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

EDUCATIONAL PROJECT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADO EN CIENCIAS DE LA EDUCACIÓN, MAJOR IN LENGUA Y LINGÜÍSTICA INGLESA

TOPIC:
INCIDENCE OF VOCABULARY TO IMPROVE WRITTEN EXPRESSION.

PROPOSAL:
DESIGN OF A BOOKLET WITH VOCABULARY ACTIVITIES

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Tengo a bien informar lo siguiente:

Que los egresados ANA LÍDISE PLÚA RIVERA y LUIS ALEXIS ARREAGA ROSADO, diseñaron y ejecutaron el proyecto con el tema: “INCIDENCE OF VOCABULARY TO IMPROVE WRITTEN EXPRESSION”; Proposal “DESIGN OF A BOOKLET WITH VOCABULARY ACTIVITIES”, el mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

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

Muy atentamente,

MSc. Larry Torres Vivero
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To God for giving me the strength and the opportunity to finish this thesis, because without him I would not be anyone.
To my parents, who were there to help me.

To my little babies, Damian and Analia, my reason for life.

To my love for his unconditional support.

To our outside advisor for help us in this achievement.

Ana Plúa Rivera

I give thanks to God, my family, friends, wife and son, for this achievement a stage of my life.

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Luis Arreaga Rosado
DEDICATION

This project is granted to my beloved parents, for their constant advices through childhood, and youth.

To my children, Damian and Analia, for they're my inspiration and unconditional support in my bad and good moments.

Ana Plúa Rivera

This Project is dedicated to God, my family, wife and son.

With so much love to my parents and those who offered a grain of sand during the realization of my career.

Luis Arreaga Rosado
“TITULO DEL TRABAJO DE TITULACIÓN REALIZADO”

INCIDENCE OF VOCABULARY TO IMPROVE WRITTEN EXPRESSION

Propuesta: Diseño de un folleto con actividades de vocabulario

Autor(s): Ana Lídise Plúa Rivera
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RESUMEN:

Para el UNICEF, la educación es primordial en el aprendizaje de los jóvenes, los derechos que los niños tienen, especialmente los estudiantes de octavo grado de educación básica en la Unidad República de Francia N ° 8, resultan totalmente rígidos por el papel que tiene en sus vidas. La inclusión de la libertad y la libertad de expresión y escritura corresponde a un privilegio necesario de la humanidad para sobrevivir en un mundo tan globalizado, donde el inglés juega un papel destacado. Más que solo señales, como describe Olson (2009), la escritura es definitivamente una forma de comunicación, el conocimiento implica un camino sobresaliente hacia la rectitud total, es decir, las personas que escriben tienen la capacidad de llegar a lo intrínseco. las mentes, que vibran en la misma frecuencia, pueden lograr obtener una atención total. La humanidad no habría sido capaz de darse cuenta de los acontecimientos en el pasado sino por escrito y señal impresa en las piedras dejadas atrás. Al escribir un artículo en cualquier contexto, el escritor debe tener en cuenta la necesidad de la gramática como primo en su escritura. Al tratar con la organización, requiere ideas coherentes y puntuación, luego la relevancia de ser cuidadoso al escribir. Las palabras son uno de los componentes fundamentales en los procesos mentales para adquirir idiomas, que se aprenden de ambas maneras: incidental e intencional. Aprender una palabra es un proceso acumulativo de interacción, que ocurre en cuatro condiciones iguales, como entrada enfocada en el significado, entrada enfocada en el lenguaje, salida enfocada en el significado y desarrollo de fluidez. La adquisición de palabras no depende de reuniones individuales sino de la calidad de la interacción y la asociación significativa con otras palabras. (Tovar, 2016, p.90)

Palabras Claves: Vocabulario, atención, Escritura, Expresión
ABSTRACT:
For the UNICEF, education is primary in the learning of young people, the rights children have, especially the students of eighth grade of basic education at República de Francia N°8 Unit, result totally rigid for the role it has in their lives. The inclusion of liberty and free speaking and writing corresponds to a necessary privilege of mankind to survive in such a globalized world, where English plays a highlighted role. More than only signals, as Olson, (2009) describes, writing is definitely a way to communication, the know-how of it involves an outstanding path to total righteousness, that is to say, people who writes have the ability to reach to intrinsic minds, that vibrating in the same frequency, can make obtain a total attention. Mankind would have not been able to notice about happenings in the past but for written and signal printed on stones left behind. When writing a paper in any context, the writer must have in mind the necessity of grammar as prime in his/her writing. Dealing with organization, it requires coherent ideas and punctuation, then the relevance of being careful when writing, Words are one of the fundamental components in the mental processes to acquire languages, which are learned in both ways: incidental and intentional. Learning a word is a cumulative process of interaction, which occurs across four equal conditions such as meaning-focused input, language-focused input, meaning-focused output and fluency development. The acquisition of words does not depend on single meetings but on the quality of interaction and meaningful association with other words. (Tovar,2016, p.90)

Keywords: VOCABULARY, ATTENTION, WRITING, EXPRESSION
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# FICHA DE REGISTRO DE TESIS/TRABAJO DE GRADUACIÓN

**TÍTULO Y SUBTÍTULO:** INCIDENTE DE VOCABULARIO PARA MEJORAR LA EXPRESIÓN ESCRITA.

**DESIGN OF A BOOKLET WITH VOCABULARY ACTIVITIES**

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**PALABRAS CLAVES/KEYWORDS:** VOCABULARIO, ATENCIÓN, ESCRITURA, EXPRESIÓN

**RESUMEN/ABSTRACT (150-250 palabras):**

Para el UNICEF, la educación es primordial en el aprendizaje de los jóvenes, los derechos que los niños tienen, especialmente los estudiantes de octavo grado de educación básica en la Unidad República de Francia N° 8, resultan totalmente rígidos por el papel que tiene en sus vidas. La inclusión de la libertad y la libertad de expresión y escritura corresponde a un privilegio necesario de la humanidad para sobrevivir en un mundo tan globalizado, donde el inglés juega un papel destacado. Más que solo señales, como describe Olson (2009), la escritura es definitivamente una forma de comunicación, el conocimiento implica un camino sobresaliente hacia la rectitud total, es decir, las personas que escriben tienen la capacidad de llegar a lo intrínseco. las mentes, que vibran en la misma frecuencia, pueden lograr obtener una atención total. La humanidad no habría sido capaz de darse cuenta de los acontecimientos en el pasado sino por escrito y señal impresa en las piedras dejadas atrás. Al escribir un artículo en cualquier contexto, el escritor debe tener en cuenta la necesidad de la gramática como primo en su escritura. Al tratar con la organización, requiere ideas coherentes y puntuación, luego la relevancia de ser cuidadoso al escribir. Las palabras son uno de los componentes fundamentales en los procesos mentales para adquirir idiomas, que se aprenden de ambas maneras: incidental e intencional. Aprender una palabra es un proceso acumulativo de interacción, que ocurre en cuatro condiciones iguales, como entrada enfocada en el significado, entrada enfocada en el lenguaje, salida enfocada en el significado y desarrollo de fluidez. La adquisición de palabras no depende de reuniones individuales sino de la calidad de la interacción y la asociación significativa con otras palabras. (Tovar, 2016, p.90)

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INTRODUCTION

The greater part of the themes found in this theory can be connected and found in association with the Good Living arrangement. The criteria supported for the elaboration of this task work may be basic relying upon the utilization the instructor or anyone can provide for the understudies. It merits referencing that the understudies ought to be continually expelled from old strategies for training that grant exclusively improve the abilities of composing by methods for the use of fundamental jargon.

República de Francia N° 8 Educational Unit has been seen as a significant foundation of incredible notoriety that in spite of the fact that it depends on skillful experts managing the authoritative and instructive issues, is continually devoting on creating pedantic, academic innovation forms with the goal that the understudies can end up participatory, reflexive and basic creatures to manufacture their own insight.

Accepting the social condition inside the utilization of jargon, composing causes kids interface with their general surroundings, since it requires the understudy to think about group of spectators and reason, for instance, practice can enable the understudy to apply similar contemplations to verbal correspondence. The composition procedure, complete with friend survey and input, enables understudies to gain from one another. Making these conditions at a youthful age, understudies acknowledge and convey productive analysis. Further, shared composition ventures, for example, making a class paper, empowers understudies to accomplish composing objectives together. This can be versatile just with the right use and organization by dosing suitable jargon considering the advantages the understudies will get at the time of making existence with words when composing.
This examination may be helpful for the understudies if contemplate
the effect of the English Language in the development of student in
secondary school and at different degrees of the instruction framework. It is
the significance of each present culture as an instrument to take care of
issues in instructing, routine with regards to numerous subjects.

As indicated by LOEI, the understudies need to get inspiration for
learning and improving their abilities through societies, innovation and
information for arriving at individual and aggregate advancement levels to
unravel language and its advantages just as the troubles they present as
methods for learning another dialect.

With the end goal of the proper comprehension of this undertaking, it
has been continued in four sections partitioned efficiently and symmetrically
in an advantageous manner as indicated by the parameters conveyed by
the specialists and superintendents of the exploration division of the staff of
theory of the University of Guayaquil which next will be posted.

CHAPTER I: THE PROBLEM

The problem, conflict situation, scientific fact, causes, formulation of
the problem, objectives, general objectives and specific objectives,
questions of the investigation, rationale.

CHAPTER II: THEORETICAL FRAME

Framework, background of the investigation, theoretical bases,
epistemology foundations, philosophic foundations, pedagogical
foundations, psychological foundations, sociological foundations, legal
foundations.
CHAPTER III: METHODOLOGY

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

CHAPTER IV: THE PROPOSAL

Justification, synthesis, general objective, specific objectives, feasibility, description, social impact, beneficiaries, bibliography, glossary
CHAPTER I
THE PROBLEM

CONFLICT SITUATION

The situation in this item is concerned in the educational period 2019-2020 at República de Francia Nº 8 educational unit with the students of eighth grade of basic education in the English language learning area, as a rule abandoned by the deficiency control of specialists and other engaged with the establishment referenced previously. The disregard of this worry has expanded with much recklessness, leaving a deficiency in composed generation and with it, the poor learning of how to utilize the separate assets and books that advances composing and different activities that has to do with the ability of writing such as tales, fantasies and others stories that with the use of good systems, might be of an effective profit of learning EFL.

The students of eighth grade of basic education at República de Francia Nº8 Unit, object of this paper research, do not possibly introduce issues when learning an unknown dialect, they are involved with typical behavior patterns that embrace family issues which somehow, have rate in their English training, for what they feel poor spurred when managing the EFL learning. They do not just present writing issues however others that have to do with the fitness of talking, and the poor thoughtfulness regarding the English class. In this way, writing is not a special case to the standard, the adjustment, the mix and even demeanor are engaged with the issue of coexisting with the English language.
A portion of the stresses that were watched, were the awful examination propensities and individual demotivation, just as deficiency in composed creation, that can be depicted as a result of poor procedures for getting to know the English language, they do not or cannot catch new words in a straightforward collaboration or contention work out, past language that is likewise poor in this dimension. Accordingly, it is essential that the instructor utilize other material and techniques to introduce vocabulary and new words assertively as devices to expand their advantage thus they can create and accomplish a positive learning condition.

FORMULATION OF THE PROBLEM

How does the incidence of Vocabulary would improve the writing expression in the students of eighth grade of basic education at Unidad Educativa N° 8 República de Francia zona ----distrito-----provincia del Guayas cantón Guayaquil, Parroquia Sucre, periodo lectivo 2019 – 2020?

Causes

- Insufficiency of new words apprehension techniques
- Insufficiency of basic vocabulary
- Insufficiency of motivation for the EFL

OBJECTIVES

General Purpose
To analyze the incidence of vocabulary to improve the writing expression through bibliography analysis, field research, and statistical analyses to design a booklet with vocabulary activities.
Specifics

- To describe the incidence of learning vocabulary through literature review, statistical and field analysis.

- To determine that the writing expression is attainable with the use vocabulary through the literature framework, statistical analysis from the survey to the students and an interview to the English teacher.

- To design a booklet with vocabulary activities to upgrade from the students their ability for writing through the compilation of remarkable experience and literature research.

Inquiries of the research.

1. What assets will be the fitting so the educator can persuade the students in the writing expression?

2. What type of vocabulary will be utilized for the students can self – invigorate in the showing learning process?

3. Would the vocabulary activity methods that will be held to improve the writing expression be the proper for overcoming the students with precision?

4. How would the students gain ground in the writing generation with the utilization of vocabulary activities?
JUSTIFICATION

Education is a human right. The Convention on the Rights of the Child and the Universal Declaration of Human Rights recognize the essential role that education plays in human and social development. As stated in Article 26 of the Declaration, “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.” (Cuenca, 2010, p. 3)

For the UNICEF, education is primary in the learning of young people, the rights children have, result totally rigid for the role it has in their lives. The inclusion of liberty and free speaking and writing corresponds to a necessary privilege of mankind to survive in such a globalized world, where English plays a highlighted role.

In the same way, the legitimization for this task is sponsored by the LOEI and the Good Living Plan, which show that education is a generator instrument of progress and through it, adds to the improvement of society, and does not look for an end in itself but rather a constant procedure and open intrigue.

For the British Council (2013), English is the dominant international language of the 21st century. It is spoken at a useful level by some 1.75 billion people – a quarter of the world’s population. As the language of communications, science, information technology, business, entertainment and diplomacy, it has increasingly become the operating system for the global conversation.

In this way, according to the British Council, students should be immersed in a global education where the abilities of a new language like English must be dominant especially in ability of writing reason of this research for what the educator should utilize suitable strategies and create
understudies significant learning, because of the significance it has on understudies since it produces premium and consideration in discovering some new information systems.

Instruction ought to be founded on the transmission of qualities that advance collaboration and regard for other people, first training should begin at home and be shared by instructors as it needs a friendly connection among the students’ representatives and teachers to make the primary operator of progress in the public stage.

The reconciliation among educators, students’ representatives and pupils, is vital in the change of society to comprehend that the propensity for perusing society which is permitted to create in full as gainful elements in the public eye. The reinforcing of composing, empowers the understudy's capacities to build up their conduct and method for depicting the world.

This task is certainly useful since it will help understudies of eighth year of fundamental training achieve the A1 level as they are normal.

As indicated by the CEFR, writing in the capability level A1, the understudies must deliver instructive, value-based, and explanatory writings comprising of an arrangement of straightforward sentences that have more detail and show more assortment in lexical range and sentence structure. Obviously, this venture will have understudies work with a basic dimension as indicated by the Common European Framework of Reference for Languages (Ministerio de Education, 2002).

The Good Living arrangement, focuses on that the understudy must have a decent frame of mind, positive dispositions, wants and incredible inspiration for important learning. The majority of this is the educator's worry which with fitting exercises and new procedures will guarantee a quality
domain and warmth enclose by request to guarantee the achievement of instructing.

At last, within this paper research, it is evident that the primary beneficiaries of this venture will be the students of eighth grade of basic education at República de Francia N° 8, as they improve their activities in the English learning, since they will discover the causes and birthplaces of the issue. On the other hand, educators will have the essential apparatuses for the scattering of class and parents who will change the activities for their kids.
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND

For the improvement of this work, it will be important to get past the bibliographical investigation which will be isolated into the proposed establishments by the specialists of the Faculty of Philosophy of the University of Guayaquil, too logical substance that will continue this work with wise data, for what it will be important to visit the library, and the web to have additional data about comparative subjects and furthermore, have another perspective. The scholarly substance, and thoughts displayed in this venture are extraordinary and unique.

