



**PENINSULA OF SANTA ELENA
STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

**“MOTIVATIONAL ENGLISH ACTIVITIES TO DEVELOP
WRITING SKILLS FOR SIXTH GRADE STUDENTS AT
ALEXANDER NEILL ELEMENTARY SCHOOL. SANTA
ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR
2015-2016”.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: LORENA MORALES TOMALÁ.

ADVISOR: MSC. TATIANA GARCÍA VILLAO.

**LA LIBERTAD - ECUADOR
2016**



**UNIVERSIDAD ESTATAL
PENINSULA DE SANTA ELENA**

FACULTY FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS

**“MOTIVATIONAL ENGLISH ACTIVITIES TO DEVELOP
WRITING SKILLS FOR SIXTH GRADE STUDENTS AT
ALEXANDER NEILL ELEMENTARY SCHOOL. SANTA
ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR
2015-2016”.**

TRABAJO DE TITULACIÓN

Previo a la obtención del Título de:

LICENCIADO EN IDIOMA INGLÉS

AUTOR: LORENA MORALES TOMALÁ.

TUTORA: MSC. TATIANA GARCÍA VILLAO.

LA LIBERTAD - ECUADOR
2016



**PENINSULA OF SANTA ELENA
STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

**“MOTIVATIONAL ENGLISH ACTIVITIES TO DEVELOP
WRITING SKILLS FOR SIXTH GRADE STUDENTS AT
ALEXANDER NEILL ELEMENTARY SCHOOL. SANTA
ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR
2015-2016”.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: LORENA MORALES TOMALÁ.

ADVISOR: MSC. TATIANA GARCÍA VILLAO.

LA LIBERTAD - ECUADOR
2016

La Libertad, Abril del 2016

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “MOTIVATIONAL ENGLISH ACTIVITIES TO DEVELOP WRITING SKILLS FOR SIXTH GRADE STUDENTS AT ALEXANDER NEILL ELEMENTARY SCHOOL. SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”. Prepared by Lorena Morales Tomalá undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having, studied 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

.....
Msc. Tatiana García Villao

STATEMENT OF AUTHORSHIP

I, **Lorena Morales Tomalá** with **ID number 0920704178** undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "**MOTIVATIONAL ENGLISH ACTIVITIES TO DEVELOP WRITING SKILLS FOR SIXTH GRADE STUDENTS AT ALEXANDER NEILL ELEMENTARY SCHOOL. SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016**", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

La Libertad, Abril del 2016

Atentamente

Lorena Morales Tomalá
ID: 0920704178

BOARD OF EXAMINERS

Dra. Nelly Panchana Rodríguez, MSc.

FACULTY OF EDUCATION

Lcda. Glenda Pinoargote Parra, M.A.

**ENGLISH TEACHING CAREER
DIRECTOR**

Msc. Tatiana García Villao

ADVISOR

Msc. Sara González Reyes

SPECIALIST PROFESSOR

Abg. Joe Espinoza Ayala Msc.

GENERAL SECRETARY

DEDICATION

I dedicate this work to my mother Corazon who helped me unconditionally to follow this process, to my brother Walter who supported me economically, to my son Emilio and my daughter Britany, two essential pillars in my life, to my dear husband who inspired me to finish this work and finally, to my best friends Elsy and Maria who were always present in the moments that I needed them.

Lorena

ACKNOWLEDGMENT

I thank God, who gave me the opportunity to overcome the bad moments, to my dear master Elsa Arrieta, who encouraged us in this process, to my advisor, who guided me offering me her wise knowledge, to UPSE, which permitted me to finish my career to be a professional.

Lorena

DECLARATORIA

“El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena.”

DECLARATION

“The content of the following graduation work is my responsibility; the intellectual property belongs to the Peninsula of Santa Elena State University.”

Lorena Morales Tomalá

C.I. 0920704178

TABLE OF CONTENTS

COVER IN ENGLISH.....	I
COVER IN SPANISH	III
ADVISOR´S APPROVAL	ii
STATEMENT OF AUTHORSHIP	iii
BOARD OF EXAMINERS	iv
DEDICATION	v
ACKNOWLEDGEMENT	ivi
DECLARATION.....	vii
TABLE OF CONTENTS.....	viii
CHARTS.....	xii
GRAPHS.....	xiii
ABSTRACT.....	xiv
INTRODUCTION	1
CHAPTER I.....	2
THE PROBLEM.....	2
1.1. TITLE	2
1.2. STATEMENT OF THE PROBLEM.....	2
1.2.1. Contextualization	2
1.2.2. Critical Analysis.....	3
1.2.3. Formulation of the problem.....	4
1.2.4. Guideline questions	4
1.2.5. Delimitation of research object.....	4
1.3. SIGNIFICANCE OF THE RESEARCH.....	5
1.4. OBJECTIVES OF THE RESEARCH	6
1.4.1. General objective	6

1.4.2.	Specific objectives.....	6
CHAPTER II.....		7
THEORETICAL FRAMEWORK		7
2.1.	PREVIOUS RESEARCH.....	7
2.1.1.	Writing	7
2.1.1.1.	Writing skills.....	7
2.1.1.2.	Kinds of writing	8
2.1.1.3.	Importance of learning writing skills.....	8
2.1.1.4.	Tips to help you improve your English writing skills	9
2.1.2.	Activities	10
2.1.3.	English activities	11
2.1.4.	Importance of the use English activities in class	11
2.1.5.	Motivational English activities.....	12
2.1.6.	Motivational English activities in writing skills	12
2.2.	PHILOSOPHICAL BASIS:	12
2.3.	FUNDAMENTAL CATEGORIES	13
2.3.1.	English as a foreign language.....	13
2.3.2.	The purpose of writing	14
2.3.3.	Skills	14
2.3.4.	Education	15
2.3.5.	Learning activities	15
2.4.	LEGAL BASIS	15
2.5.	HYPOTHESIS	16
2.6.	VARIABLES OF THE STUDY.....	16
CHAPTER III		17
METHODOLOGY		17
3.1.	RESEARCH APPROACH.....	17

3.1.1.	Descriptive Method	17
3.1.2.	Quantitative Method.....	18
3.1.3.	Qualitative Method.....	18
3.2.	LEVEL OR TYPE OF THE RESEARCH.....	18
3.3.	POPULATION AND SAMPLE.....	19
3.3.1.	Population	19
3.3.2.	Sample.....	19
3.4.	VARIABLES OPERATIONALIZATION	20
3.5.	TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION...21	
3.5.1.	Techniques	21
3.5.1.1.	Observation	22
3.5.1.2.	Survey	22
3.5.1.3.	Interview	22
3.5.2.	Instruments.....	22
3.5.2.1.	Camera, video – camera	22
3.5.2.2.	Notebook.....	23
3.5.2.3.	Questionnaire	23
3.6.	DATA COLLECTION PLAN.....	23
3.7.	DATA PROCESSING PLAN	24
3.8.	ANALYSIS AND INTERPRETATION OF THE RESULTS	25
3.8.1.	Interview done to The Principal at Alexander Neill School.	25
3.8.2.	Survey directed to students.....	27
3.8.3.	Interview directed to teachers.....	37
3.9.	CONCLUSIONS	39
	CHAPTER IV	40
	THE PROPOSAL	40
4.1.	PROPOSAL BACKGROUND.....	41

4.2.	SIGNIFICANCE	41
4.3.	OBJECTIVES	42
4.4.	DESIGN AND DEVELOPMENT OF THE PROPOSAL.....	43
4.4.1.	What is Manual of Motivational Activities?.....	43
4.4.2.	Table of contents of the proposal.....	45
4.4.3.	Writing Activities.....	48
4.4.4.	Conclusions and Recommendations	84
	CHAPTER V	86
	ADMINISTRATIVE FRAMEWORK	86
5.1	Resources	86
5.1.1	Institutional	86
5.1.2	Humans	86
5.1.3	Materials	86
5.1.4	Economic (Budget)	87
5.1.5.	TIMETABLE.....	88
	BIBLIOGRAPHY	89

CHARTS

CHART N° 1: Republic Of Ecuador Constitution.....	15
CHART N° 2: Childhood and adolescence code	16
CHART N° 3: Population	20
CHART N° 4: Independent Variable	20
CHART N° 5: Dependent Variable	21
CHART N° 6: Data Collection plan	23
CHART N° 7: Data Processing plan.....	24
CHART N° 8: Consider having success	27
CHART N° 9: Writing skills good.....	28
CHART N° 10: Teacher use writing skills	29
CHART N° 11: Consider that Teacher should use most activities	30
CHART N° 12: Teaching of writing has been developed satisfactorily.....	31
CHART N° 13: Your teacher use any tool to help you to improve writing	32
CHART N° 14: Likes to have a Manual of Motivational Activities	33
CHART N° 15: Manual of motivational activities is important.	34
CHART N° 16: Think it is useful to write in class with somebody.....	35
CHART N° 17: Participate en activities	36

GRAPHS.

GRAPH N° 1: Consider having success	27
GRAPH N° 2: Writing skills good.....	28
GRAPH N° 3: Teacher use writing skills	29
GRAPH N° 4: Consider that Teacher should use most activities	30
GRAPH N° 5: Teaching of writing has been developed satisfactorily	31
GRAPH N° 6: Your teacher use any tool to help you to improve writing ..	32
GRAPH N° 7: Like to have a Manual of Motivational Activities	33
GRAPH N° 8: Manual of motivational activities is important.	34
GRAPH N° 9: Think it is useful to write in class with somebody.....	35
GRAPH N° 10: Participate in activities	36



**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

“MOTIVATIONAL ENGLISH ACTIVITIES TO DEVELOP WRITING SKILLS FOR SIXTH GRADE STUDENTS AT ALEXANDER NEILL ELEMENTARY SCHOOL. SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”.

Author: Lorena Morales Tomalá

Advisor: Msc. Tatiana García Villao

ABSTRACT

This project has been done through an analytic research. Writing is so relevant in the learning process, it showed a manual of motivational activities that was a useful tool to the students and it had as a main objective to develop writing skills. The different activities catch the attention of the students; they have the opportunity to use new activities to teach English that permit them improve different skills. Writing skills are a big problem for students; they need to develop their writing skills for later write a word and then form a sentence. Teachers should bring the students new activities, strategies or technique so that classes are not boring. The present investigation has the objective to develop writing skills through a manual of motivational activities in students of sixth grade at Alexander Neill School. This manual of motivational activities is a fundamental tool for students because it will permit them develop this skill with different activities that improve the teaching-learning process.

Keywords: Motivational Activities, Learning, Writing Skills.

INTRODUCTION

Nowadays, English is very important in education and this is a reason that some teachers have found a myriad of ways to teach this language. They have developed different skills, strategies, methods or activities to change English class, and students improve their writing or other skills. At school, teachers search the ways to teach English but students do not pay attention if the teacher does not take a good strategy and that is so difficult for them to get interest in that important language. Modern activities will permit that students change the way of thinking with regard to this subject. For this reason, a manual of motivational activities permits students to develop the writing skills because there will be innovated activities for students to learn better and so they can develop different skills.

This research paper is organized by five chapters and each one covers different aspects of this work.

Chapter I, describes the statement of the problem, contextualization, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specific).

Chapter II, literature review, it contains previous researches, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

Chapter III, is based on the methodology; it has the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter IV, the proposal; it contains informative data, proposal background, significance, objectives (general and specific), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Finally, Chapter V is about administrative framework, it contains the resources (institutional, human, materials, economic) that was used or this research.

CHAPTER I

THE PROBLEM

1.1. TITLE

“Motivational English Activities to develop writing skills for sixth grade students at Alexander Neill Elementary School. Santa Elena, Province of Santa Elena. School year 2015-2016”.

1.2. STATEMENT OF THE PROBLEM

1.2.1. Contextualization

Around the world, English has been the most prominent language spoken in different countries; so English has been chosen as a compulsory subject in school, high school, public and private colleges. During several years, in our country, English has been taught as a foreign language. The students’ writing development has been a big deficit in students due to limited motivational English activities.

In Ecuador, there is knowledge about learning- teaching in English in public schools and institutions and it is very difficult to know which have been the reasons why the methodologies, techniques and strategies are not effective.

Nowadays, education in Ecuador is expected to improve the quality of the learning –teaching process in English. In Santa Elena city there are some problems with the writing skills. The students cannot write words or sentences because they do not know the meaning of words, it is difficult for them to write and understand full sentences.

Some teachers in Santa Elena usually do not use activities that allow students to improve their knowledge about writing skills and the reason is that they do not have others alternative to develop the different abilities. Teachers must search new options to motivate students. In education there are students with little motivation and they do not like to write or participate because the teacher is not using methodologies or strategies that interest them and classes are not monotonous.

Today's students like to learn through different techniques and activities that will help them increase their knowledge and they can interact and participate among teachers, students. It is so difficult to teach specially in the English area and therefore this manual of motivational activity is designed to develop writing skills in the students of sixth grade at Alexander Neill Elementary School.

1.2.2. Critical Analysis

The purpose of this research is to improve the writing skills. For this reason, teachers should investigate and apply new activities related to write so students develop their knowledge and they learn more words and the classes would not be stressful.

At "Alexander Neill Elementary School, students have problems with the writing skills, the reason is they do not know enough vocabulary, they do not find the way to write and teacher does not use different activities, strategies or methodologies. It is important to mention to say students cannot write easy and correct sentences it depends of the motivation too that they have to work and they can have more interest and passion in this subject.

1.2.3. Formulation of the problem

How the insufficiency of motivation in writing skills does affect learning in students of sixth grade at Alexander Neill Elementary School?

1.2.4. Guideline questions

1. - What are the causes that affect learning writing skills?
2. – What activities do teachers apply in the teaching learning process for writing skills?
3. – What actions can be done to develop writing skills?

1.2.5. Delimitation of research object

FIELD: Education

AREA: English

ASPECT: Writing skills using methodological strategies.

TITLE: “Motivational English Activities to develop writing skills for sixth grade students at Alexander Neill Elementary School. Santa Elena, province of Santa Elena. School year 2015-2016”.

PROBLEM: How the insufficiency of motivation in writing skills does affect learning in students of sixth basic grade at Alexander Neill School?

