential element to take into consideration when writing is the consistency. Traditionally described as relations that link the ideas in a text to create meaning for readers. Although consistency is crucial for effective writing, is sometimes regarded as an abstract, ephemeral and controversial concept that is difficult to teach and learn.(Widdowson, 2012)

Research has shown that writing in English as a second language and as a foreign language, the student focuses almost exclusively on lexical and syntactic levels rather than on the discursive level, it means textual coherence. Most of students as a second language and as a foreign language feel that their unique sense of security based on what they have learned about grammar and it is the only tool that can be used to write material in English language.

### **Characteristics of writing skill**

Recent research on the subject conceive the Act of writing as a process that places more emphasis on the steps followed to write and not only in the product of writing as it has been done so far. The product is important, but to reach it successfully we must first emphasize throughout the process that leads to a refined product.

The teaching of writing with a focus on the process is based on three aspects:

- 1 – People write to communicate with readers.
- 2 – People write for a specific purpose.
- 3 - Writing is a complex process.

The writing process consists of three phases: pre - writing, composition and review. Taking into consideration these aspects, students are taught to use methods to perform a good writing following these steps:

- Determine the purpose for writing.
- Select the Auditorium.
- Select the theme.
- Organize the task.
- Write a first draft.
- Read the contents of the draft.
- Revise it.
- Write more drafts to the final version.
- Exchange the writings for review.

Writing has to be seen as an act of communication. So, students must think about who will be their audience, their reader, and its purpose for writing.

The more closely the author thinks of why he wrote, the more he comes to regard his imagination as a kind of self-generating cement which glued his facts together, and his emotions as a kind of dark and obscure designer of those facts. Reluctantly, he comes to the conclusion that to account for his book is to account for his life. (Richard, 2006)

It should be emphasized more in the meaning as in shape so that writing is a process. It should be given enough time to think about their interests and knowledge and skills that people who write have as well as their corresponding feedback by the reader, either the teacher or other students, to discover new ideas, new prayers, and new words as they plan, write the first draft and review what they write for a second draft. Teachers should know the value of writing several drafts. The best way to know the value as a means of communication is to let them write about practical activities of daily living.

### **Types of learning to develop the writing skill**

Learning is a process that is always subject to change, depending on the level of development that has reached the teaching at the moment that is happening and the objective and subjective needs of the people involved in this process. In the same way that learning depends, among other things, of the development; This in turn leads to holistic student development, as it raises.

(Reyes, 1995)

When referring to that learning depends, among other things, the level of development achieved so far, we are referring to that dependency must never be left behind with regard to this development. In the process of teaching and learning, the teaching determines the development and new levels of teaching and learning needs.

### **Learning through Constructivism**

The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. (John, 2001)

It is the model that keeps a person, both in the cognitive, social and emotional aspects of behavior, is not a mere product of the environment or a simple result of their internal provisions but a homebuilt that every day is taking place as a result of the interaction of these factors.

According to the constructivist position, knowledge is not a copy of reality, but a construction of the human being that comes from experiences with (previous knowledge) in relation to the environment that surrounds it. In this sense, Vigostky cited in Henson (1999) says that construction which is carried out every day and in almost all contexts of life depends mainly on two aspects:

1. From the initial representation that is new information.
2. Of the external or internal activity that is developed.

It is for this reason to promote meaningful learning on the student, the teacher must create strategies that enable learners building skills taking into account the previous experiences or needs of students with the aim that these lead to the acquisition of new knowledge which will be applied to situations other than those commonly used.

### **Cooperative Learning**

Landone (2006), points out that cooperative learning is based on the collaborative construction of knowledge, which makes emphasis on interpersonal relationships and collective experience as a source of social and cognitive growth of students; It also generates a context favorable for communication to generate personal interaction, which can help the learning of English, to facilitate the receipt and exchange of information and to encourage students to interact in the language they are learning.

In response to the above expressed, can be summarized that students interact and can work as a team, helping each other in order to build new content; Hence the importance of the cooperative learning in the framework of this research

To learn and practice new words and structures, and since writing is done slowly and carefully, it helps to focus students' attention on what they are learning. (Doff, 1988 p148).

When we look at writing as a 'product', we are mainly interested in outcomes that is, we identify what the students have produced, e.g. grammatical accuracy, mechanics of writing, proper format, good organization, etc. Recent research on writing has provided us with an important insight: good writers go through certain process, which lead to successful pieces of written work:

"They start off with an overall plan in their heads. They think about what they want to say and whom they are writing for. Then they draft out sections of writing, and as they work on them, they are constantly reviewing, revising, and editing their work." (Hedge, 1988)

### **Writing Production**

In the learning of English as a foreign language, the writing is considered a complex skill due to the different characteristics that it presents.(Marseilles, 1998).

For that reason Hermer (2001) affirm that students can develop this ability, teachers must promote the constant practice of it, taking into account several factors such as the syntax related with the grammar order of the sentence; the punctuation related with the organization of the speech and the different elements that it contains; the way of writing related with the spelling of the words and the coherence with the logical order of the ideas, in order to the reader can analyze, understand, and comprehend the messages.

Also, Harmer (2001) stipulates that when the student make a written composition must take into consideration certain aspects that will help that the message is understood by the receiver.

These aspects are:

- 1 Check with the used language (vocabulary and connectors)
- 2 Check the score
- 3 Check the spelling
4. Avoid redundancy
5. Determine the logical order of ideas according to the importance of them.

These elements allow to organize ideas and help direct the written production, which "is conceived as a planned and systematic job that requires time and intellectual exercise by the student, and which develops with practice and with the knowledge of certain techniques" (Marseilles, 1998:1). This suggests that the written production involves not only take into account the cognitive level of the students and their performance at the time of an activity, but also put into practice characteristics raised by Harmer (2001) to achieve effective communication.

For this reason the teacher must use motivational strategies that help students strengthen their skills and discover their potential at the time of producing written texts, for which the support tools based on information and communication technologies is essential. Specifically for the purposes of this research, the authors took into account the influence of a wiki specifically in syntax and spelling, which are basic aspects of writing. This is due to that the object of this work students are at a basic level in English learning.

## **CONCLUSION**

We live in an age where many of teachers are forgotten essential rules I the teaching-learning process. Firstly, let us take a look at their traditional way that they use when imparting classes, it happens because they do not upgrade their knowledge through seminars or self education

or simply they do not want to do it. Secondly, they do not use the appropriate approach to engage students in the new content, the same repetitive classes make students demonstrate disinterest for the English language. Another factor to consider are the strategies of motivation that most of the educators do not apply for giving classes. Taking everything into consideration, we can noteworthy that using spelling strategies and techniques students will increase the ability of writing, because they will identify the sounds of vowels and letters that are sometimes very similar in this language.

## **EPISTEMOLOGICAL FOUNDATION**

### **HUMANISM**

It means to value the behavior and the condition of human being. It became transcendent the art, sports, culture and humans activities in general.

The conceptualization about this is about when the man is an important element about all things. The social organization has to develop according to the human welfare. Its context is opposite to the theocentric doctrine.

“The institutions of human society treat us as parts of a machine. They assign us ranks and place considerable pressure upon us to fulfill defined roles. We need something to help us restore our lost and distorted humanity. Each of us has feelings that have been suppressed and have built up inside. There is a voiceless cry resting in the depths of our souls, waiting for expression. Art gives the soul's feelings voice and form.” (Ikeda, 1989 (p23))

The humanism is a key to the development of all humanity. This ideology represents a big opportunity for the people.

The humanism analyzes the behavior and the actions that realize the society of an objectivity form. In nowadays the humanism has importance when defined to the woman like an equal element with the man, because established that the woman and the man have the same opportunities to develop in the society with damages.

## **HUMANISM AND EDUCATION**

The humanism and education present many changes about the intellectual level of the people because the student can choose his or her own system of education. This situation established that the goal of learning can be a way to build people that can be trained to develop an active life in a civil community with the ability to defined right or wrong actions.

“Students should know something about religion as a historical phenomenon, in the same way that they should know something about socialism and humanism and the other great ideas that have shaped political philosophies and therefore the course of human events.”  
(Pinker, 2007)

Humanism and education is a big educative process because contain all personal aspects like academics but normative in special.

The education has to give an integral training taking into account and respect the differences of each person. The people in this case the students have to obtain that they want according to their features and possibilities and help to the people that need of them.

The education has to be democratic because the people have to be involved in the social aspects.

It must be about reaching everyone with the same quality and efficiency; no one is left out of the educative system or the new technology

that facilitates the educative process nowadays.

The Humanism is the way of the human being to develop like a primordial element of the society because about the actions the people can be change their behavior and the thoughts. The humanism looks for to increase the importance and the roll of each person in a different environment in which they want to develop. In the education is so important the integral training. The people depend of their knowledge to get their goals in this case they became in independent about their actions.

## **PEDAGOGICAL FOUNDATION**

### **CONSTRUCTIVISM**

It is the learning theory in which is important the learning process the knowledge has to be built by the same person who learns through actions, it means the learning can give to each person in this case to each student get his or her own experience.

The constructivism creates new knowledge in base of last teachings. The student's learning has to be active. They have to use all places in which they learn with the observation, audio or textual that the environment offers them.

“The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done”. Jean Piaget.

These aims to the students build their own learning. It permits that the students work with their rhythm.

Constructivism also involves an affective, harmonious, and mutual trust environment between teacher and student. The teacher in his role as mediator should support the student to: teaching about thinking and teach on the basis of thinking.

## **THE CONSTRUCTIVISM IN EDUCATION**

It is focused on the socio- cultural training of people, based on previous experience and knowledge as a key to improve the learning.

Constructivism in Education is based on the relationship between the object of knowledge and person who learn, knowing that, the construction process is always influence of historical – cultural and social – economic context that it comes true to the student in this case.

## **PEDAGOGY**

It's a science or art which studies the methods and techniques about how to teach something to someone but in particular when it treats kids. Good teachers apply it when they want to impart primordial knowledge's to the students.

Effective pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, should be implemented across all key learning and subject areas.

## **PEDAGOGY AND EDUCATION**

Pedagogy has a very close relationship with psychology as a science, since the extent that this permits a better education is obtained. In pedagogy and the teaching of mathematics the students must have a good understanding. For this attention is needed primarily to the use of means aimed at the appropriation of knowledge of the object.

It is the method of learning or the study of education. It established a relationship between other sciences like: Psychology, Sociology and Anthropology. An objective of the pedagogy is: plan, analyze, develop and evaluate the teaching – learning process. It pretends to improve the educational reality in the different environments like: familiar, educational,

social and labor.

In another area the educational system was designed to respond to the formation of a new person with the proposed model of society, which plays important role pedagogy.

We consider that the pedagogy permits that the teachers apply many mechanisms to the students and these makes easy the teaching learning process when teachers give students the different ways to acquire a new knowledge. The students have different perceptions while they learn, isn't necessary follows an only method.

## **SOCIOLOGICAL FOUNDATION**

### **SOCIOLOGY**

It established the relationship between the humans and the loyal whose are the priority in a society.

Human well-being is not a random phenomenon. It depends on many factors - ranging from genetics and neurobiology to sociology and economics. But, clearly, there are scientific truths to be known about how we can flourish in this world. Wherever we can have an impact on the well-being of others, questions of morality apply. (Harris, 2002, p.19).

The objective of the social groups is creating with an inter way of organizations.

### **SOCIOLOGY IN EDUCATION**

Sociology of education is the branch of sociology that studies speculatively, with order to explain the influence of the social environment in educational media, and the social role of education, in constant

interaction, using theories and sociological research. Social interaction refers to how an individual relates to other subjects and how to participate in a particular social structure.

