UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF
EDUCATION
SCHOOL OF LANGUAGE AND LINGUISTICS

EDUCATIVE PROJECT

TOPIC
APPLICATION OF BASIC GRAMMAR STRUCTURE IN THE
DEVELOPMENT OF WRITING SKILLS

PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH BASIC GRAMMAR EXERCISES
TO DEVELOP THE WRITING SKILLS

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MAJOR
IN LENGUA AND LINGUÍSTICS

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En virtud de la Resolución por la autoridad académica de la facultad de filosofía, Agosto 16 del 2016, en el cual se me designó asesor de proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización lenguas y lingüística, tengo a bien informar lo siguiente:

Que la estudiante ZOILA EDITH CRUZ GONZÁLEZ con C.C. 0923198741 y FELIX ABEL LÓPEZ POVEDA con C.C. 0941209025, Diseñaron y ejecutaron el proyecto Educativo con el tema: DESIGN OF A DIDACTIC GUIDE WITH BASIC GRAMMAR EXERCISES TO DEVELOP THE WRITING SKILLS. Propuesta: DESIGN OF A DIDACTIC GUIDE WITH BASIC GRAMMAR EXERCISES TO DEVELOP THE WRITING SKILLS

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

La participante ha ejecutado las diferentes etapas constitutivas del proyecto; por lo expuesto se procede a la APROBACIÓN, y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy atentamente,

[Signature]
Msc. Larry Torres
Tutor
DEDICATION

To God for all that strength and patience he gave me, as well as the joys and accomplishments that have projected in my life and in the family. To my daughters Joselyn and Melany who showed me their support to continue with my dream of being a professional and being able to help the society.

Zoila Edith Cruz González

I dedicate this work to God, the pillar for my personal improvement. The support and understanding of my family are the blessing that give me the strength to continue along my university path, and making possible to accomplish one more stage of my life, but starting the next one with great joy and expectations of bringing much happiness.

Félix Abel López Poveda
THANKFULNESS

My gratitude to my daughters for having supported me all this time, I give them this student triumph. Special thanks to MSc. Larry Torres for directing us in the elaboration of the thesis through his advices to be able to successfully complete this achievement. Special thanks to my colleague Felix López for being with me strengthening and giving an extraordinary effort to reach the successful culmination of professional formation.

Zoila Edith Cruz González

I want to express my deepest gratitude to my parents and sister who supported me and provided help at all times in order to finish my degree thesis, successfully completing my studies for being a great professional and be a pride for them. Especially to my tutor, Msc. Larry Torres for directing my thesis; to all university teachers who shared their knowledge during these five years making my professional development possible

Félix Abel López Poveda
ABSTRACT

English is the lingua franca of the world, thus occupies an important place. English is a compulsion due to the reason that the knowledge of English is expected to enable us to establish intellectual, economic, social commercial and even diplomatic relations with the rest of the world. There are four language major language skills: Listening, Speaking, Reading and Writing. In Ecuador public school the teaching and learning of English grammar structure is limited respect to private schools, however some educative university projects are aimed to improve the insufficiency in some aspects so that researcher have chosen the perspective toward grammar teaching and learning process in public schools.

KEYWORDS: grammar structure, knowledge, learning process.
El inglés es la lengua franca del mundo, ocupando así un lugar importante. El inglés es una compulsión debido a que espera que el conocimiento del inglés nos permita establecer relaciones intelectuales, económicas, sociales comerciales e incluso diplomáticas con el resto del mundo. Hay cuatro habilidades del idioma: lenguaje, hablar, leer y escribir. En la escuela pública del Ecuador la enseñanza y el aprendizaje de la estructura gramatical inglesa es limitada respecto a las escuelas privadas, sin embargo algunos proyectos universitarios educativos están dirigidos a mejorar la insuficiencia en algunos aspectos para que el investigador haya escogido la perspectiva hacia la enseñanza de gramática y proceso de aprendizaje en las escuelas públicas.

**PALABRAS CLAVE:** estructura gramatical, conocimiento, proceso del aprendizaje.
**TITLE AND SUBTITLE:** APPLICATION OF BASIC GRAMMAR STRUCTURES IN THE DEVELOPMENT OF WRITING SKILLS; PROPOSAL, DESIGN OF A DIDACTIC GUIDE WITH BASIC GRAMMAR EXERCISES TO DEVELOP THE WRITING SKILLS

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**ABSTRACT**

English is the lingua franca of the world, thus occupies an important place. English is a compulsion due to the reason that the knowledge of English is expected to enable us to establish intellectual, economic, social commercial and even diplomatic relations with the rest of the world. There are four language major language skills: Listening, Speaking, Reading and Writing. In Ecuador public school the teaching and learning of English grammar structure is limited respect to private schools, however some educative university projects are aimed to improve the insufficiency in some aspects so that researcher have chosen the perspective toward grammar teaching and learning process in public schools.

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RESUMEN
El inglés es la lengua franca del mundo, ocupando así un lugar importante. El inglés es una compulsión debido a que espera que el conocimiento del inglés nos permita establecer relaciones intelectuales, económicas, sociales comerciales e incluso diplomáticas con el resto del mundo. Hay cuatro habilidades del idioma: lenguaje, hablar, leer y escribir. En la escuela pública del Ecuador la enseñanza y el aprendizaje de la estructura gramatical inglesa es limitada respecto a las escuelas privadas, sin embargo algunos proyectos universitarios educativos están dirigidos a mejorar la insuficiencia en algunos aspectos para que el investigador haya escogido la perspectiva hacia la enseñanza de gramática y proceso de aprendizaje en las escuelas públicas.

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INTRODUCTION

Writing in a foreign language is one of the most challenging skills for almost all learners. Developing the writing skill is thought to be highly complex if not the most complex in comparison to listening, speaking and reading. What makes writing difficult for EFL learners is the fact that writing requires some criteria of acceptability relative to different aspects of writing which include content, organization, vocabulary, language use, spelling, punctuation and accurate capitalization and paragraphing.

The present project has as main purpose the study of the incidence of the grammar in the development of the writing in the English language with focus to sentence structure. That is to say, the research presented by the authors is welcomed in order to guarantee, through a didactic guide, to strengthen the writing ability and improve the cognitive level in students, especially those who have deficits and learning problems in the subject of English.

At present, the new vision demanded by the teaching-learning process is a constructivist education where significant knowledge in students is developed with activities based on the abstract and graphic processes involved in the study of the foreign language itself. Many students have expressed boredom during the English teaching days. However, we consider that this has a cause and is the lack of strategies and didactic resources that promote the motivation and the assimilation of basic concepts and structuring of sentences, due to this, our concern regarding the acquisition of new teaching techniques for the teacher.

In recent years there has been an increase in education, because a large amount of resources has been allocated, but it is clear that there are still things to improve in pedagogies and teaching methodologies. For this reason, the present investigation is organized in the chapters detailed below:
In Chapter one, the Problem is discussed about learning problems because of the absence of methodological strategies for the development of the cognitive level; where the context of research, formulation of the problem, objectives and justification are found.

Chapter two discusses and analyzes the theoretical perspectives that support and validate the study object of the present research through a laborious and integral bibliographical search of own conceptualizations framed in the educational reality of our country.

Chapter three, details the methodological design, the type of research and the way in which the project was carried out by means of research instruments such as the application of surveys and interviews to a part of the educational community through the population And the sample whose analysis and Interpretation of results was done in statistical tables and graphs; Including conclusions and recommendations.

Chapter four, The Proposal, The proposal is mentioned, a detailed description of the most relevant elements and contents of the proposal is made, as well as general and specific objectives, feasibility of its application, social impact and beneficiaries.
CHAPTER I

THE PROBLEM

CONTEXT OF THE RESEARCH

The grammar is immersed in all areas of knowledge, in order to have a good and fluid communication with others, for this reason this investigation has tried to achieve different teaching and learning in various disciplines that contribute to the development of cognitive level and assimilation of concepts in the subject of English. Following, the present research will show the situation of the students against the foreign language, and some of the consequences of not applying effective strategies by the teachers.

Previous governments made changes in education, but not as many as in the current one, such as scholarships, which are essential for the progress of the country. However, many people cannot sustain their expenses completely, and are forced to refuse or return from their travels, for that reason this project is focused to improve the quality of education from our own nation.

The report of UNESCO about the TERCE Tests, published in December 2014, gave Ecuador good qualifications in relation to the quality ratings, which confirms the overall progress that the country has made, however teachers, students and parents do not want to participate in the construction of public policies in education.

The research is carried out in the educational institution Adolfo H Simmons, which begins its functions in 1973 in the facilities of the Private School "Libertad Bolivar" located in Calixto Romero and Naguchi, in 1974 moved to the streets Luque and Carchi until today.
The institution, during its administration, has given to the youth of Ecuador the opportunity to choose the specialization of Mathematics, social philosophy, chemistry and biology. Now they have become great persons and professionals due to their effort that they have given to the job they have gotten.

The supreme Decree 664 of June 6, 1973, published in official registry on June 29 of the presented year, the creation of the National Evening School "Adolfo H Simmons" and the approval to Operate the Diversified Cycle beginning in the school year 1973 -1974, with the specializations Math, Chemistry, Social, afternoon shift.

The student community of the campus is considered medium low class, due to this characteristic is that it can be concluded that parents work long hours and in some cases, they came from dysfunctional homes affected by several factors, such as drugs, alcohol or migration, so, it is difficult for the students to be controlled, because there is no one at home.

For this reason, it is necessary to implement methodological strategies to motivate students to develop study habits, especially those with learning problems in the English course.

CONFLICT SITUATION

A deficiency in the development of written expression was confirmed by the investigation authors after applying the empirical instrument of direct observation of the research.

Through a survey, in which were given to students some options, researchers found that learners do not enjoy so much the subject; they conclude that perhaps the pedagogy is not adequate.
Another point is the lack of academic resources, which negatively influences in the acquisition of new knowledge, and even in the foundation of knowledge that already at this level, should be well assimilated.

Insufficient implementation of activities that develop the structures of sentences in writing, therefore, it stops the learning process and creates misconceptions with gaps in students.

It should be noted that not only the problem is caused by poor methodologies or absence of them, but also by inadequate facilities, with obsolete resources for language teaching. It was found that the course does not have the enough technological devices such as audio or video projectors.

The examination of this problem would facilitate an analysis of the educational process because many learning difficulties are presented especially in the subject of English. In addition, the teacher does not have all the necessary tools to counter the deficit found.

By developing a guide to grammar rules, which clearly indicates the structure of a sentence, a question, as an initial part, brings the student to enrich their English knowledge, to reach the next level, structure tests and essays. It focuses primarily on the production of prayers and questions, recognition of them and the proper use of auxiliary and times.

**SCIENTIFIC FACT**

Deficiency of development in writing skill in students of the 10th grade at “Adolfo H. Simmons” High school, Zone 8, District 3-09h00843, Guayas province, Guayaquil canton, parroquia Tarqui, school year 2016-2017.
CAUSES

According to the research the following causes were noticed:

- Students do not feel motivated to write English classes; this is because teachers do not apply techniques related to improve this skill.
- Teachers do not teach enough vocabulary; the reason could be the superficial and inadequate preparation in the area of English by them.
- The didactic resources used in the classes are not adequate; this is due to the wrong adaptation of the rooms for the teaching of English.

PROBLEM FORMULATION

How does the application of basic grammar structure influence in the development of the writing skill in students of the 10th grade at “Adolfo H. Simmons” high school, zone 8, district 3-09h00843, Guayas province, Guayaquil canton, Parroquia Tarqui, school year 2016-2017?

OBJECTIVES OF THE RESEARCH

GENERAL OBJECTIVE

- To determine the influence of application of basic grammar structure to develop writing skills through a field, bibliographical and statistical analysis by means of a booklet with activities focused on encourage students to express their opinions.
SPECIFIC OBJECTIVES

- To determine that writing skill can be improved through a field study, bibliographical and statistical research.
- To design a didactic guide with basic grammar exercises, improve the teaching of the grammatical structure of the English language, through the based on the information collected
- To suggest didactic guide focus on specific material to improve the teaching of the grammatical structure of the English language.

QUESTIONS OF THE INVESTIGATION

1. What are the techniques that should be used in class for improving the writing skill?

2. How do the basic grammar structures influence writing skill?

3. Which are the theoretical bases that will support the development of writing skill?

4. Will the objectives of chapter one be fully realized?

5. Will the bibliographic research support this project?

6. What are the methodologies that will be applied to this project?

RATIONALE

The following research aims to design an educational guide that will facilitate teaching in the area of English in the structuring of sentences in students with curricular adaptations, thus making the classes more dynamic in order to improve the teaching during the learning process.
Due to the majority of institutions use preset books with concepts and methodologies, some unreformed, the researchers have seen the need to develop this project, providing a small support for a great cause, national development of the English language from schools.

The demands of the problems presented during this process cause concern to create strategies and techniques to effectively develop the teaching of sentence structures for students with limited knowledge of the language.

Ecuador must accomplish the international requirements as to wisdom and awareness, in all areas, economic, social and cultural rights. This project is suggested to promote the use of new concepts and methodologies of instruction, the use of new tools where the content is specific and direct to the area the pupils want to learn.

Contributing to meaningful learning, which by designing a didactic guide will allow teachers to be trained and over the time is a key to the implementation of this project in institutions which require it.

The National Plan “Good Living” seeks to implement educational strategies, which can be based on curricular adaptations and efficient teaching method that promotes inclusion of all students to the current educational system, which it is important for the incorporation of programs and activities that contribute to cognitive development as the intellectual level, capabilities and limitations of students.

A flexible curriculum adaptation would help students to experience new processes, strengthen reflective thinking and overcome difficulties that previously were not properly exposed and solved; this may be the opportunity to improve teaching practice and curricular performance.
This project is considered useful not only in that college, but in others institution too. So, this project contributes to the poor people in order to they can develop in a better way the English language, and give to his life an added value.
CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUNDS

During the investigation, many documents were found that have similar themes, deepened in subjects about teaching and teaching techniques, since much is mentioned that the current education is of horizontal form, this means that the Master does not own the Truth, which allows the student to ask, questioning analyze about a certain class topic, this makes the student become a participatory being where the role of the tutor is to be a guide, coach, facilitator, helping students Achieve their goals with love and values.

"The teacher must apply appropriate strategies depending on the level of learning that each learner has, thus making them autonomous and independent beings" (Torres, 2013). In the educational field, writing is fundamental to express ideas, eventually evaluations are done in written form, and thus, a number of documents, this is the importance of understanding the grammatical structure that this entails.

The current educational system requires an effective and efficient human resource, capable of being able to solve scientific problems as everyday problems, that are professionals with a common sense, agile and useful to society, due to this will be implemented a didactic guide, focused on sentence structure with a constructivist approach to contribute to the development of students' written ability.
THEORETICAL FOUNDATION

DEFINITIONS

STRUCTURE

It is important to introduce the definition of structure, in order to form a general concept of grammar structure. According to Merriam dictionary, (2017) define structure as “something arranged in a definite pattern of organization”

In Language, it is seen as consisting of three parts: signs, meanings, and a code connecting signs with their meanings. The rules by which signs can be combined to form words and phrases are called syntax or grammar and while the meaning that is connected to individual signs, morphemes, words, phrases, and texts is called semantics.

