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THE TITTLE OF ENGLISH UNDERGRADUATE OF EDUCATION AND
LINGUISTIC DEGREE

TOPIC:
THE INFLUENCE OF GRAMMAR EXERCISES IN PRESENT TENSE IN THE
DEVELOPMENT OF THE WRITTEN EXPRESSION

PROPOSAL:
A DIDACTIC GUIDE OF VARIED GRAMMATICAL EXERCISES FOR THE
DEVELOPMENT OF WRITTEN EXPRESSION

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DEDICATION

I dedicate this thesis especially to The Almighty God, my parents, my husband and a special friend for helping us with this project. I thank everyone for their support and having that trust in me. I also thank for giving me that strength and motivation that I needed when I was feeling like I couldn’t go any further. I love you all.

Marjorie Macías
DEDICATION

I would like to thank everyone that have helped me in life and all the stages too. I am happy for this accomplishment and above all for the people that did not abandon me in this process. I cannot name all of them, but they all know that I love them much.

Joselyne Valencia
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ABSTRACT

It is important for students to have a common strong base of structure of the language being learned, this case, English. Without structure, there is no reasoning when writing, no matter how much vocabulary words a person may know or have. It is important for grammar to take place in learning a language. Of course, when learning a language as the main one, such process of grammar is not needed or enforced, that’s because the natural approach is at hand in which we all acquire the language in a natural way by listening to our parents, repeating the words they say to us and imitating such sound. This project is based on the present tense which objective is to improve the use of such verbal tense to the students of the eighth of The República de Francia Public School. This tense should be adequate enough for students of the 8th grade. This guide will provide exercises in the most common and basic tenses in the English language, the present tense, learning the basic tenses will provide an easy way for students to learn the other ten tenses that are part of the English structure, facilitating learning to students and giving them full nourishment about the language being learned.

KEY WORDS: LEARNING, TENSES, PRESENT, GRAMMAR
INTRODUCTION

The themes that are related to this project can be mentioned as the good living act. The good living act is based to improve the education and that way the style of living in the whole Ecuadorian nation. Its significance is solely based on the prosperity the nation should set as goals and maintain for the welfare of all the citizens in the Republic of Ecuador. It also motivate the teachers’ role potential and other professionals in education as key players in the construction of the good living act. Promote formation in knowledge non-traditional areas that provide to the construction of the good living act.

What meaning would sentences have if there were no concrete time verifying when such action took place? What type of idea can one get when things being said are not in any type of sequence nor order of occurrence? How would humans be able to communicate when there is no concrete idea being expressed?

This and many other factors are some of the deficiencies that can make communication unsafe and unclear. Tenses are the glue of structure in order to have meaning and a reference letting it be known when such events took place, in the present, past or future, and that’s not even including the other sub tenses that are involved with the main three previously mentioned.

The main objective of the proposal is to make the SIMPLE PRESENT tense as clear as possible and understand in the purpose, structure and usage.

Many books explain such motive and indicate such purpose of these two basic tenses used every day in the English language; however, students are still confused and don’t have a clear understanding of the tenses and have the most common mistakes like third person singular conjugation and differentiating regular verbs. Identifying such problems can be confusing if they are not fully explained by the instructor or the teacher. Theorically, students learn in different manners due to the different intelligences presented in humans. Therefore, the guide targets the motivation of most of the intelligences in students when it comes to grammar learning.
Chapter I: the problem

the problem, context investigation, problem investigation, conflict situation, scientific situation, causes and consequences, problem formulation, investigation objectives, general objectives and specific objectives, questions of the investigation, rationale

Chapter II: theoretical frame

Theoretical framework, background of the investigation, theoretical bases, epistemology foundation, philosophic foundation, pedagogical foundation, psychological foundation, sociological foundation, legal foundation, glossary.

Chapter III: methodology

methodology, process, analysis, results discussion, methodological design, types of investigation, population and sample, operationalization of variables, investigation methods, instruments and techniques of the investigation, analysis and interpretation of data, conclusion and recommendations.

Chapter IV: the proposal

Justification, synthesis, general objective, specific objectives, feasibility, description, social impact, beneficiaries, bibliography, glossary

Bibliography

The biography will be the collection of all the work that had been cited, referred and consulted during the investigation and to which the reader may be referred to when possible.

Annexus

This section contains supporting material such as data sheets, questionnaire samples, illustrations, maps and charts when necessary.
CHAPTER I

THE PROBLEM

1.1 Context of the Research

This present research is about the influence of grammar exercises in present tense for the development of written expression of the students of the eighth grade General Basic Education of the Unidad Educativa República De Francia, Zone 8, Guayaquil City, Sucre Parish. This institution is located on Tungurahua and Capitan Nájera Streets in the South-West part of the city.

This institution was founded on July 14th 1956 in the third presidential term of Dr. José María Velasco Ibarra whose main objective was to fight for the education of Ecuadorian women. This institution was given the name of “Republica De Francia Public High School”, in honor to the anniversary of the French Revolution. On April 25th, 2013, “República De Francia Public High School” was named as “Unidad Educativa República De Francia” through a process of reorganization by grades in order to structure the educational offer required by the Ministerio de Educacion.

“Republica De Francia” has three working shifts that are operating in the morning, afternoon and evening. Its mission is to be an institution committed to the integrated education from beginning levels to the Baccalaureate, providing inclusive educational services that guarantee a humanistic and innovative education. Its vision is to be projected as a model of quality institutional administrative management, leader in educational processes applying innovative and didactic active projects according to technology (Tics).

1.2 Research Problem

1.2.1 Conflict situation
The researcher detected that there is a problem of written expression in the students of eighth grade of the Basic General Education. There are 30 students in the English classroom. Due to the lack of class participation and activities, students do not have enough knowledge when it comes to use grammar and execute such mentioned exercises that are about the present tense. The lack of interest that students showed was another factual evidence that students need to be engaged in grammar exercises. Therefore, it is of the utmost importance that students have more practice of grammar exercises relating the present tense. There was no motivation to make students express their own ideas grammatically during the class. Also, the classroom had some posters about vocabulary, but they were not in good conditions, there were not didactic resources to preserve to attract students’ individual attention. The students do not like to participate in classes so it is really hard for them to demonstrate what they have learned in front of their other peers because of the minimum grammar practice during the classes.

The teacher was confined to use the book as the only instrument to teach the class. He explained the topic and at the end of the class the students had to answer some questions or do an activity without the teacher’s help or guidance; the students needed to use dictionaries to help themselves. In addition, the teacher did not do the warm up activity does to activate, motivate and provide an effective atmosphere. In the planning there were activities that could not be done so that the teacher could not assess students to know if the objectives were accomplished.

By using grammatical exercises, it is pretended to develop students written expressions. This can be reached by having students also do practice exercises expressing themselves and exchanging their writings, checking for punctuation, syntax, coherence and diction. The majority of students have problem because they were not exposed to such troubleshooting in class. This is something that even teachers with such higher learning degrees still face and even confuse the students they may have, including with revisions of projects, wall charts, expositions and other categories involved (Perez S., 2017).
1.3 Scientific fact

Deficiency in the English written expression of the students from 8th year of “Republica De Francia School, Zone 8, Guayas Province, Guayaquil Canton, Sucre Parish, Circuit 4B. Academic Period 2017 – 2018, the students of the eighth grades had a general grade of 6.7 which is low academic performance in the foreign language area. The institution has been under this type of low performance in the English written category due to the lack of appropriate activities to develop the writing skills that need to be displayed in the classroom. Students need more practiced activities in order to develop the writing skills. English class is not equally distributed to reinforce and develop the 4 skills known as listening, speaking, reading and writing. For this reason, it is considered to increase that time for the development of writing skills.

According to the Common European Framework of Reference, Ecuador is at a 63rd place in the English community worldwide. The results of such demographics is the fact that most candidates do not reach a C1 level yet these very same individuals can be found in universities, public schools and other institutes where the English language is taught. This type of recycling deficiency keeps the low grading and performance among the education regarding the English language. The best way that this type of problem can be resolved is by asking and demanding a use of the English language in classes at all time; besides well prepared English teachers, who are most of the time natives from English speaking countries, the hiring of teachers should also be demanding, with every day class observations, especially at the university level where most of the low performance in students that are about to graduate can be found, (Hammer, 2015)

1.4 Causes of the problem

- Insufficiency knowledge of grammar structures in the present tense.
- Deficiency in the use of grammar resources by the teacher for the development of written expression activities.
• Inadequate use of ludic activities for the development of written expression.

• Excess of students in the classroom to be able to properly develop classes.

1.5 Formulation of the problem

How does grammatical exercises in the present tense influence on the written expression development in students of 8th Grade General Basic Education at the Unidad Educativa República De Francia, zone 8, Guayas Province, Guayaquil Canton, Sucre Parrish, and Academic Period 2017 - 2018?

1.6 General Objectives

To determine the influence of grammar exercises in present tense in the development of written expression through a field investigation of bibliographic and statistical study to design a didactic guide of varied grammar exercises.

1.7 Specific Objectives

• To identify grammar exercises in the present tense through a field investigation of bibliographical and statistical study.

• To evaluate written expression through a field investigation of bibliographic and statistical study.

• To design a didactic guide of varied grammar exercises in present tense to develop written skills.

1.8 Questions of the investigation

• Is it necessary to include activities with grammar exercises in order to help students develop the written expression?

• Is it beneficial to convey the process of the present tense in class?

• Is it needed to involve methods that improve the grammar learning process in the English language?
1.9 Justification and importance

This project states to enhance the level of the written expression through the design of a didactic guide that contains relating the present tense as the main objective of the classes to increase the basic knowledge that helps the learning of the students. The main purpose in this project is the consolidation of structure knowledge to develop the written expression in students throughout the practice of the present tense.

According to the exit profile delineated by the Ministry of Education, it is expected that Eighth Grade students to have a good use of basic expression for communication in different situations of the daily life. Therefore, when writing or expressing what they think, students usually do it in an order different from what is established by the grammar rules and the organization of ideas that delivers the message in a structured and orderly fashion, setting the pace of the grammar and its diction with coherence, syntax and proper English rules applied.

As the expected result is not being achieved, it has been decided to implement a didactic guide with grammatical exercises in the present tense that allows teachers to teach in a practical, fun and varied style, attracting students’ attention and strengthening their knowledge to reinforce the written expression.

Thanks to the Regulation of the Organic Law of Intercultural Education, (LOEI), in chapter II of the right to education cited, in its Art. 5. - Education rights. - “Education is a fundamental human right, recognized and guaranteed in the Constitution of the Republic and the Organic Law of Intercultural Education, a necessary condition for the realization of other human rights.

Their characteristics are:
a) Education is a right of people throughout their life.

b) Individuals, families and society have the right and responsibility to participate in the educational process, in accordance with the Organic Law of Intercultural Education and this Regulation.

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

d) Education will respond to the public interest and will not be at the service of individual and corporate interests ...

This project responds to the need to give the tools for the good performance of learning, and according to The Regulation of the Organic Law of Intercultural Education, (LOEI), guarantee the right to education to all people for the correct development in a Community.

The Good living National Plan in the 4.4 article states to improve the education´s quality in all levels and modalities, for the knowledge generation. "To establish support mechanisms and follow to the educative institutions procedural up, to the continued improvement and comply with quality standards, design and implement tools and instrument that allow a cognitive-holistic development to the student population"

As mentioned in the Good living National Plan, in Article 4.4, with this project it is possible effectively intervene in the use of vocabulary for oral expression. In addition, this is an effective tool to reach the achievement indexes established by the state.

Achieving this goal will contribute to many social aspects: satisfied teachers, safe students, better job opportunities, and better academic opportunities.
Recognizing and differentiating grammatical rules related to verbs in the present tense will allow students to feel safe improving their writing skills. It is vitally important to be able to capture everything that has been thought or talked about in order to communicate effectively.
CHAPTER 2

THE THEORETICAL FRAME

2.1 Conceptual Framework

BACKGROUND

Many times the lack of written expressions is an obstacle at the moment of communicating with someone else. Written expressions is necessary for having good relationships among people and the lack of it, joined with the absence of appropriated grammar makes difficult the communicative process.

Written expressions is considered an important aspect of the language to be developed for communicating as well as the teaching of written expressions strategies to do so.

