



UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

CARRERA DE LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT

**PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH
LANGUAGE AND LINGUISTICS**

TOPIC

**THE INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF WRITING
SKILLS OF THE STUDENTS OF 8TH GRADE AT UNIDAD EDUCATIVA
LICEO NAVAL DE GUAYAQUIL CMDTE. RAFAEL ANDRADE LALAMA
SCHOOL YEAR 2016-2017.**

PROPOSAL

**DESIGN OF A BOOKLET WITH ACTIVITIES TO IMPROVE WRITING
SKILLS.**

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GUAYAQUIL – ECUADOR

2017



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Que las Integrantes: Ana Carolina Briones Sánchez Con C.C:
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Diseñaron el Proyecto Educativo Con El Tema: The Influence of
Vocabulary In The Development of Writing Skills Of The Students Of 8th
Grade At Unidad Educativa Liceo Naval De Guayaquil Cmdte. Rafael
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Propuesta: Design of a Booklet with Activities to Improve Writing Skills.

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

Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la **APROBACIÓN** del proyecto, y pone a vuestra consideración e informe de rigor para los efectos legales correspondiente.

Atentamente:

.....
MSc. Rodrigo Guerrero Segura
Consultor Académico

GRATITUDE

Agradecida primero con Dios por permitirme culminar este trabajo, a mi familia por apoyarme siempre que los necesite, a mi querida amiga Patty por ser una amiga y compañera incondicional, a mi asesor de tesis Msc.

Rodrigo Guerrero por su esfuerzo y dedicación y a cada una de las personas que en su momento estuvieron a mi lado, mil gracias.

Ana

Sin duda Dios primero en mis pensamientos, mis padres por su apoyo incondicional, a mis hijos a quienes con este proceso quiero llegar con la enseñanza de que si te lo propones lo puedes, a mi querida Carito a quien desde el inicio nos dimos la oportunidad de ayudarnos y colaborarnos y a quien en la actualidad puedo llamar amiga. A mis maestros en especial a quien llevo a cabo con su guía certera Mr. Rodrigo Guerrero Segura.

Patricia

DEDICATION

Este trabajo se lo dedico a la mujer que siempre ha estado a mi lado apoyándome de manera incondicional en cada paso que doy mi madre Soraya Sánchez, sin usted no sería la mujer que soy, también va dedicado a mi hermosa hija Nathalia, tu eres el motivo de mi esfuerzo día a día.

Ana

Y este sería mi segundo trabajo que dedico y agradezco por su apoyo total e incondicional; a cada uno de mis proyectos, a mi amado esposo, quien siempre me acompaña y es mi soporte Jack Patricio Vera Pozo.

Patricia



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

TEMA: The Influence of Vocabulary in The Development Of Writing Skills Of The Students of 8th Grade At Unidad Educativa Liceo Naval De Guayaquil Cmdte. Rafael Andrade Lalama School Year 2016-2017.

PROPUESTA: Design of a Booklet with Activities to Improve Writing Skills.

INVESTIGADORES: Ana Briones Sánchez y Patricia Flores Parrales

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RESUMEN

En la mayoría de los casos, la capacidad de escribir eficientemente se centra exclusivamente en poseer un vocabulario adecuado, incluso más desarrollado que las otras habilidades. Cuando los estudiantes han adquirido la experiencia de descifrar y decodificar palabras, tienen la capacidad de escribir y formular estructuras gramaticales que en la mayoría de los casos no les son familiares. Además, pueden seleccionar o elegir palabras que suelen ser difíciles para ellos y que la han escuchado alguna vez en su vida, conociendo únicamente el contexto. Para el preciso momento en que el proceso de la escritura se está dando, los estudiantes principiantes no saben generalmente seleccionar cuál es la palabra perfecta que va ayudar a la idea general que desean expresar. Por lo tanto, la persona que escribe debe tener en cuenta que la mejor manera de escribir una oración, párrafo, o incluso un ensayo es espontánea, recordando y utilizando las palabras que ellos ya poseen y que se encuentran dentro del consciente o subconsciente. El presente proyecto se ha elaborado en función de las necesidades no sólo de los estudiantes sino también de los profesores que no pueden aplicar ni la metodología moderna ni los enfoques adecuados para transmitir y recibir la nueva información correctamente. Además, se han seguido los parámetros establecidos por las leyes de la Universidad de Guayaquil en cuanto a la elaboración de proyectos educativos.

HABILIDAD ESCRITA VOCABULARIO PROCESO APRENDIZAJE



UNIVERSIDAD DE GUAYAQUIL
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RESEARCHERS: Ana Briones Sánchez y Patricia Flores Parrales

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ABSTRACT

In most of the time, the ability to write effectively turning point upon having an appropriate vocabulary even more than does the others abilities. When learners have acquired the experience of decoding words, they have the capacity of writing and formulate grammar structures that in the majority of the cases are unfamiliar to them. Besides, they can settle on accurate senses of difficult words simply by checking the context. For the period of the writing process, beginner students usually do not know to select what is the perfect word that fits with the general idea that they want to express. Hence, the person who writes must bear in mind that the best way of writing a sentence, paragraph, or even an essay is spontaneously, recalling words that are in the backgrounds or prior knowledge. The present project has been elaborated according to the necessities not only of the students but also of the teachers that cannot apply neither the modern methodology nor appropriate approaches to transmit and receive the correct new information. Furthermore, it follows the parameters established by the laws of the University of Guayaquil regarding to the elaboration of educational projects.

**WRITING SKILL
PROCESS**

VOCABULARY

LEARNING



REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE

**TESIS TITULO Y SUBTITULO TOPIC:
PROPOSAL**

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INSTITUCION: UNIVERSIDAD DE
GUAYAQUIL

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

CARRERA: Lenguas y lingüística

FECHA DE PUBLICACIÓN: 2017

N. DE PAGS:

ÁREAS TEMÁTICAS:

KEY WORDS: WRITING SKILL

VOCABULARY

LEARNING PROCESS

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REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
FICHA DE REGISTRO de tesis		
TÍTULO Y SUBTÍTULO: TEMA:		
PROPUESTA:		
AUTOR/ES: Patricia Flores y Ana Briones		REVISORES: MSc. Rodrigo Guerrero
INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL		FACULTAD: FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA: Lenguas y Lingüística		
FECHA DE PUBLICACIÓN: 2017		N. DE PÁGS:
ÁREAS TEMÁTICAS:		
PALABRAS CLAVE: HABILIDAD ESCRITA VOCABULARIO PROCESO APRENDIZAJE		
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INTRODUCTION

Today, while the unprecedented spread of English as a world language has exceeded the limits of acquisition as a second language, it has become an important tool not only for academic people but also for those to keep in touch with others all over the world through social networks. It is a big reason for elaborating a project whose main purpose is to give it the real importance to this language.

The study of the different ways in teaching basic English helps students to communicate orally and in a written form, and develop their abilities in different situations in their daily lives.

All the students have the potential to learn, grow, create and enhance the assimilation of knowledge in different spheres of life that should be exploited to activate and develop English vocabulary learning in context, based on real situations to demonstrate work habits and skills of independent and cooperative peers.

Language dominance allows communication and social interactive information. This should be a way for the student's development and personal growth.

The teaching of how to practice and develop writing skills through basic vocabulary in context should contribute to the functional ability to build new knowledge; this policy contributes to the formation of students as they learn as a means of communication in the classroom and outside the school context.

This work was performed at Unidad Educativa Liceo Naval "Comdr. Rafael Andrade Lalama" of Guayaquil

The main objective of this project is the usefulness that it will give to all people who are involved in the teaching learning process. This work has been divided into four chapters as follows

CHAPTER I: THE PROBLEM

In this chapter we find the location of the problem, the conflict situation, the scientific fact, the causes, formulation of the problem, the objectives of the research and questions of the investigation.

CHAPTER II: THEORETICAL FRAMEWORK

In this chapter readers will find all theoretical foundations such as, epistemological, pedagogical, sociological, psychological and legal foundation, that explain the bases and different points of view of many authors about the writing skill and basic vocabulary.

CHAPTER III: METHODOLOGY

In this part of this work it's explained the types of investigation, the levels and methods that will be used. Also will be applied the Instruments of the research with the correspondent analysis of results of Surveys of the students and the Interviews done to the authorities at The Unidad Educativa Liceo Naval "Cmdr. Rafael Andrade Lalama" of Guayaquil , and the Conclusions and Recommendations that were possible to find through the questions.

CHAPTER IV: THE PROPOSAL

Describe the general and specifics objectives of the proposal, the validation, Justification and the feasibility of its application, legal aspects, and conclusion of the proposal.

CHAPTER I

THE PROBLEM

CONTEXT OF THE INVESTIGATION

The Unidad Educativa Liceo Naval "Cmdr. Rafael Andrade Lalama" of Guayaquil is a coeducational institution, Urban, Lay, Hispanic located on Avenida Pedro Menendez Gilbert, created on October 20, 1970 in the presidency of Dr. Jose Maria Velasco Ibarra as secondary campus instruction, it is directed by CPFG-EM Omar Santiago Unda Guayasamín is considered an experimental education Unit for their different transcendent pilot projects identified with national and institutional reality.

It works with early education curriculum (kindergarten and first grade), Primary Basic Education Curriculum (Second to Seventh Year), Basic Education Curriculum (Eighth to Tenth Year) and Baccalaureate (First to Third Year) in the morning and evening sessions.

Since its founding this secondary school directed by the National Navy has been oriented to contribute to the education of young Ecuadorians and promote naval vocation and maritime awareness, is an institution that guarantees quality education according to the requirements of the current society and training of leaders who are able to contribute to the growth of a just community.

In May 1996 by initiative of the National Navy to the Unidad Educativa gives the name of CMDTE. RAFAEL ANDRADE LALAMA, illustrious Marine officer for outstanding military and scientific merits, endorsed by the Provincial Directorate of Education of Guayas.

Therefore, this research is aimed at 8th grade students of this renowned high school.

CONFLICT SITUATION

The problem was detected in students of 8 year of General Basic Education at Unidad Educativa "Liceo Naval" of Guayaquil, where both students and teachers have difficulties in acquiring and transmitting respectively the new knowledge of the English language especially one of the most important skill, the writing one. With the poor teaching learning process applied to these students is very common to see reflected in the poor performance of them, in any cases they not even know writing elementary words nor to use basic grammar.

In addition, other problem encountered in the observation class was the lack of interest and the scarcity of importance that not only students but also teachers give to this language that currently it is not longer a privilege to know it, now it is a necessity, an useful tool that is used for many people all over the world, either for professional or personal uses. It happens because the whole educational community including teachers do not give the attention that this foreign language deserve today and the usefulness that it has in the active communication through the social networks that allow to keep in touch with people from other countries and the main tool to do it is the English.

For all these inconvenient explained above, it is necessary to demonstrate that modern education contains several methodologies, strategies, and techniques that can be used according to the students` necessities, for that reason it is imperative to introduce a new didactic material with communicative approach incorporating basic vocabulary that will help to develop the writing skill.

SCIENTIFIC FACT

Students of 8th year of General Basic Education at Unidad Educativa “Liceo Naval” present serious difficulties in acquiring a foreign language in this case the English one, specifically in developing the writing skill. The institution is located on Pedro Menendez Gilbert Av of Guayaquil in Guayas province.

CAUSES

- Teacher and students work with only one didactic resource that is the book given by the government which is not well utilized and lacks of writing exercises.
- Students do not have interest for the English subject, it occurs since the teacher does not use modern methodology for imparting classes that awake the attraction of this language.
- Teachers do not use the appropriate approach to teach and practice writing skill idoneously.
- Usually traditional and monotonous methodologies are used to teach vocabulary influencing in the poor acquisition of it.
- Teacher only focuses in teaching basic grammar creating limitations in the performance of the students.

FORMULATION OF THE PROBLEM

What is the incidence of applying basic vocabulary in the development of writing skills in students of 8th year of General Basic Education at Unidad Educativa “Liceo Naval “ of Guayaquil ?

OBJECTIVES

GENERAL OBJECTIVE

To determine the influence of vocabulary in the development of writing skills of the students of 8th year at Unidad Educativa Liceo Naval, by means of statistical analysis and field research for the design of a booklet with activities to improve the writing skills.

SPECIFIC OBJECTIVES

- To determine the appropriate vocabulary for the students of 8th year at Unidad Educativa Liceo Naval by means of a bibliographical review and field research.
- To identify the factors that interferes with the development of writing skills of students by means of a direct observation and field research.
- To assess the aspects that should be considered for the design of a booklet with vocabulary activities to improve the writing skills.

QUESTIONS OF THE INVESTIGATION

Will the objectives be achieved completely?

What types of methodologies will be used for the elaboration the booklet?

Are the foundations selected appropriately?

What kind of investigation instruments will be used to analyze information?

Are the surveys elaborated according to the students` needs?

What contribution will give the booklet to the beneficiaries?

JUSTIFICATION

This project has been designed to generate a relevant change in teaching-learning process. First of all, vocabulary is essential for the communication process, it is one of the most important elements for writing correctly. For a huge majority of apprentices, the final objective of studying is to be able to be in touch in a new language, whether students do not desire to learn completely on non-verbal abilities, becoming proficiency vocabulary is not so important, but decisive in a foreign language situation.

Secondly, vocabulary goes in hand with writing skill. It is the principal starting point upon all the abilities and knowledge will be judged at any place where it is necessary to write, since the way as you write demonstrates what kind of person you are. For that reason, it is very imperative that students know the value of this skill.

Teachers are also beneficiaries because this provides an educational and useful tool to improve each class that will help to innovate and make it more fun and interesting, it is an upgrade to the methods already used.

The school and society in general will benefit because it would also be fulfilling one of the goals of the Plan Nacional Del Buen Vivir that is to have a standard of quality education besides, with this the students and teachers can have a better performance.

In conclusion it aims to solve the problem of low written production with students to encourage the study of foreign language, facilitate the process of acquisition of knowledge, assist in the work of teachers with an additional tool with the purpose of improve the development of writing skills because it is necessary that students have competence in the language to be able to interact actively.

CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND

In these days and age, when the teaching of the English language has become in an important issue for the current authorities and the government is giving an important support to this field, it is essential for all people who are involved in this teaching learning process take the necessary steps in order to reinforce the development of this subject. In this way, the education will be strengthened by means of change in the curriculum system since it can be expanded and improved according to the requirements of the modern society.

Therefore, according with regulations established at the University of Guayaquil, Faculty of Philosophy, Letters and Sciences of Education, related to the elaboration of educational projects, it has been found a similar topic in the library of this institution, however, the resources, theories, and the bibliographic investigation has been focused specifically to the two variables of this research, so it is considered the realization of this work as original.

THEORETICAL FOUNDATION

VOCABULARY

DEFINITION

According to (García Flores, 2009), says that: "The richness of the vocabulary of a person is considered a popularity as the reflection of the intelligence or level of education of the latter (p.1).

Vocabulary is the first and principal important step when acquiring a foreign language. Vocabulary is not only simple words but the meaning plays an essential role in the learning process.

Vocabulary is derived from the Latin Vocabulum, formed by the set of words in a language that is known by people who share a common language. More specifically vocabulary is the set of words that dominates a person or group of people.

Vocabulary can also refer to a dictionary, book or catalog (glossary, lexicon) that contains a list of words with their definitions. It is necessary that every person that decides to study a language that is not the motherly must spend several hours of study daily to achieve speak in another language.

According to (Martin, 2009). Peytard - Genouvrier say that: "Vocabulary is the set of all the words actually used by the announcer at a particular speech act". "Lexicon is the set of all the vocabulary words that are available to the announcer at a given time" (p.157).

For a speaker, the vocabulary is the set of lexical terms that is used to communicate. Its vocabulary is clear and demonstrable in the set of oral

and written texts that give rise to their linguistic procedures; not forgetting that it was more reduced the vocabulary that is frequently used as that is known.

Thus, vocabulary can be considered as a group of words that compound a language, including single matter and phrases or chunks of numerous words which group a particular meaning.

Students often involuntarily distinguish the value of vocabulary to their language learning. Besides, teaching new words help students to keep in touch with others through writing or speaking, this leads to a better comprehension.

TYPES OF VOCABULARY

Learn vocabulary in English is a complicated procedure. The first thing it must do is to differentiate between a vocabulary active or productive and the receptive or passive.

ACTIVE OR PRODUCTIVE VOCABULARY

It is one that a person can effectively employ because it has been integrated fully into its everyday language and is capable of producing messages with him. That is to say, this is the type of vocabulary that a person understands and uses when required without the need for help.

PASSIVE OR RECEPTIVE VOCABULARY

It is one that can be understood without any kind of problem and without help, but that is not able to use to produce a message either in

writing or orally. The vocabulary is a useful tool for social adaptation, and to be able to communicate with a wider range of people, it is usual to compare the vocabulary of a person with their level of education and culture.

