



**UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
SCHOOL OF LANGUAGES AND LINGUISTICS**

EDUCATIONAL PROJECT

TOPIC:

**THE INFLUENCE OF TRANSITION WORDS IN THE DEVELOPMENT OF
WRITING SKILLS.**

PROPOSAL:

**BOOKLET WITH EXERCISES ON TRANSITION WORDS TO DEVELOP
WRITING SKILLS.**

RESEARCHERS:

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De mis consideraciones,

En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: **INGLÉS**, el día 17 de junio del 2019.

Tengo a bien informar lo siguiente:

Que las integrantes **KAREN MISHELL GARCIA REYES**, con C.I. **0951301019** y **CHRISTINA ANABELLE VELOZ GARCIA**, con C.I. **0951987502**, diseñaron el presente proyecto educativo.

Tema: THE INFLUENCE OF TRANSITION WORDS IN THE DEVELOPMENT OF WRITING SKILLS.

Propuesta: BOOKLET WITH EXERCISES ON TRANSITION WORDS TO DEVELOP WRITING SKILLS.

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

Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo que procedo a la **APROBACIÓN** del proyecto, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondientes.

Atentamente,

A handwritten signature in blue ink, consisting of several loops and a long horizontal stroke, is positioned above the name of the signatory.

MSc. Jose Miguel Campuzano



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FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
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PROPOSAL: BOOKLET WITH EXERCISES ON TRANSITION WORDS TO DEVELOP.

APPROVAL OF THE COURT

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Tribunal No. 1

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Tribunal No. 3



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TRIBUNAL

DEDICATION

This work is dedicated to my parents who have supported all my journey during this carrier and motivated me to work hard and never give up in life.

Christina Veloz Garcia.

ACKNOWLEDGMENT

I want to express my gratitude to God who led me until this day, My parents that raised me in the person who I am now, my beloved sisters and brothers and my Partner in life Juber for believing in me. I would also like to thank my friends: Karen, Joseline, Karina and Jefferson for remain faithful until the end and help me through this process. Last but not least, to our advisor, MSc. Jose Miguel Campuzano and MSc. Alfonso Sanchez, because they guided us to do our project.

Christina Veloz Garcia.

I thank God for allowing me to finish my career, for guiding me, and for giving me strength in those moments of difficulty and weakness. Thanks to those special people who motivated me, they helped me move forward with this great dream, for trusting and believing in me. Thanks to my dear friends Christina and Joselyne who were always with me throughout the race helping me, and also motivating me not to give up this goal. I especially thank the MSc Tutor. José Miguel Campuzano who has guided with patience, righteousness and shared his knowledge for the realization of this research project.

Karen Garcia Reyes.

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UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

El uso de las palabras de transición en el desarrollo de la producción escrita.
Cuadernillo con ejercicios en el uso de las palabras de transición para
desarrollar la producción escrita.

Investigadores: Karen Mishell García Reyes

Christina Anabelle Veloz García

Tutor: MSc. José Miguel Campuzano Díaz.

RESUMEN

El presente proyecto educativo estableció su investigación en la situación conflicto que presentaron los estudiantes de 9no año de Educación General Básica "A" del Colegio "Francisco Huerta Rendón" en el período lectivo 2019-2020, en la cual se determinó mediante un análisis previo, que hay insuficiencia en el desarrollo de la producción escrita con respecto al uso de las palabras de transición. Durante el estudio realizado se pudo evidenciar las diferentes causas tales como las reducidas estrategias aplicadas para el desarrollo de la producción escrita. Carencia de actividades y ejercicios en el uso de las palabras de transición y la dificultad que tienen los estudiantes para reconocer estas palabras en la producción escrita. Con los datos obtenidos se pudo definir la producción escrita como variable dependiente y el uso de las palabras de transición como la variable independiente. Posterior a esto, se realizó un análisis de los antecedentes históricos, de los fundamentos teóricos y legales, así como del contexto de la investigación. Además, se procedió a diseñar y aplicar una encuesta, una entrevista al docente de inglés, y una guía de observación de clases. Luego de realizar el análisis con los datos obtenidos, se consideró pertinente la elaboración de cuadernillo con ejercicios para desarrollar la producción escrita, la cual influenciará de manera positiva en el aprendizaje de los estudiantes.

Palabras claves: palabras de transición, producción escrita, cuadernillo, ejercicios.

UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
SCHOOL OF LANGUAGES Y LINGUISTICS

The influence of transition words in the development of writing skills. Booklet
with exercises on transition words to develop writing skills.

Researches: Karen Mishell García Reyes, Christina Anabelle Veloz García

Advisor: MSc. José Miguel Campuzano Díaz.

ABSTRACT

This educational project established its investigation into the conflict situation presented by the students of the 9th year of Basic General Education "A" of the "Francisco Huerta Rendón" School in the 2019-2020 school period, in which it was determined through a previous analysis, that there is inadequacy in the development of written production regarding the use of transition words. During the study, the different causes could be evidenced, such as the reduced strategies applied for the development of written production. Lack of activities and exercises in the use of transition words and the difficulty students have in recognizing these words in written production. With the data obtained, written production could be defined as a dependent variable and the use of transition words as the independent variable. After this, an analysis of the historical background, of the theoretical and legal foundations, as well as the context of the investigation was carried out. Besides, we proceeded to design and apply a survey, an interview with the English teacher, and a class observation guide. After carrying out the analysis with the data obtained, the preparation of a booklet with exercises to develop the written production was considered pertinent, which will positively influence the students' learning.

Keywords: transition words, writing skills, booklet, exercises.



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INTRODUCTION

Currently, the English language is the third most spoken language in the world with more than 360 million people who speak it as their mother tongue and around 500 million as a second language. For this reason, many Spanish-speaking countries have implemented the teaching of this language in public and private schools and colleges. Due to the influence of countries that have English as their mother tongue. Ecuador is one of the countries that has joined the initiative of teaching this language, since 2016 English was added in a mandatory way in the student curriculum.

One of the purposes of the Ministry of Education of Ecuador is that students at the end of high school reach a level B1 in the English language. The mastery of the four skills of this language is a great challenge for the students for that reason the education specialists recommend this learning from the first years of age, one of these skills is writing which we have been able to demonstrate in the students of 9th EGB of the FRANCISCO HUERTA RENDON EDUCATIONAL UNIT. Ability which has not been correctly developed due to the misuse of the TRANSITION WORDS and therefore it is proposed to carry out a BOOKLET WITH EXERCISES THAT INCLUDE THE USE OF TRANSITION WORDS.

This project is divided into four chapters:

Chapter I: The Problem: situation and conflict, scientific fact and causes of the problem, problem formulation, research objectives, research questions and justification.

Chapter II: The Theoretical Framework: Background, Theoretical foundations: Philosophical foundation, Psychological foundation Pedagogical-didactic foundation, Sociological foundation, Linguistic foundation, Technological foundation, Legal foundation, and Contextual framework.

Chapter III: Methodology, Process, Analysis and Data Results: Methodological design, Types of research, Scientific methods, Research techniques and Instruments of research, Population and Sample, Analysis and Interpretation of results.

Chapter IV: The Proposal: Title, Justification, Objectives, Theoretical aspect, Feasibility of the proposal, Description, Proposal: System of communicative activities based on speaking.

CHAPTER I

THE PROBLEM

1.1 CONFLICT SITUATION

In the case of Latin America, the learning process of the English Language is supposed to be a superior challenge. This is reflected on the results of the study carried in 2018 by the EF EPI Association (English Proficiency Index) in which a reduction in the skills of this languages has been evidenced since 2017, placing Ecuador in the 13th place out of 17th, within the countries of Latin America with a low level of English throughout the country and very low in the Highland and the Amazon Regions.

For this reason, it is important to improve the level of English in our country, since we live in a globalized society; it also allows us to have more opportunities in the educational and work field. One of the most important skills in English the writing skill because it is connected with reading and speaking; it would be easier for students to write if they have the habit of reading and they can organize their ideas through writing before they attempt to speak.

The present research was carried out at Francisco Huerta Rendon High School, among 9th EGB students who must reach an A1.2 level according to the curricular guidelines of the Ministry of Education of the Republic of Ecuador, which also establishes as a mandatory task to achieve in the students of this level the development of writing skills, through the organization of information, the use of structures in a paragraph and the illustration of patterns like cause and effect, in order to produce well-constructed informational texts.

During a class observation, it was possible to identify that the students of 9th EGB in Huerta Rendon High school show insufficiency in writing skills. They are not able to elaborate a cohesive paragraph which means there is not a connection between ideas, making these paragraphs just a collection of non-related sentences that do not have logic. Moreover, students are not motivated during writing class, they constantly complain during these activities and refuse to complete them. A reason of this is that they do not understand the

instructions of the activities and as a result their compositions received considerable corrections from their teachers which demotivate them to keep writing, these problems were identified through a survey made to the students.

Another problem that was noticed through the English teacher's interview is that the resources used by the teacher are only focused on grammar and vocabulary. In addition, there aren't resources that include the use of transitional words which could help students in their writing skills.

1.2 SCIENTIFIC FACT

Insufficiency in the development of writing skills in ninth graders of EGB in Francisco Huerta Rendon High School, year 2019-2020.

1.3 CAUSES

- Students do not identify the different types and uses of transition words.
- Teacher does not apply strategies to improve the writing skills.
- Class activities do not cover exercises with transition words.

1.4 PROBLEM FORMULATION

How does the use of transition words influence in the development of writing skills in the ninth graders at Francisco Huerta Rendon High School, school year 2019-2020?

1.5 RESEARCH OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To determine the influence of the transition words on writing skills through a field study, bibliographic researches and statistical analysis to elaborate a booklet with exercises on the use of transition words for the development of writing skills.

1.5.2 SPECIFIC OBJECTIVES

- To evaluate the use of transition words through bibliographic, field and statistical research.

- To characterize writing skills through bibliographic, field and statistical research.
- To design a booklet with exercises on transition words by interpreting the theoretical and empirical data obtained.

1.6 RESEARCH QUESTIONS

- What situation do the ninth graders at Francisco Huerta Rendon high school have in relation to the use of transition words?
- Do transition words influence in writing skill?
- Will the correct use of the transition words improve the student's writing skills?
- Will a booklet with exercises improve the writing skills?
- Which strategies does the teacher apply to develop the writing skills in the students of 9th EGB at Francisco Huerta Rendon High school?

1.7 JUSTIFICATION AND IMPORTANCE

Ecuador is a country that is interested in the scientific research in order to improve many fields, as is the educational field and so it is stated in the National Plan of development "Toda una vida": With the conviction that education is a right of all people and an inescapable obligation of the State, Ecuador welcomed the aspirations to transform the sector and raised as a goal the construction of a universal access education system, excellent quality and absolutely free, that is why the following research contributes with the education development of our country.

Moreover, the Organic Law of Intercultural Education (LOEI) points out, that the Free Public education is guaranteed by the State, so that people must access it, with the aim of inserting people as active individuals in our society. Likewise, the State guarantees an education with quality and warmth in order to provide students with the necessary knowledge and tools to develop as a critical thinking human being under an atmosphere full of values such as respect, tolerance and affection. These lineaments stated by the law in Ecuador can be covered through the strengthening of English language teaching which is the main purpose of this project.

One of the skills that generate great challenges in the teaching-learning process is writing; students must be able to identify the different types of transition words and to use them correctly. This task can be a little frustrating for the students since many of them do not have the adequate knowledge about these as it is the case of the 9th EGB students at Francisco Huerta Rendon High School. In addition to this, the lack of adequate resources makes it difficult more the knowledge and the correct use of these words.

In fact many students do not have a previous exposure to the language. According to the English curriculum of the Ministry of Education in Ecuador: Due to the fact that English was not a compulsory subject for 2nd to 7th year EGB (Acuerdo Ministerial No. 306-11), it is possible that some of the learners entering EGB Superior have not had exposure to or instruction in English. For this reason, the curriculum has been developed so that 8th year EGB learners

start in level A1.1. Learners in 9th year EGB will continue on in A1.2, in which it is implied that an A1 language competence will be reached (p.2)

At the end of this level (A1.2) students of 9th year must be able to Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation,etc.) For this reason it is important for them to improve their writing skills, since it is a good way to approach students to this language, through writing they have more time to choose their ideas and to correct their mistakes, giving the student the opportunity to slow down and interact with this language at a comfortable pace.

It must be taken into account that the correct use of the TRANSITION WORDS is a very important factor of the writing in the English language, since it greatly influences the way in which the students work in the production of paragraphs. Students need to know what transitions words are and how to use them because they are important to create connection between ideas and prevent incoherence in a paragraph.

This research project proposes the elaboration of a booklet with exercises on transition words to develop writing skills that shows the students of 9th EGB at Francisco Huerta Rendon High School how to use the transition words correctly within their written production. The main beneficiaries are the students of the 9th EGB in Francisco Huerta Rendon high school as it provides this resource for the correct use of the transition words. Therefore, the high school will benefit indirectly by improving the written production level of its students of 9th EGB of the Francisco Huerta Rendon High school.

This research provides new data and information in this institution that can be used as a reference for future research.

CHAPTER II

THEORETICAL FRAMEWORK

2.1.1 BACKGROUND

Over the years many studies have been carried out on writing skills, looking for new ways of teaching, so that students can achieve mastery of it in a simpler way. Tangpermpoon (2008) affirms that “Teaching writing skills to non-native students is a very challenging task for teachers because developing this skill takes a long time to see the improvement.” (p. 8) This means that the development of writing skills can be hard, and most of the time it requires prior knowledge of writing in your native language to transfer it to English and to be able to write more organized and coherent texts.

The ability of writing has been presented as one of the most important to master in a foreign language, but it is also one of the most problematic for students. Suadah (2014) states that students find serious difficulties in the development of writing in the English language, and she also points out that teachers find a bit difficult teaching this skill, due to its degree of complexity. The value of this skill should not be underestimated, because its teaching, like other skills, also requires different methodological techniques and strategies focused directly on its development.

Cole and Feng (2015) conducted a specific study on practical strategies focused on writing skills. In this investigation they present various factors that influence the positive development of this ability, among them mention the preparation to write, that is, students must activate the knowledge they already have, so that their learning has a basis on which to settle. Technology is also mentioned, which is undoubtedly an indispensable resource in the field of education in recent years, since it allows teachers to have greater access to new teaching strategies and methodologies that promote learning in a more dynamic way.

A research carried out by Muñoz Rodríguez (2017) entitled “Ecuadorian public high school students’ errors in EFL writing skills” had as an objective to identify the types of writing mistakes made by the EFL learners, and to

determine the most frequent error, and the causes that originate those errors. During that research, he could notice that one of the common mistakes that EFL learners make is the omission of transition words.

The insufficiency in the use of transition words is due to the lack of appropriate strategies or activities provided by teachers. The lack of adequate teaching materials stops the progressive and significant development of writing skills. The correct development of this ability not only depends on students, it is also the teacher's responsibility to provide adequate materials, which allows students to explore the skill and achieve a better domain of it.

Prasad (2018) states that writing needs cohesion and coherence so that the text makes sense. These two elements seem to play an important role for the correct interpretation of the texts, which is why they are highly required when writing about a topic. It is worth mentioning that cohesion and coherence use transition words to achieve their objective, since these words help to link ideas or arguments and connect them in such a way that the phrases are not left with an incomplete meaning. The proper use of transition words allows students to elaborate a quality written piece, since those words give each paragraph of the text the ease of understanding for those who read.

These researchers show that it is essential to develop in the student's different aspects of their writing skills, and that teacher should also be part of this process of development by helping students through positive feedback. Even though they mention that it is a common mistake in EFL learners to omit the transition words, there is not a research that analyzes the development of writing by reinforcing the use of these words through exercise, situation that will further be analyzed in the following research.

2.2 THEORETICAL-CONCEPTUAL FRAMEWORK

VARIABLE 1

2.2.3 WRITING SKILLS

According to Williams (2018), writing is a process of communication; it allows people to be in contact in a particular way, with a different audience that makes a difference in the writing process. In other words, writing is a different way to communicate our feelings, our thoughts and ideas with other people. It is also a means of communication that needs different strategies in order to catch the reader's attention and deliver the message efficiently.