Scott, et al (2003) stated that creating grammar exercises involving visual images is useful when learning new words associated with known concepts or when learning definitions. According to Van den Broek and Kremer (2000), students use mental imagery when writing to depict key text elements such as events, facts, and setting and to illustrate meaningful relationships between elements. Grammar assists students in learning word meaning and in making better predictions and Inferences (Center, et al, 1999). In fact and as an example, grammar structure can cue students with learning disabilities with decoding unknown words, can decrease task complexity, and can assist in developing memory for the written word (van Der Bijl, Alant, & Lloyd, 2006). Equally, the use of grammar is supported by Paivio's (1971) dual coding theory which suggests that verbal and non-verbal information are represented and processed in distinct but interconnected mental subsystems. Additionally, using grammar requires students to personalize word meanings and sentence structure (principle one), to build on multiple sources of information and to connect what is personally known to new written expressions concepts (Blachowicz & Fisher, 2000).
The use of the simple present tense is for the support of such variables that have been mentioned previously. With the use of the present tense, the practice for the dependent variable which is the use of written expressions, any task given as an activity would be of simple and facilitation for students to develop knowledge about using such easy sentences in writing exercises like reports, essays, letters and personalized excerpts of their own.

Written expressions are the group of words that a person or group of people need to start to communicate among them. Written expressions are, according to Hatch & Brown (1995), the list of words that speakers of a particular language use. Broadly defined, written expressions are knowledge of words and word meanings put to use. However, written expressions can be more complex than this definition suggests. First, words come in two forms: oral and print. Written expressions includes those words that we recognize and use in listening and speaking. Print written expressions includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive written expressions includes words that we recognize when we hear or see them. Productive written expressions includes words that we use when we speak or write. Receptive written expressions is typically larger than productive written expressions, and may include many words to which we assign some meaning, even if we don’t know their full definitions and connotations – or ever use them ourselves as we speak and write (Kamil & Hiebert, in press).

Written expressions is also the set of words within a language that are familiar to that person. Written expressions usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

Written expressions learning can be defined as the acquisition of words for communicating. Blachowicz and Fisher (2000) pose four main principles to guide written expressions instruction:

1) Students need to personalize word learning,
2) Students should be immersed in words throughout the day, in many forms,

3) Students need to build on multiple sources of information to learn words through repeated exposure, and

4) Students should be active in developing their understanding of words and should be encouraged to make connections between what they know and the written expressions concepts they are to learn.

2.2 Background of the investigation

2.2.1 Learning strategies

Learning strategies are those which teachers use to improve the written expressions among students within the classroom and thus make an appropriated learning process. The term language learning strategy has been defined by many researchers. Wenden and Rubin (1987:19) define learning strategies as ... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information. Richards and Platt (1992:209) state that learning strategies are intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information. Claus and Casper (1983:67) stress that a learning strategy is an attempt to develop linguistic and sociolinguistic competence in the target language. (Brown, 2003) According to (Stern, 1992), the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques. Language learners perform either consciously or unconsciously when processing new information about the language that is learned in the classroom.

Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable.
What are the main learning strategies?

Among the main exercises in present tense for learning a second language it can be found: repetition, reading comprehension, the use of body language, memorization, the use of games, the use of stories, the use of translation, imagery among others.

The use of images for improving the written expressions learning has been one of the most popular ways of teaching English. Images are commonly used for learning new words associated with the topic presented by the teacher. Pictures must be chosen carefully and it is hoped that this study will shed some light on how teachers make these choices. This means that, if teachers do not choose the pictures according to the topic pupils could think that the teacher is a person who does not prepare his/her classes properly. Using pictures is one of the teaching aids that teachers depend on in their teaching. (Harmer, 2011) states that teachers have been accustomed to use pictures or graphics – whether used or gotten from books, the newspapers and magazines, or simply put, pictures – to make learning easier. English teachers tend to feel that using pictures in teaching new words makes the process enjoyable and memorable. They also feel that pictures attract pupils’ attention and deepen their understanding of written expressions. Pictures can also help learners with abstract words, as associating the word with a concrete object makes these words easier to remember. (Harmer, 2011) states that most of the adequate usage in pictures is to represent and check meanings and their variety and facilitate role in content. The word airplane, for example, is to have a picture of one. Of course, not all new words can be taught using pictures. On the other hand, images help students to remember the topic that the teachers are talking about; however they are mainly used as a strategy for making students be interested in the class. What is more, thanks to the use of pictures students can identify such as events, experiences, facts and the connection that they have with their daily life; this use of images is well known as “Imagery.”
What is imagery?

It is the use of images for improving the written expressions learning among students. Linda mood Bell defines concept imagery as the ability to project mental pictures for ideas and concepts expressed with the use of language (p143) (Bell, 1997).

The images are selected by the teachers in order to teach or show a written expressions related to a specific topic, Given that grammar is supported by research as an effective instructional strategy. Grammar assists students in learning word meaning and in making better predictions and inferences (Center, et al, 1999) (DeHoyos, 2011).

2.2.2 Teaching written expressions

Aeborsold and Field (2012) classified written expressions into two terms:

a. Written expressions refers to items the learner can use appropriately in speaking or writing and it is also called productive written expressions, although, in fact, it is more difficult to put into practice. It means that to use the productive written expressions, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

b. Written expressions refers to language items that can be recognized and understood in the context of reading or listening and also called receptive written expressions. Passive Written expressions consists of the words understood by people when they read and listen (Harmer, 2011).

2.2.3 The Use of Written expressions

Written expressions is important because it helps the students to enjoy their classes. One who masters enough written expressions will find fewer difficulties than those who have little written expressions. When they read a certain text, they
will easily get the information from it since they can understand every word in the text. On the other hand, those who lack of written expressions will face a lot of problems. Mastery of written expressions will be useful for the process of achieving language teaching objectives. That is the mastery of language skills (Listening, Speaking, Reading, and Writing). If we want to communicate with others in certain language, we must master the language they use. Yang (2014) said that words are the core base of language. Not using written expressions, the person finds communication not effective nor able to express ideas. He also states that having a limited written expressions is also a barrier. Furthermore, Long and Richards explain that written expressions like grammar is an essential component of all uses of language.

2.2.4 Pictures

Pictures are kinds of visual instruction materials. They might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills.

Pictures have an irascible appeal for the children. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language.

A picture is an image, or likeness of an object, person, or scene produce on a flat surface, especially by painting, drawing or photography.

Meanwhile according to Andrew Wright, Picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences (Wright, 2015).

Gerlach stated pictures are in two dimension visual to represent a person, place, or thing. Photograph prints most commonly are nothing but sketches, cartoons, murals, cut outs, charts, graphs and maps used commonly….A picture may not only be worth a thousand words, it may also be worth a thousand years or a thousand miles, (Gerlach, 2012).
The types of images, through picture presentation, people are able to reach outside their minds are very varied. Pictures that they can see always lead to the reality of their minds. But the realities that have been presented by pictures depend on the types of the pictures. There are two kinds of pictures that Szyke (1981) finds especially useful as teaching aids, they are:

a. Pictures of individual persons or thing may be used mainly at the elementary level, to introduce or test written expressions items, for example: a man, and a car. Portraits, pictures showing people in close details, are useful for intermediate and advance learners. The students can be asked questions about the age and profession of the model, etc.

b. Pictures of situations in which a person and an object are “in action”. Images of objects and people in certain situations can be perfect as a teaching aid for introducing or reviewing grammar structures (Szyke, 1981).

Types of exercises according to Wright (2014) are:

a) Grammar using of a single object as topic of discussion, description.

b) Grammar using a person as examples: this can be the picture of a famous person, pictures of several people and pictures of people in action.

c) Grammar using places.

d) Grammar history.

e) Grammar with a lot of information provided.

f) Grammar fantasies as a metaphor.

g) Pictures of the news related to grammar structure.

h) Pictures of maps and symbols involved in grammar structure.

Students can use a picture and interpret it in so many different ways that it just depends on the target language the teacher has to provide to make them speak. For example: on a visual about a grown woman and a female child, you may ask:
**Who are they?**
Possible answers:
- Girls
- Two girls
- Mother and daughter
- Two sisters
- They are mother and daughter.

**Where are they?**
Possible answers:
- Home
- In the kitchen
- At the counter in the kitchen
- They are in the kitchen.

**What are they doing?**
Possible answers:
- Playing
- Cooking
- Preparing lunch
- They are making a salad
- Mom is teaching her daughter how to cook

**What do you see in the picture?**
- I see that most students are

Teachers can take advantage of the limitless imagination of children and make them create stories out of a couple of pictures: a bus or a taxi.

- It is late.
- Kids are going to school.
- The school bus is full.
- A kid does not want to take a full bus.
- The kid takes a taxi to school.
- The kid arrives faster than the others.

### 2.2.5 Flashcards
Using flashcards in class to introduce new written expressions is helpful and fun. It saves a great deal of time. It requires the attention and repetition from children to remember the new words. If they cannot memorize things fast, the teacher just has to show the picture several times and continue with the class applying the words in context.

2.2.6 Wall Charts, Posters, Etc

Letting the children be part of the creation of new images is more fun. Working on a specific area of knowledge and using pictures from magazines or other sources will definitely keep everybody engaged. Beautiful and big collages and posters can be made. New decorations for the classroom walls too. Written expressions is everywhere, it can be taught and assessed in this kind of activities while having a good time.

Students of all ages like to participate in this kind of activities. Some of them may think that they will help pass the time with no new classes, but the skillful teacher will use every second to make a fun activity into a productive one.

Are students out of creativity? Just find some images online and start creating a complete set of activities based on them:

True or False

They are happy. .. ( )
They are waiting for a taxi… ( )
One of them look upset… ( )
They are wearing brown pants… ( )

Answer Questions

Where are they?
What are they doing?
What are they wearing?
Why are they upset?
Complete

The man on left is wearing a __________ sweater.
He is __________ a watch.
He looks ____________.
They are at the ______________.
The man on the right is wearing_______ hat and gloves.

2.2.7 Tell a story based on the picture

Two brothers, Morpheus and Neo, got ready to spend their vacation together. They planned to travel to the beach. Their sister Trinity wanted to go too and ask them to wait for her. They said “OK”. They have been waiting for her for almost an hour. They called her, and she said she was almost ready. They think they will have to wait for 60 minutes more. They are not happy about that.

2.2.8 Adapt the picture

Make three changes in the picture and retell the story by using any experience of your own, or by asking a partner that can relate to the situation, or by simply making it up or reinventing the story with the picture at hand.

2.2.9 Visual learning style

The way grammar can be used to express written expressions is found in a visual learning style, often referred to as the spatial learning style, is a way of learning in which information is associated with images. This learning style requires that learners first see what they are expected to know. People with a visual learning style are often referred to as visual-spatial learners.

Visual learners have specific characteristics that make their learning method unique. In school, visual learners typically:
• Remember what they read rather than what they hear
• Prefer reading a story rather than listening to it
• Learn from seeing things written out on a chalkboard
• Use diagrams and charts to understand ideas and concepts
• Take notes during class or while listening to presentations
• Study by looking over things
• Are good at spelling
• Use color to organize information
• Need quiet study time
• Often prefer to work alone rather than in groups
• May not understand verbal instructions
• Ask a lot of questions to seek clarification
• Need to be able to see the teacher

2.3 Philosophic Foundation

Within the epistemological frame that focuses on the nature of knowledge and how we come to know, there are four major educational philosophies, each related to one or more of the general or world philosophies just discussed. These educational philosophical approaches are currently used in classrooms the world over. They are Perennialism, Essentialism, Progressivism, and Reconstructionism. These educational philosophies focus heavily on WHAT we should teach, the curriculum aspect, (Cohen, 1999).

Teachers need to help students learn grammar, remember and apply passive vocabulary, show them how to find new words out of logic. The goal of every teacher is to see the student s overpass him/her. To see them become wiser.

Visual aids to teach grammatical exercises and rules may sound too irrelevant, but it is not. The language with no vocabulary just cannot exist. Grammar can do nothing with no words to follow the structures. Thousands of words that have to be active or passive in everybody’s minds. One, two or more languages with
totally different words. But all of them representing the same things, people, feelings, situations, etc. One picture can be used in any language and the word that it represents will be immediately understood.

Knowledge is power. Knowing a few words help communication. Knowing dozens and using them in the correct way can help you convince others, and why not rule. Listen to politicians that is their more powerful tool, their speech. And all of that started with an image.

Images are used to inform difficult things in an easier way. They help see hard or polemic situations in a softer way. They make illiterate people understand complex information.

So, grammar related images are not irrelevant at all. They are the back-up way of communication when words are not sufficient.

Use the theory of visual learning and visual thinking and adapt it for everybody who has a different learning style, they can relate with something from this. If you want to be a friend of wisdom (Greek word *philosophia*) use all the tools available to become one. If that is through pictures, flashcards, charts and graphs, so be it.

