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FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES

SCHOOL OF LANGUAGES AND LINGUISTICS

EDUCATIVE PROJECT

PREVIOUS TO THE OBTAINING OF THE “LICENCIADO DEGREE”, MAJOR IN THE ENGLISH LANGUAGE AND LINGUISTICS

TOPIC:

“REINFORCEMENT THE USE OF SIMPLE PAST TENSE OF THE IRREGULAR VERBS TO DEVELOP THE BASIC WRITING OF THE STUDENTS”

PROPOSAL:

"DESIGN AND APPLICATION OF A PRACTICAL GUIDE ABOUT SIMPLE PAST TENSE"

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DEDICATION

This work is dedicated to my God, my Creator and my Master, Who never stop giving me force, light of hope and support to finish this thesis.

My beloved family in Spain; particularly my dearest cousin Helen, who stands by me when things looked hard and has been a great source of motivation and inspiration.

My friends who encouraged and supported me. All the people in my life who touched my heart, I dedicate this research.

CARLOS M.
DEDICATION

This thesis is dedicated to:

God because supported me each step of the way since the beginning of my studies.

Also, this thesis is dedicated to my great parents, who taught me the value of education and who made sacrifices for me, giving their support in difficult moments.

Finally, all those who encouraged me to conclude this important part of my life.

ERIKA V.
ACKNOWLEDGEMENT

To my dear and Almighty God, for the life and his blessings that encouraged me to carry on all my goals.

To my family who has supported me always, especially in difficult situations.

To my co-worker for his unconditional friendship in good and bad moments of my life.
To Miss María José Barragán, the tutor, for his solid knowledge, time and dedication she has given to this project.
In addition, I would like to thank Veronica for her unconditional help.

CARLOS M.
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I thank to God, for the life and his guidance that encouraged me that this work was finished.
I would express my deep gratitude to my parents, who have supported me always.
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TITULO Y SUBTITULO: "STRENGTHEN THE USE OF SIMPLE PAST TIME OF IRREGULAR VERBS TO DEVELOP BASIC SCRIPTURE OF STUDENTS. "PROPOSAL:" DESIGN AND APPLICATION OF A PRACTICAL GUIDE TO SIMPLE PAST TIME"

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AREAS TEMÁTICAS: REINFORCING THE SIMPLE PAST TENSE TO DEVELOP THE BASIC WRITING.

PALABRAS CLAVES: SKILLS DEVELOPMENT COMMUNICATION WRITING PRACTICAL GRAMMAR

RESUMEN: This work was performed in one of the classroom of the. This problem related to low motivation and the lack of interest of the use of simple past tense of the irregular verbs to develop a basic writing, which was detected when we visited the students of this school and we realized that they found difficulty to learn the simple past of irregular verbs, therefore we shared this problem with the principal and authorities of the institution, we analyzed carefully the causes and effects of it, and they agreed with stopping the problem through our proposal based on the design and application of a practical grammar guide about simple past. We applied some methods in order to motivate the students in using a simple past tense without translator problem to develop a basic writing for improving Students’ academic progress. In addition, some techniques were carried out to increase encouragement to the development in the English Language through the communicative teaching approach, continue practices and reinforcement. At observing this, we decided to create, a practical guide the students will participate actively and it will allow the children develop their abilities in the learning of a foreign language. Besides this material is going to be a resource for the Teachers Staff that applies their teaching effectively. This handbook helped the children to improve their skill in the Basic Writing of the irregular verbs, since the classes were more interesting and dynamic. On the other hand, all the students felt highly motivated and willing to make pleasing progress in English. Once we obtained the results as an effect of the applied research instruments, the institution and the teachers said that they will follow with the use of the grammar guide. Regarding the Methodology there are surveys to the principal of the school and the students that includes charts and graphics and gives enough information to draw conclusions and make recommendations. Therefore, we can say that we are satisfied and formally ready to apply more knowledge for the society, who are the students, authorities and parents of our country.

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**TITULO Y SUBTITULO:** “REFORZANDO EL USO DEL TIEMPO PASADO SIMPLE DE LOS VERBOS IRREGULARES PARA DESARROLLAR LA ESCRITURA BÁSICA”. PROPUESTA: DISEÑO Y APLICACIÓN DE UNA GUIA GRAMATICAL PRÁCTICA SOBRE EL PASADO SIMPLE.

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**ÁREAS TEMÁTICAS:** REINFORCING THE SIMPLE PAST TENSE TO DEVELOP THE BASIC WRITING.

**PALABRAS CLAVES:** DESARROLLO DE HABILIDADES COMUNICACION ESCRITURA GRAMATICA PRACTICA.

**RESUMEN:** Este trabajo fue realizado en uno de los salones de clases de la escuela fiscal”. El problema tuvo que ver con la poca motivación y la falta de interés del uso del pasado simple de los verbos irregulares para desarrollar una escritura básica, el cual fue detectado cuando visitamos a los estudiantes de esta escuela y nos dimos cuenta que ellos tuvieron dificultad para aprender el pasado simple de los verbos irregulares. Por lo tanto nosotros compartimos este asunto con la Rectora y autoridades del plantel, analizamos cuidadosamente las causas y efectos de ello y estuvieron de acuerdo en parar el problema a través de nuestra propuesta basada en el diseño y aplicación de una guía práctica sobre el pasado simple. Aplicamos algunos métodos con el fin de motivar a los estudiantes a usar el pasado simple sin problema de traducción y desarrollar una escritura básica para mejorar el rendimiento académico de los estudiantes. Además algunas técnicas fueron llevadas a cabo para aumentar el estímulo al desarrollo del idioma Inglés a través del método de enseñanza comunicativa, prácticas continuas y refuerzo. Al observar esto, decidimos crear una guía práctica y que los estudiantes participen activamente y que les permita a los niños desarrollar las habilidades en el aprendizaje del idioma extranjero. Además este material será un recurso para el personal de docentes que apliquen sus enseñanzas eficazmente. Este manual ayuda a los niños a mejorar la habilidad de una escritura básica de los verbos irregulares, puesto que la clase fueron más interesante y dinámica. Por otro lado todos los estudiantes se sintieron motivados y dispuestos a seguir progresando en el inglés. Una vez que obtuvimos los resultados como efecto de los instrumentos de la investigación aplicada, la institución y los docentes dijeron que seguirán con el uso de la guía gramatical. En cuanto a la metodología hay encuestas a la rectora de la escuela y a los estudiantes que incluyen cuadros y gráficos y dan suficiente información para sacar conclusiones y recomendaciones. Por lo tanto podemos decir que estamos satisfechos y oficialmente listo para aplicar más conocimiento a la Sociedad, quienes son los estudiantes, autoridades y padres de nuestro país.

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DECANA DE LA FACULTAD DE FILOSOFÍA,
LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.-

De mis consideraciones:

En virtud de la Resolución del H. Consejo Directivo de la Facultad con fecha Abril 10 del 2016, en la cual se me asignó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización: Lenguas y Lenguísticas, tengo a bien informar lo siguiente:

Que el grupo integrado por:

MEDINA GUTIERREZ CARLOS LUIS
VERGARA RAMIREZ ERIKA MERCEDES

Diseñaron y ejecutaron el proyecto educativo con el tema:

“REINFORCEMENT THE USE OF SIMPLE PAST TENSE OF THE IRREGULAR VERBS TO DEVELOP THE BASIC WRITING OF THE STUDENTS”

Propuesta:
“DESIGN AND APPLICATION OF A PRACTICAL GUIDE ABOUT SIMPLE PAST TENSE”

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.
Las participantes han ejecutado las diferentes etapas constituidas del proyecto; por lo expuesto se procede a la APROBACIÓN, y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Atentamente,

MSc. EDUARDO TORRES
PROFESSOR – ASESOR
ABSTRACT

This work was performed in one of the classroom of the students. This problem related to low motivation and the lack of interest of the use of simple past tense of the irregular verbs to develop a basic writing, which was detected when we visited the students of this school and we realized that they found difficulty to learn the simple past of irregular verbs, therefore we shared this problem with the principal and authorities of the institution, we analyzed carefully the causes and effects of it, and they agreed with stopping the problem through our suggestion related to a proposal based on the design and application of a practical grammar guide about simple past of irregular verbs. We applied some methods in order to motivate the students in using a simple past tense of the irregular verbs without translator problem; to develop a basic writing for improving Students’ academic progress.

In addition, some techniques were carried out to increase encouragement to the development in the English Language through the communicative teaching approach, continue practices and reinforcement.

At observing this, we decided to create, a practical guide “Design and application of a practical grammar guide about simple past tense “Because the students will participate actively and it will allow the children develop their abilities in the learning of a foreign language. Besides this material is going to be a resource for the Teachers Staff that applies their teaching effectively. This handbook will help the children to improve their skill in the Basic Writing of the irregular verbs, since the class will be more interesting and dynamic. In addition, all the students will feel highly motivated and willing to make pleasing progress in English. Once, we obtained the results as an effect of the applied research instruments, they felt motivated for learning the
language and the institution and the teachers said that they will follow with the use of interactive resources of the grammar guide. Regarding the Methodology, there are surveys to the principal of the school and the students that includes charts and graphics and gives enough information to draw conclusions and make recommendations.

Therefore, we can say that we are satisfied and formally ready to apply more knowledge for the society, who are the students, authorities and parents of our country.
RESUMEN

Este trabajo se realizó en uno de los salones de clase de los estudiantes. Este problema se relaciona con la baja motivación y la falta de interés del uso del tiempo pasado simple de los verbos irregulares para desarrollar una escritura básica, que se detectó cuando visitamos a los estudiantes de esta escuela y nos hemos dado cuenta de que tienen dificultades para aprender el pasado simple de verbos irregulares, por lo tanto, compartimos este problema con el director y las autoridades de la institución, analizamos las causas y los efectos de la misma, y estuvieron de acuerdo con detener el problema mediante nuestra sugerencia relacionada con una propuesta basada en el diseño y aplicación de una guía práctica de gramática sobre el pasado simple de los verbos irregulares. Aplicamos algunos métodos para motivar a los estudiantes a usar un tiempo pasado simple de los verbos irregulares sin problema del traductor; desarrollar una escritura básica para mejorar el progreso académico de los estudiantes.

Además, se llevaron a cabo algunas técnicas para aumentar el estímulo al desarrollo en el idioma inglés a través del enfoque de enseñanza comunicativa, continuar las prácticas y el refuerzo.

Al observar esto, decidimos crear una guía práctica "Diseño y aplicación de una guía práctica de gramática sobre el tiempo pasado simple" porque los estudiantes participarán activamente y les permitirá desarrollar sus habilidades en el aprendizaje de un idioma extranjero. Además este material va a ser un recurso para el personal docente que aplica su enseñanza de manera efectiva. Este manual ayudará a los niños a mejorar sus habilidades en la escritura básica de los verbos irregulares, ya que la clase será más interesante y dinámica. Además, todos los estudiantes se sentirán altamente motivados y dispuestos a hacer un progreso agradable en inglés. Una vez,
obtuvimos los resultados como un efecto de los instrumentos de investigación aplicada, se sintieron motivados para aprender el idioma y la institución y los profesores dijeron que seguirán con el uso de los recursos interactivos de la guía de gramática. En cuanto a la Metodología, hay encuestas al director de la escuela y a los estudiantes que incluyen cuadros y gráficos y dan información suficiente para sacar conclusiones y hacer recomendaciones.

