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**ÁREA DE LA EDUCACIÓN EL ARTE Y LA
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ENGLISH LANGUAGE CAREER

TITLE:

“WRITING TECHNIQUES APPLIED BY THE TEACHERS
AND THEIR INFLUENCE ON THE LEARNING OF
ENGLISH LANGUAGE ON THE STUDENTS OF 10TH
YEAR OF BASIC EDUCATION AT UNIDAD
EDUCATIVA ANEXA A LA UNL HIGH SCHOOL.
ACADEMIC YEAR 2012-2013”.

*Thesis as a previous requirement
to obtain the Bachelor's degree in
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AUTHOR

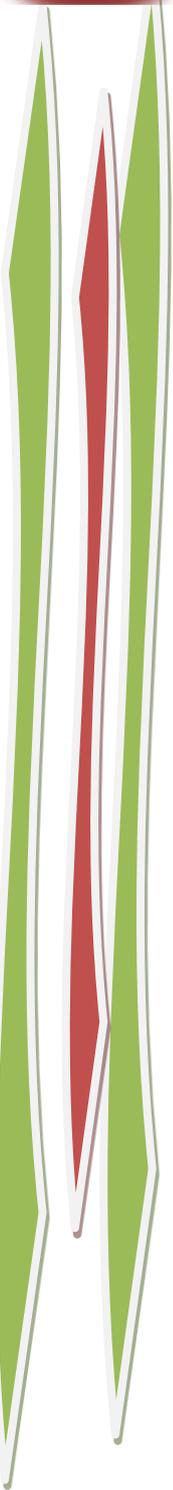
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C E R T I F I C A T I O N

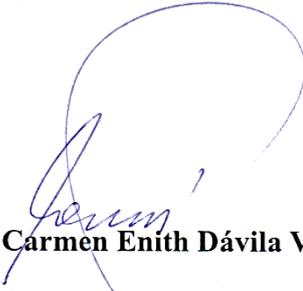
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That following research work entitled “WRITING TECHNIQUES APPLIED BY THE TEACHERS AND THEIR INFLUENCE ON THE LEARNING OF ENGLISH LANGUAGE ON THE STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNL HIGH SCHOOL. ACADEMIC YEAR 2012-2013”, under the responsibility of the undergraduate Graciela Maribel Palta Medina, it has been thoroughly revised and analyzed the process reports of the research. I therefore, authorize its presentation for the pertinent legal aims.

Loja, April 08th 2015



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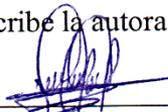
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The author

DEDICATION

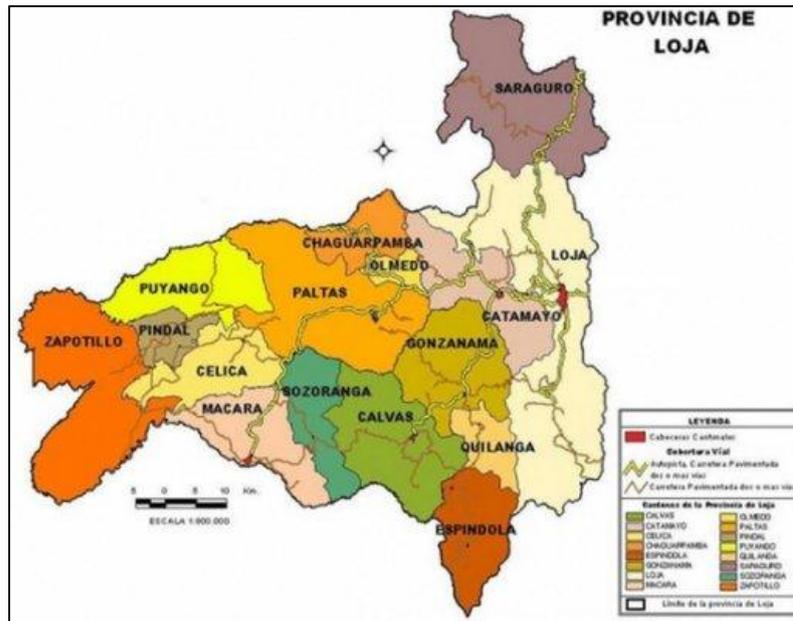
I dedicate to God, to my parents Maria and José, and to my siblings Luis, Angel, Alex, Lucia, Rosa, Wilma, and Tania, since they have given me the required support to finish one of the main goals in my life.

GRACIELA MARIBEL

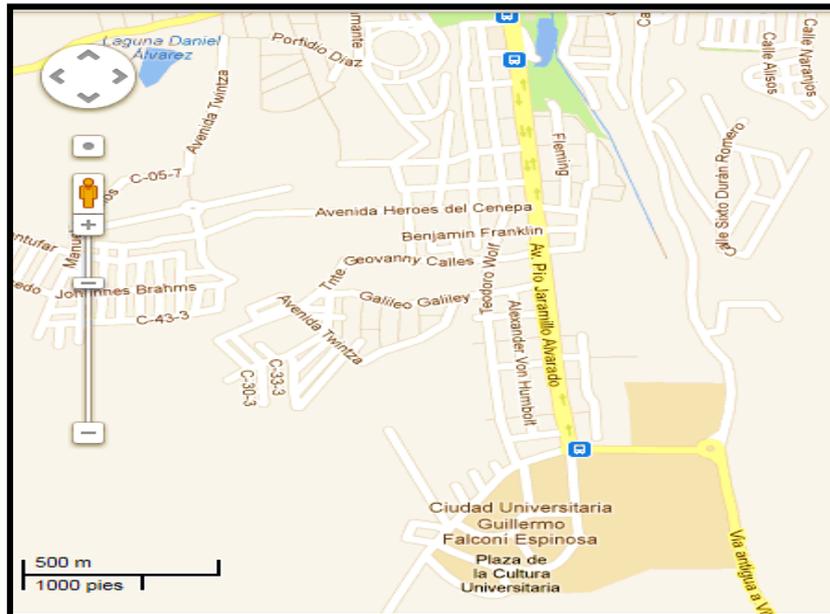
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GEOGRAPHIC MAP



CROQUIS



THESIS SCHEME

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a. TITLE

“WRITING TECHNIQUES APPLIED BY THE TEACHERS AND THEIR INFLUENCE ON THE LEARNING OF ENGLISH LANGUAGE ON THE STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNL HIGH SCHOOL. ACADEMIC YEAR 2012-2013”.

b. RESUMEN

El presente trabajo de investigación titulado “TÉCNICAS DE ESCRITURA APLICADOS POR LOS DOCENTES Y SU INFLUENCIA EN EL APRENDIZAJE DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DE DECIMO AÑO DE EDUCACIÓN BÁSICA EN LA UNIDAD EDUCATIVA ANEXA A LA UNL. AÑO ACADÉMICO 2012-2013”, se ha hecho con el propósito de determinar la influencia de las técnicas de escritura en el aprendizaje del idioma Inglés en los estudiantes de décimo año de educación básica. Los métodos utilizados en este trabajo investigativo fueron: método deductivo, y descriptivo. Además, para recolectar los datos, el instrumento principal fue la encuesta que fue aplicada a 109 estudiantes y 2 profesores de inglés. Por consiguiente, basado en los resultados se determinó que los profesores no aplican diferentes técnicas de escritura las cuales no están acorde al nivel y estilo de aprendizaje de los estudiantes, esto hace que los estudiantes tengan un bajo rendimiento en el aprendizaje del idioma Inglés.

c. ABSTRACT

The present research work entitled “WRITING TECHNIQUES APPLIED BY THE TEACHERS AND THEIR INFLUENCE ON THE LEARNING OF ENGLISH LANGUAGE ON THE STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNL HIGH SCHOOL. ACADEMIC YEAR 2012-2013”, it has been made with the purpose of determining the influence of writing techniques into the English language learning with the students of 10th year of basic education. The used methods in this work research were: deductive and descriptive. Besides, to collect the data the main instrument was the survey, which was applied to 109 students and 2 English teachers. Therefore, based on the results It has been determined that the teachers do not apply different writing techniques which are not according to the level and learning style of the students. it makes that students have a low-performance in the English language learning.

d. INTRODUCTION

The present research work about the Writing techniques and their influence on learning of English language on the students of 10th years of basic education at Unidad Educativa Anexa a la UNL. Academic Period 2012-2013, was developed with the purpose to find out how the writing techniques influence in the learning of the English Language.

However, an ineffective application of writing techniques limit the development of English language learning process among the students, because teachers apply the same writing technique all the time for that reason students get bored and the learning of this language do not develop.

Students have different learning styles, and the writing techniques should be applied according to students' style and level, for that reason in this High School the students of the 10th years of basic education do not have a good knowledge of this language. It is due to teachers do not apply different writing techniques and those are not according to the students' level.

The focus in this work is to stand out the writing techniques for getting their influence on the English language learning of the students. Because teachers often do not use the appropriate writing techniques to develop the learning of this foreign language, also, we focus on activities and the use of technology based on writing techniques that teachers can use to encourage the learning in their students.

The main objective that guided this research work was to get the appropriate information about writing techniques applied by the teachers and their influence on the

learning of English language on the students of 10th year of basic education at Unidad Educativa Anexa a la UNL high school. Academic year 2012-2013.

The specific objective was to analyze about writing techniques and their influence in the English language learning and to explain if those are helping to develop the learning of the students of the 10th year of basic education at Unidad Educativa Anexa a la UNL high school. Academic Year 2012-2013.

To match with the specific objective, it was also stated the hypothesis for this work which was the application of writing techniques applied by teachers are not helping to improve the English language learning on the students of the 10th year of basic education at Unidad Educativa Anexa a la UNL High school. Academic Year 2012-2013.

The main methods used in this work were the deductive method and the descriptive one. The first method contributed to obtain clear information through reading books to get updated knowledge and acquire ideas of this topic from general to particular. The second method permitted me to describe and analyze the collected information to demonstrate the coherence of the results between the hypothesis proposed to give conclusions and precise recommendations.

The present work is organized in the following way:

Firstly, the introduction presents all the body research, describing the contextual frame of the problem that let the development of this work.

Secondly, the revision of the literature summarizes the main variables, which were the support in the analysis of the results with the applied instruments.

Moreover, it includes the materials and methods used during the research process that describes the methods, techniques, procedures and instruments. This part shows a reference about the research population.

After that, it presents the description of the obtained results from the applied instruments. These are presented in tables and graphs in order to facilitate the interpretation and the analysis of the gathered information.

Following, it contains the discussion of the results, taking into account the most representative ones. Moreover, it presents the verification of the hypotheses through a descriptive analysis.

Afterward, it has the conclusions, which have been drawn after contrasting the information from the applied instrument, establishing the logical relation with the objectives defined in the research project.

Finally, it includes the recommendations or possible solutions to the found problematic that can be used to improve the application of writing techniques that teachers applied for the English language learning.

e. REVIEW OF THE LITERATURE

1. WRITING TECHNIQUES APPLIED BY THE ENGLISH TEACHERS IN THE BASIC LEVEL OF SECONDARY

1.1 ECUADORIAN EDUCATIONAL SYSTEM

An important factor for a country's development is the preparation of its human resources in order to get they can be prepared personally and professionally to interact into the society (AE G. M., 2003).

The Ministry of Education regulates the education in Ecuador, Its mission is to guarantee the access and quality of the initial-basic education and baccalaureate among Ecuadorian citizens taking into account the intercultural, plurinational, and ancestral languages, focusing on their rights and duties. Besides, nowadays the quality of education has improved comparing with the previous governments because they do not design the necessary budget to the education to improve the quality and get the development of our country (Bonilla, 2000)

1.1.1 SCHOOLING EDUCATION

The schooling education is accumulative and progressive which is oriented to obtain a title. It responds to standards and specific curricula defined by the educational authority in agreement with the National plan of Education. It offers people the opportunity to develop inside the levels: initial, basic, and baccalaureate. (Garcia Muñoz, 2003)

The schooling education has three levels:

Initial education

The level of initial education is a right for children, which should be equal without discrimination; it integrates training process toward to the integral development considering the aspects: cognitive, affective, and social to children from the three and five years giving a good development of them. (Garcia Muñoz, 2003)

Basic and baccalaureate education

Basic education develops children's skills of competitions to participate in a critic, responsible and solidary way to continue the high school studies. while the baccalaureate education has as a purpose to offer people a general formation to guide them for the elaboration of life projects to be integrated in the society like: a responsible, critical and solidary person preparing them to be able to go in the university. (Garcia Muñoz, 2003)

1.1.2 NON-SCHOOLING EDUCATION

The participants acquire knowledge, abilities and attitudes by mean of short lasting courses, in diverse areas. This system not only gives people the opportunity to grow professionally to get a job in better conditions but also gives them the opportunity to be formed as a person in order to be integrated in the community as a productive one. (Pozo Barrezueta, 2009-2013)

1.1.3 EDUCATIONAL INSTITUTIONS IN ECUADOR

Public Educative Institutions

These institutions are managed by the Ministry of Education, which are gratuitous in all levels without discrimination. The aim of these institutions is to develop students' abilities and form them to be integrated in the society as a productive person. (Pozo Barrezueta, 2009-2013)

Public-missionary Educative Institutions

These institutions are congregations belonging to a religious character and private right; some of them are nonprofit educational institutions. (Pozo Barrezueta, 2009-2013)

Private Educative Institutions

This type of institutions is managed for individuals that follow the rules and plans imposed by the government but not depends on it. The founders of these institutions bring their capital to development of the same. The aim of these institutions is to develop students' abilities and form them to be integrated in the society as a productive person. (Pozo Barrezueta, 2009-2013)

1.2 THE ENGLISH TEACHING LEARNING PROCESS IN SECONDARY SCHOOLS

Teaching learning process interacts teachers and students. Teachers are people who teach the designated subject and share their knowledge to their students based in the

contents. Learners are people who receive the contents to work, and through these ones, they acquire new knowledge. The importance of English teaching is that students obtain the necessary knowledge to interact with native and non-native speakers of English (Smith Flavell, 2010).

1.2.1 DIALECTIC PEER

STUDENT AND TEACHER

English teaching-learning process teachers and learners play an important role. Teacher is consider as the element that has the main part in the teaching-learning process who share his/her knowledge to the students based in the contents. Students are people who receive the contents to work, and through these ones, they acquire new knowledge (Muriel Saville, 2008).

Professional Profile of English Teachers

Teacher is not the person who domains the teaching methods, but is the professional capacity to integrate properly in the students' profile. It means a high school teacher should be able to coordinate the practical activities from several learnings and integrate them in the educational planning process, taking fast decisions and to be able to correct them in the classroom (Tribó Traveria, 2012).

English teachers should have not only an appropriate diploma for English teaching but also a good training including the four language skills, as well as a high knowledge of methods, techniques and strategies to guide pupils. Professionals in this field are not necessarily native speakers (González Isidro, 2010).

What is a learner?

Learners are the principal key in the teaching-learning process. They are the reason why the process is implemented. The knowledge that learners acquired decide if teaching-learning objectives are being achieved or not. In the teaching learning process, there are learners who learn fast and others who learn slowly (Quizpe, 2009).

Learners Personalities

Besides he says the development of English learning process influences the learners personalities, the qualities of the students vary from one to another. For the participation in the classroom, he can make the following characteristics of the learners.

- A shy Learner
- A Passive Learner
- A Distracted Learner
- An interrogator Learner
- A leader Learner
- An independent Learner

Types of learners: children, adolescents, and adults

To develop the learning of a second language the teacher should take into account the different types of learners. Whose will be described below:

Learners can be grouped according to their age: children, teenagers, and adults.

Children are more successful L2 learners than adults because they are more likely to receive simplified language input from others; and learn a foreign language in a neutral way, through motivation and curiosity, or by doing funny activities.

