UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

CARRERA DE LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT
PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH
LANGUAGE AND LINGUISTICS
TOPIC
STRENGTHENING THE WRITING SKILLS THROUGH SHORT STORIES
WITH BASIC VOCABULARY

PROPOSAL

DESIGN OF A BOOKLET WITH SHORT STORIES WITH BASIC
VOCABULARY IN ORDER TO STRENGTHEN THE WRITING SKILLS.

RESEARCHER

KETTY INÉS ROMERO GÓMEZ

PROJECT´S ADVISOR

MSC. LARRY TORRES VIVAR

GUAYAQUIL – ECUADOR

2018 - 2019

UNIVERSIDAD DE GUAYAQUIL

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

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

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Consultor Académico

DEDICATION

My project has been as a result of hard work with good guides. I wish to dedicate it as gratitude to God, who made this dream come true, also to my parents, who with their sacrifices and faith in God guided me to complete this important step in my professional life, and to my sons Fernando, Erick and Ketty Karla for allowing me having missed important events where they required my presence, this is why they were my inspiration to culminate with successful.

KETTY

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KETTY

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA

TOPIC: Strengthening the writing skills through short stories with basic vocabulary.
PROPOSAL: Design of a booklet with short stories with basic vocabulary in order to strengthen the writing skills**.**
RESEARCHER: KETTY INÉS ROMERO GÓMEZ
PROJECT`S ADVISOR: Msc. LARRY TORRES VIVAR

ABSTRACT
The aim of this research is to strengthen the motivation and to the teaching of English in the basic education by the elaboration of a booklet with short stories with basic vocabulary. This booklet is proposal to deal successfully with the low interest and motivation shown in the classroom. I believe that the strengthening writing skills through short stories can create a wonderful and effective teaching learning environment for young learners. The theoretical foundation consists of: The Epistemological, Philosophical, psychological, Sociological, and Pedagogical foundation, the strengthening writing skills, the teaching of English, and approaches. This project is legally supported by the Constitution of Ecuador, The General Law of Education. This work is classified in the Field Modality and the bibliographical investigation. The surveys will allow us to get information to detect the low motivation and interest in the English class and also to increase the basic vocabulary and therefore to optimize the teaching of English at the basic level of education. I am sure that this project will be of great importance for the institution and for all young learners of our country. The beneficiaries of this project will be the teachers and students of the Teodoro Wolf School.

Keywords: Writing skills, short stories, basic vocabulary

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA

TEMA: Fortalecimiento de las habilidades de escritura a través de cuentos cortos con vocabulario básico.

PROPUESTA: Diseño de un folleto con cuentos con vocabulario básico para fortalecer las habilidades de escritura.

INVESTIGADOR: KETTY INÉS ROMERO GÓMEZ

CONSULTOR ACADÈMICO: Msc. LARRY TORRES VIVAR

RESÚMEN

El objetivo de esta investigación es fortalecer la motivación y la enseñanza del inglés en la educación básica mediante la elaboración de un folleto con cuentos cortos con vocabulario básico. Este folleto es una propuesta para tratar con éxito el bajo interés y la motivación que se muestra en el aula. Creo que el fortalecimiento de las habilidades de escritura a través de historias cortas puede crear un entorno de aprendizaje de enseñanza maravilloso y efectivo para los jóvenes estudiantes. El fundamento teórico consiste en: el fundamento epistemológico, filosófico, psicológico, sociológico y pedagógico, el fortalecimiento de la escritura, la enseñanza del inglés y los enfoques. Este proyecto cuenta con el respaldo legal de la Constitución de Ecuador, Ley General de Educación. Este trabajo se clasifica en la modalidad de campo y la investigación bibliográfica. Las encuestas nos permitirán obtener información para detectar la poca motivación e interés en la clase de inglés y también para aumentar el vocabulario básico y, por lo tanto, para optimizar la enseñanza del inglés en el nivel básico de educación. Estoy seguro de que este proyecto será de gran importancia para la institución y para todos los jóvenes estudiantes de nuestro país. Los beneficiarios de este proyecto serán los profesores y alumnos de la escuela Teodoro Wolf.

PALABRAS CLAVES: Habilidades de escritura, cuentos cortos, vocabulario básico

REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA	
FICHA DE REGISTRO DE TESIS	
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AUTOR/ES: KETTY INÉS ROMERO GÓMEZ	**REVISORES:** Msc. LARRY TORRES VIVAR
INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL	**FACULTAD:** FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
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ABSTRACT: The aim of this research is to strengthen the motivation and to the teaching of English in the basic education by the elaboration of a booklet with short stories with basic vocabulary. This booklet is proposal to deal successfully with the low interest and motivation shown in the classroom. I believe that the strengthening writing skills through short stories can create a wonderful and effective teaching learning environment for young learners. The theoretical foundation consists of: The Epistemological, Philosophical, psychological, Sociological, and Pedagogical foundation, the strengthening writing skills, the teaching of English, and approaches. This project is legally supported by the Constitution of Ecuador, The General Law of Education. This work is classified in the Field Modality and the bibliographical investigation. The surveys will allow us to get information to detect the low motivation and interest in the English class and also to increase the basic vocabulary and therefore to optimize the teaching of English at the basic level of education. I am sure that this project will be of great importance for the institution and for all young learners of our country. The beneficiaries of this project will be the teachers and students of the Teodoro Wolf School.

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CONTACTO CON AUTORES/ES:	0994913616	E-mail:
CONTACTO EN LA INSTITUCION:	Nombre: Escuela de lenguas y Linguistica, Facultad de Filosofía, Ciencias de la Educación.	
	E-mail: ff.lenguasylinguistica@ug.edu.ec	

FICHA DE REGISTRO de tesis

TEMA: FORTALECIMIENTO DE LAS HABILIDADES DE ESCRITURA A TRAVÉS DE CUENTOS CORTOS CON VOCABULARIO BÁSICO.			
PROPUESTA: DISEÑO DE UN FOLLETO CON CUENTOS CON VOCABULARIO BÁSICO PARA FORTALECER LAS HABILIDADES DE ESCRITURA.			
AUTOR/ES: KETTY INÉS ROMERO GÓMEZ	**REVISORES:** Msc. LARRY TORRES VIVAR		
INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL	**FACULTAD:** FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN		
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RESUMEN: El objetivo de esta investigación es fortalecer la motivación y la enseñanza del inglés en la educación básica mediante la elaboración de un folleto con cuentos cortos con vocabulario básico. Este folleto es una propuesta para tratar con éxito el bajo interés y la motivación que se muestra en el aula. Creo que el fortalecimiento de las habilidades de escritura a través de historias cortas puede crear un entorno de aprendizaje de enseñanza maravilloso y efectivo para los jóvenes estudiantes. El fundamento teórico consiste en: el fundamento epistemológico, filosófico, psicológico, sociológico y pedagógico, el fortalecimiento de la escritura, la enseñanza del inglés y los enfoques. Este proyecto cuenta con el respaldo legal de la Constitución de Ecuador, Ley General de Educación. Este trabajo se clasifica en la modalidad de campo y la investigación bibliográfica. Las encuestas nos permitirán obtener información para detectar la poca motivación e interés en la clase de inglés y también para aumentar el vocabulario básico y, por lo tanto, para optimizar la enseñanza del inglés en el nivel básico de educación. Estoy seguro de que este proyecto será de gran importancia para la institución y para todos los jóvenes estudiantes de nuestro país. Los beneficiarios de este proyecto serán los profesores y alumnos de la escuela Teodoro Wolf.

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CONTACTO CON AUTORES/ES:		E-mail: kettyrogo@hotmail.com
CONTACTO EN LA INSTITUCION:	Nombre: Escuela de Lenguas y Lingüística, Facultad de Filosofía, Ciencias de la Educación.	
	E-mail: ff.lenguasylinguistica@ug.edu.ec	

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INTRODUCTION

There are many reasons why students might need or want to improve their writing skills in English. Perhaps they need to make homework, to keep in touch with friends around the world through social networks, reply to emails, or maybe they need to write short paragraphs or essays in English for high schools. Whatever the reason is that they need to improve their English writing skills, they will need to work hard. Having good writing skills in English is not something which is easy to achieve. English Writing is thought to be an essential skill for success in the modern global world. Many experts would go as far to say that without certain knowledge of English reading skills and English writing skills, a career would be somewhat limited if it involves doing friendship in English-speaking countries at even a basic level. Therefore, it is recommended that English writing becomes a necessity for any global students who wishes to advance at any field.

In the same way, vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times they do not know where to begin to form an instructional emphasis on word learning.

The following investigation project is related to how the vocabulary generates influence in the writing and its consequences after applying it. Besides, the different techniques that are being considered by the author of this research will help not only students but also teachers to keep engage with the new knowledge regarding to writing skills.

This present project is divided in four sections or chapters that are detailed as follow:

Chapter 1

Context of research, conflict situation, scientific fact, general and specific objectives, formulation of the problem, causes, and justification.

Chapter 2

Backgrounds, theoretical, epistemological, psychological, sociological, pedagogical, and legal foundations.

Chapter 3

Methodological design, types of research, population and sample, operationalization of variables, research methods, techniques and research instruments, data analysis, interpretation of results, conclusions and recommendations.

Chapter 4

Justification, feasibility, general and specific objectives, description of the proposal, and bibliography.

CHAPTER I

THE PROBLEM

CONTEXT OF THE RESEARCH

Learning a foreign language implies the strengthening of strategies that enable effective communication skills in meaningful contexts. Language Arts is a subject that belongs to Social Studies and it is not less important than another subjects because we are living in a globalized world where all the people have to know and use English for all kinds of International relations, for travel, for trade, for studies, for politics, for all type of business, etc., and how we are living in a globalized world we have to be prepared to face the challenge.

Many people agree and believe that writing should take first place, given its significance in all social, professional, and academic domains. The importance of learning English in Ecuador is based on the skills of English: listening, speaking, writing and reading to make different expressions in English, in the different branch of communication.

One of the reasons why students do not develop good writing and conversation is that they only share a few hours of English weekly that is why their vocabulary is limited. The development of good writing plays an important role because this writing gives us the guidelines to be forming sentences that make our learning easier. Most teachers speak English fluently and have studied in the University to be teachers and try every day to create new elements and strategies to teach, these strategies will be used by teachers to teach in different schools that implement language as an important topic.

In the Province of Santa Elena there are many problems about the lack of fluency in expressions in English in all fields, often the low level of vocabulary in ninth grade students is caused by poor implementation of English strategies in Public Schools.

In Teodoro Wolf School it can be clearly seen that many of the students enrolled in the ninth grade of Basic Education have many problems in formulating sentences and do not have a group of words or vocabulary about each subject they revise in English classes, that's why teachers have to care about a correct implementation and analysis of the effect of writing tools through short stories booklet with basic vocabulary to improve the writing skills in students of nine grade of Basic Education.

CONFLICT SITUATION

In the first stage, during the empirical observation class in the students of the Ninth Grade Basic Education where it could notice the lack of vocabulary for a better development in the ability to write. It was clear that students cannot express themselves easily, so they do not have enough good bases in English. A good base is a wide vocabulary from which the student can extract the words learned to form sentences according to the subject that is involved. This requires the teacher to use the best strategies and principles for the student to be motivated and find in the writing skills short story booklet, the solution to their learning problems. After a profound research we reached the lack of motivation and interest is due to the following factors:

Modern technology abuse: Students´ overuse of computer programs, video games, and cell phones. All this diminishes the students´ motivation and interest in their studies. Besides, absent of updated methodology to include interesting and short stories booklet and explain the importance of the English language subject from the beginning of their course of study. Lacks of Resources such as overhead interactive boards, platform, projectors and mimeo technology. This problem was

detected in the beginning of the 2018 school year when the students were interviewed.

SCIENTIFIC FACT

Deficiency in the development of writing skills in students of ninth year of Basic Education at Unidad Educativa Teodoro Wolf in Santa Elena Province in the school year 2018 – 2019.

CAUSES

CAUSES
Lack of vocabulary acquisition
Insufficient writing skills ractices
The necessity of a booklet with writing activities

Source: Unidad Educativa Teodoro Wolf
Researcher: Ketty Inés Romero Gómez.

FORMULATION OF THE PROBLEM

What is the influence in applying basic vocabulary through short stories in order to strengthen the writing skills in students of ninth year of Basic Education at Unidad Educativa Teodoro Wolf?

GENERAL OBJETIVE

To determine the influence in applying basic vocabulary to improve the development of writing skills through field study, bibliography, statistical analysis in order to design a booklet with short stories.

SPECIFIC OBJETIVES

- To evaluate the importance of short stories applying basic vocabulary for the student and benefits of using booklet through the analysis of different investigations and theories applied in the English language teaching field in order to improve English writing skill.

- To determine if the student has captured and learned to write in English through a test.

- Design a booklet for a better retention of vocabulary that will help to improve English writing.

RESEARCH QUESTIONS.

1) Why is it important to improve writing skills?

2) How to improve writing skills among eighth grade students?

3) How do short story booklets improve the ability to write in the educational

setting?

4) What activities can be included using short story booklets that improve

writing skills?

5) How does the short story booklet contribute to the students?

6) What are the ways to teach writing creatively?

7) How to use creative writing activities for Secundary School?

JUSTIFICATION

The English class deals with the study of a foreign language and the people that speak this language take us to study their culture, their way of thinking; this is good because we live in a globalized world that compels us to understand them in their own language, English. The countries feel more and more the necessity of participating in projects where people who participate write English as a first language and it is not convenient to be in inferior conditions.

The dominion of English for a person who pretends to work in a company with a minimal exporting vocation or that form part of a wider group is not only a "must" to be in the group of selection of staff but also an indispensable competition and a basic tool of communication and business. It is vital to create motivation and develop interest in this subject due to its great importance. We must get to understand that speak and write English well, a language that has become lingua Franca spoken by millions of people, is not interesting but also indispensable. For this the schools and therefore their Directors and teachers must incorporate this dimension like one of the teaching variable keys to the next decade. So we conclude that the English language will influence to the students because they are going to be the future citizens of our fatherland. They would be capable of participating in international affairs as well as respecting opinions contrary to them. It will be important to teachers because wherever they go they will apply this update methodology getting successful results and improving the education of our country. In this way, this project provides a viable solution to the problem of lack of motivation and interest in the English classes. It will also be useful for the Educational Institution

because it will get a good reference from the students and positive comments of satisfaction for their school performance.

The author thinks that despite this problem has been present in all the educational institutions, and probably has already been detected, no conclusive study has been done, and therefore this project justified. This problem was detected at "Teodoro Wolf" Public School when interviewed the director, talked with teachers, surveyed and took a diagnostic test to evaluate their English language level. After the primary results, we talked with the director, teachers and parents, we expressed our concerns about this situation and we offered a possible solution to this problem.

This project is focused on the students of 9th grade of Teodoro Wolf School. By the implementation of the proposal these students will be exposed to a lot of activities based in the use of update methodology and writing skills principals by observing their classes. As part of this project the teachers will get a booklet with the activities, and the methodologies that will also help them to lead their classes in a total motivated environment. This booklet will change the way they teach to a more positive and motivating one. The result will be an unquestionable change of response in the students showing more discipline and predisposition for the class. Short stories have many benefits that make them a great read. Nowadays, short stories have one certain benefit: they are short and "short" doesn´t only mean the number of words or characters. It also means the fast pace, the single-minded plot, and the concise form and may turn out to be the most effective tool of a revival of reading in digital time. Parents will also benefit because they will get an excellent education for their kids and will be more confident about their children´s future. As it is easily seen the whole Educational Community will get benefit from this project, it is to say Students, Teachers, parents and finally our country. Sadly, English teachers do not use the updated methodology, principals to evaluate teaching and learning activities, evaluate a writing course or the writing section of a language course to make sure that learners are getting a good ranked with the most important principal first and new activities to evaluate the written product. It is important to do this project because in this way we encourage good writing and reading habits that make them not see it as a duty rather than fulfilling but something important that has motivation and great achievements in the short and medium term.

CHAPTER II

THEORETICAL FRAMEWORK

PREVIOUS RESEARCH

Writing is a fundamental component of language. When a student writes, thoughts and knowledge are blended together creating a unique meaning (Jones, Reutzel, & Fargo, 2010. A great number of students around the world are learning English that´s why is part of the curriculum of the education because the teachers want to standing out the different skills of the English language with success professionals. The development of the main four English skills is complex; as teachers we have to promote a number of creative activities so that students do not get bored and can easily grasp the foreign language without any obstacle that allows them to move forward.

Becoming a proficient writer of English is a problem for many ESL students as they believe that they simply cannot write English. This becomes more prominent in the upper grade levels of elementary school and beyond. This feeling of incompetency leads to self-doubt and anxiety in writing and can hinder the process of achieving writing proficiency (Thomas, 1993). With writing, as with the other skills of listening, speaking and reading, it is useful to make sure that learners are involved in favorable attitudes that allow with a little motivation to make students improve their skills in writing and feel confident about what they are doing. It is also important to emphasize that we must be confident as teachers that students have enough vocabulary tools so that they can communicate in daily life.

The teachers thing that is very interesting to teach to students who live in a country where English is used as a foreign language because teachers and students have to deal with a lot of obstacles during this learning process. According to Hang Khong and Saito (2014), teaching language-minority students can be challenging. The cognitive demand on these learners is greater than nonnative English-speaking students, because they are learning both languages and the content knowledge simultaneously. This means that teachers need to devote more time to ELLs.