TIME LIMITATION: The research will be held during 2015-2016 year.

POPULATION LIMITATION: Director, teachers, parents, and students.

SPACE LIMITATION: The investigation will take place at Alexander Neill School, Santa Elena, Santa Elena Province.

CONTEXT LIMITATION: This research will be focused on the influence the Motivational English Activities to improve the writing skills for sixth grade students at Alexander Neill Elementary School.

1.3. SIGNIFICANCE OF THE RESEARCH

Nowadays education in our country is improving and teachers have an obligation to contribute with the development of new techniques or motivational activities to improve the quality of education in public institutions.

The purpose of this investigation is that teachers improve the classroom techniques, for this reason a manual of motivational activities will help students to develop their writing skills with the aim of improving the way of writing.

This project will help teachers because they will be capable of applying new motivational activities in their classes doing most effective with the aim to promote learning especially in English classes.

This manual of motivating activities will develop writing skills in the students and to improve their knowledge and raise their motivation for those classes are different.

The proposal project is feasible because it has support of all the authorities of the school who have provided their collaboration to improve the education of the students.

The investigator has the motivation, the interest, the time and necessity to develop the research and the methodology permits the access to the information required. The research will benefit to students at “Alexander Neill School” of Santa Elena province.

1.4. OBJECTIVES OF THE RESEARCH

1.4.1. General Objective

To develop writing skills through motivational activities for sixth grade students at Alexander Neill Elementary School. Santa Elena, Province of Santa Elena. School Year 2015-2016.

1.4.2. Specific objectives

To diagnose the causes that affect learning the writing skills for sixth grade students.

To analyze activities applied in teaching-learning process for writing skills for sixth grade students.

To determine appropriate activities in learning writing skills for sixth grade students.

To design a manual of motivational activities for developing writing skills for sixth grade students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. PREVIOUS RESEARCH

2.1.1. Writing

Winch et al (2000) says “Writing is not simply a leaning tool. This view undervalues what writing is and does .Writing is an extensive summary coming of our human thinking and language competence, giving a succession of doubt that cannot be guided by mental reflection or talking”

Writing is only a learning tool; it is a join between human thinking and language competence.

Al-Mutawa and Kailani (1989) considered “writing like important language skills that should be extended as a stage of learning the foreign language. Writing skills have not been learned in an isolated form, it should be taught with other language skills, i.e. listening, speaking, and reading”

Writing is an ability that it must go hand in hand with other language skills like listening, speaking, and reading they work together.

2.1.1.1. Writing skills

Elbow (1973) states “Writing is a significant skills to be mastered in learning English as a foreign language. It is not only a way to communicate where students can share their views and reasoning; it is a principal request to master other language skills.”

Writing is an important skills and it is not only a mean of communication. Otherwise, it is actually a pre request to master other language skills,

Mason and Graham (2008) said “Although writing effectively can be very difficult, it is important skill to learn.

2.1.1.2. Kinds of writing

Thomas S. Kane (1988) points out that there are three different kinds of writing. **First**, “Exposition is constructed logically. It organizes around cause/effect, positive/negative, general/particular, and assertion/denial. Its movement is signaled by connectors such as therefore, however, and so, besides, but , not only, more important, in fact, for example.” **Second**, “Description deals with comprehension like visual perceptions. Its main problem is to order what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.” **Third**, “Persuasion investigates to modify how readers image or believe. It is a controversial topics and often appeals to reason in the form of argument, offering testimony or logical proof.”

There are three different kinds of writing: exposition, description and persuasion each one has a particular objective. Exposition is based on the logic, description is based on comprehension and persuasion is based on how readers image or believe.

2.1.1.3. Importance of learning writing skills

Zhang &Chen (1989) says “Writing as productive skills is one of essential skills of the English language. Writing is a comprehensive ability involving grammar, vocabulary, conception, and other parts of the language.”

Writing is one of the basic skills of English. Also it is a main part of the grammar and of the language.

Bello (1997) states “Writing intensifies language acquisition as students experiment with words, sentences, and other writing components to communicate their idea efficiently, and to reinforce the grammar and vocabulary.”

Writing improves the language like an experiment of the students with words and sentences to communicate their idea in an effective way.

2.1.1.4. Tips to improve English writing skills

According to Bloomsbury International (Improving English Writing Skills) to help improving English writing skills it is necessary to learn many tips that permit to share communication with friends, relatives, or families through writing.

1. Write in English every day

It is important to write in English, it should think in some theme therefore we can write and do different exercises such as write an email to your partner or write short lines of a story this helps to improve writing skills.

2. Improve vocabulary

It is a good idea to read books, magazines, articles, newspapers in English because it is going to help develop vocabulary. When you are reading, do not forget to write down the new words and expressions, then search their meaning and it learns more.

3. Use a dictionary

It is important to use the dictionary because it improves your vocabulary and learn new words, pronunciation, meanings and phrases that you never have listened this helps you know and practice writing skills correctly.

4. Check writing carefully

It is important to see mistakes when you are writing. Then, remember to check spelling, grammar, and vocabulary carefully. This helps to have good writing skills.

5. Write about different topics

It is an excellent idea to find different topics to write. For example: write a blog, write to your friends or family. This will help to widen vocabulary and will be much more interesting.

2.1.2. Activities

According to Jordi Díaz Lucea (1994) “Learning-Teaching activities constitute all whole of actions it has offered by teacher for the development of a didactic unit and direct to achieve the didactic goals of the same.”

Cooper (1999): Richards and Rodgers (1992) states “Learning-teaching activities are a procedure it carries out in a classroom to facilitate the knowledge in the students.”

A Learning-Teaching activities is a group of actions that teacher offers for the development of a unit to achieve objectives in the classroom to facilitate the knowledge of the students.

2.1.3. English activities

According to Martin Lee, Marcia Miller (2001) “The activities will motivate students to think about audience, purpose, voice, tone, language, and meaning in age appropriate ways.

We want the writing activities to attract young writers to dream, think, draw, plan, imagine, question, explain, clarify and, ultimately, to communicate.”

2.1.4. Importance of the use of English activities in class

Bonwell, Eison (1991) says “The learning process has to be favorable in order to make an obligation between the students and the language; in fact it is so difficult to find how to impel students in the learning process and how they take responsibility for experience, and students’ attitudes.”

Learning process must be a successful in order to make an engagement between students and language to be active and they assume responsibility in this process.

Shy- Jong (2007); Tobin and Tippins (1993) say “That is relevant to organize with the formal schedule. We have followed a communicative approach that means to use activities that have expanded ability inside their meaning. Teachers must have to apply the constructivism methodology and of course, that allows students to construct their own knowledge.”

It is important to establish an official program to use of the activities that must emphasize develop skills into their context to teachers apply methodology and students construct their knowledge.

2.1.5. Motivational English activities

Phillip Pullman (1946) states “Teachers have to be conscious that children are capable of making of their own writing.” “Motivation is fundamental to totally learning and giving children interesting object material to write about is most motivational than turning to a page in a text to finish an exercise.”

Motivation is central to all learning and gives students exciting things to write, students make sense of their writing.

2.1.6. Motivational English activities in writing skills

Writing skills is the longest process, students will understand writing strategies to improve practices both in and out of motivation awareness activities, and so writing ability should be improved.

2.2. PHILOSOPHICAL BASIS:

Brown (2000) emphasizes “that learning a foreign language requires learners to have some of all three aspects of motivation, which together are typically known as intrinsic and extrinsic motivation.”

Dörnyei (2001) states “that teachers need to know students’ goals, interests, and expectations to motivate the students and organize appropriate class activities.”

Norman Coe and Robin Rycroft (2005), affirms “Writing skills aims to help foreign learners of English to improve their writing of letters, stories and others texts.” “The several activities in writing skills are a pattern for making students conscious of what a well written text is, and how it is distinct from a rank of defectively connected sentences.”

Kellogg (2001), “Writing is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic from long-term memory.”

Nickerson, Perkins and Smith (1985), says “Writing ability further depend on the ability to think clearly about substantive matters.”

Keys (2000); Shanahan (2004); Sperling & Freedman (2001) says “In the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students’ knowledge; it acts as a tool for learning subject matter.”

In education, writing is a skills based on strategies and it is a way to deepen the knowledge in the students that play like a tool to learning.

Bereiter (1980), states “writing becomes a personal tool for transforming one’s own experiences and knowledge”

2.3. FUNDAMENTAL CATEGORIES

2.3.1. English as a foreign language:

Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas say “English has been considered as a second language. However in the rest of the world, English is a foreign language. In other words, it is taught in schools, usually extensively, but it does not play an important role in the social life.” In different situations about foreign language, the hundreds of thousands of students of English have the motivation to learn English as a foreign language.

English in education is taught enough but it does not play an important role. English is considered as a second language and in the rest of the world English is only a foreign language.

2.3.2. The purpose of writing

Arthur Brookes, Peter Grundy (2005) In the Beginning to write book states

“First, writing allows us to transcend time (when we leave a note for someone to pick up later) or space (when we send a letter through the post).

Second, answer might be (especially when we think of the needs of society as a whole) to solve problem of volume, of having to store more than the human brain can remember.

Third, reason for writing might be to filter and shape our experience.”(page. 3) to achieve a good writing we should practice a lot so we avoid to have few mistakes.

2.3.3. Skills

Skill is based on the ability to make use of knowledge and use know-how to complete assignment and solve a difficulty. In the context of the European Qualifications Framework, skill is described as cognitive (including the use of logical, intuitive and creative thinking) or practical (including manual dexterity and the use of methods, materials, tools and instruments).

2.3.4. Education

John Dewey states “Education is a process of overcoming natural inclination and substituting in its place habits acquired under external pressure.”

2.3.5. Learning activities

“Any activities of an individual organized with the intention to improve his/her knowledge, skills and competence” Classification of Learning Activities-Manual (2003).

2.4. LEGAL BASIS

CHART N° 1: Constitución de la República del Ecuador

Article	Description
26	According to Article 26 “Government of Ecuador has the obligation to promote the Education as a right of Ecuadorians. It is duty of the estate, family and the society to participate in the educational field.

Information: Republic Of Ecuador Constitution

Author: Lorena Morales Tomalá

CHART N° 2: Código de la Niñez y Adolescencia

Article	Description
37	According to Article 37 “In education is important the teaching, everyone has right to education without social condition, religion or race.

Information: Republic Of Ecuador Constitution

Author: Lorena Morales Tomalá

2.5. HYPOTHESIS

Motivational Activities will develop writing skills in sixth grade students at Alexander Neill School, Santa Elena.

2.6. VARIABLES OF THE STUDY

Dependent Variable

Writing Skill in Sixth grade students at Alexander Neill School.

Independent Variable

Motivational Activities

CHAPTER III

METHODOLOGY

The development of the investigation allowed teachers to know learning techniques to use in children.

The methodology was used to describe about how and what was going to be carried out the investigation. The methodology helped to select and rise what type of investigation should be used to have more validity of information and reduce the mistake in the results.

The investigation is very important because it is a requirement to achieve reliability of the information. In this investigation different methods are going to be used, such as: field research, bibliographic research, descriptive research.

3.1. RESEARCH APPROACH

The design of this research was based on descriptive, quantitative, qualitative, explicative, scientific and observation methodology, these methods allowed to obtain specific results about the improvement of Writing Skills in Sixth grade students at Alexander Neill School.

3.1.1. Descriptive Method

The objective of this method is to predict and analyses of events where it was measure different components of any phenomena.

This type of research was used to collect information and observe the phenomena of the environment in accordance to the reality.

3.1.2. Quantitative Method

This type of research was used for this thesis in order to collect all data information about manual of motivational activities that developed writing skills in students of sixth grade at Alexander Neill school.

3.1.3. Qualitative Method

Qualitative method was used to do a detailed description of situations, events, people, interpretations, interactions and behaviors that is observables.

This type of research was used to determine the situations, events and behaviors that are observable on the sixth grade students at Alexander Neill School.

3.2. LEVEL OR TYPE OF THE RESEARCH

Field Research

In the Field research the researcher takes contact in direct form with the reality, to obtain information according to the objective of the project.

This type of research was used to investigate all the data about problems of children and the teachers can observe the attitude or behavior of the students in order to do descriptions, interpretations and assessment of the facts observed and so the investigator can achieve the objective.

Bibliographic research

Bibliographic research: It has the purpose to know, compare, expand, deepen and deduce different approaches, theories, conceptualizations and criteria of various authors about determined issues, based on documents, books or publications.

This type of research was used to compile all the information related to the topic through books, bibliographic sources, thesis and articles to provide necessary information.

3.3. POPULATION AND SAMPLE

3.3.1. Population

The population of this research is composed by 14 students of the sixth grade at Alexander Neill School, Santa Elena, Santa Elena province.

3.3.2. Sample

The sample represents a subset of manageable size. Samples are collected and statistics are calculated from the samples so that one can make inferences from the sample population.

Since the size of the population is manageable, 100% of the population was studied; it means that no sample size formula will be applied.

CHART N° 3: Population

POPULATION		
N°	Descripción	Quantity
01	Principal at Alexander Neill School	1
02	Head teacher at Alexander Neill School	1
03	Sixth grade students at Alexander Neill School	14
TOTAL		16

*Source: Principal, Teacher, and students.
Author: Lorena Morales Tomalá.*

3.4. VARIABLES OPERATIONALIZATION

Independent variable: Motivational activities

CHART N° 4: Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Motivational activities	Motivation Activities Manual of motivational activities	Teaching activities Tools	Is there any tool that helps to students to do different activities in the classroom? Do teachers apply activities in the classroom?	Survey Observation Interview

*Source: Principal, Teacher, and students.
Author: Lorena Morales Tomalá.*

Dependent Variable: Writing Skill in Sixth grade students at Alexander Neill School. Santa Elena, Santa Elena, province of Santa Elena. School year 2015 – 2016.

CHART N° 5: Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Writing Skill in Sixth grade students at Alexander Neill School. Santa Elena, Santa Elena, province of Santa Elena. School year 2015 – 2016.	Writing Techniques	Strategies Exercises in writing Skills	Is it important to develop writing skills in children? Is The manual of motivational activities way to strengthen writing skill? Will students practice activities in class to improve their writing?	Survey Students Interview

*Source: Principal, Teacher, and students.
Author: Lorena Morales Tomalá.*

3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1. Techniques

The technique is a rules and procedures that permit to researcher establish relationship with the object or subject in the investigation. The following techniques was applied during this research: Observation, Survey and interview.