Therefore, it can be said that Structure is the mode of building, to organize elements, anything composed of parts arranged in some way, so grammar structure is the relation or organization of the component parts of literature

GRAMMAR

This project is focused on the use of grammar, so that it is essential give the definition of grammar, according to Cambridge dictionary, (2017) “the way you combine words and change their form and position in a sentence, or the rules of this” in like manner it is “the art of speaking and writing the English language with propriety” (Kirkham, 1829).

Grammar refers to the study of such rules, this includes phonology, morphology and syntax, and complemented by semantics, pragmatics and
phonetics. Grammar is the structure of a language, all the languages in
the world and every culture have grammar, and every language has its
own grammar. People who are native speakers of English language
already know its grammar and recognize the meanings and sounds of
English words, unlike students who are learning the basic rules and how to
put words together to make sentences.

Summarizing, Grammar is the study of how meaningful elements
called morphemes within a language can be combined into utterances.
Morphemes can either be free or bound. If they are free to be moved
around within an utterance, they are usually called words, and if they are
bound to other words or morphemes, they are called affixes. The way in
which meaningful elements can be combined within a language is
governed by rules. The rules for the internal structure of words are called
morphology. The rules of the internal structure of phrases and sentences
are called syntax.

Grammar system is described in this way:

- Sounds of language                     Phonology
- Structure and form of words            Morphology
- Arrangement of words into larger units Syntax
- Meanings of language                   Semantics
- Functions of language & its use in context Pragmatics

ANOTHER DEFINITION

According to Cambridge dictionary, (2017) grammar is “the way you
combine words and change their form and position in a sentence, or the
rules of it.” Any human language has a grammatical structure in which the
phonic units refer to the expression and give a meaning to the speech.
More than anything, it refers to the relationships and functions of the
components of the sentence. His mastery is a skill that directly affects the comprehension and expression of spoken and written language.

**LANGUAGE**

For Amberg and Vause, (2016) “Language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it” (p.2)

Human beings can communicate with each other. Human beings are able to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings, humans can laugh to express amusement, happiness, or disrespect, humans can smile to express amusement, pleasure, approval, or bitter feelings, humans can shriek to express anger, excitement, or fear, humans can clench our fists to express determination, anger or a threat, humans can raise our eyebrows to express surprise or disapproval, and so on, but humans system of communication before anything else is language.

**SPEECH**

According to oxford dictionary, (2017) speech is “It allows grammar to organize words based on verb, pronoun, noun, adverb, adjective, conjunction, preposition and interjection. Each of them have their own use in a particular instance. The most important is to identify the parts of speech, because they determine the organization and punctuation of the sentences.
THE PUNCTUATION

Cambridge dictionary, (2017) defines punctuation as “the use of marks in writing so that people can see when a sentence begins and ends, that something is a question, etc.”

It provides to the texts the sense it needs, for example, the change of paragraphs, the final of an idea, and even the emphasis of some words the writer wants to highlight. Just imagine this document without any punctuation; surely this would be hard to understand.

In order to complete the idea of punctuation, it is necessary to say that one of the basic rules requires each sentence conclude with a punctuation mark, it could be a period, and exclamation point or a question mark. An essential part of the writing is that should be readable by the use of punctuation marks.

GRAMMAR APPROACH

According to Zhou, (2008) “The grammar of a natural language is acquired by its native speakers not through imitation but through abstracting a set of grammatical rules from a certain amount of language data.” (p.3) Grammar has many characteristics, which make it an interesting field of study, mechanics, style and usage, and inside of these ones, exist subcategories like the spelling, diction, speech, sentences structures and punctuation. The authors of the research have notice grammar involves a lot of information, but in this project, they are going just to focus on the writing as dependent variable influences by grammar.

Grammar could be applied in schools as the base of teaching all the other subjects, because if students do not have the rules of grammar cleared, it will be difficult to understand the other concepts. In this way Languages organize their parts of speech into classes according to their
functions and positions relative to other parts. All languages make a basic
distinction between a group of words that denotes things and concepts
and a group of words that denotes actions and events. The first group,
which includes name of people, animal or things, they are called nouns.

The second that includes actions or passion and state, they are
called verbs. Another common category is the adjective: words that
describe properties or qualities of nouns, if new words can continuously be
added at first or at the end of the word are name suffixes and affixes, in
like manner; Word classes also carry out differing functions in grammar.
Verbs are used to construct predicates, while nouns are used as
arguments of predicates. A predicate that can only take a single argument
is called intransitive, while a predicate that can take two arguments is
called transitive.

Many other word classes exist in different languages, such as
conjunctions like "and" that serve to join two sentences, articles that
introduce a noun, interjections such as "wow!" Many languages have
classifiers that identify countable nouns as belonging to a particular type or
having a particular shape. The usage of grammar depends of every
country or culture, because in this category intervene the diction and parts
of speech, the proper use of words and the organization based on different
parts respectively.

THE DEDUCTIVE AND INDUCTIVE APPROACH OF TEACHING
GRAMMAR

approach in language, it starts with the presentation of a rule and is
followed by examples in which the rule is applied. The grammar rule is
presented, and the learner engages with it through the study and
manipulation of examples. (p.5)
ADVANTAGES OF A DEDUCTIVE APPROACH

According to (Zhou, 2008, p.8) advantages in this approach are:

- lesson is straight to the point
- many rules can be more explicitly and quickly explained
- allow more time for practice and application
- Time-saving.

DISADVANTAGES OF THE DEDUCTIVE APPROACH

According to (Zhou, 2008, p.8) the disadvantages in this approach are:

- quite formal - encourages the belief that learning a language is simply a case of knowing the rules
- passive and boring lesson
- teacher-centered (one-way communication)

ADVANTAGES OF THE INDUCTIVE APPROACH

According to (Zhou, 2008, p.9) the advantages in this approach are:

- meaningful, memorable and lesson
- students discover themselves
- stimulate students’ cognitive
- active and interesting lesson
- students are actively involved in the lesson - attentive and motivated
- student-centered (2 ways communication)
ADVANTAGES OF THE INDUCTIVE APPROACH

According to (Zhou, 2008, p.10) the disadvantages in this approach are:

- time-taking
- sometimes can frustrate students who would prefer simply to be told the rule
- learning styles/inability to discover themselves
- students may reach false conclusions on grammar rules
- place heavy demands on teachers in planning a lesson - need to select and organize the data carefully

GRAMMATICAL COMPETENCE

According to Common European Framework, (2016) grammatical competence is the ability to organize sentences to convey meaning, is clearly central to communicative competence and most (though not all) of those concerned with language planning, teaching and testing pay close attention to the management of the process of learning to do so. This usually involves a selection, ordering and step-by-step presentation and drilling of new material, starting with short sentences consisting of a single clause with its constituent phrases represented by single words and finishing with multi-clause complex sentences. (p.114)

Following the foregoing text grammatical competence may be defined as the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences. Formally, the grammar of a language may be seen as the set of speaking elements such as: morphs, morphemes-roots, affixes words, number, case, gender, concrete/abstract, countable/uncountable (in) transitive, active/passive voice past/present/future tense, progressive, (im) perfect
aspect, conjugations, declensions, nouns, verbs, adjectives, adverbs, closed word classes, compound and complex words, (noun phrase, verb phrase, main, subordinate, co-ordinate and sentences: (simple, compound, complex)

**IMPORTANCE OF GRAMMAR**

Foppoli, (2016) expresses Grammar is the backbone of a language and without it any single thing you know may be flux (...). In a nutshell, grammar provides you with the structure you need in order to organize and put your messages and ideas across. It is the railway through which your messages will be transported. Without it, in the same way as a train cannot move without railways, you won't be able to convey your ideas to their full extension without a good command of the underlying grammar patterns and structures of the language.

Languages is the means by the communication; from the beginning, children quickly learn to communicate using their native language however it is learned through repetition and adaptation so that they express without being taught.

Therefore, people cannot communicate efficiently if people do not have the essential principles of grammar or syntax. Grammar helps to speak language correctly. The essential grammatical rules are a vital skill that needs to be acquired by all learners of any language - whether it be their native language or a foreign language.
WRITING SKILL

DEFINITION

For Nur, (2015) “writing is an act of transforming the ideas and conveying messages obtained from any resources.” (p.8) Writing is one of the four macro skills needed to learn a language and is one of the productive skills because of creating a text, however it is needed to do some steps like setting goals, generating ideas, organizing information, selecting appropriate language usage and use, making a draft, reading and reviewing it, then revising and finally editing it.

Herminie, (as it is cited in Coulmas, 2016, p.2) states, Words spoken are symbols of affections or impressions of the soul. Written words are symbols of words spoken. And just as letters are not the same for all men, sounds are not the same either, although the affections directly expressed by these indications are the same for everyone, as are the things of which these impressions are images.

LITERACY

According to Shikshantar, (2003) “Literacy refers to the abilities to read and write text, while maintaining its broader meaning of being ‘knowledgeable or educated in a particular field or fields” (p. 148)

Literacy skills are an integral part of a person’s life. Literacy can be problematic at the beginning; this can also complicate literacy not only in L1 but also in L2 because the learner has to construct meaning from the written word in contexts that offer less support for meaning,

In addition, initial literacy in L2 is influenced by a few essential factors. According to Cameron (as it is cited in National Curriculum, 2001, p.23), these are as follows:
Because of these four factors, initial literacy in L2 will be largely influenced by the learner’s knowledge and level of literacy in L1. The natural process of learning one’s first language means that as another language is encountered, the brain attempts to apply what it knows about L1 by looking for familiar cues.

**TEXT PRODUCTION**

Bishop and Snowling, (as they are cited by E. Dockrell and Connelly, 2009, p.1) state that “It is well established that oral language competence underpins the development of literacy and later educational achievements. However, components of the oral language system can enhance or limit the production of written text.

Writing is an interactive process that evolves out of the symbolic interplay between writer, text and reader, writing always has a context, a purpose, and an audience. National curricular considers written production as a mean of communication. As mentioned above, writing is a communicative tool. One writes for an audience with a particular purpose in mind, and based on this audience the writer chooses the register (formal/informal), tone, lexis, and content. Writing is a way to learn. Process writing encourages learners to think about and use language in a creative and critical manner. Writing can be used to describe and write about the self, thus exploring and understanding personal and national identity. Writing can be used for learning purposes, as the process of writing makes thoughts and ideas visible to others, facilitating reflection
and self-regulation of thoughts and beliefs. Writing can be used as a link to connect with others.

**IMPORTANCE**

According to Penny Ur (as it is cited in National Curriculum, 2017) “the purpose of writing is the expression of ideas, where the ability to convey a message to the reader takes precedence over other aspects of writing.” (p.24) Writing is an act of showing how deep our knowledge of the concepts have been learning, writing shows students’ understanding of concepts and theories that have been taught to them. The importance of learning writing is that it reinforces the grammatical structures, idioms, and vocabulary, provides opportunities for the students to challenge themselves of using the language, and enables the students develop language skills in terms of fluency, accuracy, and appropriateness in communicating their messages. Writing skill learning helps students to learn how to use a language and how to communicate their ideas using it.

For Nowacek, R. (2011) writing is very important because:

- Intellect is judged by means of one language skill, writing—in college, in the workplace, and in the community.
- Writing expresses who you are as a person.
- Writing is portable and permanent.
- Writing helps you move easily among facts, inferences, and opinions without getting confused.
- Writing promotes the ability to pose worthwhile questions.
- Writing fosters the ability to explain a complex position to readers.
- Writing helps others give you feedback.
- Writing helps you refine your ideas when you give others feedback.
- Writing ideas down preserves them so that you can reflect upon them later.
- Writing out ideas permits to evaluate the adequacy of arguments.
Writing helps you understand how truth is established in a given discipline.

Writing is an essential job skill

WRITING ACQUISITION

Writing, like speech, is learned simultaneously, with the proper guidance of the tutor, leading to the acquisition of written language with its proper interpretation. For Krashen (as it is cited by Nur, 2015, p.17) states that the “competence in writing comes from the large amounts of reading as its comprehensible input.” Students will learn how to write in an appropriate way from observing the texts given to them. However, to acquire the awareness of grammar and writing mechanics will take a long time and it can obstruct the other teaching and learning aspects.

The rules of grammar and writing mechanics can be taught such rules needs a high level of concentration and it needs to be repeated over and over again so that students can understand and keep them in mind

According to National Curriculum, (2017) state “Writing can be defined as a highly cognitive and meta-cognitive intellectual act which takes into consideration a plethora of pre-requisites: intention of author; the desire to communicate and share ideas; knowledge of vocabulary, text types and the organization of each; identification and understanding of audience and purpose; and ability to manipulate the written “code”. Because of these considerations, competence in writing is a complex process which must be developed gradually and progressively throughout an individual’s school years and beyond.” (p.23)

It should be taken into account that the present project, in addition to focusing on written ability, focuses on the development of the
acquisition of the foreign language as well as, as a result will be obtained objectively the acquisition of foreign language.

National curricular, (2017) have separated the English language process in four skills of listening, speaking, reading, and writing up to this point; they are, by nature, interrelated and must be integrated in the classroom. Taking this into consideration, the Writing curricular thread has been further broken down into two aspects: 1) Initial Literacy and 2) Text Production.

WRITING PROCESS

For the purpose of this study, Hyland, (as it is cited by Abd Allah, et al., 2016, p.10) “five-stage writing process is adopted: pre-writing, drafting, revising, editing, and publishing.” The following is look at each of these stages and strategies for writing teachers to employ them in the EFL classroom

1. - PRE-WRITING

The pre-writing stage focuses on stimulating students’ creativity and letting them think about what to write and how to approach the chosen topic.

According to Murray and Hughes (as they are cited by Abd Allah, et al., 2016, p.11), “prewriting exercises do not only help students to find something to write about a specific topic, they also help them improve their writing skills in that they provide them with opportunities to generate ideas and write with confidence.”

In this stage the writer gathers, generates information and plays with ideas during the prewriting stage. Prewriting techniques may include brainstorming, free writing, clustering, mapping or listing. The writer can also use graphic organizers like charts, story maps, diagrams or clusters.
Prewriting is an important phase in the writing process because students have a greater chance for writing achievement than those enjoined to ‘get to work’ on their writing without this kind of preparation.

2. **DRAFTING**

Hedge (as it is cited by Abd Allah, et al., 2016, p.12) defines drafting as “the stage where the writer puts together the pieces of the text through developing ideas into sentences and paragraphs within an overall structure”.

When pre-writing has been established, the writer is able to come up with a working introduction to the paper based on the structure emerging from the draft. After that the writer starts thinking of ways to translate the new draft into coherent and complete sentences on a new piece of paper. The objective of this stage is to have students from their prewriting in order to develop and structure them into a more formal draft.

