EDUCATIONAL PROJECT
PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH LANGUAGE AND LINGUISTICS

TOPIC
HOW TO IMPROVE THE WRITING SKILLS THROUGH GRAMMAR EXERCISES

PROPOSAL
DESIGN OF A HANDBOOK WITH GRAMMAR EXERCISES TO IMPROVE THE WRITING SKILLS

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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

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MSc. GALO DONOSO NOBOA
Consultor Académico
DEDICATION

I dedicate this thesis especially to The Almighty for all that he has given me in my life and for allowing me to my mother for always being there giving me support to continue in this journey that has not been easy, but very rewarding.

ALFONSO LOJA CAYO
ACKNOWLEDGMENT

This project is a contribution from many other persons because it helped me set the pacing in an adequate manner thanks to them. My forever gratitude to all the teachers that contributed to this assignment, to the tutor, MSc. Donoso, whose guidance was optimistic and true as usual, to my many friends with their experience that also was of the utmost aid to my needs. I will forever be thankful to you all.

Alfonso Loja Cayo
ABSTRACT

In today’s writing, there are many variables that must be considered in order to develop the adequate writing that needs to be shared in the writing realm. It is substantially needed for writing to be taught well. Structure, syntax, coherence, vocabulary and other abilities are just part of the ingredients that must be used for the right book to be worldly published. The season is up to the writer. It is the writer that has to engage the right type of wording in the articles so the reader could be hooked and finally become addicted to his production and the writer’s name. The writing process is soluble if it is taught properly. Teachers that are in charge of such academic skill need to be prepared to the most of their capacity in order to show such skill the right way, making students aware of all the advantages and disadvantages there are when writing is done correctly and when it is not. The most memorable lessons are the ones that are never forgotten so teachers and instructors must also have the rapport to reach to students and make this ability fun learning and not the traditional skill that has been around since the writings on the walls.

Developing students visual learning abilities are also connected to the purpose of this project. Visual learners cannot only foresee what they read but also recite and rewrite a lot faster and even in an improved manner once structure sets in while they are brainstorming ideas to progress and complete a sentence, a paragraph, a page, a session, a chapter or a book. This investigation when a bit beyond about the influence structure has in our everyday lives. It also explains how the mind sets and distinguishes the way it relates sound, word and picture inside the brain. It is an amazing process that takes practice due to the fact that even though there are pictures related to the words heard, not everyone process such information in the same manner, style or with the same concept.

KEY WORDS: grammar, writing, skills, structure
TEMA: CÓMO MEJORAR LAS HABILIDADES DE ESCRITURAS A TRAVÉS DE EJERCICIOS GRAMÁTICOS.

PROPUESTA: DISEÑO DE UN MANUAL CON EJERCICIOS GRAMÁTICOS PARA MEJORAR LAS HABILIDADES DE ESCRITURA.

INVESTIGADOR: ALFONSO MAXIMILIANO LOJA CAYO
CONSULTOR ACADÉMICO: Msc. GALO DONOSO NOBOA

RESUMEN

En la escritura de hoy, hay muchas variables que deben considerarse para desarrollar la escritura adecuada que debe compartirse en el ámbito de la escritura. Es sustancialmente necesario para que la escritura se enseñe bien. Estructura, sintaxis, coherencia, vocabulario y otras habilidades son solo parte de los ingredientes que deben usarse para que el libro correcto se publique en el mundo. La temporada depende del escritor. Es el escritor el que tiene que incluir el tipo correcto de redacción en los artículos para que el lector pueda engancharse y finalmente volverse adicto a su producción y al nombre del escritor. El proceso de escritura es soluble si se enseña correctamente. Los maestros que están a cargo de dicha habilidad académica deben estar preparados al máximo de su capacidad para mostrar dicha habilidad de la manera correcta, haciendo que los estudiantes sean conscientes de todas las ventajas y desventajas que existen cuando la escritura se realiza correctamente y cuando no. Las lecciones más memorables son las que nunca se olvidan, por lo que los maestros y los instructores también deben tener la relación para llegar a los estudiantes y hacer que esta habilidad sea divertida y no la habilidad tradicional que ha existido desde los escritos en las paredes.

Las habilidades de aprendizaje visual de los estudiantes en desarrollo también están relacionadas con el propósito de este proyecto. Los estudiantes visuales no solo pueden prever lo que leen, sino que también recitan y reescriben mucho más rápido e incluso de una manera mejorada una vez que la estructura se establece mientras están intercambiando ideas para progresar y completar una oración, un párrafo, una página, una sesión, un capítulo o un libro. Esta investigación cuando un poco más allá de la estructura de influencia tiene en nuestra vida cotidiana. También explica cómo la mente establece y distingue la forma en que relaciona el sonido, la palabra y la imagen dentro del cerebro. Es un proceso sorprendente que requiere práctica debido al hecho de que, aunque hay imágenes relacionadas con las palabras escuchadas, no todos procesan dicha información de la misma manera, estilo o con el mismo concepto.

PALABRAS CLAVES: ESCRITURA, GRAMÁTICA, DESTREZAS, ESTRUCTURA
Abstract:

In today’s writing, there are many variables that must be considered in order to develop the adequate writing that needs to be shared in the writing realm. It is substantially needed for writing to be taught well. Structure, syntax, coherence, vocabulary and other abilities are just part of the ingredients that must be used for the right book to be worldly published. The season is up to the writer. It is the writer that has to engage the right type of wording in the articles so the reader could be hooked and finally become addicted to his production and the writer’s name. The writing process is soluble if it is taught properly. Teachers that are in charge of such academic skill need to be prepared to the most of their capacity in order to show such skill the right way, making students aware of all the advantages and disadvantages there are when writing is done correctly and when it is not. The most memorable lessons are the ones that are never forgotten so teachers and instructors must also have the rapport to reach to students and make this ability fun learning and not the traditional skill that has been around since the writings on the walls.

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INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL

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PALABRAS CLAVES: ESCRITURA, GRAMÁTICA, DESTREZAS, ESTRUCTURA
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INTRODUCTION

Most of the topics found in this thesis can be related and found in connection to the Good Living Act that it is established under the Constitution of the Republic of Ecuador and all its vigilant rules and regulations. The purpose of the good living act is to improve the education and the style of living in all Ecuadorians and legal residents in the country. This is based on the nation’s prosperity and goals that are significant to maintain the welfare of the citizens and legal residents in Ecuador. This also motivate teachers’ potentials and education as main role players in the infrastructure of the good living act construction.

What is the sense of knowing all the vocabulary in the world if there is no way to put such vocabulary in order? To make sense, there should be structure when speaking and mandatory understanding when writing. Speaking can be helped with gestures and making faces, but writing must be in the most adequate mode to have meaning, sense, syntax and full understanding. Therefore, writing is a lot more exquisite for expressing oneself to the fullest and having clear and sound understanding. Writing should be the most precise and finessed skill. Without such requisites, writing would not survive in the communication world.

Writing development should be helped with visual aids in the classroom. It motivates and stimulates students’ prior learning, making students engage into writing including all the active and inactive vocabulary involved so penmanship could be developed to the fullest. The main objective of this investigation is to make visual aids a tool that contribute to the writing structure learning and can facilitate form and syntax to students’ production about the language on paper.

The first chapter talks about the problem and the deficiencies found in students. The second chapter shows the theoretical aspect and how such deficiencies were addressed according to the methods and
formulations involved to conceptualize the problem at hand. The third chapter will show all the results and mathematical results about the interviews and surveys done with the investigation in mind and the fourth chapter will elaborate the proposal and how such solution will improve students in their writing abilities.

CHAPTER I: THE PROBLEM

This chapter consist of statements on what led the investigator, the problem, context investigation, problem investigation, conflict situation, scientific situation, causes, problem formulation, investigation objectives, general objectives and specific objectives, questions of the investigation, rationale

CHAPTER II: THEORETICAL FRAME

This chapter includes a total critical review of previous projects, theoretical framework, background of the investigation, theoretical bases, epistemology foundations, philosophic foundations, pedagogical foundations, psychological foundations, sociological foundations, legal foundations, and glossary.

CHAPTER III: METHODOLOGY

The modality and type of research are methodology, process, analysis, results discussion, and 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

The title synthesizes the central idea of the proposed Justification, synthesis, general objective, specific objectives, feasibility, description, social impact, beneficiaries, bibliography, and glossary.

BIBLIOGRAPHY

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

ANNEXUS

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

1. THE PROBLEM

1.1. Research context

In Ecuador, learning English as a foreign language has been a practice present in public and private institutions. It shows an enormous cultural, social, political and economic power worldwide, becoming a vital element in the understanding and coexistence of our society in the XXI century.

The use of grammar is a tool for learning languages. It has been proven that, being in a language classroom, whether as a teacher or as a learner, the use of grammar is something that is taken for granted regardless of age, as an example of this, interactive grammar present in language books are normally used.

1.2. Conflict situation

Unidad Educativa Fiscal Guayaquil is located on Gomez Rendon and Machala Streets. The name of the Principal is MSc. Ruth Vega Tomala. There are 24 teachers and 6 of them are English teachers. There are a total of 700 students and two shifts, morning and afternoon.
According to this information, it is evident that such deficiency is not due to the lack of writing; on the contrary, this is probably due to the lack of vocabulary and methodological strategies of the writing techniques and methods that need to be addressed.

After doing some executed observations to students, the effects were visible; while students worked on a writing exercise, most of them could not answer the questions related to the writing because they did not know the meaning of the words.

1.3. Scientific fact

In the educational institution "Unidad Educativa Fiscal Guayaquil" low performance in English is observed in the students of the sophomore year studying in English. Their written production is poor. They do not develop activities such as writing sentences, since they cannot compose any kind of texts. They do not use the grammar, as they do not have adequate vocabulary to their level, preventing their understanding.

In some observations it was found that most students not only have difficulties to understand the main ideas in short readings but also to express them orally. It is necessary to clarify that oral production, together with reading and writing are closely related, this makes even more important the written production in the students.
1.4. Causes

- English teachers do not use grammar for teaching English language in relation to the advancement of technology.
- Students do not feel motivated for writing in English to write in English because they do not feel motivated, or do not know the vocabulary to write a paragraph in this language.
- English teachers limit themselves to only work with the English course book and do not provide the necessary resources for developing the writing skill.

1.5. Problem formulation

In which way does the use of interactive grammar exercises influences the development of the writing process in written skill in students of the 8th Basic Year of Unidad Educativa Fiscal Guayaquil.

1.6. Objectives

1.6.1. General objective

To analyze the use of interactive grammar exercises that intervene in the improvement of written expression in the English language through bibliographic and statistical field research to design a didactic guide with interactive grammar exercises to improve writing skills.
1.6.2. Specific objectives

- To assess the use of interactive grammar exercises through field, bibliographic and statistical research.
- To characterize the development of written expression through field, bibliographic and statistical research.
- To prepare a didactic guide for the use of interactive grammar in the development of written expression through the interpretation of the data obtained.

1.7. Research questions

- Will the objectives be achieved totally?
- What kind of methodology will be used for obtaining results?
- Will the foundations contribute with scientific content to this project?
- What kind of techniques will help to find a possible solution to the problem?

1.8. Justification

The use of interactive resources, such as grammar, has become an essential action in the classroom. Grammar must be thought through interaction too. The changes in the education system are usually slow, but little by little, it has been shown that the use of interactive resources as a
teaching method facilitates the interpretation by the student, even in the case of audiovisual media the pace of learning is very vertiginous.

Currently a communicative approach is adopted, where the student is considered as an autonomous and main element of their own learning, and they must consider that learning a foreign language will serve as a communication tool and will serve as a link in the process of knowledge of new cultures.