Smith (2016) suggests that

Both writers and readers have to respect the writing conventions so that communication can take place. Writing has its own conventions for spelling, for punctuation, for grammar, for paraphrasing and capitalization. There are different conventions for arranging words grammatically and meaningfully into sentences. Thus, an effective piece of writing requests a number of things including the graphic systems of the language. (p.4)

Writing skills are as complex as the other skills, there are a set of different aspects like grammar, spelling, punctuation and other devices that together can create a written piece of quality, and that convey communication between two or more people. For this reason, it is important to learn each aspect that constitutes the writing skills. Even though it may be a difficult task, it is necessary to develop them in the students.

2.2.3.1 IMPORTANCE OF WRITING SKILLS

According to Pillai (2018),

Writing is the essential means of communication within an organization. In fact, almost 30% of people's work is accomplished through written communication. For this reason, the skills of writing are vital for achieving career and business goals. Apart from the workplace, writing is necessary in many other areas as well. (p. 2)

Writing is one of the most used skills in English, it is needed in different fields and careers. For this reason, it is important to develop it at a young age, to make it easier to understand basic concepts and aspects. Some advantages of the correct use and proper knowledge of writing skills are:

- It develops the ability to explain. Writers must be extra cautious at the moment they write; it is essential to check the language, content, structure, grammar, spelling, etc. in order to make the reader understand the ideas in a text. Students of the English language, often have to do something similar to the task of a writer, they must ensure that their writing shows a content, in which coherence and cohesion must be a fundamental part for the continuity of ideas. This helps the message that the students want to express be not misunderstood. Achieving a high level of written communication requires time and patience, so that foreign language students are not exempt from making mistakes, but continuous practice leads to improvement.
- It works as a record. Written means of communication have been helping to record all the important events in our society, not only historic moments, but also scientific and technological accomplishments that require a specific format and cannot be completely understood in a verbal way. In other words, writing aids in recording crucial research that can be useful as future references. From this perspective, student writing records help them recognize their mistakes and learn from them. It is worth mentioning that for the learning from the error, the teacher's guide is important, so that the students have at their disposal the appropriate guidelines to follow when writing a text.

2.2.3.2 ASPECTS

Writing skills is composed by different aspects. Some authors differ on these depending on what they prioritize in the writing process. According to Jacob et al (2014), there are five aspects of writing:

- **Content**

As Petrovic (2017) states, content is the material contained in a written text and the meaning that it has. This means that the content is the main idea of a text and it must have unity and agree with subject or topic of the written piece. In a paragraph, the content is conveyed when the statements are related among them. The content must be clear, so that the main idea of the topic is argued and supported by its secondary ideas. Good content should avoid redundancies and should express the message concisely and quickly.

- **Organization**

According to Kiefer (2019),

Organization in writing is how the ideas are presented. Normally, organization refers to the parts of a piece of writing, however it also refers to the order in paragraphs and sentences are. The organization of a written text affects how readers interpret ideas. (p. 2)

Evidently, how the ideas are logically organized in a text or paragraph is significant in writing, students must know be careful in the order in which ideas appear. This will help readers to be interested and efficiently understand the content of a text.

- **Vocabulary**

This is also an important aspect of writing skills. It makes the text richer, and it also shows the amount of words that a person knows in a language. The vocabulary changes depending on the context and helps to express the writer's ideas in a text. If English language learners have a great knowledge of vocabulary, it will be easier for them to find the right words when writing about a specific topic. To acquire vocabulary students of foreign languages must make an effort and try to learn a few words every day, it may seem little but the more vocabulary memorization is practiced, the mind becomes accustomed and learns faster.

- **Language use**

This aspect refers on how the language user applies the correct grammar and syntactic pattern on the way he combines, separates and forms ideas, sentences, and paragraphs to convey understanding in a text. This is one of the aspects that require a lot of attention from the students at the time of writing, since it is necessary to make proper use of the language they are learning.

- **Mechanic**

It refers to the steps that are considered before writing. These steps might be different depending on the writing task. For example, in formal writing, essays and articles have different structure depending on the type, so as a consequence, the mechanism or steps to follow differ. For this reason, considering this aspect before writing is essential.

2.2.3.4 CHARACTERISTICS OF WRITING SKILLS

Cohesion

Moxley (2015) defines cohesion as a way to create ties between the elements that make up a text. That is, the cohesion establishes a relationship between each sentence that appears in a paragraph, giving logical sequence to

the topic under development. These “ties” that the author mentions are really important to connect ideas and make it easy for readers to understand how an idea is connected with the next one.

One way to create cohesion in sentences and consequently in paragraphs is through transitions. These transitions can be words or phrases that create a connection between ideas that share a specific relationship.

Coherence

Kies (2017) defines coherence as a result of different factors linked to create a paragraph, a sentence and a phrase that provide meaning to the writing. This aspect of writing skills can be difficult to achieve since writers must be explicit so that the message is clear to readers. It is well known that coherence is conveyed through the unity of the paragraph and the cohesion of sentences.

The unity of the paragraph is closely related to the structure of the paragraph. It means that the paragraph should have a main sentence, supporting details and, when necessary, a concluding sentence that contains the main idea of the paragraph and important information that supports this main idea with explanations, examples and details.

2.2.3.5 TECHNIQUES

According to Chatterjee (2018), techniques are those methodological skills that teachers use in the teaching-learning process, through them the teacher can make their students understand the study content.

A technique in the field of education, must be an innovative way to help students acquire the knowledge and skills needed in the learning process. Nowadays, education is focused on the student, as the center of the class. In addition, it makes the learning process meaningful so that students can have a significant learning. This significant learning can be achieved according to the techniques applied during class by the teacher. That is the reason that it is so important for teachers to analyze the techniques according to the student's needs and the skill to develop.

Some techniques that develop the writing skill in students are:

2.2.3.5.1 Prewriting

Brooks and Byles (2016), "Prewriting exercises provide key words, meaning, and structure to your research before you write your first draft, and may help you overcome writers block" (p. 1). In the final writing, the teacher can verify the effectiveness of the prewriting technique, as it helps the students to keep track of the subject by previously collected ideas. This technique is very useful to enhance the writing skills in students and to motivate them to express their ideas through writing.

According to Cohen & Cowen (2010), "One of the reasons that students do not like to write is because they see it as an obligation, as tiring work, and as something they must do; they do not consider themselves as writers" (p. 322). It is important that teachers apply the correct techniques in class, especially in writing which sometimes can be perceived as a challenging task, through prewriting students can explore their ideas and enjoy the process of writing. This technique also includes:

2.2.3.5.2 Brainstorming

Kumbhar (2018), currently this technique is used in a more informal way. It can be applied in groups or in an individual way. This technique is used to help students to share their ideas according to a topic. In the education field, it is used to open students' mind and approach them to the class. It should be used before writing, since it helps students to write down the ideas that they have about a specific topic and later select the best of them to use in their writing.

Brainstorming in writing consists of listing all the words and phrases connected to the topic. After that, a selection process should be done to discard the ideas that do not suit the topic or do not provide relevance to the topic. If the teacher applies this technique in group, he has to make sure that all the members of the group participate and that their ideas are equally considerate.

2.2.3.5.3 Outlining

Wolfe (2014), "By writing an outline students are writing in a way, because they are creating the structure of what they are going to do. Once students know what to write, they do not find the actual writing tasks all that long."

This technique is a way to develop student's critical thinking, through writing they can organize their ideas. Outlining works as a map for students, this allow them to visualize in a clear way their writing compositions before they get to write, it also helps them to follow a structure and identify different elements like main ideas, secondary ideas and supporting evidence.

2.2.3.6 STRATEGIES

2.2.3.6.1 *Provide Feedback*

Nelson and Schunn (2009) affirm that feedback has an important role in students' learning and achievements. This is due to the different roles of feedback for example it works as a medium for informing the students about their performance in order to reach the learning goals as well as for motivating and reinforcing their learning behavior.

In English learning process is important to provide feedback as a teacher, in each task or activities assigned to the students. This include writing tasks, this allows students to recognize their weakness and strengths. Therefore, through feedback they can improve their writing skills. It is important for a teacher to recognize the most appropriate feedback according to the skill to develop. The most used types of feedback in writing are:

2.2.3.6.2 Written Corrective feedback

Truscott, (2005) "Written Corrective Feedback (WCF), which is also called error correction or grammar correction, refers to the correction of grammatical errors for the purpose of improving a student's ability to write accurately" (p. 329). This technique is commonly used in writing, this allows

teachers to provide feedback on grammar structure within writing. Error correction is mostly used to highlight the differences between the first language grammar structure and the target language, in this way learners can avoid common mistakes in writing regarding to grammar.

2.2.3.6.3 Peer Feedback

According to an article from the Australian Institute for teaching and School Leadership (2018), Peer feedback requires students giving and receiving information about their performance in relation to their learning process and success criteria. This technique involves students to interact with each other which makes writing process more enjoyable.

This type of feedback is essential for the learning process of writing skills, since it creates an environment where students learn by collaborating with each other, that is, it becomes a collaborative task. Several studies have found that collaborative learning have a greater impact when acquiring mastery of complex skills. Through peer feedback students can suggest improvement to their partners, they assume a roll which help them to be more responsible and help them to be more active and not rely exhaustively on the teacher to learn new things.

2.2.3.6.4 Writing prompts with pictures.

Pictures have an important role in the development of language writing skills. It motivates students during their writing process, allowing them to use more their imagination that way they can be positively involved. Intrinsic motivation and extrinsic combines mutually within the learning process. Ken (2019)

Using pictures in writing classes is a perfect strategy for teachers, especially if their goal is to motivate students; it also helps to change the stereotype that students have about writing as a boring task. It is also useful to develop student's descriptive writing.

2.2.3.6.5 Writing through journals

Benwell (2013), affirms that this strategy generates great advances in the development of writing skills. The teacher can suggest certain topics on which students should write, but from time to time it is necessary to let them choose the topics, that way they can write on a topic that generates their own interest.

When students write journals they learn faster, because the constant practice of the skill makes them familiar with it and it becomes easier to structure paragraphs and obtain quality texts.

VARIABLE 2

2.2.5 THE USE OF TRANSITION WORDS

2.2.5.1 Importance of transition words

Transitions words are needed to create flow in written compositions, they allow the logical change of ideas in a sentence or paragraph. Knowing how to write correctly is measurable by the ability to connect ideas, which makes the use of transitions words indispensable? In Guayas Province at Francisco Huerta Rendon High school, it has been detected problems in the 9th grade of EGB students' writing skills, for this reason this project has as a proposal the creation of a Booklet with exercises on transition words to develop writing skills.

2.2.5.2 What are transition words?

According to Connor (1996) "Transitions are explicit linguistic devices to signal relations between sentences and parts of texts" (p.83).

In addition, Steinman (2013) states that:

Transitions in ESL contexts generally refer to those linking words placed between sentences and paragraphs; they facilitate coherence and cohesion when used correctly. Understanding them when reading allows us to join the writer in seeing why and how idea B follows idea A. (p. 46)

In other words transition words are important devices that help to create connection between ideas, sentences and paragraphs, they create flow in a written piece making a united whole text, in this way the readers will understand the text better.

2.2.5.3 Types of transition words

There are different types of transition words and different ways to categorize them; in this project we organize them in 4 categories:

1. Additive transition words
2. Adversative transitions
3. Cause and effect transitions
4. Sequential transitions

2.2.5.3.1 Additive Transitions

This words add a new idea or information in a sentence or a paragraph, these words can vary depending on their purpose. This type of transition maintains a thematic sequence of the preceding sentence or paragraph.

Chart # 1

Words	Purpose	Example
Also And additionally Furthermore Moreover.	To add an idea or information.	Bicycles are cheaper than cars. Furthermore, they help to improve your health.
Similarly Likewise Equally	To introduce a comparison	My sister is likewise a fan of basketball.
Specifically Namely Especially Particularly	To highlight important information.	The beef meat of Japan hold the first place, particularly the more expensive kinds.

Source: Thesis

Authors: Karen García, Christina Veloz.

2.2.5.3.2 Adversative transitions

These words help to introduce contrast ideas or opposite opinions in a sentence or paragraph, these words can vary depending on their purpose.

Chart # 2

Words	Purpose	Example
However But While Whereas Conversely Yet	To contrast ideas.	I absolutely must see him, however we have broken up.
Indeed Besides Significantly Primarily In contrast Despite In spite of	To emphasize	I should study for the test, besides I have to finish my homework.

Source: Thesis

Authors: Karen García, Christina Veloz

2.2.5.3.3 Cause and effect transitions

These are words or groups of words with which students can consistently introduce cause-effect relationships into their paragraphs, that is, present both the causes and consequences of specific events, these words can vary depending on their purpose.

Chart # 3

Words	Purpose	Example
Because Since As For	To show a cause or reason.	The icebergs are melting because of the global warming.
Consequently Therefore Thus Accordingly	To show effects.	Traditional values will always have a place, therefore they will never lose relevance.

Source: Thesis

Authors: Karen García, Christina Veloz

2.2.5.3.4 Sequential transitions

Its main function is to establish relations of order between ideas. In addition, it can help us rank content on the same topic (for example, the important first, the accessory later; the general first, the specific later). The use of this type of connectors is necessary when the text seeks to enumerate a series of elements of the same nature, these words can vary depending on their purpose.

Chart # 4

Words	Purpose	Example
Initially Secondly Thirdly; (First/Second/Third); Last, then, finally	To organize by number.	First, you have to brush your teeth.

Subsequently	To show continuity in a sentence or paragraph.	Afterwards, you can go to bed.
Previously		
Afterwards		
Eventually		
Next		
After (this)		

Source: Thesis

Authors: Karen García, Christina Veloz

2.2.5.4 STRATEGIES FOR TRANSITIONS WORDS

Each teacher has different ways of teaching transition words, but there is something everyone has in common, which is the use of strategies. This project presents three types of strategies to achieve mastery of transition words.

2.2.5.4.1 LABEL TRANSITION WORDS

This strategy allows students to create categories of transition words, so that they are labeled according to their function, this helps them to choose the correct link when joining two ideas or phrases.

More than anything, the function of this strategy is to avoid confusion in the use of transition words. That is why, this strategy is used with students who are working on writing skills and have to ensure that their text has the cohesion and coherence between ideas or arguments presented. Students can use a card and label each type of transition word in different colors, so that they can easily recognize which transition group each word belongs to.

2.2.5.4.2 Fill in the gaps.

This strategy requires prior knowledge of the students in order to be carried out. Students should already know that there are different types of transition words, so that the teacher creates a writing where these words are removed. The student's task is to place a word of transition between ideas or between paragraphs so that the text acquires a true and complete meaning.

This strategy is perfect for the development of writing skills in English language learners. Through these types of activities, they acquire greater mastery of them and learn the importance they have in a writing.

2.2.5.4.3 Matching sentences.

This strategy may seem similar to the previous one, but it has a greater degree of difficulty that makes it different. In fill in the gaps, students should simply place words that give sequence to the content of the text, while in this strategy they must put together the text itself. In this exercise, the sentences will be scattered without sequence or coherence, so that students can apply their knowledge and resort to the transition words and properly order each sentence presented.

Although this strategy is mostly presented with sequential transition words, as a way for students to learn to carry a specific order of the ideas they write, it does not mean that the other types of transition words cannot be worked using this strategy. It is up to the teacher to adapt the exercises so that the strategy is useful for working writing skills with English language learners.

2.2.6 PEDAGOGICAL-DIDACTIC FOUNDATION

According to the (Department of Education, 2009) "Pedagogy refers to the function or work of teaching: the art or science of teaching, education instructional methods."(p.42)

Pedagogy is an extremely complex phenomenon comprising a wide variety of practices underpinned by principles acquired through training and as a result of

professional experiences and personal understandings. Because of its complexity 'effectiveness' has to be viewed as a whole rather than as particular aspects taken in isolation. (Moyles, Adams, & Musgrove, 2002)

Although this science is perceived as complex it surely has an important role during students learning process, since different methods and strategies are analyzed and considered during their learning process. So it refers to the interactive process between teacher and learner and it is also applied to include the provision of some aspects of the learning environment (including the concrete learning environment, and the actions of the family and community) (Siraj-Blatchford, Sylva, Muttock, Gilden & Bell, 2002, p.10)

The development of writing as well as the other skills of English as a second language depends widely on the application of strategies, techniques and methodologies that are available to teachers. However, the use of these tools are not effective by themselves, it is also necessary that the teacher would be trained pedagogically to be capable to use the different strategies and methodologies correctly. It is common that when teacher lack on these abilities, students have problems in the development of the skill.