Por lo tanto, podemos decir que estamos satisfechos y formalmente listos para aplicar más conocimiento para la sociedad, que son los estudiantes, las autoridades y los padres de nuestro país.
INTRODUCTION

This work was performed with the participation of the students Public School. It is about the process of reinforcing the use of simple past of the irregular verbs for writing good English when the students finished their school year.

At detecting the problem, we realized about the lack of techniques that the students have when they perform their basic writing activities in class or at home, because during the English class are not enough for covering certain programs of grammar structures, that permits them be able to manage the written skill in a good way.

Beside the theoretical frame helped to focus and support in all foundations in order to investigate and compile a wide material of different authors.

In the conclusion and recommendation chapter, we refer about the main result and experiences gotten so as the suggestions for improve techniques for reinforcing the use of simple past of the irregular verbs in this important institution. Immediately, we have detailed the content of five chapters:

CHAPTER ONE: The problem, Outline of the Problem, Location of the Problem, Conflict Situation, Causes and Consequences, Delimitation of the Problem, Formulation of the Problem, Variables, Independent, Dependents, Objectives, General Objective, Specific Objective, Evaluation of the Problem, Justification.

Constructivism Learning Environment, Constructivism and Education, Pedagogical Foundation, Sociological Foundation, Legal Aspect and Glossary Terms.

**CHAPTER THREE:** Methodology, Design of the research, Types of the research, Levels of the research, Population and sample, Instruments of the research, Application of the research instruments, Survey, Interviews, Analysis of the results, Conclusions and Recommendations.

**CHAPTER FOUR:** The Administrative Framework, Resources, Chronogram of Activities.

**CHAPTER FIVE:** The Proposal, Justification, Diagnosis, Theoretical Foundation of the Proposal, Objectives of the Proposal, Feasibility of the proposal, Sectorial Location, Description of the proposal, Conclusion, Beneficiaries, Social Impact, Bibliography, Annexes.
CHAPTER I
THE PROBLEM

OUTLINE OF THE PROBLEM
LOCATION OF THE PROBLEM

The Ecuadorian government since last year has seen important that in the English language is a necessary subject that takes part of secondary education, which has also been modified in the attempt of improving the quality of the education system.

However, there is failure in learning this language because there is only the intervention of the teacher in class which implies the utilization of traditional knowledge repetition, leaving aside the background, the student contribution to their knowledge and this is possible when teaching student’s strategies learning to solve problems and it also lets them have individualized learning.

The English Language Teaching at the national level requires elements that facilitate efficient instruction of students, especially in the public schools. Among the most important elements, we have the didactic material, the same that is insufficient or missing in many of these establishments. On the other hand, in most urban schools, there is some material but sometimes it is outdated.

The problem related to the lack of interest for learning the irregular verbs through of study techniques to strengthen practical English was detected when we visited the Public School. This school is around 880
students in the morning and afternoon sections, located in the Eloy Alfaro N°1304 y Calicuchima Street in the southwest of the Guayaquil city.

For that reason, there was interest in investigating this regard to improve the teaching – learning process so, we were teaching a topic about the irregular verbs of seventh basic year pupils, and we realized that students found it difficult to learn them. So we shared this problem with the principal and authorities of the institution and they agreed on stopping the problem considering our suggestion related to the proposal based on the design and application of a practical grammar guide about simple past in order to encourage the students through techniques of learning and besides this material is going to be a resource for the Teachers Staff that applies their teaching effectively.

CONFLICT SITUATION

According to the initial situation of the school and with some observations, we could determine this problem is due to the scarcity interest of students who have been studying with obsolete and inappropriate methods that hinder to have a good development in the learning of Basic English.

Through observation we could detect the initial problem situation at school, which was found the lack of use of technological devices, inadequate methodology, lack of interest in the English language grammar and also the techniques that used the teachers do not accomplish with the basic requirements for teaching a language.

As a consequence we can find that the Ecuadorian education is in a process of transformation and general upgrades to all schools throughout the country
are renovating and modifying their techniques in the teaching process in order to get a better quality of education.

**CAUSES AND CONSEQUENCES**

**FIGURE N° 1**

<table>
<thead>
<tr>
<th>Causes</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers apply traditional methodology</td>
<td>The English learning process is not effective.</td>
</tr>
<tr>
<td>Teachers do not use appropriate material.</td>
<td>The students will not learn English easily.</td>
</tr>
<tr>
<td>Lack of motivation for study</td>
<td>Study English will be more complicated.</td>
</tr>
<tr>
<td>The students have no study habits.</td>
<td>There is not a good technique to study irregular verbs.</td>
</tr>
<tr>
<td>Difficulties when writing verbs in simple past.</td>
<td>They get bad grades.</td>
</tr>
</tbody>
</table>

Retrieved by: “Unidad Básica”
Researchers: Carlos Medina G. & Erika Vergara R.
DELIMITATION OF THE PROBLEM

The problem that is being investigated is considered with the following characteristics.

FIELD : Educative, primary level.

AREA : Foreign Language; English

ASPECT : Pedagogical and Phonological.

TOPIC : Reinforcing the use of simple past tense of the irregular verbs.

PROPOSAL: Design and Application of a Practical grammar guide about Simple Past Tense.

FORMULATION OF THE PROBLEM

How can an effective use of simple past of irregular verbs develop the basic writing of the students Public School in the school?
VARIABLES

INDEPENDENT

The use of Simple Past Tense of Irregular Verbs.

DEPENDENT

Development of the Basic Writing.

OBJECTIVES

GENERAL OBJECTIVE

To encourage the learning of the Simple Past tense of irregular verbs through the new learning teaching techniques, for improving the basic writing of the students Public School.

SPECIFIC OBJECTIVES

- To evaluate the interest of the students.
- To apply new and innovate techniques.
- To use the ICT’s to learn Simple Past of Irregular Verbs.
- To apply the Simple Past of Irregular Verbs when writing.
- To obtain a better academic progress.
EVALUATION OF THE PROBLEM

Evident : The lack of the interest to learning irregular verbs induces to make a booklet that we can apply with the students because it is known that the lack of technical orientation generates negative result.

Clear : This project will be written in a form short, clear, direct and revise to the students can to improve their knowledge with the new techniques application without ambiguities.

Feasible : Up to now we have the support from of the authorities of the institution who have given us the necessary facilities as well as the infrastructure of the Institution and we also have all resources to apply the proposal.

Original : Up to now nobody has investigated this topic in the school, and the project written about this problem does not have relation with any other project developed in the contextual frame of the institution.

Delimitated : This project will be performed at Public School located at Eloy Alfaro N°1304 y Calicuchima Street in the southwest of the Guayaquil city and it will be applied in the school.

JUSTIFICATION
The development of this project will help the students in their future life, since they will get a new practical knowledge about simple past tense.

The new experience in class will make the students to give recommendations that will help educative institution to create and update the study programs.

When finishing the primary level, the students should be sure of their own knowledge so they can get good scores according to their backgrounds; finally their parents and the society will have good professionals for facing to the current labour.

The first beneficiaries will be the students, because they will have an additional didactic material to strengthen simple past tense with the use of irregular verbs.

The application of the practical grammar guide will help the students do good writing activities because of at the end of application of the practical guide the students will be able to utilize the correct structure, employing parts of the speech in order to transmit a message in a correct way, they can also write suitably.

On the other hand the teachers colleges will beneficiate through the accurate use of the learning techniques of simple past tense for teaching irregular verbs with good results and they are going to organize the content of curriculum in a better way.

Therefore they teach differently with good production in the learning process.

Finally, the parents who will see good results and the students will have interest to learn English. In general the teacher, pupils and the Institution will
be benefited with the application of guide in order to reinforce the use of simple past tense of the irregular verbs.

Furthermore authorities and parents or the educative community in general will be benefited because of the image of the school will increase its prestige too.
CHAPTER II
THE THEORETICAL FRAMEWORK

BACKGROUND OF THE STUDY

After we observed the different classes in Public School, we realized there were several educative problems, we decided to focus our attention on one of most important topic of the practical grammar in the English language such as the use and study of simple past tense of the irregular verbs.

As foreign Language teachers we know it is impossible give a class without finding pupils' interest and participation. We could see that the English Staff used traditional methodology. The students need to be motivated and praised in the learning process.

In spite of that this work has already been investigated about the use of the simple past tense of irregular verbs in the Faculty of Philosophy of the School of Languages but with another point of view with different contextual frame, that is to say, our work is original and innovative. We assure this project is going to be helpful for both students and teachers of this institution.

THEORETICAL FOUNDATION

SIMPLE PAST TENSE OF IRREGULAR VERBS

As we all know grammar is considered a boring part of any language, but we also know that it is the framework of every language and the misuse of it could cause problems while communicating, that is why it has to be considered an important feature to learn any language.
According to PINKER S. (1999) “Children are never given grammar lessons presenting -ed or –s with list of stems to conjugate or decline; they must mentally snip the suffixes out of the full, inflected words they hear in conversation”. (pg.192).

Considering the words used by Pinker, we can say that children learn a language by using it and not by applying a set of rules since what they need is to express their ideas through words.

Pinker confirms that the way language works is that each person's brain contains a vast lexicon of knowledge in words and the concepts they stand for (a mental dictionary), to convey relationships based on grammatical constructed using morphological rules by adding the appropriate suffixes.

Children are permanently exposed to language in the form of adults and older children speaking and communicating around them. Children acquire language at a very rapid rate, and most children's speech is relatively grammatical by age three.

Normal children are capable to hear and understand reasonably complex syntax in context, with rules of inflection and pluralization, and remember irregular verbs and nouns without ever having a direct lesson in grammar or speech since they use the language in their daily lives.

Children have an innate ability to memorize lots of words, and grammar structures. They are constantly hearing and processing speech so that they internalize chunks of words and lots of information in their brains.

Children tend to speak incorrectly sometimes but communication is taking place no matter how accurate they are speaking since the message goes
through. Their mistakes are sometimes considered irrelevant due to their early age.

Children's brains adapt to different situations and circumstances since they do not have too much information in them, the language they acquire is not based on rules or patterns but on communication itself. As we can see communication at their early age is not focused on the correct use of irregular verbs or pluralization or idioms such as We goed to the store, I saw three deers, or He’s such a two-goody-shoes. Irregular verbs do not have to be memorized as such but as part of communication.

According to PINKER S., (1994) “The issues of the biological basis of language and the acquisition of language by children are closely linked; Chomsky’s ideas of Universal Grammar are very much framed to account for the rapid acquisition of language by children” (pg.10)

The acquisition of a new language is easier when they are children because it is the best period of a human being to be in contact with a language and to establish several words to connect ideas.

So that we have chosen Simple Past Tense to be analyzed as the main topic for the current project.

**SIMPLE PAST TENSE**

**DEFINITION**

The Simple Past Tense is used to talk about finished actions that happened at a specific time in the past and in the present do not happen anymore. The way to form the simple past tense of a verb is by adding-ed or d at the end of
the regular verbs. These verbs are quite easy to learn by heart, but what it is a little difficult with them is the pronunciation of the ed ending since there are some rules we have to follow, but we are not going to mention them. Irregular verbs have a variety of endings and they are much more complicated to be memorized, but there are some tips, which can be used in order to learn them.

The simple past is not accompanied by helping verbs when used in affirmative sentences, but in negative sentences we need to use the modal verb did not whose contraction is did not. In addition, we use the auxiliary did in interrogative sentences.

USES

Completed Actions in the Past

<table>
<thead>
<tr>
<th>TABLE N° 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
</tr>
</tbody>
</table>

Use the Simple Past to describe events or actions that started and finished at a specific time in the past, but do not happen in the present anymore.

