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ESCUELA DE LENGUAS Y LINGÜÍSTICA.

TOPIC:
INFLUENCE OF BASIC VOCABULARY IN THE ADVANCEMENT OF WRITING COMPETENCE OF THE ENGLISH LANGUAGE.

PROPOSAL:
PLAN A BOOKLET OF BASIC VOCABULARY AND WRITING EXERCISES TO PROMOTE THE WRITING SKILLS OF THE ENGLISH LANGUAGE.

EDUCATIVE PROJECT
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN, MAJOR IN: LENGUA Y LINGÜÍSTICA INGLESA.

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In this moment of my life I feel completely grateful with the power of God that made me know what I really wanted to become. I dedicate this fulfillment to my mother Elsa and to my nephew Ángel Gabriel, they have shown me such valuable humbleness is when reaching our goals. I say thank you to my university teachers and to my project tutor for guiding me to the full performance of our research. All that people I have just mentioned will be forever in my mind and in my heart.

Every step counts!

Carlos Pincay Vera.

I am very grateful with my family that has lightened me up throughout these years of accomplishing dreams. I thank God for being present in this long road and to my teachers and my tutor for being there with support and kindness till the end of our project and our learning. All this will be shared with my future students and teaching them that every dream will come true with great responsibility.

Jennifer Bajaña Sánchez.
**TÍTULO Y SUBTÍTULO:**
INFLUENCE OF BASIC VOCABULARY IN THE ADVANCEMENT OF WRITING COMPETENCE OF THE ENGLISH LANGUAGE. PLAN A BOOKLET OF BASIC VOCABULARY AND WRITING EXERCISES TO PROMOTE THE WRITING SKILLS OF THE ENGLISH LANGUAGE

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Being part of the national curriculum at the moment of learning it is normal to be pressed on modern ways to learn a language but not all the time teachers have the ability to discover what are the different needs students may own that stop them to participate in the learning process.

In this project we will focus on the writing abilities to be developed with basic vocabulary and overcome to get to the next step in the process. We will study their importance and the reason for using it as a way of reinforcing the knowledge.

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ABSTRACT

It is a known fact that learning a new language involves a big capacity to manage plenty of new information and sometimes people get disappointed when they feel that the type of learning is not good for them and give up. It is also known and proved that when people feel motivated to do things they will make them faster and better, so that is the initial point to realize that acquiring new words, new socio-cultural information and learning how to use them demands of having a great ability to understand the different perspectives that the beginners have.

Being part of the national curriculum at the moment of learning it is normal to be pressed on modern ways to learn a language but not all the time teachers have the ability to discover what are the different needs students may own that stop them to participate in the learning process. Teachers need to have this visionary methodology to accomplish their goals at the moment of teaching and delivering the message.

Learning a new language may become as fun as the skills of the teacher can show up; it becomes a necessity to discover the hunger of knowledge students have and how to rise them up to handle the next level of learning. In this project we will focus on the writing abilities to be developed whit basic vocabulary and overcome to get to the next step in the process. We will study their importance and the reason for using it as a way of reinforcing the knowledge.

KEY WORDS: PROCESS, WRITING, VOCABULARY, METHODOLOGY.
RESUMEN

Es un hecho conocido que aprender un nuevo idioma implica una gran capacidad para administrar mucha información nueva y, a veces, la gente se desilusiona cuando sienten que el tipo de aprendizaje no es para ellos y se dan por vencidos. También se sabe y demuestra que cuando las personas se sienten motivadas para hacer cosas las harán más rápidas y mejores, de modo que ese es el punto inicial para adquirir nuevas palabras, nueva información sociocultural y aprender a usarlas exige tener un gran capacidad para comprender las diferentes perspectivas que tienen los principiantes. Al ser parte del plan de estudios nacional en el momento del aprendizaje, es normal sentirse presionado sobre las formas modernas de aprender un idioma, pero no todo el tiempo los maestros tienen la capacidad de descubrir cuáles son las diferentes necesidades que pueden tener los estudiantes que les impiden participar en el proceso de aprendizaje. Los maestros necesitan tener esta metodología visionaria para lograr sus objetivos al momento de enseñar y transmitir el mensaje. Aprender un nuevo idioma puede ser tan divertido como las habilidades del maestro pueden aparecer; se convierte en una necesidad descubrir el hambre de conocimiento que tienen los estudiantes y cómo elevarlos para manejar el próximo nivel de aprendizaje. En este proyecto nos enfocaremos en las habilidades de escritura que se desarrollarán con vocabulario básico y superado para llegar al siguiente paso en el proceso. Estudiaremos su importancia y la razón para usarla como una forma de reforzar el conocimiento.

PALABRAS CLAVES: PROCESO, ESCRITURA, VOCABULARIO, METODOLOGIA.
INTRODUCTION

English language has always been known as one of the vanguards means of communication of our desires and experiences even in such places where English is not the first language. It is already known English in Ecuador (according to local journalism researches) has a better reputation at private schools than at public ones, and it may be taken for the people as while more money you have, the better English you can learn.

The matter nowadays is that more and more adults are looking for private classes in institutes where they can get an integral level of communicating in English for many reasons and goals they have; one good reason for that might be they were not provided of good basis of the language at the beginning of their awareness and lack of motivation to do it.

During this written project it is wanted to work punctually on the deficiency of basic vocabulary taught and easily given in the public-schoools classrooms and the pedagogical way they are given to the receptors.
CHAPTER I

THE PROBLEM

The context of this project was held at Francisco Huerta Rendón High School and the students of eighth year starting the secondary in Guayaquil as a sample for the research. It is analyzed the initial statistics and the possible inconvenient they may show. The objectives, the problem and the justification are presented to have a prior idea of the content of the study.

CHAPTER II

THE THEORETICAL FRAMEWORK

In this chapter the incidences are researched to have a better ideology at the moment of creating and looking for our own information with guides that provide us the right way to continue the investigation using scientific methodology according to pedagogies and phycologists previous studies. The application and the coverage of the law is stablished in the Legal Foundation following the LOEI, The National Constitution and the CEFR.
CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

The methodology consulted during Chapter II will be used when applying the surveys and the interviews to the sample selected to the study and reinforcing the theories of the possible problems students have with numerical and statistics results giving us a bigger idea of the possible solutions too.

CHAPTER IV

THE PROPOSAL

To conclude the research, a proposal to solve the problem needs to be done. A booklet with writing and vocabulary activities in English is presented giving the necessary justifications, human feasibility, political feasibility, their objectives and the solution for learners and teachers that will have when using the guide created for the main variable of this research. Conclusions are relevant in this part of the project.
CHAPTER I

THE PROBLEM

The English language is an international and global language and is always known as a means of communication that surrounds all spheres of society, and the human being uses it to express himself even in places where they do not speak. In our country the English language is used in public and private institutions as it is considered of vital importance and is also very welcomed by society and the government because they recognize it as a foreign language necessary in the education of students.

Our study field was held at “Francisco Huerta Rendon High School” located in the north of Guayaquil city, Mapasingue Este, in Ecuador. This institution was founded on April 19, 1969. At the beginning it was used as an elementary school with no name but three years later it was given the name of the first dean of the Faculty of Philosophy, Letters and Sciences of Education at the University of Guayaquil, besides a journalist, lawyer and historian of the country. Its current principal is Master Marcos Yambay Herrera.

Francisco Huerta Rendón is an educational center with regular education and governmental sustainability with Hispanic jurisdiction. It consists of seven hundred and five female students and six hundred seventy-nine male students, in total with one thousand three hundred eighty-four students. It also consists of forty-six subject’s teachers. Its current principal is Master Marcos Yambay Herrera. This institution has only morning modality. The English field is completed for six teachers.

This project was focused on eighth course with two hundred thirty students divided into three sections: A, B, and C. Students receive five English classes per week
given by only one teacher. The main student book they work with is “Teenagers A1.1” provided by the Ministry of Education the book includes a workbook with tasks for being done at home. The institution also has one English laboratory adapted for children with different learning needs. The Lab is used to practice speaking and listening activities already shared in the classrooms with the teacher in charge. They also organize open houses with different topics for the students to show their awareness.

CONFLICT SITUATION

In the class observed the activity was about vocabulary. Students were making sentences with new words that were written by the teacher on the board. This activity was carried on as individuals. The teacher was sitting at the back of the class throughout the exercise.

SCIENTIFIC FACT

Low level of English basic vocabulary in writing skills for students of eighth course with common methodologies of learning foreign languages. Develop a booklet with writing activities to improve the English basic vocabulary learning process.

PROBLEM STATEMENT

What is the incidence of basic vocabulary in the development of writing skills of the English language in the students of eighth BGE at Francisco Huerta Rendón High School, located in Mapasingue, north of Guayaquil city during 2018 - 2019 school year?
CAUSES

Lack of tracking while the content is given to the students.

Shortage of feedback at the final testing of each English block.

Lack of support materials to practice the new learning content.

Low motivation by the teachers to the students while sharing the activities in the class.

GENERAL OBJECTIVE

To determine the incidence of the basic vocabulary in the development of writing, through a field of bibliographical research. To design a booklet with writing and basic vocabulary activities.

SPECIFIC OBJECTIVES

- To validate the current vocabulary knowledge that these students own.
- To analyze the development of writing skills in students of eighth year.
- To insert a new way of delivering vocabulary with a booklet designed for children to activate their knowledge.

INTERROGANTS OF THE INVESTIGATION

- How do teachers test the prior knowledge students possess in order to follow the new year curriculum?
- What are the ways of giving a feedback when students fail during the learning English process?
- How many tests are done to validate the level of knowledge acquired during each period?
- What do the vocabulary support materials consist of?
- Which are the motivational techniques that teachers use when giving their classes of new vocabulary?