(Gonzalez, 2015) States that the teaching-learning process is narrowed related with the use of materials, methodologies and strategies. It is important to highlight that the methodologies and strategies are designed according to the level that the students have in the foreign language, which means that the constant use of them may not be profitable for the students. It is the teacher task to select those that are appropriate and beneficial for their students.

To develop writing skills in the students, the teacher must suggest topics in which the students have an interest. It can be developed in groups so that students do not feel bored during the writing class, but have support from their classmates. Each student can provide ideas and suggestions to the group. The fact is to make the students familiar with the practice of expressing their opinions in the foreign language in written form.

Meaningful assignments should include directed and free writing opportunities, consistent with an effective writing promotion. The main emphasis of directed writing is building and expanding linguistic partial competences (e.g.

vocabulary, sentence beginnings, different syntactical patterns, textual structures). In focusing on each of these areas, students receive more detailed guidelines and objectives to implement. A particularly highly didactic form is so-called scaffolding, whereby students rely closely on a prescribed structure in writing their own content and thus expand their text competence with a new facet. Example: the variation of a letter by way of a new recipient, “parallel stories”, where a figure, a place, or an object has been changed relative to the template.

If students only think about the required final product, many of them may feel overwhelmed. It is therefore useful to focus on the process instead. The students should learn strategies about how to subdivide a writing process into manageable steps and how to solve them in a logical sequence. Some of these important steps are: finding ideas, activating previous knowledge – planning and setting up of the text structure – writing the text – revising the text - presenting the text.

Another methodology is controlled writing tasks which facilitate comprehension of specific linguistic structures. It is suitable to use controlled writing tasks with lower-level students, but also when the teaching objective is for students to practice aspect of language in a context (Russ, 2016). Among the possible writing activities which fall into this category mention the following:

- Name the object in the image (students are given graphic representations and they are asked to label the picture with the appropriate name);
- Fill in the blank spaces in a text (an extremely versatile type of exercise, as it can aim to reinforce a wide variety of structures: grammar, vocabulary, language functions, text cohesion / coherence etc);
- Put the verbs in the text into the right tense / voice;
- Join two sentences using appropriate connectors etc.

During the teaching process of transition words, teachers can make use of certain techniques where students can describe events that they have witnessed or simulate situations where they can add, contrast, compare ideas in a written form. Usually, teachers use small presentations, in which students

count the activities they have done during the week, weekend or on a trip they have had. They can also explain the details in a movie or a picture. In this way, they learn to express in an orderly manner how events unfold.

The correct mastery of pedagogy and teaching by teachers is the basis for the correct training of students. The teacher must always update the strategies since the same strategies that have been used in previous years may not be as effective as before.

Education is tightly related with the actual situation of the society, teacher must keep updating the strategies used, since the same strategies used a decade before within a specific context, might not be as effective as it was during that period of time.

2.2.7 CONTEXTUAL FRAMEWORK

The Francisco Huerta Rendon High School, is located between AV RAUL GOMEZ LINCE AV LAS AGUAS and JUAN TANCA MARENGO zone8, district 8 province of Guayas, city of Guayaquil. This institution is managed by the government, its educational system consists on the EGB levels and baccalaureate levels and it has morning and evening class hours. Currently, it has 46 teachers, 1384 students and 38 people in the administrative area.

This institution counts with a library, 5 laboratories, one for English, one for Science and three for Computers, teacher's lounge, DECE (Student's Counselor Department) and an Inspection Department. The present project was made on the students of 9th EGB in the school period 2019-2020, which have to receive classes in a classroom that is not equipped with technological resources.

The Francisco Huerta Rendón High School, attached to the Faculty of Philosophy, Letters and Education Sciences in the span of five years, is projected as a high level educational entity, in which innovative methodology based on the theory of multiple intelligences is involved. The development of adolescent education thinking, the scientific-methodological orientation of teaching practice and the training of highly trained technicians. It also has the

mission to guide to the scientific and technological training of students at the levels of basic, secondary, and higher education and to the conduction of the teaching practice through a work educationally appropriate, based on a framework of principles and values that contribute to the formation of students with personal, regional and national identity.

Francisco Huerta Rendon School uses the model of constructivism, so that learning within the classroom is not only the teacher's tasks, but it is also the responsibility of the students to seek to acquire knowledge on their own through the professional guidelines provided by teachers. Although studies have been carried out on the ability of writing in English, there are no data on studies of this ability in direct relation to the transition words, so that the present project intends to offer something new, which will be of great help for students in the English language learning.

2.2.8 LEGAL FRAMEWORK

In the actual the constitution of Ecuador (2018), Chapter II, for the good way of Living system in the fifth section of Education mentions the following articles about the development of the general learning:

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

According to art. 26 of the constitution of Ecuador tells us that education is a right of all people regardless of gender or race.

Art. 27.- Education will focus on the human being and will guarantee its holistic development, within the framework of respect for human rights, the sustainable environment and

democracy; it will be participatory, obligatory, intercultural, democratic, inclusive and diverse, of quality and warmth; will promote gender equity, justice, solidarity and peace; it will stimulate critical sense, art and physical culture, individual and community initiative 28, and the development of skills and abilities to create and work.

The Code of Childhood and Adolescence, Chapter III , section fifth which states :

Art. 37.- Right to education. Children and adolescents have the right to quality education. This right demands an educational system that: 3. contemplates flexible and alternative educational proposals to meet the needs of all children and adolescents, with priority of those who have disabilities, work or live in a situation that requires greater opportunities to learn; 4 Ensure that children and adolescents have teachers, teaching materials, laboratories, premises, adequate facilities and resources and enjoy a favorable learning environment. This right includes effective access to initial education from zero to five years, and therefore flexible and open programs and projects will be developed, adapted to the cultural needs of the students.

According to this article, it tells us that all children and adolescents have the right to receive a high quality education and that they have properly trained teachers and all the necessary materials for education.

2.2.8.1 ORGANIC LAW OF HIGHER EDUCATION

Art. 2, literal bb “Multilingualism.- The right of all persons, communes, communities, peoples and nationalities to be recognized in their own language

and in the official languages of intercultural relations is recognized; as well as in others related to the international community;" (2015)

Art.3

q. The development, promotion and strengthening of intercultural bilingual education in Ecuador.

According to LOEI, all children and adolescents have the right to a bilingual education for their professional progress.

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

3.1.1 METHODOLOGICAL DESIGN

This chapter specifies the methodological design of this research project, which describes flexibility, the type of research and the analysis and interpretation of results. It will also specify the subjects that have been an essential part of this study and from whom data have been obtained and will be shown for their analysis and corresponding interpretation.

The modality in this investigation is mixed because it expresses a quantitative-qualitative relationship in which there is no separation between the two. That is, it is carried out through statistical methods whose data obtained are processed or tabulated quantitatively and interpretation and analysis of these are made. In addition to this, qualitative and quantitative instruments, such as the interview and the survey, were also used, which helped define the modality of this research project.

3.2 TYPES OF RESEARCH

3.2.1 FIELD RESEARCH

The type of research that is carried out in this research project is field based on the fact that data are collected and a study is carried out in the Francisco Huerta Rendon Educational High School focused on the development of writing skills of students in 9th EGB.

3.2.2 DESCRIPTIVE AND EXPLANATORY RESEARCH

It is descriptive in nature as it has investigated and deepened about the inadequate development of writing skills presented by the students of 9th grade and, in turn is of an explanatory nature since it describes the relationships that the use of transition words has in the Writing of these students.

It is of a proactive nature since it proposes the development of a booklet that helps identify and use transition words correctly in order to improve students' writing skills.

This research work is non-experimental, since an experiment is not carried out in which the designed proposal is applied.

3.2.3 ACCORDING TO THE EPISTEMOLOGICAL PURPOSE

An investigation of descriptive character is used because it allows to observe and to describe in an accurate way the current situation presented by the 3rd year students of BGU in the handling of the additive sentence connectors in the speaking.

Explanatory because it exposes the importance of the use of additive sentence connectors in the development of speaking as something that influences this problematic situation.

Of propositional character because it aims to offer as a solution the development of a digital web page with exercises to work the use of additive sentence connectors in speaking.

3.2.4 ACCORDING TO THE CONTROL OF THE VARIABLES

This research is non-experimental because the application of the proposal presented is not carried out.

3.3 THEORETICAL METHODS

3.3.1 METHODS

In this research work, statistical theoretical methods are used, which are interpretive, such as:

Logical-Historical Method.- It consists of the historical background of previous research on writing skills and the correct use of transition words. These data are used as a reference in the present investigation.

Analysis-Synthesis Method.- Which is used throughout the research project, since relevant data on writing skills and the correct use of transition words have been analyzed in order to know the essential elements of the variables, which are synthesized in a whole .

Inductive-deductive method.- Because it starts from the particular case of the 9TH grade students of the Francisco Huerta Rendon Educational High School in order to reach generalizations of a scientific nature that allow evaluations to be carried out in a different context.

Systemic-Structural-Functional Method.- It is used in this project for the design of the proposal, which is to prepare a brochure that is focused on the correct use of transition words to improve writing skills.

Statistical Method.- The descriptive method is used since a survey is applied to the students of 9 EGB and statistical tables and graphs are made for the organization of the quantitative data. Empirical methods are not used in this investigation because a triangulation is not performed.

3.4 TECHNIQUES

In the following research project techniques such as the interview are applied, which is structured in nature, since the questions it contains are prepared in advance and have a specific purpose which seeks to know if there is the application of techniques in the processes that they are involved in the development of writing skills and the correct use of transition words. This interview is directed towards the English teacher of the 9th Grade.

As a last technique, a survey was designed based on the guidelines on the Liker scale, for the 40 students of the 9th EGB. To inquire about the development they present using writing skills and the influence of the correct use of transition words on it.

3.5 INSTRUMENTS

The instruments used in this research based on the techniques implemented are:

- The questionnaire addressed to teachers.
- The survey which is aimed at students of 9th EGB of the Francisco Huerta Rendon Educational High School.
- Observation Guide.

3.6 POPULATION AND SAMPLE

The population to study in this research project is made up of 9th EGB students, and the English teacher in the Francisco Huerta Rendon Educational High School, who make a total population of 41.

The subjects that are part of the sample will be selected through the simple random method which consists in that each subject of the population should be assigned a number, so that later by means of a lottery, or generating random

numbers, it will be possible to make known the numbers of the selected subjects that will be taken as a sample.

Population and sample

Chart # 5

N°.	Details	Population	Sample	Porcentajes
1	Students	45	45	98%
2	Teachers	1	1	2%
Total		46	46	100%

Source: Francisco Huerta Rendon High School.

Authors: Garcia Reyes Karen, Veloz Garcia Christina.

3.7 CLASS OBSERVATION INTERPRETATION

In order to observe the real situation that the students present on how the teaching process of writing skills is carried out and how often the transition words are presented during class, an observation guide was implemented, through which it was possible to point the deficiencies that exist in this skill.

Students demonstrate little interest during writing skills and most of them do not participate or complete the activities. This shows that students do not practice to develop this skill. In addition, the transition words weren't presented to the students as a way to improve their development in writing.

There was a lack of activities that really motivate students to an active participation were not applied during class. After the observation, it was determined that the students have a deficiency in writing skills and that they do not present the levels established to the guidelines and objectives of the education for ninth-year high school students.

In conclusion, teachers need to pay more attention in writing and activities this can be helped by the implementation of a booklet with exercises focused on the development of these skills through the use of transition words.



**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA
DE LENGUAS Y LINGÜÍSTICA**

- 1.- What do you consider to be the current level of your 9th grade students with respect to written production?**
- 2.- Do you consider important the writing skills of your students? Why?**
- 3.- What type of didactic material and strategies are the most applicable when learning English?**
- 4.- What techniques do you apply to improve the writing skills? Why?**
- 5.- Do you agree that a booklet is a strategy for writing skills in students of ninth year of basic education?. Explain why.**
- 6.-Do you think the use of booklet as a methodology strategy motivates students for the learning?**
- 7.-Do you consider it is necessary to use a booklet with transitional words exercises to improve writing skills?**

The teacher interviewed states that writing plays a significant role in the development of student's English learning process. The teacher also ensures that the resources to develop this skills are limited, which confirms that it is really a need to implement resources regarding writing skills. In addition to the lack of resources, students do not reach the required level of writing. The teacher expresses that the elaboration of a booklet with exercises aimed to the use of transition words would be something positive for the students, since she considers that this will improve the coherence in her student's paragraphs.

3.8 OPERATIONALIZATION OF VARIABLE CHART

Chart # 6

VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION ASPECTS/DIMENSIONS	INDICATORS
Writing	"Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.	-Writing skills.	<ul style="list-style-type: none"> • Definition. • Importance of writing skill. • Aspects.
		-Techniques.	<ul style="list-style-type: none"> • Prewriting • Brainstorming. • Outlining
		-Strategies.	<ul style="list-style-type: none"> • Provide feedback. • Writing prompts with pictures. • Writing through Journals.
The use of transition words	Transitions are words and phrases that provide a connection between ideas, sentences, and paragraphs. Transitions help to make a piece of writing flow	-Use of transition words in writing.	<ul style="list-style-type: none"> • Definition and importance in writing.
		-Types of transition words.	<ul style="list-style-type: none"> • Addition transition words • Adversative transitions • Cause and

	better. They can turn disconnected pieces of ideas into a unified whole, and prevent a reader from getting lost in the storyline.		effect transitions
		-Strategies	<ul style="list-style-type: none"> • Sequential transitions • Label transition on words • Fill in the gaps. • Matching sentences

3.8 ANALYSIS AND INTERPRETATION OF THE RESULTS OF THE SURVEY

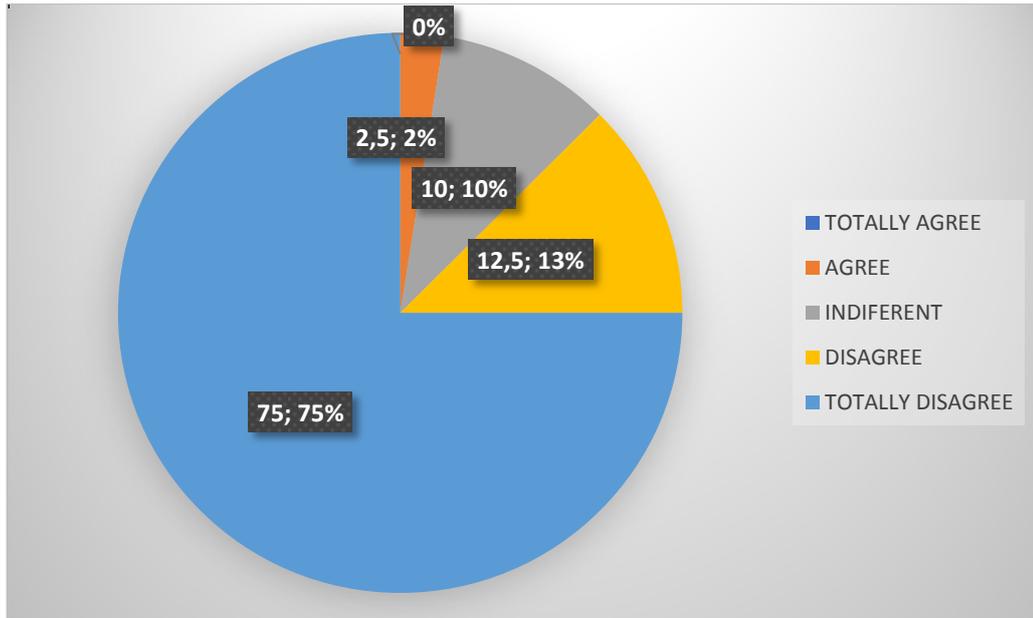
Statement 1: I believe that there are enough activities to help me use the transition words.

