UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUA Y LINGÜÍSTICA

EDUCATIONAL PROJECT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, ESPECIALIZACIÓN LENGUA Y LINGÜÍSTICA INGLESA.

TOPIC:

IMPROVING THE WRITING SKILL THROUGH BASIC GRAMMAR STRUCTURE

PROPOSAL

DESIGN OF A BOOKLET WITH GRAMMAR STRUCTURE EXERCISES AND ACTIVITIES IN ORDER TO IMPROVE THE WRITING SKILL IN STUDENTS OF TENTH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA “REPUBLICA DE FRANCIA”

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De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de
fecha julio 10, del 2015 en la cual se me designó Asesor de Proyectos Educativos de
la Licenciatura en Ciencias de la Educación, especialización Lenguas y
Lingüística, tengo a bien informar lo siguiente:

Que las estudiantes: ULLAURI SAQUIPULLA JOHANNA ALEXI Y NAVARRETE
ALVARADO PILY LETICIA

Diseñaron y ejecutaron el Proyecto Educativo

**TOPIC:** IMPROVING THE WRITING SKILL THROUGH BASIC GRAMMAR
STRUCTURE.

**PROPOSAL:** DESIGN OF A BOOKLET WITH GRAMMAR STRUCTURE
EXERCISES AND ACTIVITIES IN ORDER TO IMPROVE THE WRITING
SKILL.

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

Muy Atentamente

MSc. LARRY TORRES VIVAR
ASESOR
DEDICATION

I dedicate in a special way to my children Michelle, Dylan and John since they are my motors that impel me to surpass myself every day more to be able to offer them a better future.
I also want to dedicate to my parents who gave me all the help that I needed in different aspects during these years.
DEDICATION

This work is dedicated to God Almighty, who is the author and finisher of my education, who made it possible for me to reach this end, to my family, for the moral and unconditional support they have given me at all time.

God, to be my guide and every moment, my mother and my father from heaven and my brothers

My husband who has always believed in me, has been a very important part of my life and my career,

My sons who are my strength struggle and perseverance

I’m grateful, Lord.
I would like to express my special thanks to Jehovah God who has given me the wisdom to complete my studies successfully.

Secondly I would also like to thank my parents who gave me the support in these years of study, they have helped me in many aspects so that I could finished this career.

Finally, I want to thank all my teachers who contributed to my academic preparation.
ACKNOWLEDGEMENT

First of all, I am grateful to God Almighty for being my light and my guide to finish my career.

Secondly I thank my husband Gustavo Orrala S. for his loving patient and tolerance during all those years.

Finally my sincere gratitude to our academic tutor MSc. Larry Torres Vivar for his guidance and encouragement in carrying out this project work.
INDICE
FRONT PAGE .................................................................................................................. I
DIRECTIVES .................................................................................................................. II
TUTOR´S REPORT .......................................................................................................... III
DEDICATION ................................................................................................................ IV
DEDICATION ................................................................................................................ V
ACKNOWLEDGEMENT ...............................................................................................VI
ACKNOWLEDGEMENT .............................................................................................. VII
FICHA DE REGISTRO DE TESIS .................................................................................. VIII
RESUMEN ................................................................................................................... X
ABSTRACT ................................................................................................................ XI
INTRODUCTION.......................................................................................................... 1
CHAPTER I ................................................................................................................... 3
THE PROBLEM .......................................................................................................... 3
Outline of the Problem ................................................................................................. 4
Location the problem in context .................................................................................. 4
Problem situation .......................................................................................................... 4
Scientific Fact ............................................................................................................... 5
Causes ......................................................................................................................... 5
Independent variable ................................................................................................. 6
Dependent variables .................................................................................................... 6
Objectives of Investigation .......................................................................................... 6
General ......................................................................................................................... 6
Specific ......................................................................................................................... 6
Questions of the investigation ..................................................................................... 6
Justification and Importance ....................................................................................... 7
CHAPTER II ................................................................................................................. 9
THE THEORETICAL FRAME ..................................................................................... 9
<table>
<thead>
<tr>
<th>Antecedents</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Foundation</td>
<td>9</td>
</tr>
<tr>
<td>Epistemological Foundation</td>
<td>34</td>
</tr>
<tr>
<td>Pedagogical Foundation</td>
<td>37</td>
</tr>
<tr>
<td>Sociological Foundation</td>
<td>36</td>
</tr>
<tr>
<td>Psychological Foundation</td>
<td>38</td>
</tr>
<tr>
<td>CHAPTER III</td>
<td>40</td>
</tr>
<tr>
<td>THE METHODOLOGY</td>
<td>40</td>
</tr>
<tr>
<td>Design of the investigation</td>
<td>40</td>
</tr>
<tr>
<td>Levels of the investigation</td>
<td>40</td>
</tr>
<tr>
<td>Instruments of investigation</td>
<td>41</td>
</tr>
<tr>
<td>Methods</td>
<td>41</td>
</tr>
<tr>
<td>Techniques</td>
<td>42</td>
</tr>
<tr>
<td>Survey</td>
<td>42</td>
</tr>
<tr>
<td>Interview</td>
<td>42</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>42</td>
</tr>
<tr>
<td>Sample</td>
<td>43</td>
</tr>
<tr>
<td>Population</td>
<td>43</td>
</tr>
<tr>
<td>Population and sample</td>
<td>43</td>
</tr>
<tr>
<td>Stratum</td>
<td>46</td>
</tr>
<tr>
<td>Operationalization of variables</td>
<td>47</td>
</tr>
<tr>
<td>Survey to the students</td>
<td>48</td>
</tr>
<tr>
<td>Specific Information:</td>
<td>57</td>
</tr>
<tr>
<td>Chi Square</td>
<td>60</td>
</tr>
<tr>
<td>Conclusions and Recommendations</td>
<td>61</td>
</tr>
<tr>
<td>CHAPTER IV</td>
<td>62</td>
</tr>
<tr>
<td>The Proposal</td>
<td>62</td>
</tr>
<tr>
<td>Antecedents</td>
<td>62</td>
</tr>
<tr>
<td>Justification</td>
<td>62</td>
</tr>
<tr>
<td>Objectives</td>
<td>63</td>
</tr>
<tr>
<td>General</td>
<td>63</td>
</tr>
</tbody>
</table>
Specifics......................................................................................................................63
Importance..................................................................................................................63
Feasibility..................................................................................................................64
Description of the proposal .......................................................................................64
Legal Aspect...............................................................................................................68
Pedagogical Aspect ..................................................................................................63
Psychological Aspect ...............................................................................................64
BIBLIOGRAPHY .........................................................................................................70
ANEXOS .....................................................................................................................78
### FICHA DE REGISTRO DE TESIS

#### TÍTULO Y SUBTÍTULO

**TEMA:** MEJORAMIENTO DE LA HABILIDAD DE ESCRIBIR A TRAVÉS DE ESTRUCTURA GRAMATICAL

#### PROPUESTA: DISEÑO DE UNA GUIA DIDACTICA CON ESTRUCTURA GRAMATICAL BÁSICA PARA MEJORAR LA HABILIDAD DE ESCRITURA.

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

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**PALABRAS CLAVE:** ESTRUCTURA GRAMATICAL  ESTRATEGIAS  HABILIDAD ESCRIBIR

**RESUMEN:** El presente trabajo de investigación se realizó en la Unidad Educativa Republica de Francia, donde se detectó que los alumnos tienen problemas al momento de escribir en inglés, ocurre porque no poseen un vocabulario básico para entender las palabras y no saben gramática básica, ni estructura gramatical para formar oraciones correctamente. Esto hace necesario implementar un folleto con instrucciones útiles y actividades de estructura gramatical básica que servirá como material didáctico para profesores a fin de que apliquen sus estrategias adaptándolas a las necesidades, para permitir a los estudiantes de décimo año en la Unidad Educativa Republica de Francia desarrollar la habilidad de escritura.

<table>
<thead>
<tr>
<th>N. DE REGISTRO (en base de datos):</th>
<th>N. DE CLASIFICACION:</th>
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<tr>
<td>DIRECCION URL (tesis en la web):</td>
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# Improving the Writing Skill Through Basic Grammar Structure

**Title and Subtitle:**

**Proposal:** Design of a booklet with grammar structure exercises and activities in order to improve the writing skill.

**Authors:** Johanna Alexi Ullauri Saquipulpa – Pyly Leticia Navarrete Alvarado

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**Areas of Interest:** Psychology, Pedagogy, English Grammar

**Keywords:** Grammar Structure - Strategies – Writing Skill

**Abstract:** This present research work was done at the Unidad Educativa República de Francia, where it was detected that students have problems at the moment of writing in English, it happens because they do not possess basic vocabulary to understand the words and they do not know basic grammar and target structure to form sentences correctly. This makes necessary to implement a booklet with useful instructions and activities of basic grammatical structure. It helps to teacher as didactic material together with their strategies adapting them to the needs in order to allow students of tenth year at Unidad Educativa República de Francia to develop the writing skill.

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TÍTULO Y SUBTÍTULO

TEMA: MEJORAMIENTO DE LA HABILIDAD DE ESCRIBIR A TRAVES DE ESTRUCTURA GRAMATICAL

PROPUESTA: DISEÑO DE UNA GUIA DIDACTICA CON ESTRUCTURA GRAMATICAL BÁSICA PARA MEJORAR LA HABILIDAD DE ESCRITURA.

INVESTIGADOR: ULLAURI SAAQUIPULLA JOHANNA ALEXI – NAVARRETE ALVARADO PYLY LETICIA

Tutor de Proyecto: Lcdo. Larry Torres V. Msc.

RESUMEN

El presente trabajo de investigación se realizó en la Unidad Educativa Republica de Francia, donde se detectó que los alumnos tienen problemas al momento de escribir en inglés, ocurre porque no poseen un vocabulario básico para entender las palabras y no saben gramática básica, ni estructura gramatical para formar oraciones correctamente. Esto hace necesario implementar un folleto con instrucciones útiles y actividades de estructura gramatical básica que servirá como material didáctico para profesores a fin de que apliquen sus estrategias adaptándolas a las necesidades, para permitir a los estudiantes de décimo año en la Unidad Educativa Republica de Francia desarrollar esta capacidad.
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

Topic: IMPROVING THE WRITING SKILL THROUGH BASIC GRAMMAR STRUCTURE
Proposal: DESIGN OF A BOOKLET WITH GRAMMAR STRUCTURE EXERCISES AND ACTIVITIES IN ORDER TO IMPROVE THE WRITING SKILL.
Researcher: ULLAURI SAQUIPULLA JOHANNA ALEXI – NAVARRETE ALVARADO PYLY LETICIA
Project’s advisor: Lcdo. Larry Torres V. Msc.

ABSTRACT

This present research work was done at the Unidad Educativa Republica de Francia, where it was detected that students have problems at the moment of writing in English, it happens because they do not possess basic vocabulary to understand the words and they do not know basic grammar and structure to form sentences correctly. This makes necessary to implement a booklet with useful instructions and activities of basic grammatical structure. It helps to teacher as didactic material together with their strategies adapting them to the needs, in order to allow students of tenth year at Unidad Educativa Republica de Francia to develop the writing skill.
INTRODUCTION

People did not invent English grammar; they described it. Grammar is a description of logic. It is a description of a logical thinking process. Human beings first uttered distinctive sounds to convey thoughts. Later, people made graphical representations of those sounds, a written language. Finally, people analyzed the language to determine the patterns and variations. That final step is grammar, an analysis of the way a language functions.

We write documents to communicate thoughts to other people. A well written document is a medium that facilitates transfer of the author’s thoughts to a reader. A poorly written document may fail to facilitate accurate transfer of the author’s thoughts.

English grammar provides guidelines for choosing words, arrangement of words, and punctuation of sentences. We do most of our thinking with word symbols. If we cannot arrange word symbols correctly, we probably cannot think clearly and probably cannot communicate effectively.

For the development of this project have been considered the following chapters:

CHAPTER 1: THE PROBLEM

Location of the problem in context, Conflict situation, Scientific fact, Causes, Formulation of the problem, Variables of the investigation, General objective, Specific objectives, Questions of the investigation, Justification.
CHAPTER 2: THE THEORETICAL FRAME

Antecedents, Theoretical, Epistemological, Pedagogical, Sociological, Psychological, and Legal Foundation

CHAPTER 3: METHODOLOGY

Antecedents, Modality of the investigation, Field research, Applied Research, Types of investigation, Procedures of the investigation, Instruments of the investigation, Operationalization of variables, Chi Square, Survey to students, Analysis of results, Conclusions, Recommendations

CHAPTER 4: THE PROPOSAL

Antecedents, Justification, Feasibility, Objectives of the proposal, Description of the proposal, legal Aspect, Pedagogical aspect, Sociological aspect, conclusion, bibliography.
CHAPTER I
THE PROBLEM

Location of the problem in a context

In this day and age when the interpersonal relationship around the world play an important role in the development of the communication, and the English language is taken as the main tool for this process, it is necessary to adapt it to our daily routine. Even more when the teaching learning process of this language has already taken a suitable place in the model of education all around the world. Currently, as everyone knows the learning English is very relevant not only in the academic life but also in personal life either students or common people.

