EDUCATIONAL PROJECT

PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH LANGUAGE AND LINGUISTICS

TOPIC

BASIC VOCABULARY TO STRENGTHEN THE WRITING SKILL

PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY TO STRENGTHEN THE WRITING SKILL OF THE STUDENTS OF 8TH GRADE AT ESCUELA REPUBLICA DE EL SALVADOR.

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Propuesta: DESIGN OF A DIDACTIC GUIDE WITH BASIC VOCABULARY TO STRENGTHEN THE WRITING SKILL OF THE STUDENTS OF 8TH GRADE AT ESCUELA REPUBLICA DE EL SALVADOR.

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

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Atentamente:

MSc. LARRY TORRES VIVAR
Consultor Académico
DEDICATION

I dedicate it in a very special way to God who has guided me to be constant and persevering in order to reach my goal and not faint in the face of adversity.

To my parents for educating me with values and with their resources always supporting me to be a good person

To my husband and my children for their understanding and to be the nucleus of strengthening in my career.

PATRICIA

First of all, I thank GOD for his blessings, for giving me the strength to conclude this new stage of my career.
To my parents for teaching the way of perseverance and not to falter in difficult times
To my dear and beloved crazy family that to endure my faults and absences, and especially for my beautiful wife Ximena Soria Alvear who has been one of the fundamental pillars in my life.

JINHSON
GRATITUDE

To God the Supreme Being, for having accompanied me on this arduous path, always guiding my steps to achieve my goal.

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JINHSON
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ABSTRACT

We use spoken and written words every single day to communicate ideas, thoughts, and emotions to those around us. Sometimes we communicate successfully, and sometimes we’re not quite so successful. However, a good vocabulary can help us say what we mean. For example, let’s say that you are outside in your yard and see a large black car stop in the road. You can see four tinted windows on one side of the car, and you assume there are four tinted windows on the other side, too. Just then, the driver’s door opens, and a man wearing white gloves steps out. He walks to the back of the car and looks underneath. He shrugs his shoulders, climbs back into the car, and drives away. After you remember to close your mouth, which has been hanging open, you run next door to tell your friend what you saw. What do you say? If you know a couple of key words, you can quickly explain to this person what you saw. Instead of describing the number of windows and the length of the car, you could simply say that you saw a black limousine. Then, instead of describing the man with the white gloves, you could say you saw the chauffeur walk to the back of the car. Knowing these key words can help you quickly and effectively communicate your meaning. When you’re faced with a writing assignment, a good vocabulary is an indispensable tool. If you have several synonyms in your repertoire, you’ll be able to choose the best word for the job. Avoid vague words like “things” when you write. These words do not give the reader a good sense of your meaning. Also, use strong verbs that give the reader good information.
RESUMEN

Utilizamos palabras habladas y escritas todos los días para comunicar ideas, pensamientos y emociones a quienes nos rodean. A veces nos comunicamos con éxito, ya veces no somos tan exitosos. Sin embargo, un buen vocabulario puede ayudarnos a decir lo que queremos decir. Por ejemplo, digamos que usted está afuera en su yarda y ve una parada negra grande del coche en la carretera. Usted puede ver cuatro ventanas tintadas en un lado del coche, y usted asume que hay cuatro ventanas teñidas en el otro lado, también. En ese momento, la puerta del conductor se abre, y un hombre con guantes blancos sale. Camina hacia la parte trasera del coche y mira por debajo. Él encoge los hombros, sube al coche y se aleja. Después de que usted recuerde cerrar su boca, que ha estado colgando abierto, usted funciona al lado para decirle a su amigo qué usted vio. ¿Qué estás diciendo? Si conoce un par de palabras clave, puede explicar rápidamente a esta persona lo que vio. En lugar de describir el número de ventanas y la longitud del coche, simplemente podría decir que vio una limusina negra. Entonces, en lugar de describir al hombre con los guantes blancos, se podría decir que vio al chofer a pie hasta la parte trasera del coche. Conocer estas palabras clave puede ayudarle a comunicar de manera rápida y efectiva su significado. Cuando te enfrentas con una tarea de escritura, un buen vocabulario es una herramienta indispensable. Si tienes varios sinónimos en tu repertorio, podrás elegir la mejor palabra para el trabajo. Evite palabras vagas como "cosas" cuando escribe. Estas palabras no le dan al lector un buen sentido de su significado. Además, use verbos fuertes que le den al lector buena información.
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INTRODUCTION

Nowadays it lives in an age where many of us are speaking another language, and the most used for communication is the English one. First of all, it is worth considering that it is the most spoken all over the world, for that reason everybody uses it not only for business but also for fun. In this way, it is critical that people know how to write this language for better communication.

Usually, writing is one of the most important skills for communication, people preferred it since for them it is easier than speaking it. The purpose of this study is to examine the impact of vocabulary instruction related to basic words on eighth year students’ average and struggling writers’ knowledge of this new vocabulary.

In this research, it is going to be discussed the importance of the writing skill teaching and examine how it would be improved through basic vocabulary. Next, it is going to be considered the relevance of vocabulary to writing and describe the impact that it would has when it is implemented with new words and the performance that students will increase with the acquisition of new vocabulary. Finally, it is going to be presented the problem under investigation and provide a rationale for the current study.

This project will be carried on a methodological design based on different kinds of research. Besides, it will follow the parameters for the elaboration of educational projects. It is going divided in four chapters as follow:

Chapter one, The Problem, shows the difficulties that both teachers and students have in transmitting and acquiring respectively the new language, especially for developing the writing skill, it is in the conflict situation, besides, it contains, scientific fact, causes, objectives, variables, questions of the investigation, and justification.
Chapter two is related to scientific and bibliographic research, it is the support of the content of this project. It is divided in theoretical, Epistemological, Pedagogical, Sociological, Psychological and Legal Foundations.

Chapter Three is related about the methodology used in this research, as well as instruments of investigation, and analysis of the results.

Chapter four is related to the proposal that is going to give a possible solution to the problem found in the institution where this investigation will take place. It is also containing objectives, description, feasibility of the proposal among others.
CHAPTER I

THE PROBLEM

RESEARCH CONTEXT

The problem was found at the first moment when the observation classes were made by the researchers in students of the eighth year of General Basic Education at Escuela Fiscal “República de El Salvador,” who present problems in the acquisition of the English language specially to develop the writing skill.

On March 20, 2001, with ministerial decision No. 001 of the Ministry of Education and Culture is relocated on land borrowed from the Cooperative El Limonal, near the Bus Terminal of Guayaquil, under the guidance of the educator, Nery Tacle Rocafuerte. The construction was concrete. On 31 May 2005 the Department of Education of Guayas extended the Ministerial Agreement No. 00298 Joint No. 57 "Republic of El Salvador" Fiscal School to work in afternoon shift.

The lawyer, Mr. Jorge Peñaranda contributed for the land for the school was donated in 2005; the request was granted by the mayor Abg. Jaime Nebot Saadi, who assigned 1265.11 m of land. Besides financial assistance is requested Dr. Dinorah De Luzi, Honorary Consul of the Republic of El Salvador in Guayaquil, who made it possible to obtain the scriptures which constitutes the birth of this noble school.
CONFLICT SITUATION

The teaching learning process of the English language is one of the most important issues facing not only teachers but also students today. The development of this language in our country has been an important aspect for the current administration, which has been determined to carry out it. For that reason, it is necessary that the students of the country increase the scholastic yield specially in writing skill, which it was noticed that the poor performance and the lack of didactic material and writing practice make the students do not understand the subject.

This problem was set in the Eighth year of General Basic Education at Escuela Fiscal “República de El Salvador” where students have faced this inconvenient for many years. Teachers transmit a poor level of English and students do not have the enough practice when they have to communicate with others through writing skill. For that reason, they have always considered this subject difficult for their comprehension because they do not understand and do not acquire new words every day, consequently, they cannot express their ideas in a clear way; they cannot take dictation, write words, identify the correct grammar rules and learn new vocabulary in the English language.

The researchers also noticed the necessity of utilize an additional didactic resource since teachers only work with the textbook given by the government and they do not create an adequate material for learning new words, which are used in real life. All these elements influence badly in students who day by day lost the interest for this important language.
SCIENTIFIC FACT

Deficiency in the development of the writing skill in students of eighth year at Escuela Fiscal “República de El Salvador” of the city of Guayaquil, Guayas province, school year 2016 – 2017.

CAUSES

✓ Teachers do not use the appropriate methodology for awaking the interest of the students in acquiring the English language, besides the strategies, and techniques for practicing writing skill are not adequate leading to the poor performance of this ability.

✓ Vocabulary is taught using traditional approaches based on repetition of words provoking knowledge gaps in the understanding of the students.

✓ The absence of additional didactic resources that facilitate the development of the active writing skills.

FORMULATION OF THE PROBLEM

What is the incidence in designing a didactic guide with basic vocabulary to strengthen the writing skill in students of eighth year of General Basic Education at Escuela Fiscal “República de El Salvador,” Province of Guayas, in Guayaquil City, in the school year 2016-2017?
OBJECTIVES

General

✓ To analyze the importance of basic vocabulary for strengthening the writing skill through a bibliographic study, in order to design a didactic guide for the benefit of students of eighth year of General Basic Education at Escuela Fiscal “República de El Salvador”.

Specifics

✓ To establish the causes that lead to the lack of performance in writing skill through the methodology that it is used
✓ To determine the factors that influence in the wrong acquisition of vocabulary.
✓ To present a didactic guide that helps with the development of the English class.

QUESTIONS OF THE INVESTIGATION

✓ What are the causes of the problem?
✓ Will the objectives achieve totally?
✓ What kind of foundation will help to the bibliographic content?
✓ Where is the proposal going to be performed?
✓ What methodologies are going to be used?
✓ What resources are going to be applied in the proposal?
✓ What bibliography will be used?
JUSTIFICATION AND IMPORTANCE

The project and proposal that the researchers are elaborating is based in the Constitution of the Republic of Ecuador, which is related to the rights of getting their own cultural identity, and recognize the different cultures and languages.

This research follows the Good Living Plan that is also established in the Constitution of this country and treats of the progress of Ecuador, there are some articles where the right of learning a new language for the youth of the country is a basic resource, every citizen has the right of learning a second language an on that way the culture of this nation could get a high level with the best results on the educational field.

With the application of this research the whole educational community will be beneficiate since it will help to gain confidence and the relationship will improve considerably, creating new opportunities either finding jobs or meeting new people, because it is considered that the English language open doors all over the world.

An excellent vocabulary does not mean that students must know many difficult words. Instead, it means that they have to know how to express choosing the appropriate word taking into account the reader will understand what they have written. It is worthwhile to constantly work at improving your knowledge of words.
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND

Nowadays, most people do very little writing in the day to day life, and a great deal of what we do write is quite short, brief notes to friends, answers on question forms, diary entries, postcards, etc.

Despite this, there may still be a number of good reasons why it is useful to include work on writing in our English lessons. Our students have specific needs to take notes, copy resumes, and describe processes. Writing involves a different kind of mental process. There is more time to think, to reflect, to prepare, to find alternative and better solutions.

Writing should be as communicative, or functional, as possible. That is, it should be seen to fulfill the sort of normal communicative purposes, or functions it is used in everyday life. Although written English should certainly support and be integrated with grammar and vocabulary learning, the teaching of writing should be recognized as a special part of language teaching with its own aims and techniques.

On the other hand, the elaboration of this investigation has followed the regulations established for the Faculty of Philosophy and the University of Guayaquil, for that reason it has researched in the library of this institution some topic similar, and in fact it has found another with the same topic but centered in other objectives and different bibliographic support.
THEORETICAL FOUNDATION

VOCABULARY

Definition
Hatch and Brow (2005:1) define that vocabulary as a list of words for a particular language or a list or set of word that individual speakers of language might use. Furthermore, in webster dictionary (1985:1073), vocabulary is defined as a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, ect.

Vocabulary consists of the set of words of a language, it includes people who share a common language that can be grouped in a dictionary. Therefore, the vocabulary is defined as a language that includes individual elements and common expressions that add meaning and essential in the process of increasing a vocabulary. As we learn more new words and phrases easier when we express ourselves and in turn develop the ability to understand a reading or a message in a dialogue or conversation.

IMPORTANCE
Widdowson (2000), states that vocabulary is important for learning and teaching a language, since whether students do not have knowledge enough of vocabulary, they cannot have the ability to understand others or to express their own ideas.

The meaning of a word is the knowledge and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. Thus, vocabulary helps students with language comprehension.

Like Mckeown (2002) states that vocabulary is the core of a group of words that contains the vocabulary (p. 4). In the same way, Barra (1995) recommends that
to understand a textbook successfully learners need to have enough word comprehension. It means that the knowledge of a language depends on the quantity of words that are known in that language. Also, apprentices require having sufficient word knowledge to comprehend what they read. Students can understand a author’s communication only whether they know the significance of most of the words used in a text.

Nation (2001) argues that person who reads have to understand at least of 97% of the vocabulary in order to comprehend it. Readers have to recognize key words in a text in order to understand it but the message can be understood in a different way. Word knowledge is essential for reading comprehension and establishes if students will be able to comprehend the texts they read. Thus, having students with a huge quantity of vocabulary is important for language comprehension. Besides, vocabulary helps students with language production.