Sociology facilitates the process of social integration, that is, that students can interact with others inside and outside the classroom, who may or may not have the same level of learning them.

“It is likely that the emphasis upon the metaphysical and epistemological implications of the sociology of knowledge can be traced, in part, to the fact that the first proponents of this discipline stemmed largely from philosophical rather than scientific circles. The burden of further research is to turn from this welter of conflicting opinion to empirical investigations which may establish in adequate detail the uniformities pertaining to the appearance, acceptance and diffusion, or rejection and repression, development and consequences of knowledge and ideas.” (Boulding, 2007 p.53)

It is necessary students socialize with others who are around of them because of they will have the opportunity to choose which thing is or not good for their lives, considering teachers from the educational institution teach them how to be independent when they take decisions by themselves.

## **PSYCHOLOGICAL FOUNDATION**

### **PSYCHOLOGY**

Psychology is a science that studies the human being methodology in relationship with the moods or behaviors.

Scientific psychology aims to equip this branch of knowledge of objectivity that is experimental science as opposed to more speculative knowledge such as philosophy.

Edward Lee Thorndike (1910) one of the most representative psychologist, exposed in the journal of educational psychology that, the psychology helps us, asking us that formulate our own notions about the objectives of education, in other words we can say that Psychology tries to discover what really happens to the human being,

The “Psychological foundations” invoke the disciplinary of knowledge about the learning, and at the same time measures the challenge that implies the allusion to the subjectivity, for this reason, I consider that it must be included in the project.

## **PSYCHOLOGY IN EDUCATION**

It is a discipline; it depends of the scientific psychology. Psychology of education is to conduct intended to develop in the subject, in connection with nature psychological variables involved in educational situation in order to its improvement, facing the biggest and best adaptation to the environment and improvement people.

Educational psychology studies how students learn too, sometimes focusing attention on subgroups such as gifted children or those subjects suffering from a specific disability.

In addition, educational psychology supports a wide range of specialties that are located within educational studies, including organizational learning, educational technology, curriculum development, instructional design, classroom management and special education, and contributes to science learning and cognitive science which takes some respects.

The ludic activities are of great support for psycho – motor part, students become analytical, they follow process, methods and they apply techniques and strategies to achieve their goals.

In this approach the students is then seen as an object whose

performance and students learning can be arranged or rearranged from the outside (the instructional situation, methods, content, etc.) as long as the environmental and curricular adjustment needed.

Development in children never follows school learning the way a shadow follows the object that casts it. In actuality, there are highly complex dynamic relations between developmental and learning processes that cannot be encompassed by an unchanging hypothetical formulation. (Lev Vygotsky, p.15)

In this direction the teacher's work is to develop a series of arrangements of reinforcement to teach. An effective teacher must be able to skillfully manage behavioral resources of this approach (principles, procedures behavioral programs) to successfully achieve levels of efficiency and especially learning in their students.

Obviously the ability and conduct, the students is seen as a passive being isolated, so there is an identification between the process of learning and development; that is, this theory does not encourage the development of logical thinking in students, and therefore reflective thinking so this conception of learning does not favor the formation and development of research skills.

## **LEGAL FOUNDATION**

### **TAKEN FROM THE ORGANIC LAW OF EDUCATION**

#### **Art. 8. Educational Purposes**

d ) Being responsible for academic and professional , ethical and public conscience , able to contribute to the development of the institutions of the Republic , to the validity of the democratic order , and promote social participation ;

f ) To promote and implement research programs of scientific, technological and educational nature that contribute to the improvement

and protection of the environment and promote sustainable national development;

**Art. 118.** Training levels education

b ) Third level , grade -oriented basic training in a discipline or training for the exercise of a profession. Correspond to these level academic degrees and university degree or polytechnic professional titles, and the like. Securities may be issued only third level colleges and polytechnics.

At least 70 % of the qualifications awarded by the polytechnics must correspond to professional qualifications in basic and applied sciences.

**Art. 122.** Titling

Institutions of higher education system confer titles and degrees to which they as established in the preceding articles. Titles or academic degrees will be issued in the official language of the country. They must decide on the type of studies.

Doctoral degrees as terminal or enabling undergraduate professional or academic masters or doctoral degree level degrees are not recognized.

**Art. 124.** Training in values and rights.

It is the responsibility of the institutions of higher education system provides children leaving any of the courses or programs, the actual knowledge of their rights and duties of citizens and socio-economic, cultural and ecological situation in the country; mastering a foreign language and the effective management tools.

**General Organic Law of Intercultural Education**

**TITLE II**

**CHAPTER II**

**Section Five: Education**

**Art. 26.** Education is a right of people throughout their lives and an unavoidable and inexcusable duty of the State. Is a priority area of public policy and government investment, ensuring equality and social inclusion and essential to good living condition. Individuals, families and society have the right and responsibility to participate in the educational process.

## **Regulation LOEI**

### **Chapter VIII**

#### **In the name of Educational Institutions**

**Art. 111.** Educational institutions bilinguals.- public educational institutions, and individuals fisco-misionales may include the qualifier "bilingual" in its name, provided that they include at least forty percent (40%) of their workload in the language foreign educational institution.

The faculty teaching the subjects in the foreign language of the institution must demonstrate mastery over the respective language. For this purpose, should present the results of an international standardized proof that maintains at least a level of language skills equivalent to level B2 of the Common European Framework of Reference for Languages. The Central Level National Education Authority shall publish a list of recognized tests for accreditation level.

To be considered bilingual educational institutions shall include in its proposal for curriculum innovation, part of the Institutional Educational Project, the foundations of bilingualism and the workload. Only be considered bilingual educational institutions that receive the Zonal level approval of its proposed curriculum innovation.

#### **Code of childhood and adolescence**

**Art. 26.-** The right to a decent life.

Children and adolescents have the right to a decent life, enabling them to

enjoy the economic conditions necessary for their development.

This right includes those benefits which provide nutritious, balanced and sufficient food, recreation and play, access to health services, to quality education, adequate clothing, safe, hygienic and equipped with basic housing services.

In the case of children and adolescents with disabilities, the state and the institutions that serve them they must ensure the conditions, technical assistance and removal of architectural barriers to communication and transport.

**Art. 37.** The right to education.

Children and adolescents are entitled to a quality education. This right demands an educational system that:

1. Ensure access and permanence of every child to basic education and adolescent through high school or its equivalent;
2. Respect the culture and specificities of each region and place;
3. Gaze flexible educational proposals and alternatives to meet the needs of all children and adolescents, with priority for those with disabilities, working or living a situation requiring greater opportunities to learn;
4. Ensure that children and adolescents have with teachers, teaching materials, laboratories, premises, facilities and resources and enjoy a favorable environment for learning. This right includes effective access to early childhood education from zero to five years, and therefore flexible and open programs and projects tailored to the cultural needs of learners will be developed; and,
5. To respect the ethical, moral and religious parents and these children and adolescents convictions. Public education is secular at all levels, compulsory through the tenth year of free basic education through

high school or its equivalent. The State and relevant agencies will ensure that educational institutions provide services with equity, quality and opportunity and the right of parents are also guaranteed to choose the education that suits their sons and daughters.

**Art. 38.** Objectives of education programs.

The average basic education and ensure the knowledge, values and attitudes necessary for:

- To develop the personality, talents and mental and physical abilities of children and adolescents to their full potential, in a playful and emotional environment;
- Promote and practice peace, respect for human rights and fundamental freedoms, non-discrimination, tolerance, appreciation of diversity, participation, dialogue, autonomy and cooperation;
- To exercise, defend, promote and disseminate the rights of children and adolescents;
- Prepare you for responsible citizenship in a free, democratic and united society;
- Offer guidance on the role and responsibility of the family, the equity of their internal affairs, responsible parenthood and health maintenance;
- Strengthening respect your parents and teachers, for their own cultural identity, language, values, national values and those of other peoples and cultures;
- Develop an independent, critical and creative thinking;
- Training for productive work and for the management of scientific and technical knowledge;

- The respect for the environment. According to the regulations students who will graduate must submit a socio-educational project with a proposed solution to the potential problem whatsoever found, so this project meets the needs required, it is an additional welfare and student progress as manifested in the code of childhood and adolescence is a permanent improvement in their education.

## **CHAPTER III**

### **THE METHODOLOGY**

#### **BACKGROUND**

Methodology is generally a guideline system that helps to solve problems with specific elements. In science the use of an appropriated methodology can be critical in order to obtain precise and real results.

The methodology that we used for the development of this project is important because it helped us to find the problem, collect significant information from learners, educators and authorities in order to find a possible solution

#### **FOCUS OF THE INVESTIGATION**

This project was worked under the qualitative and quantitative approach, since all research work is based on the two approaches.

The quantitative approach allowed us to get closer to the qualities of the involved people in the learning based in the influence of spelling during inter-learning of English language, reason of the investigation.

According to the authors Restrepo and Tabares (2000), with the quantitative methods, the methodological problem is related to the measurement of the concept which theoretically guides the process of knowledge. That is how the quantitative approach helped to obtain valid results during the numerical quantification. The instruments of data

collection were reliable because it maintained a true consistency, coherence in the information collected.

Qualitative research studies reality in its natural context and how it happens, taking and interpreting phenomena according to the people involved (Blasco and Perez, 2007 p. 25). For this reason we focused on this method, since we began by making an analysis of the environment in which the problem that affects learning based in the influence of spelling and writing skill in the English language. In this way it is feasible pedagogical didactic updating that can improve the educational practice at the Unidad Educativa Teniente Hugo Ortiz.

## **MODALITY OF THE INVESTIGATION**

### **FIELD RESEARCH**

Field research is the collection of actual data from reality through some tools and techniques which will facilitate the researching.

Tamayo (2003) said that

“This research allows to confirm the conditions of the object or subject investigation. Field research involves a range of different variables, methods: informal interviews, direct observation, participation in the life of the group, collective discussions, analyses of personal documents produced within the group, self-analysis, results from activities undertaken off- or on-line, and life-histories” (Tamayo, 2003)

Collecting information from the real world is a field research, using several tools and different techniques according the area of investigation. During the execution of our project it was very necessary to apply this type of research because for us it was imperative to have some information from this academic institution, in order to identify and detect a visible problem in the learning process, through observations and interviews to the whole educational community.

### **ACCORDING TO THE EVIDENCE**

We have collected some information through some investigation techniques, and it has been our evidence to develop this project.

According to Valsa Koshy (2005),

“The main role of action research is to facilitate specialists to study the conditions of the process, whether it is in the context of introducing an innovative idea or in determining and showing on the effectiveness of existing practice” (Koshy, 2005, p.3)

### **ACTION RESEARCH**

It is sometimes used to better the aspect of an organization and its achievement. It is designed and conducted by specialists who study the data to improve their own work.

Students have been carrying out that action research which refers to develop the act of knowing through observation, listening, analyzing, questioning and being involved in constructing owns knowledge.

This action research has the capacity to generate original and sustained enhancements in educational institutions and it gives educators new opportunities to make their own decisions about which new approaches must be include in the school curriculum.

## **ACCORDING WITH THE OBJECTIVES**

### **APPLIED RESEARCH**

It refers to a scientific study that look for solving practical issues. It is also used to find solutions to everyday problems, cure illness, and develop innovative technologies.

Our investigation is applied because we try to solve problems with the writing skill providing many activities related with spelling that will increase significantly the scholar yield of the students.

### **TYPES OF RESEARCH**

Investigators use different methods of researching for each situation. These methods include fair testing, identifying and classifying, modelling, pattern seeking, and researching.

Investigations have demonstrated that science teaching is controlled by fair testing. The foundations of fair testing are important, but may not always enable students to understand ideas or concepts, answer their questions, or understand how scientists work and the nature of science. Most of the time this type of investigation could be a little complex.