Our research is going to carry out at Unidad Educativa "República de Francia" which is located at the beginning of the south of the city in Distrito 3. Where the teaching of the English language has been a serious inconvenient since many years ago.

We live in an age when many of us are involved in the development of the education according to the requirements of the society, it is important that not only teachers but also students adapt to this trend, especially in our case in the teaching learning process of the English language, because it has been modified from time to time without obtaining positive results.

According to recent studies, Ecuador is ranked in 38th place of 42 countries that inhabitants do not know Basic English. For that reason, it is necessary teachers, authorities and students do awareness in order to change their thoughts about this second language and give it the real importance that it deserves.
CONFLICT SITUATION

In the practice observation that we made in our research at Unidad Educativa Republica de Francia, we could detect that students have problems at the moment of writing in English, it happens because they do not possess basic vocabulary to understand the words and they do not know basic grammar structure to form sentences correctly.

In this work we have focused in the grammar structure specifically, since we could notice that students do not know recognize the main elements of the sentence such as the subject, verb, and object or complement.

Although many people consider that the grammar of a language is not very important at the moment of speaking, because they think that to know vocabulary is more useful, others argue that knowing grammar of a language make to a person polite and academic. We agree with the second opinion, because we have taken like example students from high schools and universities.

While it is true, the books given by the government to students and teachers have a lot of grammar, and most of the teachers explains grammar in their English classes, however, it is not well done, because they do not use the appropriate strategies and techniques that allow students unscramble the words in order to form sentences correctly using the elements of it.
SCIENTIFIC FACT

The lack of acquisition of techniques and strategies for the teachers to develop writing skills in students, requires a brochure with useful instructions and activities of the basic grammatical structure to allow students of tenth year at Unidad Educativa Republica de Francia develop this skill.

CAUSES

➢ Students do not know identify the main parts of the sentence, it happens because they do not recognize them.

➢ Students do not interest the English subject, it happens because teachers do not use the appropriate didactic materials to involve students to make a participative class.

➢ The communicative approach is not used by teachers in order to give modern and participative classes, it occurs, because they do not upgrade their knowledge attending to seminars.

➢ Students do not know English words enough, it happens because they do not possess prior knowledge or backgrounds language that have not been acquired at early years.

➢ Students do not like to write in English, it happens because they do not the correct use of grammar and lack of basic vocabulary.
VARIABLES OF THE RESEARCH

Independent
Grammar Structure

Dependent
Writing skill

FORMULATION OF THE PROBLEM

What is the incidence in the design of a booklet with grammar structure exercises and activities in order to improve the writing skill in students of tenth year of Basic Education at Unidad Educativa “Republica de Francia”?

OBJECTIVES OF THE RESEARCH

GENERAL

➢ To identify the elements that influence in the poor performance in the writing skills activities through specifics strategies.

SPECIFICS

➢ To examine the academic content that is not well used in order to modify its development.

➢ To introduce the additional didactic material and its correct usage.

➢ To demonstrate the usefulness of the booklet to develop the writing skill in the English language learning.
RESEARCH QUESTIONS

What are the methodologies that will be used in the development of this Project?

What kind of foundations will be taken into account in this investigation?

Will the objectives be achieved totally?

What types of instruments of investigation will be used in this work?

Where will be developed the surveys to the students?

Who will be the beneficiaries with this project?

When will this project be put in practice?

JUSTIFICATION AND IMPORTANCE

Writing is important because it improves communication skills, creative thinking and creativity. Writing is necessary for both school and work. Writing also helps the writer express ideas, beliefs and personality.

Professional writing and writing for school have a different role than personal writing. Formal writing encourages critical thinking in the form of essays, research papers and articles, which helps the writer learn how to interpret the world around him in a meaningful manner. Writing about a topic improves the writer's understanding of the topic, and papers with a slant help the writer understand how to successfully construct professional arguments and debates about a topic. Learning how to structure arguments and articulate opinions in writing translates well to the spoken word, helping people to be better at presenting facts and opinions in a calm, rational way.
Though we live in an era where print media is faltering, and people
hand write and mail letters out of novelty rather than necessity, writing skills are
still important. In fact, it can be argued that they are even more important now
than ever. It’s always been important for professionals and academics to use
proper grammar and communicate well, but now, it’s increasingly important for
more people to have good writing skills.

The reasons for that are many, but the two main forces in play are
the Internet and a highly competitive job market. Though some see the rise of
digital media as the death of writing, the Internet actually makes unprecedented
use of text. Newspapers were, of course, written in type, but they didn’t allow for
the reader interaction that news websites have. And though a resume and cover
letter have long been staples of a job search, the ability to make your application
packet stand out is a major step in even being considered for a position.

CHAPTER II
THE THEORETICAL FRAME

BACKGROUNDS

The present work of investigation was thought taking into account the parameters of the elaboration of an educational project. For that reason, in our research we found several similar topics to this but ours is focus in another point of view. Thus, we consider that this work is original and there is no other like this.

THEORETICAL FOUNDATION

GRAMMAR

Definition

"Grammar incorporates an explicitly formulated set of syntactic, semantic, morphological and phonological rules which specify how it is formed, interprets and pronounce a given set of sentences, it is said that this set of prayers is generated. This grammar is called a generative grammar. So a grammar is proper, must generate (specify) how is formed, interpreted and pronounced all them prayers well formed of the language and only them. (Radford, 1988 b:21).

The grammar is precisely that part of the linguistic knowledge which consists of a set of rules that allow us to combine simple signs to form complex signs. We know, for example, how combines the simple sign in - with the simple sign happy: simply, he stands before this. (Pérez Silva, 2002).

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything, for all teaching are ultimately a matter of getting to grips with meaning.
During the middle Ages, grammar was often used to describe learning in general, including the magical, occult practices popularly associated with the scholars of the day. People in Scotland pronounced grammar as "glam-our," and extended the association to mean magical beauty or enchantment.

In the 19th century, the two versions of the word went their separate ways, so that our study of English grammar today may not be quite as glamorous as it used to be.

**IMPORTANCE**

The grammar forwards to the compendium of them standards, regularities and exceptions that apply to a language determined. Its importance lies in the fact serve as text of query to doubts in regards to the use of language, to establish correct ways to express themselves or to analyze this language


Grammars are primarily descriptive or prescriptive, i.e. focus unravel the way in which a given language is used, or focus on set as the same, should be realizing more widespread applications in a speaker community.

You can tell that one of the aspects that characterize humanity is able to communicate through sounds, sounds that are capable of transmitting notions of a surprising level of complexity and abstraction. This capacity is express primarily in the speak, being the writing a derivation technical of the same, derivation of enormous importance, but subject to the orality. In this particular use that is made of language, there are rules that are common to all languages, rules that some specialized authors are oriented to characterize as genetically determined; on the other hand, other rules depend on each language in particular, realizing the variety thereof.

The grammar is intended to point out which are the rules that command each linguistic ability. However, sometimes there may be variants of the same trying to give an account of the principles governing them all. In any case, the grammar serves as a means to reflect on that aspect so set aside which is human language. Indeed, all use it on a daily basis, and is for this same reason that we tend to consider it as little thing, being on the contrary, the distinctive appearance of humanity.

O'Malley, Michael y Chamot, Anna (2000)

**Grammar is so important in writing**

The study of grammar all by itself will not necessarily make you a better writer. But by gaining a clearer understanding of how our language works, you should also gain greater control over the way you shape words into sentences and sentences into paragraphs. In short, studying grammar may help you become a more effective writer.

Descriptive grammarians generally advise us not to be overly concerned with matters of correctness: language, they say, isn't good or bad; it simply is. As the history of the glamorous word grammar demonstrates, the English language is a living system of communication, a continually evolving affair. Within a generation or two, words and phrases come intimacy be over-simplified at times, but they are meant to keep us out of trouble--the kind of trouble that may distract or even confuse our readers.

**Development of Basic Grammar**
The story of the development of English grammar involves not only the history of the English Language but also the history of England itself. The starting point of the English Language is the language we wile west Germanic, and the starting point of England is the arrival of west Germanic people in Britannia in the fifth century.

English’s west Germanic grammar has been radically changed in the course of its sixteen hundred years in the British Isles.

Modern English Grammar is very different from modern German grammar.

An answer is provided by Daniel Everett, a linguistic who has studies the languages of the Amazonian Indians. He begins by pointing out that not only do human use words, they also use sentences. By contrast animals have words, but they do not have sentences. The sentences allows for completing thinking to be expressed, and the sentences is a reflection of the human main’s self reflexive capacity.

That capacity allows for what linguistics call duality of patterning.

Whether we use gestures or sounds “Says Everett”, we need more than just words to have a grammar. Since grammar is essential to human communication, speakers of all human languages organize words into larger units phrases sentences, stories, conversations and so forth.

**GRAMMAR AND COMMUNICATION**

Languages are natural forms of communication; children quickly learn to communicate using their native language, and soon master the main rules of grammar or syntax without being taught.

Indeed, we cannot communicate efficiently if we do not master the essential principles of grammar or syntax. If we imagine language as a big highway, the words are the cars and trucks, but the grammar is the road signs and markings
that tell the cars and lorries where to go and how to drive. Without road signs, a big highway would quickly descend into total confusion. Without any grammar, we could manage to produce some sort of elementary communication, such as "Me Tarzan, you Jane", but we would be unable to form any more complex ideas into words. It follows, therefore, that mastering the essential rules of grammar is a vital skill that needs to be acquired by all learners of any language - whether it be their native language or a foreign language.

Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences.

However, while students may be effective speakers of English, they need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language.

Effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can demystify abstract grammatical terminology so that students can write—and read—with greater competence and confidence.

**WHAT DOES RESEARCH SAY ABOUT GRAMMAR AND THE TEACHING OF WRITING?**

Research strongly suggests that the most beneficial way of helping students improve their command of grammar in writing is to use students' writing
as the basis for discussing grammatical concepts. Researchers agree that it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills (Calkins, 1980; DiStefano and Killion, 1984; Harris, 1962).

As students revise and edit their writing, teachers can provide grammar instruction that guides students in their attempts to identify and correct problems in sentence structure and usage. For example, a teacher who sees that many students are writing sentences containing misplaced modifiers can present a minilesson on this concept, using examples from student writing. The teacher can have students edit their own and one another’s drafts for this problem.

Integrating grammar instruction into the revising and editing process helps students make immediate applications, thus allowing them to see the relevance of grammar to their own writing.

TO WHAT SPECIFIC ASPECTS OF WRITING DOES GRAMMAR CONTRIBUTE?

Because writing is a complex and challenging activity for many students, teachers should focus on the grammatical concepts that are essential for the clear communication of meaning.

Research conducted since the early 1960s shows that grammar instruction that is separate from writing instruction does not improve students’ writing competence (Braddock and others, 1963; Hillocks, 1986). In addition, research indicates that the transfer of formal grammar instruction to writing is not applicable to larger elements of composition. Through detailed studies of students’ writing, Shaughnessy (1977) concludes that the best grammar instruction is that which gives the greatest return for the least investment of time. Shaughnessy advocates four important grammatical concepts: the sentence, inflection, tense, and agreement. She recommends that teachers encourage students to examine grammatical errors in their own writing. She also cautions teachers not to
overemphasize grammatical terminology to the detriment of students' ability to understand and apply the concepts.

Weaver (1998) proposes a similar approach to teaching grammar in the context of writing. She writes, "What all students need is guidance in understanding and applying those aspects of grammar that are most relevant to writing." Weaver proposes five grammatical concepts that enable writers to show improvement in sentence revision, style, and editing. (See chart below.

Rather than strive to teach all grammatical concepts to all students, teachers should prioritize and provide instruction on the grammatical elements that most affect their students' ability to write effectively. Teachers should also be sensitive to individual students' readiness to learn and apply grammatical concepts.