Chart # 7

OPTIONS	ANSWERS	PERCENTAGES	OPTIONS
TOTALLY AGREE	0	0%	TOTALLY AGREE
AGREE	1	2.5%	AGREE
INDIFFERENT	4	10%	INDIFFERENT
DISAGREE	5	12.5%	DISAGREE

Source:High School Francisco Huerta Rendon
Authors: Karen Garcia, Christina Veloz.

Graphic# 1



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: According to the results, the majority of the students believe that there are not enough activities that help them use transition words to the development of writing skills.

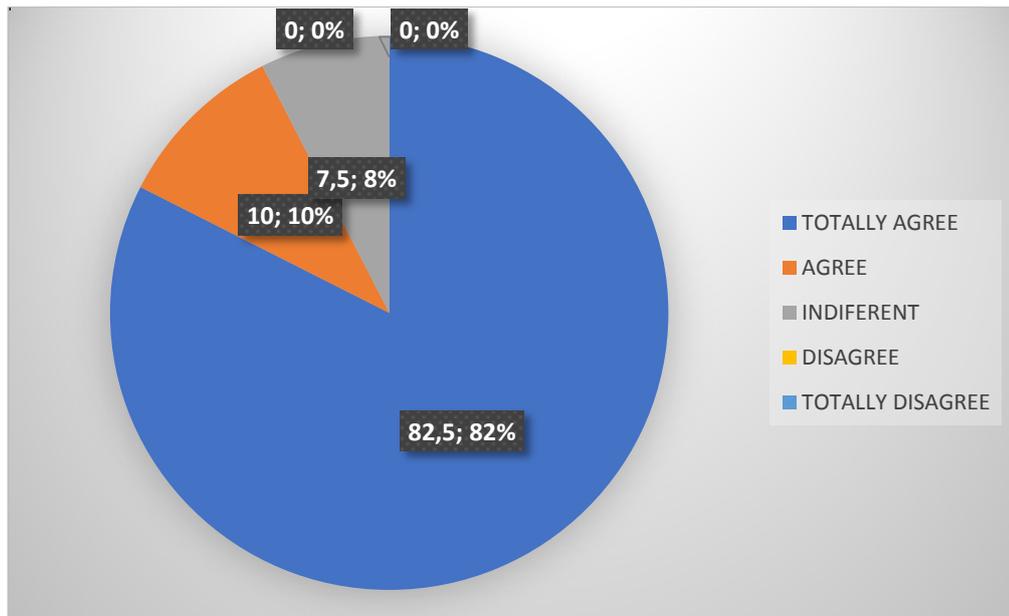
Statement 2: It is difficult for me to distinguish the different types of transition words.

Chart # 8

OPTIONS	ANSWERS	PERCENTAGES
TOTALLY AGREE	33	82.5 %
AGREE	4	10 %
INDIFFERENT	3	7.5 %
DISAGREE	0	0%
TOTALLY DISAGREE	0	0%
TOTAL	40	100%

Source: High School Francisco Huerta Rendon
Authors: Karen Garcia, Christina Veloz.

Graphic# 2



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: A large part of the students find it challenging to distinguish the diverse types of transition words.

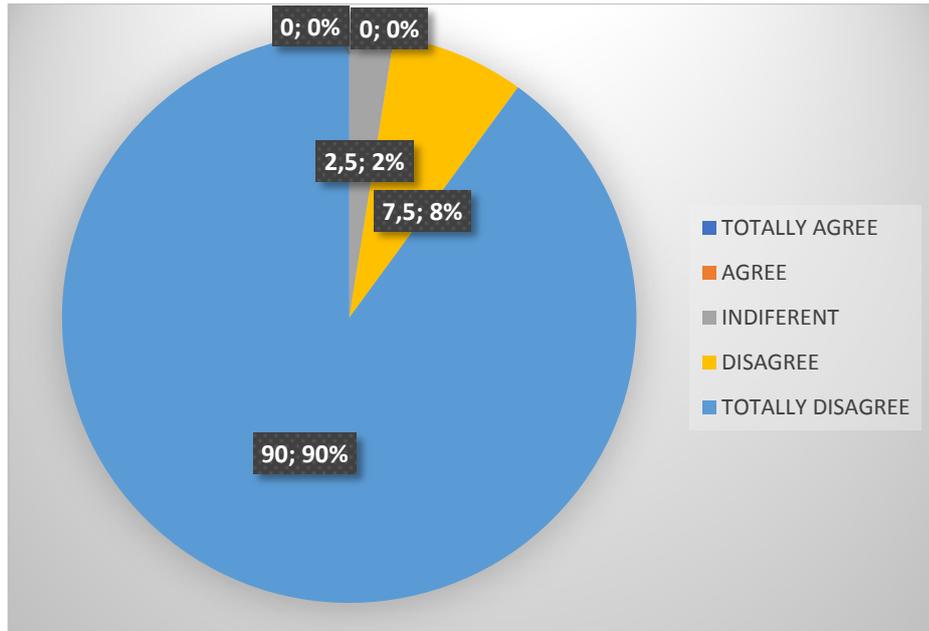
Statement 3: I easily recognize when to use the different types of transition words.

Chart # 9

OPTIONS	ANSWERS	PERCENTAGES
TOTALLY AGREE	0	0%
AGREE	0	0%
INDIFFERENT	1	2.5%
DISAGREE	3	7.5%
TOTALLY DISAGREE	36	90%
TOTAL	40	100%

Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz.

Graphic# 3



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: The majority of students assure that it is complicated for them to recognize the types of transition words.

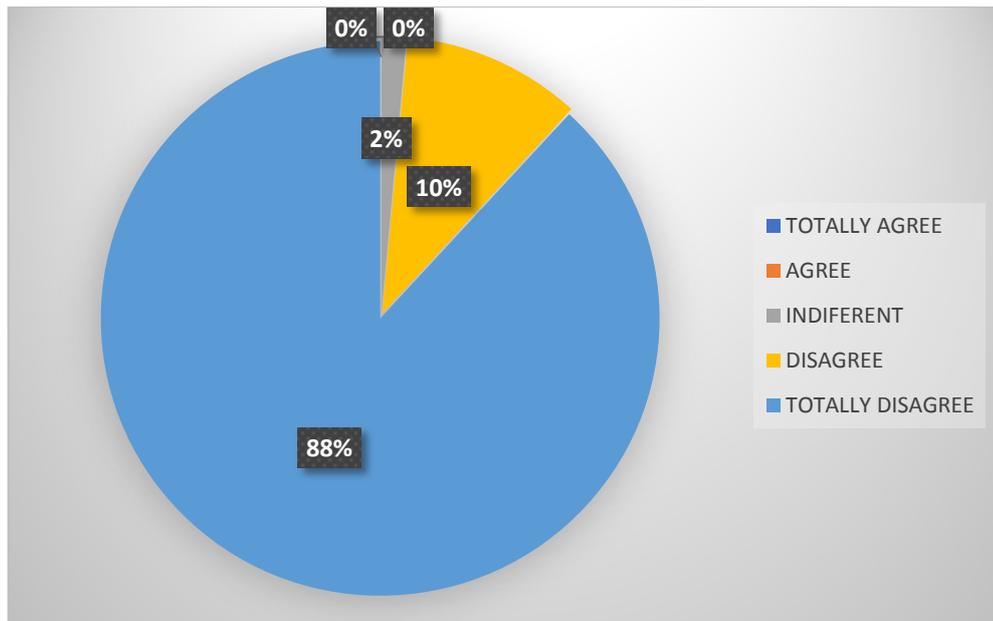
Statement 4: My teacher explains what the different types of transition words are and how to use them.

Chart # 10

OPTIONS	ANSWERS	PERCENTAGES
TOTALLY AGREE	0	0%
AGREE	0	0%
INDIFFERENT	2	5%
DISAGREE	4	10%
TOTALLY DISAGREE	34	85%
TOTAL	40	100%

Source: High School Francisco Huerta Rendon
Authors: Karen Garcia, Christina Veloz.

Graphic # 4



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: More than three quarters of believing that their teacher does not explain the diverse types of transition words and how to use them in writing.

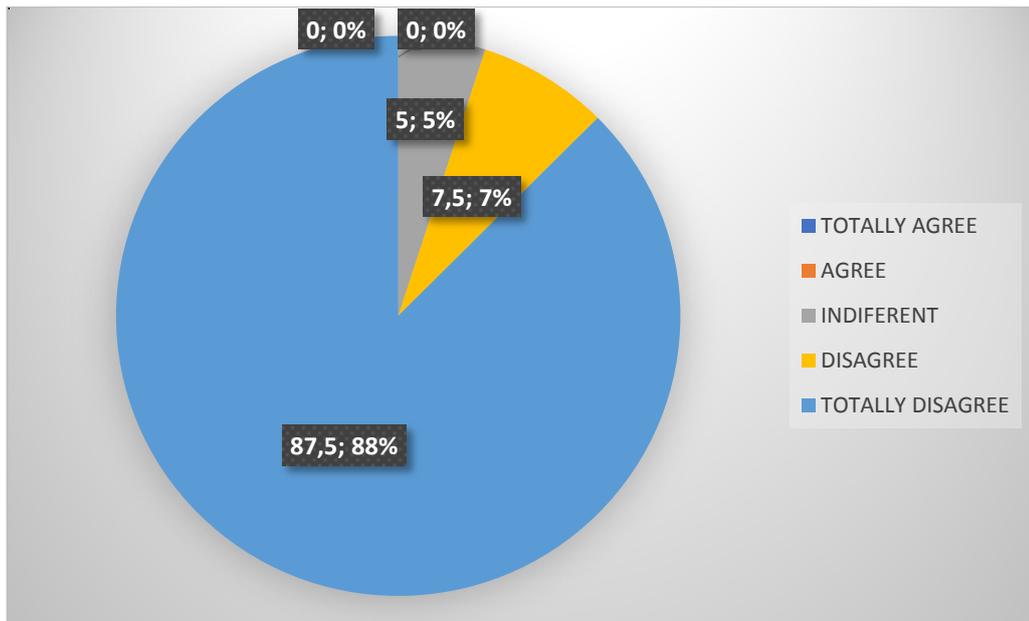
Statement 5: Strategies are used within classes that help me understand how I should use transition words.

Chart # 11

OPTIONS	ANSWERS	PERCENTAGES
TOTALLY AGREE	0	0%
AGREE	0	0%
INDIFFERENT	2	5%
DISAGREE	3	7.5%
TOTALLY DISAGREE	35	87.5%
TOTAL	40	100%

Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz.

Graphic# 5



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: As the percentage is shown in the graphic, the majority of students consider that the use of strategies based on the use of transition words are not applied in class.

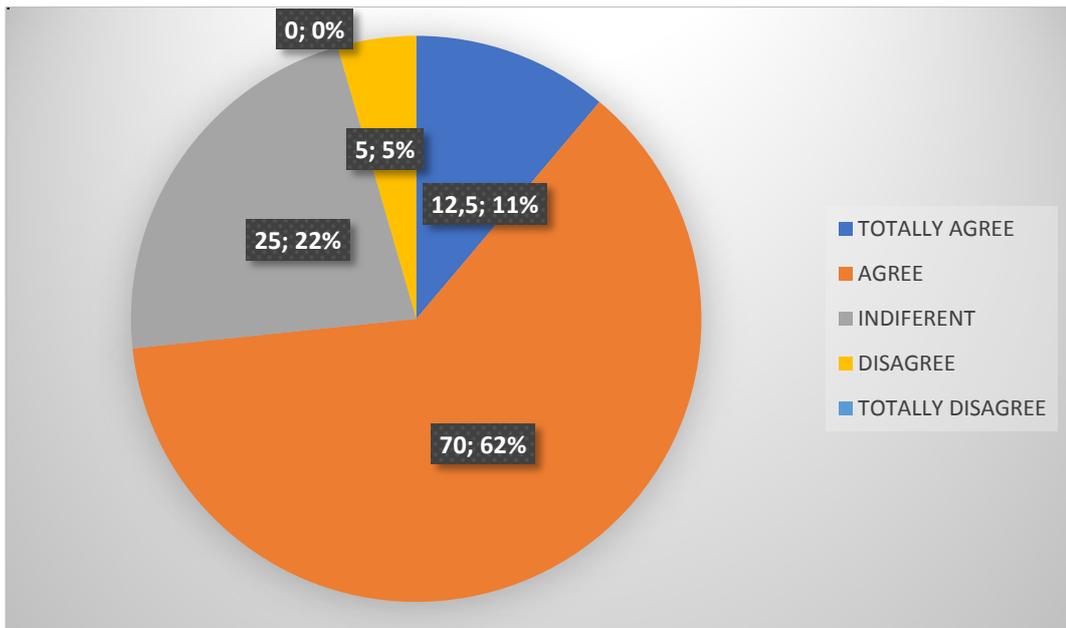
Statement 6: I consider that the written production in English is dull and tired.

Chart # 12

OPTIONS	ANSWERS	PERCENTAGES
TOTALLY AGREE	5	12.5%
AGREE	28	70%
INDIFFERENT	10	25%
DISAGREE	2	5%
TOTALLY DISAGREE	0	0%
TOTAL	40	100%

Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz.

Graphic# 6



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: A considerable part of the students agree that writing is not exciting and is a tiring activity.

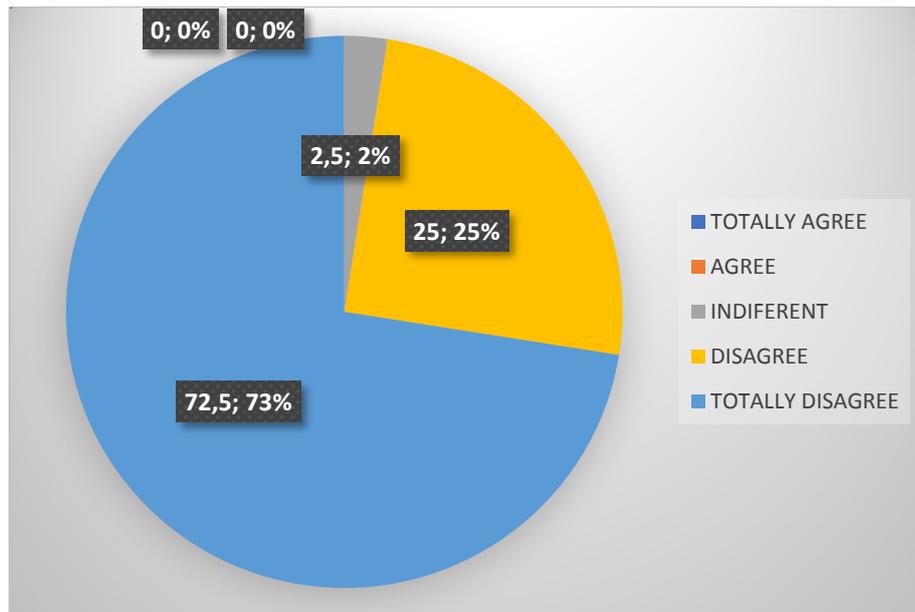
Statement 7: I am satisfied with the activities employed in the use of transition words.

Chart # 13

OPTIONS	ANSWERS	PERCENTAGES
TOTALLY AGREE	0	0%
AGREE	0	0%
INDIFFERENT	1	2.5%
DISAGREE	10	25%
TOTALLY DISAGREE	29	72.5%
TOTAL	40	100%

Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz.

Graphic# 7



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: A big part of the students do not feel satisfied with the activities used to apply the transition words in writing.