This significant paper work has involved the many researchers in the school of languages where similar work were done for the improvement of the vocabulary as well as the writing ability in the context of students of eighth year of basic education.

In a work found in the library of the school of languages at the University of Guayaquil, in a research performed at "Nuestra Señora de Fátima" School Year 2016-2017, shows the actual situation in performing vocabulary work for bettering the writing skill.

There is an extensive research indicating that a rich vocabulary is a critical element of reading ability. Laflamme,(1997) states that recent research has identified vocabulary knowledge as the single most important factor (...) "Reading and writing are two analogous and complementary processes in that both involve generating ideas, organizing ideas into a
logical order, drafting them a number of times to achieve cohesion, and revising the ideas as appropriate” (pág. 373) (Duclona, 2017, p. 11)

In the same way, in another important research dated in 2017 by Parrales & Briones, entitled the “Influence of Vocabulary in the development of the writing skills”, describes that vocabulary is the first and important step when acquiring a foreign language, that it is not only simple words but the meaning plays an essential role in the learning process, that in converse, it can also refer to a dictionary, book or catalog that contains a list of words with their definitions. (Parrales-Briones, 2017, p. 9)

There is a grouping of concerning situation related to the key vocabulary learned by the understudies of eighth year at República de Francia educational Unit where the school educational program has not had enough systems for teaching through evident vocabulary learning and the perfect open door for masterminding any kind of enlightening course of action. It is unrealistic in light of the fact that there has existed inspiration however maybe not the fundamental. Here, the components of the practical teacher are to apply and invigorate the understudies for adjusting better the basic vocabulary through examining recognition.

THE WRITTEN EXPRESSION
Defining Writing

Writing as visual communication rules out a huge realm of visual information, such as that of a face reddened by embarrassment, the gestures and gesticulations that accompany speech, the tracks we leave on sand or snow that may be ‘read’ and interpreted by others. (Olson, 2009, p. 6)

The study of visual signs has traditionally focused on the structure and meaning of the sign systems themselves, that is, on what the signs
represent, whether ideas, words, sounds and so on. (…) Briefly stated, these evolutionary accounts showed that the signs that at first represented objects or events in the world evolved into signs that attempted to represent language about the world. (Osln, 2009, p. 7)

More than only signals, as Olson, (2009) describes, writing is definitely a way to communication, the know-how of it involves an outstanding path to total righteousness, that is to say, people who writes have the ability to reach to intrinsic minds, that vibrating in the same frequency, can make obtain a total attention. Mankind would have not been able to notice about happenings in the past but for written and signal printed on stones left behind.

**Writing Effectively**

The written expression has not been a piece of life for the early past, it goes back to the start of mankind, either the Sumerian or before. No history would have been told or got to know, numerous rationalists yet discussed it like Plato, Aristotle, who characterized in the most ideal ways why writing is remarkably amazing to mankind.

(…) at least six meanings of ‘writing’ can be distinguished: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation. (Coulmas, 2015, p. 1)

Coulmas (2015) categorizes the many interpretations of how writing can be distinguished, however, the different meanings proposed are put into specific positions, depending on how it can be used. At present, writing
properly indicates a notable level of culture that permits both the reader and the writer synchronize their harmonic thoughts.

Writing is a critical communication tool for students to convey thoughts and opinions, describe ideas and events, and analyze information. Indeed, writing is a life-long skill that plays a key role in postsecondary success across academic and vocational disciplines. (NCEE and Reginal Assistance, 2017, p. 1)

For NCEE & Regional Assistance, (2017) writing is the center of dealing with a language effectively. Since it grants to express all what one needs, whenever or wherever; to start from the beginning can make students have impossible universes of a specific subject. The scope of writing would be of great assistance to the students of eighth grade of fundamental training at República de Francia N°8, since it empowers the advancement of culture and different interests, similarly it may comment high status, without referencing another age of new scholars that license increment writing and proficiency. Effective writing is a vital component of students’ literacy (NCEE and Reginal Assistance, 2017).

Regardless of audience, purpose or context, working on the assumption that a text can mean the same thing to all people only if it is written explicitly. (Hyland, 2002), mentioned by (Jyi-yeon, 2009, p. 57).

Jyi-yeon, (2009) alludes to composing as the capacity to be in contact and mindful of structures that advantage the great composition of thoughts by performing on a paper. He portrays composing as a capacity and notices that being a writer must consider awareness of grammar rules to be explicit and understandable.
Writing to learn

Writing skill is a predictor of academic achievement and essential for success in post-secondary education. Students need and use writing for many purposes (to communicate and share knowledge, to support comprehension and learning, to explore feelings and beliefs). Writing skill is also becoming a more necessary skill for success in a number of occupations. (Sedita, Fundamentals of Literacy Instruction & Assessment, 2012, p. 2)

Adjudicating the former words to Sedita, (2012) writing is not just to figure out how to have competence in writing but aiding the understudies elongating their lives. When getting writing in English or any other language as a huge advantage, it increases extensively one’s primary language. When an English learner adopt aptitudes in another dialect, the mother language of his own additionally improves. In other words, composing helps to better different capacities in the language learning like to be increasingly expressive, progressively unique when talking or thinking and considerably progressively imaginative at the time of making ideas.

Ability for Classroom

Jyi-yeon, (2009) indicates that: “It is teachers who are responsible for the way that learners acquire language and how writing competence should be defined” (…) writing might sometimes reflect aspects which have little relation with the nature of writing ability. (Jyi-yeon, 2009, p. 54)

Consequently, learners need to be given samples of discourse to enable them find out “how to use their knowledge of grammar in the construction of coherent texts” and help them recognize the function of sentences and paragraphs in discourse. (…) Writing is not a collection of
separate sentences, but involves connecting interrelated sentences to produce a coherent discourse. (Jyi-yeon, 2009, p. 54)

Alluding Jyi-yeon, (2009), when writing particularly another language, is not something that must be adapted alone, in actuality there must dependably be a direction for any procedure. For this situation, it requires the instructor to help the new learners, in this case the students of eighth grade of basic education at República de Francia N° 8, in their first figuring out how to know from spelling till connectors. With these initial steps, understudies can without much of a stretch conquer some other sort of writing later on.

**IMPORTANCE**

When writing a paper in any context, the writer must have in mind the necessity of grammar as prime in his/her writing. Dealing with organization, it requires coherent ideas and punctuation, then the relevance of being careful when writing. There have been many important situations in which because of a misunderstanding, bad decisions have been taken in history. A comma, a period or quotations can make the difference of a writing then the importance of the awareness one must have when writing. In this paper, will be of great highlight the utilization of punctuation for the benefit of creating new writers, for this,

Jyi-yeon, (2009) notes Raimes (1998) who asserts that the central concern of this view is the logical organization of writing. (…) According to the "as-discourse" view, writing ability is the ability to create coherent and cohesive discourses following prescribed patterns for developing and organizing discourse. (Jyi-yeon, 2009, p. 54)
For Jyiyeon,(2009) The way organization when writing is the heart of a good understanding writing which is necessary for the logical concordance of thoughts and ideas, also the constant practice of writing takes the writing learners into expertise. Therefore teachers should take into account the proper motivations for promoting writing especially to the students of eighth grade of basic education at República de Francia N° 8.

**Independence**

Writing skills help the learner to become independent, comprehensible, fluent and creative in writing, (…) put their thoughts in a meaningful form and to mentally tackle the message in a proper manner. When it comes to writing in a foreign language, it is even more challenging. Writing English clearly is an important goal for all English learners. (…) (Sim, 2010, p. 134)

According to Sim,(2010) writing in another language requires more than new words or vocabulary know-how, it is a mental process that involves creativeness and other issues that can generate ideas and up-to-date information that may help a reader encounter the needed information. The propensity for writing goes somewhat there of what one can envision. When writing in an unknown dialect in this case in the English language, one gets immersed in a test where one gets inundated to make it bright. As writing as a means of communicating thoughts, it can likewise be an apparatus for increasing incredible openings to future financial status.

Consequently, the written expression know-how can be taken as a tool to connect with others and create intrinsic emotions that can suspend time while exercising the reading. That is to say, writing is to read and comprehend for what the importance of increasing the level of the students of eighth grade of basic education at República de Francia N° 8 educational
Unit where the interest of them to writing properly is essential for their intellectual in the next years.

**Writing Skill and content Score**

For (Monirosadat Hosseini, Mohamad Ehsan Taghizadeh, Mohamad Jafre Zainol Abedin, Elham Naseri, 2013, p. 2)

The ability to write well can have a profound impact on our lives. Writing can be an art, but it is the task of the artist to create the masterpiece. Without the competency and practice of basic writing skills, neither proficient works of written art can be fictional nor can any lives be influenced (Currier, 2008). Mentioned by (Hosseini, Taghizadeh, Zainol Abedin, & Naseri, 2013, p. 2)

Considering Hosseini, et al. (2013) figuring out how to write accurately is not just the method for penmanship. It is up to the essayist and its ability one has for setting up thoughts on a paper. That is the motivation behind why writing should be a remarkable necessity in its learning. For this situation, educators ought to select great systems and inspiration for improving understudies of eighth grade of fundamental training at República de Francia N° 8 Unit into a correct method for how to compose appropriately regardless odd situations that pretend separate EFL off the students.

**Why its importance**

In the same way, (Gustafson, Tran, & Buck, 2017) writing is extremely important in today's society. Communications is transmitted more through writing than any other type of media. The most binding contracts and agreements are written and signed. Writing is part of a creative project, whether it is a film, building, or a piece of literature. Without writing the flow of ideas halted shortly beyond the source. (p. 3)
Assuming Gustafson, et-al (2017) writing does not just rely upon a paper to be informed, however the coordination of a universe of thoughts that must be interweaved appropriately for the significance can be got. Truth be told, composing is intricate and requires being aced, here language, spelling, accentuation and association of thoughts should be painstakingly utilized. This is the fundamental thought of this work to be set to the understudies of eighth grade at República de Francia N° 8 so they can turn out to be great writing learners.

**Difficulties and Quality**

When adopting writing, it becomes not a cliché but a necessity; writing letters, communicating with others, composing literature, history, film scripts, music and more turn out to be part of our lives that is difficult to let it go. For this, Christzer, et-al (2018) contribute mentioning that writing is not only a mere option but a necessity. The ability to write contributes to academic success. It has become a basic requirement in civic life and in the global community. Indeed, writing in English is considered vital in the total development of literacy education and communicative skills. (Christzer I., Candy, & Lasaten, 2018, p. 47).

In the same way writing in English as a challenge requires of many tools that one needs to get along with, that is in order to engage the writer learner with writing, he/she should know vocabulary and also has a coherent knowledge of how to interlace ideas, that is why Christzer, et-al, (2018) indicates that writing has become a basic requirement.

Flower and Hayes hypothesize a cognitive process theory of writing, which states that writing is a set of distinct processes. This explains that writers arrange and organize ideas while composing. The
processes of writing are hierarchical, which is to say they are not linear, and they possess an embedded organization in which any process can be embedded in any other. (…) (Christzer I., Candy, & Lasaten, 2018, p. 47)

**Characteristics**

It is outstanding to remark that writing as any other skill requires of essential tips or tools to success. The other abilities might be said that are consequence of writing, reading needs of a good writing, listening as well and so speaking. With this, writing suggest a large amount of rules and requirements to assert the other abilities. With writing, just a comma can create misinterpreting of the main idea of a whole, in the same way a period or even spelling can become an idea into traumatic. At present, the way of writing has become quotidian, the texting through cells and the presentation of ideas in the social networks are tempted to not commit mistakes or else; they are being potentially attended for what no errors are admitted.

**Central element of language**

Hosseini, et-al, (2013) asserts that “writing is a central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development.” (p.2)

Taking into account the former words by Hosseini, et-al, (2013) writing enables the comprehension of basic and fundamental moments of writing that everyone who knows about it, has to deal with. Consequently, Hand et al. (2007, p. 34) asserts that:

"You can have the greatest technical skills in the world, but without solid communication skills, who will know and who can understand?" This
raises a concern about the progression of ESL instructions from oral conversations to written prose. Awarded by (Hosseini, Taghizadeh, Zainol Abedin, & Naseri, 2013, p. 2)

Learning to write then, become an important skill the understudies can easily take advantage of at any time of their passing experience. The managing of writing becomes an essential rock for the future of the writer, namely in their attitudes of confronting difficult situations that would help them correct and act according the way they write.

Writing as a challenge

(...) due to its active and productive nature, writing in a foreign language is really challenging for students. As Celce-Mercia (1991, as cited in Yavuz-Erkan & İflazoğlu-Saban, 2011) puts it, accurate and coherent expression of ideas in written form in a foreign or second language is a great accomplishment. Hence, for foreign language learners, writing is an intricate activity that necessitates a confident level of writing conventions, linguistic knowledge, grammar, and vocabulary and needs thinking strategies that let the language learners to express themselves proficiently in the other language (Yavuz-Erkan & İflazoğlu-Saban, 2011). (Javadi-Safa, 2018, p. 1)

Considering Javadi-Safa, (2018) in the forgoing words, writing is complex in both mother language and foreign ones, a person who is assuming writing has the necessity to know about rules and sequence to establish a bond with writing properly. Proficiency as Javdi-Safa promotes, is the other face of a coin; writing deserves totally attention not for the one who writes but the reader who would like to be part of the written.

(Joseph Defazio, Jostte Jones, Felisa Tennant and Sara Anne Hook, 2010, p.35) awards MacArthur (1996) who described that computers
could support writing by students with learning disabilities by placing special emphasis on applications that went beyond word processing. He found that the basic processes of transcription and sentence generation, including spelling checkers, speech synthesis, word prediction, and grammar and style checkers provided ample support for writing abilities.

Assuming MacArthur mentioned by Defazzio, et-al, (2010) in the degree of innovation, the written expression is generally found in modernization. As a PC can offer, leaving from spelling and accentuation rectifications, understudies can without much of a stretch build the obligation of thoughts, however it goes to the ability that the association of thoughts onto a paper must have precise and vision, at that point the utilization of a PC can help yet not unreasonably significant.

Written expression causes adolescents interface with their general environment, both on and off the page. Since making requires the understudy to consider social occasion of individuals and reason, for example, practice can empower the understudy to apply comparative thoughts to verbal correspondence. The process of writing empowers understudies to pick up from one another. Making these conditions at an energetic age, instructors and understudies pass on important input for instance, making a class every day paper, engages understudies or to achieve making goals together.

Teaching and Scaffolding

(...)The process approach, combined with coaching and scaffolding writing experience would yield positive results in the improvement of skills. Scaffolding in learning can be done by providing keywords that appear in writing, and conducting a group discussion on specific topics. (Sulisworo, Rahayu & Nur Akhsan, 2017, p.178)
Assuming Sulisworo, et-al., (2017), the learning of good writing depends on the teaching and scaffolding of the skill per-se. The instructor for getting into this, must know how to approach the students into good writing regardless the ability for the learning of a foreign language. Therefore this paper is aimed to give part to the solution of the problem of the students of eighth grade of basic education at República de Francia N°8 educative unit, with a solid and compromised achievement that permit the learner acquire what he or she needs for the purpose of learning good writing.