This point reflects the experience with different languages; even without grammar, with some useful words and expressions, students can often manage to communicate. Lewis (1993) went further to argue, “lexis is the core or heart of language” (p. 89).

Learning English is one of the most tedious things that we face (Student and non-Student), because it seems that never ends, that we have not learned enough, and that always appear more and more words to learn. Every language has a treasure trove of lexical terms, grouped together in their corresponding Academic Dictionary, which are available to all persons of the linguistic community. But each one of these people and does not possess, nor known or used in the same way that rich lexicon.

The lexicon of a language can be learned in three levels of implementation: to level of the person speaker, at the level of the social groups that use them, and at the level of one's own language.

(Phillips, Francis, Webb, & Bull, Oxford Advanced Learner's Dictionary of current English, 2010) Say that: “Lexicon is all the words and phrases used in a particular language or subject; all the words and phrases used and known by a particular person or group of people.(pág. 885)

The behaviorists see imitation and the practice of the key processes in the development of language. The behaviorist theory explains the learning in terms of imitation, practice, reinforcement and habit. Based on this theory, there is no doubt that those four aspects play an important role in the learning of vocabulary of a second language.

The evolution of the imitation and practice is that when students hear a new word, they must imitate the pronunciation of the word and read it several times. What is more, they must form a habit of learning. This means that students must persist in daily learning.

The student must be persevering in practice most of the time of learning. There is a psychological justification because, other things being equal, the quantity and the permanence of the learning are in direct relation to the amount of practice.

STRATEGIES FOR TEACHING VOCABULARY

Because vocabulary knowledge is critical to reading comprehension, it is important that those working with young readers help foster their development of a large “word bank” and effective vocabulary learning strategies. There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text) strategies that adults can employ with readers of any age. Barcroft, Sunderman, & Schmitt, (2011).

Every teacher uses the word strategy within the teaching-learning process as a group of essential actions in the plan and use of teaching strategies; the same that serve as key instruments to develop activities that together build the knowledge of the learners with content that assimilate the active participation of the child or girl should be favored by the strategies used by the teacher, since the surrounding environment must have an environment that stimulates them to create their own knowledge and produce its own meaning and within which the teacher can guide the child or girl step by step to high levels of independence, freedom and intelligence to educate themselves. Barcroft, Sunderman, & Schmitt, (2011).

Strategy is a set of plans systematically structured by the teacher where to get defined objectives for the learning of students. The purpose of the whole strategy is to motivate the student to feel the need to want to learn. In this sense, it should serve to arouse the interest and curiosity, but at the same time we must prevent the student that you will have problems with learning to be rejected, compared with other unduly hurt their self-esteem staff. Alali & Schmitt, (2012).

Must be a positive choice of strategy, tackling under realistic criteria and in an orderly way not only for the boy or girl that at one time or another show learning difficulty, as they refer to a realistic approach is in the way of seeing how choices are made for they are within the reach of the resources of the educational institution, ensuring the success of their own knowledge and skills to explain such methodologies. Alali & Schmitt, (2012).

According to Nation and Meara 2010, vocabulary instruction is divided in 2 stages, the explicit and the implicit at the moment of teaching it. The authors explain these phases as follow:

EXPLICIT VOCABULARY

PREVIOUS-TEACHING VOCABULARY

Teaching unusual words used in a text prior to the reading experience to the students is a good method for teaching vocabulary since they will ask for the meaning of these words then, they will be discussed until to understand and comprehend them totally.

It is imperative for students that the teacher explains not only the translation of the words but also the meaning of them. It will permit students discuss the understanding of the complete phrase.

REPEATED EXPOSURE TO WORDS

It may appear frequent logic that the more times we are open to the elements of a word, the stronger our perceptive becomes. However, repeated contact to new words is frequently unnoticed. Giving many chances to use a new word in its written and spoken form helps students consolidate their understanding of it.

KEYWORD METHOD

In this method the unusual words are taken into account before starting reading a particular text. It consists of students must remember the definition of the new word and not precisely the translation. The use of illustrative images will help to connect the word with its meaning.

The main purpose of this method is to produce an easy cognitive relation to the word's meaning that the reader can enter efficiently during the reading process.

WORD MAPS

Word maps facilitate person who reads expand complete understandings of words. The students preview read material to establish which words are unknown. For each new words the students generate a graphic planner for the word. At the top of the planner is the vocabulary. Stemming of the word are three categories: classification, qualities and examples. Using backgrounds students fill in each of these three categories.

RESTRUCTURING READING MATERIALS

This approach is particularly valuable for helping stressed readers progress their vocabularies. Educators have to reorganize the didactic materials in different aspects in order to help readers comprehend them more easily. Hard words can be replaced with easier synonyms to help the reader understand the overall text.

IMPLICIT VOCABULARY

INCIDENTAL LEARNING

Incidental vocabulary learning happens at the same moment of reading. It is related in the form how a word is utilized in a paragraph and how and the way how students understand them in order to know its meaning. It is not very important to know the meaning of a word but the meaning of the context of the text. Teachers should copy this type of incidental vocabulary learning for students in order to help them develop their own skills.

CONTEXT SKILLS

Context skills are the strategies or techniques that a person who reads employs for incidental vocabulary learning. Texts always possess different ways how to understand a word or a phrase. It is very important that students not only focus on each word, but also in all the statement since unfamiliar words may go unnoticed when the text has been comprehended and exist a general idea of its explanation.

INDEPENDENT WORD-LEARNING STRATEGIES

These are procedures that teachers can create and show them to students with the purpose of they can identify and figure out the meanings of unknown words. Even though some books have a lot of new words, students can develop their understanding with the help of a dictionary, it will help to interpret the words that they already know.

DICTIONARY USE

Teaching in dictionary use that center on having students search for words and use enlightenment from their descriptions in order to write statement does not supply students with the direction they need to make dictionary use an efficient independent word-learning strategy.

In fact, the more students are open to the elements that present the academic world, the better their word learning. The critical position is that students obtain training in how to use what they find in a dictionary entry so that they are able to interpret the cryptic and conventionalized content of definitions into usable word knowledge.

This instruction includes modeling how to look up the meaning of an unknown word, thinking-aloud about the various definitions in an entry, and deciding which the most appropriate definition for a particular context is. Nation and Meara (2010).

COMPONENTS ON VOCABULARY PROGRAM

There are four components on an effective vocabulary program:

- ✓ Wide or extensive independent reading to expand word knowledge.
- ✓ Instructions independent word learning strategies

- ✓ Instruction is specific words to enhance comprehension of the text containing those words.
- ✓ .Word consciousness and word play activities to motivate and enhance learning

QUALITIES OF EFFECTIVE VOCABULARY

According to Nagy, 2008 to be effective, vocabulary must provide both adequate definitions and illustrations of how words are used in natural-sounding. Safe to say that good definitions and contexts are a minimal requirement for good instruction, but they by no means exhaust what can be put into a good vocabulary lesson (pág. 7)

To be effective vocabulary must provide both adequate definitions and illustrations of how words are used in natural contexts, methods of vocabulary that most effectively improve comprehension of text containing the instructed words go far beyond providing definitions and contexts. Some common properties or principles should help teachers to generate and evaluate specific instructional techniques and also to adapt methods of vocabulary instruction effectively to particular classroom situations.

The three properties of vocabulary instruction that is effective in increasing reading comprehension can be identified: integration, repetition, and meaningful use.

INTEGRATION

The first property of powerful vocabulary is that it integrates instructed words with other knowledge. Students will tie in new words with familiar concepts and experience. This emphasis in instruction is an outgrowth of schema theory. The essence of schema theory is that

knowledge is structured of set of relationships and understands new information by relating it to what students already know.

REPETITION

Vocabulary must therefore ensure not only that readers know what the words means, but also that they have had sufficient practice to make its meaning quickly and easily accessible during reading. It should be stressed that repetition is necessary and worthwhile, at least for some words.

MEANINGFUL USE

Effective vocabulary helps students to use the instructed words meaningfully. Students learn more when they are actively involved. Vocabulary that make learner think about the meaning of a word and demands that students do some meaningful processing of the word will be more effective than instruction that does not, students make inference based on their meaning.

VOCABULARY'S INFLUENCE ON SUCCESSFUL WRITING

Exist a wide study indicating that a valuable vocabulary is a critical factor of reading ability. Laflamme (2007), states that the latest researches have recognized vocabulary knowledge as the particular most important element in reading comprehension. There is, likewise, no scarcity of studies documenting a strong relation among reading and writing.

"Reading and writing are two parallel and corresponding processes which both engross generating, and planning ideas into a coherent order,

abstracting them a number of times to accomplish cohesion, and reworking the ideas as is appropriate" (Laflamme, 2007, p. 373).

The procedures are so intimately associated that some researchers even support teaching reading and writing at the same time, rather than as two separate subjects (Laflamme, 2007).

Whether the writing process is complicated tied to the reading process, and the reading practice is heavily reliant ahead vocabulary, it naturally follows that the writing process is similarly dependent. This assimilation will investigate some of the ways vocabulary influences writing capability, and how teachers can use vocabulary improvement specifically to get better writing skills.

VOCABULARY AND WRITING: FINDING THE RIGHT WORDS

Most of the time, the capacity to write effectively center upon having an appropriate vocabulary even more than does the ability to read. Once students have learned to decipher words, they can read and pronounce many words that are unusual to them. They may settle on precise meanings of strange words simply by examining the context in which those words are used. For the duration of the writing process, students do not have the facility of examining the context in which a word is used; they are creating the context. Therefore, the person who writes must be able to impulsively remind words that are known not only by sight, but that are understood well enough to use correctly.

"Mayher and Brause (2006) have stated that writing is dependent upon the ability to draw upon words to describe an event" (Corona, Spangenberg, & Venet, 2009, p. 18).

The breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of their writing.

As Ediger (2009) notes, "variety in selecting words to convey accurate meanings is necessary in speaking and writing, the outgoes of the language arts" (p. 1).

Corona, Spangenberg, and Venet (2008) concur: "At any level, written communication is more effective when a depth of vocabulary and command of language is evident" (p.26).

PRINCIPLES OF VOCABULARY DEVELOPMENT

Because words are the writer's most important tools, vocabulary development must be an important and ongoing part of classroom learning.

Laflamme (2007) offers several key principles that should guide the creation and implementation of a comprehensive vocabulary development program.

1. Educators have to give specific trainings of the techniques that are going to be used for developing a broad and varied vocabulary. This training can be offered both formally by means of the language arts program, and informally by way of various classroom interactions such as story time with students.
2. New words must be related to students' prior knowledge and backgrounds. Whether students are incapable to associate these words in their mind it will be difficult for them to have the meaning of them.
3. All the words that students have acquired both their academic life and personal experiences must be put in practice when they communicate with others in the society. (Ediger, 1999, p. 7). In order to do this successfully, students have to possess the willingness and feel confident to use these new words in classroom. Besides, they have to apply them in their performance either speaking or writing.

4. The repetition of the new words either speaking or writing can make students memorize them, as well as the practice of sentences using new words can become familiar.(Laflamme, 1997).

5. Teachers ought to mold an eagerness for and interest about new words by means of their own behaviors and attitudes. Educators who are excited about vocabulary development will automatically seek "teachable times" throughout the day, pointing out interesting words as they gather in texts, stories, or conversation; asking students to explore alternative ways of expressing concepts; and helping identify colorful, descriptive ways of speaking and writing.

6. The educational community must be wholeheartedly dedicated in developing vocabulary long term. The acquisition of new words must be incorporated at every level of study.

USING VOCABULARY TO IMPROVE WRITING SKILLS

Even though students acquire more vocabulary every day that can improve their writing skill, it is not guarantee that they put in practice what they have learned. The good results will obtain when teachers create the appropriate environment and use the correct approach for transmitting the new knowledge. Only in this way students will achieve the expected goal.

"In such a classroom, process and environment are closely associated and completing. This procedure does not appear easily unless the environment is conducive to it" (Corona, Spangenberger, & Venet, 1998, p. 24).

Following it presents some techniques that teachers can put in practice to create a writing-centered classroom.

1.Distribution vocabulary valuable literature.

Sloan (1996) gives details that in the quest to assist students develop into better writers, she "went to the best source for teaching good writing: good books" (p. 268).

By having students read books, poems, and stories that contain interesting vocabulary, teachers can both introduce new words and provide a forum for discussing them.

2. Assisting students become conscious and look for interesting words.

Exist many different ways that can be put in practice. One of these, students could work in pair and look for in books that be interesting for them, then they can find most known and replace them for others, it is a good exercise in order to put in practice new words. Other process includes having students: write words they meet on an "Interesting Word Wall" (Sloan, 1996. P. 268); create a word bank throughout words-of-the day that are taken from classroom literature (Corona, Spangenberg, & Venet, 1998, p. 25); proof or act out energetic verbs; or write unusual words in "literature-response journals" for later exploration (Manning, 1999, p. 3).

3. Offering a variety of writing opportunities.

"Writer-centered classrooms accentuate using written expression to correspond ideas. Writing is an significant part of all fields of the curriculum" (Corona, Spangenberg, & Venet, 1998, p. 29).

The writer goes on to notice that apprentices have a greater asset in their writing when they are given alternatives about their tasks. Such alternatives may include summaries, paragraphs, or daily routines.

4. Providing enough time for students to fully experience the writing process.

(Corona, Spangenberg, & Venet, 1998). The methodology for teaching writing ought to be approached as a process that must be studied in depth, and substantial blocks of time should be devoted to writing.

5. Allowing students to conference with teachers and fellow students.

(Corona, Spangenberg, & Venet, 1998). The writing topics must be selected both students and teachers in order to talk about and interchange opinions and ideas. Teacher's responsibility is to support, build on existing strengths, and help the student increase their abilities. Conferencing with classmates give the budding writer the chance to interchange ideas, brainstorming, and rework their jobs.

VOCABULARY LEARNING AND VOCABULARY RETENTION

According to Llamosas Corrales, (2011), argues that emphasized the value of visual aids in teaching vocabulary in reference to teaching vocabulary to intermediate students, which is the subject of the present research; French Allen explains that teachers at this level use three ways to show the meanings of vocabulary words:

1. Pictures,
2. Explanations in the students' own language,
3. Definitions in simple English, using vocabulary that the students already know (págs. 19,20).

Therefore, in light of research studies, spaced revision and multiple encounters with the same word stimulate vocabulary learning and enhance vocabulary retention. Besides, it also became clear that the vocabulary teaching process should stimulate learners as much as possible through more channels, that is, a multi-sensory approach is preferred to teaching of vocabulary.

The teachers must make time for having a short simple communication where the students express their experiences in the classroom, for having meaningful use of the new words.

WRITING SKILL

DEFINITION

According to Tarigan (2005:5) writing can be included as an ability since it is considered an indirect communication that most of the time it is expressed in a different way than spoken.

Suparno, (2006:14) argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts.

IMPORTANCE OF WRITING SKILL

Writing skills can strengthen students' opportunities for success (Alexander, 2008). To argue the meaning of writing when learning, because it is one of the most important element of language.

Some reading and language program should think concerning the multidimensional scenery of writing in instructional activities, assessment events, and language improvement. One main repercussion of the use of writing purposes to develop the writing create is that there may be dispensation replicas for each different stage of writing purpose (Lee & Kantor, 2005).

When a method is not common, it necessitates aware concentration and frequently has to be put in practice step by step, little by little, and

when it becomes more skilled at the process, it acquires mechanized, demanding fewer cerebral assets.

Profettis (2005) verbal efficiency theory finds the solution in the Working Memory capacity. According to Profettis (2005) verbal efficiency theory, where writing and reading are slow; it results in focusing on local rather than global memory relations.

Stanovich's Interactive-Compensatory hypothesis seeks for a trade-off between top down and bottom-up processing to arrive at maximum efficiency in linguistic processing.

This theory would recommend that as writing purpose usually occupy greater writing complexity and performance requires, the modern writing procedures change rather in their element emphases and faculty constraints (Kirsch & Mosenthal,2010).

In the writing literature, surprisingly little research has been conducted to investigate the "simultaneous" impact of writers' background knowledge, their general language competency and content comprehension on the writing performance. Many studies in writing measurement paid much attention to only the matter of topic variables.

Carlson et al. (2005), Spaan (2003), Hamp-Lyons and Pochnow (2000), and Reid (2000) studied the interaction between topics and task types affecting the writers' performance, and found that topic types were important factors affecting the writers' final product.

APPLICATIONS OF WRITING SKILL

WRITING UNDER SPECIFIC CIRCUMSTANCES

According to Kirsch & Mosenthal, (2000), there are many times in the life when students will be asked to write something very specific. Whether this is to take notes of a conversation, write every instant of a

serious meeting, or organize a statement, all these kind of writing need particular skills, and usually a exacting style.

