



**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
SISTEMA DE EDUCACIÓN SUPERIOR SEMIPRESENCIAL
CARRERA:**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADAS EN CIENCIAS DE
LA EDUCACIÓN**

ESPECIALIZACIÓN: LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT

TOPIC:

**“INFLUENCE OF MOTIVATIONAL TECHNIQUES TO STRENGTHEN
WRITING SKILL”**

PROPOSAL:

THE DESIGN OF A BOOKLET WITH PRACTICAL EXERCISES

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GUAYAQUIL – ECUADOR

2017



UNIVERSIDAD DE GUAYAQUIL

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Guayaquil, Julio del 2017

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De nuestras consideraciones:

En virtud de la resolución del H. Consejo Directivo de la Facultad de fecha 10 de Octubre del 2016, en la cual se me designo Consultor de Proyectos **Educativos de la Licenciatura en Ciencias de la Educación, Especialización Lenguas y Lingüística.**

Tengo a bien informar lo siguiente:

Que los egresados: **Loza Negrete Marjorie y Maruri Martínez Jacqueline**, diseñaron y ejecutaron el proyecto de investigación con el tema: **"INFLUENCE THE MOTIVATIONAL TECHNIQUES TO STRENGTHEN WRITING SKILL"**, Propuesta: **"THE DESIGN OF A BOOKLET WITH PRACTICAL EXERCISES"**, el mismo que cumplió con las directrices y recomendaciones dadas por el suscrito.

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

ATENTAMENTE

A handwritten signature in black ink, which appears to read 'Rodrigo Guerrero', is placed above the printed name of the consultant.

MSc.Rodrigo Guerrero
CONSULTOR

DEDICATION

To our father God because He gave us the strength and wisdom every moment to be able to successfully complete the present project to the students of tenth grade at Unidad Educativa Nueve de Octubre and serve whit this to our society.

To our family because they gave us support and at the same time they have been helped us in all our necessities to be obtaining excellent results as good professionals and dream makers. They understood us and extended a helping hand in every step we took and their unconditional prayers during our study period and the development of this project

Loza Negrete Marjorie

DEDICATION

To my God Jehovah, for allowing me to live this special chance in my life for my own future and giving me the strength to overcome the troubles that arise every day, I thank my husband César Gómez and all my family for giving unconditional support to me, for understanding the time off during my university days, my friend Liliana always supported and all those who supported me to write and complete this project, to continue when it seemed that I was going to give up; for them it is this dedication because they always offered full support to me.

Maruri Martínez Jacqueline

ACKNOWLEDGEMENT

There is a deep love and appreciation to God who is our faithful friend and He filled us with wisdom, health and intelligence, to realize the present project. At the same time, it is important to indicate that without his spiritual help we would not have reached the desired goal.

To our families, who for their love, kindness and unconditional support day by day, we achieve success.

There is either important to mention our gratitude to our MSc.Rodrigo Guerrero who is our academic consultant for being our guide giving us all his confidence and experience, in each day during the development of the present project.

Loza Negrete Marjorie

ACKNOWLEDGEMENT

It is mainly dedicated to my Almighty God Jehovah for giving me life, insight, wisdom and boldness to create this wonderful Project along with my friend Karin and achieve to the end of my career. To my parents that, one way or another for being always present and ready to help with all their love and patience in my life every moment. To my Tutor in this Degree Project, MSc Rodrigo Guerrero for showing great patience and guiding us in every step for this Project. To my university, for giving me the opportunity to be part of the higher education system and fulfill this dream. To everyone, who in one way or another they have collaborated in any way to the achievement of this grade work, sincerely their valuable cooperation is appreciated.

Maruri Martínez Jacqueline



REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
FICHA DE REGISTRO DE TESIS		
THEME: “ MOTIVATIONAL TECHNIQUES TO STRENGTHEN WRITING SKILL”		
PROPOSAL: THE DESIGN OF A BOOKLET WITH PRACTICAL EXERCISES		
AUTHORS: LOZA NEGRETE MARJORIE MARURIMARTINEZ JACQUELINE		TUTOR: MSc. RODRIGO GUERRERO
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INSTITUTION: UNIVERSIDAD DE GUAYAQUIL		FACULTY: FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN SISTEMA DE EDUCACIÓN SUPERIOR SEMIPRESENCIAL
CAREER : ESPECIALIZACIÓN EN LENGUAS Y LINGÜÍSTICA		
DATE OF THE PUBLICATION:	No. OF PAGES: 122	
TITLE OBTAINED: LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN		
THEMATIC AREA: English, Motivational Techniques in Writing skills		
ENGLISH KEY WORDS: Writing Skills, Students, Teachers, Motivational techniques.		
<p>The present project investigation is looking for providing teacher and writer students with convenient pedagogy motivational tools to support and develop the basic writing skills. The methodological design researchers are used according to the necessity of the school. Of particular important there is applied in this project a structured Survey with 10 closed questions using the Likert scale to students and the same numbers to the director and the English teacher. Those interrogative sentences are tabulated and represented graphically representation for a greater understanding. This will demonstrate that weaknesses will easily be strengthened because the learners want to get the projected results. In the students of the tenth grade, there is going to be something real about writing in English because the teacher will be an experiential spectator when he begins to transmit what is indicated in the booklet and the students will show their best with the new knowledge acquired. Consequently, a real motivation, both intrinsic and extrinsic, will then be reflected which will give them greater security and conviction when they apply this second language in all the skills.</p>		
No. DE REGISTRO (en base de datos):		No. DE CLASIFICACIÓN:
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:	<input type="checkbox"/> SI <input checked="" type="checkbox"/> X	<input type="checkbox"/> NO
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Presidencia
de la República
del Ecuador



Plan Nacional
de Ciencia, Tecnología,
Innovación y Saberes



REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
FICHA DE REGISTRO DE TESIS		
TÍTULO Y SUBTÍTULO: "MOTIVATIONAL TECHNIQUES TO STRENGTHEN WRITING SKILL" PROPUESTA: THE DESIGN OF A BOOKLET WITH PRACTICAL EXERCISES.		
AUTOR/ES: LOZA NEGRETE MARJORIE MARURI MARTINEZ JACQUELINE	TUTOR: Msc. RODRIGO GUERRERO	
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INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL	FACULTAD: FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN SISTEMA DE EDUCACIÓN SUPERIOR SEMIPRESENCIAL	
CARRERA : ESPECIALIZACIÓN EN LENGUAS Y LINGÜÍSTICA		
FECHA DE PUBLICACIÓN:	No. DE PÁGS: 122	
TÍTULO OBTENIDO: LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN		
ÁREAS TEMÁTICAS: Inglés, técnicas motivacionales para la habilidad para la escritura		
PALABRAS CLAVES: Habilidades de escritura, Estudiantes, Profesores, Técnicas Motivacionales.		
<p>RESUMEN: La presente investigación del proyecto está buscando proveer a los estudiantes del profesor y del escritor las herramientas pedagógicas convenientes de la motivación para apoyar y para desarrollar las habilidades básicas de la escritura. Los investigadores del diseño metodológico se utilizan según la necesidad de la escuela. De particular importancia se aplica en este proyecto una encuesta estructurada, con 10 preguntas cerradas utilizando la escala de Likert a los estudiantes y los mismos números al director y al profesor de inglés. Estas frases interrogativas se tabulan y representan representación gráfica para una mayor comprensión. Esto demostrará que las debilidades se fortalecerán fácilmente porque los estudiantes quieren obtener los resultados proyectados. En los estudiantes de décimo grado, va a haber algo real sobre la escritura en inglés porque el profesor será un espectador experiencial cuando comience a transmitir lo que se indica en el folleto y los estudiantes mostrarán lo mejor posible con los nuevos conocimientos adquiridos. En consecuencia, se reflejará una motivación real, tanto intrínseca como extrínseca, que les dará mayor seguridad y convicción cuando apliquen esta segunda lengua en todas las habilidades.</p>		
No. DE REGISTRO (en base de datos):	No. DE CLASIFICACIÓN:	
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:	<input type="checkbox"/> SI <input checked="" type="checkbox"/> X	<input type="checkbox"/> NO
CONTACTO CON AUTOR/ES	Teléfono: 0960600965	E-mail: lin742011@hotmail.com
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UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Carrera de Lenguas y Lingüística
Modalidad Semi – Presencial

THEME:“INFLUENCE OF THE MOTIVATIONAL TECHNIQUES TO STRENGTHEN WRITING SKILL”

PROPOSAL:“THE DESIGN OF A BOOKLET WITH PRACTICAL EXERCISES”in students of tenth grade from Unidad Educativa Nueve de Octubre.

AUTHORS: Loza Negrete Marjorie and Maruri Martinez Jacqueline

TUTOR: MSc. Rodrigo Guerrero

ABSTRACT

The present project investigation is looking for providing teacher and writer students with convenient pedagogy motivational tools to support and develop the basic writing skills. The methodological design researchers are used according to the necessity of the school. Of particular important there is applied in this project a structured Survey with 10 closed questions using the Likert scale to students and the same numbers to the director and the English teacher. Those interrogative sentences are tabulated and represented graphically representation for a greater understanding. This will demonstrate that weaknesses will easily be strengthened because the learners want to get the projected results. In the students of the tenth grade, there is going to be something real about writing in English because the teacher will be an experiential spectator when he begins to transmit what is indicated in the booklet and the students will show their best with the new knowledge acquired. Consequently, a real motivation, both intrinsic and extrinsic, will then be reflected which will give them greater security and conviction when they apply this second language in all the skills.

Key Work:Writing Skills, Students, Teachers, Motivational Techniques.



UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Carrera de Lenguas y Lingüística
Modalidad Semi – Presencial

TEMA:“TECNICAS MOTIVACIONALES PARA FORTALECER LA HABILIDAD DE LA ESCRITURA”

PROPUESTA: “DISEÑO DE UN BOOKLET CON EJERCICIOS PRACTICOS”
 in students of tenth grade from Unidad Educativa Nueve de Octubre.

AUTORES: Loza Negrete Marjorie and Maruri Martinez Jacqueline

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RESUMEN

La presente investigación del proyecto está buscando proveer a los estudiantes del profesor y del escritor las herramientas pedagógicas convenientes de la motivación para apoyar y para desarrollar las habilidades básicas de la escritura. Los investigadores del diseño metodológico se utilizan según la necesidad de la escuela. De particular importancia se aplica en este proyecto una encuesta estructurada, con 10 preguntas cerradas utilizando la escala de Likert a los estudiantes y los mismos números al director y al profesor de inglés. Estas frases interrogativas se tabulan y representan representación gráfica para una mayor comprensión. Esto demostrará que las debilidades se fortalecerán fácilmente porque los estudiantes quieren obtener los resultados proyectados. En los estudiantes de décimo grado, va a haber algo real sobre la escritura en inglés porque el profesor será un espectador experiencial cuando comience a transmitir lo que se indica en el folleto y los estudiantes mostrarán lo mejor posible con los nuevos conocimientos adquiridos. En consecuencia, se reflejará una motivación real, tanto intrínseca como extrínseca, que les dará mayor seguridad y convicción cuando apliquen esta segunda lengua en todas las habilidades.

PALABRAS CLAVES: Habilidades de escritura, Estudiantes, Profesores, Técnicas motivacionales.

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INTRODUCTION

This research project is the result of a problem found in the students of the tenth grade of Unidad Educativa Nueve de Octubre: inefficient development of the writing skill. The general objective of this study is: to determine the influence of motivational techniques to improve the writing skill by means of bibliographical studies, a field research and a statistical analysis in order to design a booklet with practical exercises.

Another reason is that the following methodological design was applied through investigating conversations with specific interrogative sentences to the teacher and the students. Those questions were about the subject, purpose, and methodology that were performed. There were many good reasons to the procedure with the data collection and they were made in 2016 and MSc. Daniel Briones Guerrero allowed the authors of the present project to develop it at this Unidad.

The research is focused on the useful writing skill and the authors of the project use different strategies and methods to make it more interesting. The correct instruments considered as instruments of investigation are a survey for students, with ten sentences and five possible answers using the Likert Scale, an interview with the principal and the English teacher; in order to collect data and information of interest to comply the objectives set for this research. Then, after a bibliographical study, the survey addressed to learners and interview with the authority it pretends to identify: Difficulties to develop writing due to insufficient strategies and methods, repeated exercises with less interaction, these are the principal causes. To motivate the students to write in English, it is important to help the teacher to work on the main writing skill. There is notice the motivator

does not have enough pedagogic material for working in this important area.

To consolidate this research, it is important to mention the population that they add nine hundred ninety-two persons who are involved in the teaching and learning procedure. The sample is formed by forty students of tenth grade, one director and one teacher from the population who responded to the interrogative sentences by the Likert scale and they show the real situation of the Unidad Educativa.

As a result of all that is mentioned behind and using the domino effect of the researches, authors will address to the most important and directly involved topics: influence of motivational techniques to strengthen the writing skill. In the fourth chapter, the proposal is present with the design of booklet with practical exercises, these techniques will help students to improve their writing skills in order to write sentences correctly and express their ideas in a clear way.

A resource that involves the motivation of the students are the techniques, steps to follow and entertaining activities is presented as the final product of this study. This tool is oriented to the students of the tenth grade of Unidad Educativa Nueve de Octubre; however, it can be adjusted to any basic year of education. The main engine for this research to be held is to contribute to raise the level of students that deserve the best education possible. It does not only work on the structural part of the writing skill, but also with the emotional side in which students might feel identified with what is taught to them. Once learners have their bases of knowledge strengthened whatever that comes afterwards will be much easier.

The present project is divided into four chapters and break down in the following detail:

CHAPTER I THE PROBLEM: The problem, Context of the investigation, Conflict situation, Scientific Fact, Causes of the Problem, Delimitation of the problem, Problem Formulation, Variables of the investigation, Objectives, Questions of the Investigation, Justification.

CHAPTER II THEORETICAL FRAMEWORK: Background, Theoretical Fundament, Motivational Techniques, Influence and Importance, Types of Motivational Techniques, Strengthen Writing Skill, Strengthening, Writing meaning, Advantages, and Disadvantages, Parts of writing speech, Basic Writing Genres, Epistemological Foundation, Pedagogical Foundation, Sociological Foundation, Psychological Foundation, Legal Foundation.

CHAPTER III METHODOLOGY, ANALYSIS, AND INTERPRETATION OF THE RESULTS: According to the objectives, for its purpose, Methodology Design, Types of the investigation, Methods of Investigation, Population and Samples, Operacionalization of Variables, Instruments and Techniques of the Investigation, Analysis and Interpretation of the Results, Conclusions and Recommendations.

CHAPTER IV THE PROPOSAL: Title, Justification, Objectives: General and Specific, Theoretical Aspects, Feasibility of its Application, Description of the Proposal, Conclusions, Bibliography and Reference.

APPENDIX: Appendix 1: Documents, Appendix 2: Survey and Interviews, Appendix 3: Photos, Appendix 4: The Proposal.

CHAPTER I

THE PROBLEM

The teaching of a foreign language requires motivational techniques that involve attractive activities to allow students improve writing skill. Getting to know students' background is crucial to establish where to begin working to develop these skill. The learners the tenth grade require creativity and motivation from the instructor to foment the learning process to the writing. And that is one of the problems that Unidad Educativa Nueve de Octubre is experiencing because there is a deficiency in such pedagogical application, too. It is why Pressley comment needs to be considered:

Teachers make efforts to identify compelling materials for students to write great topics. Teaching writing strategies has motivational implications, because such strategies make techniques and tasks more doable, more rewarding, and more fun. By focusing on motivation, great instruction will follow, because so many motivational techniques are also instructional techniques. (Pressley, 2003, p. 163)

According to Pressley in his after comment the teacher must be an excellent motivator with all the motivational implications. In this expansion, the motivator and the students do not focus on using the appropriate and correct techniques, methods for writing which are important abilities. Those are some of the reasons why the students make

obvious deficient in their structure of the words. Thus, the involved in the learning process confirm the importance of this project to inject motivational techniques to the pupils of tenth grade at Nueve de Octubre School.

This public school also faces difficult situations to be able to teach in English skills and it does not comply with the current standards of quality to orient, support and monitoring the educational management in class. Because according to with the research about the problem at the present school, there are not enough resources as a laboratory, workbooks, worksheets, posters, guides, booklet, training for teachers and students or any other element that could help them in special the ones from the tenth grade.

CONFLICT SITUATION

Since about 2000, there was only one English teacher for the complete school at Unidad Educativa Nueve de Octubre of Guayas province, Canton Guayaquil, zone 8, District 3. In the complete school there are nine hundreds ninety one students and there are forty ones in 10th grade. The research problem or conflict situation is based on the difficulty of the learners of tenth in developing writing skill because they have not studied and practiced enough English techniques, methods and strategies since their school beginning.

Students began to study English language when they were in eighth grade, and this circumstance affected them. Thus the problem of research or conflict situation is based on the difficulty of tenth graders in skills

development because they have not studied enough vocabulary and writing strategies since their commencement.

Students are motivated by traditional techniques because their classroom background is based only on established government text and it is one of the reasons why they cannot develop too much in it. Other important point is that the English teacher has not enough training to teach at this time and is not suitable for any environmental class circumstances. The educator first has to think critically about the essentials is to achieve the general objectives of educational training or to almost have in hand any useful tool to implement a successful and logical plan in the English classroom.

It is also important to mention that some classroom plays an important role in the instructive course of action and motivation. The classroom should be a bright, fresh space, with good lighting and containing the necessary aids to make the class pleasant for both the teacher and the student. The lack of these favorable environments produces limited communication and difficulty expressing their ideas, thoughts, and feelings in the new language that is learned by speaking or writing.

Adding to the above, there are other students who believe they have repetitive lessons, and they think they are not motivational and do not serve them at all. Consequently, the tenth-grade educator has almost the same reciprocal conflict of the environment as the student in the classroom when taught. Another important argument is that students do not know how to organize their ideas correctly in articles when they write and is one of the reasons why they make them weak. Then, the learning writing process is unbalanced because they are not practicing enough as it

should be. It is one of the practical reasons to implement a booklet to encourage both of you who are involved in the English process.

SCIENTIFIC FACT

Deficit of motivational techniques to strengthen the writing ability in the tenth-grade students of Unidad Educativa 9 de Octubre, Zone 8, District 3, Province of Guayas, Canton Guayaquil, Parish Olmedo, the neighborhood known as 'El Astillero'. The information has been taken from different sources as the library of the university, different comments of books with their respective authors such as the development of the English language in Ecuador. There has been gotten researches from other countries that are opening the doors of their universities to professionals who want to obtain better results teaching with new techniques.

Indeed, the implementation of the instruction according to the Ecuadorian government has continued to change to improve its requirement and is how in recent years has been concerned to instruct new teachers. At the same moment, it should be taken into account that the mass of teachers is too high to train everyone abroad for the exchange. But those who can travel, re-train with what they learned to impact their students and colleagues. As this expands, projects must be developed for those who have not been able to train more.

According to Education First in 2015, the recent statistics indicate that "especially students must know English because they will find it in their curriculum of studies and when they study their masters as well." (Pixel, 2016, pág. 263) It is important to indicate what is mentioned in the

introduction of this paragraph because according to studies only 63% of Ecuadorians are studying this important language in their schools and many of them do not like it.

Then, it could be a serious problem if there is not motivation to reinforce this huge group of teenagers and remaining. Taking the information through joining the sample of the forty students in the tenth grade of Unidad Educativa 9 de Octubre, you could say that they should study for being competent professionals and it is one of the most important reasons to strengthen them and the Master for the development of this project.

CAUSES OF THE PROBLEM

- Difficulties to develop writing skill due to insufficient strategies and methods.
- Students receive repeated exercises with less interaction in their writing skill.
- Students concern with their mistakes in the writing skill because they do not have reinforcing and strengthening.

PROBLEM FORMULATION

What is the impact of using a booklet with practical exercises to promote motivational skills in developing students' writing skills in the 10th grade at the 9 de Octubre School in Guayas Province, Guayaquil Canton, Zone 8, District 3, El Astillero neighborhood and school year 2016 – 2017?

RESEARCH OBJECTIVES

General objective

To examine the influence of motivational techniques through the use of bibliographical studies, statistical analyses and field research to design an activity booklet with practical exercises for writing enrichment skills.

Specific objectives

- To establish the importance of motivational techniques through a review of the literature and the use of researchers
- To explain the characteristics of writing ability through bibliographic studies and field analysis
- To strengthen the development of writing skills through the design of a booklet by means of practical exercises

QUESTIONS OF THE INVESTIGATION

- What is the typical situation of students in the tenth grade on the ability to write in class?
- What bibliographic resources should be implemented in this project?
- How does the absence of motivational techniques and resources affect students' ability to write in English in tenth grade?
- What are the benefits of promoting motivational writing skills?
- How do motivational techniques influence the learning process of writing learning in the classroom environment?

- What recommendations could the author make to the English teacher based on this project?
- What is the primary purpose of developing the handout?
- How does the booklet help students in their ability to write in English?