Hubbard (2003) states that the more words a student knows the more precisely that student can express the exact meaning they want to. Based on this view, to communicate effectively students need to know a large number of word meanings.

Likewise, Cardenas (2001) states that vocabulary is used to determine the proficiency a student has in oral context. It means that vocabulary is an essential component to determine how much a student is able to communicate successfully. Thus, students have to overcome the lack of vocabulary in order to communicate effectively.

Language teachers must center on useful training to teach vocabulary in order to help students to develop their vocabulary for a successful communication.
Importance of vocabulary in Language Learning

The concept of a word can be defined in various ways, but three significant aspects teachers need to take into consideration, they are form, meaning, and use.

According to Nation (2001), the form of a word involves its pronunciation that is the spoken form; spelling is the written form, and any word parts that make up this particular item such as a prefix, root, and suffix.

Nation (2001) stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. Use, Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth.

Nation (2001) states that the receptive and productive skills are involve in the same dimension of communication, thus knowing these elements, students can differentiate the diverse types of lexical knowledge. When educators teach vocabulary help students to recognize all these components that contribute to understand better the reading.

CHARACTERISTICS
According to Akbarian I., Alavi, S.M. (2010) the vocabulary can have different characteristics according its functionality and necessities. In this case, has been selected some features that go hand in hand with the issues of this research.
Multiple Exposures

Frontload Vocabulary
Before teaching content or having students read text, front – load vocabulary to increase comprehension.

Nonlinguistic Representations
Have students create pictographs, mental images, or pantomimes when learning new words.

Teach independent word learning Strategies
Include context clues, word families, word parts, reference tools, and personal approach to build vocabulary.

Context Clues
Using context to determine words meaning work better for nonfiction and informational text than with fiction.

Read Aloud

Rich and Varied Language Experience
Engage students in speaking, listening, reading and writing with new vocabulary.
Role of the Dictionary

Effective vocabulary instruction does not rely solely on dictionary definitions. Have students create personal, kid-friendly definitions.

TYPES

Based on the importance of vocabulary, it has considered some types of vocabulary that can be taught to the students that were chosen for the application of this project.

There are some types of vocabulary as stated by, Nation (2000) Aebersold and Field (2007). They are active or productive vocabulary and passive or receptive vocabulary.

Active or productive vocabulary refers to language aspects which learner can use appropriately in speaking or writing. Aebersold and Field, (2007:139). It is line with Nation (2003:25) who states that productive vocabulary refers to the words that students can pronounce, spell and write. It involves how to use the words in grammatical pattern.

Passive or receptive vocabulary refers to language aspects that can be recognized and understood in the context of reading or listening (Aebersold and Field, 2007). This receptive vocabulary, as stated by Nation (2000), refers to the words that students can be organized when they are heard and they are expected to be able to distinguish a word which has similar sound. (Steven, Teaching and learning vocabulary: Bringing research to practice, 2005)

From the explanation above, it can be concluded that there are different types of vocabulary; this is relevant to the fact that people have different ways in understanding words in terms of visual, aural, oral and written words. Not all words suit that are needed by the learners, so vocabulary selection is important to be considered to teach learners.
Passive Vocabulary

It is the action that make students who understand without help or with very little help, but is not able to use it autonomously. It is when they are able to understand every word when hear it or read it. Understand the meaning quite accurately within a context but they are not able to use or produce the level of speaking or writing.

Active Vocabulary

It comprises smoothly, but also can be use when students need it without help. Therefore, the larger vocabulary of a person is the passive vocabulary, and if a person does not have a word "stored" in their passive vocabulary, hardly the word may become part of the active vocabulary.

VOCABULARY STRATEGIES IN TEACHING ENGLISH

Teaching vocabulary has not received the attention that it requires. Directed teaching of vocabulary elements such as: nouns, adjectives, collocations, proverbs, idioms, etc. They are very important as any other aspect of the language must be integrated during class.

1. Students must provide a link between signifier and signified, to integrate better and faster to their vocabulary. Must submit new words through drawings or images, which has a better impact for beginners.

2. Synonyms and antonyms help a lot because when working with adjectives, it is good for association’s words. This partnership helps the student’s memories to access easier to the meaning of these words.

3. Inventing words is helpful because often students are afraid of making mistakes and feel ashamed; it is advisable to form new words from a root word that can be a verb or noun.
4. Give the definitions of new words and not the meaning direct help to familiarize them with common structures found in the definitions.

5. Help the student to run the new word orally. That is the sound you have heard the transcribed and finally tell the meaning of the word. Experience the meaning of a new word and then associate the meaning, reinforce the links between various skills such as listening comprehension, oral and written.

**VOCABULARY TEACHING**

Vocabulary is the knowledge of words and word meanings.

As Steven Stahl (2005) states “vocabulary is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world” (p. 34).

Vocabulary cannot be entirely mastered; it is something that increase and intensify over the course for long life. Training vocabulary engages far more than looking up words in a dictionary and employs the words in a paragraph. Vocabulary is obtained consciously through indirect disclosure to words and with intention through explicit instruction in particular words and word-learning approach.

According to Graves (2000), there are four components of an effective vocabulary teaching:

- ✔ Wide or extensive independent reading to expand word knowledge
- ✔ Instruction in specific words to enhance comprehension of texts containing those words
- ✔ Instruction in independent word-learning strategies, and
- ✔ Word consciousness and word-play activities to motivate and enhance learning.(p. 34)
However, the National Reading Panel (2000) concluded that there is no single research-based method for teaching vocabulary. From its analysis, the panel recommended using a variety of direct and indirect methods of vocabulary instruction.

Intentional vocabulary teaching

Specific Word Instruction

➢ Selecting Words to Teach
➢ Rich and Robust Instruction

Word-Learning Strategies

➢ Dictionary Use
➢ Morphemic Analysis
➢ Cognate Awareness
➢ Contextual Analysis

According to the National Reading Panel (2000), explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies.

To deepen students' knowledge of word meanings, specific word instruction should be robust. Beck (2002).

Seeing vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning (National Reading Panel, 2000, pg. 34).

Such instruction often does not begin with a definition, for the ability to give a definition is often the result of knowing what the word means. Rich and robust vocabulary instruction goes beyond definitional Knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words.
Research shows that there are more words to be learned than can be
directly taught in even the most ambitious program of vocabulary instruction.
Explicit instruction in word-learning strategies gives students tools for
independently determining the meanings of unfamiliar words that have not been
explicitly introduced in class. Since students encounter so many unfamiliar words
in their reading, any help provided by such strategies can be useful.

Word-learning strategies consist of uses of dictionary, morphemic
examination, and contextual study. For ELLs whose language divides up
cognates with English, cognate consciousness is also an significant strategy. The
uses of dictionaries teach learners students about multiple word meanings, as
well as the importance of choosing the appropriate definition to fit the particular
context. Morphemic analysis is the process of deriving a word's meaning by
analyzing its meaningful parts, or morphemes. Such word parts include root
words, prefixes, and suffixes. Contextual analysis involves inferring the meaning
of an unfamiliar word by scrutinizing the text surrounding it. Instruction in
contextual analysis generally involves teaching students to employ both generic
and specific types of context clues.

Fostering word consciousness

A more general way to help students develop vocabulary is by fostering
word consciousness, an awareness of and interest in words.

Word consciousness is not an isolated component of vocabulary
instruction; it needs to be taken into account each day.

Scott and Nagy, (2004). It can be developed at all times and in several ways:
through encouraging adept diction, through wordplay, and through research on
word origins or histories.

"If we can get students interested in playing with words and language, then
we are at least halfway to the goal of creating the sort of Word-conscious
students who will make words a lifetime interest." (Graves, 2000)
Multiple exposures in multiple contexts

One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning. There is a great improvement in vocabulary when students encounter vocabulary words often. National Reading Panel (2000).

According to Stahl (2005), students probably have to see a word more than once to place it firmly in their long-term memories. "This does not mean mere repetition or drill of the word," but seeing the word in different and multiple contexts. In other words, it is important that vocabulary instruction provides students with opportunities to encounter words repeatedly and in more than one context.

Restructuring of vocabulary tasks

✓ Intentional instructions of vocabulary aspects are required for specific texts.
✓ Repetition and multiple exposures to vocabulary aspects are important.
✓ Learning in rich contexts is valuable for vocabulary learning. Vocabulary tasks should be restructured as necessary.
✓ Vocabulary learning should entail active engagement in learning tasks.
✓ Computer technology can be used effectively to help teach vocabulary.
✓ Vocabulary can be acquired through incidental learning. How vocabulary is assessed and evaluated can have differential effects on instruction.
✓ Dependence on a single vocabulary instructional method will not result in optimal learning.

It is often assumed that when students do not learn new vocabulary words, they simply need to practice the words some more.

Research has shown, however, that it is often the case that students simply do not understand the instructional task involved (National Reading Panel, 2000). Rather than focus only on the words themselves, teachers should be certain that students fully understand the instructional tasks Schwartz and Raphael, (1985).
The restructuring of learning materials or strategies in various ways often can lead to increased vocabulary acquisition, especially for low-achieving or at-risk students (National Reading Panel, 2000).

According to Kamil (2004), once students know what is expected of them in a vocabulary task, they often learn rapidly.

**Incidental vocabulary learning**

“The scientific research about vocabulary reveals that most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences in early years at home and at school, listening to books read aloud to them, and reading widely on their own. Reading volume is very important in terms of long-term vocabulary development” (Cunningham & Stanovich, 1998, p. 86).

Cunningham (2005) recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students.

**WRITING SKILL**

It is one of the most important productive skills, either for communication or to express feelings, thoughts, experiences, etc. The investigation made by the researchers is based in some academic problems found in students of eighth year of General Basic Education at Escuela Fiscal “República de El Salvador” who are not satisfied or do not care about the importance of knowing to communicate with partners through English, For that reason, the following topics are related to writing skills.
Teachers should emphasize English language skills, learning to achieve, and although the writing may be of little interest in the students, the dynamic activities make students can learn and write new words.

There are many activities that students can do through writing, such as writing messages to their peers, Christmas cards, messages for Father's Day or Mother, emails, riddles with phrases written on the back of a partner and guess who, class objects, animals, etc. By giving importance to the oral skill, many errors are avoided in writing. (Rodriguez, 2013, p. 17).

Definition
There are many authors that express different definitions about writing skill, however, it has taken into account the ones that are more attached to this work.

According to Harmer (2001:79) writing is a way of communication to send information or to express feeling through written form.

Nation (2009:112) states that writing is an activity that can usefully be prefaced for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

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

This skill is a process that develops at the same time with the reading skill.

IMPORTANCE OF WRITING

Nowadays, when acquiring knowledge to communicate with others has
become the main object whereas studying a foreign language, each skill plays an important part of it. For having success the most essential portion is rolled by teaching language skills in a communicative way. The purpose of this research is to consider the importance of writing skills have both teachers and students; and what they should do to have effective teaching and learning.

This project highlights the potential of the writing process, its important place in using English for communication. Teachers have to use different techniques and strategies to develop communicative writing according to the age, language level, and needs of students. Teachers should also have clear objectives in the teaching process. When texts do not offer a lot of writing activities as happens with the ones that are given by the government, is the teacher who has to prepare communicative writing assignments.

An effective writing assignment can advance important course objectives, the instructions should be given clear, in this way it encourages students to learn actively. The goal is not simply dictate and writing down a part but to develop into a higher level so as it continues the idea of what they hear at communicative level.

Here are several strategies shown by Ispirina I. (2007) to the student to develop writing skill in class so that they learn to be funny and not so heavy.

**Straight copying**

**Match pictures with a text**
Organize and copy


Creation of dictionary

Tell students to write down new words in a notebook, it could be a fun way to get organized and learn a new vocabulary.

Leeming, M. A. (2009). A myth is a narrative projection of a given cultural group’s sense of its sacred past and its significant relationship with the deeper powers of the surrounding world and universe. A myth is a projection of an aspect of a culture’s soul. In its complex but revealing symbolism, a myth is to a culture what a dream is to an individual.

Dictation

It is advised to choose topics related to their age and the dictation not be very long.

Some teachers make one of the most common mistakes and who are determined to correct the errors word by word aside what really matters, which is to motivate students and not to make a big problem of this. It does not mean that teachers do not have to correct the mistakes but they have to minimize them and not to give them too much importance, because students learn by making mistakes.

The content must be worked before the proposed task. These activities are called "pre-writing activities". They consist in talking of the proposed class subject; give students ideas to have a reference point.
The teaching process has never been easy, the teacher has to be the leader, controls the process, evaluates, helps, advises, and provides the subject. When something goes wrong or does not go as planned, teachers have to be prepared using their imagination for unexpected situations, it means to improvise. In conclusion, we would also emphasize that it is very important to encourage students and tell them positive things. Irina Spirina, (2012).

**Analysis of writing expression**

As we know there are some differences between English and Spanish, to make the teaching of reading is different. Spanish is an alphabetic language, it means, it relates between grapheme and sound.

While in the English language each grapheme has different pronunciations, so that students learn to read having phonics problems.