## **FOR ITS PURPOSE**

An applied research is used to solve specific problems.  
According to Irwin Sherman,

“Applied research is often thought as research targeted at solving a specific problem for utilitarian purpose.” (Sherman, 1988, p.46)

It is an applied research because when we found out about the difficulties the students have during writing activities we took the decision to apply new techniques using updated didactic resources to reinforce this skill, we proposed to increase their English knowledge through easy techniques of spelling and they realize the importance of this language in today’s world.

## **FOR ITS APPLICATION**

The feasibility of our project is based on the investigations of some issues, which are, sociological status in order to assess the possible negative and positive reactions before applying the proposal to complete our project successfully.

It is a feasible research since we have the support of the authorities of the institution, the assistance of the teacher, the help of the students, and the necessary resources to diagnose the causes and consequences of the problem and provide a possible solution through our proposal.

## **FOR ITS NATURE**

Explanatory research is undertaken when few or no previous studies exists

According to Collis and Hussey (2003),

“The aim of explanatory research is to look for patterns, hypotheses or ideas that can be tested and will form the basis for further research” (p.53)

(Collis and Hussey, 2003)

Descriptive research can be used to identify and classify the elements or characteristics of the subject.

It is exploratory and descriptive research because as teachers we have the mission of solving English educational problems, for that reason we explained and described different methods and techniques. This type of investigation selects a series of questions and measures or gathers data in order to describe what is being investigated.

## **POPULATION**

Population is a group of individuals or items that share one or more characteristics from which information can be selected and interpreted. According to Collins dictionary,

“The population is the whole or number of elements added with common characters in a determined space and time of a geographical space.”  
(Collins, 2012)

## **SAMPLE**

A sample is a subset or a portion of a population and it is the group of people who will be studied and analyzed.

Regularly, the population is very large, making an enumeration of all the characters in the population inaccessible. Collis and Hussey wrote that,

It is the other characteristic to be considered in the selection of the sample. Once known the size of the sample, the methodology for the selection of the sample depends on the modality of the investigation and the circumstances of a sample are not probable.”  
(Collis & Hussey, 2003)

In our case, our sample are the students of ninth year of Basic Education of Unidad Educativa Teniente Hugo Ortiz, an entity that is representative of a class; and we need to know which sample to choose according to our investigation purposes and methodology to be applied.

#### **STRATUM**

<b>STAFF</b>	<b>POPULATION</b>	<b>SAMPLE</b>
<b>AUTHORITIES</b>	2	1
<b>TEACHERS</b>	42	1
<b>STUDENTS</b>	771	91
<b>TOTAL</b>	<b>815</b>	<b>93</b>

## OPERATIONALIZATION OF VARIABLES

VARIABLES	DIMENSION	INDICATORS
<b>INDEPENDENT SPELLING</b>	IMPORTANCE	CORRECT WRITING AND SPEAKING. PERMITS COMMUNICATE ALLOWS PRONUNCIATION IMPROVE SPELLING PATTERNS
	CHARACTERISTICS	GRAMMATICAL SOCIAL FLEXIBLE SISTEMATIC VARIABLE
	CLASSIFICATION	MORPHOLOGICAL SYSTEM PHONOLOGICAL SYSTEM
	IMPLICATIONS	BEHAVIORISM COGNITIVE CURRENT
<b>DEPENDENT WRITING SKILL</b>	IMPORTANCE	WRITING TO LEARN WRITING TO UNDERSTAND WRITING TOTHINK
	ELEMENTS	FOCUS COHERENCE ORGANIZATION
		DEVELOPMENT OF IDEAS VOICE WORD CHOICE CONVENTIONS
	CHARACTERISTICS	PURPOSE OBJECTIVITY EVIDENCE GENERALIZATIONS STRUCUTRE
	WRITING PROCESS	PRE-WRITING DRAFTING REVISING EDITING PUBLISHING

## **INSTRUMENTS OF THE INVESTIGATION**

### **METHODS**

#### **Definition**

Research method is the most used procedure in the whole researches. All the methods used by a researcher are scientifically planned. The methods are the instruments which help us to collect data throughout interviews, and observation to solve a specific problem.

Scientific methods help us collect sample, data and find a solution to a problem. Particularly, scientific research call for explanations based on collect facts, measurements and observation and not on reasoning alone. They accept only those explanations which can be verified by experiments”

#### **TYPES OF METHODS**

In this project we have used the following methods:

- Direct Observation
- Inductive
- Deductive
- Scientific

#### **DIRECT OBSERVATION**

As its name indicates, Direct Observation is a method in which a researcher observes and takes notes about events, activities, tasks or duties while something is happening. “Watching” and “listening” are the keys to this kind of method.

Observation method gave us the opportunity to document and file actions, behavior, and physical aspects without having to depend upon peoples' willingness and ability to respond to questions

This type of method helped us to identify the problem and the effects that were occurring in the students of ninth course at Unidad Educativa Teniente Hugo Ortiz.

## **INDUCTIVE**

This is a method that operates as a starting-point for researching in the field not only in natural but also in human sciences. The inductive method goes from the particular to the general.

The inductive methods are procedures that consist of making observations the investigators will obtain a specific point of view that will help to have a general idea about the examined.

## **DEDUCTIVE**

Deductive method goes from the general information to specifics conclusions. It is a method of interpretation by which particular functions or effects are deducted from general principles.

Interpretation used in the deductive method can be presented, formally or informally, in a diversity and different ways. One of the most common forms of this method is to syllogism, which two conditional statements are given and from them a conclusion is draw.

## **SCIENTIFIC RESEARCH**

Scientific research is an open action of intentions in order to give just a little sense to the environment that is around us. It is a procedure in which several actions such as got information, observations, interpretations, and theories are putting into a controversy in order to consider many opinions, trying to discover, clarify, and understand what, how, and why something is happening.

For the elaboration of our project we will use different methods and resources, which allow us a useful way to get the proposed objective.

According with the objective, we will apply a scientific research, because it uses the component of basic investigation so that it possesses an urgent application. For its purpose this is an action researching since it tries to figure out an actual and visible issue. The objectives consist in demonstrating the real educative practice in a certain place.

## **TECHNIQUES**

A technique is a process used to achieve a specific activity or task. It is also a practical method, skill, or art applied to a particular task

### **TYPES OF TECHNIQUES**

- Surveys
- Interviews

## **SURVEYS**

It is a set of questions lead to people that are being researched for any specific topic.

The survey that we are going to apply will support us to know how much is the need of the scholarship yield for improving the techniques and methods.

## **INTERVIEW**

It is a conversation between two or more people that is conducted for another one called reporter, who is in charged to make the questions. The interview is more formal than survey. Furthermore, with this technique the investigator can get more specifics information that a survey.

For the development of our process we have to apply this technique with the English teacher of ninth year of Basic Education and the Authority of this Academic Institution.

## CHI SQUARE

**Objective.-** Demonstrate the relationship between the Independent Variable: Spelling and Dependent Variable, Writing Skill.

```

CROSSTABS
CROSSTABS
  /TABLES= SPELLING BY WRITING_SKILL
  /FORMAT=AVALUE TABLES PIVOT
  /STATISTICS=CHISQ
  /CELLS=COUNT ROW COLUMN TOTAL.
  
```

Resumen.

YOUR TEACHER MAKES PRACTICE OF SPELLING IN CLASS \* YOU WANT TO WRITE IN ENGLISH CORRECTLY [recuento, fila %, columna %, total %].

YOUR TEACHER MAKES PRACTICE OF SPELLING IN CLASS	YOU WANT TO WRITE IN ENGLISH CORRECTLY					Total
	NEUTRAL	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	
STRONGLY AGREE	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	6,00 100,00% 8,82% 6,59%	6,00 100,00% 6,59% 6,59%
NEUTRAL	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	7,00 100,00% 10,29% 7,69%	7,00 100,00% 7,69% 7,69%
AGREE	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	8,00 100,00% 11,76% 8,79%	8,00 100,00% 8,79% 8,79%
DISAGREE	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	,00 ,00% ,00% ,00%	29,00 100,00% 42,65% 31,87%	29,00 100,00% 31,87% 31,87%
STRONGLY DISAGREE	2,00 4,88% 100,00% 2,20%	4,00 9,76% 100,00% 4,40%	5,00 12,20% 100,00% 5,49%	12,00 29,27% 100,00% 13,19%	18,00 43,90% 26,47% 19,78%	41,00 100,00% 45,05% 45,05%
Total	2,00 2,20% 100,00% 2,20%	4,00 4,40% 100,00% 4,40%	5,00 5,49% 100,00% 5,49%	12,00 13,19% 100,00% 13,19%	68,00 74,73% 100,00% 74,73%	91,00 100,00% 100,00% 100,00%

As we can see the percentage is less than 0.05 we can say that there is no relationship between the 2 variables.

Casos					
Válido		Perdidos		Total	
N	Porcentaje	N	Porcentaje	N	Porcentaje
91	100,0%	0	0,0%	91	100,0%

## Application of instruments of investigation

### UNIVERSIDAD DE GUAYAQUIL

#### FACULTAD DE FILOSOFÍA CIENCIAS Y LETRAS DE LA EDUCACIÓN

#### CARRERA DE LENGUAS Y LINGÜÍSTICA

#### SURVEY TO STUDENTS

WRITE X ACCORDING TO YOUR OPINION, CONSIDERING STRONGLY AGREE (1), AGREE (2), NEUTRAL (3), DISAGREE (4), STRONGLY DISAGREE (5)

Nº	STATEMENTS	1	2	3	4	5
1	The English classes are interesting for you					
2	The English language is important for you					
3	Your teacher uses different didactic materials in class					
4	The English teacher develops the writing skill in class					
5	You want to write words and sentences in English correctly					
6	Your teacher makes practice of spelling in class					
7	You like to learn spelling words through games					
8	Your teacher applies different strategies every day					
9	You feel motivated for the English classes					
10	You need another didactic material to learn more English					

# UNIVERSIDAD DE GUAYAQUIL

## FACULTAD DE FILOSOFÍA CIENCIAS Y LETRA DE LA EDUCACIÓN

### CARRERA DE LENGUAS Y LINGÜÍSTICA

#### RESULTS OF SURVEY TO STUDENTS

<b>Nº</b>	<b>STATEMENTS</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strngly Disagree</b>	<b>TOTAL</b>
<b>1</b>	The English classes are interesting for you	11	4	8	32	36	91
<b>2</b>	The English language is important for you	16	14	3	17	41	91
<b>3</b>	Your teacher uses different didactic materials in class	4	3	6	7	71	91
<b>4</b>	Your teacher develops the writing skill in class	14	16	8	22	31	91
<b>5</b>	You want to write words and sentences in English correctly	68	12	2	5	4	91
<b>6</b>	Your teacher makes practice of spelling in class	6	8	7	29	41	91
<b>7</b>	You like to learn spelling words through games	79	7	0	2	3	91
<b>8</b>	Your teacher applies different strategies every day	2	5	3	41	40	91
<b>9</b>	You feel motivated for the English classes	4	8	10	37	32	91
<b>10</b>	You need another didactic material to learn more English	66	15	1	5	4	91

## ANALYSIS OF RESULTS

### SURVEY TO THE STUDENTS

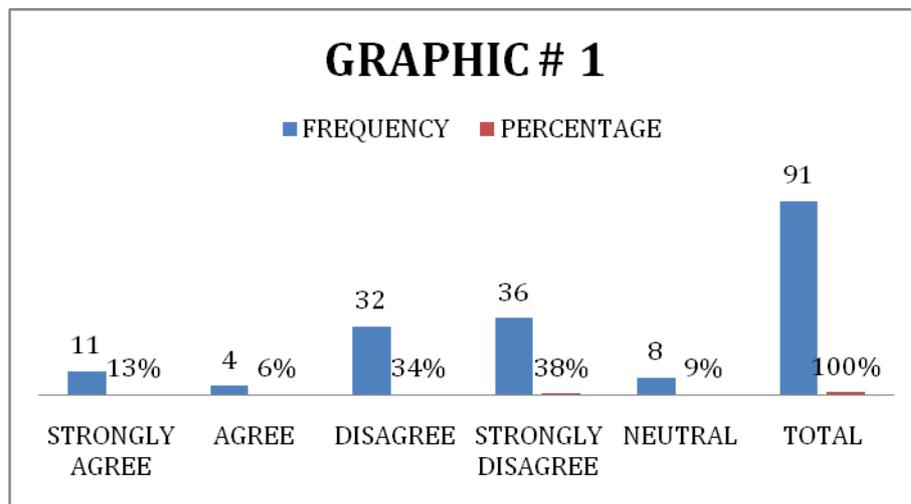
**STATEMENT # 1** The English classes are interesting for you

**SAMPLE:** 91 students

#### FREQUENCY CHART # 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	11	13%
AGREE	4	6%
DISAGREE	32	34%
STRONGLY DISAGREE	36	38%
NEUTRAL	8	9%
<b>TOTAL</b>	<b>91</b>	<b>100%</b>

**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete



**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete

### ANALYSIS

According to the results of the statement 1 we can observe that the most of the students are disagree. We have to consider these opinions in order to apply our proposal since it contains many interactive activities that will improve the interest for the English language.