While **teenagers** are probably more successful in informal and naturalistic L2, learning contexts and they are being less inhibited than older learners. Moreover, **adults** learn faster in initial stages, they are advantaged by greater learning capacity, including better memory for vocabulary, greater analytic ability to understand and apply explicit grammatical rules (Muriel Saville, 2008) .

Students' Learning Styles

Learning styles are factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning. Teachers should take into account the different learning styles of their students to apply different techniques, specially writing techniques, so these ones help students to develop their learning and their linguistic skills (Muriel Saville, 2008) .

Modality	Descriptors	Learn Best Through the Use of
Visual Learners	Learn by observation Use written notes Benefit by visualizing, watching TV/video/films	Charts, graphs, diagrams, and Flashcards Pictures and graphics
Auditory Learners (input) Verbal-Linguistic Intelligence	Listening and taking notes Repeat words aloud for memorization	Discussion, dialog, debate Memorization Oral reading Listening CDs
Kinesthetic Learners	Learn through experience and physical activity	Playing games Mime Drama Learn or memorize while moving
Tactile Learners	Learn by touching and manipulating objects	Learning by doing Creating maps Art projects Drawing, designing things Writing

METHOD- CONTENT

The method is a description of the way of how to achieve an objective. The content are subjects or topics covered in a book or document. Teachers to develop the students' English learning process use Method and content.

1.2.2 EVALUATION ACCREDITATION

Evaluation not only is the fundamental tool to measure the quantity of knowledge through questions , but also it is the check a situation and verify if the implementation of a project is adequate or not, while **Accreditation** is the certification that the evaluation has been excellent in the project (Jonson, 1972).

1.3 ENGLISH TEACHING LEARNING PROCESS

The objective of English teaching learning in the education is to enable pupils the appropriate use of the language in areas like: tourism, international relationships, and communication. What is more the aim of teaching English language as a foreign language is to achieve the domain of the language by means of the practice in talkative situations inside and outside of the country.

The development of the English learning also depends on the students' number because a large class is difficult to manage and check students learning due to the time shortage, Harmer (1991) believes that few students learning is better, because all of them can participate during the classes and for teachers is easier to check the students learning.

Moreover, to get a good learning of English language, a high school should have the necessary resources such as: a laboratory to do a multimedia class, videos, posters, flash cards, puppets, CD player, etc. which are necessary to get the students' attention and to make an interesting English class and get good results into the students' learning. (Harmer J. , 1991)

Besides, Harmer considers that the development of students' learning depends on the use of the appropriate contexts. Those should be according to the students' level and learning neither easy nor difficult. Using the adequate books students grew up their English learning and the development of all their linguistic skills.

1.3.1 TEACHING ENGLISH SKILLS

Receptive skills: Listening, Reading

Students who are learning English first develop receptive skills, that is to say, listening comes before speaking, and reading is developed before writing. This does not mean that speaking and writing are more difficult than the other skills, but its growth implies a lot of practice and an appropriate exposure to the target language through grammar drills, reading comprehension, and listening As (Sheri M, 2012).

➤ Listening

It identifies the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds, and we use our brain to convert these into messages that mean something to us. (Downs, 2008)

➤ **Reading**

It involves word recognition, comprehension, fluency, and motivation. Reading provides significant input related to technological developments, world news, and scientific discoveries. (Muriel Saville, 2008)

Productive skills: Speaking, Writing

Productive skills include producing a message through speech or written text after have read and listened. Besides, he says that Productive skills improve from stronger practice of receptive skills. Besides, he says that written or spoken language requires prior knowledge of vocabulary such us: morphology, phonology, syntax, and discourse structure to access words and combine them into phrases, clauses, and longer units of text (Muriel Saville, 2008).

➤ **Speaking**

This skill is produced through the mouth, when we speak we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. For a good speech production is required an appropriate vocabulary, features of pronunciation, grammatical patterns (Muriel Saville, 2008).

➤ **Writing**

This skill is the most difficult skill to develop, but with frequent practice we can improve it. For that reason, he considers that teacher should send students writing assignments as homework during their learning to improve their writing skill. Through

it, they can solidify ideas and thoughts. It helps them to learn how to form language, how to spell, how to put words together (Muriel Saville, 2008).

Muriel considers that an effective writing requires considerable knowledge of linguistic elements at levels of vocabulary, morphology and syntax, mechanics of orthographic representation and punctuation because writing is probably the most dependent of the four language skills.

Besides, he considers that dynamics encourage teens to interact with each other and think creatively and active on the language that they are learning. Muriel describe bellow the most common dynamics to improve the students' learning and writing skills.

Most common dynamics to develop writing abilities

Mime

Teacher tell each student a verb in English, then they represent the verb to the class and others have to guess and write on the board which the verb is.

Running and writing

Divide students into two teams and ask them to think of words in a given category, such as body parts, they have to write the words in 2 minutes. Once given the signal, one by one of each team runs to the board to write a word. The winners are the students who have words that are more correct.

Phone

The teens are divide into groups of four or five. Have each group declare a listener, who goes to the hall and get a phrase or sentence in English. When he returns, have each team form a line with the listener forward. Then the same phrase whispers in the ear companion that follows in line, which continues to transmit the sentence and the last participant, should write the sentence to know if it is correct.

1.3.2 STEPS OF ENGLISH LANGUAGE ADQUISITION

To learn and get a good progress of a second language we have to follow the following stages:

Pre-production. - This is the silent period where the student can show understanding by drawing, using mime. In this stage learners have their first experience with English listening sounds and rhythm, discovering meaning, and speaking their first words in English.

Early production. - During this stage, students can speak in one or two word phrases. They can use short language pieces that have been memorized, although these ones are not always used correctly.

Speech emergence. - In this stage students can communicate with simple phrases and sentences, asking simple questions that may or may not be grammatically correct.

Intermediate fluency.- During this step learners are beginning to use more complex sentences to express opinions and share their thoughts (Muriel Saville, 2008).

1.3.3 MOTHER TONGUE INFLUENCES IN LEARNING OF ENGLISH LANGUAGE

Mother tongue helps students to develop their English learning, and it should be used to explain complex topics. What is more it considers the frequently use of the mother tongue blocks the students' English development because they will depend in their language to understand simple structures.

For a long time English teachers from high schools use the mother tongue to teach English due to students do not understand when teachers explains complex topics (Munera Mora, *Influencias del Español en el Aprendizaje del Ingles* , 2004)

Students' most common mistakes during the learning of L2

Pronunciation:

- S initial position: special, school, start, students, spend, stop, speak.
- Omission of s in final position: girls, use, texts, sentences, journalists, scientists
- Omission of consonants in final position: played, made, relevant, important, journalism.

Spelling

- Replacement of capital letters with lowercase: Monday, July, the Chinese, English

Meaning

- Changes in meaning: embarrassed (embarazada)
- The verb 'have' is used instead of the verb 'be' to express age.
- The word 'brothers' is used to refer to siblings of both sexes.

- The verb 'exist' is used to indicate 'there' instead of 'there is / are.

(Munera Mora, Google, 2004)

1.4 WRITING TECHNIQUES INTO THE COMMUNICATION

Writing techniques are the most common techniques used to evaluate the skills of reading and writing, because writing is a medium of communication that represents language through the inscription of signs and symbols into a language system. These techniques are a good way to motivate students to learn a second language like English. These ones not only motivate students to learn English language but also help them to improve their writing ability and their learning (Mata, 2004)

Teachers should apply writing techniques frequently. They to use these ones during the learning process should take into account the learning styles and students level whose are grouped according to their age: children, teenagers, and adults, they learn in a different way, some students learn slow and others quickly. If teachers take into account these aspects, they will get a good result in their students' learning (Muriel Saville, 2008).

1.4.1 TYPES OF WRITING TECHNIQUES

Writing techniques are used to develop the English language learning and writing production of students. What is more the frequently use of writing techniques help learners to grow up their learning and their linguistic skills, specially writing skills (Suvillan, 2009).

Spelling. – it can be defined as a key that uses letter sequences to represent specific words that have an associated pronunciation and meaning within the mental dictionary. (Mascott, 2010)

Brainstorming. - Is a type of prewriting and a creative process in which learners write as many ideas as possible down on paper, writing quickly without giving thought to grammar, spelling or punctuation (Barski, 1999).

Sentence Combining. - It may sound too simple, but teaching students how to combine sentences is one of the most effective techniques for improving students' writing. The goal of sentence combining is join two or more simple sentences to make one longer sentence.

Revising. - Using this technique students revise their own work or complete activities with the help of their teacher. Applying revising, students will know what their mistakes are. (Lynch, 2011)

Description. - Descriptive writing is one of the most common forms of writing which will help students to describe some objects or people giving similarities and differences.

Repetition. - Another common writing technique is the use of words' repetition which will help the students improve the writing skill, also learn vocabulary.

Compare. – It consists on give some information through describing someone or something to know if they are different, for example comparing styles, music, like or dislikes.

Dictation. - Teacher Speaks sentences, repeating each several times as the students write while students record their answers in their notebook.

Visualization. - Students close their eyes and teacher describes a scene. Plays some nice background music. Then students write and describe the scene they imagined, sharing their scene afterwards with the class or a classmate.

Story rewriting.- It is refers to summarize a reading with the own words and write their points of view of the story.

Song Lyrics Filling - In this technique the teacher plays a “catchy” song and the students listen it and fill the spaces in white. (Suvillan, 2009)

1.4.2 WHAT IS A SENTENCE?

A sentence is a set of words that contain a subject and a predicate to express complete thoughts (Wallace, 1996-2013).

Ex: I write a poem. It is a **sentence**

You = **subject** write a poem = **predicate**

Parts of Speech

All the words in the English language are divided into eight great classes. These classes are called Parts of Speech: **nouns- pronouns- verbs- adjectives- adverbs- prepositions- Conjunctions- Articles**, (Wallace, 1996-2013)

PUNCTUATION

It is a system of symbols that are used to separate sentences and parts of sentences to make clear their meaning. Here we have some punctuation rules:

All sentences must start with a capital letter, and titles of people, books, magazines, movies, specific places, etc. are capitalized. A sentence needs a punctuation mark at the end of it. These would include a period, exclamation mark, or question mark.

Colons are used to separate a sentence from a list of items, between two sentences when the second one explains the first, and to introduce a long direct quote.

Semicolons are used to take the place of a conjunction and are placed before introductory words like “therefore” or “however.” They are also used to separate a list of things if there are commas within each unit.

Parentheses enclose things that clarify and enclose numbers and letters that are part of a list.

Apostrophes are used in contractions to take the place of one or more letters and to show possession. An apostrophe and “s” is added if the noun is singular and an apostrophe alone is added if the noun is plural. (Wallace, 1996-2013)

The Four Basic Sentences

Simple Sentences. - it contains only one independent clause. An independent clause is a group of words with a subject and a verb that expresses a complete thought. Ex:

I drink coffee = is an independent clause.

It contains a subject (*I*) and a verb (*drink*), and it expresses a complete thought.

Compound Sentences. – It contains at least two independent clauses. These clauses are joined by a coordinating conjunction. A coordinating conjunction is a word that glues words, phrases, or clauses together. Ex:

She cooked and he cleaned.

She cooked is an independent clause.

He cleaned is also an independent clause.

And is a coordinating conjunction to join the two independent clauses.

Complex Sentences. – It contains a subordinate clause and an independent clause. A subordinate clause is a group of words that has a subject and a verb but does not express a complete thought. Ex:

I washed the dishes after I ate breakfast.

I washed the dishes is an independent clause.

After I ate breakfast is a dependent adverb clause modifying the verb washed.

Compound-Complex Sentence. – It contains at least two independent clauses and at least one subordinate clause. Ex:

I would have bought the cheese that you like, but it was too expensive.

I would have bought the cheese and it was too expensive are both independent clauses. They are being joined by the conjunction **but**.

That you like is a dependent adjective clause modifying the noun cheese.

The whole sentence is a compound-complex sentence. (Peoctor, 2013)

Types of sentences

The five common types of writing are:

Descriptive. – It describes people and places you are writing about. What do you see, hear, smell taste and feel, and be a part of it.

Compare and Contrast. - This type of writing permits the students to show similarities and differences about topics, subjects or objects.

Expository. - Is defined as presenting reasons, explanations, or steps in a process. It should contain a main idea, supporting details, and a conclusion.

Narrative.- It is the kind of writing is where the students tell a story about themselves, which would be a Personal Narrative.

Persuasive.- Is where the students define a presentation through reasons and examples to influence action or thought to state clearly an opinion and supply reasons and specific examples that support that opinion (Transit Road, 2013) .

Paragraph and its parts

It is a group of sentences joins to develop some ideas. The first sentence should contain the topic and an opinion of it. After that, three sentences supporting your ideas. Finally a conclusion with a personal opinion, followed by these helpful rules will lead to good paragraph writing.

Furthermore, each paragraph typically contains three-parts:

1. **Introduction:** including a topic sentence and transition words
2. **Body:** discussing the main thesis, using various forms of evidence
3. **Conclusion:** commenting and drawing connections. **Fuente especificada no válida.**

e. MATERIALS AND METHODS

DESIGN OF THE RESEARCH

The present research work was developed through a systematic process. It is categorized as a non-experimental research because it is a socio-educative work and it was developed in a descriptive way. The variables of the work were not manipulated, the survey, and the study of the results and the description of the facts in the same way.

METHODS

The methods used in the present research work were:

The **Deductive method** was applied during this research to obtain clear information through reading books about the main writing techniques, and how these ones help to the development of the English language learning on the students of this Academic Institution.

Other method applied in this research was the **Descriptive Method**. It permitted to describe and analyze the data related to the writing techniques and their influence in the learning of English language also to demonstrate the coherence of the results between the hypotheses proposed and to give conclusions and precise recommendations to the English teachers by contributing to the development of the English language learning of the students from this field.

TECHNIQUES AND INSTRUMENTS

In order to get the empiric information, about the researched object the following techniques and instruments were applied:

The survey was applied to all the students of 10th years of basic education and two english teachers at Unidad Educativa Anexa a la UNL High School, who have been facing problems about learning English. The students´survey was made in Spanish Language in order to, they can underestad better.

The teachers´survey was in English language, which was applied through a questionnaire that was elaborated with closed questions about the indicators that guided the process to prove the stated hyphotesis. To apply the survey was necessary to explain the purpose of the project and the intention of these instrument.

PROCEDURES

To make the present research work the following procedures were developed:

Tabulation

In the **tabulation** of the obtained data of the research, the descriptive and statistic methods were used for the closed questions, unifying criteria from the explanation of each question. The tabulation of the applied instrument permitted to contrast and analyze the collected information.

Organization

The empiric information was organized in order to classify the questions from the survey taking into account each hypothesis and the variables of the research as a guide that helped to verify them.

Graphic Representation

Through a graphic representation the empiric information was done in tables and graphs that permitted the visualization of the data easily, and the tendency of the indicators in each variable.

Interpretation and analysis

The data was analyzed considering the categories of the theoretical framework. Besides, it was interpreted and analyzed according to the obtained percentages, considering the major tendencies in the results and the variables of the specific hypotheses.

Hypothesis verification.

The hypotheses were verified and demonstrated in a descriptive way through a process of logical analysis of the results, considering the most representative ones in relation to the variables of the research.

Conclusions and Recommendations

The conclusions and recommendations were given using valuable criteria and taking into account the objectives, which is oriented the process of the research.

POPULATION AND SAMPLE

The population that was taken for this research is constituted by students four courses of 10th year of Basic Education of Unidad Educativa Anexa a la Universidad Nacional de Loja, as well as two English teachers. Since, the students' population was not big; it was taken the complete sample for this research.

