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ESCUELA DE LENGUAS Y LINGÜÍSTICA.
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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
OBTAINING THE TITTLE OF ENGLISH UNDERGRADUATE OF
EDUCATION AND LINGUISTIC DEGREE

TOPIC:
INCIDENCE OF IMAGES FOR STRENGTHENING THE WRITING SKILL

PROPOSAL:
DESIGN OF A BOOKLET WITH IMAGES IN ORDER TO
STRENGTHEN THE WRITING SKILL

AUTHOR

IVÁN FERNANDO CALLE SANTOS

DIRECTED BY:
MSc. LARRY TORRES

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ESCUELA DE LENGUAS Y LINGÜÍSTICA

DIRECTIVES

MSC SANTIAGO GALINDO MOSQUERA  MSC. PEDRO RIZZO BAJAÑA,
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Decano Facultad de Filosofía, Letras y Ciencias de la Educación,
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Ciudad.-

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**TOPIC:**

**INCIDENCE OF IMAGES FOR STRENGTHENING THE WRITING SKILL**

**PROPOSAL:**

**DIDACTIC BOOKLET WITH IMAGES IN ORDER TO STRENGTHEN THE WRITING SKILL**

El mismo que ha cumplido con las directrices y recomendaciones dadas por la suscrita.

El participante ha ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a su **APROBACIÓN** y se pone a nuestra consideración de rigor para los efectos legales correspondientes.

**Muy Atentamente**

**Msc. LARRY TORRES**
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 wife and daughters for always being there giving me support to continue in this journey that has not been easy, but very rewarding.

Iván Fernando Calle Santos
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ABSTRACT

In today's writing and penmanship, 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 visualization 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 visualization 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: images, writing, skills, visualization
En la escritura y la caligrafía de hoy en día, 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. La estructura, la sintaxis, la coherencia, el vocabulario y otras habilidades son solo parte de los ingredientes que deben usarse para que el libro correcto sea publicado en todo el mundo. La temporada depende del escritor. Es el escritor el que tiene que involucrar el tipo correcto de redacción en los artículos para que el lector se enganche y finalmente se vuelva 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 tales habilidades académicas deben estar preparados al máximo de su capacidad para mostrar tales habilidades de la manera correcta, haciendo que los estudiantes tomen conciencia de todas las ventajas y desventajas que existen cuando la escritura se hace correctamente y cuando no es. Las lecciones más memorables son las que nunca se olvidan, por lo que los docentes y los instructores también deben tener la buena comunicación para llegar a los alumnos y hacer de esta capacidad un aprendizaje divertido y no la habilidad tradicional que ha existido desde las escrituras en las paredes. Las habilidades de aprendizaje visual de desarrollo de los estudiantes también están conectadas con el propósito de este proyecto. Los aprendices visuales no solo pueden prever lo que leen, sino también recitar y reescribir mucho más rápido e incluso de una manera mejorada una vez que se visualizan mientras hacen una lluvia de ideas para progresar y completar una oración, un párrafo, una página, una sesión, un capítulo o un libro. Esta investigación es un poco más allá de la influencia que la visualización 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 a que, aunque hay imágenes relacionadas con las palabras que se escuchan, no todos procesan dicha información de la misma manera, estilo o con el mismo concepto.

PALABRAS CLAVE: imágenes, escritura, habilidades, visualización
### TITULO Y SUBTITULO
INCIDENCIA DE LAS IMÁGENES PARA EL FORTALECIMIENTO DE LAS HABILIDADES DE ESCRITURA

### AUTOR/ES
**IVÁN FERNANDO CALLE SANTOS**

### TUTOR
**MSC LARRY TORRES**

### REVISORES:

### INSTITUCIÓN:
Universidad de Guayaquil

### FACULTAD:
Facultad de Filosofía, Letras y Ciencias de la Educación

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### RESUMEN:
En la escritura y la caligrafía de hoy en día, 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. La estructura, la sintaxis, la coherencia, el vocabulario y otras habilidades son solo parte de los ingredientes que deben usarse para que el libro correcto sea publicado en todo el mundo. La temporada depende del escritor. Es el escritor el que tiene que involucrar el tipo correcto de redacción en los artículos para que el lector se enganche y finalmente se vuelva 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 tales habilidades académicas deben estar preparados al máximo.

### CONTACTO CON AUTOR/ES
Iván Calle Santos
Teléfono: 099581 5199
E-mail: Ivancalles@hotmail.es

### CONTACTO EN LA INSTITUCIÓN:
Nombre: Secretaría de la Facultad
Teléfono: (04)2294888 Ext. 123
E-mail: lenguas.lingüistica.fil@hotmail.com
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### TITLE AND SUBTITLE: INCIDENCE OF IMAGES FOR STRENGTHENING THE WRITING SKILL

**AUTHORS:**

IVÁN FERNANDO CALLE SANTOS

**ADVISOR:**

MSC LARRY TORRES

**REVIEWERS:**


**INSTITUCIÓN:**

Universidad de Guayaquil

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**ABSTRACT:**

In today’s writing and penmanship, 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

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□ NO

**AUTHOR(S) NAMES AND CONTACT**

Iván Calle Santos

**Teléfono:**

099581 5199

E-mail: Ivancalles@hotmail.es

**CONTACT IN THE INSTITUTION:**

**NAME:** Secretaría de la Facultad

**Teléfono:** (04)2294888 Ext. 123

E-mail: lenguas.linguistica.filo@gmail.com
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 precised 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

The English language practice is present in all social environments in the planet, the importance of being able to communicate in this language is vital to improve the quality of life, coexistence, culture and society of human beings in the current times.

In our country; The English language allows Ecuadorians to get involved in all professional or craft levels reaching a better future, this is the reason why the English language subject is compulsory in the curricular meshes in all the educational establishment levels. English is a first-class resource in the students and professionals profile.

The communicative competences apprehension in the students is a necessary objective that must be fulfilled, these competences are developed during the education process in the educational intuitions and have more impact in the last grades of educational regular process; that is, at high school, likewise; The treatment about communication skills will allow students to expand their knowledge and skills in relation to the communicative aspects of this foreign language.

On the other hand; to learn a foreign language it is necessary to work with techniques, methods and didactic tools that make it easier to achieve the English class objectives. Many researchers agree that using images as pedagogical material enables a better cognitive apprehension in the educational society, an example of which are the large number of images contained in educational texts for all subjects, therefore; this investigative thesis proposes the use of images as a didactic tool.
To understand the need to implement an images system as didactic support material; graphic, illustration cards, drawings and photographs is important because it significantly improves the results during the learning, but also; Teachers must work with this images system in combination with other activities and exercises that will be essential to develop the necessary skills in students.

1.2 RESEARCH PROBLEMS

1.3 CONFLICT SITUATION

Developing the necessary competences for the English language is quite complex in the present reality in the educational units, there are many factors that negatively affect the determined objectives scope, the scarce didactic resources, the lack of teacher training and the few hours Free are just a few samples of these difficulties exposed.

Many education professionals agree that texts and pedagogical materials, despite being focused on relevant aspects about the English language, do not stimulate the student during the learning process, thus defeating the main purposes of the classes.

Teacher training is necessary to optimize learning, the socialization of strategies and study techniques allow a systematic communion by expanding the possibilities of developing oral skills in students favoring the study process.

So too; Socializing curricular planning allows agreeing important aspects for the teaching practice; the same set of strategies and techniques, a regulated progress of the lessons in the classrooms, similar didactic material, all this benefits the student community because they manage to associate the knowledge with the other partners.
Another important factor is the lack of additional subjects that reinforce the English language learning, these additional subjects must be explained in English so that the communicative skills in the students are manifested in the normal activities of life.

The student environment is another sector that must be attended, a friendlier student environment for the English classes’ purposes will allow students to be motivated and willing to practice the English language inside and outside the classroom positively compromising knowledge and skills about the educational community.

1.4 CIENTIFIC FACT

Through the observation guide, it was determined that 2nd grade students from BGU at the Febres Cordero high school have deficiencies in student performance in English classes. The knowledge level and skills for this foreign language is quite low, for this reason the students have difficulty with simple grammatical structures or understand readings with basic vocabulary.

There was also a lack of motivation in students and teachers, which originates a series of negative aspects in the learning process, it is necessary to work in activities that promote the educational community interest to improve academic performance and boost the basic skills about English language.

1.5 CAUSES

- The didactic graphic resources are not used by teachers for the English class treatment, because the methodologies do not allow it.

- Student insecurities do not allow active participation.
• The activities for the English language treatment are limited only to the English book, missing the other teaching resources.

1.6 PROBLEM FORMULATION

How does the use of images affect the treatment of written skills in students?

1.7 OBJECTIVES

1.7.1 GENERAL OBJECTIVE

To categorize the use of images that intervene in the improvement of written expression in the English language through the use of field methods, techniques, bibliographies and statistics to design a didactic guide for the use of images.

1.7.2 SPECIFIC OBJECTIVES

• To qualify the use of images through field research, bibliography and statistics.
• To interpret the process of written expression through field research, bibliography and statistics.
• To design a didactic guide for the use of images in the development of written expression through the interpretation of the obtained data.
1.8 RESEARCH QUESTIONS

• In what way will the objectives set out in this educational study be achieved?
• What is the methodology that will apply to achieve satisfactory results?
• In what way do the theoretical and scientific foundations contribute to the problems of this research study?
• What are the techniques that will apply to give a solution that benefits the educational community?

1.9 JUSTIFICATION

The didactic graphic resources, like the images; they are a pedagogical tool that guarantees meaningful learning, despite this; the use of these images by the teaching staff is non-existent due to lack of knowledge about the correct application of this didactic tool. All sciences are exposed to evolve and education is not alien to these changes, therefore; apply visual resources for teaching, which has been shown to facilitate the development of communication skills is relevant to the student community.

In the current days, the elements involved in the learning processes, from a communicative perspective; they achieve autonomy in the student's profile, as well; considering that every language strengthens social and cultural relations, then the mastery of a foreign language becomes a communicative tool of great value in the development of human beings.

The education in the educational institutions within the Ecuadorian territory must be in the highest international standards, this is why research study concerning the skills of written expression is developed focusing on universal parameters to achieve a cognitive balance in
students providing them with necessary skills, these are the reasons why this research project is relevant and interesting for the educational community.

According to the good living plan (2008), he points out that education is a right for all Ecuadorians with the aim of improving social and cultural quality.

This research study that proposes the use of images as a didactic resource to improve written expression skills will directly benefit the second promotion of high school "Febres Cordero", this educational thesis favorably influences them developing communication skills in relation to the English language allowing them a better professional life.

In the same way; the teaching staff in charge of teaching the English language must mix the activities set out in the didactic guide with activities of the regulated English book and traditional study techniques to optimize the treatment of writing skills.

Teaching should focus on the practice of communicating in this foreign language with efficiency and clarity in ideas, in order to reach good communicative levels, teaching should work with activities that involve daily life to approach the social reality, that is; foreign words, idiomatic phrases and other aspects must be present in the learning, in this way oral and written communication will be understood by other actors of the language regardless of whether they are native or not, they must also actively participate in the class processes to solve the insecurities and learn to be independent communicators.

This educational study directly impacts the benefit of the student community, promoting interest and involving all the factors immersed in the educational process to ensure the stipulated objectives, thus the teaching-learning practice in the English language will be gradually strengthened.
1.9.1 USE OF IMAGES AS PEDAGOGICAL TOOL IN THE ENGLISH LANGUAGE TEACHING TO WRITTEN EXPRESSION.

From a perspective more focused on didactic resources with images, the application of these pedagogical tools are efficient for the apprehension of knowledge and skills, since it is a fact that the association of images with the explained topics, produces in the students the intention to explain it with his own words and are motivated to structure sentences by forcing their limits and with this facilitate significant learning.

There are many benefits that images provide as teaching tools, the introduction to a specific topic generates interest within the classroom and ensures active participation by students, motivation and interest grow for the reason that human beings learn in the first years of life through vision and sounds.

Good results are also achieved in the relations between classmates and teachers when using images as a pedagogical procedure, when trying to describe an image, others are also trying mentally and the teacher intends to correct the student's participation, making everyone get excited those involved in the class. That is to say; this techniques type promotes the performance about the community related to English classes.

The inclusion of activities in relation to images also fosters the imagination, example of them are the children's tales where with a single image the child can guess part of the story, this exercise is also very useful to learn a foreign language because it benefits the knowledge as a whole between grammatical structures and vocabulary.
The images interact with the previous knowledge of student giving rise to reflection and develop emotions that positively affect the process of communication skills.

As a result of the above, for the large number of activities that can be developed based on these teaching tools, the images must be primary resources for the teaching of all foreign language, imagination, writing of tales or dialogues facilitate the skills apprehension for written expression.

Besides, students can write or tell a story by using a sequence of pictures, or, if the teacher wants to really fire their imagination, the students can create a story based on just a single picture. This exercise can be particularly interesting and productive if the teacher encourages students to use specific tenses (such as past simple vs past continuous), vocabulary or functional language in their story - for example, describing a conversation at the train station.

Not only does a picture give students the chance to reflect on what they can see, but it also represents the opportunity to develop their other senses by considering what they can hear, smell and touch.

In conclusion, images are an invaluable resource in the English classroom. Teachers can spark written production from photos, drawings, and any other type of visual resources. Students can develop their writing skill by creating stories or dialogues from a sequence of images.
CHAPTER II

2. THE THEORETICAL FRAME

2.1 BACKGROUND OF THE RESEARCH.

Teachers apply different study techniques that are developed with didactic resources, being the first order images to expand the student knowledge in relation to vocabulary achieving significant learning. Weden & Rubin (1987) determined that the strategies are a pedagogical tools set that organize or plan the classes facilitating the proposed objectives; Richard & Platt (1992) associated the behavior and the human being thoughts with learning strategies, students use these strategies voluntarily or involuntarily as tools that facilitate the knowledge or skills apprehension.

"Learning strategies are an attempt to develop linguistic and sociolinguistic competence in the target language" (Claus & Casper, 1983, page 06).

