UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACION

CARRERA DE LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT

PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH LANGUAGE AND LINGUISTICS

TOPIC:

BASIC GRAMMAR STRUCTURE IN ORDER TO IMPROVE THE WRITING SKILLS IN THE STUDENTS OF EIGHT YEAR, UNIDAD EDUCATIVA FISCAL FRANCISCO DE ORELLANA, ZONA SUR, PARROQUIA XIMENA, DISTRITO 2, XIMENA 2, PROVINCIA DEL GUAYAS, CANTON GUAYAQUIL, PERIODO LECTIVO 2016-2017.

PROPOSAL:

DESIGN OF A DIDACTIC GUIDE WITH BASIC GRAMMAR EXERCISES

RESEARCHERS

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GUAYAQUIL – ECUADOR

2017
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Que las integrantes: ESPINOZA QUIMI JOHANNA con CC: 0927631705 y COELLO VILLAMAR PAOLA con CC: 0923570865 diseñaron el proyecto educativo con el Tema: ESTRUCTURA GRAMATICAL BASICA PARA MEJORAR LAS HABILIDADES DE ESCRITURA EN LOS ESTUDIANTES DEL OCTAVO AÑO DE EDUCACION BASICA EN LA UNIDAD EDUCATIVA FISCAL FRANCISCO DE ORELLANA. Propuesta: DISEÑO DE UNA GUIA DIDACTICA CON EJERCICIOS GRAMATICALES.

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

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

Atentamente:

MSc. LARRY TORRES VIVAR
Consultor Académico
DEDICATION

This work is the result of my dedication and struggles. The support of my parents helped me to get here, because they taught me to face adversity and keep going even when things seemed impossible.

My parents have taught me values, principles, and constant perseverance with love and patience, and without asking anything in return.

JOHANNA ESPINOZA QUIMI

I dedicate this thesis to my father who has been and is the person who taught me to never dismay in my battles, to never give up and to keep going even in the most difficult moments.

I also dedicate this work to my son who is the reason why I do my best to be someone better and to be able to give him a happy future.

This thesis is for them, because of their unconditional support.

PAOLA COELLO VILLAMAR
ACKNOWLEDGMENT

I thank my teachers, who throughout this time have taught me their knowledge for the development of this thesis, which ended up fulfilling all my expectations. They have motivated my academic training, believed in me all the time and never doubted my skills. I also thank this prestigious university for training us as good people.

Johanna Espinoza Qui Mi

I have achieved this work, with the guidance of all my teachers. Their knowledge, their orientations, their work ethic, their persistence, patience and motivation have been fundamental for my training, for the present work and for my professional life. All that have instilled in me a sense of seriousness, responsibility and academic rigor.

They have gained my loyalty and admiration, as well as feel indebted to the knowledge received during my time as a student.

Paola Coello Villamar
TOPIC: BASIC GRAMMAR STRUCTURE IN ORDER TO IMPROVE THE WRITING SKILLS IN THE STUDENTS OF EIGHT YEAR, UNIDAD EDUCATIVA FISCAL FRANCISCO DE ORELLANA.

PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH BASIC GRAMMAR EXERCISES

RESEARCHERS: JOHANNA ESPINOZA AND PAOLA COELLO

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ABSTRACT

This research highlights the importance of allowing the students to learn a second language in public schools, in this case the English language. In order to get this goal, the teacher should look for the most effective tools so that students can learn easily. This is why this project will help us to establish the realistic use of the basic grammatical structure in order to encourage students to improve their writing skills in the learning process and with that the teacher can motivate students to learn basic grammar and enrich their knowledge. In order to develop this research, interviews and surveys were applied to the entire educational community: authorities, teachers and students in this way we obtained the necessary information to develop this project. After that, we investigated in books and internet sources related to our subject, obtaining the best information to design a didactic guide with grammar exercises that will be useful for the students and facilitates the teaching process of the teachers. This requires changes in the institutions and agents in charge of formal education. Although administrations have competence over regulation, evaluation and financial framework, teachers and society in general are responsible for operational changes, being more flexible, revising and updating methodological strategies and observing the classroom context. Keywords:

GRAMMAR   WRITING SKILL   LEARNING PROCESS
TEMA: ESTRUCTURA GRAMATICAL BASICA PARA MEJORAR LAS HABILIDADES DE ESCRITURA EN LOS ESTUDIANTES DEL OCTAVO AÑO DE EDUCACION BASICA EN LA UNIDAD EDUCATIVA FISCAL FRANCISCO DE ORELLANA

PROPOSAL: DISEÑO DE UNA GUIA DIDACTICA CON EJERCICIOS GRAMATICALES.

INVESTIGADORES: JOHANNA ESPINOZA Y PAOLA COELLO
CONSULTOR ACADÈMICO: Msc. LARRY TORRES

RESUMEN

Esta investigación destaca la importancia de enseñar a los estudiantes un segundo idioma en los colegios públicos, en este caso se habla del idioma inglés. Para ello, el profesor debe buscar las herramientas más eficaces para que los estudiantes puedan aprender fácilmente. Este proyecto nos ayudará a establecer el uso realista de la estructura gramatical básica con el fin de incentivar a los estudiantes a mejorar la habilidad escrita durante el aprendizaje del idioma inglés y que el profesor pueda motivar a los estudiantes a aprender gramática básica y así enriquecer su conocimiento. Para llevar a cabo esta investigación se aplicaron las entrevistas y las encuestas a toda la comunidad educativa tanto a: directivos, profesores y alumnos de esta manera obtuvimos la información necesaria para desarrollar este proyecto. Después de eso, investigamos en libros y fuentes de internet relacionadas con nuestro tema, obteniendo la mejor información para diseñar una guía didáctica con ejercicios gramaticales que será útil para los estudiantes y facilita el proceso de enseñanza de los docentes. Esto requiere cambios en las instituciones y en los agentes a cargo de la educación formal. Aunque las administraciones tengan competencia sobre la regulación, evaluación y marco financiero, son los profesores y la sociedad en general responsables de cambios operacionales, siendo más flexible, revisión y actualización de estrategias metodológicas y observar el contexto del aula. Palabras Claves:

GRAMÁTICA HABILIDAD ESCRITA APRENDIZAJE
**FICHA DE REGISTRO DE TESIS**

**TOPIC:** GRAMMAR STRUCTURE IN ORDER TO IMPROVE THE WRITING SKILLS IN THE STUDENTS OF EIGHT YEAR, UNIDAD EDUCATIVA FISCAL FRANCISCO DE ORELLANA.

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**ABSTRACT:**

This research highlights the importance of allowing the students to learn a second language in public schools, in this case the English language. In order to get this goal, the teacher should look for the most effective tools so that students can learn easily. This is why this project will help us to establish the realistic use of the basic grammatical structure in order to encourage students to improve their writing skills in the learning process and with that the teacher can motivate students to learn basic grammar and enrich their knowledge. In order to develop this research, interviews and surveys were applied to the entire educational community: authorities, teachers and students in this way we obtained the necessary information to develop this project. After that, we investigated in books and internet sources related to our subject, obtaining the best information to design a didactic guide with grammar exercises that will be useful for the students and facilitates the teaching process of the teachers. This requires changes in the institutions and agents in charge of formal education. Although administrations have competence over regulation, evaluation and financial framework, teachers and society in general are responsible for operational changes, being more flexible, revising and updating methodological strategies and observing the classroom context.

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**RESUMEN:**

Esta investigación destaca la importancia de enseñar a los estudiantes un segundo idioma en los colegios públicos, en este caso se habla del idioma inglés. Para ello, el profesor debe buscar las herramientas más eficaces para que los estudiantes puedan aprender fácilmente. Este proyecto nos ayudará a establecer el uso realista de la estructura gramatical básica con el fin de incentivar a los estudiantes a mejorar la habilidad escrita durante el aprendizaje del idioma inglés y que el profesor pueda motivar a los estudiantes a aprender gramática básica y así enriquecer su conocimiento. Para llevar a cabo esta investigación se aplicaron las entrevistas y las encuestas a toda la comunidad educativa tanto a: directivos, profesores y alumnos de esta manera obtuvimos la información necesaria para desarrollar este proyecto. Después de eso, investigamos en libros y fuentes de internet relacionadas con nuestro tema, obteniendo la mejor información para diseñar una guía didáctica con ejercicios gramaticales que será útil para los estudiantes y facilita el proceso de enseñanza de los docentes. Esto requiere cambios en las instituciones y en los agentes a cargo de la educación formal. Aunque las administraciones tengan competencia sobre la regulación, evaluación y marco financiero, son los profesores y la sociedad en general responsables de cambios operacionales, siendo más flexible, revisión y actualización de estrategias metodológicas y observar el contexto del aula.

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INTRODUCTION

English is currently considered one of the most important languages in the world, either for those who speak it as a first language or for those who speak it as a second language. This language is of high priority in many habits such as social, economic and even tourism. It is important to note that in our country English is not seen as a priority. This is based on the fact that a very low percentage of people in Ecuador are able to speak and manage the language fluently.

Greater interest in learning a second language is required. The importance of written communication to express ideas in a foreign language cannot be left behind. Providing additional tools to facilitate learning will achieve good results.

Teaching English has four skills (listening, speaking, reading and writing). Writing needs special attention from students as it is the basis of knowledge that will allow students to learn other skills, but only with practice they will be able to improve their writing skills in this language.

It is very important that both teachers and students work together as one. With the guidance of the teacher, they can practice grammar in order of developing writing ability. Although many educational sites in the country do not have the infrastructure or equipped English laboratories, it is necessary to find other tools to develop the teaching-learning process and give students the opportunity to compete in an increasingly demanding world.
CHAPTER I
THE PROBLEM

Approach to the problem

Context of the research

Nowadays, the English learning has become in an important tool especially for the communication process all over the world. It happens; because everybody use it at any field such as, education, religion, politics, even for entertained and fun with social networks. Only one language can make it possible, to keep in touch millions of people through internet.

For everything said in previous words, the researchers of this project want to contribute with the development of this significant tool for increasing the teaching learning process of the English language.

The current investigation takes place at Unidad Educativa “Francisco de Orellana”, situated in the south of the city, in a sector called Las Acacias. This institution occupies more than two blocks in physical space, thus, it is considered one of the biggest high school of this part of Guayaquil. The institution is conformed by 1800 students, 79 teachers, and 1 chairman, who will be involved directly with the development of this research.

On the other hand, this high school is divided in two shifts, morning and afternoon, where students attend to classes on weekdays.
CONFLICT SITUATION

In this educational institution, when the researchers was making the observation classes, it was evident the poor performance of students in the English subject. In spite of, the grammar structure of this language is given by the teacher most of the classes and the text book that they use content a big part of grammar, it was noticed that students have significant failures at the moment of writing a sentence. It occurs since teachers do not use the appropriate approach with modern and innovative activities that promote the interest of the students for this part of the English language in order to transmit the new knowledge idoneously.

In addition, in the diagnostic test made by the researchers to the students of eighth year of General Basic Education at Unidad Educativa “Francisco de Orellana” was detected that students do not know recognize the different elements that compound a sentence, not even the subject of the structure, for that reason, they present serious problems for developing the writing skills. It is due to early years of study teachers do not encourage them that the English language is a good tool in the communicative process in modern society.

Furthermore, students have never put in practice in real life the knowledge acquired in academic institutions, it is because of they do not receive enough practices by educators since they do not disposed of the appropriate material teaching and developing the writing skill.
On the other hand, through the direct observation, it was noticed the lack of pedagogical methods to foster the acquisition of this language. Students do not feel motivated enough to become an active part of the learning process. It is even more difficult for them to learn the rules in order to form sentences well structured. Moreover, they are not able to produce them by writing because they do not deal with the grammar rules.

**SCIENTIFIC FACT**

Deficiency in the development of the writing skills in students of eighth year of General Basic Education at Unidad Educativa Francisco de Orellana in the school year 2016 – 2017.

**CAUSES**

Most of the students present certain lack of knowledge in the use of English language, especially in the writing skills, due to the inappropriate pedagogy methods in the classroom.

The lack of basic grammar structure practices do not allow the students’ progress.

Limited use of teaching resources. Teachers only work with the textbook given by the government.
VARIABLES OF THE INVESTIGATION

Independent

Basic Grammar Structure

Dependent

Writing skills

FORMULATION OF THE PROBLEM

What is the incidence in the design of a didactic guide that contains basic grammar structure in order to improve the writing skills in students of eighth year of General Basic Education at Unidad Educativa “Francisco de Orellana” in the school year 2016 – 2017?

OBJECTIVES OF THE RESEARCH

GENERAL

To establish the realistic use of the basic grammar structure through different kinds of instruments of investigation with the purpose of incentivize the writing skills in students of eighth year of General Basic Education at Unidad Educativa “Francisco de Orellana”.