GROUPS	PUPULATION
Course 10 th "A"	25
Course 10 th "B"	27
Course 10 th "C"	28
Course 10 th "D"	29
TOTAL	109
TEACHERS	2
TOTAL	2

f. RESULTS

HYPOTHESIS ONE

Teachers do not usually apply some writing techniques to help the development of the English language learning on students of the 10th year of basic education at Unidad Educativa Anexa a la UNL High School. Academic Year 2012-2013.

Question

1. Do you think writing techniques motivate your students to learn?

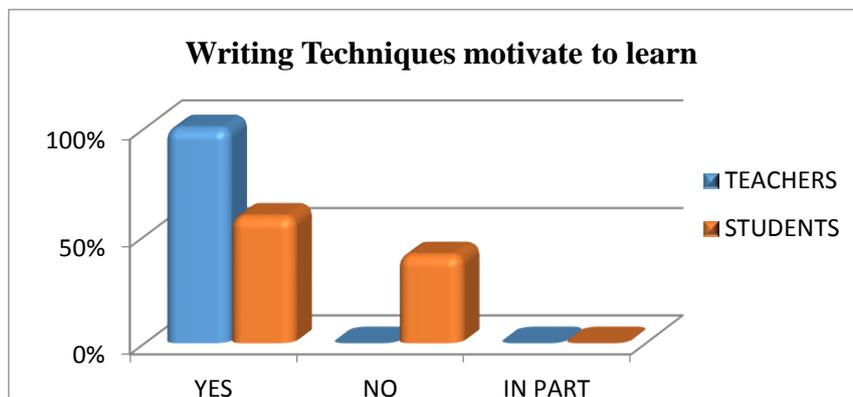
a. Table 1

Writing Techniques motivate to learn				
Answers	Teachers		Students	
	f	%	f	%
YES	2	100	64	59
NO	0	0	45	41
IN PART	0	0	0	0
TOTAL	2	100	109	100

Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Authoress: Graciela Maribel Palta Medina

b. Graph 1



Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Authoress: Graciela Maribel Palta Medina

c. Logical Analysis

The graphic representation demonstrates writing techniques are motivating students of this High School to learn English, which are corroborated by whole teachers and more than half of the students. An important percentage of learners do not give much importance to the writing techniques.

According to Salvador Mata (2004), writing techniques are a good way to motivate students to learn a second language like English. These techniques not only motivate students to learn English language but also help them to improve their writing ability.

2. What type of writing techniques do you use to develop the writing production and the learning of English language?

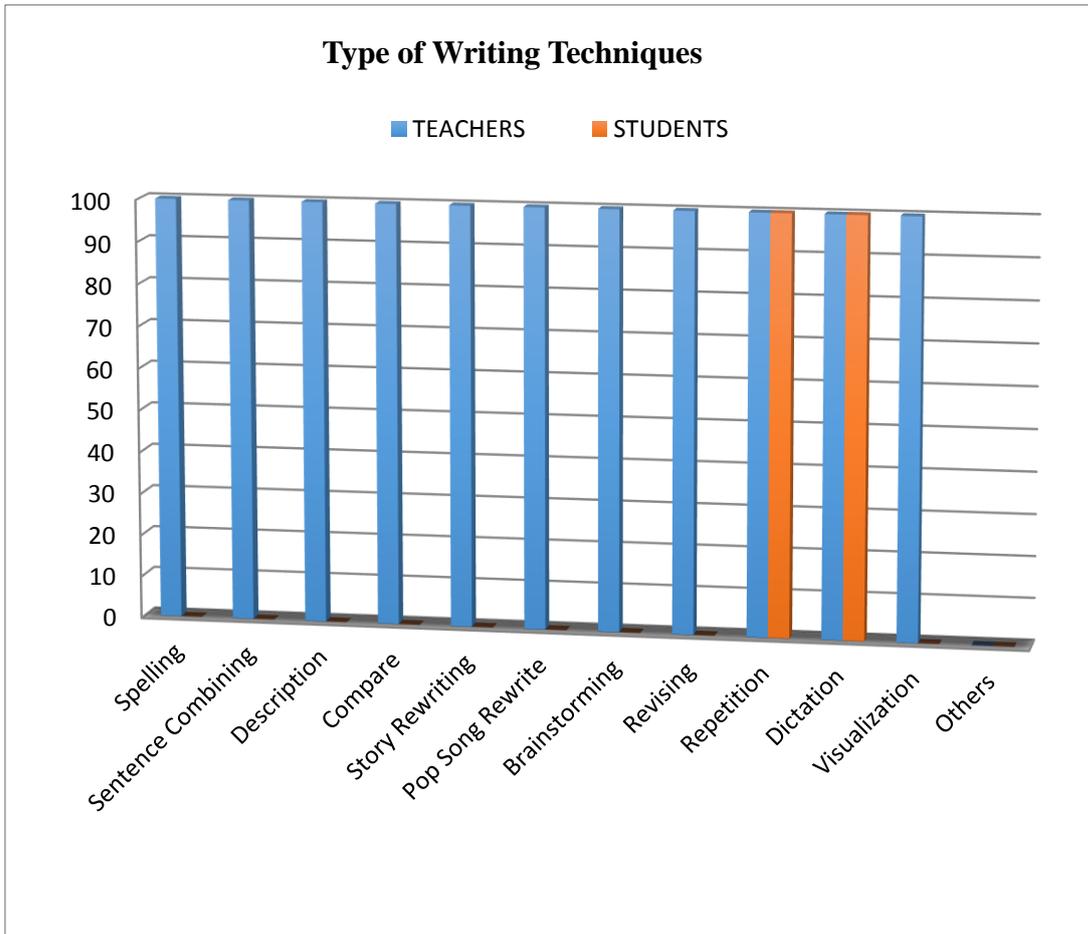
a. Table 2

Type of Writing Techniques				
Writing Techniques	Teachers		Students	
	f	%	f	%
Spelling	2	100	0	0
Sentence Combining	2	100	0	0
Description	2	100	0	0
Compare	2	100	0	0
Story Rewriting	2	100	0	0
Pop Song Rewrite	2	100	0	0
Brainstorming	2	100	0	0
Revising	2	100	0	0
Repetition	2	100	109	100
Dictation	2	100	109	100
Visualization	2	100	0	0
Others	0	0	0	0

Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Author: Graciela Maribel Palta Medina

b. Graph 2



Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Author: Graciela Maribel Palta Medina

c. Logical Analysis

According to the graph, a high percentage of teachers use all the writing techniques: while a high percentage of students demonstrated that teachers only apply Repetition, and Dictation.

According to Janie Suvillan, writing techniques are very important in the English learning process, which help students to develop their learning and writing production.

The use of the most common writing techniques help English teachers get good results on their students' learning.

3. How often do you use writing techniques in your classes?

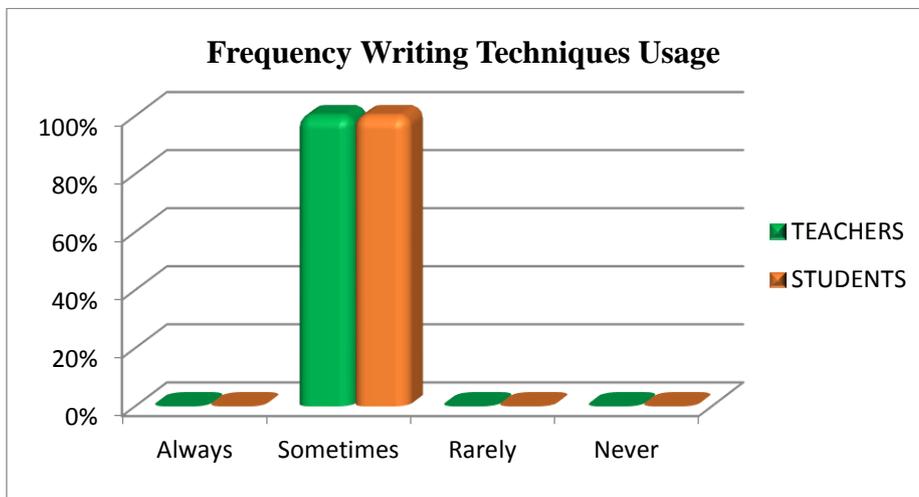
a. Table 3

Frequency Writing Techniques Usage				
Answers	Teachers		Students	
	f	%	f	%
Always	0	0	0	0
Sometimes	2	100	109	100
Rarely	0	0	0	0
Never	0	0	0	0
Total	2	100	109	100

Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Authoress: Graciela Maribel Palta Medina

b. Graph 3



Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Authoress: Graciela Maribel Palta Medina

c. Logical Analysis

The results indicate that frequency of writing techniques by teachers and students is the same. They sometimes use these techniques in classes.

According to Janie Saville, writing techniques are used to develop the learning of English language and writing production of them. Their frequently help learners to grow up in their learning and their linguistic skills, specially writing skill.

4. Does your teacher send you writing assignments as homework?

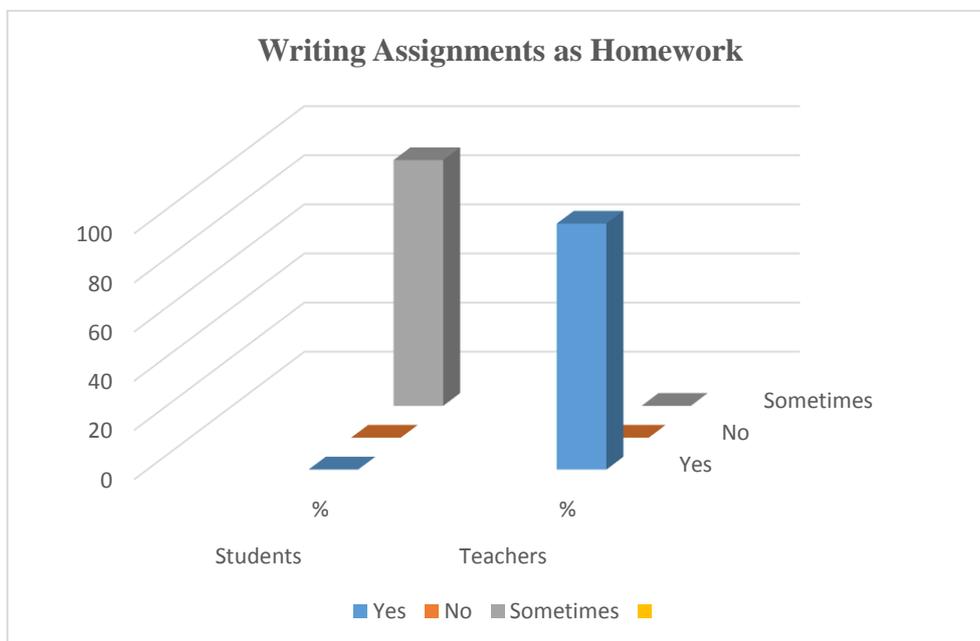
a. Table 4

Writing Assignments as Homework				
Answers	Students		Teachers	
	f	%	f	%
Yes	0	0	2	100
No	0	0	0	0
Sometimes	109	100	0	0
Total	109	100	2	100

Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Authoress: Graciela Maribel Palta Medina

b. Graph 4



Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Authoress: Graciela Maribel Palta Medina

c. **Logical Analysis**

The graphic representation shows that all English teachers send to their students some writing assignments to improve their English learning, which obviously are send in relation to the studying contents to develop the writing ability. However, students corroborate that these ones are sometimes.

According to Troike Muriel Saville (2008), writing skill is the most difficult skill to develop, but with frequent practice, we can improve it. For that reason, he considers that teachers should send students writing assignments as homework during their learning to improve their writing skill. Throughout it, they can express ideas and thoughts in a consistent way by means of an appropriate use of the English syntax, which includes grammar structures, spelling, and a good semantic.

In addition, an effective writing requires a knowledge of linguistic elements related to vocabulary, morphology, and syntax, because writing constitute the synthesis of the other language skills.

5. The development of English learning depends on the students' number?

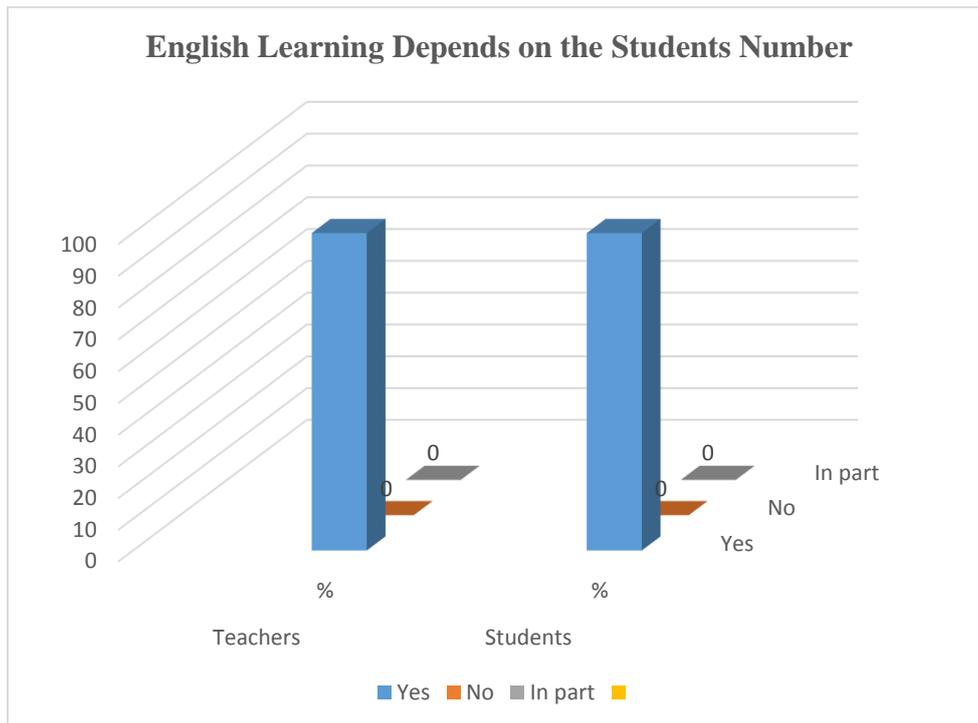
a. **Table 5**

English Learning Depends on the Students Number				
Answers	Teachers		Students	
	f	%	f	%
Yes	2	100	109	100
No	0	0	0	0
In part	0	0	0	0
Total	2	100	109	100

Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Author: Graciela Maribel Palta Medina

b. Graph 5



Source: Teachers and Students of Unidad Educativa Anexa a la UNL
Author: Graciela Maribel Palta Medina

c. Logical Analysis

In relation to the students numbers affecting the teachers activities into the classes, all teachers and students of this institution consider that a good English learning depends on the students' number.

According to Harmer Jimenez 1991, the development of the English learning also depends on the students' number. Obviously, inside a large class is difficult to manage and check their learning, due to the lacking time. He emphasizes when there are few pupils in a classroom the learning is better, since all of them can participate in their classroom activities. Consequently, for teachers result easier to check their students' learning.

HYPOTHESIS TWO

The writing techniques applied by teachers are not used appropriately according to the students' level to develop the English language learning of the students of 10th year of basic education at Unidad Educativa Anexa a la UNL High School. Academic Year 2012-2013.