**E-learning in Writing**

Consequent and conversely, the new appearance of modern education establish a new career or way to handle with teaching a new language, the implementation and management of the ICTs is an endeavor for new learners, especially when learning a new language in the ability of writing. The nowadays E-learning requires another intonation for getting through which varies according to the techniques applied by teacher, that is to say, that teachers must also be in tuned with E-learning.

(Sulisworo, Rahayu & Nur Akhsan, 2017) asserts that mobile learning is a part of the electronic learning or e-learning that provides wider opportunities in a mobile way and more capabilities for students learning. Thus m-learning can be defined differently from e-learning related to the mobility of students as learners. This learning can be done anywhere as long as students benefit from mobile technology. The Perspective toward mobile learning can be grouped into four, namely: techno-centric, focusing on e-learning, formal education tools, and student-centered learning blended. (p.177)
This point of view establishes a criteria of how writing can be taught in modern society for what, assuming Sulisworo, et-al(2017) the approach to technology of communication regarding the massive utilization of mobiles in modern society, is an advantage for applying writing teaching in today’s students. Since at present everything is handled with mobiles usage, mobile writing learning could be an opportunity to establish a close teaching of the written expression. In fact, when teaching, every initiative is worthy therefore the teacher must be rutted into technology as well.

The dexterity of writing is not only conveyed through typical approaches that conceal a one way ticket for one skill only, it is like a thousand of people wanting to go the same place with only one ticket, where people is learning and the destiny is writing. This complex comparison implies that learning is not only a word but a collective manifestation of necessities for a what many must be the facilities to get through. Therefore dealing with the written expression or any approach, learning leads on the best way to amplify the utilization of face-to - face and web based learning.

The implications of blended learning implementation in some institutions are the needs to prepare a set of policies, planning, resources, and relevant supports. Many studies stated that blended learning is regarded as useful, fun, supporting, flexible and motivating for students. (Sulisworo, Rahayu & Nur Akhsan,2017,p.177)

The web written learning and technology must be an important tool in today’s education. It is important to pinpoint technology in modern education within the written expression approach.

This paper is focused on bettering the written expression on the students of eighth grade of basic education at República de Francia N° 8
educational unit, where writing must be immersed according to the new standards that procure the E-learning in approach with the new learners.

**KINDS OF WRITING**

**Expository**

Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. (Hunbbel Meer, 2016)

When writing, the writer must highlight the fresh possibilities that one can encounter when exercising it. They are the most privileged to be taken into account, that is to say the writing learner should get noticed of what he/she wants to project to the reader. Among specific situations, Hunbbel,(2016) describes his posture on the expository writing as a predominant kind.

As Hunbbel,(2016) assorts, the expository writing indicates a non-personal opinion exposure which is clear to comprehend as it permits to lecture or establish other situations in the written way. That is, to explain or inform Melly,(2006:1)

**Explanatory**

Explanatory composing enables the creator to share actualities and data about genuine articles. Interpretive composition is utilized when the need to give information and data to individuals who have an enthusiasm for a specific subject appears. This sort may be utilized by the educator so by inspiring understudies to advise any occasion so as to work on composing.
Descriptive Writing

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions. (Hunbbel, 2016)

This sort of writing is relevant as it is easier for the students to describe any affair of theirs. This motivates them to establish a bond between the situation and the role the teacher has to explore and explain the steps to take. Within this, the teacher should take advantage of intrinsic situations that can promote a delectation of the moment when writing.

On the other hand, Wilhelm, (2008) states that once students see something in their minds, they find it much easier to write about. In addition, visualization based on the five senses can engage students and improve writing skills. Assumed by (Carter & Kotzee, 2015, p. 37)

In accordance with Carter, (2015), the descriptive writing promotes imagination to the students since, all the senses are involved as a prepared bond for explaining situations. In the same way, it has as an extension that connect the duties the understudies must do at home or in class, where they experience issues of describing and portraying about any experience.

Persuasive Writing

Persuasive writing’s main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate
marketing pitches, cover letters, and newspaper opinion and editorial pieces. (Hunbbel, 2016)

This class of writing is a powerful and fundamental style of thinking that one will use in scholastic papers. At the point when a writer writes in a powerful style, they are attempting to persuade the group of spectators of a position or conviction.

Persuasive writing is a type of writing style where the purpose is to influence someone into believing or doing something. As the word “persuasive” suggests – your goal is to persuade someone’s actions or thoughts to align with your own goals as the writer. Taken from https://thinkwritten.com/writing-styles/ (2018)

In accordance to the foregoing words, persuasive writing declares a well sustainable position with evidence and support to be accepted whatever a complaint or any important work paper. The persuasive writing become influential as it is expected to persuade somebody regarding something, thus it typically needs a decent piece of research and coherent examination yet in addition should endeavor to make a passionate association with the ideal group of spectators also.

**Narrative writing**

Narrative writing’s main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: “What happened then?” (Hunbbel, 2016)
For Hunbbel,(2016) this type engages and advise. When imparting knowledge, an understudy can without much of a stretch adapt more in the own first language then with a convinced assistance, they can turn out to be great informers. Story composing tends at that point to be increasingly perfect when being found out. In the same way, the scope a student can have depends on the tools the teacher give so they can handle with the narrative writing as it is a gate to possible powerful writers in the future.

In accordance with the prior words, phonetic ability necessities to do with the limit an understudy needs, make creating works that must be assessed among various dominances as a prime keep running of getting a respectable composed work. The expressive inclination that understudies must deal with, needs the ability to control, make, rate, and imagine sentences, making use of the best possible language sufficiently, something that must be set up obviously by the instructor when upgrading writing in the class. Aside from sentence structure, the mechanical capacity, likewise needs to do with the utilization of the right complement and spelling in mix with various signs, uncommonly fundamental when composing truly.

With the approach sustained in this paper, the ability to write and be motivated for, is just up to the necessity of the students and well prepared program of class by the instructor. The different support of this paper is aimed to the reader and authorities as well the students of eighth grade at República de Francia N°8 educational unit to boost the writing program whatever the language is, in this case the English language. Students long a well-structured program that allows them carry on with their studies of a foreign language, in the same way, it does not depend on the govern and public authorities but the instructor in fact where every bulk is deposited.
Peer feedback as a technique for writing

Learning is not an individual activity; but rather an activity that the nature of learning shifts the focus on learning from individual to the interaction within a social context. (Vygotsky, 1978)

According to Vygotsky, learning cannot remain isolated, in it, holistic is required for the better comprehension of the learning. For Bijami, (2013) when citing (Liu & Hansen, 2002) peer feedback can be of much benefit for the students as it elicit the students be part of actual roles and responsibilities, permitting the holistic learning in the meantime they take part in the exercise that of course must be leaded by a tutor or the teacher himself.

(...) peer interaction is cardinal to the improvement of students’ learning, because it allows students to construct knowledge through social sharing and interaction (Liu et al., 2001). Assumed by (Bijami, 2013, p. 2)

Peer feedback, which is referred to under different names such as peer response, peer review, peer editing, and peer evaluation. "use of learners as sources of information and interactants for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing" (Liu & Hansen, 2002:1) as cited by (Bijami, 2013, p.2)

VOCABULARY

Defining Vocabulary

When learning a new language, nothing can go on regardless the importance of new words, they are the heart of a context as garments we
need to be dressed and if necessary as essential moments in which one needs to be serious. The knowledge of new words as vocabulary does not imply the correct utilization, that is to say without any teacher or tutor guide, they may be mistaken. Despite the learning, the knowledge of grammar as expertise is necessary so the words can flow properly. In the same way, new words can be learnt of many ways, realia, real objects, and other must be taken into consideration as it is in this paper work for the benefit of the students of eighth grade of basic education at República de Francia educational Unit.

Vocabulary Skill

Vocabulary skill is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language, impedes successful communication. Considering the importance of vocabulary acquisition, Schmitt (2000) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language. (Susanto, 2017, p. 183)

For Susanto, (2017) vocabulary as it is the heart of any language, might be considered as a critical aspect. This converse position, generates the needs to pay attention to the teaching of new words to the students. It is important to remark that in public schools English teaching is conceived with some failures of the system which procures to be attentive of when, how establish the new words learning.

“vocabulary acquisition is central to language acquisition, whether the language is first, second, or foreign” (Decarrico, 2001, p. 285). If learners lack vocabulary knowledge, they soon discover that their ability to comprehend or express themselves clearly is limited (Decarrico, 2001; Nation, 2001). (Susanto, 2017, p. 183).
Susanto (2017) citing Decarrico; Nation(2001), indicates that vocabulary being the core of a language can generate frustration in new learners. This is due to the lack of an on-time-process of a new language learning which is absolutely necessary for the manifestation of communication.

**Decline of Vocabulary**

The vocabulary of English changes over time, with words being added and other words falling into disuse (Cambridge, 2012, p. 2)

For Cambridge English, (2012) vocabulary varies as far as time go by and new trends are delivered with the new years. Some words stay in a mere book and others appear as necessary for supporting up-to-date conversations.

Vocabulary is the foremost method to get familiar with other languages since it does not just learn words, yet importance of improving and augmentation the learning methodology.

Vocabulary can be characterized as the expressions of a language, this including essential word and expressions which demonstrates a specific significance. It is the base of any new foreign language on the grounds that without adequate vocabulary, learners will not be able to comprehend and express their thoughts. The utilization of training materials for instruction as a type of learning is fundamental since it animates the enthusiasm to know and support the showing procedure in the learners through the data that is shared and the way it is given. This procedure permits that the learning can be changeless.
Vocabulary across the Curriculum

Vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. Recent research, however, indicates that vocabulary instruction may be problematic because many teachers are not "confident about best practice in vocabulary instruction and at times don't know where to begin to form an instructional emphasis on word learning" (Bintz & William, 2015, p.44). Bintz & William (2015) consider that it is up to the teachers to get along with a good Vocabulary teaching-learning approach. Despite teachers have plenty of aids in modern books, they do not know how to establish a correct interaction among students and new words. Books for EFL learners give a measure of new words that in an English class are just supported during the unit it is being educated, which ought to be considered not as a technique, in this spot, the instructor ought to obtain a space of time where new words can be strengthened during the whole process of learning.

People who enjoy word study and become language enthusiasts, lovers of words, appreciative readers, and word-conscious writers" (Bintz & William, 2015, p.44)

Adapting the foregoing words to this paper, any student become enthusiastic when learning appropriately just even with a bunch of words knowledge and the learning and their correct utilization in any context, it is an award for the new learners who expect to learn and practice when learning a new language.

Vocabulary knowledge is a key component of reading comprehension and is strongly related to general academic achievement. Students need to understand key academic vocabulary that crosses all content areas to fully develop conceptual understanding. (Dugan, 2011, p.4)
Dugan,(2011) indicates that learning new words must not be taken as one skill performance but the other ones, that is they are necessary for understanding reading, evoking conversations and also when listening. The assimilation of vocabulary rates the level of understanding and executing a new language, a necessary pattern to be held for nowadays assessment.

THE IMPORTANCE OF VOCABULARY
For its production in written texts

Words are one of the fundamental components in the mental processes to acquire languages, which are learned in both ways: incidental and intentional. Learning a word is a cumulative process of interaction, which occurs across four equal conditions such as meaning-focused input, language-focused input, meaning-focused output and fluency development. The acquisition of words does not depend on single meetings but on the quality of interaction and meaningful association with other words. (…) (Tovar,2016,p.90)

Assuming Tovar,(2016) acquiring new words for the learning process of a language is essential for real interaction. The more you learn, the better you can interact disregarding grammar, that is an important sustain of good communication. Tovar, (2016) also indicates that learning new words has to do with quality of information and interaction a learner is exposed which might be considered assertively logical since new words must have the intention to indicate proper meaning without being rude. At schools, students mostly like to learn cursing words rather than positive ones. In this case, tutors should face this reality by making a rigid process for learning good words especially in the EFL.

Comprehension with the proper method for improving a discussion, in the same way composing and perusing are the highest point of an effective utilization of vocabulary. An understudy that is connected to
another word routine of learning the English language sets him up or herself for the modern expert status. The exactness of sounds and the relationship of words worry, cause an English student to be considered, since the reality of becoming more acquainted with another dialect and the utilization of new words, can cause an individual to be treated with so much premium.

The approach to new words turn out to be the most important role when dealing EFL, it depends on many issues that must be taken into account.

A learner with insufficient vocabulary size will not perform well in every aspect of language itself. (...) students who cannot read comprehensively is their limited vocabulary size. In order to facilitate the learning process for learners, a deep understanding of vocabulary teaching is rudimentary. In addition, some issues pertinent to the improvement in learners’ vocabulary size are also mentioned. Issues such as what to teach, and how to teach, is also submitted and discussed. (Susanto, 2017, p.183)

For its Learning

The English language is the language that possesses the largest vocabulary in the world. The English vocabulary is characterized by its richness, immensity, and complexity. The total number of English words is very likely to be over 2 million, with more than 54,000 word families (Schmitt, 2000) as cited by (Salih, 2015, p.15)

Dealing with the foregoing words by Salih, (2015), in the meantime English is a global language, many countries assume the dialect and with it create thousands of new words according to the root of every country. At present EFL and ESL depend on culture of every sector of a country itself. That is to say that learning new words vary from time to time adjusting to the reality of the speaker’s beliefs and happenings that in one way or another increment the new words which make the learning a bit crucial especially for young learners.
English is promiscuous in the way that it adds words and takes words from sources such as other languages, slang, and compounding. (…) It is impossible for both native speakers and English language learners to master the entire lexicon of English, or even most of it. (Salih, 2015, p. 15)

Vocabulary is the name for the words that we must know in order to listen, speak, read, and write effectively. (…) researchers have found strong connections between the sizes of one’s vocabulary, how well one can comprehend what he reads, and how successful is he. (Thorpe, 2010, p. 1)

Thorpe, (2010) matches new words and word stock as the accumulation of life to a language. Vocabulary is necessary when learning but most when using it, especially when someone has mayor in the writing thing. In the same way, not only in writing but the other abilities, the word stock talents EFL speakers, it shows how prepared and well industry a person can be. When getting into the world of new words in a new language, the learner makes it easy with practice that profit it with total assertiveness.

(…) limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, “lexical knowledge is central to communicative competence and to the acquisition of a second language” Schmitt mentioned by (Alqahtani, 2015, p. 4)

Taking into account Alqahtani, (2015) word stock, is essential for a language student, the need or the negligence of it can incite a wreck in correspondence, at that point its importance in coexisting with the same number of words as one student can pick up. Word stocking is the core of a language and this is the significance of this research, to propel understudies to exploit another dialect with vocabulary.
Krashen, as cited in Lewis, (1993) indicates that people when travelling do not take with them grammar books but dictionaries, this is because with new words, it is easier to establish a good communication regardless of grammar.

Many researchers argue that vocabulary is one of the most important if not the most important component in learning a foreign language, and foreign language curricula must reflect this. (Alqahtani, 2015, p.4)

There does not exist any precursor that increases the ability to make syntactic sentences if one comes up short on the vocabulary that is relied upon to pass on what one wishes to state. Without language structure nothing can be passed on, without vocabulary nothing can be passed on, two essential positions that must be considered. At any rate with vocabulary you can get to wherever, not the equivalent with just sentence structure.