SPECIFICS

To identify the inconvenient that present students in developing the writing skills by means of diagnostic and surveys in order to obtain a real information of them.
To define the students` level knowledge referring to the writing skill to consider the most important aspects which they have failures

To justify the creation of an additional didactic resource which will help in the teaching learning process of the English language.

QUESTIONS OF THE INVESTIGATION

What kind of material is going to be used to develop this project?

Where will be applied the proposal?

What instruments of investigation will be used for achieving real information?

Will the foundations contribute with the bibliographic research?

Who will be the main beneficiaries with this educational project?

JUSTIFICATION

It is often said that English language must be learned not only for academic people but also for those who want to keep in touch with others all over the world. For that reason, English is considered the second language and the most used at any field. Thus, it is necessary and sometimes mandatory to acquire this language either in formal or non formal way.
Consequently, the correct use of basic grammar structure in the teaching process of the English language especially in the writing skills is very valuable for students that want to develop it and to keep communication with others.

For that reason, the implementation of an additional didactic resource will offer both teachers and students new learning tools and modern approaches that will serve to increase the ability of writing.

This research is intended to expand the knowledge of the writing skills by means of different and useful methodology that pretend helping the teaching learning process of the English language.

The current project will be useful not only for students but also for teachers at Unidad Educativa “Francisco de Orellana” due to the importance of having a pedagogical resource to improve the writing skill and its right use and application either academic or personal life. At the same time, proving its effectiveness, it can be considered to be applied in other educational institutions of the area, in this way, it will be promoting the good living.
CHAPTER II
THE THEORETICAL FRAME

BACKGROUNDS
The teaching of grammar structure has become an important tool at the moment of acquiring a second language. It happens because when students want to write or speak they have to apply the different rules recognizing the elements that compound a sentence. Thus, putting in practice the general rules of grammar structure in the communicative process will reflect the level of culture who is writing or speaking.

For that reason, it is important that teachers consider this part of a foreign language at the same moment when it is taught.

On the other hand, the researchers of this project were looking for information about this topic, encountering similar themes in other educational project but focused from another perspective, that is the reason why they are sure this investigation is original.

In the same way, this educational project is based in the scientific and bibliographic researches that are the support of this work of investigation; it helps to understand better the problem and obtaining good results for a possible solution.
THEORETICAL FOUNDATION

GRAMMAR

Definition

"Grammar is the study of all the contrasts of meaning that it is possible to make within sentences. The 'rules' of grammar tell us how. By one count, there are some 3,500 such rules in English." (David Crystal, 2006)

The systematic study and description of a language. (Compare with usage.)

A set of rules and examples dealing with the syntax and word structures (morphology) of a language.

"Students do not learn their language from their grammar. After he has learned it in other ways, grammar steps in and furnishes him a scientific analysis of what he has been doing." (Thomas R. Lounsbury, 2011).

Etymology
From the Greek, "craft of letters"

CHARACTERISTICS

“One of the most fundamental claims of modern linguistic analysis is that all languages have a grammar. It could not be any other way. If a
language is spoken, it must have a phonetic and phonological system; since it has words and sentences, it must also have a morphology and a syntax; and since these words and sentences have systematic meanings, there must obviously be semantic principles as well. Of course, these are the very things that make up a grammar." (W. O'Grady and J. Archibald, 2000).

"It is not the business of grammar, as some critics seem preposterously to imagine, to give law to the fashions that regulate our speech. On the contrary, from its conformity to these, and from that alone, it derives its authority and value." (George Campbell, 2006)

"Ancient attitudes to grammar still survive: many people are in awe of it, know little about it, tend to fear or dislike it, often find it baffling or boring if exposed to it at school, and yet a minority is fascinated by it: a field in which precise scholarship and nit-picking pedantry have co-existed for centuries." (Sidney Greenbaum, 2006)

"What it is known about grammar is its infinite power. To shift the structure of a sentence alters the meaning of that sentence."(Joan Didion, 2008)

"Students tacit knowledge of grammar is more sophisticated than the thickest style manual. Grammar should not be confused with the guidelines for how one ought to speak." (Steven Pinker, 2009)
TYPES OF GRAMMAR

There are many characteristics of how differentiate a type of grammar as follows:

✓ Case Grammar
✓ Cognitive Grammar
✓ Comparative Grammar
✓ Construction Grammar
✓ Descriptive and Prescriptive Grammar
✓ Generative Grammar
✓ Lexical-Functional Grammar (LFG)
✓ Lexicogrammar
✓ Mental Grammar
✓ Pedagogical Grammar
✓ Reference Grammar
✓ Theoretical Grammar
✓ Traditional Grammar
✓ Transformational Grammar
✓ Universal Grammar
✓ Word Grammar

IMPORTANCE

Some people think that correct English grammar matters only to teachers and is of no real importance in daily life. This is certainly not true. Grammar, regardless of the country or the language, it is the foundation
for communication. When a message is relayed with the correct grammar, it is
easier to understand the purpose and meaning of that message. In order to
communicate, a learner should know the grammar of the language. It is
important to be able to express yourself, but this should be done in a way that
people find easy to understand.

Writing that is poorly punctuated and contains grammatical errors is difficult to
read and sometimes impossible to understand. If the reader has to go back and
re-read a sentence several times because they are not quite sure what it
means, it spoils their reading experience and they are quite likely to
misunderstand the point or even give up and not read any further.

In linguistics, grammar is the set of structural rules which influences the
composition of clauses, phrases, and words in any given language. It is the
systematic study and description of a language, and it helps us to understand
how words and their component parts combine to form sentences.

**APPLYING THE CORRECT GRAMMAR WHEN WRITING**

Grammar rules can help learners develop the habit of thinking logically and
clearly. After studying grammar, learners are able to become more accurate
when using a language.

Without good grammar, clear communication is impossible. Proper grammar
keeps students from being misunderstood while expressing their thoughts and
ideas.
Grammar improves the development of fluency. When a person has learned grammar, it will be easier for that person to know how to organize and express the ideas in their mind without difficulty. As a result, they will be able to speak, read and write the language more fluently.

When writing on behalf of students’ organization, it is important to use the correct grammar, as this can mean the difference between readers trusting their expertise or questioning their knowledge of the subject matter. If students cannot write properly, they cannot convey their subject matter with authority.

A person with poor grammar skill can form a negative impression on others. First impressions can be lasting, and may hide the true judgment of character. Some people consider good grammar to be a mark of intelligence and education. Don’t allow strangers to form a negative impression of the based on their poor communication skills.

Writing and speaking correctly gives students the appearance of credibility. If they are attempting to build a reputation as an expert in their activities as students, correct use of grammar is extremely important.

Grammar is unnecessary in these mediums and fragments of sentences are quite acceptable. Unfortunately, it is easy to get into a bad habit based on this.
There is no shortcut to learning English grammar. A computer cannot fully grasp the complexities of the English language. In some cases, a computer grammar check can sometimes suggest the incorrect alternatives when attempting to fix common errors.

THE ROLE OF GRAMMAR IN TEACHING WRITING

The researchers would aim at a program embracing deep and wide knowledge of grammar as highly useful, perhaps proclaiming that ignorance of grammar is far more limiting than knowledge, that it creates a vacuum within which dysfunctional prescriptive norms are enforced.

“In the same way, another program that consider home languages as the foundation for the evolution of a highly effective writing voice. What students know already is much too deep to be taught, and teachers cannot afford to foster distrust. They need to get down to the business of helping them put that fine instrument to work in the creation of a range of effective texts, using a conscious understanding of language as an important adjunct in that process”. (Martha Kolln and Craig Hancock, 2005)

APPLICATIONS OF GRAMMATICAL STUDY

According to Sidney Greenbaum and Gerlad Nelson (2002), there are several applications of grammatical study:

1. A recognition of grammatical structures is often essential for punctuation.
2. A study of one’s native grammar is helpful when one studies the grammar of a foreign language.

3. A knowledge of grammar is a help in the interpretation of literary as well as nonliterary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis.

4. A study of the grammatical resources of English is useful in composition: in particular, it can help you to evaluate the choices available to you when you come to revise an earlier written draft.

**SYNTAX AND MORPHOLOGY**

Grammar is concerned with how sentences and utterances are formed. In a typical English sentence, it can see the two most basic principles of grammar, the arrangement of items (syntax) and the structure of items (morphology): “I gave my sister a sweater for her birthday. The meaning of this sentence is obviously created by words such as gave, sister, sweater and birthday. But there are other words (I, my, a, for, her) which contribute to the meaning, and, additionally, aspects of individual words and the way they are arranged which enable us to interpret what the sentence means.” (Ronald Carter and Michael McCarthy, 2006)

**GRAMMAR AND CONVERSATION ANALYSIS**

Grammar and social interaction are bound up together and analysis
should focus on the relationship between them, rather than separating grammar out as a system that exists independently of language-in-interaction.

For many linguists, such a position is counter-intuitive; but what is even more counter-intuitive in the developing relationship between CA [conversation analysis] and grammatical study is that contributors are starting to work with a variety of definitions of 'grammar' in the first place.

These range from the traditional linguistic view of grammar as the set of rules for stringing words together in sentences, to far less conventional and more sociologically inclined ideas. (Ian Hutchby and Robin Wooffitt, 2008).

**DESCRIPTIVE GRAMMAR**

As its name indicates, it is a description of the grammar of modern Standard English. It provides a detailed account of the principles governing the construction of English words, phrases, clauses, and sentences. To be more specific, it gives a synchronic, descriptive grammar of general purpose, present-day, international Standard English. (Rodney Huddleston and Geoffrey K. Pullum, 2002)

"Henceforth, language studies were no longer directed merely toward correcting grammar." (Ferdinand de Saussure, 2006)
USING GRAMMAR REAL LIFE

According to Jana Johnson (2011), grammar skills are useful in every aspect of life from education to leadership, and social life to employment opportunities. They are equally important at home where children learn their grammatical patterns from their parents and family. This puts the next generation at an immediate disadvantage if learning incorrectly.

Grammar skills are important to be an effective leader. Communication skills are indispensable to effectively give direction and provide assurance of leading ability. In addition, if continuing education is desired, grammatically correct papers will be expected from college professors.

Proper grammar is also essential for understanding English as a second language as well as for learning a new one, since all of them follow grammatical patterns.

From persuasive papers to resumes, grammatical errors immediately take away the intended strength necessary to acquire an ally on an issue or an invitation for a job interview. In both situations, grammatical inconsistencies make influential words less poignant.

While correct grammar is a valuable tool for success in many areas of life, it is not used to create a gap in the social world. It is not a tool for segregation, but a tool to opening doors by being heard and understood more clearly. While correct grammar will offer an edge in a job interview it
won't be so obvious as to cause a separation from the masses in casual conversation.

In conclusion, just as rules are necessary in everyday situations, grammar rules are likewise essential in everyday life for clarity of meaning and intent.

**WRITING**

From the historical standpoint of writing, the 1960s have been considered a revolutionary age because writing began to be one of the objects of researchers' and teachers' attention; yet it led to the disciplinary division between composition studies and ESL writing.

Silva and Matsuda (2002) point out that writing is a means of recording students' speech and a support for the learning of speech because the technology for sound recording had not fully developed before the 1960s. During the 1960s, however, with the growth of ESL students in American universities, writing got much more attention because it was necessary to become familiar with the form of writing and how to write ideas beyond the word and sentence level. Furthermore, composition studies were developed in the audiolingual approach with bad results.

Contrary to this radical change, as noted by Matsuda (2005), many teachers of L1 composition were troubled with ESL students because they were not willing to change their style of teaching grammatical and syntactic forms and did not know how to adjust to this new demand for speaking instruction. In order to solve this problem, ESL specialists who
played a part in ESL writing (although they were not composition specialists), attempted to help L1 composition teachers figure out how to teach writing in ESL classes.

As a result of this ESL issue, the growth of composition studies and the popularity of second language writing, led to the separation of composition studies and ESL writing. Due to this separation, composition specialists lacked the interest in and enthusiasm for instructing ESL writers, and ESL specialists had to engage in teaching ESL writing.

Even though writing is believed to be an important communicative activity, writing must be based on the communication approach and have not been systematically developed as a theory or a method of ESL writing, and, regrettably, the idea of writing as an important communicative skill has not been put into practice as much as it should have. The reason for this may be because there is no consensus on the method for teaching writing. For example, three approaches in writing emerged from composition studies: controlled composition, the paragraph pattern approach, and the process approach. In controlled composition, "writing is regarded essentially as reinforcement for oral habits and as a secondary concern" (Silva & Matsuda, 2002, p. 258).

**Definition**

Widdowson (2012), states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper.
Hornby (2001), states that writing is in the sense of the verb ‘write’. Write is to make letters or other symbols (ideographs) on a surface, especially with a pen or a pencil on a paper.

Pincas (1998) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one’s self, to provide information for one’s reader, to persuade one’s reader, and to create a literary work.

Barli Bram (1995) defines that writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we write we need to determine what to writes should have something meaningful to convey.

Writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentences level (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraph or text). What we want write should have something meaning to convey.