The problem presented by this research work is of interest in the educational community, since educational standards are constantly restructured, qualified and certified internationally, therefore, the level of education within the classrooms of our country must adapt according to the requirements of society.

The objective of the national Good Living Plan (2008) is to improve education as a right that students have for the improvement in social aspect and culturally as well. The students of the second bachelor “Unidad Educativa Fiscal Guayaquil” will benefit from this research, since they will have an appropriate and adequate knowledge of the use of the English language, as a communication tool in the classroom and their professional life.
CHAPTER II

THE THEORETICAL FRAME

2.1. BACKGROUND OF THE INVESTIGATION

The University of Guayaquil’s library displays educational projects of students that have turned them in in order to reach graduation from such Major of English teaching. One of the projects titled “To elaborate a didactic guide for the use of visual stories on the development of the skill of writing” done by Mario Marcelino Vera Martínez and Erika Vanesa Moran Jáuregui (2017) at Febres Cordero High School with Second course students in which their project states how grammar can influence as learning tools to improve students writing skills with a guide that is conducted with structure using visual aids, vocabulary and other means. They elaborate the fact that grammar stimulate learning on students because of the graphics, drawings and designs that are linked to vocabulary words in a common manner. This current investigation, however, relates to such project because it is also based on grammar which fall under the same use as grammar.

Another project from the University of Guayaquil that is very similar to the topic being investigated is “Influence of the Writing structure in the development of written expression” done by Gabriella Nazareno (2017)
with the students of Eloy Alfaro High School. Their recommendations and conclusions also reach similar grounds as having the same objectives as the thesis. It refers to the way writing is needed to maintain structure when writing and it also backs up the methodologies of the writing process that will eventually concrete the concepts of writing in the students. However this project is focused from another point of view, for that it is considered original.

2.2. THEORETICAL FOUNDATION

2.2.1. GRAMMAR

Definition

The word language originates from Greek, signifying "art of letters," which is an able depiction. In any language, syntax is:

- The methodical examination and portrayal of a language. (Contrast and use.)

- A set of standards and models managing the sentence structure and word structures (morphology) of a language.

Language is the investigation of words and the manners in which words cooperate; an undetectable power that aides us as we set up words together into sentences. Any individual who imparts utilizing a specific
language, intentionally or unwittingly winds up mindful of the sentence structure of that language (Kumar, 2013).

Precious stone (2016) shows that punctuation is the investigation of the considerable number of differences of implying that it is conceivable to make inside sentences. The 'rules' of punctuation reveal to us how. By one tally, there are about 3,500 such standards in English" (Oxford University Press, 2016).

Another creator as Richards J. (2016), clarifies that there are two measurements to syntax information, otherwise called sentence structure or semantic capability, that are focal in second language learning and instructing:

- Knowing how to utilize the linguistic arrangement of a language to make sentences

- Knowing how to utilize the linguistic assets of a language as a component of the procedures utilized in making spoken and composed writings.

The arrangement of standards used to make sentences alludes to the information of grammatical features, tenses, expressions, conditions and syntactic structures used to make linguistically well-shaped sentences
in English. The principles for developing syntactically right sentences have a place with "sentence language structure". This is the sort of language structure that is the focal point of numerous sentence structure reference books and punctuation practice books for understudies.

More seasoned ways to deal with syntax educating mirror a perspective on language that see the sentence and sentence punctuation as shaping the structure squares of language, language learning, and language use. The objective of language instructing is to see how sentences are utilized to make various types of importance, to ace the hidden guidelines for framing sentences from lower-level punctuation units, for example, expressions and provisos, and to work on utilizing them as the reason for composed and spoken correspondence. Schedules are basically sentence structure based and language structure is an essential focal point of educating systems. Right language use is accomplished through a drill and practice procedure and through controlled talking and composing practices that try to counteract or limit open doors for mistakes. Richard J. (2016).

Anyway students additionally need to know another sort of syntax, and that is the language structure that is utilized when sentences are associated in longer stretches of talk to make writings. Learning of the punctuation that is utilized to make writings can be called content sentence structure. Richard J. (2016).
Without sentence structure, a language would not work, since individuals couldn't convey viably. The speakers and the audience members of any trade need to both capacity in a similar framework so as to see one another. The sentence structure of a language incorporates essential maxims, for example, the presence of tenses of action words, articles and descriptive words and their appropriate request, how questions are expressed, and then some. Richard J. (2016).

2.2.2. IMPORTANCE OF GRAMMAR

As indicated by Azar (2007), the job of sentence structure is to "help understudies find the idea of language, i.e., that language comprises of unsurprising examples that make what we state, read, hear, and compose understandable" (p.3).

As Azar expressed, without syntax, understudies would have just individual words or sounds, pictures, and non-verbal communication to convey meaning. Also, powerful sentence structure guidance can enable understudies to utilize this information as they compose. Through the association from oral language into composed language, educators can disclose theoretical linguistic phrasing to enable understudies to compose and peruse with better capability and certainty.
As Calkins (2015) proposed, the most supportive approach to improve understudies' direction of sentence structure recorded as a hard copy is to utilize understudies' composition as the base for showing linguistic ideas.

As indicated by K. Lynn Savage, Gretchen Bitterlin and Donna Price, (2010), punctuation assumes a considerable job in overseeing the utilization and use of language. It gives the understudies the structure to construct total and significant sentences. The job of punctuation can take numerous measurements and fluctuates as per the circumstance and setting wherein it is utilized.

The basic job of punctuation lies in being the language which empowers students to discuss language. It names the words and words bunches that make up sentences just as the manner by which they can be precisely assembled. The facts demonstrate that locals can subliminally get their dialects with no sort of unequivocal or formal guidance, however they can't discuss it or clarify a portion of its anomalies without having scholarly them.

2.2.3. TYPES OF GRAMMAR

Rowling P. (2018) shows that though understudies of English principally need to manage only the stray pieces prescriptive, customary kind of punctuation, for example, ensuring action words and subjects
concur and where to put commas, etymologists have a lot more sorts to analyze various parts of the language, from how various dialects contrast with one another (near sentence structure) or utilize syntactic parts (enlightening syntax) to how the words and their utilization associate to make meaning (lexico language structure). They study how individuals obtain language and discussion whether each understudy is brought into the world with an idea of all inclusive syntax. Educators teaching English language students pursue a technique for educational sentence structure for their students. Tailing it will clarify the various kinds of language structure.

Prescriptive

A similar creator Rowling P. (2018) states that the term prescriptive sentence structure alludes to a lot of standards or guidelines administering how a language ought to or ought not be utilized instead of depicting the manners by which a language is really utilized. Stand out from illustrative language structure. Likewise called regulating language structure and prescriptivism.

As per language specialists Ilse Depraetere and Chad Langford, "A prescriptive syntax is one that gives rigid principles about what is correct (or syntactic) and what's going on (or ungrammatical), frequently with

Conventional

The term conventional punctuation by and large alludes to the gathering of prescriptive guidelines and ideas about the structure of language that is regularly educated in schools. Conventional English language (otherwise called school syntax) is to a great extent dependent on the standards of Latin sentence structure, not on ebb and flow semantic research in English. (Propelled English Grammar: A Linguistic Approach, 2012).

Near

Near syntax is the part of etymology basically worried about the investigation and examination of the linguistic structures of related dialects or tongues.

Spellbinding

The term spellbinding sentence structure alludes to a target, nonjudgmental portrayal of the syntactic developments in a language. It is an assessment of how a language is really being utilized, recorded as a hard copy and in discourse. Masters in expressive punctuation (language
specialists) analyze the standards and examples that underlie the utilization of words, expressions, provisions, and sentences. Similarly, as indicated by Rowling P. (2018) an expressive punctuation takes a gander at the manner in which a language is really utilized by its speakers and afterward endeavors to dissect it and plan administers about the structure. Illustrative punctuation does not manage what is positive or negative language use; structures and structures that probably won't be utilized by speakers of Standard English would be viewed as substantial and included. It is a punctuation dependent on the manner in which a language really is and not how some figure it ought to be.

Lexico

Lexico-punctuation is a term utilized in fundamental useful semantics (SFL) to accentuate the reliance of and progression between jargon (lexis) and language structure (sentence structure).

All inclusive

All inclusive punctuation is the hypothetical or theoretical arrangement of classes, tasks, and standards shared by every human language and viewed as natural. All inclusive punctuation, hypothesis suggesting that people have inborn resources identified with the securing of language. The meaning of all inclusive sentence structure has advanced significantly
since first it was proposed and, in addition, since the 1940s, when it turned into a particular object of present day phonetic research. It is related with work in generative syntax, and it depends on the possibility that specific parts of syntactic structure are all inclusive. Widespread punctuation comprises of a lot of nuclear linguistic classifications and relations that are the structure squares of the specific syntaxes of every single human language, over which syntactic structures and requirements on those structures are characterized. A widespread sentence structure would propose that all dialects have a similar arrangement of classes and relations and that so as to convey through language, speakers utilize limited methods, a thought that Wilhelm von Humboldt recommended during the 1830s. From this viewpoint, a punctuation must contain a limited arrangement of guidelines that creates vastly numerous profound and surface structures, properly related. It should likewise contain decides that relate these unique structures to specific portrayals of sound and importance—portrayals that, probably, are comprised of components that have a place with widespread phonetics and general semantics, separately. This idea of linguistic structure is an elaboration of Humboldt’s thoughts yet harkens back to prior endeavors.

Noam Chomsky, a main figure in present day advancement of the possibility of all inclusive punctuation, recognizes antecedents in the compositions of Panini, Plato, and both pragmatist and sentimental scholars, for example, René Descartes (1647), Claude Favre de Vaugelas
(1647), César Chesneau DuMarsais (1729), Denis Diderot (1751), James Beattie (1788), and Humboldt (1836).

Chomsky centers specifically around early endeavors by the seventeenth century Port Royal grammarians, whose realist way to deal with language and language universals depended on the possibility that people in the "socialized world" share a typical idea structure. In addition, he follows the origination of etymological structure that denoted the beginnings of present day syntactic hypothesis to Lancelot and Arnauld's 1660 Port Royal work, Grammaire générale et raisonnée, which hypothesized a connection between the normal request of idea and the requesting of words.

Instructive

Academic syntax is syntactic investigation and guidance intended for second-language underudies. Additionally called ped language structure or educating punctuation.

In An Introduction to Applied Linguistics (2007), Alan Davies sees that an instructive punctuation might be founded on the accompanying:

1. A linguistic examination and portrayal of the language;

2. A specific syntactic hypothesis;
4. The investigation of the syntactic issues of students or on a mix of methodologies.

**APPROACHES FOR TEACHING GRAMMAR**

Two of the most much of the time utilized philosophies to instruct language structure are the deductive and inductive methodologies (Nunan, 2015). In a deductive methodology, the instructor introduces the punctuation standard and after that gives understudies practices in which the students apply the standard. This is the sort of methodology for the most part utilized by instructors. This methodology exhibits the accompanying points of interest:

- It spares time since it comes to the heart of the matter. Numerous principles can be more immediately clarified than evoked, in this manner permitting more opportunity for training and application.

- It takes into account instructors to manage language astoundingly up.

- It affirms numerous understudies’ assumptions regarding homeroom adapting, especially for those with diagnostic learning styles.
Be that as it may, one impediment of this methodology is that punctuation clarifications might disappoint, particularly for understudies who need more language to discuss language, that is, meta-language. Another disadvantage is that syntax clarifications are only occasionally as significant as different types of introduction, for example, show, and they energize instructor focused classes. Also, such a methodology advances the conviction that learning a language is basically an instance of knowing the standards (Nunan, 2015).