"All language learners use language learning strategies consciously or unconsciously when they process new information and perform tasks in the language classroom" (Ellis, 2003, p.65).

It is understood that in the teaching-learning practice focuses on problem solving, students have complex challenges that must be faced to get the most out of these student experiences; In general, learning strategies facilitate the actions of both teachers and students, are defined as a operations set oriented to the teaching practice to be used intentionally by the student community.
2.1.1 WHAT ARE THE KEY LEARNING STRATEGIES?

Among the learning strategies considered important for several education professionals, can be found:

- Repetition.
- Understanding.
- Language.
- Memorization.
- Games.
- Stories.
- Translation
- Images

The teaching strategies that are developed with study techniques focused on the images didactic resources are the central theme of this educational project. Research has shown throughout history that the language treatment has a favorable impact on students when the didactic resource is images, the images notably favor vocabulary and imagination because it associates the ideas organization. In this investigation; It also explains the need to socialize the images didactic resource with the teaching staff and even with the students to achieve the student community interest.

"Teachers have always used images or graphics, whether drawn, taken from books, newspapers and magazines, or photographs, to facilitate learning" (Harmer, 2001, p.36).

On the other hand; the motivation and interest about the student community depend on the learning strategies, the knowledge apprehension and new skills are facilitated when the didactic resources
are correct, the teaching practice involving extra didactic material with images allow to extend the lexicon even with abstract words, since the images compromises the cognitive ara in the brain remembering words with less difficulty. According to Harmer (2001) explained that who learns it is easy to associate a word with an image and even allows to develop creativity to build grammatical structures according to their knowledge level.

The good use of this didactic material, such as images, also strengthens students' experiences, promotes active participation and manifests emotions by relating them to their daily lives.

The importance of working with images as teaching tools is increased by the fact that inefficiency in vocabulary is affected favorably and the impact in student performance is positive, added to these deficiencies, the benefit is greater because improve by the writing and pronunciation skills.

Involving graphic illustrations to explain English classes improves the apprehension process in the writing and redaction skills. Scott (2013) determined that visual learning reinforces the known definitions allowing to conceptualize new words or actions; consequently, Broek & Kremer (2010) affirmed that the graphic illustrations are used by the students mentally to identify main ideas about a written, narrated or actions context, the student relates all the elements about their social environment during the learning process.

"Visual images help students learn the word meaning and make better predictions and inferences (Center, 2016, p.76).

Other research studies indicate that students with special abilities to learn are facilitated to decode words through images, tasks are less complex and allows a better progress for the memory cognitive area; it is also explained that the theory of dual coding developed by Paivio (1971)
which establishes all mental systems are connected and allows to represent the verbal and non-verbal aspects.

There are investigative works that are closely related to this educational project, in the library from to University of Guayaquil some examples are evident;

Vera & Moran (2017) presented a research study entitled "To elaborate a didactic guide for the use of visual histories on the development of the writing ability", in this project the incidence of the images is explained as didactic learning tools to improve writing skills, the study focuses on motivation through images to stimulate learning with graphic illustrations interesting for the students and are directly related to the English language treatment.

Nazareno (2017) developed an educational project entitled "Influence of the writing structure on the development of written expression" the established causes and objectives bear a certain similarity with this investigative thesis, likewise; the methodologies, recommendations and conclusions are aimed at improving competences in relation to the learning of this foreign language, that is; the aspects mentioned in this educational project are based on other research studies.

Miranda (2017) determined that all elements of communication are developed through writing, reading and other verbal aspects, the title is "Influence of simple present tense in writing activities to improve writing production in students", This thesis establishes that the most efficient procedure to develop the necessary competences in students is through the practice about the four basic competences for each language, and in this way sub competences involved in learning are developed.
2.2 THEORETICAL FOUNDATION

2.2.1 IMAGES AS TEACHING DIDACTIC

The images allow a better communication, when the information lacks details or errors, the communication is not efficient and defeats the objectives about the communicative process, a single image can improve the bad information and with this give a solution to the lack of information.

Graphic illustrations are instructional materials or information with images, the use of these images as a teaching tool for English classes promotes interest generating a collective interest, reinforces knowledge while developing skills in students.

The images as extra didactic material create emotions such as suspense, joys, doubts, affirmations or negations; all of these are relevant aspects that favor the teaching-learning practice in the educational process.

The image as a concept is the graphic representation of something tangible or intangible, shown on a flat plane surface where the graph is shown as a drawing, painting or other illustration type.

"The image is not only an method aspect, but through its representation of place, object and people, is an essential part about the general experiences" (Wright, 1989, p 74).

2.2.2 CONCEPT OF IMAGES

Education professionals have made the use of images as a pedagogical resource for teaching the English language, an effective and traditional method in the educational institutions classrooms, this learning strategies types allows students to improve their skills. that favorably affects academic performance, evaluate and characterize the results from
the information received and prior knowledge, manage to incorporate learning into their student environment significantly improving their skills and critical thinking.

"Image learning tools help students meet those demands. Along with the brain’s ability to image, image-learning strategies help students better understand and retain information" (Brown, 2005, P. 107).

All human beings learn easily when the visual aspects are involved, therefore; the use of images as a didactic means contributes significantly to the learning-teaching process, regardless of age or social status. It should also be understood that the extra didactic material with images favors the students comprehension in the foreign language classes where Spanish is not spoken, remember that many times the images effectively replace the words.

"The use of images is perfect for apprentices, but all types of apprentices find them useful as a complement in the learning process" (Crandall & Shin, 2014, P-98).

On the other hand; students are hardly interested in educational texts, added to this the lack of graphic illustrations in these texts, then the demotivation would be low to the student which would affect the scope about the proposed objectives. Similarly; the teacher attitude and the professional training received is very important, the teacher's predisposition to teach is essential, otherwise the students would lose interest in the classes, to promote the motivation and inject predisposition in the student community it is necessary to class' planning With motivational strategies not only motor or memorization, it is a priority that the images be considered as a teaching tool. The frequently used
strategies are to predict the word meaning within the argument or to deduce the content. Richards and Renandya (2002) indicated that this exercise type actively involves students who structurally resort to all the cognitive elements to solve the exercise of unknown words.

Organizing a participatory class where the illustrative cards are relevant elements for learning depends on the experience about the teacher. as a positive point, the great variety of didactic activities based on images oriented to the practice to teaching students, facilitates the class preparation, dictionaries, synonyms games, hidden words are just a few examples that can be adapted in the class exercises, the different interpretations of the students about a picture broadly the concepts and this favors the significant learning due to the great variety of words that are inside the process. Brinton (2014) Proposes that they interact with different image-based study techniques to stimulate learning.

Visual learning strategies such as graphic organizers, diagrams, outlines and more are being used in classrooms across the country. These strategies help students or all ages better manage learning objectives and achieve academic success. As students are required to evaluate and interpret information from a variety of sources, incorporate new knowledge with what they already have learned, and improve writing skills and think critically, image learning tools help students meet those demands. Paired with the brain’s capacity for images, image learning strategies help students better understand and retain information (Brown, 2005).
2.2.3 WALL CHARTS, POSTERS AND OTHERS

Crandall & Shin (2014) state that within the teaching process; allowing students to participate in the class' planning, in the choice of teaching materials, encourages motivation because the student has the opportunity to choose the topics and thus learn according to their interests, successfully engaging in the development of their skills.

When developing this activity types, it is played with the student's emotions, allowing the students to get involved in the selection of the didactic material; would be in roles of inverted psychology where the student would have the idea that it will be an hour free of classes, which would be false since the true intentions of the teacher is to motivate the student to achieve a natural learning without the student community perceive that they are learning.

2.2.4 IMPORTANCE

From a closer perspective, according to Brown (2015) stated that it is scientifically proven that the use of images as teaching tools interacts with people dynamically and the brain reacts more quickly when it is exposed to images because the images transmit information in a way different than usual.

The images arouse interest in students, generate a good attitude and stimulate learning, teachers in the English area should know the importance of using images as didactic resources to help students develop the skills needed to grow as active participants in communication in this foreign language. That is; students must learn about the four basic skills about every language, however this would not be enough until they have achieved that communication flows naturally; the commitment must be in the entire student community where the teacher's participation is essential to the these linguistic competences apprehension. It is necessary to include in the each class' planning the didactic resources so that the classes are different and not monotonous, it is understood that the verbal
language is only a way of communicating, but really the communicate is effective when the visual aspects are involved in a communicative context our experiences are perceived in a large percentage through vision and significantly affect our knowledge, graphic representations are images that encompass many important factors for life that is why they are essential and effective as a method or process of learning. Applying in the English language domain will allow students to seek better opportunities that improve the life quality in future days, being an active speaker expands the possibilities where the society limits would stretch regardless of the training received in the students.

The ability to communicate in the English language is important for a professional life, so it is essential that teachers provide students with the necessary skills to face a competitive world, as well as it is essential that students are aware of this reality, where the opportunity to move towards success begins in the classroom.

It is a wise decision on the part of the competent organisms to have incorporated the English language study as a second language in a mandatory way in the student process within the educational institutions, this allows to be up to the changes that the society undergoes in all the areas, therefore; for the development of people, a second language should not be obligatory, it should be understood as a priority need, these reasons are those that require educational institutions and teachers to be constantly in training to achieve these objectives, teaching resources are part of teaching practices and where it should highlight the visual aspects.

"Students can visualize what they write to expand vocabulary and improve written communication. Some of the objectives and needs that images can provide students are that they want to see due to the images that support their ideas" (Brown J, 2015, p.87).
Improving the student academic performance in educational institutions depends on multiple factors that are involved during learning, the images application as didactic tools is a trend within the classroom, the reason is because it facilitates teaching and performance student is greater, the need to interpret text or infer ideas that will be incorporated into the cognitive area of students, is the reason why the image didactic resource has a greater acceptance, students can develop exercises more quickly as they improve the skills implicit in the foreign language and critical thinking develops; according to Brown (2005) affirms that learning strategies where images are involved as a teaching resource helps to interpret, understand, infer and retain information in students.

2.2.5 MAIN ADVANTAGES

There are innumerable benefits offered by the English language treatment when applying study techniques with images, students associate illustrations with prior knowledge preparing the cognitive area to enter new knowledge, among the main benefits or characteristics that students develop are:

Remember: visual aspects are easier to remember than other aspects of the educational process.

Read: students are motivated with images, which leads them to look for information and it is preferred to read than to listen because only what is sought is read.

Learn: the extra material about images is organized to facilitate learning.

Harmer (2007) explained that the images within the learning-teaching process have a direct and positive impact on the students, the technology works in complicity with the extra didactic materials; He also indicated that students gain greater confidence when learning through images as an indicator of control over language. Students are constantly exposed to an
extensive vocabulary in combined exercises between words, writing and grammatical structures, which favors student practice. In relation to the English language, group and exhibition work efficiently contributes to communication skills in this foreign language, as well as putting together simple or complex grammatical structures according to the level of knowledge of each student. Brown (2006) determined that each exercise should be personalized with characteristics of the practitioner, this is the final work presentation explained in the student's own words. The following recommendations on study techniques were shown by Crandall & Shin (2014):

- Ensure that activities are interesting for students.
- Ensure that activities require interaction.
- Organize activities in consideration of learning in its different forms.
- Evaluate to check for meaningful learning.
- Ensure that the information is also of general culture.
- Study techniques should focus on improving academic performance.

The vocabulary according to Hatch & Brown (1995) define it as a word set and meanings stored in the knowledge of the speakers to transmit ideas in a specific language, nevertheless; the vocabulary is much more complex than this definition and we can divide it in the following way;

Oral: are the words that we are able to recognize, understand and use in a communicative process in a natural way.

Printed: are the words we know and are used in reading or writing.

Receptive: or passive vocabulary that corresponds to the understanding the English languages in its oral or reading way.

Productive: or active vocabulary that corresponds to the ability to write or express ourselves orally in a mother tongue or abroad.
"You can not know your own vocabulary if you do not know its definitions and complete connotations, or we never use this vocabulary while we speak or write" (Kamil & and Hiebert, 2001, p.87).

2.2.6 KIND OF IMAGES

To have a closer idea about the image types, it is necessary to conceptualize them, an image is a graphic illustration printed on a surface, the forms and the location are innumerable as well as their size or dimensions, the technology has reached quite interesting parameters with images in third or fourth dimension, where the surface is not only flat and not necessarily printed, currently the images are projected and can be manipulated according of exhibitor wants. The modern era and computers create images and save them in a limited memory, in order to store more quantity of images, the computational age has tried to compress the images in a wide list of formats, the most used being the JPEG format, the GIF format. The TIF format and the PNG format.

JPEG: (Joint Photographic Experts Group) they are compressed digital images to be stored without using much space in the storage files, this image type is the most used.

GIF: (Graphic Intelligence Format) like the previous format, this format type has been developed to save images that do not need too much space in the files, the difference is that it retains all the details for this reason this image types need more space than the previous format, an important feature of the GIF format is that the colors range is quite limited.

TIF: (image file format tagged) they are uncompressed digital images, perfect in details and colors, they are extremely large so they need ample space within the storage files. These image types come in large sizes for printing. They are not compressed and, therefore, contain a large amount of detailed image data.
PNG: (Portable Network Graphics) they are digital images with the same characteristics of the GIF format, they are graphic illustrations of very good resolution when projected.

The learning process is a game where everyone wins, it is a beautiful journey towards knowledge for all ages, this is the correct assessment with which we should all agree, and by involving images as a learning resource the journey towards knowledge it becomes interesting, the books with graphic illustrations are a very valuable tool and it is the right place to start learning, the images if they are used with study techniques focused on the student interest, stimulate several areas in the human being, including flavors and smells with a simple image, this is a clear example about the benefits offered by this strategy types.

Another technique of image-based studies are maps, it is excellent for group activities where students can search, find and expose geographic, social, ethnic or economic characteristics; from this technique they can interact with multiple activities ranging from location instructions to search games.