It is important to mention that communication as such is usually written or spoken, who does not communicate is not of this world, that is why it is a fundamental need. The human being all the time have to have a continuous communication to transmit information. Kubošová (2010) determines that the development of written and oral communication is a hard aim to be achieved because it involves several aspects that learners have to domain. These way of communication are developed similarly because both are used to transmit information to others.

According to Serra (2014), writing is distinguished as a manner of communication that represents language through the inscription of words. People write e-mails, lists of words, notes, reports, journals, essays, etc. they often do it on blogs, forums or web pages. These writing activities all have a communicative objective. In most languages, writing is a complex task for students who are starting to learn a language due to the different aspects that good writing requires. Students need to know that no matter what they write, the main objective is to produce clear writing pieces with clear and comprehensible messages.

WRITING
Definition

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year.

The fourth and last of the communication skills we help develop in our students is that of writing. When we say "writing", we mean primarily the carefully guided marks

on paper that we assist our students in making unless we are teaching a course in creative writing or advance composition.

We lead them through several stages over a long period of time- the length depending, as usual, on their age, interests, capacities, needs-to a freer stage where they are able to write a "composition" or "essay" on a topic of interest.

WHY WRITING IS AN IMPORTANT SKILL?

Writing in English is important because it is a form of written communication. English is an international language that allows us to communicate with people from all over the world. Billions of people speak and write English to at least a basic level. It is one of the six official languages of the United Nations. Many people from different countries took English as their primary language. English is a widely spoken and written language. Many books, manuals, newspapers, letters, emails and information are written in English. If people do not learn English, they are isolating ourselves away from almost half of the world's knowledge. It is also used in variety of professional fields such as business, information technology, medicine, science, entertainment, aviation, diplomacy and etc. People who are thousand miles away from me may also be reading the things that I am writing. So it is important to write in English as people from thousand miles away might be from a different country understanding only the global language which is English.

If people love travelling, understanding English is the most important criteria. People will not be able to get the information of a new place that travel to if they not able to communicate with others. Usually in many countries, English is used in the explanation of the information for foreigners in travel guides.

Writing in English is a task that is often required in the university. Therefore, having good writing English skills are important for a positive passing of university assignments. In university, students have to construct essays, project report and thesis in English. In academic writing, it is important to write in English. Sometimes students have professors from different ethnicity and countries, thus academic papers written in English will allow them to understand the things that are being written by them.

Having a good command of English will greatly increase the opportunities for a well- paid and interesting career. Being able to speak and write in English solves one of the communication barriers between people from different countries. We are able to work or deal with international companies and organization around the world. It also allows to travel to different countries to work. Writing in English is important in the future career because if people is working in a company which deals with international clients and suppliers, the company will rely on the employee who knows how to speak and write in English to interpret the day-to-day operations. Working in an international company, I will have business contacts from all over the world, so there is a need for communication through emails written in English. Being equipped with English language skills be it spoken or written, it will allow many opportunities in international markets and regions to be created.

THE CHARACTERISTICS OF GOOD WRITING

Good writing conveys a meaningful message and uses English well, but the message is more important that correct presentation. If you can understand the message or even part of it, your student has succeeded in communicating on paper and should be praised for that.

So, what constitutes good writing? Opinions on the matter vary widely. There will be different traits that make good fiction versus good poetry or good nonfiction. However, the authors can cull together a general list of the characteristics of good writing:

Clarity and focus

In good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running off on too many tangents.

Organization

A well -organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis

at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

Ideas and themes

It is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

Voice

This is what sets you apart from all other writers. It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

Language

We writers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes precise and accurate word choices and well- crafted sentences.

Grammar and style

Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.

Credibility or believability

Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer.

Thought-provoking or emotionally inspiring

Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How readers react to your work will fully determine your success as a writer.

The authors want to add an honorable mention for originality. Everything has been done before, so originality is somewhat arbitrary. However, putting old ideas together in new ways and creating remixes of the best that literature has to offer is a skill worth developing.

TYPES OF WRITING SKILLS

Most people have this notion that the way speak is the way the write and the way that write is all the same but that is not true. Its high time, we as a whole ought to comprehend that there is a whole lot of difference between writing too. In fact, the concept of writing has changed a lot with time and it has turned out to be far more intricate than it used to be. Today, writing has been divided into 4 types of skills namely; expository, persuasive, narrative, and descriptive. Remember, writing skill is one of the most important and essential factor of communication in this world. Simply, a good writing skill/ ability has dependably been an effective skill of an individual.

Expository Writing

The most common types of writing skills, expository writing firmly concentrates on advising or explaining things. It is more of facts and figure about a particular topic or a subject, it is likewise to be in logical order and sequence. Among all the examples, textbook writing is a form of expository writing, where the author intends to clarify the subject by giving a short introduction at the beginning on the pertinent topic. Afterward, gradually focusing on the paragraph with accurate facts and figures. Paragraphs in expository writing are by and large limited.

Persuasive Writing

Opposite to the expository writing, persuasive writing glares opinion, justification, explanation, a point of view etc. The purpose of this writing is to convince the reader or to furnish some of the thoughts (author) to the readers.

Narrative Writing

Narrative writing style, simply narrates a story to the readers, (where the story could be fact or fiction). In this written work, writer or author will make at least one distinct character. This writing style likewise uses creative writing – use of imagination and creativity, rather than dealing with the facts and figures. Alongside the character, the author likewise frames dialogue, event, action, emotions etc.

Descriptive Writing

Written work style generally describes a lot more than the remaining styles. Thus, descriptive writing's main purpose is to describe and describe. Simply, it's a style of writing, which focuses on describing a character, an event, or a place with details. In this form, a writer or an author envisions what he feels, what he notices, taste and much more and describes intelligibly.

Naturally, the type of writing system (alphabet, picture) which exist in the native language is an important factor in determining the ease or speed with which our students learn to write. The students may have to learn an entirely new writing system.

Good writing conveys a meaningful message and uses English well, but the message is more important that correct presentation. If you can understand the message or even part of it, your student has succeeded in communicating on paper and should be praised for that. For many adults EFL learners, writing skills will not be used much outside their classes. This does not mean that they should not be challenged to write, but should consider their needs and balance their class time appropriately.

STRATEGIES TO IMPROVE WRITING

How many times have the teachers seen their students sitting there with pencil in hand staring into outer space? Or how many times have the teachers heard

the all-too-familiar words, "I can't think of anything to write!". How can children who always seem to have so much to say not be able to think of anything to write when the teachers ask them to? Writing is an essential tool for learning, and when students realize that writing is simply another way of communicating through a pencil versus your lips, it will make that much more of sense to them.

Here are a few teaching strategies to help those struggling students and get them writing. From photographs to graphic organizers, there are teaching strategies to make writing fun for everyone.

Photographs Can Be Used as Teaching Strategies

Challenge students to search their family photos, and look through magazines, books, newspapers, or even the Sunday funnies to find a little writing inspiration. Have them cut out all of the pictures that inspire them, and glue those pictures to their writing journal. When it's time to write, all students have to do is look at one of their pictures for a little inspiration.

Graphic Organizers

Graphic organizers are great for visual learners, and anyone who needs to see their ideas in an organized manner. Try using a story map to motivate students and get them writing.

Audio Record It

Get your audio recording gear out and let students record their writing. This is a fun way for students speak what they want to say versus actually printing it.

Audio Transcribe It

With so many speak-to-text apps out on the market, it may be hard to choose just one. If you can't find one that you love, then just open a blank e-mail and have students tap the microphone button so it will transcribe everything that they are saying. It's a fun and unique way for students to write their essay or story. If you like,

you can then have students print out what they just wrote, and use that as their first draft.

Peer Talks

Pair students together into teams of two, and have each student take turns writing down what the other person says. Students will get a kick out of having their partner do all the writing for them!

Story Starters

One of the easiest strategies to get students writing is to give them a story starter or writing prompt (e.g. create a new type of cookie, what are the ingredients and what is the name of it? Or my favorite holiday is ____ because ___)

Create a Name

Encourage students to make up a name. (e.g Jasper Jenkins) Then have them picture what a person with that name looks like, and where they came from (e.g. Jasper Jenkins is a man from the 1920s who is skinny and has dark brown hair). Encourage students to think of more details about their character that they created, like where they work, if they have a family, or any other details that they can think of. This is a fun way to develop a story.

Spin a Wheel

A fun and creative way to get students writing is to have them create a writing wheel that they can spin each time they need something to write about. As a class, brainstorm ideas and write them on your wheel. Students can then take turns spinning the wheel when it's time to write to see what they have to write about.

Create a Contest

A little friendly competition is always good for children. Create a writing contest where students compete not only against each other but their peers online too. Look for an online contest like from Myhero.com where students can submit essays about their heroes. It's a great way to teach students to write from their heart.

Integrate Art

To get and keep students engaged try integrating artwork into their writing. Allow students to brainstorm their writing ideas through pictures and drawings or just add them to their stories. Whichever way you choose will be equally effective.

The ultimate goal is to have students use their cognitive thinking skills to communicate their ideas. Whether it's on paper or through their lips, the whole point is to get your students to express their thoughts without hesitation. Once students truly understand that writing is just another way of communicating, the walls will come down, and they will be able to pick up a pencil and convey their thoughts freely.

Advantage of writing skills

- Developing writing as a skill itself is tremendously useful. It's very difficult to think of a single upper middle class income job that doesn't entail some writing.

- Writing is, in and of itself, analytical. Nonfiction writing is almost exclusively analytical writing. Trying to convey meaning, argument and understanding. But Creative writing is also tremendously analytical. It takes an extremely high degree of thought to convey human experience in the creative medium. It forces one to think about what they want to say, how, and why. How to show what they feel must be shown.

- Analytical skills are extremely valuable- the skills of how, why and what can be applied to any task- even minimum wage work. The ability to think about what you are doing and how to do it is the difference between promotions, the difference between becoming management, the difference between being a favored employee. The difference between choosing correctly or incorrectly at the important junctions of life.

- Writing develops language. There's diminishing returns, but there's a baseline of linguistic competency that you'll need to succeed in academia and professional settings

- It's fun.
- Developing them early in learning sets you *so far ahead of everyone else in academia.* Learning them in middle school makes high school easy. Learning them in high school makes college easy. Etc.

VOCABULARY

It is important to emphasize the definition of vocabulary to better understand what is being talked about. In the words of Nation (1990), vocabulary is understood as knowledge of the spelling, pronunciation, placement and appropriation of the word.

According to The Oxford Advanced Learner´s Dictionary 7th edition Vocabulary means the following:
1. All the words that a person knows or uses.
2. All the words in a particular language: When did the word "bungalow" first enter the vocabulary? →note at LANGUAGE.
3. The words that people use when they are talking about a particular subject: The word has become part of advertising vocabulary → note at LANGUAGE.
4. (also informal **vocab**) a list of words with their meanings, especially in a book for learning a foreign language.

Why a Substantial Vocabulary is Important?

Because expanding your vocabulary can do more than improve your reading and writing skills. According to Gray Matter (2016) In a moment of student's life: each student was struggling to find the right word, drawing a blank, and ultimately settling for a subpar synonym. (It's like having to describe the best meal you've ever had as "good" rather than "mouthwatering" or "delectable"; it just doesn't do the food justice.) It's pretty obvious that a larger vocabulary can help prevent these frustrating situations, allowing us to choose words with greater precision. But what's less

obvious are the ways that a larger vocabulary can help us outside of reading and writing.

In other words, the more words the children heard and the more words they knew, the faster they could recognize and process information. OK, but what about the adults? Here are some big ways that boosting the brain's word bank can help throughout our lives:

1. **Faster processing speed:** The more words you know, the quicker you can input and process information. This is because already knowing and understanding the words before you hear them lightens the load on your working memory, allowing you to actually understand the information faster.

2. **Expanded abstract thinking:** The larger your vocabulary, the easier it becomes to break away from old thought patterns and open new lines of reasoning. We often view our thoughts as shaping our words, but our words shape our thoughts, too. Each new word opens a new pathway for thought, and the more words you know, the greater your ability is to focus your own ideas and consider those of others.

3. **More success at work:** Experiments and tests performed over 20 years of research have shown that no matter whether someone is an engineer, executive, plant manager, or something else, a good vocabulary is the single best predictor for career success. Moreover, the results found that vocabulary usually comes before achievement, not as a consequence of it.

4. **Improved citizenship:** A bigger vocabulary allows you to better understand news and current events, helping you participate in meaningful global dialogue and become a more informed and involved citizen.
    "A good vocabulary is the single best predictor for career success."

CHARACTERISTICS OF ENGLISH VOCABULARY

1. English words are mainly polysemantic, i.e. they have more than one possible meaning. The meaning of most English words is a complex structure of meanings.

2. English has a lot of borrowed words (ca 80%) which were mainly adopted from different Indo-European languages (most borrowed words came from Latin and French).

3. English is characterized by well-developed synonymy with many sources for synonyms.English is characterized by well-developed homonymy (e.g. *bare/bear, hair/hare* etc.).

4. Most words in English are mono- and disyllabic.

5. English has a unique phenomenon: phrasal verbs, which consist of a verb and a preposition or adverb that modifies or changes the meaning; e.g. 'give up' is a phrasal verb that means 'stop doing' something, which is very different from 'give'.

6. Many words have rather general meaning specified by context.

7. English has a special type of word-formation — conversion (zero-derivation).

TYPES OF VOCABULARY

There are 4 types of vocabulary:

□ Listening □ Speaking □ Reading ! Writing

The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

Listening Vocabulary

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf

do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a "visual" listening vocabulary. The amount of words modeled is much less than a hearing child's incidental listening vocabulary.

Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

Reading Vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary IF you are a reader. If you are not a reader, you cannot "grow" your vocabulary.

Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell. Think about it: When reading, a child with hearing will say all the phonemes related to a word to sound it out. They will then guess a word they know. This is dependent upon their lexicon (mental The following information was based on information from Judy K. Montgomery's book: The Bridge of Vocabulary: Evidence Based Activities for Academic Success (NCS Pearson Inc, 2007) dictionary). Children would not guess a word they didn't know. Deaf students do not use auditory memory to sound out a word. They mostly memorize spelling patterns. Therefore, students who are deaf typically use a reduced variety of words in writing while they are learning.

VOCABULARY LEARNING STRATEGIES

To communicate effectively, learners need strategies to achieve their language goals. According to the Oxford dictionary (1990) strategies are …operations employed by the learner to aid the acquisition, storage, retrieval and use of information, specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

The need to improve language learners' vocabulary has motivated some teachers to find different ways to elicit useful information about the process of their learners' language acquisition.

Pictionaries

Thornbury (2002: 104) states that the ''pictionary game is a game that involves the students guessing word or phrases from drawings''. Moreover, Khasna (2014: 54) explains that ''using Pictionary game is an effective and appropriate technique to make interesting atmosphere in teaching and learning vocabulary''. Participants seem to show preference for visual material, that is why the use of pictionaries as a way to present new vocabulary was used. ''Learning activities will be more effective if the material, technique and media for teaching English to the students is based on situation, condition and environment" (Khasna, 2014: 13). According to Thornbury (2002: 104), there are steps to play the Pictionary game, these are as follows:

1. The students work in teams; each member of the team takes turn to be the artist.
2. The artists go to the front of the class where the teacher shows them a word or phrase on a card.
3. At a cue, they quickly return to their group and try to get their group to correctly guess the word by drawing it with pen and paper.
4. The first team to guess correctly earns a point; then a second artist takes the floor and repeats the steps with another word.

5. At the end of the game, the group can use the pictures as memory prompts in order to recall and write down the expression that came out.

Mind maps

"A 'Mind Map' is a graphic tool which contains a central key word or image and secondary ideas that radiate from the central idea as branches" (Casco, 2011: 1). The use of mind maps in the EFL classrooms is a strategy that many teachers 16 have used in order to teach vocabulary to their students. Through the use of mind maps ''the key idea crystallizes the subject of attention while the branches represent the connections established with the central idea, forming a connected nodal structure'' (Casco: 2011:1).

According to Prandika (2012) mind maps activities have a positive impact on students. It engages the learners' attention to the topic because of the use of graphics, colors and images. Furthermore, the use of a set of images helps students to connect the words with previous knowledge, and the way in which the mind map is displayed helps students to identify what they know and what they do not. Also, the mind map is a tool that helps students to organize their ideas in their writing or speaking activities because the different elements of a mind map can be easily linked. Casco (2011:5) explains that "using maps empowers the learner because it allows him to decide where to start and what to leave out. The possibility of making decisions develops a sense of self-efficacy and fosters autonomy."

Although in some studies the use of mind maps has not had a significant impact on learners' vocabulary acquisition, (D'Antoni et al., 2010); there are other studies in which the use of mind maps as a strategy to learn vocabulary has had an important influence on students' vocabulary learning process (Prandika, 2012; Ching, 2009). In these studies, there was a significant difference in language achievement between the students who were taught by using the Mind Mapping strategy and those who did not.

Peg method

According to Spackman (2002:12), the peg method has as a main objective to associate each number, zero to nine or a letter of the alphabet with different words. People may remember different vocabulary by associating each word with a specific number or letter. The peg method has been used by many teachers in order to help students to learn vocabulary (Spackman, 2002). However, although 17 this method is considered a suitable option for presenting vocabulary to children, unfortunately it is not widely used outside the classrooms. That is why this cognitive method is just a way to familiarize students with new vocabulary and teachers should find different ways to help students to practice vocabulary in different contexts.

