



**UNIVERSITY OF GUAYAQUIL  
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF  
EDUCATION  
SCHOOL OF LANGUAGES AND LINGUISTICS**

**EDUCATIVE PROJECT**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF LICENCIATURE IN SCIENCE THE EDUCATION  
MAJOR IN: ENGLISH LANGUAGE AND LINGUISTICS**

**TOPIC:**

**LIVE HISTORIES AND NARRATIVE APPROACHES FOR  
STUDENTS OF BASIC GENERAL EDUCATION**

**PROPOSAL:**

**DESIGN OF AN ANECDOTAL ALBUM OF STORIES LIVED  
FROM CHILDHOOD TO ADOLESCENCE O DEVELOP THEIR  
WRITING PRODUCTION.**

**AUTHOR: GABRIEL ENRIQUE CRUZ MARTILLO**

**TUTOR: ING. CARLOS VALLE NARARRO. MSC**

**GUAYAQUIL, OCTUBRE - 2020**



**FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF  
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**UNIVERSIDAD GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**ESCUELA DE LENGUAS LINGÜÍSTICA**

**EDUCATIONAL PROJECT**

**TOPIC:** LIVE HISTORIES AND NARRATIVE APPROACHES FOR STUDENTS OF BASIC GENERAL EDUCATION.

**PROPOSAL:** DESIGN OF AN ANECDOTAL ALBUM OF STORIES LIVED FROM CHILDHOOD TO ADOLESCENCE OR DEVELOP THEIR WRITING PRODUCTION.

**APPROVAL DETION**

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**Tribunal No 1**

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**Tribunal No 2**

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**Tribunal No 3**

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Gabriel Enrique Cruz Martillo  
C.I.0919543702



**ANEXO XVI.- ACTA DE CALIFICACIÓN FINAL DE TITULACIÓN (OPCIÓN TRABAJO DE TITULACIÓN)  
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LINGÜÍSTICA-LENGUA Y LITERATURA INGLESA**

<b>NOMBRE DEL ESTUDIANTE:</b> GABRIEL ENRIQUE CRUZ MARTILLO				
<b>TITULO DEL TRABAJO DE TITULACIÓN:</b> TEMA. LIVED HISTORIES AND NARRATIVE APPROACHES FOR STUDENTS OF BASIC GENERAL EDUCATION. PROPUESTA DESIGN OF AN ANECDOTAL ALBUM OF STORIES LIVED FROM CHILDHOOD TO ADOLESCENCE O DEVELOP THEIR WRITING PRODUCTION.				
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<b>EVALUACIÓN DE LA MEMORIA ESCRITA</b>	<b>Calificación del Tutor del Trabajo de Titulación.</b>		<b>NOTA PARCIAL 1:</b>	10.00
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<b>EVALUACIÓN DE LA SUSTENTACIÓN ORAL</b>	<b>Calificación de la sustentación del Trabajo de Titulación el Tribunal.</b>		<b>NOTA PARCIAL 3:</b>	6.83
<b>Docente Miembro Tribunal 1</b>	7.00	<b>Promedio</b>		
<b>Docente Miembro Tribunal 2</b>	6.30	6.83		
<b>Docente Miembro Tribunal 3</b>	7.20			
<b>NOTA FINAL DEL TRABAJO DE TITULACIÓN</b> (promediar NOTA PARCIAL 1 ,2 y 3)				8.91
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I thank God above all things, mainly for having given me health during my University stage, and to those who trusted my ability to have achieved another stage of my life on a professional level, to my best friend Paola Mindiola Eguer, for their advice and unconditional support in life.

Finally, to the professor Ing. Carlos Valle Navarro, for his dedication and patience sharing his knowledge to carry out this research study.

**Gabriel Enrique Cruz Martillo**

**Graduated from the School of Linguistic Languages**

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## **FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN ESCUELA DE LENGUAS Y LINGÜÍSTICA**

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### **UNIDAD DE TITULACIÓN**

**Tema: “Historias de vida y enfoque narrativo para estudiantes de educación general básica”**

**Propuesta: Diseño de un álbum anecdótico de historias vividas de la infancia a la adolescencia para desarrollar su producción de escritura.**

**Autor:** Gabriel Enrique Cruz Martillo

**Tutor:** Ing. Carlos Valle Navarro, Msc

### **RESUMEN**

El artículo propone una aproximación de la fundamentación teórica, y aplicación en la Pedagogía social a través del uso de historias de vida dentro del área cualitativa, etnografía y del contexto social. Estudios de investigación en ciencias sociales utilizan relatos de vida y su enfoque narrativo para articular significados subjetivos de experiencias y prácticas sociales. Los resultados de diferentes trabajos de investigación muestran las dimensiones subjetiva y social del uso de las historias de vida. Este trabajo presenta una investigación realizada bajo la utilización del diseño e implementación de este recurso como opción metodológica de uso para la enseñanza de idioma inglés en estudiantes secundarios. Este proyecto de investigación es el resultado de una técnica alternativa a la participación individual dentro de los salones de clases, sugiriendo el uso de la teoría narrativa como mecanismo de enseñanza aprendizaje para estudiantes de educación general básica en el Idioma Inglés

**Palabras clave:** historias de vida, enfoque narrativo, enseñanza aprendizaje, Idioma Inglés.



**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA DE LENGUAS Y LINGÜÍSTICA**

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**UNIDAD DE TITULACIÓN**

**Topic: live histories and narrative approaches for students of basic general education.**

**Proposal: design of an anecdotal album of stories lived from childhood to adolescence o develop their writing production.**

**Author:** Gabriel Enrique Cruz Martillo

**Advisor:** Ing Carlos Valle Navarro MSc.

**ABSTRACT**

The article proposes an approximation of the theoretical foundation and application in social pedagogy through the use of life stories within the qualitative area, ethnography and the social context. Social science research studies use life stories and their narrative approach to articulate subjective meanings of social experiences and practices. The results of different research works show the subjective and social dimensions of the use of life stories. This paper presents an investigation carried out using the design and implementation of this resource as a methodological option of use for the teaching of the English language in secondary students. This research project is the result of an alternative technique to individual participation within the classroom, suggesting the use of narrative theory as a teaching-learning mechanism for students of basic general education in the English Language

**Keywords:** life stories, narrative approach, teaching-learning, English language.

## **CHAPTER I**

### **TOPIC**

Live histories and narrative approaches for students of basic general education.

### **PROBLEM STATEMENT**

This research project pretends visualize aspects and moments related with life stories previously observe in pre-professional practices and observations that took place at the Educational Unit called “Hermano Francisco Gárate” during the period 2019-2020 at the Costal school region.

The analysis of the English level at the 8th grade students of basic education was necessary to identify the requirements of foreign language area. It is a must to mention that the achievements or skills established by the Ministry of education in Ecuador, in the curricular standards of foreign language do not develop completely the four abilities of English as a foreign language. This problem addends the constant change of "practicing" teachers who do not have a sequence in the contents stipulated by their tutors, or due to the little interest of the high school students who want to learn this language as job strategy in their life, the lack of resources, and the misuse of technology in the classrooms.

This is the main reason to encourage students of 8th year of basic education to elaborate or write short stories of certain moments of their lives according to their age, to develop the writing ability with the guided written exercises to achieve a high standard and reach the goals proposed by the national education ministry in English as foreign language recognized in Ecuador.

## **CONTEXTUALIZATION OF THE PROBLEM**

English is a worldwide spoken language which provides a great importance in the life of the globalized countries, where acquire a writing skill or apply the knowledge in real situations is a must, and well seeing in this highly competitive market.

Ecuadorian institutions teach English language as a subject within their curriculum, and eighth-year students in public institutions handle the English book of the Ministry of Education and would be at a beginner level within the language and the Common European Framework, and to enhance learning of English as a foreign language it is necessary to develop and improve techniques teaching within the classroom.

Ecuadorian students appeared to have many problems when writing in English, like not knowing how to get ideas, how to organize ideas, and use proper language, because it is a new experience for them. In the case of the of these ESL learners they have little opportunities to use the English language in their surroundings. Writing is a productive skill. It is one of the most difficult and therefore frustrating subjects to teach particularly in an ESL/EFL programmers.

The revision in curriculum and teaching syllabus has brought deep changes related with the new expectation for teaching English in secondary schools in order to meet the needs of English in higher education programs. Running an English teaching methodology for the writing skill is the purpose of this research study therefore the analysis of their results let researchers know some changes and expectations regarding how English should be taught, can be formulated and explored.



Guayaquil has 3896 public educational institutions that are involved in the teaching of the English language with a national program for high schools

The students of the Educational Unit named “Hermano Francisco Gárate” of the eighth year of basic general education, have demonstrated to have a basic level of English using the book issued by the Ecuadorian ministry of education.

The Storytelling Technique would be of great help for students and teachers because this methodology permits to take advantage of material produced by students in classes using authentic material in the writing process of learning.

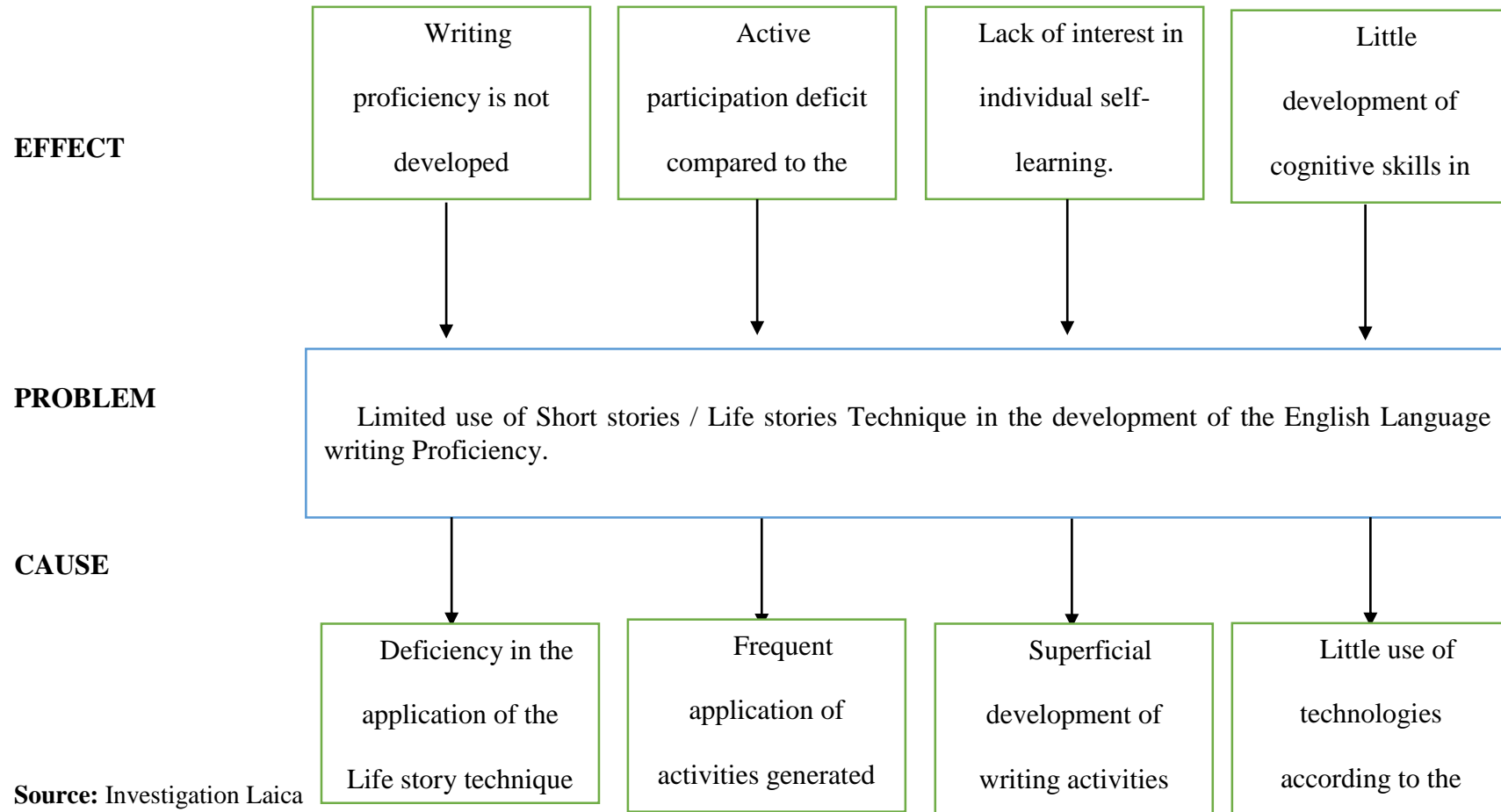
#### **IMAGE N° 1 LOCATION OF THE UNIDAD EDUCATIVA “HERMANO FRANCISCO GÁRATE”**



**Source:** Investigation Laica

**Adapted by:** Cruz Martillo Gabriel Enrique

**GRAPHIC NO. 1 CRITICAL ANALYSIS OF PROBLEM**  
**CRITICAL ANALYSIS OF PROBLEM**



**Source:** Investigation Laica  
**Adapted by** Cruz Martillo Gabriel Enrique

## ANALYSIS OF THE PROBLEM

Though a lot of efforts are done by the public educational system to provide all the required resources for the effective learning process, the implementations of a 100% teaching English methodology at the Educational Unit “Hermano Francisco Garate” has become a failure due to various reasons. This often becomes the main cause of unsatisfactory and poor teaching of English as a foreign language, particularly at the school level, which affects the performance of EFL students. The students appeared to have many problems when writing in English such as: knowing how to get ideas, or how to organize them, and even using a proper language, due to learning English consists in a new experience for them.

*In the case of the of these ESL learners at “**Hermano Francisco Gárate**”, they have little opportunities to use the English language in their educational environment. Gokak (1964) points out that “The foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far- reaching developments in the **pedagogy of English**” (p.65). A language teacher is well aware that their students bring to the language classroom a variety of attitude, experiences and strategies as well as variety of beliefs & he/she has to handle them. Therefore, are the English teachers who adopt any different method to reach the desire goals*

The deficient use of the methodology in writing do not allow each student to possess higher writing skills at the 8th year high school “*Hermano Francisco Gárate*”, and develop effectively the writing and linguistic approaches of a second language.

The frequency of application of writing activities generated through methodologies according to their age and little use of unconventional strategies is necessary to develop actively a writing participation in classes and outside them to activate the cognitive process “peers, parents and teachers” in order to apply innovative and entertaining ideas.

The superficial development of the writing activities does not help the performance of the students, who demonstrate a little interest in learning English.

## **PROGNOSIS**

In order to eliminate literacy, therefore, good learning must be applied, which is derived with a good broad and complete connection from pre-written reading through the stories lived by each of the students through correct and good narration. use of it. In the field of the English language, it is important to apply linguistic and cognitive skills. If in the students of the 8th years of basic education of the Educational Unit, of the city of GUAYAQUIL, province of Guayaquil, the Storytelling Technique is not used (Storytelling Technique) Reading Proficiency will not develop in them, and this will make them not prepared to analyze a text correctly and therefore they are not fit to reach the literal, inferential and critical levels of it.

**TABLE N ° 1 PROGNOSIS PERSONAL DOCUMENTS**

<b>Learning input</b>	<b>Learning output</b>
<p>A. Documents in the first person, written about the life of an individual:</p> <ul style="list-style-type: none"> <li>• Autobiographies: complete, thematic, corrected.</li> <li>• Questionnaires.</li> <li>• Diaries: various annotations, agendas, memories.</li> <li>• Letters.</li> <li>• Expressive documents: compositions literary, poetic, artistic, etc.</li> <li>• Recordings: obtained in interviews, spontaneous statements, narrations.</li> </ul>	<p>A. Personal documents. It is any type of registration not motivated or encouraged by the researcher during the course of his work</p> <ul style="list-style-type: none"> <li>• Autobiographies.</li> <li>• Personal diaries.</li> <li>• Correspondence.</li> <li>• Photographs, films, videos or any other type of iconographic record.</li> <li>• Personal items.</li> </ul>

**Source:** Own elaboration, with data from Learning input (1942) and Learning output (1992)

**Adapted by:** Cruz Martillo Gabriel Enrique.

## **PROBLEM FORMULATION**

In what way the Life story Technique influences the development of the English Language Writing Proficiency of eighth grade students of Educational Unit “*Hermano Francisco Gárate*” of Guayaquil?

## **GUIDING QUESTIONS**

- ✓ What are the writing techniques used by the English teachers at the high school?
- ✓ What are the alternative storytelling techniques that can be used in the classroom?
- ✓ What is the reading process that prevails in the English classroom having a basic level?
- ✓ What alternative would be the most appropriate to solve the problem?

## **DELIMITATION OF THE INVESTIGATION**

### **Delimitation of content**

**Field:** Educational

**Area:** English area

**Aspects:** Narration technique of lived stories.

**Spatial delimitation:** eighth grade students of Basic General Education of the “*Hermano Francisco Gárate*”

**Temporal delimitation:** Academic period 2019 - 2020.

**Province:** Guayas

**Canton:** Guayaquil

## **JUSTIFICATION**

Although the use of writings produces benefits to students, some objections may be raised against its use in public basic general education due to overcrowded classes, overloaded syllabus and limited time.

These are important problems met in public high schools in Ecuador. Nevertheless, writing tasks must be included in the syllabus of teaching English the aim of using short-story in teaching English is to encourage the students to use what they have previously learnt, and therefore, it is a student- centered teaching. However, the role of the teacher is of great importance. The teacher must choose a suitable text to use in class and should help her/his students under-stand the story with various activities.

The methodological technique about the narration of lived stories according to their age and level is a useful exercise to the development of the English language and the written skill, which is based on grammatical structural processes.

The writing life stories ´exercises allow the scope of the academic training of each of the students, because the process allows a new form of practicing exercises and applying it effectively and could be carried out in the national educational institutions of Ecuador.

This research is feasible to carry out since it has the support of the authorities of the institution, in addition to the support of the parents who will agree to carry out this work for the improvement in their children's learning. Another aspect to take into account is the time

you have for the collection and analysis of data that reflects the progress of the investigation.

The realization of this research study I has four important beneficiaries: the students, parents, teachers, and the educational institution. The students because through the use of the life stories is be able to develop students writing skill, and thus improve their school performance. Teachers since through the use of this technique may achieve better results with their students in addition to improving the rapport (student-teacher relationship) in the classroom. And finally, the institution offering an additional writing technique in the learning English process.

Writing life story exercises has a great impact in a globalized society like the one of today, since every time is investigating different techniques to improve language learning abroad

## **OBJECTIVES**

### **GENERAL OBJECTIVE**

To determine the influence of using of life stories in the development of writing process thought writing exercises to increase the English performance in high school students of the eighth year of Educational Unit Basic “*Hermano Francisco Gárate* “.



## **SPECIFIC OBJECTIVES**

- Identify the writing techniques used in the school to teach English.
- Determine the writing process to teaching the writing in the English language.
- Creation of a set of written exercises based on life stories

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

(**Raimes, 1991**) focusing on form states that: “The view that speech was primary meant that writing served a subservient role: to reinforce oral patterns of the language” (**Pak-TaoNg, 2003**) suggested that writing consists of a lot of activities which result in understanding. Such an understanding includes a process of thinking about the topic, notes gathering, data collection, etc. which makes a reflective thought for you at the end.

(**Zamel, 1983**), a pioneer in ESL writing research, considered writing process as a “non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (**Zamel, 1983, pág. 165**) Factors involved in Second Language writing; writing is a productive skill. It is one of the most difficult and therefore frustrating subjects to teach particularly in an ESL/EFL programmer. This dissertation is an outcome of teachers’ concerns and efforts to identify areas of difficulty in the writing skill among ESL students and improve their writing through feedback. (**Hinkel, 2004**) argues that there is often too much emphasis on teaching the process of writing in ESL courses instead of teaching the practical skills that students need. The writer presents

findings which show that ESL students' academic papers are often perceived as vague and confusing (**Hinkel, 2004, pág. 4**). She argues that this is a result of the process-writing curriculum, which emphasizes content and structure while only sparsely and inconsistently addressing grammar and lexis. (**Cazden, 1988**) believes that talk among peers at school gives students opportunities to engage in academic discourse. Likewise, important is "the potential value of such interactions for social development in a pluralistic society" (**Cazden, 1988, pág. 184**). Teacher factor in the words of Swami Vivekananda, "True teacher is one who can imbed.

This theoretical research framework refers to high-level inquiries of English language studies, published in different universities with a high descriptive level such as; The Universities of Harvard, Yale, Columbia in the faculties of bilingual education which detail "Learning a new language is learned through daily practice and educational methodological strategies according to the 21st century system". "To learn a new language it is important to link connectors with the mother tongue, that is through input hear" Therefore, this research aims to improve the learning of the English language through lived stories of each of the students according to the corresponding level, using narrative approaches which will allow each one of them to focus on their time and space, for another part using ICTs, since they will help to break down each of the skills to be executed.

The teaching of the English language is very diverse, but at the same time very dynamic, therefore the work of stories lived through the narrative approach will allow primary level students to enjoy and enjoy said language, through each of the skills that it fulfills the

curriculum established by the **MINISTRY OF PUBLIC EDUCATION**. What contemplates an inclusion of a foreign language within or outside the curriculum of basic education, for which most Ecuadorian educational institutions have adopted has to offer students the new tools to learn the English language as a second language. **(Benavides, 2015, pág. 16)**

Based on this acquisition of experiences in the student, it is important to adopt a teaching method that offers the necessary elements to understand and express the different situations or activities of human life, its main objective being the development of communication skills, therefore The communicative approach is adopted as a method for the improvement of students' English, which takes into account the role played by the teacher, the 30 students, the instructional materials, in this case, the didactic units that must be pedagogical and motivation as a factor that directly influences learning. Following this, the psychological foundations are presented, which allow to have knowledge of the different levels in the cognitive development of the studied population (children from 9 to 12 years old), who bring a great variety of individual differences, of attitudes and expectations, what which facilitates success in improving students' English. Finally, the technological foundations that contribute to the development of new strategies for the appropriation of knowledge, strengthening powers such as attention, memory, concentration; skills such as creativity, expression and imagination and thus promoting the improvement of students' English. **(Cabero, 2016)**

## INVESTIGATIVE BACKGROUND

From the aforementioned problem and with evidence about the learning of the English language, where I carried out my pre-professional practices, where I was assigned as a guide teacher from 2nd to 8th year of Basic General Educational Unit "From the city of Guayaquil, Province of Guayaquil, specifically focused on the 8th year group because they already have the known skills, based on proposing possible solutions based on some linguistic authors such as; **"Juan Bestard Moroig and María Concepción Pérez Martín, authors of the book on the teaching of the English language"** which study each of the different factors that influence a second language, applying each of the pedagogical currents and teaching methods of a foreign language, the correct use of classroom materials to teach English.(Vzcarra, 2015, pág. 26)

The authors are based on research by authors such as Gardner, Lambert, Noam Chomsky, among others, Piaget, Skinner. Louis Not, author of the pedagogies of knowledge that is divided into three parts. The first refers to the methods that have the transformation of the student based on the preponderant action of an external agent and on the primacy of the objective studied. The second is self-structuring, methods that tend to help form on the basis of their own action and with the supremacy of the subject. The third part delves into the field of psychology and psych pedagogy, is dedicated to the study of the perspectives of application of cognitive processes, of synthesis to some teaching disciplines. From which the part that talks about learning a second language is taken up to support the proposal. According to the research topic, a doctoral thesis was found, from the

University of Seville, in 2015, entitled "Design of new linguistic approaches through narration"(Vzcarra, 2015)

This research allowed the design of educational narrative approaches aimed at boys, girls, and adolescents at 8th year of general basic education to develop written language from a functional approach. The knowledge of the reality of the educational centers and the scarce production of oral and written narratives based on their own lives together with the existence of others produced in different countries with traditional approaches to teach the appropriate use of written language that prompted the proposal the design of a program to develop written language from a functional and modern approach. As a frame of reference, they point out that the experiences for the development of language have made it possible to verify that the child constructs the written language in a long process of interaction with various written materials. With a narrative educational design as a final product of the research, it is characterized by allowing children and adolescents from the 8th level the development of written an enhancing element of the material designed in its possibility of being loaded with elements of each community so that the terms are familiar to children, complying with the principles of integral language.

## **PHILOSOPHICAL FOUNDATION**

For this research, the critical - purposeful - reflective paradigm will be used. Critical because it is trying to develop a diagnosis of an educational reality in which it is about improving the development of the writing skill in the English language.

To support a true philosophical concept around writing competence, it is necessary to create awareness in the teacher and parents since they must play a fundamental role in the integration of planned activities together with the family environment in the development of strategies of writing that promote the integrated learning process of the child or adolescent, in which the family and the school work in a coordinated way towards the achievement of common goals, where the cognitive, socio-emotional, psychomotor, linguistic and moral are coordinated in a parallel and according to the personality structure to the writing of the personality of the child who is acquiring new approaches based on writing, especially in the skill of English. **(Chomsky, 2018, pág. 125)**

The guidance and supervision of the child's or adolescent's learning must be maintained within the creative experiences based on didactic and active writing, which facilitate greater autonomy and independence of the child in the exchange and meaningful learning that provide the child with the possibility to learn the elementary concepts of reading in cognitive development. The importance of participation controlled by the teacher, in the child's learning, in relation to the cognitive development based on writing, in addition to independence, is that these experiences must be so significant that the child cannot forgetting, and on the other hand, it is important to point out, the child's full freedom to manipulate, experiment, invent and reinvent, this will provide a growing base for cognitive development based on writing.

*(Gray, 1995, pág. 25), points out that written language is a social invention. When a society needs to communicate across time and space and when it needs to remember its*

*heritage of ideas and knowledge, it creates a written language. For (Johnson) and (Myklebust, 1975, pág. 14), argue that knowledge will depend not only on mental capacity but also on physical maturation and school experience.*

## **EPISTEMOLOGICAL FOUNDATION**

"Intelligence consists not only in knowledge, but also in the ability to apply knowledge in practice." Through this quote it can be highlighted that today education is not based on receiving knowledge passively, but that knowledge must be put into practice in such a way that it is truly useful and serves for both individual and collective development"

Therefore, each of the students, from the 8th year of basic education, allows them to get along with others, allowing them to apply positive and active educational strategies, according to their written formality, in order to writings according to their level.

Writing is a peculiar act of communication that requires the participation of the reader in the interaction that is established between the text and its world which it has developed before or after a story. For the advancement of theories on writing competence; By interpretation as a phenomenon of writing, there is an absolute dependence on reception, which amplifies the importance of reception theory from the point of view of didactics and literary theory.

- The definition of written competence as "the ability to capture the coherence of a text, reconstructing its message, according to the situation and the deep communicative function"

- It implies considering a series of functional and cognitive aspects that intervene in its development, such as familiarity with the genre and the type of writing.

- The act of reading as a construction of meanings derived from the responsibility of each reader when interpreting textual signals as a result of the interaction between the text and one's own competence, but it also refers us to the concept so widespread by the implicit writer, identified with a "Transcendental model" that personifies all those predispositions necessary for a literary work to exert its effect.