**2.4 Pedagogical Foundamentation**

The Principles are central in guiding the development of goals and initiatives in the school action plan. They are sufficiently flexible, however, to allow schools to focus on particular aspects of their needs at different times. An important task for schools is to develop a shared understanding of the meaning of the Principles as a language with which they can discuss pedagogical issues. The Principles are not meant to be narrowly descriptive but indicate direction in which effective practice should move (Bell, 1997).

Every classroom has pictures, charts, flashcards, etc hanging around, pasted on walls, in the teachers’ bags. No matter what is easier for a student, all of them are exposed to images and with grammar rules and exercises are just as effective.
Since they are in kindergarten, especially there, until they are grown up, methodologies use pictures all the time, first to make them learn vocabulary, then to make them use it in complex ways, and in a lot of cases, just not to bore them.

As lots of people are not visual learners, if they see textbooks with no pictures that can relate to grammar rules they would not be able to concentrate and end up all stressed out. So all currents of education tend to motivate the use of pictures, even in assessments, to avoid stress, and to help students in their process of learning, at least in the first stages of education (Brown, 2003).

The use of images help save time in classes, cheer students up, make them learn and apply new vocabulary and even grammar structures.

Students will tell you: a class with no pictures is a boring class, a book with no pictures is a boring book. And as a result, that teacher in that class may be a boring teacher (Harmer, 2011).

2.5 Psychological Foundation

“Teachers can convey to students that their failure at any given task is not due to lack of ability but rather that their performance can be enhanced, particularly with added effort or through the use of different strategies”. Having read about visual learning and thinking we can have a clear idea how teachers can identify and affect the mind of learners of all ages. Even if their style of learning is different. Everybody can take advantage of the use of images in every moment in the process of learning.

Exposing students to visual aids not only awakens curiosity in them, but also prepares them for what is coming. It makes them think in advance and several possible outcomes are already in their brains before the teacher gives an instruction. (Aronson, 2002).

Looking at the picture of a fruit in class will make them think in the moment they ate that same fruit at home, they can even remember the smell and taste. If all of that happen, that student will easily remember the word later. The same thing with
other pictures that show situations, feelings, etc. Students use their experience to relate the images they see in class with the ones in their heads that come from past memories, distant or recent. And they may be willing to share in class too. So the teacher has to be smart enough to use all this to make the class as meaningful as possible.

Their mind is faster than their spoken words? Yes, that can be frustrating, worse when they do not know enough vocabulary to describe everything they see. The job of the teacher is to foresee that too. Be ready to help students deal with frustration and overcome it.

2.6 Sociological Foundamentation

The best example of visual vocabulary in society is Publicity (Marketing). That is the use of grammar and written expressions to convince people to consume or buy or do something that probably they do not want or need. They really learned their lessons at school, and understood the importance of images to teach something to others.

Children can learn everywhere with the right guidance, they see images everywhere, since they wake up until they go back to bed. They see words on signs, photos on walls, giant advertisements from which they just have to ask “What is that?” Or parents just have to point at them and tell them: “Look, The letter E on that sign” “The word STOP over there” etc.

Field trips can take advantage of this great classroom that the city is, students can learn with real objects and signs in the street.

It is there where they are going to apply all what they learn in school, so teachers have to do their best to make them experience something similar in classrooms (Thornbury, 2012).:
To stock or not to stock?

Once you decide to start including pictures in your content, you have to find some. You can’t use Google to find images to post all over your site, and you also can’t steal anything from people who hold copyrights.

That’s why many small business owners turn to stock imagery. This is likely the quickest and easiest solution, as entrepreneurs can gain access to hundreds of thousands of photos that can be used in marketing collateral.

Purchasing a subscription to a stock gallery is likely cheaper than buying images on a case-by-case basis and is definitely easier than going out with a camera. However, some critics find fault with these pictures because they’re generic and don’t have a great deal of personality.

We have authentic imagery, images that were shot in natural light of real looking people. We have images that reflect a contemporary art direction and style, images that resonate with high-end brands. And we have storytelling images. Images that tell a story by themselves of work with other images to tell a story, Braut said (Cohen, 1999).

The editors who chose pictures for Offset used to work for the Associated Press and National Geographic. Much of the content is produced by photographers who were on assignments for other companies. As a result, the images are more varied than what’s traditionally distributed through Shutterstock.

Ultimately, pictures can make a world of difference for your content marketing strategy. There are nearly infinite ways you can capitalize on imagery to enhance your business’ SEO value. Do you incorporate photos into your content? (Perez, 2009).
2.7 Legal Foundamentation

It is true that we can find any content on the internet, it is also important to highlight that not everything can be used freely. There are laws that protect the rights of authors (intellectual property, copyright) and if someone wants to use their work they should buy it. That is perfect, as the effort and time spent in doing that image or piece of work had a cost and should not be free. Regardless, lots of companies and people do offer their work for free as they have other ways to get their investment back (Buen Vivir, 2009).

Current Ecuadorian constitution recognizes the right of Education as an unalienated right to its citizens especially to children who have not only the right to education but the right to equal opportunity. There should not be discrimination and immune from any other deficiencies. Thus, the constitution guarantees quality as well as the best type of welfare. The government supports these regulations to the utmost respect of the law and all its responsibilities upon such, consequently guaranteeing the right to pursue equality and complete sovereign.

The intercultural organically education law defines the common education as an instrument of society's transformation recognizing particularly children and teenagers as the center of the teaching-learning process. The Ministry of Education personnel has developed several documents open to the community through their website. These official instruments require that students by the end of Third B.G.U need to gain a B.1.2 level according to the Common European Framework (CEF) standards which is intended to give the same basis for language education in areas like curriculum design, methodology and assessment as described by (Thornbury S., 2006, p. 45). That means students are supposed to fully comply the following in terms of reading that is the focus of this study:

- Sociolinguistic appropriateness. - Pupils can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.
- Generating questions that involve students to ask questions of their own.
- Accuracy. - Learners show only limited control of a few simple structures and sentence patterns in a learnt repertoire.
- Vocabulary range. - Pupils has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- General Linguistic range. - Students have a very basic range of simple expressions about personal details and needs of a concrete type.
- Direct vocabulary learning- Students learn vocabulary through explicit instructions in both, meaning and word learning strategies.

The school year is set into two five-month terms. Students are assessed every six weeks per term, and they have formative assessment within the six weeks. The Ministry of Education provides the documents that include the indicators that are of essential assessment for each skill, for students that are into reading, they should be able to achieve such by the end of the school year:

- Scan longer expository, procedural, narrative, transactional, and persuasive texts to locate desired information from different parts of the texts.
- Analogy-based phonics on the words that students already know.
- Skim to understand the gist of transactional and persuasive texts.
- Recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
- Phoneme and their blending that follow sequences in order to form words.
- Phoneme identity that are found in different word with same sounds.
- Phoneme segmentation which helps students differentiate separation of sounds in words
- Identify the main conclusions in clearly signaled argumentative texts.
- Understand clearly written, straightforward descriptions of viewpoints and job-related language.
- Distinguish fact from comment.
- Make use of clues such as typographical devices (e.g. bolding, italicizing, underlining, paragraphing).
- Graphic and semantic organizers like maps, charts, wall charts, frame and clusters used to illustrate concepts and the relationship among them.
- Embedded phonics that are learn through explicit instructions on the letter-sound relationship while reading of connected textual content.

It is advisable that the community considers reading and keeping these documents handy since they become a venue to check the advancement of the class and serve as a checklist to know which competences have been acquired and which need improvement. Teachers are given samples for all kinds of planning. The authorities observe and audit the job of the faculty by comparing and contrasting with the expectations of the authorities and the inclusion of the Good Living Plan and its corresponding rules and regulations.
A. Children and Adolescents Educational Code.

“In handicapped children and adolescent cases, the state and its institutions should guarantee the conditions, help and techniques, bar architectural eliminations of communication and transportation. Concordances: Constitution of the Republic of Ecuador, Articles 13, 24” (Mera, 2017, p.90).

B. Using materials from the Internet

Copyright law governs the use of materials you might find on the Internet, just as it governs the use of books, video or music in the analog world. Many people consider copyright law inadequate to deal with the realities of electronic communication today, but it takes time to change the law. This is actually a good thing: it will probably be better if it changes in response to what we learn about these new technologies through experience, rather than in response to special interests that may be desperate to protect their positions in the print world. Unfortunately though, this means that the law is not going to get clearer right away.

Given unclear legal rules, what can we do today with the materials we find on the Internet and what are our liabilities for infringing another's copyright?

Some common assumptions are wrong

i. Copyright protection

Many people assume that everything posted on the Internet is public domain, probably because our law used to protect published works only if they displayed the proper copyright notice upon publication. The law, however, has changed: neither publication nor a notice of any kind is required to protect works today. Simply putting the pen to the paper or in the electronic medium, putting the fingers to the save key creates a copyrighted work. Once expression is committed to a tangible medium (and computer media is considered tangible), copyright protection is automatic. So, postings of all kinds are protected the same as published printed works, (Stern, 1992).
ii. The saving grace: implied and express licenses to use Internet materials

Whenever an author posts anything on the Internet, he or she should reasonably expect that it will be read, downloaded, printed out, forwarded, and even used as the basis for other works to some degree. So, just by posting, an author implies a limited license to use her work in this manner. Think about the rights a newspaper editor has to publish a "letter to the editor." The author of the letter probably did not include a line in the letter giving the editor an express permission to publish the letter, but anyone who sends such a letter must be presumed to understand that this is what happens to letters to the editor (Brown, 2003).

On the other hand, most authors would not think that posting a work automatically gives consent to commercial use of it without permission. This is not part of what one reasonably expects, and so it's not part of the implied license.

The trouble with implied licenses is that their boundaries are vague. Is the right to create derivatives in or out? What about large-scale nonprofit distribution? Implied licenses are vital to the operation of the Internet, but they are not as good as express licenses, licenses that spell out in detail what rights the author of a work wants readers, viewers or listeners to have. You can easily give your works an express license by attaching a Creative Commons license to the materials you post on your Website, or upload to other sites. It's easy and it sends the message that you want your materials to be part of the flow of creativity. No one creates in a vacuum. Just as you build on others' works, others will build on yours. The Copyright Crash Course carries a Creative Commons 3.0 share-alike license that allows anyone to copy it for nonprofit purposes or create their own works based on it, so long as the new author attributes her work to the Crash Course, and attaches the same type of creative commons license to it. That way, the sharing goes on (Gerlach, 2012).
iii. The role of fair use

Fair use plays a critical role in the analog world where duplicating technology is cumbersome and authors make money by controlling copies. It balances authors’ rights to reasonable compensation with the public's rights to the ideas contained in copyrighted works. It used to be safe to say that reasonable analog educational, research and scholarly uses were fair uses. But this appears to be changing. Those same activities in the digital world are being challenged, mostly because copyright owners have gone to such lengths to make the rights we need to carry out those activities easy to obtain and reasonably priced through collective licensing (the Copyright Clearance Center, in particular). Still, the main cases in this area have involved commercial entities, so their application to nonprofit educators is far from decided. To the extent that fair use is less clearly applicable than it used to be, reliance on fair use for our uses of works we find on the Web can be bolstered by reliance on implied and express licenses. Where fair use may be questioned, implied rights may be broader, but an express right to use is best - it's clear and reassuring. It's possible today to search Creative Commons licensed works by license type, or limit your search to be sure that your results include only materials intended for use by educators and students. In classrooms it is perfectly fine to use pictures from magazines, newspapers, and others. There is no restriction for that (Sachz, 2007).

iv. The Common European Framework

THE COMMON EUROPEAN FRAMEWORK is used to measure the level of oral and written comprehension and expression in a particular language (EUROPASS, 2002-2015)

According to THE COMMON EUROPEAN FRAMEWORK, it provides a common base of language programs, curriculum guidelines, examinations, manuals, etc. across Europe in which it describes in a comprehensive way what language students have to learn to do in order to use a language to communicate, so the reference frame define, also, levels of language proficiency that allow teachers and course designers to check the progress of students, to place and
coordinate their efforts. Since this is a competition to be developed and which is the sum of knowledge, skills and individual characteristics that allow a person to take actions and also their ability to learn.

Where the student is able to develop their ability to write short and simple postcards, such as filling out forms with personal details, be able to write very simple personal letters, be able to write simple texts with topics of personal interest describing experiences and impressions, and be able to do simple redactions, also (EUROPASS, 2002-2015).