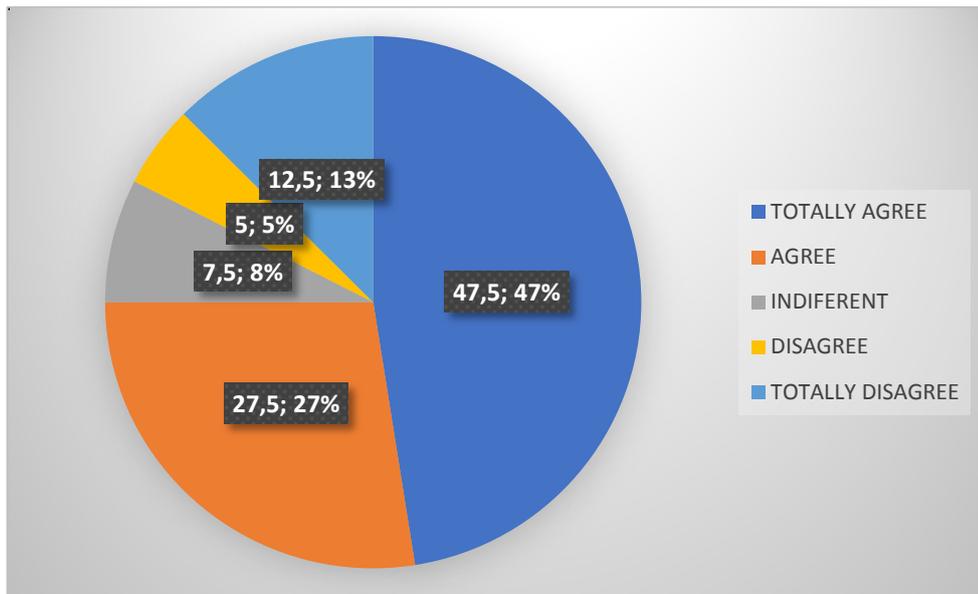
Statement 8: I believe that a booklet with exercises aimed at the use of transition words will help me improve my written production.

Chart # 14

OPTIONS	ANSWERS	PERCENTAGES
TOTALLY AGREE	19	47.5%
AGREE	11	27.5%
INDIFFERENT	3	7.5%
DISAGREE	2	5%
TOTALLY DISAGREE	5	12.5%
TOTAL	40	100%

Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz.

Graphic# 8



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: more than half consider that a booklet based on the use of transition words will help them to develop their writing skills.

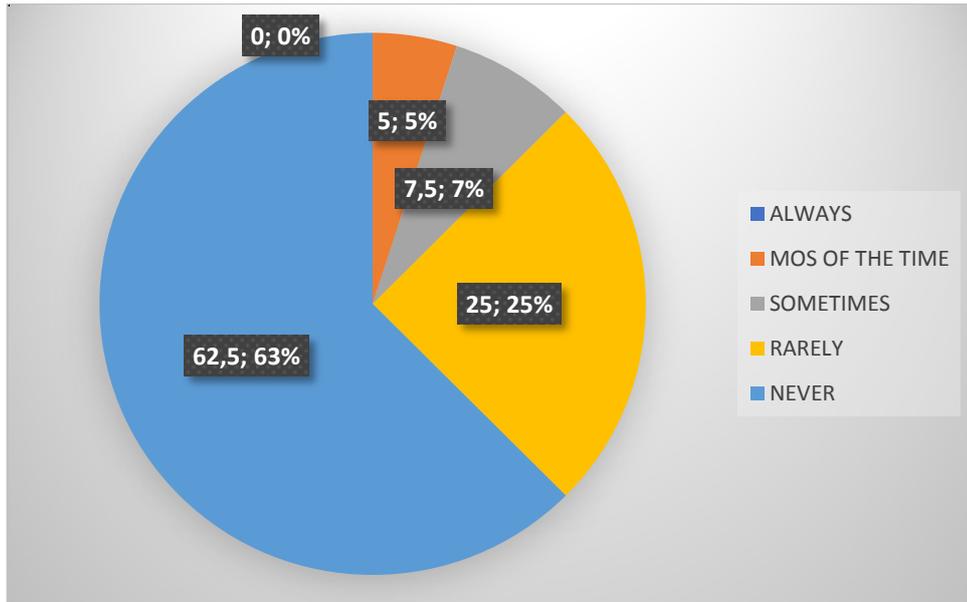
Statement 9: The frequency with which my teacher clearly informs me how to use transition words and their different types are.

Chart # 15

OPTIONS	ANSWERS	PERCENTAGES
ALWAYS	0	0%
MOST OF THE TIME	2	5%
SOMETIMES	3	7.5%
RARELY	10	25%
NEVER	25	62.5%
TOTAL	40	100%

Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz.

Graphic# 9



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: Most of the students consider that their teacher almost never spends time explaining the use of transition words in writing skills.

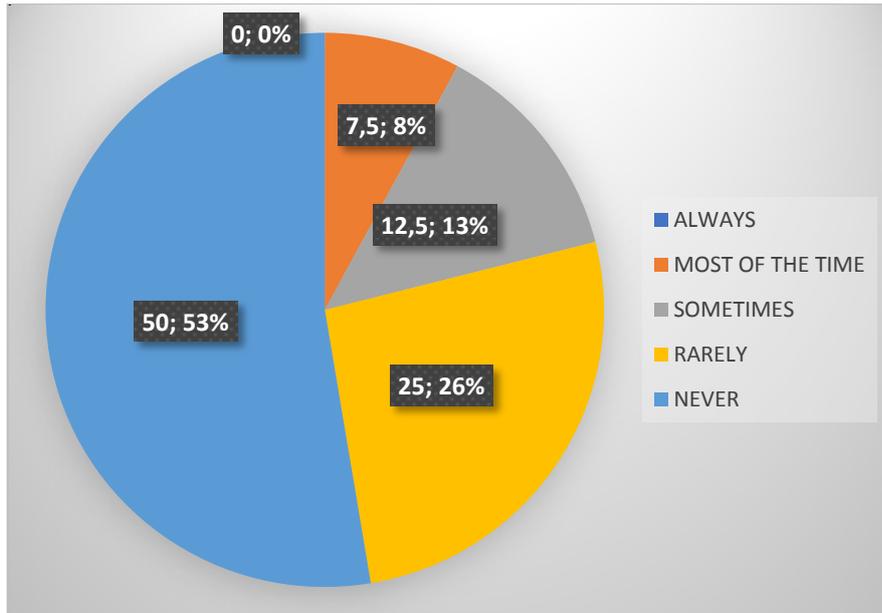
Statement 10: The frequency with which my teacher employs activities that help me improve written expression is.

Chart # 16

OPTIONS	ANSWERS	PERCENTAGES
ALWAYS	0	0%
MOST OF THE TIME	3	7.5%
SOMETIMES	5	12.5%
RARELY	10	25%
NEVER	20	50%
TOTAL	40	100%

Source: High School Francisco Huerta Rendon
Authors: Karen Garcia, Christina Veloz.

Graphic# 10



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: A large part of the students agree that their teacher, on rare occasions, apply activities based on the use of transitions words in writing.

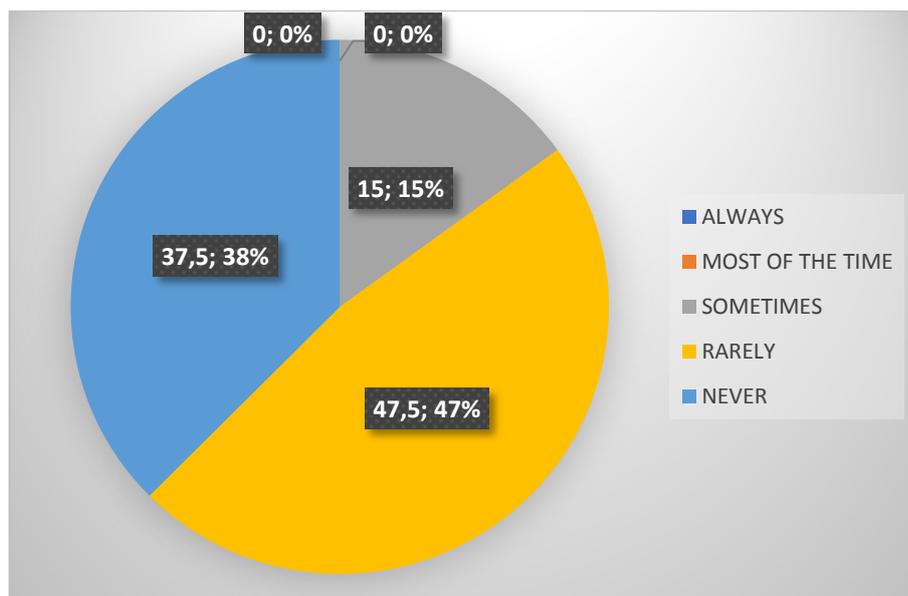
Statement 11: The frequency with which these activities are active is.

Chart # 17

OPTIONS	ANSWERS	PERCENTAGES
ALWAYS	0	0%
MOST OF THE TIME	0	0%
SOMETIMES	6	15%
RARELY	19	47.5%
NEVER	15	37.5%
TOTAL	40	100%

Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz.

Graphic# 11



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: A large part of the students consider that the activities that their teacher applies are almost never useful.

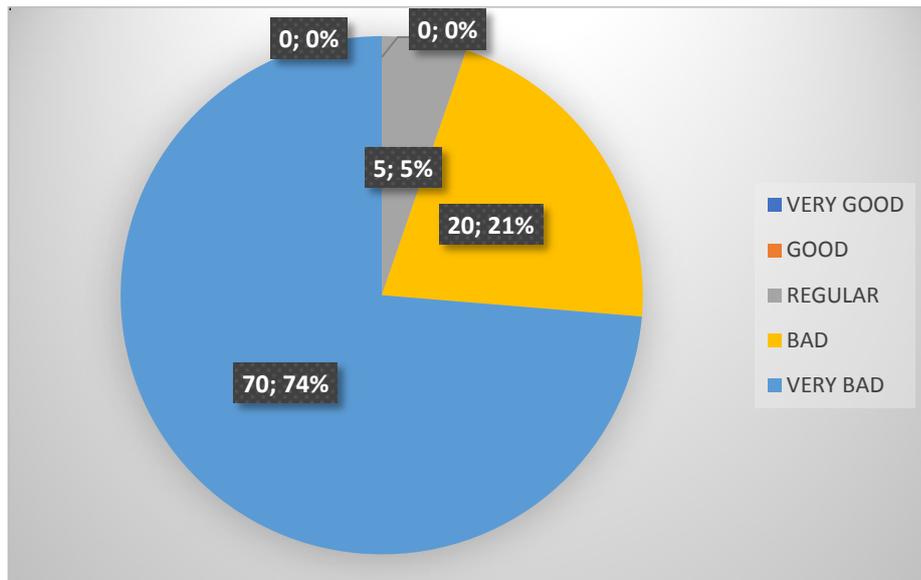
Statement 12: The results I get in my written production regarding the use of transition words are.

Chart # 18

OPTIONS	ANSWERS	PERCENTAGES
VERY GOOD	0	0%
GOOD	2	0%
REGULAR	2	5%
BAD	8	20%
VERY BAD	28	70%
TOTAL	40	100%

Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz.

Graphic# 12



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: The graphic shows that more than half of the students consider that they have poor results in writing regarding the use of transition words.

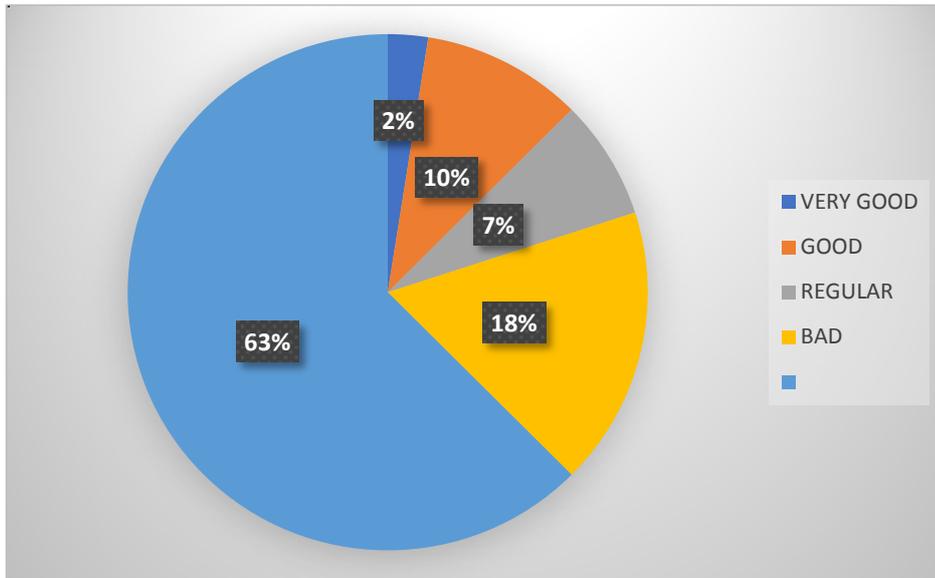
Statement 13: The effectiveness of activities to distinguish the different types of transition words and their uses are.

Chart # 19

OPTIONS	ANSWERS	PERCENTAGES
VERY GOOD	1	2.5%
GOOD	4	10%
REGULAR	3	7.5%
BAD	7	17.5%
VERY BAD	25	62.5%
TOTAL	40	100%

Source: High School Francisco Huerta Rendon
Authors: Karen Garcia, Christina Veloz.

Graphic# 13



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: the results indicate that most of the activities aimed to distinguish the types of transition words are not sufficient.

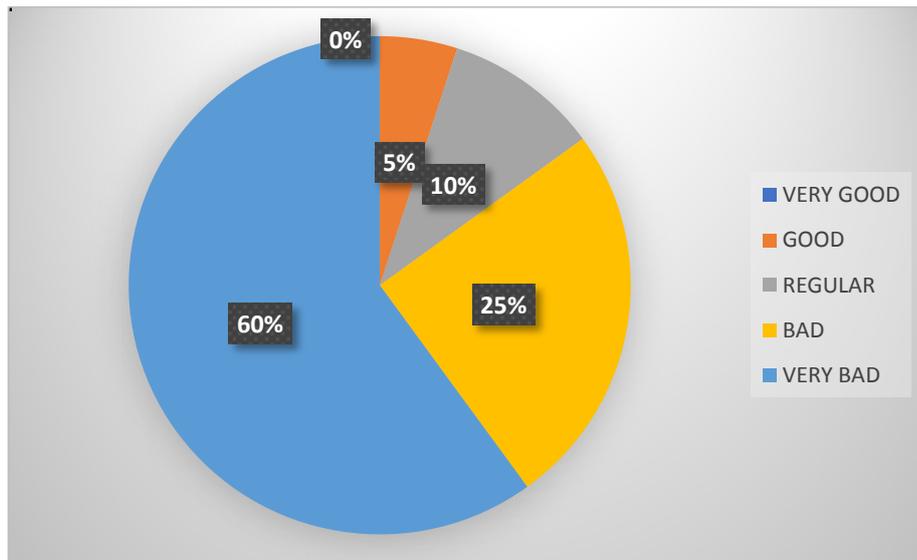
Statement 14: I consider that the resources used for the use of transition words are.

Chart # 20

OPTIONS	ANSWERS	PERCENTAGES
VERY GOOD	0	0%
GOOD	2	5%
REGULAR	4	10%
BAD	10	25%
VERY BAD	24	60%
TOTAL	40	100%

Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz.

Graphic# 14



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: According to the graph, more than half of the respondents assure that the resources applied to the use of transition words are not adequate.

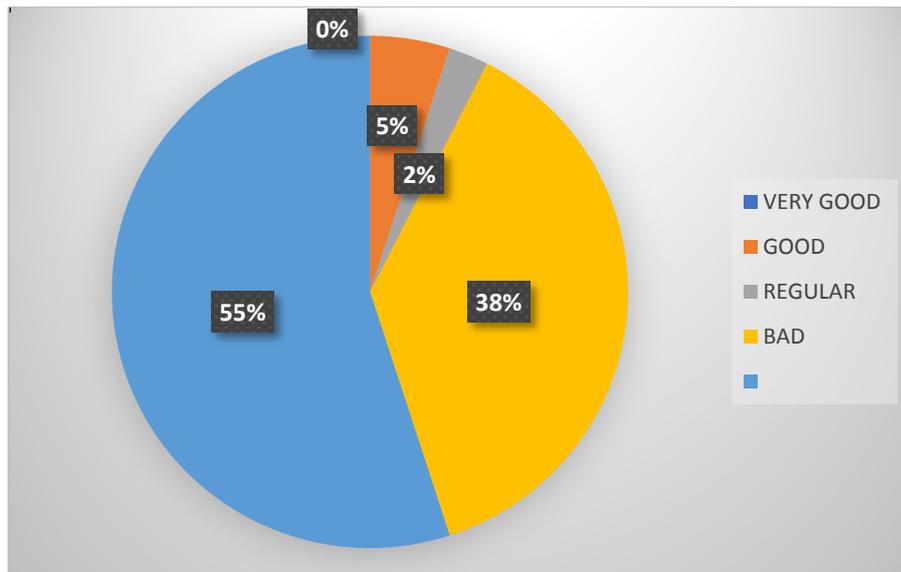
Statement 15: I consider that the techniques my teacher use to explain the use of transition words are.