**KINDS OF VOCABULARY**

By all means, the word stock and the apprehension of new words, have been separated into two sorts: dynamic and inactive vocabulary. The primary sort of vocabulary alluded to the one that the understudies had been instructed and that they were required to have the option to utilize. In the interim, the subsequent one alluded to the words which the understudies would perceive when they met them, however they would most likely not have the option to articulate.

**Receptive vocabulary**

The receptive or passive vocabulary is defined as the ability to recognize a word and recall its meaning when it is encountered. With this the learner will recognize the word receptively, then after several more encounters with the word, the learner will understand the
meaning of the word and consequently the word will be stored in his memory. It is acquired through the process of reading and listening. (Ab Manan, 2017, p.54)

For Ab Manan, (2017) the receptive vocabulary means words that students perceive and comprehend when they are utilized in setting, yet which they cannot create. The sort of vocabulary that students perceive when they see or meet in perusing content however do not utilize it in talking and composing.

In the same way attributing the foregoing words, Alqahtani, (2015) refers to the receptive vocabulary as the words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb). Mentioned by (p.25)

Students reach to notice words when perusing however just it, the matter of perceiving ought to likewise be the capacity of reusing it when out of the blue the perusing is hindered and got some information about the setting of any word. It is significant subsequently to focus on showing vocabulary, cause when learning it has to do with how to compose, how to articulate, which means and implication and the numerous conceivable outcomes of its utilization.

**Productive and active Vocabulary**

Productive or active is defined as the ability to retrieve a particular word from memory when required and to be able to use that particular word at suitable time and in situations. (...), it encompasses the knowledge of pronunciation correct written form correct spelling and appropriate grammar rules. This process takes place while performing productive skills of writing or speaking. (Ab Manan, 2017, p.54)
Productive vocabulary as Ab Manan,(2017) quotes is the words that the students comprehend and can articulate effectively and usevaluably in talking and composing. It comprises of what is required for open vocabulary in addition to the capacity to talk or compose at the proper time.

Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart, 2008). Vocabulary is crucial to be mastered by the learner in order to understand the language.

Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. (Susanto, 2017, p.185)

Here, both receptive and productive word stock are essential for the manipulation of communication when interacting. When learning new words the students confront a bunch of information that are necessary to be decoded in all its forms for the proper utilization. To be acquainted with new words when perusing a setting is invigorating for the student yet as indicated by involvement; students get to that point just when vocabulary has been updated in class as a changeless and applicable piece of the educational programs, at that point the significance of drawing in understudies in a full learning of the English language, particularly at República de Francia educational Unit within the students of 8th basic, where they are consistently expectants and long to remove a portion of a discussion with new words, for this, the educator ought not let it go, for the understudies the principal intrigue is the manner they would utilize the new words. Understudies do not allow to detach this activity. That is, the educator should quickly encourage new words and their utilization.
TEACHING VOCABULARY

When teaching word stock, it is important to have in mind what problems one can encounter, among many, here are some important the signification, pronunciation, visualization, spelling, utilization and context.

With this, strategies concerning with the training of vocabulary, must be recalled by most English teachers if they have to demonstrate another vocabulary or lexical things to their students. It suggests that the English teachers should have applicable and up-to-date strategies to teach vocabulary so the understudies can gather it. By then, it ought to be learnt, cleaned, and adjusted to establish a bond among the students and interactive ones. Systems used by teachers depend upon the quintessence, time availability, and motivating force for the understudies. This impacts educators to have a bunch of reasons in using certain techniques when managing vocabulary.

Realia

As it was mentioned before, realia also known as real objects, is the best kind of vocabulary as they look real and opportune for learning while touching, watching and reasoning. Realia vocabulary as technique, is important to let know that must be part of the item of any research as it conceives the best realistic purpose for teaching new words.

Realia is one of effective teaching media which use real object show the students the concrete item, Willis (2008) states that when you are teaching students about a concrete item, an effective teaching strategy is to show them an actual item (triangle, insect, telescope); if this is not possible, realia (a toy version of a real object) can be used (toy car, model of dinosaur); to increase the sensory experience, students enjoy exploring objects with all of their relevant sense. Based on this statement, beside helping
students to study about vocabulary, realia also helps to increase the sensory experience of the students. (Irawan, 2017, p. 42)

Assuming Irawan, (2017) real objects are the best way to teach vocabulary, as they are actual items that involve the students into real situations in the meantime they are relating their thoughts with the objects. This can be said to gain sensory experience which would make the students to improve the capacity to explore and make questions to themselves in order to reinforce the apprehended knowledge.

The utilization of genuine articles as realia, are expansive in EFL teaching process. They are normal and common and can be close by whenever, whatever in or out the homeroom. They compare the most original material to be utilized to in a Vocabulary learning as they are agent and do not make questions when being watched.

Hidayatun, (2014) When foreign words cannot be understood, realia may tell the story (…) realia are better than pictures whenever we have them in the classroom. When there are real thing like windows, doors, walls, floor, desks, and clocks in the classroom, it is foolish not to use them in our teaching. (p. 48)

Assuming the foregoing words by Hidayatun, (2014) the utilization of realia to encourage vocabulary is great seen by understudies, as they speak to itself. Educator should exploit realia, if not, can even make a climate of the material the person in question is going to comment as vocabulary and present to the class. Another thought is to have extra curricular rides at spots where the vocabulary in class cannot be acknowledged accurately.

**Visual aids**

Bajwa, (2003) the learners need assistance for understanding at every stage of lesson. This assistance is given two ways. Firstly, suitable examples should be given. Secondly, by using the audio-visual materials these examples increase the effectiveness of
learning because they help the learners to understand the idea more clearly. They make the classroom activities more meaningful and interesting. Mentioned by (Safdar, Mukhtar, Mazhar & Touqir, 2017, p.119)

For Safdar et al (2017) visual aids as well as audio visual ones are essential for introducing new material to the students so they can get familiar from the very first time. They represent an image in their mind as they are assuming and making relation of them. Besides the increasing of the attention, the students acquire more confidence and more emotional behavior when learning the English Language which takes them to be more motivated and more attentive to new words learning.

(…)using visual aids can help students to strengthen and reinforce what they have learned. The reason may be that they allow students to absorb the information through an additional sensory perception. (Marquez, 2012, p.1)

In accordance to Marquez, (2012) retaining words had its period not up until now, in regards to that many present educators learnt in that manner. Similarly the utilization of visual guides for instructing vocabulary is a wonderful guide when there does not exist offices for improving new words through visual aid, and it offers certainty since it fortifies and strengthen any word learnt through a book.

Using visual aids can not only develop students’ literacy abilities, but also can develop their oral ability. Visual aids allow students to have a chance to brainstorm and present their ideas or thoughts. They can create their own stories in which there are no right or wrong answers. (Marquez, 2012, p.1)

The utilization of visual aids can be of great help since they do not only stand for one learning but for quite a few ways of learning. In the students’ brain a huge whole is represented when using visual or audio aids for what this technique should be of great assistance to the teachers and
students at República de Francia educational Unit, aiming the eighth basic ones.

**Drawing**

Images can become an essential instrument with drawing in the case no facility can be had at hand. In the meantime the necessity is shown, drawing on the board or having the students draw, is an amusing advantage to be taken into account, especially when dealing with icebreaking. Drawing in the same way as showing pictures reinforce the learning of something at first sight, they give hints to learners to get noticed of essential points that have not been cleared up in eventual situations. In fact, when dealing with vocabulary, there exists quite a few ways to manifest them into the students, illustrations and pictures offer an ideal support for the learner of a foreign language. Among the many possibilities vocabulary or word stock could be categorized into posters, ideal for having students work in groups and so create ambiance of the new words to be seen; flashcards, in the same way, an aid that permits idealize word stock into well written words, they can be assumed in pairs. Wall charts are an extremely potential issue to introduce new words in the students; the creation of a productive ambiance into the classroom is the best tool for teaching and learning vocabulary. Magazines are real and updated information, they improve the imagination and the relation between reality and surreal situations. In the same way, pictures, board drawings, stick figures and photographs, are tools that being taken into account properly by the teacher, arise the total interest in learning a new language as it was mentioned before, however, it is notable to establish that new learners do not learn alone and by themselves but with the aid of the leader, that is the tutor.

(...) are excellent means of making the meaning of unknown words clear. They should be used as often as possible. Pictures for vocabulary teaching come from many sources. Apart from those
drawn by the teacher or students, they are sets of colorful pictures intended for schools. (Susanto, 2017, p. 187)

Objects can either be drawn on the blackboard or drawn on flash cards. They can help young learners easily understand and realize the main points that they have learned in the classroom. (Alqahtani, 2015, p. 27)

The representation with one claim turns in the study hall could be profitable since understudies can likewise take an interest with their own illustrations. It is ideal to draw on the chalkboard and is of extraordinary bit of leeway since understudies are consistently in consideration for one's mix-up and draw on the writing board can cause understudies to propose their assistance thus begin taking an interest themselves and strengthening vocabulary with poor exertion.

Mime, Expressions and Gestures

Klippel (1994) implies that mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. (Alqahtani, 2015, p. 27)

Assuming the foregoing words by Alqahtani (2015), utilizing pantomimes and signals are perfect for showing talking exercises as similarly articulation. Indeed, here the educator needs to utilize his or her capacity to utilize creative mind and furthermore exploit the occasion. Understudies feel good when remove a portion of the class, this can carry cleverness and fun when managing this sort of methodology which is something that understudies long when they are particularly in a language class at school.
**Drilling, Spelling and active involvement**

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thornbury, 2002). Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory (Ellis & Beaton, 1993, in Read, 2000; 2004). (...) Employing this technique, the teacher encourages the students to find out word’s meaning by elicitation (Takač & Singleton 2008). Elicitation maximizes learners’ speaking opportunities, and acts as a way of checking learners’ understanding (Thorbury, 2002). This technique also includes personalization, which is using the word by learners in a context or sentence that is related to their life. Assumed by (Susanto, 2017, p.186)

For Susanto, (2017) the foregoing words are a guide for getting into the world of word stocking as they are essential for getting through the meaning, the sound, and utilization of the word per-se. Even though the researcher herewith does not favor the memorizing thing, it is important that the students know how to pronounce correctly and how to write words as well; for this, the bond that should exist among authorities who are the ones to offer facilities, the teacher as the guide, and the students the receptors, must be primordial if success wants to be required in the processing of the EFL teaching.

**EPISTEMOLOGICAL FOUNDATION**

accounts against rival accounts that the aims of education are mainly moral aims and against skeptical accounts suspicious of knowledge and truth. (Carter&Kotzee,2015,p.11)

Epistemology asserts the way of true education, that is education oriented to teach and learn with the mere aim of acquiring knowledge. Within this paper work, the República de Francia Nº 8 educational Unit pursue a new way of establishing a bond between educators and students. As Carter & Kotzee, (2015) when enouncing Adler,(2003) mentions that “epistemic should transmit knowledge”; with this, is clearly shown that the labor of tutors must be primordial for initiating good strategies for the teaching of vocabulary for bettering the writing expression.

Epistemology is a premise idea for which the pupils offer no further premises, thoughts or ideas; it is something felt and can safely get for granted. The right epistemological foundations, if any, will come after this word “because.” (Shenefelt,2013,p.146)

In the same way Avrama,(2015)defines education philosophy as “the application, to the aspects related to education of resources, means, analysis tools and typical philosophy approach methods”. (...) in an interdisciplinary sense, education epistemology represents a domain of knowledge (...) regarding the concepts, methods and its paradigms as to new social sciences. (p.277)

For Avrama,(2015) epistemology means the approach to completely and necessary resources and tools that permit elaborate a conscious education. That is the strategies, techniques and methods application for the adjustment of the best close ups to the students. However, it is important to get noticed that no exploration can be lifted up in any case the epistemological issue. The definitions and different benefits of this foundation is built up to be expressed the relative data about the factors showed for boosting a good methodology for the
manipulation of techniques necessary for the raining of a good education in the EFL learning.

**PEDAGOGICAL FOUNDATION**

Pedagogy is about learning, teaching and development influenced by the cultural, social and political values we have for children (…) underpinned by a strong theoretical and practical base. (Education Scotland, 2005, p.9) Quality teaching is defined as pedagogical practices that facilitate for diverse children their access to knowledge, activities and opportunities to advance their skills in ways that build on previous learning, (Farquhar, 2003, 5) as assumed by (Child Australia, 2017, p.1)

For the Child Australia, (2017) everything and everybody must unite efforts for modernization. They are the effective bond when dealing with a correct education, as they facilitate learning when they are immersed in programs that promise good strategies for enhancing students in learning any subject. Quality teaching must be a policy in any institution to reinforce and improve education. For the EFL, this is not far from, quality teaching faces every strain of maladjustment or imbalance for what, pedagogy or innovative pedagogy is precisely the original application to be taken into account.

The core of learning is found not in what is defined in the curriculum, but in how teachers help students discover new possibilities from familiar things, and then from new things. (Ferguson et-al, 2019, p.7)

The Innovating Pedagogy reports are intended for teachers, policy makers, academics, and anyone interested in how education may change over the next ten years. (…) is a pedagogy that could produce radical changes in education, leading to learning that not only supports and develops communities but is also strongly rooted within them. (…) they are pedagogies that have proved to be powerful and
engaging over long periods of time, and they are now being developed further. Each one of them provides a means of helping students discover new possibilities from familiar things. (Ferguson et al., 2019, p. 7)

In the meantime life evolves, teaching and its methodologies greatly innovate for rooting a good way of learning. It is essential to be at hand with modernization, the many foundations and new techniques, deserve the unanimous support on behalf of authorities and the teaching community. The instructor requires knowing his understudy since with this, he will most likely help emphatically with the proper system that grants improve the perusing appreciation with exactness. The system that the present paper work has are the educator, the understudies and everybody who is engaged with the procedure. It is anything but difficult to actualize the techniques or systems with no educational establishment. The venture needs a fantastic help and this must be with the total condition of República de Francia N°8 educational Unit authorities, particularly with the understudies of eighth grade. Within this paper, new researchers must dissect the social qualities, consideration, articulations, correspondence, sources utilized.

**SOCIOLOGICAL FOUNDATION**

This desk work and its writing has implication in the human science matter as it is intended to feature the issues that manages training explicitly with the EFL learning in which the understudies of eighth year at República de Francia No 8 educational Unit who are a piece of the hazardous misgiving of the path how to coexist with the composition expertise through pertinent fear of vocabulary, a significant capacity that the understudies ought to oversee appropriately when learning another dialect.
Sociology of education makes contributions to the understanding of an important institution present in every society. It plays a vital role in the continuing development of society as a system that transmits society’s culture and social order to new generations.

Sociology of education makes contributions to the understanding of an important institution presented in every society. Sociology of education is a system that transmits society’s culture and social order to new generations-(Dworkin, et-al, 2013,p.1)

Sociology includes the relation of education to various community forces, predominantly culture, how society is handed on through agencies as any school, family, the religious group, the play teams etc. (Dhiman, 2008,p.106)

Announcing the foregoing by Dhiman,(2008) the sociological model as a science, centers the human life in its condition. At República de Francia N° 8 educational Unit there exists a lot of understudies from the surroundings with poor monetary status, and it is important to focus on, as English as an unknown dialect may deliver a strain and it is dependent upon the educator to have the option to deal with the issue of giving great cooperation among them. It is prevalent to establish that the understudies are learning another method for living, different thoughts, different societies that will sometime interlink with EFL as a worldwide one.