1. **ONU “Education First”**

The UN Secretary General, Ki-moon (2015), said that education first and has three priorities: the first is that all children can go to school; second, improving the quality of learning; and third, promoting the global citizenship.

Education is hope and dignity. Education is growth and empowerment. Education is the cornerstone of any society and the ticket out of poverty, said Ban Ki-moon, (Ki-moon, 2015)

According to the provisions of the UN, education should be the first thing to achieve to form children with values and knowledges so they can compete in a changing society seeking progress towards a quality education for all children in the world and thus lower the rate of children not attending school providing them quality education, so their children receive the education they deserve from early childhood to adulthood.

2. **The UNESCO and the education**

Education is one of the main areas of activity of UNESCO. Since its creation in 1945, the Organization strives to improve education worldwide, with the conviction that it is the key to economic and social development.
According to UNESCO education, it should always be considered as a priority to build a sustainable world of a fairly society, that values knowledge, promotes peace and for the benefit of human rights through education for all.

It is considered important that this corporation to worry about the teaching learning to achieve the highest education quality for all, being that education occupies a cultural place on the global agenda for the development of a changing society (Buen Vivir, 2009).

But even so there are still a high number of children not going to school as it is a critical problem of poor quality also limits learning, even for children who manage to go to school because it is a critical problem, then the objective is to improve education. To achieve this it is important to ask governments to redouble their efforts to impart education to all those who come into with difficulties. But is noted that the burden must not put on the teacher only, but also parents should help to educate their children at home to get all children and youth to learn transferable necessary notions to transform societies and boost economic growth of the world.

v. Orgánic law of superior education (LOES)

This law is to regulate the system of superior education in the country, agencies and institutions that comprise it; determines rights, duties and obligations of natural and legal persons, and establishes the respective penalties for breaching the provisions of the Constitution and this law.

In Art.2.- The aim is to define its principles and ensure the right to a quality superior education that tends to excellence, universal access, permanency, mobility and egress without discrimination.

In Art.8.- To form responsible academics and professionals, with ethical and solidarity condition, able to contribute to the development of the institutions of the republic and promote social participation. It also seeks to strengthen in the students a reflective spirit aimed at achieving of personal autonomy, within a framework of freedom of thought and sociological pluralism (Sanchez, 2016).
vi. Plan of good living in education

What is Good Living?
Is the satisfaction of needs, achieving a dignified quality of life and death, love and be loved, the healthy flourishing of all people, in peace and harmony with nature and the indefinite prolongation of human cultures.

vii. The good living and education

Education and Good Living interact in two ways. On the one hand, the right to education is an essential component of good living, allowing the development of human potential, and as such, guarantees equal opportunities for all people.

On the other hand, the Good Living is a priority area of education, to the extent that the educational process should include the preparation of future citizens, with values and knowledge and so to promote the development of the country.

More than to enhance developing of capacity in the students, it must teach students the values that are fundamental to achieving a changing education. To promote and strengthen spaces and opportunities for participation, organization and representation of stakeholders in the national education system and contribute to a deliberative democracy and promote a culture of dialogue and permanent consultation with education authorities at all levels of public administration. And make educational establishments are ideal for learning the knowledges to develop the skills and attitudes necessary to exercise a critical citizenship in a multicultural society (Buen Vivir, 2009).

The curriculum states that the pedagogical principle, incorporates issues of social relevance, have been derived from the challenges of a changing society related to new technologies, which contribute to the critical, responsible and participatory formation of students in the society and favor learning related to attitudes and values without neglecting knowledge and skills. Also improve student achievement, to support the social inequality gap by incorporating them to the
information society, including the way the competitiveness of students improves and how it strengthens their life skills (such as communication, critical thinking, selection of information, tolerance and diversity). We must emphasize that it is at school where students are prepared for the rest of their curricular careers and for the rest of their lives.

Therefore, the quality and effectiveness of the curriculum in education is very important. Being that it is necessary a scientific methodology that provides educational tools for high school students finally, can get beneficial results according to the subject and the bibliographical sources that support as it is intended that the student maintains with that sparkle in wanting to learn and so it can make use of their knowledge acquired through education that we must regard them as the most important which they may be associated with methodological techniques of education.

As these should be considered not only in knowledge but also in skill, dexterity, that the student can develop and finally the institution will be very recognized by society. Because it has obtained academic improvements and results can be seen reflected in the new graduates with excellent skills in foreign language teaching.

As the student experiences continuous teaching approaches. Let’s focus on some of the reasons why the ability can be used together with the skill to learn. Since from the educational point of view, education is what instructs the student to want to be formed (Buen Vivir, 2009).
C. CHAPTER III

METHODOLOGY

a. Design of the research

A research design is the "blue print" of the study. The design of a study defines the study type (descriptive, correlational, semi-experimental, experimental, review, meta-analytic) and sub-type (e.g., descriptive-longitudinal case study), research question, hypotheses, independent and dependent variables, experimental design, and, if applicable, data collection methods and a statistical analysis plan. Research design is the framework that has been created to seek answers to research questions (Creswell, 2015).

According to Creswell (2015), research design is the scheme in which it is known whether a study type is descriptive, correlational, semi-experimental, experimental, review or meta-analytical. It is the core design that is set to answer the questions involved in the investigation in order to give concrete evidence and results that back up such found evidence.

In this chapter, it will be revealed that the investigation is precise and evidently answers all the questions given to students with the objectivity intended since the beginning. The results are also calibrated according to the situations at hand in order to give the right conclusions and the right recommended activities and methodology to be put into use in the classroom to address the dependent variable(s).

All the angles have to be covered so no missing link nor phase goes without being addressed. The questions have to be thought about deeply in relationship to the objectives that are going to reach the problems found in the students that are part of the investigation. This way, all the objectives are not only reached, but there is also room for new means could be projected covering extra options that are also emerged when such detailed investigation is achieved.
b. The scientific method

- The scientific method is a way to ask and answer scientific questions by making observations and doing experiments.
- The steps of the scientific method are to:
  - Ask a Question
  - Do Background Research
  - Construct a Hypothesis
  - Test Your Hypothesis by Doing an Experiment
  - Analyze Your Data and Draw a Conclusion
  - Communicate Your Results

- It is important for your experiment to be a fair test. A "fair test" occurs when you change only one factor (variable) and keep all other conditions the same (Cowen and Slutz, 2002-2015).

The survey was also put into the scientific method process. It will show that students were asked 10 questions and at the same time such content was also put into play in the classroom, showing different results for some of the questions asked from different points of view once the collected data was analyzed and conclusions were able to be drawn giving the same results as the ones that had been done previously. It maintained an average of 0.1% difference, demonstrating that the whole set of questions were aimed to the purpose of finding a solution for the problem.

c. Characteristics of the investigation

For the realization of this investigation, the following research methods were applied.

Objectivity: The investigator handles the process step by step in order to come to a corrected solution and its aspects.

Precision: It gives the description about systems and the measured methods which are also considered ultimatums and/or predictions.
Verification: The project has to be given the proper and real validity throughout a process of deep investigations that the project performs.

Concise explanation: Description of the resolution of the investigation in a brief and accurate manner.

Based on data: This is based not only on ideas but also in the practical experience that is achieved with the application of the project.

Reasoned and logical: The process of argumentative definition in a statement whether being true or false as the logical result which are based on deduction or induction.

d. Types of investigation

i. Importance

The importance of this project is to show and prove the utmost recognition that having writing skills to an outstanding level will benefit students academically and professionally.

e. Types of research

i. Field research

This field research was concluded with the assistance of students from the first year of high school. The conclusions about improving writing skills throughout grammar exercises were obtained with results from the surveys as well.

Field research is the systematic study, primarily Through long-term, face to face interactions and observations, of everyday life, A primary goal of field research is to understand daily life from the perspectives of people in a setting or social group of interest to the researcher. (Bailey, 2007, pg 2).
The objective of this investigation always kept the students of first year of the Unidad Educativa Republica De Francia due to the thorough observations and examinations of the students’ performance and proficiency of the English language.

The vast need of helping students and teachers as well in the domination of the provided booklet and dynamic activities was the sole purpose to be applied at the school.

**ii. Bibliographical research**

The American Psychological Association (APA) style, has been established for creating a group of procedures, or style rules that would codify the many components of scientific writing to assist the further researcher in having a better reading comprehension.

As with other editorial styles, APA Style, there are other associations like Chicago, Canada, Oxford that have the same intention in coding bibliography. All of them consists of rules and guidelines that a publisher observes to ensure clear and observe a consistent presentation of written material. The bibliographical research is used because it is necessary get information from internet and magazines, books, articles that form part as a basis for our project.

All the process of the bibliographic research started in the moment that the project is implemented with ideas and strategies relevant to the investigation (Skutley, 2010)

The bibliographical research is accordingly to the investigation and all the sources that have provided information about what is being investigated. It also backs up such information with previous results as much as possible and as accurate as possible. It is also scientifically backed up depending on the source that is cited, the author and the type of consistent findings listed on such prime sources.
It is considered a blueprint of any type of investigation, scientific or academic article. It is the essence of the source that is applied in the investigation or article that is evidentially represented as such. It allows for the investigation to be legitimate and correspondent to concrete evidence and not just theories that could have been provided without any substantial evidence or solid investigations about the subject at hand. It simplifies the investigation as well by providing sources and their conclusions in which authors of such investigation can be cited and addressed as witnesses of such finding about the particular topic of the investigation.

**f. Level of the research**

**i. Exploratory Research**

**Exploratory research** is research conducted for a problem that has not been clearly defined. It often occurs before we know enough to make conceptual distinctions or posit an explanatory relationship. **Exploratory research** helps determine the best research design, data collection method and selection of subjects (Schutt, 2015, pg 1).

In order for the investigation to be thoroughly complete, the exploratory research is used because it gives a sound and clear collection of data to the fullest extent of the enquiry. It leaves minimum room for any doubts or incomplete thoughts, analysis or data missing.

To gather preliminary information that will help gather it and reach to the most adequate type of hypothesis is the main objective for exploratory research as well.

**ii. Descriptive Research**

The objective of descriptive research is to describe the characteristics of various aspects, such as the market potential for a product or the demographics and attitudes of consumers who buy the product. It also describes variables
instead of testing a predictable relationship between them. It studies the accurate portrayal of the characteristics in a situation of groups or people.

In this study, “descriptive” refers to the descriptive aspect of visual stories for the improvement of the development in writing skills (Schutt, 2015, pg 1).

According to Brown & Suter, the descriptive research is relevant because it follows different and very important steps:

1) To give full description of the characteristics of certain groups.  
2) To bring determination of the proportion of people's behavior in a certain ways  
3) To reach specific predictions  
4) To set and determine relationships between variables” (p.33).

The purpose of this project can also be descriptive due to the fact that it gives data about the actual status the problem has and the precise nature of the situation at hand. The variations and circumstances of such conditions are also importantly described. The hypothesis and the information to reach to the concrete conclusions were also necessary and important (Suter, 2011).

iii. Explanatory

It is important to emphasize that in all types of research, the phenomenon of explanation is needed in order to identify causes and effects concerning educational phenomena remaining the fact that predicting how one phenomenon will change or vary in response to variation in other phenomenon.

g. Methods of investigation

i. Deductive

In the deductive research, the information is obtained from the general point of view to the specific in validity with the laws based on empirical observations that are backed up by the hypothesis.
ii. Inductive

The inductive method, however, allows the information to be obtained from the specific to the general, scientific investigation claims that this method first gets the facts and then uses them in the holistic style.

h. Techniques of the investigation

Investigations engage pupils in active learning to explore a particular topic or problem. Investigations may be related to enquiry based learning, and sometimes used synonymously, but we would normally consider enquiry based learning more open ended, involving higher order reasoning and perhaps high level dialogue in group work contexts, where in investigations such group talk might be more closely directed by the teacher (Schultz, 2013).

i. Interview

When designing an interview schedule, it is imperative to ask questions that are likely to yield as much information about the study phenomenon as possible and also be able to address the aims and objectives of the research. In a qualitative interview, good questions should be open-ended (ie, require more than a yes/no answer), neutral, sensitive and understandable. It is usually best to start with questions that participants can answer easily and then proceed to more difficult or sensitive topics. This can help put respondents at ease, build up confidence and rapport and often generates rich data that subsequently develops the interview further (Silverman, 2000, pg 2).