JUSTIFICATION

The pedagogical problem of the present project has been observed for many years in the classrooms of tenth grade at Unidad Educativa Nueve de Octubre. The apathy, boredom and the deficient of interest in the English language learning process are evident in the students of tenth grade. They think about positive or negative experiences they had with some writing exercises in classes because they do not know how to do it. Then, it is important to consider that they must need influence of motivational techniques for being studied better in their classroom environment. In this expansion, the teacher has to be provided with the strategies and elements that can best be. The first step in this process is to bring out any learner impediment and inject as much motivation as possible by their instructor. Consequently, there are different strategies and methods for developing the incentive scheme which will be reflected with optimal results in the academic note results at the end of each month.

The purpose of teaching and learning is to bring the students of tenth grade up with motivational techniques as with ideas to get started or another clever strategy which can being stimulated them. Notice that it is imperative to contribute in the process of building abilities skills in special the writing one. As noted earlier, the teacher needs to strengthen learners most they can do it because the writers require time process. If these students start to write, the teacher can see into them how correct they think of the foreign language.

To motivate the students to write in English, it is important to help the teacher to work on the main writing skill. There is notice the motivator does not have enough pedagogic material for working in this important area. Both the teacher and the student have the government book, but they need to complement an educational booklet where it is indicated that it can support its classes. That is the reason why the author of the present project comes up with a booklet with practical exercises

Consequently, this research seeks to find a part of the solution to the problem that has been occurred for years in the teaching of English because the teachers continue applying traditional and obsolete techniques which does not give excellent results in this period. Then, it is imperative to combine the political supporting regulations, the researches of this schema, the better methods, strategies and techniques. The goal is to be achieved to improve the quality of teaching to which it relates to strengthen writing skills. Finally, it is clear that this is a particularly true when there is deficiency in any motivational pedagogical teaching and that is one of the most important reason to work on this and to fill the gaps in the students of tenth grade at Unidad Educativa 9 de Octubre School.

CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUNDS

Some educative thesis projects were checking at the University of Guayaquil in the library of the faculty as consult, help, and guidance to elaborate and develop the present one. Some of them are parallel at this, but with a different focal point from the work of the present authors. Searching the skill of writing is a narrow investigation because the teachers must need to identify and guide the students, but they have to orient their pupils on how they could make use of motivational techniques to strengthen the writing skill ability and their English communication as an effect and result in it.

English has been difficult for learners because there are different obstacles that they face in the classroom of tenth grade at Unidad Educativa Nueve de Octubre School. For that reason, the teacher must be careful at the moment of choosing the different motivational techniques including methods and strategies because the tutor in class needs to apply only those which will help students to improve writing expressions and organize correctly their ideas when they write. This project presents different techniques and exercises which will help to get better in the ESL language which involves more than basic communication in the group of students. Something is certain and is that the students will evolve positively in the knowledge of the English language.

In all the projects that any person wants to develop, it is important to get important and indispensable supports from theoretical foundations. While the researchers are investigating more, the content will be more credible. It is both central to mention that from the perspectives obtain by the writers of their input books, oversimplifying curricular information and they will be strong the motivational techniques. Adding the present and acquired investigations the veracity of the present work will be more effective. As Fleming suggested in his book that the any good information provide more solid basis:

A stronger theoretical foundation for the strategy and techniques would have provided an extra solid basis to consider dialogue and exploration of any ideas and might have enhanced some of its content. Some of the more new writing on the achievement of English can be explained, at its easiest, as not taking previously established meanings like literature, reading and writing for granted. (Fleming, 2012, p. 13)

It is important the after indication of Fleming regarding which provides a theoretical foundation. It gives guidelines to corroborate through studies the support of theorists in all aspects if there was not this kind of guide support, any project would not be successful. For that reason, this project has its variables to frame it properly in this chapter and direct the research in all aspects and obtain the success of the proposal.

MOTIVATIONAL TECHNIQUES

Motivational techniques can be defined as necessary ones for a real student learning with planned and organized activities, facilitating teaching and improving the ability in the English language. They either make possible the knowledge process and those have an important role in the

educational community creating a set of meanings that give sense to an education and foster the achievement of intrinsic and extrinsic objectives. Then, they are an important group of key techniques which will open the English achievement of any student of tenth grade at all stages of their education.

By understanding different motivational needs of students and different forms of motivation, such as intrinsic and extrinsic motivation, we are better placed to provide classroom environments that are amenable to student learning. There are motivational techniques that we can use in the classroom. To a certain extent this involves us in trial and error and monitoring those strategies which are highly motivational activities with a particular class and those that are not. (Marsh, 2008, p. 69)

Marsh is clear when he specifies about the intrinsic and extrinsic motivation that provide good English learning environment. He also emphasizes the active role of the student from the representations of subject and activities directly applied to learn. Consequently, the research indicates that it promotes motivation through the expectations, goals and self-management skills and that is the reason why the teacher needs to be monitoring the pupils and the classroom environment. The motivational techniques offer more comprehensive structure presentation of the language which is learning by structures functions because it reflect the fact that is one of major international communication.

INFLUENCE AND IMPORTANCE

The teachers who collaborate and coordinate all the motivational techniques that they can use according to their content English class with the academic the necessities of the students consequently enhance better

motivation. Once planned and implemented, any type of best-known acquired by the present guide, the tutor will work with learners having a clear understanding. It is the reason why the research by Jarvis suggests that there is useful to remind of the breadth of the individual requirement.

A special educational need notwithstanding, motivation is for most learners probably the greatest single influence on their achievement in education. It is therefore of vital importance that teachers and other professionals working with learners have an understanding of how to enhance motivation. The best-known theory of motivation, which control most textbook accounts, comes from Maslow. However, while Maslow is useful in reminding us of the breadth of human needs. (Jarvis, 2005, p. 134)

Any teacher must always need to remember that it is important to get positive attitudes from the students. Then, the tutor of tenth grade needs to integrate English and the concept development by providing motivational techniques with real ones through hands-on methods, activities, and strategies to the pupils, too. Then in this way, the application of them in all the extension is going to emphasize and stimulate a higher-order. Clearly, Stronge reinforces this mentioned content in the following meaning:

As a careful example of establishing positive attitudes, *tutors* who provide mastery learning *techniques* for their students improve the attitudes of their students. They also increase academic self-concept, interest in the subject area, and the wish to learn more about the subject matter. Emphasizing higher-order mental processes along with mastering the strategies tends to create learning environment that is exciting and constantly new and playful. (Stronge, 2007, p. 28)

TYPES OF MOTIVATIONAL TECHNIQUES

A capacity for critical reflection among the English teachers of any school is essential because it can prevent problems from happenings through the effective uses of motivational techniques that they regularly add in their teaching and they serve both the instructor and the students. Then, it is important to indicate how intrinsic and extrinsic motivation are the base of any person in special the ones who are learning. If there does not exist any motivation in the life of any human being, their existence would be obscure in the learning process.

Intrinsic Motivation

To enhance the intrinsic motivation of the students of tenth grade across the class imparted, frequently summarize the most important ideas of any English teaching lesson by using motivational techniques. Evidently is identified the inner learner content in relation with the environment when the teacher is working with continual interactions in special to strengthen them. After investigated this important them, it is selected the comment and meaning of Deci because it is clearly that the tutor needs to rescue and work on it:

Intrinsic motivation is based on the human need to be competent and self-determining in relation to the environment. Intrinsic motivation is innate. All humans are born with the basic and undifferentiated need for feeling competent and self-determining. Humans are active organisms in continual interaction with their environment, and the basic intrinsic need provides much of the motivation for this interaction. (Deci, 2012, p. 65)

As Deci mentions, it is important to add that the teacher needs to work with the students using this motivation for developing their knowledge through its techniques which will help them in their academic development.

Extrinsic Motivation

All the good ideas (methods, strategies or techniques) that are going to be applied are more likely than difficult concepts. Teachers might also consider English proficiency when grouping learners by extrinsic motivations. However, the students of tenth grade have the opportunity to be teaching with that experience as getting a reward, or avoid punishment because they are special academic strategies; one of those prices could be an extra point as an incentive as a result, Marsh tries to indicate that:

Extrinsic Motivation is experienced by students when they receive a reward or avoid punishment, or in some one other way unconnected with the task earn approval for a particular behavior. In technical terms we can refer to reinforcement, which is external stimulus that follows as a result of terms, response. If it is a positive reinforce an external the stimulus or event results in improved learning. (Marsh, 2008, p. 58)

Another important point is that when the students are working together in groups, the tutor has excellent opportunities to discuss the class and challenge their understanding. Then, the instructor will be ready to motivate with the materials development and the main research interest is in writing. Beside this, it is significant to say that the teacher should work with this motivation because it is the one that is going to apply in class by workgroup. Each student is going to develop and exchange their writing knowledge in the moment of the activity which they work. Beside it, the

adviser and the one who is learning ought to combine all of their activities helping each others.

ROLE OF THE TEACHER IN MOTIVATION

To arouse interest

There are many students who are not having interest in class then they are misunderstanding and unmotivated. It is one of the reasons why The teachers need to work with their learners. When their interest is aroused in something, whether it is an academic subject or a hobby, the motivator needs to enjoy working hard at it. The educator comes to feel that the student can in some way own it and use it to make sense of the world around them. Thus pedagogue needs to craft explanations that enable students to understand the material. This involves knowing what students of ninth grade understand and then forging connections between what is known and what is new. Realistic moments they will reach when they see their dreams fulfilled.

Consequently, that is why it is important to mention this role of the teacher because he needs to be higher educator in all the spheres. Adding at this, the design of a booklet with practical exercises is elaborated for the teacher of the tenth grade at Unidad Educativa Nueve de Octubre. The motivator to apply his teaching techniques should understand who the writer is and that is waiting for being motivate. Additional context, there is one mention by Mahrooqi who says that:

There is an important point to arouse interest in students in techniques writing. I incorporated problem- bases learning in my teaching practice to prepare them for future membership in the engineering professional community. I tried to motivate students to

write by stimulating their critical thinking and nurturing in them a global outlook. With a view, the students are often challenged by their limited knowledge of international issues.(Mahrooqi, 2014, p. 22)

Then, contends that one of the most prominent factors affecting writing is student interest in and attitude towards the writing task. It is the reason that the responsible of the motivation of writing is the teacher to foster student in this skill through various techniques, methods and strategies in their class activities. Respective on this academic complex English area, the ones who are in this learning process must be sincerely about their unknowable conditions for giving themselves the opportunity to learn better this foreign language as Rao says:

The interest as organism conditions which lead to continuing stimulation of concern about particular objects, persons and activities. Interest may refer to the motivating force that implies us to attend to a person, a thing, or an activity or it may be the affective experience that been stimulated by the activity itself.(Rao, 2004, p. 11)

Direct and maintain

There is the comment of Redman which it is assertive in it because the students need to be direct in the teaching process in all aspects by the teacher. Subsequently, they ought to be maintaining with their English knowledge acquire, but keeping them in writing exercises for being better in what they do. Then, the two should show the best performance in class:

Motivational is a term that describes force acting on or within an organism that initiates direct and maintain behavior. Motivation also explains differences in the intensity and direction of behavior.

In the teaching-learning situation, motivation addresses the willingness of the learner to embrace learning.(Redman, 2007, p. 3)

Other researcher about this role of teacher in motivation is the rising on the higher levels of motivation leads to higher levels of well-being. Then, motivational is the set of procedures and steps that arouse, direct and maintain human behavior toward attaining a goal. Nowadays, the problem of motivation for didactic career is an increasingly important issue both for researchers and education managers. The present paper is a study intended to offer a clear and pragmatic vision of work motivation for primary teachers in schools. The results are meant to help the specialists on teachers training to raise the degree of work motivation for teachers. The conclusion of the study is that teacher's motivation plays a key role in define policies to attract, maintain and develop teachers career. Then, it is important to understand the research of Sinha:

Rising on the higher levels of motivation leads to higher levels of well-being. Motivational is the set of processes that arouse, direct and maintain human behavior toward attaining a goal. Arousal is caused by a strong need. If a need is not strong enough, we do about it. A strong need becomes a drive that directs behavior to the goal that can satisfy the need.(Sinha, 2009, p. 113)

Achieve the learning target presets

Based on the studies of the authors of the present project there is a resume about learning targets are tools that can help to become more effective in designing and delivering instruction. These tools will help both you and your students focus on the progression of instruction through lessons and units. In the beginning, the process may seem cumbersome,

but like any type of procedural knowledge, practice will soon produce fluency. The creation of learning targets and performance scales begins with understanding how these tools can help to delineate and communicate the essential declarative as Rensing says:

Since then, manifold research studies confirmed the positive effects of collaboration, group-based learning and knowledge exchange among peers. There fore,Rensing concluded for the field of didactic that exchange among peers is a suitable amendment for the field of didactic that exchange among peers is a suitability of the problem definition to be addressed by multiple peers collaboratively.(Rensing, 2014, p. 223)

STRENGHTEN BASIC WRITING SKILLS

One of the most important process and development class in the English scholar process is to strengthen the students by motivations. In the classroom of the tenth grade of Nueve de Octubre School is necessary to focus on working collaboratively with the teacher to solve problems. Then, this reflection also helps the ones in class in identifying the writing inexperience and misunderstanding. It is imperative to indicate that strengthen this skill in the learners is a kind of necessities which they must need to learn. When the instructor is providing the correct learning writing strategies, the learners will be successful in its field as Craig is mentioning in the next citations:

Learning composting is a crucial expertise. Composing reinforces the open and intelligent procedure and advancement so vital to decisive thinking. Moreover, a gathering of understudies with a solidly written work helps everyone. (Craig, 2012, p. 25)

Training techniques, as having students writing on the sheet of papers for different purposes, are necessary to make them correct themselves ideas, as a result, to improve better their thought. In any case, it is imperative to establish systems to be very helpful and see them as an approach to reinforce the essential written work abilities. Therefore, students may feel connected with this skill instead of feeling encouraged about it that could be obtained interacting and working with their tutor.

In the other hand, the teachers indispensable and essentially need to hold many different writing strategies for keeping practicing this specific English area to the learners by useful skills. It is important to indicate that there are many of them as good the ones values which will be developed until the present purpose will be shown. The classroom environment will help either in this process. If the educator teaches with those effective standards, they will provide their class the desire to continue learning a foreign language, and also improve the relationship: teacher-students. To support this analysis that is mentioned after studying different citations, it is classified one of the closers and exactly comments presented by Thompson:

Some tutors need to view discipline strategies -such as having students writing standards, write letters of apology, or conduct research projects- as corrective and other similar ones. However, it is important for finding strategies to be quite useful and viewed them as a way to essentially strengthen the basic writing skills of the students rather than present them a negative impression of writing. (Thompson, 2014, p. 78)

IMPORTANCE

Strengthening

Situations are more often than not completely good or totally wrong. Then, it is central and good quality way to explore the situation to understand it better. However, the teacher of tenth grade needs to identify the English weaknesses of the students because it is salvageable that there is something to do better to help them. The pupils can learn to hold this learning language and it is the reason why they need to be training in special in writing skill. Because written communication uses in the classroom represent spoken words ideas, the group needs to know how to do it better. There are many ways to help in teaching and learning process, but if any person wants to do it, that one needs to understand first the base necessity as Summerfiel is pointing the next comment:

An extensive possibility of assessments and execution of the indicators of the learners is perceived by the needing to rebuild any open door for pupils and at the same time reinforces written work aptitude. Such open pedagogical doors are basic for the adolescents whose local dialect is not English and composing abilities require further improvement. (Summerfield, 2010, p. 19)

The problems are different and difficult when the students are not considered as the ones who can obtain an award and win doing their best effort in their English class environment. These details give more information about the main idea of the present project for developing it. Knowing whether a piece of their information is valid, it will help to the instructor to improve all the strategies which are required.

Strategies

The strategies are as those kinds of clues that help to understand better the ideas of the students for helping to get them a solution. The teacher needs to know that sometimes when any English idea is listening to a talk or reading in writing, they are on occasion difficult to understand them because they are not organized. It is the reason why the guider must evaluate and analyze all the pedagogical parameters to construct in the rational investigation the best teaching ways to apply in each lesson. Both sides are important to consider the comment of Tovstiga:

There are researchers which have observed the teaching and learning process of methods, techniques and in special strategies. Those ones are used to develop in the course of schools of thinking have ultimately set to rest the sensitivity that strategy is basically an analytical problem (Tovstiga, 2013, p. 9)

The tutor is the best friend in the group environment classroom and it is more difficult to refuse a guide or a booklet, so giving a reason and a cause is usually helpful for anyone who wants to help the students of tenth grade with their English. When there is any argue in favor of, or for something else, that person tries to convince the audience to agree with all the pedagogical tools that can implement for obtaining excellent results.

Consequently, there is a meaning way that makes strong the present argument: "Strategy is to set into practicing and exercising of setting up any brainstorm idea of any person, delivery; checkpoint of useful and utilizable contents. In those could be included: text, data, graphics, video, and audio" (Halvorson, 2009, p. 32). According to the outlined investigation made by Halvoroson, it is important to mention that the electronic instruments cannot be used in class because there is not in

existence in Unidad Educativa Nueve de Octubre. At that time, the teacher needs to have a writing material for using as the best the instructor can and it is important to include strategies for teaching better.

WRITING MEANING

There are certain things in groups could do to become more environmentally responsible for making English a better language to use now and in the future days in special of the students when they are in the learning process as reading and writing in different situations. Because writing is the way how to process ideas in the brain which any person can use it for drawing or printing on a sheet of papers. Traditionally, this important skill is used to communicate with human society in all the spheres and that is why essential means of this for the learners of tenth grade at Nueve de Octubre School will be apply with the booklet. Then, it is important to consider the one that Williams has cautioned in his book:

Prizewinning writing is concise, clear and brief. There is used only the words that are required and needed to communicate any message and it must be clear for the reader. Concise communications are stronger than wordy ones. In addition, being concise and understandable manifests respect to the person who is reading. Any person should use shorter and longer ideas to add interest to their writing. (Williams, 2009, p. 63)

The research suggests that writing is an important instrument because it contains the history, maintains any culture and spreads of the facts from side to side the media and the formation of lawful systems. On the papyrus, rocks, computer screen, papers and other ones which appear every time to communicate whichever idea of the overall gist of the present skill.

A more research –and theory- based on writing meaning to English language instruction as William and Ganeri indicate, as detailed in their perspectives, one of the teacher requirements is to be clear for being well transmitter with the subject matter that is teaching, and must generate an excellent environment to the students of tenth grade. Consequently, as the result, the students will be clear in their learning writing process. Those adolescents also will write shorter or longer strong sentences or phrases to create with their imagination an interesting narrative which should be productive to the English learner.

ADVANTAGES AND DISADVANTAGES OF WRITING SKILL

Realistic writing moments in class need to empower students to write in fact from the beginning to the end and they can do it. If they are effectively teaching with the appropriate techniques, methods and strategies, the complete classroom will obtain excellent advantages and the disadvantages will be minimized. Another important point is that the clear explanations are going to help the students develop key of this skill. Combine correct all of these suggestions mentioning in each class is important in special in the students of tenth grade at Nueve de Octubre School. In this expansion, the teacher needs to use the present guide and focus on applying the complete process as Lunenburg indicates in the following research:

There are advantages and disadvantages to the correlation of writing skill. First, the advantage is that almost any topic that you wish to study or write can be created following the written process. Additionally, it can be used in a predictive manner with one variable or more predicting another. Disadvantages that have been discussed are that the brainstorm correlation of the ideas

research is subject to extraneous variables and that objective cannot be inferred. (Lunenburg, 2008, p. 45)

Advantages of writing skill

Motivational techniques are those advantages as information that helps students to organize and understand their ideas by motivations. Then have a focus adding at the comment of Oshima is good when he says: "Tutors require writing activities because they should prepare their students to write well and additional they should encourage them to further develop the skill in their class as an advantage." (Oshima, 2014, p. 19). It is important to admit that when they write their thoughts, the writers will be clear and understandable for readers.