3. **REVISING**

The reviewing stage is the process of looking again and discovering a new vision of the writing produced in drafting. It is the stage during which the writer corrects mechanical errors and realizes substantial changes in his/her writing in like manner for Badger and White (as they are cited by Abd Allah, et al., 2016, p.13) “revising is the stage where writers check that they have said what they wanted to say in a clear and appropriate way.” It also includes checking that content and purpose are clear and appropriate for the reader in the particular writing situation, as well as in this state student has the chance to refine their work during the revision stage and describes the features of revising.
4. EDITING

Editing is the stage where the draft is polished; it is the final step before handing out the final draft. The writer gives attention to mechanics such as punctuation, spelling and grammar. Editing involves the careful checking of the Educational Sciences Journal text to ensure that there are no errors of spelling, punctuation, word choice and word order. Student can use not only grammar books and dictionaries but also peers and the teacher as resources in this stage.

5. PUBLISHING

Peha, (2002) expresses that “publishing stage is your chance to prepare your writing in a way that will best reach your audience.” (p.19). according to the prior text, writing work is completed with audiences such as peers, friends, families, or community, in this stage students need to feel support and acceptance from teachers and peers to take the kind of risks involved in the process of producing good writing.

TYPES OF WRITING

There are four basic types of writing students will learn as classes become more writing-intensive.

EXPOSITORY

Morin, (2017) “Expository writing category of includes definitions, instructions, directions and other basic comparisons and clarifications.” (p.3) Expository writing is devoid of descriptive detail and opinion. Expository writing is a crucial skill. Students will need expository writing not only in school but also in many potential careers that aren't primarily writing-oriented. Students must be able to organize their thoughts, follow a
plan, and in higher grades, conduct research to support their theses. It requires thinking on multiple levels.

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

Explanatory writing provides both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior.

Explanatory, on the other hand start with the assumption of truthfulness and answer questions about why or how. Their aims is to make the reader understand rather than to persuade him or her to accept a certain point of view. In conclusion arguments are used for persuasion and explanations for clarification.

PERSUASIVE

Morin, (2017) “Persuasive writing is a more sophisticated type of writing by which students are introduced around fourth grade. It can be thought of as a debate in writing. The idea is to express an opinion or to take a stance about something and then to support that opinion in a way that convinces the reader to see it the same way.” (p.3)

Persuasive writing contains an explanation of the other point of view and uses facts and/or statistics to disprove that view and support the writer’s position. Some examples of persuasive writing include essays, debate position papers, and editorial pieces such as letters to the editor and book or concert reviews.
NARRATIVE

Nur, (2015) defines that “a narrative text is a piece of text that tells a story that is presented to entertain and to inform the readers (p.32). In English language arts, students produce narratives that take the form of creative fictional stories, memories, anecdotes, and autobiographies. Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. As well as students learn to provide visual details of scenes, objects, or people to depict specific actions. In this type of writing students can construct event models of what happened, selecting from their sources only the most relevant information. Students can write narrative descriptions of the step-by-step procedures.

This is the most frequently used of the four most common types of writing, and students will spend a significant amount of time learning how to write narratives. Narrative writing is frequently, but not always, in the first person, and is organized sequentially, with a beginning, middle, and end.

DESCRIPTIVE

Morin, (2017) “Descriptive writing is used to create a vivid picture of an idea, place or person.” (p.4) it is much like painting with words. It focuses on one subject and uses specific detail. Descriptive writing is used in descriptions of fictional and non-fictional characters, poetry parts of book reports, and in various kinds of observational writing.

WRITING STRATEGIES

Students learn to write by writing. They need regular opportunities at school to write in all subjects. A consistent approach to the writing
process in all subject areas and explicit instruction on the writing process by the subject teacher help students become better writers. Models of good writing in the subject area, and feedback that is constructive and formative, are critical to students’ growth as writers.

Common European Framework, (2016) Strategies are a means the language user exploits to mobilize and balance his or her resources, to activate skills and procedures, in order to fulfill the demands of communication in context and successfully complete the task in question in the most comprehensive or most economical way feasible depending on his or her precise purpose. (p.57)

GERERATING IDEAS

Cross Curricular Literacy, (as it is cited in Think literacy, 2017, p.102) states “In all subject areas, students need to develop skills for getting what they know about a topic down on paper, and generating ideas or finding additional facts.” They also need skills to check whether their writing is on-topic and fulfills its purpose. Further, they need to be able to explain the writing assignment and the process they are following to effectively complete the assignment.

RAPID WRITING

Cross Curricular Literacy, (as it is cited in Think literacy, 2017, p.102) “When students engage in rapid writing at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.”
ADDING CONTENT

Cross Curricular Literacy, (as it is cited in Think literacy, 2017, p.102) “This strategy provides feedback to students before they start their first draft.” Students exchange their brainstorming and notes for any project-paragraphs, research, process, lab reports or summaries, and develop questions designed to help them draw out more details for their first draft.

DEVELOPING AND ORGANIZING IDEAS

Cross Curricular Literacy, (as it is cited in Think literacy, 2017, p.105) “Students need to know how to organize what they have learned about any topic or assignment into a well-structured whole.” In longer writing assignments, they need to know how to create a strong, focused introduction that catches the reader’s interest; how to link ideas in logically connected paragraphs that contain enough supporting detail; and how to conclude with a strong ending.

WEBBING, MAPPING AND MORE

Cross Curricular Literacy, (as it is cited in Think literacy, 2017, p.108) “Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing.” This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

SUPPORTING THE MAIN IDEA

Cross Curricular Literacy, (as it is cited in Think literacy, 2017, p.112) “In this strategy, students learn how to select the better of two
possible main ideas to use as a topic sentence in an information paragraph, and then learn how to choose details to support it.” Student samples are selected from a variety of subject areas. Samples may also be used to teach summary writing

ADDING DETAILS

Cross Curricular Literacy, (as it is cited in Think literacy, 2017, p.118) In this strategy, students ask questions to support and elaborate on the main ideas from their first draft of a piece of writing. A structure for asking questions is provided.

REVISING AND EDITING

Cross Curricular Literacy, (as it is cited in Think literacy, 2017, p.102) Students need individual and group skills to assess their own work and the work of others for content, clarity, form and style, and for errors in grammar, punctuation and spelling. Ultimately, students have individual responsibility for the accuracy of their work, but they need to know how to help each other improve.

REORGANIZING IDEAS

Cross Curricular Literacy, (as it is cited in Think literacy, 2017, p.124) “Writers revisit their writing as they draft to add, delete and change ideas and information.” There are specific strategies writers use to revise their writing. One strategy writers use is ARMS (add, remove, move, and substitute).

ASKING QUESTIONS TO REVISE WRITING

Cross Curricular Literacy, (as it is cited in Think literacy, 2017, p.128) “Students ask other students questions and provide specific
feedback about other student’s writing. Students gain a sense of taking personal responsibility for their writing”

**PEER EDITING**

Cross Curricular Literacy, (as it is cited in Think literacy, 2017, p.132) “Peer editing gives students an opportunity to engage in important conversations about how a piece of writing for an assignment in any subject area has been constructed and whether it achieves its purpose, considering the audience.” By reading each other’s work, asking questions about it, and identifying areas of concern, students learn a great deal about how to put information together and express ideas effectively.

**PROOFREADING WITHOUT PARTNERS**

Cross Curricular Literacy, (as it is cited in Think literacy, 2017, p.136) “Students can build independence as writers when they develop strategies for proofreading their own work.” Reading backwards one word at a time is a classic journalist’s strategy for being able to see individual words and identify spelling errors. Reading backwards sentence by sentence will help students identify syntax and punctuation errors. Finally, reading from front to back slowly will help students read for meaning.

**THE ROLE OF GRAMMAR TO IMPROVE WRITING SKILL**

There are many countries around the world and all of them have a language therefore each language has its own grammar. According to Cambridge dictionary, (2016) “Grammar is the way to combine words and change their form and position in a sentence, or the rules of this. In like manner, Azar (as it is cited in Li- Li, 2008, p.2) expresses “the role of grammar is to “help students discover the nature of language. “People who speak the same language are able to communicate because they
know the grammar system of that language (the rules of making meaning). Students who are native speakers of English already know English grammar. For Chin, (2000) “Native speakers of any language recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences.”

During the first years of human life, it can be compared to a sponge, referring to absorbing all kinds of knowledge, however they need the teacher’s intervention to guide and instruct towards learning in such a way they become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language. The study of grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of oral language to written language

THE RELATIONSHIP BETWEEN READING AND WRITING

Jill, (2017) mentions that “when reading and writing are taught together serve to help students to integrate information. For many years reading and writing were taught separately. However nowadays reading and writing are more interdependent. Literacy development dependent on the interconnection between reading and writing” (p.1)

Basically put: reading affects writing and writing affects reading. According to oxford university press, (2016) reading instruction is most effective when intertwined with writing instruction and vice versa. Reading provides young people with prior knowledge that they can use in their stories. One of the first reasons by which people read is to learn. Especially while we are still in school, a major portion of what we know comes from the texts we read. Since writing is the act of transmitting
knowledge in print, we must have information to share before we can write it. Therefore, reading plays a major role in writing.

The reading and writing of the boards, with patterns of language and thought that develop gradually with the years, the authors define that reading and writing are intimately linked but depend on the individual's ability to continue learning the rest of his or her life.

EPISTEMOLOGICAL FOUNDATION

HUMANISM AND EDUCATION

The word humanism has been always applied to different forms of beliefs, methods, and philosophies that place central emphasis on what it means to be human. Frequently, the term is used with reference to a system of education. Cambridge Dictionary, (2017) “humanism is a belief system based on human needs and values and not on God or religion.”

For Vasushi, (2011) “the humanism in English Language Teaching advocate the Silent Way Approach where the students are made aware of the various challenges that are presented before them in the process of language learning or acquisition.” (p.2)

Here learners are given their full freedom to talk about their personal and linguistic problems and can decide their curriculum. The teacher is just a facilitator who creates an emotionally secure environment fear of learning. However, there is a problem about the fear and anxiety learner feels caused by the language teachers so that they cannot compete with many others.

A Humanistic approach to language teaching is a welcome method. The most important thing is that learners feel good and confident it shows
a positive beginning. Education with humanism gains significance because it is with the teachers that the learners spend most of their valuable years.

Teachers should teach with responsibility does not stop in just imparting knowledge to the learners, but also in facilitating them toward self-motivation. A humanistic approach in teaching not only helps learners easily learn things but also develops their personality in various ways. For Aloni, (as it is cited in Veugelers, 2011, p.5) stresses the importance of the professional self-image of interpersonal trust, cultural idealism and personality. These ideals can be developed in a humanistic school culture of security, fairness, dialogue and social involvement. As well as National curriculum should translate knowledge into life-literacies that allow learners to identify the value laden messages of issues discussed in classes and to plan their actions with greater reason and responsibility.

PHILOSOPHICAL FOUNDATION

PHILOSOPHY AND EDUCATION

Philosophy and education can be studied and analyzed on an individual basis, but they can also be studied and analyzed in a joint way since there is a close relationship between them, the first one as a science and the second since conceptualization as an integral process of development of the human being.

From the philosophical point of view, the concept of education and its aims are relative, since they depend on the context determined by the social historical moment. The relationship between philosophy and education is established from its interdisciplinary. This allows the analysis and construction of knowledge from the relationship between two or more areas of a particular knowledge, a science or discipline. In the case of philosophy and education, their interdisciplinary relationship promotes reflection regarding the purpose of education, for example as it is mentioned by Fernandez, (2013) "The educational philosophy supports
the praxis and educational theory in which teachers constitute their pedagogical credo. Keeping these ideas visible strengthens the being of the teacher. "(P.6)

PEDAGOGICAL FOUNDATION

CONSTRUCTIVISM IN THE CLASSROOM

J. Matthews, (2003) “Constructivist teaching practice assumes the motivation to learn is internally generated by the learner.” In this method learners control their learning being this the purpose of constructivist approach to education.

As educators, teachers develop classroom practices and negotiate the curriculum to enhance the likelihood of student learning. Teachers structure classroom lessons and curriculums to ensure that all students learn the same concepts at the same time in other words teachers have great control over what they teach, but far less control over what students learn.

For Waite and Stupiansky (as they are cited in J. Matthews, 2003, p.57) state, “Extrinsic rewards, fear of punishment, and traditional grading systems work against the child’s intrinsic motivation to make sense out of the world. If children work toward pleasing the teacher instead of satisfying their natural search for understanding, they will not progress toward intellectual autonomy” (p.57)

According to the foregoing text it is important to understand that this method give priority to what students are learning themselves, when students want to know more about an idea, a topic, or an entire discipline, they put more cognitive energy into classroom investigations and discussions and study more on their own. Summarizing Constructivism is
child-centered, rather than curriculum as well as constructivism focuses on knowledge construction, not knowledge reproduction

PSYCHOLOGICAL FOUNDATION

PSYCHOLOGY AND EDUCATION

The Psychology of Education arises from the interest of Pedagogy for the psychological foundations of the educational process and the concern of Psychology for the application of their theories to the educational context.

Psychology in the educational field provides the teacher with the theoretical contents useful and necessary for the development of the educational process. Their study is vital for understanding the process of formation and harmonious development of the student's personality. The main contributions of educational psychology are found in educational models derived from explanatory theories of psychological processes, such as learning and motivation, present in the teaching process.

Psychology has given education different approaches about learning and to the context in which it is developed. For Leon, (2002) psychological approaches in education are, (p.35):

• Behaviorism.
• Historical-social.
• Humanism.
• Cognitivism.
• Constructivism
SOCIOLOGICAL FOUNDATION

EDUCATION

Leon, (2007) defines education “as a whole individual and supra-individual, supra-organic. It is dynamic and tends a perpetuation through a strange inertial force.

In Ecuador the education has had a huge change, as is well known, in the years prior to 2007; students whose families could not cover the cost of tuition, school uniforms or textbooks during the school day were de facto excluded from the education system. The new legal framework allowed the National Government to recover the free public education through the elimination of enrollment and the delivery of resources to eliminate barriers to access to education.

The public news agency, (2011) highlights that the perception that public education in Ecuador has today is different from many years ago, nowadays Ecuadorian students are evaluated through international mechanisms, International assessments have located in Ecuador As the country that has improved its performance in the quality of education throughout the region. That is why the public education sector in Ecuador should continue to strengthen not only in infrastructure but also in ongoing training of its staff.

THE SOCIAL CHARACTER OF EDUCATION

According to Hernández, (2007) "Education is not only a social phenomenon, it is also philosophical, political, pedagogical, among other positions, but in each of its manifestations there is a fundamental character: social.” (P.12)
Education has a social character because:

- It is developed in a particular society.
- Its contents are essentially the historical burden of the term culture.
- The conditions that limit and characterize it are mostly social

And among the main functions are:

- Socialization of the individual.
- Social continuity
- Promoting social change.
- Professional training.
- Socio Socioeconomic function.
- Sociopolitical function
- Social control function.
- Social selection function.
- Role disclosure function.
- Promoting function of social progress.