According to Silverman (2000), the most information to the object questions are likely to be asked. Questions should be in a framework in which follow up questions can come into play as well. The process of the inquiry should also be in a scale of difficulty degree. The easy questions first and then the more difficult ones, making students feel comfortable at first so they could have enough confidence and answer the questionnaire as honestly as possible.

ii. Survey or questionnaire
The survey or questionnaire is a group of questions that are part of the research in order for the investigation could come to a concrete party of findings that will back up the investigation and its results. It will measure criterion in an important phase of the investigation. Even though it may be a bit difficult to put into practice, the attention must be focused so the results can have a much type of focus as a whole.

The questionnaire is the connection between the investigator and the data obtained because the investigator cannot personally work with every single student when the survey is being done. The survey is just of 10 questions that are responded with close responses, meaning totally agree, agree, totally disagree, disagree, indifferent. This way the students have better options to make the correct decision and recommendations.

The best questionnaires are focused on the data collection process, giving a clear worded questions so there would be no chance for the student to be confused when answering the questions.

i. Population and sampling

   i. Sample

   Is not always possible to study an entire population; therefore, the researcher draws a representative part of a population through sampling process. In other words, sampling is the selection of some part of an aggregate or a whole on the basis of which judgments or inferences about the aggregate or mass is made. It is a process of obtaining information regarding a phenomenon about entire population by examining a part of it.
ii. Population

Is the aggregation of all units in which a researcher is interested. In other words, population is the set of people or entire to which the results of a research are to be generalized. For example, a researcher needs to study the problem faced by students of the 1st year from the Unidad Educativa Republica De Francia.

Sample

Sample may be defined as representative unit of a target population, which is to be worked upon by researchers during their study. In other words, simple consists of a subset of units which comprise the population selected by investigators or researchers to participate in their project (Patidar, 2013).

j. Operationalization of the variables

It can be relevant that most of the problems students are facing are related to the lack of grammar exercises used in the classroom. Wall charts are a must and so are flashcards and all other visuals. Teachers have to reach ways to get their students to super star status in the English field. To have them take control of the language and master it, it depends all in the material, class participation, motivation and how well students are encouraged to improve their writing skills.

Describing pictures to each other, using grammar exercises, motivating students mind, activating their prior knowledge are only the tip of the pyramid when it deals with exercises to encourage such successful activities in the classroom.
Table 1. Operationalization of the variables

<table>
<thead>
<tr>
<th>Variables CONCEPTS</th>
<th>DIMENSION</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent</strong>: the influence of grammar exercises in present tense in the development of written expresión</td>
<td>Grammar activities</td>
<td>Performance in writing.</td>
</tr>
<tr>
<td><strong>Independent</strong>: Didactic guide of varied grammatical exercises for the development of written expression.</td>
<td>Writing and its deficiencies</td>
<td>Correct wording, sentence structure, penmanship</td>
</tr>
<tr>
<td></td>
<td>Sentence structure using grammar</td>
<td>Verified structure sentence, picture description correctly</td>
</tr>
</tbody>
</table>

Source: 8th grade of Unidad Educativa Republica De Francia. Authors: Macias Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris

The dependent variable in developing writing skills has many approaches that can neutralize it, but one of the most effective ones is using grammar exercises. It not only activates students’ prior knowledge using pictures, Wall charts, grammar exercises and such, but it also activates their cognitive in all aspects such as vocabulary whether is active or inactive, references, terminology, hands on experiences that they have had and an overall performance of the English language.
Table 2. Stratum

<table>
<thead>
<tr>
<th>STAFF</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECTOR</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

k. Procedures of investigation

- Identification of the problem
- Population
- Sample
- Bibliographic research
- Survey design
- Application of the instrument
- Analysis and results
- Conclusions and recommendations
I. Application of the investigation instruments

Survey to the students
Specific instruction:

Put a “check mark” on the answer you consider the most appropriate on each one of the questions.

A. agree C. totally agree E. Indifferent
B. disagree D. totally disagree

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You agree with learning English through writing and using <strong>grammar exercises</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. You like to <strong>write</strong> in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. You understand most sentence structure points in <strong>writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. You try to <strong>write</strong> correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. You use <strong>grammar</strong> to <strong>write</strong> a story</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. You recognize and describe <strong>grammar structure and function when writing</strong> in present tenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. You can <strong>write</strong> sentences about your family or friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. You agree to have a guide that shows you how to <strong>write</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. You agree about books that show pictures and <strong>grammar</strong> examples that help you to <strong>write</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. You agree that <strong>writing</strong> is necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. You like English <strong>grammar</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. You are good remembering English vocabulary when you <strong>write</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. You consider learning vocabulary in English to improve your <strong>writing</strong> production in the language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. You like learning <strong>grammar</strong> structure to facilitate your English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. You can express yourself in <strong>writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
m. Interview to the English Teacher

Specific instruction:

Interview the teacher and file the results in annex 4.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you agree with the <strong>writing</strong> exercises used in class?</td>
<td></td>
</tr>
<tr>
<td>2. Could it be beneficial for you and the class if you had a guide to assist you in <strong>writing</strong>?</td>
<td></td>
</tr>
<tr>
<td>3. Do you consider a good idea to have <strong>grammar</strong> resources in your writing practice English classes?</td>
<td></td>
</tr>
<tr>
<td>4. How satisfactory could it be for you if students increased their English writing knowledge with a guide full of resources in <strong>grammar</strong> activities?</td>
<td></td>
</tr>
<tr>
<td>5. How do you consider the methods used these days to teach English <strong>writing</strong>?</td>
<td></td>
</tr>
<tr>
<td>6. What is your opinion about books of the government that are issued to students in public schools?</td>
<td></td>
</tr>
<tr>
<td>7. Do you think the number of English hours in your school is convenient for students to learn English properly?</td>
<td></td>
</tr>
<tr>
<td>8. How would it be for you if students develop their <strong>writing</strong> skills using <strong>grammar</strong> in English classes?</td>
<td></td>
</tr>
<tr>
<td>9. Can it be productive for you and the class if students develop their <strong>writing</strong> skills using <strong>grammar related activities</strong> and games?</td>
<td></td>
</tr>
<tr>
<td>10. Can it be essential for you and students if their <strong>writing</strong> skills are improved using books and pamphlets that are grammar orientated and effective?</td>
<td></td>
</tr>
</tbody>
</table>
Analysis of results

Survey to the students
Sample 34 students

Question 1: You agree in learning English through writing and using grammar exercises.

Table 3. You agree in learning English through writing and using grammar exercises.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>20</td>
<td>59</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Graphic 1. You agree in learning English through writing and using grammar exercises.

Source: unidad educativa republica de francia 8th course
Researchers: Macias Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

Comment: According to the survey of 59% of students totally agree in using visuals for writing 26% totally disagree 15% agree in learning English using grammar exercises. There were no students that disagree nor felt indifferent about using grammar.
Analysis of results

Survey to the students
Sample 33 students

Question 2: You like to write in English?

Table 4. You like to write in English.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>19</td>
<td>56</td>
</tr>
<tr>
<td>agree</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Graphic 2. You like to write in English.

Source: unidad educativa republica de francia 8th course
Researchers: Macías Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

Comment:

According to the statistical table 56% of students totally agrees in writing in English. The 21% of students agrees in writing in English, 15% totally disagrees, 6% disagrees and nobody feels indifferent about it. There were no students that felt indifferent about writing in English.
Analysis of results

Survey to the students

Sample 34 students

**Question 3**: You agree that you understand most sentence structure points in writing

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>12</td>
<td>35%</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>41%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>34</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Graphic 3. You understand most sentence structure points in writing.**

Source: unidad educativa republica de francia 8th course
Researchers: Macias Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

**Comment:**

It is clear to notice that 36% of students totally agree in understanding most sentence structure points, 42% agree in understanding, 11% totally disagree in understanding, while 6% disagree and another 6% feel indifferent about understanding most sentence structure points in writing. There were no students that felt indifferent about sentence structure points in writing.
Analysis of results

Survey to the students

Sample 34 students

Question 4: You try to write correctly

Table 6. You try to write correctly.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>25</td>
<td>75%</td>
</tr>
<tr>
<td>agree</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 4. You try to write correctly.

Source: unidad educativa republica de francia 8th course
Researchers: Macías Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

Comment:

It is evident that the 75% of students totally agree in trying to write correctly, 12% agree in trying to write correctly, 10% totally disagree, nobody disagrees, and 3% feel indifferent about the issue. Nobody disagreed about trying to write correctly.
Analysis of results

Survey to the students
Sample 34 students

Question 5: You use grammar to write a story

Table 7. You use grammar to write a story.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>12</td>
<td>35%</td>
</tr>
<tr>
<td>agree</td>
<td>13</td>
<td>38%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>9</td>
<td>27%</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 5. You use grammar to write a story.

Source: unidad educativa republica de francia 8th course
Researchers: Macias Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

Comment:

This question highlights that the 36% of the students totally agree in using pictures to write a story, the other 38% of students agree in using such pictures and the 27% totally disagree in applying this technique. There were no students that disagree nor felt indifferent about using grammar to write a story.
Analysis of results

Survey to the students
Sample 34 students

Question 6: You recognize and describe grammar structure and function when writing in present tense

Table 8. You recognize and describe grammar exercises and their function writing in simple tenses.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>agree</td>
<td>14</td>
<td>41</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Graphic 6. You recognize and describe grammar exercises and their function writing in simple tenses.

Source: unidad educativa republica de francia 8\textsuperscript{th} course
Researchers: Macias Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

Comment:

The statistical table indicates that 32% of students totally agree in recognizing and describing pictures and writing in the present tense, the 41% of students agree and 27% totally disagrees with descriptions or recognition in the simple tense. There were no students that disagree nor felt indifferent about recognizing and describing grammar exercises and functions.
Analysis of results

Survey to the students
Sample 34 students

Question 7: You can write sentences about your family or friends

Table 9. You can write sentences about your family or friends.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>agree</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Graphic 7. You can write sentences about your family or friends.

Source: unidad educativa republica de francia 8th course
Researchers: Macias Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

Comment:

The question demonstrates that 48% of students totally agrees in writing pictures of their family, friends and themselves. The 32% of students agrees while the 12% totally disagrees. The 8% of students feel indifferent about it. There were no students that disagree about writing sentences about their families and friends.
Analysis of results

Survey to the students
Sample 34 students

Question 8: You agree to have a guide that shows you how to write

Table 10. You agree to have a guide that shows you how to write.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>21</td>
<td>62</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>disagree</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Graphic 8. You agree to have a guide that shows you how to write.

Source: unidad educativa republica de francia 8th course
Researchers: Macias Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

Comment:

As we can see 62% of students totally agree with having a booklet that can show them how to write, the 9% agree in such fact, while the 26% of students totally disagree. The 3% of students disagree. There were no students that felt indifferent about having a guide that shows them how to write.
Analysis of results

Survey to the students
Sample 33 students

Question 9: You agree about your books that show pictures and grammar examples that help you to write.

Table 11. You agree about your books that show pictures and grammar examples that help you to write.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>23</td>
<td>70</td>
</tr>
<tr>
<td>agree</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Graphic 9. You agree about your books that show pictures and grammar examples that help you to write.

Source: unidad educativa republica de francia 8th course
Researchers: Macias Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

Comment:

According to the survey, there is a 70% of students that totally agree with the use of books with pictures that help them write. The other 6% of students with this statement and the 24% of the students totally disagree with such concept. There were no students that disagree nor felt indifferent about this issue.
Analysis of results

Survey to the students
Sample 33 students

Question 10: You agree that writing is necessary

Table 12. You agree in learning.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>24</td>
<td>71</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100</td>
</tr>
</tbody>
</table>

Graphic 10. You agree in learning

Source: unidad educativa republica de francia 8th course
Researchers: Macias Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

Comment:

After analyzing this question, 71% of the students show that they totally agree that writing is necessary. The 3% of students show an agreement with the idea and the other 24% of students totally disagree and consider that writing is not necessary. There were no students that disagree nor felt indifferent about wanting to learn.
Analysis of results

Survey to the students
Sample 34 students

Question 11: You like English grammar

Table 13. You like English grammar.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>20</td>
<td>59</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Graphic 11. You like English grammar.