JUSTIFICATION

According to article 25 of the Constitution of the Republic of Ecuador it establishes:

Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes an area priority of public policy and of state investment, guarantee of the equality and social inclusion and indispensable condition for good living. Individuals, families and society have the right and the responsibility to participate in the educational process. (Asamblea Nacional Constituyente, 2008, p. 27)

The introduction of the Ley Orgánica de Educación Intercultural says:

The National Education System, as prescribed by article 343 of this same order, has as its purpose the development of capabilities and potential individual and collective of the population, which enable learning and generation and use of knowledge, techniques, knowledge, arts and culture. (LOEI, 2015, p. 1)

Therefore, the content given to the students and the ways to do it must be pedagogical applied for them to learn about justice, equality and innovation. When
students start a new school level in Ecuador, the English curriculum is mandatory. It does not matter if the attendants are capable to assimilate all the content in the books. It becomes a teacher’s duty to look for a way to test the skills students have. Sometimes they do not, and that is the initial point to underestimate them and underestimate the motivation they need.

Before 2016 national education curriculum did not compel English language as a subject for General Basic Education till seventh level. From now on with the new agreement eighth level students should end up the period no less than A1.1 level according to the CEFR and followed by the Ministry of Education in Ecuador. It assumes a learner-centered teaching methodology in terms of how the content is delivered. Students need to work on their creative and critical thinking skills guided by the teachers.
CHAPTER II

THE THEORETICAL FRAMEWORK

BACKGROUND

Francisco Huerta Rendon High School is a public institution where most difficulties at learning a second language may show up. Former projects about this type of incidences in other high schools in Guayaquil have already been reviewed. One of these projects was carried out in 2016 with the topic “Basic vocabulary to improve the English language” (Basantes & Bermúdez, 2016). Two language students at the University of Guayaquil gave a proposal to design and apply a booklet with vocabulary exercises for students of first bachelor year B.G.U. at Simon Bolivar High School.

Taking as a guide according to the problem of the research it can be found a conclusion followed by surveys of that project that says:

According to the results a 5% of the students agree that the use of vocabulary is very helpful to communicate while a 39% think that they are less and non-satisfactory, and 56% of the students just feel indifferent about it. For this reason, we are going to teach students the importance of knowing vocabulary to have an effective communication through interactive and useful didactic material. (Basantes & Bermúdez, 2016, p. 43)

Therefore, it infers that new ways of delivering vocabulary, motivational word and phrases activities and, teaching them to share that awareness among themselves in their daily basis is urgently necessary.
Following the context about basic vocabulary projects there is another research of a language student at the University of Guayaquil. The conclusions of their research at Nuestra Señora de Fátima Elementary School are that teachers are not updated with the right pedagogical materials (...) and that students vocabulary is deficient to express themselves because they do not use to have games to encourage each other during the class and at home (Duclona, 2017, p. 70). If those previews inquiries are fully understood, it can be seen see that it is not just a matter of saving new words or phrases. This is also productive to find the realness and significance to make them part of their daily lives through better ways of uses.

THEORETICAL FOUNDATION

After so many years of studying English, checking the background of this project and some books it is important to find comments from editors like Ghio Dell'Oro (2014) on his book Inglés Básico that says:

A big part of students with Spanish mother tongue get the displeasure result of knowing almost anything. They have learnt a pile of words, many grammatical rules, literature, and so on but they are technically no able to stablish the most basic conversation in English. (p. 9)

In order to have a better comprehension some definitions of the main variables for this research will be defined.

VOCABULARY

It is a well-known fact that English language is getting spread all around the world even in places where the main language is not the Anglo-Saxon. New learners of
another language are currently getting involved in times where a road signal, a song, or even a meeting place is named with foreign words. Most of times it is complicated to write those words. It may be called American wide spreading but further than that it is at our knowledge basements where all of this begins. (Ghio Dell"Oro, 2014, p. 10)

It happens the same in Spanish, a certain group of letters are unknown, and it gives the insecurity where to place them in a written. Students feel themselves not seriously committed to follow the subject and switch as a way to scape. To understand much better the definition of vocabulary some definitions pages were checked where it explains that vocabulary is a group of words that a person can manage or use in their means of communications (Definición.DE, n.d.). Vocabulary is not only a word that exists according to a language, it may be more than one expression to explain something to others and show the needs and affections owned.

As a matter of fact, there is a type of vocabulary that are more likely and rather to use when talking to others, that may be called Active Vocabulary. When there are some words or phrases to be listened to or to be read and well understood but not used to say them, or not used to have expressed them it becomes Passive Vocabulary. (Laufer, 1998)

**Active Vocabulary**

According to a quick view made in Oxford Reference web site about active vocabulary, it explains:
Active vocabulary is the range of words which an individual is able to use accurately in their speech (active spoken vocabulary), or their writing (active written vocabulary), or both of these. The active vocabulary does not include words which are only recognized and understood, either by reading or hearing, but not actually used. (Oxford Reference, n.d)

**Passive Vocabulary**

On the other hand, passive vocabulary may be understood as the rest of the words by the new learners as those which are usually heard and read but not used at all. This theory can be reinforced by the overview of the online publication by Oxford University Press that says about passive vocabulary: “Words which are understood and recognized by the learner, but which cannot necessarily be easily recalled or correctly used”. (Wallace, 2015)

Some students are not able to understand yet this difference and get desperate about the low active vocabulary they handle. Passive vocabulary is easier to learn during any part of the process because passive lexical means to recognize and understand items during listening or reading; active lexical refers to those items that learners can use appropriately. (Remacha, 2008)

**Basic Vocabulary**

According to linguistics and the web site Definition.com (n.d.) basic vocabulary is:

The set of lexical items in a language that are most resistant to replacement, referring to the most common and universal elements of human experience, such
as parts of the body (foot, eye), universal features of the environment (water, star), common activities (eat, sleep), and the lowest numerals”.

As it can be observed, the previous conceptualization shows that having a basic vocabulary will add a lot on trivial situations even not ignoring to someone who is asking others for help. If students are less than basic vocabulary holders, they will answer with broken words and gestures but barely with a minimum well-made phrase.

According to Basic English Introduction by Ogden (n.d.): “It is clear that the problem of a Universal language would be solved(...) with no more words than can fit on a sheet of notepaper(...) Eight hundred fifty words are sufficient for ordinary communication in idiomatic English” (p. 1). It means that bringing to new learners the facility of acquiring a tiny group of words summarized from the total of 25000 words of Oxford Pocket English Dictionary (Ogden’s Basic English, 2014) will make them easier, faster and no different learning of normal English as a foreign tongue.

This previews concepts infer, as in (Ghio Dell’Oro, 2014), that:

It must be understood that bringing this group of reduced words to the learners does not mean that the level of English they will manage later is going to be bad, but it is going to have the chance to be improved with more and more practices according to the level they want to reach. (p. 9)

Learning basic vocabulary of a language will not stop them for getting more knowledge about culture, life and important data from other places.

On the contrary of what it was said before, children and adults will enhance the power of communicating with people they thought they could never talk because basic
English, about vocabulary, does not need more than principal lexicon even to live in another country speaking and giving a message properly. That exactly expressed the words of Roosevelt (1943):

Incidentally, I wonder what the course of history would have been if in May 1940 you had been able to offer the British people only ‘blood, work, eye water and face water,’ which I understand is the best that Basic English can with five famous word.” (Eamonn.com, 2012)

This message explains how simple and basic words would give a total change in situations where even one word can mean life. That is why basic vocabulary is intrinsically important.

**WRITING SKILL**

Writing skill was first developed from ancient civilizations according to the history of the world, and according to the (The British Museum, n.d): “These forms of writing look completely different, follow different rules and are often read incompletely different ways. But they all perform the same basic function. They are all a visual means of recording language”. They needed their habits to be preserved and save themselves from danger. At the beginning an established alphabetic system was not managed like us, but they used pictograms. These were images representing the knowledge they tried to communicate on the walls or on ancient fabrics and papers.

Throughout the time these civilizations developed the ideograms. They can be called geometric figures. They are often and still used for traffic signs or warning messages in the daily basis. They had the creativity to build such a thing or way to pass
the history on, they started by the sense of the information they wanted to transmit in
their minds. Writing has always had the objective to originate and record the thinking,
simultaneously be attended to process and product (Institute for Writing and Rethoric, 
2016). It infers that thoughts and speech come first as a base of writing skill, but when
written it must be structured and concise.

For children, the first step of expressing ourselves to others is the speech. Speech is the birth of communicating among human beings. When communicating needs to have incidences, historical approaches, personal rights, and more like those. Writing becomes essential for human life and to know how to do it brings up as an individual belonging to the current society. (Ogden, n.d.)

According to the research of (MH Education, 2015) where different perspectives of what writing means and the ways of teaching it, says:

Writing (...) requires mediation other than air: it is inscribed in the sand, on paper, via electronic means. It is much more a part of the physical world than speech in the sense that it is tangible, visual and needs to be transported. (p. 35)

If the fan of languages is brought up around the world, the particularities of each one of them can be seen. Every idiom has its own way of representing the speech and make sense. Oriental languages do not follow sequential concepts. They use the spatial one as a guide for giving symbolic meaning constitutions (MH Education, 2015). When writing in English it must use linear logic giving letters to form a phrase and then make any senses.
IMPORTANCE OF WRITING IN ENGLISH

According to the U.S Department of Education through the Institute of Education Sciences says on its Practice Guide about effective writing that this skill gives students, most of them secondary ones, the right nerve to think contexts critically. “Writing challenges students to understand, evaluate, and synthesize text, ideas, and concepts. Furthermore, approaching writing tasks strategically (...) facilitates the development of sound arguments supported by valid reasoning” (Graham, et al., 2016, p. 1).

It also talks about generic transversal importance to other disciplines, it is relevant for Math, Sciences or Grammar to write but for English classes they write more because classes involve every discipline language arts (Graham, et al., 2016, p. 2). Writing English guides learners to create content in a critical view and they can present them in all discipline classes.

WRITING TO HELP LEARNING

According to an essay called Learning Enhancement and Development of City University of London (2017): “Writing challenges you to synthesize a variety of ideas in a clear way. The process makes you check your understanding so that you convey your argument to your reader in a clear way” (p. 1). Therefore, those abilities will serve you in any aspects of your daily basis.