*“ (Wolfgang, 2014, pág. 89) details something very important, who places the writer as the center of the textual constitution and not as a mere architect of filling in the gaps that the text requires. The "meaning" arises from the text-writing interaction which and is an "effect to be experienced" not an "object to be defined" which leads us to the aesthetic pleasure of the true "use" of literature ”*

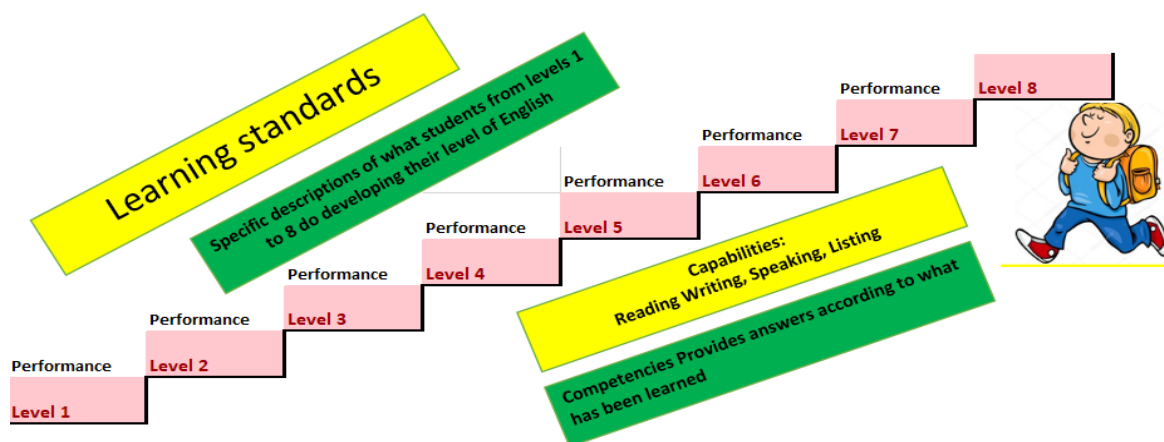
According to our perspective, these interactions have not been analyzed and, most of the time, not even observed, due to the criteria with which the scriptures were approached until recent times. As we have already said, the subject has been dealt with, almost exclusively, from the classification of different historical systems based on the internal relationship of their components and, predominantly, according to the “levels” of representation of the language. In this way the theories of writing have been reduced to the theory of particular writing systems, with the limitations already stated. Although the contrasting of different systems has allowed to expand the knowledge on the subject and, in some cases, the



conceptions of writing, it was not possible by means of such a procedure to lay the theoretical bases broad enough for its study. (Harris, 2000), from an integrational semiological perspective, proposes three minimum distinctions necessary for the analysis of writing, concerning:

- *A theory of written communication, to which correspond "the questions related to the general requirements for the production and interpretation of written texts."*
- *A theory of the written sign, to which correspond "questions concerning the form and meaning of writing units."*
- A theory of writing systems, to which correspond "the questions relating to the semiological differences between one writing and another." (Harris, 2000, pág. 44)

## IMAGE N° 2 LEARNING STANDARDS



Source: <https://www.google.es/search?q=estandares+en+el+nivel+ingl%C3%A9s>

Modified by: Cruz Martillo Gabriel Enrique

## **METHODOLOGICAL FOUNDATION**

The theory of methodological foundations is one of the most important because it allows the teacher as such to apply strategies according to age and based on knowing each of the skills of said language in this case "English" since it is essential for a brief effective and active communication with others, therefore, it allows to stimulate a regular and intensive practice of each of the acquired skills. One of the best methodologies in the English language is that the teacher as such allows the student to try to speak, to get along with others or by applying a dialogue between "Teacher-Student-Student-Teacher-Student to Student" this will allow lose the fear of daily participation in the classroom. On the other hand, as the research topic is called stories of lived stories, it is essential that the teacher as such respect the work but correct the grammatical use of it, for the development of reading competence in students is very active, with so that the student himself is the architect of his own knowledge and learning. This can be done through agile and effective procedures such as the Pre-reading, reading and post-reading process, which can be used in the classroom.(Fuentes, 2017, pág. 29)

The narrative is a discursive form, that is, it is understood from the discourse and its relationship with language. Discourse analysts attempt to go beyond characteristic definitions of common sense. They admit that speech is a form of language use. However, since this last definition continues to be imprecise and not always convenient, they introduce a more theoretical concept of "discourse", as well as more specific and broader in its applications. They intend to include other essential components in this new concept;

namely, who uses language, how they use it, why and when they do it. Speaking of discourse properly, *Ricoeur pointed out four features*: The discourse is always carried out temporarily and, in the present, while the language system is virtual and out of time. This is called the "instance of speech." Whereas language has no subject - in the sense that the question "Who is speaking?" is not pertinent-, the speech is traced back to the speaker by means of a complex bundle of indicators, such as personal pronouns. The "instance of discourse" is self-referential. As a consequence, it lacks a world, just as it lacks temporality and subjectivity, discourse is always about something. It refers to a world that it claims to describe, express, or represent. In discourse, the symbolic function of language is updated. And insofar as language is only the condition for communication, for which it provides the codes, all messages are exchanged in language. In this sense, the discourse has not only one world, but another, another person, an interlocutor to whom it is addressed. **(Dijk, 2018, pág. 18)**

*Although several ideas are handled, there is one that is the fundamental idea, the basis of the research and the final object of the same writing based on correct and precise writing. The other ideas are secondary or subordinate, which various authors call it as follows. (Berman, 2012)*

Demonstration: each of the works written in the language that they are must be demonstrated through logical reasoning through results and with a guideline of thought processes, each analysis carried out must lead to viable or non-viable conclusions depending on what is going to be to write. **(Berman, 2012, pág. 25)**

Depth: writing as such must penetrate into the essence of the problem to be discovered, it must not be limited to its phenomenal qualities. (Berman, 2012)

Originality: The writing is intended for a demonstrable subject or that has not been demonstrated by other writers. That is why an important quality of every written work is originality. (Berman, 2012)

## CONTEMPORARY PEDAGOGS

Juan Piaget:

*“He points out that the fact that a student is good or bad in school sometimes does not depend on his ability to adapt to the type of teaching that school imparts. Intelligence works from permanent overcoming of successive elaborations. Which leads, on a pedagogical level, to an accentuation of the child's activities: children must therefore experiment”*

Emilia Ferreiro

*“Learning to read and write is very similar to learning to speak. Just as in order to acquire language, there are certain ways of writing that all children present at some point in their development and, however strange they may seem to us, they reveal the modes of organization of the knowledge that they acquire about the written language”*

Rubén Darío Hurtado:

*"Who tells us: reading is a constructive process of meanings that are elaborated by successive approximations, this process is relative because it depends on what the reader is and on their way of interacting with the text, which in turn presents its own characteristics"*

"Writing is not the product of magic, but of perseverance." Richard North Patterson

"For me, the greatest pleasure in writing is not the subject matter, but the music that the words make." Truman Capote

"A professional writer is an amateur who doesn't give up." Richard Bach

"Writing simply is as difficult as writing well." W. Somerset Maugham

"When I'm ready to start writing a book, I start at the end." Marcia Davenport

**TABLE N°2 RELATIONSHIP BETWEEN THE TEACHER AND THE STUDENT.**

TEACHER AND STUDENT RELATIONSHIP	
TRADITIONAL SCHOOL	MODERN SCHOOL
Discipline and obedience were required of the child through an imposing, paternalistic and authoritarian image.	Relationship between teacher and student, student and teacher, student and student "active classes"
The teacher is the guide and role model to imitate and follow each of their steps, based on the education of success.	Each one of the elements of disciplines inside and outside of class is highlighted.
Punishment as a means of discipline.	There are no impositions of punishment.
The teacher simplifies, prepares, organizes and commands his classes.	The child is the main author within the classroom.

**Source:** relationship between teacher and student.

**Produced for:** Cruz Martillo Gabriel Enrique

### **CHILDREN'S NARRATION**

For **(Brunner, 2010)**, "the narrative is a way of thinking, a structure, to organize our consciousness and a vehicle in the process of education and, in particular, of science education" **(Brunner, 2010, pág. 132)**. From this point of view, the author explains the act of narration as that medium that allows creating a discourse which is guided by a structure that is organized from thought to make a story **(Brunner, 2010, pág. 132)** Taking this into account, it can be deduced that the child, when he is in the process of building his story, is internally creating a structure that will allow him to produce a specific type of speech. This

action will not only allow you to express it, but it is also the means that will direct you towards learning.

## **STRUCTURE OF CHILDREN'S NARRATION**

The language of narrative discourse is mediated by a plot and a structure. The organization of events can always be established in the telling of a story or an experiential story. The plot is then the means that will let the interlocutor know the order of these events through the basic structure of the narrative. In relation to the above, **(BARRIGA, 2009)** states that there are different types of narration and that, in the field of production, there are basically four that have been studied:

**(Brunner, 2010)and (BARRIGA, 2009)** the authors propose that the child when he makes his speech starts from a plot and a structure that he himself builds. However, in the narration of a personal experience, the process is different. According to **(BARRIGA, 2009)** "the child is the protagonist or central actor who, from the self, accommodates, structures and lives the action more closely, since he links the narrative processes with his own experience"**(BARRIGA, 2009, pág. 56)** It can be established that since the protagonist of the story is the child, it is he himself who will build his story and will have the possibility of organizing the events according to how he remembers or wants to sequence them. This kind of narration will be established as a free speech, where it will be possible to observe in the child, his understanding, perception of the world and how he organizes the sequences in the narrative structure. Regarding the narration from stories, **(Brunner, 2010)** states that the story becomes a unit in which at least three constituents are established: a

beginning, a development and a “sense of end” (**Brunner, 2010, pág. 33**) where it seeks to integrate the conflict, the character and the conscience. Taking into account the above in the narrative, it can be said that in the story the child will seek to establish a structure with an order in the events, which are mediated by the child's consciousness, that is, by the way he believes they should be the facts. This is how, according to his perception, he triggers the events in the story with an intention that is manifested through the characters, which generate causal actions that are those that promote the conflict and later the outcome. In this way, the beginning, the development and the final meaning are evident in the storytelling, in the structure of the narrative. (**Brunner, 2010**) says “... *that good stories are well-constituted individual realizations of that structure*” (**Brunner, 2010, pág. 28**). On this it can be argued that if the child manages to establish an order in that structure, his narrative productions will be understandable. (**BARRIGA, 2009**) argues in relation to the narrative process that the development of children's speech is an important step towards the consolidation of linguistic and communicative competence. In other words, to the extent that the child is skilled in narrative productions, their communicative and linguistic performances will be more assertive in the spaces of interaction with their peers, mainly. It is important for this reason that the child is able to establish a sequence that indicates a structural order, in their interpretation. This is how the constituents of the narrative play an important role in oral discourse and consequently some functions that (**Brunner, 2010**) defines as follows: the beginning is established at the moment in which the story is contextualized by mentioning some characters in a space and time, from where the plot of



the story starts. The development or knot is defined by the moment in which a situation becomes muddled and demands a solution, therefore it is the center of the story since the existence of the narrative will depend on it. **(Brunner, 2010)** attributes great weight to this part of the structure as he says that if there is no knot there is nothing to count. The final meaning or resolution is the moment in which that conflict situation reaches a denouement, where the events return to an initial state, of calm or resolution of the imbalanced situation. **(Brunner, 2010)** perceives the story as a process in which knowledge intervenes that enrich and make the narrative possible. In other words, when the child is carrying out a narrative construction simultaneously, a series of social, psychological and historical aspects are intervening that allow him to generate new learning in his narrative discourse. These aspects are important as they make a difference in the narrative processes that children make, as well as require an implementation of the constituents and elements of the narrative.

## **ELEMENTS OF CHILDREN'S NARRATION**

Understanding the narrative process as an organized structure of events, it is necessary to think about the elements that interact in parallel, in each of the moments or constituents of the narrative in general. **(Brunner, 2010)** identifies the following elements as specific components of the story, “characters, infraction, action, result, narrator and coda” **(Brunner, 2010, pág. 34)**. It refers to the characters as those who manifest an intention or goal, which are part of the action to which the plot subjects them in an environment with specific means. **(Propp, 2016) cited by (Brunner, 2010, pág. 32)** states that "in the story,

the characters assume different roles: as hero, villain, assistant among others “It can be deduced that the role of the character is mediated by the type of text that is read, since it will perform a different task, for example in the drama, because the function is determined by the action in a specific environment while in the story, the character performs the functions as a hero in various environments. Now if you think about the narratives of personal experiences, the child is the protagonist and central character of his narration in an environment close to him that would be his reality. (**Brunner, 2010**). In the study carried out by (**Propp, 2016**) of more than 100 stories of Russian folklore, it was observed that although the characters changed the functions of the story, they ended up being the same, that is, the actions that determined the plot responded to specific ones that were developed in the beginning or approach (withdrawal, prohibition, transgression, information, deception), in the knot (complicity, wrongdoing or lack, mediation, acceptance, struggle, etc.) and others in the outcome (victory, amendment, return, persecution, recognition, punishment, etc.). In other words, the structure of the stories in the stories generally responds to these functions, without meaning that they are all in the same story since they are used according to the plot that is being developed.

The other elements based on the narrative, proposed by(**Brunner, 2010**) are the following: the offense, as that which manifests the destabilization of an already established order, this element is also called the knot. The action: is mediated by the characters and is the main element to solve the altered situation. On the other hand, the resolution: it manifests itself as the outcome of the situation in imbalance. The narrator: he is the one

who tells the story from his point of view and according to his perception of the world. It is for this reason that veracity, objectivity and comprehensiveness are perceived as subjective aspects. It is also the one who fulfills the function of establishing a language familiar to the listener / reader, so that it is something every day and can be understood. The last of the elements is the coda: which **(Brunner, 2010)** defines: "as a retrospective assessment" **(Brunner, 2010, pág. 37)**, that is, he creates it from an evaluative perspective that the reader makes of said narration.

## **DEVELOPMENT OF WRITTEN LANGUAGE IN EIGHT-YEAR-OLD CHILDREN**

In this second category the development of oral language will be addressed as a complement to narrative discourse says that communicative competence is one of the areas that are important to study in preschool children since communication allows consolidating a series of elements that influence their linguistic development. It is for this reason that the communication opportunities in which the child is immersed will be valuable for their language development, since this becomes the main tool to establish a dialogue, through which the child will make their thought, by socializing it with your peers and teachers. When the child starts a conversation and starts from his experiences in the family environment, he begins to acquire elements that will later be used for his narrative process. **(BARRIGA, 2009)** states that around the age of six and at the end of five, children are in a moment of transition where there is a reorganization of formal structures. That is, the child enters a stage in which he is able to establish structures of a pragmatic order and semantic meanings, which are related to knowledge of the world and were established from social

and family relationships. He also says that taking into account that the linguistic process is constantly evolving and that the language acquires changes that allow it to make semantic and syntactic structures more complex, not only in the forms but also in their function, the importance of the student having different opportunities for dialogue and narrative discourses that allow them to be proficient in their communicative competence **(BARRIGA, 2009)**. When the child in the moments of socialization with his peers is able to decontextualize an experience, that is, he extracts some facts from other narrative contexts to his current reality, it is because he is carrying out narrative processes. It is for this reason that the decontextualization of language is spoken of as an important fact to improve their discursive and pragmatic skills. In this way, the child is the promoter of his language development since he is in constant restructuring of sentences that begins with a simple structure, which over time will become complex.

**(BARRIGA, 2009)** states that when the child makes narrations from a sequence of drawings, he tries to create the narration from the outside with the help of the visual part, where he must give text to the story that is manifested from drawings in a way coherent and cohesive, showing in his story how he perceives the world and what is important to him about his space and time in which he currently lives. He says that in the telling of lived stories the situation is different since the child must relate not accommodating, a series of events from his real life where he is one of the characters, therefore he must characterize them and organize spaces and times in his speech. The structure is flexible since it will depend on the child and their ability to organize the sequence of events; creativity is

important in this process (**BARRIGA, 2009, pág. 32**). From the above it can be deduced that, paraphrasing (**Brunner, 2010**), depending on the situation in which the child finds himself, be it in the telling of a story or in a lived experience, the characteristics of the narrative discourse such as the structure of the narrative and its elements, the meanings of the concepts and their lexicon, the organization in semantic and pragmatic terms as well as the syntactic elements that make up the sentence, are preceded by historical and sociocultural facts that make up the child's life. In turn and taking into account the above, is that (**BARRIGA, 2009**) speaks of their own linguistic abilities, since the story made by the children reveals their particularity, perceptions of their reality and communicative intention. (**Brunner, 2010**) states that to produce an expression, words are chosen which can be combined in different ways according to the use we intend to give it. That is, according to the concepts and meanings that are head of these, their use will depend, thus representing a semantic process. In the same way, a syntactic process is observed since the grammatical rules must be taken into account in the construction of sentences, which will respond to the communicative intention, because the location of the words in the sentence will determine the meaning of it. (**Brunner, 2010**) then establishes that syntax, semantics and pragmatics are aspects that are present in language and that they also fulfill a function. It proposes that they function in an integral way in the narrative discourse, which is why they cannot be fragmented into different processes. However, they do contain elements that differentiate them from each other. Each of these aspects will be specified below in order to identify the elements that compose them.

## SYNTACTIC DEVELOPMENT

This aspect takes into account the criteria for the correct construction of the sentence according to the grammatical rules that govern the language. A good sentence is the result of a good grammar and this is because the child begins his language process, before it appears. This refers to the fact that the child is all the time acquiring elements that he will use when he integrates the language and that the moment it appears, he will perfect the lexical-grammatical function (**Brunner, 2010**). (**BARRIGA, 2009**), states that as the child grows the structures of the sentence change because the constructions will be longer and more complex, in addition that at six years is an important age since the child begins with the language process written, a valuable aspect of language development. Its syntactic structure is enriched over time and can also give it different uses. This is how in the Nominal Phrase; the core noun can be presented as an actor (subject) or as an object. As the child constructs his own sentences, he discovers a structural and functional variety in the process of acquiring syntax. This is how in the Nominal Phrase in the position of the subject the nuclear structure is made up of a Determinant plus the Name, where the determinant is the article (el, la, los, las) and the name are the common and concrete nouns (bear, ball, house, car). At six years of age, the classes of determinants are increasing, appearing in possessives (my) demonstratives (this, here), numerals (two, three), among others. In turn, the phrase can be complemented with qualifying adjectives, unions of sentences can be presented from coordinating links (and) or by juxtaposition (children / gentlemen) and by complements that can be adnominal (my dad's car was coming fast.

adnominal complement of belonging) and with relative pronouns (a tree that the wind blew). As for the Nominal Phrase in relation to the object formed by six-year-old children, it is characterized by the expansion of the sentence in relation to the position and function of the object in direct, indirect, circumstantial or genitive, which will determine the complexity of the structure and throughout the sentence (**Dijk, 2018**).

This expansion can take place in three ways, one of them is with adnominal complements, which is the part that the child increases after naming the determinant and the name / object (the truck that goes to the bridge). Another way is the expansion with relative pronouns (that, who, that, that, that, that, that, which, which, etc.) where the relative refers to the object in its different functions complementing the action, in this way, the function of the relative is to join two ideas where one refers to the other, (the car that is there is my dad's). Finally, the adjective expansion is proposed, which is formed when the adjective is added to the determinant and the name (for example, we got on the longest train) (*Janez, 2016, pág. 30*).

## **SEMANTIC DEVELOPMENT**

This is another of the elements that make up language which emphasizes meanings. Although it is a difficult process to understand, it can be achieved by evaluating the correct construction of the sentence, finding the logical meaning of it (**Brunner, 2010**). Preschoolers begin to structure sentences at different levels of complexity, and this is due to the meanings they give to the signs and symbols, which will allow them to expand their vocabulary by making sense of the complements in the sentence. This action is understood,

not as an accumulation of terms, but as social meanings which are shared in different communicative spaces (**Brunner, 2010**). This is how the storytelling and its interpretation will be actions that will give the child the opportunity to make sentence constructions with a lexicon known among their peers. In turn, all the elements used in the production of their stories will have a meaning and meaning that will be given by the child, according to their communicative intention (**Brunner, 2010, pág. 35**). This is how in the stories, the child will begin to use qualifying adjectives such as those elements that are determined by the name that accompany them, that is, the gender and number in these, depend on the name that is used (the blue shoe or the shoes blue). (**BARRIGA, 2009**)

(**Hasan, 2015**) from (**BARRIGA, 2009**), in turn, argue that this significance in the elements is what will give coherence and cohesion to the story and that, in turn, the speech made by the child contains cohesive ties that make this a fluid and understandable production. Among these moorings are the anaphoras, which identify the referent within the story (she or him), the cataphoras that are the ones that announce it with precision (Cinderella, the prince) and the deixis, which refer to spaces, times and characters in the story. It is important to note that although the moorings play a significant role in the narration made by the children, it is necessary to emphasize the deixis, because its function is a little more complex within the narration. This is because children will give different uses to the deictic categories, according to their function. (**BARRIGA, 2009**) puts them as follows: “personal pronouns yo, tú, él; locative adverbs, here, there, there; temporal adverbs, now, then, the modal adverb, like this. ” (**BARRIGA, 2009, pág. 50**). These are



intended to determine how the child uses them in their stories according to their function and their meaning. In turn, the use of indeterminate and determined articles will provide information on the known and unknown in the narrative, the semantic relationship established between the words, will reflect the domain of the plot and the proper handling of the temporal sequences, will allow you to go to the past and to the present and at all times of the narrative and of real life, without problems.

## **PRAGMATIC DEVELOPMENT**

According to **(Saussure, 2018, pág. 26)**, language is a manifestation of language which represents a system of signs in a formal structure, which responds to rules and cultural incidence. In other words, language is generated from the social sphere and, although it is a part of language, it fulfills an important function in it, since it generates a communication process. For **(Vygotsky, 1989)**, the exchange and transmission of knowledge occurs in a communicative, social-cultural medium, that is, language is the means by which knowledge is transmitted. In turn, he affirms that thinking is influenced by language but not subordinated by it, thus reducing the need to generate learning environments that allow the child to interact from dialogue, in order to promote discursive ability, an important element for pragmatic development. When the child enters preschool, language fulfills a communicative function in the school environment, it is for this reason that pragmatic development assumes an integral task in the use of language. This is due, according to **(BARRIGA, 2009)**, to the fact that aspects related to the syntax and semantics that are present in the speech made by the child are perceived, as well as because it is not possible

to think of the meaning, as an independent part in the language. This is how a speaker can give different uses to a word, depending on the meaning it has, that is, the meaning is limited to the person. In the same way, syntax is related to semantics and pragmatics, where semantics, depending on the intention, may implement a specific use in a statement **(BARRIGA, 2009, pág. 50)**. This is how, in a dialogic relationship, words acquire different meanings and functions, in the same way it happens with silence because it is assigned an interpretation and acquires a meaning within the conversation **(Brunner, 2010)**. In the school environment, the child encounters a series of new and different social experiences from those he had lived up to now, since by socializing with his peers he will necessarily engage in conversations in which he will have to interact, developing in turn discursive capacity. This situation will lead him to use a language full of gestural messages and elements that are part of oral communication.

*Understanding that the function and use will generate a pragmatic and linguistic development and that in these actions the semantic and syntactic elements that are immersed in the language are permeated, is where we talk about reaching a communicative competence. Thus, when the child is making his narrative discourse, not only linguistic but cognitive, emotional and expressive elements intervene in this process because he is organizing his learning in another way, which is mediated by intention***(BARRIGA, 2009) and (Gallardo, 2012)**

Repetitions are another element that emphasizes the phatic function, since when the child repeats constantly, it is because he is in search of a word that he needs, when he takes

time to organize the information, to correct himself or to not lose the attention of the interlocutor. Likewise, it functions as a link to another structure, which is complemented by the same repetition (when the dog, when the dog ate his bone) **(BARRIGA, 2009)**. In this way, both the phatic and emotional functions play a very important role in the relationship that the child establishes with his interlocutor, because they help to maintain the listener's attention and serve as linguistic resources to carry out a meaningful narrative discourse. , where the objective is to attract the interlocutor **(R, 2018, pág. 39) (ed.) (Fuentes, 2017), (Janez, 2016)(ROMERO, 2019)..** In turn,(Jakobson, 1990) cited by **(BARRIGA, 2009)** et al, states that the phatic function is the first one that children acquire and use it mainly to “establish, prolong or interrupt communication, to make sure that the communication channel works, to attract the attention of the interlocutor or confirm if their attention is being maintained ” **(Hasan, 2015, pág. 56)**. That is to say, that the relationship established between the child and his interlocutor is mediated by a series of intentions that are manifested in the phatic function and of bodily actions from the emotional function, which seek, from the narrative discourse, to capture and attract to the interlocutor.

## **LEGAL BASIS**

### **THE CONSTITUTION OF THE REPUBLIC OF ECUADOR**

*This research contains different articles in accordance with the legal framework of the (LOEI, 2017, págs. 25,26), 2 LOEI "Organic Law of Intercultural Education" and the 29 LOES "Organic Law of Higher Education" of the Republic of Ecuador, Constitution of the Republic and the Children's Code that upholds the importance and usefulness of the*

*English language as a right both for teachers and students of all educational institutions. The execution of this research is based on the Constitution and the Organic Law of Intercultural Bilingual Education:*

***Article 27** of the Constitution of the Republic establishes that education must be centered on the human being and will guarantee its holistic development, in the framework of respect for human rights, a sustainable environment and democracy; It will be participatory, mandatory, intercultural, democratic, inclusive and diverse, of quality and warmth; will promote gender equality, justice, solidarity and peace; It will stimulate the critical sense, art and physical culture, individual and community initiative, and the development of skills and capacities to create and work. Literal b. Develop the linguistic, reading, oral and written skills of the Spanish language and understand a foreign language.*

***Art. 111**, of the Organic Law of Intercultural Bilingual Education - Bilingual Educational Institutions states that "public, missionary and private educational institutions may include the qualifier" bilingual "as long as they include at least forty percent (40 %) of their workload in the foreign language". The teachers who teach the subjects in the foreign language of these institutions must prove a command of the respective language. For this, they must present the results of an international standardized test that certifies that they maintain at least a B2 level in accordance with the Common European Framework of Reference for Languages 30 Literal i) "Provide support and pedagogical monitoring to*

*students, to improve difficulties in learning and in the development of competences, abilities and skills”.*

***Article 25** expresses that the “English language is one of the most widely used worldwide, therefore its teaching and learning must be developed in the national education system, since it constitutes a fundamental tool for the training and development of skills, abilities. and skills to study, create and work for individual and social benefit”. Code of Childhood and Adolescence Literal 4 "Ensure that children and adolescents have adequate teachers, teaching materials, laboratories, facilities and resources and enjoy a favorable environment for learning" The execution of this research is based on the Constitution and the Organic Law of Higher Education:*

***Art. 13.- Functions of the Higher Education System.** - The functions of the Higher Education System are: k) Promote associative mechanisms with other institutions of higher education, as well as with academic units from other countries, for study, analysis, research and proposing solutions to national, regional, continental and world problems.*

***Art. 72.- Guarantee of university access for Ecuadorians abroad.** - Universities and polytechnic schools will guarantee access to higher education for Ecuadorians residing abroad through the promotion of academic programs. The Higher Education Council will dictate the standards in which quality and excellence are guaranteed.*

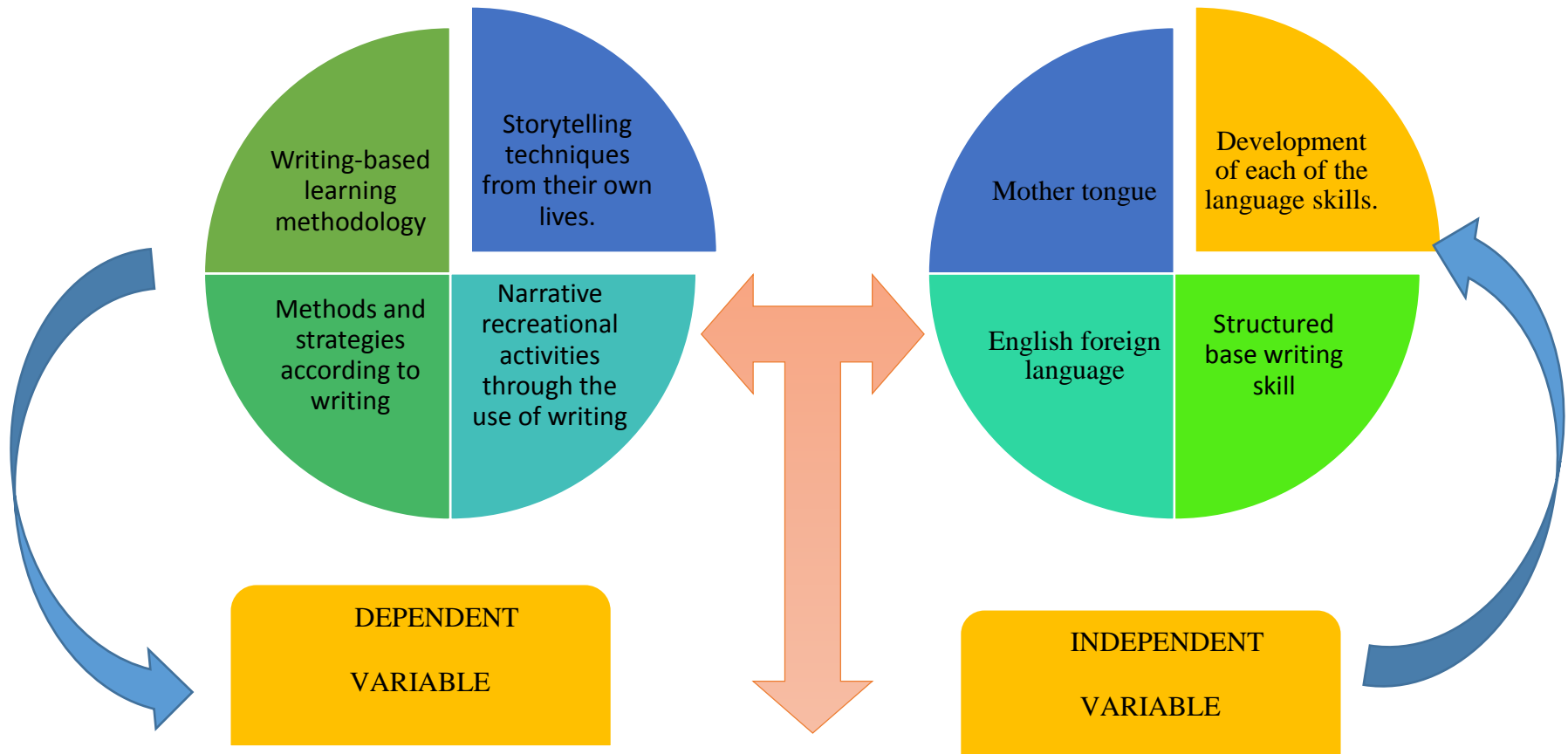
***Art. 28.- Intercultural and bilingual zonal level.** - The intercultural and bilingual zonal level, through the zonal coordination of metropolitan educational districts and the*

*educational district of the Galapagos special regime, defines the planning and coordinates the actions of the educational districts, and controls all educational services. of the zone in accordance with the policies defined by the central level.*

**Art. 29.- Intercultural and bilingual district level.-** *The intercultural and bilingual district level, through the intercultural and bilingual district directorates of education defined by the National Education Authority, attends to cultural and linguistic particularities in accordance with the national plan of education; ensures the necessary coverage in its intercultural and bilingual district in relation to cultural and linguistic diversity to achieve the universalization of initial, basic and high school education; and guarantees the management of projects, procedures and attention to the public. In addition, it intervenes on the control of the proper use of operation and maintenance resources, and the coordination, monitoring and educational advice of the establishments of the territory, guarantees that each intercultural and bilingual educational circuit covers the educational demand.*