In the following citation of Barton is successful to indicate what good writers need to be creative, active and varied to demonstrate their advantages. The tutor, on the other hand, should be interesting to maintain working the group of students in the class environment. To overcome and motivate with the techniques English relation either the teacher or the pupils of the tenth grade will be a success into or outside world and they will work together obtaining their best result in their oral reading skill:

Successful students are active learners because tasks, strategies, methods, and techniques are designed to be creative, active, and varied. Topics need to be interesting and up-to-date at the students writing moment from the beginning to the end because they allow their teachers to bring the outside world into the classroom and motivate the pupils to apply their class learning in the outside world. At the English class time, if the teacher does it correctly, the advantages of the students will be the success. (Barton, 2009, p. 5)

Disadvantages of writing skill

Teachers need to guide students to mark the differences between their advantages and disadvantages in their writing skill. How to teach and learn to improve to write solid and clear is necessary for the guider to obtain their goal in class. If the instructor in the class teaches to follow the process in all the competitions of English, the exercises will not be unproductive as Oberg expresses:

If the learners are competent in two or three of the English *skills*: *listening*, reading or speaking. Consequently, writing skill can be better learned if the student has solid and clear bases. Otherwise, the teacher requests to improve techniques.(Oberg, 2005, p. 9)

According to Chernoff, it is important to obtain the same pattern or model to be able to exploit the writing skill of the students of tenth grade because it is important to minimize the disadvantages as consequences the errors. Then the advantages are going to be exploited the best that the group in class does and will do:

Each model possesses its own advantages, disadvantages, and assumptions. The teacher must select the patron in which the *disadvantages* are minimized, the assumptions appear realistic, and the advantages are exploited. When those circumstances exist, the purpose of the manipulative is maximized and effective implementation is achieved and measured by improved learners learning. (Chernoff, 2014, p. 316)

PARTS OF WRITING SPEECH

To develop good quality of writing speech requires dedication to its process. Writing is firm and constantly practicing editing and revising in the classroom. The English teacher should be committed to this skill process in order to give the proper attention it needs and the practice it requires. Practice is the key to becoming a good writer and it is what makes good writing better. Good quality of any one writer is achieved by working and reworking thoughts once more and all over again.

Supporting details

The evidence is very important in the used of any support details for the principal idea of the writers. It is why the author needs to study carefully the facts, anecdotes or each strategy, method or techniques to do the message realistic and clear to the reader. In adding below at this is the citation of Dole in his book about How to write a paragraph which helps to clarify the present idea:

The details are named “supporting” because they provide support-evidence or evidence for the main idea of the author. The support may consist of examples, facts, statistics, anecdotes, or specialist opinions. To locate the supporting details in a paragraph, turn the topic into an interrogative sentence and look for the respond. (Dole, 2012, p. 186)

In adding up to the main idea, learning to express one's thoughts in well-written sentences and paragraphs is an essential skill for all students. The primary objective of these “How to” composition guides is to teach the process or science of writing. (Rollins, 2009, p. 5) Then, the author is clear when he explains concerning supporting details that need to be used in any writing. The writer might know that the support-evidence is

indispensable to the teacher and the students of tenth grade at Nueve de Octubre School. It is because the motivational techniques will be applied in the abilities with Basic English vocabulary.

Noun

To describe and identify the characters of the subject or complement are very important when any author teaches and any reader is learning how to do it in English. The guessing meaning from the text are as important as the gist understanding and indentifying the details, but more than them are evidence that there are persons, animals, things, places, etc. involved in the writing and reading abilities. As well, the teacher of tenth grade as others ones with their students need to identify the substantive to insert in their text which is doing. If the complete group is connecting in all the process, they will obtain excellent results in their description of the characters In the following meaning, (Hesi, 2016, p. 63) indicates what noun is: "A word or group of words that names a person, place, thing, or idea is named a noun." Additional context is the one mention by Muschla:

Nouns could be a unique word, two or more terms used jointly. There are various kinds of nouns and they are common as names of persons, animals, places, objects, or thoughts. Proper nouns name a particular person, animal place or thought and are ever capitalized. (Muschla, 2010, p. 92)

Adjective

The adjective is used to describe the noun in all the extension. Because of this, the teacher needs to be able to teach it to the students. In addition, the teaching messages about this important part of the speech have to mark the difference between the order taught English and Spanish: which

is going to the first position or second one. Then, there is clear the comment in the book of: "A Student's Introduction to English grammar." (Pullum, 2005, p. 112) After that, the student of tenth grade can start to build basic phrases and they will help to strengthen their writing with the training help of the instructor.

Because of the necessity of the providing information about the adjective words is important to know how to identify them. It is simple to do it when any teacher teaches which questions must need to use: What kind? How is? and Which? Then, the information obtaining in the early reading will help a lot for developing the goal to be achieved. In sentences using the appropriate motivational techniques looking for words Johnston is simple and clear about any doubt respecting at this topic:

The adjective words clarify nouns and pronouns, which is to proclaim that they provide descriptive in a sequence which convert nouns and pronouns a little more precise or striking. The information of the details provided by adjectives could help us answering the interrogative sentences which (one)? How is? What kind? with respect to the persons, animals, places, or things being described. (Johnston, 2016, p. 118)

Subject

The subject is the epicenter of a sentence, paragraph or any writing, expressing a clear idea because it is the principal character: person, animal, place or thing who anyone is speaking from. One common personage can result in the best one. In the following citation: Dorfman is completely clear in his meaning because he indicates the difference of plural and singular:

If the subject is one person, animal, place or thing, it is named a singular subject; if the subject is more than one person, animal, place or thing, it is named the plural subject. If the subject of the sentence is singular, the verb must be singular. If the subject is plural, the verb must be plural. It is named subject-verb agreement. (Dougherty, 2014, p. 214)

The theme that is affirmed in the next connotation demonstrates the comprehension of the knowledge which is the focus of the principal character of anyone who is leading in the story, sentences or conversation. "Subject means topic. It involves a person or persons, place or locations, thing or things about which something is said. These ones are for all time nouns or pronouns." (Bellarmine, 2010, p. 9). Then, this is important to teach students how central is to identify it because it involves as the center writing skill.

Verb

There are many important meanings about one of a principal declaration and it is as the motor live off it: the verb. In that case, to understand the academic writing process in a complete idea the comment of the following author is clear in the English class: "Word or group of words which indicate action or a state of being is named verb. It says what somebody or something is doing or being. Every sentence contains a verb." (Barker, 2002, p. 95) This is one of the principal ways to direct the characters of the classroom environment in the action time: future, past or present. Another meaning of the action word is the one that expresses a clear significance, but there is getting a comment below from the past which recaptures the base of the history: "A verb is a word which is named action for Plato. Aristotle alleged: it as a word which expresses moment or point in time and predication." (Hirtle, 2007, p. 9).

Complement

Haven emphasizes about this is based on: "The predicate or complement is an action verb or a linking verb that tells or demonstrate what the subject of the statement does or is doing. (Carson, 2014, p. 56). The author is manifesting a short and clear meaning for the one who needs to keep clear the connotation of this important part of the sentence because it clarifies or illuminate any idea.

Uniting at the comment behind, there is other important meaning made: "A sentence might in adding up include a complement, which says somewhat in relation to the subject, and frequently follows verbs such as "to be", "to work", "to play", etc." (Hammond, 2005, p. 300). Then, the teacher should work in this with the students because it defines and demonstrates clarity respecting the idea and how it is linking to the verb the subject. That is one of the reasons why the student should know how to develop it.

BASIC WRITING

There is a recognition problem in the students of tenth grade at Nueve de Octubre School. They started to study English when they were in eight. Consequently, they do not study enough vocabulary and they do not have clear each skill of the second language. The recognition of this serious problem adding together others as the grammar arrangement failure, the teacher needs to program the students. Consequently, when learners write, the guider needs to instruct them carefully as well, and use motivational techniques at the moment of the development training. As Reid indicates in the following meaning:

Basic writing is a writing content for any person whose English language expertise is limited and incomplete. The supposition is that those learners are capable of learning: basic paragraph structure which is a series of sentences about one idea, a sense of linear ordering and sequence, and it needs to have knowledge of grammatical structures, connectors, and simple basic join sentences. (Reid, 1985, p. 11)

The teacher must teach the basic writing and the students must learn to write arranging their ideas and focusing on using their learning and practicing abilities. Then, they need to have motivational techniques in the teaching process for unity and coherence that they learn in their teachable class. Subsequently, it is central to specify for the training, the argument that Reid is according to the abilities because the instructor in class needs to strengthen and motivate the scholars especially in basic grammar structures. Finally, both members are going to be with greater safety measures to develop the process in which the writing skill is.

BASIC WRITING GENRES

Hyland in the beneath paragraph is completely clear indicating that there are many different genders. Then, it is important to get the ones that are going to be really useful for the teacher and students of tenth grade. If the gender is applied in class, it needs to be clear and handing on with motivational techniques focus on writing skill. There are many reasons for mentioning that the strategies which will be applied in the present project require one of the basic ones: narrative, descriptive or expository.

To many people, the genre is a naturally bright and vivid theories that classify the standard sense marks those use to writing groupings which are utilized most part of the time and are

arranged to demonstrate on their rehashed encounters with such messages for reading, understanding, and possibly place them in sensibly, prudently and effectively motion. (Hyland, 2004, p. 4)

Narrative

There are good comments of the narrative genre and this is considered as the most suitable to be able to apply and develop in students of tenth grade. It is why this might be interesting to Abbott and Park:

One of the basic genres can be an art and it thrives on narrative, it is also something we all engage in. artists and non-artists alike. We make narratives many times a day, every day of our lives. And we start doing so almost from a subject with a verb, there is a good chance is engaged in narrative discourse. (Abbott, 2008, p. 1)

Using narrative as a central construct for any book, linking story and context in connection with logic and reason to provide a new perspective on what it means to write. Considering, and utilizing the meaning of this genre in three different ways to thoroughly explore the experiences of the writers. (Park, 2005, p. 68)

Abbott and Park have similarities in their detailed comments in the previous paragraphs and it is the reason why they need to be engaging for understanding that writing is a kind of art in special the narrative. Discuss any specific motivational techniques or difficult strategies for teaching this skill and genre is not totally difficult because the teacher is going to teach it to the basic ones. There is important to indicate that is the experience in their daily lives of each student which the instructor will bring out for practicing in the organizing idea process.

Descriptive

In the following comment of Knapp in his book: *Genre, Text, and Grammar: Technologies for Teaching and Assessing Writing* indicates a large meaning, but it is clear and precise when he is joining the descriptive genre with the narrative. The context can give the teacher ideas of what this might mean and how it may apply at the moment of the useful strategies in the classroom of the students in the tenth grade. Then writing following all the procedures in the teaching process and Knapp indicates:

The *genre of describing* is one of the fundamental functions of any language system and one of the first skills emergent language – users learn to control. It is also one of the most widely used genres across all of the learning areas. Description enables the categorization or classification of an almost infinite range of experiences, observations and motivation into a system that orders them for immediate future reference, and allows us to know them either objectively or subjectively, depending on the learning area or intent writer. (Knapp, 2005, p. 97)

Descriptive writing genre creates any discourse picture of any individuals, places/areas, or things and it could be singular or plural that help people who read to consider what the writer writes about in the paper. It is similarly having a vital accomplish for demonstrating to them what is event at the time”(Spencer, 2005, p. 16)

The below authors of the information research about the descriptive writing are Knapp and Spencer and they are attaching their comment about the experience of this important skill. If someone as any guider or learner is writing to develop any theme, they should be agreeing to do it and the learners need to follow the instructions for being clear and understandable. This experience also will give instructor and students

motivation and they will decide to begin their best experience in this important skill which is going to organize their English thinkable idea. Then, the group in the classroom should be willing to learn and put into practice what is detailed in the booklet that is presented in this project.

Expository

The meaning of expository is doing reference to the capacity, faculty, and talent of humans used to bring into being goods by the expository writing. Besides, it is important to keep the attention from the teacher to the cause-effect of the writers because the professor should analyze the normal skill doing of the writers as Wallach clearly manifests:

On the expository side, students will have to follow classroom, test, and homework instructions, negotiate the problem-solution text of science, manage the cause-effect, and compare-contrast text of social studies, and write a descriptive piece about the any chosen topic, among other activities.(Wallach, 2008, p. 195)

Another researcher who joins to Wallach about the expository genre is Hibbard. They considered indirectly that, in the teaching writing process, they need to find a lot of strategies to guide the teacher and the students. In that way, the writers of tenth grade will be a kind of good ones in their basic learning acquired process. At last, this is one of the reasons of the present project to develop this important ability through the booklet.

Expository is the script to make clear, educate, or report to the audience about any narrative or the information in nonfiction content. It is the most general kind of writing in performance tasks because students request to do things such as motivation,

progression, illustrate, predict and compare. Learners can answer to fiction and nonfiction through expository writing. (Hibbard, 2013, p. 53)

Critical thinking reflecting about the expository genre is to notify attendances all the way through educational informative any style of reports as it is indicating below. It is the reason why is this commentary getting to add to the present genre research. The students of tenth grade need to utilize a report style in their exposition to present their developed expository writing skill:

The main utility of academic writing is to notify audiences through informative any style of reports. "This style of educational writing is usually named expository writing, which simply means to give details what somewhat means or to present information about whichever topic." (Hogsette, 2009, pág. 211)

Then, at the publishing moment of their writing motivational work, the pupils must require to show illustrating on their piece of paper what in their mind is: imagination, thoughts, originality, fiction, non-fiction, all which they want to do with the direction of the guider to reach into expository writing, revealing how authentic and genuine they are.

EPISTEMOLOGICAL FOUNDATION

To develop the present project about the motivational techniques in the independent variable and writing abilities in the dependent one is important to mention that the epistemological foundation is used in almost each page of this. There are many important types of researches since chapter I because the authors were working by observation principally and using theories, techniques, methodology, and knowledge of others, too. Think of the behind argument the next comment will help to understand

this: “An epistemological foundation is a premise, idea for which the scholars offer no further premises or ideas; it is something felt and could safely get for granted. The correct epistemological foundations, if any, will come after this word: because.” (Shenefelt, 2013, p. 146)

After analyzing the concept made by Shenefelt, there is another one which is considering important, too: Runge emphasize that this foundation can be applied in the project of the motivational techniques to reinforce writing skill because any author can do citations of different researches to expand meanings, illustrate, describe and explain them:

Epistemology is as the research into the reasons of knowledge, understanding, and comprehension itself. It is essential to how any person think. Without various means of understanding how we gain knowledge, and how we develop and expand meanings, describe, illustrate and explain in the various disciplines. (Runge, 2014, p. 704)

PEDAGOGICAL FOUNDATION

This foundation is one of the most important bases in the development of this project because the teacher and the students of the ninth grade of Nueve de Octubre School should use or implement the correct strategies and methods to reinforce the pedagogical motivational techniques. They must apply this in their practical English exercises and they need to be concentrated in an authentic attention in the entire practical and theoretic, too.

In addition, the instructor ought to be conscious that the communication is a necessity and the base between among the group of the classroom through values that are going to be implemented as the following author says: “If the communication is given and taught through the pedagogical

foundation, values gradually building up as the student grow, it will direct to higher maturity and real attitudinal advance.”(Srinibas, 1996, p. 96). This investigator is clear with few words about this theme and there is a good chance which will be a part of their life, perhaps sooner.

In the book: Teaching and Learning in the 21st Century, there is found the meaning of this foundation: “pedagogy begins as the learning of the students or any other person process, and the word morphed to mean the learning of teaching. It is a talent and science of teaching; all that knows and believes about teaching. (Koch, 2007, p. 93). Then, the pedagogical process has ever existed in all the human life extension and it is the reason why it is ever applied in the classroom.

SOCIOLOGICAL FOUNDATION

The Sociological Foundation is any activity or movement which is on in the community as a group of people, area or district of order and its methods, objectives, techniques, and strategies depend on the natural history and world of the society in which it gets situate position. It is because teaching is a means of organizing the character self and the collective or group self into a disciplined established and a meaningful unanimity and harmony. (Srinibas, 2006, p. 1)

The Sociology Foundation is any activity as Srinibas explained and it is one of the important bases in Nueve de Octubre School because it is matched in the behavior of each person in the classroom of the tenth grade: teacher and students. Because the motivation is so slow, there are no enough techniques, only the ones that are used for teaching the book gave for the government. Then, there is an important thing to remember:

in Ecuador, English is not the native idiom. So it is central to manifest the research obtained by Dhiman:

Sociology is the study of educational phases of sociology that are connotation for educative processes, principally the study of those which point to important programmers of studying and its controls of the learning process. It includes the relative of education to various community forces, predominantly culture, how society is handed on through agencies as any school, home, the religious group, the play teams etc. (Dhiman, 2008, pág. 106)

PSYCHOLOGICAL FOUNDATION

Any good curricular background in each one who is involved in the teaching and learning process is important for obtaining excellent results in the middle of the imperfections. Those solutions can be extraordinary if the instructor applies motivational techniques which will satisfy the knowledge of the learners. In this case, Mathis gives an appropriate explanation about it:

Psychological Foundations of Education refers and suggests an alternate response to any difficult situation of the bifurcation of general and educational psychology in the curriculum of tutor ground work. The solution is or could be provisional, but it could have understandable imperfections. (Mathis, 2013, pág. 16)

Another meaning related at Mathis is about the children who manifest about the structure and function of the psychological learning process which is related to the psychological foundation in the motivational techniques classes. "Psychology gives the bricks and mortar for setting

the foundation of education on a scientific logical basis. It has a great deal to offer for raising the rank of education as social science.” (Bhattacharya, 2006, p. 3). Notice the commentary behind and this supports the present project because the learners must be strengthening and developing their weakness writing skill for growing in their foreign language which they are trying to learn.

LEGAL FOUNDATION

There are commandments in each part of any country and they are the set of life laws of the residents in the place that they develop. Those ones are in charge of the manner of living in especially of the children because they are the most defenseless. It is the reason why the legal foundation is considering in this project in the ninth grade of the students of Nueve de Octubre School. On the right side, the next meanings of Recto support and tell to the present researchers how the official legal innovation is applied in the scholar learning process and it is very simple as Recto exposes:

The legal law of education aims to deliberate the primary laws pertaining to this field of concern of the learning process of an individual or group. The future of the student will be secure if he undergoes schooling in a learning school, where the process is legally mandated, certified and authorized. (Recto, 2005, p. 52)

Then, the independent variable, dependent one and the variable of present project needs to be based on its stage either rules or on the Constitution of the Republic of Ecuador and it is indispensable to include the General Law of Education with each regulation. Respective on this academic complex ruling area, the notion of their stage makes the new enrollment pupils being at school including the entire national educational program as Intercultural Bilingual Education.

Nowadays as near as the linguistic process which is obtained by any classroom instructor is necessary for all the periods of the studying in the school of the students, but they come into view when at their decisive time the scholars will be chosen their profession because one of the principal Regulation controls many aspects degrees and titles. Beside it, the law of the government indicates that it gives students all the conveniences to help with their studies. Those good opportunities are social rights, economic and cultural privileges in any place of Ecuador: it is the reason to consider English and effectively taught language handling the law as is in the academic scheme Chapter 2 of the first section of training and types of institutions:

CAPÍTULO 2

DE LA TIPOLOGÍA DE INSTITUCIONES, Y RÉGIMEN ACADÉMICO

SECCIÓN PRIMERA

De la formación y tipos de Instituciones,

Sección Segunda Régimen Académico

Art. 123.- Reglamento sobre el Régimen Académico.- El Consejo de Educación Superior aprobará el Reglamento de Régimen Académico que regule los títulos y grados académicos, el tiempo de duración, número de créditos de cada opción y demás aspectos relacionados con grados y títulos, buscando la armonización y la promoción de la movilidad estudiantil, de profesores o profesoras e investigadores o investigadoras.

Art. 124.- Formación en valores y derechos.- Es responsabilidad de las instituciones del Sistema de Educación Superior proporcionar a quienes

egresen de cual quiera de las carreras o programas, el conocimiento efectivo de sus deberes y derechos ciudadanos y de la realidad socioeconómica, cultural y ecológica del país: el dominio de un idioma extranjero y el manejo efectivo de herramientas informáticas.

Besides the commandments indicating at the beginning of the legal foundation, it is important to mention that the linguistic Intercultural Bilingual Education Law is important to reflect the objectives which help to develop, strengthen and enhance the quality criteria education as it is pointed in the chapter number two, article 81 and the chapter number three, article 82, 88:

CAPÍTULO SEGUNDO

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

Art. 81.- Objetivos.- El Sistema de Educación Intercultural Bilingüe tiene los siguientes objetivos:

a) Desarrollar, fortalecer y potenciar la educación intercultural bilingüe, con criterios de calidad, desde el nivel inicial hasta el bachillerato y educación superior esta última regulada por la legislación pertinente, conforme a la diversidad cultural, para el cuidado, preservación y convivencia armónica con la Pachamama, para el desarrollo integral de las personas, la familia y la comunidad;

b) Garantizar que la educación intercultural bilingüe aplique un modelo de educación pertinente a la diversidad de los pueblos y nacionalidades; valore y utilice como idioma principal de educación el idioma de la nacionalidad respectiva y el castellano como idioma de relación intercultural; y,

c) Potenciar desde el Sistema Educativo el uso de idiomas ancestrales, de ser posible, en todos los contextos sociales.

CAPÍTULO TERCERO

DE LAS OBLIGACIONES DEL ESTADO Y LA AUTORIDAD EDUCATIVA NACIONAL CON LA EDUCACIÓN INTERCULTURAL BILINGÜE

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

- a) Garantizar una distribución equitativa en el Presupuesto General del Estado que asegure el funcionamiento del Sistema de Educación Intercultural Bilingüe, a fin de fortalecer la calidad de la educación;
- b) Garantizar el cumplimiento de los principios y fines señalados en la Constitución de la República, en los tratados e instrumentos internacionales y en esta Ley;
- c) Garantizar el fortalecimiento institucional y el desarrollo del Sistema de Educación Intercultural Bilingüe; d) Procurar la creación de instituciones educativas interculturales bilingües, garantizando su funcionamiento de acuerdo con las necesidades específicas y técnicas;
- e) Promover la formación de profesionales interculturales bilingües y plurilingües, en las especialidades requeridas por las comunas, comunidades, pueblos y nacionalidades del País; y, f) Cumplir los tratados e instrumentos internacionales para la ejecución de programas educativos interculturales bilingües.