3.5.1.1. Observation

The observation is the visual register of what happens in a real situation, classifying and consigning relevant events according to some scheme provided and the problem that is studied. It was applied directly to the students of sixth grade from the Alexander Neill School; this technique allowed observing thoroughly the methodologies and strategies applied on the Writing skills.

3.5.1.2. Survey

The survey consists on obtaining information of the subjects of study, provided by themselves, about opinion, knowledge, attitudes or suggestions. It will allow getting results about the advantages and disadvantages of the implementation of the Writing skills in the students of sixth grade.

3.5.1.3. Interview

The interview is the interpersonal communication established between the researcher and the subject of study so that to obtain verbal answers to the raised questions about the proposed problem. This technique was used to obtain direct information from the Principal of Alexander Neill School, from the first interviewed it will be possible to know the use of The Manual of Motivational Activities at Alexander Neill, it was possible to use this tool to develop the writing skills of the students and to take advantage of its application.

3.5.2. Instruments

3.5.2.1. Camera, video – camera

This instrument was used to capture images and videos in order to reproduce them later and have an evidence of the research.

3.5.2.2. Notebook

This instrument was used to take note of the different activities develop throughout this research.

3.5.2.3. Questionnaire

It is a document with several questions which was elaborated to get information about the stated problem.

3.6. DATA COLLECTION PLAN

The data collection plan was done according to the surveys and interviews, mathematical, calculations and statistical charts were done in order to present this research paper.

CHART N° 6: Data Collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To develop the writing skills of students.
2. From which people or objects?	The sixth grade students from Alexander Neill School.
3. About what aspects?	Writing skills using a Manual of Motivational Activities.
4. Who?	The investigator Lorena Morales Tomalá (English Teaching Career).
5. To Whom?	Students, professors and Principal.
6. When?	2015 - 2016.
7. Where?	At Alexander Neill School.
8. How many times?	Once a year during the academic year
9. How?	Individually and by group
10. What data collection techniques?	Observation, interviews, and surveys
11. With what?	Lists, questionnaires and cameras.

Source: Principal, Teacher, and students.

Author: Lorena Morales Tomalá.

3.7. DATA PROCESSING PLAN

CHART N° 7: Data Processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA PICK UP AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low motivation and low use of activities teaching resources is determined through surveys directed to principal, students and professors of sixth grade from Alexander Neill School, the use of the manual of motivational activities to develop the writing skills of students was justified.</p>	<p>Once the problem is discovered the investigator started looking for related information at: Books, articles, internet, among others. Besides an interview with the Director of the Alexander Neill School is scheduled.</p>	<p>Once the problem is confirmed in the Alexander Neill School, surveys and interview are made (survey for students and interviews for Principal, Directors), these are analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected Data that prove the low motivation of students of sixth grade from the Alexander Neill School, it was important to involve the Principal of the School and professors in the incoming process. In order to improve the writing skills in each student.</p>	<p>Developing the Writing skills using the Manual of Motivational Activities to the students of sixth year from the Alexander Neill School will improve their writing skills.</p>

*Source: Principal, Teacher, and students.
Author: Lorena Morales Tomalá.*

3.8. ANALYSIS AND INTERPRETATION OF THE RESULTS

3.8.1. Interview done to The Principal at Alexander Neill School.

Question 1: What is your name?

Interpretation: Ibelice Tomalá Villón

Question2: What do you think about writing skills in English subject? Do you think that is important? Why?

Interpretation: Yes, It is important because writing skills is necessary to learn it in the English subject.

Question 3: What do you think about the motivation in the students?

Interpretation: It is good and it is an important factor because help to the student to relax their mind when they are in class.

Question 4: How teachers motivate their students?

Interpretation: First, Teacher says the objective and it relates with the real life and its surrounding tied with their reality.

Question 5: What is the methodology that teachers apply?

Interpretation: Now it is practice and the theoretical is less used. Whole that teacher teaches the students practice it. Nowadays, it is reasoning and tied with the real life.

Question 6: Which would it be the problem that students have to develop writing skill?

Interpretation: Personality I think that the teachers concern about most that the student has a good letter to neither that they have an excellent drafting nor if the students have learned to write very well. I think that is a reason that the students do not pay interest if they wrote very good or very bad.

Question 7: Do you consider that if teachers implement other educational tools to catch student's attention, they will develop their knowledge?

Interpretation: Yes, because nowadays teachers are training trough of seminars and they use new methodology and strategies and teacher can catch the attention of the students.

Question 8: Do you agree that a manual of motivational activities facilitate learning-teaching process in English language? Why?

Interpretation: Yes, because in the moment that teacher has a manual of motivational activities and uses it the students strengthen their knowledge and they practice their writing.

Question 9: Will you support the implementation of a manual of motivational activities to improve writing skills in English of the sixth year students from Alexander Neill School? Why?

Interpretation: Yes, because it will be a benefit for the students and they will have the opportunity of improve their writing in the English language.

3.8.2. Survey directed to students

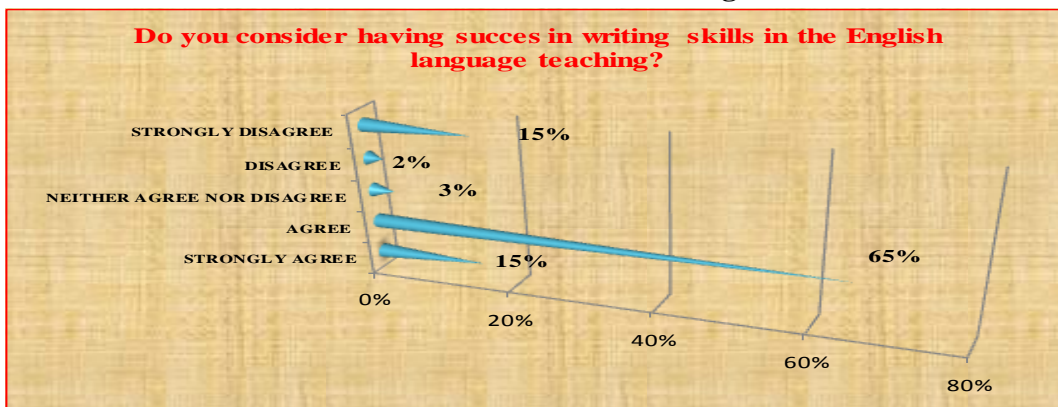
Question 1: - Do you consider having success in writing skills in the English language teaching?

CHART N° 8: Consider having success

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	3	15%
Agree	5	65%
Neither agree nor disagree	2	3%
Disagree	1	2%
Strongly disagree	3	15%
TOTAL	14	100%

Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.

GRAPH N° 1: Consider having success



Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.

Interpretation:

65% of the students agree having success in writing skills in the English language teaching, other 15% considers strongly agree having success in writing skills in the English language teaching, but other 15% strongly disagree having success in writing skills in the English language teaching, 3% neither agree nor disagree, and 2% disagree.

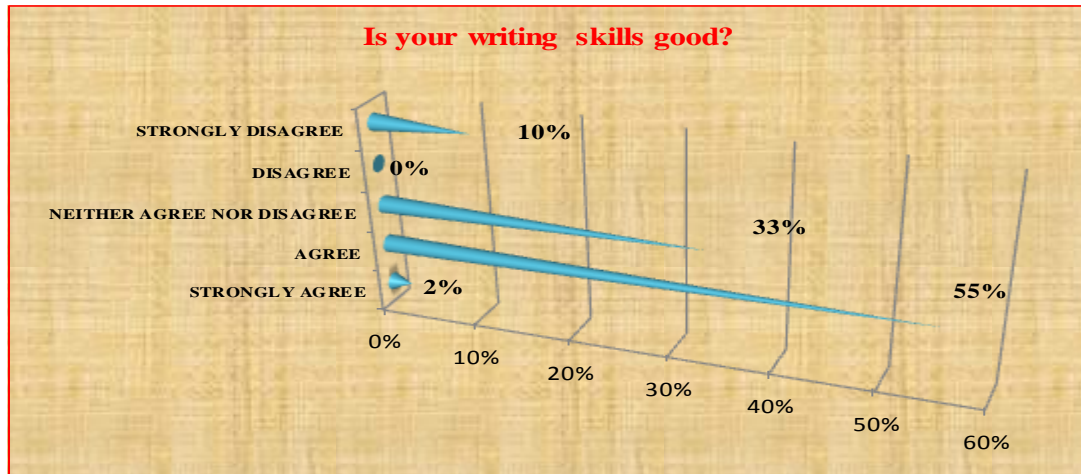
Question 2: Is your writing skills good?

CHART N° 9: Writing skills good

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	1	2%
Agree	6	55%
Neither agree nor disagree	5	33%
Disagree	0	0%
Strongly disagree	2	10%
TOTAL	14	100%

*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

GRAPH N° 2: Writing skills good



*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

Interpretation:

55% of the students agree that their writing skills is good, other 33% considers neither agree nor disagree that their writing skills is good, but other 10% strongly disagree that their writing skills is good, 2% strongly agree their writing skills is good.

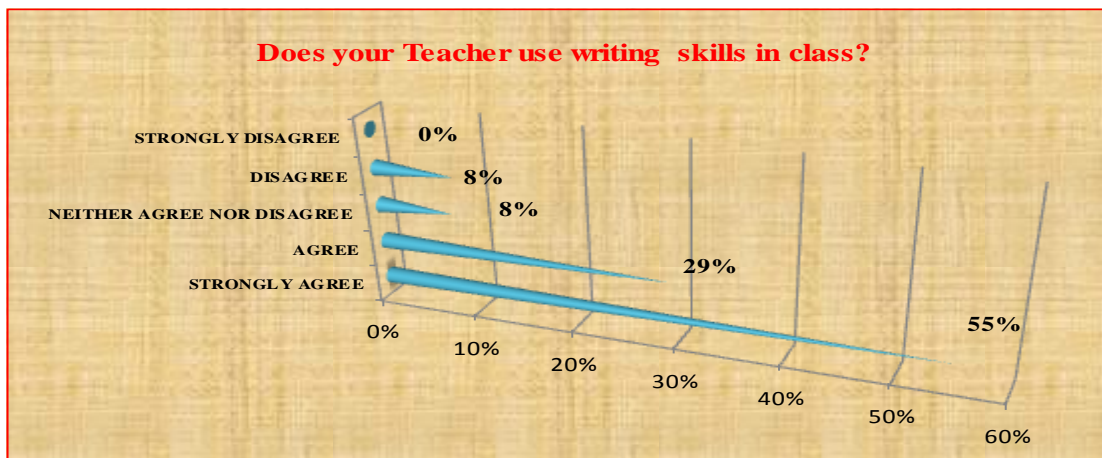
Question 3: - Does your Teacher use writing skills in class?

CHART N° 10: Teacher use writing skills

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	6	55%
Agree	4	29%
Neither agree nor disagree	2	8%
Disagree	2	8%
Strongly disagree	0	0%
TOTAL	14	100%

*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

GRAPH N° 3: Teacher use writing skills



*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

Interpretation:

55% of the students strongly agree that their teacher uses writing skills in class, other 29% considers agree that their teacher uses writing skills in class, but other 8% neither agree nor disagree that their teacher uses writing skills in class, 8% disagree that their teacher uses writing skills in class.

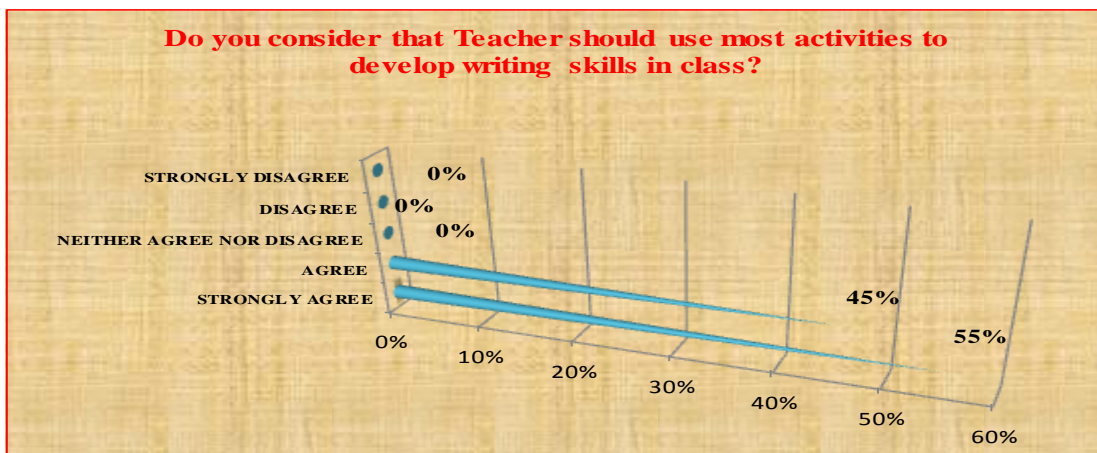
Question 4: Do you consider that Teacher should use most activities to develop writing skills in class?

CHART N° 11: Consider that Teacher should use most activities

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	8	55%
Agree	6	45%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	14	100%

*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

GRAPH N° 4: Consider that Teacher should use most activities



*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

Interpretation:

55% of the students strongly agree that their teachers should use most activities to develop writing skills in class, other 45% considers agree that their teacher should use most activities to develop writing skills in class.