Examples:

- She **saw** a comic yesterday.
- I **didn't play** soccer yesterday.
- Last year, I **studied** the final course of my career.

- Last year, I **didn't go** to the U.S.A.

- **Did** you **prepare** a sandwich for dinner last night?

- He **fixed** his bike.

- He **didn't do** his work properly.

A Series of Completed Actions

| TABLE N° 2 |
|---|---|---|
| 1 | 2 | 3 |
| ✗ | ✗ | ✗ |

Past | Present | Future

The use of Simple Past Tense has a compilation of completed series that happen at this tense. All those actions occur with all persons for the singular and plural forms.

Examples:

- I **finished** to study, **visited** my grandma, and **talked** with my best friend.
• Anthony **arrived** at noon, and he **interviewed** the students of the school.

• **Did we mix** yogurt, **spread** over the cake, and then **add** chocolate?

**Duration in Past**

<table>
<thead>
<tr>
<th>TABLE Nº 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
</tr>
</tbody>
</table>

This Simple Past is expressed when a situation has a duration and finishes at the same tense in the past. The durability of an action is the time which it is executed. This duration has different expressions, for example: for two years, for ten minutes, all night, all year, etc.

**Examples:**

• They lived in Guayaquil for two years.

• Lorene designed her project for two years.

• Mackey spent at the church all day.

• My parents did not pay attention to the explanation all the time.

• We joined the party for forty minutes.

• A: How long did you use this classroom to do this work?  
  B: I used it for three hours.
- Habits in the Past

**TABLE N° 4**

<table>
<thead>
<tr>
<th></th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓     X   X   X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This tense is used to describe a habit which finished in the past. It is replaced as “used to”. To establish a definition about something that is a habit. The expressions that we use are like: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

- I **learned** about the Philosophy when I was younger.
- Gerry **played** the guitar at the America Music Band.
- She **didn't play** the disco music.
- **Did you play** a character at the theater when you were a child?
- Margaret **opened** her restaurant after high school.
- Johnny and Karina never **sent** an e-mail, they always **excused**.
Past Facts or Generalizations

TABLE NO 5

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
</table>

The Simple Past describes something that is not longer true. As in Table 4, this use is similar to the expression “used to”, too.

Examples:

- Becky was a kind person as a child, but now she is very terrible.
- Jackson didn’t think about it before.
- Did you jump by the mountain when you were a teenager?
- We earned much more money to make the same job in the past.

SIMPLE PAST CLAUSES

When-Clauses Happen First. - The Clauses are often not complete sentences. Some of them begin with "when" such as "when I stopped my car". These clauses are called when-clauses, and they are very important with the use in the Past Tense in English grammar.

Examples:

- When I called him in the afternoon, he answered me very angrily.
• He answered me very angrily when I called him in the afternoon.

These clauses always happen first when both clauses are in the Simple Past. Both of the examples above mean the same; there is no problem if it happened at the beginning or at the end of the sentence.

In addition, the example in this sentence has another meaning.

Example:

• I called him at the afternoon when he answered me very angry.

ADVERB PLACEMENT

The placement of the adverb is very important in the grammar for structuring sentences in a right way. Here we have adverbs such as always, only, never, ever, still, just, etc.

Examples:

• You just asked Jayne Dobson.

• Did you just asked Jayne Dobson?

ACTIVE / PASSIVE

Examples:

• Paul wondered the answer. Active

• The answer was wondered by Paul. Passive

STRUCTURES : POSITIVE, NEGATIVE AND QUESTION FORMS
FORMS OF THE SIMPLE PAST

Here we have practical rules for the Simple Past Tense:
- The first one is that with regular verbs we have to add the infinitive of the verb plus –ed.
- The second rule says: “the irregular verbs” are special verbs which have their own conjugation. In effect, we memorize the conjugation at simple past tense.

We show them at the second column of irregular verbs table.

AFFIRMATIVE SENTENCES:

Use the same form of the verb every time regardless the subject.

<table>
<thead>
<tr>
<th>Regular verbs</th>
<th>Irregular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I finished the last piece.</td>
<td></td>
</tr>
<tr>
<td>I spent all my money.</td>
<td></td>
</tr>
</tbody>
</table>

NEGATIVE SENTENCES:

Use the auxiliary did (Simple Past of do) every time regardless the subject.

<table>
<thead>
<tr>
<th>Regular verbs</th>
<th>Irregular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not finish the last piece.</td>
<td></td>
</tr>
<tr>
<td>I did not spend all my money.</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Short forms in negative sentences in the Simple Past are used quite often.
I didn't finish the last piece. I didn't spend all my money.

**QUESTIONS:**

Use the auxiliary did (Simple Past of do) every time regardless the subject.

<table>
<thead>
<tr>
<th>Regular verbs</th>
<th>Irregular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you finish the last piece?</td>
<td>Did I spend all my money?</td>
</tr>
</tbody>
</table>

**TIME MARKERS**

They help us to understand when things have happened. Below there are some examples of the past tense and when to use them with some time expressions.

- **Days of the week + on**
  
  Example: I obtained a high grade on Friday.

- **Times of day, days, weeks, months, seasons and years + last**
  
  Example: I got divorced last winter.

- **Dates and numbers + in or ago.**
  

- **Other time markers we use with past events:**
  
  Yesterday, today, this morning, this afternoon, at the weekend.
Example: I sang a song this afternoon.

CLASSIFICATION OF VERBS IN PAST

Classification of Irregular Verbs

The Irregular Verbs conjugation has a mixed content of morphologically heterogeneous verbs which, in some cases, have lost the features that justified their inclusion in a special group. A practical classification is applied on morphological structure in a general way by grammar and etymology. In the group we have six levels: three mostly weak, three mostly strong that may be identified.

FIGURE Nº 2

Weak Classes

Class 1

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put</td>
<td>Put</td>
</tr>
<tr>
<td>Cut</td>
<td>Cut</td>
</tr>
<tr>
<td>Meet</td>
<td>Met</td>
</tr>
<tr>
<td>Lose</td>
<td>Lost</td>
</tr>
<tr>
<td>Send</td>
<td>Sent</td>
</tr>
<tr>
<td>Make</td>
<td>Made</td>
</tr>
</tbody>
</table>

Researchers: Carlos Medina G. & Erika Vergara R.

The weak verbs undergo contraction or vowel shortening.

The long vowel in infinitive is shortened in past and past participle and the others keep the same form to meet, met, met.
In infinitive the long vowel is shortened with the past and p. participle, adding a contracted regular ending '-t' with the verbs lose, lost, lost.

With the verbs send, sent, sent, the infinitive'-d' ending changes to '-t' in past and past participle, so the others have the same form.

In the next group. For example with the verbs such as make, made, made, in past and past participle the infinitive changes to '-d'.

**Class 2**

![FIGURE Nº 3](http://www.lsa.umich.edu/german/hmr/Grammatik/Verb_Summaries/Strong_Weak_Mixed.html)

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burn</td>
<td>Burnt-burned</td>
</tr>
<tr>
<td>Pay</td>
<td>Paid</td>
</tr>
</tbody>
</table>

**Alternative Irregular forms with Regular Verbs**

- In otherwise the verbs such as burn, burnt or burned keep the same form, so we can add irregular '-t' or regular '-ed' in past and participle.
- The verbs such as pay, paid, paid are irregular in spelling.

**Class 3**

![FIGURE Nº 4](http://www.lsa.umich.edu/german/hmr/Grammatik/Verb_Summaries/Strong_Weak_Mixed.html)

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find</td>
<td>Found</td>
</tr>
<tr>
<td>Think</td>
<td>Thought</td>
</tr>
<tr>
<td>Tell</td>
<td>Told</td>
</tr>
</tbody>
</table>

The weak verbs (strong verbs) in past and past participle have a long vowel.
The short vowel in infinitive is lengthened in past and past participle for the verbs such as find, found, found.

For the verbs such as think, thought, thought the short vowel ' -ou' in infinitive change ' -t' ending in past and p. participle.

In past and past participle the verbs “tell, told, told”, have vowel change plus regular '-d ending'.

Strong Classes

Class 4

**FIGURE Nº 5**

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing</td>
<td>Sang</td>
</tr>
<tr>
<td>Swing</td>
<td>Swang</td>
</tr>
</tbody>
</table>

The strong verbs following variants of the 'i - a - u' pattern.

- The verbs sing, sang, sung follow the pattern of vowel modification.
- The verbs swing, swung, swung follow the pattern of vowel modification.

Class 5

**FIGURE Nº 6**

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bite</td>
<td>Bit</td>
</tr>
<tr>
<td>Melt</td>
<td>Melted</td>
</tr>
<tr>
<td>Give</td>
<td>Gave</td>
</tr>
</tbody>
</table>

The '-en' ending is taken with the strong verbs in the past participle.
The infinitive ending in '-t' or 'd' and participle in '-dden' or '-ten' have the verbs “bite, bit, bitten”.
An alternative irregular participle ending in '-en' have the weak verbs “melt, melted, molten”.
Verbs such as give, gave, given have participle in '-en' and a vowel change.

Class 6

For the -en ending of the strong verbs to –n contracted form.

**FIGURE Nº 7**

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blow</td>
<td>Blew</td>
</tr>
<tr>
<td>Sew</td>
<td>Sewed</td>
</tr>
<tr>
<td>Wear</td>
<td>Wore</td>
</tr>
<tr>
<td>See</td>
<td>Saw</td>
</tr>
</tbody>
</table>

Researchers: Carlos Medina G. & Erika Vergara R.

In past and past participle verbs such as blow blew, blown follow the vowel modification.
An alternative irregular participle ending in '-n' with the verbs such as: sew, sewed or sewn.
The verb wear, wore, worn follow the vowel modification.
Past participle ending in '-n' with the verbs such as: see, saw, seen.
DEFINITIONS OF WRITING AS A SKILL:

While there are many studies on the teaching and assessing of writing in Korea (e.g. Cho, 2007; Kim, 2007; Kim, 2007; Kim & Lim, 2007; Lee, 2007; Yang, 2007), unfortunately, it is hard to find research to examine whether English teachers have their own specific definitions of writing ability and try to help them decide on what constitutes writing ability in their own teaching and assessing of writing. (page 34)

Approaches themselves are classified differently according to researchers, as shown in Table 1. It seems, however, that they can be reduced into three main approaches: product/text-oriented, process/cognitive-oriented and reader/genre-oriented. Some (Hedge, 1998) argue that approaches to the teaching of writing can be grouped into two groups: the product approach vs. the process approach. (page 25)

For teachers and researchers who subscribe to the view of "Texts-as-autonomous objects", writing ability is defined as the ability to respond to a given stimulus according to some authority’s definition of the correct response (Nunan, 1999). Put another way, it is "the ability to adhere to style-guide prescriptions concerning grammar, arrangement and punctuation"(Nunan, 1999: 59), regardless of audience, purpose or context, working on the assumption that a text can mean the same thing to all people only if it is written explicitly following the given prescriptions (Hyland, 2002). (page 49)

According to Jeremy Harmer “writing is the skill that allows students top up their ideas and feelings on paper, being informal or formal writing. It lets them organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text”. In a more advanced form,
written expression can be as vivid as a work of art, since through writing we can get the whole idea of a story, and with good writing strategies and techniques we could even write essays and books as well. As children learn the steps of writing, and as they build new skills upon old ones, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year according to the degree of complexity.