In an inductive methodology, the instructor presents tests of language, and the understudies need to go to an instinctive comprehension of the standard. One bit of leeway of this methodology is that when students themselves find the guidelines, these principles become progressively important and paramount. Another advantage is that classes turned out to be more understudy focused, and understudies are progressively persuaded, mindful, independent, and self-governing. In any case, one shortcoming of this strategy is that understudies may invest a lot of energy working out the standard. Another negative perspective is that understudies may think of an inappropriate guideline, or their adaptation of the standard might be excessively wide or too tight in light of the fact that a few principles are extremely hard to state. The last impediment is that a few understudies might be baffled since they lean toward the educators to disclose the principles to them. Nunan (2005).
2.3. WRITING

Definition

The meanings of composing are differently expressed by certain specialists. As indicated by Rivers (2011), composing is passing on data or articulation of unique thoughts in a sequential manner in the new dialect. Dark colored, (2011) likewise asserted that composing is a reasoning procedure. Besides, he expresses that composing can be arranged and given with a boundless number of modifications before its discharge. Moreover, Elbow (2013) in Brown (2011: 336) likewise says that composing is a two-advance procedure. The main procedure is making sense of the significance and the subsequent procedure is putting the importance into language. Composing speaks to what we think. It is on the grounds that the composition procedure reflects things, which remain in the brain. Understudies who are hesitant to record things frequently languish over this action. The understudies discover challenges when they begin searching for certain motivations to compose and creating composed sentences.

Another meaning of composing expertise is likewise characterized by Urquhart and Mclver and furthermore Harmer. Urquhart and Mclver (2015: 5-6) express that composition is a recursive procedure, which means understudies overhaul all through the procedure, oftentimes moving forward and backward among the stages. At that point, understudies ought
to learn systems for creation and revelation, and instructors should enable understudies to produce content and find a reason. Additionally, it is expressed that perusers, reason, and event characterize a wide range of composing and successful composing satisfies the essayist's expectation and addresses the perusers' issues. It implies that composing is a mind boggling procedure and it appears to be sensible to anticipate, at that point, that the instructing of composing is unpredictable too. In addition, Harmer (2014) states that composing urges understudies to concentrate on exact language use. It is on the grounds that understudies consider the language use when the understudies take part in their composition procedure. This action will incite language advancement in light of the fact that the understudies settle issues what composing puts in understudies' brains.

In view of the definitions over, a meaning of composing ability can be gotten. Composing is a profitable procedure done through certain stages. Right off the bat, investigating and transmitting thoughts, thought and feeling into composed structure. Besides, leading various updating procedure to complete a syntactically and precise writings. The composition creations are in the types of discernible writings which ought to be significant to everybody who perused the composition. Sledge (2014).
Besides, in light of those definitions, it tends to be expressed that composition expertise is a perplexing action in creating a certified composition. The unpredictable action comprises of stages as the means recorded as a hard copy. To improve understudies' composition expertise, the instructing and learning procedure of composing should be done well with created input and successful exercises. Subsequently, instructors need to consider the educating of composing expertise all around dependent on their understudy's needs, capacity and limit. Mallet (2014).

"Understudies ought to compose on the grounds that they adore the state of stories and sentences and the making of various words on a page. Composing originates from perusing, and perusing is the best educator of how to compose." Harmer J. (2014 p 67)

**Significance OF WRITING**

Composing encourages the student to end up autonomous, conceivable, familiar and inventive recorded as a hard copy, significant capacities which help students put their considerations in an important structure and to rationally handle the message in a legitimate way.

As Walsh (2010) says Writing is significant in light of the fact that it's utilized widely in advanced education and in the work environment. On the off chance that understudies don't have a clue how to convey what needs
be recorded as a hard copy, they won’t most likely discuss well with educators, bosses, peers, or pretty much any other person. Quite a bit of expert correspondence is done recorded as a hard copy: proposition, reminders, reports, applications, primer meetings, messages, and more are a piece of the everyday life of an undergrad or fruitful alumni.

**Advantages OF WRITING**

Chappell, (2011). Composing is basic, it realizes a ton of favorable circumstances, for example,

- Express one's character;
- Foster correspondence;
- Develop thinking aptitudes;
- Make sensible and convincing contentions;
- Give understudies an opportunity to later ponder their thoughts and reconsider them;
- Provide and get criticism;
- Prepare for school and work.

**Kinds OF WRITING**

Passages and papers can be written in various kinds or styles. Understudies will pick a sort contingent upon what they wishes to achieve, what kind of material is to be examined, and what sort of impact they need
to have on the peruser. For the most part talking, there are four kinds of composing, however ordinarily these sorts are combined.

For the writer of the significance of composing great, Paige Johnson Tan (2010) there are four sorts of composing that are viewed as the most utilized.

Account: The account section or exposition recounts to a story, much the same as a storyteller in a play. Account composing is best used to delineate the "individual formative way" understudies have taken to arrive at a specific point in their lives. Accordingly, it is regularly written in a first individual perspective. Genuine account composing is strange, in light of the fact that it is requesting. An account must have a contention that is survived. This is the center of any story type of composing. Paige Johnson Tan (2010)

Elucidating: Descriptive composition paints an image. In its unadulterated structure, not a lot occurs. "Depiction" tells understudies what something resembles, feels like, poses a flavor like, sounds like or scents like -without activity or occasions. It doesn't clarify a relationship or a procedure past oneself; it centers around one's prompt abstract recognitions. Therefore, elucidating composing associates the external world with understudies' inward sentiments. Regularly, distinct composing
Descriptive: Expository composition "uncovered" or clarifies things about a subject. It is likewise some of the time called "data stating" on the grounds that it gives data about an individual, place, thing, relationship or thought. To achieve that, it is best created by the utilization of clear reasons, certainties and measurable data, circumstances and logical results connections, or models. Since descriptive sections are true, they are composed without feeling and typically written in the third individual. By the by, understudies can utilize "I" in your interpretive composition if the attention is on outer, nonpartisan portrayals and clarifications, instead of individual inclination. To be sure, interpretive passages and papers are in some cases mistaken for unmistakable composition, on the grounds that both can invest a great deal of energy depicting things. In any case, once more, the enormous contrast is that explanatory depiction will in general spotlight on outside articles, circumstances and procedures, so as to clarify something in a nonpartisan, matter-of-fact way. Distinct passages, then again, will in general spotlight on enthusiastic reactions as see them the world at one point in time. Paige Johnson Tan (2010)

Influential: This kind of composing is presumably the most widely recognized type of composing at the secondary schools and college level. Enticing (or pugnacious) composing endeavors to persuade the peruser
that the perspective or game-plan suggested by the author is substantial. To achieve this, the author must build up a restricted point which is all around characterized and far from being obviously true, and has more than one side. It is significant that the creator comprehend different sides of the point with the goal that the most grounded data to counter the others can be introduced. Understudies may show these restricting perspectives, however they should be abridged toward the start and after that immediately discredited. Paige Johnson Tan (2010)

**Educating WRITING**

Composing ability is one of language aptitudes which are instructed to understudies. Additionally, composing ability decide the understudies’ informative fitness in English. As per BSNP (2006), open skills are having talk capacities; they are grasping oral and composed messages and delivering oral and composed writings. Those capacities are completed into four language aptitudes, tuning in, talking, perusing and composing.

The educating of composing aptitude has a few targets and markers. It is expressed in BSNP (2006) that the instructing and learning of composing ability in Junior High School is focused to accomplish a useful level. On the practical level, understudies can impart sufficiently both in the spoken and composed structure to finish every day exercises. Besides, understudies can make some monolog short utilitarian messages
and papers as methodology, distinct, relate, account, and report. The other objective on the practical level is understudies can build up their phonetic capability (utilizing syntax and vocabularies).

A composition procedure is a convoluted procedure, on the grounds that the composition procedure needs subjective capacities in perceiving a few portions of dialects to deliver a certified composition. When all is said in done, composing procedure is done through two phases: investigating thoughts and handling the thoughts into discernible writings. Streams (1981: 294) guaranteed that writing in the language turns into an entangled action since composing includes important sections of language: words, sentence, punctuation, and how to move those fragments into composed structures.

Goals of the educating of composing ability can be accomplished through certain methodologies. As per Harmer (2001: 25), there are two methodologies in instructing composing. They are concentrating on the result of composing procedure and concentrating on the composition procedure itself. He expresses that concentrating on the composition procedure drives the individuals who backer a procedure approach recorded as a hard copy. In any case, instructors need to focus on the different phases of any bit of composing process. The composition draws near, including a procedure approach, are connected to get the targets of concentrate recorded as a hard copy aptitude; they are empowering the
understudies to comprehend the materials and helping them to express their thoughts linguistically and precise in English.

What's more, Nunan (1989: 36) says that a procedure approach recorded as a hard copy sees the demonstration of structure from an alternate point of view, or concentrating as much on itself. He likewise expresses that the procedure approach centers around the means including drafting and redrafting a bit of work. At the end of the day, on this procedure approach, the significant one isn't just in the item, yet additionally in the composition procedure. Along these lines, the procedure approach can be created through composition rehearses routinely with viable exercises additionally a superior contribution to improve the understudies' composition expertise.

A composition procedure is done through certain stages. On each stage, understudies participate in a specific action to build their composition. Besides, Richard and Renandya (2002: 303) express that the way toward composing comprises of arranging, drafting, changing and altering. On the arranging stage, the understudies are urged to compose. The drafting stage is concentrating on the familiarity of composing and isn't pre busy with syntactic exactness or the tidiness of the draft. Next, on the modifying stage, the understudies re-compose their
message based on input given in a reacting stage. The understudies, on the altering stage, are occupied with cleaning up their writings as they set up the last draft for assessment by the educators.

**THE WRITING PROCESS**

As per the writer's venture conclusion, composing is a perplexing action and can be trying to numerous understudies. While numerous understudies might most likely talk the language yet not develop syntactically right sentences while composing; it is along these lines basic for instructors to connect this hole and enables understudies to apply fundamental punctuation rules while building sentences.

Research demonstrates that not every single syntactic principle are pertinent while composing, in this manner the instructor needs to manage understudies with respect to the correct utilization of just those parts of sentence structure that is significant to composing. The educator when opens the understudy to the correct guidelines of language, understudies can build up the best possible composition aptitudes and consequently make sentences that have legitimate significance and can express the thoughts reasonably. For worldwide understudies, this is particularly evident on the grounds that they may experience issues in wording their considerations in English appropriately. (Susan Bell, The Artful Edit: On the Practice of Editing Yourself. W.W. Norton, 2007)
Altering STAGE

In the composition procedure, Editing is the phase which scholars must characterize and right as well as improve their composition by revising mistakes and by making words and sentences more clear, increasingly exact, and progressively compelling.

The procedure of altering includes including, erasing, and revamping words alongside recasting sentences and cutting the messiness. Fixing our composition and repairing issues can end up being an astoundingly imaginative movement, driving us to explain thoughts, design crisp pictures, and even fundamentally reconsider the manner in which we approach a theme. Put another way, insightful altering can motivate further amendment of our work. (Susan Bell, The Artful Edit: On the Practice of Editing Yourself. W.W. Norton, 2007)

Two Types of Editing

There are two kinds of altering: the progressing alter and the draft alter. The vast majority of understudies and individuals when all is said in done alter similarly they and the other way around.
(Susan Bell, The Artful Edit: On the Practice of Editing Yourself. W.W. Norton, 2007)

Altering Checkpoints

The last advance for the author is to return and tidy up the unpleasant edges. Here are a few checkpoints:

Realities: Make sure that what scholars have composed is what occurred.

Spelling: Check and recheck names, titles, words with surprising spellings, most as often as possible incorrectly spelled words, and everything else. Utilize a spell check yet continue preparing the eye.