In the process of learning to write we realize that it goes hand in hand with reading, because while the student learns to read, they learn how to spell words. In this way they can learn new vocabulary.

It is important motivation for learning writing students, and it is necessary that they receive motivation in their homes so they can improve their writing. (Torres, 2014, p. 7).

For the development of this work, it is very important to encourage students that consider using the writing skill not only for doing homework but also for communication. In the English language is so necessary to master this skill, because it also involves three other skills such as reading, speaking and listening, thus the teacher should focus their teaching in their students. They always must be willing to help their students to learn.
CHARACTERISTICS OF A GOOD WRITING

Defining make good writing? The views on this issue vary widely. Different strokes exist that make good fiction versus good poetry. However, we can find a general list of the characteristics of good writing (in no particular order):

1. **Clarity and Focus**: In good writing, all text will be meaningless and readers cannot get lost or have to reread passages to figure out what's going on.

2. **Organization**: When a writing is well prepared not only is clear, but also presented in a way that is logical and aesthetically pleasing.

3. **Ideas and themes**: When a writing is well prepared, must contain clear ideas and themes.

4. **Language (word choice)**: Good writing includes options for precise and accurate well prepared words and phrases.

5. **Grammar and style**: Good writing must follow the rules of grammar (and breaking those rules only when there is a good reason). The style is also important; writing should be clear and consistent. Will be necessary to keep a book of grammar and practical style guide. Melissa Donovan (2012).

When applying this proposal and to develop this skill, it will be necessary to consider some details at the moment to practice it, for example how students write, students must know the general idea about what they want to write or prepare phrases and sentences. Besides, they have to notice the grammatical style, etc. They can ask for help using dictionaries or the most appropriate additional resources in order to take advantage of it and improve this skill.
TYPES OF WRITING

There are four main types of Writing: expository, persuasive, descriptive, narrative and each has a specific style.

Expository Writing

In this type of writing the main objective is defined in explaining an idea or concept, including supporting details. This script is usually based on a theme and for this reason it is necessary to facts, not opinions, examples and supporting details. This type of writing is generally used in textbooks or articles and essays. Thus, these essays and articles are organized following a logical sequence. Expository writing style is more formal, so it cannot be used an informal language or slangs used with friends.

Persuasive writing

It is usually in articles and essays form. It is also based on specific details and examples of support; however, persuasive writing is not based largely on the facts. The writer often expresses an opinion and tries to convince the audience to do something or be satisfied with the point of view of the writer.

It should be clear and concise, but it can also be a little more forceful and dramatic to help convince the reader. For example, there are times when writers exaggerate their details to influence the reader in a more emotional way than in an expository essay.

Descriptive writing

Fiction and poetry are made up of this type of writing, since; the main goal is not only to inform but also to entertain. Maybe someone can read this kind of script to enjoy the beauty of the language and writing. Then, this style tends to use more adjectives and adverbs, and figurative language and imagery, to create details that allow the reader to imagine the landscape and events in their minds.
**Narrative writing**

It is a little similar to the descriptive writing, it aims to entertain the reader; however, rather than try to entertain the reader with the beauty of its language, the writer is trying to tell a story. If an author uses a style of expository writing to tell a story, the author could quickly bore the reader. Narrative writing uses a more descriptive language with pictures, because the author wanted the reader to imagine the characters, scenes and settings to become part of world history and to connect to the context. Narrative writers could also change their style depending on the type of story. For example, if a writer wants to create a thriller, they could use, broken phrases to build up the most exciting moments. Therefore, the category of narrative style can influence the style of writing as well. Susan Nami (2015)

With the application of this proposal is very important to take into account the teaching-learning process since teacher can review with students the types of writing, in this way it must be influenced in the development of their writing.

**Techniques to develop writing skills in English**

There are different techniques to develop writing skill in students, which are explained below:

**Traced Letters**

When the moment is near that students know the trace of the letters of an easy, fast, smooth, uniform, accurate and reasonably attractive way, we can say that students will master the mechanisms of writing. It is also important to achieve writing letters in a clear way.
Copy

The action of copying the words, phrases or texts is one of the first stages of writing composition. It is amazing to see the large number of errors made most when students copy in English. Therefore, the teacher must teach this skill as well as other skills. This technique is useful because it gives students practice in the correct spelling of words. On the other hand, copying without thinking about what you’re writing is undoubtedly very boring for students. Consequently, the teacher can use stories in which students can choose from several options from time to time. All options are meaningless and are written correctly, so avoid that students are afraid to make a choice for fear of failure.
EPISTEMOLOGICAL FOUNDATION

Humanism

It is a branch of philosophy that is dedicated to study the life and propose the welfare of human beings, replacing religious believing for scientific facts. Humanism keeps a radical thought that there is no proof of the existence of God or Gods with supernatural power and people do not need them.

Humanism's center is related to the use of human exertions to find people necessities at a specific place where it is applied around the world. History demonstrates that that intends most effective when they encircle both sympathy and the technical method which includes confidence on reason, evidence, and free inquiry.

Humanism according to some experts can meet some specifics purposes in real life and expand their long-term contentment by raising their talents and utilizing those capacities for the benefits of society. People that believe in humanism think that this method is more productive and leads to a depth and longer-lasting satisfaction than a hedonistic pursuit of material or sensual pleasures that soon fade. While service to others is a major center of Humanism, recreational activities and relaxation are always put in practice, in this case, the health place an important space for the development of this current. The key is to keep the order in all things. Humanism considers the universe to be the result of an extremely long and complex evolution under immutable laws of nature.

In these days the society is too automated that people are considered as parts of a machine, which have to engage in the correct place assigned, to make functions or accomplish roles that human being needs for a better standard of living. We need something to help us restore our lost and distorted humanity. Each of us has feelings that have been suppressed and have built up inside. There is a voiceless cry resting in the depths of our
souls, waiting for expression. Art gives the soul's feelings voice and form”
(Daisaku Ikeda, 2001)

**Humanism and Education**

From 1970s, following the emergence of constructivist school of thought and the resulting social/interaction view, the humanistic principles rooted in Erickson, Roger and Maslow's ideas started to permeate and incidence the field of second language teaching and learning.

Referred on its theories, the receptor in education is considered first a human being, and after that a learner.

According to Wang (2005) “whether people cannot satisfy their basic necessities physically and psychologically, fail to focus on their language learning wholeheartedly. Affect is not only the basic need of the human body but the condition and premise of the other physical and psychological activities”.

As said by Lei (2007), the Humanistic approach, on which humanistic education is based, emphasizes the importance of the inner world of the learner and places the individual’s thought, feelings, and emotions at the forefront of all human development.

Aloni (2007) remarks that unlike the previously authoritarian educational traditions, which overlooked physical or psychological humiliation of unruly students, humanistic education is after all committed to a social and intellectual climate defending students against intellectual oppression, physical punishment, and dishonor.

According to the humanistic stance which says that people’s unique dignity remains in their creative imagination, critical reason, moral sensitivity, autonomous will and unique personality, it is crucial for humanistic education to
prioritize the value of human dignity over any other economic, religious, nationalistic or ideological set of values, Aloni, (2007).

Moskovitz (1978, cited in Stevick, 1990) in quoting Combs claims that today there is a field of education experiencing attention, and its spread appears to be related to concern for personal development, self-acceptance, and acceptance by others, put differently, making students more and more human.

Humanistic education is therefore interested in educating the whole person, the intellectual and also the emotional dimensions. It is most directly related to what is referred to as the „third force“, or humanistic psychology, and the human potential movement. The goal of the humanistic education.

According to Maples (2009), goes beyond cognitive and intellectual education to let in the education of the whole person. It regards personal growth and the growth of creativity and to some extent the self-directed learning. The end of education is the same as the end of psychotherapy: making a fully functioning person. Receptiveness to experience, an existential path of living in which life is ongoing, flexible, adaptive process, and faith in the organism as the foundation for behavior are characteristics of the person who is able to learn and to conform to change. Maples, (2009).

Lei (2007) maintains that the humanistic educations is characterized by learner-centeredness in which the aim is not merely developing the cognitive and linguistic capabilities of the learners but also paying attention to the learners' emotions and feelings.
PEDAGOGICAL FOUNDATION

Constructivism

Constructivism is a view of learning based on the belief that knowledge isn't a thing that can be simply given by the teacher at the front of the room to students in their desks. Rather, knowledge is constructed by learners through an active, mental process of development; learners are the builders and creators of meaning and knowledge. Constructivism draws on the developmental work of Piaget (1977) and Kelly (1991).

Twomey Fosnot (1989) defines constructivism by reference to four principles: learning, in an important way, depends on what we already know; new ideas occur as we adapt and change our old ideas; learning involves inventing ideas rather than mechanically accumulating facts; meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas.

A productive, constructivist classroom, then, consists of learner-centered, active instruction. In such a classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. The teacher's role is to facilitate this process.

Constructivism and Education

At present the constructivist approach has had most impact on psychotherapy and the empirical study of literature. Among family therapists, for instance, the notion that every individual constructs his or her own experiential reality has led to the realization that, in order to eliminate interactional conflicts, subjective constructs must be modified, rather than elements of an ‘objective’ situation. (Elkaim, 1983; Keeney, 1983)
In literary studies, the realization that meanings are not materially inherent in words or texts but have to be supplied by readers from their individual stores of experiential abstractions has drawn attention to the fact that interpretations are necessarily subjective and that the source of interpersonal agreement concerning an author’s intentions must be found in the construction of a consensual domain. (Schmidt, 2003).

The students’ subjective interpretation of texts and teachers’ discourse, and thus the subjective view of linguistically presented problems is increasingly being taken into account in educational practice and research. Such a constructivist perspective has noteworthy consequences (von Glasersfeld 1983): (1) there will be a radical separation between educational procedures that aim at generating understanding (‘teaching’) and those that merely aim at the repetition of behaviors (‘training’).

Ernst von Glasersfeld (1989) Constructivism in Education. The researcher’s and to some extent also the educator’s interest will be focused on what can be inferred to be going on inside the student’s head, rather than on overt ‘responses’. The teacher will realize that knowledge cannot be transferred to the student by linguistic communication but that language can be used as a tool in a process of guiding the student’s construction. The teacher will try to maintain the view that students are attempting to make sense in their experiential world.

Hence it will be interested in students’ ‘errors’ and, indeed, in every instance where students deviate from the teacher’s expected path because it is these deviations that throw light on how the students, at that point in their development, are organizing their experiential world.

This last point is crucial also for educational research and has led to the development of the Teaching Experiment, an extension of Piaget’s clinical method, that aims not only at inferring the student’s conceptual structures and operations but also at finding ways and means of modifying them. (Steffe 1983)
SOCIOLOGICAL FOUNDATION

Definition

“Sociology is the study of human social life, groups and societies. It is a dazzling and compelling enterprise, having as its subject matter our own behavior as social beings. (Anthony Giddens, 1989)

The scope of sociology is extremely wide, ranging from the analysis of passing encounters between individuals in the street up to the investigation of world-wide social processes”.

As you will no-doubt note, Giddens - in this particular extract - is more-concerned with describing the sociological enterprise in very general terms than with trying to nail-down a specific definition...

In “The Complete A-Z Sociology Handbook”, Tony Lawson and Joan Garrod - two writers with recent experience of being am AQA Chief Examiner - provide the following definition:

Sociology is the study of individuals in groups and social formations in a systematic way, which grew out of the search for understanding associated with the industrial and scientific revolutions of the 18th and 19th centuries. It is now an established discipline in post-16 educations and has offered generations of students insights into the social world they inhabit. Often accused by the right of being left-wing, it includes individuals of every political opinion who are united by a commitment to search for knowledge and understanding through providing evidence for the theories and insights they offer. (Tony Lawson and Joan Garrod, 2006, p. 55)

Sociology and Education

Ezewu (1990) defines sociology of education as “a scientific study of human behavior in groups having for its aim the convening of regularities and order in
each behavior and expressing these sceneries as theoretical propositions that describe a wide variety of patterns of behavior in learning environment”. This definition shows that there is a very close relationship between the individual and the society. It looks at how children become fully-fledged socialization. Furthermore, the definition talks about social relations in a learning environment and network of such relations which are known as society.

Peter Harold (1968) defines sociology of education as “the study of origins, organizations, institutions and development of human society”. His definition refers to the study of sociology of education by using the historical approach. It studies initial specific conditions. For any institution, organization or society to develop properly there is needed to trace the origin or background. In other words, this approach explains how society and the institution develop. It looks at interactions within the society and also society and other institutions. There are also possible outcomes or achievements of these interactions.

Emile Durkheim (1858-1917) who is regarded as the ‘father’ of sociology of education clearly defines sociology of education as “a systematic study sociological perspective”. This definition of sociology of education is suitable because it speaks much of what goes on in education system. It clearly states that it is important to know sociology before knowing what sociology of education is. This is because sociology is related to sociology of education.
PSYCHOLOGICAL FOUNDATION

Let's start by mentioning that educational psychology is the discipline that deals with the processes of teaching and learning; apply the methods and theories of psychology and also has his own During the existence of educational psychology (about 80 years) there has been a controversy as to what it really is. The overall perspective is accepted today is that educational psychology is a particular discipline with their own theories, research methods, issues and techniques. Educational psychology is different from other branches of psychology because its main objective is understanding and improving education. Educational psychologists study what people think and do as you teach and learn a particular curriculum in a specific environment where it is intended to carry out education and training.