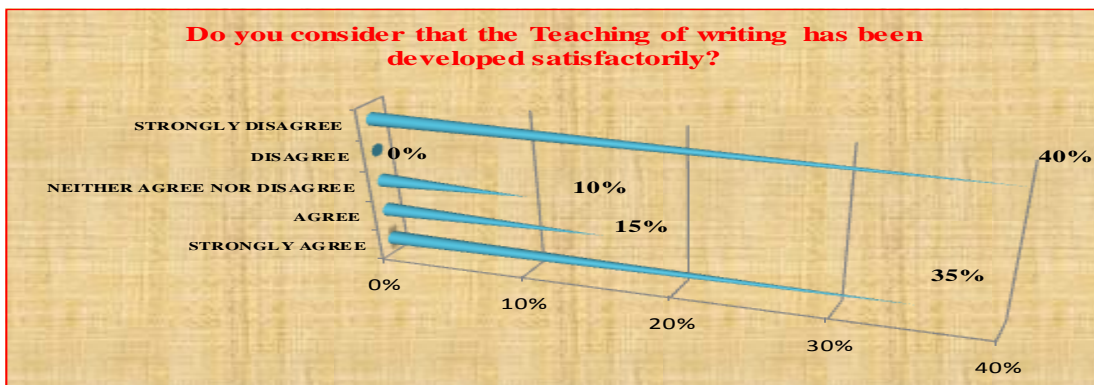
Question 5: Do you consider that the Teaching of writing has been developed satisfactorily?

CHART N° 12: Teaching of writing has been developed satisfactorily

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	4	35%
Agree	3	15%
Neither agree nor disagree	2	10%
Disagree	0	0%
Strongly disagree	5	40%
TOTAL	14	100%

Source: Students of Alexander Neill School.
 Author: Lorena Morales Tomalá.

GRAPH N° 5: Teaching of writing has been developed satisfactorily



Source: Students of Alexander Neill School.
 Author: Lorena Morales Tomalá.

Interpretation:

40% of the students strongly disagree that their teaching of writing has been developed satisfactorily, other 35% considers strongly agree that their teaching of writing has been developed satisfactorily, but other 15% agree that their teaching of writing has been developed satisfactorily, 10% neither agree nor disagree that their teaching of writing has been developed satisfactorily.

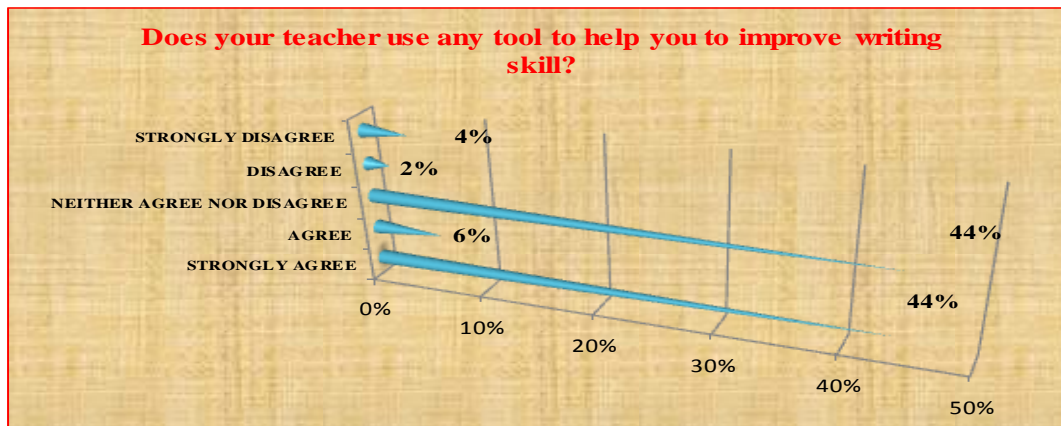
Question 6: Does your teacher use any tool to help you to improve writing skill?

CHART N° 13: Your teacher use any tool to help you to improve writing

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	4	44%
Agree	3	6%
Neither agree nor disagree	4	44%
Disagree	1	2%
Strongly disagree	2	4%
TOTAL	14	100%

*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

GRAPH N° 6: Your teacher use any tool to help you to improve writing



*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

Interpretation:

44% of the students strongly agree that their teacher use any tool to help them to improve this skill, other 44% considers neither agree nor disagree, but other 6% agree that their teacher use any tool to help them to improve this skill, 4% strongly disagree that their teacher use any tool to help them to improve this skill, and 2% disagree.

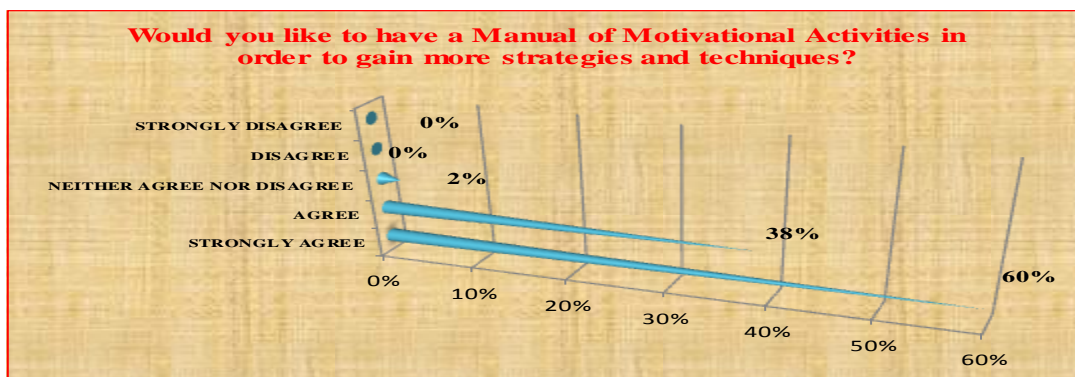
Question 7: Would you like to have a Manual of Motivational Activities in order to gain more strategies and techniques?

CHART N° 14: Likes to have a Manual of Motivational Activities

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	8	60%
Agree	5	38%
Neither agree nor disagree	1	2%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	14	100%

*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

GRAPH N° 7: Like to have a Manual of Motivational Activities



*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

Interpretation:

60% of the students strongly agree that would like them to have a Manual of Motivational Activities in order to gain more strategies and techniques, other 38% considers agree would like them to have a Manual of Motivational Activities in order to gain more strategies and techniques, but other 2% are neither agree nor disagree that would like them to have a Manual of Motivational Activities in order to gain more strategies and techniques.

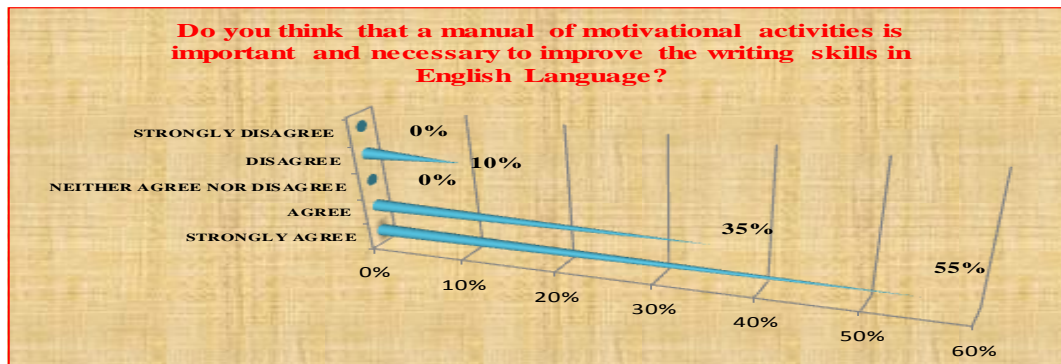
Question 8: Do you think that a manual of motivational activities is important and necessary to improve the writing skills in English Language?

CHART N° 15: Manual of motivational activities is important.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	9	55%
Agree	4	35%
Neither agree nor disagree	0	0%
Disagree	1	10%
Strongly disagree	0	0%
TOTAL	14	100%

*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

GRAPH N° 8: Manual of motivational activities is important.



*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

Interpretation:

55% of the students strongly agree that a manual of motivational activities is important and necessary to improve the writing skills in English Language, other 35% considers agree that a manual of motivational activities is important and necessary to improve the writing skills in English Language, but other 10% disagree that a manual of motivational activities is important and necessary to improve the writing skills in English Language.

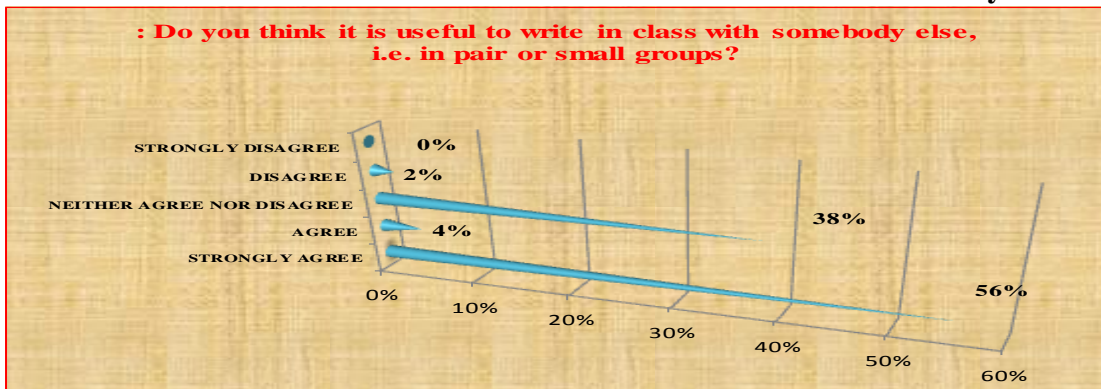
Question 9: Do you think it is useful to write in class with somebody else, i.e. in pair or small groups?

CHART N° 16: Think it is useful to write in class with somebody

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	7	56%
Agree	2	4%
Neither agree nor disagree	4	38%
Disagree	1	2%
Strongly disagree	0	0%
TOTAL	14	100%

Source: Students of Alexander Neill School.
 Author: Lorena Morales Tomalá.

GRAPH N° 9: Think it is useful to write in class with somebody



Source: Students of Alexander Neill School.
 Author: Lorena Morales Tomalá.

Interpretation:

56% of the students strongly agree that it is useful to write in class with somebody else, i.e. in pair or small groups, other 38% considers neither agree nor disagree that it is useful to write in class with somebody else, i.e. in pair or small groups, but other 4% agree that it is useful to write in class with somebody else, i.e. in pair or small groups, and 2% disagree that it is useful to write in class with somebody else, i.e. in pair or small groups.

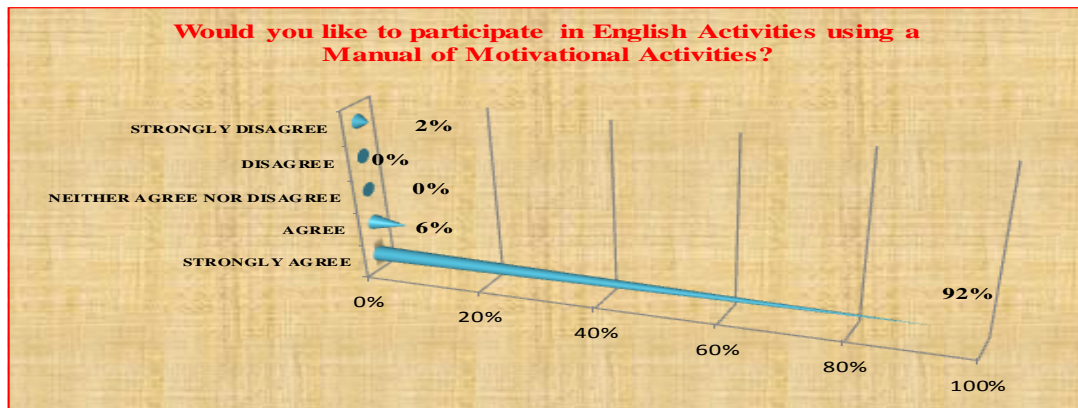
Question 10: Would you like to participate in English Activities using a Manual of Motivational Activities?

CHART N° 17: Participate en activities

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly agree	10	92%
Agree	3	6%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	1	2%
TOTAL	14	100%

*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

GRAPH N° 10: Participate in activities



*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

Interpretation:

92% of the students strongly agree that would like them to participate in English Activities using a Manual of Motivational Activities, other 6% considers agree that would like them to participate in English Activities using a Manual of Motivational Activities, but other 2% strongly disagree that would like them to participate in English Activities using a Manual of Motivational Activities.

3.8.3. Interview directed to teachers

To determine the opinion of teacher about the importance of English writing skills of their students.

Question 1: What do you think about motivation?

Interpretation: It is an important factor if there is not motivation the student does not pay attention and the class would be boring.

Question 2: How do you motivate to your students to develop writing skills?

Interpretation: Through video then I give my class to the students because they sometimes do not understand

Question 3: Do you consider that your students need to develop their writing skills using a practical material? How?

Interpretation: Yes, through flash cards because they relate it with the class and help them.

Question 4: What strategies do you put in practice teachers to promote the writing in the classroom?

Interpretation: Whit several strategies that I apply like I interact with them and when they cannot write or speak say to me “teacher I cannot” and then I correct them.

Question 5: What do you think as a teacher about the nowadays strategies that offer to work in writing skills?

Interpretation: The nowadays strategies are good because the government permit us to use the internet where we found different activities to develop the writing skills.

Question 6: Do you think that the use of the Manual of Motivational Activities will help to develop writing skills in your student's English in class?

Interpretation: Yes, because the students will learn so much about topic specially the writing skill.

Question 7: What factor do you believe that would it be the principal causal of the lack of interest for the students toward writing skill?

Interpretation: I think the lack of motivation but depending of the teachers how she or he gives the class.

Question 8: What other alternative do you put in practice to motivate students in writing skills?

Interpretation: Through several activities to motivate the writing skills and I use music too.

Question 9: What basis would you use to defend the importance of writing skills?

Interpretation: That the writing will always be an important skills in English classes.

3.9. CONCLUSIONS

The result obtained in this research indicates that the students from Alexander Neill School do not have a manual that helps students develop the writing skills.

Students need to practice this ability because some of them do not write in English and it is difficult for them to learn easy words.

If the teacher does not teach them to write in a correct way, they could delay to learn quickly, and they would have difficulties to take notes.

It is important for the students to strengthen their writing with more strategies using several activities because it is not sometimes enough.

It is important to develop writing skills in the students because through this ability they will have the facility of communicating with others.

The proposed activities are important for the development of this ability that will permit it develops the learning process in the students. Students need to develop their writing skills in order to improve their English.

CHAPTER IV

THE PROPOSAL

INFORMATIVE DATA

Motivational English Activities to develop writing skills for sixth grade students at Alexander Neill Elementary School. Santa Elena, Province of Santa Elena. School year 2015-2016”.