Numbers: Recheck the digits, particularly telephone numbers. Check different numbers, ensure all math is right, offer idea to whether numbers (swarm gauges, pay rates, and so forth.) appear to be intelligent.

Language structure: Subjects and action words must concur; pronouns need right forerunners; modifiers must not dangle; make the English educator pleased.
Style: When it comes to fixing your story, leave the duplicate work area feeling like the clothes washer fix fellow who has nothing to do.

(F. Davis, The Effective Editor. Poynter, 2000)

Altering in Class

An enormous segment of ordinary altering guidance can happen in the initial couple of minutes of class. Beginning each class period with solicitations to see, consolidate, copy, or celebrate is a simple method to ensure altering and composing are done each day. Journalists need to speak with my guidance that altering is molding and making composing as much as it is something that refines and cleans it. Journalists need to step away from all the vitality spent on isolating altering from the composition procedure, left toward the finish, all things considered, or overlooked out and out. (Jeff Anderson, Everyday Editing. Stenhouse, 2007).
CHAPTER III
3. METHODOLOGY

3.1. Design of the research

An examination configuration is the "schematic" of the investigation. The structure of an investigation characterizes the sort (clear, correlational, semi-exploratory, trial, survey, meta-logical) and sub-type (e.g., illustrative longitudinal contextual investigation), inquire about inquiry, speculations, free and ward factors, trial plan, and, if relevant, information gathering techniques and a factual examination plan. Research configuration is the structure that has been made to look for answers to research questions (Creswell, J.W. , 2015). This examination was done in every one of the parameters expected to cover the sorts of audits.

The plan is the blue print wherein it is known whether an examination type is enlightening, correlational, semi-test, test, survey or meta-systematic, much the same as it was referenced in the past section. It is the center plan that is set to respond to the inquiries engaged with the examination so as to give solid proof and results that back up such discovered proof. This examination covers all the unmistakable in the outcomes found in the designs, it isn't of the trial type on the grounds that these kind of examination has been done in different organizations yet not in this one.
In this part, it will be uncovered that the examination is exact and obviously responds to every one of the inquiries given to understudies with the objectivity expected since the start. The outcomes are likewise adjusted by the current circumstances so as to give the correct ends and the privilege prescribed exercises and strategy to be put into utilization in the homeroom to address the ward variable(s).

Every one of the points must be secured so no missing connection nor stage abandons being tended to. The inquiries must be pondered profoundly in relationship to the destinations that are going to arrive at the issues found in the understudies that are a piece of the examination. Thusly, every one of the targets are come to, however there is likewise space for new methods could be anticipated covering additional choices that are additionally risen when such itemized examination is accomplished.

### 3.2. The logical technique

The logical technique is an approach to ask and answer logical inquiries by mentioning objective facts and doing tests. This examination was done on a similar way.
The means of the logical strategy are to:

- Ask a Question
- Do Background Research
- Construct a Hypothesis
- Test Your Hypothesis by Doing an Experiment
- Analyze Your Data and Draw a Conclusion
- Communicate Your Results

It is significant for your test to be a reasonable test. A "reasonable test" happens when you change just one factor (variable) and keep every other condition the equivalent (Cowen and Slutz, Ph.D., 2002-2015).

The overview was likewise put into the logical technique process. It will demonstrate that understudies were posed 10 inquiries and simultaneously such substance was additionally put into play in the study hall, indicating various outcomes for a portion of the inquiries posed from various perspectives once the gathered information was dissected and ends had the option to be drawn giving indistinguishable outcomes from the ones that had been done beforehand. It kept up a normal of 0.1% distinction, showing that the entire arrangement of inquiries were meant to the reason for finding an answer for the issue.
3.3. Characteristics of the examination

For the acknowledgment of this examination, coming up next were connected.

Objectivity: The examiner handles the procedure well ordered so as to go to an amended arrangement and its angles.

Exactness: It gives the portrayal about frameworks and the deliberate techniques which are additionally viewed as ultimatums as well as expectations.

Confirmation: The venture must be given the correct and genuine legitimacy all through a procedure of profound examinations that the task performs.

Compact clarification: Description of the goals of the examination in a brief and exact way.

In light of information: This is put together with respect to thoughts as well as in the down to earth experience that is accomplished with the use of the venture.
Contemplated and intelligent: The procedure of pugnacious definition in an explanation in the case of being valid or false as the consistent outcome which depend on derivation or acceptance.

3.4. Types of research

3.4.1. Field look into

"Field research is the deliberate investigation, essentially Through long haul, up close and personal connections and perceptions, of regular like, an essential objective of field research is to see day by day life from the points of view of individuals in a setting or social gathering important to the scientist." (Carol L. Bailey, 2007).

The field research was of incredible assistance for the advancement of this instructive task since it permitted to recall genuine data and direct subtleties with the part of the arrangement, and making a few thanks about the examination since the field of examination had been finished up with the help of the High School understudies. The decision about the improvement of aptitudes recorded as a hard copy through punctuation was taken from the review results.

This field research was finished up with the help of understudies from the principal year of secondary school. The decisions about improving composition aptitudes all through language structure were gotten with results from the overviews too.
The target of this examination constantly kept the understudies of second year of bachillerato of the Febres Cordero High School because of the exhaustive perceptions and assessments of the understudies’ presentation and capability of the English language.

The huge need of helping understudies and instructors also in the control of the gave booklet and dynamic exercises was the sole reason to be connected at the school.

3.4.2. Bibliographical research

For the finishing of this examination, it was very useful applying the bibliographical examination since books, magazines, web data and other bibliographical material were utilized with the methods for acquiring most of the data as conceivable thinking and keeping the utilization of sentence structure recorded as a hard copy centered. All the procedure of the bibliographic research began at the time that the task is executed with thoughts and methodologies significant to the examination, (Research Education, 2014).

The bibliographical research is in like manner to the examination and every one of the sources that have given data about how punctuation help understudies’ improvement recorded as a hard copy. It likewise backs up
such data with past outcomes however much as could reasonably be expected and as precise as could be expected under the circumstances.

3.4.3. Level of the examination

3.4.4. Exploratory research

Exploratory research will be research directed for an issue that has not been plainly characterized. It frequently happens before we realize enough to make applied qualifications or set an informative relationship. Exploratory research decides the best research structure, information accumulation technique and choice of subjects (Schutt, 2015).

All together for this examination to be altogether finished, the exploratory research is utilized on the grounds that it gives a sound and clear gathering of information to the furthest reaches of the enquiry. It leaves least space for any questions or deficient musings, investigation or information missing. This examination is altogether finished.

To accumulate fundamental data that will help assemble it and reach to the most satisfactory kind of theory is the primary target for exploratory research also.
3.4.5. Descriptive research

The goal of elucidating exploration is to portray the attributes of different perspectives, for example, the market potential for an item or the socioeconomics and mentalities of buyers who purchase the item. It additionally portrays factors as opposed to testing an anticipated connection between them. It ponders the exact depiction of the qualities in a circumstance of gatherings or individuals and gives the sound examination of the manner in which factors are affecting the understudies composing capability and the manner in which language structure can improve such insufficiency.

In this examination, "spellbinding" alludes to the engaging part of visual stories for the improvement of the advancement recorded as a hard copy abilities (Schutt, 2015).

As per Brown and (Suter, 2011) the elucidating exploration is applicable on the grounds that it pursues extraordinary and significant advances:

(1) To give full depiction of the attributes of specific gatherings.
(2) To bring assurance of the extent of individuals’ conduct in a specific ways
(3) To arrive at explicit forecasts
(4) To set and decide connections between factors" (p.33).
The motivation behind this venture can likewise be distinct because of the way that it gives information about the genuine status the issue has and the exact idea of the current circumstance. The varieties and conditions of such conditions are additionally significantly portrayed. The speculation and the data to reach to the solid resolutions were additionally fundamental and significant.

3.5. Explanatory

It is essential to underline that in a wide range of research, the marvel of clarification is required so as to distinguish circumstances and end results concerning instructive wonders remaining the way that foreseeing how one wonder will change or differ because of variety in other wonder.

3.6. Population and inspecting

Test isn't constantly conceivable to examine a whole populace; in this way, the scientist draws an agent part of a populace through inspecting process. At the end of the day, inspecting is the choice of some piece of a total or an entire based on which decisions or derivations about the total or mass is made. It is a procedure of acquiring data in regards to a marvel about whole
Populace is the collection of all units where a specialist is intrigued. As such, populace is the arrangement of individuals or whole to which the consequences of an examination are to be summed up. For instance, a specialist needs to examine the issue looked by understudies of the eighth grade from Unidad Educativa Fiscal Guayaquil.

3.6.1. Sample

Test might be characterized as delegate unit of an objective populace, which is to be worked upon by analysts during their examination. At the end of the day, basic comprises of a subset of units which involve the populace chosen by agents or scientists to partake in their undertaking (Patidar, 2013).

The reliant variable in creating composing abilities has numerous methodologies that can kill it, however one of the best ones is utilizing language structure. It not just initiates understudies’ earlier learning utilizing pictures, Wall diagrams, sentence structure and such, however it likewise actuates their psychological in all angles, for example, jargon whether is dynamic or latent, references, wording, hands on encounters that they have had and a general execution of the English language.
3.7. Methods of examination

3.7.1. Deductive

In the deductive research, the data is gotten from the general perspective to the particular in legitimacy with the laws dependent on experimental perceptions that are upheld up by the speculation. This is appeared as how composing can be utilized comprehensively with sentence structure that give a strong idea and rouses understudies’ creative mind in making their own accounts.

The deductive strategy was connected in the examination procedure since it permitted to acquire hypothetical data about the logical region of the abilities advancement about writing in the English language understudies which utilized as hypothetical premise about the didactical administration of English as a subsequent language.

3.7.2. Inductive

The inductive technique, in any case, enables the data to be gotten from the particular to the general, logical examination guarantees that this strategy initially gets the realities and afterward utilizes them in the all encompassing style.
3.8. Techniques of the examination

Examinations connect with students in dynamic figuring out how to investigate a specific theme or issue. Examinations might be identified with enquiry based learning, and some of the time utilized synonymously, however we would ordinarily consider enquiry based adapting increasingly open finished, including higher request thinking and maybe abnormal state discourse in gathering work settings, where in examinations such gathering talk may be all the more firmly coordinated by the educator (Brown T., 2013)

3.8.1. Interview

The meeting was exceptionally valuable in light of the fact that the vital data was obtained during the discourse where a formal get-together was arranged between a couple of more individuals and inquiries concerning the related subtleties to the issues were examined. New information to the examination was gotten from the meetings to the educator and the Director of the school. These meetings helped the specialist to comprehend the present circumstance of English guidelines in the school.

When structuring a meeting plan, it is basic to pose inquiries that are probably going to yield however much data about the investigation marvel as could be expected and furthermore have the option to address the
points and targets of the examination. In a subjective meeting, great inquiries ought to be open-finished (i.e., require in excess of a yes/no answer), unbiased, touchy and justifiable. It is normally best to begin with inquiries that members can answer effectively and after that continue to progressively troublesome or touchy points. This can help set respondents straight, develop certainty and compatibility and frequently produces rich information that therefore builds up the meeting further, (Silverman D., 2000).

3.8.2. Surveys

The overview, or survey, is a gathering of inquiries that are a piece of the exploration all together for the examination could go to a solid piece of discoveries that will back up the examination and its outcomes. It will gauge basis in a significant period of the examination. Despite the fact that it might be somewhat hard to incorporate, the consideration must be centered, so the outcomes can have a much kind of center all in all.

