



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTY OF SCIENCE EDUCATION AND LANGUAGES
LANGUAGE SCHOOL - ENGLISH TEACHING CAREER

THEME:

“THE USE OF A STUDENT PORTFOLIO TO PROMOTE WRITING SKILLS THROUGH GRAPHS AND PICTURES IN STUDENTS OF TENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA VEINTICUATRO DE JULIO IN SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 - 2015”

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: MARÍA DE LOURDES REYES BERMEO

ADVISOR: MSC. TATIANA GARCÍA VILLAO

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FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS
ESCUELA DE IDIOMAS – CARRERA DE LICENCIATURA EN INGLÉS

TEMA:

“EL USO DE UN PORTAFOLIO ESTUDIANTIL PARA PROMOVER LAS HABILIDADES DE ESCRITURA A TRAVÉS DE GRAFICOS E IMÁGENES EN LOS ESTUDIANTES DE DÉCIMO GRADO DE LA ESCUELA DE EDUCACIÓN BASICA VEINTICUATRO DE JULIO EN SANTA ELENA, PROVINCIA DE SANTA ELENA, AÑO ESCOLAR 2014 – 2015”

TRABAJO DE INVESTIGACIÓN

Previo a la obtención del título de:

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La Libertad, February 2015

ADVISOR'S APPROVAL

In my role as Advisor of the research paper with the title “the use of a Student Portfolio to promote writing skills through graphs and pictures in students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio in Santa Elena, province of Santa Elena, school year 2014 - 2015” prepared by María de Lourdes Reyes Bermeo, undergraduate student of the English Teaching Career, Faculty of Education and Languages of Universidad Estatal Peninsula de Santa Elena, I declare that after studied, oriented and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

M.Sc. Tatiana García Villao
ADVISOR

La Libertad, February 2015

AUTHORSHIP

María de Lourdes Reyes Bermeo, C.I 0907222905, undergraduate of Universidad Estatal Peninsula de Santa Elena, Faculty of Science Education and Languages, Language School, English Career, declare to be the author of the research work “THE USE OF A STUDENT PORTFOLIO TO PROMOTE WRITING SKILLS THROUGH GRAPHS AND PICTURES IN STUDENTS OF TENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA VEINTICUANTRO DE JULIO IN SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 - 2015” prior for obtaining a BACHELOR’S DEGREE IN ENGLISH, which it is supported by previous researches, such as: authors of books, journals, theses, and websites mentioned in this work, references that give the scientific character of this paper.

Sincerely,

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DEDICATION

This work is dedicated to my dear family, who supported me in some ways, advising me and encouraging me all the time, to my nephews as an example of perseverance and effort, and especially my husband, who has supported me all this time and felt my lack of attention.

With love

Lourdes

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ABSTRACT

This work has been done through an analytical research. This research showed a student portfolio is a practical tool in learning of students. The interview and surveys demonstrated that a student portfolio is a practical and handy tool that helps both students and teacher in the fulfilment of their obligations. The writing activities were developed using the writing communicative approach. The activities include friendly pictures and graphs to encourage students, in order to promote writing skills. The use of basic technology and the internet will help students to develop their tasks. This proposal is based on pragmatic and constructivist theories, which through practice significant learning is developed. The proposal contains activities for the first quimester, a register of student data, and a learning record, to involve parents in the process of learning.

KEYWORDS: STUDENT PORTFOLIO, AUTONOMOUS WORK, WRITING SKILLS.

INTRODUCTION

A portfolio, since its beginnings, has been an instrument that has shown the processes in the financial field, displaying its effectiveness; then, it was applied in many fields, especially in education. It has spread to many countries in different subjects and all education levels; so much so, that many authors have developed and published books and papers about the use of portfolio in education, references that support this proposal.

On the other hand, in Ecuador, previously the English language has not been taken very seriously in schools and colleges, especially in public institutions, therefore, its teaching and learning has not been very efficient; but, the rapid progress of globalization compels countries to implement measures to improve English teaching. Because of that, the new educational policies in the teaching and learning of English in Ecuador are based now on international standards of the Common European Framework of Reference for Language; so, teachers should also seek new alternatives to improve the student performance.

The student Portfolio proposed in this research work has many advantages: although it is bounded to promote autonomous work in English writing skills, it serves for many other benefits such as: collecting the students' works, allowing a continuous evaluation, and knowing the grades on time, fostering the self-reflection and responsibility in students, allowing parents to be observers of

students' performance; and further, providing the teacher with a record of the students' progress, among other benefits.

This work contains six chapters: in the **first chapter**, the problems, significance, and objectives are mentioned. In the **second chapter**, previous research, philosophical, and legal bases, fundamental categories, and hypotheses are described. In the **third chapter**, the methodology, population and sample, conclusions and recommendations are detailed. In the **fourth chapter**, the proposal with writing activities with friendly pictures for the first quimester, including a student register data, and a learning record for student control and self-reflection to promote writing skills, and involve parents in student learning are exhibited. Finally, in the **fifth chapter**, the administrative framework, the bibliography and the appendix are displayed.

CHAPTER I

THE PROBLEM

1.1 Title

“The use of a student portfolio to promote writing skills through graphs and pictures in students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio Santa Elena, province of Santa Elena, school year 2014 - 2015”

1.2 Statement of the problem

1.2.1 Contextualization

English is one of the most spoken languages in the world due to its enormous expansion in scientific, technical, and economic activities that World War II created, hence its importance as an international language. Nowadays, the rapid progress of globalization compels countries to implement measures to improve its teaching; therefore, more and more people need to know the language. Because of that, governments of many countries have introduced aggressive programs of education, encountering some problems in its teaching and learning.

Although English in Ecuador has been taught for many years, in private schools and a few public schools, the problems of learning deficiency persist to this day. Some students in private schools have attained English language proficiency because they can afford to pay for qualified teachers. These school's classrooms are equipped with English Laboratories and appropriate books to reach the

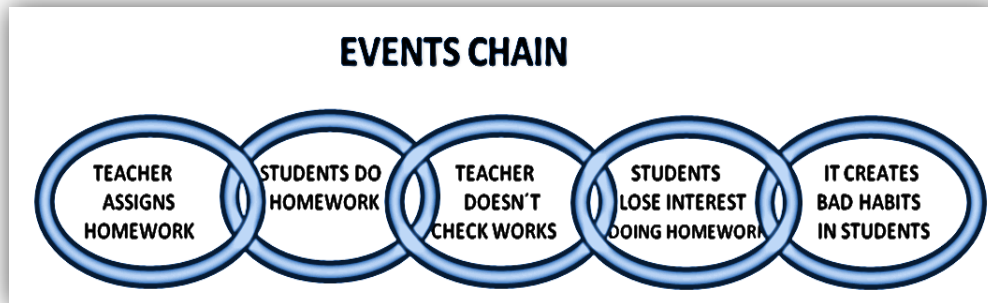
requirements of teaching the English language. Sadly to say this is not the case in most public schools.

On the other hand, it is not simple to teach teenagers. Teen years are critical years. These are years when teenagers define their personalities. Sometimes it is not easy for them to accept their responsibilities, especially when it comes to learning a new language. The majority of these students do not have the foundation of the English language; so, English teachers have to find new alternatives to harness the potential that teenagers have. Therefore, it is proposed the use of a student portfolio through pictures and graphs to promote English writing skills.

At “Escuela de Educación Básica Veinticuatro de Julio” in Santa Elena, only students from 8th, 9th, and 10th grade study English as a foreign language. Since English is not mandatory in lower grades, students encounter difficulties in learning the language when arriving to higher grades.

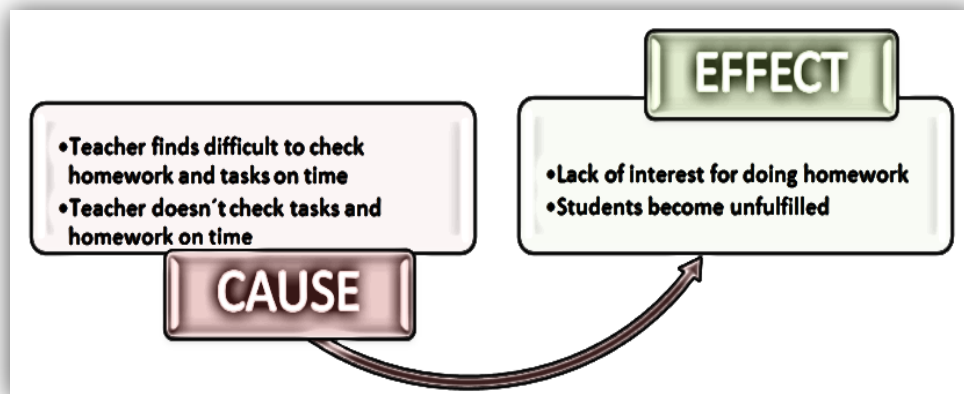
The students showed low performance in homework. Many of these students complain, in many cases, that the teacher doesn't correct homework on time, and they feel they have worked in vain. On the other hand, teachers complain that it is difficult to check homework in notebooks; teachers say that it is not easy to carry notebooks from classroom to classroom or to take them home for correction; therefore, to overcome these problems the project **“The use of a student portfolio to promote writing skills through graphs and pictures in students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio in Santa Elena, province of Santa Elena, school year 2014- 2015”** is proposed.

To better specify the problem, a chain of drawbacks is displayed below.



Graph 1: Drawbacks chain
By: Lourdes Reyes Bermeo

Although generally students do not have the habit of doing homework on time, there are some difficulties that aggravate the problem, causing a negative effect on student behavior, which is shown in the next graph.



Graph 2 – Relation cause effect
By: Lourdes Reyes Bermeo

1.2.2 Critical analysis

There are many problems in English teaching in Ecuador and some other countries where the English language is not spoken frequently. In Ecuador,

English is not mandatory in elementary schools; so, many students don't have the basics of the English Language; therefore, most of them find it difficult to learn it.

For these reasons, and according to the previous researches, as well as the National English Curriculum Guidelines in English Teaching as a Foreign Language of Ecuador, based in the international standards of the Common European Framework of Reference for language learning, the project "The use of a Student Portfolio to promote English writing skills through graphs and pictures in students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio in Santa Elena, province of Santa Elena, school year 2014 – 2015" is proposed. The project will try to overcome the problems of low performance in homework identified in the above mentioned school. With this work, teachers, students, and parents are involved.

1.2.3 Formulation of the problem

How can students at "Escuela de Educación Básica Veinticuatro de Julio in Santa Elena" comply with English tasks required by English teacher?

1.2.4 Guideline Questions

Are students doing their homework and tasks?

Why don't students do homework and tasks?

Is the teacher checking homework and tasks on time?

Why doesn't the teacher check and review homework and tasks that she demands from students?

What do students think about the lack of reviewing tasks on time?

Do students practice autonomous work in writing skills?

How to improve the students' accomplishment in autonomous work in writing skill

1.2.5 Delimitation of research object

1.2.5.1 Spatial delimitation

Students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio in Santa Elena, Province of Santa Elena, located on Francisco Pizarro Avenue and Simón Bolívar Street.

1.2.5.2 Temp delimitation

The proposal was developed from September to October 2014.

1.2.5.3 Population delimitation

The principal of Educational Center, two English teachers, and 33 of the 35 students of tenth grade of Escuela de Education Básica Veinticuatro de Julio in Santa Elena.

1.2.5.4 Contextual delimitation

Field: Education

Area: Foreign Language

Aspect: Writing skills.

Theme: “The use of a student portfolio to promote writing skills through graphs and pictures in tenth grade at Escuela de Educación Básica Veinticuatro de Julio in Santa Elena, province of Santa Elena, school year 2014 - 2015”

1.3 Significance

The drawbacks found in performance in homework at Escuela de Educación Básica Veinticuatro de Julio in Santa Elena, school year 2014 - 2015 originated the implementation of this study. On the other hand, although all skills are important in English learning, writing is one of the four English skills that easily can be adaptable and manageable in student portfolio.

The proposal “the use of a student portfolio to promote writing skills through graphs and pictures in students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio in Santa Elena, province of Santa Elena, school year 2014 - 2015” is feasible, because it is inexpensive and easy to handle, especially in educational institutions where the principals are even resistant to changes. Although a student portfolio involves a great responsibility, it promotes good

habits in students, and develops skills; it is a tool that serves for holistic human development.

The student portfolio is a learning tool to:

- Have a record of tasks
- Promote responsibility
- Recognize aptitudes and attitudes
- Provide information of learning process
- Adapt to different needs
- Be evaluated on time
- Do a Self- reflection and self- evaluation
- Involve parents in the learning process
- Be used at all grade levels

1.4 Objectives of the research

1.4.1 General Objective

To employ friendly pictures in a student portfolio in order to promote writing skills in students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio in Santa Elena, province of Santa Elena, school year 2014 - 2015.

1.4.2 Specific Objectives

1. To identify the compliance of students homework in class.
2. To search for strategies to promote writing skills.
3. To research on the effectiveness of the student portfolio.
4. To propose friendly pictures and graphs in a student portfolio using.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous research

Although at the “Universidad Estatal Peninsula de Santa Elena” there are no researches about the use of a portfolio in teaching or learning of English language, the portfolio has been used in many fields for over 50 years. Canadian teachers introduced the use of portfolio in education in the 1970s, to be applied in the learning of languages. Afterward, the portfolio in language learning was applied in Europe; now, the portfolio in education is being applied worldwide; so much so that, there are some researches about the use of portfolio in education worldwide, and some of them are shown in this study.

2.1.1 History of Portfolio

Markowitz (2014), Nobel Prize in economics, was considered as the father of the portfolio in 1952. That portfolio was addressed to financial investments, where the processes were reflected, as well as, situations of risks, objectives, analysis, methodology, financial statements, statistical and mathematical criteria, formulas, rates of performance, and all matters relating to the financial economic study. He is credited with the modern portfolio theory, which later was used as a model to be used in many fields, and especially in education.

2.1.2 Researches about portfolio in education

2.1.2.1 North America

The portfolio in education had its beginning in Canada, due to the concerns in language learning in the 1970s, initially with the name of “dossier”. The Canadian Committee of Teachers University developed a project to search for strategies for the best achievement in the teaching of languages, and finding better ways to appraise learners.

Later, the committee Bruce Shore exposed the idea that faculty members should use their own portfolio for effectiveness of teaching, “a portfolio of evidence” to demonstrate competence; then, a Guide to the Teaching Portfolio was published in 1980, after a second edition appeared in 1986, since then a variety of publications worldwide have emerged.

At the beginning, the name of “dossier” for teaching was not well received in Canada, but it was not until The United States preferred to assume the term of portfolio that it was accepted. As Knapper & Wright (2001) wrote: “it was only after the adoption of the concept in the United States the use of portfolios became widespread” (p. 21). Knapper & Wright refer three aspects of the portfolio: **First**, it shows how a teacher works (thinking and creativity). **Second**, it serves as a means of reflection about different situations of teaching. **Third**, it is possible the collaboration with other teachers about process of teaching.

2.1.2.2 Europe

According to Little, Hodel, Kojonen, Meijer, Perclová (2007), the idea about the use of Portfolio in the Language Learning was taken from North America to Europe due to the concerns in language learning of people from other countries and difficulties to communicate in other languages. After some meetings and studies, the Council of Europe adopted the European Languages Portfolio for all educational domains, having a relation with the Common European Framework of References (CEFR), and the levels of proficiency in communicative activities in 2010.

Little, “et al.” (2007) set a proposal for supporting the implementation of the European Language Portfolio (ELP) in their publication “Preparing Teachers to use European Language Portfolio”, where materials and activities for teachers training, and CD-room were involved, they established three components: language passport, language biography and dossier; also, what the ELP is, its functions, the relation between Common European Framework of references, and the levels of proficiency, developing an intercultural awareness. Although this book has an international connotation of language learning, especially in Europe where the proximity of countries that speak different languages and the emergent need to communicate with each other because of incursion of people by various reasons; also, it is applicable in our environment in the English learning as a Foreign language.

Later, Little, Goullier and Hughes (2011) summarize the history of ELP in a publication, showing the description, functions and the portfolio origin, the impact of the ELP, the pedagogical challenges of a region with intercultural dimension plurilingüistic, with a futuristic pedagogical vision, with a reflective teaching-learning, where evaluation and self-evaluation are included.

2.1.2.3 Other researches

The motivational starting point in learning according to Geoff (2004) contains two approaches: “*cognitive considerations*” and “*affective knowledge*” (p. 2). Geoff argued that the need of motivation is one of the reasons why the student performance has not been very efficient. Students need to be involved with a topic that interest them, such as songs, favorite actors, movies, sports, to engage in activities, and to work in group within an appropriate environment. He describes in his work a short history about teaching some decades before, the rigidity with which teachers taught, hindering individual and personal development of student, because teaching was teacher-centered, and the current education focuses in the student. This allows developing critical thinking through the self-analysis.

Geoff exposes: “the outcomes depend entirely of what the teachers taught reasonable and manageable for each class” (p. 14). Also, he refers about the importance in finding strategies in English skills (speaking and listening, reading and writing) as interrelated skills.