**PSYCHOLOGICAL FOUNDATION**

Educational psychology is the scientific study of human behavior in educational situation and concerned with the factors, principles, concepts, methods and techniques which relates to the various aspects of learners’ growth and development. It is concerned with learning environment and process by which learning can be more active, joyful and effective. It is a science of education dealing with how, when and what of education. It gives importance to learners in
making classroom as social platform where exchange of ideas and healthy discussions among students and teachers takes place. (Sharma, 2017, p. 21)

For Sharma, (2017) psychology in education has to do with the procedures of getting along with students and their environment, involved with principles, concepts, methods and techniques in order to generate a positive growth and improvement of the learnt issue, in this case the EFL learning. In the same way, it establishes positions of behaviorism where the students are elicited to have asserted ideas of healthy learning. Everybody is a world and here is where psychology assumes the job of dissecting examples of conduct, on account of somebody can lose control, for what educational psychology recommends a substitute react to any troublesome circumstance.

It is basic to demonstrate that every understudy has diverse idea and conduct since they originate from various family unit, making proof of culture and parenthood. For what the educator ought to be cautious in demonstrating a particular methodology where they can feel in confidence. Educational programs at that point, ought to be placed in thought for steady correction as explicit circumstances to assist the consideration of training, particularly of the EFL learning at República de Francia N° 8 educational Unit with the students of eighth grade of basic education.

For more comprehension of the item, (Sharma, 2017) mentions Williams and Williams (n.d.) who explored five key ingredients for improving student motivation. They are learner, teacher, content, method/process and environment. These five components could contribute to and/or hinder learners’ motivation. Educators could watch themselves and their own behavior to become self-aware of new understandings about motivation. (...) to resolve conflict
permanently the teachers must address the cause of conflict and not the just symptoms of it. (p.21)

LEGAL FOUNDATION

In the meantime the global population increases its masses, education among all its ramifications is set up to initiate, evaluate, evolve and even conclude with the proper foundation for the benefit of the educational frame. Within the support of the substantial statements, the educational system must invest in-house for the support of the massive necessities of itself. The globalization has created more facilities for the interacting with new technologies and techniques that become a good aid when dealing with education and being supportive must not be far from. For this reason, the regulation assorted on the constitution of the government are conclusive and assertive for the benefit of the students of all the national institutions, with more relevance at República de Francia unit within the students of eighth grade of basic education. The advantage that society demands is the result of the effort put together to improve the educational system in Ecuador with the impartment of high level education as well as social and physical resources to establish the so granted will.

(...)actually, the objective of education is to identify the channels that will help to meet the needs of students. Evidently, students have different needs: physical needs, such as the need for food, for water, for activity, and social needs, such as the need for affection, for belonging, and for status or respect from the social group. In this sense, all students have the same (...) The school should focus on the gaps in the present development of students.(Espinoza & Soto, 2015,p.27)

For Espinoza & Soto,(2015) education is prime especially because students have needs and the government must react with immediate rush.
Schools should be prepared for enhancing and parallel working with the necessary approach, especially for delivering the EFL as a duty in modern life.

In the same way, the organic intercultural of education law establishes in the articles 26 and 27 about the importance of intercultural education and the responsibility the state has in unifying efforts for the welfare of the educational frame.

LA ASAMBLEA NACIONAL ELPLENO CONSIDERANDO:

Que, el Artículo 26

Constitución de la República reconoce a la educación como un derecho que las personas lo ejercen a largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo;

Que, el Art. 27 de la Constitución de la República

establece que la educación debe estar centrada en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional; (Ley Orgánica de Educación Intercultural, LOEI,p.4)
For LOEI, education must be integrated in all the patterns of concern; the diversity of culture and indigenous nations of this country provide a massive reason of competence for making it real. Education and the human rights go hand in hand, for that reason to accomplish that bond, all people that conform the educational system must work together.

Taking into advantage the foregoing words, the constitution of Ecuador points out its endeavors in instruction. In its late transformation, the instruction in Ecuador procured numerous advantages particularly in the intercultural training, which is announced in the accompanying sections:

CAPÍTULO SEGUNDO
DE LOS FUNDAMENTOS, OBJETIVOS Y FINES DEL SISTEMA DE EDUCACIÓN INTERCULTURAL BILINGÜE

Objetivos.- El Sistema de Educación Intercultural Bilingüe tiene los siguientes objetivos:

a) Desarrollar, fortalecer y potenciar la educación intercultural bilingüe, con criterios de calidad, desde el nivel inicial hasta el bachillerato y educación superior (...) para el desarrollo integral de las personas, la familia y la comunidad; (art. 81)

b) Garantizar que la educación intercultural bilingüe aplique un modelo de educación pertinente a la diversidad de los pueblos y nacionalidades; valore y utilice como idioma principal de educación el idioma de la nacionalidad respectiva y el castellano como idioma de relación intercultural; (art. 81)
CAPÍTULO TERCERO
DE LAS OBLIGACIONES DEL ESTADO Y LA AUTORIDAD EDUCATIVA NACIONAL CON LA EDUCACIÓN INTERCULTURAL BILINGÜE

Art. 82.- Obligaciones.- Son obligaciones del Estado y de la Autoridad Educativa Nacional con la Educación Intercultural Bilingüe, las siguientes:

a) Garantizar una distribución equitativa en el Presupuesto General del Estado que asegure el funcionamiento del Sistema de Educación Intercultural Bilingüe, a fin de fortalecer la calidad de la educación; (…)

b) Garantizar el fortalecimiento institucional y el desarrollo del Sistema de Educación Intercultural Bilingüe;

d) Procurar la creación de instituciones educativas interculturales bilingües, garantizando su funcionamiento de acuerdo con las necesidades específicas y técnicas;

e) Promover la formación de profesionales interculturales bilingües y plurilingües, en las especialidades requeridas (…)

Art. 88.- Subsecretaría de Educación Intercultural Bilingüe.- La Subsecretaría de Educación Intercultural Bilingüe, especializada en el desarrollo de los conocimientos, ciencias, saberes, tecnología, cultura, lenguas ancestrales y las lenguas de relación intercultural,(…) será responsable de la planificación, organización, innovación, dirección, control, coordinación de las instancias especializadas en los niveles zonal, distrital, y comunitario del Sistema Educativo Intercultural Bilingüe, (…)
RESEARCH CONTEXT

The situation highlighted in this chapter takes place at República de Francia N° 8 educational unit. It is located on Tungurahua and Capitán Nájera streets, created under the government of Doctor José María Velasco Ibarra with the purpose of enhancing the feminine education in Guayaquil.

The building dates back to the 50s with architecture of the time. It should be noted that the institution had the support of the parents committee who helped with the implementation of physical resources to improve the performance of it. República de Francia N° 8 educational unit in its beginning offered education in three journeys under different names, that is why according article 39 of Organic law of Intercultural Education (LOEI) regulation, the three journeys would fusion; it is so that in the 2013-2014 period it started as a one journey Unit.

República de Francia N° 8 educational unit carries its name honoring the French Revolution. It has as its mission to be an institution committed to the education of students from the initial level to the baccalaureate, providing educational services that guarantee a humanistic and innovative education, in the same way its vision is projected as a model of quality administrative management, leader in educational processes, committed to meeting the demands and educational needs of the country's community and globalized world, applying innovative projects and didactic active according to technology. The institution has 66 members of the teaching staff, and about 1850 students. Nowadays, it is headed by Master Zoila Ochoa, the principal of the institution.
CHAPTER III  
METHODOLOGY OF RESEARCH

RESEARCH DESIGN

The paper herein, has resulted be a complete document of research in the meantime the results turn out be real and accurate with the utilization of methodology research techniques. It is targeted to conciliate information, statistics, and results for the correct application to the students of eighth year at República de Francia N° 8.

Akhtar,(2016) assumes Jahoda, Deutch & Cook “A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure”. It is the plan, structure and strategy and investigation concaved so as to obtain ensured to search question and control variance”. Henry Manheim says that research design not only anticipates and specifies the seemingly countless decisions connected with carrying out data (…) but it presents a logical basis for these decisions.(Akhtar,2016,p.68)

The design of the research is the core of the investigation it embraces all the necessary items to transform data into logical interpretation for a correct success. The compilation of thoughts in an assorted way delivers the best connotation of ideas which permits the inspiration and the advantage of knowing that the research is in the real place, that is the expected results for the aim proposed.
Quite a few inquiries are noticed by having the advantage of the method design its application is of great help as it allows to obtain exact responses to give solution to certain problems dealt within.

The originality of this paper research concerns everyone who places a dip of interest and information. With assertive adjustments this paper faces the rudeness of uncooperative situation that allies with the surprise of self-reversing in favor of the research, for what the best grasp of data is collected so the reader or whoever has the chance to get it noticed can obtain real material. This is only to honor the situation of the students of eighth year at República de Francia N° 8 in order to solve the EFL apprehension in the writing skills through word stocking.

As Kothary,(2004) indicates that any compilation of investigation should be considered as a long journey to veracity. This work remarks the best information that will take to master the problem as it was mentioned in chapter one dealing with grammar and writing.(p.8)

**TYPES OF RESEARCH.**

It is important to highlight that the information to be collected herewith will take place at República de Francia N° 8 with the students of eighth year of basic education, the context of the collected data will be taken into consideration for the compilation of the information in order to reinforce the purpose of this paper work.

This research has the essential methodology for the arrangements and adjustments of the problem as it is the poor writing ability which is considered as remarkable for the accurate purpose of this paper work.
DESCRIPTIVE

The descriptive design relies on observation as a means of collecting data. It attempts to examine situations in order to establish what the norm is. (Walliman, 2016, p.10)

As Walliman, (2016) suggests, the descriptive method aims its application on observation as it is the primary contact with happenings and phenomenon per-se. With this, observation is really necessary to convey direct information to a research paper prior the specific analysis and details collected for the proper study as well. With this item, the researcher wants to highlight the source of this collection where the phenomenon of apprehension of word stock for having a good writing ability is necessary; it is so that República de Francia N° 8 educational unit within the students of eighth year are the object of this study for promoting the mentioned objectives as mentioned before on chapter number one.

The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Gall, Gall, & Borg, 2007) as cited by (Nassaji, 2015, p.129)

For the correct assessing of the description, the issue can be seen by delineating it in all of its sides for what it is fundamental to enounce República de Francia N° 8 educational unit where part of the portrayal as a begin is showed up. The understudies of eighth year address the following part since it is recognizable to see from the outset locate the nonappearance of thought they have when dealing with the English instructing. With this depiction, it has had the ability to go to the external properties of the examination, for instance, gatekeepers, the structure staff, process,
procedures that will provide opportune information for a correct interpretation of the assessment.

EXPLORATORY

This is a descriptive type of research specifically designed to deal with complex issues. It aims to move beyond ‘just getting the facts’ in order to make sense of the myriad of other elements involved, such as human, political, social, cultural and contextual. (Walliman,2016,p.10)

Meanwhile, before depicting, it is critical to demonstrate that by investigating and getting into the inside, is the thing that this work is materialized. Papers, records and mental briefs have given different side effects of the issue. By testing into this data taken from the records of the secondary school, and as per Jose (2010), who notices that while investigating is the point at which an analyst gets past signs that give you more data and give traces of how could be the most ideal approach to help the understudies.

The intrinsic approach is the manner by this paper work goes over with circumstances that enable to close issues, get to know with its reason and give remedy in the more possible ways to fix. The exploratory research herein empowers to correctly characterize the issue look into, just as detailing theories, with important factors and discover them perfectly to the advancement of the examination. In addition, it gives the required data to get drew nearer to a wonder.

POPULATION AND SAMPLE

POPULATION

Population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population. (Hanlon & Larget,2001, p.7)
(...) it is vital that a clear understanding of the target population is reached well in advance of commencing survey fieldwork. Surveys are complex, challenging and expensive activities. Without a clear target population, resources will likely be wasted. Moreover, a lack of clarity in the population definition may lead to misunderstanding and dissatisfaction among survey participants. (Murphy, 2016, p. 6)

The populace in this work is worried about 290 understudies as a whole at República de Francia educational unit from where common components will be taken to get the negligible happenings to confront reality thus offer answers for the genuine issue of the EFL learning. As a universe, understudies of two courses 8 A and 8 B will be fused that moreover get the English language as a subject and that is dissent of the point of this examination.

Hurtado, sees that the universe is the masses instructed of the assessment as an undeniable collection of individuals or questions that have tantamount characteristics.

SAMPLE

A sample may be defined as random if every individual in the population being sampled has an equal likelihood of being included. A sample is any part of the fully defined population. A syringe full of blood drawn from the vein of a patient is a sample of all the blood in the patient's circulation at the moment. (Banerjee & Chaudhury, 2010)

Similarly, (Hanlon & Larget, 2001, p. 7) asserts that a sample is a subset of the individuals in a population(...) there is typically data available for individuals in samples.

The sample for this purpose will be named as stratum as a specialist part of a mass whose characteristics must be copied in it. For this specific situation, the example will be 29 students of the paralell 8 A taken from the República de Francia N° 8 educational unit.
If a sample is representative of a population, then statistics calculated from sample data will be close to corresponding values from the population. (Hanlon & Larget, 2001, p.7)

**STRATUM**

<table>
<thead>
<tr>
<th>STAFF</th>
<th>UNIVERSE</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directives</td>
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<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Students</td>
<td>290</td>
<td>29</td>
</tr>
<tr>
<td>TOTAL</td>
<td>316</td>
<td>35</td>
</tr>
</tbody>
</table>

Since the whole of students as universe is 290, for the application of the survey and statistics analysis in this paper, 29 understudies of 8 A grade will be taken as a sample, the ones that will be tested and analyzed. With the results, comments and suggestions will be granted for the accurate purpose to be adjusted for the application of the proposal in chapter four of this paper work.
## VARIABLE OPERATION MATRIX

### CHART 2

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| THE WRITTEN EXPRESSION                | DEFINING WRITING            | ➢ Writing effectively  
➢ Writing to learn  
➢ Ability for Classroom |
| IMPORTANCE                             |                             | ➢ Independence  
➢ Writing skill and content score  
➢ Why its importance  
➢ Difficulties and Quality |
| CHARACTERISTICS                        |                             | ➢ Central element of language  
➢ Writing as a challenge  
➢ Teaching and Scaffolding  
➢ E-learning in writing |
| KINDS OF WRITING                       |                             | ➢ Expository  
➢ Explanatory  
➢ Descriptive  
➢ Persuasive  
➢ Narrative |
| STRATEGIES                             |                             | ➢ Peer feed back |
| WRITTEN PRODUCTION                    | DEFINING VOCABULARY         | ➢ Vocabulary Skill  
➢ Decline of Vocabulary  
➢ Vocabulary across curriculum |
| IMPORTANCE                             |                             | ➢ For its production in written texts  
➢ For its learning |
| KINDS OF VOCABULARY                   |                             | ➢ Receptive  
➢ Productive and active |
| TEACHING VOCABULARY                   |                             | ➢ Realia  
➢ Visual Aids  
➢ Drawing  
➢ Mime, Expressions and Gestures  
➢ Drilling, Spelling and active involvement. |
RESEARCH METHODS
EMPIRICAL METHOD

Dealing with the empirical methods, they are a series of well induced instruments that permit to commit controlled errors for then be subject of a paper research and also be profited to take advantage of it.