6. Are the writing techniques applied according to the students 'level?

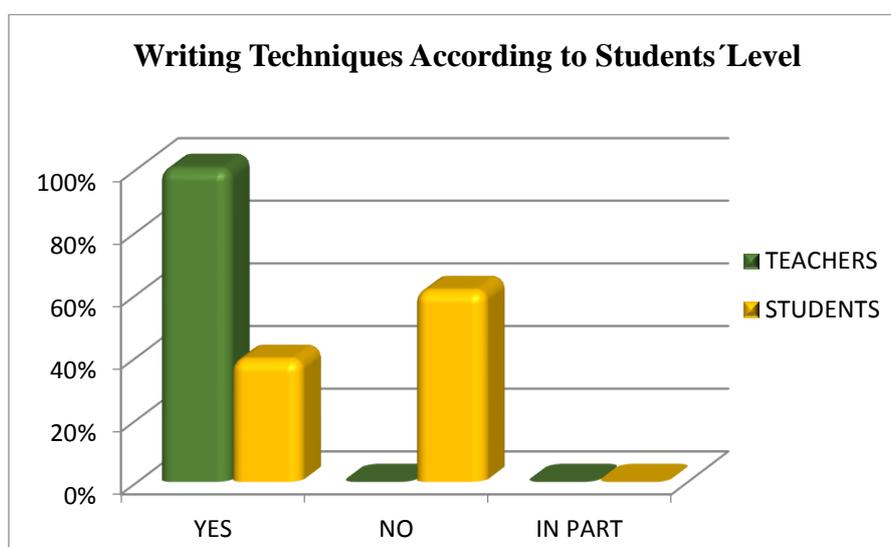
a. Table 6

Writing Techniques according to Students 'Level				
Answers	Teachers		Students	
	f	%	f	%
Yes	2	100	43	39
No	0	0	66	61
In part	0	0	0	0
Total	2	100	109	100

Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Authoress: Graciela Maribel Palta Medina

b. Graph 6



Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Authoress: Graciela Maribel Palta Medina

c. Logical Analysis

As it is observed in these answers, all teachers and a few students expressed that writing techniques are being applied according to students' level, while more than half of students manifested that these ones are not according to their level. It is mandatory for teachers to apply different writing techniques according to students' level to get learners attention.

According to Troike Muriel Saville to apply writing techniques teachers should take into account the type of learners whose are grouped according to their age: children, adolescents, and adults, they learn in a different way, some students learn slow and others quickly. If teachers take into account these aspects, they will get good results in their students' learning.

7. Do you take into account the different learning styles when you apply the writing techniques for your students? Why?

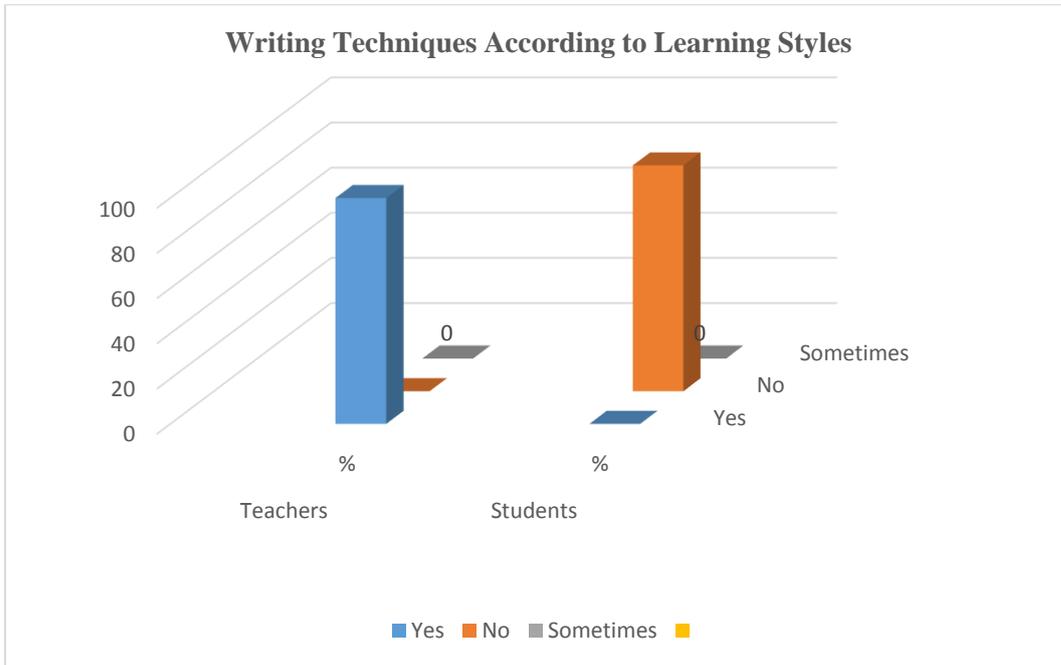
a. Table 7

Writing Techniques According to Learning Styles				
Answers	Teachers		Students	
	f	%	f	%
Yes	2	100	0	0
No	0	0	109	100
Sometimes	0	0	0	0
Total	2	100	109	100

Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Authoress: Graciela Maribel Palta Medina

b. Graph 7



Source: Teachers and Students of Unidad Educativa Anexa a la UNL
Author: Graciela Maribel Palta Medina

c. Logical Analysis

According to these results, teachers of this high school are taking into account the different learning styles of their students to apply writing techniques; while all the students corroborated that, the writing techniques are not applied according to their learning styles. It is important to know that the learning styles are the way in which the students can best process information. They are visual, auditory, tactile, and kinesthetic.

According Troike Muriel Saville defines learning styles as factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning.

In addition, he considers that teachers should take into account the different learning styles of their students to apply different techniques, specially writing ones. These help learners to develop their integrated learning of linguistic skills.

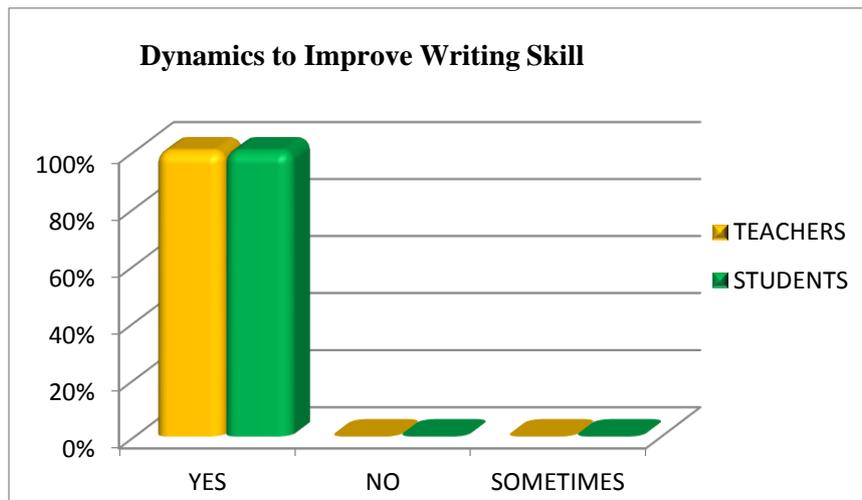
8. Do you think that the use of dynamics help the students to improve the writing skill?

a. Table 8

Dynamics to Improve Writing Skill				
Answers	Teachers		Students	
	f	%	f	%
Yes	2	100	109	100
No	0	0	0	0
Sometimes	0	0	0	0
Total	2	100	109	100

Source: Teachers and Students of Unidad Educativa Anexa a la UNL
Authoress: Graciela Maribel Palta Medina

b. Graph 8



Source: Teachers and Students of Unidad Educativa Anexa a la UNL
Authoress: Graciela Maribel Palta Medina

c. Logical Analysis

The obtained results confirmed that all teachers and students of this high school consider the dynamics in class help students in their learning, through these ones beginners get a better level in their English learning. At the same time relaxing, having fun during the class bring good outcomes.

According to Troike Muriel Saville (2008), dynamics encourage teens to interact with each other and think creatively and active using the language that they are learning improving their linguistic abilities specially in writing skill. For example, the next dynamics help students to develop their English Learning and their writing skill:

Mime.-Teacher tell each student a verb in English, then they represent the verb to the class and others have to guess and write on the board which verb is.

Running and writing. - Divide students into two teams and ask them to think of words in a given category, such as body parts, they have to write the words in 2 minutes. Once given the signal, one by one of each team runs to the board to write a word. The winners are the students who have words that are more correct.

Phone.- The teens are divide into groups of four or five. Have each group declare a listener, who goes to the hall and get a phrase or sentence in English. When he returns, have each team form a line with the listener forward. Then the same phrase whispers in the ear companion that follows in line, which continues to transmit the sentence and the last participant, should write the sentence to know if it is correct.

9. Does this high school has the appropriate resources to develop the learning of the English language?

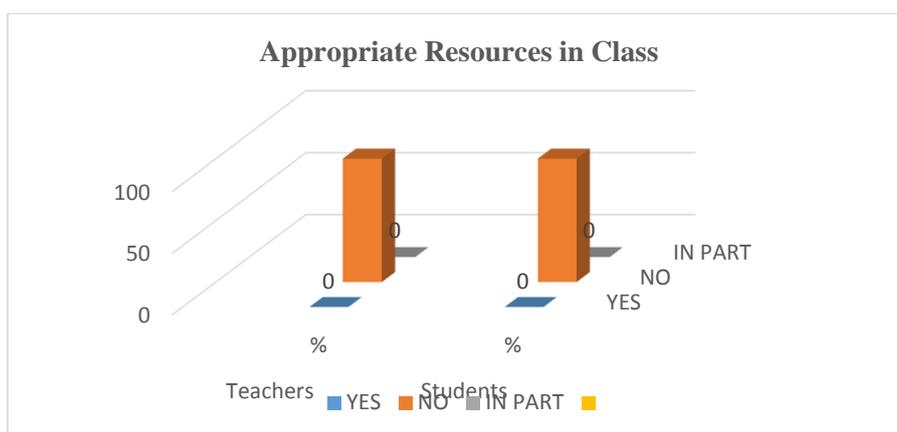
a. Table 9

Appropriate Resources in Class				
Answers	Teachers		Students	
	f	%	f	%
YES	0	0	0	0
NO	2	100	109	100
IN PART	0	0	0	0
TOTAL	2	100	109	100

Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Autohress: Graciela Maribel Palta Medina

b. Graph 9



Source: Teachers and Students of Unidad Educativa Anexa a la UNL
Author: Graciela Maribel Palta Medina

c. Logical Analysis

It is evident that this high school does not own the appropriate resources to develop the English learning. This showed that teachers lack of an adequate equipment and some audio visual aids to perform an active class.

According to Harmer Jimenez to get a good English language learning, a high school should have the appropriate resources such as: a laboratory to have a good advantage of the multimedia resources or some posters, flash cards, puppets, CD player, etc. which are necessary to catch students' concentration.

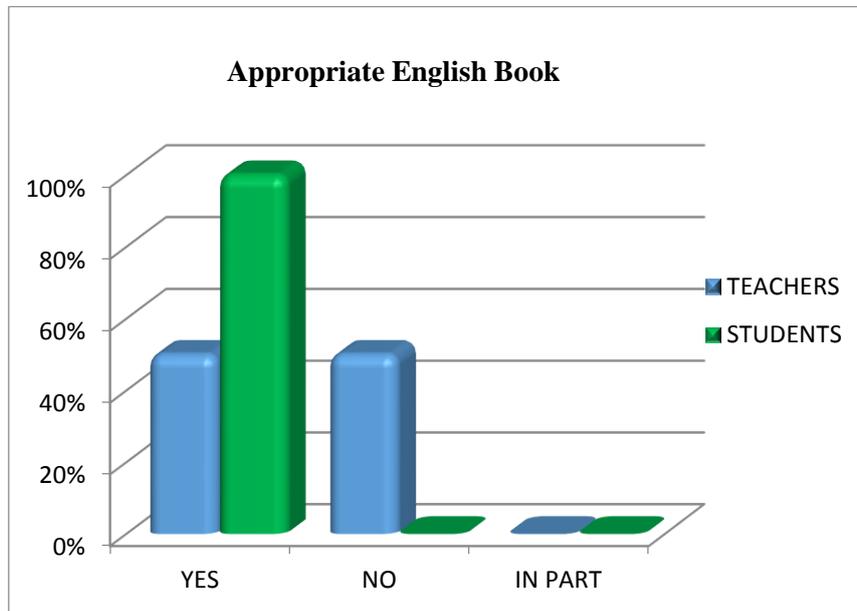
10. Do you think the English book is appropriate for your students' learning?

a. Table 10

Appropriate English Book				
Answers	Teacher		Students	
	f	%	f	%
Yes	1	50	109	100
No	1	50	0	0
In Part	0	0	0	0
Total	2	100	109	100 %

Source: Teachers and Students of Unidad Educativa Anexa a la UNL
Author: Graciela Maribel Palta Medina

b. Graph 10



Source: Teachers and Students of Unidad Educativa Anexa a la UNL
Author: Graciela Maribel Palta Medina

c. Logical Analysis

The graphic representation demonstrates that all the students and a half of teachers manifested the English book of the Ministry of Education Level 2 is appropriate for their learning. However, half of teachers manifested that this book is not appropriate.

Harmer considers that the development of students learning depends on the use of the appropriate contexts. Those should be according to the students' level and learning neither easy nor difficult. Using the adequate books students grew up their English learning and develop all their linguistics skills.

11. Are your students able to write basic sentences (affirmative, negative, interrogative, and short answers) in simple present and present continuous? Mark with an X.

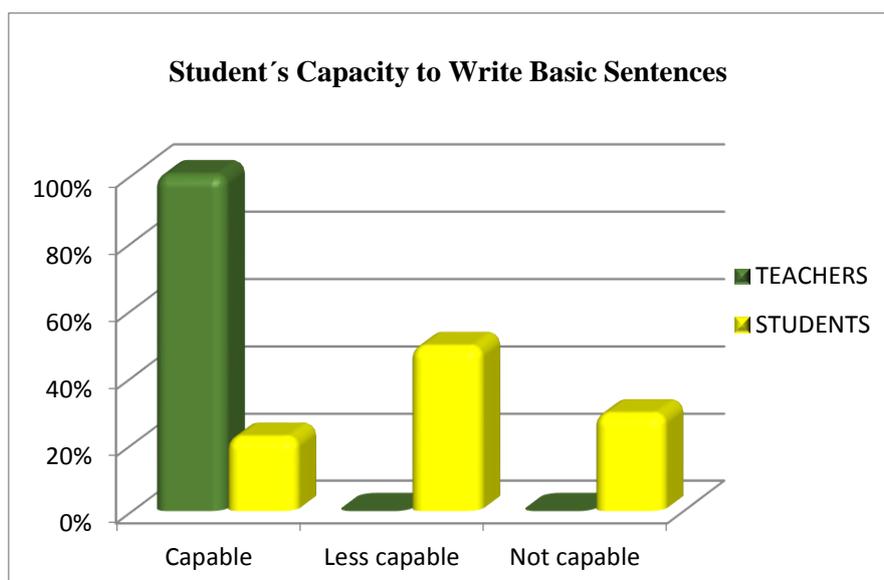
a. Table 11

Student's Capacity to Write Basic Sentences				
Answers	Teachers		Students	
	f	%	f	%
Capable	2	100	24	22
Less capable	0	0	53	49
Not capable	0	0	32	29
Total	2	100	109	100

Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Author: Graciela Maribel Palta Medina

b. Graph 11



Source: Teachers and Students of Unidad Educativa Anexa a la UNL

Author: Graciela Maribel Palta Medina

c. Logical Analysis

According to this item, all teachers expressed that students are able to write basic sentences, while, only a small number of students showed they are capable to write simple sentences. On the other hand, almost half of students confirmed that they are less capable to write basic sentences, and a few of them say they are not capable to write basic sentences at all.

This criteria was confirmed on the survey, a writing activity was developed by students to know their writing level, where it could be proved most of the students could not do this activity.

According to Troike Muriel Saville, writing skill is the most difficult skill to develop, but a frequent practice can improve it. For that reason, he considers that teachers should send students writing assignments to strengthen this skill. It also help to consolidate ideas and thoughts especially to grow up on spelling.

g. DISCUSSION

After to analyze all the collected data from teachers and students at Unidad Educativa Anexa a la UNL it is necessary to contrast and verify the hypotheses stated in the thesis project.