➤ **Executing Institution**

Alexander Neill Elementary School.

➤ **Beneficiaries**

Students of 6th Grade at Alexander Neill Elementary School.

➤ **Location**

Santa Elena City, Province of Santa Elena.

➤ **Estimated time for execution**

6 Months

➤ **Responsibility**

Author: Lorena Morales Tomalá

Advisor: Msc. Tatiana García.

➤ **Budget**

\$ 200 (American dollars)

4.1. PROPOSAL BACKGROUND

During the time that I was doing in my practice, several problems about writing skills were detected in the students of sixth year. In the moment that they began to write different easy words and sentences it was so difficult for them to write simple texts.

To improve this ability, the researcher did several investigations through interviews, survey to the students, teachers, and the principal to ascertain which have been the causes of this problem. For this reason permission was asked to apply this project in the school.

The proposal has an effective application for the students according to its design and structure. During the development of the proposal on pages it will be explained in detail how this proposal will be carried out.

4.2. SIGNIFICANCE

The manual of motivational activities is the key in education, because it will promote the use of different activities that will permit students to adapt the writing skills, furthermore, students will be benefited, in such a way that students will assimilate in a better way different skills applied by the teacher through the manual of motivational activities.

The elaboration of a manual of motivational activities allows strengthening the writing skills of the students of sixth grade from Alexander Neill School at Peninsula of Santa Elena. In addition, this manual is considered as a valuable tool that complements and motivates the work of the teacher and specially students, therefore it will offer the necessary help to the students to improve the writing skills.

The project designed will catch the attention of the students because it is a new-fangled tool to increase the students' knowledge in English subject.

4.3. OBJECTIVES

General Objective:

To develop writing skills through the application of a manual with motivational activities in order to strengthen the ability to write on the students of sixth grade from Alexander Neill Elementary School. Santa Elena, Province of Santa Elena.

Specific Objectives:

- To design activities for a manual of motivational activities for developing writing skills to the Students of the sixth grade from Alexander Neill Elementary School.
- To apply different activities through a manual of motivational activities for improving writing skills to the students of the sixth grade from Alexander Neill Elementary School.
- To evaluate the learning results of the sixth grade Students from Alexander Neill Elementary School, to obtain a good and correct writing.

4.4. DESIGN AND DEVELOPMENT OF THE PROPOSAL

The use of a manual of motivational activities is an important tool in the development of skills for the Students of the sixth grade from Alexander Neill Elementary School Santa Elena, Province of Santa Elena, School year 2015-2016. This project will help students to develop their autonomous work for improving their writing skills.

The manual of motivational activities is based on different activities made by the teacher, this manual allows students to interact with the teacher, send and receive homework and feedback, to have a report about the activities.

4.4.1. What is Manual of Motivational Activities?

A manual of motivational activities is a tool designed for children to develop writing skills. It contains different activities for students according to each unit.



This manual will allow students to improve the writing and they will be able to write words and sentences very well.




PENINSULA OF SANTA ELENA
STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES
LANGUAGE SCHOOL
ENGLISH TEACHING CAREER


Manual of Motivational Activities
TO DEVELOP
ENGLISH WRITING SKILLS



Writing



*For Students from
6th Grade*



AUTHOR:
LORENA MORALES TOMALA

4.4.2. Table of contents of the proposal

Acknowledgment

Manual of motivational activities objective

Introduction

Writing activities

Activity #1 Unit 1. - A little town

Activity #2 Unit 1. - A little town

Activity #3 Unit 2. - We are different

Activity #4 Unit 2. - We are different

Activity #5 Unit 3. - Machines at work

Activity #6 Unit 3. - Machines at work

Activity #7 Unit 4. - The big city

Activity #8 Unit 5. - Health and life

Activity #9 Unit 5. - Health and life

Activity #10 Unit 6. - The new day

Activity #11 Unit 6. - The new day

Activity #12 Unit 7. - Our people

Activity #13 Unit 7. - Our people

Activity #14 Unit 8. - Sports and friendship

Activity #15 Unit 8. - Sports and friendship

Recommendations

ACKNOWLEDGMENT

This manual of motivational activities was designed in order to help students to develop their writing skills. Thanks to all the people that guided me in the development of this proposal.

Manual of motivational activities to develop writing skills.

Manual of Motivational Activities Objective

To develop writing skills in students through activities for applying in different real life situations.

Introduction

The manual of motivational activities is a useful tool for the teaching-learning process, through this tool students can develop all the abilities that English subject has special writing skills.

All easy activities that the manual contains have been designed according to the topics of the book to improve writing skills in students.

This manual is new, innovative and original and it will help students to develop their writing skills.

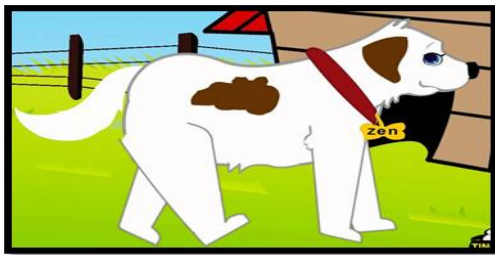
Writing Activities

ACTIVITY #1

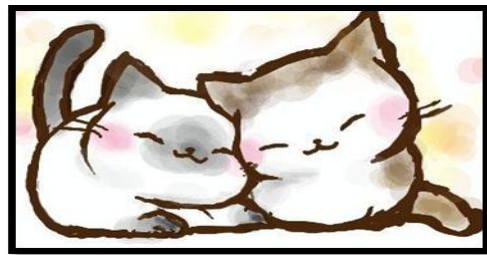
Students are going to write sentences according to the lesson from unit 1.

UNIT 1.-A LITTLE TOWN
Time: 10 minutes
Lesson: There is – There are
Objective: To develop sentences through pictures.
Expecting Results: Students are able to do easy and correct sentences.
Activities: <ul style="list-style-type: none">➤ Look at the example.➤ Look at the picture.➤ Write sentences

There is / There are



Example: There is a dog.








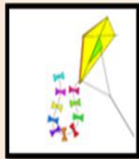
Example: There are two cats.

ACTIVITY #1

UNIT 1.-A LITTLE TOWN

READ THE INSTRUCTION: Write sentences according to the picture

Example: There are three flowers

 <p><u>There are three flowers.</u></p>	
	
	

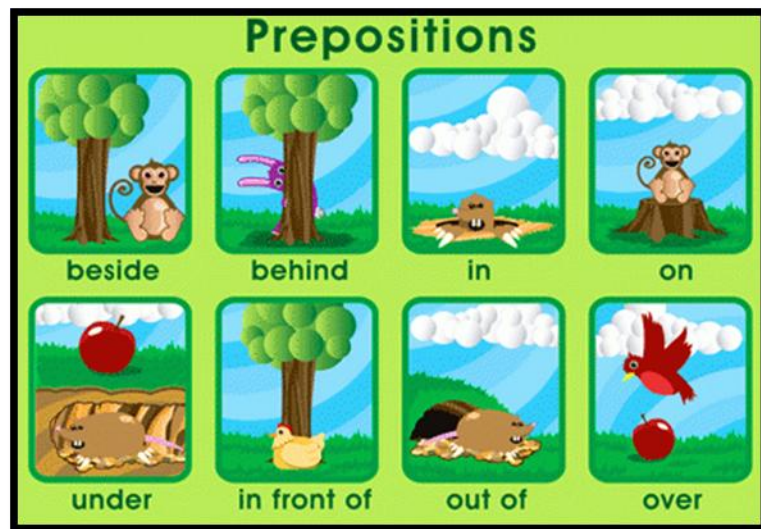
Source: Happy Always books by Lic. Nancy Morales.
Author: Lorena Morales Tomalá.

ACTIVITY #2

Students are going to write prepositions of place according to the lesson from unit 1.

UNIT 1.-A LITTLE TOWN	
Time: 10 minutes	
Lesson: Preposition of place.	
Objective: To identify preposition through pictures.	
Expecting Results: Students are able to recognize prepositions.	
Activities:	<ul style="list-style-type: none">• Look at the example.• Look at the picture.• Write a preposition.

Preposition

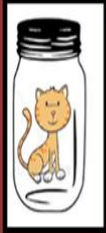


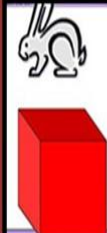








ACTIVITY #2

UNIT 1.-A LITTLE TOWN

READ THE INSTRUCTION: Match and Write the correct prepositions according to the picture.

Look at the example.

Far from	Behind	Next to	Near	In front of
In	Under	Between	On	Over
				
In				
				

Source: Happy Always books by Lic. Nancy Morales.
Author: Lorena Morales Tomalá.

ACTIVITY #3

Students are going to write sentences using verb to be according to the lesson from unit 2.

UNIT 2.-WE ARE DIFFERENT
Time: 10 minutes
Lesson: Verb to be
Objective: To discover sentences.
Expecting Results: Students are able to recognize the verb to be.
Activities: <ul style="list-style-type: none">• Look at the example.• Look at the picture.• Write sentences with the verb to be

Source: *Happy Always books by Lic. Nancy Morales.*
Author: *Lorena Morales Tomalá.*

Verb To Be

AM

IS

ARE

Example:

t	h	e		d	o	g		i	s		s	m	a	l	l
20	8	5		4	15	7		9	19		19	13	1	12	12

ACTIVITY #3

UNIT 2 .-WE ARE DIFFERENT

READ THE INSTRUCTION: Write sentences. Look at the code.

Look at the example.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Example:

t	h	e	d	o	g	i	s	s	m	a	l	l
20	8	5	4	15	7	9	19	19	13	1	12	12

25	15	21	1	18	5	1	14	9	3	5	2	15	25
----	----	----	---	----	---	---	----	---	---	---	---	----	----

9	1	13	1	20	5	1	3	8	5	18
---	---	----	---	----	---	---	---	---	---	----

20	8	5	25	1	18	5	2	18	15	20	8	5	18	19
----	---	---	----	---	----	---	---	----	----	----	---	---	----	----

19	8	5	9	19	1	20	19	3	8	15	15	12
----	---	---	---	----	---	----	----	---	---	----	----	----

8	5	9	19	1	19	9	14	7	5	18
---	---	---	----	---	----	---	----	---	---	----

23	5	1	18	5	14	21	18	19	5	19
----	---	---	----	---	----	----	----	----	---	----

20	8	5	6	15	15	4	9	19	15	14	20	8	5	20	1	2	12	5
----	---	---	---	----	----	---	---	----	----	----	----	---	---	----	---	---	----	---

Source: Happy Always books by Lic. Nancy Morales.

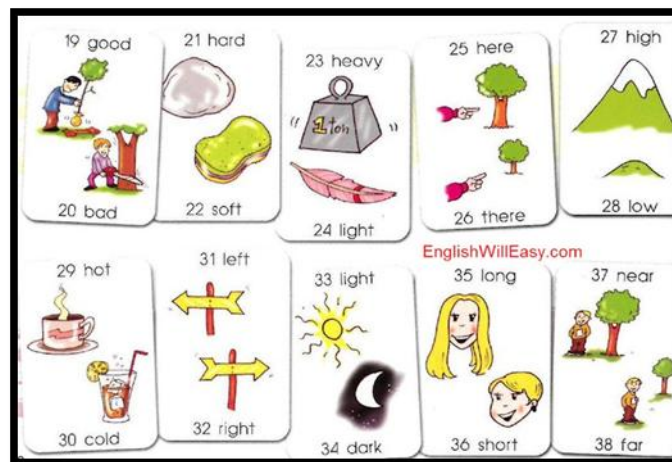
Author: Lorena Morales Tomalá.

ACTIVITY #4

Students are going to write adjectives according to the lesson from unit 2.

UNIT 2.-WE ARE DIFFERENT	
Time: 10 minutes	
Lesson: Adjectives	
Objective: To discover adjectives.	
Expecting Results: Students are able to recognize adjectives.	
Activities:	<ul style="list-style-type: none">• Look at the example.• Look at the picture.• Write sentences with the verb to be

Adjectives



ACTIVITY #4

UNIT 2. -WE ARE DIFFERENT

READ THE INSTRUCTION: Write the correct adjectives in the boxes. Use the words according to the picture.

Look at the example.

The crossword puzzle grid contains the following letters:

- Row 1: T A L L
- Row 2: D
- Row 3: J
- Row 4: E
- Row 5: C
- Row 6: T
- Row 7: I
- Row 8: V
- Row 9: E
- Row 10: S

Word boxes available:

- EXCELLENT
- RICH
- FAT
- BEAUTIFUL
- DIRTY
- TALL
- EXPENSIVE
- CLEAN
- THIRSTY

*Source: Happy Always books by Lic. Nancy Morales.
Author: Lorena Morales Tomalá.*

ACTIVITY #5

Students are going to unscramble the words to form sentences according to the lesson from unit 3.

UNIT 3.- MACHINES AT WORK
Time: 10 minutes
Lesson: Verb To Be: Simple Present
Objective: To order words.
Expecting Results: Students are able to recognize the simple present tense.
Activities: <ul style="list-style-type: none">• Look at the example.• Look at the picture.• Unscramble the words

Verb To Be: Simple Present

AM

IS

ARE

She is a good doctor.

ACTIVITY #5

UNIT 3. -MACHINES AT WORK

READ THE INSTRUCTION: Unscramble the words and write them.

Look at the example.

Example:	
Is/a/she/doctor	She is a doctor.
Tree/the/is/in/the/bird	
Is/the/new/pencil	
Supermarket/my/are/the/in/parents	
I/years/9/old/am	
In/school/we/the/are	
Andres/in/is/garden/the	

Source: Happy Always books by Lic. Nancy Morales.

Author: Lorena Morales Tomalá.

ACTIVITY #6

Students are going to unscramble the letters according to the lesson from unit 3.

UNIT 3.- MACHINES AT WORK	
Time: 10 minutes	
Lesson: Nouns	
Objective: To order letters.	
Expecting Results: Students are able to recognize nouns	
Activities:	<ul style="list-style-type: none">• Look at the example.• Look at the picture.• Unscramble the letters.

Nouns



ACTIVITY #6

UNIT 3. - MACHINES AT WORK

READ THE INSTRUCTION: Unscramble the letters and write them.