This book explains the importance of learning English in modern and appropriate contexts to enable student to internalize learning skills individually and collectively required by modern standards. So, it is essential that teachers apply the four skills in the English teaching, and to make students aware about the importance of linking the practice with the skill. Also it refers to the formative assessment on student's progress, which can be related with the use of a portfolio as a tool to promote responsibility; and to achieve this, it is necessary to involve pupils in their own learning, taking into account motivation and flexibility.

There are some books addressed to prepare teachers in the use of student portfolio. Richards & Farrell (2005) try to orient teacher in two broad kinds of goals within the scope to teaching education, in training and development (p. 3-4). *The Teacher training*, concerning to activities, responsibilities, and goals, involving the training of new strategies to be applied in the classroom, as: monitoring, supervision, and feedback. *The teacher development*, serves to facilitate the general growth about teaching, and involving the teacher's practice, reflective analysis, critical reflection, and collaborative jobs, to acquire pedagogical expertise about subject knowledge, values, and long term goals.

Furthermore, Richards & Farrell state two metaphors in the use of teacher's portfolio: the mirror and the map. *The mirror metaphor* "captures the reflective nature of a portfolio as it allows the teacher to view him or herself over time" illustrating a range of teaching "skills and activities." *The map metaphor* "is a

process of review and self-assessment to know how far it has arrived in development as a teacher and where one would like to go next” (p. 100-101).

Although the book appreciation is related to the use of the teacher’s portfolio, it can be adaptable and applicable to the student’s portfolio, from the perspective of learner, and because it will help also the teacher.

This project is closely linked to The Common European Framework of Reference (CEFR) in learning, teaching and assessment of languages, because it arises from the need to develop skills to communicate in a multilingual and multicultural environment which requires constant daily reinforcement to achieve communicative competence on standards of knowledge in each level of education.

The CEFR was elaborated thinking in two objectives: 1 – To promote reflection about knowledge and learning languages. 2 – To provide objectives and how to achieve them.

It is also necessary to refer to evaluations, and one of the various uses of a student portfolio is the constant assessment, which it is one of the problems faced by teachers and students in classrooms. Kingore (2008) says: “Assessment needs to be natural, continual component in early childhood classrooms. It is integral to teaching and learning and is a major factor guiding instructional decisions of how and what is taught and how and what children learn” (p. 2). This means that if portfolios are used from student’s early age, they will be handled as a common tool, where they can show what, how, when, and how much they have learnt. Also

parents and teachers can identify where the students need more attention and to have a timely and appropriate feedback.

In his publication (Gonzalez, 2008) provides more contribution about the use of a portfolio in language teaching “Promoting Student Autonomy through the use of the European Language Portfolio.” He describes two complementary functions: pedagogical and reporting function. *The pedagogical function* of the European Language Portfolio (ELP) stands out the language learning process, and he writes: “helping the students to identify their learning aims, to make action plans, to reflect, to monitor and modify the processes, and to evaluate the outcomes through self-assessment, and reflection.” *The reporting function* reflects the product of foreign language learning, about keeping a student record of their language skills according to the CEFR.

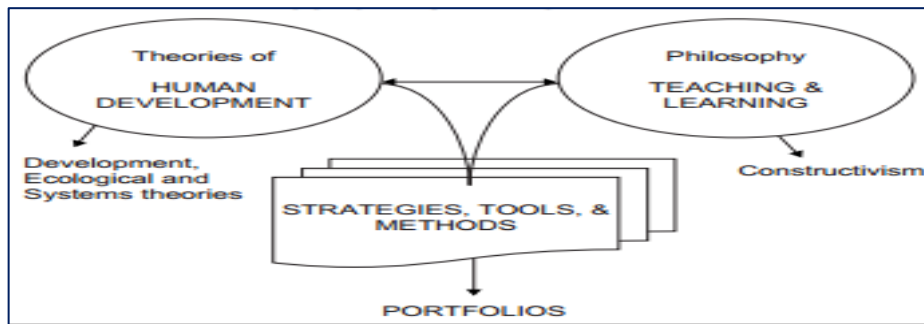
The study describes briefly the results of ELP implementation during four academic years in two adult’s language schools in northern Spain. In the study the teachers and students developed class activities with the aim of raising students’ awareness about the communicative nature, to encourage self-assessment, to help learners reflect on their short and long-term objectives in terms of the CEFR levels for languages study, helping to identify their personal ways of learning, and the language learning strategies that students used to enhance the students’ plurilingual and intercultural experiences.

Zubizarreta (2009) emphasizes the growth of electronic portfolios (e-portfolios) and its benefits in Teacher Education. Although e-portfolio is related toward

higher education it also can be applied to any levels of education. He states: “feedback on drafts ensures that students know that the teacher takes the portfolio seriously as a meaningful representation of progress in learning” (p. 5). Furthermore he suggests “some tips that are important to take into account for managing the portfolio process, such as: start slow and small, streamline feedback, use of technology, and developed scoring rubrics”. It is necessary to consider this topic, because the traditional student English portfolio proposed in this study is the gateway to electronic portfolio.

On the other hand, Jones & Shelton (2011) write a good and current definition about portfolios: “portfolios are an expression of constructivism, a theoretical perspective that embodies a certain way of thinking about human learning and development.” Also they write: “Portfolio explains how we come to know what we know, what it means to know something and how our capacity to learn and what we can learn change from one stage of development to another” (p. 5).

The authors emphasize connection between portfolios with human development and constructivism. A portfolio persuades the student to research in order to complete a given task, which promotes better learning; furthermore, the student gains self-confidence.



Graph 3: Conceptual alignment

Illustration taken from: the book “Developing your portfolio Enhancing. Your Learning and Showing Your Stuff” (p.20)

By: Lourdes Reyes Bermeo

Since students develop and build their own learning through practice, this graph reflects the portfolio either as, a strategy, a tool, or as a method that contributes to the human development, reinforcing the constructivism theory written by many modern philosophers.

The strong link between a student portfolio and autonomous student work is evidenced in publications by several authors, such as Curós (2009), who summarizes the autonomous work in the classroom on 8 principles:

1. Principle of communication (teacher-student)
2. Activity (practice)
3. Individualization (student)
4. Socialization (small school and society)
5. Globalization (general knowledge)
6. Creativity (intellectual, emotional, unconscious)

7. Intuition (direct or real, indirect or virtual)
8. Opening (individual and social)

These principles must be applied in informative, persuasive, and emotional learning processes, and are embedded as the main activity, communication between teacher and student.

Cox (2014) exposes five steps for building a Student Portfolio:

1. Set a Purpose for the Portfolio. (students growth or identify specific skills)
2. Decide How You Will Grade it (use a rubric, letter grade, rating scale)
3. What will be Included in it (long term project and short term project)
4. How Much You Will involve the students (understand the purpose and age)
5. Will You Use a Digital Portfolio? (Multimedia outlet).

Cox, an expert in elementary education shows in her website (about education), some interesting articles about portfolio in Education that can be taken into account by the importance and accuracy of the topics. Although Cox states five questions that teachers must answer; but, also teachers must generate their own questions according to students' needs and in accordance to school syllabus.

Kelly (2014) in her web page titled "Students portfolios. Secondary Education. About. com" writes: "Student portfolios can take a couple of forms". *One type of student portfolio* shows the student's progress through the course of the school

year, at the beginning, middle, and end of the school year. The writing samples included in the portfolios are evidence of how students have progressed during that time. A **second type of portfolio** involves the best works of the student perhaps with the teacher participation.

In relation to English Portfolio in writing skills, McGuire (2013) sets two ways of writing: discursive writing, and imaginative writing.

In this proposal, the two ways of writing are applied: *discursive writing*, tasks where students must convey specific information, about an activity, a sport, to write about their point of view, or another topic. And *creative writing*, personal experience about events or feelings, to write a short story through pictures, to describe some pictures, or other theme where they can use their imagination with topics they like.

According to Harmer (2011) there are two reasons for teaching writing: “writing for learning, and writing for writing” (p. 112-113). In *writing for learning*, the teacher can help students in their tasks. The teacher assigns tasks they have studied previously in class, for example: write sentences, phrases, or paragraphs using a given structure, which will reinforce learning. In *writing for writing*, the teacher can encourage students to develop their writing skills, writing letters, e-mail, reports, or create imaginative stories through graphics or photos.

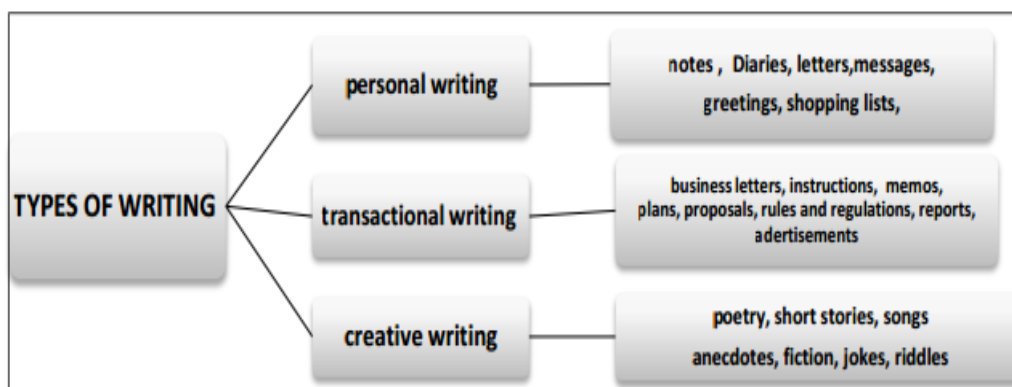
In order to develop writing skills is important to follow a process such as: planning, drafting, revising and editing. The teacher should consider age and

level of the students in the class in order to get the best results. The teacher should also try to create good writing habits in students. These suggestions were taken into account when developing the project together with the teacher's guide book.

On the other hand, Dawood (2011) establishes: "Writing is a system for thinking processes and interpersonal communication put on paper using visible signs or graphic symbols" (p.2). Also he writes some reasons for writing:

1. To get things done
2. To inform
3. To persuade
4. To maintain relationship
5. to document occurrences, events, etc.
6. to record feelings, experiences, observations, etc.

In his study he perceives writing like a process, using techniques to achieve good writing skills, such as: handwriting, punctuation, dictation, and the stages of learning to write, step by step. Dawood describes three big types of writing as shown in the following graph:



Graph 4 - Types of of writing

Illustration taken from: Journal Dr. Dawood Fadwa, 2011, 4th section .Teaching the Productive skills in TEFL. Teaching EFL Writing Skills (p.3).

Again, it persuades teachers to work depending of strengths and weaknesses of students, which will serve to develop writing skill using student portfolio as a useful tool.

Also, Dunlap & Weisman (2006) advise that teachers should be patient with students; they are easily discouraged when they find difficulty in learning a new language. Students need the assistance of the teacher, since it takes time and effort to learn another language. Learning of language must be developed naturally and in stages. The authors give some suggestions for assessing writing, and they write: “We urge you and your English learners to develop and maintain a writing portfolio. This will allow you and your students to track development over time. Keep writing samples in each of the writing domains and in each content area” (p. 124) in their book Helping English language learners succeed: All grades.

2.1.2.4 Latin America

There are some researches about the use of portfolio in education, either, as a tool, a strategy, and as a method, for any subject, and level, especially for assessments. These researches showed the learning processes, and also the results obtained, as is written below.

Lunar (2007) wrote a proposal in her thesis related to the lack of innovation in assessment English written procedures and allowed the student participation in their own learning process. In her work she promotes the portfolio as an alternative strategy of additional evaluation that allows incorporate the learning process and self-assessment and self-reflection.

Although this research work written by Lunar was done in students of a university, it was evident the substantial changes and improvements, reflecting good results, and where students were able to notice their failures, and achievements.

On the other hand, Muñoz (2010) writes “From communicative teaching are derived contemporary methodologies, such as task-based learning, learning based in solving problem” (p. 76), considering the interaction with the environment around them (teachers, peers, and resources) as an important factor in development of skills. She also writes about formative assessment, by recognizing their own learning, continuous assessment, and feedback; and summative assessment that reports the learning progress, fulfilling a social and

administrative objective that serves to promote or certify learning, which it must be based on:

- Clear and understandable criteria for both teachers and students
- Variety of activities with different learning styles
- Significant activities
- Different techniques of groups for interaction between students and teacher
- Activities for achieving curricular objectives
- Evaluation of different aspects of language
- Timely and specific feedback
- Promotion of self-assessment

2.1.2.5 Ecuador

In Ecuador There are some researches concerning to the use of portfolio and autonomous works in English Teaching in Ecuador, and according to results they served to improve drawbacks in learning. The Student Portfolio in most of the cases is linked with the autonomous work.

Sanchez (2012) tries to demonstrate the effectiveness of the student portfolio in her work, evidencing the didactic curricular knowledge, through the collection of works, analysis, and criteria. She shows the use of a student portfolio as a constructivist strategy for skills development, highlighting the practice as a way to achieve the meaningful learning. She shows in her work some uses of student

portfolio: the student portfolio as an element of a pedagogical class, as a guide about the use of student portfolio, some ways to organize a portfolio, several models of student portfolios, ways to evaluate, ways to self-evaluate and co-evaluate a portfolio, and also some activities that can be incorporated into the portfolio.

Aguirre's thesis refers to a case study of a Korean student. The student is an 11 years old girl who came from Korea because of her parents' business. The student is in fifth grade, and the teacher uses the WIDA Program to measure the knowledge of English language and included the student's portfolio to assess her writing and speaking skills. Furthermore, the author highlights the importance of new technologies as an innovative online system, promoting motivation and improving outcomes; and moreover, she also confirms the role of a student portfolio as a constructivist method.

In Heredia thesis, a case study focused on English writing skills of a 14 years old student in a private school. The student had deficiency in writing although he had studied English since he was 6 years old. The student portfolio was used in the study; technology was used to assess and know the writing level. And a writing test was done on line to know his weakness, and learn how to overcome them.

It is vital to recognize the importance of using technology in educational activities. Although this proposal uses the traditional portfolio, there are some activities to be performed on line, anticipating to the use of electronic portfolio as

the following step, for which the support of the school Principal, and parents also is required.

This proposal is developed according to the National English Curriculum Guidelines (2011) published by the Board of Education from Ecuador, that describes the levels A1-1, A1-2, and A2-1 for the basic user, corresponding the level A2-1 to 10th EGB, in this level, learners are capable of understanding phrases frequently used, as well as basic information about themselves and their families, shopping, and places of interest.

The National English Curriculum Guidelines shows levels of proficiency within communicative competence, specific objective, and components in the four language skills. And the table of essential assessment indicators, exposed in the appendix, 3 (p. 108), which were taken into account at the moment of developing the activities for writing skills of this project together with the teacher's guide.

In this research work, students are evaluated in every task. They should complete a record of learning information, with date of sending and returning, grades, and parent's signature, and a section for student reflection, which corresponds to formative assessment. Likewise, this record will serve for monthly, quimester or final assessments that correspond to summative assessment.

2.2 Philosophical basis

The philosophical basis of every project has its beginning in Plato's philosophy, due to the fact of doubts and questions that researchers have in trying to solve problems found in a particular situation. This project is also supported by several philosophical and pedagogical theories, constructivist (Jerome Bruner), epistemology (Jean Piaget), sociocultural learning (Lev Vygotsky), meaningful learning (David Ausubel), and the structural linguistics of language (Noam Chomsky).

Bruner emphasizes the importance of the children's stimuli along their mental development and the role of the tutor in the intellectual development of the student, which is promoted in the present project, where student sometimes must research in order to solve a given task.

It is also important to highlight the *assimilation* and *accommodation* process described by Piaget. According a publication of Severo (2012), Piaget argues that learning is the result of what the student is constantly learning, taking as basis the prior knowledge of student for building the new cognitive knowledge as a new production. This project is constructivist because it provides students the need to solve tasks, generating creativity, innovation, and ideas, allowing being builders of their own knowledge in an action-oriented environment.

According to Severo (2012), Vygotsky sets two types of psychological processes: **elementary** and **advance**, depending on the cultural level of the people. *The first*

depends on the natural line of development (innate, not aware); and *the second*, depends on the cultural line of development (aware, where mediation tools are used). This means learning precedes development; first, internalizing learning in unaware way, and then in aware way. The effective development is determined by things made autonomously (internal), and the potential development is achieved with the help of others (external).

Tayupe (2009) writes about the meaningful learning theory in his monograph, where also Ausubel establishes that learners incorporate the new knowledge into the student's cognitive structure through the repetition of task, linking the new knowledge with the previous knowledge and takes into consideration two conditions: *Logical significance* (internal learning content with its own meaning), and *Psychological significance* (the learning learned, assimilated and inserted into previous experiences).

In this work students will acquire meaningful learning as result of the repetition of writing tasks, involving at least three elements: the *student*, *learning content*, and *teaching*, allowing students to develop abilities according to the Ausubel theory.

It is important to mention the theory of Chomsky (2002), for whom language is a fundamental part of human psychology that enables any human being to develop one or more languages, where the grammatical rules are linked to the "basic competence." He includes three main components in the structure of language: Syntactic (associate words to make sentences), Semantic (meaning of words), and

Phonology (sounds of speech); components applied in this project, including phonology that must be applied into classroom activities.

The research conducted in this work highlights the importance of the experience acquired through practice in the construction of meaningful learning.