## ANALYSIS OF RESULTS

### SURVEY TO THE STUDENTS

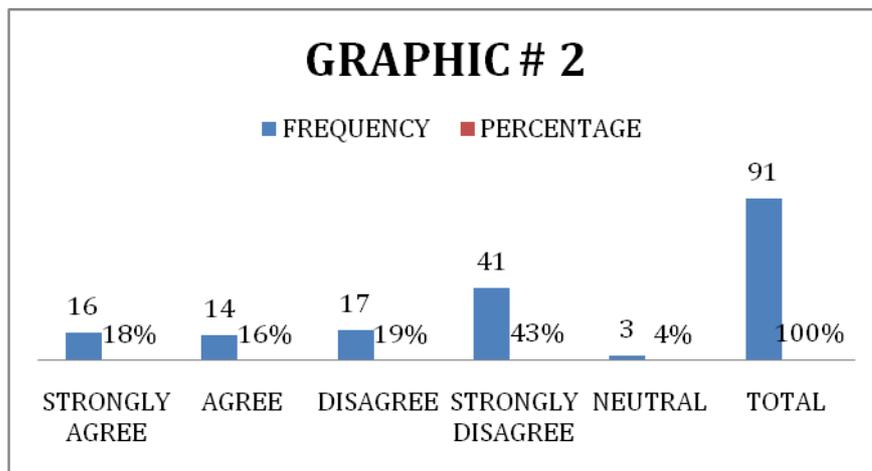
**STATEMENT # 2** The English language is important for you

**SAMPLE:** 91 students

#### FREQUENCY CHART # 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	16	18%
AGREE	14	16%
DISAGREE	17	19%
STRONGLY DISAGREE	41	43%
NEUTRAL	3	4%
<b>TOTAL</b>	<b>91</b>	<b>100%</b>

**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete



**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete

### ANALYSIS

With respect to the statement 2, more than a half of the students think that English language is not important for them, it happens because educators do not teach students the actual relevance that it has all over the world, not only in academic life but also in professional life. For that reason, we have to incentivize them to learn English.

## ANALYSIS OF RESULTS

### SURVEY TO THE STUDENTS

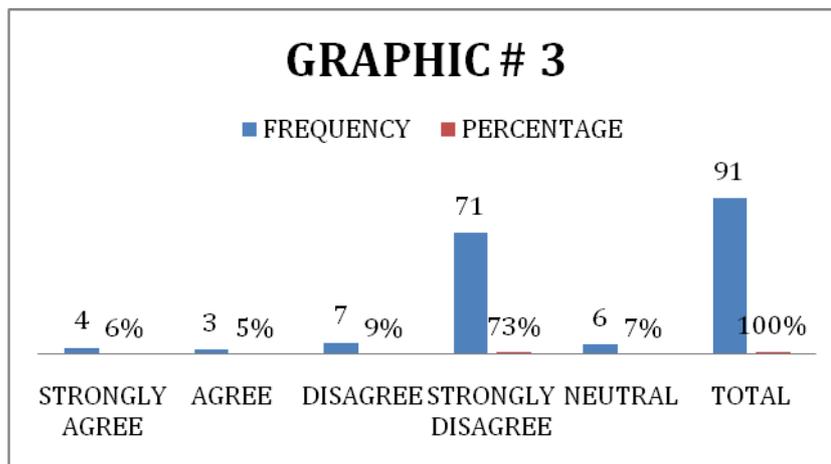
**STATEMENT # 3** Your teacher uses different didactic materials in class

**SAMPLE:** 91 students

#### FREQUENCY CHART # 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	4	6%
AGREE	3	5%
DISAGREE	7	9%
STRONGLY DISAGREE	71	73%
NEUTRAL	6	7%
<b>TOTAL</b>	<b>91</b>	<b>100%</b>

**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete



**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete

#### ANALYSIS

As we can see in this statement the 82 percent of the students affirm that the English teacher only use the text book given by the government. Although they do not have the economic resources enough to acquire another didactic material, on the other hand, they must be creative when teaching English.

## ANALYSIS OF RESULTS

### SURVEY TO THE STUDENTS

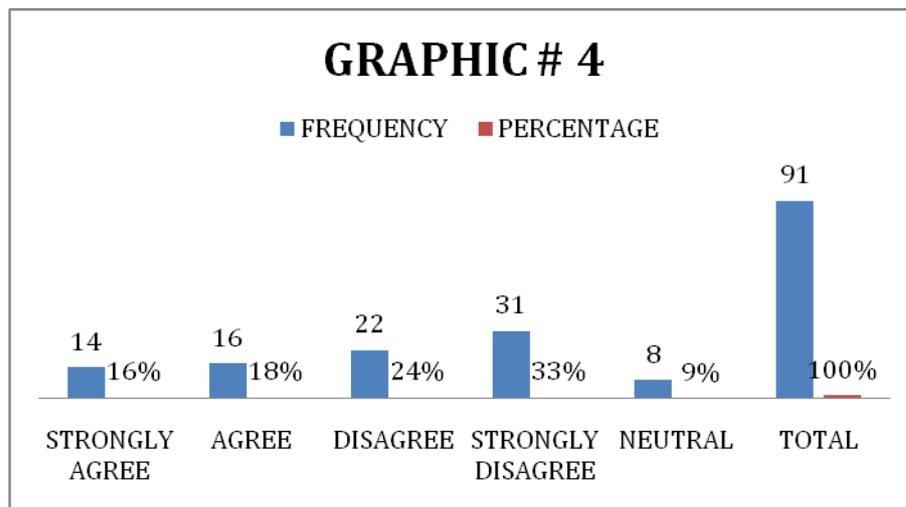
**STATEMENT # 4** The English teacher develops the writing skill in class

**SAMPLE:** 91 students

#### FREQUENCY CHART # 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	14	16%
AGREE	16	18%
DISAGREE	22	24%
STRONGLY DISAGREE	31	33%
NEUTRAL	8	9%
<b>TOTAL</b>	<b>91</b>	<b>100%</b>

**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and TanniaCasquete



**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and TanniaCasquete

### ANALYSIS

In this statement most of the students answered that the English teachers do not develop the writing skill. It occurs because they do not use the appropriate tools such as strategies or techniques that encourage the development of the writing skill.

## ANALYSIS OF RESULTS

### SURVEY TO THE STUDENTS

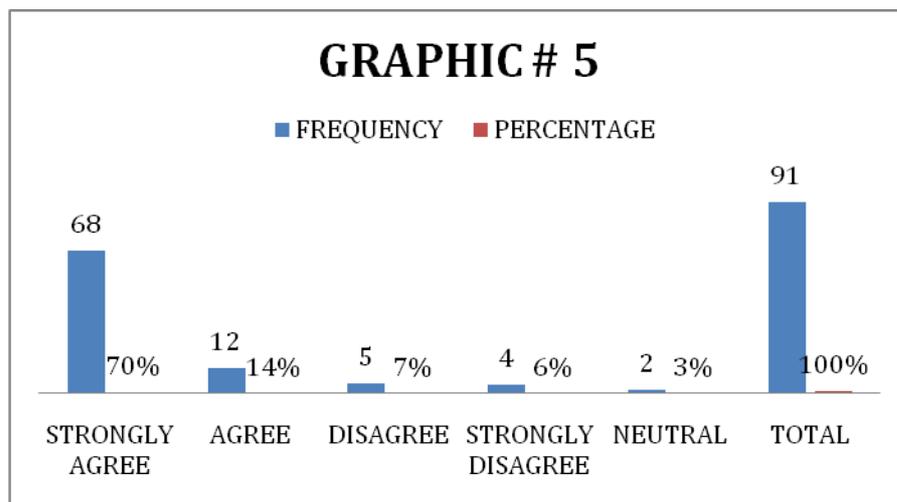
**STATEMENT # 5** You want to write in English correctly

**SAMPLE:** 91 students

#### FREQUENCY CHART # 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	68	70%
AGREE	12	14%
DISAGREE	5	7%
STRONGLY DISAGREE	4	6%
NEUTRAL	2	3%
<b>TOTAL</b>	<b>91</b>	<b>100%</b>

**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete



**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete

### ANALYSIS

In this statement most of the students are agree that they want to write in English correctly. Our own view on the matter, teachers have to develop more activities related with this skill, because they have the willingness to learn it. They can use this didactic material as an additional book that will increase and facilitate the teaching-learning process.

## ANALYSIS OF RESULTS

### SURVEY TO THE STUDENTS

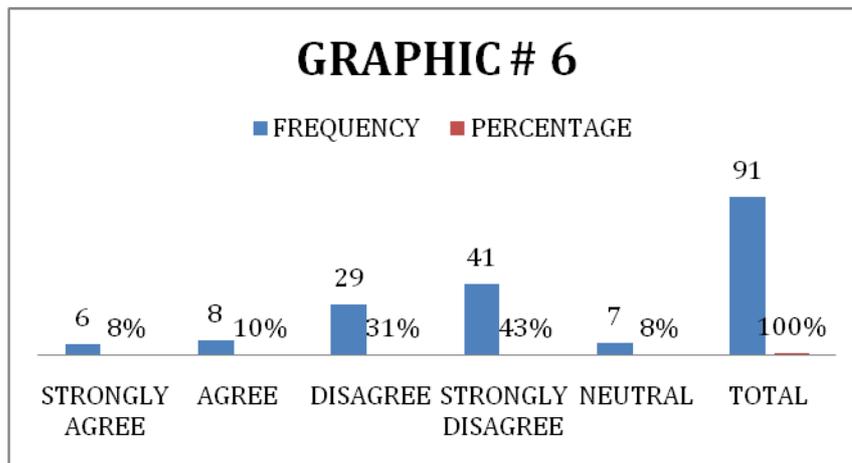
**STATEMENT # 6** Your teacher makes practice of spelling in class

**SAMPLE:** 91 students

#### FREQUENCY CHART # 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	6	8%
AGREE	8	10%
DISAGREE	29	31%
STRONGLY DISAGREE	41	43%
NEUTRAL	7	8%
<b>TOTAL</b>	<b>91</b>	<b>100%</b>

**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete



**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete

### ANALYSIS

The results of this statement show us that teachers do not make practice of spelling, it is a good tool that allow students to recognize letters and sounds to identify better the words. Our proposal consists of several exercises that contain ludic activities such as games, vocabulary, readings that will reinforce the background knowledge.