## FUNDAMENTAL CATEGORIES

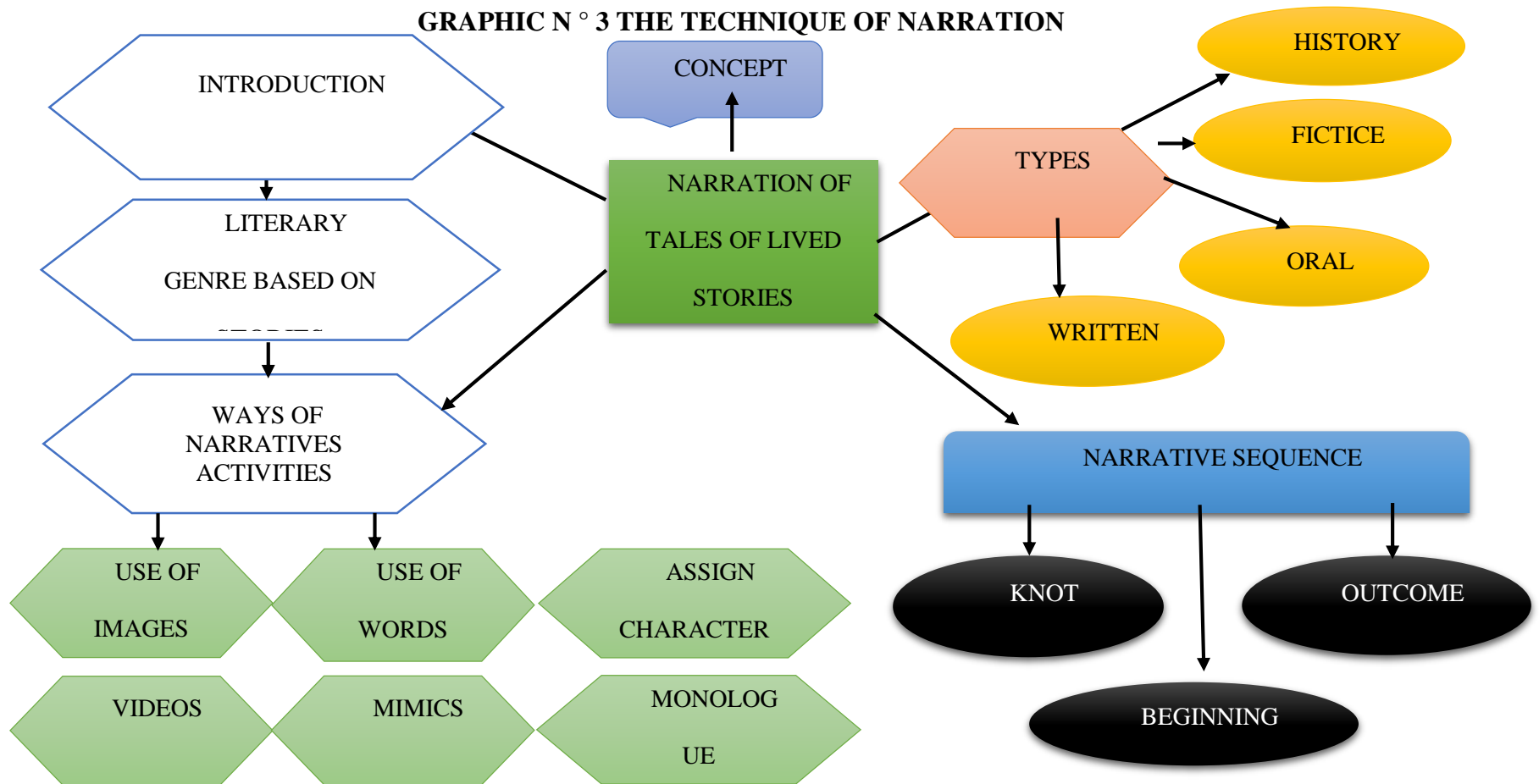
### GRAPHIC N° 2 CATEGORY NETWORK OF EACH OF THE VARIABLES



Source: CATEGORY NETWORK

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**DEPENDENT VARIABLE THEORETICAL FOUNDATION**  
**GRAPHIC N ° 3 THE TECHNIQUE OF NARRATION**



**Source:** CATEGORY NETWORK

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## **THEORETICAL FOUNDATION VARIABLE DEPENDENT "METHODOLOGY OF TEACHING"**

Concept The methodology is the set of methods which are used to reach a stated objective. In education, the methodology is the one that encompasses the techniques, methods and strategies that help the teacher to optimize the learning process in their students.

The Methodology in Education In the teaching-learning process, order is an important factor since the systematized steps are those that help to achieve the objective of each class. At the time of learning, it is essential that there is a pleasant atmosphere for the students, and this implies that the class time is organized, that the study place is provided with all the materials so that the students can make use of them and this way to concentrate better; Likewise, the methodology in the study involves the techniques and strategies that are used in the teaching process in order to facilitate the understanding of a topic, taking notes and having a good reading habit can greatly influence to reach the goal. **(R, 2018, pág. 18) and (BARRIGA, 2009)**

The Methodology in the Field of the English Language Learning a foreign language is something very fun and useful as long as the teacher uses the appropriate methodology and according to the type of student they have, since otherwise learning it will be it will turn into a difficult process. In the case of the English language, several teaching methodologies have been tested over the years, however, today the teaching of this language is focused on the communicative aspect; students must be able to use the language and interact; It is for

this reason that teachers must be aware of the new requirements of education and acquire a deeper knowledge about the new methodologies and more didactic and interactive techniques which are very useful in the teaching-learning process of the English language, since Apart from motivating and actively involving the student, they facilitate the achievement of knowledge.(Fuesntes, 2017)

## **METHODS AND STRATEGIES METHODS**

Concept The method is defined as the series of steps or processes that follow a certain order and that pursue a specific purpose; the method within education seeks to achieve significant learning in students this also helps to achieve the objectives set during development and at the end of the class. In the teaching of the English language, several methods, the most relevant are detailed below.

### **Strategies to improve writing**

*Pay special attention in all areas to the objectives of linguistic expression, spelling, expression, logical order of logical reasoning (reflection, resolution, etc.) and to the habits of work and of carrying out and presenting tasks.*

*Maintain permanent contact with the student and their written productions. Avoid unsupervised initial practice*

*Provide immediate correction of errors. Involve the student in the analysis of their mistakes. Work daily on the frequently used words in which the most mistakes are usually made.*

*Avoid little valuable activities such as repeatedly copying the same words or phrases. You do not need to copy the faults more than two or three times. If we make him copy more times what we can achieve is the opposite effect that is to say that his attention is reduced, and he makes the same mistake again.*

*Observe the execution process: where are the deficits. Sit down with the child and ask him what he is going to write and give him guidelines for the composition: now read it and see if you understand it, fine, but all that make it very clear, then what you want to say is.*

*Consider other professionals on the educational team: provide data and observations.*

*Encourage a positive attitude regarding the correct formation of letters, underlining the importance that writing is to communicate, hence the importance of achieving a legible letter.*

*Have been used which in one way or another have contributed to students acquiring the language, some more effective than others must also go hand in hand with active techniques such as life history through of storytelling to make the educational process complemented.(Dijk, 2018, págs. 40,41) and (TROCONNES, 2018)“The Method, this teaching method allowed students and teachers to be more in contact with the language*

*since the language is more used within class hours and connecting the meanings of words with objects and this was demonstrated with actions or images”*



The Natural Method, this method is based on the natural acquisition of language and tries to make the student acquire the foreign language naturally, just as he did with Spanish; it is about paying less attention to grammar since the student is required to acquire knowledge intrinsically.



Audio-Lingual Method, the bases of this method are based on the repetition of phrases and the imitation of sounds.



Total Physical Response Method, kinesthetic learning is the basis of this method since the teacher uses commands and the repetition of actions, thus integrating movement and language so that students acquire the same orally.



Suggestopedia, within this method colors, images and music are used, here the most important thing is that students are productive within the teaching process.

## **STRATEGIES**

Concept Strategies are the set of planned actions which are used within the educational context in order to achieve an objective. The strategies and the English language, in order to develop the cognitive skills of an individual, teachers must raise their level of knowledge about the educational strategies that can be used, in order to help students, increase their intellectual level. Using the appropriate strategies within the field of the English language, a significant learning of the same can be developed; meaningful learning is one of the

mechanisms that humans use naturally in order to acquire and store information and ideas which can have different representations. (AUSBEL, 2018)

This type of learning (meaningful learning) is substantial for teaching because it helps the student to increase their level of information and to interweave it, this means to unite the knowledge already acquired with the new information; thus, an individual can manage to handle certain information. In education there are tools that help improve the teaching system; strategies are guides that help in the application of activities, while techniques are in some way the materials and elements that are used in the application of activities; In other words, all the aforementioned tools must be connected to each other in this way the teaching-learning process is facilitated and it is possible to achieve the proposed goals and objectives.(AUSBEL, 2018, pág. 40)

## **STORY NARRATIVE TECHNIQUE**

**Introduction** Within literature we find several genres and one of them is narration. Narration is a literary genre that motivates writing a lot, especially due to the types of stories that can be found within it; It is also worth highlighting the axiological approach that the narrative provides to the reader, since through this type of reading people are nourished by values which are transcendental in society. Through the narration the reader can learn about other cultures, peoples and customs and the beauty of the planet is highlighted with fantastic descriptions. **Definition** Narration is the literary genre characterized by telling imaginary or fictitious stories based on the real world, thus creating a relationship between experience and imagination, which adds a special value to reading in

the axiological formation of the person. The person who makes the story known is the narrator who creates through language an invented world made up of characters, events, places, and times. According to(VARELA, pág. 40). The storytelling technique is to tell and briefly represent a fantastic or real event which is intended to transmit messages and entertain the reader and listener within the teaching-learning process. At the same time, the author emphasizes that these stories are short but that they have the ability to leave teachings and messages for readers. In the literary sense, the narrative constitutes one of the main procedures used in narrative works such as the novel, the short story, the legend, etc. However, the author uses other procedures within the narration:

*The description to give more vividness to the narrative.*

*The dialogue to make the characters speak. - The exhibition to present an idea or give some information.*

*The monologue to present the thoughts and reflections of a character who talks to himself, in the first person.*

## **NARRATIVE SEQUENCE**

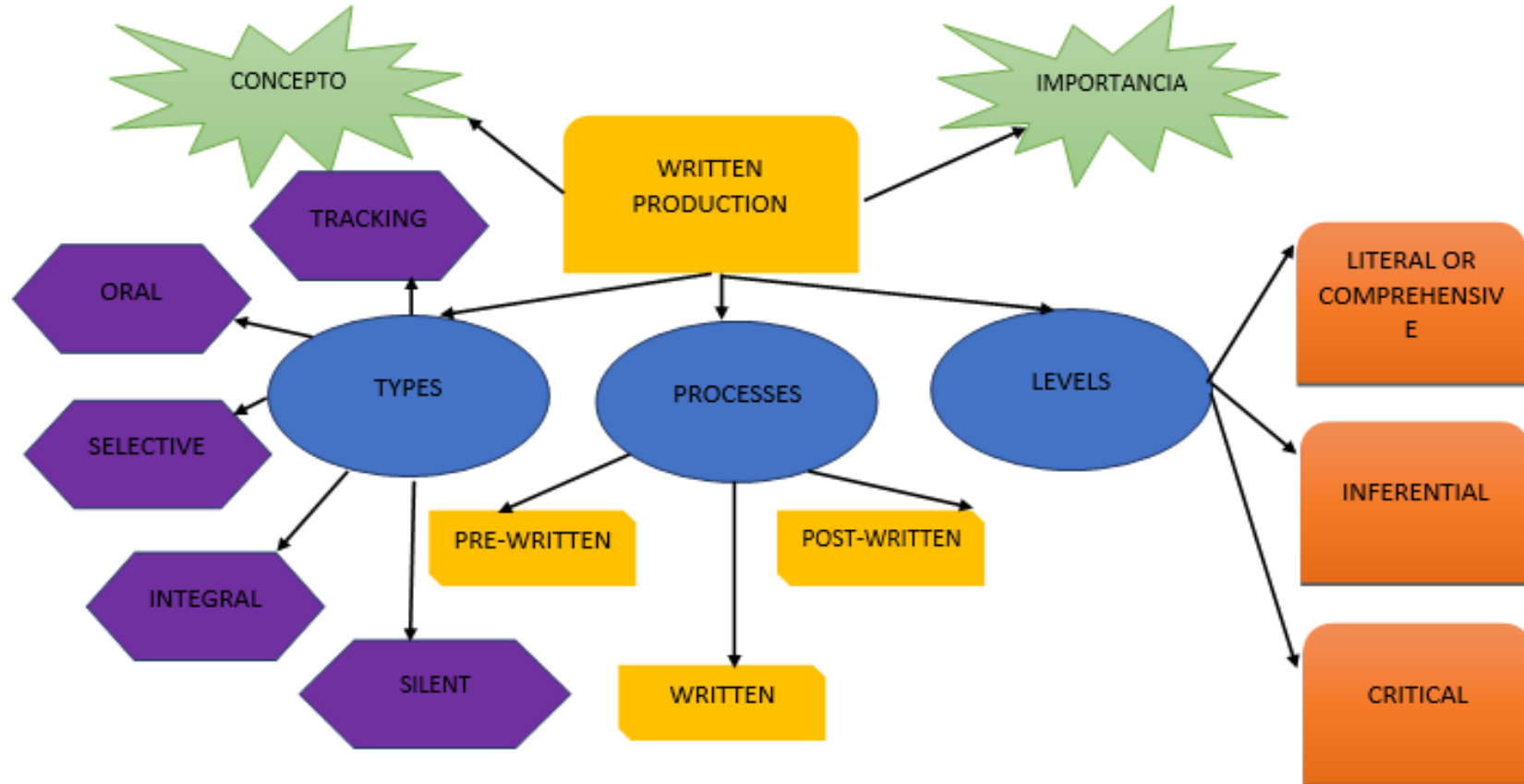
Narration is an ancient literary composition, and today it is becoming a very important didactic tool within the teaching-learning process because it has several study possibilities. It has an introduction in which the story begins, it has a development in which we also find a conflict or knot, finally there is the denouement or end of the story. The narration is designed so that readers or listeners can fully enjoy it without interruption. Introduction

(Presentation): The introduction is at the beginning, in this part it must be explained who the protagonist is, where the action happens, what is the place of the events, what is happening and why the events occurred. In the introduction are the bases to know what is going to happen within the development and the conflict (knot).**(Fuentes, 2017)**

Development, conflict, or knot: facts and events that occur specifically to the main character are presented, the problems that he faces and also the way he solves them; It could be said that in this part is the climax of the narrative since there are conflicts and special events that capture the interest and emotions within the reader or listener.

Denouement or end: In this part the conflicts generated within the development of the story are resolved, the narration comes to an end, which can be happy or sad. Within the narrations we can find two types of ending; the closed ending, in which the author is specific and ends it directly and concretely so that the story cannot have a continuation. The open ending, in which the author allows the story of the text to continue but without taking away the meaning of the narrative. From this type of ending, several activities are derived that can be used within the teaching-learning process since it is possible for students to use the information obtained from the story to create new stories and new continuations for a story, thus awakening interest in the reading and students' creativity and imagination.**(Hasan, 2015, pág. 48)**

**INDEPENDENT VARIABLE THEORETICAL FOUNDATION  
GRAPHIC N ° 4 THE ENGLISH LANGUAGE WRITTEN COMPETENCE**



**Source:** CATEGORY NETWORK

**Produced for:** Cruz Martillo Gabriel Enrique



## INDEPENDENT VARIABLE THEORETICAL FOUNDATION

Language Concept Language is the group of verbals, non-verbal and written signs which are used and shared within a linguistic community to transmit messages; This is a code that every member of a linguistic community knows, so that it can handle it competently, be it simple or complex. According to **(Chomsky, 2018, pág. 18)**. All human beings are endowed with a shared biological element called "Universal Grammar" which endows us with an innate ability to learn a code (language). Communication is something that human beings learn out of necessity since they are just a baby, which through their physical and cognitive development is perfected until they are competent in the management of the four essential skills within a language (listening, reading, write and speak). Therefore, the human being must be in contact with his language very early so that he can produce and understand it in a clear and lucid way.**(Fuentes, 2017)**

English Foreign Language Concept English is a linguistically rich West Germanic language because of the great influence of its origins. His words come from Anglo-Saxon, Latin, Old Norse, French, Greek, and Spanish. Over the course of time, the English language has developed to become one of the most widely spoken languages in the world. That is the importance of knowing how to handle it. The English Language and Globalization In today's society, learning to speak the English language plays a very important role in any field since it provides many opportunities for students. Globalization has made the command of the English language indispensable because there has also been a technological revolution, scientific advances. One of the biggest effects caused by

globalization is the migration of various people and especially students to countries where English is spoken, and this has forced society itself to learn the language in order to operate successfully, making This is a much-needed communication tool. **(Graddol, 2019, pág. 40)**

*Importance of the English Language According to the LOEI of Ecuador: Article 25 states that the “English language is one of the most widely used worldwide, therefore its teaching and learning must be developed in the national education system, since it constitutes a tool fundamental for the formation and development of skills, capacities and competences to study, create and work for individual and social benefit”. (LOEI, 2017)*

Being a lingua franca, English makes people who have different mother tongues communicate with each other, that is, English serves as an essential tool in communication not only in the countries where it is spoken but also in the entire world. One of the most outstanding characteristics of English as a lingua franca is that it can be used in various contexts such as business, studies, work, tourism; And it is for this reason that today several English language teaching programs are being carried out so that students can be able to communicate in a foreign language, but in Ecuador there is still a need to develop more strategies of learning in order for students to achieve mastery of the language. **(Gallardo, 2012, pág. 48)**

Receptive Skills The productive skills within the development of language are listening and writing, these types of skills help the human being to receive and understand information and store it in his intellect in order to develop them and later be able to produce

knowledge. (Spratt, 2018, pág. 42) He estimates that receptive skills are passive since they need all possible concentration and attention, this involves responding to the text rather than producing it. Importance of receptive skills. The objective of receptive skills is to collect information and understand it and then be able to produce it correctly. Listening and reading skills involve retaining information or messages, whether they are spoken or written; In other words, we need a third party to issue the message, this can be a person, videos, audios, books, magazines, newspapers, among others. In this way, the human being receives information at every moment, the information obviously depends on the context in which the individual operates.(AUSBEL, 2018)

These types of strategies are very important within the acquisition of language because they are the basis, that is, with these strategies a person acquires and forms their knowledge which will serve as support for productive skills. Listening is an ability to capture, interpret and understand the message that the issuer produces verbally. Interpretation plays a very important role in this skill as we can give meaning to the things we hear with the help of prior knowledge. What is reading? Reading is one of the four language skills. This is a receptive skill, which involves responding to a text and finding the meaning of it. From the beginning of the human being within the world of education, writing is a unique and important activity in human consciousness; *“Apart from instructing us this activity makes our imagination go very far, allowing us to know fantastic places and very peculiar characters through the descriptions and the language that the author uses in the narratives.* (Atilano, 2018, pág. 65) He thinks that writing activity makes good books leave us

*teachings and traces which can be used in daily life and in this way improve our lives. To understand a text, you have to understand the language in a general and specific way, it is also important to specify the text with the knowledge obtained and relate it to the real world”*

Sub-skills of *writing in* the English language

**1. Global comprehension** When writing a text, it is essential to go from the "whole" to the "parts", and not the other way around. Global Comprehension of a text requires writing through the text at high speed in order to identify and pick up the main idea or ideas in the text.

**2. Understanding** the Text Plan A good reader reads a text usually more than once in order to understand it properly. The first writing is done at high speed, with the intention of making a "general study" of the text. The reader then returns to the text as many times as necessary in order to fill in the details.

Efficient readers are able to form a "plan" of the text that is being read, which helps them regain the meaning of it. In general, there is a central idea or "theme" in the text, which is more prominent. There may be other ideas as well, but they are usually introduced in order to provide support for the main idea.

**3. Make predictions** the skilled reader, after writing a couple of sentences, paragraphs or pages, is able to form a fairly accurate picture of what the author is trying to say, and is able to "jump" and "jump" to through the text, omitting quite substantial portions of it

without losing important information. Making reliable predictions about what is likely to be found in the text is an important writing sub-skill.

**4. Local understanding** After writing the text quickly to form an overall impression, one should focus on the details of the information provided by the writer, which is usually found in different parts of the text. A reader begins by collecting the "facts" presented by the author in the text; this refers to the ability to absorb and retrieve the factual information contained in the text. Inferential comprehension refers to the reader's ability to "writing between the lines." The reader has to understand not only what the writer has said, but also what he / she might have said but has chosen to leave unsaid. This is done on the basis of clues provided in the text, as well as the reader's own prior knowledge.

**5. Guess the meaning** of unfamiliar words Good readers deal with unfamiliar words in a text; it is about predicting meaning through context. It is not possible to look up the meanings of all unknown words in the dictionary as the flow of reading is interrupted.

6. Skimming 'Skimming' a text means going through it quickly to get a general idea of the content. We are not interested in the details or any specific information. Scanning 'on the other hand, involves searching the text for the specific piece of information in which the reader is interested.

**7. Understanding** Discursive Markers Discursive markers are signals provided by the writer. These are used in a text to indicate the sequence of ideas and to indicate the point of

view of the writer. These signs are useful because they indicate to the reader the relationship between two parts of the text.

**8. Understanding** the organization of a text Each text contains a series of different ideas, which are presented in different parts; this refers to how the text is structured. Once the reader has understood how a text is organized, they are in a better position to obtain its meaning.

**9. Note-taking** is a writing sub-skill that is very useful for study purposes. It involves understanding the organization of the text and being able to identify main points and supporting details, in outline or skeleton form.

Development of writing Competence Concept According to **(Lorenzana, 2018)** writing competence is the ability of human beings to construct, analyze and interpret globally and specify the message through a text. The reflection of the text is also important since in this way the individual will be able to emit their own criteria from what is analyzed. Importance According to **(BARRIGA, 2009)** from childhood it is very important to receive stimuli that help to develop the intellect of individuals, it is for this reason that teachers have made use of didactic tools in order to train and develop the cognitive capacities of the human being. According to **(Freire Murillo, 2016, pág. 62)** Later, when the individual is exposed to the educational environment, important skills such writing develop, which will be the basis for the information to be processed in the brain. **(Freire Murillo, 2016, pág. 134)**

Storytelling is very helpful when a person wants to enter the world of writing because they develop imagination, creativity and writing skills. The writing process is one of the most important in the learning of a human being since through this we acquire important information and we also learn to express opinions and thoughts about a written text. Following a writing process facilitates the understanding of a text, pre-writing, writing and post-writing activities are needed to obtain clear information about what has been read and this makes the student analyze what has been read step by step arriving in this way to understanding the text. In itself, writing comprehension is about understanding and interpreting the content of a text, this is important not only within the educational and professional field but also in the social field because when a person is able to understand a text, he is also capable to understand messages in different contexts, to later issue a criterion. **(Chomsky, 2018)**

Benefits of writing Competence in English Language Learning In every area of human life, writing is very important since it is an exercise that helps a lot to keep the mind awake and attentive to obtain more information. The benefits of achieving reading competence in the field of the English language are evident when a person is able to understand a text in a global and specific way, issuing a well-supported criterion based on what has been read. **(Munby J, 2018, pág. 45)** in his book "Teaching Writing Skills" assures that upon reaching reading competence the concentration of our mind is stronger and this makes a person who is learning a foreign language able to understand new vocabulary and new expressions that will be very helpful when expressing yourself. It also improves human

relations since writing comprehension allows the exchange of information to be more effective by making people make supported judgments. Likewise, the same author (**Spratt, 2018**)testifies that the health of the human brain benefits through reading because reading slows memory loss and helps prevent dementia. During the reading process, the brain remains active, this makes the student acquire foreign language information and use it to relate it to their personal experiences, this is very effective in learning English since most students learn better by means of personal experience.

**Literal or Comprehensive writing Levels** This writing level refers to the literal sense of the text, the information is extracted as it is in the original text. This level is in turn divided into two subtypes which are basic literal level and advanced literal level, in the first the information is reproduced in an explicit way and in the second a deeper writing is made, and the paraphrasing of the text is used a lot. **Inferential level** This level is a bit complicated and requires a lot of concentration because in this part conclusions are drawn, and information is created by referring to own experiences and prior knowledge of things. **Critical Level** The critical level is complex for the reader; he must process the information in an abstract way and have understood the text in the two previous levels. In this part, the person must be able to make concrete and well-elaborated judgments about the text. **Writing Process.** The writing process is very important within the educational environment, with this process an individual acquires information and trains their cognitive abilities. Writing demands a systematized process so that the reader can reach an understanding of the text and then can issue some criteria about it. (**Cabero, 2016**) and (**Dijk, 2018, pág. 48**)



Pre-writing in this step, the student is made to gain interest in writing by introducing the subject through the use of questions and images which also make the student relate the subject of writing to their previous knowledge. This stage also motivates the student to want to read the text. Writing This stage of the reading process is important since the individual acquires new knowledge and it is here where perception and attention intervene, which helps the reader understand the text better. **(Chomsky, 2018, pág. 56)**

Post-writing The pos-writing stage is the one that allows to know to what extent the reader came to understand the text, this stage is crucial because the reader organizes what he understood and in this way is also capable of issuing opinions and judgments about what I read. Organizing information is very helpful at this stage, concept maps and graphic organizers, diagrams. Types of Reading Tracking Reading This type of reading is a type of speed reading which helps to recognize key words which are very helpful to get a general idea about the text. Oral Reading This type of reading is used in order to convey the message and is done out loud. Comprehensive writing is the incorporation of the entire text, that is, when we read it completely. Silent writing For **(TROCONNES, 2018)** this type of reading is very helpful for the educational life of a person, it allows concentration and intimacy in the reader **(Hasan, 2015)**

## **POINTING OF VARIABLES**

### **SIGNALING OF VARIABLES**

OBSERVATION UNITS: Students of 8th year of Basic General Education "Hermano Francisco Garate" of the Guayaquil canton, Guayas province

DEPENDENT VARIABLE: "lived stories of the 8th year students" OCTAVO

INDEPENDENT VARIABLE: "lived narrative approaches to the English language in general basic education students.

## **CHAPTER III**

### **METHODOLOGY**

The methodology used in this scientific research is based on real events registered by the participants. This research contains a qualitative approach, and is also based on a descriptive methodology, since it is intended to observe the academic behavior of each of the students of the 8th year of general basic education of the Educational Unit "Hermano Francisco Gárate" located in the province of Guayas, Guayaquil canton, through this methodological strategy the researcher pretends to analyze the advantages and disadvantages that each of the students related with the written ability, and to know their level of significant learning looking for a solution to their problems.

### **INVESTIGATION APPROACH**

This research study was developed as a qualitative research and descriptive humanist approach, because it was investigated about the narrative discourse of the children of basic general education of Educational Unit "Hermano Francisco Gárate" in order to know the

characteristics that they possess at their age in the writing ability. According to, (**Sampieri, 2015, pág. 19**) the qualitative approach “can be defined as a set of interpretive practices that make the world visible, transform it and turn it into a series of representations in the form of observations, annotations, recordings and documents.” (**Sampieri, 2015**) In this order of ideas and taking into account the representations that identify this approach, it is concluded that since it is an investigation that works on the processes of children's oral discourse it is humanistic and at the same time descriptive since it observes the linguistic development from narrations made by transitional students.

This research project carried out at Educational Unit "Hermano Francisco Gárate" was the result of a field and bibliographic study. The work is considered a field study because it involved (students, teachers and authorities), which are very important for the collection of information about the use of stories lived through the narration and linguistic approaches.

The project is also considered bibliographic for the various theoretical and bibliographic sources that were consulted, such as books, academic articles, and previous research that are consistent with the author's theme.

### **TYPE OF INVESTIGATION**

This is a descriptive and explanatory research. Descriptive level because after a direct observation of the problem, it was also possible to identify the behavior and behavior of teachers and students. The survey has also been very helpful since it was possible to

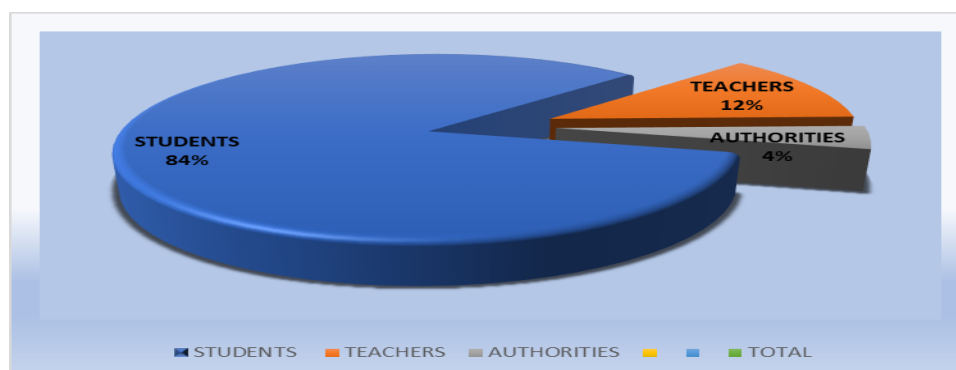
classify the information within each of the variables in relation to the development of writing skills in the English language.