HYPOTHESIS ONE

a) Statement

Teachers do not usually apply some writing techniques to help the development of the English language learning on students of the 10th year of basic education at Unidad Educativa Anexa a la UNL High School. Academic Year 2012-2013.

b) Demonstration

The first hypothesis has two variables, the independent variable concerning to writing techniques applied by teachers and the dependent variable related to the development of the English language learning.

This hypothesis is demonstrated through question **ONE**. In this respect, 100% of teachers and 59% of students answered that the writing techniques motivate students to learn English. Likewise, 41% of learners answered that these ones do not motivate them to learn because those are boring. These techniques help them to express their ideas in a natural way as well as it is used in their mother language.

In question **TWO**, related to find out which of the writing techniques are being used by the teachers during the classes to develop students' learning. Teachers' answers were: Spelling 100 %, Sentence Combining 100 %, Description 100 %, Compare 100 %, and

Story Rewriting 100 %, Pop Song Rewrite 100 %, Brainstorming 100 %, Revising 100 %, Repetition 100 %, Dictation 100 %, Visualization 100 %.

About students, Spelling, Sentence Combining, Description, Compare, Story Rewriting, Pop Song Rewrite, Brainstorming, Visualization, and Revising were 0%, while Repetition and Dictation 100%,

According to the results, teachers apply most of these techniques; however, the students manifested that teachers do not apply all these ones; they just apply the same ones, which are boring for them. Teachers said that they do not have a lot time to apply these ones and for a large class too. They manifested that sometimes is complicated to check the different activities during classes because the time shortage.

The question **THREE**, related to the frequency use of writing techniques by teachers during classes, 100% of teachers said that they sometimes apply them and students manifested the same. The results indicate that teachers do not apply writing techniques frequently to develop students' learning due to the time shortage and students 'number, which is corroborated by students opinion.

In question **FOUR**, was about if teachers send writing assignments as homework, 100% of teachers manifested that they send writing assignments as homework. But 100% of students answered that their teachers sometimes send them writing assignments as homework. It shows that teachers sometimes send to their students some writing assignments to improve their English learning.

In question **FIVE**, in which we try to find out if the English learning depends on the students' number, 100% of teachers and students said that the development of the English learning depends on the students' number. It is because in large classes results complicated to focus on each student's learning process. It is clear that in this high school, there are a lot of students in a classroom and the time is short too, which limits to apply frequently writing techniques and to check the students learning.

The analyzed results related to the **first hypothesis**, which states that teachers do not usually apply some writing techniques to help the development of the English language learning on students of the 10th year of basic education at Unidad Educativa Anexa a la UNL. Academic Year 2012-2013 permitted to accept the hypothesis. By means of this research, it was possible to prove its variables through questions one, two, three, four, and five. These evidences show that certainly the writing techniques help students in their English learning; although, teachers are not able to apply them frequently due to the lacking time and the number of students in class.

HYPOTHESIS TWO

a) Statement

The writing techniques applied by teachers are not used appropriately according to the students' level to develop the English language learning of the students of 10th year of basic education at Unidad Educativa Anexa a la UNL High School. Academic Year 2012-2013.

b) Demonstration

This hypothesis is demonstrated by means of question number **SIX**, since 100% of the teachers, consider that writing techniques are applied according to the student's level of learning and 39% of the surveyed students manifested the same criteria; nevertheless, 61 % said, these techniques are not according to their level.

As it is observed in this answer, a high percentage of students refuse the criteria these techniques are designed according to their level, which will be confirmed with other questions related to this hypothesis.

Besides, in question **SEVEN**, related to writing techniques applied according to the students learning styles, 100% of teachers think that they take into account the different learning styles when they apply the writing techniques in the classroom, while 100% of students manifested that teachers do not take into account the learning styles to apply writing techniques. Nevertheless, these ones should be applied according to the students' learning level because it is clear that learners have diverse ways to learn which in relation to their learning level, interests and their learning styles.

In question **EIGHT**, which was about the use of dynamics to improve the writing skill, 100% of teachers and students consider that dynamics improve writing skills, since they aid to have fun by bringing good outcomes.

The obtained results confirmed that all teachers and students of this high school consider the dynamics in class help students in their learning process. Besides, teachers and students indicated that they do not apply dynamics during the class because of the

lacking time and the large groups of learners in the classroom, since it is difficult for teacher manage a class with many students.

In question **NINE**, that procured to find out if this high school has the appropriate resources to develop the learning of English language, 100% of teachers and students answered that this high school does not have the appropriate resources to develop the learning of English skills, such as: a laboratory to do a multimedia class, videos, posters, CD player. It shows that teachers do not have the adequate equipment to develop their classes. It is important to remember that teaching learning process depends upon the different types of equipment available in the classroom. It is evident that this high school does not own the appropriate resources to develop student's four skills.

By means of question, **TEN** which pretended to know if the English book Level 2 of the Ministry of Education is appropriate to the students learning, 100% and 50% of teachers and student respectively pointed out that this textbook is appropriate to learn, because of its easiness to understand instructions, emphasizing in its good activities, especially in writing. However, 50 % of teachers indicate that this book is not much appropriate to develop this skill. Besides, in this academic year this book has being adopted for two courses.

In question **ELEVEN**, which tried to find out if students are able to write basic sentences in different forms, 100% of the teachers expressed that students are able to write them, while; only 22% of students revealed that they are capable to write.

Likewise, 49% of students confirmed that they are less capable to write them, and 29% of them say they are not capable to write these basic sentences at all.

It permits us to corroborate the criteria established in the hypothesis two that certainly writing techniques are not being applied according to the students' level.

c) **Decision**

Based on the analyzed results **the second hypothesis**, which states that writing techniques applied by teachers are not used appropriately according to the students' level to develop the English language learning of the students of the 10th year of basic education at Unidad Educativa Anexa a la UNL. Academic Year 2012-2013 is accepted.

It was possible to prove through questions six; seven, eight, nine, ten, and eleven. The results showed that teachers do not apply writing techniques according to the student's level

h. CONCLUSIONS

- There is a limited application of writing techniques to develop the english learning by teachers at Unidad Educativa Anexa a la UNL. They only apply repetition and dictation as a daily techniques, but they avoid to apply the new ones, such as: spelling, sentences combining, description, compare, story rewriting, song lyrics filling, brainstorming, revising, and visualization, to improve the students' english learning. The use of only a technique is not enough to acquire a proficient level in the writing skill.

- The students' English language learning is not developing harmoniously specifically concerning to the writing skill among the students of this high school due to teachers do not apply frequently appropriate writing techniques.

- Sometimes teachers apply some writing techniques without taking into account the students' learning styles, but not in relation to the students' level. To have succes in the classroom, teachers should plan appropriate writing techniques to be applied both learning styles and students level.

- There is a limited application of writing activities to develop students' learning and writing skills like: warm ups which help learners to get attention at the same time make them relax.

i. RECOMMENDATIONS

- Teachers should apply different writing techniques that the English learning requires such as: spelling, sentences combining, description, compare, story rewriting, song lyrics filling, brainstorming, revising, and visualization which help to improve the students' English learning and writing skills.

- It is essential that teachers apply frequently writing techniques, these techniques should be applied at least three times a week during the classes or if it is possible these should be applied every day, with the application of these ones the students' level of the language could be developed and they will also improve their writing skills. These techniques are necessary for meaningfully developing the students' writing abilities.

- Teachers should apply writing techniques taking into account the learning level and learning style of their students, these ones are indicators of how a learner perceives, interacts with, and responds to the learning. The level of the students is according to their age (children, teenagers, and adults). Learning styles are: (visual, auditory, kinesthetic, and tactile learners. If these ones are applied appropriately will help students to acquire a higher level in their learning and writing skills.

- Teachers should apply the most common dynamics such as : (Mime, running and writing, and phone) to develop writing abilities at least twice a week to make a funny class and get students attention during their learning.

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k. ANEXES



**UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACION, EL ARTE Y LA
COMUNICACION**

ENGLISH LANGUAGE CAREER

THESIS PROJECT

“WRITING TECHNIQUES APPLIED BY THE TEACHERS AND THEIR INFLUENCE ON THE LEARNING OF ENGLISH LANGUAGE ON THE STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNL HIGH SCHOOL. ACADEMIC YEAR 2012-2013”.

Preliminary thesis Project to obtain the Bachelor's degree of Sciences of Education in English Language Specialization.

AUTHOR

GRACIELA MARIBEL PALTA MEDINA

LOJA – ECUADOR

2013

a. THEME

“WRITING TECHNIQUES APPLIED BY THE TEACHERS AND THEIR INFLUENCE ON THE LEARNING OF ENGLISH LANGUAGE ON THE STUDENTS OF THE 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNL HIGH SCHOOL. ACADEMIC YEAR 2012-2013.

b. PROBLEM STATEMENT

1. BACKGROUND

The Unidad Educativa Anexa a la Universidad Nacional de Loja High School was created through the resolution of the Honorable Consejo Universitario of the Universidad Nacional de Loja, on September 28th; 1971. This educational unit was created with the aim of serving as a center for university students to do their teaching practices, and to serve the community of Loja Province, and the south region of our country.

The Minister of Education and Culture authorized the functioning of the first year of the basic education on January 29th, 1972 being the first school Rector Lic. Mario Enrique Jiménez. In 1977, taking into account the needs of the community, they decided to create a high school extension in Motupe neighborhood to serve the sectors more vulnerable, and to develop the conditions of life of this zone.

At present, the school principal is Dr. Rolando René Elizalde Cordova and the second authority is Dr. Jorge Fernando Jiménez Sánchez. The high school has eighteen teachers included the nine English teachers. This institution has five Academic areas: Ciencias Naturales y Exactas, Ciencias Sociales, Actividades Prácticas, Artísticas y Deportivas, Comportamiento, y, Técnica. Besides it also has three bachillerato types: Físico Matemáticas, Químico Biológicas, Sociales, Contabilidad, y Administración.

It's important to mention that the population for this research is made up of two English teachers and one hundred nine students of the 10th years of basic education.

The purposes of the high school are detailed on the vision and mission, which declare:

Vision

The Unidad Educativa Anexa a la Universidad Nacional de Loja high school as a part of the Area of Education, Art and Communication of the UNIVERSIDAD NACIONAL DE LOJA, is a center of basic education and baccalaureate, that offers quality scientific, educational and technical services; it offers formation in values such as the defense of human rights , social justice , conservation and development of the environment, dignity, freedom, responsibility and so on; for which, it has a team of highly qualified teachers and an stable and efficient infrastructure, that contributes the human development of the institution.

Mission

The mission of the “Unidad Educativa Anexa a la Universidad Nacional de Loja” High School” is to offer an integral formation of the students of the basic level and bachillerato through a scientific conception of the world, society knowledge and learning with humanistic and solidarity; to contribute like a center of teaching practices and educational investigation; and to give consultancy services and pedagogic cooperation to the related areas.¹

2. CURRENT SITUATION OF THE RESEARCH OBJECT

Nowadays English language is spread all around the world, so that’s why this signature is introduced on each Ecuadorian educational institution, whose objective is to ensure

¹Magazine of Unidad Educativa Anexa a la UNL High School. En sus 35 años de Fructífera Labor Acta del H. Consejo Directivo del 13 de noviembre de 1971

the students to fulfill the new communication requirements of today's world. However, there are a lot of issues that limit the development of English language learning process in educational institutions of Ecuador. Such as:

- The absence of laboratories.
- The limitations of technological resources.
- Unsuitable English books.
- The poor professional training to update English teachers.
- Lack of economic resources.
- Lack of students 'motivation.

These factors are limiting the process of English language learning among the students, especially in high schools. However the reality is disturbing, because when the students conclude the high school, they just have a small level of English knowledge which is not enough, when they enter at the high level. Therefore, in educational institutions especially high schools of Loja city exist some troubles which limitate the development of the English language learning process, which could not have been solved completely.

On the other hand, in the Unidad Educativa Anexa a la UNL with a student's population of 1105 has been found some problems into the English language learning process, basically with the students belong to the 10th years.

Therefore, on this level exists some troubles, especially into the writing skills, which sometimes are blocking the development of the students' English language learning.

This situation is due to some factors such as:

- The teachers do not usually apply writing techniques according to the students' level into the classes to improve the students' learning.
- Sometimes they don't use updated techniques, which limit the development of English language learning of the students.
- The teachers frequently use the mother tongue during the classes, which affects the students' English language learning; because of the lack of students
- Immersion makes them to have troubles in their learning.
- The teachers' classes are based in the text books; they do not apply new writing techniques to teach this language, which limits the students motivation.
- The teachers do not motivate the students, the motivation toward writing, which helps them to express their own ideas.
- The institution does not have laboratories and an internet class to make the students to improve their writing skill.
- The large groups of learners in the classroom, is difficult for teacher manage a class with a lot of students, which difficult the application of good techniques according to the students' level.
- There is not enough time for the English teaching, and sometimes these hours are interrupted by different kinds of programs, or teachers' meetings, for that reason Sometimes students lose their classes.
- Teachers do not apply dynamics to get better the writing skill, it is because of the time shortage, due to they are required to fulfill the English teaching program.

Due to the above troubles, the level of writing of the students of 10th years of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja have some difficulties to write some simple words, or sentences. Pupils have a poor training on

writing skill; it can be because teachers do not apply constantly the writing techniques according to the students' level to develop an appropriate English language teaching process.

Likewise, if the students learn and practice the basic grammatical structures, they could write appropriately simple words, sentences, and paragraphs, which is important in communication. That is why teachers should adopt appropriate writing techniques to prevent the reinforcement of bad habits to develop this productive skill in their students.

3. DELIMITATION OF THE RESEARCH

3.1 Temporal

This research work and all the related activities are going to be carried out during the school year 2012-2013.

3.2 Spatial

Unidad Educativa Anexa a la Universidad Nacional de Loja High School is located in La Argelia neighbourhood in Loja City.

3.3 Observation Units

The students of 4 courses of the 10th years of Basic education of the “Unidad Educativa Anexa a la Universidad Nacional de Loja High School, they sum up 109 students.

Two English teachers of this school:

- Dra. Monica Espinoza Ontaneda English teacher of 10th year of basic education.

- Ing. Hernan Patricio Cuenca Regalado Coordinator of The English Área.

4. Sub-problems

From the general problem, I have derived the following sub-problems.

4.1 Do frequently teachers use writing techniques in their classes to improve the English language learning on the students of the 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja High School. Academic Year 2012-2013?

4.2 Are the writing techniques being used appropriately according to the student's level to develop English language learning of the students of 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja High School. Academic Year 2012-2013?

c. JUSTIFICATION

The teaching learning process of foreign languages helps us to know the importance of learning English as a second language, and its effects of society. A good trained people contribute to the growth of a more human society, and foreign language knowledge permits the communication with foreign countries, as well as new cultures, and to interact appropriately with other societies.

The English language and its use in Ecuadorian High schools have not been enough investigated. The use of different techniques to develop language abilities is a very important issue that should be known by English teachers. This project aims to find alternatives to improve the appropriate application of writing techniques in this educative Unit that will improve to develop the teaching learning process.

This problem has been selected with the aim of collecting information about the use of writing techniques which will determine how these contribute to the English language learning process according to the students' level. It will also serve as a valuable aid to the English teachers to identify weaknesses in the teaching learning process and with it, find solutions that will improve the quality of the educational services. So this research is justified because of the needs to get better the English teaching process, especially to help teachers to be conscious about the planning and the adoption of the appropriate techniques to develop the writing skill.

d. OBJECTIVES

1. GENERAL

To evaluate about writing techniques and their influence in the learning of English language of the students of the 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja high school. Academic Year 2012-2013.