**TEACHING WRITING**

Raimes (1996) lists five emerging traditions in writing to illustrate characteristics of the teaching writing. They are recognitions of the complexity of composing, student diversity, learners’ processes, politics of pedagogy, and the value of practice, and teachers.
If typical writing classes are to instruct students how to translate word by word, to compose a collection of words following grammatical rules, or even sheer writing activity which uses authentic materials such as e-mail but are only exercised as a filler, how are communication-oriented writing classes different from them, or even from composition classes?

Widdowson (2008) argues that there are two aspects in language; one is rules, such as grammar, that determine correctness, and the other one is the performative ability that allows students to undertake meaningful communication. He labels the correctness as usage and the performance as use. Since the language functions systematically and communicatively, both spoken and written modes of language cannot leave out either the grammatical and communicative aspects.

According to Widdowson, writing is the matter of use, and composing is the act of usage. Writing is not a communicative act because it is evaluated only by its correctness, and, in this sense, the equivalent of writing in the spoken mode is saying, simply reciting un-contextual words. Composing is a communicative activity of the written mode, as speaking is in the spoken mode. In Widdowson’s argument, sheer writing is the matter of writing a correct sentence by following grammatical rules. Composition can be described as a collection of sentences, yet it cannot be communicative writing in a holistic sense.

A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to
produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts. Rivers (2001: 294) claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms.

Objectives of the teaching of writing skill can be achieved through some approaches. According to Harmer (2001: 25), there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.

The writing approaches, including a process approach, are applied to get the objectives of study in writing skill; they are enabling the students to understand the materials and helping them to express their ideas grammatically and orderly in English.

In addition, Nunan (1989: 36) says that a process approach in writing sees the act of composition from a different perspective, or focusing as much on itself. He also states that the process approach focuses on the steps involving drafting and redrafting a piece of work. In other words, on this process approach, the important one is not only in the product, but also in the writing process.
Therefore, the process approach can be developed through writing practices routinely with effective activities also a better input to improve the students’ writing skill.

A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. Furthermore, Richard and Renandya (2002: 303) state that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

**TYPES OF WRITING**

Types of writing activities to perform writing should be based on the students’ level and capacity. According to Brown (2001: 343), there are five major categories of classroom writing performance:

1). *Imitative, or writing down*

This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.
2). Intensive, or controlled
This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure through out.

3). Self-writing
The most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

4). Display writing For all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of display writing techniques.

5). Real Writing
Some classroom writing aims at the genuine communication of messages to an audience in need of those messages. According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students’ level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies.

Those efforts above should be done well to improve the students’ writing skill. 17 Writing processes always deal with texts as the products. Feez, (2002: 4) states that creating texts requires making choices about the words that are used and how it can be put together.
She also states that there are various kinds of texts called text type. According to Feez (2002: 85-86), the families of text type are:

1). Exchanges
   a). Simple exchanges is relating to information and goods and services. b). Complex or problematic exchanges
   c). Casual conversation

2) Forms
   a). Simple formatted texts
   b). Complex formatted texts

3). Procedures
   a). Instruction
   b). Procedures
   c). Protocols

4). Information Texts
   a). Descriptions
   b). Explanations
   c). Reports
   d). Directives

5). Story Texts
   a). Narratives
   b). Recounts
6). Persuasive Texts
a). Opinion texts
b). Exposition
c). Discussion

According to the standard of competence and the basic competencies, the students are expected to write a narrative and a recount text orderly and grammatically. To produce qualified narrative and recount writings, the students need to be stimulated in expressing ideas and to be guided in their writing process. Besides, they also need to be supported by providing them qualified and understandable inputs.

COMMUNICATIVE WRITING

Communicative writing can be described as the act of corresponding. Of course, as Widdowson (2008) acknowledges, the socially reciprocal setting of the written mode is different from that of the spoken mode because, unlike listeners, readers are not always available for immediate responses or, even worse, for any form of interactions whatsoever. However, communicative writing entails the presence of readers as a target audience.

The important point is that one student can write following grammatical rules, and other can compose in order to communicate with peers through writing, yet, if they do not write with the target audience in mind, composition cannot be an act of communication. A personal diary, for
example, is not a communicative writing. It is a simply composition because of its absence from the socially reciprocal setting with a target audience. Hence, communicative writing can be defined as writing activity aiming to correspond with a target audience.

EVALUATING WRITING

On the teaching of writing, an evaluation should be done to measure or to know the students’ ability in writing. The effectiveness of a learning process of writing skill can be measured through an evaluation activity.

According to Brown (2001: 357), the categories for evaluating writing are:

1). Content It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.

2). Organization It includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.

3). Discourse It includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation.

4). Syntax

5). Vocabulary
6). Mechanics It includes spelling, punctuation, and citation of references, neatness and appearance. The theory of categories for evaluating writing above is used by the researcher to assess the students’ narrative and recount writings.

EPISTEMOLOGICAL FOUNDATION

CONSTRUCTIVISM

Definition
As perspective in education, is based on experiential learning through real life experience to construct and conditional knowledge. It is problem-based, adaptive learning that challenges faulty schema, integrates new knowledge with existing knowledge, and allows for creation of original work or innovative procedures. The types of learners are self-directed, creative, innovative, drawing upon visual/spatial, musical/rhythmic, bodily kinesthetic, verbal/linguistic, logical/mathematical, interpersonal, intrapersonal, and naturalistic intelligences. The purpose in education is to become creative and innovative through analysis, conceptualizations, and synthesis of prior experience to create new knowledge. The educator’s role is to mentor the learner during heuristic problem solving of ill-defined problems by enabling quested learning. The learning goal is the highest order of learning: heuristic problem solving, metacognitive knowledge, creativity, and originality that may modify existing knowledge and allow for creation of new knowledge.
THE NATURE OF LEARNER

The type of learner is self-directed, creative, and innovative. The purpose in education is to become creative and innovative through analysis, conceptualizations, and synthesis of prior experience to create new knowledge. The learning goals are proficiency in higher-order cognitive functions: heuristic problem solving, metacognitive knowledge, creativity, and originality. —Constructivism not only acknowledges the uniqueness and complexity of the learner, but actually encourages, utilizes, and rewards it as an integral part of the learning process. Constructivism encourages the learner to arrive at their version of the truth, influenced by their background, culture, or worldview. Historical developments and symbol systems, such as language, logic, and mathematical systems, are inherited by the learner as a member of a particular culture and these life experiences influence a learner's schema.

Constructivism emphasizes the importance of the learner being actively involved in the learning process. Another crucial assumption regarding the nature of the learner concerns the level and source of motivation for learning. According to Von Glasersfeld sustaining motivation to learn is strongly dependent on the learner's confidence in his or her potential for learning. The belief in their own potential to solve new problems, a feelings of competence, is derived from first-hand experience mastering problem solving, which is more powerful than any external motivator.
In adult learning, methods must take account of differences in learning due to the adults' well developed schema (adults have more life experiences) resulting in well developed neurological structures. Personal relevance of the content, involvement of the learner in the process, and deep understanding of underlying concepts are some of the aspects of constructivism relevant to the advanced instructional theories of andragogy. In contrast, controlled studies uniformly supports direct, strong instructional guidance rather than minimal guidance during the instruction of novice to intermediate learners. Young students with considerable prior knowledge may require strong guidance while learning. Even though constructivist methods are often found to be equally effective to other approaches there is evidence that unguided approaches may have negative results when students acquire misconceptions or incomplete or disorganized knowledge.

Mayer's arguments against pure discovery are not specifically aimed at constructivism:

"Nothing in this article should be construed as arguing against the view of learning as knowledge construction or against using hands-on inquiry or group discussion that promotes the process of knowledge construction in learners. The main conclusion I draw from the three research literatures I have reviewed is that it would be a mistake to interpret the current constructivist view of learning as a rationale for reviving pure discovery as a method of instruction." (Mayer's 2001).
Mayer’s concern is how one applies discovery-based teaching techniques. Students learn to become better at solving mathematics problems when they study worked-out examples rather than when they solely engage in hands-on problem solving. Today’s proponents of discovery methods, who claim to draw their support from constructivist philosophy, are making inroads into educational practice, but Mayer’s point is that people often misuse constructivism to promote pure discovery-based teaching techniques. Sweller found evidence that practice by novices during early schema acquisition, distracts these learners with unnecessary search-based activity, when the learner’s attention should be focused on understanding (acquiring schemas).

PEDAGOGICAL FOUNDATION

Pedagogy is the science and art of education, specifically instructional theory. An instructor develops conceptual knowledge and manages the content of learning activities in pedagogical settings.

Modern pedagogy has been strongly influenced by the cognitivism of Piaget, 1926, 1936/1975; the social-interactionist theories of Bruner, 1960, 1966, 1971, 1986; and the social and cultural theories of Vygotsky, 1962. These theorists have laid a foundation for pedagogy where sequential development of individual mental processes such as recognizing, recalling, analyzing, reflecting, applying, creating, understanding, and evaluating are scaffolded.
Students learn as they internalize the procedures, organization, and structures encountered in social contexts as their own schemata. The learner requires assistance to integrate prior knowledge with new knowledge.

**The nature of education**

The starting point of this part of the project is here with the nature of education. Unfortunately, it is easy to confuse education with schooling. Many think of places like schools or colleges when seeing or hearing the word. They might also look to particular jobs like teacher or tutor. The problem with this is that while looking to help people learn, the way a lot of teachers work is not necessarily something we can properly call education.

Often teachers fall, or are pushed, into ‘schooling’ – trying to drill learning into people according to some plan often drawn up by others. Paulo Freire (1972) famously called this ‘banking’ making deposits of knowledge. It can quickly descend into treating learners like objects, things to be acted upon rather than people to be related to. In contrast, to call ourselves ‘educators’ we need to look to acting with people rather on them.

Education is a deliberate process of drawing out learning of encouraging and giving time to discovery. It is an intentional act. At the same time it is, as John Dewey (1963) put it, a process of living and not a preparation for future living.
As well being concerned with learning that we set out to encourage a process of inviting truth and possibility, it is also based in certain values and commitments such as a respect for others and for truth. Education is born, it could be argued, of the hope and desire that all may share in life and ‘be more’.

For many concerned with education, it is also a matter of grace and wholeness, wherein we engage fully with the gifts we have been given. As Pestalozzi constantly affirmed, education is rooted in human nature; “it is a matter of head, hand and heart” (Brühlmeier 2010). It is found identity, meaning, and purpose in life “through connections to the community, to the natural world, and to spiritual values such as compassion and peace” (Miller 2000).

To educate is, in short, to set out to create and sustain informed, hopeful and respectful environments where learning can flourish. It is concerned not just with knowing about things, but also with changing ourselves and the world we live in. As such education is a deeply practical activity – something that we can do for ourselves (what we could call self-education), and with others. This is a process carried out by parents and careers, friends and colleagues, and specialist educators.

The educator’s role is to mentor the learner during heuristic problem solving of ill-defined problems by enabling quested learning that may modify existing knowledge and allow for creation of new knowledge. Instructors are facilitators rather than teachers. Where a teacher gives a didactic lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content.
In the former scenario the learner plays a passive role and in the latter scenario the learner plays an active role in the learning process. The emphasis thus turns away from the instructor or the content and towards the learner. This change of role implies that a facilitator needs to display a different set of skills than a traditional teacher. A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners.

**SOCIOLOGICAL FOUNDATION**

Social constructivism is a *sociological theory* of *knowledge* that applies the general philosophical *constructivism* into social settings, wherein groups construct knowledge for one another, collaboratively creating a small culture of shared artifacts with shared meanings. When one is immersed within a culture of this sort, one is learning all the time about how to be a part of that culture on many levels. Its origins are largely attributed to [Lev Vygotsky](https://en.wikipedia.org/wiki/Lev_Vygotsky).

Social constructivism has been studied by many educational psychologists, who are concerned with its implications for teaching and learning. Social constructivism extends constructivism by incorporating the role of other actors and culture in development. In this sense it can also be contrasted with *social learning theory* by stressing interaction over observation. For more on the psychological dimensions of social constructivism, see the work of A. Sullivan Palincsar.
An instructional strategy grounded in social constructivism that is an area of active research is computer-supported collaborative learning (CSCL). This strategy gives students opportunities to practice 21st-century skills in communication, knowledge sharing, critical thinking and use of relevant technologies found in the workplace.

Additionally, studies on increasing the use of student discussion in the classroom both support and are grounded in theories of social constructivism. There is a full range of advantages that results from the implementation of discussion in the classroom.” Participation in group discussion allows students to generalize and transfer their knowledge of classroom learning and builds a strong foundation for communicating ideas orally” (Reznitskaya, Anderson & Kuo, 2007).

“Many studies argue that discussion plays a vital role in increasing student ability to test their ideas, synthesize the ideas of others, and build deeper understanding of what they are learning” (Corden, 2001).