Merle Wittrock says that educational psychology focuses on the psychological study of the everyday problems of education, from which principles, models, theory, teaching procedures and practical instruction and assessment methods are derived, as well as research methods, statistical analysis and measurement procedures and appropriate evaluation to study the emotional and thinking of students and social processes and culturally complicated processes in schools. There are multiple functions that an educational psychologist plays in that category since it is highly requested to meet such needs of vocational education, personal and. And the prompt and successful care that is provided will depend on the success of care provided professionally.

Since the beginning of the development of humanity, man has been increasingly concerned to know their world wide and deep, with a view to dominate and transform. No phenomenon escapes interest, including himself. Knowledge about the man himself turns out to be an extremely complicated
process, because it is facing a phenomenon whose manifestations reach a level of organization.

Strictly speaking, the main events marking the beginnings of educational psychology as a scientific and technological discipline occurred especially in developed Western countries in America and some European countries such as England, France and Switzerland at the end of last century Earlier this. Another factor that had a significant influence on the origin of the discipline comes directly from the pedagogical currents and advances in theory of education achieved by the end of the previous century. Coll, (1989)

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La Ley Orgánica de Educación Intercultural.
El Código de la Niñez y Adolescencia.
En la (Constitución Política del Ecuador, 2008), establece el art. 27:

La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional. (p.160).
Este artículo establece la innovación en la educación que permite realizar a los docentes los cambios debidos en la educación, preparación del estudiante, a este derecho lo apoya el capítulo 434 del buen vivir que dice:

El Sistema Nacional de la Educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, la generación y utilización de conocimientos, técnicas, saberes cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente eficaz y eficiente. (p.161).

En este artículo podemos ver como es ventajoso el conocimiento de más de un idioma, por lo que podemos ver en este mundo actual y competitivo es necesario potenciar el desarrollo de nuevas capacidades individuales y colectivas en este mundo globalizado. El Ministerio de Educación y Cultura del Ecuador, considera que el idioma Ingles es una herramienta de trabajo para los futuros profesionales que están preparándose en las aulas de nuestras Universidades en calidad de estudiantes, por lo cual es necesaria su formación integral.

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 right 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 responds to the public interest and will not be at the service of individual and corporate interests. Guarantee worldwide access, retention, mobility and exit without any discrimination and mandatory at the level initial, basic and secondary education or equivalent.
CHAPTER III

METHODOLOGICAL, PROCESS, ANALYSIS, AND DISCUSSION OF RESULTS

The development of this research will be elaborated under the field modality, considering the place where it is going to be applied. According with the objectives, this project is carried out for its purpose because it uses the best elements of investigation, which will help to distinguish the problems related to the limited performance in writing skills.

In this research, the researchers will use different methods and useful didactic resources, which allow to the investigators a functional way to get the proposed goal.

One of the first methods used in this research was the observation, which was applied to the students Eighth year of General Basic Education at Escuela Fiscal República de El Salvador of Guayaquil, which permitted us to develop activities such as writing, easy grammar exercises, dictation of some basic words, etc.

This project is also bibliographic since it is based on information obtained in internet and libraries, where it had the opportunity to find interesting academic sources useful for the development of this work related to the topic.

TYPES OF RESEARCH

For the realization of this project it has been utilized the following: It is exploratory and descriptive type, since it is going to be developed considering the different ways of bibliographic investigations such as internet, books, libraries, magazines, etc. Furthermore, it has been taken into account the special aspects that concern to the environment, community, and institution.
In the same way, it is feasible, since during and after the different procedures that this research contains in each phase, the analysis, synthesis, comparison and generalization; the researchers attempt to find a possible solution for the problem.

In addition, it has been feasible the realization of this project because the researchers can count with the necessary time and have also gotten the necessary resources to apply the instruments in order to collect data.

For the realization of this project it has been considered different types of investigation which are: exploratory, since the main objective is and to form a relationship with everything that has been investigated in order to construct a path that guide to the problem. Here, it started with the antecedents of the study trying to compile the theoretical material that will be the foundation of this investigation.

The other type is the descriptive investigation, researchers can detect some characteristics and factors of the problem. The investigation has described some relationships among the elements and components of the problem.

This investigation is explanatory because it contributed with the development of the scientific knowledge when doing an analysis about the cause of the problem and its consequences.

The quantitative research helped to collect numerical data that then were analyzed in order to get specifics values to make statistical analysis. Some phenomena obviously lend themselves to quantitative analysis because.

They are already available as numbers; it was applied in the surveys. However, even phenomena that are not obviously numerical in nature can be examined using quantitative methods.
The qualitative research usually involves languages or words, but in this case, the observation was used as first step in this investigation. Almost any phenomenon can be examined in a qualitative way; studies tend to use quantitative methods, although this distinction is by no means absolute. Qualitative analysis results enrich data that gives an in-depth idea and it is particularly useful for exploring how and why things have happened.

With all these components that belong to the scientific research, it could identify and learn more from the experiences obtained by students and to promote a possible solution going beyond of their environment.

**METHODS**

Methods are systematic or empirical process that follow step by step a pattern in order to get an objective for clarifying any doubt or solve any problem. For the elaboration of this problem it has taken into account different kind of methods that has been adapted to the needs raised in the objectives of the problem.

**Deductive**

The deductive method groups the different operations of reasoning among a variety of concepts for obtaining a logical conclusion and its main characteristic is associate the obtained results with the conclusion, following the process of the logical analysis. The principal function of this method is that goes from the general studies to the particular ones.

This method has helped for the elaboration of this project since it has allowed knowing the origin of the problem that students of Eighth year of General Basic Education at Escuela Fiscal “República de El Salvador” have in
developing the writing skill which has influenced a lot in the good performance of them in classroom.

**Inductive**

The induction is related on the experience through the observation in real life. Put in practice this method it could identify and detect a general idea of the problem and it helped to this project to select the correct and necessary instruments of investigation for the realization of it.

All these methodologies were put in practice during and after deep investigation and taking into account the students’ prior knowledge as well as the needs of teachers and the institution.

**Population**

Population is a set of people, animals, or things that are objects of study which possess the same characteristics and belong to a certain place.

**Sample**

The sample is a representative part of the elements that is composed the population. The sample is taken to obtain some specific information about any study. In this case, the sample has been selected from students of eighth year of GBE at Escuela Fiscal “República de El Salvador” which is represented in the next chart.
It is a way for measuring preferences and likes of people about some good or service. In this case, students have to respond several questions regarding to the teaching of the English language, especially in the writing skill. It possesses different alternatives of answers, but for this investigation, has been considered the most appropriate according its interest.
## OPERATIONALIZATION OF VARIABLES

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
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<tbody>
<tr>
<td>INDEPENDENT</td>
<td>DEFINITION</td>
<td>WORDS THAT COMPOUND A LANGUAGE</td>
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<tr>
<td>VOCABULARY</td>
<td>IMPORTANCE</td>
<td>HELPS TO DEVELOP THE COMMUNICATION.</td>
</tr>
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<td></td>
<td>CHARACTERISTICS</td>
<td>IMPROVE THE COMMUNICATION. STRENGTHEN THE SPELLING</td>
</tr>
<tr>
<td>DEPENDENT</td>
<td>DEFINITION</td>
<td>WRITING IS A FORM OF COMMUNICATION TO DELIVER THROUGH OR TO EXPRESS FEELING THROUGH WRITTEN FORM.</td>
</tr>
<tr>
<td>VARIABLE</td>
<td>IMPORTANCE</td>
<td>WRITING IS A WAY OF KNOWING, OF DISCOVERING WHAT YOU KNOW AS WHAT YOU PUT IT DOWN</td>
</tr>
<tr>
<td>WRITING SKILL</td>
<td>CHARACTERISTICS</td>
<td>DISCERN THE DIFFERENCE BETWEEN GOOD WRITING AND BAD WRITING?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IN GOOD WRITING, EVERYTHING MAKES SENSE AND READERS DON’T GET LOST OR HAVE TO REREAD PASSAGES TO FIGURE OUT WHAT’S GOING ON.</td>
</tr>
</tbody>
</table>
INSTRUMENTS OF INVESTIGATION

During the investigation process, researchers have to use all kind of instruments that are going to help to find possible solutions. In this case, it was used several instruments that will support the development of this research.

TECHNIQUES

Observation

The observation is a conscious study that the researchers has to make for interpreting things and objects following different systematic procedures. It is not only a big idea; it is a complex process consisting of a number of minor observations on the same object of study seeking and developing knowledge.

This technique helps in the development of this work, to identify the problem, confirms the formulation of the problem, and presents the objectives and variables.

Using this technique, it could analyze and choose the more appropriate techniques that will help to collect different kind of information students, teachers, or authorities.

Survey

Surveys are simple questions lead to a specific group of people that live in a determined area. The main purpose of the surveys is to gather information about likes, preferences, opinions, etc. that these people have to any goods and services.

To obtain true information the researchers have made ten statements addressed to students of Eighth year of General Basic Education at Escuela Fiscal “República de El Salvador” with the purpose of knowing their backgrounds.
knowledge and their needs in classroom for the English subject, especially in the writing skill.

Interview

An interview is a conversation between two or more people where questions are asked by the interviewer to obtain information from the interviewee. We are going to interview for our project to chairwoman, English teacher and representative parents.

By verifying the interview response, it can be concluded that the teacher needs to implement effective strategies so that the students can know the basic vocabulary of the English language.

Students of eighth grade should know the basic vocabulary so that they can improve the writing of the English language and thus be able to pronounce the words studied.

Questionnaire

The objective is to be able to develop strategies that help improve the learning of English vocabulary.

The implementation of a didactic guide will help to improve the vocabulary that the students of eighth year of basic education obtain.

PROCEDURE OF THE INVESTIGATION

Formulacion of the problem
Development of the theoretical frame
Application of the instrumentals
Analysis of the results
Conclusion and recommendations
OBJECTIVES: To obtain information about the strategies and procedures used in this institution to present the English contents in class

1. - Do the English teachers participate in training programs to learn more about effective strategies to help students write in English?

No, for now there was no training for them since we do not have with the support of the district and the teachers taught their Chair with already known strategies.

2. - Do you consider important the use of new teaching procedures to present the English contents in class?

Clear, for me is important because that I guarantee that the teaching is effective for those students.

3. Does this institution have an English laboratory to present the contents in a visual way?

No, the College has different classrooms and offices for teaching purposes, but does not have a laboratory of computing or audiovisual support, to teach English through songs, videos and movies.

4. How do you evaluate the way the English teachers present the contents in class?

I think the contents presented by the teachers are repetitive and do not provide any assistance to the students.

5. Would you offer your support to implement this project based on basic vocabulary to improve the writing skill?

Clear, it would be of great support for my students have a study guide that will help to have a writing skill.
ANALYSIS AND INTERPRETATION OF THE RESULTS
INTERVIEW WITH THE DIRECTOR

This analysis or interpretation of the results obtained through the interview with the director Mr. Jorge Peñaranda from the educational unit República de El Salvador on Wednesday, August 25, 2016 at 3:30 p.m. at the Rectorate of the campus, in the city of Guayaquil, In this interview, 5 open questions were applied, in a structured and easy to understand way for the director, which allowed us to know the methodological strategies used by their teachers.

According to the answers obtained, questions 1 and 2, which are structured to provide information on methodological strategies, the responses of the director could reflect that the teachers of the institution continue with traditional strategies that make their teaching routine, monotonous and of little interest for students. Letting us know that new strategies for teaching writing skills are important for him.

In questions 3 and 4 that deal with content classes to improve their writing skills, the director noted that students have a low level of learning that affects their writing development and that the lack of an equipped laboratory and the contents that present teachers does not guarantee an effective teaching, easily.

In question 5, the director’s response to determine the need to implement a didactic guide with a basic vocabulary to help improve writing skills in the eighth year of the Republic of El Salvador School.

After obtaining the results of the survey, it was found that one of the main problems is the lack of interest and low student performance due to the lack of methodological strategies that motivate and increase their vocabulary so that the class has a dynamic environment.
INTERVIEW TO THE ENGLISH TEACHER

**OBJECTIVE:** To determine if the current methodology to present basic vocabulary is promoting the development of the writing skill

1. - What kind of teaching materials have you used to promote the learning of vocabulary?

A lack of educational resources in the institution, only use flash cards, videos etc.

2. - What methodology do you apply to make the students feel interested in learning basic vocabulary?

My methodology is based on repetition, imitation with the purpose of forming habits, which help students to relate to everyday life.

3. How do you use basic vocabulary in class?

The vocabulary is used with exercise and reading through games that are based on new words.

4. - what kind of basic vocabulary do you apply with your students?

I apply a basic vocabulary is based on daily activities and will assist the student to communicate your needs.

5. - What is your opinion about a design of a tutorial with the basic vocabulary to strengthen the ability of writing?