Sociology seeks to observe and analyze reality in order to obtain a knowledge as close as possible to reality to be able to explain and transform it; Science is a social practice that is distinguished from others by combining an infrastructure of logically structured methods, practices, values and models that will produce relevant knowledge for that community.

**LEGAL FOUNDATION**

The present project resides in all the articles that are in the Constitution of Ecuador and in the Organic Law of Intercultural education and its objective application for the good development of the students.
NATIONAL CONSTITUTION

Constitución Política de la República del Ecuador, Art. 28

Education responds to the public interest and is not a service of individual and corporate interests. Universal access, permanence, mobility and discharge will be guaranteed without any discrimination and the obligation at the initial, basic and baccalaureate level or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State promotes intercultural dialogue in its multiple dimensions. The learning was developed in a school and non-school. Public education will be universal and secular at all levels and up to the third level of inclusive education

ORGANIC LAW OF INTERCULTURAL EDUCATION

Official registration # 417 on March 31, 2011, in chapter three, it is stated:

OF THE RIGHTS AND OBLIGATIONS OF STUDENTS

Art. 7. - Rights. - Students have the following rights:

A) To be fundamental players in the educational process.
B) Receive integral and scientific training, which contributes to the full development of their personality, abilities and potentialities respecting their rights, fundamental freedoms and promoting gender equality, non-discrimination, appreciation of diversity, participation, autonomy and cooperation.

C) Receive pedagogical support and academic tutorials according to their needs
As mentioned in the articles, the student has the right to a comprehensive and scientific education that contributes to the development of their skills, without any discrimination, thus promoting an excellent acquisition of the English language.

INTERNATIONAL STANDARDS ACCORDING TO COMMON EUROPEAN FAMEWORK

GRAMMATICAL LEVEL FOR EFL LEARNERS

The next chart illustrates relatively high degree of grammatical control the in English language according to Common European Framework, (2016). It has been taken as an international standard for the teaching and learning process. According to this thesis, proposal will be applied to the 10th grade at “Adolfo H. Simons” public school whose level belongs to A1 and A2 level of proficiency.

PROFICIENCY USER

(Comment European Framework, 2016, p.114)

C2 Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others’ reactions).

C1 Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.

INDEPENDENT USER

(Comment European Framework, 2016, p.114)
B2  Good grammatical control; occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.

B1  Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.

BASIC USER

(Common European Framework, 2016, p.114)

A2  Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.

A1  Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.

WRITING LEVELS FOR EFL LEARNERS

The next chart illustrates the global scale of proficiency in English language according to Common European Framework, (2016). It has been taken as an international standard for the teaching and learning process. According to this thesis, proposal will be applied to the 10th grade at “Adolfo H. Simons” public school whose level is between A1 and A2 level of proficiency.

PROFICIENCY USER (C2)

(Common European Framework, 2016, P.33)
• Can understand with ease virtually everything heard or read.

• Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.

• Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

PROFICIENCY USER (C1)

(Common European Framework, 2016, P.33)

• Can understand a wide range of demanding, longer texts, and recognize implicit meaning.

• Can express him/herself fluently and spontaneously without much obvious searching for expressions.

• Can use language flexibly and effectively for social, academic and professional purposes.

• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

INDEPENDENT USER (B2)

(Common European Framework, 2016, P.33)
- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.

- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

**INDEPENDENT USER (B1)**

(Common European Framework, 2016, P.33)

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.

- Can produce simple connected text on topics which are familiar or of personal interest.

- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

**BASIC USER (A2)**

(Common European Framework, 2016, P.33)
- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).

- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

**BASIC USER (A1)**

(Common European Framework, 2016, P.33)

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

The methodological framework is the procedure to follow the research objective, it is composed of the design, the type and the modality of the research, the phases of the research, the population and the sample, the technique and the instrument of data collection, validation of the Instrument and analysis of results.

SUBJECT OF THE STUDY

In the research, the English teachers, the students, the researcher, and the research collaborator participated. The English teacher, the researcher and the researchers worked to overcome the problems related to writing skill. They worked to identifying the problems of the English and learning process related to the teaching of writing, collecting data, planning the solution, class methodology, evaluating and reflecting the use of an action done. This subject of study was conducted to the tenth-grade students at Adolfo H. Simmons public school. The subjects under the study were the students in academic year 2017/2018, which consisted of 18 females and 16 males. The researchers decided to select this class because the students they had have low writing and reading ability as it was said by the English teacher who mentioned that her students show low performance in writing and low interest when they learn English found difficulties in practicing their writing skill.
RESEARCH DESIGN

In the early stage in this action research, the researchers tried to find the weaknesses collaboratively with the teacher during the teaching and learning process. Then they identified the problems and their causes through observation, interview and survey to gain both qualitative and quantitative data. On the first type the researcher collected the quantitative data in the form of a survey. On the other hand, the second type, the researcher collected the qualitative data through the observation and interviews in the form of questionary. It was also necessary to review literature (bibliography research) about both variables to understand better the point of view of some authors about variables. All bibliographical information such as: quotation, theory or arguments will be cited and used as references.

As well as researchers created a matrix of variables to give order and clarity to different definitions, characteristic, classification, etc. through field investigation it could be observed that there were 680 hundred individuals; this quantity will be useful to measure through student survey the teaching real state using writing skill so that project can describe with statistic and others instruments of measure in what percentage students in this public school are learning English language, specifically using writing activities and the importance of using didactic resources to improve English proficiency.

An interview to the 10th grade teacher who answers to different questions trying to explain what types of methodologies, strategies and didactic resources is using in classroom. Finally, conclusions will be given and according to these conclusions recommendations will be also mentioned.
TYPES OF RESEARCH

This research about grammar structures and writing skill is based on different types of investigations:

EXPLORATORY

Grajales, (2000) states “Exploratory studies allow us to discover unknown phenomena in order to increase the degree of familiarity and contribute ideas about the correct way to approach a particular research with an adequate review of the literature.” (p.2)

Exploratory researches try to give us an overview, of approximate type, with respect to a certain reality. This type of research is especially performed when the chosen topic has been little explored and recognized, and when, moreover, it is difficult to formulate precise hypotheses or certain generality or when the resources of the researcher are insufficient to undertake a deeper work

DESCRIPTIVE RESEARCH

Grajales, (2000) expresses "Descriptive studies seek to develop an image or faithful representation of the phenomenon studied from its characteristics." (p.2)

Descriptive research works on realities of facts, and its fundamental characteristic is to present a correct interpretation. For descriptive research, its primary concern lies in discovering some fundamental characteristics of homogeneous sets of phenomena. In like manner Cazau, (2006) mentions "In a descriptive study, a series of questions, concepts or variables are selected and measured independently of the others, with the purpose, precisely, to describe them. These studies seek
to specify the important properties of persons, groups, communities or any other phenomenon "(p.27)

In this Project Descriptive research was a basic tool in the project through inquiries we managed to discover shortcomings and learning problems, this being a common factor in classrooms classes. However, it is necessary to rescue that the students possess different abilities and qualities in the learning. They also have an educational need in the English language.

In the next chart it is noticed how descriptive research in this thesis is used

**POPULATION**

D’ Angelo, (2016) defines population as "Total units of analysis of the set to study"

According to the foregoing text Population is the total set of individuals, objects or measures that have some common characteristics observable in a place and at a certain time. When carrying out some research, some essential characteristics should be taken into account when selecting the population under study.

The population to work is composed of 1 authority, 1 administrative, 25 teachers and 200 students; Giving a total of 227. Detailed in the following table:
### POPULATION

<table>
<thead>
<tr>
<th>N°</th>
<th>DESCRIPTION</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Directives</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Teachers</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>students</td>
<td>300</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>326</strong></td>
</tr>
</tbody>
</table>

**Fuente:** Colegio Fiscal Adolfo H. Simmons.
**Elaborado por:** Félix Abel López Poveda y Zoila Edith Cruz González

As we observed in the population of students of the Tenth Year of Higher Basic Education of the Tax School Adolfo H. Simmons exceeds a majority, which we must make the sample formulation to conduct a survey to a limited population.

**SAMPLE**

Hernandez and Fernandez, (2002) defined “sample is a population sub-group where the information is collected, the sample should be representative from the population- quantitative approach-, while that according to —qualitative approach- it is a set of people, contexts, events or facts where the information is collected without being representative of population” (p.302)

Determining that the sample is an extract of the population to analyze the study of a problem detected in a representative form of a small number of individuals through the mathematical calculation and interpretation of statistical graphs, facilitating a better understanding of the answers of the questions, so it has applied the following formula:

The sample is also represented by the next formula, taking into account all data gathered at “Adolfo H. Simmons” Public School

\[
n = \frac{PQ+N}{(N-1)\frac{e^2}{Q} + PQ}
\]
Where:

N = Sample.
PQ = Population variance = 0.25.
E = Error range = 0.10
K = Constant of error correction = 2.
N = Population = 326

\[
n = \frac{326 \times 0.25}{(326 - 1) \times \frac{0.10^2}{2^2} + 0.25}
\]

\[
n = \frac{81.5}{(0.8125) + 0.25}
\]

\[
n = \frac{81.5}{1.0625}
\]

Sample = 76.71 = 7

The sample that we have obtained to carry out our survey in the Adolfo H. Simmons School to the students of the Tenth Year of Basic Education will be detailed below:

<table>
<thead>
<tr>
<th>N°</th>
<th>DESCRIPTION</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Directives</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>students</td>
<td>34</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

Fuente: Colegio Fiscal Adolfo H. Simmons.
Elaborado por: Félix Abel López Poveda y Zoila Edith Cruz González

Chart. No. 2
**MATRIX OF VARIABLES**

The following table shows the dependent, independent variables with their respective dimensions and indicators.

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar Structure</strong></td>
<td><strong>Definition</strong></td>
<td>Structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Punctuation</td>
</tr>
<tr>
<td><strong>Grammar approach; Deductive and Inductive</strong></td>
<td>Advantages</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disadvantages</td>
</tr>
<tr>
<td><strong>Grammatical competence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Importance of grammar</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing skill</strong></td>
<td><strong>Definitions</strong></td>
<td>Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Text production</td>
</tr>
<tr>
<td><strong>Importance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing acquisition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing Process</strong></td>
<td>Pre-Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drafting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Editing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Publishing</td>
<td></td>
</tr>
<tr>
<td><strong>Types of writing</strong></td>
<td>Expository</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Persuasive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Narrative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Descriptive</td>
<td></td>
</tr>
<tr>
<td><strong>Writing strategies</strong></td>
<td>Generating ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rapid writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adding content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing and organizing ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Webbing, mapping and more</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supporting the main idea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adding details</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revising and editing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reorganizing ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asking questions to revise writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer editing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proofreading without partners</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Adolfo H. Simmons public school

**Elaborated by:** Félix Abel López Pobeda y Zoila Edith Cruz González

**Chart. No. 3**
RESEARCH METHODS

LOGICAL HISTORICAL METHOD

According to Escamilla, (2017) “the logical historical method allows us to study the facts of the past in order to find causal explanations for the specific manifestations of societies” (p.3)

This method is linked to the knowledge of the different stages of the objects according its chronological sequence, to know the evolution and development of the research phenomenon. Through this research, we analyze the concrete trajectory of the theory and its conditioning to the different periods of history

The historical method is a technique that allows researchers to work with primary sources or evidence of some historical fact, so as to be able to write as accurately as possible an event from the past.

At the beginning it was important to mention the history of the institution where the educational project was applied, as well as in the justification of the thesis this method was very well applied. This method was also used in the interview to the English teacher and ask about quantity What they have given for some time regarding the teaching of the language in this institution, so when students are asked when they are asked about the issues that are lived a diary and that have lived for a long time Before those who have now and those who Can be treated now.

INDUCTIVE METHOD

Castillo, (2010) defines inductive method as “a scientific method that draws general conclusions from particular premises." (P.2) This is the most common scientific method, which is characterized by four basic stages: observation and registration of all facts; the analysis and
classification of facts; The inductive derivation of a generalization from the facts; And contrasting.

In this research, inductive method was applied when researchers began doing the observations to collect information and to know what the problem was and different causes. Researcher gathered all information to establish a hypothesis; If the use of grammar affects or influences the development of writing skill.

**DEDUCTIVE METHOD**

For Castillo, (2010) "The deductive argument contrasts with the inductive method, in the sense that a procedure of inverse reasoning is followed. In the deductive method, it is usually said that one passes from the general to the particular. "(P.3)

According to foregoing text deductive method is a scientific method which considers the conclusion to be implicit in the premises. Therefore, it assumes that the conclusions necessarily follow the premises: if the deductive reasoning is valid and the premises are true, the conclusion can only be true.

In this Project this method was used from the beginning, both independent and dependent variables are big concepts that need to be explained starting from its definitions, importance, characteristics, types and process.

**ANALYTIC METHOD**

Quispe , (1990) argues that "Since statistics work with numbers, the procedure it uses is: from numerical data, to obtain results through certain rules and operations" (p, 79).
It was feasible to apply this method for the tabulation of data and to determine the population and the sample since it allows giving exact results of our investigation, obtaining accurate values that allowed the study and analysis of the problem through the relation between the variables fixed for our project and how acceptable and beneficial would be the elaboration and application of a Guide to Methodological Strategies.

TECHNIQUES AND INSTRUMENTS

This investigation took as technique survey and interview that according to Arias, (as it is cited in Govea, 2009) “techniques and instruments of investigation are several ways to get information” (p.125). The survey is made up 10 items where students should answer according liker scale. It was also taken an interview to the English teacher to get more value to the research. These instruments are quantitative and qualitative both for the methodological design and the obtaining of results; allowing concreting, feasible and effective information.

SURVEY

Hernandez and Fernandez, (2002) defined “sample is a population sub-group where the information is collected, the sample should be representative from the population- quantitative approach-, while that according to –qualitative approach- it is a set of people, contexts, events or facts where the information is collected without being representative of population” (p.302)

The following survey is aimed at a segment of specific people (students) that will allow us to know their opinions, concerns, tastes and preferences among other things, and is composed of closed questions with multiple choice answers that will allow us to account for the results of an easier manner
INTERVIEW

Pelaez et al., (2017) mention "The interview is a communication process that is normally carried out between two people: In this process the interviewee obtains the interviewee's information directly." (P.2) In other words interview is a meeting in which someone asks you questions about specific situations or fact

The interview consists of several open questions addressed to the teacher to seek information about different factors that make up the learning process, for example motivation, methodology, material resources, curriculum to be able to know the reality of English teaching in this Public educational institution.
OBJECTIVE:

To know about written grammar the teacher use, his opinion about the program he is using, and his posture related to the writing skills.

QUESTION 1: Do you consider the grammar as an important point to learn a new language?

I think grammar is important but not the only way to learn English as a new language because there are other methods of learning.

QUESTION 2: What didactic resources do the students like the most for learning grammar?