Large and small group discussion also affords students opportunities to exercise self-regulation, self-determination, and a desire to persevere with tasks. Additionally, discussion increases student motivation, collaborative skills, and the ability to problem solve. Increasing students’ opportunity to talk with one another and discuss their ideas increases their ability to support their thinking, develop reasoning skills, and to argue their opinions persuasively and respectfully.
Furthermore, the feeling of community and collaboration in classrooms increases through offering more chances for students to talk together given the advantages that result from discussion, it is surprising that it is not used more often.

“Studies have found that students are not regularly accustomed to participating in academic discourse” (Corden, 2001; Nystrand, 1996). Nystrand (1996) argues that teachers rarely choose classroom discussion as an instructional format.

The results of Nystrand’s (1996) three year study focusing on 2400 students in 60 different classrooms indicate that the typical classroom teacher spends under three minutes an hour allowing students to talk about ideas with one another and the teacher. Even within those three minutes of discussion, most talk is not true discussion because it depends upon teacher directed questions with predetermined answers.

Multiple observations indicate that students in low socioeconomic schools and lower track classrooms are allowed even fewer opportunities for discussion. Teachers who teach as if they value what their students think create learners. Discussion and interactive discourse promote learning because they afford students the opportunity to use language as a demonstration of their independent thoughts. Discussion elicits sustained responses from students that encourage meaning making through negotiating with the ideas of others. This type of learning “promotes retention and in-depth processing associated with the cognitive manipulation of information” (Nystrand, pg. 28).
One recent branch of work exploring social constructivist perspectives on learning focuses on the role of social technologies and social media in facilitating the generation of socially-constructed knowledge and understanding in online environments.

LEGAL FOUNDATION

The Constitution of Ecuador

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

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

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

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

1. Generate, adapt and disseminate scientific and technological knowledge.

2. Recover, strengthen and enhance the ancestral knowledge.

3. Develop technologies and innovations that boost domestic production, raise efficiency and productivity, improve the quality of life and contribute to the realization of the good living.

**Article 386.** - The system shall include policies, programs, actions, resources, and be incorporated into State institutions, public research institutes, universities and polytechnics and individuals, public and private companies, non-governmental organizations and natural or legal persons, as are activities of research, technological development and innovation and those linked to the ancestral knowledge.

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

**Article 387.** – It is the responsibility of the State:
1. Provide and promote the incorporation of the knowledge society to achieve the objectives of the regime's development.

2. Promote the generation and production of knowledge, promoting scientific and technological research, and enhance the ancestral knowledge, and contribute to the realization of good living.

3. Ensure the dissemination and access to scientific and technological knowledge, the usufruct of their discoveries and findings within the framework of the provisions of the Constitution and the law.

4. Guarantee freedom of creation and research in the framework of respect for ethics, nature, the environment, and the rescue of ancestral knowledge. Recognize the status of researcher in accordance with the law.

**Common European Framework**

The Council of Europe was established to defend human rights, parliamentary democracy and the rule of law. In pursuit of these goals it develops continent-wide agreements to standardize the social and legal practices of member states and promotes awareness of a European identity that is based on shared values and cuts across different cultures. These concerns explain why the Council of Europe attaches great importance to the maintenance of linguistic and cultural diversity.
and encourages language learning as a means of preserving linguistic and cultural identity, improving communication and mutual understanding, and combating intolerance and xenophobia.

The CEFR’s proficiency levels

The CEFR’s action-oriented approach to the description of language use supports what might be described as the horizontal dimension of language learning and teaching. At any level of proficiency it enables us to consider how the capacities of the language learner, the different aspects of language activity, and the conditions and constraints imposed by context combine to shape communication. But the CEFR also has a vertical dimension: it uses some parts of its descriptive apparatus to define language proficiency at six levels arranged in three bands – A1 and A2 (basic user); B1 and B2 (independent user); C1 and C2 (proficient user). We can use these common reference levels as a starting point for the elaboration of language syllabuses and curriculum guidelines, the design of learning materials, and the assessment of learning outcomes. We can also use them to plot the progress of individual language learners over time and as a basis for comparing language courses, textbooks, examinations, and qualifications. It is important to emphasize that the levels are not normative. The CEFR should rather be thought of as “a concertina-like reference tool that educational professionals can expand or contract, elaborate or summarize, according to the needs of their context”.

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CHAPTER III
THE METHODOLOGY

ANTECEDENTS

The information of this research will be obtained from the place where the events happened, allowing the researchers to make a detailed investigation about the problem. The authors will conduct a field analysis, attempting to promote situations that permit the introduction of certain elements and describe the effects in the student population. For this analysis, they will use the technique of survey and interview, since through this, the investigators will be able to gather information related to the aforementioned problem and try to direct a possible solution to the matters.

MODALITY OF THE INVESTIGATION

This theme refers to investigate, elaborate, and develop a proposal which will help to give a possible solution to the problem, requirements or necessities of the Institution.

Analysis

Decomposition of all elements of the data, to classify and reclassify the material collected from different points of view to choose the most accurate and representative.

For the development of this project, it helped to find the correct way of investigation and give the necessary guidelines in order to obtain a truthful information for the elaboration of it.
**Multivariate Analysis**: Simultaneous analysis of two or more variables, either to predict or control of selected factors.

In this research the authors have taken into account several hypotheses that then were dismissed with the continuing research, leaving only one at the end, which was the selected for working.

**Bibliography**

Set of book titles with the topic research.

This modality was applied in this project for choosing the best tool for the development of this research. The researchers could find many of them which only few of them were taken into account.

**Draft**

Written by first intention in which displays an organized way the ideas include the final report.

The investigators prepared some reports according to the results obtained in the research, they were made before, during and after of it, it helped to clarify the facts of the proposal.

**Cause**

A variable is considered the cause of another whether it is not null association has chronological priority is not spurious and rational exposition.
They were made various essays with the variables, for example, the relationship between them, obtaining good results in the affirmation. In other words, the way of thinking is related to understand a reality and the meaning that gives the subject to what studies and researches. The management and the meaning ascribed to its subject matter. The intervention made by the investigator.

**TYPES OF RESEARCH**

**Qualitative**

Qualitative research is the method of select when the research question requires an understanding of processes, events and relationships in the context of the social and cultural situation. Instead of generating numerical data supporting or refuting clear cut hypotheses, qualitative research aims to produce factual descriptions based on face to face knowledge of individuals and social groups in their natural settings.

The qualitative research lets to the researchers know how the process happens in its environment in real situation with the help of many others techniques.
Quantitative research

It is a method of investigating phenomena which generates numerical data and usually seeks to establish causal relationships between two or more variables, using statistical methods to test the strength and significance of the relationships.

The quantitative research gave to the authors of this project almost exactly information in numbers about the progress, throughout this type of research they can get the best comprehension of the results.

Co relational research

It is a systematic process of investigation that make a relation between two or more variables, without knowing cause and effect.

With the help of this research it could know how a variable or definition works and how is the relation that it has with others. All things considered helped for a better understanding in this research.

The Experimental research

The experimental research is an objective, systematic, controlled investigation for the purpose of predicting and controlling phenomena and examining probability and causality among selected variables.
In this project it was essential to carry out different organized steps that lead to an efficient investigation that allowed to manage the situation wisely to not have inconvenient later.

**LEVELS OF INVESTIGATION**

This work is going to be developed under three levels of investigation which are: exploratory, descriptive, and explanatory.

**Exploratory**

It is an investigation into a situation which contribute awareness to the researchers. The research meant to provide specific aspects where there is a small amount of information. It can use several methods such as trial studies, interviews, group discussions, experiments, or other tactics for the purpose of gaining information.

In the first level our investigation is exploratory because it has as objective to make conceptions clear, collect information, revealing new ideas to select the appropriate methods to be used in the formulation of the problem.
Descriptive

Descriptive research is used to obtain information concerning the current status of the phenomena to describe “what exists” with respect to variables or conditions in a situation. The methods involved range from the survey.

In the second level the investigation is descriptive because it provides an accurate portrayal of characteristics of the particular group of study. These studies let researchers describe what exists, determining the frequency with which something occurs, and categorizing information to identify some characteristics and elements of the problems.

Explanatory

The purpose of explanatory research is to explain or answer the question of why something occurs. Explanatory research goes further than exploratory research in that its goal is to find the reasons behind a theory or phenomenon.

In the third level this investigation is explanatory or explicative because it is intended to explain, to look for causes and, reasons, to answer the question “Why “rather than simply to describe. It is done by using the scientific method to test the evidence to extend an idea to use it to improve the quality of the investigation analyzing the causes and consequences of a problem.
METHODS FOR THE INVESTIGATION

The methods that were utilized during the elaboration of this investigation go according to the necessities that were presented day by day in the development of it.

**Inductive Method**
The researchers make the observation of the students in order to determine and identify the strategies applied in English class; as a result, it was made a survey to get the real data in order to postulate a hypothesis that provides a possible solution to the problem. This method was applied using all its phases, it means, observation, experimentation, comparison, abstraction, and generalization, which contribute in order to get true data.

**Deductive Method**
All the data and the subsequent classification of the information is analyzed to obtain a general statement from the surveys that were solved by the educational community. The result of it, is that the development of strategies in the English area is limited.

**Analytic Method**
After analyzing the results in the application of this method, the researchers determine that they have to update the teaching methods in order to improve the development of English learning.
**Statistic Method**
Quantitative research is based on the statistic method as a process of acquisition, representation, simplifying analysis and interpretation of results. This method is important in the investigation because the sources are reliable.

**INSTRUMENTS OF THE INVESTIGATION**
For this investigation we are using techniques and instruments

**Questionnaire**
The mechanism chosen was the questionnaire, which is a useful and effective tool for gathering information in a short time. It will be represented in Likert scale.

**Interviews**
It is applied as an instrument for gathering information, which has the same advantages as obtain direct information from interviewee; it will be represented in Likert scale. It is addressed to authority and teachers.

**Surveys**
The survey is a set of questions designed according to the topic that it is investigating, to be directed towards a sample and population, by gathering information, such as; acts, opinions, attitudes, habits and situations in order to explain the variables set to make a research and get conclusions.
This investigation applied the survey to students of eighth year at Unidad Educativa “Francisco de Orellana”, which contains 10 statements and different alternative of answer according to Likert scale.

**POPULATION**

Total number of the population at school: administrative staff, English teachers, students. The population to be analyzed corresponds to the whole institution at Unidad Educativa “Francisco de Orellana”, the main interest of this investigation is that students improve the writing skill by means of basic grammar.

**SAMPLE**

A statistical sample is a subset of cases of a statistical population. Samples are obtained with the purpose to infer properties of the entire population, which should be representative. The sample of this research was taken for students of eighth year of General Basic Education at Unidad Educativa “Francisco de Orellana”.

**STRATUM**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>STAFF</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Administrative Staff</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>56</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>1129</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>1188</strong></td>
<td><strong>38</strong></td>
</tr>
</tbody>
</table>
OPERATIONALIZATION OF THE VARIABLES

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSION</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Variable</td>
<td>DEFINITION</td>
<td>The study of all the contrasts of meaning that it is possible to make within sentences</td>
</tr>
<tr>
<td>GRAMMAR STRUCTURE</td>
<td>CHARACTERISTICS</td>
<td>All languages have a grammar. Regulate the speech.</td>
</tr>
<tr>
<td></td>
<td>TYPES</td>
<td>Case Grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cognitive Grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comparative Grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Construction Grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Descriptive Grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generative Grammar</td>
</tr>
<tr>
<td>Dependent Variable</td>
<td>DEFINITION</td>
<td>Act of making up correct sentences and transmitting them through the visual medium as mark on paper.</td>
</tr>
<tr>
<td>WRITING SKILL</td>
<td>TYPES</td>
<td>Imitative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Display writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Real writing</td>
</tr>
</tbody>
</table>
OBJECTIVE: TO KNOW WHAT THE TEACHER NEEDS TO IMPROVE QUE LEARNING OF BASIC GRAMMATICS IN STUDENTS.

1. What are the difficulties you find for teaching basic grammar?

2. Do you think the students are able to write simple sentences in English?

3. Do you think basic grammar is important to develop the writing skills in English language?

4. Do you see development in the learning of basic grammar in the students?

5. What are the activities that students do in class to develop writing?

6. What types of exercises do you apply to improve the writing skill?

7. Does the English book have enough writing skill practice?

8. What types of resources do you use to practice writing skill in class?

9. Do you use an additional resource to teach your class?

10. Would you be willing to use a didactic guide with exercises to help your class?
UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTER AND SCIENCES OF EDUCATION
GENERAL CORDINATION OF RESEARCH AND ACADEMIC PROJECT
INTERVIEW TO THE DIRECTOR

OBJETIVO: CONOCER EL PUNTO DE VISTA DE LOS DIRECTIVOS SOBRE LA IMPORTANCIA DE LAS TECNICAS DE ENSEÑANZA REFERENTE A LOS TIEMPOS SIMPLIES EN EL IDIOMA INGLÉS EN LOS ESTUDIANTES.