Without grammar, it is generally possible to communicate orally, notably through dialogue, since oral communication and in particular dialogue are bilateral processes, in which the receiver - the person being spoken to - can request clarification and repetition from the speaker until the meaning of a message is clear. Grammar is very useful for oral communication, as it ensures that speaker and listeners use the same code; but a poor command of grammar will not normally prevent two people from communicating relatively effectively.

But with written language, this is not the case; written communication is deferred or indirect communication, and is unidirectional, so there is no possibility for the receiver to demand verification - at least not under normal circumstances. Written communication and any other form of indirect communication thus depend on correct use of grammar or syntax, as well as of vocabulary and spelling, in order to ensure that messages are immediately comprehensible to the reader, and not meaningless or ambiguous.
THE ROLE OF GRAMMAR IN IMPROVING WRITING SKILL

Sentence combining is the strategy of joining short sentences into longer, more complex sentences. As students engage in sentence-combining activities, they learn how to vary sentence structure in order to change meaning and style. Numerous studies (Mellon, 1969; O'Hare, 1973; Cooper, 1975; Shaughnessy, 1977; Hillocks, 1986; Strong, 1986) show that the use of sentence combining is an effective method for improving students' writing. The value of sentence combining is most evident as students recognize the effect of sentence variety (beginnings, lengths, complexities) in their own writing.

Hillocks (1986) states that "sentence combining practice provides writers with systematic knowledge of syntactic possibilities, the access to which allows them to sort through alternatives in their heads as well as on paper and to choose those which are most apt" (150). Research also shows that sentence combining is more effective than free writing in enhancing the quality of student writing (Hillocks, 1986).

Hillocks and Smith (1991) show that systematic practice in sentence combining can increase students' knowledge of syntactic structures as well as improve the quality of their sentences, particularly when stylistic effects are discussed as well. Sentence-combining exercises can be either written or oral, structured or unstructured. Structured sentence-combining exercises give students more guidance in ways to create the new sentences; unstructured sentence-combining exercises allow for more variation, but they still require students to create logical, meaningful sentences. Hillocks (1986) reports that in many studies, sentence-combining exercises produce significant increases in students' sentence-writing maturity.

Given Noguchi's (1991) analysis that grammar choices affect writing style, sentence combining is an effective method for helping students develop fluency and variety in their own writing style. Students can explore sentence variety,
length, parallelism, and other syntactic devices by comparing their sentences with sentences from other writers. They also discover the decisions writers make in revising for style and effect.

Teachers can design their own sentence-combining activities by using short sentences from student writing or other appropriate sources. For example, teachers who notice many choppy sentences in students' writing can place these sentences on an overhead for all their students to read. Teachers can then ask different students to combine orally the short sentences in a variety of ways.

By participating in oral and written sentence-combining activities, students better understand the ways in which sentence structure, usage, and punctuation affect meaning.

When presented as a revising strategy, sentence-combining activities help students identify short, choppy sentences in their own writing, leading them to combine their ideas in more fluid and sophisticated ways. As students generate more complex sentences from shorter ones, they discover how the arrangement of phrases and clauses, for example, affects meaning and its impact on their readers.

**WHAT STRATEGIES CAN TEACHERS USE TO TEACH GRAMMAR IN THE CONTEXT OF WRITING?**

Grammar instruction is most naturally integrated during the revising, editing, and proofreading phases of the writing process. After students have written their first drafts and feel comfortable with the ideas and organization of their writing,
teachers may wish to employ various strategies to help students see grammatical concepts as language choices that can enhance their writing purpose. Students will soon grow more receptive to revising, editing, and proofreading their writing. In writing conferences, for example, teachers can help students revise for effective word choices.

As the teacher and student discuss the real audience(s) for the writing, the teacher can ask the student to consider how formal or informal the writing should be, and remind the student that all people adjust the level of formality in oral conversation, depending on their listeners and the speaking context. The teacher can then help the student identify words in his or her writing that change the level of formality of the writing.

To help students revise boring, monotonous sentences, teachers might ask students to read their writing aloud to partners. This strategy helps both the partner and the writer to recognize when, for example, too many sentences begin with "It is" or "There are." Both the partner and the writer can discuss ways to vary the sentence beginnings. After the writer revises the sentences, the partner can read the sentences aloud. Then both can discuss the effectiveness of the revision.

Teachers can help students edit from passive voice to active voice by presenting a minilesson. In editing groups, students can exchange papers and look for verbs that often signal the passive voice, such as was and been. When students find these verbs, they read the sentence aloud to their partners and discuss whether the voice is passive and, if so, whether an active voice verb might strengthen the sentence. The student writer can then decide which voice is most effective and appropriate for the writing purpose and audience.
Teachers can help students become better proofreaders through peer editing groups. Based on the writing abilities of their students, teachers can assign different proofreading tasks to specific individuals in each group. For example, one person in the group might proofread for spelling errors, another person for agreement errors, another person for fragments and run-ons, and another person for punctuation errors. As students develop increasing skill in proofreading, they become responsible for more proofreading areas. Collaborating with classmates in peer editing groups helps students improve their own grammar skills as well as understand the importance of grammar as a tool for effective communication.

As teachers integrate grammar instruction with writing instruction, they should use the grammar terms that make sense to the students. By incorporating grammar terms naturally into the processes of revising, editing, and proofreading, teachers help students understand and apply grammar purposefully to their own writing. Strategies such as writing conferences, partnership writing, grammar mini lessons, and peer response groups are all valuable methods for integrating grammar into writing instruction.

**WRITING SKILL**

**Definition**

According to Tarigan (1985:5) writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included an ability.

In the same way, Harmer (2001:79) indicates that writing is a form of communication to deliver through or to express feeling through written form. Suparno, Jonah (2006:14) argues that writing is a series of activities going on
and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts.

Jonah (2006:29) states that writing can be used as an indirect means of communication to others to convey information. Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing.

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

To sum up writing is a person's ability to communicate information and ideas to someone, public, government. Also writing is not only an activity of arranging words into form of sentences, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form.

According to Klein (1985), writing is the ability to put pen and paper to express ideas through symbols. This way, representations on the paper will have meaning and content that could be communicated to other people by the writer.

**IMPORTANCE**

Grammar can be confusing, but it is well worth learning. Knowing how to speak and write properly opens doors in any career and raises the esteem of your colleagues, no matter your profession, education, through providing children with a "general liberal culture," could overcome the divisions of social class. The basis of that education was “the common heritage of the English language and its literature.”

Matthew Arnold (2007)
Though we live in an era where print media is faltering, and people hand write and mail letters out of novelty rather than necessity, writing skills are still important. In fact, it can be argued that they are even more important now than ever. It’s always been important for professionals and academics to use proper grammar and communicate well, but now, it’s increasingly important for more people to have good writing skills.

The reasons for that are many, but the two main forces in play are the Internet and a highly competitive job market. Though some see the rise of digital media as the death of writing, the Internet actually makes unprecedented use of text. Newspapers were, of course, written in type, but they didn’t allow for the reader interaction that news websites have. And though a resume and cover letter have long been staples of a job search, the ability to make your application packet stand out is a major step in even being considered for a position.

Writing is a way of knowing, of discovering what you know as what you put it down?not only in the form of words and phrases but of scribbles and drawings, ideas and images and all other wonderful stuff in your mind that may only become clear as you engage in the process of writing it down. Just as you may not know what you are going to say until you say it, so you may not know what you are going to write until you write it. Thus, as you write, writing becomes a way of knowing (Cox 2007).

Writing skills are an important part of communication. Good writing skills allow students to communicate clarity and ease to a far larger audience than through face-to-face or telephone conversations.

With a good development of writing skill, students might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or they may fancy communicating their ideas online via a blog.
Today, when anyone can be their own publisher, or meanly students that like to keep in touch with people from other countries through internet, they need to express their thoughts and ideas in English language, for this and many other reasons they must learn write in this language correctly. Poor writing skills create poor first impressions and many readers will have an immediate negative reaction if they spot a spelling or grammatical mistake. As just one example, a spelling mistake on a commercial web page may cause potential customers to doubt the credibility of the website and the organization.

For many of us it will have been a long time since we were taught any writing skills and a refresher may be needed.

With the creation of this proposal we aim to make students think about their writing how to plan their writing, and the various processes and checks to go through before pressing print or broadcasting messages online. It will also provide guides for specific of writing that they may need to produce, at high school or at university, workplace in a future time.

Writing is of fundamental importance to learning, to development of the person in each learner, and to success in the educational system. As teachers, we need to work continually to aid our students in their search for fulfillment as writers (Harris, 1993)

CHARACTERISTICS

How important is it for a writer to be able to discern the difference between good writing and bad writing?

It is known that some writers aren’t concerned with quality. In today’s do-it-yourself and good lots and made a bunch of money?
Readers care. Agents, publishers, and reviewers also care. And while you can still make a million with a bunch of badly written books and a stellar marketing scheme, your work won’t be taken seriously. Also (and this is critical), while it’s possible to make it big by writing badly, it’s not likely. It happens, but it doesn’t happen often. The better your writing, the better your chances for securing a readership and building a career.

In the et-it-done-fast world, quality plays second fiddle to quantity. Who cares if your books are full of typos, bad grammar, and poor logic as long as you have publish

So, what constitutes good writing? Opinions on the matter vary widely. There will be different traits that make good fiction versus good poetry or good nonfiction. However, we can cull together a general list of the characteristics of good writing (in no particular order):

**Clarity and focus:** In good writing, everything makes sense and readers don’t get lost or have to reread passages to figure out what’s going on. Focused writing sticks with the plot or core idea without running off on too many tangents.

**Organization:** A well organized piece of writing is not only clear, it’s presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

**Ideas and themes:** Is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

**Voice:** This is what sets you apart from all other writers. It’s your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.
Language (word choice): We writers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes precise and accurate word choices and well crafted sentences.

Grammar and style: Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there’s a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.

Credibility or believability: Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it’s impossible), and in nonfiction, accurate research can make or break a writer.

Thought-provoking or emotionally inspiring: Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How readers react to your work will fully determine your success as a writer.

Why You Need to Know the Difference between Good and Bad Writing

To write well, a writer must be able to recognize quality in a piece of writing. How can you assess or improve your own work if you can’t tell the difference between mediocre and better writing in others’ work?

Writing is also an art form and therefore subject to personal taste. Can you read a book and dislike it but acknowledge that the writing was good? Have you ever read a book and loved the story but felt that the writing was weak?
A writer should be able to articulate why a piece of writing succeeds or fails, and a writer should also be able to recognize the qualities in a piece of writing even when it doesn’t appeal to personal taste. These skills are especially necessary when writers are reviewing or critiquing other writers’ work and when revising, editing, and proofreading their own work.

Where do you stand? Do you rate other people’s writing? Do you worry about whether your own writing is any good? Would you add or remove any characteristics of good writing from this list? Share your thoughts by leaving a comment, and keep writing.

THE WRITING PROCESS

Whether you know it or not, there’s a process to writing – which many writers follow naturally. If you’re just getting started as a writer, though, or if you always find it a struggle to produce an essay, short story or blog, following the writing process will help.

I’m going to explain what each stage of the writing process involves, and I’ll offer some tips for each section that will help out if you’re still feeling stuck!

1. Prewriting

Have you ever sat staring at a blank piece of paper or a blank document on your computer screen? You might have skipped the vital first stage of the writing process: prewriting. This covers everything you do before starting your rough draft. As a minimum, prewriting means coming up with an idea!

Ideas and Inspiration

Ideas are all around you. If you want to write but you don’t have any ideas, try:

- Using a writing prompt to get you started.
- Writing about incidents from your daily life, or childhood.
- Keeping a notebook of ideas – jotting down those thoughts that occur throughout the day.
- Creating a vivid character, and then writing about him/her.
- See also How to Generate Hundreds of Writing Ideas.

Building on Your Idea

These are a couple of popular methods you can use to add flesh to the bones of your idea:

**Free writing:** Open a new document or start a new page, and write everything that comes into your head about your chosen topic. Do not stop to edit, even if you make mistakes.

**Brainstorming:** Write the idea or topic in the center of your page. Jot down ideas that arise from it – sub-topics or directions you could take with the article. Once you’ve done one or both of these, you need to select what’s going into your first draft.

Planning and Structure

Some pieces of writing will require more planning than others. Typically, longer pieces and academic papers need a lot of thought at this stage.

First, decide which ideas you’ll use. During your free writing and brainstorming, you’ll have come up with lots of thoughts. Some belong in this piece of writing: others can be kept for another time.