WRITING AT HOME

Many students would say that the art of letter-writing is dying out. However, there are still many times when they need only to put the pen on paper and begin to write.

WRITING IN THE WORKPLACE

Being able to write well is a skill which will get a long way in the workplace, partly because it is fairly rare in many places.

Taking the time to polish your writing skills is likely to consider a lot of time, in the same way learning to write in a technical form will take much more time, but it will be useful for a long term.

WRITING JOB APPLICATIONS

Always in the life at least one time, people have written a job application. For that reason, is very important that students learn how to do it when they are going to finish their scholar years. Teachers will be responsible for transmitting the correct knowledge in order to achieve students can write idoneously.

WRITING FOR STUDY

It is a most common activity made by students, to do homework by means of writing, either practicing grammar or writing paragraphs. It will increase the acquisition of new words since this activity promote the development both writing skill and grammar structure.

HOW TO IMPROVE THE WRITING SKILL

According to Wil Caine (2015) in his book “ The art of express through writing”, many people struggle with writing in English and it can seem like a real challenge to improve. Do not worry, though. Here are some simple steps that students can take to improve the writing skills.

EXPAND THE VOCABULARY

To express clearly, it needs a good active vocabulary. That is not just being able to recognize lots of words, it means actually being able to use them correctly. Do this by learning new words with example sentences, not just word lists.

Comment: When it learns a new word, try learning all the forms of that word and the prepositions that are usually used with it. (For example, rather than just the word „depend“, make a note of: to depend on, to be dependent on, a dependant.)

MASTER ENGLISH SPELLING

Students must know how to spell background words correctly. Incorrect spelling changes the meaning of the sentence. Additionally, incorrect spelling makes it difficult for the reader to understand what they have written.

Comment: Practice your spelling using flash cards and test students without prior notice.

READ REGULARLY

Students often say that they learn to write best by reading. Reading in English is useful in many ways. It is a great way to get an idea of the different styles of writing and see how to use words appropriately.

Comment: Choose books or articles with topics that interest students. Learning should not be boring. Read each text several times to make sure they understand how to use new words and expressions in the text.

IMPROVE GRAMMAR

Grammar is very important because it improves the quality of the writing. Always encourage students to use the appropriate tense and remember them to use punctuation. Punctuation is a great way to make their writing clear and fluent.

Comment: Always proof-read their writing twice. The first time, look for general mistakes and the second time look for mistakes with the particular grammar point they are studying at the moment.

JUST DO IT!

Writing without knowing grammar structure or vocabulary enough, can be disheartening. However, the best way to foster and to practice this skill is to take a piece of paper and a pen or type the keyword and just begin to write. Write as much as you can, do not worry whether there are many mistakes, it is just the beginning, the more times you do it, the better. Will Caine (2015).

CONCLUSION

Teaching how to write efficiently is one of the most significant life-long skills educators transmit to their students. When teaching writing, they must be sure to choose the appropriate resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write.

For that reason, it has been chosen this topic to reveal the real importance that this skill has at moment of acquiring a second language, in this case the English.

EPISTEMOLOGICAL FOUNDATION

According to Klein, (2005) Epistemology is one of the most important areas of philosophy. It is concerned with the nature, sources and limits of knowledge. Epistemology has been primarily concerned with propositional knowledge, that is, knowledge that such-and-such is true, rather than other forms of knowledge, for example, knowledge how to such-and-such. There is a vast array of views about propositional knowledge, but one virtually universal presupposition is that knowledge is true belief, but not mere true belief.

Epistemology is the research into the position and nature of knowledge. The study of this science centers on the manner of acquiring knowledge and how it can be differentiated among truth and fake..

PEDAGOGICAL FOUNDATION

DEFINITION

Pedagogy is the science that studies the way and the manner how transmit knowledge, can be scientifically or empirically. Education is the process and result of becoming similar a process of knowledge and of fostering abilities and routines eventually ensuring a assured stage of advancement of cognitive necessities and capacities to perform some type of practical activity.

According to (Lorenzo Viego, 2014) Pedagogy is essentially a combination of knowledge and skills required for effective teaching. It

makes a difference in the intellectual and social development of students. Good pedagogy requires a broad repertoire of strategies and sustained attention to what produces student learning.

CONSTRUCTIVISM

The term refers to the idea that learners construct knowledge for themselves. Constructivism deals with the way people create meaning of the world through a series of individual constructs.

According to (Dutti, 2011) said that Piaget cited by Goody Brophy (ob. cit.) says that: "we are born as processors of information, assets and exploratory, and we build our knowledge instead of taking it already made in response to the experience or education"(pág. 2).

CONSTRUCTIVISM IN TEACHING ENGLISH

Gagnon, Jr. G. W. & M. Collay (2001) argue that one important principle in constructivist current to teach English is an action orientation. Cooperative learning in its different forms, they can be pair work, group work or any other forms of learning that the teacher create or improvise according to the content of the lesson, creative and active performance in classroom activities, learning by adapting projects, and learning by teaching, have been taken into consideration as the most important issue referring to the action oriented method.

Another constructivist method in teaching English according to Marlowe, B. A. & Page, M. L. (2005) is the individualization of learning which is centered on the apprentice.

Dieter Wolff (2014) states that the education can be persuaded for a quality teaching. In this case the scholar will be the person who evaluate and accept whether the resources that the educator is used are the appropriate for the new class. This chance make that students cultivate their own independence, in this way, they will select their type of learning according to their needs and likes. However, this process will be successful as long as the apprentice has been guided at early years of study in order to become aware and take confidence to be constructor of their own knowledge.

According to Williams, M. & Burden, R.L. (1997), there is another principle of constructivism relates to holistic language experience which is based to content-oriented to teaching English and it is frequently noted in a foreign language class. Regarding to this method, it will be more effective when it is applied in real circumstances.

Zubiría Remy, (2004) indicates that the constructivism emerges as a paradigm of knowledge and the acquisition of knowledge that has been devoted to the study of the relationship between knowledge and reality, stating that the reality is defined by the construction of individual meanings from the co-construction of the individual with his environment, where the ability to imitate or recognize literally the reality is the non-existent (pg 16).

HOW CONSTRUCTIVISM IMPACTS LEARNING

Educators centers on making relationship among realities and promoting new understanding in learners. Constructivism inquires students reply and encourage them to examine, deduce, and infer information.

An additional opinion that differentiates scientific from common concepts is that a person learn new things from early years until acquire the scientific knowledge in scholar years, from here they are fostering their backgrounds.

According to (Villar , (2001) Said that Piaget: believed that the cognitive adaptation as counterpart biological, consists of a balance between assimilation and accommodation: no accommodation without assimilation or vice versa: the subject necessarily part of a previous structure assimilator, but each time the subject assimilates something, this something produces certain modifications in the assimilative schema. in turn, the subject only is able to make accommodations within certain limits imposed by the need to preserve to some extent the structure previous assimilator (pág. 270).

SOCIOLOGICAL FOUNDATION

Sociology involves the study of society. School is a miniature society and what happens in a society also happens in a school situation. Like parents in a family, teachers take important roles in a school. The factors which are dealt with in a social context may be classified under human, environmental and organizational factors.

The sociology aims to discover the nature of social phenomena"s and laws of its behavior at any time. Making use of the methods of careful observation, logic computation and systematic generalization which are the fitness scientific characteristics. Durkheim (2001)

SOCIOLOGY OF EDUCATION

It is the scientific analysis of the social processes and patterns involved in the educational system. Education prepares young people for entry into society and is thus a form of socialization. Sociology of education looks at education as evolving form and altering the social environment. From a sociological point of view, education is the organized and regulated process by which society transfers knowledge and values to young people for adult social roles. Sociology of education is part of social science largely concerned with the mass educational systems of modern societies. It contains sociological themes such as social bedding, valuable development and culture. Camacho (2006).

SOCIOLOGY IN THE CLASSROOM

In an environment where there is a group of people, is required that all the integrants interact and take part between them following the same purpose. Teachers must take the role of leaders in order to guide and to serve as a mediator among students and new knowledge

According Moreno Rubio (2009), effective teachers do not only have a teacher-student relationship in the classroom, but also demonstrate interest in students' lives beyond the classroom, using a big amount variety of methodologies to interchange with them when they are not in class or high school. This also promotes learners to carry out their best effort in the classroom.

Students really appreciate the teacher who attends social event with them, this increases students' participation and motivation, which enhance a more favorable leaning environment, and challenge the students to succeed.

As a result, an educator who demonstrates kindness, friendship, confidence, and empathy to the students the results expected either academically or personally will increase satisfactory since in an educational process the good relationships between the persons involved in it, influence a lot for a good performance of the apprentices. This leads to increase the affective filter of them. Moreno Rubio (2009).

In the realization of this project, it is intended to adapt to the selected students to be face to face interaction with each other, this encourages the students to speak out their minds on a given topic. As a goal this activity makes that in a small group every student is given a chance to express themselves as compared to the whole class.

This gives a chance to some students who cannot express themselves fully when there are many people around them because they feel ashamed. This helps students to build self-confidence because their point of view can be taken into account by their classmates. It can also construct a routine of interchanging opinions or creating things together for the good relationships previously explained.

LEGAL FOUNDATION

THE CONSTITUTION OF ECUADOR

Article 26. - Education is a right for people throughout their lives and an inescapable and unavoidable duty of the State. It constitutes a priority area of public policy and State investment, guarantee of equality and social inclusion and an indispensable condition for the good life. Individuals, families and society have the right and the responsibility to participate in the educational process.

Article 27. - Education will focus on the human being and ensure its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth; promote gender equity, justice, solidarity and peace; stimulate critical sense, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

Article 28. - Education respond to the public interest and will not be at the service of individual and corporate interests. Ensure universal access, retention, mobility and exit without any discrimination and mandatory at the level initial, basic and secondary education or equivalent.

SCIENCE, TECHNOLOGY, INNOVATION AND ANCESTRAL KNOWLEDGE

Article 385. - The national system of science, technology, innovation and ancestral knowledge, within the framework of respect for the environment, nature, life, culture and sovereignty, will have as a purpose:

1. Generate, adapt and disseminate scientific and technological knowledge.
2. Recover, strengthen and enhance the ancestral knowledge.
3. Develop technologies and innovations that boost domestic production, raise efficiency and productivity, improve the quality of life and contribute to the realization of the good living.

Article 386.- The system shall include policies, programs, actions, resources, and be incorporated into State institutions, public research institutes, universities and polytechnics and individuals, public and private companies, non-governmental organizations and natural or legal persons,

as are activities of research, technological development and innovation and those linked to the ancestral knowledge.

The State, through the competent body, coordinate system, establish goals and policies, in accordance with the National Development Plan, with the participation of the actors that comprise it.

Article 387. – It is the responsibility of the State:

1. Provide and promote the incorporation of the knowledge society to achieve the objectives of the regime's development.
2. Promote the generation and production of knowledge, promoting scientific and technological research, and enhance the ancestral knowledge, and contribute to the realization of good living.
3. Ensure the dissemination and access to scientific and technological knowledge, the usufruct of their discoveries and findings within the framework of the provisions of the Constitution and the law.
4. Guarantee freedom of creation and research in the framework of respect for ethics, nature, the environment, and the rescue of ancestral knowledge.

Recognize the status of researcher in accordance with the law

COMMON EUROPEAN FRAMEWORK

The Council of Europe was established to defend human rights, parliamentary democracy and the rule of law. In pursuit of these goals it develops continent-wide agreements to standardize the social and legal practices of member states and promotes awareness of a European identity that is based on shared values and cuts across different cultures. These concerns explain why the Council of Europe attaches great

importance to the maintenance of linguistic and cultural diversity and encourages language learning as a means of preserving linguistic and cultural identity, improving communication and mutual understanding, and combating intolerance and xenophobia.

THE CEFR'S PROFICIENCY LEVELS

The CEFR's action-oriented approach to the description of language use supports what might be described as the horizontal dimension of language learning and teaching. At any level of proficiency it enables us to consider how the capacities of the language learner, the different aspects of language activity, and the conditions and constraints imposed by context combine to shape communication. But the CEFR also has a vertical dimension: it uses some parts of its descriptive apparatus to define language proficiency at six levels arranged in three bands – A1 and A2 (basic user); B1 and B2 (independent user); C1 and C2 (proficient user). We can use these common reference levels as a starting point for the elaboration of language syllabuses and curriculum guidelines, the design of learning materials, and the assessment of learning outcomes.

CHAPTER III

THE METHODOLOGY

METHODOLOGICAL DESIGN

The methodological design allows researchers to draw up the plan to be able to obtain the answers of the problem to be investigated and to be able, step by step, to reach the desired objectives. It also serves to differentiate between the different types of research and towards which it will be directed.

This research is focused on analyzing from the qualitative – quantitative point of view to be viable on the basis of the problem and specific objectives that arises in the teaching guide, which includes some educational aspects and methodologies for the strengthening of the writing, which provide students a better development applying the knowledge gained in the English language.

The methodological design is a set of basic tools that belongs to a quantitative-qualitative form, due to that, the information obtained was researched and compiled as support for research, experimental, descriptive and documentary.

Both sources have also been of essential importance for the progress of this investigation, it could be considered field investigation since it is that is responsible for describing the site where the research is conducted.

TYPES OF INVESTIGATION

According to Garcia (2016) "In science there are different types of research and it is necessary to know their characteristics to know which of them fit the research that will perform" Pag.25

The types of research allow the authors to define the approach that will have the research, it also covers different aspects like the different instruments that will be used for data collection and its subsequent analysis, is one of the most important steps since it defines what kind of methods and techniques will use the authors in the research process.

QUALITATIVE RESEARCH

It is the description of the qualities of a phenomenon. It is in the quest to understand a part of the situation. Without measuring, or test what level it is the reality of the situation, revealing many characters as possible. Try to obtain a deep understanding of the context, because it is an inductive study, with holistic perspective, that is considered as a whole.

No measures, this does not support a statistical analysis, this research includes findings not provided, it interacts with the research subjects and the phenomenon being analyzed and perceived from its aspects, aside prejudices and beliefs. (Maldonado, 2015 p.49).

Qualitative research goal is to get a better thoughtful through personal experiences, honest commentary, and citations of actual conversations. It aims to comprehend how the integrants develop meaning from their environments, and how their meaning impacts their consequences.

This type of research involves describing in specific details situation using research techniques like interviews, surveys and observation guides.

QUANTITATIVE RESEARCH

This process is based on the scientific and rationalism, as institutionalized epistemological positions. With a rooted bonding to the traditional science, and with an objective-neutral criteria. It is founded in facts, subtracting attention to equality of individuals.

This type of research allows the authors to examine the numerical data in the statistical field.

To this quantitative methodology is required for there to be a relationship between elements of the research problem and the linear nature, giving clarity between elements of the investigated phenomenon confronting the problem and what direction is, what kind of impact is in their elements. (Maldonado, 2015 p.48).

In the different types of research used in science, the characteristics are recognized and distinguished according to the proposed research.

DESCRIPTIVE RESEARCH

A descriptive study as its name indicates it seeks to describe in a more specific way the object to be studied, to determine its characteristics, the most important, to then be able to know how this object of study will be measured the instruments that will carry out this process to know what we are interested.(Del Cid, Mendez, & Sandoval , 2007, pág. 29)

This kind of research helps the authors to analyze the characteristics of the phenomenon to be investigated, also to know how it will be examined, and where it will be applied.

For the development of this project this kind of research helped us to define characteristics of a population that has been considered for the realization of this educational project.

The appearances used to describe the situation or population are usually nearly kind of unconditional scheme also recognized as descriptive categories. Descriptive research often leads to the explanatory research.

EXPLANATORY RESEARCH

The causes and effects grouped in one set of hypothesis is the main stage of this kind of research. In order to define connection, it is important to take into account the variation that can suffer the variables during the investigation process, which can cause the modification in other variables. Other causes also need to be measured whether there is a change in the got results, since it can modify the experimental investigation related to statistical approaches. This type of research indicates that it is very important to search because of the facts which would have to identify possible causes and effects.

FIELD RESEARCH

The field research is based on data obtained directly from reality and in this way the researcher can realize the needs or problems that arise and better understand the same, since it is working directly in the environment where it is found the object of study.(Colegio de bachilleres del estado de sonora, 2014, pág. 23)

This type of research allowed the authors to collect the necessary information directly from the source and it was able to understand the reality and magnitude of the problem in a more complete way, allowing researchers to realize the needs that students have and interpret the different causes of the problem and their effect.

POPULATION AND SAMPLE.

