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 EDUCATION 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:

LICENCIADA EN IDIOMA INGLÉS

AUTOR: MARÍA DE LOURDES REYES BERMEO

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2015
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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GENERAL SECRETARY
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
ACKNOWLEDGMENT

I would like to thank God for giving me the strength and wisdom, to this government that has made possible a real free education, my mother who gave me the life, my family, the advice of my husband Ab. Luciano Zambrano, Ph.D. José Melena, MSc. Rosa Elena Santander, Ing. Edgar Bermeo, Biologist Enzo Rodríguez Reyes, and my nephews who have been an example for me.

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

“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”

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 - 215 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 plurilingual, 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 students 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
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 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 on 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 that 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

<table>
<thead>
<tr>
<th>Authority</th>
<th>English Teachers</th>
<th>Sections</th>
<th>Eighth Grade</th>
<th>Ninth Grade</th>
<th>Tenth Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>A</td>
<td>39</td>
<td>34</td>
<td>34</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>39</td>
<td>34</td>
<td>35</td>
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</tr>
<tr>
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<td>C</td>
<td>38</td>
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<tr>
<td></td>
<td></td>
<td>D</td>
<td>38</td>
<td>32</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td></td>
<td>154</td>
<td>133</td>
<td>104</td>
<td>394</td>
</tr>
</tbody>
</table>

Source: interview to the principal of Escuela de Educación 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

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

**Source:** research data  
**By:** Lourdes Reyes Bermeo
### 3.5.2 Independent Variable

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

**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 questioner 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?

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>5</td>
<td>15 %</td>
</tr>
<tr>
<td>Fairly</td>
<td>10</td>
<td>305</td>
</tr>
<tr>
<td>Something</td>
<td>11</td>
<td>34%</td>
</tr>
<tr>
<td>Little bit</td>
<td>7</td>
<td>21%</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

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.
Do you feel motivated to learn English?

**Chart 3 – Students’ survey**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>6</td>
<td>18%</td>
</tr>
<tr>
<td>Fairly</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>Something</td>
<td>15</td>
<td>46%</td>
</tr>
<tr>
<td>Little bit</td>
<td>6</td>
<td>18%</td>
</tr>
<tr>
<td>Nothing</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

**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.
Do you think English is important for your professional development?

**Chart 4 - Students’ survey**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>18</td>
<td>30%</td>
</tr>
<tr>
<td>Fairly</td>
<td>10</td>
<td>55%</td>
</tr>
<tr>
<td>Something</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Little bit</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

**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.
Would you like to improve your performance in English?

Chart 5 – Students’ survey

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>17</td>
<td>52%</td>
</tr>
<tr>
<td>Fairly</td>
<td>8</td>
<td>24%</td>
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<tr>
<td>Something</td>
<td>6</td>
<td>18%</td>
</tr>
<tr>
<td>Little bit</td>
<td>2</td>
<td>6%</td>
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<tr>
<td>Nothing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

Chart 6 – Students’ survey

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>9</td>
<td>27%</td>
</tr>
<tr>
<td>Fairly</td>
<td>14</td>
<td>43%</td>
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<tr>
<td>Something</td>
<td>8</td>
<td>24%</td>
</tr>
<tr>
<td>Little bit</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

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.
Do you think the English teacher is prepared efficiently?

Chart 7- Student’s survey

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>15</td>
<td>46 %</td>
</tr>
<tr>
<td>Fairly</td>
<td>15</td>
<td>45 %</td>
</tr>
<tr>
<td>Something</td>
<td>3</td>
<td>9 %</td>
</tr>
<tr>
<td>Little bit</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

Chart 8 – Students’ survey

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>5</td>
<td>15 %</td>
</tr>
<tr>
<td>Fairly</td>
<td>8</td>
<td>24.5 %</td>
</tr>
<tr>
<td>Something</td>
<td>9</td>
<td>28 %</td>
</tr>
<tr>
<td>Little bit</td>
<td>8</td>
<td>24 %</td>
</tr>
<tr>
<td>Nothing</td>
<td>2</td>
<td>9 %</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**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.
Do you do homework and hand in timely to teacher?