They really enjoy playing games, but the thing is that they don’t want to stop playing.

QUESTION 3: Which is the cause that produces a low efficiency in the students on their English grammar?

I believe that the cause it is not to be teaching grammar showing the students the way that the brain works when we talk.

QUESTION 4: Do you think the learning program implemented on the institution help to develop the English grammar?

The methods which have been used are just the appropriate for a good understanding not only of grammar but all the skills.
QUESTION 5: Have you focused your English classes only on teaching writing?

We focus not only in writing, but we develop all the skills.

QUESTION 6: What types of strategies do you use when teaching writing?

We focus our teaching on the action more than anything in every sentence than comes the object of the action and finally comes the subject of the action.

QUESTION 7: Do you consider important that students should know about the grammatical structure for writing texts or cartoons?

Knowing the structure of each tense we can have better statements otherwise we could be talking broken English.

INTERVIEW ANALIZE

Every question was focused to know the strategies which are being applied in the teaching of English. The answers of the teachers have been the appropriated, however, it is necessary to work on the part of the interaction with the student without forgetting the formal part of the learning, the structure of grammar and the rules of writing.

Some teachers answer in a correct way, but, in the previous study of the situation, the institution was in stages where it did not have English tutors, so, there are deficiency in some students.
OBJECTIVE:
To know the opinion of the students for applying of a didactic guide

SPECIFIC INFORMATION:
Mark the answer you consider is the most appropriated for each statement.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>STATEMENTS</th>
<th>TOTALLY DISAGREE</th>
<th>DISAGREE</th>
<th>INDIFFERENT</th>
<th>AGREE</th>
<th>TOTALLY AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You like to write in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Your English teacher practice writing skill in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You want to communicate with others through writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Your teacher encourages you to practice writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Your teacher uses other writing exercises a part of these applied from the book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You need practice more grammar rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>You recognize the elements in a sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You need to know the basic grammar structures to help to consolidate your communicate competence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Your teacher work with additional didactic material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Your teacher should work with additional didactic material to practice more writing skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Adolfo H. Simmons public school
Elaborated By: Edith cruz González y Félix López Poveda, 2017

CHART. No.4
DATA ANALYZE

In this part of the project the analysis of the data obtained from the surveys that were applied at Adolfo H. Simmons public school, as main part of this survey in the Authorities, Teachers and Students, is presented. The obtaining of truthful data for the approach of possible Solutions.

The information obtained from the 34 respondents was done manually, ordering the surveys according to the variables and the people applied as well as according to the order of their answers; this allowed the feasible elaboration of statistical tables and graphs; these tables and statistical graphs were made with the help of the executive branch of Microsoft Office.
ANALYSIS OF RESULTS  
SURVEY TO STUDENTS

SAMPLE: 34 students  
COURSE: Tenth

<table>
<thead>
<tr>
<th>ITEM # 1</th>
<th>You like to write in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
</tr>
</tbody>
</table>

Source: “Adolfo H. Simmons” public school  
Elaborated By: Edith Cruz and Felix López, 2017  
CHART No. 5

ANALYSIS

A great number of students have mentioned they like write in English. It can be observed that the interest by learning English, therefore it is important to help English teacher at Adolfo H. Simmons in improving their performance in teaching English applying new didactic resources and methodologies.
### ANALYSIS OF RESULTS
#### SURVEY TO STUDENTS

**SAMPLE:** 34 students

**COURSE:** Tenth

<table>
<thead>
<tr>
<th>ITEM # 2</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>1</td>
<td>2.94%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.94%</td>
<td></td>
</tr>
<tr>
<td>Indifferent</td>
<td>7</td>
<td>20.58%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>17.64%</td>
<td></td>
</tr>
<tr>
<td>Totally Agree</td>
<td>19</td>
<td>55.88%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** “Adolfo H. Simmons” public school

**Elaborated By:** Edith Cruz and Felix López, 2017

---

**ANALYSIS**

According to the survey a lot of students mention that their English teacher does apply writing activities however there are a considerable number of students show indifference to the question perhaps because of writing resources are not enough to motivate them. Therefore, it is necessary that teacher change the didactic resource or implement additional activities to develop writing skill.
You want to communicate with others through writing

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally Disagree</td>
<td>1</td>
<td>2.94%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>2.94%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>4</td>
<td>11.76%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>6</td>
<td>17.64%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>22</td>
<td>64.70%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>34</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: “Adolfo H. Simmons” public school
Elaborated By: Edith Cruz and Felix López, 2017

**ANALYSIS**

A great deal of students mentioned the desire to achieve communicate with others in English. Everybody has this type of anxiety when one wants to learn English, teacher in public school has the responsibility to achieve this straightforward desire change in reality class by class, therefore teacher should implement often new activities, create new activities, adapt activities from the others teachers to their classroom.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

SAMPLE: 34 students  COURSE: Tenth

<table>
<thead>
<tr>
<th>4</th>
<th>Your teacher encourages you to practice writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td>ITEM # 4</td>
<td>Totally Disagree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Source: “Adolfo H. Simmons” public school
Elaborated By: Edith Cruz and Felix López, 2017

Your teacher encourages you to practice writing

totally disagree disagree indifferent agree totally agree

3% 3% 12% 59% 23%

ANALYSIS

The majority of students mention that they do feel motivate by writing activities in class however teacher should not only use writing activities, teacher should apply writing activities without neglecting the others language skills. Therefore, writing activities should be a complement of the other languages skills.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

SAMPLE: 34 students  COURSE: Tenth

<table>
<thead>
<tr>
<th>ITEM # 5</th>
<th>Your teacher uses other writing exercises a part of these applied from the book</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td>Tot</td>
<td>Totally Disagree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Source: “Adolfo H. Simmons” public school
Elaborated By: Edith Cruz and Felix López, 2017

ANALYSIS

The majority of students mention that teacher only use the student book in class and there is no other instrument to help teacher to reinforce the writing skill. Therefore, there is the necessity to implement an additional instrument to help to reinforce writing activities.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

SAMPLE: 34 students  COURSE: Tenth

<table>
<thead>
<tr>
<th>ITEM # 6</th>
<th>You need practice more grammar rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
</tr>
<tr>
<td>Indifferent</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>Totally Agree</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Source: “Adolfo H. Simmons” public school
Elaborated By: Edith Cruz and Felix López, 2017

CHART No. 10

You need practice more grammar rules

totally disagree  disagree  indifferent  agree  totally agree

65% 17% 12% 3% 3%

ANALYSIS

A great deal of students mention that they should practice more grammar rules in order to increase their English proficiency, therefore the use of student book is appropriate to indicate new grammar structures for being used in the connection of ideas and give coherence at writing.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

SAMPLE: 34 students
COURSE: Tenth

<table>
<thead>
<tr>
<th>ITEM # 7</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Disagree</td>
<td>17</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>17.64%</td>
<td></td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Totally Agree</td>
<td>4</td>
<td>11.76%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Source: “Adolfo H. Simmons” public school
Elaborated By: Edith Cruz and Felix López, 2017

CHART No. 11

You recognize the elements in a sentence

- totally disagree
- disagree
- indifferent
- agree
- totally agree

ANALYSIS

Many students have mentioned that they cannot recognize different elements in a sentence perhaps due to teacher explanation being focused on grammar structures and not in functions of different part of the speech, therefore it is important to clear functions of part of the speech up so that students can associate these like in Spanish and put in order their ideas at the moment to write an essay or composition.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

SAMPLE: 34 students  COURSE: Tenth

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Totally Disagree</td>
<td>1</td>
<td>2.94%</td>
</tr>
<tr>
<td>0</td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>Indifferent</td>
<td>6</td>
<td>17.64%</td>
</tr>
<tr>
<td>7</td>
<td>Agree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>Totally Agree</td>
<td>20</td>
<td>58.82%</td>
</tr>
<tr>
<td>34</td>
<td>Total</td>
<td>34</td>
<td>100%</td>
</tr>
</tbody>
</table>

ITEM # 8

Source: “Adolfo H. Simmons” public school
Elaborated By: Edith Cruz and Felix López, 2017

CHART No. 12

ANALYSIS

A great number of student agree with to know basic grammar structures first before consolidating level of English, therefore teacher should employ international standards to teach English one of this is applied through national curriculum where are specified different levels to keep English language in progress as a second language.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

SAMPLE: 34 students
COURSE: Tenth

<table>
<thead>
<tr>
<th>ITEM # 9</th>
<th>Your teacher works with additional didactic material</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
<td>ALTERNATIVES</td>
</tr>
<tr>
<td></td>
<td>Totally Disagree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Source: “Adolfo H. Simmons” public school
Elaborated By: Edith Cruz and Felix López, 2017

ANALYSIS

A lot of students have mentioned that their teacher does not work with additional material or these are insufficiencies, therefore this project give the English teacher an important tool to help teacher in classroom and diversify different methodologies.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

SAMPLE: 34 students COURSE: Tenth

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM # 10</td>
<td>Totally Disagree</td>
<td>1</td>
<td>2.94%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>2.94%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>2</td>
<td>5.88%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>30</td>
<td>88.23%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>34</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: “Adolfo H. Simmons” public school
Elaborated By: Edith Cruz and Felix López. 2017

CHART No. 14

ANALYSIS

A lot of students have mentioned that they want that their teacher applied different instrument or additional writing materials to practice more and increase vocabulary and recognize and applied grammar structure in correct way.
CHI SQUARE

F. Maben and Sharp, (2012) “the chi-square test is used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories.”(p.1)

In statistic chi-square is defined as a continuous probability distribution with a parameter which represents Freedom degrees of the Independent variable. Chi-square determines make a guess, write the null hypothesis and the alternative, calculate the value of x², determine the value of p and the degree of freedom, get the critical value or tabular value, make a comparison between the calculated chi-square and the critical or tabular value and Interpret data.

There are three different types of chi-Square test: chi-square test of goodness of adjustment; chi-square test of association and chi-square test of Independence, therefore, it will be used the chi – square test by independence because it can determine if the observed quantities depend on the observed quantities from the other variable. For instance: determine if the use of grammar influence writing skill

The following quantitative information was obtained through results properly analyzed from the data analyzes whose statements represents independent and dependent variable.

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM # 6</td>
<td>Totally Disagree</td>
<td>1</td>
<td>2.94%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>2.94%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>5</td>
<td>11.76%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>5</td>
<td>17.64%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>21</td>
<td>64.70%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>34</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: “Adolfo H. Simmons” public school
Elaborated By: Edith Cruz and Felix López, 2017
When the values are obtained, it will be only taken the observed results so that, after that it can be added to all observed results.

For finding out expected values it is necessary to use the following formula: The value of the row of question 6 multiplied by the total of the first column and divided by the total value in this case 68. This procedure should be repeated up to complete the fifth column.

**STATEMENT 6**

Total of statement 6 multiplied by column 1 total and divided to 68 = 1
Total of statement 6 multiplied by column 2 total and divided to 68 = 1
Total of statement 6 multiplied by column 3 total and divided for 68 = 5.5
Total of statement 6 multiplied by column 4 total and divided to 68 = 6
Total of statement 6 multiplied by column 5 total and divided for 68= 15.5
STATEMENT 7

Total of statement 8 multiplied by column 1 total and divided to 68 = 1
Total of statement 8 multiplied by column 2 total and divided to 68 = 1
Total of statement 8 multiplied by column 3 total and divided for 68 = 5.5
Total of statement 8 multiplied by column 4 total and divided to 68 = 6
Total of statement 8 multiplied by column 5 total and divided for 68 = 15.5

<table>
<thead>
<tr>
<th>Statements</th>
<th>Expected values</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 You need practice more grammar rules</td>
<td>1 1 5.5 6 15.5</td>
</tr>
<tr>
<td>8 You need to know the basic grammar structures to help to consolidate your communicate competence</td>
<td>1 1 5.5 6 15.5</td>
</tr>
</tbody>
</table>

Source: Adolfo H. Simmons public school
Elaborated By: Edith cruz González y Félix López Poveda, 2017

PROBABILITY CALCULATION

To calculate chi-square it was necessary to use software in Microsoft excel MEGASTAT where all foregoing values have been entered to get chi-square result.

First step to get the probability value is enter into the create function tab and look for statistical method CHI-SQUARE after that real range and expected range are used.

As it is shown on the capture
Finally, the probability value result is \((P \text{ value}) = 0.93956176\)

Once the \(P\) value is found, this value will be used along with freedom grades to find chi-square result, as it is shown on the capture bellow.

Categories represent freedom degrees for example; according to, no disagreement, none etc. In this research there are 5 categories therefore the formula says that freedom degrees is equal to the number of categories minus 1, then it is 4, and alpha is equal to 0.05 or 5\% of probability

\[
\text{CHI} - \text{SQUARE} = 0.791666667 \ldots \ldots 0, 79\%
\]

When the chi-square is greater than the normal probability base the hypothesis is accepted on the other hand if the chi-square is less than the normal probability base the hypothesis is rejected

**NULL HYPOTHESIS:**

The use of grammatical rules does not help to consolidate a communicate competence
**ALTERNATE HYPOTHESIS:**

The use of grammatical rules do help to consolidate a communicate competence

**CHI.SQUARE INTERPRETATION**

The chi – square has an alternate hypothesis because the probability is greater than 0, 5% therefore the researchers have demonstrated through this statistical method the relation between the use of grammar and writing skill
Chi-square distribution

$df = 4$

$P(\text{lower}) = 0.8641$

$P(\text{upper}) = 0.1359$

Chi-square $= 7.91\%$

7.9% is greater than 5% when chi-square percentage is greater than table probability percentages

the null hypothesis is rejected.

Source: “Adolfo H. Simmons” public school

Elaborated By: Edith Cruz and Felix López, 2017
CONCLUSIONS

It was established some aspects that were object of study at “Adolfo H. Simmons” public school in order to find the problem.

It was observed the students and teacher in a normal English class, the result of this observation was:

STUDENTS:

- The students sometimes do the writing activities with the teacher
- The students do not have additional activities apart of those applied from the text.
- The student rarely practices composition in class to develop written production
- The students did not feel motivated for written activities.
- The students seldom participated in class

TEACHER:

- Teacher has limited writing resources to work in class
- Teacher uses adequate methodology to teach writing skill however what is needed are more writing activities to work in class

This observation evidenced that there are difficulties in the methodological treatment and the writing resources in class; therefore, it is necessary to help with additional writing activities with the aim of improving writing skill, which will be provided by the proposal of this thesis with basic grammar exercises to improve and encourage writing skill and to have a better learning.
RECOMMENDATIONS

It is important that in the classroom the environment of teaching changes at least daily, for example, one-day songs, other day, terror reading, but with their dramatization, these actions will motivate the students to learn more because of the enthusiasm.

Teacher can teach with examples invented by him or her, and the examples of the didactic guide can be used as a learning book.