1. ¿Cree usted que es importante el aprendizaje de la gramática básica para la enseñanza para el idioma inglés?

2. ¿Que se ha hecho en la institución para mejorar la enseña del idioma inglés?

3. ¿Los maestros reciben actualizaciones continuas de sus conocimientos?

4. ¿Cree usted que los estudiantes están aprendiendo correctamente el idioma inglés?

5-¿Cree usted que es importante el aprendizaje de gramática básica para poder escribir en inglés correctamente?

6. ¿Cree usted que el correcto aprendizaje de los tiempos simples en inglés es un elemento primordial para el aprendizaje de este idioma?

7. ¿Cree usted que la enseñanza de ejercicios de gramática básica acrecentará el aprendizaje en los estudiantes?

8. ¿Cree usted que los estudiantes están mejorando sus conocimientos con el método actual de enseñanza?

9. ¿Con que recursos didácticos cuenta la institución para impartir la enseñanza del idioma inglés?

10. ¿Cree usted que la ejecución de este proyecto ayudaría a mejorar el nivel de inglés en los estudiantes?
Objective of the Survey: To know whether students agree with the methodology applied in English classes.

Specific information: Write an X on the answer you consider the most appropriate on each of the questions. STRONGLY AGREE (1), AGREE (2), NEUTRAL (3), DISAGREE (4), STRONGLY DISAGREE (5).

<table>
<thead>
<tr>
<th>#</th>
<th>STATEMENTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>The teacher motivates you in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>The methodology for teaching grammar used by the teacher make the class easier</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>The teacher must use new techniques for teaching grammar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>You want to learn grammar in a different way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>You need to recognize the elements of a sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>You like to write words in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>You consider it is very hard to memorize words in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>The English teacher must practice more writing skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09</td>
<td>You want to get a booklet with practices of grammar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The teacher must use another didactic resource.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## RESULTS OF THE SURVEY TO THE STUDENTS

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Indifferent</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher motivates you in class.</td>
<td>1</td>
<td>16</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>2. The methodology for teaching grammar used by the teacher make the class easier</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>27</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>3. The teacher must use new techniques for teaching grammar.</td>
<td>25</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>4. You want to learn grammar in a different way.</td>
<td>30</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>5. You need to recognize the elements of a sentence.</td>
<td>22</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>6. You like to write words in English</td>
<td>19</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>7. You consider it is very hard to memorize words in English.</td>
<td>33</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>8. The English teacher must practice more writing skill.</td>
<td>31</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>9. You want to get a booklet with practices of grammar.</td>
<td>31</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>10. The teacher must use another didactic resource.</td>
<td>12</td>
<td>18</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>36</td>
</tr>
</tbody>
</table>
**ANALYSIS OF RESULTS**

**STATEMENT 1:** The teacher motivates you in class

**SAMPLE:** 36

**COURSE:** 8th year

**CHART OF FREQUENCY # 1**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>1</td>
<td>3 %</td>
</tr>
<tr>
<td>AGREE</td>
<td>16</td>
<td>44%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>19</td>
<td>53%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**SOURCE:** UNIDAD EDUCATIVA FRANCISCO DE ORELLANA  
**RESEARCHERS:** JOHANNA ESPINOZA AND PAOLA COELLO

**COMMENT**

According to the results, most of the half students agree that they need a kind of motivation in the English class, however, a considerably amount of them are disagree. This result shows that the researchers have to make their best in giving an appropriate didactic material that lead students to awake the interest for the English class.
ANALYSIS OF RESULTS

STATEMENT 2: The methodology for teaching grammar used by the teacher make the class easier.

SAMPLE: 36 COURSE: 8th year

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>27</td>
<td>73%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA FRANCISCO DE ORELLANA
RESEARCHERS: JOHANNA ESPINOZA AND PAOLA COELLO

COMMENT

In this statement most of the students are strongly disagree with the methodology used by the English teacher. For this reason, the new additional material contents appropriate methodology according students` needs..
ANALYSIS OF RESULTS

STATEMENT 3: The teacher must use new techniques for teaching grammar

SAMPLE: 36 COURSE: 8th year

CHART OF FREQUENCY # 3

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>25</td>
<td>69.4%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>6</td>
<td>16.6%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA FRANCISCO DE ORELLANA
RESEARCHERS: JOHANNA ESPINOZA AND PAOLA COELLO

GRAPHIC # 3

SOURCE: UNIDAD EDUCATIVA FRANCISCO DE ORELLANA
RESEARCHERS: JOHANNA ESPINOZA AND PAOLA COELLO

COMMENT

According to the results of this statement almost all students are strongly agree that the teacher must use modern techniques for teaching grammar. It is a good point for the researchers since the booklet contains all these kind of activities that engage students to be more participative.
ANALYSIS OF RESULTS

STATEMENT 4: You want to learn grammar in a different way.

SAMPLE: 36 COURSE: 8th year

CHART OF FREQUENCY # 4

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>30</td>
<td>83.3%</td>
</tr>
<tr>
<td>AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>4</td>
<td>11.1%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA FRANCISCO DE ORELLANA
RESEARCHERS: JOHANNA ESPINOZA AND PAOLA COELLO

COMMENT

In this statement the majority of the students are strongly agree to learn grammar in a different way. The teaching of a new language must be funny and entertained, for this reason, the content of this didactic material
is very interactive which students will learn a new language playing and acquiring information at the same time.

**ANALYSIS OF RESULTS**

**STATEMENT 5:** You need to recognize the elements of a sentence.

**SAMPLE:** 36  
**COURSE:** 8TH year

**CHART OF FREQUENCY # 5**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>22</td>
<td>61.1%</td>
</tr>
<tr>
<td>AGREE</td>
<td>6</td>
<td>16.6%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>5</td>
<td>13.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**SOURCE:** UNIDAD EDUCATIVA FRANCISCO DE ORELLANA  
**RESEARCHERS:** JOHANNA ESPINOZA AND PAOLA COELLO

**CHAPTER # 5**

**COMMENT**

According to the results most of the students want to recognize the elements of a sentence. With the application of this material they are going to have the opportunity to practice more grammar constantly.
ANALYSIS OF RESULTS

STATEMENT 6: You like to write words in English

SAMPLE: 36  
COURSE: 8th year

CHART OF FREQUENCY # 6

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>19</td>
<td>52.7%</td>
</tr>
<tr>
<td>AGREE</td>
<td>12</td>
<td>33.3%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA FRANCISCO DE ORELLANA  
RESEARCHERS: JOHANNA ESPINOZA AND PAOLA COELLO

**COMMENT**

In this statement most of the students want to write words in English, they are sure that gaining grammar their writing skill will increase considerably.
ANALYSIS OF RESULTS

STATEMENT 7: You consider difficult to memorize words in English.

SAMPLE: 36  COURSE: 8th year

CHART OF FREQUENCY # 7

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>33</td>
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<tr>
<td>AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA FRANCISCO DE ORELLANA
RESEARCHERS: JOHANNA ESPINOZA AND PAOLA COELLO

CHAPTER # 7

In this statement most of the students answered strongly agree, it happens because teachers do not use the appropriate tools and teaching strategies to make this activity very simple and easy. With this proposal it is going to introduce new techniques for making a comfortable class.
ANALYSIS OF RESULTS

STATEMENTS 8: The English teacher must practice more writing skill.
SAMPLE: 36
COURSE: 8th year

CHART OF FREQUENCY # 8

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>31</td>
<td>52.7%</td>
</tr>
<tr>
<td>AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>4</td>
<td>11.1%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA FRANCISCO DE ORELLANA
RESEARCHERS: JOHANNA ESPINOZA AND PAOLA COELLO

COMMENT

In this statement most of the students want that teacher practice more writing skill since they consider it is very important for communication. For that reason the additional guide contains useful exercises with grammar that will reinforce this skill.
ANALYSIS OF RESULTS

STATEMENT 9: You want to get a booklet with practices of grammar

SAMPLE: 36  COURSE: 8th year

CHART OF FREQUENCY # 9

<table>
<thead>
<tr>
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<th>FREQUENCY</th>
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<tr>
<td>AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>3</td>
<td>8.3%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA FRANCISCO DE ORELLANA
RESEARCHERS: JOHANNA ESPINOZA AND PAOLA COELLO

COMMENT

In this statement most of the students agreed that they need an additional material that reinforce their knowledge. It is good because this booklet have a lot of material related with grammar structure.
ANALYSIS OF RESULTS

STATEMENT 10: The teachers must use another didactic resource.

SAMPLE: 36 COURSE: 8th year

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
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<td>33.3%</td>
</tr>
<tr>
<td>AGREE</td>
<td>18</td>
<td>50%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>3</td>
<td>8.3%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>12</td>
<td>5.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA FRANCISCO DE ORELLANA
RESEARCHERS: JOHANNA ESPINOZA AND PAOLA COELLO

COMMENT

The tendency of the answers have been agree, we are very pleased with acceptance of this work. It shows that English language is accepted for students but the deficiencies in the traditional teaching has influenced in a wrong way in the acquisition of this foreign language.
CHI SQUARE TEST

Objective.- With the application of this test it plans to demonstrate the relationship that exists between the Independent Variable Grammar and Dependent Variable Writing skill.

As we can see in the next table, the percentage between the two variables is less that 0.05, it means that there is relationship between the Variables and consequently the Basic Grammar is going to impact in the improvement of Writing Skill.
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- According to the survey carried out, it is clear that students do not reach the required level of knowledge in writing skill, and the objective is to foster the grammar structure in order to reinforce it.

- Teachers try to motivate students, but it seems that students do not get totally involved. Their current strategy is not very welcomed by students because it lacks motivation.

- Teachers are forgetting the “pre-instruction” strategies because when the teacher arrives to the class, they start with the subjects without providing a proper introduction to the topic.

- It is clear that the methodology used by teachers is traditional limiting to use only the text book given by the government.

- Implement improvements to raise the quality of learning.

- Identify strategies of support that improve the learning through activities previously established by teachers.

RECOMMENDATIONS

- The use of an additional didactic material is a innovative strategy for students.
- The use of a didactic manual would be a useful support in classes for the teacher.

- Monitor the classes, walk around it, have a perspective of the learning process from a different viewpoint.

- Help the students in their learning process through words or mimic that stimulate the knowledge.

- To provide a quality education with the application of quality standards.

- This handbook improves the learning of students with activities established in a creative way.
CHAPTER IV
THE PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH BASIC GRAMMAR STRUCTURE IN ORDER TO IMPROVE THE WRITING SKILL IN STUDENTS OF EIGHTH YEAR AT UNIDAD EDUCATIVA “FRANCISCO DE ORELLANA”

JUSTIFICATION

Nowadays, English is considered the first language for communication all over the world, for that reason is important that not only students but also common people learn both write it and speak it. Considering this the authors of this work of investigation have proposed to create a useful material that will help in the teaching learning process of this language.

Learning English is difficult for most of the students because they cannot form sentences using the correct grammar structure for writing well. Detecting this problem the researchers of this project decided to create a proposal that will improve the teaching learning process and they are sure that it will have good acceptance not only for students but also teachers who will use this material with satisfaction.

It is very important that students at the moment of writing a sentence or a paragraph take into account that English is not only vocabulary, they must apply different techniques that exist when writing in this language, not only
that, they have to recognize the elements that compound the grammar structure of them. For that reason it is important to develop a didactic material that enhance and master the correct use of the grammar, in this way, to foster that a good writer is not who knows or writes more words but who do it following the grammar rules of the English language.

According to the results of the surveys, it can be proven that the making of a booklet will help the students to improve their required and necessary learning, being the first beneficiaries the students of eighth year at Unidad Educativa “Francisco de Orellana”, since they are the main focus and that is why we will change the teaching of the English language.

OBJECTIVES OF THE PROPOSAL

GENERAL

To implement a didactic guide with basic grammar structure to improve the writing skills in students of eighth year at Unidad Educativa “Francisco de Orellana” in the school year 2016-2017.

SPECIFICS

To introduce the new didactic material according to the students` needs.

To prepare strategies that will allow the improvement of the learning-teaching process based on the didactic guide.

To assess students to affirm the whether the acquisition of new knowledge has been correctly.

FEASIBILITY
First of all, this proposal is viable because it has been designed according to the students’ necessities detected in the observation classes and affirmed in the results of the surveys. Furthermore, It has been considered using different tools that have served as support for the realization of this investigation work.

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

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

THEORICAL ASPECTS

METHODOLOGY FOR THE PROPOSAL

This proposal will use the method for the English teaching called Engage Study Activate and also the inductive method that goes from the particular to the general based in the observation, analysis, facts and finally the teaching of the meanings.

ENGAGE-STUDY AND ACTIVATE

These are elements that are present in a language classroom to help students to learn effectively.

ENGAGE
This is the point in a teaching sequence where teachers try to arouse the students’ interest, thus involving their emotions.