(...) they can also be useful in answering practical questions. The empirical research methods are a class of research methods in which empirical observations or data are collected in order to answer particular research questions (Moody, 2002, p1).

The empirical research in an exploration infers the memory of numerous sort of inquiries that may be taken indiscriminately inclusive can be created ad-lib and ahead of time and similarly, answered as they are acting naturally addressed. Moody, (2002)

The empirical research inside this work has engaged the workplace to get closer to where the marvel has been question of this center intrigue. With the empiric procedure the assessment has benefitted itself with organized request that transformed into a base for running with the essential considerations at República de Francia N° 8 with the understudies of eighth year who on a very basic level gave us pieces of information to go over with the happenings of the English language learning.

Truth be told, when running an examination, one must be objective and not insightful, the reasoning and basis as Kothari once referenced, must be inherent at the season of systematizing the headway considerations. The different procedures that will be associated in this investigation, are the referenced by the experts and councilors of the directory of the Facultad de Filosofía at Universidad de Guayaquil who are the original controllers of the completion of this paper work.
The Qualitative and the quantitative methods

Qualitative

There are many ways of gathering data to capture the multiple realities and gain a deep understanding of the human experience. Whilst interviews, focus groups and observations may be the most common methods of qualitative data collection, qualitative research inherently invites creativity and the use of innovative methods to gain an insight into the participants’ world. (Halcomb, 2016)

The utilization of the qualitative strategy grants to choose from a few sources the mostly can fit for one’s interest with realistic objectivity and data as from books, web, and unequivocally from in-situ information that licenses to analyze and defeat any documentation that may cause an inconsistency with data gathered ahead of time.

This method aims to be ideal in the primary steps of a research, it permits to explore and get through real information at first hand where with no doubts, permits the necessary approach to the needed data to later proceed with its study as it embraces analysis of social issues.

For Moody,(2002) data in the form of text, images, sounds drawn from observations, interviews and documentary evidence, belongs to the qualitative data analysis methods.

Quantitative

The quantitative deals with the collection of numerical data, its analysis using statistical methods to explain a phenomenon, (…) in its extreme form assumes that there exists only one single reality about a social phenomenon which is not influenced by researchers in any way (Muijs, 2010).

(Bryman, 2001, p.20) argues that quantitative research approach is the research that places emphasis on numbers and figures in the collection
and analysis of data. Imperatively, quantitative research approach can be seen as being scientific in nature.

As Bryman,(2001) enounces, the quantitative research aims in the numbers and figures, making emphasis on the collection of data where with the respective analysis, become scientific. This is the way in this paper work in which procedures are taken for a better accuracy and compilation of information.

Both strategies are associated in this investigation for keeping a proficiently track of what it is required for the execution of this work, leaving from the need of understanding the most ideal information for moreover being analyzed. These two systems expects of much thought at the season of arranging the specific request to move beyond the focal point of the marvel as significantly as essential.

The Statistical Method

In the meantime this work is intended, various have been the necessities of finding the best way to deal with the fulfillment of the rigorous requirements with thoughts and definitions for a prevalent cognizance. Thus the term insights implies a numerical formula for making an investigation feasible and sound. Experiences are essentially a part of associated science, and may be seen as math associated with observational data. As in other numerical assessments a comparative condition is correspondingly imperative to extensively extraordinary social affairs of point.

Statistics is the science of designing studies or experiments, collecting data and modeling/analyzing data for the purpose of decision making and scientific discovery when the available information is both limited and variable. That is, statistics is the science of Learning from Data. (Ott and Longnecher,2010,p.2)
For Ott & Longnecher,(2010) statistics is the procedure to follow as a routine concerning with data utilizing test data imparted. It relies upon quantifiable speculation which is a part of associated science. Inside quantifiable speculation, anomaly and weakness are shown by probability theory.

The information acquired from the understudies of eighth grade at República de Francia N° 8 educational unit is uncommonly significant with the end goal of this examination, in the wake of being quantifiably, it will have the proper numerical analysis for then be commented properly without anticipating any degree of the assessment accordingly, anyway being so objective, so the understudy can have an extra slant of what is being proposed to the arrangements of this concern.

TECHNIQUES OF RESEARCH

SURVEY

Surveys are particularly useful to find small amounts of information from aider selection of people in the hopes of making a general claim. (Linn,2011,p.162)

Both surveys and interviews are two different ways that you can assemble data about individuals' convictions or practices. With these techniques, the data you gather is not direct yet rather "self-announced" gathered in a less sophisticated way. This examination is an investigation taken from a whole as it is hard to do verifying from various people. The overview is just done to an example or illustrative of a considerable social occasion with comparable traits' worry of a universe that occurs concerning normal everyday presence using systematized request in order to procure quantitative estimations.

In this paper work, the survey will be given to 29 understudies of grade 8 parallel A, as a sample of total of students at República de Francia N° 8 educational unit. This is with total security, the most essential way to get acquainted of real situations palpated at first hand from the students to
be set for the proper analysis for continuously being put into account for the respective assumptions with reliability to extract the potential solutions for fitting the best way to give education to the students mentioned before.

**INTERVIEW**

Linn (2011) Interviews are best used when you want to learn detailed information from a few specific people. Interviews are also particularly useful if you want to interview experts about their opinions. In sum, use interviews to gain details from a few people, and surveys to learn general patterns from many people. (p.163)

What makes the interview different from a conversation is that it is designed for a specific purpose (Keats, 2000). (...) it requires careful preparation, much patience, and considerable practice as it constitutes a type of fishing to enter the interviewee’s world or understand their construction of reality, which cannot be observed. Mentioned by (Ok & Kwan, 2015,p.30)

Taking advantage of (Ok & Kwan,2015) The interview goes somewhat long from a basic exchange, it is the manner in which the examiner gets into the interviewee to getting all the more extensively information that is presently known. The information will be collected by strategies for open request and the most ideal answers passed on by the masters and instructors at República de Francia educational unit with the students of eighth grade. Three particularly organized open request will be done to in like manner be separated and commented for beating the end and the proposals. They will be taught properly for the ordinary experience and the request sheets will have the logo of the Faculty of Philosophy as a support of the investigation.
QUESTIONNAIRE

The solicitation in this paper work has been identified with the understudies of eighth grade, the experts and the educators of the English language at República de Francia educational. The solicitation to the experts will be assessed totally so there can be more remarks and additional data. For this reason, the survey is the most noteworthy instrument for getting to where one needs to address. For a better than average information to be got, extraordinary request must be released by then. The asked individuals determined above will be the beneficiaries, they are the ones from where information will be procured.

Questionnaire design is a multistage process that requires attention to many details at once. Designing the questionnaire is complicated because surveys can ask about topics in varying degrees of detail.(…) Creating good measures involves both writing good questions and organizing them to form the questionnaire. (Taken from Pew Research Center Methods)
APPLICATION OF THE INSTRUMENTS OF INVESTIGATION
SURVEY TO THE STUDENTS

WRITE AN “X” IN THE BOX ACCORDING TO YOUR OPINION

A. - Totally agree (TA)   C. - Disagree (D)   E. - Indifferent (I)
B. - Agree (A)   D. - Totally disagree (TD)

CHART 3

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>01- The teacher sustains that vocabulary is important to learn English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02- The use of English vocabulary must not be a class matter but an adjustment to the EFL curricula.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03- There usage and management of vocabulary would improve the writing performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04- Since vocabulary is essential to express ideas, the students long their teacher to reinforce the EFL with new vocabulary teaching techniques.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05- Writing is a very important skill that requires not only the teacher’s attention but authorities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06- To promote writing through vocabulary activities with the use of a booklet would be a good chance to profit EFL.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07- Writing techniques and related activities should be constantly applied in the English classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08- There exists enough technology to better the written ability in the students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09- The use of a booklet with vocabulary activities would increase the writing proficiency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10- Writing would be more effective with the realization and application of a booklet with vocabulary activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERVIEW TO THE DIRECTOR (Chairwoman)

1. What is your opinion of the English learning-teaching process through the adjustment of the writing production?

2. How do you consider that the application of the proposal through vocabulary activities would have an acceptance on your behalf and to the students as well?

3. Why do you consider the application of the proposal would be very important in the EFL learning?

4. Do you as authority, agree that the students have access to this kind of materials for practicing in-situ and at home. What do you thing the benefits would be?

INTERVIEW TO THE ENGLISH TEACHER

1. In what way would you support a booklet with vocabulary activities for the improvement of the Writing production?

2. What other kind of extra material would it be an advantage for the students to reinforce the Writing production?

INTERVIEW TO THE DIRECTOR

1. What do you think about English learning-teaching process as an advantage for the students in this institution that you head?

2. In what way do you think the English learning through the written production will aid the students to enhance their EFL learning?
3. The proposal herewith consists of the creation of a booklet with English grammar drills to engage the students into writing as a remarkable way to improve their social life. In what way do you think it would be profitable to apply the proposal?

INTERVIEW TO THE ENGLISH TEACHER

1. Would you agree to support this proposal as an aid for the English students?

2. Why would you consider this proposal will give the students an extra support for the development of the written production
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 29 students  
Course: 8th

Question 1: The teacher sustains that vocabulary is important to learn English

### CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>15</td>
<td>52%</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>45%</td>
</tr>
<tr>
<td>Totally disagree</td>
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<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

### GRAPHIC 1

Source: Unidad Educativa República de Francia N° 8
Elaborated by: Ana Plúa Rivera y Luis Arreaga Rosado

COMMENT: the students consider that what the teacher promotes is an outstanding idea to involve them into EFL learning especially the written expression, it is essential to motivate them into the correct path of understanding and adjustment to the English language.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 29 Students  Course: 8th

Question 2: The use of English vocabulary must not be a class matter but an adjustment to the EFL curricula.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>7</td>
<td>24%</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>48%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>21%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT: With this approach, the consideration of the students in wishing the involvement of authorities in the curricula is necessary for them because students do not only deserve the total attention in increasing the best way in the education of the EFL learning.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 29 students
Course: 8th

Question 3: There usage and management of vocabulary would improve the writing performance.

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
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<td>41%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>41%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

COMMENT The understudies are absolutely careful that taking in an unknown dialect must have satisfactory resources for making classes even more charming and basic. The specialists and the teachers ought to similarly think about re-structuring the implements when learning the EFL.

Source: Unidad Educativa República de Francia N° 8
Elaborated by: Ana Plúa Rivera y Luis Arreaga Rosado
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 29 students  
Course: 8th course

Question 4: Since vocabulary is essential to express ideas, the students long their teacher to reinforce the EFL with new vocabulary teaching techniques

CHART OF FREQUENCY 7

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
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<td>17%</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>28%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>6</td>
<td>21%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>9</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

GRAPHIC 4

Source: Unidad Educativa República de Francia N° 8
Elaborated by: Ana Plúa Rivera y Luis Arreaga Rosado

COMMENT: The respondent demonstrates that it is critical important to optimize the teaching of the EFL training with various types of strongholds. The noteworthiness of the above inquiry demonstrate the longing of the students to develop vocabulary and so the written expression.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 29 students  
Course: 8th course

Question 5: Writing is a very important skill that does not require not
the teacher’s attention but authorities

CHART OF FREQUENCY 8

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>Totally Agree</td>
<td>7</td>
<td>24%</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>28%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>28%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT: The students consider that the directives of the institution
should take part in every process of the teaching-learning. In the
same way writing as an important skill, requires the attention in all
the steps of the EFL learning.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 29 students
Course: 8th course

Question 6: To promote writing through vocabulary activities with the use of a booklet would be a good chance to profit EFL.

CHART OF FREQUENCY 9

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
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<td>Agree</td>
<td>12</td>
<td>41%</td>
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<tr>
<td>Totally disagree</td>
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<td>7%</td>
</tr>
<tr>
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<td>17%</td>
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<tr>
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<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRAPHIC 6

Source: Unidad Educativa República de Francia N° 8
Elaborated by: Ana Plúa Rivera y Luis Arreaga Rosado

COMMENT: In fact, the utilization of a booklet with structure procedures will permit the students to gather their confidence in the EFL learning. It is important to establish arrangements for the application of projects and other visionary strategies that permit the correct apprehension of the English language.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 29 students  Course: 8th

Question 7: Writing techniques and related activities should be constantly applied in the English classes

CHART OF FREQUENCY N° 10

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<th>PERCENTAGE</th>
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<tr>
<td>Disagree</td>
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<td>7%</td>
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<tr>
<td>Indifferent</td>
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<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT: The students know very well that the writing learning must be optimal for the development of the ability of writing. The instructor should care about this concern as it would be a chance to connect with the students into the written expression learning.

Source: Unidad Educativa República de Francia N° 8
Elaborated by: Ana Plúa Rivera y Luis Arreaga Rosado
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 29 students
Course: 8th course

Question 8: There exists enough technology to better the written ability in the students.

CHART OF FREQUENCY Nº 11

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<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
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<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

COMMENT: Despite the habituation of an English laboratory, for what the students are aware, vocabulary is another concern that should be implied separately. Most of the time with learning tools, instructors do not know how to take advantage of it. Constant training is prime for teachers for a better interaction with teaching-learning.

Source: Unidad Educativa República de Francia Nº 8
Elaborated by: Ana Plúa Rivera y Luis Arreaga Rosado
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 29 students  
Course: 8th course

Question 9: The use of a booklet with vocabulary activities would increase the writing proficiency

CHART OF FREQUENCY N° 12

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<td>3%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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</table>

GRAPHIC 9

Source: Unidad Educativa República de Francia N° 8
Elaborated by: Ana Plúa Rivera y Luis Arreaga Rosado

COMMENT: It is fundamental to highlight that it is so profitable to use specific methodologies to develop the energy of the understudies in taking in another language for what the utilization of a booklet with plenty information about vocabulary enlightening different scenarios that permit the students relate what have been learnt.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 29 students  
Course: 8th course

Question 10: Writing would be more effective with the realization and application of a booklet with vocabulary activities.

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**COMMENT:** the proposal shown as an alternative in this paper research is a good intention to rescue the values of teaching the EFL. As it has been demonstrated, projects like this have so much influence for the correct teaching and application of modern techniques.
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Regardless of the numerous endeavors of propelling understudies, it was conceivable to see that the understudies do not have a craving for drawing in with another dialect. In the principal example, the understudies do not perceive any guide or well-roused directions by the educator.

The investigation in this shows up that the understudies are yearning to begin with new projects that grant them acclimate of the significance and that it is so pertinent to ace another dialect. Since innovation is not a reality in the foundation reason for this exploration venture, the understudies can just know the utilization of their cell, an extraordinary chance to exploit.

RECOMMENDATIONS

It is expressed that fatigue is not the motivation behind why the students do not coexist with the written work expertise. For this situation, the instructor should give different alternatives, similar to strategies, and different apparatuses so they can feel daring when making the written exercise. Each movement ought to be considered with past care so the students do not fear of practicing with new material.

The teacher should not by and large use a comparable material, the typical that makes with it, should be managed in various ways. For this, the pros must think about the need their staff long to. The enlistment to workshops, courses would be ideal position that the teachers should recognize as a noteworthy move for attracting understudies into learning the English language. The composed work limit is a wonderful capacity that should be induced with precision and appropriately. Instructive projects
must start the capacity of overcoming, anyway the understudies with significance and concern, can feel included and exchanged off.