SPECIFICS

2.1 To determine the frequency of use of writing techniques in classes to improve the English language learning on the students of the 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja High School. Academic Year 2012-2013.

2.2 To research if the writing techniques applied by teachers are appropriate according to their level on the students of the 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja High School. Academic Year 2012-2013.

e. THEORETICAL FRAME

1. THE RECEPTIVE AND PRODUCTIVE SKILLS

1.1 RECEPTIVE SKILLS

Students who are learning English first develop receptive skills, that is to say, listening comes before speaking, and reading is developed before writing. This does not mean that speaking and writing are more difficult than the other skills, but its growth implies to have a lot of practice, and an appropriate exposure to the target language through grammar drills, reading comprehension, and listening.

As Sheri, says receptive skills include understanding what we listen and read. We receive the language and decode the meaning to understand the message, and to improve them we need frequent practice, like listening English music and reading English books.²

WHAT IS LISTENING?

Referring to listening, this skill is a little difficult to develop in a foreign language; it means receiving a language through the ears, which involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds, and we use our brain to convert these into messages that mean something to us.

Down Lisa J. says that listening skills are ways to help you listen something more effectively. Here are four primary types of listening: informational, critical, appreciative and, emphatic, using them will make you a better communicator in any situation.

² SHERI, Receptive Skills. August 23, 2012. <http://blogs.mtroyal.ca/srhodes/2012/08/receptive-vs-productive-language-skills/>

1.2.1 INFORMATIONAL.- Focuses on the ability to understand a speaker's message, much of our learning comes from informative listening. For example, we listen to lectures or instructions from teachers, and what we learn depends on how well we listen.

1.2.2 CRITICAL.- Through critical listening you learn to analyze the speaker and his thoughts, and decide if you agree with him.

1.2.3 APPRECIATIVE LISTENING.- The appreciative listening is the one we use when listening to music; you listen with the only intent of enjoying the sounds that you hear.³

1.2.1 THE MOST COMMON LISTENING TECHNIQUES

Teaching listening skills is one of the most difficult tasks for some teachers. As Penny U. says in his book, students need to be able to listen effectively because, if they are successful in their listening, they can get confidence and proficiency in all areas of their English. They can improve this ability through: television, watching video recordings, listening to music, or using the internet.⁴

As Nagaraj Geetha establishes, to develop the listening skill it is important to take into account some techniques, which are:

1.2.1.1 Listening For Gist.- consists on listening a conversation to get a specific word, and complete some activities with the aim of that the students understand in a general way about what the speaker says.

³ DOWNS, Lisa J. Listening Skill Training .2008. <http://books.google.com.ec/books>. Pages. 82-84

⁴ PENNY UR Teaching Listening Comprehension. .1984

From: <http://books.google.com.ec/books?>

1.2.1.2 Listening For Specific Information.- The pupils listen to a recording or to their teacher, with the goal of getting specific information and answer some questions.

1.2.1.3 Listening For Details.- Involves mainly listening to a recording to detect similarities and differences among words' pronunciation, and it is also used to identify the English accents.

1.2.1.4 Listening for Attitude.- The learners listen to a record to know the pronunciation, after that, they will imitate the attitude of the speaker.⁵

1.2.2 LEARNING LISTENING

Barclay Lizbeth A. had discovered an important thing about listening comprehension:

1.2.2.1 Translating creates a barrier between yourself and the person who is speaking.

She says that while you are listening to another person speaking a foreign language, English in this case, this temptation becomes much stronger when you hear a word that you don't understand.

However, when you translate into your native language, you are taking the focus of your attention away from the speaker and concentrating on the translation process taking place in your brain. This would be fine if you could put the speaker on hold, in real life

⁵ GEETHA NAGARAJ. English Language Teaching: Approaches, Methods, Techniques.1996.
<http://books.google.com.ec/books?>

the translation while you are listening leads to a kind of block in your brain which sometimes doesn't allow you to understand anything at all.⁶

1.3 WHAT IS READING?

Reading is a multifaceted process that involves word recognition, comprehension, fluency, and motivation; these characteristics help the reader to comprehend a text. According to Charles Farrell Thomas Sylvester there are two kinds of reading: reading fluency and reading comprehension.

1.3.1 READING FLUENCY.- Is the ability to read phrases and sentences smoothly and quickly, while understanding them as expressions of complete ideas. Students with learning disabilities in reading comprehension and basic reading skills frequently have weaknesses in reading fluency. Typically, they do not process groups of words as meaningful phrases. As a result, they do not understand and remember meanings of sentences.

1.3.2 READING COMPREHENSION.- Is one of the pillars of reading, it is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.⁷

⁶ **BARCLAY, Lizbeth A.** Learning to Listen, Listening to Learn: Teaching Listening Skills. **2011.**
<http://books.google.com.ec/books?>

⁷ **CHARLES FARRELL, Thomas Sylvester,** Teaching Reading to English Language Learners. 2008 pages: 24-29
<http://books.google.com.ec/books?>

1.3.3 READING TEACHING

Learning to read is the process of acquiring the necessary skills for reading; that is, the ability to acquire meaning from a text. This approach assumes that students learn to read a language by studying vocabulary, grammar, and sentence structure. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors.⁸

Taking into account the thoughts of Thomas Sylvester Charles Farrell, reading is an activity with a purpose. A person read in order to get information or verify existing knowledge.

Also reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning.⁹

1.3.4 READING TECHNIQUES

According with Grellet Frangoise, here we have the most common reading techniques:

1.3.4.1 Skimming.- It consists on running the eyes over quickly, to get the gist. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming.

⁸ JANETTE KLINGNER, SHARON VAUGHN, ALISON BOARDMAN Teaching Reading Comprehension to Students with Learning Disabilities <http://books.google.com.ec/books?>

⁹ CHARLES FARRELL, Thomas. *Teaching Reading to English Language Learners*.2008. <http://books.google.com.ec/books?>

1.3.4.2 Scanning.- Looking for a particular piece of information, run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require.

1.3.4.3 Extensive reading.- when reading longer texts for pleasure and needing global understanding of a subject, and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures.

1.3.4.4 Intensive reading.- Intensive reading is used on shorter texts in order to extract specific information.¹⁰

1.4 PRODUCTIVE SKILLS

What is more, Sheri says that productive skills include producing a message through speech or written text after have read and listened. Besides he says that Productive skills improve from stronger practice of receptive skills.¹¹

1.4.1 WHAT IS SPEAKING?

Speaking, one of the productive skills is the delivery of language through the mouth. When we speak we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. A further reason that students

¹⁰ **FRANCOISE GRELLET.** Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises.1981. Page 4. <http://books.google.com.ec/books?>

¹¹ **SHERI.** Productive Skills. August 23, 2012 <http://blogs.mtrooyal.ca/srhodes/2012/08/receptive-vs-productive-language-skills/>

avoid speaking is that they are afraid of making mistakes, or not being understood because of poor pronunciation.¹²

1.4.2 TYPES OF SPEAKING

As Padma Misra Kavita Tyagi says, the most common types of English speaking are: talks as interaction, talks as transaction, and talks as performance.

1.4.2.1 Talks as Interaction.- Is speaking between two people to be friendly and establish a comfortable zone of interaction. It has primarily a social function, reflects roll relationships, and speaker identity. The interaction could be formal or informal.

1.4.2.2 Talks as Transaction.- Some of the skills involved in using talk for transaction are:

- **Asking Question.-** Since this involves questioning the main information, the receiver should be able to ask for clarification.
- **Justifying an opinion.-** The speaker gives or receives information, he should possess necessary skills to describe his opinion and offer justification as well.
- **Making suggestions.-** The speaker should possess analytical ability to analyze and make suitable suggestions with the information sharing.
- **Classifying understanding.-** Both parties communicate to share common meaning, any clarification needed should be obtained for later understanding.¹³

¹² MARTIN BYGATE . SPEAKING . 1987. <http://books.google.com.ec/books?>

¹³ KAVITA TYAGI, PADMA MISRA. Basic Technical Communication.2011).Pages 224-228 <http://books.google.com.ec/books?>

1.4.5 TEACHING SPEAKING

The goal of teaching speaking skills is to communicate efficiently. Speaking English is the main goal of many learners. Their personalities play a large role in determining how quickly and correctly they will achieve this goal. Those who are risk takers will generally be more talkative, but with many errors that could become hard to break habits.

Shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. However, if the aim of speaking is communication, learners need to break the silence and try to practice and improve this skill to develop the language ¹⁴

1.4.6 SPEAKING TECHNIQUES

To develop the speaking we have some techniques such as:

1.4.6.1 Role play and dialogues.- It helps the pupils to practice the language through dialogues that help them to development their speaking skill.

1.4.6.2 Speech.- It is the faculty or power of speaking; oral communication; ability to express one's thoughts and emotions by speech sounds and gesture: Losing her speech made her feel isolated from humanity.

¹⁴,LORRAINE HUBBARD Elizabeth Grugeon, LYN DAWES Carol Smith, Teaching Speaking and Listening in the Primary School, Third Edition, 2012.
<http://books.google.com.ec/books?>

1.4.6.3 Discussions.- With this the learners can give their points of view about any topic.

1.4.6.4 Group work.- With this technique the pupils work in groups to share their ideas and give their points of view. In order to improve their fluency, and also they will have the opportunity to check the mistakes mutually without the teacher's help.

1.4.6.5 Choral Drill.- It consists on words repetition with the purpose to improve the pronunciation and intonation.¹⁵

1.4.2 WHAT IS WRITING?

The writing skill is the most difficult skill to develop, but with frequent practice we can improve it. Writing is very important because it is a tool that helps us to express ourselves, through it we can solidify ideas and thoughts. It helps us learn how to form language, how to spell, how to put words together.¹⁶

1.4.2.1 Types Of Writing

There are five common types of writing like:

- **Descriptive.-** Like the word says, you describe. Use your senses to describe the people and places you are writing about. What do you see, hear, smell taste, feel, and be a part of it.

¹⁵LIVINGSTON Ruth Advanced Public Speaking: Dynamics and Techniques, 2010.
<http://books.google.com.ec/books?>

¹⁶ CHAPPELL Virginia. What is writing, 2011. <http://www.marquette.edu/wac/WhatMakesWritingSoImportant.shtml>

- **Compare And Contrast.**- This type of writing permits the students to show similarities and differences about topics, subjects or objects.
- **Expository.**- Is defined as presenting reasons, explanations, or steps in a process. It should contain a main idea, supporting details, and a conclusion.
- **Narrative.**- This is the kind of writing is where the students tell a story about themselves, which would be a Personal Narrative.
- **Persuasive.**- Is where the students define a presentation through reasons and examples to influence action or thought to state clearly an opinion and supply reasons and specific examples that support that opinion.¹⁷

1.4.2.2 Writing Teaching

Teaching writing has always been difficult; writing is about teaching grammar structures to build sentences. Once a good foundation is built, you can move on to basic paragraph writing and on to essays.

1.4.2.3 Writing Techniques

To develop the writing skill here we have some techniques, which help students learn to write well and to use writing as a tool for their English learning. The purpose of writing is to either persuade the students to do something, and to write their opinions.

Here we have the some writing techniques

¹⁷ TRANSIT Road Depew. New York. Types of Writing 2013.from:
<http://www.depewschools.org/MiddleSchool.cfm?subpage=209525>

- **Spelling.-** This technique can be defined as a key that uses letter sequences to represent specific words that have an associated pronunciation and meaning within the mental dictionary. In today's world, written word is growing more and more common, and how your words look is very important, because your eyes need to actually see this code before your brain assimilate it.¹⁸
- **Brainstorming.-** Brainstorming is a type of prewriting and a creative process in which learners write as many ideas as possible down on paper, writing quickly without giving thought to grammar, spelling or punctuation. When brainstorming, encourage students to write down anything that comes to mind regarding the topic, including sentence fragments, adjectives related to subject matter or words that might work well with the theme.¹⁹
- **Sentence Combining.-** It may sound too simple, but teaching students how to combine sentences is one of the most effective techniques for improving students' writing. The goal of sentence combining is join two or more simple sentences to make one longer sentence.
- **Revising.-** Using this technique students revise their own work or complete activities with the help of their teacher. Applying revising the students will know what their mistakes are. And through these mistakes they will learn more and they will improve their writing skill.²⁰
- **Description.-** Descriptive writing is one of the more common forms of writing which will help students to describe some objects or people giving similarities and differences.

¹⁸ TEACHMAMA.Com, Ways to Make Learning Spelling Words. 2010. From: <http://teachmama.com/fun-ways-to-learn-spelling-words/>

¹⁹ BARSKI, Alex, Ehow Contributor. Writing Techniques for Middle High School Students from: http://www.ehow.com/info_7992768_writing-middle-high-school-students.html

²⁰ LYNCH, Piper. Techniques for Improving Students Writing, February, 22, 2011. <http://voices.yahoo.com/three-techniques-improving-student-writing-7902616.html?cat=4>

- **Repetition.**- Another common writing technique is the use of words' repetition which will help the students improve the writing skill, also learn vocabulary.
- **Compare.**- Compare consists on give some information through describing someone or something to know if they are different , for example comparing styles, music, like or dislikes.²¹
- **Dictation.**- The teacher Speaks sentences, repeating each several times as the students write. While the students record their answers in their notebook. Then these sentences will be checked by the teacher.
- **Visualization.**- The students close their eyes and the teacher describes a scene. Play some nice background music. The students then write and describe the scene they imagined, sharing their scene afterwards with the class or a classmate.
- **Song Lyrics Filling or pop song rewrite.**- In this techniques the teacher play a “catchy” song and the students listen it and fill the spaces in white.

1.4.2.4 Teaching Writing Activities

✓ Watch- Write

Commercials.- Students watch a TV Commercial. Then, they write their own idea based on that commercial but focused on a different product.

Short videos.- Just like a story but this time students watch. Then, they can rewrite, and respond. Students can choose to reflect on one standard Reading Response question or as part of a daily journal.

²¹ SULLIVAN, Janie. Writing Techniques for Expressing Ideas. March 16, 2009.
From: <http://suite101.com/article/writing-techniques-for-expressing-ideas-a102832>

✓ **Look- Write**

Pictures.- Visuals are a powerful way to provide context and background for any writing. Make sure to use attractive, stimulating and if possible “real” photos to prompt student writing. Students can describe a scene or they can describe a series of pictures.

Description.- Show students a selection of fairly similar pictures. The students describe in writing one of the pictures. They read and the other students listen and “guess” which picture is being described.

✓ **Read- Write**

Reading Response.- The students read a story and then answer some questions to give information about what they have already read, alternatively, the students can respond to a reading response question like, “Which character did you like best? Why?”

Rewrite.- Read a short story and then give students a copy of the story with some text missing. The students can fill it in with the correct version or fill it in and make the story their own.

Running dictation.- This is a lot of fun but quite noisy. Put students into groups of 3 or 4. For each group, post on the wall around the classroom, a piece of writing maybe a selection of text you will be reading in your lesson. One student is appointed as the secretary. The other students must “run” to where their piece of writing is on the wall and read it. Then run back and dictate it to the secretary who records it. Continue until one group is finished, but check that they got it right.

✓ **Think- Write**

Prompts Sentence.- Students are prompted to finish sentences that are half started. Prompts are also an excellent way to get students thinking and writing. Every day, students can “free write” a passage using the daily prompt ex. What I did this morning etc. Creative writing of this sort really motivates students to write.

Thinking Games.- There are some thinking games that help the students to improve this skill like: the game called “MINUTES” where the students have 2 minutes to write any word that begins with each alphabet’s letter, they should write according with the alphabet order, when the time is over, the teacher checks their writing. It means that the student who have more words than his classmates is the winner.