Chart # 21

OPTIONS	ANSWERS	PERCENTAGES
VERY GOOD	0	0%
GOOD	2	5%
REGULAR	1	2.5%
BAD	15	37.5%
VERY BAD	22	55%
TOTAL	40	100%

Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz.

Graphic# 15



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: Most of the students conclude that the techniques used by their teachers are not suitable for the development of writing skills regarding the use of transition words.

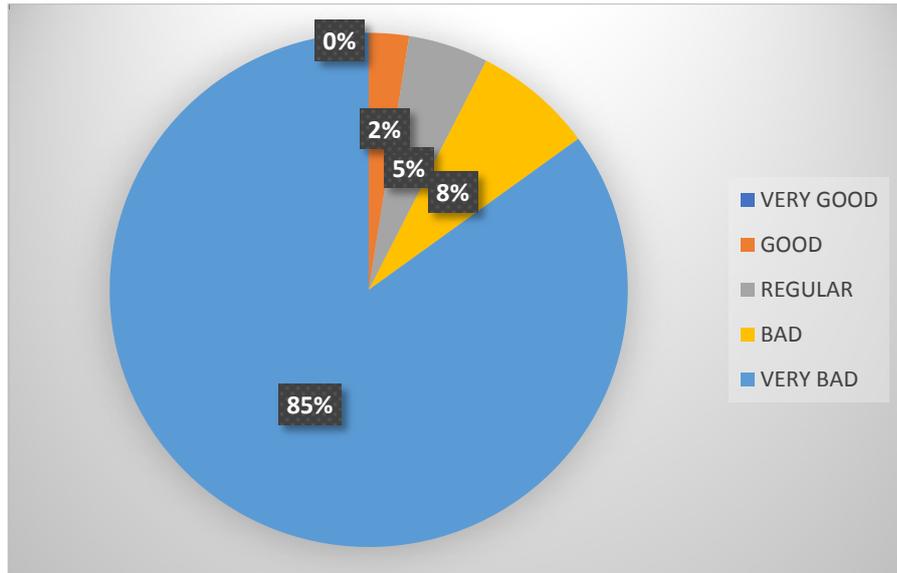
Statement 16: The level I currently have in my written production is.

Chart # 22

OPTIONS	ANSWERS	PERCENTAGES
VERY GOOD	0	0%
GOOD	1	2.5%
REGULAR	2	5%
BAD	3	7.5%
VERY BAD	34	85%
TOTAL	40	100%

Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz.

Graphic # 16



Source: High School Francisco Huerta Rendón
Authors: Karen Garcia, Christina Veloz

Comment: Almost all the students consider their writing skills, inadequate or deficient.

CHAPTER IV

THE PROPOSAL

4.1. TITLE

Booklet with exercises on transition words to develop writing skills.

4.2 JUSTIFICATION

The transition words have as primary function to establish some relationship between the sentences that are part of a text. Depending on the type of transition word that is used, it will give a specific meaning in writing. That is, if the transition word is changed, the direction or meaning will be different.

They are essential tools that help learners to express with ownership and fluency in their second language. First, they help structure a written or spoken speech. This is vital for their readers or listeners. A text works as a kind of map, where the reader must know, at all times, where he concerns the global whole.

On the other hand, they also work very well to give richness and fluency to writings or speeches. It is not the same to use simple, short, unconnected phrases, then to link them all in one using a transition word.

The deficiencies detected in the students of 9th EGB in Huerta Rendon High school regarding writing skills were: The poor elaboration of cohesive paragraphs caused by the lack of activities that explain the use and importance of these words. Moreover, students do not show interest during writing class; they complain during these activities and do not complete them. The main cause is that their teacher does not apply strategies to motivate them to write. Another problem that was noticed is that the resources used by the teacher are only focused on grammar and vocabulary.

For these reasons it is required the elaboration of a booklet with exercise on transition words to the development of the writing skills, which designed and focused in the 9th grades students of the Francisco Huerta Rendon High school and their deficiencies, in order to improve their level in writing.

4.3 OBJECTIVE OF THE PROPOSAL

4.3.1 GENERAL OBJECTIVES

To improve the writing in the English language of the ninth graders at Francisco Huerta Rendon High School, school year 2019-2020.

4.3.2 SPECIFIC OBJECTIVES

- To guide the teacher in performing the activities that improve writing skills
- To determine the importance of transition word based on writing skill
- To encourage students to practice writing skills outside of class

4.4 DESCRIPTION OF THE PROPOSAL

In this process, eighteen activities were designed in a booklet for the students of 9th grade of EGB, which will support the teacher to enhance the learning process in writing. With various activities on the correct use of transition words, the problem of writing will be solved.

The proposal is feasible because it has the permission of the Francisco Huerta Rendon High School, year 2019-2020. The collaboration of the legal representatives and the assistance intervention of the teachers for the application of the didactic resources. This booklet seeks to improve the learning processes of the children of Ninth year by applying a workbook aimed at teachers.

4.5 DESCRIPTION

The present proposal is aimed to develop the teaching strategies through a booklet with exercises on transition words as useful and didactic resource that improve the writing skill. The content of the activities has been selected according to the content, vocabulary and grammar level that the 9th grade students must accomplish during the school year.

This resource seeks to familiarize the students with the transition words, for this reason the activities were designed based on the Bruner's theory of knowledge which emphasizes that the knowledge must have a structure so that it can be easily acquired for the students. As a result the booklets activities are aimed to first recognize and apply the transition words to create a final paragraph.

This booklet includes activities like matching, filling the blanks, observe and describe pictures, color and highlight words, and organize information so that students do not find the process tiring and boring.

The main purpose of this booklet is to offer more alternatives to the students to relate their knowledge acquired during class with the activities and for the teacher who has the difficult task to find activities that suit the content of the book and the level of their students. This booklet also includes instruction for the teachers in order to explain him the thematic of the exercises.

The booklet starts with a brief introduction of definitions and types of transition words and is divided in four units each one with three activities and instructions for the teacher.

- Unit 1: Addition and contrast
 - Activity1: categorize the transition words.
 - Activity2: complete the spaces in blank.
 - Activity3: Write a paragraph using the additive and contrast transition words.
- Unit 2: Sequence and time
 - Activity4: Identify the sequence transition words.
 - Activity5: Look at the picture and describe the sequence.
 - Activity6: Write a paragraph using the transition words of time and sequence.
- Unit 3: Cause and Effect transitions.
 - Activity 7: Match sentences.
 - Activity 8: Complete sentences.
 - Activity 9: Connectors / linking words
- Unit 4: Transition words.

- Activity 10: Circle the transition words in sentences.
- Activity 11: Join the sentences.
- Activity 12: Choose transition words to write your own paragraph.

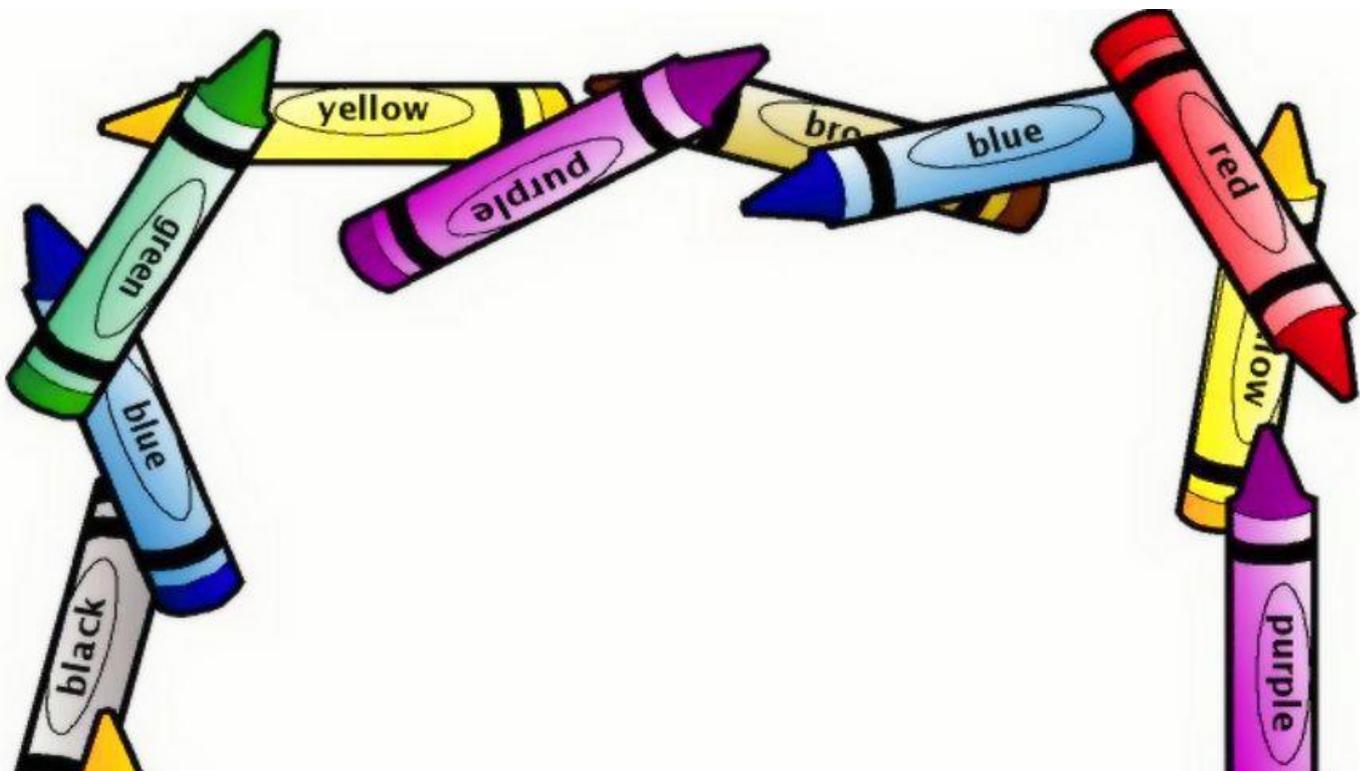
4.6 CONCLUSIONS

- The students of 9th grade show a deficiency in writing skills.
- Students do not recognize transition words in writing, so they have difficulties connecting ideas.
- The time used to develop the writing skills is limited.
- There are not enough activities to work with the transition words in writing skills.
- Students need to make use of a booklet with exercises on transition words that allow them to develop their writing skills.
- A booklet with exercises on transition words will improve the writing skills in the students of 9th grade.

4.7 RECOMENDATIONS

- It is suggested the use of activities that motivate the use of transition words in writing skills.
- It is recommended the elaboration of a booklet with exercises for the use of transition words in writing skills.
- It is needed to dedicate more time to the development of writing skills so that students become familiar with the activities.
- It is recommended to use didactic strategies to motivate students during writing activities.

Proposal



BOOKLET



ADDITION AND CONTRAST

- **Activity1:** categorize the transition words.
- **Activity2:** complete the spaces in blank.
- **Activity3:** Write a paragraph using the additive and contrast transition words.

UNIT 1

Content Objective: Help students recognize and use different types of transition words.

Language Objective: Improve writing skills so that students can have a better level of English.

Access prior knowledge.

Inform students, today they will be learning about transitions. Let them know that they experience —transition every day; therefore, even if they may not be familiar with the word, they are familiar with the concept.

Explain that students transition from home to school and from one class to the next. Tell them that now they will use transitions in their writing to make it organized, clear, and easy to read, and enjoyable. Some students may be unfamiliar with the concept of transition—what the word itself means.

Ask students if they've heard the word before, perhaps in sports, as in transition game. Take time here to have students share their prior knowledge. Explain that the term means moving from one condition or place to another one. In sports, it may refer to moving from offense to defense.

Perhaps ask if they know what a car transmission does (This metaphor is helpful later in the lesson when explaining the uses for different kinds of transitions. You wouldn't choose reverse when you want to go forward, and you wouldn't choose a contrast transition when trying to indicate time sequence.).

Some students might grasp the concept if they are told that transitions are words or phrases that are like a bridge between ideas. Transitions keep the reader from getting lost and confused. Explain that transitions are most often found at the beginning of sentences; however, they can occur within themselves. Explain that good writers use transition words to help move the reader from one thought to another, from one idea to another.

Do a short pre-assessment with the students. First, make sure they have a pencil. Have them make a Circle Map like the one below. In pen, have them write in all the transition words they use in their writing.

After they make their maps, have them share with a partner next to them. They should tell their partner the transition words they use in their writing and what their definition for transition is.

UNIT 1

ACTIVITY #1

CLASSIFY TRANSITION WORDS IN THE CORRECT CATEGORY.

Also however and too
nevertheless besides yet
but

ADDITION

CONTRAST

ACTIVITY #2

Use the correct transition word in the following sentences.

**ALSO, AND, BUT, HOWEVER,
NEVERTHELESS, MOREOVER.**

- 1.- Jonas promised to love, honor and _____ obey his wife.
- 2.- I ran home, _____ I got there just in time.
- 3.- We had planned to go on a hike, _____ the storm blew in sooner than we expected.
- 4.- Julie enjoyed the play; _____, Bill found it boring.
- 5.- I am not able to go to the beach with you. _____, thanks for asking me.
- 6.- Texas School for the Deaf is perfectly located. _____, it has a strong academic program.

ACTIVITY #3

Look at the pictures and write a paragraph using at least 3 transition words.



UNIT 2

SEQUENCE AND TIME

- **Activity4:** Color the transition words.
- **Activity5:** Look at the picture and describe the sequence.
- **Activity6:** Write a paragraph using the transition words of time and sequence.

UNIT 2

Content Objective: The goal is to recognize the transitions in order to apply them in a context. Students will also practice writing using some of the transition words they have learned.

Language Objective: Students determine where to place transitions by reading for cues in sentences and paragraphs.

Introduction:

- Transitions are words or phrases that are like a bridge between ideas. They keep the reader from getting lost and confused. Transitions are most often found at the beginning of sentences; however, they can occur within the sentence itself. Transition words and phrases act as “bridges” that can:
 - Incorporate commonly used words.
 - Help lead the reader to the next event.
 - Alert the reader that additional information is forthcoming to support what has already been stated.
 - introduce a contrasting ideas

- Explain that transition that show sequence through daily routine examples or process, and that they are useful to establish a chronological order in writing.

UNIT 2

ACTIVITY #1

Look at the transition words below and:
Color with **BLUE** the transition words that show contrast.
Color with **RED** the transition words that show sequence.

Color with **PINK** the transition word that's how addition.

BUT

AND

FIRST

AFTER

ALSO

NEVERTHELES
S

HOWEVER

TOO

MOREOVER

NEXT

ACTIVITY #2

Read the story and answer the questions.

STEPS TO MAKE SPAGUETTI



1 _____ collect the ingredients. **2** _____ put water into the pot and turn on the stove. **3** _____ you wait, start cooking the sauce. When the water is boiling, put the noodles into the pot.

4_____ ten minutes, drain the noodles with a colander.

5_____, add the sauce and cheese.

1) Which word fits best at #1?

A) Next

B) Finally

C) First

2) Which words could fit at #2?

A) Next or Then

B) First or Finally

C) Next or First

5) Which word fits best at #5?

A) Finally

B) While

C) First

3) Which word fits best at #3?

A) Finally

B) While

C) Next

4) Which words could fit at #4?

A) After

B) While

C) Ne

ACTIVITY #3

LET'S WRITE ABOUT HOLIDAYS. CHOOSE 5 OF YOUR FAVORITE HOLIDAYS IN YOUR COUNTRY AND WRITE A PARAGRAPH USING: SEQUENCE, ADDITION AND CONTRAST TRANSITION WORDS.