2.2.7 PHOTOGRAPHS

Brown (2015) explained that the photographs are external representations printed on a cardboard; Photographs are printed images of elements, are considered as visual art that are obtained by a camera, photography is reflected on a cardboard by a physical action, according to science is the light radiation of an element reflected by a mirror that is called lens.

The photographs are images that, as a pedagogical tool, are very interesting to improve skills and knowledge in relation to the English language.
“Be able to form mental images for ideas and concepts that are expressed through language” (Bell, 1997, p.143).

Socializing and selecting images for the vocabulary treatment about a topic in general; according to Hoyos (2011) determined that students learn and understand the word meaning by simple analysis in the relationship between images and activities developed in class.

The images as a skill development element allows the apprehension of several factors;

- Characterizes the information received through various images.
- Process the developed topics with actions relevant to the student social environments.
- Learn the correct vocabulary to expose and explain a specific topic.

Photographs as a means of learning have infinite didactic actions that affect profitably for an optimal to English class process, these activities can be done as an introduction, as a main exercise or as a final conclusion, replacing words with images or photographs is also a didactic activity that it stimulate the different learning factors in the student, this exercise types excites the student to try to transform the images into words, giving the exercise order and structure.

The images or photographs that show several elements are practical for enumeration or identification of the elements benefiting the knowledge in the vocabulary while they develop the ability to organize ideas, finally their sentences to explain the final results will be oral or written.

Another activity that encourages motivation or creativity is to write possible answers of dialogues between two or more people, the photographs show a people and students group must create dialogues according to the photograph, these dialogues are enclosed in bubbles and finally presented or explained, it could even have a favorable impact if a theatrical action is included.
2.2.8 ADVANTAGES OF FLASHCARDS

There are many advantages offered by including images or photographs as didactic material to boost the English language treatment, the cards will show images that are related to the texts where you will find key words that best define the images, giving the opportunity to the students to use these words.

"Students visualize the written and expand the vocabulary significantly improving written communication. The student ends up needing to explain their concerns orally, leaving behind images and ideas "(Brown J, 2015, page 156).

It is usual to work with question and answer cards, this will be reviewed by the students beforehand to try to remember the questions and another group of students will try to remember the answers, the questions and answers will be revised to correct the students or help them remember part about the information printed on the cards.

The cards or posters with illustrated images result necessary while the students respond with greater enthusiasm to this activity types within the classes, they should attend and repeat the words learned to strengthen the vocabulary, repeating the activity could seem monotonous, but sometimes it is necessary.

Westwood (2010) opined that an interesting way to assess or self-evaluate is through the teaching cards, students are encouraged to be corrected by themselves or their peers, once the errors are corrected; the learning is significant.

The cards with illustrated images contribute significantly to the memory, this could be the reason for the tendency for teachers to implement this technique types during English classes, it is also interesting when these cards are designed by the students themselves in combination with art and crafts or with aspects relevant to the student's interest.
Garner (2016) in his work "theory of multiple intelligence" recommends teachers to engage with all students and the various learning factors they possess.

"It is particularly important to attract visual learners and a very high proportion about who have this kind of visual intelligence. (Gardner, 2016, p.65).

2.2.9 LANDSCAPE

Learning factors related to vision can develop different types about skills, descriptive, narrative or order; develop narrative activities allows to work on grammatical structures skills and obviously expands the vocabulary, describing an image where a landscape is shown is quite relevant for knowledge and creativity due to the unusualness of this learning technique type.

Teachers are faced with the infinite possibilities about planning dynamic classes focused on extra didactic materials with images and stimulating students towards an adjustable learning to the established objectives, efficiently increasing skills, imagination and the structuring about ideas.

"It is possible that students feel the need to write elements within a range of possibilities, implementing images to achieve a more detailed writing about the inspiration that nature provides" (Brown J, 2015, page 87).

To improve the writing aspects in the student community, it is important to distinguish the different sounds implicit in the English language, consonants, vowels, phonemes and morphemes. With the constant practice and the teaching of the teachers the students will gradually perfect this communicative skills type, the organization of ideas and the writing reaching the English classes purpose.
Our natural environment is reflected in cards is useful for the skill treatment concerning the English language proficiency, a recommended didactic activity is the description of an image where students should go drawing as they understand and then write about the drawing, invent stories or a cultural report is a high performance student activity, this technique is advantageous because it starts outside the classroom, students look for natural environments to photograph it, then expose it in classes and write it, students will be motivated and receptive to learning.

The fact that students are exposed to this technique types guarantees constant learning; before, during and even after class, a great advantage is that students learn about general culture while developing the skills and knowledge involved in aspects related to this foreign language.

2.2.10 EMOTICONS

As the importance of technology within the educational process has already been explained, the relevant aspects are need of involving in students' social life have also been explained; this is the reason why "emoticons" cannot be outside the study techniques, the students respond positively to this image types. Using emoticons is considered a kind of graphic language with which students feel comfortable and manage to communicate with great agility, this is due to the easy access that is had with technology, computers, smart phones and the large number of immersed applications In our society, the characteristics and functions of these elements are innumerable, and the emoticons line in these characteristics, for that reason; these parameters must be introduced as extra didactic material in the lesson plans prepared by the teachers.

The "emoticons" are graphic representations of small size, are used to convey ideas about requirements, feelings, emotions and even location, they are associated with ideas and complete sentences.
2.2.11 ACTIVITIES WITH IMAGES

Under the idea of "an image says more than a thousand words" we must have the certainty that it has the same impact on those who are learning a foreign language, writing or describing an image requires many words and different grammatical structures, which favor the established objectives regardless of the basic structures.

It is advisable to develop a list about study techniques centered on graphic representations to involve them in learning strategies; among the most important the following are listed;

Dialogues in bubbles.

It is stimulating for students when the imagination is involved to create possible situations on a story without words, a cartoon is shown with people and situations, dialogue bubbles must be blank, students can work in groups or alone creating the dialogues within of bubbles, this increases motivation and creativity.

Image sequence.

To deliver or developing a sequence of images for the skills treatment about a foreign language is relevant because it forces students to use creativity to tell a story only with images, then write the story to finally explain it to the class, that is; student processes creativity, develops writing and oral skills, strengthening vocabulary and grammar.

Create stories

The stories creation with only having a specific theme is somewhat complex and even more if the student level is not high; however, with the teacher's tutorship, the student creativity and the proper orientation about the story, this activity could offer great advantages for the education processes and raising the student's performance. Students who create a
story by just having an image and a subject are exposed to look for new words and different ways of writing history which favorably affects the skills apprehension for the mastery about this foreign language.

**General data of characters.**

Students respond positively to activities related to characters of their liking, the activity is characterized by motivating students through research on the character, the research should include general data and a brief summary of the character's trajectory, this exercise types should be recommends to start the class directly benefiting student participation and interaction, it can also work with great ease with group work on rumors or character situations.

On the other hand, the images usually activate memories in the students and this significantly helps the learning, the images contribute bilaterally in the acquired knowledge, the own English language skills are developed, the creativity, the vocabulary and aspects in relation to the learning.

**2.2.12 COMPARE AND CONTRAST**

This activity types is oriented to the objectivity from a student perspective, focuses on the details, the exercise is about two or several images that must interpret highlighting the differences, the results must be written and oral to maximize the class' objectives.

These activities are recommended to meet proficiency standards in the English language, exams that qualify English proficiency are based on the choice, description and explanation about the images in contrast, the images or photographs are preferably chosen by the students. The essays are also a good option to differentiate the images, when writing an essay it is possible to establish more detailed differences.
The images have a lot of information that must be obtained by applying the comparison and contrast technique, each image has unique characteristics that can be described according to the student’s knowledge level, it is recommended that this activity types be developed by assembling groups where discuss all the details about the images. As usual; this study technique confronts the students with a new challenge to fulfill, this positively affects the student motivation leaving with an excellent pre-disposition to participate actively in the class.

2.2.13 A PICTURE BASED ON HISTORY

Crandall & Shin (2014) recommend this study technique to encourage integration, reading and oral skills within the class process, the creation about a story is a high level knowledge activity which could hinder the established objectives due to the insufficiency of knowledge present in students.

The images in the magazines and newspapers are also ideal to involve them as didactic material for the class development, this technique provides the opportunity to practice the new words learned, all the exercises to develop the technique are ideal for the skills treatment that are they need to master the English language.

Students learn to order ideas, to transmit them through writing and oral form while working on critical thinking,

"The written form is an inter-social relationship that is shared between two or more people in a community and then internalized, individualized and materialized in the student" (Zebroski, 2013, page 67).

The main idea about the study technique is make a redaction about story by written and the students can improve their writing skills, at the
time that the redaction to be correct or with very few errors can be considered that the class purposes on writing have been satisfactorily fulfilled, the constant practice will develop this skill types in the student community within the educational institution, the works written of a story created by imagination must be coherent. With correct grammatical structures; But it should above all have that writer style where the receiver manages to identify in some way with reading, regardless of the writing classification that student has chosen.

2.2.14 IMAGES WITH LABEL

The images have a positive impact because they are visual and create curiosity in the students, provoking a good attitude for the knowledge apprehension. These characteristics are achieved by working with graphic representations such as images, photographs, drawings, videos, etc.

The curricular plans are indispensable for the teaching practice, therefore the preparation of the class' planning must have an orientation to the fulfillment of the class' purposes, use study techniques with didactic material as labeled graphic images facilitates the work of the students due they can read the information and according to the implicit to develop the exercise, this activity maintains the motivation and reinforces the linguistic abilities.

"The image is not only an aspect of the method, but through its place representation, the object and the people, is an essential part in the general experiences" (Wright, 1989, p.109).

2.2.15 CREATION OF MEMES

Creating memes stimulates creativity in writing because the writer needs to find the right wording to fit the picture, the right message to fit the content of the picture and the right diction to fit the temperature of the
picture. The writer needs to also think about their audience and decide how is going to benefit the meme and the audience. The writer needs to be simple and explainable for the benefit of the reader, from the most interesting headline to the simplest note.

Creating memes is to have a powerful vocabulary that develops itself with practice and direct usage of the proper words to fit every situation. Keeping the audience engage in such note like writing is the skill that students engage themselves in and produce good writing, a skill that is accomplished throughout lots of practice.

Creating memes will help students develop skills in dazzling their followers, personalizing their sparkling messages. Those memes need to have a drabbing, dreary, spiced up reflection too. Avoiding overused words is another indirect skill that grows in the writer when creating memes. These images need to be unique and fresh to every sense of the words, to every image matching the significance and aura each picture portrays.

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2.2.16 WRITING SKILLS

2.2.17 DEFINITION

The human being learns a foreign language with the fact of listening, however an adequate study is needed to achieve more efficient results, the order in which each competence is developed regarding a foreign language is; Listening, speaking, reading and writing.

Regarding the writing; it is a communicative means to express ideas, feelings and emotions to one or more recipients who must use the reading linguistic competence; There are different writing styles, simple to a style marked by a high intellectual level and preparation in which the reader must know to infer the ideas that the author has tried to explain abstractly.

"To provoke a flow of consciousness when writing in a diary, but if in reality you are communicating with others, then it will be necessary to put some order in those rambling thoughts" (Meyers, 2005, p.1).

For a good written work one must have clear concepts to facilitate the main and secondary ideas about the work, among the most important points are; clear concepts, motivation, objectives, defined purposes, idea organization, conceptual schemes, quick notes, answer possible questions from readers, write in relation to all perspectives, small summaries, keep your style, detail all aspects clearly, review the paragraphs for concordance with the previous paragraphs; all these factors will facilitate a dynamic work where the reader will be stimulated in each paragraph with the feeling of knowing the writing end without losing any element narrated in the work.
2.2.18 WRITING OBJECTIVE
Expressing ourselves in writing is easier than the form due to the time we have to think about our ideas and organize them, therefore a writing should be better than expressing itself orally, the grammatical structures and ideas should be coherent so as not to confuse our reader with poor or disorganized writing.

2.2.19 PREPOSITIONAL PHRASES
Knowing how to use prepositional phrases will give your text a unique style with unusual characteristics with other writings, correctly replacing prepositions with prepositional phrases will make your text an interesting work by eliminating the repeated words that normally discourage the reader, granting clarity and spontaneity to the writing. Here are some examples to place prepositions, common phrases adverbs by prepositional phrases;

- Because of = by
- Under virtue = by
- By means of = by
- In view of = by
- In favor of = by
- Above = about
- About = about
- Next to = fits
- In order to = for
- In front of = before

"There are three word types; the words we know; the words we should know and the words that nobody knows. Y; "There is a difference between having a wide vocabulary and placing exquisite words in your writing just to show you in. Unless you intend to be
poetic, keep your language simple and straightforward (Grisham, 2010, p.23).

2.2.20 CONTRACTIONS.

The native speakers of any language, with the passage of time, they manage to seriously deform the language grammar, introducing foreign words, idiomatic phrases or contractions that eventually begin to be heard as normal use.

Contractions are often used, in fact; not using these contractions is out of the ordinary for native speakers or those who are fluent in the English language, however; for formal use, not allowed these contraction in general, even more so if it is a writing.

2.2.21 WRITING CRITERIA

Concerning the English grammar study, according to the experts in this branch; to start sentences with conjunctions or directly with a noun discarding the indeterminate articles is within the correct even in formal text.

2.2.22 KEEP SIMPLE SENTENCES

Those who master a language can formulate long and complex sentences with extreme ease, however; It is necessary to indicate that by using many words to explain or define a situation, the reader could be discouraged or misunderstand what is written; for this reason it is recommended that sentences be short, simple but precise, with the number of words needed and taking into account that the each word meaning and the sentence structure are well oriented with the main idea about the topic.
2.2.23 CONCEPT OF WRITING

To conceptualize the writing we must quote the Latin "scriptūra". Writing are actions that are defined with the verb "write" that refers to graphic signs that are called "letters" regulated by competent language bodies in which it is written to convey ideas, thoughts or feelings on a surface that allows the reading about written.

The writing, through the letters (graphic signs regulated by competent bodies) makes it possible to materialize the created and in this way the creation is not altered with the passage of time, this communication type has been used for over 6000 years.

