



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA
PREVIOUS TO THE OBTAINING OF DEGREE OF
LICENCIADOS EN CIENCIA DE LA EDUCACIÓN
Major in: LENGUA Y LINGÜÍSTICA INGLESA

EDUCATIONAL PROJECT

TOPIC

INFLUENCE OF THE MORPHOSYNTAX TO IMPROVE WRITING SKILLS

PROPOSAL

DESIGN OF A GRAMMATICAL GUIDE BASED ON MORPHOSYNTAX TO
INCREASE THE KNOWLEDGE OF THE ENGLISH LANGUAGE STRUCTURES

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2015-2016

UNIVERSIDAD DE GUAYAQUIL
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PROYECTO

TEMA: Influence of the morphosyntax to improve writing skills.

PROPUESTA: Design of a grammatical guide based on morphosyntax to increase the knowledge of the English language structures.

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**EL TRIBUNAL EXAMINADOR OTORGA
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TRIBUNAL

DEDICATION

I dedicate this project to my mother Bella Gloria Varas Luna and my father Luís Alarcón Villafuerte who have helped me every moment of my life.

DONNY OMAR ALARCON VARAS

DEDICATION

This project is dedicated to my husband, Jerry for his patience and for all his backing, to my sweet children, Daniel, John, Megan, and my little baby Chelsea, who inspired me to get this professional goal. To my dear mother Esmeralda for all her help and wisdom.

KERLY ESMERALDA BURGOS MONTOYA

THANKFULNESS

I grateful to all my family who gave me supports during these years of studies. I would like to extend our warmest thanks to the teacher by help us in the development of this project.

DONNY OMAR ALARCON VARAS

THANKFULNESS

I thank God for the blessings given, for giving me the opportunity to continue with my family. I grateful to my husband and my children who made this work possible. They, who my inspiration, Thanks all my family by their unconditional support. Thanks to the teacher by help us in the development of this project.

KERLY ESMERALDA BURGOS MONTTOYA

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Authors: Burgos Montoya Kerly Esmeralda
Alarcón Vara Donny Omar

Tutor: Doctor. Eduardo Torres Vivar

ABSTRACT

The grammar is a topic very important in the teaching learning process of a new language. It is the basic to explain the feeling, idea and the thinking. To learn grammar allow that the students can understand this language. The low level about grammar and the lack of interest that have the students of tenth basic grade at Vicente Anda Aguirre School with the purpose to identify the cause of this problem which damage the learning process of teenager. This relevant information was collected through a several question or in other words with the help of a survey and an interview applied to the students and a group of legal representatives of teenager. The use of this investigative tool permitted to detect. the cause of this problem further, this exploration is very important to improve the writing skill of the students and design of grammatical guide to increase the knowledge of the English Language structures. Under the light of the communicative language teaching approach is structured grammar that is, there are two levels of meaning: grammatical usage and functional use. The grammatical usage has to do with morphosyntax and functional use is related with the syntax. The correct use of grammar and structure may alter the meaning and subject of a sentence, depending on how use the words. Each language has its own grammar and structure. To learn a foreign language students should know the basic structures of this.

KEY WORDS: Grammar-Learning Process-Knowledge-Writing



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ABSTRACT

La gramática es un tema muy importante en el proceso enseñanza aprendizaje. Es la base para explicar los sentimientos, las ideas y el pensamiento. Ella permite que los estudiantes puedan comprender mejor un idioma. El bajo nivel de gramática y la falta de interés que tienen los estudiantes de décimo año básico de la Unidad Educativa Vicente Anda Aguirre son las causas que daña el proceso de enseñanza-aprendizaje. Esta información relevante fue recopilada a través de una encuesta que fue aplicada a los estudiantes así mismo se realizó una entrevista a un grupo de padres de familia resultados que permitieron identificar los problemas. Esta investigación es muy importante para mejorar la habilidad de la escritura de los estudiantes a través de un diseño de una guía gramatical para incrementar el conocimiento de las estructuras del idioma. Este proceso de enseñanza del Inglés se basan en dos aspectos que son: el uso gramatical y el uso funcional. El uso gramatical tiene que ver con la morfosintaxis. El uso correcto de la gramática y la estructura puede alterar el significado y el sujeto de una oración, en función de cómo se utilizan las palabras. Cada idioma tiene su propia gramática y estructura. Para aprender un idioma extranjero los estudiantes deben saber las estructuras básicas de las cuales están conformados un idioma.

KEY WORDS: GRAMATICA-PROCESO DE APRENDIZAJE

 Presidencia de la República del Ecuador	 Plan Nacional de Ciencia, Tecnología, Innovación y Saberes	 senescyt <small>Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación</small>
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NATIONAL REPOSITORY IN SCIENCE AND TECHNOLOGY		
THESIS REGISTRATION SHEET		
TOPIC: Influence on the morphosyntax to improve the writing skills PROPOSAL: Design of a grammatical guide for students to increase the knowledge of the English Language Structures.		
AUTHORS: Kerly Esmeralda Burgos Montoya Donny Omar Alarcón Varas	TUTOR: MCs. Eduardo Torres	
	REVISORS:	
INSTITUTION: University of Guayaquil	FACULTY: Faculty of Philosophy, Letters, Science of Education	
CAREER: Languages and Linguistic		
DATE OF PUBLISHING:	No. OF PAGES:	
OBTAINED TITLE: Degree in Sciences of Education Mention English Language and Linguistic		
TEMATIC AREAS:		
KEY WORDS GRAMMAR - LEARNING PROCESS - KNOWLEDGE -WRITING		
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REGISTRATION No.:	CLASSIFICATION No.:	
URL ADRESS:		
PDF ATTACHED:	YES <input type="checkbox"/>	NO <input type="checkbox"/>
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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
FICHA DE REGISTRO DE TESIS		
TÍTULO: Influencia de la morfosintaxis para mejorar la habilidad escrita.		
PROPUESTA: Diseño de una guía gramatical dirigida a los estudiantes para incrementar los conocimientos acerca de la estructura de la lengua inglesa.		
AUTOR/ES: Kerly Esmeralda Burgos Montoya Donny Omar Alarcón Varas	TUTOR: MsC. Eduardo Torres	
	REVISORES:	
INSTITUCIÓN: Universidad de Guayaquil	FACULTAD: Facultad de Filosofía, Letras y Ciencias de la Educación	
CARRERA: Lenguas y Lingüística		
FECHA DE PUBLICACIÓN:	No. DE PÁGS:	
TÍTULO OBTENIDO: Licenciatura en Ciencias de la Educación Mención Lengua y Lingüística		
ÁREAS TEMÁTICAS:		
PALABRAS CLAVES: GRAMÁTICA – PROCESO DE APRENDIZAJE – CONOCIMIENTO- ESCRITURA		
RESUMEN: La gramática es un tema muy importante en el proceso de enseñanza aprendizaje de un nuevo idioma. Es la base para explicar los sentimientos, las ideas y el pensamiento. Ella permite que los estudiantes puedan comprender mejor un idioma. El bajo nivel de gramática y la falta de interés que tienen los estudiantes de décimo año básico de la Unidad Educativa Vicente Anda Aguirre son las causas que dañan el proceso de enseñanza - aprendizaje. Esta información relevante fue recopilada a través de una encuesta que fue aplicada a los estudiantes así mismo se realizó una entrevista a un grupo de padres de familia resultados que permitieron identificar los problemas. Esta investigación es muy importante para mejorar la habilidad de la escritura de los estudiantes a través de un diseño de una guía gramatical para incrementar el conocimiento de las estructuras del idioma. Este proceso de enseñanza del inglés se basa en dos aspectos que son: el uso gramatical y uso funcional. El uso gramatical tiene que ver con la semántica y el uso funcional se relaciona con la sintaxis. El uso correcto de la gramática y la estructura puede alterar el significado y el sujeto de una oración, en función de cómo se utilizan las palabras. Cada idioma tiene su propia gramática y estructura. Para aprender un idioma extranjero los estudiantes deben saber las estructuras básicas de las cuales están conformado un idioma. Si lo usan bien, ellos no tendrán problemas para comprenderlo y escribirlo. La estructura de dominios más fácil de aprender es a través de la capacidad de hablar, leer y escribir		
No DE REGISTRO		No. DE CLASIFICACIÓN:
DIRECCIÓN URL:		
ADJUNTO PDF:	SI <input type="checkbox"/>	NO <input type="checkbox"/>
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INTRODUCTION

The Constitution from Ecuador has established that the students have rights to receive pedagogic, academic tutorials that permit their integral development according their necessities which it is necessary to identify some problematic situations that do not permit an excellent education at educative system such as: methodological principles are not properly applied, cognitive activities are not frequently used, lack of interest for learning a new language and lack of didactic resources.

The problem has been detected tenth graders of General Vicente Anda Aguirre Public High School, therefore the main objective of this project is to identify the teachers and students' perceptions respect to the teaching and development of writing skill through survey which allow knowing the real situation that the students and teachers face about writing skill.

Chapter I : Context of the Research, Conflict Situation, Scientific Fact, Causes of the Problem, Formulation of the Problem, Formulation of the Problem, Objective of the Investigation, general Objective, Specific Objectives, Questions of the Investigation and Rationale.

Chapter II : The Theoretical Framework, Background, Theoretical Foundations, Linguistic Foundation, Pedagogical Foundation, Phychological Foundation, Sociological Foundation, Legal Foundation.

Chapter III : Methodology, Methodological Design, Investigation Types, Population and Sample, Variable Matrix Chart, Methods Of Investigation, Techniques and Instruments of Investigation, Survey Analysis, Testing Analyses Conclusions and Recommendations.

Chapter IV : The Proposal, Rationale, Objectives General and Specifics, Theoretical Aspect, Feasibility of the Proposal.

CHAPTER I

THE PROBLEM

CONTEXT OF THE RESEARCH

English is an important language all over the world and it can be seen so difficult to learn by students in many institutions, especially tenth graders of General Vicente Anda Aguirre Public High School, Milagro-Ecuador at the street Juan Garcia Legarda avenue and Elio Rivera Herbozo street, which students have difficulties in the development of the writing skill. This skill involves different aspects that not taken into account by teachers when they teach to write. So, students do not have a good process of writing in the classroom.

In 1971 The Faculty of Philosophy and Sciences of the Education directed by Dean Alejandro Estrada thought necessary create a high school annexed to the University of Guayaquil with the purpose that the University students carry out their teaching-practice previous to obtaining the teacher degree in teaching second in different specialities as: History, Geography, Literature-Castilian, and Physics-Mathematics.

In that year a group of University students began to work free like teachers at the annexed High School until that the educative institute could get some budget by The University of Guayaquil, then that high school was named "Luis Humberto Guevara Lopez in honor in honor to so distinguished teacher, until it was changed on August 15, 1973 to the new named General Vicente Anda Aguirre.

CONFLICT SITUATION

The lack of refresh from knowledge by the English teacher is a big problem in the Ecuadorian public education, is for that, the government is in the preparation of a new curriculum with a trainer teacher in English and with a book according to level of the students.

This process is very important to build a good knowledge with the students of the public education. The law in Ecuador establish that the students should receive an education of quality.

The problem of this search is evident in students of 10th middle school at Vicente Anda Aguirre in Milagro city by the low level of knowledge in grammar that students have also, for its lack of understanding of the foreign language.

This problem affects children, adolescents, and also to the parents because if their children do not have adequate education to their level of knowledge they should seek a particular teacher with the aim of level up their children to have the appropriate knowledge their level of study.

SCIENTIFIC FACT

The low deficiency in the development of cognitive learning in students of the 10th middle school at Vicente Anda Aguirre High School in Milagro city, zone 5, province of Guayas, period 2015 – 2016 further the lack of interest of the students to reinforce the knowledge about the English grammar are problem situation that exist in this institution.

In a field investigation the researcher observed that the problem exists in the students since one year ago. Is for this reason that the project propose to help of students with the aim to develop their knowledge a writing skill.

CAUSES OF THE PROBLEM

- Low level of the students about grammar knowledge
- The low level comprehension of the English Language Speaker
- Lack cognitive activities for the students
- They cannot develop their skills
- Lack of grammatical exercises to reinforce knowledge
- They cannot increase their vocabulary.
- Lack of motivation strategies
- They do not awake the interest in the students to learn English.

FORMULATION OF THE PROBLEM

What is the influence when using the properly morphosyntax to improve the writing skill of the students of 10th middle school Vicente Anda Aguirre High School” in Milagro city, period 2015 - 2016?

OBJECTIVE OF THE INVESTIGATION

GENERAL OBJECTIVE

Determine the level of the writing skill of the students and the influence of the morphosyntax by means of field research with the purpose to get information to create a design of grammatical guide for students to increase the knowledge of the English Language Structures.

SPECIFIC OBJECTIVES

- Identify the influence on the morphosyntax in the teaching learning process through the application of a survey directed to the students by means of a survey and theoretical study.
- Verify the contribution of linguistic competence through an interview to the teacher and its statistical analysis.
- Choose the most relevant qualities of the research to create a grammatical guide based of the morphosyntax to increase the knowledge of the English Language basic structures to focus on a better communicative teaching.

QUESTIONS OF THE INVESTIGATION

1. How will the grammar guide be applied?
2. In what way will the morphosyntax improve the writing skill?
3. How do grammatical drills influence in the cognitive development of the students?
4. What kind of methodology should be used to strength the students' knowledge?
5. Why is it important to apply methodology strategies when teachers teach writing skill?

RATIONALE

The importance of this project has his support in the low grammar level that students have and the lack of interest to learn the morphosyntax of the English, situation that is evident in Ecuadorian public education.

Sometime the students want to share their idea, opinion or feeling through a composition or resume but they cannot do because they do not have the elemental tool for do it or, in some cases they have the fear to be criticized by their classmate or their teacher.

These are some factors that to promote the elaboration of this project with the purpose to help of the students to comprehend the correct order of the words in the English grammatical and the important of the morphosyntax in the phrases, thus, they can conceptualize their idea and express it. It is possible with the elaboration of a design of grammatical guide for students to increase the knowledge of the English language structures. With the use of this booklet the students will learn to develop their writing skill in other words they will learn to combine the words.

The development of writing skill will contribute to facilitate the communication with the classmate or in the space where they are.

The elaboration of this project has his support in the Organic Law of Intercultural Education, chapter II, article 6, literal E: It must ensure the continuous improvement of the quality of education, this can only be achieved with the implementation of new projects covering the deficiencies

of students in different educational fields (Translated by the author of this project Donny Alarcon Varas and Kerly Burgos Montoya, 2015).

The Organic Law of Intercultural Education, chapter III, article 7, literal F say the following: Students have a right to receive educational support and academic tutoring according to their needs, which is a primary basis for the creation of this booklet. (Translated by the author of this project Donny Alarcon Varas and Kerly Burgos Montoya, 2015).

The development of this project has the support of the educational community at Vicente Anda Aguirre High School and the participation of the students especially of the teenager of 10 middle school.

Latin American Journal of Education #55 says that the education of the 21st century is important because it is based in the some basic pillars as the equal and just society where the education would be the axis for the development of the world. In other words, learn to learn and learn to live together.

Common European Framework considers it necessary to animate and train all people that participate in the teaching learning process for the purpose of informing others, with the greatest possible transparency, not only about their objectives, but also on the methods they used and the results obtained.

This organization says that with respect to educational systems the coherence requires that there is a harmonious relationship between the following components: The identification of needs, the determination of

objectives, the definition of content, the selection or creation of the material, the establishment of teaching and learning programs, the teaching and learning methods employed and the assessment, examinations and qualifications. These factors are very important for the education of 21st century.

CHAPTER II

THE THEORETICAL FRAMEWORK

Theory attempts to satisfy the human need for scientific rationale by providing explanations that will meet that need. The adequacy of such explanation is tested not only by their appeal, their cogency, and their aesthetic quality, but by the extent to which they can be used to help us anticipate, if not control, the future (Anfara and Mertz, 2006, p. 6)

According Vincent Anfara, (2006), he explains that the need to have answers that satisfy the questions about a phenomenon, is only achieved with the investigation of this phenomenon.

The framework contains a number of concepts, which aim to give explanation to the questions raised in an investigation, as Fitzpatrick says:

The theoretical framework is a group of statements composed by concepts related to some ways to form an overall view of a phenomenon. As construction of our mind, the theoretical framework provides explanations about our experiences of phenomena in the world. The explanations provided by theoretical frameworks are two types: descriptive or prescriptive. (Fitzpatrick and Wallace, 2012, p. 594).

BACKGROUND

In order to understand the basis of this research, it is essential to start with the background. Despite the works that many have made on the development of Morphosyntax, it is important to assume the study that will permit to establish coherence of this research with prior ones. This research is relevant to this issue since, it plans to cover other phenomenon that still affects the proper development of writing in learning English language.

After researching about some related works, conducted at the University of Guayaquil, it is worthy to mention that this research will provide a different way to teach writing in English approach as a focus of the structure of the sentences as a starting point for the development of texts, summaries of reactions that facilitate student academic performance in the classroom.

Considering that the minimum unit of writing is a sentence, this research seeks to enable students to learn how to properly build a sentence and facilitate their ability to express themselves.

According Clyde A. Warden, (2014) a sentence includes two parts: the subject and the predicate, subjects are always nouns, pronouns, or noun equivalents; the predicate must contain a verb, every sentence begins with a capital letter and ends with a period.” (p. 42).

Writing is undoubtedly the greatest form of communication, something currently writes most of the time either a text message, an email a note from a shopping list to a direction, you need the right tools to

achieve this communication, but the ideas are ordered, not give meaning to the phrases cannot form sentences, paragraphs, comments and other units of writing that allow us to inform others ideas and thoughts want to express.

THEORETICAL FOUNDATIONS

LINGUISTIC FOUNDATION

In the study of Linguistics, it is important to understand what morphosyntax means and entails. The word Morphosyntax is defined as “the study of the morphological and syntactic properties of linguistic or grammatical units”. It basically states the interactive relationship between the form of a word (morphology) and the syntactic construction which deals with the way a word is used in a sentence (syntax) (Katamba and Stonham, 2006, p. 13).

On the other hand 2006,explains as to what Morphosyntax is “a hybrid word that comes from two other words – morphology and syntax” (Payne, 2006) and that this word was preferred by linguists all around the world due to how much better it sounded rather than “syntophology” did.(p.8).

For Sahlgren (2008) Morphology is responsible for examining appropriate words rules and their proper use in the language forms, these permit to express in writing with grammatical sense using easy to understand words and interrelate them (pp. 33-53).

For Payne, (2002) Morphology is “the study of shapes”, it seeks to answer how words are shaped in a language or what systematic rules determine when and how they may adjust their shapes. “Traditionally,

morphology has also been concerned with the categories (operations or functions) represented by adjustment in the shapes of word, as distinct from those operations represented by lexical or analytical processes” (p. 20)

Payne also states that:

“Syntax, on the other hand, is how words combine to form sentences. One reason many linguists like to talk about morphology and syntax together is that sometimes a communicative job that is performed by word shapes (morphology) in one language is performed by combinations of words (syntax) in another” (Payne, 2006, p. 8).

Thereby expressing the need for both sub-fields of linguistics. In the following example, the reader will be able to understand the how the knowledge of morphosyntax works:

The word ‘talk’ has a number of forms including the following:

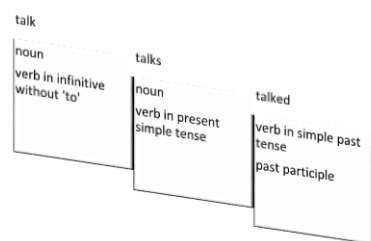


Fig. # 1: Representation of three forms of the word ‘talk’.