These three strategies may hopefully be a guide for teachers working with young students to help them acquire vocabulary. However, there are some other aspects that should be taken into account such as cooperative learning and constructivist theory, which may help understand how to cope with children's learning-teaching process.

Advantage of vocabulary skills

It is important to say that having the ability to talk with a large array of vocabulary is one of the best things that a person could have. They will seem very intelligent being able to talk with a huge range of unique and sophisophisticated words. A lot can be said by the way a person talks. The students will be able to express yourself or say wants on your mind to bigger depths as words have connotations. For example, exasperated is different to angered, both the words have different depth in what they mean. Another example happy and contented. Hey both mean happy in a way but contented means being HAPPY but happy in what you have or satisfied. Being able to go into exact depth like that as there are lots of words in the English language for each different tone of meaning is an amazing gift to have (Thomson Harry, 2017).

A rich vocabulary is fun, fluent and expressive. It can underpin great confidence in dealing with information and articulating ideas. It can be used like a walk-in wardrobe to achieve precisely the desired ensemble for a particular occasion, or it can be accessorized, either to make a deliberately provocative statement or merely as a harmless fascinator. It can be beneficially applied to a great many professional roles and social situations (Bowkett Albert, 2018)

EPISTEMOLOGICAL FOUNDATION

Much of the debate in this field has focused on analyzing the nature of knowledge and how it relates to connected notions such as truth, belief and justification. One view is the objection that Epistemology (from Greek (episteme), meaning "knowledge, understanding" and logos), meaning "study of") is the branch of philosophy concerned with the nature and scope (limitations) of knowledge. It addresses the questions: what is knowledge? How is knowledge acquired? To what extent is it possible for a given subject or entity to be known? There is very little or no knowledge at all-skepticism.

The field is sometime referred to as the theory of knowledge. Defined narrowly, epistemology is the study of knowledge and justified belief. As the study of knowledge, epistemology is concerned with the following questions:

What are the necessary and sufficient conditions of knowledge? What are its sources? What is its structure, and what are its limits? As the study of justified belief, epistemology aims to answer questions such as.

How are we to understand the concept of justification? What makes justified beliefs justified? Is justification internal or external to one's own mind, understood more broadly? Epistemology is about issues having to do with the creation and dissemination of knowledge in particular areas of inquiry. This article will provide a systematic overview of the problems that the questions above raise and focus in some depth on issues relating to the structure and the limits knowledge and justification.

According to Nubia Ruiz Ayala, the Epistemology in its theorizing function and its operations, signals "the existence of qualitative and quantitative conditions in all object or process of elaboration of knowledge, which must be evaluated and considered to approach to the essence of things". (P. 35) The quantitative part refers to the external characteristics; it is a numeric explanation or feasibility of the issue. The quantitative describes the interior of the issue and allows its virtual understanding.

PHILOSOPHICAL FUNDATION

The present work of investigation is based on the function of the development of the human being´s thought, seeking every moment its promotion and communication of ideas focusing on the human development.

Rothstein (2001) mentions that by teaching students at all levels to write, we can make a significant change in their lives, giving them the ability to communicate at high levels, share ideas and knowledge, develop pride in what they have to say and how they say it, and have confidence in their own creativity. Therefore, Bright (2007) determines that "there is, then, a clear need for teachers in all disciplines to teach writing in their classrooms" (p. 8). That is why, teachers need to help their students increase their writing fluency and learn the skills necessary for producing effective writing, including content, vocabulary, sentence structure, organization, and mechanics. Through the development of thought we get changes of behavior that in function of the educative processes allows us the interchange of experiences that are enriching because they permit the development of the human being, it is to say everything that has real existence. Education like a fundamental part of the culture has always moved and will always move around the influence of philosophy. Some basic questions that we could ask ourselves in relation to the requirements that philosophy orient to the education we detect the following ones:

What is the human being?

What kind of human being we do not want to help the educate?

To what kind of society and what kind of values we can contribute through education?

Each one of these questions admit several alternatives, explanations and interpretations that evidence the many advantages that the education gives to the human being.

PSYCOLOGICAL FOUNDATION

The most important Psychological theories can be grouped in two lines of orientation:

The Associative or Conduct Theory

The conduct theories have been originated overall in animal investigation, it is of an associative characteristic and in relation to the academic activity it is located in what conventionally is called extrinsic motivation. The most outstanding figure is Hull. At first he defended that the biological necessity explains the dynamic of motivation (sequence: necessity, impulse, activity, reduction of impulse and necessity), but later he accepted that the attractiveness of the final objective most be considered in order to reduce the necessity. The more attractive the objective, the more probable that the conduct or habit will be produced. Besides the secondary necessities can be learned (if previously have been associated to the primary ones).

Skinner (2014) reformulated "the law of effect" of Thomdike as "the law of reinforcement" being the reinforcement the one that determines the force of response or probability of occurrence of it. According to Skinner (2014) only the outside observable conditions of the subject reinforce or extinguish the conduct. For Skinner the human behavior is determined by the contingency of the reinforcement.

Skinner (2014) points out that an essential part in the behavior of people is the environment that is around them. Furthermore, Skinner (2014) determines that people act upon the world, and change it, and are changed in turn by the consequences of their actions. In other words, the environment where someone habits play a fundamental role in the way a person acts and also affects their psychology. However, behavior is effective only through others' mediation and the use of language has part of it.

It is the scientific study of conduct and experience, it also studies how human being and animals think, feel, learn and adapt to the environment that surrounds them. It is the science that deals with the mental processes and behaviors.

Psychology has been dedicated to pick up facts about behavior and experience, and organize them systematically, elaborating the theories for its understanding. Plato and Aristotle, as other Greek philosophers, confronted some elemental questions of Psychology that today are also object of study: Are people born with certain aptitudes and abilities, and with certain personality, or are they formed as a consequence of the experience? How does the individual end up knowing the world around him? Are some thoughts innate or are they acquired?

In this project we can show that the students with their thoughts they can produce an excellent work with aptitudes and abilities innate on each student.

SOCIOLOGICAL FOUNDATION

Sociology is one of the related fields known as the Social Sciences they are called like that because they have a common interest: one human behavior, the focus of Sociology is to study human groups, human society and social interaction. Sociologists study the processes and pattern of human relations. Some of them focus their study on the model face to face interactions in small groups. Others concentrate on larger groups, even whole societies. It can include the study of social theory as well as empirical research and data analysis, and thus draws from and contributes to other disciplines such as politics, economics and law.

Vygotsky (1980) considers that interaction with others is an excellent form of developing and improving skills and strategies. However, this requires the contribution and social interaction for being completely dominated. In the social context, the ZPD is the knowledge development with the support of the environment, the interaction with society, students with their teacher, then students with their classmates, finally in their working environment. He also suggests that instructors apply activities or exercises of cooperative learning where students who do not usually participate in class have more opportunities to work actively. With sociological foundation we can understand human social groups and structures. We

can interaction with the students to do the classroom more interesting and let to the students more confidence work in groups.

To write assignments about sociology, the first thing you need to know is the vocabulary. We've analyzed high-scoring student assignments to find the words that are used most often. Secondly, and most importantly, you will need to learn how to write certain types of assignments ('genres'). In sociology, you will probably write:

Critiques, where you evaluate something you've studied from the perspective of your discipline

Essays, where you make a coherent argument and employ critical thinking skills.

Each of these genres has an individual style you will need to learn.

PEDAGOGICAL FOUNDATION

Pedagogy derives from the Greek word "paidagogia": the word "paid", means child, and "agogos", means leader. From this origin the teacher centered model has been part of the pedagogical model. Pedagogy is the art or science of being a teacher. The term generally refers to strategies of instruction, or a style of instruction. It is a human systematic activity, which orients the educational actions and of training, where here appear the principals, methods, practices, ways of thinking and models, which are constitutive elements. It is a constant application in the teaching-learning process.

LEGAL FOUNDATION

This technical- scientific investigation as well as the implementation of the topic, "Strengthening the Writing skills through short stories with basic vocabulary. Proposal: Design of a booklet with short stories with basic vocabulary of eighth grader students of Unidad Educativa Teodoro Wolf" has the necessary legal foundation as it is stablished in the Ecuadorian Political constitution of 2008, in the Fifth Section, of education, in the art. 26, that indicates:

"Education is a right of the people along their life and compulsory and inexcusable duty of the State. The people, families and the society have the duty and the responsibility to participate in the educational process".

Art. 27 states Education will be centered in the human being and it will guarantee his holistic development, in the frame of respect to the human rights, to the sustainable environment and democracy; it will be participative, obligatory, intercultural, democratic, enclosing, and diverse, of quality and warmth; it will impel the equity of gender, the justice, the solidarity and peace, it will stimulate the critical sense, the art and the physical culture, the individual and the community initiative, and the development of competition and capacity to create and work."

Eighth Section

Science, technology, innovation, and ancestral knowledge

Art. 385. "The national system of science and technology, innovation and ancestral knowledge, in the frame of the respect of the environment, the nature, the life, the cultures and the sovereignty, will have as a propose:

1. To generate, adapt and spread scientific and technological knowledge.
2. To recover, strengthen and promote the ancient knowledge.
3. To develop technologies and innovations that impel the national
4. Production, raise the efficiency and productivity, improve the quality
5. Of life and contribute to the realization of good living.

In the new law of High education, in chapter 1, Art. 2, it is pointed out: "The diffusion and the reinforcement of its values in the Ecuadorian society, he vocational, technical and scientific training."

Art. 42. Institutions of the National System of Higher Education are:

a) The Universities and technical schools that are academic institutions that offer formation in professional areas and scientific and technological disciplines; they develop social, scientific and technological investigation in permanent

way and they maintain programs of entail with the community, oriented to the social, economic, political and cultural development of the country.

b) The technical and technological superior institutes, which are centers of educational training for the operative level, which is oriented to the technological investigation and the extension for the development of the community. Its field will be the one of the, technical, technological, humanistic careers and other special post graduated fields.

Art.44. It is responsibility of the Institutions that form the national System of Ecuadorian Higher Education to provide the suitable means in order for those who graduated of any care to know which are the duties and civic rights and integrate in their training values of peace and of the human rights, Likewise, that credit sufficiency of knowledge of a foreign language, business management, oral and written expressions, managing of the computer tools and domestic socioeconomic, cultural and ecological reality of the country.

CONTEXTUAL FRAME

Teodoro Wolf School was created in 1839, currently its Director is Carlos Aquino Villón MSc and it owns 42 classrooms are identified with a small sign above the entrance door. Besides it has a game hall, a computer lab, chemistry laboratory and the new implementation of English classroom in this year so that through a US foundation, native teachers can come to teach English. The Teodoro Wolf School has an average of 96   teachers, 8 of which belong to the English area and a native speaker that give support to the teachers and students. The English staff are not completely bilingual. The texts used are those the government gives, colorful complete books with audio and video DVDs or CDS. The students are of a low economic status and most of them live close to the school. The amount of the students is 3017. The mean of transportation that they use at school are school buses and public buses. There is a number of 35 to 45 students per class. The school works in the morning and the evening schedule. The Staff consist of around ninty six teachers. The English staff aren't complete bilingual. The school works in the morning and evening schedule. The English staff consists of eight teachers.

CHAPTER III

THE METHODOLOGY

ANALYSIS AND INTERPRETATION OF THE RESULTS

RESEARCH DESIGN

In the early stage in this action research, the researcher tried to find the weaknesses collaboratively with the teacher during the teaching and learning process. Then they identified the problems and their causes through observation, interview and survey to gain both qualitative and quantitative data. On the first type the researcher collected the quantitative data in the form of a survey. On the other hand, the second type, the researcher collected the qualitative data through the observation and interviews in the form of questionnaire. it was also necessary review literature about both variables to understand better the point of view of some authors about variables. All bibliographical information such as: quotation, theory or arguments will be cited and used as references

As well as the researcher created a matrix of variables to give order and clarity to different definitions, characteristic, classification, etc. through field investigation it could be observed and identity the population of the Unidad Educativa Teodoro Wolf, it will be useful to measure through student survey the teaching real state using writing skill so that project can describe with statistic and others instruments of measure in what percentage students in this institution are learning English language, specifically using writing activities and the importance of using vocabulary based on stories to improve English proficiency.

An interview to the English teacher of ninth year who answers to different questions trying to explain what types of methodologies, strategies and didactic resources are using in classroom. Finally, conclusions will be given and according to these conclusions recommendations will be also mentioned.

TYPES OF RESEARCH

The types of research that have been taken into account by the author of this educational project were as follows:

EXPLORATORY

Grajales, (2000) states "Exploratory research allows to discover unknown phenomena in order to increase the degree of familiarity and contribute ideas about the correct way to approach a particular research with an adequate review of the literature."(p.2)

This type of research gives to the author an overview of approximate type, with respect to a certain reality. This type of research is especially performed when the chosen topic has been little explored and recognized, and when, moreover, it is difficult to formulate precise hypotheses or certain generality or when the resources of the researcher are insufficient to undertake a deeper work**.**

DESCRIPTIVE RESEARCH

Grajales, (2000) expresses "Descriptive studies seek to develop an image or faithful representation of the phenomenon studied from its characteristics." (p.2)

Descriptive research works on realities of facts, and its fundamental characteristic is to present a correct interpretation. For descriptive research, its primary concern lies in discovering some fundamental characteristics of homogeneous sets of phenomena. In like manner Cazau, (2006) mentions "In a descriptive study, a series of questions, concepts or variables are selected and measured independently of the others, with the purpose, precisely, to describe them. These studies seek to specify the important properties of persons, groups, communities or any other phenomenon "(p.27)

In this project the Descriptive research was a basic tool since through inquiries the author managed to discover shortcomings and learning problems, this being a common factor in classrooms classes. However it is necessary to rescue

that the students possess different abilities and qualities in the learning. They also have an educational need in the English language.

POPULATION ANS SAMPLE

Population

D' Angelo, (2016) defines population as "Total units of analysis of the set to study." According to the foregoing text, population is the total set of individuals, objects or measures that have some common characteristics observable in a place and at a certain time. When carrying out some research, some essential characteristics should be taken into account when selecting the population under study.

In this educational project the population correspond to the chairman, teachers, and students of Unidad Educativa Teodoro Wolf in Santa Elena Province.

Sample

Hernandez and Fernandez, (2002) defined "sample is a population sub-group where the information is collected, the sample should be representative from the population- quantitative approach-, while that according to –qualitative approach- it is a set of people, contexts, events or facts where the information is collected without being representative of population" (p.302)

In this case the sample was taken in 35 students of ninth year of Basic Education at Unidad Educativa Teodoro Wolf.

STRATUM

STAFF	POPULATION	SAMPLE	PERCENTAGE
AUTHORITY	1	1	2 %
TEACHERS	5	1	2 %
STUDENTS	419	35	96 %
TOTAL	**425**	**37**	**100 %**

OPERATIONALIZATION OF VARIABLES

VARIABLES	DIMENSIONS	INDICATORS
INDEPENDENT VARIABLE **VOCABULARY**	**DEFINITION**	Vocabulary is understood as knowledge of spelling, pronunciation, placement and appropriation of the word.
	IMPORTANCE	Larger vocabulary it is important because can help to speak, read and write.
	BENEFITS	Give a person a chance to choose different words to explain the same idea. Good communication. Develop writing skills
DEPENDENT VARIABLE **WRITING** **SKILLS**	**DEFINITION**	Writing is the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with a definite meaning. Writing is a process of deliberate decision.
	TYPES	Grammatical skill Stylistic skill Mechanical skill Judgment skill
	IMPORTANCE	Express one's personality. Foster communication. Develop thinking skills. Make logical and persuasive arguments. Give a person a chance to later reflect on ideas and re- evaluate them. Provide and receive feedback.

RESEARCH METHODS

Logical History Method

According to Escamilla, (2017) "the logical historical method studies the facts of the past in order to find causal explanations for the specific manifestations of societies" (p.3) This method is linked to the knowledge of the different stages of the objects according its chronological sequence, to know the evolution and development of the research phenomenon. Through this research, the author analyzed the concrete trajectory of the theory and its conditioning to the different periods of history

The historical method is a technique that allows to the researcher to work with primary sources or evidence of some historical fact, so as to be able to write as accurately as possible an event from the past. At the beginning it was important to mention the history of the institution where the educational project was applied, as well as in the justification of the thesis this method was very well applied.

INDUCTIVE METHOD

Castillo, (2010) defines inductive method as "a scientific method that draws general conclusions from particular premises." (P.2) It is the most common scientific method, which is characterized by four basic stages: observation and registration of all facts: the analysis and classification of facts; the inductive derivation of a generalization from the facts; And contrasting.

In this research, inductive method was applied when the investigator began doing the observations to collect information and to know what the problem was and different causes. Researcher gathered all information to establish a hypothesis; If the use of grammar affects or influences the development of writing skill

DEDUCTIVE METHOD

For Castillo, (2010) "The deductive argument contrasts with the inductive method, in the sense that a procedure of inverse reasoning is followed. In the deductive method, it is usually said that one passes from the general to the particular. "(P.3)

According to foregoing text deductive method is a scientific method which considers the conclusion to be implicit in the premises. Therefore, it assumes that the conclusions necessarily follow the premises: if the deductive reasoning is valid and the premises are true, the conclusion can only be true.

In this Project this method was used from the beginning, both independent and dependent variables are big concepts that need to be explained starting from its definitions, importance, characteristics, types and process.