In order to avoid having writing disabilities we need to know what a writing disability is. A writing disability is the union of skills which become a very complex process, and there are few for whom these skills evolve easily. When the mastery of these skills becomes a huge obstacle for children, they are sometimes diagnosed with a learning disability in written expression. This problem is mostly caused by the lack of skills in a certain area, since the brain tends to translate immediately from one language to another. It is said that when children have writing disabilities; they also have difficulties with reading and/or oral language.

In every child this disability looks different, but students will regularly have difficulty with spelling, punctuation, capitalization and learning basic grammar rules later. As children move through elementary school and the demands placed on the students become more complex, many difficulties such as planning, organization, editing, and revising might become apparent.

Learning how to write is a linear process, and the development of new skills depends upon mastering the skills that came before them. Early problems with basic skills become bigger and more critical as academic tasks become more challenging. Writing turns into a nightmare for these children, and they will try to avoid it at any cost. However, there are different things that teachers
Writing is everywhere. It can take on a great number of forms depending on what the writer wants to create. If you’re a student, you likely live in a world of essays and papers. If you’re an employee, your writing is likely proposals and reports. There are a great number of forms that writing can take, and each one has its own guidelines and its own importance in the world of the written world.

**TYPES OF WRITING**

There are four types of writing or four writing styles that are generally used. Knowing all these four different types of writing and their usages are important for any writer. A writer’s style is a reflection of his personality, his unique style, his voice and his way to approach his audience and readers.

Generally there are four different types or styles of writing. Following are their names and details:

1. **Expository Writing:**

   **Expository writing** is designed to explain a topic. It often gives facts, explains ideas, or defines conditions. Whether it's giving directions or explaining how to accomplish something, an expository piece is helpful because it provides the reader with deeper insights into a subject. With this type of informative writing, ideas are presented in a certain order so that the reader can follow the explanation easily.

Expository writing is a subject-oriented writing style, in which the main focus of the author is to tell you about a given topic or subject, and leave out his personal opinions. He furnishes you with relevant facts and figures and does not include his opinions. This one of the most common type of writing styles, which you always see in text books and usually “How – to” articles, in which the author tells you about a given subject, as how to do something.

**Key Points:**

- Expository writing usually explains something in a process
- Expository writing is often equipped with facts and figures
- Expository writing is usually in a logical order and sequence

2. **Descriptive Writing:**

“The primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader’s mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses. Teaching students to write more descriptively will improve their writing by making it more interesting and engaging to read”


Descriptive writing is a style of writing which focuses on describing a character, an event or a place in great details. It is sometimes poetic in nature
in which the author is specifying the details of the event rather than just the information of that event happened.

Example:

In descriptive writing, the author will not just say: “The vampire killed his lover”

He will change the sentence, focusing on more details and descriptions, like: “The red-eyed, bloody vampire, flushed his rusty teeth into the soft skin of his lover, and ended her life.”

Key Points:

- It is often poetic in nature.
- It describes places, people, events, situations or locations in a highly-detailed manner.
- The author visualizes you what he sees, hears, tastes, smells and feels.

3. Persuasive Writing:

“Persuasive writing is writing where you try to convince someone to take a particular issue on a point of voice. Persuasive writing may be designed to convince the reader to take your position on a particular issue or may be designed to convince the reader to take a certain action.” Aristo.

Persuasive writing, unlike ‘Expository Writing’, contains the opinions, biasness and justification of the author. Persuasive writing is a type of writing which contains justifications and reasons to make someone believe on the
point the writer is talking about. Persuasive writing is for persuading and
convincing on your point of view. It is often used in complain letters, when you
provide reasons and justifications for your complaint; other copywriting texts,
T.V commercials, affiliate marketing pitches etc. are all different types of
persuasive writing, where author is persuading and convincing you on
something he wants you to do and/or believe.

Key Points:

- Persuasive writing is equipped with reasons, arguments and
  justifications
- In persuasive writing, the author takes a stand and asks you to believe
  his point of view.
- If often asks for a call or an action from the readers.

4. Narrative Writing:

George Armstrong Custer (2013) says: “My purpose is to make my
narrative writing as truthful as possible.” (page 7)

Narrative writing is a type of writing in which the author places himself as the
character and narrates you to the story. Novels, short stories, novellas,
poetry, biographies can all fall in the narrative writing style. Simply, narrative
writing is an art to describe a story. It answers the question: “What happened
then?”

- Key Points:
In narrative writing, a person, being a narrative, tells a story or event.

Narrative writing has characters and dialogues in it.

Narrative writing has definite and logical beginnings, intervals and endings.

Narrative writing often has situations like disputes, conflicts, actions, motivational events, problems and their solutions.

We can conclude by saying that these are the four different types of writing that are generally used. There are many sub-types of writing which may fall in any of those categories. A writer must know all these styles, so as to identify his very own writing style, in which he feels comfortable, or which his audience likes to read.

FUNCTIONS OF WRITING

Considering that literacy is not a prerequisite of rationality and civilization, it may be asked why writing systems were invented and why, when they were, they so completely displaced preexisting oral traditions. Many accounts have been given of the dramatic impact on an oral culture of the encounter with written text.

ISAK DINESEN, (1937) in her autobiographical Out of Africa, reported on the response of Kikuyu tribesmen to their first exposures to written texts: “I learned that the effect of a piece of news was many times magnified when it was imparted by writing. The messages that would have been received with doubt and scorn if they had been given by word of mouth were now taken as gospel truth (pag 56)
Certainly writing has been observed to displace oral traditions. The American scholar Albert Lord wrote, “When writing is introduced and begins to be used for the same purposes as the oral narrative song, when it is employed for telling stories and is widespread enough to find an audience capable of reading, this audience seeks its entertainment and instruction in books rather than in the living songs of men, and the older art gradually disappears.”

The adoption and use of writing systems depend primarily on their ability to preserve language and information through time and across space. But the use of a writing system for this purpose is shaped in part by the nature of the system and by the cultural practices in the society that has adopted it. These uses therefore tend to be local and specific and characteristic of a particular literate society.

The Canadian economist Harold Innis classified writing systems into two basic types: those that bind through time, exemplified by Egyptian hieroglyphics carved in stone and Akkadian cuneiform incised in clay, and those that bind across space, exemplified by the portable papyri used by the Romans.

Writing used to store information for posterity may be considered to serve an archival function. Such writing may be used not only for constructing, accumulating, and preserving records of political, religious, scientific, and literary interest but also for the more mundane purpose of keeping trade accounts and records. Writing used to transmit information across space, as in letters, encyclicals, newspapers, and the like, may be considered to serve a communicative function. Writing used for purely private ends, such as to
record notes, diaries, or other personal data, may be considered to serve a **mnemonic** function.

Almost any notational form may be used for mnemonic purposes, for only the person who “wrote” the message needs to be able to “read” it. The carved notches in a wooden counting stick or the pebbles in a counting sack corresponding to the number of cattle under the care of a cowherd are a suitable aide-mémoire, since the writer knows what the notches or pebbles represent. But such a system could not be read by others; it would not be clear what the notches represented or even that they represented anything at all. For a writing system to be communicative, the signs must be conventionalized so that the meaning can be grasped by other readers. Such a system may be restricted to a small set of familiar messages that can be read by a limited circle of acquaintances. But for a writing system to serve an archival function,

...it must be sufficiently conventionalized to permit decoding and interpretation by readers who may know nothing about the writer or the message. It is only with the development of explicit writing systems capable of representing the nuances conveyed in speech that writing can be used archivally or communicatively.

When students learn the material in their college classes without knowing how to write well, they won’t be able to express their knowledge to the people who are making the big decisions. Potential employers won’t know whether or not head knowledge can be applied to everyday demands unless it’s through a spoken interview. Even the majority of certifications and licensures require basic writing skills to obtain. The inability to write makes for a stillborn career.
Introducing Online Writing Tools: There are several different ways to help develop students’ writing skills, but implementing online tools is one of the best choices. This is due to many students’ inherent interest in all things technological – a lot of students have a fascination with any new tool that can simplify a basic task (like writing).

Blogging: Let’s start with something simple: give your students a blog. You can have each student start his or her own page, or you can assign pairs, groups, or an entire classroom to one blog. This isn’t a fancy tool that will do part of the writing legwork for your students, but it’s a huge motivator and it’s fun. You might consider assigning blog topics, or you can have students research and propose their own “blog identities” before they start to write. The more you can get them invested in the idea of blogging, the more they’ll learn from the experience.

Model Bank: Introduce your students to Model Bank, a website with interactive versions of successful writing in common middle school and high school formats. For example, students can find a sample of a good poem analysis with notes in the margins and a printable “Writer’s Guide” to help implement the successful parts of the sample. The concept of “leading by example” does have merit in writing, and Model Bank is a great way to accomplish that.

Guest writer Maria Rainier is a freelance writer and blog junkie. She is currently a resident blogger at First in Education, researching areas of online colleges and blogging about students lives. In her spare time, she enjoys square-foot gardening, swimming, and avoiding her laptop.
WRITING TECHNIQUES:

Laura Jerpi, 2012 says “You must choose your writing technique carefully before you begin writing the story. Consider the topic of the story and the audience that will read it. Sometimes it is appropriate to use the word "I" in your story or reveal your own opinions on a topic, while other times it is not. Using the appropriate writing technique can make the difference between your story being a hit or total flop.” (page 26)

The Free-Writing Approach: Students in this approach are assigned large amounts of free writing for which they get little or no correction. Often the teacher will assign topics or topic areas, but she may also let the students pick their own topic. The purpose of this approach is to achieve fluency in writing. Students are also encouraged to practice tailoring their writing to the needs of an audience. The underlying belief teachers have in using this type of approach is that once a certain degree of fluency is established and all fear of writing is eradicated, accuracy and organization will come.

While this approach is seen as being effective in that students are able to self-discover their own set of skilful practices and techniques as writers it is also marked with certain limitations. It is not an approach which works well in students with low proficiency in the language. In this respect it is much more amenable to the ESL than the EFL situation for the simple reason that ESL student have daily opportunities to speak and use the language and this type of practice which develops fluency in speaking might be needed to develop fluency in writing in this ‘hands off’ type of approach.

The Paragraph-Pattern Approach: The focus in this approach is on organization on the paragraph level. The students do exercises which are directly or indirectly linked to how larger chunks of writing are organized into
paragraph units. The teacher, for example, might have the students do an exercise in which they have to put the sentences of a paragraph in their correct order.

Things like topic sentences and linking devices as well as ordering are taught overtly and practised in many different ways. The underlying belief of this approach is that organization differs from culture to culture and must be learned overtly and that paragraphs, being the basic units of larger pieces of writing, are a necessary first step in any type of developing writing proficiency. A person cannot write an essay if they cannot write a paragraph and the underlying principles of the two are similar. Student may often be drilled in accurately putting together all the necessary parts of a paragraph.

The Grammar-Syntax-Organization Approach: It is a purpose-based approach to writing. Students are given a specific writing task and must find out what vocabulary items and structures are necessary to complete the task successfully. The idea is that necessity, the task, will force the students to focus on many of the different aspects of writing at the same time and bring about a good result. The main focus in this approach is using forms, often at the sentence level to achieve the clearest and most appropriate meaning possible. Students practice by linking specific vocabulary words, structural elements, and organizational features to specific writing tasks. Trying to get students to internalize the necessary forms for writing is an important aspect of this approach.

STAGES FOR DEPELOPING A WRITING CLASS:
Calkins, Lucy McCormick 2014 says that the stages are “Skills that enable an individual to write lucidly, coherently, and grammatically, or to handwritten legibly with ease and speed” (page 10)

There are three stages while writing and these are described below.