This research project is also explanatory obtaining results, through the surveys the root of the problem and the possible solutions that can be given will be demonstrated and explained.

## **POPULATION AND SAMPLE**

The population that was taken into account were 75 enrolled students in the English subject, of the "Hermano Francisco Gárate" High school, taking the population of the eighth courses, also working with the teachers who give these English courses directly. The courses are divided into the following way, seventh "A" with a total of 24 students, seventh "B" with a total of 25 students, and finally the parallel "C" with a total of 26 participants, which gives a total of 75 students enrolled in the level of English, at this Educational Institution located in Guayaquil.

## **GRAPHIC N°5 POPULATION AND SHOWS**



**Source:** Population "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique

## **INSTRUMENTS AND INFORMATION**

For this scientific research, two surveys were carried out; The first was divided as follows for authorities and teachers of English, and the other for students of 8th year of basic general education of the Educational Unit "Hermano Francisco Gárate" and finally a general interview was carried out for both English teachers and students, in order to know the advantages and disadvantages of the research project.

With the end of knowing in greater depth the problem that arose in the Educational Unit "Hermano Francisco Gárate" of the students of the 8th year of basic general education.

Diagnostic test. A diagnostic test is understood as the one whose purpose is to determine what are the strengths and weaknesses of the student who is presented to it, what he can or cannot do with the language, and to what extent he develops in the different skills.

**(CERVANTES, 2018)**

Surveys According to **(Stanton, 2018)**, **(Etzel)**, and **(Walker)**, a survey consists of gathering data by interviewing people.

For **(Sandhusen)**, surveys systematically obtain information from respondents through questions, whether in person, by phone, or by mail.

According to **(Malhotra)**, surveys are interviews with a large number of people using a pre-designed questionnaire.

According to the mentioned author, the survey method includes a structured questionnaire that is given to respondents and that is designed to obtain specific information.

For **(Trespalcios)**, **(Vázquez)** and **(Bello)**, the surveys are descriptive research instruments that need to identify a priori the questions to be asked, the people selected in a representative sample of the population, specify the answers and determine the method used to collect the information that is left. getting.

Through the survey and at the same time interviewing **Ms. MSc. Graciela Romero García** RECTOR OF THE FISCAL EDUCATIONAL UNIT, indicated advantages and disadvantages about the general learning of each of the students, but specifically of the students surveyed.

### **Advantages**

- ✓ There are students who like to speak more in English, which is equivalent to 25% of the respondents, since they are in private courses where the skill is broader in every way.
- ✓ English teachers implement modern methodologies for learning to write to students, which allows 35% of respondents to investigate independently.
- ✓ They have parents who help their children at home to improve their written production in English.

✓ Finally, there are students who enjoy the use of English language and this is reflected when there are oral presentations or workshops in English within the educational campus.

### **Disadvantages**

✓ Most of the students, especially in the 8th year of basic general education, do not like to write in English, because there are English teachers, who are based on the skills established by the Ministry of Education.

✓ They do not like to work independently, that is, to practice at home and continue to improve their writing in the English language.

✓ The Educational Unit does not have a personality library, in this case a creative room in the English language so that students are passionate about knowing how to write or write in English.

✓ Finally, the Ecuadorian Ministry of Education has allowed to reduce homework, which allows the teacher to send homework according to the standardized system.

✓ The interview is a very useful technique in qualitative research to collect data; It is defined as a conversation that proposes a specific purpose other than the simple act of talking.

It is a technical instrument that takes the form of a colloquial dialogue. Canales defines it as "the interpersonal communication established between the researcher and the study subject, in order to obtain verbal answers to the questions posed about the proposed problem."

Heinemann proposes to complement it, the use of other types of stimuli, for example visual, to obtain useful information to solve the central question of the research. It is argued that the interview is more effective than the questionnaire because it obtains more complete and in-depth information, it also presents the possibility of clarifying doubts during the process, ensuring more useful answers. The interview is very advantageous, mainly in descriptive studies and in the exploration phases, as well as to design data collection instruments (the interview in qualitative research, regardless of the model that is decided to use, is characterized by the following elements: it has The purpose of obtaining information in relation to a specific topic is to ensure that the information collected is as accurate as possible, it is intended to achieve the meanings that the informants attribute to the topics in question, the interviewer must maintain an active attitude during the development of the interview, in which the interpretation is continuous in order to obtain a deep understanding of the interviewee's speech). The interview is often complemented by other techniques according to the specific nature of the investigation.(CERVANTES, 2018)and (Sandhusen)

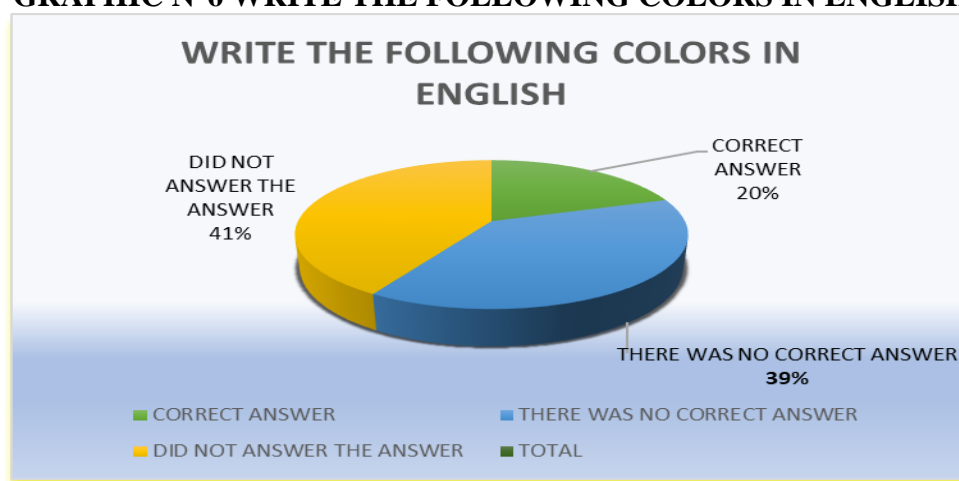


## ANALYSIS AND INTERPRETATION OF THE RESULTS OF DIAGNOSTIC TESTS

**TABLE N°3 WRITE THE FOLLOWING COLORS IN ENGLISH**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
CORRECT ANSWER	15	20%
THERE WAS NO CORRECT ANSWER	29	39%
DID NOT ANSWER THE ANSWER	31	41%
TOTAL	75	100%

**GRAPHIC N°6 WRITE THE FOLLOWING COLORS IN ENGLISH**



**Source:** Data collected from diagnostic tests "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

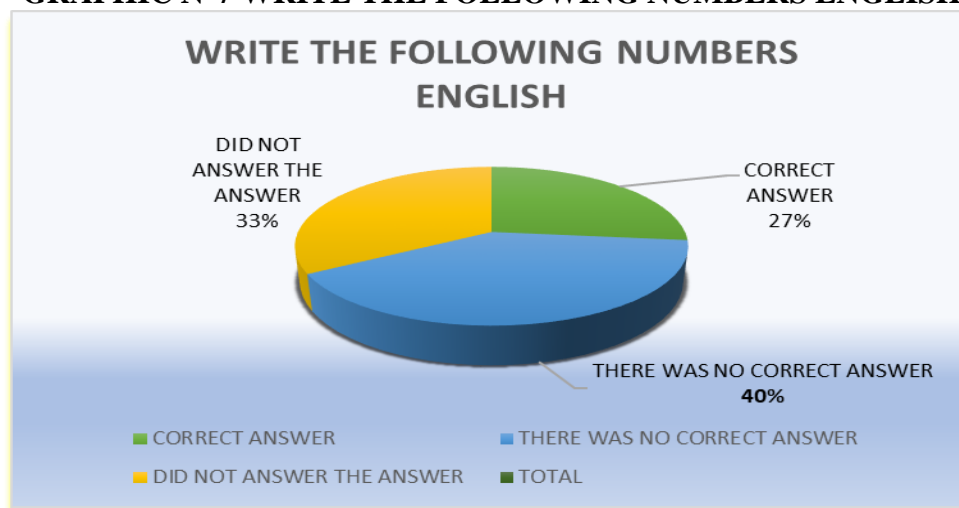
### ANALYSIS

As can be seen in the following statistical pie, information collected in the "Hermano Francisco Gárate" Educational Unit located in the Guayas province of the Guayaquil canton, to the 8th year students of basic general education, it was possible to identify that of the 75 evaluated indicated the following, 41% did not answer each of the items, 39% had no correct answer and finally 20% of them answered correctly.

**TABLE N°4 WRITE THE FOLLOWING NUMBERS ENGLISH**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
CORRECT ANSWER	20	27%
THERE WAS NO CORRECT ANSWER	30	40%
DID NOT ANSWER THE ANSWER	25	33%
TOTAL	75	100%

**GRAPHIC N°7 WRITE THE FOLLOWING NUMBERS ENGLISH**



**Source:** Data collected from diagnostic tests "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique

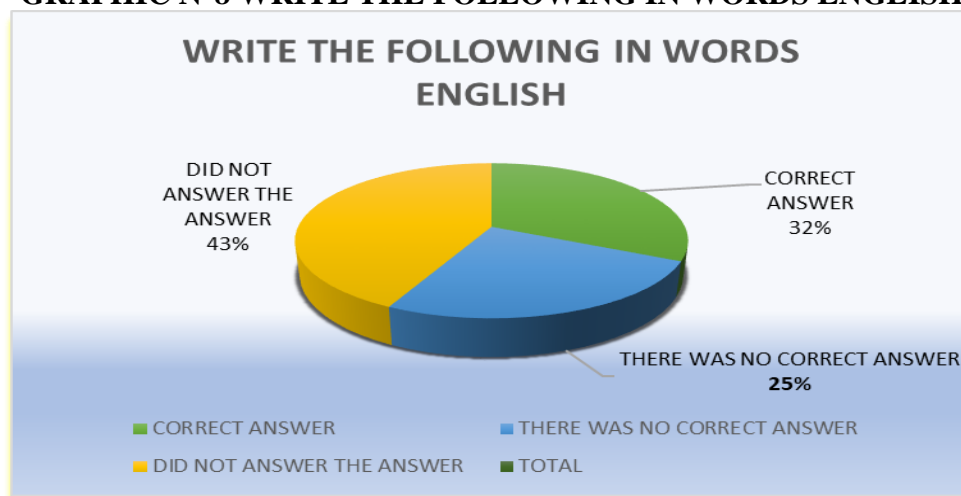
## **ANALYSIS**

Through the elaboration of the table and the statistical pie, taken in the Educational Unit "Hermano Francisco Gárate" to the students of 8th year of basic general education, it was possible to contrast that 40% did not answer each of the items of Correct way, 33% did not execute the answer, and finally 27% successfully executed each of the items placed by the classroom teacher.

**TABLE N°5 WRITE THE FOLLOWING IN WORDS ENGLISH**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
CORRECT ANSWER	24	32%
THERE WAS NO CORRECT ANSWER	19	25%
DID NOT ANSWER THE ANSWER	32	43%
TOTAL	75	100%

**GRAPHIC N°8 WRITE THE FOLLOWING IN WORDS ENGLISH**



**Source:** Data collected from diagnostic tests "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique

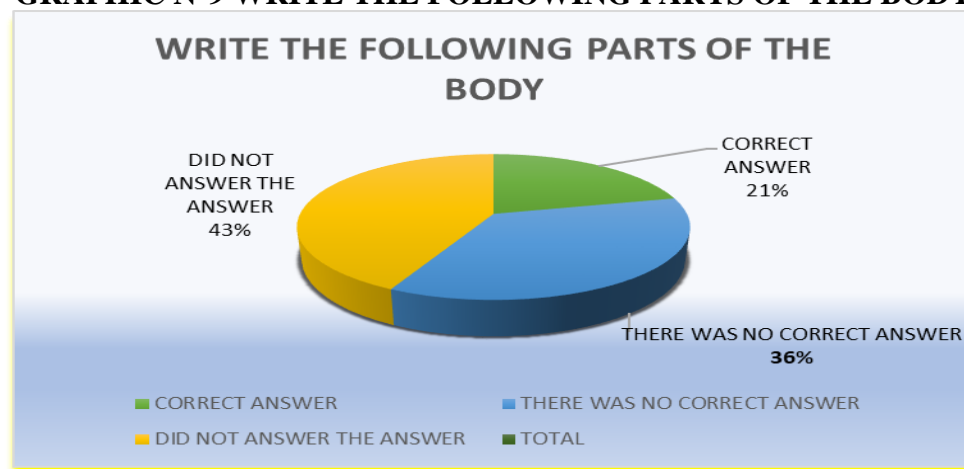
## ANALYSIS

As can be seen in the statistical pie, information collected from students in the 8th year of basic general education from the Educational Unit "Hermano Francisco Gárate" through the diagnostic test instrument, it was possible to identify that 43% did not answer the correct answer, 32% executed the correct answers and finally 25% did not have a correct answer.

**TABLE N°6 WRITE THE FOLLOWING PARTS OF THE BODY**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
CORRECT ANSWER	16	21%
THERE WAS NO CORRECT ANSWER	27	36%
DID NOT ANSWER THE ANSWER	32	43%
TOTAL	75	100%

**GRAPHIC N°9 WRITE THE FOLLOWING PARTS OF THE BODY**



**Source:** Data collected from diagnostic tests "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique

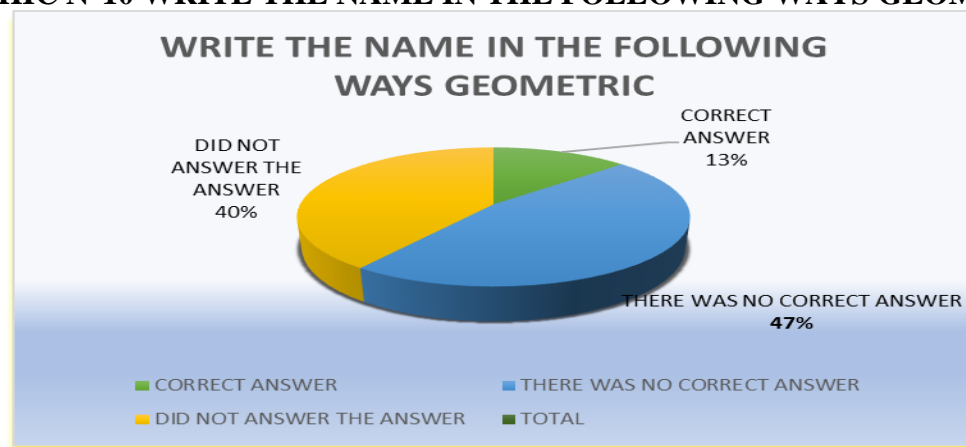
## ANALYSIS

By means of the statistical pie, and the educational instrument applied in the Educational Unit "Hermano Francisco Gárate" executed to the students of 8th year of basic general education, it was possible to identify that 43% did not answer the answer of the items of the tests of diagnosis, on the other hand, 36% did not respond according to the item, and finally 21% of the students evaluated, 16 of them executed the answer successfully.

**TABLE N°7 WRITE THE NAME IN THE FOLLOWING WAYS GEOMETRIC**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
CORRECT ANSWER	10	13%
THERE WAS NO CORRECT ANSWER	35	47%
DID NOT ANSWER THE ANSWER	30	40%
TOTAL	75	100%

**GRAPHIC N°10 WRITE THE NAME IN THE FOLLOWING WAYS GEOMETRIC**



**Source:** Data collected from diagnostic tests "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

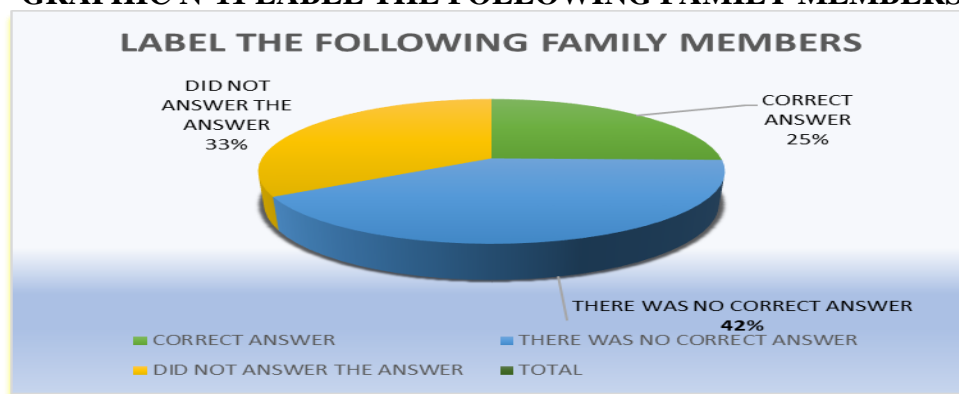
## ANALYSIS

As you can see the statistical pie, information collected in the Educational Unit "Hermano Francisco Gárate" from the 8th year students of basic general education, it was possible to identify that 47% did not give the correct answer because they did not identify the geometric bodies before explained, on the other hand, 40% did not answer the item established by the guide or teacher, finally 13% of the students were able to answer in a successful way because if English they put it into practice constantly.

**TABLE N°8 LABEL THE FOLLOWING FAMILY MEMBERS**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
CORRECT ANSWER	19	25%
THERE WAS NO CORRECT ANSWER	31	42%
DID NOT ANSWER THE ANSWER	25	33%
TOTAL	75	100%

**GRAPHIC N°11 LABEL THE FOLLOWING FAMILY MEMBERS**



**Source:** Data collected from diagnostic tests "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique

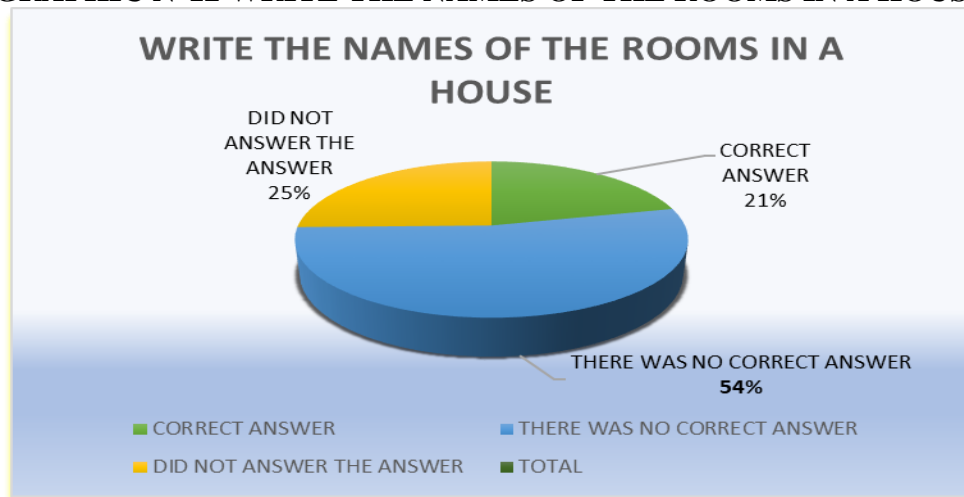
## ANALYSIS

As can be seen in the following statistical pie, elaborated in the Educational Unit "Hermano Francisco Gárate" to the students of 8th year of basic general education, it was possible to identify that 42% did not have a correct answer to identify each of the family members, while 33% did not answer the established items, because they do not know how to write in English, and finally 25% the members of a family answered correctly.

**TABLE N°9 WRITE THE NAMES OF THE ROOMS IN A HOUSE**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
CORRECT ANSWER	16	21%
THERE WAS NO CORRECT ANSWER	40	54%
DID NOT ANSWER THE ANSWER	19	25%
TOTAL	75	100%

**GRAPHIC N°12 WRITE THE NAMES OF THE ROOMS IN A HOUSE**



**Source:** Data collected from diagnostic tests "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Gabriel Enrique Cruz Martillo Gabriel Enrique

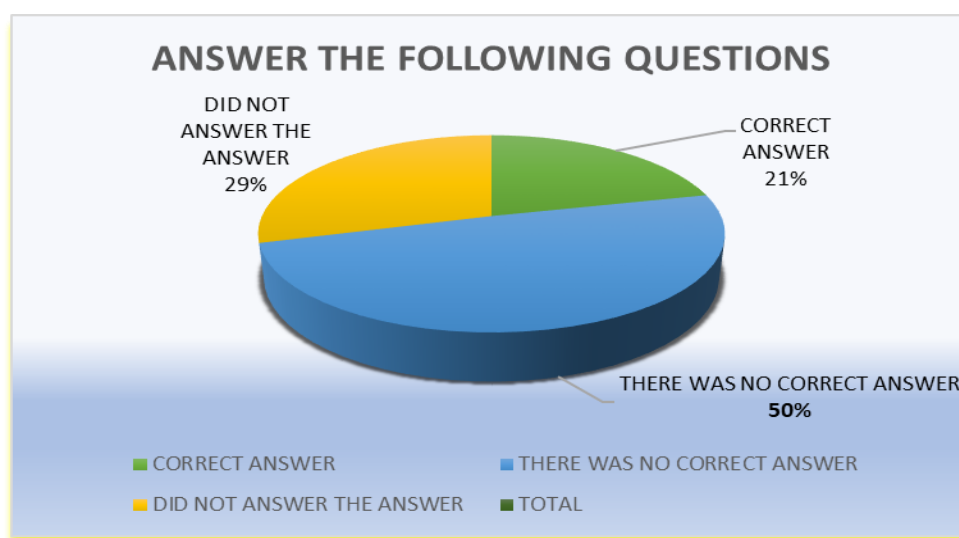
## **ANALYSIS**

Through the data collection of each of the students evaluated in the Educational Unit "Hermano Francisco Gárate", it can be seen that 54% did not have a correct answer because the class teacher has not taught them that skill, while 25% did not answer the answer, and finally 21% answered because they have studied independently.

**TABLE N°10 ANSWER THE FOLLOWING QUESTIONS**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
CORRECT ANSWER	16	21%
THERE WAS NO CORRECT ANSWER	37	50%
DID NOT ANSWER THE ANSWER	22	29%
TOTAL	75	100%

**GRAPHIC N°13 ANSWER THE FOLLOWING QUESTIONS**



**Source:** Data collected from diagnostic tests "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique.

## ANALYSIS

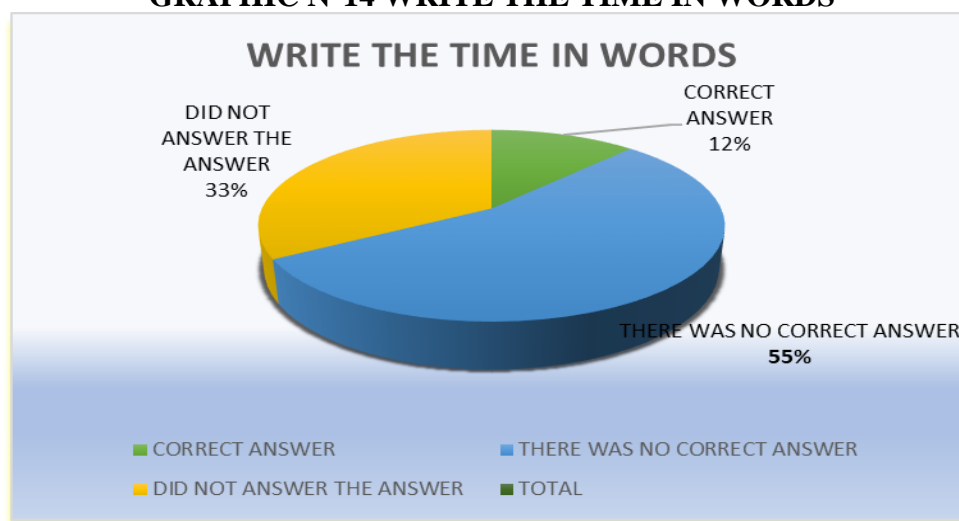
As can be seen in the statistical pie, taken in the Educational Unit "Hermano Francisco Gárate" to the 75 students of the 8th year of basic general education, it can be identified that 50% of those evaluated did not have a correct answer according to the item, while 25% did not answer the items, finally 21% executed the item successfully.



**TABLE N°11 WRITE THE TIME IN WORDS**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
CORRECT ANSWER	9	12%
THERE WAS NO CORRECT ANSWER	41	55%
DID NOT ANSWER THE ANSWER	25	33%
TOTAL	75	100%

**GRAPHIC N°14 WRITE THE TIME IN WORDS**



**Source:** Data collected from diagnostic tests "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique

## **ANALYSIS**

As you can see the statistical pie, taking the information in the Educational Unit "Hermano Francisco Gárate" it was possible to identify that 55% did not answer the item correctly, because their learning is very low, while 33% did not answer these Items, on the other hand, 12% answered spontaneously due to practice performed at home.

**THE MODEL OR DIAGNOSTIC TEST WILL BE ATTACHED IN CHAPTER IV AS  
EVIDENCE OR SUPPORT FOR THE RESEARCH CARRIED OUT IN THE  
EDUCATIONAL UNIT.**

**SURVEY MODEL**

LIFE STORIES AND NARRATIVE APPROACHES FOR STUDENTS OF BASIC GENERAL  
EDUCATION  
UNIVERSITY OF GUAYAQUIL

**OBJECTIVE**

To know the perception of the students about the writing ability using the life stories or short stories

Sample: 75 students

Course: 8th course

**TABLE N°12 SURVEY MODEL**

N°	Question			
1	What is the thing that you best like to do in Class?			
	Read	Write	Listen	Explain an exercise
				None of them
2	What is the activity that you do not like to do in class?			
	Read	Write	Listen	Explain an exercise
				None of them
3	Is it easy to understand the English teachers?			
	Always	Usually	Sometimes	Rarely
				Never
4	How much do you like to write?			
	Always	Usually	Sometimes	Rarely
				Never
5	How do you manage the writing in the English class?			
	Excellent	Very Good	Good	unsatisfactory
				Wrong
6	Do you have any difficulty to write paragraphs in English?			
	Always	Usually	Sometimes	Rarely
				Never
7	Do you apply any strategy to write in English?			
	Always	Usually	Sometimes	Rarely
				Never
8	Do you write short stories in the English class?			
	Always	Usually	Sometimes	Rarely
				Never
9	Is it easy or difficult for you to write a short story or a life story?			
	Totally Easy	Easy	normal	difficult
				Totally difficult
10	Would you like to have a set of guided exercises to improve your writing skill?			
	Yes		No	

In order to carry out each of the interviews in the Educational Unit "Hermano Francisco Gárate" located in the Guayas province of the Guayaquil canton, to the 75 students, the SurveyMonkey platform was used, with the aim of evaluating each of its different criteria, Due to the fact that both public and private educational establishments are not teaching face-to-face classes, due to the global problem of COVID-19, therefore I used this platform, attaching said model for evidence about the scientific research work.

Each one of the surveys or models for the brief interview with teachers and students as such goes in Chapter IV as an annex and evidence to support this work.

**LIFE STORIES AND NARRATIVE APPROACHES FOR STUDENTS OF BASIC  
GENERAL EDUCATION  
UNIVERSITY OF GUAYAQUIL**

**OBJECTIVE**

To know the perception of the students about the writing ability using the life stories or short stories, to identify the problem and implement the strategy of life story or short story.