It would be very good as this guide will help students to have prior knowledge of the English language because many schools do not teach, that would facilitate us to have teachers in this guide a material that makes it easier to teach.
ANALYSIS AND INTERPRETATION OF THE RESULTS
INTERVIEW WITH THE TEACHER

In the interview with Professor Lcda. Mercy Espinoza, which took place on August 25, 2016, at approximately 4:30. She was very interested and willing to collaborate with this project.

In this interview there were 5 questions, 4 of which were focused on the methodology used in the English tutorials.

The teacher's answers were so since they do not have teaching resources and a laboratory that provides easy learning for their students, they have to resort to repetition methods and exercises with easy vocabulary readings, these teaching methods complement them with playful writing activities.

In question 5, which deals with the proposal of a guide that strengthens writing skills, she told us that it would be a great contribution for her, because that way she will know how to help her students to have previous knowledge, since in the schools English is given, therefore, this hinders their learning.
**OBJECTIVE:** To obtain information about the way the students are learning basic vocabulary to develop the writing skill

**SPECIFIC INFORMATION:**
Mark the answers (X) you consider most appropriate in each statement.

<table>
<thead>
<tr>
<th>#</th>
<th>STATEMENTS</th>
<th>TOTALLY AGREE</th>
<th>AGREE</th>
<th>TOTALLY DISAGREE</th>
<th>DISAGREE</th>
<th>INDIFFERENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning more vocabulary is important to express ideas and thoughts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The vocabulary taught in class is relevant for you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The use of new teaching strategies will motivate the learning of the English language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Visual resources will improve the learning of new words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The use of different writing activities will make classes more dynamic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Constantly written practice may help to express ideas accurately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The way the new vocabulary is introduced in every class is repetitive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The teaching of writing skill requires the use of new effective strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>An additional didactic resource with exercises and images would activate the writing skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>A didactic guide with interactive activities will improve the writing skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>STATEMENTS</td>
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<td>AGREE</td>
<td>TOTALLY DISAGREE</td>
<td>DISAGREE</td>
<td>INDIFFERENT</td>
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<td>Learning more vocabulary is important to express ideas and thoughts.</td>
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<td>2</td>
<td>The vocabulary taught in class is relevant for you</td>
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<td>7</td>
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<tr>
<td>3</td>
<td>The use of new teaching strategies will motivate to learn vocabulary</td>
<td>12</td>
<td>9</td>
<td>7</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Visual resources will improve the learning of new words</td>
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<td>10</td>
<td>7</td>
<td>1</td>
<td>0</td>
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<tr>
<td>5</td>
<td>The use of different writing activities will make classes more dynamic.</td>
<td>22</td>
<td>10</td>
<td>4</td>
<td>0</td>
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<tr>
<td>6</td>
<td>Constantly written practice may help to express ideas accurately.</td>
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<td>6</td>
<td>4</td>
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<td>7</td>
<td>The way the new vocabulary is introduced in every class is repetitive</td>
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<td>6</td>
<td>0</td>
<td>2</td>
<td>16</td>
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<tr>
<td>8</td>
<td>The teaching of writing skill requires the use of new effective strategies</td>
<td>26</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>An additional didactic resource with exercises and images would activate the writing skills</td>
<td>19</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>A didactic guide with interactive activities will improve the writing skill.</td>
<td>18</td>
<td>20</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>
ANALYSIS OF RESULTS
The results obtained by the application of the survey are the next:

Statement No. 1.

Learning more vocabulary is important to express ideas and thoughts.

Sample: 38 students

CHART OF FREQUENCY # 1

<table>
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<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
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<td>Totally agree</td>
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<td>5.26%</td>
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<tr>
<td>Disagree</td>
<td>4</td>
<td>10.53%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>2</td>
<td>5.26%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100 %</strong></td>
</tr>
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</table>

SOURCE: UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR
RESEARCHERS: MERCY NEIRA AND JIHNSON MONTALVAN

GRAPHIC Nº 1:

1. LEARNING MORE VOCABULARY IS IMPORTANT TO EXPRESS IDEAS AND THOUGHTS.

SOURCE: UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR
RESEARCHERS: MERCY NEIRA AND JIHNSON MONTALVAN

COMMENT

According to the results, most of the students agree that applying vocabulary constantly they will express ideas and thoughts more easily. It happens since they realized that learning more words every day they will strengthen the writing skill.
ANALYSIS OF RESULTS

Statement No.2.
The vocabulary taught in class is relevant for you
Sample: 38 students

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>10</td>
<td>26.32%</td>
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<tr>
<td>Agree</td>
<td>15</td>
<td>39.47%</td>
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<tr>
<td>Totally disagree</td>
<td>4</td>
<td>10.53%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR
RESEARCHERS: MERCY NEIRA AND JHNSON MONTALVAN

COMMENT
According to the results obtained in this statement most of the half of the students answered that vocabulary is relevant for them, for that reason, it is intending to adapt a new additional didactic resource to the content established in the annual planning made by the teacher in order to reinforce the activities given by the educator.
ANALYSIS OF RESULTS

Statement No.3.
The use of new teaching strategies will motivate to learn vocabulary.

Sample: 38 students

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>Totally agree</td>
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<tr>
<td>Agree</td>
<td>9</td>
<td>24%</td>
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<tr>
<td>Indifferent</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR
RESEARCHERS: MERCY NEIRA AND JIHNSON MONTALVAN

COMMENT
According to the results got in the statement 3, most of the students agree that applying modern teaching strategies, the teaching of vocabulary will be easily, for that reason it is essential the additional didactic resource contains useful information and keep the attention of students during the whole class.
ANALYSIS OF RESULTS

Statement No. 4.
Visual resources will improve the learning of new words

Sample: 38 students

<table>
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<th>ITEMS</th>
<th>FREQUENCY</th>
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</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>20</td>
<td>32%</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>24%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>16%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>18%</td>
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<tr>
<td>Totally disagree</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR RESEARCHERS: MERCY NEIRA AND JHINSON MONTALVAN

GRAPHIC Nº 4

**4. FLASH CARDS AND OTHER VISUAL RESOURCES WILL IMPROVE THE LEARNING OF NEW WORDS**

COMMENTS
In this statement the majority of student answered that they agree with the use of others didactic materials in order to increase the level in the acquisition of new words. A little amount answered in a negative way, for that reason, it is considered the use of all necessary tools in order to catch the attention of the students and they can learn new words and use them to communicate with others through writing.
ANALYSIS OF RESULTS

Statement No.5.
The use of different writing activities will make classes more dynamic.
Sample: 38 students

CHART OF FREQUENCY # 5

<table>
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<th>ITEMS</th>
<th>FREQUENCY</th>
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<td>22</td>
<td>58%</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR
RESEARCHERS: MERCY NEIRA AND JIHNSON MONTALVAN

GRAPHIC Nº 5

5. THE USE OF DIFFERENT WRITING ACTIVITIES WILL MAKE CLASSES MORE DYNAMIC.

SOURCE: UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR
RESEARCHERS: MERCY NEIRA AND JIHNSON MONTALVAN

COMMENT
In this statement the trend does not vary, since most of the students keep answering in a positive way and they are sure that using different activities in the teaching learning process of the English language they will have more dynamic classes and will gain interest for this subject.
ANALYSIS OF RESULTS

Statement No.6.

Constantly written practice may help to express ideas accurately.

Sample: 38 students

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>26</td>
<td>68%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR
RESEARCHERS: MERCY NEIRA AND JIHNSON MONTALVAN

GRAPHIC Nº 6:

6. CONSTANTLY WRITTEN PRACTICE MAY HELP TO EXPRESS IDEAS ACCURATELY

COMMENT

It is truth that more practice more success, it is confirmed by students that indicate in this statement that they want that the English class have more writing classes, it happens because they have realized that the communication through writing is very important today. Using the didactic guide both teachers and students will take advantage the usefulness of the content.
ANALYSIS OF RESULTS

Statement No.7.
The way the new vocabulary is introduced in every class is repetitive
Sample: 38 students

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR
RESEARCHERS: MERCY NEIRA AND JHINSON MONTALVAN

GRAPHIC Nº 7

7. THE WAY THE NEW VOCABULARY IS INTRODUCED IN EVERY CLASS IS REPETITIVE.*

SOURCE: UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR
RESEARCHERS: MERCY NEIRA AND JHINSON MONTALVAN

COMMENT
According to the results obtained in this statement, it is observed that the answers are divided, the 40 percent of students agree and the same percentage are indifferent, for that reason it has to make the best in order to change the way of students’ thinking and they do not be conformist students any more.
ANALYSIS OF RESULTS

Statement No.8.
The writing skill requires the use of new effective strategies
Sample: 38 students

CHART OF FREQUENCY # 8

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR
RESEARCHERS: MERCY NEIRA AND JHNSON MONTALVAN

GRAPHIC Nº8

8. THE TEACHING OF WRITING SKILL REQUIRES THE USE OF NEW EFFECTIVE STRATEGIES

COMMENT

According to the information obtained in this statement a big amount of students almost all of them, agree that teachers must use different strategies for teaching writing. It happens since students do not see reflected the good results neither in communication activities nor in real life, for that reason the didactic guide counts with many activities that will reinforce the teachers work.
ANALYSIS OF RESULTS

Statement No.9.
An additional didactic resource with exercises and images would activate your writing skills
Sample: 38 students

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>19</td>
<td>50%</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR
RESEARCHERS: MERCY NEIRA AND JIHNSON MONTALVAN

GRAPHIC Nº 9

9. AN ADDITIONAL DIDACTIC RESOURCE WITH EXERCISES AND IMAGES WOULD ACTIVATE THE WRITING SKILLS

COMMENT
Most of the students in this statement agree that the implementation of an additional didactic resource would activate the writing skill, since they consider that the textbook given by the government and used by the teacher to transmit new knowledge it is not enough and do not cover the expectation of them.
ANALYSIS OF RESULTS

Statement No.10.
A didactic guide with interactive activities will improve the writing skill.

**Sample:** 38 students

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>18</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>53%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>47%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

**SOURCE:** UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR
**RESEARCHERS:** MERCY NEIRA AND JHNSON MONTALVAN

**GRAPHIC Nº 10**

A didactic guide with interactive activities will improve the writing skill.

**SOURCE:** UNIDAD EDUCATIVA REPUBLICA DE EL SALVADOR
**RESEARCHERS:** MERCY NEIRA AND JHNSON MONTALVAN

**COMMENT**

The trend continues as the beginning, most of the students have answered that they agree that using an additional didactic material the teaching of the writing skill will improve considerably since the English classes are monotonous and students feel disinterested for them. Surely, applying this new content they will be engaged with learning this language.
CHI SQUARE

Objective.- To demonstrate the relation between the Independent and Dependent variable.

Independent Variable: Basic Vocabulary
Dependent Variable: Writing Skill

CHI SQUARE TEST

As we can see the value P is less than 0.05, for this reason we can affirm that there is a relation between the two variables. Therefore, basic vocabulary has influence in the writing skill.
CONCLUSIONS AND RECOMMENDATIONS

Once the phase of interpretation of results has ended, it could notice that students of Escuela Fiscal “República de El Salvador” that the low scholastic yield is present and neither teachers nor authorities make anything to look for a possible solution regarding this problem. For that the reason it has taken into account the following conclusions and recommendations.

CONCLUSIONS

✓ Lack of modern teaching strategies used by teachers does not allow transmit the new information correctly.
✓ Students are not interested for the English subject due to they think it is not important for them.
✓ Teachers do not motivate students in acquiring English language.
✓ Teachers only use the same didactic resource, which does not have enough practices of writing skill.

RECOMMENDATIONS

✓ Teachers have to focus in the necessities of students in order to give an efficient English class.
✓ Introducing new activities and exercises that are not in the official book, is necessary to keep the attention of the students.
✓ Interactive classes as well as attractive additional didactic resource can make an entertained English class.
✓ Practicing writing skill constantly will make students gain confidence and can develop this skill easily.
CHAPTER IV

THE PROPOSAL

DESIGN A DIDACTIC GUIDE WITH BASIC VOCABULARY TO STRENGTHEN THE WRITING SKILL OF THE STUDENTS OF EIGHTH YEAR OF GENERAL BASIC EDUCATION

JUSTIFICATION

It goes without saying that the learning of the English language is one of the most important issues facing everybody all over the world today. For that reason, it is intended to contribute with all the necessaries tools in order to increase its learning, especially in the writing skill.

In this day and age where the communication plays an important role in the personal relationships and it is often said that the English language is the principal way to do it, it is essential that students of this generation are familiarized with it. It means, nowadays, social networks occupy much time of our lives, not only young people but also adult people use them in order to keep in touch with others, the only way to do it is writing in English, that is one of the reasons why students must know this language.

On the other hand, according to the results obtained through surveys and interviews, it has determined that students like and want to learn the English language but in a different way. They desire entertained and funny classes with modern methodologies that contain easy and useful strategies and techniques that allow them to catch the new knowledge ideally.
Therefore, the elaboration of this proposal was designed to find a possible solution to one of the most common problem that show students of eighth year of GBE at Escuela Fiscal “República de el Salvador” that is the writing skill. With the application of this didactic guide the researchers are sure that through basic vocabulary, students will awake the interest for this subject and their performance for writing activities will increase considerably which will be reflected at the end of the school year.