ANALYTIC METHOD

Quispe P. (1990) argues that "Since statistics work with numbers, the procedure it uses is: from numerical data, to obtain results through certain rules and operations" (p, 79). It was feasible to apply this method for the tabulation of data and to determine the population and the sample since it allows giving exact results of this investigation, obtaining accurate values that allowed the study and analysis of the problem through the relation between the variables fixed for this project And how acceptable and beneficial would be the elaboration and application of the new didactic resource.

TECHNIQUES AND INSTRUMENTS

This investigation took as technique survey and interview that according to Arias, (as it is cited in Govea, 2009) "techniques and instruments of investigation are several ways to get information" (p.125).

INTERVIEW

Pelaez et al., (2017) mention "The interview is a communication process that is normally carried out between two people: In this process the interviewee obtains the interviewee's information directly."(P.2) in other words interview is a meeting in which someone asks you questions about specific situations or fact**.**

The interview consists of several open questions addressed to the English teacher to seek information about different factors that make up the learning process, for example motivation, methodology, material resources, curriculum to be able to know the reality of English teaching in this Public educational institution.

SURVEY

The survey is aimed to students of ninth year of Basic Education at Unidad Educativa Teodoro Wolf in Santa Elena Province which students should answer ten closed questions according likert scale. It was also taken an interview to the English teacher to get more value to the research. These instruments are quantitative and qualitative both for the methodological design and the obtaining of results; allowing concreting, feasible and effective information.

UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA

SURVEY TO THE STUDENTS

SELECT YOUR ANSWER.

#	Statements	Totally disagree	Disagree	Indifferent	Agree	Totally agree
1	You learn vocabulary correctly					
2	Appropriate techniques are used for learning vocabulary					
3	Vocabulary is important for learning English.					
4	You want to learn vocabulary through short stories.					
5	You write in English paragraph.					
6	You practice writing skills in class.					
7	Learning writing skills will help you to communicate in English.					
8	The English teacher must change the methodology for teaching writing.					
9	The English book is enough for developing writing skills.					
10	You will support the introduction of an additional didactic material for fostering writing skills. .					

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
RESULTS OF SURVEY

Statements	Totally disagree	Disagree	Indifferent	Agree	Totally agree	TOTAL
You learn vocabulary correctly	12	15	1	3	4	35
Appropriate techniques are used for learning vocabulary	14	15	3	2	1	35
Vocabulary is important for learning English.	6	5	0	8	16	35
You want to learn vocabulary through short stories.	5	3	2	16	9	35
You write in English paragraph.	26	8	1	0	0	35
You practice writing skills in class.	18	12	0	2	3	35
Learning writing skills will help you to communicate in English.	4	2	0	15	14	35
The English teacher must change the methodology for teaching writing.	3	3	1	14	14	35
The English book is enough for developing writing skills.	3	1	0	16	15	35
You will support the introduction of an additional didactic material for fostering writing skills. .	1	2	3	15	14	35

ANALYSIS OF RESULTS

Statement 1: You learn vocabulary correctly

Sample: 35 students

CHART OF FREQUENCY # 1

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	12	36%
Disagree	15	41%
Indifferent	1	3%
Agree	3	9%
Totally agree	4	12%
TOTAL	**35**	**100 %**

Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero
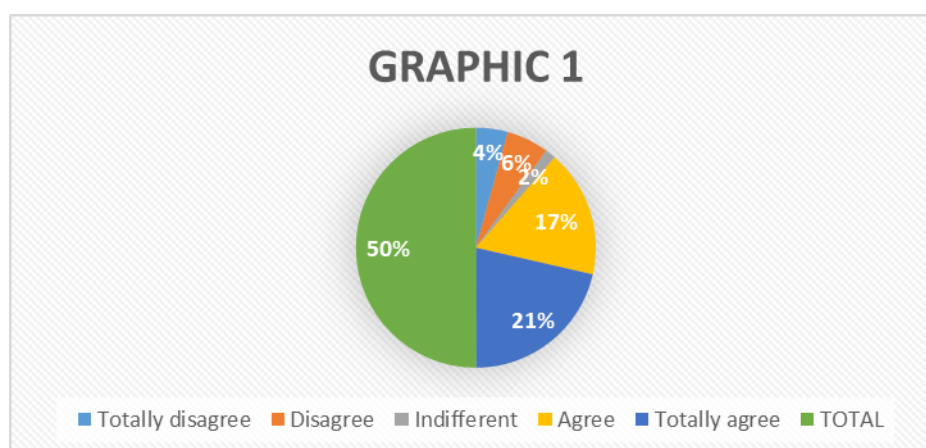
Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero

ANALYSIS

In this first statement almost the whole students have answered they do not learn vocabulary correctly, it happens in the most of public high schools, teachers only focus in the grammar part leaving aside the other skills.

ANALYSIS OF RESULTS

Statement 2: Appropriate techniques are used for learning vocabulary**.**

 Sample: 35 Students

CHART OF FREQUENCY # 2

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	15	41%
Disagree	14	38%
Indifferent	3	9%
Agree	1	3%
Totally agree	2	6%
TOTAL	**35**	**100 %**

Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero
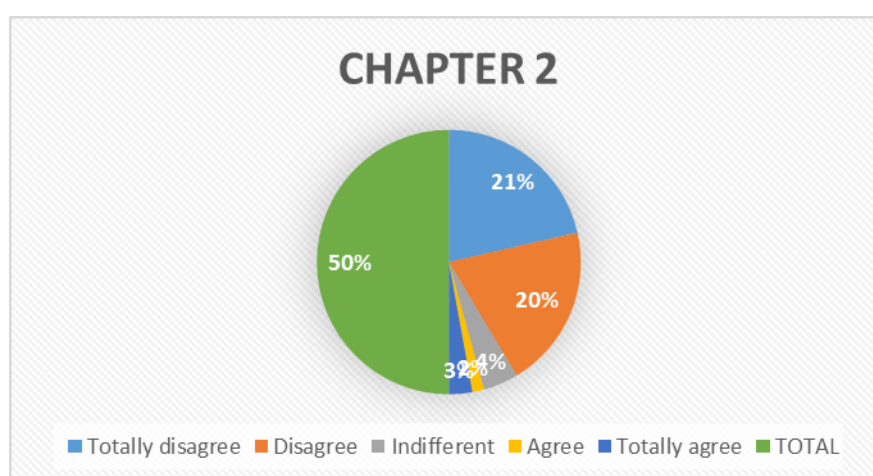
Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero

ANALYSIS

In the second statement the majority of the students answered that the vocabulary classes are imparted without the appropriate techniques which provoke students do not involve for this part of the English language.

ANALYSIS OF RESULTS

Statement 3: Vocabulary is important for learning English.

Sample: 35 Students

CHART OF FREQUENCY # 3

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	6	18%
Disagree	5	15%
Indifferent	0	0%
Agree	8	24%
Totally agree	16	43%
TOTAL	**35**	**100 %**

Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero
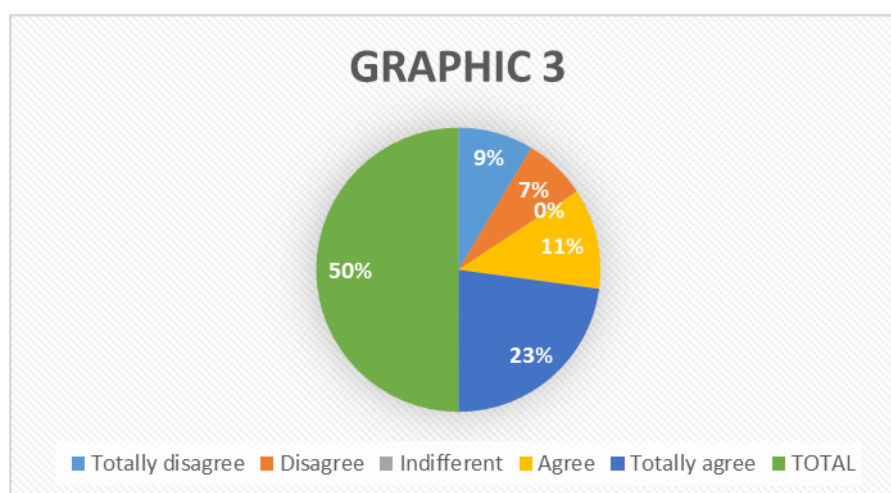
Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero

ANALYSIS

In the third statement most of the students have answered that vocabulary is very important for the acquisition of a second language, they have noticed that knowing more words they will understand sentences.

ANALYSIS OF RESULTS

Statement 4: You want to learn vocabulary through short stories**.**

Sample: 35 Students

CHART OF FREQUENCY # 4

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	16	43%
Disagree	9	27%
Indifferent	2	6%
Agree	15	15%
Totally agree	3	9%
TOTAL	**35**	**100 %**

Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero
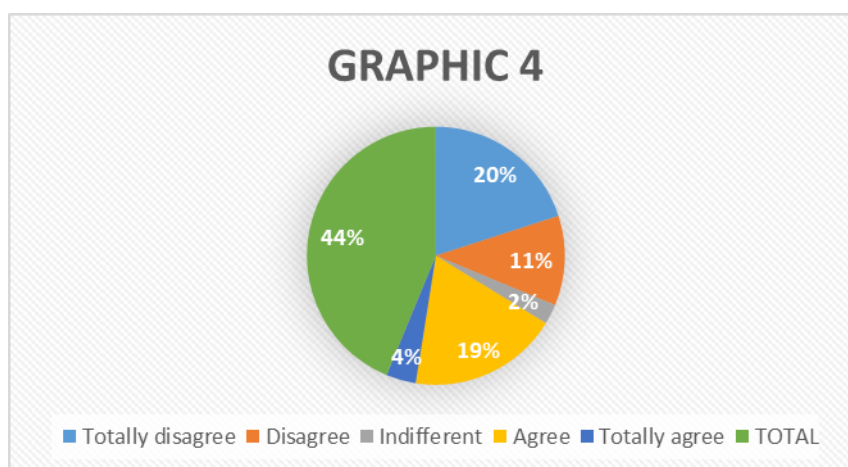
Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero

ANALYSIS

In this fourth statement students have answered they want to learn vocabulary through short stories, they have realized that using different methods they can acquire new information easier.

ANALYSIS OF RESULTS

Statement 5: You write paragraph in English.

Sample: 35 students

CHART OF FREQUENCY # 5

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	26	73%
Disagree	8	24%
Indifferent	1	3%
Agree	0	0%
Totally agree	0	0%
TOTAL	**35**	**100 %**

Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero
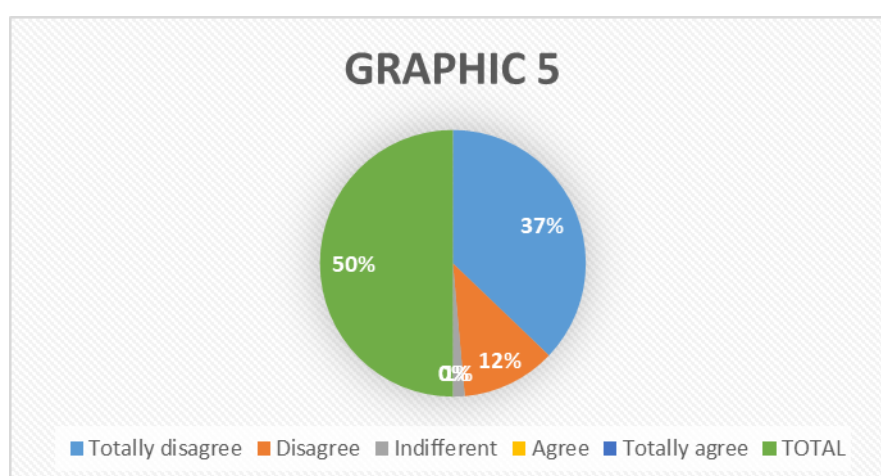
Source: Unidad Educativa "Teodoro Wolf"
Researcher: Ketty Romero

ANALYSIS

With the results of this statement the author of this project could notice that students do not know not even the basic parts of a paragraph and the correct use of grammar structure either.

ANALYSIS OF RESULTS

Statement 6: You practice writing skills in class**.**

Sample: 35 Students

CHART OF FREQUENCY # 6

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	18	54%
Disagree	12	36%
Indifferent	0	0%
Agree	2	6%
Totally agree	3	9%
TOTAL	**35**	**100 %**

Source: Unidad Educativa "Teodoro Wolf"
Researcher: Ketty Romero
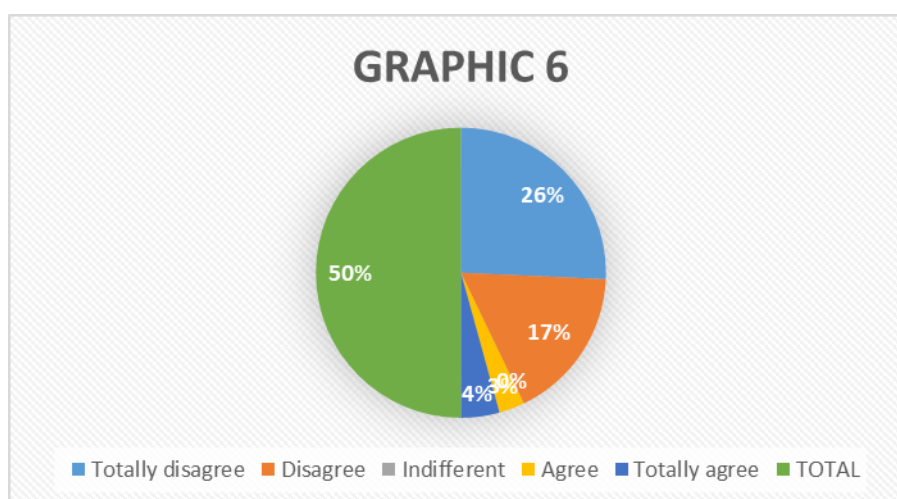
Source: Unidad Educativa "Teodoro Wolf"
Researcher: Ketty Romero

ANALYSIS

As it was expected, in this statement almost the whole students answered that thy do not practice writing skills in class, English teacher only limits to give grammar and complies with the curriculum.

ANALYSIS OF RESULTS

Statement 7: Learning writing skills will help you to communicate in English**.**

Sample: 35 Students

CHART OF FREQUENCY # 7

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	4	12%
Disagree	2	6%
Indifferent	0	0%
Agree	15	45%
Totally agree	14	37%
TOTAL	**35**	**100 %**

Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero
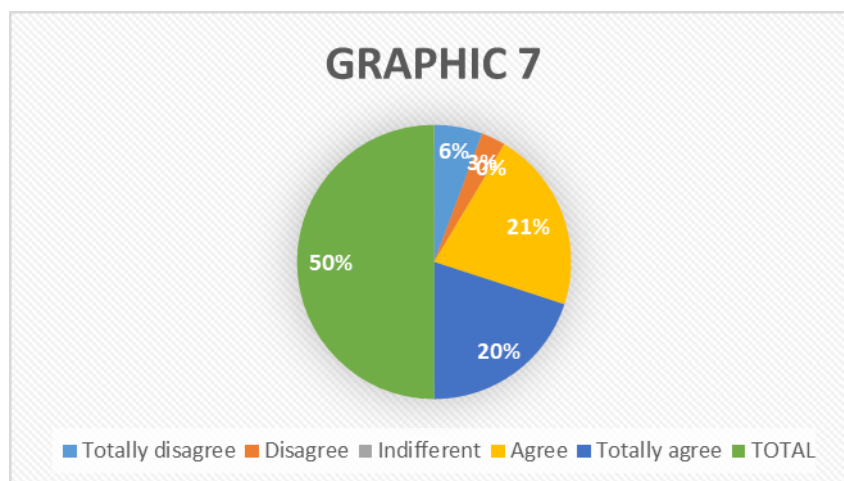
Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero

ANALYSIS

In this statement students are sure that learning writing skills they can use it in real life, writing letters, sending texts, etc.

ANALYSIS OF RESULTS

Statement 8: The English teacher must change the methodology for teaching writing**.**   **Sample: 35 Students**

CHART OF FREQUENCY # 8

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	3	9%
Disagree	3	9%
Indifferent	1	3%
Agree	14	40%
Totally agree	14	40%
TOTAL	**35**	**100 %**

Source: Unidad Educativa "Teodoro Wolf"
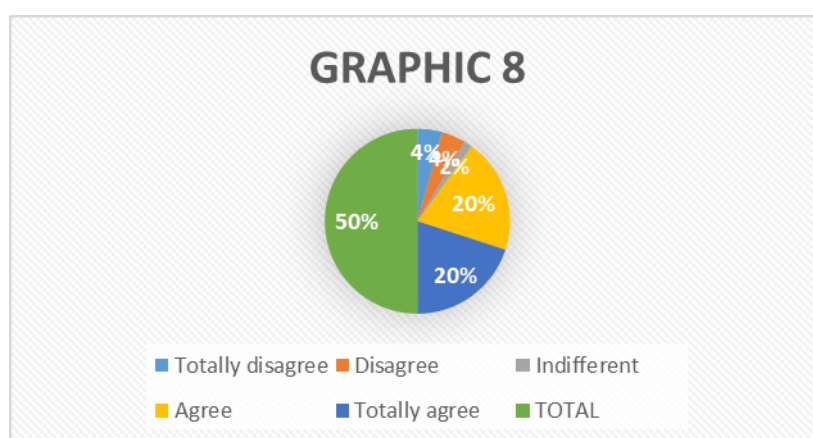
Researcher: Ketty Romero

Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero

ANALYSIS

In this statement students have answered according to their own experiences with the English subject, they think that the methodology used by the teacher is not the correct because they have noticed fails in their development and performance of this skill.