## ANALYSIS OF RESULTS

### SURVEY TO THE STUDENTS

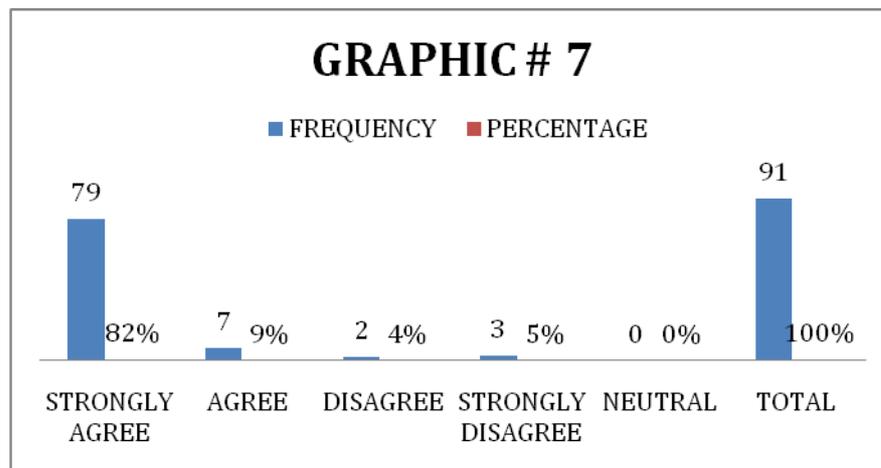
**STATEMENT # 7** You like to learn spelling words through games

**SAMPLE:** 91 students

#### FREQUENCY CHART # 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	79	82%
AGREE	7	9%
DISAGREE	2	4%
STRONGLY DISAGREE	3	5%
NEUTRAL	0	0%
<b>TOTAL</b>	<b>91</b>	<b>100%</b>

**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete



**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete

### ANALYSIS

According to the results of this statement most of the students want to learn spelling through games, it is a good point for us, since our proposal contains useful activities that will awake the students' interest for this subject. Furthermore, it will make interactive classes thus they will be more participative.

## ANALYSIS OF RESULTS

### SURVEY TO THE STUDENTS

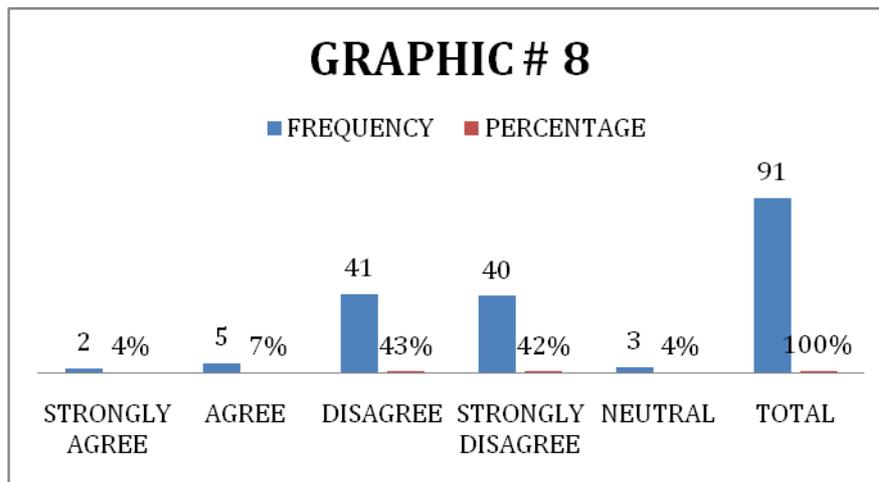
**STATEMENT # 8** Your teacher uses different strategies every day

**SAMPLE:** 91 students

#### FREQUENCY CHART # 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	2	4%
AGREE	5	7%
DISAGREE	41	43%
STRONGLY DISAGREE	40	42%
NEUTRAL	3	4%
<b>TOTAL</b>	<b>91</b>	<b>100%</b>

**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete



**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete

### ANALYSIS

With respect to the statement number 8, most of the students answered that English teachers do not use different strategies for giving the class, it happens because they do not upgrade their knowledge in order to use an appropriate strategies according to the necessities of the students.

## ANALYSIS OF RESULTS

### SURVEY TO THE STUDENTS

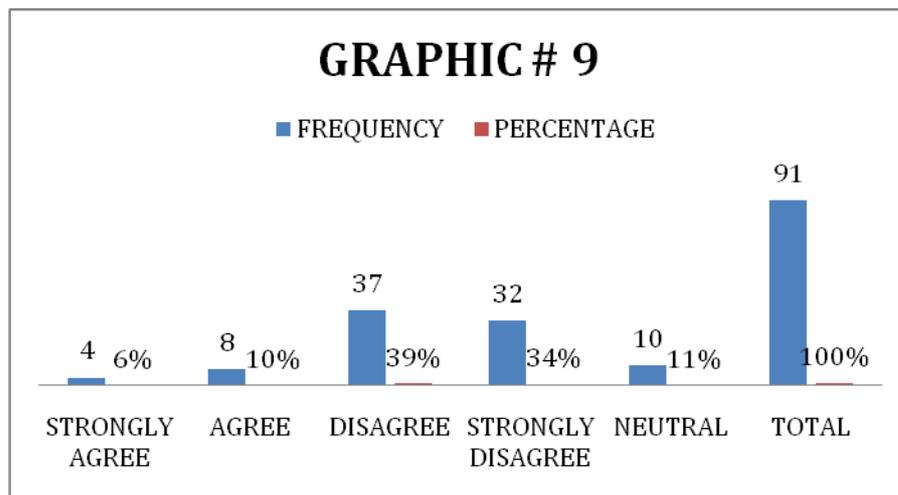
**STATEMENT # 9** You are motivated for the English classes

**SAMPLE:** 91 students

#### FREQUENCY CHART # 9

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	4	6%
AGREE	8	10%
DISAGREE	37	39%
STRONGLY DISAGREE	32	34%
NEUTRAL	10	11%
<b>TOTAL</b>	<b>91</b>	<b>100%</b>

**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete



**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and TanniaCasquete

### ANALYSIS

With the respect of this statement, the results show us that students are not motivated when they receiving English classes, For that reason we want that both educators and learners use this didactic material for developing the enthusiasm and not to feel boring during this class.

## ANALYSIS OF RESULTS

### SURVEY TO THE STUDENTS

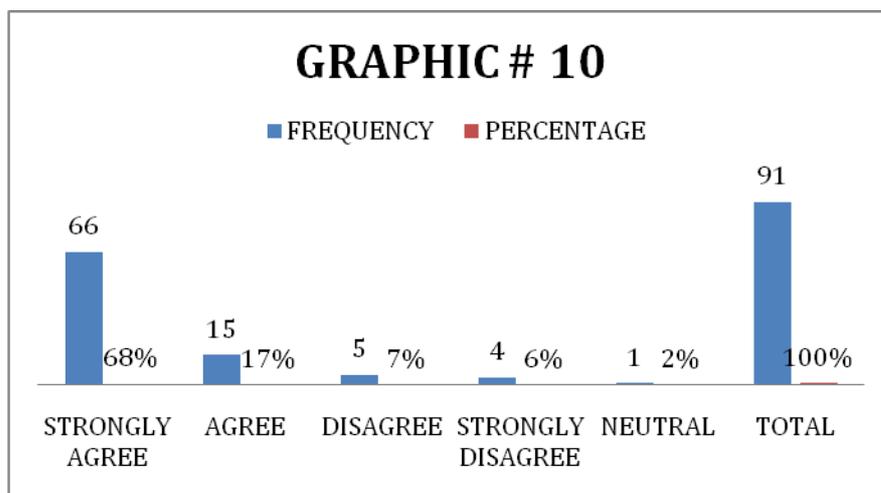
**STATEMENT # 10** You need another didactic material to learn more English

**SAMPLE:** 91 students

#### FREQUENCY CHART # 10

ALTERNATIVES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	66	68%
AGREE	15	17%
DISAGREE	5	7%
STRONGLY DISAGREE	4	6%
NEUTRAL	1	2%
<b>TOTAL</b>	<b>91</b>	<b>100%</b>

**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete



**Source:** Unidad Educativa Teniente Hugo Ortiz  
**Researchers:** Ana Eggeling and Tannia Casquete

### ANALYSIS

In this last statement most of the students think that it is necessary to acquire another didactic material, it happens because they know that the text book used by the teacher is not enough to acquire the knowledge correctly.

## **PROCESSING AND ANALYSIS**

First we proceeded to apply the surveys to authorities, teachers and students at Unidad Educativa Teniente Hugo Ortiz. After collecting information, we proceeded to review, classify data and then represented the results obtained in graphs. These should be interpreted to identify and obtain the information of those involved in the research.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

- Poor teaching strategies do not allow students to achieve in the writing skill.
- As a consequence of lack of practice writing, students cannot have an effective communication in real context.
- Students do not feel interested to participate actively in the English classes, due to the scarcity of another didactic material.
- There is no interest and support in doing homework to engage students to practice the language out of classroom
- Lack of teacher upgrade makes the class monotonous and boring for students.

### **RECOMMENDATIONS**

- The teacher should change the teaching strategies according to the students' necessities.
- Teachers must be innovators and creating new methods of teaching.

- To obtain a better engagement of the students, teachers have to take into consideration the students' backgrounds.
- To improve students English communication in real life through the acquisition of phrasal verbs and their uses in real context.
- To give students interesting and useful additional didactic material will help them to practice out of classroom.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **HANDBOOK WITH STRATEGIES OF SPELLING**

##### **BACKGROUND**

According to the results obtained in this investigation, it can detect in the demonstrative classes, that students showed lack of interest and feel bored for the English classes.

In the development of the activities, it means, during the application of this proposal, it also identified that the interest for the English language was increasing every time, when applied several exercises that contain this handbook and noticed that students felt motivated and interested in doing this activities.

Another point worth noting was the willingness that the whole educational community gave for the application of this project. Furthermore, the facilities that were found in this academic institution were satisfactory at the moment to introduce this work.

##### **JUSTIFICATION**

Knowing that writing is a skill of thought, which has high academic and social value, and spelling is the essential part in a language since it facilitates effective communication, for that reason it has been taken into consideration for developing it through real exercises.

It has been determined that the deficiency in spelling is a shared responsibility among teachers, students and parents. Teachers do not teach this subject in depth, students think that memorizing rules is tedious, and by culture of our society, parents give little attention to the teaching of the English language.

The intentions of this proposal is to assist the process in the teaching of spelling by contributing a methodological resource to become a tool for easy learning by developing the potential of both the teacher and the student, because it proposes to master tasks and exercises that contribute to the acquisition, the development of skills and abilities that will help achieve the objective of the curriculum content which promotes a more meaningful learning.

## **OBJECTIVES**

### **General**

To select the correct activities in order to develop the writing skill using spelling strategies in students of ninth year at Unidad Educativa Teniente Hugo Ortiz.

### **Specifics**

- To analyze the strategies that are going to be used in the handbook according to the students' needs.
- To demonstrate the facilities that is going to give the handbook to enhance the writing skill.
- To assess the activities in order to notice the results of the application of the handbook.