The poll, in this examination, is the association between the examiner and the information acquired on the grounds that the specialist can’t by and by work with each and every understudy when the study is being finished. The overview connected comprised in 10 addresses that were reacted with close answers, thoroughly concur, concur, absolutely dissent, deviate, uninterested. Along these lines the understudies had
alternatives to settle on the right choice and suggestions about the significance of visual accounts in English guidance.

3.9. Procedures of examination

The occasions that Unidad Educativa Fiscal Guayaquil was visited for examination purposes, there were numerous perceptions led where everything was definite, the quantities of understudies were noticed, the quantity of English instructors also and the systems that were connected in the homeroom. Understudies and staff individuals were met in which the cross examination system was connected enlisting every one of the information.

There was additionally a follow up of the considerable number of exercises that understudies performed during the class time frames so as to distinguish the challenges that understudies have in learning the English language that was assessed as the primary target for the investigation of the outcomes that were updated and assessed by the information that was gotten from the definition of the hypothetical system and the universe and test results.
3.10. Ends and Recommendations

3.10.1. Conclusions

1. The absence of dynamic exercises advancing composing has given understudies such low scores.
2. Students are roused with regards to composing.
3. The low degree of execution in the unknown dialect is one of the ramifications for the absence of intuitive language structure.
4. The Demotivation and lack of engagement makes understudies class cooperation poor and shows lacking of suitable strategies to encourage understudies on the most proficient method to arrive at absolute understanding with regards to composing appropriately.
5. There is poor utilization of the best possible strategies, methodologies and procedures being utilized in the homeroom to support and keep understudies connect on undertaking with regards to composing.
3.10.2. Recommendation

1. Class and exercise arrangements are the fittingly technique for understudies to feel roused in learning the English language.

2. The utilization of intuitive sentence structure for composing practices where understudies have a principle job in regular day to day existence circumstances will give critical figuring out how to understudies.

3. Covering however much as could reasonably be expected with the best possible assets can be a stage that will give understudies numerous capacities to improve their composition with language structure and such.

4. Paying extraordinary consideration regarding the requests of understudies with instructional, dynamic, instructive exercises will expand understudies' inspiration in securing the English language, improving their abilities and rousing understudies to study the language.

5. Keeping as a top priority continually the consideration that understudies need in the homeroom, so their issues could occasionally be tended to is another reality that ought to be introduced among experts and prompt directors.
THE SURVEY
UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILosophy, LETTERS AND SCIENCE OF
EDUCATION
SCHOOL OF LANGUAGE AND LINGUISTIC
EDUCATIONAL PROJECT
SURVEY TO STUDENTS OF EIGHT GRADE IN UNIDAD EDUCATIVA
FISCAL GUAYAQUIL

Specific instruction:
Put a “check mark” on the answer you consider the most appropriate
on each one of the questions.
A.-agree   B. - disagree    C. - Totally agree   D.- Totally disagree
E. - Indifferent

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You agree with learning English through writing and using grammar exercises</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You like to write in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You understand most sentence structure points in writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You try to write correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>You can use grammar to write a story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You recognize and describe grammar structure and function when writing in different tenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>You can write sentences about your family or friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You agree to have a guide that shows you how to write</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>You agree in having a booklet that shows you how to write</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>You agree that writing is necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERVIEW TO THE PRINCIPAL

Specific instruction:

**Interview the director and file the results in annex 1.**

1. Do you feel that the English taught in the School is sufficient to the students?
2. How would it be if students receive English writing classes with the help of grammar exercises and book?
3. What do you think if students had more hours of English writing per week?
4. Do you think the grammar and writing classes that students have now are good enough?
5. How would it be if students had an extra writing booklet full of grammar to help them write?
6. How important do you think writing is to learn a language?
7. How would it be for you to have like a private guide to learn how to write?
8. How productive do you think it is to learn writing?
9. How do writing skills in students using a manual with grammar exercises aids English classes improve?
10. Do you find this continuous booklet and project productive to the school and students?
INTERVIEW TO THE ENGLISH TEACHER

Specific instruction:

Interview the teacher and file the results in annex.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you agree with the writing exercises used in class?</td>
</tr>
<tr>
<td>2.</td>
<td>How would it be for you if you had a booklet to assist you in writing?</td>
</tr>
<tr>
<td>3.</td>
<td>Do you consider a good idea to have grammar resources in your writing practice English classes?</td>
</tr>
<tr>
<td>4.</td>
<td>How satisfactory could it be for you if students increase their English writing knowledge with a booklet full of resources in grammar with activities?</td>
</tr>
<tr>
<td>5.</td>
<td>How do you consider the methods used these days to teach English writing?</td>
</tr>
<tr>
<td>6.</td>
<td>What is your opinion about the government issued book that is issued to students to use in public schools?</td>
</tr>
<tr>
<td>7.</td>
<td>Do you think the English hours in your school are convenient for students to learn English properly?</td>
</tr>
<tr>
<td>8.</td>
<td>How would it be for you if students develop their writing skills using grammar in English classes?</td>
</tr>
<tr>
<td>9.</td>
<td>How would it be for you if students develop their writing skills using grammar related activities, games and such English classes?</td>
</tr>
<tr>
<td>10.</td>
<td>How would it be for you if students develop their writing skills using books and pamphlets that are grammar orientated and efficient?</td>
</tr>
</tbody>
</table>
3.11. ANALYSIS OF RESULTS

Survey to the students
Sample 34 students

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

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>20</td>
<td>58.82</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>14.71</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>9</td>
<td>26.47</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>34</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Students from the 8th course Unidad Educativa Fiscal Guayaquil
Researchers: Alfonso Maximiliano Loja Cayo

Comment: According to the survey, 59% of the students totally agree in using grammar for writing 26% totally disagree 15% agree in learning English using grammar for writing
ANALYSIS OF RESULTS

Survey to the students
Sample 34 students
Question 2: You like to write in English

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>19</td>
<td>55.88</td>
</tr>
<tr>
<td>agree</td>
<td>7</td>
<td>20.59</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>5</td>
<td>14.71</td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
<td>5.88</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>2.94</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Students from the 8th course Unidad Educativa Fiscal Guayaquil
Researchers: Alfonso Maximiliano Loja Cayo

Comment: According to the statistical table 56% of students totally agrees in writing in English. Another 21% agrees in writing in English. 15% totally disagrees, 6% disagrees and nobody feels indifferent about it.
ANALYSIS OF RESULTS

Survey to the students
Sample 34 students

Question 3: You understand most sentence structure points in writing

Table 3

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>12</td>
<td>35.29</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>41.18</td>
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<tr>
<td>Totally disagree</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
<td>5.88</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>5.88</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Students from the 8th course Unidad Educativa Fiscal Guayaquil
Researchers: Alfonso Maximiliano Loja Cayo

Comment: It is clear to notice that 36% of students totally agree in understanding most sentence structure points, 42% agree in understanding, 11% totally disagree in understanding, while 6% disagree and another 6% feel indifferent about understanding most sentence structure points in writing.
ANALYSIS OF RESULTS

Survey to the students
Sample 34 students
Question 4: You try to write correctly

Table 4

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>25</td>
<td>73.53</td>
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<tr>
<td>Agree</td>
<td>4</td>
<td>11.76</td>
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<tr>
<td>Totally disagree</td>
<td>3</td>
<td>8.82</td>
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<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>2.94</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Students from the 8th course Unidad Educativa Fiscal Guayaquil
Researchers: Alfonso Maximiliano Loja Cayo

Comment: It is evident that a 74% of students totally agree in trying to write correctly, 11% agree in trying to write correctly, 9% totally disagree, nobody disagrees, and 3% feel indifferent about the issue.
ANALYSIS OF RESULTS

Survey to the students
Sample 34 students
Question 5: You can use grammar to write a story

Table 5

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>12</td>
<td>35.29</td>
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<tr>
<td>agree</td>
<td>13</td>
<td>38.24</td>
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<tr>
<td>Totally disagree</td>
<td>9</td>
<td>26.47</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Students from the 8th course Unidad Educativa Fiscal Guayaquil
Researchers: Alfonso Maximiliano Loja Cayo

Graphic 5

Comment: This question highlights that most of the students 36% totally agree in using pictures to write a story, another 38% agree in using such pictures and another 26% totally disagree in doing such technique.
ANALYSIS OF RESULTS

Survey to the students
Sample 34 students

Question 6: You recognize and describe grammar writing in different tenses

Table 6

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>11</td>
<td>32.35</td>
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<tr>
<td>agree</td>
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<td>41.18</td>
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<tr>
<td>Totally disagree</td>
<td>9</td>
<td>26.47</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Students from the 8th course Unidad Educativa Fiscal Guayaquil
Researchers: Alfonso Maximiliano Loja Cayo

Comment: The statistical table 32% of students totally agree in recognizing and describing grammar writing in the different tenses, another 41% agrees and 26% totally disagrees doing such descriptions or recognition in different tenses.
ANALYSIS OF RESULTS

Survey to the students
Sample 34 students

Question 7: You like to write sentences about your family or friends

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
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<tr>
<td>Totally agree</td>
<td>16</td>
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<td>agree</td>
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<tr>
<td>Totally disagree</td>
<td>4</td>
<td>11.76</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>8.82</td>
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<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Students from the 8th course Unidad Educativa Fiscal Guayaquil
Researchers: Alfonso Maximiliano Loja Cayo

Comment: The question demonstrates that 47% of students totally agreed in writing pictures of their family, friends and themselves, another 32% agreed in doing the same, another 12% totally disagrees and 9% feel indifferent about it.
ANALYSIS OF RESULTS

Survey to the students
Sample 34 students
Question 8: You like to use books that shows you how to write

Table 8

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
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<tr>
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<tr>
<td>Totally disagree</td>
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<td>26.47</td>
</tr>
<tr>
<td>disagree</td>
<td>1</td>
<td>2.94</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
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</tbody>
</table>

Source: Students from the 8th course Unidad Educativa Fiscal Guayaquil
Researchers: Alfonso Maximiliano Loja Cayo

Comment: As we can see 62% of students totally agree to have a book that can help them how to write, another 9% agree in such fact, another 26% totally disagree and 3% disagree.
ANALYSIS OF RESULTS

Survey to the students
Sample 33 students
Question 9: You agree in having a booklet that show you how to write

Table 9

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Totally agree</td>
<td>23</td>
<td>67.65</td>
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<td>agree</td>
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<td>Totally disagree</td>
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<td>23.53</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>2.94</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
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</tbody>
</table>

Source: Students from the 8th course Unidad Educativa Fiscal Guayaquil
Researchers: Alfonso Maximiliano Loja Cayo

Comment: According to the survey, there is a 68% of students that totally agree with booklets with pictures help them write, another 6% agree only with such fact and another 24% totally disagree with such concept.
ANALYSIS OF RESULTS

Survey to the students
Sample 33 students
Question 10: You agree that writing is necessary

Table 10

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Totally agree</td>
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<td>70.59</td>
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<tr>
<td>Agree</td>
<td>1</td>
<td>2.94</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>8</td>
<td>23.53</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>2.94</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Students from the 8th course Unidad Educativa Fiscal Guayaquil
Researchers: Alfonso Maximiliano Loja Cayo

Comment: After analyzing this question, 71% of the students show that they totally agree that writing is necessary, another 3% show that they agree with the idea and another 24% totally disagree with writing being necessary.
CHI SQUARE:

Question number 1 “You agree with learning English through writing and using grammar exercises”, is for the independent variable and question number 9, You agree in having a booklet that shows you how to write, is for the dependent variable.

CROSSTABS
/TABLES=writing BY grammar
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ
/CELLS=COUNT ROW
/COUNT ROUND CELL
/BARCHART.