Those skills can be best explained on the American Psychological Association abstract web site reference, (Hayes & Flower, n.d.):

Writers use 3 major processes—planning, sentence generation, and revision. (...) The planning process is outlined in terms of the representation of knowledge, the source of the writing plan, and the use of strategic knowledge.
(...) the sentence generation process is noted, and the nature of the revision process is described in terms of experts' ability to attend to global problems (...).

Following the previous concept about attending global difficulties, IES (2016) on its *Teaching Secondary Students to Write Effectively* practice guide reinforcements like this can be shown: “Indeed, writing is a life-long skill that plays a key role in post-secondary success across academic and vocational disciplines” (Graham, et al., 2016).

Looking up for deeper explanations about vocabulary it was found a book called “What is writing?” This book’s introduction tells about three broad categories of writing. All of them are interesting to study and enhance its functions. According to Rodgers (2012) writing can be understood as an action, as a process, and as an object (p. 4). It means that this skill must be reviewed mandatory in the way it works.

Based on the same essay of Rodgers (2012), If the destination of the written is to explain how things went through the time it is called historical writing perspective. If the final objective is to educate others with the content it is called educational writing perspective (p. 28). The situation to be expressed using letters and punctuation marks will be entitled by the action preserved in the information underneath each category.

Writing as an action is related with their process and the object perspective is related to the other ones so it becomes a little hard to explain them as individuals. Writing is an integral developed skill and will make this easier to comprehend. (Rodgers, 2012)

**Writing as an object**

According to Rodgers (2012), writing as on object can be described for having three dimensions by the type of practical perspective that it is studied. The literal
perspective has paragraphs, sentences and words. Structural perspective has introduction, body and conclusion. Finally, rhetorical perspective has purpose, audience and writer (p. 30). Taking the writing skill as an object it is literally interpreted.

**Writing as an action**

Mental, physical, or both structures that students develop to reach their objectives by writing strategies are actions to set goals (Graham, et al., 2016). Writing means of communication as an action can show up printed, handwritten, digitalized, and so on. All these ideas give space for us to use the writing skill as an action of describing, analyzing, documenting, explaining, and informing something (Rodgers, 2012). The writer will make sure that their message has a well-constructed data to give the full idea. Sometimes handling a language and sending a message does not mean that the receiver will understand everything, so the writing as an action will not be achieved.

**Writing as a process**

Rodgers (2012) also said in her book that everyone has a special and unique writing process, however, there are three general steps to complete this systematic ideology: Brainstorming, Drafting, and Revising (p. 32). Maybe the speech or reading process are faster than writing when creating the information in our head before launching it out but writing needs a little bit more of time to be represented for the person who receives the message to obtain the right interpretation.


**Writing in society**

Every language relay on the socio-cultural context where it belongs. According to this definition writing is a door who will be opened in an intersubjectivity realia. It means that writing will be adjustable, not in every case, to the field developed. The pieces of social components cannot be studied unless writing is accepted as a defining and relevant portion of ecological-linguistics (Coulmas, 2013, p. 9). It also says: “Humanity has moved steadily towards relaying on written communication in ever more domains of life”. (p. 9)

It becomes essential for guiders to facilitate a group of experiences identified with the affection of their community in history. These expectations will encourage to the new learners for owning progressively the random usage of the vocabulary in their development environment. “Through writing communication people can also develop actions for social transformations. The opportunity to ask, to critic, to analyze, and to concede, will let humans to create their own opinions, dropping misjudgments and preconceived validations” (Transversalidad del Lenguaje, n.d.). All this shows the evolution of a reference which motion allows a horizontal dialogue promoting equality and democracy what is currently required throughout the world.

**BASIC VOCABULARY IN THE DEVELOPMENT OF WRITING**

There are several researches where it is explicit that language for new learners is a process that mostly starts with speech, following these oral expressions comes the writing learning and shares the same perspective as in (Waiter, 2015): “If you can’t articulate it, you can’t deliver it” (p. 1). It expresses that if any teachers or students do
not have a practical oral communication they will not be able to express themselves by writing and not able to know how those written expressions should be.

**PSYCHOLOGICAL FOUNDATIONS**

According to Vygotsky, (1979), the point of view of the psychological foundation is directed towards the historical culture in which it was based that in the development of the culture that the student absorbs, any action or stimulus arise on two occasions. The first action occurs between people and the second occurs within the student, which is similarly implemented in voluntary action, intellectual reasoning and the creation of definitions since all higher-level actions are born between individuals.

Psychological theories have a great influence on the formation of students. Thus, as the parents of psychology conceptualize as intellectual development, thoughts and reasons, these at the same time affect the way in which students go from criticality to constructivist theory.

According to Vygotsky, (1979), the point of view of the psychological foundation is directed towards the historical culture in which it was based that in the development of the culture that the student absorbs, any action or stimulus arise on two occasions. The first action occurs between people and the second occurs within the student, which is similarly implemented in voluntary action, intellectual reasoning and the creation of definitions since all higher-level actions are born between individuals.

In short Vygotsky, (1979), says that the understanding is not a thing that is transmitted from one individual to another, but is that something that is built with the help of knowledge skills that lead to social relationships.
Otherwise, Petraglia J. (1995), describes, the theory of activity and its implications for written instruction cited by Russell David (2010), describes that intellectual capacity is not unique, but is half the average with the individual, as established by Jiménez and Terrazas, (2005), the development of the language and its incidence in the social behavior of the students.

Finally, Sánchez, (2010) in his article quoted Fernández (2008), who describes that the student will contribute their actions in the process of learning and its evolution is based on what the learning process means and what the student should be. stimulated from the beginning to the culmination with previously acquired knowledge.

PEDAGOGICAL FOUNDATION

The construction of learning has its basis in figures of skill development, organization and integrity. The pedagogy reaches different processes, methods and guides that bring an order in the educational process, since due to this quality the learning process is obtained.

According to Abbagnano, (1998), the pedagogy in this point is derived from the application of the practice or the office of the teacher that is directed to any educational foundation, that is to say, not only the theoretical or the clean development and wide of the possibilities of education, but also part of the timely reflection in the way of any practice in education.

In an understandable way, it describes pedagogy as the basis of education, since it reiterates in the increase of the activities of the understanding. Therefore, at this height, the challenge for students is to embrace the paradigm of constructivist pedagogy
in order to reach the breadth of analytical, critical and socio-cognitive thinking, conditioned in the general curriculum of basic education, which establishes the different theoretical concepts.

On the other hand, Beillerot, (1998), argues that the teacher in antiquity was the slave that led the students towards teaching and that derive many concepts of teaching that is the artistic invention of technology to teach in every way.

It can be said that the nature of pedagogy is in the service, and that is because pedagogy has absolute freedom that is sometimes criticized and denigrated by those who want to be pure art and philosophy. The education system is a sociable institution par excellence, which is in the process of constant change towards innovation and social renewal.

On the other hand, the main contribution of the theory of constructivism of Ausubel, (1968), is a model of teaching by exposure to promote meaningful learning instead of rote learning.

In summary, the constructivism of the learning process contributes to this research because it is based on the fact that educational institutions must promote the personal and professional growth processes of the students, evidencing the background and the activities to be solved, taking the key reading to achieve a meaningful learning and constructions of development through activities that serve to analyze and solve problems in a text reader and that the teacher is the one who teaches about the demands of society, that is, keep updated in the strategies to be a more efficient class.
and thus producing, more interest in the students for the English language and their abilities.

According to Savignon, (2001), communicative language teaching has come to be the favored approach to language teaching since its emergence in the late 1970's.

According to Brown, (2007), defines communicative language teaching by some aspects as communicative competence as the center of classroom objectives and teaching methods applied to concentrate on practice, original, and working uses with the most important fluency than veracity in order to permit students’ commitment in meaningful language use, student gain on the learning process and teacher’s paper as that of a supporter.

By Long (1991), say that communicative language teaching takes a more significance learning process because it permits students to study with original writings, to examine meaning for a true objective, and to build their language together in pretended occasions similar to real life.

In the other hand, Johnson and Smith, (2007), states that communicative language teaching has a great outcome as is that students develop and improve not only particular, but also social abilities such as collaboration, active listening, and giving constructive criticism.

Further, Vygotsky, (1978), communicative language teaching student-centered focus gives the teacher an opportunity to better check the students and pay attention to
their needs, in the paper of teacher facilitator, guide, and mentor. Finally, the approach gives flexibility in teaching different proficiency levels. (Lou, Abrami, & Spence, 2000)

**LEGAL FRAMEWORK.**

This research study is based on legal aspects that promote education, the learning of a foreign language and interculturality, in relation to education; Ecuador in its Magna Carta, updated to the present date, in the General Regulations of the Organic Law of Education (2014); in article 26; establishes that education is an unavoidable right and an obligation of all Ecuadorians. In the same way in article 68; states that the National Education System will include education programs that conform to the diversity of the country. It will incorporate administrative, financial and pedagogical decentralization and deconcentrating strategies into its management. The parents, the community, the teachers and the students will participate in the development of the processes.

On the other hand; Education as a strategic sector and as a fundamental factor in the development of society, actively involves all people, in a process of transformation that provides knowledge regardless of progress. Technology, society, laws, learning and modernization are factors that influence the evolutionary process of the community.

UNESCO in (1998) determined that all human beings must learn to live in harmony with tolerance and learn to understand themselves.
EUROPEAN THEORETICAL REFERENCE FRAMEWORK

Educational institutions, in relation to the teaching of English as a foreign language; they are centered on the European theoretical framework that is operated with criteria of actions of the Language Policy Division of the Council of Europe. (2001)

This is the reason why the present project focuses on these aspects in order to be more objective with the problems explained.

NATIONAL PLAN "A WHOLE LIFE"

This research is also framed in the factors of the National Plan “A Whole Life” (2017) because it seeks a better development of learning through the organization and the student environment; Likewise, it seeks to benefit all those who participate directly or indirectly. Good Living is a constitutional principle based on the Sumak Kawsay, which includes a vision of the world centered on the human being, as part of a natural and social environment. Specifically, A Whole life is: "The satisfaction of needs, the attainment of a dignified quality of life and death, the love and being loved, the healthy flowering of all, in peace and harmony with nature and the indefinite prolongation of human cultures”.