Then, decide how to order those ideas. Try to have a logical progression. Sometimes, your topic will make this easy: in this article, for instance, it made sense to take each step of the writing process in order. For a short story, try the eight-point story arc.
2. Writing

Sit down with your plan beside you, and start your first draft (also known as the rough draft or rough copy). At this stage, don’t think about word-count, grammar, spelling and punctuation. Don’t worry if you’ve gone off-topic, or if some sections of your plan don’t fit too well.

Just keep writing: If you’re a new writer, you might be surprised that professional authors go through multiple drafts before they’re happy with their work. This is a normal part of the writing process – no-one gets it right first time.

Some things that many writers find helpful when working on the first draft include:

Setting aside at least thirty minutes to concentrate: it’s hard to establish a writing flow if you’re just snatching a few minutes here and there.

Going somewhere without interruptions: a library or coffee shop can work well, if you don’t have anywhere quiet to write at home.

Switching off distracting programs: if you write your first draft onto a computer, you might find that turning off your Internet connection does wonders for your concentration levels! When I’m writing fiction, I like to use the free program Dark Room (you can find more about it on our collection of writing software).

You might write several drafts, especially if you’re working on fiction. Your subsequent drafts will probably merge elements of the writing stage and the revising stage.
3. Revising

Revising your work is about making “big picture” changes. You might remove whole sections, rewrite entire paragraphs, and add in information which you’ve realized the reader will need. Everyone needs to revise—even talented writers.

The revision stage is sometimes summed up with the A.R.R.R. (Adding, Rearranging, Removing, Replacing) approach:

Adding
What else does the reader need to know? If you haven’t met the required word-count, what areas could you expand on? This is a good point to go back to your prewriting notes – look for ideas which you didn’t use.

Rearranging
Even when you’ve planned your piece, sections may need rearranging. Perhaps as you wrote your essay, you found that the argument would flow better if you reordered your paragraphs. Maybe you’ve written a short story that drags in the middle but packs in too much at the end.

Removing
Sometimes, one of your ideas doesn’t work out. Perhaps you’ve gone over the word count, and you need to take out a few paragraphs. Maybe that funny story doesn’t really fit with the rest of your article.

Replacing
Would more vivid details help bring your piece to life? Do you need to look for stronger examples and quotations to support your argument? If a particular paragraph isn’t working, try rewriting it.
4. Editing

The editing stage is distinct from revision, and needs to be done after revising. Editing involves the close-up view of individual sentences and words.

It needs to be done after you’ve made revisions on a big scale: or else you could agonize over a perfect sentence, only to end up cutting that whole paragraph from your piece.

When editing, go through your piece line by line, and make sure that each sentence, phrase and word is as strong as possible. Some things to check for are:

- **Have you used the same word too many times** in one sentence or paragraph? Use a thesaurus to find alternatives.

- **Are any of your sentences hard to understand?** Rewrite them to make your thoughts clear.

- **Which words could you cut to make a sentence stronger?** Words like “just” “quite”, “very”, “really” and “generally” can often be removed.

- **Are your sentences grammatically correct?** Keep a careful look out for problems like subject-verb agreement and staying consistent in your use of the past, present or future tense.

- **Is everything spelt correctly?** Don’t trust your spell-checker – it won’t pick up every mistake. Proofread as many times as necessary.

- **Have you used punctuation marks correctly?** Commas often cause difficulties. You might want to check out the Daily Writing Tips articles on punctuation.
5. Publishing

The final step of the writing process is publishing. This means different things depending on the piece you’re working on.

Students need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number.

Conclusion

The five stages of the writing process are a framework for writing well and easily. Students might want to bookmark this post so that you can come back to it each time you start on a new article, blog post, essay or story: use it as a checklist to help you.

EPISTEMOLOGICAL FOUNDATION

Epistemology is the branch of philosophy that investigates what knowledge is and how people know whether they know something (BonJour, 2002). It addresses questions such as: What is knowledge? How do people know if they really have knowledge? What provides a justification for any knowledge that they have? For example, on what grounds are people justified in believing that electrons have negative charge or that an accused robber is guilty? Are people
convinced by sensory evidence, by testimonial evidence, by strong intuitions, or by some other means?

Epistemologists, of course, have developed many ideas about how to answer questions such as these. In recent years, psychologists have become interested in whether people other than philosophers have ideas about what knowledge is and how knowledge is justified. In other words, psychologists have wondered if people have beliefs about epistemological questions (called epistemological beliefs or personal epistemological beliefs) and whether these beliefs affect in any way their learning or reasoning.

We consider that Pragmatism as a philosophical tendency is important for our project because it is applied to all scientific fields and philosophical specially in the educative field since it tries about the construction of the knowledge of the human being that is the object of the study by means of the actions of the other people.

**Humanism**

It is a progressive life stance that, without supernaturalism, affirms our ability and responsibility to lead meaningful, ethical lives capable of adding to the greater good of humanity. •


According to International Humanist and Ethical Union, humanism is a democratic and ethical life stance which affirms that human beings have the right and responsibility to give meaning and shape to their own lives. It stands for the building of a more humane society through an ethics based on human and other natural values in a spirit of reason and free inquiry through human capabilities. It is not, and it does not accept supernatural views of reality.

The International Humanist and Ethical Union, (2008)

**Humanism and Education**
Humanism is a school of thought that believes human beings are different from other species and possess capacities not found in animals (Edwords, 1989).

Humanists, therefore, give primacy to the study of human needs and interests. A central assumption is that human beings behave out of intentionality and values (Kurtz, 2000).

This is in contrast to the beliefs of operant conditioning theorists who believe that all behavior is the result of the application of consequences or to the beliefs of cognitive psychologists who hold that the discovery of concepts or processing of information is a primary factor in human learning. Humanists also believe that it is necessary to study the person as a whole, especially as an individual grows and develops over the lifespan. The study of the self, motivation, and goal-setting are also areas of special interest.

As with other approaches to learning and development, there are a variety of viewpoints within this tradition. The dominant view is called modern or naturalistic humanism and traces its lineage to Aristotle and Socrates (Gogineni, 2000).

It is defined as "a naturalistic philosophy that rejects all supernaturalism and relies primarily upon reason and science, democracy and human compassion" (Lamont, as cited in Edwords, 1989).

It is thus described as anthropocentric or human-centered.

There are two branches within this view: secular and religious. Advocates of a secular humanism believe that an individual human being has within him- or herself all that is necessary to grow and develop that person's unique capacities. Religious humanists, on the other hand, believe that religion is an important influence on human development and advocate a communal aspect of their approach, albeit an atheistic one.
PEDAGOGICAL FOUNDATION

Educational projects generally include a Pedagogical Foundation because Pedagogy is the systematic and scientific study of education.

The Pedagogy generates opportunities for Processing, uses, and applies the learned knowledge, to the personal and social life, but is important to distinguish between Pedagogy and Didactic

In recent years interest has grown in ‘pedagogy’ within English-language discussions of education. The impetus has come from different directions.

According to Freire seeking a ‘pedagogy of the oppressed’ or ‘critical pedagogy’; practitioners wanting to rework the boundaries of care and education via the idea of social pedagogy; and, perhaps most significantly, governments wanting to constraint the activities of teachers by requiring adherence to preferred ‘pedagogies’.

Paulo Freire (2006)

A common way of approaching pedagogy is as the art and science (and maybe even craft) of teaching. As we will see, viewing pedagogy in this way both fails to honour the historical experience, and to connect crucial areas of theory and practice. Here we suggest that a good way of exploring pedagogy is as the process of accompanying learners; caring for and about them; and bringing learning into life.

The nature of education
Our starting point here is 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 isn’t 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 (2002) 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 (educere), 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 social process – ‘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).
We find 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 carers, friends and colleagues, and specialist educators.

Finally, when we talk of pedagogy, we do not have to let outside the educational constructivism, since it encourages students to think independently and also to understand the world significantly. The school must promote the cognitive development of the students in accordance with their necessities and interest. Furthermore the teacher has to structure exciting and significant experiences that promote that development. The most important thing is not the learning or memorizing the contents, but the development and consolidation of mental structures as well as the answer to specific problems.

The educational goal of this pedagogical model is to promote comprehension, independence in thoughts and consequently, makes the students creative and smart.

**SOCIOLOGICAL FOUNDATION**

The world is characterized by large changes in scientific, technological, social and cultural.
Changes that determine that in the near future the society will act under other paradigms. It is perceived a society characterized by changes in the social relationship, and in the distribution and access to the information, in this world will have a vital importance the knowledge as a generated source of richness. The age of the information and the technology has come and the educational system can not stay silent, in a changing world is incomprehensible and unacceptable an immobility educational system.

Today's society demands that the educational system; to prepare the students scientifically and technologically and allow that they develop a set of values that allow them to become in active beings conscious, reflective, capable of being active agents of their own development.

Therefore, it is important that the educational institutions assume their role as a part of the society, in search of the holistic development of the students, allowing them the access to the technology as an alternative in the optimization of the technological education, using methods, active techniques and technological resources that allow a significant learning and at the same time, to transform the learners into builder of their own learning, providing a continuous process of innovation.

**PSYCHOLOGICAL FOUNDATION**

The Psychology is the science that studies and describes the human behavior and tries to explain its causes.

Edward Lee Thorndike (1910) one of the most representative psychologist, exposed in the journal of educational psychology that, the psychology helps us, asking us that formulate our own notions about the objectives of education, in other words we can say that Psychology tries to discover what really happens to the human being,
The “Psychological foundations” invoke the disciplinary of knowledge about the learning, and at the same time measures the challenge that implies the allusion to the subjectivity, for this reason, I consider that it must be included in the project.

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.
CHAPTER III
THE METHODOLOGY

DESIGN OF THE INVESTIGATION

Methodology is a technical word that is defined as a system which contains several procedures such as scientific, practical, theoretical, etc. Which help to discover or to solve any research. This process refers to the way of how the information is found or done, in different process could it be collecting or analyzing.

The investigation Project is directed to know the different types of learning problems that interfere in the children education, which permit us to interpret the problem in study and to apply tools necessary to improve and reinforce the learning process.

Modality of the Investigation

Field Research

The execution of this investigation consists of the collection of veridical information supported in different ways. To develop this project we will collect information from 32 students, teachers, and authorities at Unidad Educativa “República de Francia”
**Action Investigation**

Generally it is used to have a better aspect with the design and its performance. This action research will be used to bring a potential advancement in the Unidad Educativa República de Francia, it gives teachers new opportunities about their good or wrong work, testing and exploring new changes such as methods, techniques, strategies, and the different didactic material that they use in class, assessing if their teaching was effective or they have to use another approach. Besides, they have the possibility of changing approaches, curriculums, and plans.

**Applied Research**

It is related with scientific study that search to clarify evident problems. It is also used to discover new solutions that happens every single day. In conclusion, it helps at any scientific field. With the application of this project we are going to give a solution to the main problem, implementing an useful additional didactic material, that contains grammar structure activities that will improve the writing skill considerably.

**Types of Investigation**

**For its Purpose:**

This project is an applied research since action research is a systematic process that teachers, scientists, directors, counselors, and even stakeholders can make it in the teaching/learning process, in order to collect information or data related with the proper functioning of the high school, it means whether educators are using the correct didactic resources, technology, and even if the authorities are making good their work.
The information obtained in this investigation was collected in the different interviews that were made to the authorities of the institution in order to know the real work that they have done so far.

**For its Application**

From all point of view this project is a feasible investigation since it counts with the unconditional support of all people who are involved in the teaching learning process in this institution, it means the chairman, teachers, students, and the necessary economical resources that will help to develop it correctly.

**For its Nature**

**Quantitative Research**

Applying this type of research, it will be contributing to understand better why of the things, making its work scientifically. It will also provide insights into the setting of a trouble, generating ideas and hypotheses.

**Qualitative Research**

With the application of this research. It will quantify the obtained data facilitating to generalize the results from the sample of the population of study. Besides, it will know the incidence of several opinions of this sample.

**Levels of the Investigation**
Exploratory

The most important goal of this investigation is to clarify the different hypotheses and establish new conclusions for getting a relationship among the researched and the formulation of the problem.

.Descriptive

The reasons and causes that were taken into account in the steps displayed previously were analyzed and examined correctly, for that reason this investigation is descriptive.

Explanatory

This kind of investigation helped to describe the characteristics and the relationship between the aspects and components of the subject that is going to be studied. Furthermore, with its contribution it could detect the cause of the problem.

Instruments of the Investigation

Methods

Systematic, empirical or scientific processes that must follow a pattern in order to obtain all kind of information after that it will be selected for its analysis.