## **IMPORTANCE**

With the application and development of this proposal, the students of ninth year of basic education at Unidad Educativa Teniente Hugo Ortiz, will be willing to collaborate with the English teacher since they will feel more motivated in acquiring the new knowledge. Likewise, they will be more participative in class because the new didactic material will help them to feel more confident since the relationship between teachers and students will improve considerably and it is very important in a teaching-learning process.

Furthermore, they will get a good scholastic yield that will be reflected at the end of the scholar year in the scores obtained in this subject.

## **FEASIBILITY**

Before the execution of this project, it had to take into consideration several aspects for the correct development of it. In this way, it counted with the support of the educational community such as, authorities of the institution, teachers, students, and parents in order to get the traced goals for the elaboration of this work. Likewise, it had the economic resources to satisfy the necessities and achieve the objectives. Consequently, there were not obstacles for the development of this project .

## **DESCRIPTION OF THE PROPOSAL**

Being writing skills one of the main important of a language expression, it is necessary to develop it in a communicative way. For that reason, we have considered many topics that contain interesting and useful activities that are divided in 8 lessons.

This proposal contains many activities and exercises with spelling strategies that can be used as an additional didactic material in the classroom, which is going to facilitate the English learning, specially the writing skill.

The implementation of this material will be made by the application of grammatical exercises presented in a simple and functional manner that enables the teacher to facilitate the process of student learning by motivating their interests

### **What does it plan?**

With the application of this work it tries to propose different, easy, and funny alternatives for teaching and learning the writing skill both teachers and students through strategies of spelling.

### **What activities to make?**

For making viable the application of this proposal, it will elaborate a booklet which contained will help to develop the teacher's abilities in giving the class and in the same way, students' abilities to acquire new information.

### **How to make its application?**

The proposal will be applied through different activities that will be carried out in three different moments.

#### **Phase I**

Introduction of the proposal

#### **Phase II**

Carrying out the proposal

### **Phase III**

Assessment the proposal

#### **Pedagogical Aspect**

Nowadays, the educational trends refers to constructivism, and it has been taken into consideration for the elaboration of many aspects of this project, since it has thought that students are the builders of their own knowledge and it is the priority to demonstrate with this application. To do this, it is necessary that students follow the rules of this game called handbook that contains activities that would awake the interest for learning this foreign language.

#### **Sociological Aspect**

As we explain in the chapter 2 in the Sociological Foundation, it studies the social interaction of people or groups of people that are in the same environment for a long period of time. In this way, we are sure that this proposal will help the relationships between teachers and students and all social community, because it will develop not only the abilities of the English language but also the confident of the students making them more participative in class, demonstrating that they are able to create and produce new knowledge.

#### **Legal Aspect**

This Proposal is based among the legal aspect Art. 36 of Organic Law of Education and Art. 52 of General Regulation of the Effective Law of Education. The article 36 about planning refers, the school plans and Education Programs should be formulated in a scientific way according to the orientations of Educative policies and the necessities of development of the national reality, for which it should have the participation of the

sectors that conform the Educative action, with subjection to the regulation.

### **Beneficiaries**

We think that with the presentation of this proposal the main beneficiaries will be the students of ninth year of Basic Education of Unidad Educativa Teniente Hugo Ortiz where we made this investigation. Parents, because they will see the students' knowledge increasing significantly and they will be reflected in their grades at the end of the scholar year. Furthermore, teachers also will be benefited because they will have an extra didactic tool for developing the English class.

### **Social impact**

The social impact that this proposal will have in the whole educational community will be relevant because they will see this generation of students with a better acquisition of the English language. Besides, in the different activities developed in classroom or in the institution they can demonstrate the abilities acquired during this process.

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ANNEX ONE

DOCUMENTS

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UG  
Universidad  
de Guayaquil



Facultad  
de Letras y Ciencias  
de la Educación

Escuela de Lenguas y Lingüística  
Guayaquil - Ecuador  
Teléfono: 2294-888  
Email: lenguas.linguistica@ug.edu.ec



Guayaquil, 3 de julio de 2015

**Msc.**  
**Myor. Marcial Arévalo**  
Rector de la Unidad Educativa Fiscomisional COMIL 2 "Teniente Hugo Ortiz"  
Zona: 8 Distrito: 5  
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De conformidad con el convenio Interinstitucional suscrito entre la Universidad de Guayaquil y la Subsecretaría de Educación para que los estudiantes de la Universidad puedan realizar sus prácticas pre-profesionales y de vinculación con la comunidad.

CRNL-CSM MARCIAL ARÉVALO L.

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que las estudiantes: **Eggeling Castro Ana Julia** y **Casquete Lino Tannia Verónica** de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación previo la obtención del título de Licenciado (a) en Ciencias de la Educación mención Lengua Inglesa y Lingüística.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que Ud. acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte  
Le anticipo mis reconocimientos

Ad. doc -  
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Atentamente,

SUBDIRECTOR

Lcdo. Larry Torres Vivar Msc.

Subdirector de la carrera Semipresencial Lenguas Y Lingüística.

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CHAPTER I  
THE PROBLEM

ANA EGCELIN Y TANIA CASQUETE  
CONTEXT OF RESEARCH

Global communication language is English, and nowadays has become the link among cultures which allows to relate with people in different places in the world. That is how arises the need to learn a second language, to have a more competitive advantage in a globalized world.

At present, the mastering of the English language offers great opportunities of personal and professional development, therefore it has become a necessity to teach the English language in an efficient way that enables the student to communicate in oral and written correctly, it is also necessary to investigate techniques that encourage students to acquire such knowledge.

For the above reasons, this research has been made at UNIDAD EDUCATIVA FISCOMISIONAL COMIL 2 TENIENTE HUGO ORTIZ GARCES, originally named Colegio Militar Eloy Alfaro de Guayaquil, but in the year 1992, the name was changed to Colegio Militar Hugo Ortiz Garcés in honor of a national hero, m who was a young soldier fallen in combat against Peruvian military. This school with a track record of 22 years of institutional life, is one of the most prestigious school of Guayaquil.

Currently, the educational institution is located in Samanes, it has a modern infrastructure with adequate physical areas that offers education on different basic levels to 2771 students distributed in two shifts, morning and evening, besides, it has 130 teachers of which 7, belong to the English area, 91 students that belong to the Ninth Year of Basic Education, and will be taken into account for this investigation.

This research is aimed in order to know which are the incidences in teaching enrolling in the students of basic education which will be the direct beneficiaries of this project

Log:  Autoscroll  Clear log

Search operation #1

[10:41:23] Found 1% matches at: <http://www.usciences.edu/teaching/tips/management.shtml>

[10:41:24] Found 3% matches at: <http://www.readingrockets.org/article/how-spelling-supports-reading>

[10:41:25] Found 1% matches at: <https://the-teacher.wikispaces.com/Pedagogy+-+Teaching+and+Learning+Strategies>

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Done

UNIVERSIDAD DE GUAYAQUIL  
ESCUELA DE LENGUAJES DE LA  
DR. HUGO ORTIZ GARCES

10:41 8/7/2016 ESP

ANNEX TWO

SURVEY  
AND  
INTERVIEWS

**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA CIENCIAS Y LETRAS DE LA EDUCACIÓN**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**  
**INTERVIEW TO THE DIRECTOR**

**OBJECTIVE OF THE INTERVIEW**

To know directive's point of view about the influence of spelling and grammar.

1.- Do you think your students need to improve their spelling and grammar?

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---

2.- Do you think students will learn better if they use different didactic material?

---

---

3.- Do you think the use of modern strategies in spelling in class will motivate the students to write correctly?

---

---

4.- Do you think that the implementation of this project will help to motivate the language-learning process in this institution?

---

---

**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA CIENCIAS Y LETRAS DE LA EDUCACIÓN**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**  
**ENTREVISTA AL DIRECTOR**

**OBJETIVO DE LA ENTREVISTA**

Conocer el punto de vista de las autoridades de la institución sobre la influencia de la ortografía y gramática en el desarrollo de la destreza escrita.

**1.- ¿Cree usted necesario que sus estudiantes mejoren la ortografía y gramática?**

Por supuesto que sí, la ortografía y gramática son fundamentales para la correcta comunicación, en cualquier idioma.

**2.- ¿Cree usted que los estudiantes aprenderían mejor si ellos utilizan diferente material didáctico?**

Sí, actualmente es necesario utilizar métodos innovadores y atractivos para que los estudiantes se involucren más y el aprendizaje no sea monótono.

**3.- ¿Usted piensa que el uso de estrategias modernas sobre ortografía en clase motivará a los estudiantes a escribir?**

Sí, siempre debemos innovar y utilizar métodos actuales, que nos ayuden a captar la atención de los estudiantes.

**4.- ¿Piensa usted que la implementación de este proyecto ayudará a motivar el proceso de aprendizaje de idiomas en esta institución?**

Seguro que sí, las actividades que propongan solución a una problemática siempre darán resultados, sobre todo si se trabaja en equipo.

**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA CIENCIAS Y LETRAS DE LA EDUCACIÓN**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**  
**INTERVIEW TO THE DIRECTOR**

**OBJECTIVE OF THE INTERVIEW**

To know directive's point of view about the influence of spelling and grammar.

**1.- Do you think your students need to improve their spelling and grammar?**

Of course, spelling and grammar are essential for successful communication in any language.

**2.- Do you think students will learn better if they use different didactic material?**

Yes, at the present time it is necessary to use innovative methods and attractive for students to become more involved and learning is not monotonous.

**3.- Do you think the use of modern strategies in spelling in class will motivate the students to write correctly?**

Yes, we must always innovate and use current methods to help us capture the attention of students.

**4.- Do you think that the implementation of this project will help to motivate the language-learning process in this institution?**

Sure, the activities proposed solution to a problem will always give results, especially if you work as a team.

**UNIVERSIDAD DE GUAYAQUIL  
FACULTAD DE FILOSOFIA CIENCIAS Y LETRAS DE LA EDUCACIÓN  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
INTERVIEW TO THE TEACHERS**

**OBJECTIVE OF THE INTERVIEW**

To know teacher's point of view about the influence of spelling and grammar.

**1.- How important is grammar and spelling in the development of written skills?**

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**2.- What pedagogical tools can be applied to the development of writing skills?**

---

---

**3.- Do you consider important to use teaching materials for the development of the cognitive process in the students?**

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---

**4.- How teachers can motivate students to cognitive development?**

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**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA CIENCIAS Y LETRAS DE LA EDUCACIÓN**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**  
**INTERVIEW TO THE TEACHERS**

**OBJECTIVE OF THE INTERVIEW**

To know teacher's point of view about the influence of spelling and grammar.

**1.- How important is grammar and spelling in the development of writing skill?**

Spelling and grammar are considered important tools to the teachers due help students to communicate, they are essential for the clear communication.

**2.- What pedagogical tools can be applied to the development of writing skills?**

The tools used by the teacher should be oriented to the student to obtain meaningful learning through situations that are of their interest.

**3.- Do you consider important to use teaching materials for the development of the cognitive process in the students?**

Of course it is important because by using appropriate teaching materials can obtain cognitive development proposed in our planning

**4.- How teachers can motivate students to cognitive development?**

The teacher encourages the students to acquire new skills, knowledge, behaviors or values as a result of the study, experience, training and observation, which enhances your IQ for better cognitive development.