2.3 Fundamental categories

2.3.1 Portfolio:

- It is a large, thin case used for carrying drawings, documents.
- It is a collection of drawings, designs, or other papers that represent a person's work.
- A large, thin, flat case for loose sheets of paper such as drawings or maps:
- A set of pieces of creative work intended to demonstrate a person's ability to a potential employer.

Portfolio in education

Initially the portfolio was used to solve educational problems of Language teaching and learning in Canada and then in Europe. The portfolio also helped elaborate the Common European Framework of reference for the study of languages, and the levels of communicative competencies that currently are applied in the international standards, which is still being used to this day.

Electronic Portfolio (e-portfolio)

The growing use of portfolios as a method of teaching and learning, associated to the rise of technology, the spread of internet and the fast way to get information used in many educational institutions have made possible the introduction of electronic portfolio as the modern method to facilitate tasks and assessments.

The electronic portfolio provides a wide range of possibilities and diversification for developing creativity in students, facilitating tasks, especially in language learning. Students can use the e-portfolio to integrate the four language skills. They can correct grammar and improve vocabulary by using multiple applications that internet offers (audio, video, graphics, text). Furthermore, the e-portfolio motivates students to do a self-evaluation of their progress and it keeps them actively involved in what they are learning.

Portfolio in the classroom

Portfolio is a great tool for teaching and learning at any level of education, from elementary education to higher education. Although for some language researchers a portfolio in Language learning is composed by Passport, bibliography and dossier it can also be used in multiples topics according to the creativity of the teachers.

Types of portfolio

There are two types of portfolios in education: the Teacher Portfolio and the Student Portfolio, these can be the traditional or electronic portfolio; but, there are other uses and applications that teachers can take advantage of.

Portfolio in writing skill

When students write, they put in action their creativity and imagination. A portfolio is a resource for helping students to organize ideas and convey information about their experiences, where they can express their feelings and develop their creativity and imagination, creating short dialogues, memories, important events, poems, and others.

Portfolio assessment

At present time, and taking into account the constant advances and changes, it is not healthy that education continues maintaining the same ways of assessing students. It is essential to find more creative and effective assessments to have better students' performance. Students should not only be evaluated quantitatively but also qualitatively. It is essential to internalize values of responsibility and autonomy that will allow students to be independent, and be self-confident of their own abilities. For these reasons a student portfolio offers the opportunity to have an adequate learning, and an evaluation on time, and on the other hand, students may be co-participants in their own evaluation.

2.3.2 Writing

- The activity or skill of writing.
- A sequence of letters, words, or symbols marked on a surface.

2.3.3 Skill

- The ability to do something well, expertise.
- A particular ability.

2.3.4 Writing skill

The writing skills, is one of the four skills in English learning, and it is also a mean of communication in a written way, through a system of symbols that express an idea. Even for a native speaker of any language is not easy to do a writing piece because it involves other micro skills, such as: vocabulary, grammar, styles, tenses, gender, subject verb agreement, coherence, forms of words, spelling, and punctuation. So, it is necessary to develop these skills in students step by step.

2.4 Legal basis

This project is supported by articles and laws described below in agreement with laws that govern the current educational system of Ecuador, concerning to quality of education, skills, strategies, techniques and technological innovations, student-

centered learning, educational projects, values, promoting the educational quality, and the development of educational skills, with an inclusive and holistic view.

2.4.1 “El Plan Nacional del Buen Vivir”

"El Plan Nacional del buen vivir 2009-2013" prepared by "SENPLADES" and approved in 2009 in improving the quality of life, especially in the educational aspect as cornerstone, proposes twelve aims. Aim 5 tries to incorporate Ecuador as a growing country, therefore the English language should be taught.

2.4.2 “Constitución del Ecuador”

Articles 27 and 28 ensure the holistic development of the human being, and Articles 343, 350, and 351 of the regime of good living refer to the development of individual and collective capacities, with a global view, in order to solve the country's problems. And one of the problems that education faces is in English teaching.

2.4.3 “Ley Orgánica de Educación Superior”

The literals "a" and "d" of the article 8 set the development of universal thought, promoting transfers and technological innovations, and the professionals training to contribute in the development of institutions. This research work tries to apply these disposals through this proposal.

2.4.4 “Ley Orgánica de Educación Intercultural”

Article 2 ensures the continuous and qualified education as a fundamental right for the Ecuadorian population, recognizing children as the center of the learning process, enhancing and developing their abilities and values; so now, the current English teaching is governed under international levels of the CEFR.

2.4.5 “Código de la Niñez y Adolescencia”

This proposal is linked to article 37 of this Code because refers to teaching. Teaching must be with qualified teachers, provision of materials, laboratories, premises, facilities, resources, and appropriate learning environment, in order to have a quality education. Many educational institutions lack the necessary conditions; so, to fill gaps in the absence of good conditions, the use of a student portfolio is a useful learning tool in the English classes.

2.4.6 “Regulation of graduation work at Santa Elena Peninsula University”

This project is applied in agreement with the article 11, which establishes programs and educational projects for sectors in “La Peninsula de Santa Elena” and the rest of the country.

2.5 Hypothesis

2.5.1 General Hypothesis

The use of a Student Portfolio would promote writing skills through graphs and pictures in students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio.

2.5.2 Specific Hypothesis

1. Doing surveys to English teachers and students will reveal why teacher does not check tasks on time, and why students do not fulfill their tasks.
2. Analyzing students and teachers answers, strategies for solving drawbacks will be selected.
3. Including friendly pictures in writing activities, students will complete their homework.

2.6 Variables of the study

Independent Variable: STUDENT PORTFOLIO

Dependent Variables: WRITING SKILLS

CHAPTER III

METHODOLOGY

3.1 Research approach

This research has a Qualitative and Quantitative approach. *Qualitative* because it identifies the reasons of student's behavior observed in class, and the answers to surveys, about what, why and when such situations happen in the English class, describing the Phenomena in a qualitative way, as Creswell (2013) describes in his publication: "Qualitative research is an approach for exploring and understanding the meaning individuals or groups describe to a social or human problem," especially in an "educational social environment" (p. 4).

The *quantitative* approach is evident in the analysis and measurement of data, as well as interview and surveys. The school principal reported the school's data. The teachers reported some issues about teaching, performance and learning of students. The student's survey reported learning difficulties in the English language. So, this research work has qualitative and quantitative approach. In order to have a wide vision about issues, as Creswell (2013) writes: "the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone" (p. 4).

3.2 Level of research

The level of this research is *descriptive*, because it describes the issues in the events chain shown in the graph 1 in chapter 1, as well as the exposition of cause and effect in graph 2, the phenomena observed during English classes, the hypothesis, and description of variables (dependent and independent), surveys, analysis and interpretation of results, and writing activities proposed in this project.

3.3 Types of researches

3.3.1 Applied Research

The applied research is used in this study, because of its practical application developed in an educational field (Escuela de Educación Básica Veinticuatro de Julio in Santa Elena), to solve the problems of students behavior and performance by the lack of accomplishment in English writing tasks. For Vargas (2009), Applied Research has strong historical and epistemological basis to meet the challenges of a changing social reality, using the knowledge and action, which means, knowledge and practice.

3.3.2 Bibliographical or Documentary Research

In this research work, the information was taken from text books, articles, journals, thesis, and web pages, documented and qualified information, taking into

account the epistemology and contextual factors about the topic of study, as (Bernal 2006) describes to the Bibliographical Research, and to give it the character of a scientific work.

3.3.3 Field Research

This work took place where the object of study was found in order to have a better control over the situation, the causes, and effects. The observation in class, interview, and surveys made to students and teachers allowed to have a clear view of the problems within their social environment (Escuela de Educación Básica Veinticuatro de Julio in Santa Elena), as (Earl 2007) writes: “Applied Research offers the advantage of probing social life in its natural habitat” (p. 136).

3.4 Population and sample

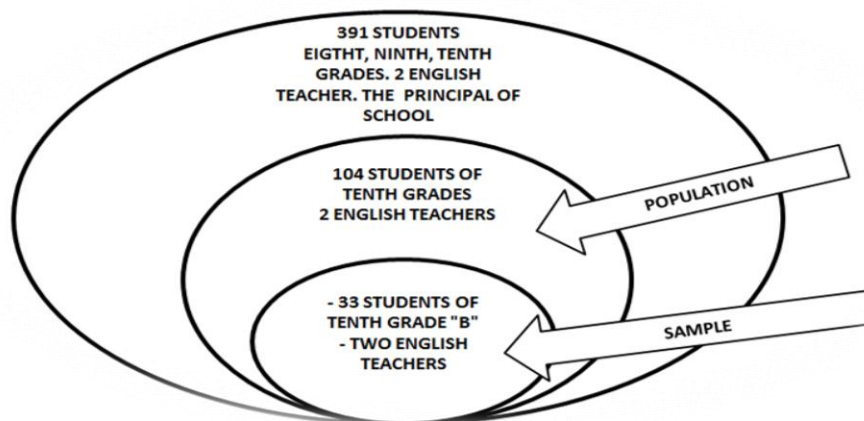
The population of this research work are students with a particular characteristic, that is, students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio in Santa Elena, from which the sample was drawn. The sample contains elements of the population; that is, from a total of 104 students of tenth grades, 35 students belonging to tenth grade B were selected. Techniques and instruments as interviews and survey were used to identify problems, which it is exposed in the following chart and figure.

Chart 1 - Description of population and sample

Authority	English Teachers	Sections	Eighth Grade	Ninth Grade	Tenth Grade	Total
1	2	A	39	34	34	
		B	39	34	35	
		C	38	33	35	
		D	38	32	--	
1	2		154	133	104	394

Source: interview to the principal of Escuela de Education Básica Veinticuatro de Julio

By: Lourdes Reyes Bermeo



Graph 5 – Representation of population and sample

By; Lourdes Reyes Bermeo

3.5 Operationalization of variables

3.5.1 Dependent Variable

DEPENDENT VARIABLE	DEFINITION	INDICATORS	ITEMS FOR INDICATORS	TOOLS
Writing skills	<p>The activity or skill of making coherent words on paper and composing text.</p> <p>Ability for processing interpersonal communication put on paper using visible signs or graphic symbols.</p>	<p>Pragmatic (meanings)</p> <p>Syntax (grammar)</p> <p>Semantics (structure sentences and phrases)</p> <p>Grammar</p> <p>Spelling</p> <p>Punctuation</p>	<p>What is the process of writing?</p> <p>What are components of writing?</p>	<p>Writing tasks</p> <p>Writing activities</p> <p>Assessments</p>

Source: research data

By: Lourdes Reyes Bermeo

3.5.2 Independent Variable

INDEPENDENT VARIABLE	DEFINITION	INDICATORS	ITEMS FOR INDICATORS	TOOLS
<p>Student Portfolio</p>	<p>It is a collection of student works used for many purposes in the classroom.</p> <p>A set of pieces of creative works intended to demonstrate the students' skills.</p>	<p>Student works</p> <p>Organization</p> <p>Responsibility</p> <p>Autonomy</p> <p>Self-reflection</p>	<p>What's the purpose of using the student portfolio?</p> <p>What is expected to achieve the portfolio?</p>	<p>Researches</p> <p>Teachers surveys</p> <p>Students surveys</p>

Source: research data

By: Lourdes Reyes Bermeo

3.6 Techniques and Instruments

An interview to the principal of school, and some surveys to English teachers and students were used as research instruments.

- In the interview, the principal gave some data about school, through structured and focused interview about general aspects about the institution, using open, and closed questions in a meeting carried out in the principal's office.
- In the surveys, teachers and students answered some questions about teaching and learning situations, where the questionnaire of Maslach Burnout Inventory was used, with the following scales: much, fairly, something, little, and nothing, to measure attitudes and behaviors.

3.7 Information collection plan

To collect information, it was necessary to consider the primary and secondary sources: the primary sources, in the action field (school) the principal of the school, English teachers, and students. And the secondary sources, in printed and online information, the use of tools to account and analyze data such as interview and surveys. The following process was used:

- Identification of low performance students in English tasks.
- Searching for bibliographic in printed and online information.

- Determining a proposal and setting objectives.
- Selection of population and sample
- Application of techniques for collection of information
- Interview of school principal to learn about the school's statistics.
- Surveys to teachers and students to recognize criteria
- Recollection of information

This collection of information takes place in September 2014.

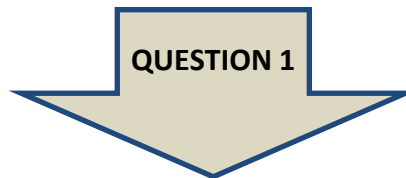
3.8 Information processing plan

After having collected the necessary information through printed information or online bibliography, an interview to head teacher, surveys to two English teachers, and surveys to 33 of the 35 students of tenth grade the data was processed as follows:

- To elaborate figures and charts according to information.
- To count surveys of teachers and students.
- To elaborate charts and statistical graphs of the obtained information.
- To analyze and to interpret results.
- To tabulate information and elaborate report.

3.9 Analysis and interpretation of results

3.9.1 Results of the surveys answered by students of tenth grade at Escuela Veinticuatro de Julio in Santa Elena.



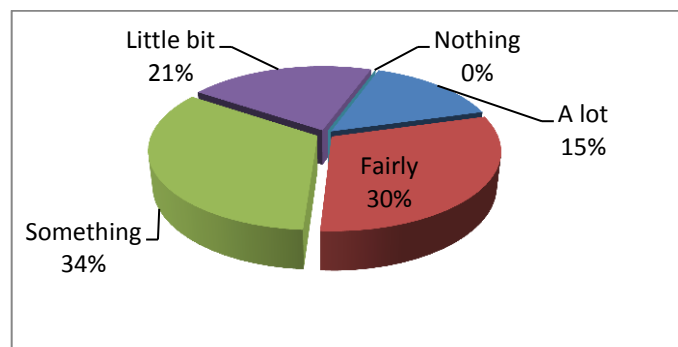
Do you like English subject?

Chart 2 – Students' survey

Indicators	Frequency	Percentage
A lot	5	15 %
Fairly	10	30%
Something	11	34%
Little bit	7	21%
Nothing	0	0%
Total	33	100%

Source: students' survey

By: Lourdes Reyes Bermeo



Graph 6- Analysis & Interpretation:

34% likes English something, 30% likes fairly, 21% likes little bit, and just 15% likes English a lot. It can be inferred that although English has an acceptable acceptance, just a few really likes English.

QUESTION 2

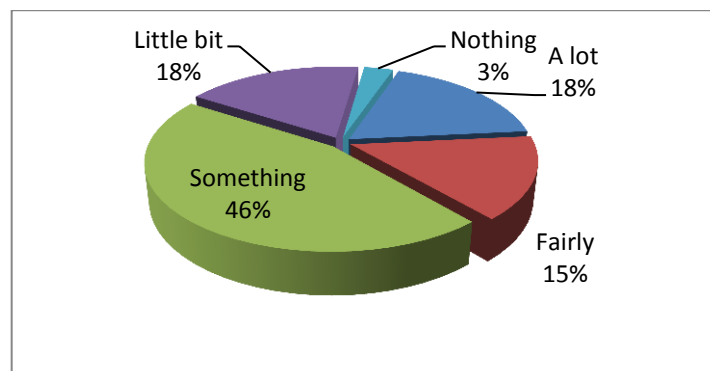
Do you feel motivated to learn English?

Chart 3 – Students’ survey

Indicators	Frequency	Percentage
A lot	6	18 %
Fairly	5	15 %
Something	15	46%
Little bit	6	18%
Nothing	1	3 %
Total	33	100%

Source: students’ survey

By: Lourdes Reyes Bermeo



Graph 7 - Analysis & Interpretation:

46% of students feel something motivated by English subject. 18% of students feel very motivated and little bit motivated every one; 15% of students feel fairly motivation, and 3% don't feel nothing motivation, indicating that students need more motivation.

QUESTION 3

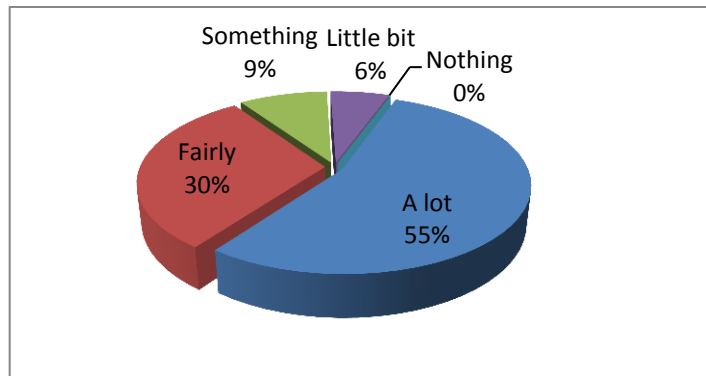
Do you think English is important for your professional development?

Chart 4 - Students' survey

Indicators	Frequency	Percentage
A lot	18	30 %
Fairly	10	55 %
Something	3	9 %
Little bit	2	6 %
Nothing	0	0%
Total	33	100%

Source: students' survey

By: Lourdes Reyes Bermeo



Graph 8 - Analysis & Interpretation:

Most of the students think English is very important with 55%. 30% thinks English is fairly important, 9% something important, and 6% is unimportant; meaning that, there are still students that do not take seriously English learning.