Tablas de contingencia

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<tr>
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<td></td>
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<tr>
<td></td>
<td>You agree with learning English through writing and using grammar exercises)</td>
<td>Total</td>
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<td></td>
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<td>Recuento (<strong>Totally Disagree</strong>)</td>
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<td>0.0%</td>
<td>0.0%</td>
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</tr>
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<td>Recuento (<strong>Indifferent</strong>)</td>
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<td>2</td>
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<tr>
<td>% dentro de You agree in having a book that shows you how to write</td>
<td>100.0%</td>
<td>0.0%</td>
<td>0.0%</td>
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<td>20</td>
<td>34</td>
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<td>100.0%</td>
<td>0.0%</td>
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<td>1</td>
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<td>87.0%</td>
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<td>0</td>
<td>1</td>
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<td>0.0%</td>
<td>14.7%</td>
<td>58.8%</td>
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**Pruebas de chi-cuadrado**

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<th>gl</th>
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<td>45.826</td>
<td>6</td>
<td>.010</td>
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<tr>
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<tr>
<td>N de casos válidos</td>
<td>34</td>
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</table>

a. 10 casillas (83.3%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es .15.
You agree in having a book that shows you how to write
3.12. CONCLUSIONS AND RECOMMENDATIONS

3.12.1. Conclusions

1. The lack of dynamic activities promoting writing has given students such low scores.

2. Students are motivated when it comes to writing.

3. The low level of performance in the foreign language is one of the consequences for the lack of interactive grammar.

4. The Demotivation and disinterest makes students class participation poor and shows lacking of appropriate methods to facilitate students on how to reach utter understanding when it comes to writing properly.

5. There is poor application of the proper methods, approaches and techniques being used in the classroom to encourage and keep students engage on task when it comes to writing.
3.12.2. Recommendation

1. Class and lesson preparations are the appropriately method for students to feel motivated in learning the English language.

2. The use of interactive grammar for writing exercises where students have a main role in everyday life situations will provide significant learning for students.

3. Covering as much as possible with the proper resources can be a step that will provide students many abilities to improve their writing with grammar and such.

4. Paying special attention to the demands of students with didactic, dynamic, educational activities will increase students’ motivation in acquiring the English language, improving their skills and motivating students to learn more about the language.

5. Keeping in mind constantly the attention that students need in the classroom, so their problems could periodically be addressed is another fact that should be presented among authorities and immediate supervisors.
CHAPTER IV

4. PROPOSAL

Didactic of a handbook with interactive grammar skills to improve the writing skills.

4.1. Justification

Causing understudies to acclimate to various kinds of educating and learning styles is an ability that it isn't shared such a great amount among instructors. It is an exceptional blessing to have the option to have understudies get the significance of the class and the destinations being educated. The guide offered with this examination was tried with a portion of the understudies to check whether a large number of the parameters, learning styles and skills were secured utilizing the guide. Most of the cases demonstrates that understudies had the option to adjust to the activities of the guide and the visuals gave a great deal of assistance so as to finish the activities. Creating composing aptitudes with the utilization of sentence structure was canvassed in class and the outcomes were dynamic. It likewise demonstrated that learning was occurring when such activities were finished with additional punctuation like cheat sheets, Wall diagrams and pictures. The guide enables the educator to utilize extra-curricular exercises also and it is progressively intended to have understudies creating composing aptitudes in the homeroom.
4.2. Importance

The principle goal is to improve composing aptitudes in the understudies from the eighth grade of High School with the assistance of intuitive syntax and stories. The center thought of this task is to have such upgrades made in the normal English study hall to enable understudies to pass on such aptitude as composing. It is of the most significant factor to have these targets come to under a similar assortment of understudies and the numerous degrees of realizing there are. The instructive methodology and various techniques that apply in the present homeroom can be adjusted to the utilization of this booklet so understudies can be refreshed and could profit by the capabilities that are tried with the activities given by this booklet.

The intermittently conditions that understudies face today in the homeroom can be overseen and appropriate for understudies to have the capacity in adapting such significant aptitude as composing. The utilization of intuitive punctuation incorporated into perusing exercises are a key point to enable understudies to create composing abilities since understudies can identify with the photos and these can initiate understudies’ earlier information, utilizing their own encounters for them to relate models given by the language structure in the story and have the capacity to communicate simpler, all the more smoothly and with
essentialness because of the connection between the movement and their own encounters as recently referenced.

4.3. **General Objective**

To decide the impact intelligent sentence structure and its properties building up the aptitude of writing in understudies of eighth grade through a field of research at the "Unidad Educativa Fiscal Guayaquil" to expound an educational booklet for the utilization of intuitive language structure to build up the composition ability.

4.4. **Specific Objectives**

1. To confirm the impact of intuitive sentence structure in building up the aptitude of composing of the English language.
2. To build up the composition expertise of understudies in the English language.
3. To expand an instructive handbook for the utilization of intuitive syntax in building up the ability of writing in the English language.

4.5. **Feasibility**

This task had the benefit to be about and into realization because of the help of the University of Guayaquil head authorities, the understudies from
the eighth grade of Unidad Educativa Fiscal Guayaquil, the Director of such School and the guardians that additionally make some portion of the instructive network for the school.

4.6. Description of the proposition

This present task’s proposition was executed in the long stretches of June, July and August in the Unidad Educativa Fiscal Guayaquil in the year 2018. This guide is comprised of 30 exercises which will enable understudies to try their composition abilities through sentence structure and such. The guide is intended to actuate understudies’ earlier information and their educated aptitudes simultaneously with the exercises it contains. A wide and huge assortment of exercises with clarifications and understudy focused are a piece of the fundamental issues that can enable understudies to work on composing and perusing also. The structure of the exercises will help understudy and keep them drew in while learning is occurring in gatherings or two by two.

The future use of the proposition comprises of 4 stages:
Stage I: Activate understudies’ earlier learning and articulate appreciation in perusing and composing abilities.
Stage II: keep understudies drew in with exercises that animate earlier learning and have advancing wording activities to enable them to create composing abilities in communicating.

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

Stage IV: Evaluation, criticism and appraisal about understudies getting perusing appreciation abilities in the study hall to augment and improve English composition and learning.

4.7. Conclusions
The ends that this examination has sparkled upon are in the most complete feeling of the issue and agree to every one of the desires and parameters that the examination arrangement requires. Commitment to this task was additionally in relationship to the individual encounters and the huge learning understudies partook in class and the discovering that understudies obtained because of the exercises and the outcomes appeared by such interest. The everyday practice and inclusion of understudies in the exercises of this task will fill in as guide and assessment to quantify improvement in understudies about the language and their proficiencies as per the Common European Framework Report which can fill in as a rubric to permit criticism and some other sort of appraisal for understudies to pursue and show advance.
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PROPOSAL
INTERACTIVE GRAMMAR SKILLS HANDBOOK

AUTHOR: ALFONSO LOJA
ARTICLES

Exercise 1

Fill in the correct indefinite article 'a' or 'an'.

There is ______ cat on top of your car.
1. Would you like ______ cup of tea?
2. I'll have ______ orange, ______ pear and ______ apple, please.
3. This is ______ great car.
4. This is ______ awful car.
5. We're going to buy ______ yacht.
6. We're going to buy ______ other yacht.
7. Is there ______ university in London?
8. You'll have to go the hospital for ______ X-ray.
9. She's ______ MP.
10. She's ______ hard-working MP.
11. She's ______ honest MP.
12. Have you got ______ euro coin for the slot machine?
13. He's ______ ex of hers.
14. She's been given ______ MTV award.
15. ______ owl has made ______ nest behind our house.
16. There's been ______ accident with ______ train.
17. ______ engineer employed by a subcontractor filed a complaint.
18. ______ Dutch person is ______ European citizen.
19. It was ______ honour to meet you.
20. It made ______ real impact on all of us.

Exercise 2

Fill in the blanks with the indefinite articles 'a', 'an' or 'some'.

Would you turn ______ light on?
1. We need to order ______ more supplies.
2. My mother is going to the hospital tomorrow for ______ operation.
3. Darn, I have _______ rock in my shoe.
4. There is still _______ coffee left if you want it.
5. I’ll get _______ cup for you.
6. Somebody left _______ trash on our front lawn.
7. Please pick up _______ bananas on your way home.
8. It is _______ unexpected answer.
9. I spilled _______ milk on the counter.
10. It began as _______ day like any other day.
11. It was _______ unusual request.
12. Apparently her proposal came as _______ complete surprise to the board.
13. It was _______ offer he couldn’t refuse.
14. We found the apartment through _______ ad in the newspaper.
15. I’ve got to get _______ envelopes before I can mail these letters.
16. _______ trees in _______ park are beginning to turn colour.
17. We are planning _______ trip to visit _______ college friends.
18. They were driving in _______ right lane and _______ truck in _______ left lane hit them.
19. _______ heavy smell of decay was hanging in _______ air.
20. She found _______ mistakes in the most recent revision.

**Exercise 3**

Correct the following sentences (if necessary).

I had to replace the windshield wipers on my car. **OK**

This is an historic moment. **This is a historic moment.**

1. This is a European car. ________________________________
2. We’re staying in an hotel. ________________________________
3. I’ll be there in an hour. ________________________________
4. They’ve won an Oscar. ________________________________
5. They’ve won a MTV award. ________________________________
6. It isn’t a university, it’s a college. ________________________________
7. I’m reading another book by Mulisch. ________________________________
8. She’s a doctor. ________________________________
9. He’s President of the United States. ________________________________
10. He’s the President of the United States. ________________________________
11. He’s director of the hospital. 
12. He’s doctor at the hospital. 
13. The vegetables are very cheap this year. 
14. Most people like ice cream. 
15. Beatrix is Queen of the Netherlands. 
16. Beatrix is the Queen of the Netherlands. 
17. She’s been in the hospital for a week. 
18. You owe me hundred euros. 
19. The unemployment is a problem. 
20. No-one dies from smallpox any more. 
21. Do you have headache? 
22. What a weather! 
23. People can be so stupid! 
24. The workers have joined an union. 
25. I’m crying because I’ve been peeling an onion. 

Exercise 4

Fill in the correct article (a, an, some, the) in the blank space in the following sentences. If the sentence makes a generalization, put Ø in the blank space to show that no article is used.

Could you answer ___ the ___ phone?

1. There’s ______ program on TV tonight that I would like to watch.
2. Did we ever get ______ answer from the Smiths?
3. ______ train from Chicago is just pulling into ______ station.
4. Can you get ______ bread and milk when you go shopping?
5. ______ reception on my cell phone is not very good.
6. ______ weather forecast is for ______ big storm over ______ weekend.
7. ______ storm that hit us caused ______ huge power failure all along ______ East Coast.
8. I always enjoy reading ______ comics in ______ Sunday paper.
9. In Italy, ______ wine is taxed as ______ food.
10. Robert is ______ last person to know what’s going on.
11. We are planning to go on ______ hike this weekend.
12. She raised ______ really good issues in class today.
13. I have ______ problem that I need to discuss with you.
14. _______ restrooms at _______ train station are always dirty.
15. Whenever we go to _______ movies, we always get _______ big bag of popcorn.
16. Everyone has to have _______ insurance.
17. I’ve just had _______ idea.
18. There was _______ fire at _______ old Brown place last night.
19. Can I get _______ information from you?
20. Bad news travels around _______ world before good news gets its shoes on.
21. Susan lost _______ baby tooth today.
22. I have _______ information that _______ group will be interested in.
23. _______ newspapers all across _______ country are losing _______ readers.
24. I never get _______ clear answer from _______ personnel department.
25. We got _______ real shock when _______ contractor gave us _______ final bill.
I am, she is, he is, it is, they are

I am Anna.
I am a ballerina.
I am not a teacher.
I am seven. I am not five.

It ___ a car.
It ____ a plane.
It ___ red.
It ___ black.