POPULATION

According to (Hernandez, 2001) “population or universe can be defined as a set of units or items that share some notes or peculiarities that wish to study” pg.127

The population is the common study of people, animals and things that in statistical terms are measurable, that unites one or several characteristics in particular on some subject to investigate.

The population of this research is determined by CPFG-EM. Omar Santiago Unda Guayasamin principal of the Education Unit of Guayaquil Liceo Naval Cmdr. Rafael Andrade Lalama, Secretary, 21 teachers and 334 students, totalizing 357.

TABLE NO. 1

STAFF	POPULATION	PERCENTAGE
AUTHORITIES	1	1%
TEACHERS	21	13%
STUDENTS	334	86%
TOTAL	356	100%

Source: Unidad Educativa “Liceo Naval”

Elaborated By: Patricia Flores And Ana Briones

SAMPLE

The sample that is part of the population serves to study and gives us the conclusion of a universe. (Lupo, 2014, pág. 1)

The authors took the sample of the total population for the analysis of the data; they were taken from the number of students, teachers and principal.

According to (Hernandez, 2001) "Generically, a sample is a part, more or less large, but representative of a group or population, whose characteristics must be reproduced as closely as possible" pg.127

As a sample, this greater or lesser are used to examine a part of the total population, to come near to reality.

TABLE NO. 2

STAFF	POPULATION	PERCENTAGE
AUTHORITY	1	2 %
TEACHERS	1	2 %
STUDENTS	35	96 %
TOTAL	37	100 %

Source: Unidad Educativa "Liceo Naval"

Elaborated By: Patricia Flores and Ana Briones

OPERATIONALIZATION OF VARIABLES

TABLE NO. 3

VARIABLES	DIMENSIONS	INDICATORS	
INDEPENDENT	TYPES	Active or Productive Vocabulary Passive or Receptive vocabulary	
	EXPLICIT VOCABULARY	Previous-teaching Vocabulary Repeated Exposure to Words Keyword Method Word Maps Restructuring Reading Materials	
	IMPLICIT VOCABULARY	Incidental Learning Context Skills Strategies for Teaching Vocabulary	
	INDEPENDENT WORD-LEARNING STRATEGIES	Dictionary Use Components on vocabulary program	
	VOCABULARY	IMPORTANCE	Vocabulary's influence on successful writing Vocabulary and writing: finding the right words Principles of vocabulary development Using vocabulary to improve writing skills Vocabulary learning and vocabulary retention
		TECHNIQUES	Qualities of effective vocabulary Integration Repetition Meaningful Use
DEPENDENT	DEFINITION	Concept	
	IMPORTANCE	Importance of writing skill	
	APPLICATIONS OF WRITING SKILL	Writing under Specific Circumstances Writing at Home Writing in the Workplace Writing Job Applications Writing for Study	
		HOW TO IMPROVE THE WRITING SKILL	Expand the vocabulary Master English spelling Read regularly Improve grammar Just do it
WRITING SKILL			

METHODS OF INVESTIGATION

For the elaboration of this investigative project has been put in practice several systematic process that are called methods. These methods will help to collect and gather different kind of true information in order to choose the most appropriate that follows the interest of the researchers. It has been taken into account the following methods for the development of this project.

OBSERVATION

According to Kumar (2011) is the most suitable method of data compilation, is an intense way for observe and hear an interplay or phenomenon as it shows. When you are interesting in the behavior more that the perceptions of persons this is the method you have to use for achieved that information. Also you used it When you want to know how is the interaction in a group or when is required to determine the behavior in a person.

This method helped the authors to observe the interaction in the classroom watching the participation of students every reaction of the students at the moment of make a question and the motivation with which they answered, all this provided further insight of the problem under investigation.

INDUCTIVE

The inductive method, is related to the scientific method, it is a process of which the main activity is the observation in a conscious way to develop general principles about a specific subject. A set of similar individuals that contain the same characteristics are observed and then studied; finding of this activity broad statements about the subjects that

were examined. These statements may then become laws of nature or theories.

In this project, the students were induced to demonstrate whether they like English language through different activities in this case the writing skill. It is relevant to affirm at this point that students felt disinterested when the researchers applied this proposal. However, it could establish the causes of the problem only applying this method.

DEDUCTIVE

The deductive method studies a phenomenon or problem from the all parts towards to the more specific parts, it analyzes the concept to get elements of the parts at all. Then it can say, that its process is synthetic analytic. The application, understanding, and demonstration are the main steps that have to be put in practice during the application of this method.

Applying this method the researchers can got a conclusion according to the evidences that have been obtained gathering information using different instruments of investigation. The conclusion not always will be correct since sometimes the collected data is not true.

SCIENTIFIC

Scientific method refers to the all parts of techniques for investigating a phenomenon, acquiring new knowledge, or correcting and integrating previous knowledge. It is based on gathering observable, empirical and measurable evidence subject to specific principles of reasoning.

In this project it was employed different instruments of investigation such as surveys and interviews that were address to the authority,

teachers, and students in order to determine and establish the factors that influence in the problem found in this institution.

STATISTICAL

Statistics refers to the collection analysis an interpretation of data. We could say that the statistical method is the body of analytical research as it takes a sample of the population to be investigated by observation and thus shows the characteristics of this, because rarely can take the entire population to conduct an investigation is important to use this method (Das, 2009).

It is noteworthy that all scientific research must proceed from the use of this method because after observation of the problem and have formed a theory as to the causes of this one, you need to have real data that can be measured to give support to research, to this theory or to lead it otherwise.

This method allowed the authors to collect data from the specified population of Unidad Educativa Liceo Naval de Guayaquil Comandante Rafael Andrade Lalama at which this research is focused for later analysis.

THECNIQUES AND INSTRUMENT OF RESEARCH

With the utilization of the research techniques the researcher can obtain the necessary information to go through their research and in this way reach to the reality of the phenomenon being studied. The techniques can be selected taking into account the research method to be used and these may vary.

The authors made use of techniques such as interview, survey and questionnaire to obtain the necessary information to support research.

INTERVIEW

This technique is used to obtain information usually is a dialogue between the interviewer, in this case the person investigating and the interviewed, a person who has knowledge of the matter under investigation; all of this is made directly by a series of questions in order to receive all the information and data, that are necessary to continue in the process of what is being investigated.

The authors applied the technique of the interview with the directors of the institution, and the teachers of the area of English to know their opinion on the problem presented and obtain more data because it is extremely important the information and knowledge about this issue that they can share this allows to researchers to have a better idea of possible improvements that can occur in this process.

SURVEY

According to (Atunta, 2015). "It is basis is a questionnaire or set of questions for the purpose of obtaining the desired information; Consists of a set of questions regarding one or more variables that are to be measured and for the purpose of achieving the objectives of the research" pg. 52

The surveys carried out on the students at Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama allowed the authors by means of a series of questions asked directly to them, to obtain very important and necessary information to continue with the research process, the same ones that were based on the different variables.

LIKERT SCALE

Likert developed the principle of measuring the attitudes requesting to people that responded to a series of questions on a topic, regarding until point they agree with them, and drilling this way in the cognitive and affective components of attitudes.

The Scale of Likert can contain five (or seven) scales of the point that is used to allow the individual to express how much they agree or they differ with a particular declaration.

The scales that were used in this surveys were:

- Totally Agree
- Agree
- Indifferent
- Disagree
- Totally Disagree

THE QUESTIONNAIRE

A questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers. The only difference between an interview schedule and a questionnaire is that in the former it is the interviewer who asks the questions (and if necessary, explains them) and records the respondent's replies on an interview schedule, and in the latter replies are recorded by the respondents themselves (Kumar,2011).

This kind of research allowed the authors to know the opinion of the teachers of the area through an interview and students through the survey.

ANALYSIS AND INTERPRETATION OF DATA

INTERVIEW TO THE DIRECTOR

This qualitative analysis aims to present the results of the interview with the vice-rector academician of the afternoon section Msc José Luis Rendón Perez made in the vice-rector on October 12, 2016 at 16:00 in the city of Guayaquil, the same that allowed to obtain relevant information about the vocabulary and the development of written skills in students.

The method chosen was the qualitative, 10 open questions easy to understand for the director were made and after obtaining the results was evident that one of the problems affecting the development of writing skills of students is the low level of knowledge of vocabulary.

According to the answers of questions 1, 2, 3 and 4 concerning to vocabulary in the students the responses of vice-rector allowed to see that students do not have the vocabulary necessary due to different factors such as absence of instruction in the language from primary.

According to questions 5, 6.7 and 8 related to writing skills the authors could corroborate that the use of different and bold strategies will help students with improvements of the same.

In questions 9 and 10 the opinion of the vice chancellor allowed to determine that the use of a booklet with activities can greatly improve the writing skills of the student of eighth grade at Unidad Educativa Liceo Naval de Guayaquil Comandante Rafael Andrade Lalama since all material is a great help at the moment of learn a new language.

ANALYSIS AND INTERPRETATION OF DATA INTERVIEW TO THE TEACHER ANALYSIS

The following qualitative analysis aims to present results of interviews with English teachers Lcda. Isabel Lopez and Lcda. Beatriz Cabrera in English laboratory of the institution on October 12 at 15:40 in the city of Guayaquil, which allowed it to collect the necessary information on the technical and methodological strategies used for learning vocabulary and practice writing skills of students.

To deepen in the research problem 10 open questions easy to understand were made, with the analysis of them the authors could obtain relevant information on the issue reason of this investigation and indeed note that students have a low level of vocabulary and therefore this affects the development of writing skills of students.

According to the answers to questions 1,2,3 and 4 concerning to the methodology used to present the vocabulary it was evident that the strategies used are traditional this affects the motivation and interest of students to learn the language.

According to the responses of questions 5, 6, 7 and 8 concerning to writing skills it was found that students do not have enough time to do writing activities and there is little motivation of teachers to perform them.

In the answers of questions 9 and 10 the authors could obtain information about the need to create a booklet with activities to improve the writing skills of students.

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EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA**

SURVEY TO THE STUDENTS

OBJECTIVES: to obtain information about the interest of the students of the 8th grade at the moment of learning vocabulary in class at Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.

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

Statements	Totally disagree	Disagree	Indifferent	Agree	Totally agree
English teacher teaches vocabulary everyday.					
The vocabulary helps to improve the writing skill					
New vocabulary is applied in real life.					
New vocabulary is used to make writing activities.					
Writing activities are interesting and entertaining					
Writing new words in English is easy for you.					
The teacher must use new techniques to practice writing skill.					
You like to communicate with others through writing					
The design of a booklet with useful activities will improve the vocabulary acquisition.					
You will support the application of the booklet					

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RESULTS OF SURVEY

Statements	Totally disagree	Disagree	Indifferent	Agree	Totally agree	TOTAL
English teacher teaches vocabulary everyday.	12	15	1	3	4	35
The vocabulary helps to improve the writing skill.	14	15	3	2	1	35
New vocabulary is applied in real life.	8	16	0	6	5	35
New vocabulary is used to make writing activities.	16	9	2	5	3	35
Writing activities are interesting and entertaining	26	8	1	0	0	35
Writing new words in English is easy for you.	18	12	0	2	3	35
The teacher must use new techniques to practice writing skill.	4	2	0	15	14	35
You like to communicate with others through writing	3	3	1	14	14	35
The design of a booklet with useful activities will improve the vocabulary acquisition.	3	1	0	16	15	35
You will support the application of the booklet	1	2	3	15	14	35

ANALYSIS OF RESULTS

Statement 1: English teacher teaches vocabulary every day

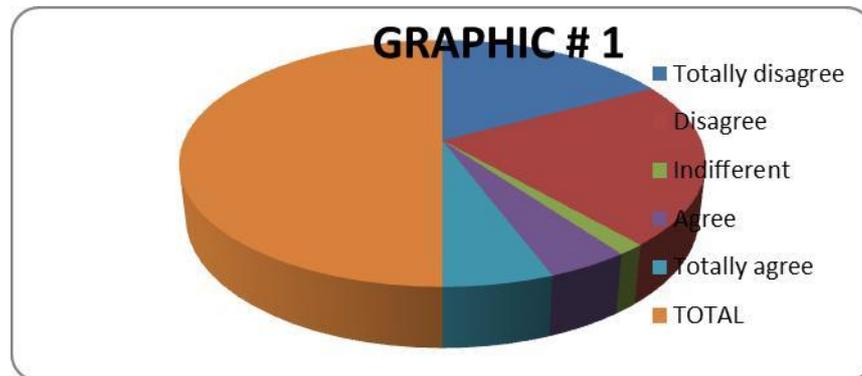
Sample: 35 students

CHART OF FREQUENCY # 1

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	12	36%
Disagree	15	41%
Indifferent	1	3%
Agree	3	9%
Totally agree	4	12%
TOTAL	35	100 %

Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.



Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.

COMMENT

According to the results of the 35 students surveyed, most of them disagree that the teacher does not teach vocabulary every day, a little amount answer the opposite. It can be concluded that English teachers are failing imparting their classes, because they do not encourage students to know the real importance that this language has today. Learning English is not longer a privilege but a necessity.

ANALYSIS OF RESULTS

Statement 2: The vocabulary helps to improve the writing skill.

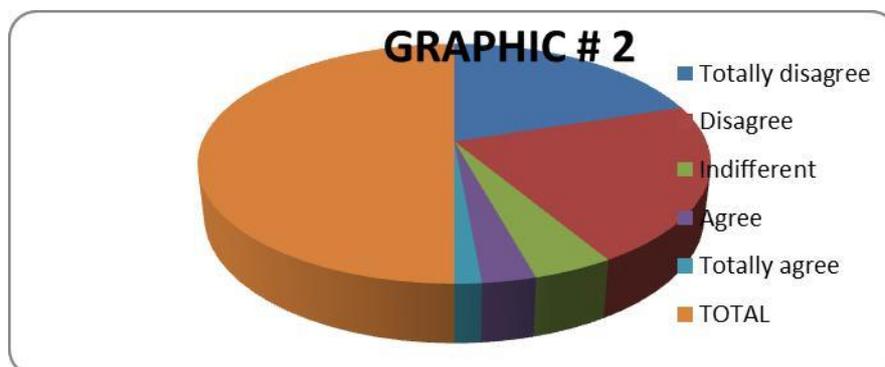
Sample: 35 Students

CHART OF FREQUENCY # 2

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	1	3%
Disagree	2	6%
Indifferent	3	9%
Agree	15	41%
Totally agree	14	38%
TOTAL	35	100 %

Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.



Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.

COMMENT

In the statement number two, most of the students answered that learning vocabulary will improve the performance in writing skill, it means that they need more practice in this skill, furthermore, teachers have to take into account this results in order to add more activities in class. It also has to work with the few students that are disagreeing since there should be no gaps in the teaching of the English language.

ANALYSIS OF RESULTS

Statement 3: New vocabulary is applied in real life

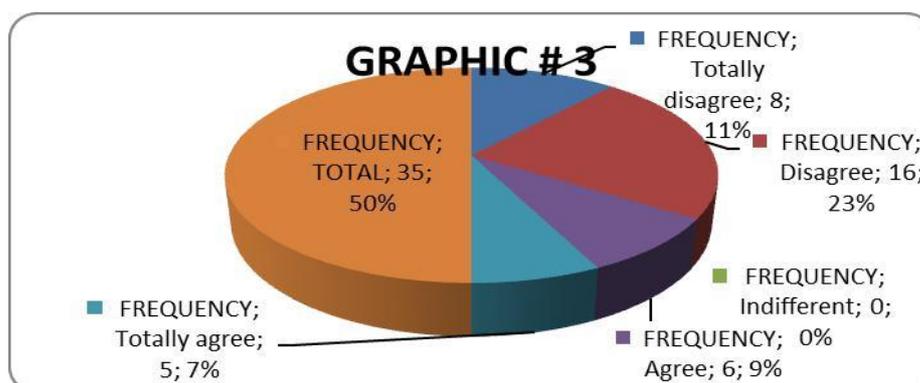
Sample: 35 Students

CHART OF FREQUENCY # 3

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	8	24%
Disagree	16	43%
Indifferent	0	0%
Agree	6	18%
Totally agree	5	15%
TOTAL	35	100 %

Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.



Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.

COMMENT

In the results obtained in the statement number three, the majority of the students response that they do not apply the new knowledge to real life and teacher does not take their own experiences like examples to put in practice this skill. The rest of the students answered they agree. With the application of the proposal students will interact with peers through useful exercises and activities that will help them to apply all learned in their real life.

ANALYSIS OF RESULTS

Statement 4: New vocabulary is used to make writing activities.