A Whole life means having free time for contemplation and emancipation, and that the real liberties, opportunities, capacities and potentials of individuals expand and flourish in a way that allows them to simultaneously achieve what society, territories, diverse collective identities and each one - seen as a universal and particular human being at the same time - values as a desirable goal of life (both materially and subjectively and without producing any kind of domination of another).
CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

METHODOLOGICAL DESIGN.

According to Dornyei, (2005), a methodological design is a subjective field work since examines unreal shapes in the acquisition of English knowledge as a border idiom.

Using a subjective and traditional investigation is pretended to reach a better knowledge of the acquisition of vocabulary through the development of writing that a teacher can apply in the classroom and recognize which fields of study should be increased and which should not. They must be used during this process.

This research has been carried out with different techniques, methods and strategies so that the process is organized and coordinated. The objective is to achieve an exact result of this research work by collecting research data and deepening the environment in which it was developed.

In this way according to Gortari (1979), describes that the scientific method is the organized process that is pursued in the research work to find the ways of objectivity of the processes, decipher their internal and external links, expand and deepen the knowledge absorbed, to get to translate them forcefully and verify in the project and the techniques of its application.
In order to achieve an unfolding of English language writing skills in students, the application of the creation of a design of a booklet with vocabulary and writing activities must be motivated using abilities growing their knowledge. The dependent variable is presented with writing strategies and their implementation in the activities that are presented.

In relation to the independent variable, it is achieving to stimulate students to be comfortable and encouraged to participate in writing activities in English to get a good teaching-learning creation. A design of a booklet with vocabulary and reason writing activities will be created for which a survey instrument was used to detect the need for this project.

Because the objective of this project is to motivate students to write, this work must have activities and strategies, such as activities using writing ability and vocabulary comprehension and essential information that is for a bigger understanding, knowledge and identification in the student.

**TYPES OF RESEARCH**

**EXPLORATORY RESEARCH**

According to Saunders et al (2012), in exploratory investigation, the researcher must always be ready to generate his direction as a result of the compression and understanding of new aspects and of new processes of the education. This project was based in the exploratory research because to the methods applied during the learning process that was implemented to the comprehension of the vocabulary used as an incentive in writing in English.
The exploration provides an important result on where the problem rests, propitiating a type of discussion format that is totally open and natural so that a much wider range of vision is reached in a shorter time and gives the opportunity to prepare the survey, providing a better idea of the difficulties, expressions and behaviors that can go hand in hand with the main objective of the investigation.

**DESCRIPTIVE RESEARCH**

According to Hungler y Polit (2004), describe, that a descriptive investigation has as an essential goal the correct description of the particularities of the student, events or groups of individuals and this investigation represents the representation and exposition of both variables.

Through this investigation, current and past situations are collected to pontificate the origin of the problem of the variables at the time of the study and to make known its application and variations.

**EXPLANATORY RESEARCH**

According to Yin (1994), It demonstrates that the analysis resides in the middle of the reason-result links and where the research can explain the origins or motives and their results or consequences. The most accurate conclusion about the motives and their results is an unknown external agent that affects the dependent variable.

The students surveyed had to process the explanation of each component and reflect properly on the instructions and also explain what the state of the activities is and provide the appropriate time and their previous warm-up. Finally, this research could
have definitions about the students long before the presentation of the examination or test begins.

POPULATION AND SAMPLE

POPULATION

As for Tamayo, (1998), defines the population as the total size of the subject to study, where the people of a society or social group consist of a common characteristic, which is defined and gives rise to the data of the investigation.

The alternating techniques and methods that are sought to be extended and promoted as a proposal for the best performance of the English language will be addressed to 77 students who are part of the universe of study of the Francisco Huerta Rendon Education Unit of the Guayaquil Canton of the province of Guayas, District 5.

POPULATION OF THE FRANCISCO HUERTA RENDON INSTITUTION

TABLE 1

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>POPULATION</th>
<th>PEOPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>46</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>1384</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>1437</td>
</tr>
</tbody>
</table>

SAMPLE
Real Spanish Language, RAE, (2018), defines the sample, in its second meaning, as "part or portion extracted from a set by methods that allow it to be considered as representative of it".

Jiménez,(1983, pág. 237), within the epistemological field, highlights the representative importance of the sample:

"It is a part or subset of a population normally selected in such a way as to reveal the properties of the population. Its most important characteristic is representativeness, that is, it is a typical part of the population in the characteristics that are relevant for the investigation ".

The population consisted one of the eighth-year courses that owns 45 students. Because the population is less than 100 individuals, the sample used was the same number of the population.

**SAMPLE PICTURE OF FRANCISCO HUERTA RENDON INSTITUTION**

**TABLE 2**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>DETAILS</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Teachers</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>77</strong></td>
</tr>
</tbody>
</table>
OPERATIONALIZATION OF VARIABLES

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>DIMENSION</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASIC VOCABULARY</td>
<td>VOCABULARY</td>
<td>ACTIVE VOCABULARY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PASSIVE VOCABULARY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BASIC VOCABULARY</td>
</tr>
<tr>
<td></td>
<td>WRITING SKILL</td>
<td>PURPOSE AND IMPORTANCE.</td>
</tr>
<tr>
<td>DEVELOPMENT</td>
<td>DEFINITION</td>
<td>THEORIES</td>
</tr>
<tr>
<td>WRITING</td>
<td></td>
<td>WRITING AS AN OBJECT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WRITING AS AN ACTION</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WRITING AS A PROCESS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WRITING IN SOCIETY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OBJECTIVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TYPES</td>
</tr>
</tbody>
</table>

METHODS OF THE INVESTIGATION

INDUCTIVE METHOD

Newman, (2006), in his work "Inductive and deductive reasoning in the process of research in experimental and social sciences" states that Bacon was the first to
propose a new method to increase knowledge, and stated that thinkers should not submit asserting as total truth hypotheses directed by authorized persons in the subject.

The researchers of this work compiled the global results supported by actions collected through direct observation and to describe them it is essential to admire the innate nature, collect representative individual data and expand on them so that this research is as accurate as possible.

**DEDUCTIVE METHOD**

Wassertheil-Smoller, (2013), states that a deductive method is an essential figure of correct deduction. The deductive reasoning, or deduction, begins with a total clarification or conjecture and evaluates the probabilities of arriving at a rational result of its own. The deductive method uses deduction to establish conjectures and scientific aspects; In addition, with this method goes from the broad to the most typical way, the universal stages are carried in argumentation to the most conceptualized.

The smallest detail of the collected information is poured into the huge reflection to have the generalized essence of writing when these activities are applied in the classroom. This work also applied the deductive method because it took the writing stages to the text and to the activities for the development of the basic vocabulary to prove its incidence in the writing ability.

**EMPIRICAL METHOD**

Rodríguez and Pérez (2017), In his article "Scientific methods of inquiry and construction of knowledge", they cite Cerezal and Fiallos who consider that empirical knowledge is that taken from practical experience, and that by the way of experience is
examined and organized through repetitive observation and experimentation. The initial stage of understanding belongs in which the student acquires the light of the redundant universe using emotions, reflections and expositions.

The techniques used to arrive at the analysis of data on the variables and the current status of the students have to do with the surveys that were taken and completed. The questions of both variables and the alternatives were in "total disagreement", "disagreement", "different", "agree" and "totally agree". These alternatives were tabulated in Linkert scale.

The interview with the teacher and the director of the educational institution was also of great benefit in concluding the school profile and the type of planning that was applied to the eighth-grade students. The observations made by the researchers of this project also broaden the global conclusions by providing specific evidence of the problem of the writing skills necessary for students and how to propose a pamphlet design with vocabulary and writing activities.

TECHNIQUES AND RESEARCH INSTRUMENTS

THE INTERVIEW

The interview was another research instrument chosen since, through questions about the experiences of knowledgeable or knowledgeable people, they were collected and demonstrated for this project by López and Deslauriers, (2011), where they cite McCracken, who highlights the interview as one of the most powerful research elements used universally.
The interview collects data in the research that are very useful in the development of writing. It is the technique used in all investigations and must be organized with seriousness and responsibility considering the objectives established in the question or problem.

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**THE SURVEY**

It consists of a questionnaire with some questions, to complete and in which they were previously prepared by the researcher on a previously raised issue or problem. It is very essential to establish that at the time of the tabulation, very favorable percentages were obtained for the decision to design a manual of vocabulary and writing activities for the teacher that will help students improve their writing skills and abilities.
ANÁLISIS DE LA ENCUESTA APLICADA A LOS ESTUDIANTES.

TABLE 3

1. I consider unnecessary the use of dictionary in English class.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM 1</td>
<td>Totally disagree</td>
<td>15</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>12</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Francisco Huerta Rendon High School

Researcher: Jennifer Bajaña and Carlos Pincay.

GRAPHIC 1

I consider unnecessary the use of dictionary in English class.

- Totally disagree: 33%
- Disagree: 22%
- Neither agree nor disagree: 27%
- Agree: 11%
- 3%

Researcher: Jennifer Bajaña and Carlos Pincay

Comment: 33% of the students totally disagree that they do not consider important the use of a dictionary. This evidence the necessity to apply new techniques to improve the use of the dictionary.
TABLE 4

Source: Survey taken to students from 8th grade of Francisco Huerta Rendon

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM 1</td>
<td>Totally disagree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>27</td>
<td>60%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. I use the dictionary in English classes.

Researcher: Jennifer Bajaña and Carlos Pincay.

GRAPHIC 2

Comment: 60% of the students totally agree that they recognize that they use the dictionary in a class. This evidence that a booklet of activities in vocabulary and writing will work to improve writing.
TABLE 5

3. I consider important using the dictionary.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM 1</td>
<td>Totally disagree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>20</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Francisco Huerta Rendon High School

Researcher: Jennifer Bajaña and Carlos Pincay.

GRAPHIC 3

I consider important using the dictionary.