Prewriting: Prewriting usually begins with motivation and audience awareness: what is the student or writer trying to communicate, why is it important to communicate it well and who is the audience for this communication. It helps you put your thought out onto the paper on what you want to write about. Writers usually begin with a clear idea of audience, content and the importance of their communication; sometimes, one of these needs to be clarified for the best communication. Student writers find motivation especially difficult because they are writing for a teacher or for a grade, instead of a real audience. Often teachers try to find a real audience for students by asking them to read to younger classes or to parents, by posting writing for others to read, by writing a blog, or by writing on real topics, such as a letter to the editor of a local newspaper.

One important task in prewriting is choosing a topic and then narrowing it to a length that can be covered in the space allowed. Oral storytelling is an effective way to search for a good topic for a personal narrative. Writers can quickly tell a story and judge from the listeners' reactions whether it will be an interesting topic to write about.

Another way to find a topic is to freewrite, a method first popularized by Peter Elbow, “when freewriting, you write any and every idea that comes to mind. This could also be a written exploration of your current knowledge of a broad topic, with the idea that you are looking for a narrow topic to write about.” Often freewriting is timed. The writer is instructed to keep writing until the time
period ends, which encourages him/her to keep writing past the pre-
conceived ideas and hopefully find a more interesting topic.

Several other methods of choosing a topic overlap with another broad
concern of prewriting, that of researching or gathering information. Reading is
effective in both choosing and narrowing a topic and in gathering information
to include in the writing. As a writer reads other works, it expands ideas,
opens possibilities and points toward options for topics and narrdes specific
content for the eventual writing. One traditional method of tracking the content
read is to create annotated note cards with one chunk of information per card.
Writers also need to document music, photos, web sites, interviews, and any
other source used to prevent plagiarism.

Besides reading what others also make original observations relating to a
topic. This requires on-site visits, experimentation with something, or finding
original or primary historical documents. Writers interact with the setting or
materials and make observations about their experience. For strong writing,
particular attention should be given to sensory details (what the writer hears,
tastes, touches, smells and feels). While gathering material, often writers pay
particular attention to the vocabulary used in discussing the topic. This would
include slang, specific terminology, translations of terms, and typical phrases
used. The writer often looks up definitions, synonyms and finds ways that
different people use the terminology. Lists, journals, teacher-student
conference, drawing illustrations, using imagination, restating a problem in
multiple ways, watching videos, inventoring interests – these are some of the
other methods for gathering information.
Pre writing activities:

ROHMAN, D. GORDON (2010) says "THE BEST YOU CAN WRITE WILL BE THE BEST YOU ARE," (page 5)

Many students say that the most difficult thing about writing is getting started. They look at a blank piece of paper or a blank computer screen and cannot think of a thing to say. Pre-writing activities are a great way to come up with ideas to write about. They can help you dig deeper into the topics, think about an idea in a new way, and organize your thoughts so that you can create a well-written paragraph. There many different pre-writing activities you can use, and no method is better than another. Use whichever method you prefer. Try each one out until you find a method that works well for you. Here we have two prewriting strategies you can use: freewriting and idea wheels.

Freewriting: It is a method in which you write out everything you know about the topic, even things that might seem unimportant. The key to freewriting is to write without stopping. Keep writing even when you think you are stuck and don’t have anything else to say about the topic. It is okay to let your mind wander to ideas that are only somewhat related to the topic. This can help lead you to ideas you had forgotten, or help you to see the relationships between ideas: when practicing the freewriting technique, first write down all of the facts you know about the topic, then ask, How do I feel about this topic? Where have I heard about it before? What would my friends and relatives think about this topic?

It is also helpful to create a list of questions you have about the topic. The answers to these questions may provide more material you can use in your paragraph. Freewriting 1: Write without stopping for five minutes on one of the following topics: a. Dogs make great pets. b. Children should be given
chores to do. c. Explain which holiday is your favorite. When you are done, look at what you have written. Did you write more or less than you expected? Was it hard writing for five full minutes? Do you have enough information to turn into a full paragraph?

An Idea Wheel, sometimes called clustering, is another pre-writing strategy. It is like freewriting, except that instead of writing out a list of ideas, you draw them into a wheel to help you see the connections between the ideas. Imagine the topic is at the center of the wheel. In a circle around it are blank bubbles to write ideas in. Each bubble has a line connecting it to the topic, making the diagram look like a wheel with spokes. For example, if the topic is “elephants,” the wheel would start with the topic in the center: Then, spokes are added to connect the center with surrounding bubbles for new ideas.

During-Writing

Once students are ready to write, they need clear instructions and resources to complete the next steps in the process: writing drafts, revising, self-editing, expanding. Students should be allowed to use notes they generated from the pre-writing tasks. Decide also whether they may use a dictionary or spell-checker, and what you expect them to do for this activity. Ensure that your pedagogical objectives align with the actual activity you assign your students.

During-Writing Activity:
You will write a short story that tells your reader about your latest winter vacation. It will describe in some detail - the more interesting the better - what you did, where, and how it went. After you are finished composing your short story, make sure to re-read your story and run through the self-editing checklist! In the meantime, follow these steps to begin your masterpiece:

- Write a paragraph that explains a) where the story takes place, b) who was there, and c) what was the funny event that happened.
• Write 2-3 paragraphs a) about what happened before, during and after this event or b) add descriptions of the main characters that explain why this event was funny.

• Provide details that make the story interesting for your reader, make sure they want to read it.

• Start with a hook, have a clear beginning, middle and end in your narrative.

• Add phrases to make the story flow smoothly such as cohesion markers, pronouns, conjunctions.

• Eliminate "fluff", unnecessary or redundant details, which can be boring and distracting for the reader.

• Review your story for fluidity, vocabulary, grammar, style and mechanics.

Post-Writing:
Post-writing is defined as the step in the writing process where the written text is shared with other audiences, such as a peer-editor or the instructor or even with the general public.

The basic components of post-writing activities:

- Re-read your story, make sure sentences make sense.
- Add phrases to make the story flow smoothly (cohesion markers, pronouns, conjunctions).
- Eliminate "fluff" (unnecessary or redundant details).
• Proofread for spelling, vocabulary, grammar (checklist).

• Edit your paper (peer-editing, post-teacher editing).

• Share with audience (website, print, etc.).

STRATEGIES TO IMPROVE WRITING SKILLS

Here there are two ideas in order to improve writing skills:

Prompts: These help you to start your creativity. A writing prompt is simply a topic around which you start jotting down ideas. The prompt could be a single word, a short phrase, a complete paragraph or even a picture, with the idea being to give you something to focus upon as you write. You may stick very closely to the original prompt or you may wander off at a tangent.

You may just come up with rough, disjointed notes or you may end up with something more polished and complete, a scene or even a complete story. The point is to simply start writing without being held back by any inhibitions or doubts.

Here are four good reasons for writing to prompts:

1. Sometimes it’s hard to start writing when faced with a blank page. Focusing on an unrelated prompt for a while helps get the creative juices flowing. If you write for just ten minutes on a prompt, you should then find it easier to return to the piece you intended to write. You may also find that if you stop trying to think so hard about what you wanted to write and switch you attention to the prompt instead, the words and ideas for your original piece start to come to you after all.
2. The things you write in response to a prompt may also end up as worthwhile material in their own right. The prompt may give you ideas from which a complete story grows or you may get fresh ideas for another piece you are already working on. It’s often surprising how much material you come up with once you start.

3. Writing to a prompt regularly helps to get you into the habit of writing. This can act as a sort of exercise regime, helping to build up your “muscles” so that you start to find it easier and easier to write for longer and longer.

4. Prompts can be a great way to get involved in a writing community. Sometimes writing groups offer a prompt for everyone to write about, with the intention being for everyone to come up with something they can then share. This can be a source of great encouragement, although knowing that others will read what you have written can also inhibit your creativity.

Examples of Writing Prompts:

The following are twenty writing prompts that you could use to spark your imagination. If you want to use one, don’t worry about where the ideas take you or whether what you’ve written is “good”. The point is just to get into the flow of writing. You can come back later and polish if you wish to.

1. It was the first snowfall of the year.

2. He hadn’t seen her since the day they left High School.

3. The city burned, fire lighting up the night sky.

4. Silk.
5. She studied her face in the mirror.

6. The smell of freshly-cut grass.

7. They came back every year to lay flowers at the spot.

8. The streets were deserted. Where was everyone? Where had they all gone?

9. This time her boss had gone too far.

10. Red eyes.

11. Stars blazed in the night sky.

12. He woke to birdsong.

13. ‘Shh! Hear that?’ ‘I didn’t hear anything.’

14. He’d always hated speaking in public.

15. She woke, shivering, in the dark of the night.

16. The garden was overgrown now.

17. He’d never noticed a door there before.

18. She’d have to hitch a ride home.

19. I told him not to come back too.

20. His feet were already numb. He should have listened.

Where To Find Writing Prompts Online
The internet is a wonderful source of writing prompts. There are sites dedicated to providing them which a quick search will turn up. Examples include:

- CreativeWritingPrompts.com
- WritersDigest.com
- Creative-Writing-Solutions.com

There are also numerous blogs that offer a regular writing prompt to inspire you and where you can, if you wish, post what you’ve written. Examples include:

- SundayScribblings.blogspot.com
- OneMinuteWriter.blogspot.com
- DragonWritingPrompts.blogspot.com

There are also many other sites that can, inadvertently, provide a rich seam of material for writing prompts – for example news sites with their intriguing headlines or pictorial sites such as Flickr.com that give you access to a vast range of photographs that can prompt your writing.

If you’re on Twitter, there are users you can follow to receive a stream of prompts, for example:

- twitter.com/writingprompt
- twitter.com/NoTelling
- twitter.com/writingink
Another idea is just to keep an eye on all the tweets being written by people all over the world, some of which can, inadvertently, be used as writing prompts.

How To Make Your Own Writing Prompts: You can find ideas for writing prompts of your own from all sorts of places: snatches of overheard conversation, headlines, signs, words picked from a book and so on. Get used to keeping an eye out for words and phrases that fire your imagination, jot them down and use them as writing prompts to spark your creativity. You never know where they might take you.

Another strategy to improve your writing skill is Clustering and Vicky Meade says, “Clustering is a powerful tool because it taps into the right brain, which drives creativity. Our right brain is where fresh ideas and original insights are generated. The left brain, in contrast, is more logical and orderly. Both are essential to good writing, but if your left brain is too dominant when you start a piece, it inhibits the free flow of thought. Clustering muffles the left brain for a time so the right brain can play freely. Here's how to do it.

1. Write a nucleus word or phrase on a clean piece of paper. I usually choose a word that I consider, loosely, to be my topic. For example, if I'm writing a Mother's Day essay, "mother" would be a good nucleus word. If I'm writing an annual report for a client I might choose "service" or "business" or even a phrase like "improving our image." The nucleus word's purpose is to trigger associations. Emotionally charged words like "love," "loss," or "envy" are extremely effective, as are prepositions: "around," "beyond," "over," and so forth.

2. Circle the nucleus and let connections flow, writing down each new word or phrase that comes to mind, circling it, and connecting it with a
line. to the, word that sparked it. Attach to the nucleus each word that seems like an entirely new direction. But don't get hung up on which words connect to what. The idea is to let thoughts run quickly without editing, censoring, or worrying about proper sequence.

3. Keep your hand moving all the time; do not stop. If you get stuck, keep circling words or thickening lines between them. You can even doodle, but do not stop moving your pen. As long as your hand is occupied, jotting thoughts and circling, your left brain—the "critic"—is occupied and thus is prevented from interfering with spontaneity and creativity.