Art. 88.- Subsecretaría de Educación Intercultural Bilingüe.- La Subsecretaría de Educación Intercultural Bilingüe, especializada en el desarrollo de los conocimientos, ciencias, saberes, tecnología, cultura,

lenguas ancestrales y las lenguas de relación intercultural, es una entidad que se desconcentra administrativa, técnica y financieramente.

At present, it is vital to comprehend and value the law in all aspects about because it is the backing for any academic scheme and the educational knowledge. Then, the legal part becomes the regulating entity of the academic learning process which promotes and influence in the growing knowledge education of the students in all their fields in especially the students of the tenth grade of Nueve de Octubre School.

CHAPTER III

METHODOLOGICAL, ANALYSIS AND DISCUSSION OF THE RESULT

METHODOLOGY DESIGN

The methodology design is important in any project because if the authors do not apply it, their nonexistence will be unreal in the complete process. It is applied through the collection of researches and all the information in which it is possible to observe the relation between the variables in all aspects because of the problem and objective, which is expected to achieve. Besides, the data collection took place during the last year until now at Unidad Educativa Nueve de Octubre. Then, the argument of Cross in the next paragraph is handing this:

The approach of methodological design studies consists in idealization and respect. It means that the tasks, goals, methods, strategies, questions and other procedures involved in design-making by others are idealized. The idealization and respect consists in singling out, in the course of a methodological reconstruction of the various cases researched. (Cross, 2013, p. 177)

There are many instrument of investigation in all the content-area as Cross indicates in the behind paragraph. The methodological design researchers are used according to the necessity of the school. Of particular important there is applied in this project a structured survey

with 10 closed questions using the Likert scale to students and the same numbers to the director and the English teacher. Those interrogative sentences are tabulated and represented graphically representation for a greater understanding.

Through the results can be verify the feasibility of the proposal, and a semi-structured interview with ten open questions made to teachers and principals, with the results can be see the need the implementation OF booklet with practical exercises to improve their writing skills in order to write sentences correctly and express their ideas in a clear way.

TYPES OF THE INVESTIGATION

As any research of a project, it is important to follow the process of it in order and using the correct type of investigation for getting better results in the students of tenth grade at Nueve de Octubre School. According to the objectives, this procedure is classified considering: field investigation, descriptive investigation, bibliographic investigation and exploratory investigation.

Field investigation

Field investigation is to resolve and study any situation or meticulous problems. In a usual environment where the data is obtained, this needs to be analyzed to know if they are using motivational techniques to strengthen the writing skill of the students. "The field research process, start from selecting the research topic to disseminating the result". (Bailey, 2007, p. 5).

Bailey reinforces and support well the present project because there are used many items to obtain better results especially in the proposal. The research is based on the field investigation conducted at Nueve de Octubre School, located in Barrio el Astillero in Guayaquil, Parroquia Olmedo, Zone 8 and District 3.

Descriptive investigation

Descriptive investigation helps to know the object of study and show situations of any community as the students of tenth grade through observation in order to establish the correlation between the variables and finally, they determine the validity of the hypothesis validation to implement the correct motivational techniques. So it is important the statement of Sondhi:

Descriptive research as its name indicates is the one that describes situations of the any community, phenomena and other environment. The main goal of this type of investigation is to describe the data and characteristics about what is being studied. (Sondhi, 2011, p. 10)

A descriptive investigation providing background information about any decision that needs to be applying in the learning writing process and the environment class. In a cause, the instructor can define the descriptive characteristics by detecting the problem that exists in particular in the students of tenth grade. The research seeks the specific phenomenon which is studied and in this case to determine the influence of motivational techniques to improve and strengthen the writing skill of the students. This analysis of the investigation helps to observe the relationship between the dependent variable and independent through the answers given by the teacher and students.

On the other hand, all the results about it will give a panoramic strategies and techniques to be applied.

Bibliographic investigation

Bibliographic investigation relies on documents that support this project through the collection of information that will help to develop the theme. Also, it helps to analyze the different information that is obtained from diverse sources. Then, it is evidence the necessity to issue opinions and find solution to the problem that is being investigated through the studies, exploration of each one. In the next reference Scruggs is clear about this:

To establish this type of bibliographical investigation, inquirer explores the available written documents and records of the participant of interest and describes the person, people, schools, community, institution and others in terms of the various stages of life experienced and inexperienced.(Scruggs, 2006, p. 5)

Exploratory investigation

Exploratory research is used principally to get the deeper understanding of about the topic. Its role is to provide direction, for a meticulous research. Allows the research to gain a better understanding of the concept and provides direction in order to imitate a more structured research.(Sondhi, 2011, p. 6)

The meaning of the exploratory investigation presented by Sondhi is well because it presents an innovative topic. It is a search of

multiply information from studied and a deep object of Unidad Educativa Nueve de Octubre. Make sure that the institution selected where pedagogical English problem is established, respect to the development techniques for writing in English. Additionally, it is imperative to indicate that the students of tenth grade have inefficient development in this skill.

METHODS OF INVESTIGATION

It is import to know the meaning of method for this workable project, in specific the one that is mentioned by (Aparasu, 2011):“The methods of investigation provide all details of research design, data collection methods and statistical tests used to achieve the research objective”. (p.12) the use of this study allow the inquirers to extract valuable information about the problems encountered, which later serve to be processed and to reach valid conclusions. In the other hand, there is essential to note that the compilation of information was based on a relevant observation in reference to the development of didactic material which will be used by the English teacher to instruct writing skills at Unidad Educativa Nueve de Octubre.

Empirical Method

This method is employed in the project by means of the personal experience and the direct observation to know about the problem and it is one of the reasons why the teachers do not apply the appropriate techniques to improve the writing in students. Then, it is essential to consider the next comment of: “The empirical method must turn upon the identification of a needed link establishing a causal relation among observed phenomena”.(Yanow, 2015, p. 31). The direct observation provides information the researcher through of the senses to analyze,

identify the problem and consequences that affect the students of tenth grade.

Theoretical Method

The theoretical method will serve as a support to develop the research work time to contextualize the problem and develop the theoretical framework since the research required to be based on laws and principles that lead to reveal the essential of the object of study relationships that are fundaments to understanding the facts. "This process is used to consider the problem and to elaborate the theorist framework; it is based on laws and principles which will serve to develop the investigation"(Schwartz, 2002, p. 172)

Inductive method

This method allows the formation of hypotheses, research scientific laws and the process of logical reasoning where it is establishes comparisons of characteristic to reach the facts of reality. One of the correct meaning selected for being more clear is: "The inductive method moves toward possible conclusion derived from observation, which is selected from among particular data accumulation"(Rocca, 2015, pág. 14)

Deductive Method

It is the process that allows present rules, concepts and definitions through which is generalizes, compares and shows a failure of methodological strategies to improve oral expression the of students, right through the general data and qualitative approach can check its validity. As Rocca explains:

“The deductive method is objective in its conclusions, but subjective in its premises. Study the phenomena or problem and analyzes the opinion to reach the elements of the parts of the general”(Rocca, 2015, pág. 15)

Statistical Method

This method will help with data collection in the manner of interpret and process the information obtained from surveys of students of tenth grade through of a statistical analysis which is obtained by results reliable.

“The statistical method giving operationally verifiable meanings to statements involving accuracy and precision; determining the truth content and validity of such statements”(Shewhart, 2012, p. 123)

Qualitative Method

Qualitative research is oriented to exploration, diagnosis and the findings of real data of the problem. According to (Bernand, 2011)“The qualitative method permits identify el problem of de investigation that requires and proposes explication that involves seeing if the reason fits” (p.453). It is clear that this carries out qualitative research and it is confirmed the result of the study developed through the interview with authorities and teachers at Unidad Educativa Nueve de Octubre through open questions.

QUANTITATIVE METHOD

The quantitative investigation use numerical, statistical methods, the analysis of data should be based on statistical rules. Citing to

(Bernard, 2011) “whenever a research problem can be investigated with quantitative measurement, numbers are more than just desirable, they’re required.” (p.56).This research makes a diagnosis of the problem posed, description, analysis and interpretation of the data, which were obtained through surveys applied to the students the 10th grade.

POPULATION AND SAMPLE

Population

This research is based at Unidad Educativa Nueve de Octubre School with the population of 989 students, one principal, and one English teacher. Then, there are totally 991 persons involved in the teaching and learning procedure. According to the following annotation, the meaning about the principal global sample is: “The population is a sample should coincide with the population about which information is wanted”. (Glyn, 2013, p. 187). This researcher explains rightly that the population is the fundamental part of the project because it determines the feasibility of the same. So we can say that the population is the total set where will you get the required results.

CHART N° 1 POPULATION

STAFF	QUANTITY
Director	1
English Teacher	1
Students	989
TOTAL	991

Source: Unidad Educativa Nueve de Octubre
Authors: Jacqueline Maruri and Marjorie Loza

Sample

The word sample means a portion or a part of the above population selected in some manner. The sample is always drawn from a population above is a specified number of boys out of all the girls in the schools(Glyn, 2013, p. 187)

Glyn is perfectly indicating the meaning of sample in his behind comment. The sample is getting from the population who will be responded at interrogative sentences by the Likert scale and it will demonstrate the real situation at Unidad Educativa Nueve de Octubre School.

CHART N° 2 SAMPLES

STAFF	QUANTITY
DIRECTOR	1
ENGLISH TEACHER	1
STUDENTS	40
TOTAL	42

Source: Unidad Educativa Nueve de Octubre
Authors: Jacqueline Maruri and Marjorie Loza

OPERATIONALIZATION OF VARIABLES

INDEPENDENT VARIABLE	DIMENSION	INDICATORS
MOTIVATIONAL TECHNIQUES	MOTIVATIONAL TECHNIQUES	It is a motivation key in the English achievement of any student at all stages of their education.
	INFLUENCE AND IMPORTANCE	<ul style="list-style-type: none"> ▪ The capacity for changing their thoughts. ▪ The way to obtain better results. ▪ It is not possible to get in touch with the English students goals without motivational techniques.
	TYPES OF MOTVATIONAL TECHNIQUES	Extrinsic Motivation Intrinsic Motivation
	ROL OF THE TEACHER	<ul style="list-style-type: none"> ▪ To arouse interest ▪ Direct and maintain ▪ Achieve the learning target presets
DEPENDENT VARIABLE	DIMENSION	INDICATORS
STRENGHTEN WRITING SKILL	STRENGTHENNING	It is an important process of English learning.
	WRITING MEANING	It is the graphic illustration of any speaking
	ADVANTAGES AND DISADVANTAGES	Advantages: it facilitates to put in order ideas. Disadvantages: the writer students are not present to interact.
	PARTS OF WRITING SPEECH	Noun Adjective Subject Verb Complement
	BASIC WRITING GENRES	Narrative Descriptive Expository

Source: Unidad Educativa Nueve de Octubre
Authors: Jacqueline Maruri and Marjorie Loza

INSTRUMENTS AND TECHNIQUES OF THE INVESTIGATION

The investigation instrument used is a questionnaire and the Likert scale which will be meant at students, an English teacher and the principal at Unidad Educativa Nueve de Octubre. It is important to also emphasize other instruments used as notebooks, sheets, printer, computer, link, pens are essential for the collection and organization of data.

The investigation techniques that were used in this project are: observation, survey and interview these allow it is to obtain information research problem. "The methodology incorporates the methods, which are techniques or procedures used to gather, analyze and interpret the data". (Creswell, 2011, p. 38). According with Creswell, The techniques make it possible get at the objective in the knowledge of reality through information from direct sources that will help us know the flaws that exist in the unit Educational.

Observation

Observation is the first technique that is used since it provides information on first hand that other ones might not provide study to the teachers, students and principal at Unidad Educativa Nueve de Octubre using as main instrument the senses, allowing us to grasp the problem and find the right solution as the next author says: "The Observation is a technique for obtaining data in qualitative research, it is a more global type of observation than the systematic structured observation used in quantitative research". (Walker, 2013, p. 459)

Survey

According to (Schutt, 2012) “the survey should be guided by a clear idea of the research problem according to investigation and the population the sample taking into accounts the two variables what is planning to use.” (p. 134) then, it is a simple drafted questionnaire to facilitate the analysis and tabulation of data that will help to the researcher can develop their investigative work.

Most of the information of the students of ninth grade was obtained through the *survey* looking something over. When the authors of the present project done it, they understood that it was applicable.

Interview

This technique collects data through a conversation and interrogative sentences to the principal and the teacher. After that the results is obtained and facilitates how viable is the present project. According to Jacobs (2013), the interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are to gather data from people about opinions and about situations in their own words (p. 466).

At Unidad Educativa Nueve de Octubre, the authors of the present project were working with the students doing *interviews* as a conversation first where questions are asked and answers are given. And they are done with the proper permissions of the authorities in order to have a clearer view of the acceptance of the present project.

Likert Scale

The Likert scale is a set of Items as statements where the interviewed reflect the level with a single declaration. It is used in this project the scale as follows:

CHART N° 3

5	Totally Disagree
4	Disagree
3	Indifferent
2	Agree
1	Totally Agree

In the graph behind of the Likert Scale table there is a clear meaning of it. And it is what determines the degree of acceptability or discouragement towards English as Ary mentions in the next comment:

Likert scale evaluate attitudes toward a topic by presenting a set of statement about the topic and asking respondents to indicate for each whether they totally agree, agree, are indifferent, disagree, or totally disagree.(Ary, 2009, p. 209)



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN
LENGUAS Y LINGÜÍSTICA
INTERVIEW TO THE PRINCIPAL

OBJECTIVE:

To obtain information about the different motivational techniques that are used for the development of writing skills.

Specific information: Please, answer the following questions.

1. Do you believe that teachers apply appropriate techniques to teach in this institution?
2. Are the teachers using new techniques for the development of the English language?
3. Do you consider that the use of new techniques will help improve the acquisition of the English language?.
4. Do you agree with the techniques used by teachers for teaching the English language?
5. Do you think that teachers make the students write in English?
6. Do you believe that this project will help students of this institution to improve writing skills?
7. Do you consider that the English lab is important for students to practice the written skills resource?
8. Do you consider the practical exercises will help students to improve writing skills?
9. Do you agree with the implementation of a booklet to improve the teaching of English language?
10. Do you consider necessary a booklet with practical exercises to improve the English Language?



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN
LENGUAS Y LINGÜÍSTICA
INTERVIEW TO THE ENGLISH TEACHER

OBJECTIVE:

To know if the current techniques applied in class are improving writing skills.

Specific information: Please, answer the following questions.

1. Do you use appropriate techniques to teach the English language?
2. Do you think it is important to use new techniques for students to learn the English language?
3. Do you apply different techniques during your class?
4. Are you working in groups with students using new techniques?
5. Do you consider important the study of grammar to develop the writing skills of the language?
6. Do you use material to support the teaching of writing skills?
7. Is the English laboratory a vital resource to improve the writing skills of the students?
8. How could you improve the writing skills?
9. Do you think that the use of practical exercises will motivate students in the learning process?
10. Do you believe that the use of additional didactic resources will help to improve the teaching learning process in this institution?



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LENGUAS Y LINGÜÍSTICA
ENCUESTA REALIZADA A LOS ESTUDIANTES DE LA ESCUELA DE EDUCACIÓN BÁSICA
“9 DE OCTUBRE”

OBJECTIVE:

To determine if the teaching techniques used in the classroom are helping to promote the written expression in the class.

SPECIFIC INFORMATION:

Mark the answer you consider most appropriate in each required instruction.

VALUATION TABLE				
1	2	3	4	5
Totally Agree	Agree	Indifferent	disagree	Totally Disagree

N°	QUESTIONNAIRE TO THE STUDENTS	VALORACIÓN				
		1	2	3	4	5
1	Different types of techniques make classes more dynamic and fun.					
2	English teachers use different motivational techniques that make the English language easy to understand.					
3	The techniques used by teachers are interesting to promote English Language.					
4	Additional resources are important to learn English in a dynamic way.					
5	The materials used by the teacher help improve the writing skills.					
6	The use of different teaching techniques may help to improve the writing skill of the language.					
7	Classroom activities help develop writing skills.					
8	Practical exercises can help strengthen writing.					
9	The implementation of a booklet with practical exercises will improve the writing skill.					
10	The written exercises in class will strengthen the writing skills.					

¡thanks for your collaboration!

TOTAL RESULT OF THE SURVEYS

N°	STATEMENTS	Totally Disagree	Disagree	Indifferent	Agree	Totally Agree	TOTAL
1	Different types of techniques make classes more dynamic and fun.	1	2	3	10	24	40
2	English teachers use different motivational techniques that make the English language easy to understand.	18	2	5	4	11	40
3	The techniques used by teachers are interesting to promote English Language.	2	8	4	6	20	40
4	Additional resources are important to learn English in a dynamic way	5	2	1	12	20	40
5	The materials used by the teacher help improve the writing skills.	1	1	1	16	21	40
6	The use of different teaching techniques may help to improve the writing skill of the language.	0	2	2	16	20	40
7	Classroom activities help develop writing skills.	0	2	3	15	20	40
8	Practical exercises can help strengthen writing.	0	0	4	10	26	40
9	The implementation of a booklet with practical exercises will improve the writing skill.	0	1	1	8	30	40
10	The written exercises in class will strengthen the writing skills.	0	2	2	11	25	40
	TOTAL	27	22	26	108	217	400

ANALYSIS AND INTERPRETATION OF THE RESULTS

1. DIFFERENT TYPES OF TECHNIQUES MAKE CLASSES MORE DYNAMIC AND FUN.

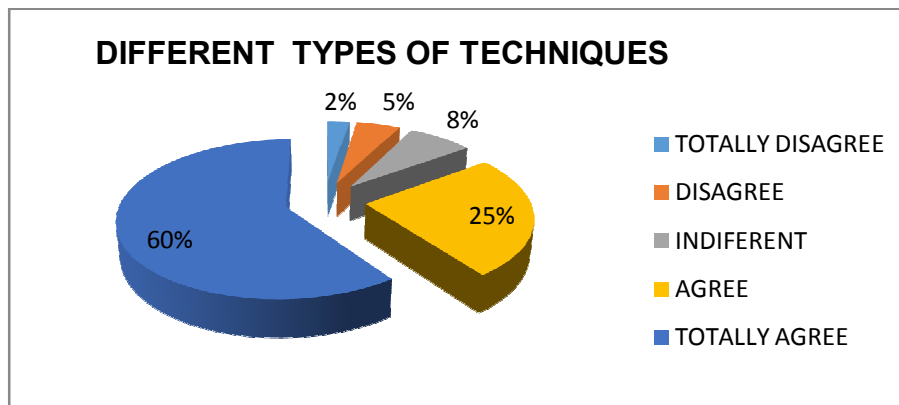
CHART #4

VALUE	FREQUENCY	PERCENTAGE
TOTALLY DISAGREE	1	2%
DISAGREE	2	5%
INDIFERENT	3	8%
AGREE	10	25%
TOTALLY AGREE	24	60%
TOTAL	40	100%

Source:Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri and Marjorie Loza

GRAPHIC #1



Source:Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri and Marjorie Loza

ANALYSIS: This question shows that 60 % of the participants totally agree agreed on the importance of the use of techniques, 25% of the agree with the use of techniques make classes more dynamic and fun, 8% the participants answered totally disagree, 5% of them were in disagree, and 2% of the participants answered totally disagree. That is why; it is recommendable.

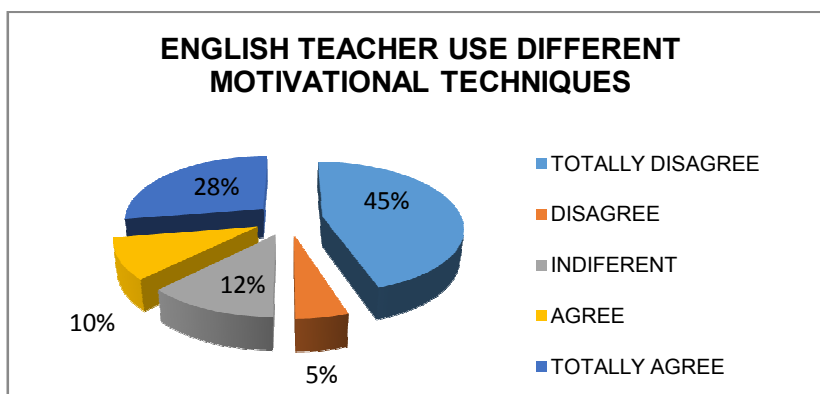
2. ENGLISH TEACHERS USE DIFFERENT MOTIVATIONAL TECHNIQUES THAT MAKE THE ENGLISH LANGUAGE EASY TO UNDERSTAND.