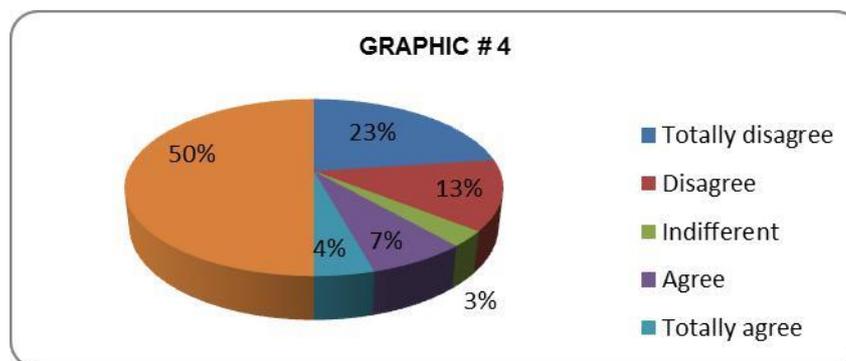
Sample: 35 Students

CHART OF FREQUENCY # 4

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	16	43%
Disagree	9	27%
Indifferent	2	6%
Agree	5	15%
Totally agree	3	9%
TOTAL	35	100 %

Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.



Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.

COMMENT

In this statement students affirm their disagree that they need more English practice, especially in writing skill, since they realize that the teaching provided by the teacher does not meet the expectations and they do not feel satisfied with the acquired knowledge. It is a good point for the researchers because they have to demonstrate that the new didactic material introduced is going to help both teachers and students.

ANALYSIS OF RESULTS

Statement 5: Writing activities are interesting and entertaining.

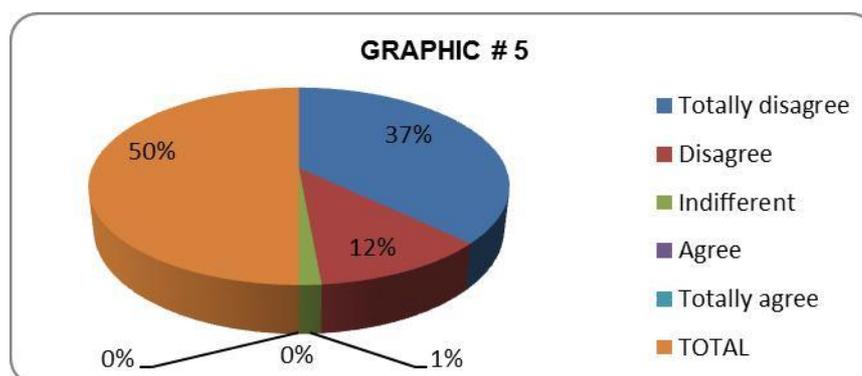
Sample: 35 students

CHART OF FREQUENCY # 5

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	26	73%
Disagree	8	24%
Indifferent	1	3%
Agree	0	0%
Totally agree	0	0%
TOTAL	35	100 %

Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.



Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.

COMMENT

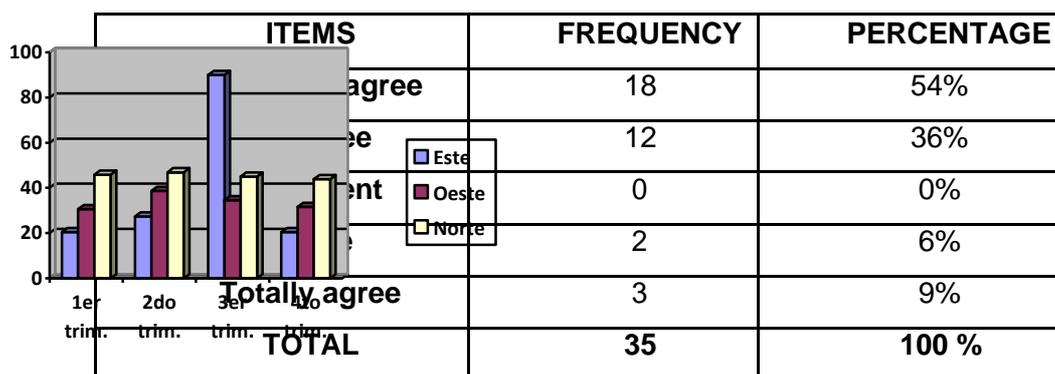
In the statement number five a high percentage of students agree that the activities of writing that the teacher develops in class are extremely bored and repetitive, it happens because they do not use modern strategies and techniques that awake the students` interest for the English subject, they are only limited to work with the book given by the government that does not meet the needs of the students.

ANALYSIS OF RESULTS

Statement 6: Writing new words in English are easy for you

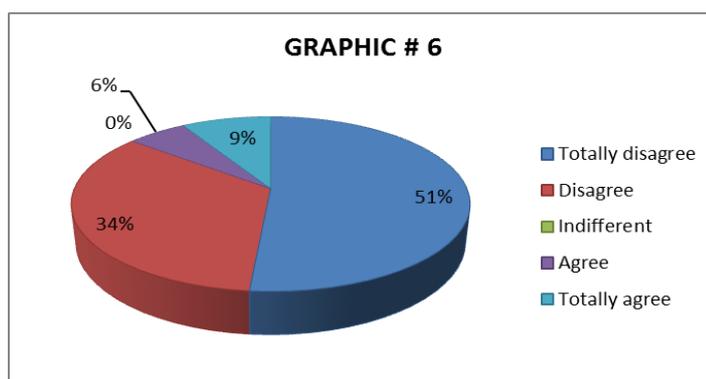
Sample: 35 Students

CHART OF FREQUENCY # 6



Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.



Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.

COMMENT

According to the results obtained in this statement most of the students agree that writing paragraphs even simple words in English is difficult for them. It occurs because they do not have the practice enough to develop this part of the English grammar that is very important when learning this language. Furthermore, teacher does not use the appropriate methodology to improve it.

ANALYSIS OF RESULTS

Statement 7: The teacher must use new techniques to practice writing skill.

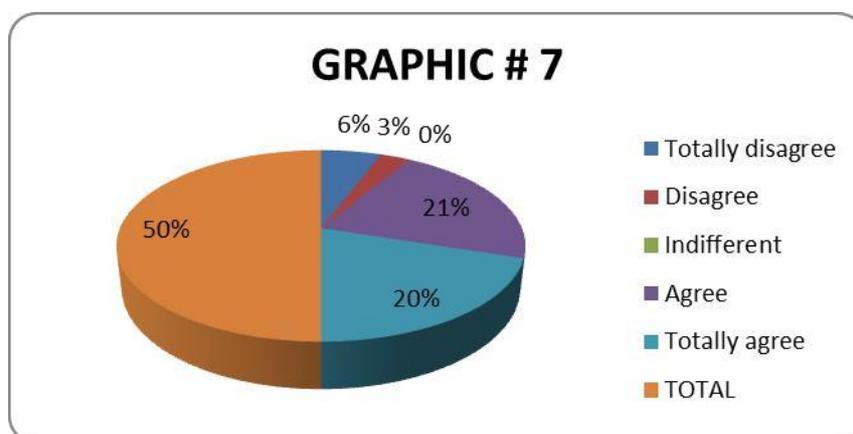
Sample: 35 Students

CHART OF FREQUENCY # 7

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	4	12%
Disagree	2	6%
Indifferent	0	0%
Agree	15	45%
Totally agree	14	37%
TOTAL	35	100 %

Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.



Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.

COMMENT

As we can observe the results obtained in this statement show us that almost the whole of the students agree that the English teacher must change the way how to teach English, adapting modern methodology in order to apply new strategies and techniques that make the acquisition of a new language easier.

ANALYSIS OF RESULTS

Statement 8: You like to communicate with others through writing.

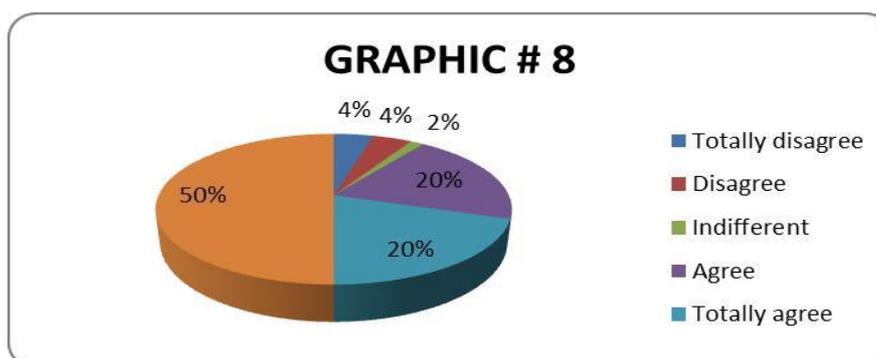
Sample: 35 Students

CHART OF FREQUENCY # 8

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	3	9%
Disagree	3	9%
Indifferent	1	3%
Agree	14	40%
Totally agree	14	40%
TOTAL	35	100 %

Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.



Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.

COMMENT

According to the results obtained in this statement as expected the most of the students want to communicate with friends and family in English, it happens since they realize that this language is considered as an important tool that help people to keep in touch all over the world. In addition, they see the necessity to dialogue with peers from others countries through internet. For that reason, it is going to be implemented this new didactic material that contains useful vocabulary.

ANALYSIS OF RESULTS

Statement 9: The design of a booklet with useful activities will improve the vocabulary acquisition.

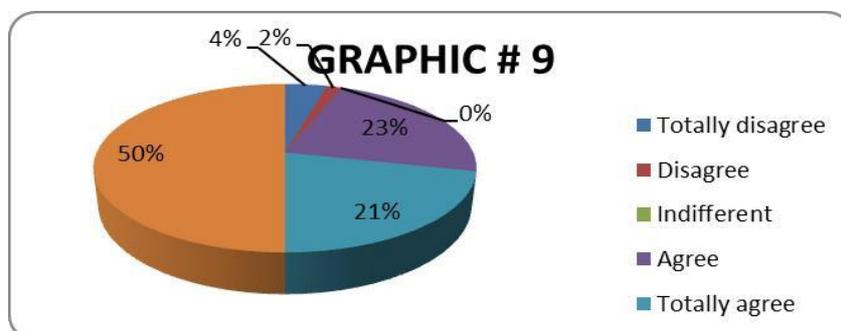
Sample: 35 Students

CHART OF FREQUENCY # 9

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	3	9%
Disagree	1	3%
Indifferent	0	0%
Agree	16	45%
Totally agree	15	43%
TOTAL	35	100 %

Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.



Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.

COMMENT

In this statement most of the students agree that the introducing of a new additional material for the teaching learning process will help considerably the acquisition of new words, since it was noticed that they like English subject but the teacher does not use the necessary academic resources for catching the attention of the students. The researchers are convinced that applying the booklet this situation will change.

ANALYSIS OF RESULTS

Statement 10: You will support the application of the booklet.

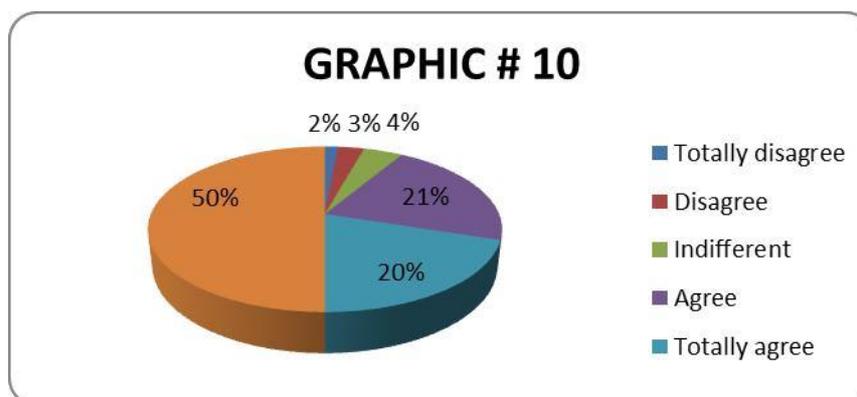
SAMPLE: 35 STUDENTS

CHART OF FREQUENCY # 10

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	1	3%
Disagree	2	6%
Indifferent	3	9%
Agree	15	45%
Totally agree	14	37%
TOTAL	35	100 %

Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.



Source: Unidad Educativa Liceo Naval

Researchers: Ana Briones and Patricia Flores.

COMMENT

In this statement the students answered that they are going to apply the implementation of a new didactic material, since they think it is important for developing the knowledge of the English language. Furthermore, they have realized that acquiring it and improving the writing skill they will have gained experience and will feel more confident when performance in class.

CHI SQUARE

CROSSTABS

CROSSTABS

/TABLES= WRITING_SKILL BY VOCABULARY

/FORMAT=AVALUE TABLES PIVOT

/STATISTICS=CHISQ

/CELLS=COUNT ROW COLUMN TOTAL.

ENGLISH TEACHER TEACHES VOCABULARY EVERY DAY * YOU LIKE TO COMMUNICATE WITH OTHERS THROUGH WRITING [recuento, fila %, columna %, total %].

ENGLISH TEACHER TEACHES VOCABULARY EVERY DAY	YOU LIKE TO COMMUNICATE WITH OTHERS THROUGH WRITING					Total
	INDIFFERENT	TOTALLY DISAGREE	DISAGREE	AGREE	TOTALLY AGREE	
INDIFFERENT	.00 .00% .00% .00%	.00 .00% .00% .00%	.00 .00% .00% .00%	.00 .00% .00% .00%	.00 100.00% 6.67% 2.86%	1.00 100.00% 2.86% 2.86%
AGREE	.00 .00% .00% .00%	.00 .00% .00% .00%	.00 .00% .00% .00%	.00 100.00% 20.00% 8.57%	.00 100.00% 8.57% 8.57%	3.00 100.00% 8.57% 8.57%
TOTALLY AGREE	.00 .00% .00% .00%	.00 .00% .00% .00%	.00 .00% .00% .00%	.00 100.00% 26.67% 11.43%	.00 100.00% 11.43% 11.43%	4.00 100.00% 11.43% 11.43%
TOTALLY DISAGREE	1.00 8.33% 100.00% 2.86%	2.00 16.67% 100.00% 5.71%	3.00 25.00% 100.00% 8.57%	6.00 50.00% 42.86% 17.14%	.00 .00% .00% .00%	12.00 100.00% 34.29% 34.29%
DISAGREE	.00 .00% .00% .00%	.00 .00% .00% .00%	.00 .00% .00% .00%	8.00 53.33% 57.14% 22.86%	7.00 46.67% 46.67% 20.00%	15.00 100.00% 42.86% 42.86%
Total	1.00 2.86% 100.00% 2.86%	2.00 5.71% 100.00% 5.71%	3.00 8.57% 100.00% 8.57%	14.00 40.00% 100.00% 40.00%	15.00 42.86% 100.00% 42.86%	35.00 100.00% 100.00% 100.00%

Casos					
Válido		Perdidos		Total	
N	Porcentaje	N	Porcentaje	N	Porcentaje
35	100.0%	0	0.0%	35	100.0%

Applying the Chi Square test to the two variables of this project it can be concluded that there is a relationship between the writing skill and vocabulary, since the numerical value obtained in this test, is less than 0,5 percent.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Once the surveys have been carried out and after obtaining the results of them, the following can be concluded:

- The vocabulary given in daily classes is not interesting for students and does not catch their attention.
- Teacher does not develop writing activities.
- The activities do not have the necessary guide to be performed in class.
- Teachers are not motivated enough to do writing activities because they do not see them as a priority, this influences in the motivation of the students.
- Teacher use only one didactic material for transmit new academic content.
- Students are agreeing with the design and subsequent use of a booklet with activities to improve their writing skills.

RECOMMENDATIONS

- After analyzing the results and made the conclusions, it is recommended that teacher encourages students that the English language is not only a subject that they have to pass, but it is an important tool that will help either academic life or personal life.
- Teachers have to teach the four different skills that the English language has, especially the productive ones since they are which students shows more difficulties at the moment of acquiring it.
- It is important to practice more English with new words in order to enrich the vocabulary of students, and applying the booklet it will be easier.
- It is recommended that different teaching materials motivate students; one of these materials would be the activity booklet that its purpose is not only to increase writing skills but also to fun and entertain.
- For a better performance to be reflected in students it is recommended to give more practice in both speaking and writing skills.

CHAPTER IV

THE PROPOSAL

DESIGN OF A BOOKLET WITH VOCABULARY ACTIVITIES TO DEVELOP THE WRITING SKILLS IN STUDENTS OF 8TH GRADE AT UNIDAD EDUCATIVA LICEO NAVAL DE GUAYAQUILCMDTE “RAFAEL ANDRADE LALAMA” SCHOOL YEAR 2016-2017

ANTECEDENTS

After obtaining the results in the chapter three, and taking into consideration the conclusions and recommendations, it could conclude that the design of the booklet with basic vocabulary activities will awake the interest of the students for acquiring the English language and also will change the aptitude toward this subject, since they demonstrated to feel more confident at the first moment when participated in class.