Researcher: Jennifer Bajaña and Carlos Pincay

Comment: 44% of the students totally agree that they consider important to use the dictionary. This evidence that students have the interest to know new words using the dictionary in the writing comprehension.
TABLE 6

4. I like learning to write new vocabulary.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM 1</td>
<td>Totally disagree</td>
<td>19</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>15</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Francisco Huerta Rendon High School

Researcher: Jennifer Bajaña and Carlos Pincay.

GRAPHIC 4

I like learning to write new vocabulary.

Researcher: Jennifer Bajaña and Carlos Pincay

Comment: 42% of the students totally disagree but, a 33% totally agree. It means that they have difficulty to learn to write. This evidence that the students would like to learn to write correctly. In this situation a Booklet of vocabulary and writing activities will help to improve learning.
TABLE 7

5. I learn vocabulary using synonyms.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM 1</td>
<td>Totally disagree</td>
<td>15</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Survey taken to students from 8th grade of Francisco Huerta Rendon High School

**Researcher:** Jennifer Bajaña and Carlos Pincay.

GRAPHIC 5

![Pie chart showing frequencies of responses to the statement: I learn vocabulary using synonyms.](chart)

**Researcher:** Jennifer Bajaña and Carlos Pincay

**Comment:** 33% of the students strongly disagree and accept the difficulty to learn synonyms during the English class. This demonstrates the need to apply a booklet of vocabulary and writing activities to solve this problem.
TABLE 8

6. My teacher shows me the writing ability using vocabulary.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM 1</td>
<td>Totally disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>30</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Francisco Huerta Rendon High School

Researcher: Jennifer Bajaña and Carlos Pincay.

GRAPHIC 6

My teacher shows me the writing ability using vocabulary.

- Totally disagree: 11%
- Disagree: 4%
- Neither agree nor disagree: 11%
- Agree: 7%
- Totally agree: 67%

Researcher: Jennifer Bajaña and Carlos Pincay
**Comment:** 67% of the students totally agree that their teacher learn the writing ability using vocabulary. This will work much better to apply the writing activities to improve writing comprehension.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM 1</td>
<td>Totally disagree</td>
<td>13</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>17</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**TABLE 9**

**Source:** Survey taken to students from 8th grade of Francisco Huerta Rendon High School

**Researcher:** Jennifer Bajaña and Carlos Pincay.

**GRAPHIC 7**

I can write using the vocabulary learned.
**Researcher:** Jennifer Bajaña and Carlos Pincay

**Comment:** 38% of the students totally agree that they can write using the vocabulary learned in class. This evidence that the students want the necessity to learn more vocabulary to improve the writing ability.

**TABLE 10**

8. I understand what the teacher writes in English classes.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM 1</td>
<td>Totally disagree</td>
<td>13</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** Survey taken to students from 8th grade of Francisco Huerta Rendon High School

**Researcher:** Jennifer Bajaña and Carlos Pincay.
Researcher: Jennifer Bajaña and Carlos Pincay

Comment: 29% of the students totally disagree that they understand what their teacher writes in English class. This evidence the necessity to apply a design of a booklet of vocabulary and writing skills to allow students to improve the writing better.

TABLE 11

9. My teacher uses teaching material to teach new vocabulary.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM 1</td>
<td>Totally disagree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>21</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Francisco Huerta Rendon High School

Researcher: Jennifer Bajaña and Carlos Pincay.

GRAPHIC 9
**Researcher:** Jennifer Bajaña and Carlos Pincay

**Comment:** 47% of the students totally agree that their teacher apply teaching materials to teach vocabulary. This evidence the necessity to apply a new to stimulate the students to learn using teaching material.

**TABLE 12**

10. I consider the writing ability very important for life.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM 1</td>
<td>Totally disagree</td>
<td>17</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Neither agree or disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Totally agree</td>
<td>18</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Survey taken to students from 8th grade of Francisco Huerta Rendon High School

**Researcher:** Jennifer Bajaña and Carlos Pincay.

**GRAPHIC 10**

[I CONSIDER THE WRITING ABILITY VERY IMPORTANT FOR LIFE](#)
Comment: 40% of the students totally agree that the writing ability is very important for life. This evidence the necessity to apply a booklet of vocabulary and writing strategies to make understand that it will help them in their future careers.

TABLE 13

11. I do write in English when I go home.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>20</td>
<td>44%</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>34%</td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Francisco Huerta Rendon High School

Researcher: Jennifer Bajaña and Carlos Pincay.

GRAPHIC 11
Researcher: Jennifer Bajaña and Carlos Pincay

Comment: 7% of the students totally agree that they do write in English when they are at home. This evidence the necessity to apply a booklet of vocabulary and writing strategies to practice writing activity and new knowledge.

TABLE 14

12. I recognize and remember some of the words reviewed in classes.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>17</td>
<td>38%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>27%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey taken to students from 8th grade of Francisco Huerta Rendon High School

Researcher: Jennifer Bajaña and Carlos Pincay.

GRAPHIC 12
**Researcher:** Jennifer Bajaña and Carlos Pincay

**Comment:** 2% of the students totally agree that they recognize a word seen in the class when they are not at school. This evidence the necessity to apply a booklet of vocabulary and writing strategies to motivate the use of these new words.

**TABLE 15**

13. I consider very useful to have a handbook with exercises to practice basic vocabulary.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>13</td>
<td>29%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Survey taken to students from 8th grade of Francisco Huerta Rendon High School

**Researcher:** Jennifer Bajaña and Carlos Pincay.

**GRAPHIC 13**

[Pie chart showing the distribution of responses to the statement about having a handbook with exercises to practice basic vocabulary, with percentages indicated.]
Researcher: Jennifer Bajaña and Carlos Pincay

Comment: 18% of the students totally consider relevant to have a booklet for practicing the new content when they are not in classes.

DISCUSSION OF RESULTS

According to the background of this thesis, the definition and foundation information, the applied survey, the operationalization matrix of the corresponding variables, as well as the general, specific objectives and the directing questions, these tools have been applied to the directors and teachers of the Francisco Huerta Rendon school.

Through the survey established the needs and interests of teachers for vocabulary and writing activities that promote self-esteem, independence in English, and socialization among students and the application of a manual design. vocabulary and writing activities.

The important thing of this type of studies and analysis is that the results obtained from these will be used to prepare current and future projects, in order to meet the needs that are presented to them, depending on a specific case. contribute to the
curricular plan of the Basic Level in which he points out that students should be taught with vocabulary and writing activities.

UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES

SCHOOL OF LANGUAGES AND LINGUISTICS.

INTERVIEW WITH THE TEACHER OF THE AREA OF ENGLISH

1. What would you think if I had a vocabulary booklet and writing activities for teaching the English language?

This would be very beneficial and would give us the necessary tools to teach the English language.
2. What would you think if students received classes to practice writing through a booklet of writing and vocabulary activities?

   It would be very important since the students would increase their writing skills.

3. What would you think if students felt encouraged to write with the use of a booklet of writing and vocabulary activities?

   It would be great because reading is very important and necessary for the learning-teaching process.

4. What would you think if you had a Design of a Booklet of vocabulary and writing activities to improve the students’ understanding of the writing in the teaching-learning process?

   This would be very important for both the student and the teachers as it would increase their comprehension in reading the English language.

5. What would you think if you had a vocabulary booklet and writing activities for the student to develop better in the writing stages?

   This would help the teacher interact with the student in the development of reading activities.
UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES

SCHOOL OF LANGUAGES AND LINGUISTICS.

SURVEY FOR STUDENTS

**Objective:** to determine the needs of students for the apprehension of knowledge and the development of reading skills.

**Instructions:** Read each sentence and mark (X) the corresponding box according to your criteria, understanding that 1 is the lowest level and 5 the highest level.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totally agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. I consider unnecessary the use of dictionary in English classes.

2. I use the dictionary in English classes.

3. I consider important using the dictionary.

4. I like to learning to write new vocabulary.

5. I learn vocabulary using synonyms.

6. My teacher shows me the writing ability using vocabulary.

7. I can write using the vocabulary learned.

8. I understand what the teacher writes in English classes.

9. My teacher uses teaching material to teach new vocabulary.

10. I consider the writing ability very important for life.

11. I do write in English when I go home.

12. I recognize and remember some of the words reviewed in classes.

13. I consider very useful to have a handbook with exercises to practice basic vocabulary.
CHAPTER IV

THE PROPOSAL

TITLE: Design of a booklet of basic vocabulary and writing activities to improve the writing ability of the English language.

INTRODUCTION

Own the correct words to begin a writing or make a written work sometimes means problems for a lot of students, and they are one of these. And one of the causes is that they do not have enough vocabulary to do that, for the absence of practice of at least one word every day.

This booklet of vocabulary and writing activities seeks to improve in the students the written skill by reinforcing the contents that are presented day by day in class. Also wants to stimulate learning through the different activities to be feature below.

JUSTIFICATION

The obtained results in chapter three supported the main reason found in the students of eighth-grade Basic General Educational where a clear insufficiency in writing ability was presented.

In the first place, this proposal appears from the lack of the basic vocabulary in the writing skills in the English language. The basic vocabulary influences many students in the learning of a foreign language, concluding in a low productivity in writing skills since the student cannot understand a text and give an opinion about it.
For this reason, this proposal tries to improve writing comprehension through a “Design of a booklet of basic vocabulary and writing activities”. These activities are based on short writing exercises to promote the student’s interest.

However, considering the English level of the students, the context, and the environment, this project focuses on basic vocabulary and writing activities for achieving a proper improvement of writing skills. As a solution to the difficulty, a design with vocabulary and writing activities has been developed to enhance writing ability.

On the other hand, this design with activities has been structured and ensembled to the students’ circumstances in the classroom, as well as using the activities from the students’ book.

Furthermore, the writing activities will help the teachers to prepare students in an interesting and positive way and develop their intelligence and understanding better.

Finally, the following design is focused to encourage the teachers the use of writing activities within their English classes, and it will facilitate the students’ learning process in a corporative and efficient way with a better quality, and comfortable environment.