ANALYSIS OF RESULTS

Statement 9: The English book is enough for developing writing skills**.**

Sample: 35 Students

CHART OF FREQUENCY # 9

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	3	9%
Disagree	1	3%
Indifferent	0	0%
Agree	16	45%
Totally agree	15	43%
TOTAL	**35**	**100 %**

Source: Unidad Educativa "Teodoro Wolf"
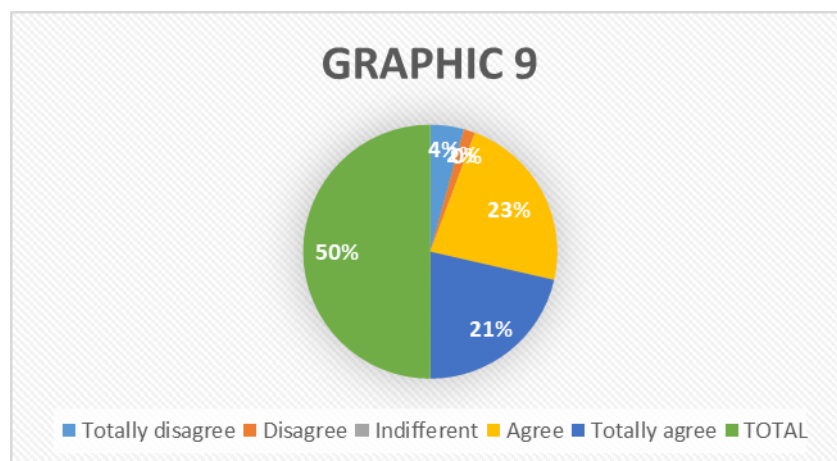
Researcher: Ketty Romero

Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero

ANALYSIS

In this statement most of the students agree that the English teacher must use a new didactic material for the teaching learning process since the book does not contain enough didactic material for learning writing skill.

ANALYSIS OF RESULTS

Statement 10: You will support the introduction of an additional didactic material for fostering writing skills**.**

Sample: 35 Students

CHART OF FREQUENCY # 10

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	1	3%
Disagree	2	6%
Indifferent	3	9%
Agree	15	45%
Totally agree	14	37%
TOTAL	**35**	**100 %**

Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero
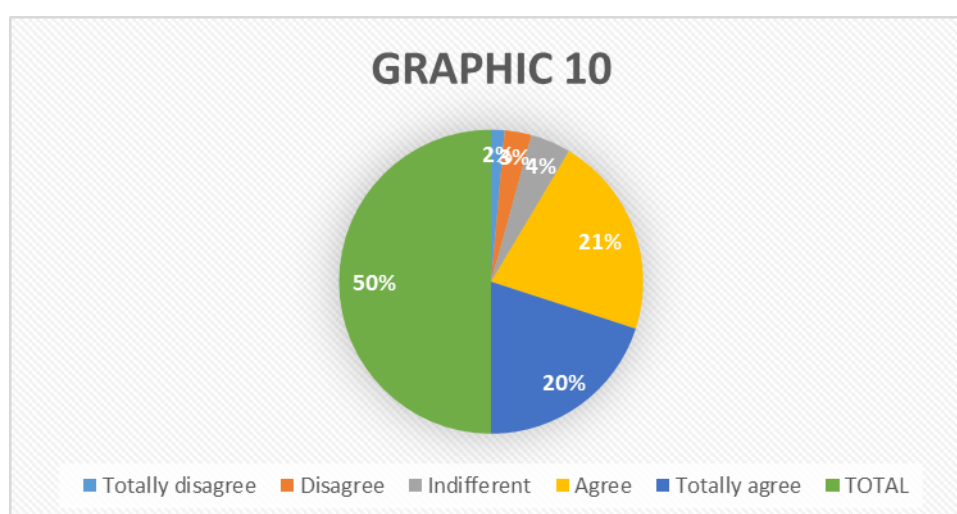
Source: Unidad Educativa "Teodoro Wolf"

Researcher: Ketty Romero

ANALYSIS

In this last statement students answered that the introduction of an additional didactic material is necessary for learning English in a correct way.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- Students do not possess enough prior knowledge regarding to vocabulary.
- Students know that writing is a very important skill in the English language.
- Teacher does not practice enough writing skills, prejudicing exclusively to the students.
- Background students´ vocabulary is obsolete.
- The methodology is not the most appropriate for learning writing skill,
- One didactic material is not enough for the teaching learning process.

Recommendations

- The communicative approach must be used by the teacher for creating new teaching environment in classroom.
- English teachers have to attend to seminars and conference in order to upgrade their knowledge regarding to teaching and learning English.
- English teachers must give confidence to their students fr making and interactive class for the benefit of all people who is involve in the teaching learning process.

CHAPTER IV

THE PROPOSAL

DESIGN OF A BOOKLET WITH SHORT STORIES WITH BASIC VOCABULARY IN ORDER TO STRENGTHEN THE WRITING SKILLS

JUSTIFICATION

The current research is part of changing the traditional way of teaching classes to students, since teachers have also been victims of the system that has ruled for years, making the student a repetitive being of mistakes or disagreements. Thus, this investigation intend to give different points of view not only for teachers but also to students who have realized that English language can open many doors both academic and personal life. In this way, teachers should be aware of their role in the learning process of the students. In this information society in which the human unfolds today, empiricism has to be relocated. It is ironic that the Internet is full of information and teachers continue to guide their educational praxis in the emulation of procedures without being aware of why.

On the other hand, after evaluating and tabulating the results of this project, it is necessary to apply different didactic material that goes hand in hand with methodology used in class, specifically for writing skill. For that reason, the design of a booklet with basic vocabulary for strengthening the writing skill through short stories is going to give facilities not only for teachers but also for students who want to explore in the deepest of the English language and with this material they will do it.

The elaboration of this booklet is to implement an improvement in the teaching learning process of the English as a subject. Besides, it will contribute with present possible solutions to the problem encountered at Unidad Eductiva "Teodoro Wolf."

OBJECTIVES OF THE PROPOSAL

General

To establish the impact of the implementation of booklet with basic vocabulary and short stories in order to strengthen the writing skill.

Specifics

To analyze the vocabulary to implement short stories through exercises and activities.

To determine the different instruments that will be used in the application of the booklet.

To assess students in order to affirm the introduction of the new information.

FEASIBILITY OF THE PROPOSAL

Financial

This proposal has characteristics of being sustainable since with the support of authorities, it could be afforded itself. Among the expenses, photocopies, papers, markers, cardboards, transportation, snacks, etc. were covered by the author of this project.

Technical

This proposal is technically possible because it has the resources needed to implement it, and they can be human, material, and economic infrastructure.

Human Resources

The authority, staff of the institution, teachers and students, were presented with total support, disinterest and full attention. As they will be the first beneficiaries, they were aware of the attention and solidarity that this project.

DESCRIPCION OF THE PROPOSAL

The proposal is the design of a booklet focused on the developing of the writing skill. It will be applied at Unidad Educativa "Teodoro Wolf" in Santa Elena Province in students of ninth year of Basic Education. In the school year 2018 – 2019.

This project contributes to the development of writing skill of students through short stories that will make it easier to acquire new knowledge, thus allowing to form a good foundation for the future. The author of the research consider writing as one of the fundamental bases for a new language because the information is always written and structured in a defined way. If students fail to understand the structures, they may have access to all kinds of knowledge.

The didactic material that contains the booklet consist of different short stories with exercises and activities such as complete the word, multiple choice, fill the gap, etc. that were selected according to the students´ level and creating and interactive class for a better students´ performance. Thus, the good results will see reflected at the end of the school year.

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BOOKLET

PROPOSAL: DESIGN OF A BOOKLET WITH

SHORT STORIES WITH BASISC VOCABULARY

IN ORDER TO STRENGTHEN THE WRITING

SKILLS

AUTHOR

KETTY INES ROMERO GOMEZ

SCHOOL YEAR

2018 – 2019

TABLE OF CONTENT

THANKSGIVING

1. Write the word from the box under the correct picture

* turkey   * Pilgrims   * cranberry   * family meal
* pumpkin pie   * Native Americans   * horn of plenty

_____   _____   _____   _____   _____   _____   _____

Happy Thanksgiving!

On the fourth Thursday in November, in houses around the United States, families get together for a feast or a large meal. Almost all families eat turkey and cranberry sauce for this meal, and have pumpkin pie for dessert. This feast is part of a very special day, the holiday of Thanksgiving.

In 1620 the Pilgrims made a difficult trip across the ocean from England. They landed in what is now Massachusetts. In England the Pilgrims had not been allowed to freely practice their religion. So they went to the New World in search of religious freedom.

The Pilgrims first winter was very hard. Almost half of the group died of cold, hunger and disease. But the Native Americans of Massachusetts taught the Pilgrims to plant corn, to hunt and to fish. When the next fall came, the Pilgrims had plenty of food. They were thankful and had a feast to give thanks. They invited the Native Americans to join them. This was the first Thanksgiving.

Thanksgiving became a national holiday many years later because of a woman named Sarah Hale. For forty years Sarah Hale wrote to each president and asked for a holiday of Thanksgiving. At last she was successful. In 1863 President Lincoln declared Thanksgiving a holiday.

Thanksgiving is a day on which we celebrate and give thanks.

2. Match the expression (1 - 5) with the correct deffintion (a – e)

_ 1. last part of a meal
_ 2. kill animals for food
_ 3. people who write history
_ 4. have more than you need
_ 5. people who travel from one place to another for religious reasons

A. HUNT
B. PILGRIMS
C. HISTORIANS
D. PLENTY
E. DESSERT

3. Answer the questions:

1. When is Thanksgiving celebrated ?
_____
2. Who were the Pilgrims ? _____
_____
3. Why did the Pilgrims have a feast ? _____
_____

How the angel came up on top of the Christmas tree.

When four of Santa's got , the trainee did not produce as fast as the regular ones, and Santa began to feel the Pre-Christmas pressure. Then Mrs. told her Mother was coming to visit, which stressed Santa even more.

When he went to harness the , he found that of them were about to give birth and others had jumped the and were out, Heaven knows where.

Then when he began to load the , one of the floorboards cracked, the fell to the ground and all the toys were .

Frustrated, went in the for a glass of cider and a shot of . When he went to the , he discovered the had drunk

Writing Clinic: Creative Writing Prompts (0) - Who Are They?

Use a mix of simple and complex sentences to describe the pictures.

This is Cathy Lecrazy. She's a bus driver who drives the local school bus. She has had seven accidents the last two years but she claims they weren't her fault. Cathy's 37 years old, single and she has a bulldog named Kitty and a Siamese cat named Ruff. The pets hate her because she often forgets to feed them. In her free time she likes surfing the Internet, watching TV and baking cakes.

She likes going on holiday. She loves the beach although she's afraid of water and isn't into sea food.

3

Saint Patrick's Day - short history

March

St. Patrick's Day is on March 17th.

Schools, banks and post offices are not closed.

St. Patrick is the patron saint of Ireland.

Many Irish people came to live in America.
They brought their holiday with them.
People who are not Irish can enjoy St. Patrick's Day, too.

There are parades on St. Patrick's Day. Bagpipes play Irish music.
People sing Irish songs and dance jigs (a very fast dance)

Green is everywhere on St. Patrick's Day. People wear green clothes or
ribbons. Green colour is added to cakes, cookies, and even beer.

Favourite food on this day is corned beer with cabbage and Irish stew
(lamb, onions and potatoes cokeed in a thick gravy).

Symbols of St. Patrick's Day are :
 - the shamrock (a three-leaf clover)
 - the shillelagh (a wooden club)
 - the leprechaun (a tiny little man)

A short Story about Autumn

We can see _____ ( )

and _____( ) falling

from the _____ ( ).

We can see _____ ( )

playing with their _____ ( ).

Everything is _____,

_____, _____.

It is _____.

Valentine's Day - the short story

Read the story of Valentine's Day. Choose the correct word to go in each gap.

*women   *Pan and Juno   *February   * husband   *love

ROMAN GODS AND GODDESSES

In Roman times people celebrated a festival
of _____ in _____.
The festival was called Lupercalia. It was the festival
of the Roman gods _____.
Young men and young _____ played games to find a wife or a _____.

*wall   *killed   *loved   *message   *times   *woman

In early Christian _____ St Valentine was a holy men.
He was _____ for his beliefs. Before he died he wrote
a message on the prison _____.
The _____ was for the _____ he _____
and he signed the message 'Your Valentine'.

*poems   *book   *festival   *fourteenth   *sender

The feast day of St Valentine's is the _____
of February.
St Valentine became the _____ of lovers.
Young men wrote _____ to give to young women. If they
were not good at writing poetry, they copied one from a _____.
Girls made cards to give to the young men. The _____ of the card was a
secret. People never signed the cards.

*post   *cards   *century

In the nineteenth _____, the postal service started.
Now people could _____ their Valentine's
cards.
Today you can buy lots of _____ and
presents to send on Valentine's Day.

A story: a new pupil

On Monday morning, our teacher Mrs Begonia, entered in classroom and said:" I introduce to you a new pupil, her name is Camille".

I liked her all at once! She looked like very sweet. She was tall and thin, she dressed a purple shirt with a blue jeans salopette, her socks were purple, too, and her shoes were brown. She had blonde, long soft hair, big happy brown eyes and lovely freckles on her face.

She had a very cute violet schoolbag and I thought:" Oh I'd like she were my friend, I'd like Mrs Begonia told her to sit near me…!!."

- How the story goes on? Discuss with your classmates and your teacher and write the end.
- Rewrite the story using simple present.

- Complete the exercise:

Put a or an

……… pair of shoes
……… exercise book
……… ruler
……… vase of flowers
……… blackboard
……… schoolbag
……… teacher's table
……… orange duster
………. alarm clock
………. recorder

- Describe new Camille's class, and some of her new friends

………………………………………………………………
………………………………………………………………
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Let's write a story

Write a short story about a lovely day you had with friends or family.

The word bank will help you but you can use your own ideas.

> The cinema, the mall, at school, at the beach, at the countryside,
>
> Friends, family, cousin, classmates, grandparents,
>
> Learning, watching, shopping, playing, walking,
>
> Fun, boring, exciting, great, tiring

Where?   Today I am at _____

Who ?   I am with my _____

What ?   We are _____

              I am _____

How is it?   It is _____

What do you have?   We have _____ with us.

              We are going to eat _____

              For lunch.

              After lunch we are going to _____

              _____

              _____

              Later we are going to _____

              _____

Three -colour -secrets- party- likes- favourite - are -to- many -songs- and- they-

Kathleen, Judy and Penny are...............friends that have..............interests.

Kathlee's favourite................is green, Judy's.....................colour is blue, Penny's favourite colours............yellow and pink.

Kathleen likes skiing and roller-skating.

Judy ....swimming and volleyball. Penny likes drawing...............handball.

All three of them dancing and listening...............music.

On Saturday nights, ...usually have a pyjamas..............

They listen to their favourite....................,have pillow fights and tell each other their..............

Answer the questions

1. What's Judy's favourite colour?..
2. Does Kathleen like to ski?..
3. What are Penny's favourite colours?..
4. Do they all like to dance?..
5. Does Penny like swimming?...
6. Who likes volleyball?..
7. What do they do on Saturday nights?..

Teacher Michela

Coca-Cola - the short history

★★★★★★★★★★★★★★★★★★

In 1886 John Pemberton, a druggist in Atlanta, Georgia (USA), made a brown syrup by mixing coca leaves and cola nuts. Pemberton sold the syrup in his drugstore as a medicine to cure all kinds of problems. He called his all-purpose medicine "Coca-Cola".

When few people bought Coca-Cola, Pemberton sold the recipe to another druggist, Asa Candler. Candler decided to sell Coca-Cola as a soda-fountain drink instead of a medicine.

At the soda fountains in drugstores, the syrup was mixed with soda water to make the drink Coca-Cola. Candler advertised a lot and sold his syrup to many drugstores. Soon everyone was going to soda fountains and asking for Coca-Cola.

Candler saw no reason for putting Coca-Cola into bottles. But two businessmen thought this would be a good idea. They got permission from Candler, and before long they became millionaires.

★★★★★★★★★★★★★★★★★★ Early Coca-Cola bottle (1899) ★★★★★★★★★★★★★★★★★★

As of 1903, coca leaves were no longer used in Coca-Cola. The exact ingredients used and their quantities aren't known – the Coca-Cola Company keeps its recipe a secret.

World War I helped make Coca-Cola popular outside the United States. The Coca-Cola Company sent free bottles of the drink to U.S. soldiers fighting in Europe. Coca-Cola became very popular with the soldiers – so popular that the U.S. Army asked the company to start ten factories in Europe. After the war, these factories continued to make Coca-Cola. Today, they are Coca-Cola factories around the world.

The monument of John Pemberton and Coca-Cola.

1899-1902   1915   1961   1994

Coca-Cola bottle evolution.