Describe and guess.- Students think of a person, a place or a thing. They write a description of them, and they read out and others students guess.

Jokes and riddles are also effective for this. Students write out a joke or riddle they know and then they are read and other students try to guess the punch line.

✓ **Text-Write**

Notes.- Students are given notes the classic example is a shopping list but it might be a list of zoo animals, household items etc., and then asked to write something using all the noted words.

✓ **Speak-Write**

Surveys / Reports.- Students have a survey question or a questionnaire. They walk around the class recording information. After, instead of reporting to the class orally, they can write up the report about their findings.

Reported Speech.- Do any speaking activity or set of conversation questions. Afterwards, students report back by writing using reported speech, Ex: Susan told me that she ...and Brad said that...etc.

Introducing each other.- Students can interview another classmate using a series of questions / key words given by the teacher. After the interview of each other is over, students can write out a biography of their partner and others can read them in a class booklet.

Email / messaging / chat / social networking.- This is an excellent way to get students speaking by writing. Set up a social networking system or a messaging / emailing system for the students. They can communicate and chat. Use videos / pictures in class to promote student discussion and communication.

✓ **Write-Do**

Dialogues.- Students can write dialogues for many everyday situations and then act them out for the class. The teacher can model the language on the board and then erase words so students can complete by themselves and in their own words. Here's a neat example using a commercial as a dialogue.

Drawing- Students draw a picture and then write a description of the picture. They hand their description to another student who must read it and then draw the picture as they see it. Finally, both students compare pictures.²²

1.4.3 STEPS OF WRITING PROCESS

Writing is a process that is made up of several different elements such as:

- 1.4.3.1 **Prewriting**.- It is when learners think before write something about any topic.
- 1.4.3.2 **Drafting**.- Here pupils write some information into their own words about the topic that you chose.
- 1.4.3.3 **Revising**.- In this step students read what you have written again to be sure about it.
- 1.4.3.4 **Proofreading**.- In this step the student must be sure all sentences are competing, and also if the words are with correct spelling, capitalization, and punctuation.
- 1.4.3.5 **Publishing**.- In this stage the students share their writing with their classmates.²³

1.4.4 WHAT IS A SENTENCE?

A **sentence** is a set of words that contain a subject and a predicate to express complete thoughts.

²² HERMER, Jeremy Teaching Writing Activities and Ideas.2009.
From: <http://ddeubel.edublogs.org/2009/09/22/teaching-writing-activities-and-ideas/>

²³ S. Blystone. Writing Process. 2009. http://lewis.cpsb.org/faculty_pages/stacey.blanchard

Ex: I write a poem. It is a **sentence**

You = **subject** write a poem = **predicate**

1.4.4.1 The Four Sentence Structures

➤ **Simple Sentences.-** A simple sentence contains only one independent clause. An independent clause is a group of words with a subject and a verb that expresses a complete thought. Ex:

I drink coffee = is an independent clause.

It contains a subject (*I*) and a verb (*drink*), and it expresses a complete thought.

➤ **Compound Sentences.-** A compound sentence contains at least two independent clauses. These clauses are joined by a coordinating conjunction .A coordinating conjunction is a word that glues words, phrases, or clauses together. Ex:

She cooked and he cleaned.

She cooked is an independent clause.

He cleaned is also an independent clause.

And is a coordinating conjunction joining the two independent clauses.

➤ **Complex Sentences.-** A complex sentence contains a subordinate clause and an independent clause. A subordinate clause is a group of words that has a subject and a verb but does not express a complete thought. Ex:

I washed the dishes after I ate breakfast.

I washed the dishes is an independent clause.

After I ate breakfast is a dependent adverb clause modifying the verb washed.

➤ **Compound-Complex Sentence.**- A compound-complex sentence contains at least two independent clauses and at least one subordinate clause. Ex:

I would have bought the cheese that you like, but it was too expensive.

I would have bought the cheese and it was too expensive are both independent clauses.

They are being joined by the conjunction but.

That you like is a dependent adjective clause modifying the noun cheese.

The whole sentence is a compound-complex sentence.²⁴

1.4.4.5 Basic English Grammar Rules

The basic ones refer to, a sentence structure and parts of speech, which are noun, pronoun, verb, adjective, adverb, preposition and conjunction.

Some of the most basic and important English grammar rules relate directly to sentence structure are:

- A singular subject needs a singular predicate.
- A sentence needs to express a complete thought.

Another term for a sentence is an independent clause.

- Clauses, like any sentence, have a subject and predicate too. If a group of words does not have a subject and predicate, it is a phrase.

²⁴ PROCTOR, Aron at Digitation Compus. The Four Sentence Structures.2013
From: <http://www.english-grammar-revolution.com/sentence-structure.html>Sentences

- If they can stand alone and make a complete thought, then they are independent and called sentences.

- If they do not express a complete thought, they are called "dependent clauses."

An example of a dependent clause, which is not a sentence, is “when I finish my work”.

✓ Subjects and Predicates

Basic to any language is the sentence, which expresses a complete thought and consists of a subject and a predicate.

The subject is the star of the sentence; the person, animal, or thing that is the focus of it.

The predicate tell the action that the subject is taking or telling something about the subject.

✓ Basic Parts of Speech

Once you have a general idea of what basic English grammar rules are in regards to sentence structures, it is also helpful to learn about the parts of speech:

A noun names a person, animal, place, thing, quality, idea, activity, or feeling. A noun can be singular, plural, or show possession.

A pronoun is a word that takes the place of a noun, like: “I”, “you”, or “they.”

A verb shows action and can be a main verb or a helping verb, like: “were” or “has.” Verbs also indicate tense and sometimes change their form to show past, present, or future tense.

An adjective modifies a noun or a pronoun. It adds meaning by telling how much, which one, what kind, or describing it in other ways.

An adverb will modify a verb and tell more about it, like how much, when, where, why, or how.

A preposition shows a relationship between nouns or pronouns. It is often used with a noun to show location, like: “beside”, “in”, or “on”. It can also show time, direction, motion, manner, reason, or possession.

Conjunctions connect two words, phrases, or clauses, and common ones are: “and”, “but”, and “or.”

Mention needs to be made about other types of words that are considered by some, but not all, to be parts of speech.

One of them is the **interjection**. It shows emotion and examples are: “yea”, “hurray”, “uh-oh”, and “alas.”

Articles are very useful little words that are also sometimes considered to be parts of speech. The articles are: “a”, “an”, and “the”. Indefinite articles are “a” and “an” and “the” is a definite article.

✓ Punctuation

Punctuation is the system of symbols that we use to separate sentences and parts of sentences, and to make their meaning clear. Here we have some punctuation rules:

All sentences must start with a capital, or upper case, letter.

Also, titles of people, books, magazines, movies, specific places, etc. are capitalized.

Organizations and compass points are also capitalized.

Also, every sentence needs a punctuation mark at the end of it. These would include a period, exclamation mark, or question mark.

Colons are used to separate a sentence from a list of items, between two sentences when the second one explains the first, and to introduce a long direct quote.

Semicolons are used to take the place of a conjunction and are placed before introductory words like “therefore” or “however.” They are also used to separate a list of things if there are commas within each unit.

There are a lot of rules for commas. The basic ones are commas separate things in a series and go wherever there is a pause in the sentence. They surround the name of a person being addressed, separate the day of the month from the year in a date, and separate a town from the state.

Parentheses enclose things that clarify and enclose numbers and letters that are part of a list. Apostrophes are used in contractions to take the place of one or more letters and to show possession. An apostrophe and “s” is added if the noun is singular and an apostrophe alone is added if the noun is plural.²⁵

1.4.4.6 How to Write A Paragraph

It is important to know how to write a paragraph. There are certain rules you should follow in order to write a paragraph and to know how to write term papers. Your first sentence should be a topic sentence and should contain the topic and an opinion on the

²⁵ Lovetoknow, Basic English Grammar Rules.1996-2013.

From: <http://grammar.yourdictionary.com/grammar-rules-and-tips/basic-english-grammar-rules.html>

topic. You should write at least three sentences supporting your ideas, with facts, reasons, examples, statistics, comparison, or an anecdote. Last, you should have a concluding sentence which reasserts your opinion, but does not have the same wording. Going by these helpful rules will lead to good paragraph writing.

There are also four stages in which we have categorized paragraph writing so as to make it a lot easier for you to learn the art. The four stages are: Prewriting Paragraphs, Writing Paragraphs, Editing Paragraphs, Publishing Paragraphs.

1.4.4.7 Prewriting Paragraphs

Six Prewriting Steps:

- **Think carefully about what you are going to write:**

Ask yourself: What question am I going to answer in this paragraph? How can I best answer this question? What is the most important part of my answer? How can I make an introductory sentence from the most important part of my answer? What facts or ideas can I use to support my introductory sentence? How can I make this paragraph interesting? Do I need more facts on this topic? Where can I find more facts on this topic?

- **Open your notebook**

Write out your answers to the above questions. You do not need to spend a lot of time doing this. Just write enough to help you remember why and how you are going to write your paragraph.

- **Collect facts related to your paragraph topic**

Look for and write down facts that will help you to answer your question.

- **Write down your own ideas**

Ask yourself: What else do I want to say about this topic? Why should people be interested in this topic? Why is this topic important?

- **Find the main idea of your paragraph**

Choose the most important point you are going to present. If you cannot decide which point is the most important, just choose one point and stick to it throughout your paragraph.

- **Organize your facts and ideas in a way that develops your main idea**

Once you have chosen the most important point of your paragraph, you must find the best way to tell your reader about it. Look at the facts you have written. Look at your own ideas on the topic. Decide which facts and ideas will best support the main idea of your paragraph. Once you have chosen the facts and ideas you plan to use, ask yourself which order to put them in the paragraph. Write down your own note set that you can use to guide yourself as you write your paragraph.²⁶

²⁶ F. Scott Walters. How to Write a Paragraph.2000. From:http://www.paragraphorganizer.com/inner/how_to_write_paragraph.htm

2. THE TEACHING LEARNING PROCESS

2.1 THE TEACHING LEARNING PROCESS

The teaching-learning process is the heart of education. On this depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education that brings desired changes in the students. In the teaching-learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal

Teaching is an active process, in which one person shares information with others to provide them with the information to make behavioral changes.

Learning is the process of assimilating information with a resultant change in behavior.

2.2 TECHING TECHNIQUES

A teaching technique means helping a child, an adolescent, or an adult to learn through more than one sense. It is a procedure used to accomplish a specific activity or task.

We have listening, speaking, reading and writing techniques. All these techniques are very important to teach English and make the classes more comprehensible with the aim of improving at the handling of the language.

Referring to the listening skill, language learning depends on this ability. Listening provides the aural input that serves as the basis for language acquisition and enables

learners to interact in spoken communication. Listening techniques are strategies that contribute directly to the comprehension and recall of listening input.

In terms of speaking, it is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching.

Teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Reading techniques, besides means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension. A student who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension and speaking and pronunciation ability in highly complex ways.

The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what

topic can be employed to ensure student participation. By pragmatically combining these objectives, the teacher can expect both enthusiasm and effective learning.

The teaching

Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes. Learning is the process of assimilating information with a resultant change in behavior. And the Teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence.

A teaching strategy is the way that a teacher delivers information and is based on the learning needs of the people receiving the information. It is selected based on the particular domain(s) of learning that will be taught.

Teaching-learning process is the heart of education. On this depends the fulfillment of the aims and objectives of education it is the most powerful instrument of education to bring about desired changes in the students. Teaching learning is related terms. In teaching - learning process, the teacher, the learner, the curriculum & other variables are organized in a systematic way to attain some pre-determined goal.

Technique.- Is understanding, use, application of procedures in specific activities that the students have when they are learning.

Strategy.- Is the reflexive use of procedures to get good results in learning.²⁷

27 BANKS. Teresa. Teaching Learning Process.
From: <http://www.ncdhhs.gov/dhsr/hcpr/pdf/PrinciplesofAdultLearning2007.pdf>

2.3 TROUBLES OF TEACHING AND LEARNING A FOREIGN LANGUAGE

As Vivian Cook says, every subject has issues and problems. Every teacher has complex situations that must deal with. It is normal, but sometimes, those situations just really make you feel upset, angry or just giving up. She says that it is part of teaching.

Here are some possible solutions.

2.3.1 LACK OF MOTIVATION.- The first problem is trying to deal with the apathy of the students. Most of them are really not interested in learning a new language. Actually, they don't see the point in learning another different language. And this is obvious, if my students speak Spanish, and we don't have English speaking countries as neighbors, big chances are that they won't feel motivated to study it.

2.3.2 BEING AWAY FROM THE SOURCE.- And by this, what I mean to say is the problem of just seeing the language in the class, and from then on, nothing. Students don't have the chances of practicing the language outside of the classroom.

2.3.3 BEHAVIOR.- Bad behavior brings distraction and causes a mess class.

2.3.4 MOTHER TONGUE.- It is too strong to deal with a new language. Students tend to think in their native tongues, so the result is a kind of Spanglish grammar.

2.3.5 THE ISOLATION.- It seems that English subject is like an island, away from the rest of subjects which tend to share something in common, Spanish language.²⁸

²⁸ COOK, Vivian, Issues in Modern Foreign Languages Teaching. 2008.

As BUMPASS, Faye L. several very serious problems must be faced before complete success of the foreign languages in high schools; the most serious one is probably a scarcity of qualified teachers. However, there are other problems that are affecting the success of the foreign languages in educational centers, such as lack of clearly defined objectives, paucity of appropriate text materials, inattention to recent developments in applied linguistic and foreign language methodology, incorrect programing for different age, grade, and interest levels, and lack of adequate provision for proper continuity.

Basically, the success of the foreign language in high schools depends on the teacher, who should not only know the spoken language but they must also know how language should be taught on each level; however, teachers need help of the high school administrators and his community, leading this process to a transformation of the foreign language instruction in this area into a successful program for developing linguistics skills and international understanding.²⁹

The teacher is the most vital factor in teaching English for young learners of any curriculum area. He has to selects and organizes the course content and the materials for instruction to create a friendly environment, to stimulate and maintain interest; he has to plan varied activities and give young learners a feeling of achievement and success, which will determine whether the learning takes place.

The teacher can develop the knowledge, skills, and attitude needed for effective teaching. Teachers of foreign language in middle school should get insight of the nature of language. They should study and apply the basic principles, which have been found the most effective tool in teaching language to young learners. They should be aware of

<http://books.google.com.ec/books?>

²⁹BUMPASS, Faye L. Teaching Young Students English as a Foreign Language /New York U.S. American Book Company /. 1963.

the aim of language teaching in the middle school program and of their own role in helping achieve those aims.

The teacher has been called the "facilitator or mediator" of learning. That means, book, school walls and other people come after the teacher and the student. He is the most influential person in the classroom, because he has to create a desirable classroom climate to plan a variety of learning activities and to use material effectively.

In addition, the effective foreign language teacher should understand and like adolescents. They have to know the method on how to teach English to young learners because they have their own unique characteristics, different from adults.

Teachers should be open to whatever changes are needed for the success of their teaching. They need to be flexible in their attitude toward the student in methodology and approach of the student's achievement. In addition, it is stated that a middle school teacher is supposed to be more creative and enthusiastic to keep the student's attention and to arouse their interest.³⁰

2.4 WHAT DOES THE ENGLISH TEACHING - LEARNING IMPLY

Teaching and learning English involves the process of transferring knowledge from the one who is giving to the one who is receiving. Teaching and learning process could not be possible without teachers and learners, considering that all of them play an important role in the system.