In the same way the instructor must strongly influence and make new formed exercises in the homeroom, and likewise give the understudies extra activities to work at home. On the other hand, specialists and English teachers had better reestablish the instructive modules with fresh frameworks that incline the understudies to reliable learning where the space or the scenario does not only become a stress place where to spend and receive classes but a place to have fun by learning appropriately, for what it is basic to give more dialog classes and impulse interchangeable limits and drills.
CHAPTER IV
THE PROPOSAL

BOOKLET WITH VOCABULARY ACTIVITIES TO IMPROVE
THE WRITTEN EXPRESSION

JUSTIFICATION

It is precise to clarify that this subject has not been tended to with any understudy, that despite its similarity with other works, this is different as it is aimed to the students of eighth year at República de Francia N°8 educational unit. The proposal itself is extraordinary since it has not had such an interest in prior occasions, but the credibility of being accurate and opportune for establishing a concrete assistance to the phenomenon of writing correctly with the utilization of sober stock words, in the same way with the utilization of fundamental jargon, it would be significantly simpler and functional to address such issues in order to give the best possible assessment and contralateral input to everyone of the evaluated whenever it is of great need.

In the advancement of the exercises, that is during the use of the proposition, it has been distinguished that the understudies do not have much practice with regards to composing particularly when perceiving an action word, an understanding expression, word request, articles, things, sentence structure, word decision, tedium, accentuation, mechanics and section intelligence, association vital for making great composition, which has turned into a genuine test for them to confront. With the few activities contained in this booklet presented in this proposal, the understudy would feel progressively propelled and keen on doing the composition exercises.

Similarly managing specialists, the readiness that the entire instructive network has given for the use of this examination has been of
incredible help to consider plus the facilities the academic responsible whose interest in dealing with this paper work has been outstanding for the benefit of the students and the worry of bettering the written expression through a booklet with vocabulary activities.

Making understudies to be acclimated to various kinds of instructing and learning styles is an ability that is not shared such a great amount among educators. It is a one of a kind blessing to have understudies got the significance of the class and the destinations to be educated. The booklet offered with this examination was incorporated with a portion of the understudies to check whether a large number of the parameters, learning styles and skills were satisfied with the utilization of the booklet. It demonstrated that the understudies had the option to adjust to the activities of the booklet and that the visual had a positive outcome.

OBJECTIVES
GENERAL
To distinguish that the results with the vocabulary activities contribute to the improvement of the written expression in students of the eighth year by a field research at República de Francia educational unit.

SPECIFICS
• To motivate the students to take part in the active exercises
• To let the learners get noticed about the process of the exercises of the booklet.
• To make use of visual aids two improve the written expression

THEORETICAL ASPECTS
SOCIOLOGICAL ASPECT

Sociology of education plays a vital role in the continuing development of sociology. Émile Durkheim (...) having provided a sociological conceptualization of education as a system that transmits
society’s culture and social order to new generations. (Dworkin, et-al, 2013, p.1)

As Dworkin, et-al, (2013) proceeds when mentioning that sociology of education transmits culture and social order, it is neat and clear that the opportunities the students have, are to consolidate a one only way to learn EFL with the different methods of teaching referring to techniques and specific strategies. For what, the paper herewith, is a research that ponders the social cooperation of individuals in all its stages that are in a similar domain for quite a while. Along these lines, it is certain that this proposition will help the connections among educators and understudies making them increasingly participative in class, permitting and exhibiting that they can make and create new information to be conveyed through new generations

PEDAGOGICAL ASPECT

Loughran (2008) defines pedagogy in teacher education as “knowledge of teaching about teaching and a knowledge of learning about teaching and how the two influence one another in the pedagogic episodes that teacher educators create to offer students teaching experiences that might inform their developing views of practice” (p. 1180) as cited by (Cuenca, 2010, p.16)

For Cuenca, (2010) teaching and learning are a one interaction where the two represent a whole that is education. That is to say that at school, teachers and students become a synapsis where the role of the first is to assist and the other to acquire.

In this work, the instructive patterns alludes to constructivism, and it has been mulled over of numerous parts of this paper, since it has imagined that understudies are the developers of their own insight and it is the need to exhibit with this application. To accomplish that, it is fundamental that understudies pursue the standard of this activities in the booklet that would
alert the enthusiasm for learning the EFL patterns in the written expression as a way of expressing culture and knowledge of overseas languages.

**LEGAL ASPECT**

The proposition introduced in the present work has no restriction to the laws built up in Ecuador, which will consequently improve the instruction of Ecuadorians which along these lines conforms to the lawful standards for what there is no hindrance to the acknowledgment of this proposition.

This proposition depends on the legitimate perspective Art. 36 of natural law of training and Art. 52 of General Regulation of the Effective law of the Education. The article 36 about the arranging alludes, the school arranging and instructive projects that ought to be defined in a logical manner as indicated by the directions of instructive strategies and its necessities just as the improvement of the national reality, for which it ought to have the cooperation of the areas that adjust the instructive activity, with subjection to the guideline.

**FEASIBILITY**

This task as far as now has had the total support of directives, tutors and students of eight year at República de Francia N° 8 educational unit per-se. In the same way the complete and absolute back up of the School of languages of the Faculty of philosophy at University of Guayaquil.

It is worthy to mention that no special expense has been afforded for what the paper work here has had all the facility especially in the economic way matter.

Additionally, it is accepted that this proposition has an abnormal state of possibility since specialists were exceptionally satisfied with the work that was performed. It could likewise be perceptible that the understudies were keen on the improvement of the exercises while executing the proposition. Moreover, they were propelled by working with various sorts of ludic exercises. The utilization of this proposition gives understudies the chance
to take an effective interest in learning so they can create composing ability through activities in a simple and dynamic way. When implementing these activities, it was necessary to provide a support to teaching methodology; hence, teachers are expected to improve their quality of teaching. Besides, this work grants them, with new ideas and resources to motivate their learners and promote an active learning approach in the EFL learning.

DESCRIPTION OF THE PROPOSAL

The proposal object of this paper work was implemented in the months of July and August during the process of tutoring previous the realization of this project which has had the assistance of the main tutor and the correspondent professors of the School of Language of the Faculty of Philosophy at Universidad de Guayaquil. For a correct and fair utilization of the proposal herewith at República de Francia educational unit, the booklet will provide 10 activities with its respective application and extra exercises to support the learning of writing with the utilization of vocabulary.

The booklet is intended to actuate understudies' earlier information and their educated abilities simultaneously with the jargon exercises it contains. A wide and immense assortment of exercises with clarifications and understudy focused are a piece of the primary issues that can enable understudies to work on composing also. The structure of the exercises will help understudy and keep them drew in while picking up working in gatherings or two by two.

The proposal has four stages:

**Stage I:** Activate understudies' jargon meaning and express cognizance recorded as a hard copy aptitudes.

**Stage II:** keep understudies drew in with exercises that animate earlier learning and have advancing wording activities to enable them to
create composing aptitudes in conveying everything that needs to be conveyed.

Stage III: Practice new strategies to maintain understudies’ language learning process and pass on huge significance.

Stage IV: Evaluation, input and appraisal about understudies procuring perusing perception abilities in the study hall to expand and improve English composition and learning.
Bibliography


Halcomb, E. (2016). *Understanding the importance of collecting qualitative data creatively*. School of Nursing University of Wollongong.


ANNEX I

DOCUMENTS
### ANCÉSTO 1

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

**ESCUA/CARRERA LENGUAS Y LINGÜÍSTICA**

**UNIDAD DE TITULACIÓN**

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<th>ANA LÍDISE PLÚA RIVERA y LUIS ALEXIS ARREAGA ROSADO</th>
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| APROBADO                                                  |              |               |
| APROBADO CON OBSERVACIONES                                |              |               |
| NO APROBADO                                               |              |               |

MSc. Larry Torres Vivar
Docente Revisor
Acuerdo del Plan de Tutoría

Nesotros, MSc. Larry Torres Vivar, docente tutor del trabajo de titulación y Ana Lidice Plúa Rivera – Luis Alexis Arreaga Rosado estudiantes de la Carrera/Escuela Lengua y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario 14:00 – 15:00, el día MIÉRCOLES.

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.

Agradeciéndonos la atención, quedamos de Ud.

Atentamente,

Ana Plúa Rivera
Estudiante
CC: 092752904-0

Luis Arreaga Rosado
Estudiante
CC: 131158083-9

MSc. Larry Torres
Docente Tutor
Unidad de Titulación
# INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

**Tutor:** M.Sc.

**Tipo de trabajo de titulación:** Tesis y Proyecto Educativo

**Título del trabajo:** Incidence of Vocabulary to support written expression

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Lcda. Sara Anagamo, MSc.
DIRECTOR(A) DE LA CARRERA DE LENGUA Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL

Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación INCIDENCE OF VOCABULARY TO IMPROVE WRITTEN EXPRESSION de los estudiantes PLÚA RIVERA ANA LÍDISE y ARREAGA ROSADO LUIS ALEXIS, 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 los estudiantes PLÚA RIVERA ANA LÍDISE y ARREAGA ROSADO LUIS ALEXIS están aptos para continuar con el proceso de revisión final.

Atentamente,

[Nombre]

TUTOR DE TRABAJO DE TITULACIÓN

C.I.: 091300434-7
# RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

**Título del Trabajo:** INCIDENCE OF VOCABULARY TO IMPROVE WRITTEN EXPRESSION  
**Autor(s):** PLÚA RIVERA ANA LÍDISE y ARREAGA ROSADO LUIS ALEXIS

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<td>El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.</td>
<td>0.8</td>
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<tr>
<td><strong>PERTINENCIA E IMPACTO SOCIAL</strong></td>
<td></td>
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<tr>
<td>Pertinencia de la investigación</td>
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</tr>
<tr>
<td>Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional</td>
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</tr>
<tr>
<td>**CALIFICACIÓN TOTAL * **</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

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

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN  
No. C.I. 091300434-7  
FECHA: 12/8/2019

ANEXO 5
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado LARRY TORRES VIVAR, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por PLÚA RIVERA ANA LÍDSE, C.C.: 0927529040 – ARREGA ROSADO LUIS ALEXIS, C.C.: 1311580839, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIATURA EN LENGUAS Y LINGÜÍSTICAS CON MENCIÓN EN INGLÉS.

Se informa que el trabajo de titulación: “INCIDENCE OF VOCABULARY TO IMPROVE WRITTEN EXPRESSION”, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (indicar el nombre del programa antiplagio empleado) quedando el 5% de coincidencia.

Larry Torres Vivar, MSc.
C.I. 091300434-7
Universidad de Guayaquil
Facultad de Filosofía, Letras, y Ciencias de la Educación
Carrera de Lenguas y Lingüística

Unidad de Titulación

Guayaquil, Agosto 26 del 2019

Máster
SARA ANAGUANO PÉREZ
DIRECTORA DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación. Título: INCIDENCE OF VOCABULARY TO IMPROVE WRITTEN EXPRESSION Propuesta: DESIGN OF A BOOKLET WITH VOCABULARY ACTIVITIES, de los estudiantes PLUÁ RIVERA ANA LIDISE y ARREAGA ROSADO LUIS ALEJIS.

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 diecisésis 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 tres 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 los estudiantes PLUÁ RIVERA ANA LIDISE y ARREAGA ROSADO LUIS ALEXIS están aptos para continuar el proceso de titulación. Particular que comunico a usted para los fines pertinentes.

Atentamente,
Rodrigo Guzmán Segura
DOCENTE REVISOR
**UNIVERSIDAD DE GUAYAQUIL**
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**
**CARRERA DE LENGUAS Y LINGÜÍSTICA**

**ANEXO 8**

**RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN**

<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTaje MÁXIMO</th>
<th>CALF.</th>
<th>COMENTARIOS</th>
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<tr>
<td><strong>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</strong></td>
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<tr>
<td>Formato de presentación acorde a lo solicitado</td>
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<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Tabla de contenidos, índice de tablas y figuras</td>
<td>0.6</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Redacción y ortografía</td>
<td>0.6</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Correspondencia con la normativa del trabajo de titulación</td>
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<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Adecuada presentación de tablas y figuras</td>
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<td>0.6</td>
<td></td>
</tr>
<tr>
<td><strong>RIGOR CIENTÍFICO</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td>0.5</td>
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</tr>
<tr>
<td>La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece</td>
<td>0.6</td>
<td>0.6</td>
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</tr>
<tr>
<td>El objetivo general está expresado en términos del trabajo a investigar</td>
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<tr>
<td>Los objetivos específicos contribuyen al cumplimiento del objetivo general</td>
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<td></td>
</tr>
<tr>
<td>Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación</td>
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<td>Los métodos y herramientas se corresponden con los objetivos de la investigación</td>
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<tr>
<td>Factibilidad de la propuesta</td>
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<tr>
<td>Las conclusiones expresan el cumplimiento de los objetivos específicos</td>
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<tr>
<td>Las recomendaciones son pertinentes, factibles y válidas</td>
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<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencia bibliográfica</td>
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<td>0.5</td>
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</tr>
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<td><strong>PERTINENCIA E IMPACTO SOCIAL</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Pertinencia de la investigación/innovación de la propuesta</td>
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<tr>
<td>La investigación propone una solución a un problema relacionado con el perfil de egreso profesional</td>
<td>0.3</td>
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<tr>
<td>Contribuye con las líneas/sublíneas de investigación de la Carrera/Escuela</td>
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<tr>
<td><strong>CALIFICACIÓN TOTAL</strong></td>
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<tr>
<td>10</td>
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</tr>
</tbody>
</table>

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

Guayaquil, Agosto 26 del 2019

Atentamente,

Rodrigo Quiñónez Segura
DOCENTE REVISOR
Guayaquil, 2 de septiembre del 2019

CERTIFICACIÓN DEL TUTOR REVISOR

Habiendo sido nombrado Msc. RODRIGUE GUERRERO SEGURA, tutor del trabajo de titulación INCIDENCE OF VOCABULARY TO IMPROVE WRITTEN EXPRESSION certifico que el presente trabajo de titulación, elaborado por ANA LÍDICE PLÁA RIVERA, C.I. No. 0927529040 y ARREAGA ROSADO LUIS ALEXIS, con C.I. No. 1311580839, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIATURA EN LENGUAS Y LINGÜÍSTICAS CON MENCION EN INGLÉS, en la Carrera de Lenguas y Lingüísticas de la Facultad de Filosofía, Letras y Ciencias de la Educación, ha sido REVISADO Y APROBADO en todas sus partes, encontrándose apto para su sustentación.

Msc. RODRIGO GUERRERO SEGURA
DOCENTE TUTOR REVISOR
C.I. No. 0910135557
Yo, PLÚA RIVERA ANA LÍDISE con C.I. No. 0927529040 y ARREAGA ROSADO LUIS ALEXIS, con C.I. No. 1311580839 certificamos que los contenidos desarrollados en este trabajo de titulación, cuyo título es “INCIDENCE OF VOCABULARY TO IMPROVE WRITTEN EXPRESSION” 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*, autorizamos 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

ANA LÍDISE PLÚA RIVERA
C.I. No. 0927529040

LUIS ALEXIS ARREAGA ROSADO
C.I. No.: 1311580839

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Sra.
Zoila Ochoa, MSc.
DIRECTORA U.E. REPUBLICA DE FRANCIA
En su despacho.