Chart 9 – Students’ survey

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>6</td>
<td>18 %</td>
</tr>
<tr>
<td>Fairly</td>
<td>6</td>
<td>18      5</td>
</tr>
<tr>
<td>Something</td>
<td>12</td>
<td>37 %</td>
</tr>
<tr>
<td>Little bit</td>
<td>8</td>
<td>24 %</td>
</tr>
<tr>
<td>Nothing</td>
<td>1</td>
<td>3 %</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

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.
Does the teacher check and give back tasks timely?

Chart 10 – Students’ survey

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>8</td>
<td>24%</td>
</tr>
<tr>
<td>Fairly</td>
<td>8</td>
<td>24.5%</td>
</tr>
<tr>
<td>Something</td>
<td>17</td>
<td>52%</td>
</tr>
<tr>
<td>Little bit</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

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.
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

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>8</td>
<td>26%</td>
</tr>
<tr>
<td>Fairly</td>
<td>12</td>
<td>39%</td>
</tr>
<tr>
<td>Something</td>
<td>6</td>
<td>19%</td>
</tr>
<tr>
<td>Little bit</td>
<td>5</td>
<td>16%</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

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.
Do you consider your creativity should be taken into account?

**Chart 12 – Students’ survey**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
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<td>15 %</td>
</tr>
<tr>
<td>Fairly</td>
<td>14</td>
<td>44 %</td>
</tr>
<tr>
<td>Something</td>
<td>11</td>
<td>34 %</td>
</tr>
<tr>
<td>Little bit</td>
<td>1</td>
<td>3 %</td>
</tr>
<tr>
<td>Nothing</td>
<td>1</td>
<td>3 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

**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.
Do you think English writing skills are fundamental for reading and speaking development?

**Chart 13 – Students’ survey**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>6</td>
<td>18%</td>
</tr>
<tr>
<td>Fairly</td>
<td>15</td>
<td>46%</td>
</tr>
<tr>
<td>Something</td>
<td>7</td>
<td>21%</td>
</tr>
<tr>
<td>Little bit</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Nothing</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Fairly</td>
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<td>0%</td>
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<tr>
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<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** teachers’ survey  
**By:** Lourdes Reyes Bermeo

**Graph 18 - Analysis & Interpretation:**

Both teachers feel very satisfied with their English teacher’s job.
How good is the student-teacher relationship?

Chart 15 – Teachers´ survey

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>2</td>
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</tr>
<tr>
<td>Fairly</td>
<td>0</td>
<td>0 %</td>
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<td>Something</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Little bit</td>
<td>0</td>
<td>0 %</td>
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<tr>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: teachers’ survey  
By: Lourdes Reyes Bermeo  

Graph 19 - Analysis & Interpretation:  
Both teachers answer the relationship between student-teacher is very good.
Does the students fulfil with their homework timely?

Chart 16 – Teachers’ survey

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
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</thead>
<tbody>
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<tr>
<td>Fairly</td>
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<td>50 %</td>
</tr>
<tr>
<td>Something</td>
<td>1</td>
<td>50 %</td>
</tr>
<tr>
<td>Little bit</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

**Chart 17 – Teachers’ survey**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Fairly</td>
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<td>1</td>
<td>50 %</td>
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<tr>
<td>Little bit</td>
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<td>0 %</td>
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<tr>
<td>Total</td>
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<td>100%</td>
</tr>
</tbody>
</table>

**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.
Do you consider satisfactory the students’ performance?

**Chart 18 – Teachers’ survey**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>50 %</td>
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<tr>
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<td>1</td>
<td>50 %</td>
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<tr>
<td>Little bit</td>
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<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

**Chart 19 – Teachers’ survey**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Fairly</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Something</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Little bit</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**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.
Do you consider satisfactory the students’ autonomous work?