The students must practice daily, if it is not happening, he or she will forget all the learnt. Teachers also have to practice with the didactic guide, in order to present the lesson with fluency and not trying to prepare at the same time of the class, that is to say, to make an improvisation.
CHAPTER IV

THE PROPOSAL

JUSTIFICATION OF THE PROPOSAL

Formal education, by being a forger of professionals (university students among them) and citizens, have in their hands a very great challenge: to prepare people who are reflexive, critical and capable of solving problems that the globalized world generates, through innovative educational models.

Therefore, the present work is part of changing the traditional way of teaching classes to students, since teachers have also been victims of the system that has ruled for years, making the student a repetitive being of mistakes or disagreements.

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Therefore, the present work is part of changing the traditional way of teaching classes to students, since teachers have also been victims of the system that has ruled for years, making the student a repetitive being of mistakes or disagreements.

Teachers should be aware of their role in the learning process of the students. In this information society in which the human unfolds today, empiricism has to be relocated. It is ironic that the Internet is full of information (for example) and that teachers continue to guide their educational praxis in the emulation of procedures without being aware of why.
According to the results obtained from this research the public school feels the need to apply an instrument of Improvement in the methodology used in the learning of the foreign language specifically in the writing of the English language to raise the academic level of the students and thus To be able to help not only the foreign languages area of the students of the Eight grade at Adolfo H. Simmons public school but to help students develop their potential for understanding.

The design of a didactic guide focused on the structure of sentences to strengthen the teaching strategies in learning, the same must be in line with the new requirements that the education ministry sets.

The construction of this guide is intended to implement an improvement in the learning process of the subject English.

It will allow to solving some problems of the students of the Educational Unit Adolph H. Simmonds. The intention of this proposal is to motivate, to create a meaningful learning in future graduates of the institution

OBJECTIVES OF THE PROPOSAL

GENERAL OBJECTIVE

✓ To determine the impact of the implementation of a didactic guide with basic grammar exercises to develop writing skill in students of 8th grade at Adolfo H. Simmons public school.

SPECIFIC OBJECTIVES

✓ To analyze the basic grammar structure to implement basic writing exercise to improve writing skill
✓ To provide to the teachers with a pedagogical instrument to help in the teaching and learning process.

✓ To develop learning strategies with teaching methodology in the subject of English.

FEASIBILITY OF APPLICATION

FINANCIAL

This proposal has characteristics of being sustainable since with the support of authorities, it could be afforded itself. Among the expenses, photocopies were the most used since it permitted to make corrections and comparisons to keep evidence of the tutorials. The use of the internet at libraries of the faculty of philosophy also made this work cheaper. In fact, no expenses were needed and exceeded; with this, it can be proved that the principal within necessity is to create consciousness of typical problems that can be solved easily without exaggerating in expenses.

TECHNICAL

This proposal is technically possible because it has the resources needed to implement it, and they can be human, material, and economic infrastructure.

HUMAN RESOURCES

The staff of the institution, parents and the students, were presented with total support, disinterest and full attention. As they will be the first beneficiaries, they were aware of the attention and solidarity that this project offers to the students of 8th grade, for this reason it has:

• Support of the authorities and teachers on campus.
• Legal representatives of the students on campus.
• Support and availability of students.

MATERIAL RESOURCES:

It has the availability and support of obtaining information through the literature, documents, books, also the internet is available to develop it.

BENEFITS

Writing is an activity for emotions and thoughts it is an important component of second/foreign language learning, it is a complex process which involves different factors, and is an essential and necessary skill for ESL/EFL students, they are who are being benefit when practice writing activities in class, it help them as a vehicle through which students can express their critical thinking, Learners can also benefit from writing as it can enhance students' vocabulary, spelling and grammar and is considered a literacy skill which is active and productive.

Furthermore, writing is a means to communicate with others that transcends time and space, and which involves a writer who produces a text for someone, including the self, and under certain circumstances, addition to all of this students can see themselves as sincere, sensible, sensitive, thoughtful beings, capable of penetrating creative self-expression.

DESCRIPCION OF THE PROPOSAL

The proposal is the design of a guide focused on developing writing skill. It will be applied at Adolfo H. Simmonds public school with the students of tenth grade. It is on the night shift during the school year 2016-2017. The guide will have writing activities using basic grammar structures.
This project contributes to the development of writing skill of students through sentence structures that will make it easier to acquire new knowledge, thus allowing to form a good foundation for the future. The authors of the research consider writing as one of the fundamental bases for a new language because the information is always written and structured in a defined way. If students fail to understand the structures, they may have access to all kinds of knowledge.

The lessons of which consists this project are 10, containing basic grammar structures such as: simple present, present continuous, going to and future simple. Teacher who uses this guide can take 45 minutes of class to applied one exercise or to mingle student book and teacher guide at the same time

This proposal will be applied at Adolfo H. Simmonds public school with the following units or lessons

**LESSON 1:** Simple Present
- Affirmative sentences
- Negative sentences
- Interrogative sentences
- Third person singular

**LESSON 2:** Simple Past
- Affirmative sentences
- Negative sentences
- Interrogative sentences
- Auxiliary verbs
- Regular and irregular verbs

**LESSON 3:** Future Simple
- Affirmative sentences
- Negative sentences
PsycHological Aspect

The basic idea behind multiple intelligence activities is that people learn using different types of intelligences. Teachers should create activities trying to wake up these intelligences. Multiple intelligences can be applied in teaching of English language, for Beare, (2017) multiple intelligences activities are useful for English teaching in a variety of situations. It is important to consider that the most important aspect of using multiple intelligence activities in class is that you will be giving support to learners who may find more traditional activities difficult. For Garner, (1989) there are different types of intelligence such as: verbal / linguistic, visual / spatial, body / kinesthetic, interpersonal, intrapersonal, logical / mathematical and environmental intelligence

Multiple intelligence activities by category for the English learning classroom can be

Verbal / Linguistic

Common in most classrooms, verbal - linguistic intelligences focuses on learning through the use of words.

Visual / Spatial

Visual - spatial intelligences uses visual aids such as graphs, photos, diagrams, etc. in the learning process.
BODY / KINESTHETIC

Learning through movement is the basic idea of body - kinesthetic, this type of intelligence in classroom can be developed through role plays in class for example drama activities.

INTERPERSONAL

Interpersonal skills are important in language learning as they relate to the ability of communicating effectively.

PHILOSOPHIOCAL APECT

MOTIVATION

For R. Lai, (2011) “Motivation refers to reasons that underlie behavior that is characterized by willingness and volition.” (p.1) Motivation is responsible for determining human behavior by energizing it and giving it direction. Students in class need to be motivated to acquire learning in better way and more effectively as well as it is important because it provides the drive for people to accomplish their goals, maintain their responsibilities or solve problems.

Motivation is split up in two types; intrinsic and extrinsic motivation. Intrinsic motivation refers to behavior that is driven by internal rewards Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities, on the other hand extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation, an example about this types of motivation is the Competition because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives.
SOCIOLOGICAL ASPECT

Globalization means global interactions of people, shared cultures, information and technology, education, economy and value systems. Globalization has brought a great number of migrants to the biggest cities, gradually creating areas of multicultural and multilingual diversity.

With the recent increased pace of globalization, and the resulting profound changes in the kinds of connections that exist between nations and peoples in different parts of the world, English has become even more of a world language.

Globalization brings the cultures of different countries together. The effect of globalization can be felt in terms of languages and technology; it is currently considered that globalization has made English be a common medium of communication in most countries, Ecuador is not the exception through national curriculum, the English language is taught from the early age, students should learn different skills; reading writing, listening and speaking to learn English cannot be separated of the social aspect because of the globalization process.

PEDAGOGICAL ASPECT

TEACHER’S ROLE

Teacher in class is not a person who knows everything, however teacher carries out a very important role in spite of being, sometimes like a multitasking person but they are not really. Guide students, to be a support for students, and facilitator. According to Liao, (2012) “the role of the teacher in this study is as a modulator and a supporter.” (p. 5) therefore Precisely teachers are those who are called to monitor the students’ progress in all their language abilities; apply, invent, discover and look for other strategies not only for evaluating students in class but prepare students for the success in the future performance.
ROLE OF THE STUDENT

Teacher should try his students not be simple listeners but wake up in them the feeling for knowing, understand, describe, discriminate and classify. For Liao, (2012)" The main approach is a learner centered one, which means that students are encouraged to play a more interactive role and to think aloud.” (p. 6) Nowadays, The student’ role is more interactive thanks to humanist, constructivist and technology approaches. Globalization has done society change when society change education change and nowadays teacher has to get students thinking of critical way, explaining their ideas and encourage multiply strategies.

LEGAL ASPECT

The 4th objective of the Good Living National Plan mentions that the teacher has to harmonize the educational process, taking into account the proficiency that the student should have at the end of the school year; abilities, competences and learning goals are necessary to be promoted to the next level of their studies. For that reason, this project has basis on this article, because it wants that all students finish their school year with plenty of information about the EFL to increase their knowledge in high percentage.

CONCLUSION

With the application of this didactic proposal we can change the poor and limited image that students have about the process of writing in classes, if we are able to awaken in them the pleasure that comes from the letters, if we involve them emotionally so that Through their writings explore their own personal world, their communicative and artistic interests in some cases, express what they like or what they are worried about, we will make the teaching process of a foreign language a dynamic, interesting, instructive and educational process.
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ANNEXE I
DOCUMENTS
UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA- NIVEL PREGRADO

Guayaquil, 27 de junio del 2016

MSC. SILVIA MOY-SANG CASTRO
DECANA DE LA FACULTAD DE FILOSOFIA,
LETRAS Y CIENCIAS DE LA EDUCACION
Ciudad.-

Nosotros, FELIX ABEL LOPEZ POVEDA con C.I. 0941209025 y ZOILA EDITH CRUZ GONZALEZ con C.I. 0923198741 egresados de la carrera LICENCIATURA EN LENGUAS Y LINGÜÍSTICA, Centro de Estudio GUAYAQUIL, modalidad SEMI-PRESENCIAL del periodo lectivo 2015-2016, hemos finalizado la Unidad de Titulación en el Grupo B.

Nos dirigimos a Usted, para solicitar la revisión y aprobación de nuestro tema para el proyecto de titulación para continuar con la elaboración del mismo.

Tema:
The incidence of grammar in the development of the English writing for the design of a didactic guide with grammar focused on structure of sentences to strengthen writing skills.

El mismo que ha sido elaborado bajo el criterio de la Unidad Curricular de Titulación.

Por la atención que dé al presente, quedamos muy agradecidos.

Félix López Poveda
C.I.: 0941209025

Zoila Cruz González
C.I.: 0923198741

28/06/16
5:14
Guayaquil, 16 de Agosto del 2016

MSc.
LARRY TORRES
PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: LOPEZ POVEDA FELIX ABEL Y CRUZ GONZALEZ ZOILA EDITH

TOPIC: THE INCIDENCE OF GRAMMAR IN THE DEVELOPMENT OF THE ENGLISH WRITING FOR THE DESIGN OF A DIDACTIC GUIDE WITH GRAMMAR FOCUSED ON STRUCTURE OF SENTENCES TO STRENGTHEN WRITING SKILLS.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

Ab. Jacinto Calderón Vallejo, MSc.
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Msc.
Arq. Silvia Moy-Sang Castro
Decana de la Facultad de Filosofía,
Letras y Ciencias de la Educación
Ciudad.-

De mis consideraciones:

En virtud de la Resolución por la autoridad académica de la facultad de filosofía, Agosto 16 del 2016, en el cual se me designó asesor de proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización lenguas y lingüística, tengo a bien informar lo siguiente:

Que la estudiante ZOILA EDITH CRUZ GONZÁLEZ con C.C. 0923198741 y FELIX ABEL LÓPEZ POVEDA con C.C. 0941209025, Diseñaron y ejecutaron el proyecto Educativo con el tema: DESIGN OF A DIDACTIC GUIDE WITH BASIC GRAMMAR EXERCISES TO DEVELOP THE WRITING SKILLS. Propuesta: DESIGN OF A DIDACTIC GUIDE WITH BASIC GRAMMAR EXERCISES TO DEVELOP THE WRITING SKILLS el mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

La participante ha ejecutado las diferentes etapas constitutivas del proyecto; por lo expuesto se procede a la APROBACIÓN, y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy atentamente,

[Signature]
Msc. Larry Torres
Tutor
Guayaquil, 4 de Julio del 2017.

Master.
María Auxiliadora Saavedra
DIRECTORA DE LA UNIDAD EDUCATIVA FISCAL “ADOLFO H. SIMMONDS”
Ciudad

Saludos cordiales

Nosotros FELIX ABEL LOPEZ POVEDA con C.I. 0941209025 y ZOILA EDITH CRUZ GONZALEZ con C.I. 0923198741 egresados de la Facultad de Filosofía. Conocedores de su espíritu de colaboración, mediante la presente solicitamos a usted se nos permita realizar nuestro PROYECTO EDUCATIVO en la Institución Educativa que tan acertadamente dirige, previo a la obtención del título de Licenciado(a) en Lenguas y Lingüística.

TOPIC: Application of basic grammar structure in the development of writing skills

PROPOSAL: Design of a didactic guide with basic grammar exercises to develop the writing skills

La información requerida (reseña histórica, aplicación de encuestas, entre otros), es de suma importancia para el desarrollo de la investigación.

Contando con su aprobación y colaboración institucional, quedamos agradecidos.

Firmado:

Felix López Poveda
C.I.: 0941209025

Zoila Cruz González
C.I.: 0923198741

[Firma]

Riobamba: 14 de Julio de 2017
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Msc Larry Torres Vivar, tutor del trabajo de titulación certifico que el presente proyecto de titulación ha sido elaborado por Felix Abel López Poveda con cédula de ciudadanía 0941209025 y Zoila Edith Cruz González con cédula de ciudadanía 0923198741 con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado(a) en ciencias de la educación en la carrera Lengua Inglesa.

Se informa que el trabajo de titulación Application of basic grammar structure in the development of writing skills. Proposal: Design of a didactic guide with basic grammar exercises to develop the writing skills, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND, quedando el 10% coincidencia.

Msc. Larry Torres Vivar
Urkund Analysis Result

Analysed Document: BASIC GRAMMAR STRUCTURE-WRITING SKILLS - EDITH.docx (D29684832)
Submitted: 2017-07-18 21:18:00
Submitted By: edithanrom@gmail.com
Significance: 10 %

Sources included in the report:
TESIS COMPLETA URKUND 29 DE JUNIO DEL 2017.docx (D29477170)
1430245571_562__CHAPTER%25281%2529.docx (D15034782)
CHAPTER 8 bell.doc (D41633130)
https://www.slideshare.net/19601580/tarea3-77022759
https://www.thoughtco.com/multiple-intelligence-activities-1211779
http://people.oxford.edu/~cassedd/grammarwriting.htm
http://www.marquette.edu/wac/WhatMakesWritingSoImportant.shtml

Instances where selected sources appear:

29
RESEARCHER WELKER LOPEZ POMAS 2017 ALEJANDRO ZACARÍAS GONZÁLEZ

CONSULTOR ACADÉMICO VIA: LAVI TROCÉ

2017

INTRODUCTION

Writing a foreign language is one of the most challenging skills for almost all learners. Developing this skill is important for students as it is the most complex in comparison to speaking, listening, and reading. This is especially true for English learners as the level of competence in foreign languages is relatively low. Moreover, students often need to work on different aspects of writing, including sentence structure, organization, vocabulary, language use, spelling, punctuation, and correct capitalization and paragraphing.