QUESTION 4

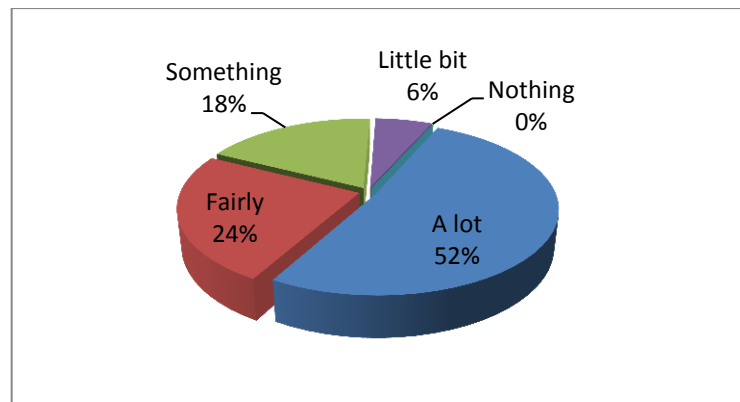
Would you like to improve your performance in English?

Chart 5 – Students’ survey

Indicators	Frequency	Percentage
A lot	17	52 %
Fairly	8	24%
Something	6	18%
Little bit	2	6 %
Nothing	0	0 %
Total	33	100%

Source: students’ survey

By: Lourdes Reyes Bermeo



Graph 9 - Analysis & Interpretation:

Most of the students want to improve very much their performance with 52 %. 24% wants to improve English fairly. 18% wants to improve English something; and just a few with 6% wants to improve English little bit. Which means, generally students want to improve English learning.

QUESTION 5

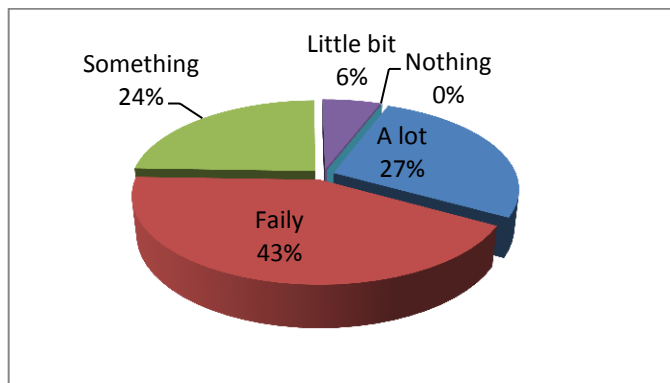
Would like to have evidence about the process and progress of your learning?

Chart 6 – Students’ survey

Indicators	Frequency	Percentage
A lot	9	27 %
Fairly	14	43 %
Something	8	24%
Little bit	2	6 %
Nothing	0	0 %
Total	33	100%

Source: students’ survey

By: Lourdes Reyes Bermeo



Graph 10- Analysis & Interpretation:

A majority of students want to evince the learning English process with 43%. 27% of students want evince the process fairly, 24% something, and just 6% is uninterested in evidencing the learning process. Meaning, a greater or lesser percentage they want to evidence their English learning process.

QUESTION 6

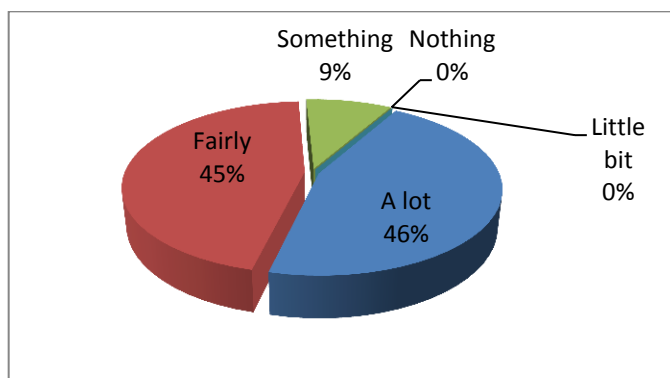
Do you think the English teacher is prepared efficiently?

Chart 7- Student's survey

Indicators	Frequency	Percentage
A lot	15	46 %
Fairly	15	45 %
Something	3	9 %
Little bit	0	0 %
Nothing	0	0%
Total	33	100%

Source: students' survey

By: Lourdes Reyes Bermeo



Graph 11- Analysis & Interpretation:

45 % of students think the teacher is very well prepared in English teaching, 45 % fairly prepared, and just a 9% think teacher is something prepared; which means, most of them think she is prepared in English teaching.

QUESTION 7

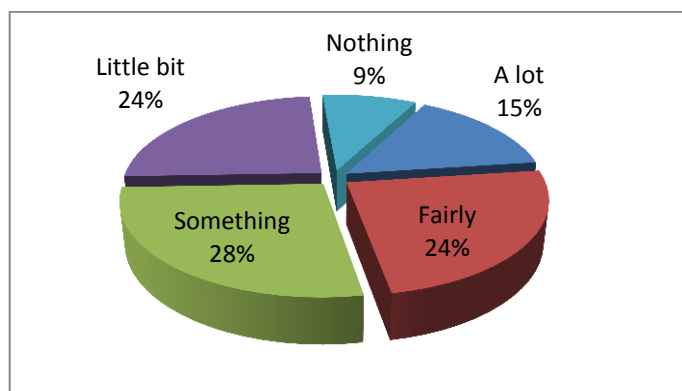
Do you think tasks assigned by English teacher are easy to develop?

Chart 8 – Students’ survey

Indicators	Frequency	Percentage
A lot	5	15 %
Fairly	8	24 %
Something	9	28 %
Little bit	8	24 %
Nothing	2	9 %
Total	33	100%

Source: students’ survey

By: Lourdes Reyes Bermeo



Graph 12 - Analysis & Interpretation:

Students think tasks assigned by the teacher are something easy to develop, 28%; fairly and little easy, 24%. 15% of students think tasks are very easy to develop, and just 6% think tasks are nothing easy. Showing mostly tasks are not very difficult to develop.

QUESTION 8

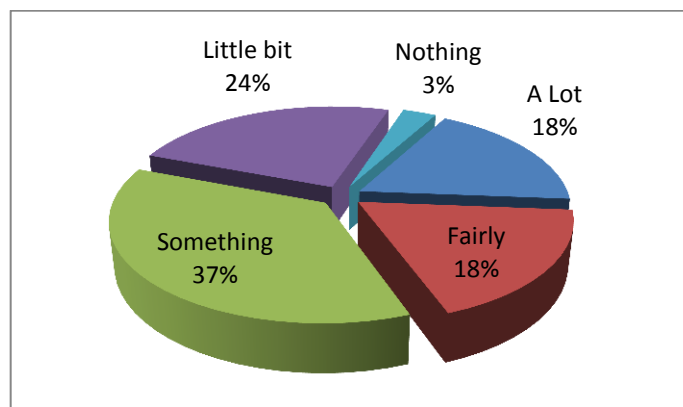
Do you do homework and hand in timely to teacher?

Chart 9 – Students’ survey

Indicators	Frequency	Percentage
A lot	6	18 %
Fairly	6	18 5
Something	12	37 %
Little bit	8	24 %
Nothing	1	3 %
Total	33	100%

Source: students’ survey

By: Lourdes Reyes Bermeo



Graph 13 - Analysis & Interpretation:

Most of students give tasks something timely with 37%. A lot and fairly with 18%, little 24%, and 3% of students don't show tasks. That means mostly students don't give tasks timely.

QUESTION 9

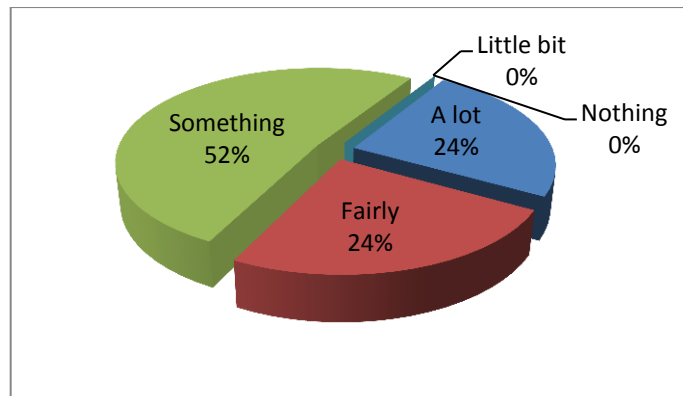
Does the teacher check and give back tasks timely?

Chart 10 – Students’ survey

Indicators	Frequency	Percentage
A lot	8	24 %
Fairly	8	24 %
Something	17	52 %
Little bit	0	0 %
Nothing	0	0 %
Total	33	100%

Source: students’ survey

By: Lourdes Reyes Bermeo



Graph 14 - Analysis & Interpretation:

Most of students answer the teacher checks homework something timely with 52%, while 24% of students answer teacher check tasks a lot and fairly timely each one; indicating that the teacher doesn't check homework timely by some drawback.

**QUESTION
10**

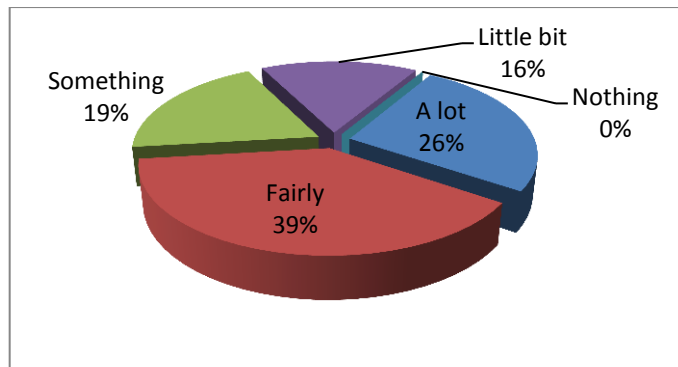
Do you think the teacher should introduce new strategies or teaching tools to encourage you, in order to do your English homework?

Chart 11 – Students’ survey

Indicators	Frequency	Percentage
A lot	8	26 %
Fairly	12	39 %
Something	6	19 %
Little bit	5	16 %
Nothing	0	0 %
Total	33	100%

Source: students’ survey

By: Lourdes Reyes Bermeo



Graph 15 - Analysis & Interpretation:

26% of students answer the teacher must introduce a new work tool (a lot). 39% fairly, 19% of student’s answer that the teacher must have a new learning tool something, and just a little bit with 16%, inferring that it would be convenient introducing a new tool in English teaching.

**QUESTION
11**

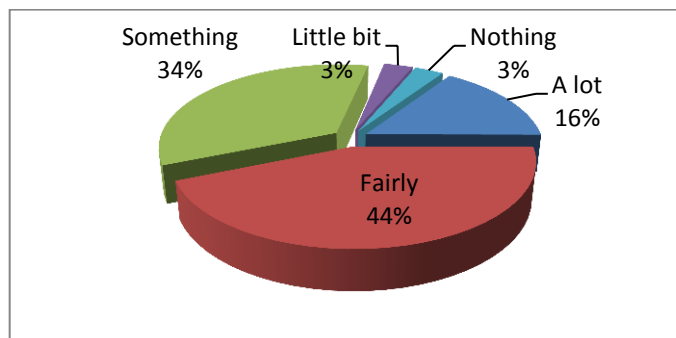
Do you consider your creativity should be taken into account?

Chart 12 – Students’ survey

Indicators	Frequency	Percentage
A lot	5	15 %
Fairly	14	44 %
Something	11	34%
Little bit	1	3 %
Nothing	1	3 %
Total	33	100%

Source: students’ survey

By: Lourdes Reyes Bermeo



Graph 16- Analysis & Interpretation:

The students consider their creativity must be taken into account (fairly) with 44%, something with 34%, a lot 16%, little bit and nothing 3%. In general they think creativity must be part of learning process.

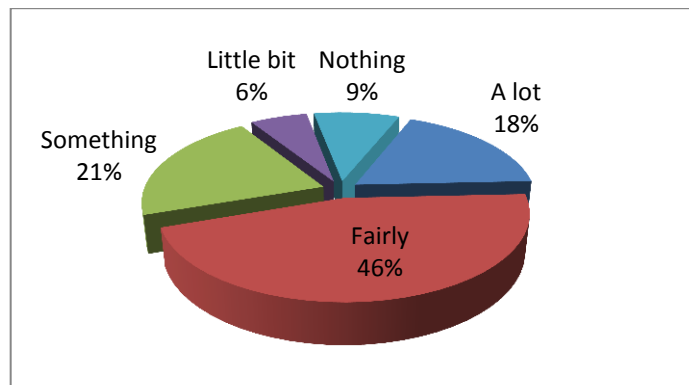
**QUESTION
12**

Do you think English writing skills are fundamental for Reading and speaking development?

Chart 13 – Students’ survey

Indicators	Frequency	Percentage
A lot	6	18 %
Fairly	15	46 %
Something	7	21 %
Little bit	2	6 %
Nothing	3	9 %
Total	33	100%

Source: students’ survey
By: Lourdes Reyes Bermeo



Graph 17- Analysis & Interpretation:

46% of students believe writing is important in developing on reading and speaking skills (fairly), 21% something, a lot 18%, 6% little bit, and 9% nothing; which means the majority in some way think writing helps fairly to develop other abilities.

3.9.2 Results of the survey made to English teachers at Escuela de Educación Básica Veinticuatro de Julio in Santa Elena.



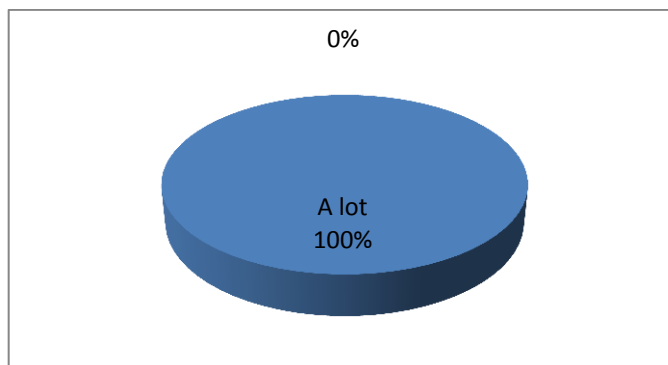
Are you satisfied with your job?

Chart 14 – Teachers’ survey

Indicators	Frequency	Percentage
A lot	2	100 %
Fairly	0	0 %
Something	0	0 %
Little bit	0	0 %
Nothing	0	0%
Total	2	100%

Source: teachers’ survey

By: Lourdes Reyes Bermeo



Graph 18 - Analysis & Interpretation:

Both teachers feel very satisfied with their English teacher’s job.

QUESTION 2

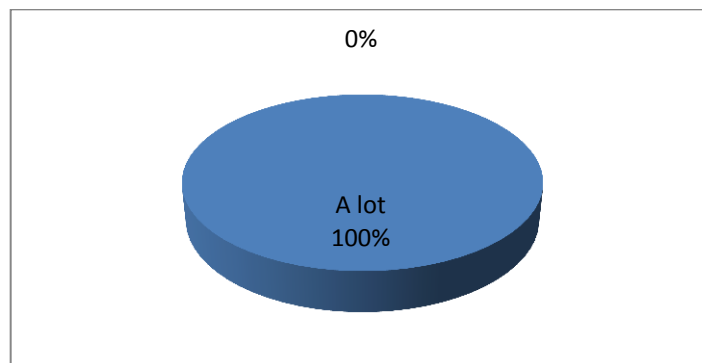
How good is the student-teacher relationship?

Chart 15 – Teachers’ survey

Indicators	Frequency	Percentage
A lot	2	100 %
Fairly	0	0 %
Something	0	0 %
Little bit	0	0 %
Nothing	0	0%
Total	2	100%

Source: teachers’ survey

By: Lourdes Reyes Bermeo



Graph 19 - Analysis & Interpretation:

Both teachers answer the relationship between student-teacher is very good.

QUESTION 3

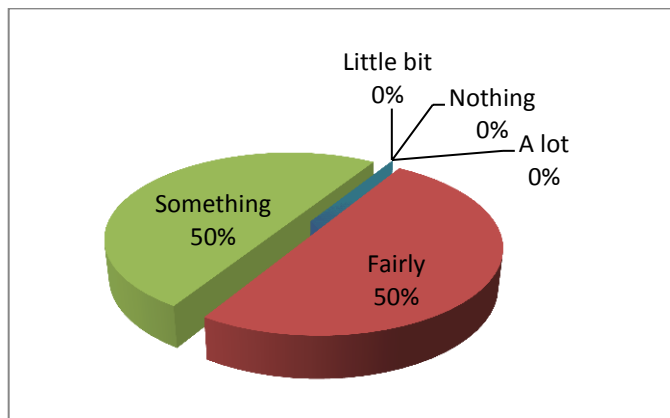
Does the students fulfil with their homework timely?

Chart 16 – Teachers’ survey

Indicators	Frequency	Percentage
A lot	0	0 %
Fairly	1	50 %
Something	1	50 %
Little bit	0	0 %
Nothing	0	0%
Total	2	100%

Source: teachers’ survey

By: Lourdes Reyes Bermeo



Graph 20 - Analysis & Interpretation:

One of teacher’s answers is the students give tasks fairly timely, and the other teacher answers that students give tasks something timely; which indicates one teacher has a drawback with students, and the other case could be improved.