Chart 20 – Teachers’ survey

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>0 %</td>
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<tr>
<td>Something</td>
<td>1</td>
<td>50 %</td>
</tr>
<tr>
<td>Little bit</td>
<td>1</td>
<td>50 %</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

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.
Do you use a teacher portfolio?

**Chart 21 – Teachers’ survey**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Fairly</td>
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</tr>
<tr>
<td>Something</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Little bit</td>
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<td>0%</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

**Chart 22 – Teachers’ survey**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>1</td>
<td>50 %</td>
</tr>
<tr>
<td>Fairly</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Something</td>
<td>1</td>
<td>50 %</td>
</tr>
<tr>
<td>Little bit</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

**Chart 23 – Teachers’ survey**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>1</td>
<td>50 %</td>
</tr>
<tr>
<td>Fairly</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Something</td>
<td>1</td>
<td>50 %</td>
</tr>
<tr>
<td>Little bit</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100 %</td>
</tr>
</tbody>
</table>

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

Chart 24 – Teachers’ survey

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>1</td>
<td>50 %</td>
</tr>
<tr>
<td>Fairly</td>
<td>1</td>
<td>50 %</td>
</tr>
<tr>
<td>Something</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Little bit</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100 %</td>
</tr>
</tbody>
</table>

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

**Chart 25 – teachers´ survey**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>1</td>
<td>50 %</td>
</tr>
<tr>
<td>Fairly</td>
<td>1</td>
<td>50 %</td>
</tr>
<tr>
<td>Something</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Little bit</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Communication</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Skills</th>
</tr>
</thead>
</table>
| 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 |

By: Lourdes Reyes Bermeo.
### 4.6.1 Program: English book level 2, second quimester (2014)

<table>
<thead>
<tr>
<th>Units</th>
<th>Tittle</th>
<th>Communication</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Skills</th>
</tr>
</thead>
</table>
| 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 |

**By:** Lourdes Reyes Bermeo
4.6.2 Complementary writing activities (first quimester 2014)

## Unit 1

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

**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

20  11  18  17  6  7  16  13  15  14  12  10  19

NAME: 

DATE: 

Source: Word document
By: Lourdes Reyes Bermeo
MONTHS OF THE YEAR

Write the month below pictures.

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:

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

Match with a line to form an imperative.

Mix and match

- Stand behind the
- Tell me all
- Shut
- Come
- Take your feet off
- Turn to
- Take one pill
- Go to the traffic lights and
- Come and see
- Put that

the pole.
page 59.
in.
me next week.
down.
up.
three times a day.
turn left.
line, please.
about it.

Write the imperatives on the lines:

1. 
2. 
3. 
4. 
5. 

NAME: ________________________________

DATE: ________________________________

Source: Adapted from internet:
http://www.englishgrammarsecrets.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**).

<table>
<thead>
<tr>
<th>subject</th>
<th>Auxiliary verb</th>
<th>Main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>I can</td>
<td>play</td>
</tr>
<tr>
<td>-</td>
<td>He can not</td>
<td>play</td>
</tr>
<tr>
<td>?</td>
<td>Can’t you</td>
<td>play</td>
</tr>
</tbody>
</table>

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

he _________ swim

she _________ run

_______ the turtle walk fast?

Work the exercises on the website show below:

NAME: ........................................................................................................

DATE: ........................................................................................................

Source: Adapted from internet:
http://www.englishexercises.org/makeagame/viewgame.asp?id=7223

By:  Lourdes Reyes Bermeo
1 Can you count?

Vocabulary

Get started
1. Draw the correct times on the clocks.
2. It’s eleven o’clock.
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.

Move up
2. Write the times in words.
1. It’s twenty-five to four.
2.
3.
4.
5.
6.