Source: unidad educativa republica de francia 8th course
Researchers: Macias Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

Comment:

According to the survey of 59% of students totally agree in liking grammar. 26% totally disagree, 15% agree in liking grammar exercises. There were no students that disagree nor felt indifferent about liking English grammar.
Analysis of results

Survey to the students
Sample 34 students

**Question 12:** You are good remembering English vocabulary when you write

**Table 14. You are good remembering English vocabulary when you write.**

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>12</td>
<td>35%</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>41%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Graphic 12. You are good remembering English vocabulary when you write.**

Source: unidad educativa republica de francia 8th course
Researchers: Macías Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

**Comment:**

It is clear to notice that 36% of students totally agree in remembering English vocabulary when they write, 42% agree in remembering, 11% totally disagree in remembering, while 6% disagree and another 6% feel indifferent about remembering English when writing most sentence structure points.
Analysis of results

Survey to the students
Sample 34 students

Question 13: You consider learning vocabulary in English to improve your writing production in the language

Table 15. You consider learning vocabulary in English to improve your writing production in the language.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>12</td>
<td>35</td>
</tr>
<tr>
<td>agree</td>
<td>13</td>
<td>38</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Graphic 13. You consider learning vocabulary in English to improve your writing production in the language.

Source: unidad educativa republica de francia 8th course
Researchers: Macias Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

Comment:

This question highlights that the 36% of the students totally agree in learning vocabulary in English to improve when writing a story, the other 38% of students agree in using doing the same and the 27% totally disagree in applying this technique. There were no students that disagree nor felt indifferent about learning vocabulary in order to improve writing production skills.
Analysis of results

Survey to the students
Sample 34 students

Question 14: You like learning grammar structure to facilitate your English

Table 16. You like learning grammar structure to facilitate your English.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>12</td>
<td>35</td>
</tr>
<tr>
<td>agree</td>
<td>13</td>
<td>38</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Graphic 14. You like learning grammar structure to facilitate your English.

Source: unidad educativa republica de francia 8th course
Researchers: Macias Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

Comment:

This question highlights that the 36% of the students totally agree in learning grammar structure to facilitate their English, the other 38% of students agree in using grammar and the 27% totally disagree in applying this technique. There were no students that disagree nor felt indifferent about this topic.
Analysis of results

Survey to the students
Sample 33 students

Question 15: You can express yourself in writing

Table 17. You can express yourself in writing.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>24</td>
<td>71%</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>8</td>
<td>25%</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 15. You can express yourself in writing.

Source: unidad educativa republica de francia 8th course
Researchers: Macias Gomez Marjorie Clemencia and Valencia Méndez Joselyne Damaris.

Comment:

After analyzing this question, 71% of the students show that they totally agree that expressing themselves in writing is necessary. The 3% of students show an agreement with the idea and the other 24% of students totally disagree and consider that expressing themselves in writing is not necessary. There were no students that disagree nor felt indifferent about expressing themselves in writing.
n. Conclusions and recommendations

i. Conclusions

1. The lack of dynamic activities promoting writing has given students such low scores.
2. Students are lacking motivation when it comes to writing.
3. The low level of performance in the foreign language is one of the consequences for the lack of grammar exercises.
4. The Demotivation and disinterest makes students class participation poor and shows lacking of appropriate methods to facilitate students on how to reach utter understanding when it comes to writing properly.
5. There is poor application of the proper methods, approaches and techniques being used in the classroom to encourage and keep students engage on task when it comes to writing.

ii. Recommendation

1. Class and lesson preparations are the appropriately method for students to feel motivated in learning the English language.
2. The use of visuals for writing exercises where students have a main role in everyday life situations will provide significant learning for students.
3. Covering as much as possible with the proper resources can be a step that will provide students many abilities to improve their writing with grammar exercises and such.
4. Paying special attention to the demands of students with didactic, dynamic, educational activities will increase students’ motivation in acquiring the English language, improving their skills and motivating students to learn more about the language.
5. Keeping in mind constantly the attention that students need in the classroom, so their problems could periodically be addressed is another fact that should be presented among authorities and immediate supervisors.
CHAPTER IV

PROPOSAL

A DIDACTIC GUIDE OF VARIED GRAMMATICAL EXERCISES FOR THE DEVELOPMENT OF WRITTEN EXPRESSION

Justification

It is concrete and evident that this type of topic has not been addressed with the students of the eighth grade General Basic Education of the Unidad Educativa Republica. The topic itself is very unique to have had such calling in previous times. With the use of technology and all this type of assessment available in the internet these days, it is a lot easier and practical to address such issues, give the proper evaluation and contralateral feedback to one another if necessary.

Students these days do not have much practice when it comes to writing and issues like subject and verb agreement, word order, sentence order, article and noun, verb, sentence structure, word choice, wordiness, punctuation, mechanics and paragraph coherence, organization and approach become a real challenge for them to face. It is also very factual that most students have never had such classes given to them, especially at such early stage of their education in a public school.

The Ecuadorian government and its internal policies about the English language education in public school was very restricted to students until the 7th grade of elementary education. Recently, such limitations have changed, but the difficulty in English teaching is still present and the methods in reaching such goals is in a slow process. On the other hand, private schools push and promote the English language to the fullest due to the importance that such language has in the corporate world and they do their best to offer students the maximum education possible.

The Ecuadorian government also has its educational objectives based on such goals, but the parameters and logistics are done differently. However, it is no
excuse for students not to have the best that every teacher can offer and this is the purpose of this investigation to address the problems mentioned above.

Making students adjust to different types of teaching and learning styles is a talent that it is not shared so much among teachers. It is a unique gift to be able to have students get the gist of the class and the objectives being taught. The guide offered with this investigation was put into practice with some of the students to see if many of the parameters, learning styles and competences were covered using the guide. The majority of the cases shows that students were able to adapt to the exercises of the guide and the visuals provided a lot of help in order to complete the exercises. Developing writing skills with the use of visual aids was covered in class and the results were progressive. It also showed that learning was taking place when such exercises were done with extra visual aids like flashcards, Wall charts and pictures. The guide allows the teacher to use extra-curricular activities as well and it is dynamically designed to have students developing writing skills in the classroom.

**Outline of the diagnosis**

The investigation was conducted with the students of the eighth grade General Basic Education of the Unidad Educativa Republica De Francia for the months of July, August, September, October and November. The backup of this project was conducted to the maximum, most adequate and reliable sources and methods, objectives and competences as possible. TPR (Total Physical Response), the natural approach, and many other techniques were used in the application of the guide and its exercises in the classroom. Students’ completion of homework activities showed that learning had taken place and that students found the activities of the guide useful to reach such objectives in the improvement or writing skills. Students’ class performance was evidently satisfactory to back up that the exercises conducted in class were found appropriate by students and their overall performance was within the parameters of the lesson and class planning and objectives.
General objective

To determine the influence of grammatical exercises on developing written expression in students of the eighth year of Bachelor through a field of research at the “Unidad Educativa Republica de Francia” Public High School in Guayaquil to elaborate a didactic guide for the use of grammatical exercises to develop the writing skill.

Specific objectives

1. To Verify the influence of grammatical exercises in developing written expression of the English language.
2. To Promote the use of grammatical exercises to develop the writing skill of students in the English language.
3. To Develop the writing skill of students in the English language.

Importance

The main objective is to improve the development of written expression in the students from the eighth grade General Basic Education of the Unidad Educativa Republica De Francia, with the help of grammatical exercises. The core idea of this project is to have such improvements made in the average English classroom to help students convey such skill as writing. It is of the most important factor to have these objectives reached under the same variety of students and the many levels of learning there are. The pedagogical approach and different methods that apply in today’s classroom can be adapted to the use of this guide so students can be updated and could benefit from the competences that are put into practice with the exercises provided by this guide.

The periodically circumstances that students face today in the classroom can be managed and suitable for students to have the ability in learning such important skill as writing. The use of visuals included in reading activities are a key point to help students develop writing skills because students can relate to the pictures and these can activate students’ prior knowledge, making an use of their personal
experiences for them to relate examples provided by the visuals in the story and have the capability to express themselves easier, more eloquently and with significance due to the relationship between the activity and their personal experiences as previously mentioned.

**Feasibility**

This project had the privilege to be about and into fruition due to the support of the University of Guayaquil head officials, the students from the eighth grade General Basic Education of the Unidad Educativa Republica De Francia, the Director of such High School and the parents that also make part of the educational community for the school.

**Description of the proposal**

This project’s proposal was implemented in the months of July, August, September, October and November, in the eighth grade General Basic Education of the Unidad Educativa Republica De Francia. This guide is made up of 30 activities which will allow students to put into practice their writing skills through visual aid stories and such. The guide is designed to activate students’ prior knowledge and their learned skills at the same time with the activities it contains. A wide and vast variety of activities with explanations and student centered are part of the main issues that can help students practice writing and reading as well. The design of the activities will assist student and keep them engaged while learning is taking place in groups or in pairs.

The future application of the proposal consists of 4 phases:

**Phase I:** Activate students’ vocabulary meaning and utter comprehension in reading and writing skills.

**Phase II:** keep students engaged with activities that stimulate prior learning and have innovating wording exercises to help them develop writing skills in expressing themselves.
Phase III: Practice new methods to uphold students’ language learning process and convey significant meaning.

Phase IV: Evaluation, feedback and assessment about students acquiring reading comprehension skills in the classroom to maximize and improve English writing and learning.

o. Materials

Our handbook was supported by several English grammar web sites

(English Grammar Exercises, 2012)

(Ministerio de Educacion, 2012)

(learn english on line, 201-2015)

(Sparkle Box, 2015) Also this proposal was supported by several English text books:

Conclusions

The conclusions that this investigation has shined upon are in the most complete sense of the matter and comply with all the expectations and parameters that the investigation format requires. Contribution to this project was also in relationship to the personal experiences and the significant learning students shared in class and the learning that students acquired due to the activities and the results shown by such participation. The daily practice and involvement of students in the activities of this project will serve as guide and evaluation to measure improvement in students about the language and their proficiencies according to the Common European Framework Report which can serve as a rubric to allow feedback and any other type of assessment for students to follow and show progress.
Recommendations

The recommendations that this investigation has standout upon are in the most complete sense of the matter and comply with all the expectations and parameters that the investigation format requires. Contribution to this project was also in relationship to the personal experiences and the significant learning students shared in class and the learning that students acquired due to the activities and the results shown by such participation. The daily practice and involvement of students in the activities of this project will serve as guide and evaluation to measure improvement in students about the language and their reading proficiencies according to the Common European Framework Report which can serve as a rubric to allow feedback and any other type of assessment for students to follow and show progress.
THE PROPOSAL
Developing Writing Skills

Writing Activities in Present Tense Worksheets

Fun Activities

Written by:
MACIAS GOMEZ MARJORIE
VALENCEA MENDEZ JOSELYNE
The following Guide will help teachers become better at getting students ready in the improvement of the Learning Process about the English Language and get the student’s undivided interest involved as well. The guide is easy and comprehensible; it’s also based on active exercises which are useful to create a good environment in the classroom. The guide provides the teacher many useful activities that can motivate students into feeling comfortable and confident when learning new writing skills throughout dialogues, structure exercises about activities that are used to motivate the writing skills and the other abilities that are involved, but there are some items which teachers need to take into consideration to make students reach complete and full understanding. It is extremely important to follow some recommendations.

**Teachers need to consider the following**

✔ Increasing learners’ knowledge and writing skills through the activities.

✔ Motivating learners to do each active strategy in pairs or self-directed writings, dictations or exercises or in groups.

✔ Dividing the class into groups when it is necessary.

✔ Explaining learners what they are going to do.
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EXERCISE N°1

NAME: SENTENCES IN SIMPLE PRESENT.

OBJECTIVE: The students will be able to identify verbs in present tense.

INSTRUCTIONS: Choose the correct form of the verb in simple present tense.

1. He (cook- cooks) on Wednesday.
2. I (wash-washes) the bicycle on Saturday.
3. We (study- studies) English on Monday.
4. You (works- work) in the hospital?
5. We (play-plays) soccer on Sunday.
6. Susan (dances-dance) rock and roll with Daniel.
7. Ruben (cleans-clean) her house every day.
8. Katty (studies-study) for her exam.
9. Elisa (eat-eats) pizza with Martha.
10. Carlos (travels- travel) twice a week.
EXERCISE Nº 2

**NAME:** COMPLETE THE SENTENCES

**OBJECTIVE:** Student will be able recognize the verb in the present tense.

**INSTRUCTIONS:** Fill in the blanks with appropriate simple present tense form of the verb given in the brackets.

1. The plane ………………….. at 6.30. (arrive)

2. I will phone you when he …………………… back. (come)

3. Unless we …………………….. now we can’t be there on time. (start)

4. The sun …………………….. in the east. (rise)

5. The next term ………………… on Monday. (begin)

6. She …………………… an engineer. (be)

7. They …………………. our relatives. (be)

8. When does the train ………………….? (depart)

9. Let’s wait till he …………………. his work. (finish)

10. Please ring me up as soon as he …………………….. (arrive)
EXERCISE Nº3

NAME: WORD ORDER

OBJECTIVE: Student will be able to order sentences.