**OBJECTIVES**

**GENERAL OBJECTIVE**

To improve the writing skills through activities in order to help students to acquire basic vocabulary and writing habits and enhance their process of writing comprehension.
SPECIFIC OBJECTIVES

- To encourage students to write sentences or phrases by themselves.
- To expand their process of writing comprehension to understand the main ideas on the writing.
- To feel stimulated doing any act of writing.

FEASIBILITY

FINANCIAL FEASIBILITY

This thesis is auto-financed by the author with an approval of the Faculty of Philosophy, Letters and Science Education and also supported by the Department of Investigation of Academic Projects (DIPA) of the University of Guayaquil.

LEGAL FEASIBILITY

This system of activities is based on articles from the Ecuadorian Constitution (2011), “Art. 26. - Individuals, families and society have the right to education and participation in the educational process.”

Moreover, according to the Constitution of Ecuador in the article 347, literals 7 and 8 establishes that State responsibility will eradicate pure, functional and digital illiteracy and, to promote education link with productive activities.
Finally, this proposal is based on the principles of education detailed in the Organic Law of Intercultural Education (LOEI), that recognize the right of the people to learn their own mother language and other languages of the world.

**HUMAN FEASIBILITY**

The authors of this proposal have the whole necessary academic and professional knowledge and skills to create all the activities. Furthermore, the human feasibility is based on the students and teachers of “Unit Educational Dr. Francisco Huerta Rendon”, whose have the focused disposition to implement this system of activities.

**POLITICAL FEASIBILITY**

Papers that support this proposal are the National Curriculum Guideline: English as Foreign Language (2014) and the National Plan “A Whole Life (2017) because both are declared to the improvement of the quality of education in Ecuador.

**CONCLUSIONS**

- The teachers own a little knowledge of teaching methods of English language. This indicates that the students do not have that facility to acquire knowledge. The teachers know a few teaching strategies to increase vocabulary and writing on the students. Teachers use a few teaching materials because there is not enough resource to motivate and the classes get boring and uncreative and the students are not motivated to learn.
• Students have a little knowledge of the English language and this causes the lack of teaching resources and the teachers give a little importance of strengthening vocabulary and the writing ability. The teacher does not conduct classes with dynamic activities that can improve the increase English language vocabulary.

**RECOMMENDATIONS:**

• Teachers are recommended to acquire knowledge of methods of teaching and learning of English language to facilitate the acquisition of knowledge in students.

• It is suggested that the teachers perform activities such as puzzle, crossword, hangman, etc. for increasing the vocabulary in their students.

• Teachers are recommended an update constantly of their knowledge and put them into practice in their classes, this was achieved with the student to obtain better performance in their daily work tasks.

• Teachers are suggested to perform different daily activities that are related to the topic, to achieve capture the attention of the student.

It is recommended for both teachers and students to share knowledge with happiness, love, and interest.
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Una Vida. Obtenido de Plan de Desarrollo 2017-2021:

Secretaria Nacional de Planificación y Desarrollo, S. (22 de Septiembre de 2017). Toda

Una Vida. Obtenido de Plan de Desarrollo 2017-2021:


Online Version.


THE PROPOSAL
BOOKLET
FOR STUDENTS
OF
EIGHTH LEVEL
WITH BASIC VOCABULARY
FOR THE DEVELOPMENT
OF
WRITING SKILLS
This student's booklet will help new English learners to have a more easygoing perspective of what managing a new language is. They will learn to motivate themselves to use more often these words and learn them by context.

At the end of this guide they will increase and will go by the next step in order to acquire more English knowledge having the availability to be part of the socio-cultural activities in another idiom.
UNIT 1

MY FIRST DAY AT SCHOOL

It is important for us to recognize every component of the place where we spend a lot of time in our daily routines. Our classroom is one of them.

- Look widely the following images that represent the elements of the classroom. Lighten the word best describes them.

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<td>a) scissors</td>
<td>a) pen</td>
<td>a) book</td>
<td>a) glue</td>
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<td>b) paintbrush</td>
<td>b) eraser</td>
<td>b) ruler</td>
<td>b) palette</td>
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<tr>
<td>c) schoolbag</td>
<td>c) compass</td>
<td>c) crayon</td>
<td>c) book</td>
</tr>
<tr>
<td>d) notebook</td>
<td>d) pencil</td>
<td>d) sharpener</td>
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<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
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<tr>
<td>a) map</td>
<td>a) schoolbag</td>
<td>a) ruler</td>
<td>a) book</td>
</tr>
<tr>
<td>b) sharpener</td>
<td>b) pencil</td>
<td>b) scissors</td>
<td>b) eraser</td>
</tr>
<tr>
<td>c) eraser</td>
<td>c) crayon</td>
<td>c) palette</td>
<td>c) paintbrush</td>
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<tr>
<td>d) notebook</td>
<td>d) eraser</td>
<td>d) globe</td>
<td>d) pen</td>
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<tbody>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>a) schoolbag</td>
<td>a) globe</td>
<td>a) scissors</td>
<td>a) globe</td>
</tr>
<tr>
<td>b) sharpener</td>
<td>b) pen</td>
<td>b) paintbrush</td>
<td>b) crayon</td>
</tr>
<tr>
<td>c) pencil case</td>
<td>c) map</td>
<td>c) ruler</td>
<td>c) notebook</td>
</tr>
<tr>
<td>d) crayon</td>
<td>d) glue</td>
<td>d) pen</td>
<td>d) book</td>
</tr>
</tbody>
</table>
Fill in the blanks with the appropriate word from the vocabulary of previous activity.

- This object is used to draw perfect geometrical figures:
  ________________

- This white element is used to join two or more objects and once it gets dry forms one alone:
  ________________

- This little object is commonly used to drop something that is wrong or maybe unnecessary mostly in a written:
  ________________

- This one is the object used to carry all the other elements when going to school or back home:
  ________________

- Those are used to chop or separate elements mostly that are presented on a piece of paper:
  ________________
LOOK WIDELY THE FOLLOWING IMAGES THAT REPRESENT THE ELEMENTS OF THE CLASSROOM. UNDERLINE THE WORD BEST DESCRIBES THEM.

13  
[Image of a blackboard with numbers]
- a) desk
- b) board
- c) computer
- d) file

14  
[Image of a compass and paper clips]
- a) compass
- b) lunchbox
- c) calendar
- d) paper clips

15  
[Image of a book and a bin]
- a) desk
- b) tape
- c) file
- d) bin

16  
[Image of a lunchbox and a bookcase]
- a) compass
- b) projector
- c) lunchbox
- d) bookcase

WHERE DO THEY BELONG? FROM THE PREVIOUS EXCERCISE VOCABULARY TAKE THEM BY GROUPS ACCORDING TO THE EXAMPLE PURPOSED:

<table>
<thead>
<tr>
<th>ELEMENTS THAT LAYS IN THE CLASSROOM</th>
<th>ELEMENTS THAT CAN BE MOVED FROM HOME TO SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>desk</td>
<td></td>
</tr>
<tr>
<td>computer</td>
<td></td>
</tr>
</tbody>
</table>

UNIT 2

MY FAVORITE COGNATES

Cognates are words that are similar, or even identical, in two languages.

- LOOK CAREFULLY THE FOLLOWING WORDS. WHAT CAN YOU SAY ABOUT THEM?

<table>
<thead>
<tr>
<th>activities</th>
<th>television</th>
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<tr>
<td>air</td>
<td>director</td>
</tr>
<tr>
<td>animal</td>
<td>elephant</td>
</tr>
<tr>
<td>artist</td>
<td>family</td>
</tr>
<tr>
<td>banana</td>
<td>fruit</td>
</tr>
<tr>
<td>cafeteria</td>
<td>group</td>
</tr>
<tr>
<td>capital</td>
<td>history</td>
</tr>
<tr>
<td>sofa</td>
<td>hospital</td>
</tr>
</tbody>
</table>

- LOOK FOR 10 MORE COGNATES EASY FOR YOU TO PRACTICE.

  ..........................................................  ..........................................................
  ..........................................................  ..........................................................
  ..........................................................  ..........................................................
  ..........................................................  ..........................................................
  ..........................................................  ..........................................................
  ..........................................................  ..........................................................
  ..........................................................  ..........................................................
  ..........................................................  ..........................................................
  ..........................................................  ..........................................................
  ..........................................................  ..........................................................
Playing with cognates. How many?
Write the number of elements according to the pictures.
UNIT 3

MY HOUSE

It is important for us to recognize every component of the place where we live. Our house is one of them.

LOOK THE FOLLOWING VOCABULARY AND DO THE NEXT EXERCISE.

living room  bedroom  kitchen  corridor

dining room  staircase  bathroom  garden

balcony  attic  swimming pool  roof

1. Our mother cooks delicious food and washes dishes inside the ........................................... (T C K E I N H)

2. We live in it and it is composed of many rooms such as the bedroom, the living room ........................................... (E S H U O)

3. It allows us to move from the ground floor to the first floor ........................................... (T R E A I C A S S)

4. It is a small room under the roof and we usually use it to preserve some old things ........................................... (C I A T T)
5. It usually contains a bed and a cupboard. We use it to sleep ..................

6. It is situated in the garden and we can swim there as long as we want ........................................ (P M G O M S L I N I O W)

7. We usually watch television and entertain our guests inside this room .................................................. (G M L O N O R I V I)

8. We can take a bath and get washed in it .............................. (H O R M O B A T)

9. It is a passage for going to the rooms of the house ..................

10. We use it to serve and eat meals and it is connected with the kitchen ...........................................................(O I I N M D N G O R)

11. My neighbors have a lot of beautiful flowers on their ................ (L C N B A O Y)

12. That house has got 5 bedrooms, 2 bathrooms and a huge .................. (A N D R E G)

13. It has been snowing the whole night. There is a lot of snow everywhere. Look at the .......................................................... (R O F O)
UNIT 4

PLAYING WITH BASIC VERBS

Understanding how to use these verbs is a high priority for any English learner.