# UNIVERSIDAD DE GUAYAQUIL

## FACULTAD DE FILOSOFÍA CIENCIAS Y LETRAS DE LA EDUCACIÓN

### CARRERA DE LENGUAS Y LINGÜÍSTICA

#### SURVEY TO STUDENTS

##### OBJECTIVES:

To know student's point of view about the influence of spelling in the development of writing skill

##### SPECIFIC INFORMATION

Write x according to your opinion, considering strongly agree (1), agree (2), neutral (3), disagree (4), strongly disagree (5)

Nº	STATEMENTS	1	2	3	4	5
1	The English classes are interesting for you					
2	The English language is important for you					
3	Your teacher uses different didactic materials in class					
4	The English teacher develops the writing skill in class					
5	You want to write words and sentences in English correctly					
6	Your teacher makes practice of spelling in class					
7	You like to learn spelling words through games					
8	Your teacher applies different strategies every day					
9	You feel motivated for the English classes					
10	You need another didactic material to learn more English					

ANNEX THREE

PHOTOS

**Photo # 1**

The front hall Unidad Educativa Fiscomisional Teniente Hugo Ortiz.



**Photo # 2**

Interviewing the principal at Unidad Educativa Fiscomisional Teniente Hugo Ortiz.



Elaborated by Tannia Casquete and Ana Eggeling  
Source: Unidad Educativa Teniente Hugo Ortiz.

**Photo # 3**

Interviewing an English teacher at Unidad Educativa Fiscomisional Teniente Hugo Ortiz.



**Photo # 4**

Students doing the survey



Elaborated by Tannia Casquete and Ana Eggeling  
Source: Unidad Educativa Teniente Hugo Ortiz.

**Photo # 5**

Checking the realization of survey



**Photo # 6**

Students listening instructions



Elaborated by Tannia Casquete and Ana Eggeling  
Source: Unidad Educativa Teniente Hugo Ortiz.

**Photo # 7**

Giving instructions to students.



Elaborated by Tannia Casquete and Ana Eggeling  
Source: Unidad Educativa Teniente Hugo Ortiz.

**Photo # 8**

With professor Eduardo Torres Vivar at counseling room. Universidad de Guayaquil Campus.



# ANNEX FOUR

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HANDBOOK  
WITH SPELLING STRATEGIES

# HANDBOOK WITH SPELLING STRATEGIES

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Ana Eggeling

Tannia Casquete



## CONTENT

LESSON 1.....	Homophones.....	3
LESSON 2.....	Plurals .....	6
LESSON 3.....	Connectors.....	9
LESSON 4.....	Prefixes.....	11
LESSON 5.....	Suffixes.....	13
LESSON 6.....	Compound words...15	
LESSON 7.....	Silent Letters .....	18
LESSON 8.....	Using commas ....	20

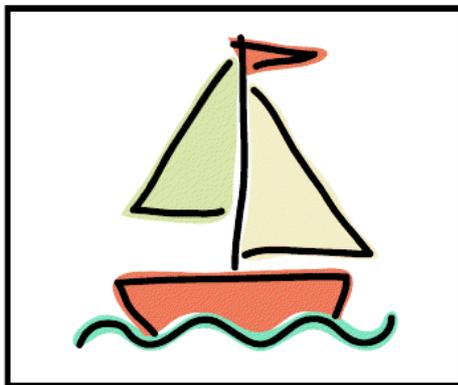


# Lesson One

## HOMOPHONES

**OBJECTIVE:** to recognize the sounds in homophone words.

**homophones**  
two or more words having the same pronunciation but different meanings



sail



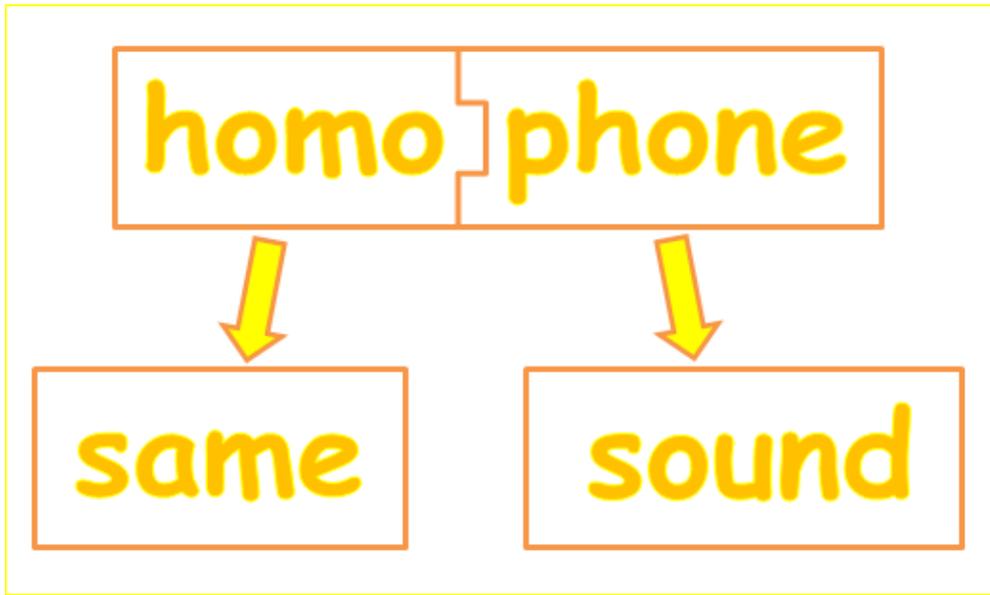
sale

### Exercise 1

---

**Directions:** Correct the mistakes with homophones in this piece of writing.  
(There are ten to find)

Eye have bean away four school too days because my I hurts. I have to where a patch over it. The sun is shining and I wish i could go out two play. But I am knot allowed to. I hope I can go back to school won day soon.



## Exercise 2

---

**Directions:** Choose the word that is correct to complete the sentence, from the choices given.

1. She is tall and slim, with long blond \_\_\_\_\_ (hair/her)
2. Samantha is a student and \_\_\_\_\_ (hair/her) husband Matt is a personnel manager.
3. I don't want to play football. I'm \_\_\_\_\_ tired. (to/too)
4. Can you speak louder please, I can't \_\_\_\_\_ you. (here/hear)
5. I went to the airport to \_\_\_\_\_ to my grandmother. (meet /meat)
6. \_\_\_\_\_ were you yesterday? (wear/where)
7. It's my birthday next \_\_\_\_\_. (week/weak)
8. I want to bake a cake and I need some \_\_\_\_\_ (flower/flour)
9. There is a hole in the \_\_\_\_\_ of my shoe. (sole/soul)
10. This table is made of solid \_\_\_\_\_. (steel/steal)



Source: [www.emaze.com](http://www.emaze.com) / [designedbyteachers.com](http://designedbyteachers.com)

## Lesson Two

### MAKING PLURALS

**OBJECTIVE:** To form plurals by adding s, es or ies.

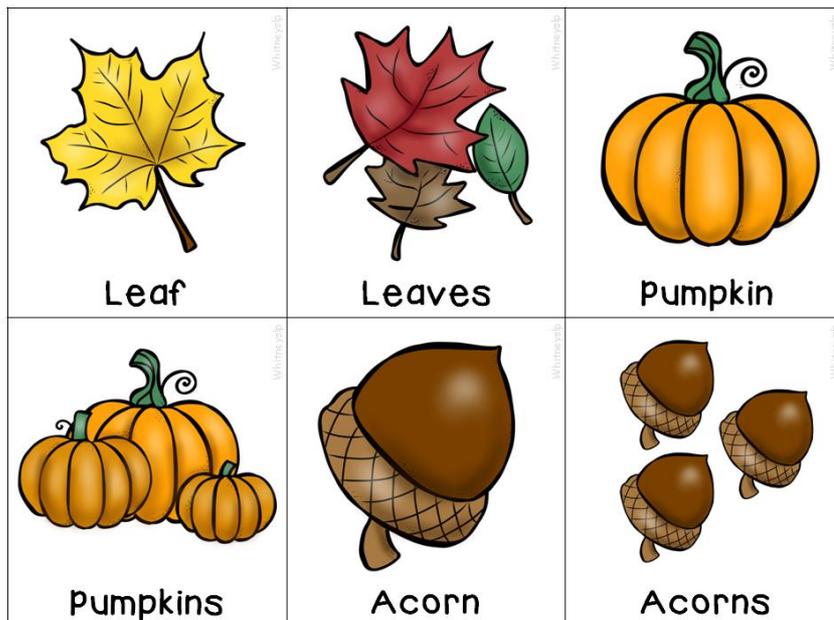


## Exercise 1

---

**Directions:** Write the plural of these singular nouns

- |                |       |                 |       |
|----------------|-------|-----------------|-------|
| 1. bridge      | _____ | 11. teacher     | _____ |
| 2. grasshopper | _____ | 12. carrot      | _____ |
| 3. house       | _____ | 13. chief       | _____ |
| 4. truck       | _____ | 14. goose       | _____ |
| 5. name        | _____ | 15. egg         | _____ |
| 6. deer        | _____ | 16. piano       | _____ |
| 7. bee         | _____ | 17. month       | _____ |
| 8. author      | _____ | 18. plant       | _____ |
| 9. girl        | _____ | 19. cheerleader | _____ |
| 10. stair      | _____ | 20. town        | _____ |





## Exercise 2

**Directions:** Fill in each blank below with a spelling word from above.

puppies/movies	boxes/foxes	ladies/candies	
sunglasses/glasses	cities/cookies	brushes/bosses	
babies/berries	keys/days	dishes/buses	libraries/parties

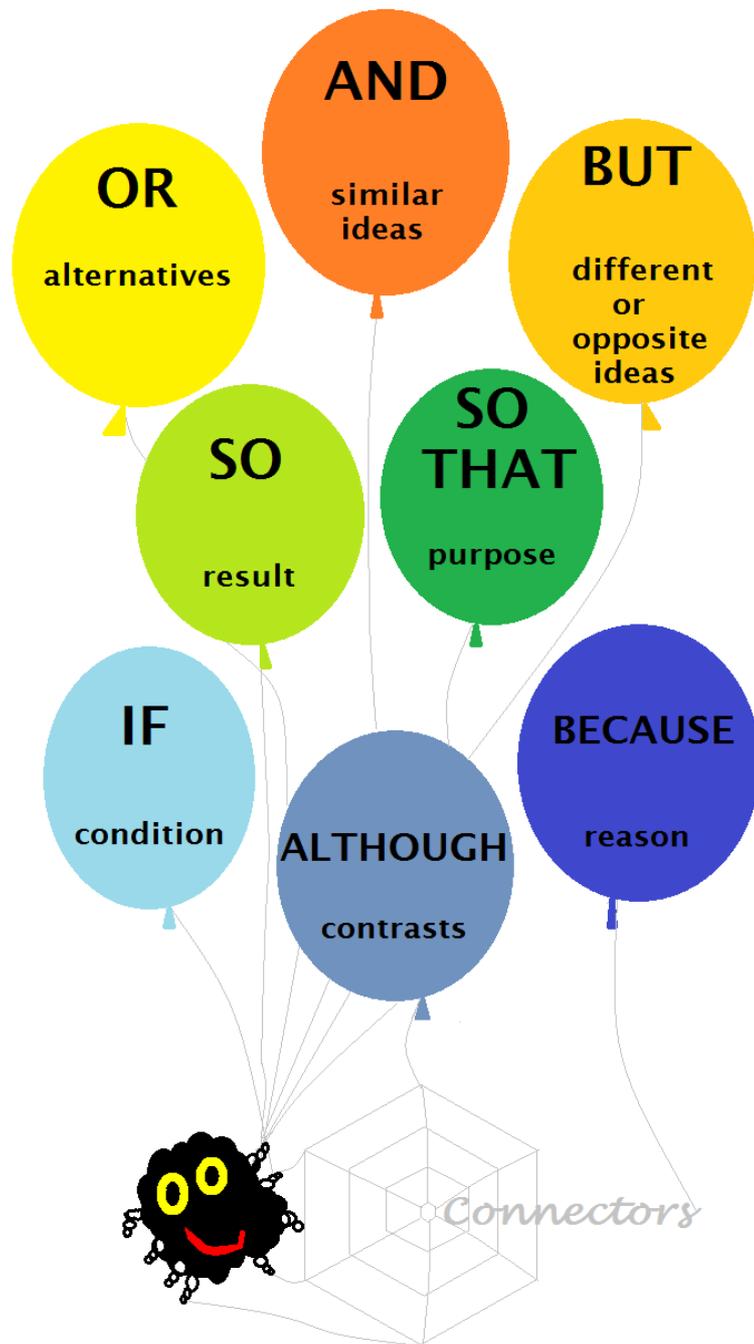
1. I have two \_\_\_\_\_ in my purse.
2. I see five \_\_\_\_\_ on the table.
3. These \_\_\_\_\_ hurt by falling down.
4. Susy lost her car \_\_\_\_\_
5. New york and Los Angeles are a very large \_\_\_\_\_.
6. This store has clothes for newborn \_\_\_\_\_.
7. Our dog has nine \_\_\_\_\_.
8. Your \_\_\_\_\_ are on the table.
9. Most \_\_\_\_\_ books, magazines, and computers.
10. That \_\_\_\_\_ are so beautiful