The history of writing begins in Mesopotamia 3000 BC, in the beginning the writing had 700 different graphic signs and its use was commercial and very useful for accounting and recording the riches of the temples.

On the other hand; Hieroglyphic writing also contributes significantly to the history of writing because it is considered the oldest, this writing type was a set of graphic signs called pictograms and ideograms.

As the time elapses, the writing was transformed, the ideographic one that transmitted ideas and another one of graphic signs that represented sounds giving beginning to the phonetics.

The writing pictogram and ideogram originates the writing type of Asian languages, while the phonetics writing that gives origin to diverse languages, example of them would be the Anglo-Saxon language from where the English and other important languages are derived in the present days. These languages evolve and the linguistic science and phonetics that study the sounds created by consonant letters with vocalic letters is born.

"Writing is a producing way a language, what it does naturally when it speaks. Writing is not very different, except that it takes more time to think about it "(Meyers, 2005, p.1).
Bhowmik (2016) explained that writing is a means to communicate through letters allowing the practitioners of writing to convey ideas or beliefs organized arguing logics that reinforce what is exposed in writing, in other words; writing is a process where ideas, thoughts, feelings, beliefs, etc.; they are shaped by letters to be read, due to the time spent writing, the text is expected to be well organized.

2.2.24 WRITING SCOPE

The communication basis main is writing, it is through writing that has allowed a fact to be remembered without any alterations, the record about the history and art, such as poems or songs; have been materialized in books through the writing.

"Writing is the communication work framework. The encounter with writing is something that takes place daily; It is extremely important in today's society "(Bhowmik, 2016, p.91).

People learn to write in their first years of life through vision and then the practice, what the reader can understand in a text depends on the preparation about the writer and the reader. Reading has been an important aspect for history and society.

"There are four levels of use, which should not be considered exactly functions in the linguistic sense: executive, functional, instrumental and epistemic" (Wells, 1987, p.26).

Executive: it is quite basic and is referring to the graphic signs that represent a written code, and the encoding and decoding in the written message.
**Functional:** it is communicative at an interpersonal level, it involves knowing about the different usual arguments of writing.

**Instrumental:** main characteristic is literacy that facilitates scientific knowledge.

**Epistemic:** this writing level is classified as advanced, the author exposes his ideas in written form and the reader infers or analyzes the arguments.

Incalculable are the advantages that the student obtains from writing, learn grammar and structure the context better, expand the vocabulary and concepts; the writing stimulates all the student sense, develops and strengthens critical thinking; Through practice the student learns to organize his ideas and to be more explicit and direct when transmitting his thoughts.

**2.2.25 WRITING MECHANICS**

In the results obtained in the preliminaries of this research study it was evidenced that the students armed sentences with basic grammatical structures which guaranteed a total comprehension about the text even with some mistakes in the spelling and punctuation marks. The English language treatment in students covers several relevant aspects that are qualitative characteristics that indicate the knowledge level, such as the rules and grammatical structures, punctuation marks and writing mechanism directly affect learning by positively compromising linguistic competences during the learning process and the skills apprehension required to master this foreign language.

The good use of nouns and qualifying adjectives, action verbs, prepositions and other factors that make up the English language are important for writing, the clarity and efficiency of the message depends on it.

The good writer knows the different rules that regulate a writing, these rules are applied according to the need to be direct and easy to
understand, long sentences must be written with a critical sense so as not to spoil the main concept of written text; in the following paragraphs the use of important grammatical signs is developed.

2.2.26 SPELLING

The English orthography is the set of rules that regulate the English language writing, the English spelling ruler focuses on the phonemes, ie the particularities in the word sounds; however, the rules do not regulate all the sounds present in the phonemes due to the language complexity and the mutations that the English language has suffered over time. Migrations and other social aspects have also impacted the English language, transforming it socially.

2.2.27 GRAMMAR STRUCTURE

Common and proper names, adjectives and nouns, verbs and adverbs, conjunctions and prepositions, articles and punctuation are part of English grammar, without these grammatical factors writing would be impossible.

In relation to student performance, the results showed an acceptable performance according to their knowledge level regarding English grammar.

2.2.28 RULES PUNCTUATION

Punctuation marks order and structure the sentences, granting clarity, syntax and semantics to the text.

The symbols allow the optimal development of the situation for which they were created, a clear example is the need for symbols to write a musical work, only by symbols the musician interprets speed, rhythm, tone and musical notes; likewise it is necessary the good use about punctuation
marks to facilitate the reading and the analysis process implicit in the writing.

Among the most relevant of the scoring signs are the following:

**Comma**: indicates a brief pause when reading a text. They are also used to separate sentences.

**Semi-colon**: indicates pause in the reading, but links an earlier idea with the later one.

**Two points**: indicate a pause in the reading to explain or list elements belonging to the situation described.

**Final point**: this punctuation mark indicates text end.

**Question mark**: used to end questions.

**Exclamation mark**: used to highlight phrases that could refer to emotions.

**Parentheses**: parentheses are used to enclose important words or phrases that are related to some idea but that does not have a relevant relationship with the text.

**Dash**: they are used to join words. Also to indicate who issues a prayer.

**Quotation marks**: quotes highlight words, sentences or paragraphs, are often used in short quotes.

**Apostrophe**: it is usually used informally arming contractions in words, is also used to indicate possession.

### 2.2.29 COMMAS

The "commas", as indicated, serve to pause a writing; however it is necessary to explain in more detail;

- Write "comma" to separate words from an enumerated series.
- Write "comma" for the statements.
• Write "comma" to separate explanatory sentences interspersed in the sentence.

2.2.30 ITALICS

The Italians are referring to the type of letter that has as main characteristic the inclination towards the right, its main function is to emphasize a word or phrases, it is the writer's decision to use "Italians" or "quotes" since it has the same result.

2.2.31 NAMES OF PERSONS

The quality standards that regulate the particularities about a text oblige the writer to follow the international rules to refer names based on the name, language, social aspects or sources of references.

2.2.32 NUMBERS

The numbers within a writing are used to order elements, natural or cardinal numbers are used to list systematically.

2.2.33 QUOTES

Quotations are important within a text especially if it is an investigative study; their main characteristic is to base a hypothesis.

Appointments must comply with quality standards regulated by the competent bodies, short quotations must be in quotation marks while long appointments do not need quotation marks, they must be followed by the author, indicating year and page number at the end of the appointments.

2.2.34 CAPITAL LETTER

The capital letter is used to enhance the text presentation, it is placed at the beginning of the writing; It is a capital letter larger than the others, usually to name people or profession, for continents, countries or cities.
2.2.35 WRITING SKILLS TEACHING.

The habit of writing creates linguistic competences in the language that is written, positively influences the person's psychology, giving them a correct attitude to learn, creativity and critical thinking evolve at an accelerated pace; Expressing oneself through reading is strongly linked to the mind state and even to health aspects.

2.2.36 TYPES OF WRITING

The four types of writing are divided as follows:

**Explanatory** informative and explanatory.

**Persuasive** informative and promote, the purpose is to influence the reader.

**Narrative** informative character with the aim of entertaining the reader, example of them stories, children's stories.

**Descriptive** informative character, its main function is to detail an event, history or image. Descriptive writing can involve other types of writing to optimize learning.

2.2.37 KIND OF DESCRIPTIVE TEXT

According to Oshima & Hogue (1997) explained the descriptive reading stimulates the senses because it details the shape, color, smell, feelings and sounds; This is the main reason why students learn more speedily in the educational process within classrooms when working with this reading type. Who practice descriptive reading develop creativity because they are forced to imagine the situations described in the text, the different details that are explained within the writing promotes the student imagination.

Combining this reading type with narrative reading strengthens learning processes since both are strongly linked to different purposes,
differentiates in their relevant characteristics, descriptive reading details all the elements involved and narrative reading tells a story.

The good use of writing on our environment is to give a beautiful image transformed into words; Carrier (1985) affirmed that writing about our social environment with all its aspects is to describe our own life.

The different activities within a classroom are centered on the exercises description or situations, promoting the descriptive reading, the texts used have the same purpose, and even the life moments are addressed to be described, when the student writes to give details, learning becomes dynamic.

It is easy to conclude on the importance of this reading type by analyzing all these elements and the natural way in which they favorably affect to student procedures, giving them a significant value in the student cognitive senses.

2.2.38 SUGGESTIVE WRITING

Persuasive reading is present in all social environments, the main means that use this reading type are the advertising companies to persuade and influence the decision in the clients, that is; that persuasive reading manipulates the needs of people in order to convince and sell a product or service.

In subjects related to the learning process within classrooms, this reading type is a very important tool that favors apprehension in students when it is part of the teacher’s lesson plans, obviously it must be pre-analyzed to obtain results positive to have a clearer idea, the use of well-directed persuasive reading within the classroom can favorably influence the student’s attitude; Students can also influence other students if this type of reading is applied with performance criteria.

According to Sudjana & Rivai in Kimtafsirah (1998) they detail precisely the following;
Encourages motivation in students by directly involving them in the study.

It facilitates understanding skills due to the aggressiveness of the study technique with persuasive reading.

It gives dynamics to the methods and teaching techniques promoting a satisfactory learning.

Activates the communicative aspects achieving a general student participation.

2.2.39 EXPOSITORY WRITING

The expository writing is characterized by the reinforcement material that the exhibitor uses to explain the details, that is; that this reading type is mainly based on the visual aspects of the listeners and depends on the exhibition structure and of public's interest; a preparation oriented to the fulfillment of the objectives about the exhibition will be enough to motivate the spectators.

The activities that can be developed with this reading type are broad and easy to combine with exercises that facilitate a more entertaining class. In order to obtain good results from an exposure, the following factors must be taken into account:

- Good preparation.
- Duration of the exhibition.
- Articulation and dynamism.
- Reinforcement material according to the topics covered.
- Short but necessary activities.
- Ensure an interaction in the listeners.
2.2.40 NARRATIVE WRITING

Narrative reading is characterized by telling a true or false story, it can be actions, situations, news, children's stories, etc.

Involving narrative reading in actions within classrooms will improve the student's attitude, committing them to active participation regarding oral aspects, while developing communicative skills such as critical thinking, correct analysis, organization of ideas and creativity.

2.2.41 MAIN CHARACTERISTICS

Among the main essential features of writing is the development of skills in students such as clear writing, well-defined purposes, specific concepts, accurate information that involves the main and secondary ideas in the text, appropriate words and sentences of correct grammatical structure.

Making practice a habit is beneficial for the learning process, the results are reflected in an optimized student achievement.

"There is no rule about how to write, it is something that comes easily and perfectly; Sometimes it is like piercing a rock and then throwing it with loads "(Hemingway, 2016, p.54).

The natural sequence of learning about the foreign language begins with the ability to listen and understand, followed by oral ability, reading and writing. Through writing it is possible to express diverse emotions or thoughts that will be read by a receiver, writing is a process that defines us as human beings and provides the opportunity for others to qualify us intellectually.
2.2.42 WRITING ADVANTAGES

Communicate through writing allows you to express yourself with other people without being present, the words used and prayers can be carefully thought out to be more precise in what is expressed.

Writing allows the objectivity of our ideas, thoughts or feelings at all levels and sub-levels in the reader; writing is regulated by norms and rules that normalize the structure, phrases, sentences and words of this foreign language.

2.2.43 WRITING DISADVANTAGES

Writing is a pleasant process, who writes actively participates in each grammatical structure, in each sentence and in the actions of the writing, these experiences, even if they are their own, could cause certain addiction to the writer, the action of writing replaces in form different to practice any other habit that is pleasing, and often writing is much more profitable than other actions.

Writing as a hobby is an action that encourages motivation and improves common vocabulary, reading and writing create linguistic skills that significantly improve the intellect of those who exercise them.

2.2.44 VOCABULARY USE

The practice of an English language strengthens knowledge in all directions, the vocabulary increases as classes are developed and students feel motivated to actively participate with correct grammatical structures where they will begin to use a new vocabulary.

"To master a vocabulary reduces the difficulties others find even knowing a better vocabulary" (Crandall & Shin, 2014, p.76).

The vocabulary command facilitates the comprehension about a text by optimizing the information acquired by improving the skills related to the
vocabulary of this foreign language. On the other hand; The lack of a common vocabulary will make the learning process difficult for both students and teachers because classes must be delayed to achieve better student achievement.

The idea of developing the foreign language classes with the help of didactic material such as images allow to speed up student progress by expanding knowledge in relation to vocabulary.

"Words are the basic unit of language, without vocabulary, there is no effective communication and it is impossible to express ideas." (Yang Zhihong 2013, page 31).

To reaffirm this idea, the following is cited;

"Vocabulary such as writing is an essential component of all uses about language" (Crandall & Shin, 2014, page 43).

2.3 PHILOSOPHICAL FOUNDATION

From an epistemological perspective developed within the parameters of knowledge; four types of educational philosophies are relevant, each one directly or indirectly related to the different branches of philosophy in general. According to Cohen (1999), he affirmed that these philosophical aspects facilitate learning in all directions and are universal referents; Perennialism, essentialism, progressivism and reconstructionism.

For education professionals, it is a priority to facilitate what is necessary to acquire and improve a common vocabulary according to the learning level, teachers must aim at objectives as far as possible where students learn study techniques that facilitate the development of skills and competences required in the learning process of this foreign language.

Crandal and Shin (2014) explained that firm practice provides meaningful learning and that the student environment must be conditioned to the apprehension of different language skills; Likewise, the vocabulary
used by the educational texts and the teachers must be part of the students' common vocabulary in order for the students to be identified and thus promote motivation in the student community.

The extra visual material as a pedagogical aspect to acquire a common vocabulary must be of a mandatory nature, the main idea is to provide students with a vocabulary with which they can communicate since every language needs a vocabulary fundamentally, all words have the same goal that is the oral representation of everything that is known and; Knowing that words can be replaced with images, then the need to include images in the teaching practice is understood so that the images are those that link the understanding by visual means.