Furthermore, the lessons that contain the didactic guide is adequate to the content that possesses the textbook used by the teacher and its curricular planning, with the only purpose of students are familiarized with the grammar structure and the same vocabulary, and do not present difficulties at the moment when applying the additional didactic material. Besides, the strategies that will be used, will catch students’ attention since will be interactive.

Likewise, the development of this proposal was made taking into account several methodological strategies in order to motivate students to learn vocabulary in a proper way for success communication through writing.

Finally, this proposal was planned to reinforce the learning of the writing skill in a different way, as well as to increase the scholastic yield, and their performance in classroom. The whole educational community will be satisfied since they will note the difference among before and after the application of this project, and the good results will be seen in a little time.

OBJECTIVES OF THE PROPOSAL

General

➢ To contribute with a didactic material that contains basic vocabulary in order to improve the writing skills by means of interactive classes of

**Specific**

- To facilitate dynamic student activities for using the target academic content.
- To show the usefulness that possesses the didactic guide according to the results obtained after the classes.
- To create real environments in order to gain confidence’s students when writing in English.

**FEASIBILITY OF THE PROPOSAL**

Regarding to the feasibility of this proposal, it was easy to carry out and execute it since it counted with the support with the whole educational community it means, the authorities, teachers, students, legal representatives, and of course the researchers. Following it is detailed the different phases which contributed with the elaboration of this work.

**Financial Feasibility**

The economical resources that were needed for the realization of this project were covered for the researchers, since it was required didactic materials, such as markers, papers, cardboards, pen-drives, copies, printers, and snacks and transportation.
Human Feasibility

The human feasibility was in charge of the whole educational community, authorities, teachers, students, parents, service staff, and researchers who assisted with their help when they were needed.

DESCRIPTION OF THE PROPOSAL

The booklet that is going to be introduced in the proposal is based specifically in techniques of how acquire new vocabulary in an easy and entertained way, by means of useful activities and exercises that will help students to put them in practice when it is necessary to write words, sentences, paragraphs, etc. It will develop the writing skill since the methodology used for the elaboration of it, was made taken into account the communicative approach which is the most indicated in the teaching of the English language.

The main goal of this proposal is to contribute with the teaching learning process of the English language and its influence in real life of the students that want to communicate with others through writing using the social networks that currently they are the most used tools at the moment of being in touch with others.

THEORETICAL ASPECTS

Pedagogical Aspects

It is well known that the Pedagogy is the study of the methods that an expert uses in order to make activities of teaching. It is a systematic process that all kind of instructors utilize to transmit knowledge. In this case the Pedagogy helped a lot at the beginning of the elaboration of this project, when in the observation classes the researchers noticed that teachers were not applied the appropriate methodology in the teaching learning process since students do not acquire the new information correctly.
Before everything else in the previous paragraph, the work of the investigators was incentivizing not only teachers but also students in the use of modern methodology according to the needs that they present day by day, strategies and techniques must change constantly in each class and the teacher has to be the creator of new ones. For that reason, the most appropriate was the communicative approach that encircles a big part of constructivism in its pattern and through this modern education is successful.

Psychological Aspect

Another point worth noting is the Psychology as a support tool, since it studies the human behavior in a scientific way; it describes the emotions, feelings, intelligence, interests, abilities, etc. that can help to develop the cognitive knowledge in its different aspects.

It is often said that the students’ mood influence a lot in the good performance of them, it depends on whether they can face some inconvenient in their lives, for these cases are the teachers that have to use the empathy in order to take the place of them and give possible solutions or suggestions that slightly alleviates their condition. It was taken into account by the researchers at the first moment of applying the proposal.

In the same way, researchers talked to students, offering good recommendations with the only purpose of creating confidence thus the class will develop without inconvenient.

Legal Aspect

National Curriculum of Intercultural and Bilingual Law

Core principles

The core principles in the curriculum can be summarized as:
➢ The communicative language approach: language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized.

➢ Content and Language Integrated Learning (CLIL): a model used to integrate the learning of language with cultural and cognitive aspects of learning such that language acquisition serves as a driver for learners’ development.

➢ International standards: the curriculum is based on internationally recognized levels and processes of teaching and learning languages. • Thinking skills: learning English should support the development of the thinking, social and creative skills needed for lifelong learning and citizenship.

➢ Learner-centered approach: teaching methodologies should reflect and respond to learners’ strengths and challenges, and facilitate the process of learning by supporting learners’ motivation for and engagement with learning.
CONCLUSION

It can be concluded that with the elaboration and execution of the didactic guide, students demonstrated acceptance for the new didactic material presented in classroom show interest for the new didactic material because they noticed that it was innovative and entertained, thus it could give a big step in gaining the interest for the English subject.

On the other hand, teachers were agreeing with the implementation of this new additional workbook that is not going to replace the text book given by the government but it is going to help or to reinforce with the acquisition of the second language.

In addition, this workbook will help not only students but also teachers since they will be the only beneficiaries and the results will see reflected at the end of the school year.
APPENDIX

1 - 2

DOCUMENTS
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Master, Larry Torres Vivar, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por Mercy Patricia Neira Orra, C.C.: 0913344792 y Jinotega Octavio Montalvan Cruz C.C.: 0920852605, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en Lenguas y Lingüística.

Se informa que el trabajo de titulación: "Vocabulario básico para fortalecer la habilidad de la escritura en los estudiantes de octavo grado en la escuela República de El Salvador de la ciudad de Guayaquil, con la Propuesta: Diseño de una guía didáctica con el vocabulario básico para fortalecer la habilidad de la escritura, dirigida a docentes.", ha sido orientado durante todo el período de ejecución en el programa antíplagio URKUM quedando el 1% de coincidencia.

Msc. LARRY TORRES VIVAR
Consultor Académico
NOWADAYS IT LIVES IN AN AGE WHERE MANY OF US ARE SPEAKING ANOTHER LANGUAGE AND THE MOST USED FOR COMMUNICATION IS THE ENGLISH ONE. FIRST OF ALL, IT IS WORTH CONSIDERING THAT IT IS THE MOST SPOKEN ALL OVER THE WORLD. FOR THAT REASON EVERYBODY USES IT NOT ONLY FOR BUSINESS BUT ALSO FOR FUN. IN THIS WAY, IT IS CRITICAL THAT PEOPLE KNOW HOW TO WRITE THIS LANGUAGE FOR BETTER COMMUNICATION.

USUALLY, WRITING IS ONE OF THE MOST IMPORTANT SKILLS FOR COMMUNICATION, PEOPLE PREFERRED IT SINCE FOR THEM IT IS EASIER THAN SPEAKING IT. THE PURPOSE OF THIS STUDY IS TO EXAMINE THE IMPACT OF VOCABULARY INSTRUCTION RELATED TO BASIC WORDS ON EIGHTH YEAR STUDENTS’ AVERAGE AND STRUGGLING WRITERS’ KNOWLEDGE OF THOSE NEW VOCABULARY.

IN THIS RESEARCH, IT IS GOING TO BE DISCUSSED THE IMPORTANCE OF THE WRITING SKILL TEACHING AND EXAMINE HOW IT WOULD BE IMPROVED THROUGH BASIC VOCABULARY. FIRST, IT IS GOING TO BE CONSIDERED THE RELEVANCE OF VOCABULARY TO WRITING AND DESCRIBE THE IMPACT THAT IT WOULD HAVE WHEN IT IS IMPLEMENTED WITH NEW WORDS AND THE PERFORMANCE THAT STUDENTS WILL INCREASE WITH THE ACQUISITION OF NEW VOCABULARY. FINALLY, IT IS GOING TO BE PRESENTED THE PROBLEM UNDER INVESTIGATION AND PROVIDE A RATIONALE FOR THE CURRENT STUDY.

Log Search operations #1:


The originality of the text is 99%.
De mis consideraciones:

Por medio de la presente autorizo que los estudiantes Mercy Patricia Neira Orrala con Cl. 0913344792 y Jinhson Octavio Montalván Cruz con Cl. 0920852605, Egresados de la carrera LICENCIATURA EN LENGUAS Y LINGUISTICAS, centro de estudio de Guayaquil, Modalidad SEMI PRESENCIAL, realice en la institución a mi cargo, el Proyecto de Investigación Educativa.

Cuya investigación estará basada en mejorar el desempeño académico de los estudiantes y docentes, en beneficio de la comunidad educativa con su tema y propuesta que se describe a continuación:

TEMA: Vocabulario básico para fortalecer la habilidad de la escritura en los estudiantes de octavo grado en la Escuela “República de El Salvador” de la ciudad de Guayaquil.

PROPUESTA: Diseño de una guía didáctica con el vocabulario básica para fortalecer la habilidad de la escritura, dirigida a docentes.

Particular que comunico a Usted, para los trámites legales pertinentes.
APPENDIX
3
PHOTOS
PHOTO EVIDENCE # 1

Mercy Patricia Neira Orrala y Jinhson Montalvan Cruz (autors) with Msc. JORGE PEÑARANDA (Principal) at the interview

Source: Escuela fiscal Republica de el Salvador
Authors: Mercy Patricia Neira Orrala y Jinhson Octavio Montalvan Cruz

PHOTO EVIDENCE # 2

Interview with Msc. JORGE PEÑARANDA (Principal) of the Escuela Republica de el Salvador

Source: Escuela fiscal Republica de el Salvador
Authors: Mercy Patricia Neira Orrala y Jinhson Octavio Montalvan Cruz
PHOTO EVIDENCE # 3

Mercy Patricia Neira Orrala y Jinhson Montalvan Cruz (authors) with Lcda. Mercy Espinoza (English teacher) at the interview

Source: Escuela Fiscal Republica de el Salvador.
Authors: Mercy Neira y Jinhson Montalvan
PHOTO EVIDENCE # 4
Mercy Patricia Neira Orrala y Jinhson Montalvan Cruz (authors) with students from 8th year “A” filling the survey

Source: Escuela Fiscal Republica de el Salvador.
Authors: Mercy Neira y Jinhson Montalvan

PHOTO EVIDENCE # 5
Mercy Patricia Neira Orrala y Jinhson Montalvan Cruz (authors) with students from 8th year “A” reviewing the texts.

Source: Escuela Fiscal Republica de el Salvador.
Authors: Mercy Neira y Jinhson Montalvan
Guayaquil, Febrero del 2016

Adm. Ed.
Carlos Andrade, MSc.
Rector Escuela Republica de el Salvador
Ciudad.-

De nuestras consideraciones:

Yo, Mercy Patricia Neira Orrala con C.C. No. 0913344792 y Jinhson Octavio Montalvan Cruz, egresada de la carrera de Lenguas y Lingüística, modalidad Semipresencial, solicito a Usted muy respetuosamente me permita realizar nuestro proyecto previo a la obtención del título de Licenciado(a) en Ciencias de la Educación Mención Lenguas y Lingüística en la prestigiosa unidad Educativa que Usted a bien dirige en los estudiantes del noveno año.

Puesto que la Facultad de Filosofía nos solicita este documento, para avanzar con los trámites respectivos.

De antemano agradezco por la atención prestada a la misma,

Atentamente,

____________________________
Mercy Patricia Neira Orrala
C.C. No. 0913344792

____________________________
Jinhson Octavio Montalvan Cruz
De mis consideraciones

Yo, Mercy Patricia Neira Orrala con número de cédula 0913344792 y Jinhson Octavio Montalvan Cruz con c.c. no 0920852605, Egresados de la carrera LICENCIATURA EN LENGUAS Y LINGUISTICAS, centros de Estudios Guayaquil, Modalidad SEMI-PRESENCIAL, DEL PERIODO 2015 – 2016, he finalizado la Unidad de Titulación en el grupo A.

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

TEMA.

Influencia del vocabulario básico en la habilidad de la escritura, para los estudiantes de octavo año básica de la “Escuela Republica de el Salvador”

Propuesta: Diseño de una guía didáctica con el vocabulario básico para fortalecer la habilidad de la escritura.

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

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

Mercy Neira Orrala
patty-neira@live.com

Jinhson Octavio Montalvan Cruz
jyx.montalvan@hotmail.com
PHOTO EVIDENCE #6

MERCY NEIRA ORRALA Y JINHSON MONTALVAN CRUZ (AUTHORS) WITH (TUTOR) MASTER. LARRY TORRES VIVAR.

Source: Escuela lenguas lingüística

Authors: Mercy Neira Orrala y Jinhson Montalvan Cruz
APPENDIX

4

THE

PROPOSAL
DESCRIPTION OF THE PROPOSAL

The design of the proposal will draw will be held in REPUBLICA DE EL SALVADOR School, with eighth graders in the morning shift, 2016-2017 school year, which is located in Limonal Cooperative Mz 342 SL38 in Guayaquil City. The school has a parallel eighth with a total of 35 students, the classroom does not have a structure to help learners may have better concentration of their class. This tutorial will consist of various activities and exercises such as crossword puzzles, form sentences, cards designed with images, complete space and songs.

First, it is important to understand how necessary it is to learn vocabulary for good writing why every activity of the proposal is based on a teaching guide according to the text that the Ministry of Education provides students of the School REPUBLICA DE LA SALVADOR since the proposal will help to strengthen writing vocabulary. The guide consists of twenty lessons that will be applied according to the educational setting.