Source: [learningenglishalways.blogspot.com](http://learningenglishalways.blogspot.com)

# Lesson Three

## CONNECTORS

**OBJECTIVE:** to use connectors properly



### Exercise 1

**Directions:** Choose the best connector to complete the gap from the choices below.

1. I was hungry \_\_\_\_\_ I ate a sandwich.  
so            because            but
2. He's tired \_\_\_\_\_ he went to bed late.  
because            although            or
3. We missed the bus \_\_\_\_\_ we walked home.  
so            because            if
4. \_\_\_\_\_ it was cold, we went swimming.  
although            because            and
5. It's a sad film \_\_\_\_\_ I like it.  
but            although            because
6. I left the party \_\_\_\_\_ it was boring.  
because            although            so

### Exercise 2

**Directions:** Circle the best word to complete these sentences.

1. I'd love to stay **so / and / but** I have to catch my bus.
2. His hot chocolate was too hot **so / and / but** he put some cold milk in it.
3. **or / although / because** we had an umbrella, we got extremely wet.
4. I only passed my exam **because / but / although** you helped me.
5. They were hungry **but / because / so** they made some sandwiches.
6. We can go to the pool **and / but / or** we can go horse-riding, whichever you prefer.
7. She didn't want him to see her **and / so / although** she hid behind a plant.
8. He's in the town center **so / because / but** he wants to look for shoes.

## Lesson Four

### PREFIXES

**OBJECTIVE:** To determine the meaning of a new word formed when a prefix is added to a known word.



**un**clean

**un**able

**un**just

**un**helpful

**un**real

**mis**fortune

**mis**spell

**mis**treat

**mis**understood

**mis**behave

**re**fund

**re**elect

**re**call

**re**build

**re**write

## Exercise 1

---

**Directions:** Write the word that fits in the gap. You need to add the prefix *un-*, *dis-* or *in-* to the word in the bold.

1. I think that's is **fair**. No it's not. It's really \_\_\_\_\_.
2. All of Nick's sums were **correct**, but two mine were \_\_\_\_\_.
3. Do you **agree** with me? No. I \_\_\_\_\_.
4. Is your collection **complete** now? No. It's still \_\_\_\_\_.
5. In my bedroom **tidy** now? No it's still \_\_\_\_\_.
6. Has that goal been **allowed**? No. The referee \_\_\_\_\_ it.
7. That new boy is really **friendly**. Yes, but his sister is \_\_\_\_\_.
8. The wizard **appeared**, and then suddenly \_\_\_\_\_ again.
9. It is **true** that whales are fish? No. It's \_\_\_\_\_.
10. Is that mushroom **edible**? No. It's \_\_\_\_\_.

## Exercise 2

---

**Directions:** Write the prefixes *-bi-*, *-pre-*, *-de-*, corresponding to each word.

1. \_\_\_\_\_ historic
2. \_\_\_\_\_ lingual
3. \_\_\_\_\_ forestation
4. \_\_\_\_\_ frost
5. \_\_\_\_\_ annual
6. \_\_\_\_\_ paid
7. \_\_\_\_\_ monthly
8. \_\_\_\_\_ prepared

## Lesson Five

### SUFFIXES

**OBJECTIVE:** To identify suffixes and properly add them to root words.



### Exercise 1

**Directions:** Choose the one you think is correct suffix and write the new word in the space provided.

Root word	Suffixes	Correct word
origin	al / ly / ary	_____
music	sion / cian / tion	_____
noise	y / ly / ary	_____
happy	ness / less / ful	_____
beauty	ful / est / ly	_____
like	ed / er / ful	_____
manage	ment / ible / al	_____
friend	y / ly / ary	_____
comfort	able / ible / ly	_____
love	y / ary / ly	_____
subtract	sion / tion / cian	_____
divide	cian / sion / tion	_____

### Exercise 2

**Directions:** Write the correct spelled root word in the space provided. Don't forget the suffix spelling rules.

Root word + suffix	Root word
biggest	_____
friendship	_____
quietly	_____
sadness	_____
hoping	_____
secondary	_____
employment	_____
funny	_____
professional	_____
confusing	_____

## Lesson Six

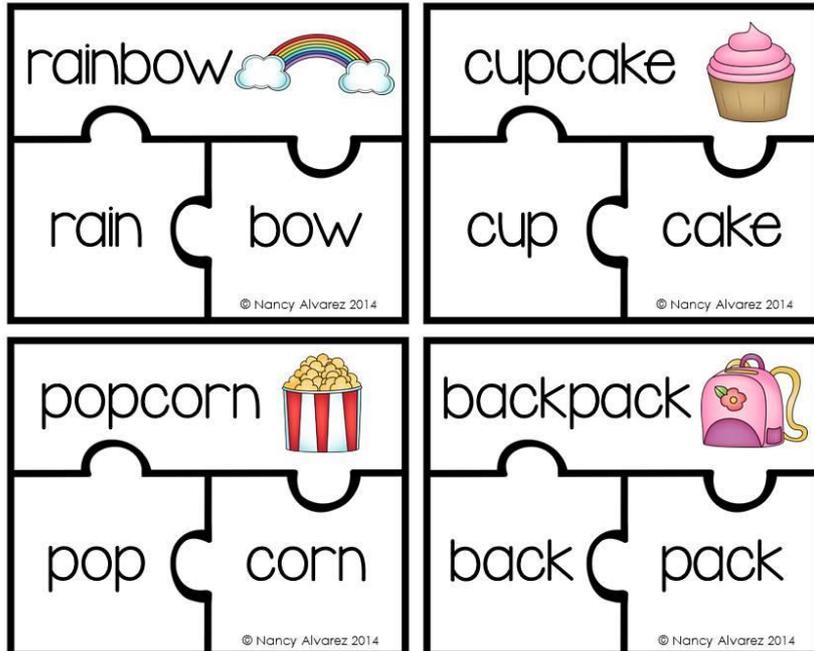
### COMPOUND WORDS

**OBJECTIVE:** To understand what a compound word is, and also student will be able to identify, divide and make compound words.

# Compound Word

A compound word is two words that create a new word when they are put together.

Example:  
butter + fly = butterfly



**Exercise 1**

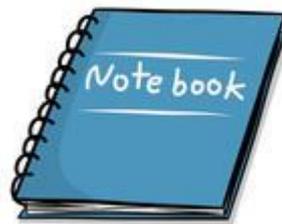
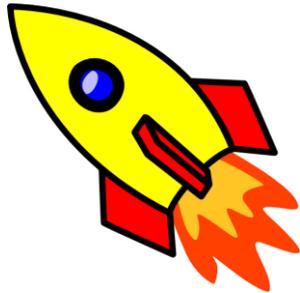
**Directions:** Match a word from column A to one in column B to make compound words, then write the words in the line provided.

<b>A</b>	<b>B</b>	
1. back	ache	_____
2. bath	bin	_____
3. farm	bone	_____
4. grand	burst	_____
5. head	cloth	_____
6. home	cup	_____
7. no	ground	_____
8. play	land	_____
9. rubbish	mill	_____
10. school	mother	_____
11. snow	room	_____
12. star	show	_____
13. table	storm	_____
14. tea	thing	_____
15. water	yard	_____

## Exercise 2

**Directions:** Write the compound words which mean:

1. A support for streetlight \_\_\_\_\_
2. A legless soil – dwelling animal \_\_\_\_\_
3. A room in which someone sleeps \_\_\_\_\_
4. A room in which people wash \_\_\_\_\_
5. A book in which to write notes \_\_\_\_\_
6. A cloth with which dishes are washed \_\_\_\_\_
7. A building which has a warming light for ships \_\_\_\_\_
8. A vehicle for travelling in space \_\_\_\_\_



## Lesson Seven

### SILENT LETTERS

**OBJECTIVE:** to acknowledge and correctly pronounce words with silent letters in the beginning, middle or end of the word.



#### Exercise 1

**Directions:** Circle the silent letter in each word below.

friend	might	write
flight	comb	guest
listen	hours	wrong
half	sign	bread
thumb	hasten	gnome
climb	stalk	receipt
talk	knave	castle
ditch	crawl	lamb
paint	whistle	corps
numb	wren	eight

## Exercise 2

**Directions:** Select the silent letter

Which letter is silent? – knife

- k
- f

Which letter is silent? – through

- g
- h
- g + h

Which letter is silent? – plumber

- m
- b

Which letter is silent? – debt

- b
- t

Which letter is silent? – night

- g
- h

Which letter is silent? – thumb

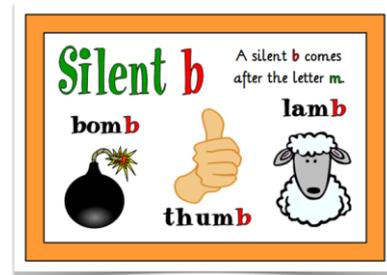
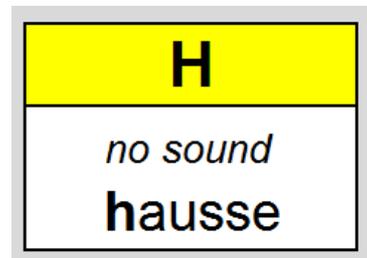
- h
- m
- b

Which letter is silent? – knee

- k
- n

Which letter is silent? – wrong

- r
- w



## Lesson eight

### USING COMMAS

**OBJECTIVES:** To learn how punctuate an unpunctuated letter to give it meaning.



Use commas to separate the elements in a series (three or more things), including the last two.

### Exercise 1

---

**Directions:** Rewrite the following sentences using commas where necessary.

My favorite colors are yellow red and green.

The tree is short tall and green.

I like to go fishing camping swimming and hiking during vacations.

I need to buy apples sugar coffee milk and bread.

She is very beautiful tall and smart.

• Use a comma + a little conjunction (and, but, nor, yet, or, so) to connect two independent clauses.

• Use a comma to set off introductory elements

## Exercise 2

---

**Directions :** Read the paragraph and add any needed commas.

My friend's visit.

Jenny my best friend for summer camp is coming for a visit this weekend. Although she is from a big city with a lot of exciting things to do I am sure she will enjoy visiting our farm. She will enjoy swimming in our pond riding horses and picking berries for pies. My brother is afraid she will get bored on our farm but I think she will love it here. With all of the things Mom and I have planned she won't have time to be bored. I am afraid she will however be very tired each night. Maybe the visit will be so much fun she will want to come back again next summer.

(9 missing commas)