**Sample:** 75 students

**Course:** 8th course

**TABLE N°13 RESEARCH PROJECT**

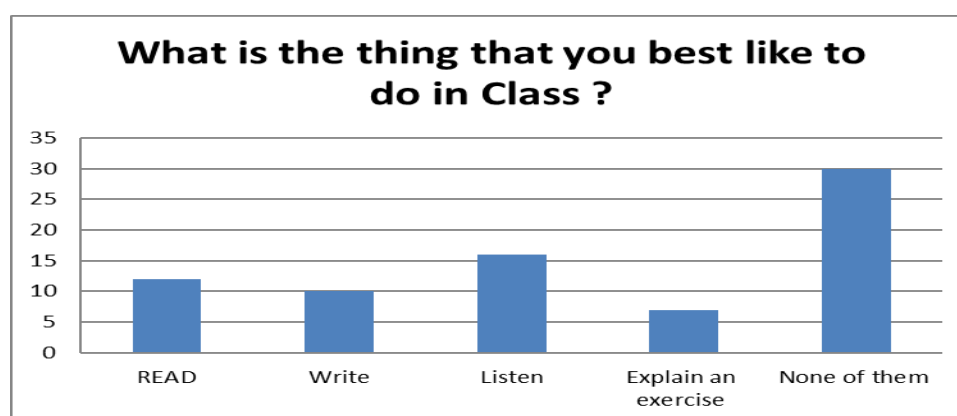
N°	Question			
1	How would you grade the understanding level of your students in general?			
Excellent	Very Good	Good	Unsatisfactory	Wrong
2	Which is the importance of Writing exercises in the English classes?			
Really important	Very Important	important	little important	not important
3	Do you consider the writing ability important in the learning process?			
Always	Usually	Sometimes	Rarely	Never
4	Which are the main factors of the writing comprehension of students?			
Physicals	Emotionals	Linguistics	Intellectuals	Externals
5	Which are the main problems that you have identified related with the written ability?			
Content	Cohesion	Orthography	Imagination	memory
6	Do you consider that writing ability influences the personal and social development of the students?			
Always	Usually	Sometimes	Rarely	Never
7	Do you use different writing techniques in class with your students?			
Always	Usually	Sometimes	Rarely	Never
8	The life stories or short stories increase the level of writing ability in your students?			
Always	Usually	Sometimes	Rarely	Never
9	Do you believe that the life stories or short stories exercises improve the level of writing in the students?			
Always	Usually	Sometimes	Rarely	Never
10	would you use guided written exercises to improve the writing in your students?			
Always	Usually	Sometimes	Rarely	Never

## ANALYSIS AND INTERPRETATION OF THE RESULTS OF THE INTERVIEW TO STUDENTS

**TABLE N° 14 WHAT IS THE THING THAT YOU BEST LIKE TO DO IN CLASS?**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
READ	12	16%
WRITE	10	14%
LISTEN	16	21%
EXPLAIN AN EXERCISE	7	9%
NONE OF THEM	30	40%
TOTAL	75	100%

**GRAPHIC N°15 WHAT IS THE THING THAT YOU BEST LIKE TO DO IN  
CLASS?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Gabriel Enrique Cruz Martillo Gabriel Enrique

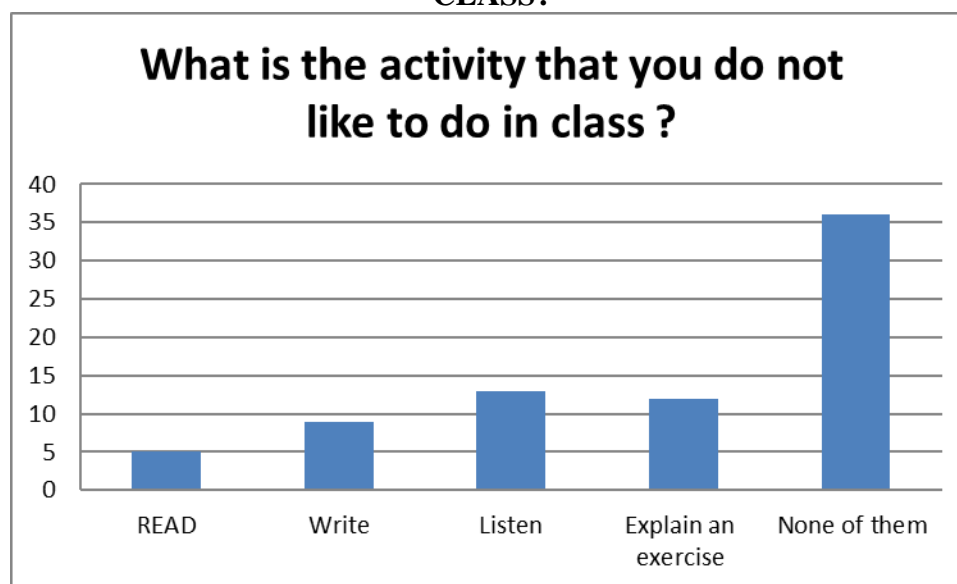
### ANALYSIS

As can be seen in the following table of statistical bars, executed in the Educational Unit "Hermano Francisco Gárate" to the 8th year students of basic general education, they indicated that 30 of the 75 respondents do not like to perform the skills of the English language, while 16% some like to perform English exercises.

**TABLE N°15 WHAT IS THE ACTIVITY THAT YOU DO NOT LIKE TO DO IN CLASS?**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
READ	5	7%
Write	9	12%
Listen	13	17%
Explain an exercise	12	16%
None of them	36	48%
TOTAL	75	100%

**GRAPHIC N°16 WHAT IS THE ACTIVITY THAT YOU DO NOT LIKE TO DO IN CLASS?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique.

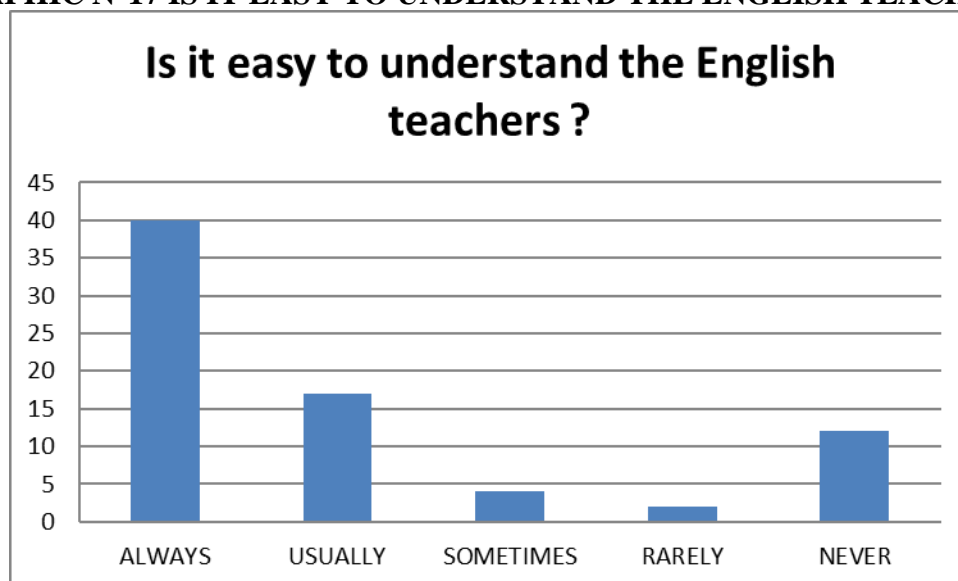
## ANALYSIS

As can be seen in the statistical table, of the 75 students surveyed, 36% do not like to execute any of the skills established by the curricular plan of the Ministry of Education, which is recommended that each of the teachers in this case of English, apply new motivational strategies to achieve the learning of each of the students.

**TABLE N°16 IS IT EASY TO UNDERSTAND THE ENGLISH TEACHERS?**

ALTERNATIV ES	FREQUE NCY	F.R PERCENTAGE
ALWAYS	40	53%
USUALLY	17	23%
SOMETIMES	4	5%
RARELY	2	3%
NEVER	12	16%
TOTAL	75	100%

**GRAPHIC N°17 IS IT EASY TO UNDERSTAND THE ENGLISH TEACHERS?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

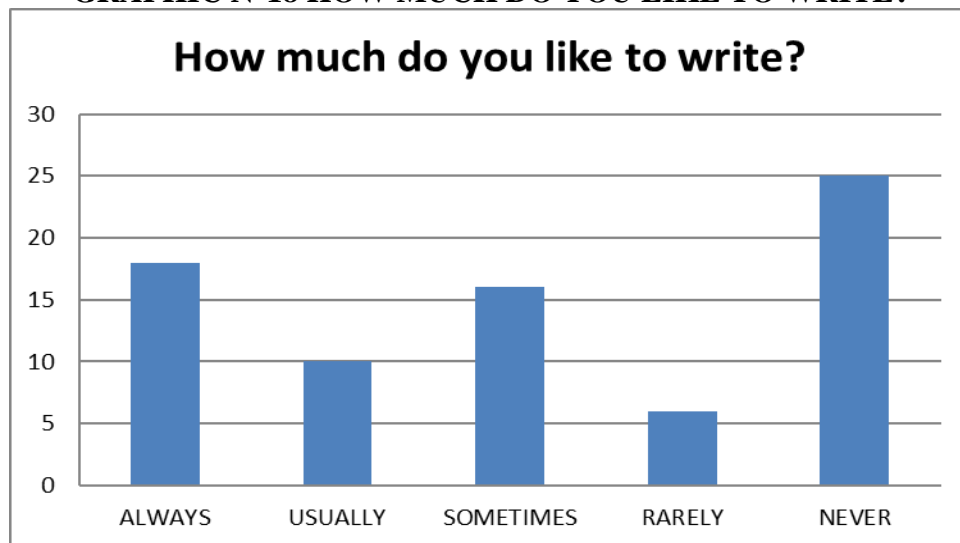
## ANALYSIS

Each of the 75 students surveyed, within the educational establishment, indicated that 40 of them explained that it is easy to understand the teacher because he only speaks in Spanish and not in English, which covers 53% of what is established.

**TABLE N°17 HOW MUCH DO YOU LIKE TO WRITE?**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
ALWAYS	18	24%
USUALLY	10	13%
SOMETIMES	16	21%
RARELY	6	8%
NEVER	25	34%
TOTAL	75	100%

**GRAPHIC N°18 HOW MUCH DO YOU LIKE TO WRITE?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique

## **ANALYSIS**

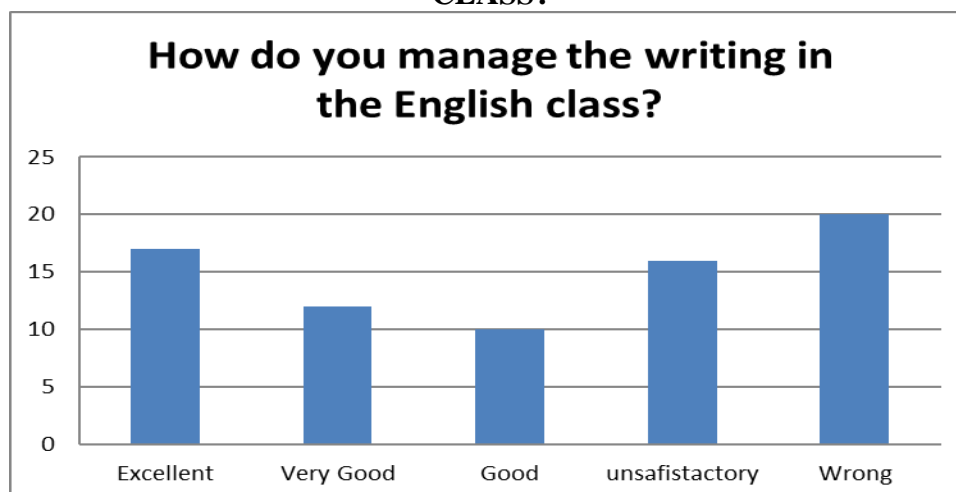
As can be seen in the statistical bars taken in the Educational Unit, where the surveys were taken, it was possible to identify that 34% of the students do not like to write in English, because they have shortcomings in that language, while 24 % of respondents like to write as they use autonomous learning methods.



**TABLE N°18 HOW DO YOU MANAGE THE WRITING IN THE ENGLISH CLASS?**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
Excellent	17	23%
Very Good	12	16%
Good	10	13%
unsatisfactory	16	21%
Wrong	20	27%
TOTAL	75	100%

**GRAPHIC N°19 HOW DO YOU MANAGE THE WRITING IN THE ENGLISH CLASS?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique.

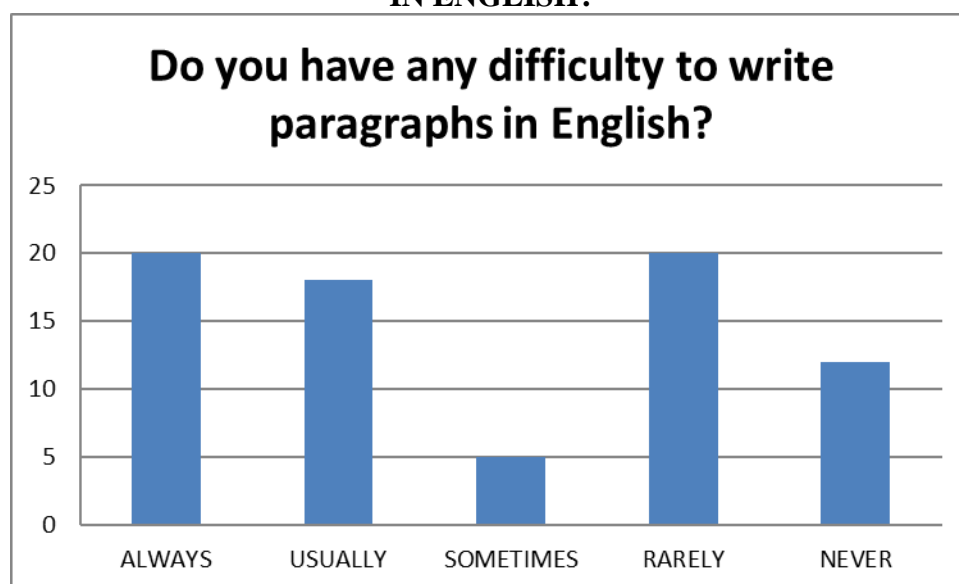
## ANALYSIS

Of the 75 respondents, 27% indicated that they have problems writing in English, and this is due to the fact that the classroom teacher does not apply correct strategies to improve their connection in English, while 23% of the respondents write in said language but still have flaws.

**TABLE N°19 DO YOU HAVE ANY DIFFICULTY TO WRITE PARAGRAPHS IN ENGLISH?**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
ALWAYS	20	27%
USUALLY	18	24%
SOMETIMES	5	6%
RARELY	20	27%
NEVER	12	16%
TOTAL	75	100%

**GRAPHIC N°20 DO YOU HAVE ANY DIFFICULTY TO WRITE PARAGRAPHS IN ENGLISH?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

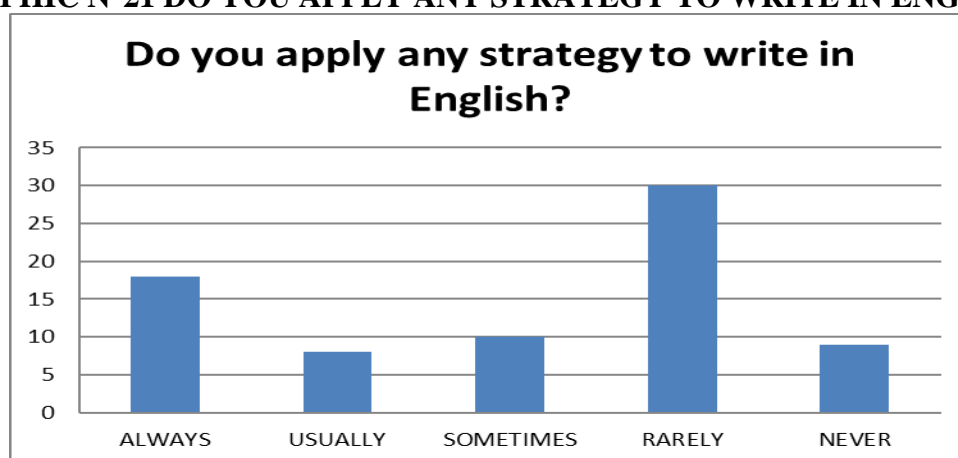
## ANALYSIS

Through the surveys carried out in the establishment, they indicated that 27% always have problems or difficulties in writing paragraphs, while 16% explained that they have no problem in writing or writing paragraphs in English.

**TABLE N°20 DO YOU APPLY ANY STRATEGY TO WRITE IN ENGLISH?**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
ALWAYS	18	24%
USUALLY	8	11%
SOMETIMES	10	13%
RARELY	30	40%
NEVER	9	12%
TOTAL	75	100%

**GRAPHIC N°21 DO YOU APPLY ANY STRATEGY TO WRITE IN ENGLISH?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

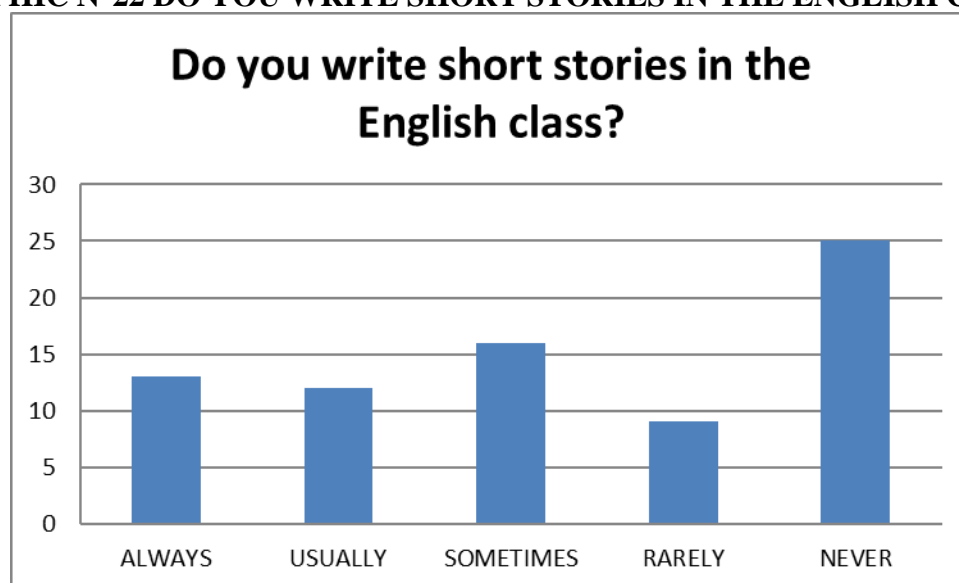
## **ANALYSIS**

As can be seen in the statistical table, collected through the instrument for evaluating students in the 8th year of basic general education, they indicated that 24% apply an educational strategy to be able to write in English, since the teacher as such provides a range of methodological tools to know how to write in English, while 12% explained that they do not use strategies because they do not understand the use of them.

**TABLE N°21 DO YOU WRITE SHORT STORIES IN THE ENGLISH CLASS?**

ALTERNATIV ES	FREQUE NCY	F.R PERCENTAGE
ALWAYS	13	17%
USUALLY	12	16%
SOMETIMES	16	21%
RARELY	9	12%
NEVER	25	33%
TOTAL	75	100%

**GRAPHIC N°22 DO YOU WRITE SHORT STORIES IN THE ENGLISH CLASS?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

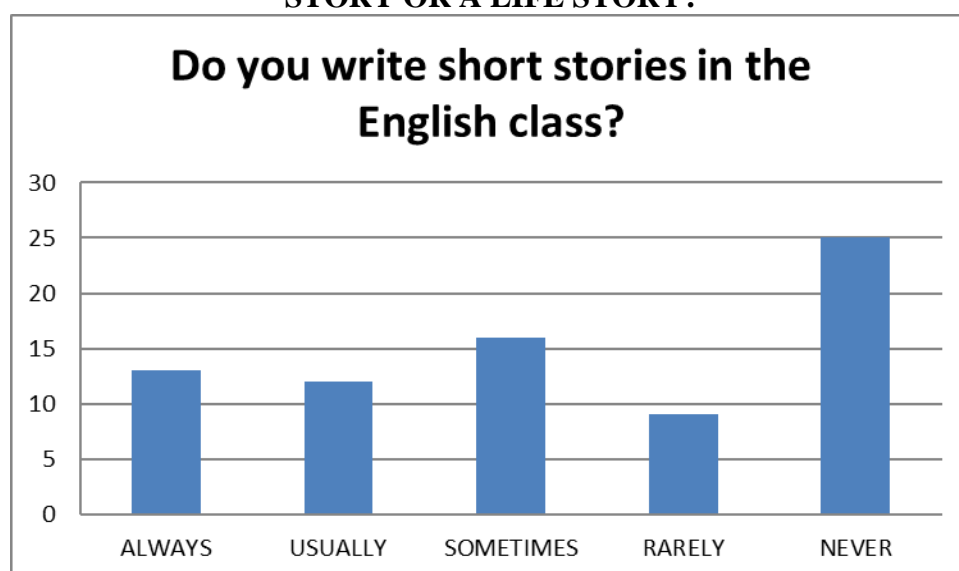
## ANALYSIS

Of the 75 students surveyed, they rarely use methodologies to improve each of their writing in English because the teacher as such does not provide the necessary educational tools, in order to advance in said languages, it is recommended that the teacher must apply or explain new approaches in English.

**TABLE N°22 IS IT EASY OR DIFFICULT FOR YOU TO WRITE A SHORT STORY OR A LIFE STORY?**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
ALWAYS	13	17%
USUALLY	12	16%
SOMETIMES	16	21%
RARELY	9	12%
NEVER	25	33%
TOTAL	75	100%

**GRAPHIC N°23 IS IT EASY OR DIFFICULT FOR YOU TO WRITE A SHORT STORY OR A LIFE STORY?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique

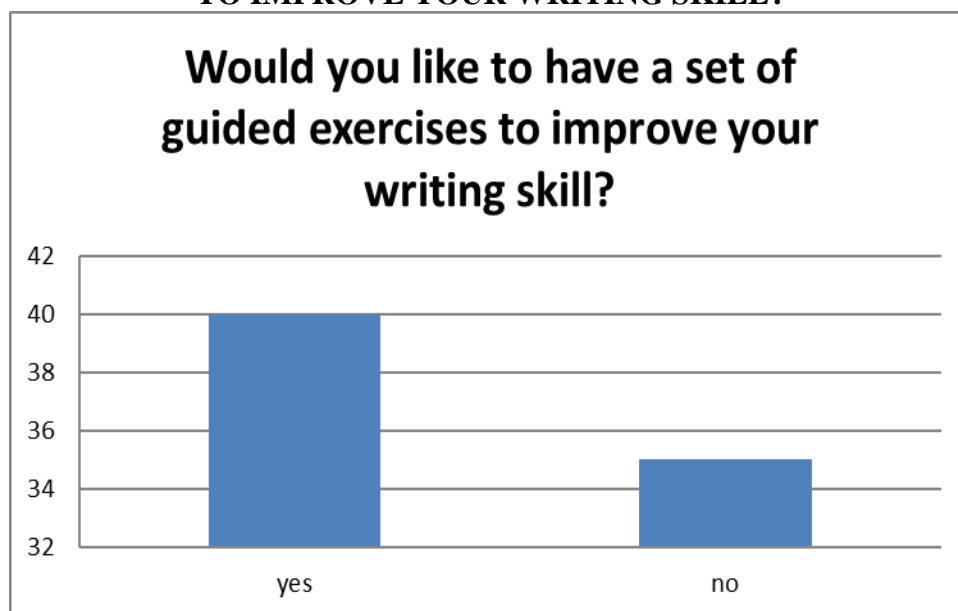
## ANALYSIS

Of the 75 respondents, they indicated that 17% always have difficulties in writing short life stories in English, while 25% detailed that they do not have problems but it is necessary for the teacher as such to provide a model or guides to improve or eradicate said problem.

**TABLE N° 23 WOULD YOU LIKE TO HAVE A SET OF GUIDED EXERCISES TO IMPROVE YOUR WRITING SKILL?**

ALTERNATI VES	FREQUE NCY	F.R PERCENTAGE
yes	40	53%
no	35	47%
TOTAL	75	100%

**GRAPHIC N° 24 WOULD YOU LIKE TO HAVE A SET OF GUIDED EXERCISES TO IMPROVE YOUR WRITING SKILL?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

## **ANALYSIS**

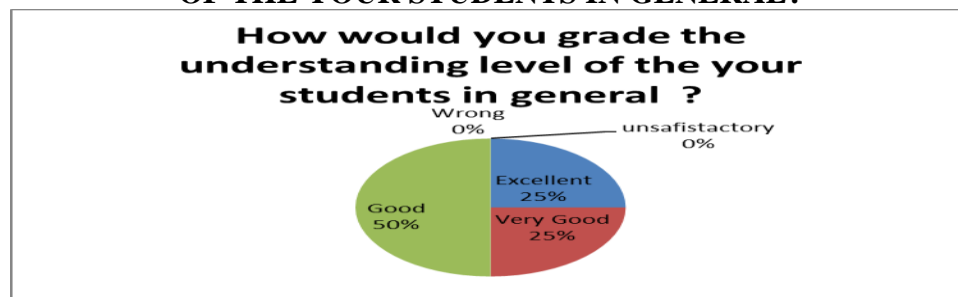
Of the 75 surveyed, he explained that he would like to have a guide in the English language to improve and be able to communicate and write well in that language.

## ANALYSIS AND INTERPRETATION OF THE RESULTS OF THE INTERVIEW TO TEACHERS

**TABLE N° 24 HOW WOULD YOU GRADE THE UNDERSTANDING LEVEL OF  
THE YOUR STUDENTS IN GENERAL?**

ALTERNATI VES	FREQUE NCY	F.R PERCENTAGE
Excellent	1	25%
Very Good	1	25%
Good	2	50%
unsafistacto ry	0	0%
Wrong	0	0%
TOTAL	4	100%

**GRAPHIC N° 25 HOW WOULD YOU GRADE THE UNDERSTANDING LEVEL  
OF THE YOUR STUDENTS IN GENERAL?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

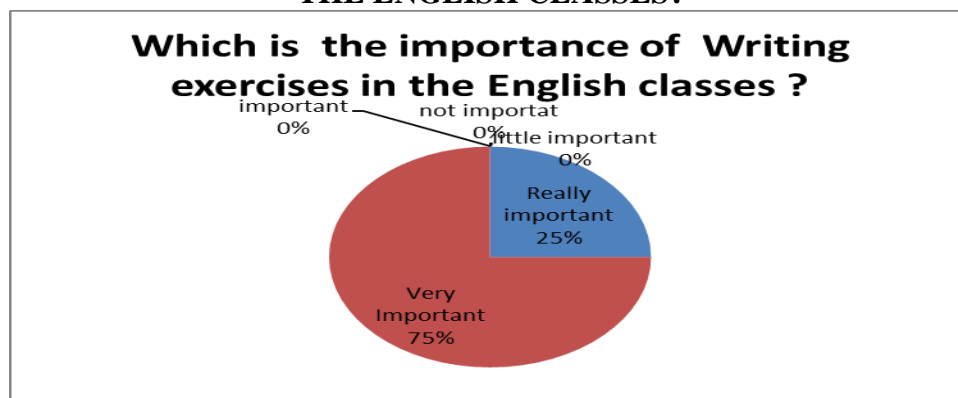
### ANALYSIS

Through the respondents executed to 4 members of the educational establishment called "Hermano Francisco Gárate" located in the city of Guayaquil, said authorities indicated that 50% of the students in the 8th year of basic general education have a level of writing comprehension. very good, while 25% is in a range of excellence and very good, which each of them detailed to implement new methodologies and talks to guide each of the English teachers.

**TABLE N° 25 WHICH IS THE IMPORTANCE OF WRITING EXERCISES IN THE ENGLISH CLASSES ?**

ALTERNATIV ES	FREQUE NCY	F.R PERCENTAGE
Reallyimport ant	1	25%
VeryImporta nt	3	75%
important	0	0%
littleimporta nt	0	0%
notimportat	0	0%
TOTAL	4	100%

**GRAPHIC N° 26 WHICH IS THE IMPORTANCE OF WRITING EXERCISES IN THE ENGLISH CLASSES?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

## ANALYSIS

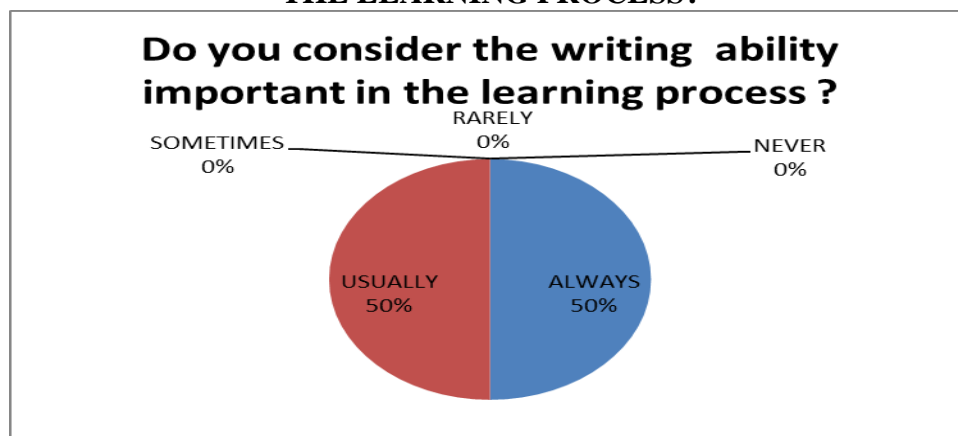
As can be seen in the statistical pie, the authorities and teachers specialized in the English language taken at the Educational Unit "Hermano Francisco Gárate" indicated that 75% of it is very important to execute writing exercises in English so that each Students continuously improve their learning, while 25% consider it important to introduce this methodology in each of the students who have a deficit in that language.



**TABLE N° 26 DO YOU CONSIDER THE WRITING ABILITY IMPORTANT IN THE LEARNING PROCESS?**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
ALWAYS	2	50%
USUALLY	2	50%
SOMETIMES	0	0%
RARELY	0	0%
NEVER	0	0%
TOTAL	4	100%

**GRAPHIC N° 27 DO YOU CONSIDER THE WRITING ABILITY IMPORTANT IN THE LEARNING PROCESS?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique

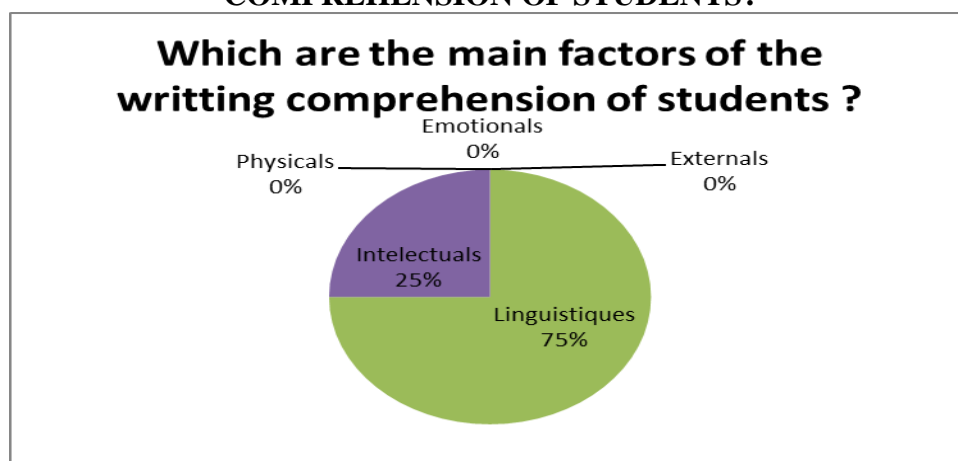
## ANALYSIS

As you can see the statistical pie, and through using the survey instrument to the 4 teachers of the English language, of the Educational Unit "Hermano Francisco Gárate" they indicated that it is 50% writing is of utmost importance in the learning processes, while the other 50% must continue to work in the classroom so that each of the students improve said writing skills in the English language.