Thornbury (2006) emphasized that it is impossible for teachers to dictate their classes supported only by existing resources within the classroom, ie; that teachers are called to develop more dynamic classes where visual pedagogical aspects are an essential part of these educational practices. Technology in relation to education, has become an element of great importance due to the dynamics, the multiple options, the form and the motivation that it generates in the students; and ends by explaining that the student is the best tool to achieve self-learning through experience and student knowledge.

Knowing how to use a vocabulary allows communication, but mastering a wide vocabulary is advantageous to improve quality life. In fact; the word is the best tool to build or the weapon but to attack. Thornbury (2006) indicated that technically the vocabulary takes the name of lexis. And it is determined that the language is based on the grammatical lexicon and not on a lexicalized dialect. That is; that a language does not consist only in a vocabulary combined with grammatical structures,

It is a mistake that the way in which the students have learned is the robotic actions looking for a wide bank of words, grammatical structures,
sentences studied by memorization. Krashen (1988) mentioned that the study of a foreign language should not focus on writing, learning by memorization traditional methods often falls into errors that are committed by those who learned in this way.

Visual representations are used to infer difficult elements with an easier perspective, allow to understand complex situations and be more objective when making decisions for the solution about the problem.

"Variable activities and the diversity of image-centered learning techniques help teachers to develop more dynamic classes which encourages motivation in students (Cross 1991, p.22).

Based on this, the images are relevant factors for the foreign language treatment, the visual aspects should be understood as an effective form of communication that are often more useful than words.

Use the theory of visual learning and visual thinking and adapt it for everybody who has a different learning style, they can relate with something from this as in this study in writing. Brinton, Celce-Murcia & Snow (2014) remark that in the current century this skill is more important than ever. Due to globalization, the enhancement of communication through internet, and other advances in technology have made written communication essential in different fields. Harmer (2007) comments that there are many reasons to encourage students for writing in any place. Teachers can guide students start this journey in the classroom. He adds that it implies more thinking time that when speaking. This means they have more opportunities to process the language or think about it.
2.4 PEDAGOGICAL FOUNDATION

2.4.1 Piaget’s constructivism theory

Constructivism is based on the learning constructivist theory where it is explained that learning originates in the active student participation during the construction process of knowledge leading to self-learning, in this way students become the main authors of their own learning. This theory focuses on knowledge that contributes significantly in learning.

An extensive diversity about methodologies affirms that the teaching-learning practice is based on the constructivist learning theory. The methods used in this theory are based on scientific facts or discoveries on which universal studies have been developed. In the work "Models of constructivist teaching and learning" (2015) it is explained that teachers should guide classes through questions to avoid issuing criteria where the student could give by certain criteria issued by the teacher directly affecting the knowledge of the student.

The ability to direct students in pedagogical activities must be essential in the teachers, that is; the study techniques should be oriented to the development of competences in a natural way, where learning is unconscious but effective; then it is easy to understand; that constructivism; Not only is it an effective theory for learning, it also creates motivation and promotes self-learning. Constructivism is concerned with dynamic learning and optimizes the necessary linguistic competences.

Among the three main learning forms (visual, oral and kinesthetic) the most recommended is the visual form because human beings are visual learners by preference.
2.5 EPISTEMOLOGICAL FOUNDATION

Pragmatism will be the philosophical current that will be used in this research thesis. According to Dewey (2005) explained that the thinking of the human being has four particularities:

- Experience
- Provision
- Ideas
- Application-Checking.

The foreign language learning can be based on the content or the form.

The learning by content.

Information is the main characteristic, it is irrelevant if the information is simple or complex, learning by content is also characterized by the strategies and study techniques.

Learning by the way

The main feature is the way in which a language: pronunciation or writing are usually major factors for the teaching practice, and are divided into;

- **Linguistic competence** is the one used to expose or communicate with specific contexts.
- **Competence of discourse**; speech, duration, pauses, rhythm are characteristic factors of competence of discourse.
- **Sociolinguistic competence** is the one used to explain misunderstandings or explain wrong information in detail.

Structured Output

A class is divided into several parts, the teacher adjusts the information of the content and guides according to the students deficiencies, the quantity and the quality about the information developed in the class hours is outside the auditory ability of the English language.
practitioners. The contents will be qualified by the teachers to adapt the information to the knowledge or skills level of the student.

The structured output is set in objective function in the student so that the learning acquisition is fast and effective, even if it were necessary to repeat the activities there will always be a new knowledge. Teachers usually develop activities based on structured output to guide the presentation within the topic with the information that will be developed in the class.

"Textbook exercises are also usually a good practice about structured exit activity" (Dewey, 2007, page 56).

**Communication output**

The main objective is to successfully develop the different types of tasks sent by the teachers, the development of these tasks encompass a whole set of options and competences in the student profile, vocabulary, writing and communication strategies will be necessary for the fulfillment of the tasks. A satisfactory result will be characterized according to the clarity about the final message that the student transmitted at the task end, according to Harmer (2007); the deficiency in some necessary aspects to finish the task, will be related to the lack of motivation.

**2.6 PSYCHOLOGICAL FOUNDATION**

"Teachers can convey to students that their failure in a given task is not due to capacity lack, but their performance can be improved, especially with an additional effort or through the use of different strategies" (Aronson, 2002; p.76).

For all the above, it is possible to understand more clearly the need for images as a teaching tool and the benefit it causes in the teaching
practice, as well as to understand that the teacher work is of the utmost importance during the learning process without negatively affecting the age or condition about the student in the proposed objectives.

The didactic tools in visual images promote motivation and favor correct attitudes to learn, improving critical thinking by achieving a correct analysis about the information received and to receive.

The images work the imagination, the students will remember actions according to the image shown and even activate emotions or sensations in the student. The students will relate the images and information with their own experiences, achieving a meaningful learning, but it depends on the agility and preparation of teacher that these objectives are fulfilled within the foreign language classes.

The writing should not be neglected; the images contribute positively to various factors within the education field; they stimulate learning, promote motivation, are the subject of oral practices and other important aspects, but writing is a necessary and complex competence in all the processes of apprehending knowledge related to a language. According to Brinton (2014); to achieve a satisfactory work in relation to writing, the author must consider several elements involved in the idea to be transmitted, the general message, the type of audience, primary and secondary ideas and the text style.

2.7 SOCIOLOGICAL FOUNDATION

"Advertising is the best example where images convey a message more precise than words. This is the main objective of the images with which they manage to manipulate or convince people to consume a specific product or service "(Hoyos, 2011, page 03).

Proper guidance is important for children to learn efficiently, and images are involved in the social environment, in posters, advertisements,
television, magazines, newsletters and other social aspects; Understanding these parameters will allow adequate guidance and optimize learning.

Excursions and activities outside the classroom are relevant to learn through the images to which the students are exposed without perceiving it, meaning that learning is done naturally.

"Students will apply everything they learn in school, so teachers have to do everything possible to experience something similar in the classroom. (Mead, 2016, p.106).

2.8 LEGAL FOUNDATION

This project is focused on The Ecuadorian Republic constitution, which in the article 26 states that the education is a right of the people throughout their life and an inescapable and inexcusable duty of the state. This project aims to improve the education through the teaching of the English language, because it is a world’s widely spoken language which can bring other opportunities for people to get a better future.

This project aims to raise awareness about the importance of the cultural diversity in Ecuador. The Intercultural education is supported by the article 243 of the LOEI, which states that the intercultural education proposes an inclusive approach, based on the appreciation of cultural diversity and respect for all cultures, it seeks to increase educational equity, overcome racism, discrimination and exclusion, and promote communication among members of the different cultures.

According to the regulation that are stated in the Universidad de Guayaquil to develop the design and execution of the educational project, approved by the Honorable Directive Council on January 15th 1999 and
ratified on February 9th of the same year. The education project must be performed by not more than two under-graduated students.

The objectives of the regulation among other are:

To design and execute the educational project, by applying the scientific method to contribute to the improvement of the quality of education.
To contribute to the holistic, harmonic and permanent development of future professionals.

To guarantee that the research is done through the use of effective technical resources. (Ley Organica de Educacion Intercultural, 2010).
This research project is mainly legally supported by the Constitution of the Republic of Ecuador in the Article 26, section five of Education, chapter two of the Rights of the Good Way of Living, title two of the Rights which says:

Article 26. Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and the indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education. (Constitución Política de la República del Ecuador, 2008, p. 27)

CONSTITUTION REPUBLIC OF ECUADOR

FIFTH SECTION EDUCATION

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

**Art. 27.**- Education will focus on the human being and guarantee its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, obligatory, intercultural, democratic, inclusive and diverse, of quality and warmth; will promote gender equity, justice, solidarity and peace; It will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and constitutes a strategic axis for national development.

**Art. 28.**- Education will respond to the public interest and will not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation will be guaranteed without any discrimination and compulsory at the initial, basic and baccalaureate level or its equivalent.

It is the right of every person and community to interact between cultures and to participate in a society that learns. The State will promote intercultural dialogue in its multiple dimensions. The learning will be developed in school and not school.

**Art. 343.**- The national system of education will have as its purpose the development of individual and collective capacities and potentials of the population, which enable learning, and the generation and use of knowledge, techniques, knowledge, arts and culture. The system
will center on the subject that learns, and it will work in a flexible and dynamic, inclusive, efficient and efficient manner.

The national education system will integrate an intercultural vision consistent with the geographic, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples and nationalities. can bring other opportunities for people to get a better future.

This project aims to raise awareness about the importance of the cultural diversity in Ecuador. The Intercultural education is supported by the article 243 of the LOEI, which states that the intercultural education proposes an inclusive approach, based on the appreciation of cultural diversity and respect for all cultures, it seeks to increase educational equity, overcome racism, discrimination and exclusion, and promote communication among members of the different cultures.

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The objectives of the regulation among other are:

To design and execute the educational project, by applying the scientific method to contribute to the improvement of the quality of education.

To contribute to the holistic, harmonic and permanent development future professionals.
ORGANIC LAW OF INTERCULTURAL EDUCATION

TITLE I OF THE GENERAL PRINCIPLES

UNIQUE CHAPTER OF THE SCOPE, PRINCIPLES AND PURPOSES

Art. 2.- Principles. - The educational activity is developed according to the following general principles, which are the philosophical, conceptual and constitutional foundations that support, define and govern the decisions and activities in the educational field:

a. Universality - Education is a fundamental human right and it is the inescapable and inexcusable duty of the State to guarantee access, permanence and quality of education for the entire population without any type of discrimination. It is articulated to international human rights instruments;

b. Education for change. - Education is an instrument for the transformation of society; contributes to the construction of the country, the life projects and the freedom of its inhabitants, peoples and nationalities; recognizes human beings, particularly girls and boys and adolescents, as the center of the learning process and subjects of law; and is organized on the basis of constitutional principles;

c. Freedom. - Education trains people for emancipation, autonomy and the full exercise of their freedoms. The State will guarantee plurality in the educational offer;

d. Higher interest of children and adolescents. - The best interests of children and adolescents, is aimed at guaranteeing the effective exercise of all of their rights and imposes on all institutions and authorities, public and private, the duty to adjust their decisions and actions for their attention. No one may invoke it against express
norms and without previously hearing the opinion of the child or adolescent involved, who is in a position to express it;

e. Relevance. - Students are guaranteed a training that responds to the needs of their social, natural and cultural environment at the local, national and global levels (Ley Organica de Educación Intercultural, 2010).

f. This research project is mainly legally supported by the Constitution of republic of Ecuador in the article 26 section five of Education, chapter two of Rights.

2.9 THE COMMON EUROPEAN FRAMEWORK

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

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

Where the student is able to develop their ability to write short and simple postcards, such as filling out forms with personal details, be able to write very simple personal letters, be able to write simple texts with topics of personal interest describing experiences and impressions, and be able to do simple redactions, also.
2.9.1 PLAN OF GOOD LIVING IN EDUCATION

On February 17th, 2013, the Ecuadorian people chose a Government Program to be applied during the new term of the Citizens’ Revolution, pursuant to the Constitution of Montecristi. That Program is directly reflected in the 2013-2017 National Plan for Good Living, which represents a clearly-defined political position and sets the governance principles to which the country aspires and will implement during the coming four years. This is the direction we want to give to this Plan, which must become a practical document, such as a map, with very clear guidelines to avoid losing our way, or venturing out on an untracked path leading to a dead end.

Good Living cannot be improvised—it must be planned. Good Living is the style of life that enables happiness and the permanency of cultural and environmental diversity; it is harmony, equality, equity and solidarity. It is not the quest for opulence or infinite economic growth.

Following this guiding principle, planning for Good Living is the opposite of improvisation, which would multiply costs for a society that has scarce resources. If we know where we are going, we will get there faster, because we will know how to overcome any obstacles that arise. In Ecuador, we are emphasizing planning to avoid duplicating efforts and wasting resources, as occurred and so damagingly held us back during the neoliberal period. Planning was neglected and minimized during that period. Those governments ignored planning because of their ideology, but also because of their economic interests, as was the case in the privatization of public enterprises. This later led to the worst crisis in the country’s history, which left an indelible mark in the memories of the citizens. This occurred in our country just a decade and a half ago. (Acosta A, et al., 2010).
2.9.2 WHAT IS GOOD LIVING?

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

2.9.3 THE GOOD LIVING AND EDUCATION

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

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

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

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

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

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

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

3. METHODOLOGY

3.1 DESIGN OF THE RESEARCH

The outline of a research study corresponds to the design that determines the type or sub-type of the research, be it descriptive, explanatory, analytical, experimental or of any other kind. In the design also correspond the research questions, hypotheses and theories, variables, research instruments and a statistical analysis on the treatment of research study.

"Research design is the framework that has been created to seek answers to research questions" (Creswell, J.W., 2015, p.76).

The design is based on the research questions to respond significantly to the development of investigative study and therefore record the evidence that will be important bases to support the theories explained. It is necessary to highlight that a study with these characteristics has not been executed in the institution involved in the study.