Authors: Donny Alarcon Varas and Kerly Burgos Montoya.

Consider the possibility that the word is being used as a verb, the form changes in accordance to its syntactic construction as seen in the following example:

Julian talks a lot in class.

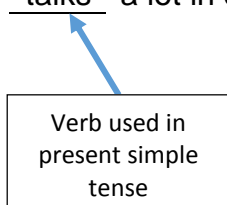


Fig. # 2: Representation of the verb 'talk' in a sentence.

Authors: Donny Alarcon Varas and Kerly Burgos Montoya.

The word is used in the third person singular in the present simple tense. Since the subject is a third person, an 's' is added to the regular verb at the end. It would be different if 'talk' was used as an infinitive instead:

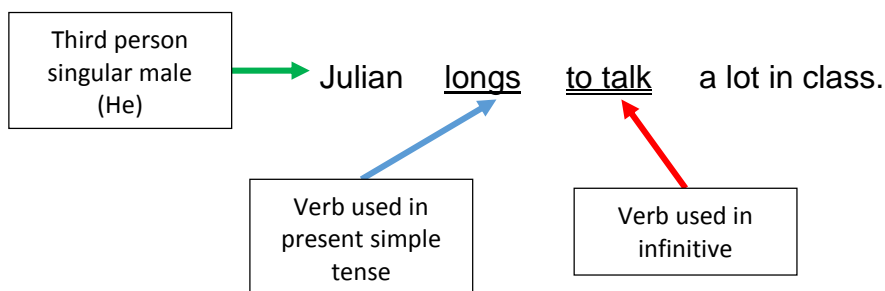


Fig. # 3: Representation of the verb 'talk' in a sentence.

Authors: Donny Alarcon Varas and Kerly Burgos Montoya.

This is corroborated by Kip Wheeler in his website of Literary terms and definitions under the letter 'M' when he expresses that morphosyntax refers to the "study of how parts of a sentence relate to each other" (Wheeler, 2015). This falls in the "ability to discern and interpret shapes both in sound and letter form as meaningful" (Finch, 2007, p. 16) called

grammatical competence. Noam Chomsky (1957) spoke of two types of linguistic ability called competence and performance (Shahhoseiny, 2013, p. 2235).

The grammatical competence is one of the three competences that are part of the linguistic competence which are necessary “for the construction and understanding of meaningful sequences of words” (Finch, 2007, p. 20).

In essence, Payne (2006) concludes that “languages can accomplish the same or similar communicative tasks by changing the shapes of words (morphologically) or by changing how words are arranged (syntactically)” (p.9) which are both needed to write well.

Now that the reader is aware of what morphosyntax is, the authors of this thesis will mention briefly the definition of lexicon. The lexicon of a language “consists of a list of all the units in that language” (Payne, 2006, p. 9). These units are the “idealized mental constructs or images” (Payne, 2006) that more likely than not are “an abstract representation of the possibility of some specific linguistic behavior” (Payne, 2006, p. 9). Payne also describes as words and morphemes as being part of the lexicon of a language (Payne 2006), in which case can also be denominated as a classification of sorts (p.11)

MORPHEME

It is important to denote that Payne (2002) also narrows the morpheme as the smallest unit of language and that it is the union of these that make up words, the use of semantic and grammatical changes like gender and number. This means that a word can have many different meanings depending on its relationship with other words found in the sentence or phrase. He gives the example of the word “dog” (p.20

The word ‘dog’ is a morpheme that is represented as both, given in the previous page and which also embodies the main semantic content of the expression. The semantics of the word ‘dogs’ changes because now the image is represented in plural, there are two dogs and the ‘s’ at the end of the word ‘dog’ allows the reader to see a second morpheme (Payne, 2002, p. 20).

For the purposes of this thesis, the authors will not define or express the different types of morphemes (bound, free, derivational, portmanteau, etc.) due to the fact that its complexities will not be taught or practiced in the proposal.

WORD

According Payne (2006) it is “a linguistic unit in syntactic structure that may be limited by pauses in discourse” (p. 348). This definition is the most simplified one as word can also be explained as containing one or more morphemes, or that *free morphemes* can be words, though it is rather ambiguous as not all words are free morphemes and some morphemes may be morphologically complex.

The authors of this thesis conclude that Thomas Payne’s in definition and explanation of what morphosyntax is as well as the definitions of word

and morpheme as being an important and necessary part of study of morphosyntax support our research.

DIDACTIC FOUNDATION

MORPHOSYNTAX (INDEPENDENT VARIABLE)

CHARACTERISTICS

For (Kim and Sells, 2007) the characteristics of morphosyntax are given by the study of syntactic constructions, description of the complexity of phrases, and the teaching of sentence structure (pp. 4 - 8).

In grammatical terminology, Morphosyntax is responsible for giving the correct rules and structures of words both in gender, number, location or to give meaning to the phrases or sentences that need to be expressed, bringing harmony in both subject and predicate, the beginning and ending of sentences with grammatical sense and the ordering of words.

David Crystal refers to the following characteristics as part of Morphosyntax:

The distinctions under the heading of numbers in nouns, for example, constitute a morphosyntactic category: on the one hand, number contrast affect syntax; on the other hand, they require morphological definition (e.g. add -s plural). Traditional properties such as singular, perfect, indicative, accusative, third person are examples of morphosyntax. (Crystal, 2008, p. 315)

Making an assessment of morphosyntax and the analysis of it means to decipher the language in all its components, whether nouns, verbs,

adjectives, etc.; and his qualities in time, gender, number, etc.; thus it gives meaning to everything that is expressed.

The evaluation of morphosyntax may be considered the evolutionary development of making a comparison between the language of a particular subject and morphosyntactic development policy analysis. The use of morphological inflections to indicate the time and number, as well as the semantic and syntactic relationships between words established by the different categories morphological (prepositions, conjunctions, articles,) (Fernández Álvarez, et al., 2007, p. 2).

As confirmed Fernandez Alvarez, et al., Morphosyntax and features teaches us the right way to express ourselves and make ourselves understood, respecting the relationship between words and syntax and semantics, and facilitates communication in learning another language, therefore the importance of improving the ability of writing by the grammar guide for students of tenth year of the Colegio Vicente Anda Aguirre implement new techniques to their learning and to develop all the commands that teachers suggest them.

IMPORTANCE

The importance of Morphosyntax is recalled as to both parts of what the whole word stand for: Morphology and Syntax, students need to have morphological awareness in order to facilitate their learning (Hickey and Lewis, 2013, p. 70). Morphological awareness is “children’s conscious awareness of the morphemic structure of words and their ability reflect on and manipulate that structure” (Carlisle, 1995, p. 194).

Although Hickey and Lewis detailed that a second language (L2) learner can use this awareness “to understand an unknown word” (Hickey and Lewis, 2013, pp. 69 - 70) and that this could lead to backing up the

student's reading comprehension skills (Carlisle, 2000; Nagy, Berninger, and Abbott, 2006); it can also be related to writing, as reading comprehension is more of a receptive skill than a productive skill.

By giving an example of a second language learner with a Spanish/Latin American background, it clearly states how much helps the knowledge of basic morphology aids students grow not only in reading skills such as vocabulary, but late through practice in writing skills as well (Hickey and Lewis, 2013, p. 70).

In the syntactic field, stated that while most of the grammar teaching effects on writing composition are negligible by focusing mostly on a “detailed programme for using sentence grammar to improve sentence construction” which in turn allows for language awareness in writing as a way to help learners to write better in English. (Andrews, et al., 2013, p. 41)

Li expressed that the importance of Morphosyntax can also be found primarily in “the development and accumulation of symbolic communicative signals, i.e. the lexicon” (Li, 2002, p. 91). This means that words and morphemes as being part of the lexicon must be developed as the lexicon goes hand in hand with both morphology and syntax.

WRITING (DEPENDENT VARIABLE)

Coulmas notes, that while writing comes from thousands of years ago as a means of a way to express to the outer world the thoughts or ideas from a person, today; writing has become increasingly important, due to the global and systemized way where technology kicks in; how people communicate mostly through writing whether it is or is not handwritten (Coulmas, 2003, p. 1).

Today writing is used as one of the main channels of communication worldwide and because of the rapidity of talks overlooked grammatical rules, moreover, although many people have no education use the symbolism to make others who understand and carry your message.

According Coulmas,(2003) although hundreds of millions of people are still unable to read and write, humanity relies on writing to unprecedented extent. It is quite possible that, today, more communication takes place in the written than in the oral mode.(p. 1)

What Coulmas means is that writing or the written record of an event, action, etc. replaces the oral mode of communication as it tends to conserve knowledge in “libraries, data banks, and multilayered information networks” (Coulmas, 2003, p. 1) which affects all that can be accessed through technological means. This is not to say that there aren’t oral means through technology; only that much of what we access through the internet is more often than not, written.

According Coulmas, nowadays with the help of the technology will be the writing-reading skills as they take control of humanity, technological advances allow even get to write with greater powers to humans.

Assuming that like any skill has its process is no different when talking about writing, as it also has a beginning, a middle and an ending or development, regardless of the ability to express the writer, everyone goes through this process aimed or writing your topic is accepted with pleasure and fulfill the function for which it was developed, most of which is to be understood, and often transmitted over and over again by various writers based on the first elaboration.

According Murray (2009) writing process itself can be divided into three stages: prewriting, writing, and rewriting.

Prewriting is everything that takes place before the first draft. Prewriting usually takes about 85% of the writer's time. It includes the awareness of his world from which his subject is born. In prewriting, the writer focuses on that subject, spots an audience, and chooses a form which may carry his subject to his audience. Prewriting may include research and brainstorming, note-making and outlining, title-writing and lead-writing. (Murray, 2009, p. 3)

Murray continues to insist on the steps before writing, making it clear that the three named are important, given the emphasis of the first, and that with the right preparation; the development of the other two steps in the writing process is facilitated, it must be analyzed, considered, systematic, pre-approved, studied and designed so that they can see its benefits.

Rewriting is reconsideration of subject, form, and audience. It is researching, rethinking, redesigning, rewriting—and finally, line-by-line editing, the demanding, satisfying process of making each word right. It may take many times the hours required for a first draft, perhaps the remaining fourteen percent of the time the writer spends on the project. (Murray, 2009, p. 4)

Considering what Murray indicates, that the simple act of making the first test is already a way of writing, and that is the most difficult and complicated because it is committed to initiate development of a theme is still not the outcome is known also is the part where wanted the background, research and excuses on write what you want

ON THE NATURE OF WRITING

The importance of written today communication leads to connote that most people practice some form of writing every day, directly or indirectly, with a special reason or simple routine, it belongs to a changing world where it is the written form one of the main ways to communicate; either a list or a message, a diary or a letter, or essay must all write, although not for a book or even not our job.

The need for writing in modern literate societies, societies marked by pervasive print media, is much more extensive than is generally realized. When one examines the everyday world, one finds people engaged in many varieties of writing, some of which may be overlooked as being routine, or commonplace, or unimportant. These varieties, however, all represent the ability to control the medium of language to some extent. It is a fair to say that most people, on a typical day, practice some forms of writing. And virtually everyone in every walk of life completes an enormous numbers of forms. In addition, many people write for reasons unrelated to their works: letters, diaries, messages, shopping lists, budgets etc. (Grabe and Kaplan, 2014, p. 3).

Assuming by what it is expressed by Grabe and Kaplan, it is understood that writing as a skill that belongs to the forms of communication is of equal importance to the other skills that belong to the language, it is present in the daily lives of people in different ways and for different reasons; moreover, it is practiced by a large majority without being writers of books, or editors in newspapers.

TYPES OF WRITING

For Fleming and Stevens (English Teaching in the Secondary School: Linking Theory and Practice, 2015), there is an endless variety of written forms both formal and informal, in addition; the classification of the same script, which allows the writer to have a number of tools or elements that will serve to give his writing qualities, regardless of how they represent or the means by which it is disclosed to the public. The following list was found in Fleming and Stevens book called "English Teaching in the Secondary School: Linking Theory and Practice" on page 109, but for the purposes of the qualifications required by the Ministry of Education of Ecuador stated in the National Curriculum Guidelines (2012), the authors of this research will refer to the following:

Letter writing, formal or informal;

Spider and other types of diagrammatic representation;

Reminder notes: i.e., in homework diaries or as lists of tasks/items;

Dialogue and play script writing;

Writing as and aid presentations: for example, flip charts and OHP slides;

Notes from texts, lectures and other sources;

Narrative, descriptive and discursive writing, including formal essays;

Analytical and empathetic writing based on literature;

Surveys and questionnaires, at all stages of the process and as both creator and respondent;

Mass media-based writing such as newspapers, magazines and scripts;

Basic transactional writing: requests, memos, reminders, messages;

Writing distinctively using ICT: word processing, desktop publishing, email, etc.

According to Fleming and Stevens, all writers are, in some way or another, from a small phrase, even a poem or wording, of, educated or

common way publicly or privately, people write daily by the need to communicate in the way that warrants time and space.

DESCRIPTIVE

As expressed by Obrecht (1999), descriptive writing is aided by our senses, sight, smell, touch, taste and hearing, which will give the writer a clear idea of what the writers wish to express, giving a specific starting point which anchor concatenating with the other ideas that arise in the course of writing.

Descriptive writing usually relies on sense impressions records of what the eye sees, the ear hears, the nose smells, the tongue tastes, and the skin feels. If you are contemplating how a descriptive selection can be strengthened, be sure to consider the addition of more specific sense impressions. In addition to sense impressions, descriptive writing often employs a dominant impression at the outset of the selection, a controlling idea that helps unify the passage and place the specific details employed (Obrecht, 1999, p. 42).

Assuming the descriptive term as one who can give notice the qualities of a person, animal or thing to anyone who wants to describe, in the same way scripture is used to take these qualities and use them in the development of written skill and through give the same know them publicly.

Descriptive writing is most often used to publicize a particular character or landscape, giving the reader the ability to imagine what this person, place or object which the writer is giving to know and detail may

be made up by one or many paragraphs depending on the number of qualities that want to be presented in the writing.

According to Donovan (Writing Forward, 2015), the term 'descriptive' can be taken as: A descriptive essay, which is a piece of writing that is pure description and designed to build skills in this particular type of writing, Description as part of a larger work: it refers to the writing of a sentence or paragraph(s) that provide a description to aid the reader in visualizing a concept, an action, a character, etc. An author's style of description: it imparts description without using large amounts of text which are obviously fixated on description.

NARRATIVE

When speaking of the narrative, the writer is most certainly about to write a story. According to Frank Rose (2011) in his article "The Art of Immersion: Why Do We Tell Stories?" (p.12) on the Business section of the e-magazine called Wired, he expresses how much of what we seek to read is all about stories and how this search for stories, even stories that are not even there, are many people's way of immersing themselves in these stories.

Due to culture and the way traditions and meanings were passed through the ages, story-telling comes naturally to people. Essentially, stories or narrative itself are derived from what the writer presents to the public qualitatively and quantitatively (Donovan, 2015).

Within the narrative there are some rules depending on what you want to write, whether something general, something personal, or just ideas that come without a particular sense, these ideas should have an order or sequence and have a clear focus, so it can be understood what is

this telling. Like any story or narrative should have their elements to provide logic and sense of understanding.

According (Baker, Brizee and Angeli,2013), narrative writing can have many meanings and ways that can be presented as a trial, as history, as a story, etc., but each of these must have a body formed at the beginning, middle, and end (p.41). There must be a clear idea of what the writer wants to present and also put into play with as much creativity, which will be a tool for entertainment while giving the reader the tells as the story develops.

EXPOSITORY WRITING

When talking about this kind of writing, it is understood to be the exposure of a subject so that it is understood, as when developing an instruction manual which must be easy to use to the acquirer and may conduct its purpose. If it is for a more complex topic it requires external elements that help the writer to give clear and easy way their works.

Expository writing is designed to explain a topic. It often gives facts, explains ideas, or defines conditions. Whether it's giving directions or explaining how to accomplish something, an expository piece is helpful because it provides the reader with deeper insight into a subject. (Hubbard and Spencer, 2012, p. 8).

For Hubbard and Spencer (2012), expository writing helps to understand from a deeper perspective the topic is of informative type, with a specific order to enable the reader easily take sense, but in cases where it is required to expose or explain situations more complex then need to use something more than words.

The purpose of all scripture is to awaken interest in the reader and this is left immersed in the story you are reading, to the point that you do not neglect any details for fear of losing the thread, when the writer gets

engage the senses of your reader history will have succeeded, but all this is even before contemplating ideas to be exposed to the public.

All writing except mere exercise and what the author intends for him alone is a problem in strategy. The strategic problem is, then, so to choose material, and so to order and express it, that the reader will be forced to become interested, to comprehend, to arrive, in other words, at the point in his feeling and thinking to which the author wishes to lead him. The author's objective is always an effect in the reader's mind. In so far as the author creates this effect he is successful. And the time to consider the effect, to make sure of its accomplishment, is before the pen touches the paper (Curl, 2013, p. 12)

Considering what Curl says, all writing leads through a strategic move, which the author must know how to manipulate his writing so that the reader becomes part of history, to meet the need of knowing which an end of this is. States that this should be achieved by the writer even if has not yet expressed their ideas on paper, this is considered a success for a writer.

PERSUASIVE WRITING

The term persuasive writing, one whose function is to try to change the reader's mind about an opinion or judgment you have of any given subject, this can be exchangeable topics / ideas but the author always tries to convince the reader that their appreciation is correct

Persuasive writing is the text that tried to persuade it is reader to agree with a certain point of view. The writer presents one side of an argument and gives the reader reasons to make him or her

agree. You might write persuasive text at school. You will also see them wherever you go. A review of a film in a newspaper or a website is persuasive writing. The writer is giving you an opinion of the film and presents examples to get you to agree. A writer of advertisements is trying to persuade you to buy or do something. If a charity gives you a leaflet asking for money, it will include persuasive writing to convince you to give money to them (Guillain, 2016, p. 6).

Guillain explains that persuasive writing is the text that tries to convince whoever is reading an specific opinion based on facts on any issue, is not only right, but the choices given are also right. This kind of writing is often seen as advertisements aimed to sway the reader to purchase or buy something, take a course, belong to any group, etc.

From the point of view of researchers, it is one of the objectives of persuasive writing that the reader involved in the story, take the perspective of the author, follow the pattern of the frame and you can understand that shared information has the ability to affect the opinion that before you started reading.

Spencer (2005) states in her book "A Step-by-step Guide to Persuasive Writing" that persuasive writing is written in the first person singular and in present tense (p. 7). The author also articulates that by addressing the reader by the second personal pronoun 'you', thereby "talking" to him or her as a friend that this way the reader in question would have to believe in what the writer/author is saying.

By using a confident tone in your writing, which is your personality and author's "voice", you will convey how strongly you believe in your cause. It takes logic, organization, and patience, but eventually

your point will be clear enough for your reader to decide whether he or she has been persuaded (Spencer, 2005, p. 8).

By saying that it takes logic, organization and patience, Spencer is pointing out how the writer must engage its reader to which it will be what is important about the article, thus the reader will be able to choose what the writer is offering.