It _____ a cake.
It ______ a lemon.
It ____ pink.
It ______ blue.

They ___ apples.
They ______ oranges.
They ___ red and yellow.

He ___ a genie.
He _____ a boy.
He ___ blue.
He ______ red.

He ___ Tom.
He ____ a clown.
He _______ a genie.
He _______ eleven.

She ___ Emma.
She _____ a baby.
She _______ a doll.
She ___ one.

She ___ Amelia.
She ___ a mother
She ______ a father.
She ___ nice.

Is he a Spiderman?
Yes, he is. He ___ a Spiderman.
Is he a doctor?
No, he is not. He ___ not a doctor.

Is he Peter Pen?
Yes, ______. ______ ______.
Is ____ Aladdin?
No, ______ ____, He ___ not Aladdin.

Is she Fiona?
Yes, ______. ______ ______.
Is ____ Winx?
No, ______ ______. She ___ not Winx.

Are they Nemo and Flounder?
Yes, ______. They ___ _______ and Flounder.
___ they Shrek and Donald?
No, ______ ______. They ___ not ______ and Donald. They ___ fish.
GRAMMAR for BEGINNERS

to be

Singular

I am
you are
he, she, it is

Write the right form of the verb "to be"

Plural

we are
you are
they are

31. Scott _____ a boy.
32. He _____ seven years old.
33. Maria _____ a girl.
34. She _____ Scott’s sister.
35. You _____ in my house.
36. I like it when you _____ here.
37. He _____ a good footballer.
38. They _____ from Germany.
39. We _____ from Denmark.
40. It _____ hot today.
41. Tinker _____ a dog.
42. He _____ my dog.
43. A football _____ often white.
44. It _____ my bike.
45. Muzzy _____ a monster.
46. We _____ happy.
47. Where _____ you from America?
48. She _____ is from Canada.
49. I _____ from Australia.
50. He _____ tall.
51. They _____ new here.
52. Today _____ Tuesday.
53. And tomorrow _____ Wednesday.
54. Peter _____ in grade three.
55. Sarah and Derek _____ at home.
56. We _____ going to eat now.
57. I _____ good at math.
58. You and I _____ good friends.
59. Do you his friend?
60. Hockey _____ a winter sport.

1. My cat _____ black and white.
2. He _____ inside the house.
3. Mum and Dad _____ away.
5. Grass _____ green.
6. The sun _____ yellow.
7. _____ the sea blue?
8. New York _____ a city in the USA.
9. Canada _____ north of the USA.
10. A horse _____ an animal.
11. The bike _____ from my father.
12. The poster _____ from John.
13. The plane _____ late.
14. The people _____ noisy.
15. Nobody _____ here.
16. John, Mike and Bo _____ sick.
17. An egg _____ white and yellow.
18. Rome _____ the capital city of Italy.
20. They _____ healthy.
21. I _____ hungry.
22. Sylvia _____ in love with Bob.
23. The queen _____ fat.
24. The king _____ strong.
25. You _____ brave.
26. They _____ mad.
27. Coffee _____ hot.
28. Ice-cream _____ cold.
29. Pancakes _____ good.
30. It _____ a super job!
# Grammar for Beginners

## Nationality

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<th>Country</th>
<th>Canada</th>
<th>Denmark</th>
<th>England</th>
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</table>

1. (Anni / 🇳🇱) - Hi, my name is _______ and I am from _______.
   I speak ________.

2. (Pierre / 🇫🇷) - Hello, my name is _______ and I am from _______.
   I speak ________.

3. (Pedro / 🇪🇸) - Hey there, I'm _______ and I am from _______.
   I speak ________.

4. (Matti / 🇫🇮) - Hi, I'm Matti. I am from _______. We speak ________.

5. (Liesbet / 🇳🇱) - Hi, I'm _______. My home country is _______. I speak ________.

6. (Olay / 🇳🇴) - _______ is my name.
   I am from _______ and we speak ________.

7. (Mena / 🇧🇷) - Hey, I'm _______ and I come from _______. Here we speak ________.

8. (Yvonne / 🇨🇦) - Hello, _______.
   Here I am from Vancouver in _______ and in this part of Canada we speak ________.

9. (Andreas / 🇦🇹) - Hej! It is _______ and means "Hi". I am from _______ and speak ________.
**A)** Choose the correct answer.

1. There is / there are ten people in the bus.
2. There is / there are a little cat behind the tree.
3. There is / there are lots of book in the library.
4. There is / there are nobody at home.
5. There is / there are some books on the table.
6. There is / there are nothing to eat in the fridge.
7. There is / there are children in the classroom.

**B)** Fill in the blanks with “THERE IS – THERE ARE”

1. _______ something wrong with my ear.
2. _______ a frog near the lake.
3. _______ some flowers in the vase.
4. _______ some rice in the bowl.
5. _______ no money in my pocket.
6. _______ some fresh fruit in the basket.
7. _______ a blue dress in my wardrobe.
8. _______ a new student in our classroom.

**C)** Put in Order

1. some / are / at the cinema / there / children. -
2. is / with my homework / a problem / there. -
3. anybody / there / at home / is / ? -
4. Cheese / is / some / there / in the fridge / -
5. are / in the dishwasher / any / there / dirty plates? -
6. glasses / there / on the table / are / three / near the plates. -
7. there / not / any / in the bottle / is / water. -
8. are / in my mother's wardrobe / beautiful dresses / there. -

**D)** Turn the sentences into Negative.

1. There is a car in front of our house.
2. There are some dolls in the box.
3. There is blue hat on the sofa.
4. There is nothing wrong with me.
5. There are six men at the door.
6. There is a different car in the garage.

**E)** Turn the sentences into Question.

1. There are new competitors at the race.
2. There is a dictionary in my bag.
3. There are some chalks in the box.
4. There are three students in the library.
5. There is a cheap car in the gallery.
6. There are some cookies left on the table.
There is / are
(+ a/an, some, any, much, many, a lot of)

EXAMPLES:
There is a lemon / a house.
There is an onion / an airport.
There is some cake / flour.

EXAMPLES:
There are some chips / trees.
There are two apples / boys.
There are two...
IMPORTANT!!

We use:

A + **singular countable** (que empieza por consonante):
Ex: a pineapple, a banana, a sausage

An + **singular countable** (que empieza por vocal):
Ex: an apple, an orange

**Some** + **uncountable or plural countable** in affirmative sentences:
Ex: There is some sugar (uncountable)
There are some sausages and some strawberries (countable in plural)

**Any** + **uncountable or plural countable** in negative sentences and questions:
Ex: There isn’t any coffee or tea (uncountable)
There aren’t any lemons (countable in plural)

---

**MUCH**

We use **much** with **uncountable nouns**.
Ex: There isn’t much water in the bottle. Is there much sugar on the table?

**Use**

We use much:

- **in negative sentences and questions**:
  Ex: Is there much pollution in the city? There isn’t much information about the subject.

We use **How much + uncountable noun** to ask about the quantity, the amount.
Ex: How much milk is there in the bottle?

---

**MANY**

We use **many** with **plural countable nouns**.
Ex: There aren’t many students in the classroom. Are there many books on the desk?

**Use**

We use many:

- **in negative sentences and questions**:
  Ex: Are there many shops in your street? Peter hasn’t got many friends.

We use **How many + plural countable noun** to ask about the number.
Ex: How many students are there in the classroom?

---

**A LOT OF / LOTS OF**

We use **a lot of** with **plural countable nouns** and **uncountable nouns**.
Ex: There is a lot of food in the fridge. I’ve got a lot of friends this year.

We can also use **lots of** instead of a lot of.
Ex: There are lots of flowers in the garden.

We omit of when a lot / lots is not followed by a noun.
Ex: Have you got many books? Yes, I’ve got a lot.

**Use**

We use a lot of / lots of:

- Especially in **affirmative** sentences.
  Ex: There is a lot of coffee in the jug. He buys lots of sweets every day.
EXERCISES

1.- Transform these sentences into singular or plural:

1. There is a biscuit. => 
2. There is an apple. => 
3. There are some potatoes. => 
4. There are some plates. => 

2.- Change these sentences into negative:

1. There is a jug on the table. => 
2. There are some lollipops. => 
3. There are four strawberries in the bowl. => 
4. There is an orange on the plate. => 
5. There's some juice in the glass. => 

3.- Put the words in order to make sentences:

1. is / some / there / the / bread / in / basket. => 
2. any / there / biscuits / are /? => 
3. many / there / lemons / how / are /? => 
4. isn't / water / there / any / bottle / the / in. => 
5. spaghetti / any / there / in / isn't / bowl / the. => 

4.- Write is / isn't / are / aren't in the spaces:

1. ______ there any fruit in the bowl? 
2. ______ there any clean plates on the table? 
3. There ______ olives in the pizza. 
4. There ______ any potatoes on his plate. 
5. There ______ some meat in the fridge. 
6. There ______ any milk in the jug. 
7. There ______ two glasses on the table. 
8. How many forks ______ there? 

5.- Look at the picture and answer these questions.

1. Are there any apples? 
2. Are there any plates? 
3. Is there any bread? 
4. How many pears are there? 
5. How many bottles are there? 

---

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6.- Complete the sentences with much, many, how much or how many.

1. We don’t have ______ petrol in the car. Is there a petrol station near here?
2. ______ people are there at the party?
3. This is a very small hotel. It hasn’t got ______ rooms.
4. There aren’t ______ apples in the fridge. We need to buy more.
5. ______ flour do we need for the cake?
6. ______ pets has Tom got? He’s got a dog and a cat.
7. Have you got any games for the WII? Yes, but not ______.
8. There is a new zoo in the town, but it hasn’t got ______ animals.
9. ______ cinemas are there in your city?
10. There isn’t ______ milk in the jug.

7.- Complete the sentences with much, many or a lot (of).

1. Do you spend ______ time studying for the exams?
2. Martin always buys ______ fruit.
3. I can’t see ______ stars in the sky tonight.
4. Sheila doesn’t have ______ free time. She always works ______.
5. ______ students are participating in the computer competition.
6. Carol is a very shy person. That’s why she doesn’t have ______ friends.
7. We haven’t got ______ time left. We must leave now. Hurry up!
8. Don’t buy more apples. We’ve got ______.

8.- Underline the correct option.

1. London has a lot of / many beautiful monuments!
2. She doesn’t have much / a lot of money, but Nell has many / a lot.
3. There aren’t many / much oranges in the fridge.
4. Have we got much / many bread?
5. How many / much apples do we need for the apple pie?
6. He drinks much / a lot of coffee every day.
7. My father doesn’t add a lot of / much salt to his meals.
8. How much / many onions do you need?
Look at the picture and write sentences with there is, there isn’t, there are or there aren’t.

- spiders
- tree
- haunted house
- ghosts
- vampire
- tombs
- black cats
- pumpkins
- brooms
- witch
- mansion
- Jack O’lantern
- castle
- bats
- cobwebs
- skeleton
- full moon
- Frankenstein
- cauldron
Present Simple 3rd person, positive, negative and questions

I. Write the 3rd person singular of the verbs:

1. I join - he joins
2. I like - he likes
3. I kiss - he kisses
4. I fly - he flies
5. I watch - he watches
6. I enjoy - he enjoys
7. I talk - he talks
8. I go - he goes
9. I teach - he teaches
10. I buy - she buys
11. I finish - she finishes
12. I cry - she cries

II. Use the verbs in brackets to complete the sentences, as in the example:

1. I live (live) in Edinburgh. 2. He............. (do) his homework every evening.
3. She's a teacher. She............. (work) at primary school.
5. Joan............. (wash) her hair every day.
6. The museum............. (close) at seven in the evening.
7. Daniel............. (brush) his teeth every morning.
8. She............. (study) Science at university.
9. Every Saturday, Paul............. (give) his dog a bath.
10. In the mornings, Betty............. (take) her sister to school.
11. We............. (go) to the swimming pool at the weekend.
12. John and Mary............. (have) a cup of tea in the afternoon.