De mis consideraciones:

Yo, Ana Lidise Plúa Rivera, con C.C.: 092752904-0 y Luis Alexis Arreaga Rosado, con C.C.: 131158083-9, Alumnos de la Facultad de Filosofía, Letras y Ciencias de la Educación, de la carrera Lengua y Literatura Inglesa, solicitó muy respetuosamente se nos autorice realizar nuestro Proyecto Educativo en su Institución en el curso de 8vo año EGB sección “A”, cuyo tema y propuesta es: “INCIDENCE OF VOCABULARY TO IMPROVE WRITTEN EXPRESSION”. Propuesta: DESIGN OF A BOOKLET WITH VOCABULARY ACTIVITIES.

Sin otro particular.
Atentamente,

Ana Plúa Rivera
C.C.: 092752904-0

Luis Arreaga Rosado
C.C.: 131158083-9
MSc.
Zoila Ochoa
DIRECTORA DE LA UNIDAD EDUCATIVA
“REPÚBLICA DE FRANCIA”
Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que los estudiantes: ARREAGA ROSADO LUIS ALEIXS Y PLÚA RIVERA ANA LÍDISE, 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 Licenciados en Ciencias de la Educación, mención Lenguas Inglesa y Lingüística.

TOPIC: INCIDENCE OF VOCABULARY TO IMPROVE WRITTEN
EXPRESSION

PROPOSAL: DESIGN OF A BOOKLET WITH VOCABULARY ACTIVITIES

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 antengo mis reconocimientos.

Atentamente,

Ing. Carlos Valen Navarro, MSc.
DIRECTOR (e) CIFU CARRERA DE LenguAS Y LINGÜÍSTICA
MSc.
Larry Torres Vivar
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 consta el nombre de los estudiantes de la Carrera de Lenguas y Lingüística: ARREAGA ROSADO LUIS ALEXIS Y PLUA RIVERA ANA LIDISE

**TOPIC:** INCIDENCE OF VOCABULARY TO IMPROVE WRITTEN EXPRESSION

**PROPOSAL:** DESIGN OF A BOOKLET WITH VOCABULARY ACTIVITIES

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

---

<table>
<thead>
<tr>
<th>CIFILI</th>
<th>MSc.</th>
<th>DIRECTOR (e)</th>
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<td>Ing. Alejandro Delgado López</td>
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</tr>
<tr>
<td>Ing. Carlos Valle Navarro, MSc.</td>
<td>DIRECTOR</td>
<td></td>
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</tbody>
</table>
ANNEX II

SURVEY AND INTERVIEWS
APPLICATION OF THE INSTRUMENTS OF INVESTIGATION
SURVEY TO THE STUDENTS
WRITE AN “X” IN THE BOX ACCORDING TO YOUR OPINION
A. - Totally agree  C. - Disagree  E. - Indifferent
B. - Agree  D. - Totally disagree

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>TA</th>
<th>A</th>
<th>D</th>
<th>TD</th>
<th>I</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>01- The teacher sustains that vocabulary is important to learn English.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>60</td>
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<tr>
<td>02- The use of English vocabulary must not be a class matter but an adjustment to the EFL curricula.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>03- There exists enough technology to better the written ability in the students.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>04- Since vocabulary is essential to express ideas, the students long their teacher to reinforce the EFL with new vocabulary teaching techniques.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>60</td>
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<tr>
<td>05- Writing is a very important skill that requires not only the teacher’s attention but authorities.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>60</td>
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<tr>
<td>06- To promote writing through vocabulary activities with the use of a booklet would be a good chance to profit EFL.</td>
<td></td>
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<td></td>
<td></td>
<td>60</td>
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<tr>
<td>07- Writing techniques and related activities should be constantly applied in the English classes.</td>
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<td></td>
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<td>60</td>
</tr>
<tr>
<td>08- There exists enough technology to better the written ability in the students.</td>
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<td>X</td>
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<tr>
<td>09- The use of a booklet with vocabulary activities would increase the writing proficiency.</td>
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<tr>
<td>10- Writing would be more effective with the realization and application of a booklet with vocabulary activities.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>
INTERVIEW TO THE DIRECTOR (Chairwoman)

1. What is your opinion of the English learning-teaching process through the adjustment of the writing production?
   
   Esto importante ya que se necesita un proceso para una correcta escritura.

2. How do you consider that the application of the proposal through vocabulary activities would have an acceptance on your behalf and to the students as well?
   
   Sería normal ya que contaría con material para que pudieran desarrollar su escritura en inglés.

3. Why do you consider the application of the proposal would be very important in the EFL learning?
   
   Porque deben de conocer palabras en inglés para que puedan escribir.

4. Do you as authority, agree that the students have access to this kind of materials for practicing in-situ and at home. What do you think the benefits would be?
   
   Sería de acuerdo, si ellos trabajaran más en el folleto.

INTERVIEW TO THE ENGLISH TEACHER

1. In what way would you support a booklet with vocabulary activities for the improvement of the Writing production?
   
   Cómo podrían ser nuevas palabras y así practicar la escritura.

2. What other kind of extra material would it be an advantage for the students to reinforce the Writing production?
   
   Libretas, diccionarios.
ANNEX III

PHOTOS
THE RESEARCHERS OF THIS PROJECT AT THE ENTRANCE OF
UNIDAD EDUCATIVA FISCAL REPÚBLICA DE FRANCIA

Source: Unidad Educativa Fiscal “Republica De Francia”
Elaborated by: Plúa Rivera Ana, and Arreaga Rosado Luis.
APPLYING THE SURVEY TO THE STUDENTS OF EIGHTH GRADE

Source: Unidad Educativa Fiscal “Republica De Francia”
Elaborated by: Plúa Rivera Ana, and Arreaga Rosado Luis.

Source: Unidad Educativa Fiscal “Republica De Francia”
Elaborated by: Plúa Rivera Ana, and Arreaga Rosado Luis.

Source: Unidad Educativa Fiscal “Republica De Francia”
Elaborated by: Plúa Rivera Ana, and Arreaga Rosado Luis.
ATTENDING TO THE UNIDAD EDUCATIVA REPUBLICA DE FRANCIA FOR INTERVIEWS AND SURVEY

INTERVIEW WITH THE PRINCIPAL OF THE INSTITUTION, LCDA. ZOILA OCHOA, MSC., AT UNIDAD EDUCATIVA FISCAL REPUBLICA DE FRANCIA.

Source: Unidad Educativa Fiscal “Republica De Francia”
Elaborated by: Plúa Rivera Ana, and Arreaga Rosado Luis.

INTERVIEW WITH THE ENGLISH TEACHER LCDA. MIRIAN REYES AT UNIDAD EDUCATIVA FISCAL REPUBLICA DE FRANCIA

Source: Unidad Educativa Fiscal “Republica De Francia”
Elaborated by: Plúa Rivera Ana, and Arreaga Rosado Luis
TUTORIAL WITH PROJECT’S ADVISOR MSc. LARRY TORRES VIVAR

Source: Universidad de Guayaquil
Elaborated by: Plúa Rivera Ana, and Arreaga Rosado Luis

Source: Universidad de Guayaquil
Elaborated by: Plúa Rivera Ana, and Arreaga Rosado Luis
To be taken into account

Before getting started, it is important to highlight the following objectives:

- To motivate the students to take part in the active exercises
- To let the learners get noticed about the process of the exercises of the booklet.
- To make use of visual aids two improve the written expression

It is important to establish that the following booklet with exercises is aimed to give hints to the teacher and the reader of this paper so they can imagine other situations of necessity for their students per-se. In the same way, it is up to the teacher to create the best appropriate exercises for the reinforcement of the learnt during the class, considering the class time.
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UNIT ONE

Basic Activities

A. For this purpose use a dictionary with the assistance of the tutor

Find the actions of the pictures in your dictionary, write them in the box with its meaning.

____________________________________________________________
____________________________________________________________
____________________________________________________________

B. ADVERBS OF PLACES (think of the situations of the picture, use the dictionary and complete the phrases below)

In ______________ at ______________  in____________________

C. Make a statement of the activity in the simple present; use the pictures for support.

eg. You speak in class.
1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

D. For the teacher: use realia to present new words to the students. For example real pictures, real toys. Also, ask students to bring pictures of the house, playing, etc.

E. Use videos of real situations mentioning other activities and have the students write statements on the board according to what they see
UNIT TWO
FEELING ADJECTIVES

A. Use the dictionary and find the meanings of the emo´s faces.

B. With the form (I FEEL), complete the statements by using the pictures above.

eg. I feel bad

__________________________

__________________________

__________________________

C. To the teacher: show the students video film cuts of different emotions preferably of recent movies.

D. Ask the students to bring pictures of feeling situations to be shared among the classmates and have them write on the board in a row.

E. In order to reinforce what was apprehended, ask the students to come to the front and do mimics of the feelings shown in the pictures in exercise D.
UNIT THREE

LINKING WORDS (but & and)

A. Complete the statements in the chart with but or and.

<table>
<thead>
<tr>
<th>I like hot dogs _____ hamburgers</th>
</tr>
</thead>
<tbody>
<tr>
<td>You like hamburgers______ I don’t like hot dogs.</td>
</tr>
</tbody>
</table>

B. To the teacher: Ask students to write more food they like and dislike.

| __________________________________________ |
| __________________________________________ |
| __________________________________________ |
| __________________________________________ |

C. Have the students to create new statements using the linking words (but & and)

D. To the teacher: ask the students bring fast food from break time and have them present using but & and.

E. To the teacher: for the next class, present movies of like, dislike situations and have the students use but & and for reinforcement.
UNIT FOUR
EVERYDAY ACTIVITIES

A. First teach the students how to say the time.

B. Teach the students the parts of the days in the morning, in the afternoon, at night – in the evening. Have the students create statements with the time and the part of the day.

C. Daily activities (have the students look up in the dictionary the activities and write in the box to the right)

D. Have the students to create statements with exercises A, B, C.

E. To the teacher: bring to the class videos the reinforce the apprehended in this Unit.
UNIT FIVE
ADVERBS OF FREQUENCY

A. Teach the students the adverbs of frequency (usually, always, sometimes, often, never)

<table>
<thead>
<tr>
<th>Adverbs of Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS: 100%</td>
</tr>
<tr>
<td>USUALLY: 80%</td>
</tr>
<tr>
<td>OFTEN: 60%</td>
</tr>
<tr>
<td>SOMETIMES: 30%</td>
</tr>
<tr>
<td>NEVER: 0%</td>
</tr>
</tbody>
</table>

B. With the exercises of the different units, have the students create their short stories enouncing real situations of their life. Minimal 5 lines.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
A. Complete the following exercises with the adverbs in parenthesis

Example: I play tennis on Sundays. *(often)*

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I often play tennis on Sundays</td>
<td></td>
</tr>
<tr>
<td>1. I have toast for breakfast. <em>(always)</em></td>
<td></td>
</tr>
<tr>
<td>2. I drink beer. <em>(never)</em></td>
<td></td>
</tr>
<tr>
<td>3. Do you go to work by bus? <em>(usually)</em></td>
<td></td>
</tr>
<tr>
<td>4. She doesn’t go to bed late. <em>(often)</em></td>
<td></td>
</tr>
<tr>
<td>5. I listen to music. <em>(rarely)</em></td>
<td></td>
</tr>
<tr>
<td>6. She watches TV. <em>(hardly ever)</em></td>
<td></td>
</tr>
<tr>
<td>7. How do you go out for dinner? <em>(often)</em></td>
<td></td>
</tr>
<tr>
<td>8. I go shopping for clothes. <em>(rarely)</em></td>
<td></td>
</tr>
<tr>
<td>9. We go to expensive restaurants. <em>(sometimes)</em></td>
<td></td>
</tr>
<tr>
<td>10. They’re late. <em>(sometimes)</em></td>
<td></td>
</tr>
<tr>
<td>11. He is happy. <em>(never)</em></td>
<td></td>
</tr>
<tr>
<td>12. I’m late for work. <em>(always)</em></td>
<td></td>
</tr>
<tr>
<td>13. I have breakfast in bed. <em>(never)</em></td>
<td></td>
</tr>
<tr>
<td>14. I use public transport. <em>(almost always)</em></td>
<td></td>
</tr>
<tr>
<td>15. Unfortunately, we meet anymore. <em>(hardly ever)</em></td>
<td></td>
</tr>
<tr>
<td>16. What time do you finish work? <em>(usually)</em></td>
<td></td>
</tr>
<tr>
<td>17. I’m hungry in the morning. <em>(never)</em></td>
<td></td>
</tr>
<tr>
<td>18. I don’t read the newspaper. <em>(often)</em></td>
<td></td>
</tr>
<tr>
<td>19. The food at this restaurant is very good. <em>(usually)</em></td>
<td></td>
</tr>
<tr>
<td>20. I sometimes take sugar in my coffee. <em>(sometimes)</em></td>
<td></td>
</tr>
</tbody>
</table>

D. Read the text and answer the questions.

My name is Mary and I’m eleven years old. On weekdays I always get up at seven o’clock because I have lessons, but on Saturday and Sunday I never get up early, I usually get up after nine o’clock.

On Saturdays I always have piano lessons. Then I usually have lunch at my grandmother’s house. We sometimes go the café after lunch and I always ask for an ice-cream, but my grandmother never buys me one!

On Sundays my parents and I always go out for lunch and in the afternoon we do an activity together. We sometimes go to the beach when the weather is nice. When it’s raining, we usually go to their cinema. I love the cinema!

What is her name?
How old is she?

What time does she get up on weekdays?
She gets up...
☐ at eight o’clock.
☐ after nine o’clock.
☐ at seven o’clock.

And on Saturday and Sunday?
She gets up...
☐ at eight o’clock.
☐ after nine o’clock.
☐ at seven o’clock.

What does Mary do on Saturday mornings?

Complete with the correct adverb, according to the text.

Mary ______ has piano lessons on Saturdays.
She ______ has lunch with her grandmother.
They ______ go to the café after lunch and Mary ______ asks for an ice-cream, but her grandmother ______ buys her one.

On Sundays Mary and her parents ______ go out for lunch.
They ______ go to the beach, but when it’s raining they ______ go to the cinema.

Source: https://www.englishexercises.org/makegame/viewgame.asp?id=6269
UNIT SIX
A sight seeing dog

A. Watch the animated on the link
   https://www.youtube.com/watch?v=07d2dXHYb94

B. Explain what the video is about, making emphasis on the new words.

C. Complete the animated situations that happens in the video about Pip.
   1. The story (is)(are) about a (white) (black) (dog) (cat)
      Rewrite the statement: ____________________________________________
   2. (They are) (It is) a (shitsu) (Labrador) breed
      Rewrite the statement: ____________________________________________
   3. They want to be a (pet) (guide) (guard) dog
      Rewrite the statement: ____________________________________________
   4. Guide dogs help nice (blind) (deaf) (ugly) people to walk
      Rewrite the statement: ____________________________________________

D. Have the students look up the dictionary and find the words to complete the crossword, and have them create statements about.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
UNIT SEVEN
The use of CAN – CAN’T

A. Look up your smartphone more words dealt with extreme sports in your country.

Ex. Mountaineering
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________

B. Use the new words in the picture above and have the students make statements using CAN or CAN’T

Ex. I can street luge.
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________