Writing skill is one of the most important one when a second language acquisition is in process. As a centre part of language learning it is, obviously, not an effortless process. Students most of the time show problems about writing paragraphs, sentences, or even words, it happens because they have not acquired or learned the vocabulary enough to make a good performance in classroom. In this context it is very important to reveal why students have difficulties in practicing writing, it was detected at the beginning before and during the application of this process.

JUSTIFICATION

With the application of this proposal it has intended to improve the writing skill of the English language in students of eighth year of GBE at Unidad Educativa "Liceo Naval" which significant changes have been achieved thanks to the willingness both teachers and students that gave to the realization of this project that it is sure that will meet the expectations.

In the same way, the usefulness that this booklet with basic vocabulary will give to students and teachers, will be very important at the moment of demonstrating their acquired knowledge and it will be reflected in each English class, since the motivation and interest that they will put in their performance will be noticed, since the activities that it contains are funny and entertained.

Furthermore, this booklet count with different kind of strategies and techniques that will make the acquisition of new words easy to learn and it also goes to hand in hand with the content that has been planned in the annual curriculum.

The most important thing that this project is looking for is that students can communicate with others through the writing skill in a correct way.

IMPORTANCE

First of all, it is worth considering that the elaboration of this proposal was made thinking in the poor knowledge of the English that students of eighth year of GBE at Unidad Educativa "Liceo Naval" have in this language, specifically at the moment to communicate with others or writing simple paragraphs, sentences, even words. For that reason, the creation of this booklet will be of paramount importance not only for students but also for teachers who make the most this didactic material in order to take this language not like a subject but like a necessary tool that is used all over the world at any field.

Secondly, the useful activities and entertained exercises that the booklet possesses will keep awake the interest of the students, since they will feel more confident to interact with peers, their performance will improve considerably and the relationships with teachers will strengthen exchanging thoughts and opinions.

OBJECTIVES

GENERAL

- To present a booklet in order to increase the level of written communication by means of useful activities and exercises applied to basic vocabulary.

SPECIFICS

- To establish the relevance of the booklet to demonstrate students the real importance that the communication through writing has today.
- To justify the use of the additional didactic material when the good results be reflected in students.
- To assess the activities that the booklet contains in order to affirm the acquisition of the new knowledge.

PEDAGOGICAL ASPECT

The pedagogical aspect has been taken into account thanks to its contribution for the development of this proposal since it has facilitated to select several pedagogical currents until to choose the more appropriate according to the needs detected during the observation and

after of obtaining and analyzing the results, that make both teachers and researchers transmit in the correct way the new knowledge of the English language specially the writing skill through vocabulary, to students of eighth year of GBE at Unidad Educativa “Liceo Naval”

SOCIOLOGICAL ASPECT

The sociological aspect has been of paramount importance for the elaboration of this proposal, since both researchers and teachers must have empathy with their students in order to know their different ways of living, family, religions, cultures, etc, thus adapt the new academic content according to their interest and failures.

PSYCHOLOGICAL ASPECT

Likewise, this proposal is based on the psychological aspect, because it is related with the students behavior, it means study the formation of the personality of them such as talents, attitudes, abilities, emotions, etc. taking into consideration all these elements is easier to develop the new knowledge

LEGAL ASPECT

The constitutional law of the Republic of Ecuador, official registry # 298, section third of the functioning of Higher Education institutions.

Art. 144 Digitalized Thesis.- All the institutions of Higher Education must deliver the thesis that are elaborated previous to obtain their university degree, in digitalized format in order to be integrated to the National Information System of Higher Education for its public spreading, respecting the author´s rights.

FEASIBILITY OF THE PROPOSAL

It has been considered that this proposal is feasible to execute since it has counted with different tools that have supported it from different points of view until to get the final results.

The financial expenses such as printers, copies, transportation, snacks, markers, cardboard, and various, were covered by the researchers, since they decided not to ask for money neither institution where the project was applied nor surveyed students.

On the other hand, the human talent that has contributed with the realization of this project, it means researchers, authorities, students, teachers, and the whole educational community belonging to the Unidad Educativa “Liceo Naval”, have demonstrated responsibility and confidence for the execution of this investigation.

DESCRIPTION OF THE PROPOSAL

The academic content that is based this project refers exclusively of basic vocabulary in order to develop the writing skill in students of eighth year at Unidad Educativa “Liceo Naval”. It is divided in different lessons adapted to the same content that the official book possesses and taking into account the planning made by the teacher. Furthermore, it has added some extra topics that the researchers consider important for the students at this level. Bellow it is shown the lessons of the booklet.

Lesson # 1

Descriptive Adjective

Describing people

What are they like

Lesson # 2

Parts of the human body

Lesson # 3

Days of the week

Lesson # 4

Food

Fruit

Lesson # 5

Jobs

Lesson # 6

In the classroom

Lesson # 7

Natural Disasters

Lesson # 8

Transport and travelling

Lesson # 9

The family

Parts of the house

Lesson # 10

Signs

CONCLUSION

With the creation and application of this investigative work, it can be concluded that the teaching of the English has been enriched as well as the practices of writing skill, since it has noticed a change in the performance and attitude of students in classroom. Surely, with this contribution authorities, teachers, students, and the whole educational community will be satisfied with this work and they will give the real importance that this language has today.

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APPENDIX DOCUMENTS



UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA- NIVEL PREGRADO

Guayaquil, 22 Septiembre del 2016

MSC.

SILVIA MOY-SANG CASTRO

DECANA

FACULTAD DE FILOSOFÍA Y LETRAS EN CIENCIAS DE LA EDUCACIÓN

CIUDAD.-

De mis consideraciones:

Yo, PATRICIA MATILDE FLORES PARRALES, C.c. 0915942775 y ANA CAROLINA BRIONES SANCHEZ, C.c. 0921903217 alumnas del 5to año paralelo "A" de la carrera de Lenguas y Lingüística de la modalidad Semipresencial, Matriz Guayaquil, del periodo 2016/2017 respetuosamente solicitamos se nos conseda la debida autorización y solicitud por parte de la UNIVERSIDAD ESTATAL DE GUAYAQUIL, dirigido a la UNIDAD EDUCATIVA LICEO NAVAL DE GUAYAQUIL CMDTE. RAFAEL ANDRADE LALAMA, sección vespertina, representada bajo la persona Señor Rector, Alm. Omar Santiago Unda Guayasamin con la finalidad de realizar la pertinente investigación de campo que determina el tema y desarrollo de la propuesta en la que se basará nuestro Proyecto Educativo.

Por la atención, que dé a la presente quedamos muy agradecidas.

Atentamente;

Patricia M. Flores Parrales

pattyflores_32@hotmail.com

C.c. 0915942775

Ana Carolina Briones Sánchez.

carolinabs254@hotmail.com

C.c. 0921903217



UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA- NIVEL PREGRADO

Guayaquil, 21 de Septiembre del 2016

Sr. CPGF-EM,

Omar Santiago Unda Guayasamin

Rector de la Unidad Educativa Liceo Naval de Guayaquil

Cmdte. Rafael Andrade Lalama

Ciudad.-

De nuestras consideraciones:

Yo, PATRICIA MATILDE FLORES PARRALES, C.c. 0915942775 y ANA CAROLINA BRIONES SANCHEZ, C.c. 0921903217 alumnas del 5to año paralelo "A" de la carrera de Lenguas y Lingüística de la modalidad Semipresencial, Matriz Guayaquil, del periodo 2016/2017 por medio de la presente, solicitamos a usted muy respetuosamente que se nos permita llevar a cabo nuestro PROYECTO DE TITULACIÓN en la UNIDAD EDUCATIVA LICEO NAVAL DE GUAYAQUIL CMDTE. RAFAEL ANDRADE LALAMA sección vespertina, para el mismo necesitamos se nos permita el ingreso a la institución, toma de muestras: como fotos para respaldar nuestro trabajo, realizaremos también entrevista a Rector, entrevista a las maestras y encuestas a los paralelos; muestras que serán mencionados en nuestro Proyecto, estimamos una duración máxima de dos semanas, que corren a partir de la fecha en que usted nos autorice.

Tema de Proyecto:

Influencia del vocabulario en el desarrollo de la habilidad de escritura en los estudiantes de 8º grado "A" de la UNIDAD EDUCATIVA LICEO NAVAL DE GUAYAQUIL CMDTE. RAFAEL ANDRADE LALAMA año lectivo 2016-2017.

Propuesta: Diseño de un folleto actividades para mejorar la habilidad escrita.

Influence of vocabulary in the development of writing skills, on students of 8th basic education "A", at UNIDAD EDUCATIVA LICEO NAVAL DE GUAYAQUIL CMDTE. RAFAEL ANDRADE LALAMA, academic year 2016-2017.

Proposal: Design a booklet with activities to improve writing skills.

Mismo que ha sido elaborado bajo el criterio de la Unidad Curricular de Titulación

Por la atención, que dé a la presente quedamos muy agradecidas.

Patricia M. Flores Parrales

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FECHA: 22 SEP 2016
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Escuela de Lenguas y Lingüística

28 SEP 2016 14:11
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Guayaquil, 26 de Septiembre del 2016

SEÑORES
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA Y LETRAS, ESCUELA DE LENGUAS Y LINGÜÍSTICAS
CIUDAD.-

De nuestras consideraciones:

La UNIDAD EDUCATIVA LICEO NAVAL DE GUAYAQUIL CMDTE. RAFAEL ANDRADE LALAMA sección vespertina, damos autorización para que las señoras PATRICIA MATILDE FLORES PARRALES, C.c. 0915942775 y ANA CAROLINA BRIONES SANCHEZ, C.c. 092103217 realicen en nuestra institución su Proyecto

Influencia del vocabulario en el desarrollo de la habilidad de escritura en los estudiantes de 8º grado " A" de la UNIDAD EDUCATIVA LICEO NAVAL DE GUAYAQUIL CMDTE. RAFAEL ANDRADE LALAMA año lectivo 2016-2017.

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Proposal: Design a booklet with activities to improve writing skills.

Atentamente;



Msc José Luis Rendón Pérez
Vicerrector de la Unidad Educativa Liceo Naval de Guayaquil
Cmdte. Rafael Andrade Lalama- Sección Vespertina

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28 SEP 2016 14:21
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**MSc.
SILVIA MOY-SANG CASTRO, ARQ.
DECANA DE LA FACULTAD DE FILOSOFIA
LETRAS Y CIENCIAS DE LA EDUCACION
CIUDAD.-CARTA DE ACEPTACIÓN DE TUTOR**

De mis consideraciones:

En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: lenguas y lingüística, el día 16 Agosto del 2016.

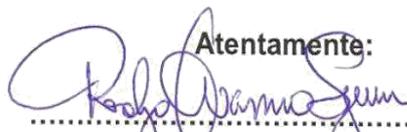
Tengo también informar lo siguiente:

Que las Integrantes: Ana Carolina Briones Sánchez Con C.C: 0921903217 y Patricia Matilde Flores Parrales Con C.C: 0915942775 Diseñaron el Proyecto Educativo Con El Tema: The Influence of Vocabulary In The Development of Writing Skills Of The Students Of 8th Grade At Unidad Educativa Liceo Naval De Guayaquil Cmdte. Rafael Andrade Lalama School Year 2016-2017.

Propuesta: Design of a Booklet with Activities to Improve Writing Skills.

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

Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la **APROBACIÓN** del proyecto, y pone a vuestra consideración e informe de rigor para los efectos legales correspondiente.

Atentamente:

.....
MSc. Rodrigo Guerrero Segura
Consultor Académico



UNIVERSIDAD DE GUAYAQUIL

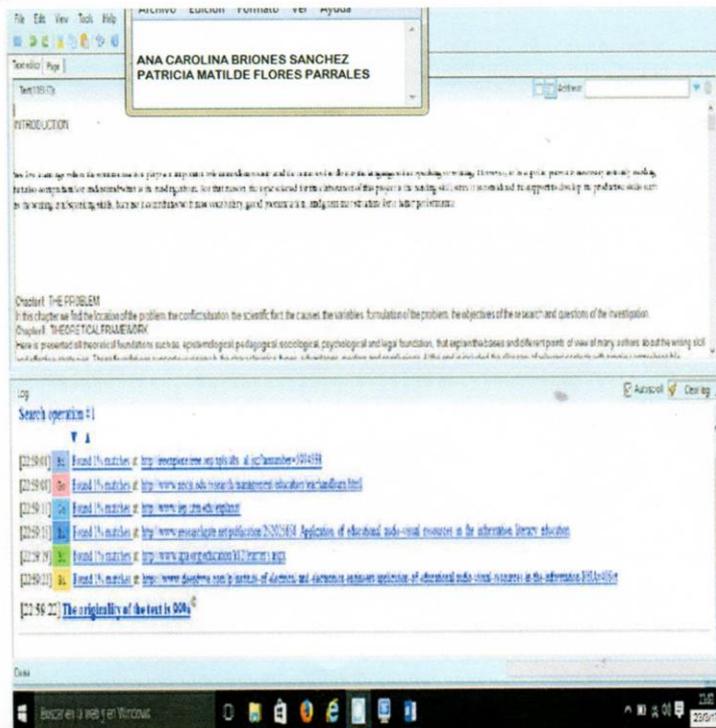
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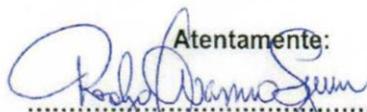
CARRERA DE LENGUAS Y LINGÜÍSTICA

CERTIFICADO DE PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Msc. Rodrigo Guerrero Segura, tutor del trabajo de titulación certifico que el presente trabajo ha sido elaborado por Patricia Matilde Flores Parrales con C.c. 0915942775 y Ana Carolina Briones Sánchez con C.c. 0921903217, con mi respectiva supervisión como requerimiento parcial para la obtención del título LICENCIADO EN LENGUAS Y LINGÜÍSTICA

Se informa que le trabajo de titulación: THE INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF WRITING SKILLS OF THE STUDENTS OF 8TH GRADE AT UNIDAD EDUCATIVA LICEO NAVAL DE GUAYAQUIL CMDTE. RAFAEL ANDRADE LALAMA SCHOOL YEAR 2016-2017, PROPOSAL: DESIGN OF A BOOKLET WITH ACTIVITIES TO IMPROVE WRITING SKILLS, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND, quedando el 1% de coincidencia.



Atentamente:

.....
MSc. Rodrigo Guerrero Segura

Arabic Language .NET

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INTRODUCTION

We live in an age when the communication plays an important role in our lives and the main task of it is to bridge either speaking or writing. However, it is a false premise to assume that reading, writing, comprehension and communication is the reading skill. For that reason, the type selected for the initiation of this project is the reading skill since it encompasses the support to develop the productive skills such as writing, analyzing skills, but also it contributes with the vocabulary, good pronunciation, and grammar that are necessary for a better performance.

Chapter I: THE PROBLEM

In this chapter we find the location of the problem, the conflict situation, the scientific fact, the causes, the variables, formulation of the problem, the objectives of the research and questions of the investigation.

Chapter II: THEORETICAL FRAMEWORK

Here is presented all theoretical foundations such as epistemological, pedagogical, sociological, psychological and legal foundation. But explain the bases and different points of view of many authors about the writing skill and effective strategies. These foundations are divided into three sub-sections: reading and production skills and included the selection of relevant articles with explicit contributions.

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**APPENDIX
SURVEY &
INTERVIEW**

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS

PRINCIPAL INTERVIEW

OBJECTIVE: to obtain information about the level of English of the institution.

1. Do you think it is important that students learn vocabulary? Por supuesto el vocabulario es la base de cualquier idioma.
2. Do you believe that the students of 8th grade have an acceptable level of vocabulary?
Yo diría dependiendo de cuál es el objetivo, recién para octavo el problema que tenemos con los chicos vienen es que vienen de diferentes establecimientos públicos donde la mayoría no ha visto inglés y recién lo están aprendiendo.
3. Do you think that teachers handle the vocabulary taught in each class properly?
El problema es con los chicos que vienen desde cero y los maestros de inglés tienen que usar los dos idiomas al inicio pero después se transforman en clases totalmente en inglés la práctica del vocabulario es importante.
4. What types of didactic resources do teachers use in their English classes?
Todo tipo de material, en el laboratorio tenemos un aula interactiva con pantalla digital el sonido es especial para el tipo de trabajo nosotros apuntamos hacia el marco común europeo y esto demanda utilizar cierta tecnología.
5. Do you think that the use of different strategies may improve the writing skills?
Por supuesto nosotros trabajamos bastante con las habilidades de los chicos destrezas con criterio de desempeño el maestro es un simple facilitador el estudiante es el que debe dejar de pensar en español y comenzar en pensar en inglés esto le da una mayor fluidez.
6. What is your opinion about improving the writing skills with additional activities in class?
Bueno hay infinidad de actividades como las lúdicas, como los chicos de octavo son niños todavía están en la transición de niños a ser adolescentes por lo general a los chicos les gustan las actividades sociales, el arte, le gusta cantar, pintar etc.
7. In your opinion what is the best way to upgrade the writing skills in the students?
Los chicos son naturalmente creativos nosotros lo que hacemos es impulsarlos encaminarlos para esto, si les gusta la música que escriban su propia canción si les gusta escribir que hagan un periódico junto con la tecnología que es lo que aman esto le vas a ayudar.
8. Do you think the writing activities performed by teachers in class are creative?
Necesariamente tienen que ser creativas para lograr la motivación del estudiante.
9. Do you consider that a booklet with activities will collaborate in some way with the work of teachers?
Hay mucho material tanto para los maestros como para los estudiantes, yo diría que si ese mismo folleto se lo hiciera de manera digital e interactiva los alumnos van a motivarse de mejor manera.
10. Do you believe that the institution will benefit itself using this booklet with activities?
Yo diría que sería más productivo para la institución si lo hacemos digitalmente ya que los chicos se motivan con la tableta con el internet y sería más productivo y motivador para los estudiantes.