CHART # 5

VALUE	FREQUENCY	PERCENTAGE
TOTALLY DISAGREE	18	45%
DISAGREE	2	5%
INDIFERENT	5	12%
AGREE	4	10%
TOTALLY AGREE	11	28%
TOTAL	40	100%

Source:Unidad Educativa Nueve de Octubre.
Authors: Jacqueline Maruri y Marjorie Loza

GRAPHIC #2



Source:Unidad Educativa Nueve de Octubre.
Authors: Jacqueline Maruri and Marjorie Loza

ANALYSIS: The results show that 28% of the participants totally agree that the English teacher use different motivational techniques, 10% of them agree with motivational techniques that make the language easy to understand, 12 % the participants answered indifferent, 5% of them were in disagree, and 45 % of the participants answered totally disagree. The data presented shows that more than a third of the students surveyed indicate that teachers do not use techniques motivational to improve the writing.

3.-THE TECHNIQUES USED BY TEACHER ARE INTERESTING TO PROMOTE ENGLISH LANGUAGE.

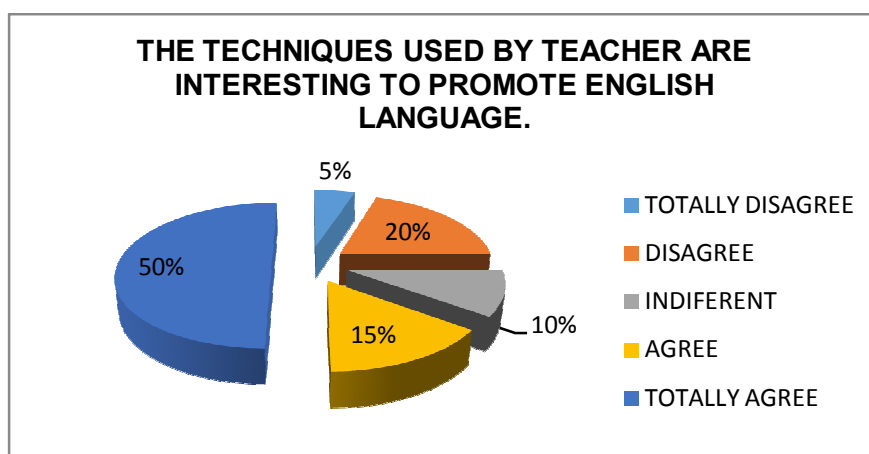
CHART #6

VALUE	FREQUENCY	PERCENTAGE
TOTALLY DISAGREE	2	5%
DISAGREE	8	20%
INDIFERENT	4	10%
AGREE	6	15%
TOTALLY AGREE	20	50%
TOTAL	40	100%

Source:Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri and Marjorie Loza

GRAPHIC #3



Source:Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri y Marjorie Loza

ANALYSIS: The results show that 50% of the participants totally agree the techniques used by teacher are interesting to promote English language. 15 % of them agree with the use the techniques to improve the writing, 10 % the participants answered indifferent, 20% of them were in disagree, and 5 % of the participants answered totally disagree. It is recommendable the use of motivational techniques that can be applied to different situations or class topics.

4. ADDITIONAL RESOURCES ARE IMPORTANT TO LEARN ENGLISH IN A DYNAMIC WAY.

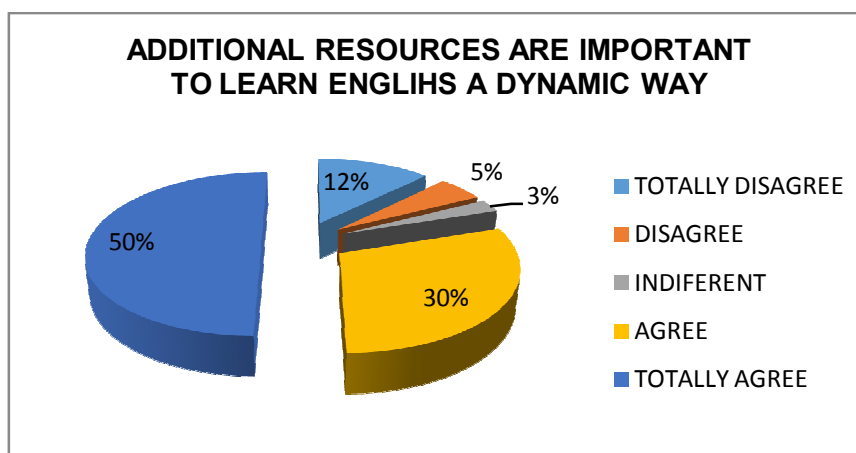
CHART #7

VALUE	FREQUENCY	PERCENTAGE
TOTALLY DISAGREE	5	12%
DISAGREE	2	5%
INDIFFERENT	1	3%
AGREE	12	30%
TOTALLY AGREE	20	50%
TOTAL	40	100%

Source:Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri y Marjorie Loza

GRAPHIC #4



Source:Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri y Marjorie Loza

ANALYSIS: The results show that 50% of the participants totally agree that the use additional resources are important to learn English in a dynamic way, 30 % of them agree with the resources are important learning of students, 3 % the participants answered indifferent, 5 % of them were in disagree, and 12% of the participants answered totally disagree. The students that answered disagree and indifferent will interrelate with those shown to be in favor.

5. THE MATERIALS USED BY THE TEACHER HELP IMPROVE THE WRITING SKILLS.

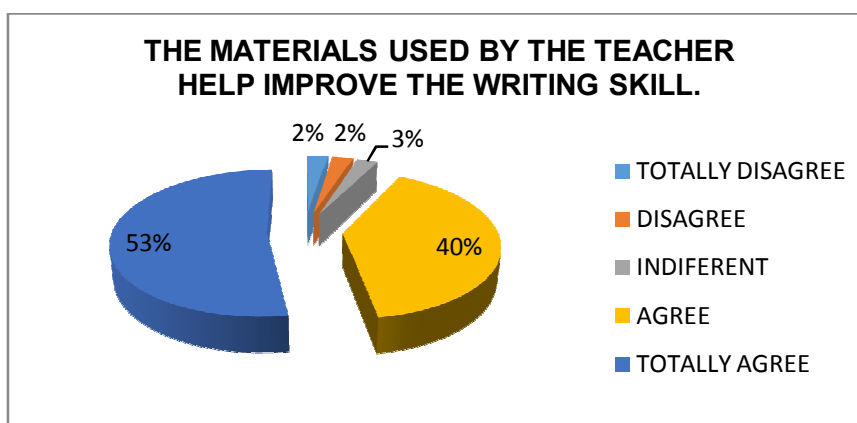
CHART #8

VALUE	FREQUENCY	PERCENTAGE
TOTALLY DISAGREE	1	2%
DISAGREE	1	2%
INDIFFERENT	1	3%
AGREE	16	40%
TOTALLY AGREE	21	53%
TOTAL	40	100%

Source:Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri y Marjorie Loza

GRAPHIC #5



Source:Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri y Marjorie Loza

ANALYSIS:The results show that 53 % totally agree that the materials used by the teacher help improve the writing skills, 40 % of them agree that the materials used improve writing, 3 % the participants answered indifferent, 2 % of them were in disagree, and 2% of the participants answered totally disagree. It is recommendable that teachers use materials regarding the daily life of the students.

6. THE USE OF DIFFERENT TEACHING TECHNIQUES MAY HELP TO IMPROVE THE WRITING SKILL OF THE LANGUAGE.

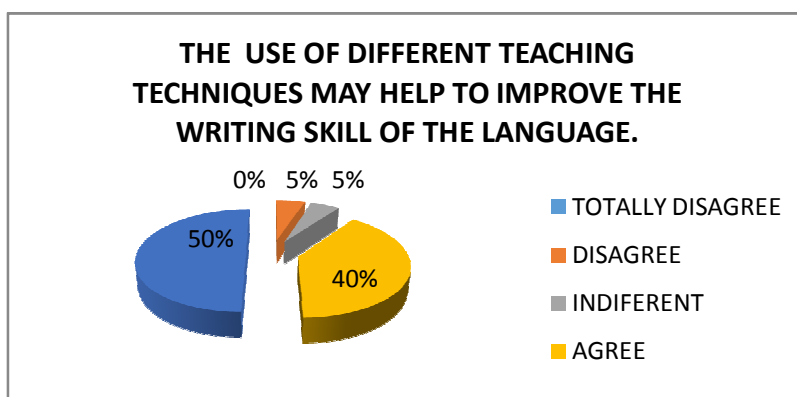
CHART # 9

VALUE	FREQUENCY	PERCENTAGE
TOTALLY DISAGREE	0	0%
DISAGREE	2	5%
INDIFERENT	2	5%
AGREE	16	40%
TOTALLY AGREE	20	50%
TOTAL	40	100%

Source:Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri and Marjorie Loza

GRAPHIC #6



Source:Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri y Marjorie Loza

ANALYSIS: The results show that 50% of the participants totally agree with the use of different teaching may help to improve the writing skill of the language. 40% of them agree with the use of different techniques to improve their ability the writing. 5% of the students answered indifferent. 5% of them were in disagreeing, and 0% of the participants answered totally disagree. That is why, it is recommendable the use of different teaching techniques.

7. THE CLASSROOM ACTIVITIES HELP TO DEVELOP WRITING SKILLS.

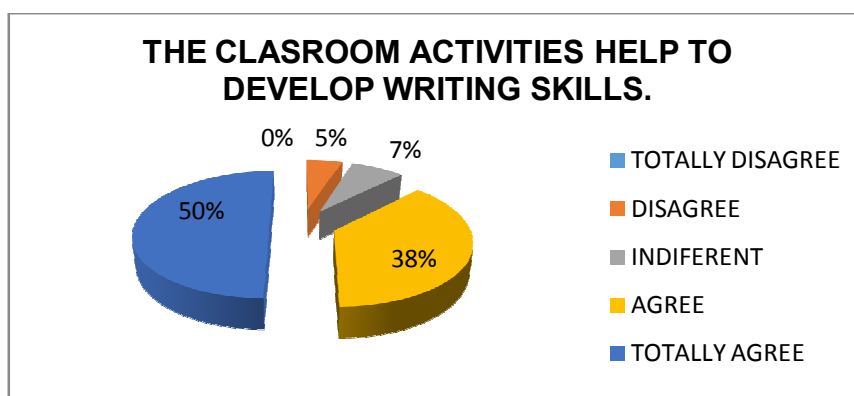
CHART # 10

VALUE	FREQUENCY	PERCENTAGE
TOTALLY DISAGREE	0	0%
DISAGREE	2	5%
INDIFERENT	3	7%
AGREE	15	38%
TOTALLY AGREE	20	50%
TOTAL	40	100%

Source:Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri y Marjorie Loza

GRAPHIC #7



Source:Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri y Marjorie Loza

ANALYSIS: The results show that 50% of the participants totally agree that the classroom activities help develop writing skill. 38% of them agree with the development of the writing skill. 7% of the students answered indifferent. 5% of them were in disagreeing, and 0% of the participants answered totally disagree. It is recommended to apply different classroom activities help develop writing skill

8. PRACTICAL EXERCISES CAN HELP STRENGTHEN WRITING.

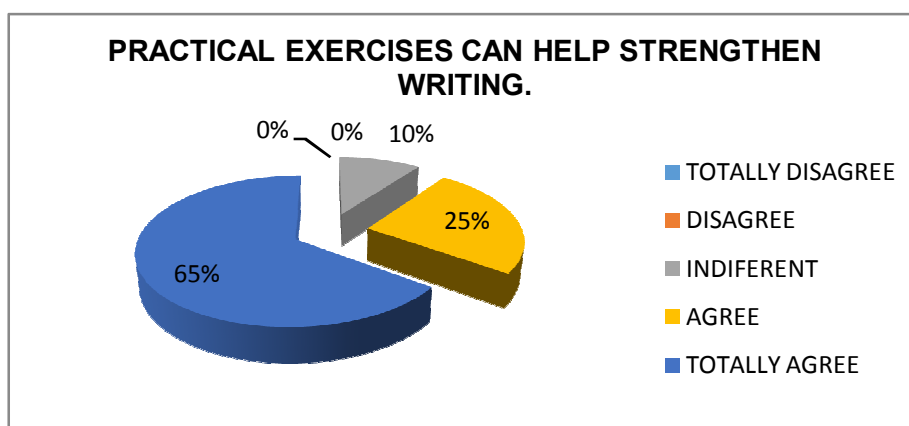
CHART # 11

VALUE	FREQUENCY	PERCENTAGE
TOTALLY DISAGREE	0	0%
DISAGREE	0	0%
INDIFERENT	4	10%
AGREE	10	25%
TOTALLY AGREE	26	65%
TOTAL	40	100%

Source:Unidad Educativa Nueve de Octubre.

Author: Jacqueline Maruri y Marjorie Loza

GRAPHIC # 8



Source:Unidad Educativa Nueve de Octubre.

Author: Jacqueline Maruri y Marjorie Loza

ANALYSIS: The results show that 65% of the participants totally agree that the uses practical exercises can help strengthen writing. 25% of them agree with the uses practical exercises. 10% of the students answered indifferent. 0% of them was in disagree, and 0% of the participants answered totally disagree. That is why, it is recommendable the uses the practical exercises for development the writing skill the students.

9.THE IMPLEMENTATION OF A BOOKLET WITH PRACTICAL EXERCISES WILL IMPROVE THE WRITING SKILL.

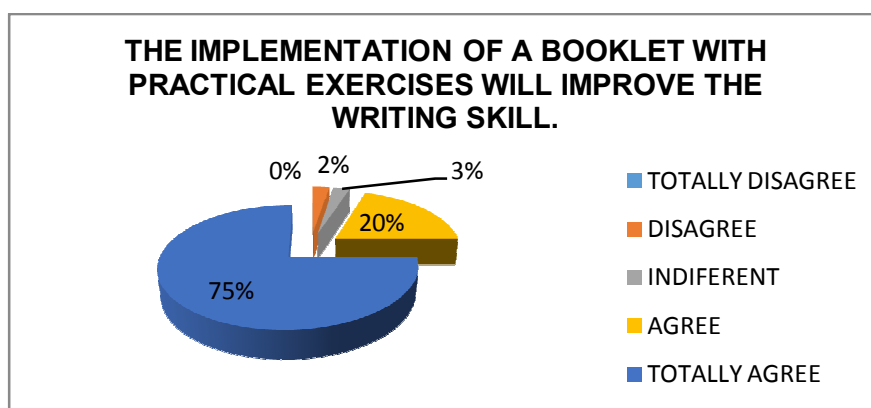
CHART #12

VALUE	FREQUENCY	PERCENTAGE
TOTALLY DISAGREE	0	0%
DISAGREE	1	2%
INDIFERENT	1	3%
AGREE	8	20%
TOTALLY AGREE	30	75%
TOTAL	40	100%

Source:Unidad Educativa Nueve de Octubre.

Author: Jacqueline Maruri y Marjorie Loza

GRAPHIC #9



Source:Unidad Educativa Nueve de Octubre.

Author: Jacqueline Maruri y Marjorie Loza

ANALYSIS: The results show that 75% of the participants are totally agreed with the implementation of an educational program which would improve writing skill. 20% of them agree with this booklet would improve writing skill. 3% of the students answered indifferent. 2% of them disagree, and 0% of the participants answered totally disagree. It can conclude that has acceptance the implementation of a booklet with practical exercises will improve the writing skill.

10. MORE WRITTEN EXERCISES IN CLASS WILL STRENGTHEN THE WRITING SKILLS.

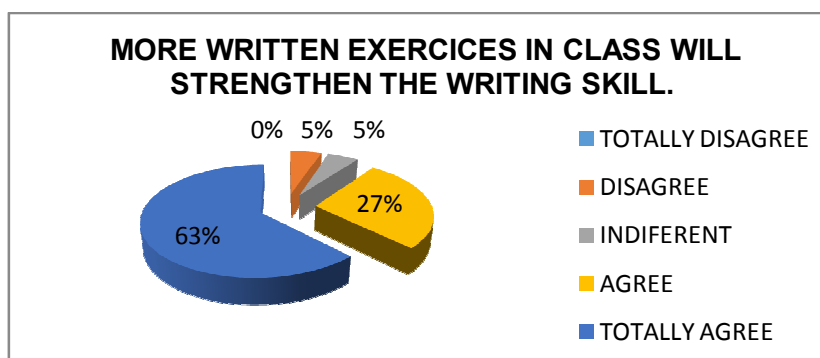
CHART #13

VALUE	FREQUENCY	PERCENTAGE
TOTALLY DISAGREE	0	0%
DISAGREE	2	5%
INDIFERENT	2	5%
AGREE	11	27%
TOTALLY AGREE	25	63%
TOTAL	40	100%

Source:Unidad Educativa Nueve de Octubre.

Author: Jacqueline Maruri y Marjorie Loza

GRAPHIC #10



Source:Unidad Educativa Nueve de Octubre.

Author: Jacqueline Maruri y Marjorie Loza

ANALYSIS: The results show that 63% of the participants totally agree with the idea that a practical guide with exercises improves the oral writing skill inside and outside of the classroom. 27% of them agree with a practical guide. 5% of the students answered indifferent. 5% of them were in disagree, and 0% of the participants answered totally disagree. It can conclude that the project is appropriate to support the development of a practical guide with practical exercises for the students of tenth grade of Unidad Educativa Nueve de Octubre.

Chi Square Analysis

It has been applied the analysis of the Chi square on two of the statements from the survey to establish the relation between the variable dependent and the variable independent.

Variable independent: MOTIVATIONAL TECHNIQUES

Variable dependent: STRENGTHEN WRITING SKILL

Resumen.

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
english teachers use different motivational techniques that make the english language easy to understand * the use of different teaching techniques may help to improve the writing skill of the language	40	100,0%	0	0,0%	40	100,0%

english teachers use different motivational techniques that make the english language easy to understand * the use of different teaching techniques may help to improve the writing skill of the language [recuento, fila %, columna %, total %].

Pruebas Chi-cuadrado.

<i>Estadístico</i>	<i>Valor</i>	<i>df</i>	<i>Sig. Asint. (2-colas)</i>
Chi-cuadrado de Pearson	131,11	35	,000
Razón de Semejanza	66,76	35	,001
Asociación Lineal-by-Lineal	13,96	1	,000
N de casos válidos	40		

Done by: Jacqueline Maruri and Marjuri Loza

Based on the results of 0,000 chi square, it is determined the relation between the two variables which support the development of this research.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The information studied shows that both students and teachers understand the importance that have the use motivational techniques current to improve the writing skill. With the information obtained in the research process through analysis and interpretation of results, we reach the following conclusions:

- Teachers used motivational techniques that not you allow to the student improve their learning.
- Teachers should improve their students' writing skill through current strategies that encourage them to use the exercises in a real context in and out of classes.
- Students of 10th grade at Unidad Educativa Nueve de Octubre in the area of English us indicate that its vocabulary is low by what is makes difficult engage a writing skill.
- Teachers should consider that it is possible to improve writing skill of his students conducting innovative, interactive classes and more dynamic in this way successfully improved the academic performance of students.

It is important to mention that with the results obtained of it field research determine that the use of motivational techniques current improve the writing learning skill in students of English. In the other hand, the answers that were given by the students of tenth grade say that the present project is viable by what can be implementing in the booklet as educational support in such institution.

Recommendations

Concluded the investigation and obtaining the results, it is important to recommend to the teacher, the students and the principal at Unidad Educativa Nueve de Octubre the application of the handbook. Then, the authors of the present project propose and indicate the following use of methodological strategies current to improve writing skill.

To prepare dynamic classes with a variety of interactive activities that allow students to participate in class and improve their writing skill.

To apply exercises in class which permit students have new experiences with English in real situations and share their ideas through dynamic group.

To keep motivational techniques that encourage the student to write so they can develop higher skills, this would be achieved through constant practice.

To suggest to the teacher how the students need to interact, and to feel safe allowing the development the writing skill.

To improve the writing skill of the students through current motivational techniques that encourages them to use the script in a real context in and out of classes.

To consider that it is possible to improve writing skill of the innovative conducting students with interactive classes and more dynamic in this way successfully improved the academic performance of students.

CHAPTER IV

THE PROPOSAL

TITLE

The design of a booklet with practical exercises to strengthen the writing skill in the students of tenth grade at Unidad Educativa Nueve de Octubre in Guayaquil.

JUSTIFICATION

The purpose of this proposal is to design of a booklet with practical exercises to improve the basic writing skills of the students of the tenth grade in the Unidad Educativa 9 de Octubre, it can be carried out taking into account the data obtained in the result of the survey of the students, the English teacher and the director of this educational establishment.

In the other hand, there is one of the great flaws in our educational system and it is respect to the teachers for this subject, a large part of them are dedicated only to give the grammatical part completing the empty spaces, but it is not totally clear. Consequently, there are errors that present in those exercises in each grammatical time, errors that also the researchers were given an account when they realized this project, a reason for which the students investigated present a deficiency which is the reason of the actual proposal.