Look at the example.

Example:

a/d/i/r/o	radio
-----------	-------

Machines		Tools	
a/d/i/r/o		r/a/m/h/e/r	
o/p/u/c/e/r/m/t		e/h/o	
t/e/r/y/p/e/w/i/r/t		h/a/w/n/a/d/s	
h/o/n/e/t/e/l/p/e		p/a/s/d/e	
c/e/r/a/m/a		s/r/e/d/c/i/r/w/e/r/v	
t/o/c/t/a/r/r		c/r/e/n/w/h	
r/i/f/e/g/o/r/a/r/e/t/r		s/t/o/n/g	
s/e/v/t/t		l/i/n/a	
c/a/v/u/m/u/c/e/l/a/n/e/r		r/i/s/p/e/l	
s/e/t/o/v		c/r/e/s/w	

Source: Happy Always books by Lic. Nancy Morales.

Author: Lorena Morales Tomalá.

ACTIVITY #7

Students are going to choose words to form questions according to the lesson from unit 4.

UNIT 4. - THE BIG CITY
Time: 10 minutes
Lesson: Information Questions
Objective: To choose words.
Expecting Results: Students are able to recognize question words.
Activities: <ul style="list-style-type: none">• Look at the example.• Look at the picture.• Choose question words.

Question Words



ACTIVITY #7

UNIT 4. - THE BIG CITY

READ THE INSTRUCTION: Fill in the question words What, Where, Why, When, How, Who to form the question.

Look at the example.

Example:

What do you like best?

1	_____ do you like best?
2	_____ does Manolo get up in the morning?
3	_____ don't you go by bus, Cristina?
4	_____ hobbies does Carlos like?
5	_____ do the Petersons live?
6	_____ do they go to every week?
7	_____ old are you Silvia?
8	_____ is Maria's birthday?
9	_____ are my exercise books?
10	_____ are you doing at the moment, Harry?

Source: Happy Always books by Lic. Nancy Morales.

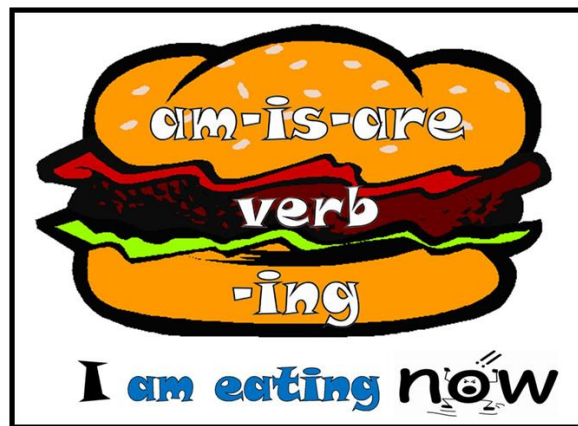
Author: Lorena Morales Tomalá.

ACTIVITY #8

Students are going to apply sentences through pictures according to the lesson from unit 5.

UNIT 5.- HEALTH AND LIFE
Time: 10 minutes
Lesson: Present Progressive
Objective: : To apply sentences through pictures
Expecting Results: Students are able to recognize present progressive tense.
Activities: <ul style="list-style-type: none">• Look at the example.• Look at the picture.• Write sentences

Present Progressive



ACTIVITY #8


UNIT 5. - HEALTH AND LIFE

READ THE INSTRUCTION: Look at the picture and use the present progressive to say what people are doing. Write sentences.

Look at the example:

Example:

The elephant is drinking water



Source: Happy Always books by Lic. Nancy Morales.

Author: Lorena Morales Tomalá.

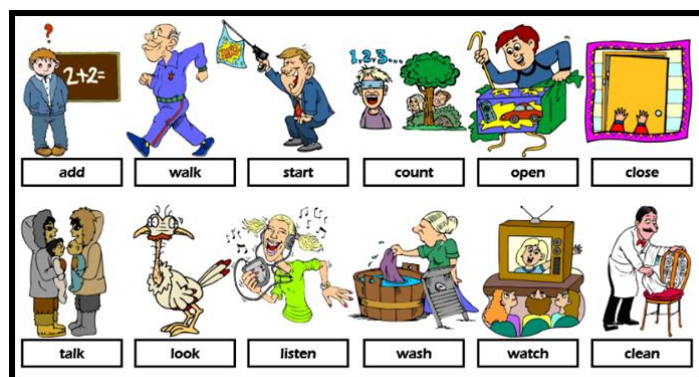
ACTIVITY #9

Students are going to identify different verbs through pictures according to the lesson from unit 5.

UNIT 5.- HEALTH AND LIFE
Time: 10 minutes
Lesson: Action Verbs
Objective: To identify different verbs through pictures.
Expecting Results: Students are able to recognize verbs.
Activities: <ul style="list-style-type: none">• Look at the example.• Look at the picture.• Add ing to the following verbs.

Action Verbs

Example:















ACTIVITY #9

UNIT 5.- HEALTH AND LIFE

READ THE INSTRUCTION: Add **ing** to the following verbs.

Look at the example.

 add	 walk	 count	 wash
Adding			
 start	 close	 listen	 clean
 open	 look	 watch	 talk

Source: *Happy Always books* by Lic. Nancy Morales.
Author: *Lorena Morales Tomalá.*

ACTIVITY#10

Students are going to say numbers in English according to the lesson from unit 6.

UNIT 6.- THE NEW DAY
Time: 10 minutes
Lesson: Numbers
Objective: To select numbers..
Expecting Results: Students are able to say numbers in English.
Activities: <ul style="list-style-type: none">• Look at the example.• Look at the picture.• What number is after?

Numbers

1 one	2 two	3 three	4 four
5 five	6 six	7 seven	8 eight
9 nine	10 ten	11 eleven	12 twelve

ACTIVITY #10

UNIT 6. - THE NEW DAY

READ THE INSTRUCTION: What number is after?

Look at the example.

9	10	13		99	
Nine	Ten	Thirteen		Ninety	
6		11		66	
Six		Eleven		Sixty six	
4		15		72	
Four		Fifteen		Seventy two	
8		18		35	
Eight		Eighteen		Thirty five	
3		16		58	
Three		Sixteen		Fifty eight	

Source: Happy Always books by Lic. Nancy Morales.

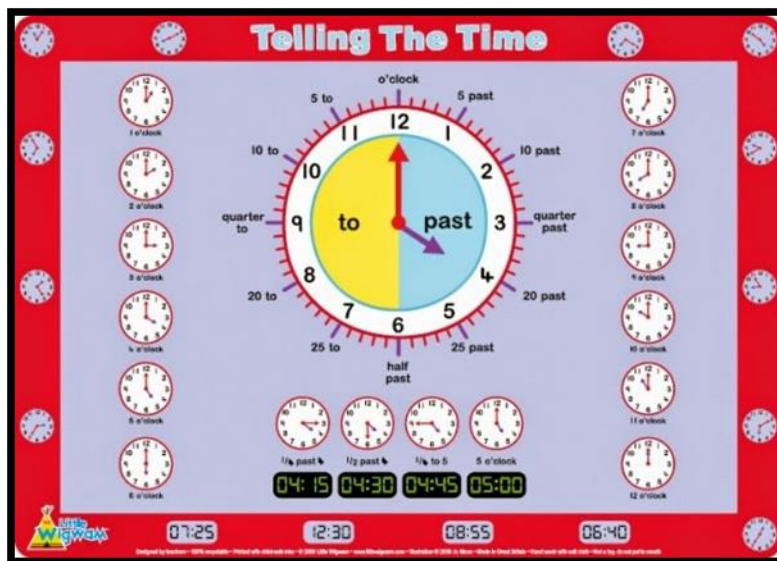
Author: Lorena Morales Tomalá.

ACTIVITY#11

Students are going to apply the time in the real life situations according to the lesson from unit 6.

UNIT 6.- THE NEW DAY
Time: 10 minutes
Lesson: The Time
Objective: To apply the time in sentences.
Expecting Results: Students are able to apply the time in the real life situations
Activities: <ul style="list-style-type: none">• Look at the example.• Look at the picture.• Match the correct words in the sentences.

The Time



ACTIVITY #11

UNIT 6. - THE NEW DAY

READ THE INSTRUCTION: Match the correct words in the sentences

Look at the example.

O'clock	Past	At	Quarter past	Quarter to
At	To	It's	Half past	O'clock

It's ten to seven.

Andrés play soccer ____ 3:00
o'clock.

It's five ____ two.

____ eight thirty.

It's a _____ four.

It's nine _____.

It's _____ four.

I have dinner ____ 7:00 o'clock.

It's a _____ seven.

It's eleven _____.

Source: *Happy Always books by Lic. Nancy Morales.*
Author: *Lorena Morales Tomalá.*

ACTIVITY#12

Students are going to apply possessive adjectives in sentences according to the lesson from unit 7.

UNIT 7.- OUR PEOPLE
Time: 10 minutes
Lesson: Possessive adjectives
Objective: To apply possessive adjectives in sentences.
Expecting Results: Students are able to use possessive adjectives in sentences.
Activities: <ul style="list-style-type: none">• Look at the example.• Look at the picture.• Write sentences using possessive adjectives.

Possessive adjectives



ACTIVITY #12

UNIT 7. - OUR PEOPLE

READ THE INSTRUCTION: Write sentences using possessive adjectives.

Look at the example.

MY YOUR HIS HER ITS

OUR YOUR THEIR

My book is new.

Source: Happy Always books by Lic. Nancy Morales.
Author: Lorena Morales Tomalá.

ACTIVITY #13

Students are going to use possessive nouns in sentences according to the lesson from unit 7.

UNIT 7.- OUR PEOPLE
Time: 10 minutes
Lesson: Possessive nouns with apostrophe and of as a possessive.
Objective: To develop sentences using possessives nouns.
Expecting Results: Students are able to use possessive nouns in sentences.
Activities: <ul style="list-style-type: none">• Look at the example.• Look at the picture.• Write 6 sentences with possessive nouns with apostrophe and possessive with of.

Possessive nouns with apostrophe and possessive with of.



ACTIVITY #13

UNIT 7. - OUR PEOPLE

READ THE INSTRUCTION: Write 6 sentences with possessive nouns with apostrophe and possessive with of.

Look at the example.

Example:

Martin's restaurant. The color of the pen is blue.

*Source: Happy Always books by Lic. Nancy Morales.
Author: Lorena Morales Tomalá.*

ACTIVITY#14

Students are going to identify the actions verbs to do sentences according to the lesson from unit 8.

UNIT 8.- SPORTS AND FRIENDSHIP
Time: 10 minutes
Lesson: Action Verbs
Objective: To identify verbs through a puzzle.
Expecting Results: Students are able to identify the actions verbs to do sentences.
Activities: <ul style="list-style-type: none">• Look at the example.• Look at the picture.• Find the hidden verbs in the puzzle then write them in the box.

Action Verbs



ACTIVITY #14

UNIT 8. - SPORTS AND FRIENDSHIP

READ THE INSTRUCTION: Find the hidden verbs in the puzzle, and then write them in the box.

Look at the example.

B	E	F	R	E	A	D	O	O	D	R	I	V	E	H			
U	T	A	J	W	C	N	F	C	Z	T	Y	W	D	A			
Y	J	H	U	G	F	S	D	U	V	J	S	P	O	V			
K	L	L	M	Ñ	P	O	I	T	U	T	T	R	E	E			
S	Q	M	P	M	N	N	B	V	C	X	U	Z	Q	W			
L	W	E	R	S	T	F	T	U	Y	I	D	O	P	E			
E	S	D	F	P	G	I	H	J	K	K	Y	L	A	A			
E	Z	X	C	E	V	S	I	N	G	B	N	M	Q	T			
P	Q	W	K	A	E	H	R	T	Y	U	I	O	P	L			
A	S	L	D	K	F	H	G	K	M	L	Ñ	Ñ	Z	P			
Z	A	A	Q	W	E	W	D	I	C	V	W	F	R	L			
W	O	R	K	T	G	A	W	B	Y	H	A	N	M	A			
A	I	K	L	O	P	S	Ñ	V	G	H	N	P	U	Y			
S	A	D	G	H	W	H	E	R	T	Y	T	H	M	V			
H	Z	W	R	I	T	E	G	J	L	C	S	N	U	R			

Study		

Source: Happy Always books by Lic. Nancy Morales.
Author: Lorena Morales Tomalá.

ACTIVITY #15

Students are going to recognize pronouns to apply in sentences according to the lesson from the unit 8.

UNIT 8.- SPORTS AND FRIENDSHIP
Time: 10 minutes
Lesson: Pronouns
Objective: To recognize pronouns.
Expecting Results: Students are able to recognize pronouns to apply in sentences.
Activities: <ul style="list-style-type: none">• Look at the example.• Look at the picture.• Beginning with the letter I, skip one letter and you will find the pronouns. Color and write them

Pronouns



ACTIVITY #15

UNIT 8. - SPORTS AND FRIENDSHIP

READ THE INSTRUCTION: Beginning with the letter **I**, skip one letter and you will find the pronouns. Color and write them.

Look at the example.

	T	D	W	A	E	U	
	R	U	F	H	S	Y	
	I	K	I	C	E	P	
	G	O	M	Y	Q	O	
	Y	E	N	H	L	S	D
	Z	E	B	H	C	T	U

I	

THE EVALUATION OF THE APPLICATION OF THE PROJECT

In order to demonstrate the result about the application of the project, first it was designed the activities and it applied four activities in sixth grade. During the application it explained to students what are going to do in each activity. Then students developed each activity during thirty minute in different days for two week. The application of activities were observed in order to be able to get a calculation through grades: (excellent: 10-9),(very good: 8-7),(good:6-5), (bad:4-1) at the beginning and at the end of the application.

Thus to be able to observe if there was any effect on the teaching –learning process of English when it applied different activities. It was necessary to have an evidence of a before and after results of the development of each activities. These are the result of the students from sixth grade at Alexander Neill School.