1990-1916   1957   1991
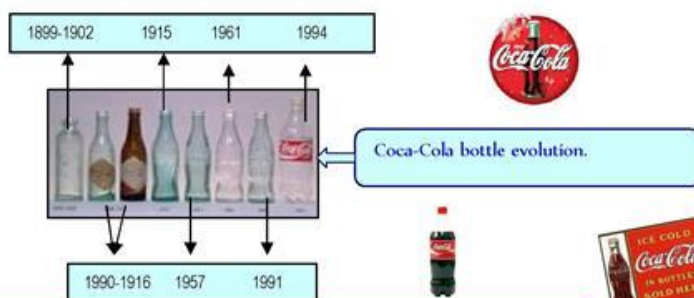
Write T (true) or F(false) :

___ 1. John Pemberton was a druggist.
___ 2. The brown syrup called Coca-Cola was a mix of coca leaves and nuts.
___ 3. Pemberton sold his recipe to the Coca-Cola Company.
___ 4. People mixed Coca-Cola syrup with Soda water.
___ 5. Candler didn't want to put Coca-Cola into bottles.
___ 6. World War II made Coca-Cola popular outside the USA.
___ 7. The Coca-Cola Company sent free bottles of this drink to people in Europe.

Answer the questions :

1. How was Coca-Cola first used ? _____
2. What did Pemberton mix to make a "Coca-Cola" medicine ?
_____
3. When was Coca-Cola invented ? _____
4. Who decided to sell Coca-Cola as a soda-fountain drink ?
_____
5. Who put Coca-Cola into bottles ? _____
6. When did Coca-Cola begin to become popular around the world ?
_____

Cans of Coke first appeared in 1955.

10

TRAFFIC LIGHT
- the short history

Garrett Augustus Morgan
Born : 4th March 1877 – Paris, Kentucky (USA)
Died : 27th August 1963 – Cleveland, Ohio (USA)
He was an African-American inventor. His inventions made people's life safer and more convenient.

★★★★★★★★★★★★★★★★★ ★★★★★★★★★★★★★★★★★

Think about driving without traffic lights.

What a nightmare ! The next time you stop for a red light, thank the inventor, Garrett A. Morgan.

It's 1877. Garrett A. Morgan is born to a poor African-American family. When he is 14 he leaves school and goes to work. He doesn't have much education but he's very imaginative. He teaches himself.

Morgan works in a sewing machine shop. He gets interested in machines. He always looks for better ways to do things.

It's 1901. Morgan invents a special belt for sewing machine. He sells the idea for $ 150. But this is only the beginning. Morgan invents many things.

Now it's 1914. Morgan invents a helmet to protect

miners and firefighters from smoke and

gas. He wins a gold medal for this invention.

Morgan looks for other problems to solve. Cars are very popular in the USA. The streets are crowded with cars. There are many accidents. Morgan has and idea.

What about a light at each street corner ? The light tell the cars to stop or go. He invents a timer that automatically changes the light.

Cities all over the country want to have Morgan's traffic lights but he can't produce enough of them.

It's the 1920s. He sells his invention to the General Electric Company. He gets $ 40,000. This is a large amount of money for that time.

Write T (true) or F (false) :

___ 1. Garrett A. Morgan was born in 1875.
___ 2. Morgan comes from a rich African-American family.
___ 3. Garrett leaves school and teaches himself.
___ 4. He works as a mechanic.
___ 5. He invents a special belt for sewing machine.
___ 6. He invents helmet to protect miners and Firefighters in 1944.
___ 7. He invents a traffic light with the timer.
___ 8. Garrett A. Morgan sells his invention to the General Electric Company.

★★★★★★★★★★★★★★★★★

Answer the questions :
1. Where was Garrett A. Morgan born ?

2. Who was Mr. Morgan ?

3. What was his first invention ?

4. What did he invent in 1914 ?

5. What did he win for this invention ?

6. Why did Morgan sell his invention – the traffic light, to the General Electric Company ?

★★★★★★★★★★★★★★★★★

11

McDonald's - the short history
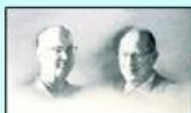
Richard 'Dic' (on the left),
Maurice 'Mac' (on the right)
McDonald's

★★★★★★★★★★★★★★★★

Maurice 'Mac' and Richard 'Dic' McDonald have a dream. They want to be movie stars. They go to California from the East Coast but they can't find jobs in the movies. They are very poor and very disappointed. They must do something to make money. They decide to open a restaurant in San Bernardino. They want to try something new, a **fast-food restaurant**. They borrow money and open a restaurant. They call the restaurant McDonald's.

Hamburgers ,milk shakes and

French fries are on the menu. That's all. A restaurant with three things on the menu ? No one thinks it will work but people love it. The food is simple, fast and good. Soon people wait in line outside the restaurant.

A salesman named Ray Kroc from Chicago can't understand why the restaurant needs so many milk-shake machines so he goes to California to see this restaurant. He is amazed. People wait outside the restaurant to get in. He tries the food. It's great. And the restaurant is so clean.

Kroc asks the brothers to open other restaurants like this. The brothers say they make enough money. Kroc tells the brothers they can make more money. He can open other McDonald's like this one. He will give them some money for these restaurants. The brothers agree.

It's 1955. Kroc opens two other McDonald's but people want more. Soon there are hundreds of McDonald's. The brothers have enough money. **They sell McDonald's to Ray Kroc**. He pays $2.5 million.

Kroc becomes very rich. And the brothers ? They are happy with their quite life.

★★★★★★★★★★★★★★★★

USA

Write T (true) or F (false)

1. Mac and Dic want to be drivers. ___
2. They go to California from the West Coast ___
3. They are poor. ___
4. They open the first restaurant in Chicago ___
5. They call the restaurant fast food ___
6. The restaurant has three things in the menu. ___
7. There aren't any people in the restaurant. ___
8. The food in the restaurant is great. ___
9. Ray Kroc gives the brothers some money to open the other restaurants. ___
10. The brothers are still poor. ___
11. Mac and Dic don't want to sell the restaurants. ___
12. Ray Kroc buys the restaurants from McDonald's brothers. ___
13. Ray becomes a rich man. ___

★★★★★★★★★★★★★★★★

Answer the questions .

1. Why do Mac and Dic McDonald's open the restaurant ?
_____

2. Why do they call the restaurant McDonald's ?

3. What three things are on the menu in their first restaurant ?
_____

4. Who asks the brothers to open the other restaurants ?

5. Who do the brothers sell McDonald's to ?
_____

6. How much money does the man pay for the restaurants ?
_____

VOCABULARY 1 – EXERCISES (part 1)

1 Choose the correct option.
1 Those *scissors / mushrooms* are sharp.
2 The parrot was sitting on Steve's *tongue / shoulder*.
3 Did you hear your *headphones / alarm clock* this morning?
4 Don't tell anyone! It's a *challenge / secret*.
5 How many guests did you have at your *wedding / accident*?
6 The *guide / alien* showed us the church.
7 It's very risky to ride your bike without wearing a *tracksuit / helmet*.
8 The chimney was made of *soap / bricks*.

2 Complete the sentences with the following words.

trip – director – road – timetable – cottage – storm – price – weather

1 The first lesson on the _____ for Monday morning is history.
2 Our apple tree fell down in the _____.
3 We made a _____ to the beach.
4 The _____ was good at the start of the week.
5 You paid a high _____ for the house.
6 They live in a beautiful country _____, with roses around the door.
7 She became the _____ of the new information centre.
8 There's a sweet shop on the other side of the _____.

3 Complete the sentences.
1 She put her arm round my **sh**_____ and gave me a kiss.
2 He often went to his room and listened to music on his **h**_____.
3 Paul had six **c**_____ on his birthday cake.
4 Tigers and **l**_____ are big cats.
5 Don't forget to put the clothes in the washing **m**_____.
6 What's the highest **m**_____ in Europe?
7 We heard the church **b**_____ ringing.
8 Spring is my favourite **s**_____ of the year.

4 Unscramble the words.
1 I'm allergic to _____ (SNUTEAP).
2 Use _____ (POSA) and water to wash your hands
3 I had a terrible _____ (CHEADEAH) so I didn't go to the concert.
4 The _____ (RATEMPETURE) today was 28°C.
5 We're making plans for the _____ (REFUTU).
6 Be careful with that _____ (FIKNE) or you'll cut yourself!
7 They did some _____ (TSMENPERIEX) with magnets.

5 Complete the crossword. What do you know about the mystery word.
1 the king of animals
2 something you wear around the neck
3 something that you need when it is raining
4 someone who lives very close to you
5 a building where things are made
6 a group of musicians
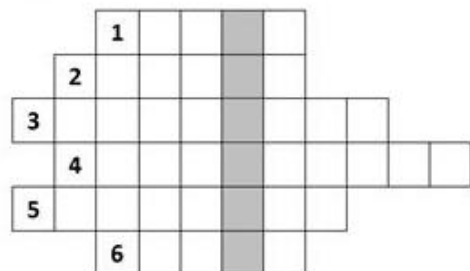
VOCABULARY 1 – EXERCISES (part 2)

1 Unscramble the words.

1 These _____ (SROSSCIS) cut well.
2 Tom didn't come to my _____ (DDIWENG).
3 The _____ (RESUTREA) is finally in my hands!
4 Tom had a car _____ (DACCIENT).
5 Where can I buy _____ (CKRIBS)?
6 She was wearing a red _____ (FRASC).
7 He's wearing a white _____ (NOTTOC) shirt.
8 He bought me a gold _____ (INGR).

2 Complete the sentences with the following words.

wizard – factory – alien – alarm clock – secret – chimney – temperature – band

1 They climbed up on the roof to clean the _____.
2 The _____ outside is four degrees below zero.
3 What is your favourite boy _____?
4 The purple _____ had four arms and four legs.
5 That's a _____. I can't tell you.
6 Set the _____ for seven o'clock.
7 Merlin was a _____.
8 Tony did not want to work in a shop or a _____.

3 Complete the sentences.

1 Tom's doctor told him he needed to get more **ex**_____.
2 Fred is playing with his **t**_____.
3 Walking is good **e**_____.
4 The house had a **st**_____ wall around it.
5 Our house has got five **r**_____.
6 We gave a party in **c**_____ of his 70th birthday.
7 Ron plays the **d**_____.
8 My uncle drive a **l**_____.

4 Complete the crossword. What do you know about the mystery word?

1 a man who has magical powers
2 spring, summer, autumn or winter
3 a very fast bird that cannot fly
4 a very large animal that lives in the ocean
5 a house made of snow or ice
6 a printed table that shows all the days, weeks, and months of the year
7 an imaginary animal with wings and a long tail
8 a very slow animal
9 a small house, especially in the country
10 the king of all animals
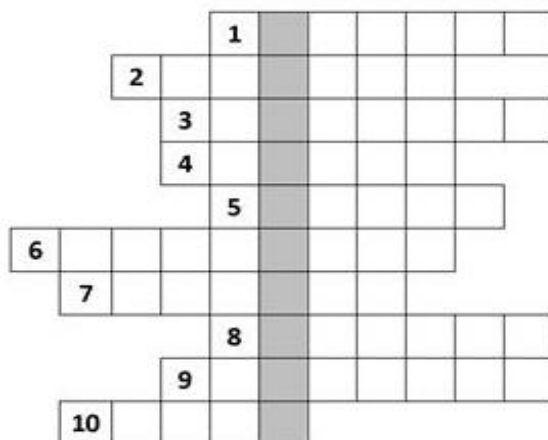
VOCABULARY 1 – EXERCISES (part 4)

1 Complete the crossword. What do you know about the mystery word?

1 bad weather with very strong wind, heavy rain, thunder and lightning
2 something that you use for washing your body
3 a person who trains an athlete
4 a group of musicians
5 a part of a building through which smoke rises into the outside air
6 something that you should not tell others
7 a woman who has magical powers
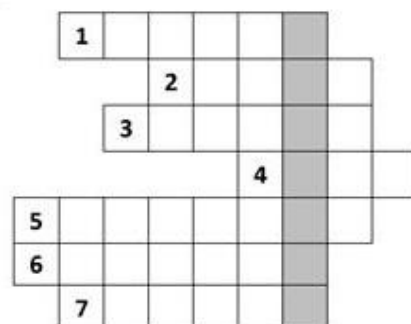
2 Complete the sentences with the following words.

headache – mushrooms – tower – turtle – perfume – prices – rug – future

1 He ate some poisonous _____.
2 The _____ of roses filled the room.
3 A cute little _____ was found on the beach.
4 We must buy a new _____ for this room.
5 She will be a famous artist in the _____.
6 _____ are very high in this shop.
7 Tom had a bad _____ last night.
8 The _____ is fifteen metres high.

4 Write the words.

1 _____ 2 _____ 3 _____ 4 _____

5 Explain the following words.

Example: *a witch – a woman who has magical powers*

1 a turtle _____
2 a neighbour _____
3 a ghost _____
4 an igloo _____
5 a lion _____
6 an ostrich _____
7 an umbrella _____
8 a cottage _____

VOCABULARY 1 – EXERCISES (part 5)

1 Complete the words.

1) SH_ _LD_R
2) S_CR_T
3) P_ _N_TS
4) T_NN_L
5) CH_LL_NG_

6) DR_G_N
7) SH_D_W
8) H_MST_R
9) TR_CKS_ _T
10) D_R_CT_R

11) T_M_T_BL_
12) M_ _NT_ _N
13) C_TT_N
14) CH_MN_ _
15) K_ _B_ _RD

16) C_NDL_
17) T_NG_ _
18) F_CT_R_
19) M_ _ST_CH_
20) S_ _S_N

2 Complete the sentences with the following words.

wedding – stone – sky – pupils – moustache – engine – trip – road

1 Who threw this _____ through that window?
2 All the _____ in the class like Miss Smith.
3 The Diesel _____ was invented by Rudolf Diesel.
4 How many hours will the _____ take?
5 Two children were playing on the _____.
6 The bride was wearing a white _____ dress.
7 He shaved his _____.
8 The _____ is clear today.

3 Unscramble the words.

1 The _____ (RETUPEMTERA) outside is below zero.
2 The _____ (IKNEF) is dirty.
3 The _____ (LLEBS) started to ring.
4 Give me the _____ (WORDS). It's too sharp for you.
5 Don't read my _____ (YRAID)!
6 Your _____ (KNIS) is so soft.
7 You must be cold! Your _____ (PILS) are blue.
8 Tom let the _____ (MASTERH) out of its cage.

4 Complete the crossword. What do you know about the mystery word?

1 how much something costs
2 a sweet food made with flour, eggs, fat, and sugar
3 a creature from a different planet
4 something which protects you against the rain
5 something that you give to somebody
6 a man with magical powers
7 something that you can use to build a house
8 a building where actors work
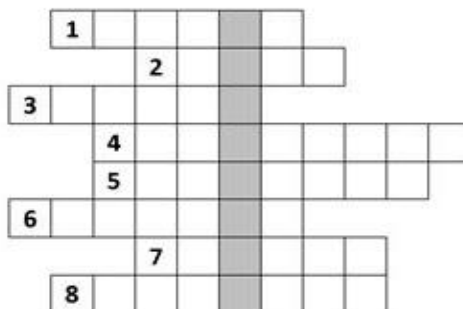
5 Write the rhymes.
1 a tall, narrow building that rhymes with *power*
2 a person who shows a place to tourists that rhymes with *side*
3 a group of musicians that rhymes with *hand*
4 something that you wash your hands with that rhymes with *hope*

VOCABULARY 2 – EXERCISES (part 1)

1 Choose the correct option.

1 I have *sand /cabbage* in my shoe.
2 They sent him to a high-security *picnic / prison*.
3 In 1906 an *adjective / earthquake* destroyed much of San Francisco.
4 He caught a fish in the *net / belt*.
5 Don't be such an idiot — use your *blood / brain*.
6 The farmer had five hundred *bats / lambs*.
7 They brought their lunch in a picnic *basket / packet*.
8 The tigers are in a *prison / cage* to protect the public.

2 Complete the sentences with the following words.

exam – couple – journey – pound – vacuum cleaner – joke – tie – bowl

1 We wished her a safe and pleasant _____.
2 He was wearing a suit and _____.
3 There are one hundred pence in a _____.
4 She has no fridge or washing machine, but she has a _____.
5 Did I tell you the _____ about the chicken crossing the road?
6 She eats a _____ of cereal every morning.
7 He told me that the biology _____ was difficult.
8 "Are they a _____?" "No, they are just good friends."

3 Complete the sentences.

1 If your trousers fit you correctly you don't need to wear a **b**_____.
2 "Let's go shopping." "That's a good **i**_____!"
3 Dinner is my favourite **m**_____.
4 Ants, bees, butterflies, and grasshoppers are all **i**_____.
5 My father always has a biscuit and a **c**_____ of tea at bedtime.
6 I must write a few **p**_____ while we're on holiday.
7 She ate a whole **p**_____ of crisps.
8 You can take the **u**_____ to Stonebridge Park and then walk.

4 Unscramble the words.

1 The ship crashed on the _____ (ORCKS).
2 I need one first-class _____ (PMATS) to send this letter.
3 I like most vegetables but not _____ (EBBACAG).
4 "Big", "boring", "green", and "dangerous" are all _____ (TIJECADVES).
5 She recited some of her favourite _____ (MOPES).
6 Bake the bread at 180 _____ (SEEGRED) for 35 minutes.
7 We're growing tomatoes and _____ (EBANS) in our garden this year.
8 They went to an Italian restaurant on their first _____ (ATED).