SENTENCE

Known as sentence, word or set of words with full meaning, the grammatical form to express a thought or an idea through the interplay of words that relate to each other. These can be short or long, and due to its punctuation change its meaning, the word order, gender and number affect the grammatical structure of the sentence.

A sentence is a group of words with a subject and predicate expressing one complete thought. The subject names the noun or pronoun doing the action or being written about, the simple sentence has other names: independent clause is the most common, although simple clause is frequently used. Dependent clauses are sentences that have been slightly altered so that they cannot stand alone (because their meaning is incomplete), but must be attached to an independent clause, where they actually act as a noun, adjective, or an adverb. Such dependent clauses are also known as subordinate clauses. The act of placing an idea in a dependent clause is called subordination (Obrecht, 1999, p. 31).

Considering what Obrecht says, that sentence is a grammatical unit. Expressing a complete thought, it is understood that it keeps a relationship between its elements, the same combined result in a speech unit with structure and logic. Each element of sentence has a specific function that is connected to the other as part of a single idea.

According Shewan (2005) researchers have concluded that prayer is the union of words or phrases that are capable of having grammatical independence, using capital letters at the beginning and always closes his idea when you put the period at the end of the sentence. "A sentence is a group of words consisting of a subject and predicate, expressing a complete thought, and capable of standing alone. A sentence begins with a capital letter and ends with a period, exclamation point, or question mark" (p. 77)

IMPORTANCE AS UNIT OF LANGUAGE

The sentence forms an especial unit in language. Many writing systems have evolved to mark its beginning and end (e.g., with capital and full stop), reflecting the fact that the sentence functions as a semantic and syntactic unit. Semantically, it can be considered the smallest group of words that express a complete thought or idea. Syntactically, it is often considered the largest independent unit of language structure: grammatical rules apply within the sentence, but generally not outside it (van Gompel, 2013, p. 1).

By expressing the importance of the sentence as the unit of a language, van Gompel is showing why the study of the sentence is important in teaching English to students.

Sign order or word order is an important factor in determining the meaning of a sentence. What is also important is the relative semantic role of each sing in a sentence. By semantic role, we mean how sentence show who did what to whom, with whom, or for whom. Examples of semantic roles are agent, patient, experiencer, instrument, and cause (Valli and Lucas, 2000, p. 159).

Valli and Lucas (2000) express that the two most important sub-topics to teach students about sentences is word order and the semantic role of a sentence.

SENTENCE STRUCTURE AND ELEMENTS

Given the fact that sentence has traditionally been seen as one cleavable construction on two-subject components and the preachers interpretations found in the current language are all "Logically" possible: the subject is the core, the verb is the core, no primacy of one over another; and each of these interpretations is also somewhat justified "logical" manner (Osuna García, 2006).

In other words, the subject and predicate form the basic structure of all grammatical sentences, are indispensable elements in any form of expression. Often, but not necessarily; the presence of both elements is sufficient so that the structure possesses sense or significance (translated by the authors of this thesis) (Bolaños, 2002, p. 91).

Bolaños implies that the sentence structure must possess both subject and predicate in order to have sense and meaning and without those a sentence cannot be formed.

SUBJECT AND PREDICATE

Grammatical sentence, or phrase is composed in its structure by subject and predicate, no matter how long or short; but these are the elements that define it as a unit with meaning, each element has its function and relates to others.

The grammatical sentence is simply a syntactic unit whose structure is made up primarily of two functions: subject and predicate. It is these elements that define it as a unit, whether complete or not, it has a transmitted sense. The function of the predicate of the sentence is always held by a verb phrase. The subject is performed by an element of nominal character: a noun name, a pronoun, a noun, substantive subordinate clause or any other element that this noun (translated by the authors of this thesis) (López, 2002, p. 15).

Appointing or animal known as the subject person or thing who speaks in prayer; or who also performs the action in it, you can also replace the subject with the use of pronouns; this must be related and consistent with the other elements of the grammatical unit together must make complete sense as well as syntactic autonomy.

Traditionally it defined the subject as animal person or thing that performs the action of the verb. Therefore today a syntactic definition, in which the subject is a prayer by a nominal subject having a relationship of concordance with the predicate of the sentence in number and case when we speak of pronouns is preferred and that pronominalization a situation is replaced by a personal name or neutral. Thus, the child is hungry child the subject is plural because if oppose the verb also put in plural, the hungry (Vidal, 2008, p. 62)

The predicate is all that is said about the subject, it may be the action, whether physical or not, and their status; you can be accompanied by words that complement or serve as connectors between the other elements of prayer; there are simple and compound predicates.

The simple predicate is the verb that acts upon the subject of the sentence. It does the work of the “do-er” of the sentence. The simple predicate shows a physical or mental action or it describe a state of being. When additional words help describe the simple predicate, this is known as a complete predicate. The complete predicate consist of the rest of the sentence other than the subject (Pennington, Grammar Toolkit, 2009, p. 16)

All the elements constituting the grammatical sentence are connected semantically, the function of the predicate is indicate or determine which constituents have to be in the rest of the sentence so that it is properly formulated, this may change due to phrases or words, may be consisting of a finite and infinitive verb and many other types of verbs.

The predicate is the basic of a kernel and of the sentence. All other kernel and sentence constituents are related semantically and syntactically to this basis. The predicate determines how many and which constituents (subject, object, etc.) necessarily have to occur in the kernel in order to arrive at a well-formed sentence. In addition, the predicate may be modified by non-obligatory sentence constituents (words phrase, or clauses). The predicate can be a verb- a finite verb, a historical infinitive, an infinitive in an infinitive clause, a participle in the ablative absolute, a supine in a supine clause. (Panhuis, 2006, p. 100)

CLASSIFICATION

Sentences can be classified in different ways: grammatical, functional, and rhetorical. Grammatical classification groups

sentences according to how many and what types of clauses they contain. Functional classification groups them according to whether they make a statement, ask a question, issue a command, or express an exclamation. Rhetorical classification groups them according to where the main idea is located in sentence. Grammatically, sentences fall into four types: simple sentences, compound sentences, complex sentences, and compound complex sentences. (English Rhetoric, 2005, p. 68)

There are many forms and types of prayer, so their classification is extensive, they can be classified as functional, rhetorical and grammatical ways; this is according to the number of clauses, group classification and the idea expressed in prayer; grammatically this is divided into four types: simple sentences, compound sentences, complex sentences and complex sentences composed.

Based on the use of independent and dependent clause; simple, compound, complex, and compound-complex sentences could be compared as follows: simple sentence; one independent clause, compound sentence; two or more independent clauses; complex sentence; one independent clause and one or more dependent subordinate clauses, compound-complex sentence; two or more independent clauses and least one dependent subordinate clause (Joshi, 2014, p. 14)

SIMPLE SENTENCE

According Lacie (2008) the simple sentences are determined, due to the content of independent or subordinate clauses; whether one, two or more.

A simple sentences contains two or more independent clauses and one or more subordinate clauses, two or more independent clauses and no subordinate clauses, one independent clause and one or more subordinate clauses, one independent clause and no subordinate clauses. (p. 174)

For Crosland (2013), the sentence containing a subject and a predicate is called simple prayer, so only could be divided into two parts. A sentence that contains a subject and finite verb is called a simple sentence. A simple sentence can be divided into two component parts (the subject and the rest of and the predicate).

Simple sentences contain a separate clause, therefore are short and do not provide much information regarding their entirety or subject specific case a simple sentence contains one independent clause. Use simple sentences when presenting a limited amount of information. Although simple sentences may be shorter, they are not any less academic than other sentence types. (Andersen, 2014)

The first type of sentence in the English language is the simple sentence. A simple sentence consists of one verb clause. Verb clauses are independent clauses that consist of a subject and a predicate. Some grammars refer to verb clauses as main clauses, matrix clauses, or superordinate clauses. (Johnson, 2013)

COMPOUND SENTENCES

A compound sentence contains two or more independent clauses and one or more subordinate clauses, two or more independent clauses and no subordinate clauses, one independent clause and

one or more subordinate clauses, one independent clause and no subordinate clauses. (Lacie, 2008, p. 175)

A compound sentence consist of two or more main clauses. The sentence Whales cannot breathe under water for they have lungs instead of gills is an example of a compound sentence because both clauses are independent and may stand on their own. The connecting word for which express reason, connects these two clauses and expresses what these two situation have to do with each other. One feature of a compound sentence is that the clauses have a fixed order, so they cannot be moved without changing their meaning. Note how turning the clause around results in a semantically anomalous sentence, marked with a question mark in front of the sentence. (Marjolijn Verspoor, 2000, p. 36)

COMPLEX SENTENCE

For Lacie, (2008) a complex sentence contains two or more independent clauses one more subordinate clauses, two or more independent clauses and no subordinate clauses, one independent clause and one or more subordinate clauses, one independent clause and no subordinate clauses (p. 75).

A complex sentence has an independent clause and at least one dependent clause. An independent clause means that there is a subject and a predicate that express a complete thought. A dependent (subordinate) clause means that there is a subject and a verb that does not express a complete thought (Pennington, 2009, p. 21)

A complex sentence contains one independent clause and at least one dependent clause. The clauses in a complex sentence are combined with conjunctions and subordinators, terms that help the dependent clauses relate to the independent clause. Subordinators can refer to the subject (who, which), the sequence/time (since, while), or the causal elements (because, if) of the independent clause. (Walden, 2011, p. 3)

COMPOUND-COMPLEX SENTENCE.

A compound-complex sentence contains two or more independent clauses and one or more subordinate clauses, two or more independent clauses and no subordinate clauses, one independent clause and one or more subordinate clauses, one independent clause and no subordinate clauses (Lacie, 2008, p. 75)

A compound-complex sentence includes at least two independent sentences and one or more dependent sentences: few predators eat toads because when a toad is threatened its skin excretes moisture that irritates the eyes, mouth, and nasal membranes of many animals, including humans.” (Diane M. Barone, 2005, p. 164).

For Barone these sentences have to carry a connector that can be represented either by a comma, a period or a conjunction that perform a function of binding clauses each other; since this type of prayer is about understanding that already has a complex sentence and a composite. As the name implies, a compound-complex sentences contains a compound sentence and a complex sentence at the same time. Mathematically. But, we know that a compound sentence has two or more main clauses joined by coordinating conjunction and a comma, or a semicolon. We above and

beyond know that a complex sentence contains only one main clauses, but one or more subordinate clause

In conclusion, the authors of this thesis refer to the following authors for the points that are most importantly shown in the proposal:

- a) The importance of morphosyntax and the term of morphological awareness by Hickey and Lewis (2013) and Andrews, et al. (2013), for explaining that by focusing mostly on a detailed program for using sentence grammar to improve sentence construction is what students should learn above all.
- b) The definition of sentence given by Obrecht (1999).
- c) The importance of a sentence as a unit of language and what to students must learn as part of what should be taught through the linguistic subfield of morphosyntax given by Valli and Lucas in 2000 and van Gompel in 2013.

PEDAGOGICAL FOUNDATION

For the purpose of this thesis and the proposal offered, the authors of this thesis refer to the following terms: scaffolding and using motivation to succeed.

First, Scaffolding “refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process” (Great School Partnership of Portland - Maine, 2015). Jerome Bruner (1985) believed that “teacher scaffolding was necessary to assist in the learning process” (Kearns, 2014, p. 36). By defining what is important for the student to

learn according to their level, students learn what is most important in the level they are at, rather than giving them all that is to learn at once.

Wood, Bruner and Ross (1976) stated the following functions of the teacher:

- a) To orientate the child's attention to the version of the task defined by the tutor;
- b) To reduce the number of steps that are required to solve a problem, thus simplifying in a way that the learner can handle the components of the process;
- c) To maintain the activity of the child as she/he strives to achieve a specific goal, motivating her/him and directing her/his actions;
- d) To highlight critical features of the task for the learner;
- e) To control the frustration of the child and the risk of failure;
- f) To provide the child with idealized models of required actions (Fernandez, Wegerif, Mercer and Rojas-Drummond, 2001,p.41)

Several institutions implement instructional scaffolding (Faculty Development and Instructional Design Center, 2016) as a legitimate and failsafe way of helping students' learning processes. The following table shows "Ways to use Scaffolds in an Instructional Setting" (Alibali, 2006 - 2009) according to the needs of the authors of this thesis's proposal:

Aside from challenging students to learn through discovery and engaging students into meaningful and dynamic class discussions, one of

the most important benefits of instructional scaffolding is that it “motivates learners to become better students (learning how to learn)” (Faculty Development and Instructional Design Center, 2016, p. 5). To which comes the next subject, using motivation to succeed. This is not where intrinsic and extrinsic motivation are discussed, but rather; it is important to remember the problem that many public school teachers have with attention and that can only be counteracted by how teachers motivate their students to not only make the grade but to succeed.

According (Hickey and Lewis 2013) not only did research on bilingualism showed that those students from a bilingual background had an advantage over monolingual ones (Bain and Yu, 1980; Díaz, 1985; Martin-Beltrán, 2009), but they also were more successful if they viewed the bilingualism as positive rather than negative (Jiménez, García, and Pearson, 1996) (The Common Core, English Learners, and Morphology 101: Unpacking LS.4 for ELLs, p. 75).

This means that it depends not only on students being proud of their roots, but also on teachers not to shoot them down because they come from non-English speaking backgrounds. Rather, by pointing out that through the morphological awareness of certain English words with Latin roots or similar spelling to words written in either Spanish or any other language (without forgetting to teach them that not all words would follow the same pattern and what are ‘false friends’) can help them get the meaning faster.

In conclusion, the authors of this thesis believe that the theory of scaffolding by Bruner applies the proposal is designed to help students gain better writing skills through morphosyntax, but all that it is referred to, are not put in there, because; only the most important topics were chosen.

PSYCHOLOGICAL FOUNDATION

Through the study of psychology, the authors of this research paper will describe the following theories: Gagné's nine events of instruction, cognitive information processing theory and metacognition.

First, Gagné's Nine Events of Instruction, which are the following: "gain attention, inform learner, stimulate recall, present information, guide, elicit performance, provide feedback, assess, and enhance are directly related to directly related to internal information processing" (Gagné, Wager, Golas and Keller, 2005) (Maribe Branch, 2009, p. 9). In essence, the Gagné's theory is for organizing teaching strategies to allow teachers to plan effectively (2009, p. 186).

Gagné also stipulated that these events are really several different types / levels of learning which necessitates different types of instruction. "Gagné identifies five major categories of learning: verbal information, intellectual skills, cognitive strategies, motor skills and attitudes" (Bina Nusantara). All of which are developed at any given point in class.

According Driscoll (2012), Robert M. Gagné was "concerned primarily with instruction and how what is known about learning can be systematically related to the design of instruction" (Psychological foundations of instructional design, p. 64). This means that teachers can use the knowledge of Gagné's nine events of instruction as a way to aid them in outlining the what, how and when to prepare and deliver instructional content (Faculty Development and Instructional Design Center, 2016, pp. 70 - 72).

The cognitive information processing theory is regarded as how a computer might work, “When learning occurs, information is input from the environment, processed and stored in memory, and output in the form of some learned capability” (Driscoll , 2005, p. 74).

Metacognition “refers to one’s awareness of thinking and the self-regulatory behavior (also known as conditional knowledge (cf. Prawatt, 1989) that accompanies this awareness” (Driscoll , 2005, p. 107).

According Schneider (2010), metacognition “refers to people’s knowledge of their own information-processing skills, as well as to knowledge about the nature of cognitive tasks, and about strategies for coping with such tasks” (Metacognition and memory development in childhood and adolescence, p. 55).

This basically states that students are aware of what they know, how they know it and how much more they need to learn. Schneider also states that metacognition is not only about information-processing skills, but that “it also includes executive skills related to monitoring and self-regulation of one’s own cognitive activities” (pp. 55 - 56), which gives the idea that not only students might be aware of the what, how and how much of their learning processes, but also that they are able to monitor and self-regulate themselves in any part of the learning process.

This is important for a student, because teachers can do their best during the class, but once students leave the room; some forget that they must practice. Teachers, have one recurrence; which are metacognitive strategies. Second language learners “often use metacognitive strategies to overcome their lack of vocabulary knowledge when they are communicating” (Brown and Abeywickrama, 2010, p. 309). This means

that sometimes students are unaware that they are already falling back on strategies such as paraphrasing a word, falling back on their first language (L1), etc. and other times if stuck in what a word means; they would reach out to their teachers for clearing up their confusion.

In writing, metacognition in writing is more based on self-regulation, which relates to the writing process which includes: “goal setting and planning, seeking information, record keeping, organizing, transforming, self-monitoring, reviewing records, self-evaluating, revising,” (Harris, Santangelo, and Graham, 2010, p. 232). Harris, Santangelo, and Graham (2010) also mention that novice writers have problems in the knowledge-telling part of writing, which in turn results to short writing compositions (Metacognition and strategies instruction in writing, 2010, pp. 234 - 236).

The only way to counteract this problem is by assisting students to fill in the blanks in their knowledge-telling by giving students exercises to practice at home, as is known that practicing writing in class is almost non-existing due to time constraints.

In conclusion, the authors of this thesis submit to Robert M. Gagné’s nine events of instruction explained by Driscoll (2012) and Schneider’s metacognition’s definition and implication of the role of metacognitive strategies fulfilling the part of self-regulation in writing (2010).

PHILOSOPHICAL FOUNDATION

In the study of the subfield of Axiology (study of moral values), the authors of this thesis refer to three definitions of responsibility. First, there is the definition of responsibility in itself, which is “moral, legal, or mental accountability” (Merriam-Webster, n.d.). The word *accountability* refers to “the quality or state of being accountable; especially: an obligation or willingness to accept responsibility or to account for one’s actions” (Merriam-Webster, n.d.). In its most primary essence, responsibility is being able to accept a person’s involvement in something that went wrong or not per se wrong, but erroneously and that affected someone else’s life whether in small quantities (a little white lie) or large quantities (harmful incidents to an individual’s life).

Teaching responsibility to students is hard, there is no question about it. Responsibility is often related to an individual’s duty to the place where they live, or to a shared value in which how the world they live in should be preserved, in general and to a large degree “responsibility is the defining characteristic of youth generations of the future. In other words, a shared sense of responsibility can be advocated in the future as a cultural norm or standard of living” (Mueller and Luther, 2014, p. 18) which also is another definition of responsibility, more along the lines of what is termed ‘social responsibility’.

Then, there is the responsibility all students must have when writing something. Nowadays, technology allows students ways of communicating via oral programs or applications such as Skype, etc. to say whatever they want to say and social media such as Facebook, Whatsapp, etc. allow their users to write or share whatever they want to say (within reason). What students don’t realize is that writing and sharing

their posts online should be done responsibly and though the proprietors of Facebook and other social media applications deny it, any person can access and get an account with these regardless of their age.

Therefore, it is important teachers instruct students of their own accountability when writing not only on paper but also in any social media they are part of, this is called writer responsibility, which is “if a misunderstanding arises then the ‘writer’ is responsible for clarifying the point” (Limbu, McCool , and Zeng, 2013, p. 57).

This ‘clarifying the point’ refers to any point in which the writing was not grammatically or semantically correct or whether the issue was based on a rumor, or if the point is a racist, intolerant point of view. The ‘clarifying’ varies accordingly to the writer’s mistake being made, which should in all accounts be taught. Nowadays, schools “are not preparing students with the necessary skills, knowledge, and responsibilities to face the challenges and to live and work competently in the digital society” It is important that schools should “better prepare students to be responsible participants, active contributors, and effective leaders in a digital society” (Lei, Shen, and Johnson, 2014, p. 197).