The study methodology responds to the importance about English language treatment with pedagogical material focused on images based on the results obtained to achieve the objectives set out in this research project. The results obtained have been tabulated in statistical plans to identify the different problems from different perspectives and direct the actions to a viable resolution.

All the aspects involved in the English language study in pedagogical bases with images have been approached from different parameters that could affect the written competence. The questions have been developed with the purpose of solving the problems encountered and will be reflected
in the fulfillment of objectives, as well; It is explained that this research work adapts to new standards to cover possible problems that could arise in the future.

3.2 SCIENTIFIC METHOD

Observation and hypotheses are characteristic of the scientific method. This research study is based on the scientific method following the following parameters; questions for research, observation, hypothesis and verification, conclusions, results to obtain a "fair test".

“A fair test occurs when only one factor (variable) is changed and all other conditions are the same” (Cowen and Slutz 2015, page 67).

It is also recorded that this educational project was developed based on research instruments. The survey was a relevant aspect in the scientific method during the process of this investigation. The survey was determined by an objective and indications to be answered, the sample involved in this study expressed through ten closed questions in a range of 5 possible answers in hierarchical order. The results were analyzed, tabulated and printed in statistical representations.

3.3 CHARACTERISTICS OF THE INVESTIGATION

In the execution of this investigation, the following factors were developed:

**Based on data:** Explains the empirical aspects in the practice given with the execution of the project.

**Precision:** describes the systems and measured methods considered as predictions.

**Objectivity:** The researcher handles the development meticulously to ensure an effective solution.
**Reasoned and logical:** Determines the arguments of the educational plan and classifies them according to the degree of credibility.

**Verification:** Validity of all the reports of the research project during the process.

**Concise explanation:** Describes effectively the resolutive aspects in the investigation.

### 3.4 TYPES OF RESEARCH

#### 3.4.1 FIELD RESEARCH

"Field research is the systematic study, mainly through interactions and long-term face-to-face observations, whose main objective is the understanding of daily life from the perspective of people in a social environment or group of interest to them". (Bailey, 2007, page 32).

Through field research it was possible to collect important data that allowed to develop this project, favoring the correct interpretation and correct analysis to solve the problems encountered, the conclusions and recommendations to improve the linguistic competences in writing with didactic material of images were taken in reference to the results of the surveys.

This educational project met the objectives established with the attendance of students at Febres Cordero high school in relation to the improvement about the linguistic competences that concluded with the results obtained in the surveys.

The development of the research project focused on the deficiencies found in the study sample through the observation and interpretation of student performance in the competences related to the English language learning.
Among the multiple purposes of the research study is the need to socialize among teachers to work with the activities in the brochure developed in this educational thesis.

3.4.2 BIBLIOGRAPHICAL RESEARCH

In relation to bibliographic research, in order to obtain true information; Several sources of information were consulted, such as scientific journals, texts with relevant information, international networking pages among others to favor the information given in this educational study that proposes to improve the competence of writing based on images as pedagogical material.

"All bibliographic research process begins with the implementation of ideas and strategies relevant to research" (Research in Education, 2014).

The information source consulted in this educational project focus on explaining the importance of support materials in image-based learning to improve writing skills in English language learners. It is also recorded that the information collected in this educational study is in accordance with several research works.

3.4.3 LEVEL OF THE INVESTIGATION

3.4.4 EXPLORATORY RESEARCH

Exploratory research is applied to problems that are not defined exactly, they are situations where there are deficiencies but the possible causes that affect the proper development of a specific topic are not determined and it is very difficult to conceptualize the problems.

"Exploratory research allows us to determine a better design for research, data collection methods and the selection of implicit elements" (Schutt, 2015, p.11).
It is also specified that this research type allows the collection of reliable and clear results, facilitating the development of all aspects necessary for the investigative process; it also allows a quick analysis with a very low margin of error.

Exploratory research is also characterized by the formulation of hypotheses based on the information collection through observation.

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

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

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

Descriptive research is characterized by the identification of all specific aspects, defines the space that encompasses the investigative study in terms of location, situation, sample and variables. That is; that allows to know the limits where the educational project will be executed offering a precise description and an explanation about the incidence of the variables in the insufficiencies found in the sample that in this case are the students who present deficiency in the writing competence in the language English and the positive reach that student achievement would have when learning with image-based teaching material.

"Descriptive research is defined as the definition of visual histories to improve the development of writing skills" (Schutt, 2015, P. 108).

According to Brown & Suter (2011), this research type is important because it significantly favors the following aspects;

- Describes effectively the characteristics of the sample involved.
- Determine the behavior of the sample involved.
- Allows to know specific results in advance.
- Establishes relationships between the study variables study.
- This research type also aims to determine the real problem and the situations that would be affecting a specific topic, likewise the alterations of each circumstance are classified, as well as the formulation of hypotheses and conclusions favoring the good development of an educational project.
3.5 EXPLANATORY

This research thesis is explanatory because it addresses the main causes of the problem, identifies and classifies the factors that affect student achievement in relation to educational phenomena relating the teaching environment with the causes explained, this allows a correct analysis and preliminary conclusions.

3.6 POPULATION AND SAMPLE

According to Wigodski (2010) the population is measured in the total of elements that belong to the same group with similar characteristics within the space where the research is developed, the parameters that must be followed to select the population of a research study are:

Homogeneity; similar characteristics in relation to the study variables.

Quantity; the total number of elements involved in the research study, of the population the sample is selected.

Time; determines if the research study is short, medium or long term, this will depend on the period of time that the population or sample is present.

Space; limits of place that the investigative study included.

The sample depends totally on the population, it is a group of elements where the research will focus. The selection of the sample will depend on the quality and characteristics. The selections are random, stratified and systematic.

Random; the members of this subset are selected according to the researcher criteria.

Stratified; the sample is selected according to the characteristics that are related to the study variables.

Systematic; the sample is selected according to a behavior pattern.
The population of this educational project is focused on the students from the BGU at “Febres Cordero” high school, the total number is 440 students and 3 teachers.

3.6.1 SAMPLE

The representative sample is obtained from the population, it is centered in a subgroup of 34 students and a teacher.

<table>
<thead>
<tr>
<th>STRATUM</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECTOR</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>440</td>
<td>34</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>444</td>
<td>36</td>
</tr>
</tbody>
</table>

Source: Febres Cordero High School 2nd course
Researchers: Ivan Calle Santos.

3.7 OPERATIONALIZATION OF THE VARIABLES

The importance of the use of images for the development of the classes to strengthen English language skills is of fundamental character for solve the problems found in the results of this educational study, so the use of all the didactic elements is fundamental. Support resources for the classes’ explanation, but also the socialization of teachers is necessary to determine the different techniques that will be used for the use of these didactic tools in the field of English language teaching, it is also a priority for teachers to be in constant training to improve the motivation and student participation aspects.

Among the main factors that favor the apprehension of skills for the English writing domain is the description of images, the mental agility and the reinforcement of the previous knowledge acquired in past classes.
There are many pedagogical tools that positively affect the progress of writing skills in students, but according to the tabulated results; including images as teaching tools for the development of English language classes significantly drives this dependent variable. The images activate prior knowledge and favor in all directions the students’ cognitive area, stimulates vocabulary and encourages participation during classes generating better student performance.

### VARIABLES OPERATIONALIZATION CHART

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>USE OF IMAGES</td>
<td>DEFINITIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IMPORTANCE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TYPES OF IMAGES</td>
<td>SINGLE FRAME</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MULTI FRAME</td>
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<tr>
<td></td>
<td></td>
<td>SEQUENTIAL</td>
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<td></td>
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<td>PIC-PAIRS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAP/DIAGRAM</td>
</tr>
<tr>
<td></td>
<td>ACTIVITIES WITH IMAGES</td>
<td>DESCRIBE PICTURES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COMPARE AND CONTRAST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAKE A STORY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CREATE DIALOGUES</td>
</tr>
<tr>
<td>WRITING SKILL</td>
<td>DIMENSIONS</td>
<td>INDICATOR</td>
</tr>
<tr>
<td></td>
<td>DEFINITION</td>
<td></td>
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<tr>
<td></td>
<td>IMPORTANCE</td>
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<tr>
<td></td>
<td>MECHANICS OF WRITING</td>
<td>SPELLING</td>
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<td>GRAMMAR</td>
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<td>PUNCTUATION</td>
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<td>CAPITALIZATION</td>
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<td></td>
<td>TEACHING OF WRITTING SKILL</td>
<td>DESCRIPTIVE</td>
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<td></td>
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<td>PERSUASIVE</td>
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<td></td>
<td>TYPES OF WRITING</td>
<td>EXPOSITORY</td>
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<td></td>
<td></td>
<td>NARRATIVE</td>
</tr>
</tbody>
</table>

Source: Febres Cordero High School 2nd course
Researchers: Ivan Calle Santos.
3.8 RESEARCH METHODS

3.8.1 DEDUCTIVE

The deductive method acquires the information from a general perspective, addressing the parameters implicit in the practice from where the hypothesis based on empirical observation has been generated, this information favors the proposal of this project that explains the improvement of writing through the implementation of study techniques developed with pedagogical tools based on images.

This method was used for the progress of this investigation and facilitated the obtaining of theoretical information on the scientific fields that address the treatment of English writing skills in the research sample.

3.8.2 INDUCTIVE

The inductive method studies the parameters treated from a specific perspective towards a general perspective, this method obtains specific information and then develops it in a holistic style.

3.9 RESEARCH TECHNIQUES

Active learning in the student community is a relevant characteristic for the principles of this research where problems about the insufficiency of English writing are reserved, the investigative techniques allow a quite approximation of the questionable factors in relation to the students learning.

"Learning focuses on open inquiry, leading to critical reasoning and productive dialogue in contexts of group work, facilitating the achievement of objectives in the classroom" (Brown, 2013, p.33).
3.9.1 INTERVIEW

The main objective of the interview is to determine all the factors that affect the development of skills in the students' competences and to identify the methodologies of studies applied in the English language classes, these results make it possible to conclude in correct analyzes to improve the writing in the students through images as a pedagogical tool.

The guide design for the interview was carried out with open questions to avoid simple answers lacking information; the questions are ordered systematically so that the teacher has a positive and relaxed attitude to achieve qualitative answers about the phenomenon of English skill in writing.

"The interview will begin with questions that participants can easily answer and then move on to more difficult or sensitive issues. This can help the respondents feel comfortable, generate trust and relationship and often generate rich data that later develop the interview "(Silverman, 2000, p.22).

3.9.2 SURVEYS

A research study is supported by the results of the research instruments, the survey consists of developing questions directed to the project's sample; the questions are of a closed nature of 5 possible hierarchical options with the objective of identifying which factors are affected by the English writing treatment, the results are obtained, tabulated and analyzed to then work on them.

The questionnaire is an investigative instrument that significantly aids the researcher, favors the performance criteria within the treatment of the subject and allows to correctly evaluate the aspects that harm the classes' objectives. The survey in this educational thesis was centered on 10 questions with 5 options measured in satisfaction percentages; being 100% in agreement and 0% in disagreement, it was directed to a sample about 34 students.
3.10 RESEARCH PROCEDURES

Another investigative instrument was the observation guide; This guide favors objectivity through observation, confirms the teaching activities described in the curricular plans, the attitude of the teacher and the students, the student environment and the quality in the classes, also obtains information about the texts used or the Support material as teaching tools.

The observation guide in this educational study was developed in the Febres Cordero high school, the observations were systematically recorded according to the observation guide such as number of students and teachers, strategies, methodologies and studies techniques that were applied; The activities within the school classrooms were also addressed, which allowed to identify the problems in relation to the English writing treatment with the students.

The times that Colegio Febres Cordero was visited for investigation purposes, there were many observations conducted where everything was detailed, the numbers of students were noted, the number of English teachers as well and the strategies that were applied in the classroom. Students and staff members were interviewed in which the interrogation technique was applied registering all the data.

There was also a follow up of all the activities that students performed during the class periods in order to identify the difficulties that students have in learning the English language that was evaluated as the main objective for the analysis of the results that were revised and evaluated according to the data that was gotten from the formulation of the theoretical framework and the universe and sample results
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 FEBRES CORDERO HIGH SCHOOL
Specific instruction:
Put a “check mark” on the answer you consider the most appropriate on each one of the questions.
1- Totally disagree 2. - disagree 3. - Indifferent 4.-agree 5. - Totally agree

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>1</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1. It is important to learn English through writing and using images (pictures).
2. You like to write in English
3. You understand most sentence structure points in writing
4. You try to write correctly
5. You can use images to write a story
6. You recognize and describe images writing in simple tenses
7. You like to write sentences about your pictures and your family or friends
8. You like to use books that show images that help you to write
9. You agree in having a booklet that shows you how to write
10. You agree that writing is necessary
**INTERVIEW TO THE DIRECTOR**

**Specific instruction:**

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

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

**Specific instruction:**

Interview the teacher and file the results in annex 1.

<p>| | |</p>
<table>
<thead>
<tr>
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</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 images and other 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 images with activities?</td>
</tr>
<tr>
<td>5.</td>
<td>How do you consider the methods used these days to teach writing English?</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 visuals in English classes?</td>
</tr>
<tr>
<td>9.</td>
<td>How would it be for you if students develop their writing skills using images 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-image orientated and efficient?</td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULTS

Survey to the students Sample 34 students

Question 1: It is important to learn English through writing and using images (pictures)

Table 1

<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>TOTAL</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

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

Survey to the students  
Sample 34 students

Question 2: You like to write in English

Table 2

<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>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>34</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

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>
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<tr>
<td>Agree</td>
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<td>41.18</td>
</tr>
<tr>
<td>Totally disagree</td>
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<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: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

Graphic 3

Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

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>
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<td>0</td>
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Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

Graphic 4

Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

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 images to write a story

Table 5

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<td>26.47</td>
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<tr>
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Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

Graphic 5

Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

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 images writing in simple tenses

Table 6

<table>
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<th>Frequency</th>
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Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

Graphic 6

Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

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

Survey to the students  
Sample 34 students

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

Table 7

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<td>disagree</td>
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<td>0</td>
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<tr>
<td>Indifferent</td>
<td>3</td>
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<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Febres Cordero High School 2nd year of bachillerato  
Researchers: Ivan Calle Santos

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 show images that help you to write

Table 8

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Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

Graphic 8

Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

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**

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<tr>
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<td>1</td>
<td>2.94</td>
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<tr>
<td>TOTAL</td>
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<td>100</td>
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</table>

Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

Graphic 9

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>
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<td>2.94</td>
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<td>8</td>
<td>23.53</td>
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<tr>
<td>disagree</td>
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<td>0</td>
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<tr>
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<td>1</td>
<td>2.94</td>
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<tr>
<td>TOTAL</td>
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<td>100</td>
</tr>
</tbody>
</table>

Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

Graphic 10

Source: Febres Cordero High School 2nd year of bachillerato
Researchers: Ivan Calle Santos

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, It is important to learn English through writing and using images (pictures), is for the independent variable and question number 9, You agree in having a book that shows you how to write, is for the dependent variable.