III. Use the prompts to write sentences, as in the example:

1. he / every day / work / on the computer → He works on the computer every day.
2. Susana / at the weekend / do her laundry → ..................................................
3. My friends and I / at the weekend / go fishing → ..................................................
4. he / every morning / read the newspaper → ..................................................
5. Sharon / exercise / in the morning → ..................................................
6. dinner / they / at 7:30 / eat → ..................................................

IV. Write questions and negations as in the example.

2. Mr Simpson teaches Chemistry. → ..................................................
3. You like playing computer games. → ..................................................
4. John and Sue work in a café. → ..................................................
5. We do the shopping on Saturdays. → ..................................................
6. The baby cries all the time. → ..................................................

V. Fill in do / don’t, does / doesn’t.

1. Sam speaks French, but he ............ Speak Russian.
2. Ann ............ like jazz music but she likes pop music.
3. "..... she play the saxophone?" “No, she ............".
4. Where ............ you work?
5. He ............ go to school on Sunday.
6. What ............ you have for dinner?

VI. Match the questions to the answers.

1. What time does she get up?
2. How does she go to school?
3. Does she have breakfast every day?
4. What does she do in the afternoon?
5. When does she go to bed?

A. She goes to bed at 10:00.
B. She walks to school.
C. She gets up at 7:00.
D. No, she doesn’t.
E. She does her homework.

© Good luck ©
Likes & Dislikes
Writing, Grammar and Vocabulary

Albert

I LIKE...
- cakes
- cola drinks
- French fries
- dogs
- math
- fruit
- soccer
- hot dogs
- hamburgers
- carrots
- donuts

I DON’T LIKE...

Alice

I LIKE...
- salad
- milk
- popcorn
- TV
- music
- candy
- chocolate
- computers
- onions
- ham and cheese
- coffee
- cheese

Mark T (true) or F (false) according to the picture:
Albert likes cats. ( )
Albert doesn't like eggs. ( )
Albert likes cola drinks. ( )
Albert likes French fries. ( )
Albert doesn't like dogs. ( )
Albert likes math. ( )
Albert doesn't like fruit. ( )
Albert likes soccer. ( )
Albert doesn't like hot dogs. ( )
Albert likes hamburgers. ( )
Albert likes carrots. ( )
Albert likes donuts. ( )
Alice likes salad. ( )
Alice doesn't like milk. ( )
Alice likes popcorn. ( )
Alice doesn't like TV. ( )
Alice likes music. ( )
Alice likes candy. ( )
Alice doesn't like chocolate. ( )
Alice likes computers. ( )
Alice doesn't like onions. ( )
Alice likes ham and cheese. ( )
Alice likes coffee. ( )
Alice likes cheese. ( )
Answer the questions using short answers:
1. Does Albert like fruit?
2. Does Albert like cola drinks?
3. Does Alice like ice cream?
4. Does Albert like cats?
5. Does Alice like cheese?
6. Does Albert like eggs?
7. Does Alice like coffee?
8. Does Alice like music?
9. Does Albert like soccer?

Choose things you and one of the kids like and write sentences as in the model:
Model: Alice likes popcorn and I like popcorn too.

Complete the sentences using the verb in the affirmative or negative according to the picture:
A. Alice ____________ popcorn.
B. Albert ____________ cats.
C. Alice ____________ onions.
D. Albert ____________ cereal.
E. Albert ____________ donuts.
F. Alice ____________ computers.
G. Alice ____________ salad.
H. Albert ____________ eggs.
I. Albert ____________ dogs.
J. Alice ____________ TV.
K. Alice ____________ coffee.
L. Alice ____________ injections.
M. Alice ____________ milk.
N. Alice ____________ math.
O. Albert ____________ cakes.
P. Albert ____________ soccer.
Q. Albert ____________ soccer.
“The Snow Day”
Writing Practice – Finish the Story

Directions: Read the story below. Then finish it with your own writing.

My sister woke me up early this morning. She ran into my room before the alarm clock went off. “Look outside!” she yelled.

I got out of bed and looked out the window. All that I could see was white snow! There was a man shoveling the sidewalk in front of our house.

Mom came into the room. She brought us each a mug of hot chocolate. “No school today!” she said. I was very happy. My sister was happy, too.

Mom left the room to find our snow clothes. She gave me my blue snowsuit. She also gave me a hat and mittens.

“What are you going to do today with no school?” she asked.
Today is the opening day of the state fair. I am going with my dad. We go together every year. I always have fun at the fair.

We wait until the evening, when it is cooler outside. Then, we get in the car and drive to the fairgrounds. We have to park far away because it is very crowded. We walk for a long time. Then, we finally arrive at the fair!

We are both very hungry. We look for someone selling food. Then, we find someone selling hamburgers. I eat a hamburger and my dad eats a slice of pizza. I want an ice cream cone, too. But, my dad tells me to wait until later.

Next, we go to the petting zoo. I pet a sheep and a goat. I ride a pony around a ring. It is scary at first, but I have a lot of fun.

Now it is time to ride the carnival rides. Which one should I ride first!

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
Today is my birthday. I am having a big party at my house. I invited everyone in my class. I hope that they all come.

My doorbell is ringing. I answer it. Three of my friends are at the door! The rest of my friends arrive. It is time for the party to begin.

First, we play games. We play pin the tail on the donkey. Jasmine wins. My mom gives her a prize. She is very happy. I am happy that my friends are having fun. We also play tag and musical chairs.

Next, we eat cake. My favorite kind of cake is chocolate with vanilla icing. My mom made a special cake for me. She wrote “Happy Birthday” on it in red icing. Mom lights the candles. My friends sing the birthday song. I make a wish and blow out my candles.

Now it is time to open presents. Jack hands me the first present. I unwrap it and open the box.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
ANNEXES
Oficio No. 286
Guayaquil, 23 de Julio del 2018

MSc.
Ruth Vega Tomalá
RECTOR DE LA UNIDAD EDUCATIVA FISCAL “GUAYAQUIL”
Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que el estudiante: LOJA CAYO ALFONSO MAXIMILIANO, de la Escuela de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: How to strengthen the writing skills through interactive exercises.
PROPOSAL: Design of a handbook applying interactive exercises to improve writing skills.

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

Le anticipo mis reconocimientos.

Atentamente,

MSc. Alfonso Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
### FACULTAD DE FILOSOFÍA CIENCIAS Y LETRAS DE LA EDUCACIÓN
ESCUELA/CARRERA LENGUAS Y LINGUISTICAS
UNIDAD DE TITULACIÓN

#### TRABAJO DE TITULACIÓN
FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACIÓN

<table>
<thead>
<tr>
<th>Nombre de la propuesta de trabajo de la titulación</th>
<th>Topic: How to improve the writing skills through grammar exercises. Proposal: Desing of a handbook with grammar exercises to improve the writing skills.</th>
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<tbody>
<tr>
<td>Nombre del estudiante(s)</td>
<td>ALFONSO MAXIMILIANO LOJA CAYO</td>
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<tr>
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<td>FILOSOFÍA</td>
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<tr>
<td>Carrera</td>
<td>LENGUAS Y LINGUISTICAS</td>
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<td>Sub-línea de Investigación</td>
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<td>Fecha de evaluación de la propuesta de trabajo de titulación</td>
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#### ASPECTO A CONSIDERAR

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#### RESULTADO

- APROBADO
- APROBADO CON OBSERVACIONES
- NO APROBADO

Docente Revisor: [Signature]

Fecha: 23/05/2019
Acuerdo del Plan de Tutoría

Nosotros, GALO DONOSO NOBOA, docente tutor del trabajo de titulación y ALFONSO MAXIMILIANO LOJA CAYO estudiante de la Carrera/Escuela de Lenguas y Linguísticas, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario 19:00 - 20:00 el día Lunes.

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

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

Agradeciendo la atención, quedamos de Ud.

Atentamente,

_______________________________

ALFONSO MAXIMILIANO LOJA CAYO

_______________________________

GALO DONOSO NOBOA

CC. Unidad de Titulación
### INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

**FACULTAD**

**ESCUELA/CARRERA**

**UNIDAD DE TITULACIÓN**

**ANEXO 3**

**Tutor:** Msc. Luis Loja

**Tipo de trabajo de titulación:** Tesis

**Título del trabajo:**

**Carrera:**

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Facultad de Filosofía Ciencias y Letras de la Educación
Escuela/Carrera Escuela de Lenguas y Linguísticas
Unidad de Titulación

Guayaquil, Viernes Agosto 16 del 2019

Sr./Sra. MSc. Sara Anaguano
Director(a) de la Carrera/Escuela de Lenguas y Linguísticas
Facultad de Filosofía
Universidad de Guayaquil
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación HOW TO IMPROVE THE WRITING SKILLS THROUGH GRAMMAR EXERCISES. del (los) estudiante(s) Alfonso Maximiliano Loja Cayo, indicando ha (n) cumplido con todos los parámetros establecidos en la normativa vigente:

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

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

Dando por concluida esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes, que el (los) estudiante(s) está(n) apto(s) para continuar con el proceso de revisión final.

Atentamente,

[Signature]

MSc. Alfonso Donoso Noboa
C.I. 29191734-0
<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
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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>
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* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. Galo Donoso Noboa, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por ALFONSO MAXIMILIANO LOJA CAYO, C.C.: 0920174489, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO mención Lengua Inglesa.

Se informa que el trabajo de titulación: "HOW TO IMPROVE THE WRITING SKILLS THROUGH GRAMMAR EXERCISES", ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (indicar el nombre del programa antiplagio empleado) quedando el ___________% de coincidencia.

https://secure.urkund.com/view/16964445-251936-998649@DccxDgxtDADBv6

MSc. Galo Donoso Noboa
C.C. 0920174489
Guayaquil, 27 DE AGOSTO DEL 2019

MSc. SARA ANAGUANO
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD FILOSOFÍA, ESCUELA DE LENGUAS Y LINGUISTICA
UNIVERSIDAD DE GUAYAQUIL.
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación: HOW TO IMPROVE THE WRITING SKILLS THROUGH GRAMMAR EXERCISES. PROPOSAL: DESIGN OF A HANDBOOK WITH GRAMMAR EXERCISES TO IMPROVE THE WRITING SKILLS Del. estudiante: LOJA CAYO ALFONSO MAXIMILIANO. 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 10 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 5 años.
- La propuesta presentada es pertinente.

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

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

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

Atentamente,

MSc. LARRY TORRES VIVAR
DOCENTE TUTOR REvisor
C.I. 0913004347
**ASPECTOS EVALUADOS**

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

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**Msc. Larry Torres**
No. C.I. 0913004347

**FECHA:** 27 de agosto del 2019

**DOCENTE TUTOR REvisor**
Guayaquil, 27 DE AGOSTO DEL 2019

CERTIFICACIÓN DEL TUTOR REVISOR

Habiendo sido nombrado MSc. Larry Torres, tutor del trabajo de titulación "HOW TO IMPROVE THE WRITING SKILLS THROUGH GRAMMAR EXERCISES" con la propuesta DESIGN OF A HANDBOOK WITH GRAMMAR EXERCISES TO IMPROVE THE WRITING SKILLS certifico que el presente trabajo de titulación, elaborado por ALFONSO MAXIMILIANO LOJA CAYO, con C.I. No. 0920174489, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO, en la Carrera Lenguas y Lingüísticas Facultad de Filosofía, ha sido REVISADO Y APROBADO en todas sus partes, encontrándose apto para su sustentación.

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