4. Cluster for three minutes or so—you'll probably fill the page. At some point you'll feel a mental shift or an "aha!" that suggests what you want to write about.

5. Continue adding to your cluster if you feel there is more to explore, but you can start writing anytime you want. Refer to your cluster to stimulate thoughts as you write, but don't feel you have to include in your piece everything that's in the cluster.

6. Write your piece without worrying about perfection. Get it all onto paper, and later, go back to polish using the logical left brain.

According to PEET S. (2000) “All teachers must be able to teach handwriting rather than simply exhort children to improve. Difficulty with handwriting can disrupt flow of thought, speed and organization of writing. Teachers should aim to diagnose and correct handwriting difficulties as early as possible” (pg.13)
It is the stage of the ideas where they construct a sentence applying the verbs from the list model-building paragraph. The students keep in mind the correct grammatical structure to draft the writing.

According to PIAGET J. (1957) declared, “The individual must construct knowledge for themselves from the action and experimentation that build their modified by the complementary processes of assimilation and accommodation mind-sets. The Psychologist and epistemological theory of Piaget provides the scientific basis of constructivism”. (pg. 7)

We need to consider the fundamentals of constructivism and we can say that one of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Audrey Gray, the characteristics of a constructivist classroom are as follows:

• The learners are actively involved.
• The environment is democratic.
• The activities are interactive and student-centred.
• The teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous.

In the constructivist classroom, the teacher’s role is to prompt and facilitate discussion. Thus, the teacher’s focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject.
According to PARKER J. (1997) suggested “Good teachers join self-subject and students in the fabric of life because they teach from an integral and undivided self, they manifest in their own lives and evoke in their students a capacity for connectedness” (pgs. 3, 16)

LEGAL ASPECT

Our Project is based on the Constitution National of Ecuador and LOEI.

CAPITULO 3 (CNE)

Art. 343.- El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades.

CHAPTER 3.
Article 343.- The national education system will be designed to capacity building and individual and collective potential of the population, that allow learning, and the generation and use of knowledge, skills, knowledge, arts and culture. The system will have as center to the learner, and work in a flexible and dynamic inclusive, effective and efficient.

The national education system will integrate an intercultural vision chord with geographical, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples and nationalities.

LOEI

CAPITULO 4

Articulo 28.- La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizara el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente.

CHAPTER 4

Article 28. - Education will respond to the public interest and will not serve individual and corporate interests. Universal access, retention, mobility, and exit without discrimination and the requirement in the initial, basic and high school or equivalent level is guaranteed.
GLOSSARY

Activity Process: A number of actions one after the other for doing or making something.

Students’ behaviour: Way of acting, conduct, manners presented by the students in the classroom.

Comprehension: The ability to understand completely and be aware of a situation, facts, etc.

Knowledge: Understanding of or information about a subject which has been obtained by experience or study, and which is either in a person’s mind or possessed by people generally.

Learning: Construction, use and verification of the knowledge and integral human development.

Practice Activity: A class or examination that requires participation in activities.

Teaching process: A series of actions directed toward a specific aim.

Learning project: A plan or proposal, something to do in order to promote learning.

Encourage: To stimulate (something or someone to do something) by approval or help.

Methodology: A system of methods used in a particular area of study or activity.
Motivation: The act or an instance of motivating or being motivated which pushes to get goals.

Skill: The ability, coming from one's knowledge, practice Aptitude, etc.to do something well:

Technique: A systematic procedure, formula, or routine by which a task is accomplished.

Teaching: To impart knowledge of or skill in; give instruction

Didactic resources: A lot of materials such as markers, blackboards, etc. Also many others tools and equipment which makes the teaching-learning process even easier.

Effective: Successful in producing a desired or intended result.

Improvement: Change which makes the quality or condition of somebody / something better.

Research: The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.

Writing: The activity or skill of marking coherent words on paper and composing text. Written work, esp. with regard to its style or quality.

Evident: Plain or obvious; clearly seen or understood.
**Academic achievement:** The performance of education.

**Foundation:** The basis of something, for example, a theory or an idea.

**Constructivism:** Modern art movement.

**Pupil:** A child in a school.

**Variables:** Having the capacity to change.

**Accomplishment:** The completion or fulfilment of something.

**Approach:** A preliminary step or movement.

**Community:** All the people who live in a particular place, area, etc.
CHAPTER III

THE METHODOLOGY

DESIGN OF THE RESEARCH

Forms of the Investigation

This methodology project has been developed on the field modality according to the reality. Research is a structured enquiry that utilizes acceptable scientific methodology to solve problems and create new knowledge to reach the proposed objective. In regard to the objectives to be followed, it uses the principles of the basic investigation and it is focused at the place, where we detected the main problem. According to OECD, FRASCATI MANUAL (2002)

According to OECD, Frascati Manual, (2002), proposed standard practice for surveys on research and experimental development, 6th edition. Retrieved 27 May 2012, “It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. A research project may also be an expansion on past work in the field. To test the validity of instruments, procedures, or experiments, research may replicate elements of prior projects, or the project as a whole”.

This research is going to be developed under the educational field, where it is been carried out according with the lack of grammar in Past Simple Tense.

For its evidence, it uses the best action to bring a real solution.
By the focus, it is an investigation of action toward the problem solution, so it pretends to solve the situation at School.

**Types of research**

Our project will be explanatory since it has the evidence taken from the school while we were having the practices there and we could realize that there were not anything done and we will explain the solution to the problem. Also it will be descriptive because by using the techniques in order to develop the writing skill the process to write would become more effective for the students.

**Field Research**

In our investigation, we applied a field research, which is according to the collection of information from the place where our proposal will be applied.

According to this author Bailey Carol A., (2007), page 1, A Guide to Qualitative Field Research. She said: "Field research is the systematic study of ordinary activities in the settings in which they occur. Its primary goal is to understand these activities and what they mean to those who engage in them".

The field research is one of the principal things we did to know the area where we will develop our work. Because, we applied a research of topics about the necessities of the students.

We found different activities in this location by the observation of the daily routines in this school to have an interpretation of the facts.

We can say that the proposed questions were asked and they provide the solution.
We designed to gather close visual inspection of the school to obtain a scientific understanding to be our project more efficient.

**Bibliographical**

In the bibliographical research, we had based all the compilation of the conceptual analysis (material, letters, information, stories, documents, books, etc.) to prepare the final report. This is our base to guarantee this project.

According to Connaway Lynn Silipigni and Powell Ronald R., (2010), page 256, Basic Research methods for librarians “Descriptive bibliographical research is a scholarly activity which may be thought of as historical research in and of itself, but it is also of critical importance to all historians needing assurance of the authenticity and accuracy of their documentary resources”.

According to it the bibliographical research in the content of the book read ahead explains about the bibliographical research is associated to a scholar activity. In the educational field to learn about something new it is necessary to do a research other sources about the same topic had been collected to be analysed before sustaining the framework.

**Feasible**

When we refer that something is feasible we say that it could be applied and it will become possible. The objective planted according to the time of the proposed facts. We had the resources for the application of the data in this institution.

Our project is feasible because we found the way for our new idea to be possible in order to improve the study of a foreign language in this community. In addition, the guide will be applied with the student in the class
and it will be a good reason for the teachers to change the English class in a positive experience.

According to Check Joseph and Schutt Russell K., (2012), page 11, Research Methods in Education “If you formulate a feasible research problem, ask the right questions in advance, adhere to the research guidelines, and steer clear of the most common difficulties, you will be well along the road to fulfilling this mandate”.

Besides, a good research is feasible when it has adequate answers to the asked questions and more, and it brings the solutions of the problem and other situations that could appear in the transition of the application of the project.

This work is adapted to the lack of didactic material for the use of Simple Tenses. In fact, we conclude that this project is feasible because it brings the correct solution to this problem presented and we had the support from the authorities of the institution.

Levels of research

There are some levels of the research to be respected in order to follow and develop this investigation. It is going to be considered in three levels: explanatory, descriptive and explicative.

Explanatory

This project is explanatory because it exposes contents and preferences about the topics investigated to bring a clarified theoretical meanings of the antecedent of the work. It is explanatory when it gives an approach to the topic of the central study.

According to Dane Francis C., (2011), Evaluating Research “The purpose of explanatory research is to demonstrate that one variable can cause the other, not to demonstrate that the independent variable is necessarily the only cause” (page 101)
In this part of this chapter about the methodology that we use to the project, we talk about the levels of the researches applied among the developing of the units. And we found the variables to be used by us.

The variables are one of the most important references to light the process of demonstration of the causes, which motivated the execution of this work.

**Descriptive**

In a second level, the investigation is descriptive, because it describes details of our work, that is to say, how it has been developed, including the comparisons between the parts of the problem and what is it formed. In this case, we identify some qualities of the problem situation.

According to Kothari C.R., (2004), page 37, Research Methodology" Descriptive research studies are those studies which are concerned with describing the characteristics of a particular, individual or of a group, whereas diagnostic research studies determine the frequency with which something occurs or its association with something else".(page 37)

Details, comparisons and qualities are some characteristics of a descriptive research. That is very important for an investigation to look de structure of the proposal or the study mentioned.

The description of a research include, lot of parts about the field where we are exploring, in our project this is the lack of guide to teach the Simple Tense in Grammar.

The description of facts can be narrated when it happens and has a connection with others facts in a group or individual situation.
Explicative

In a third level, the investigation is explicative, because the obtained research has a scientific knowledge analyzing each part, the causes and its impacts, in this case with the students.

It is the best way to reach the objective, using appropriate tools and techniques selected in this important level.

According to Baltes Paul B., Reese Hayne W., Nesselroade John R., (2009), page 85-86, Introduction to Research Methods Life-Span developmental psychology “The difference has direct implications for which type of descriptive and explicative research is seen as appropriate for the investigation of developmental phenomena. For example, which kind(s) of behavioral change is denoted as developmental change is an often-debated issue”.

This part of the research talks about how to analyze the parts of the project that is to say the causes and its consequences in the society and the final impact. To add more importance to this kind of research, explicative gives us a glossary of meanings to have a clear comprehension about the applied knowledge.

Instruments of techniques research

They are the procedures, which we followed to get a goal. The instruments helped to analyze a problem giving an adequate technique.

In summary, the most used are survey, interview and questionnaire to know about the required information.

Survey
The survey is a detailed study of an area to gather data on opinions by a section of the population. It was also individual because they were applied one by one.

We obtained important information and we detected the failure in this educational field in order to have a better application of the survey.

In our case the survey was applied to the students year at School.

According to Walden Graham R., (2002), page 82, Survey Research Methodology “Survey researches currently use three procedures to assist in the design and evaluation of questions: focus groups, cognitive interviews, and field pretests. The authors investigate the use of systematic coding of interviewer and respondent behavior for identifying problem questions in field pretests”.

A survey gives the opinion by the study of questions. The responses are an important part of the surveys because they open a wide possibility to clarify or eliminate the way this proposal will help students and professors in the school.

The survey is a methodological instrument to have the first sight about what we are searching.

Interview

An interview is a conversation between the people where questions are asked to obtain information. The people who participated in this interview were: The director, the English teacher and the parent representative.

According to Heritage John, Clayman Steven, (2002), The News Interview “The news interview is deeply intertwined with other societal institutions, most notably journalism and politics. It is a public arena in which representatives of those institutions encounter one another and strive to pursue their respective goals and agendas”.(page 7)
The different interviews that we did with the director, the teachers, the parent’s representative gave a real evidence of what they feel and how they think about the system of studies in this public school because today the education is advanced and other countries are more developed in the modality of foreign language.