By: Lourdes Reyes Bermeo
## Unit 2

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

**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.

100%

0%

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

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

**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
1. Join the preposition with the graph.
2. Look at the graph and write the correct preposition.

Source: Adapted from internet

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:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is</td>
<td>aren't</td>
</tr>
<tr>
<td>are</td>
<td>a table.</td>
</tr>
<tr>
<td>two desks.</td>
<td></td>
</tr>
</tbody>
</table>

**Yes/No Questions**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is</td>
<td>aren't</td>
</tr>
<tr>
<td>there</td>
<td>any desks?</td>
</tr>
<tr>
<td></td>
<td>any desks?</td>
</tr>
</tbody>
</table>

**Short Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, there is. / No, there isn't.</td>
<td></td>
</tr>
<tr>
<td>Yes, there are. / No, there aren't.</td>
<td></td>
</tr>
</tbody>
</table>

---

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

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

NAME: ..............................................................................................
DATE: ..............................................................................................

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. - ...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................

NAME: .................................................................................................................................

DATE: .................................................................................................................................

Source: Word document
By:  Lourdes Reyes Berneo
# Record of Learning: Writing Skills Activities

**Student Name:**

<table>
<thead>
<tr>
<th>Date of Assignment</th>
<th>Task</th>
<th>Activities</th>
<th>Date Tasks Presented</th>
<th>Grade Corrected Tasks</th>
<th>Grade Repeated Tasks</th>
<th>Average</th>
<th>Student Reflection</th>
<th>Parents Signature</th>
<th>Comment of Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

---

**Representative**

**Teacher**

**Source:** Microsoft Word  
**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

<table>
<thead>
<tr>
<th>Computer desk</th>
<th>Laptop</th>
<th>Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheets</td>
<td>Copies</td>
<td>Books</td>
</tr>
<tr>
<td>Folders</td>
<td>Camera</td>
<td>Pen drive</td>
</tr>
<tr>
<td>Cell phone</td>
<td>Worksheets</td>
<td>Printer</td>
</tr>
<tr>
<td>Projector</td>
<td>Bookbinding</td>
<td>CDs</td>
</tr>
<tr>
<td>Ringed projects</td>
<td>Pen drive reader</td>
<td></td>
</tr>
</tbody>
</table>
### 5.1.4 Budget

**Chart 26**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Details</th>
<th>Cost</th>
</tr>
</thead>
</table>
| 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  
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

<table>
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<tr>
<th>ACTIVITIES</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
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<tr>
<td>Theme approval</td>
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<td></td>
<td>X</td>
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<td>Meeting with Tutors</td>
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<td>X</td>
<td>X</td>
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<td>X</td>
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<td>Preparation and applications of tools</td>
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<td>Collecting and analysis of results</td>
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<tr>
<td>Elaboration of proposal</td>
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<tr>
<td>Revision</td>
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<td>Elaboration of Final Report</td>
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<tr>
<td>Presentation of Final Report (ringed)</td>
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<tr>
<td>Distribution to members of the Court</td>
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<td>X</td>
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<tr>
<td>Revision and correction</td>
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<tr>
<td>Presentation of the Final Report (bound)</td>
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<td>Distribution to members of the Court</td>
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<td>Preparation for thesis defense</td>
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<tr>
<td>Thesis defense</td>
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<td></td>
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</tbody>
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5.3 Bibliography


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vivir, P. N. (s.f.). *Plan Nacional del buen vivir*. Ecuador, Ecuador.