In actuality, this is all based on teaching students to be responsible and being held accountable of their own writing throughout the process and into the definite product.

In conclusion, this investigation paper bases its philosophical foundation on both definitions of responsibility, in which Mueller and Luther (2014) discuss social responsibility as what can be a future norm and Limbu, McCool and Zeng (2013) discuss writer’s responsibility in the ability

to clarify any misunderstanding found in the text ranging from an anti-tolerance remark to a syntax-semantic mistake.

SOCIOLOGICAL FOUNDATION

The Common European Framework of Reference and Assessment (CEFR) expresses that part of the skills a student must know in their English learning process or in any language are social skills: “the ability to act in accordance with the types of convention set out in above sociocultural knowledge and to perform the expected routines, in so far as it is considered appropriate for outsiders and particularly foreigners to do so (Council of Europe, 2011, p. 104). This means that social skills play a lot in learning a language. The intercultural skills include:

- The ability to bring the culture of origin and the foreign culture into relation with each other;
- Cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures;
- The capacity to fulfill the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations;
- The ability to overcome stereotyped relationships.

(Council of Europe, 2011, pp. 104 - 105)

The Council of Europe also proposes another three terms that are important to mention due to the relation to the basis of this thesis, which are plurilingualism and metalinguistic awareness. First of all, the term plurilingualism is different from multilingualism which both are defined in

the CEFR and it states that multilingualism is “the knowledge of a number of languages, or the co-existence of different languages in a given society” (Council of Europe, 2011, p. 4) and is attainable by expanding the languages offered in a public or private educational institution, whereas plurilingualism emphasizes the relationship between the individuals’ learning experience in its own culture and the language being learnt which “builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact” (Council of Europe, 2011, p. 4).

This is also interrelated to what metalinguistic awareness is all about. Hickey & Lewis define metalinguistic awareness as “the ability to reflect upon and be explicitly aware of the differences between two languages” (2013, p. 79). They also state that this ability “may support both second language learning” (Lems, Miller, and Soro, 2010; Zipke, 2008) (2013, p. 79).

This is supported by the plurilingualism competence explained by the CEFR in chapter six which details the development of awareness and the process of use and learning by informing that:

Exploits pre-existing sociolinguistic and pragmatic competences which in turn develops them further;

Leads to a better perception of what is general and what is specific concerning the linguistic organization of different languages (form of metalinguistic, interlinguistic or so to speak ‘hyperlinguistic’ awareness);

By its nature refines knowledge of how to learn and the capacity to enter into relationships with others and new situations. (Council of Europe, 2011, p. 134)

Norbert Francis (2012) states that “bilinguals may tend to approach these tasks with higher initial levels of mastery of analysis and control of language processing” (Bilingual competence and bilingual proficiency in child development, p. 205); he refers ‘these tasks’ as to those metalinguistic problems that L1 and L2 learners react to. Not only, do L2 learners are able to reach higher levels of analysis and control, but also allow older students to “focus attention on sentence and discourse levels beyond the local level of orthographic correction” (Francis, 2012, p. 213): in essence, the L2 learners begin to consciously reflect on their writing, upon “patterns that involve successively longer sequences of text” (Francis, 2012, p. 213) and in turn, progress from short writing compositions into longer and more efficient ones.

In conclusion, this research paper bases its sociological foundation on the definition of plurilingualism and the importance of reaching metalinguistic awareness given by the Council of Europe (2011).

LEGAL FOUNDATION

This thesis is based upon the following articles found in the Organic Law of Intercultural Education of the Ministry of Education:

- a) Chapter II, article 6, literal E that states: “It must ensure the continuous improvement of the quality of education, this can only be achieved with the implementation of new projects covering the deficiencies of students in different educational fields” (Translated by the author of this project Donny Alarcon Varas and Kerly Burgos Montoya) (Ministerio de Educación del Ecuador, 2013). This means that the State of Ecuador must guarantee the continuous improvement of the quality of education by either providing constant renewal of resources for either the students or teachers, or by providing continuous

training for the teachers in order to compete and excel in the subjects that they are teaching.

- b) Chapter III, article 7, literal F articulates that: “Students have a right to receive educational support and academic tutoring according to their needs” (Translated by the author of this project Donny Alarcon Varas and Kerly Burgos Montoya) (Ministerio de Educación del Ecuador, 2013), which is the primary basis for the creation of any didactic resource created for students with the main resolution being for educational purposes.

In conclusion, both articles of the Organic Law of Intercultural Education of the Ministry of Education support the preparation of a booklet for students as the booklet itself is a didactic resource and its purpose is solely educational.

CHAPTER III

METHODOLOGY

METHODOLOGICAL DESIGN

This research follows the mixed methodological approach due to the fact that there is no separation between the quantitative and qualitative approaches as the unified use of both rely on their main goal: to solve a problem in the educational context (Applying mixed methods in action research, 2015, p. 51). Educational based investigations rely on the use of “both quantitative and qualitative data sources, particularly when teacher – researches have to include student achievement data to augment classroom observations and qualitative narrative” (Mills, 2011) (Applying mixed methods in action research, 2015). In principle, all educational based researches depend on gathered data from instruments such as surveys to be able to analyse and synthesize a conclusion; whereas instruments such as interviews allow responses to be analysed and synthesized in a qualitative manner.

INVESTIGATION TYPES

This project is founded on the various types of applied investigation which are determined as follows: their goal, their gnosiological objective and their variable control. According to their goal, this research is based on an applied approach. It is applied because it “aims at finding a solution for an immediate problem facing a society” (Kothari, 2004) and as education is an essential part of society, it is reasonable to say that it is applied. Likewise, its final aim is to design a grammatical guide to increase the knowledge of the English language structures for the students of tenth grade of elementary basic education at Vicente Anda Aguirre public high school, course a, zone 5, district 7, province of

Guayas, city of Milagro, town of Ernesto Seminario, academic year 2015 – 2016

According to its gnosiological objective, the investigation is descriptive because it describes the problem observed inside the class and a possible solution for the problem through the execution of a survey to the students and interviews to those that are part of the educational community which are the English teacher of the class, the English coordinator and the authorities of the school.

The investigation is not only descriptive but also explanatory due to the interrelating scientific theories based on the linguistic, didactic, pedagogical, sociological, philosophical, psychological and legal foundation, which are all part of the epistemological point of view that allows the theoretical framework to establish the influence of the morphosyntax (independent variable) in improving writing skills (dependent variable). The research can be called propositional in nature, since the proposal meant as a solution for the problem stated in chapter one is the design of a grammatical guide for students to increase the knowledge of the English language structures (Bernal, 2010, pp. 66 - 67).

Finally, according to controlling the variable, it is non-experimental since no experiment or control group was made possible for the proposal's application as it is both descriptive and explanatory. Because the research is based primarily on looking into the influence of morphosyntax in the improvement of writing skills, an inductive deductive type of study and not a hypothetical based study, then it can not be experimental (Bernal, 2010, pp. 66 - 67).

POPULATION AND SAMPLE

The population of this study is based on three of the four that are usually involved in the educational community: the students, the teachers and the authorities. Although the total of the whole school population divided into authorities, teachers and students is over four hundred people; the sample is only of forty eight individuals including the English teacher for all the tenth grade classes, the main authority of the whole school, the English coordinator of the whole school, and one tenth grade class 'A' which contained forty-five students.

The reason why out of four hundred students, when the investigators of this research went to the school to set the population and sample, the main authority of the classroom expressed the possibility of allowing only one class to be targeted for the survey as that particular classroom was not behind the regular classroom curriculum rather than the others which for one reason or another could not completely fulfil it until that point.

It is of utmost importance to remember that the investigation of this thesis depends on the good will of the authorities and in turn, how could only two student teachers deal with more than one class without overstepping their bounds and the time offered to do the surveys? In that sense, the authorities could only express that it was too much for too few people conducting the surveys, therefore; they insisted on only one class doing the survey and that is why the sample for the students' survey is the same as the population, which is indeed forty five students.

POPULATION

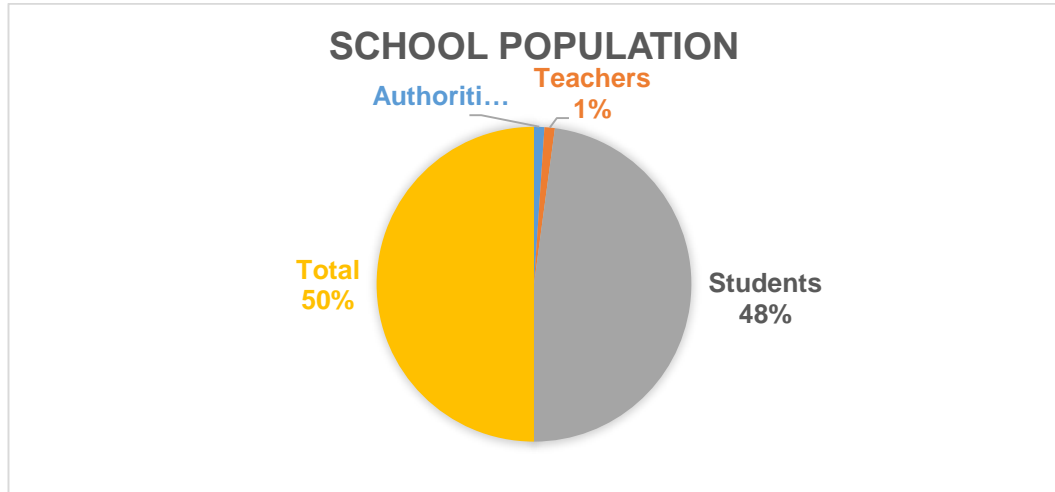


Fig. 1: Representation of the school's population.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Varas Alarcón

SAMPLE

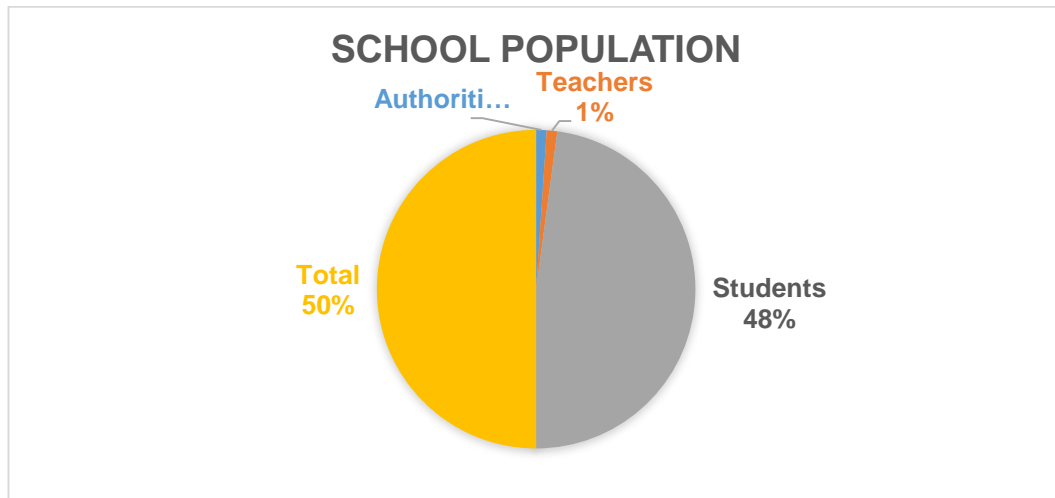


Fig. 2: Representation of the school's sample.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Varas Alarcón

VARIABLE MATRIX CHART

Table 1		
Variable matrix chart		
Variables	Dimensions	Indicators
Independent Variable: Morphosyntax	Classification	Morpheme
		Word
	Characteristics	Study Of Syntactic Constructions
		Description Of The Complexity Of Phrases
		Teaching Of Sentence Structure
	Importance	Helps To Understand The Structure Of Sentences So They Have Grammatical Sense
		Setting The Function Of Each Word
		Definition Of Types Of Word Components
Dependent Variable Writing	Types Of Writing	Narrative
		Descriptive
		Persuasive
		Expository
	Sentence	Definition In Grammatical Sense
		Importance As Unit Of Language
		Structure
		Subject Predicate
	Classification Of Sentence By Its Structure	Simple
		Compound
		Complex
		Complex Compound

Source: Interpretative analysis of the variables.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

METHODS OF INVESTIGATION

In this research paper, the methods used were purely theoretical..
They are:

- a) Inductive – deductive: This scientific paper follows the inductive – deductive theoretical method throughout the whole process of the investigation. It is defined as the method which uses the rational thinking to obtain conclusions that go from particular accepted and valid facts to reach conclusions characteristically general and then uses up an analysis of postulates, theorems, laws, principles, etc. to apply it thus into a solution or solutions (Bernal, 2010, pp. 59 - 60).
- b) Analysis – synthesis: It is defined as the method that studies facts, going from the itemization of the study's objective in each of its parts to be studied to establish individually (analysis) and then integrated again to study them through an integral or holistic way (synthesis) (Bernal, 2010, p. 60). Therefore, it breaks down the data into parts or in chapters as to not confuse the reader and then reaches a conclusion of all the data explained and synthesized throughout the whole investigation.
- c) Historical – logical: It is defined as an investigational procedure an clarifying of cultural phenomena which establishes the comparison of these in a logical starting from the beginning to the present whereby a conclusion is reached according to its common origin (Bernal, 2010, p. 60). In this case, this is found most predominantly in the theoretical background which expresses how writing and the study of morphosyntax has been approached since the beginning up until now.

- d) Systemic functional structural: This method refers as to how the proposal is prescribed: It is systemic because it is a system of activities that are divided into units. It is functional because it serves a function or purpose if you will, about developing a better basis of skills from the simplest terms to the most complex writing skills which is to write paragraphs of different types. Finally, it is structural because it has an organized structure in which the topics are ordered, from the simplest terms to the most complex ones (Bernal, 2010, p. 67).

This investigation does not have an empirical method, but it does apply two well-known empirical techniques.

TECHNIQUES AND INSTRUMENTS OF INVESTIGATION

TECHNIQUES

In this research study, the following empiric techniques were used: interviews to the teacher and English coordinator and a survey to the students.

The interview was done to the teacher and the English coordinator and their questionnaires contain open-ended questions based on the variable matrix. These questions were required to find if the responses made by the English teacher and the English coordinator match somewhat in both the expertise and basic knowledge of morphosyntax and writing skills.

The survey to the students in contrast, was done through statements based on the Liker scale. The responses sought after were based on the opinion type of assessment from strongly agreeing to

strongly disagreeing. Basically, the objective of the survey was to find out the opinions of the students in accordance to the statements made and how much the students themselves are aware of the objectives of their study in English.

INSTRUMENTS

INTERVIEW QUESTIONNAIRES

INTERVIEW TO THE ENGLISH COORDINATOR

1. Why is it necessary to use didactic materials in the classroom?
2. Why is it important to apply motivation strategies in the classroom?
3. Why is it necessary to apply methodological principles in the classroom?
4. Why is a specific methodology necessary to teach the English language writing skills?
5. Why do you consider important the continual practice of basic grammar rules such as those found in the morphosyntax in writing skills?
6. What is your opinion on the use of interactive activities in the classroom?
7. Why is it important that the teacher must be in constant training in the educative field?
8. What is the goal to achieve in the students education specifically in writing skills?
9. What recommendations would you give us to achieve and improve the knowledge in writing skills in students?
10. How do you think a grammar guide in English can increase the level of writing in students?

INTERVIEW TO THE ENGLISH TEACHER

1. Why is it necessary to use didactic materials in the classroom?
2. Why is it important to apply motivation strategies in the classroom?
3. Why is it necessary to apply methodological principles in the classroom?
4. How efficient is the teaching of writing abilities as part of a second language?
5. Why is it important to check to the students' progress in the teaching-learning process?

SURVEY QUESTIONNAIRE

OBJECTIVE: To determine the needs and deficiencies of morphosyntax in writing skills according to students' opinions.

INFORMATION TO THE SURVEY RESPONDENT: The teachers Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas are doing an investigation about the influence of the morphosyntax to improve writing skills in the students of tenth elementary basic education at "Vicente Anda Aguirre" public high school.

NOTE: Make sure you mark with an 'X' in the box that corresponds.

1. Strongly agree
2. Agree
3. Neither agree neither disagree
4. Disagree
5. Strongly disagree

	STATEMENTS:	1	2	3	4	5
1	Las oraciones escritas son importantes para mejorar la habilidad de la escritura.					
2	Los procesos del aprendizaje del inglés son necesarios en tu vida diaria.					
3	Los materiales didácticos son necesarios para mejorar la habilidad de la escritura del inglés.					
4	Las técnicas metodológicas usadas por el profesor ayuda a los estudiantes a entender el lenguaje inglés.					
5	El aprendizaje del inglés es fácil en el salón de clases.					
6	Consideras que la escritura del inglés es importante en el salón de clases.					
7	Es fácil escribir ideas en inglés.					
8	Conociendo las reglas gramaticales del inglés sobre las formas de las palabras son importantes para tener buena habilidad de la escritura.					
9	Practicando el lenguaje de inglés todo los días es importante y así puede ser eficiente en el futuro.					
10	Es fácil entender al profesor cuando él está dando la clase de inglés.					
11	Sabes todas las habilidades de la escritura.					
12	El profesor te ayuda a mejorar la escritura durante las clases de inglés.					
13	Necesitas saber muchas reglas gramaticales para escribir diferentes tipos de párrafos.					
14	Piensas que es importante que el profesor explique nuevas técnicas de aprender para crear historias escritas.					
15	La guía gramatical es de ayuda para incrementar la habilidad de la escritura.					

Analysis and interpretation of data

INTERVIEW ANALYSIS: INTERVIEWS TO THE ENGLISH COORDINATOR AND ENGLISH TEACHER

It was determined that different questions be made to the English coordinator and the English teacher due to the differences in their work. In the public system, in order to be made a coordinator, the normal English teacher must not only have a Master's degree in Teaching, but must also know about all types of learning techniques and methodologies made to be applied in a classroom.

A teacher must know about the methodologies and choose according to the necessities of his/her pupils, but it is usually a coordinator's obligation to explain and determine the best methodology to be used in class and make sure his/her subordinates are aware of how and when to use this methodology in class. Due to this, the questions for the English coordinator are more about the methodologies of teaching writing in class and the teacher's about the realities found in the classroom rather than a more global outlook of the methodologies and techniques known. Although two questions are found in both interview questionnaires, this is due to the need to ascertain if the English coordinator's awareness of the classroom's realities of her subordinates is due to good communication between them or if it is perceived by some other means.

The English coordinator shows an in-depth knowledge on the methodologies used for writing skills in the English language, is aware of the goals expressed by the Ministry of Education and is thoroughly concerned with the teachers' need to be in constant training to improve the quality of education given to the students. There was a tiny confusion over the term (morphosyntax) used to define grammar rules, but was cooperative enough to tell the investigators that this is something that *is*

taught to the students in class, only that the scientific linguistic term is not used much. As to the recommendations made to the increase and improvement of writing skills in English, most were a bit simple, no specific methodology was given and though the use of a grammar guide is accepted, he/she gave too much importance on the use of technological tools. It is true that the use of technological tools for education is a necessity nowadays, but for the purpose of this thesis, it is not something that was especially expressed as an option.