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ESCUELA DE LENGUAS Y LINGÜÍSTICA

INTERVIEW TO THE TEACHER

OBJECTIVE: to know the methods and strategies used by the teacher to learn vocabulary and develop the writing skills on students

1. Do you think that it is important for students to practice the vocabulary learned in class?
Yes always is necessary all the time because vocabulary is a good strength about the language.
2. How do you present vocabulary in each class?
It depends of the topic maybe in music, maybe in a game, maybe in a flash card or in a tippy toe.
3. In your opinion what is the best way to learn vocabulary?
Exactly practice in everything because is necessary to get a lot of vocabulary and listening and repeating new words five per day.
4. How do you use different strategies to teach vocabulary?
In class in front of the students I told them that listen music, talking about in a word map.
5. How many activities are including in your weekly planning to promote the written production?
Depends of the schedule; obvious if i have one hour, a little but if I have more hours, according to the plan.
6. Do you think that it is important for the student to have good writing skills?
No necessary but they has to have a good spelling.
7. Why do you think students have difficulties in developing their writing skills?
The problem is because the students do not dominate the alphabet, the alphabet is necessary because in that way they do not have strong problems with the writing the misspelling, if they have a good spelling they do not have problems with the writing.
8. Do you think that a booklet with activities can influence in the improvement of writing skills of the students?
I do not think so
9. How the booklet would collaborate with your teaching work?
It depends in the form of the use.
10. Is there anything that you may suggest to the students for improve their writing skills?
Read, read and read.

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

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OBJECTIVE: to know the methods and strategies used by the teacher to learn vocabulary and develop the writing skills on students

1. Do you think that it is important for students to practice the vocabulary learned in class?
Yea because they have a kind of tool that develop their four skills over all at the moment they have to speak one of the most important tool is that the student have previously some vocabulary in order to produce speaking and the other skills.
2. How do you present vocabulary in each class?
So I use flash cards and on other hand resources like projectors, even do you can use real object.
3. In your opinion what is the best way to learn vocabulary?
It depends on the teacher it depends of the students; you have a lot of resources.
4. How do you use different strategies to teach vocabulary?
It depends of the teacher motivation total physical response is very important you need to use in every class it is important to motivate students to learn.
5. How many activities are including in your weekly planning to promote the written production?
Writing is one of the most difficult ones because even in Spanish they are not good they do not use the grammar, the punctuation rules, so it is difficult but most of the teachers I consider use the specifically points for example the comas etc., dictation is very important is one of the easier skill at the moment to produce and encourage to the students to write.
6. Do you think that it is important for the student to have good writing skills?
It depends of the level, so I consider for the students the most important skill is speaking because when you travel abroad speaking is what you have to use to communicate.
7. Why do you think students have difficulties in developing their writing skills?
It should be Because the moment at different of past years we have technology so everything it is already done.
8. Do you think that a booklet with activities can influence in the improvement of writing skills of the students?
Yea should be, it is a good idea, it is a good resource in that booklet you can put stories, vocabulary; every material is good for the student at the moment of develop their learning process of English.
9. How the booklet would collaborate with your teaching work?
I do not use booklets with the students but I repeat, It depends of the teacher.
10. Is there anything that you may suggest to the students for improve their writing skills?
English even do when you are not good at, or you do not like it is a very good tool and it is a plus at the moment that you have to search a work , is a global language you can go to Europe or Asia and is a very common language that people use to communicate.

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA

SURVEY TO THE STUDENTS

OBJECTIVES: to obtain information about the interest of the students of the 8th grade at the moment of learning vocabulary in class at Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama

SPECIFIC INFORMATION

Mark the answer you consider is the most appropriate for each statement.

#	Statements	Totally disagree	Disagree	Indifferent	Agree	Totally agree
1	The vocabulary given in class is interesting.					
2	The vocabulary given helps you to improve your writing.					
3	The vocabulary given is used in new exercises.					
4	New vocabulary is used to make writing activities					
5	The activities made in class are entertaining					
6	Writing activities are difficult for you					
7	The teacher makes creative writing activities					
8	Writing activities are interesting					
9	The design of a booklet with new activities will improve your vocabulary acquisition.					
10	New funny activities in the booklet are necessary to learn vocabulary.					

APPENDIX

PHOTOS

PHOTO N° 1
Tutorials with the Msc. Rodrigo Guerrero



Source: Universidad de Guayaquil
Authors: Ana Briones, Patricia Flores with the Msc. Rodrigo Guerrero

PHOTO N° 2
Tutorials with the Msc. Rodrigo Guerrero



Source: Universidad de Guayaquil
Authors: Ana Briones, Patricia Flores

PHOTO Nº 3

Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.



Source: Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.

Authors: Ana Briones, Patricia Flores

PHOTO Nº 4

Front yard of the institution



Source: Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.

Authors: Ana Briones, Patricia Flores

PHOTO N° 5
Back yard of the institution



Source: Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.

Authors: Ana Briones, Patricia Flores

PHOTO N° 6
Facilities of Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.



Source: Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.

Authors: Ana Briones, Patricia Flores

PHOTO Nº 7
Students of 8th grade



Source: Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.

Authors: Ana Briones, Patricia Flores

PHOTO Nº 8
Explaining the activities



Source: Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.

Authors: Ana Briones, Patricia Flores

PHOTO Nº 9

The students answering some questions



Source: Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.

Authors: Ana Briones, Patricia Flores

PHOTO Nº 10

Lcda. Isabel Lopez answering some questions



Source: Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.

Authors: Ana Briones, Patricia Flores.

PHOTO Nº 11
Interview with Lcda. Isabel Lopez



Source: Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.
Authors: Ana Briones, Patricia Flores

PHOTO Nº 12
English teachers Lcda. Isabel Lopez and Lcda. Beatriz Cabrera



Source: Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.
Authors: Ana Briones, Patricia Flores

PHOTO N° 13

After the interview to Lcda. Isabel Lopez and Lcda. Beatriz Cabrera



Source: Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.

Authors: Ana Briones, Patricia Flores

PHOTO N° 14

Interview with Msc José Luis Rendón Perez



Source: Unidad Educativa Liceo Naval de Guayaquil Cmdte. Rafael Andrade Lalama.

Authors: Ana Briones, Patricia Flores

APPENDIX

THE

PROPOSAL

INTRODUCTION

Have the right words to start a conversation or make a written work sometimes result difficult for many people, students are one of these and one of the reason is that they do not have enough vocabulary to do so, maybe for the absence of practice of at least one word every day.

This booklet with vocabulary activities aims to improve in the students the written skill by strengthening the contents that are provided each day in class. Also wants to motivate learning through the different activities to be carried out below.

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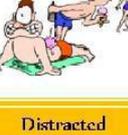
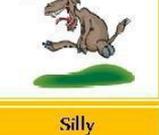
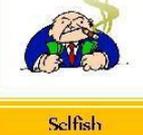
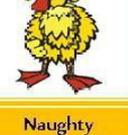
COVER PAGE

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LESSON # 1

DESCRIPTIVE ADJECTIVE

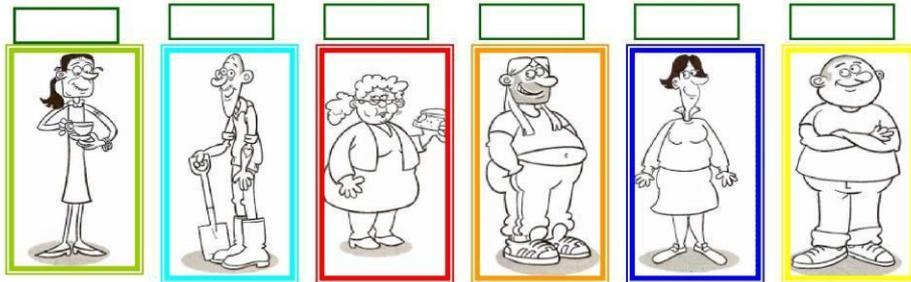
Adjective to Describe Character and Personality

					
Attentive	Calm	Cheeky	Intelligent	Faithful	Pessimistic
					
Friendly	Happy	Hardworking	Honest	Nervous	Humble
					
Lively	Obedient	Optimistic	Outgoing	Easygoing	Impatient
					
Patient	Polite	Popular	Reserved	Tidy	Rude
					
Distracted	Shy	Silly	Unfriendly	Selfish	Naughty
					
Unhappy	Lazy	Dishonest	Talkative	Unpleasant	Untidy

DESCRIBING PEOPLE

DESCRIBING PEOPLE-PHYSICAL DESCRIPTION

READ THE DESCRIPTIONS AND WRITE THE NAME IN THE RIGHT BOX



*SARA IS FAT AND SHORT. SHE HAS GOT CURLY HAIR. HER FACE IS ROUND. SHE HAS GOT SMALL EARS AND SMALL EYES

*POLLY IS TALL AND THIN. SHE HAS GOT LONG DARK HAIR. SHE HAS GOT A SQUARE FACE. HER NOSE IS LONG

*PETER IS TALL AND THIN. HE IS BALD. HE HAS GOT A LONG FACE. HE HAS GOT MOUSTACHES. HIS

*TOM IS TALL AND FAT. HE HAS GOT LONG FAIR HAIR. HE HAS GOT BIG EYES AND A BIG NOSE. HIS EARS ARE BIG TOO

*ALEX IS FAT AND TALL. HE IS BALD. HE HAS GOT ROUND HEAD. HE HAS GOT A BIG NOSE. BIG MOUTH AND BIG EYES

*KELLY IS TALL AND FAT. SHE HAS GOT SHORT DARK HAIR. SHE HAS GOT A LONG NECK. HER EYES ARE SMALL AND HER NOSE

WHAT ARE THEY LIKE



PHYSICAL DESCRIPTION

Look at the pictures and choose the correct option.

1. I have got... hair.

- a) curly
- b) straight



2. My teeth are

- a) small.
- b) big.



3. His hair is too

- a) long.
- b) short.



4. Mr. Jones is

- a) thin.
- b) fat.



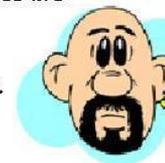
5. Our maid is a sweet... lady.

- a) young
- b) old



6. My eyes are

- a) blue.
- b) black.



7. My doctor has got a grey ...

- a) moustache.
- b) beard.



8. She has got ... hair.

- a) dark
- b) fair



9. I have got... face.

- a) a round
- b) an oval



10. You are too... to play basketball.

- a) tall
- b) short



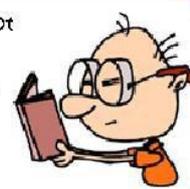
11. I've got

- a) braces.
- b) freckles.



12. He's got

- a) glasses.
- b) a wig.



13. My hair is

- a) spiky.
- b) wavy.



14. I have got

- a) a fringe.
- b) a ponytail.



15. My skin is

- a) light.
- b) dark.



16. I am

- a) bald.
- b) blonde.



17. I am so

- a) weak.
- b) strong.



18. My sister is so

- a) ugly.
- b) beautiful.



LESSON # 2

PARTS OF THE HUMAN BODY

SCRAMBLED WORDS

Make up the words given in a scrambled form and label the parts of body.

1. wrist

1. striw
2. kalen
3. eken
4. keen
5. hodefare
6. wobble
7. rulchods
8. wereboy
9. ginerf

LESSON # 3

DAYS OF THE WEEK

DAYS OF THE WEEK

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

COMPLETE

_ U _ S D A Y

M _ N D _ _

S _ N _ A _ _

T _ U R _ D _ Y

_ _ D _ E S D A _

S _ T _ R _ A Y

_ R _ D A Y

A	S	A	S	T	A	W
A	U	T	A	H	F	E
A	N	U	T	U	R	D
A	D	E	U	R	I	N
A	A	S	R	S	D	E
A	Y	D	D	D	A	S
M	O	A	A	A	Y	D
A	A	Y	Y	Y	A	A
M	O	N	D	A	Y	Y

TRUE OR FALSE?

1. A week has seven days.
2. One day has twenty five hours.
3. Monday, Tuesday, Wednesday, Thursday and Friday are called weekdays.
4. Saturday and Sunday are called weekends.
5. The week starts on Tuesday.
6. The week finishes on Saturday.
7. There have been 72 hours.

LESSON # 4

FOOD

Name: _____
Score: _____ /84

Signed: _____
Mark: _____

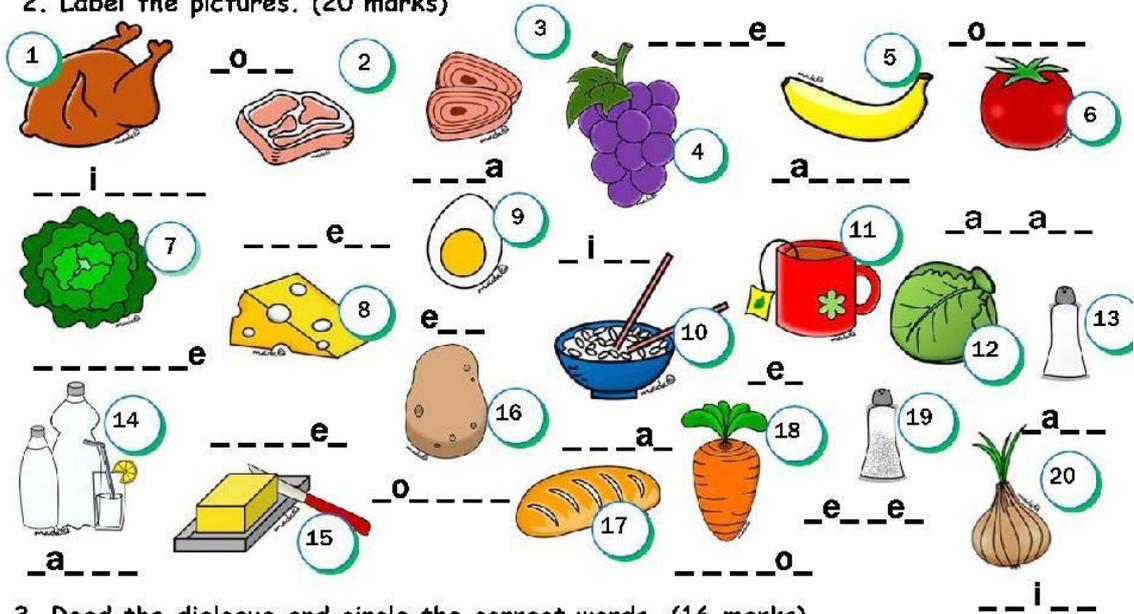
1. Write C for countable and U for uncountable. (15 marks)

1. sugar _____
2. pencil _____
3. biscuit _____
4. rice _____
5. cup _____

6. flower _____
7. jam _____
8. juice _____
9. slice _____
10. paper _____

11. tiger _____
12. bread _____
13. butter _____
14. plate _____
15. chair _____

2. Label the pictures. (20 marks)



3. Read the dialogue and circle the correct words. (16 marks)

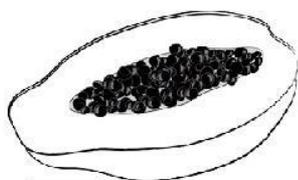
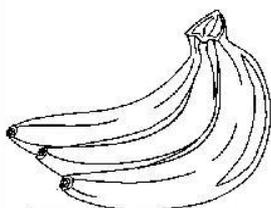
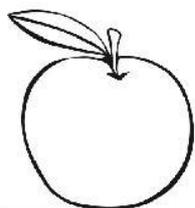
Lucy How about making ¹ a / an apple pie?
 Alan Great idea! Have we got ² some / any apples?
 Lucy Yes, there are ³ some / any in the bowl. How ⁴ much / many do we need?
 Alan A lot, about a ⁵ kilo / litre.
 Lucy We haven't got enough. We can buy ⁶ some / any in the corner shop.
 Alan And we need ⁷ some / any flour, too. Look at the recipe. How ⁸ much / many flour do we need?
 Lucy About half a pound. And we need three ⁹ knives / spoons of sour cream so let's

buy a small ¹⁰ tub / bag, too.
 Alan And how ¹¹ much / many eggs do we need?
 Sue Four. And we also need ¹² some / any butter and ¹³ some / any sugar. Oh, we haven't got ¹⁴ some / any butter.
 Andy We can buy a ¹⁵ bar / tin of butter in the shop, too.