INSTRUCTION: Write the following sentences in order.

1. like to play Children with toys.
   Children like to play with toys.

2. teacher Our english teaches.
   ____________________________________________

3. goes around Our sun earth.
   ____________________________________________

4. breakfast Many the people in morning eat.
   ____________________________________________

5. after always comes september August.
   ____________________________________________

6. eat Children a lot of chocolate.
   ____________________________________________

7. The women for dresses are.
   ____________________________________________
**EXERCISE N°4**

**NAME:** FAMILY MEMBER

**OBJECTIVE:** Student will be able to recognize each member of the family.

**INSTRUCTION:** Complete the following sentences and circle the verb to be (is-are-am) in each sentence, and write a short paragraph about your family.

1. My mother's sister is my ____________________.
2. My daughter's brother is my ____________________.
3. My father's daughter is my ____________________.
4. My mum and dad are my ____________________.
5. My sister's son is my ____________________.
6. My aunt's son or daughter is my ____________________.
7. My father's brother is my ____________________.
8. My mother's father is my ____________________.
9. My daughter's son is my ____________________.
10. My brother's daughter is my ____________________.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
EXERCISE Nº5

NAME: put it in order

OBJECTIVE: Students will be able to order the following graphic and recognize the verbs in present.

INSTRUCTIONS: Look at the pictures and underline the right answer.

The boy **eat** / **eats** the delicious fruit.

He **cuts** / **cut** the portion that he is going to eat.

Charles **looks** / **look** in the magazine a watermelon.

3
EXERCISE Nº6

NAME: GRAMMAR GAME

OBJECTIVE: Students will be able to order and form words that will be verbs in present tense.

INSTRUCTIONS: Use the letters to form verbs in present simple tense.

A I N F G O C
U H D T R S E

1. Find
2.__________________
3.__________________
4.__________________
5.__________________
6.__________________
7.__________________
8.__________________
9.__________________
10.__________________
11.__________________
12.__________________
13.__________________
14.__________________
15.__________________
16.__________________
**EXERCISE Nº7**

**NAME:** BINGO GAME

**OBJECTIVE:** Student will be able to ask the following questions to their classmates.

**INSTRUCTIONS:** Complete all the boxes in the following table by writing the name of someone who answers YES to these questions.

<table>
<thead>
<tr>
<th>Do you often read books?</th>
<th>Do you like to eat ice cream?</th>
<th>Do you have a bicycle?</th>
<th>Do you miss your cousins?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like to study English?</td>
<td>Do you like to surf the internet a little?</td>
<td>Do you like math?</td>
<td>Do you have a house with a pool?</td>
</tr>
<tr>
<td>Do you have two brothers?</td>
<td>Do you have pets?</td>
<td>Do you like to cook?</td>
<td>Your mom is a nurse?</td>
</tr>
<tr>
<td>Do you like to sleep?</td>
<td>Do you have boyfriend or girlfriend?</td>
<td>Do you have a job?</td>
<td>Do you have nephews?</td>
</tr>
</tbody>
</table>
EXERCISE N°8

NAME: TREASURES AND HUNTS

OBJECTIVE: Students will be able to create their own maps and treasure hunts.

INSTRUCTIONS: Create a story use the present simple.

Example: On an island there are some pirates who find a map...
EXERCISE N°9

NAME: CAMPING

OBJECTIVE: Students will be able identify about the activities that take place when camping out in the woods.

INSTRUCTIONS: Describe the picture watching the family camping scene and form short sentences.

CAMPING IS FUN

Example: In this scene we see a family that goes camping and they have food…..
**EXERCISE N°10**

**NAME:** ALL OF ME

**OBJECTIVE:** Students will be able to identify themselves or identify someone else.

**INSTRUCTIONS:** Describe themselves in the pictures or can play the part of other characters if they want to.
**EXERCISE N°11**

**NAME:** HO HO HO AND THE CHIMNEY

**OBJECTIVE:** Students will be able to write short sentences.

**INSTRUCTIONS:** Write sentences according to what they see but in the correct order, use the present simple.

First: Santa Claus is in the sled, with gifts.

Then__________________________________________

Next__________________________________________

Finally_________________________________________
**EXERCISE N°12**

**NAME:** SANDWICHES AND THEIR DELIGHT

**OBJECTIVE:** Student will be able to write short sentences.

**INSTRUCTIONS:** Complete the next instruction with present tense sentences about how to prepare a sandwich.

---

When I make my favorite sandwich, the first thing I do is ————

———

———

———

———

After that, I ————

———

———

———

———

———
EXERCISE N°13

NAME: CROSSWORD

OBJECTIVE: Students will be able to complete a crossword indicating the present tense.

INSTRUCTIONS: Fill in the boxes answering the questions from the sides.

Down
1. Does he never ___ to work?
2. My father always___ a big breakfast.
3. My little brother always___ our mother good-bye before he goes to school.
4. I always___ when I watch that TV show.
5. He always brings his key so he can___
6. We usually___ our grandmother on the weekend.
7. Our class___ at 8 o’clock.
8. He often___ his car to keep it clean.
9. I usually agree with my friend, and he usually___ with me.
10. She always___ to do her homework
11. Sometimes I___ my sister do her homework.
12. I’m very forgetful, so my wife often has to___ me buy milk.

Across
1. She usually___ TV at 7 o’clock.
2. My brother___ always hungry!
3. My friend___ to music when he drives.
4. Sometimes I___ lunch at collage.
5. We___ our house every Saturday.
6. I like to___ about my childhood.
7. What do you usually___ after class?
8. Do you ever___ in class?
9. I don’t like to___ on the phone.
10. My aunt likes to___ the plants in our garden.
11. My mother___ to work by car.
12. Does he ever___ songs in the shower?
13. Cats make me___! Achoo!
14. We___ never late for class.
15. When do you___ home from school?
16. He always___ coffee in the morning.
EXERCISE N° 14

NAME: DRAW

OBJECTIVE: Students will be able to draw what each sentences says.

INSTRUCTIONS: Interpret with a drawing the sentences that are on the left.

Name: ____________________________

**Simple Sentences**

**Read and Draw II**

<table>
<thead>
<tr>
<th>Read it</th>
<th>Draw it</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pig is pink. He likes to play in the mud.</td>
<td></td>
</tr>
<tr>
<td>I have two flowers. My flowers are blue and red.</td>
<td></td>
</tr>
<tr>
<td>My dog is big and brown. My cat is little and orange.</td>
<td></td>
</tr>
<tr>
<td>I have three wigs. My wigs are purple, red and blue.</td>
<td></td>
</tr>
<tr>
<td>Do you like the hot sun? The sun is big and yellow.</td>
<td></td>
</tr>
<tr>
<td>I see the cub. The little cub is brown.</td>
<td></td>
</tr>
</tbody>
</table>

*Source: McGraw-Hill Education © 2005 Cengage Learning Limited*
EXERCISE Nº15

NAME: BUILD AND CONQUER

OBJECTIVE: Students will be able to create sentences of their own once the samples included in the activity have been completed.

INSTRUCTIONS: Compare two fruits, and see what differences and similarities they have.

**Similarities.**
Apples can be red, green or yellow and bananas are yellow too.
They both are sweet and healthy.

**Differences**
Apples are crunchy
Apples are round but bananas are long
EXERCISE N°16

NAME: CORRECT FORM

OBJECTIVE: Students will be able to recognize the verbs in simple present.

INSTRUCTIONS: Fill in the correct form of the verb in the simple present.

1) I always (eat) ___________ vegetables. Carrots (be) ___________ my favorite.

2) Randy (like) ____ swimming in the ocean, but he (be) ____ afraid of sharks.

3) After Jane (eat) ___________ dinner, she usually (go) ___________ to sleep.

4) I can't (decide) ___________ if I should go with them.

5) It (be) ___________ really cold outside, and I (not, have) ___________ a jacket!

6) Roberto and Kelly (hunt) ___________ for eggs every Easter.

7) James (live) ___________ by himself.

8) The simple present tense (be) ___________ easy!

9) My family (want) ___________ to visit the pyramids in Egypt.

10) Donna (love) ___________ the summer. She also (like) ___________ winter.
**EXERCISE N°17**

**NAME:** MY PROPERTY AND I

**OBJECTIVE:** Students will be able to describe people, things and talk about their personal belongings as well.

**INSTRUCTIONS:** Write about their house. Then answer the following questions with sentences. Make a paragraph with the information and draw a picture of your house.

1.- What is your name?

____________________________________________________

2.- What color is the house?

____________________________________________________

3.- Who lives in the house?

____________________________________________________

4.- How many bedrooms are in the house?

____________________________________________________

5.- What happens in the family room?

____________________________________________________

**Write your own paragraph**

Hi my name is Tammy, my house is color blue. I live there with my mother, father and my little sister, there are four big bedrooms. My family and I get together to talk in the living Room or sometimes we listen to music.
EXERCISE N°18

NAME: TOP SECRET

OBJECTIVE: Students will be able to provide instructions.

INSTRUCTIONS: Look at the pictures and write the recipe with the word banks or they can also draw step by step how to prepare their favorite dish.

Now, write your own.
First always wash your hands to prepare food.
EXERCISE Nº19

NAME: DAILY ROUTINES

OBJECTIVE: Students will be able to describe activities they daily do in the morning, afternoon, evening or any other part of their day.

INSTRUCTIONS: Describe daily routines or write someone else’s routine.

Sam starts his day very early in the morning first he ________________
Then he____________________________________________________
___________________________________________________________
__________________________________________________________
___________________________
___________________________
___________________________
Finally he___________________________.
EXERCISE Nº20

NAME: WORD SEARCH

OBJECTIVE: Students will be able to recognize the third-person verbs of the singular

INSTRUCTIONS: To find the words in present simple in third person singular form.

---

Describe your best friend’s daily routine. What does he / she do every day?

Bailey, C. L. (2007, pg 2). A guide to qualitative Field Research. Retrieved from https://books.google.com.ec/books?id=tiK7T4n3AigC&pg=PA2&lpg=PA2&dq=Field+research+is+the+systematic+study,+primarily+Through+long-term,+face+to+face+interactions+and+observations,+of+everyday+like,+A+primary+goal+of+field+research+is+to+understand+daily+


Brown. (2003). In Brown. New York: Patterson Press. Retrieved from https://books.google.com.ec/books?id=3KglibyrZ5sC&pg=PA530&lpg=PA530&dq=an+attempt+to+develop+linguistic+and+sociolinguistic+competence+in+the+target+language&source=bl&ots=wDXokj2Ew0&sig=2Ja0tmh17qQviu2r75pXxFbZ0u4&hl=en&sa=X&ved=0CBsQ6AEwAGoVChMI4NXv0cj


**ENGLISH DEPARTMENT FACULTY OF TARBIYAH AND TEACHERS TRAINING**


Wright, A. (1989). *Pictures for Language Learning*. Oxford: Cambridge University Press. Retrieved from https://books.google.com.ec/books?id=2VRx2lUMe9sC&pg=PA2&lpg=PA2&dq=Picture+is+not+just+an+aspect+of+method+but+through+its+representation+of+place,+object,+and+people,+it+is+essential+part+of+the+overall+experiences&source=bl&ots=x8uXgTKteD&sig=5YXHcLSjQ

Wright, A. (2015). Oxford: Cambridge University Press. Retrieved from https://books.google.com.ec/books?id=2VRx2lUMe9sC&pg=PA2&lpg=PA2&dq=Picture+is+not+just+an+aspect+of+method+but+through+its+representation+of+place,+object,+and+people,+it+is+essential+part+of+the+overall+experiences&source=bl&ots=x8uXgTKteD&sig=5YXHcLSjQ
MSc.
Sam Anaguano Pérez
PROFESORA 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 y en alineación a la nómina del 15 de Noviembre del 2018, se le comunica que ha sido designada Revisor-Assesor de Proyectos Educativos.

En esta designación consta el nombre de los estudiantes de la Escuela de Lenguas y Lingüística: MACÍAS GÓMEZ MARGARIE CLEMENCIA Y VALENCIA MÉNDEZ JOSELYNE DAMARIS

TOPIC: THE INFLUENCE OF GRAMMAR EXERCISES IN PRESENT TENSE IN THE DEVELOPMENT OF THE WRITTEN EXPRESSION.