The English teacher is also aware of the need to be consciously aware of the importance of checking his/her students' progress in the learning – teaching process due to how the methodological stages can be correctly applied in a classroom. The teacher is also gave emphasis on having good writing skills in English due to the globalization and how it helps to communicate easily through different forms of writing; however, he/she could not give the researchers a clear idea of how efficient the students have gotten in writing skills throughout the school year. That level of efficiency and the realities found in the classroom are something that must be determined in the future.

In conclusion, both the English coordinator and the English teacher are aware of how much writing skills are needed as far as the globalization scheme is presented to them, but further information on the efficiency and recommendations given for the improvement of writing skills was just too generalized.

SURVEY ANALYSIS I

Table 2		
Statement # 1: Writing sentences is important in order to improve English writing.		
Alternatives	Frequency	Percentage
Strongly agree	25	56 %
Agree	5	11 %
Neither agree nor disagree	8	18 %
Disagree	5	11 %
Strongly disagree	2	4 %
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Anda Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

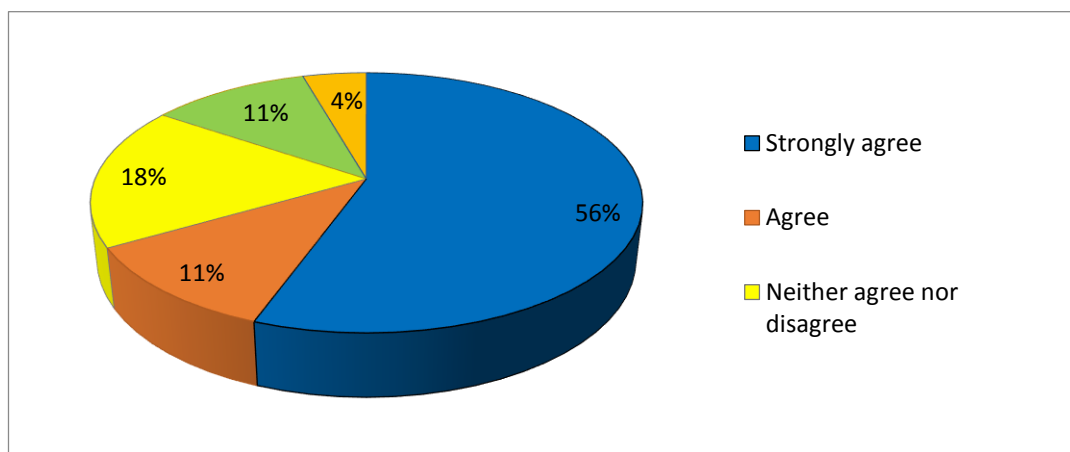


Fig. 3: Representation of the quantitative analysis of statement # 1. Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

This shows that a large percentage of students strongly agrees with the statement. This means that most students are aware that the continuous practice of correctly writing sentences will help them more to improve than any other activity possible.

Table 3		
Statement # 2: The English learning process is necessary in your everyday life.		
Alternatives	Frequency	Percentage
Strongly agree	20	45%
Agree	10	22%
Neither agree nor disagree	6	13%
Disagree	6	13%
Strongly disagree	3	7%
Total	45	100%

Source: Students of tenth elementary basic education at “Vicente Andá Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

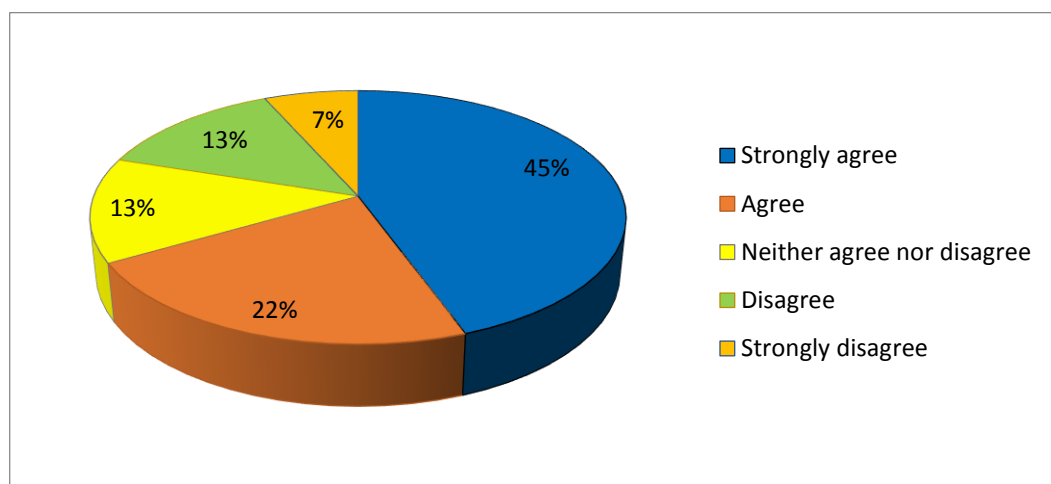


Fig. 4: Representation of the quantitative analysis of statement # 2.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

This graphic shows that there is a high percentage of students which believe that the English learning process is necessary in your everyday life. Although it is not more than the fifty six percent found in statement one, more than enough students are aware the necessity of it and that is plenty.

Table 4		
Statement # 3: Having the appropriate materials is important in order to improve the ability of writing in English.		
Alternatives	Frequency	Percentage
Strongly agree	22	49%
Agree	9	20%
Neither agree nor disagree	8	18%
Disagree	4	9%
Strongly disagree	2	4%
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Andaguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

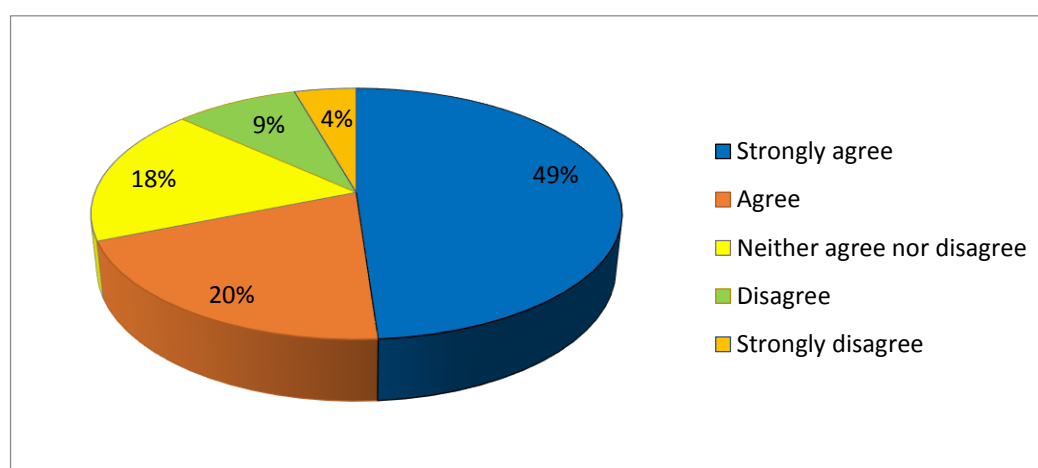


Fig. 5: Representation of the quantitative analysis of statement # 3.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

While the great majority of students are aware that having the appropriate materials is important in order to improve the ability of writing in English, there are still those that are unsure of it. Nowadays, most students do not like to seek more information for the betterment of their skills and limit themselves to what is offered in the main book.

Table 5		
Statement # 4: The adequate methodological techniques used by the teachers help students to understand the English language.		
Alternatives	Frequency	Percentage
Strongly agree	23	51%
Agree	10	22%
Neither agree nor disagree	7	16%
Disagree	3	7%
Strongly disagree	2	4%
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Anda Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

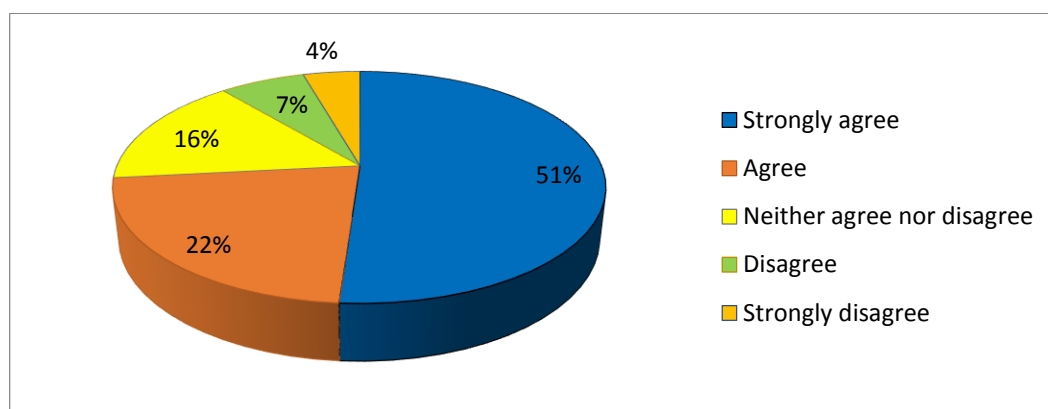


Fig. 6: Representation of the quantitative analysis of statement # 4.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

More than half of the students believe that the adequate methodological techniques used by the teachers help them to understand the English language. However, there is still a somewhat strong percentage of students that show the possibility of them having little to no trust in their teacher's abilities. This is a cause of major concern which should be rectified immediately.

Table 6		
Statement # 5: It is interesting to learn English in the classroom.		
Alternatives	Frequency	Percentage
Strongly agree	18	40%
Agree	5	11%
Neither agree nor disagree	15	33%
Disagree	5	11%
Strongly disagree	2	5%
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Anda Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

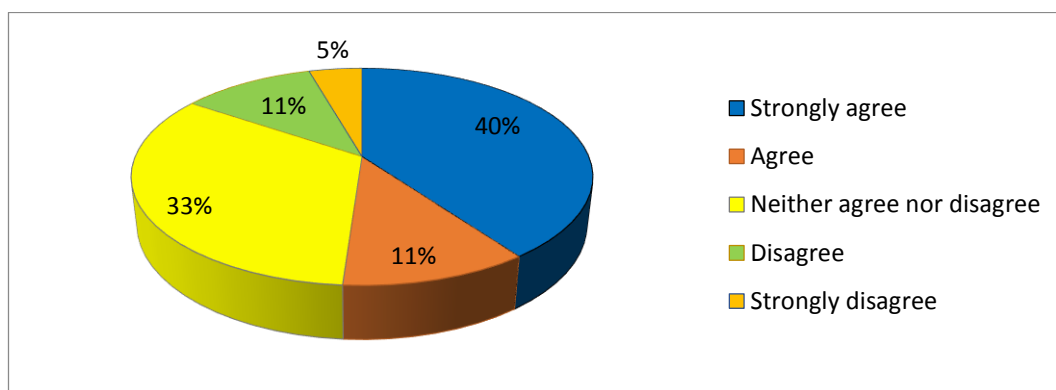


Fig. 7: Representation of the quantitative analysis of statement # 5.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

Thirty – three percent of the students surveyed here do not commit to the idea that English is interesting to learn in the classroom. This shows that though the teacher and the coordinator have spoken about didactic methods to improve students’ class participation, they are not that ‘motivated’ to learn, although they are aware of the necessity of learning English for the future as shown in other questions.

Table 7		
Statement # 6: You think writing English in class is important.		
Alternatives	Frequency	Percentage
Strongly agree	15	33%
Agree	8	18%
Neither agree nor disagree	8	18%
Disagree	10	22%
Strongly disagree	4	9%
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Anda Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

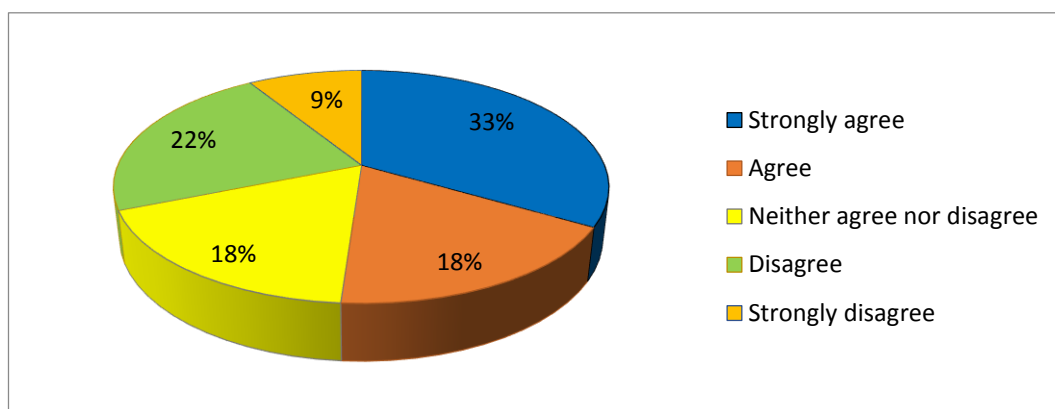


Fig. 8: Representation of the quantitative analysis of statement # 6.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Varas Alarcón

COMMENT

This graphic shows that the students are ambivalent to the importance of writing in English in class. Perhaps, the fault falls under the teachers' responsibilities or the lack of time to go through the whole writing process in class, which leads to students having to do most of the work outside the classroom.

Table 8		
Statement # 7: It is easy for you to write ideas in English.		
Alternatives	Frequency	Percentage
Strongly agree	18	40%
Agree	6	13%
Neither agree nor disagree	10	22%
Disagree	7	16%
Strongly disagree	4	9%
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Andía Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

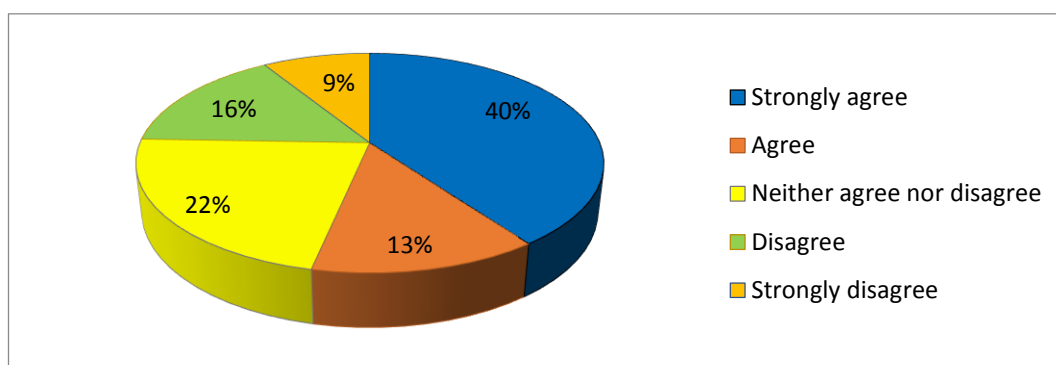


Fig. 9: Representation of the quantitative analysis of statement # 7.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

Although the percentages are more or less the same to those found in the statement # 6, the results show the same ambivalence in the students when affirming that they find it easy to write their ideas in the English class. As stated in the previous statement analysis, it is possible that this ambivalence is due to the lack of time in class to pursue the whole writing process.

Table 9		
Statement # 8: Knowing English grammar rules about the shape of words is important for having excellent writing skills.		
Alternatives	Frequency	Percentage
Strongly agree	25	56%
Agree	5	11%
Neither agree nor disagree	6	13%
Disagree	4	9%
Strongly Disagree	5	11%
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Anda Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

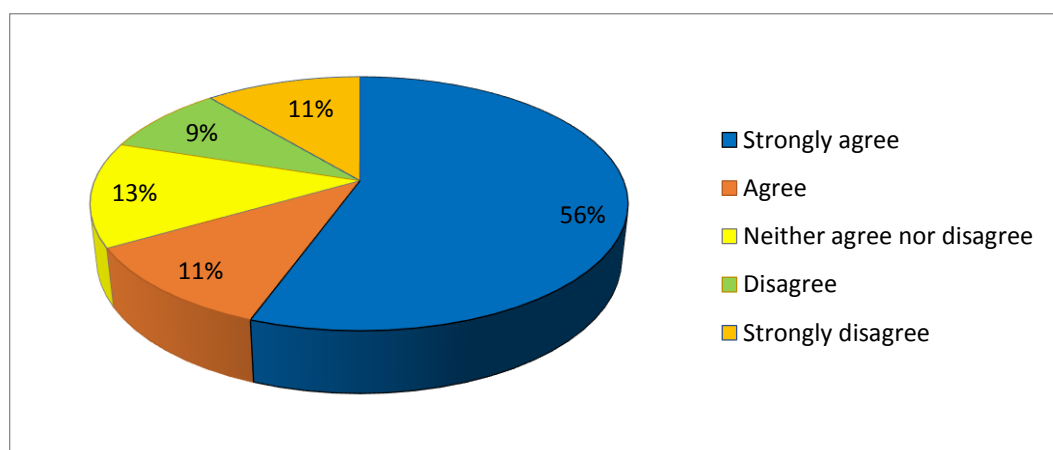


Fig. 10: Representation of the quantitative analysis of statement # 8.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

A very high percentage of students believe that knowing English grammar rules about the shape of words is important for having excellent writing skills. Most of what is taught in the current books edited by the government are directed towards grammar, which is why students' opinions reflect that.

Table 10		
Statement # 9: Practicing the English language every day is important so that you can be proficient in the future.		
Alternatives	Frequency	Percentage
Strongly agree	20	44%
Agree	10	22%
Neither agree nor disagree	5	11%
Disagree	7	16%
Strongly disagree	3	7%
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Anda Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

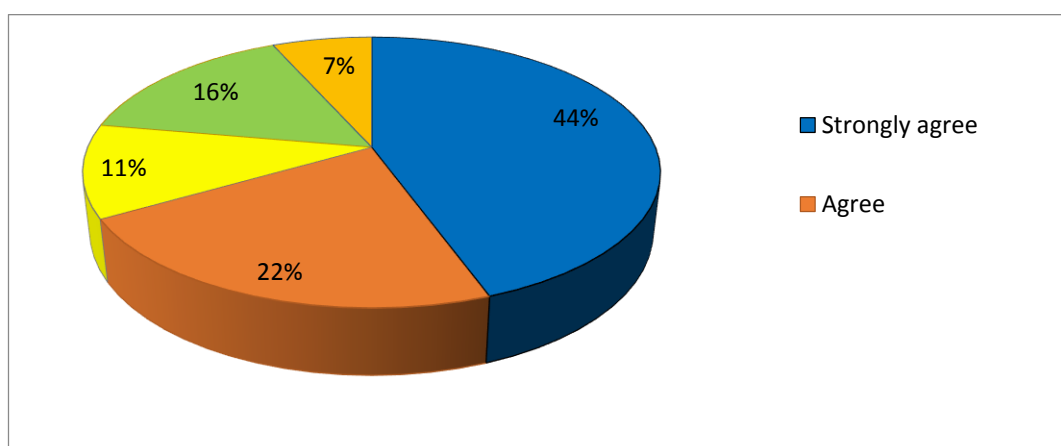


Fig. 11: Representation of the quantitative analysis of statement # 9.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

More than sixty percent of the students is aware that in order to know something, you must practice it every day. That they know it is important is important for their future proficiency in the English language remains to be seen, but then; students' surveyed are usually not very good at estimating the whole statement rather than only one part of it.