Most people can’t remember lessons at school which were uninvolving and where they ‘switched off’ from what was being taught them. Frequently, this was because they were bored, because they were not emotionally engaged with what was going on. Such lessons can be contrasted with lessons where they were amused, moved, stimulated or challenged. It seems quite clear that those lessons involved not only more ‘fun’, but also better learning.

**STUDY**

Activities are those where the students are asked to focus in on language (or information) and how it is constructed. They range from the study and practice of a single sound to an investigation of how a writer achieves a particular effect in a long text.

Students can study in a variety of different styles: the teacher can explain grammar, they can study language evidence to discover grammar for themselves, and they can work in groups studying a reading text or vocabulary. But whatever the style, study means any stage at which the construction of language is the main focus.

**ACTIVATE**

This element describes exercises and activities which are designed to get the students using language as freely and communicatively as they can. The objective for the students is not to focus on language construction and/or practice specific bits of language (grammar patterns, particular vocabulary items or functions) but for them to use all and any language which may be appropriate for a given situation or topic.
On the other hand, this proposal will be implemented in students of eighth year of General Basic Education at Unidad Educativa “Francisco de Orellana”. The didactic guide was made considering the academic content made by teachers in the curriculum planning, thus, do not create conflicts in the teaching learning process. Besides, each activity was designed according to the text guide given to the students for this level.

**DESCRIPTION OF THE PROPOSAL**

The proposal will be implemented in the students of the 8th basic year of the educational Unidad Educativa Francisco de Orellana in the current school year 2017. The didactic guide is made with grammar exercises to develop writing skills in the classroom. In the proposal 10 lessons are designed according to the level of students which includes photos, letters and cards as support material.

**DIDACTIC GUIDE**

The importance of grammar is daily demonstrated in schools and daily activities. In the classroom, the successful students possess the most adequate knowledge. Because of the nature of most classroom activities, knowledge of words an ability to use language are essential to success in these activities. After schooling has ended, adequacy of writing skills is almost equally essential for achievement in vocations and in society.

1. **Outlining:** The didactic guide is one of teaching resources used to encourage learning and to improve the academic level of students in the eighth year of the Unidad Educativa Francisco de Orellana.
2. Activities: Together with teachers and directors did a meeting to explain how we will use the didactic guide and we offered to give demonstration classes in order that the process teaching learning takes place.

3. Application: The proposal will be applied under the supervision of the directives, the English teachers and our tutor according to the following phases:

PHASE I  Presentation of the proposal
PHASE II  Implementation of the proposal
PHASE III Evaluation of the proposal
PHASE IV  Analysis of the final results

4. Instruments to use: It will use the additional cards, vocabulary activities, evaluation sheets booklet.

5. Contributors: It has the cooperation of managers, teachers, students and the tutor for the development of our proposal.

6. Location and physical aspects: The approach will be applied in the Unidad Educativa Francisco de Orellana which has around seven hundred students. This institution is located in the southern part, Parroquia Ximena. There are 23 teachers working in different areas. Four teachers are working in English classes.
7. CONTENT OF THE PROPOSAL

The content of the proposal is divided in 10 lessons as follows:

LESSON 1: RULES FOR PLURAL NOUNS
LESSON 2: A OR AN
LESSON 3: PREPOSITION OF PLACE
LESSON 4: PRESENT SIMPLE - THE VERB TO BE
LESSON 5: THE PRESENT CONTINUOUS TENSE
LESSON 6: PRONOUNS (PERSONAL PRONOUNS/POSSESSIVE ADJECTIVES)
LESSON 7: PRESENT SIMPLE WITH DO OR DOES
LESSON 8: DAILY ROUTINES
LESSON 9: COUNTABLE AND UNCOUNTABLE
LESSON 10: WH- QUESTIONS

This proposal will be applied to the students of 8th grade, basic education, from “A” of the Unidad Educativa Francisco de Orellana located in Av. Manuel Serrano and Lcdo. Luis Garcés in Zona 8, Distrito 2 –Ximena 2 Circuito 2”.

This work will be developed with the help of the teacher staff, and the directives of the institution because through them we got all the information needed to apply our educational project that will benefit students and will support teachers in their English classes.

The students will receive effective recommendations and tips before to practice pronunciation in classes, in order to improve the speaking ability and, it will not to affect their routine in other skill applications of the use of English as a foreign language.
8. BENEFICIARIES

The first beneficiaries will be the eighth year basic education students because they will learn more vocabulary that helps them in their daily routine and other notable content through group techniques. The institution and English teachers will be others beneficiaries since it can complement to the teaching with a new recreational and educational instrument.

9. MATERIALS AND RESOURCES

Some of the materials for the implementation of this proposal are:

- Textbooks
- Dictionaries
- Office Supplies
- Booklet
- Laptop
- Compact discs

PSYCHOLOGICAL ASPECT

Psychology is the scientific study of the behavior, it describes the behavior and it tries to explain the causes of it. To apply psychology is extremely important in classrooms to get a better understanding and better improvement of Education as a primary goal.

It is important that people who are in front of a class make a funny and motivating environment that will be flexible to the physical changes of the classroom and help to wake up the creativity of all the students and to lead them to the individual and group goals of the classroom also trust that the
students wish to reach the meaningful objectives that are full of motivations also that students feel that the teacher gets involved with the learning of the group. Teachers have to pay a special attention to the strong and deep feelings of the students in a positive way to give recommendations and good advices to create a good atmosphere in classroom according to the creative teaching.

PEDagogical aspect

From the definition of the pedagogy as a systematic human activity that guide the educational activities and trainings; are laying out the principles, methods and ways of thinking also models that are its constituent element.

The pedagogy participates in changes and evolutions that students are experimenting. However, the pedagogy has its own history and culture: the practices, ways of thinking and its own models. It contributes to the professionalization of the teacher’s trade.

That’s why the authors think that pedagogy is both teacher and student. It is also the point of view of the teacher. The pedagogy means to be placed in an action inside of a context, for example to teach students in the classroom, but also in other contexts associated to the development of the topic of the same kind of schooling, vocational training, continuing education, etc. These contexts and the diversity of possible situations make possible the relation between the pedagogy and the social modes of learning.

LEGAL ASPECT

These are following articles 26, 27, 28 and 29 of the Constitution of the Republic of Ecuador.

Constitution of the Republic of Ecuador

Fifth section, Education
Art. 26. Education is a right for people throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a primordial area of public politics and of state investment, guarantee of equality and social inclusion and essential condition for good living. People, families and society have the right and responsibility to be part of the educational process.

Art. 27. Education will focus on human beings and it must guarantee their holistic development, respect for human rights, sustainable environment and their democracy will be: secular, democratic, participatory. It will have good quality and warmth. It will be obligatory, intercultural, including and diverse. It will encourage gender equality, justice, solidarity and peace. It is important for knowledge, exercise of rights, building a sovereign country and a strategic pillar for national development.

Art. 28. Education will respond to public interest and will not be available for individual or corporate interests. It will be guaranteed its universal access, continuation, mobility and graduation without any kind of discrimination and its elementary, middle and high school levels or their equivalent will be obligatory. It is the right and duty of every person and community to interact among cultures and participate in a society that learns. The State will encourage intercultural dialogue in its ethnic, gender, generational, physic, sexual and geographic dimensions. Learning will be developed in an educated and non-educated way. Public education will be universal and secular in all its levels, and it will even be free until the third level of superior education.

Art. 29. Education will strengthen abilities and human talent oriented towards a democratic living, emancipation, respect toward diversity and nature, culture of peace, knowledge, critical sense, art and physical culture. It will prepare people for a full cultural life, stimulation of individual and communal initiative, development of skills and abilities to grow and work.
The State will guarantee freedom of teaching and will offer people the right to learn their own language and cultural sphere.

Parents or representatives will have freedom to choose an education for their daughters and sons according to their principles, beliefs and educational options.

CONCLUSIONS:

- Students show disinterest because the activities are not directed to a specific goal.

- Students do not pay attention to the activities in the book.

- They do not understand the grammatical rules.

RECOMMENDATIONS:

- Focus teaching on a single topic at a time for students to understand easily.

- The teacher should prepare strategies for students to increase interest.

- The teacher should motivate students doing exercises that draw their attention.

Liberation Learning


Carter Ronald and Michael McCarthy, 2006 Learning for Success

Corden Edward, 2001 Teacher as mediator inside a classroom.


Harmer Frank 2001, The two approaches in teaching writing.


Hutchby Ian and Robin Wooffitt, 2008). Studying Effectively and

Kolln Martha and Craig Hancock, 2005 The Bare Essentials, Form B. Toronto: Holt, Rinehart and Winston of Canada, Limited.


APPENDIX 1

DOCUMENTS
Guayaquil, 04 de Septiembre del 2015

Msc. Rodrigo Guererro Segura.
Docente de la Facultad de Filosofía, Letras y Ciencias de la Educación Ciudad.

De nuestras consideraciones:

Con un atento saludo nos es grato comunicarle que, en virtud de sus méritos académicos y profesionales ha sido designado consultor Académico para la Dirección del Proyecto Educativo: TEMA: ESTRUCTURA GRAMATICAL BÁSICA PARA MEJORAR LAS HABILIDADES DE ESCRITURA EN ESTUDIANTES DE OCTAVO AÑO DE EDUCACIÓN BÁSICA GENERAL EN LA UNIDAD "FRANCISCO DE ORELLANA" EN EL AÑO LECTIVO 2016 – 2017

PROPUESTA: DISEÑO DE UNA GUÍA DIDÁCTICA. Elaborado por las estudiantes: Coello Villamar Paola del Rocio Y Espinoza Químí Johanna Abigail para el Sistema de Educación Superior Semipresencial en el Centro Universitario Matriz Guayaquil, en la Especialización de Lenguas y Lingüística, período lectivo 2015-2016

Hacemos propicia la oportunidad para desearle el mejor de los éxitos en el desarrollo académico y formativo en el área que usted laborará, que con seguridad motivará en el estudiante la búsqueda permanente del conocimiento, a través del desarrollo de un aprendizaje significativo.

Con la consideración y estima,

[Signature]

Sub-Director Carrera de Lenguas, Lingüística Semipresencial.

[Signature]

Elaborado por: Ledo, Fabián Conrado.
Revisado y aprobado por: Msc. Lely Torres.
CERTIFICACIÓN:

CERTIFICO.- QUE las docentes COELLO VILLAMAR PAOLA DEL ROCIO con cédula de identidad 092357086-5; y, ESPINOZA QUIMI JOHANNA ABIGAIL con el número de cédula 092763170-5, se encuentran laborando dentro de la Institución el Proyecto Educativo con el Tema ESTRUCTURA GRAMATICAL BÁSICA PARA MEJORAR LAS HABILIDADES DE ESCRITURA EN IDIOMA EXTRANJERO este Vice-Rectorado autoriza la realización de este Proyecto en esta Institución.

Es lo que puedo certificar en honor a la verdad, las interesadas pueden hacer uso de este documento para los fines que estimen convenientes.

Guayaquil, Julio 03 del 2015

VICERRECTOR (e) DEL PLANTEL

L.cdo. Raúl C. Castro Mejía
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Master. Larry Torres Vivar, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por JOHANNA ABIGAIL ESPINOZA QUIMI C.C.:0927631705 y PAOLA DEL ROCIO COELLO VILLAMAR C.C.: 0923570865, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en lenguas y lingüística.

Se informa que el trabajo de titulación: Basic grammar structure in order to improve the writing skills in students of eighth year at Unidad Educativa “Francisco de Orellana” con la Propuesta: Design of a didactic guide with grammar exercises, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUM quedando el 1% de coincidencia.
text of the research

Adays, the English learning has become an important tool especially for the communication process all over the world. It happens because everybody use it at any field: education, religion, politics, even for entertainment and fun with social networks. Only one language can make it possible, to keep in touch millions of people through internet. Everything said in previous words, the researchers of this project want to contribute with the development of this significant tool for increasing the teaching learning process of English language. The current investigation takes place at Unidad Educativa "Francisco de Orellana", situated in the south of the city, in a sector called Las Acacias. This institute has more than two blocks in physical space, thus it is considered one of the biggest high school of this part of Guayaquil. The institution is conformed by 1800 students, 96 teachers and 1 chairman who will be involved directly with the development of this research in this educational institution, when the researchers was making the observation sessions. It was evident the poor performance of students in the English subject. In spite of the grammar structure of this language is given by the teacher most of the classes text book that they use content a big part of grammar. It was noticed that students have significant failures at the moment of writing a sentence. It occurs since teachers do not appropriate approach with modern and innovative activities that promote the interest of students for this part of the English language in order to transmit the new vogue idiomously.