Types of Methods

The different methods that were chosen for this investigation are as follow.
Direct Observation

As its name indicates, Direct Observation method consists of observing and recording situations or experiences of the real life at the same time that they are occurring. It is used for all people empirical or scientifically.

It was applied where the problem was detected and it can notice the conflict situation in real time at Unidad Educativa “República de Francia”.

Inductive Method

In this method the student’s knowledge based on their experiences will help to construct the new information.

This method was very useful at the moment of applying the proposal because students demonstrated a critical thinking with opinions and thoughts only watching the example.

Deductive Method

With this method, teachers of the Unidad Educativa “República de Francia” can guide the classes by introducing and explaining definitions using the communicative approach beginning for rules and ending with practices.

The role of the teacher in the application of this method is very important, because he must guide students in the correct use of the new content.

In this project we can get clear ideas of how to implement and apply the new didactic resource.

Scientific Method
This method follows an order in a logical and rational way, giving as a result the conclusion about what is investigated.

For the elaboration of this project this method helped to analyze and organize the different procedures when getting any result. The conclusions are obtained through observations, deductions, and hypothesis that were made during the different stages that were followed for the execution of this project.

**Techniques**

There are many kinds of techniques that are used and followed when people are making a research. They help to get information easier and faster during an investigation.

The techniques that were used in this project were:

**Survey**

It is information collected from individuals with questionnaires related with any topic made through by phone, by email, or in person. In this case, it was made in person in order to collect data for knowing what the reasons of deficiency are in the writing skill.

**Interview**

They are dialogues face to face lead to a person that can help in giving useful information about specific topic. It can be conducted by a person that is called reporter who make the questions
The interview that was made in this institution was toward to the authorities which responses were accurate regarding to the academic problem that there is in the English language specifically in the development of writing skill.

Population

Population is a group of people, animals or things that have almost the same characteristics. In this case it has been considered the population at Unidad Educativa “República de Francia.”

Sample

It is a group of people, animals or things chosen from the population, who are going to be interviewed or surveyed to get some information. In this project the sample will be 32 students, one director, and one English teacher.

<table>
<thead>
<tr>
<th>STRATUM</th>
<th>STAFF</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTHORITIES</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TEACHERS</td>
<td>26</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>STUDENTS</td>
<td>741</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>768</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

OPERATIONALIZATION OF VARIABLES
<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDEPENDENT VARIABLE</strong></td>
<td><strong>DEFINITION</strong></td>
<td>Grammar is the structural foundation of our ability to express ourselves.</td>
</tr>
<tr>
<td><strong>GRAMMAR STRUCTURE</strong></td>
<td><strong>IMPORTANCE</strong></td>
<td>ESTABLISH CORRECT WAYS TO EXPRESS.</td>
</tr>
<tr>
<td></td>
<td><strong>CHARACTERISTICS</strong></td>
<td>IT FOCUSES ONLY IN THE WAY OF SPEAKING AND WRITING</td>
</tr>
<tr>
<td><strong>DEPENDENT VARIABLE</strong></td>
<td><strong>DEFINITION</strong></td>
<td>WRITING IS A FORM OF COMMUNICATION TO DELIVER THROUGH OR TO EXPRESS FEELING THROUGH WRITTEN FORM.</td>
</tr>
<tr>
<td><strong>WRITING SKILL</strong></td>
<td><strong>IMPORTANCE</strong></td>
<td>WRITING IS A WAY OF KNOWING, OF DISCOVERING WHAT YOU KNOW AS WHAT YOU PUT IT DOWN</td>
</tr>
<tr>
<td></td>
<td><strong>CHARACTERISTICS</strong></td>
<td>DISCERN THE DIFFERENCE BETWEEN GOOD WRITING AND BAD WRITING? IN GOOD WRITING, EVERYTHING MAKES SENSE AND READERS DON’T GET LOST OR HAVE TO REREAD PASSAGES TO FIGURE OUT WHAT’S GOING ON.</td>
</tr>
</tbody>
</table>
SURVEY TO STUDENTS.

Write an X according to your opinion, taking into account Highly Satisfactory (1) Satisfactory (2), Less Satisfactory (3), Non Satisfactory (4), Indifferent (5)

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language is important for you</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>You want to develop your writing skill</td>
<td></td>
</tr>
<tr>
<td>Your English teacher uses another kind of didactic resource.</td>
<td></td>
</tr>
<tr>
<td>You want to write documents in English</td>
<td></td>
</tr>
<tr>
<td>Your English teacher uses audiovisual resources in order to develop the writing skill.</td>
<td></td>
</tr>
<tr>
<td>English grammar is important for you to write correctly.</td>
<td></td>
</tr>
<tr>
<td>Your performance in writing skill is good.</td>
<td></td>
</tr>
<tr>
<td>Your teacher uses new strategies to teach writing skill.</td>
<td></td>
</tr>
<tr>
<td>You want to learn more English Grammar to develop your writing skill.</td>
<td></td>
</tr>
<tr>
<td>You want to use another didactic material for learning English</td>
<td></td>
</tr>
</tbody>
</table>

RESULTS OF THE SURVEY
Highly Satisfactory (1) Satisfactory (2), Less Satisfactory (3), Non Satisfactory (4), Indifferent (5)

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language is important for you</td>
<td>25</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>You want to develop your writing skill</td>
<td>13</td>
<td>12</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>Your English teacher uses another kind of didactic resource.</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>6</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>You want to write documents in English</td>
<td>9</td>
<td>21</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td>Your English teacher must use audiovisual resources in order to develop the writing skill.</td>
<td>14</td>
<td>11</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>English grammar is important for you to write correctly.</td>
<td>12</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>32</td>
</tr>
<tr>
<td>Your performance in writing skill is good.</td>
<td>18</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>Your teacher uses new strategies to teach writing skill.</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>19</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>You want to learn more English Grammar to develop your writing skill.</td>
<td>22</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>You want to use another didactic material for learning English.</td>
<td>26</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>32</td>
</tr>
</tbody>
</table>

ANALYSIS OF THE RESULTS

Sample: 32 students  
Course: 10th year
Statement # 1: English language is important for you

CHART OF FREQUENCY # 1

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>25</td>
<td>19%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>2</td>
<td>38%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>1</td>
<td>32%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPÚBLICA DE FRANCIA
RESEARCHERS: PYLY NAVARRETE AND JOHANNA ULLAURI

COMMENT

According to the results a 19% of the students consider they English language is important in a highly satisfactory level, a 38% as satisfactory, a 32% as less satisfactory and a 9% as non-satisfactory. So, we can infer that most of the students manage a good level to comprehend and to use grammar structure in order to improve their writing skill.

ANALYSIS OF THE RESULTS

Sample: 32 students            Course: 10th year
**Statement # 2:** You want to develop your writing skill.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>13</td>
<td>0%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>12</td>
<td>5%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>56%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

**CHART OF FREQUENCY # 2**

SOURCE: UNIDAD EDUCATIVA REPÚBLICA DE FRANCIA
RESEARCHERS: PILY NAVARRETE AND JOHANNA ULLAURI

**GRAPHIC # 2**

SOURCE: UNIDAD EDUCATIVA REPÚBLICA DE FRANCIA
RESEARCHERS: PILY NAVARRETE AND JOHANNA ULLAURI

**COMMENT**

According to the results a 5% of the students agree that their grammar structure is very useful to communicate while a 39% think that they are less and non-satisfactory, and 56% of the students just feel indifferent about it. For this reason, we are going to teach students the importance of managing grammar structure in order to have an effective communication through interactive and useful didactic material.

**ANALYSIS OF THE RESULTS**

**Sample:** 32 students  
**Course:** 10th year
Statement # 3: Your teacher uses another kind of didactic resources.

**CHART OF FREQUENCY # 3**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>0</td>
<td>2%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>2</td>
<td>30%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>9</td>
<td>56%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>15</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>32</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPÚBLICA DE FRANCIA
RESEARCHERS: PILY NAVARRETE AND JOHANNA ULLAURO

**GRAPHIC # 3**

According to the results just a 2% of the students think the English teacher uses motivation strategies in a highly satisfactory level, a 30% as satisfactory, a 56% as less satisfactory and a 12% as non-satisfactory. It shows us that most of the students affirm that they do not receive motivation therefore they feel disinterested for the English class, for that reason, our proposal will be taught to improve communication and language use.

**ANALYSIS OF THE RESULTS**

Sample: 32 students  
Course: 10th year
Statement # 4: You want to write documents in English.

### CHART OF FREQUENCY # 4

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>9</td>
<td>0%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>21</td>
<td>5%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>0</td>
<td>9%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>1</td>
<td>18%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>68%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>32</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCEx: UNIDAD EDUCATIVA REPÚBLICA DE FRANCIA
RESEARCHERS: PILY NAVARRETE AND JOHANNA ULLAURI

**GRAPHIC # 4**

**COMMENT**

According to the results a 5% of the students select the satisfactory level, a 9% as less satisfactory, a 18% as non-satisfactory while a 68% just fell indifferent about it. We can infer that students do not know about how important is the English language nowadays. For that reason, we are going to implement an additional didactic material that will awake the interest for this language.

**ANALYSIS OF THE RESULTS**

**Sample:** 32 students  
**Course:** 10th year
Statement # 5: Your teacher must use audiovisual resources to develop the writing skill.

### CHART OF FREQUENCY # 5

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>14</td>
<td>20%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>11</td>
<td>48%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>0</td>
<td>2%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>7%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>32</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*SOURCE: UNIDAD EDUCATIVA REPÚBLICA DE FRANCIA  
RESEARCHERS: PILY NAVARRETE AND JOHANNA ULLAURI*

### COMMENT

According to the results a 20% of the students consider that they have highly satisfactory class participation, a 48% a satisfactory, a 23% a less satisfactory and a 2% a non-satisfactory, while a 7% just feel indifferent about it. It shows us that most of the students want to have an active role in the learning process, so interactive methodology and didactic material will be used to not lose students’ motivation to learn.

### ANALYSIS OF THE RESULTS

**Sample:** 32 students  
**Course:** 10th year
Statement # 6: English grammar is important for you in order to write correctly.

CHART OF FREQUENCY # 6

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>12</td>
<td>32%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>18</td>
<td>32%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>32</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPÚBLICA DE FRANCIA
RESEARCHERS: PILY NAVARRETE AND JOHANNA ULLAURI

GRAPHIC # 6

SOURCE: UNIDAD EDUCATIVA REPÚBLICA DE FRANCIA
RESEARCHERS: PILY NAVARRETE AND JOHANNA ULLAURI

COMMENT

According to the results a 32% of the students answer that teacher must use didactic material in a highly satisfactory level, a 32% as satisfactory, a 15% as less satisfactory and a 7% as non-satisfactory., while a 14% just fell indifferent about it. For that reason, we can infer that the teacher using effective didactic material will get students motivated. TICs will be implemented to keep students’ motivation.
ANALYSIS OF THE RESULTS

Sample: 32 students  
Course: 10th year

Statement # 7: Your performance in grammar structure is good.

CHART OF FREQUENCY # 7

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>18</td>
<td>5%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>3</td>
<td>83%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPÚBLICA DE FRANCIA 
RESEARCHERS: PILY NAVARRETE AND JOHANNA ULLAURI

COMMENT

According to the results a 10% of the students consider that the effectiveness of their grammar structure is satisfactory, a 7% consider it as less and non-satisfactory, while a 83% feel indifferent about it. For this reason an interactive motivation strategies booklet will be implemented to get more active classes, focusing in language use and communication improvement.
ANALYSIS OF THE RESULTS

Sample: 32 students
Course: 10th year
Statement # 8: Your teacher uses new strategies to teach writing skill.

CHART OF FREQUENCY # 8

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>5</td>
<td>39%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>19</td>
<td>41%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPÚBLICA DE FRANCIA
RESEARCHERS: PILY NAVARRETE AND JOHANNA ULLAURI

GRAPHIC # 8

SOURCE: UNIDAD EDUCATIVA REPÚBLICA DE FRANCIA
RESEARCHERS: PILY NAVARRETE AND JOHANNA ULLAURI

COMMENT

According to the results only a 2% of the students think their homework activities as highly satisfactory, a 18% as satisfactory, a 39% as less satisfactory and a 41% as non-satisfactory. For this reason, an interactive motivation strategies booklet with fun and interactive homework activities will be implemented to motivate students to keep practicing the language out of the classroom.
ANALYSIS OF THE RESULTS

Sample: 32 students  
Course: 10th year

Statement # 9: You want to learn more English Grammar in order to develop your writing skill.