➢ LOOK CAREFULLY THE FOLLOWING VERBS AND INTERPRETATE THE MEANING ACCORDING TO THE IMAGES.

HOW CAN I HELP YOU?

WELL, I'M STUCK UNDER WITH WORK AND IT'S GETTING ME DOWN!

You need to seriously chill out!

Yes, I could do with a holiday!

I've come up with a fabulous idea!

I'm all ears! Please go on!

➢ MAKE A LIST WITH THE VERBS YOU FIND IN THE PREVIOUS DIALOGUE:

.......................................................... ..........................................................
.......................................................... ..........................................................
.......................................................... ..........................................................
.......................................................... ..........................................................
.......................................................... ..........................................................
.......................................................... ..........................................................
.......................................................... ..........................................................

..........................................................
UNIT 4

WHAT ARE THE WORDS I USE TO MENTION PEOPLE?

Those words are called Personal Pronouns and are pretty easy to use.

KEEP PRACTICING THIS LITTLE WORDS:

PERSONAL PRONOUNS
> WRITE SIMPLE SENTENCES USING THE VERBS YOU FOUND PREVIOUSLY WITH THE FOLLOWING COGNATES:

<table>
<thead>
<tr>
<th>continent</th>
<th>I go on vacation to the European continent</th>
</tr>
</thead>
<tbody>
<tr>
<td>dragon</td>
<td></td>
</tr>
<tr>
<td>helicopter</td>
<td></td>
</tr>
<tr>
<td>invitation</td>
<td></td>
</tr>
<tr>
<td>map</td>
<td></td>
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</tbody>
</table>

> WRITE A SHORT DIALOGUE USING THE NEW WORDS LEARNT AND THE PICTURE:

![Image of two people shaking hands](image-url)
UNIT 5
TRICKY WORDS

Words that are similar in writing and pronunciation, sometimes they can be miswritten.

→ LOOK FOR THE CORRECT INTERPRETATION OF THE NEXT TRICKY WORDS AND FILL IN THE BLANKS.

1. where / wear / were
2. know / no / no / now
3. hard / heard / heart / hurt
4. walk / work (nouns)
5. walk / work (verbs)
6. because / of course
7. cheap / chips / sheep / ship

Fill in the right word:
1. _________ you? And what did you _________?
2. _________ that he has _________ friends. The answer is _________
3. I have _________ that she has _________ his _________
4. It was a long _________ to his _________
5. We _________ every day while you _________
6. She couldn’t come _________ she was busy.
7. The _________ was on board the _________

Fill in the right word:
1. She was _________ when she went to get the _________
2. He _________ a _________ in his _________
3. I _________ that the latest piece of _________ was that she had found a _________ friend.
4. You must be _________ now. I am _________ pleased with the result.
5. My _________ friend yesterday I saw a _________
6. Everyday I _________ about how useful a _________ is!
7. Everyday I _________ about the _________ you said.

Fill in the right word:
1. He had been _________ in the _________
2. She could easily imagine to _________ a _________
3. He wanted to _________ the wild _________
4. I _________ visit _________ friend in _________
5. Mr Moore opened the _________, looked at the _________ and saw a big _________ of _________
6. Take _________ of your new _________
7. The _________ will _________ shine on your _________
<table>
<thead>
<tr>
<th>MATCH THE FOLLOWING WORDS WITH THEIR CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A thick covering usually made from wool that is put on floors or stairs</td>
</tr>
<tr>
<td>Way out</td>
</tr>
<tr>
<td>Clothes worn by an actor or performer</td>
</tr>
<tr>
<td>A meeting at which formal discussions take place</td>
</tr>
<tr>
<td>To make somebody believe something which is not true.</td>
</tr>
<tr>
<td>Sum of money that you pay</td>
</tr>
<tr>
<td>Great unhappiness</td>
</tr>
<tr>
<td>When you talk about the skin on his face, the colour or how rough, smooth or healthy he is.</td>
</tr>
</tbody>
</table>

- costume
- camp
- scenery
- exit
- contest
- misery
- carpet
- fee
- complexion
- lecture
- pan
- improve
- conductor
- deceive
- cocoa
- collar
UNIT 6

THINGS I CAN AND CANNOT COUNT ¿?

Did you know that not all nouns are countable in English?

Countable Nouns

Countable nouns are nouns that can be counted. Most nouns in English are countable.

Examples:
- I have two dogs.
- Sandra has three cars.
- Jessie has ten dollars.

Uncountable nouns tend to belong to one of the following categories

Liquids and Gases
- water
- coffee
- milk
- air
- oxygen

Solid and Granular Substances
- wood
- metal
- cheese
- sand
- rice

Energy Words and Forces
- electricity
- sunshine
- radiation
- heat
- magnetism

Subjects
- French
- chemistry
- economics
- science
- math

Grouped Concepts
- fruit
- money
- food
- vocabulary
- news

Information and Abstract Concepts
- information
- advice
- education
- democracy
- intelligence
DETERMINE WHETHER THESE NOUNS ARE COUNTABLE (C) OR UNCOUNTABLE (U)

The children are playing in the garden. (C)
I don't like milk. (U)
I prefer tea. (C)
Scientists say that the environment is threatened by pollution. (U)
My mother uses butter to prepare cakes. (C)
There are a lot of windows in our classroom. (C)
We need some glue to fix this vase. (C)
The waiters in this restaurant are very professional. (C)
My father drinks two big glasses of water every morning. (C)
The bread my mother prepares is delicious. (C)
Drivers must be careful, the road is slippery. (C)
Some policemen are organizing road traffic to avoid any accidents. (C)
I bought three bottles of mineral water for our picnic. (C)
I'd like some juice please! (C)
Successful candidates will join the camp later this year. (C)
A rise in oil prices is inevitable since there is more and more world demand for energy. (C)
The exercises on this website are interesting. (C)
Dehydrated babies must drink a lot of water. (C)
Adult illiterates learn through a special government program. (C)
I met some nice people when I was walking along the beach. (C)
UNIT 7

ORDINAL NUMBERS

Words that are used to give position in order to follow a sequence.

- COLOR THE SECOND, THIRD, FIFTH, AND NINTH STARS.
LOOK AT THE NAMES AND FOLLOW THE SEQUENCE TO COMPLETE THE SENTENCES.

| Jane | Tina | Luna | Juan | Sam | Matt | Jhon | Joe | Jill | Stacy |

Who is the third person? 

Is Matt in the eighth place? 

Where is Luna? 

Who is in the tenth place? 

What is the Jhon’s place? 

Is Matt the seventh boy? 

Who is in the fourth place? 

Is Luna the second person? 

---

Read and write the names in the right order

Laura is between Sack and Phillip  
Sack is the third woman  
Phillip is the eighth man  
The first man is Tim  
Tere is the tenth woman  
Paul is the nineteenth man  
Billy is the eleventh  
The twelfth person is Charles  
The fourth woman is Lyn  
The second person is Jake  
Jhenny is the thirteenth  
Niko is the fifth person

COLOR THE FIRST, THIRD, SIXTH, AND SEVENTH FLOWERS.
UNIT 8
PLACING THINGS

Placing things refers to the location that one object has in space.

Look at the picture and complete using is-are and the prepositions of place.

1. There _______ some toys _______ the floor _______ the bed.
2. There _______ a computer _______ the desk.
3. There _______ a radio _______ the computer.
4. There _______ a TV _______ the cupboard _______ the computer.
5. There _______ some socks _______ the drawer.
6. There _______ a window _______ the bed.
7. There _______ a poster _______ the wall.
8. There _______ some books _______ the shelf.
9. There _______ a bed _______ the computer and the TV.
I. Look and write

0. The carpet is **on the floor**.
1. The bag is ________ the desk.
2. The elephant poster is ________ the window.
3. The clothes are ________ the wardrobe.
4. The photo is ________ the clock and the plant.
5. The doll house is ________ the wardrobe.
6. The bookcase is ________ the sofa.
7. The shelf is ________ the wardrobe.
8. The pencil cup is ________ desk.
9. The chair is ________ the desk.
10. The koala poster is ________ the panda poster.

II. Make your own sentences. Use the word given.

0. computer / desk
   **The computer is on the desk.**

1. Pig / cup and computer.

2. books / bookcase

3. socks / sofa

4. ball / wardrobe

5. Cushion / sofa
UNIT 9
THE COLORS

Let us get painted in English!

FIND ELEVEN COLORS
- Look for the new colors that you have learned so far.

- Unscramble the colors.
  
  (E R D) ______________________
  (B E L U) ______________________
  (R N B W O) ______________________
  (Y G A R) ______________________
  (U E P R L) ______________________

- Classify the words.
  

<table>
<thead>
<tr>
<th>COLORS</th>
<th>NUMBERS</th>
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UNIT 10

TELLING THE TIME

There are 24 hours in a day, but only the military, police and computer programmers use the 24-hour clock. When writing or speaking generally we tend to use the 12-hour clock.

➢ NATURALLY SPEAKING

Exactly or about

<table>
<thead>
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<th>Exactly</th>
<th>About</th>
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<tbody>
<tr>
<td>14.00</td>
<td>14.28</td>
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</table>

It's exactly two o'clock. It's about half past two.

How to ask the time - requires Real Player Basic

- Excuse me. What time is it please?
  - It's exactly eight o'clock.
  - Or
  - It's eight.

- Excuse me. Do you have the time please?
  - It's half past twelve.
  - Or
  - It's twelve thirty.

- Excuse me. Could you tell me the time please?
  - It's about half past eleven.
  - Or
  - It's about eleven thirty.
TELLING THE TIME TO THE HALF HOUR OR QUARTER HOUR

There are .......... minutes in quarter of an hour.

There are .......... minutes in half an hour.

There are .......... minutes in three quarters of an hour.

When it's past the hour (up to 30 minutes past) we say "..........".

When it's before the hour (after 30 minutes past) we say "..........".

.......... minutes is half an hour, we say "half past" or "thirty".

.......... minutes is quarter of an hour. At .......... minutes past the hour we say "quarter past" or "fifteen". At .......... minutes to the hour we say "quarter to" or "forty-five".