This tutorial will be an additional resource, since this proposal is governed text that students use in the Republic School of El Salvador, in order to do away with traditional tutoring and have a fun class.

The activities carried out through workshops, skills and dynamics will be used as backup support for writing vocabulary. The proposal will be inspected and approved by the authorities, teachers of English area and the assigned tutor.

Games, songs, work sheets images, audio, exercises and evaluations will be resources that we must work to strengthen the vocabulary of the textbook. Thanks to the support and collaboration of managers, teachers, students and our tutor who made our project.
The design of the proposal will draw will be held in REPUBLIC OF EL SALVADOR, which has 200 students School. It is located in Limonal Cooperative SL38 Mz 342 Guayaquil City.

METHODOLOGY OF THE PROPOSAL

With the development and implementation of the tutorial, you will find solution to the lack of school life in the classroom. We will use the application method, inductive method in these methods will see different types of tasks containing basic vocabulary that are used most often in textbooks. Also we look for ways to adjust these types of tasks based on basic writing to encourage more opportunities for interaction in English language learning and encourage students to give longer answers communicating.

Contents of the proposal:

Lesson 1: Greetings
Lesson 2: Alphabet & Ordinal Numbers
Lesson 3: Colors
Lesson 4: Vocabulary of School Objects
Lesson 5: Family members
Lesson 6: Clothes
Lesson 7: Objects and parts of the house
Lesson 8: farm – domestic animals and wild animal
Lesson 9: Vocabulary about professions and occupations.
Lesson 10: Commands
Lesson 11: These /those
Lesson 12: Prepositions of the place
Lesson 13: Demonstrative adjectives
Lesson 14: There is/There are
Lesson 15: Emotions
Lesson 16: Week days and months of the year
Lesson 17: Fruit and food
Lesson 18: I am eating
Lesson 19: I am going to……
Lesson 20: Can you walk?
ACTIVITIES
THE
PROPOSAL
LESSON: 1
FILLING BLANKS: GREETINGS

LOOK AT THE PICTURE AND WRITE THE CORRECT GREETING TO FILL THE BLANKS

![Image of a person waving](image)

_____!

![Image of a sunset](image)

_____ evening.

![Image of a house and foliage](image)

Good _____

![Image of a night sky](image)

_____ night.

![Image of a rooster](image)

Good _____
LESSON: 2  MISSING LETTER AND SOUP WITH NUMBERS LETTERS

COMPLETE IN THE BLANK WITH THE MISSING LETTER

| A | B |   | D | F |
| C | D | E |   | G |
| F |   | H | J | K |
| J | K |   | M | N |
| L | M | N |   | P |
| T |   | V | X |

| J | T | C | J | R | N | G | C | D | U |
| R | S | R | I | T | B | E | D | Ñ | Ñ |
| U | N | D | K | H | R | T | T | E | N |
| O | C | Ñ | G | N | L | U | I | C |
| F | Y | O | V | I | T | O | P | K | Y |
| X | I | D | N | E | R | H | W | L | W |
| P | I | E | G | E | S | X | R | T | M |
| C | J | S | V | S | H | F | C | E | Y |
| E | O | I | J | F | T | X | B | P | E |
| C | F | G | L | F | L | P | L | H | T |

EIGHT
FIVE
FOUR
NINE
ONE
SEVEN
SIX
TEN
THREE
TWO
MATCH THE NUMBER WITH ITS NAME

TEN 13
ELEVEN 16
TWELVE 11
THIRTEEN 19
FOURTEEN 17
FIFTEEN 12
SIXTEEN 10
SEVENTEEN 15
EIGHTEEN 20
NINETEEN 18
TWENTY 14

WELL DONE!
Example:  

What number is this?  
This is number **two**.

1  
What number is this?  
This is number __________.

2  
What number is this?  
This is number __________.

3  
What number is this?  
This is ________________.

4  
What number is this?  
This is ________________.

5  
What number is this?  
This ________________.

6  
What number is this?  
This ________________.

7  
What number is this?  
__________________.

8  
What number is this?  
__________________.
LESSON: 3 COLORS - TECHNICAL IDENTIFICATION CARD WITH DRAWING
COLOR EACH DRAWING WITH ITS CORRESPONDING COLOR

blue
pink

green
red

orange
yellow
COLOR THE PICTURE WITH RIGHT COLORS

1. YELLOW
2. BLUE
3. PINK
4. GREEN
5. RED
6. ORANGE
7. PURPLE
8. BROWN
Complete and color by Day

Monday Light green
Tuesday Blue Sky
Wednesday Red
Thursday Dark green

Friday Pink
Saturday Yellow
Sunday Orange
LESSON: 4 VOCABULARY OF SCHOOL OBJECTS
MATCH THE WORDS WITH THE CORRECT PINTURES.
PUT THE WORDS IN THE CORRECT OBJECT

Rubber Schoolbag Pen File Pencil Crayons Ruler
Pencil Case Scissors Crayons Pencil Sharpener Notebook
LESSON: 5 KEYWORD TECHNIQUE “FAMILY MEMBERS”
CONTAINS THE WORDS FIND FAMILY

Family Word Search

father
brother
grandpa
husband
uncle

mother
sister
grandma
wife
aunt

CONTAINS THE WORDS FIND FAMILY
Cousin

READ THE TEXT. LAURA’S FAMILY

Hi! My name’s Laura and I’m thirteen years old. I'm from England and I live in London with my family. William and Elizabeth are my parents. My mother is 40 and my father is 42. I have got a sister and a brother - Peter and Melanie. Peter is ten and my sister is eight years old. Anne and Hugh are my grandparents. My grandmother is 81 and my grandfather is 82. I've got a pet my cat- Jasmine. My brother has got a pet too, his dog-Max.

2) Complete with True (T) or False (F). Justify your answers.

1) Laura is sixteen years old. ......................
2) She is from England .........................
3) William and Elizabeth are her grandparents ..................
4) Anne and Hugh are her parents ..................
5) Melanie is her sister .........................
6) Her grandmother is 81 ......................
7) Laura has got a dog .........................

3) Write the family relationships.

1) William and Elizabeth ......................
2) William .........................
3) Elizabeth .....................
4) Peter ......................
5) Melanie ......................
6) Anne and Hugh ......................
7) Anne ......................
8) Hugh ......................

4) Find family members.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>F</th>
<th>A</th>
<th>T</th>
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<td>T</td>
<td>H</td>
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</tbody>
</table>
LESSON 6: BUBBLES CLOTHES
COMPLETED THE BUBBLES USING CLOTHES IN THE BOX BELOW
CLOTHES
Order, write and colour

♦ A blue and purple tracksuit
♦ A white and blue dress
♦ Green jeans
♦ White and blue trainers
♦ A blue shirt
♦ White socks
♦ A brown jacket
♦ A pink jumper
♦ Blue trousers
♦ A purple T-shirt
♦ An orange coat
♦ A red skirt
♦ Pink mittens
♦ Black boots
♦ A yellow scarf
♦ Pink shoes
♦ A purple hat

1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17
LESSON 7: TECHNICAL DRAW MATCH WITH WORDS

UNITE WITH LINES AS APPLICABLE – PARTS OF THE HOUSE

bed picture chair sofa table
computer stove fridge TV bath
CHOOSE THE APPROPRIATE ANSWER FROM THE BOX

1. LOVE SEAT 
2. TELEPHONE 
3. SOFA 
4. BED 
5. CHAIR 
6. TELEVISION 
7. DRESSER 
8. BOOKCASE 
9. LAMP 
10. TABLE

II. WRITE THE PARTS OF THE HOUSE ACCORDING TO THE PICTURE

1. BEDROOM 
2. BATHROOM 
3. LIVING ROOM 
4. DINING ROOM 
5. KITCHEN 
6. LAUDRY ROOM 
7. BACKYARD 
8. ATTIC
MATCH THE FURNITURE AND THE OBJECTS:

____ This is a bathtub         ____ This is a shower         ____ This is a mirror

____ This is a bed            ____ This is a stove           ____ This is a cabinet

____ This is a fridge         ____ This is a table          ____ This is a picture

____ This is a lamp          ____ This is a toilet         ____ This is a sink

____ This is a curtain       ____ This is a sofa
LESSON 8: TECHNICAL DRAWING WITH IDENTIFICATION FARM – DOMESTIC ANIMALS AND WILD ANIMAL

WORSNSEARCH PUZZLE WILD ANIMAL

A  I  G  I  R  A  F  F  E  Z
B  E  E  E  R  E  R  T  E  R  H  O  R  S  R
D  N  N  S  C  A  E  T  E  I
E  M  O  N  K  Y  B
H  L  D  A  L  I  N  G  E  M  E
L  E  N  T  C  D  H  L  I  O  N
P  A  B  B  E  A  R  R  U  A
R  A  T  I  G  E  R  C  I  X  N  G
T  I  G  E  R  C  I  X  N  G
N  O  N  T  A  L  S  O  P  A
E  I  E  T  E  I
D  N  N  S  C  A  E  T  E  I

Bear, Giraffe, Cheetah, Mouse, Deer, Lion, Cheetah, Tiger, Elephant, Fox, Monkey
MATCH THE ANIMAL AND ITS NAME

SHEEP  MOUSE
DUCK  PIG
RABBIT  CAT
DOG  PARROT
COW  TURTLE
DONKEY  HORSE
VOCABULARIES ABOUT PROFESSIONS AND OCCUPATIONS

OCCUPATIONS

1. singer  
2. doctor  
3. farmer

1. pilot  
2. policeman  
3. cook

1. artist  
2. fireman  
3. clown

1. vet  
2. doctor  
3. fisherman

1. teacher

1. fisherman  
2. dancer  
3. fireman

1. farmer  
2. vet  
3. policeman

1. dancer  
2. vet  
3. teacher

1. cook

1. pilot  
2. clown

1. baker

1. baker  
2. clown  
3. singer

1. artist

1. policeman

1. butcher

1. butcher  
2. singer  
3. fireman
LESSON 10: TECHNICAL BUBBLES – COMMANDS

CUT THE COMMAND AND PASTE IT IN THE CORRECT PICTURE

Look at the board  Stand up  Write your name

Close your book  Read

Be quiet  Take out your notebook  Raise your hand

Listen  Sit down  Open your book  Draw
LOCK AT THE PICTURE AND WRITE THE CORRECT COMMANDS TO FILL THE BLANKS
LESSON 11: DEMONSTRATIVE ADJECTIVE

FILL IN THE BLANKS WITH THIS, THESE, THAT OR THOSE

1. ................ is a cat.

2. ................ is a dog.

3. ................ are tables.

4. ................ are bananas.

5. ................ is a bed.

6. ................ are chairs.
1. _______ cellphones are Chinese.

2. _______ house is big.

3. _______ are flowers.

4. _______ is a house.

5. I drive _______ car.
THIS / THAT / THESE / THOSE
QUESTIONS AND ANSWERS - MATCH.
BACK - DEMONSTRATIVES - EXERCISES

car.

bike.

pencils.

books.

ball.

shoes.

mouse.

snakes.

birds.

cat.

apples.
LESSON 12: PREPOSITIONS OF THE PLACE

LOOK AT THE PICTURE. FILL IN THE BLANKS WITH A PREPOSITION.

1. There is a book in the bag.
2. There is a ruler in the bag.
3. There is an _____________ next to the bag.
4. There is a _____________ behind the bag.
5. There is a pen _____________ the bag.

1. There are books in the bag.
2. There _____________ scissors in the bag.
3. _____________ an apple in the bag.
4. _____________ a glue stick in the bag.
5. _____________ pencils in the bag.
6. _____________ a ruler in the bag.
7. _____________ crayons in the bag.

1. There is a crayon in the bag.
2. _____________ an apple in the bag.
3. _____________ pencil in the bag.
4. _____________
5. _____________

1. _____________
2. _____________
3. _____________
4. _____________
5. _____________
IDENTIFY WHERE EACH OBJECT, USING PREPOSITIONS FROM THE LIST.

In front of – Behind – Under – Above – Next to – On – In- Between

1. - The ghost is__________ the chest.
2. - The pumpkin is_____________ the man and the boy.
3. - The spider is _________ the web.
4. - The bats are_____________ the vampire.
5. - The cat is _________the bat, and the tree is_______ the haunted house.
6. - The monster is __________ the tombstone.
7. - The vampire is __________ the pirate and the ghost.
IDENTIFY WHERE EACH OBJECT, USING PREPOSITIONS: NEAR, ON, UNDER, IN, INFRONT OF BETWEEN NEXT TO, BEHIND.

Where is the book?

A. Fill in the blanks with the missing preposition.

1. The clock is __________ the pillow.
2. The trousers are __________ the bed.
3. The animals are __________ the room.
4. The desk is __________ the wardrobe and the bed.
5. The wardrobe is __________ the desk.
6. The picture is __________ the wardrobe.
7. The sock is __________ the shoes.
8. The desk is __________ the wardrobe.
9. The magazine is __________ the guitar.
LESSON 13: THERE IS/THERE ARE

Read and match.

a packet of bread  a bar of butter
a jug of cheese  a glass of milk
a loaf of chocolate  a piece of flour
a jar of honey  a bottle of ketchup
a spoonful of sugar  a block of water

Look at the pictures. Write the phrases like this: two bottles of milk.

one carton of lemon juice  one cup of coffee  one glass of water  one plate of pasta


LOOK AT THE PICTURE BELOW AND COMPLETE THE SENTENCES
USE: THERE IS / THERE ARE (TWO, THERE, ETC/ A FEW/ MANY) OR
THERE ISN'T/ THERE AREN'T ANY.