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

TABLAS DE CONTINGENCIA

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<tr>
<td>* It is important to learn English through writing and using images (pictures),</td>
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### Tabla de contingencia

**You agree in having a book that shows you how to write**

It is important to learn English through writing and using images (pictures).

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<td>0.0%</td>
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<tr>
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<td>100.0%</td>
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<tr>
<td><strong>Totally Disagree</strong></td>
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<tr>
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<td>100.0%</td>
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### Pruebas de chi-cuadrado

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a. 10 casillas (83.3%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es .15.
CONCLUSIONS AND RECOMMENDATIONS

3.11 CONCLUSIONS

- Lack of motivating activities that encourage the student's attitude.
- Few dynamic activities that improve English writing.
- Lack of images as a teaching tool.
- Demotivation and disinterest in student participation.
- Deficiency in the methods applied to the classes.
- Lack of study techniques to engage students in the English writing treatment.

3.12 RECOMMENDATION

Based on the results obtained in the application of the research instruments in English writing treatment with pedagogical tools based on images, the following is recommended:

- To prepare classes including study techniques that encourage student motivation.
- To apply pedagogical teaching tools based on images for the apprehension of skills in English writing.
- To include other teaching resources as pedagogical tools in order to meet the classes’ objectives.
- To plan classes based on student needs to improve student attitudes and achieve a class more friendly to knowledge.
- Improve the teacher’s relationship with students to identify or determine aspects that could affect the objectives set in English classes.
- To work on training campaigns for teachers to improve the quality of the classes and achieve coordination that engages teachers and students.
- To socialize the activities with all the English language teachers to improve skills in relation to English writing.
CHAPTER IV

4. PROPOSAL

DIDACTIC GUIDE FOR THE USE OF IMAGES TO IMPROVE WRITING.

4.1 JUSTIFICATION

Adaptation to different teaching types and learning styles for students are independent qualities and depends on the characteristics of each student. The total understanding of the class where students and teachers feel committed is one of the objectives that must be achieved before granting performance grades. The guide developed in this research plan was implemented involving several students to determine if the established objectives were reached in the different standards of education in relation to the didactic guide. The results obtained showed that the students adapted more easily in the didactic guide exercises and granted a better aptitude for student participation. The development of student skills for the writing competence with the use of pedagogical tools focused on images was worked during the classes with outstanding results in the learning-teaching practices; the image-based teaching tools favored the students' cognitive factors and stimulated learning significantly, the vocabulary and the skills to structure grammatical sentences were strengthened. The didactic guide developed in this research plan gives dynamism to the English language classes for their learning qualities and extracurricular activities, that is, the students learn inside and outside the classroom.

4.2 IMPORTANCE

This research thesis aims to improve student skills in English writing using images as teaching tools in 2nd grade students from the BGU at “Febres Cordero” high school. The objective focuses on actions that
positively impact bidirectionally on the causes to solve the problems and achieve improvements in student performance in relation to writing skills in the English language. The relevant factor is to achieve a homogeneous learning in the student diversity with inadequacies at different levels. The pedagogical approach and the different teaching strategies that are standards for modern times, are adaptable and also applicable to the didactic manual elaborated in this research thesis in a way that the beneficiaries can optimally develop the necessary competences.

The context of this research explains the different positive and negative aspects that affect student skills in some way, these aspects must be modified to favor the educational environment, making it easier for students to learn the necessary skills for the English language, as in this particular case. Applying study techniques with image-based pedagogical support materials during English classes is a priority need to significantly develop English writing skills, because students are bi-directionally related to images by providing values added to prior knowledge, this will allow the attitude adequate to learn and improving the ability to express oneself effectively due to the correlation of didactic actions and student experiences.

4.3 GENERAL OBJECTIVE

To determine the influence of visual pedagogical tools for the development of student skills in relation to writing in 2nd grade students from the BGU at “Febres Cordero” high school through a field of research to design a didactic guide based on images for the development of the writing skills.

4.4 SPECIFIC OBJECTIVES

- To rate the incidence of images for the English writing skills treatment.
- To improve student skills in relation to English writing skills.
- To design a didactic guide based on images to develop English writing skills.
4.5 VIABILITY

The development of this research plan was made possible thanks to the participation of the researcher, education professionals from University of Guayaquil; also of the principal, teachers and students from educational institution "Febres Cordero", and indirectly the educational community concerning the investigation.

4.6 DESCRIPTION OF THE PROPOSAL

The proposal of this investigative thesis was executed in the months of June, July and August of the year 2018 in the educational institution Febres Cordero. The didactic manual based on images is a set of exercises that will develop the skills of English writing in the students, it is formed by 30 practices of actions that will favor student competences. Writing exercises are developed through images and other pedagogical tools. The didactic guide is aimed at improving the warm-up of the classes where the previous knowledge and the skills obtained are manifested. The activities are designed with a wide range of exercises that address in all directions the main deficiencies in English writing and even improve the reading ability from general perspectives.

The development phases were the following 4:

**PHASE I:** To improve common vocabulary and understanding in students.

**PHASE II:** To promote the collective commitment of students and teachers to stimulate learning in all the necessary skills for the English language.

**PHASE III:** To apply methods and techniques according to the student interest for the learning processes about a second language.

**PHASE IV:** The evaluation and feedback in relation to English writing skills are main characteristics for the execution of the proposal to guarantee the good development of the competences.
4.7 MATERIALS

The manual elaborated is based on different research and scientific standards, English textbooks consulted and grammar websites in the English language.

- Year: 2016. Title: Dynamic English Exercises.
- Year: 2010-2015. Title: learn English online.
- Year: 2015. Title: Sparkle Box.

In the bibliography all works consulted for the development of this educational thesis are reflected.

4.8 CONCLUSIONS

The final conclusions of the research plan on the English writing skills treatment have been analyzed based on the different main causes that affect the problems encountered and are also based on the results obtained through the investigative instruments. The empirical aspects and the meaningful learning in the students within the classrooms, were factors that determined the bases on which the didactic guide exercises would concentrate, in addition to this; Student participation, practice during classes, didactic activities and pedagogical tools for teaching strengthen the central ideas of this educational project and will be referents to classify and qualify the apprehension levels obtained in students, in this way this research plan complies with the requirement of the Report in the Common European Framework and is a starting point for new student progress.
Bibliography


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ANNEX 1
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Nombre de la propuesta del trabajo de postulación: Topic: Incidence of images for strengthening the writing skill

Nombre del estudiante (s): Iván Fernando Calle Santos

Facultad: Filosofía Ciencias y letras

Línea de investigación: Teorías y métodos educativos en los procesos de la enseñanza de la lengua extranjera

Fecha de presentación de la propuesta de trabajo de titulación: |

Fecha de evaluación de la propuesta de trabajo de titulación: |

Lenguas: Teorías y métodos educativos en los procesos de enseñanza de la lengua extranjera
Acuerdo del Plan de Tutoría

Nosotros, Msc LARRY TORRES docente tutor del trabajo de titulación y Ivan calle sants estudiante de la Carrera/Escuela LENGUSA Y LINGUISTICAS comunicamos que acordamos realizar las tutorías semanales en el siguiente horario 14:00HORAS A 16:00HORAS el día LUNES Y JUEVES

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

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

Agradeciendo la atención, quedamos de Ud.

Atentamente,

[Signature]

Estudiante(s)

[Signature]

Docente Tutor

CC: Unidad de Titulación
**INFORME DE AVANCE DE LA GESTIÓN TUTORIAL**

**Tutor:** Mr. Loay Sarmiento

**Tipo de trabajo de titulación:** Thesis

**Título del trabajo:** Incidence of images for strengthening the writing skill

**Carrera:** Lenguas y Linguística

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<td>8</td>
<td>Abr/12</td>
<td>Revisión</td>
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<td>9</td>
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<tr>
<td>11</td>
<td>Jul/22</td>
<td>Revisión</td>
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FACULTAD DE FILOSOFIA CIENCIAS DE LA EDUCACION
ESCUELA DE LenguAS Y LINGUISTICAS
UNIDAD DE TITULACION

Guayaquil, 21 DE FEBRERO DEL 2019

Sr./Sra.

MSC CARLOS VALLE NAVARRO
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD _FILOSOFIA CIENCIAS Y LETRAS DE LA EDUCACION
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación 'INCIDENCE OF IMAGES FOR STRENGTHENING THE WRITING SKILL' del (los) estudiante(s) IVAN FERNANDO CALLE SANTOS 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,

TUTOR DE TRABAJO DE TITULACIÓN

C.I. 09130204347
FACULTAD DE FILOSOFIA CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICAS
UNIDAD DE TITULACION

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

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

<table>
<thead>
<tr>
<th>Descripción</th>
<th>Puntuación</th>
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<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencia bibliográfica</td>
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<tr>
<td>PERTINENCIA E IMPACTO SOCIAL</td>
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</tr>
<tr>
<td>Pertinencia de la investigación</td>
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<tr>
<td>Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional</td>
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</tr>
<tr>
<td>CALIFICACIÓN TOTAL *</td>
<td>10</td>
</tr>
</tbody>
</table>

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

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN

No. C.I. 0913004547

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

CERTIFICACION DE PORCENTAJE DE SIMILITUD
Habiendo sido nombrado Msc Larry Torres tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por Iván Fernando Calle Santos con C.I. 0912240074 con mi respectiva supervisión como requerimiento parcial para la obtención del título de licenciado en ciencias de la Educación.

Se informa que el trabajo INCIDENTES OF IMAGES FOR STRENGTHENING THE WRITING SKILL, ha sido orientado durante todo el periodo de ejecución en el programa anti plagio URKUND quedando el 3 % de coincidencia.

MSc LARRY TORRES
C.I. 0913002Y347
Universidad de Guayaquil
Facultad de Filosofía, Letras, y Ciencias de la Educación
Carrera de Lenguas y Lingüística
Unidad de Titulación

Magister
CARLOS VALLE NAVARRO
DIRECTOR (E) DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS, Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad-

De mis consideraciones:

Envió a Ud. el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación Título: INCIDENCE OF IMAGES FOR STRENGTHENING THE WRITING SKILL. Propuesta: DESIGN A BOOKLET WITH IMAGES IN ORDER TO STRENGTHEN THE WRITTEN SKILL, del estudiante CALLE SANTOS IVAN FERNANDO

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 ocho 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 ______ 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 CALLE SANTOS IVAN FERNANDO está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Adjuntamente,

Rodrigo Guerrero Segura
DOCENTE REVISOR
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS, Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA
Unidad de Titulación

RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

| TÍTULO DEL TRABAJO: INCIDENCE OF IMAGES FOR STRENGTHENING THE WRITING SKILL |
| PROPUESTA: DESIGN A BOOKLET WITH IMAGES IN ORDER TO STRENGTHEN THE WRITTEN SKILL |
| AUTOR: CALLE SANTOS IVAN FERNANDO |

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<td>Tabla de contenidos, índice de tablas y figuras</td>
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<tr>
<td>Redacción y ortografía</td>
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<td>Adecuada presentación de tablas y figuras</td>
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<td>RIGOR CIENTÍFICO</td>
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<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
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<tr>
<td>La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece</td>
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<td>El objetivo general está expresado en términos del trabajo a investigar</td>
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<td>Los objetivos específicos contribuyen al cumplimiento del objetivo general</td>
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<tr>
<td>Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación</td>
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<td>Los métodos y herramientas se corresponden con los objetivos de la investigación</td>
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<td>Factibilidad de la propuesta</td>
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<td>Las conclusiones expresan el cumplimiento de los objetivos específicos</td>
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<td>Las recomendaciones son pertinentes, factibles y válidas</td>
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| PERTINENCIA E IMPACTO SOCIAL | 1 |
| Pertinencia de la investigación / Innovación de la propuesta | 0.4 | 0.4 | |
| La investigación propone una solución a un problema relacionado con el perfil de egreso profesional | 0.3 | 0.3 | |
| Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela | 0.3 | 0.3 | |
| CALIFICACIÓN TOTAL* | 10 | 9 |

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

Guayaquil, Marzo 18, 2019

Atentamente,

Rodrigo Guerrero Segura
DOCTOR REVISOR
MSc.
Larry Torres Vivar
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación y en alcance a la nómina de estudiantes entregada a usted el 14 de Noviembre del 2018, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre del estudiante de la Escuela de Lenguas y Lingüística: CALLE SANTOS IVÁN FERNANDO.