Happy
Holidays!





Cause & effect

- **Activity7:** Match sentences using transition words.
- **Activity8:** Complete sentences using transition words .
- **Activity9:** Write a paragraph explaining the effects of not studying.

UNIT 3

Content Objective: The goal is to identify and apply cause and effect transitions. Students will also practice writing using some of the transition words they have learned.

Language Objective: Students determine where to place the cause and effect transitions by reading for cues in sentences and paragraphs.

Introduction:

- Transitions are words or phrases that are like a bridge between ideas. They keep the reader from getting lost and confused. Transitions are most often found at the beginning of sentences; however, they can occur within the sentence itself. Transition words and phrases act as “bridges” that can:
 - Incorporate commonly used words.
 - Help lead the reader to the next event.
 - Alert the reader that additional information is forthcoming to support what has already been stated.
 - introduce a contrasting ideas

- Explain that there are transitions that show cause and effect, and that some actions have a reaction using examples like common situations to introduce the activity.

UNIT 3

ACTIVITY #1

Match the sentences CAUSE AND EFFECT correctly.

1. **Because** the alarm was not set
2. When water is heated, the molecules move quickly
3. We stayed home
4. The water was cold
5. David wrote on his teacher's desk

- a. **consequently**, Sara put on her scarf.
- b. **therefore** the water boils.
- c. **so** he had to stay after school to clean it.
we were late for work.
- d. **since** it was raining.

ACTIVITY #2

Recognize the following transition words and put the correct category.

Nevertheless, but, however,
otherwise, unlike

And, too, furthermore, moreover,
also, besides

Because, thus, therefore, so

AC

Text Structure Frames Problem/Solution Text

- Sentence 1—tells who had the problem and what the problem is.

- Sentence 2—tells what action was taken to try to solve the problem.
- Sentence 3—tells what happened as a result of the action taken.

_____ had a problem because
_____.

Therefore, _____
_____. As a result,
_____.

Sequence Text

Here is how a _____ is made. First,
_____. Next, _____. Then,
_____. Finally, _____.

Cause/Effect Text

Because of _____,
_____ caused _____. Therefore
_____. Finally, due to _____,
_____. This explains why _____.



TRANSITION WORDS

- **Activity 10:** Circle the transition words in sentences.
- **Activity 11:** Join the sentences using transition words.
- **Activity 12:** Choose transition words to write your own paragraph.

UNIT 4

Content Objective: The goal is to identify different types of transitions. Students will also practice writing using some of the transition words they have learned.

Language Objective: Students determine where to place different types of transition words according to their function.

Introduction:

- Transitions are words or phrases that are like a bridge between ideas. They keep the reader from getting lost and confused. Transitions are most often found at the beginning of sentences; however, they can occur within the sentence itself. Transition words and phrases act as “bridges” that can:
 - Incorporate commonly used words.
 - Help lead the reader to the next event.
 - Alert the reader that additional information is forthcoming to support what has already been stated.
 - introduce a contrasting ideas

- Explain that transition word have different types, thus the way in which they are applied varies from the context and the ideas that they want to express. Make a review of the transitions studied during the year.

BIBLIOGRAPHICAL REFERENCES

UNIT 4

ACTIVITY #1

**Write an interest text using transition words
(at least 10).**

4.8 BIBLIOGRAPHICAL REFERENCES

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STUDENTSWRITING SKILLS FOR ENGLISH MAJOR STUDENTS:
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writing-skills-for-english-major-students.html](http://docplayer.net/29476918-Integrated-approaches-to-improve-students-writing-skills-for-english-major-students.html)

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ANNEXES

ANNEX I



FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA
Teléf. 2-294888



No. UG-LENGUAS 2019-504

Guayaquil, 17 de Junio del 2019

MSc.

José Miguel Campuzano Díaz

PROFESOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

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

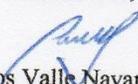
En esta designación constan los nombres de las estudiantes de la Carrera de Lenguas y Lingüística. GARCIA REYES KAREN MISHHELL Y VELOZ GARCIA CHRISTINA ANABELLE

TOPIC: THE INFLUENCE OF TRANSITION WORDS IN THE DEVELOPMENT OF WRITING SKILLS

PROPOSAL: BOOKLET WITH EXERCISES ON TRANSITION WORDS TO DEVELOP WRITING SKILLS

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


UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA I	
Aprobado por:	Ing. Carlos Valle Navarro, MSc.	DIRECTOR	

UNIVERSIDAD DE GUAYAQUIL

Cda. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy
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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA
Teléf. 2-294888



Oficio No. UG-LENGUAS 2019-434
Guayaquil, 17 de Junio del 2019

MSc.
Marcos Yambay Herrera
RECTOR DE LA UNIDAD EDUCATIVA
"DR. 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 las estudiantes: **GARCÍA REYES KAREN MISHHELL Y VELOZ GARCÍA CHRISTINA ANABELLE**, 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 Licenciadas en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: THE INFLUENCE OF TRANSITION WORDS IN THE DEVELOPMENT OF WRITING SKILLS

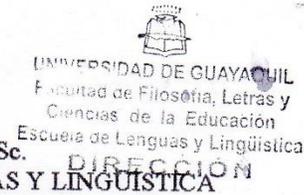
PROPOSAL: BOOKLET WITH EXERCISES ON TRANSITION WORDS TO DEVELOP WRITING SKILLS

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

Le anticipo mis reconocimientos.

Atentamente,

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



	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1	
Aprobado por:	Ing. Carlos Valle Navarro, MSc.	DIRECTOR	



UNIVERSIDAD DE GUAYAQUIL
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CIENCIAS DE LA EDUCACIÓN
UNIDAD EDUCATIVA UNIVERSITARIA
FRANCISCO HUERTA RENDÓN
RECTORADO

colgfhuertarendon@hotmail.com – 2-316346



MYH

Oficio n°119-RC-2019

Guayaquil, 19 de julio del 2019

Msc. Carlos Valle Navarro
Director de la carrera de Lenguas y Linguística
Ciudad.-

De mis consideraciones:

Reciba un atento saludo, en relación al oficio **No UG-LENGUAS2019-434** suscrito por usted tengo a bien informarle que la Unidad Educativa Francisco Huerta Rendón acepta con mucho agrado el desarrollo del proyecto de Titulación Educativo por las egresadas **GARCIA REYES KAREN MISHELL y VELOZ GARCIA CHRISTINA ANABELLE**, requisito previo a la obtención del título de Licenciado en Lenguas y Linguística aplicado a los estudiantes de III BGU A-B-C de Bachillerato.

TEMA: The influence of transition words in the development of writing skills.

PROPUESTA: Booklet with exercises on transition words to develop writing skills.

Particular que comunico para los fines legales pertinentes.

Atentamente,

Msc. Marco Yambay Herrera
RECTOR

Elaborado por:	Eva Quinde Moreno – Asistente 2
Revisado y aprobado por:	MSc. Marco Yambay Herrera -Rector

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ANEXO 5

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN DEL TRABAJO DE TITULACIÓN

Título del Trabajo: The influence of transition words in the development of writing skills. Propuesta: Booklet with exercises on transition words to develop writing skills. Autoras: Garcia Reyes Karen Mishell y Veloz Garcia Christina Anabelle		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	
El título identifica de forma correcta los objetivos de la investigación	1	1
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.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.3
CALIFICACIÓN TOTAL *	10	9.8
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		

MSc. Jose Miguel Campuzano
 DOCENTE TUTOR DE TRABAJO DE TITULACIÓN
 C.I. 0924941297

FECHA: 13/08/2019



Universidad de Guayaquil

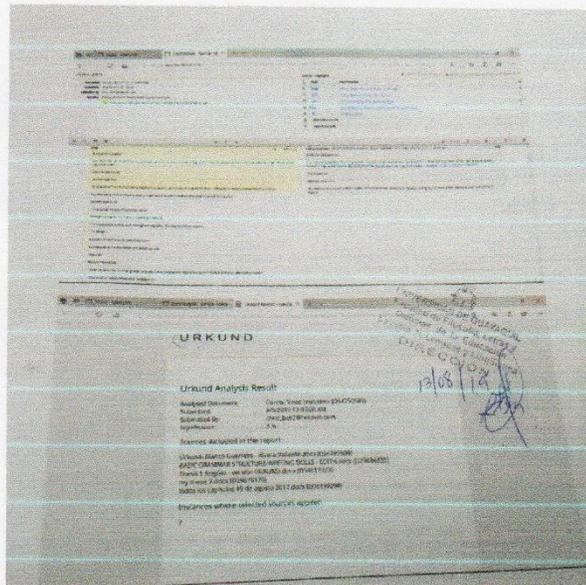
ANEXO 6

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN.
ESCUELA DE LENGUAS Y LINGÜÍSTICA.
UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

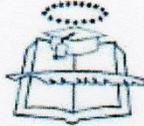
Habiendo sido nombrado JOSÉ MIGUEL CAMPUZANO DIAZ, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Karen Mishell García Reyes, C.C.:0951301019 y Christina Anabelle Veloz García C.C.:0951987502 con mi respectiva supervisión como requerimiento parcial para la obtención del título de Lengua y Literatura Inglesa.

Se informa que el trabajo de titulación: "THE INFLUENCE OF TRANSITION WORDS IN THE DEVELOPMENT OF WRITING SKILLS. PROPOSAL: BOOKLET WITH EXERCISES ON TRANSITION WORDS TO DEVELOP WRITING SKILLS.", ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (URKUND) quedando el 3% de coincidencia.



<https://secure.urkund.com/view/16964445-251036-988649#DccxDglxDADBv6>

JOSÉ MIGUEL CAMPUZANO DIAZ
C.I. 0924941297



Universidad de Guayaquil

ANEXO 1

FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA/CARRERA LENGUAS Y LINGÜÍSTICA

UNIDAD DE TITULACIÓN

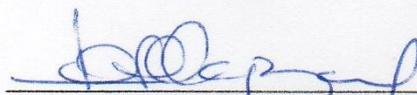
TRABAJO DE TITULACIÓN

FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACION

Nombre de la propuesta de trabajo de la titulación	THE INFLUENCE OF TRANSITION WORDS IN THE DEVELOPMENT OF WRITING SKILLS. PROPOSAL. BOOKLET WITH EXERCISES ON TRANSITION WORDS TO DEVELOP WRITING SKILLS.		
Nombre del estudiante (s)	García Reyes Karen Mishell. Veloz García Christina Anabelle.		
Facultad	Filosofía	Carrera	Lengua y Literatura Inglesa y Alemana.
Línea de Investigación	Estrategias educativas integradoras e inclusivas	Sub-línea de investigación	Teorías y métodos educativos en los procesos de enseñanza de lenguas extranjeras.
Fecha de presentación de la propuesta de trabajo de titulación	Miércoles, 23 de mayo 2019	Fecha de evaluación de la propuesta de trabajo de titulación	Miércoles, 23 de mayo 2019

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación	/		
Línea de Investigación / Sublínea de Investigación	/		
Planteamiento del Problema	/		
Justificación e importancia	/		
Objetivos de la Investigación	/		
Metodología a emplearse	/		
Cronograma de actividades	/		
Presupuesto y financiamiento	/		

- APROBADO
- APROBADO CON OBSERVACIONES
- NO APROBADO


 Msc. José Miguel Campuzano.
 Docente Revisor



Universidad de Guayaquil

**FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA
EDUCACIÓN
ESCUELA/CARRERA LENGUAS Y LINGÜÍSTICA**

UNIDAD DE TITULACIÓN



Guayaquil, 23 de mayo 2019

ANEXO 2

SR. (SRA)
DIRECTOR (A) DE CARRERA
FACULTAD
UNIVERSIDAD DE GUAYAQUIL

Acuerdo del Plan de Tutoría

Nosotros, **Msc. José Miguel Campuzano**, docente tutor del trabajo de titulación y **García Reyes Karen Mishell , Veloz García Christina Anabelle.**, estudiantes de la Carrera/Escuela **Legua y literatura inglesa y Alemana**, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario **20:00-21:00**, el día **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,

Veloz García Christina A.

García Reyes Karen M.
Estudiante (s)

Msc. José Miguel Campuzano
Docente Tutor

CC: Unidad de Titulación



ANEXO 4

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

Guayaquil, 13 de agosto del 2019

Lic. Sara Anaguano Pérez, MSc.
DIRECTORA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad

De mis consideraciones:

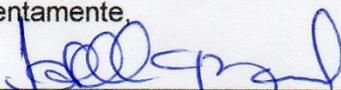
Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación "**Topic: The influence of transition words in the development of writing skills. Proposal: Booklet with exercises on transition words to develop writing skills.**" de las estudiantes **Gracia Reyes Karen Mishell** y **Veloz García Christina Anabelle**, indicando han cumplido con todos los parámetros establecidos en la normativa vigente:

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

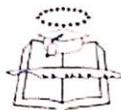
Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

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

Atentamente,



MSc. Jose Miguel Campuzano
TUTORA DE TRABAJO DE TITULACIÓN
C.I. 0924941297



Universidad de Guayaquil

ANEXO 8

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
 ESCUELA DE LENGUA Y LINGUISTICA
 UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

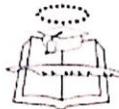
Título del Trabajo: THE INFLUENCE OF TRANSITION WORDS IN THE DEVELOPMENT OF WRITING SKILLS. PROPOSAL: BOOKLET WITH EXERCISES ON TRANSITION WORDS TO DEVELOP WRITING SKILLS.
 Autor(s): GARCIA REYES KAREN MISHELL y VELOZ GARCIA CHRISTINA ANABELLE

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras	0.6	0.6	
Redacción y ortografía	0.6	0.6	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
RIGOR CIENTÍFICO	6		
El título identifica de forma correcta los objetivos de la investigación	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.7	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresa el cumplimiento de los objetivos específicos	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.5	
PERTINENCIA E IMPACTO SOCIAL	1		
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.3	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.25	
Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela	0.3	0.3	
CALIFICACIÓN TOTAL*	10	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
 No. C.I. 09079496-1

FECHA: 3/09/19.



Universidad de Guayaquil

ANEXO 7

**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUA Y LINGUISTICA
UNIDAD DE TITULACIÓN**

Guayaquil, 3 de septiembre 2019

Sr. /Sra. SARA ANGUANO
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación (título) **THE INFLUENCE OF TRANSITION WORDS IN THE DEVELOPMENT OF WRITING SKILLS. PROPOSAL: BOOKLET WITH EXERCISES ON TRANSITION WORDS TO DEVELOP WRITING SKILLS.**

del estudiantes **GARCIA REYES KAREN MISHELL** y **VELOZ GARCIA CHRISTINA ANABELLE**. 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 11 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 el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiantes **GARCIA REYES KAREN MISHELL** y **VELOZ GARCIA CHRISTINA ANABELLE** está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

DOCENTE TUTOR REVISOR

c.i. 090794496-1

VI



**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA**

Guayaquil, 3 de septiembre 2019

CERTIFICACIÓN DEL TUTOR REVISOR

Habiendo sido nombrado MSc. ALFONSO SANCHEZ AVILA, tutor del trabajo de **THE INFLUENCE OF TRANSITION WORDS IN THE DEVELOPMENT OF WRITING SKILLS. PROPOSAL: BOOKLET WITH EXERCISES ON TRANSITION WORDS TO DEVELOP WRITING SKILLS** certifico que el presente trabajo de titulación, elaborado por **GARCIA REYES KAREN MISHELL** con C.I. **095130101-9**, Y **VELOZ GARCIA CHRISTINA ANABELLE** con C.I. **095198750-2**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de **LICENCIADO EN LENGUA INGLESA Y LINGÜÍSTICA**, en la FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION, ha sido **REVISADO Y APROBADO** en todas sus partes, encontrándose apto para su sustentación.