The information obtained was possible for the interaction with the people whom collaborated with us with enthusiasm. The conversation with the director is a great experience to establish a direct contact with our purpose.

**Questionnaire**

The questionnaire contains closed questions, since the students will be previously interviewed and its qualification will be easier.

The number of the questions depends on the quantity of information wanted to measure the variable.

The questions are clear and comprehensible, trying not to annoy to the interviewed. Also, they are referred to a single logical relationship, maintaining a classification that not affect to the answers. For example Why?, How?, What?.

According to **Mehl-Madrona (2010),** *Healing the Mind Through the Power of the Story:* “If we see the questionnaire and the act of completing it as a conversational exchange, we come to a better understanding of its meaning. Problematic is the belief that it represents an absolute criterion or “thing” rather than providing us with another means of glimpsing fast-moving phenomena that change as culture changes”.(page 117)

The purpose of the questionnaire was known a list of specific questions referent to the topics and on the chapter one providing a series of questions
to being answer by the students and this is the key to give a diagnostic commentary of the study of this project in this institution.

The questionnaire has a number in our case closed questions using clear and compressible questions for the students to take care the level of the percentage of specific responses about what they asked.

**POPULATION AND SAMPLE**

**SAMPLE**

It is the act, process, or technique of selecting an appropriate subset of the population. It is a technique used especially when the descriptive investigation is made. It is also the unit of analyses, or representative part of the study. The population is the whole or number of elements added with common characters in a determined space and time. Therefore, it is necessary to choose a sample from the total of population.

According to McMillan James H., (1996), *Educational Research Fundamentals for the Consumer* “The sample is the group of elements, or a single element, from which data are obtained. Although the phrase “the sample included .” used to indicate the characteristics of the people or events in the sample, the nature of the sampling procedure is usually described by one or more adjectives, such as random sampling or stratified random sampling.”.(page 86)

This article talks about what is a sample, it refers to the obtained elements from general data. The sample extracts the characteristic of the students as a qualitative response or factor in common.

A sample is a part of the population by we had a type of parameter to carry this proposal to have an effective percentage of representativeness. It might affect the use fullness of the results.

**POPULATION**
They are all the authorities, teachers, students and subjects that constitute the Public School.

The investigator knows the population and chooses to the individuals with the specific characteristics as the sample.

To execute an educative research, it is not necessary to study the whole population being enough to choose a representative sample of the same.

Another characteristic to be considered is in the selection of the sample. Once known the size of the sample, the methodology for the selection of the sample depends on the modality of the investigation and the circumstance of a sample is not probable.

According to McMillan James H., (1996), Educational Research Fundamentals for the Consumer “A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research. This group is also referred to as the target population or universe”. (page 85)

The population is a main part of the study of this project. It is the manner how all the contents have a right direction to be linked in a compilation of criteria about this topic.

The population represented here are the student whom were interviewed with the survey. Finished our study with the population from the public school we obtained a general meaning about what we have to do to solve the problem.

In our project the sample is constituted by 35 students of 7th basic year to whom the survey was applied and the authorities, English teacher and one parent to whom the interview were applied.
FIGURE Nº 8

STRATUM

<table>
<thead>
<tr>
<th>STATUS</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorities</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Teachers</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Students</td>
<td>330</td>
<td>35</td>
</tr>
<tr>
<td>Parents</td>
<td>300</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>655</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

Researchers: Carlos Medina G. & Erika Vergara R.

PROCEDURE OF THE INVESTIGATION

The mechanisms as well the critical necessary for this analysis are the following.

- Formulation of the problem investigated.
- Elaboration of the theoretical frame.
- Outline of the investigation.
- Application of the instruments.
- Processing of data results.
- Analysis and interpretation of the outcome.
- Conclusion and recommendations.
FILL IN THE BOX WITH A TICK " √ " ACCORDING TO YOUR OPINION

<table>
<thead>
<tr>
<th>N.</th>
<th>QUESTIONS</th>
<th>YES</th>
<th>NO</th>
<th>INDIFFERENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you like English?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Is your English class interesting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do you like to participate in your English class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do you learn English through interactive resources?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Can you write ideas in simple past?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Do you know how to use irregular verbs in simple past?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Would you like to learn English through pictures and games?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Would you like to start writing about past actions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Would you like to improve the spelling of irregular verbs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Would you like to study English in a fun way with a practical grammar guide about simple past?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERVIEW TO THE AUTHORITIES

To Main:
1. Why do you consider it is important to teach English nowadays?

   It is important because the students have to be ready for the new challenges in the world. Currently, students will be able to read and understand guides and instructions from equipment’s as games, books, newspapers, magazines and so far. In the core of the foreign language, students will be capable to study and be part of transitions in Americans Universities applying scholarships and online trainings.

2. Are you agree with the improvement of the English teaching learning in your Institution, Why?

   Of course, first at all, all the subjects are important because they are part of the academic transition of the pupils during the K12. Second, the English as an international idiom and language is very necessary because students do not have enough knowledge of verbs, vocabulary and they have an enormous lack of self-esteem and confidence when a new teacher or a student-teacher in the school.

To English Coordinator:

1. Why do you think it is necessary to start students in the Basic English writing?
Because, students are able to post their own experiences and opinions. Furthermore, they will need to know the correct rules and formats in order to develop compositions and essays correctly.

2. How should you improve the mood and the motivation of the students in the process of learning?

In regards this questions, there are many of strategies to get better and rise up those issues. One of them is giving the opportunity to express themselves freedomly, because in that way they will catch their own words and they will be able to work without fear.
To representatives:

1. Are you interested in that your children learn English and why?

Sure, because English can open the door of the world, and they are able to be researchers.

2. - Do you agree with the application of a practical grammar guide to improve the English learning? Why?

Yes, we do, because they will have a physical support to help when they will be alone at home, and they want to consult any topic or issue regarding a English tense with examples and real illustrations based on the American language.
CHAPTER IV
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Question Nº 1.  - Do you like English?

FIGURE Nº 9

<table>
<thead>
<tr>
<th>Do you like English?</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>70%</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>10%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

TABLE Nº 6

Retrieved by: “Unidad Básica”
Researchers: Carlos Medina G. & Erika Vergara R.

ANALYSIS

According to the students’ results, it shows a high percentage is 70% that expresses they like learning English, moreover the 20% was indifferent answers from the students. On the other hand the 10% the students would not like to learn English, so that we consider it is necessary to provide them new learning techniques for encouraging the study of this foreign language.
Question Nº 2. - Is your English class interesting?

FIGURE Nº 10

<table>
<thead>
<tr>
<th>English class interesting</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>10</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

TABLE Nº 7

Retrieved by: “Unidad Básical”  
Researchers: Carlos Medina G. & Erika Vergara R.

ANALYSIS

According to the students’ results, it shows the high percentage is 60% that they do not agree with the strategies for teaching English, moreover the 30% are indifferent in their answers. On the other hand the 10% the students are interested in the English class. Teachers do not have to forget to encourage students in the learning process.
Question Nº 3. - Do you like to participate in your English class?

FIGURE Nº 11

<table>
<thead>
<tr>
<th>Participation in English class</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

TABLE Nº 3

Do you like to participate in your English class?

Conforming to the students’ results, it shows the high percentage is 60% which indicates that they do not like to participate in their English class, moreover the 30% are indifferent. On the other hand the 10% like to take part in class. It is necessary to promote students’ participation because they are the main characters in their learning process.
Question Nº 4. - Do you learn English through interactive resources?

**FIGURE Nº 12**

<table>
<thead>
<tr>
<th>Interactive resources</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>70%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

**TABLE Nº 4**

As stated in the students’ results, it shows the high percentage is 70% which indicates that they do not learn English with interactive resources; moreover the 20% are indifferent in their answers. On the other hand the 10% are positive answers; therefore the students would like to learn with updated resources, because it is necessary to apply new methodologies when teaching.
Question Nº 5. - Can you write ideas in simple past tense?

FIGURE Nº 13

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>70%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

TABLE Nº 5

Is your English class interesting?

- Yes: 10%
- No: 70%
- Indifferent: 20%

Retrieved by: “Unidad Básica”
Researchers: Carlos Medina G. & Erika Vergara R.

ANALYSIS

In line with the students’ results, it shows the high percentage is 70% which indicates that they do not write ideas in English specifically in past, moreover the 20% are indifferent. On the other hand the 10% are positive answers, therefore there are more students that cannot express their ideas using simple past.
Question Nº 6. - Do you know how to use irregular verbs in simple past tense?

**FIGURE Nº 14**

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>75%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>11</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

**TABLE Nº 6**

<table>
<thead>
<tr>
<th>Do you know how to use irregular verbs in simple past tense?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chart.png" alt="Pie chart showing frequencies" /></td>
</tr>
</tbody>
</table>

Retrieved by: “Unidad Básica”  
Researchers: Carlos Medina G. & Erika Vergara R.

**ANALYSIS**

According to the students’ results, it shows the high percentage is 75% which indicates that the students do not use the irregular verbs in simple past tense in a correct way; moreover the 20% are indifferent. On the other hand the 5% are affirmative statements; therefore there are many students that they do not know how to use the simple past tense correctly, which highlight the importance of reinforcing that topic.
Question Nº 7. - Would you like to learn English through pictures and games?

![Image](image_url)

**FIGURE Nº 15**

<table>
<thead>
<tr>
<th>English pictures and games</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>70%</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

**TABLE Nº 7**

![Image](image_url)

**ANALYSIS**

As reported by the students’ results, it shows the high percentage is 70% which indicates that the students would like to learn English through picture or games; moreover the 10% are indifferent answers. On the other hand the 20% are negative answers; therefore there are more students that they would like to learn to write English in this way through games or another methodology.
Question Nº 8. - Would you like to start writing about past actions?

FIGURE Nº 16

<table>
<thead>
<tr>
<th>Writing past actions</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>80%</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

TABLE Nº 8

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>80%</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the students' results, it shows the high percentage is 80% which indicates that the students would like write about past actions, moreover the 10% are indifferent. On the other hand the 10% are negative statements; therefore there are more students that they would like to write in English about past actions in their lives in order to express themselves without mistakes.

Retrieved by: “Unidad Básica”
Researchers: Carlos Medina G. & Erika Vergara R.

ANALYSIS
Question Nº 9. - Would you like to improve the spelling of irregular verbs?

**FIGURE Nº 17**

<table>
<thead>
<tr>
<th>Spelling of irregular verbs</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>75%</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>10%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

**TABLE Nº 9**

In relation to the students’ results, it shows the high percentage is 75% which indicates that the students would like to improve their English knowledge; moreover the 15% are indifferent answers. On the other hand the 10% have negative answers; therefore there are more students that they would like to correct their spelling because they would like to improve their academic progress.
Question Nº 10. - Would you like to study English in a fun way with a practical grammar guide about simple past?

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>85%</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>5%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>7</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

**ANALYSIS**

According to the students' results, it shows the high percentage is 85% which indicates that the students would like to study English with a new resource; moreover the 10% are indifferent answers. On the other hand the 5% are negative answers. Therefore there are more students that they would study English in funny a practical grammar guide about simple past because this resource will help them increase their interest for the subject.
CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations are based on the analysis and interpretation of the survey applied to the students, school and the interviews performed to the authorities, teachers and parents.

CONCLUSIONS

1. - The English learning process is conducted in a traditional way.

2. - Students are not motivated enough because teaching techniques are left

3. - Didactic resources are not updated and they do not catch students

   attention.