The foundational moments of research the characteristic times a students make mistakes and nonliteracy. In this and is included the division of relevant moments with a meta-cognitive strategy

The originality of the text is 99%
APPENDIX 2

INTERVIEWS
UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTER AND SCIENCES OF EDUCATION
GENERAL CORDINATION OF RESEARCH AND ACADEMIC PROJECT
INTERVIEW TO THE DIRECTOR

OBJETIVO: CONOCER EL PUNTO DE VISTA DE LOS DIRECTIVOS SOBRE LA IMPORTANCIA DE LAS TECNICAS DE ENSEÑANZA REFERENTE A LOS TIEMPOS SIMPLES EN EL IDIOMA INGLES EN LOS ESTUDIANTES.

1. ¿Cree usted que es importante el aprendizaje de la gramática básica para la enseñanza para el idioma inglés?

_______________________________________________________________________

2. ¿Que se ha hecho en la institución para mejorar la enseña del idioma inglés?

_______________________________________________________________________

3. ¿Los maestros reciben actualizaciones continuas de sus conocimientos?

_______________________________________________________________________

4. ¿Cree usted que los estudiantes están aprendiendo correctamente el idioma inglés?

_______________________________________________________________________

5. ¿Cree usted que es importante el aprendizaje de gramática básica para poder escribir en inglés correctamente?

_______________________________________________________________________

6. ¿Cree usted que el correcto aprendizaje de los tiempos simples en inglés es un elemento primordial para el aprendizaje de este idioma?

_______________________________________________________________________

7. ¿Cree usted que la enseñanza de ejercicios de gramática básica acrecentará el aprendizaje en los estudiantes?

_______________________________________________________________________

8. ¿Cree usted que los estudiantes están mejorando sus conocimientos con el método actual de enseñanza?

_______________________________________________________________________

9. ¿Con que recursos didácticos cuenta la institución para impartir la enseñanza del idioma inglés?

_______________________________________________________________________

10. ¿Cree usted que la ejecución de este proyecto ayudaría a mejorar el nivel de inglés en los estudiantes?

_______________________________________________________________________
UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTER AND SCIENCES OF EDUCATION
GENERAL CORDINATION OF RESEARCH AND ACADEMIC PROJECT
INTERVIEW TO THE ENGLISH TEACHER

OBJECTIVE: TO KNOW WHAT THE TEACHER NEEDS TO IMPROVE QUE
LEARNING OF BASIC GRAMMATICS IN STUDENTS.

1. What are the difficulties you find for teaching basic grammar?

___________________________________________________________

2. Do you think the students are able to write simple sentences in English?

___________________________________________________________

3. Do you think basic grammar is important to develop the writing skills in
English language?

___________________________________________________________

4. Do you see development in the learning of basic grammar in the
students?

___________________________________________________________

5. What are the activities that students do in class to develop writing?

___________________________________________________________

6. What types of exercises do you apply to improve the writing skill?

___________________________________________________________

7. Does the English book have enough writing skill practice?

___________________________________________________________

8. What types of resources do you use to practice writing skill in class?

___________________________________________________________

9. Do you use an additional resource to teach your class?

___________________________________________________________

10. Would you be willing to use a didactic guide with exercises to help your
class?

___________________________________________________________
Objective of the Survey: To know whether students agree with the methodology applied in English classes.

Specific information: Write an X on the answer you consider the most appropriate on each of the questions. STRONGLY AGREE (1), AGREE (2), NEUTRAL (3), DISAGREE (4), STRONGLY DISAGREE (5).

<table>
<thead>
<tr>
<th>#</th>
<th>STATEMENTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>The teacher motivates you in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>The methodology for teaching grammar used by the teacher make the class easier</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>03</td>
<td>The teacher must use new techniques for teaching grammar.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>04</td>
<td>You want to learn grammar in a different way.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>05</td>
<td>You need to recognize the elements of a sentence.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>06</td>
<td>You like to write words in English</td>
<td></td>
<td></td>
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<tr>
<td>07</td>
<td>You consider it is very hard to memorize words in English.</td>
<td></td>
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<tr>
<td>08</td>
<td>The English teacher must practice more writing skill.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>09</td>
<td>You want to get a booklet with practices of grammar.</td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>The teacher must use another didactic resource.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Johanna Espinoza Quimi y Paola Coello Villamar
APPENDIX 3
PHOTOS
SURVEY TO THE AUTHORITIES

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Johanna Espinoza Quimí y Paola Coello Villamar

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Johanna Espinoza Quimí y Paola Coello Villamar
SURVEY TO THE STUDENTS

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Johanna Espinoza Quimi y Paola Coello Villamar
ENTREGA DE EJEMPLARES DE LA PROPUESTA

Source: Unidad Educativa “Francisco de Orellana”
Researchers: Johanna Espinoza Quimí y Paola Coello Villamar
APPENDIX 4
THE PROPOSAL

BASIC ENGLISH GRAMMAR

DIDACTIC GUIDE
Rules for Plural Nouns

Add **s** to form the plural for most of your nouns:
- Like this:
  - dog → dogs
  - banana → bananas

Add **es** to nouns that end in **s, x, z, ch and sh**:
- Like this:
  - bus → buses
  - fox → foxes
  - quiz → quizzes
  - church → churches
  - bush → bushes

For nouns that end in **y** with a *consonant* before the **y**, change the **y** to an **i** and add **es**:
- Like this:
  - pony → ponies
  - baby → babies

For nouns that end in **y** with a *vowel* before the **y**, just add **s**:
- Like this:
  - turkey → turkeys
  - tray → trays

For nouns that end in **f** or **fe**, remove the **f** or **fe** and add **es**:
- Like this:
  - wolf → wolves
  - knife → knives

For nouns that end with a *consonant* before an **s**, add **es**:
- Like this:
  - mosquito → mosquitos
  - mango → mangoes

Some nouns change spelling when they become plural:
- Like this:
  - tooth → teeth
  - child → children

Some nouns do not change at all when they are in plural form:
- Like this:
  - sheep → sheep
  - fish → fish
PLURAL OF NOUNS
-s -es -ies -ves IRREGULAR

1. Throw the dice.
2. If there is a symbol, say the plural form of the given word.
3. If there is a symbol, make a sentence with the plural form of the given word.

START
girl
cat
Move ahead 2 spaces!
sandwich
bus
sheep
woman
leaf
baby
tooth
woman
leaf
cherry
t-shirt
kiss
boy
foot
umbrella
brush
fireman
house
mouse
roof
book
my shoes
watch
potato
box
potato
box
Go back 4 spaces!

MISS A TURN!
GO BACK TO START!

GOOD LUCK!
Write the Plurals

Regular and irregular plurals

- tooth
- fox
- tomato
- child
- box
- homework
- brush
- boy
- wolf
- elf
- sandwich
- candle
- fish
- leaf
- witch
- key
- butterfly
- woman
- island
- goose
- mouse
- shelf
- deer
- foot
- watch
Fill in the blank spaces with A, or An.
Prepositions of place

In on between under in front of
Behind on the right of on the left of

Complete the sentences with the right preposition.

1. The radio is .................. the shelf.
2. The ball is ................... the desk and the bed.
3. The shoes are ................ the desk.
4. The plant is .................... the pot.
5. The rug is ...................... the bed.
6. The lamp is .................... the desk.
7. The book is ..................... the pencil and the lamp.
8. The lamp is ..................... the book.
9. The pencil is ................... the book.
10. The picture is ................ the wall.
11. The rug is ..................... the doll and the palette.
12. The paintbrush is ................ the palette.
13. The palette is ................ the ball.
14. The teddy bear is ............... the bed.
15. The books are ................ the shelves.
16. The pencil, the book and the lamp are .................. the desk.
17. The desk is ................... the bedroom.
18. The shelves are ................ the wall.
19. The doll is .................... the rug.
20. The window is ................ the picture.
This is my house!

Read the text carefully.

Hello! My name is Peter and this is my house. My house is quite big. It has got two floors - a ground floor and a first floor. It has also got an attic and a basement. On the ground floor there is the hall, the kitchen, a pantry, the living room, a big dining room and a toilet. On the first floor there are three bedrooms, one bathroom and a big corridor. My bedroom is between my parents’ bedroom and the bathroom. My sister’s bedroom is in front of mine.

I love my bedroom, but I also like the attic. In the attic I keep some of my books and my old toys. I like to spend my time there because it is very spacious and there is a big sofa there where I sometimes take a nap.

In the basement is where we keep the washing machine, the drying machine and old stuff. At the back of the house there is also the garage, where my parents park the family car, and a lovely garden, with many green spaces, flowers, two swings and a small swimming-pool.

I love my house! It’s very comfortable and cozy.

---

A Fill in the table about Peter’s house

<table>
<thead>
<tr>
<th>Peter’s house</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of floors</td>
</tr>
<tr>
<td>Rooms on the ground floor</td>
</tr>
<tr>
<td>Rooms on the first floor</td>
</tr>
</tbody>
</table>

B Match the antonyms.

- big • new
- love • cramped
- old • hate
- spacious • unpleasant
- back • small
- comfortable • front
- cozy • uncomfortable

C Answer the questions about the text.

1. Is Peter’s house big or small?
2. How many floors are there?
3. Has his house got an attic?
4. Where is the living room?
5. Where is his bedroom?
6. Why does he like to be in the attic?
7. Where are the washing and drying machines?
8. Has Peter’s house got a garage?
9. What can you find in the garden?
10. How many bedrooms are there in his house?
11. Does Peter like his house?
**Present Simple**

**The verb TO BE**

<table>
<thead>
<tr>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I \ am \ are</td>
<td>I \ am \ not \ are \ not</td>
</tr>
<tr>
<td>you \ is \ are \ at \ home.</td>
<td>you \ is \ are \ not \ at \ home.</td>
</tr>
<tr>
<td>he \ is</td>
<td>he \ is \ not</td>
</tr>
<tr>
<td>she \ is</td>
<td>she \ is \ not</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td>we \ are \ are \ at \ home.</td>
<td>we \ are \ not \ at \ home.</td>
</tr>
<tr>
<td>you \ are \ are \ at \ home.</td>
<td>you \ are \ not \ at \ home.</td>
</tr>
<tr>
<td>they \ are \ are \ at \ home.</td>
<td>they \ are \ not \ at \ home.</td>
</tr>
</tbody>
</table>

**Questions**

1. He **is** at home.
2. **Is** he at home?

1. I \ am \ are \ at \ home.  
2. Am \ Are \ Is \ at \ home.
3. I \ you \ he \ she \ it \ are \ at \ home.  
4. Are \ Are \ Is \ at \ home.
<table>
<thead>
<tr>
<th></th>
<th>am</th>
<th>are</th>
<th>is</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I ______ very happy today.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Susan ______ 12 years old.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. They ______ at school today.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Mom and Dad ______ going to a party tonight.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. The tree ______ green.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. The dogs ______ wild.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. ______ anybody here?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. There ______ two apples in the basket.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. The teacher ______ from South Africa.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. Sparky ______ a black cat.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12. The mailbox ______ red.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13. Fiona ______ from the USA.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15. They ______ rich.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16. Mrs. Stone ______ gone for today.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>17. Nothing ______ good enough for you!</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
I am, she is, he is, it is, they are

I am Anna.
I am a ballerina.
I am not a teacher.
I am seven. I am not five.

It is a radio.
It is not a TV.
It is blue.
It is not black.

They are twins.
They are sisters.
They are not brothers.
They are Kate and Jane.

It is a car.
It is a plane.
It is red.
It is black.

It is a cake.
It is a lemon.
It is pink.
It is blue.

He is a genie.
He is a boy.
He is blue.
He is red.

They are apples.
They are oranges.
They are red and yellow.

He is Tom.
He is a clown.
He is a genie.
He is ten. He is eleven.

She is Emma.
She is a baby.
She is a doll.
She is one.

She is Amelia.
She is a mother.
She is a father.
She is nice.

Is he a Spiderman?
Yes, he is. He is a Spiderman.

Is he a doctor?
No, he is not. He is not a doctor.

Is he Peter Pen?
Yes, __________. __________.

Is Aladdin?
No, __________. He is not Aladdin.

Is she Fiona?
Yes, __________.

Is Winx?
No, __________. She is not Winx.

Are they Nemo and Flounder?
Yes, __________. They are Nemo and Flounder.

Are they Donald and Donald?
No, __________. They are not Donald and Donald. They are fish.
THE PRESENT CONTINUOUS TENSE

What is going on?