QUESTION 4

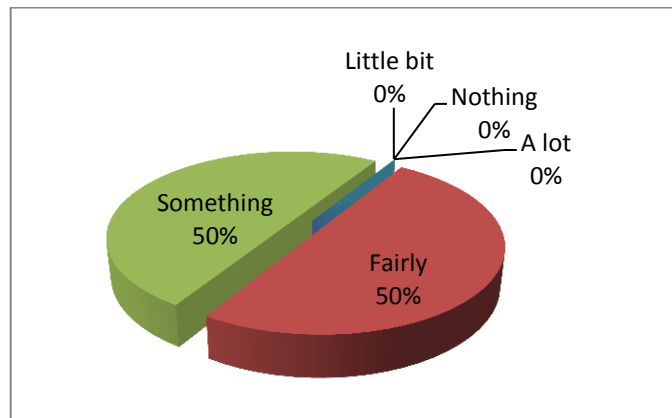
Do you have difficulty in correcting and evaluating student assignments timely?

Chart 17 – Teachers’ survey

Indicators	Frequency	Percentage
A lot	0	0 %
Fairly	1	50 %
Something	1	50 %
Little bit	0	0 %
Nothing	0	0%
Total	2	100%

Source: teachers’ survey

By: Lourdes Reyes Bermeo



Graph 21- Analysis & Interpretation:

One teacher has fairly difficulty in checking tasks timely, while the other teacher has just some difficulty; which shows a teacher must find a strategy to overcome this drawback.

QUESTION 5

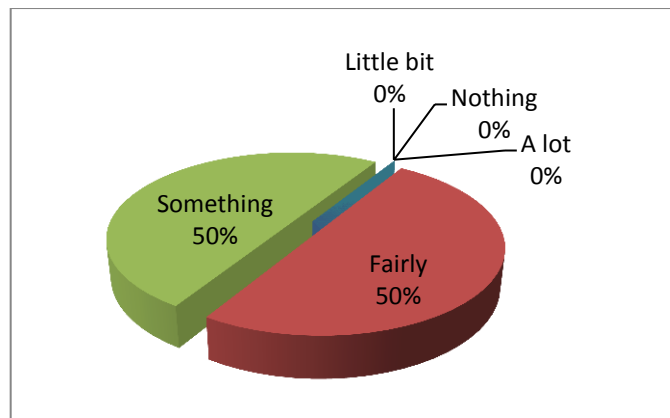
Do you consider satisfactory the students' performance?

Chart 18 – Teachers' survey

Indicators	Frequency	Percentage
A lot	0	0 %
Fairly	1	50 %
Something	1	50 %
Little bit	1	0 %
Nothing	0	0%
Total	2	100%

Source: teachers' survey

By: Lourdes Reyes Bermeo



Graph 22 - Analysis & Interpretation:

One of the teachers says the students' performance is fairly satisfactory, and the other teacher thinks students need improve performance.

QUESTION 6

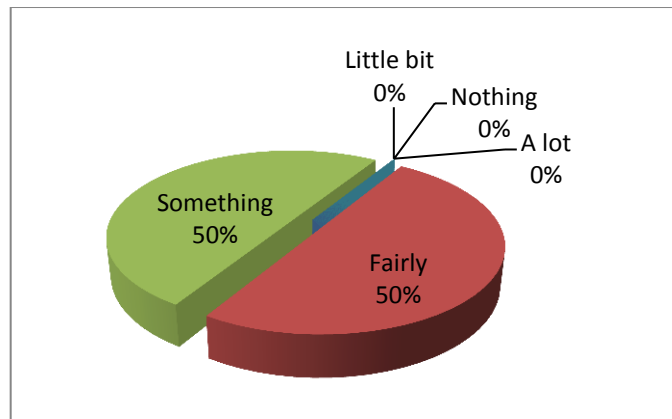
Do you use the traditional notebook to assign tasks and assess students?

Chart 19 – Teachers’ survey

Indicators	Frequency	Percentage
A lot	0	0 %
Fairly	1	50 %
Something	1	50 %
Little bit	0	0 %
Nothing	0	0%
Total	2	100%

Source: teachers’ survey

By: Lourdes Reyes Bermeo



Graph 23 - Analysis & Interpretation:

One of the teachers uses notebooks in homework pretty, while the other teacher uses something the notebooks.

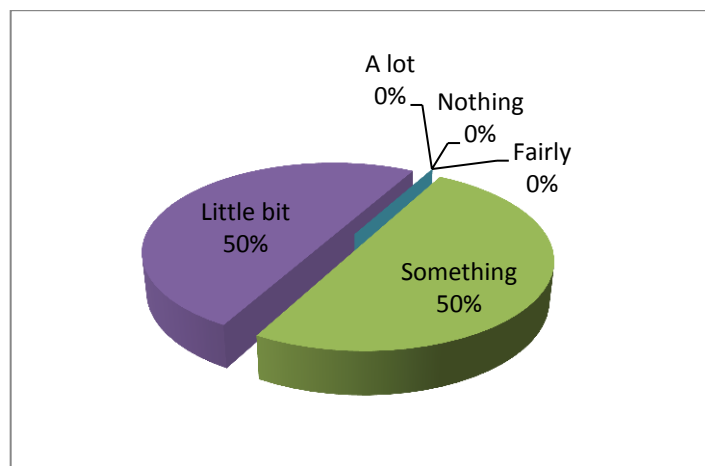
QUESTION 7

Do you consider satisfactory the students' autonomous work?

Chart 20 – Teachers' survey

Indicators	Frequency	Percentage
A lot	0	0 %
Fairly	0	0 %
Something	1	50 %
Little bit	1	50 %
Nothing	0	0%
Total	2	100%

Source: teachers' survey
By: Lourdes Reyes Bermeo



Graph 24 - Analysis & Interpretation:

One teacher considers something satisfactory the autonomous work of students, while the other teacher only a little bit satisfactory, which mean that students need to improve performance in autonomous work.

QUESTION 8

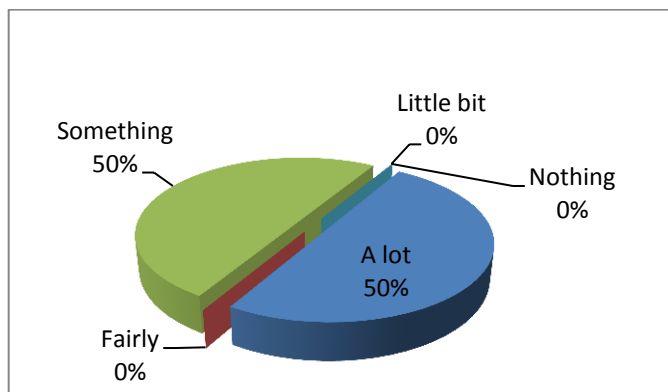
Do you use a teacher portfolio?

Chart 21 – Teachers’ survey

Indicators	Frequency	Percentage
A lot	1	50 %
Fairly	0	0 %
Something	1	50 %
Little bit	0	0 %
Nothing	0	0%
Total	2	100%

Source: teachers’ survey

By: Lourdes Reyes Bermeo



Graph 25- Analysis & Interpretation:

One of the teachers uses a teacher portfolio a lot, and the other teacher uses teacher portfolio only something.

QUESTION 9

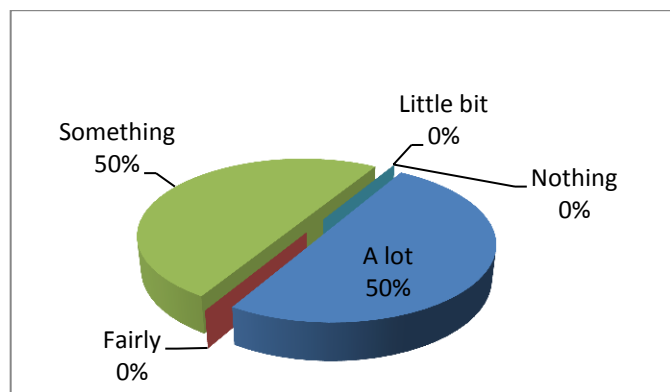
If you use the teacher portfolio, do you consider effective its use?

Chart 22 – Teachers’ survey

Indicators	Frequency	Percentage
A lot	1	50 %
Fairly	0	0 %
Something	1	50 %
Little bit	0	0 %
Nothing	0	0%
Total	2	100%

Source: teachers’ survey

By: Lourdes Reyes Bermeo



Graph 26 - Analysis & Interpretation:

One of the teachers thinks the use of portfolio is very effective, while the other thinks teacher portfolio is something effective, inferring that the teacher that uses portfolio realizes its effectiveness.

**QUESTION
10**

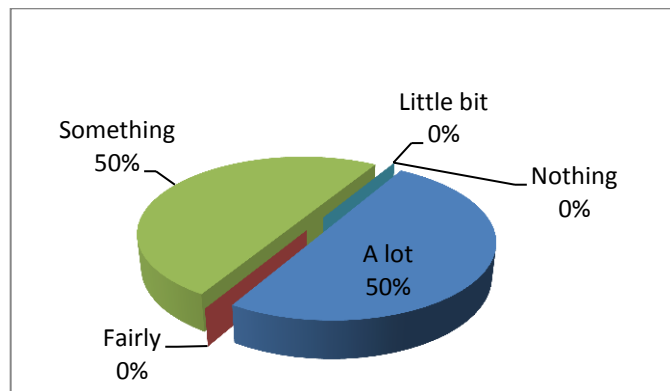
Do you think the use of student portfolio would be useful to promote writing skills?

Chart 23 – Teachers’ survey

Indicators	Frequency	Percentage
A lot	1	50 %
Fairly	0	0 %
Something	1	50 %
Little bit	0	0 %
Nothing	0	0%
Total	2	100%

Source: teachers’ survey

By: Lourdes Reyes Bermeo



Graph 27- Analysis & Interpretation:

One teacher thinks in usefulness of student portfolio, while the other teacher considers it is just something useful, which could be understood that the teacher who believes in usefulness of student portfolio is who uses the teacher's portfolio.

QUESTION1
1

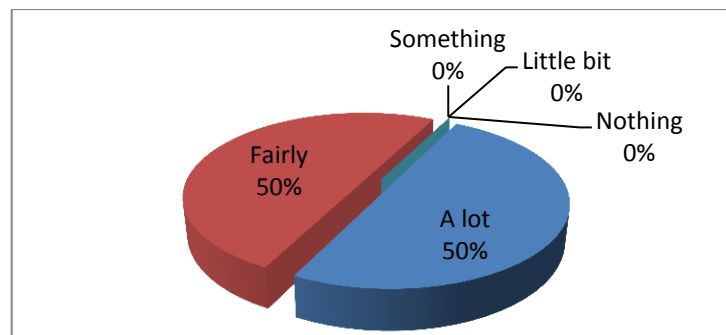
Do you consider convenient to use a student portfolio for the English writing skills?

Chart 24 – Teachers’ survey

Indicators	Frequency	Percentage
A lot	1	50 %
Fairly	1	50 %
Something	0	0 %
Little bit	0	0 %
Nothing	0	0%
Total	2	100%

Source: teachers’ survey

By: Lourdes Reyes Bermeo



Graph 28 - Analysis & Interpretation:

Just one of the teachers believes fairly in the usefulness of student portfolio in development of writing skills, while the other teacher believes a lot in its usefulness. Somehow it is understood that teachers consider the use of the student portfolio is helpful in developing writing skills.

**QUESTION
12**

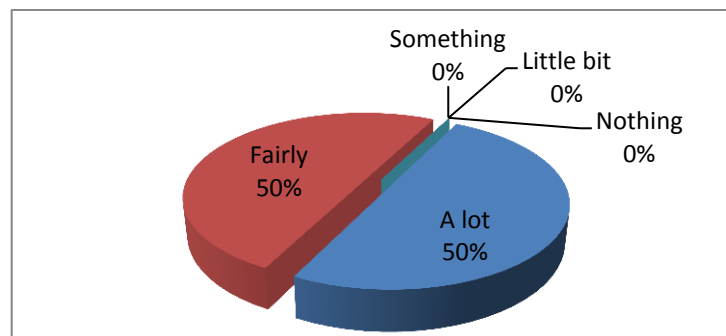
Do you believe a student portfolio would be a support tool for English teaching?

Chart 25 – teachers’ survey

Indicators	Frequency	Percentage
A lot	1	50 %
Fairly	1	50 %
Something	0	0 %
Little bit	0	0 %
Nothing	0	0%
Total	2	100%

Source: teachers’ survey

By: Lourdes Reyes Bermeo



Graph 29 - Analysis & Interpretation:

One teacher thinks the student portfolio will be very much a support in her teaching, and the other teacher thinks it would be fairly useful. Which mean the teacher who works with portfolio knows the usefulness in teaching-learning.

3.10 Conclusions and Recommendations

Conclusions

From the researches carried out in this work, the following conclusions are emitted:

- The traditional notebooks used in English classes, don't allow teachers to check tasks on time.
- The researches demonstrated that the student portfolio has served as support in the languages learning studies from many years before. Now, there are many publications about the use of portfolio in education.
- The practice of activities fosters the theories of constructivism and meaningful learning. The writing activity is one of the four skills more adaptable in a student portfolio.
- The surveys to students revealed that the use of a new learning tool would improve the students' performance.
- The use of friendly pictures is a strategy that encourages students to do their tasks.
- To have a learning record would boost students to do a self-reflection about their grades.
- The use of a student portfolio is a useful tool for learners and teachers.
- The teacher's attitude is essential to encourage students.

Recommendations

- Before using a student portfolio, the English teacher must explain about its use, both for students and parents.
- Besides to promote writing skills a student portfolio must promote responsibility.
- The writing activities must be according to the English program.
- The student portfolio must include the workbook tasks.
- The creative writing must be motivated through individual interest of students.
- The student portfolio can be used with the other English skills.
- It is important to include writing activities online.
- The use of student portfolio must also involve parents.
- The student portfolio must be applied from the beginning of the school year.
- To have success, the student portfolio must be a method of evaluation.

CHAPTER IV

PROPOSAL

“The use of a student portfolio to promote writing skills through graphs and pictures in students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio Santa Elena, province of Santa Elena, school year 2014 - 2015”

4.1. Informative data

- Proposal to: “Escuela de Educación Básica Veinticuatro de Julio” in Santa Elena
- Recipients of the project: students of tenth grade
- Place: Santa Elena city, province of Santa Elena
- Author of the proposal: Lourdes Reyes Bermeo

4.2 Proposal background

The research was developed because it was observed low performance in English homework as it was displayed in a events chain described in the first chapter. Researches around the world showed that the use of a student portfolio in language learning has many advantages. The portfolio in language learning was a key tool that served in the elaboration of the Common European Framework for Language Learning, standards applied worldwide.

Afterwards, many researchers, authors of books, journals, and other papers have developed proposals, using portfolio as a tool, strategy, even as a teaching

method, proving its effectiveness; not only in language study, but also in other professional fields. In addition, this project is carry out in coordination with the National Curriculum Guidelines published by the Board of Education or the English teaching of Ecuador.

On the other hand, this project is developed under constructivist basis in which the experience is acquired through practice, developing skills and internalizing knowledge, which Ausubel defines as Meaningful learning; and also, it is based on legal foundations from the Ecuadorian laws, such as: “El Plan Nacional del buen vivir, la Constitución del Ecuador, La ley de Educación Superior, Ley de Educación Intercultural, Código de la Niñez y Adolescencia, y el Reglamento del Trabajo de Titulación y Graduación de la Universidad Península de Santa Elena”.

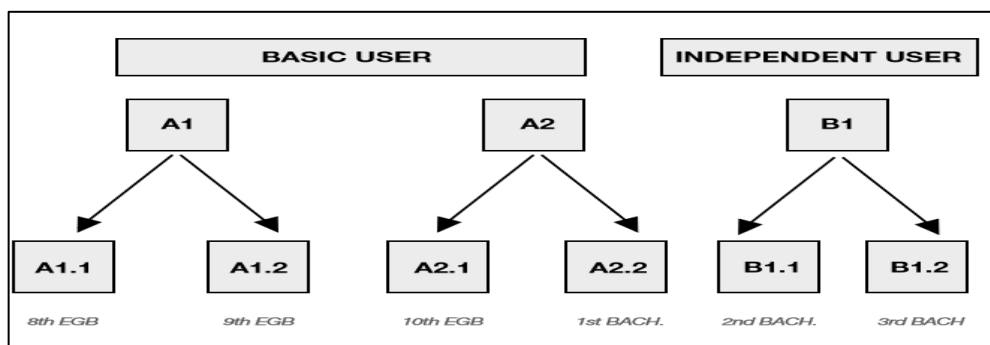
The writing activities to be used in a student portfolio, was applied to students of tenth grade at “Escuela de Educación Básica Veinticuatro de Julio” in Santa Elena in September 2014, including graphs and pictures in order to overcome drawbacks.

4.3 Significance

This research work is supported by the philosophical, pedagogical, and legal basics, as well as researches of some authors, who have analyzed and have proved their theories about Portfolio in developing skills, promoting student responsibility and self-confidence, especially in writing.

On the other hand, the English Language Portfolio is connected with the Common European Framework of Reference (CEFR) for languages; and chiefly this proposal is in agreement with the demands of the current Ecuadorian government that aims to achieve quality in the field of education.