CHART OF FREQUENCY # 9

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>22</td>
<td>15%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>8</td>
<td>30%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>2</td>
<td>41%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>0</td>
<td>7%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPÚBLICA DE FRANCIA  
RESEARCHERS: PILY NAVARRETE AND JOHANNA ULLAURI

COMMENT

According to the results a 15% of the students rate as highly satisfactory, their abilities to form sentences, a 30% as satisfactory, a 41% as less satisfactory and a 7% as non-satisfactory, while a 7% just feel indifferent about it. For this reason, different strategies and activities will be used to improve students’ abilities to develop and make in a correct way sentences in English.
ANALYSIS OF THE RESULTS

Sample: 32 students  
Course: 10th year  
Statement # 10: You want to use another didactic material for learning English.

CHART OF FREQUENCY # 10

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td>26</td>
<td>50%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
<td>1</td>
<td>32%</td>
</tr>
<tr>
<td>LESS SATISFACTORY</td>
<td>1</td>
<td>11%</td>
</tr>
<tr>
<td>NON SATISFACTORY</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>3%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>32</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA REPÚBLICA DE FRANCIA  
RESEARCHERS: PILY NAVARRETE AND JOHANNA ULLAURI

COMMENT

According to the results an 82% of the students consider satisfactory the use of motivation strategies booklet to learn easier English grammar, and a 15% less and non-satisfactory, while a 3% just feel indifferent about it. For this reason, our booklet with interactive activities and useful didactic material will be implemented to motivate students to communicate in English and to improve language.
CHI SQUARE

It is addressed to students of tenth year of Basic Education at Unidad Educativa “República de Francia”

CHI SQUARE TEST

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

Independent Variable: Grammar Structure

Dependent Variable: Writing Skill

```plaintext
CROSSTABS
/STATISTICS=CHISQ
/CELLS=COUNT ROW COLUMN TOTAL.
```

<table>
<thead>
<tr>
<th>You like learn English watching tutorial videos</th>
<th>You like to develop your writing production</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY SATISFACTORY</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>.00%</td>
<td>.00%</td>
</tr>
<tr>
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<td>.00%</td>
</tr>
<tr>
<td>.00%</td>
<td>.00%</td>
</tr>
<tr>
<td>SATISFACTORY</td>
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<tr>
<td>.00%</td>
<td>.00%</td>
</tr>
<tr>
<td>.00%</td>
<td>.00%</td>
</tr>
</tbody>
</table>

| 25                                            | 1.00 | .00 | .00 | 2.00 | .00 | .00 |
| 4.00%                                        | 100.00%| 100.00%| 100.00%| .00%| 55.56%| 55.56%|
| 2.22%                                        | 2.22%| 2.22%| 2.22%| 2.22%| 2.22%| 2.22%|

Total                                         |
1.00                                          | 1.00 | .00 | 2.00 | 3.00 | 38.00 | 45.00 |
2.22%                                         | 2.22%| 2.22%| 2.22%| 2.22%| 2.22%| 2.22%|
100.00%                                       | 100.00%| 100.00%| 100.00%| 100.00%| 100.00%| 100.00%|
4.44%                                         | 4.44%| 4.44%| 4.44%| 4.44%| 4.44%| 4.44%|
6.67%                                         | 6.67%| 6.67%| 6.67%| 6.67%| 6.67%| 6.67%|
8.89%                                         | 8.89%| 8.89%| 8.89%| 8.89%| 8.89%| 8.89%|
13.00%                                        | 13.00%| 13.00%| 13.00%| 13.00%| 13.00%| 13.00%|
33.33%                                        | 33.33%| 33.33%| 33.33%| 33.33%| 33.33%| 33.33%|
50.00%                                        | 50.00%| 50.00%| 50.00%| 50.00%| 50.00%| 50.00%|
55.56%                                        | 55.56%| 55.56%| 55.56%| 55.56%| 55.56%| 55.56%|
100.00%                                       | 100.00%| 100.00%| 100.00%| 100.00%| 100.00%| 100.00%|

<table>
<thead>
<tr>
<th>Casos</th>
</tr>
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<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>45</td>
</tr>
<tr>
<td>100.00%</td>
</tr>
</tbody>
</table>
As we can see the value P is less than 0.05, for that reason we can affirm that the relation between the two variables exist. Therefore, the Grammar Structure will influence in a good way in the Writing Skill.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Students do not know identify the elements of a sentence.

Teachers give the classes in a traditional way.

Students do not know basic grammar structure.

Students want to learn communicating with others in English.

Teachers use only the English book given by the government.

RECOMMENDATIONS

Teachers must upgrade their knowledge in order to give a modern classes.

Students need to practice more activities to reinforce the writing skill.

Teachers need to create their own additional didactic material.

Teachers must encourage students to ask questions after each activity, remind students that making some mistakes in grammar is a natural part of learning a language.
CHAPTER IV

THE PROPOSAL

DESIGN OF A BOOKLET WITH GRAMMAR STRUCTURE EXERCISES AND ACTIVITIES IN ORDER TO IMPROVE THE WRITING SKILL IN STUDENTS OF TENTH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA “REPUBLICA DE FRANCIA”

JUSTIFICATION

Nowadays, where the interpersonal relationship through the communication play an important role in modern society and the English language is the most used in this process, is very important that scholars learn since early years the utility and value that it has not only in academic life but also in personal and professional life.

The learning of this language has been taken without the real importance that it deserves either for students or teachers who do not know that the English will help them as an important tool at any field.
With the design and application of this additional didactic material we are contributing in the teaching learning process of the students of tenth year of General Basic Education at Unidad Educativa “República de Francia”, since not only students will be the beneficiaries for a good performance and more participation in class, but also teachers and the whole educational community because they will realize that this language will help for long life.

OBJECTIVES OF THE PROPOSAL

General

➢ To improve students´ writing skills through the application of a booklet with grammar structure, in order to increase the scholastic yield in this subject.

Specifics

➢ To design a booklet in order to awake the students` interest for the English subject.

➢ To adapt the new didactic material on real situation thus the acquisition of the new knowledge will be easier.

➢ To evaluate the students' performance through activities from the booklet.
FEASIBILITY OF THE PROPOSAL

The elaboration and application of this proposal has counted with the approval and support of all people who are involved in the teaching learning process, it means authorities, because they put confidence in our work, parents, since they want that their daughters and sons increase their English level, and it is best way to do it. Finally, the students, because they always demonstrate interest for this job and had the willingness to participate in it during the whole process that it lasted.

On the other hand, we count with the economical resources and human talent to create and develop this additional didactic material that the main objective is to facilitate the acquisition of a second language in a funny and entertained way.

DESCRIPTION OF THE PROPOSAL

The place selected for the application of the booklet was the Unidad Educativa “República de Francia” to the students of tenth year of General Basic Education, who do not reach the learning outcomes expected by teachers and parents.

The content of the booklet was made taking into consideration the fails that students demonstrate during the observation research with the help of the English teacher, who facilitated the percentage of students who had low academic level in their scores.

This booklet is divided in ten lessons that are related with topics that comprehend grammar from eighth year to tenth year, with the purpose of reinforcing the acquired knowledge of the students who do not know the importance and utilities that is writing in English correctly.
Following it is introducing the content of the proposal:

**LESSON 1**
Articles A – AN - THE

**LESSON 2**
Singular and Plural Nouns

**LESSON 3**
Information Question

**LESSON 4**
Sports

**LESSON 5**
Verbs and Nouns

**LESSON 6**
Simple Present Tense

**LESSON 7**
Adverbs of Frequency

**LESSON 8**
Nouns and Verbs

**LESSON 9**
How often

**LESSON 10**
Present Continuous
Pedagogical Aspect

The elaboration of this proposal was based taking into account pedagogical currents that have helped for the achievement and execution of it, taking the constructivism like the example to follow, because young people have to learn or acquire new knowledge through the construction of their own ideas and thoughts.

It is very important that students build what they want to learn, they must to discover the new information by means of researching and take decisions because in this way they are applying their prior knowledge.

Sociological Aspect

The education and society since ancient time have gone hand in hand in all teaching learning process through the years. It happens since is very important to know the background of the students, it means in what social-economical conditions they attend to schools and high schools, because it influence a lot in their performance in classroom.

In this project it has been considered the sociological aspect in order to develop this proposal, since it has taken into consideration the different aspects that affect the academic process negatively. The mood of the students will incidence a lot in the acquisition of the new knowledge, for that reason is essential that the strategies and techniques used by teachers to teach the new content adapt concepts that respect the social conditions of
the students, besides, all teachers must apply the empathy when giving classes.

**Psychological Aspect**

Today and always, since the education began to contribute with society, it has been important and relevant the behavior that students present in classrooms. The different states inside the family make that authorities and teachers work together in order to give not only a good education but also a human guide that known fill the gaps that have been let by the society.

In the development of this investigation, it was very important to discover and detect the different students’ behavior that they show in class during the presentation of the new additional didactic material, because it wanted to transmit the new knowledge without let aside all this factors that are relevant in the academic process.

**Legal Aspect**

The elaboration of this project was based according to the Constitution, First Division of the Ecuadorian education law, which says:

“Art. 350.- El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo”.

Art 3-The aims of education in Ecuador:

c) To encourage the spirit of research, creative activity and responsible at work, the principle of human solidarity and sense of social cooperation to
fully comply with the aims of education, the Ministry will promote the active and dynamic public and private institutions and the community.

The current education where scientific and technological development requires the learning of several languages including English is one of the most important for its global outreach, also requires the use of proper materials to facilitate the teaching-learning at all levels of education is, in the basic cycle and high school level.

It is therefore essential that the institutions offer such material in order to generate a dynamic learning process, creative student capabilities offering also a motivating environment that facilitates this process.

CONCLUSIONS

According to the information collected and the results obtained with the application of the instruments of investigation we can conclude that the additional didactic material had good acceptation not only for students but also for teachers that began to use this useful booklet with funny and entertained exercises.

It could be noticed that both teachers and students show interest with the new strategies and techniques incorporated in this proposal because they realized that learning English language has become in an important tool either academic life or personal and professional life.


Cambridge: Cambridge University Press.


ANNEXES

1

DOCUMENTS
Guayaquil, Octubre 17, 2016

MSc.
Nerie Castillo Bravo
Director Escuela Fiscal “República de Francia”
Ciudad.-

De mis consideraciones:

Mediante la presente yo JOHANNA ALEXI ULLAURI SAIIPULLA y PILY LETICIA NAVARRETE ALVARADO egresadas de la Facultad de Filosofía en la carrera de Lenguas y Lingüística especialización Lenga Inglesa, solicitamos se nos permita realizar el Proyecto Educativo en la Unidad Educativa que usted dignamente dirige.

Tema: IMPROVEMENT THE WRITING SKILL THROUGH BASIC GRAMMAR STRUCTURE. MEJORAR LA EXPRESIÓN ESCRITA A TRAVÉS DE ESTRUCTURA GRAMATICAL BÁSICA.
Propuesta: DESIGN OF A BOOKLET WITH BASIC GRAMMAR STRUCTURE FOR REINFORCING THE WRITING SKILL. DISEÑO DE UN FOLLETO CON ESTRUCTURA GRAMATICAL BÁSICA PARA REFORZAR LA EXPRESIÓN ESCRITA.

Conocedores de su alto espíritu de colaboración con los futuros Licenciados en Ciencias de la Educación anticipamos nuestro cordial agradecimiento.

Atentamente,

Johanna Ullaari
Pily Navarrete
Guayaquil, 01 Septiembre de del 2016

MSc.

LARRY TORRES VIVAR

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

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

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

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: NAVARRETE ALVARADO PILY LETICIA - ULLAURO SAQUIPULLA JOHANNA ALEXI

TOPIC: “IMPROVING THE WRITING SKILL THROUGH BASIC GRAMMAR STRUCTURE”

PROPOSAL: “DESIGN OF A BOOKLET WITH GRAMMAR STRUCTURE EXERCISES AND ACTIVITIES IN ORDER TO IMPROVE THE WRITING SKILL IN STUDENTS OF TENTH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA REPUBLICA DE FRANCIA”

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

Atentamente,

Lcdo. Alfonso Sánchez Ávila, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Guayaquil, 17 de Octubre de 2016

Arq. 
Silvia Moy-Sang Castro MSc.  
Decana de la Facultad de Filosofía Letras y Ciencias de la Educación  
Ciudad.-

De mis consideraciones:
Solicitamos, JOHANNA ALEXI ULLAURI SAQUIPULLA con C.I. No. 0923616379 y PYLY LETICIA NAVARRETE ALVARADO con C.I. No. 1203472970 egresadas de la Carrera Licenciatura en Lenguas y Lingüística, Centro de estudios Guayaquil, modalidad SEMI-PRESENCIAL, del periodo lectivo 2015 – 2016, solicitamos aprobación de nuestro tema del proyecto de titulación:

**TEMA:**

**INFLUENCIA DE ACTIVIDADES LÚDICAS PARA EL DESARROLLO DE LA EXPRESIÓN ESCRITA PARA EL DISEÑO DE UN FOLLETO CON ACTIVIDADES LÚDICAS.**

**PROPUESTA:**

**INFLUENCE OF THE LUDICS ACTIVITIES IN THE WRITING SKILL TO DESIGN A BOOKLET WITH LUDIC ACTIVITIES.**

Por la atención prestada a la presente, quedamos agradecidas.