Table 11		
Statement # 10: It is easy to understand the teacher when the teacher is giving an English class.		
Alternatives	Frequency	Percentage
Strongly agree	19	42%
Agree	9	20%
Neither agree nor disagree	10	22%
Disagree	2	5%
Strongly disagree	5	11%
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Anda Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

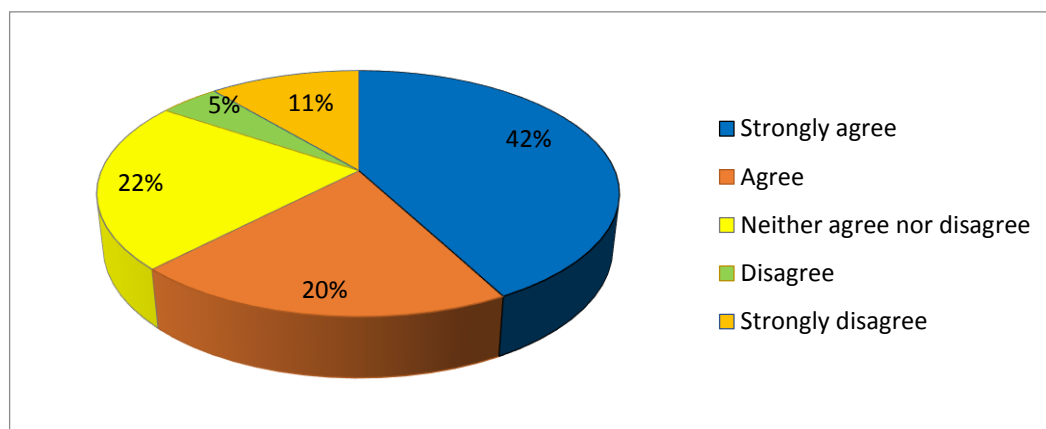


Fig. 12: Representation of the quantitative analysis of statement # 10.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

It seems that students are also conscious of how much they understand the English teacher in class. It is important to note that it is most probable that this happens only when they as a whole pay attention and not divert their thoughts in other things when in class. This statement relates on the amount of attention needed for writing skills class.

Table 12		
Statement # 11: You know about all the skills you have to improve to learn English.		
Alternatives	Frequency	Percentage
Strongly agree	10	22%
Agree	8	18%
Neither agree nor disagree	18	40%
Disagree	5	11%
Strongly disagree	4	9%
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Andía Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

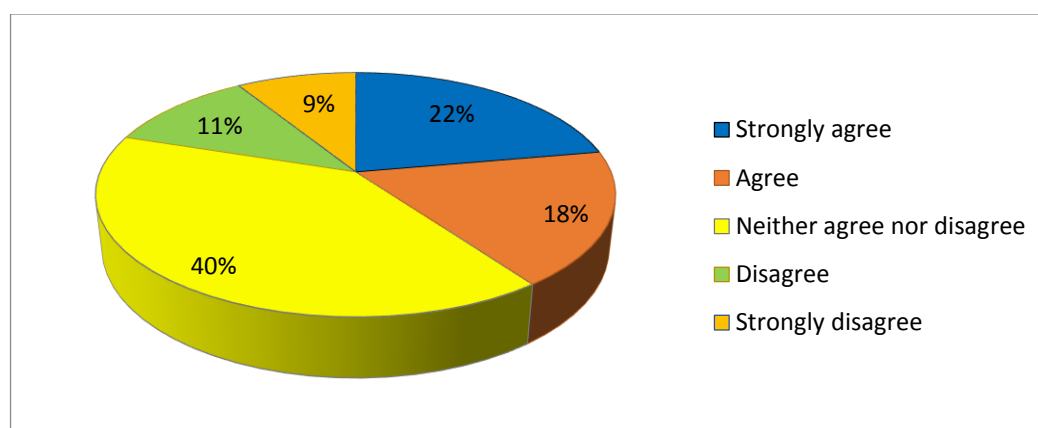


Fig. 13: Representation of the quantitative analysis of statement # 11.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

More than forty percent of the students in this class are one hundred percent sure of the skills they need to improve in order to get better at English. This is probably due to the absence of objectives being explained in class. All teachers must be assured that their students know the goals and objective of each class.

Table 13		
Statement # 12: Your teacher helps you improve all the skills during the English class.		
Alternatives	Frequency	Percentage
Strongly agree	9	20%
Agree	7	16%
Neither agree nor disagree	20	44%
Disagree	5	11%
Strongly disagree	4	9%
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Anda Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

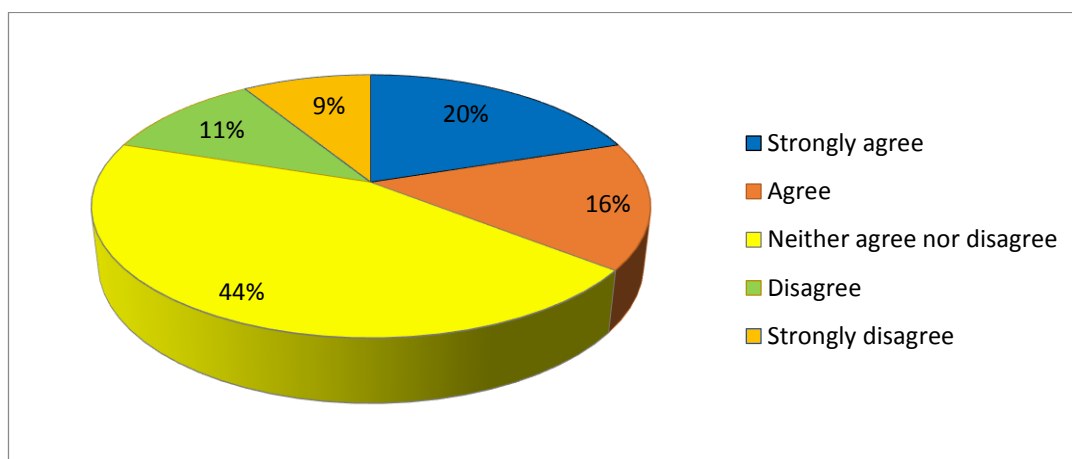


Fig. 14: Representation of the quantitative analysis of statement # 12.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

More than fifty percent of the students are in disagreement of the statement. They virtually state that their teacher helps them improve all their skills during the class of English. It is likely that their teacher is lacking sufficient amount of time to prepare them in their writing skills during the class hour.

Table 14		
Statement # 13: You need to know a lot of grammar rules to write different types of paragraphs in English.		
Alternatives	Frequency	Percentage
Strongly agree	23	51%
Agree	10	22%
Neither agree nor disagree	7	16%
Disagree	2	4%
Strongly disagree	3	7%
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Andía Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

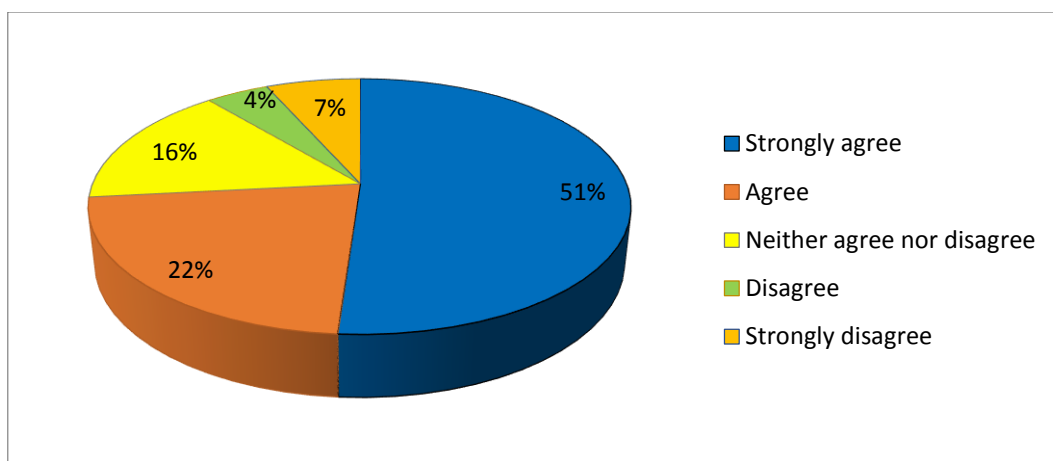


Fig. 15: Representation of the quantitative analysis of statement # 13.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

More than seventy percent of the students expressed that they need to know a lot of grammar rules to write different types of paragraphs in English. These results inform the researchers that they are strongly centered on their belief of grammar rules being a step into better writing skills.

Table 15		
Statement # 14: You think it is important that the teacher explains to you some new techniques to learn how to create a story.		
Alternatives	Frequency	Percentage
Strongly agree	26	58%
Agree	11	24%
Neither agree nor disagree	5	11%
Disagree	2	5%
Strongly disagree	1	2%
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Andía Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

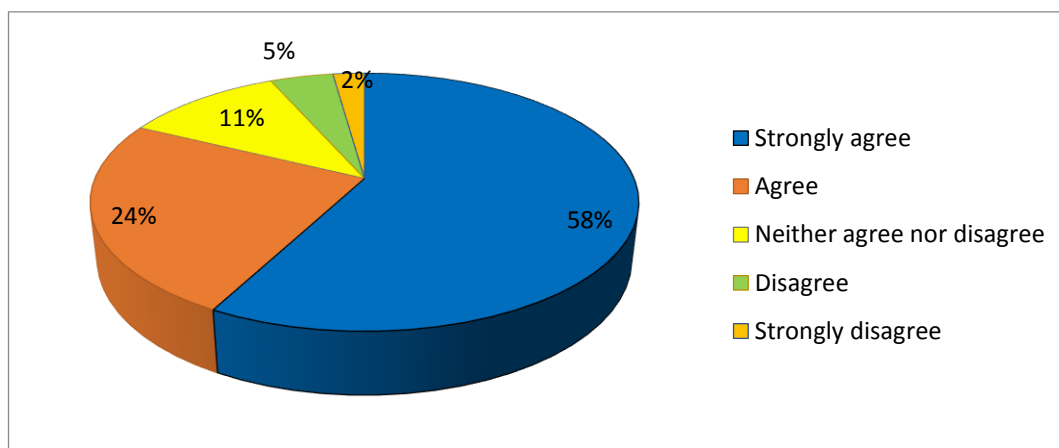


Fig. 16: Representation of the quantitative analysis of statement # 14.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

Fifty eight percent of the students strongly agree with the statement “You think it is important that the teacher explains to you some new techniques to learn how to create a story”. This basically means that this large percentage wishes to learn more.

Table 16		
Statement # 15: A grammar guide is helpful to increase the writing skill.		
Alternatives	Frequency	Percentage
Strongly agree	30	67%
Agree	8	18%
Neither agree nor disagree	2	4%
Disagree	3	7%
Strongly disagree	2	4%
Total	45	100 %

Source: Students of tenth elementary basic education at “Vicente Anda Aguirre” public high school.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

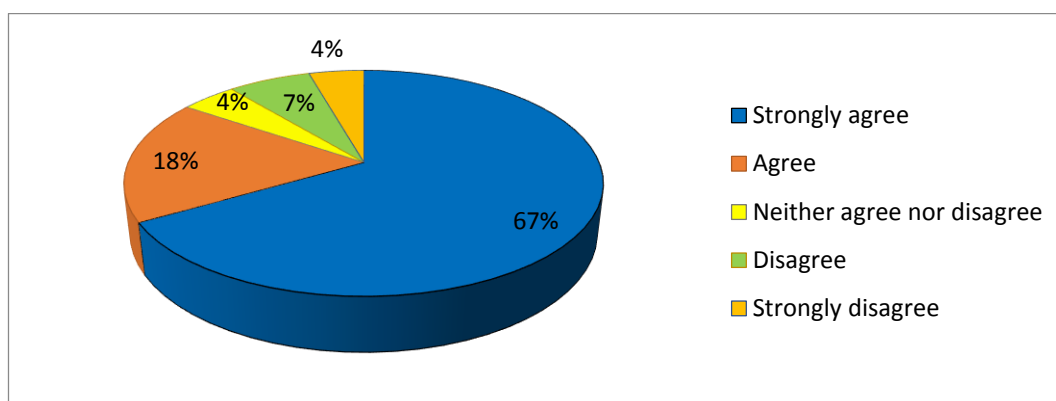


Fig. 17: Representation of the quantitative analysis of statement # 15.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

COMMENT

The high percentage in statement # 13 is corroborated by what this statement expresses. This statement lets the researcher know that at least only a low fifteen percent is unsure or in total disagreement over the utmost aid that a grammar guide can provide. Whereby eighty-five percent is more than interested in using a grammar guide to aid their practice of writing skills in class.

TESTING ANALYSES

CHI-SQUARE ANALYSIS

It was necessary to make sure through statistical means that there is a sure relationship between the independent variable (morphosyntax) and the dependent variable (writing skills). The collected data of the opinion questions 8 (independent variable) and 1 (dependent variable) from the survey given to the students of tenth elementary basic education at “Vicente Anda Aguirre” public high school which expressed: “Knowing English grammar rules about the shape of words is important for having excellent writing skills” and “Writing sentences is important in order to improve English writing” through the IBM SPSS Statistics 22 Program provided by the Mathematical department in the Faculty of Philosophy, Letters and Educational Sciences; the Chi-square test expresses that under the range between 0,00 – 0,05, the variables of this thesis do have a relationship; thus it is relevant to the design of a grammatical guide to improve writing skills through the teachings of morphosyntax.

Table 17			
Analysis of the relationship between the independent and dependent variable through Chi-Square Test			
	Value	gl	Sig.asymptotic (two faces)
Chi – Square Pearson	151,875 ^a	16	,000
Authenticity ratio	107,878	16	,000
Linea by lineal association	43,103	1	,000
N of valid cases	45		

a. 24 cells (96, 0%) have expected a recount less than 5. The minimal expected recount is 0, 18.

Source: IBM SPSS Statistics 22 Program provided by the Mathematical department in the Faculty of Philosophy, Letters and Educational Sciences
Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

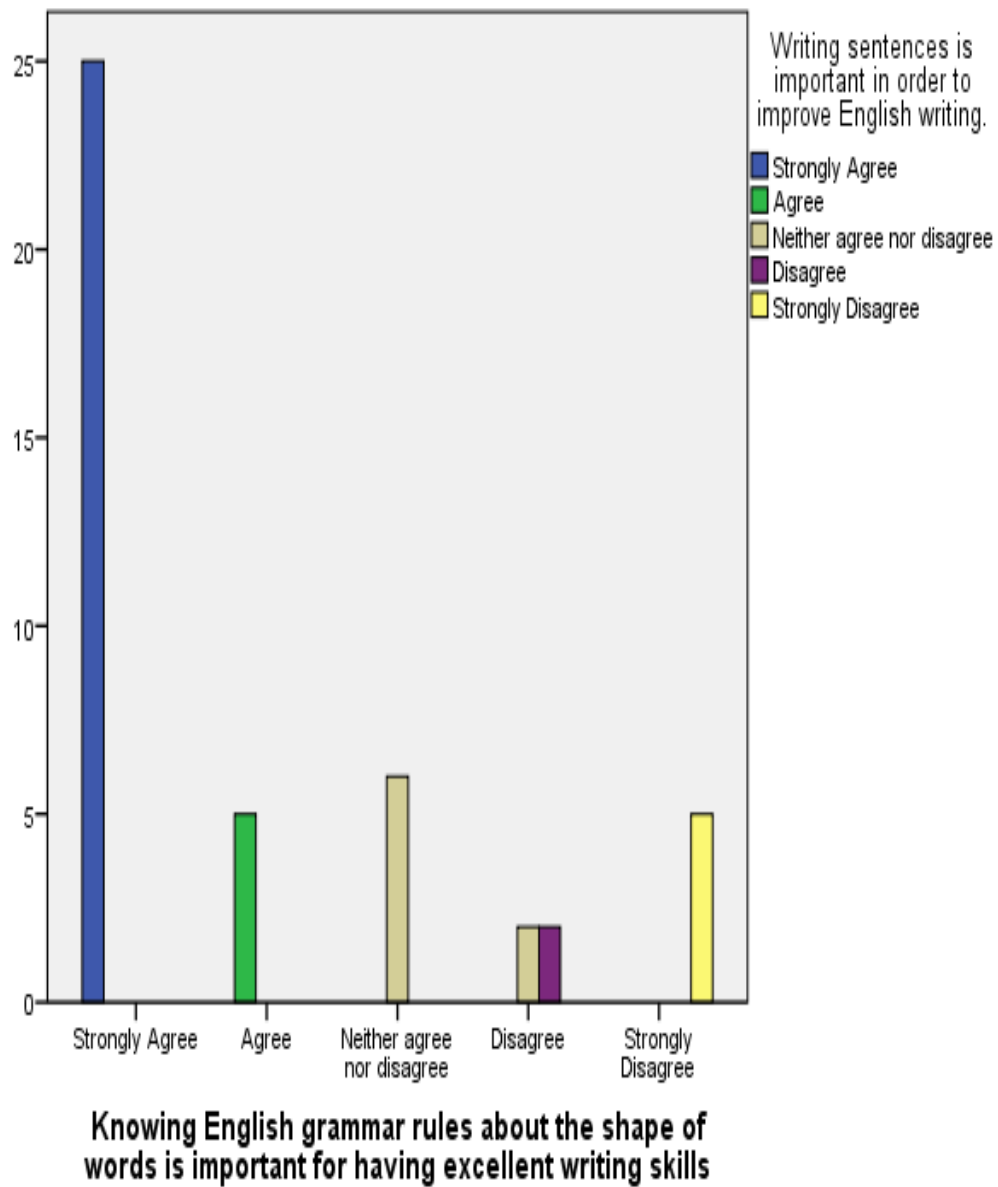


Fig.18: Graphic of Chi-square analysis.

Authors: Kerly Esmeralda Burgos Montoya and Donny Omar Alarcón Varas

CONCLUSIONS AND RECOMMENDATIONS

According to the theoretical and empirical bases, the authors of this investigation project conclude:

1. The study of morphosyntax and the definite knowledge of word and morpheme are a necessary and important part of writing skills.
2. Morphosyntax allows for students to develop morphological awareness and thereby improves sentence construction.
3. Through the analysis – synthesis of the interviews done on both the English coordinator and teacher, it was found that both are consciously aware of the need for the continuous practice of both variables in class.
4. Through the analysis – synthesis of the surveys done to the students, it was discovered that most students are aware of their needs, the skills they need to improve and how, all of which can be given by the design of a grammatical guide to practice their writing skills.
5. Through the analysis – synthesis of the chi-square test used, the authors of this thesis found out that there was a significant level of influence between morphosyntax and writing skills and which also supported through mathematical means the theoretical foundations in chapter two.

Due to this, the writers of this project recommend:

1. Further study must be carried out under the label of knowing whether or not morphosyntax could be used as part of other skills, not just writing.
2. Further study must be carried out under the label of defining how morphological awareness helps students improve writing skills through another sort of field study, i.e. an experimental type of study which includes a control group.
3. The design of a didactic guide for students in order to practice their writing skills.

4. More studies should be made available to both the English teachers and their coordinator about the effectiveness in using morphosyntax to improve writing skills in students.
5. Since the mathematical statistical test presented a favourable conclusion in determining the influence between morphosyntax and writing skills, then a grammatical guide should be created so that students can practice more morphosyntax and writing skills outside the classroom.

CHAPTER IV

THE PROPOSAL

Grammatical Guide for based on morphosyntax to Increase
The Knowledge of the English
Language Structures.