The present study has as its main purpose the study of the incidence of grammatical errors in the development of the writing for the English language with focus to sentence structure. This is to say, the research presented by the authors is welcomed in order to perform an analysis through a checklist, guide to investigate the writing skills and grammatical aspects of English language in students, especially those who have difficulties in Spanish speaking and learning English.
INTERVIEW TO MISS WENDY ZAPATA TEACHER OF THE STUDENTS OF TENTH GRADE

OBJECTIVE:

To know about written grammar the teacher use, his opinion about the program he is using, and his posture related to the writing skills.

Question 1: Do you consider the grammar as an important point to learn a new language?

I think grammar is important but not the only way to learn English as a new language because there are other methods of learning.

Question 2: What didactic resources do the students like the most for learning grammar?

They really enjoy playing games, but the thing is that they don’t want to stop playing.

Question 3: Which is the cause that produces a low efficiency in the students on their English grammar?

I believe that the cause it is not to be teaching grammar showing the students the way that the brain works when we talk.

Question 4: Do you think the learning program implemented on the institution help to develop the English grammar?

The methods as an area that have been used I is just the appropriate for a good understanding not only of grammar but all the skills.

Question 5: Have you focused your English classes only on teaching writing?

We focus not only in writing, but we develop all the skills.

Question 6: What types of strategies do you use when teaching writing?

We focus our teaching on the action more than anything in every sentence than comes the object of the action and finally comes the subject of the action.
Question 7: Do you consider important that students should know about the grammatical structure for writing texts or cartoons?

Knowing the structure of each tense we can have better statements otherwise we could be talking broken English.

According to the interview, it can be establishing that the teacher does not have enough instruments or didactic resources to motivate the students giving as a result problems in the writing skill.
ENCUESTA A LOS Y LAS ESTUDIANTES DEL DECIMO GRADO DEL
COLEGIO ADOLFO H. SIMMONDS

OBJECTIVO:
Conocer la opinión de los estudiantes para la aplicación de una guía

INFORMACION ESPECÍFICA:
Marque la respuesta que considere es la más apropiada para cada afirmación

<table>
<thead>
<tr>
<th>N°.</th>
<th>AFIRMACIONES</th>
<th>EN TOTAL DESACUERDO</th>
<th>EN DESACUERDO</th>
<th>INDIFFERENTE</th>
<th>DE ACUERDO</th>
<th>DE ACUERDO TOTALMENTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Te gusta escribir en inglés</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tu profesor de inglés practica actividades de escritura en clase</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>3</td>
<td>Tú quieres comunicarte con otros a través o de manera escrita</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>Tu profesor estimula la práctica de la escritura en inglés</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tu profesor usa otros ejercicios de escritura a parte de esos aplicados en el texto</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Tú necesitas practicar más reglas gramaticales</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Reconoces los elementos en una oración</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Necesitas conocer las estructuras básicas para ayudar a consolidar tu competencia comunicativa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Tu profesor trabaja con materiales didácticos adicionales</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Tu profesor debe trabajar con materiales didácticos adicionales para desarrollar la habilidad de la escritura</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

FUENTE: Adolfo H. Simmons public school
ELABORADO POR: Edith cruz González y Félix López Poveda, 2017
ANNEXE II
PHOTOS
Instalaciones del Colegio fiscal “Adolfo h. simmons”, ubicado en el Cantón Guayaquil, prov. Del Guayas, calles Luque y Carchi, esquina. (4 de Julio del 2017)

FUENTE : Adolfo H. Simmons public school
ELABORADO POR : Edith cruz González y Félix López Poveda, 2017
RECTORA ENCARGADA DE LA JORNADA NOCTURNA COLEGIO
ADOLFO H. SIMMONS

Solicitud para realizar encuestas a las estudiantes con la Sra. Rectora encargada Msc. Delia Peña (4 de Julio del 2017)

FUENTE: Adolfo H. Simmons public school
ELABORADO POR: Edith cruz González y Félix López Poveda, 2017
Entrevista con la docente de inglés de los Décimos grados (4 de Julio del 2017)

FUENTE: Adolfo H. Simmons public school

ELABORADO POR: Edith cruz González y Félix López Poveda, 2017
Aplicación de encuestas sobre grammar y writing skill al Décimo grado A, (4 de julio del 2017)
FUENTE : Adolfo H. Simmons public school
ELABORADO POR : Edith cruz González y Félix López Poveda, 2017
SUPERVISION DE TESIS POR EL SR. TUTOR
MSc. Larry Torres

Revisión de tesis cada miércoles y Jueves con el Msc. Larry Torres
(desde 16 de agosto, 2016 hasta 23 de agosto del 2017)

FUENTE: Adolfo H. Simmons public school
ELABORADO POR: Edith cruz González y Félix López Poveda, 2017
PROPOSAL

DIDACTIC GUIDE WITH BASIC GRAMMAR EXERCISES TO DEVELOP THE WRITING SKILLS
WRITING GUIDE INTRODUCTION

INSTRUCTION TO PREPARE THE STUDENTS TO WRITE

Before engaging in a writing task, students need to know the purpose of writing and be introduced to important language features and key vocabulary. Teachers can create their own activities or follow the model of a text; a text can be constructed on the board or overhead as a whole class activity with the learners contributing the language. This will enable teachers to identify and explain language features that are problematic and model the editing process for learners.

Before asking students to complete a written task, there are some things a teacher can do to prepare them:

- Be clear about the skills being developed (verb tense, structures, forms etc.)
- Involve students as personally as possible as this increases motivation
- Discuss with the students the different skills involved in the writing process such as conceptualizing, planning, composing, revising etc.
- Remember that increased reading is equals to better writing

GENERAL OBJECTIVES

- Improve the writing skill by means of the use of a didactic guide with grammar activities to level A1 in order develop the oral communication in the students of eighth grade of Basic Education in a better way
- Appreciate and value English as an international language and a medium to interact globally.
- Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner.
SPECIFIC OBJECTIVES

- Use grammar in correct way to produce level-appropriate writing competence
- Know the basic grammar structure in English language
- Make use of the acquired grammar knowledge in writing activities
- Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)
- Write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.

GRAMMAR LEVEL FOR EFL LEARNERS

BASIC USER

(Common European Framework, 2016, p.114)

A2 uses some simple structures correctly, but still systematically makes basic mistakes — for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.

A1 Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
WRITING LEVEL FOR EFL LEARNERS

BASIC USER (A2)

(Common European Framework, 2016, P.33)

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).

- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

BASIC USER (A1)

(Common European Framework, 2016, P.33)

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

- Can introduce him/ herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
CONTENTS

LESSON 1:
Simple Present
Affirmative sentences
Negative sentences
Interrogative sentences
Third person singular

LESSON 2:
Simple Past
Affirmative sentences
Negative sentences
Interrogative sentences
Auxiliary verbs
Regular and irregular verbs

LESSON 3:
Future Simple
Affirmative sentences
Negative sentences
Interrogative sentences
Auxiliary WILL

LESSON 4:
Going to
Affirmative sentences
Negative sentences
Interrogative sentences
Auxiliaries: IS-ARE-AM
AFFIRMATIVE SENTENCES IN THE SIMPLE PRESENT

I read books.

You read books.

He reads books.

Infinitive (3rd person singular he, she, it: infinitive + -s)
NEGATIVE SENTENCES IN THE SIMPLE PRESENT

You must not negate a full verb in English. Always use the auxiliary *do* for negations and the *infinitive* of the verb.

<table>
<thead>
<tr>
<th>LONG FORMS</th>
<th>CONTRACTED FORMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not clean the room.</td>
<td>I don’t clean the room.</td>
</tr>
<tr>
<td>You do not clean the room.</td>
<td>You don’t clean the room.</td>
</tr>
<tr>
<td>He does not clean the room.</td>
<td>He doesn’t clean the room.</td>
</tr>
</tbody>
</table>

QUESTIONS IN THE SIMPLE PRESENT

You need the auxiliary *do/does* and the *infinitive* of the verb.

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I play football?</td>
</tr>
<tr>
<td>Do you play football?</td>
</tr>
<tr>
<td>Does he play football?</td>
</tr>
</tbody>
</table>
**Present Progressive**

**AFFIRMATIVE SENTENCES IN THE PRESENT PROGRESSIVE**

<table>
<thead>
<tr>
<th>LONG FORMS</th>
<th>CONTRACTED FORMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am playing football.</td>
<td>I’m playing football.</td>
</tr>
<tr>
<td>You are playing football.</td>
<td>You’re playing football.</td>
</tr>
<tr>
<td>He is playing football.</td>
<td>He’s playing football.</td>
</tr>
</tbody>
</table>

**NEGATIVE SENTENCES IN THE PRESENT PROGRESSIVE**

<table>
<thead>
<tr>
<th>LONG FORMS</th>
<th>CONTRACTED FORMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not playing football.</td>
<td>I’m not playing football.</td>
</tr>
<tr>
<td>You are not playing football.</td>
<td>You’re not playing football.</td>
</tr>
<tr>
<td>He is not playing football.</td>
<td>He’s not playing football.</td>
</tr>
</tbody>
</table>
Simple Past

**AFFIRMATIVE SENTENCES IN THE SIMPLE PAST – REGULAR VERBS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I cleaned</td>
<td>my room.</td>
</tr>
<tr>
<td>You cleaned</td>
<td>your room.</td>
</tr>
<tr>
<td>He cleaned</td>
<td>his room.</td>
</tr>
</tbody>
</table>

**AFFIRMATIVE SENTENCES IN THE SIMPLE PAST – IRREGULAR VERBS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I went</td>
<td>home.</td>
</tr>
<tr>
<td>You went</td>
<td>home.</td>
</tr>
<tr>
<td>He went</td>
<td>home.</td>
</tr>
</tbody>
</table>
NEGATIVE SENTENCES IN THE SIMPLE PAST

Do not negate a main verb in English. Always use the auxiliary did (Simple Past of to do) and the infinitive of the verb for negations.

There is no difference between regular and irregular verbs in negative sentences.

<table>
<thead>
<tr>
<th>LONG FORMS</th>
<th>CONTRACTED FORMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not clean the room.</td>
<td>I didn’t clean the room.</td>
</tr>
<tr>
<td>You did not clean the room.</td>
<td>You didn’t clean the room.</td>
</tr>
<tr>
<td>He did not clean the room.</td>
<td>He didn’t clean the room.</td>
</tr>
</tbody>
</table>

QUESTIONS IN THE SIMPLE PAST

You need the auxiliary did and the infinitive of the verb.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I play football?</td>
<td></td>
</tr>
<tr>
<td>Did you play football?</td>
<td></td>
</tr>
<tr>
<td>Did he play football?</td>
<td></td>
</tr>
</tbody>
</table>
Past Progressive

AFFIRMATIVE SENTENCES IN THE PAST PROGRESSIVE

<table>
<thead>
<tr>
<th>I was playing football.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You were playing football.</td>
</tr>
<tr>
<td>He was playing football.</td>
</tr>
</tbody>
</table>

NEGATIVE SENTENCES IN THE PAST PROGRESSIVE

<table>
<thead>
<tr>
<th>LONG FORMS</th>
<th>CONTRACTED FORMS</th>
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</thead>
<tbody>
<tr>
<td>I was not playing football.</td>
<td>I wasn't playing football.</td>
</tr>
<tr>
<td>You were not playing football.</td>
<td>You weren't playing football.</td>
</tr>
<tr>
<td>He was not playing football.</td>
<td>He wasn't playing football.</td>
</tr>
</tbody>
</table>
# QUESTIONS IN THE PAST PROGRESSIVE

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was I playing football?</td>
<td>Was I playing football?</td>
</tr>
<tr>
<td>Was he playing football?</td>
<td>Was he playing football?</td>
</tr>
<tr>
<td>Were they playing football?</td>
<td>Were they playing football?</td>
</tr>
</tbody>
</table>

![Image of soccer balls and question mark](image-url)
### Going to

#### AFFIRMATIVE SENTENCES IN THE GOING TO-FUTURE

<table>
<thead>
<tr>
<th>LONG FORMS</th>
<th>CONTRACTED FORMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I am going to play</em> handball.</td>
<td><em>I'm going to play</em> handball.</td>
</tr>
<tr>
<td><em>You are going to play</em> handball.</td>
<td><em>You're going to play</em> handball.</td>
</tr>
</tbody>
</table>

#### NEGATIVE SENTENCES IN THE GOING TO-FUTURE

<table>
<thead>
<tr>
<th>LONG FORMS</th>
<th>CONTRACTED FORMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I am not going to play</em> handball.</td>
<td><em>I'm not going to play</em> handball.</td>
</tr>
<tr>
<td><em>You are not going to play</em> handball.</td>
<td><em>You're not going to play</em> handball.</td>
</tr>
<tr>
<td></td>
<td><em>You aren't going to play</em> handball.</td>
</tr>
</tbody>
</table>
QUESTIONS IN THE GOING TO-FUTURE

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I going to play handball?</td>
<td></td>
</tr>
<tr>
<td>Are you going to play handball?</td>
<td></td>
</tr>
</tbody>
</table>
**Future simple**

**Affirmative sentences in the will-future**

<table>
<thead>
<tr>
<th>Long Forms</th>
<th>Contracted Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will win the match.</td>
<td>I’ll win the match.</td>
</tr>
<tr>
<td>You will win the match.</td>
<td>You’ll win the match.</td>
</tr>
<tr>
<td>He will win the match.</td>
<td>He’ll win the match.</td>
</tr>
</tbody>
</table>

**Negative sentences in the will-future**

<table>
<thead>
<tr>
<th>Long Forms</th>
<th>Contracted Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will not win the match.</td>
<td>I’ll not win the match.</td>
</tr>
<tr>
<td>You will not win the match.</td>
<td>You’ll not win the match.</td>
</tr>
<tr>
<td>He will not win the match.</td>
<td>He’ll not win the match.</td>
</tr>
</tbody>
</table>
## QUESTIONS IN THE WILL-FUTURE

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will I win the match?</td>
</tr>
<tr>
<td>Will you win the match?</td>
</tr>
<tr>
<td>Will he win the match?</td>
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ACTIVITIES

PRESENT SIMPLE
Affirmative, negative, questions

Exercise 1
use the present simple affirmative.

1. I __________ (go) shopping with my brother.

2. We sometimes __________ (use) a dictionary in class.

3. My friends __________ (study) Italian at their school.

4. School __________ (finish) at three o’clock.

5. You __________ (live) near me.
6. He ________ (like) rap music.

7. She ________ (do) her homework before dinner.

8. We ________ (play) tennis in school on Wednesday afternoon.

9. I ________ (watch) TV in the evening.

10. My mother ________ (teach) art.
Exercise 2

Write the sentences in negative.