**TABLE N° 27 WHICH ARE THE MAIN FACTORS OF THE WRITING COMPREHENSION OF STUDENTS ?**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
Physicals	0	0%
Emotionals	0	0%
Linguistics	3	75%
Intellectuals	1	25%
Externals	0	0%
TOTAL	4	100%

**GRAPHIC N° 28 WHICH ARE THE MAIN FACTORS OF THE WRITING COMPREHENSION OF STUDENTS?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique

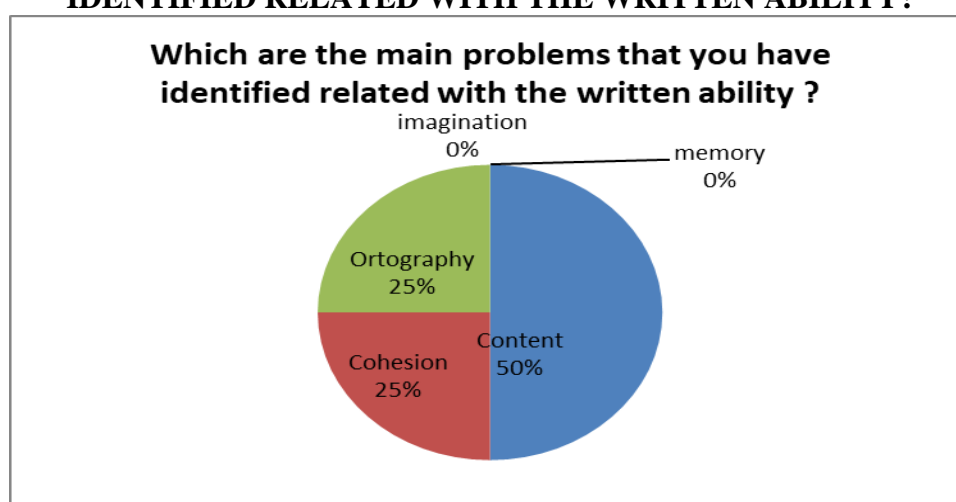
## ANALYSIS

Through the survey carried out with the authorities of the “Hermano Francisco Gárate” Educational Unit, they indicated that 75% of the students mainly have the problem of the correct use of linguistics, while 25% of those mentioned above are due to intellectuality. which each of the teachers want to work or use methodologies according to the educational system.

**TABLE N° 28 WHICH ARE THE MAIN PROBLEMS THAT YOU HAVE IDENTIFIED RELATED WITH THE WRITTEN ABILITY?**

ALTERNATIV ES	FREQUE NCY	F.R PERCENTAGE
Content	2	50%
Cohesion	1	25%
Ortography	1	25%
imagination	0	0%
memory	0	0%
TOTAL	4	100%

**GRAPHIC N° 29 WHICH ARE THE MAIN PROBLEMS THAT YOU HAVE IDENTIFIED RELATED WITH THE WRITTEN ABILITY?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

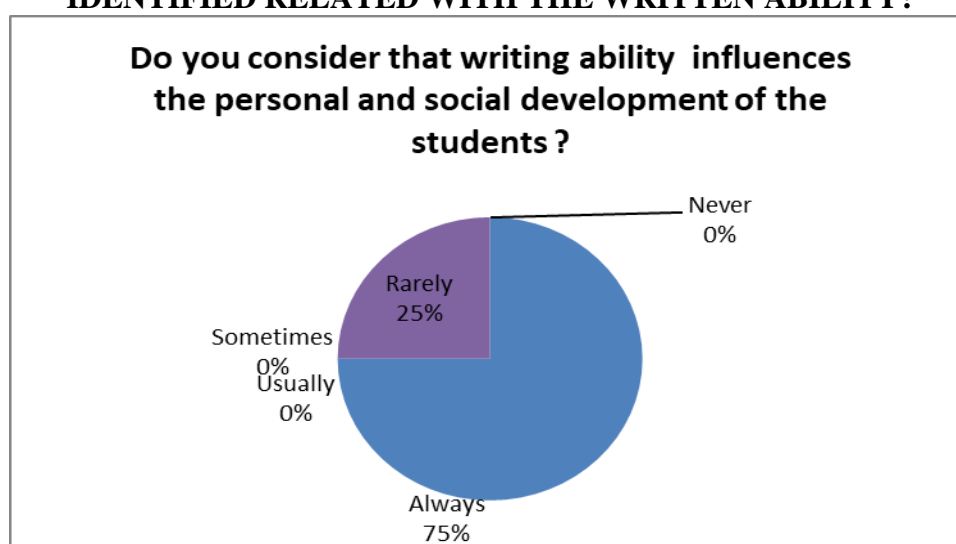
## ANALYSIS

Each one of the authorities of the “Educational Unit” “Hermano Francisco Gárate” indicated that the 50% that the students of 8th year of basic education possess is the understanding of writing in English, while 25% is the spelling and the cohesion of writing, which is being worked to minimize these difficulties that each of the students have.

**TABLE N° 29 WHICH ARE THE MAIN PROBLEMS THAT YOU HAVE IDENTIFIED RELATED WITH THE WRITTEN ABILITY?**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
Always	3	75%
Usually	0	0%
Sometimes	0	0%
Rarely	1	25%
Never	0	0%
TOTAL	4	100%

**GRAPHIC N° 30 WHICH ARE THE MAIN PROBLEMS THAT YOU HAVE IDENTIFIED RELATED WITH THE WRITTEN ABILITY?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique

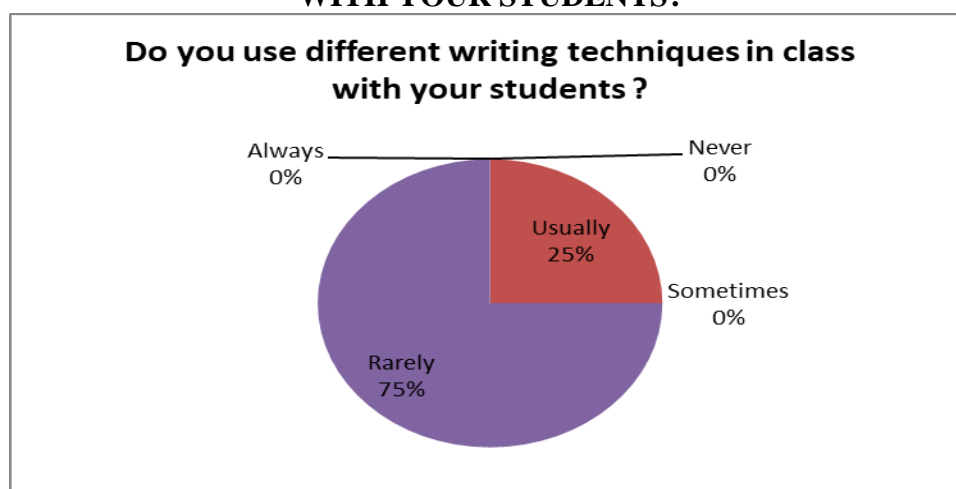
## ANALYSIS

Each one of the teachers of the English language, surveyed in the Educational Unit "Hermano Francisco Gárate" indicated that the students of 8th year of basic general education, 75% influence the personal and social development of writing due to a wide communication and community, while 25% rarely have such a problem in writing.

**TABLE N° 30 DO YOU USE DIFFERENT WRITING TECHNIQUES IN CLASS WITH YOUR STUDENTS?**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
Always	0	0%
Usually	1	25%
Sometimes	0	0%
Rarely	3	75%
Never	0	0%
TOTAL	4	100%

**GRAPHIC N° 31 DO YOU USE DIFFERENT WRITING TECHNIQUES IN CLASS WITH YOUR STUDENTS?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique

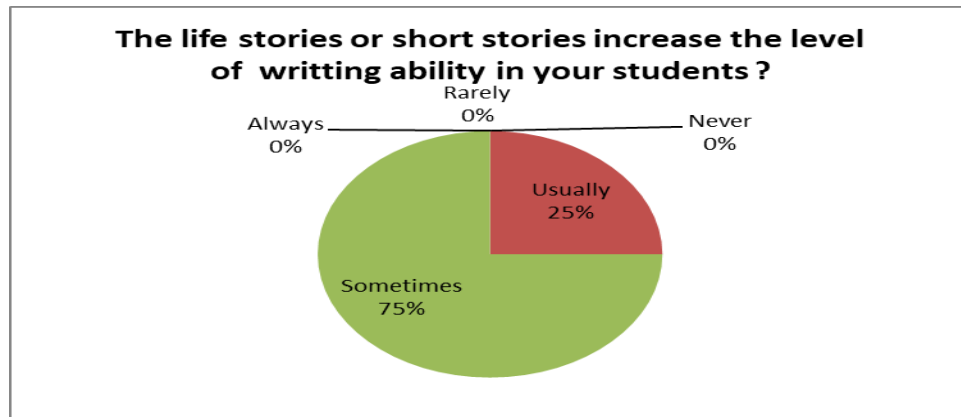
## ANALYSIS

Through the survey carried out with the authorities of the "Hermano Francisco Gárate" Educational Unit, they indicated that 75% rarely use English writing techniques, due to the infrastructure they use, while 25% of the teachers always use motivational techniques for each of their students to improve their learning of writing in English.

**TABLE N° 31 THE LIFE STORIES OR SHORT STORIES INCREASE THE LEVEL OF WRITING ABILITY IN YOUR STUDENTS?**

ALTERNATIVES	FREQUENCY	F.R PERCENTAGE
Always	0	0%
Usually	1	25%
Sometimes	3	75%
Rarely	0	0%
Never	0	0%
TOTAL	4	100%

**GRAPHIC N° 32 THE LIFE STORIES OR SHORT STORIES INCREASE THE LEVEL OF WRITING ABILITY IN YOUR STUDENTS?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

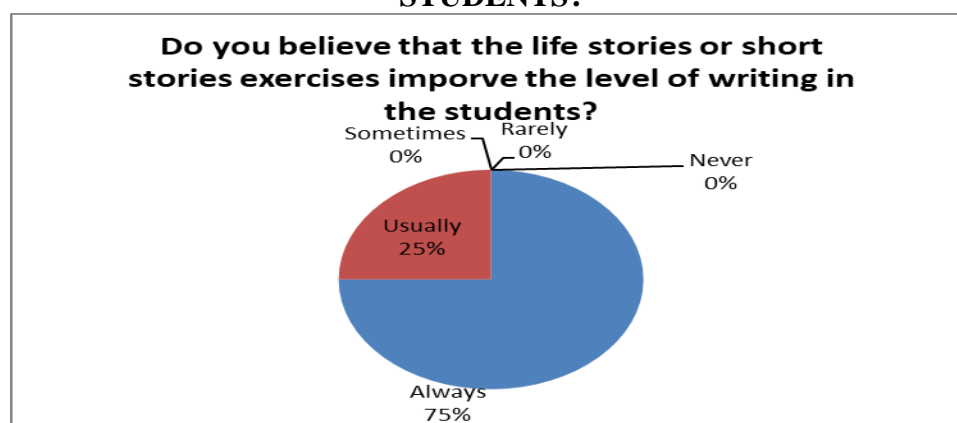
## ANALYSIS

As the statistical pie can be observed, through the use of the survey to the authorities of the Educational Unit “Hermano Francisco Gárate” the teachers as such indicated that 75% sometimes promote the improvement of the stories lived in the levels of comprehension of writing in each of the students, while 25% usually promote the improvement of the stories lived in the levels of understanding of writing in each of the students of 8th year of basic general education.

**TABLE N° 32 DO YOU BELIEVE THAT THE LIFE STORIES OR SHORT STORIES EXERCISES IMPORVE THE LEVEL OF WRITING IN THE STUDENTS?**

ALTERNATIV ES	FREQUE NCY	F.R PERCENTAGE
Always	3	75%
Usually	1	25%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%
TOTAL	4	100%

**GRAPHIC N° 33 DO YOU BELIEVE THAT THE LIFE STORIES OR SHORT STORIES EXERCISES IMPORVE THE LEVEL OF WRITING IN THE STUDENTS?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit  
**Produced for:** Cruz Martillo Gabriel Enrique

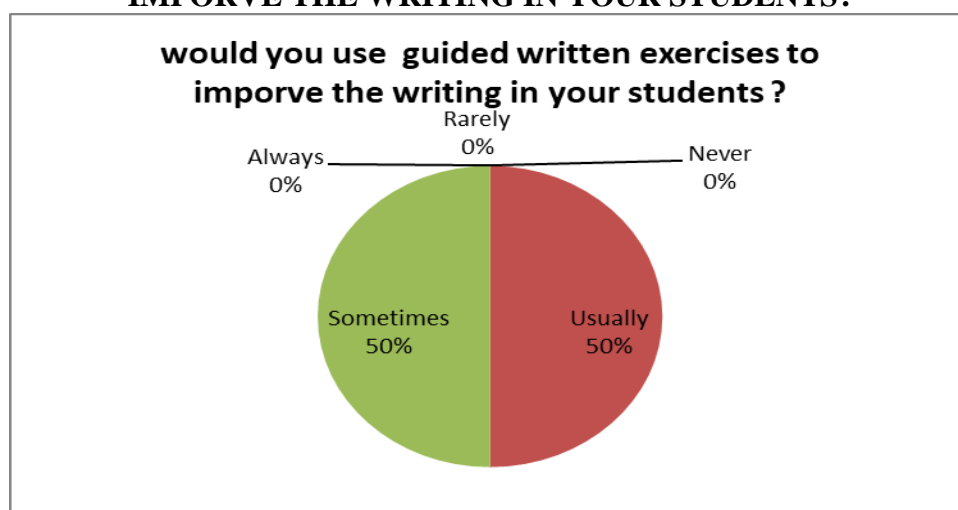
## ANALYSIS

As can be seen in the statistical pie, respondents to each of the authorities of the Educational Unit "Hermano Francisco Gárate" indicated that 75% always use techniques of short life stories in English, to each of the 8th year students of basic general education, while 25% usually use short life story techniques in English.

**TABLE N° 33 WOULD YOU USE GUIDED WRITTEN EXERCISES TO IMPORVE THE WRITING IN YOUR STUDENTS?**

ALTERNATIV ES	FREQUE NCY	F.R PERCENTAGE
Always	0	0%
Usually	2	50%
Sometimes	2	50%
Rarely	0	0%
Never	0	0%
TOTAL	4	100%

**GRAPHIC N° 34 WOULD YOU USE GUIDED WRITTEN EXERCISES TO IMPORVE THE WRITING IN YOUR STUDENTS?**



**Source:** Educational interview platform "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

## ANALYSIS

Of the teachers surveyed, in the Educational Unit "Hermano Francisco Gárate" they indicated that 50% is sometimes considered to execute life story exercises, especially in learning to write, while the other 50% is usually considered to execute story exercises of life especially in learning to write.



## **INFORMATION PROCESSING AND ANALYSIS PLAN**

Direct observation through the instruments used in the classroom of the English subject was very helpful to be able to detect the problem during the teaching-learning process taught by the teacher of the same. Once the surveys were designed or the diagnostic tests were taken, data was collected, which were applied to the students of the eighth year of Basic General Education of the “Hermano Francisco Gárate” Educational Unit. The qualitative and quantitative results collected through these data collection instruments will be explained and exposed in the third chapter to demonstrate the deficiency index that each of the students has and then lesson plans will be executed to expose it in chapter four to know the improvement that each of the students have had during the classes taught by the guide or classroom teacher.

Afterwards, the results obtained will help to present a proposal, conclusions, and recommendations in order to solve the problem raised; A hypothesis can also be presented, which will serve as the basis for the research topic proposal.

## **SELECTING THE LEVEL OF SIGNIFICANCE OF NARRATIVE**

### **APPROACHES**

In this narrative approach, it will help each of the students to focus on knowing how to tell their stories in real events, in order to learn each of the skills of the English language. On the other hand, the teacher or the class guide will teach the process and the use of the

methodology according to the age and level that is performed, then the narrative events that the student will execute within the classroom will be broken down.

- + Linguistic written expression

- + Oral expression

- + Communicative expression

- + Narrative research.

**Written expression** is one of the so-called linguistic skills, which refers to the production of written language. Written expression uses primarily verbal language, but it also contains non-verbal elements.

**Oral expression** is the set of techniques that determine the general guidelines that must be followed to communicate effectively, that is, it is the way to express what is thought without barriers.

**Community communication** is a strategic axis to build and share the voice of the people, give the word to the community, neighborhood, social sector, youth, children, cities, organizations, communities, educational units, universities; teach them to do their own communication and at the same time build a community communication according to the needs, realities and demands of the social sectors.

**Narrative research** is becoming increasingly important in the social and human sciences. ... From a methodological point of view, narrative research is a process of gathering information through the stories that people tell about their lives and the lives of

others. Each one of the above named the student, will perform in and out of class, demonstrating the qualities of the language learned.

### **INTERNAL MEASUREMENT FACTORS BASED ON FOUR WORKS.**

The following measurement work taken at the “Hermano Francisco Gárate” Educational Unit consists of knowing the writing process of each of the students through their evolution of these three months of this project, which will take four in itself measurement works, detailing the following internal factors.

- I. Arouse interest in writing at the level of English.
- II. Write out of passion but not out of obligation at the level of English
- III. Demonstrate a reality-based approach to English writing.
- IV. Detail genres in the approach to writing.

## **FIRST MEASUREMENT WORK FOR STUDENTS IN 8TH YEAR OF BASIC GENERAL EDUCATION.**

Incorporation of textual features This story contains the elements of a simple narrative,  
run a short life story today

history.

extra characters

On a stage

Conflict.

Develop.

Narrative structure (introduction, middle and end.



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In this first work carried out, in the Educational Unit "Hermano Francisco Gárate" it was discovered that the students of the 8th year of basic general education, could not execute said writing based on the life stories, the problem is that each of the students not knowing the basic points of the English language, it is recommended to continue executing this work to evaluate the written production process in the English language.

**SECOND MEASUREMENT WORK FOR STUDENTS IN 8TH YEAR OF BASIC GENERAL EDUCATION.**

Write a short story about your friends based on life stories, giving the main ideas, secondary ideas, and final link.

Main ideas

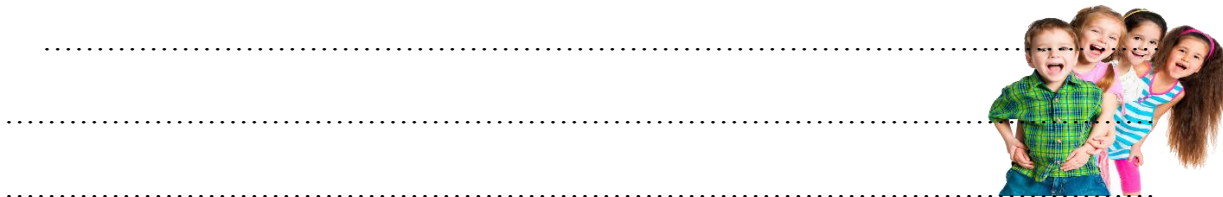
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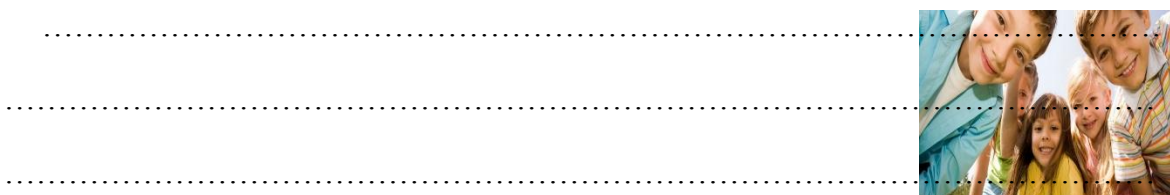
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secondary ideas



final link



In this second measurement work taken to the 8-year-old students of basic general education, it was discovered that they were able to write more normally, which includes that they are focusing on knowing how to write in English with shortcomings, yes, but we must take into account the creativity of each one of them and with the methodological help that has been applied during and after the execution.

### **THIRD MEASUREMENT WORK FOR STUDENTS IN 8TH YEAR OF BASIC GENERAL EDUCATION.**

Write a short true story about a family trip you took on vacation last year, explaining the main events and most relevant places.

Main events



.....

.....

Most relevant places.

.....

.....

Richer meals

.....

.....

In this third work, the students as such measured each of the linguistic approaches in the writing of English, which did not see it as an obligation but rather as an enjoyment when knowing how to write the most relevant events that occurred on their vacations with their parents, taking between them grammatical pressure in 65% of the writing in English based on real events.

**FOURTH MEASUREMENT WORK FOR STUDENTS IN 8TH YEAR OF BASIC  
GENERAL EDUCATION.**

Think and write a short story of your life, when you are already a professional man,  
explaining each of the steps of success that you want to achieve.

Stages one

.....

.....

Stage two

.....

.....

Stage three

.....

.....

Stage four

.....

.....



This latest work of measurement of the 8th year students of basic general education has achieved that they write with linguistic precision, using new vocabularies, and connectors in the English language, which this work of internal pressure is extremely important for the units of educational institutions and that all English teachers apply this strategy, which is very dynamic and playful.

**TABLE N ° 34 INDICATORS FOR NARRATIVE DEVELOPMENT**

<b>Categorías</b>	<b>Subcategoría</b>	<b>Indicadores</b>
Characteristics of Spontaneous Oral Narration (Personal experiences).	A. Narrative structure	-Identify the organization of the narrative structure (beginning, development and final meaning) in the narration of personal experiences.
	B. Elements of the narrative	_ Identify how the child establishes the intention in the narration of personal experiences.
	C. Linguistic elements	_ Identify which characters close or distant to the child, uses in the story, being the main character. _ Establish if there is identification or description of the spaces, in order to contextualize the narration. _ Investigate how he organizes in the experience, the temporal sequence of events that he remembers during the narration. _ Identify what aspects the child uses to finish his story. _ Determine what kind of phrases you use during the narration and how you locate the

		<p>subject and object in its structure.</p> <p>_ Observe what elements make the story fluid, cohesive and coherent by decontextualizing a series of past events.</p> <p>_ Establish within pragmatics, communicative strategies based on the phatic and emotional function that, through the use of interjections, fillers and repetitions, give an account of the emotional meaning that this experience has for the child.</p>
<p>Elements that Characterize Directed Oral Narration. (Storytelling through narrative</p>	<p>A. Narrative structure</p> <p>B. Elements of the narrative</p> <p>C. Linguistic elements</p>	<p>_ Identify how the child establishes each of the moments of the narrative structure (beginning, middle and end) when interpreting the images in the story.</p> <p>_ observe how the child identifies the intention of the story, as he interprets the sequence of images in the story. _ identify how the child relates the images in the story to achieve the construction of the story.</p> <p>_ Analyze what the role of the child is like as the narrator of a story that he is not part of and to which he is giving an organization, based on the images he observes in the story.</p>

<p>approaches from his own life)</p>		<p>_Identify if the child establishes main and secondary characters within the story of the story.</p> <p>_ Establish if the child can identify the spaces that are presented in the images of the story and relate them in his story.</p> <p>Establish how the temporal sequence of events in the story is organized, based on the images observed.</p> <p>_ Determine the way in which they establish a suitable ending for the story they have been creating, based on the images in the story.</p> <p>_ Identify how the child structures the sentences, based on the visual perception of the facts in the story.</p> <p>_Determine how the child assigns meaning to the signs and symbols he sees, to organize the sequences of events presented in the story.</p> <p>_Identify within the phatic and emotional functions which elements (interjections, fillers, repetitions and deictics) are present in the narration of the facts of the story, as a</p>
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		strategy to keep the interlocutor's attention while the child structures the sentence in his thought.
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**Source:** Indicators for narrative development "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

**MATRIX OF OPERATIONALIZATION OF THEMATIC AXES OF NARRATIVE APPROACHES**  
**DEPENDENT VARIABLE: LIFE STORIES (STORYTELLING TECHNIQUE)**

**TABLE N°35 DEPENDENT VARIABLE: LIFE STORIES (STORYTELLING TECHNIQUE)**

Conceptualization	Categories	Indicators	Items	Techniques and instruments
Storytelling is an active technique of free thought, planning by means of which the teacher has the opportunity to share a story of his life or an unpublished story to each of the students in this way transmits	-Active technique          -Free planning	-Playful activity involved, active participation of students.  It does not need to be part of an imposed class plan; it can be done as a recreational activity.  -Information such as educational teachings.  -What they learn they	-The techniques of lived stories of each of the students are used.  -Let's read, listen to the narration of each of the students.  -Narrative techniques and approaches are used such as: narration through mimicry,	<b>Technique</b>  <b>Polls</b>          <b>Instruments</b>  <b>Questionnaires</b>

messages, teachings, values, and mostly meaningful learning	<p>-Transmission of messages</p> <p>-Significant learning</p>	apply in their daily lives.	<p>narration through images, theater, and readers.</p> <p>-By reading his narrated story, he puts it into practice in the English language and strengthens himself in love with that language.</p>	
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**Source dependent variable: life stories (storytelling technique)** "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

**INDEPENDENT VARIABLE: NARRATIVE APPROACH FOR BASIC EDUCATION STUDENTS**

**TABLE N°36 NARRATIVE APPROACH FOR BASIC EDUCATION STUDENTS**

Conceptualization	Categories	Indicators	Items	Techniques and instruments
The narrative approach is a receptive process by which it is possible to understand a text in a global and specific way, being able to interpret information and at the same time issue a formed criterion about what has been read.	<p>-Responsive process</p> <p>-Global and specific form</p> <p>-Interpret</p>	<p>-Obtain information and storage.</p> <p>-</p> <p>Understand words by words.</p> <p>-</p> <p>Discern and make sense of the reading.</p>	<p>-The teacher promotes different types of reading such as stories and lived narratives.</p> <p>-Inferential literal level activities and critical level activities are carried out after having read the narration.</p>	<p>Technique</p> <p>Polls</p> <p>Instruments</p> <p>Questionnaires</p>



	information		<p>-Then read and listen to the narration of the stories lived according to their lived experience.</p> <p>-The writing process is used.</p> <p>-The correct use of linguistic connectors is used.</p> <p>-Use new vocabulary with others through research.</p>	
	-Issue criteria	-Express a well-formed judgment about what has been read.		

**Source dependent variable: life stories (storytelling technique)** "Hermano Francisco Gárate" Educational Unit

**Produced for:** Cruz Martillo Gabriel Enrique

## CONCLUSIONS

In this paper, the results of the theoretical and especially methodological analysis of the teaching of writing and reading of academic texts are presented to future educational researchers who are going to continue investigating in greater depth the work of life stories so that each of them apply new linguistic approaches or discover English language skills. The study was carried out from critical hermeneutics (**Gadamer**), linguistic structuralism (**De Saussure, Benveniste**) and the theory of discursive genres (**Bakhtin**).

From the study carried out, it can be affirmed that the appropriation of the educational researcher of one of the tools necessary for his work, scientific language is carried out from the learning of grammatical, syntactic and logical mechanisms that allow the construction of narrative texts based on the lived stories of each of the 8th year students of general basic education (especially academics and scientists) useful to understand reality and operate in it. The active learning (writing) of scientific language represents a complex problem, since it must be strictly delimited in stylistic terms and represent a stylistic functional variant of the language used by students as a means of communication. An important support in the organization of the learning of academic reading and writing can be the historical-cultural paradigm that foresees the fact that each student differs from the other according to their age, previous training, social status, psychological traits, abilities, etc.

I. It should be noted that writing is the most difficult of the four language skills: the process of expressing ideas in written form is quite complicated, and especially problematic when it comes to scientific language. According to the historical-cultural approach, the elements that make up the mechanism for creating a written text are: The choice of vocabulary; the distribution of definitions

II. Of the objectives in the group of statements; the detection of the predicate as a stellar part in the organization of the idea of the statement; the organization of the relationship between the statements. Also, the driving force in the process of creating a written text is the author's idea of what to write. This idea was born even before writing.

III. Reading is preceded by writing based on the life stories of each of the students, which is the process of recovering and apprehending some type of information or ideas stored in a support and transmitted through some type of code: usually, a language It can be visual or tactile (images that speak through others).

IV. The system of practices that develop written language skills includes training exercises and production exercises. The aim of the former is to prepare for the expression of ideas in writing. To this class of exercises belong those that are based on models: imitative, complementation, transformation, choice, construction, combination, abbreviation, extension. These exercises can include braces (answers) and can be done independently by students outside of class.

## **RECOMMENDATIONS**

Much can be said about the rules of writing, however, the best suggestion we can make for those who want to improve their writing is will training. If there is no will on your part, everything is in good wishes. So, based on this element, we present the following recommendations to develop good writing and eventually refine the style.

I. Progressively practice the art of writing. Knowledge of English grammar is essential, without forgetting that for this to be functional, the study of syntax, semantics and phonology is necessary.