RATIONALE

After observing the classes the students showed that the academic performance of students in writing skills is low, there are many gaps in knowledge of grammatical rules and using appropriate when building structures a sentence, a paragraph or an essay; there arises the importance and the need to create a grammar guide where students can find easy guidelines to understand and learn to develop the skill of writing although it has improved the way English is taught, there are still problems affecting students in their academic growth, and this also results in the lack of participation in the written exercises since they are afraid of making mistakes and being criticized by their classmates.

Therefore, it is necessary to create and design a grammar guide for students to increase knowledge of the structures of the English language in order to teach the correct way to conceptualize and express their ideas with a brochure on the basis of morphosyntax, therefore they will learn to structure sentences through easy exercises and dynamic activities to help them understand the proper use and development of grammatical

OBJECTIVES

GENERAL

To determine that the guide for students is really applicable considering the inconveniences that might emerge in the learning process of students in the tenth year in terms of knowledge of grammatical structures and the formulation of ideas in written form.

SPECIFICS

To present grammatical topics related to both morphosyntax and writing skills to students so that students can express their ideas as grammatically correct as possible.

To establish the different classifications of different types of words in order to write sentences as efficiently as possible.

To relate the structure of sentences and sorting through short exercises and dynamic so that students can develop simple texts such as sentences and paragraphs.

THEORETICAL ASPECTS

The design of a grammatical guide bases itself on the following fields:

For the purpose of the creation of the proposal, the authors of this thesis refer to Thomas Payne's definition and explanation of what morphosyntax is as well as the definitions of word and morpheme as being an important and necessary part of study of morphosyntax for the linguistic Aspect.

In the pedagogical aspect, the authors of this research defer to the theory of scaffolding by Bruner (1985) since the proposal is designed to help students gain better writing skills through morphosyntax, but all that refer to it are not put in there, in essence; only the most important topics through scaffolding.

For the psychological aspect, the authors of this thesis submit to Robert Gagné's nine events of instruction explained by Driscoll (2012) and Schneider's metacognition's definition and implication of the role of metacognitive strategies fulfilling the part of self-regulation in writing (2010).

In the philosophical aspect, the authors refer to both definitions of responsibility, in which Mueller and Luther (2014) discuss social responsibility as what can be a future norm and Limbu, McCool & Zeng (2013) discuss writer's responsibility in the ability to clarify any misunderstanding found in the text ranging from an anti-tolerance remark to a syntax-semantic mistake.

This research paper bases its sociological aspect on the definition of plurilingualism and the importance of reaching metalinguistic awareness given by the Council of Europe (2011).

The authors of this thesis refer to the following authors for the points that are most importantly shown in the proposal for the didactic aspect:

- a) The importance of morphosyntax and the term of morphological awareness by Hickey and Lewis (2013) and Andrews, et al. (2013), for explaining that by focusing mostly on a detailed

program for using sentence grammar to improve sentence construction is what students should learn above all.

- b) The definition of sentence given by Obrecht (1999).
- c) The importance of a sentence as a unit of language and what students must learn as part of what should be taught through the linguistic subfield of morphosyntax given by Valli and Lucas in 2000 and van Gompel in 2013.

In the legal aspect In the legal aspect of this article the authors refer to scientific articles found in the Organic Law of Intercultural Education, Chapter II, Article 6, paragraph E and Chapter III, Article 7, paragraph F; supporting the preparation of a booklet for students as the brochure itself is a teaching resource and its purpose is exclusively educational therefore its elaboration is justified due to lack of knowledge of students and the need to improve and increase the knowledge in the ability of student writing.

FEASIBILITY OF THE PROPOSAL

FINANCIAL

This guide is intended for students of tenth year at Vicente Anda Aguirre High School , therefore it is known that in fact they still have economic dependence on their parents, some teaching materials stop learning English language are high value and makes it difficult to access them and here the importance and justification of the development of this guide as their viability is based on the ease of acquiring it, since it can be photocopied for many students as possible, allowing no extras or high value expenses.

TECHNICAL

Since it is a printed grammar guide produced deformed that you can work with it manually and without any technological system and also there is no compact disc involved, then no electrical or electronic devices are needed, with the idea and purpose that can be used in every place and time to practice and reinforce learning of the English language and writing skill.

HUMAN

It is feasible because of all available human resources: Thesis-researchers, teachers, principals, coordinators, students, etc. who have collaborated in the preparation of this work whose purpose is to provide the student with a clear support, easy access and as to strengthen It increases their knowledge or those who had no reference to the elaboration of any text in written form regardless of the size thereof; therefore the elaboration of this project is feasible.

LEGAL

It is legally feasible because it is based on the political system regulator of education which is the Organic Law of intercultural education which in turn is solely reliable under the laws contained in the Republic of Ecuador's Constitution (2008); which offered significant support to the advancement of this research.

DESCRIPTION

First, the grammatical guide contains a brief introduction which welcomes the students to the guide. Second, there are two paragraphs dedicated to explain the methodology used in creating the guide and how it can be used. Third, it also lists the objectives for the guide.

The guide is divided into five units. Each unit holds two to three subjects ranging from the morpheme to types of paragraph and the elaboration of ideas. Each topic has a brief explanation, a definition and an example. This is followed by exercises designed to practice the information explained.

The purpose of this guide is to lead the main beneficiaries (students) through its application during the course of their classes. They will then activate their own metalinguistic abilities by making them relate and connect ideas to what they will be learning with the activities proposed in order to achieve a better writing skills. This also enables the indirect beneficiaries (teachers) to focus more on other topics that should be taught in class under direct instruction.

CONCLUSIONS

The authors of this thesis conclude that the design of the grammatical guide conforms to the specific objectives expressed in this chapter as follows:

The guide seeks to have students understand basic grammatical topics related to both morphosyntax and writing skills so that they can express their ideas as grammatically correct as possible.

It allows the students to not only learn about the topics, but it also lets them list them through the classification of the different word types such as: nouns, pronouns, adverbs, adjectives and prepositions.

By practicing the structure of sentences and their classification through exercises, students can develop simple texts such as: sentences and paragraphs.

For all the reasons stated above, this hereby concludes the completion of this thesis.

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APPENDIX



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN



Escuela de Lenguas y Lingüística
Carrera: Inglés
Guayaquil, 2015

Escuela de Lenguas y Lingüística
Carrera: Inglés
Guayaquil, 2015
Escuela de Lenguas y Lingüística

Guayaquil, Diciembre 02 del 2015

Doctor

Eduardo Torres Vivar

PROFESOR(A) 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, se le comunica que ha sido designado **Revisor – Asesor de Proyectos Educativos**

En dicha designación consta el nombre de los estudiantes de la Escuela de Lenguas y Lingüística: **ALARCÓN VARAS DONNY OMAR Y BURGOS MONTOYA KERLY ESMERALDAS**

TOPIC: INFLUENCE OF THE MORPHOSYNTAX TO IMPROVE THE WRITING SKILLS.

PROPUESTA: DESIGN OF A GRAMATICAL GUIDE FOR STUDENTS TO INCREASE THE KNOWLEDGE OF THE ENGLISH LANGUAGE STRUCTURES.

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,

Ab. Jacinto Calderón Vallejo, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA



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

DIRECCIÓN

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Sra. Eva Quinte Moreno	SECRETARÍA I	
Aprobado por:	MSc. Jacinto Calderón Vallejo	DIRECTOR	



UNIVERSIDAD
DE GUAYAQUIL



FACULTAD DE FILOSOFÍA
LETRAS Y CIENCIAS DE LA
EDUCACIÓN

Escuela de Lenguas y Lingüística
Carrera: Inglés
Código: 1004-001
Teléfono: 04-225-1111

Guayaquil, 02 de Diciembre del 2016

MSc.

Teresa Concha

RECTOR(A) DE LA UNIDAD EDUCATIVA

VICENTE ANDA AGUIRRE, DEL CANTÓN MILAGRO

Ciudad.-

De mis consideraciones:

De conformidad con el convenio Interinstitucional suscrito ante la Universidad de Guayaquil y la Subsecretaría de Educación para que los estudiantes de la Universidad puedan realizar sus prácticas pre-profesionales y de vinculación con la comunidad.

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: **ALARCÓN VARAS DONNY OMAR Y BURGOS MONTOYA KERLY ESMERALDAS**, de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC : Influence of the morphosyntax to improve the writing skills.

PROPOSAL: Design of a grammatical guide for students to increase the knowledge of the English language structures.

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

Le anticipo mis reconocimientos.

Atentamente,

Ab. Jacinto Calderón Vallejo, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

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

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Sra. Rosa Quinde Morúa	SECRETARÍA I	
Aprobado por:	MSc. Jacinto Calderón Vallejo	DIRECTOR	

MINISTERIO DE EDUCACIÓN

UNIDAD EDUCATIVA

"VICENTE ANDA AGUIRRE"

DIRECCIÓN: AV. DR. JUAN GARCÍA LEGARDA Y ELIO RIVERA HÉRBOZO TEL: 2716-328

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MILAGRO – ECUADOR

OFICIO NO. 026/UE.VAA.M.

Milagro, 28 de junio del 2016

Arquitecta

Silvia Moy- Sang Castro, Msc.

DECANA DE LA FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

Con respecto al oficio del día 12 de diciembre del 2015, en el cual se solicita permiso para los estudiantes **BURGOS MONTOYA KERLY ESMERALDA Y ALARCON VARAS DONNY OMAR** de la Escuela de Lengua y Lingüística para que pueda aplicar el Proyecto de Investigación con los estudiantes de DECIMO AÑO DE EDUCACIÓN BÁSICA PARALELO "A" de la institución, tenemos a bien informar que este despacho **APRUEBA Y ACEPTA** dicha solicitud y pueden empezar cuando consideren convenientes.

TOPIC: Influence of the morphosyntax to improve the writing skills.

PROPOSAL: Design of a grammatical guide for students to increase the knowledge of the English language structures.

Por la favorable acogida que se sirva dar al presente, le anticipo mis agradecimientos.

Atentamente,



Msc. Teresa Concha Lecaro
RECTORA



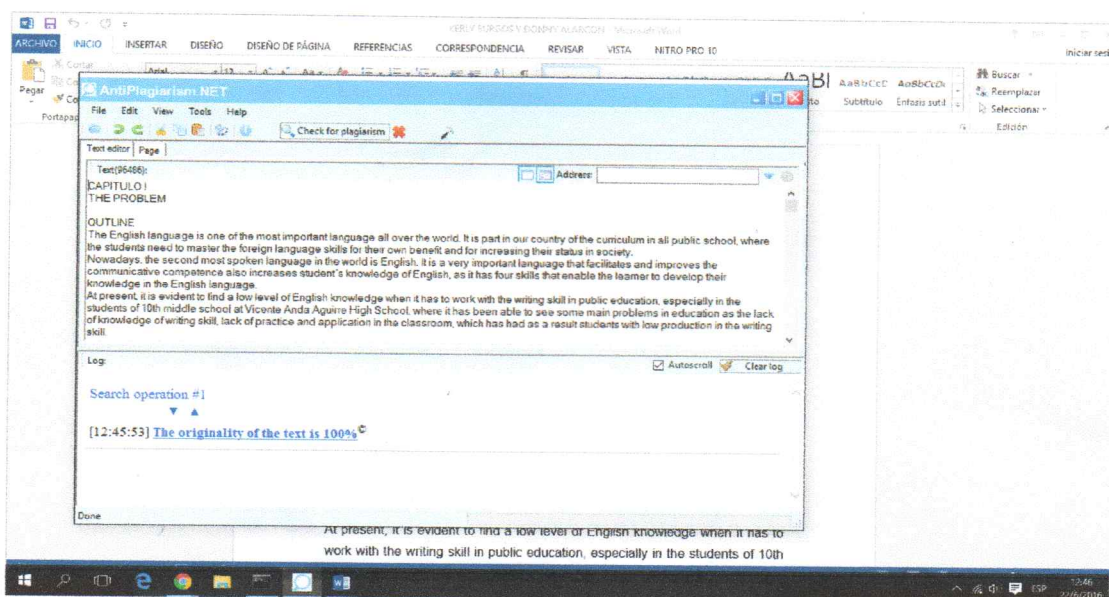
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA: LENGUAS Y LINGÜÍSTICA

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Doctor. Eduardo Torres Vivar, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por: **DONNY OMAR ALARCON VARAS, C.I.: 0920747946 Y KERLY ESMERALDA BURGOS MONTOYA C.I. : 0919196121**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en Lenguas y Lingüística.



Se informa que el trabajo de titulación:

TOPIC: INFLUENCE OF THE MORPHOSYNTAX TO IMPROVE WRITING SKILLS.

PROPOSAL: DESIGN OF A GRAMMATICAL GUIDE BASED ON MORPHOSYNTAX TO INCREASE THE KNOWLEDGE OF THE ENGLISH LANGUAGE STRUCTURES, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio, quedando como resultado el 100% de originalidad.

Doctor. Eduardo Torres Vivar

Consultor Académico

ENTREVISTA AL PROFESOR DE INGLÉS

1. ¿Por qué es necesario usar materiales didácticos en el salón de clases?
2. ¿Por qué es importante aplicar estrategias de motivación en el salón de clases?
3. ¿Por qué es necesario principios metodológicos en el salón de clases?
4. ¿Cuán eficiente es la enseñanza del inglés como parte de un segundo language?
5. ¿Por qué es importante verificar el progreso de los estudiantes en el proceso enseñanza aprendizaje?

ENTREVISTA AL COORDINADOR DE INGLÉS

1. ¿Por qué es necesario usar materiales didácticos en el salón de clases?
2. ¿Por qué es importante aplicar estrategias de motivación en el salón de clases?
3. ¿Por qué es necesario aplicar principios metodológicos en el salón de clases?
4. ¿Por qué es necesario enseñar habilidades de la escritura del lenguaje inglés?
5. ¿Por qué consideras importante la práctica continua de reglas básicas gramaticales?
6. ¿Cuál es su opinión en el uso de actividades interactivas en el salón de clases?
7. ¿Por qué es importante que el profesor deba estar en constante entrenamiento en el campo educativo?
8. ¿Cuál es el objetivo a cumplir en los estudiantes enseñando la habilidad de la escritura?
9. ¿Qué recomendación debería dar para cumplir y mejorar el conocimiento en la escritura?
10. ¿Consideras que una guía gramatical en inglés pueda incrementar el nivel de la escritura?

CUESTIONARIOS

NOTE: Marca con una X en el cuadro que corresponda

1. Muy de acuerdo
2. De acuerdo
3. Ni de acuerdo ni en desacuerdo
4. Desacuerdo
5. Muy desacuerdo

	STATEMENTS	1	2	3	4	5
1	Escribir oraciones en inglés es importante para mejorar la habilidad de la escritura.					
2	El aprendizaje del inglés es necesario en tu vida diaria.					
3	Teniendo los materiales apropiados es importante para mejorar la habilidad del inglés.					
4	Las técnicas metodológicas adecuadas usadas por el profesor ayuda a los estudiantes a entender el lenguaje inglés.					
5	Es interesante aprender inglés en el salón de clases.					
6	Es fácil para ti aprender ideas en inglés.					
7	Piensas que es importante escribir en inglés en el salón de clases.					
8	Sabiendo las reglas gramaticales del inglés sobre las formas de las palabras es importante para tener una buena habilidad de la escritura.					
9	Practicando el lenguaje inglés todos los días es importante para ser eficiente en el futuro.					
10	Es fácil entender al profesor cuando él está dando la clase de inglés.					
11	Conocer todas las habilidades de la escritura mejora para escribir ideas en inglés.					
12	Consideras que tu profesor debe ayudar en el salón de clases.					
13	Necesitas saber muchas reglas gramaticales para escribir diferentes tipos de párrafos.					
14	Piensas que es importante que el profesor explique algunas nuevas técnicas para crear historias.					
15	Una guía gramatical es de ayuda para incrementar la habilidad de la escritura.					

Title: Picture # 1 Parts of the High School



Source: Gral. Vicente Anda Aguirre

Author: Donny Alarcón Varas and Kerly Burgos Montoya

Title: Picture # 2 Interviewing School Authority



Source: Gral. Vicente Anda Aguirre High School

Authors: Donny Alarcón Varas and Kerly Burgos Montoya

Title : Picture # 3 Interviewing English Teacher



Source : Gral. Vicente Anda Aguirre High School

Authors: Donny Alarcón Varas and Kerly Burgos Montoya

Tittle: Picture # 4 Surveys



Source: Gral. Vicente Anda Aguirre High School

Author : Donny Alarcón Varas

Tittle: Picture # 5 Surveys



Source : Gral Vicente Anda Aguirre High School

Author : Kerly Burgos Montoya

Grammar Guide



DONNY ALARCÓN VARAS
KERLY BURGOS MONTOYA

INTRODUCTION

This guide is a tool designed to help students in the tenth year of basic education, which teach through correctly apply grammatical rules and structure of the English language exercises.

METHODOLOGY

The aim of this guide is to increase knowledge of the structures of English language, focused on writing skill, it allows students to learn and develop different views on how to develop a sentence, a phrase, or properly structured paragraph.

Giving indications and basic concepts of the different elements that form the basis of the English language, and easy exercises; help students to express their ideas in written words, both knowingly and responsibly knowing that this writing.

OBJECTIVES

Know and correctly use writing to express their ideas.

Know the structure of sentences and their classification.

You differentiate between types of deeds.

Understand and develop simple texts.

Classify and differentiate the types of words.

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UNIT 1

Did you know?

A morpheme is the smallest unit of words, morphemes determine the gender and number of words.

Remember can be used S/ES to change words to plural.

1. Writes the plural of the singular / plural morphemes where appropriate.

- | | | |
|-----------|-------|---------|
| 1. Bus | es | (es/s). |
| 2. Window | ----- | (es/s). |
| 3. Door | ----- | (es/s). |
| 4. Car | ----- | (es/s). |
| 5. Fox | ----- | (es/s). |
| 6. Match | ----- | (es/s). |
| 7. Color | ----- | (es/s). |
| 8. Wish | ----- | (es/s). |
| 9. Box | ----- | (es/s). |
| 10. Chair | ----- | (es/s). |



Plural



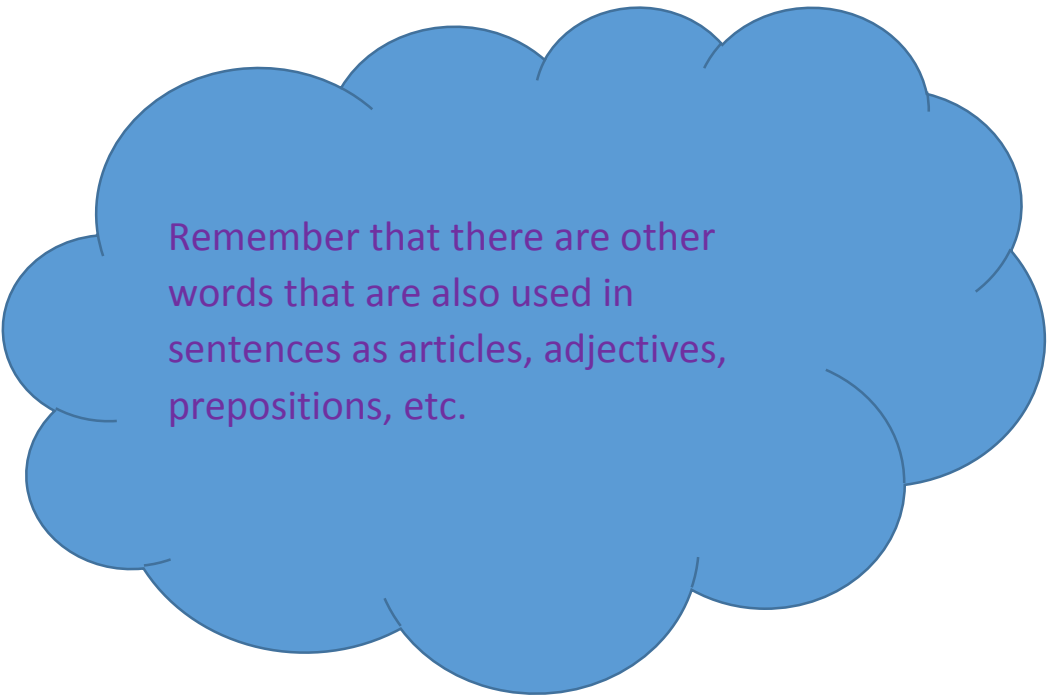
Singular



Did you know?