Activity: 1

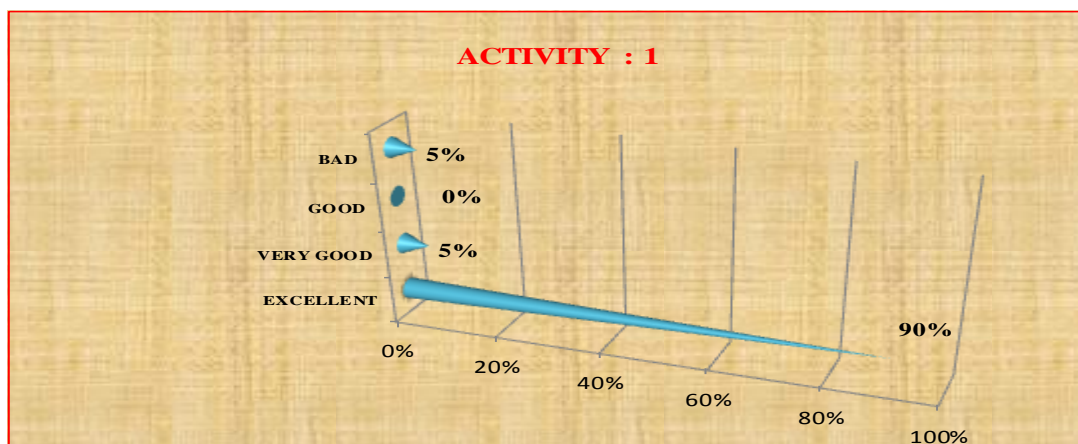
Write sentences according to the picture

CHART N°1 Write sentences according to the picture

ALTERNATIVES	FREQUENCY	PERCENTAGE
EXCELLENT	10	90%
VERY GOOD	2	5%
GOOD	0	0
BAD	2	5%
TOTAL	14	100%

*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

GRAPH N°1 Write sentences according to the picture



*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

Interpretation:

90% of the students have an excellent writing in the English language, other 5% of the students have a very good writing in the English language, but other 5% of the students have a bad writing in the first activity.

Activity: 2

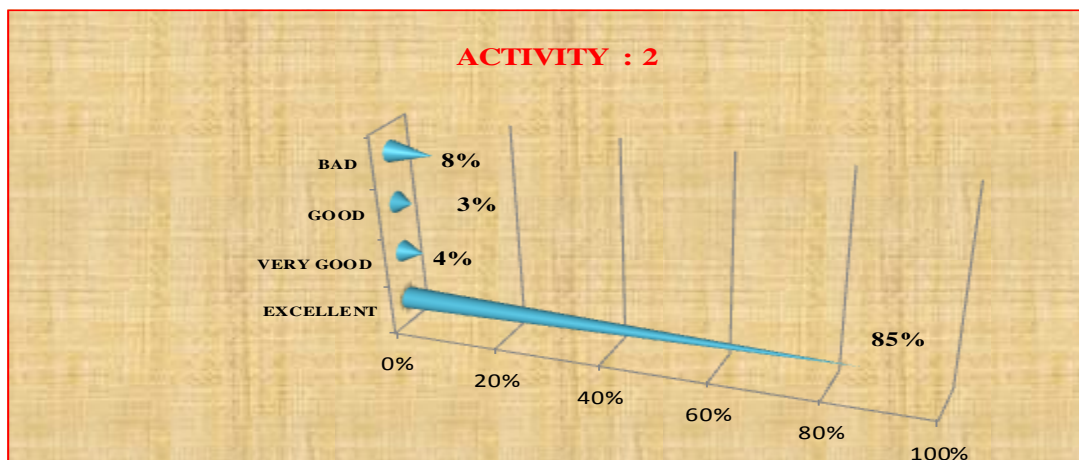
Match and write the correct prepositions according to the picture

CHART N°2 the correct prepositions according

ALTERNATIVES	FREQUENCY	PERCENTAGE
EXCELLENT	6	85%
VERY GOOD	2	4%
GOOD	1	3%
BAD	5	8%
TOTAL	14	100%

Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.

GRAPH N°2 the correct prepositions according



Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.

Interpretation:

85% of the students have an excellent writing in the English language, other 4% of the students have a very good writing in the English language, but other 3% of the students have a good writing and 8% of the students have a bad writing in the second activity.

Activity: 3

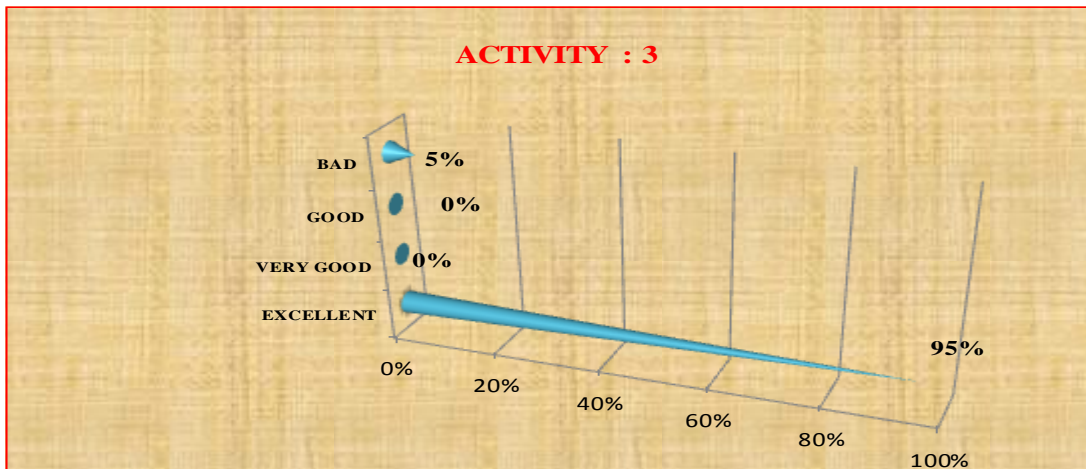
Write sentences. Look at the code

CHART N°3 Write sentences. Look at the code

ALTERNATIVES	FREQUENCY	PERCENTAGE
EXCELLENT	10	95%
VERY GOOD	0	0%
GOOD	0	0%
BAD	4	5%
TOTAL	14	100%

*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

GRAPH N°3 Write sentences. Look at the code



*Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.*

Interpretation:

95% of the students have an excellent writing in the English language, but other 5% of the students have a bad writing in the third activity.

Activity: 4

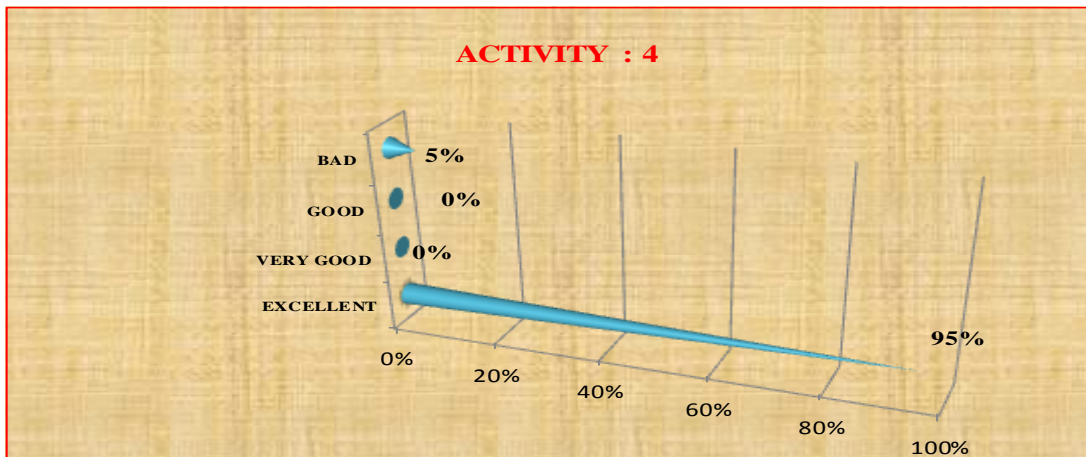
Write the correct adjectives in the boxes. Use the words according to the picture

CHART N°4 correct adjectives

ALTERNATIVES	FREQUENCY	PERCENTAGE
EXCELLENT	10	95%
VERY GOOD	0	0%
GOOD	0	0%
BAD	4	5%
TOTAL	14	100%

Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.

GRAPH N°4 correct adjectives



Source: Students of Alexander Neill School.
Author: Lorena Morales Tomalá.

Interpretation:

95% of the students have an excellent writing in the English language, but other 5% of the students have a bad writing in the fourth activity.

4.4.4. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions have been written based on the research carried out, the applied activities and the obtained results during the making of this Project have been achieve.

- The writing skills of the sixth grade students from the Alexander Neill School have been developed satisfactorily through different designed activities, this skill is essential for students, the manual of motivational activities help students and they will use as a useful tool.
- The writing skill is important, if the teacher applies activities in class. They can develop their writing skills and students would not have difficulties to write easily, correct words and sentences.
- As a result of the evaluation of learning, students have developed different activities. Most of them have improved satisfactory.

Recommendations

At the end of the proposal I have some recommendations to improve writing skills for students at sixth grade at Alexander Neill Elementary School.

- Teacher should use several activities in class all students need motivation before starting classes, without motivation students are not able to do any activity.
- The activities applied during the teaching learning process should be used to improve the writing skills so that, students catch the attention and achieve the objective.
- Students should use the different activities developed in the manual of motivational activities to evaluate if it had any result to develop writing skills correctly.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 Resources

5.1.1 Institutional

Alexander Neill Elementary School.

5.1.2 Humans

- ✓ Advisor of thesis
- ✓ Researcher
- ✓ Principal at Alexander Neill Elementary School.
- ✓ Teachers at Alexander Neill Elementary School.
- ✓ Students from sixth grade at Alexander Neill Elementary School.

5.1.3 Materials

CHART

Materials	Technological Equipment
Sheets	Computer
Ink	Laptop
Markets	Speakers
Pens	Copying Machine
Pencils	Internet
Copies	Printer
Books	Pen drive
Dictionary	Digital camera
Printings	Cd
Bound	
Spiral binding	

5.1.4 Economic (Budget)

CHART # Economic

Humans	Total
Tutor Advisor of thesis	0,00
Principal at Alexander Neill Elementary School.	0,00
Teachers at Alexander Neill Elementary School.	0,00
Students from sixth grade at Alexander Neill Elementary School.	0,00
Total	0,00

Technological Equipment	Total
Computer	600,00
Laptop	700,00
Speakers	20,00
Internet	100,00
Printer	200,00
Pen drive	15,00
Digital camera	300,00
Cd	1,00
Total	1936,00

Quantity	Material	P/U	Total
5	Sheets	5,00	25,00
1	Ink	30,00	30,00
5	Markets	1,00	5,00
4	Pens	0,25	1,00
5	Pencils	0,30	1,50
200	Copies	0,04	8,00
3	Books	15,00	45,00
1	Dictionary	10,00	10,00
300	Printings	0,15	45,00
3	Bound	30,00	90,00
3	Spiral binding	2,50	7,50
Total			268,00

Humans	0,00
Material	268,00
Equipment	1936,00
Total	2204,00

5.1.5. TIMETABLE

ACTIVITIES	JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Theme approval				X	X	X	X	X																																				
Meeting with Tutors								X																																				
Meeting with undergraduates							X	X																																				
1 st Tutorial Work Degree									X	X	X	X																																
1 st and 2 nd Chapter Development											X	X	X	X																														
Checking and Correction												X	X	X	X																													
2 nd Tutorial Work Degree													X	X																														
Sample Identification														X	X																													
Instruments Elaboration and Application															X	X																												
Collection and Analysis of Results																X	X																											
Determining conclusions and recommendations																	X	X																										
Proposal Development																	X	X	X	X																								
Development of the Draft Report																		X	X																									
Presentation of the Draft Report																			X	X																								
Presentation to the Academic Peers																				X	X																							
Report Presentation- Reception																					X	X																						
3rd Thesis tutoring																						X	X																					
Elaboration of the Final Report																							X	X																				
Presentations of the Final Report (ringed)																								X	X																			
Distribution to members of the Court																									X	X																		
Revision and correction																										X	X																	
Thesis Advisory																											X	X																
Presentation of the Final Report (bound)																												X	X															
Distribution to members of the Court																														X	X													
Preparation for thesis defense																															X	X												
Thesis Defense																																X	X											
Graduation																																X	X											

BIBLIOGRAPHY

- ✓ Al-Mutawa and Kailani (1989). European Scientific Journal October edition vol. 8, No.22.
- ✓ Balón, Fresia, (2011). Thesis “Estrategias metodológicas para mejorar la lecto escritura en los niños/as del 5to año educación básica de la escuela fiscal mixta n° 7 “Dr. Carlos Puig Vilazar” de la comuna San Pablo, período 2010 – 2011.
- ✓ Bello, (1997). European Commission, (2003). Classification of learning activities –Manual.
- ✓ Bereiter, S. and Scardamalia, M. (1987). The psychology of written composition.
- ✓ Bloomsbury International .Improving English Writing Skills.
- ✓ Bonwell, Eison, (1991). Active learning Creating excitement in the classroom.
- ✓ Brookes Arthur Grundy Peter, (2005). Beginning to Write: Writing Activities for Elementary and Intermediate Learners.
- ✓ Cooper, (1999); Richards y Rodgers, (1992). Artículos Arbitrados Algunas consideraciones teóricas y sugerencias prácticas el docente y actividades de enseñanza/aprendizaje.
- ✓ Díaz Bordenave, Juan, Martins Pereira, Adair, (1982).Estrategias de enseñanza--aprendizaje: orientaciones didácticas para la docencia universitaria.

- ✓ Díaz Lucea Jordi, (1994).El currículum de la Educación Física en la Reforma educativa.
- ✓ Elbow, (1973). European Scientific Journal October edition vol. 8, No.22.
- ✓ Espasa, (2009). Diccionario Español-Inglés, English-Spanish.
- ✓ European Commission, (2003). Classification of learning activities –Manual.
- ✓ European Scientific Journal October edition vol. 8, No.22.
- ✓ Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, (2003).Teaching English as a foreign language.
- ✓ Graham, Steve and Perin, Dolores, (2007).Writing Next. Effective strategies to improve writing of adolescents in middle and high schools.
- ✓ Holguín, Patricia, (2011).Thesis “Diseño de una guía didáctica para el fortalecimiento de la escritura en los niños de tercer año del centro de educación básica fiscal n° 6 José Pedro Varela del cantón la Libertad de la provincia de Santa Elena, año lectivo 2010 - 2011”.
- ✓ Kane S., Thomas,(1998) The New Oxford Guide to Writing.
- ✓ Kellogg, (2001). Improving The Writing Skills of College Students.
- ✓ Lee, Martin, Miller, Marcia, (2001). Quick & Fun Writing Activities Just for Young Learners: Easy Writing Lessons.
- ✓ Ley Orgánica de Educación Intercultural Registro Oficial n° 417, 31 de marzo del 2011.
- ✓ Ley Orgánica de Educación Superior Registro Oficial No. 298, del 12 de octubre del 2010.