1. I study French.
   ______________________________________________

2. School finishes at two o’clock.
   ______________________________________________

3. You copy from other students.
   ______________________________________________

4. We think English is easy.
   ______________________________________________

5. My friends play volleyball.
   ______________________________________________

6. I watch TV on Saturday morning.
   ______________________________________________

7. She speaks Chinese.
   ______________________________________________

8. The dog likes cats.
   ______________________________________________
9. They listen to pop music.

____________________________________________

10. I play with my hamster every day.

____________________________________________

Exercise 3
Write the sentences and finish the short answers.

1. live / at / you / Do / school / ?
   
   No, ________________

2. in / students / Do / the canteen / ? / eat
   
   Yes. ________________

3. to school / your brother / on Saturday / ? / Does / go
   
   No, ________________

4. live / near / Do / your friends / you / ?
   
   Yes, ________________

5. at / school / finish / Does / three o’clock / ?
   
   No, ________________
Exercise 4
Present simple.

1. I______________ (play) tennis after school.

2. You________________ (start) school at nine o’clock.

3. We________________ (have) lunch at school.

4. They________________ (watch) TV after dinner.

5. She________________ (not get up) at seven o’clock.

6. We________________ (go) to bed at nine o’clock.

7. What time________ I________ (get) up?
8. What_________ she_________ (do) after school?

9. He___________ (play) football.

10. Susan___________ (go) to the cinema.

11. What________ they_________ (do) in the evening?

12. How________ you_________ (spell) that in English?

13. Brian___________ (get) up at eight o´clock.

14. Where_________ John and Martin ________ (go) ?

15. Serena___________ (not know) what to do.
16. Wendy___________ (not like) to do shopping.

17. My grandfather______________ (not live) in London.

18. My sisters_______________ (walk) to school every day.


20. My cousin_______________ (study) biology.
Exercise 5

1. Ana_________ (not watch) TV.

2. Peter_________ (not study) French.

3. Javi_________ (watch) TV.

4. Antonio_________ (play) computer games.

5. Luís Miguel_________ (not read) magazines
Exercise 1
Add the -ing.

1. camp __________

2. swim __________

3. travel __________

4. walk __________

5. have __________

6. write __________

7. cook __________

8. shop __________
Exercise 2
Complete the sentences.

1. His dad and brother _____ (cycle) to the shops.
2. We ______ (not travel) in Japan.
3. I ______ (sunbathe) on the beach.
4. She ______ (not watch) TV.
5. They ______ (not swim) in the sea.
6. Sue ______ (stay) at home today.

Exercise 3
Write the questions and the short answers.

1. your dad / work / today /?
   ____________________________________________
   Yes, __________________________

2. you / have a good time / on holiday / ?
   ____________________________________________
   Yes, __________________________

3. your mum / cook dinner / now / ?
   ____________________________________________
   Yes, __________________________

4. your friends / play football / ?
   ____________________________________________
   Yes, __________________________
Exercise 4
Complete the dialogues.

1. a. I´m going on holiday.
   b. Where __________ ?

2. a. He´s cooking dinner.
   b. What __________ ?

3. a. My sister is going to England.
   b. Who __________ ?

4. a. We aren´t staying in a hotel.
   b. Where __________ ?

Exercise 5
Present continuous.

1. I __________ (watch) a reality show on TV.

2. My favorite team __________ (win)!

3. Someone __________ (swim) in the sea.

4. Two people __________ (cook) dinner on the beach.
5. We ___________ (not watch) a soap opera.

6. I ___________ (not do) my homework.

7. Michael ___________ (read) a magazine.

8. My brother ___________ (not listen) to the radio.

9. Dad ___________ (not cook) dinner.

10. Tara ___________ (talk) by phone.

11. Joe ___________ (play) on the computer.

12. Who ___________ (watch) TV?

13. Tina ___________ (do) grammar exercises.

15. We __________ (sit) in the classroom.

16. I __________ (not write) an email.

17. Amy __________ (not go) to school today.

18. We __________ (not have) fun today.

19. My parents __________ (drive) to work now.

20. _______ they ________ (read) magazines?
   Yes, they are.

**Exercise 6**

**Present continuous.**

1. Trina ________ (walk) past the supermarket.

2. Where are you? We ________ (wait) for you!

3. I´m on a bus and it ________ (not move).
4. When __________ you __________ (come) to see me?

5. Pete’s mother ________ (not have) a burger.

6. John’s friends ________ (play) football at the Sports Centre.

7. My best friend ________ (sit) next to me.

8. My teacher ________ (not stand) behind me.

9. I ________ (not write) with a pencil.

10. Irama ________ (have) a shower.

11. Montse ________ (leave) the room.

12. Marcelo ________ (make) a phone call.
13. Rosa ________ (open) the door.

14. Olga ________ (brush) her teeth.

15. Eva ________ (sing).

Exercise 7
Present continuous.

1. I ________ (learn) how to swim.

2. I ________ (eat) my lunch.

3. I ________ (watch) television.

4. She ________ (read) a book.

5. Dad ________ (bake) a cake.
6. My sister _________ (listen) to music.

7. Peter _________ (clean) his car.

8. The dog _________ (bark) in the garden.

9. We _________ (sing) our favorite song.

10. My brother and I _________ (play) a computer game.

11. The teachers _________ (show) us a film.
PAST SIMPLE (regular verbs)
Affirmative, negative, questions

Exercise 1

Write the Past Simple form of the verbs below in the correct column.

repeat - worry - finish - start - phone - call - miss - enjoy - visit -
marry - listen - cry - play - hate - wash - climb - live - arrive -
talk - look - stay - ask - clean - travel - open - like - walk - carry -
stop - mix - plan - decide - tidy

<table>
<thead>
<tr>
<th>-ed</th>
<th>- ied</th>
<th>double cons + - ed</th>
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<tbody>
<tr>
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<td></td>
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</tbody>
</table>
Exercise 2
Write sentences in Past Simple:

1- Affirmative

2- Negative

3- Interrogative (Yes / No)

A) My sister / tidy / her room / yesterday morning.
1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

C) Tom / travel / to Dublin / last night.
1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

D) I / brush / my teeth / twice / yesterday.
1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

E)
F) John / stay / at Mary’s house / last summer.
1. __________________________________________
2. __________________________________________
3. __________________________________________

G) You / start / school / ten years ago.
1. __________________________________________
2. __________________________________________
3. __________________________________________

H) The film / end / very late / last weekend.
1. __________________________________________
2. __________________________________________
3. __________________________________________

I) Sue and Pat / talk / on the phone / yesterday.
1. __________________________________________
2. __________________________________________
3. __________________________________________
Exercise 3
Write the verbs in brackets in Past Simple.

- We ____________________ (phone) our cousins last week.

- The kids____________________ (play) on the computer last night.

- I ____________________ (travel) to Paris three months ago.

- You ____________________ (wash) the dishes three times yesterday.
Exercise 4

Complete the sentences with the verbs below in Past Simple.

1. Lucy ___________ her birthday presents.

   walk  enjoy  like  wash  travel  finish  listen  study

2. Last weekend I ___________ in the mountains for 2 hours.

3. We ___________ the party very much.

4. Ken ___________ to his favorite CD yesterday.

5. My sister ___________ Math for an exam.

6. They ___________ to the USA in 2003.

7. Dad ___________ his car last weekend.

8. The film ___________ at 11:30.
Exercise 5

Write the sentences in negative.

1- Lucy _________________ her birthday presents
2- ______________________________________
3- ______________________________________
4- ______________________________________
5- ______________________________________
6- ______________________________________
7- ______________________________________
8- ______________________________________
Exercise 6
What did you do yesterday? Put a (√) or a (×).

<table>
<thead>
<tr>
<th>Did you ...</th>
<th>✓</th>
<th>×</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 brush your teeth?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 help at home?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 watch a film on TV?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 study English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 listen to music?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 phone a friend?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 use the computer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 play tennis?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 7
Write questions about the previous activity and answer them.

1- Did you __________________________ yesterday?
2- ___________________________________?
3- ___________________________________?
4- ___________________________________?
5- ___________________________________?
6- ___________________________________?
7- ___________________________________?
8- ___________________________________?
PAST CONTINUOUS

Affirmative, negative, questions

Exercise 1
THE THOMPSON FAMILY
What were they doing on Sunday at 7 o’clock?

Mr. Thompson ___________ (cook) dinner in the kitchen.
Mrs. Thompson ___________ (clean) their car in front of their house.
Jack and Eve ___________ (sit) in the hall near the fireplace.
Jack, their 11 years old son, ___________ (read) Shakespeare’s sonnets.
Eve, at the age of 16, ___________ (play) with Barbies.
Their grandma and grandpa ___________ (have) a good time.
Their grandma ___________ (exercise) in the gym.
Their grandpa ___________ (iron) shirts and socks in the living room.
They also had two pets. And do you know what they ___________ (do)?
Spot, the puppy, ___________ (catch) mice in the garden.
And Kitty, the little cute kitten, ___________ (fight) with neighbour’s dog.
Exercise 2
Julie saw Tim and Matt at the swimming pool.
Make past continuous questions to complete the dialogue.

Sue: ___________ when you saw them? (what | Tim and Matt | do)

Julie: Tim was swimming in the pool, but I didn't see Matt first.

Sue: _____________________ in the pool, too? (you | swim)

Julie: No, I wasn't. I was just looking. But then I saw Matt, too.

Sue: _________________________? (what | he | do)

Julie: He was diving in the pool.

Sue: Diving, you say _____________________ to dive? (he | not
| just | try) He can't dive.

Julie: You're right. He was just trying to do it. And all his friends
were watching it.

Sue: __________________? (they | laugh)

Julie: Of course, they were. Matt was pretty funny. He splashed the
water all over the place.

Sue: __________________ faces when he came up to the surface
of the pool? (Matt | make)

Julie: Yes, he was. He was grinning and making faces at me.

Sue: At you? Vow! And what about Tim? ________________
Matt, too? (he | watch)

Julie: Not really. He was looking at me instead.

Sue: Oh, no! You're kidding. ___ your new swimsuit? (you | wear)

Julie: Yes, I was. Why?

Sue: Now I know why Tim and Matt were watching you, Julie.
Exercise 3

Complete the dialogues with negative forms of the past continuous tense.

A: Were you talking to Bob during dinner?
B: I ________________ to anybody. I was alone.

A: Were you watching a football match when I phoned you?
B: I ________________ TV. I was listening to music.

A: Was I wearing the blue tie at the party?
B: You ________________ any tie, as far as I can remember.

A: Guess what I was doing between 5 and 6 o’clock.
B: You ________________ anything, your sister told me.

A: When I met them, Sam was buying some meat and Jill was buying drinks.
B: I don’t understand why they ________________ things together.

A: I wasn’t waiting for them when they arrived.
B: Why ________________ for them? What happened?

A: Eve was looking at me when we got out of the car.
B: It’s not true! She ________________ at you.

A: You weren’t looking very happy at the beginning of the English lesson.
B: And why ________________ happy? I didn’t want to write the test!
BE GOING TO
Affirmative, negative, questions

Exercise 1
A. Write the sentences using `going to`.

1. I / buy an MP4 player.
   __________________________

2. They / not / wear jeans on Saturday.
   __________________________

   __________________________

4. He / do an exam tomorrow.
   __________________________

5. Sally / not / invite Mark to her party.
   __________________________
Exercises 2

Tomorrow I’m going to go to the beach
1. I _______ (not be) with my family.
2. I _______ (meet) my friends.
3. We _______ (play) football on the beach.
4. I _______ (not swim).
5. We _______ (have) a great time!

Exercises 3

Write questions and short answers about the weekend plans of Jose, Eli and Rafa.

1. Eli and Rafa / get up early on Saturday?
   ______________________________
   No, __________________________

2. Jose / play tennis in the morning?
   ______________________________
   Yes, __________________________

3. Jose / watch a DVD on Saturday?
   ______________________________
   No, ____________________________
4. Rafa / get up early on Saturday?
_____________________________
No, ___________________________

5. Rafa and Eli / do any homework on Sunday?
_____________________________
Yes, __________________________

Exercises 4

Complete the following statements.

1. ______ you _______ school on Friday?
2. Next week you _______ use the computer.
3. You _______ (not) use the internet.
4. We _______ finish at three o’clock.
5. Chris _______ design websites.
6. Eli _______ be a film director.
7. Ben _______ (not) work with computers.
8. Isabel _______ design software.
9. Mark and Mandy _______ be rich.
10. Sarah _______ (not) be a writer.
11. What _______ you _______ do this evening?
12. _______ you and your family _______ go out this weekend?
13. ______ you and your family ______ go on holiday this year?
14. What ______ you ______ buy for your best friend?
15. What ______ you ______ do when you leave school?
16. ______ you ______ be famous one day?
17. Tonight I ______ cook.
18. This weekend I ______ Granada.
19. they ______ (not) going to a computer shop.
20. Sam ______ town with his friends.
21. Eli and Ayla ______ to design computer games.
22. ______ you ______ buy a new phone?
23. My sister ______ leave school next year.
24. She ______ listen to music this afternoon.
25. We ______ watch TV at the weekend.
26. They ______ a party on Saturday.
27. I ______ (not) visit my best friend tomorrow.
28. We ______ stay in on Friday.
29. He ______ do his homework this evening.
30. My parents ______ (not) go out this evening.
Future Tense
Affirmative, negative, questions

Exercise 1

Fill in the spaces with the correct form of the verb in parentheses in simple future tense.

Note: The simple future tense is used to express something which will happen or something which will be true in the future. One way to form this tense is: “will” + the simple present tense form of the verb. We use “will” when the subject is volunteering to do something in the future or deciding to do something in the future while speaking.

Example: We (clean) will clean on Tuesday. (We just decided to clean.)

Example: (drive) Will you drive on Sunday? (A decision about driving is being made.)
EXERCISE

Fill in the blanks with the future tense of the verbs in paragraphs

1) The house is dirty.
   I (clean) ______ _______ it on Monday.

2) (cook) ____ you ____ on Tuesday, please?

3) It looks like the washer is broken.
   I (ask) ______ _______ a repair man to come Wednesday.

4) Helga (hike) _____ you ____ with us on Friday?

5) If necessary, we (carry) ______ _______ the supplies in our car Saturday.
Exercise 2

Future Tense Practice: “Will” form

Fill in the spaces with the correct form of the verb in parentheses in simple future tense.

Example: I am feeling homesick. I (go) will go home to visit my family.

Example: Steve, (wash) will you wash the car on Saturday?

1) I guess I (ride) ______ the bus to save gas.

2) The cookies are all gone. (buy) ______ you ______ some, please?

3) Listen, team: we (win) ______ the trophy this year!

4) Everyone is hungry. I (get) ______ some doughnuts for breakfast.

5) Peter, (fix) ______ you ______ the porch tomorrow?