4. - Students have difficulties for expressing their ideas in English: Spelling

   mistakes, word order, etc.

5. - The use of irregular verbs in past tense is a topic that needs to be

   reinforce effectively.

6. - The development of the writing skills must be considered for improving

   students’ academic progress.

7. - The design and application of a practical guide related to reinforce the

   use of the simple past tense of irregular verbs for improving writing skills

   is an affective resource.

8. - The educative community supports the fulfilment of this important duty.
RECOMMENDATIONS

1  It’s necessary to apply new teaching techniques in the English learning process.

2  Students must feel motivated for learning the language.

3  Teachers should implement new didactic resources.

4  The writing skills should be developed in class.

5  The use of irregular verbs in simple past must be taught accurately.

6  The implementation of a practical guide about irregular verbs in the simple past must be considered as significant support.

7  Teachers should consider the continued use of interactive resources of the grammar guide.

8  Educative community should bring support when necessary.
THE PROPOSAL

DESIGN AND APPLICATION OF A PRACTICAL GRAMMAR GUIDE ABOUT SIMPLE PAST TENSE FOR THE STUDENTS PUBLIC SCHOOL DURING THE SCHOLAR.

JUSTIFICATION

Thus far, the proposal is the most important part of our investigation, because we performed it in a classroom of the public school with several demonstrative classes. At the beginning, we displayed the new knowledge and the new vocabulary, but during the development to the same, the pupils' participation. Also, the explanation of the class in English through the different creative activities as games, bingo, images, worksheets, workshops, competition, conjugations, charts, crosswords and puzzles supported in the guide regarding irregular verbs for reinforcing the writing skills in the students.

Our proposal is based on the necessity of the students to improve the level of knowledge and increase the motivation toward the learning irregular verbs and eliminate the low yield in the subject. We are sure that our proposal will achieve positive results, since the techniques applied in it.

We understand that the guide is very interesting, because the students enjoyed it and they could review many of topics being outstanding participants in the classroom. Therefore, they allowed us to apply for this new tool to achieve a positive change in their academic progress. Otherwise, the purpose of this proposal is to provide the teacher a variety of useful educational strategies and easy to apply them, and increase the motivation and reflection of their attitudes to the teaching process of this language in
seventh grade. In a nutshell, all these resources are not a goal in itself, but a vehicle for learning English.

DIAGNOSIS

At the beginning of the application of our proposal we realized the lack participation referent to the new knowledge and the new vocabulary, but during the development to the same, they began to encourage themselves, paying attention and participating with the explanation of the class in English through the different activities that we carried out using the simple past tense.

During the demonstrative classes, we observed all the pupils’ participation with the new guide moreover the lack of didactic material and many resources that they had to have in order to teach with warmth and quality this important language.

When we concluded the demonstrative classes, we obtained the students positive results that were motivated and happy with these new words in order to get a better knowledge. Now, we are very sure they improved the use of simple past tense of the irregular verbs achieving excellent results when finishing the scholarship year. The students will feel good in the future, with this, they will develop a better practice English.

THEORETICAL FOUNDATIONS OF THE PROPOSAL

Pedagogical foundation

The proposal will improve in the pedagogical aspect, will help the activities in the education field, for this reason it is necessary the support of elements and resources that allow an objective learning, interactive, significant, creative and criticize.
Not only can students use a specific grammatical item or function in a drill but they should also be encouraged to use language at their disposal to reach a goal, which is partially but not wholly linguistic. According to Brown (2007), communicative techniques for beginners involve appropriate small chunks of language and build in some repetition of patterns for establishing fluency (pp. 181).

It is necessary the students will practice with the guide to learn how to use a better irregular verbs with the tools that provides their this one, improving their qualification, motivation and the teaching learning progress.

**Sociological Foundation**

It is important to refer the sociological aspect as its word indicates; the teacher must increase his appropriate knowledge and participate in the seminars, where his opinion and discernment will be evaluated in the teaching learning process. When we apply the guide in order to improve the writing skill in the students of 7th in the public school, specially to practice the irregular verbs of English the sociological impact its will be reflected in the yield, knowledge and the reports. Therefore the students’ representative will feel proud of the learning achieved.

**OBJECTIVE OF THE PROPOSAL**

**General Objective**

To develop the writing skills through the uses of a practical guide about the simple past tense of irregular verbs of the students Public School.

**Specific Objectives**

- To design a practical grammar guide.
To apply the guide in a right way.

To evaluate the activities applied.

**FEASIBILITY OF THE PROPOSAL**

Our proposal is viable because it is supported by the authorities, teachers and the family parents, that is to say: the necessary human resources to reach the solution of this problem.

We also have the economic resources to get the guide, and the predisposition of the people who have collaborated with the development of the proposal.

To give solution in one of the problem that exists in the Public School of our country, with respect to simple past tense of irregular verbs in the English class.

**SECTORIAL LOCATION**

This proposal was carried out in Public School with 330 students, 35 students of 7th basic year. This institution is located in Eloy Alfaro 1304 y Calicuchima during school.

**DESCRIPTION OF THE PROPOSAL**

Our proposal consisted in applying and developing a guide at Public School. The purpose is to motivate the students in using a simple past tense of the irregular verbs without translator problem.

In our proposal, some techniques were carried out that were going to help the students to increase encouragement to the development in the English
Language through the communicative teaching approach. Our proposal is divided into the following chapters:

In the chapter I we carried out 2 lessons that contained Introduction of the irregular verbs in the past simple which were supported by games, dynamic, crosswords flash cards, copies, worksheets using irregular verbs through a memory games and bingo developed a basic writing.

In the chapter II we carried out 2 lessons that included Structures in Affirmative form, through statements, role-play, writing competition and handwriting program.

In the chapter III we applied 2 lessons about Statements in negative and questions forms through Compositions about past routines, writing about what you did yesterday, real situations statements and workshops.

In the chapter IV we carried out 2 lessons about their routines using the projector and slideshows to visualize better the learning and narration of a tale using irregular verbs.

CONCLUSION

After applying our proposal, we concluded that the students improved their academic progress, because the development of the writing skills through the use of practical activities were efficient and clear. It means, that the students of 7 basic year showed their knowledge and interest in the learning of the irregular verbs because they got awesome grades.

In addition, we could prove that all the techniques were applied inside the classroom and students were real participants modelling the use of the guide with all the activities proposed. Their enthusiasms were important in order to
communicate in real situations actual in different areas of everyday life. Therefore, the duty of educators, to look for alternatives to improve the English Learning for keeping better the quality education.

**BENEFICIARIES**

This proposal benefited, whom conform the educational community and the society in general, in this case, to educative authorities because they were recognized for the construction of the new booklet in the school, to the teachers because they improved the teaching process and their class were more interactive with this booklet, to the students because they obtained a better knowledge, therefore they could defend themselves in this field and lastly to the parents because they saw the interesting of their children in learning this second language.

**SOCIAL IMPACT**

Through this proposal, we contributed to solve this problem. As educators we have to give real solution to the facts and not to ignore them, thinking always in the profit of the students’ life during the teaching process, in benefit of the society in general.

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- www.english/horizons.com
- http://pubpages.unh.edu/~jds/VYGOTQUOTES.htm
• http://www.amazon.com/Language-Instinct-Mind-Creates-PS/dp/0061336467/ref=la_B000AQ3GGO_1_2?s=books&ie=UTF8&qid=1394323025&sr=1-2
• http://www.onestopenglish.com/
• http://www.eslpartyland.com/creative-writing-esl-student#sthash.5srRzuch.dpuf
• http://www.answers.com/topic/constructivist-teaching-methods
MSc.

EDUARDO TORRES

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

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

En dicha designación consta el nombre del estudiante de la Escuela de Lenguas y Lingüística: MEDINA GUTIERREZ CARLOS LUIS Y VERGARA RAMÍREZ ERIKA MERCEDES


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

Atentamente,

MSc. Alfonso Sánchez Avila, Ledo.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. EDUARDO TORRES, Tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por MEDINA GUTIERREZ CARLOS LUIS Y VERGARA RAMIREZ ERIKA MERCEDES, con mi respectiva supervisión como requerimiento parcial por la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACION en la CARRERA: Lenguas y Lingüística.

Se informa que el trabajo de titulación: “REINFORCEMENT THE USE OF SIMPLE PAST TENSE OF THE IRREGULAR VERBS TO DEVELOP THE BASIC WRITING OF THE STUDENTS” PROPOSAL: “DESIGN AND APPLICATION OF A PRACTICAL GUIDE ABOUT SIMPLE PAST TENSE”, ha sido orientado durante todo el periodo de ejecución en el programa ANTIPLAGIO, quedando el 1% coincidencia.

MSc. EDUARDO TORRES
Consultor
ANNEXE TWO
PHOTOS
ANNEXE THREE

SURVEY AND INTERVIEWS
### CHRONOGRAM OF ACTIVITIES

<table>
<thead>
<tr>
<th>TIME</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>October</th>
<th>November</th>
<th>December</th>
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<tbody>
<tr>
<td>Select of topic</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Approval of topic and appointment of tutor.</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>Tutorial s</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Development of the first chapter</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Development of the Theoretical framework</td>
<td>Formulation of the problem.</td>
<td>Theoretical investigation.</td>
<td>Surveys and interviews.</td>
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</tr>
</tbody>
</table>
RESOURCES

Human Talents

➤ Tutor
➤ Teachers
➤ Family Parents
➤ Investigators
➤ Cyber employee
➤ Director
➤ Pupils
➤ Authorities
➤ Librarian
➤ Secretary

Materials

➤ Flash cards
➤ Prints
➤ Photocopies
➤ Sheets of paper
➤ Didactic Materials
- Booms and texts
- Dictionaries
- Office supplies
- Markers

**Electronics and Multimedia**

- Computer
- Internet
- Digital camera
- DVD
- Cd’s
- Printer
- Scanner
- Tv set
- Pen drive
Financial Aspect

Book and dictionaries                                      US$  60.00

Booklets                                                  US$  50.00

Didactic Material                                        US$  25.00

Internet                                                  US$  30.00

Office material                                           US$  70.00

Prints                                                    US$  80.00

Phone calls                                               US$  90.00

Snacks                                                    US$  50.00

Transportation                                            US$  48.00

Photos                                                    US$  80.00

________________________

Total                                                      US$ 583.00
<table>
<thead>
<tr>
<th>N.</th>
<th>QUESTIONS</th>
<th>YES</th>
<th>NO</th>
<th>INDIFFERENT</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you like English?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Is your English class interesting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do you like to participate in your English class?</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Do you learn English through interactive resources?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>Can you express ideas in simple past?</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Do you know how to use irregular verbs in simple past?</td>
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<tr>
<td>7</td>
<td>Would you like to learn English through pictures and games?</td>
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<tr>
<td>8</td>
<td>Would you like to start writing about past actions?</td>
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</tr>
<tr>
<td>9</td>
<td>Would you like to improve the spelling of irregular verbs?</td>
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</tr>
<tr>
<td>10</td>
<td>Would you like to study English in a fun way with an practical grammar guide about simple past?</td>
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<td></td>
</tr>
</tbody>
</table>
INTERVIEW TO THE AUTHORITIES

To Main:

1. Why do you consider it is important to teach English nowadays?

2. Are you agree with the improvement of the English teaching learning in your Institution, Why?

To the English Coordinator:

1. Why do you think it is necessary to start students in the Basic English writing?

2. How should you improve the mood and the motivation of the students in the process of learning?
To representatives:

1. Are you interested in that your children learn English and why?

2. Do you agree with the application of a practical grammar guide to improve the English learning? Why?