1. I __________________ television. (to watch)
2. Jack __________________ his homework. (to do)
3. Andrea and Rita __________________ fun. (to have)
4. Richard __________________ to school. (to walk)
5. Paul __________________ here. (to come)
6. The hairdresser __________________ Therese’s hair. (to cut)
7. The shopkeeper __________________ a parcel. (to tie)
8. I __________________ a letter to my friend. (to write)
9. The bus __________________ too long to come. (to take)
10. We __________________ in this house. (to live)
11. It __________________ hot in here. (to get)
12. Mark and Anna __________________ the rope. (to skip)
13. The dog __________________ fast. (to run)
14. I __________________ on a comfortable chair. (to sit)
15. We __________________ cold. (to feel)
16. They __________________ to the radio. (to listen)
17. The driver __________________ the car. (to push)
18. Max __________________ goodbye. (to wave)
PRONOUNS

my  you  him
she  his  hers  theirs
it  us  them
ours  yours  it
its  his  they
mine  her  their
me  our

personal

subject

object

possessive

adjective

pronoun

<table>
<thead>
<tr>
<th>personal</th>
<th>possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>object</td>
</tr>
<tr>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
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<tr>
<td>she</td>
<td>her</td>
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<td>it</td>
<td>it</td>
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<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
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</table>

<table>
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<th>possessive</th>
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</thead>
<tbody>
<tr>
<td>adjective</td>
<td>pronoun</td>
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<tr>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>your</td>
<td>yours</td>
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<tr>
<td>his</td>
<td>his</td>
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<td>her</td>
<td>hers</td>
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<tr>
<td>its</td>
<td>theirs</td>
</tr>
<tr>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>personal</th>
<th>possessive</th>
</tr>
</thead>
</table>
| 1. Mrs. Greene's dog loves walking with ..... in the country.
  1) she
  2) hers
  3) her

<table>
<thead>
<tr>
<th>personal</th>
<th>possessive</th>
</tr>
</thead>
</table>
| 2. The carol the boys sang at the nativity play last Christmas was ..... very happy.
  1) theirs
  2) their
  3) they

<table>
<thead>
<tr>
<th>personal</th>
<th>possessive</th>
</tr>
</thead>
</table>
| 3. Fred has lost a few pounds recently. ..... always cuts my hair.
  1) His
  2) He's
  3) Him

<table>
<thead>
<tr>
<th>personal</th>
<th>possessive</th>
</tr>
</thead>
</table>
| 4. My aunt is a hairdresser. ..... always cuts my hair.
  1) She
  2) Her
  3) She's

<table>
<thead>
<tr>
<th>personal</th>
<th>possessive</th>
</tr>
</thead>
</table>
| 5. Mike has fallen off his bike and ..... wheel is broken now.
  1) it
  2) its
  3) its

<table>
<thead>
<tr>
<th>personal</th>
<th>possessive</th>
</tr>
</thead>
</table>
| 6. My mum flies a kite ..... every summer.
  1) I
  2) It
  3) I's

<table>
<thead>
<tr>
<th>personal</th>
<th>possessive</th>
</tr>
</thead>
</table>
| 7. Harry has caught a fish ..... huge.
  1) Ifs
  2) It
  3) I's

<table>
<thead>
<tr>
<th>personal</th>
<th>possessive</th>
</tr>
</thead>
</table>
| 8. Alice has just sent a letter to a friend of ..... 
  1) her
  2) she's
  3) hers
### She, He, Her, Him, His

<table>
<thead>
<tr>
<th><strong>Likes to run.</strong></th>
<th><strong>Sister is a ballet dancer.</strong></th>
<th><strong>This is husband.</strong></th>
<th><strong>Likes to play with.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I saw.</strong></td>
<td><strong>Painting.</strong></td>
<td><strong>It was beautiful.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Wearing glove.</strong></th>
<th><strong>Feeding kitten.</strong></th>
<th><strong>My granny sat on rocking chair.</strong></th>
<th><strong>Costume was beautiful.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Was carrying all books.</strong></td>
<td><strong>Reading a book for brother and sister.</strong></td>
<td><strong>Went with grandma last week.</strong></td>
<td><strong>Was holding umbrella.</strong></td>
</tr>
<tr>
<td><strong>Drew a sun.</strong></td>
<td><strong>Dad gave a gift.</strong></td>
<td><strong>Was doing homework.</strong></td>
<td><strong>Likes friend.</strong></td>
</tr>
</tbody>
</table>

**That's aunt Rose.** **Is very shy.** **Was doing homework.** **Likes friend.**

**Correct the mistakes.**

Hi. The girl on my right is Mona. He is holding a fork. It was an idea to go out on a picnic today. The boy on my right is Hassan. She is passing me a plate. Her dad told he not to be late for her chess club.
Present Simple

**Affirmative**
- I work
- you work
- he works
- she works
- it works
- we work
- you work
- they work

**Negative**
- I do not work
- you do not work
- he does not work
- she does not work
- it does not work
- we do not work
- you do not work
- they do not work

Questions

He works at home.

Does he work at home?

Do/Does + subject + verb

Do you work?
Do or Does?

Complete with do or does

What does Leila do?

They enjoy their time?

Garfield drives a lorry?

Why do they dance?

He finds all the words?

He takes his dog for a walk?

She has a big fish?

When does she serve tea?

He speaks angrily?

They revise their lessons together?

They have flowers?

Where does Amin and his grandfather go?

They visit their ill friend?

They make a nice icescream?

He goes to his work every day?

She puts her school object in the toy?

Where does she go this morning?

The mother points her son's cradle?

He likes going to the dentist?

He finds his way?

How does Mira play the piano?

They attend the same school?

Fares likes reading books?

What does the grand mother read for them?

They elect their representative?
1. Complete the story with the right form of the present simple.
Peter ___________________ (live) on the farm. He ___________________ (get up) at 6:00 o'clock every morning. He ___________________ (have) breakfast and ___________________ (help) his father with the chores. He usually ___________________ (collect) the eggs, ___________________ (feed) the chickens and ___________________ (milk) the cows. At 7:00 he ___________________ (take) the bus and ___________________ (go) to school.
In the afternoon, he ___________________ (do) his homework and then he ___________________ (ride) his favorite horse.
At weekends he ___________________ (paint) the fences or ___________________ (clean) the barn.
       (obs. = milke = substantivo leite = verbo ordenhar)

2. Write the sentences in order.
   a) cleans — usually — peter — early — gets up.

   b) every day — peter — makes — bed — his

   c) does — homework — peter — his — the — in — afternoon.

   d) never — goes — to bed — 10:00 o clock — before — Peter.

   e) collects — the — Peter — feeds — the — eggs — animals — and.

3. Look at the picture and answer (T) for true or (F) for false:
   a) Peter is feeding the chickens ___________________ ...
   b) The cow is eating ___________________ ...
   c) There are two horses ___________________ ...
   d) There are three chicks ___________________ ...
   e) There are some apples on the trees ___________________ ...
   f) The horse is walking ___________________ ...

4. Look at the picture and answer:
   a) How many chicks are there on the farm? There are ___________________ ...
   b) How many trees are there on the farm? ___________________ ...
   c) How many pigs are there on the farm? ___________________ ...
DAILY ROUTINES

- Wake up
- Get up
- Make the bed
- Have a shower
- Get dressed
- Have breakfast
- Read the news
- Listen to the radio
- Go to school
- Go to work
- Wait for the bus
- Take a taxi
- Work
- Study
- Do the cleaning
- Do the washing
- Have a break
- Go shopping
- Do the cooking
- Wash the dishes
- Phone people
- Watch TV
- Have a walk
- Surf the net
- Go to bed
COUNTABLE/UNCOUNTABLE

Fill the gaps with A/AN/SOME/ANY and match the sentences to the pictures

1-There is ______ apple.
2-There aren’t ______ oranges.
3-There aren’t ______ eggs.
4-There is ______ butter.
5-There isn’t ______ sandwich.
6-There isn’t ______ milk.
7-There is ______ pineapple juice.
8-There are ______ bananas.
9-There aren’t ______ cakes.
10-There is ______ bread.
11-There isn’t ______ rice.
12-There are ______ tomatoes.
13-There is ______ jam.
14-There isn’t ______ cheese.

Fill the gaps with HOW MUCH or HOW MANY

1-How many potatoes are there?
2-How much meat is there?
3-How much butter is there?
4-How many peaches are there?
5-How much pizza is there?
6-How much ham is there?
7-How much honey is there?
8-How much salad is there?
9-How many bottles of milk are there?
10-How much fish is there?
11-How many strawberries are there?
12-How many slices of bread are there?

Make questions. Example: How much fruit is there? There is some fruit.

1-? There are a lot of eggs.
2-? There isn’t any tomato juice.
3-? There is a packet of pasta.
4-? There are three red peppers.
5-? There are a lot of beans.
6-? There is some pizza.
7-? There is a little salt.

Fill the gaps with a/an/some/any/is/are/much/many

Lisa: I’m hungry. ______ there any crisps?
Tom: No, there ______ any but there is ______ ham sandwich.
Lisa: Great, I’ll have the ham sandwich and then ______ orange. Is there ______ ice-cream left?
Tom: No, there ______ any ice-cream. I’ll go to the supermarket. How ______ tomatoes are there?
Lisa: There ______ only one. We should buy ______ more tomatoes. Oh! How ______ butter is there?
Tom: There isn’t ______. And we need ______ sugar, too.

COUNTABLE OR UNTOUNTABLE?

Write C for countable or U for uncountable

1-Oil ______
2-Carrots ______
3-Sugar ______
4-Chocolate ______
5-Chicken ______
6-Prawns ______
7-Peas ______
8-Lemons ______
9-Flour ______
10-Cucumbers ______
11-Cheese ______
12-Fish ______
13-Vienger ______
14-Onions ______
15-Pepper ______
16-Lettuce ______
17-Pasta ______
18-Pears ______
19-Honey ______
20-Croissants ______
21-Tea ______
22-Cup of tea ______
23-Eggs ______
24-Bottle of milk ______
25-Toast ______
26-Can of coke ______
Wh- Questions

Fill in the spaces with What, What time, Who, Where, How, How old, How many or When. Then match each sentence to the right picture:

1- __________ is she? She is a girl.
2- __________ is it? It's five to three.
3- __________ are they? They are in the school bus.
4- __________ is it? It's a famous museum.
5- __________ is Christmas? It's on 25th December.
6- __________ is he? He is nine years old.
7- __________ are they? They are best friends.
8- __________ is he? He is a judge.
9- __________ is he? He is at school.
10- __________ is she? She is at school.
11- __________ are you going? I'm going to the cinema.
12- __________ are you? I'm sick.
13- __________ people are there in the picture? Nine.
14- __________ is he doing? He is writing.
15- __________ is she doing? She is painting.
16- __________ is he? He is at the zoo.
17- __________ is it? It's a lamp.
## Question Words

**Step 1:** Complete the questions with the correct question words.

**Step 2:** Interview a friend using your questions. Record the answers.

**Step 3:** Tell the class some things about the person you interviewed.

<table>
<thead>
<tr>
<th>1. .................. do you live?</th>
<th>2. .................. is your street’s name?</th>
<th>3. .................. do you live with?</th>
<th>4. .................. brothers or sisters do you have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. When</td>
<td>b. When</td>
<td>b. When</td>
<td>b. How many</td>
</tr>
<tr>
<td>c. Where</td>
<td>c. Where</td>
<td>c. Where</td>
<td>c. Where</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. .................. is your father’s name?</th>
<th>6. .................. is your mother’s name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Who</td>
<td>a. Who</td>
</tr>
<tr>
<td>b. What</td>
<td>b. What</td>
</tr>
<tr>
<td>c. Where</td>
<td>c. Where</td>
</tr>
<tr>
<td>d. Why</td>
<td>d. Why</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. .................. is your birthday?</th>
<th>8. .................. is your favorite meal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Who</td>
<td>a. What</td>
</tr>
<tr>
<td>b. When</td>
<td>b. What</td>
</tr>
<tr>
<td>c. Where</td>
<td>c. Where</td>
</tr>
<tr>
<td>d. How</td>
<td>d. What</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. .................. are your hobbies?</th>
<th>10. .................. is your phone number?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. What</td>
<td>a. What</td>
</tr>
<tr>
<td>b. Why</td>
<td>b. Which</td>
</tr>
<tr>
<td>c. When</td>
<td>c. Where</td>
</tr>
<tr>
<td>d. How many</td>
<td>d. How many</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. .................. is your favorite music band?</th>
<th>12. .................. are you feeling today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Who</td>
<td>a. How</td>
</tr>
<tr>
<td>b. What</td>
<td>b. What</td>
</tr>
<tr>
<td>c. Why</td>
<td>c. Why</td>
</tr>
<tr>
<td>d. How</td>
<td>d. Who</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. .................. is your favorite movie?</th>
<th>14. .................. do you usually do on Sundays?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. What</td>
<td>a. Who</td>
</tr>
<tr>
<td>b. When</td>
<td>b. When</td>
</tr>
<tr>
<td>c. How</td>
<td>c. What</td>
</tr>
<tr>
<td>d. Why</td>
<td>d. How many</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. .................. is your favorite colour?</th>
<th>16. .................. teeth do you have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Why</td>
<td>a. How many</td>
</tr>
<tr>
<td>b. Where</td>
<td>b. How</td>
</tr>
<tr>
<td>c. What</td>
<td>c. What</td>
</tr>
<tr>
<td>d. How many</td>
<td>d. When</td>
</tr>
</tbody>
</table>

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**My partner’s name:** __________________________  **I spoke English:** 😊😊😊  **My partner spoke English:** 😊😊😊

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
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14. ____________________________
15. ____________________________
16. ____________________________