The National English Curriculum Guidelines in English Teaching as a Foreign Language published by government authorities describes the ability of language on a scale of levels from A1 for 8th grade (Elementary General Basic) to B1 for 3rd year of high school (Ecuador), as is demanded by the international standards of English Language, as is shown below:



Graph 30 - Levels of proficiency and their application per school year (branching approach)

Adapted from: National English Curriculum Guidelines, English as a Foreign Language (p. 4) Ministerio de Educacion del Ecuador.

By: Lourdes Reyes Bermeo

This study is important for both teachers and students: because it promotes autonomous work in writing skills and develops responsibility in students; and, it also helps teachers in the teaching and learning process. Moreover, this traditional student portfolio is a gateway to an electronic student portfolio.

Summarizing, the Student Portfolio amends some fundamental issues: to develop writing skills, to enhance the student behaviour, and support the teacher's tasks.

4.4. Objectives

4.4.1 General Objective

To apply writing activities through using friendly pictures in a student portfolio to develop writing skills in students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio in Santa Elena.

4.4.2 Specific Objectives

1. To look for complementary activities according to the program of student book.
2. To design a plan of writing activities
3. To apply graphs and pictures in writing activities in order to promote writing skills

4.5 Methodology

The method used in this project is the communicative approach, because writing is a communicative language applied in real life; often people generate questions and answer, write letters or messages by mail, write in a blog, take dictation. When it comes to writing people must do it properly, using the components for

writing such as grammar, spelling, and punctuation, following a process using syntax and semantics to have a meaningful written communication.

The portfolio is organized as follows:

- Cover
- Student information
- Vocabulary and Grammar section
- Essays
- Record of learning

The portfolio will be used as follows:

- The representative must know about the use of the student portfolio.
- Students must fill in their personal data.
- The teacher will assign homework every Friday.
- Every task assign by the teacher will be recorded by student, and signed by the representative.
- Every Monday the student will include and will show workbook homework and complementary activities.
- The teacher will return the corrected and assessed homework within two days.
- The student must review the corrected assignment for self-reflection.

- The student must rewrite the corrected assignment.
- The student will record his/her own grades on his or her portfolio.

4.6 Planning

The action plan of this proposal is linked to the program of English book level 2, divided in two quimesters.

4.6.1 Program: English book level 2, first quimester (2014)

Unit	Tittle	Communication	Grammar	Vocabulary	Skills
1	Can you count?	Ask for permission Talk about abilities (Can/?)	Imperatives Can to talk about abilities	Clock times	Reading: Predict missing lines Listening: Listen to specific information Speaking: Talk about abilities and talents; asks permission to borrow something Writing: Write commands
2	I always get up at six-thirty	Talk about daily routines	Sequence words: first, then, after, that, next, finally. Adverbs of frequency: always, usually, often, sometimes, rarely, seldom, never. How often? Positions of frequency adverbs	Daily routines	Reading: Read for specific information; study a graph Listening: Listen for specific information and complete a chart Speaking: talk about routines and activities Writing: Write about your typical day or week
3	Miami-A great place to be!	Make suggestions Ask say where places are Talk about leisure activities	Prepositions of location: across from, in front of, behind, between, next to, on the corner of, in, on There is /there are Some and any	Places in a town or city Leisure activities	Reading: Read for specific information; read a map Listening: Listen for specific information Speaking: talk about favorite places, make suggestions Writing: organize information in a chart

Source: Information taken from: English book level 2. Abbs, B; Barker, C.; Freebairn, I; Willson, J. (2013). Board of Education from Ecuador. Pearson

By: Lourdes Reyes Bermeo.

4.6.1 Program: English book level 2, second quimester (2014)

Units	Title	Communication	Grammar	Vocabulary	Skills
4	What's Brian doing?	Asks what someone's doing now Describe what's happening right now Talk about a house	Present continuous: be (am, is, are) + verb -ing -Affirmative and negative statements -Yes/no questions -Information questions	Rooms and parts of a house	Reading: Predict missing lines Listening: Listen to specific information Speaking: Talk about abilities and talents; asks permission to borrow something Writing: Write commands
5	Did he call her again today?	Talk about past events Express approval and disapproval	Simple past of regular verbs -Affirmative and negative statements -Yes/No questions -Information questions	Past time expressions Emotions and acronyms	Reading: Read for specific information; study a graph Listening: Listen for specific information and complete a chart Speaking: talk about routines and activities Writing: Write about your typical day or week
6	I really had a great time.	Talk about the past Great people and say good-bye Talk about occupations	Simple past of be (was/were) -Affirmative and negative statements -Yes/No questions -Information questions Simple past of regular verbs _Affirmative and negative statements -Yes/No questions -Information questions	Some occupations	Reading: Read for specific information; read a map Listening: Listen for specific information Speaking: talk about favorite places, make suggestions Writing: organize information in a chart

Source: Information taken from: English book level 2. Abbs, B; Barker, C.; Freebairn, I; Willson, J. (2013). Board of Education from Ecuador. Pearson.

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4.6.2 Complementary writing activities (first quimester 2014)

Unit 1

Unit	Communicative approach	Vocabulary	Grammar	#	Types of activities	Topics
1	Writing skill	Numbers	Imperatives Can to talk about abilities	1.	Fill in the blanks	Personal data
				2.	Write numbers	Numbers review
		3.		Write months using pictures	Months of the years	
		4.		Write the names Write and stick	Classroom objects Common adjectives	
		5.		Mix, match and write	Imperatives	
		6.		Look at the chart and complete sentences with abilities in pictures.	Use of <i>can</i> in abilities	
		7.		Write the time below clocks Workbook	Times	

Source: Program English book

By: Lourdes Reyes Bermeo

STUDENT INFORMATION



FIRST NAME: _____

LAST NAME: _____

IDENTITY CARD (IC): _____

AGE: _____

HOME: _____

MOTHER NAME: _____

FATHER NAME: _____

REPRESENTATIVE: _____

REPRESENTATIVE IC.: _____

REPRESENTATIVE RELATIONSHIP: _____

CELLPHONE: _____

SCHOOL NAME: _____

NAME OF PRINCIPAL: _____

SCHOOL TIME: _____

GRADE: _____

SUBJECT: _____

TEACHER: _____

CLUB TO BELONG: _____

DATE: _____

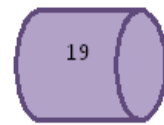
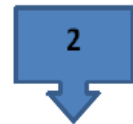
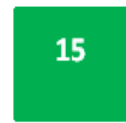
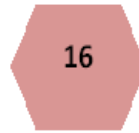
.....

Student signature

SCHOOL YEAR: 2014 – 2015

REVIEW

Write the numbers



NAME:

DATE:

Source: Word document
By: Lourdes Reyes Bermeo

MONTHS OF THE YEAR

Write the month below pictures.



March

NAME:

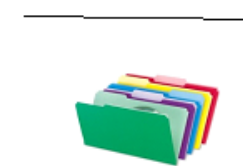
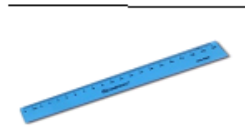
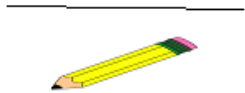
DATE:

Source: Word document

By: Lourdes Reyes Bermeo

CLASSROOM OBJECTS

Write the names on the lines.



COMMON ADJECTIVES

Write some common adjectives and stick a small picture below.

Ugly



NAME:

DATE:


Source: Word document
By: Lourdes Reyes Bermeo

IMPERATIVES

Where you use imperatives:

To give a direct order.	Stand up straight / take that chewing gum out of your mouth
To give instructions.	Open your book / take two tablets every morning
To make an invitation.	Please start without me / come in and sit down
On signs and notices.	Push / don't use

Match with a line to form an imperative.

 **Mix and match**

Stand behind the	the sofa.
Tell me all	page 59.
Shut	in.
Come	me next week.
Take your feet off	down.
Turn to	up.
Take one pill	three times a day.
Go to the traffic lights and	turn left.
Come and see	line, please.
Put that	about it.

Write the imperatives on the lines:

1. _____
2. _____
3. _____
4. _____
5. _____

NAME:

DATE:

Source: Adapted from internet:

<http://www.englishgrammarssecrets.com/imperative/exercise1.html>

By: Lourdes Reyes Bermeo

Use of *can*

Can for possibility and ability




We use **can** to talk about what is possible, what we are able or free to do:

- She **can** drive a car.
- John **can** speak Spanish.
- I **cannot** hear you. (I **can't** hear you.)
- **Can** you hear me?

The main verb is always the bare infinitive (**infinitive without to**).

	subject	Auxiliary verb can	Main verb	
+	I	can	play	tennis
-	He	can not	play	tennis
?	Can	you	play	tennis

Look at the pictures and write can, can't and can for questions.

he _____ swim		<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">-</div>
she _____ run		<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">+</div>
_____ the turtle walk fast?		<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">?</div>

Work the exercises on the website show below:

<http://www.englishexercises.org/makeagame/viewgame.asp?id=7223> (English exercises: abilities).

NAME:

DATE:

Source: Adapted from internet:

<http://www.englishexercises.org/makeagame/viewgame.asp?id=7223>

By: Lourdes Reyes Bermeo

TIMES

1


Can you count?

Vocabulary


Move up

Get started


1 Draw the correct times on the clocks.




1. It's eleven o'clock.




2. It's a quarter to eight.




3. It's ten to twelve.




4. It's five after four.




5. It's a quarter after eleven.



6. It's three-thirty.




7. It's six o'clock.




8. It's twenty to nine.


2 Write the times in words.




1. It's twenty-five to four.




2. It's fifteen past one.




3. It's forty past eight.




4. It's twenty past seven.




5. It's half past one.



6. It's fifteen past nine.



7. It's fifteen past three.



8. It's ten past four.

74 Unit 1

Source: Workbook: English book level 2. Abbs, B; Barker, C.; Freebairn, I; Wilson, J. (2013). Board of Education from Ecuador. Pearson

By: Lourdes Reyes Bermeo

Unit 2

Unit	Communicative approach	Vocabulary	Grammar	#	Types of activities	Topics
2	Writing skill	Daily routines	<p>Sequence words: first, then, after, that, next, finally.</p> <p>Adverbs of frequency: always, usually, often, sometimes, rarely, seldom, never.</p> <p>How often?</p> <p>Positions of frequency adverbs</p>	8.	Write sequence words in the box in correct order.	Sequence words: First/then/after that/next/finally
				9.	Describe times and routines every Monday	Routines
				10.	Write in the pyramid the adverbs of frequency in the correct order Write how often some activities you do	Adverbs of frequency How often? Using adverbs of frequency

Source: Information adapted from internet

By: Lourdes Reyes Bermeo

Sequence words

Next – then – first – finally – after that

Write the sequence words in the box in the correct order.



NAME:

DATE:

Source: Adapted from internet:
<http://nataliecampuzanoefe.blogspot.com/2012/08/daily-routine-activity-level-3-children.html>

By: Lourdes Reyes Bermeo

DAILY ROUTINES

Describe daily routines, using times and sequence words, and activities written below.

Have a lunch - go to bed - play basket - do homework - read - watch tv - get up - take a walk - take a shower - go to the bathroom - in class - go to the kitchen - sit in the dining room - leave home - take fruit and cereal - back home - take the bus - arrive to school - have supper - listen to the radio



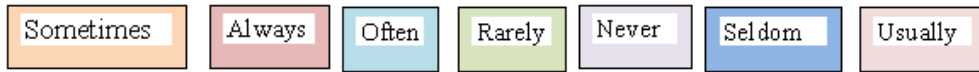
1.- _____

NAME: _____ DATE: _____

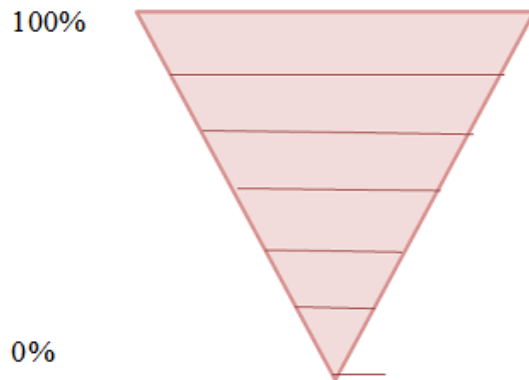
Source: Adapted from internet: <http://basic123-night.blogspot.com/>

By: Lourdes Reyes Bermeo

ADVERBS OF FREQUENCY



Write in the pyramid the adverbs of frequency in the correct order.



HOW OFTEN?

Write how often some activities you do. Use the adverbs of frequency.

1.
2.
3.
4.
5.
6.

NAME:

DATE:

Source: Word document
By: Lourdes Reyes Bermeo

Unit 3

Unit	Communicative approach	Vocabulary	Grammar	#	Types of activities	Topics
3	Writing skill	Places in a town or city Leisure activities	Prepositions of location: across from, in front of, behind, between, next to, on the corner of, in, on There is /there are Some and any	11.	Write names and definitions next to the pictures.	Places for leisure
				12.	Match prepositions with pictures	Prepositions of location: Across from, in front of, behind, between, next to, on the corner of.
				13.	Choose the correct answer	There is/there are Is there/are there
				14.	Choose the correct answer	Some and any
				15.	Writing about English	Simple present
				16.	Creative writing: Follow the sequence of pictures and write a funny story	Creative writing A story

Source: Information adapted from internet

By: Lourdes Reyes Bermeo

PLACES FOR LEISURE)

Write the word that represents the picture, and write its definition. Use words from the box.

movie theater - nature - park - beach



.....
.....

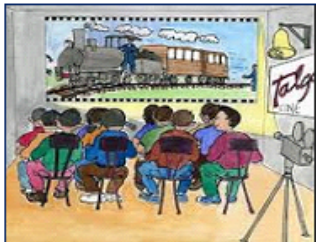


.....
.....
.....

Nature

.....

It is an outdoor place, where there are many trees and people can ride a bike, walk, and relax.



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

NAME:

DATE:

Source: Word document
By: Lourdes Reyes Bermeo

PREPOSITIONS OF LOCATION



1.- Join the preposition with the graph.

2.- Look at the graph and write the correct preposition.

- in 1
- behind
- on
- near
- under
- between
- next to

1) Where is the cat ?
It is on the computer.

2) Where is the cat ?

3) Where is the cat ?

4) Where is the cat ?

5) Where is the cat ?

6) Where is the cat ?

7) Where is the cat ?

- 1) The clock isthe wall.
- 2) The ball isthe table.
- 3) The cat isthe armchair.
- 4) The table isthe armchair.
- 5) The carpet isthe floor.
- 6) The lamp isthe table.
- 7) The flowers arethe vase.
- 8) The table isthe chair and the armchair.

NAME:

DATE:

Source: Adapted from internet

<http://www.detailenglish.com/index.php?page=articles&op=readArticle&id=230&title=Prepositions-of-Place-Exercises-With-Pictures>

By: Lourdes Reyes Bermeo

GRAMMAR EXERCISES

THERE IS/THERE ARE – THERE ISN'T/THERE AREN'T - IS THERE..?/ARE THERE..?

Look at the chart and fill in the blank exercises below:

There is/are		
Positive		
There	is	a table.
There	are	two desks.
Yes/No Questions		
Is	there	a table?
Are	there	any desks?
Negative		
There	isn't	a table.
There	aren't	any desks.
Short Answers		
Yes, there is. / No, there isn't.		
Yes, there are. / No, there aren't.		