II. Frequently use different types of dictionaries to constantly increase the usual vocabulary. Expanding language is expanding the horizon of our thinking.

III. Take care of clarity as the maximum virtue of effective writing. Avoid expressions that may be obscure or ambiguous to the reader, unnecessary detours and vague expressions.

IV. Eliminate redundancy and other language vices.

V. Take careful care of adjectives and the use of adverbs focused on writing the English language

## CHAPTER IV

### SUBJECT OF THE PROPOSAL

Design of an anecdotal album of histories lived from childhood to adolescence o develop their writing production.

INFORMATIVE DATA			
<b>TITLE OF THE PROJECT</b>			
LIVE HISTORIES AND NARRATIVE APPROACHES FOR STUDENTS OF BASIC GENERAL EDUCATION			
<b>RESPONSIBLE FOR THE PROJECT</b>			
<b>GRADUATE:</b> Gabriel Enrique Cruz Martillo		<b>COURSE LEVEL:</b> 8th year of basic general education	
<b>NAME OF THE INSTITUTION:</b> Educational Unit “Hermano Francisco Gárate			
<b>TYPE:</b> Hispanic		<b>DAY:</b> Morning	
<b>PLACE OF REALIZATION OF THE PROJECT</b>			
<b>PROVINCE</b>	Guayas	<b>CANTON</b>	Guayaquil
<b>PAROCHIAL</b>	Tarqui		
<b>DISTRICT ZONE</b>	Urbana INEC		
<b>TOTAL NUMBER OF TEACHERS:</b>	25		
<b>TOTAL NUMBER OF STUDENTS AT THE ESTABLISHMENT:</b>	647		
<b>BENEFICIARIES</b>	basic education students, parents and teachers.		
<b>ADVISER</b>	Ing. Carlos Valle Navarro Msc		
<b>PROJECT DURATION:</b>			
<b>INITIAL DATE</b>			
<b>TERMINAL DATE</b>			
<b>SCHOOL YEAR</b>	2019-2020		

## **BACKGROUND OF THE PROPOSAL**

The antecedents of this scientific research, carried out in the Educational Unit "Hermano Francisco Gárate" located in the city of Guayaquil, based on each of its conclusions and recommendations, in which it is detailed that each of the English classes are mostly based on different playful activities, using the writing process, to improve the production of writing especially in the English language, based mainly on the life stories of each of the 8th year students of basic general education, demonstrating a clear and precise wording, which are unpublished for each of them. For this reason, the teacher or guide will make known the use and importance of this educational technique so that students improve said written production, using different innovative and above all fun techniques for the use and execution of this educational project, to know a new focus on the historical lives of the speakers, and thus be able to develop the skill of the English language, especially in writing.

On the other hand, and finally, it can be identified that each of the 8th year students of basic general education, have a demotivation due to the variety of learning, developed in classes, especially in the English language, allowing them to be passive participants during the process of English language classes, causing in itself that each of the objectives set in a school year are not met, on the contrary there is a deficit of knowledge that they drag throughout their lives.

For this reason, it is essential that each of the teachers in the English area carry out various activities that are innovative for the process of teaching the learning of written

production in English, therefore, the correct use of writing is proposed linguistics based on lived stories of each of the students, through stories, legends, etc. In order to develop the English language literacy competence in this way, the classes are intended to be more varied and interesting when writing a story.

## **JUSTIFICATION**

In the educational field, it is essential and above all necessary to use one or more teaching methodologies, in this case a clear and precise methodology for students who are learning a new language such as English, which is a language known nationally and internationally. in order that each of the teachers who teach this language reach the speaker and be able to understand the new knowledge imparted. In this case, in learning the English language it is important to face teaching challenges so that the speakers find it easy to learn the English language.

One of the biggest obstacles that each of the students face is demotivation, which leads to different recreational activities that are very poor by the teacher himself and do not allow them to develop during face-to-face classes, since the teacher as such is based only on Educational books established by the Ministry of Education of Ecuador, which use the same very traditional methods, strategies and techniques, on the other hand, a planning that each of the teachers must follow, that is one of the causes that there is not a variety range of recreational and active activities in public educational centers.

No, I want to ignore the aforementioned, but it is necessary that the use of new techniques and methodological strategies be investigated in greater depth, for those students who wish, but cannot develop their abilities and skills, especially in the English language, that, in this case based on my scientific research, on the written production of lived stories of each one of them.

The writing skill is of utmost importance for learning the English language, since its importance lies in the fact that being a writing skill only encompasses other skills such as; reading, listening, and speaking, according to the pedagogue (**Vygotsky, 1977, pág. 189**), writing represents a system of semiotic mediation in human psychic development, which implies a conscious and self-directed process towards previously defined objectives. During this process, the individual's conscious action will be directed towards two objects of different levels. One, would be the ideas that are going to be expressed. The other is constituted by the instruments of its external expression, that is, by the written language and its grammatical and syntactic rules, whose mastery is essential for its realization. Therefore, writing as a mediator in psychological processes, activates and enables the development of other functions such as perception, attention, memory and thought, functions that are also involved in the process of written composition.

Since, through writing, it is possible to know what is not known, for example; In the case of the English language, the student will know new words that will be used in their academic training, on the other hand, they will handle a better vocabulary when



communicating, either individually or classically, and will be an active individual within a society.

## **OBJECTIVES**

### **GENERAL OBJECTIVE**

Develop anecdotal albums based on life stories using the Storytelling technique to develop the English language writing competence for eighth year students of Basic General Education of the “Hermano Francisco Gárate” Educational Unit.

### **SPECIFIC OBJECTIVES**

- ✓ Make writing albums in English in order to develop writing skills in the English language.
- ✓ Socialize various strategies and activities in the elaboration of writing albums based on life stories through the technique of Storytelling.
- ✓ Evaluate three levels of written comprehension: literal, inferential and critical in order to assess the students' level of understanding of writing.

### **FEASIBILITY ANALYSIS**

The proposal of this present educational project is viable or feasible since, through anecdotes or narrative stories, based on lived stories of each of the students, it will allow to develop the written skill of the English language, it is of utmost relevance since both Teachers and students will have the opportunity to write their experiences in a fun and playful way, which would facilitate the process of learning the English language.

Each of the activities has to be developed in each of the anecdotes, based on each of the life stories of the speakers, through narrative story techniques, they will allow them to get involved in the process of learning the English language, in a way active and playful, through writing, on the other hand, each of the activities carried out in the course of this project will know the reading level, since it will help in one way or another the level of written comprehension as a reader, through of the use of literary, inferential and critical, after or before analyzing the context developed by each of them, this will mean that the writers, in this case the students, possess each of the capacities to issue criteria and use different unpublished information or information obtained by medium of writing in English.

Each of the anecdotes based on life stories used in the Storytelling Technique will allow to develop the written competence of the English language, therefore, it is feasible because it offers the teacher the opportunity to vary their classes and use techniques that are attractive to other students on the school campus.

## **FOUNDATION**

### **What is an activity anecdote?**

The anecdote is put at the service of certain essential challenges of writing, and it is of multiple use: it is, above all, an ideal publication technique to express the novelty and the uniqueness of the realizations considered irreducible. In texts permanently stressed by an internal struggle between their totalizing vocation and the staging of a specific experience,

the anecdotes carry out an unpolished, digressive way of saying that guarantees verisimilitude and integrity in the fragments of reality that appear isolated, confined and highlighted by, in, them. By virtue of its ability to tell the truth, the anecdote appears to authorize the testimony and proclaim the authenticity of what has been said: the anecdote, conceived as a true 'effect of reality', participates not so much in a 'let see' as in a 'Make believe'. **(Balzac, 2016, págs. 9-17)**

*The anecdote is a parallel resource to the memory, complementary: if the first refers to a reality lived by the author, more or less fabled, the second refers to cultural references that, presented in the form of micro-stories, give the text size and weight, those who seek experience and scholarship. (Balzac, 2016)*

An anecdote such as recreational activities within the classroom, is considered as an educational plan, which has as its purpose, guide, orient and above all write each of the author's events, in this case of the 8th year students of basic general education, which detail or write each of their various specific tasks, an anecdote as such is an activity that also allows students to work in one way or another autonomously, which is the most relevant since they themselves are the protagonists of their own story to tell. The information that is presented within each of the different anecdotes, is detailed and above all ordered, each of the activities, must focus on one objective, that is, develop write the main ideas and of each of the characters, explaining Each of the functions that each literary person handles, on the other hand the use of rubrics since they will help the different

activities to go according to the way of explaining, in this way they will be qualitative, depending on the type of activities that are going to run.

The objective as such is to guide the correct use of writing in the English language, being guided by models already developed by specialized actors, although using techniques guided by the class teacher, which can be done through questions, with the level explicit or inferential, so that the speaker develops a semi-original structure, to later be told inside or outside the classroom. The teacher for his part will modify the title that the student has written, in order to give a more precise guide to the new ideas of writing in this case the correct use of the English language, the student as such will facilitate the understanding and an analysis according to their perspectives, for the respective narrative works, the following must include:

- Goals
- Structure
- Student level
- Contextualization (procedure)
- Duration
- Evaluation

## **WRITING SKILL**

In order to know how to write in this case English, it is important to know the fundamental steps to know how to write according to actors:

a) On the one hand, mastering a series of psychomotor procedures (letter tracing, calligraphy) and cognitive (planning the writing, generating ideas, selecting and ordering the information, reviewing it, reformulating it).

b) On the other hand, it also implies having certain linguistic knowledge: about grammar, spelling, syntax, lexicon, about what a text is, how paragraphs are ordered, how textual cohesion is achieved, etc., about style, and even about rhetoric, etc.

c) Furthermore, knowing how to write implies having a certain attitude towards print culture and towards the figure of oneself as a writer (in a broad sense).

## **WRITING PROCESS**

Clear ideas of what to write.

Plan each of the anecdotes correctly.

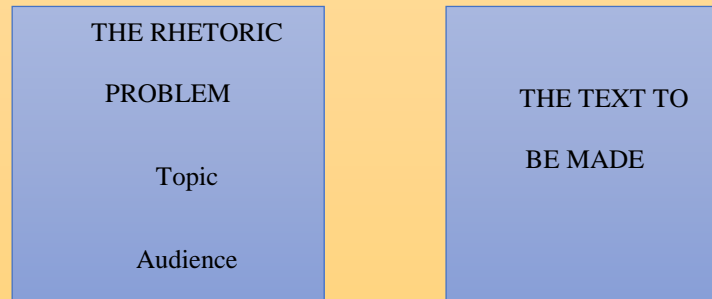
Reread each of the previously executed fragments.

Review the text, written in this case in English.

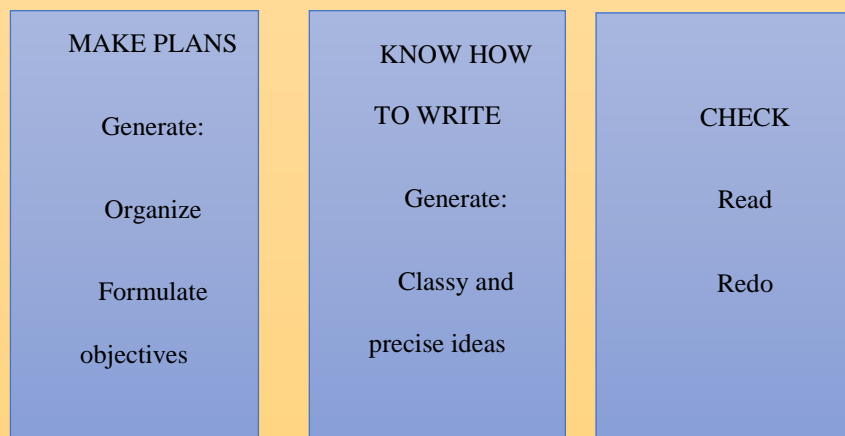
Support strategy

## MODEL OF EXPRESSION WRITTEN IN ENGLISH

### MODEL OF EXPRESSION WRITTEN IN ENGLISH COMMUNICATION SITUATION



### ENGLISH WRITING PROCESS



### WRITING CONTROL

## **METHODOLOGY**

The proposal of this present research project is one of the most didactic and innovative proposals for students to carry out various activities, since they are attractive to know the true meaning of learning in this case of the English language, we usually know that classes in English are monotonous, but with this proposal the system of teaching that language would be a lot of fun, since it will allow to know a little more about the 8th year students of basic general education.

This proposal, in addition to providing each of the tools not only for students but rather for teachers who apply them every semester, which is the right thing to do, will help them achieve the written communication competence of the English language, since through this skill will receive new approaches to everyday life such as; know how to write and communicate with others through the use of a correct vocabulary in the English language.

When the teacher writes or writes a story according to his life, especially in the English language, the student as such will visualize the model to follow and will execute a real or fictitious story in the same way, through listening. Each one of the 8th year students of general basic education must actively carry out the work.

It is important to take into account the following steps to follow:

- Pre-task activities: Introduction of the topic. Example: Brainstorming, ranking exercises, problem-solving, read a dialogue about the topic, mimics, pictures, etc.
- Task activity: Read the text.

- Post-task activities: Check the performance of the students with their classmates.

Each of the anecdotes are related to the six blocks that are covered throughout the students' school year, which in turn are based on the book; What is wanted with this proposal is to reinforce the regular activities that are done following the 8th yearbook of Basic General Education and complement them with the writing activities of the guide.



## OPERATIONAL MODEL METHODOLOGY

Phases	Objectives	Activities	Resources	Responsibilities	Time
Socialization	Socialize various strategies applying activities in the elaboration of written stories based on life stories.	Hold a meeting with the English teachers of the “Hermano Francisco Gárate” Educational Unit located in the city of Guayaquil	Writing agenda or brochures based on the life stories of each of the students.	Researcher, teachers of the English area according to the corresponding level.	September 2020
Execution	Develop an agenda or writing brochures in English based on life stories, to develop writing skills, for students of 8th year of basic general education of the Educational Unit "Hermano Francisco Gárate"	Development of the activities that each contains the structure of a story, which the students and teachers playfully participate in.	Detailed explanation of how to correctly use the different playful agendas or brochures based on the life stories of each of the English language learners.	Researcher, teachers of the English area according to the corresponding level of the Educational Unit “Hermano Francisco Gárate”	October 2020
Evaluation	Evaluate three levels of writing such as: pre-writing, writing, post-writing with the aim of evaluating each of the linguistic connectors	Carry out an evaluation of each of the research results through the surveys carried out in the Educational Unit.	Surveys based on a structured questionnaire.	Researcher	October 2020

**Source dependent: operational model methodology**

## CONCLUSIONS

Based on the research carried out and, on the data, obtained through the surveys carried out with the students of 8th year of basic general education of the Educational Unit "Hermano Francisco Gárate", the following conclusions are established:


✚ Through the research carried out through surveys and carried out through the SurveyMonkey platform, the 8th year students of basic general education from the "Hermano Francisco Gárate" Educational Unit rarely using the technique of narrative stories, based on stories from life of each one of them, in the English language class, to improve the written production of said language.

✚ Through this research carried out in said Public Educational Unit, it is concluded that the base of narrative story techniques is fundamental, since they are one of the most used in active teachers in the classroom, since they are meager and not very transcendental for the development of written competence in the English language.


✚ It is determined that the 8th year students of basic general education of the "Hermano Francisco Gárate" Educational Unit are unaware of alternatives for the narration of unpublished stories, since said work has not been applied constantly within the classroom, even worse in the English course, so that they can develop their own writing skills.


✚ On the other hand, it is concluded that the writing process called in three sessions such as: pre-writing-writing-post-writing, is used sporadically by teachers in the English area, which has little strengthened the written skill of that language, therefore the students


have an academic deficit, which could be observed that they are not very critical in their own opinions.


 To culminate with this conclusion is that each one has a very low level of knowledge in the foreign language, and little use of narrative techniques, to develop high-level competence in writing skills, since it is very limited. Through enhanced research, it has been concluded that the ongoing use of storytelling techniques, based on life stories, would improve the writing skills of each 8th grade student by 75%.


## **RECOMMENDATIONS**

 Use storytelling techniques, at different standardized levels, in order to develop a better written understanding, especially at the level of the English language, since these types of activities are very playful and fun for any school age.

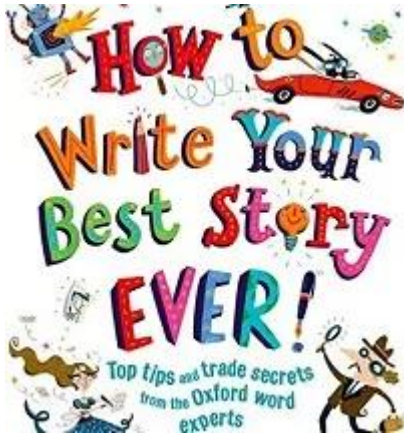
 Use a range of varieties of narrative techniques, departing from the educational standards set by the Ecuadorian Ministry of Education, in order that the classes are active and proactive and not monotonous, to improve written skills, which becomes the core main of the executed schedules.

 Strengthen the application of new educational narration alternatives, such as images, words or brainstorming, narrating through educational videos, through mimics, or theater within the classroom, especially in the area of English, in order to develop the skill of writing.

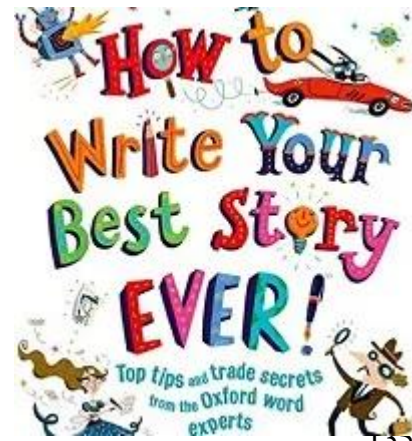
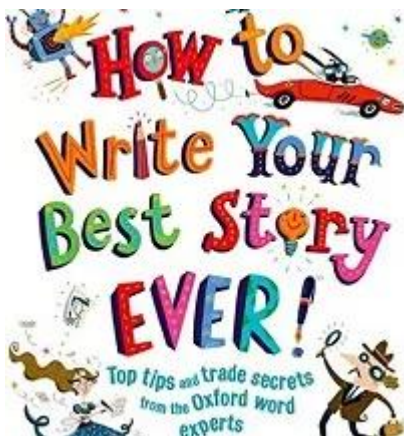
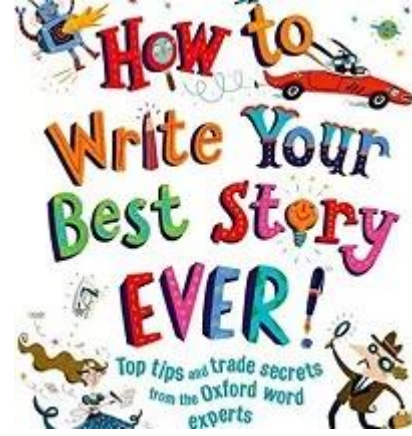
 Use the correct writing process such as: pre-writing-writing-post-writing, to develop the skills of writing in the English language, through daily practice.

 Apply new teaching techniques, such as the storytelling technique based on life stories, to develop or improve writing competence, in this way to achieve that each of the students understand the meaning of writing and love the habit of know how to write especially in the English language.

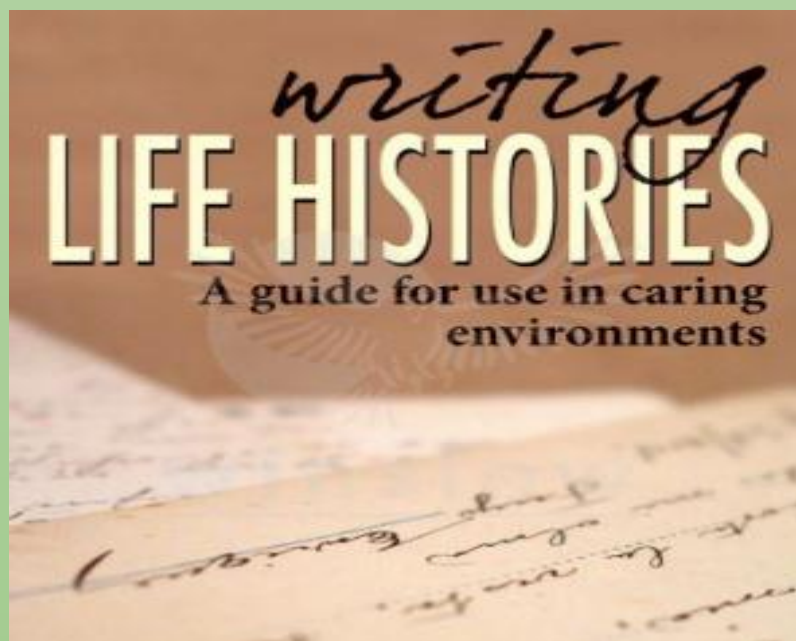
## FINAL EXERCISES OF THE PROJECT FOR EXECUTION



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**DESIGN OF AN ANECDOTAL ALBUM OF STORIES LIVED  
FROM CHILDHOOD TO ADOLESCENCE O DEVELOP THEIR  
WRITING PRODUCTION.**



**DEVELOPER: GABRIEL ENRIQUE CRUZ MARTILLO**

**EDUCATIONAL UNIT “HERMANO FRANCISCO GÁRATE”**

## **PRESENTATION**

Welcome!

The teaching-learning process of a foreign language is a big deal to face, in a world where culture and linguistic aspects are taking more importance, today. Teachers are the guides that students need, but as guiders they need support, too. Since, many skills and competences need to be developed; teachers are in constant search of appropriate strategies and techniques that help students to participate actively during the teaching-learning process of English language.

This guide offers support that teachers need in order to improve the development of writing comprehension. Understanding a foreign language, nowadays, give people opportunities to know other worlds and cultures and connect them to their own. These writing guides are a series of steps which guides step by step toward the main goal of writing comprehension, which refers to the global and specific understanding of a narrative text. Each writing guide goes together with the storytelling technique, which keeps students active during the reading process comprehension. Each reading guide has a procedure divided into a pre-writing time activity, a writing time activity and a post-writing activity. At the end of each writing guide, there will be a worksheet that measures the level writing comprehension achieved by the students that guides them toward what it is needed to be improved. We hope, you enjoy this material that was prepared thinking on you!

Thanks!


**Gabriel Cruz Martillo**

## **INTRODUCTION**

We live in an age where there seems to be a total mastery of technology in books or on printer paper. However, this domain is not completely given, which should certainly consider the number of annual publications of books, magazines, newspapers, monographs, etc. that are published in our country and in the world, the reality is that most of the knowledge acquired by students will be produced through writing and not through the use of other means, in addition, they are not exclusive of writing, but complementary to it. The present study carried out by the correct use of writing covers in a high percentage showed that reading is usually related to a second place within academic training; It is not given the importance, for their teaching, but is limited to the first years of schooling without any subsequent continuation. Effectively writing well, allows mastering all the required skills, writing is essential for anyone who is studying or wants to study, which requires a long learning process that normally begins in school, but must be followed by systematic practice, great dedication and continuous training that can never end, because writing is one of the most complex intellectual behaviors that human beings can achieve. It is that with this booklet, students will increase their writing skills. In addition, this booklet contains practical exercises to help improve writing skills with comprehension activities. That is, the booklet will contain writings based on current events, where students will obtain keywords for understanding the most important of the written activities; This will lead that student to



increase his mental development. In general, writing is an important undertaking in which students, families and teachers must work.



**1 UNIT**

**GREAT INVENTORS AND INVENTIONS**

**INVENTORS AND INVENTIONS**  
Breakthroughs in Science and Technology

**Bruce LaFontaine**

**General objective**

**Analyze, build and interpret globally and specifically.**

**level information related to inventors and them**

**Language focus**

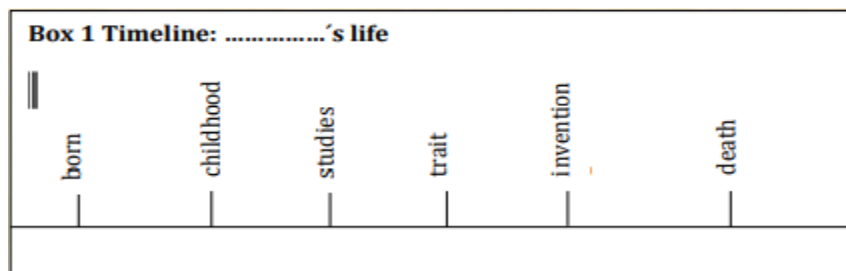
**-Vocabulary related to technological and scientific developments.**

**-Simple past tense: Regular and irregular forms**

Specific objective:	To understand information related to technological and scientific developments and the use of simple past tense from “Thomas Alva Edison inventor” Writing.
Skills focus:	Writing
Storytelling technique:	Image & spoken
Writing levels:	Literal, Inferential and Critical
Interaction:	Group work and Individual work, suitable for large classes.
Time:	45 minutes
Preparation:	-Bring pictures to stick on the board related to Thomas Edison. See Reading 1. -Cut Writing 2 in five parts and be sure each student receives one part. -Photocopy worksheet 1 to give out all students.

## PROCEDURE

1. Teacher asks students to think about a famous inventor that they know.

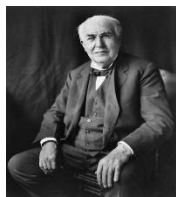


2. Teacher draws a timeline on the board and writes some time markers on the timeline, e.g. born, studies, death.
3. Teacher asks students to copy the timeline on their notebooks and complete with the information they know about the author, taking care to write the verb in the past tense. Students have maximum one minute to complete.
4. Teacher asks some volunteers to check information on the board or asks two students to pass to the front and report the information they completed.
5. If any student has chosen Thomas Edison as the inventor, teacher uses as an opportunity to discuss the following questions.
  - a. What do you know about Thomas Edison?
  - b. What do you like to know about him?
  - c. What invention is he famous for?

**Pre-writing time (10 minutes)**

- Teacher sticks on the board some pictures related to Thomas Edison's life and explains she/he is going to tell a story about him. Writing

**Writing 1 before.**



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- Teacher chooses some students to predict what the story will be about.
- Teacher asks them to draw a T chart and takes notes of the language they could listen to.

Vocabulary	Grammar

9. Teacher starts narrating a part of the story by making gestures and sounds that catch students' attention.
10. Teacher may use different drawings while she/he is telling the story to provide more comprehension.
11. After that, teacher compares the T-chart with students to check how much vocabulary they understood.

### **Writing a short story 1: THOMAS EDISON'S LIFE**

#### **Read and make up a brief history of Thomas Edison**

Thomas Edison was born in Milan, Ohio on February 11th, 1847. He did not learn to talk until he was almost 4 years old. When he went to school he was considered as mentally slow by teacher, so his mother decided to took him out of school. In 1854, his family moved to Michigan. Edison sold candies and newspapers on trains. He became a telegraph operator at an agent station of oncoming trains. In 1872, Edison worked on the public telegraph system sending and receiving telegraphs. Edison system wasn't his invention, but he made improvements on the system. Edison's first invention was the phonograph in 1877. Many people today incorrectly associate the phonograph with the record player. Edison's device recorded the voice through the sound cylinder inserted into the phonograph while the gramophone recorded the disk that we know today. Edison did not invent the electric light bulb, but he invented the first commercial light bulb. t of life. Edison bought the patent of light bulb and eventually developed it a more workable. In 1888, Edison started working on the movie camera. Some of the things that Edison filmed with the early movie camera included a man doing tracks on a single bike in two

.....

.....

.....

.....

**Writing time (20 minutes)**

12. Teacher divides the class in groups and provides them a different part of the reading related to Thomas Edison inventor. See writing 2. This time, students read their texts in their belonging groups. Remember that each group should receive the same information.

13. Students read their parts and discuss with their group about the main idea.



14. Teacher rearranges the groups by choosing one member of each group and forming a new one.

15. In the new groups, students share the information they read about.

16. Once they have got the main idea of each paragraph, they try to reconstruct the text by putting the events in order.



**Reading and writing the most important of the history of Thomas Alva 2:  
Thomas Alva Edison Inventor.**

When Thomas Alva Edison's schoolteacher told his mother that he was "addled" (easily confused), Mrs. Edison took him out of school. Young Edison turned to books for his education. Not only could he read quickly, but he could remember almost everything he read.....

After reading books on science, Thomas built a chemical laboratory in his house. When he needed money for materials, he got a job as a newspaper carrier on a train. Soon he was able to buy second-hand printing equipment and began publishing a newspaper of his own.....

Next, he set up a lab in the baggage car, but an unfortunate chemical fire got him, and his equipment thrown off the train. During another train accident, he was pulled to safety by his ears, which resulted in permanent damage to his hearing.....

When Edison was 23, he founded the first firm of consulting engineers. For the next six years, he turned out a number of inventions. In 1876, he set up a laboratory in Menlo Park, New Jersey. This became the first industrial research laboratory. Thomas Edison's goal was to produce a new invention every ten days. During one four-year stretch he obtained 300 patents—one for every five days! In his lifetime, he patented 1,100 inventions.

.....

**Post-writing time (10 minutes)**

17. Teacher provides a worksheet to evaluate students' writing comprehension. Students may complete individually or in pairs.

**Worksheet 1**

Unit\_\_\_: \_\_\_\_\_

Writing title: \_\_\_\_\_

Name: \_\_\_\_\_

Literal level: (3 points)

**A.** Answer the following question based on the reading about Thomas Edison inventor.

1. Why did Thomas Edison's mother take him out of school?

.....  
.....  
.....  
...

2. What did Edison build in his house?

.....  
.....  
.....  
...