Atentamente,

C.I. 0923616379
C.I. 1203472970
Guayaquil, 1 de Septiembre de 2016

Arq.
Silvia Moy-Sang Castro MSc.
Decana de la Facultad de Filosofía
Letras y Ciencias de la Educación
Ciudad.-

De mis consideraciones:

Solicitamos, JOHANNA ALEXI ULLAURI SAQIPULLA con C.I. No. 0923616379 y PYLY LETICIA NAVARRETE ALVARADO con C.I. No. 1203472970 egresadas de la Carrera Licenciatura en Lenguas y Lingüística, Centro de estudios Guayaquil, modalidad SEMI-PRESENCIAL, del periodo lectivo 2015 – 2016, solicitamos cambio de nuestro tema del proyecto de titulación para continuar con la elaboración del mismo:

TEMA ANTERIOR:
INFLUENCIA DE ACTIVIDADES LÚDICAS PARA EL DESARROLLO DE LA EXPRESIÓN ESCRITA PARA EL DISEÑO DE UN FOLLETO CON ACTIVIDADES LÚDICAS.

TEMA MODIFICADO:
MEJORAMIENTO DE LA EXPRESIÓN ESCRITA A TRAVÉS DE ESTRUCTURA GRAMATICA BÁSICA PARA EL DISEÑO DE UN FOLLETO CON EJERCICIOS Y ACTIVIDADES DE ESTRUCTURA GRAMATICAL A FIN DE MEJORAR LA EXPRESIÓN ESCRITA.

Por la atención prestada a la presente, quedamos agradecidas.

Atentamente,

C.I. 0923616379                                               C.I. 1203472970

Johanna Ullauri
Pily Navarrete
C.I. 0923616379                                               C.I. 1203472970
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado LARRY TORRES VIVAR, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por PILY LETICIA NAVARRETE ALVARADO con C.I. 1203472970 y JOHANNA ALEXI ULLAURI SÁQUIFULLA con C.I. 0923616379, con mi respectiva supervisión como requerimiento parcial para la obtención del título LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN en la carrera: LENGUAS Y LINGÜÍSTICA.

Se informa que el trabajo de titulación IMPROVING THE WRITING SKILL THROUGH BASIC GRAMMAR STRUCTURE, PROPUESTA: DESIGN OF A BOOKLET WITH GRAMMAR STRUCTURE EXERCISES AND ACTIVITIES IN ORDER TO IMPROVE THE WRITING SKILL, ha sido orientado durante todo el período de ejecución en el programa antiplagio URKUND, quedando el 5% de coincidencia.

MSc. Larry Torres Vivar
C.I. 0913004347
SURVEY TO STUDENTS.

Write an X according to your opinion, taking into account Highly Satisfactory (1) Satisfactory (2), Less Satisfactory (3), Non Satisfactory (4), Indifferent (5)

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language is important for you</td>
<td></td>
</tr>
<tr>
<td>You want to develop your writing skill</td>
<td></td>
</tr>
<tr>
<td>Your English teacher uses another kind of didactic resource.</td>
<td></td>
</tr>
<tr>
<td>You want to write documents in English</td>
<td></td>
</tr>
<tr>
<td>Your English teacher uses audiovisual resources in order to develop the writing skill.</td>
<td></td>
</tr>
<tr>
<td>English grammar is important for you to write correctly.</td>
<td></td>
</tr>
<tr>
<td>Your performance in writing skill is good.</td>
<td></td>
</tr>
<tr>
<td>Your teacher uses new strategies to teach writing skill.</td>
<td></td>
</tr>
<tr>
<td>You want to learn more English Grammar to develop your writing skill.</td>
<td></td>
</tr>
<tr>
<td>You want to use another didactic material for learning English</td>
<td></td>
</tr>
</tbody>
</table>
ANNEXES
2
PHOTOS
IN THIS PHOTO THE PRACTITIONERS JOHANNA ULLAURI AND PILY NAVARRETE AND THE PRINCIPAL MSC. NERIE CASTILLO.

IN THESE PHOTOS THE PRACTITIONERS JOHANNA ULLAURI AND PILY NAVARRETE IN THE INTERVIEW WITH THE TEACHER AND STUDENTS OF THE EIGHTH BASIC GRADE IN THE INSTITUTION “REPUBLICA DE FRANCIA”.
IN THESE PHOTOS THE RESEARCHERS JOHANNA ULLAURI AND PILY NAVARRETE SHOWING THE PROPOSAL TO THE STUDENTS OF THE TENTH BASIC GRADE AND APPLYING SOME ACTIVITIES.
UNIDAD EDUCATIVA "REPÚBLICA DE FRANCIA" EXTERIORS. RESEARCHERS JOHANNA ULLAURI AND PILY NAVARRETE
TUTORIALS WITH MSC. LARRY TORRES.
DIDACTIC GUIDE

AUTHORS:

JOHANNA ALEXI ULLAURI SAQUIPULLA AND PYLY LETICIA NAVARRETE ALVARADO
Articles: a, an & the

Grammar Worksheet

Circle the correct article (a / an / the) in each sentence:

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

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

_______ igloo _______ bench
_______ banana _______ kitten
_______ tree _______ soccer ball
_______ inch _______ owl
_______ eagle _______ tiger
Articles: a, an & the
Grammar Worksheet

Circle the correct article (a / an / the) in each sentence:

1. He carried a/an axe.
2. My mom poured lemonade from a/an pitcher.
3. That cat is stuck in a/an tree.
4. A/an elephant has a long trunk.
5. The truck was driving down a/an dirt road.
6. There is a/an chair at the table.
7. Mary ate a/an egg for breakfast.
8. Tom runs as fast as a/an cheetah.
9. There is a/an inky spot on my pants.
10. I love to read a/an book.

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

______ flower  ______ apple
______ pig  ______ logs
______ rake  ______ oven
______ baseballs  ______ idea
Singular and Plural Nouns

A singular noun names one person, place, or thing.
Example: One dog barked last night.

A plural noun names more than one person, place or thing.
Example: Three dogs barked last night.

Add an s to many singular nouns to make them plural.

Directions: Find the underlined nouns in the sentences below. Tell if the nouns are singular or plural.

1. There were two cats playing in the yard last night. __________

2. We saw a movie last night at the theater. __________

3. My friend came to see me yesterday. __________

4. I checked out some books from the library. __________

5. I went fishing at the pond last week. __________

6. How many ants are on the picnic table? __________

7. There were two boats on the lake at sunset. __________

8. I helped my dad wash the car this morning. __________

9. I found seven eggs in the chicken coop. __________

10. The dentist cleaned my teeth yesterday. __________
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8. I helped my dad wash the car this morning.

9. I found seven eggs in the chicken coop.

10. The dentist cleaned my teeth yesterday.
## Bubble Pop

Directions: Circle the bubble if it has the correct plural form of the noun. Put an X through the bubble to pop it if it has the incorrect plural form of the noun.

<table>
<thead>
<tr>
<th>dish</th>
<th>school</th>
<th>pouch</th>
<th>penny</th>
</tr>
</thead>
<tbody>
<tr>
<td>dishes</td>
<td>schools</td>
<td>pouches</td>
<td>pennies</td>
</tr>
<tr>
<td>fox</td>
<td>brush</td>
<td>puppy</td>
<td>glass</td>
</tr>
<tr>
<td>foxes</td>
<td>brushies</td>
<td>puppies</td>
<td>glasses</td>
</tr>
<tr>
<td>plate</td>
<td>couch</td>
<td>truck</td>
<td>hobby</td>
</tr>
<tr>
<td>platees</td>
<td>couches</td>
<td>truckes</td>
<td>hobbies</td>
</tr>
<tr>
<td>beauty</td>
<td>hospital</td>
<td>girl</td>
<td>lunch</td>
</tr>
<tr>
<td>beauties</td>
<td>hospitals</td>
<td>girles</td>
<td>lunches</td>
</tr>
<tr>
<td>heart</td>
<td>story</td>
<td>pouch</td>
<td>run</td>
</tr>
<tr>
<td>hearts</td>
<td>stories</td>
<td>pouches</td>
<td>runs</td>
</tr>
</tbody>
</table>

Choose the word above that fits best.

1. __________ are you going?

2. __________ is your best friend?

3. __________ time do you get up?

4. __________ is your birthday?

5. __________ are you sad?

6. __________ do you live?

7. __________ is your favorite food?
I. Select the correct Wh question word:

1. ___ is your name?
   What / Where
   When / Who

2. ___ is your favorite actress?
   What / Why
   When / Who

3. ___ are you from?
   What / Where
   When / Who

4. ___ is your birthday?
   Whose / Where
   When / Who

5. ___ color is your new car?
   What / How
   Where / Whose

6. ___ old are you?
   What / How
   Which / Whose

7. ___ books are these?
   Why / How
   Where / Whose

8. ___ did you quit your job?
   Who / Which
   Why / Whose

9. ___ are you going to America?
   Who / What
   When / Which

10. ___ aren't you going to Peter's party?
    What / How
    Where / Why
# Sports Vocabulary Matching Worksheet Answer Key

Look at the words in the list below and write them under the correct pictures:

- volleyball
- hand gliding
- tennis
- boxing
- skiing
- basketball
- baseball
- water skiing
- rock climbing
- hockey
- golf
- snowboarding
- surfing
- football
- skateboarding
- karate
- windsurfing
- archery
- parachuting
- weightlifting
- ice skating
- running
- rollerblading
- surfing
- cycling
- gymnastics

1) karate  
2) rollerblading  
3) gymnastics  
4) skateboarding  
5) windsurfing  
6) surfing  
7) weightlifting  
8) parachuting  
9) football  
10) archery  
11) rock climbing  
12) ice skating  
13) running  
14) volleyball  
15) boxing  
16) golf  
17) skiing  
18) hockey  
19) water skiing  
20) tennis  
21) basketball  
22) cycling  
23) hand gliding  
24) snowboarding  
25) baseball
## Identifying verbs and nouns

**Grade 1 Grammar Worksheet**

Circle the **verbs** and underline the **nouns**.