**Virtual Library UPSE**


### Appendix 1

Essential assessment indicators in 10th year EGB in writing skills

<table>
<thead>
<tr>
<th>LANGUAGE SKILLS</th>
<th>PROFICIENCY LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>A2.1: By the end of the 10th year EGB, students will be able to:</td>
</tr>
</tbody>
</table>

- 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
<table>
<thead>
<tr>
<th>No.</th>
<th>QUESTIONS</th>
<th>OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A lot</td>
</tr>
<tr>
<td>1</td>
<td>Are you satisfied with your job?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>How good is the student-teacher relationship?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do students hand in their tasks and homework timely?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do you have difficulty in correcting and evaluating student assignments timely?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Do you consider satisfactory the students´ performance?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Do you use the traditional notebook to assign tasks and assess students?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Do you consider satisfactory the students´ autonomous work?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Do you use a portfolio for English teaching?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>If you use the teacher portfolio, do you consider effective its use?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Do you consider the use of student portfolio would be useful to promote writing skills in students?</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Do you believe suitable to use a student portfolio for English writing skills?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Do you consider a student portfolio would be a support tool for English teaching?</td>
<td></td>
</tr>
</tbody>
</table>

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 □
<table>
<thead>
<tr>
<th>No.</th>
<th>QUESTIONS</th>
<th>OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you like English subject?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do you feel motivated to learn English?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do you feel motivated to learn English?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Would you like to improve your performance in English?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Would like to have evidence about the process and progress of your learning?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Do you think the English teacher is prepared efficiently?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Do you think tasks assigned by English teacher are easy to develop?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Do you do homework and hand in timely to teacher?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Does the teacher check and give back tasks timely?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Do you think the teacher should introduce new strategies or teaching tools to encourage you, in order to do your English homework?</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Do you consider your creativity should be taken into account?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Do you think English writing skills are fundamental for Reading and speaking development?</td>
<td></td>
</tr>
</tbody>
</table>

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 ASSESSMENT

WRITE THE MEANING OF THE FOLLOWING WORDS:

BEACH: It's a place where the person swim for fun and relax.

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

NATURE: Are forest green. It's the natural world such as trees, flowers, animals and other natural elements.

MOVIE THEATER: Site where the person see movies.

NAME: Robert Salinas
DATE: 10/01/14
Appendix 9

STUDENT INFORMATION

FIRST NAME: Robert Iván
LAST NAME: Salinas Vasquez
IDENTITY CARD (IC): 245020612-9
AGE: 14 Años
RECIDENCY: Santa Elena
MOTHER NAME: Belgica Vasquez
FATHER NAME: Enrique Salinas
REPRESENTATIVE: Belgica Vasquez
REPRESENTATIVE IC: 29400720
REPRESENTATIVE RELATIONSHIP: Mama
PHONE: 29400720
SCHOOL NAME: 24 de Julio
NAME OF PRINCIPAL: Irma Salinas
SCHOOL TIME: 13:00 18:15
GRADE: 10 "B"
SUBJECT: Ingles
TEACHER: Maricza Solerena
SCHOOL CLUB:

Student signature

SCHOOL YEAR: 2014 – 2015
**PLACES FOR LEISURE**

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

Nature - movie theater - park - beach

---

**Beach**

Is a place near the sea where families go to have fun.

**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.

-----------------
Holydays

1. Alfonso and Sara have holydays and they want to 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 loved see them kites fly on the wind.

3. Later, the sunny day ends, because the rain starts. They used the umbrellas to cover of the rain.

-----------------

NAME: Robert Salinas
DATE: 8/10/2014
PLACES FOR LEISURE

<table>
<thead>
<tr>
<th>Nature</th>
<th>movie theater</th>
<th>park</th>
<th>beach</th>
</tr>
</thead>
</table>

**Beach**
A place near the sea where families go to have fun.

**Park**
It's 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's a place where people can see movies.

---

**NAME:** Robert Salinas

**DATE:** 09/09/2014
CREATIVE WRITING

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

1.- Alfonso and Susi have holidays and they go to the beach in a sunny day. They play with sand and toys.

2.- They fly with their kites, the kites go high. They have fun writing pity on the sand.