**B.** Write True if the following statements are true or False if the information contradicts the reading.

Edison founded the first firm of consulting inventors. \_\_\_\_\_

Thomas Edison's goal was to produce a new invention every ten years. \_\_\_\_\_

**C.** Circle the correct answer.



1. How many patented inventions did Edison get during his life?

84

300

1931

1100

2. According to the reading, underline all the inventions that credit to Edison.

Camera  
bulb

Computer

Phonograph

Car electric light

Movie camera

Coca cola

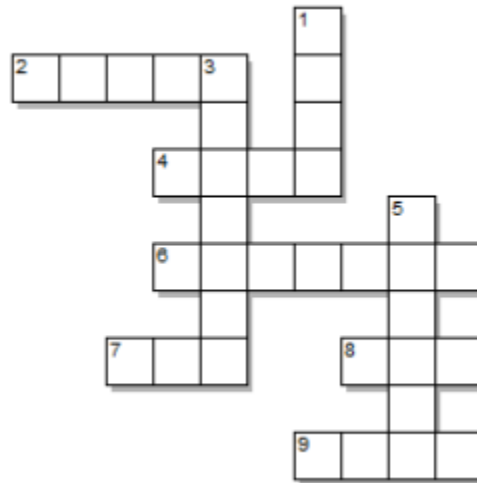
Stock ticker

Train

- D.** Solve the crossword by changing the verbs in imperative into the past form.

**Across**

- 2 build  
4 tell  
6 found  
7 get  
8 be  
9 die



**Down**

- 1 read  
3 take out  
5 because

**Inferential level: (3.5 points)**

- A.** Connect the following conclusions about Thomas Edison inventor with the information read before. Write YES if the conclusion is correct or NOT if it is not correct next to them.

1. He was a poor man when he was younger. \_\_\_\_\_
2. Thomas Edison had a good memory. \_\_\_\_\_
3. His love for newspapers helped him to achieve success. \_\_\_\_\_
4. He believed strongly in his potential as an inventor. \_\_\_\_\_

**B. Critical level: (3.5 points)**

Discuss with your partner about the following questions. Write your partner's answer below each question.

1. Do you agree that Thomas Edison deserved the credit of a great inventor?

---

3. If you were an inventor, what would you like to invent? Give reasons.

---

---

---

18. Teacher uses this rubric to evaluate on which level the student is and what level needs to work in more.

---

---

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# A N N E X E S





# ANNEX: 1



**ANEXO L- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACIÓN**

**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE LENGUAS Y LINGÜÍSTICA**

**TRABAJO DE TITULACIÓN**

Nombre de la propuesta de trabajo de la titulación	<i>Tema: Live histories and narrative approaches for students of basic general education.</i> <i>Propuesta: Design of an anecdotal album of stories lived from childhood to adolescence to develop their writing production.</i>		
Nombre del estudiante (s)	CRUZ MARTILLO GABRIEL ENRIQUE		
Facultad	Filosofía Letras y Ciencias de la Educación	Carrera	Lenguas y Lingüística
Línea de Investigación	Estrategias Educativas Integradoras e Inclusivas	Sub-línea de investigación	Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras
Fecha de presentación de la propuesta de trabajo de titulación	06 DE JULIO DE 2020	Fecha de evaluación de la propuesta de trabajo de titulación	

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

<input type="checkbox"/>	APROBADO
<input type="checkbox"/>	APROBADO CON OBSERVACIONES
<input type="checkbox"/>	NÓ APROBADO

-----

Firma del Presidente del Consejo de Facultad  
 CC: MSc. Sara Anaguano - Directora de Carrera  
 MSc. Israel Bravo - Gestor de Integración Curricular y Seguimiento a Graduados



## ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE TITULACIÓN

### FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUAS Y LINGÜÍSTICA/LENGUA Y LITERATURA INGLESA

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Guayaquil, 06 de Julio de 2020

MASTER

SARA ANAGUANO PÉREZ  
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

Nosotros, Valle Navarro Carlos Ernesto, docente tutor del trabajo de titulación y el o los estudiantes (s) Cruz Martillo Gabriel Enrique de la Carrera de Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario día miércoles de 18h00 a 20h00, durante el periodo ordinario 2020 - 2021 CICLO I, a través del correo institucional. De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70 %. (mediante correo electrónico institucional)
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso, conforme al Calendario Académico.

Tengo conocimiento que es requisito para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudio, los requisitos previos de graduación, y haber aprobado el módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud.

Atentamente, 

Firma

Cruz Martillo Gabriel Enrique  
CI: 091954370-2



Valle Navarro Carlos Ernesto  
CI: 091221977-1



#### ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL





Tutor: Ing Carlos Valle Navarro Msc

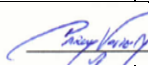





Tipo de trabajo de Titulación: Proyecto de







Investigación









Título del trabajo: Live histories and narrative approaches for students of basic general education



Carrera: Lenguas y Lingüística

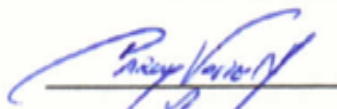
No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN		OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
			INI CIO	FI N			
1	08/07/20 20	Explicación acerca del desarrollo del esbozo del trabajo de investigación.	18H 00	20 H00	Cada uno de los trabajos, el estudiante lo desarrolla con mucha responsabilidad y puntualidad.		
2	15/07/20	Breve corrección de la estructura	18H	20	Modificar el problema		

	20	de la tesis, y explicación de cómo narrar o escribir el problema del tema de dicho trabajo.	00	H00	manteado		
3	22/07/20 20	Dar guías estratégicas para elaborar el árbol de problemas, con la prognosis.	18H 00	20 H00	Corregir el árbol de problemas.		
4	29/07/20 20	Elaboración del problema en base al tema y propuesta asignada, por otra parte se dio una breve explicación de la justificación y objetivos generales y específicos.	18H 00	20 H00	De corrigió el problema y el árbol del problema, por otra parte se mandó a modificar la justificación y los objetivos generales y específicos.		
5	05/08/20 20	Se corrigió cada uno de los parámetros asignados con el estudiantes, luego de eso se detalló	18H 00	20 H00	Se revisó el capítulo I de la investigación científica, y de aceptó dicho trabajo, para luego		

		se siga trabajando el capítulo II del trabajo de investigación.			seguir con el capítulo II		
6	12/08/2020	Se redactó el marco teórico con cada una de las fundamentaciones de dicha investigación.	18H 00	20 H00	Se mandó a redactar o extraer ideas para la elaboración de los fundamentos de la investigación.		
7	19/08/2020	Se brindó una muestra de cada una de las variables del trabajo de investigación y como sacar la variable dependiente e independiente	18H 00	20 H00	Se mandó a elaborar cada una de las variables de la investigación, y desarrollar ejercicios como tal para tener una guía.		
8	26/08/2020	Se ejecutó cada uno de los ítems del capítulo II con el estudiante y de desarrolló las modificaciones	18H 00	20 H00	Se aceptó el capítulo II, luego se mandó a seguir trabajando el capítulo III		

		para luego ser aprobado dicho capítulo.					
9	02/09/20 20	Se guió al estudiante, para que use una metodología acorde al tema de su investigación científica.	18H 00	20 H00	Se trabajó con éxito		
10	09/09/20 20	Se le brindó modelos como guías de entrevistas y encuestas, con la finalidad de tener evidencias para el trabajo de análisis crítico.	18H 00	20 H00	El estudiante entregó cada una de las encuestas y entrevistas, desarrolladas en la plataforma zoom.		
11	16/09/20 20	Manejo correcto de los análisis e interpretación de los datos, según el resultado correspondiente.	18H 00	20 H00	Se trabajó con éxito		
12	23/09/20 20	Se corrigió cada una de las faltas erróneas del trabajo de	18H 00	20 H00	Se aceptó el capítulo III y se explicó que siga avanzando el		

		investigación.			capítulo final.		
13	30/09/2020	Se desarrolló el capítulo IV, con cada una de las propuestas asignadas, detallando el desglose como tal, como por ejemplo: objetivos generales, y específicos y justificación de dicha propuesta, finalmente comenzar a adjuntar cada uno de los capítulos.	18H00	20H00	Finalmente se realizó una última revisión de dicho trabajo, para luego ser enviado al sistema de plagio.		



Docente-Tutor

CI: 091221977-1

\_\_\_\_\_

Gestor de Integración Curricular y Seguimiento a Graduados

CI: \_\_\_\_\_





#### ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

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

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN  
 GEDULANO, C.I. 091221577-1

FECHA: 10/10/2020



ANEXO VI. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE LENGUAS Y LINGÜÍSTICA

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Guayaquil, 30 de Septiembre, 2020

MASTER  
SARA ANAGUANO PÉREZ  
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN  
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación Tema: *Live histories and narrative approaches for students of basic general education. Propuesta: Design of an anecdotal album of stories lived from childhood to adolescence to develop their writing production*, del estudiante, GABRIEL ENRIQUE CRUZ MARTILLO, indicando que ha cumplido con todos los parámetros establecidos en la normativa vigente:

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

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

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

Atentamente,

TUTOR DE TRABAJO DE TITULACIÓN

No CI. 0912219771

Fecha: 30 de Septiembre, 2020





FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUAS Y LINGÜÍSTICA

MODALIDAD PRESENCIAL

Guayaquil, 30 de Septiembre, 2020

### CERTIFICACIÓN DEL TUTOR

Yo, CARLOS VALLE NAVARRO, tutor del trabajo de Titulación **LIVE HISTORIES AND NARRATIVE APPROACHES FOR STUDENTS OF BASIC GENRAL EDUCATION PROPUESTA DESIGN OF AN ANÉCDOTAL ALBUM OF STORIES LIVED FROM CHILDHOOD TO ADOLESCENCE O DEVELOP THEIR WRITING PRODUCTION.**, certifico que el presente trabajo de titulación, elaborado por GABRIEL ENRIQUE CRUZ MARTILLO con C.I.No. 0919543702 , con mi respectiva asesoría como requerimiento parcial para la obtención del título de LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN LENGUAS Y LINGUISTICA; en la Carrera de Lenguas y Lingüística de la Facultad de Filosofía, Letras y ciencias de la Educación, ha sido **REVISADO Y APROBADO** en todas sus partes, encontrándose apto para su sustentación.



CARLOS VALLE NAVARRO  
C.C.No. 0912219771



#### ANEXO VIII. – INFORME DEL DOCENTE REVISOR

Guayaquil, Domingo 18 de octubre de 2020

MASTER

SARA ANAGUANO PÉREZ

DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación **LIVE HISTORIES AND NARRATIVE APPROACHES FOR STUDENTS OF BASIC GENERAL EDUCATION. PROPUESTA: DESIGN OF AN ANECDOTAL ALBUM OF STORIES LIVED FROM CHILDHOOD TO ADOLESCENCE O DEVELOP THEIR WRITING PRODUCTION** del o de los estudiante (s)

**CRUZ MARTILLO GABRIEL ENRIQUE**

as gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de 29 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 37 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

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

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

Una vez concluida esta revisión, considero que el (los) estudiante(s) está(n) apto(s) para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

Mirna Romero



**ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN  
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE LENGUAS Y LINGÜÍSTICA**

<b>Título del Trabajo:</b> LIVE HISTORIES AND NARRATIVE APPROACHES FOR STUDENTS OF BASIC GENERAL EDUCATION. <b>PROPUESTA:</b> DESIGN OF AN ANECDOTAL ALBUM OF STORIES LIVED FROM CHILDHOOD TO ADOLESCENCE O DEVELOP THEIR WRITING PRODUCTION. <b>Autor(es):</b> CRUZ MARTILLO GABRIEL ENRIQUE			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIF.	COMENTARIOS
<b>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</b>	<b>3</b>	<b>3</b>	
Formato de presentación acorde a lo solicitado	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras	0.6	0.6	
Redacción y ortografía	0.6	0.6	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
<b>RIGOR CIENTÍFICO</b>	<b>6</b>	<b>6</b>	
El título identifica de forma correcta los objetivos de la investigación	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.7	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresa el cumplimiento de los objetivos específicos	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.4	Citas de 1960
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>	<b>1</b>	
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera/ Escuela	0.3	0.3	
<b>CALIFICACIÓN TOTAL*</b>	<b>10</b>	<b>9.90</b>	
* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.			

*Mirna Romero*

MSc. Mirna Romero Coloma

CI: 0919164426

Fecha: Domingo 18 de octubre de 2020





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CARRERA LENGUAS Y LINGÜÍSTICA  
Teléfono: 3-2945888



Guayaquil, 22 de Julio del 2020  
Oficio No. UG-LENGUAS 2020-0392

MSc.  
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PROFESOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA  
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
Ciudad.

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En esta designación consta el nombre del estudiante de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (Semenal): CRUZ MARTILLO GABRIEL ENRIQUE.

**TEMA:** LIVE HISTORIES AND NARRATIVE APPROACHES FOR SECONDARY STUDENTS.

**PROPUESTA:** DESIGN OF AN ANECDOTAL ALBUM OF STORIES LIVED FROM CHILDHOOD TO ADOLESCENCE TO DEVELOP THEIR WRITING PRODUCTION.

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,

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**DIRECCIÓN DE LENGUAS Y LINGÜÍSTICA**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA I	
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA	

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Oficio No. UG-LENGUAS 2020-0458



Guayaquil, 25 de Agosto del 2020

MSc.

**Graciela Romero García**

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Ciudad.-

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Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que el estudiante: **CRUZ MARTILLO GABRIEL ENRIQUE**, de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (Semestral), pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

**TEMA:** LIVE HISTORIES AND NARRATIVE APPROACHES FOR STUDENTS OF BASIC GENERAL EDUCATION.

**PROPUESTA:** DESIGN OF AN ANECDOTAL ALBUM OF STORIES LIVED FROM CHILDHOOD TO ADOLESCENCE O DEVELOP THEIR WRITING PRODUCTION.

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

Le anticipo mis reconocimientos.

Atentamente,

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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

	FUNDAMENTO RESPONSABLE	CARGO	FIRMA
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Tema: Live histories and narrative approaches for students of basic general education.

Propuesta: Design of an anecdotal album of stories lived from childhood to adolescence o develop their writing production.

Particular que comunico para los fines legales pertinentes.

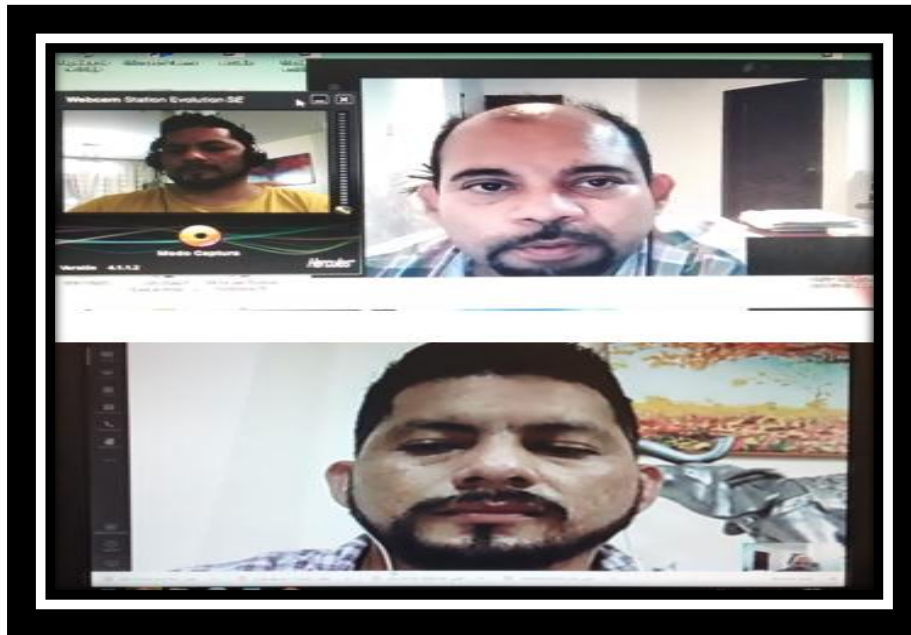
Atentamente,

*Graciela Romero*  
DIRECTORA



# ANNEX: 2

## TEACHING AND STUDENT TUTORIALS



## INTERVIEW WITH TEACHERS AND STUDENTS





## SURVEY MODEL

### LIFE HISTORIES AND NARRATIVE APPROACHES FOR STUDENTS OF BASIC GENERAL EDUCATION UNIVERSITY OF GUAYAQUIL

#### OBJECTIVE

To know the perception of the students about the writing ability using the life stories or short stories

Sample: 75 students

Course: 8th course

**TABLE N°12 SURVEY MODEL**

N°	Question			
1	What is the thing that you best like to do in Class?			
Read	Write	Listen	Explain an exercise	None of them
2	What is the activity that you do not like to do in class?			
Read	Write	Listen	Explain an exercise	None of them
3	Is it easy to understand the English teachers?			
Always	Usually	Sometimes	Rarely	Never
4	How much do you like to write?			
Always	Usually	Sometimes	Rarely	Never
5	How do you manage the writing in the English class?			
Excellent	Very Good	Good	unsatisfactory	Wrong
6	Do you have any difficulty to write paragraphs in English?			
Always	Usually	Sometimes	Rarely	Never
7	Do you apply any strategy to write in English?			
Always	Usually	Sometimes	Rarely	Never
8	Do you write short stories in the English class?			
Always	Usually	Sometimes	Rarely	Never
9	Is it easy or difficult for you to write a short story or a life story?			
Totally Easy	Easy	normal	difficult	Totally difficult
10	Would you like to have a set of guided exercises to improve your writing skill?			
Yes			No	

LIFE HISTORIES AND NARRATIVE APPROACHES FOR STUDENTS OF BASIC GENERAL  
EDUCATION  
UNIVERSITY OF GUAYAQUIL

**OBJECTIVE**

To know the perception of the students about the writing ability using the life stories or short stories, to identify the problem and implement the strategy of life story or short story.

**Sample:** 75 students

**Course:** 8th course

**TABLE N°13 RESEARCH PROJECT**

N°	Question			
1	How would you grade the understanding level of your students in general?			
Excellent	Very Good	Good	Unsatisfactory	Wrong
2	Which is the importance of Writing exercises in the English classes?			
Really important	Very Important	important	little important	not important
3	Do you consider the writing ability important in the learning process?			
Always	Usually	Sometimes	Rarely	Never
4	Which are the main factors of the writing comprehension of students?			
Physicals	Emotionals	Linguistics	Intellectuals	Externals
5	Which are the main problems that you have identified related with the written ability?			
Content	Cohesion	Orthography	Imagination	memory
6	Do you consider that writing ability influences the personal and social development of the students?			
Always	Usually	Sometimes	Rarely	Never
7	Do you use different writing techniques in class with your students?			
Always	Usually	Sometimes	Rarely	Never
8	The life stories or short stories increase the level of writing ability in your students?			
Always	Usually	Sometimes	Rarely	Never
9	Do you believe that the life stories or short stories exercises improve the level of writing in the students?			
Always	Usually	Sometimes	Rarely	Never
10	would you use guided written exercises to improve the writing in your students?			
Always	Usually	Sometimes	Rarely	Never

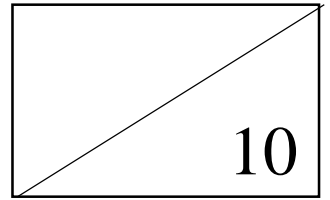
# ANNEX: 3

# DIAGNOSTIC TEST

Teacher or guide: Gabriel Cruz Martillo

Date:

Classroom or course:



**Note:** It is not necessary for the student to answer all the questions. If you don't know something, don't answer it and move on. This exam is not to have a promotion grade but to be able to place you in the level of English that corresponds to you.

## Pre-requisite

**Please answer the following questions.**

- What was the last level of English you studied at the Hermano Francisco Gárate educational institution?

---

- Have you studied the English language before?

---

- Where?

---



- In a range from 0 to 10, at what level do you consider yourself to be in English?
- 

**1. Write the following colors in English.**



**2. Write the following colors in English.**

- |                  |                  |
|------------------|------------------|
| 1. Gris: _____   | 4. Negro: _____  |
| 2. Café: _____   | 5. _____         |
| 3. Rosado: _____ | 6. Blanco: _____ |
|                  | 7. Verde: _____  |

**3. Write the following numbers.**

Example: one 1

Three: \_\_\_\_\_

Five: \_\_\_\_\_

Twelve: \_\_\_\_\_

twenty six: \_\_\_\_\_

fourteen: \_\_\_\_\_

Thirty-two: \_\_\_\_\_

4. Write the following numbers in words.

2

55

8

97

11

72

13

84

15

69

20

100

30

1,000

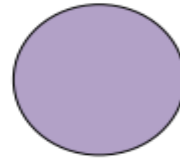
5. Write the following parts of the body.



6. Write the name in the following ways.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



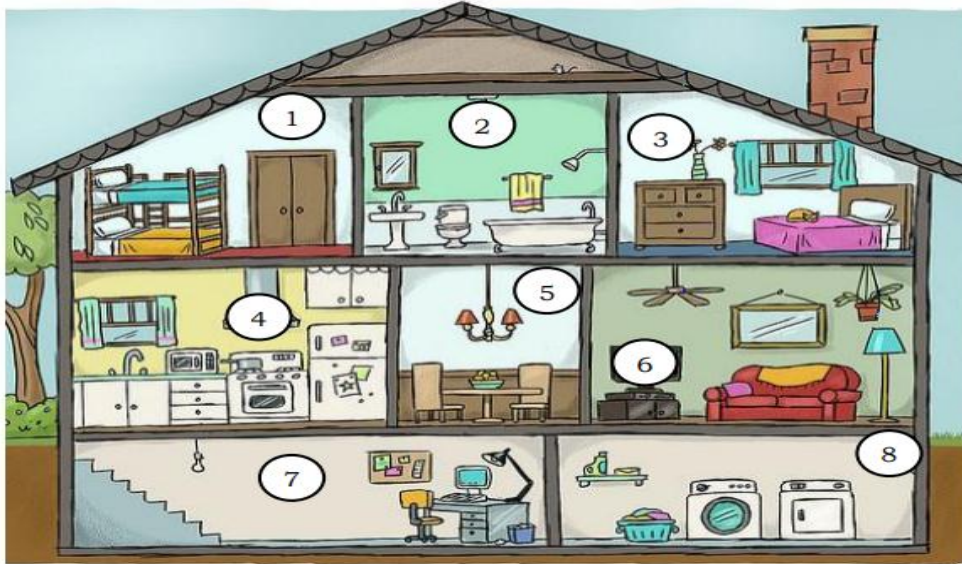
\_\_\_\_\_

7. Label the following family members.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

8. Write the names of the rooms in a house.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

9. Answer the following questions.

• How many months are in a year? \_\_\_\_\_

• How many days are there in a week? \_\_\_\_\_

• Write the seasons.

\_\_\_\_\_

\_\_\_\_\_

• What is the third month of the year? \_\_\_\_\_

• What is the twelfth month of the year? \_\_\_\_\_

**10. Write the time in words.**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

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1. Do you think that the educational unit applies each of the technological tools to learn the English language?

Strongly disagree Disagree Indifferent Agree Strongly agree

2. Do you have a formal English dialogue in the classroom with your classmates and English teacher?

Strongly disagree Disagree Indifferent Agree Strongly agree

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3. Do you use educational platforms at home to improve each of the language skills?

Strongly disagree Disagree Indifferent Agree Strongly agree

4. Do you consider it very important to learn the english language?

Strongly disagree Disagree Indifferent Agree Strongly agree

5. Do you think it is essential to practice English in free time?

Strongly disagree Disagree Disagree Agree Strongly agree

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6. Do you consider that the teacher develops a narrative story in English?

Strongly disagree Disagree Indifferent Agree Strongly agree

7. Do you think that reading narrative stories will help you better develop your written production in English?

Strongly disagree Disagree Indifferent Agree Strongly agree

8. Do you think that the Educational Unit should create space and time to develop narrative stories in English?

Strongly disagree Disagree Indifferent Agree Strongly agree

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9. Do you think that the Educational Unit should implement a narrative reading area in English?

Strongly disagree

Disagree

Indifferent

Agree

Strongly agree

★

★

★

★

★

10. Do you think that, by giving life stories with your classmates, you will help them to know a wide vocabulary of the English language?

Strongly disagree

Disagree

Indifferent

Agree

Strongly agree

★

★

★

★

★

11. Do you consider it important that the Educational Unit invite other educational centers to tell life stories in English?

Strongly disagree

Disagree

Indifferent

Agree

Strongly agree

★

★

★

★

★

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12. Do you think that narrating your personal life story will help you improve your English grammar structure?

Strongly disagree

Disagree

Indifferent

Agree

Strongly agree

★

★

★

★

★

NEW QUESTION

or Copy and paste questions

# ANNEX: 4



REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA			
FICHA DE REGISTRO DE TESIS/TRABAJO DE GRADUACIÓN			
<b>TÍTULO Y SUBTÍTULO:</b>	<p>“Historias de vida y enfoque narrativo para estudiantes de educación general básica.”</p> <p>Diseño de un álbum anecdótico de historias vividas de la infancia a la adolescencia para desarrollar su producción de escritura.</p>		
<b>AUTOR</b>	Gabriel Enrique Cruz Martillo		
<b>TUTOR:</b>	Ing. Carlos Valle Navarro. Msc		
<b>INSTITUCIÓN:</b>	Universidad de Guayaquil		
<b>FACULTAD:</b>	Filosofía, Letras y Ciencias de la Educación		
<b>ESPECIALIDAD:</b>	Lenguas y Lingüística		
<b>TÍTULO OBTENIDO:</b>	Licenciado en Lenguas y Lingüística		
<b>FECHA DE PUBLICACIÓN:</b>	Octubre de 2020	<b>No. DE PÁGINAS:</b>	188
<b>ÁREAS TEMÁTICAS:</b>	Lengua Inglesa		
<b>PALABRAS CLAVES:</b>	historias de vida, enfoque narrativo, enseñanza aprendizaje, Idioma Inglés		
<b>RESUMEN</b> <p>El artículo propone una aproximación de la fundamentación teórica, y aplicación en la Pedagogía social a través del uso de historias de vida dentro del área cualitativa, etnografía y del contexto social. Estudios de investigación en ciencias sociales utilizan relatos de vida y su enfoque narrativo para articular significados subjetivos de experiencias y prácticas sociales. Los resultados de diferentes trabajos de investigación muestran las dimensiones subjetiva y social del uso de las historias de vida. Este trabajo presenta una investigación realizada bajo la utilización del diseño e implementación de este recurso como opción metodológica de uso para la enseñanza de idioma inglés en estudiantes secundarios. Este proyecto de investigación es el resultado de una técnica alternativa a la participación individual dentro de los salones de clases, sugiriendo el uso de la teoría narrativa como mecanismo de enseñanza aprendizaje para estudiantes de educación general básica en el Idioma Inglés.</p> <p>Palabras clave: historias de vida, enfoque narrativo, enseñanza aprendizaje, Idioma Inglés</p>			
<b>ADJUNTO PDF:</b>	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO	
<b>CONTACTO CON AUTOR</b>	Teléfono: 0991575367	E-mail: gaboocruz@gmail.com	
<b>CONTACTO CON LA INSTITUCIÓN:</b>	Nombre: Secretaria de la escuela de lenguas y lingüística Teléfono:(04) 2294888 Ext. 123 E-mail: <a href="mailto:lenguas.linguistica.filo@gmail.com">lenguas.linguistica.filo@gmail.com</a>		

<b>NATIONAL FILE SCIENCE AND TECHNOLOGY</b>			
<b>FORM TO THESIS REGISTER</b>			
<b>TITLE AND SUBTITLE:</b>	<p>Live histories and narrative approaches for students of basic general education.</p> <p>Design of an anecdotal album of stories lived from childhood to adolescence o develop their writing production.</p>		
<b>AUTHOR</b>	Gabriel Enrique Cruz Martillo		
<b>TUTOR:</b>	Ing. Carlos Valle Navarro. Msc		
<b>INSTITUTION:</b>	Universidad de Guayaquil		
<b>FACULTY:</b>	Phylosophy, Letters and Education sciences		
<b>CAREER:</b>	Language and Linguistic		
<b>OBTAINED TITLE:</b>	Mention in Language and Linguistic		
<b>PUBLICATION DAY:</b>	October de 2020	<b>No. OF PAGES:</b>	188
<b>TEMATIC AREAS:</b>	English language		
<b>KEY WORDS:</b>	life stories, narrative approach, teaching-learning, English language.		
<p><b>ABSTRACT</b></p> <p>The article proposes an approximation of the theoretical foundation and application in social pedagogy through the use of life stories within the qualitative area, ethnography and the social context. Social science research studies use life stories and their narrative approach to articulate subjective meanings of social experiences and practices. The results of different research works show the subjective and social dimensions of the use of life stories. This paper presents an investigation carried out using the design and implementation of this resource as a methodological option of use for the teaching of the English language in secondary students. This research project is the result of an alternative technique to individual participation within the classroom, suggesting the use of narrative theory as a teaching-learning mechanism for students of basic general education in the English Language</p> <p>Keywords: life stories, narrative approach, teaching-learning, English language.</p>			
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<b>AUTHOR CONTACT:</b>	<b>Telephone</b> : 0991575367	E-mail: gaboocruz@gmail.com	
<b>INSTITUTION CONTACT:</b>	<b>Name:</b> Secretaria de la escuela de lenguas y lingüística		
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