Choose the correct answer:

1. a lamp in the room. <input type="checkbox"/> There is <input type="checkbox"/> There are <input type="checkbox"/> Is there <input type="checkbox"/> Are there	9. a man in the garden? <input type="checkbox"/> Is there <input type="checkbox"/> Are there <input type="checkbox"/> There is <input type="checkbox"/> There are	17. many glasses here. <input type="checkbox"/> There are <input type="checkbox"/> Is there <input type="checkbox"/> There is <input type="checkbox"/> Are there
2. Susan, a chair in the garden? <input type="checkbox"/> there is <input type="checkbox"/> is there <input type="checkbox"/> there are <input type="checkbox"/> are there	10. "Is there much tea in the cup?" "No, there" <input type="checkbox"/> isn't <input type="checkbox"/> is <input type="checkbox"/> aren't <input type="checkbox"/> are	18. many boys and girls in the park. <input type="checkbox"/> Is there <input type="checkbox"/> There are <input type="checkbox"/> There is <input type="checkbox"/> Are there
3. "Are there many windows in the house?" "Yes, many." <input type="checkbox"/> there are <input type="checkbox"/> there is <input type="checkbox"/> is there <input type="checkbox"/> are there	11. two little trees in the garden. <input type="checkbox"/> Are there <input type="checkbox"/> There is <input type="checkbox"/> There are <input type="checkbox"/> Is there	19. a little girl outside our house? <input type="checkbox"/> There is <input type="checkbox"/> Are there <input type="checkbox"/> Is there <input type="checkbox"/> There are
4. "Is there a dog in the house?" "No," <input type="checkbox"/> there isn't <input type="checkbox"/> is there <input type="checkbox"/> there is <input type="checkbox"/> there are	12. a nice door in this house. <input type="checkbox"/> Are there <input type="checkbox"/> There are <input type="checkbox"/> Is there <input type="checkbox"/> There is	20. In Londona lot of museums. <input type="checkbox"/> there is <input type="checkbox"/> there are <input type="checkbox"/> is there <input type="checkbox"/> are there
5. many glasses on the table. <input type="checkbox"/> There is <input type="checkbox"/> Is there <input type="checkbox"/> Are there <input type="checkbox"/> There are	13. many windows in the house? <input type="checkbox"/> Are there <input type="checkbox"/> Is there <input type="checkbox"/> There is <input type="checkbox"/> There are	21. many lamps on the wall? <input type="checkbox"/> There are <input type="checkbox"/> There is <input type="checkbox"/> Is there <input type="checkbox"/> Are there
6. In the garden three big trees. <input type="checkbox"/> there are <input type="checkbox"/> there is <input type="checkbox"/> are there <input type="checkbox"/> is there	14. a little girl in the room? <input type="checkbox"/> There are <input type="checkbox"/> There is <input type="checkbox"/> Are there <input type="checkbox"/> Is there	22. "Is there a dog here?" "No," <input type="checkbox"/> there isn't <input type="checkbox"/> there is <input type="checkbox"/> there are <input type="checkbox"/> there aren't
7. Carol, much coffee in the cup? <input type="checkbox"/> are there <input type="checkbox"/> is there <input type="checkbox"/> there are <input type="checkbox"/> there is	15. Mum, water in the glass? <input type="checkbox"/> are there <input type="checkbox"/> there is <input type="checkbox"/> is there <input type="checkbox"/> there are	23. "Are there Italians in Spain?" "Yes," <input type="checkbox"/> there are <input type="checkbox"/> there is <input type="checkbox"/> are there <input type="checkbox"/> is there
8. This morning many children in the park. <input type="checkbox"/> there is <input type="checkbox"/> are there <input type="checkbox"/> is there <input type="checkbox"/> there are	16. Susan, many cups at home? <input type="checkbox"/> there is <input type="checkbox"/> are there <input type="checkbox"/> there are <input type="checkbox"/> is there	24. "Are there four rooms in the house?" "No, five" <input type="checkbox"/> there are <input type="checkbox"/> there is <input type="checkbox"/> are there <input type="checkbox"/> is there

NAME:

DATE:

Source: Adapted from internet

<http://www.englishexercises.org/makeagame/viewgame.asp?id=5272>

By: Lourdes Reyes Bermeo

Some and any

Explanation

Some: affirmative statements, offers, requests and in questions when you expect the answer "yes"

We need *some* bananas

She always takes *some* sugar with her coffee

Any: negative statements, questions

Have you got *any* bananas? No, we haven't got *any*. But we've got *some* oranges.

Exercises

Some or any? - Choose the correct answer

Work using the website shown below:

http://www.englisch-hilfen.de/en/exercises/confusing_words/some_any.htm

some, any in sentences - Exercise 1 - Englisch-Hilfen

- 1) We need bananas.
- 2) You can't buy posters in this shop.
- 3) We haven't got oranges at the moment.
- 4) Peter has bought new books.
- 5) She always takes sugar with her coffee.
- 6) I have seen nice postcards in this souvenir shop.
- 7) There aren't folders in my bag.
- 8) I have magazines for you.
- 9) There are apples on the table.
- 10) Pam does not have pencils on her desk.

NAME.....

DATE:

Source: Adapted from internet

http://www.englisch-hilfen.de/en/exercises/confusing_words/some_any.htm

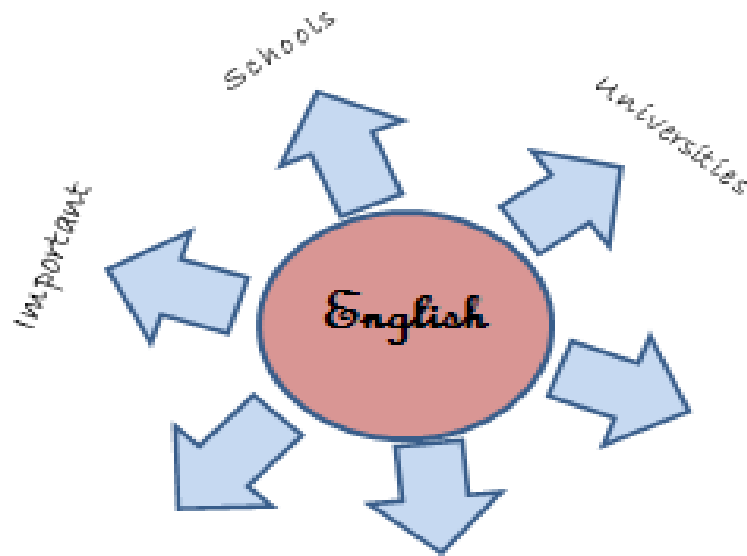
some, any in sentences - Exercise 1 - Englisch-Hilfen

By: Lourdes Reyes Bermeo

SIMPLE PRESENT

Writing about English

Write in every arrow a word you think about English, and then write a paragraph using that word adding others. Use commas and periods if necessary. Continue on the example given.



It is very important to know English: so, nowadays schools

.....

.....

.....

.....

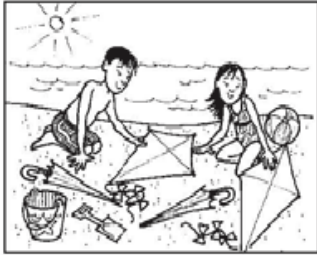
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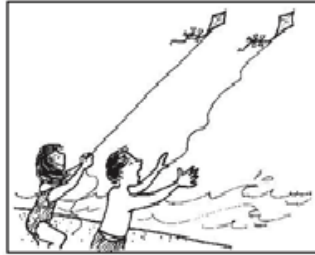
Source: Word document
By: Lourdes Reyes Bermeo

CREATIVE WRITING

Look at the pictures and write a story in three paragraphs. Use your imagination and apply all you have learnt. Write a title, and don't forget punctuation.



1



2



3

.....

1.-

.....

2.-

.....

.....

3.-

.....

.....

NAME:

DATE:

Source: Word document

By: Lourdes Reyes Bermeo

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1. Resources

5.1.1 Institutional

Centro de Educación Básica 24 de Julio in Santa Elena, Province of Santa Elena.

5.1.2 Humans

- Director of Institution
- 2 English Teachers
- 33 Students of tenth grade
- Author of the project
- Tutor of the project

5.1.3 Materials

Computer desk	Laptop	Internet
Sheets	Copies	Books
Folders	Camera	Pen drive
Cell phone	Worksheets	Printer
Projector	Bookbinding	CDs
Ringed projects	Pen drive reader	

5.1.4 Budget

Chart 26

R E S O U R C E S	HUMANS	1 Institution Director 2 English Teachers 33 Students 1 Investigator	
	TECHNOLOGICAL	Computer desk Laptop Internet Printer Camera Pen drive Cell phone CDs	1.200,00 800,00 100,00 120,00 300,00 10,00 180,00 5,00
	MATERIALS	Sheets Computer cartridge Copies Books Worksheets Folders Ringed projects Bookbinding	20,00 60,00 5,00 50,00 5,00 5,00 10,00 100,00
	OTHERS	Transportation Others	50,00 20,00
	TOTAL		\$ 3.050,00

Source: study cost

By: Lourdes Reyes Bermeo

5.2 Timetable

Chart 27

ACTIVITIES	2014											
	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
Theme approval	X	X										
Meeting with Tutors		X X										
Meeting with undergraduates		X										
Tutoring Work Degree												
Develop chapters I and II			X X	X X								
Revision and correction				X X	X							
Tutorial Work Degree												
Identification of the sample						X						
Preparation and applications of tools						X X						
Collecting and analysis of results						X X						
Determination of conclusions and recommendations							X X					
Elaboration of proposal								X X				
Elaboration of draft project								X X X				
Presentation draft project										X		
Revision										X		
Thesis Tutoring												
Elaboration of Final Report										X		
Presentation of Final Report (ringed)										X		
Distribution to members of the Court										X		
Revision and correction										X		
Thesis Advisory												
Presentation of the Final Report (bound)											X	
Distribution to members of the Court											X	
Preparation for thesis defense											X X	
Thesis defense											X	
Graduation												X

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5.4 Appendix

Appendix 1

Essential assessment indicators in 10th year EGB in writing skills

LANGUAGE SKILLS	PROFICIENCY LEVEL
	A2.1: By the end of the 10th year EGB, students will be able to:
Writing	<ul style="list-style-type: none">•Write short words that are in their vocabulary with reasonable phonetic accuracy (but not necessarily full standard spelling).•Write longer descriptions about their family, living conditions, and educational background.•Write a series of follow-up questions for an interview with the aid of a dictionary.•Write short definitions for people, things, places, etc. by indicating their features or use.•Write short descriptions of events, past activities and personal experiences.•Write short, simple formal letters and imaginary biographies.

Source: Information adapted from National English Curriculum Guidelines. English as a Foreign Language (p. 20)

By: Lourdes Reyes Bermeo

Appendix 2

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCE EDUCATION AND LANGUAGES
LANGUAGE SCHOOL - ENGLISH TEACHING CAREER**

Interview to the Principal of Escuela de Educación Básica Veinticuatro de Julio in Santa Elena

Topic: General information about Escuela de Educación Básica 24 de Julio in Santa Elena.

OBJECTIVE

This interview aims to collect general data about the educational center mentioned in this proposal.

GENERAL INFORMACION

Gender: 1. Male 2. Female

Name:

Position in the educational institution:

Professional degree.....

NOTE

This interview took place in the school office with its Principal. The interview was focused about general aspects of institution, containing 12 questions. Two closed questions and ten open questions. The questions were previously prepared, which will serve to describe data about Escuela de Educación Básica Veinticuatro Julio in Santa Elena.

Closed and open questions

1.-Are you satisfied with your school Principal job?

Yes

2.- How long have you been a teacher?

17 years

3.- Since when are you the school Principal?

For 5 years, since 2009

4.- How old is the institution?

Since 1838, it is 176 years

5.- When does the institution become a center of basic education?

Since 2010

6.- How many students are there in the whole institution?

There are 1545 students, 1250 boys and 295 girls

7.-How many teachers are there?

There are 47 teachers and one head teacher

8.- How many students are there in the upper basic education?

There are 391 students

9.-How many English teachers are there?

There are two English teachers

10.-Are the English teachers holders or contracted?

A holder and a contracted teacher

11.- From what course do students receive English classes?

From the eighth to tenth grades

12.-Is there a lab for English classes?

No, there isn't

Appendix 3

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCE EDUCATION AND LANGUAGES
LANGUAGE SCHOOL - ENGLISH TEACHING CAREER**

Survey for English teachers of Escuela de Educación Básica Veinticuatro de Julio in Santa Elena

TOPIC: Using of a Student Portfolio,

OBJECTIVE

This survey aims to know the criteria of teachers about the use of student portfolio to promote autonomous work in writing skills through graphs and pictures.

GENERAL INFORMACION

Gender: 1. Male 2. Female

Professional degree:

Years' experience in English teaching:

Grades that you teach English.....

INSTRUCTIVE

Read the questions carefully and mark an X in the alternative you consider appropriate in the right boxes. Remember, the accuracy of your responses determines the success of this study. This survey is anonymous. Use the following scale:

- A lot
- Fairly
- Something
- Little bit
- Nothing

No.	QUESTIONS	OPTIONS				
		A lot	Fairly	Something	Little bit	Nothing
1	Are you satisfied with your job?					
2	How good is the student-teacher relationship?					
3	Do students hand in their tasks and homework timely?					
4	Do you have difficulty in correcting and evaluating student assignments timely?					
5	Do you consider satisfactory the students' performance?					
6	Do you use the traditional notebook to assign tasks and assess students?					
7	Do you consider satisfactory the students' autonomous work?					
8	Do you use a portfolio for English teaching?					
9	If you use the teacher portfolio, do you consider effective its use?					
10	Do you consider the use of student portfolio would be useful to promote writing skills in students?					
11	Do you believe suitable to use a student portfolio for English writing skills?					
12	Do you consider a student portfolio would be a support tool for English teaching?					

Lugar y fecha:

.....

Appendix 4

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCE EDUCATION AND LANGUAGES
LANGUAGE SCHOOL - ENGLISH TEACHING CAREER**

Survey for students of tenth grade at Escuela de Educación Básica Veinticuatro de Julio in Santa Elena

Topic: Use of a new tool to promote autonomous work

OBJECTIVE

This survey aims to ascertain the opinion on the use of a new tool for learning and assessment in teaching the English language.

GENERAL INFORMACION

Gender: 1. Male 2. Female

Age:

School grade:

INSTRUCTIVE

Read the questions carefully and mark an X in the alternative you consider appropriate in the right boxes. Remember, the accuracy of their responses determines the success of this study. This survey is anonymous. Use the following scale:

- A lot
- Fairly
- Something
- Little bit
- Nothing

No.	QUESTIONS	OPTIONS				
		A lot	Fairly	Something	Little bit	Nothing
1	Do you like English subject?					
2	Do you feel motivated to learn English?					
3	Do you feel motivated to learn English?					
4	Would you like to improve your performance in English?					
5	Would like to have evidence about the process and progress of your learning?					
6	Do you think the English teacher is prepared efficiently?					
7	Do you think tasks assigned by English teacher are easy to develop?					
8	Do you do homework and hand in timely to teacher?					
9	Does the teacher check and give back tasks timely?					
10	Do you think the teacher should introduce new strategies or teaching tools to encourage you, in order to do your English homework?					
11	Do you consider your creativity should be taken into account?					
12	Do you think English writing skills are fundamental for Reading and speaking development?					

Lugar y Fecha

.....

Appendix 5

PHOTOS ESCUELA DE EDUCACIÓN BÁSICA VEINTICUATRO DE JULIO



School Gateway



Building of 8th, 9th, and 10th grades



The Principal and Researcher



The English Teacher and Researcher

Appendix 6

THE ENGLISH TEACHER AND RESEARCHER IN CLASSES



Appendix 7

STUDENTS AND THEIR WRITING PORTFOLIO



Robert Salinas Vasquez (student)



Luis Soriano Pita (student)

Appendix 8

FIRST ASSESMENT

WRITE THE MEANING OF THE FOLLOWING WORDS:

9/21

BEACH: It's a place
where (the person) ^{people} swim (m) for
fun (y) and relax.

PARK: It's a
(an) place in the city to sit (a) and
talk and walk.

NATURE:

are forest green
It's the natural world such as: trees, rivers,
animals and other natural elements.

MOVIE THEATER

Site where the persons see
movies.

NAME: Robert Salinas
DATE: 10/02/24

Appendix 9

STUDENT INFORMATION

STUDENT INFORMATION	
FIRST NAME:	<u>Robert Iván</u>
LAST NAME:	<u>Salinas Vasquez</u>
IDENTITY CARD (IC):	<u>245020612-9</u>
AGE:	<u>14 Años</u>
RECIDENCY:	<u>Santa Elena</u>
MOTHER NAME:	<u>Belgica Vasquez</u>
FATHER NAME:	<u>Enrique Salinas</u>
REPRESENTATIVE:	<u>Belgica Vasquez</u>
REPRESENTATIVE IC:	<u>090902786-4</u>
REPRESENTATIVE RELATIONSHIP:	<u>Mamá</u>
PHONE:	<u>2940520</u>
SCHOOL NAME:	<u>24 de Julio</u>
NAME OF PRINCIPAL:	<u>Luz Salinas</u>
SCHOOL TIME:	<u>13:00 18:15</u>
GRADE:	<u>10 "B"</u>
SUBJECT:	<u>Inglés</u>
TEACHER:	<u>Marcia Olivera</u>
SCHOOL CLUB:	<u>Ajedrez</u>
	<u>Robert Iván Salinas</u>
	Student signature
SCHOOL YEAR: 2014 - 2015	

Appendix 10

WRITING ACTIVITIES

PLACES FOR LEISURE)

Write the word that represent the picture, and write its definition. Use words from the box.

Nature - movie theater - park - beach

8/10



Beach

is a place near the sea where families go to have funny.



Park

It is a place where the children go to play with friends.



Nature

Outdoor place, where there are many trees and people can ride a bike, walk and relax.



Movie theater

It is a place where the people can see movies.

NAME: Robert Salinas

DATE: 14/09/2014

CREATIVE WRITING

Look at the pictures and write a story in three paragraphs. Use your imagination and apply all you have learnt. Write a title; and, don't forget punctuation.



1



2



3

9
10

Holidays

1. Alkhan and Sara have holidays and they ^{go} ~~went~~ to the beach in a sunny day. They play with sand and toys.

2. They play with ^{their} kites, the kites fly high, they ~~love~~ see ~~them~~ kites fly on the wind.

3. Later, the funny day ends, because the rain starts. They ~~use~~ the umbrellas to ~~cover~~ of the rain.

NAME: Robert Solinas

DATE: 8/10/2014

Appendix 11

CORRECTED WRITING ACTIVITIES

PLACES FOR LEISURE)

Write the word that represent the picture, and write its definition. Use words from the box.

Nature – movie theater – park - beach

10/19



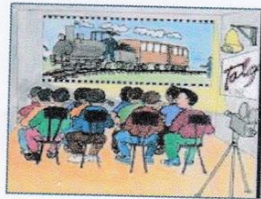
Beach
.....
is a place near the sea where families go to have funny.