Teachers should work on the four already established skills to complete learning, such as speaking, listening, reading and writing. For this reason, we have designed a booklet with practical exercises related that contributes to a better understanding of the written skill.

In addition to the implementation of this new material is that it will provide the necessary elements to work easily with the information result of this project to promote critical thinking and the development of educational skills.

OBJECTIVES

General

To provide a booklet to the English teacher focused with some of motivating exercises to strengthen the writing skill of the students in their knowledge acquired and at the end they can publish it.

Specific

To support the teacher to strengthen the writing process of the students

To keep the writer students using their acquired English knowledge

To maintain the students working on communicative writing skill

To strengthen the words that the students have learned through writing

THEORICAL ASPECTS

Pedagogical aspect

When this project began, the researchers wanted to create a positive learning environment in which English can be a dynamic and a participle process in the students of tenth grade at Unidad Educativa Nueve de Octubre. Besides, it involves the prospect of increasing the teacher and the ability of the students, through a logical process to develop the

productive and receptive skills. As pedagogy is a very important and interesting progression of education in which teachers and students are involved. Thus, the teacher is only a facilitator and the student is who builds the knowledge, it can be in an individual or in a group form. As mentioned in the next citation by Kornbeck:

The pedagogy becomes sometimes visible and it sometimes disappears into the work, but it remains mostly an imperative pedagogical aspect of teaching work. Therefore, it is to understand why there is growing interest in the pedagogy today. There is noticed this interest both among the teacher and the the relations of learners. Then, pedagogy aims at and is used as a concept of groups and individual education in all the teaching areas and a perspective on the world to obtain the best result in the students; pedagogy designates different directions and helps the teacher and the learners. (Kornbeck, 2009 , p. 60)

Psychological aspect

Working up the present proposal a lot of time was taken by the authors of it. It is important for the teacher to create a confident and cheerful class environment for the students and it could be obtained using the psychology. Added to this is that the students are exposed to growing changes and it is why the instructor needs to apply this science in both teaching and learning process to create a good background. Then, there must be all resources for this to be achieved with a success of at least more than fifty percent and it could be accomplished with different learning styles, techniques, methods and strategies to motivate writers in this special skill. Ideally, as Cowley indicates in the comment behind, the

instructor should feel calm, relaxed, but alert in any situation.

Of course, effective teaching is not solely about the physical aspects of verbal and non-verbal communication. There are also various psychological approaches that you can use to help you manage behavior as reading, listening and writing. This is as much about keeping yourself in a positive frame of mind as it is about keeping control over your class. Ideally, you should feel calm, relaxed, but alert at the moment of imparting any subject. (Cowley, 2006, p. 66)

Sociological aspect

The sociological relevance of this proposal lies in the development and encouragement of English by providing a practical solution to the writing problem in the classroom of tenth grade. The students and the teacher will obtain the booklet which will help to contribute the improvement of the scholastic achievement as well as tolerance of other languages and cultures. Finally, as Lucini indicates in the bellow where he says: the importance of including new methods and strategies:

The main sociological aspect is the possible social control of common risk and teaching risk situations and the rationality attributed to any problem teachers, learners, and public institutions that are responsible for any difficulty which could be found in class. It could be argued that the consideration of a new strategy or method is important to include in the learning process to obtain a better result in the scholar community. (Lucini, 2014, p. 20)

For this project, the researchers asked for the necessary authorization from the principal of this Unidad Educativa in which the researchers established the objectives to be achieved by a work in class with the learners and at the same time, this job would be very helpful for the tutors of this educative place.

Legal

To develop the proposal, it is central to mention that it is based on a particular title: general principles, chapter one and article 3 of the Law of education in Ecuador. There is indicated in it concerning the intellectual capacity of the learners:

TÍTULO I: PRINCIPIOS GENERALES

CAPÍTULO II: PRINCIPIOS Y FINES

Art. 3.- son fines de la educación ecuatoriana.

a) Desarrollar capacidad física, intelectual, creadora y crítica del estudiante, respetando su identidad personal para que contribuya activamente a la transformación moral, política, socio cultural y económico del país. (Representantes, 1983, p. 2)

b) Estimular el espíritu de investigación, la actividad creadora y responsable en el trabajo, el principio de solidaridad humana y el sentido de cooperación social. (Representantes, 1983, p. 2)

The research of the law made behind is focused from the legal point of view which is mention; the present booklet performs with the formally allowed structure because it renders all requested and more. Then, when the teacher is going to motivate his students of tenth grade at Unidad Educativa Nueve de Octubre he will apply the necessary, strategies, methods and other resources to stimulate their spirit and mind to carry out

creative activities.

FEASIBILITY OF ITS APPLICATION

The present proposal is viable, realizable and feasible to execute because it is structured on a model basis, technical methodological and motivational strategies required. Observing all existing problems plus those mentioned by the help of the principal, the teacher and the students, the authors have taken the most indicated to design the booklet with practical exercises to strengthen the writing skill. Then, the project, in general, is well supported to fill the gaps that may exist in both the English teacher and the student.

A focus on the economic resources, it was covered by the researchers of the project because they had to use transportation, take copies, use markers, cardboards, glue, colored pencils and all the necessary stuff to end this project successfully. The other information which must be remembered is that the school is fiscal and the parents of the children do not have enough income to cover the expenses that are required. Beside it, there were external supports as the friends and family of the authors who were always supporting from husbands to children.

Thus, the complete family of Unidad Educativa Nueve de Octubre argues that the ongoing development needs of students of tenth grade in writing are attending and cover. They demonstrate as a result of the horizontal socialization among teacher → English → writers. Finally, those who intervene and comprehend the development of this academic language through motivations, which are important to stimulate each character in class, are important as well.

DESCRIPTION OF THE PROPOSAL

This proposal will be implemented at Unidad Educativa 9 de Octubre in Guayaquil to the students of tenth grade students of general basic education, who present difficulties at the moment of writing their ideas. It is one of the reasons for developing well a booklet to improve the skill because it is a pedagogical instrument which the English teacher needs to carry their writing classes in a more enjoyable motivational and effective way. Then, the content of this proposal has been chosen according to the realities of the writers and the different topics also depend on the planned class.

The design of a booklet with basic motivational exercises will be applied with the use of resources in a new didactic based in writing and it will address to students of tenth grade. This one will help to have more interest in English and there is something sure: “the scholars will begin to participate in class with better understand through the specific indications”. During the process, they need to follow the methodology and eliminate underperforming because it will improve written expressions to increase their knowledge.

The methodology in the proposal that is going to be followed will be the natural approach which is based as when the people learn their mother tongue. It is evident the necessity of this because through constant exposure to the language and acquiring natural and simple rules the students need to be applying them in original sentences. These beginnings have been applied to learn English, often involving a stage of focusing on the structure to speed up the learning process. There is something that is real: the teacher will be encouraged in all aspects in

especially when the group will show the results.

Language Art Applied

This booklet contents ten lessons in which are going to practice the correspondent grammar explanation and it is ending with a short composition, especially exercises designed for beginner students. It is important to indicate that the booklet is going to be applied 15 minutes in each English writing class.

Lesson 1 The profile of my classroom

Lesson 2 Identify part of speech

Lesson 3 Working with parts of speech

Lesson 4 Linking ideas

Lesson 5 Illustrating the ideas

Lesson 6 Checking out.

Lesson 7 Gluing up

Lesson 8 Fixing it up

Lesson 9 Illustrating the ideas

Lesson 10 Giving and receiving feedback about my classroom

CONCLUSION

Certainly, it is going to be an excellent experience for the authorities, teacher, and students at Unidad Educativa Nueve de Octubre when they will use new motivations through the booklet. The experience also gives and opens better opportunities when they will decide to start these English writing exercises takes to their reality foreign classroom environment. This will demonstrate that weaknesses will easily be

strengthened because the learners want to get the projected results.

In the students of the tenth grade, there is going to be something real about writing in English because the teacher will be an experiential spectator when he begins to transmit what is indicated in the booklet and the students will show their best with the new knowledge acquired. Consequently, a real motivation, both intrinsic and extrinsic, will then be reflected which will give them greater security and conviction when they apply this second language in all the skills.

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ANNEXES 1

ANTIPLAGIO

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Unkund Analysis Result

Analysed Document: Marjorie y Jacqueline Unkund.docx (030291094)
Submitted: 2017-08-25 02:55:00
Submitted By: ir742911@hotmail.com
Significance: 5 %

Sources included in the report:

KARIN Y JACKIE COMPLETO word.docx (000250017)
PROYECTO ORTIZ - GUERRA 2017.docx (030257898)
Patente_Pugallaria_Sanchez Grenados Diego.docx (010352538)

Intensions where selected sources appear:

16

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

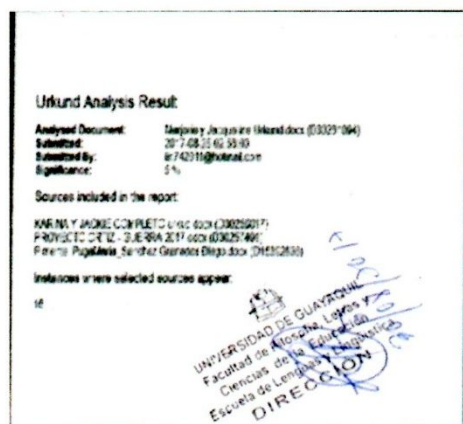
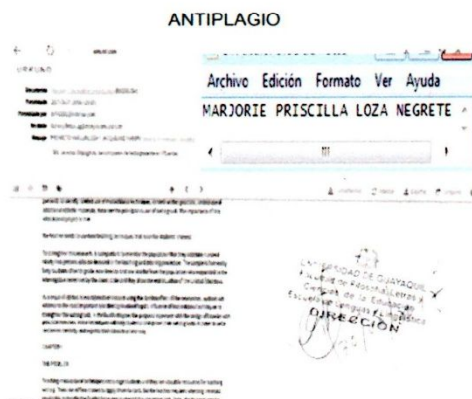


UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA:
LENGUAS Y LINGÜÍSTICA.

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Lcdo. RODRIGO GUERRERO SEGURA tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por JACQUELINE DEL ROCIO MARURI MARTINEZ C. C.: 0915368310 y MARJORIE PRISCILLA LOZA NEGRETE C.C: 0915328231, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADA EN CIENCIAS DE LA EDUCACION en la carrera de LENGUAS Y LINGUISTICA.

Se informa que el trabajo de titulación **THE INFLUENCE OF MOTIVATIONAL TECHNIQUES TO STRENGTHEN WRITING SKILL PROPOSAL: THE DESING OF A BOOKLET WITH PRACTICAL EXERCISES**, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND, quedando el 5% de coincidencia.



Lcdo. RODRIGO GUERRERO SEGURA
Consultor Académico

**LETTER OF AUTHORIZATION OF
UNIDAD EDUCATIVA NUEVE DE OCTUBRE**



UNIDAD EDUCATIVA "NUEVE DE OCTUBRE"
Resolución Nro. MINEDUC-SEDG-2015-00013-R de 22-06-2015
Guayaquil – Ecuador

Julio 10 del 2016

Señoras:
JACQUELINE MARURI MARTINEZ
MARJORIE LOZA NEGRETE
Estudiantes de la Universidad de Guayaquil
Presente.

De mis consideraciones:

Este Despacho, vista su petición, concede la autorización para que realice el Proyecto previo a la obtención del Título de Licenciada en Ciencias de la Educación, Mención Lengua y Lingüística, dirigida a estudiantes del Décimo "B" de Educación General Básica.

Particular que comunico para los fines legales pertinentes

Atentamente,


MSc. Mariana Galarza Murillo
VICE-RECTORA (E)
UNIDAD EDUCATIVA "NUEVE DE OCTUBRE"
Master Mariana Galarza
VICE-RECTORADO

Al contestar, sírvase mencionar el No. y fecha de este oficio

Dirección: Eloy Alfaro 1304 entre Calicuchima y Francisco de Marcos Tel. 052 601160
e-mail: centroeducativo@nueveoctubre.edu.ec

LETTER OF THE ASIGNATION OF THE TUTOR

Guayaquil, 10 de Octubre 2016

MSc.

RODRIGO GUERRERO

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: **MARURI MARTINEZ JACQUELINE DEL ROCIO, LOZA NEGRETE MARJORIE PRISCILLA**

TOPIC: INFLUENCE OF MOTIVATIONAL TECHNIQUES TO STRENGTHEN WRITING SKILLS. PROPOSAL : DESIGN OF BOOKLET WITH PRACTICES EXERCISES.

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,

Lcdo. Alfonso Sánchez Ávila, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Escuela de Lenguas y Lingüística
DIRECCIÓN

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Lcdo. Fabricio Conforme Briones	DIGITADOR	
Aprobado por:	MSc. Alfonso Sánchez Ávila	DIRECTOR	

**LETTER OF AUTHORIZATION OF
UNIVERSIDAD DE GUAYAQUIL TO DEVELOP THE
PROJECT**



UNIVERSIDAD DE GUAYAQUIL

Guayaquil, 11 de julio del 2017

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

De mis consideraciones.

Yo, JACQUELINE DEL ROCIO MARURI MARTÍNEZ con número de cédula 0915368310
y MARJORIE PRISCILLA LOZA NEGRETE con número de cédula 0915328231 Egresada
de la carrera LICENCIATURA EN LENGUAS Y LINGÜÍSTICA, Centro de Estudios
Guayaquil Modalidad SEMI-PRESENCIAL del periodo lectivo 2015-2016, he finalizado
la Unidad de Titulación en el Grupo "A".

Me dirijo a Usted, para solicitar la revisión y aprobación de nuestro tema para el
proyecto de titulación para continuar con la elaboración del mismo:

TEMA:

**INFLUENCE OF THE MOTIVATIONAL TECHNIQUES TO STRENGTHEN WRITING
SKILLS.**

**INFLUENCIA DE LAS TÉCNICAS MOTIVACIONALES PARA FORTALECER LAS
HABILIDADES DE ESCRITURA.**

PROPUESTA:

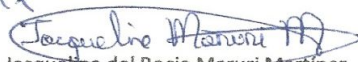
DESIGN OF BOOKLET WITH PRACTICES EXERCISES.

DISEÑO DE UN FOLLETO CON EJERCICIOS DE PRACTICOS.


El mismo que há sido elaborado bajo criterio de la Unidad Curricular de Titulación

Por la atención, que dé al presente quedamos muy agradecidas.

Atentamente,


Jacqueline del Rocio Maruri Martinez

lin742011@hotmail.com


Marjorie Priscilla Loza Negrete

mayi-23enero@hotmail.com



ANNEXES 2



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADA EN LENGUAS Y LINGÜÍSTICA

INTERVIEW TO THE PRINCIPAL
OBJECTIVE:

To obtain information about the different motivational techniques that is used for the development of writing skills

Specific information: Please, answer the following questions.

1. Do you believe that teachers apply appropriate techniques to teach in this institution?

Yes, because this helps to motivate students to learn the language.

2. Are the teachers using new techniques for the development of the English language?

Yes, Teachers are always updated with new techniques to improve their classes.

3. Do you consider that the use of new techniques will help improve the acquisition of the English language?

Yes, because the students will be interested in learning the language.

4. Do you agree with the techniques used by teachers for teaching the English language?

Yes, it is necessary for teachers to use appropriate techniques for teaching this language.

5. Do you think that teachers make the students write in English?

Yes, teachers always make practice with their students to improve written skills.

6. Do you believe that this project will help students of this institution to improve writing skills?

Yes, this project is interesting for all students because will facilitate the development of the writing skill.

7. Do you consider that the English lab is important for students to practice the written skills resource?

Yes, this is an important resource because it facilitates the development of different activities and will help students improve learning of writing in the English language.

8. Do you consider the practical exercises will help students to improve writing skills?

Yes, because the constant practice will help students improve their written English skills classes.

9. Do you agree with the implementation of a booklet to improve the teaching of English language?

Yes, because this will help teachers to improve their teaching techniques.

10. Do you consider necessary a booklet with practical exercises to improve the English Language?

Yes, it is necessary because it will facilitate learning and motivates students to learn a language.



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADA EN LENGUAS Y LINGÜÍSTICA

INTERVIEW TO THE ENGLISH TEACHER

OBJECTIVE:

To know if the current techniques applied in class are improving writing skills.

Specific information: Please, answer the following questions.

1. Do you use appropriate techniques to teach the English language?
Yes, it is necessary to use different techniques in each class because it is an easier way to learn skills.
2. Do you think it is important to use new techniques for students to learn the English language?
Yes, because this will help to improve their academic level.
3. Do you apply different techniques during your class?
Yes, because it should be taken into consideration that the use of different techniques will help to improve writing skill in the students.
4. Are you working in groups with students using new techniques?
Yes, because this helps students to improve their school performance and they feel motivated.
5. Do you consider important the study of grammar to develop the writing skills of the language?

Yes, it is very important because it helps to develop their writing skills more effectively.

6. Do you use material to support the teaching of writing skills?

Yes, it is indispensable for the study of English because it allows develop writing skill.

7. Is the English laboratory a vital resource to improve the writing skills of the students?

Yes, English laboratory is a resource for students to feel motivated and interested in learning.

8. How could you improve the writing skills?

- More practice
- More teaching materials

9. Do you think that the use of practical exercises will motivate students in the learning process?

Yes, because this will help to make classes easier to understand.

10. Do you believe that the use of additional didactic resources will help improve the teaching learning process in this institution?

Yes, because most use resources will help to improve learning.



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADA EN LENGUAS Y LINGÜÍSTICA

ENTREVISTA AL PROFESOR DE INGLÉS

OBJETIVO:

Conocer si las técnicas utilizadas las clases mejoran las habilidades en la escritura:

Información específica: Por favor responda las siguientes preguntas.

1. ¿Utiliza técnicas apropiadas para enseñar el idioma inglés?

Sí, es necesario utilizar diferentes técnicas en cada clase porque es una manera más fácil de aprender habilidades.

2. ¿Cree usted que es importante utilizar nuevas técnicas para que los estudiantes aprendan el idioma inglés?

Sí, porque esto ayudará a mejorar su nivel académico.

3. ¿Aplica diferentes técnicas durante su clase?

Sí, porque se debe tener en cuenta que el uso de diferentes técnicas ayudará a mejorar la habilidad de escritura en los estudiantes.

4. ¿Está trabajando en grupos con estudiantes usando nuevas técnicas?

Sí, porque esto ayuda a los estudiantes a mejorar su rendimiento escolar y se sienten motivados.

5. ¿Considera importante el estudio de la gramática para desarrollar las habilidades de escritura de la lengua?

Sí, es muy importante porque ayuda a desarrollar sus habilidades de escritura más efectivamente.

6. ¿Utiliza material para apoyar la enseñanza de habilidades de escritura?

Sí, es indispensable para el estudio del inglés porque permite desarrollar habilidades de escritura.

7. ¿Es el laboratorio inglés un recurso vital para mejorar las habilidades de escritura de los estudiantes?

Sí, el laboratorio inglés es un recurso para que los estudiantes se sientan motivados e interesados en aprender.

8. ¿Cómo podría mejorar las habilidades de escritura?

- Más práctica
- Más materiales didácticos

9. ¿Cree usted que el uso de ejercicios prácticos motivará a los estudiantes en el proceso de aprendizaje?

Sí, porque esto ayudará a hacer las clases más fáciles de entender.

10. ¿Cree que el uso de recursos didácticos adicionales ayudará a mejorar el proceso de enseñanza-aprendizaje en esta institución?

Sí, porque la mayoría de los recursos de uso ayudarán a mejorar el aprendizaje.



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN
LENGUAS Y LINGÜÍSTICA
ENCUESTA REALIZADA AL PROFESOR DE INGLÉS DE LA ESCUELA DE EDUCACIÓN
GENERAL BÁSICA FISCAL “9 DE OCTUBRE”

OBJETIVO:

Saber si las técnicas actuales aplicadas en clase mejoran las habilidades de escritura.

Información específica: Por favor, responda las siguientes preguntas.

1. ¿Utiliza técnicas apropiadas para enseñar el idioma inglés?
2. ¿Cree usted que es importante utilizar nuevas técnicas para que los estudiantes aprendan el idioma inglés?
3. ¿Aplica diferentes técnicas durante su clase?
4. ¿Está trabajando en grupos con estudiantes usando nuevas técnicas?
5. ¿Considera importante el estudio de la gramática para desarrollar las habilidades de escritura de la lengua?
6. ¿Utiliza material para apoyar la enseñanza de habilidades de escritura?
7. ¿Es el laboratorio inglés un recurso vital para mejorar las habilidades de escritura de los estudiantes?
8. ¿Cómo podría mejorar las habilidades de escritura?
9. ¿Cree usted que el uso de ejercicios prácticos motivará a los estudiantes en el proceso de aprendizaje?
10. ¿Cree que el uso de recursos didácticos adicionales ayudará a mejorar el proceso de enseñanza-aprendizaje en esta institución?