MSc. ALFONSO SANCHEZ AVILA

C.I. No. 0907944961



Presidencia
de la República
del Ecuador



Plan Nacional
de Ciencia, Tecnología,
Innovación y Saberes



Secretaría Nacional de Educación Superior,
Ciencia, Tecnología e Innovación

REPOSITORY NATIONAL IN SCIENCE AND TECHNOLOGY		
THESIS REGISTRATION FORM		
TITLE AND SUBTITLE:	The influence of transition words in the development of writing skills. Booklet with exercises on transition words to develop writing skills.	
AUTHORS:	García Reyes Karen Mishell Veloz García Christina Anabelle	
REVIEWERS/ADVISOR:	Advisor: MSc. José Miguel Campuzano Díaz.	
INSTITUTION:	University of Guayaquil	
FACULTY:	Faculty of Philosophy, Letters and Sciences of Education	
CAREER:	Languages and Linguistics	
TITLE OBTAINED:	Bachelor Degree in Science of Education	
DATE OF PUBLISHING:		N. OF PAGES:
THEME AREAS:	English Language	
KEYWORDS:	Transition words, writing skills, booklet, exercises.	
ABSTRACT: (150-250 words):	<p>This educational project established its investigation into the conflict situation presented by the students of the 9th year of Basic General Education "A" of the "Francisco Huerta Rendón" School in the 2019-2020 school period, in which it was determined through a previous analysis, that there is inadequacy in the development of written production regarding the use of transition words. During the study, the different causes could be evidenced, such as the reduced strategies applied for the development of written production. Lack of activities and exercises in the use of transition words and the difficulty students have in recognizing these words in written production. With the data obtained, written production could be defined as a dependent variable and the use of transition words as the independent variable. After this, an analysis of the historical background, of the theoretical and legal foundations, as well as the context of the investigation was carried out. Besides, we proceeded to design and apply a survey, an interview with the English teacher, and a class observation guide. After carrying out the analysis with the data obtained, the preparation of a booklet with exercises to develop the written production was considered pertinent, which will positively influence the students' learning.</p>	
ATTACHED PDF:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AUTHORS' NAMES AND CONTACT: García Reyes Karen Mishell Veloz García Christina Anabelle	Telephones: 0990349272 0994677552	E-mail: krcita12207394@gmail.com chris_bell2@hotmail.com
CONTACT IN THE INSTITUTION:	Name: Secretarial of the School of Languages and Linguistics	
	Telephone: (04) 2294888 Ext. 123	
	E-mail: linguas.linguistica.filo@gmail.com	

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA			
FICHA DE REGISTRO DE TESIS			
TÍTULO Y SUBTÍTULO:	El uso de las palabras de transición en el desarrollo de la producción escrita. Cuadernillo con ejercicios en el uso de las palabras de transición para desarrollar la producción escrita.		
AUTOR(ES) (apellidos/nombres):	García Reyes Karen Mishell Veloz García Christina Anabelle		
REVISOR(ES)/TUTOR(ES) (apellidos/nombres):	Advisor: MSc. José Miguel Campuzano Díaz.		
INSTITUCIÓN:	Universidad De Guayaquil		
UNIDAD/FACULTAD:	Facultad de Filosofía, Letras y Ciencias de la Educación.		
MAESTRIA/ESPECIALIDAD:	Lenguas y Lingüística		
GRADO OBTENIDO:	Licenciatura en Ciencias de la Educación		
FECHA DE PUBLICACIÓN:		N. OF PAGES:	
ÁREAS TEMÁTICAS:	Lengua Inglesa		
PALABRAS CLAVES / KEYWORDS:	Palabras de transición, producción escrita, cuadernillo, ejercicios.		
ABSTRACT: (150-250 palabras):	<p>El presente proyecto educativo estableció su investigación en la situación conflicto que presentaron los estudiantes de 9no año de Educación General Básica "A" del Colegio "Francisco Huerta Rendón" en el período lectivo 2019-2020, en la cual se determinó mediante un análisis previo, que hay insuficiencia en el desarrollo de la producción escrita con respecto al uso de las palabras de transición. Durante el estudio realizado se pudo evidenciar las diferentes causas tales como las reducidas estrategias aplicadas para el desarrollo de la producción escrita. Carencia de actividades y ejercicios en el uso de las palabras de transición y la dificultad que tienen los estudiantes para reconocer estas palabras en la producción escrita. Con los datos obtenidos se pudo definir la producción escrita como variable dependiente y el uso de las palabras de transición como la variable independiente. Posterior a esto, se realizó un análisis de los antecedentes históricos, de los fundamentos teóricos y legales, así como del contexto de la investigación. Además, se procedió a diseñar y aplicar una encuesta, una entrevista al docente de inglés, y una guía de observación de clases. Luego de realizar el análisis con los datos obtenidos, se consideró pertinente la elaboración de cuadernillo con ejercicios para desarrollar la producción escrita, la cual influenciará de manera positiva en el aprendizaje de los estudiantes.</p>		
ATTACHED PDF:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
AUTHORS' NAMES AND CONTACT: García Reyes Karen Mishell Veloz García Christina Anabelle	Telephones: 0990349272 0994677552	E-mail: krncita12207394@gmail.com chris_bell2@hotmail.com	
CONTACT IN THE INSTITUTION:	Name: Secretarial of the School of Languages and Linguistics		
	Telephone: (04) 2294888 Ext. 123		
	E-mail: lenguas.linguistica.filo@gmail.com		



FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

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Nosotros, **GARCÍA REYES KAREN MISHELL** con C.I. 095130101-9, Y **VELOZ GARCIA CHRISTINA ANABELLE** con C.I. 095198750-2, certificamos que los contenidos desarrollados en este trabajo de titulación, cuyo título es **"THE INFLUENCE OF TRANSITION WORDS IN THE DEVELOPMENT OF WRITING SKILLS. PROPOSAL: BOOKLET WITH EXERCISES ON TRANSITION WORDS TO DEVELOP WRITING SKILLS"** son de nuestra absoluta propiedad y responsabilidad Y SEGÚN EL Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN*, autorizo el uso de una licencia gratuita intransferible y no exclusiva para el uso no comercial de la presente obra con fines no académicos, en favor de la Universidad de Guayaquil, para que haga uso del mismo, como fuera pertinente

Karen García Reyes.

GARCÍA REYES KAREN MISHELL
C.I. 0951301019

Christina Veloz G.

VELOZ GARCIA CHRISTINA ANABELLE
C.I. 0951987502

*CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN (Registro Oficial n. 899 - Dic./2016) Artículo 114.- De los titulares de derechos de obras creadas en las instituciones de educación superior y centros educativos.- En el caso de las obras creadas en centros educativos, universidades, escuelas politécnicas, institutos superiores técnicos, tecnológicos, pedagógicos, de artes y los conservatorios superiores, e institutos públicos de investigación como resultado de su actividad académica o de investigación tales como trabajos de titulación, proyectos de investigación o innovación, artículos académicos, u otros análogos, sin perjuicio de que pueda existir relación de dependencia, la titularidad de los derechos patrimoniales corresponderá a los autores. Sin embargo, el establecimiento tendrá una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos.

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ANNEX II



FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUAS Y LINGÜÍSTICA

OBSERVATION CLASS GUIDE

GENERAL DATA:

TEACHER NAME: _____

COURSE: _____.

ASIGNATURA: _____

CLASS HOUR: _____.

FECHA DE EVALUACIÓN: _____

TEACHER'S ASPECTS

CRITERIA	YES	NO
1. The teacher uses proper didactic resources to teach English		
2. The teacher develops the class based on the book's content and activities.		
3. The activities used by the teacher are appropriated for the development of writing skills.		
4. The teacher provides clear instructions for the activities.		
5. The teacher uses resources to motivate students during writing skill class.		
6. The teacher explains the importance of transition words in writing skills.		
7. The teacher explains the different types and uses of transition words in writing skills.		

STUDENTS' ASPECTS

CRITERIA	YES	NO
8. Students show interest during writing classes.		
9. Students seem satisfied with the activities applied during class.		
10. Students understand the instructions provided by the teacher.		
11. Students participate actively during writing activities		
12. Students recognize the transition words and how to use them.		
13. Students can connect sentences to create coherent statements/ paragraphs.		



**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

1.- What do you consider to be the current level of your 9th grade students with respect to written production?

The current level of the 9th grade students is too low, since most of them didn't have the foundations of this language from school. Their written production is limited to a paragraph which most of the time do not have coherence.

2.- Do you consider important the writing skills of your students? Why?

Yes, I consider it really important because it is the evidence of their knowledge through writing they can express and demonstrate what they had learned.

3.- What type of didactic material and strategies are the most applicable when learning English?

Most of the time I have to bring my own resources and due to the massive quantity of students it is difficult to elaborate a material for each course, so the most applicable resource is the book that the government has assigned for each course.

4.- What techniques do you apply to improve the writing skills? Why?

For me the most important thing is the grammar structure, I apply techniques based on grammatical tenses and structures to improve the writing skills, another technique is to make them read to identify new vocabulary and identify structures in a text.

5.- Do you agree that a booklet is a strategy for writing skills in students of ninth year of basic education?. Explain why.

Yes, I consider that a resource like a personalized booklet with these exercises is a good strategy and it's an extra resource that teachers can use to improve a specific skill.

6.-Do you think the use of booklet as a methodology strategy motivates students for the learning?

Yes, I think that this booklet will motivate them, sometimes they got bored by the constant use of the book. I consider that this resource will add more enthusiasm in the students to improve their writing.

7.-Do you consider it is necessary to use a booklet with transitional words exercises to improve writing skills?

Yes, most of the time I only focus on grammar so it would be helpful to implement something different that takes in consideration other aspects of writing, and also make them create a coherent paragraph.



FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUAS Y LIPNGÜÍSTICA

Research The use of transition words for the elaboration of a booklet with exercises on transition words.

Interviewer: _____

Date: ___/___/___

Below you will find a series of questions aimed to know your opinion on various aspects on the use of transition words. Through this survey we seek to obtain more information about the development of the written expression and the application of the transition words in it.

Please read the instructions at the beginning of each section and answer the alternative that is closest to what you think. Your answers are confidential and will be gathered together with the answers of many people who are answering this questionnaire these days. We thank you for your kind cooperation.

SECTION 1:

Below are a series of statements that require you to indicate with an x on a scale of 1 to 5, where 1 strongly disagrees, 2 disagree, 3 neither agree nor disagree, 4 agree and 5 totally agree.

1	2	3	4	5
strongly disagrees	disagree	neither agree nor disagree	agree	Totally agree.

	1	2	3	4	5
1. I believe that there are enough activities to help me use the transition words.					
2. It is difficult for me to distinguish the different types of transition words.					
3. I easily recognize when to use the different types of transition words.					
4. My teacher explains what the different types of transition words are and how to use them.					
5. Strategies are used within classes which help me understand how I should use transition words.					
6. - I consider that the written production in English is boring and tired.					
7. I am satisfied with the activities employed in the use of transition words.					
8. I believe that a booklet with exercises aimed at the use of transition words will help me improve my written production					

SECTION 2: Below are a series of statements of which it is required that you indicate with an x the frequency with which you make the statement being on a scale of 1 to 5, where 1 is never, 2 rarely, 3 sometimes, 4 most times and 5 always.

1	2	3	4	5
never	rarely	sometimes	most times	always

	1	2	3	4	5
9. The frequency with which my teacher clearly informs me how to use transition words and their different types is					
10. The frequency with which my teacher employs activities that help me improve written expression is:					
11. The frequency with which these activities are effective is:					

SECTION 3: Below are a series of statements of which it is required that you indicate with an x la for each of them being on a scale of 1 to 5, where 1 is very bad, 2 bad, 3 regular, 4 Good and 5 very good.

1	2	3	4	5
very bad	bad	regular	Good	very good

	1	2	3	4	5
12. The results I get in my written production regarding the use of transition words is:					
13. The effectiveness of activities to distinguish the different types of transition words and their uses are:					
14. I consider that the resources used for the use of transition words are:					
15. I consider that the techniques my teacher uses to explain the use of transition words are:					
16.- The level I currently have in my written production is:					

ANNEX III

“FRANCISCO HUERTA RENDÓN” HIGH SCHOOL



Source: Francisco Huerta Rendón High School
Authors: Karen Garcia, Christina Veloz

SURVEY TO STUDENTS OF 9th “A”



Source: Francisco Huerta Rendón High School
Authors: Karen Garcia, Christina Veloz

SURVEY TO STUDENTS OF 9th “A”



Source: Francisco Huerta Rendón High School
Authors: Karen Garcia, Christina Veloz

SURVEY TO STUDENTS OF 9th “A”



Source: Francisco Huerta Rendón High School
Authors: Karen Garcia, Christina Veloz

INTERVIEW TO THE TEACHER



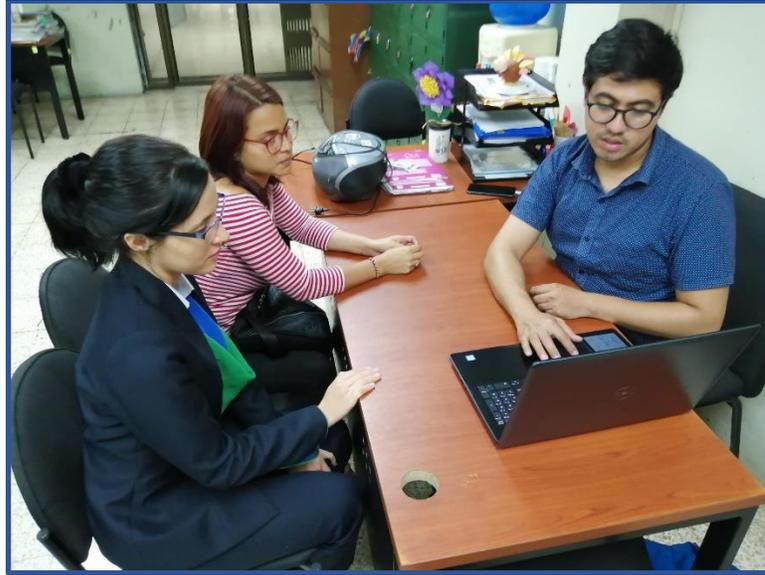
Source: Francisco Huerta Rendón High School
Authors: Karen Garcia, Christina Veloz

INTERVIEW TO THE TEACHER



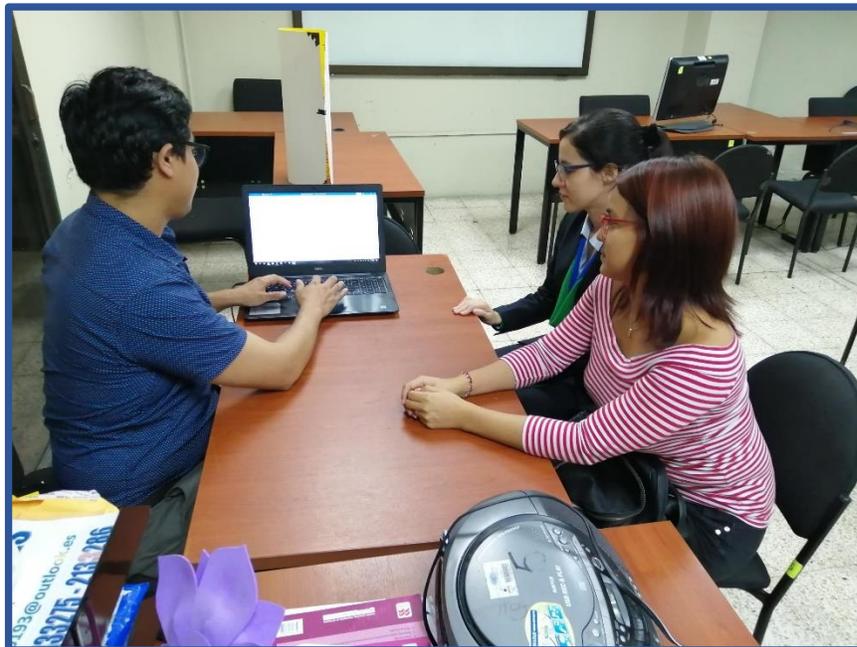
Source: Francisco Huerta Rendón High School
Authors: Karen Garcia, Christina Veloz

TUTORING SESSION



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Authors: Karen Garcia, Christina Veloz

TUTORING SESSION



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Authors: Karen Garcia, Christina Veloz