5 Write the rhymes.

1 a place to live that rhymes with *hat*   _____
2 a flower with a sweet smell that rhymes with *nose*   _____
3 a road in a town that rhymes with *meet*   _____
4 a short period of rest that rhymes with *cake*   _____

VOCABULARY 3 – EXERCISES (part 6)

1 Write the opposites of the following words.

1 stupid	_____	6 cheap	_____	11 ill	_____
2 lose	_____	7 dry	_____	12 sell	_____
3 fast	_____	8 interesting	_____	13 west	_____
4 rich	_____	9 over	_____	14 south	_____
5 get	_____	10 full	_____	15 turn on	_____

2 Answer the questions.

1 Can you dance? _____

2 What did you give your mother for Christmas? _____

3 Which things do you recycle? _____

4 Do you like romantic movies? _____

5 What time do you go to sleep? _____

6 Did it rain yesterday? _____

7 What kind of books do you read? _____

8 Would you like to be famous? Why (not)? _____

3 Match the sentence halves.

1 _____ These thick socks   A. the money?

2 _____ Why did you give him   B. will keep your legs warm.

3 _____ Melanie works   C. green or black tea?

4 _____ Mary is saving money   D. about computer games.

5 _____ Don't touch   E. my sandwich!

6 _____ Do you prefer   F. off the radio?

7 _____ Tom never talks   G. to go to Japan.

8 _____ Could you please turn   H. as a journalist.

4 Complete the sentences with the following words.

under – correct – hurry – poor – important – try – dangerous – wear

1 It's _____ to climb mountains during a storm.

2 I _____ glasses only for reading.

3 We must _____ or else the shop will be closed.

4 George is _____ but he's always happy.

5 It was crazy of him to _____ swimming in that freezing water.

6 My parents were sitting _____ the tree.

7 It is _____ to eat a healthy lunch.

8 One of the answers is _____.

5 Unscramble the words.

1 This umbrella is _____ (ZINGAMA).

2 The cat is moving _____ (STAF).

3 I want to _____ (SOOCHE) a new car.

4 How did you _____ (BRALETECE) your birthday?

5 I didn't _____ (DINF) my keys.

6 He _____ (DEIRRAC) the cat in his bag.

7 How much does a soccer ball _____ (GWEIH)?

8 He is a _____ (MAFOUS) actor.

VOCABULARY 3 – EXERCISES (part 7)

1 Complete the crossword. What do you know about the mystery word?

1 to move your body to music
2 the opposite of full
3 the opposite of lose
4 to move through the air
5 to have clothes on your body
6 to find something, especially for the first time
7 another word for "amazing"
8 the opposite of fast
9 the opposite of dry
10 worried or frightened
11 the opposite of rich
12 the opposite of south
13 the opposite of safe
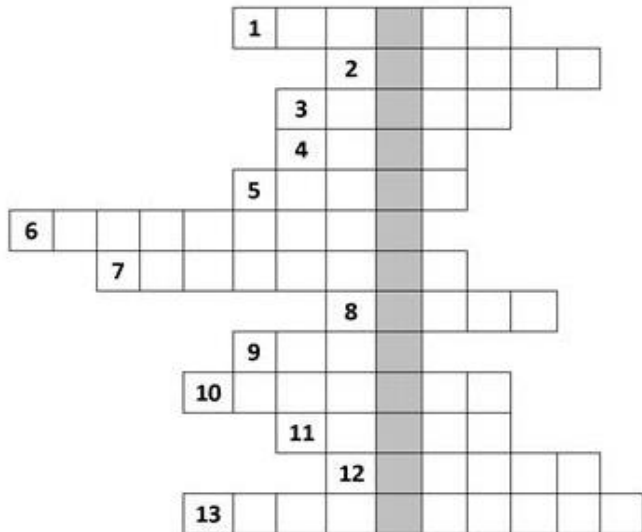
2 Answer the questions.
1 What are you wearing right now? _____
2 Where did you buy your shoes? _____
3 How often do you go running? _____
4 Did you lose anything last week? _____
5 Do you prefer hot or cold weather? _____
6 What would you like to find under the Christmas tree? _____

3 Complete the sentences with the following words.

warm – cool – choose – miss – tidy – kill – die – surprise

1 That's a really _____ trick!
2 Isn't it easier to find your things when your room is _____?
3 Tom, I've got a _____ for you.
4 You can _____ any colour.
5 Remember that I love and _____ you.
6 What doesn't _____ you will make you stronger.
7 Drinking _____ milk will help you get to sleep.
8 Flowers _____ without water.

4 Match the sentence halves.

1 _____ I'm tired
2 _____ I was looking for Tom
3 _____ My cat weighs
4 _____ I like to talk
5 _____ Tom sat on the grass under
6 _____ She wears
7 _____ Tom runs
8 _____ Don't touch this

A. a coconut tree.
B. with your dirty hands.
C. long skirts.
D. about four kilos.
E. and I want to go to bed.
F. about tasty food with my friends.
G. but Tom found me first.
H. 10 kilometers every day.

19

VOCABULARY 4 – EXERCISES (part 1)

1 Choose the correct option.
1 These shoes aren't very *comfortable / careful* for walking.
2 I'd like to *sail / jump* around the world.
3 It's probably a *false / wrong* alarm.
4 It was so *sunny / foggy* I couldn't see who it was.
5 I want to *visit / meet* South Korea.
6 He told us a very *lazy / exciting* adventure story.
7 What do you want to be when you *grow / feed* up?
8 This room is very small, so it is *possible / impossible* to put more furniture in it.

2 Complete the sentences with the following words.

fresh – blind – poisonous – impossible – busy – noisy – dear – wide

1 She ate three plates of spaghetti and a dessert? That's _____.
2 Sarah is _____ in one eye.
3 Jessica was a very _____ friend.
4 The director cannot see you now, he's _____.
5 Are the vegetables _____ or frozen?
6 Don't touch these plants – they are _____.
7 The children are sleeping. Please don't be so _____.
8 How _____ is the river?

3 Complete the sentences.
1 Those flowers aren't real - they're made of **p**_____.
2 Frederick **c**_____ stamps.
3 The United States **f**_____ against Germany in World War II.
4 The wind is **b**_____ hard.
5 Turn off the **l**_____, please.
6 You're **e**_____ today! I don't usually see you before nine o'clock.
7 Does your dog **b**_____?
8 He fell and **b**_____ his leg.

4 Unscramble the words.
1 He _____ (DEREFFO) to take her home in a taxi.
2 I heard a _____ (LETGEN) knock at the door.
3 The river is _____ (LLUPOTED) by waste from factories.
4 She was so _____ (RYGAN) that she could not speak.
5 She had an umbrella to _____ (TORPECT) her from the rain.
6 I really enjoy helping _____ (LEDABDIS) people.
7 She _____ (SWOKN) where I live.
8 He was a slow and _____ (FECARUL) driver.

5 Complete the crossword. What do you know about the mystery word?

1 to push yourself into the air using your legs
2 wanting food
3 to travel on water
4 to start
5 the opposite of true
6 to use your teeth to cut into something

ANNEX

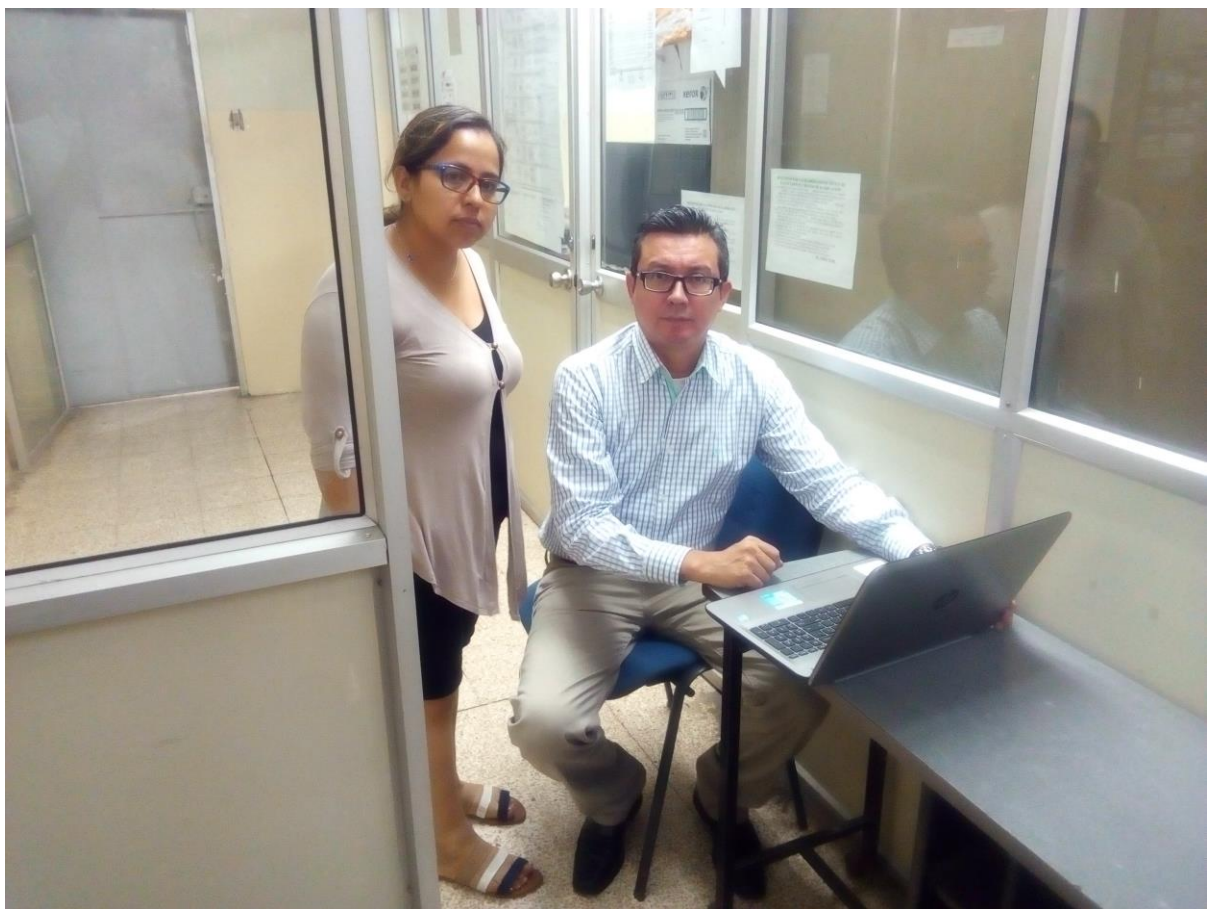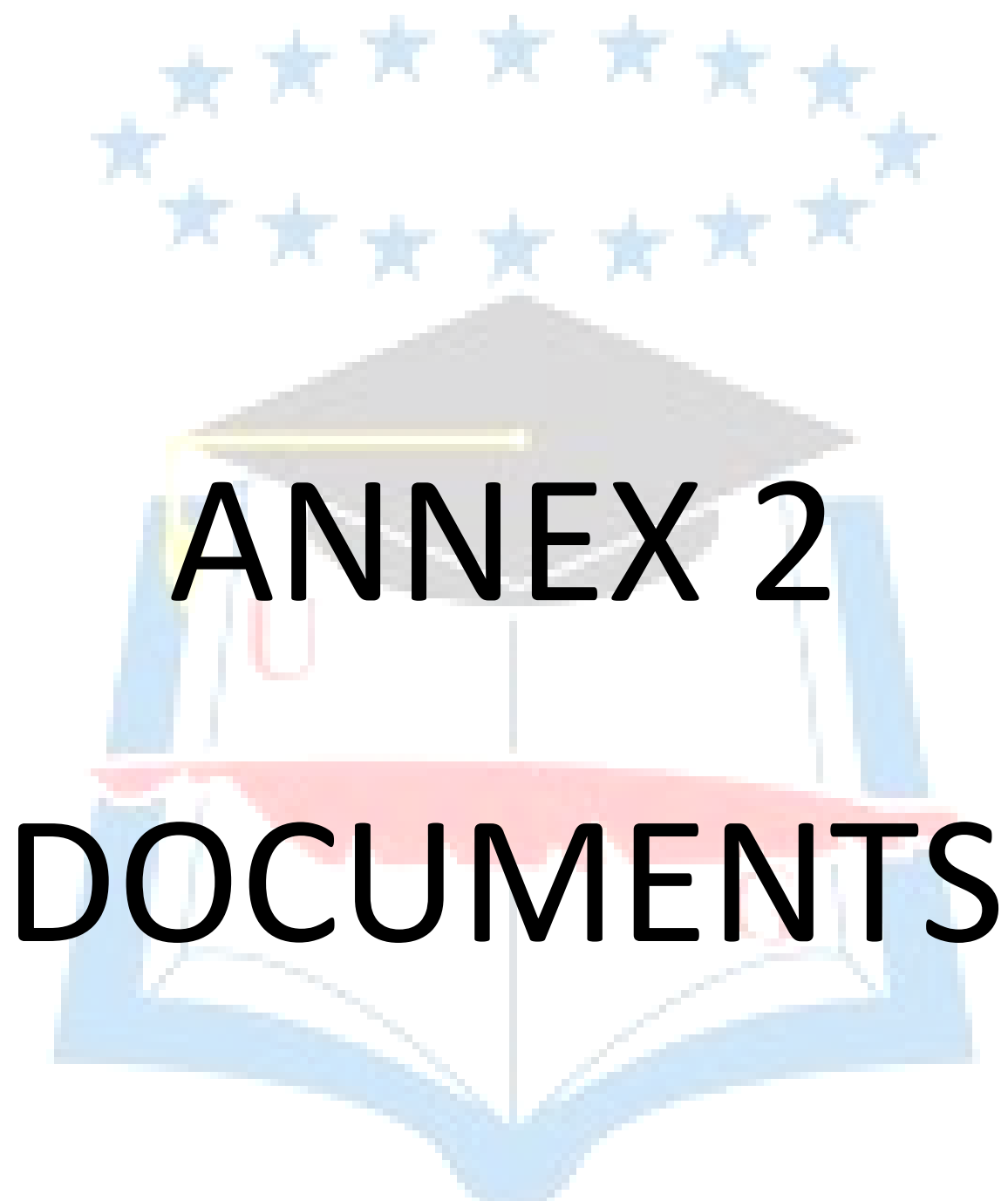# SECTION

ANNEX 1

PHOTOS

ANNEX 2

DOCUMENTS
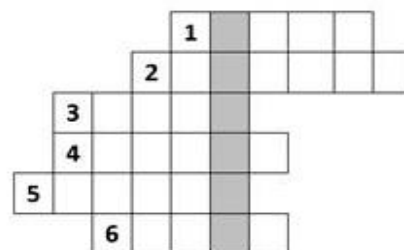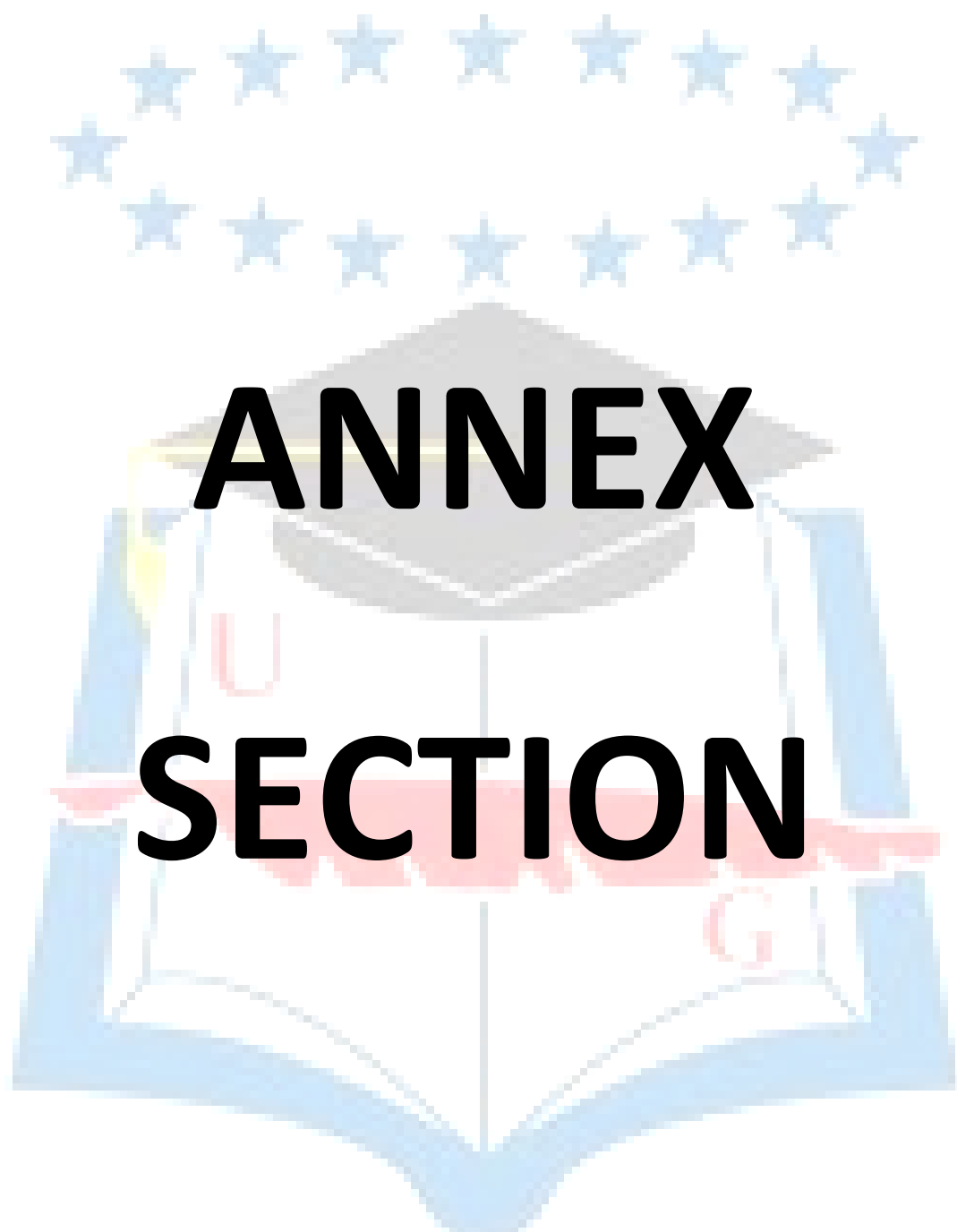
UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA

Guayaquil, 16 de Agosto 2018

Msc.
Alfonso Sánchez
Director
Escuela de Lenguas y Lingüística
Ciudad.-

De mis consideraciones:

Romero Gómez Ketty Inés con Cédula de Identidad #091292962-7, de la Escuela de Lenguas y Lingüísticas, mención Inglés – Italiano Modalidad Semipresencial, y **Marín Flores Carmen Verónica** con Cédula de Identidad #0916629140 de la Escuela de Lenguas y Lingüísticas, mención Inglés – Francés Modalidad Semipresencial.