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN
LENGUAS Y LINGÜÍSTICA
ENTREVISTA REALIZADA AL DIRECTIVO DE INGLÉS DE LA ESCUELA DE EDUCACIÓN
GENERAL BÁSICA FISCAL “9 DE OCTUBRE”

OBJECTIVE:

To obtain information about the different motivational techniques that are used for the development of writing skills.

Specific information: Please, answer the following questions.

1. Do you believe that teachers apply appropriate techniques to teach in this institution?

Yes, because this helps to motivate students to learn the language.

2. Are the teachers using new techniques for the development of the English language?

Yes, Teachers are always updated with new techniques to improve their classes.

3. Do you consider that the use of new techniques will help improve the acquisition of the English language?

Yes, because the students will be interested in learning the language.

4. Do you agree with the techniques used by teachers for teaching the English language?

Yes, it is necessary for teachers to use appropriate techniques for teaching this language.

5. Do you think that teachers make the students write in English?

Yes, teachers always make practice with their students to improve written skills.

6. Do you believe that this project will help students of this institution to improve writing skills?

Yes, this project is interesting for all students because will facilitate the development of the writing skill.

7. Do you consider that the English lab is important for students to practice the written skills resource?

Yes, this is an important resource because it facilitates the development of different activities and will help students improve learning of writing in the English language.

8. Do you consider the practical exercises will help students to improve writing skills?

Yes, because the constant practice will help students improve their written English skills classes.

9. Do you agree with the implementation of a booklet to improve the teaching of English language?

Yes, because this will help teachers to improve their teaching techniques.

10. Do you consider necessary a booklet with practical exercises to improve the English Language?

Yes, it is necessary because it will facilitate learning and motivates students to learn a language.



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN
LENGUAS Y LINGÜÍSTICA
ENTREVISTA REALIZADA AL DIRECTOR DE INGLÉS DE LA ESCUELA DE EDUCACIÓN
GENERAL BÁSICA FISCAL “9 DE OCTUBRE”

OBJETIVO:

Obtener información sobre las diferentes técnicas motivacionales que se utilizan para el desarrollo de habilidades de escritura.

Información específica: Por favor, responda las siguientes preguntas.

1. ¿Cree usted que los maestros aplican técnicas apropiadas para enseñar en esta institución?
Sí, porque esto ayuda a motivar a los estudiantes a aprender el idioma.
2. ¿Están los maestros utilizando nuevas técnicas para el desarrollo del idioma inglés?
Sí, los maestros están siempre actualizados con nuevas técnicas para mejorar sus clases.
3. ¿Considera que el uso de nuevas técnicas ayudará a mejorar la adquisición del idioma inglés?
Sí, porque los estudiantes estarán interesados en aprender el idioma.
4. ¿Está usted de acuerdo con las técnicas utilizadas por los profesores para enseñar el idioma inglés?
Sí, es necesario que los profesores utilicen técnicas apropiadas para enseñar este idioma.
5. ¿Cree usted que los maestros hacen que los estudiantes escriban en inglés?
Sí, los maestros siempre hacen práctica con sus estudiantes para mejorar las habilidades escritas.

6. ¿Cree usted que este proyecto ayudará a los estudiantes de esta institución a mejorar sus habilidades de escritura?
Sí, este proyecto es interesante para todos los estudiantes porque facilitará el desarrollo de la habilidad de escritura.
7. ¿Considera que el laboratorio inglés es importante para que los estudiantes practiquen el recurso de habilidades escritas?
Sí, este es un recurso importante porque facilita el desarrollo de diferentes actividades y ayudará a los estudiantes a mejorar el aprendizaje de la escritura en el idioma inglés.
8. ¿Considera que los ejercicios prácticos ayudarán a los estudiantes a mejorar sus habilidades de escritura?
Sí, porque la práctica constante ayudará a los estudiantes a mejorar sus clases de inglés escrito.
9. ¿Está usted de acuerdo con la implementación de un folleto para mejorar la enseñanza del idioma inglés?
Sí, porque esto ayudará a los profesores a mejorar sus técnicas de enseñanza.
10. ¿Considera necesario un folleto con ejercicios prácticos para mejorar el idioma inglés?
Sí, es necesario porque facilitará el aprendizaje y motivará a los estudiantes a aprender un idioma.



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN LENGUAS Y LINGÜÍSTICA
ENCUESTA REALIZADA A LOS ESTUDIANTES DE LA ESCUELA DE EDUCACIÓN BÁSICA “9 DE OCTUBRE”
INSTRUCCIONES

- a. Lea detenidamente cada enunciado del cuestionario y conteste con honestidad en el casillero correspondiente a la alternativa con que usted se califica. Las respuestas que nos dan son confidenciales y que la veracidad de las mismas depende el éxito de este estudio.
- b. Si considera que ninguna alternativa corresponde a su criterio, deje en blanco los casilleros
- c. Marque su respuesta con una “x” la alternativa que escogió de acuerdo a su criterio.
- d. Utilice la siguiente tabla de valoración:

TABLA DE VALORACIÓN				
1	2	3	4	5
totalmente de acuerdo	De acuerdo	Indiferente	En desacuerdo	Totalmente endesacuerdo

N°	CUESTIONARIO DIRIGIDO LOS ESTUDIANTES	VALORACIÓN				
		1	2	3	4	5
1	Diferentes tipos de técnicas hacen que las clases sean más dinámicas y divertidas.					
2	Los profesores de inglés utilizan diferentes técnicas de motivación que hacen que el idioma Inglés sea fácil de entender.					
3	Las técnicas utilizadas por los profesores son interesantes para promover el idioma inglés.					
4	Recursos adicionales son importantes para aprender inglés de una manera dinámica					
5	Los materiales utilizados por el profesor ayudan a mejorar las habilidades de escritura					
6	El uso de diferentes técnicas de enseñanza puede ayudar a mejorar la habilidad de escritura del lenguaje.					
7	Las actividades en el aula ayudan a desarrollar habilidades de escritura.					
8	Los ejercicios prácticos pueden ayudar a fortalecer la escritura.					
9	La implementación de un folleto con ejercicios prácticos mejorará la habilidad de escribir.					
10	Los ejercicios escritos en clase fortalecen las habilidades de escritura.					

¡Gracias por su colaboración!



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN LENGUAS Y LINGÜÍSTICA
ENCUESTA REALIZADA A LOS ESTUDIANTES DE LA ESCUELA DE EDUCACIÓN BÁSICA "9 DE OCTUBRE"

OBJECTIVE:

To determine if the teaching techniques used in the classroom are helping to promote the written expression in the class.

SPECIFIC INFORMATION:

Mark the answer you consider most appropriate in each required instruction.

VALUATION TABLE				
1	2	3	4	5
Totally Agree	Agree	Indifferent	disagree	Totally Disagree

N°	QUESTIONNAIRE STUDENTS DIRECTED	VALORACIÓN				
		1	2	3	4	5
1	Different types of techniques make classes more dynamic and fun.					
2	English teachers use different motivational techniques that make the English language easy to understand.					
3	The techniques used by teachers are interesting to promote English Language.					
4	Additional resources are important to learn English in a dynamic way.					
5	The materials used by the teacher help improve the writing skills.					
6	The use of different teaching techniques may help to improve the writing skill of the language.					
7	Classroom activities help develop writing skills.					
8	Practical exercises can help strengthen writing.					
9	The implementation of a booklet with practical exercises will improve the writing skill.					
10	The written exercises in class will strengthen the writing skills.					

¡Thanks for your colaboration!

ANNEXES 3



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
PROYECTO EDUCATIVO, PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADA EN LENGUAS Y LINGÜÍSTICA



**SHIELD OF THE
INSTITUTION**

PHOTO N° 1

TITLE: Internal view of Unidad Educativa Nueve de Octubre



PHOTO N° 2



Source: Unidad Educativa Nueve de Octubre.
Authors: Jacqueline Maruri and Marjorie Loza

PHOTO N° 3

**TITLE:THE ENGLISH TEACHER OF THE TENTH GRADE OF THE
PRESENT PROJECT**



Source: Unidad Educativa Nueve de Octubre.
Authors: Jacqueline Maruri and Marjorie Loza

PHOTO N° 4

**TITLE:THE ENGLISH TEACHER DOING THE INTERVIEW OF THE
PRESENT PROJECT**



Source: Unidad Educativa Nueve de Octubre.
Authors: Jacqueline Maruri and Marjorie Loza

PHOTO N° 5:

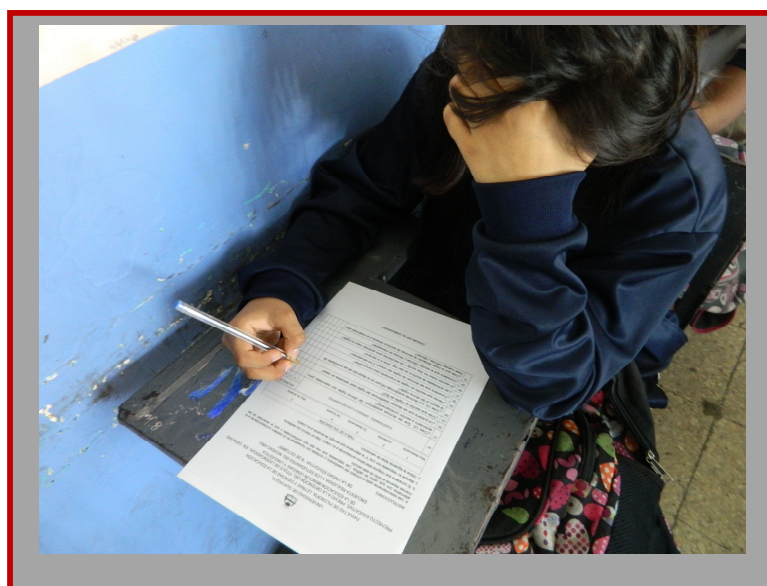
**TITLE:STUDENTS OF TENTH GRADE FOLLOWING
INSTRUCTIONS TO RESPEOND**



Source: Unidad Educativa Nueve de Octubre.
Authors:Jacqueline Maruri and Marjorie Loza

PHOTO N° 6:

**TITLE: ANSWERING THE INTERVIEW STUDENTS OF
TENTH GRADE**



Source: Unidad Educativa Nueve de Octubre.
Authors:Jacqueline Maruri and Marjorie Loza

PHOTO N° 7

TITLE: MARJORIE LOZA(AUTHOR) WITH MASTER RODRIGO GUERRERO (CONSULTOR) CHECKING THE EDUCATIVE PROJECT.

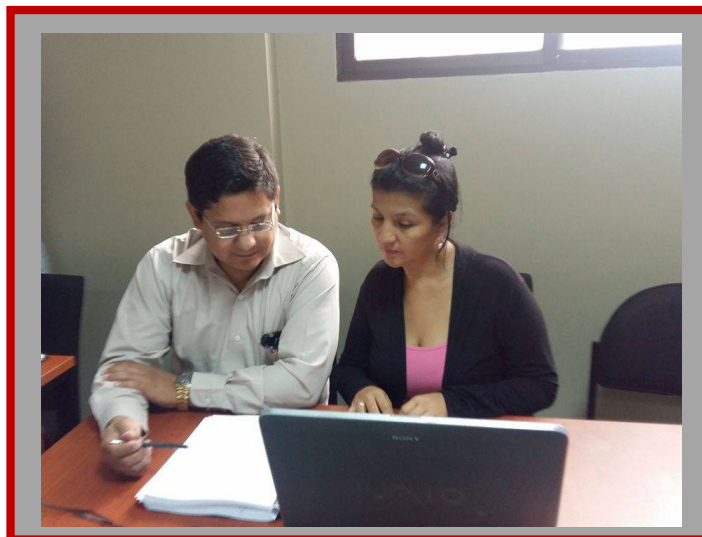


Source: Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri and Marjorie Loza

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TITLE: JACQUELINE MARURI(AUTHOR) WITH MASTER RODRIGO GUERRERO (CONSULTOR) CHECKING THE EDUCATIVE PROJECT



Source: Unidad Educativa Nueve de Octubre.

Authors: Jacqueline Maruri and Marjorie Loza



BOOKLET WITH PRACTICES EXERCISES

Basic Writing

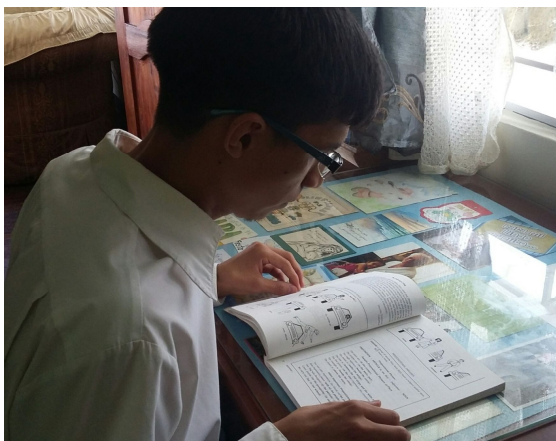
Unidad Educativa Nueve de Octubre
Students of tenth grade



Jacqueline Maruri M.

Marjorie Loza N.

Motivator Teacher



The present work of the booklet has been developed in response to strengthen the English knowledge and to contribute in the writing skill process of the students of tenth grade.

It is important to emphasize that as a good motivator of your class, we believe that the present will constitute a fundamental pillar that will add to the scholar curriculum. It will also reinforce what you have been teaching since the student will make feedback of the basic vocabulary acquired.

Sincerely,

Marjorie Loza N. and Jacqueline Maruri M.

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COVER OF THE BOOKLET

Presentation : Booklet with practice exercises

My classroom, page 1 practice exercises

Feedback about my classroom, page 2

Verb to be, page 3

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Identify parts of speech, page 8 Working with interrogative
sentences of Wh questions

REFERENCES

ANNEXES

PLAN OF THE BOOKLET OF EACH ACTIVITY DURING EACH DAY

DAY	LESSON	TOPIC	WRITING STAGES	LANGUAGE ART		ASSESSMENTS
1	1	My Classroom	Prewriting	The profile of the classroom.		The students need to work with the key words which are related with the classroom environment.
2	2		Drafting	Types of sentences	Identify Parts of speech	The teacher needs to connect them with the structures of the sentences: Subject, Verb, and Complement.
3	3				Working with parts of speech	
4	4				Linking ideas	The groups with the teacher have to organize the structure of the paragraph.
5	5				Illustrating the ideas	They simultaneously should write and identify the pictures.
6	6		Revising	Checking out		Students need to correct the draft writing.
7	7		Editing	Fixing it up		Studentsneed to organize and glue the pictures on the sheet of papers to built the booklet.
8	8			Gluing up		
9	9		Evaluating	Giving and receiving feedback		The booklet is ready to present.
10	10		Publishing	Ready to present the practice exercises.		Let’s talk about My Classroom.

DESIGN OF BOOKLET WITH PRATICES EXERCISES



Booklets come in many shapes and sizes but are generally smaller than books at approximately 4 to 20 pages, with soft covers and simple saddle-stitched binding. A typical booklet style is a stack of 2 or more sheets of letter size paper, folded in half. The number of pages is always divisible by 4, such as 4 pages, etc.

Of course, the teacher and the student can leave some of those pages blank. They can be used as small story books, instructional manuals, recipe books, and are often used as brochures, catalogs. It is important that some reports, including annual reports, are essentially special purpose booklets, too.

Motivational Techniques

Without motivation, any class is just another one block of time that the students have to suffer through. With motivation, you hear things like “hi, favorite teacher!” and “I love this class!” As a motivator, those are the kinds of things that we absolutely love to hear. They say that about half of all instructors stop teaching before their sixth year. I am on the home stretch or my fifth now. I would guess that most teacher who quit teaching do so because of the lack of these kinds of comments; they do so because they do not have enough motivated students.

Intrinsic Motivation

To enhance the intrinsic motivation of the students of tenth grade across the class imparted, frequently summarize the most important ideas of any English teaching lesson by using motivational techniques. Evidently is identified the inner learner content in relation with the environment when the teacher is working with continual interactions in special to strengthen them.

Extrinsic Motivation

All the good ideas (methods, strategies or techniques) that are going to be applied are more likely than difficult concepts. Teachers might also consider English proficiency when grouping learners by extrinsic motivations. However, the students of tenth grade have the opportunity to be teaching with that experience as getting a reward, or avoid punishment because they are special academic strategies; one of those prizes could be an extra point as an incentive as a result

Extrinsic Motivation: Group work

It is important to indicate that is the one of the best motivator technique and can consider an **extrinsic motivation**. Many instructors from English across the teaching process use group work to enhance the learning of students. Whether the goal is to increase learners understanding of content, to build particular transferable skills as this booklet in writing, or some combination of the two, instructors often turn to small group work to capitalize on the benefits of peer-to-peer instruction. This type of group work is formally termed cooperative learning, and is defined as the instructional use of small groups to promote writers working together to maximize their own and each learning of others.

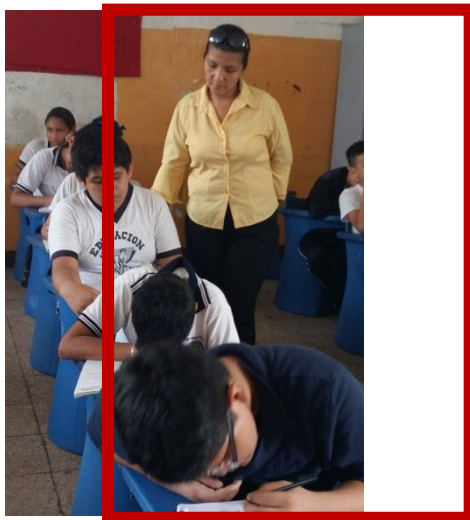


Motivating students with songs before the teacher prepare them in groups

At the moment of this group work, the teacher needs to observe and monitor each process of the team to guarantee that any level of difficulty of the writing strategy activity is appropriate and they need to advance in their department.

Intrinsic Motivation: Individual work

Individual work can be considered an **intrinsic motivation** and the students work at their own pace, they are confident about what they know and what they need to spend more time on, they can use their preferred learning styles and strategies. Consequently as challenges, students do not get the benefit of learning from and working with their peers. If the teacher wants to work with it, this motivator person needs to control them for helping in their writing process.

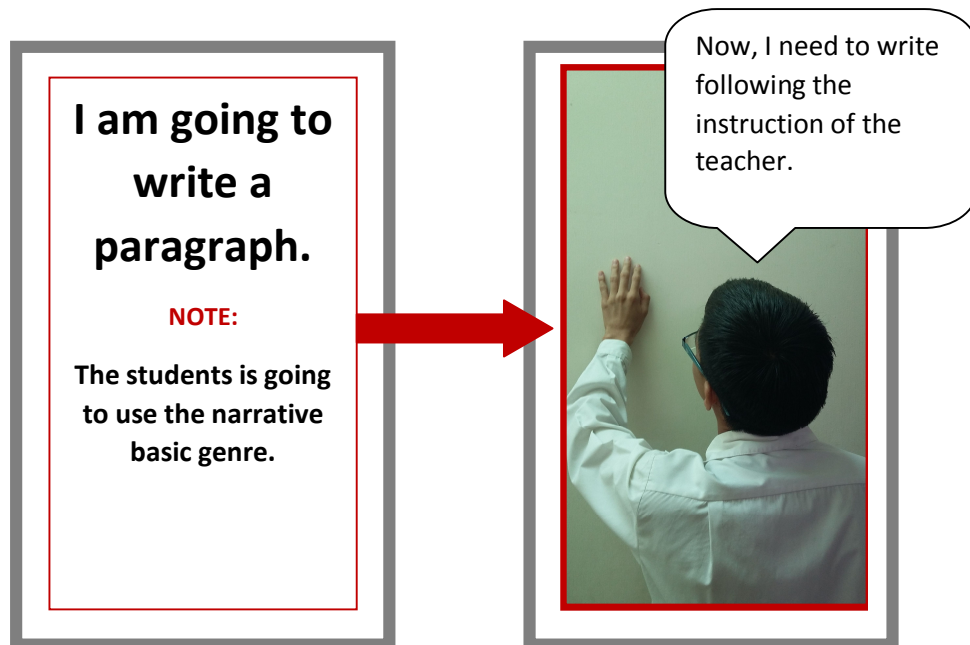


Helping students in their individual writing work by monitoring

The development of writing stages becomes procedures through exercises following the instructions as the teacher indicates. The exercises could be controlled, systematic, gradual and voluntary beginning by the teacher in the learning process. Subsequently, they will be reflected in a responsible and autonomous behavior of the pupils, which leads them to have practical constantly and permanently, gathering educational developing of a booklet.

STRATEGIES FOR WRITING

There is the moment when the teacher needs to apply strategies and needs to present understandable instructions about the working activities which are going to develop. Until giving the directions, the students must pay concentration and to stop doing other activity and look at the guider by listening and give attention to obtain better results. Concluding it, the scholar can begin with the English writing steps.