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

NAME: Robert Salinas
DATE: 13/10/2014
# RECORD OF LEARNING: WRITING SKILLS ACTIVITIES

## STUDENT NAME:

<table>
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<tr>
<th>DATE OF ASSIGNMENTS</th>
<th>TASK</th>
<th>ACTIVITIES</th>
<th>DATE TASKS PRESENTED</th>
<th>GRADE CORRECTED TASKS</th>
<th>GRADE REPEATED TASKS</th>
<th>AVERAGE</th>
<th>STUDENT REFLECTION</th>
<th>PARENTS SIGNATURE</th>
<th>COMMENT OF TEACHER</th>
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<td>10/09/14</td>
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<td>Student information</td>
<td>12/09/14</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10/09/14</td>
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<td>12/09/14</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>12/09/14</td>
<td>3</td>
<td>Places for leisure</td>
<td>05/09/14</td>
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<td>10</td>
<td>9</td>
<td>10</td>
<td>-</td>
<td>Good</td>
</tr>
<tr>
<td>12/09/14</td>
<td>4</td>
<td>Preposition of location</td>
<td>05/09/14</td>
<td>7</td>
<td>10</td>
<td>8.5</td>
<td>10</td>
<td>-</td>
<td>Good. Keep up good attention</td>
</tr>
<tr>
<td>19/09/14</td>
<td>5</td>
<td>there is/there are/is there/are there</td>
<td>26/09/14</td>
<td>7</td>
<td>10</td>
<td>8.5</td>
<td>10</td>
<td>-</td>
<td>Good. Keep up good attention</td>
</tr>
<tr>
<td>12/09/14</td>
<td>6</td>
<td>Some and any</td>
<td>26/09/14</td>
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<td>-</td>
<td>10</td>
<td>10</td>
<td>-</td>
<td>Excellent</td>
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<td>15/10/14</td>
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<td>10</td>
<td>7.5</td>
<td>10</td>
<td>-</td>
<td>Need support</td>
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<td>Creative writing</td>
<td>15/10/14</td>
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<td>10</td>
<td>9.5</td>
<td>good</td>
<td>-</td>
<td>Congratulations</td>
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Representative: [Signature]

Teacher: [Signature]
## Appendix 13

### FIRST AND FINAL ASSESSMENTS

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<td></td>
<td></td>
<td>FIRST</td>
<td>FINAL</td>
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<td></td>
<td></td>
<td>SEPT. 10</td>
<td>OCT. 15</td>
</tr>
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<td>6</td>
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<tr>
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<td>GÓMEZ ASENCIO CARLOS VICTOR</td>
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<td><strong>TOTAL</strong></td>
<td><strong>211</strong></td>
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</table>
## Appendix 14

**RUBRIC FOR BASIC WRITING SKILLS**

**FIRST ASSESSMENT**

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

### FIRST ASSESSMENT

- It dominates learning: 26%
- It reaches learning: 74%
- It is next to reach learning: 0%
- It doesn’t reach learning: 0%

Total: 35 students, 100%
RUBRIC FOR BASIC WRITING SKILLS
FINAL ASSESSMENT

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

**FINAL ASSESSMENT**

- 29% It dominates learning
- 68% It reaches learning
- 3% It next to reach learning
- 0% It doesn’t reach learning

Decreto 366 del Presidente de la República del Ecuador 27 de Junio del 2014
https://snt147.mail.live.com/mail/ViewOfficePreview.aspx?messageid=mgj7cDs-vC5BGkagAiZMHHjA2&folderid=flinbox&attindex=0&cp=-1&attdepth=0&n=28318373
Appendix 15

COMPARATIVE GRAPHS BETWEEN THE FIRST AND FINAL ASSESSMENT

FIRST AND FINAL ASSESSMENTS BY NUMBER OF STUDENTS

PERCENTAGE BETWEEN FIRST AND FINAL ASSESSMENT
ESCUELA DE EDUCACIÓN BÁSICA FISCAL
“VEINTICUATRO DE JULIO”
CREADA EN 1839
SANTA ELENA - ECUADOR
174 AÑOS EDUCANDO AL PAÍS
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 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”, 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
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 Villan, 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.