WRITE THE TIME IN ALL THE POSSIBLE WAYS.
ANEXES
MSc.
Roberto Pasealaigue Baquerizo
Rector Presidente de la CIFI- UG
Ciudad.-

De mis consideraciones:

Yo, Carlos Luis Pinzay Vera, con CC-094051807-9, y
Jennifer Alexandra Bajaña Sánchez, con CC-092430927-0,
afiliados a la Escuela de Lenguas y Linguística de Ingles-
Franceses, sistema presencial, solicitamos a usted muy res-
petuosamente: se nos designe al MSc. Celo Donoso, como Do-
cente Tutor.

Agradezco su atención prestada,

Atentamente,

Universidad de Guayaquil

email: carlosluispv@outlook.com

celular: 0984158654
MSc.
Gaio Donoso Noboa
PROFESOR 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 alcance a la nómina de estudiantes entregada a usted el 14 de Noviembre del 2018, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre de los estudiantes de la Escuela de Lenguas y Lingüística: BAJAÑA SÁNCHEZ JENNIFER ALEXANDRA Y PINCAY VERA CARLOS LUIS.

**TOPIC:** INFLUENCE OF BASIC VOCABULARY IN THE ADVANCEMENT OF WRITING COMPETENCE OF THE ENGLISH LANGUAGE.

**PROPOSAL:** PLAN A BOOKLET OF BASIC VOCABULARY AND WRITING EXERCISES TO PROMOTE THE WRITING SKILLS OF THE ENGLISH LANGUAGE.

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,

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

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<td>Ing. Alejandro Delgado López</td>
<td>SECRETARIA I</td>
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<tr>
<td>Aprobado por:</td>
<td>Ing. Carlos Valle Navarro, MSc.</td>
<td>DIRECTOR</td>
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Guayaquil, 17 Enero 2019

Máster
Carlos Valle
Director de la Escuela de Lenguas y Linguística

Sr. JENNIFER ALEXANDRA BAJAÑA SÁNCHEZ con C.I. 0924809270 y CARLOS LUIS PINCAY VERA con C.I. 0940516079, estudiantes egresados de la Escuela de Lenguas y Linguística Presencial, solicitamos respetuosamente se sirva enviar un oficio al Máster Marco Ramay Herrera, quien es el Rector de la Unidad Educativa Universitaria "Francisco Huerta Rendon" para realizar las respectivas encuestas de nuestro Proyecto Educativo titulado:

TEMA:
Influence of basic vocabulary in the advancement of writing competence of the English language. PROPOSAL: Plan a booklet of basic vocabulary and writing exercises to promote the writing skills of the English language.

Agradecemos la atención brindada.

Atentamente,

Jennifer Alexandra Bajaña Sánchez
Carlos Luis Pincay Vera
MSc.
Marco Yambay Herrera
RECTOR DE LA UNIDAD EDUCATIVA UNIVERSITARIA
"FRANCISCO HUERTA RENDÓN"
Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que los estudiantes: BAJAÑA SÁNCHEZ JENNIFER ALEXANDRA Y PINCAY VERA CARLOS LUIS, 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: INFLUENCE OF BASIC VOCABULARY IN THE ADVANCEMENT OF WRITING COMPETENCE OF THE ENGLISH LANGUAGE.

PROPOSAL: PLAN A HOOKLET OF BASIC VOCABULARY AND WRITING EXERCISES TO PROMOTE THE WRITING SKILLS OF THE ENGLISH LANGUAGE.

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

Le antepisco mis reconocimientos.

Atentamente,

[Signature]

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (T) OFIC. CARRERA DE LENGUAS Y LINGÜÍSTICA.
UNIDAD DE TITULACIÓN

TRABAJO DE TITULACIÓN
FORMATO DE EVALUACIÓN DE LA PROPUESTA DETRABAJO DE TITULACIÓN

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<td>PLAN A BOOKLET OF BASIC VOCABULARY AND WRITING EXERCISES TO PROMOTE THE</td>
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<th>PINCAY VERA CARLOS LUIS BAJAÑA SÁNCHEZ JENNIFER ALEXANDRA</th>
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| | APROBADO |
|--------------------------------|
| | APROBADO CON OBSERVACIONES |
|--------------------------------|
| | NO APROBADO |

Docente Revisor

[Signature]
Acuerdo del Plan de Tutoría

Nosotros, LCDO. GALO RAFAEL DONOSO NOBOA, docente tutor del trabajo de titulación y JENNIFER ALEXANDRA BAJAÑA SÁNCHEZ Y CARLOS LUIS PINCAY VERA, estudiantes de la Carrera/Escuela Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario 18h00-19h00, los jueves.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Realizar un mínimo de 4 tutorías mensuales.
- Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.
- Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

JENNIFER BAJAÑA SÁNCHEZ
ESTUDIANTE

CARLOS PINCAY VERA
ESTUDIANTE

CC: Unidad de Titulación
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Guayaquil, 18 ENERO 2019

ING. CARLOS VALLE NAVARRO, MSC.
DIRECTOR DE CARRERA
FACULTAD FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación INFLUENCE OF BASIC VOCABULARY IN THE ADVANCEMENT OF WRITING COMPETENCE OF THE ENGLISH LANGUAGE. (título del (los) estudiante(s) Jennifer Alexandra Bajaña Sánchez y Carlos Luis Pincay Vera, indicando ha (n) 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 similitud 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 el (los) estudiante(s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

[Signature]

GALO DONOSO NOBOA,
TUTOR DE TRABAJO DE TITULACIÓN
C.I. 0919552422
**RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN**

**Título del Trabajo:** INFLUENCE OF BASIC VOCABULARY IN THE ADVANCEMENT OF WRITING COMPETENCE OF THE ENGLISH LANGUAGE.

**Autor(es):** BAJAÑA SÁNCHEZ JENNIFER ALEXANDRA Y PINCAY VERA CARLOS LUIS.

<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
<th>CALIFICACIÓN</th>
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<tr>
<td>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</td>
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<td>Relación de pertinencia con las líneas y sublíneas de investigación</td>
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<tr>
<td>Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema</td>
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<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-BIV</td>
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<td>Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalezcan el perfil de la profesión</td>
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<td>Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.</td>
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<td>Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.</td>
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<td>RIGOR CIENTÍFICO</td>
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<td>El título identifica de forma correcta los objetivos de la investigación.</td>
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<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>
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<tr>
<td>El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.</td>
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<tr>
<td>El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.</td>
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<td><strong>CALIFICACIÓN TOTAL</strong></td>
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*El resultado será promediado con la calificación del Tutor encargado con la calificación obtenida en la Sustentación oral.*

**FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN**

No. C.I. 0919552422

**FECHA:** 22/04/2019
FACULTAD DE FILOSOFÍA
ESCUELA/CARRERA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado GADO DOMINGO NOBOA, tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por Jennifer Alexandra Sánchez Bernal C.C.: 092459037-6 y Carlos Ulises Pinedo Vivero C.C.: 0940581979, con el respeto supervisión como requerimiento parcial para la obtención del título de LICENCIATURA EN LENGUAS Y LINGÜÍSTICAS CON MENCION EN INGLÉS.

Se informa que el trabajo de titulación "IMPLUSE OF BASIC VOCABULARY IN THE ADVANCEMENT OF WRITING COMPETENCE OF THE ENGLISH LANGUAGE", ha sido orientado durante todo el periodo de ejecución en el programa anti plagio URKUND, quedando el 0% de coincidencia.

[El trabajo fue revisado por el software de comparación de textos URKUND.]

https://www.urkund.com/view/14964445-211235-5B160D689D0A4D108b4

[Signature]

GADO DOMINGO NOBOA.
NOMBRE DEL DOCENTE TUTOR
C.C.: 092459037-6
FACULTAD
ESCUELA/CARRERA
UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

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<tr>
<td>Autor(a(s):</td>
<td>LAFUENTE SÁNCHEZ, JUAN JOSÉ ALFONSO PINEDA VERA CALDERÓN, LUIS</td>
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**CALIFICACIÓN TOTAL**

10

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

FIRMA DEL DOCENTE/TUTOR REVISOR

FECHA: 12/12/2012
Guayaquil, 19/4/2020
Sr. /Sra.
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD __________________________
UNIVERSIDAD DE GUAYAQUIL
Ciudad: __________________________

De mis consideraciones:

BANIA SANCHEZ JENNIFER PINCAY VERA CARLOS

Envío a Ud. el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación _______ (título) del estudiante _____________. 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 14 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 5 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 que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante BANIA SANCHEZ JENNIFER PINCAY VERA CARLOS está apto para continuar el proceso de titulación, Particular que comunicamos a usted para los fines pertenientes.

Atentamente,

DOCENTE TUTOR REVISOR
CI. 0913204347
CERTIFICACIÓN DEL TUTOR REVISOR

Habiendo sido nombrado GALO RAFAEL DONOSO NOBOA, tutor del trabajo de titulación INFLUENCE OF BASIC VOCABULARY IN THE ADVANCEMENT OF WRITING COMPETENCE OF THE ENGLISH LANGUAGE. PLAN A BOOKLET OF BASIC VOCABULARY AND WRITING EXERCISES TO PROMOTE THE WRITING SKILLS OF THE ENGLISH LANGUAGE, certifico que el presente trabajo de titulación, elaborado por BAJAÑA SÁNCHEZ JENNIFER ALEXANDRA, con C.I. No. 0924809270 y CARLOS LUIS PINCAY VERA CC: 0940518079, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN CIENCIAS DE LA EDUCACIÓN, en la Carrera/Facultad, ha sido REVISADO Y APROBADO en todas sus partes, encontrándose apto para su sustentación.

DOCENTE TUTOR REVISOR

CI. No. 0919152412
PHOTOGRAPHICAL ANNEXES
PHOTOGRAPHIC BACK UP ABOUT THE SURVEY APPLY.
UNIDAD EDUCATIVA “FRANCISCO HUERTA RENDÓN”

EXPLAINING TO THE INSTITUTION TEACHER ABOUT THE RESEARCH