FRUIT

Fruits



1. Do you like apples?

2. Do you like bananas?

3. Do you like mangos?

4. Do you like watermelon?

5. Do you like oranges?

6. Do you like strawberries?

7. Do you like grapes?

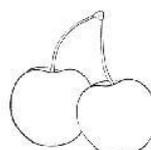
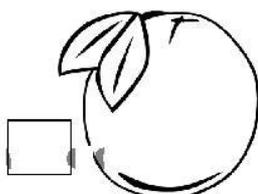
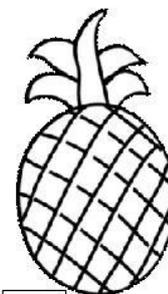
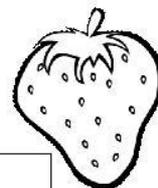
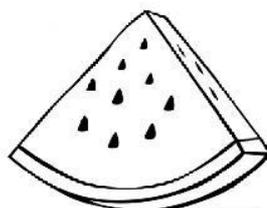
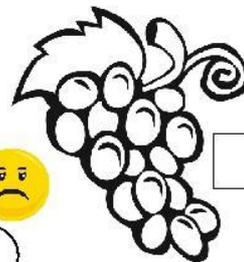
8. Do you like papaya?

9. Do you like coconut?

10. Do you like pineapple?

11. Do you like cherries?

12. Do you like durian?

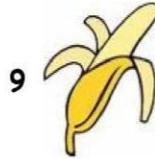
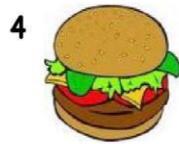
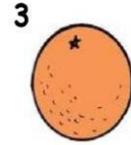
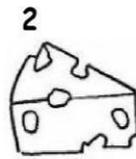


VOCABULARY WORKSHEET FOOD AND FRUITS

Vocabulary Worksheet - Food

Match words and pictures

apple	<input type="checkbox"/>
banana	<input type="checkbox"/>
cake	1
cheese	<input type="checkbox"/>
chocolate	<input type="checkbox"/>
hamburger	<input type="checkbox"/>
ice-cream	<input type="checkbox"/>
orange	<input type="checkbox"/>
pizza	<input type="checkbox"/>
potatoes	<input type="checkbox"/>
tea	<input type="checkbox"/>
tomato	<input type="checkbox"/>



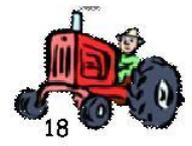
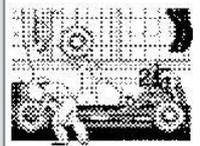
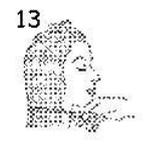
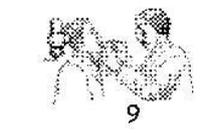
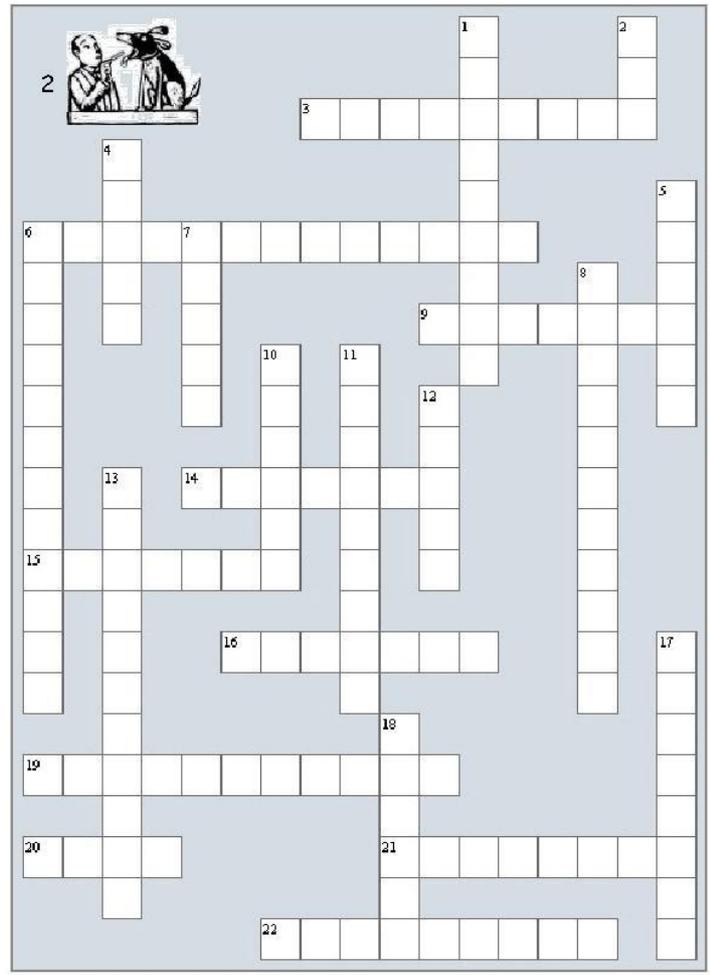
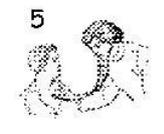
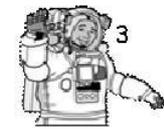
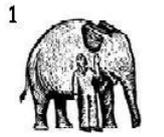
Write the words

- Something yellow : _____
- Something brown : _____
- Something red or green : _____
- Something very cold : _____ - _____

LESSON # 5

JOBS

Big Jobs Picture Crossword



LESSON # 8

TRANSPORT AND TRAVELLING



Transport & Travelling: Vocabulary Quiz!!



A person whose job is to serve and take care of passengers on an aircraft:

- a. flight assistant
- b. flight attendant
- c. flight sergeant



A comfortable bus for carrying passengers over long distances:

- a. couch
- b. carriage
- c. coach



A place where taxis park while they are waiting for passengers:

- a. taxi ring
- b. taxi lane
- c. taxi rank



A small vehicle at the airport that can be pushed and is used for carrying the luggage:



- a. pedalo
- b. trolley
- c. pram

A person walking in the street and not travelling in a vehicle:

- a. pedestrian
- b. pedometer
- c. pedant



A sum of money that must be paid as punishment for parking illegally:

- a. parking bill
- b. parking fine
- c. parking receipt



A hat made of very strong material worn when riding a motorcycle to protect your head:

- a. armour
- b. helmet
- c. beaver hat



A place where roads meet, forming a circle that all traffic must go around in the same direction:

- a. merry-go-round
- b. roundabout
- c. rounders



A stamp or mark put in your passport by officials of a foreign country, which permits you to enter their country:

- a. vice
- b. visa
- c. vista



The flat area at a train station where you get on or off the train:

- a. runway
- b. platform
- c. deck



A vehicle driven by electricity that runs on rails along the streets and carries passengers:

- a. tramp
- b. tram
- c. trap



The part of a train where you can buy something to eat and drink:

- a. canteen car
- b. buffet car
- c. gorging car



A part of a road that only bicycles are allowed to use:

- a. cycle path
- b. cycle line
- c. cycle lane



A long line of vehicles on a road that cannot move or can only move very slowly:

- a. traffic marmalade
- b. traffic soup
- c. traffic jam



The passage between rows of seats in a plane:

- a. corridor
- b. island
- c. aisle



A journey by sea, visiting different places, especially as a holiday:

- a. crusade
- b. cruise
- c. cruiser



A kind of machine used to fill in the bicycle tyres with air:

- a. bicycle filler
- b. bicycle pump
- c. bicycle saddle



A vehicle, usually smaller than a lorry, used for carrying goods or people:

- a. van
- b. truck
- c. trunk



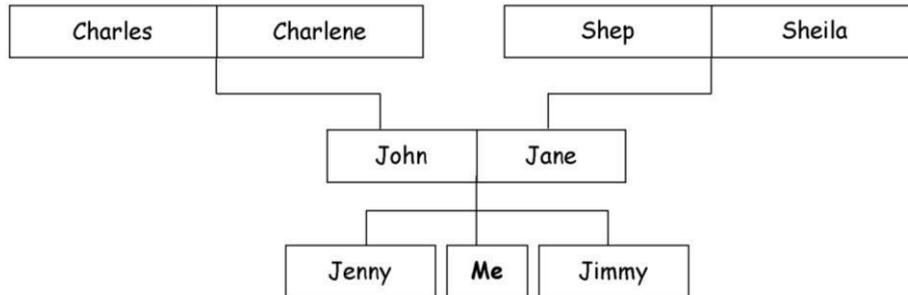
LESSON # 9

THE FAMILY

Vocabulary Worksheet: My Family



Family Tree



1. I am Jimmy's sister. He is my
2. Jane is my mother. I am her
3. John and Jane are my
4. John is Jane's
5. Jane is John's
6. Charles is John's
7. John is Charles's
8. Charles is my
9. Shep, Sheila, Charles and Charlene are my
10. I am Charlene's
11. Charlene is John's
12. Charlene is Jane's
13. Jenny is my
14. John is Shep and Sheila's
15. Jane is Charles and Charlene's

PARTS OF THE HOUSE

TITLE



1. Write the names in the spaces – choose from below:

BEDROOM

BATHROOM

KITCHEN

HALL

LIVING ROOM

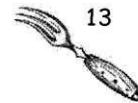
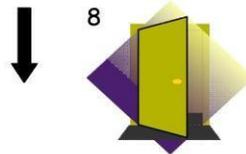
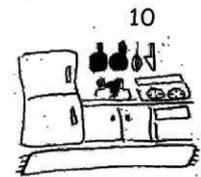
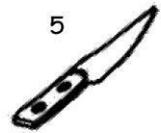
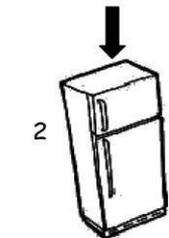
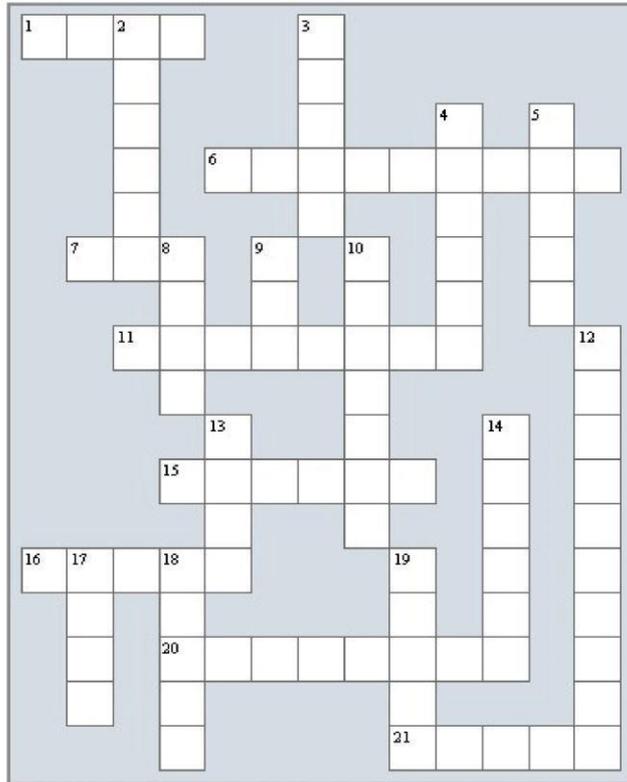
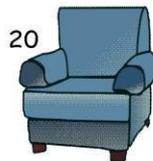
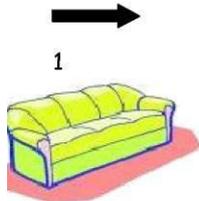
DINING ROOM

GARDEN

FRONT DOOR

IN THE HOUSE

CROSSWORD - IN THE HOUSE (1)



LESSON # 10

SIGNS

Vocabulary Worksheet - Signs

Match words and pictures

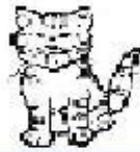
Maximum speed 60 kph	<input type="checkbox"/>	1		2		3		4	
Traffic lights ahead	<input type="checkbox"/>	5		6		7		8	
Danger: Poison	<input type="checkbox"/>	9		10		11		12	
No smoking	<input type="checkbox"/>	13		14		15			
No parking	<input type="checkbox"/>	16		17		18			
No U-turn	<input type="checkbox"/>								
Slippery road	<input type="checkbox"/>								
Radioactivity	<input type="checkbox"/>								
No swimming: Crocodiles!	<input type="checkbox"/>								
Danger: Falling rocks	<input type="checkbox"/>								
No dogs allowed	<input type="checkbox"/>								
No flammable goods allowed	<input type="checkbox"/>								
Don't feed the animals	<input type="checkbox"/>								
No spitting	<input type="checkbox"/>								
Hospital	<input type="checkbox"/>								
Kangaroo warning	<input type="checkbox"/>								
No eating or drinking	<input type="checkbox"/>								
Mobile phones not allowed	<input type="checkbox"/>								

Write the words (more than 1 answer possible)

1		1.
2		2.
3		3.
4		4.

PETS

PETS

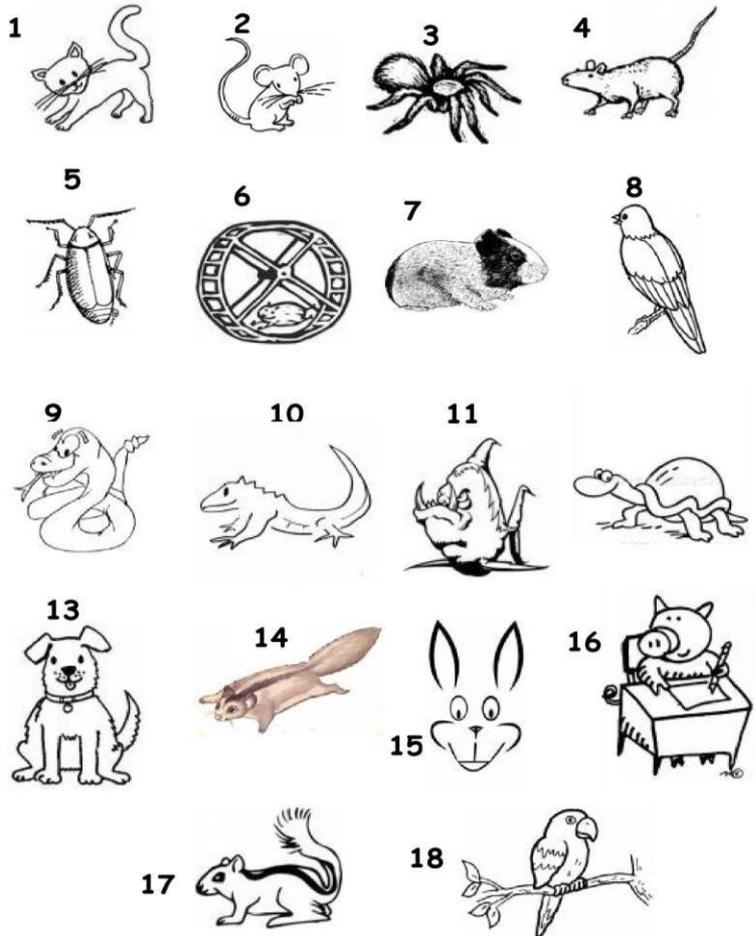


VOCABULARY WORKSHEET PETS

Vocabulary Worksheet - Pets

Match words and pictures

cat	1
cockroach	<input type="checkbox"/>
dog	<input type="checkbox"/>
fish (piranha)	<input type="checkbox"/>
guinea pig	<input type="checkbox"/>
hamster	<input type="checkbox"/>
iguana	<input type="checkbox"/>
mouse	<input type="checkbox"/>
parrot	<input type="checkbox"/>
pig	<input type="checkbox"/>
rabbit	<input type="checkbox"/>
rat	<input type="checkbox"/>
snake	<input type="checkbox"/>
songbird	<input type="checkbox"/>
squirrel	<input type="checkbox"/>
sugar glider	<input type="checkbox"/>
tarantula	<input type="checkbox"/>
turtle	<input type="checkbox"/>



Write the words (more than 1 answer possible)

1. Most popular pets :
2. Meat-eating pets :
3. The most colourful pet :
4. Your favourite pet :