READY TO START GROUP WORK!!!

PARTS OF WRITING SPEECH

To develop good quality of writing speech requires dedication to its process. Writing is firm and constantly practicing editing and revising in the classroom. The English teacher should be committed to this skill process in order to give the proper attention it needs and the practice it requires.

Supporting details

The evidence is very important in the used of any support details for the principal idea of the writers. It is why the author needs to study carefully the facts, anecdotes or each strategy, method or techniques to do the message realistic and clear to the reader.

Noun

To describe and identify the characters of the subject or complement are very important when any author teaches and any reader is learning how to do it in English.

Adjective

The adjective is used to describe the noun in all the extension. Because of this, the teacher needs to be able to teach it to the students. In addition, the teaching messages about this important part of the speech have to mark the difference between the order taught English and Spanish: which is going to the first position or second one.

Subject


The subject is the epicenter of a sentence, paragraph or any writing, expressing a clear idea because it is the principal character: person, animal, place or thing who anyone is speaking from.


Verb


There are many important meanings about one of a principal declaration and it is as the motor live off it: the verb. In that case, to understand the academic writing process in a complete idea the comment of the following author is clear in the English class: "Word or group of words which indicate action or a state of being is named verb. It says what somebody or something is doing or being.


Complement


Haven emphasizes about this is based on: "The predicate or complement is an action verb or a linking verb that tells or demonstrate what the subject of the statement does or is doing.


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Assessments	The students need to work with the key words which are related with the classroom environment. They give their opinion by brainstorm.			
Language Art	Personal Profile of the classroom.			
Writing Stage	Prewriting			
Skills	Writing			
Transversal Axis:	The classroom: Reflection on the importance of the classmates and the elements of the classroom environment.			
Abilities With performance criteria	Teacher Activity	Students Activity	Resources Evaluation Activity	Technique / Instrument
<p>To listen the narratives of the scholar book on the classmates and teacher of the classroom with their respective basic vocabulary.</p> <p>To identify the characteristics of the characters of the classroom, from the interpretation of the graphics and the valuation of their life school activities.</p> <p>To understand and mentally done the identification of each character in class: teacher, students, classmates, and book.</p>	<p>T has students focus on the reading about the classroom from any lecture used and ask few questions about what can be seen.</p> <p>T asks a specific question about the picture of the lecture relation with the vocabulary which will be used.</p> <p>T helps the students with interrogative sentences to develop brainstorming and has the pupils answering the question.</p>	<p>Ss listen to the conversation of the teacher.</p> <p>Ss observe the picture from the lecture and answer questions from the teacher.</p> <p>Ss write the questions and the responds made by the teacher.</p> <p>Ss read the copies which are written.</p>	<p>Student Booklet</p> <p>wall paper about the exercises</p> <p>Pencil</p> <p>Sheet of papers</p> <p>Pictures about My Classroom.</p> <p>Markers</p>	<p>Technique: Oral Test & Writing</p> <p>Questionnaire</p> <p>Brainstorming</p> <p>Ss Listening the conversation for specific information.</p> <p>Describe the characters who will be participated</p> <p>What are the names of the characters?</p> <p>What are the characters activities?</p>


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Assessments		The teacher needs to connect them with the structures of the sentences: Subject, Verb, and Complement.		
Language Art		Types of sentences		
Writing Stage		Drafting		
Skills		Writing drafts		
Transversal Axis:		My Classroom: Reflection on the importance of the classmates in the group working, thoughts, actions and behaviors or results.		
Abilities With performance criteria	Teacher Activity	Students Activity	Resources Evaluation Activity	Technique / Instrument
<p>To develop the writing clauses.</p> <p>To analyze the sentences those are written with the respective basic vocabulary of the development area: classroom and each classmate who is working in the group.</p>	<p>T has students to identify the useful expressions organizing the structures of the sentences.</p> <p>T asks students to translate the useful expressions into Spanish according to the context form their sentences structure.</p> <p>T shows the differences between English and Spanish structures as blue pen.</p>	<p>Ss skim the useful expressions in the writing.</p> <p>Ss develop the activity in group work to determine the meaning of the useful expressions based on their use in the writing.</p>	<p>My classroom lecture.</p> <p>Student Draft English wall paper exercises about some activities of the students</p> <p>Pencil</p> <p>Pictures about My classroom</p> <p>Markers</p> <p>Students booklet</p>	<p>Technique: Writing & Oral</p> <p>Brainstorming</p> <p>Group work</p> <p>Guiding</p> <p>Questions</p> <p>Answers</p> <p>T & Ss Describe the structure sentence which will be written.</p> <p>Ss guess meaning from context.</p>


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Assessments		The group works with the teacher have to organize the structure of the paragraph.		
Language Art		Types of sentences		
Writing Stage		Drafting		
Skills		Writing drafts		
Transversal Axis:		My classroom: Reflection on the importance of the characteristics of the classmates, thoughts, actions and behaviors or results.		
Abilities With performance criteria	Teacher Activity	Students Activity	Resources Evaluation Activity	Technique / Instrument
<p>To scan and feedback the draft work realized.</p> <p>To link together the writing draft with the pictures that will be glued.</p> <p>To select the materials.</p>	<p>T sets groups and assigns them an expression to work with in a group mates.</p> <p>T monitoring the activity of the students and helps them to work in a simple way.</p>	<p>Ss listen to the instruction of the teacher.</p> <p>Ss observe the picture from their classroom and start to relate them with their writing.</p> <p>Ss listen to the teacher in the monitoring process.</p> <p>Ss read the draft carefully.</p>	<p>Student Draft</p> <p>Pictures about the classmates group members</p> <p>Pencil</p> <p>Markers</p> <p>Students booklet</p>	<p>Technique: Writing</p> <p>Brainstorming</p> <p>Group work</p> <p>Guiding</p> <p>Questions</p> <p>Answers</p> <p>Ss write sentences using and.</p> <p>Ss perform a dialogue created</p>


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Assessments		The groups with the teacher have to organize the structure of the paragraph.		
Language Art		Types of sentences		
Writing Stage		Drafting		
Skills		Writing drafts		
Transversal Axis:		My classroom: Reflection on the importance of each member and thing of their class environment.		
Abilities With performance criteria	Teacher Activity	Students Activity	Resources Evaluation Activity	Technique / Instrument
<p>To explain clearly the writing activity to join the draft sentences.</p> <p>To define classmates group work member terms with their respective basic vocabulary.</p>	<p>T indicates introduction and conclusion in any writing.</p> <p>T explains how to organize the sentences for doing a paragraph.</p>	<p>Ss listen to the guide of the teacher about the booklet.</p> <p>Ss follow and analyze the instruction of the teacher writing.</p> <p>Ss observe their picture and relate with the writing.</p> <p>Ss share their ideas after writing.</p>	<p>Student Draft</p> <p>Pictures about the classmates members</p> <p>Pencil</p> <p>Sheet of papers</p> <p>Markers</p> <p>Board</p>	<p>Technique: Writing</p> <p>Brainstorming</p> <p>Group work</p> <p>Guiding</p> <p>Questions</p> <p>Answers</p> <p>Ready to write the result of the prewriting on your paper.</p> <p>Ss guess meaning from context.</p>


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Assessments		Let's correct the draft writing.		
Language Art		Ready to present the booklet practical exercises.		
Writing Stage		Writing drafting		
Skills		Writing booklet drafts.		
Transversal Axis:		My classroom: Reflection on the importance of the classmates work group and things of the classroom.		
Abilities With performance criteria	Teacher Activity	Students Activity	Resources Evaluation Activity	Technique / Instrument
<p>To correct the joining sentences.</p> <p>To give ideas for the correcting paragraph.</p>	<p>T has students focus on the writing correction.</p> <p>T keeps helping the students group.</p> <p>T keeps monitoring the pictures which will be glue and are relation with the narrative basic writing story.</p>	<p>Ss focus and listen on the directions of the teacher.</p> <p>Ss observe the relation between the writing with the pictures that will be glue.</p> <p>Ss read carefully the sentences and the paragraph which are written.</p>	<p>Student Draft</p> <p>Pictures about the family members</p> <p>Pencil</p> <p>Sheet of papers</p> <p>Markers</p> <p>Board</p>	<p>Technique: Writing</p> <p>Group work Guiding Questions & Answers Scanning</p> <p>Write each thought without missing one of them. Organize the ideas (sentences).</p>

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Assessments		Let's organize and glue the story on the sheet of papers.		
Language Art		Ready to present the Booklet.		
Writing Stage		Revising		
Skills		Writing drafts		
Transversal Axis:		My classroom: Reflection on the importance of the classmates work group and things of the classroom.		
Abilities With performance criteria	Teacher Activity	Students Activity	Resources Evaluation Activity	Technique / Instrument
<p>To revise the draft according with the plot.</p> <p>To keep the writing parallelism with the plot that was made.</p>	<p>T has students focus on the comparison of the plot with the developing writing,</p> <p>T asks about the comparison what the result is.</p> <p>T helps the pupils in the process of the comparison.</p>	<p>Ss are cautious in the comparison.</p> <p>Ss listen to the direction of the teacher.</p> <p>Ss work with the group mates.</p>	<p>Students Plot</p> <p>Students Draft</p> <p>Pencil</p> <p>Sheet of papers</p> <p>Markers</p>	<p>Technique: Write,</p> <p>Group work</p> <p>Scanning</p> <p>Questions & Answers</p> <p>Scanning, checking and organize the writing ideas of the drafting; compare with the plot.</p>

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Assessments	Let’s organize and glue the story on the sheet of papers.			
Language Art	Ready to present the narrative booklet.			
Writing Stage	Editing			
Skills	Writing drafts			
Transversal Axis:	My classroom: Reflection on the importance of the classmates work group and things of the classroom.			
Abilities With performance criteria	Teacher Activity	Students Activity	Resources Evaluation Activity	Technique / Instrument
<p>To set each sentence on the corresponding sheet of paper.</p> <p>To check the grammar.</p> <p>To start organizing the pictures that has relation with each sentence.</p>	<p>T instructs the students to change their draft between partners to correct the grammar.</p> <p>T has students organizing the number of pages that will be use.</p> <p>T instructs how the students can locate each sentence in the narrative booklet.</p> <p>T lets the pupils work by themselves in the work group.</p>	<p>Ss listen to the instruction of the teacher.</p> <p>Ss Carefully review booklet grammar.</p> <p>Ss organize the pages and the sentences in each sheet of paper of the booklet.</p>	<p>Students Draft</p> <p>Pencil</p> <p>New sheet of papers</p> <p>Pictures about the family</p> <p>Markers</p>	<p>Technique: Writing and editing</p> <p>Group work</p> <p>Scanning</p> <p>Spelling and correct grammar.</p>

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Assessments		Let's organize and glue the sentences on the sheet of papers of the booklet.		
Language Art		Ready to present the booklet narrative sentences.		
Writing Stage		Editing		
Skills		Writing drafts		
Transversal Axis:		My classroom: Reflection on the importance of the classmates work group and things of the classroom.		
Abilities With performance criteria	Teacher Activity	Students Activity	Resources Evaluation Activity	Technique / Instrument
<p>To Identify the characteristic of the narrative booklet writing.</p> <p>To identify the correct capitalization & punctuation.</p> <p>To interpret the pictures with the writing.</p>	<p>T needs to help the students with the development abilities.</p> <p>T needs to give instructions about the process of interrogatives sentences about the writing.</p> <p>T creates a brainstorming environment with the interrogative sentences do by students.</p>	<p>Ss correct the capitalization & punctuation until the teacher gives instructions.</p> <p>Ss develop their abilities.</p> <p>Ss make interrogative sentences until other group mate responds.</p>	<p>Pencil</p> <p>Red Pencil</p> <p>Eraser</p> <p>Markers</p> <p>Sheet of papers</p> <p>Draft</p>	<p>Technique: Oral Test</p> <p>Technique: Writing</p> <p>Group work Scanning Questions & Answers</p> <p>Correct capitalization & appropriate punctuation</p>

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Assessments		The story is ready to present.		
Language Art		Ready to present the booklet		
Writing Stage		Evaluating		
Skills		Writing drafts		
Transversal Axis:		My classroom: Reflection on the importance of the classmates work group and things of the classroom.		
Abilities With performance criteria	Teacher Activity	Students Activity	Resources Evaluation Activity	Technique / Instrument
To demonstrate their writing abilities and the comprehension until the classroom narrative is presented to the teacher.	T corrects their narrative paragraph. T asks about their narrative paragraph.	Ss present the booklet to the teacher. Ss respond the questions. Editing the booklet	The narrative which was made.	Technique: Oral Test Questionnaire Brainstorming Interrogative sentences with: There is, there are, theses are, those are questions and close ones (yes or no respond)

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Assessments		Let’s talk about the narrative booklet of My Classroom.		
Language Art		Ready to present the booklet.		
Writing Stage		Publishing		
Skills		Writing drafts		
Transversal Axis:		My classroom: Reflection on the importance of the classmates work group and things of the classroom.		
Abilities With performance criteria	Teacher Activity	Students Activity	Resources Evaluation Activity	Technique / Instrument
To encourage The students to develop themselves by expositions for giving security in the language that is being learned about My classroom.	T let the students to present the booklet. The presentation could be in each group.	Ss present the bookletmade in class. Publishing	The booklet	Technique: Oral Evaluation Share the students finish booklet writing.



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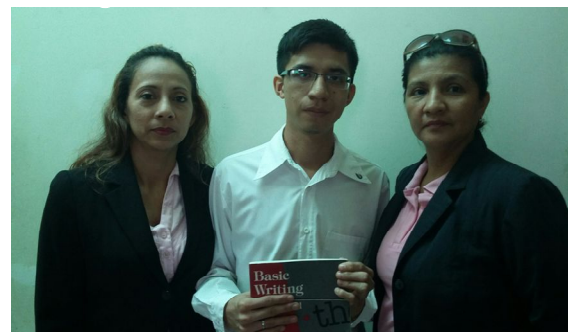


BOOKLET WITH PRACTICE EXERCISES

Basic

Unidad Educativa Nueve de Octubre
Students of tenth grade

Writing



Jacqueline Maruri M.

Marjorie Loza N.

Grammar:

They: plural pronoun (masculine, feminine, neuter genders).

They are = they're (contraction)

Information question: Wh?

Where? (Position – location)

Where is = singular Where are = plural

Singular + s= Plural

Singular number	Plural	Too: I am a student. I am a student, too.
(One)	(Two, Three, etc.)	
Teacher	Classmates	
Book	Desks	
Chalkboard	Chairs	
8	Students	

My classroom



This is **my classroom**. It is in Unidad Educativa Nueve de Octubre. Mrs. Teresa is the **teacher**. Pedro, Ana, Marcos and Antonio are my **classmates** and they are **students**. **There is** **chalkboard** a **map** and a **fan** on the **wall**. **There are** **desks** and **chairs** on the **floor**. **There are** **drawers** in the desk. **There is** a **bookcase** and a **cabinet**, too.

Affirmative

Singular

It is (It's)

This is (This)

That is (That's)

There is (There's)

Plural

They are (They're)

These are

Those are

There are

Interrogative

Singular

Is it?

Is this?

Is That?

Is there?

Plural

Are they?

Are these?

Are those?

Are there?

Key words: Teacher, book, chalkboard, fan, cabinet, bookcase, classmate, desk, chairs, students

Those are fans.

Are those fans?



Those are cabinets

Are those cabinets?



These are desks.

Are these desks?



These are books.

Are these books?





They are my classmates.

They are Pedro, Ana, Marcos and Antonio.

They are students.

She is Ana.

She is my classmate, too.



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She is Mrs. Jacqueline.

She is Mrs. Marjorie.



They are my teachers.

3



Where **is** the eraser? It is in the box.

There is an eraser in the box.

There is a teacher **in** the classroom.



Where is the teacher?
She is in the classroom.

IN

4



There are....

books **on..**

apples **on**

ON

There are books on the desk.

There are apples on the desk.

5

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ANNEXES



BASIC WRITING
Starting my Booklet
BOOKLET WITH PRACTICES EXERCISES
DAY N°1 and DAY N°2



My classroom



This is my classroom. **It** is at Unidad Educativa Nueve de Octubre. Mrs. Teresa is the teacher. Pedro, Ana, Marcos and Antonio are my classmates and they **are** students. There is chalkboard a map and a fan on the wall. There are desks and chairs on the floor. **There** are drawers in the desk. There is a bookcase and a cabinet, too.

1

Affirmative

Singular

It is (It's)

This is (This)

That is (That's)

There is (There's)

Plural

They are (They're)

These are

Those are

There are

Interrogative

Singular

Is it?

Is this?

Is That?

Is there?

Plural

Are they?

Are these?

Are those?

Are there?

2

Exercises instructions:

1. Copy the writing in your booklet in the page that is indicated and glue a picture about: My Classroom.

2. Circle and color with blue the Personal Pronouns.

3. Color with red verb to be: is are.

4. Color with orange the singular Demonstratives.

5. Color with green the adverb of there.



BASIC WRITING
Starting my Booklet
BOOKLET WITH PRACTICES EXERCISES
DAY N°3 AND DAY N°4



Answer the following interrogative sentences?

Glue a picture of him.

Is he Mr. Parker? No, ___ is not (isn't).

Who is he? He _____.

Glue a picture of her.

Is she Mrs. Alice? No, she _____ (isn't).

Who is she? She _____.

Glue a picture of Mr. Page and Mrs. Marjorie

Are they Mr. Parker and Mrs. Alice?

No, _____ (aren't).

Who are they? They _____.



They are my teachers.

3

Answer and complete the following sentences?

Glue a picture of a book on the table.

Where is the book? It's _____.

Is there a book on the table?

Yes, There is _____.

Glue a picture of a book in the kitchen.

Where is the abocado? It's _____.

Is there an abocado in the kitchen?

Yes, There is _____.

Glue a picture of a teacher in the classroom.

Where is the teacher? She is in _____.

Is there a teacher in the classroom?

Yes, There is _____.



Where is the eraser? It is in the box.

There is **an** eraser **in** the box.

There is a teacher **in** the classroom.



Where is the teacher?

She is in the classroom.

IN

4



BASIC WRITING
Starting my Booklet
BOOKLET WITH PRACTICES EXERCISES
DAY N°5 AND DAY N°6



Answer the questions:

Glue a picture of cell phones on the table.

Are there cell phones on the table?

Yes, _____.

Glue a picture of computers on the desks.

Are there computers on the desks?

Yes, _____.

Glue a picture of markers in the classroom.

Are there markers on the marker board?

No, There are _____.

Where are the markers?

They are _____.



There are books on the desk.

There are apples on the desk.

There are not computers on the desk.

There are not pencils on the desk.

5

Answer the following questions:

Glue a picture of your classmates.

Are they your teachers?

No, they _____ (aren't) (are not)

Who are they?

They are my _____.

Is Ana your classmate, too?

Yes, she is my _____.

Is Page your classmate, too?

No, he _____ (is not) my _____.

Who is he?

He is my teacher.



They are my classmates.

They are Fedin, Ana, Marcos and Ana too.

They are students.

She is Ana.

She is my classmate, too.



6



BASIC WRITING

Starting my Booklet

BOOKLET WITH PRACTICES EXERCISES

DAY N° 7 AND DAY N°8



These / Those (are)
Complete the graphs in the next sentences and glue a picture.

- Those ____ f_a_n_s.
Are ____ fans? **Glue Picture**
Yes, they ____.
- T_h_o_s_e ____ c_a_b_i_n_e_t_s.
Are ____ c_a_b_i_n_e_t_s? **Glue Picture**
Yes, ____ are.
- These ____ c_h_a_i_r_s.
Are ____ c_h_a_i_r_s? **Glue Picture**
Yes, they ____.
- T_h_e_s_e ____ b_o_o_k_s.
Are these b_o_o_k_s? **Glue Pictures**
Yes, They ____.

7

Key words: Teacher, book, chalkboard, fan, cabinet, bookcase, classmate, desk, chairs, students

Those are fans.
Are those fans?

Those are cabinets.
Are those cabinets?

Those are desks.
Are those desks?

Those are books.
Are those books?

7

Are they students? Yes, they are.
Are they desks? Yes, They ____.
Are ____ classmates?
Yes, ____.

Are they fans?
Y____th____
Are ____ books?
Yes, ____.

Where is the mouse?
It is ____ the square.
It's in the ____.



Where is the ____?
It is ____ the table.
It's in the ____.



8

Grammar:

They: plural pronoun (masculine, feminine, neuter genders).

They are = they're (contraction)

Information question: Wh?

Where? (Position - location)

Where is = singular Where are = plural

Singular + s = Plural

Singular number

(One)
Teacher
Book
Chalkboard
Fan
Cabinet
Bookcase

Plural

(Two, Three, etc.)
Classmates
Desks
Chairs
Students

Too: I am a student. I am a student, too.

8



BASIC WRITING
Starting my Booklet
BOOKLET WITH PRACTICES EXERCISES
DAY N° 9 AND DAY N° 10



EDITING AND CHECKING

PUBLISHING