Park
.....
It is a place where children go to play with friends.



Nature
.....
Outdoor place, where there are many trees and people can ride a bike, walk and relax.



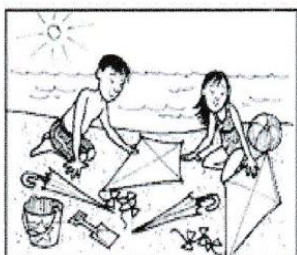
Movie theater
.....
It is a place where people can see movies.

NAME: Robert Salinas

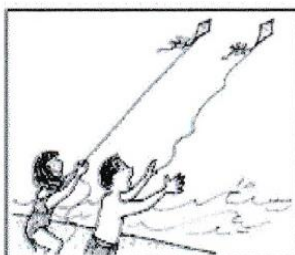
DATE: 19/09/2014

CREATIVE WRITING

Look at the pictures and write a story in three paragraphs. Use your imagination and apply all you have learnt. Write a title; and, don't forget punctuation.



1



2



3

Holiday's

1.- Alfonso and Sara have holiday's and they go to the beach in a sunny day, they play with sand and toys.

2.- They play with their kites, the kites fly high, they love see kites fly on the wind.

3.- Later, the sunny day ends because the rain starts, they use the umbrellas to cover from the rain.

NAME: Robert Solinas

DATE: 13/10/2014

Appendix 12

RECORD OF LEARNING

RECORD OF LEARNING: WRITING SKILLS ACTIVITIES

STUDENT NAME:

GRADE AND SECTION:

DATE OF ASSIGNMENTS	# TASK	ACTIVITIES	DATE TASKS PRESENTED	GRADE CORRECTED TASKS	GRADE REPEATED TASKS	AVERAGE	STUDENT REFLECTION	PARENTS SIGNATURE	COMMENT OF TEACHER
10/09/14	1	Student information	12/9/14	-	-	-	-	<i>[Signature]</i>	OK
10/09/14	2	Record learning	12/9/14	-	-	-	-	<i>[Signature]</i>	OK
12/09/14	3	Places for leisure	15/9/14	8	10	9	+0-	<i>[Signature]</i>	Good
12/09/14	4	Preposition of location	15/9/14	7	10	8.5	+0-	<i>[Signature]</i>	very attentive
19/09/14	5	There is / there are - is there / are there	26/9/14	7	10	8.5	+0-	<i>[Signature]</i>	very attentive
19/09/14	6	Some and any	26/9/14	10	-	10	Nice	<i>[Signature]</i>	Excellent
26/09/14	7	Writing about English	15/10/14	5	10	7.5	difficult	<i>[Signature]</i>	Need support
26/09/14	8	creative writing	15/10/14	9	10	9.5	good	<i>[Signature]</i>	comparative

[Signature]
 Representative

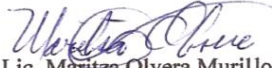
[Signature]
 Teacher


Appendix 13

ESCUELA DE EDUCACIÓN BÁSICA VEINTICUATRO DE JULIO STUDENTS OF TENTH GRADE "B"

FIRST AND FINAL ASSESSMENTS

#	STUDENTS	GRADES		IMPROVEMENT
		FIRST SEPT. 10	FINAL OCT.15	DIFFERENCE FIRST AND FINAL GRADES
1	CATUTO LINO ERICK RONALDO	5	6	1
2	CATUTO TOMALÁ BLADIMIR ANDRÉS	6	6	0
3	FIGUEROA FIGUEROA ALINA JAMILEX	6	7	1
4	GÓMEZ ASENCIO CARLOS VICTOR	6	7	1
5	GUERRERO VARGAS BRYAN KEVIN	7	7	0
6	LAINEZ BAQUERIZO RUBE N ADRIAN	6	7	1
7	LAINEZ GARCÍA DOUGLAS JAVIER	6	7	1
8	LAINEZ SUÁREZ DIEGO JOSÉ	5	7	2
9	LIMONES DOMINGUEZ TAMARA YULISA	7	8	1
10	LINO REYES GUILLERMO DAVID	6	8	2
11	LLANGARI LOOR JANPIERRE VICENTE	5	7	2
12	MALAVÉ ÁNGEL ERICK IVAN	5	7	2
13	MALAVÉ SUÁREZ ANTHONY ALEXANDER	6	7	1
14	MENDOZA TOMALÁ JHONNY MICHAEL	7	8	1
15	MORALES SALINAS MELVIN ANTHONY	6	7	1
16	MUÑOZ GONZÁLEZ ESTEBAN OMAR	5	7	2
17	MUÑOZ SANI LUIS SANTIAGO	6	7	1
18	PANCHANA RODRÍGUEZ MICHAEL BLADIMIR	6	7	1
19	PEÑA VILLAO CHRISTHIAN ALONSO	7	8	1
20	PITA CACAO JONATHAN ABEL	5	7	2
21	POZO TOMALÁ KEVIN STALIN	7	8	1
22	PRUDENTE GONZÁLEZ ELSA MARÍA	6	7	1
23	QUIMÍ DE LA CRUZ NAYELI ISABEL	6	8	2
24	QUIMÍ QUIMÍ DAVE LUIGI	7	8	1
25	QUIMÍ SUÁREZ WELLINGTON JAVIER	5	6	1
26	REYES LAINEZ JORDY CAMILO	6	7	1
27	REYES SUÁREZ JOFFRE STEVEN	7	7	0
28	RODRÍGUEZ BORBOR ALEX JOEL	5	8	3
29	RODRÍGUEZ RICARDO JOSEPH FRANCISCO	6	7	1
30	ROMERO CRUZ CHRISTOPHER PAÚL	7	8	1
31	SALINAS VASQUEZ ROBERT IVAN	6	9	3
32	SOLANO ROCA PEGGY MICAELA	7	8	1
33	SORIANO MEREJILDO DAYAN ALEXANDER	6	8	2
34	SORIANO PITA LUIS FERNANDO	6	6	0
35	TOMALÁ GUALE ERICK EMANUEL	6	6	0
	TOTAL	211	253	42

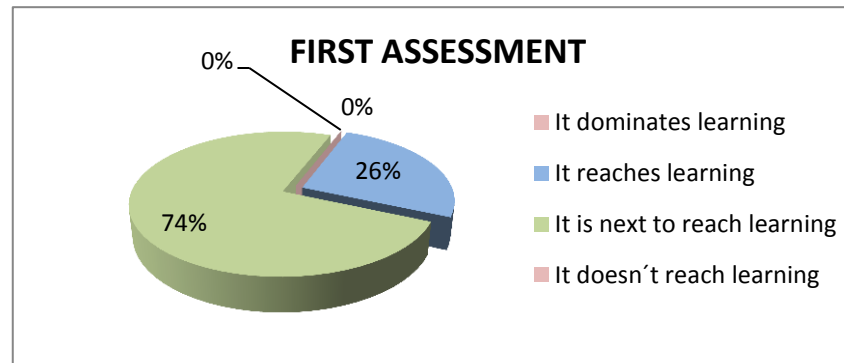

 Lic. Maritza Olvera Murillo
 ENGLISH TEACHER


 Lourdes Reyes Bermeo
 STUDENT RESEARCHER

Appendix 14

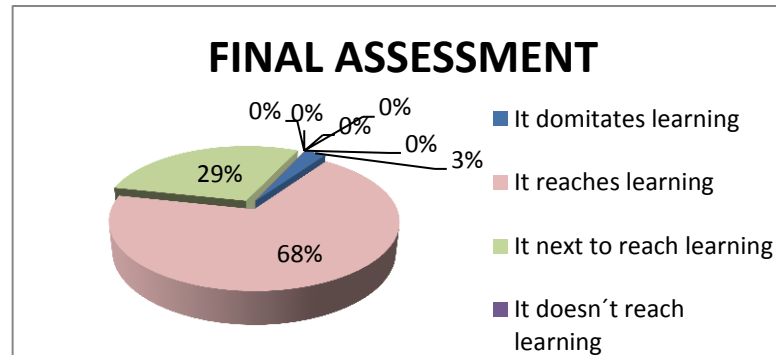
RUBRIC FOR BASIC WRITING SKILLS FIRST ASSESSMENT

Quantitative assessment	Qualitative assessment	SPELLING	CAPITAL LETTERS	PUNCTUATION	SEMANTIC	SYNTAX	HANDWRITING	# STUDENTS	%
10 – 9	It dominates learning	No errors	Complete	Complete	Accurate	Well structured	Very neat	0	0 %
8,99 – 7	It reaches learning	1-2 errors	1-2 letters	1-2 punctuation marks	A little questionable	Fairly well structured	Ok, but could be better	9	26 %
6,99 – 4,01	it is next to achieve learning	Several errors	More than 2 letters	More than 2	Fairly questionable	Not well structured	No very neat	26	74 %
- 4	It does not reach learning	Many errors	The most of letters	The most of punctuation marks	Inaccurate	No structured	No neat	0	0 %
								35	100 %



**RUBRIC FOR BASIC WRITING SKILLS
FINAL ASSESSMENT**

Quantitative assessment	Qualitative assessment	SPELLING	CAPITAL LETTERS	PUNCTUATION	SEMANTIC	SYNTAX	HANDWRITING	# STUDENTS	%
10 – 9	It dominates learning	No errors	Complete	Complete	Accurate	Well structured	Very neat	1	3 %
8,99 – 7	It reaches learning	1-2 errors	1-2 letters	1-2 punctuation marks	A little questionable	Fairly well structured	Ok, but could be better	24	69 %
6,99 – 4,01	it is next to achieve learning	Several errors	More than 2 letters	More than 2	Fairly questionable	Not well structured	No very neat	10	28 %
- 4	It does not reach learning	Many errors	The most of letters	The most of punctuation marks	Inaccurate	No structured	No neat	0	0 %
								35	100 %

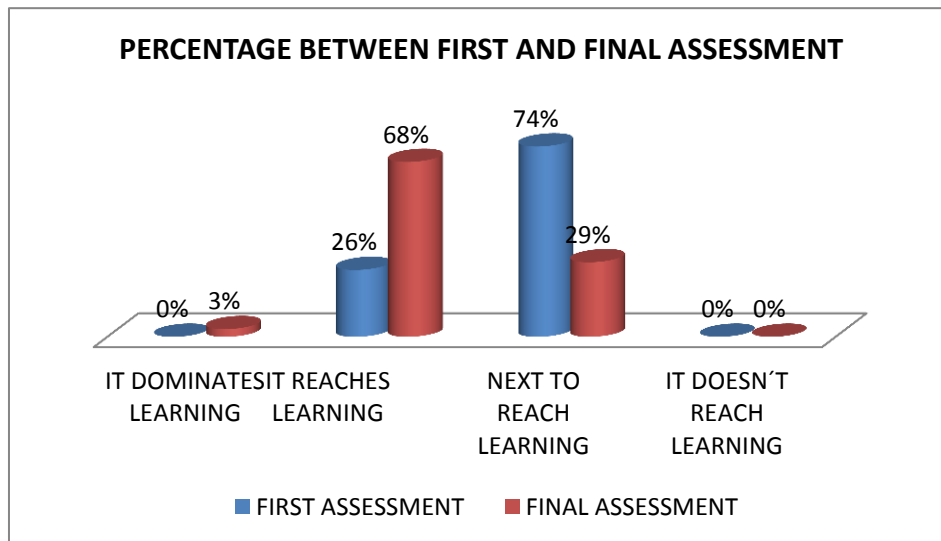
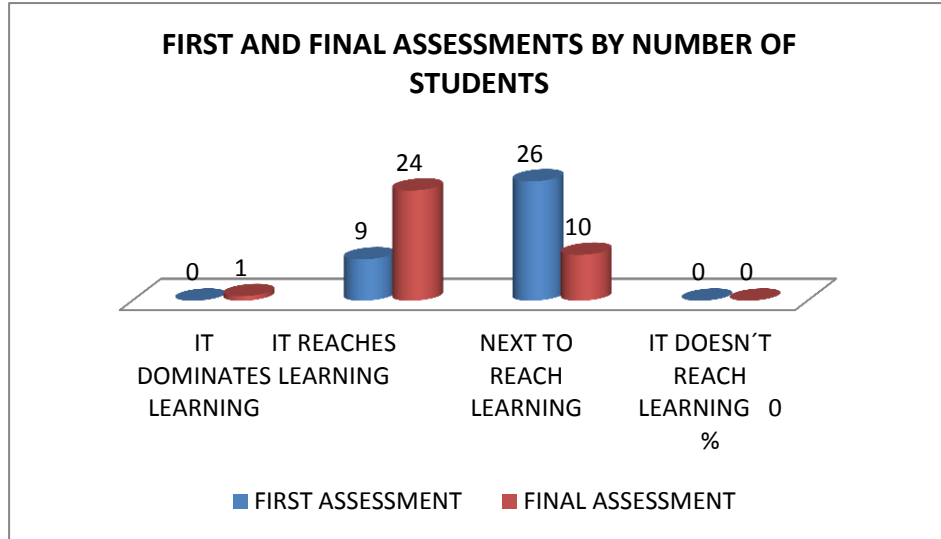


Decreto 366 del Presidente de la República del Ecuador 27 de Junio del 2014

<https://snt147.mail.live.com/mail/ViewOfficePreview.aspx?messageid=mgi7cDs-vC5BGkagAiZMHHjA2&folderid=flinbox&attindex=0&cp=-1&attdepth=0&n=28318373>

Appendix 15

COMPARATIVE GRAPHS BETWEEN THE FIRST AND FINAL ASSESSMENT



Appendix 16



ESCUELA DE EDUCACIÓN BÁSICA FISCAL
"VEINTICUATRO DE JULIO"

CREADA EN 1839
SANTA ELENA - ECUADOR
174 AÑOS EDUCANDO AL PAIS
Telf. : 2-940-519



Santa Elena, 3 de febrero del 2015

Lcda.
Glenda Pinoargote Parra, M.A.Ed.
DIRECTORA DE LA CARRERA DE INGLÉS
UNIVERSIDAD ESTATAL, PENÍNSULA DE SANTA ELENA.
Presente.

CERTIFICADO:

MSc. Juana Salinas Suárez, Directora de la Escuela de Educación Básica VEINTICUATRO DE JULIO de la cabecera cantonal de Santa Elena,

CERTIFICO: Que la señora MARÍA DE LOURDES REYES BERMEO, portadora de la cédula de ciudadanía 0907222905, realizó sus prácticas pre-profesionales y su trabajo de investigación titulado " **THE USE OF A STUDENT PORTFOLIO TO PROMOTE WRITING SKILLS THROUGH GRAPHS AND PICTURS IN STUDENTS OF TENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA VEINTICUATRO DE JULIO IN SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014.2015**", como un requisito previo para obtener su título de **LICENCIADA EN IDIOMA INGLÉS**, como lo requieren los procedimientos de la educación superior vigente.

Es cuanto puedo certificar en honor a la verdad.

Atentamente,


Lcda. Juana Salinas Suárez. MSc.
DIRECTORA



Appendix 17

Salinas, January 12, 2015

Re: "The use of a student portfolio to promote writing skills through graphs and pictures in students of tenth grade "b" at Centro de Educación Básica 24 de Julio in Santa Elena, province of Santa Elena, school year 2014 - 2015" by María de Lourdes Reyes Bermeo, C.I. 0907222905,

I, Diana M. Villacreses Master of Science in Education, have read the above mentioned Research Paper and I found that there were run on sentences that I have modified to an extent considering that any further changes will have an effect on the content. Also the author has attempted to modify the document based on my suggestions but it was difficult to reach consensus. Overall, I have done the best I could within the limitations of the work that I received.

Sincerely,



Diana M. Villacreses de Torres, Msc.
C.I. 0906085170

Appendix 18



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
CARRERA DE LICENCIATURA EN IDIOMA INGLÉS

La Libertad 10 de Febrero de 2015

Para: Leda. Glenda Pinoargote Parra, MAD
Directora de carrera de Licenciatura en Idioma Inglés
De: Ing. Tatiana García Villao, MSc.
Docente

ASUNTO: Informe de los resultados del servicio documental Urkund.

Por medio de este comunicado hago llegar a usted, los resultados obtenidos en la Tesis de la señora: **MARIA DE LOURDES BERMEO REYES** una vez pasado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 0% de similitud el mismo que va por debajo de indicadores considerados plagio, de la misma manera solicitar el paso para la defensa de la Tesis para la obtención al Título de Licenciada en idioma Inglés.

De ante mano agradezco su tiempo y pronta respuesta.

Atentamente,


Ing. Tatiana García Villao, MSc.
Docente

Documento: LOURDES REYES TESIS FINAL. docx [D12423729]

Alrededor de 0% de este documento se compone de texto más o menos similar al contenido de 10 fuente(s) considerada(s) como la(s) más pertinente(s).

La más larga sección comportando similitudes, contiene 0 palabras y tiene un índice de similitud de 0% con su principal fuente.

TENER EN CUENTA que el índice de similitud presentado arriba, no indica en ningún momento la presencia demostrada de plagio o de falta de rigor en el documento.

Puede haber buenas y legítimas razones para que partes del documento analizado se encuentren en las fuentes identificadas.

Es al corrector mismo de determinar la presencia cierta de plagio o falta de rigor averiguando e interpretando el análisis, las fuentes y el documento original.