- ✓ Nickerson, R. S., Perkins, D. N., & Smith, E. E. (1985). The teaching of thinking.
- ✓ Parada, Uberto, (2009).Investigación Formativa, Modulo 2 –Universidad Técnica De Manabí.
- ✓ Paredes, Wilson, (2009).Como Desarrollar una Tesis.
- ✓ Plan Nacional de Desarrollo / Plan Nacional para el Buen Vivir (2013-2017)
- ✓ Ponce, Fanny, (2013). Thesis “Técnicas grafo motoras para el fortalecimiento de la escritura en los niños y niñas de 5 años de edad en el centro de educación básica fiscal n° 2 General César Rohón Sandoval de la parroquia Anconcito, del cantón Salinas, de la provincia de Santa Elena en el año lectivo 2012-2013”.
- ✓ Syh- Jong(2007) ;Tobin and Tippins (1993). Active learning Creating excitement in the classroom.
- ✓ T. Carroll, Robert, (1990). Student Success Guide – Writing Skills.
- ✓ Villalobos, José, (2003). Artículos Arbitrados Algunas consideraciones teóricas y sugerencias prácticas el docente y actividades de enseñanza/aprendizaje.
- ✓ Winch et al, (2000). Writing in the Primary School Years By Pauline Harris.
- ✓ Zhang and Chen , (1989). European Scientific Journal October edition vol. 8, No.22.

VIRTUAL BIBLIOGRAPHY

- ✓ Donnelly, Dianne; Harper, Graeme, (2012). Key Issues in Creative Writing.
- ✓ <http://upse.ebib.com/patron/FullRecord.aspx?p=1073328>
- ✓ Harper, Graeme, (2010).On Creative Writing.
- ✓ <http://upse.ebib.com/patron/FullRecord.aspx?p=543903>
- ✓ Jain, Rupal, (2012). Motivation.
- ✓ <http://upse.ebib.com/patron/FullRecord.aspx?p=1621138>
- ✓ May, Stephen, (2010).Get Started in Creative Writing: Teach Yourself.
- ✓ <http://upse.ebib.com/patron/FullRecord.aspx?p=655637>
- ✓ Ramet, Adele, (2011).Creative Writing.
- ✓ <http://upse.ebib.com/patron/FullRecord.aspx?p=896900>
- ✓ Saddler, Bruce, (2012).Teacher's Guide to Effective Sentence Writing.
- ✓ <https://upse.ebib.com/patron/FullRecord.aspx?p=1024332>

WEBSITES

- ✓ <http://www.recusoseees.uji.es/fichas/fc1.pdf>
- ✓ <http://es.slideshare.net/divipunk/the-importance-of-activities-in-the-classroom>
- ✓ <http://ptgmedia.pearsoncmg.com/images/9780205521067/samplepages/99ideas.pdf>
- ✓ https://www.blake.com.au/v/vspfiles/downloadables/L25_30Min_English.pdf
- ✓ <http://ler.letras.up.pt/uploads/ficheiros/6021.pdf>
- ✓ <http://www.eucen.eu/EQFpro/GeneralDocs/FilesFeb09/GLOSSARY.pdf>

Appendix

Appendix 1



PENINSULA OF SANTA ELENA STATE UNIVERSITY FACULTY OF EDUCATION AND LANGUAGES ENGLISH TEACHING CAREER

Survey to students

La siguiente encuesta tiene por objetivo mejorar la escritura en inglés para estudiantes de sexto año de la Escuela General Mixta Particular de Educación Básica “Alexander Neill”

QUESTION	MUY DE ACUERDO	DE ACUERDO	INDECISO	EN DESACUERDO	MUY EN DESACUERDO
1.- ¿Considera usted tener éxito en la escritura de la enseñanza del idioma Inglés?					
2.- ¿Considera usted que tu escritura en Inglés es buena?					
3.- ¿Tu profesor utiliza la escritura en Inglés en la clase?					
4.- ¿Considera usted que el profesor debería utilizar más actividades para desarrollar la escritura en Inglés en clase?					
5.- ¿Considera usted que la enseñanza en la escritura en Inglés ha sido desarrollada satisfactoriamente?					
6.- ¿Utiliza tu profesor alguna herramienta para ayudarte a mejorar esta habilidad?					
7.- ¿Te gustaría tener un manual de actividades motivacionales con el fin de adquirir más estrategias y técnicas?					
8.- ¿Consideras que un manual de actividades es importante y necesario para mejorar la escritura en el idioma Inglés?					
9.- ¿Consideras que es útil escribir en clase con alguien más?					
10.- ¿Te gustaría participar en actividades en Inglés utilizando un manual de actividades?					

Appendix 2



**PENINSULA OF SANTA ELENA
STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

Interview to the Principal

¿Cuál es su nombre?

¿Qué opina usted acerca de la escritura en la materia de Inglés, piensa usted que es importante? Por qué?

¿Qué opine usted acerca de la motivación de los estudiantes?

¿Cómo los profesores motivan a los estudiantes?

¿Cuál es la metodología que los profesores aplican en clase?

¿Cuál sería el problema que los estudiantes tienen para desarrollar esta habilidad?

¿Usted considera que si los profesores implementaran otra herramienta educativa para captar la atención de los estudiantes, ellos desarrollarían sus conocimientos?

¿Está de acuerdo que un manual de actividades motivacionales facilite el proceso enseñanza aprendizaje en el idioma Inglés? Por qué?

¿Usted ayudaría en la implementación de un manual de actividades motivacionales para mejorar la escritura en inglés de los estudiantes de la escuela Alexander Neill? Por qué?

Appendix 3



**PENINSULA OF SANTA ELENA
STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES**

ENGLISH TEACHING CAREER

Interview to the Teacher

Question 1: What do you think about motivation?

Question 2: How do you motivate to your students to develop writing skills?

Question 3: Do you consider that your students need to develop their writing skills using a practical material? How?

Question 4: What strategies do you put in practice teachers to promote the writing in the classroom?

Question 5: What do you think as a teacher about the nowadays strategies that offer to work in writing skills?

Question 6: Do you think that the use of the Manual of Motivational Activities will help to develop writing skills in your student's English in class? Why?

Question 7: What factor do you believe that would it be the causal principal of the lack of interest for the students toward writing skill?

Question 8: What would you change as a teacher to implement new forms to develop writing skill?

Question 9: What other alternative do you implement to motivate students in writing skills?

Question 10: What basis would you use to defend the importance of writing skills?

Appendix 4



Interview done to the principal Lic. Ibelice Tomalá Villón



The principal explains different answer about the questions.

Appendix 5



Interview done to the English teacher Rosario Reyes.



Teacher answered the questions.

Appendix 6



Survey done to the students from sixth grade at Alexander Neill School.



Students answered the survey.

Appendix 7



Alexander Neill Elementary School.



Appendix 8



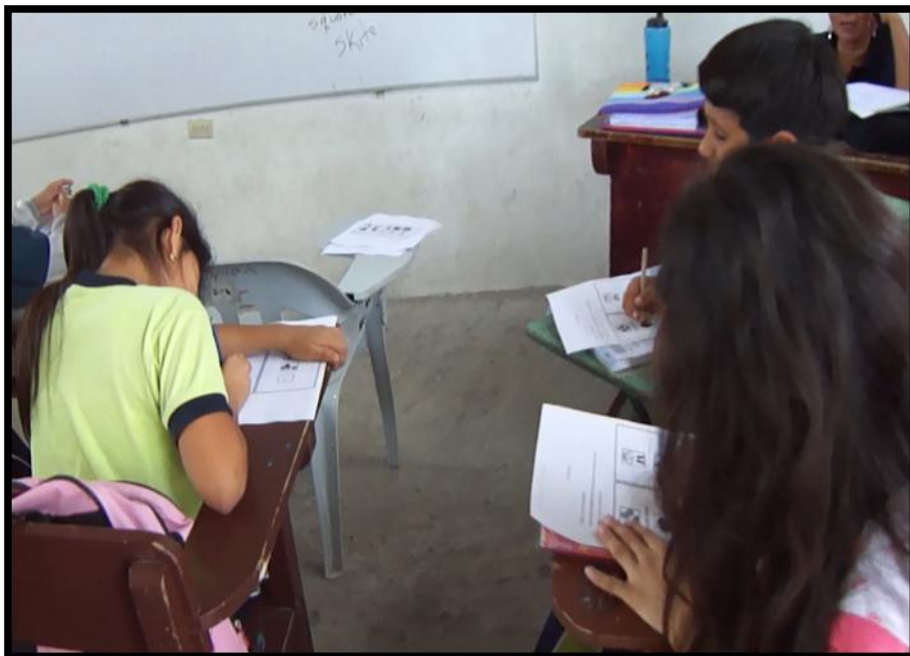
Applying the first activities to the students.



Appendix 9



Students applying the activity developing sentences



Appendix 10



Different students developing writing skills.





Escuela de Educación Básica

"ALEXANDER NEILL"

Cabecera Provincial de Santa Elena - Ecuador
Acuerdo Ministerial 245 12 de Septiembre del 2000



Santa Elena, 25 de Enero del 2016

La suscrita Directora de la Escuela de Educación Básica "Alexander Neill"

Autoriza a la **SRTA. LORENA MORALES TOMALÁ** de nacionalidad ecuatoriana, mayor de edad, titular de la cédula de identidad N° **092070417-8**, Estudiante de la **Universidad Estatal Península de Santa Elena**, aplicar las diferentes actividades para realización de su tesis con el tema: **Motivational English activities to develop writing skills for sixth grade students at Alexander Neill Elementary school. Santa Elena, province of Santa Elena school year 2015 – 2016.**

Información que se estará monitoreando de acuerdo a la asistencia de la interesada.

Atentamente

Msc. Ibelice Tomalá Villón





Escuela de Educación Básica

"ALEXANDER NEILL"

*Cabecera Provincial de Santa Elena - Ecuador
Acuerdo Ministerial 245 12 de Septiembre del 2000*



Santa Elena, 25 de Enero del 2016

La suscrita Directora de la Escuela de Educación Básica "Alexander Neill"

La **SRTA. LORENA MORALES TOMALÁ** de nacionalidad ecuatoriana, mayor de edad, titular de la cédula de identidad N° **092070417-8**, Estudiante de la **Universidad Estatal Península de Santa Elena**, culminó con éxito la aplicación de los diferentes instrumentos para la elaboración de su tesis con el tema: **Motivational English activities to develop writing skills for sixth grade students at Alexander Neill Elementary school. Santa Elena, province of Santa Elena school year 2015 – 2016.**

Esto todo lo que se puede certificar ante la ejecución de este proyecto.

Atentamente

Msc. Ibelice Tomalá Villón



La Libertad, 27 de Enero del 2016

CERTIFICADO ANTIPLAGIO

001-TUTOR RTGV-2016

En calidad de tutor del trabajo de titulación denominado **“MOTIVATIONAL ENGLISH ACTIVITIES TO DEVELOP WRITING SKILLS FOR SIXTH GRADE STUDENTS AT ALEXANDER NEILL ELEMENTARY SCHOOL. SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”**, elaborado por la estudiante Lorena Morales Tomalá, egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 9% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,



ING. TATIANA GARCÍA VILLAO
C.I.: 0913241279
DOCENTE TUTOR

REPORTE URKUND

← → ↻ 🏠 <https://secure.orkund.com/view/17463918-121769-376640#DcYxDsJADEXBU2z>

URKUND

Document [tesis complete.docx](#) (D17433823)

Submitted 2016-01-27 01:16 (-05:00)

Submitted by lorenachicasolitaria@hotmail.com

Receiver rgarcia.upse@analysis.orkund.com

Message RV: [LMORA215] [Show full message](#)

9% of this approx. 14 pages long document consists of text present in 9 sources.

📄 🔍 99 ⬆ ⬅ ➡

FUENTES DE SIMILITUD

:9hGx/O5vNVRAFigBtQZqJILvDVPNp77NtV8Nx4YkXQTgh1oICyFGgfzpJilwoUZ1aqXGjnfN1z 📄 ☆ ☰

List of sources

100%	Conclusions The result obtained in the survey indicates that: The	<input type="checkbox"/>
48%	DESIGN AND DEVELOPMENT OF THE PROPOSAL The use of Picture Books is an exceptional tool in the dev	<input checked="" type="checkbox"/>
<input type="checkbox"/>	CHAPTER III.Aguindedocx.docx	<input type="checkbox"/>
<input type="checkbox"/>	CHAPTER I- Doc-Urkund.docx	<input type="checkbox"/>
<input type="checkbox"/>	http://eujournal.org/index.php/esj/article/download/429/578	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Chapters1,2,3,4vroca.docx	<input type="checkbox"/>
<input type="checkbox"/>	TESIS LORENA SIN CUADROS 1.docx	<input type="checkbox"/>
<input type="checkbox"/>	http://es.slideshare.net/divipunk/the-importance-of-activities-in-the-classroom	<input checked="" type="checkbox"/>
<input type="checkbox"/>	http://www.eucen.eu/EOFpro/GeneralDocs/FilesFeb09/GLOSSARY.pdf	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Introduction to Comparative Education - EXAMINATION QUESTIONS - Samanta Antunes Kasper.docx	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Examensarbete SKP.doc	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Alternative sources	
<input type="checkbox"/>	CHAPTER III ok.docx	<input type="checkbox"/>
<input type="checkbox"/>	CHAPTER 3 THESIS.docx	<input type="checkbox"/>
<input type="checkbox"/>	Sources not used	

⚠ 0 Warnings ⏪ Reset 📄 Export 📄 Share 🔄