Solicito muy respetuosamente nos conceda acogernos a la primera prórroga para nuestra Tesis de Proyecto Educativo.

Topic: Writing Skills and short stories Booklet in the Teaching of English in the ninth Basic Education.
Proposal: Design and implementation of a Short Stories Booklet.

De usted muy atentamente;

Firma de Estudiante
Teléf.: 0979850388
Correo: kettyrogo@hotmail.com

Firma de Estudiante
Teléf.: 0989599776
Correo: veronicamarin_1767@hotmail.com

UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA

Guayaquil, 18 de Octubre 2018

Msc.
Silvia Moy San Castro
Decana de la Facultad de Filosofía
Letras y Ciencias de la Educación
Ciudad.-

De mis consideraciones:

Romero Gómez Ketty Inés con Cedula de Identidad #0912929627 y Marín Flores Carmen Verónica con Cedula de Identidad #0916629140, de la carrera Lenguas y Lingüística, modalidad Semipresencial y Presencial.

Solicitamos muy respetuosamente se nos asigne un nuevo tutor para nuestro proyecto educativo, ya que el Master Andrés Rodríguez se ha retirado, quien nos revisó hasta el CAPITULO 2.

TOPIC: Writing Skills and short stories Booklet in the Teaching of English in the ninth Basic Education.

PROPOSAL: Design and implementation of a Short Stories Booklet.

Por la atención quedamos muy agradecidas.

Atentamente,

Firma de estudiante   Firma de estudiante

Universidad de
Guayaquil

No. UG-LENGUAS 2019-080

Guayaquil, 14 de Enero del 2019

MSc.
Larry Torres Vivar
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

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

En esta designación consta el nombre de las estudiantes de la Escuela de Lenguas y Lingüística: **ROMERO GÓMEZ KETTY INÉS.**

TOPIC: STRENGTHENING THE WRITING SKILLS THROUGH SHORT STORIES WITH BASIC VOCABULARY.

PROPOSAL: DESIGN OF A BOOKLET WITH SHORT STORIES WITH BASIC VOCABULARY IN ORDER TO STRENGTHEN THE WRITING SKILLS

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

Atentamente,

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

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

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

UNIVERSIDAD DE GUAYAQUIL
Cdla. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy
www.ug.edu.ec

Santa Elena, 30 de Noviembre 2018.

Msc.

CARLOS VALLE NAVARRO

Director de la Carrera de Lenguas y Lingúistica

Facultad de Filosofía, Letras y Ciencias de la Educación

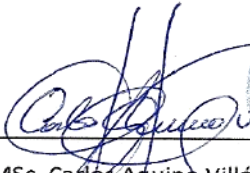Universidad de Guayaquil

Ciudad.-

De mis consideraciones:

Con respecto al oficio del día 28 de noviembre en el cual se solicita el permiso para que las profesoras ROMERO GÓMEZ KETTY INÉS con CI. 091292962-7 y MARÍN FLORES CARMEN VERÓNICA, con CI. 091662914-0, egresadas de la especialización LENGUA INGLESA Y LINGÜÍSTICA, PERÍODO 2018, desarrollen y apliquen el proyecto educativo en la Institución "Teodoro Wolf" tenemos a bien informar que en este despacho aprueban y aceptan la solicitud y pueden empezar en cuanto lo consideren conveniente.

Tema:

Strengthening the writing skills through short stories with basic vocabulary

Proposal:

Designo of a booklet with short stories with basic vocabulary in order to strengthen the writing skills

MSc. Carlos Aquino Villón

RECTOR

Guayaquil, 14 Febrero 2019

Máster
Jacinto Calderón Vallejo
Decano de la Facultad de Filosofía

De mis consideraciones :

CARMEN VERONICA MARIN FLORES con C.I.0916629140, estudiante de la
Escuela de Lenguas y Linguistica Modalidad Presencial, por medio de
la presente comunico que Renuncio al Tema y Propuesta de mi Proyecto
de Licenciatura, que lo estaba realizando con mi compañera; Ketty Inés
Romero Gómez con C.I.0912929627.
Por motivos de incompatibilidad de tiempo.
Cedo el Tema y la Propuesta a mi compañera.

TOPIC : Strengthening the writing through short with basic vocabulary.
PROPOSAL : Design of a booklet with short stories with basic vocabulary
in order to strengthen the writing skills.

Agradeciéndole la atención brindada.

Atentamente,

Carmen Verónica Marín Flores

Guayaquil, 14 Febrero 2019

Máster
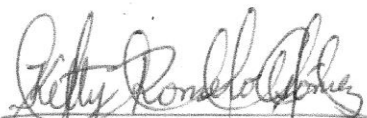Jacinto Calderón Vallejo
Decano de la Facultad de Filosofía

De mis consideraciones :

ROMERO GOMEZ KETTY INES   con C.I.0912929627, estudiante de la Carrera de Lenguas y Linguistica Modalidad Semipresencial Matriz Guayaquil, solicito respetuosamente se me permita continuar sola con el desarrollo de mi Proyecto de Licenciatura con el TEMA :
TOPIC : Strengthening the writing skills through short Stories with Basic vocabulary. PROPOSAL : Design of a booklet with short stories with basic vocabulary in order to strengthen the writing skills.

Agradezco la atención brindada.

Atentamente,

Romero Gómez Ketty Inés

UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA- NIVEL PREGRADO

Guayaquil, 5 Febrero 2019

Máster
Jacinto Calderón Vallejo
Decano de la Facultad de Filosofía

De mis consideraciones:

KETTY INES ROMERO GOMEZ con C.I.0912929627 y CARMEN VERONICA MARIN FLORES con C.I.0916629140, estudiantes de la Carrera de Lenguas y Linguistica Modalidad Semipresencial y Modalidad Presencial, solicitamos se nos conceda una PRORROGA para poder continuar con el proceso del Desarrollo de mi Proyecto Educativo con el TEMA:

TOPIC: Strengthening the writing through short with basic vocabulary. PROPOSAL: Design of a booklet with short stories with basic vocabulary in order to strengthen the writing skills.

El mismo que por motivos que el anterior Tutor el Máster Andres Rodriguez, ya no labora en la Facultad de Filosofía, por eso nos demoramos en la entrega de nuestra Tesis.
Habiendo avanzado hasta el capítulo II.

Agradecemos la atención.

Atentamente,

Romero Gómez Ketty Inés   Marín Flores Carmen Verónica

Universidad de Guayaquil

FACULTAD DE FILOSOFIA
ESCUELA DE LENGUAS Y LINGUISTICA
UNIDAD DE TITULACIÓN

TRABAJO DE TITULACIÓN
**FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACION**

Nombre de la propuesta de trabajo de la titulación	**TOPIC:** Strengthening the Writing Skills through Short Stories with Basic Vocabulary. **PROPOSAL:** Design of a booklet with short stories with basic vocabulary in order to strengthen the writing skills.
Nombre del estudiante (s)	Romero Gómez Ketty Inés Marín Flores Carmen Verónica

Facultad	Filosofía	Carrera	
Línea de Investigación		Sub-línea de investigación	
Fecha de presentación de la propuesta de trabajo de titulación		Fecha de evaluación de la propuesta de trabajo de titulación	

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

	APROBADO
	APROBADO CON OBSERVACIONES
	NO APROBADO
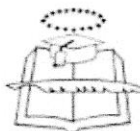
_____
Docente Revisor

FACULTAD DE FILOSOFÍA
ESCUELA/CARRERA LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

Guayaquil, 14 de Enero del 2019

SR. MSc.
CARLOS VALLE
DIRECTOR DE CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA
UNIVERSIDAD DE GUAYAQUIL
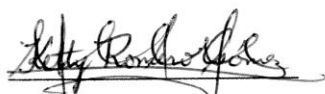
Acuerdo del Plan de Tutoría

Nosotros, MSc. Larry Torres Vivar, docente tutor del trabajo de titulación y Ketty Inés Romero Gómez estudiante de la Carrera/Escuela Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario 15:00 a 16:00, el día Lunes.

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

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

Agradeciendo la atención, quedamos de Ud.

Atentamente,

_____
Estudiante (s)

_____
Docente Tutor

CC: Unidad de Titulación

Universidad de Guayaquil

FACULTAD DE FILOSOFÍA
ESCUELA/CARRERA LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: MSc. Larry Torres Vivar.

Tipo de trabajo de titulación: Proyecto Educativo.

Título del trabajo: Strengthening the writing skills through short stories with basic vocabulary.

Carrera: Lenguas y Lingüística

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN: INICIO	DURACIÓN: FIN	OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
1	22Oct2018	CHAPTER I: GLOBAL AND SPECIFIC OBJECTIVES	15:00	16:00			
2	29Oct2018	CHAPTER II: FOUNDATIONS CITES, CONTEXTUAL DISTR.	15:00	16:00			
3	12Nov2018	CHAPTER III: METHODOLOGY, MATRIX OF VARIABLES, SURVEYS, STATEMENTS.	15:00	16:00			
4	03Dic2018		15:00	16:00			
5	17Dic2018	CHAPTER IV: OBJECTIVES OF THE PROPOSAL.	15:00	16:00			
6	14Ene2018	DIDACTIC MATERIAL, EXERCISES AND ACTIVITIES.	15:00	16:00			

Universidad de Guayaquil

FACULTAD DE FILOSOFÍA
ESCUELA/CARRERA LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

Guayaquil, 15 de Febrero del 2019.

Sr. MSc.
CARLOS VALLE
DIRECTOR (A) DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA.
FACULTAD DE FILOSOFÍA
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación **TOPIC: Strengthening the writing skills through short stories with basic vocabulary, PROPOSAL: Design of a booklet with short stories with basic vocabulary in order to strengthen the writing skills**, del (los) estudiante (s) Ketty Inés Romero Gómez, indicando ha (n) cumplido con todos los parámetros establecidos en la normativa vigente:

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

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

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

Atentamente,

_____
TUTOR DE TRABAJO DE TITULACIÓN
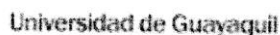C.I. 0913004347
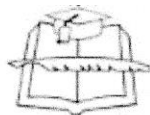
Universidad de Guayaquil

FACULTAD DE FILOSOFÍA
ESCUELA/CARRERA LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: Strengthening the writing skills through short stories with basic vocabulary.

Autor(s): Ketty Inés Romero Gómez

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	**4.5**	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0,3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0,4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	0,5
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	0,5
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0,4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0,4
RIGOR CIENTÍFICO	**4.5**	
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0,8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0,7
PERTINENCIA E IMPACTO SOCIAL	**1**	
Pertinencia de la investigación	0.5	0,5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0,5
CALIFICACIÓN TOTAL *	**10**	9

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

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN
No. C.I. 0913004347   FECHA: 25/02/19

Universidad de Guayaquil

FACULTAD DE FILOSOFÍA
ESCUELA/CARRERA LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. Larry Torres Vivar, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Ketty Inés Romero Gómez, C.C.: 091292962-7, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciada en Lenguas y Lingüística.

Se informa que el trabajo de titulación: "Strengthening the writing skills through short stories with basic vocabulary", sido orientado durante todo el periodo de ejecución en el programa antiplagio (URKUND) quedando el 9% de coincidencia.

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

MSc. Larry Torres Vivar
C.I. 0913004347
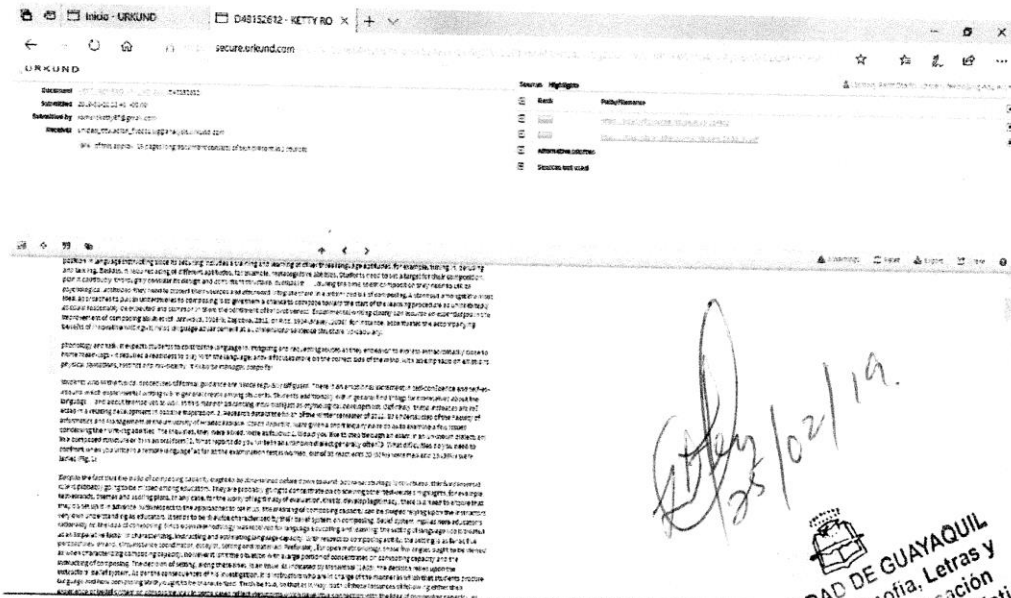
Urkund Analysis Result

Analysed Document:	KETTY ROMERO URKUND.docx (D48152612)
Submitted:	2/21/2019 5:43:00 AM
Submitted By:	romeroketty67@gmail.com
Significance:	9 %

Sources included in the report:

https://sibac.info/journal/student/33/114932
https://sibac.info/archive/journal/student/13(33_3).pdf

Instances where selected sources appear:

10

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

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION
CARRERA DE LENGUAS Y LINGUISTICA
Unidad de Titulación

Guayaquil, Marzo 18, 2019

Magister
CARLOS VALLE NAVARRO
DIRECTOR (E) DE LA CARRERA DE LENGUAS Y LINGUISTICA
FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación Título: STRENGTHENING THE WRITING SKILLS THROUGH SHORT STORIES WITH BASIC VOCABULARY. Propuesta: DESIGN OF A BOOKLET WITH SHORT STORIES WITH BASIC VOCABULARY IN ORDER TO STRENGTHEN THE WRITING SKILLS, de la estudiante ROMERO GOMEZ KETTY INES

Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimento de los siguientes aspectos:
Cumplimiento de requisitos de forma:
- El título tiene un máximo de diez palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo _____ años.
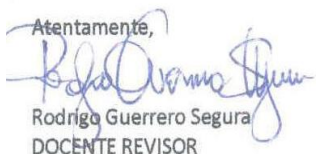- La propuesta presentada es pertinente.

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

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

Una vez concluida esta revisión, considero que la estudiante ROMERO GOMEZ KETTY INES está apta para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

Rodrigo Guerrero Segura
DOCENTE REVISOR

Universidad de Guayaquil

UNIVERSIDAD DE GUAYAQUIL

ANEXO 8

FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION
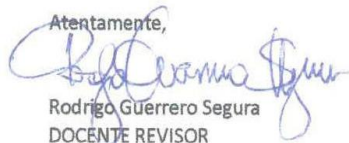## CARRERA DE LENGUAS Y LINGUISTICA
Unidad de Titulación

RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

TÍTULO DEL TRABAJO: STRENGTHENING THE WRITING SKILLS THROUGH SHORT STORIES WITH BASIC VOCABULARY. **PROPUESTA:** DESIGN OF A BOOKLET WITH SHORT STORIES WITH BASIC VOCABULARY IN ORDER TO STRENGTHEN THE WRITING SKILLS

AUTOR: ROMERO GOMEZ KETTY INES

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras	0.6	0.6	
Redacción y ortografía	0.6	0.3	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
RIGOR CIENTÍFICO	6		
El título identifica de forma correcta los objetivos de la investigación	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.3	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.2	
PERTINENCIA E IMPACTO SOCIAL	1		
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela	0.3	0.3	
CALIFICACIÓN TOTAL*	10	9	

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

Guayaquil, Marzo 18, 2019

Atentamente,

Rodrigo Guerrero Segura
DOCENTE REVISOR