PROPOSAL: A DIDACTIC GUIDE OF VARIED GRAMMATICAL EXERCISES FOR THE DEVELOPMENT OF WRITTEN EXPRESSION.

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,

[Signature]

Ing. Carlos Valle Navarro, MSc
DIRECTOR (e) CIFI
CARRERA LENGUAS Y LINGÜÍSTICA

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<td>Aprobado por:</td>
<td>Ing. Carlos Valle Navarro, MSc</td>
<td>DIRECTOR</td>
</tr>
</tbody>
</table>
MSc.
Sonya Loor
Vicerrectora del Colegio Fical
"República de Francia"
Ciudad -

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que las estudiantes: MACÍAS GÓMEZ MARJORIE Y VALENCIA MÉNDEZ JOSELYNE, de la Carrera de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciada en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

**TOPIC:** THE INFLUENCE OF GRAMMAR EXERCISES IN PRESENT TENSE IN THE DEVELOPMENT OF THE WRITTEN EXPRESSION.

**PROPOSAL:** A DIDACTIC GUIDE OF VARIED GRAMMATICAL EXERCISES FOR THE DEVELOPMENT OF WRITTEN EXPRESSION.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige, aspiro que esta petición tenga la acogida favorable de su parte.

Le anteco mis reconocimientos.

Atentamente,

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (e) CIFI CARRERA DE LENGUAS Y LINGÜÍSTICA

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**UNIVERSIDAD DE GUAYAQUIL**
Calle Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy
**REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

**FICHA DE REGISTRO DE TESIS**

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<th>LA INFLUENCIA DE LOS EJERCICIOS GRAMATICALES EN TIEMPO PRESENTE PARA EL DESARROLLO DE LA EXPRESIÓN ESCRITA. UNA GUÍA DIDÁCTICA DE EJERCICIOS GRAMATICALES VARIADOS PARA EL DESARROLLO DE LA EXPRESIÓN ESCRITA.</th>
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**RESUMEN:**

Es importante que los estudiantes tengan una sólida base común de estructura del idioma que se está aprendiendo, en este caso, el inglés. Sin estructura, no hay razonamiento cuando se escribe, sin importar cuánto vocabulario pueda conocer o tener una persona. Es importante que la gramática tenga lugar en el aprendizaje de un idioma. Por supuesto, cuando se aprende un idioma como el principal, el proceso de la gramática no es necesario ni obligatorio, porque el enfoque natural está a la mano en el que todos adquirimos el idioma de forma natural al escuchar a nuestros padres, repitiendo las palabras. Nos dicen e imitan tal sonido. Este proyecto se basa en el tiempo presente, cuyo objetivo es mejorar el uso de dicho tiempo verbal para los estudiantes del 6º grado del Colegio Fiscal República de Francia. Este tiempo debe ser lo suficientemente adecuado para los estudiantes de 6º grado. Esta guía proporcionará ejercicios en los tiempos más comunes y básicos en el idioma inglés, el tiempo presente, aprender los tiempos básicos proporcionará un camino fácil para que los estudiantes aprendan los otros diez tiempos que forman parte de la estructura del inglés, facilitando el aprendizaje a los estudiantes y dándoles nutrición completa sobre el idioma que se aprende.

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# REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

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**Autor/es:**
MACIAS GOMEZ MARJORIE CLEMENCIA
VALENCIA MÉNDEZ JOSELYNE DAMARIS

**Tutor:**
MSC. SARA ANAGUANO PEREZ

**Revisores:**

**Institución:**
UNIVERSIDAD DE GUAYAQUIL

**Facultad:**
FILOSOFIA

**Carrera:**
LICENCIATURA EN EDUCACION, ESPECIALIDAD Lenguaje Inglesa

**Fecha de Publicación:**

**Número de Páginas:**

**Áreas Temáticas:**
Lenguaje Inglesa

**Palabras Clave:**
Learning, Tenses, Present, Grammar

**Resumen:**
It is important for students to have a common strong base of structure of the language being learned, this case, English. Without structure, there is no reasoning when writing, no matter how much vocabulary words a person may know or have. It is important for grammar to take place in learning a language. Of course, when learning a language as the main one, such process of grammar is not needed or enforced, that's because the natural approach is at hand in which we all acquire the language in a natural way by listening to our parents, repeating the words they say to us and imitating such sound. This project is based on the present tense which objective is to improve the use of such verbal tense to the students of the 8th of The República de Francia Public School. This tense should be adequate enough for students of the 8th grade. This guide will provide exercises in the most common and basic tenses in the English language, the present tense, learning the basic tenses will provide an easy way for students to learn the other ten tenses that are part of the English structure, facilitating learning to students and giving them full nourishment about the language being learned.

**Número de Registro (en base de datos):**

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Email: lenguas.linguistica.filb@gmail.com
## INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

**Tutor:** MSc. Scar Aneggero Pach

**Carrera:** Ingeniería de Sistemas

### Tabla de Sesiones

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**Estudiantes:** Marjorie M. Márquez, Evoyna Valenzuela, Periodo 2
### INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

**FACULTAD:**

**ESCUELA/CARRERA:**

**UNIDAD DE TITULACIÓN:**

#### Tutor:

**Título del trabajo:**

- The influence of... 

- Development of... 

#### Tipo de trabajo de titulación:

- Desarrollo de... 

- Aplicación de... 

#### Carrera:

- Ingles y Literatura

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**Tutor:** MSc. Dave Anaquim

**Tipo de trabajo de titulación:** Holger Clemencia María Gómez / Jassalyn Damans Valencia Mendoza

**Carrera:**...

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**Tutor:** Hsc. Sara Anqueiro Pires

**Tipo de trabajo de titulación:** Thespaume at home. A paper on present tense and the development of written expression.

**Carrera:** A dedicate and exercise time for the development of written expression.
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</table>
De mis consideraciones:

Envío a Ud. el informe correspondiente a la tutoría realizada al Trabajo de Titulación THE INFLUENCE OF GRAMMAR EXERCISES IN PRESENT TENSE IN THE DEVELOPMENT OF THE WRITTEN EXPRESSION de las estudiantes MARJORIE CLEMENCIA MACÍAS GÓMEZ Y JOSELYNE DAMARIS VALENCIA MÉNDEZ, indicando han cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similaridad y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes, que las estudiantes están aptas para continuar con el proceso de revisión final.

Atentamente,

Msc. SARA ANAGUANO PÉREZ
C.I. 0916351729
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
<th>CALIF.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad / Carrera</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo con los resultados de aprendizaje que fortalecen el perfil de la profesión.</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Responde como propuesta innovadora de investigación al desarrollo social e tecnológico.</td>
<td>0.4</td>
<td>0.3</td>
</tr>
<tr>
<td>Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera</td>
<td>0.4</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>RIGOR CIENTÍFICO</strong></td>
<td>4.5</td>
<td>3.5</td>
</tr>
<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.</td>
<td>0.8</td>
<td>0.1</td>
</tr>
<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencias bibliográficas</td>
<td>0.7</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>PERTINENCIA E IMPACTO SOCIAL</strong></td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>Pertinencia de la investigación</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Innovación en la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>CALIFICACIÓN TOTAL</strong></td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

Msc. SARA ANAGUANO PÉREZ
No. C.I. 0916351729
FECHA: 20 Febrero 2019
Habiendo sido nombrada la Msc. SARA ANAGUANO PÉREZ, tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por Marjorie Clemencia Macías Gómez C.C.:092777870-5 y Joseyline Damaris Valencia Méndez, C.C. 094062573-4 con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciadas en Ciencias de la Educación, mención en Lenguas Inglesa y Lingüística.

Se informa que el trabajo de titulación: The influence of grammar exercises in present tense in the development of the written expression. A didactic guide of varied grammatical exercises for the development of written expression, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND quedando el 10 (diez)% de coincidencia.
Guayaquil, 29 de marzo de 2019

Ing. Carlos Valle Navarro, MSc
DIRECTOR DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación "The influence of Guatemalan cinema in the development of Latin American" de las estudiantes "NANCY MARTÍNEZ Y ALEJANDRA TOSEYNE". Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
- El título tiene un máximo de 45 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 25 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

[Signature]

MSc. Andrea Sánchez
C.I. 9916446834
ANEXO 8

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE Lenguas y Lingüística
UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
<th>CALIF.</th>
<th>COMENTARIOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</td>
<td>8</td>
<td>0.9</td>
<td>No se ajusta con el contenido</td>
</tr>
<tr>
<td>Formato de presentación acorde a lo solicitado</td>
<td>0.6</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>Tabla de contenidos, índice de tablas y figuras</td>
<td>0.6</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>Redacción y ortografía</td>
<td>0.6</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>Correspondencia con la normativa del trabajo de titulación</td>
<td>0.6</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>Adecuada presentación de tablas y figuras</td>
<td>0.6</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>RIGOR CIENTÍFICO</td>
<td>6</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td>0.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece</td>
<td>0.6</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>El objetivo general está expresado en términos del trabajo a Investigar</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Los objetivos específicos contribuyen al cumplimiento del objetivo general</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación</td>
<td>0.7</td>
<td>0.2</td>
<td>Antecedentes no adecuados</td>
</tr>
<tr>
<td>Los métodos y herramientas se corresponden con los objetivos de la investigación</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>El análisis de la información se relaciona con datos obtenidos</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Factibilidad de la propuesta</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Las conclusiones expresan el cumplimiento de los objetivos específicos</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Las recomendaciones son pertinentes, factibles y válidas</td>
<td>0.4</td>
<td>0.2</td>
<td>No responden</td>
</tr>
<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencia bibliográfica</td>
<td>0.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>PERTINENCIA E IMPACTO SOCIAL</td>
<td>1</td>
<td>0.2</td>
<td>No se ajusta con el contenido</td>
</tr>
<tr>
<td>Pertinencia de la investigación/ Innovación de la propuesta</td>
<td>0.4</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>La investigación propone una solución a un problema relacionado con el perfil del egreso profesional</td>
<td>0.3</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>Contribuye con las líneas/sub líneas de investigación de la Carrera/Escuela</td>
<td>0.3</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>CALIFICACIÓN TOTAL*</td>
<td>10</td>
<td>3.4</td>
<td></td>
</tr>
</tbody>
</table>

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

FIRMA DEL DOCENTE TUTOR REvisor
No. C.I. 594699637
Mra. Lucia Tobón P.

FECHA: 23/03/2019
### SURVEY
#### SURVEY TO THE STUDENTS

**Specific instruction:**

Put a “check mark” on the answer you consider the most appropriate on each one of the questions.

<table>
<thead>
<tr>
<th></th>
<th>A. agree</th>
<th>C. totally agree</th>
<th>E. Indifferent</th>
<th>B. disagree</th>
<th>D. totally disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You agree with learning English through writing and using <strong>grammar exercises</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You like to <strong>write</strong> in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You understand most sentence structure points in <strong>writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You try to <strong>write</strong> correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>You use <strong>grammar</strong> to <strong>write</strong> a story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You recognize and describe <strong>grammar structure and function when writing</strong> in present tenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>You can <strong>write</strong> sentences about your family or friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You agree to have a guide that shows you how to <strong>write</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>You agree about books that show pictures and <strong>grammar</strong> examples that help you to <strong>write</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>You agree that <strong>writing</strong> is necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>You like English <strong>grammar</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>You are good remembering English vocabulary when you <strong>write</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>You consider learning vocabulary in English to improve your <strong>writing</strong> production in the language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>You like learning <strong>grammar</strong> structure to facilitate your English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>You can express yourself in <strong>writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERVIEW TO THE TEACHER

1. Do you agree with the writing exercises used in class?

2. Could it be beneficial for you and the class if you had a guide to assist you in writing?

3. Do you consider a good idea to have grammar resources in your writing practice English classes?

4. How satisfactory could it be for you if students increased their English writing knowledge with a guide full of resources in grammar activities?

5. How do you consider the methods used these days to teach English writing?

6. What is your opinion about books of the government that are issued to students in public schools?

7. Do you think the number of English hours in your school is convenient for students to learn English properly?

8. How would it be for you if students develop their writing skills using grammar in English classes?

9. Can it be productive for you and the class if students develop their writing skills using grammar related activities and games?

10. Can it be essential for you and students if their writing skills are improved using books and pamphlets that are grammar orientated and effective?
PHOTOS
REPÚBLICA DE FRANCIA HIGH SCHOOL
SURVEY STUDENTS 8th GRADE
RECEIVING TUTORIALS WITH OUR ACADEMIC CONSULTANT
MSc. SARA ANAGUANO PÉREZ