TOPIC: INCIDENCE OF IMAGES FOR STRENGTHENING THE WRITING SKILL. PROPOSAL: DESIGN OF A BOOKLET WITH IMAGES IN ORDER TO STRENGTHEN THE WRITING SKILL.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

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

<table>
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<tr>
<th>RESPONSABLE</th>
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<td>Elaborado por:</td>
<td>Ing. Alejandro Delgado López</td>
<td>SECRETARÍA 1</td>
</tr>
<tr>
<td>Aprobado por:</td>
<td>Ing. Carlos Valle Navarro, MSc.</td>
<td>DIRECTOR</td>
</tr>
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</table>

UNIVERSIDAD DE GUAYAQUIL
Cda. Universitaria “Salvador Allende” Av. Delta s/n y Av. Kennedy
www.ug.edu.ec
Oficio No. UG-LENGUAS 2019-173
Guayaquil, 12 de Febrero del 2019

MSc.
Julia Robinson Aguirre
RECTORA DEL COLEGIO DE BACHILLERATO “FEBRES CORDERO”
Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que el estudiante: CALLE SANTOS IVAN FERNANDO, de la Carrera de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciados en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

**TOPIC:** INCIDENCE OF IMAGES FOR STRENGTHENING THE WRITING SKILL. **PROPOSAL:** DESIGN OF A BOOKLET WITH IMAGES IN ORDER TO STRENGTHEN THE WRITING SKILL.

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

Le antefcio mis reconocimientos.

Atentamente,

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (c) CIFÍ CARRERA DE LENGUAS Y LINGÜÍSTICA

<table>
<thead>
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<tr>
<td>Elaborado por:</td>
<td>Ing. Alexandra Delgado López</td>
<td>SECRETARIA 1</td>
</tr>
<tr>
<td>Aprobado por:</td>
<td>Ing. Carlos Valle Navarro, MSc.</td>
<td>DIRECTOR</td>
</tr>
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</table>
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA.
UNIDAD DE TITULACION

CERTIFICACION DE PORCENTAJE DE SIMILITUD
Habiendo sido nombrado Msc Larry Torres tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por Iván Fernando Calle Santos con C.I. 0912240074 con mi respectiva supervisión como requerimiento parcial para la obtención del título de licenciado en ciencias de la Educación

Se informa que el trabajo INCIDENCES OF IMAGES FOR STRENGTHENING THE WRITING SKILL ha sido orientado durante todo el período de ejecución en el programa anti plagio URKUND quedando el 3 % de coincidencia

Msc larry Torres
C.I. 0913023437
ANNEX II
DATA COLLECTION
Specific instruction:
Put a “check mark” on the answer you consider the most appropriate on each one of the questions.
1. Totally disagree 2. - disagree 3. - Indifferent 4.-agree 5. - Totally agree

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>11. It is important to learn English through writing and using images (pictures).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. You like to write in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. You understand most sentence structure points in writing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>14. You try to write correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. You can use images to write a story</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. You recognize and describe images writing in simple tenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. You like to write sentences about your pictures and your family or friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. You like to use books that show images that help you to write</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19. You agree in having a booklet that shows you how to write</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. You agree that writing is necessary</td>
<td></td>
<td></td>
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UNIVERSITY OF GUAYAQUIL
**INTERVIEW TO THE ENGLISH TEACHER**

Specific instruction: Interview the teacher and file the results in annex 1.

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>11. Do you agree with the writing exercises used in class?</td>
<td></td>
</tr>
<tr>
<td>12. How would it be for you if you had a booklet to assist you in writing?</td>
<td></td>
</tr>
<tr>
<td>13. Do you consider a good idea to have images and other resources in your writing practice English classes?</td>
<td></td>
</tr>
<tr>
<td>14. How satisfactory could it be for you if students increase their English writing knowledge with a booklet full of resources in images with activities?</td>
<td></td>
</tr>
<tr>
<td>15. How do you consider the methods used these days to teach writing English?</td>
<td></td>
</tr>
<tr>
<td>16. What is your opinion about the government issued book that is issued to students to use in public schools?</td>
<td></td>
</tr>
<tr>
<td>17. Do you think the English hours in your school are convenient for students to learn English properly?</td>
<td></td>
</tr>
<tr>
<td>18. How would it be for you if students develop their writing skills using visuals in English classes?</td>
<td></td>
</tr>
<tr>
<td>19. How would it be for you if students develop their writing skills using images related activities, games and such English classes?</td>
<td></td>
</tr>
<tr>
<td>20. How would it be for you if students develop their writing skills using books and pamphlets that are grammar-image orientated and efficient?</td>
<td></td>
</tr>
</tbody>
</table>
ANNEX III
IMAGES
**Title:** The researchers of this project at the entrance of FEBRES CORDERO High School

**Source of Investigation:** FEBRES CORDERO High School

**Investigator:** Iván Calle Santos
TITLE: interview with Lcda Victoria Coello  English Teacher of second grade of bachelor students at FEBRES CORDERO High School

Source of Investigation: FEBRES CORDERO High School
Investigator: Iván Calle Santos

TITLE: Survey to the students of second grade of Bachelor

Source of Investigation: FEBRES CORDERO High School
Investigator: Iván Calle Santos
TITLE: Tutorial with Project advisor  Msc Larry Torres

Source of investigation: Universidad de Guayaquil.
Investigator: Iván Calle Santos.

TITLE: Tutorial with Project advisor  Msc Larry Torres

Source of investigation: Universidad de Guayaquil.
Investigator: Iván Calle Santos.
ANNEX IV

PROPOSAL
Developing Writing SKILLS

PAIR WORK & DIALOGUES

WORKSHEETS

VERY FUN

ACTIVITIES

Written by:
IVAN FERNANDO CALLE SANTOS
INTRODUCTION
The following Guide will help teachers and students become better at getting ready in the improvement of the Learning Process about the English Language and get undivided interest involved as well. The guide is easy and comprehensible; it's also based on active exercises which are useful to create a significant learning environment in the classroom. The guide provides the user (teacher or student) many useful activities that can motivate them into feeling comfortable and confident when learning new writing skills throughout dialogues, structure exercises about activities that are used to motivate the writing skills and the other abilities that are involved; It is, however, extremely important to follow some recommendations.

**Teachers need to consider the following**

- Knowing the learners knowledge and writing skills used in the activities.

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

- Dividing the class into groups when it is necessary.

- Explaining learners what they are going to do.
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**Description**: This is a group and individual activity focused on different types of activities that are explained with the instructions to follow in order to make sentences, practice structure or communicate properly. Teachers need to start these kinds of activities with simple statements. The group or individual that finishes the dialogue(s) first is the winner.

**Objective**: To use exercises to motivate students in having communication properly and within structure.

**Instructions**:
- Teach the content before using it.
- Explain the activity/ies.
- Break the class up in groups.
- Give an example with a group of learners.
- Start the activity when the teacher says.

**Resources**: Flashcards, markers and sheets, etc.

**Rules**:
- Learners have to listen carefully what the teacher says.
- Learners are not allowed to speak in Spanish.
- One student in the group has to raise his/her hand to say the sentence or answer once he/she finishes and is asked to do so by the teacher.
- If the student doesn’t answer properly another group will have the chance to do it.

**Suggestions**: In order to develop the proper writing skills, learners can write and say by themselves the words and sentences found in all the groups or in their notebooks.
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UNIT 1
Use of visual aids to improve the writing skill

EXERCISE 1
Cause and effect: students learn little by little how to connect their sentences, this activity is good for beginners because it helps them to write short sentences, for example.

Do not forget to explain in advance that the cause is why something happens and that the effect is what happens.

The cat puts his tail in the water, the fish bites its tail.

It is raining. Therefore, she wears an umbrella.
EXERCISE 2
- We can do the same activity but with some variations to increase the level of difficulty, in this case they are going to use their imagination and creativity because they are going to draw and create the cause, for example:

Her father is angry. Therefore, she feels sad.

<table>
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<tr>
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<th>Effect</th>
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<tbody>
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EXERCISE 3
-In this activity you can give any topic or it could be about any book they have read, so you give them the topic or you can show them a big picture on the board about any story and they have to write a cause and three effects.

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________
5. ___________________________________
6. ___________________________________
7. ___________________________________
8. ___________________________________
9. ___________________________________
10. ___________________________________
EXERCISE 4
- This is a worksheet for older students where they will have to write the cause or the effect that is missing in order to complete the story, then they can rewrite it on their notebooks as a paragraph.

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________
5. ___________________________________
6. ___________________________________
7. ___________________________________
8. ___________________________________
9. ___________________________________
10. ___________________________________
EXERCISE 5

**Sequence of events:** In this activity the first thing that they are going to do is to order the pictures.

Example: 1. The boy thought about the watermelon.
2. The boy cut a slice of the watermelon.
3. The boy ate the slice of watermelon.

**Now, create some sentences putting things in order.**

1. ___________________________

2. ___________________________

3. ___________________________

4. ___________________________

5. ___________________________

6. ___________________________

7. ___________________________

8. ___________________________
EXERCISE 6
- Then students can write sentences according to what they see but in the correct order, do not forget to introduce some connectors so that they can start writing their paragraphs.

First _______________________________________
Then _______________________________________
Next _______________________________________
Finally _______________________________________
UNIT 2
EXERCISE 7

-In this exercise notice that you can write some parts from the paragraph so that it will not be so difficult for them because sometimes they do not know how to start or what to write about but if you give them some clues it will be easier for them.

-Writing
EXERCISE 8
s could be a good idea for writing, students look at the pictures and write the WHAT DOES THE MAN TO WORK?, or they can also draw step by step how to prepare their favorite dish.
EXERCISE 9

-In this activity students can write the kind of food that they are going to need for eat every day
EXERCISE 10
Students can describe their daily routines or write someone else’s routine, eg:

Sam starts his day very early in the morning first he ______________________
Then he ______________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Finally he ______________________________________________________.
EXERCISE 11
-You can also tell them to write about their house, but you can give them some questions in order to answer them with full sentences, then ask them to rewrite it like a paragraph in a piece of paper with the picture of their houses.

1.- What is your name?
My name is Tammy

2.- What color is the house?
My house is color blue.

3.-Who lives in the house?
I live with my mother, my father and my little sister

4.- How many bedrooms are in the house?
There are four big bedrooms.

5.- What happens in the family room?
My family and I get together to talk in the living room or sometimes we listen to music.

Write your own paragraph
Hi my name is Tammy, my house is color blue
I live there with my mother, father and my little sister, there are four big bedrooms.
My family and I get together to talk in the living room or sometimes we listen to music.
EXERCISE 12
Compare and contrast: In this activity you must have introduced the connectors “and”, “but” to connect the ideas, in this case students are going to compare two fruits, or they can compare characters from a story they may have read in class.

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

Differences
Apples are crunchy
Apples are round but bananas are long
UNIT 3
EXERCISE 13
Free writing: In this activity students are going to create a story according to the pictures they see.
EXERCISE 14

-Remember that you can tell your students the amount of words they must use to write the story, they can choose for the next time what do they want to write about, here are two examples.

MY STORY

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________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
EXERCISE 15

Camping is fun

A. – DESCRIBE THE PICTURE

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

____________________________________
EXERCISE 16

**Mini book**: Students can draw or you can give them a template with the pictures so that they can review a topic you may have introduced in advanced e.g. the weather, celebrations around the world, sea animals or they can create their own etc.
EXERCISE 17
Encourage your students to write about themselves.
EXERCISE 18
Summarizing: once your students finish any particular reading, ask your students to summarize the reading with their own words and make a picture of what they understood from the story.

**Story Plot Map**

Name ______________________
Date ______________________

Title ______________________
Author ____________________

1. Beginning
2. Middle
3. Climax
4. Conclusion

Picture

Picture

Picture

Picture

Picture
UNIT 4
EXERCISE 19
Problem solution: show your students some problems through pictures, ask your students to write what is happening and find a possible solution to each problem.
EXERCISE 20
A variation could be also that your students draw the scenes representing the problem and the solution.
**EXERCISE 21**

*Story retelling:* Give your students a template where they are going to retell the story they heard, the template contains some graphics that will help them to write what you want them to write. It is more specific since they are looking at the picture, and the colors that they will see in the template mean that they have to write some supporting details. In this way you are guiding your students to write something more specific.
**EXERCISE 22**

In case you do not have a template like the ones in the example above you can ask your students to use their notebooks to retell the story.
EXERCISE 23
Poem portrait: once your students have read a poem, you can ask them to complete the following fun worksheet to know how much they understood from it.
EXERCISE 24

Book report: Remember that the book report is not only about how much your students have read, it is good for them to test the book.

---

February Book Report

Title of Book: ____________________________

Author: ____________________________

Fiction or Non-fiction? __________

Characters: ____________________________

My favorite part of the story was when ____________________________

Book Rating: ____________________________

Name: ____________________________
UNIT 5
EXERCISE 25

FLOWER BOOK REPORT

After you read a book, fill out this book report. Write the title of the book on the stem and the author's name inside the flower. On each petal write about the story. On the leaf write other stories by the author or on this topic. Put your flower together and hang it as a display of what you have read.
EXERCISE 26
Writing an invitation:

Something that learners enjoy is writing invitations because they all like going to parties and special celebrations so take advantage of that interest they have, give your students a piece of paper where they are going to design their own invitations.
Exercise 27
Through this activity, your students will have to follow the directions given in this worksheet, in this exercise they are going to apply all the skills they have learned from the previous activities to organize their writing.

The main purpose of expository text is to inform or describe. Authors who write expository texts research the topic to gain information. The information is organized in a logical and interesting manner using various expository text structures such as:

1) Description
2) Enumerative or listing
3) Sequence
4) Comparison and contrast
5) Cause and effect
6) Problem and solution

Objective: Write a paragraph to inform someone how to make chocolate chip cookies.
Questions to ask yourself:
1) How do you prepare to bake?
2) What do you do first?
3) What do you do second?
4) What do you do last?
5) Is it easy, hard, tricky, time consuming?

NAME:

EXPOSITORY PARAGRAPHS

Indent

Topic Sentence - main idea
Details
Summary/Conclusion
Exercise 28

Complete the story: In this activity your students are going to read the part of a story, then they will have to create the rest of it, this is good for your students because it gives them the chance to create their own ending for the story.

The Alien School

I don’t know why but today I got up early so I decided to go to school early and do my homework. When I got there, I had a problem with math so I went to the teacher’s room to find Mr. Barnaby. I opened the door and was surprised to see that my teachers were all aliens . . .
Exercise 29
Submarine diagram: This is a SUBMARINE SANDWICH organizer that will help your students to organize their ideas, it will lead them to a effective writing.