A noun is a word that name: person, animals, and things.

Nouns can be singular or plural.



Remember that there are other words that are also used in sentences as articles, adjectives, prepositions, etc.

1. Circle the nouns.

1. On old cat empty full.
2. Long tall pretty Mary little.
3. Soft tin dog deep intelligent.
4. Lose far ring near dirty.
5. Student clean late early fat.
6. White red light rabbit green.
7. Next health sick Ana open.
8. Easy hard mouse angry ugly.
9. Funny black sweet peter cold.
10. Spend happy table rise hot.



Person / Sophie



animal / horse



thing / apple

Did you know?

Pronouns can replace a noun.
Regardless of gender or number having
such noun.

Remember

In English language are:

Singular

plural

1st I

1st we

2nd you

2nd you

3rd he, she it

3rd they

1. Replace the name by the pronoun as appropriate.

1. Robert----- is an engineer. (He, she, it).
2. Mary Ann----- is teacher. (He, she, it).
3. The cat----- is sleep. (He, she, it).
4. Robert----- is a policeman. (He, she, it).
5. The door----- is close. (He, she, it).
6. The butterfly----- is flight. (He, she, it).
5. Smith----- play soccer. (He, she, it).
6. The rabbit-----is sick. (He, she, it).
7. Mom -----is working. (He, she, it).
8. The car-----is in the garage. (He, she, it).
9. Gina ----- is eating cake. (He, she, it).
10. The supermarket----- is open. (He, she, it).



John / he



Meghan/ she



chair/ it.

UNIT 2

Did you know?

Adjectives are words that describe, qualify, or give more information about the name or pronoun in a sentence

When the noun is plural adjective does not change the plural.

Example:

Singular

plural

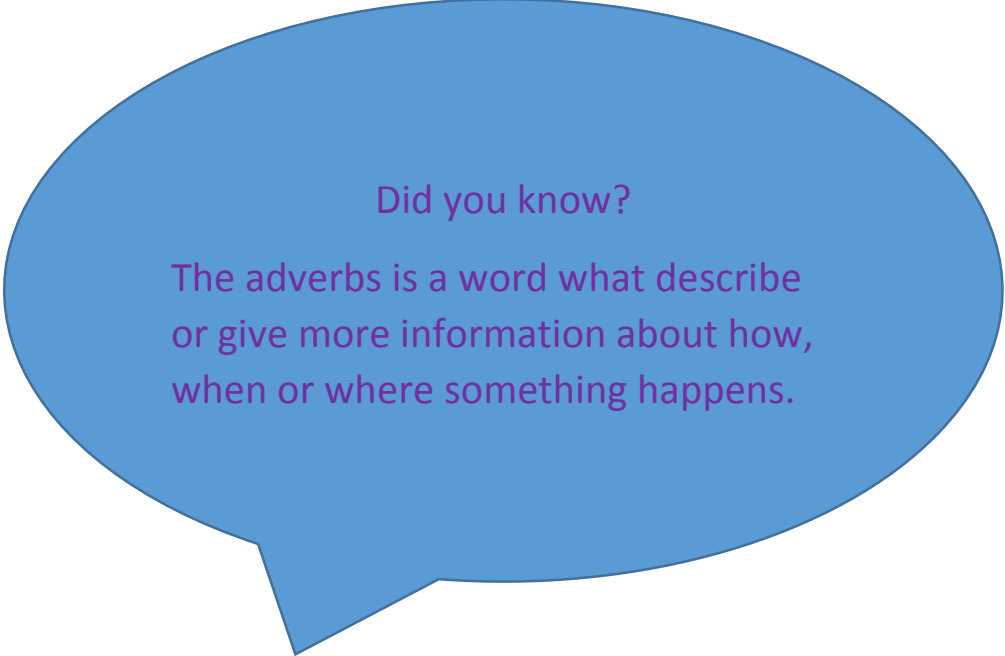
The white hat

the white hats

1 Complete the sentence with the appropriate adjective. Use the box.

Fat/ old / tall/ big /small/ ugly/ tin/ White/ black/ long.

1. The (fat) cat is sleeping.
2. The ----- car is damaged.
3. The ----- elephant is looking me.
4. The -----man s in the bridge.
5. The ----- man have big eyes.
6. The ----- dog is sit down.
7. The ----- cat is angry.
8. The ----- guitar is spend.
9. The -----ball is in the ground.
- 10 The ----- hair of Rapunzel shine.



Did you know?

The adverbs is a word what describe or give more information about how, when or where something happens.



Remember

Mainly adverbs can be: frequency, place and manner; in events occur

1. complete the sentences with the adverbs from the box.

Never/ sometimes/ usually/always/never/always/every days/often/usually.

She is never (angry) is very kind.

I am -----late.

He is ----- lazy.

She is -----interrupting me.

You are ----- happy.

He ----- drinks coffee.

She ----- eats meat.

We ----- play tennis on Sunday.

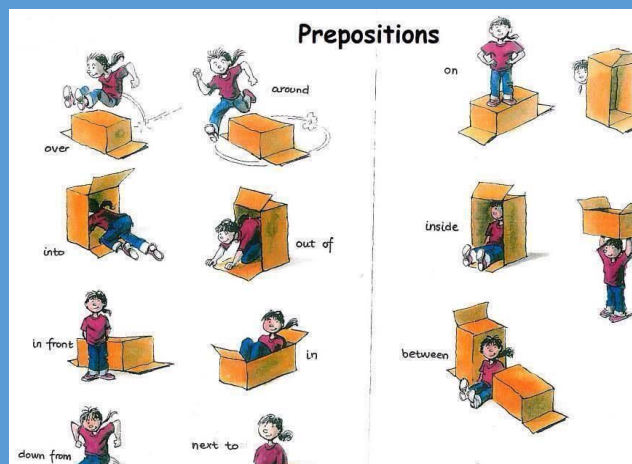
They ----- come in the winter.

I ----- watch TV in the evening.

Did you know?

The preposition connect a noun or nouns phrase just mentioned.

Remember: Prepositions of place are the most used in sentences.





Example:

The monkey is in front of the desk.



1. The monkey is ____ the fridge.

- a. in front
- b. behind
- c. under



6. The monkey is ____ the cabinet.

- a. behind
- b. on
- c. next to

2. The monkey is ____ the table.

- a. next to
- b. on
- c. under



7. The monkey is ____ to the lamp.

- a. in
- b. next to
- c. behind



TV



3. The monkey is ____ the TV.

- a. behind
- b. next to
- c. in



8. The monkey is ____ the stove.

- a. behind
- b. in front of
- c. in

4. The monkey is ____ the toilet.

- a. on
- b. behind
- c. in



9. The monkey is ____ of the bookshelf.

- a. next to
- b. in front of
- c. on



bed

5. The monkey is ____ the bed.

- a. in front of
- b. under
- c. next to



10. The monkey is ____ the rug.

- a. under
- b. behind
- c. next to

UNIT 3

Did you know?

There are four types of writing: expository, narrative, persuasive, descriptive; in the English language.

Remember

Narrative writing is the narration of facts, counted cohesively; it has beginning, middle and end.

Expository writing reports or explain something. For example, if you are writing to inform the Empire State Building in New York, you could write about where it is located, where it was built, how

1. taking into account the beginning of the Cinderella story, you write the narrative of that story that a do-it end the way the characters change and play with your imagination

Narrative writing:

Once upon a time a beautiful young woman who, after becoming lost her father and mother had to live with his stepmother and two daughters who had it.

The three women were so bad and so selfish that were uglier every day. The beautiful girl was exploited by them. She who made all the harder work of the house was. Besides cooking, washing, etc., she also had to chop wood and light the fire so you were saying Cinderella.....

2. make your own paragraph expository writing, taking into account the example.

Example:

Water is one of the most important elements of the Earth: in fact covers three quarters of our planet and, no water, no living being could live.

The total amount of water on Earth is, more or less, always the same, but not always in the same place.

Most of the water is in the oceans and seas, rivers and lakes, but also water below ground: we get there the men digging holes called wells.

Did you know?

Descriptive writing is a technique in which the writer uses language to stimulate the senses of the reader in order to help you more easily understand by words the characteristics of a person, place, object, etc. psychological state Here.

Writing (persuasive) that convinces the audience to support a point of view, make a decision or take an action.

1. performs a paragraph of descriptive writing 5 lines;
for example a manual installation of an appliance.

2. makes a persuasive paragraph writing, for example
an offer of a clothing store this in auction.

UNIT 4

Did you know?

A grammatical sentence is divided into subject and predicate.

Remember

The subject is the person, animal or thing who is spoken in sentence. Or the predicate is all that is said on the subject.

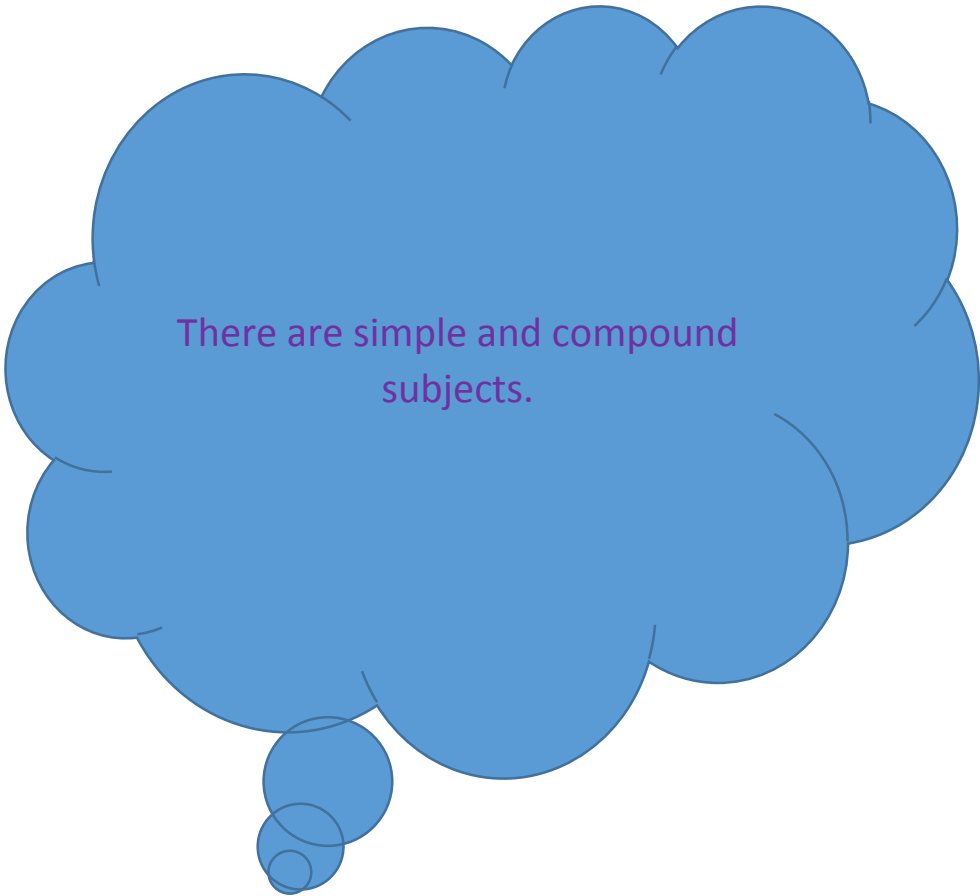
1. unscramble the sentences

1. Eat Susan vegetables. / (Susan eat vegetables).
2. In the office work Sara.
3. Baby the park in the play.
4. Peter a car buy.
5. Go movie to Joe.
6. At the Mary is school.
7. The paper Meghan cut.
8. Dennis a beer drink.
9. The vowels teacher the teach.
10. Is fixed car the.



Did you know

That the subject can be singular or plural, both in name and pronouns.



There are simple and compound subjects.

1 complete the subjects in the sentences.

1. ----- dance ballet. (Claudia).
2. ----- drive a car.
3. ----- watch TV.
4. ----- teach in the school.
5. ----- read the newspaper.
6. ----- swimming in the pool.
7. ----- write a letter.
8. ----- answer the telephone.
9. -----ride a bike.
10. -----Eat a hamburger.



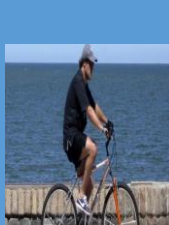
DAD



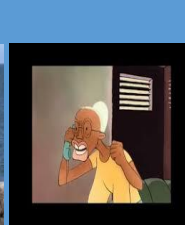
TEACHER



SARA



PETER



GRANDMATHER



SARA



THE GIRL



GRANDPA



JOE



MERY AND LUIS



Did you know?

Basically we can say that the verb is indicating what action does the grammatical subject of a sentence and can express moods, feelings, actions, attitudes or states.



Remember

The use of a verb in a sentence is called conjugation.

1 find the verb and divide the sentences.

Predicate

1. Karla dance in the party. / Karla dance in the party.

Subject verb

2. Lucas and Lucy play in the garden.
3. Robert paint the wall.
4. The teachers write the reports.
5. The dog sleep in the armchair.
6. The bus driver wait on the corner.
7. Sara go to the shopping.
8. The secretary write the letter.
9. My grandmother go to the doctor.
10. Dora and Pablo buy a hamburger.

UNIT 5

Did you know?

There are four types of sentences according to grammatical structure

Simple sentence

Simple sentence compound

Complex sentence

Remember

Simple sentence= subject + one verb.

Compound sentence = main clause + connective + main clause

1. Make 10 sentences.

5 simple sentences.

1.

2.

3.

4.

5.

5 compound sentences.

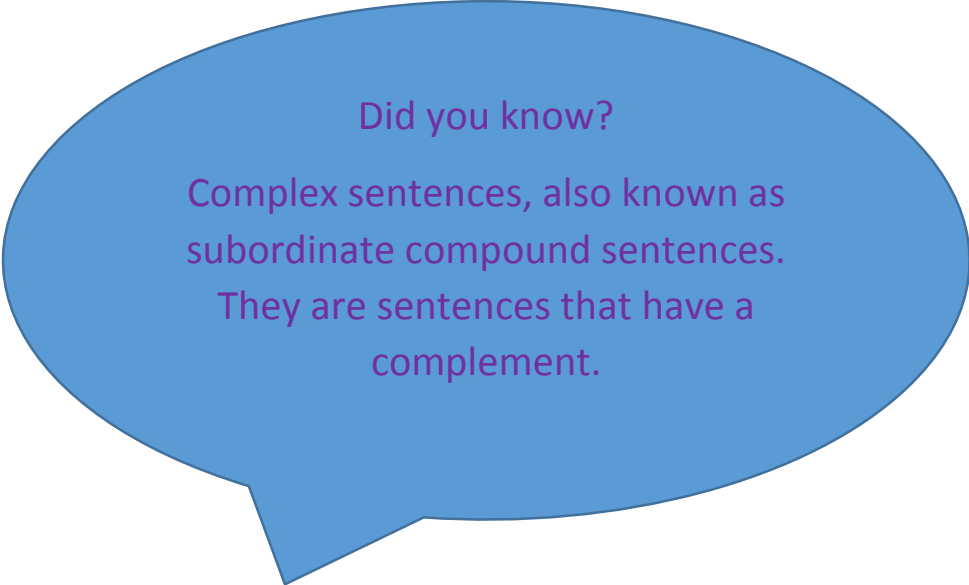
1.

2.

3.

4.

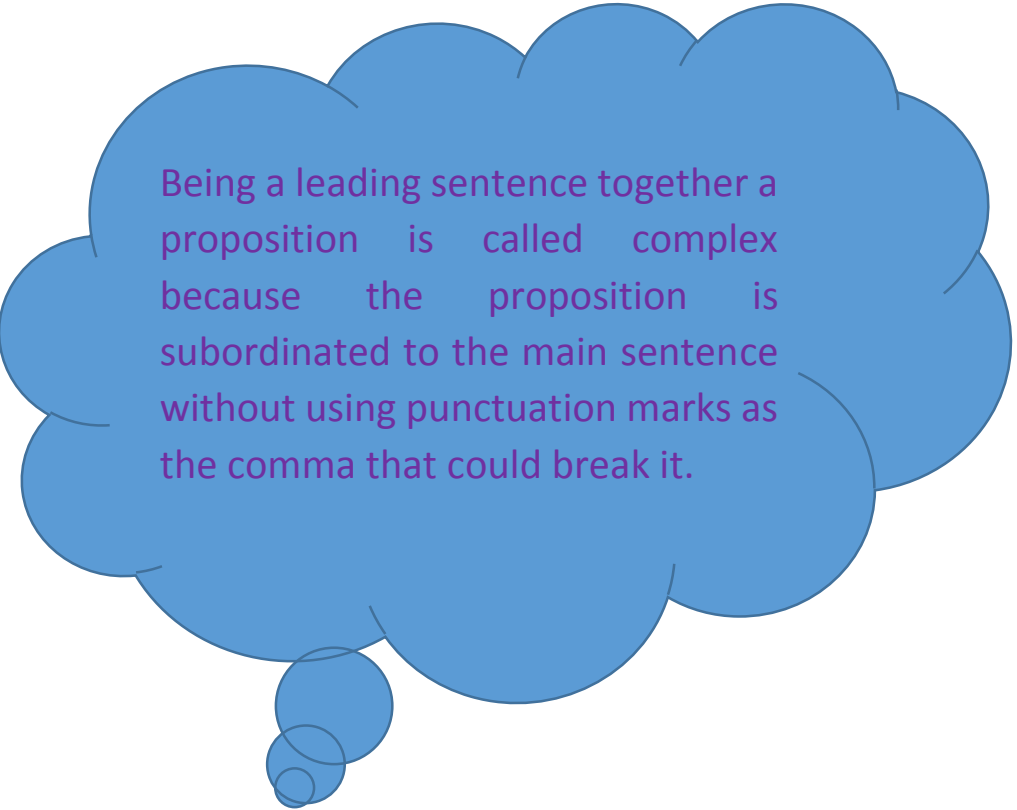
5.



Did you know?

Complex sentences, also known as subordinate compound sentences.

They are sentences that have a complement.



Being a leading sentence together a proposition is called complex because the proposition is subordinated to the main sentence without using punctuation marks as the comma that could break it.

1. Write 10 complex sentences using the following connectors: (if / where / because / when / although / since / unless / after).

1. Carmen late for work because the bus was damaged.

2.

3.

4.

5.

6.

7.

8.

9.

10.