³⁰ MUHAMMAD, Romly, The Techniques of Teaching English to Young Learners. 2006

<http://www.docstoc.com/docs/48338378/The-Techniques-of-Teaching-English-to-Young-Learners>

The teacher is considered as the element that has the main role in the teaching-learning process. He/she is considered as the prime mover of the educational processes, thus he/she directs the flow of the whole process. The teacher is the one that facilitates the whole process of leaning.

The learners are considered as the key participant in the teaching and learning process. They are considered as the primary subject or the main reason why the process is implemented. The knowledge that acquired by the learners will decide if the teaching and learning objectives are achieved. Learners vary from one another in the aspects of learning. There are those learners that learn fast while there are those learners that learn in average or slower.

As Saville says that to develop the learning of a second language the teacher should take into account the different types of learners. Whose will be described below:

Learners can be grouped according to their age: children, adolescents, and adults.

It is a common belief that children are more successful L2 learners than adults. Children are also more likely to receive simplified language input from others; they learn a foreign language in a neutral way, through motivation and curiosity, or by doing fun activities, imitating the teacher and interacting with each other.

While adolescents are probably more successful in informal and naturalistic L2 learning contexts and also they are being less inhibited than older learners.

Moreover adults learn faster in initial stages, they are advantaged by greater learning capacity, including better memory for vocabulary, greater analytic ability to understand and apply explicit grammatical rules.

2.5 LANGUAGE IS DIFFERENT ACCORDING TO LEARNERS

2.5.1 Oral Fluency Level.- This is most commonly known as “The Silent Period.” The student can show understanding by drawing or pointing, using movement or mime. During this stage children have their first experience with English. This involves listening to the sounds and rhythm of the language, discovering meaning, and speaking their first words in English. I believe that during this period students should be allowed to express themselves in their native language as confidence and well-being is essential in their new relationship with English. Here the teacher can engage with students in student-centered authentic conversations mixing English with their native language, so that students can discover their relevant language in an inductive way.

Silent period does not mean silence in class, we can have students who are very talkative in their language and are still in the silent period in the target language. But remember that students in the silent period also need silent moments in class as much as other students. Silence conveys acceptance and gives them time to assimilate the new language.

2.5.2 EARLY PRODUCTION.- In this stage students may begin to use one word or short phrase descriptors to communicate. They can show understanding by answering yes/no questions or providing one word answers.

2.5.3 SPEECH EMERGENCE.- In this stage students will use short sentences and to communicate complete thoughts. Students can show understanding by using three word phrases using complete sentences.

2.5.4 INTERMEDIATE FLUENCY.- In this stage, students will speak in sentences and phrases with occasional errors in grammar, syntax, or vocabulary. Students can show understanding by: Giving opinions, Analyzing and debating, Examining and evaluating, Defending and justifying.³¹

3. HYPOTHESES

GENERAL

The application of writing techniques applied by teachers are not helping to improve the English language learning of the students of the 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja High school. Academic Year 2012-2013.

3.1 SPECIFICS

3.2.1 Teachers do not usually apply some writing techniques to help the development of the English language learning on students of the 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja High School? Academic Year 2012-2013.

³¹ Saville – Troike. (2008). *Introducing second language acquisition. Pages 81-93* Cambridge: University Press

3.2.2 The writing techniques applied by teachers are not used appropriately according to the students' level to develop the English language learning according to the students' level of the 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja High School. Academic Year 2012-2013.

f. METHODOLOGY

1. DESIGN OF THE RESEARCH

To do a good research, the following methods were considered and will be applied: deductive and descriptive method. They will help me to establish the problem, the general and specific objectives, and based on them, to make the respective hypothesis for a good development of the research.

These methods will be very useful in this research to explain the variables of my study object to do the appropriate recommendations according to the conclusions that I will achieve after the hypothesis' verification which will help me to contribute with some ideas to improve the students' knowledge level and besides verify their weaknesses and strengths into English learning process of the students of 10th year of basic education at "Unidad Educativa Anexa a la UNL" high school from Loja city.

2. METHODS, TECHNIQUES AND INSTRUMENTS

2.1 METHODS

The methods to be applied during the steps of this thesis project are according to its nature. The Deductive method will contribute to obtain clear information through reading books to get updated knowledge to acquire ideas from this topic from general to particular, related to the documents about the main writing techniques which will help me to gather the main information on the teaching-learning process.

Using this method, I will be able to give more logical explanation of all the topics related with this research such as: the importance of writing techniques and how these ones help to the development of the English language learning on the students of 10th years of basic education, in this Academic Institution. Likewise, by means of this method it will be tried to start from the most general aspects which are done in the teaching learning process referred to the troubles that teachers from this High School face every day, as well as the receptive and productive skills which results in the most particular issues in this field. Besides, by means of the logical deduction it will help us to find the more appropriate suggestions related to the micro planning for teachers in the classroom, specifically about the writing techniques to get better the students learning.

Other method that will be applied in this thesis project is the Descriptive Method, It will permit to describe and analyze the data related to the foreign language teaching in order to discover what variables are related to the writing techniques. That begins with gathering and analysis of bibliographic material settled in the theoretical frame, whose exploratory study will give us enough clearness to know each one of the components of this research.

The data gathering related with the topic of the writing techniques by means of the meaningful sample will permit us the organization, classification for the later data interpretation by the logic deduction and the use of descriptive statistic which make us possible to understand the incidence of the writing techniques used by teachers with the students in this High School.

The obtained results will let me know the different troubles specially related to the application of the writing techniques and also if these ones have been applied according to the students' level which have stopped the development of the English learning process of the students of 10th years of basic education in the former High School.

Likewise, with this method I will analyze all the collected information of the surveys after being applied, then I will demonstrate the coherence of the results between the hypotheses proposed, by which I will be able to give conclusions and precise recommendations to the English teachers by contributing the development of the English language learning of the students of 10th years of basic education at Unidad Educativa Anexa a la UNL.

2.2 TECHNIQUES AND INSTRUMENTS

To get the most appropriate results I have chosen these techniques:

Surveys: These will be applied with several kind of questions to the students of 10th year of basic education, and two English teachers at Unidad Educativa Anexa a la UNL high school of Loja city, in a clear, exact, and pertinent way with the finality to obtain important and necessary data about the importance of the use of writing techniques into English language learning process to justify the proposed hypothesis.

2.3 PROCEDURES

After the obtained information about the writing techniques and their influence on the English language learning process, I will, analyze, and organize this specific

information through the tabulation and contrasts the information of teachers and students which will let me get the true data, after the collected information, I will present the information in statistical form such as: graphics bars and tables so it will be possible to use this information in periodical form according to the theoretical reference.

2.4 POPULATION AND SAMPLE

The total population of the 10th grades of Unidad Educativa Anexa a la UNL High School is 109 students and 2 English teachers.

Students/Teachers Population		Population
Course	10 TH "A"	25
Course	10 TH "B"	27
Course	10 TH "C"	28
Course	10 TH "D"	29
TOTAL		109
English teachers		2
TOTAL		2

To get the students and teachers appropriate sample was applied the following formula:

n = sample size

N = population.

e = maximum error admissible (1%)

$$\text{Formula: } n = \frac{N}{1+N(e)}$$

	111		111
Procedure:	n = _____		n = _____
	1+111 (0,01)		1.12

Sample n = 99.10

3. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

3.1 RESOURCES

3.2 HUMAN RESOURCES

RESEARCHER: Graciela Maribel Palta Medina.

TEACHERS:

Dra. Monica Espinoza Ontaneda English teacher of 10th year of basic education.

Ing. Hernan Patricio Cuenca Regalado Coordinador of The English Área.

STUDENTS OF 10TH YEAR OF BASIC EDUCATION: 109 students

3.3 MATERIAL RESOURCES

Bond paper	Books
Printed sheets	Computer
Flash memory	Internet
Copies	transport

g) OPERATIVE MATRIX

THEME: WRITING TECHNIQUES APPLIED BY THE TEACHERS AND THEIR INFLUENCE ON THE LEARNING OF ENGLISH LANGUAGE ON THE STUDENTS OF THE 10th YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNL HIGH SCHOOL. ACADEMIC YEAR 2012-2013.

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
How do writing techniques applied by English teachers help the students to improve the English language on the students of the 10 th year of basic education at Unidad Educativa Anexa a la UNL High School Academic Year 2012-2013?	GENERAL To evaluate about writing techniques and their influence in the learning of English language on the students of the 10 th year of basic education at Unidad Educativa Anexa a la UNL high school. Academic Year 2012-2013.	GENERAL The application of writing techniques applied by teachers are not helping to improve the English language learning on the students of the 10 th year of basic education at Unidad Educativa Anexa a la UNL High school. Academic Year 2012-2013.		
SUBPROBLEMS Do frequently teachers use writing techniques in their classes to improve the English language learning on the students of the 10 th year of basic education at Unidad Educativa Anexa a la UNL High School? Academic Year 2012-2013? Are the writing techniques being used appropriately according to the student's level to develop English language learning on the students of 10 th year of basic education at Unidad Educativa Anexa a la UNL High School Academic Year 2012-2013?	SPECIFICS To determine the frequency of use of writing techniques in classes to improve the English language learning on the students of the 10 th year of basic education at Unidad Educativa Anexa a la UNL High School Academic Year 2012-2013. To research if the writing techniques applied by teachers are appropriate according to their level on the students of the 10 th year of basic education at Unidad Educativa Anexa a la UNL High School. Academic Year 2012-2013.	SPECIFICS Teachers do not usually apply some writing techniques to help the development of the English language learning on students of the 10 th year of basic education at Unidad Educativa Anexa a la UNL High School? Academic Year 2012-2013. The writing techniques applied by teachers are not used appropriately according to the students' level to develop the English language learning according to the students' level of the 10 th year of basic education at Unidad Educativa Anexa a la UNL High School. Academic Year 2012-2013.	Dependent Variable Development of writing skill. Independent Variable English language learning process	RECEPTIVE AND PRODUCTIVE SKILLS. What is listening? What is reading? What is speaking? What is writing? What is a sentence? Basic English grammar structures. How to write a paragraph? Parts of speech. THE TEACHING LEARNING PROCES The teaching learning process. Troubles of teaching and learning a foreign language. What does the English teaching-learning imply. Language is different according to learners.

g. TIME TABLE

TIME ACTIVITIES	2013 YEAR							2014 YEAR								2015 YEAR						
	Mar	May	Jun	Jul	Sep	Oct	Nov	Jan	Feb	Mar	Apr	May	Jun	Sep	Dec	Jan	Feb	Mar	Apr	May	Jun	
Designation of the project director	x																					
Approval of the project			x																			
Designation of the thesis director				x																		
Development of the thesis				x	x	x	x	x	x	x	x	x	x									
Thesis conclusion														x								
Modification of the time table															x							
Private dissertation																x	x					
Checking the mistakes																		x	x			
Graduation																					x	x

h. BUDGET AND FINANCE

The present investigation demands these expenses.

Sources	Costs
Printed sheets	85,00 USD
Transport	90,00 USD
Internet	100,00 USD
Print of reports	150,00 USD
Tariffs unforeseen	200,00 USD
Total	625,00 USD

i) Financing

The present research will be financed by the researcher.

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UNIVERSIDAD NACIONAL DE LOJA
Area of Education, Art and Communication.
English Language career

Estimated English teachers from Unidad Educativa Anexa to UNL, I direct you respectfully for asking to deign answer the following survey that allows me to collect information which will benefit the educational community and to perform my thesis.

1. Do you think writing techniques motivate your students to learn?

Yes () No () in part ()

Comment:.....
.....

2. What type of writing techniques do you use to develop the writing production?

- | | | | |
|--------------------|-----|---------------|-----|
| SPELLING | () | BRAINSTORMING | () |
| SENTENCE COMBINING | () | REVISING | () |
| DESCRIPTION | () | REPETITION | () |
| COMPARE | () | DICTATION | () |
| STORY REWRITING | () | VISUALIZATION | () |
| POP SONG REWRITE | () | OTHERS | () |

3. How often do you use writing techniques in your classes?

Always () sometimes () rarely () never ()

4. Do you send writing assignments as homework?

Yes () No () Sometimes ()

Comment:.....
.....

5. The development of English learning depends on the students' number?

Yes () No () in part ()

Why?.....
.....

6. Are the writing techniques applied for you according to the students' level?

Yes () No () in part ()

Comment:.....
.....
....

7. Do you take into account the different learning styles when you apply the writing techniques for your students? Why?

Yes () No () Sometimes ()

Comment:.....
.....

8. Do you think that the use of dynamics help the students to improve the writing skill?

Yes () No () Sometimes ()

Why?.....
.....

9. Does this high school have the appropriate resources to develop the learning of the English language?

Yes () No () in part ()

Why?.....
.....

10. Do you think the English book is appropriate for your students' learning?

Yes () No () in part ()

Comment:.....
.....

11. Are your students able to write basic sentences (affirmatives, negative, interrogatives, and short answers) in simple present and present continuous? Mark with an X.

Capable () Less capable () not capable ()

Thank you for your collaboration.



UNIVERSIDAD NACIONAL DE LOJA
Área de la Educación, Arte y la Comunicación.
Carrera de Inglés.

Distinguid@s estudiantes de la Unidad Educativa Anexa a la UNL, atentamente me dirijo a usted para pedirle responda este cuestionario que permitirá recolectar información para mejorar la enseñanza en este plantel, así como para la consecución de mi tesis de licenciatura.

1. ¿Cree usted que las técnicas de escritura lo motivan a aprender?

Si () No () En parte ()

Comente:.....

 .

2. ¿Su profesor de inglés usa alguna de estas técnicas de escritura para desarrollar el aprendizaje del idioma inglés? Marque con una X

- | | | | |
|-------------------------------------|-----|--------------------|-----|
| DELETREAR PALABRAS | () | LLUVIA DE IDEAS | () |
| CONBINAR ORACIONE | () | REVICION DE TAREAS | () |
| DESCRIBIR OBJETO | () | REPETIR PALABRAS | () |
| COMPARAR OBJETOS | () | DICTAR PALABRAS | () |
| VISUALIZACION PARA ESCRIBIR | () | OTROS | () |
| COMPLETAR ESPACIOS EN BLANCO | () | | |

3. ¿Con que frecuencia su profesor usa técnicas de escritura en clase? Marque con una X.

Siempre () a veces () raramente () nunca ()

4. ¿Le envía su profesor trabajos de escritura como tarea en casa?

Si () No () a veces ()

Comentar:.....

5. ¿cree usted que el desarrollo del aprendizaje del idioma ingles depende del número de estudiantes?

Si () No () En parte ()

Comentar:.....

6. ¿Cree usted que las técnicas de escritura empleadas por su profesor están de acuerdo a su nivel de estudio?

Si () No () En parte ()

Comente:.....

 .

7. ¿Cree usted que las técnicas de escritura aplicadas por su profesor están de acuerdo a su estilo de aprendizaje?

Si () No () En parte ()

Comente:.....

8. Cree usted que las dinámicas le ayudan a mejorar la habilidad de escribir?

Si () No () A veces ()

Comentar:.....
.....

9. ¿Este colegio tiene los recursos apropiados para desarrollar el aprendizaje del Idioma Inglés?

Si () No () En parte ()

Comentar:.....
.....

10. ¿Puede usted escribir oraciones básicas (afirmativas, negativas, interrogativas, y respuestas cortas)? Marque con una X

Capaz () menos capaz () no capaz ()

12. Realizar los siguientes ejercicios:

Traduzca al inglés las siguientes oraciones:

Julio no juega futbol los sábados.

Ella no está mirando televisión ahora.

¿Vives con tus padres?

Responda las siguientes preguntas en forma positiva y negativa:

Does your mother play soccer?

.....

Are you an athlete?

.....

Gracias por su colaboracion.

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