<table>
<thead>
<tr>
<th>bunny</th>
<th>ride</th>
<th></th>
<th>Verbs are “doing” words. <strong>Nouns</strong> are words for persons, places or things.</th>
</tr>
</thead>
<tbody>
<tr>
<td>broom</td>
<td>eat</td>
<td>read</td>
<td></td>
</tr>
<tr>
<td>wish</td>
<td>tree</td>
<td>work</td>
<td></td>
</tr>
<tr>
<td>chair</td>
<td>think</td>
<td>try</td>
<td></td>
</tr>
<tr>
<td>find</td>
<td>make</td>
<td>bird</td>
<td></td>
</tr>
<tr>
<td>call</td>
<td>are</td>
<td>stone</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>say</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>pizza</td>
<td></td>
</tr>
</tbody>
</table>
A DAY OF MY FAMILY

1) On weekdays we [image with clock]
2) My father, brother and sister
3) We [image with clock]
4) After breakfast, my father [image with clock]
5) My brother
6) My sister Lisa [image with clock]
7) Then they [image with clock]
8) I [image with clock]
9) My brother and sister [image with clock]
10) My sister Lisa [image with clock]
11) My father [image with clock]
12) We [image with clock]
13) My sister and brother [image with clock]
14) We [image with clock]
15) At last I [image with clock]

This is a day of my family.
DAILY ROUTINES - SIMPLE PRESENT TENSE

MATCH THE VERBS WITH THE CORRECT PICTURES

a. get up
b. have lunch
c. wash
d. have lessons
e. get on
f. play baseball
g. go to the cinema
h. ride a bicycle
i. brush teeth
j. play basketball
k. get dressed
l. listen to music
m. walk to school
n. take a shower
o. get shaved
p. feed the dog
q. go shopping
r. cook the dinner
s. fight
t. work on the computer
u. do housework

FILL IN THE BLANKS WITH THE CORRECT FORMS OF THE VERBS FROM THE BOX ABOVE

1. Mr. and Mrs. Maddox usually ______ at the weekend. They buy everything they need.
2. Peter ______ the school bus at 8:15 every morning.
3. Jack ______ for the school before breakfast. He wears trousers and a jumper.
4. Jane and Marilyn ______ every Sunday. Jane usually sweeps the floor and dusts the window.
5. Joseph ______ in the school canteen every day. He usually eats a hamburger.
6. Thomas ______ for 30 minutes in his bathroom every afternoon.
7. Greg ______ every morning between 8:00 and 9:00. He loves cycling.
8. Mark and Edward sometimes ______ each other at school and their teacher gets angry with them.
9. Mr. Potter ______ before he goes to work every morning. He likes his pet very much.
10. I always ______ early in the morning because I sleep early.
11. Adam ______ every day because he doesn’t have a bike.
12. Mr. Hardy ______ in his office all day. He is good at using the internet.
13. Henry goes to school on weekdays. He ______ from 9:00 in the morning to 15:00 in the afternoon.
14. Mr. Turner ______ his teeth three times a day.
15. Harry ______ carefully because he doesn’t want to cut his face.
16. Brian and Fanny ______ together after they come home from work in the evening.
17. Claire ______ her face with white soap.
18. On Saturdays Tina and Clark ______ and watch a film together.
19. Larry and Angela ______ and dance in their free time.
20. Michael ______ in the school team. He has a nice blue cap.
21. Fred and Joe ______ in different teams.
Present Simple
Positive, Negative, Interrogative

Form

Positive:
I, you, we, they: bare infinitive
he, she, it: bare infinitive + -s

E.g.: I drink milk every day.
He drinks milk every day.

Negative:
I, you, we, they: don't + bare infinitive
he, she, it: doesn't + bare infinitive.

E.g.: I don't drink milk every day.
He doesn't drink milk every day.

Interrogative:
Do + I/you/we/ they + bare infinitive
Does + he/she/it + bare infinitive

E.g.: Do I drink milk every day?
Does he drink milk every day?

3rd person singular spelling rules:
General rule: add -s
walk - she walks
talk - she talks
answer - answers

Verbs ending in s, ss, ch, sh, x: add -es
miss - she misses
watch - she watches
wash - washes
fix - she fixes

Verbs ending in o:
add -es
go - she goes
do - she does

Verbs ending in consonant + y:
change the y into i and add -es
study - she studies
tidy - she tidies

Verbs ending in vowel + y: add -s
play - she plays
enjoy - she enjoys
stay - she stays

Write the third person singular in the present simple of the following verbs in the right place.

A
forget
fly
brush
open
say
pray

pay
understand
throw
echo
cook
hurry

touch
study
finish
apply
catch
like

go
want
try
stay
enjoy
wish

play
supply
do
obey
relax
undo

Verb + -s
Verb + -es
Vowel + y + -s
Consonant + y + -es
o + -es

B
Fill in the blanks with the present simple of the verbs in brackets.

1. Janet ________ (watch) a film on TV.
2. The girl ________ (finish) her homework.
3. My father ________ (fix) the TV.
4. The children ________ (visit) the museum every school year.
5. Helen ________ (wash) her hair every two days.
6. My family ________ (plan) a trip to the UK every year.
7. Mr. Harris is the one who usually ________ (carry) the heavy boxes to the attic.
8. I normally ________ (talk) to John on the phone.
9. Karen and Sara ________ (play) the guitar.
10. The students ________ (describe) their homes easily.
Present Simple third person singular.

Give the correct form of the verbs in brackets.

1. Franco ........................ (be) so lazy that he......................... (never,do) his homework.

2. My cousin Martina ................... (usually,have) breakfast at six o’clock. She ...................(go) to
work by bike. She ......................(start) classes at eight o’clock.

3. My friend Thomas .................... (know) all the students’ names at school.

4. Uncle Fred ......................... (often,fish) in a river near home.

5. Every day mum ...................(do) the washing up, my sister Lorena ................... (dry) the dishes and my
brother Ed ......................(sweep) the floor. Dad ...................... (watch) TV and I take the dog for a
walk.

6. Every day Mr Prat ...................(catch) the bus at half past six.

Good Luck!

Present Simple third person singular.

Give the correct form of the verbs in brackets.

1. Franco ....................... (be) so lazy that he......................... (never,do) his homework.

2. My cousin Martina ................... (usually,have) breakfast at six o’clock. She ...................(go) to
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4. Uncle Fred ......................... (often,fish) in a river near home.

5. Every day mum ...................(do) the washing up, my sister Lorena ................... (dry) the dishes and my
brother Ed ......................(sweep) the floor. Dad ...................... (watch) TV and I take the dog for a
walk.
How often does your mom...?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>drink coffee?</td>
<td></td>
</tr>
<tr>
<td>wash your clothes?</td>
<td></td>
</tr>
<tr>
<td>watch TV?</td>
<td></td>
</tr>
<tr>
<td>go to a fast food restaurant?</td>
<td></td>
</tr>
<tr>
<td>clean your room?</td>
<td></td>
</tr>
<tr>
<td>help you with homework?</td>
<td></td>
</tr>
<tr>
<td>buy new shoes for herself?</td>
<td></td>
</tr>
<tr>
<td>make you breakfast?</td>
<td></td>
</tr>
<tr>
<td>catch a cold?</td>
<td></td>
</tr>
<tr>
<td>cook dinner?</td>
<td></td>
</tr>
</tbody>
</table>
# Adverbs of Frequency

<table>
<thead>
<tr>
<th>Adverb</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
<td></td>
</tr>
<tr>
<td>USUALLY</td>
<td></td>
</tr>
<tr>
<td>REGULARLY</td>
<td></td>
</tr>
<tr>
<td>OFTEN</td>
<td></td>
</tr>
<tr>
<td>SOMETIMES</td>
<td></td>
</tr>
<tr>
<td>OCCASIONALLY</td>
<td></td>
</tr>
<tr>
<td>SELLOM</td>
<td></td>
</tr>
<tr>
<td>RARELY</td>
<td></td>
</tr>
<tr>
<td>NEVER</td>
<td></td>
</tr>
</tbody>
</table>

- Never, sometimes, often, frequently, seldom, always and usually are adverbs of frequency.

**Rule:** Subject + Adverb + Verb

**Example:** Mary usually gets up at 7 o'clock.

**Exception:** Subject + Verb to be + Adverb

**Example:** I am never tired.

- Every weekend, once a month, twice a week, three times a year are also adverbs of frequency. They can be used at the beginning or at the end of the sentence.

**Example:** Every weekend we play tennis.

---

**A) Put the adverbs in the right place.**

1. She goes jogging (**seldom**) 
2. Mr. Smith cooks for the family. (**often**) 
3. Does Tim study for the tests? (**always**) 
4. They aren’t at home at weekends. (**often**) 
5. Their children don’t eat fast food (**usually**) 
6. We go to school on foot. (**never**) 
7. Is Tina late for work? (**sometimes**) 
8. The students change rooms. (**rarely**) 

**B) Choose the best option.**

1. Jim is an excellent student. He **_______** learns fast and well. (never, sometimes, always)
2. I hate vegetables. I **_______** eat vegetable soup. (often, never, usually)
Adverbs of frequency

1. Rewrite the complete sentence using the adverb in brackets in its correct position.

He listens to the radio. (often)

They read a book. (sometimes)

Pete gets angry. (never)

Tom is very friendly. (usually)

I take sugar in my coffee. (sometimes)

Ramon and Frank are hungry. (often)

My grandmother goes for a walk in the evening. (always)

Walter helps his father in the kitchen. (usually)

They watch TV in the afternoon. (never)

Christine smokes. (never)

2. Rewrite the sentences in the correct order.

usually - in the morning - reads the newspaper - Tom

He - frequently - is - for class - late

always - they - happy - are

help - she - often - does - her mother?

by 11:30 - is - Ann - generally - in bed.
PRESENT CONTINUOUS

USE 1 Now

Use the Present Continuous with Normal Verbs to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

Examples:

- You are learning English now.
- You are not swimming now.
- Are you sleeping?
- I am sitting.
- I am not standing.
- Is he sitting or standing?
- They are reading their books.
- They are not watching television.
- What are you doing?
- Why aren’t you doing your homework?

USE 2 Longer Actions in Progress Now

In English, "now" can mean: this second, today, this month, this year, this century, and so on. Sometimes, we use the Present Continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.

Examples: (All of these sentences can be said while eating dinner in a restaurant.)

- I am studying to become a doctor.
- I am not studying to become a dentist.
- I am reading the book Tom Sawyer.
• I am not reading any books right now.
• Are you working on any special projects at work?
• Aren't you teaching at the university now?

USE 3 Near Future

Sometimes, speakers use the Present Continuous to indicate that something will or will not happen in the near future.

Examples:

• I am meeting some friends after work.
• I am not going to the party tonight.
• Is he visiting his parents next weekend?
• Isn't he coming with us tonight?

USE 4 Repetition and Irritation with "Always"

The Present Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like Simple Present, but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

Examples:

• She is always coming to class late.
• He is constantly talking. I wish he would shut up.
• I don't like them because they are always complaining.
Present Continuous

Affirmative
we use "be" + "ing" verbs

I am walking.
She is talking.
He is laughing.
It is raining.
They are singing.
We are cooking.
You are smiling.

Negative
we use "be" + "not" + "ing" verbs

I am not walking.
She is not talking.
He is not laughing.
It is not raining.
They are not singing.
We are not cooking.
You are not smiling.

Question
We use "be" followed by "Pronoun or subject"

Am I walking?
Is she talking?
Is he laughing?
Is it raining?
Are they singing?
Are we cooking?
Are you smiling?

A. Fill in the blanks with "is" or "are".

1) Kate is cooking a turkey for dinner.
2) Mom is setting the table.
3) John is making coffee.
4) The boys are watching TV.
5) It is snowing outside.
6) The baby is laughing.
7) The girls are painting Easter eggs.
8) We are eating turkey.
9) The dog is barking.
10) They are celebrating Easter.

B. Write the correct "ing" verb in the blank.

1. Kate is preparing dinner (prepare).
2. They are hunting for Easter eggs (hunt).
3. We are eating turkey (eat).
4. The Easter Bunny is coming (come).
5. I am making Easter eggs (make).
6. The children are eating candy (eat).
7. You are singing a nice song (sing).
8. The dog is chasing the cat (chase).
9. The cat is running (run).
10. He is drinking coffee (drink).

C. Negative form. Fill in blanks with "is/are/not" and/or "ing" verb

1. I am not cooking.
2. He is not eating.
3. She is not laughing (laugh).
4. It is not raining (rain).
5. They are not painting Easter eggs.
6. We are not eating now.
7. You are not walking (walk).
8. Mary is not sleeping.

D. Make a question.

Fill in the blank with "be" and "ing" verb

1. ______ I _______ dinner? (cook)
2. ______ Jack _______ pie? (bake)
3. ______ the girls _______? (eat)
4. ______ it _______? (rain)
5. ______ they _______ Easter eggs? (make)
6. ______ you _______? (coming)
7. ______ the dog _______? (bark)
Revision: Present Simple or Present Continuous

Fill in the correct form of the verbs:

1. Look! Tom ____ his bike over there.
2. Nora ____ a lot of books every week.
3. Alec ____ a test right now.
4. Pam often ____ funny animals at school.
5. The boys ____ in the yard at the moment.
6. We always ____ to school in time.
7. I ____ a very interesting film now.
8. You often ____ a lot of mistakes.
9. We ____ to the classical music now.
10. Paul never ____ SMS to his friends.
11. I ____ (not) the flowers at the moment.
12. Tim ____ (not) his friends every day.
13. They ____ (not) football now.
14. Anna ____ (not) to the zoo every day.
15. We ____ (not) Andrew at the moment.
16. You ____ (not) this rule today.
17. Liz ____ (not) food at present.
18. He ____ (not) German right now.
19. I ____ (not) Lesley every day.
20. Tina ____ (not) cookies at the moment.
21. ____ you ____ your e-mail now?
22. ____ Ben ____ his pens every day?
23. ____ they ____ in the corridor now?
24. ____ Kate ____ a nice dress today?
25. ____ you ____ a new song right now?
26. ____ she ____ her car to work today?
27. ____ they ____ a cake at the moment?
28. ____ Tina ____ a lot of SMS today?