1. **There is** __________ a car on the road in Picture A.
2. **There isn't** __________ a car on the road in Picture B.
3. __________ a big tree in Picture A.
4. __________ two big trees in Picture B.
5. __________ a young boy in Picture A.
6. __________ a young girl in Picture B.
7. __________ three butterflies in Picture A.
8. __________ two butterflies in Picture B.
9. __________ balloons in Picture A.
10. __________ balloons in Picture B.
11. __________ a house in Picture A.
12. __________ a house in Picture B.
COMPLETE THE SENTENCE WITH THE CORRECT FORM:

1. There __________ many animals in the zoo.
2. There __________ a snake in the window.
3. There __________ a zebra in the grass.
4. There __________ lions in the zoo, too.
5. There __________ many baby lions near their parents.
6. There __________ many monkeys in the trees.
7. There __________ an elephant in the zoo.
8. There __________ some water in the lake near the elephants.
9. There __________ birds in the zoo.
10. There __________ many people visiting the animals today.
11. There __________ many children, too.
12. There __________ a gorilla in the tree.
13. There __________ some grass under the tree.
14. There __________ bananas in the tree with the gorilla.
15. There __________ many birds near the gorilla.
16. There __________ a rock near the tree.
17. There __________ many sharks in the aquarium.
18. There __________ an eel in the aquarium, too.
19. There __________ lots of water for the fish.

1) How many birds are there?

2) How many rabbits are there?

3) How many cats are there?

4) Is there any dog?

5) Are there bees in the photo?

6) Are there red flowers? And white flowers?
LESSON 14: EMOTIONS TECHNICAL DRAW AND WRITE

Draw the faces

I'm happy

I'm sad

I'm sleepy

I'm afraid

I'm angry

I'm hot
Match the sentences on the left with their corresponding responses on the right, then find the right image for each feeling or emotion:

1. I’m angry
   - Let's have some delicious steak!
2. I’m bored
   - Put some clothes on!
3. I’m sick
   - Take your coat off!
4. I’m worried
   - Have a break!
5. I’m hungry
   - Calm down!
6. I’m exhausted
   - There’s nothing to worry about!
7. I’m happy
   - Go to bed!
8. I’m ashamed
   - Let me clarify things for you.
9. I’m thirsty
   - There’s nothing to fear about!
10. I’m sleepy
    - That’s very good!
11. I’m horrified
    - Don’t lose hope!
12. I’m cold
    - Let’s go out and have fun!
13. I’m confused
    - You’ll do better next time!
14. I’m disappointed
    - Drink some water!
15. I’m hot
    - Go to the doctor!
MATCH THE FEELINGS BELOW WITH THEIR PICTURES AND THEN PRACTICE WRITING

- angry  angry  angry
- bored  bored  bored
- cold   cold   cold
- happy  happy  happy
- hot    hot    hot
- hungry hungry hungry
- sad    sad    sad
- scared scared scared
- sick   sick   sick
- thirsty thirsty thirsty
- tired  tired  tired
LESSON 16: TECHNICAL BUBBLES - WEEK DAYS AND MONTHS OF THE YEAR

JUST VOWELS – DAYS AND MONTHS

FILL IN THE GAAPS TO SPELL THE NAMES OF DAYS AND MONTHS

1. _u___a_
2. ___i___
3. __e__e__a_
4. __e__e__
5. __u__e_
6. __u__
7. ___i__e_
8. ___a_
9. __e__e__e__
10. Au_u_
11. __u_e__a_
FIND THE NAMES OF THE DAYS OF THE WEEK IN THE WORD SEARCH PUZZLE BELOW. THE WORDS GO AND FIND THE WORDS IN ORDER.
TECHNICAL CROSSWORD
CONTAINS THE WORDS FIND THE DAYS OF THE WEEK
LESSON 17: TECHNICAL CROSSWORD FRUIT AND FOOD

Fruits Crossword

Across

3. gr____

5. st___w_e___y

6. l____

7. m___g_

8. p__n__ap___

9. b_n_n_

Down

1. w_t_r_m_l_n

2. p__r

4. or____

8. p____
FOOD CROSSWORD PUZZLE

1. Glass of water
2. Pear
3. Sliced bread
4. Chicken leg
5. Tomato
6. Cherries
7. Chocolate
8. Reese's Pieces
9. Cheese
10. Orange
11. Grapes
12. Banana
13. Sandwhich
VOCABULARY

Match words and pictures

- asparagus
- broccoli
- cabbage
- carrot
- cauliflower
- celery
- chili peppers
- corn
- cucumber
- garlic
- green beans
- lettuce
- mushrooms
- onion
- peas
- potato
- pumpkin
- tomato

Write the words (more than 1 answer possible)

1. Orange vegetables
2. Vegetables that make you cry
3. Veggies that are usually eaten raw
4. Veggies you don't like
LESSON 18: ARTICLE A, AN, THE

FILL IN THE BLANKS. USE A, AN OR THE, WHERE IT IS NECESSARY.

Mary is from 1) _______ England. She’s got 2) _______ brother and
3) _______ two sisters. They live with 4) _______ their family in
5) _______ small, but 6) _______ very comfortable cottage near 7) _______ London.

Mary has lots of hobbies. She likes
8) _______ tennis and she plays
9) _______ piano. Mary’s family has 10) _______ big
garden. Mary always
takes her dog for 11) _______ walk in 12) _______
_______ dog’s name is 14) _______ Charlie.

Steve is from 1) _______ Manchester. He is 2) _______ manager.

he works in 3) _______ office. He goes to work in
_______ morning. He starts work at 8 o’clock and
goes 5) _______ home at 5:00 in 6) _______ evening.
Steve has 7)
_______ flat not far from
_______ office. It is on 9) _______ third floor of
_______ five-storey building. It’s not big, but comfortable. Steve is quite happy.

Peter is 1) _______ new student at 2) _______ International School in London.
He
is 3) _______ friendly and he has
4) _______ lot of friends here.

Peter is 5) _______ active person. “I like going out with
_______ friends on 7) _______ Sundays. We often
_______ London museums and to 9) _______

Sometimes we go 10) _______ hiking. We like to sit
_______ fire somewhere in the forest at 12) _______
guitar and sing songs. On 14) _______ weekdays I’m very busy. I play 15) _______
football three times 16) _______ week and learn foreign languages. I have 16) _______

Mary is from 1) _______ England. She’s got 2) _______ brother and
3) _______ two sisters. She lives with 4) _______ her family in
5) _______ small, but 6) _______ very comfortable cottage near
7) _______ London. Mary has lots of hobbies. She likes 8) _______ tennis and she plays 9)
_______ piano. Mary’s family has 10) _______ big garden. Mary always takes her dog
for 11) _______ walk in
CIRCLE THE CORRECT ARTICLE. USE A, AN OR THE, IN EACH SENTENCE.

2. The class went on a / an field trip.
3. He likes to read an / the short stories.
4. Lisa put a / an orange on her yogurt.
5. My mom likes making an / the cake from scratch.
6. The dog caught a / an stick.
7. I saw a / an otter at the zoo.
8. I quickly ate the / an cookies.
9. A / an oval is shaped like a / an egg.

Write the correct article (a / an / the) before each noun:

[Blank] igloo          [Blank] bench
[Blank] banana         [Blank] kitten
[Blank] tree           [Blank] soccer ball
[Blank] inch           [Blank] owl
[Blank] eagle          [Blank] tiger
WRITE A OR AN ON THE BLANK. THEN, CHOOSE THE NUMBERS OF THE PICTURES IN THE BOX Beside THE PHRASE.
LESSON 19: PERSONAL PRONOUNS

Directions: Write the personal pronoun from the word bank that best completes each sentence below.

i me he she
him her you we
they them it

1. Please tell ___________ the directions to the restaurant.
2. ___________ did a great job building the home.
3. I told ___________ that he did a great job on the assignment.
4. Shawn and ___________ will walk to the skate park.
5. Did she tell you that ___________ car broke down yesterday.
6. I believe ___________ owe me an explanation.
7. Make sure ___________ gets her purse back.
8. ___________ are all ready to go to the movie theatre.
9. ___________ is one of the most reliable cars on the market.
10. Did you notify ___________ of their mistakes on the project?
11. My brother loves baseball. ___________ plays everyday.
Underline the pronouns in each sentence:

1. Shimul is my friend.
2. She is a good girl.
3. Her mother is a lawyer.
4. Can you help me lift this bag?
5. I went to the store with Kiran.
6. He bought many things.
7. We are going for a picnic.
8. It is a beautiful day.
9. They are coming with us.
10. I am very happy today.

II Rewrite each sentence. Change the underlined word or words to pronouns.

1. **Kavita** made dinner for the whole family.
2. Krish played cricket with **Santosh and Sunny**.
3. **Santosh and Sunny** are good players.
4. **Garima** went to the movies.
5. **The movie** was interesting.
1) CHOOSE THE CORRECT PERSONAL PRONOUNS : (he, she, it, they)

<table>
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<tr>
<th>A farmer</th>
<th>A book</th>
<th>Gloves</th>
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<tr>
<td>A dog</td>
<td>A girl</td>
<td>Players</td>
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<tr>
<td>A family</td>
<td>Kids</td>
<td>A boy</td>
</tr>
<tr>
<td>A boy</td>
<td>A rose</td>
<td>A ball</td>
</tr>
</tbody>
</table>

2) CHANGE THESE SENTENCES:

Example: My father is tall. He is tall.

- This ball is small. ....... is small.
- This rose is red. ....... is red.
- My father is a farmer. ....... is a farmer.
- My mother is thirty. ....... is thirty
- Asta is my dog. ....... is my dog.
LESSON 20: VERB TO BE

COMPLETE WITH THE SUBJECT PERSONAL PRONOUN

1. My name is Sue. (Sue) _________ am English. And this is my family.
2. My mum’s name is Angie. (Angie) _________ is from Germany.
3. Bob is my dad. (My dad) _________ is a waiter.
4. On the left you can see Simon. (Simon) _________ is my brother.
5. (Sue and Simon) _________ are twins.
6. Our dog is a girl, Judy. (Judy) _________ is two years old.
7. (Sue, Simon, Angie and Bob) _________ live in Canterbury.
8. (Canterbury) _________ is not far from London.
9. My grandparents live in London. (My grandparents) _________ often come and see us.
10. What can _________ tell me about your family?

COMPLETE WITH THE CORRECT PERSONAL PRONOUNS

1. My name is Olga. _________ am the youngest in the family.
2. This is my father. _________ is a teacher.
3. This is my mother. _________ is a lawyer.
4. I am standing on my head. Look at _________.
5. My mother is kind. Everybody likes _________.
6. Eli and I are playing in the park. Dad is watching _________.
7. I have a dog. _________ is called Lucky.
8. My family and _________ live in a big city.
9. Pick up your toys and put _________ away.
10. Lisa, I told _________ to tidy your be
Fill in the blanks with is, am or are

1. Anil _______ swimming in the pool.

2. The school bell _______ ringing

3. I _______ Milthu.

4. Ships _______ sailing in the sea.

5. I _______ not a rabbit.

6. Birds _______ flying in the sky.

7. We _______ happy.

8. Raju and Bobby _______ friends.

9. These children _______ playing in the garden.

10. The Tiger _______ feeling hungry.

11. I _______ not an idiot.

12. This _______ a lotus flower.
Let your pupils put/write in the correct form of the verb TO BE, either in singular and plural or both. Some sentences can only be written in one tense, others in both. Then, see if they can match the sentences with corresponding pictures.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>was</td>
</tr>
<tr>
<td>you</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>he, she, it</td>
<td>is</td>
<td>was</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
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</tr>
<tr>
<td>we</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>you</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>they</td>
<td>are</td>
<td>were</td>
</tr>
</tbody>
</table>

1. She _______ handing the birthday present to her father.
2. Tom _______ carrying the hamburger to the table.
3. The doctor _______ ready for surgery.
4. Both the father and the baby _______ crying.
5. I _______ writing letters to all my friends.
6. The kite _______ high up in the air.
7. They _______ happily married.
8. He _______ eagerly tasting his birthday cake.
9. My mother _______ running after me with my lunch bag.
10. The mailman _______ delivering mail every day.
11. You should check if the fire equipment _______ working in case of a fire.
12. Mrs. Miller and I _______ both very interested in growing plants, and in my garden there _______ many beautiful flowers.
13. Mrs. Jones _______ welcoming all the new first graders.
14. The team _______ losing, as she got the ball and ran towards the goal line.
15. She _______ sitting, waiting anxiously for her turn to answer the teacher.
16. They _______ afraid his experiments could blow up something some day.
17. The nurse _______ heading for the intensive care.
18. After the game, the top scorer _______ posing for the photographers who _______ there to cover the game.
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National Reading Panel. (2000). 34.


Rather than focus only on the words themselves, teachers should be certain that students fully understand the instructional tasks.


